Expectations of K Scholars and Their Mentors

Marc I. Chimowitz, MBChB
Mentee Expectations

1. Programmatic Requirements
2. Progression through Research Project and Training Plan
3. Meeting & Reporting Deadlines
4. Percent Effort Requirements
5. Take Charge of the Mentee – Mentor Relationship
1. Programmatic Requirements

- Annual Translational Science Conference in April
  - Attend and submit abstract
- Attend Annual MUSC Mentoring Retreat
- Monthly K to R Club Meetings
- Grant Writing Course
- Mock Study Section

Strongly Encouraged:
- SOCRATES
- Tools for Mentors & Mentees
K to R Club Attendance for Mentee Presentations

- 4th Tuesday of each month at 5pm in BEB 102 (unless otherwise noted)
- Each scholar is required to attend every meeting whether presenting or not
- Each scholar is required to present at least annually*

*Please check with your specific program to determine your number of presentations.
Grant Writing Course and Mock Study Section Participation

- Participation in both is required. Prior to grant submission scholars will participate in a grant writing course and mock study section.
2. Progression through Research Project/Training Plan

- Create Individual Development Plan
- Set Goals with Mentor and K program directors
- Use your K specific timeline (found in your folders) as a guide
- Ongoing training in conducting clinical & translational research
  - ie. CCRT - Core Clinical Research Training Program
- RCR – Responsible Conduct of Research
3. Meeting & Reporting Deadlines

- Meet with mentor regularly
- Meet with K program directors quarterly/ever 6 months (depending on which K program you are in)
  - Submission of written progress reports **2 weeks before** meeting
  - Annual Progress Reports – yearly for the next ~7 years after support ends
- By end of Year 2, scholars are expected to have submitted an extramural grant application
- Year 3 (if applicable) – resubmission of an extramural grant application
4. Percent Effort Requirements

- Mentee **must be able to document** that the percent effort of your award (eg. 75%, 50%) is dedicated to K activities
- Mentor must help ensure that Department is providing the mentee with the protected time that the award requires
- If not being fulfilled, PI of K Program needs to be informed
5. Take Charge of the Mentee – Mentor Relationship

- Mentoring is key to career success and satisfaction
- “The mentee is not an empty vessel receiving the mentor’s advice and wisdom but, rather, an active participant, shaping the relationship”

Zerzan et al. 2009
Mentees Should Learn to “Manage Up”

“Managing up” -- the mentee takes ownership of and directs the relationship, letting the mentor know what he or she needs . . . Managing up makes it easier for a mentor to help a mentee, which makes the relationship more satisfying and successful for both.”
Other Take Home Points for Mentees

- Mentoring is reciprocal – look for opportunities to teach your mentor (and give feedback)
- Take time to reflect on your values, skills, weaknesses, and goals – this will form the foundation for decision-making
- Use an Individual Development Plan (IDP)
The Individual Development Plan (IDP) is Your Career Compass
Individual Development Plan

- Individual Development Plan (IDP) provides a planning process that identifies both professional development needs and career objectives.

- IDP serves as tools to help facilitate communication between mentees and their mentors.
The development, implementation and revision of the IDP require a series of steps to be conducted by the mentee, and then discussed with his/her mentor.

These steps are an interactive effort, and ideally both the mentee and his/her mentor will fully participate in the process.
IDP – 3 Steps to Success

- **Step 1** Conducting a Skills-assessment: Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor/colleague to review your skills assessment with you.

- **Step 2** Completing the IDP: State your short, medium, and long term career goals and construct a strategy to accomplish these goals.

- **Step 3** Implementing your IDP:
  - Set an appointment with your mentor.
  - Review and modify your IDP with your mentor;
  - Implement the steps in your IDP;
  - Periodically review progress with your mentor.
INDIVIDUAL DEVELOPMENT PLAN (IDP)

**Individual Development Plan (IDP)** provides a process to develop, strategize, support, and track your career development goals and objectives. The IDP serves as a tool to facilitate clear and consistent communication and mutual goal alignment between mentees and mentor(s).

**Goals**
An IDP is one component of a broader mentoring program and assists mentees in the identification of:
- Long-term career options they wish to pursue and the necessary tools to meet these goals
- Short-term needs for improving current performance

**Outline for the IDP Process**
The development, implementation, and modification of the IDP require a series of steps to be conducted by the mentee, and then discussed and corroborated with his/her mentor. These steps represent an interactive effort that requires full engagement by the mentee and mentor(s).

**Step 1:** Conducting a skills-assessment: Conduct an assessment of your strengths, weaknesses, and skills; then request a review of the assessment with your mentor.

**Step 2:** Completing the IDP: Develop and document your career goals and complete your IDP.

**Step 3:** Implementing your IDP: Arrange an appointment or series of meetings with your mentor/mentorship team. Discuss and refine your IDP with your mentor; implement the steps outlined in your IDP; periodically review your progress, and modify your IDP based on the outcome of the review and your progress toward goal attainment.

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*IDP process and document were adapted from the Department of Pediatrics, Children’s National Medical Center, The George Washington University Medical Center, Washington, DC. Additional sources of reference include:
- The Federation of American Societies of Experimental Biology (FASEB), Office of Public Affairs
- UCSF Faculty Website
- CNMC’s NCRR funded Pediatric Clinical Research Scholar annual report

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**CREATING AND EXECUTING YOUR ANNUAL INDIVIDUAL DEVELOPMENT PLAN (IDP)**

**STEP 1: SKILLS ASSESSMENT**
Assess your strengths and weaknesses for the following skill areas:
1. No Proficiency
2. Emerging proficiency with minimal application
3. Moderate use and proficiency
4. Experienced and proficient
5. High level of experience and proficiency

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<td>Creativity / developing new research directions</td>
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<td>Technology Assisted and Web Based Teaching</td>
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<td>Manuscript Writing</td>
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<td>Role as Mentee</td>
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<td>Budget Development and Maintenance</td>
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<td>Managing Projects and Time</td>
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<td>Professional Organizational involvement</td>
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<td>Communicating clearly in conversation</td>
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<td>Participation and engagement of Interdisciplinary Teams</td>
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When you have completed this self-evaluation, share and discuss the items on the form above with your mentor.
STEP 2: DEVELOP INDIVIDUAL DEVELOPMENT PLAN (IDP) THAT EVALUATES YOUR PROGRESS DURING THE PAST 3 MONTHS AND SETS GOALS FOR THE NEXT 6-9 MONTHS.

In Step 1 above, you have assessed your skills. Now it is time to reflect on your progress toward your career goals and outline how you should move forward during the coming year. Complete the IDP below, which begins on page 4.

Your IDP is a dynamic document that should be modified as your needs and goals evolve. A primary aim of the IDP is to establish clearly defined career goals. Your IDP will assist you in the development of strategies that build upon your existing strengths and skills and provide a pathway for you to achieve those goals.

The specific objectives of an Annual IDP are to:
- Create an annual outline that will facilitate achievement of your long-term career goals.
- Establish target dates for the completion of various training or skill(s) improvement opportunities.
- Set goals and sub-goals for the first 3 months up to one year and include a description of your effort related to each goal.
- Define your approach toward obtaining your skill areas including details such as courses titles, technical skills, communication skills, and multidisciplinary experiences. Include time frames required to obtain those skills and strengths.

INDIVIDUAL DEVELOPMENT PLAN (IDP)
FOR YEAR ___________ CIRCLE QUARTER 1 2 3 4

Your Name: _____________________________

Your Primary Mentor’s Name and Content Expertise: _____________________________

Today’s Date: _________________________

What is your current academic title and rank? _____________________________

Are you on tenure track? Circle one: YES NO

Do you have a Mentor Team? Circle one: YES NO

List Co-Mentors and Content Expertise 1 2 _____________________________

Career and Professional Goals
What are your professional goals for the upcoming year? _____________________________

What are your long-term career goals (3-5 years)? _____________________________

What are some motivating factors for pursuing these particular goals? _____________________________

Are there special circumstances or barriers that may make it challenging to achieve your goals for the upcoming year? _____________________________

What were your main goals for the past year? _____________________________

Time Management
By your best estimate, how did you allocate your time during the past quarter/year? _____________________________

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<th>% of time spent on teaching, training or mentoring others</th>
<th>% of time spent on research and/or creative work</th>
<th>% of time spent on patient care</th>
<th>% of time spent on administration and other duties</th>
<th>Total % of time</th>
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How, if at all, will you change this time distribution in the coming year? _____________________________
STEP 3: IMPLEMENT YOUR PLAN: WRITING OUT YOUR IDP BEGINS THE CAREER DEVELOPMENT PROCESS AND SERVES AS THE ROAD MAP. NOW IT'S TIME TO TAKE ACTION!

