VPCAT Scholar Handbook

Vice President's Clinical and Translational (VPCAT) Research Scholars Program
# Table of Contents

1. Table of Contents .................................................................................................................. 2

1. Introduction & Background .................................................................................................... 3

2. Mentoring ............................................................................................................................... 4-6
   a. Matrix Mentoring Model .................................................................................................... 4
   b. Mentoring Roles & Responsibilities .................................................................................. 5-6

3. Meetings & Reports ................................................................................................................. 6-7
   a. Meetings with VPCAT Senior Mentors ........................................................................... 6-7
   b. Meetings with Scientific Mentors .................................................................................... 7
   c. Mid- and Final Program Reports ...................................................................................... 7

4. Curriculum Requirements ....................................................................................................... 8

5. Resources for VPCAT Scholars ............................................................................................ 9-14
   a. Utah Center for Clinical and Translational Science (Utah CCTS) .................................. 9-10
   b. Institutional Career Development Programs .................................................................. 10-11
   c. Extra-Curricular Learning Opportunities ...................................................................... 11-13
   d. VPCAT Pre-award and Grant Submission Mentorship .................................................. 13-14

6. “Paying It Forward” Initiative .............................................................................................. 15

7. Scholar Contract ..................................................................................................................... 16-17

8. Program Contacts .................................................................................................................. 18

9. Appendices ............................................................................................................................. 19-28
   a. Appendix A: Mid-Program Report [Scholar] ................................................................. 19-20
   b. Appendix B: Final Program Report [Scholar] .................................................................. 21-22
   c. Appendix C: Mid-Program Report [Mentor] ................................................................. 23-25
   d. Appendix D: Final Program Report [Mentor] ................................................................. 26-28
Vice President’s Clinical & Translational (VPCAT) Research Scholars Program

Through the University of Utah Health’s Office of Academic Affairs & Faculty Development, the VPCAT Research Scholars Program (hereafter known as “we/us”) offers intensive mentorship and support to you, a junior faculty member and new VPCAT scholar, committed to a career in clinical and translational research.

You are now part of a prestigious, two-year program committed to a clear mission: to develop future leaders in academic research and support junior investigators to achieve independent funding through mentorship and training along three key themes: scientific career development, grant writing and management, and leadership training.

In support of our mission, the program utilizes the Matrix Mentoring Model to guide, mentor, and support your scientific career development goals. VPCAT provides you structured courses and training to strengthen your leadership talents, and has an established curriculum and multiple resources to enhance your grant writing and management skills. All of this and many more details regarding the VPCAT Program are described in this Handbook.

We proudly welcome you!

“Our program’s vision is a top-ranked research institution with a highly trained corps of successful academic investigators of the highest national stature, with the research, leadership, and mentoring skills necessary to cultivate ongoing generations of clinical scientists and solidify our reputation as a top destination for academic research faculty.”

--Michael Rubin, MD, PhD, MS
Director, VPCAT Program
Matrix Mentoring Model

The **Matrix Mentoring Model** supports you with a holistic framework that includes five levels of mentorship. The different types of mentorship are synergistic and create an environment that fosters accountability, communication, and skills development to develop empowered principal investigators.

The first and central component of the model is **self-mentorship**. You are your own best mentor. It is critical that you understand your priorities as you advance in your faculty role. This will help you make decisions regarding the investment of your time across a variety of valuable academic endeavors.

The second level of mentorship is **senior mentorship** (i.e., career mentorship). VPCAT senior mentors are experienced, grant-funded, familiar with institutional resources, and understand the faculty advancement process. Consistently meeting with—and gaining regular feedback from—your senior mentor greatly improves your likelihood for success.

The third level is **scientific mentorship**. Your scientific mentor(s) provide specific skills in research methodology or clinical expertise specific to your area of interest. Their experience in your field will enhance the discussion and feedback on your goals. The fourth is **peer mentorship**. By establishing productive relationships with your peers, you gain an interdisciplinary collegial network to further your research. Building relationships with peers offers the possibility of mutual support, friendship, and insights into how to negotiate your professional landscape. Finally, there is **staff mentorship**. Speak with your grant administrators and other close staff to gain a different perspective in solidifying and working towards your goals.

Consider the members of your mentoring matrix as you prepare your goals, and how they can best be utilized to ensure your ultimate success.
Mentoring Roles & Responsibilities

1. Self-Mentorship

Role: To be an effective self-mentor—and an effective mentee as well—it is important to give yourself space and time to create a plan outlining your short- and long-term goals. Having this plan in place will help you focus your efforts and interactions with your mentors. To assist you in this process, you will receive and annually complete the VPCAT Scholar Career Development Plan (VS-CDP) tool. The VS-CDP is a tool for guiding self-reflection and self-assessment. It assists you in defining where you place your efforts, defines your career vision, helps you decide what resources—including people—you need, and helps to create goals that will facilitate your success. It is your first step towards self-mentorship.

2. Senior Mentorship

Role: Your senior mentor is assigned to you by us based on your selection(s) after the Mentor Matching Event. Senior mentors serve in the capacity of a career and research mentor. They may not be within a scholar’s area of expertise, meaning a senior mentor may not be able to act as a content expert. Their role is to advise scholars on their research and career plans, facilitate access to resources in order to build a scholar’s career and research, and review and provide feedback on a scholar’s grant proposal. They, along with VPCAT staff mentors, will be the scholar’s guide through the VPCAT Research Scholar Program.

