Microbiology and Immunology Departmental

Career Development Plan for Junior Faculty

Updated August 2nd, 2022

Career Development Plan
MUSC - Department Microbiology and Immunology

1. Introduction

Junior faculty are required to seek continued ongoing advice from faculty within the department, within the institution, or wherever appropriate with regard to scientific field of investigation, including from colleagues at other institutions. In addition, all faculty at the rank of tenure track assistant professor and below should select a minimum of four senior faculty members to form a Development Committee, at least two of whom should be M&I faculty and from which one should be designated the Lead Advisor.

It is strongly recommended that junior faculty members meet with their committee at least twice a year. However, a meeting in March/April of each year is mandatory, and the committees report from this meeting will be a component of the faculty member's annual evaluation/contract review by the Department Chair (Dr. Paczesny).

Prior to each meeting, the junior faculty member will prepare a report and distribute to committee members. After each meeting, the Lead Advisor will provide written comments and recommendations to the advisee. A formatted form for this process can be found at the end of this document. The junior faculty member should then send the completed form (containing both advisees and advisors report) to the departmental Vice Chair (Dr. Tomlinson), who will also provide the year end reports to the Departmental Chair prior to annual evaluations.

Senior M&I faculty are expected to actively participate in the advisory process as part of their commitment to the Department.

2. Statement of Department's Goal on Advising

The goal is for all faculty of the department of Microbiology and Immunology to achieve their individual full potential as members of the College of Medicine and the Medical University of South Carolina, and to be rewarded for that achievement. Since the University is a place where everyone is learning, it is vital that each member of the faculty see tangible evidence of that professional growth, whether it be in the easily measured domains of writing papers for publication, writing and receiving grants, or preparing and presenting lectures for students and trainees of our colleges, or in the less easily measured aspects of teaching students, residents and fellows, or advising young investigators and junior faculty. It is incumbent on faculty members, their advisors, Department Chairs, and the university leadership to see that tangible progress is being made and documented using the University Promotion and Tenure guidelines as a template. This advisory plan is designed to assist in this process. Note, however, that *the focus of the plan documented here will be on faculty development in terms of research activity, scholarly activity, and professional growth. Considerations relating more specifically to the process of, and preparation for, promotion and tenure will be addressed elsewhere.*

In the department of M&I, as in MUSC as a whole, we strive to create an academic healthcare community where every member is respected and valued. We believe in the strength of a diverse and inclusive workforce, where differences provide us the unique ability to positively impact patient care, research and education. We expect our advisors to embrace approaches that take

into account the background, strengths, and needs of each mentee to help enhance the chances of academic success.

3. Departmental Advisory Plan and Roles

If you are an assistant professor in the department on any track, you will be required to form a career development team. This team will consist of a lead/primary advisor (from MUSC) and at least 4 other faculty advisors (at least 2 from M&I and 3 from MUSC). This team will assist with the professional development of the faculty member.

The junior faculty member and advisory team will together develop an individual advisory plan. This plan will provide guidance in several areas, including: advice in area of focus (e.g., research, teaching); professional development (e.g., suggesting role for junior faculty member on a grant review panel or scientific writing committee, introducing the junior faculty member to experts in the field, etc); monitoring the progress of the junior faculty member; and psychosocial support. Following each meeting, the Lead Advisor will provide a summary of the discussion with a written evaluation of the faculty members progress, as well as recommendations for future professional development.

Role of the junior faculty member
Before each committee meeting, the faculty member should provide an updated CV and complete the Summary Report form found at the end of this document. Before the initial committee meeting, the mentee should provide a statement of their short term (coming year) and long term (3-5 years) <u>scientific</u> and <u>professional</u> goals. These should be a paragraph or two in length or can be a bulleted list.

Role of advisory committee
The role of the advisory committee in this relationship is:

1. First and foremost to assist the junior faculty member in their development in terms of scholarly work and professional development. Secondarily to assist the faculty member to evaluate progress in terms of teaching accomplishments, service to the department, university and community.

