

PROPOSAL TO

American Association of Anatomists

Title: 2017 AAA Anatomy Educational Research  
Institute (AERI)

Principal Investigator: Valerie D. O'Loughlin

Project Period: 1/2016-06/30/2018

Amount Requested: \$45,750.00

Applicant Institution: Indiana University  
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**2017 AAA Anatomy Educational Research Institute (AERI)**

**2015 AAA Innovation Grant**

**Valerie Dean O'Loughlin, Ph.D., Polly R. Husmann, Ph.D. and James J. Brokaw, Ph.D.**

Indiana University School of Medicine

**Proposal Abstract:** This proposal is a request for funding for the 1<sup>st</sup> (hopefully annual) AAA Anatomy Educational Research Institute (AERI). AERI will be patterned after an American Physiological Society (2014a) conference held summer 2014 entitled the Institute for Teaching and Learning (APS ITL). The APS ITL was focused on physiology teaching and physiology educational research (see APS 2014b), whereas the AAA AERI will partner leaders in anatomy educational research with anatomists interested in improving their teaching and educational research skill sets. This grant proposal addresses two goals of the AAA Strategic Plan (AAA, 2015): Goal C: *Lead the world as the premier source for information about the field of anatomical sciences* and Goal D: *Maximize member engagement*. More specifically, this grant proposal serves to *provide innovative and evidence-based approaches to anatomical sciences education* (Strategic Plan objective C.3), *reinforce and nurture member-to-member communication and relationships* (Strategic Plan objective D.2) and *support member professional development* (Strategic Plan objective D.3). Participants of the intensive 5-day AERI will be actively engaged and immersed in teaching pedagogies, assessments, and educational research/inquiry. In addition, unlike webinars (such as those offered by IAMSE), AERI will provide significant *face to face* time and opportunity for discussion, collaboration and networking among participants and field leaders. The length of AERI (5 days) provides greater time to more thoroughly flesh out educational research ideas and develop stronger collaborations than a single day regional conference (or the multiple-day EB meetings where the schedule is currently packed with other events) would. This grant will help fund invited speaker travel and board, hospitality, conference room reservation costs, and other on-site fees associated with hosting this institute at the Indiana Memorial Union in Bloomington, IN. .

**Specific Aims:**

This proposal is a request for funding for the 1<sup>st</sup> (potentially annual) AAA-Anatomy Educational Research Institute (AERI). The AAA-AERI will be patterned after an American Physiological Society (2014a) conference held summer 2014 entitled the Institute for Teaching and Learning. The APS ITL was focused on physiology teaching and physiology educational research (see APS 2014b), whereas the AAA-IUSM Anatomy Educational Research Institute (AERI) will partner leaders in anatomy educational research with those anatomists new to assessing their teaching and conducting educational research. This grant will help fund invited speaker travel and board, hospitality, conference room reservation costs, and other on-site fees associated with hosting a conference at the Indiana Memorial Union, Indiana University, Bloomington, IN. In order to have sufficient time for development and planning, we propose the AERI be held in summer 2017.

The specific aims of this AAA Innovations Grant Proposal are as follows:

1. To immerse a cadre of AAA members in the methods of scholarly teaching (Richlin, 2001; Lufler, 2015) as well as the methodology and implementation of anatomy education research, in an intensive 5-day conference. The 5-day intensive format of the AERI will allow participants to:
  - a. More thoroughly flesh out educational research ideas and develop stronger collaborations than a single-day regional conference (or the multiple-day EB meetings where the schedule is already packed) or a webinar would, and
  - b. Become familiar with and implement educational research methodologies that will allow them to present their findings to the public (and thus participate in the Scholarship of Teaching and Learning, per Hutching and Shulman, 1999 and Richlin, 2001).
2. To provide a collegial and welcoming *face to face* environment where AERI participants and invited presenters may collaborate on educational research questions and discuss excellence in teaching. While other organizations (such as IAMSE) offer informative webinars on teaching topics, webinars lack the face to face interaction that many need to become part of a research community and active participate.
3. To potentially increase membership in AAA, as non-AAA members who wish to participate in the AERI (e.g., faculty, graduate students and staff involved in medical education and assessment) may decide to join AAA (since AERI registration is open and free to AAA members only).
4. To highlight AAA as a leading international organization for the education and development of anatomy educational researchers.

