



Faculty Senate Executive Committee
 Wednesday, March 16, 2016
 3:00p.m. – 5:00p.m., Adelbert Hall, Room M2

3:00 p.m.	Approval of Minutes from the February 10, 2016, Executive Committee Meeting, <i>attachment</i>	Roy Ritzmann
3:05 p.m.	President and Provost's Announcements	Barbara Snyder Bud Baeslack
3:10 p.m.	Chair's Announcements	Roy Ritzmann
3:10 p.m.	Research Presentation	Sue Rivera Lee Hoffer
3:25 p.m.	Graduate Certificate in Maternal and Child Nutrition, <i>attachment</i>	Paul MacDonald Tamara Randall
3:30p.m.	Electronic Voting Technology for Toepfer Room	Edward Bolden Michael Thomas
3:45 p.m.	Proposed Revisions to SON By-Laws, <i>attachment</i>	Mary Quinn Griffin
3:50 p.m.	Proposed Revisions to LAW By-Laws, <i>attachment</i>	David Carney
3:55 p.m.	Revisions to Amendment Provision of Constitution, <i>attachment</i>	David Carney
4:00 p.m.	Outcome Assessment	Susan Perry
4:15 p.m.	Concussion-Policy and Protocol for Student Athletes	Amy Backus Christopher Bailey Shana Miskovsky Jessica White Greg Debeljak
5:00 p.m.	Approval of Faculty Senate Agenda, <i>attachment</i>	Roy Ritzmann

**Faculty Senate Executive Committee
Minutes of the March 16, 2016 Meeting
Adelbert Hall, Room M2**

Committee Members in Attendance

Barbara Snyder, President
Roy Ritzmann, CAS, chair
Peter Harte, SOM, vice chair
Juscelino Colares, LAW
Mary Quinn-Griffin, SON
Kimberly Emmons, CAS
Richard Zigmund, SOM
Gerald Mahoney, MSASS
Susan Case, WSOM

Others Present:

David Carney, chair, Committee on By-Laws
Paul Macdonald, chair, Committee on Graduate Studies
Lee Hoffer, chair, Committee on Research
Leena Palomo, chair, Committees on Minority Affairs and Women Faculty

Absent:

Bud Baeslack, Provost
Robert Savinell, CSE, past chair
Horst von Recum, CSE
Lisa Lang, SODM

Guests:

Suzanne Rivera, Vice President of Research
Tamara Randall
Edward Bolden
Michael Thomas
Amy Backus
Christopher Bailey
Shana Miskovsky
Jessica White
Greg Debeljak

Call to Order

Professor Roy Ritzmann, chair, Faculty Senate, called the meeting to order at 3:00 p.m.

Approval of Minutes

The minutes of the February 10, 2016 meeting of the Faculty Senate Executive Committee were reviewed and approved. *Attachment*

President's Announcements

The President had no announcements.

Provost's Announcements

The Provost was not in attendance.

Chair's Announcements

Prof. Ritzmann announced that the end-of-the-year Faculty Senate Budget meeting is scheduled for Tuesday, May 3rd at 1pm in the Tinkham Veale University Center. Additional information on this meeting will be sent out shortly.

Research Presentation

Professor Lee Hoffer presented the final results of the research survey conducted by the Faculty Senate Committee on Research and the Office of Research Administration in the spring of 2015. Prof. Hoffer had presented preliminary results to the Executive Committee in December. The survey objectives were to assess faculty satisfaction with research support services, identify priorities for improving research support and to collect open-ended responses. The desired outcomes were to identify specific areas for improvement, make recommendations and to establish a monitoring framework.

Results of the survey were categorized as follows: what CWRU does well, points without a consensus, and what CWRU can improve. In response to what CWRU does well, collaboration, departmental research staff, and perceived flexibility were cited most often. With regard to what CWRU doesn't do well, university staff, internal funding, and grant-writing support were cited most often.

Prof. Hoffer said that the survey will be conducted again in the fall and on regular intervals in the future. This type of survey is challenging because of the diverse population of faculty at CWRU. He plans to improve the survey questions and work on ways to make the survey relevant to researchers not in STEM areas. These changes, and better communication with faculty should improve the response rate considerably. The survey results may be used to monitor faculty satisfaction over time. Sue Rivera said that the survey results will help inform the university's strategic research implementation committee. Results of the survey will also be posted on the ORA website. *Attachment*

Graduate Certificate in Maternal and Child Nutrition

Professor Tamara Randall presented the graduate Certificate in Maternal and Child Nutrition from the Department of Nutrition in the School of Medicine. This certificate is intended to formalize the current specialty in maternal and child nutrition and is consistent with the department's strategic planning goal of establishing clinical and educational excellence in the

areas of maternal and child health. The certificate consists of 12 credit hours that will be satisfied with courses that are currently being offered. Students in the MS/Public Health Nutrition Dietetic internship, in the MS/Coordinated Dietetic Internship, non-degree students (who have earned a minimum of a Bachelor's degree) and others would be eligible for this certificate. The Executive Committee voted to include the graduate certificate on the agenda for the Faculty Senate meeting. *Attachment*

Electronic Voting Technology for the Toepfer Room

Edward Bolden and Michael Thomas from ITS demonstrated the iClicker remote voting system that can be used to register attendance and for electronic voting in Faculty Senate meetings. Three other options had been considered but this one best fit the Senate's needs. The Committee agreed that the system would be useful and recommended that the university make it available by the fall if possible.

Proposed Revisions to SON By-Laws

A discussion of proposed revisions to the SON By-Laws was postponed until a later meeting.

Proposed Revisions to LAW By-Laws

A discussion of proposed revisions to the LAW By-Laws was postponed until a later meeting.

Revisions to Amendment Provision of the Faculty Constitution

Professor David Carney said that revisions to the amendment provision of the Faculty Constitution had been presented at the March Faculty Senate meeting, but required further explanation. The Executive Committee voted to include these revisions on the agenda for the Faculty Senate meeting. *Attachment*

Outcome Assessment

Due to insufficient time, the presentation by Susan Perry on outcome assessment was cancelled. She will make a presentation to the Faculty Senate.

Concussions- Policy and Protocol for Student Athletes

Amy Backus, Athletic Director, introduced Christopher Bailey (Director of the UH Sports Medicine Concussion Center, Director, Concussion Program, Neurological Institute Univ. Hospitals Case Medical Center), Shana Miskovsky (team physician), Jessica White (team trainer) and Greg Debeljak (football coach), all of whom had joined her for the discussion on the risk of concussion in athletics. Amy Backus reported that the NCAA Division III By-Laws require all active members to have concussion management plans in place. Member institutions must require student athletes to be educated about the signs and symptoms of concussions. A student who exhibits signs and symptoms of a concussion must be removed from play and be examined by a medical staff member with experience in the treatment of concussions. The student is not to return to play until given clearance to do so by a physician. Information for student-athletes at CWRU is contained within the Student-Athlete Handbook and students-athletes must acknowledge that they have reviewed the information. Students are also

required to watch a video about concussions. The CWRU Athletic Department has established football specific guidelines for practice.

At this point in the academic year, 16 concussions have been reported out of 526 student-athletes. 19 non-athlete student concussions have been reported during this same time period. Baseline testing for student-athletes participating in high-impact sports is required at CWRU. Baseline testing can help confirm a suspected concussion and can also be used to determine whether a student has healed properly.

Christopher Bailey indicated that it is critical for all individuals who have experienced a concussion to recover completely before resuming normal activities. This includes avoiding many of the assignments that students normally work on. He encouraged faculty to support students during these times by following physician recommendations and allowing additional time for completion of assignments after the recovery period.

The Executive Committee considered whether to establish an ad hoc committee of faculty and representatives from the Athletic Department to discuss ways for faculty to assist students who have suffered concussions. The Committee decided that an ad hoc committee wouldn't be necessary but that the Athletic Department should communicate with faculty on a regular basis about these issues. The Committee asked Amy Backus to provide the Senate with more information on ways faculty can help their students. *Attachment*

Approval of Faculty Senate Meeting Agenda

The Executive Committee approved the agenda for the March 30th Faculty Senate meeting. *Attachment*

The meeting was adjourned at 5:00pm.