2. To meet with faculty member at least twice a year to review progress and set additional goals.

3. To document the progress of faculty member. The advisory committee shall have the junior faculty member's academic well-being in mind and will offer constructive, honest advice as to his/her progress. The committee members should serve as a sounding board for the junior faculty member's research ideas and, if necessary, share experiences on how to handle difficult situations that might arise.

4. To provide an annual assessment of progress in terms of faculty development to the Departmental Chair.

4. Outcome Measures for the Advising Program

In addition to the documents completed by both the advisory committee and junior faculty member during career progression and following committee meetings, the department of M&I will also monitor the following items to ensure the success of the faculty member.

A. Individual measures:

Short term measures:
1. Documentation of short- and long-term career goals.
2. Maintenance of a comprehensive curriculum vitae.
3. Competitive funding.

Long term measures:
1. Excellence in research, and teaching.
2. Time frame for promotion.

B. Research-related metrics for determining the effectiveness of advising

1. Number of grants submitted.
2. Number of grants funded.
3. Number and importance of original publications (e.g., journal quality, impact factor, editorial written on paper)
4. Research awards of junior faculty member

C. Teaching related metrics for determining the effectiveness of advising

1. Teaching accomplishments, e.g., formal courses taught, course materials developed, innovative teaching methods developed
2. Number of educational grants submitted by mentee
3. Number of these grants funded
4. Honors and awards for teaching to the mentee under the advisor's guidance

5. Faculty Advisory Plan Final Notes

For the junior faculty member, metrics for success of the program will be judged by the measures described in the M&I Faculty Development Plan.

It will be the responsibility of the junior faculty member to organize committee meetings.

It will be the responsibility of the junior faculty member to obtain a post-committee meeting report, and to send the report to the Department Vice Chair, together with the pre-meeting plans/progress report that the faculty member provided to the committee.

At least four advisors are considered optimal.

Junior faculty are reminded that the advisory process should not be limited to committee meetings, and they are encouraged to seek help and advice from their advisors at any time (for example with grant submissions or manuscript preparation).

The link below provides access to all College of Medicine advisory/mentoring plans, in addition to several useful resources.

https://medicine.musc.edu/faculty-affairs/mentoring

Appendix

Institutional, State and National Resources for Supporting Faculty Development at MUSC

1. Institutional Resources

1.1. Research Support

There are a number of institutional resources that support clinical, translational, and basic science research. These are listed on the MUSC Research and Discovery website (https://research.musc.edu/). Some of these resources are described below:

The South Carolina Translational Research (SCTR) Institute. The recently NIH funded MUSC Clinical Translational Science Award (CTSA) that is called the South Carolina Translational Research (SCTR) Institute (http://sctr.musc.edu/) provides research support to investigators across campus. Within SCTR is the **SUCCESS Center** which provides research navigation support such as collaborator and advisor matching and links to institutional cores and programs. Additionally, the SUCCESS center (https://research.musc.edu/resources/sctr/about/success) provides consultation for regulatory submissions and study subject recruitment, lists studies on clinical trials registry, and helps with grant budget development. At SCTR there is a toolkit that can help the most inexperienced investigator navigate the process required to get clinical trials underway and much more. MAP-R is a web portal that identifies approvals needed for all types of grant submissions Visit https://research.musc.edu/resources/sctr/research-resources/tools to find a wealth of information and pertinent advice about research at MUSC.

- **Funding Opportunities** are available through the KL2 and Pilot Project Program of SCTR and the University Research Committee. https://research.musc.edu/resources/sctr/funding-opportunities/clinician-scientist-scholars https://research.musc.edu/resources/sctr/programs/pilot-translational-and-clinical-studies/pilot-projects

    https://research.musc.edu/resources/sctr/funding-opportunities/vouchers

- **SCTR Vouchers** can be requested for up to $1,000 for research services and supplies per approved protocol every six months. Investigators are limited to two active vouchers in any one six month period as long as they are for two different protocols. For more information please visit https://research.musc.edu/resources/sctr/funding-opportunities/vouchers

    If you think that applying for a SCTR Voucher could be beneficial to your research study,

please visit http://sctr.musc.edu and fill out a Service Request Form. The SUCCESS Center staff reviews all voucher requests and a decision of award is made within two business days of application.

