ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Implementation of Research Studios to Enhance Success of Translational Research

Debra I Diz, PhD, Wake Forest School of Medicine

Collaborators: Translational Sciences Institute (TSI); Stephen Kritchevsky, Co-Director, TSI; Wake Forest School of Medicine

Background, Challenge or Opportunity: The institution is committed to assisting junior faculty with skills enhancement for project identification and development, proposal development and review, and identification of potential collaborators and teams. Currently, we have no mechanisms for timely, organized advising or mentoring of junior investigators for specific stages of project development outside established, more permanent mentoring committees. Dr. Bettina Beech, while at WFSM, put forth the Research Studio concept, following the Vanderbilt Research Studio Model. This is now being implemented as part of the Translational Science Institute's (TSI) Research Resource Core at Wake Forest School of Medicine (WFSM) under my direction.

Purpose/Objectives: The goal is to provide individualized assistance at several stages of project development including hypothesis generation, study design, grant review, implementation, analysis and interpretation, manuscript review, or translation as requested by junior investigators. The proposed outcome is increased quantity and quality of grant applications in clinical and translational sciences improving funding outcomes for junior faculty, coupled with efficient use of faculty time and expertise.

Methods/Approach: The project involves coordination of resources, staff and faculty across departments, centers and institutes, and is intended to integrate with a professional development component recently implemented for mentoring skills development of mid- and senior-level faculty. After becoming familiar with literature on studios implemented elsewhere, leadership and staff of TSI identified resources and provided staff assistance. Stakeholders were identified including the Dean of Faculty Services, faculty involved in a mentoring skills development program as this program will likely generate a pool of well-trained faculty to serve as Studio facilitators, current K12 scholars for expectations and needs assessment, and the Office of Diversity for input on how the Studio program can facilitate research skills development for minority junior faculty participating in a career development program (LAUNCH). A process was established for requesting, planning and holding Studios in a timely manner through the TSI web portal. Two pilot Studio sessions have been held.

Outcomes and Evaluation: We will use the RedCap system within the TSI familiar for standard evaluation of the services provided including monitoring the number of requests for studios, turnaround time for complying with request and holding the studio, satisfaction of both faculty and scholar participants, and number and success of grant applications from Studio clients versus other junior faculty. Data will be used to continue to refine and improve the approach. The intent is to ensure good use of faculty time and to increase success of junior research faculty in terms of proposal submission and funding. The institution is committed engage junior clinical faculty in translational research at WFSM and my involvement as director of this program fits well with my long-term passion of increasing the success of junior faculty in clinical and translational research.

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Wake Forest™ School of Medicine

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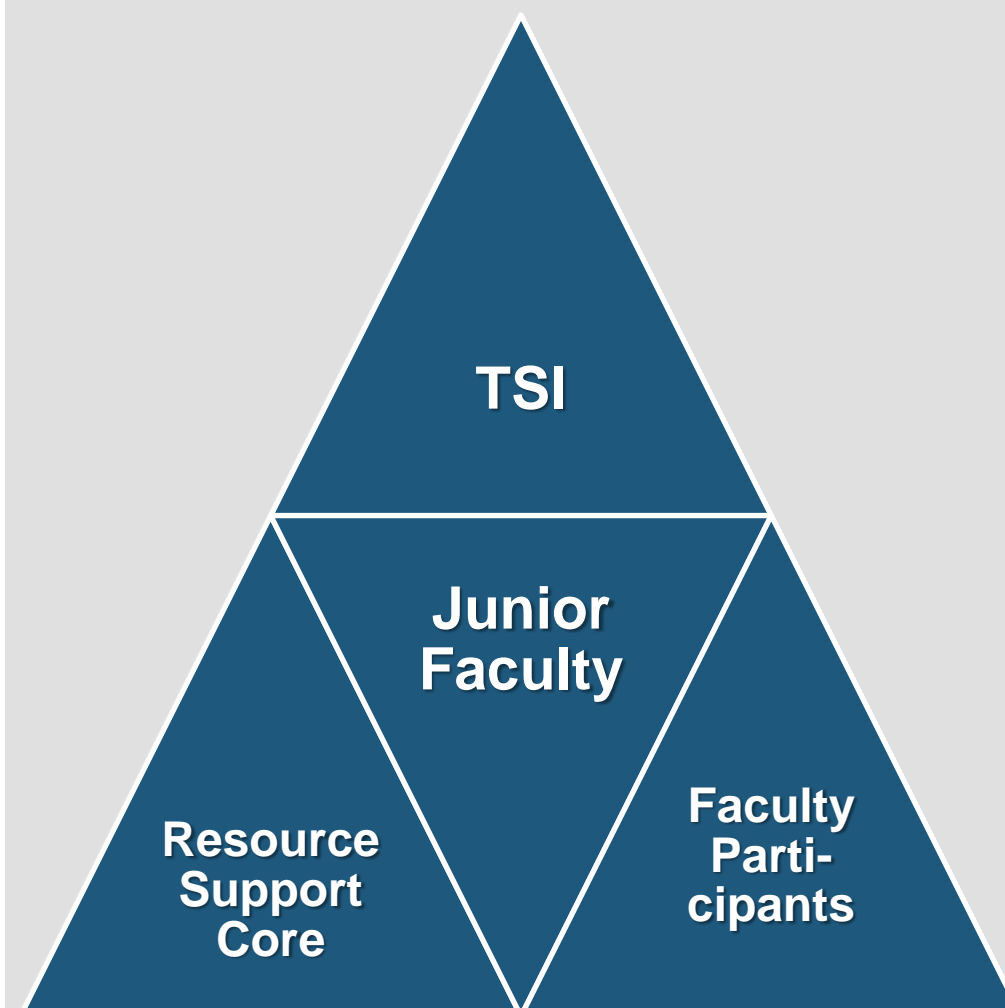
Background, Challenge and Opportunity

