

Innovation Grants | Longitudinal Review

2016-2023

1. THE INNOVATION GRANT PROGRAM

The Stanford School of Medicine Teaching and Mentoring Academy (TMA) was founded in 2016 and the first Innovation Grants were awarded that same year. The Innovation Grants recognize faculty and trainees' interest in education, stimulate new ideas, and serve as a keystone of the TMA's mandate to transform education at the School of Medicine through innovation. TMA objectives that are met through the Innovation Grant program include:

- Coach, educate, and support faculty in the art of mentoring, course design, evaluation, and teaching, particularly in the context of the evolving role of faculty as career mentors and as teachers and facilitators in interactive learning
- Reward, acknowledge, and inspire researchers and clinicians to be excellent educators and mentors
- Underscore the importance of the School of Medicine's teaching and mentoring mission and elevate the status of educators across the School of Medicine
- Foster a community of educators and mentors

From 2016 to 2023, 80 grants were awarded providing a total of \$1,044,595.28 in funding with an average of \$11,479.07 awarded per grant (See Table 1.1).

A request for proposals and call for reviewers was issued each year. Reviewers included faculty and staff across the School of Medicine with interest and expertise in medical and biosciences education. After the first year, previous grantees were invited to serve as reviewers.

Each application was read by a group of three reviewers who then presented their top grants to the full grant review committee. In a meeting with one representative from each group of three reviewers, a consensus was reached on proposals recommended for funding. Final decisions were made by the TMA leadership team (Director and Faculty Co-Directors) based on committee recommendations and the budget provided by the Dean's Office for the year.

The granting period was one academic year (October to July). Grantees were required to submit a progress report halfway through and at the end of the 10-month period. Many grantees attended or presented their work at the annual TMA Education Day Conference.

Year	# of Applicants	# of Grants Awarded	Total Funding Requested	Total funding awarded (% of requested)	Avg funding requested per grant	Avg funding awarded per grant	% of funding spent during grant period	% of total funding spent
AY16	66	16	\$907,481.50	\$149,647.4 (17%)	\$13,749.72	\$9,352.96	57%	67%
AY17	81	12	\$1,249,870.74	\$110,962.38 (9%)	\$15,430.50	\$9,246.87	85%	86%
AY18	50	14	\$703,976.00	\$147,998.42 (21%)	\$14,079.52	\$10,571.32	86%	86%
AY19	54	13	\$797,218.25	\$150,627.72 (19%)	\$14,763.30	\$11,586.75	53%	66%
AY20	41	8	\$607,459.12	\$128,007.16 (21%)	\$14,816.08	\$16,000.90	80%	82%
AY22	48	11	\$781,096.85	\$141,116 (18%)	\$10,014.06	\$12,828.73	78%	82%
AY23	21	6	\$298,253.44	\$95,109 (32%)	\$14,202.54	\$15,851.50	64%	65%
AY16-23	361	80	\$5,345,355.90	\$923,468.08 (17%)	\$14,807.08	\$11,543.35		

Table 1.1 Grant Applicants and Awards by Year 2016-2023

2. THE LONGITUDINAL STUDY

The Innovation Grant Impact Review was conducted in 2023-2024 with goals to assess:

- The impact of the Innovation Grants on education at the Stanford School of Medicine
- The impact of the Innovation Grants on the well-being and careers of grantees
- How the Innovation Grant Program could be improved for future grant cycles

With 4 grantees lost to follow up, a survey, containing both quantitative (e.g. binary and Likert scale) questions and open-ended questions, was sent to 76 prior grantees who received awards between 2016 and 2023 (See Appendix 1).

Forty-four grantees completed the survey for a 57% percent response rate. In one case, two respondents filled out the survey regarding the same grant. Thirteen grantees elaborated on their grant experience via an interview with the TMA’s Associate Director for Evaluation and Scholarship (see Appendix 2; Figure 2.1). This study was exempted by the Stanford Institutional Review Board (IRB protocol #72571).

Most survey respondents were professors, assistant professors, and associate professors followed by fellows, post-doctoral scholars, and residents at the time they received the grant. The survey population is representative of the grantee population except that residents are slightly under represented while fellow are slightly over represented (See Table 2.1).

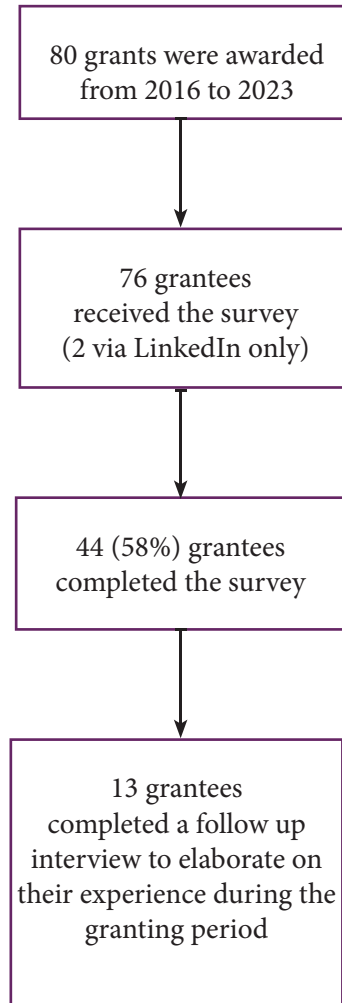


Figure 2.1 Survey Recruitment

Appointment	Percent of All Grantees	Percent of Survey Respondents
Medical Student	5.00%	4.55%
Graduate Student	1.25%	2.27%
Resident	17.50%	6.82%
Fellow	5.00%	13.64%
Post-Doctoral Scholars	6.25%	6.82%
Faculty	58.75%	59.09%
Clinical Instructor	1.25%	2.27%
Other	5.00%	4.55%
Grand Total	100%	100%

