Preamble
Mentoring and career development are universal hallmarks of the academic milieu, and institutions of higher education have a responsibility to assure that faculty members are given opportunity to grow professionally and see their work come to maturity. Of particular interest is the ability of an institution to promote faculty career trajectories, help shape the direction or focus of a career, and prepare faculty members to move through the academic ranks and achieve promotion and/or tenure as appropriate.

During the past two years the Medical University of South Carolina has renewed its interest in and commitment to mentoring and career development. Under the leadership of Marc Chimowitz, the university appointed a Mentor Leadership Council (January, 2010) with representatives from all stakeholder groups across campus. The council developed an overarching mentoring plan for the university as a whole and each college had the opportunity to modify the plan to meet its unique needs (June 2011).

In the College of Health Professions, the intent of the mentoring plan was embedded in the college’s strategic plan (2012-2017) to assure effective implementation and accountability. With the college’s commitment to national distinction as the lynch pin of its vision, mentoring and career development become entwined in daily academic life as ways to create an intellectual environment that creates rather than stifles success. Academic mentoring is known to improve teaching, increase research productivity, promote service engagement, and stimulate success in promotion and tenure.

Vision
The College of Health Professions seeks to achieve national distinction in Health Professions’ education, research and service.

Mission
As a College dedicated to educating a diverse range of health professionals, we benefit our students, the University, and community through our synergistic approach to creating new knowledge and expertise. Through interprofessional collaboration and innovation, we enrich the learning environment, increase our capacity to conduct research, and augment our ability to provide service. We are a dynamic and responsive college that generates solutions and contributes to the overall health and well-being of the citizens of our state and beyond.

The goal for all faculty members within the College of Health Professions, Medical University of South Carolina is to achieve their individual full potential and to be rewarded for their achievements. Since the University is a place where everyone is learning, it is vital that all faculty members see tangible evidence of their career growth in the areas of education, research, and clinical practice: whether it be in the more easily measured domains of scholarship, external funding, clinical practice or the less easily measured domains of teaching and service.

Faculty members seek mentoring for academic success as it is measured within a particular institution. They want timely and critical information to support their progress, access to those who can spend time in discussion and problem solving, and support from those with expertise in their field. A systematic approach to mentoring is essential and it is incumbent on faculty members, their mentors, department chairs, and the university leadership to see that tangible progress is being made and documented. The college’s mentoring and career development plan is designed to assist in this process by identifying strategies for both new and existing faculty members. The dean will hold the
department chairs and/or division directors accountable for mentoring, career development planning, and the ultimate success of their faculty members in getting promoted and/or tenured.

**Hiring of new faculty members**
Successful career 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, such as 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.

Thus, during the process of recruiting and hiring new junior (assistant professor or lower rank), mid-level (associate professor), or senior faculty members (professor), the College of Health Professions takes into consideration the mentoring and career development needs of its prospective hires.

When the initial offer letter, cosigned by the department chair and dean, is sent to prospective new faculty members, it will indicate track (tenure/non-tenure), area of academic concentration (educator, researcher, or clinician), rank, remuneration, distribution of effort, and any other essential components of hiring negotiation. Further, the offer letter will indicate that within the first six months of their appointment, new faculty members are expected to develop a mentoring and career development plan that spans at least the next three years and is linked to the college’s promotion and tenure criteria and timeline.

**Initial mentoring and career development plans for new faculty members**
Figure 1 (Flowchart of the CHP Mentoring and Career Development Process for New Faculty Members) outlines the typical sequence in which the progression of hiring and mentoring new faculty members takes place within the College of Health Professions (p. 4).

**Interim mentor.** Ideally, within a month after their arrival, new faculty members will, with guidance, seek an interim mentor within the college. The main role of the interim mentor is to offer guidance for the process of career development planning and provide introductions to those with potential to serve as formal mentors. It is important that new faculty members move out of the interim mentor stage and to a self-selected, formal mentor as soon as possible.

**Formal mentor.** With understanding and agreement from both parties, new faculty members will select a formal mentor from the college who will assist with overall career development planning. The assistant dean will develop a pool of senior faculty members, including department chairs and division directors, willing to serve in such a role and make the information available to new faculty members.