- Put your plan into action. Your IDP form will be entered electronically into REDCap to facilitate easy access, modification, and outcome tracking by you and your mentor(s).

- Remember that each major professional goal that you write for the upcoming year should be broken down into its smaller, accomplishable sub-goals, steps or "deliverables", with specific dates for completion for each of those sub-goals. These smaller sub-goals should ultimately lead to accomplishment of the final goal. For example:

  **Major goal** Submit a paper for publication. **Completion date – March**
  - Sub-goal #1: Complete data analysis, figures and outline. **Completion date – previous October**
  - Sub-goal #2: Complete the Introduction section. **Completion date – previous November**
  - Sub-goal #3: Complete the Discussion section. **Completion date – previous December**

- Revise and modify the plan as necessary. It will need to be modified as circumstances and goals change. The challenge is to remain flexible, open to change, and to find the tools and resources needed to accomplish the goals established by you and your mentor/mentor team.

- Plan to meet with your mentor/mentor team at least once each quarter to review and evaluate your IDP progress. Be sure to prepare a written outline for this discussion. For example, create a prioritized list of the most important items you wish to discuss.

- Revise your IDP on the basis of these discussions and share with your mentor/mentor team.
Mentor Expectations

- Mentor Attributes
- Mentoring Contract
- K to R Club attendance
- Mock Study Section Participation
- Meeting & Reporting Deadlines
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 regard ing and satisfying experience, we agree to the following:

1. Maintain confidentiality in this relationship ________________ and ________________
   Mentor   Mentee

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

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.
   Initial   Initial

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

Mentor      Date            Mentee      Date

Check box if you are lead mentor [ ]

Sample Contract

Have one for each mentor
K to R Club Attendance for Mentee Presentations

- 4th Tuesday of each month at 5pm in BEB 201
- Each scholar is required to attend
- Each scholar is required to present at least annually
  - Mentor must be present during his/her mentee’s presentation
  - Mentors are strongly encouraged to attend all K to R club meetings
Mock Study Section Participation by Mentors

- **Mock Study Sections Participation is required by mentee and mentor.**
  - Prior to external grant submission scholars will submit a grant for review by a mock study section
  - Mentors will fulfill the role as reviewers for the K Program mock study section
  - Scholars will also attend and participate in mock study sections
Summary of Mentor Responsibilities

- Help develop the skills needed to promote the career of the mentee
- Ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the mentoring period and work with the mentee to create an individual development plan (IDP)
- Strive to maintain a relationship with the mentee that is based on trust and mutual respect
- Promote all ethical standards for conducting research including compliance with all institutional and federal regulations
Mentor Responsibilities

- Ensure that the mentee has sufficient opportunities to acquire the skills necessary to become an expert in the area of investigation.
- Provide the mentee with the required guidance and mentoring, and seek the assistance of other faculty and departmental / institutional resources when necessary.
- Encourage the interaction of the mentee with fellow scientists both intra- and extramurally and encourage the mentee’s attendance at professional meetings to network and present research findings.
- Ensure that the research performed by a mentee is submitted for publication in a timely manner and that the mentee receives appropriate credit for the work.
Mentor Responsibilities

- Make available to the mentee, as appropriate, data from previous or ongoing projects that are related to the mentee’s area(s) of interest
- Commit to being a supportive colleague to mentees as they transition into the next stage of their career and to the extent possible, throughout their professional life.
- Play a fully involved role in the K Program
Optimizing the Practice of Mentoring

- An Online Curriculum for the Professional Development of Research Mentors – through the University of Minnesota’s CTSI
- Registration is Free – ctsi.umn.edu/education/mentoring
Mentoring Defined

On the course home page, you spent a few minutes reflecting upon an image that represents your point of view about mentoring. During the reflection, did you think about a specific mentoring experience? Did you consider how you define the term “mentoring?”

In this course, our **working definition of mentoring** is as follows:

>Mentoring is a collaborative learning relationship that proceeds through **purposeful stages** over time and has the primary goal of helping a mentee to acquire the essential **competencies** needed for **success in a research career**.

**Navigation Tip:** To proceed through this section, “What is Mentoring,” click each topic to the left (in grey). When done, click another section in the navigation bar at the top of the screen.

**Resources**


What ARE Your Training Needs??

Compare where you are **NOW** ... to where you want to be **when you finish** the K program.

- Skills to run clinical trials?
- Expertise with basic science models?
- Collaborate with interdisciplinary team?
- Advanced statistical knowledge?
- Skills and knowledge to manage a research team?
- More publications?
- Independent funding?
MOVING TIPS
Tip #1: Work Closely with Your Mentor

- Review the Baseline Needs Assessments and Goals form with your mentor
- Update periodically – e.g., 3-6 months
- Meet with them regularly.
- It’s a TEAM sport
Tip # 2: Visit Appointment, Promotion and Tenure (APT) Website
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<th>Academic Inv</th>
<th>Academic Inv/Ed</th>
<th>Academic Cl</th>
<th>Clinician Ed</th>
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<td>Aptitude for an academic career based upon recommendations of mentors.</td>
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<td>Developing experience with preparation of research protocols and grant applications.</td>
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<td>Demonstrated interest in teaching.</td>
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<td>Early experience with preparation of publications and presentations related to research.</td>
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<td>Fulfilled educational requirements for certification by appropriate specialty board.</td>
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<td>Demonstrated interest in high quality clinical care.</td>
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<td>Academic Clinician</td>
<td>Clinician Educator</td>
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<td>Clear commitment to an academic career in research, teaching and/or clinical care.</td>
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<td>Commitment to and potential for performing independent laboratory and/or clinical research.</td>
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<td>Receipt, active pursuit or development of the skills necessary to apply for local, regional and national grants.</td>
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<td>Strong interest in teaching .</td>
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<td>Contributions as author on refereed publications.</td>
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<td>Capable of managing most clinical problems in the appropriate discipline, but may seek assistance from senior faculty when dealing with complex problems.</td>
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<td>Carry a heavy clinical load</td>
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<td>Establishing recognition through candidacy or membership in appropriate professional and scientific organizations.</td>
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<td>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 inter-disciplinary research encouraged)*</td>
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<td>Record of excellence in high quality patient care, teaching and/or research</td>
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<td>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.</td>
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<td>Co-investigator on research grants</td>
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<td>Local, regional or national grant support for independent research or development of teaching methods, or health care delivery methods, or clinical care systems</td>
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<td>Peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences.</td>
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<td>Direct involvement in research</td>
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<td>Organization of clinical services to provide a setting for medical education and a data base for clinical research.</td>
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<td>Active in training of students and/or post-graduates</td>
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<td>Serves as Course Director for one or more major professional courses</td>
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<td>Important contributor to course development or course direction.</td>
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<td>Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs.</td>
<td>S</td>
<td>R</td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>Nominated for or recipient of teaching awards</td>
<td></td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations at national/international meetings</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &amp; national levels</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Continued publication of important and original clinical and/or laboratory investigations with significant authorship.</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Total publications with significant authorship since last promotion</td>
<td>≥10</td>
<td>≥10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total publications with authorship since last promotion</td>
<td>≥5</td>
<td>≥5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of new teaching materials, such as curricula, educational programs, textbooks, syllabi, computer programs and video tapes</td>
<td>R</td>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Established reputation inside and outside local institution as an authority in a clinical specialty or for leadership in primary care</td>
<td></td>
<td></td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>Contributions to committees at department, college, university, community, state, regional, national and international levels</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Leadership role in department and hospital as a section or division head, or program director</td>
<td></td>
<td></td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Active involvement in local and national professional organizations</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>Election to scientific organizations in discipline.</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>


Tip # 3: Identify Short-Term Steps to Reach Long-Term Goals

- Submit 4-5 papers each year
- Present at 2-3 national conferences each year
- Become members of A & B committees – dept, university, local, national levels
- Apply for pilot funding
- Submit an R-series grant
Addressing Your Goals and Training Needs

- Meetings with Mentor
- Other Sources:
  - Grant Writing Course
  - Mock Study Section
  - Office of Research Development - Retreats
  - Masters of Science in Clinical Research (MSCR)
  - CCRT: Core Clinical Research Training course
Tip #5: Keep the Path Clear...

WHAT YOU DON’T NEED:
Too many committees
Too many meetings
Too many projects
Too many courses you’re taking
Too much courses you’re teaching
Too many people you are mentoring or supervising
Too many mentors
PLAN

- **Purpose**
- **Linking**
- **Action and**
- **Needs**
### Needs Assessment

**Building Interdisciplinary Careers in Women's Health (BIRCWH)**

**Scholar:** [Redacted]  
**Year:** [Redacted]  
**Primary Mentor:** [Redacted]  
**Secondary Mentor:** [Redacted]

**Instructions:** Please rank the following items from 1 to 5 for your skill level (1 = few skills in this area, to 5 = strong skills in this area), and importance to your career development (1 = little importance, to 5 = great importance).