Figure 2.1 Comparison of Appointments of Survey Respondents to the Grantee Population Overall

Opportunities Provided by The Innovation Grants

“I appreciated TMA’s willingness to fund my interests at an early stage. It allowed me to collaborate with others, develop my interests/skills, and further my career.”

“I was able to achieve goals which I would not have otherwise been able to , and I feel as though I was able to enter into the realm of medical education in a way that will help direct my career for the foreseeable future”

3. RESULTS OF THE LONGITUDINAL STUDY

3.1 The Innovation Grants Bring Scholars into Medical and Biosciences Education Innovation and Research

Sixty-eight percent of respondents indicated that this was the first time they had received a grant that primarily funds education related activities, which suggests that this grant serves as a gateway into education innovation and research (See Figure 3.1). Bringing new scholars into the field of medical and biosciences education meets the TMA’s goals to foster a community of educators and mentors and to reward, acknowledge, and inspire researchers and clinicians to be excellent educators and mentors.

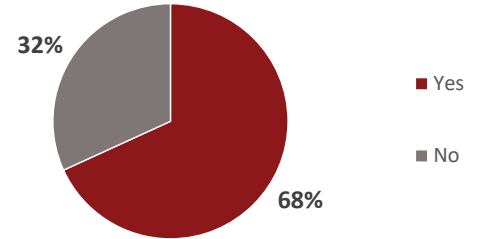


Figure 3.1 Was this the first grant you received that primarily funds education related activities? (n=44)

The Innovation Grants also bring new scholars into the field through mentorship. Fifty-seven percent of respondents (25 respondents) indicated that, as part of the grant, they mentored peers or students who were new to educational scholarship. Of those, 72% indicated that their mentee went on to do further work in medical/ bioscience education innovation or research (See Figures 3.2 and 3.3).

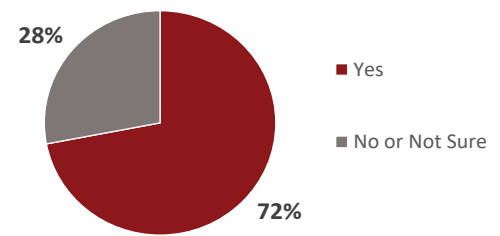


Figure 3.2 After this grant, did your mentee(s) go on to do further work in medical/biosciences education innovation or research? (n=25)

The opportunity that the grant provides for grantees to pursue their interest in education was a theme of the qualitative interviews (See sidebar).

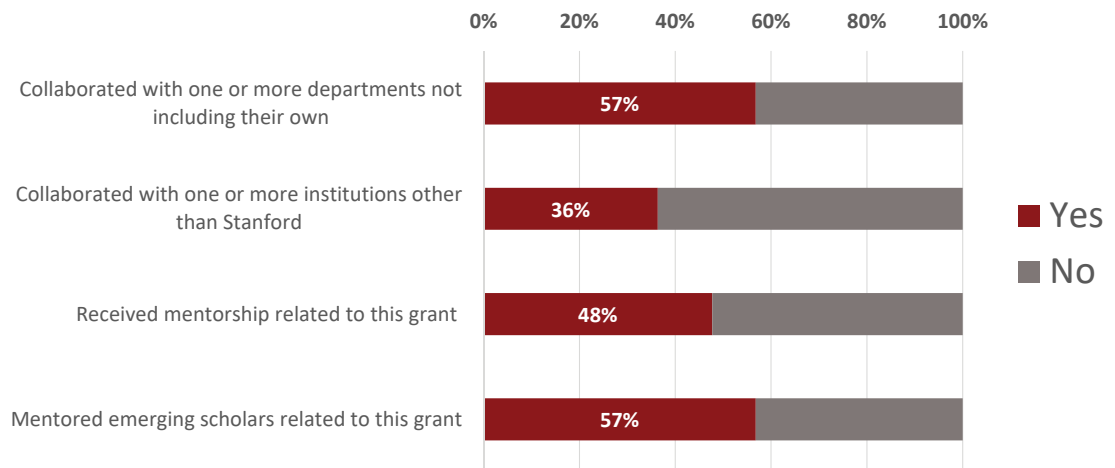


Figure 3.3 Collaborations and Mentorship During the Granting Period (n=44; respondents could select more than one answer)

3.2 The Innovation Grants Have an Impact on Education at Stanford

Grantees undertook a variety of activities during the granting period, most of which targeted residents (See Figure 3.4). Sixty-four percent of respondents created learning materials and 59% undertook some form of teaching (See Figure 3.5). Additionally, 74% of grantees reported evaluating the grant product, which helps grantees improve the product in future iterations and sets them up to disseminate their work through scholarship. Having a plan for evaluation is a requirement of the grant application and helps the TMA achieve the objective to promote excellence in teaching and mentoring.