The duty of the formal mentor is to assist new faculty members in developing a career development plan that covers at least the initial three years of the faculty member’s career. This plan as shown in Figure 2 (Faculty Mentoring and Career Development Plan), is to be completed before the faculty members’ mid-year evaluation with their department chair and/or division director (p.5).

New faculty members will meet with their formal mentors at least once each semester and more if necessary. Research faculty in particular may need more than one mentor and they are encouraged to seek additional scientific and content-specific mentors as is feasible. Given the diversity of interests of new faculty members, such mentors may be identified external to the college and university.
Figure 1: Flowchart of the CHP Mentoring and Career Development Process for New Faculty Members

Department/divisions conduct targeted recruitment efforts for candidates who can build successful career trajectories for promotion and tenure in the College of Health Professions and contribute to its vision and mission.

Department chair, with input from division director as appropriate, and dean make final selection and write an initial offer letter that addresses faculty candidates’ needs and resources for success, including track, area of concentration, rank, remuneration and the like.

Candidate accepts position and begins work as a new faculty member in the college.

Interim mentor is selected based on needs and interest areas.

New faculty member works with department chair/division director and interim mentor to assess ongoing mentoring needs and to explore availability of a formal mentor for overall career development planning.

Faculty member works with interim and/or formal mentor to develop at least a three year career development plan by the first mid-year evaluation meeting with the department chair/division director.

At the mid-year evaluation meeting, the new faculty member and department chair/division director discuss the career development plan, initial progress, needed revisions, and link to targeted outcomes that are part of the annual evaluation process. The department chair/division director checks that the mentoring needs are being met and that a formal mentor has been identified and is agreeable to serving in that role.

The new faculty member begins to meet regularly with the formal mentor(s) to hone the career development plan.

The new faculty member brings the career development plan to annual evaluation meeting with the department chair/division director who evaluates the current year’s performance in light of the career development plan and helps identify next year’s targeted outcomes with respect to the plan.

After the first successful year of employment, new faculty members move to “existing” faculty member status, and continue to bring their career development plans to mid-year and annual evaluation meetings.
Figure 2: Faculty Mentoring and Career Development Plan

<table>
<thead>
<tr>
<th>Activity*</th>
<th>% effort</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td>Method</td>
<td>Resources</td>
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<td>Service</td>
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<tr>
<td>Clinical Practice</td>
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<td>Scholarship</td>
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<tr>
<td>External Funding</td>
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</tbody>
</table>

*Linked to annual targeted outcomes and types of evidence needed for promotion and tenure
Department chairs and/or division directors will provide feedback on the career development plan at the mid-year evaluation meeting and will check with new faculty members that their mentoring needs are being met by asking such questions as Do they have sufficient access to their mentors? Are their mentors sufficiently helpful? Does the mentor have sufficient breadth of knowledge? New faculty members are responsible for honing their career development plans with their formal mentor and bringing their career development plans to their annual evaluation meetings with their department chair and/or division director.

During the annual evaluation, the department chair and/or division director will evaluate the current year’s performance and help identify the next year’s targeted outcomes with respect to the career development plan. This will assure that the career trajectory for new faculty members is appropriate, linked to the college’s promotion and tenure criteria and timeline, and keeps the bigger strategic picture in view instead of falling into the trap of doing the same thing each year. The department chair and/or division director’s role is to assure the career development plan connects to the goals of the department and college as a whole. The department chair and/or division director may also suggest and facilitate a change of mentor(s) if the relationship is not deemed beneficial for either party.

After the first successful year of employment, new faculty members will move into existing faculty status and continue to bring their career development plans to mid-year and annual evaluation meetings. It is understood that career development plans are an evolving tool that will change as needed.

Mentoring and career development plans for existing faculty members

The overall goal is for all existing faculty to have a mentoring and career development plan. To launch this process, department chairs and/or division directors will conduct a general discussion with unit faculty members to encourage participation in the process as an effective strategy for successful promotion and/or tenure. Faculty members in the junior ranks are encouraged to self-identify their interest first. Figure 3: Flowchart of the CHP Mentoring and Career Development Process for Existing Faculty Members outlines the typical sequence in which the progression of mentoring existing faculty members takes place (p. 7).

Formal mentor. With understanding and agreement from both parties, existing faculty members will select a formal mentor from the college who will assist with overall career development planning. The assistant dean will develop a pool of senior faculty members, including department chairs and division directors, willing to serve in such a role and make the information available to existing faculty members.