<table>
<thead>
<tr>
<th>Knowledge and skill areas</th>
<th>Level of skill</th>
<th>Importance to career development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Design and Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critically evaluate addiction research literature</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Formulate hypothesis and operationally define variables</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of sampling techniques, sample size issues, and power</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Understand validity and reliability</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of different types of research designs</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of different assessment methods</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Data Collection, Management and Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a plan for data collection</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of how to create and maintain data files</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Understand commonly used statistical tests</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of available statistical packages</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Interpret p-value and statistical output</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Disseminating Research Findings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend an addiction research conference</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Submit an abstract for presentation at a research conference</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Present a poster or symposium at a research conference</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Prepare, submit, and revise a manuscript for publication</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Integrate findings into the existing literature</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Oral communication of research findings/public speaking</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Human Subjects Protection and Research Ethics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of good research practice/responsible conduct of research</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ethical considerations in conducting drug abuse clinical research</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Research Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of how to secure and maintain IRB approval</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Prepare and manage research budgets</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of Phase I-IV clinical trials</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Supervise research staff, liaison with clinical personnel</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Grant Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of addiction research funding sources</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of grant forms, cycles and review process</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Grantismanship skills</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Knowledge Areas in Addiction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical aspects of substance use disorders</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Treatment of substance use disorders</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Neurobiology of addiction</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Race, ethnicity, culture and addiction</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Gender and addiction</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Public health and prevention research</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Computer Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searches, software and file sharing</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Other**

---

**BIRCWH Scholar Signature**  
**Primary Mentor Signature**  
**Secondary Mentor Signature**  
**BIRCWH Program Member Signature**

*7-8-07*  
*Date*

*Date*

*Date*
Building Interdisciplinary Careers in Women’s Health (BIRCWH)

ANNUAL RESEARCH GOALS

Scholar: ___________________________ Year: ___________
Primary Mentor: ___________ Secondary: ___________

Annual Research Goals
(e.g., Learn more about research ethics and human subjects protection; Gain experience with data entry, management, and statistical analysis; Learn more about funding opportunities and grant writing; Apply for funding for pilot study; Attend the CPDD conference):

- Statistical genetics course at UAB
- Clinical trials training at NIH
- Genetics statistics training at Harvard
- Gender-specific review paper

Research Projects and Other Activities To Be Involved In This Year:
- Co-PI ARC project
- PTSD/ substance abuse data analysis
- National survey
- BIRCWH Project

Research Training Components to Complete This Year
(e.g., CITI course, Core Clinical Research Training Course; Grant Workshop; IRB course; Formal coursework):
- ORWH online Sex & Gender Course
- Core clinical research training September 2009
- Annual ORWH Meeting
- World Congress of Psychiatric Genetics Meetings
- Association of Cognitive Behavioral Therapies
- Association for Human Genetics

Research Skills To Target This Year
See Needs Assessment Template (e.g., Manuscript writing; Conference poster or oral presentation skills; Statistical analysis; Research design and methodology, Human subjects protection, Grantsmanship):

- Statistical genetics analysis
- Complex statistical modeling
- Clinical trials training
- DNA extraction

BIRCWH Scholar Signature ___________________________ Date ___________

Primary Mentor Signature ___________________________ Date ___________

Secondary Mentor Signature ___________________________ Date ___________

BIRCWH Program Member Signature ___________________________ Date ___________
# Building Interdisciplinary Careers in Women’s Health (BIRCWH)

## Needs Assessment

<table>
<thead>
<tr>
<th>Scholar:</th>
<th>Research with vulnerable populations</th>
<th>Perform studies according to approved IRB or IACUC protocol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Mentor:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Mentor:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research Administration**
- Knowledge of how to secure and maintain IRB approval
- Prepare and manage research budgets
- Knowledge of Phase I-IV clinical trials
- Supervise research staff, liaison with clinical personnel

**Grant Writing**
- Knowledge of relevant research funding sources
- Knowledge of grant forms, cycles and review process

**Grantsmanship skills**

**Knowledge Areas in Research Area**
- Clinical aspects of relevant disorders
- Treatment of relevant disorders
- Neurobiology of CNS disorders
- Race, ethnicity, culture and relevant disorder
- Gender and relevant disorder
- Public health and prevention research

**Computer Skills**
- Searches, software and file sharing

**Other**

**Human Subjects or Animal Protection and Research Ethics (as appropriate)**
- Principles of good research practice/ responsible conduct of research
- Ethical considerations in conducting drug abuse clinical research
- Elements of informed consent document

**BIRCWH Scholar Signature**

**Primary Mentor Signature**

**Secondary Mentor Signature**

**BIRCWH Program Member Signature**

Instructions: Please rank the following items from 1 to 5 for your skill level (1 = few skills in this area, to 5 = very skilled) and importance to your career development (1 = little importance, to 3 = great importance). Not applicable.
Building Interdisciplinary Careers in Women's Health (BIRCWH)

ANNUAL RESEARCH GOALS

Scholar: ___________________ Year: ___________________
Primary Mentor: ______________ Secondary: ________________

Annual Research Goals
(e.g., Learn more about research ethics and human subjects protection; Gain experience with data entry, management, and statistical analysis; Learn more about funding opportunities and grant writing; Apply for funding for pilot study; Attend the CFD conference)

- Two first-authored papers
- Two additional papers with others
- Devote some time to reading to broaden research perspective

Research Skills To Target This Year
(e.g., Needs Assessment Template, Conference poster or oral presentation skills, Statistical analysis, Research design and methodology, Human subjects protection, Grantmanship)

Present at 1-2 meetings per year
Neurocognitive data analysis

Research Projects and Other Activities To Be Involved In This Year:
- Manuscript writing
- Collaboration with research team
- Attend monthly SCOR & BIRCWH meetings

Research Training Components to Complete This Year
(e.g., CTT course, Core Clinical Research Training, Grant Workshop, IRB course, Formal coursework)
- The Science of Sex and Gender in Human Health online course

BIRCWH Scholar Signature: ___________________ Date: ________________
Primary Mentor Signature: ___________________ Date: ________________
Secondary Mentor Signature: ___________________ Date: ________________
BIRCWH Program Member Signature: ___________________ Date: ________________
Final Tip: Be sure to celebrate each accomplishment!
Final, Final Tip: Be Persistent
Final, Final Tip: Be Persistent

Final, FINAL Tip: Don’t let failure go to your heart, or success go to your head.

- Will Smith
Thank you!

- Questions, issues, concerns?

Kathleen Brady, MD, PhD  Sudie Back, Ph.D.
bradyk@musc.edu  backs@musc.edu
The NIH Public Access Policy

Neil Thakur, Bart Trawick, Katie Funk
June 26, 2014

Website: http://publicaccess.nih.gov

Randal Davis
SCTR Project Director

Diana Barrett
SCTR Workforce Project Manager
Most Important Info:

Call SCTR SUCCESS Center and Request an NIH Public Access Consult (Randal and Ford):

Phone: 2-8300
Email: success@musc.edu

**Also, for RPPR – your ORSP grants admin

MUSC’s Secret Weapons for NIH Manuscript Submission System: Ford Simmons

MUSC’s Secret Weapon for ALL Journal-related Submission Questions: Teri Lynn Herbert (Library)
Five SEPARATE NIH Systems
(This is not an NIH Slide)

• PubMed – Index of journal abstracts
• PubMed Central – Database of full journal articles NOTE: EXCEPT FOR THE NAME IT IN NO WAY LINKS TO PubMed
• NIH Manuscript Submission System (NIHMS) – System for submitting journal manuscripts for processing for deposit INTO PubMed Central
• eRA Commons – within Commons is RPPR, the new annual report module; as well as your notices of award
• My NCBI – System for managing your peer reviewed publications
1) The Basics:

• The Policy
• Its Implications
The Policy Applies to Any Manuscript That…

Is peer-reviewed;

Is accepted for publication in a journal on or after April 7, 2008;

And, arises from:

– Any direct funding from an NIH grant or cooperative agreement active in Fiscal Year 2008 or beyond, or;

– Any direct funding from an NIH contract signed on or after April 7, 2008, or;

– Any direct funding from the NIH Intramural Program, or;

– An NIH employee.
Definitions: Article Types

**Final Published Article**
- Journal’s authoritative copy of the paper
- Includes peer review modifications plus copyediting and formatting changes
- Submitted by Publishers/Journals to PMC (Methods A&B)

**Final Peer-Reviewed Manuscript:**
- Author’s final manuscript of a peer-reviewed paper accepted for journal publication
- Includes all modifications from the peer review process
- Submitted by Authors and Publishers/Journals to PMC (Methods C&D)
PubMed vs PubMed Central (PMC)

Free resources developed by the U. S. National Library of Medicine

PubMed.gov

- Biomedical journal citations + abstracts
- Some links to full text articles at PMC and publisher websites.
- Unique identifier: PMID followed by a series of numbers.

