

**Faculty Council Meeting
Meeting Minutes**
Monday, April 19, 2021
4:00-5:30PM – ZOOM Meeting

4:00-4:10PM	Welcome and Chair Announcements	Jennifer McBride
4:10-4:15PM	Faculty Council Steering Committee Report of Activities	Nicole Ward
4:15-4:20PM	Approval of the February 22 Faculty Council Meeting Minutes	Jennifer McBride
4:20-4:35PM	Vote for Topics for the Meeting with Dean Gerson on May 11	
4:35-4:55PM	Open Access Discussion	Mark Clemente Thomas Hayes
4:55-5:10PM	Faculty Graduate Teaching	Marvin Nieman
5:10-5:20PM	New Minor in Nutrition	Hope Barkoukis
5:20-5:25PM	FC Senate Report	Alan Levine
5:25-5:30PM	New Business	
	Adjourn	

Members Present

Corinne Bazella
Robert Bonomo
Matthias Buck
Bryan Carroll
Cathleen Carlin
Gary Clark
Darin Croft
Brian D'Anza
Piet de Boer
Philipp Dines
Katherine DiSano
William Dupps
Todd Emch
Judith French
Robert Geertman
Thomas Gerken
Monica Gerrek

Stan Gerson
Anna Maria Hibbs
Amy Hise
Jeffrey Hopcian
Darrell Hulisz
Beata Jastrzebska
David Katz
Varun Kshetry
Vinod Labhasetwar
Suet Kam Lam
Maria Cecilia Lansang
Danny Manor
Jennifer McBride
Maureen McEnery
Sam Mesiano
Nimitt Patel

Matthew Pleshinger
Arne Rietsch
Elie Anthony Saade
Ashleigh Schaffer
Hemalatha Senthilkumar
Sarah Tehranisa
Daniel Tisch
Carlos Trombelta
Heather Vallier
Allison Vidimos
Satish Viswanath
Susan Wang
Nicole Ward
James Wilson
Jo Ann Wise
Jamie Wood

Members Absent

Melissa Bonner
Jae-Sung Cho
Scott Cowen
Peter Harte
Alex Huang
Ankur Kalra

Laura Kreiner
Lia Logio
Alan Levine
Peter MacFarlane
Ameya Nayate
George Ochenjele

Clifford Packer
Abishek Ray
Linda Dalal Shiber
Daniel Sweeney
Patricia Taylor

Others Present

Shane Angus
Hope Barkoukis
Gurkan Bebek
Mark Chance
Mark Clemente

Brian Cmolik
Nicole Deming
Stephen Fink
Susan Freimark
Thomas Hayes

Joyce Helton
Jonathan Lass
Matthew Lester
Marvin Nieman

Chair Announcements

Jennifer McBride, Chair of Faculty Council, called the meeting to order at 4:02PM. She informed the committee that Dr. Alan Levine would be present the Faculty Senate report at the May meeting.

Given the low number of candidates, last week the Nomination and Elections Committee extended the deadline for statements of interest to April 22. Votes on the bylaws amendments need to be submitted by April 26.

Faculty Council Steering Committee Report of Activities (Nicole Ward)

Dr. Ward reported that Marvin Nieman had presented his proposal to document faculty graduate teaching. Hope Barkoukis presented a new minor in Nutrition focusing on nutrition and lifestyle medicine. The committee reviewed emeritus appointments and discussed equity issues for part-time faculty with adjunct rank, in basic science departments, who are not eligible for emeritus appointments.

The committee discussed potential topics and questions which would be addressed by Dean Gerson at the third meeting of the SOM faculty on May 11, reviewed the faculty-open access policy and set the agenda for today's meeting.

Approval of the February 22 Faculty Council Meeting Minutes

When polled, the council had no suggestions or modifications to the meeting minutes. A motion was made and seconded to accept the minutes as presented. There being no further discussion, a vote was taken. 35 were in favor, 0 were opposed, and 2 abstained. The motion passes.

Topics for Meeting with Dean Gerson on May 11

Potential topics for Dean Gerson's May 11 meeting with SOM faculty were:

1. Plan A
2. SOM Diversity Plan – Implementation
3. SOM empty space allotment
4. Plans for recruiting and retaining faculty for the future of graduate programs
5. Update on Case's ability to recruit graduate students, postdocs (since COVID-19)
6. Return to work after COVID-19 and respond to COVID-19 moving forward (Q&A)
7. Resources to help the SOM faculty advocate for themselves

When queried, Dr. Gerson felt that questions 1-5 should be able to be covered in half an hour. He informed the group that more information will come out in the next 3 weeks to address topic 6.. Additional discussion led to topic 7 being removed.

A motion was made and seconded to approve topics 1-5.

1. Faculty Retirement Contributions – Plan A
2. School of Medicine Diversity Plan implementation
3. School of Medicine empty space allotment
4. Plans for recruiting and retaining faculty for future graduate programs
5. Update on recruiting graduate students, postdocs (since COVID-19)

There being no further discussion, a vote was taken. 36 were in favor; 0 were opposed, and 1 abstained. The motion passes.

Open Access Discussion (Mark Clemente, Thomas Hayes)

Thomas Hayes and Mark Clemente explained that in the fall of 2020 the Open Access Working Group drafted the proposal in an effort to align with the strategic plan stating that we must disseminate our research and teaching more widely beyond our campus.

Faculty OA policies “shift the default” to enable open access retaining rights for faculty and the university and to openly disseminate faculty scholarship, enabling broader access and wider readership. Approval is entirely dependent upon the faculty. The proposal will be circulated and sessions held to address questions if revisions are required.

Faculty Graduate Teaching Initiative (Marvin Nieman)

The objective of this proposal is to determine which activities count toward graduate education, how much credit is given for each activity, and to provide a mechanism to recognize efforts in graduate education by faculty that can be used to establish guiding principles across departments.

Members of this working group provided a draft to masters and doctoral program directors for comments. Input is requested from Faculty Council and the Council for Basic Science Chairs to see if something should be included or modified along with the reasoning to support the change.

The document is divided into six major categories: program/training grant director; master’s thesis/qualification committee; doctoral dissertation committee/qualification committee; didactic teaching; preceptor for PhD students, Master’s students, undergraduate, post-bac, PREP students, doctoral rotations, summer students; admissions, recruitment and academic advising (see attached slides for specific breakdown of hours).

New Minor in Nutrition (Hope Barkoukis)

This new Nutrition and Lifestyle Medicine Minor focusing on a lifestyle evidenced based approach (sleep, nutrition, emotional well-being, stress reduction, healthy cooking). This new minor will help to properly equip future health care professionals.

A motion was made and seconded to approve the new minor in Nutrition. There being no further discussion, a vote was taken. 35 were in favor, 0 were opposed, and 2 abstained. The motion passes.

New Business

No new business was brought forward for discussion.

There being no further agenda items, a motion was made and seconded to adjourn. All were in favor, no one was opposed, and no one abstained. The motion passes.

The meeting was adjourned at 4:58PM.

Respectfully submitted,

Joyce Helton

Faculty Council Meeting

Please send a chat to Nicole Deming with your name in the chat box so we can accurately document attendance.

April 19, 2021

Jennifer McBride, PhD

Chair of Faculty Council



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Agenda

- Chair announcements
- FCSC report of activities
- Approval of February 22 meeting minutes
- Vote on Topics for Meeting with Dean Gerson, May 11th
- Open Access Discussion – Mark Clemente & Thomas Hayes
- Faculty Graduate Teaching – Marvin Nieman
 - Send feedback to Marvin within next 3-4 weeks
- New Minor in Nutrition – Hope Barkoukis
- FC Senate Report – Alan Levine (*rescheduled for May*)
- New business



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Chair's Announcements

- Election of standing committee members
 - Statement of interest due by April 22nd
 - <https://case.edu/medicine/faculty-staff/faculty-affairs-hr/faculty-governance>
 - nmd11@case.edu
- Vote on Bylaws amendments
 - Remind your respective departments
 - voting closes @5p April 26th



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
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- **Committee on Admissions** - (1 open seat) faculty must be based in a Basic Science Depart.
- **Committee on Bylaws** - (2 open seats)
- **Committee on Appointments, Promotions, and Tenure**
 - 4 seats for Tenured Prof in Clinical Depart. (3 for a 3-yr term, 1 for a 2-yr term)
 - 2 seats for Tenured Assoc. Prof in a Basic Science Depart. (3-year term)
 - 3 seats for NTT Professors in a Clinical Depart (3- year, 2-year, and a 1-year term)
- **Committee on Biomedical Research** – (4 open seats)
- **Committee on Budget, Finance and Compensation** - (3 open seats)
- **Committee on Medical Education** - (4 open seats)
- **Committee on Students** - (2 open seats)
- **Faculty Council** - (3 open seats at-large representatives)
 - Faculty from Basic Science Depart. (1 open seat)
 - Faculty from Clinical Depart. (2 open seats)
- **Committee on Lecture-** (2 open seats)
- **Committee on Nominations and Elections** - (4 open seats)
- **Committee on Women & Minority Faculty** – (3 open seats)



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

<https://case.edu/medicine/facuty-staff/faculty-affairs-hr/faculty-governance>

Send statement of Interest to Nicole Deming nmd11@case.edu

Topics for meeting with Dean Gerson May, 11th

1. Plan A
2. SOM Diversity Plan – implementation
3. SOM empty space allotment
4. Plans for recruiting and retaining faculty for the future of graduate programs
5. Update on ability to recruit graduate students, postdocs (since COVID)
6. *Return to work after COVID & response to COVID moving forward (Q&A)*



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Faculty Open Access Policy Proposal

- Policy type – Institutional/Faculty
 - Open dissemination of scholarly articles to all
 - Grant CWRU & author nonexclusive rights for this purpose
 - No fees associated with policy
 - Faculty retain the right to publish in the venue of choice
 - Author final version vs Journal formatted version
 - Applies to university faculty represented by Faculty Senate, but others can participate
 - Opt out policy with submission of a waiver



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

**Faculty Council Meeting
Draft Meeting Minutes**
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4:00-4:20PM	Welcome and Chair Announcements	Jennifer McBride
4:20-4:25PM	Faculty Council Steering Committee Report of Activities	Nicole Ward
4:25-4:35PM	Approval of the January 25 Faculty Council Meeting Minutes	Jennifer McBride
4:35-5:05PM	FC Senate Report	Alan Levine
5:05-5:10PM	Ad Hoc Graduate Program Review Committee	Nick Ziats
5:10-5:20PM	CAPT Report	Cynthia Kubu Cathy Carlin
5:20-5:25PM	Ambassadors for New Faculty	Susan Freimark
5:25-5:30PM	New Business	Jennifer McBride
5:30PM	Adjourn	

Members Present

Corinne Bazella
Melissa Bonner
Robert Bonomo
Bryan Carroll
Cathleen Carlin
Jae-Sung Cho
Gary Clark
Darin Croft
Piet de Boer
Philipp Dines
Katherine DiSano
William Dupps
Todd Emch
Judith French
Thomas Gerken

Monica Gerrek
Stan Gerson
Peter Harte
Anna Maria Hibbs
Amy Hise
Alex Huang
Beata Jastrzebska
David Katz
Vinod Labhasetwar
Suet Kam Lam
Alan Levine
Lia Logio
Danny Manor
Jennifer McBride
Maureen McEnergy

Matthew Pleshinger
Arne Rietsch
Elie Anthony Saade
Ashleigh Schaffer
Hemalatha Senthilkumar
Patricia Taylor
Sarah Tehranisa
Heather Vallier
Satish Viswanath
Susan Wang
Nicole Ward
James Wilson
Jo Ann Wise
Jamie Wood

Members Absent

Matthias Buck

Varun Kshetry

Clifford Packer

Scot Cowen
Brian D'Anza
Robert Geertman
Jeffrey Hopcian
Darrell Hulisz
Ankur Kalra
Laura Kreiner

Maria Cecilia Lansang
Peter MacFarlane
Sam Mesiano
Ameya Nayate
George Ochenjele
Nimitt Patel

Abishek Ray
Linda Dalal Shiber
Daniel Sweeney
Daniel Tisch
Carlos Trombelta
Allison Vidimos

Others Present

Mahesheema Ali
Mark Chance
Nicole Deming
Steve Fink

Susan Freimark
Joyce Helton
Cynthia Kuba

Matthew Lester
Cheryl Thompson
Nick Ziats

Chair Announcements

Jennifer McBride, Chair of Faculty Council, called the meeting to order at 4:02PM and asked participants to send a chat to Nicole Deming for the attendance tally.

