

**Mentoring/ Faculty Development Plan
Department of Urology**

Contents

Goal on Mentoring	1
Promotion and Tenure Within Department	1
Documentation of Career Development	1
Mentoring Plans and Agreement	4
Mentor Selection	4
Mentoring Role - Junior Faculty/ Mentee	4
Mentoring Role - Senior Faculty/ Mentor	4
Evaluating the Mentoring Relationship and the Process for Changing Mentors	5
Evaluating the Mentoring Relationship	5
Annual Review	5
Measures for Success of the Mentoring Development Program	5
Resources Available for Faculty Development	6
Departmental Resources	6
The Faculty Senate	7
The Women Scholars Initiative (WSI)	7
Existing Faculty	7
Mentoring Metrics	8

Appendices

Appendix 1 Institutional, State and National Resources for Supporting Faculty Development	9
Appendix 2 - Mentoring Partnership Agreement	17
Appendix 3 - Career Development Plan (CDP)	18
Appendix 4 - Mentor/Mentee relationship evaluation	20

In the spirit of continuous quality improvement, the Department of Urology has developed and is currently implementing a mentoring program to enhance the development of its faculty.

Goal on Mentoring

The goal is for all faculty of the Department to achieve their individual full potential as members of the College of Medicine and Medical University of South Carolina and to be rewarded for that achievement. All senior and junior faculty in the Department of Urology are expected to participate. The program is aimed at improving the short- and long- term development of all associated faculty in the Department. It is incumbent on faculty members, their mentors, Department Chairs, and the university leadership to see that tangible progress is being made and documented. This mentoring plan is designed to assist in this.

Promotion and Tenure Within Department

The Department of Urology follows the College of Medicine Guidelines for Promotion and Tenure which can be found on the College of Medicine web site under the faculty affairs section <http://academicdepartments.musc.edu/com1/faculty/index.htm> .

The tracks available for faculty in the Department of Urology are: Academic Investigator, Academic Educator, Academic Clinician, and Clinician Educator. The criteria for each at the various faculty ranks can be found in the College of Medicine's Criteria Matrix on the College's web site at

<http://academicdepartments.musc.edu/com1/faculty/gdlines.pdf>

As the Department of Urology is a relatively small Department, its Promotion and Tenure Committee is headed by the Department Chair. Through discussion with faculty members at their annual review and as needed, the Chair meets with faculty to discuss their progress toward achieving the criteria cited for promotion and tenure. When appropriate corresponding criteria have been met, the candidate and the chair meet to discuss the potential for advancement or tenure and if agreed that it is appropriate, the process to be promoted or tenured is begun. To apply for promotion or tenure the following documents on the College of Medicine's faculty affairs section are used:

The packet for applying for promotion is located at this site

<http://academicdepartments.musc.edu/com1/faculty/Rgprom.pdf>

The packet for applying for tenure is located at this site:

<http://academicdepartments.musc.edu/com1/faculty/Rgtenure.pdf>

Documentation of Career Development

In order to achieve promotion and tenure, the professional growth of the faculty member must be documented. In addition to an up-to-date curriculum vitae in the correct College of Medicine format, which can be found at (<http://academicdepartments.musc.edu/com1/faculty/index.htm>), portfolios of research, teaching, and clinical accomplishments are important to develop and keep updated as the faculty member progresses through the academic ranks. In order to advance the quality of the faculty member's individual scholarship is of critical importance, but depending on the specific promotion 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 academic educator track, the teaching portfolio is of primary importance. The typical components of each of these portfolios include but are not limited to the following:

Academic Researcher Portfolio

1. Completion of educational requirements necessary for career in academic research
2. First authored original publications (with impact factor information if possible)
3. Senior authored original publications (indicate whether the first author was someone mentored)
4. Co-authored original publications
5. Other publications, e.g., review papers, book chapters, textbooks
6. Career training grant awards
7. Independent grant awards as PI
8. Grant awards as Co-investigator
9. Presentations of research at national / international meetings
10. Peer recognition for research activities including invitations to present at national / international meetings and other universities
11. 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
12. Institutional or external research awards
13. Mentoring achievements: individuals mentored, achievements of mentees including grants received and important publications of mentees under guidance, and where mentees are today
14. Membership and involvement in professional and scientific organizations
15. Contributions to research-oriented committees at department, college, university, community, state, regional, national and international levels
16. Leadership roles in research in appropriate department, college, or university