- **The Office of Research Development(ORD)**
  (https://research.musc.edu/resources/ord**)** , which is funded through the Vice President for Academic Affairs & Provost's Office, focuses on program and proposal development, identifies funding opportunities, develops proposal concepts, networks faculty members with complementary interests, provides grant-writing consultation and workshops, offers pre-submission critiques, compiles institutional data, and prepares competitive proposals for research resources and research training. New faculty and trainees are encouraged to visit the office in 101 Basic Science Bldg to meet the ORD staff and learn about networking opportunities. The following are among the services offered by the Office of Research Development:

Research Project Grant (RPG) Retreats are held approximately 3 times / yr. These interactive half-day sessions give individual investigators the opportunity to gain constructive criticism on a specific research concept or proposal. Researchers at any phase of career development are encouraged to present or attend.

ORD Alerts mailing list is a service for MUSC faculty and trainees to receive research news and funding opportunities by email
https://research.musc.edu/resources/ord/funding-portal/alerts

Community of Science (COS) is an external web-based system, offered as an institutional subscription service, that provides a range of services including searchable databases for funding opportunities and expertise, as well as a personalized workbench from which to access and manage COS services.

Institutional "Boilerplate" is a compilation of information about MUSC, its components and programs, primarily used to assist MUSC faculty, staff, and trainees in preparing institutional resources and environment sections for research grant and contract proposals.

Grantsmanship Workshops are held twice per year. Led by an external consultant, the workshop content focuses on the NIH organization, peer review system, grantsmanship tips, and the ABCs of an R01 or other NIH grant application. Individual and team consultations are also offered. The workshops and consultation opportunities are an institutional research support service, provided at no charge to investigators or programs.

MyPeerReview is an internal, on-line searchable database of information about MUSC faculty service on review panels and study sections for the NIH and other federal and non-federal sponsors, as well as journals for which MUSC faculty members have served or currently serve as an ad hoc reviewer, member, editorial board, etc.

Grant Writing Help is provided by: i. The Office of Scientific Editing and Publications (OSEP) which provides support to augment manuscript and grant writing skills for MUSC faculty, trainees, and staff https://horseshoe.musc.edu/research/ord/grant-writing-toolkit, and ii. through the SUCCESS center https://research.musc.edu/resources/sctr/about/success

Grant Administrative Support. The Office of Research and Sponsored Programs (ORSP) and Office of Grants and Contracts Accounting (OGCA) provide the fundamental support need to obtain and manage sponsor-supported research funding. In addition to individual support, their websites provide important information regarding basic information needed for submission, and management of grants and contracts.

- o Office of Research and Sponsored Programs (https://research.musc.edu/resources/orsp)
- o Office of Grants and Contracts Accounting (https://web.musc.edu/about/leadership/institutional-offices/finance)

Some Specific Resources for Clinical and Translational Research:

- **Clinical & Translational Research Center (CTRC)**. The primary purpose of the CTRC is to support clinical and translational research projects within the institution and SCTR affiliate members as well as pilot studies that may lead to future NIH or other sources of peer-reviewed clinical/translational research grant support. The specialized staff of the CTRC consist of research nurses, laboratory personnel, nutritionists, IT specialists, and professional/administrative personnel. A core laboratory, fully-equipped outpatient clinic, dental suite, and imaging suite comprise the highly-technical physical facilities that are on hand to support your research. https://research.musc.edu/resources/sctr
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- **Biostatistics Consultation** through the SCTR Biostatistics & Epidemiology Program. Services offered are:
  - Biostatistical Education: Consultation and assistance in understanding one or more biostatistical concepts
  - Methodology/Study Design: Guidance with selecting an appropriate study design or developing a statistical analysis plan
  - Power Analysis / Sample Size Calculation: Assistance with determining the statistical power or sample size required for a proposed study
  - Data Analysis: Assistance with analyzing data collected for a research study
  - Other: (e.g. help with presentations, manuscripts, etc.)
    These services are offered for several different settings:
    Assistance Preparing Grants (Federal, Foundation, Other)
    Assistance Preparing CTRC Protocols
    Assistance with Current CTRC Funded Project
    Unfunded Research Project (e.g. Abstract/Manuscript Preparation)

