



BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

TOPIC: Universities at Shady Grove: Inter-Campus, Inter-Professional Educational Curricular Initiatives

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: January 25, 2012

SUMMARY: The Universities at Shady Grove (USG) will be reporting on the mission and activities of the Committee on Collaboration, Interprofessional and Interdisciplinary Education Strategies (CIPES) at USG. Dr. Stewart Edelstein, Executive Director at USG, and Dr. Heather Congdon, UMB School of Pharmacy, will be presenting. This committee fosters interdisciplinary course development among various programs and institutions as well as provides a forum for faculty interaction and discussion as well as promotes the work within USG, its home institutions and in a national forum. One of the key elements of the presentation will include the CIPES work under development as well as a discussion about creating and offering these courses at a multi-institutional campus.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Irwin L. Goldstein

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**Committee on Collaboration, Interprofessional
and Interdisciplinary Education Strategies (CIPES)
AY 2011-2012
December 2011**

CIPES Membership

Heather Congdon, UM School of Pharmacy (Co-chair), Mary Lang, USG (Co-chair), Beth Parent, UMCP Biological Sciences, Adriana Guerra, Salisbury University Respiratory Therapy, Karen Clark, UM School of Nursing, Patricia Harris, UM School of Nursing, Diane Alonso, UMBC Psychology, Sunil Dasgupta, UMBC Political Science, Katie Morris, UMBC Sociology, Michelle Marcellino, UMCP Provost Office, Leah Waks, UMCP Communication, Wendy Stickle, UMCP Criminal Justice, John Callahan, UB Public Administration and Health Systems Management, Justin Edgar, UB Simulation and Digital Entertainment, Rob Wright, USG library, Ricardo Brown, USG.

Mission

To promote excellence in education through interprofessional and interdisciplinary collaboration and scholarship, and to assure that Universities at Shady Grove students are exposed to the knowledge and skills to engage collaboratively with other disciplines and professions to provide high quality service to the populations they serve.

Goals

- Develop and promote interprofessional and interdisciplinary collaborations through educational coursework and laboratories, community outreach, and scholarship innovations.
- Provide infrastructure for faculty development training in interprofessional and interdisciplinary education.
- Conduct evaluative research and refine interprofessional and interdisciplinary education initiatives at the Universities at Shady Grove.
- Strive for local and national leadership and recognition as a provider of innovative interprofessional and interdisciplinary education and experiences.

Activities for Year 2011-2012

1. Document and evaluate ongoing CIPES courses offered at USG.

A Multidisciplinary Examination of Forensics: Offered at the University at Shady Grove (USG) and taught by faculty in the School of Nursing at the University of Maryland, Baltimore (UMB); the Department of Psychology at the University of Maryland, Baltimore County (UMBC); and the Department of Criminology & Criminal Justice at the University of Maryland, College Park (UMCP). The course is cross-listed as NURS 418, PSYC 393F, and CCJS 498X. It was the first course created in the Interprofessional manner and is the first CIPES course offered at USG. It has been offered four times at USG and includes students for all of these programs, as well as students from other disciplines, such as pharmacy.

Diversity in the Workplace: Offered at USG by UMBC Psychology and Sodexo. This course has been offered twice and includes students from UMBC Psychology, UMCP

Communications, Criminal Justice, UMES Hotel and Restaurant Management. It combines lecture from UMBC faculty as well as guest lecturers from Sodexo on the application of diversity in a large corporation. Curriculum was co-developed by UMBC faculty and Sodexo and involves joint projects among students. Enrollment has grown from 32 students to more than 60 students with support from USG for academic support.

Interprofessional Team-Based Geriatric Care: Offered at USG by UM School of Pharmacy and UM School of Nursing and UM School of Social Work. The Interprofessional Geriatric Imperative class was co-developed by pharmacy, nursing and social work and has been run twice. Pharmacy and nursing students have participated in this elective, however, efforts are underway to expand to include social work students. This class focuses on the interprofessional approach to care of geriatric patients and therefore, most assignments (including patient cases, written papers and oral presentations) are completed and submitted as a team

2. Communicate efforts of CIPES and engage faculty, staff and students to participate (e.g. Lunch and Learn).

- Create robust CIPES website as a method of communication between and amongst faculty, staff and students interested in CIPES initiatives.
- Offer at least one seminar on a potential new CIPES class to gauge interest. Example:
 - Power of the Word-September 2011: Sociology UMB and UMBC, Education program, Towson and UMCP.

