

MUSC
Department of Psychiatry & Behavioral Sciences
Faculty Mentorship Program
2014

Thomas W. Uhde, MD
Layton McCurdy, MD

Table of Contents

Frequently Used Acronyms	2
Introduction	3
Statement on Department's Goal on Mentoring	6
Departmental Promotion and Tenure Process	7
Documentation of Career Development	15
Resources Available for Faculty Development	18
New Faculty Mentoring	19
Existing Faculty Mentoring	20
Mentoring Plans and Agreements	21
Metrics of Successful Mentoring	22
Role of Chairs, Promotion Committees, and Deans	24
Benchmarks and Timetable	25
References	27
Appendix 1 DPBS Mentorship Partnership Agreement	28
Appendix 2 Opt Out form	29
Appendix 3 Mentee evaluation form	30
Appendix 4 GACA evaluation form	31
Appendix 5 Faculty Mentorship Committee Listing	32
Appendix 6 Appointments, Promotion, and Tenure Committee Listing	33
Appendix 7: Career Development Plan (CDP) prepared by Mentee	34
Appendix 8 Institutional, State and National Resources for Supporting Faculty Development at MUSC	36

Frequently Used Acronyms

APSC	Academic Portfolio Subcommittee
APT	Appointments, Promotion, and Tenure
APTC	Appointments, Promotion, and Tenure Committee
CIP	Continuous Improvement Process
COM	College of Medicine
DPBS	Department of Psychiatry & Behavioral Sciences
DLRMP	Division-Level Research Mentorship Programs
FMC	Faculty Mentorship Committee
FMP	Faculty Mentoring Program
GACA	General Academic Career Advisor
MUSC	Medical University of South Carolina
NIH	National Institutes of Health
ORD	Office of Research Development
RM	Research Mentor
RMSC	Research Mentorship Subcommittee
WSI	Women Scholars Initiative

Introduction:

The MUSC Department of Psychiatry & Behavioral Sciences (DPBS) is the ninth-ranked National Institutes of Health-funded (NIH) academic psychiatry department in the United States. The department is among the top 5 departments in the scope of its post-graduate training programs and includes the general psychiatry residency program, psychiatry-internal medicine residency program, psychiatry-neurology residency training program, child & adolescent psychiatry training program, forensic fellowship training program, geriatric fellowship training program, and post-doctoral programs for PhD basic scientists as well as the psychology internship program. In terms of clinical services, the department manages a number of inpatient and partial-day clinics at the Institute of Psychiatry and Medical University Hospital Authority. The department's newly established Psychiatry Practice Plan also offers several clinical product lines within many public and private agencies and hospital systems throughout the region.

The point of highlighting the diversity of our research, education-training and clinical service programs (which are among the most extensive of any academic department of psychiatry in the United States) is that quite different skill sets and expectations may be required of different faculty to achieve academic success. *Therefore, the ingredients that constitute a meaningful faculty mentorship program (FMP) must be individualized and take into account the personal career goals of each faculty member.* And, in our department the career goals of any single faculty member may be quite different [research (basic, translational and/or clinical), education-training, clinician-educator, etc.].

The mentor-mentee relationship often provides specific guidance for achieving a specific career outcome (i.e. becoming an independent investigator). Sometimes lost in these otherwise critically valuable mentor-mentee relationships is the need for access to practical information (e.g. the specific criteria for promotion, the need to maintain an academic portfolio) or advice regarding different "models" of academic achievement.

In our proposed FMP we intend to provide general academic career advice and access to practical and meaningful information as well as highly specialized mentorship. We will achieve these goals via a number of mechanisms (i.e. direct one-on-one mentorship, alignment of career goals with appropriate academic track, continuing education, maintenance of an academic portfolio, and annual evaluations of programmatic and individualized benchmarks).

Research Mentorship. There is a long tradition in education that validates structured/didactic course work plus supervised research experiences as being the most effective strategy for developing future research scientists. And, the department has a long history of producing future independent investigators (both at MUSC and at other major research-intensive universities) via this mechanism.

Survey Results. A SurveyMonkey assessment on the current views of the department's "mentoring program" was developed and distributed to our junior faculty members. All faculty members at the Associate Professor or at a lower academic rank were asked to participate. Twenty-eight junior faculty members completed the anonymous survey. The results of this survey identify areas that require targeted attention. Noteworthy findings included the following:

- **7.1%** of respondents did not know their academic track.
- **32.1%** of respondents were unknowledgeable about the criteria for promotion to the next rank within their academic appointment.
- **53.6%** of our faculty members did not know about the criteria and accomplishments required for being awarded tenure.
- **53.6%** of faculty members were unaware of having an official or assigned mentor.

The above results represent the department's first attempt to obtain objective information about our current "mentorship program." Historically, as reviewed above, faculty mentorship has been officially sponsored and provided by the faculty member's home division(s), at least over approximately the past 10 years. These data suggest that there is a fundamental lack of knowledge regarding the criteria for promotion and tenure among junior faculty in our department, which identifies a crucial weakness in our mentorship program. Given the above data, it is not surprising that the department's current mentoring plan received a mean "overall satisfaction" rating of 2.82 on a scale 1-to-5 with 5 being the "best" possible rating. Clearly **39.2%** of our faculty perceived our mentorship program to be less than satisfactory, if one assumes that a rating of 3 is "satisfactory".

Interviews. Valuable insights were gained from the written comments provided on the SurveyMonkey as well as the confidential comments provided by selective faculty members. While allowing for more open-ended responses in general, the feedback appeared to converge along a number of themes, as follows:

- General career academic mentorship (beyond research) is largely non-existent and/or obtained by virtue of the individual's own motivation.
- The organizational entity responsible for overseeing mentorship is unclear (e.g. does it reside within the person's home division(s) or at the department or university level).
- Research-intensive faculty members receive more structured and greater personalized mentorship than non-research faculty. However, research mentorship is uneven both within and across divisions.
- Perception is that efforts by junior faculty members to obtain advice (or seek mentorship/collaborations, including research) outside one's home division or across departments is discouraged and, in some cases, may be counterproductive to career advancement.

Data accumulated from these sources of information identify a number of strengths, problems, and points of emphasis in developing an effective mentorship program. Our new FMP has specific benchmarks and timetable as outlined in this plan (*see, Benchmarks & Timetable*). It should be underscored that we view our mentorship program as a "work-in-progress." The FMP will be revised and modified based upon practical experience and an annual assessment of measurable outcomes.