  Links to these services are https://research.musc.edu/resources/sctr/education and https://medicine.musc.edu/departments/phs/research/biostatistics-and-bioinformatics, and https://research.musc.edu/resources/orsp/policies-and-procedures/procedure-for-requesting-preaward-costs-on-an-nih-grant

- **Master of Science in Clinical Research Program (MSCR)** degree is offered by MUSC. This program teaches core competencies in clinical research methods, fosters development of a sustainable research focus, and provides the participant with the skills to compete for extramural support. https://education.musc.edu/students/enrollment/bulletin/colleges-and-degrees/medicine/md-and-clinical-research/md-mscr-curriculum

- **Society of Clinical Research and Translational Early Scientists (SOCRATES)** provides a forum for junior faculty to present their research projects in front of peers, senior researchers and statisticians, foster collaboration across multiple subspecialties at MUSC, and trouble shoot about ways to improve advising across campus https://research.musc.edu/resources/sctr/education/socrates

Some Specific Resources for Basic Science Research:

- **Research Support** (https://research.musc.edu/resources/research-support-services)
    - Shared Core Facilities. A number of core facilities are available to support basic research (see information of each of these facilities in Research Shared Facilities on this website). In addition, an annual EXPOsition of these facilities that enables meetings with core personnel occurs in the Fall each year.
    - College of Graduate Studies (CGS) Office of Postdoctoral Affairs. In addition to providing useful information regarding practical aspects of hiring and advising postdoctoral scientists, the office also offers services to enable recruitment of postdoctoral scientists.

- **Responsible Conduct of Research (RCR).**
    - CGS RCR Retreat resources. All MUSC postdocs participate in a mandatory 2-day retreat focused on career development, conflict resolution, and compliance issues related to the responsible research practices. All lectures and handouts are available on the CGS website.(http://www.musc.edu/grad/postdoc/rcr.html)
    - The HHS Office of Research Integrity website has a wealth of educational resources on RCR practices with case scenarios, videos and tutorials for all stages of research professionals (http://ori.dhhs.gov)

- **Personnel/Trainees Relationships**
    - College of Graduate Studies (https://education.musc.edu/students/enrollment/bulletin/colleges-and-degrees/graduate-studies)
        - Graduate Faculty Resources – application for appointment to graduate faculty and conflict of interest forms.

- - - Advising Compact – AAMC recommendations for advising graduate students and postdocs (https://education.musc.edu/-/sm/medicine/departments/microbiology/f/aamc-student-mentoring-compact-2017.ashx).
      - Graduate Council Minutes – record of monthly meetings and policy discussions.
      - Graduate Faculty Research – web-based database of faculty research interests to aid students looking for potential advisors.
      - Training Grants – listing of MUSC training grants and career development programs for graduate students and postdocs.
      - Student Handbook – specifics of graduate programs, resources, dissertation requirement, and CGS policies.
      - Summer Research Programs for Undergraduates and Health Professional Students. These programs provide students the opportunity of a 10-week long internship with MUSC faculty.(https://gradstudies.musc.edu/programs/summer-program/undergraduate)
      -
  - Howard Hughes Medical Institute
      - "Lab Management: Making the Right Moves" is an essential resource for postdocs and faculty, available free on-line. (https://www.hhmi.org/science-education/programs/making-right-moves)
      - "Entering Advising" provides guidance in advising individuals with diverse learning and personality styles. (https://www.hhmi.org/science-education/programs/entering-mentoring)
  - Human Resources Career Development Courses and Seminars. MUSC HR provides a variety of professional development workshops and seminars to facilitate more effective lab management and hiring practices. (http://academicDepartments.musc.edu/vpfa/hrm/training/trainingpage)
  - International Scientific Presenters Toastmasters. This club provides a supportive environment for learning how to give effective scientific presentations, and benefit from constructive feedback of peers and faculty sponsors.(http://scientific.freetoasthost.us)
  - CGS725 Teaching Techniques. This course is offered every Fall and Spring semester and is open to all students and postdocs. Contact the College of Graduate Studies office for registration information (weised@musc.edu)