Academic Educator Portfolio

A teaching portfolio includes documents and materials that show the scope, quality, and creativity of faculty members' teaching efforts, progress, and achievements¹. Reflection is an integral part of the portfolio and shows how faculty members have integrated new learning with their teaching philosophy and performance.

The typical components of a teaching portfolio include the following:

1. Completion of educational requirements necessary for career in academic teaching
2. Philosophy of teaching and learning
3. Teaching goals for student accomplishment
4. Teaching methods and evaluation strategies
5. Participation in course and/or curriculum development
6. Engagement in the scholarship of teaching and learning (SoTL)
7. Evidence of teaching accomplishments
 - a. 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
- b. Course materials (syllabi, readings, handouts, assignments, examinations)
- c. Samples of teaching innovation (simulation, educational technology)
- d. Samples of manuscripts related to teaching and or educational activities
- e. Student, resident and fellow evaluations of teaching
- f. Peer evaluations of teaching
- g. Audience evaluations of presentations at state or national meetings
- h. Membership in departmental, college, university, society, community, state, regional, national and international committees or organizations related to teaching
- i. First authored publications (papers, chapters, reviews, textbooks) related to teaching
- j. Senior authored publications (papers, chapters, reviews, textbooks) related to teaching
- k. Co- authored publications (papers, chapters, reviews, textbooks) related to teaching
- l. Grant awards related to teaching
- m. Presentations on teaching at national / international meetings
- n. Leadership roles in teaching in appropriate department, college, or university
- o. Honors and awards for teaching
- 8. Mentoring achievements in teaching: individuals mentored, achievements of mentees in teaching arena, and where mentees are today

Academic Clinician Portfolio

1. Completion of educational requirements necessary for career as an academic clinician, including certification by appropriate specialty board
2. Evidence of a heavy clinical load
3. Evidence of excellence in high quality patient care
4. Development of innovative clinic practices i.e., new clinical services that the faculty member established or participated in e.g., telemedicine, new surgical technique
5. Evidence of organization of clinical services to provide an optimal setting for medical education and a data base for research
6. Evidence of excellence in clinical training of students, residents, and fellows
7. Documentation of teaching activities including formal lectures, grand rounds, and continuing medical education
8. Superior evaluations of teaching by students, residents, fellows, peers, course directors and department chairs
9. First authored publications (papers, chapters, reviews, textbooks)
10. Senior authored publications (papers, chapters, reviews, textbooks)
11. Co-authored publications (papers, chapters, reviews, textbooks)
12. Presentations at national or international meetings
13. Peer recognition for clinical activities including invitations to present at national / international meetings and other universities
14. Co-investigator on research grant awards
16. Mentoring achievements: clinicians trained, achievements of trainees, and where trainees are today

17. Membership and involvement in professional and scientific organizations
18. Contributions to clinically oriented committees at department, college, university, community, state, regional, national and international levels
19. Leadership roles in clinical activities in appropriate department, college, or university

Opportunities for scholarship exist in many areas including discovery, application, integration, and teaching such as the development of local and global initiatives, the development of online programs of study, research related to the use of educational technology, and the design and implementation of faculty development opportunities. These scholarship activities may be conducted individually or in collaboration with others. Evidence of scholarship typically includes publications in peer reviewed journals, a strong national visibility related to area(s) of expertise, and evidence of funding. No matter the individual circumstance, one of the most fundamental components of seeking promotion and/or tenure is to determine at the time of faculty appointment the expectations for promotion and tenure, and have a mentor to help guide and advise in this process.