****Faculty Members at the Associate Professor or Professor rank may opt out of the DPBS mentorship program but must sign an opt out document.**

Role of Divisions & Programs:

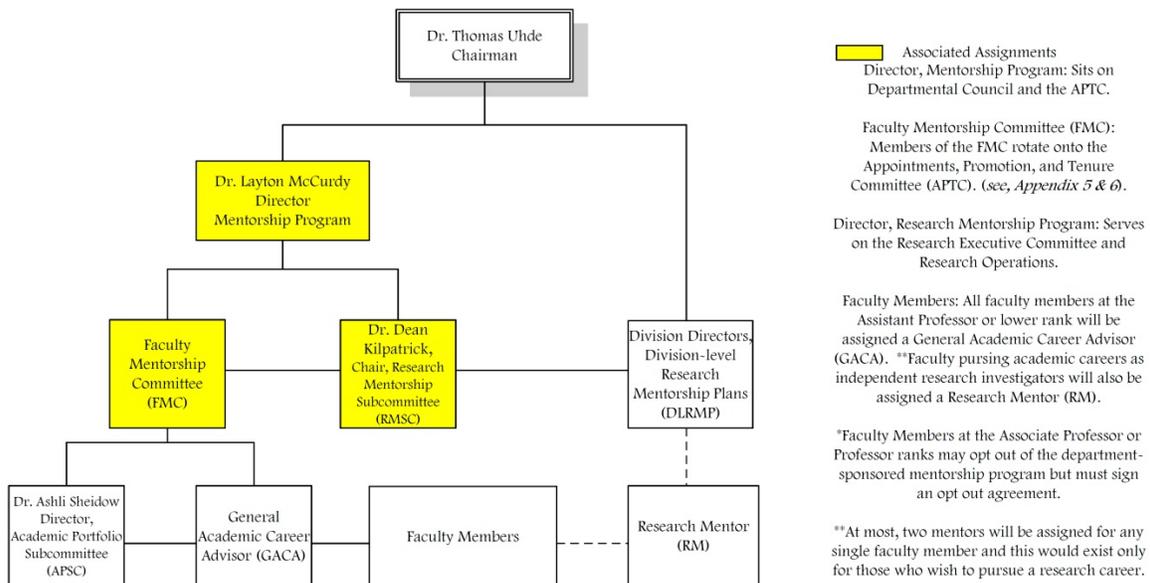
The FMP Director (Dr. Layton McCurdy) and the FMC will provide administrative oversight of the faculty mentorship program. It must be underscored, however, that each faculty member's "home" division(s) is/are responsible for providing mentorship in focused areas (e.g. research projects/research career mentorship). If there are deficiencies and/or inadequate resources available within the Division to provide such mentorship these unmet needs will be addressed by the Chair of the RMSC in consultation with the Chair, Director of the FMP, and the relevant Division Director(s).

Assessment Tools:

The FMC will hold regular "focus groups" for junior faculty and distribute surveys and analyze data from such surveys to determine the strengths and weaknesses of the FMP. The FMP Director will be a non-voting member of the APTC and will serve as an advocate for faculty members who are candidates for promotion. In addition to the FMP Director being a source of information and to clarify any issues that may arise regarding a candidate's academic portfolio, confidential exchanges taking place during these procedures will be used to identify areas the department may need to modify to provide effective mentorship. The FMP Director and FMC will conduct a yearly evaluation of the division-level mentorship programs.

Organizational Chart:

Department of Psychiatry & Behavioral Sciences (DPBS)
Faculty Mentorship Program
Organizational Chart



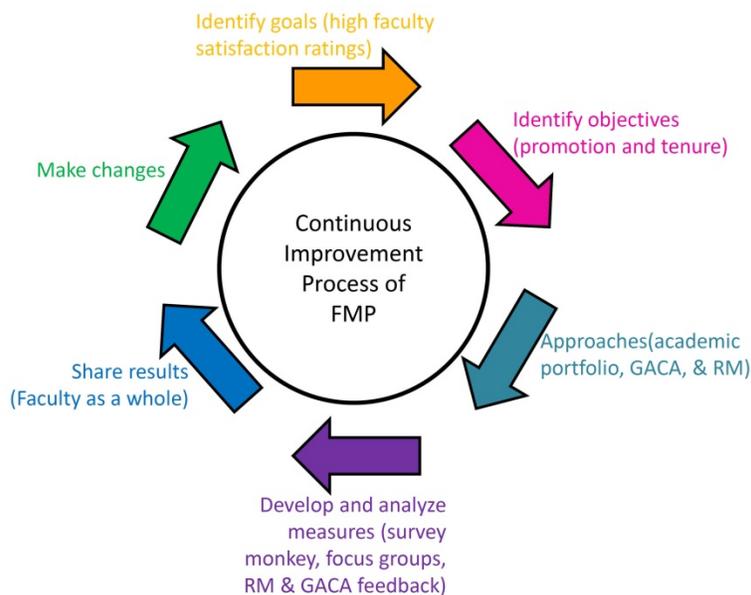
Statement on Department's Goal on Mentoring:

A mentor is a wise and trusted counselor/teacher. The goal is for all faculty of the department to achieve their individual full potential as members of the DPBS, College of Medicine (COM), and Medical University of South Carolina (MUSC) 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, mentoring young investigators and junior faculty, or developing clinical expertise by specializing in some area of clinical medicine. It is incumbent on faculty members, their mentors, the department chairs, the department Vice Chairs and other departmental leadership, and the university leadership to see that tangible progress is being made and documented. This mentoring plan is designed to assist in this process.

Mentoring should be part of each faculty member's departmental and academic responsibilities. Mentoring is professionally stimulating and personally satisfying, and is a way of giving back to the profession. There is a continuum in mentoring from teaching and advising students and trainees to assisting faculty colleagues with research and career development, often across college or departmental lines. These mentoring relationships are critical and are part of the fabric of an academic institution. While this document focuses on faculty development, it is important for all faculty to mentor students and trainees.

The DPBS's FMP is a "work in progress" and will use a "continuing improvement process" (CIP) for reviewing and upgrading the FMP (Peterson et al; 2011) (Plenert; 2011). The proposed FMP will be reviewed and refined each year using survey tools. The FMP will undergo modifications based upon information obtained on an at least annual basis from faculty focus groups, survey monkey, and experiences of the FMC. The CIP will identify, reduce, and eliminate suboptimal procedures or obstacles and introduce new methods and sources of information to improve faculty mentorship.

DPBS's Procedures to Evaluate and Improve the FMP



Departmental Promotion and Tenure Process:

The COM offers faculty appointments in multiple tracks based upon the faculty member's area of academic interest and career goals. The various tracks are listed below.

Regular Faculty Tracks within the Department of Psychiatry & Behavioral Sciences(tenure track)

- **Academic Investigator**
 - Productive high quality basic biomedical research is of paramount importance in this track. The quality of research and productivity are judged by multiple criteria, including the candidate's role in well-focused, significant research as a participant, project initiator or leader, as well as publication of results in peer-reviewed journals and presentation of peer-reviewed research talks. There should be evidence of the candidate's ability to prepare research protocols that receive high ratings from national funding agencies. The candidate should demonstrate a consistent record of funding. Most faculty assigned to this track have a primary commitment to basic biomedical research.

- **Academic Investigator/Educator**
 - Productive high quality basic biomedical research is of paramount importance in this track. The quality of research and productivity are judged by multiple criteria, including the candidate's role in well-focused, significant research as a participant, project initiator or leader, as well as publication of results in peer-reviewed journals and presentation of peer-reviewed research talks. There should be evidence of the candidate's ability to prepare research protocols that receive high ratings from national funding agencies. The candidate should demonstrate a consistent record of funding. Most faculty assigned to this have a primary commitment to basic biomedical research. **When most of a faculty member's effort is devoted to teaching, and an unusual level of excellence has been demonstrated, or the teaching fulfills a particularly important need for the department and/or college, promotion should be under the Academic Investigator/Educator track.**

- **Academic Clinician**
 - These faculty members are clinical scholars and scientists. This track is designed to recognize clinical faculty who have a strong commitment to research (basic biomedical, translational clinical, educational, health services). Research and teaching are of paramount importance in this track. Involvement in patient care is expected, but is not necessarily the primary obligation and should not override the faculty commitment to research and teaching.