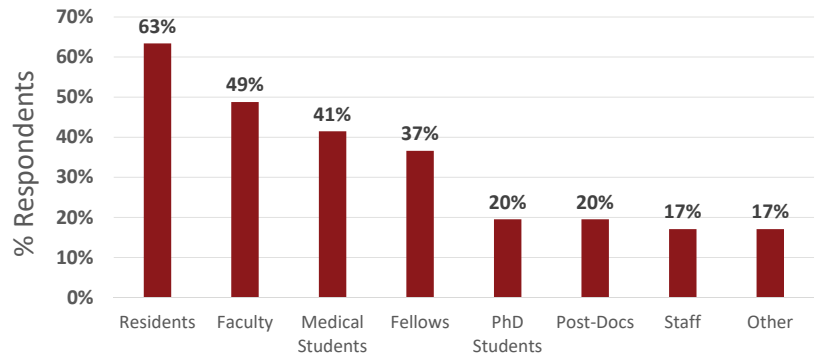


Figure 3.4 What group(s) participated in the events, sessions, programs, assessments delivered during this grant? (n=44; respondents could select more than one answer)

Though some grantees reported encountering challenges, 78% felt that they were extremely successful or very successful in meeting the specific aims described in their grant proposal (See Figure 3.6). The most common challenge reported was that 10 months was not enough time to complete grant activities, especially given the lengthy return time for IRB submissions. One survey respondent stated, “Would love to see if there could be

a one-year extension on the TMA grants. They are such powerful grants, and important studies often take more than one year.” Unfortunately, the limited time period for completing the grant is based on the structure of the budget and is beyond the control of the TMA.

Other challenges included working with external vendors, recruiting participants and speakers, submitting to

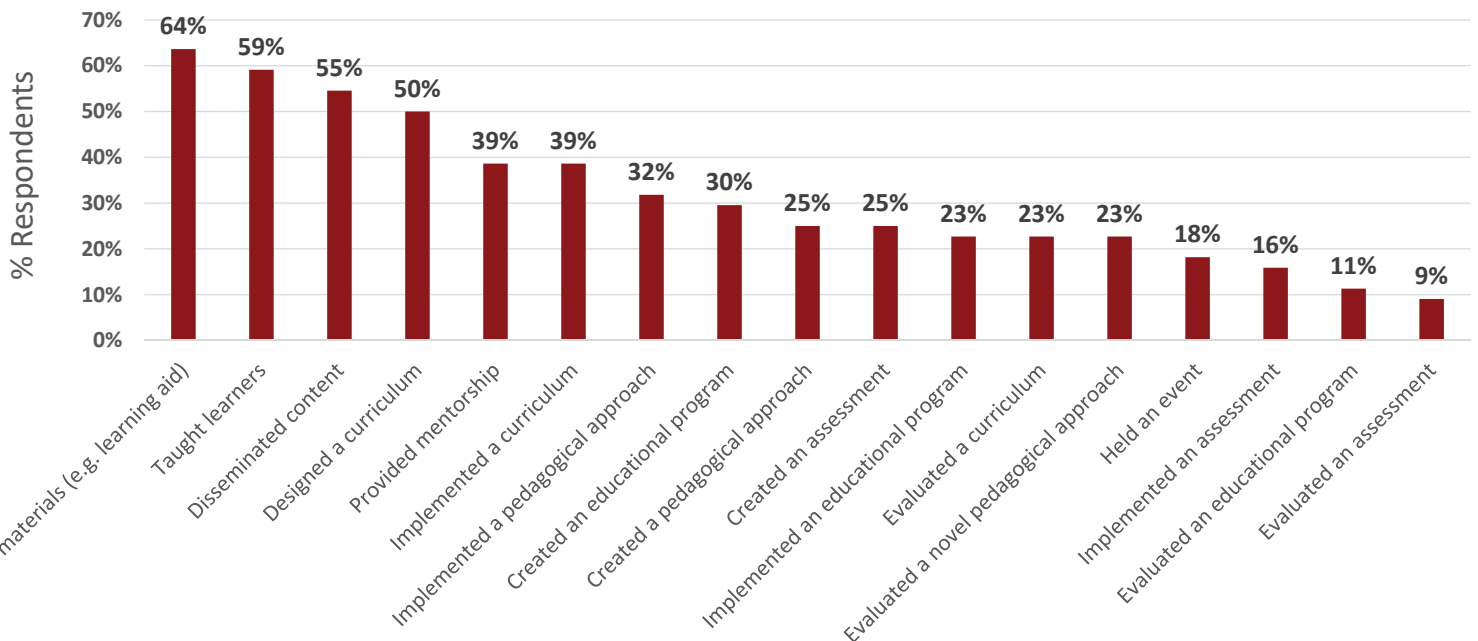


Figure 3.5 Which of the following most accurately describes what you accomplished as part of this grant? (n=44; respondents could select more than one answer)

external IRBs, and finding resources for educational technology within Stanford. In response, the TMA is already better supporting grantees with such logistical issues by emphasizing that the Academy's Program Coordinator is always available for assistance. The Academy also launched 1:1 Office Hour sessions with the Associate Director for Evaluation and Scholarship for support with planning and executing their grant activities.