The duty of the formal mentor is to assist existing faculty members in developing a career development plan that covers the next three years of the faculty member’s career. This plan as shown in Figure 2 (Faculty Mentoring and Career Development Plan), is to be completed before the faculty members’ mid-year evaluation with their department chair and/or division director (p.5).

Existing faculty members will meet with their formal mentors at least once each semester and more if necessary. Research faculty members in particular may need more than one mentor and they are encouraged to seek additional scientific and content-specific mentors as is feasible. Given
the diversity of interests of existing faculty members, such mentors may be identified external to the college and university.

The duty of the formal mentor is to assist existing faculty members in developing a career development plan that covers at least the next three years of the faculty member’s career. This plan (Figure 2: Faculty Mentoring and Career Development Plan) is to be completed before the faculty members’ mid-year evaluation with their department chair and/or division director.

Once an existing faculty member has a mentor, a meeting between the faculty member, formal mentor, and department chair and/or division director can be arranged, if desired, to discuss the resources that are needed for the faculty member to be successful. The department chair and/or division director needs to recognize that some capable potential mentors may feel that they are overcommitted and thus cannot commit to formally becoming a mentor. Under such circumstances it may be in the best interest of existing faculty members to allow such mentors to participate informally in the mentoring process.
**Figure 3: Flowchart of the CHP Mentoring and Career Development Process for Existing Faculty Members**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To launch the college’s mentoring and career development process, department chair/division director conducts a general discussion with unit faculty members to encourage participation in the process as an effective strategy that guides existing faculty members to success in promotion and/or tenure, as appropriate.</td>
</tr>
<tr>
<td>2.</td>
<td>Recommend that initial emphasis is placed on existing faculty members in junior ranks that are working towards promotion, followed by those in senior ranks.</td>
</tr>
<tr>
<td>3.</td>
<td>Ask those faculty members wishing to participate this year to begin the process of selecting a suitable mentor who is willing to serve.</td>
</tr>
<tr>
<td>4.</td>
<td>Existing faculty member works with selected mentor to develop an initial three year career development plan by the mid-year evaluation meeting with department chair/division director.</td>
</tr>
<tr>
<td>5.</td>
<td>At the mid-year evaluation meeting, the existing faculty member and department chair/division director discuss the viability of the career development plan, needed revisions, and link to targeted outcomes that are part of the annual evaluation process. The department chair/division director checks that mentoring needs can be met and that a formal mentor has been identified and is agreeable to serving in that role.</td>
</tr>
<tr>
<td>6.</td>
<td>The existing faculty member begins to meet regularly with the formal mentor(s) to hone the career development plan.</td>
</tr>
<tr>
<td>7.</td>
<td>The existing faculty member brings the career development plan to annual evaluation meeting with the department chair/division director who evaluates the current year’s performance in light of the career development plan and helps identify next year’s targeted outcomes with respect to the plan.</td>
</tr>
<tr>
<td>8.</td>
<td>And so the cycle repeats for existing faculty members who continue to bring their career development plans to mid-year and annual evaluation meetings.</td>
</tr>
</tbody>
</table>
Department chairs and/or division directors will provide feedback on the career development plan at the mid-year evaluation meeting and will check with existing faculty members that their mentoring needs are being met by asking such questions as Do they have sufficient access to their mentors? Are their mentors sufficiently helpful? Does the mentor have sufficient breadth of knowledge? Existing faculty members are responsible for updating their career development plans with their mentor and bringing their career development plan to their annual evaluation meetings with their department chair and/or division director.

During the annual evaluation, the department chair and/or division director will evaluate the current year’s performance and help identify the next year’s targeted outcomes with respect to the career development plan. This will assure that the career trajectory for existing faculty members is appropriate, linked to the college’s promotion and tenure criteria and timeline, and keeps the bigger strategic picture in view instead of falling into the trap of doing the same thing each year. The department chair and/or division director’s role is to assure the career development plan connects to the goals of the department and college as a whole. The department chair and/or division director may also suggest and facilitate a change of mentor(s) if the relationship is not deemed beneficial for either party.