VS

PMC

- Digital archive of full-text, peer-reviewed journal papers.
- Unique identifier: PMCID followed by a series of numbers.
Or, another way to think about it:

PubMed vs PubMed Central (PMC)

is analogous to

PBS
2) Awardee Tasks

- Address Copyright
- Posting Papers
- Documenting Compliance
Institutions and investigators are responsible for ensuring full compliance with the Public Access Policy.

Make sure the copyright transfer agreement allows the final peer-reviewed manuscript to be submitted to NIH.

We encourage authors to consider

• Who will submit the paper and/or approve the submission?
• What version of the paper will be made available on PMC?
• When will it be submitted and when will the paper be made public on PMC?
The 4 ways papers make their way into PMC:

- **Method A**: Publish in a PMC-participating journal.
- **Method B**: Arrange to have a publisher deposit the final published article in **PMC**.
- **Method C**: Submit the final peer-reviewed manuscript to the **NIHMS**.
- **Method D**: A publisher begins the submission process for a manuscript via the **NIHMS**.

Link to find Method A & B journals and publishers: [http://publicaccess.nih.gov/submit_process.htm](http://publicaccess.nih.gov/submit_process.htm)

**NOTE: Method B** - Did you make arrangements with one of the journals or publishers listed below to have the final published version of your paper posted directly to PubMed Central (i.e. pay an open access fee)?

If yes, you are using **Submission Method B**.
If no, submit your paper through the NIHMS. See **Methods C and D Best Practices**.
Posting Papers: Methods A and B straight to PMC

A

Journal deposits the published version of all NIH-funded articles in PMC.

B

Author arranges for Publisher to deposit published version of specific article in PMC.

Final published article in PMC
Methods C&D: Manuscript submission to the NIHMS

Who can deposit manuscripts in the NIHMS?

- An Author
- A Delegate: anyone given access to the author's files
- The Publisher

Remember:
Only Authors can approve the submission and web versions of the manuscript. Awardees need an NIHMSID upon acceptance for publication.
Methods C&D: Manuscript submission to the NIHMS

1. Deposit manuscript files - An NIHMSID is assigned to the submission.

   C  Author or delegate submits final peer reviewed manuscript to the NIHMS.

   D  Journal publisher submits final peer reviewed manuscript to the NIHMS.
2. Author approves PDF receipt, gives permission to NIH to process the manuscript: **Methods C and D.**

- **C** Author or delegate submits final peer reviewed manuscript to the NIHMS.
- **D** Journal publisher submits final peer reviewed manuscript to the NIHMS.

Author Approval

NIHMS sends **author** an email asking author to approve the submitted materials for processing.
Methods C&D: Manuscript submission to the NIHMS

3. **Author** approves PMC-formatted manuscript for public display: **Methods C and D.**

**Author Approval**
- NIHMS sends author an email asking author to approve the submitted materials for processing.
- **Author** reviews and approves the PMC-formatted manuscript.

**C**
- Author or other submits final peer reviewed manuscript to the NIHMS.

**D**
- Journal publisher submits final peer reviewed manuscript to the NIHMS.

*After submission is complete, NIHMS emails the citation with PMCID to author and PIs*
# Posting Papers: Summary

<table>
<thead>
<tr>
<th><strong>Version of Paper Submitted</strong></th>
<th><strong>Final Published Article</strong></th>
<th><strong>Final Peer-Reviewed Manuscript</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submission Process</strong></td>
<td>Publisher posts the paper directly to PMC</td>
<td>Papers are <strong>required</strong> to be submitted via the NIHMS <strong>upon acceptance for publication</strong>. The NIHMS converts them to the PMC native format.</td>
</tr>
</tbody>
</table>
| **Deposit Files**             | • **Method A Journals** post NIH supported papers automatically  
• Authors must make special arrangements for **Method B journals and publishers** to post the paper | • Manuscripts must be submitted to the NIHMS **upon acceptance for publication**  
• Authors or their designee must submit **Method C** papers to the NIHMS  
• **Method D publishers** will submit papers to the NIHMS |
| **Approve Submission**        | Publisher                    | Author, via NIHMS |
| **Approve PMC web version**   | Publisher                    | Author, via NIHMS |
| **Responsible Party**         | NIH awardee                  | NIH awardee |
| **To cite papers, from acceptance for publication to 3 months post publication** | PMCID or “PMC Journal- In Process” | PMCID or NIHMSID |
| **To cite papers, 3 months post publication and beyond** | PMCID | PMCID |
How to cite papers in press (epub ahead of print), or within 3 months of publication...

For Method A and B Journals, use “PMC Journal - In Process”.

For Method C and D Journals, use the NIHMSID.

**NIHMSIDs will not be accepted 3 months after publication.**
- PMCIDs are assigned around the time of publication.
- Use the PMCID once it is assigned.
How to cite papers archived in PMC

- When citing a paper in NIH applications, proposals, and progress reports, include the PMCID at the end of the full citation.
- Applies to papers that fall under the Policy and are authored or co-authored by you.

Example

3) Enhancing compliance

- Scope
- My NCBI, RPPR and PHS 2590
For non-competing continuation awards

(NOT-OD-12-160) For non-competing continuation with a start date of July 1, 2013 and beyond

- Awards will be placed on hold until grantees have demonstrated compliance

- My NCBI is required to report papers, when electronically submitting progress reports using the Research Performance Progress Report (RPPR) (NOTE – RPPR is accessed in eRA Commons)

- PDF reports generated from My NCBI are required, when submitting paper progress reports using the form PHS 2590 (replaces publication section)
Trigger: When a grantee submits a RPPR to NIH that associates 1 or more publications with the award for which the public access compliance status is “Noncompliant”.

Recipients: to the PD/PI, with a cc to the AO, SO, GMS, IC mailbox, and PO.

Response: The grantee may respond to the eNotification via email or through the Progress Report Additional Materials (PRAM) link.
Example: PRAM for Public Access

Progress Report Additional Materials

Public Access Compliance

<table>
<thead>
<tr>
<th>Grant Number:</th>
<th>5K23HD123456-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD/PI Name:</td>
<td>JEFFERSON, THOMAS</td>
</tr>
<tr>
<td>Project Title:</td>
<td>A New Model for the Delivery of Well-Child Care</td>
</tr>
<tr>
<td>PRAM submitted on:</td>
<td>10/04/2012 01:19 PM</td>
</tr>
</tbody>
</table>

This is a sample of text entered in response to noncompliant publications submitted as part of the RPPR...
4) NIH Manuscript Submission System: Processing manuscripts
NIHMS Login Options

- Each Login route has its own NIHMS account
- Submitters must continue to use the same login method for subsequent visits to NIHMS.
NIHMS Processing Overview

Manuscript Submission Process

1. Deposit Files
2. Initial Approval
3. NIHMS Conversion
4. Final Approval
5. PMC ID Assigned

Available in PMC
NIHMS: Methods C & D

**Method C**
- **Author or delegate deposits manuscript files in NIHMS**
- **Which articles?** Manuscripts that meet the criteria of the NIH Public Access Policy
- **When?** At the time the paper is accepted for publication
- **Author responsibility?** Deposit files
  - Associate funding
  - Approve deposit
  - Review & approve PMC web version

**Method D**
- **Publisher deposits manuscript files in NIHMS**
- **Which articles?** Manuscripts that meet the criteria of the NIH Public Access Policy
- **When?** At the time the paper is accepted for publication
- **Author responsibility?** Notify publisher of NIH support
  - Associate funding
  - Approve deposit
  - Review & approve PMC web version
Submitter Deposits Files

- Review Tables
- Link Grants
- Approve
- Agree
- Submit
Author Approves Submission

Review of NIHMS submission statement

Submission Statement

**Manuscript Title:** Introduction to the Special Issue on Social and Motivational Processes in After-School Settings: Bridging Gaps Between Theory, Research and Practice

**Accepted for Publication in:** The Journal of Early Adolescence

I am an author of this manuscript, and I am providing it to the National Institutes of Health (NIH) to make publicly available in PubMed Central **immediately** after its official date of publication in the journal.

I confirm that:

**Publication and Copyright Agreements** — In any agreements that I have made with the journal, I have retained the right to deposit this version of the manuscript with PMC, so that it may be appropriately tagged and made available to the public on the PMC website; or, I otherwise am legally authorized to deposit this manuscript for the purposes described.

**Confidentiality** — The manuscript may contain confidential information that must not be publicly disclosed prior to publication of the paper in the named journal.