Many grantees reported having a high level of impact on aspects of education at Stanford (See Figure 3.7). Creating inclusive learning settings and increasing learner engagement at Stanford, which are priorities for both the TMA and the School of Medicine as a whole, score the highest in terms of impact.

Sixty-five percent of grantees indicated that the product of their grant is still being used. Notably, the survey did not ask what year the grant was awarded so the TMA is unable to report on how long grant products have been sustained. However, several grantees gave striking examples of the sustained use of their grant products (See Box on Page 6).

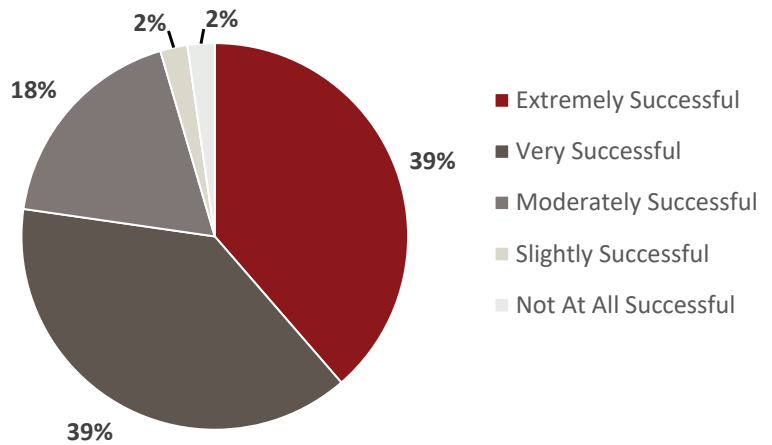


Figure 3.6. In your opinion, how successful were you in meeting the specific aims described in your grant proposal? (n=44)

The high rate of continued use of the grant product taken with the grantees' positive perception of their level of success and impact suggest that the Innovation Grants are meeting the TMA mandate to transform education at the School of Medicine through innovation.