- **Clinician Educator**
 - This track recognizes the clinician who carries a heavy clinical load and is actively involved both in undergraduate and graduate medical education. These faculty also may participate in research but this is not required for advancement. The clinician educator has major commitments to patient care and teaching.

Criteria matrix ranks and tracks information

PROFESSOR				
	Academic Investigator	Academic Investigator/Educator	Academic Clinician	Clinician Educator
Continues to meet all the criteria for Associate Professor with major accomplishments in research, teaching, and/or clinical service	R	R	R	R
Distinguished career exemplifying scholarship. Excellence & productivity in research, outstanding success as a teacher, and/or outstanding service contributions are required. Involved in teaching activities, including formal lectures, grand rounds, and/or continuing medical education. (Leadership in interprofessional teaching and interdisciplinary research encouraged)*	R*	R*	R*	R*
Principal investigator on significant research grants	R	S	S	
Co-investigator on research grants		R	R	
Direct involvement in research	R	R	R	R
Key individual in training of students, post-graduates and mentorship of junior faculty	R	R	R	R
Serves as Course Director for one or more major courses		R		
Continues to carry a heavy clinical or teaching load		R		R
Continued publication of reviews, chapters, textbooks, peer reviewed papers, and/or innovative teaching materials (new curricula, educational programs, syllabi, video materials, computer programs, etc.) that influence the science and practice of medicine at the regional & national levels	R	R	R	R
Continued publication of important and original clinical and/or laboratory investigations with significant authorship	R		R	
Publications with significant authorship since promotion to Associate Professor (line 1), and in total (line 2)	≥ 10 ≥ 30		≥ 10 ≥ 30	
Publications with authorship since promotion to Associate Professor (line 1), and in total (line 2)		≥ 5 ≥ 10		≥ 5 ≥ 10
National recognition, as evidenced by election to generalist or specialty societies, service on national committees, study sections, editorial boards, visiting professorships, and/or invitations to speak in CME courses	R	R	R	R
Leadership roles in appropriate department, hospital and college		R	R	R

ASSOCIATE PROFESSOR				
	Academic Investigator	Academic Investigator/Educator	Academic Clinician	Clinician Educator
Continues to meet all the criteria for Assistant Professor with a record of achievement in research, teaching, and/or clinical service. (Participation in interprofessional teaching and interdisciplinary research encouraged)*	R*	R*	R*	R*
Record of excellence in high quality patient care, teaching and/or research	R	R	R	R
Established independent investigator with major impact in planning/development of research project. Involved in teaching activities, including formal lectures, grand rounds, and/or continuing medical education	R		R	
Principal investigator on significant research grants	R		S	
Co-investigator on research grants.		R	R	
Local, regional or national grant support for independent research or development of teaching methods, or health care delivery methods, or clinical care systems		S		S
Peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences	R		R	
Direct involvement in research	R	R	R	R
Organization of clinical services to provide a setting for medical education and a data base for clinical research				R
Active in training of students and/or post-graduates	R	R	R	R
Serves as Course Director for one or more major professional courses		S		
Important contributor to course development or course direction.		R		S
Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs	S	R	S	R
Nominated for or recipient of teaching awards		S		S
Presentations at national/international meetings	R	R	R	R
Continued publication of reviews, chapters, textbooks, peer reviewed papers, and/or innovative teaching materials (new curricula, educational programs, syllabi, video materials, computer programs, etc.) that influence the science and practice of medicine at the regional & national levels	R	R	R	R
Continued publication of important and original clinical and/or laboratory investigations with significant authorship	R	R	R	

Total publications with significant authorship since last promotion	≥10		≥10	
Total publications with authorship since last promotion		≥5		≥5
Development of new teaching materials, such as curricula, educational programs, textbooks, syllabi, computer programs and video tapes		R		R
Established reputation inside and outside local institution as an authority in a clinical specialty or for leadership in primary care			S	R
Contributions to committees at department, college, university, community, state, regional, national and international levels	R Univ. Level	R Univ. Level	R State Level	R State Level
Leadership role in department and hospital as a section or division head, or program director			S	S
Active involvement in local and national professional organizations	R	R	R	R
Election to scientific organizations in discipline.	S	S	S	S

ASSISTANT PROFESSOR				
	Academic Investigator	Academic Investigator/Educator	Academic Clinician	Clinician Educator
Clear commitment to an academic career in research, teaching and/or clinical care	R	R	R	R
Commitment to and potential for performing independent laboratory and/or clinical research	R	R	R	
Receipt, active pursuit or development of the skills necessary to apply for local, regional and national grants.	R	R	R	
Developing skills for directing or contributing to publications related to research, teaching and/or clinical care. (Participation in interprofessional teaching and inter-disciplinary research encouraged)*	R*	R*	R*	R*
Active in training of students and/or post-graduates	R	R	R	R
Strong interest in teaching		S		
Contributions as first author on refereed publications	R	R	S	
Contributions as author on refereed publications			R	S
Capable of managing most clinical problems in the appropriate discipline, but may seek assistance from senior faculty when dealing with complex problems			R	R
Carry a heavy clinical load				R
Establishing recognition through candidacy or membership in appropriate professional and scientific organizations	R	R	R	R

INSTRUCTOR				
	Academic Investigator	Academic Investigator/Educator	Academic Clinician	Clinician Educator
Completion of educational requirements necessary to enter a career in academic research, teaching and/or clinical care.	R	R	R	R
Aptitude for an academic career based upon recommendations of mentors.	R	R	R	R
Career goal to function independently in an academic environment as an investigator, teacher, and/or clinician.	R	R	R	R
Developing experience with preparation of research protocols and grant applications.	R	R	R	
Demonstrated interest in teaching.	R	R	R	R
Early experience with preparation of publications and presentations related to research.	R	R	R	
Fulfilled educational requirements for certification by appropriate specialty board.			R	R
Demonstrated interest in high quality clinical care.				R

Modified Faculty Tracks within the Department (non-tenure track)

- **Research Faculty**
 - Production of high quality basic biomedical research is the essence of this track. There will be few or no job obligations other than doing research. The privilege of concentrating entirely on research is viewed as a major attraction of this track.
- **Clinical Faculty**
 - Implicit in the designation is the recognition that contributions relate to those educational activities immediately relevant to the patient, often in a private practice setting, and on a limited or part-time basis. The Clinical Faculty Track recognizes community physicians who support the programs and missions of the College of Medicine.

Criteria for Research Faculty—Modified Faculty Track

Research Instructor:

- Completion of educational requirements necessary to enter a career oriented to research.
- Aptitude for a research career based upon recommendations of mentors.
- Demonstrated interest in fundamental research.
- Embarking on a career with a goal of gaining experience necessary to function as a research team member and independently as an investigator.
- Demonstrated experience with publications and presentations related to research.
- Developing experience with preparation of research protocols and grant applications.

Research Assistant Professor:

- Clear commitment to and potential for an academic career leading to independent laboratory or clinical research.

- Commitment to excellence as a researcher.
- Developing capabilities as an investigator with contributions as first or senior author on refereed publications.
- Establishing recognition through candidacy or membership in appropriate professional and scientific organizations.
- Developing skills necessary for preparation of applications for local/regional and national grants.
- Receipt or active pursuit of grant support.