**Peer Review** — The version I am depositing has been peer reviewed and accepted for publication and includes all modifications resulting from the peer review process.

**Funding** — The manuscript is the result of research supported, in whole or in part, by direct costs funded by NIH.

Return to PDF review  Change Release Date  Disagree  Agree
Review and Approve Web Version of Manuscript

Please review the PubMed Central-formatted version of your manuscript. This is the final step in the manuscript submission process.

What should I do?

Review

PMC-ready manuscript

Original submission (for your reference)

Manuscript with paragraph numbering (for error reporting)

<table>
<thead>
<tr>
<th>Grantee</th>
<th>Grant #</th>
<th>Title</th>
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<tr>
<td>Stephanie J. Lee</td>
<td>R01 CA118953</td>
<td>Improving Outcomes Assessment in Chronic Graft versus Host Disease</td>
</tr>
<tr>
<td></td>
<td>U54 CA163438</td>
<td>Immune Mediated Disorders After Allogeneic Hematopoietic Cell Transplants (HCT)</td>
</tr>
</tbody>
</table>

history

Go to Manuscript List

Request Corrections

Approve
5) My NCBI: a Primer
My NCBI is a free account system that provides customized services for many NCBI databases, such as PubMed.

**Key features for our discussion:**

- Can be linked to eRA Commons accounts
- Commons-linked users can associate publications with NIH grants
- Tracks NIH Public Access compliance
- **The only way to enter publications into RPPR (for annual progress reports)**
- Creates the publications section (Section E) of PHS 2590s
- **Now, your My NCBI “My Bibliography” link must be on your NIH Biosketch**

http://publicaccess.nih.gov/
Display Settings: Summary, 20 per page, Sorted by Recently Added

Results: 1 to 20 of 404989

1. Dietary carotenoid-rich pequi oil reduces plasma lipid peroxidation and DNA damage in runners and evidence for an association with MnSOD genetic variant -Val9Ala.
   Miranda-Vilela AL, Akimoto AK, Alves PC, Pereira LC, Gonçalves CA, Klautau-Guimarães MN, Grisolia CK.
   PMID: 20082261 [PubMed - as supplied by publisher]

2. Predictors of 3-Year Mortality in Subjects over 95 Years of Age. The NonaSantfeliu Study.
   Formiga F, Ferrer A, Montero A, Chivite D, Pujol R.
   PMID: 20082056 [PubMed - as supplied by publisher]

Filter your results:
- All (404989)
- Review (19825)
- Free Full Text (53176)

Also try:
- dog cat
- cat scratch disease
- lymphoma cat
- cat eye
- carcinoma cat
Signing in to My NCBI

My NCBI retains user information and database preferences to provide customized services for many NCBI databases.

YouTube   My NCBI Overview

My NCBI features include:
- Save searches & automatic e-mail alerts
- Display format preferences
- Filter options
- My Bibliography & NIH public access policy compliance
- Highlighting search terms
- Recent activity searches & records for 6 months
- LinkOut, document delivery service & outside tool selections

NIH funded investigator?

Extramural NIH-funded investigators looking for NIH Public Access Compliance tools should sign in using the "NIH Login" button. Use your eRA Commons credentials on the subsequent sign in page. Once signed in, navigate to the My Bibliography section.

Documentation for using these features is located in the Managing Compliance to the NIH Public Access Policy section of the NCBI Help Manual.


Account Troubleshooting FAQ

Expired email confirmation link message
Multiple My NCBI accounts
Link eRA Commons, University, or other account to your NCBI account
Adding PubMed Citations

Display Settings: Summary, 20 per page, Sorted by Recently Added

Results: 1 to 20 of 207

1. Predicting microRNA modulation in human prostate IDentifier (SID1.0).
   PMID: 21334455 [PubMed - as supplied by publisher]
   Related citations

   Leung BM, Wiens KP, Kaplan BJ.
   BMC Pregnancy Childbirth. 2011 Feb 3;11:12.
   Free full text Related citations
We may have found 3 PubMed citations for your manual citations. Please click here to review the suggestions.

   Related citations

   Related citations

   Related citations

   Related citations
Award View option for eRA-linked users
Award View NIHPA compliance codes

N/A  NIH Public Access Compliance: Not applicable [Edit Status]
Funding: No funding has been associated with this citation.  Add award

NIH Public Access Compliance: Complete. PMCID: PMC3755124
NIH Funding:
R01 CA126642 - Probing Tumor Microenvironment Using Nanotechnology
Add or delete award

NIH Public Access Compliance: In process at NIHMS. [Edit Status] NIHMS ID: NIHMS9543
NIH Funding:
R01 CA085140-06 - Integrative Biology of Tumor Metastasis
Add or delete award

NIH Public Access Compliance: Non-compliant. No PMCID 3 months post publication. [Edit Status]
Funding: No funding has been associated with this citation.  Add award

NIH Public Access Compliance: Edit Status
Funding: No funding has been associated with this citation.  Add award

http://publicaccess.nih.gov/
Public access status codes

• Working Through the Myriad Issues with Yellow and Red Dot Pubs
  • The My NCBI instructions do not provide detailed solutions for all of the non-compliant issues that you will encounter

• Missing Publications
  • If using filters in “My Bibliography,” ensure that you select ALL NIH grant numbers including those grant numbers that include the project year (-01, -02, etc)
  • When searching PubMed, make sure you search using wildcards before and after your grant number (%KL1TR001452%)
  • Conduct a manual cross check between a PubMed search and the publications listed in My Bibliography (we ran searches with our grant numbers and our reportable investigators names)
Public access status codes

• **Working with Yellow and Red Citations**
  • Add funding to those citations that are missing the grant award (ex: some citations that are indexed in PubMed and show the grant number but which haven’t been entered into NIHMS will not always show the grant number in My Bibliography). …click “Add or Delete Award” beneath the affected pub on the My Bibliography screen and choose your CTSA award from the list.
  • Contact the NIHMS Help Desk to remove a grant association for those publications that appear in My Bibliography but are listed in journals that are not peer reviewed.
  • To discern where a yellow status publication has stalled …click on the NIHMS link beneath the citation on the My Bibliography screen. NOTE: citations that are Epub ahead of print are still “in press” and are not considered published until they are actually printed in the respective journal and receive page numbers and volumes. …contact your Program Officer before reporting on your APR.

http://publicaccess.nih.gov/
PI adds a new citation to their My Bibliography
PI adds a new citation to their My Bibliography

Journal Articles


Public Access Compliance: Edit Status

NIH Funding: No funding has been associated with this citation.

Add award

Assign Awards

Use the checkboxes to assign awards to the selected citations:

My awards:
- [ ] R01 EB000682 - Metal-Enhanced Fluorescence Sensing
- [ ] R01 EB000621 - Plasmon-Controlled Fluorescence and Cardiac Markers
- [ ] R01 HG002555 - Metallic Surfaces and Particles in DNA Analysis
- [ ] R13 RR017506 - CFS Course on Fluorescence Spectroscopy
- [ ] R21 EB000981 - Biohazard Detection Using Metal-Enhanced Fluorescence
- [ ] R21 HG005090 - DNA Sequencing Using Intricisic Base Fluorescence
- [ ] RC1 GM091081 - Sub-Wavelength Imaging of Intracellular Metal Ions

Other awards:
- [ ] R01 GM038060 - Sequencing the Polysaccharide Component of Proteoglycans
- [ ] R21 EB009509 - Measurement of CCR5 and CCL3/L1 on Single Cell by Fluorescent Metal Nanoparticle
- [ ] R25 CA160078 - Training Program in Pediatric Cancer Epidemiology and Control
- [ ] U01 DK062505 - Right Lobe Living Donor Liver Transplantation in Adults
- [ ] UL1 RR025755 - CTSA INFRASTRUCTURE FOR AIDS RESEARCH
**NIH Manuscript Submission System Status: Available**

**G.1 Publications**

Are there publications or manuscripts accepted for publication in a journal or other publication (e.g., book, one-time publication, monograph) during the reporting period resulting directly from this award?  Yes  No

If yes, select from the table below to affiliate publications with this progress report.

If you need to login to My NCBI account please use this link: My NCBI

<table>
<thead>
<tr>
<th>Associated with this RPPR</th>
<th>NIH Public Access Compliance</th>
<th>Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No items found.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### All publications associated with this project in My NCBI

Nothing found to display.

- [Hide publications from My NCBI](#)

### Publications not associated with this project in My NCBI

- [Associate with this RPPR](#)
- [NIH Public Access Compliance](#)
- [Citation](#)

9 items found, displaying all items.