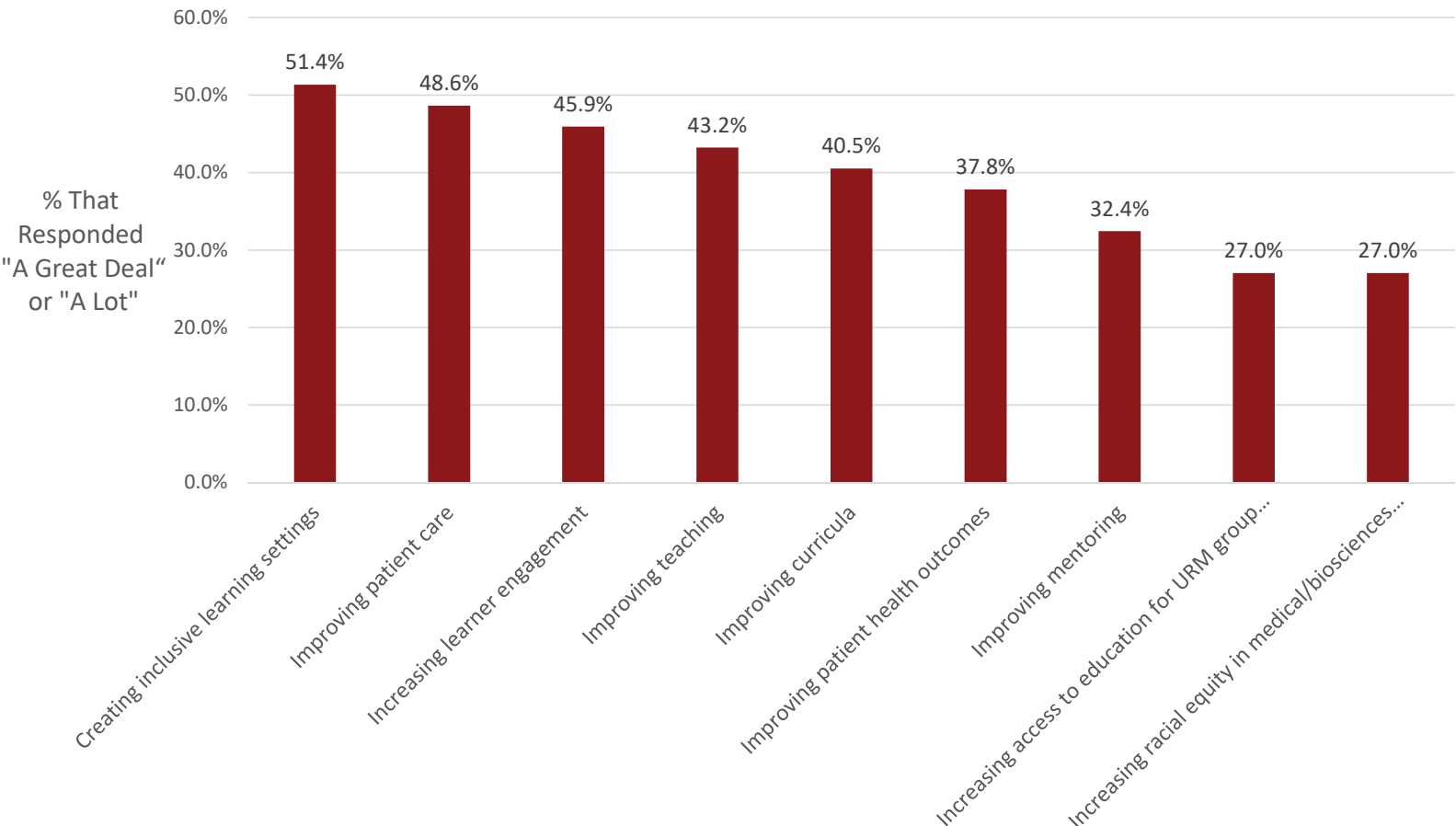


Figure 3.7 In your opinion, how much did this grant impact the following at Stanford? (n=37; respondents could select more than one answer)

Sustained Grant Products

“We now have an ongoing training program and fully functional clinic shared between OB GYN and Psychiatry as a result of this [grant].”

“Inclusion of Emeriti as mentors and/or coaches is now being used in the School of Medicine’s ‘New Beginnings Program’ in the Office of Academic Affairs to provide support and guidance to Senior Faculty.”

“The videos are available publicly through YouTube...to date, there have been hundreds of health care providers across institutions who have watched these videos.”

“Our narrative oncology curriculum continues to be a core component of the inpatient oncology rotation for Stanford Internal Medicine residents .”

3.3 The Work Conducted During the Granting Period Is Disseminated Beyond Stanford

Eighty-five percent of grantees reported that a presentation resulted directly from the grant and 23% reported publishing on their grant activities (See Figure 3.8). However, the high percentage of grantees presenting their work must be considered in context as they were encouraged to present at the TMA Education Day Conference at Stanford. Two main objectives of Education Day are to provide a venue for those new to the field to present their work and to raise awareness within the School of Medicine about the education related work that scholars are conducting. Grantees also reached a broader audience by presenting or publishing in a wide variety of well-respected conferences and publications (See Table 3). The level of scholarly engagement that results from the grant demonstrates that this program has impact not just institutionally but in the field of medical and biosciences education more broadly.

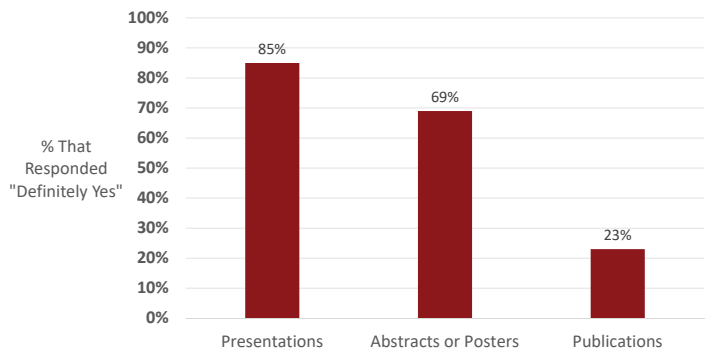


Figure 3.8 Did abstracts/posters/publications/presentations result directly from this grant? (n=39)

Local Outlets	Education Outlets	Other Outlets
<ul style="list-style-type: none"> -Class lectures -Department Meetings -Grand Rounds -Student Reports -Stanford 25 Symposium -TMA Education Day -Stanford Innovations in Medical Education -Stanford CME Live 	<ul style="list-style-type: none"> -Association of American Medical Colleges -Association of Medical Education in Europe -BMC Medical Education -International Conference on Residency Education -Journal of Surgical Education -Medical Education -Perspectives on Medical Education -Simulation in Healthcare -Society for Academic Emergency Medicine -Society of Teachers of Family Medicine -Western Group on Educational Affairs 	<ul style="list-style-type: none"> -American College of Emergency Physicians -American Conference on Physician Health -American Psychological Association -American Thoracic Society -Association of Pediatric Program Directors -Frontiers in Medicine -Health Systems Exploration -National Academy of Medicine -North American Primary Care Research Group -Pediatric Academic Societies -Prehospital Emergency Care -Radiologic Society of North America -Society for Hospital Medicine -Society of Abdominal Radiology -Society of General Internal Medicine

Figure 3.1 Outlets Through Which Grantees Have Disseminated Their Work

3.4 The Innovation Grants Positively Impact the Careers of Educators and Mentors

Grantees acknowledged in both the survey and the follow up interviews that the grants contributed to their increased interest in education innovation and research, job satisfaction, sense of belonging, and well-being (See Figure 3.9). Many survey respondents gave examples of how the grant had significantly furthered their careers and stressed that this grant recognized and validated their work (See Sidebars)

This data demonstrates that the grant contributes significantly to the TMA's ability to meet its objective to underscore the importance of the School of Medicine's teaching and mentoring mission and elevate the status of educators across the School of Medicine.