Research Associate Professor:

- Service as assistant professor with a record of achievement.
- Publication based on original investigation in refereed journals with high citation rates.
- Senior author with contributions of major ideas or innovations.
- Peer-reviewed, external research support from national sources as a principal or co-principal investigator.
- Presentations of peer-reviewed papers at national/international meetings.
- Leadership of research team or team component.
- Acquisition of sufficient experience and independence to contribute with major impact in the planning/development of research projects.
- Peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences.
- Election to scientific organizations in discipline.

Research Professor:

- Service as Associate Professor with major accomplishments in basic biomedical research.
- Distinguished career exemplifying scholarship, excellence and productivity in research.
- Sustained publication as senior author in major peer-reviewed journals with high citation rates.
- Key individual in direction and development of research program and in research team development.
- Key individual in acquisition of long-term research funding.
- National recognition for accomplishments in his/her discipline.
- Continuing growth and development, dedication to scholarship and service, commitment to furthering knowledge through research and as a mentor.
- Service on national committees, study sections, and editorial boards.
- National recognition in his/her field as evidenced by election to prestigious professional societies, service as an officer in national or international organizations, awards, prizes and other notable academic achievements.

Criteria for Clinical Faculty—Modified Faculty Track

Clinical Instructor:

- Usual entry level from training program
- Eligible for certification from board of specialty

Clinical Assistant Professor:

- Previous appointment as Assistant Professor at another institution or
- Evidence of growth and maturation as Instructor for at least one year
- Board certification in specialty

Clinical Associate Professor:

- Previous appointment as Associate Professor at another institution, or
- Evidence of growth and maturation as Assistant Professor for at least three years, and at least one of the following:
- Significant teaching effort, such as
 - Presentation of lectures and conferences, and
 - Service as attending or preceptor for at least one month each year
- Evidence of further significant scholarly endeavors, such as
 - Development of teaching materials and programs
 - Publication of scientific articles
 - Election to exclusive or honorary professional societies, or
 - Receipt of extramural research funds
- Other meritorious service to the education program, such as
 - Leadership positions in local or state professional societies, or
 - Involvement in significant community activities

Clinical Professor:

- Previous appointment as Professor at another institution, or
- Evidence of exceptional maturity as Associate Professor for at least three years, and at least two of the following:
- Extraordinary teaching skill in endeavors, such as
 - Presentation of lectures and conferences, and
 - Service as an attending or preceptor for at least two months each year
- Evidence of extraordinary scholarly accomplishments, such as
 - Development of superior teaching materials and programs,
 - Publication of numerous scientific articles and chapters,
 - Presentation at state and national professional societies, or
 - Regular receipt of extramural research funds, or
- Other unusual meritorious service to the program, such as
 - Leadership positions in state or national professional societies, or
 - Leadership positions in important community organizations

Website for more information regarding the COM Appointment, Promotion, and Tenure Guidelines: <http://academicdepartments.musc.edu/com/faculty/gdlines.pdf>.

Approximately 1½ years ago, Dr. Uhde overhauled the department's APT process. The re-organization was undertaken in part to provide experiential knowledge to junior faculty members about different models of academic success. By virtue of their participation on the APTC, junior faculty members obtained direct knowledge in three major ways: 1) learned about the required and recommended criteria for promotion to different ranks (e.g. Associate Professor, Professor etc.) within each academic track (as applied by both the department and college/university); 2) developed knowledge regarding the concept of "citizenship" as a core element for tenure; and 3) demystified the overall process for evaluating a candidates' qualifications for promotion and/or tenure.

Dr. Uhde now requires that both basic science and clinical faculty at all academic ranks from both tenure and non-tenure tracks serve on the APTC. In addition, a two-phase review process was established: a) members of the APTC (including junior faculty representatives) pre-review and complete a computerized, web-based, confidential survey of each candidate's credentials (i.e.

whether the candidate fails to meet, meets some but not all, fully meets or exceeds each of the elements) that are required or recommended for promotion at each rank/track. A statistical analysis of the reviewers' collective ratings are presented and discussed at the APTC. This process is essentially identical to a NIH Study Section Review panel and allows junior faculty members to learn first-hand how their evaluations align with the committee as a whole. Feedback indicates that participation on the APTC has been an invaluable experience in terms of learning about specific criteria for promotion. Feedback from junior faculty members serving on the APTC indicate that this has been an extremely effective mechanism for learning about different academic tracks, the criteria for promotion within each of these tracks, and has demystified the promotion and tenure review process. As part of our FMP, junior faculty will be encouraged to serve as a member of the APTC. In addition, there will be strong bidirectional emphasis on faculty members rotating on-and-off the FMC and APTC.

Documentation of Career Development:

Academic Portfolio: Each faculty member will maintain an academic portfolio, which is designed to track and document a specific record of achievements, which are relevant to the individual faculty member's short- and long-term academic goals.

In summary, the FMP Director will provide administrative oversight of the FMP and along with the FMC, make sure that each junior faculty member has a GACA. Faculty interested in pursuing a research career will also be assigned a RM. Research Mentorship is primarily organized by the member's home division(s) with oversight by the Chair of the RMSC. Both GACA's and RM's may come within or outside the department, depending on the individual needs of the faculty mentee.

Portfolios of the faculty member's research, teaching, and clinical accomplishments are important to develop and keep updated as they progress through the academic ranks. Depending on their track, more emphasis will need to be placed on a specific portfolio e.g., for academic investigators, the research portfolio is most important, whereas for a faculty member in an education track, the teaching portfolio is of primary importance. The typical components of each of these portfolios include but are not limited to the following:

Research Contributions:

- Completion of educational requirements necessary for career in academic research
- First authored original publications (with impact factor information if possible)
- Senior authored original publications (indicate whether the first author was someone you mentored)
- Co-authored original publications
- Other publications, e.g., review papers, book chapters, textbooks
- Career training grant awards
- Independent grant awards as PI
- Grant awards as Co-investigator
- Presentations of research at national / international meetings
- Peer recognition for research activities including invitations to present at national/ international meetings and other universities
- National recognition as evidenced by election to specialty societies, editorial boards, service on national committees, NIH study sections, grant review panels of other funding agencies
- Institutional or external research awards
- Mentoring achievements: individuals mentored, achievements of mentees including grants received and important publications of mentees under your guidance, and where mentees are today
- Membership and involvement in professional and scientific organizations
- Contributions to research-oriented committees at department, college, university, community, state, regional, national and international levels
- Leadership roles in research in appropriate department, college, or university

Teaching & Education Contributions:

Teaching contributions include documents and materials that show the scope, quality, and creativity of faculty members' teaching efforts, progress, and achievements. Reflection is an integral part of one's educational contributions and should demonstrate how faculty members have integrated new learning with their teaching philosophy and performance. The typical components of teaching expertise include the following:

- Completion of educational requirements necessary for career in academic teaching
- Philosophy of teaching and learning
- Teaching goals for student accomplishment
- Teaching methods and evaluation strategies
- Participation in course and/or curriculum development
- Engagement in the scholarship of teaching and learning (SoTL)
- Evidence of teaching accomplishments
 - Description of types of different teaching activities such as formal courses, small group seminars, one-on one tutorials, supervision of student research projects, chairing thesis or doctoral committees, and coaching manuscript preparation for students, residents, and fellows
 - Course materials (syllabi, readings, handouts, assignments, examinations)
 - Samples of teaching innovation (simulation, educational technology)
 - Samples of manuscripts related to teaching and or educational activities
 - Student, resident and fellow evaluations of teaching
 - Peer evaluations of teaching
 - Audience evaluations of presentations at state or national meetings
 - Membership in departmental, college, university, society, community, state, regional, national and international committees or organizations related to teaching
 - First authored publications (papers, chapters, reviews, textbooks) related to teaching
 - Senior authored publications (papers, chapters, reviews, textbooks) related to teaching
 - Co- authored publications (papers, chapters, reviews, textbooks) related to teaching
 - Grant awards related to teaching
 - Presentations on teaching at national / international meetings
 - Leadership roles in teaching in appropriate department, college, or university
 - Honors and awards for teaching
- Mentoring achievements in teaching: individuals mentored, achievements of mentees in teaching arena, and where mentees are today

Clinical Contributions:

- Completion of educational requirements necessary for career as an academic clinician, including certification by appropriate specialty board
- Evidence of a heavy clinical load
- Evidence of excellence in high quality patient care
- Development of innovative clinic practices i.e., new clinical services that the faculty member established or participated in e.g., telemedicine, new surgical technique
- Evidence of organization of clinical services to provide an optimal setting for medical education and a data base for research
- Evidence of excellence in clinical training of students, residents, and fellows
- Documentation of teaching activities including formal lectures, grand rounds, and continuing medical education
- Superior evaluations of teaching by students, residents, fellows, peers, course directors and department chairs
- First authored publications (papers, chapters, reviews, textbooks)
- Senior authored publications (papers, chapters, reviews, textbooks)
- Co-authored publications (papers, chapters, reviews, textbooks)
- Presentations at national or international meetings

- Peer recognition for clinical activities including invitations to present at national/international meetings and other universities
- Co-investigator on research grant awards
- Mentoring achievements: clinicians trained, achievements of trainees, and where trainees are today
- Membership and involvement in professional and scientific organizations
- Contributions to clinically oriented committees at department, college, university, community, state, regional, national and international levels
- Leadership roles in clinical activities in appropriate department, college, or university

The GACA (along with the Chair of the APSC and/or Division Director), may review a faculty member's academic portfolio and/or meet with individual faculty members to promote the maintenance of a well-documented academic portfolio, which contains information that will best document criteria for academic advancement.

Resources Available for Faculty Development:

Resources are required for optimal faculty development and may be found in the department, at the institutional level, and at the state or national level.

Departmental Resources

Dr. Thomas Uhde, Chairman of the Department of Psychiatry & Behavioral Sciences, and Dr. Layton McCurdy, FMP Director are available to answer all questions related to the FMP as well as any questions regarding the department. The Chair of the APSC and, if relevant, the Chair of the RMSC, in addition to Dr. Uhde's support staff are also available to assist with faculty questions and issues regarding the FMP. The Department is in the process of developing a mentoring webpage within the DPBS website. This webpage will include forms and templates, this mentoring plan, as well as other information pertinent to the FMP.

In addition to 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 7.

It is also important for all faculty to be aware of two important faculty groups on campus that serve important organizational, support and advocacy roles for faculty:

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 mentoring 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 mentoring events and roundtables. WSI events are open to all MUSC faculty. Learn more at <http://academicDepartments.musc.edu/womenscholars/index.htm>

New Faculty Mentoring:

Successful faculty development begins during the hiring phase of a new faculty recruit. When new faculty members fail to fulfill their potential or get frustrated professionally, it can sometimes be traced back to a failure in the hiring process, e.g., misunderstanding the demands of the position by the new recruit, not knowing about impending decisions that could impact the job, not negotiating for adequate resources to be successful, or not identifying a committed mentor.

As such, the FMC recommends that once a decision is made to seriously consider hiring a new faculty candidate, a member of the department who met and interacted well with the recruit during the initial interview and who is willing to be the GACA for the new recruit should be identified by the Chair and the FMP Director. Ideally this should be a senior faculty member. The GACA should be familiar with the candidate's career plans and know what the needs of the new faculty member are to be successful.

The final offer letter from the Department Chair to the new hire will include specifics on each of the above items including identification of an administrative contact person whenever the FMC has not yet identified a GACA. Under such circumstances, a GACA will be assigned within 6 months of arrival at MUSC.

Attendance at a new faculty orientation session is compulsory for all new faculty within 1-3 months of arrival at MUSC. These orientation sessions are described under Faculty Senate in the previous section.

All junior faculty members (i.e. anyone below the rank of Assistant Professor and any new faculty hired at any academic rank) will be assigned a senior-level GACA within 6 months of arrival. The purpose of the GACA is to provide overall "generic" guidance about career pathways, guidance regarding university policies, etc. Mentorship may include discussions/strategies for balancing professional and personal demands.

Faculty members wishing to pursue (or who are contemplating) a research career as a future independent investigator will be assigned an RM. In most cases the RM will be a senior level investigator within the same Center, Institute, Division, Section, Laboratory, Program, or other organizational unit most closely affiliated with the mentee (in this document "mentee" refers to and is equivalent to a junior faculty member). It is the responsibility of the Director of each of these entities to "link" the mentee with a senior faculty RM, which also must be approved and tracked by the RMSC Chair.

Some items that should be discussed the new faculty member include:

- deciding on the right track and rank
- % effort for clinical activities including after hours call (if not a conflict for the GACA)
- % effort for teaching (if not a conflict for the GACA)
- adequate protected time for research and teaching effort
- adequate support for administrative, clinical (e.g. nurse practitioner or physician assistant), and research efforts (e.g. research nurse, lab technician)

Existing Faculty Mentoring:

All existing faculty at all ranks should have a GACA and possibly a mentoring team. Faculty members at the Associate Professor or Professor rank may opt out of the DPBS mentorship program but must sign an opt out document (*see, Appendix 2, Opt Out Form*). If an existing faculty member does not have a mentor, the faculty member and the Department Chair should meet to discuss the appointment of a GACA. The GACA should have the same characteristics as those described above new faculty, i.e., a senior faculty member who would not be competing in any direct or indirect way for resources with the mentee. The development of a mentoring “team” will be left to the discretion of the faculty member along with his/her GACA and if relevant the RM.

Mentoring Plans and Agreements:

Guidelines for the DPBS include:

- The responsibility of developing an effective FMP should be shared by the individual faculty member, the GACA, RM (if relevant), the FMP Director, the individual's primary Division Director, and the Department Chair.
- Including: advice in area of focus (e.g., research, teaching, clinical care); professional development, which should include an active role for the mentor in promoting the career of the mentee (e.g., suggesting role for mentee on a grant review panel or scientific writing committee, introducing the mentee to leading experts in the field, etc); monitoring the progress of the mentee; helping to ensure academic promotion of the mentee at MUSC; academic career guidance; and psychosocial support.
- The traditional model of one-on-one mentoring may not be effective for each faculty member and a team approach to mentoring may be more effective. Successful junior faculty often learn to rely on different mentors, including peers, for each of these components of the mentoring plan listed above, i.e., they use a team of mentors rather than an individual mentor. Developing that team for a faculty member may take time and trial and error. The interim mentor and the Department Chair will have important roles in helping the mentee develop an effective mentoring team.
- Regardless of whether the mentee has a single mentor or a team of mentors, one mentor should be the lead mentor. Initially, the assigned interim mentor will be the lead mentor but this could change by mutual agreement of all parties if the faculty member identifies another willing potential mentor that might be better suited for the lead mentor role.
- To ensure that the mentee-mentor relationship is an effective one and for each party to understand their commitments to that process, we recommend that a formal agreement between the mentee and the lead mentor should be reached that describes how they will work together and collaborate on the development of a mentoring plan.