Mentoring Plans and Agreement

Mentor Selection

It is expected that the junior faculty member will identify a mentor within 1 to 2 months of his or her arrival to the University. The Chair will be available to discuss and explore possible matches for a mentor within the department and beyond. If a mentor is not selected within the mentee's first 2 months, then the Chair will make an assignment while considering the mentee's interests, area of specialty, etc.

Mentoring Role - Junior Faculty/ Mentee

It is the responsibility of the junior faculty member to schedule and attend informal meetings with his or her mentor in order to initiate discussions about career plans, teaching, clinical efforts, tenure, ideas for research, and means of executing this research. The junior faculty member is expected to develop a clear one-year and five-year plan that includes attainable academic goals. In fact, junior faculty are strongly encouraged to seek the continued advice of their mentors since waiting until an annual evaluation may not be sufficient to make expedient corrections to their course of action. As the mentoring/ faculty development program has significant value to physician recruitment and retention, both parties should take this responsibility seriously. It is incumbent on faculty members, their mentors, Department Chairs, and the university leadership to see that tangible progress is being made and documented.

Mentoring Role - Senior Faculty/ Mentor

The mentor is to provide career development guidance and assistance with performance of faculty responsibilities with respect to teaching, patient care, and research. The mentor shall have the junior faculty member's academic well being in mind and offer constructive, honest advice, giving praise where earned and expressing concern if the junior faculty member is not developing in a desirable direction and with acceptable speed. The mentor shall make every reasonable effort to inform the junior faculty member of trends and developments that may be pertinent as well as of opportunities for obtaining advancement. 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. Senior faculty members are expected to make themselves available to serve as mentors. While there is no set standard, both mentor and mentee are encouraged to meet throughout the year to discuss issues and/ or opportunities.

Evaluating the Mentoring Relationship and the Process for Changing Mentors

The following criteria should be used for evaluating each mentee/ mentor relationship:

- Is the mentor available on a regular basis and approachable?
- Does the mentor help define goals?
- Do the mentor and mentee have mutual respect for one another?
- Is the mentor an appropriate role model for the junior faculty member?
- Does the junior faculty member take criticism/ suggestions from the mentor?

Over time, the junior faculty member may benefit from a change in mentors. Such a transition may be requested by either a mentor or mentee at any time. In addition, the Chair may facilitate a change if the relationship is not beneficial for either participant.

Annual Review

The Chair of the Department will conduct an annual review with the junior faculty member that focuses on progress towards promotion in addition to a review of specific contract duties for the previous and upcoming year. At this time the mentoring program and mentor/mentee relationship can also be discussed. The review should provide timely feedback to the junior faculty member, so that he or she can align activities in ways that will increase his or her likelihood of success in the future.

Additionally, during this review, the following should occur:

- Junior faculty member should present an updated CV to be reviewed during the annual review, and ask for specific feedback on what should or should not be included or areas that need to be concentrated on for the next year and the next 5 years.
- Junior faculty member should present records of all letters, student evaluation, emails, etc that comment on his/her abilities in education, patient care, and research endeavors.
- Junior faculty member should obtain and review all departmental, COM and institutional policies that pertain to promotion and tenure.
- With the guidance of appropriate mentors, junior faculty members should discuss their 1, 5 or 10 year plan for promotion and tenure.

Measures for Success of the Mentoring Development Program

The Department of Urology has established a faculty mentoring plan that is based on the department's unique resources and the needs of its faculty.

Short-term measures:

Each new faculty member:

- Exhibits understanding of the requirements, policies, and procedures for promotion and tenure (Faculty Handbook, AP&T website slide presentation)
- Has developed established relationship(s) with a mentor(s) in the areas of teaching, research, clinical service, and faculty development
- Formulates and documents their short and long-term career goals in the areas of teaching, research, clinical excellence, and faculty development
- Maintains a portfolio of publications, lectures, clinical development, faculty/university service for periodic review with mentor(s) and annual review with chair

Long-term measures:

- Mentee faculty meets competitive funding goals
- Mentee faculty meets established publication, teaching, clinical excellence, and service goals
- Mentee faculty applies for and successfully achieves promotion within 4-5 years of initial appointment
- Faculty participation in mentoring/faculty development program contributes to their career development (promotion and tenure)

Mentoring is a part of each faculty member's Departmental and academic responsibilities. 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 urology faculty to mentor students and trainees

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

The Department of Urology provides similar resources for all of its faculty members. Each faculty member receives

- Administrative support through administrative assistants, administrator support and research program coordinators
- A yearly stipend which can be used at the faculty member's discretion for travel to conferences or scientific meetings, association dues & memberships, or the purchase of books, journals or software.

