Committee Objectives:
The Campus Collaborative Training Committee (CCTC) was created in October 2016 in direct response to proposal recommendations from the Workday Sponsored Awards Management Service Group in its (see Addendum I, Availability and Effectiveness of Training for Staff Service Improvement Proposal). The CCTC membership is comprised of campus-wide department and central representatives. Core objectives of the CCTC include: identify local level training needs, create consistency, implement and incorporate into the OSP’s existing training program.

Organization and Management:
The CCTC executive sponsorship includes:

- **Carrie Capezzone**, Associate Dean of Finance, YSM and Business Operations Leadership Team (BOLT)
- **Cynthia Kane**, Director, OSP Business Operations
- **Tracy Guarnieri**, Compliance Officer, Office of Research Administration

Committee Membership as of 10/01/2016:
Reporting to our executive sponsors, the CCTC is comprised of a core group of research administration and education specialists to coordinate training efforts of the research administration community at Yale. The Committee is co-chaired by a departmental administrator and a representative from central administration.

Co-Chairs:  
Hannah Carroll (Lead Administrator for Astronomy and Physics)  
Tracy Coston (OSP Business Operations, Communications & Training)

Members:  
Kathi Goodfriend – (OSP Training)  
Deb Apuzzo (Pharmacology) – Left Yale July 2017  
Pam Buonocore (Geology & Geophysics)  
Michelle Deschino (Internal Med – Pre Award)  
Jacky Fields (FRMS – Pre Award)  
Kathy Fisher (YSPH)  
Darlene Jones (FES)  
Andrea Lozano (OSP Award Management)  
Keith McGibbon (YSM Financial Operations)  
Michelle Montana (FRMS – Post Award)  
Erlyn Neri (Neurobiology)  
Natalie Speranza (Internal Med – Post Award)  
John Maloney (OSP Financial Management) – joined CCTC Jan 2017
Scope of the Committee
The scope of the CCTC’s work will be to:

- Identify issues, opportunities and projects where the CCTC can work together to satisfy respective training needs and further interests.
  - Identification of local level training needs and create consistency amongst departments
- Jointly develop, implement, sustain, evaluate, and enhance university-wide training offerings. Some examples include:
  - Participation in delivery of existing training programs (Introduction to Sponsored Projects Administration, etc.)
  - Development of online training programs and articulate storyline vignettes as needed

Term and Membership Guidelines:

- **Time Commitment**: 1 year (November 1, 2016 – October 31, 2017) *
- **Meeting Frequency**: Our first meeting will be held on Friday, October 28, 2016. In general, meetings will be held the first Thursday of every month and will be 2 hours in length. Note other group activity may be required outside of our regularly scheduled meetings.
- Every effort will be made to staff the committee with representatives from major research schools/departments and central research administration.

*The time commitment may be extended due to Workday Implementation*
ADDENDUM I

Availability and Effectiveness of Training for Staff
Service Improvement Proposal

Submitted by
Sponsored Awards Management Service Group

Co-Leaders: Joanne Bentley, FRMS and Courtney Grimm, Neurology

Members:

Alison Bonds: Therapeutic Radiology
Margaret Conway: GCFA
Joe DePonte: Physiology
Chris Farmer: Nursing
Jessica Foote: Forestry

Nancy Kendrick: GCFA
Kristen Meyer: Internal Medicine
Chris Murphy: FRMS
Joanne Simiola: Psychiatry
Zaida Washington: MB&B

Introductory Statement

After examining and documenting the Life Cycle of a Sponsored Award the service group reviewed areas that impact department and FRMS staff's ability to properly carry out the duties as a research administrator. Further discussions within the service group regarding service improvement ideas related to sponsored awards management gravitated toward the availability and effectiveness of training for staff. The group recognized that prior to 2007 there was virtually no formalized training for sponsored research but what now exists needs improvement.

Problem Statement & Impact of Current State/Risks to University

The availability of training is not adequate for administrative staff involved in sponsored project administration.