The Faculty Senate Committee on Research: 2015 Faculty Research Survey

December 9, 2015

Lee D. Hoffer
Chair, Faculty Senate Committee on Research



COLLEGE OF
ARTS AND SCIENCES

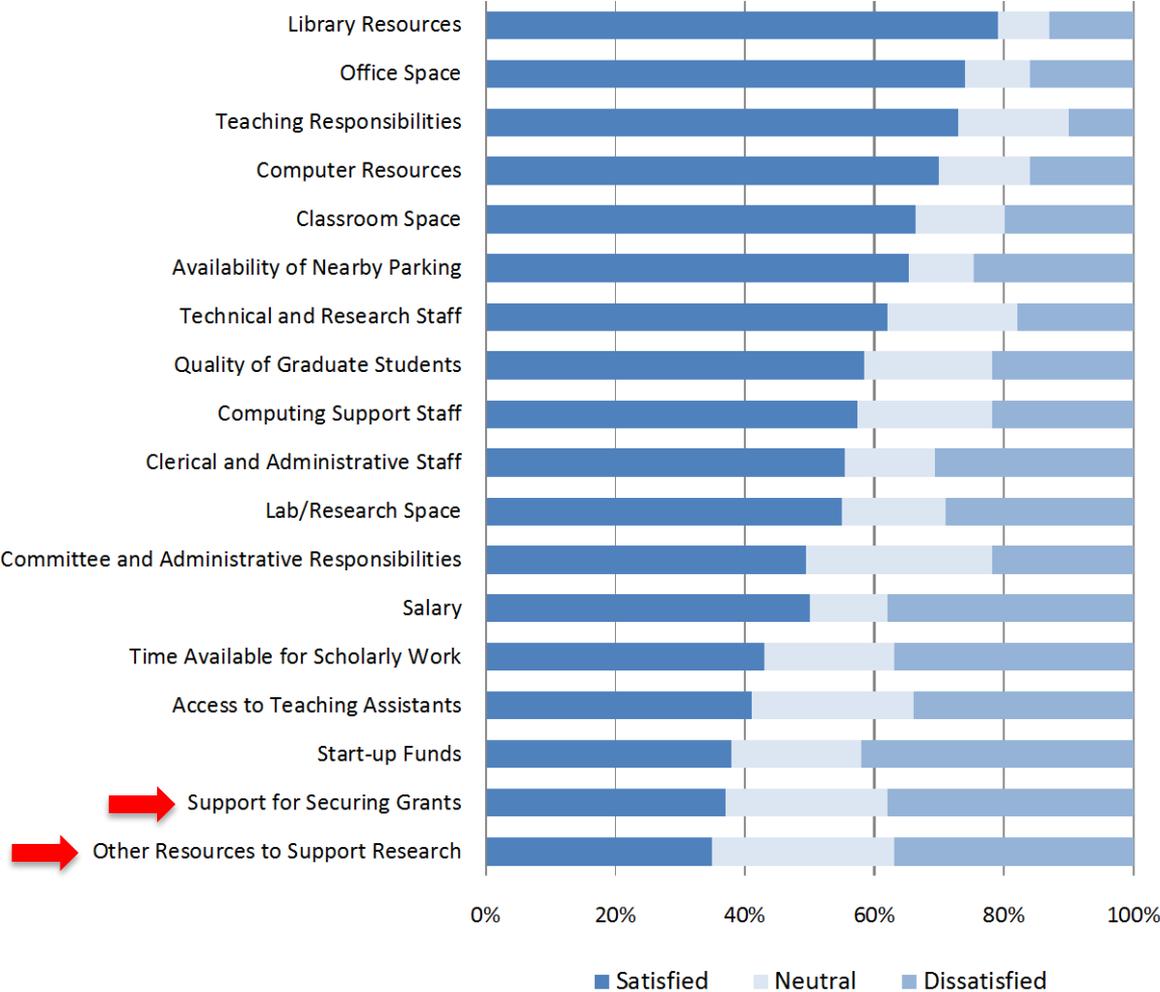
CASE WESTERN RESERVE
UNIVERSITY

Background

- Based on data from CWRU 2010 & 2014 Faculty Climate Surveys:
 1. Satisfaction about “research” was low among faculty, lower than parking
 2. More dissatisfaction about research support compared to peer institutions

Background

Satisfaction with Facilities, Resources, and Support
2010 Faculty Climate Survey



Background

- “FSRC Faculty Research Survey” (Faculty Senate Committee on Research & Office of Research Administration)
 - Thanks to: Josh Terchek (Associate Director, Institutional Research Office) Julia Knopes (Graduate Student / Anthropology)
- Objectives of the survey:
 1. Assess faculty satisfaction with research support services
 2. Identify priorities for improving research support
 3. Collect open-ended responses
- Outcomes:
 - Identify specific areas for improvement
 - Make recommendations
 - Establishing a monitoring framework

Background

- Method:
 - Email announcement sent to all faculty w/ link to on-line survey April 30, 2015. (Survey closed May 21, 2015.)
 - Qualtrics
- N=393
- Low “response rate” 11% (N=3384)
- Potential selection bias (faculty doing more research)
- The survey primarily asked about grant funded research processes / services

2015 Faculty Research Survey

Quantitative Data

Sample:

Primary faculty appointment at CWRU

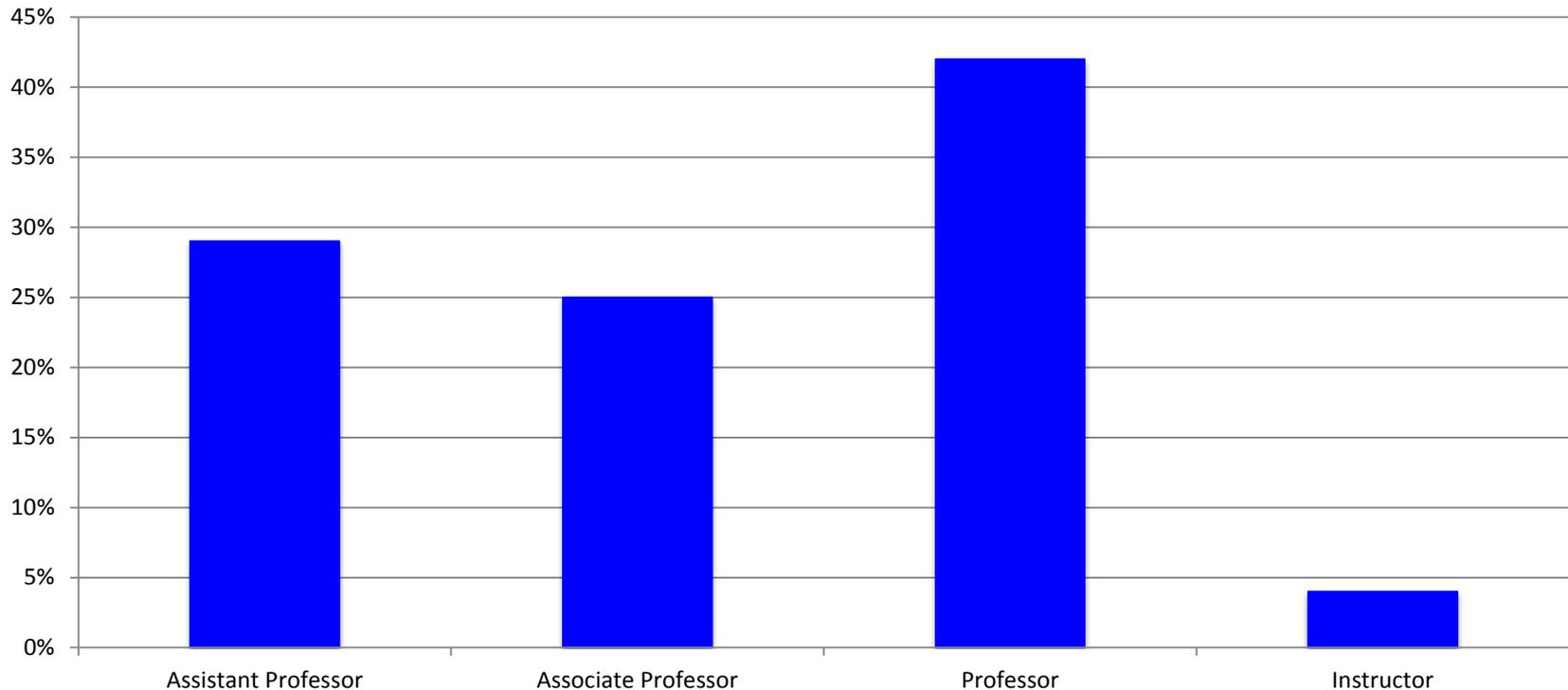
	N	%
Case School of Engineering	28	7
College of Arts and Sciences*	105	27
Frances Payne Bolton School of Nursing	23	6
Jack, Joseph, and Morton Mandel School of Applied Social Sciences	10	3
School of Dental Medicine	15	4
School of Law	7	2
School of Medicine**	172	45
Weatherhead School of Management	17	5
Total	N=377	

* CAS divided by Social Sciences, Arts & Humanities, & Physics / Natural Sciences

** SOM divided by Basic Science & Clinical Medicine

Sample:

Faculty rank/position

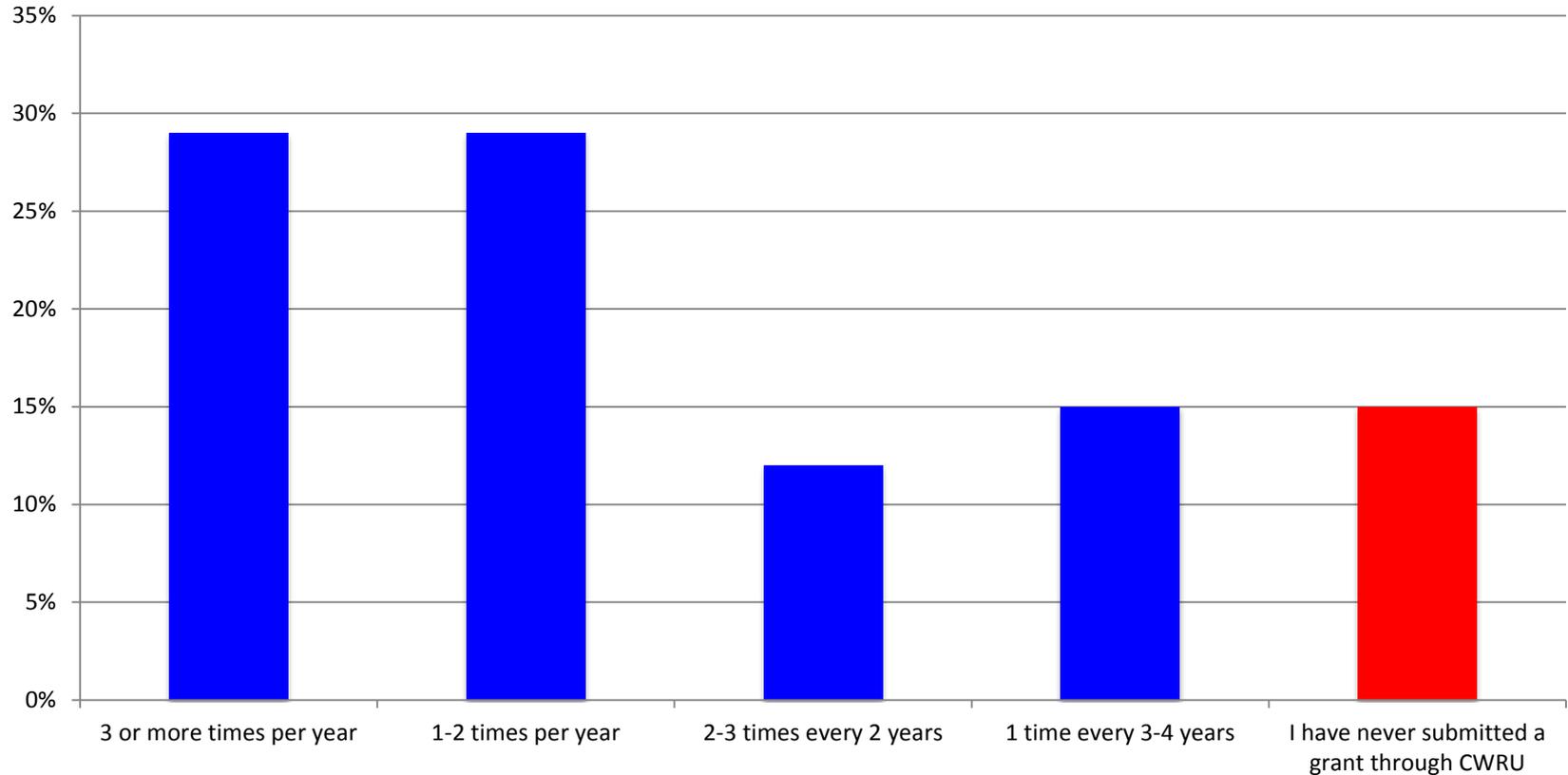


- 54% Tenured
- 23% “Clinical faculty”
- 91% Main campus

N=375

Sample:

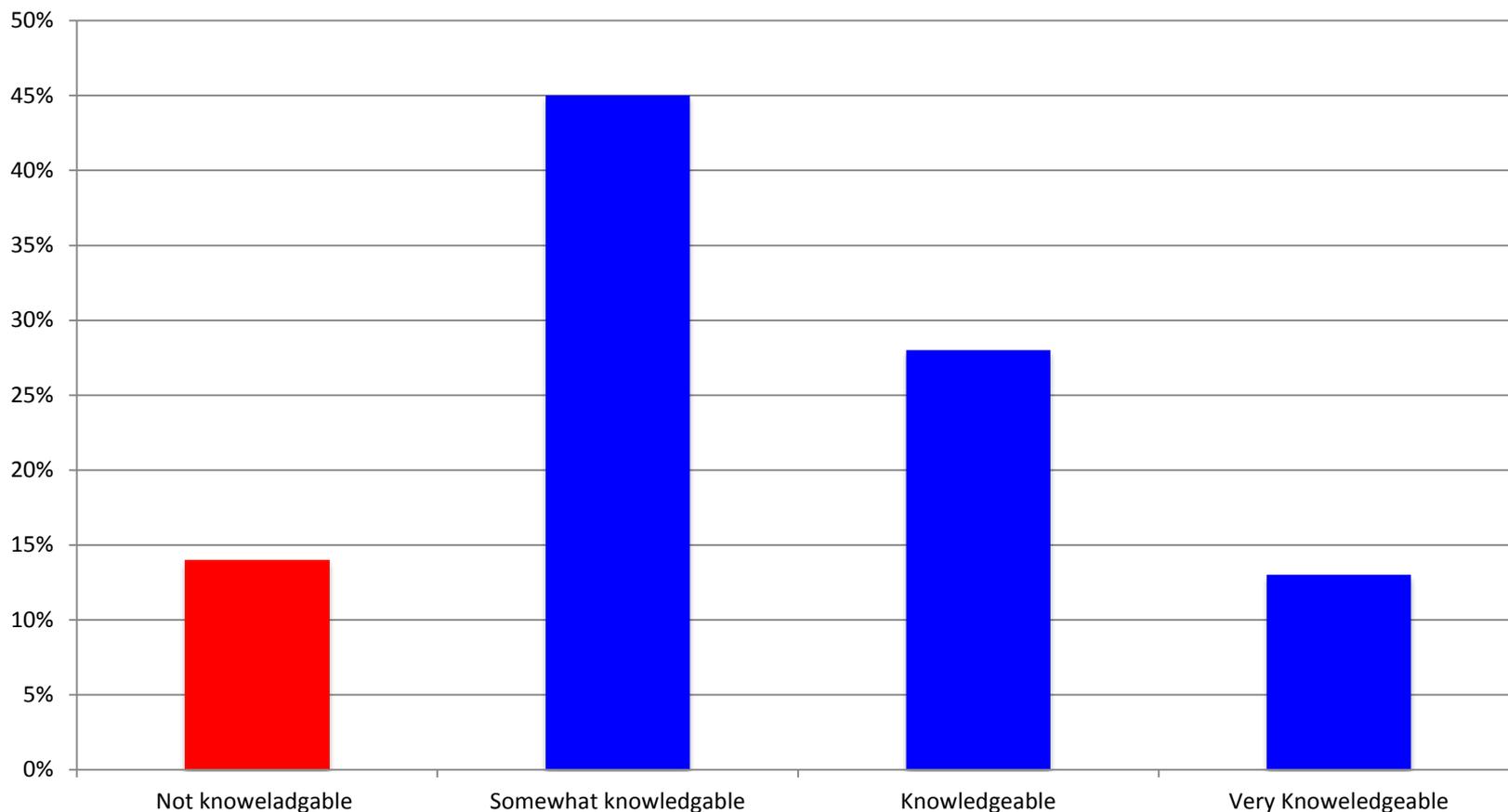
How Frequently do you submit grants?



N=373

Sample:

How would you rate your knowledge about services?



N=351

How satisfied are you with assistance for pre-award activities

Question	Dissatisfied	Satisfied	Not important / NA
→ Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
Identifying foundation support opportunities	43.22%	42.58%	14.19%
Identifying industry support opportunities	47.25%	19.74%	33.01%
→ Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
IRB submission / review processes	32.69%	35.60%	31.71
Negotiating contracts	34.09%	22.08%	43.83%
Proposal writing	42.37%	31.72%	25.89%
Preparing proposal budgets	37.42%	46.45%	16.13%
→ Submitting proposals	33.87%	52.58%	13.55%
→ Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%

N=310-306

→ = More satisfied (+10%)

How satisfied are you with assistance for pre-award activities

Question	Dissatisfied	Satisfied	Not important / NA
Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
Identifying foundation support opportunities	43.22%	42.58%	14.19%
→ Identifying industry support opportunities	47.25%	19.74%	33.01%
Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
IRB submission / review processes	32.69%	35.60%	31.71
Negotiating contracts	34.09%	22.08%	43.83%
→ Proposal writing	42.37%	31.72%	25.89%
Preparing proposal budgets	37.42%	46.45%	16.13%
Submitting proposals	33.87%	52.58%	13.55%
Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%

N=310-306

→ = More dissatisfied (+10%)

How satisfied are you with assistance for pre-award activities

Sorted by “satisfied”

	Activity	Dissatisfied	Satisfied	Not important / NA
More Satisfied	Keeping up-to-date on research news and sponsor guidelines / policies	24.19%	59.47%	16.34%
	Identifying Federal/State grant opportunities	30.32%	52.91%	16.77%
	Submitting proposals	33.87%	52.58%	13.55%
	Understanding sponsor / agency guidelines	28.89%	52.27%	17.90%
	Preparing proposal budgets	37.42%	46.45%	16.13%
	IRB submission / review processes	32.69%	35.60%	31.71
More Dissatisfied	Identifying foundation support opportunities	43.22%	42.58%	14.19%
	Proposal writing	42.37%	31.72%	25.89%
	Negotiating contracts	34.09%	22.08%	43.83%
	Identifying industry support opportunities	47.25%	19.74%	33.01%

N=310-306

Which 3 pre-award activities if improved would most benefit your research agenda?

Item	Number of mentions
Identifying foundation support opportunities	128
Proposal writing	105
Submitting proposals	88
Preparing proposal budgets	82
Identifying Federal/State grant opportunities	81
Identifying industry support opportunities	72
IRB submission / review processes	57
Negotiating contracts	49
Keeping up-to-date on research news and sponsor guidelines / policies	38
Understanding sponsor / agency guidelines	37

How satisfied are you with assistance for post-award activities

Activity	Dissatisfied	Satisfied	Not important / NA
→ Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
IRB submission / review processes	27.04%	31.32%	41.63%
IACUC submission/review processes	13.26%	17.57%	69.18%
IBC submission/review processes	8.36%	17.09%	74.55%
Monitoring research accounts	42.30%	34.41%	23.30%
Hiring research staff	38.16%	26.50%	35.33%
→ Evaluating research staff	25.45%	35.13%	39.43%
Payment and invoicing issues	40.78%	34.76%	24.46%
Establishing and managing sub-awards	23.74%	29.14%	47.12%
Purchasing research equipment	30.00%	36.79%	33.22%
Setting up/managing IT services for research	29.43%	31.92%	38.65%
→ Project reporting	23.14%	50.89%	25.98%
→ Project closeout activities	20.51%	47.48%	32.02%

N=275-280

→ = More satisfied (+10%)

How satisfied are you with assistance for post-award activities

Activity	Dissatisfied	Satisfied	Not important / NA
Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
IRB submission / review processes	27.04%	31.32%	41.63%
IACUC submission/review processes	13.26%	17.57%	69.18%
IBC submission/review processes	8.36%	17.09%	74.55%
→ Monitoring research accounts	42.30%	34.41%	23.30%
→ Hiring research staff	38.16%	26.50%	35.33%
Evaluating research staff	25.45%	35.13%	39.43%
→ Payment and invoicing issues	40.78%	34.76%	24.46%
Establishing and managing sub-awards	23.74%	29.14%	47.12%
Purchasing research equipment	30.00%	36.79%	33.22%
Setting up/managing IT services for research	29.43%	31.92%	38.65%
Project reporting	23.14%	50.89%	25.98%
Project closeout activities	20.51%	47.48%	32.02%

N=275-280

→ = More dissatisfied (+10%)

How satisfied are you with assistance for post-award activities

Sorted by “satisfied”

More Satisfied

More Dissatisfied

Activity	Dissatisfied	Satisfied	Not important / NA
Setting up research account(s) (a.k.a. "speedtypes")	21.83%	54.93%	23.24%
Project reporting	23.14%	50.89%	25.98%
Project closeout activities	20.51%	47.48%	32.02%
Purchasing research equipment	30.00%	36.79%	33.22%
Evaluating research staff	25.45%	35.13%	39.43%
Setting up/managing IT services for research	29.43%	31.92%	38.65%
IRB submission / review processes	27.04%	31.32%	41.63%
Establishing and managing sub-awards	23.74%	29.14%	47.12%
Hiring research staff	38.16%	26.50%	35.33%
Payment and invoicing issues	40.78%	34.76%	24.46%
Monitoring research accounts	42.30%	34.41%	23.30%

*two activities “IACUC submission/review processes” & “IBC submission/review processes” are not included as +70% of faculty reported them as “not important / NA.” Both also garnered more satisfaction than dissatisfaction.