- **Networking Opportunities**
  - "B & BS" (halushpv@musc.edu). The B & BS club provides an informal forum for faculty, postdoctoral and graduate students to present their research ideas, grant proposals or research problems to a mixed audience that can provide useful feedback and often potential collaborations or exchange of reagents
  - MUSC Core Facilities "Octoberfest" Reception. This is an annual event for core facility directors to highlight the services available.

- o Research INKlings (https://web.musc.edu/-/sm/medicine/f/regenerativemedicine.ashx). INKlings is a monthly on-line newsletter of recent events of interest to MUSC researchers.
- o SACNAS promotes a diverse research academy by providing workshops and networking opportunities that encourage Chicano/Hispanic and Native American students and postdocs to pursue and persist in STEM fields. This is also an excellent recruitment resource. (https://www.sacnas.org/)
- o ABRCMS is an annual conference that brings underrepresented minority students and postdocs together to present their research in an environment that encourages their development into future STEM faculty. This is also an excellent recruitment venue. (https://www.abrcms.org/)
- o www.MinorityPostdoc.org hosts a variety of career development resources for postdocs, including job listings and articles, with an emphasis on minority scholars.

1.2 Resources for Education

1.2.1. Types of Educational Technology

a. Panopto - Panopto is a lecture capture service that lets faculty automatically capture every class – on and off campus – for later review by every student, anytime, anywhere. https://musc.hosted.panopto.com/

b. Brightspace - Brightspace is MUSC's current Learning Management System. A Learning Management System is a software package that enables the management and delivery of learning content and resources to students. https://musc.brightspace.com/

i.   **1.2.2   Education Technology Services (ETS)** Provides support in the areas of digital imaging, audio visual support in centrally scheduled classrooms and distance education technologies, and video production.

1.2.3. Apple Tree Society - The Apple Tree Society exists to foster dialogue and activity related to the scholarship of health professions teaching through campus and national partnerships. (https://education.musc.edu/students/apple-tree)**.**

The following are the goals of the Society:

- • Expand the faculty development opportunities related to teaching on campus.
- • Initiate programs that recognize and enhance the value of teaching as a scholarly activity.
- • Explore and support innovative methods and technologies for teaching and learning.
- • Promote professional development of current and future educators.

Activities of the Society include:

- Monthly Brown Bags – noontime sessions on topics related to the Scholarship of teaching
- Workshops focused on development of teaching skills including lecture and presentation skills, case based discussions, evaluating learners, and using technology such as WebCT (see below)
- Collegiality – informal meetings to discuss teaching and learning

1.2.4. **Copyright Toolkit** - Understanding and complying with the laws governing the use of copyrighted materials is daunting. The information on this site is directed at teaching faculty, students, scientific writers, researchers, and others at MUSC who use copyrighted works. It includes Copyright @ MUSC: Policies, Forms, & Resources, forms, and information about Coursepacks, Plagiarism and How to Cite Sources, releases, Images and text, and print and digital/online resources. Many of the links lead to the excellent copyright Websites of other universities. https://musc.libguides.com/copyright

1.2.5. **Creating Collaborative Care/Interprofessional Education** - Creating Collaborative Care (C3) is a Quality Enhancement Plan (QEP) for the Medical University of South Carolina that focuses on inter-professional education. http://academicDepartments.musc.edu/c3/