The service group unanimously agreed that there is vast variability of education leading to varying competencies among staff. The ability to fully utilize a new staff member is delayed by months to over a year because of the inability to get employees access to training. This leads to inefficiencies and risks as staff are carrying out duties without the proper training. As the team began to explore the causes of this problem (see fishbone diagram in Appendix A) several key areas surfaced:

- Coordination of Training and System Access
- Limited Delivery Method for Classes
- Frequency/Availability of Classes
- Instructors
  - Availability
  - Perspective
Presentation Skills
- Content Availability
- Curriculum – What is Required/Needed
- Rigid Pre-requisites for courses
- Application of Course Material to Business Office Functions

Exploration & Validation of Issues, Causes & Solutions
The team decided to interview 10 academic institutions with large research portfolios to get a better understanding of the structure and scope of their training programs. The interview questions are identified in Appendix B. The following institutions were contacted:

Brown  Johns Hopkins  Ohio State  Duke  Harvard
Columbia  Princeton  MGH  MIT  Wisconsin

Key Characteristics of Other Institutions
- Education Coordinator/Training Manager
- Collaborative Team with Central and Department Representatives
- Online Course Availability
- Certificate Programs
- Continuing Education Program
- Visibility of Training Program in Employee Portal
- Program Tracks

Key Characteristics of Yale’s Training Program
- Classes are offered for all the Major Topics providing a Good Foundation
- Slide Decks are available online for most courses
- Lack of Coordination between ORA, XTRAIN, TMS
- Curriculum is not Mapped
- No Standardized Functional Training – each department has their own approach
- Lack of Structured Continuing Education Program
- Course Offerings are dependent on Instructors, Location and Course Enrollment

Recommendations
1. Create Collaborative Training Team with Department and Central Representatives
2. Training Manager/Coordinator or Professional Consultant to do the following:
   a. Create a Guide for Managers
   b. Curriculum Mapping
   c. Identify Tracks for Pre and Post Award Staff
   d. Review course ties to system access and process to get access
3. Develop On-Demand/On-Line Courses
4. Create Integrated Training Portal
5. Create a Continuing Education Plan
6. Review Instructors
7. Review PI Education
8. Evaluate Establishment of Certificate Program

**Impact if Recommendations are Implemented - Suggested Metrics**

- Reduce time to complete sponsored award training and system access
- Increase the number of training opportunities offered
- Increase the number of individuals who are trained
- Increase the number of on-demand training opportunities
- Increase the number of participants throughout the University (Central, Business Office, Research Community) involved in sponsored awards training

<table>
<thead>
<tr>
<th>University Goals</th>
<th>Benefits of improving Sponsored Awards Training at Yale</th>
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<tbody>
<tr>
<td>Simplify and standardize processes</td>
<td>• Simplify access to University systems and clearly outline and create a sequence for curriculum and course requirements</td>
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<tr>
<td>Make it easy to get work done and harder to make mistakes</td>
<td>• Consistent training (initial and ongoing) that involves application of current business practices</td>
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<td>• Easier to get trained and start performing job duties</td>
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<td></td>
<td>• On-demand training access increases availability of appropriate information &amp; current practice</td>
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<tr>
<td>Lower operating costs and improve effectiveness</td>
<td>• The quicker and more consistently employees are trained, the more efficient and accurate they are at their job.</td>
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<td></td>
<td>• Collaboration between central offices and business units helps to foster better communication and efficiencies for all</td>
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<td>Establish an accurate, trusted and timely reporting environment</td>
<td>• Foster a culture of Central Offices, University Business Units and Research Community working together towards a shared vision</td>
</tr>
<tr>
<td>Minimize administrative overhead for faculty and end users</td>
<td>• Staff are better informed about how to do their job</td>
</tr>
<tr>
<td></td>
<td>• Enhanced opportunities for growth and professional development</td>
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Appendix A: Fishbone Diagram of Causes Underlying Why We Need More Effective Training
Appendix B: Interview Questions for Other Academic Institutions

Sponsored Awards Management Service Group

Interview Questions Regarding Sponsored Awards Training Programs

Institution: _______________________________  Contact: _______________________________
Contact Phone/e-mail: _______________________________  Date: __________________

1. Do you have training for sponsored awards administration? (program or classes / can you explain it to me)

2. Is the program or any of its components required?

3. Is there comprehensive training for staff?

4. Are there different tracks for PI/pre-award/post-award?

5. How many training hours are required?

6. What is the frequency of the course offerings?

7. Is there a knowledge assessment/competency and are these renewed during specified intervals?

8. Is there any training for PIs required before submitting a proposal? If yes, in what medium is the training?

9. Is there training required prior to access to specific systems? If yes, which systems have requirements?

10. Modules by topic; what different mediums are used. If on-line/webinar or other, is it on demand and if classroom, how frequent?

11. Who developed the content for the modules? Who developed the format for the curriculum/training modules?

12. Can you send me the curriculum for your training programs?

13. Is there an official certification program and how does that work; If not, have you considered a certification program and what are the obstacles to implementation?

14. If you could make changes to your current training system what would they be?