Expectation: Scholars are required to meet with their VPCAT senior mentor a minimum of three times throughout their VPCAT tenure: at the initial, mid-program, and final program meetings. That said, to receive the greatest benefit from your senior mentor, we highly recommend that you meet with senior mentors at least quarterly.

The VPCAT initial meetings are scheduled by the VPCAT Program Coordinator. Scholars are required to schedule the mid- and final program meetings, which they and the senior mentor will attend (see Meeting & Reports for further details).

3. Scientific Mentorship

Role: A scientific mentor(s) serves as your research content expert and advisor(s). His/her/their role is to ensure that the science for your research and grants are both rigorous and comprehensive. He/she/they will help to ensure that you have access to the resources necessary to complete your projects.

Expectation: You are to work very closely with your scientific mentor(s). As part of your VPCAT application, you will have submitted a scientific mentoring plan. You are expected to follow this plan, meeting with their scientific mentor and fulfilling submissions of grants and publications as outlined in the plan.

4. Peer Mentorship

Role: Peer mentors are an integral part of your career. Peer mentors are individuals who share similarities in their level of experience, concerns, and problems. A peer mentor was recently, or is currently, a junior faculty member who has experienced some of the same transitions
and situations you may face as you progress through your career. They may not be within your department or field, yet they can give you relatable advice and perspectives to assist you in navigating various aspects of your research or career that you may be struggling with.

5. Staff Mentorship

Role: Staff mentors include staff and administrators within the VPCAT Research Scholar Program (see Program Contacts), your own college, department and/or division, as well as from within the institution. Staff mentors include accountants, financial analysts, pre-award administrators, assistants, grants/contracts officers, and other staff scholars work with on projects. Recognizing the expertise, resources, services, and support provided by staff is a necessity for your long-term success. You will need to get to know and have a basic understanding of administrative processes, responsibilities, roles, and strengths.

Meetings & Reports

Meetings with VPCAT Senior Mentors

Required Meetings

You are required to meet with your VPCAT senior mentor at least three times during your two-year program duration as follows:

- **VPCAT Initial Meeting**: The VPCAT Program Coordinator will arrange this meeting. It will include you, your scientific mentor(s), senior mentor, VPCAT staff, and, in some instances, the VPCAT Director.

  This meeting will take place within the first three months of the program. The discussion will revolve largely around your goals and how mentors and staff can assist you in achieving your goals.

- **VPCAT Mid-Program Mentor/Mentee Review Meeting**: This meeting is held at the one-year mark of the program. You are responsible for scheduling this meeting with your VPCAT senior mentor. Generally, this meeting will only involve you and your senior mentor; however, scientific mentor(s) can be invited to attend as you feel is appropriate.

  This meeting will largely focus on your progress towards meeting your VS-CDP goals. Possible discussion points could include how your grant writing is evolving, where you stand in preparation of or submitting publications, etc.

  To complete your mid-program report, we require a completed VS-CDP, written progress report, updated CV, and program evaluation (see Appendix A). We highly advise you to schedule your meeting with your mentor at least 3 weeks before the report’s due date to ensure that you and your mentor have time to complete your respective sections in order to meet the deadline.
o **VPCAT Final Program Mentor/Mentee Review Meeting:** This meeting is held at the end of your VPCAT tenure. You are responsible for scheduling this meeting with your senior mentor. Generally, the meeting will only involve you and your senior mentor, but scientific mentor(s) can be invited to attend as you feel is appropriate.

The meeting will focus on the VS-CDP goals you achieved during your VPCAT tenure. Possible discussion points could include where you are with your research, publications, and career advancement as well as a transition plan to ensure you will have access to the support and resources necessary to continue to succeed.

To complete your final report, we require a completed VS-CDP, written final report, updated CV, and program evaluation (see Appendix B). We highly advise you to schedule your meeting with your mentor at least three weeks before the report’s due date to ensure that you and your mentor have time to complete your respective sections in order to meet the deadline.

**Recommended Meetings**

Along with the meetings outlined above, we strongly recommend that you meet with your VPCAT senior mentor at least quarterly (or more) during your tenure in the program.

**Meetings with Scientific Mentors**

Meetings with your scientific mentor(s) should take place as outlined in your mentoring plan. We understand that your scientific mentorship plan may change as you progress through the program. If this becomes the case, we request that you meet with your scientific mentors as outlined in the new plan. You are responsible for organizing all meetings with your scientific mentor(s).

Apart from the VPCAT Initial Meeting, your scientific mentor(s) are not required to attend any VPCAT senior mentor or curricular meetings. They are, however, welcome to attend any meetings that you and/or your VPCAT senior mentor may feel it would be beneficial for them to attend.

**Mid- and Final Program Reports**

VPCAT Mid- and Final Program Reports are used by us to determine your progress within the program, as well as how you perceive the success of your VPCAT senior mentor relationship. The program utilizes your VS-CDP and CV to track your achievements, including meeting planned goals related to career advancement, publications, grant submissions, and presentations.

**Report Submissions Process**

At least one month before the deadline, the VPCAT Program Coordinator will email you and your senior mentors the report forms and instructions (see Appendices for samples) to complete your Mid- or Final Program Report. Both you and your senior mentor will complete your respective documents and provide all additional requested documentation (e.g., updated CV, written reports, etc.). You are required to have completed reports returned via email to the VPCAT Program Coordinator by the stipulated deadline.