Ultimately, this grant proposal addresses two goals in AAA Strategic Plan (AAA, 2015):

**AAA Strategic Plan Goal C: Lead the world as the premier source for information about the field of anatomical sciences.** This goal will be met by addressing this specific objective listed under Goal C:

***C.3: Provide innovative and evidence-based approaches to anatomical sciences education***

AERI attendees will be exposed to the best practices in anatomical education and learn how to rigorously evaluate teaching innovations per the call for evidence-based pedagogy (Lufler, 2015).

**AAA Strategic Plan Goal D: Maximize Member Engagement.** We focus on this goal by addressing two specific objectives under Goal D:

***D.2: Reinforce and nurture member-to-member communication and relationships***

AERI attendees new to assessment and research in anatomical education will interact *face to face* with both novice and experienced educational researchers in anatomy and other disciplines.

***D.3 Support member professional development (D.3)***

AERI attendees will receive training in educational research that can be immediately put to use to further their careers as anatomy educators.

### **Significance and Innovation:**

AAA has had a long-standing tradition of recognizing teaching innovation and anatomy education research. AAA members have the opportunity to learn about various educational studies through the AAA/EB meetings and their journal, *Anatomical Sciences Education*. Several past AAA meetings have introduced participants to the basics of developing an educational research study. More recently, the AAA leadership has made the call for evidence-based pedagogy (Lufler, 2015).

Unfortunately, a single two-hour symposium at the AAA/EB meetings is insufficient for most individuals to become proficient in developing authentic educational research questions, effectively reviewing the educational research literature, designing a rigorous educational research study, and implementing the most appropriate methods for data collection and analysis. The length of AERI (5 days) provides greater time to more thoroughly flesh out educational research ideas and develop stronger collaborations than a single day regional conference (or the multiple-day EB meetings where the schedule is currently packed with other events) would. Publications that provide information about developing an educational project (e.g., O'Loughlin, 2006; Gurung and Schwartz, 2009; Bishop-Clark and Dietz-Uhler, 2012) are useful, but do not allow the individual to ask questions or clarify points of confusion with the authors. In addition, unlike webinars (such as those offered by IAMSE) or MOOCs (massive open online courses) that may explore educational research topics, AERI will provide significant *face to face* time and opportunity for discussion, collaboration and networking among participants and field leaders. AERI will foster the growth of AAA members in the areas of scholarly teaching and educational research and will serve as a nurturing, immersive environment for building partnerships with others dedicated to furthering the educational mission.

While the Anatomy Educational Research Institute (AERI) is modeled after the American Physiological Society's Institute for Teaching and Learning (APS 2014a, 2014b), it is not meant to compete or copy the APS ITL. If this grant is funded, the principal investigators will communicate with the APS ITL leadership about AERI and ideally both conferences can foster each other. One of the principal investigators of this grant (Valerie O'Loughlin) has agreed to be an invited speaker at the 2016 APS ITL, and while there she will learn much from the ITL organizers and work with them so that our conferences are complementary, and not competing.

### **Anticipated Value for AAA**

As mentioned previously, this proposal addresses two of the goals of the AAA Strategic Plan (AAA, 2015): Goal C (Lead the world as the premier source for information about the field of anatomical sciences) and Goal D (Maximize member engagement). More specifically, these three objectives of the strategic plan will be met: Objective C.3 (Provide innovative and evidence-based approaches to anatomical sciences education), Objective D.2 (Reinforce and nurture member-to-member communication and relationships), and Objective D.3 (Support member professional development). The AAA members who participate in AERI will be encouraged and mentored by the invited presenters to develop rigorous educational research in the anatomical and medical sciences. The principal investigators of this grant will follow up with participants (see Approach section of grant) and encourage them to present their findings at Experimental Biology and consider publishing their findings in *Anatomical Sciences Education*. In so doing, AAA should see increased numbers of attendees and presenters at the AAA/Experimental Biology meetings and an increased number of higher quality manuscript submissions to their journal, *Anatomical Sciences Education*. Finally, AERI should serve to promote AAA as a leader in anatomy education innovation and assessment.

**Approach (including plan for Evaluation and Assessment):**

The timeline for AERI development, institute format and location, evaluation of AERI and its sustainability are presented in this section of the grant.