<table>
<thead>
<tr>
<th>Associate with this RPPR</th>
<th>NIH Public Access Compliance</th>
<th>Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>Complete</td>
<td>Aicher SA, Hermes SM, Whitter KL, Hegarty DM. Descending projections from the rostral ventromedial medulla (RVMe) to trigeminal and spinal dorsal horns are morphologically and neurochemically distinct. J Chem Neuroanat. 2011 Nov 20; PubMed PMID:22119319; PubMed Central PMCID:PMC3318838.</td>
</tr>
</tbody>
</table>

Sort Table Above By:  [Date Of Publication](#)  Then By:  [Author](#)

- [Ascending](#)  [Descending](#)  [Ascending](#)  [Descending](#)
Most Important Info:

Call SCTR SUCCESS Center and Request an NIH Public Access Consult (Randal and Ford):

Phone: 2-8300
Email: success@musc.edu

**Also, for RPPR – your ORSP grants admin

MUSC’s Secret Weapons for NIH Manuscript Submission System: Ford Simmons

MUSC’s Secret Weapon for ALL Journal-related Submission Questions: Teri Lynn Herbert (Library)
Program Resources

MARC CHIMOWITZ
KATHLEEN BRADY
DAN LACKLAND

SEPTEMBER 11, 2015
Institutional K awards

- BIRCWH – focused on research careers in women’s health – Year 6
- CTSA KL2 – focused on translational research training - Year 5
- COM K12 – focused on clinical to translational research
- NIDA K-12 – Clinician Scientists in Substance Abuse - Year 1
- HCC K-12 – Career development for Clinical & Translational Oncology Program
Institutional K awards

- **Common elements**
  - 40-75% minimum time for research
  - Research/travel budget
  - 2-3 years funding (accelerated trajectory)
  - RCR
  - Orientation
  - K to R club
  - SOCRATES
  - Grant writing course
  - Mock study sections

- **Program-specific elements**
GRANT PREPARATION ACTIVITIES

- Grant Writing Course – September/October
- Mock Study Sections
  - Two sessions a year
- K to R club
  - All scholars present
- Pilot project funds
  - SCTR, SCOR, Hollings
- SPARC consults
  - ie. Biostatistics, Budget, Regulatory
GRANT WRITING COURSE

- Monday's 9/14 – 11/9, 1:00–2:30pm
  - 9/21 the time will be 1:30-3:00 pm
- Faculty: Brady, Chimowitz, Back, McGinty, & Carpenter
- Will follow text for first 4 weeks
  - Scholars to review material
  - Faculty facilitator
- Weeks 5-9 review individual timelines, specific aims
GRANT WRITING COURSE

- **WEEK 1 – SEPT 14th**
  - Picking a great idea
  - Creating your timeline
  - Conceptual overview & outline

- **WEEK 2 – SEPT 21st**
  - Training plans & career goals
  - Expected outcomes/Potential pitfalls
  - Summary

- **WEEK 3 – SEPT 28th**
  - Specific Aims
  - Significance & Innovation

- **WEEK 4 – SEPT 29th**
  - Literature Review
  - Prelim Studies
  - Research Design

- **WEEKS 5-8 – OCT 12th - NOV 2nd**
  - Review of Individual abstracts and timelines

- **WEEKS 9 – NOV 9th**
  - Updated biosketch format

- **Participants:**
  - Angela Moreland
  - Bryan Heckman
  - Gregory Sahlem
  - Jessica Thaxton
  - Colleen Halliday-Boykins
  - Open attendance
• Mid to end of Year 2
• Full Application submitted 4 weeks before date of mock study section meeting
  ○ December for February submission
  ○ April for June submission
• Faculty primary and secondary reviewer
• Trainees review and attend session
K to R Club Attendance for Mentee Presentations

- 4\textsuperscript{th} Tuesday of each month at 5pm in BEB 201
- Each scholar is required to attend
- Each scholar is required to present at least* once an academic year
  - Mentor must be present during his/her mentee’s presentation
  - Mentors are strongly encouraged to attend all K to R club meetings

*Refer to your Mentee expectations for your specific program to see how many times you need to present.
Society of Clinical Research and Translational Early Scientists (SOCRATES)

- For Junior Faculty to Present Research Projects in Front of Peers, Senior Researchers, Statisticians and Epidemiologists
- To Meet Researchers in Other Departments & Foster Collaboration Across Multiple Subspecialties at MUSC
- To Discuss Ways to Enhance Clinical and Translational Research Across the Campus
- To Provide Information on Research Opportunities (e.g., grant announcements)
Informal forum to present research ideas, grant proposals to a mixed audience for feedback and collaboration.

Twice Monthly meetings:

Contact henze@musc.edu or mchimow@musc.edu or halushpv@musc.edu
SCOR/BIRCWH Meeting Attendance

- 2nd Tuesday of each month at 10am in RMOB 140 (125 Doughty Street)
- Each scholar is required to attend
- Each scholar is required to present once per year
  - Mentor must be present during his/her mentee’s presentation
  - Mentors are strongly encouraged to attend all meetings at which BIRCWH scholars present
The Master of Science in Clinical Research

MEDICAL UNIVERSITY OF SOUTH CAROLINA
(MUSC)
CHARLESTON, SOUTH CAROLINA
USA
Goals of the MSCR and Reasons to Consider Enrolling

- Career development and advancement in clinical research
- Learn how to build research programs
- Learn the skills and acquire knowledge and tools to become independent clinical / translational researchers
- Learn the skills and acquire knowledge and tools to become leaders of scientific teams - ‘team science’ (e.g., basic researchers, clinicians, nurses, biostatisticians, epidemiologists, trialists, bioinformaticians, CROs, CRAs, etc)
Master of Science in Clinical Research (MSCR)

- **Program**
  - Design based on US National Institute of Health (NIH) definition of Clinical Research with modifications based on NIH and NCRR core competencies
  - adheres to the Association of Clinical Research Training (ACRT) – now the National Center for Advancing Translational Sciences (NCATS) recommended 52 core competencies for clinical research training programs.
  - is the pivotal educational program for the South Carolina Clinical and Translational Research Institute
- **38 Academic Credit Hours**
- **One year, full time**
- **Multi year, part time**
- **Locations to study**
  - Distant Education blended format – currently under development
  - MUSC campus
NCATS/CTSA Core Competencies in Clinical & Translational Research

I. Clinical & Translational Research Questions
II. Literature Critique
III. Study Design
IV. Research Implementation
V. Sources of Error
VI. Statistical Approaches
VII. Biomedical Informatics
VIII. Clinical Research Interactions
   I. Regulatory Support & Knowledge Competencies
   II. Responsible Conduct of Research Competencies
IX. Scientific Communication
X. Cultural Diversity
XI. Translational Teamwork
XII. Leadership
XIII. Cross Disciplinary Training
XIV. Community Engagement
Curriculum

- Ethics
- Clinical epidemiology
- Clinical biostatistics
- Computer programming
- Leadership
- Design of clinical trials
- Comparative Effectiveness
- Critical review of contemporary clinical research
- **Team Science**
- Pharmaceutical industries overview
Teaching & Delivery

- MUSC MSCR faculty
- Combination of delivery formats
  - Power Point & Tegrity
  - Skype
  - Chat rooms
  - Onsite visit by MUSC faculty
- All courses are taught in English
- Traditional classroom lectures
- Audio / Video Conferencing
- Case study based learning
- Seminars / Group discussions
- Directed self-study
- Individual and group projects
Assessment

- Combination of the below
  - Online Quizzes / Examinations
  - Case study presentations
  - Workshop participation
  - Discussions
  - Project work
  - Individual Assignments
  - Group Presentations
Degree

- Awarded by Medical University of South Carolina
- Master of Science in Clinical Research
SUCCESS CENTER:
SCTR Research Support Services

Stephanie Gentilin, MA, CCRA
SCTR SUCCESS Center Director
OCTOBER 6, 2015
10:00AM - 2:00PM
MUSC Horseshoe and Fortico in front of the MUSC Library

CLICK HERE TO REGISTER YOUR RESEARCH TEAM TO PARTICIPATE!

SOUTH CAROLINA CLINICAL & TRANSLATIONAL RESEARCH INSTITUTE

SCTR

MUSC SCTR

CATALYZING RESEARCH FROM DISCOVERY TO THE COMMUNITY.

Quick Links

5th Annual SCresearch.org Expo
SUCCESS Center
Funding: Pilot Projects & Training
Research Nexus
REDCap
SPARC Request
SCresearch.org
Request a SCTR Presentation

News

June 5, 2015
Duke Endowment Awards $15.3M to HSSC to Advance S.C./N.C. Health Collaborative

March 18, 2015
Sanofi US Supports MUSC Free Diabetes Screenings in Rural South Carolina

January 21, 2015
SCTR Institute Holds Lunch and Learn about PEARLS Initiative

Read More
SUCCESS Center

Free Consultations and Research Training:

- Research Navigation
- Research Toolkit
- Recruitment
- SCresearch.org
- ResearchMatch.org
- Grants & Contracts
- Budget Development
- Consults
- Regulatory consults
- MAP-R
- ClinicalTrials.gov
- eIRB Statewide PM
- REDCap Consults
- Epic Research Team
- SPARC Request
- Study Tracker
CLINICAL RESEARCH FUNDING
Pairing new funded clinical research opportunities with MUSC Investigators...