You are required to have your VPCAT senior mentor fill in the mentor report and evaluation form. If you have any questions, we encourage you to contact the VPCAT Program Coordinator.
VPCAT Scholar Career Development Plan (VS-CDP) Submission Process

You will start your initial VS-CDP at Orientation. A complete initial draft VS-CDP will be required no later than two weeks before your initial meeting. As stated previously, a completed VS-CDP must be submitted as part of your annual Mid- and Final Program Reports.

Curriculum Requirements

We require you to set aside the second and fourth Wednesday afternoon (from 12:30-4:30 pm) of each month to attend VPCAT curricular courses. The structures and purpose of these courses are outlined below. A combination of these courses will be held each second and fourth Wednesday afternoon. You are required to attend 80% of these half-day sessions each year. You will receive Outlook calendar invitations for the dates we will be holding VPCAT curricular courses. A course schedule will be sent to you at the beginning of each year as well. A sign-in sheet will accompany each session in order for us to assess and evaluate attendance. Scholars should ensure they sign-in each time they attend.

Research Career Survival Skills (RCSS)

RCSS courses are held monthly (ten times per year). These courses afford you the opportunity to gain the knowledge and skills necessary to become an independent investigator.

The RCSS courses cover a wide variety of topics including, but not limited to: “Leading a Research Team,” “Preparing for Promotion,” “Health Economics,” and “Communicating Science to the Media.” Some topics will be repeated year-to-year while others will be offered either during year one or year two.

Peer-to-Peer

Peer-to-Peer courses are unique discussion-style sessions facilitated by Mary Anne Berzins, Assistant Vice President of Workforce Planning for Human Resources. Discussion topics are created by current and former VPCAT Scholars, which ensures that topics are relevant to events and situations you may experience. Topics include, but are not limited to, “How to Get the Most out of Your Mentor,” “Protected Time,” and “Experiences in Submitting Grants.”

These courses afford you the opportunity to get to know your peers, form collaborations, and gain insights into how fellow scholars have dealt with and navigated situations as a fellow junior faculty member. Additionally, these courses will help you learn best practice in facilitating meetings. We highly encourage you to attend Peer-to-Peer as often as you are able to.

Section-2-Section (S2S): The Basics for Grant Application Preparation and Management

The S2S courses, taught by the VPCAT Research Manager, aim to enhance and improve your grant submission experience. The 15-part curriculum provides contextual information, instructions, and tips on the most common and standard grant application sections and post-award requirements. Through its “sectional” approach, courses are applicable to most any type of grant submission ensuring all scholars receive benefit from the content.

S2S course content reviews instructions and expectations of grant application sections, just-in-time, and progress/final reports, and grant and account management processes. You will gain guidance on
internal institutional processes, contextual information, real-life examples, and handouts; engaging peer interactions and collaborative forum for questions; and clear information on “what not to do.”
Resources for VPCAT Scholars

Utah Center for Clinical and Translational Science (Utah CCTS)

Utah CCTS Population Health Research (PHR) Foundation for Discovery

The Utah CCTS PHR Foundation provides methodological and data analytic support to investigators who aim to perform research seeking to improve the health of patient populations. The Foundation includes five integrated cores: Cancer Biostatistics (CB) Shared Resource, Qualitative, Survey and Measurement (QSM) Core, Health Economics Core, Study Design and Biostatistics Center (SDBC), and the Systematic Review Core (see here). Members within each core apply state of the art research methodology in their respective areas and are available to collaborate with clinical and translational researchers at the University of Utah and partner institutions.

Young investigators increase their chances to attain research independence if they use statistical, qualitative, economic, and/or systematic review consultation to strengthen their study design prior to submitting a grant and/or publication. One of our aims is to convey the importance of this “best practice,” which we achieve through education and by providing you access to consultation with the Utah CCTS PHR Foundation Cores. We support consultation service fees for meeting with a PHR Core member to establish an appropriate analysis plan (e.g.; Statistical Analysis Plan, see here) and consulting on study design, collection of data, and preparation of language for an upcoming application or publication. You can utilize this support, which is estimated to be approximately 30 hours per year, for research projects aligned to and in support of achieving their career development and research aims.

To access these services, you must: complete the Utah CCTS PHR Foundation online Request Collaboration Form, including:

- Identifying yourself as a VPCAT Scholar by selecting the “VPCAT” box under the “Research Center” section on page two.
- From the subsequent options, specify the work for which consultation services are being requested.

Your first meeting with a Utah CCTS PHR Foundation staff member shall be a consultation visit, the goal of which is to produce a service cost estimate. The PHR Foundation will notify us of new scholar requests along with the associated cost estimates. We will then review the estimate to assess the feasibility of supporting all or part of the costs based on the cumulative PHR Foundation support you will receive during the calendar year. If we can feasibly cover only part of the cost, then we will work with you and your department to find ways to split the costs.

On a case-by-case basis, the program will consider supporting PHR Foundation service fees beyond the typical per-scholar limit. In these instances, scholars must submit a formal email request to the VPCAT Program Coordinator that includes both the proposed budget estimate and a one-page research abstract outlining objectives. All requests will be considered and decision outcomes will be returned as quickly as possible (generally within 1-2 weeks of the request).