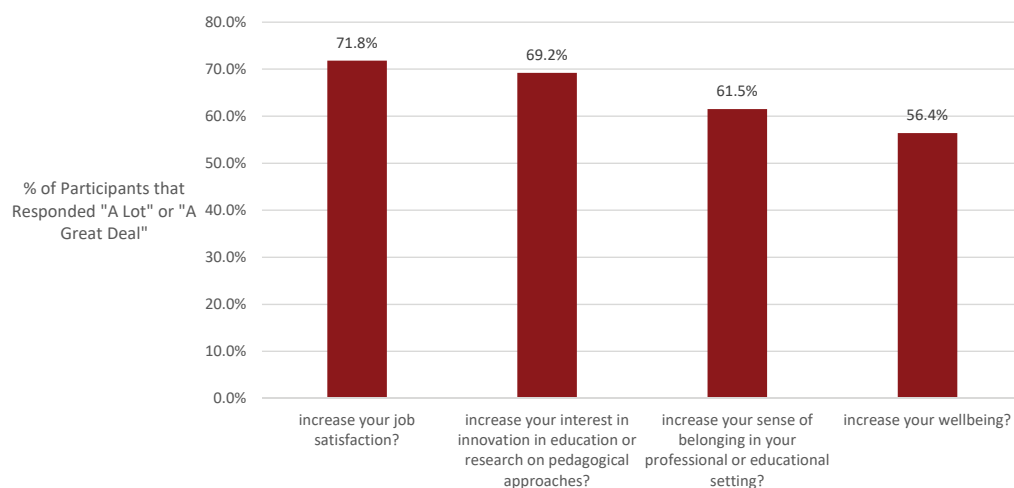


Figure 3.9 How much did the grant impact you in the following ways? (n=39)

4. FUTURE DIRECTIONS

With an eye toward continuous improvement, the TMA undertook several efforts to strengthen the program for the 2024-2025 year, including an overhaul of the review process. In a focus group, several longtime reviewers noted the lack of a framework for reviewing each grant. In response, a scoring rubric was developed with input from reviewers including some who are involved with reviewing National Institute of Health grant applications (See Appendix 3). The new rubric brings structure and consistency to the review process while also allowing flexibility, through an overall impact score, to consider the strength of the application holistically.

This year reviewers attended a calibration meeting in which they discussed the new rubric and practiced scoring a previous grant application. Reviewers will provide feedback when they deduct points so that applicants can resubmit a stronger application the following year. This new review process will require evaluation and refinement over the next several grant cycles.

Grantee Career Advancement

“This TMA grant was extremely impactful. It allowed me to create a multi-institutional collaboration around belongingness in coaching. We have been accepted to present this work in three different international formats. It has also helped me become a subject matter expert for national organizations.”

“This grant was pivotal in allowing me to pursue an area of educational interest that I had been trying to pursue for years. There is no way I would have been able to do so without this grant. It help[ed] establish [me] as an expert in virtual reality instruction, and through my experience, I was made the technology lead at the Clinical Skills Center/Sim Center of my current institution.”

Reviewers also noted a decline in the quality of grant applications since the pandemic, especially in the sections of the application devoted to problem statement and evaluation plan. After the release of the Request for Proposals in March 2024, the Associate Director for Evaluation and Scholarship held a grant writing workshop covering key elements of the grant proposal, tips for elevating writing style, and a panel conversation with application reviewers. Emerging scholars, defined as individuals who have not received a grant as a PI or have less than \$10,000 in total grant funding at the time of submission, were required to attend or watch the workshop prior to submitting their application. Grantees were also encouraged to book an office hour with the Associate Director for Evaluation and Scholarship to brainstorm ways to strengthen their proposal. Fifteen out of thirty-one applicants took advantage of these office hours.

During the 2024 -2025 Academic Year, emerging scholars who receive an award will participate in an Emerging Scholars' Cohort. The goal of the Emerging Scholars' Cohort is to provide new education innovators and researchers with the support they need for successful execution of their grant projects. In addition to having TMA staff as a readily available resource, emerging scholars will be able to rely on the individualized support of an assigned mentor and a community of co-grantees to help them navigate their grant projects. Over the course of the granting period, scholars will attend four workshops covering grantsmanship, survey/focus group/interview design, data analysis, and dissemination. These topics were chosen based on a frequency analysis of the topics covered during office hours in the first six months they were offered.

5. CONCLUSION

This retrospective review of the Innovation Grant Program shows that the grants are a powerful resource that serves as a gateway into medical education, impacts medical and biosciences education at Stanford and beyond, advances grantees' careers, and affirms that Stanford School of Medicine values faculty and trainees' interest and efforts in education innovation and research. The outcomes of this longitudinal study substantiate the School of Medicine's continued investment of financial and personnel resources into the Innovation Grant program .

Validation of Grantee Work in Medical Education

“[The grant] offered me 1) recognition and validation for the unpaid but important work I was doing within the realm of DEI, 2) connected me with resources to develop my medical education skills, 3) allowed me to focus on the project and be held accountable to it.”

“[The grant] validated my interest in medical education, even though I'm in a division that doesn't really value it...”

“It is materially impactful and psychologically so beneficial to have Stanford “believe” in me and express that through funding innovations!”