The DPBS Mentor Agreement is included in the appendix (*See, Appendix 1, DPBS Mentoring Partnership Agreement*). Meetings between the mentor and mentee should occur at least quarterly to review the mentee's CV and portfolio.

Metrics of Successful Mentoring:

To determine the success of each mentee – mentor relationship and the department FMP, metrics need to be developed for measuring these criteria. The mentee and mentor in each relationship should be required to complete a confidential evaluation report at least annually which should be reviewed by the faculty member's home Division. Any concerns should be brought to the attention of the FMP Director and, if there are certain unresolved issues, to the Chair.

Other metrics that should be used to determine the effectiveness of the mentee – mentor relationship will depend on whether mentoring is related to different percent efforts in regard to research, education, or clinical activities.

Research-related metrics:

- number of grants submitted by mentee under the mentor's guidance
- number of these grants funded
- number of original publications under the mentor's guidance
- importance of original publications under the mentor's guidance (e.g., impact factor, editorial written on paper)
- career development progress of mentee while guided by the mentor, e.g., presentation of research at national / international meetings, invited presentations at meetings or other universities, election to study sections or specialty societies, promotion of mentee
- research awards of mentee under the mentor's guidance

Teaching related metrics:

- teaching accomplishments of mentee under mentor's guidance, e.g., formal courses taught, course materials developed, innovative teaching methods developed
- number of education publications under the mentor's guidance
- importance of education publications under the mentor's guidance (e.g., impact factor, editorial written on paper)
- number of education grants submitted by mentee under the mentor's guidance
- number of these grants funded
- career development progress of mentee while guided by the mentor, e.g., presentations at national / international meetings, invited presentations at meetings or other universities, membership in education committees in or outside of the institution, promotion of mentee
- honors and awards for teaching to the mentee under the mentor's guidance

Clinical-related metrics:

- number of presentations at institutional, national, or international meetings by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance
- number of publications by trainees (students, residents, and fellows) or junior clinical faculty under the mentor's guidance
- innovative clinical care developed by junior faculty under mentor's guidance
- career development progress of trainees and junior clinical faculty while guided by the mentor, e.g., graduation from clinical training program of trainees and subsequent positions, invitations to junior clinical faculty to present at meetings or other universities, junior faculty participating as members in clinical committees in or outside of the institution, promotion of junior clinical faculty
- honors and awards for teaching to the junior faculty member under the mentor's guidance

Metrics to determine the overall effectiveness of the departmental mentoring plan should include:

- surveys of faculty on their satisfaction with the plan and their job overall
- attrition of faculty within the department, especially junior and mid-level faculty
- promotion of faculty within the department
- number of successful mid-career awards for trained mentors NIH (K05, K07, or K24 grants)
- number of career development awards of mentees (e.g., K23, K08, KL2)
- total funding from all mentored activities
- total number of publications overseen by mentors
- an external review of the mentoring program by a senior member of the College leadership designated by the Dean every 3-5 years.

Role of Chairs, Promotion Committees, and Deans:

The Department Chair is ultimately responsible for ensuring that all faculty in the department are mentored successfully. This includes overseeing the development of the FMP for the department and monitoring the effectiveness of the plan. The Chair will meet with the FMC and the FMP Director at least every six months. In selective situations, the GACA and RM (if relevant) will review at least annually the academic portfolio of each faculty member. Items missing from the academic portfolio will be brought to the attention of the FMP Director and the Chair. The Chair may suggest and facilitate a change of a faculty member's individual FMP.

Benchmarks & Timetable:

Six-month benchmarks:

- Finalize the Faculty Mentorship Committee (FMC). FMC will have representatives from each track and rank. (*see, Appendix 5, FMC*).
- Appoint a senior-level research scientist to the FMC. This individual will serve as the Chair of the Research Mentorship Subcommittee (RMSC) and may be asked to provide consultation, as needed, to individual faculty members regarding research design and/or grant writing. The main purpose of the RMSC is to verify the implementation of the DLRMP. If directed, the Chair of the RMSC, in conjunction with the faculty member's Division Director, will promote the development of an individualized research mentor-mentee relationship. This will almost always be in situations where the appropriate type of research expertise does not reside within or is limited in the faculty member's home division(s).
- The FMC will be assigned Executive Committee status and functions as such within the department's governance structure.
- Coordinate and align DLRMP for each junior faculty member (or senior level residents & fellows who will transition into junior faculty positions at MUSC within 6-months).
- Establish that all faculty are appointed to the appropriate academic track.
- Document that all tenure-track faculty are knowledgeable about the criteria for tenure.
- Establish guidelines and policies for maintenance of "academic" portfolios.
- Appoint General Academic Career Advisors (GACA) to all new faculty and current faculty at the Assistant Professor or lower academic rank.
- Establish template and requirements for DLRMP.

One-year benchmarks:

- Appoint a GACA to all new faculty and current faculty at the Associate Professor or higher academic rank (except those faculty members who opt out).
- Review current criteria for promotion and tenure.
- All divisions will be required to develop a research mentoring plan.
- Fully implement and evaluate DLRMP's and revise if needed to make them in synch with the overall departmental FMP.
- Document that faculty are knowledgeable about the criteria for promotion to his/her next academic rank.
- Establish "academic portfolio" for junior faculty members.
- Develop "orientation manual" for new faculty.
- Conduct junior faculty focus groups to evaluate the strengths, weaknesses, and progress of the newly implemented FMP.
- Meet and evaluate progress of the FMP with the Chair, Division & Program Directors.
- Administer revised SurveyMonkey Instrument to assess faculty perceptions of the newly implemented FMP.
- Co-sponsor and establish with the Executive Committee on Education and Training programs annual return-to-campus events for former residents and fellows who accepted academic positions at both MUSC and outside institutions. The purpose of these events will be to evaluate our training programs' success in preparing them for junior faculty positions.
- Revise and develop modified FMP based upon an analysis of the annual SurveyMonkey instrument, faculty focus groups, interviews with division and program directors, and observations systematically obtained during Appointment, Promotion, and Tenure Committee (APTC) meetings. (*see, Appendix 6, APTC*).