We recommend that you familiarize yourself with the Utah CCTS PHR Foundation’s Cores as much as possible. A firm understanding of these services will serve you well as an independent investigator. The Utah CCTS PHR Foundation’s Core descriptions can be found on their website and the Research Resources for VPCAT Scholars.
Process Overview [here](#). We **highly** recommend reading through steps 1-5 of the Research Process Overview, along with the tips and resources included in each step.

**Utah CCTS Workforce Development Foundation’s K-Club**

The Utah CCTS Workforce Development Foundation offers the K-Club to junior faculty participating in career development programs (e.g.: K12, KL2, EDGE, VPCAT) as a venue to present their current research for peer and senior faculty feedback (see [website](#)).

K-Club provides a unique opportunity to gain insights from peers, learn about research taking place on campus, formulate collaborations, and, if presenting, gain feedback in real time. We would encourage you sign up to present at one of these courses as you are preparing grant proposals.

K-Club sessions will be announced on the Research Newsfeed and on the CCTS website [here](#). Though not required, we encourage scholars to attend as many as they are able. To schedule yourself to present at K-Club, please contact the VPCAT Program Coordinator.

**Utah CCTS Peer Grant Review (PGR) Program**

Through the Utah CCTS PGR Program, you can submit research proposals for pre-submission peer review three times per year. The deadline, eligibility, and submission requirements are located on their [webpage](#).

The PGR Program requests that faculty participate as peer reviewers as well. Not only is this an excellent opportunity to gain valuable experience in grant review, it is an experience appropriate to include in your NIH biographical sketch.

If you are interested in becoming a PGR Program Early Career Peer Reviewer, please contact the Utah CCTS Program Manager (see contact details [here](#)).

**Institutional Career Development Programs**

University of Utah Health, with its combined colleges and schools, has actively invested in enhancing institutional Career Development Programs that support a range of junior faculty members across multiple disciplines. The VPCAT Program partners with several colleges, schools, and organizations across campus and with Intermountain Healthcare to contribute to a sustainable, innovative, and collaborative academic environment.

This is especially true for the following programs:

- **Utah Women’s Reproductive Health Research (WRHR) K12 Program** ([website](#)): This program aims to increase the quantity and augment the skill sets of University of Utah Department of Obstetrics and Gynecology investigators through a mentored research and career development experience. WRHR seeks to advance research on and produce meaningful improvements in women’s reproductive health.

- **Utah Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) K12 Program** ([website](#)): The BIRCWH program aims to increase the number of junior faculty investigators from the University of Utah who will develop successful independent scientific careers as principal investigators. This program achieves its goals through a mentored research and career
development experience. Successful scholars will be engaged in fundable interdisciplinary research relevant to women’s health and sex/gender influences on health and disease.

- Utah CCTS KL2 Mentored Career Development Scholars Program (website): This program offers training for mentored research and career development support for clinical junior investigators. Its goal is to stimulate innovative research initiatives and career development. The Utah CCTS KL2 program is tailored to the research and career development needs of each scholar and offers didactic education, mentored research, interdisciplinary works-in-progress seminars, and team-building experiences.

### Extra-Curricular Learning Opportunities

We afford scholars the opportunity to participate in extra-curricular institutional programs. During each year of the program, scholars have the option to either take up to two courses through the Utah CCTS Workforce Development’s Master of Science in Clinical Investigation (MSCI) degree program or one Grant Writing Academy Workshop. Fees associated with these opportunities are supported by the VPCAT Program.

#### Grant Writing Academy (GWA) Workshops

The University of Utah Vice President for Research (VPR) Research Education Program sponsors the GWA Workshops, which are offered twice per year—once in spring and once in fall. GWA Workshops are an intensive 2 ½ day program, held at the Deer Valley Resort, designed to support University faculty members in strengthening grant proposals to increase the likelihood of funding.

This program provides individual mentoring sessions with an experienced and diverse team of senior faculty members, key subject matter experts, and funding agency representatives (as available). You will receive direct feedback on grant proposals; attend group training activities; participate in specialized interactive presentations and online instructional exercises; and have an opportunity to network with peers from across the University.

Advertisements for the dates of each workshop and information on how to register for these sessions will be emailed to all current scholars as they become available.

#### Utah CCTS Master of Science in Clinical Investigation (MSCI) Degree Program Courses

The MSCI degree program, sponsored by the Utah CCTS Workforce Development Foundation for Discovery, provides classroom and mentored research experience in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. This program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The curriculum of the MSCI focuses on the theories, models, competencies, methods, and tools used by investigators who conduct bench-to-bedside and bedside-to-community translational research (see here).

The purpose behind offering these courses as an extra-curricular learning opportunity is to help those scholars who may want to take an MSCI course as part of their career development training, either for a grant or as part of their career goals.

We offer financial support for these courses as follows:
For scholars who are not completing a full MSCI Degree: We support the cost of up to two MSCI courses per year through Continuing Education credit at a University of Utah resident faculty discounted rate each year that you are in the program (if you are not taking a GWA Workshop for that year).

If you do not qualify for the reduced tuition benefit (i.e., have been a faculty member at the University of Utah for less than one year), we will support the cost of each MSCI course requested up to the average cost of a Continuing Education course at the University of Utah resident faculty discounted rate. You may need to seek funding for the remaining course fee balance from other sources.

Please contact the VPCAT Program Coordinator for questions regarding these courses. We will consider all circumstances on a case-by-case basis and will provide support as best we can.

