

**Budget Summary\***

**A. Budget Items Requested from FIPSE**

**Direct Costs:**

1. Salaries & Wages (professional & clerical employees)
2. Employee Benefits
3. Travel (employees only)
4. Equipment (purchase)
5. Materials and Supplies
6. Consultants and Contracts (including any travel)
7. Other (equipment rental, printing, etc.)

**Year 1      Year 2      Year 3**

\$	90,826	77,801	63,204
	26,339	22,562	18,329
	5,000	5,000	5,000
	0	0	0
	10,000	10,000	0
	19,500	8,000	0
	8,000	5,000	0
<b>Total Direct Costs (add 1-7 above):</b>	159,665	128,363	86,533
<b>Indirect Costs: 8% MTDC</b>	12,773	10,269	6,923
<b>Total Requested from FIPSE:</b>	172,439	138,632	93,456
\$			

(These figures should appear on the title page)

**B. Project Costs Not Requested from FIPSE  
(institutional and other support):**

1. Salaries & Wages (professional & clerical employees)
2. Employee Benefits
3. Travel (employees only)
4. Equipment (purchase)
5. Materials and Supplies
6. Consultants and Contracts (including any travel)
7. Other (equipment rental, printing, etc.)

\$	220,204	159,705	121,144
	63,859	46,315	35,132
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
<b>Total Direct Costs (add 1-7 above):</b>	284,063	206,020	156,276
<b>Indirect Costs:</b>	0	0	0
<b>Total Institutional and Other Support:</b>	284,063	206,020	156,276
\$			

\*Budget items, including institutional support figures, must be detailed in the budget narrative of the final proposal.

## Budget Justification

### Personnel:

#### *Key Personnel:*

Dr. Joseph Best—Dr. Best will function as the project director dedicating 25% effort to this project (20% cost-share) for all three years. Dr. Best will function under the supervision of Dr. Ordean Oyen, Special Assistant to the Dean, who is responsible for management of all MUSoD curriculum development efforts (see below). Dr. Best has been instrumental in MUSoD curriculum reform efforts for the past two years and co-authored the MUSoD blueprint for curricular redesign entitled the "Foundational Curriculum" (see biosketch in appendix 1). Additionally, he has initiated steps designed to demonstrate feasibility and effectiveness of the proposed educational changes. As part of the overall curriculum revision, Dr. Best is responsible for integration of basic/clinical sciences into three "tracks" of the "Foundational Curriculum" described in the proposal (Biomedical Systems, Disease and Host Defense, and Community-Based Education). He will supervise and work with faculty designated as "leaders" for each of the educational "tracks". A particular concern of Dr. Best will be incorporation of case-based educational tools that cut across all "tracks" in the form of unique and innovative "General Dental Rounds".

Dr. Thomas Taft—Dr. Taft will function as the manager of the faculty development and project assessment areas of the project and will dedicate 25% effort to the project (15% cost-share) for all three years. As Director of Educational Development and Assessment at MUSoD for several years, he has considerable experience in educational approaches, assessment methods, and faculty development (see biosketch in appendix 1). Dr. Taft will be responsible for selection and design of appropriate assessment tools/instruments for monitoring and reporting project outcomes including data interpretation/analysis. Working with the MUSoD Faculty Development Committee, Dr. Taft will also provide guidance in organization of faculty development activities coordinating interactions with external consultants, project faculty, and students.

Dr. Michelle A. Robinson—Dr. Robinson will function as the manager of the informatics/technology area of the project and will dedicate 20% effort to the project (15% cost-share) for all three years. She has extensive experience in data management/technology support as they apply to educational instruction and community-based education (see biosketch in appendix 1). Additionally, she has secured significant external funding on the state/local levels to provide the hardware/software and equipment necessary to support the proposed curriculum, especially at community-based clinics. She will work with Dr. Best to facilitate delivery of electronic educational materials and with Dr. Taft to perform/analyze assessments.