The 3rd SOM Faculty Meeting with the Dean is May 11 from 12:00-1:30PM. Send topics for discussion to the Chair of Faculty Council by March 10th. Suggestions will be brought to the March 15 Faculty Council meeting for discussion, voting, and then sent to the Dean. The senate election ballot will go out by tomorrow, and be open for 2 weeks. Voting on the bylaws amendments will go out later this week and be open for 3 weeks.

The NEC is working on identifying candidates for election to the standing committees. A statement of interest must be submitted for the candidate to be considered. Templates of this form are on the Faculty Affairs & HR website.

Faculty Council Steering Committee (FCSC) Report of Activities (Nicole Ward)

The Committee met January 11. Susan Freimark, Director of Faculty Development and Diversity in the Faculty Affairs & HR Office, presented on the ambassadors for new faculty program. Darin Croft provided an update on the wordsmithing of the SOM bylaws amendments that were approved at the January Faculty Council meeting. CAPT packets were reviewed for equity. It was suggested that Dean Gerson provide an over of the affiliation agreements and an update on the UH affiliation agreement to Faculty Council at the March Faculty Council meeting. Today's Faculty Council agenda was created and approved.

Approval of the January 25 Faculty Council Meeting Minutes

Edits to the minutes were suggested and reviewed by Faculty Council. There being no further changes or discussion, a motion was made and seconded to approve the minutes as amended. A vote was taken. 27 were in favor, 1 was opposed, and 2 abstained. The motion passes.

FC Senate Report (Alan Levine)

Dr. Levine summarized 2 months of reports. The 5-year academic calendar must be voted on in February. The January mini-mester is being reviewed for its effectiveness and may be introduced into the next calendar.

The university is an approved distribution center for the COVID-19 vaccine with distribution from the Veale Gym. Faculty Senate approved opening the distribution center to our neighbors. HR has a list of everyone on campus who might qualify for the designated phases established by

the State of Ohio. Emails will go out to those who are eligible as appropriate and other vaccination sites (CVS and Marc's) will also be disseminated.

The university has a \$28M contingency fund to address major costs associated with the lockdown in the spring. Case will use ~\$20M leaving \$8-9M surplus. The surplus will drop as vaccine distribution begins. Plan A may be discussed in May, when the cost of distribution is known.

Several departments have changed their names causing confusion for recent graduates and potential employers. In Social Work, the Admin Master's Program students can now be offered a Master's in Social Work. Five honorary degrees, to be awarded in May, have been put forward to the Board of Trustees.

Committee on Appointments Promotions and Tenurs (CAPT) Report

Cynthia Kubu, co-Chair of the CAPT summarized that the committee reviews the promotion and tenure packets submitted for consideration, votes on whether or not they meet the requirements for promotion, and writes a brief summary explaining the reasons for their conclusion. To ensure equity, the FCSC reviews the reports. Promotion and tenure packets receive recommendations from the Dean, Provost, and President before going to the Board of Trustees for confirmation.

Unfavorable packets can be appealed by the candidate's department chair. The majority of applications, ~94% were approved during the 2019-2020 academic year. The SOM CAPT reviewed around 160 senior level faculty appointment and promotion applications. The new appointments were not reported by gender.

The Case template for CVs must be used and the use of abbreviations and acronyms avoided. The personal statement should be written as if your audience is a well-educated colleague who is not in your field. External referee letters must follow the defined guide-lines. Consulting with their chair and a former member of the CAPT for advice can be beneficial to the candidate.

The Faculty Affairs & HR Office has assembled the promotion and tenure information on their website and offers an informative series on promotion and tenure.

<https://case.edu/medicine/faculty-staff/faculty-affairs-hr/faculty-and-staff-toolkit-podcasts>

Ad hoc Graduate Program Review Committee (Nick Ziats)

Dr. Ziats is proposing that the ad hoc Graduate Program Review Committee become a full committee of the School of Medicine. This committee will review new graduate and undergraduate programs involving departments within the School of Medicine, and major changes to existing programs (defined as change to 50% or more). This committee will not review new courses.

Review of these programs begins with submission to the Chair. The committee will discuss the program with faculty members involved and suggest changes needed.

This committee shall consist of 8 full-time members of the SOM faculty, elected at-large by the full-time faculty, with no more than 2 members from a single department, and up to 6 *ex officio* members. The elected members shall serve staggered 3 year terms, with 2 or 3 new members being elected each year. Members may stand for re-election and serve at most 2 consecutive terms. All elected members and *ex officio* members are voting members on the committee. The Program Review Committee will meet at regular intervals according to a schedule set by the chair at the beginning of each school year.

1
2 A motion was made and seconded to approve the formation of this committee from an ad hoc to
3 a standing committee. The floor was then opened for discussion.
4

5 After some discussion, a vote was taken to approve the status change of the ad hoc Graduate
6 Program Review Committee from ad hoc to a standing committee. 34 were in favor, 1 was
7 opposed, and 0 abstained. The motion passes.
8

9 **Ambassadors for New Faculty Program (Susan Freimark)**

10 Susan Freimark, Director of Development and Diversity in the Office of Faculty Affairs & HR,
11 explained that the ambassadors for new faculty would serve a short-term role (approximately
12 three months) as sponsors and impartial sources of information more to assisting new faculty to
13 acclimate to campus. The ambassadors are matched to the new faculty based on an emphasis of
14 research or clinical focus and serving as a resource for the sharing of logistical information.
15

16 Ambassadors and new faculty will complete a short survey (faculty rank, tenure status, primary
17 department, hospital affiliation, primary focus of work, etc.). Ambassadors will be given a small
18 group orientation. As faculty are hired, the Director of Faculty Development will establish initial
19 contact and serve as a liaison, if needed. Anyone interested in serving as an ambassador can
20 email Susan Freimark at sbf@case.edu. A notice regarding this new program will be
21 forthcoming in the next few weeks.
22

23 **New Business**

24 When polled, no topics were identified.
25

26 There being no further agenda items to be addressed, the Chair adjourned the meeting at
27 4:56PM.
28

29 Respectfully submitted,
30

31 Joyce Helton
32
33

A Faculty Open Access Policy at CWRU: Status of the Proposal

Faculty Council, School of Medicine, April 19, 2021

CWRU Libraries Open Access Working Group /
Faculty Senate Committee on the University Libraries

Purpose of today's presentation

- Update on the current status of the proposal
- High-level overview about the purpose and implications of the policy
- Not to discuss the policy substantively at this time, but rather to discuss the process for moving forward

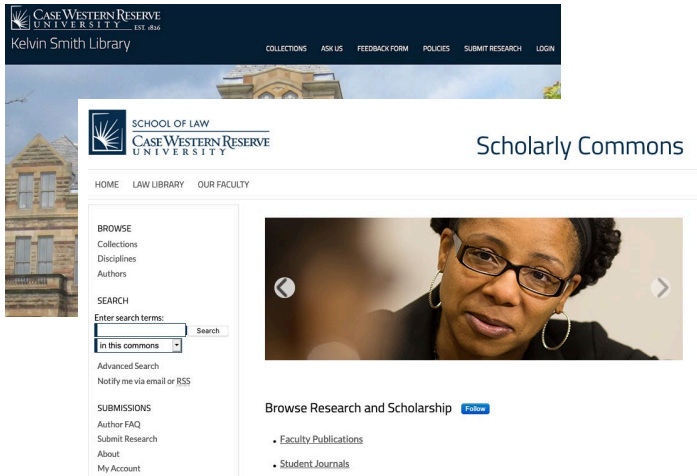
Proposal timeline thus far

Fall 2020-April 2021

- CWRU Libraries Open Access Working Group (OAWG) drafted proposal, consulted with experts in Law School, Technology Transfer Office, & Office of General Counsel
- OAWG presented proposal to FSCUL
- FSCUL asked CWRU Libraries to organize open forums to solicit faculty feedback on the proposal
- Two open forums were held (March/April)
- Information session at Faculty Senate Executive Committee

Genesis of the proposal

Policy developed by University Libraries' OA Working Group and submitted to FSCUL for its consideration



Libraries' Open Access Working Group Members

- Mark Clemente, Scholarly Communication and Copyright Librarian, KSL (convener)
- Stephanie Becker, Digital Collections Manager, KSL
- Jen Green, Team Lead, Freedman Center for Digital Scholarship, KSL
- Tom Hayes, Collection Development and Engagement Librarian, Health Sciences Library
- Amanda Koziura, Digital Scholarship Librarian, KSL
- Lisa Peters, Reference and Scholarly Communications Librarian, Law Library
- Samantha Skutnik, Director, Harris Library, Mandel School
- Erin Smith, Research Services Librarian, KSL
- Daniela Solomon, Research Services Librarian, KSL
- Shelby Stuart, Electronic Resources Librarian, Acquisitions & Metadata Services, KSL

Context: Pathway 3 “Achieve Social Impact”

Our North Star

Case Western Reserve is
a high-impact research university
that aspires to be a community
where humanity, science and technology meet
to create a just and thriving world



Pathway 3 Achieve Social Impact

Social impact and the translation of knowledge is important to CWRU. To achieve a deeper impact, we must disseminate our research and teaching more widely beyond our campus, and we must embark on meaningful partnerships. To increase our external student and faculty activities, we must redefine our partnerships with industry and nonprofit organizations to distribute our educational assets. We must become a more distributed university—extending access to our classrooms and scholarship to communities that did not have it in the past. We must continue to broaden the impact of our students through their co-curricular and extracurricular activities.

“We must disseminate our research and teaching more widely beyond our campus.... extending access to our classrooms and scholarship to communities that did not have it in the past”

OPEN ACCESS *defined*

- An international set of principles and practices through which scholarly research outputs are made freely available online to the public, without cost barriers or restrictions on reuse
- OA involves faculty, publishers, journals, and institutional repositories
- OA is a requirement for funding by many Federal agencies (e.g., NIH, NSF, DOE, NASA) and foundations (e.g., Gates, Mellon)
- This proposal is only concerned with the “faculty open access policy,” i.e., depositing a “pre-print” copy of an article in the CWRU institutional repository
 - the proposal is not related to whether the journal itself is an “open access journal,” nor if or how to pay open access “article publication charges”

the value of a faculty open access policy

*By making CWRU scholarship openly available internationally,
including to researchers whose universities do not have a
subscription to the journal of record,
it increases the scholarly impact of faculty and the visibility of
research conducted at CWRU*

Faculty Open Access Policies: *definition*

Policies, usually approved by the faculty's own governing body, through which faculty grant their institutions certain ***non-exclusive*** rights to their scholarly articles for purposes of open dissemination (also known as “RIGHTS RETENTION” policies).