3. Shape curriculum and implementation for 3-4 new CIPES offerings including Inter-professional Simulation in Critical Care, Entrepreneurship (for non-business majors), Ethics. Activities include:

- The Interprofessional Approach to Critically Ill Patient class (Critical Care Simulation) began in Fall 2011. This class was co-developed by University of Maryland School of Pharmacy, University School of Nursing, University of Maryland School of Social Work, and Salisbury University Respiratory Therapy. The class utilizes simulation mannequin technology to teach important content areas in the care of a critically ill patient and also as a means to reinforce the importance of working in an interprofessional team to foster improved patient outcomes. Students from Pharmacy, Nursing and social Work are participating. In preparation for this class, a campus-wide seminar was conducted in April 2011 entitled:
 - **Interprofessional Critical Care Simulation: Team-Based Decision Making for Real-World Patient Care.** Keynote Speaker included Dr. Jay Perman. Approximately 150 attended and included students from Nursing, Pharmacy, social Work and Respiratory Therapy as well as from local health care organizations and hospitals.
- Ongoing development of future curriculum:
 - Entrepreneurship for Non-Business Majors: BMGT 465 for Non-Business Majors
 - Genomics with collaborators from UM School of Pharmacy, UM School of Nursing, UMCP Biological Sciences, National Institutes of Health and Human Genome Sciences.
 - Emergency Preparedness
 - Ethics

4. Promote CIPES work within USG, its home institutions and in a state and/or national forum.

- Hosted 3rd Annual Interprofessional Biomedical Sciences Day on November 17th with more than 25 posters from University of Maryland School of Nursing, University of Maryland, College Park, Biological Sciences and University of Maryland, School of Pharmacy. The poster session is followed by a presentation by a panel of speakers from FDA, HGS, NIH and Vertex Pharmaceuticals entitled, “Personalized Medicine: Progress, Products, Patients and Policy”.
- Collaborating Across Borders III Presentations (November 2011, Tucson, AZ)
 - Collaborating Across Borders: Development of an Interprofessional, Inter-Institutional Simulation Course (Poster)
 - Interprofessional Approach to the Critically Ill Patient (Poster)
 - Diversity in the Workplace: A Case Study of a Collaboration with Sodexo to Create an Interprofessional Course (Poster)
 - Interprofessional/Multidisciplinary Course Development Special Topics in Forensics: A Multifaceted Approach (Poster)
 - Collaboration, Interprofessional & Interdisciplinary Education Strategies (CIPES) at the University System of Maryland, Universities at Shady Grove, Rockville, Maryland (Discussion)
- Presentation to USG Leadership including USG Board of Advisors, USG Academic Program Advisory committee
- Presentation to the USM Committee on Education Policy (January 2012)
- USG Faculty Week presentation (11/8/11)
- USG website promotion
- Planning for spring co-meeting between CIPES and USG Academic Program Advisory Committee (APAC)
- Plan student and faculty interprofessional orientation for health disciplines in the spring (UMB Pharmacy, UMB Nursing, SU Respiratory Therapy, UMCP Biological Sciences).

5. Work to identify and reduce barriers on creating curriculum and offering to students and provide ways to reduce barriers or create incentives to increase the number and type of curriculum offered.

Barriers that been identified include:

- For students registered in courses to have access to registered databases in institutions other than their own.
- For faculty, understanding and addressing the hurdles in listing new courses within own programs as well as the counting of FTE among the programs.
- For faculty and students, finding a common time in the schedule for students from various schools to take an elective.

6. Draft a plan with a framework for development of a collaborative, interprofessional, interdisciplinary education program that incorporates leadership and community service at the Universities at Shady Grove.