RESEARCH CENTER
The SCTR Research Nexus Research Center provides space and support for a myriad of studies...

LEARN MORE

RESEARCH COORDINATION & MANAGEMENT
Providing a wide range of research coordination and management services...

CLINICAL NURSING & NUTRITION
Resources for the study of various diets and specific nutrients and specially trained nursing staff available...

LEARN MORE

RESEARCH LABORATORY & BIOREPOSITORY
The laboratories includes nine benches of working space, a biological safety cabinet, two -20°C freezers & seven -80°C freezers...

BODY COMPOSITION & PULMONARY FUNCTION TESTING
Equipped with a Hologic Discovery A Dexascan and Carefusion Vmax 22/62 Pulmonary Function Testing Station....

LEARN MORE
Additional SCTR Services

- Biostatistics
- NIH Public Access Policy & Compliance (publications)
- Community Engagement & Cultural Competency
- Research Ethics
- Novel Device & Technology Development
- Intellectual Property & Commercialization
- Research Dissemination Strategies
Search and Find Research Services and Resources for your Study in One Easy to Use Location

MUSC MUHA Laboratory
For any questions regarding MUHA Lab testing, please contact Lab Client Services at 792-0707. The prices listed within are good through 6/30/13 and are subject to change in July.

- Services A - F

- Services G-L
  - GGT (82977)
  - Giardia Antigen (87329)
  - Glucose, Fluid (82945)
  - Glucose, Plasma/Serum (82947)
  - HCG, Serum Quantitative (84702)

- SCTR-Weekly Research listserv - CALENDAR and Announcements
- Monthly Research Lunch-N-Learn
  3rd Wednesday of Month 12pm-1pm

843.792.8300  http://SCTR.MUSC.edu
success@musc.edu
sparcrequestblog.com
Research Opportunities & Collaborations

- Identify industry-funded clinical trials
- Sponsor and Contract Research Organization (CRO) outreach
- Pair trial opportunities with MUSC Investigators
- Assistance navigating the site selection process

Research Opportunities & Collaborations program manager, Signe Denmark, and Quintiles Site Relationship Manager, Kelsey Morgan.
Contact Signe at 843.792.4146 or denmarks@musc.edu
Research Coordination and Management

- Trained and experienced research and nurse coordinators
- Services include:
  - Study coordination
  - Project coordination
  - Regulatory management
  - Data management
  - Recruitment
  - Budget development
  - Study record and drug storage
  - Quality assurance reviews
- Available for full, partial, or gap support
- Inpatient, outpatient, and outlying clinics

Senior research coordinators, Cullen McWhite and Laura Fields, working in the SCTR Research Nexus with a study patient.
Research Laboratory and Biorepository

- **Laboratory**
  - Processes biological specimens
  - Packaging and shipping to Central Laboratories
  - Nucleic acid extraction
  - ELISA protocols
  - Develop/customize protocols

- **Biorepository**
  - Process/store biological specimens collected under IRB-approved protocols
  - Retrieval for IRB-approved studies
  - Plasma, DNA, urine
Research Center

8 examination rooms and 3 procedure rooms

Dental suite

Pulmonary Function Testing (PFT) suite

Body composition suite with BodPod and Hologic Discovery A Dexascan
Clinical Nursing and Nutrition

- **Clinical Nursing services include:**
  - Conduct study protocol procedures
  - Secure specimens
  - Administer medication
  - Gather critical data at bedside
  - SOC nursing support, as needed

- **Nutrition services include:**
  - Collect and assess macro and micro nutrient intake
  - Provide nutrition education in individual or group sessions
  - Coordinate nutrient specific meals and/or snacks
SCTR Research Nexus Standard of Care (SOC) Services

- Provider based clinic for the Medical University Hospital Authority
- Ability to bill 3rd party payers (insurance companies) for SOC services provided during research visits
- Increased satisfaction for participants, investigators and research teams
- High quality continuum of care provided in one location
Contact the SCTR Research Nexus

SCTR Research Nexus
MUSC Clinical Sciences Building, Suite 214
843-792-8300
academicdepartments.musc.edu/sctr/nexus

Request services via sparc.musc.edu
Biomedical Informatics

Statewide IRB Reliance
- eIRB

Patient Engagement & Recruitment
- SCResearch.org

Research Permissions
- Epic

Enhanced LHS Capabilities

REDCap
- Research Electronic Data Capture

Statewide Clinical Data Warehouse & Master Patient Index

Big Data Architecture

SPARC Request
- CTSA Services, Budgeting, Epic Integration for Clinical Trials

i2b2
- Statewide Clinical Trial Feasibility & Cohort Analysis

Palmetto Profiles
- Research Collaboration

MUSC
Changing What’s Possible | MUSC.edu
REDCap

- Online, secure data capture system
- Developed at Vanderbilt University
- Started at MUSC in 2009
- MUSC is 2nd largest user in consortium
REDCap Consortium
What can you do with REDCap?

• At most basic, it is an alternative to desktop data capture (Excel)
• But so much more!
  • Online designer
  • Surveys
  • Automated reminders
  • Data import/export
  • Dynamic Data Pull
REDCap Convenience

- Online access with web browser
- No special software
- Secure server at MUSC
- Backups
- Data loss prevention
- Field validation
  - Date
  - Number
- Pre-configured choices
  - Multiple Choice
  - Yes/No
How to get started?

• redcap.musc.edu
• Anyone with a netid
• Review documentation and videos / self help
• Schedule consultation with the SUCCESS Center
  • 2-8300 or sparc.musc.edu
Additional features/notes

- Free to use (research or other)
- Free consultations and questions
- So many features!
  - Offline app
  - Survey queues
  - Longitudinal
  - Too many to list
- Fee-for-service options include:
  - We build it for you
  - Recover lost data
  - Dynamic Data Pull
Contact

- **E-Mail:** [redcap@musc.edu](mailto:redcap@musc.edu)
- **Phone:** 2-8300
- **Request consult:** [sparc.musc.edu](http://sparc.musc.edu)
  - SCTR>REDCap

- More information about REDCap: [redcapinfo.musc.edu](http://redcapinfo.musc.edu)
Looking for Funds in all the Right Places

Joann Sullivan, PhD
2014-2015
MUSC Office of Research Development

Joann F. Sullivan, Ph.D.
Director & Professor
843-792-0870
email

Karen Harper
Program Manager
843-792-0871
email

Wanda K. Hutto, CRA
Assistant Director
843-792-0867
email

Heather Ferguson
Grants Coordinator
843-792-0872
email
What do we offer?

Funding Portal
Research INKlings
Institutional “Boilerplate” and Databases
Collaborative Proposal Development
Research Project Grant (RPG) Retreats
*Library of Sample Proposals, Webinars and Tip Sheets*
Where can you find us?

Office of Research Development
Office of Research and Sponsored Programs
Office of Research Integrity (IRB, IACUC, IBC)
Protocol Review Submission
Grants and Contracts Accounting
University Compliance Office
Office of Research Operational Support
Division of Laboratory Animal Resources (DLAR)
Collaborative Programs
Research Resources
Quick Links

Confidential Hotline 1-800-236-0269

ANNOUNCEMENTS
SC Governor’s Award for Excellence in Science—Call for Nominations
Lackey to head Center for Drug Discovery

RESEARCH

PROTOCOL REVIEW SUBMISSION

SC CLINICAL AND TRANSLATIONAL RESEARCH INSTITUTE (SCTR)

TECHNOLOGY TRANSFER

CORES, CENTERS, INSTITUTES

RESEARCH PARTICIPANTS & CLINICAL TRIALS

COMMUNITY ENGAGEMENT & OUTREACH
Funding Types

Federal
- NIH
- DOD
- NSF

Foundations
- Ford Foundation
- American Heart Association

Pilot Programs (internal)
- SCTR
- HCC

State
- SC Sea Grant
- SC DHEC

Corporate and Industry
- Pfizer
- GE Healthcare
Funding Portal

**ORD Research Funding Alerts**
- Customized funding database for MUSC investigators
- FOAs for federal, foundations, pilot programs
- Includes the process for limited submissions
- Signup for Research Funding Alerts (RFAs)

**Pivot**
- Paid subscription web-based service
- Weekly funding notices based on keywords
- Create a pivot profile to access the system

**Grants.gov**
- Centralized, online process to find & apply for >900 grant programs from 26 federal agencies
- Browse by category, agency, or eligibility criteria

**Foundation Center**
- The most comprehensive database for private and public foundations
- Sign up for RFPs to receive funding notices
Funding Portal (con’t)

NIH Guide for Grants and Contracts
• Official publication for NIH medical and behavioral research grant policies, guidelines and funding opportunities.