By definition these are ***faculty*** policies,
not administrative or library policies.

Status of OA Policies Nationally

- First policy approved in 2008 at [Harvard](#), then [MIT](#) in 2009
- Since then, nearly 80 U.S. universities and colleges adopted OA policies, including many of CWRU's AAU peer private institutions, and institutions with similar Federal research expenditure levels, e.g., [Arizona State.](#), [U of Arizona](#), [Boston U.](#), [Cal Tech](#), [Columbia](#), [U. California](#), [Colorado- Boulder](#), [Dartmouth](#), [Duke](#), [Emory](#), [FSU](#), [Georgia Tech](#), [UIUC](#), [Indiana U.](#), [Johns Hopkins](#), [U. of Kansas](#), [UMass Amherst](#), [Penn State](#), [Princeton](#), [Purdue](#), [Rice](#), [U. Washington](#)



Good practices for university open access policies

Faculty OA Policies: Advantages

Without a policy (under the status quo at CWRU), individual authors must decide what rights to retain or negotiate with a publisher

- X Many faculty authors unknowingly or inadvertently sign away copyright ownership of their articles to publishers
- X Authors can be restricted in how they can legally use and share their own scholarship
- X Default for most faculty authors: publisher owns copyrights, with their scholarship behind paywalls

Faculty OA policies “shift the default” to enable open access

- ✓ Retain rights for faculty and the university to openly disseminate faculty scholarship, enabling broader access and wider readership

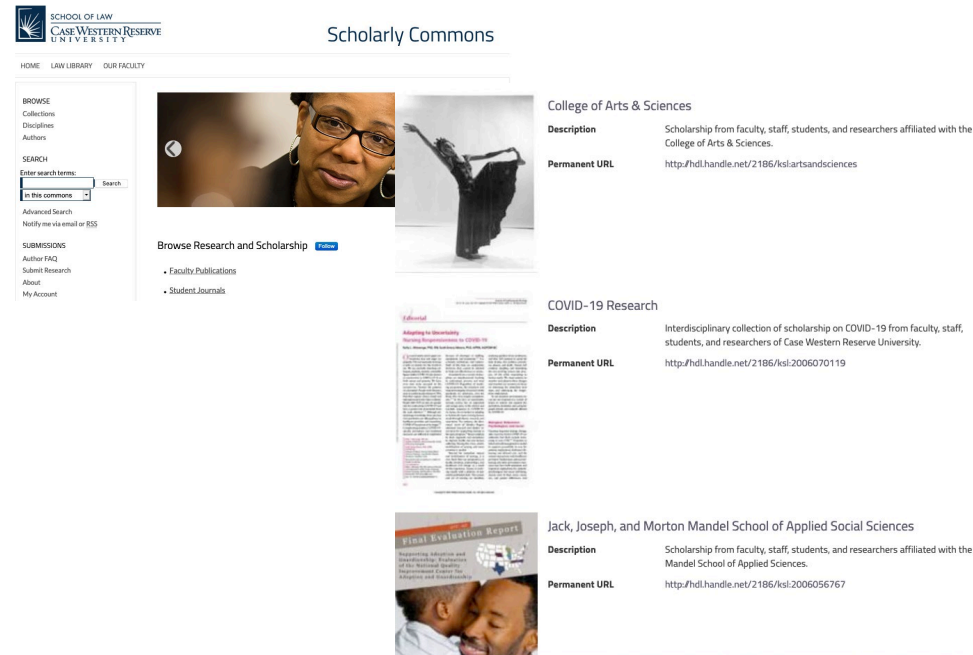
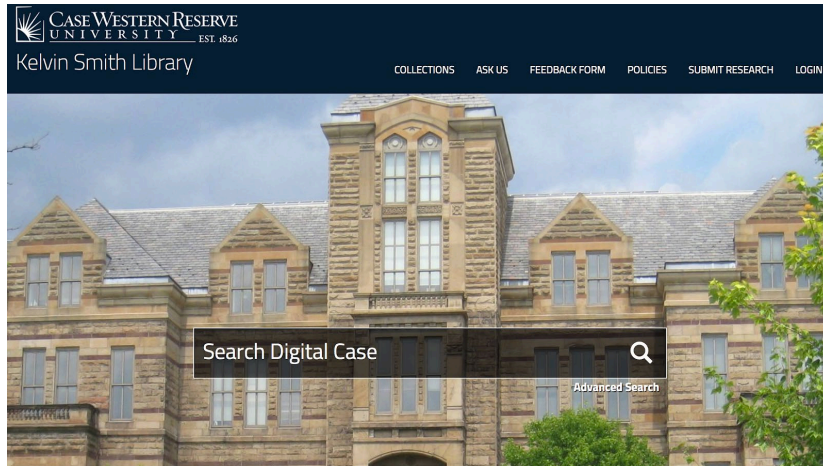
*Faculty OA policies do **NOT***

- X** Dictate where faculty can publish
- X** Require faculty to deposit their scholarly articles
 - faculty can opt out at any time for any reason, with automatic waivers
- X** Solve all problems in scholarly publishing
- X** Compete with publisher nor put the out of business
 - any publisher can require authors to opt-out
- X** Automatically make all faculty scholarship immediately open access
 - Practices and processes will still need to be created and implemented

How faculty open access policies typically work

1. Creates a legal mechanism under copyright law for faculty members to:
 - Grant CWRU permission to disseminate faculty-authored scholarly articles openly
 - Reserve the rights of CWRU faculty to use and share their scholarly articles
2. Provides only the “author’s final manuscript” version of the article (i.e., the manuscript that includes changes made as a result of the peer-review process, but prior to publisher’s copy-editing or formatting)
 - This is the same version as required by many funder policies
 - The “version of record” (VoR) may also be provided providing copyright agreements permit

Policy Implementation: the Libraries' Role



- CWRU Libraries would develop specific implementation process in consultation with FSCUL
- Manage tools for identifying the institution's publication output
- Maintain the infrastructure to disseminate scholarship
- Manage institutional relationships with scholarly publishers
- Maintain **institutional repositories** for the depositing and access of the articles, i.e.,
 - [Digital Case](#), managed by KSL for most schools
 - [Scholarly Commons](#) for faculty in the Law School, managed by the Law Library

Faculty Involvement

- **Faculty are the determinants of action**

- Consistent with the university's policies on academic freedom, faculty would continue to be free to publish in the venues of their choosing
- Faculty could opt out of the deposit for a specific article for any reason; there is no central authority to approve or deny requests
- Policy would **not** require publication in an open access journal, nor does the policy relate to any article publication charges or subsidies
- Simple system to opt out actively (opt-out rates at most OA policy institutions is low, ca.~5%)

- **System is designed to be as convenient as possible for faculty**

- Individual faculty members ***not*** mandated to take any action unless they choose to opt-out
- Individual faculty could (but not required) to submit articles to the institutional repository (Digital Case)
- Integration with FIS and faculty public research profile systems would make deposit easier for faculty

Forms of scholarship covered by the OA policy

- ✓ “**Scholarly articles**” – i.e., research results published to advance inquiry and knowledge, without expectation of payment; typically presented in peer-reviewed journals or conference proceedings
- ✓ “**Author’s final manuscript**” – the final version of the author’s article incorporating any changes made as a result of the peer-review process, but prior to publisher’s copy-editing or formatting
- ‡ “**Version of Record**” (i.e. final published version) **only if** publisher copyright permits
- ✗ **NOT covered**: *books or other royalty-generating work, popular articles, fiction and poetry, encyclopedia entries, ephemeral writings, lecture notes, lecture videos, other copyrighted works, or other IP covered by university policies*

Key Considerations

1. The policy is unrelated to publication in OA journals or faculty sharing their work on other OA websites, e.g., SSRN, arXiv, PubMed

- This only about faculty and university “rights retention.” It does not affect where faculty publish or but other repositories in which their work may reside

2. The policy does not violate publisher’s copyright or contracts or conflict with other university policies

- It creates a “pre-existing license” between CWRU faculty and the university for faculty to grant non-exclusive rights to place the article in the institutional repository, a right that persists even if the faculty member signs a later agreement with a publisher

3. Most publishers understand the scholarly marketplace and cooperate with such policies

- Opt-out waivers have not proven to be a burden for authors or publishers
- OA policy institutions respect publisher embargoes
- Only a very small minority require publishing authors to opt-out of an OA policy, and have formalized processes to notify their such authors
- The OA movement is 20 years old, and required by most major funding agencies, so most publishers are not afraid of open access in 2021

Process: Next Steps

Context

- No immediate actions requested from the FS Executive Committee nor by full FS
- This was a progress report on the value of OA policies, to indicate the status of discussions, and to ascertain what FS processes may be needed if a proposal eventually is to be made to the full Faculty Senate
- Depending upon the nature of the additional feedback, FSCUL may request approval by the full FS at a Fall (Sept/Oct) Faculty Senate meeting

April / May

- Additional vetting, open forums, and discussion among appropriate campus offices and committees
- Revisions to policy proposal based upon comments received
- Submit final proposal to FSCUL (depending on timing, may not be considered until September)

Summer / Fall 2021

- If FSCUL approves, submit to Faculty Senate for possible adoption in September or October
- If approved by the full FS, determine if the policy requires Board approval and if the policy needs to be incorporated into the *Faculty Handbook*

Questions?

Graduate/Undergraduate Education Teaching Credit

Background:

The School of Medicine has formalized documentation for medical student teaching hours. Graduate education activities are central to the mission of the SOM and require a significant time commitment by the faculty. Currently, there are no guidelines for documenting these efforts.

Goals: 1) Determine which activities count toward graduate education and how much credit is given for each activity. 2) Provide a mechanism to recognize efforts in graduate education by faculty that can be used to establish guiding principles across departments.

A working group created a list of activities and associated time spent on them. Below is the current draft after input from the doctoral and master's program directors. The document describing education hours for medical student teaching was used as a guide.

Members of the Working Group:

- Marvin Nieman – Interim Associate Dean for Graduate Studies
- Cheryl Thompson – Assistant Dean for Education Initiatives
- Alan Levine – Doctoral Program Director
- Tammy Randall – Masters Program Director
- Jason Mears – Block 4 Leader, medical student curriculum

Notes: The committee understands the diversity of courses, programs and instructors of the graduate and undergraduate courses and programs offered through the School of Medicine. In order to best capture this diversity, we are suggesting guidelines for credit, but for those faculty who have more involved courses/programs/etc or unique commitments or expectations, we suggest offering an “other” category in which they can use to capture these activities. We also acknowledge that recruitment, admissions and interviews could be considered service activities. The Medical Education document includes these activities as teaching so we have included them here as well.

Input requested: We are seeking comments on this draft from the Council of Basic Science Chairs and the Faculty Council. Specifically, does reflect the scope of activities in which faculty engage? Are there activities that should not be included?

