Context for the Example Turn-the-Curve Plan

A Turn-the-Curve (TTC) Plan describes CTSA hub strategic management activities using a Common Metric and the Results-Based Accountability (RBA) framework. Each TTC plan is a living document; your hub will revise it on a regular basis to reflect:

- your accomplishments
- lessons learned
- changing organizational priorities
- internal and external influences

Full TTC planning will be accomplished in phases over time depending on the availability of resources and the complexity of the topic. This example Turn-the-Curve plan can be used as a model for developing your own plans.

Your initial plan can reflect the knowledge you already have about:

- the underlying factors
- what works to turn the curve
- partners already involved
- existing or planned strategies and actions to maintain or improve performance for the metric topic (IRB, careers/training, pilot awards).

Subsequent revisions to the plan can reflect:

- additional information you've gathered about underlying factors
- new strategies you've identified
- the corresponding actions you've undertaken and additional partners you've enlisted.
- performance measures for your strategies, and corresponding TTC plans, may be developed in your initial plan or as you revise and deepen it.

The goal of the Common Metric Implementation coaching period is to help hubs gain practice in developing an entire TTC plan for a single metric. Depending on your hub's progress during the coaching period, you may need to spend additional time on one or more of the steps in the RBA process after coaching ends.

Example Turn the Curve Plan
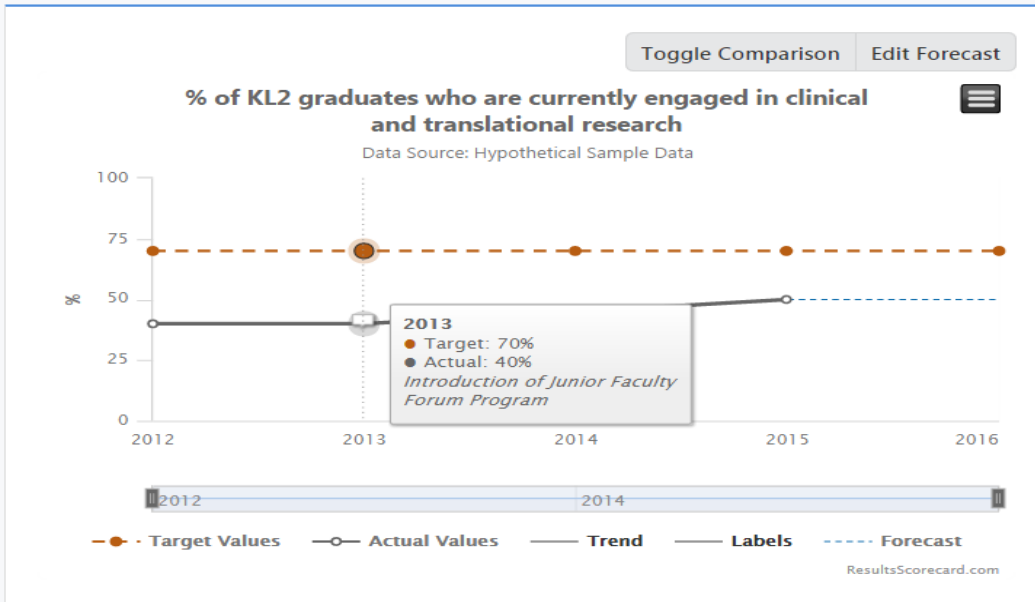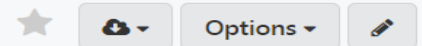
Guidance on Creating a Turn the Curve Plan

Story Behind the Curve -Consider a range of factors (positive and negative, internal and external, current and anticipated) and list in order of priority according to strength of influence or leverage.

Partners - Think about who might have a role to play in turning the curve. List each partner and their role.

What Works - Identify and list low-cost or no cost actions and those based on evidence or best practices. Should relate to high priority factors from Story Behind the Curve. Identify additional information you need to collect.

Strategies - Describe what you propose to do to Turn the Curve; actions are feasible, related to high-priority factors, and have detailed action plans.

Story Behind the Curve

(Underlying Causes by Priority. Description includes positive and negative, internal and external, and current and anticipated causes.)

Negative Factors

- **Lack of Mentoring Skills** Research trainees and program graduates benefit most when mentors have sufficient skills. Mentees may not meet their project timeline, achieve the intended goals or emerge prepared to conduct independent research when mentors lack key competencies. Some mentors leave the program when they feel dissatisfied or frustrated that they have not mastered the role.

- **Insufficient Knowledge about Available Funding and Opportunities for Collaborations** It is difficult for graduates to identify potential collaborators and network with other program alumni in research. This affects their ability to join existing collaborations, create new collaborations and secure funding. There is also a general lack of knowledge of available funding.

- **Personal Reasons Affect Graduate Interest in Research Careers** The continuous process to secure funding causes undesired stress. Graduates have multiple personal responsibilities including childcare and eldercare and find it difficult to manage research time, clinical time, and family responsibilities. Graduates decide to apply skills in different roles, e.g., research management.