**Summary of Joint Development
Of Forensics Course by
UMB & UMCP & UMBC
At the Universities at Shady Grove
Spring 2011**

Current Status

Special Topics Seminar entitled “Multi-Disciplinary Examination of Forensics” has been offered for the past four spring semesters at USG (2008, 2009, 2010, & 2011). It is unique at USG as it is the first course jointly created by three academic partner institutions that offer undergraduate programs at USG available to all undergraduate students:

- University of Maryland, College Park, Criminology & Criminal Justice (CCJS 498X)
- University of Maryland, Baltimore, School of Nursing (NURS 418)
- University of Maryland, Baltimore County, Psychology (PSYC 393F)

The course is cross-listed among the three institutions and is made available to all students enrolled in undergraduate programs at USG. A committee of interested faculty members jointly developed a curricula, course requirements and rubrics for evaluation. The syllabus for the course is available on Blackboard. Once created, each of these faculty members worked within their own home institutions on approving the course for offering at USG. The jointly developed class was initially offered in spring 2008 and has been offered each spring since. Whereas the initial course enrollment included nearly equal percentages from each institution, in the most recent class, the percentage of students from each institution shifted to approximately 70 percent from UMBC, 20 percent from UMCP and 9 percent from UMB. Historical enrollment details are as follows:

- Spring 2008: 58 students (21 UMCP, 20 UMB, 17 UMBC): All 3 institutions enrolled approximately one-third of the students in the first semester it was offered.
- Spring 2009: 65 students (15 UMCP, 27 UMB, 23 UMBC)
- Spring 2010: 51 students (18 UMCP, 8 UMB, 25 UMBC)
- Spring 2011: 44 students (9 UMCP, 4 UMB, 31 UMBC)

Course Description

This course explores forensics by focusing on psychological dynamics, criminal investigative aspects and nursing involvement within the forensic arena. Expert-led topics will explore the relationships of the public health system, criminal justice system and the field of psychology. Leadership strategies will address interrelationships between the disciplines including ethical and legal issues facing the forensic practitioner within the field and ways to resolve issues using evidence based standards.

The current course requirements include: assigned readings, class participation, weekly Blackboard responses, current case reviews, group research papers and presentations, group discussions, and a reflection paper on the book "Picking Cotton" and questions for the author (who visited USG toward the end of the spring semester). The expectations for all of the assignments were included in the syllabus and the evaluation and grading criteria were clearly stated.

Issues

Perhaps the most difficult issues to address were:

- Creating the substance of the course across all 3 disciplines
- Moving the course through the approval process on the home campuses. Each partner institution has a different process and each faculty member was successful in meeting the academic requirements to offer this class in their programs here at USG
- Agreeing on how to share course load at the home institutions with faculty from different institutions.

The class, its organization and requirements have been modified each semester to accommodate lessons learned. When the class was first offered, the primary issue that arose was how to provide equal access for all students to course resources (databases, library resources and Sharepoint/Blackboard). The initial offering of the course, which relies heavily on bringing in guest speakers, based 70% of the final grade on a research paper and 30% on class participation. Feedback from that course showed that students wanted more opportunities for assessment, so, in the second offering the paper was broken out into 3 parts, which were to be turned in as 3 separate assignments. In addition, in the second semester, many (though not all) of the resource issues were addressed.

Feedback from the second semester provided additional insights to the effectiveness of the course. Students felt that:

- the lectures from the guest speakers were based too much on their own careers and not on the topic to be addressed
- even though the requirement for the paper was modified, students felt that the instructors were not consistent and clear and that grading was disparate by professor.

The spring 2010 class was modified to incorporate clearer rubrics to ensure consistency among the instructors for the papers and incorporating a text to cover topics rather than relying on guest speakers to cover particular topics. Two current case reviews were added as additional assignments for the purpose of linking the topics learned in class to recent forensic cases.

The spring 2011 class was further modified to include group, rather than individual, research papers and presentations, which served to increase interdisciplinary collaboration (the small groups were designed to include students from each major whenever possible). Students were also required to read “Picking Cotton”, a memoir by Jennifer Thompson-Cannino and Ronald Cotton, and to write a reflection paper on the book and questions for Jennifer Thompson-Cannino, who spoke at USG toward the end of the semester in a lecture that was open to the public.