N=275-280

Which 3 post-award activities if improved would most benefit your research agenda?

Item	Number of mentions
Monitoring research accounts	102
Hiring research staff	85
Payment and invoicing issues	71
IRB submission / review processes	53
Project reporting	52
Setting up/managing IT services for research	41
Setting up research account(s) (a.k.a. "speedtypes")	40
Purchasing research equipment	37
Establishing and managing sub-awards	24
Project closeout activities	23
Evaluating research staff	18
IACUC submission/review processes	16
IBC submission/review processes	6

In general, how satisfied are you with assistance provided by the university in the following

Question	Dissatisfied	Satisfied
Help finding funding opportunities	54.58%	45.42%
Training on how to write a grant	52.21%	47.79%
Grant writing support	70.00%	30.00%
Regulatory Committee support (IRB, IACUC, IBC, etc.)	50.84%	49.15%
Financial Accounting / Budget support	60.32%	39.68%
Human Resources (for research)	57.38%	42.62%
Purchasing/Procurement	51.44%	48.56%
→ Lab/research space	36.40%	63.59%
→ Mentorship from senior faculty	40.08%	59.92%
Bridge funding	70.09%	29.92%
Startup, seed, or pilot project funding	64.23%	35.78%

N=262-224

→ = More satisfied (+10%)

In general, how satisfied are you with assistance provided by the university in the following

Question	Dissatisfied	Satisfied
→ Help finding funding opportunities	54.58%	45.42%
Training on how to write a grant	52.21%	47.79%
→ Grant writing support	70.00%	30.00%
Regulatory Committee support (IRB, IACUC, IBC, etc.)	50.84%	49.15%
→ Financial Accounting / Budget support	60.32%	39.68%
→ Human Resources (for research)	57.38%	42.62%
Purchasing/Procurement	51.44%	48.56%
Lab/research space	36.40%	63.59%
Mentorship from senior faculty	40.08%	59.92%
→ Bridge funding	70.09%	29.92%
→ Startup, seed, or pilot project funding	64.23%	35.78%

N=262-224

→ = More dissatisfied (+10%)

In general, how satisfied are you with assistance provided by the university in the following

Sorted, >50%

Question	Dissatisfied
Bridge funding	70.09%
Grant writing support	70.00%
Startup, seed, or pilot project funding	64.23%
Financial Accounting / Budget support	60.32%
Human Resources (for research)	57.38%
Help finding funding opportunities	54.58%
Training on how to write a grant	52.21%
Purchasing/Procurement	51.44%

How satisfied are you with the current assistance you receive in...

Question	Dissatisfied	Satisfied
<i>Pre-award</i> support from your department	41.45%	58.55%
<i>Post-award</i> support from your department	39.54%	60.46%
<i>Pre-award</i> support from School / Management center / College	53.55%	46.46%
<i>Post-award</i> support from School / Management Center / College	53.06%	46.94%
<i>Pre-award</i> support from Central / SOM	58.85%	41.15%
<i>Post-award</i> support from Central / SOM	58.72%	41.28%

N=263-235

2015 Faculty Research Survey

Qualitative Data

Summary

- The Faculty Research Survey asked two open-ended questions...

Q.17 What does CWRU do well?

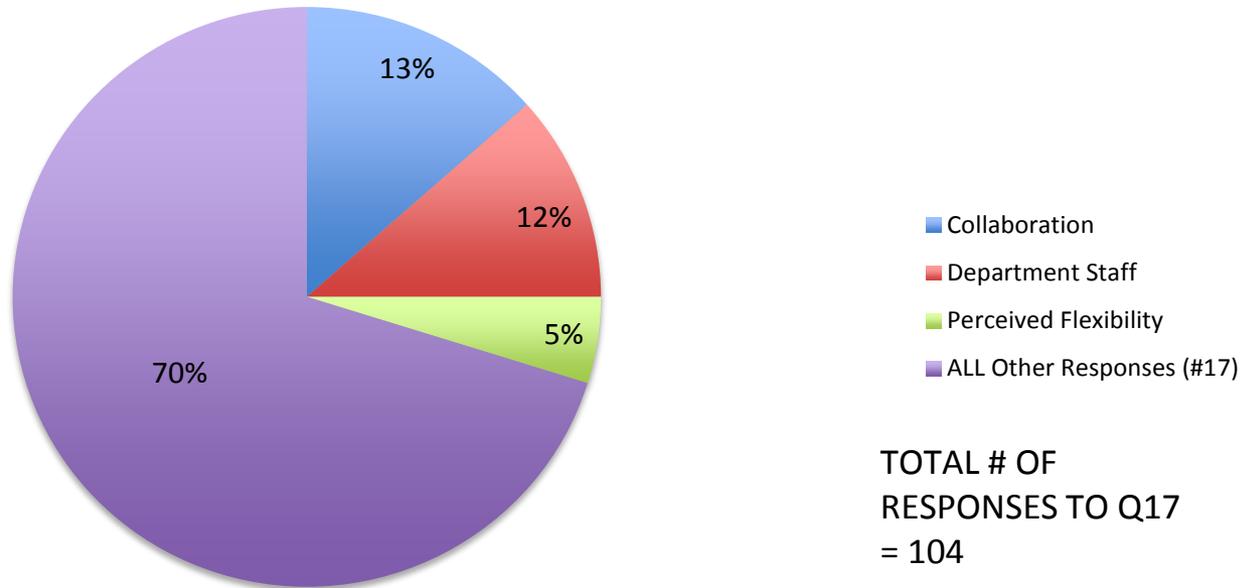
Q.18 What can CWRU improve?

Summary

- Data was thematically coded and numerically accounted using NVivo software
- Responses are listed in three categories:
 1. What CWRU Does Well
 2. Points Without a (Single) Consensus
 3. What CWRU Can Improve

What CWRU Does Well

What CWRU Does Well:
Overall Breakdown of (Positive) Responses: Q #17



What CWRU Does Well: *Collaboration*

- “CWRU is a very collaborative environment.”
- “Good academic environment with wonderful colleagues.”
- “There are many capable scientists at the university for me to collaborate with.”

What CWRU Does Well: *Department Staff*

- “Departmental support for creating budgets and submitting proposals is fantastic.”
- “Friendly and overall efficient staff in our department.”
- “The people in my department are very good but extraordinarily overworked and overwhelmed.”

What CWRU Does Well: *Perceived Flexibility*

- “Allows me to determine my own budgets for research travel and book purchases.”
- “You have freedom.”

Points Without Consensus

- Points without consensus were determined when the **divide between positive and negative** responses on a topic was not clear.
I.e.
 - Positive responses were vague or not descriptive enough to suggest a specific response
 - There were similar numbers of positive to negative responses, or respondents offered positive comments with a negative caveat

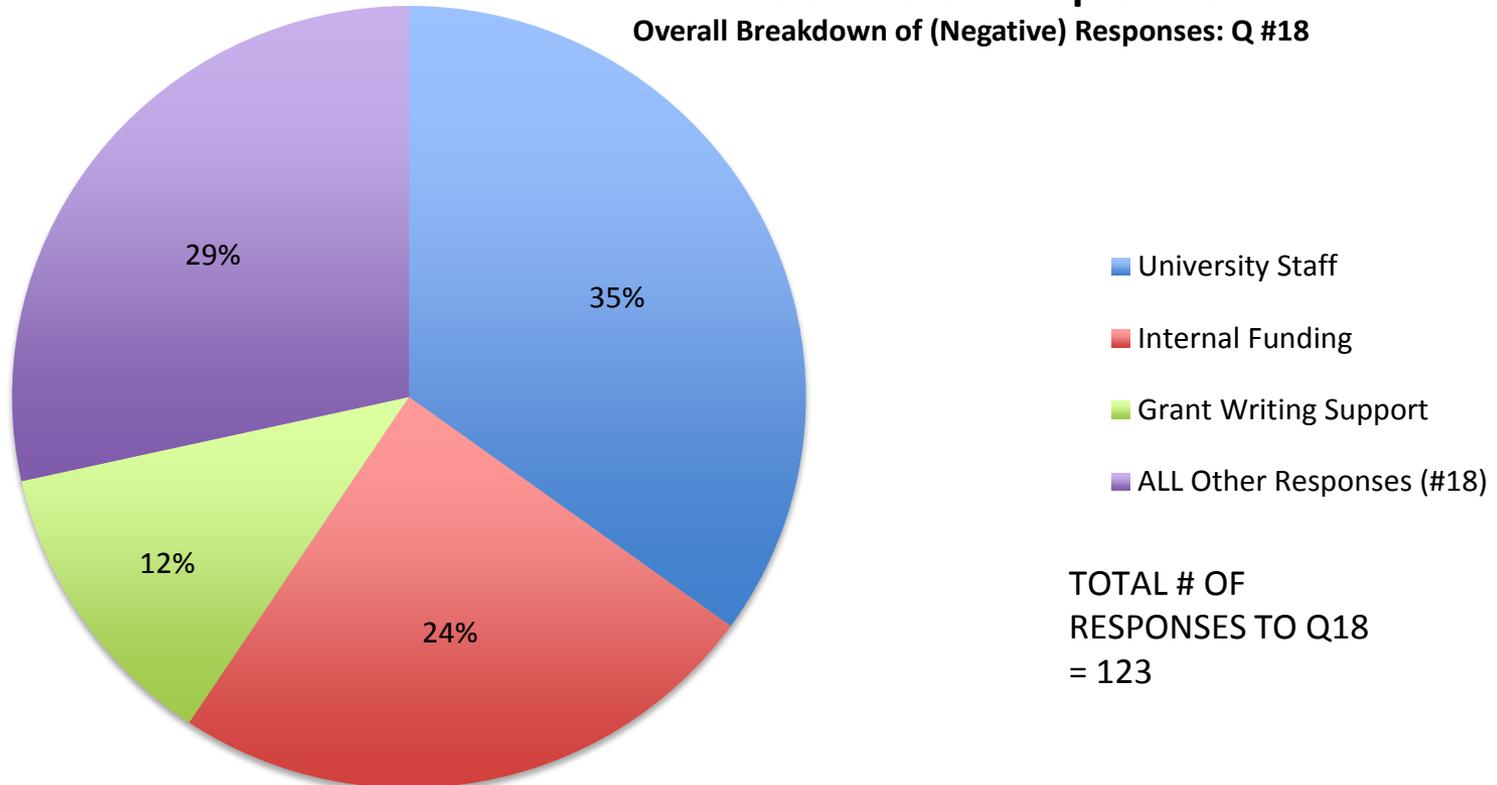
Points Without Consensus

Points with No (Single) Consensus		
	Positive Comments	Negative Comments
Facilities/Equipment	9	7
Software	10	4
Funding Emails*	6	4
College/School Level Staff	2	7