To register for these courses, you must:
- Select courses via the Continuing Education website.
- Complete the reduced tuition benefit form here. This form takes 5-7 minutes to complete.
- Send an email to the VPCAT Program Coordinator with the following information:
  - The course number, title, the term the course is being taught, and the instructor for the course(s) you would like to take.
  - A PDF copy of your faculty tuition discount approval form (to acquire this form, follow the steps below under “Completing the Reduced Tuition Benefit Form”).

Completing the Reduced Tuition Benefit Form:
- To complete the HR Faculty Tuition Form, please visit the HR benefits website located here. This form takes about 5 minutes to complete.
  - You will need to enter your UNID and password to access this tuition form.
- Fill in the 3 boxes of requested information and click on submit
  - Note: In the dropdown box for “Course Type” on this form, please choose “Lifelong Learning, AOCE, Continuing Education Courses”
- On completion of this form, you will receive an e-mail from HR with a “Receipt of Tuition Reduction” attached to it.
- You will need to send a PDF version of this receipt along with your chosen course information via e-mail to the VPCAT Program Coordinator (as requested in the process above).

If you are completing a full MSCI Degree: We will support one full-credit course at the University of Utah resident reduced tuition benefit rate per year, each year, that you are in the program.

You will register for the course as you normally would, and will need to let the VPCAT Program Coordinator know:
- When you are registering for courses, and
- When tuition is due

The VPCAT Program Coordinator will then organize payment of course tuition.

For anyone interested in taking the full MSCI degree, please speak to your VPCAT senior mentor. They will serve as a conduit to put you in touch with the resources and information required to consider or begin the MSCI degree program.
Leadership Seminars

You are encouraged to attend Leadership I: Foundations in Leadership and Leadership II: Applied Techniques and Practices seminars offered through the Office of Academic Affairs and Education, University of Utah Health (see link). We will cover the registration fee for you to attend both seminars during your two years in the program.

Attendance at these sessions is voluntary, although highly encouraged. For further information regarding dates, times, and registration, please see Leadership I: Foundations in Leadership and Leadership II: Applied Techniques and Practices websites.

Additional Learning Opportunities

You are encouraged to take part in additional monthly learning opportunities available on campus throughout the year, including:

- Clinical Research and Methods (CRAM) Lunch and Seminars (website): CRAM aims to foster communication between members of the clinical research community, aid beginning level clinical investigators in developing and executing research, and provide a forum for exploring controversies in clinical research.

- Dr. Charles James Nabors, PhD Conference Series (Patient Voice Series) (website): This series showcases patient voices from various communities and their thoughts on how to improve health care equity. Each month’s presentation focuses on a different community. CME credit is available for this series.

- VPR Research Administration Training Series (RATS) (website): RATS provides professional development opportunities for all faculty, staff, postdoctoral scholars, students, and members of the University research community in order to learn, develop and improve your job skills and performance, maintain an understanding of best practices and current methodologies, meet compliance requirements and standards for the Responsible Conduct of Research (RCR), earn Certificates of Achievement and professional association continuing education units (CEUs) and accreditation, and more.

Pre-award and Grant Submission Mentorship

The objective of the Pre-award & Grant Submission Mentorship arm of the program is to provide you knowledge and tools to submit and manage your grant successfully. This is accomplished via a combination of personal and didactic mentorship.

In conjunction with the scholar’s division/department/college pre-award and financial support team members, the VPCAT Research Manager provides guidance and knowledge to scholars through four key capacities.

1. Grant Editor and/or Formatter through Scheduled Opportunities

   Rigorous grant review prior to the submission of a proposal to a funding agency is an essential component of successful applications. During three annual, 4-6 week cycles, current and past scholars may reserve up to two days [a day equates to 8 hours of time] for the VPCAT Research
Manager, to complete pre-submission edits, formatting, and/or general documentation review for either new or resubmission applications. This review:

- Provides scholars with an outside perspective on their application organization that could increase overall content impact;
- Affords scholars an opportunity to incorporate feedback on continuity, readability, and thematic presentation;
- Encourages idea generation;
- Serves as a chance for scholars to receive tips to enhance their overall grantsmanship

2. Grant Submission Consultant

An important aspect of successful grant submission is utilizing an organized, collaborative approach. Once you are initiated into a submission process utilizing a team approach, you are more likely to:

- Actively engage in and learn about your department’s pre-award requirements, grant expectations, and available support personnel and resources.
- Set reasonable writing, editing, and section preparation timelines.
- Organize your application sections concisely and consistently to meet the agency’s “big picture.”
- Have decreased levels of stress throughout the submission period.
- Develop trusting relationships between you and your pre-award staff to enhance future submissions.

The VPCAT Research Manager provides team consultation between you, your pre-award administrator, and (if applicable) your accountant for upcoming grant submissions when you:

- Request a team consultation at least two months prior to submission (shorter time frames are considered case by case).
- Complete prerequisite documentation requested by the VPCAT Research Manager.
- Prepare to discuss the submission prior to your meeting (e.g.: reviews FOA, considers criteria, etc.).

3. Research Specific Education, Mentorship, & Training Lead

Access to post-award tools encouraging better communication, goal setting, and post-award management can reduce administrative burden, improve overall project outcomes, and limit post-award errors. To meet this need, the VPCAT Research Manager developed and teaches the Section-2-Section (S2S): Basics for Grant Application Preparation and Management courses. Through these educational opportunities, you will receive instruction to prepare you to submit and manage your grant applications and awards at all stages of the grant life cycle.