****Faculty Members at the Associate Professor or Professor rank may opt out of the DPBS mentorship program but must sign an opt out document (*see, Appendix 2, Opt Out Form*).**

References:

1. Bickel J, Brown JA. Generation X: Implications for faculty recruitment and development in academic health centers. *Acad Med* 2005; 80: 205-210.
2. Blixen CE, Papp KK, Hull AL, Rudick RA, Bramstedt KA. Developing a mentorship program for clinical researchers. *J Contin Educ Health Prof.* 2007Spring;27(2):86-93.
3. Cochran A, Paukert JL, Scales EM, Neumayer LA. How medicals students define surgical mentors. *Am J Surg* 2004; 187:698-701.
4. Detsky AS, Baerlocher MO. Academic mentoring--how to give it and how to get it. *JAMA.* 2007 May 16;297(19):2134-6.
5. Feldman MD, Huang L, Guglielmo BJ, Jordan R, Kahn J, Creasman JM, Wiener-Kronish JP, Lee KA, Tehrani A, Yaffe K, Brown JS. Training the next generation of research mentors: the University of California, San Francisco, Clinical & Translational Science Institute Mentor Development Program. *ClinTransl Sci.* 2009 Jun;2(3):216-21.
6. Johnson MO, Subal, LL, Brown JS, Lee KA, Feldman MD. An innovative program to train health sciences researchers to be effective clinical and translational research mentors. *Acad Med* 2010; 85:484-489.
7. Keyser DJ, Lakoski JM, Lara-Cinisomo S, Schultz DJ, Williams VL, Zellers DF, Pincus HA. Advancing institutional efforts to support research mentorship: a conceptual framework and self-assessment tool. *Acad Med.* 2008 Mar;83(3):217-25.
8. Levy BD, Katz JF, Wolf MA, et al. An initiative in mentoring to promote resident's and faculty members careers. *Acad Med* 2004; 79:845-850.
9. Morahan PS, Kasperbauer D, McDade SA, Aschenbrener CA, Triolo PK, Monteleone PL, Counte M, Meyer MJ. Training future leaders of academic medicine: internal programs at three academic health centers. *Acad Med.* 1998 Nov;73(11):1159-68.
10. Moskowitz J, Thompson JN. Enhancing the clinical research pipeline: training approaches for a new century. *Acad Med.* 2001 Apr;76(4):307-15.
11. Palepu A, Friedman RH, Barnett RC, Carr PL, Ash AS, Szalacha L, Moskowitz MA. Junior faculty members' mentoring relationships and their professional development in U.S. medical schools. *Acad Med.* 1998 Mar;73(3):318-23.
12. Peterson SL, Wittstrom KM, Smith MJ. A course assessment process for curricular quality improvement. *Am. J. Pharm. Educ.* 2011; 75(8): 157.
13. Plenert G. Strategic continuous process improvement. McGraw-Hill. 10/24/11.
14. Pololi L, Knight S. Mentoring faculty in academic medicine. A new paradigm? *J Gen Intern Med.* 2005 Sep;20(9):866-70.
15. Pololi LH, Knight SM, Dennis K, Frankel RM. Helping medical school faculty realize their dreams: an innovative, collaborative mentoring program. *Acad Med.* 2002 May;77(5):377-84.
16. Sambunjak D, Straus SE, Marusić A. Mentoring in academic medicine: a systematic review. *JAMA.* 2006 Sep 6;296(9):1103-15.
17. Seldin P. The teaching portfolio. A practical guide to improved performance and promotion / tenure decisions. 2nd edition. 1997. Anker Publishing Company.
18. Souba WW. The essence of mentoring in academic surgery. *J Surg Oncol* 2000; 75-76-79.
19. Tracy EE, Reshma J, Starr R, Trabell NJ. Outcomes of a pilot faculty-mentoring program. *Am J Obstet Gynecol* 2004; 191:1846-50.
20. Wingard DL, Garman KA, Reznik V. Facilitating faculty success: outcomes and cost benefit of the UCSD National Center of Leadership in Academic Medicine. *Acad Med.* 2004 Oct;79(10 Suppl):S9-11.

Appendix 1.

DPBS MENTORING PARTNERSHIP AGREEMENT

MENTEE'S NAME: _____

MENTEE'S TRACK & RANK: _____

MENTOR'S NAME: _____

MENTOR'S TRACK & RANK _____

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:

We are committed to meet together: weekly _____ monthly _____ quarterly _____

2. We have established the following goals for this mentoring relationship:

We agree to the above designation of roles and the Faculty Member and Mentor Roles and Responsibilities described previously. In addition, we have discussed and come to an agreement on what confidentiality will mean for us. We also have agreed on a communication plan regarding mentorship. We agree to be respectful and hold one another accountable, and we will evaluate the success of our mentoring partnership on an annual basis.

Mentee's Name, Signature, and Date

Mentor's Name, Signature, and Date

Relevant to Mentee-GACA and Mentee-RM (if applicable)

Appendix 2. Associate Professor or higher Opt Out form.

I decline the opportunity to have a designated formal mentor as part of the Department of Psychiatry and Behavioral Sciences Faculty Mentorship Program.

NAME

DATE

DIVISION HEAD

DATE

Appendix 3. GACA/Mentee relationship evaluation.

Part 1. TO BE COMPLETED BY MENTEE.

Mentee: _____

GACA: _____

ITEM	Excellent	Fair	Poor		
1. The mentor is available on a regular basis and approachable.	1	2	3	4	5
2. The mentor helps define goals	1	2	3	4	5
3. The mentor has respect for the mentee	1	2	3	4	5
4. The mentee has respect for the mentor	1	2	3	4	5
5. The mentor is an appropriate role model for the mentee	1	2	3	4	5
6. The mentor has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
7. The mentor has been helpful in guiding the mentee through the challenges presented	1	2	3	4	5
8. The mentor provides both support and constructive criticism of the mentee.	1	2	3	4	5
9. The mentee Maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with Chair	1	2	3	4	5

Appendix 4. GACA/Mentee relationship evaluation.

Part 2. TO BE FILLED OUT BY GACA and if relevant, RM.

Mentee: _____

GACA: _____

ITEM	Excellent	Fair	Poor		
1. The mentee is available on a regular basis and approachable.	1	2	3	4	5
2. The mentee has developed a reasonable set of goals	1	2	3	4	5
3. The mentor has respect for the mentee	1	2	3	4	5
4. The mentee has respect for the mentor	1	2	3	4	5
5. The mentee exhibits understanding of the requirements, policies, and procedures for promotion and tenure	1	2	3	4	5
6. The mentee has a good understanding of the challenges presented to the mentee.	1	2	3	4	5
7. The mentee has developed established relationship(s) with a mentor(s) in the areas of teaching, research, clinical service, and faculty development	1	2	3	4	5
8. The mentee takes criticism/suggestions from the mentor and reacts appropriately	1	2	3	4	5

Appendix 5. 2011 Faculty Mentorship Committee (FMC) Listing

Dr. Thomas Uhde
Professor & Chair
Department of Psychiatry & Behavioral Sciences

Dr. Layton McCurdy
Dean Emeritus
Distinguished University Professor
Department of Psychiatry & Behavioral Sciences

Dr. Dean Kilpatrick
Distinguished University Professor
Department of Psychiatry & Behavioral Sciences

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Academic Investigator

Dr. Ben Saunders
Professor

Dr. Bernadette Cortese
Assistant Professor

Dr. Kathy Magruder
Professor

Colleen Hanlon
Assistant Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Academic Clinician

Dr. Aimee McRae-Clark
Professor

Dr. Carla Danielson
Associate Professor

Dr. Kelly Holes-Lewis
Assistant Professor

Dr. Kevin Gray
Associate Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Clinician Educator

Dr. Michael deArellano
Professor

Dr. Sarah Book
Associate Professor

Dr. Viktoriya Magid
Assistant Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Modified, NON TENURE