Program/Training Grant Director

- Doctoral Program Director - 5 hours/week x 52 weeks = 260
- Master's Program Director - 5 hours/week x 52 weeks = 260
- Training Grant Director - Activities distinct from writing/renewing which are captured under grants - 50 hours/year
- Other activities that may not occur in each year.
 - Accreditation maintenance/tracking/submission - State actual hours
 - Board of Regents self-study and evaluation - State actual hours

Master's Thesis/Qualification Committee

- Thesis committee chair - 4 hours/semester
- Thesis committee member - 3 hours/semester
- Thesis reader - 5 hours/student
- Qualification exam development - 1 hour/question
- Grading qualification exam - 2 hours/student

Doctoral Dissertation Committee/Qualification committee

- Qualification committee member (Chair included) -- 5 hours (one time)
- Chair - 4 hours/semester
- Member - 3 hours/semester
- Defense/Thesis reader - add 5 hours additional
- Qualification exam development - 1 hour/question
- Grading qualification exam - 2 hours/student

Didactic Teaching

- Course director - Each semester credit 1 hour x 16 weeks direct contact plus 2 hour x 16 weeks prep = 48 hours/credit
- Seminar/journal club coordinator - Each semester credit 1 hour x 16 weeks direct contact plus 1 hour x 16 weeks prep = 32 hours/credit
- Lecture in a course (including seminars/workshops via centers) - Actual hours of lecture + 2 for prep, so 3 hours/hour of lecture
- Seminar for professional development/RCR/similar - Actual hours of seminar + 2 for prep = 3 hours/hour of seminar/workshop
- Designing exams, review sessions, etc, over and above course director - State actual hours
- Grading/student evaluations - State actual hours
- Content development - State actual hours

Preceptor for PhD students, Master's students, Undergraduate, Post-bac, PREP students, doctoral rotations, summer students

- PhD student mentoring - 3 hours/week
- PhD student rotations - 5 hours/week
- Master's student, post-bac or UG research mentoring - 3 hours/week
- Summer research mentor for UG or high school students - 10 hours/week
- Post-doc career development mentoring/advising - 3 hours/week

Admissions, Recruitment, Academic advising

- BSTP or doctoral program admissions committee member -- 6 hours / week from November to April = 156 hours
- Master's/post-bac program admissions committee member - State actual hours
- Application reviews or interviews - 1 hour/applicant
- Academic advising for UG, Master's, post-bac and PhD students - 2 hours per student/semester (Fall/spring)
- Recruitment/prospective student discussions and presentations over and above program director- State actual hours

Graduate/Undergraduate Education Teaching Credit

Marvin Nieman, PhD

Interim Associate Dean for Graduate Education

Faculty Council 4/19/2021



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

GRADUATE EDUCATION OFFICE

Background

- The School of Medicine has formalized documentation for medical student teaching hours.
- Graduate education activities are central to the mission of the SOM and require a significant time commitment by the faculty.
- Currently, there are no guidelines for documenting these efforts.

Goals

1. Determine which activities count toward graduate education and how much credit is given for each activity.
2. Provide a mechanism to recognize efforts in graduate education by faculty that can be used to establish guiding principles across departments.

Working Group

Marvin Nieman – Interim Associate Dean for Graduate Studies

Cheryl Thompson – Assistant Dean for Education Initiatives

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Tammy Randall – Masters Program Director

Jason Mears – Block 4 Leader, medical student curriculum



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

GRADUATE EDUCATION OFFICE

Process

- Using the formalized documentation for medical student teaching hours, create a list of activities and related hours.
- Provide a draft to masters and doctoral program directors for comments.
- Request input from Faculty Council and the Council of Basic Science Chairs.

Acknowledgements

- The courses, programs, and instructors are diverse.
- Efforts were made to best capture the effort made for each activity. In some cases, extraordinary efforts could be captured under “other”.
- Recruitment and committee items are service related, they are included in the medical education document as teaching hours.

Specific Input Requested

- Does the list accurately reflect the activities in which faculty engage?
- Is the time associated with these activities a reasonable average?
- Are there activities that should not be included in the list?



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

GRADUATE EDUCATION OFFICE

Major Categories

- Program/Training Grant Director
- Master's Thesis/Qualification Committee
- Doctoral Dissertation Committee/Qualification committee
- Didactic Teaching
- Preceptor for PhD students, Master's students, Undergraduate, Post-bac, PREP students, doctoral rotations, summer students
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Preceptor for PhD students, Master's students, Undergraduate, Post-bac, PREP students, doctoral rotations, summer students

PhD student mentoring - 3 hours/week

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Recruitment/prospective student discussions and presentations over and above program director- State actual hours

To the Committee reviewing the undergraduate minor from the department of Nutrition:

Nutrition and Lifestyle Medicine:

The point of view has been presented that this newly proposed minor is too parallel to an existing minor in Environmental Nutrition due to 4 duplicated options for course electives. (Note that this document will use the abbreviation of EN to reference the environmental nutrition minor throughout this document and NLM to reference the proposed minor).

Here is our rebuttal to this comment:

Point 1: Students cannot complete more than one undergraduate minor in any department.

Point 2: Given that students can complete only one minor in any department, in fact it is not an uncommon approach to use the same courses for distinct minors within the same department. One example is Biology:

Biology: one minor requires choosing two from the following three classes (bio 214,215, or 216), plus their associated labs. The electives for this first biology minor includes 240, 250, 251, 390. The other minor requires bio 250, and 251 plus electives. The elective choices for this second minor are 214,215, 216, 240, 390. <https://biology.case.edu/undergraduate/minors/>

The environmental nutrition, EN, minor has only one elective option, with the following courses required:

- Introduction to environmental thinking: ESTD 100 (3 cr)
- Global Food Systems: Environmental Issues, Sustainability & Health: Ntrn 340 (3 cr)
- Food Science: Ntrn 342 (3 cr)
- Introduction to Nutrition: Ntrn 201 (3 cr)
- Case Cooks: Healthy Lifestyles: Ntrn 200 (1 cr)

The proposed new minor does **not include any of these 9 of the 15** required classes for the EN minor, specifically: ESTD 100, Ntrn 340, Ntrn 342 is unique to this minor.

Point 3: Comparing the two minors in depth demonstrates significant differences between the content and requirements in the two minors. In fact, regardless if the EN minor chose one of the 4 ‘duplicated’ elective options available for the NLM minor, there will still be a total of 5 classes @ 3 credits each, (15 total credits) of completely different coursework between the EN minor and this proposed LNM minor, as follows:

EN minor *Denotes exclusive to EN minor	Core classes common to all minors including EN & NLM	Proposed minor: NLM *Denotes exclusive to NLM
Required: ESTD 100*	NTRN 201	Required: NTRN 201
Required: NTRN 340*	NTRN 200	Required: NTRN 200
Required: NTRN 342*	core required credits for both minors = 3 credits	Required: NTRN 300
Assume selection of <u>one</u> elective that is the same as the one chosen for NLM. Total possible 'shared' credits of non-core classes= 3 credits within the entire EN minor	All minors across CAS departments have core classes which are required. Text explaining this to follow. No student can take more than 1 minor per department.	Assume that of the 3 needed electives for the proposed NLM minor, one of them is duplicated from EN minor. This leaves 6 unique elective credits available only to the NLM minor chosen from NTRN: 310, 338, 362, 388, 401.
*Total unique credits to EN minor = 9 credits	3 'shared' core credits between EN and NLM minors	Total credits unique only to NLM minor = 6 credits

Summary: total credits unique to EACH minor = 15 credits. More than enough credits and content difference to justify the two distinct minors. This also makes the assumption of the one allowed elective for EN is duplicated in one of the 3 elective choices for NLM minor.

Point 4: Ntrn 200 and 201 in both of our minors should not be viewed as an inappropriate redundancy. Actually, Ntrn 201 is a requirement for all of our minors. If Ntrn 200 were in existence when the other minors were developed, it too would be included in all minors.

The proposed minor and the EN minor both require Ntrn 201 and this curriculum inclusion is absolutely congruent with the expectations set forth by every other undergraduate department in the CAS. Every minor across the University incorporates the requirement of at least one basic course in the field of the minor. Accordingly, 201 is the foundation class in nutrition focused on core nutrition concepts which are foundational to the development of the competencies expected in our students, whether majors or minors. Thus, Ntrn 201 is required for all of our minors and given that students can only take one minor in any department, it really is a moot point to focus on the Ntrn. 201 class as a redundancy in both minors.

Case Cooks: Healthy Lifestyles, Ntrn 200 is a 1 credit class which is required for both minors. This is a skills based class, pre-pandemic offered in an on-campus experience in our teaching food lab, (and during the pandemic offered remotely via synchronous and asynchronous interactions). This class is focused on development of skills in basic food preparation, food

storage, and home food safety. The reason it is included in both minors is two-fold: First, we have increasingly recognized the significance of skill based competencies as a critical component of food and nutrition education, and thus we included this class in our more recently created minors. (Note: Case Cooks celebrated two years of enrollment in spring, 2020). Furthermore, this philosophy is not unique to the department, but also supported by the newly proposed GER which incorporates *skill building* as a core value to the University, <https://sites.google.com/case.edu/cwru-fscue-revised-uger/home> ; Secondly, there is an underlying intertwined relationship between the environment, (specifically sustainable, safe and affordable food systems), and a country's quality of life for its citizens, which continues to impact at the level of the individual's well-being. Optimal nutrition, the avoidance of malnutrition and hunger, necessitate the ability for a country to find affordable, sustainable food solutions, food systems and food security considerations. Moreover, the role of specific techniques of cooking, preserving, and storage of foods impact the environment, societal and individual well-being. A forward thinking curriculum includes this 1 credit course as a requirement for our newly created minors.

Point 5: In contrast to EN having 86.6% of the classes being required for that minor, the required classes for this proposed minor reflects 46.6% of the total 16 credits. The required classes for this proposed minor include only foundational classes which are appropriate to the development of the competencies in lifestyle medicine to allow for a robust individualization of this minor, since all electives provide an aspect of core competencies.

The required courses for the newly proposed elective, Nutrition and Lifestyle medicine includes the following 7 credits:

- Ntrn 201 (rationale already explained previously)
- Ntrn 200, (rationale for inclusion previously explained).
- Ntrn 300-Healthy Lifestyles as Medicine. The definition of lifestyle medicine was included in the original proposal. Ntrn 300 is an overview of the core concepts in the various non-nutrition domains of lifestyle medicine which are not covered in any other undergraduate or graduate nutrition course; therefore, inclusion as a required course for this proposed minor is quite clear from a curriculum development point of view. The learning objectives for NTRN 300 include:
 - Demonstrate knowledge of the evidence supporting the positive impact on health and well-being from healthy lifestyles;
 - Identify the key components of what constitutes healthy lifestyle behaviors;
 - Develop the skills needed to practice and advocate a healthy lifestyle that are congruent with national guidelines;
 - Design and implement a personal behavior action plan to transition from current practices to positive health
 - Identify national resources for evidence-based practice guidelines related to healthy lifestyle behaviors;

- Demonstrate familiarity with University, community, and national resources to support healthy lifestyle behaviors;
- Perform basic lifestyle assessments using validated tools for specific categories of healthy lifestyle behaviors

The rationale for not prescribing a greater percentage of required courses and less electives for the proposed minor is based on the reality that lifestyle medicine conceptually incorporates so many intertwined domains that a multiplicity of our current courses perfectly align with the development of the competencies appropriate for this minor. It also provides more flexibility for interested students since the department does not duplicate courses every semester except for Ntrn 300, Ntrn 201, and Ntrn 200.