4. Information and Resources Facilitator

An attribute of a successful independent investigator is one who is well informed. Via the Pulse VPCAT Research Newsfeed organized and managed by the VPCAT Research Manager, you will receive up-to-date information on funding opportunity announcements (FOAs), policy updates, early-stage investigator applicable resources, access to the University of Utah Health Academic Affairs & Faculty Development Office’s Grant Repository, and more.
“Paying It Forward” Initiative

What We Mean by “Paying It Forward”

In the VPCAT Program, we subscribe to the ethos “once a VPCAT Scholar, always a VPCAT Scholar.” You will carry the title of “VPCAT Scholar” with you throughout your career. We want you to be proud of that and proud of the program that you participated in.

As a program, we want to ensure that being a “VPCAT Scholar” identifies a researcher who is a leader in their field because of the quality training and mentorship they received during their time in VPCAT. Because of this, we constantly strive to maintain the highest standards in our mentoring, curriculum, and research and grants mentorship.

Graduated VPCAT Scholars are a key component in helping us achieve this goal. We rely on our graduated scholars to:

- Serve as Peer Mentor support for current scholars through involvement in Peer-to-Peer Sessions
- Be available to network with current scholars who may have similar research interests
- Participate in panels for VPCAT Orientation as well as facilitating other curricular or event sessions
- Assist by advising on VPCAT Program curriculum and policy changes

VPCAT continues to send all scholars information on training and grant opportunities, the VPCAT Victories Newsletter, and information on our curricular sessions, which they are welcome to attend. Our program is here to help and serve as a signpost for resources to which our graduated scholars can always return.

We are always very grateful for the support of our scholars and hope that you will continue to be a part of this program, even after you have graduated!
2019 VPCAT Research Scholar Program Contract

The Vice President’s Clinical and Translational (VPCAT) Research Scholars Program, through the University of Utah Health Office of Academic Affairs & Faculty Development, is designed to create a community of scientists engaged in clinical and translational research.

As a VPCAT Research Scholar, you will be provided with:

1. **Mentoring and Career Development**
   - The VPCAT mentors will:
     a. Ensure that you have a suitable scientific mentoring committee
     b. Assist in establishing an appropriate scientific mentoring team if needed
     c. Assist in creating career development sections for national award applications
     d. Assist with study design if needed, and will read and edit grant applications

2. **Utah Center for Clinical and Translational Science (Utah CCTS) Population Health Research (PHR) Foundation Support**
   - As outlined on page 9 of the VPCAT Handbook, you will have support equivalent to 30 hours to utilize through the Utah CCTS PHR Foundation Cores.

3. **Pre-award and Grant Submission Mentorship**
   - As is outlined on pages 13-14 of the VPCAT Handbook, you will gain mentorship from the VPCAT Research Manager. Other strong pre-award/grant preparation resources that VPCAT advises scholars to utilize are the GWA Workshops, Utah CCTS K-Club, and Utah CCTS PGR Program (see pages 11-13 of the VPCAT Handbook).

4. **VPCAT Curriculum and Extra-Curricular Learning Opportunities**
   - As outlined on page 8 of the VPCAT Handbook, the VPCAT Program offers a robust curriculum providing skills, essential knowledge, and practical skills to ensure that each scholar has the necessary expertise to become an effective independent clinical and translational researcher.

   Skill seminar topics will vary from year-to-year, with foundational courses repeated each year. The VPCAT Program Coordinator will email a full schedule to each scholar as well as Outlook invitations for each course.

   For details and guidelines on Extra-Curricular Learning Opportunities, including Leadership Seminars, Utah CCTS MSCI Courses, GWA Workshops, and other resources, see pages 12-14.
VPCAT Scholar Statement of Commitment

As a VPCAT Scholar, I agree to:

- Attend and participate in:
  - The mandatory one-day orientation
  - A minimum of 80% of the VPCAT ½-day Curriculum sessions per year
- Take advantage of and attend the optional, yet highly recommended, opportunities, including:
  - Leadership I and II Seminars
  - Present at least once per year at a Research-in-Progress or Utah CCTS K-Club as well as attend these sessions regularly
- Meet regularly with VPCAT senior and scientific mentors, as outlined in the VPCAT Handbook
- Attend the VPCAT Initial Meeting, as outlined in the VPCAT Handbook
- Submit VPCAT Scholar Career Development Plans (VS-CDP), program reports, and additional information as requested and outlined in the VPCAT Handbook
- Over the two-year program:
  - Submit at least one extramural grant application
  - Submit at least two research manuscripts
  - Submit grant proposals for review by mentors and Utah CCTS PGR Program prior to agency submission, as possible
- Share full submitted grant proposals, including summary statements, with the VPCAT Program to be included in the Grant Repository
- Share reviewer feedback with the VPCAT Program and mentors
- Submit and present research abstract(s) at a professional society meeting each year
- Adhere to all University research regulatory and compliance policies
- Pay it Forward!