Course Title: PSYC 393D: Special Topics in Psychology: Diversity in the Workplace

Semester: FA2010

Days/Time: Mondays 2:00pm – 4:30pm

UMBC Facilitator: Dr. Edward Rudow, Lecturer, UMBC Psychology

Sodexo Representative: Ms. Casandra Singleton, Sodexo

Presenter(s): Various, from Sodexo: Listed in course syllabus

COURSE DESCRIPTION: This course explores diversity in the workplace by focusing on an individual's appreciation for diversity from a system perspective, his/her understanding of the importance of promoting diversity and inclusion in an organization in a global economy, building competencies to work in and manage in a diverse organization and an understanding of how to bring about systemic cultural change in a diverse organization using Sodexo's model, which involves their "10 Key Elements for Creating a Culture of Inclusion".

This model will be studied at the individual and organizational levels. The course will consider the issue of diversity from a social psychology and ethical perspective and will provide an overview of related topics, such as HR policies and practices, the job of the Chief Diversity Officer (CDO) within an organization, and a look at workplace work groups from Fortune 500 companies.

This course is offered in collaboration between UMBC's Psychology program and Sodexo. It will be facilitated by a UMBC Psychology faculty member and presentations will be provided primarily by experts in diversity from Sodexo.

COURSE PREREQUISITES: PSYC 100 and at least one other Psychology course.
Recommended: PSYC 340 (Social Psychology) and/or PSYC 346 (Introduction to Industrial/Organizational Psychology) or equivalent.

TARGETED AUDIENCE: This course is intended for 3rd and 4th year students who are interested in understanding the need for diversity within the workplace. It is also intended for students who would like to learn how to effectively bring about change. Finally, it is intended for students who want to understand their own place as diverse individuals and how they will fit into the workplace.

Course Title: PHMY 529: Interprofessional Approach to the Critically Ill Patient

Semester: FA2011

Days/Time: Tuesdays 3:00pm – 5:50pm

Participating Professions: UMB Pharmacy, UMB Nursing, UMB Social Work, Salisbury Respiratory Therapy

COURSE OVERVIEW:

This inter-professional course provides in-depth exposure to and experience with aspects of care for the critically ill patient by utilizing simulation and case-based learning while working within and maximizing strengths of an inter-professional team. The course fosters enhanced assessment and prioritization of issues related to critically ill patients, as well as communication and application of clinical knowledge and skills across the disciplines. Furthermore, this course prepares students interested in acutely ill patients to recognize, categorize causes of, and recommend appropriate treatment and intervention for sudden deterioration. Students will also have the opportunity to enhance their understanding through assigned readings, exposure to acute care equipment and instrumentation building upon prior course work in pathopharmacology, medical surgical content, critical thinking and reasoning, prioritization, and time management skills facilitating exploration into inter-professional collaborative practice.

COURSE OBJECTIVES:

1. Identify the strengths of participating members of the inter-professional team in the care of critically ill patients,
2. Critically evaluate evidence-based practice of the critically ill,
3. Assess and prioritize the needs of critically ill patients during hospitalization,
4. Collect and analyze pertinent patient information to develop patient-specific interventions and monitoring plans for critically ill patients,
5. Interpret pharmacokinetic, pharmacodynamic and hemodynamic monitoring and subsequent response to significant changes in the critically ill,
6. Demonstrate inter-professional communication within a team with the critical ill using simulation technology and case examples and the influence of the inter-professional team on outcomes

PREREQUISITES:

- Pharmacy: Successful completion of all required coursework in the P1 and P2 curriculum.
- Nursing: NURS 333 (Health Assessment), NURS 304 (Introduction to Professional Nursing Practice), NURS 315 (Pathopharmacology), NURS 330 (Adult Health Nursing) RN to BSN no pre-requisites.
- Respiratory Therapy: Senior status with successful completion of all junior level coursework.

