

Project Charter for a Cluster for Enhancing Learning and Teaching

BioMeducation SoTL Cluster

Description/Background (include purpose and need):

In the College of Medicine we currently have a situation where Biomedical Science faculty and Medical Educators do not frequently intermingle. Biomedical faculty interested in the scholarship of teaching and learning therefore have limited opportunities for regular interactions with College faculty who are trained and experienced in conducting research on teaching and learning. The college of medicine has a number of Academic Programming appointed faculty for whom tenure and promotion are linked to SoTL involvement, but who have no formal training and very limited exposure to how to setup and conduct publishable studies on teaching and learning. Our proposed cluster will formally bring together established experts on SoTL with inexperienced faculty and allow for collaborations, mentoring and, inevitably, a higher profile for the scholarship on teaching and learning within the Biomedical Sciences in our college.

Cluster Lead (Academic Unit leader): Harold Bull (Microbiology and Immunology)

Members of the Cluster: X

Marcel D'Eon, Professor Community Health and Epidemiology

Kalyani Premkumar, Director Faculty Development, College of Medicine, Professor Community Health and Epidemiology

Jennifer Chlan-Fourney, Assistant Professor Anatomy and Cell Biology

Kyle Anderson, Assistant Professor Biochemistry

Greg Malin, Academic Family Medicine

Goals and predicted timeline (specific Deliverables/Milestones) *bullet point please:*

- Completion of writing and publication of collaborative study (H. Bull and K. Premkumar) "Outcomes of an innovative active-learning team-based project to engage students in a large introductory microbiology course". Study is complete, data is collected. Goal is to publish by end of year 1.
- Analysis, writing and publication of collaborative study on curriculum density (M. D'Eon K. Premkumar, and Bindu Nair). Complete study analysis by end of year 1. Publish by end of year 2.
- Initiate at least two new collaborative studies involving two or more cluster members
- Establish a regular meeting time to share ideas and findings between cluster members. Goal is to establish within the first month, and maintain a regular schedule through the duration of support.

Envisioned process (specify how the group will function; e.g., frequency and types of meetings, how you will monitor milestones,):

1. Cluster will meet monthly as a group. Collaboration meetings may meet more often as required. Monthly meetings will focus primarily on sharing ongoing project information, study design ideas, exploring new project ideas, reviewing relevant literature...
2. Cluster members will strive to present study ideas/results at the College of Medicine, Medical Education Grand Rounds discussion series (held monthly); to disseminate findings through published manuscripts, workshops, and conferences.
3. Cluster will apply for internal and external awards and grants to support goals, where appropriate.
4. Cluster members will aim to submit at least 1 publication in a peer-reviewed medical education journal by the end of the year 2017.

Financial (specify how funding will be spent, can be high level criteria and processes for allocating funds rather than a specific budget; note any additional or matching funds):

The cluster wishes to support collaborative studies between cluster members. We recognize that the support required for each study may be unique. In principle we agree to equitably support such needs as:

- research assistants
- publication charges
- poster printing
- meeting registration
- meeting travel expenses.

Funding decisions will be decided collectively as needs arise. In the spirit of equitable support for all cluster members, some requests may be limited to partial support.

Other costs may include:

- incidental costs (photocopying, focus group refreshments, other research participant incentives)
- payment for research support (graduate/undergraduate students)

Scope (Focus):

In Scope: The cluster to support and promote collaborative studies between cluster members. All requests directly supporting such collaborative studies will be discussed and vetted openly by the cluster membership.

Not In Scope: Funding to support collaborative studies between cluster individual members solely with individuals outside of this cluster. Funding to support individual member projects.

Constraints, Assumptions, Risks and Dependencies of Note

Constraints

[Describe here potential factors that will impact the achievement of the goals; time, resources, competing demands]

Time – most cluster members are engaged in significant teaching commitments, and while this does enable opportunities for scholarship, it may lead to challenges planning, organizing, and implementing scholarship activities. That is why regular meetings will be important for the success of the group

	<p>Resources – Although engaging in quality educational scholarship does not necessarily require huge financial support, it does have a cost, which needs to be supported.</p> <p>Competing demands – students are frequently asked to complete evaluations and surveys, which can cause them to fatigue when it comes to engaging in these activities, which can impact the quality of the outputs for researchers. So finding effective and ethical means for engaging learners in the process will be important but also challenging.</p>
<p>Assumptions</p>	<p>[Describe here conditions or situations that you are relying on in order to achieve project goals]</p> <p>The cluster members have a couple of two member collaborations that are currently ongoing and nearing completion. It is assumed that sharing the rationales, the goals, the methodologies and the findings with other members within the cluster environment will inspire subsequent follow up studies, generate proposals for new studies, and allow for cross feeding of ideas and collaborations and perhaps larger collaborative studies involving three or more cluster members working together.</p>
<p>Risks and Dependencies</p>	<p>[What are the most significant risks? What things must happen before the project is delivered?]</p> <p>Our greatest risks to the success of cluster is the involvement of our “experts”, and their willingness to be fully engaged in mentoring and collaborating with our non-experts. The experts are fully capable of independent research whereas our novices are almost completely dependent on expert guidance for continued mentoring and collaboration.</p>