Scholar Signature:

_________________________________________  __________________________________________  ________________
Name                                               Signature                                           Date
Program Contacts

VPCAT Staff Contact Details

Michael Rubin, MD, PhD, MS, VPCAT Program Director
Professor of Medicine, Division of Epidemiology, Department of Internal Medicine
  • E-Mail: Michael.rubin@hsc.utah.edu

Jenny Cochrane, MA, VPCAT Program Coordinator
  • Phone: (801) 585-9354
  • E-Mail: jenny.cochrane@hsc.utah.edu

Erin Wachs, VPCAT Research Manager
  • Phone: (801) 587-8559
  • E-Mail: erin.wachs@hsc.utah.edu

VPCAT Senior Mentor E-Mails

<table>
<thead>
<tr>
<th>Anne Blaschke, MD, PhD</th>
<th>Kim Kaphingst, ScD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Pediatrics</td>
<td>Department of Communication</td>
</tr>
<tr>
<td><a href="mailto:Anne.blaschke@hsc.utah.edu">Anne.blaschke@hsc.utah.edu</a></td>
<td><a href="mailto:Kim.kaphingst@hci.utah.edu">Kim.kaphingst@hci.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benjamin S. Brooke, MD, PhD, FACS</th>
<th>Kristen Keefe, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Surgery</td>
<td>College of Pharmacy</td>
</tr>
<tr>
<td><a href="mailto:Benjamin.brooke@hsc.utah.edu">Benjamin.brooke@hsc.utah.edu</a></td>
<td><a href="mailto:K.keefe@utah.edu">K.keefe@utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Barbara Brown, PhD</th>
<th>Heather Keenan, MD, PhD, MPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Family and Consumer Studies</td>
<td>Department of Pediatrics</td>
</tr>
<tr>
<td><a href="mailto:Barbara.brown@fcs.utah.edu">Barbara.brown@fcs.utah.edu</a></td>
<td><a href="mailto:Heather.keenan@hsc.utah.edu">Heather.keenan@hsc.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rena D’Souza, DDS, PhD, MS</th>
<th>Jennifer Majersik, MD, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Dentistry</td>
<td>Department of Neurology</td>
</tr>
<tr>
<td><a href="mailto:Rena.dsouza@hsc.utah.edu">Rena.dsouza@hsc.utah.edu</a></td>
<td><a href="mailto:Jennifer.majersik@hsc.utah.edu">Jennifer.majersik@hsc.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Julie Fritz, PhD, PT</th>
<th>Janice Morse, PhD, RN, FAAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health</td>
<td>College of Nursing</td>
</tr>
<tr>
<td><a href="mailto:Julie.fritz@utah.edu">Julie.fritz@utah.edu</a></td>
<td><a href="mailto:Janice.morse@nurs.utah.edu">Janice.morse@nurs.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kim Hanson, MD, MHS</th>
<th>John Phillips, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Internal Medicine</td>
<td>Department of Pathology</td>
</tr>
<tr>
<td><a href="mailto:Kim.hanson@hsc.utah.edu">Kim.hanson@hsc.utah.edu</a></td>
<td><a href="mailto:John.phillips@hsc.utah.edu">John.phillips@hsc.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adam Hersh, MD, PhD</th>
<th>Kathy Sward, PhD, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Pediatrics</td>
<td>College of Nursing</td>
</tr>
<tr>
<td><a href="mailto:Adam.hersh@hsc.utah.edu">Adam.hersh@hsc.utah.edu</a></td>
<td><a href="mailto:Kathy.sward@nurs.utah.edu">Kathy.sward@nurs.utah.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jakob Jensen, PhD</th>
<th>Julie Wambaugh, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Humanities</td>
<td>College of Health</td>
</tr>
<tr>
<td><a href="mailto:Jakob.jensen@utah.edu">Jakob.jensen@utah.edu</a></td>
<td><a href="mailto:Julie.wambaugh@health.utah.edu">Julie.wambaugh@health.utah.edu</a></td>
</tr>
</tbody>
</table>
Appendix A: Mid-Program Progress Report: Scholar Report

Vice President’s Clinical and Translational (VPCAT) Research Scholars Program

VPCAT Mid-Program Report Instructions

All Report Components Due by 4:00 pm on DAY, MONTH ##, YYYY to Jenny Cochrane

At the mid-program mark, we require scholars to complete and return a three-component VPCAT Mid-Program Report, which includes:

1. VPCAT Scholar Career Development Plan (VS-CDP) with optional Deadline Timeline
2. VPCAT Written Progress Report with Updated CV
3. VPCAT Program Evaluation

This process was created to not only support your self-reflection on your growth and advancement over the past year, but to assist you in reassessing your professional priorities and goals as well. We have found that this approach fosters accountability, communication, and development for all those involved in the program, now and in the future.

We expect for you to fully engage in this mid-program report. We expect you to submit the completed requested items (see Checklist Table below) in a single, combined PDF file titled, “LastName_VPCATMidReport,” on time by the aforementioned date. Your report will be shared with your department chair and/or college dean, as well as your VPCAT senior mentor.

Component 1: VPCAT Scholar Career Development Plan (VS-CDP)

Nearly one year ago, you completed and submitted your initial VS-CDP. Now, we require that you complete the Mid-Program VS-CDP to reassess and, as needed, realign your goals to meet your evolved priorities by completing the following steps.

- **Step 1**: Review and re-evaluate both your initial VS-CDP and, if completed, your VS-CDP Deadline Timeline. If you need a copy of your initial VS-CDP, contact the VPCAT Program Coordinator.
- **Step 2**: Complete the included Mid-Program VS-CDP and optional VS-CDP Deadline Timeline.
- **Step 3**: As soon as possible, schedule and meet with your VPCAT mentor prior to the deadline.
- **Step 4**: Together, with your VPCAT mentor, review and revise your mid-program SMART goals.
- **Step 5**: Finalize your SMART goals and other components.