** There were 10 comments total on funding emails. All 10 were positive and said the regularity of emails was helpful; however, 4 also noted the funding reported was too focused on STEM opportunities or were irrelevant to non-"hard" science fields.*

What CWRU Can Improve

What CWRU Can Improve On:
Overall Breakdown of (Negative) Responses: Q #18



What CWRU Can Improve:

University Staff

- “University staff” concerns included comments on both pre-award and post-award administration
- University staff included a mixture of comments about 4 groups:
 - ORA
 - IRB
 - HR
 - Purchasing

What CWRU Can Improve:

Internal Funding

- There were 41 specific comments on the following 7 topics:
 1. (Internal) Seed/Pilot Funding: 14 comments
 2. Other/Misc. Funding: 10 comments
 3. Bridge Funding: 7 comments
 4. Small Discretionary Funding: 4 comments
 5. Travel Funding: 4 comments

What CWRU Can Improve: *Grant Writing Support*

- “It would be great to have a professional editing/writing service for grant proposals.”
- “Establish a system for faculty mentorship on grant writing.”
- “The lack of a proactive infrastructure that facilitates grant development and submission in the social/behavioral sciences is a factor in losing quality faculty to other institutions.”

Conclusions

Pre-award

- Dissatisfaction:
 1. Grant writing support
 2. Identifying foundation support opportunities
- For improvement:
 1. Identifying foundation support opportunities
 2. Proposal writing
 3. Submitting proposals

Post-award

- Dissatisfaction:
 1. Monitoring accounts
 2. Payment & invoicing
- For improvement:
 1. Monitoring research accounts
 2. Hiring research staff
 3. Payment & invoicing

In general

- Dissatisfaction:
 1. Bridge funding
 2. Grant writing support
 3. Startup, seed, or pilot project funding

What CWRU **does well**:

1. Collaboration
2. Department staff
3. Flexibility

What can CWRU **improve**:

1. University staff (ORA, IRB, HR, Purchasing)
2. Internal funding
3. Grant writing support

Future

- **Improve survey** (e.g., stratified sampling, improve response rate, ask better questions, etc.)
- **Use survey to evaluate faculty satisfaction over time**

Pamela B. Davis, M.D., Ph.D.

Dean

Senior Vice President for Medical Affairs

Office of the Dean

10900 Euclid Avenue
Cleveland, Ohio 44106-4915

Visitors and Deliveries
Biomedical Research Bldg., - Rm. 113

Phone 216-368-2825

Fax 216-368-2820

<http://casemed.case.edu>

February 23, 2016

Roy Ritzmann, PhD
Chair, Faculty Senate
c/o Rebecca Weiss, Secretary of the University Faculty
Adelbert Hall
7001

Dear Dr. Ritzmann:

As noted in the accompanying memo from Dr. Bill Schilling, Chair of the School of Medicine's Faculty Council, the Faculty Council has recommended approval of a Graduate Certificate in Maternal and Child Nutrition.

This program will formalize what has previously been known as the "Specialty in Maternal and Child Nutrition" in the Department of Nutrition and as "Maternal and Child Nutrition Option" in the General Bulletin. The courses will continue to be taught by our expert faculty and the students will be able to distinguish themselves in this area. The departments and faculty have experience with the management and coordination of necessary for successful certificate programs.

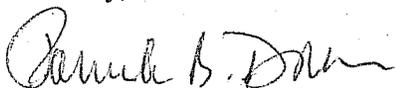
The proposal approval process is outlined in Dr. Schilling's memo. An ad hoc Committee was convened to review this new program and after revisions, the program was approved by the Faculty Council.

I concur with the Faculty of Medicine and recommend approval of this graduate certificate program.

Please submit the proposed graduate certificate program to the appropriate committees for their review at their earliest opportunity. I would be pleased to answer any questions that might arise during the review process.

Thank you.

Sincerely,



Pamela B. Davis, MD, PhD

c: Dr. Bill Schilling, Chair, Faculty Council
Nicole Deming, Assistant Dean for Faculty Affairs and Human Resources, SOM

enclosures



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Memorandum

To: Pamela B. Davis, MD, PhD
Dean, School of Medicine
Case Western Reserve University

From: William Schilling, PhD
Chair, Faculty Council

Re: Maternal and Child Nutrition Certificate

Date: February 22, 2016

At its December 21, 2015, meeting, the Faculty Council voted to recommend approval of a Graduate Certificate in Maternal and Child Nutrition Program proposal. The certificate will be offered by the Department of Nutrition in the School of Medicine.

In accordance with our SOM practices, an ad hoc committee composed of members of the Faculty Council Steering Committee, Graduate Directors, the SOM members of the Faculty Senate's Committee on Graduate Programs, and the Associate Dean for Graduate Education was created to review the program proposal. The ad hoc committee was chaired by Nicholas Ziats and met with Hope Barkoukis, Interim Chair of Nutrition. The ad hoc committee reviewed the document, discussed the proposal, and engaged with the program presenter. After the meeting was concluded a summary of changes was created. These changes were adopted and the revised proposal was circulated to the ad hoc committee for a vote. The ad hoc committee approved the reviewed proposal and it was sent to the Faculty Council for a vote.

After your review, I hope you will join me in recommending approval of the proposal for a Graduate Certificate in Maternal and Child Nutrition by the Faculty Senate, President, and Board of Trustees as required by the Faculty Handbook. This Certificate will also require approval by the Ohio Board of Regents.

Please let me know if I can provide any additional information.

Thank you for your consideration.

Sincerely,



William P. Schilling, Ph.D.
Faculty Council Chair
Professor of Physiology and Biophysics
Case Western Reserve University School of Medicine

cc: Nicole Deming, JD, MA

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees

(instructions on back)

Docket # _____

College/School: School of Medicine

Department: Nutrition

PROPOSED: ___ major
 ___ minor
 X program
 ___ sequence
 ___ degree

TITLE: Graduate Certificate in Maternal and Child Nutrition

EFFECTIVE: SPRING (semester) 2015 (year)

DESCRIPTION:

The purpose of the proposed graduate certificate program in Maternal and Child Nutrition is to formalize what was previously described as a "Specialty in Maternal and Child Nutrition" on the Department of Nutrition website and as "Maternal and Child Nutrition Option" in the General Bulletin. Students in our MS/Public Health Nutrition Dietetic Internship and in our MS/Coordinated Dietetic Internship as well as non-degree students (who have already earned a minimum of a Bachelor's degree) would be eligible for this certificate.

Is this major/minor/program/sequence/degree: X new
 ___ modification
 ___ replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? ___ Yes X No

If yes, which departments? _____

Contact person/committee: Mary Beth Kavanagh, Senior Instructor, Director of Bachelor's and Master's Education, Department of Nutrition

SIGNATURES:

DATE

Department Curriculum Chair(s)/Program Directors: _____

Department Chair: *Mary Beth Kavanagh* _____

College/School Curriculum Committee Chair: _____

College/School Dean(s): _____

UUF Curriculum Committee Chair: _____

File copy sent to: ___ Registrar ___ Office of Undergraduate Studies/Graduate Studies
 ___ Other: _____



Department of Nutrition
School of Medicine – Room WG 48
2109 Adelbert Road
Cleveland, Ohio 44106-4954
216.368.2440

To Nick Ziats, Nicole Deming, & Committee

I am pleased to very enthusiastically support the Graduate Certificate in Maternal and Child Nutrition from the Nutrition Department that is being presented for approval. Creating an official Certificate in this specialty area is part of the Department's strategic plan to establish a clinical and educational excellence in the areas of maternal and child nutrition.

The 12 credit hours of courses included in this Certificate are currently in existence in our graduate course offerings and taught by experienced nutrition clinicians, (registered dietitians). None of these courses are new, nor do they require any alteration from their existing, approved course curriculums. Faculty load also remains unchanged by this certificate since clinical nutrition experts who currently teach these courses will remain the primary faculty of record.

The professional advantage of achieving this Certificate for our graduate students in the Public Health or Coordinated Dietetic Internship tracks is the ability to differentiate themselves as those with advanced training in these nutrition domains. Nutrition, similar to medicine, is composed of practicing dietitians who specialize in various areas of practice. These specializations are often the difference between being hired for a position or not. They also set the stage for being a component in their upward professional trajectory and development as well.

Lastly, students who may be in other clinically based fields, such as medical or nursing or physician assistant students would also benefit from this Certificate. They would benefit from having exposure to expert instructors who also happen to be experienced, exceptional clinicians too.

Please do not hesitate to contact me for further information. I will look forward to the successful development of this Certificate.

Sincerely,

Hope Barkoukis, PhD, RDN, LD
Interim Chair and Associate Professor
Department of Nutrition, CWRU

Proposal
Graduate Certificate in Maternal and Child Nutrition
August 2015

The Department of Nutrition in the School of Medicine presents this proposal and is committed to sponsoring this new graduate certificate program. This program has been informally administered as an “option” or as a “specialty” by the previous Director of the MS/Public Health Nutrition Dietetic Internship Program. The Department wishes to formalize this program as an official graduate certificate program at Case Western Reserve University for our MS/Dietetic Internship students and non-degree Registered Dietitian Nutritionists or other licensed health care professionals who are pursuing certifications for their professional advancement or for continuing education credits.

Justification for a Graduate Certificate in Maternal and Child Nutrition

Healthy People 2020 identified 33 objectives for Maternal and Child Health. Many, if not most of these objectives have a strong nutrition component. Ensuring good nutritional status for women of child-bearing age before conception and during pregnancy is crucial to achieving objectives like MICH-1.1: Reduce the rate of fetal deaths at 20 or more weeks of gestation and MICH 8: Reduce low birth weight and very low birth weight.

