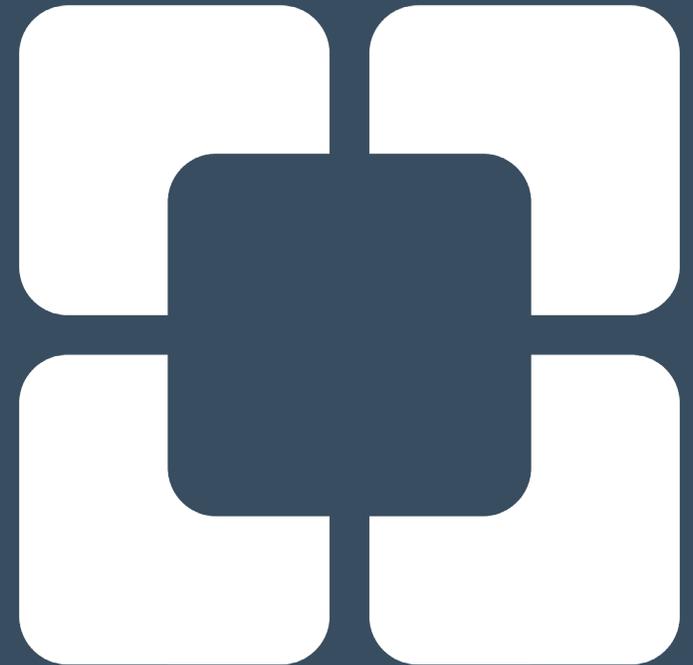


Institutional Training in Research Administration to Empower Young Professionals

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Robin Crotty

SRA 2019 Annual Meeting



Goals of Presentation

- Evaluate your institutional needs for leadership training.
- Identify the core competencies that future leaders in your organization should know.



Overview

- Information about Cleveland Clinic and the Lerner Research Institute
- Our first attempts at leadership training
- Our current leadership training program
- Ways to look critically at your institutional needs
- Ways to identify your institutional core competencies



Overview of Cleveland Clinic

Founded in 1921 by four physicians with the idea of being a physician-led group practice that runs a clinic, not a clinic that employed physicians

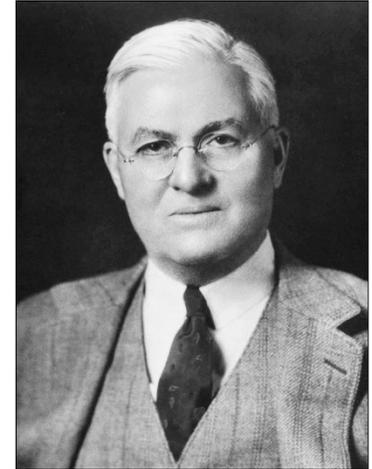
In April 1921, the Cleveland Clinic had 60 employees, including 14 physicians and four nurses.

Cleveland Clinic opened in one small four-story building in downtown Cleveland.

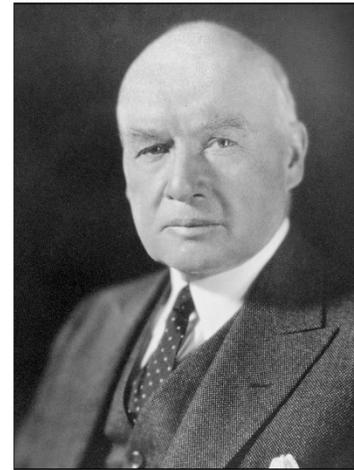
The Founders



Dr. Frank E. Bunts



Dr. George W. Crile



Dr. William E. Lower



Dr. John Phillips

Cleveland Clinic today

- 51,500 caregivers
- 7.1 million total visits
- 220,000 hospital admissions
- 3,600 physicians & scientists
- 1,960 residents & fellows



U.S. News & World Report 2018-2019



- 1) Mayo Clinic
- 2) Mass General
- 3) Johns Hopkins
- 4) **Cleveland Clinic**

2019 Cleveland Clinic *U.S. News & World Report*

- #4 overall
- #1 in heart & heart surgery for 25 consecutive years
- 15 specialties (12 specialties ranked in the “top 10”)
- Top-ranked hospital in Cleveland and Ohio



Cleveland Clinic Innovations

- 1958 First coronary angiography
- 1967 Development & refinement of coronary bypass surgery
- 1996 First minimally invasive aortic heart valve surgery
- 1998 First successful larynx transplant
- 2007 First kidney surgery performed through the navel
- 2008 Nation's first near-total face transplant
- 2011 Nation's first transcatheter valve replacement and repair
- 2011 Discovery that adult brain neurons can regenerate
- 2012 Demonstration that bariatric surgery controls diabetes
- 2013 Discovery that an intestinal bacteria product (TMAO) can predict heart disease risk
- 2015 First fMRI-guided deep-brain stimulation
- 2016 First liver transplant using normothermic organ preservation

Cleveland Clinic Main Campus



Cleveland Clinic locations



Lerner Research Institute (LRI) Physical Facilities

- Total laboratory space: 520,000 sq. ft.
- Vivarium space: 50,000 sq. ft.
- Dedicated clinical research space: ~120,000 sq. ft.