Funding for pilot studies or specific program development will be determined at the time of a candidate's initial offer of employment, on a yearly basis during the annual review, or prior to budgeting for the upcoming year.

Protected time for research or teaching will also be determined at the time of a candidate's initial offer of employment, on a yearly basis during the annual review, or at any time throughout the

year as the Chair deems necessary

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 1.

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

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)

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>

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 section 2.4 above.

Existing Faculty

All existing faculty at ranks lower than full professor should have a lead mentor. If an existing faculty member does not have a mentor, the faculty member and the Department Chair should meet to discuss the assignment of a mentor. This mentor should have the same characteristics as those described above for 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 mentor would then help the faculty member come up with a career development plan. A meeting between the faculty

member, lead mentor, and Chair should be arranged to discuss the resources that are needed for the faculty member to be successful.

Mentoring Metrics

Mentoring is a part of each faculty member's Departmental and academic responsibilities. 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 urology faculty to mentor students and trainees.

To ensure that each 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 each mentor should be reached that describes how they will work together and collaborate on the development of a mentoring plan. The agreement implemented in the Department of Urology is included *appendix 2*.

Meetings between the mentee and the career mentor should occur at least twice per year to review the mentee's updated curriculum vitae and Career Development Plan (CDP). The CDP suggested for use in the Department of Urology is provided in *appendix 3*.

To determine the success of each mentee – mentor relationship and the department mentoring plan, metrics need to be developed for measuring these criteria. The mentee and mentor in each relationship will be required to complete a confidential evaluation report at least annually which should be reviewed by the Department Chair. The evaluation report implemented for use in the Department of Urology is provided in *appendix 4*.

Appendix 1

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 (<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/k12>
<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.
- **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“ (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.
 - 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.

1.2 Resources for Education

1.2.1. Types of Educational Technology

- a. 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>
- b. 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>
- c. WebCT - WebCT 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. <http://webct.musc.edu>

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. <http://www2.edserv.musc.edu/appletree/>

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. <http://copyright.library.musc.edu/page.php?id=1314>

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-Mentor)
- 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 <http://muscls.musc.edu/>

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

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

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

Appendix 2
Mentoring Partnership Agreement

Working in partnership, we are entering this mentoring relationship. It is our expectation that this partnership will foster professional growth and career development. In order to ensure that the mentoring relationship will be a mutually rewarding and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship _____
Name Name

2. We are committed to sustain this relationship for at least one (1) year from this date.

Name Name

3. We are committed to meet together: weekly _____ monthly _____

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

5. The skill areas to be enhanced or developed through this partnership are:

6. Each of us has outlined expectations for the mentoring relationship. _____

7. We have discussed and agree to a “No-Fault conclusion, if necessary. _____

Mentor Date

Mentee Date

Check box if you are lead mentor []

Appendix 3
Career Development Plan (CDP) Prepared by Mentee

Instructions to Mentees:

Please complete this form every 6 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:

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?

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:

Current Professional Responsibilities

List your major professional responsibilities and if you anticipate significant changes in the coming year

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?

**Appendix 4 – Part 1
Mentor/Mentee relationship evaluation.**

Part 1. TO BE COMPLETED BY MENTEE.

Mentee: _____

Mentor: _____

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 – Part 2
Mentor/Mentee relationship evaluation.**

Part 2. TO BE FILLED OUT BY MENTOR.

Mentee: _____

Mentor: _____ **Check box if you are lead mentor**

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