1.2.6. **Faculty teaching awards** (College and University) - In recognition of faculty accomplishments the individual colleges, as well as the university, present annual awards in teaching, research, and service. These awards are very competitive underscoring the excellence of the faculty with respect to their achievements. The awards are sponsored by various groups. The university annual awards include:
- Developing Scholar Awards
- Outstanding Clinician Awards
- Teaching Excellence Awards (Developing Teacher, Educator-Lecturer, Educator-Advisor)
- Distinguished Faculty Service Awards

1.2.7. **Library resources** - http://www.library.musc.edu/
   a. Computer labs – 4 computer labs are available for use by faculty for their classes. The labs host an average of 25 iMac computers that support the use of both Windows and Macintosh operating systems
   b. Learning Commons – An initiative of the MUSC library currently under development designed to provide spaces for study and socialization and access to the latest technologies for teaching and learning.
   c. Center for Academic and Research Computing – Works with faculty and staff across the campus to design, develop and support interactive instructional programs.
   d. Journals The library currently provides access to approximately 17,498 e-journals and 34 current print-only subscriptions
      https://musc.libguides.com/musclibrary

1.2.8. Center for Academic Excellence - The CAE is dedicated to improving learning and teaching on campus. Health care providers must learn and re-learn in order to adapt their practices to the latest advances in biomedical science. They also must collaborate with colleagues across professions to provide quality care and conduct groundbreaking research. That's why the CAE provides collaborative learning groups; and the effectiveness of these groups is why a majority of MUSC students choose to participate—in addition to their scheduled class time. Another vital part of the work of the CAE is teaching the material and the strategies necessary for success on national and state licensing board/certifying exams. Under the tutelage of CAE faculty and their fellow students, students approach these rigorous exams with confidence and exceed national performance averages. https://education.musc.edu/students/cae-and-writing

1.2.9. The Writing Center - The Writing Center faculty members teach students to communicate effectively with their professors, their fellow students, and their patients. http://www.musc.edu/writingcenter/

1.2.10. Enrollment Services - Enrollment Services oversees student admissions, records and financial aid. https://education.musc.edu/students/enrollment

2. State or National Resources

2.1. Funding Agencies

By going to the MUSC Research and Discovery website (**http://research.musc.edu/researchresources.html**) and clicking on Funding Opportunities under the Office of Research Development, information on the following opportunities is available:

- Funding alerts

- Federal and state funding opportunities

- Sponsor opportunities (Corporate and Foundations)

- **New Investigator Funding Opportunities** https://medicine.musc.edu/departments/dom/for-faculty/grants-and-contracts/investigator-resources

- Postdoctoral Funding Opportunities

- Limited Submissions Competitions Opportunities

2.2. Associations

- **Association of American Medical Colleges (AAMC)**. The AAMC represents all 133 accredited U.S. medical schools; approximately 400 major teaching hospitals and health systems, including 68 Department of Veterans Affairs medical centers; and nearly 90 academic and scientific societies. Through these institutions and organizations, the AAMC represents 125,000 faculty members, 75,000 medical students, and 106,000 resident physicians. Through its many programs and services, the AAMC strengthens the world's most advanced medical care by supporting the entire spectrum of education, research, and patient care activities conducted by member institutions. http://www.aamc.org/

- **Association of Women in Science (AWIS)** is a national advocacy organization championing the interests of women in science across all disciplines and employment sectors. By breaking down barriers and creating opportunities, AWIS strives to ensure that women in these fields can achieve their full potential. http://www.awis.org/

- **National Postdoctoral Association**. The NPA provides many resources useful for enriching the research environment, managing a research lab, and expectations of advisors and trainees. MUSC is an affiliate institution which provides membership to all faculty, postdocs, and students. https://www.nationalpostdoc.org/

Resources Available for Faculty Development

College of Medicine Resources Can be found at:
https://education.musc.edu/faculty

The MUSC faculty handbook can be found at:
https://education.musc.edu/-/sm/education/faculty/faculty-senate/f/faculty-handbook-07132020.ashx

Departmental Resources
The department has an advisory plan for junior and mid-career pre-tenure faculty (details below). The department also assists with pre-submission grant review; the advisory committee together with the mentee will identify a suitable and willing faculty member for grant review (either within or outside department, and possibly outside institution). As an incentive, reviewers will receive a $200 stipend in return for an NIH-style critique. Submission of proposal for pre-review should be 1 month before grant deadline.