Dr. Anthony M. Iacopino—Dr. Iacopino will function and the project assistant director, provide assistance with all areas of the project, function as the manager of the dissemination area of the project, and will dedicate 25% effort to the project for all three years. He has broad experience in many areas of dental education, electronic/distance learning, curriculum reform, faculty development, and assessment (see biosketch in appendix 1). He is an experienced/recognized author and national lecturer. Additionally, he has participated in the organization/development of the "Foundational Curriculum" blueprint with Dr. Best, worked with Dr. Taft on various faculty development/assessment activities, and maintains collaboration on the external grants of Dr. Robinson. Dr. Iacopino will assume primary responsibility for management of the project budget, project updates/progress reports, presentation/abstract/manuscript preparation, organization of materials and media for dissemination of project results/progress, and attendance of project faculty at national/local meetings and symposia.

Dr. Ordean Oyen—Dr. Oyen, Special assistant to the Dean, is currently responsible for overseeing all curriculum development activities at MUSoD (see biosketch in appendix 1). Dr. Oyen will function as the manager of the curriculum development areas of the project dedicating 50% effort to the project in year one (all cost-share) and 25% effort in year two (all cost-share). Dr. Oyen will ensure that the proposed project maintains congruence with the overall MUSoD curriculum development efforts. This is important as the proposed project only covers development of three out of ten four-year educational "tracks" outlined in the "Foundational Curriculum" blueprint for MUSoD. All seven "tracks" necessarily influence/impact each other, thus to comprise an effective and complete dental curriculum, it will be essential to have an individual maintain the global institutional view. Dr. Oyen will assist Dr. Best in development of three educational "tracks"

described in the proposal while simultaneously working with faculty responsible for developing the remaining seven tracks. This will ensure optimal articulation/effectiveness.

#### *Other Personnel:*

**Program Administrator**—A program administrator will be assigned to 100% effort (25% cost-share) on the project for all three years. This position will be recruited should the applicant be funded and will be responsible for overall clerical support/assistance and administrative duties associated with the project. This includes word processing, generation of educational print materials, administration of mailings, maintenance of records/files, updating web pages, assisting with travel arrangements for project faculty/external consultants, organization/scheduling of meetings, monitoring of phone/fax machine, and serving as an initial point of contact for all matters related to the project.

**Faculty Leaders**—There will be five leaders (Drs. Anthony Ziebart, Linda Wells, Gerald Bradley, Kenneth Hinkelman, and Andrew Dentino) designated to work with Dr. Best to develop the three educational "tracks" and "General Dental Rounds". These faculty will dedicate 20% effort in year one (all cost-share), 10% effort in year two (all cost-share), and 10% effort in year three (all cost-share). These faculty will function primarily as "content experts" providing the educational materials for lectures, electronic media, and modified case-based approaches. Additionally, one faculty member (Dr. Evelyn Donate-Bartfield) will function as a faculty leader in the areas of faculty development and project/student assessment. Dr. Donate-Bartfield will work closely with Dr. Taft and will oversee the actual implementation of project assessment and faculty development efforts dedicating 20% effort to the project for all three years (all cost-share). Dr. Donate-Bartfield will oversee the actual collection and evaluation of assessment data related to the project. Additionally, Dr. Donate-Bartfield will work closely with Dr. Taft in the organization of faculty development related to the adaptation of evidence-based and case-based learning.

**Faculty/Administrative Participants**—There will be two faculty participants (Drs. Richard Abrams and Darryl Pendleton) and one administrative participant (Dr. Timothy Creamer, Associate Dean for Clinical Affairs) designated to work with Dr. Best to address organizational/implementation issues associated with the three educational "tracks" and "General Dental Rounds". These faculty will dedicate 10% effort in year one (all cost-share) and 10% effort in year two (all cost-share). Working with Dr. Best, they will function primarily in an organizational role providing assistance with conversion and reformulation of student schedules/activities. This is important as the new educational approaches will affect clinic operations/student schedules both within the institution and at the various community-based satellite areas.

**Track/Case Development**—An amount of \$25,000 is requested for budget year one and \$10,000 is requested for budget year two for personnel expenses related to educational "track" and "General Dental Rounds" development. Project faculty leaders who maintain 10-month appointments and agree to assume major responsibilities for the content development of educational "tracks" or cases to be used in "General Dental Rounds" will be provided with a "summer" salary. This will take the form of \$5,000 for track development and \$1,000 for case development. Thus, in year one, funds are requested to provide for three tracks (\$15,000) and ten cases (\$10,000). In year two, funds are requested to provide for an additional ten cases (\$10,000).