Maternal and child malnutrition, defined as both under-nutrition and over-nutrition, is a global problem. Maternal iron deficiency can contribute to fetal growth restriction, maternal death and low birth weight while maternal overweight and obesity are associated with maternal death, preterm birth, and increased infant mortality. Undernutrition in infants and children can contribute to increased mortality, stunting of growth and delayed development, and an increase in infectious diseases. Overweight and obesity is increasing in children younger than 5 years of age and can contribute to increased risks for diabetes and cardiovascular disease.

Registered Dietitian Nutritionists are the food and nutrition experts on the inter-professional health care team who are uniquely trained to help our nation achieve the objectives of *Healthy People 2020* and beyond. They provide care for people with various health diseases that are the direct result of over-nutrition and under-nutrition.

Many institutions grant graduate degrees with an emphasis on Maternal and Child Health (for example Boston University and George Washington University) and several universities award graduate certificates in Maternal and Child Health (for example Emory University and Johns Hopkins University). The University of California, Davis offers a graduate program in Maternal and Child Nutrition which requires 36 units of graduate and upper division courses and awards the degree of Master of Advanced Study to those completing the program. There were no graduate certificate programs in Maternal and Child Nutrition identified in a recent search of

Association of Schools and Programs of Public Health's website, gradschools.com, or graduateprograms.com in Northeast Ohio nor in the state of Ohio.

The Master of Science/Coordinated Dietetic Internship and the Master of Science/Public Health Nutrition Dietetic Internship Programs in the Department of Nutrition prepare students to become Registered Dietitian Nutritionists. In the future, there will be increased demand for these professionals and an increase in their employment in community nutrition practice and interventions for disease prevention according to the Accreditation Council for Education in Nutrition and Dietetics. Graduates of both of these MS programs can enhance their employment opportunities by demonstrating competence and focused study in Maternal and Child Nutrition.

Requirements to earn the Graduate Certificate in Maternal and Child Nutrition for students enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship.

Four courses, totaling 12 credit hours, will be required for the proposed certificate. Any student who is enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship and the MD/MS in Nutrition, the SOM, Cleveland Clinic Lerner College of Medicine, Physician Assistant Program, and Nurse Practitioner Program can earn this certificate.

Students who are enrolled in either of the two MS/Dietetic Internship Programs can earn the graduate certificate while completing their degree program.

Students enrolled in the MS in Nutrition program and students enrolled in other MS programs in the School of Medicine will not be eligible due to the strong clinical nutrition component in the required coursework.

There is no required clinical component for the Graduate Certificate in Maternal and Child Nutrition. However, one of the required courses, NTRN 533 – Neonatal Nutrition (see page 4) is taught in the NICUs at MetroHealth Medical Center and University Hospitals Case Medical Center. Students gain about 30 hours of clinical experience as a component of this course. Students in both programs are taking graduate courses while simultaneously completing supervised practice hours that require demonstration of competence in nutrition assessment, nutrition diagnosis, and nutrition intervention in pregnant and lactating women, infants, and children. In addition, students enrolled in these programs may elect to take NTRN 532c (see page 4) which provides 3 credit hours (minimum of 135 clinical hours) of individually arranged clinical experience.

Students will be made aware of the certificate program by their academic advisors as well as by announcements on the Department of Nutrition's website and promotional materials. Students who are already enrolled in one of the two MS/Dietetic Internship programs must complete the "Intent to Complete the Graduate Certificate in Maternal and Child Nutrition Form" (see page 6) after successfully completing one of the required courses with a grade of "B" or better. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded at the completion of a student's degree program if the

student has earned at least a “B” in all of the required courses. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate.

Requirements to earn the Graduate Certificate in Maternal and Child Nutrition for students enrolling as non-degree students

Four courses, totaling 12 credit hours, will be required for the proposed certificate. Practicing Registered Dietitian Nutritionists and other credentialed health care clinicians (such as physician assistants, nurse practitioners, and others) who have already earned a Bachelor’s degree may enroll in the University as non-degree students in order to earn this graduate certificate to enhance their knowledge base or for continuing education credits. These students are not required to complete the MS in Nutrition in order to earn the graduate certificate. If students later decide to complete the MS in Nutrition degree, the credits earned for the courses required for the graduate certificate would be counted towards the 30 credit hours required for the degree if within the time frame specified by Graduate Studies at the time of matriculation.

There is no required clinical component for the Graduate Certificate in Maternal and Child Nutrition. However, one of the required courses, NTRN 533 – Neonatal Nutrition (see page 4) is taught in the NICUs at MetroHealth Medical Center and University Hospitals Case Medical Center. Students gain about 30 hours of clinical experience as a component of this course.

The Department of Nutrition will actively promote the Graduate Certificate in Maternal and Child Nutrition initially to Registered Dietitian Nutritionists who are currently practicing dietetics in Northeast Ohio via announcements through the Ohio Academy of Nutrition and Dietetics and through regional affiliates such as Greater Cleveland Academy of Nutrition and Dietetics. Other credentialed health professionals will be targeted in the second year of the graduate certificate program.

Non-degree students who wish to earn this graduate certificate must complete the “Intent to Complete the Graduate Certificate in Maternal and Child Nutrition Form” after successful completion (grade of “B” or better) of one of the required courses. After completion of all required courses, the student must formally apply to Graduate Studies for the certificate. The certificate will be awarded after satisfactory completion of all the required courses with a grade of “B” or above. Courses taken at other educational institutions will not be accepted in lieu of any of the 12 credits required for the Certificate.

Capacity and current interest in the Graduate Certificate in Maternal and Child Nutrition

The Department of Nutrition plans to accept a maximum of 5 students initially to the Graduate Certificate Program. We will target students currently enrolled in both of the MS/Dietetic Internship Programs although acceptance will not be limited to these students. There are 3 students who are currently enrolled in the MS/Public Health Nutrition Dietetic Internship Program who have expressed strong interest in earning this graduate certificate. Recruitment will be managed by the academic advisors for these students, currently Tamara Randall and Stephanie Harris, who will also provide guidance through completion of the graduate certificate.

Coursework Required for the Graduate Certificate in Maternal and Child Nutrition

The following courses, all of which currently exist and are being taught by Department of Nutrition faculty, will be required:

NTRN 435 - Nutrition for Pregnancy and Lactation. 3 Units.

Study of current research literature on nutrition for pregnancy and lactation including nutrient requirements, nutrition assessment, and nutrition intervention.

NTRN 436 - Pediatric Nutrition. 3 Units.

This course will focus on understanding the nutritional needs of infants, children and adolescents. Evidence based guidelines will be used as we discuss best clinical practice for the management of pediatric nutrition issues. Anthropometric measurements used in growth assessment will be reviewed. Nutrient requirements for each stage of development will be explored with a specific focus on micronutrients relevant to pediatrics such as fluoride, iron, calcium and vitamin D. Abnormal growth resulting in malnutrition and obesity will be examined with a focus on prevention, diagnosis and treatment. Skills necessary to complete a pediatric nutrition assessment will be reviewed with opportunities to practice and demonstrate competency.

NTRN 533 - Nutritional Care of Neonate. 3 Units.

Nutritional assessment and management of high-risk newborns with emphasis on prematurity and low birth weight. Review of current literature coordinated with clinical experience in the neonatal intensive care unit. Issues on follow-up included.

NTRN 532C - Specialized Public Health Nutrition Field Experience. 1 - 3 Units

Individually arranged clinical experience.

Note: 3 units of this course will be required for the Graduate Certificate in Maternal and Child Nutrition. The clinical experience will be focused on maternal and child nutrition and will include a minimum of 135 hours of clinical experience. Non-degree students who are pursuing this certificate are not eligible to select this course because they are not recognized under the current affiliation agreements with the clinical practice sites.

OR

NTRN 446. Advanced Maternal Nutrition: Special Topics. 3 Units.

Analysis of the problems commonly associated with high-risk pregnancies and fetal outcome. Discussion of causes, mechanisms, management and current research.

Importance of the Proposed Graduate Certificate to the Department of Nutrition

The proposed Graduate Certificate in Maternal and Child Nutrition reflects the strategic plan of the Department of Nutrition in several important ways. First, it will strengthen the academic offerings at the MS level. Second, it may enhance the employment opportunities for our MS graduates. Third, it will strengthen the reputation of the Department and of the School of Medicine as a leader in this specialty field and will set the groundwork for the Department of Nutrition's future plans for collaborating with Rainbow Babies and Children's Hospital for an Advanced Practice Residency in Pediatric Nutrition.

Students enrolled in the either of our two MS/Dietetic Internship Programs who successfully complete the certificate would show strong competence in these important practice areas and possibly be able to leverage the certificate in lieu of clinical experience to obtain employment in these specialty areas. The opportunity to obtain this enhanced entry-level competence would be an important recruiting message for applicants to our MS/Dietetic Internships.

Students enrolled as non-degree students who successfully complete the certificate may also have enhanced employment opportunities in addition to the strong competence in these practice areas. These students may be able to use the coursework required for the certificate to count towards the requirements to obtain an additional credential of "Board Certified Specialist in Pediatric Nutrition" as administered by the Commission on Dietetic Registration. This would be a unique recruiting message to increase applications for this graduate certificate program.

Importance of the Proposed Graduate Certificate to the School of Medicine

The graduate Certificate in Maternal and Child Nutrition, if accepted, would be totally unique in the state of Ohio and therefore of great value to the School of Medicine. The proposed Graduate Certificate in Maternal and Child Nutrition fits perfectly with the School of Medicine's vision to demonstrate leadership in building collaborations across the community, region, and nation to catalyze better health care. There are no universities who offer a similar Graduate Certificate. This program also fits with the School of Medicine's desire to develop, expand, and market MS, certificate, and related programs to provide cutting edge and in demand educational opportunities.

Importance of the Proposed Graduate Certificate to Case Western Reserve University

The proposed Graduate Certificate in Maternal and Child Nutrition fits well with the University's Strategic Plan to advance interdisciplinary initiatives in research and education that align our expertise with the world's most pressing needs and to enhance learning, course design, advising, and research.