- **Emphasis on Clinical Care** Some clinical departments do not provide KL2 graduates with adequate protected time and support after completing the program. This prevents graduates from being able to give sufficient time and energy to pursuing grant funding. Departments may emphasize clinical productivity and reduce pay for those who choose to pursue research.

- **Reductions in Federal Funding for Research** NIH lost 22% of its capacity to fund research due to budget cuts, sequestration, and inflationary losses between 2003 and 2015. Reduced funding capacity resulted in fewer grants and some talented scientists leaving research. https://report.nih.gov/workforce/psw/index.aspx

Positive Factors

- **The Junior Faculty Forum Program** The Junior Faculty Forum program, introduced in 2013, continues to provide group support in grant writing and helps participants acquire funding and research positions within and outside the organization. The Forum also reinforces the workshop style core courses that help scholars build their own research projects.

- **Workshop Style Grant Writing Courses** Workshop style grant writing courses, taught by experienced faculty, help scholars build practical and applicable research skills.

Factors That Need Additional Information

We will gather additional information about the issues graduates face around paid time off and benefits when they are involved in multiple research studies.

Partners

- **Training Program Leadership and Staff** – Leadership and staff can assist in developing and implementing additional programs and resources.
- **Mentors** – Mentors will provide insights on the needs of new mentors for training and creating and fostering mentee relationships.
- **Program Graduates** – Graduates will help identify networking opportunities that best fit their needs. They can also provide insights on work life balance issues and successful personal and professional strategies.
- **Research Administration and Development Office staff** – Staff can assist in creating a system to identify and communicate a variety of funding opportunities.
- **National Leaders to Facilitate KL2 Networking** Leaders can facilitate activities to foster networking at national events.

What Works

- Implement a mentor training program.
- Initiate an ongoing networking forum for trainees and alumni.
- Maintain and expand workshop style courses to foster applied skills.
- Expand the number of participants in the Junior Faculty Forum
- Explore an alumni network of national KL2 program graduates.
- Continue the dialogue with federal agencies to increase funding for translational research.
- Provide time management and work/life balance training and resources.
- Provide mentor and mentee training on team science.
- Seek venture capital, foundation, and individual donor funding for pilot projects.
- Train individuals to look for creative and alternative funding sources.

Strategies

- **Mentor Training Program:** We will develop a mentor training program. The program will focus on building the mentoring relationship, maintaining effective communication, defining and implementing the mentee's goals and timeline, aligning expectations, understanding cultural differences, and fostering independence. The program will be conducted twice each year beginning in January 2016. Program faculty will include two part time mentor trainers and a part time administrative assistant. Funding will be allocated from the existing budget.
- **Networking Forum:** A networking forum for trainees and alumni will be developed to foster connections among alumni researchers, research teams, potential collaborators and trainees. The focus will be on identifying funding and collaboration opportunities and strengthening the ability of alumni and trainees to maintain research careers. There is no current funding for the program. Education Program Director will explore potential resources.
- **Workshop Style Courses:** Maintain and expand these courses to foster applied skills. The Education Program Director and Curriculum Committee will identify additional workshop courses and work with course faculty. The change is expected to be budget neutral.

Name	Assigned To	Status	Due Date	Progress
CCTR Plan expansion of workshop style courses at curriculum committee meeting.	Mridu Pandey	On Track	8/30/2016	▰▰▱
CCTR Identify potential funding sources for networking forum.	Danisa Alejo	On Track	9/15/2016	▰▰▱

Strategy Scorecard

% of KL2 graduates who are currently engaged in clinical and translational research - Strategies

Strategy #1 - Mentor Training

P CCTR Mentor Training Program	Time Period	Actual Value	Target Value	Forecast Value	Current Trend		Baseline %Change	
PM CCTR % of program participants who feel confident or very confident in their mentoring skills	HY1 2016	60%	90%	—	→ 0		0% →	—
PM CCTR % of mentees who rate the overall quality of the mentoring they receive as very high or high.	—	—	—	—	—		—	—

P | CCTR | Mentor Training Program

What We Do

The Mentor Training program will focus on building the mentoring relationship, maintaining effective communication, defining and implementing the mentee's goals and timeline, aligning expectations, understanding cultural differences, and fostering independence.

Who We Serve

The program will train mentor faculty members who are experts in their fields with strong publication and grant records.