LRI Overview

Departments:

- Biomedical Engineering
- Cancer Biology
- Cardiovascular & Metabolic Sciences
- Genomic Medicine
- Inflammation and Immunity
- Neurosciences
- Ophthalmic Research
- Quantitative Health Sciences
- Translational Hematology & Oncology Research
- Clinical and Translational Research

PEOPLE:



| | |
|-------|-------------------------|
| 187 | Principal Investigators |
| 240 | Research Fellows |
| 166 | Graduate Students |
| 1,400 | Employees |

RESEARCH:

| | |
|---------|--|
| 4,979 | High-Impact Publications (2012-16) |
| 700,000 | Square Feet of Research Space |
| 28 | Shared Research Cores |
| \$272M | Research Budget |
| \$118M | Federal Funding |
| 4,000 | Active IRB-Approved Studies, Member of Cleveland CTSC |
| 2,632 | Sponsored Research Activities |



EDUCATION:



| | |
|-----|--|
| 39 | Students in the Molecular Medicine PhD Program |
| 127 | Students in Joint PhD Programs with Area Universities |

New Educational Program for Aspiring Physician-Scientists
Faculty Active in Cleveland Clinic Lerner College of Medicine
of Case Western Reserve University

A Need for Leadership Training

- LRI had no administrative career ladder.
- LRI had no formal leadership training.
- LRI was hiring exclusively from outside the institute to fill open positions.
- Retention of high-performing employees was an issue.
- Loss of institutional knowledge and dollars



First Attempt at Succession Planning

- 6-month series of lectures covering various management, operations, and grant topics
- Attendees selected by administrators
- Open to Principal Investigators (PIs) and selected participants
- Lack of commitment on the part of attendees and expectations on the part of the planners
 - Attendance varied, depending on the topic
 - As attendance dwindled, seminars were discontinued

Second Attempt - Succession Planning

- Steering committee expanded to include department administration, LRI administration and HR
- Focus broadened to include education, mentoring and a group project
- Core competencies identified
- Program expanded to one year
- Limited to 10 participants per year



Areas of Improvement

- Still a small steering committee
 - Continuation was dependent on the continued involvement of two directors within the institute; HR champion retired
- Goals of the program were clear, but career progression was not
- Participants were nominated and selected by administrators, leading to a small pool of applicants
- Training 10 rising leaders per year was not necessary for our organization

Engaging Young Leaders

- Two years without a leadership training program
- Program alumni petitioned for the creation of a new program, and conducted a survey of past program participants.
- Young leaders wanted to be involved in the future direction of leadership in the institute.
- “Silver tsunami”



Our Goals

- Engage young and motivated high-performing employees to consider research administration as a career path.
 - Broaden applicant pool.
 - Allow the institute from promote from within.
- Complete one project per year that will have a positive impact on the institute.
- Include more members of the LRI on the steering committee.
- Reevaluate core competencies.



Core Competencies

- Management Training
 - HR policies and procedures
 - Strategic planning
 - Compliance
 - Customer service
 - Relationship building
 - Vendors
 - Funding sources
 - Collaborating institutions
- Technical Training
 - Budgets
 - Grants management
 - Grants software
 - Kronos
 - Purchasing
 - Billing
 - Visa regulations
 - Contracts



Administrative Professional Leadership Experience (APLE)

- Complete overhaul of previous program
- Applicants from across the institute were encouraged to apply.
- Steering committee was expanded.
- Limited number of participants (8 in 2018)
- Project: Create an administrators' "how to" guide—an internal website where the basics of research administration at our organization would be housed.



Enough About Us!

Let's focus on your organization!



Implementing Leadership Training

- Consider your organizational needs.
- Consider your organizational culture.
- Evaluate existing programs at your organization.
- Identify core competencies.



Your Organizational Needs

- Do you need leaders?
 - If not, don't do this.
 - How many leaders do you need? Number of participants is important.
- Do you have the time and resources to devote to this program?
 - Steering committee members are typically those with senior level positions, and participants are those at the start of their career.
 - Would your organization provide dedicated and protected time for this?
 - Is the ROI to train leaders worth it for your organization?

Your Organizational Culture

- Is employee retention important to your organization?
- Are employees given dedicated time for career growth or encouraged to pursue career advancement?
- Is your balance of employee growth and project completion equal, or are you only focused on project end results?
- Do you want to hire and promote from within?
- Will your organization continue the program even if you lose 30-40% of participants after investing so much in their career?

Organizational Culture

- What does success look like in your organization?
- Would completing this program help participants in their career mobility at your organization?
- When employees are evaluated, do you consider “stretch projects?”
- When hiring leaders, do you look within your organization or do you hire from outside? Why?



Evaluate existing programs at your organization

- Don't reinvent the wheel.
- Sometimes useful programs are not well-advertised.
- Expand manager trainings to include up-and-coming leaders.



Identify Core Competencies

- Can you define the roles you want these leaders to fill?
 - Would this be a new position? A replacement position? A change in an existing position?
- What are the KJRs of this role?
 - Take time to outline all of the things your research administrators are responsible for, and the body of knowledge they must possess.
 - How do you train people for this role now?
 - How much of this is documented?



Succession Planning – Final Thoughts

- Sometimes you need more than one attempt to create a successful program.
- Goals need to be clear.
- Programs need consistent evaluation to make sure that core competencies continue to meet the needs of your organization.
- If your organization needs this, it is worth it.





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