Committee on Collaboration, Interprofessional & Interdisciplinary Education Strategies (CIPES) at the University System of Maryland, Universities at Shady Grove (USG)

**Heather Congdon, PharmD, BCPS, CDE
University of Maryland School of Pharmacy**

**Mary Lang
Universities at Shady Grove**

**Diane Alonso, PhD
University of Maryland Baltimore County**

**Karen Clark, PhD, RN, CCRN
University of Maryland School of Nursing**

**November 21, 2011
Collaborating Across Borders III**


The **UNIVERSITIES**
at Shady Grove

Objective of Discussion

- Understand current and planned collaborative initiatives at USG
- Discuss methods to promote & develop collaborative learning across institutions (seminars, workshops)
- Discuss best practices & barriers to creating, implementing & evaluating collaborative curricula

USG is a Regional Higher Education Center Located in Montgomery County Maryland

- 9 USM institutions
- 76 baccalaureate and post-baccalaureate degrees and certificates offered
- 4,000+ undergraduate and graduate students; third and fourth year undergraduate offerings
- More than 3,500 students have received bachelor's degrees
- Programs tied to needs of regional workforce



University System of Maryland

Powerful Partnerships

The Universities at Shady Grove

University of Maryland, Baltimore
County

B.A. Social Work
B.A. Psychology
B.A. Political Science
B.A. History
B.A. Management of Aging Services²
MPS Industrial-Organizational Psychology
MPS Geographic Information Systems

Towson University

B.S. Elementary Education/Special Education (dual certification)
B.S. Early Childhood Education
M.A.T. Special Education
M.Ed. Special Education
M.Ed. Early Childhood Education
Post-Master's Program for Administrator I Certification

Bowie State University

M.Ed. Education
Ed.D. Education

University of Baltimore

B.S. Health Systems Management
B.S. Simulation & Digital Entertainment
M.A. Publications Design
M.P.A. Public Administration
D.P.A. Doctor of Public Administration

Institute for Bioscience and Biotechnology Research – Shady Grove

University of Maryland, College Park
University of Maryland, Baltimore
National Institute of Standards and Technology

University of Maryland, College Park

B.S. Accounting
B.S. Biological Sciences
B.A. Communication
B.A. Criminal Justice and Criminology
B.S. Management with Specialization in Entrepreneurship
B.S. International Business
B.S. Marketing
B.S. Public Health Sciences
M.B.A. Business Administration
M.S. Business & Management (Accounting)
M.Ed. Education Curriculum and Instruction-Grades 1-5
M.Ed. Education Curriculum and Instruction – Reading Specialist
M.Ed. Human Development
M.Ed. Math Education (Specialization in Middle School Math)
Master of Information Management¹
MLS-Library Science
Ed.D. Policy and Leadership
Professional Master in Engineering
Post-Baccalaureate Certificate in Science Education for Elementary and Middle School Teachers
Masters Certification Program in Elementary and Secondary Education Subjects

University of Maryland, Baltimore

B.S. Nursing (Basic Option)
RN to BSN/MS Completion Option
M.S.W. Social Work
Doctor of Pharmacy (PharmD)

Regional Community
Colleges (e.g., Montgomery,
Frederick, Prince Georges,
Howard)

University of Maryland University College

B.S. Accounting
B.S. Business Administration
B.A. Communications Studies
B.S. Digital Media & Web Technology
*B.S. Computer Networks & Security
B.S. Emergency Management
B.S. Homeland Security
*B.S. Human Resource Management
*B.S. Information Assurance
B.S. Investigative Forensics
B.S. Information Systems Management
*B.T.P.S. Biotechnology
*B.T.P.S. Laboratory Management
M.S. Biotechnology Studies
M.S. Health Care Administration
M.S. Information Technology
M.S. Management
M.S. Technology Management

*Certificate Program available

University of Maryland Eastern Shore

B.S. Construction Mgmt. Technology
B.S. Hotel & Restaurant Management

Salisbury University

B.S. Respiratory Therapy

Information about programs and additional offerings for the future, please visit: www.shadygrove.umd.edu

¹ Start Fall 2011

² Start Spring 2012

USG Expansion Plans In Montgomery County

- Employment Trends & Educational Skills Requirements in Wash. Metro Region over the next decade
 - Professional, scientific & technical - 344K net new jobs
 - Healthcare & social services – 78K net new jobs
 - 51% of net new jobs require bachelor's degree or higher
 - 34% of net new jobs in the region require at least a bachelor's degree compared to 21% nationally
- Biomedical Sciences Education Facility
 - Discussions to bring programs in Medicine, Dentistry, Physical Therapy and Engineering Sciences
 - Enrollment growth: 8000 students