**General comments on mentoring**

- A successful mentor provides guidance in several different areas including: advice in area of focus (e.g., research, teaching, clinical care); professional development (e.g., suggesting participation in grant review panels, scientific writing committees, college and university committees; introductions to leading experts in the field, participation and leadership in professional societies, and the like); monitoring the progress helping to ensure academic advancement; 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 members often learn to rely on different mentors, including peers, for each of these components of the mentoring plan listed above, and indeed they may use a team of mentors rather than an individual mentor. Faculty members on career development awards are encouraged to continue their relationships with their mentoring team. Typically this team consists of a scholarly mentor who is an expert in the scientific or scholarly area and a career mentor who is a senior faculty member and provides career guidance and support. These different roles can sometimes be performed effectively by one mentor. Developing a mentoring team for a faculty member may take time and trial and error. Mentors and department chairs/division directors have important roles in helping the mentee develop an effective mentoring team.

- As participating in mentoring teams is a value to our college, activity reports should reflect participation in mentoring so faculty members receive credit for it at the annual evaluation.

- Regardless of whether the mentee has a single mentor or a team of mentors, one mentor should be the formal mentor. Initially, the interim mentor will be the formal 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 formal mentor role.
**Typical roles for mentors**
Mentors are typically more senior (associate and full professors) in their careers, have met many of their own career goals, and are genuinely interested in helping and supporting other faculty members. They know how the academic system works, are familiar with the institutional culture, and can advise on overall career development and on the specific progress of research or scholarly activities, grant and manuscript preparations, facilitate networking, provide guidance on coursework and training opportunities, identify resources, and the like.

**Mentor training and support**
Because of a current lack of senior mentors in the college, it is essential to look at and promote and capitalize on career development/mentoring activities currently underway within the college and across the university, such as faculty development seminars, grant writing meetings, and the like. The college will consider sponsoring group or peer mentoring activities by soliciting mentors external to the college and university, recruiting speakers and advisors to cover gaps in key topics.

Furthermore, the college will help department chairs and division directors to develop additional mentoring skills and additional awareness of the keys to successful career development for their faculty members. Participation in university-wide mentor training is strongly encouraged.

The college promotion and tenure guidelines are available at the link below, account name and password access required. [https://sp.musc.edu/chp/resources/facassembly/default.aspx](https://sp.musc.edu/chp/resources/facassembly/default.aspx)
Appendix: Institutional, State, and National Resources for Supporting Faculty Development

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. 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 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 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 the 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/education/k12) [https://sctr.musc.edu/index.php/programs/pilot-projects](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.

  If you think that applying for a SCTR Voucher could be beneficial to your research study, please visit [http://sctr.musc.edu](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)** 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 Building to meet the ORD staff and learn about networking opportunities. The Office of Research Development offers the following services:
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.

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: 1) The Office of Scientific Editing and Publications (OSEP) which provides support to augment manuscript and grant writing skills for MUSC faculty, trainees, and staff, and 2) through the 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
  - Office of Grants and Contracts Accounting
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.

- **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)

- **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.

- **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
Some Specific Resources for Basic Science Research

Research Support [link to website]
- 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.[link to website]
- 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 [link to website]

Personnel/Trainees Relationships
- College of Graduate Studies [link to website]
- Graduate Faculty Resources – application for appointment to graduate faculty and conflict of interest forms.
- Mentoring Compact – AAMC recommendations for mentoring graduate students and postdocs
- 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.
- Howard Hughes Medical Institute
- “Lab Management: Making the Right Moves” is an essential resource for postdocs and faculty, available free [online].
- “Entering Mentoring” provides guidance in mentoring individuals with diverse learning and personality styles.
- 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.
- 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
- 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" (halushpyv@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
- **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.
- **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.
- **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.

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/

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
- 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.

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.

1.2.6. College and University 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
- 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

1.2.8. Center for Academic Excellence
The Center for Academic Excellence (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.

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.

1.2.10. Enrollment Services
Enrollment Services oversees student admissions, records and financial aid

State or National Resources
2.1. Funding Agencies
Go to the MUSC Research and Discovery website and click and on Funding Opportunities under the Office of Research Development, for the following information
- Funding alerts
- Federal and state funding opportunities
- Sponsor opportunities (Corporate and Foundations)
- New Investigator Funding Opportunities
- 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.
- 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.
- 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.