**Timeline**

- September 1, 2015: Submit AAA innovations grant
- Late 2015: AAA innovations grants awarded
- Spring 2016: AERI development committee secures 2017 date for institute, reserves block of rooms, secures contracts with institute site and vendors
- June 2016: Valerie O'Loughlin (co-PI of this grant) participates as in invited speaker at APS Institute for Teaching and Learning 2016; there she will have the opportunity to learn and observe successful methodologies of their conference, and apply this information learned to AERI development.
- Summer 2016: AERI development committee contacts potential invited speakers, secures topics for institute and receives commitments from invited conference speakers
- August 2016: Detailed institute agenda prepared
- Fall 2016: Informational website and promotional materials for AERI to be developed, seek AAA office assistance in developing an online registration for AERI
- January 2017: Begin solicitation of registrants
- June/July 2017: AERI conference to be held in Bloomington, IN
- July 2017-2018: Assessment and evaluation of impact of AERI by co-investigators

**AERI Format and Location**

The inaugural AERI will be held in several conference rooms in Indiana Memorial Union (IMU), campus of Indiana University, Bloomington, IN 47405 (Indiana University, 2014b). The IMU also has a hotel (the Biddle hotel), which is where conference attendees may stay. AERI will run for 5 days, from a Monday-Friday, in summer 2017. (While the grant instructions state that proposals will be funded for the 2016 calendar year, we hope the committee will consider this timing exception, because summer 2016 is insufficient time to develop and execute this institute.) Timing of AERI likely will be in June or July 2017, and dependent on the availability of conference rooms at the IMU and the summer work schedules of the co-principal investigators.

The layout of the conference schedule is shown in Appendix A (at the end of this grant). The invited presenters will speak on topics about scholarly teaching (Richlin, 2001) and educational research/the scholarship of teaching and learning. Proposed topics for the invited speakers include:

### Scholarly teaching topics

- Formative and Summative classroom assessment techniques
- Blooming anatomy exam questions
- Designing good multiple choice questions
- Peer and near-peer teaching in the anatomy lab
- Incorporating active learning in the anatomy classroom
- Expert vs. novice learners and Metacognition
- Technologies in the laboratory/classroom
- Backward course design

### Educational Research/SOTL topics

- Top ten anatomy/medical education research topics
- How to search the educational research literature
- Designing the educational research question
- The IRB process for educational research studies
- Survey design
- Experimental design and methodology
- Qualitative research methods: an overview
- Quantitative research and basic statistical analyses
- Presenting and publishing your educational research

### **Expected Audience**

AERI registration will be free for this inaugural year and the AERI will be open to AAA members only, thus enticing non-members to join the organization. Participants will include faculty and graduate students with an interest in anatomy educational research. As with the American Physiological Society's Institute for Teaching and Learning (APS, 2014b), we plan to have 15 invited presenters participate in the week-long workshop, and open the registration to up to 55 AAA members, depending on the funding received by AAA. (See budget for further information)

### **Assessing the immediate and lasting impact of AERI**

The success and projected impact of the AERI will be measured according to Donald L. Kirkpatrick's Four Levels of Evaluation Model (Kirkpatrick and Kirkpatrick, 2006, 2007).

- The first level of evaluation, *reaction*, measures what participants thought about a program or event.
- The second level, *learning*, refers to the increase in knowledge attained from the training.
- The third level, *behavior*, examines to what extent participants transferred their knowledge from the training to their job. In other words, to what extent did the participant change his/her behavior regarding teaching?
- The fourth level, *results*, examines the effect on the business or the environment resulting from the improved performance of the participant. In this case, the business/environment refers to AAA and the field of anatomy educational research – how has AERI impacted AAA at this level?

Table 1 lists the evaluation tools the principal investigators will use to assess AERI using each level:

**Table 1: Assessing AERI with Kirkpatrick's Four Levels of Evaluation**

<b>Kirkpatrick Level of Evaluation</b>	<b>AERI Assessment tool(s) used</b>	<b>Time frame for implementing assessment tool(s)</b>
Reaction	Feedback survey (surveys participants' reactions to AERI and their perceived gains in knowledge related to educational research)	Immediately after the last AERI session (and prior to participants leaving Bloomington)
Learning	Pre-institute and Post-institute evaluation about scholarly teaching and scholarship of teaching and learning	Pre-institute survey: given between registration for the conference and prior to the first AERI event Post-institute survey: given immediately after the last AERI session
Behavior	AERI progress report(s) (distributed online) given to participants to determine what teaching changes they've implemented, and what assessment of teaching they've performed <ul style="list-style-type: none"> <li>• how many participants have changed their teaching?</li> <li>• How many are assessing their teaching?</li> <li>• How many are planning on presenting (or have presented) their research findings?</li> <li>• How many are planning on publishing their findings?</li> </ul>	1 <sup>st</sup> report requested 3-4 months after completion of AERI (to examine immediate changes in behavior)  2 <sup>nd</sup> report requested 6-9 months after completion of AERI (to examine intermediate changes in behavior)  3 <sup>rd</sup> report requested 1-1.5 years after completion of AERI (to examine long-lasting changes in behavior)
Results	Data mining by principal investigators to examine: <ul style="list-style-type: none"> <li>• Which participants implemented teaching interventions in their classrooms as a direct result of participating in AERI</li> <li>• Number of participants who have presented their findings at AAA or other medical education conferences</li> <li>• Number of participants who have published their findings in <i>Anatomical Sciences Education</i> or similar medical education journals</li> </ul>	Yearly (first data mining to occur prior to EB 2018)

Participants will be informed about the study (per IRB protocol) and asked to sign informed consent statements if they wish their data to be included as part of our future presentation and publication about AERI. The data collected about the immediate and lasting impact of AERI will be analyzed and summarized by the co-investigators of this grant. We plan to present our initial findings about AERI at the 2018 EB/AAA meetings, and prepare a manuscript of the first year's dataset that will be submitted to *Anatomical Sciences Education* (likely in late 2018).

### **Sustainability of AERI**

After the inaugural conference in the summer of 2017, we hope to offer AERI every two years and be open to all faculty members and graduate students in anatomy and related disciplines who are interested in educational excellence, scholarly teaching, and the Scholarship of Teaching and Learning. We

believe that the substantial increase in medical school enrollment (AAMC, 2013), coupled with the rise of “integrated” medical curricula (Bolender et al., 2013), will create a demand for faculty members to become better-equipped in creating and assessing the quality and efficacy of educational innovations in anatomy (and other biomedical sciences) for a growing student population. AERI can provide the tools to help anatomy faculty members succeed in this challenging educational landscape.

To help sustain AERI after 2017, we propose to utilize the resources of the Indiana University Center for Anatomical Sciences Education (IU-CASE), whose mission is to provide anatomical teaching and extend the educational outreach of the Department of Anatomy and Cell Biology of the IU School of Medicine to populations of learners beyond the medical school (Indiana University, 2015a). IU-CASE will provide the administrative infrastructure (director, fiscal officer, administrative assistant) to help plan the institute logistics, advertise the institute to anatomy faculty and graduate students, and collect registration fees, which will be based on the anticipated attendance (revenue) and all associated conference costs (expenses). IU-CASE has previous experience with organizing conferences; in 2014, it successfully organized the fee-based Anatomy Education Summer Camp for high school science teachers (Wilson, 2014). Our experience with the 2017 AERI will provide guidance in setting the appropriate registration fee for subsequent years so as not to rely solely upon the future financial support of the AAA.

### **Human Subjects:**

Part of the institute will introduce participants to IRB and Human Subjects review of all educational research projects. If this grant is awarded, the three co-investigators on this grant will submit human subjects paperwork immediately through the Indiana University IRB to assess participant perceptions of the value of AERI and to track participants' development as anatomy educational researchers. Participants will be informed of the principal investigators' study about AERI and will be asked to sign informed consent statements if they wish to allow their data to be used in AERI presentations and publications. Note: All principal investigators are up to date in their CITI certification.

### **References Cited:**

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### **Budget and Budget Justification:**

The primary expenses involve travel and board for the invited presenters, hospitality, and room reservation costs for the week-long institute. This institute will be open to AAA members only, and for this first year there will be no registration fees for these attendees. AAA member attendees will be responsible for their own travel and lodging arrangements, although a block of rooms will be held for participants to reserve at the Biddle Hotel, Indiana Memorial Union.