Dr. Bruce Lydiard
Professor

Dr. Steve LaRowe
Associate Professor

Appendix 6. 2011 Appointments, Promotion, and Tenure Committee (APTC) Listing

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Academic Investigator

Dr. Howard Becker
Professor

Dr. Suzanne Thomas
Associate Professor

Dr. Bernadette Cortese
Assistant Professor

Dr. Lindsay DeVane
Professor

Dr. Chanita Hughes-Halbert
Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Academic Clinician

Dr. Robert Malcolm
Professor

Dr. Carla Danielson
Associate Professor

Dr. Connie Guille
Assistant Professor

Dr. Olga Brawman-Mintzer
Professor

Dr. Matt Carpenter
Associate Professor

Dr. Hilary Bernstein
Assistant Professor

Dr. Mark Hamner
Professor

Dr. Hugh Myrick
Associate Professor

Dr. Callie Lalich
Assistant Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Clinician Educator

Dr. Michael deArellano
Professor

Dr. Alyssa Rheingold
Associate Professor

Dr. Frampton Gwynette
Assistant Professor

Dr. Patrick O'Neil
Professor

Dr. Matt Koval
Associate Professor

Dr. Dave Beckert
Assistant Professor

Dr. Dan Smith
Professor

RANK: Professor, Associate Professor, and Assistant Professor

TRACK: Modified, NON TENURE

Dr. Patrick Randall
Professor

Dr. Mark Wagner
Associate Professor

Royce Sampson
Assistant Professor

Dr. Steve LaRowe
Associate Professor

Dr. Tripp Griffin
Assistant Professor

Appendix 7. Career Development Plan (CDP) prepared by Mentee

Instructions to Mentees:

Please complete this form every 12 months and give a copy to your career mentor before your mentoring session. Attach an updated CV in the recommended format

Instructions to Mentors:

Please review the mentee's CV and this CDP prior to meeting your mentee.

Date:

Mentor Name:

Mentee Name:

Track:

Rank:

Academic Appointment

Do you understand the expectations for your career advancement and promotion within the University?

Yes

No

If no, provide questions you have about career advancement and promotion at the University:

Time allocation as estimated by Mentee:

% Teaching/training/providing mentoring

% Research

% Patient Care

% Administration

% Other Creative Professional Activity

How (if at all) would you like to change this time distribution and how could you justify that change?

Future Professional Goals

Short Term Goals

List your professional goals for the coming year. Indicate how you will assess if the goal was accomplished (expected outcome)

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected Outcome:

Long Term Goals

List your professional goals for the next 3 to 5 years. Indicate how you will assess if the goal was accomplished.

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected Outcome:

Are you satisfied with your personal-professional balance? If not—what are your plans for modifying how you spend your time?

Adapted from UCSF Faculty Mentoring Program

Appendix 8. Institutional, State and National Resources for Supporting Faculty Development at MUSC

1. Institutional Resources 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 (<http://research.musc.edu/index.html>). 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 mentor matching and links to institutional cores and programs. Additionally, the SUCCESS center (<https://sctr.musc.edu/index.php/programs/success-center>) 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://sctrweb2.musc.edu/research_toolkit 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://sctr.musc.edu/index.php/education/kl2>
<https://sctr.musc.edu/index.php/programs/pilot-projects>
<http://research.musc.edu/urc/home.htm>
- **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://sctr.musc.edu/index.php/voucher>.

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.

- a. **The Office of Research Development (ORD)** (<http://research.musc.edu/ord/index.html>), 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 (<http://research.musc.edu/ordalerts.html>)

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 <http://research.musc.edu/APR/OSEP.html>, and ii. through the SUCCESS center <https://sctr.musc.edu/index.php/programs/success-center>.
- **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.
 - Office of Research and Sponsored Programs (<http://research.musc.edu/orsp/index.html>)
 - Office of Grants and Contracts Accounting (<http://academicDepartments.musc.edu/vpfa/finance/gca/index.htm>)

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://sctr.musc.edu/index.php/programs/clinical-a-translational-research-center>
- **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 <http://sctr.musc.edu/index.php/programs/biostats> and http://sctrweb2.musc.edu/research_toolkit/preaward/grantproposal/statistic

- **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://sctr.musc.edu/index.php/education/mscr-masters-of-science-in-clinical-research>
- **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 mentoring across campus <https://sctr.musc.edu/index.php/programs/teach/133>

Some Specific Resources for Basic Science Research:

- **Research Support** (<http://research.musc.edu/researchresources.html>)
 - 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 mentoring 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 (<http://www.musc.edu/grad/>)
 - Graduate Faculty Resources – application for appointment to graduate faculty and conflict of interest forms.
 - Mentoring Compact – AAMC recommendations for mentoring graduate students and postdocs (<http://www.aamc.org/research/postdoccompact>).
 - 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 mentors.
 - 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. (<http://www.musc.edu/grad/summer/index.html>)
 - Howard Hughes Medical Institute
 - “Lab Management: Making the Right Moves” is an essential resource for postdocs and faculty, available free on-line. (<http://www.hhmi.org/resources/labmanagement/moves.html>)
 - “Entering Mentoring” provides guidance in mentoring individuals with diverse learning and personality styles. (<http://www.hhmi.org/catalog/main?action=product&itemId=272>)
 - 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” (halushpy@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.
 - Research INKlings (<http://research.musc.edu/inklings.html>). INKlings is a monthly on-line news letter of recent events of interest to MUSC researchers.
 - 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. (<http://www.sacnas.org/>)
 - 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. (<http://www.abrcms.org/index.html>)
 - www.MinorityPostdoc.org hosts a variety of career development resources for postdocs, including job listings and articles, with an emphasis on minority scholars.

Resources for Education

Types of Educational Technology

- **Tegrity:** Tegrity is a lecture capture service that lets faculty automatically capture every class – on and off campus – for later review by every student, anytime, anywhere. <http://tegrity.musc.edu>
- **Adobe Connect:** Adobe Connect is a Web conferencing software that securely shares presentations and multimedia right from a desktop computer, supporting feedback from hundreds of participants — all using a web browser and the Adobe Flash® Player runtime. <http://connect.musc.edu>
- **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.

- **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. <http://www2.edserv.musc.edu/appletree/>
- **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. <http://copyright.library.musc.edu/page.php?id=1314>
- **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/>
- **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-Mentor), Distinguished Faculty Service Awards

Library resources - <http://www.library.musc.edu/>

- 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
- 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.
- Center for Academic and Research Computing – Works with faculty and staff across the campus to design, develop and support interactive instructional programs.
- Journals The library currently provides access to approximately 17,498 e-journals and 34 current print-only subscriptions <http://muscls.musc.edu/>

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. <http://www.musc.edu/cae/>

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/>

Enrollment Services - Enrollment Services oversees student admissions, records and financial aid. <http://www.musc.edu/em>

**State or National Resources
Funding Agencies**

By going to the MUSC Research and Discovery website (<http://research.musc.edu/researchresources.html>) and clicking on Funding Opportunités 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 http://research.musc.edu/newinv_fund.html
- Postdoctoral Funding Opportunities
- Limited Submissions Competitions Opportunities

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 mentors and trainees. MUSC is an affiliate institution which provides membership to all faculty, postdocs, and students. <http://www.nationalpostdoc.org/>