Point 6: There are a total of 10 electives available for this proposed minor and each class option is completely congruent with the competencies within this domain:

There are 6 of the total possible 10 electives offered in this minor are unique to the NLM minor and are not open to the EN minor. These are shown again to make the point that there are ample classes for elective options in this minor to differentiate it from the EN minor.

- NTRN 310 – Understanding Plant-Based Diets in Health and Disease (3)
- NTRN 320 - Women's Wellness: From Food & Nutrition to Reproductive Health and Aging (3)
- NTRN 328 - Child Nutrition, Development, and Health (3)
- NTRN 337 – Nutrition Communication, Counseling and Behavior Change Strategies (3)
- NTRN 338 - Dietary Supplements (3)
- NTRN 341 - Food as Medicine: How what we eat influences how we feel, think, and our health status (3)
- NTRN 343 - Dietary Patterns (3)
- NTRN 362 - Exercise Physiology and Macronutrient Metabolism (3)
- NTRN 388 – Seminar in Sports Nutrition (3)
- NTRN 401 - Nutrition for Community and Health Care Professionals (3)

Point 7: The rationale for the ‘duplication’ of 4 of 10 elective options for this proposed minor and those available to an EN minor are because each of these 4 electives have content fully congruent with the stated objectives of the proposed minor when attention is paid to the specific learning objectives shown for these specific 4 electives.

The elective options shown in red font in the above course listings were included as electives for both minors. Again, please remember the EN minor only can select one of these as an elective, while the proposed minor needs 3 choices.

Lifestyle medicine is focused on creating wellness and risk reduction for chronic disease for others and self by incorporating an evidence based understanding and application of nutrition, exercise, stress reduction, and emotional and social well-being in the prevention and treatment of

chronic disease, <https://www.lifestylemedicine.org/>. Absolutely fundamental to this paradigm is optimal nutrition, and adequate food accessibility delicately balanced with an eye towards protecting the sustainability of the food system. Also, lifestyle medicine practice does recognize that human health and well-being is completely contingent and synergistic with numerous dimensions of our lives, some controllable by the individual and some not. The dimensions we control individually include choices we personally can make regarding our own lifestyles- do we smoke, over-indulge in substances, follow exercise guidelines, practice stress reduction, have satisfying relationships? Yet, at the same time, our individual choices are also impacted upon by factors at a societal and country level. As stated in the references/ link below, “human health is threatened by economics, global warming, loss of biodiversity, sustainability’... “Thus, we have clearly begun to recognize the sustainability centric nature of the interrelationship between health, well-being, and the environment” and on pg 139, “ ..there is need for a new strategic approach of food systems, in light of its possible contribution to sustainability and well-being...”

Global Environmental Politics 20:2, May 2020, https://doi.org/10.1162/glep_a_00554

Misso, R. Sustainability of well-being, Food Systems & Environmental Issues, 2018.

343: Dietary Patterns.

- **The learning objectives for this class are as follows:**

- Describe the food habits, patterns, attitudes, belief systems of the major ethnic, cultural groups in the U.S. through lecture, dietary analysis, self-study, readings, meal planning and food preparation
- Explore the role and influence of sociological, psychological, economic, and cultural/ethnic factors on food/nutrition behaviors/decisions and consumption patterns in the U.S.;
- Identify health behaviors, educational needs (nutritional) and cultural sensitivity issues that are necessary in nutrition assessment and design of nutrition education strategies;
- Recognize the role of health disparities in shaping health outcomes particularly related to food intake, food selection and availability;
- Identify components of the U.S. food system including production, processing, delivery, marketing, procurement, availability and the impact of this system on food consumption for the individual, family, and community;
- Examine past, present and emerging dietary trends in America including the interaction between these trends and the US food system;
- Identify government agencies associated with food distribution, food/nutrition policy making, regulation and monitoring;
- Describe the history and current status of the regulatory climate for food safety issues in the U.S.;
- Review history and current availability of food U.S. guides and composition data in both written and electronic format;
- Read and critically analyze lay and technical nutrition writings related to course topic areas;
- Analyze and explain nutrition public policy issues related to course topic areas;

Rationale for inclusion of 343 in this proposed minor: Students must recognize the current recommendations for nutrition guidance, the role of the US government in food recommendations as well as the role of food policy. Nutrition recommendations and a

thorough understanding of them is fundamental to implementing behavior change towards healthy lifestyles, or lifestyles using evidence based practice as medicine. Considerable time is spent understanding the main recommendations for the general US population found in the Dietary Guidelines for Americans, <https://www.dietaryguidelines.gov/>. These guidelines also provide background information on the strength of the evidence for each dietary recommendation. Key for successful implementation of a healthy lifestyles skill set with an eye towards validated (evidence based) approaches is to have a high level of exposure to the strength of evidence for various health promoting behaviors. Most importantly, it is critical to appreciate the role of culture in shaping dietary habits and patterns. Success in making healthy lifestyle modifications will depend on understanding these competencies.

EN elective rationale:

Without creating a lengthy response because this is an existing and approved minor, I am only going to include this one example to make a point that this course choice is appropriate for each of the two minors. Hence, one example of the rationale for inclusion of 343 as an elective for the EN minor is that the dietary patterns of an individual or society will have an environmental impact, and vica-versa. Example: American Heart Association recommends that the US population should eat seafood twice weekly. Currently Americans consume 15 pounds per person per year and 2/3 of this consumption is from farmed seafood options. The impact of this nutrition recommendation will impact the environment. And, the environment will impact the success of this recommendation on overall health and well-being, (seafoodhealth.org). One can clearly see the synergistic relationship between the environment and health. The regulatory environment and governmental agencies creating food policies impact the environment and lifestyle practices.

Ntrn 337: Nutrition Communication, counseling and behavior change strategies, learning objectives:

- Understand the learning process through various learning theories and identify/utilize strategies for delivering effective nutrition education
- Demonstrate an understanding of the science of human decision making (in general and pertaining to food behaviors)
- Describe constructs of various behavioral theories and the relationship between identified constructs and behavioral outcomes
- Explain the changing landscape of the field of nutrition and its impact on consumer knowledge and dietary intake
- Describe strategies to decipher between reliable and unreliable sources of nutrition information
- Identify nutrition misinformation and health fraud
- Understand nutrition and food labeling and its impact on consumer dietary and purchasing behaviors
 - Nutrient content claims; health claims; organic; 'natural'; genetically modified organism (GMO)-free
- Describe food marketing strategies and their impact on general consumer dietary and purchasing behaviors and by various demographic groups
- Explain the development and impact of food advertising recommendations and initiatives in the U.S.
- Understand the process and purpose of genetic modification, along with its safety, sustainability, consumer perception, and impact on consumer purchasing behaviors
- Describe how adverse food reactions are classified, diagnosed, prevented, and managed; explain consumer perception of adverse food reactions and strategies to communicate appropriately and effectively to consumers about adverse food reactions

The ability to have improved, sustainable health outcomes from adopting healthy lifestyle behaviors is dependent on the use of skills grounded in behavior change theories. Successful

behavior change also is contingent on strong communication capabilities to promote clear, effective counseling and education. This class would be an ideal elective for this NLM minor.

Ntrn 328: Child Nutrition: Development of Health. Learning objectives include:

- Describe concepts and theories of growth and how these directly impact maternal and infant/child nutrition needs
- Identify key development-specific components of maternal and infant/child nutrition assessment
- Gain skills in plotting and tracking an infant's/child's growth using growth charts and understand the importance of using growth charts and percentiles to assess and track infant/child growth and development
- Describe reproductive physiology and the role of nutrition during the preconception and conceptions periods
- Identify nutrition-related conditions that can have implications on fertility, conception, growth, development and metabolic risks
- Describe the physiology of pregnancy and the role of nutrition in embryonic and fetal growth and development
- Identify maternal and infants benefits of breastfeeding and potential limiting factors that can prevent a mother and her infant from breastfeeding
- Explain energy and nutrient needs of infants and common infant nutritional problems and issues such as obesity, diabetes
- Describe growth and development among toddlers and preschoolers and the relationship it has with their nutritional needs
- Understand nutritional needs and common nutritional problems of children, preadolescents, and adolescents

In 2019, approximately 38 million children under the age of 5 were overweight and obese. And, contrary to public perception, the incidence of obesity in this age group, (as well as from ages 2-19), has continued to rise not only in developed countries, but low and middle income ones as well and In the last 20 years, Africa is an example where these rates have exponentially increased. Given the increasing incidence of obesity globally, and the role of food availability, the World Health Organization states, obesity is secondary to “environmental, societal changes and associated policies in health, agriculture, food distribution, and processing. Stated differently, it is clear that this elective is appropriate for the EN minor, <https://www.who.int/news-room/fact-sheets/detail/obesity-and-overweight>. Given the role of obesity as a chronic disease which can be modified by healthy lifestyle behaviors, this elective is completely appropriate for this proposed minor, <https://pubmed.ncbi.nlm.nih.gov/25646335/>

Nutrition 341: Learning objectives:

- Interpret current dietary guidelines/recommendations for different populations related to the goal of achieving healthy gut microbiota, influencing systemic inflammation, immunity, anti-oxidant capacity and minimizing the impact of food allergens
- Identify evidence to support the roles of nutrients in foods and how they influence physical and metabolic health, well-being.
- Identify gaps in existing knowledge regarding the mechanisms of action for specific plant based compounds impacting inflammation, immunity, anti-oxidant functions
- Understand issues related to foods from plant versus animals-such as bio-availability, conversion rates to active compounds, etc
- Identify available evidence based data assessing the role of specific foods and nutrients to impact mood, cognition, parameters of memory.
- Understand the top food allergens in the US food supply, appropriate substitutions, and limitations to the existing regulatory environment related to food allergens

- Identify the core influence of foods on gut microbiota and then prepare/select foods that support healthy gut microbiota
- Identify and select plant sources of nutrients, such as specific fruits and vegetables that have the ability to enhance one's antioxidant profile.
- Select foods that promote metabolic health and decrease inflammation – examples include plant and seafood sources of Omega-3 fatty acids
- Differentiate between evidence based associations of foods and nutrients to the field of 'food is medicine' versus evidence informed versus health quackery.

The department is fully committed to promotion of evidence based, not evidence informed strategies with regard to promotion of healthy lifestyles. Unfortunately the food and nutrition field is littered with bogus, non-evidence based recommendations from social media. Accordingly, this class would be an excellent elective to include when the goal is to promote sustainable, evidence-based behavior change towards healthy lifestyles.