Catering prices were taken from the IMU 2014 Flavours Catering Guide:

<http://imu.indiana.edu/pdfs/cateringguides/IMU%20Catering%20Guide%202014.pdf> (pls keep in mind these are 2014 prices – these costs likely will increase for 2017)

Conference room costs for technology, etc. obtained from IMU Meeting and Group Services (812-855-1808)

**AERI 2017 Budget**

<b>EXPENSE</b>	<b>Daily Cost</b>	<b>Cost for the Monday-Friday conference<sup>1</sup></b>	<b>Estimated weekly cost for 50 participants (15 invited speakers and 35 participants)</b>	<b>Estimated weekly cost for 70 participants (15 invited speakers and 55 participants)</b>
<b><i>IMU Conference room and food costs</i></b>				
Frangipani Room (for Institute continental breakfast, lunch, plenary sessions and poster sessions) – seats up to 200	<i>(including room rate + food/beverage minimum) 1100.00</i>	5500.00	5500.00	5500.00
Tree Suite rooms (for Institute breakout sessions) <ul style="list-style-type: none"> <li>• Maple room</li> <li>• Persimmon room</li> <li>• Walnut room</li> </ul>	150.00 150.00 150.00	2250.00	2250.00	2250.00
4- x 8- poster display stands (each stand may hold 2 posters)	25.00 each	(stands needed for 3 days only) 75.00	10 stands for 3 days = 750.00	13 stands for 3 days = 975.00
Labor fee for room set up	200.00 per day * no labor fee for Tree Suites (if basic classroom format used)	1000.00	1000.00	1000.00
Audiovisual Cart	10.00 per day for Frangipani (No cost for Tree Suites)	50.00	50.00	50.00
Corded Microphone for Frangipani room	15.00 per day	75.00	75.00	75.00
Sound Technician (required for Frangipani room)	40.00 per hour (min. 4 hrs per day) = 160.00/day min, 320.00/day max	1280.00 (b/c ½ day time needed on M and F, full-day time needed for T-R)	1280.00	1280.00
Computer(s) & Projectors	350.00/day for Frangipani room, 100.00 per day for each Tree Suite room (300.00 total) = 650.00/day	3250.00	3250.00	3250.00
Continental breakfast	9.99/person (includes coffee, tea, fruit juice)	50.00/person	2500	3500.00
Lunch Buffet	Menus range from 22.99/person daily (+ 4.99/person vegetarian option)	140.00/person	7000.00	9800.00
Afternoon coffee, water/soft drinks	25.00/gallon for coffee, \$1.79 per soft drink and water	Estimate: 15-20 gallons of coffee/week, 250-300 soft drinks/water /week	875.00	1100.00
Afternoon cookies	14.99/dozen	75.00/dozen	750.00	1050.00

O'Loughlin-Husmann-Brokaw: 2015 AAA Innovation Grants Proposal

<b>EXPENSE</b>	<b>Daily Cost</b>	<b>Cost for the Monday-Friday conference<sup>1</sup></b>	<b>Estimated weekly cost for 50 participants (15 invited speakers and 35 participants)</b>	<b>Estimated weekly cost for 70 participants (15 invited speakers and 55 participants)</b>
<b>AERI Travel/Board Costs for Invited Speakers</b>				
Airline costs for 11 of 15 invited speakers to Indianapolis International Airport (all speakers located within the continental US)	Average airfare estimate: \$650.00		7150.00	7150.00
GO Express Travel costs for 11 of 15 invited speakers to travel between Indianapolis International Airport and Bloomington	\$40/person RT		440.00	440.00
IMU Biddle Hotel room costs (Sunday evening – Thurs evening – 5 nights) for 11 of 15 invited speakers	\$149.00 + 7% tax/person = 160.00/person	800 for the 5 nights/person	8800.00	8800.00
Driving costs for 3 invited speakers (all residing in Indiana – all have IU parking stickers) <i>(note: the 15<sup>th</sup> person lives locally and will not incur parking/driving costs)</i>	44.00/person/day, 132.00/day total	660.00	660.00	660.00
<b>AERI Organizational Costs</b>				
AAA Website posting of Institute, and assistance with online application	<i>It is hoped that the AAA office could assist us with this process, so we wouldn't incur costs as part of this grant – so costs listed are estimated</i>	1000.00	1000.00	1000.00
Registration costs for AAA members	FREE to AAA members (as part of the grant)		0.00	0.00
Part-time staff assistance with AERI registration and organization	3 individuals daily at \$10.00/hr (for 29 hours each)	580.00	870.00	870.00
Photocopying/printing costs			750.00	1000.00
Nametags/badges			50.00	75.00
Folders for participants	5.00 each <i>(But if AAA will provide the folders, this line item would be deleted from our budget)</i>		250.00	375.00
Other miscellaneous costs (markers, notepads, large poster paper)			500.00	500.00
<b>TOTAL COSTS</b>			<b>45750.00</b>	<b>50700.00</b>