USG Is Unique: Partnerships with Education, Business & Community

- Education Partnerships
 - Programs (9 USM institutions)
 - Pathway (Montgomery County Public Schools and Montgomery College)
- Employer Partnerships
 - Focus on producing a talent pool for current and future jobs
 - Board of Advisors' collaboration critical to success
- Partnerships at Work
 - Knowledge, innovation and creativity drive the economy


The UNIVERSITIES
at Shady Grove

USG CIPES Mission & Goals

- A unique partnership framework led to the creation of CIPES.
 - Promote excellence in education through collaboration and scholarship.
 - Expose campus (students, faculty, staff) to collaborative knowledge & experience.
 - Engage other disciplines & profession to provide high quality service to the populations they serve.
- Goals:
 - Develop/promote collaboration through coursework, community outreach, & scholarship/funding initiatives.
 - Provide infrastructure for faculty development training in collaborative education.
 - Conduct evaluative research on these initiatives.
 - Strive for local & national leadership & recognition as a provider of innovative interprofessional & interdisciplinary collaborative education & experiences.

CIPES Participation-Institutions

- Students, Faculty and Staff from 7 of the 9 USG institutions participate in CIPES:
 - Salisbury University
 - University of Baltimore
 - University of Maryland, Baltimore
 - University of Maryland, Baltimore County
 - University of Maryland, College Park
 - University of Maryland Eastern Shore
 - University of Maryland University College (planned 2012)

CIPES Participation: Programs

- UMB School of Pharmacy
- UMB School of Nursing
- UMB School of Social Work
- UMBC Psychology
- UMBC Political Science
- UMBC Social Work
- UMCP Biological Sciences
- UMCP Criminal Justice & Criminology
- UMCP RH Smith Business
- UMCP Communication
- UMCP Public Health Sciences
- UB Health Systems Management
- UB Simulation & Digital Entertainment
- UMES Construction Management
- UMES Hotel & Restaurant Management
- Salisbury University

CIPES: Current Courses

- A Multidisciplinary Examination of Investigative Forensics (4)
- Diversity in the Workplace (2)
- Interprofessional Team-based Care for Seniors (2)
- Interprofessional Approach to the Critically Ill Patient (1)


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CIPES: Community Engagement

- Biomedical Sciences Day (3): Student Posters
- Picking Cotton: Author and Discussion
- Power of the Word: Panel Discussion
- Debunking the Vaccine-Autism Link: Panel Discussion
- Interprofessional Critical Care Simulation: Team-based Decision Making


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Strengths	Weaknesses
<ul style="list-style-type: none"> •USG partnership structure •Strong USG administrative support •Interested students •Interprofessional champions •CIPES committee structure 	<ul style="list-style-type: none"> •Limited faculty engagement •Faculty Workload •Student FTE Accounting •Course Scheduling •Conflicting Elective course policies (course registration, payment, etc.) •Limited assessment of current courses
Opportunities	Threats
<ul style="list-style-type: none"> •Expand to other USG institutions & programs •Workforce needs •Community professional development •Call for expansion of interprofessionalism in Medicine & other fields •Expand to other USM institutions 	<ul style="list-style-type: none"> •Limited resources <ul style="list-style-type: none"> •Financial •Human •Limited partnering institutions leadership & support

CIPES-Future Plans

- Course Development
 - Entrepreneurship for Non-Business Majors
 - Emergency preparedness
 - Genomics
 - Ethics
 - Leadership Program framework
- Community Engagement
 - Spring Retreat with Academic Program Advisory Committee
 - Spring Meeting with USG Board of Advisors
 - Presentation to USM Board of Regents Committee on Education
 - Community-Wide Book Project