Costs and Income from the Proposed Graduate certificate in Maternal and Child Nutrition

There is no cost associated with this certificate program for enrolled in the MS/Coordinated Dietetic Internship or the MS/Public Health Nutrition Dietetic Internship or MD/MS program since the required courses currently exist. The movement of students through the coursework will be supervised by their academic advisors.

There will be some cost to advising non-degree students who wish to pursue this graduate certificate. The exact cost is not known at this time.

Nominal administrative costs are anticipated which will be covered by the traditional tuition return for our graduate Nutrition students. An administrative fee of \$100 will be utilized to cover costs for non-degree applicants in addition to graduate Studies fees required for the application process for admission.

Program administration, oversight, and evaluation

The Graduate Certificate Program will be administered by the Director of the MS/Public Health Nutrition Dietetic Internship Program, currently Tamara Randall, with the assistance of the Department of Nutrition Graduate Program Coordinator, currently Pamela Woodruff.

The MS Curriculum Committee in the Department of Nutrition will oversee the certificate program and collect outcome data related to enrollment, course evaluations, student satisfaction with the program, curriculum changes, and employment outcomes for those who complete the certificate program. The committee will review this data annually and make recommendations for any needed changes in the graduate certificate program.

ARTICLE VIII. INITIATIVE AND REFERENDUM

Sec. A. Initiative

A motion or resolution may be placed on the agenda of a meeting of the University Faculty by any of the following initiative procedures:

1. A request of the president,
2. A request of the chair of the Faculty Senate,
3. A petition signed by forty percent of the voting members of the Faculty Senate,
4. A petition signed by two-thirds of the voting members of the University Faculty in any constituent faculty, or
5. A petition signed by ten percent of the voting members of the University Faculty.

~~C. The vote on any initiative or amendment to the constitution proposed by initiative shall be by written ballot sent to the voting members of the University Faculty as described in Article IX, Par. 1~~

Sec. B. Referendum

Any action of the Faculty Senate may be made subject to referendum by the University Faculty, within six months of the date of such action, by any of the procedures specified above for initiative. ~~A two-thirds vote of the voting members of the University Faculty present at the meeting called to consider such referendum shall be required to overrule the action of the Faculty Senate. In the event that the meeting does not achieve a quorum (what quorum rules apply?), that petition of referendum shall expire.~~

Sec. C. Voting

~~The vote on any initiative or amendment referendum proposed under this to the constitution Section shall be presented at any meeting of the University Faculty pursuant to Article IV. Within fourteen (14) days after such a meeting, the Secretary of the University Faculty shall send out an electronic ballot to the voting members of the University Faculty. The proponents of the initiative or referendum shall include a statement of the reasons for the proposal. Any opponents of the proposal may also include a statement of the reasons for their opposition. An initiative or referendum vote is valid only if at least 10% of the voting members of the University Faculty return a ballot within 14 days. The vote on any proposed initiative or referendum requires the approval of at least sixty percent of those voting members returning ballots.~~
~~proposed by initiative shall be by written ballot sent via electronic means or other means to the voting members of the University Faculty sent to the voting members of the University Faculty as described in Article IX, Par. 1~~

Proposed Revisions to Article X of the Faculty Handbook, Chapter 2, Article IX

ARTICLE IX. AMENDMENT

Par. 1. An amendment of this constitution may be proposed by either (a) majority vote of the Faculty Senate or by b) according to the initiative and referendum procedures specified in Article VIII, Sec. A. ~~action of the voting members of the University Faculty at an annual meeting or at a special meeting, subject to the procedures specified in Article VIII, Section A. A proposed amendment shall be presented at any meeting of the University Faculty pursuant to Article IV. Within fourteen (14) days after such a meeting, the Secretary of the University Faculty shall send out an electronic ballot written ballot via electronic means or other means~~ to the voting members of the University Faculty. The vote on any proposed amendment ~~shall be by mail ballot of the University Faculty and shall~~ requires the approval of sixty percent of those voting members returning ballots.

~~In the case of an amendment proposed by majority vote of the Faculty Senate, the president of the University shall call a special meeting of the University Faculty to discuss the proposed amendment; that meeting shall take place not later than the fifth day preceding the final date for submission of ballots.~~

Par. 2. At least once every five years, the Faculty Senate shall review all provisions of this constitution and recommend to the University Faculty as to desirable amendments.

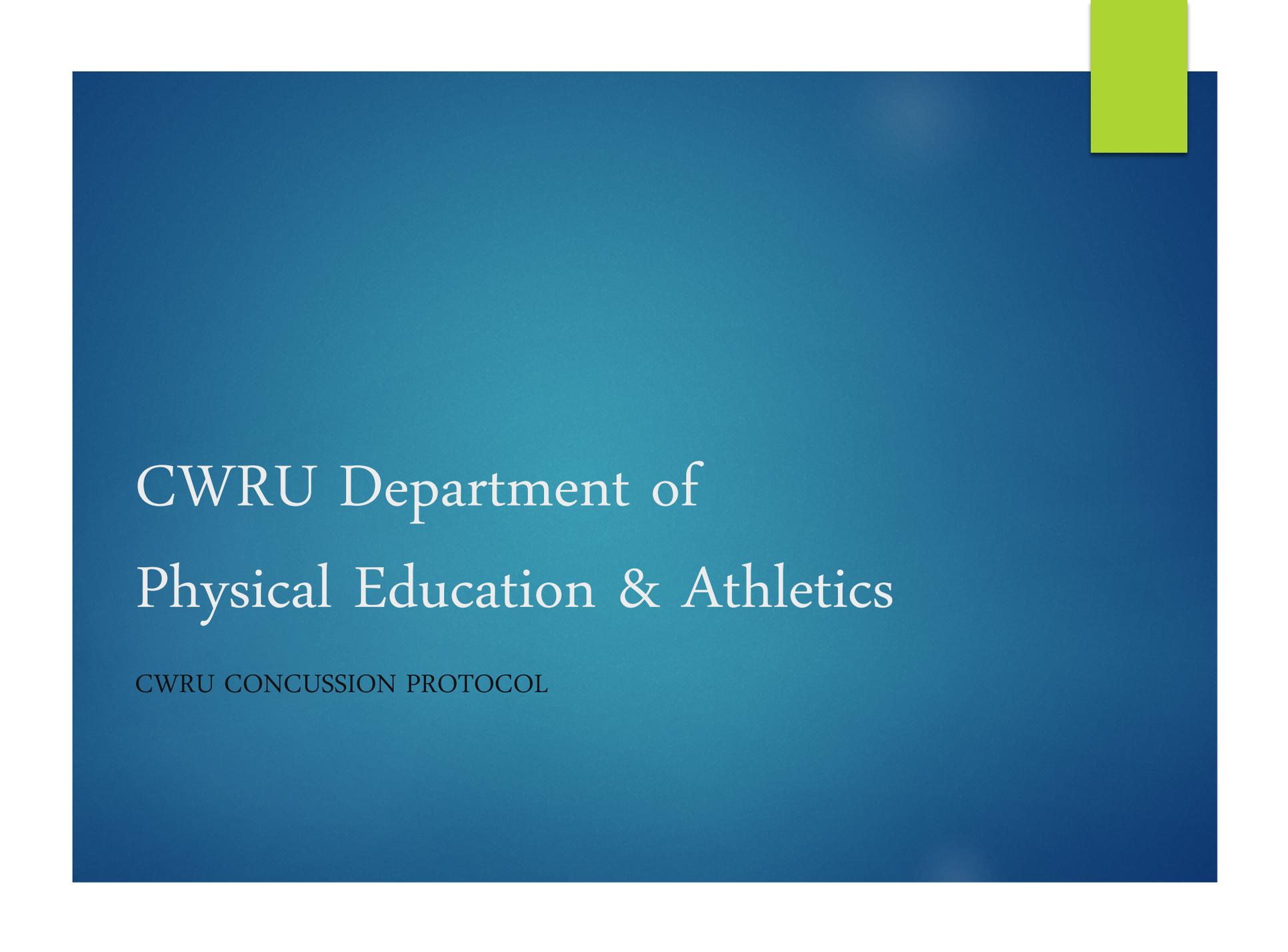
Par. 3. After its approval by the voting members of the University Faculty, an amendment shall be submitted to the president for consideration and transmittal to the Board of Trustees for approval. The amendment shall take effect immediately upon receipt of trustee approval unless the amendment specified otherwise.

**Department of Sports Medicine
Concussion Management Policy**

As excerpted directly from the CWRU Sports Medicine Faculty Policies and Procedures

I. Head Injuries

- A) Student-athletes participating on medium and increased risk classification varsity CWRU athletic teams will receive a baseline ImPACT assessment during the pre-participation process. Medium and increased risk classifications are noted in the CWRU Sports Medicine Protocols for Medical Coverage of Intercollegiate Varsity Athletics policy outline.
 - 1.) A computerized, ImPACT, neuropsychological test.
- B) Concussion Management
 - 1.) A certified athletic trainer (or team physician) will perform an initial exam to determine the status of a student-athlete. Included in the initial eval:
 - Symptom Score
 - Memory Recall
 - Balance Error Scoring System (BESS)
 - Neurological Assessment
 - 2.) If a student-athlete shows any symptoms or signs of a concussion:
 - The student-athlete will not be allowed to return to play in the current game or practice
 - The student-athlete must see a team physician and be given medical clearance prior to beginning Return to Play protocol
 - The student-athlete will complete a daily symptom score sheet
 - Consultation with Dr. Christopher Bailey or Dr. Phillip Fastenau
 - Post-injury tests will be repeated in accordance to Dr. Bailey or Dr. Fastenau's guidelines.
 - Following a concussion the student-athlete is to be withheld from activity. Complete rest may be required (Physician's note may excuse athlete from coursework as necessary).
 - Once the student-athlete is asymptomatic for 24 hours he/she will be re-evaluated by a team physician and neuropsychologist.
 - Return to Play Protocol must follow a medically supervised stepwise process.
 - Progression towards activity will proceed as follows:
 - Day 1: Light aerobic exercise such as walking or stationary cycling without resistance training for 20 minutes.
 - Day 2: Sport specific exercise.
 - Day 3: Non-contact training drills.
 - Day 4: Full contact training only after clearance from team physician.
 - Day 5: Full participation.
 - Progression will only occur if the student-athlete remains asymptomatic throughout each activity. Recurrence of ANY symptoms will result in immediate removal from all activity and beginning the RTP process from Day 1.