<sup>1</sup>Numbers were rounded to the nearest dollar in order to simplify the budget

**Description of Committee Members' Responsibilities:**

**Valerie Dean O'Loughlin, Ph.D.** is an Associate Professor of Anatomy and Cell Biology at IUSM-Bloomington and is the mentor to several MS and PhD students performing educational research. She teaches a graduate pedagogy class in health sciences and has presented and published about developing a Scholarship of Teaching and Learning Project. As part of her President's Initiative for HAPS (Human Anatomy and Physiology Society), she developed an Educational Research initiative to expose more HAPS members to educational research and SoTL at the HAPS 2015 conference. She also has been asked to be an invited speaker at the 2016 APS Institute for Teaching and Learning, so she will be able to see how the APS ITL is run effectively. She will be the co-chair of the Institute development committee and will help handle local arrangements for the AERI. She also will assist with the outcomes evaluation for AERI.

**Polly R. Husmann, Ph.D.** is an Assistant Professor of Anatomy and Cell Biology at IUSM-Bloomington. She teaches undergraduate and medical gross anatomy and helps mentor MS and PhD students performing educational research. She will be the co-chair of the Institute development committee and will help handle local arrangements for the AERI. She also will assist with the outcomes evaluation for AERI.

**James J. Brokaw, Ph.D.** is an Associate Professor of Anatomy and Cell Biology at IUSM-Indianapolis, where he directs the Education Track in Anatomy Ph.D. Program and teaches histology to graduate students and medical students. He also directs the IU Center for Anatomical Sciences Education (CASE). He will assist in the planning and logistics for the AERI, and assist in the outcomes evaluation for AERI.

**Appendix A: Proposed AERI Conference Format and selected institute topics**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Attendees arrive to Bloomington	8am-5 pm: Registration	8am-10am: Registration	7:30am-8:30am: Continental Breakfast	7:30am-8:30am Continental Breakfast	7:30am-8:30am Continental Breakfast
Dinner on your own	8:30-9:30am: Continental Breakfast	7:30-8:30am: Continental Breakfast	8:30-9am: Overview of day's Activities	8:30-9am: Overview of day's Activities	8:30-9am: Overview of day's Activities
	10-11am: Welcome and Information about AERI *pre-institute survey	8:30-9am: Overview of day's Activities	9-10am: Invited Speaker Presentation	9-10am: Invited Speaker Presentation	9-10am: Invited Speaker Presentation
	11am-noon: Invited speaker presentation	9-10am: Invited Speaker Presentation	10-10:30: Break	10-10:30: Break	10-10:30: Break
	Noon-1:30pm: Lunch	10-10:30: Break	10:30-11:30am: Invited Speaker Presentation	10:30-11:30am: Invited Speaker Presentation	10:30am -noon: Closing Plenary *complete post-institute survey and feedback survey
	1:30-2:30pm: Invited Speaker Presentation	10:30-11:30am: Invited Speaker Presentation	11:30-1pm: Lunch	11:30-1pm: Lunch	Noon – 1:30pm: Lunch
	2:30-3:00pm: Break and Networking	11:30-1pm: Lunch	1-2 pm: Invited Speaker Presentation	1-2 pm: Invited Speaker Presentation	Attendees leave Bloomington
	3:00-4:00pm Poster session	1-2 pm: Invited Speaker Presentation	2-3 pm: Educational Research Roundtables	2-3 pm: Educational Research Roundtables	
	4:15-5:15pm: Invited Speaker Presentation	2-3 pm: Educational Research Roundtables – focus your question	3-3:30: Break and Networking	3-3:30: Break and Networking	
	5:15-5:30pm: Debriefing	3-3:30: Break and Networking	3:30-4:30pm: Poster Session	3:30-4:30pm: Educational Research Roundtables	
	Dinner on your own	3:30-4:30pm: Poster Session	4:30-5pm: Debriefing	4:30-5pm: Debriefing	
		4:30-5pm: Debriefing	Dinner on your own	Dinner on your own	
		Dinner on your own			