Final summary point: The department of nutrition has recently had two external reviews and each noted the 'cutting edge' curriculum that represented leadership in the field. We have in place numerous courses that are well suited for this minor. This minor also reflects the future trends of recognizing the powerful role of daily and consistent lifestyle habits on overall health and well-being. Clearly the University recognizes the important responsibility for us to engage in wellness related classes and activities on behalf of our students as well, or they would not have identified specifically 'wellness' as one of the new GER inclusions. This minor puts into action the University initiatives so critical for our students.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6367881/>

<https://sites.google.com/case.edu/cwru-fscue-revised-uger/home>

Program Development Proposal

Department: Nutrition

Submission Date: February 9, 2021

I. Introduction

Proposed title and degree designation:

Nutrition and Lifestyle Medicine – New Minor Program

Proposed effective semester and year:

Fall 2021

Rationale for degree designation:

The practice of medicine, as we know it, is transforming to meet the challenge of the ever-increasing global burden of chronic disease. The World Health Organization (WHO) estimates that by 2030, total global deaths due to chronic disease will increase to 70 percent, up from 61 percent in 2005. As a result, a larger emphasis is being placed on the prevention of chronic disease through lifestyle interventions, known today as lifestyle medicine. This approach incorporates the understanding and application of nutrition, exercise, stress reduction, and emotional and social well-being in the prevention and treatment of chronic disease. Properly educating and providing future health care professionals with the knowledge and skills necessary to practice lifestyle medicine is becoming increasingly important and relevant: WHO estimates that healthy lifestyle factors, including following a healthy diet and exercising regularly, can be associated with as much as an 80 percent decrease in the risk of developing common chronic diseases.

The Institute of Lifestyle Medicine (ILM) and the American College of Lifestyle Medicine (ACLM) have been at the forefront of incorporating lifestyle medicine with standard clinical practice in the United States. There is still much work to be done though. As the ILM points out, there is no curriculum model for lifestyle medicine in undergraduate medical education and less than 50 percent of primary care physicians routinely provide nutrition, physical activity, or weight management guidance. This new Nutrition and Lifestyle Medicine Minor draws upon the specific expertise of faculty in the Nutrition Department to help properly equip our future health care professionals. By completing this minor, students will be better prepared to prevent, ameliorate, or modify the risk of chronic disease while ultimately decreasing the global burden of preventable chronic disease through lifestyle interventions.

This new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in lifestyle preventative medicine that specialize in the fields of nutrition, medicine, public health, and exercise physiology.

There are no other minor programs like this at CWRU. There are no other parallel minor programs available for undergraduate students within the regional Cleveland area

Definition of the focus of the initiative:

The Nutrition and Lifestyle Medicine Minor will allow students to develop and apply knowledge and skills in optimizing health and well-being through understanding the roles of health dietary intake, culinary medicine, and other essential lifestyle behaviors, including sleep, social relationships, and stress management. Furthermore, the three electives will provide students the opportunity to explore additional areas of nutrition and lifestyle medicine, including communication and counseling, dietary supplements, women's wellness, sports nutrition, food as medicine, and exercise physiology. A key concept will involve how nutrition and lifestyle are intertwined and how this directly affects the development, prevention, treatment, and amelioration of chronic disease.

Brief description of the initiative's disciplinary purpose and significance:

Mission of this new minor program = *Provide students with foundational knowledge in the key components of healthy lifestyle principles in order to foster the development of skills necessary to practice and advocate for a healthy lifestyle.*

This Nutrition and Lifestyle Medicine Minor will meet the needs of undergraduate students interested in preparing for careers related to nutrition, food policy, wellness, public health, and professional health care – on local, national, and international levels. Graduates will be equipped with the knowledge and skills to both practice and advocate for a healthy lifestyle throughout their personal lives and careers. Graduates will also be better prepared for and more competitive in pursuing careers in the medical field, community and government agencies, academia, and current and evolving industries involved in health and wellness.

II. Proposed Curriculum

Description of proposed curriculum:

Students will take courses that provide experiential, application-based learning covering aspects of human nutrition, culinary medicine, healthy lifestyles, and preventative medicine.

Outline of requirements and electives, including any anticipated courses*:

This minor program requires completion of three courses (one course is 1 cr. hr.), plus three 3 cr. hr. course electives from a selective list (16 credit hours total).

Requirements: Course Number – Title (cr. hrs.):*

- NTRN 200 – Case Cooks: Healthy Lifestyles (1)
- NTRN 201 – Nutrition (3)

- NTRN 300 - Healthy Lifestyles as Preventative Medicine (3)

Plus, three 3 credit hour electives from any of the following courses:

- NTRN 310 – Understanding Plant-Based Diets in Health and Disease (3)*
- NTRN 320 - Women's Wellness: From Food & Nutrition to Reproductive Health and Aging (3)
- NTRN 328 - Child Nutrition, Development, and Health (3)
- NTRN 337 – Nutrition Communication, Counseling and Behavior Change Strategies (3)
- NTRN 338 - Dietary Supplements (3)
- NTRN 341 - Food as Medicine: How what we eat influences how we feel, think, and our health status (3)
- NTRN 343 - Dietary Patterns (3)
- NTRN 362 - Exercise Physiology and Macronutrient Metabolism (3)
- NTRN 388 – Seminar in Sports Nutrition (3)
- NTRN 401 - Nutrition for Community and Health Care Professionals (3)

Required courses – offerings:

Fall course options = NTRN 200, NTRN 201, NTRN 300, and electives

Spring course options = NTRN 200, NTRN 201, NTRN 300, and electives

Depending on the student's overall schedule, this minor program may be completed in as little as two semesters, but in the majority of cases, we anticipate work on this minor will be spread over two or more semesters.

Enrollment is not expected to be an issue for any of the above courses – see sections III and V below.

Please Note:

*this course is in the process of being approved

III. Faculty and Department Information

Faculty Sponsor: Catherine Rogers-McManus, PhD, RDN, LD, Assistant Professor and Director of Nutrition Curriculum & Education

Faculty Coordinator:

Rosa K. Hand, PhD, RDN, LD, FAND

Assistant Professor & Director of the Combined Dietetic Internship/MS Degree Program
(Nutrition and Lifestyle Medicine Minor Coordinator)

Office Tel: (216) 368-3231

Email: rosa.hand@case.edu

Department: Nutrition

For a group proposal, list other faculty sponsors and their departments:

Not applicable

List any other CAS departments, CWRU schools, or administrative offices involved:

None, other than the School of Medicine, Department of Nutrition.

Letters of Support already obtained – see attached:

School of Medicine (CWRU):

Stanton L. Gerson, MD – Professor (School of Medicine), Director (Case Comprehensive Cancer Center, National Center for Regenerative Medicine)

Hope Barkoukis, PhD, RD, LD, FAND – Chair (Department of Nutrition), Associate Professor (School of Medicine), Faculty Lead (Mandel Wellness Pathway)

Describe the administrative arrangements for the initiative:

The Department of Nutrition has sufficient resources, faculty, and staff in place to fully coordinate and conduct this new minor program. (Please see section V for specific information on anticipated enrollment estimates.) A review of course enrollments shows that there will be space within each of the courses offered by the Department of Nutrition for this new minor. As mentioned in section V, since the anticipated number of students in this new minor program is not expected to represent more than 5-10 percent of the course's max enrollment, and also since students will be spreading their work on this new minor, in most cases, across two years, and since each faculty have access to CWRU's instructor permission to add – to allow for an increase above the max, if needed (rarely) – we do not anticipate enrollment to be an issue.

Further, all of the courses within this minor will be taught by full-time faculty who are experts in these respective areas of focus.

How is the proposed initiative important to the CAS and the involved CAS departments?

This minor program will enhance the activities of both the College of Arts and Sciences and the Department of Nutrition because many students who consider coming to Case are interested in multiple majors and minors and a significant percentage of undergraduates are going into health sciences.

What is the relationship between the proposed initiative and the involved CAS departments' current programs?

There are no other current similar programs. The classes included are in the Department of Nutrition, which is robustly engaged with undergraduate students from CAS. However, this minor does not utilize any resources from CAS.

What is the relationship between the proposed initiative and the involved CWRU schools' current programs (undergraduate and/or graduate)?

This new minor program is an opportunity for our undergraduate students to expand their scope of expertise within an interdisciplinary framework. This new minor program within the Department of Nutrition - situated within the School of Medicine -will complement other nutrition majors and minors (i.e. the Nutrition BA and BS, the Nutritional Biochemistry and Metabolism BA and BS, as well as the basic minor in nutrition, and sports nutrition per se) in that its establishment will serve to provide a breadth of minor topics, reflecting a global consideration of the impacts nutrition and lifestyle interventions have on human health.

IV. Evidence of Need for the Proposed Curricular Initiative

Describe similar programs in the region or state addressing this need and potential duplication of programs.

Ten Ohio colleges offer an undergraduate degree related to nutrition, seven of which offer a minor related to nutrition (including CWRU). Of these seven with a minor related to nutrition, two currently have a program similar to the Nutrition & Lifestyle Medicine Minor being proposed: Ohio State University has an Integrative Approaches to Health and Wellness Minor and while the required courses cover integrative medicine and the evolving art of science and medicine, nutrition is not required/is a possible elective out of a few dozen course options. Youngstown State offers a Wellness Minor that requires courses in nutrition, fitness, and healthy lifestyles.

There are no other minor programs like this at CWRU. There are no other parallel minor programs available for undergraduate students within the regional Cleveland area.

What are the employment opportunities for graduates?

By completing this minor program, students will be better prepared to initiate, participate in, and lead efforts aimed at resolving lifestyle-based issues related to human health and well-being through nutrition and lifestyle interventions. This new minor program will therefore meet the needs of undergraduate students interested in preparing for careers related to nutrition, food policy, wellness, public health, and professional health care – on local, national, and international levels. Graduates will also be better prepared for and more competitive in pursuing careers in the medical field, community and government agencies, academia, and current and evolving industries involved in health and wellness.

What are the national and international competitive programs and their resources?

The resources of other such, similar programs – nationally or internationally – are not clearly identified to the public or those outside the universities. However, here are some examples, including the resources which could be found: Harvard Medical School in

Massachusetts has a Lifestyle Medicine Education program, Metropolitan State University of Denver in Colorado has a Lifestyle Medicine Major and Minor, Creighton University in Nebraska has a Lifestyle Medicine Major and Healthy Lifestyle Medicine Minor, and Loma Linda University in California has a Lifestyle Medicine Concentration. Other programs that require or have elective courses related to lifestyle medicine exist but do not necessarily offer a minor similar to Nutrition and Lifestyle Medicine, as listed on the sites of The Institute of Lifestyle Medicine and the American College of Lifestyle Medicine.

V. Projected Enrollment

Define expected national and international enrollment targets over a five-year period:

Whereas it is beyond the scope of our role to forecast precise national and international-related enrollment targets, during the past five years, there have been 12 students who have graduated with a Nutrition or Sports Nutrition Minor and there are currently 14 students enrolled in the Nutrition Department minor programs. Although we anticipate that this new minor program will be of interest to students, there is a strong indication that this will not represent an undue burden on any particular course(s) because the student interest is very likely to be spread over several years. Thus, expressed numerically, over the next five years, we expect to reach a total enrollment target of 25. Further, in regards to course capacities and course enrollment histories, the students in this minor are not expected to represent more than 5-10% of any course's total enrollment in any semester. If within any semester a course maximum is reached, the faculty will have the option to permit the student to enroll in a course via the established instructor permission request via CWRU's SIS system.

Describe special efforts to enroll and retain underrepresented groups in the given discipline(s):

Our Department's enrollment for all programs, including minors, is already based on efforts to attract and maintain a diverse student population. Both recruitment and advising activities are designed and developed to attract and inform a wide variety of prospective students, from a diversity of ethnic, cultural, racial, gender, and viewpoints. Our Department has a strong history of successfully enrolling and maintaining such diversity and our successful alumni come from a diversity of groups from all over the world. Our Department's electronic and print materials are accessible to the public at large and our recruitment efforts include meeting with students and families from underrepresented groups. Our advising also considers the needs of all such groups. Furthermore, the enrollment for all three required courses in the Nutrition and Lifestyle Medicine minor is consistently high. We plan to increase our enrollment in the minor by having the faculty that teach these courses inform their students about the minor. This effort will be also be mirrored in the elective courses for this program.