CDMRP
• Congressionally Directed Medical Research Programs managed by the Department of Defense (DOD)

pcori.org
• Nonprofit, nongovernment organization formed as part of ACA
• Supports patient-centered Comparative Clinical Effectiveness Research (CER)
• 4 funding cycles/yr

Department of Defense
• Research and Technology Funding Opportunities from the Office of the Secretary of Defense, US Army, US Department of Navy, US Air Force, Other DoD Agencies such as DARPA.
Three Basic Steps

1. Find Funding Opportunities
2. Do Your Homework
3. Prepare a Competitive Proposal
Find Funding Opportunities

• SIGN UP for ORD Research Funding Alerts
  <www.carc.musc.edu/ordalerts/>

• SET UP personalized searches using COS Pivot
  <pivot.cos.com>

• SUBSCRIBE to NIH Guide for Grants and Contracts
  <http://grants.nih.gov/grants/guide/listserv.htm>

• SCAN proposalCENTRAL
  <https://proposalcentral.altum.com/>

• VISIT ORD’s Funding Portal
  http://academicdepartments.musc.edu/research/ord/fundingops/index.html
Before You Start Searching

**Develop Your Research Plan:** What research topics will you pursue over the next five years and what do you need to be successful?

- creates your keywords and gives insight into what type of grants you need
- may help you identify potential collaborators.

**Seek Out Research Grant Mentors:** Can be well-funded faculty in your department, college and/or another university completely.

**Talk to the Office of Research Development** about how we can help.
Starting A Funding Search

**Read Acknowledgements:** Look in the acknowledgement section of publications written on your topic to see authors’ source of funding.

**Network:** Use professional meetings or conferences as an opportunity to meet funders.

**Identify and Select:** Examine print and electronic funding sources for both public and private funding sources.

**Schedule Proposal Writing:** Put time on your calendar to write/search.
Is This Opportunity Right for Me?

Can my work fit the call for proposals?
Can I do it in the timeframe?
Can I look competitive?
  Do I have enough experience?
  Do I have publications or other evidence?
  Do I need collaborators or other team members?
Can my project “match” the level of innovation?
  “Revolutionary not evolutionary”
  “Breakthrough not incremental”
  “Basic research”
Can I show I have the resources to accomplish the work?
  On campus
  Collaborations
  Travel to resources
Communicate with Program Officer/ Program Manager

Find the best “fit”
Write pre-abstract or elevator speech
Send an email
Study the response
Make the call
Ask for a meeting (if practical)

from Robert Porter’s “Can We Talk?” Contacting Grant Program Officers. Res. Management Review, 2009; 17 (1)
Do Your Homework

• Know the “culture” of your funding source
• Take a course in NIH 101
• Do some searching (http://report.nih.gov/)
Billions of constant FY 2014 Dollars

Source: 1975-1994 figures are from the NSF federal funds survey; remainder is from AAAS R&D reports. FY 2014 are estimates, FY 2015 is the President’s request. © 2014 AAAS.
National Institutes of Health Budget, 1998-2015

budget authority in billions of constant FY 2014 dollars

Source: AAAS Report: Research and Development series and agency budget documents. FY 2014 figures are latest estimates, FY 2015 is the President’s request. © 2014 AAAS.
Prepare a Competitive Proposal

- Get copies of similar proposals from colleagues
- Read and re-read the RFA or program announcement
- Persistence pays -- learn from your critiques
- Reviewing can be a game of comparison between proposals
- Have someone double check your proposal
- Like a college paper, the appearance of your proposal can make the difference
  - Write to left and right brain reviewers
## NIH Research Projects

<table>
<thead>
<tr>
<th></th>
<th>R01</th>
<th>R03</th>
<th>R21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget</strong></td>
<td>$250K/yr</td>
<td>$50K/yr</td>
<td>$275K/2 yrs</td>
</tr>
<tr>
<td><strong>Period of Support</strong></td>
<td>1-5 yrs</td>
<td>2 yrs</td>
<td>2 yrs</td>
</tr>
<tr>
<td><strong>Page Limits</strong></td>
<td>12</td>
<td>6</td>
<td>6</td>
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<tr>
<td><strong>Participating I/Cs</strong></td>
<td>22</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td><strong>Preliminary Data</strong></td>
<td>Required</td>
<td>Not required</td>
<td>Not required, but allowed</td>
</tr>
<tr>
<td><strong>Characteristics</strong></td>
<td>• Long term</td>
<td>• Pilot or feasibility studies</td>
<td>• Novel</td>
</tr>
<tr>
<td></td>
<td>• Increased knowledge in well-established area</td>
<td>• Secondary analysis of existing data</td>
<td>• Exploratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Small, self-contained project</td>
<td>• Breaking new ground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Methodology development</td>
<td>• New directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology development</td>
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</tbody>
</table>

**R01:** [http://grants.nih.gov/grants/guide/contacts/parent_R01.html](http://grants.nih.gov/grants/guide/contacts/parent_R01.html)  
**R03:** [http://grants.nih.gov/grants/guide/contacts/parent_R03.html](http://grants.nih.gov/grants/guide/contacts/parent_R03.html)  
CDMRP
(Congressionally Directed Medical Research Program)
CDMRP (con’t)

offers numerous types of awards depending on program announcement

Types of Awards: clinical trial, idea development, breakthrough awards, investigator-initiated research, therapeutic ideas, innovative treatment, convergence science, quality of life, military risk factors, technology/therapeutic development, outcomes research, qualitative research, translational research, etc.
VAMC Research & Development

Types of Awards: VA Merit, Career Development, Research Career Scientist

Eligibility: Must be U.S. citizen or Permanent Resident, VA appointment/affiliation depending on program

Areas Supported: Biomedical Laboratory (BLR&D), Clinical Science (CSR&D), Health Services (HSR&D), Rehabilitation (RR&D)

Contacts: Dr. M. Rita Young, Associate Chief of Staff at RHJ VAMC (rita.young@va.gov), or Sarah Jackson
Foundations

Private
- A non-governmental, nonprofit organization with funds and program managed by its own trustees or directors that was established to maintain or aid social, educational, religious or other charitable activities serving the common welfare, primarily through the making of grants
- A private foundation derives its money from a family, an individual, or a corporation
- An example of a private foundation is the Ford Foundation

Public
- Public charity (sometimes referred to as a "public foundation") derives its support from diverse sources, which may include foundations, individuals, and government agencies.
- An example of a grantmaking public charity is the American Heart Association
- Public charities are eligible for maximum income tax-deductible contributions from the public and are not subject to the same rules and restrictions as private foundations.
# FOUNDATION GRANTS: MUSC’s TRACK RECORD

<table>
<thead>
<tr>
<th></th>
<th>FY2010</th>
<th>FY2011</th>
<th>FY2012</th>
<th>FY2013</th>
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</thead>
<tbody>
<tr>
<td><strong># of Awards</strong></td>
<td>118</td>
<td>132</td>
<td>145</td>
<td>183</td>
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<tr>
<td><strong># of Foundation Entities</strong></td>
<td>73</td>
<td>76</td>
<td>79</td>
<td>91</td>
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<tr>
<td><strong>Total Award Amount</strong></td>
<td>$10,676,888</td>
<td>$10,661,224</td>
<td>$14,161,427</td>
<td>$16,448,287</td>
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</table>
Types of Funding Sources

Federal
- NIH
- DOD
- NSF
- DOE

Foundations
- Ford Foundation
- American Heart Association

Corporate and Industry
- Pfizer
- GE Healthcare

Pilot Programs (internal)
- SCTR
- HCC
Looking for funds in all the right places…

Take advantage of all possible resources available!

Network, Communicate and Collaborate!
Faculty Resources

Diana Barrett in lieu of Mary Mauldin
Resources

- Apple Tree Society
- Tools for Mentors and Mentees Series
- Women Scholars/ARROW Initiative (Advancement, Recruitment, and Retention of Women)
- Faculty Senate
- SCTR Newsletter
- Interprofessional Opportunities
- Center for Academic Excellence & Writing Center
Promotion & Tenure Workshop

- September 16th, 1-2pm, Bioengineering Building, Room 112
- Speakers:
  - COM- Dr. James Roberts and Dr. Neal Axon
  - Pharmacy - Dr. Jean Nappi and Dr. Craig Beeson
  - CHP - Dr. Nancy Carson and Dr. Walter Jones
  - CDM- Dr. Brad Neville
  - Nursing - Dr. Barbara Edlund
  - Library/Informatics - Dr. Tom Smith