APPENDIX 1: Longitudinal Study Survey

Block 1: Collaborations and Mentorship during the Granting Period

Please answer the following questions regarding your professional level, collaborations, and mentorships during the granting period.

Was this the first grant you received that primarily funds education related activities?

- Yes
- No

What was your level of training or rank at the time you received the grant funding?

- PhD student
- MSTP student
- MD student (non-MSTP)
- Resident
- Fellow
- Post-Doc
- Assistant Professor
- Associate Professor
- Professor
- Emeritus
- Other. Please list _____.

During the granting period, did you collaborate with one or more departments not including your own?

- Yes
- No

During the granting period, did you collaborate with one or more institutions other than Stanford?

- Yes
- No

Did you receive mentorship related to this grant (e.g. while writing the proposal or carrying out grant activities)?

- Yes
- No

Did you mentor any emerging scholars related to this grant (e.g., students, residents, or junior faculty)?

- Yes
- No

If yes to previous question: After this grant, did your mentee(s) go on to do further work in medical/biosciences education innovation or research?

- Yes
- No
- Not sure

Block 2: Granting Period Activities

Please answer the following questions regarding activities conducted during the granting period.

Which of the following most accurately describes what you accomplished as part of this grant? Select all that apply.

- Created materials such as a learning aid or educational tool

- Designed a curriculum
- Implemented a curriculum
- Evaluated a curriculum
- Created a novel pedagogical approach
- Implemented a novel pedagogical approach
- Evaluated a novel pedagogical approach
- Created an assessment method
- Implemented an assessment method
- Evaluated an assessment method
- Created an educational program
- Implemented an educational program
- Evaluated an educational program
- Held an event
- Taught learners
- Provided mentorship
- Disseminated content
- Other (Please describe.)

In your opinion, how successful were you in meeting the specific aims described in your grant proposal? (5-point likert)
 If applicable, what group(s) participated in the events, sessions, programs, assessments delivered during this grant?
 Select all that apply.

- Medical Students
- PhD Students
- Residents
- Fellows
- Post docs
- Faculty
- Staff
- Other (Please specify.)
- Not applicable

Based on selection above: How many *** participated?

Did you evaluate the grant product?

- Yes, we have course evaluations.
- Yes, we did focus groups.
- Yes, we did a survey.
- Yes, other. Please describe.
- No, we did not evaluate the grant product.

If any yes in previous question: Please describe the main findings of your evaluation(s).

Block 3: Post Grant Reflections

Please answer the following questions regarding the impact of the grant activities.

Is the product of this grant (e.g. curriculum, assessment, video, other) still being used?

- Yes
- No
- Not sure

If yes to previous question: Who is using the product of this grant and how?

Was the product of this grant adopted into the core (required) curriculum?

- Yes
- No
- Not sure

Did this grant result in any policy changes at Stanford?

- Yes
- No
- Not sure

If yes to previous question: What policy changes were made as a result of this grant?

Did any external funding occur because of this grant?

If yes to previous question: How much external funding did you receive?

In your opinion, how much did this grant (5-point likert scale)

- Create more inclusive learning settings at Stanford?
- increase learner engagement at Stanford?
- increase access to education for underrepresented minority group members at Stanford?
- increase racial equity in biosciences education at Stanford?
- improve curricula at Stanford?
- improve teaching at Stanford?
- improve mentoring at Stanford?
- create more inclusive learning settings in the field of medical/biosciences education?
- increase learner engagement in the field of medical/biosciences education?
- increase access to education for underrepresented minority group members in the field of medical/biosciences education?
- improve curricula in the field of medical/biosciences education?
- improve teaching in the field of medical/biosciences education?
- improve mentoring in the field of medical/biosciences education?
- contribute to improved patient care?
- contribute to improved patient health outcomes?

What challenges did you encounter while working on this grant?

Block 4: Dissemination

Please answer the following questions regarding the dissemination of your grant product.

Did abstracts or posters result directly from this grant?

- Definitely yes
- Possibly yes (e.g. the work is under review)
- Definitely no but some future possibilities
- No future possibilities

Did publications result directly from this grant?

- Definitely yes
- Possibly yes (e.g. the work is under review)
- Definitely no but some future possibilities
- No future possibilities

Did presentations result directly from this grant?

- Definitely yes
- Possibly yes (e.g. the work is under review)
- Definitely no but some future possibilities
- No future possibilities

If possibly yes or definitely yes to any of the previous 3 questions: Please list all abstracts, posters, publications, and/or presentations that resulted from this grant. Include any that are currently under review.

Block 5: Impact on Career and Wellbeing

In your opinion, how much did receiving this grant (5-point likert scale with NA option)

- impact your career?
- increase your sense of belonging in your professional or educational setting?
- increase your wellbeing?
- increase your interest in innovation in education or research on pedagogical approaches?
- increase your job satisfaction?

Please share any additional information about how this grant impacted your career and/or well-being.

Did you or anyone on your team receive any honors or awards as a result of this grant?

- Yes
- No
- Possibly

Conclusion

We appreciate your participation in this survey! Would you be willing to discuss this grant further with the Teaching and Mentoring Academy's Associate Director for Evaluation and Scholarship?