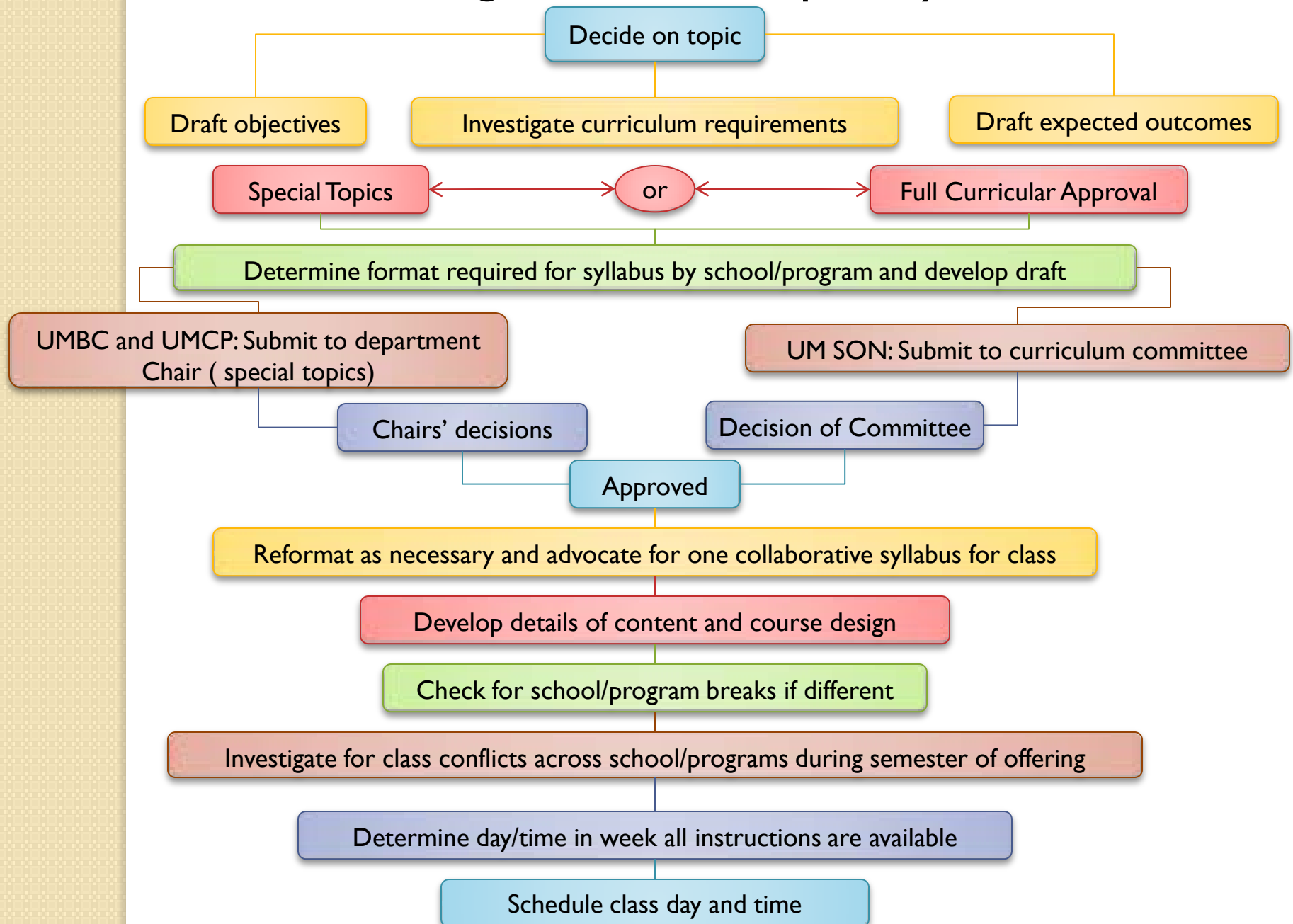

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CIPES: Future Plans

- Best Practices
 - Course development flow chart
 - Unified Blackboard website
 - Consolidated Library Resource Guides for multidisciplinary courses
- CIPES communication
 - Monthly CIPES committee meetings
 - Tracking course development & offerings
 - Offering community engagement activities


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Flow: Creating the Multidisciplinary Course



Discussion Questions

- What types of collaborative curricula/programs have you created/implemented?
- What are some of your barriers you have found and best practices to mitigate them?
- Have you created specific incentives to encourage & foster collaborative development?
- How have you addressed the assessment and/or evaluation of these collaborative learnings?
- What are your future plans regarding collaborative learning?