WFSM is committed to assisting junior faculty with skills enhancement for project identification and development, proposal development and review, and identification of potential collaborators and teams. Currently, we have no mechanisms for timely, organized advising or mentoring of junior investigators for specific stages of project development outside established, more permanent mentoring committees. Dr. Bettina Beech, while at WFSM, put forth the Research Studio concept, following the Vanderbilt Research Studio Model (1). This is now being implemented as part of the Translational Science Institute's (TSI) Research Resource Core at Wake Forest School of Medicine (WFSM) under my direction. The Research Studios will build on a solid base of well-trained faculty for service as facilitators and will tap existing resources and staff in the TSI to foster the success of our junior faculty (Figure 1).

Figure 1: Building Blocks of the Research Studios

(Junior Faculty Success / Research Support Core Resources (Staff) / Faculty Mentor Development Program (Facilitators))
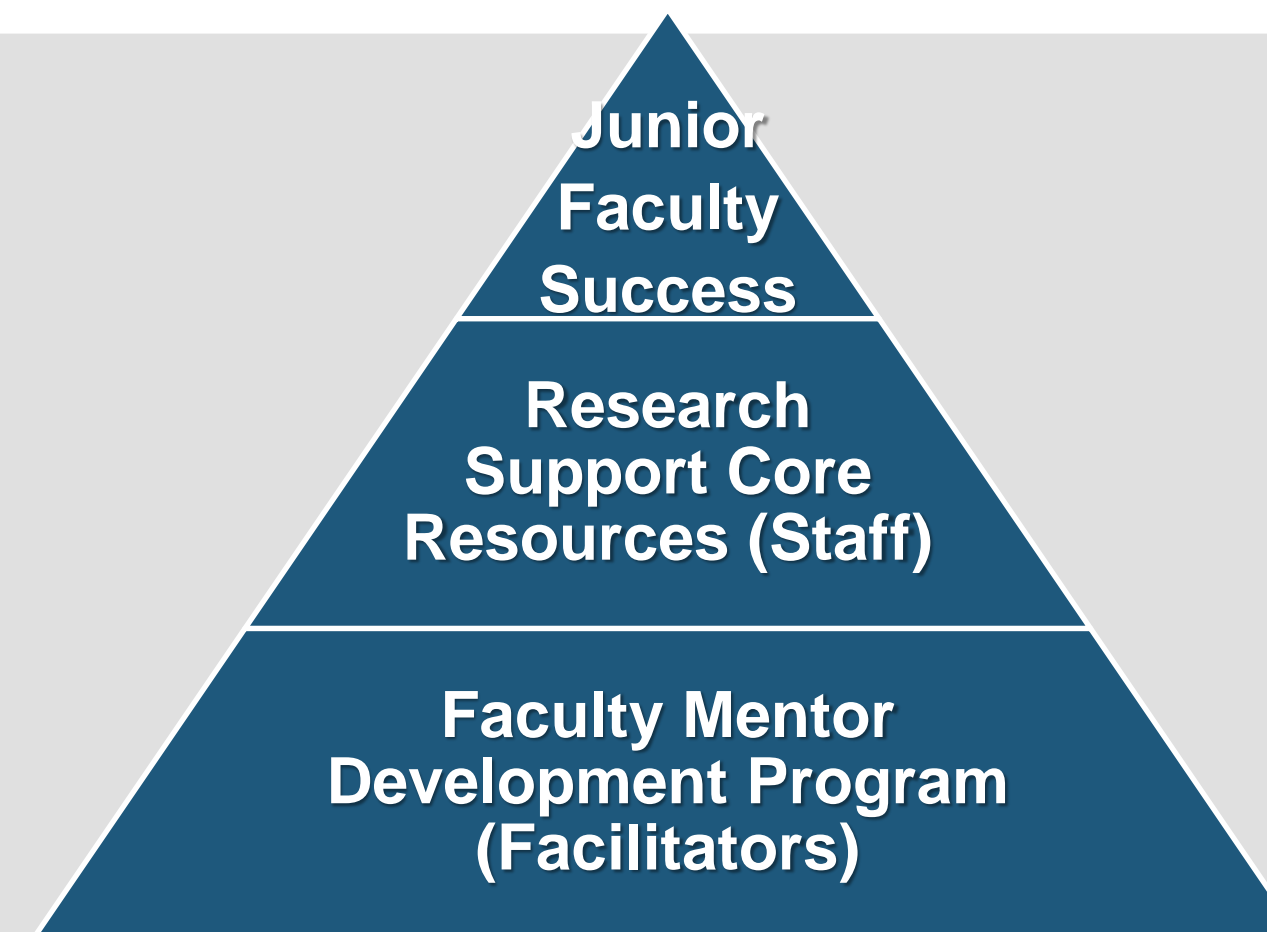
Methods/Approach

