## Careers in Clinical and Translational Research

**Driver Diagram v2.0** 

Drivers

## Strategies

- Provide mentorship for guidance, support, resources, connections, and funding
- Help develop mentor networks rather than hierarchical dyads
- Add a category to faculty profiles that designate which faculty have a focus on and expertise with mentoring underrepresented persons (URPs)
- · Offer mentorship training to mid-career and early senior faculty
  - Incorporate implicit bias training into mentor training
  - Ensure that all mentors learn strategies to advise on career-life balance
- Identify and select for generic and CTR-specific mentor competencies
- Provide monetary support for mentors; acknowledge mentoring toward promotion
- Develop systems for mentor accountability
- Evaluate and give feedback to mentors

## **Common Metric Aim**

## Improve:

- the number and percent of institutional scholars and trainees who completed the KL2 and TL1 programs, respectively, who are currently engaged in clinical and translational research (CTR).
- the number and percent of institutional scholars and trainees who are women or underrepresented persons (URPs) who completed the KL2 and TL1 programs, respectively, who are currently engaged in CTR.

2. Resources specifically for career development are

1. Scholars receive high-

quality mentorship

provided

3. Networking is facilitated between current scholars, alumni, and other successful CTR researchers in their discipline

- Conduct a pre-KL2 application session to provide information about institutional career development, answer questions
- Provide career development seminars and activities that emphasize necessary pace and steps in progression to independence
- Provide scholars with opportunities for external experiences (externships, etc.)
- Partner with Research Administration and Development Office staff to create systems to identify and communicate funding opportunities
- Survey or interview program graduates on strategies they found helpful
- Require scholars to develop/implement a personal professional development plan
- Provide training in: Negotiation skills, Maintaining work-life balance, Maintaining career trajectory after an absence from academia, and Resilience to respond to career criticism or rejection
- Host a networking seminar of incoming scholars, current scholars and alumni to share suggestions about being a KL2 scholar
- Provide a Networking Forum for trainees and alumni to interact
- Hold regular "Lunch and Learn" or other sessions for K cohort support
- Provide encouragement or support for scholars to attend national events for networking
- Assist scholars to identify networking opportunities that best fit their needs
- Develop special interest groups for people from underrepresented backgrounds so that they can act as peer mentors to each other
- Provide opportunities for Information Networking (e.g., helping identify funding opportunities) to increase recruitment and reduce attrition of URPs
- Ensure women and URP seminar speakers to represent having a research career



Interventions do not need to be obviously gender- or race-specific. However, these strategies may contribute specifically to meeting the Common Metric Aim for women and URPs.

# **Careers in Clinical and Translational Research Driver Diagram v2.0**



## Drivers

#### **Common Metric Aim**

## Improve:

- the number and percent of institutional scholars and trainees who completed the KL2 and TL1 programs, respectively, who are currently engaged in clinical and translational research (CTR).
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4. Scholars develop research skills

- Provide a library of funded grants to help illustrate strong grant writing
- Provide "pink sheets" or reviewer comments from non-funded grants
- · Conduct grant pacing workshops
- Host mock study sections to simulate NIH review sessions
- Partner with the Business School in activities around "pitching" one's research

**Strategies** 

- Conduct "Work in Progress" writing seminars
- · Conduct scholar exit interviews to assess satisfaction with training and skills
- 5. Scholars receive exposure to and training in team science
- Utilize a multidisciplinary team model for training and scholar development
- Provide mentor and mentee training on team science

- 6. Recruitment, marketing, and applicant review strategies target more diverse applicants
- Appoint a review committee diversity advocate to ensure applicant reviews are equitable and free from bias
- Ensure diversity (i.e., gender, race, ethnicity) of selection committee members
- Partner with school (e.g., Medicine, Engineering) and/or institution-wide Office of Diversity and Inclusion
- Recruit at historically black colleges and universities (HBCU), & Hispanic (HSI) and Asian American Native American Pacific Islander-serving institutions (AANAPISI)
- 7. Graduates and their career statuses are tracked over time\*
- Annually request and review current year CVs of graduates
- Conduct an annual survey of graduates

Interventions do not need to be obviously gender- or race-specific. However, these drivers and strategies may contribute specifically to meeting the Common Metric Aim for women and URPs.

<sup>\*</sup>Tracking will not change the underlying rate at which they are engaged in CTR, but is necessary in order to collect the data for the Careers metric and understand the Story Behind the Curve