Other resources available for faculty development include negotiated time for research, departmental start-up funds and departmental shared equipment.

In addition to the COM's and the department's resources, a detailed list of institutional and state and national resources for supporting clinical and translational research, basic science research, and education are provided in Appendix 2.

Other faculty groups that serve organizational, support and advocacy roles.

The Faculty Senate is the representative body of the Medical University of South Carolina faculty (http://academicDepartments.musc.edu/faculty_senate). The Senate's recommendations reflect and advocate the faculty's collective interests to further the university's mission. The mission of the MUSC Faculty Senate is to represent the views, needs, and interests of faculty in the educational, research, and service programs of the university. One of the important roles of the Faculty Senate is arranging the New Faculty Orientation Program. This is a biannual event that includes a general welcome from key leaders at MUSC and breakout sessions detailing clinical, research, and teaching resources specific to MUSC. The Faculty Senate also provides Town Hall Meetings and Workshops several times a year to update the faculty on University Initiatives, Tenure and Promotion, and other relevant topics.

The Women Scholars Initiative (WSI) is a joint initiative of the Office of Academic Affairs and the Office of the President with a long-term goal of promoting careers of women faculty. This organization provides a monthly workshop series (recent topics include promotion and tenure, work/life balance, contract negotiation, financial planning, and establishing good advisory relationships). Other events sponsored by the WSI include the annual Eminent Scholar Seminar and Award, which brings an eminent scientist to MUSC to talk about his/her work and visit with MUSC faculty members. Past Eminent Scholars include members of the National Academy of Sciences and the Howard Hughes Medical Institute. WSI sponsors the John R. Raymond Fellowship, an annual award made to a junior faculty member to be used towards building a collaboration with a renowned expert (male or female) in her field. WSI also sponsors a number of peer training events and roundtables. WSI events are open to all MUSC faculty. Learn more at https://education.musc.edu/leadership/provost/reporting-units/arrow

Summary Report of the Advisory Committee

Current date:
Date of Review:

SECTION I: To be completed by the advisee

Name:
Position:
Date Appointed:
Committee Members:

SECTION II: To be completed by the advisee

Research:

A. Please provide a concise review of independent research program (1-2 paragraphs):

B. Please provide recent highlights of ongoing research (If collaborative, detail your role).
Also, discuss how ongoing research contributes to your _independent_ research program:

C. Publications:
   1. List published or in press:
   2. List those in preparation and expected submission date:

D. Grants
   1. List current grant support:
   2. List recently completed grants (within past 3 years):
   3. List pending grants and expected date of review:
   4. List planned grants – content and time-line for future applications:

E. Provide evidence of emerging national reputation:
   1. Invited talks:
   2. Journals and the number of manuscripts reviewed:

F. Current lab members:

G. Service, eg. review (including grant review), advisory, regulatory committees etc:

1. Institutional/Departmental:
2. External (National/International):

H. Teaching (include documented evaluations and mentoring relationships)

I. Supplementary comments (Patents, Meetings attended, Seminars presented, Lab management issues, etc.):

J. Planned time allocation:
_____% Teaching/training/advising
_____% Scholarship
_____% Research Activities

Actual time allocation:
_____% Teaching/training/advising
_____% Scholarship
_____% Research Activities

SECTION III: To be completed by the Advisory Committee Lead Advisor

Committee's comments and recommendations (Summary of the discussion with evaluation of progress, with recommendations for future professional development: **(attach document)**

Please have all committee member's sign and date once completed:

_____   _____   _____
     Signature (lead advisor)   **Print name**   **Date**

_____   _____   _____
          Signature   **Print name**   **Date**

_____   _____   _____
          Signature   **Print name**   **Date**

_____   _____   _____
          Signature   **Print name**   **Date**

_____   _____   _____