How We Impact

Mentors will be a key component to a scholar's success and can affect mentee productivity and career satisfaction. Mentor training programs are shown to improve mentor competency. (See attachment)

Performance Measures

	Time Period	Actual Value	Target Value	Forecast Value	Current Trend	Baseline % Change
PM CCTR % of program participants who feel confident or very confident in their mentoring skills	HY1 2016	60%	90%	—	→ 0	0% →
PM CCTR % of mentees who rate the overall quality of the mentoring they receive as very high or high.	—	—	—	—	—	—

Actions

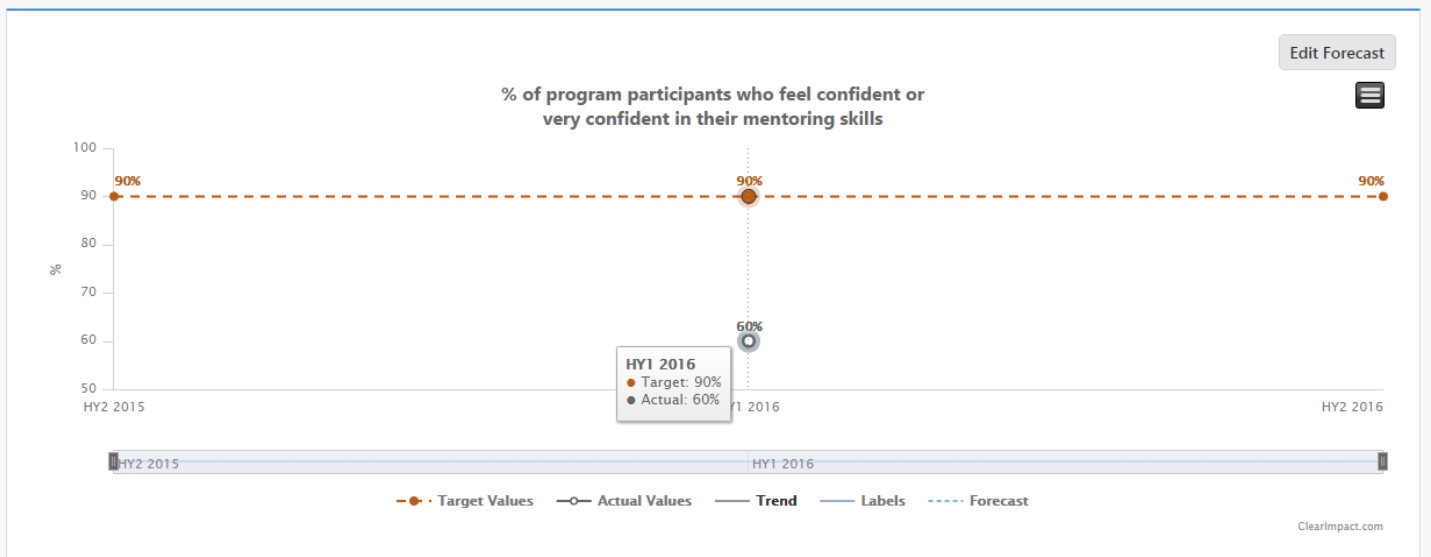| Name	Assigned To	Status	Due Date	Progress
CCTR Solicit mentoring plans from senior faculty	Denise Daudelin	On Track	8/26/2016	

File Attachments

File Name

📄 TrainingMentorsofCTResearchScholars.pdf　　　　　　　　　　　🗑

P Mentor Training Program

PM **CCTR** % of program participants who feel confident or very confident in their mentoring skills

Edit Forecast

% of program participants who feel confident or very confident in their mentoring skills

100
90　90%　　　　　　　90%　　　　　　　90%
80
70
60　　　　　　　　　　60%
50
HY2 2015　　　　　　Y1 2016　　　　　　HY2 2016

HY1 2016
● Target: 90%
● Actual: 60%

HY2 2015　　　　　　HY1 2016

─●· Target Values　─○─ Actual Values　── Trend　── Labels　----· Forecast

ClearImpact.com

Story Behind the Curve

Negative Factors

- **Unclear mentoring plans and goals** Some participants report that they continue to be unclear about forming their mentoring plans and goals. This affects their confidence in creating a clear plan that aligns with mentee needs.

Positive Factors

- **Increased interaction with senior faculty** The program fosters interactions with senior faculty who share helpful insights in addressing mentoring challenges.
- **Increased connections with other mentors** The program provides opportunities for peers to share common experiences.
- **Enhanced understanding of mentoring issues** The program curriculum addresses a range of relevant mentoring issues.

Partners

- **Program Faculty** Program Faculty can address specific concerns about developing mentor plans through individual coaching and additional focus on the topic when the program is offered next fall.
- **Senior Mentors** Senior mentors can relate their own experiences in developing mentor plans with program participants.

What Works

- Senior mentors describe their own mentoring plans.
- Faculty provide examples of mentoring plans.
- Continue exisiting curriculum to build mentor skills and confidence.
- Continue building relationships between senior faculty mentors and mentors in training.

Strategies

- Develop guidelines for mentor planning.
- Compile examples of senior faculty mentor plans.
- Identify opportunities to integrate information about mentor planning into curriculum.

Actions

Name		Assigned To	Status	Due Date	Progress
CCTR	Solicit mentoring plans from senior faculty	Denise Daudelin	On Track	8/26/2016	