#### **Employee Benefits:**

Marquette University fringe benefit rates are 29% of full-time ten-month or twelve-month salaries, 16% of summer salary for ten-month employees, and 14% of part-time salaries. The full package includes health, life, dental, and disability insurance; TIAA-CREF; tuition remission; and social security/worker compensation payroll taxes.

#### **Travel:**

An amount of \$5,000 is requested for each of the three budget years to cover costs of travel for project personnel. This includes national/local meetings and symposia (American Dental Education Association, American Association for Dental Research, American Dental Association, Wisconsin Dental Association) as well as specific FIPSE meetings mandated by the funding agency (US Department of Education). We anticipate sending two project personnel to the FIPSE meeting each year at a cost of \$1,600 each (\$3,200). The remaining \$1,800 will be used to sponsor one member of the project team to attend one national meeting each year. It is anticipated that many project personnel will attend some or all of the meetings listed above. Thus, costs of travel will exceed the amount requested. Personnel will utilize personal/institutional travel budgets to

attend these meetings since there is overlap in purpose within broad areas of dental education/training, research, and dissemination of project progress/results.

**Materials and Supplies:**

An amount of \$10,000 is requested for budget years one and two and to cover expenses associated with production of educational materials (CD-ROMs, videotapes, web development tools/software), materials related to project dissemination (posters/presentations, publications), and office supplies.

**Consultants and Contracts:**

*Curriculum Consultants:*

An amount of \$15,000 is requested in budget year one and \$5,000 is requested in budget year two for expenses associated with obtaining expertise from external curriculum consultants. These funds will provide for preparation work, travel, and honoraria for each of three consultants to make two trips to MUSoD in year one (\$2,500 each trip) and two consultants to return in year two (\$5,000). The consultants have been identified as nationally/internationally recognized leaders in dental education and curricular reform. They represent institutions that have previously implemented partial curricular revisions utilizing "problem-based/case-based" approaches or integrating basic/clinical sciences. Their experiences with faculty development/acceptance, implementation, and problem-solving will be invaluable to the proposed comprehensive curriculum redesign project.

*Faculty Development Consultants:*

An amount of \$4,500 is requested for budget year one and \$3,000 is requested for budget year two for expenses associated with obtaining expertise from external faculty development consultants. These consultants will provide education/training for all MUSoD faculty relative to targeted student recruitment, integrative case-based teaching methods, and student/program assessment by acting as speakers and/or facilitators for three full-day faculty retreats in year one and two full-day faculty retreats in year two. The retreats will provide comprehensive education/training as well as "train-the-trainer" approaches to enable project faculty to continue additional institutional programming as needed during the project period and in the future. For each retreat, the consultant will receive honoraria and travel expenses (\$1,500 each).

**Other:**

*Printing/Copying/Phone Charges:*

An amount of \$8,000 is requested for budget year one and \$5,000 is requested for budget year two for expenses related to printing, photocopying, and phone charges for the project. In year one, \$3,000 will be used in preparing manuals/workbooks associated with the three faculty development retreats (\$1,000 each). In year two, \$2,000 will be used in a similar manner for the two scheduled retreats. For year one, \$4,000 will be required to cover costs associated with printing/copying materials for each of the three curriculum "tracks", teaching cases, and student manuals. Additionally, in year one, \$1,000 is requested for phone charges related to faculty consultations with the external curriculum and faculty development consultants. For year two, \$2,000 will be required to cover costs associated with printing/copying materials for teaching cases and student manuals. Additionally, in year two, \$1,000 is requested for phone charges related to faculty consultations with external curriculum/faculty development consultants.

**Indirect Costs:**

The Marquette University federally approved indirect cost rate is 45% of Modified Total Direct Cost (MTDC). MTDC represents total direct costs excluding capital expenditures, student tuition, and that portion of any sub-award exceeding \$25,000. This rate was established with the US Department of Health and Human Services (DHHS) on January 14, 1998. In accordance with US Department of Education guidelines, an 8% indirect cost rate is being used for this proposal.