VI. Resources Required

Describe the availability and adequacy of the faculty, staff, facilities, and other resources for the initiative:

The Department of Nutrition has sufficient resources, faculty, and staff in place to fully coordinate and conduct this new minor program. Further, all of the courses within this minor will be taught by faculty who are experts in these respective areas of focus, and all required and elective courses currently exist, with the exception of one elective course (NTRN 310) that is in the process of approval.

Additionally, this new minor program is uniquely and strongly suited to provide students with the opportunity to receive instruction by experts in lifestyle preventative medicine that specialize in the fields of nutrition, medicine, public health, and exercise physiology. The coordinator (Faculty Sponsor) for this new minor program is Dr. Catherine Rogers-McManus – she is a licensed, registered dietitian & Assistant Professor in the Department of Nutrition at Case Western Reserve University. In addition, she has served as the Director of Nutrition Curriculum and Education since 2019. Catherine's expertise focuses on culinary/lifestyle medicine, behavior change, and Type 1 Diabetes. She has completed advanced professional culinary training and has developed numerous culinary medicine research interventions, recently earning the Academy's 2020 Innovative Culinary Effort Award for her most recent intervention. Catherine previously worked as a Nutritionist for Nestle USA and was an Adjunct Professor for the Art Institute of Pittsburgh's Culinary Arts program. Catherine currently serves as the Vice-Chair of the Academy's Type 1 Diabetes Expert Panel and on the Scientific Advisory Committee for the Juvenile Diabetes Research Foundation.

Describe the need for additional faculty, staff, facilities, or other resources and the plans to meet this need:

None. (No additional resources needed; also, see response to prior question).

VII. Expense and Revenue

Project expenses to launch initiative and description of ongoing expenses and expected revenue:

None – no additional expenses; also, see response in prior section.

In regards to tuition return, the return would be based on enrollment and, although there is significant student interest and demand for this new minor program topic area, this currently may not be predicted fully. Our tuition revenue return would be included as usual – following all existing guidelines as established by the University for the return of tuition to the SOM and ultimately, the Department of Nutrition.

Provide evidence of institutional commitment and capacity to meet these expenses.

There are no revenue requirements from CAS, except for our usual tuition return.

At the department level (Department of Nutrition), the faculty sponsor (Dr. Catherine Rogers-McManus) is already a full-time faculty member and this new minor will be integrated into her position. She will also be teaching one of the courses within this minor program; perhaps two to four courses, depending on the specific elective selection by each student.

VIII. Other Expenses and Revenue Questions

Is the initiative designed to be revenue-generating? Define the expected revenue beyond the cost of expenses.

This new minor program is designed to position us to provide all students innovative and cutting-edge educational offerings. At this stage, it is not possible to fully predict revenue. Our usual tuition return revenue would be included as usual.

Describe the need and justification for tuition waivers or stipends:

Not applicable.

Describe expense or revenue sharing with other CWRU schools and/or administrative offices:

This new minor program will be operated under the current standard tuition return approach between the CAS and School of Medicine (SOM), as previously described.

Identify likely sources and assess the near-and long-term likelihood of raising funds to support the initiative in such categories as external and internal grants and philanthropy.

Not applicable.

IX. Library Resources

Describe the initial assessment of the adequacy of library resources:

This new minor program is comprised of courses within which the faculty instructor will guide students in regards to searching for and obtaining supporting information and documents. Additionally, all required and elective courses currently exist, except for one elective course (NTRN 310) that is in the process of approval. The vast majority of information will be obtained via online journals, information packets provided by faculty, and via textbooks in some courses (i.e. obtained through the CWRU bookstore or e-access via publishers, as students select), and other electronic resources. Students will be provided with reference reading materials by the faculty instructors and will be guided to use appropriate primary and secondary sources of literature for use in classes.

An exploration of current resources indicates that current references, in print and available electronically via basic and advanced search approaches, are present and

sufficient. The library has also provided a list of additional journals, books, and databases that can be added as additional resources in the future, as the field of nutrition and lifestyle medicine, and this program, expand. Our faculty are experts in their respective fields and teach to their expertise. They will also be providing information packets for students in their courses.

Date on which the program proposal was submitted to the library for its review:

January 13, 2021

(Note: Thomas W. Hayes, MLS completed the library review process for this new minor program application on February 3, 2021 – see attachments)

X. Relationship of Proposal to Strategic Plans

How does the proposed curricular initiative relate to the priorities of the CAS strategic plan?

This Nutrition and Lifestyle Medicine minor is multidisciplinary, innovative, and creative – all hallmarks of the CAS strategic plan. This program further contributes to hallmarks of the CAS strategic plan by empowering graduates to create a positive impact within their own lives and at many different societal levels – at the community, national, and global levels.

In addition to supporting many of the CAS strategic plan hallmarks, this program specifically contributes to Goal 4 under the priority of providing the best, most intellectually challenging, and satisfying opportunities to an increasing number of undergraduate students (page 14). This minor contributes to creating new, distinctive, and outstanding undergraduate programs and is also an interdisciplinary initiative that is attractive to prospective students locally, nationally, and internationally.

How does the proposed curricular initiative relate to the priorities of the CWRU Strategic Plan?

There are two key ways in which this new minor program relates to Think Big:

- 1.) Igniting interdisciplinarity, specifically through the education objective. This Nutrition and Lifestyle Medicine minor will allow students to develop, examine, and apply knowledge in the areas of dietary intake, culinary medicine, and other essential lifestyle behaviors, including sleep, social relationships, and stress management through the required courses. Furthermore, electives will provide students the opportunity to further explore additional areas of nutrition and lifestyle medicine, including communication and counseling, dietary supplements, women's wellness, sports nutrition, food as medicine, and exercise physiology.
- 2.) Achieving social impact, specifically through the innovation and entrepreneurship objective. This Nutrition and Lifestyle Medicine minor will

benefit society by preparing students for careers related to nutrition, food policy, wellness, public health, and professional health care – on local, national, and international levels to address the increasing prevalence of chronic diseases. Graduates will also be better prepared for and more competitive in pursuing careers in the medical field, community and government agencies, academia, and current and evolving industries involved in health and wellness.



SCHOOL OF MEDICINE

CASE WESTERN RESERVE
UNIVERSITY

Hope Barkoukis, PhD, RDN, LD, FAND
Jack, Joseph and Morton Mandel Professorship
in Wellness and Preventive Care
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<https://case.edu/medicine/nutrition/>

February 9, 2021

Dear Review Committee,

Support for the Department of Nutrition's new Undergraduate minor:
Nutrition & Lifestyle Medicine

The Department of Nutrition has spent the last several years developing undergraduate curriculum in the intersection of nutrition, wellness and lifestyle medicine. (The term 'lifestyle medicine' refers to evidence based therapeutic approaches to prevent, treat and blunt lifestyle related chronic diseases). We have been engaged in this arena of curriculum development due to the high percentage of our students who ultimately pursue health care professional advanced training and credentialing. Our curriculum is committed to providing our students with cutting edge, evidence based nutrition, food and lifestyle medicine course and experiential offerings. Accordingly, we are now ready to take the next step and organize these offerings into a minor in ***Nutrition and Lifestyle Medicine*** for our undergraduates.

The Institute of Lifestyle Medicine (ILM) and the American College of Lifestyle Medicine (ACLM) are the professional organizations that have been at the forefront of identifying lifestyle medicine curriculum content for inclusion with standard clinical practice in the United States. As the ILM points out, there is no curriculum model for lifestyle medicine in undergraduate medical education. This new Nutrition and Lifestyle Medicine Minor draws upon the specific expertise of faculty in the Nutrition Department to help properly equip our future health care professionals. By completing this minor, students will be better prepared with the didactic background necessary to appreciate how to prevent, ameliorate, or modify the risk of chronic disease for the general public and themselves. This will also allow them the opportunity to ultimately be part of the solution to decreasing the global burden of preventable chronic disease through lifestyle interventions.

As you can see in the attached proposal, all courses are currently in existence and have been taught for at least one or more years. There are no new resources being requested to create and advance this minor. We do anticipate strong interest by undergraduate students. Specifically, using 2018 data, it has been determined that approximately 74% of all deaths in the US can be attributed to the top ten causes of death, with many of these attributed to lifestyle choices. These lifestyle components include poor diet, lack of sufficient sleep or exercise, unmanaged stress and excessive use of alcohol or other substances, (www.cdc.gov/nchs/products/databriefs/db355.htm). The age of Covid has magnified the necessity to address these lifestyle impacted factors by observing the disproportionate impact of the virus in individuals presenting with obesity, or diabetes, <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-with-medical-conditions.html>. Accordingly, students are acutely aware of the importance for incorporating lifestyle medicine approaches into their daily lives and those of their future patients. This minor will offer the opportunity for any undergraduate student who is interested, and meets the background pre-requisites for the various courses, to complete this minor.

Creating this minor has been a goal of mine for the department and University for several years. I am in strong support of this minor. Thus, we are finally positioned to create a robust platform for this minor and look forward to your approval.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Hope Barkenkis". The signature is written in a cursive, flowing style with a large initial "H".