The project involves coordination of resources, staff and faculty across departments, centers and institutes, under the auspices of the TSI and is intended to integrate with a professional development component recently implemented for mentoring skills development of mid- and senior-level faculty (Figure 2). The faculty development portion is key to having well-trained facilitators and faculty buy-in to the process, and is something recognized as a key element to success of research training of K12 scholars (2,3). To implement this program, a planning and literature review phase was followed by additional data gathering via interviews and discussions with potential stakeholders (Figure 3). Leadership of TSI identified resources and provided staff assistance. A process was established for requesting, planning and holding Studios in a timely manner through the TSI web portal. Two pilot Studio sessions have been held. Stakeholders were identified along with their key interests (Figure 4). Stakeholders include the Dean of Faculty Services, faculty involved in a mentoring skills development program as this program will likely generate a pool of well-trained faculty to serve as Studio facilitators, current K12 scholars for expectations and needs assessment, and the Office of Diversity for input on how the Studio program can facilitate research skills development for minority junior faculty participating in a career development program (LAUNCH).

Figure 2: Integration of Components under the TSI

(TSI / Junior Faculty / Resource Support Core / Faculty Participants)

Figure 3: Timeline of Project Activities

Project planning and literature review → Interviews with key stakeholders → Identification of staff and other resources → Pilot Research Studios

Purpose/Objectives

The goal is to provide individualized assistance at several stages of project development including hypothesis generation, study design, grant review, implementation, analysis and interpretation, manuscript review, or translation as requested by junior investigators. The proposed outcome is increased quantity and quality of grant applications in clinical and translational sciences improving funding outcomes for junior faculty, coupled with efficient use of faculty time and expertise.

Figure 4: Project Relevance to Key Stakeholders

Admin
- Support junior investigators
- Recognize faculty mentoring and advising for research

TSI
- Increase translational research
- Utilize established resources for research education
- Assessment of quality and effectiveness of different strategies for increased number and success of grant applications

Senior Faculty
- Utilize wide variety of expertise
- Encourage collaborative research
- Use faculty time efficiently

Junior Faculty
- Flexibility and timeliness for input at key stages of project development and transition
- Establish new connections with faculty for future collaborations

Figure 5: Evaluation of Program

Outcome Measures

Administration	Facilitators/ Faculty Participants	Junior Faculty Clients
# of requests		
Time to scheduling first meeting	Satisfaction - use of time	Satisfaction - use of time
Time to scheduling studio	Future interactions/ collaborations	Future collaborations
		Future number and success of applications

Outcomes and Evaluation

We will use the TSI RedCap system for evaluation of the services provided. Ms. Rachel Woodside, TSI, will be responsible for monitoring the number of requests for studios, turnaround time for complying with request and holding the studio, satisfaction of both faculty and scholar participants, and number and success of grant applications from Studio clients versus other junior faculty as shown in Figure 5. Data will be used to continue to refine and improve the approach. The intent is to ensure good use of faculty time and to increase success of junior research faculty in terms of proposal submission and funding. The institution is committed to engaging junior clinical faculty in translational research at WFSM. Directing this program fits my long-term passion of increasing the success of junior faculty in clinical and translational research.

References

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