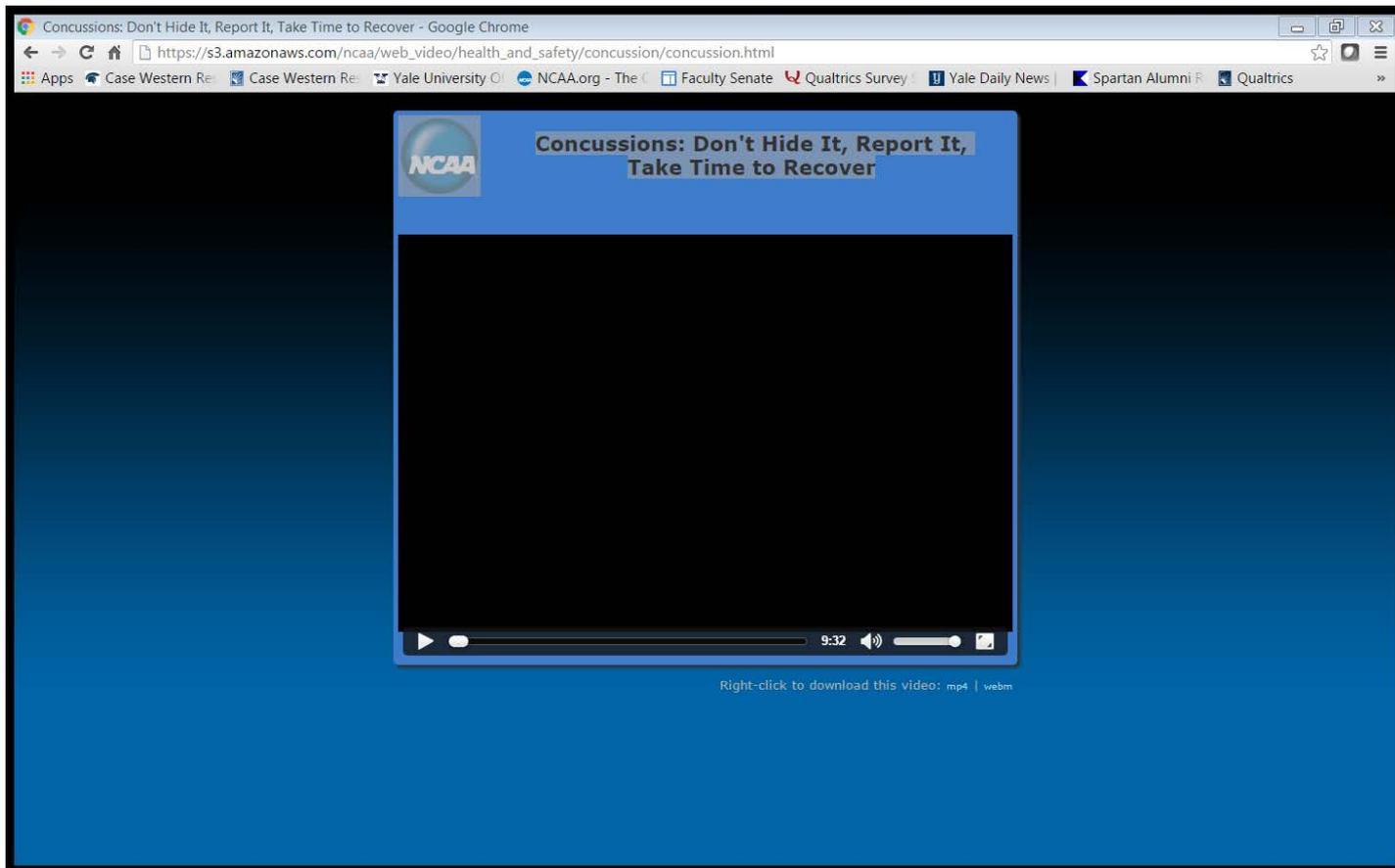
CWRU Department of Physical Education & Athletics

CWRU CONCUSSION PROTOCOL

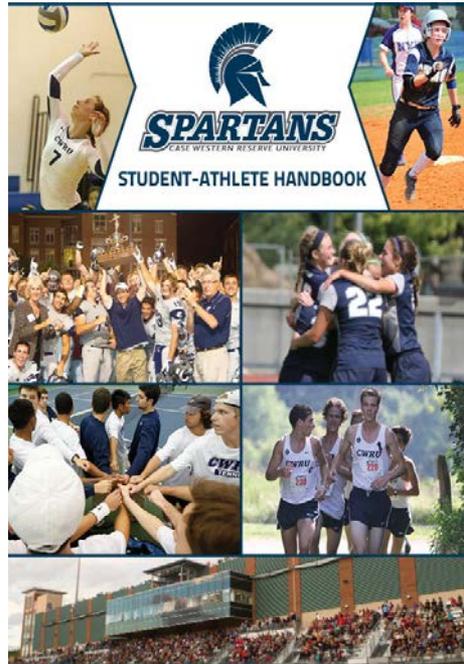
Concussion Management Plan. NCAA Division III By-laws

- ▶ An active member institution shall have a **concussion** management plan for its student-athletes. The plan shall include, but is not limited to, the following: **[D]** (Adopted: 7/20/10)
- ▶ (a) An annual process that ensures student-athletes are educated about the signs and symptoms of concussions. Student-athletes must acknowledge that they have received information about the signs and symptoms of concussions and that they have a responsibility to report **concussion**-related injuries and illnesses to a medical staff member;
- ▶ (b) A process that ensures a student-athlete who exhibits signs, symptoms or behaviors consistent with a **concussion** shall be removed from athletics activities (e.g., competition, practice, conditioning sessions) and evaluated by a medical staff member (e.g., sports medicine staff, team physician) with experience in the evaluation and management of concussions;
- ▶ (c) A policy that precludes a student-athlete diagnosed with a **concussion** from returning to athletics activity (e.g., competition, practice, conditioning sessions) for at least the remainder of that calendar day; and
- ▶ (d) A policy that requires medical clearance for a student-athlete diagnosed with a **concussion** to return to athletics activity (e.g., competition, practice, conditioning sessions) as determined by a physician (e.g., team physician) or the physician's designee.

Concussion Education CWRU Athletics – NCAA video



Sports Medicine Policy and Protocols



NCAA By-law 3.2.4.16 Concussion Management Plan

- ▶ An active member institution shall have a concussion management plan for its student athletes.
- ▶ The plan shall ensure that student-athletes are educated about the signs and symptoms of concussions. Student athletes must acknowledge that they have received information about the signs and symptoms of concussions that they have a responsibility to report concussion-related injuries and illnesses to a medical staff member.



▶ I, _____ (print name), acknowledge that I have received information regarding the signs and symptoms of concussions and that I will report any concussion-related injuries and illnesses to a medical staff member.



▶ _____ (Signature)



▶ _____ (Sport)



▶ _____ (Date)



ImPACT testing –Nord Computer lab

baseline testing for the following teams

Football

M/W Soccer

Volleyball

M/W Basketball

M/W Swimming- Divers only

Wrestling

Baseball

Softball

M/W Track- Pole Vaulters only

M/W Tennis

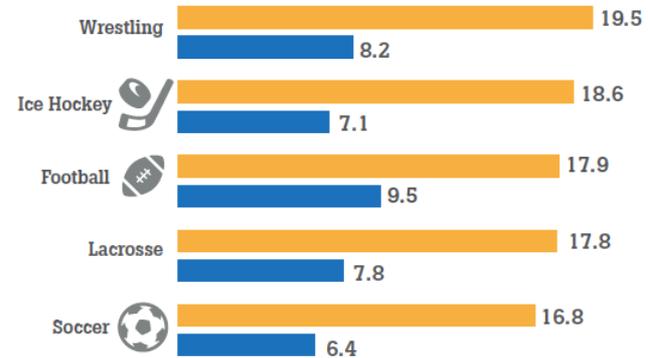
Data Collected by the NCAA in Feb. 2014 from approximately 20,000 student athletes from over 600 NCAA institutions

COLLEGE SPORTS WITH HIGHEST CONCUSSION RATES

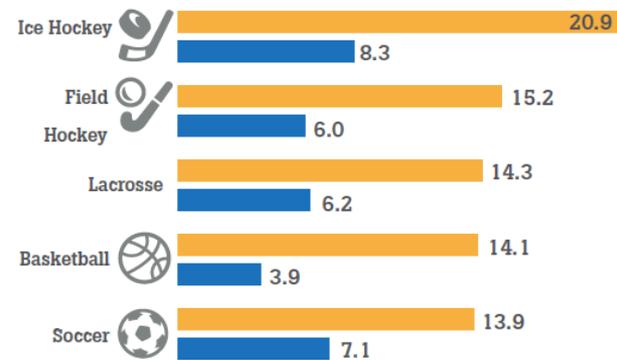
 % of athletes reporting one concussion

 % of athletes reporting multiple concussion

MEN



WOMEN



Source: "Self-Reported Concussion among NCAA Student-Athletes," NCAA, February 2014

By the numbers

- ▶ CWRU total # student athletes = 526
- ▶ 2015-16 Diagnosed concussions = 16
- ▶ 4 Football
- ▶ 2 Volleyball
- ▶ 2 Women's Soccer
- ▶ 2 Softball
- ▶ 2 Women's Swimming
- ▶ 1 Women's Basketball
- ▶ 1 Men's Basketball
- ▶ 1 Wrestling
- ▶ 1 Women's Diver

Non athlete
concussions
diagnosed at UHS =
19

Football Specific Guidelines for Practice

- ▶ Five Day Acclimatization Period
- ▶ This period limits # of hours for practices
- ▶ Protective equipment limitations
- ▶ Three hour recovery time between sessions
- ▶ Each individual must go through a five day period

Recent National Developments

Ivy League Moves to Eliminate Tackling at Football Practices during regular season



How can Faculty help?

- ▶ Student Athletes diagnosed with concussions are under the care of the team physician
- ▶ Cognitive rest is the best
- ▶ CWRU students are driven to achieve and succeed academically, they will want to turn in papers, take tests on time. This is not what will help in recovery.
- ▶ Dean Wolcowitz helps with communication between our department and professors

Discussion Questions