- Yes - If yes, please enter your full name below. Note that by entering your name, the survey is no longer anonymous.
- No

APPENDIX 2: Interview Guide

All questions are optional. Please let me know if you prefer not to answer a question and we will move on to the next question.

Granting Period Activities

Please elaborate on what you accomplished during the granting period.

How were you successful or not successful in meeting the aims described in your grant proposal?

If you completed an evaluation of your grant product, what did you find?

Post Grant Reflections

How is the product of your grant currently being used? How does this match or not match your expectations for the use of your grant product?

If policy changes were made as a result of your grant product, please elaborate on those changes.

What would you say was the biggest impact of this grant?

What challenges did you encounter during this grant? How did you overcome them or not?

What plans do you or others have to continue the work started with this grant?

How could the Teaching and Mentoring Academy better support grantees?

Mentorship

What mentorship did you receive as a part of this grant? In what ways did your mentor help you apply for or conduct the grant?

What mentorship did you provide as a part of this grant? In what ways did your mentee grow as a result of their participation in the grant?

Impact on Career and Wellbeing

In what ways did receiving and completing this grant impact your career?

What was the value for you personally of receiving this grant?

APPENDIX 3: Rubric Used by Grant Reviewers

TMA Innovation Grant Review Process:

- Three reviewers will carefully read and score this proposal individually.
- The three reviewers will meet to discuss the proposal and come to a consensus on the total score. The highest possible score is 53 points.
- All applications scoring above 43 points in this first round of review will move to consideration by the entire review committee. Applications scoring below 43 points may be considered for funding by the entire working group pending budget availability.
- Final funding decisions will be made by consensus of the entire review committee.
- Please provide comments that can be used to give feedback to the applicants. Constructive feedback will be provided to applicants who are not awarded funding.

Rank the following 1-5 where:

- 5 means the answer to this prompt meets the definition of a high score.
- 4 means the answer to this prompt moderately meets the definition of a high score.
- 3 means the answer to this prompt somewhat meets the definition of a high score.
- 2 means the answer to this prompt does not at all meet the definition of a high score.
- 1 means the applicant did not answer this prompt.

1. Define the problem or gap you will address.

A high score means the answer to this prompt:

- Uses the literature to put the problem in context including the identification of theories or solutions related to this problem.
- Describes how this project goes beyond what has already been done.
- Provides strong, clear support for the significance of and need for the project in medical or biosciences education at Stanford or beyond.

2. Describe your specific aims.

A high score means the answer to this prompt:

- Clearly identifies the objectives of the project.
- Connects the objectives back to the identified problem/gap such that it is clear how the project will contribute to improving medical or biosciences education at Stanford or beyond.

3. Describe the activities you will undertake during this project.

A high score means the answer to this prompt:

- Clearly identifies what steps will be taken to achieve each of the identified aims.
- a research study will have clear explanations of their research methods

4. Describe your anticipated work products.

A high score means the answer to this prompt:

- Identifies what the project team will have created, developed, or enhanced, by the end of the grant period.

5. Describe your evaluation plan.

A high score means the answer to this prompt:

- Identifies specific measures that will determine if the project was successful.
- Outlines a comprehensive and clear plan for how data will be collected and analyzed to demonstrate the degree to which the goals of the project have been met.
- a research study will have clear outcome measures and analysis plan, aligned with their study aims.

6. Create a timeline for implementation.

A high score means the answer to this prompt:

- Identifies which of the steps and work products will have been completed by what time point in the ten month granting period.
- Indicates that all activities will fall within the 10 month funding period.
- Accounts for the IRB process, if applicable.
- the timeline is realistic

7. Describe your plan for dissemination.

A high score means the answer to this prompt:

- Clearly identifies how the results of this project will be shared with the Stanford community and/or beyond

8. Complete the table with your budget.

A high score means the answer to this prompt:

- includes a reasonable budget
- does not ask for more than the maximum award

Overall Impact Score (1-10 points): _____

Consider Significance, Innovation, Rigor, and Feasibility as described below to provide a score from 1-10 with 1 being low impact and 10 being high impact.

- Significance: Project addresses an important knowledge gap, solves a critical problem, or creates a valuable conceptual or technical advance in the field of medical/biosciences education.
- Innovation: Project applies novel concepts, methods or technologies or uses existing concepts, methods, technologies in novel ways.
- Rigor: Problem, aims, methods, evaluation plan, timeline, dissemination plan, and budget are clearly identified and likely to produce robust outcomes and/or products.
- Feasibility: Project approach is sound and achievable within the timeframes proposed, including plans to address problems or new challenges that emerge in the work.

Overall TMA Priorities Score (0-3 points): _____

Consider Sustainability, Collaborations, and Inclusive learning as described below to provide a score from 0-3. Give 1 point for each priority the project addresses.

- Sustainability: The project has potential to continue in some form beyond the granting period.
- Collaborations: The project fosters collaboration among departments, disciplines, professions, and/or community partners.
- Inclusive Learning: The project aims to mitigate bias, increase access for underrepresented minority group members, or otherwise confront racial inequities in medical and biosciences education

Total Score: _____

Add up scores given for each of the 8 sections in the table plus the overall impact score plus the overall TMA priorities score. Lowest possible score = 9; Highest possible score = 53