Hope Barkenkis, PhD, RDN, LD, FAND

Lifestyle Medicine

ISBN 13/ISSN	Title	Edition	Authors	Publisher	Publicatic Case	Other	Notes
Journals							
Essential							
2161-8313	Advances in Nutrition			American Society for Nutrition	No	OhioLINK	
0149-9483	Advances in Nutritional Research			Plenum Press	Discontinued		Springer
0002-9165	The American journal of clinical nutrition			Journal of Clinical Nutrition	Yes	EBSCOhost	
2168-6602	American Journal of Health Promotion			SAGE Publications	No	No	\$ 687.00
1559-8284	American Journal of Lifestyle Medicine			SAGE Publications	No	OhioLINK	
0250-6807	Annals of Nutrition and Metabolism			Karger	No	No	\$ 4,075.00
0199-9885	Annual Review of Nutrition			Annual Reviews, Inc.	No	OhioLINK	
1715-5312	Applied physiology, nutrition, and metabolism			National Research Council of Canada	No	No	\$ 1,200.00
1479-5868	The International Journal of Behavioral Nutrition and Physical Activity			BioMed Central	No	OhioLINK	
1541-1087	Journal of the American College of Nutrition			A.R. Liss	No	Taylor & Francis	\$ 297.00
1178-6388	Nutrition and Metabolic Insights			SAGE Publications	No	OhioLINK	
0163-5581	Nutrition and Cancer			Lawrence Erlbaum Associates, Publishers	No	No	\$ 750.00
1941-2452	Nutrition in Clinical Practice			American Society for Parenteral and Enteral N	No	OhioLINK	
1475-2727	Public Health Nutrition			Cambridge University Press	No	OhioLINK	
Supplemental							
1537-7385	American journal of physical medicine and rehabilitation				No	OVID	
1545-2093	Annual Review of Public Health				No	Annual Reviews	
0278-5919	Clinics in Sports Medicine			W.B. Saunders	No	No	
1539-0829	Current diabetes reports				No	OhioLINK	
1537-890X	Current Sports Medicine Reports				No	OVID	
0742-3071	Diabetic Medicine				No	OhioLINK	
0195-668X	European Heart Journal			Academic Press	No	Oxford Academic	
1741-8275	European Journal of Cardiovascular Prevention & Rehabilitation			SAGE Publications	Case	OhioLINK	
1097-0193	Human Brain Mapping				Case	Wiley Online	
1550-5049	J Cardiovasc Nurs				No	OVID	
1939-1315	Journal of Personality & Social Psychology				No	OhioLINK	
0195-9131	Medicine and science in sports and exercise			Lippincott Williams & Wilkins	No	No	
1047-9651	Physical Medicine and Rehabilitation Clinics of North America				Allen	ClinicalKey	
0091-3847	The Physician and sportsmedicine			McGraw Hill	Case	No	
0048-5772	Psychophysiology			Cambridge University Press	No	No	
1550-9109	Sleep				No	Oxford Academic	
1389-9457	Sleep Medicine				No	No	
1556-407X	Sleep Medicine Clinics				No	No	
0112-1642	Sports Medicine			ADIS Press	No	No	
Books							
Essential							
9781606794135	Lifestyle Medicine Handbook: An Introduction to the Power of Healthy Habit		Frates, Beth		No	Rittenhouse	\$ 34.95
9783319246871	Lifestyle medicine : a manual for clinical practice		Jeffrey I. Mechanick, Rober	Springer	No	SpringerLINK	
9780128215746	Prescription for Healthy Living: A Guide to Lifestyle Medicine	1st	Short, Emma	Elsevier	No	EBSCOhost	1 user/\$119.94; 3 users \$149.93
9780070998124	Lifestyle Medicine: Managing Diseases of Lifestyle in the 21st Century		Egger, Gary	MHHE Europe	No	No	\$ 70.00
9780128104019	Lifestyle medicine : lifestyle, the environment and preventive medicine in he		Egger, Gary	Academic Press	No	Rittenhouse	\$ 75.56
9781260142686	Behavioral Medicine: A Guide for Clinical Practice	5th	Mitchell D. Feldman, John F	McGraw Hill	No	AccessMedicine	
9780632045488	Lifestyle nutrition		Johanna T. Dwyer, James H	Blackwell Science	OhioLINK	No	\$ 75.75
9781412950237	Encyclopedia of lifestyle medicine & health		James M. Rippe	Sage Publications	OhioLINK	No	\$ 760.00
9783319430270	Nutrition in Lifestyle Medicine		James M. Rippe	Humana Press	No	SpringerLINK	
9781941631560	The China study : the most comprehensive study of nutrition ever	2nd	Campbell, T. Colin	BenBella Books, Inc.,	No	No	\$ 18.00
9781469887203	Nutrition in Clinical Practice	4th	Katz	Lippincott Williams & Wilkins	No	EBSCOhost	
9781119476979	Introduction to Human Nutrition	3rd	Lanham-New	Wiley	No	No	\$ 65.00
9781284146394	Samour & King's Pediatric Nutrition in Clinical Care	5th	Konek	Jones & Bartlett Learning	No	Rittenhouse	\$ 118.95
Supplemental							
9781631593307	Power Food: Pure Recipes by Rens Kroes for a Happy and Healthy Lifestyle		Kroes, Rens	Rockport Publishers	No	EBSCOhost	1 user/\$24.99
9780071827249	The Cleveland Clinic Way: Lessons in Excellence from One of the World's L		Cosgrove, Toby		Allen	AccessMedicine	
9780071834445	Medical Management of Vulnerable and Underserved Patients: Pri	2nd	Talmadge E. King, Margare	McGraw Hill	Allen	AccessMedicine	
9780071791007	Understanding Global Health	2nd	William H. Markle, Melanie	McGraw Hill	Allen	AccessMedicine	
9781260134896	Current Diagnosis & Treatment: Family Medicine	5th	Jeannette E. South-Paul, S	McGraw Hill	Allen	AccessMedicine	
9780128018125	Genomic and Precision Medicine: Cardiovascular Disease	3rd	Ginsburg, Geoffrey S.	Elsevier	Case	ClinicalKey	Chapter 2: Personalized Lifestyle Medicine
9780729543026	Clinical Naturopathy	3rd	Sarris, Jerome	Elsevier	Case	ClinicalKey	

9780745635330	Drugs, intoxication and society	Angus Bancroft	Polity	OhioLINK	No	\$	73.00
9781284145359	Essentials of health behavior : social and behavioral theory in publ 3rd	Mark Edberg	Jones & Bartlett Learning	OhioLINK	No	\$	79.00
9781284152791	Alters and Schiff essential concepts for healthy living 8th	Jeff Housman, Mary Odum	Jones & Bartlett Learning	OhioLINK	No	\$	148.00
9781337392686	Lifetime physical fitness & wellness : a personalized program 15th	Werner W.K Hoeger, Sharo	Cengage Learning	OhioLINK	No	\$	174.00
9780702077562	Health behavior change : a guide for practitioners 3rd	Pip Mason	Elsevier	OhioLINK	No	\$	41.00
9780525479970	Undo it! : how simple lifestyle changes can reverse most chronic d 1st	Dean Ornish, MD, and Ann	Elsevier	OhioLINK	No	\$	30.00
9781108304344	Contemporary studies on relationships, health, and wellness 1st	Jennifer A. Theiss, Kathryn	Cambridge University Press	No	Cambridge University		
9781259406829	Fit and Well: Core Concepts and Labs in Physical Fitness and We 12th	Fahey, Thomas	McGraw Hill	No	No	\$	174.00
9780199587858	Sleep: A Very Short Introduction	Lockley, Steven	Oxford University Press	Case	Very Short Introductions		
9781137279477	The secret world of sleep : the surprising science of the mind at re 1st	Lewis, Penelope A.	Palgrave Macmillan	No	No	\$	19.00
9781939714008	Eat move sleep : how small choices lead to big changes	Rath, Tom	Missionday	No	EBSCOhost	\$	30.00
9781400078394	Learned optimism : how to change your mind and your life 1st	Seligman, Martin E. P	Vintage Books	No	No	\$	17.00
9781572244252	Get out of your mind & into your life : the new acceptance & comm 1st	Hayes, Steven C	New Harbinger Publications	No	No	\$	23.00
9781439190760	Flourish : a visionary new understanding of happiness and well-being	Seligman, Martin E. P.	Atria Paperback	No	No	\$	18.00
9781476709475	Beyond addiction : how science and kindness help people change 1st	Foote, Jeffrey	Scribner	No	No	\$	26.00

Databases

Pubmed	http://pubmed.gov
Food Central	https://fdc.nal.usda.gov
Nutrition.gov	http://nutrition.gov
Nutrition Care Manual	

Template for CWRU Libraries Resource and Service Assessment Report Regarding New or Revised Programs and Degrees

Assessment for:

Program level ☐ graduate ☐ undergraduate

Degree ☐ Major ☒ Minor ☐ Certificate

Title of proposed program or degree: _____ Nutrition and Lifestyle Management _____

Sponsor (School/College or Department): _____ Nutrition _____

[For interdisciplinary proposals, list all schools/College affiliated with the proposal, and the libraries included in this report.]

Report prepared by: [Librarian]: _____ Thomas W. Hayes, MLS _____ Date of Report: _____ 2/3/2021 _____

ADEQUACY OF SERVICES

1. Describe the current library staff expertise (depth and availability) in the area of the new program or degree:
 - a. There currently is a library staff member at one of the campus libraries who has sufficient expertise in, and time to devote to, this topic (Yes/No). Yes. Currently adequate, additional staffing will need to be assessed in future.
 - b. If sufficient expertise is not currently available, briefly describe the type and level of expertise required, the amount of time required, potential options, and estimated one-time and ongoing costs. Yes. Currently adequate, additional staffing will need to be assessed in future
2. Describe any technologies that the library would need to provide related to this course or program, and the adequacy of the library to fulfill those requirements (e.g., access to essential technology or media): Network Access.

ADEQUACY OF CURRENT CONTENT AND ABILITY TO SUPPORT FUTURE NEEDS

3. Describe any significant existing content resources to support this course or program proposal. Attached in spreadsheet.
4. On the chart below, describe the *minimum* additional required resources required to accommodate the new program needs:

Content Category	Adequacy of Current Content Resources *	Additional Resources Required (list specific titles whenever possible)	One-time Cost to Fill Content Gaps	Recurring Cost to Fill Gaps for the next 5 years (including inflation)
Books: <i>Essential</i>	Partially Adequate		\$ 1,183.00	\$500.00
Books: <i>Supplemental</i>	Partially Adequate			
Journals: <i>Essential</i>	Partially Adequate		\$7,000.00	\$ 1,400.00
Journals: <i>Supplemental</i>	Partially Adequate			
Databases: <i>Essential</i>	Partially Adequate			\$1,500.00
Databases: <i>Supplemental</i>	Partially Adequate			
Media: <i>Essential</i>	Partially Adequate			
Media: <i>Supplemental</i>	Partially Adequate			

* "Current content" includes content available through OhioLINK. In this column, please use one of the following terms to describe the level of adequacy:

(a) **fully adequate** (i.e., no addition resources required),

(b) **partially adequate** (i.e., some additional resources required, or

(c) **significantly inadequate** (i.e., many additional resources are necessary to meet the basic program needs).

For each row in which either (b) or (c) is chosen, complete all of the columns on that row.

February 3, 2021

From: Thomas W. Hayes, MLS

RE: Library content and resource review process for new programs and degrees – Minor, Nutrition and Lifestyle Management.

As per the Library Content and Resource Review Process for New Programs and Degrees, I am providing the following information:

Adequacy of Services:

CURRENT STAFF EXPERTISE: Currently adequate, additional staffing will need to be assessed in future

FUTURE LIBRARY ACCOMMODATION: Currently adequate, additional services will need to be assessed in future

Adequacy of Current Content Resources:

BOOKS

The library provides adequate resources. There are 610 Nutrition books listed in the CWRU online catalog, 205 being eBooks, and 83 serials, and 4000+ books in OhioLINK, with 540 serials. There are 417 Preventive Medicine books listed in the CWRU online catalog, with 11 serials; and 386 available through OhioLINK, with 78 serials. There are 370 Health Behavior books listed in the CWRU online catalog, with 7 serials; and 476 available through OhioLINK, with 13 serials. And there are 270 Health Promotion books listed in the CWRU online catalog, with 11 serials; and 675 available through OhioLINK, with 49 serials. Additional print books can potentially be purchased through one of the library's book endowments (subject restrictions need to be addressed). If additional resources are needed, additional funds will be needed. A spreadsheet is attached with example titles, including those that might be considered essential.

JOURNALS

The library provides adequate resources. There are 112 journal titles under the category of Nutrition, Preventive Medicine, Health Behavior, and Health Promotion; and 680 available through OhioLINK. Journal Citation Reports through Web of Science can be provided as necessary. A spreadsheet is attached with example titles, including those that might be considered essential.

DATABASES

The library provides adequate resources. Searching can be conducted through PubMed. CHSL also has a 4-seat subscription to Nutrition Care Manual at \$377 per seat (\$1500 annually). Additional funds will be needed if additional seats (or additional databases) are needed.

MEDIA

The library does not currently have media available supporting nutrition education, but has access to videos through Kanopy and other sources.