

CREATING A CULTURE OF COLLABORATION AT GEORGE WASHINGTON UNIVERSITY (C³@GWU)



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C³@GWU



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University Seminars

The George Washington University Seminars program was established in 1985 to foster sustained discussion of issues that cross traditional disciplinary boundaries among members of the GW faculty and their distinguished counterparts in universities, research centers, federal agencies, international organizations, and private industry throughout the Washington, D.C. metropolitan area. Only topics that warrant intensive continuing inquiry are approved as organizing themes for the Seminars.

The goal of the Seminars is to connect the traditional research and inquiry activities of the academy with the major institutions of society, thereby ensuring an exchange of perspectives and information. University Seminars meet periodically during the academic year on the GW campus. The initial nucleus of each Seminar is a group of highly qualified faculty from a range of appropriate departments and schools, along with distinguished individuals from outside the GW academic community. The chair of each Seminar serves as convener. Distinguished guests may be invited to give presentations to stimulate discussion. However, the goal is to encourage dialogue on issues of importance in such a way that there are demonstrable outcomes such as publications, white papers, grant proposals, curriculum reforms, scholarly discussion blogs, the development of GW 700-series courses, conference proceedings, or contributions to public policy.



GOALS

“The goal of the Seminars is to **connect the traditional research and inquiry activities of the academy with the major institutions of society**, thereby ensuring an **exchange of perspectives and information**” (Provost’s Office)

Exploration through:

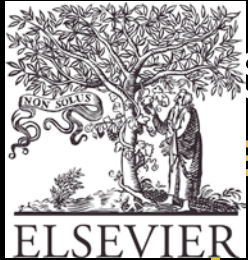
- Scholarship
- Teaching
- Service



STRUCTURE

One seminar with 6 think tanks of inquiry

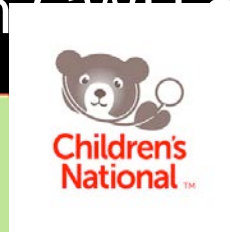
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Creating a Culture of Collaboration at George Washington University (C³@GWU): University Seminar Think Tanks and Aims

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Being a Cross-Disciplinary Scientist

- To explore and understand what being a cross-disciplinary scientist means and entails.
- To develop a framework for conceptual skills and strategies for being a cross-disciplinary scientist.



Crossing Gender, Ethnic, and Cultural Boundaries in Science

- To host scholarly discussions with local and national stakeholders working on strategies, best practices, and challenges pertaining to crossing boundaries.
- To offer learning opportunities about boundary-spanning in scientific inquiry.
- To contribute to policy that addresses issues of equity, inclusion, and justice in research, teaching and service.



Creating a Culture of Collaboration at George Washington University (C³@GWU) is a University Seminar that convenes a cross-disciplinary community of expert faculty interested in issues related to scientific collaboration and connects them with regional and national partners to explore and address topics that foster collaborative science. C³@GWU knowledge communities (“think tanks”) represent GWU, regional institutes, and federal government stakeholders. C³@GWU will generate short and long term agendas and discussions that emphasize the mechanisms of scientific collaboration. Contact the convener, Dr. Gaetano Lotrecchiano at lotrec@gwu.edu for more information. ALL C³@GWU events are open to the public. Faculty, staff, students, and stakeholders, no matter your affiliation are encourage to participate. Join us by subscribing at:

<http://blogs.gwu.edu/collaborativeculture>



The Science of Team Science: Measuring Team Effectiveness

- To generate models for learning, scholarship, and service grounded in team science principles.
- To encourage cross-school investments and how the science-of-team-science can inform cross-disciplinary engagement.
- To provide educational opportunities for professionals to learn about strategies used to measure team effectiveness.



Trust, Vision, Recognition & Scholarly Credit

- To review faculty code across GWU to understand current reward and recognition standards for team science.
- To identify recommendations for University administration that address existing benefits and the challenges to reward systems.
- To survey stakeholders across the University to describe perceived benefits and challenges, including trust, capacity, value, for researchers that want to participate in team science.

Educating Team Scientists

- To identify teaching and learning strategies and mechanisms for educating team scientists.
- To generate new knowledge on learning strategies or mechanisms for developing competencies for productive participation in team science
- To develop learning opportunities for team scientists: what it is, how it can benefit their projects/teams, how they can learn more about it?



Collaborative Technologies and Informatics

- To engage in scholarly discourse on technologies for project management, sensemaking, data analysis, and knowledge sharing.
- To provide participants with opportunities to learn how to utilize collaborative technologies to support their cross-disciplinary research.
- To assess how technologies can be used to build communities that conduct successful cross-disciplinary research.
- To contribute to the the mission of the University by fostering an environment where more stakeholders are knowledgeable of the technology options for supporting cross-disciplinary research.

YEAR 1



- **Published interview** with Jane Kirschling, Dean of University of Maryland School of Nursing, on Promoting IPE Initiatives

Structuring Teams to Capitalize on Collaborative Technologies

- **Panel of experts** on Collaborative technologies for sense-making, project management, learning and knowledge sharing, and collaborative data analysis



Gender & Team Science: Improving Effectiveness of Research Teams

- **Guest speaker (HJ Falk-Krzesinski)** reviewed the literature related to gender and team science, with a focus on evidence-based policy implications designed to guide how research institutions can improve the processes and practices that affect how science is conducted



YEAR 2



½ Day Symposium: Barriers, Experiences, Processes, and Integrative Thinking as a Cross-Disciplinary Scientist.



Seminar: Selecting collaborative technologies

Seminar: Developing technology intelligence (horizon scanning) plans



Symposium: Addressing political changes (e.g., ACA repeal, transgender health access, immigration, etc.)



Seminar: Strategies and mechanisms for educating interprofessional and team scientists across disciplines



Seminar: Team Science Competencies and Classroom Learning

Symposium: Methods for the measurement and evaluation of team effectiveness.



Symposium: Trust and Scholarly Credit in Collaborative Science Community and Collaborative Partnerships in Scholarship. (a partnered event with the Honey Nashman Center)





YEAR 3

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Promoting IPE Initiatives and Anticipating Barriers

Angela McNelis, Associate Dean for Scholarship

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Promoting IPE Initiatives and Anticipating Barriers

A "COLLABORATORY" APPROACH

A **collaboratory** is a "center without walls, in which the [nation's] researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, [and] accessing information in digital libraries"



Wulf, W. (1989, March). The national collaboratory. In *Towards a national collaboratory*. Unpublished report of a National Science Foundation invitational workshop, Rockefeller University, New York.

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