Component 2: VPCAT Written Progress Report with Updated CV

You are required to provide a 4-page (maximum) narrative progress report. You must format your narrative using the bolded headers and provide concise and clearly written content following the outlined instructions below. Narrative must be in Arial 11-point font, single spaced with ½ inch margins.

You must submit your updated CV that includes details on your administrative position(s); pending, completed, and/or funded grant applications; publications (pending & published); memberships, honors, and other professional activities; mentees; courses taught; and abstracts and presentations. If you are unsure what to include within your CV, review the provided “VPCAT_Example_CV” PDF.
VPCAT WRITTEN PROGRESS REPORT

Career Goals and Objectives
1. Summarize your stated career goals and objectives.
2. Explain any significant changes to the goals, including a change in direction.
3. Explain progress made since the start of the program.
4. Describe your up-to-date results (i.e., achievements, skills gained, challenges faced, etc.).
5. Describe what impact the VPCAT program (i.e., VPCAT mentors, curriculum, etc.) had on making or changing career goals and objectives.
6. Briefly outline your goals and objectives for the remaining period; if appropriate, describe if/how these have evolved since your time in the program.

Research Goals and Objectives
1. Summarize your research goals and objectives as stated in your VPCAT application.
2. Explain any significant changes to the goals, including a change in direction.
3. Explain progress made since the start of the program.
4. Describe your up-to-date results (i.e., number of interviews/experiments performed, summary of statistics, project generated materials, study findings, any other results of your work, etc.).
5. Describe what impact the VPCAT program had on attaining your research goals.
6. Briefly outline your goals and objectives for the remaining period; if appropriate, if/how these have evolved since your time in the program.

Other Activities
1. Briefly describe other career and research activities you participated in since starting the program, including: a] clinical, teaching, and administrative duties; b] conferences attended or institutional presentations; and/or c] meetings with VPCAT mentor and participation in program curriculum.
2. Explain any planned activities for the remaining period of the program.
3. If appropriate, describe what impact the VPCAT program had on any specific activity.

Publications, Abstracts, and Presentations
Since joining the VPCAT Research Scholars Program, list any pending, submitted, presented, and/or published manuscripts, abstracts, or poster presentations using the AMA Manual of Style. Include PMCID as appropriate. If there are no publications, please state this.

Grant Applications Submitted or Awarded
Since joining the VPCAT Research Scholars Program, list any pending, submitted, or funded grants using the Other Support Form format. Each item listed should include: grant number (if applicable), PI’s last name, start and end date, level of effort, agency name, estimated annual direct costs, grant title, goals of the grant, and your role. You should include both intra- and extramural awards.

Component 3: VPCAT Program Evaluation
Your feedback, ideas, and opinions are important to the future success of our program! Please complete the included program evaluation.

<table>
<thead>
<tr>
<th>MINI Mid-Program Report Requirements Checklist</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPCAT Scholar Career Development Plan (VS-CDP)</td>
<td>☐</td>
</tr>
<tr>
<td>Met with VPCAT senior mentor</td>
<td>☐</td>
</tr>
<tr>
<td>Written Progress Report (4 page limit)</td>
<td>☒</td>
</tr>
<tr>
<td>Updated CV (see instructions)</td>
<td>☐</td>
</tr>
<tr>
<td>Mid-Program Scholar Evaluation</td>
<td>☐</td>
</tr>
<tr>
<td>Senior mentor Written Report &amp; Evaluation [sent to mentor separately]</td>
<td>☒</td>
</tr>
</tbody>
</table>
Appendix B: End-of-Program Progress Report: Scholar Report

**Vice President’s Clinical and Translational (VPCAT) Research Scholars Program**

**VPCAT Final Program Report Instructions**

*All Report Components Due by 4:00 pm on **DAY, MONTH ##, YYYY** to Jenny Cochrane*

At the end of the VPCAT Program, we require scholars to complete and return a three-component VPCAT Final Program Report, which includes:

1. VPCAT Scholar Career Development Plan (VS-CDP) with optional Deadline Timeline
2. VPCAT Written Progress Report with Updated CV
3. VPCAT Program Evaluation

This process was created to not only support self-reflection on your growth and advancement over the past year, and to assist you in reassessing your professional priorities and goals as well. We have found that this approach fosters accountability, communication, and development for all those involved in the program, now and in the future.

We *expect* you to fully engage in this mid-program report. We *expect* you to submit the completed requested items (see Checklist Table below) in a single, combined PDF file titled, “LastName_VPCATFinalReport,” on time by the aforementioned date. Your report will be shared with your department chair and/or college dean, as well as your VPCAT senior mentor.

**Component 1: VPCAT Scholar Career Development Plan (VS-CDP)**

Nearly one year ago, you completed and submitted your Mid-Program VS-CDP. Now, we require that you *complete the Final Program VS-CDP* to reassess and, as needed, realign your goals to meet your evolved priorities by completing the following steps.

* Step 1: Review and re-evaluate both your initial VS-CDP and, if completed, your VS-CDP Deadline Timeline. If you need a copy of your initial VS-CDP, contact the VPCAT Program Coordinator.
* Step 2: Complete the included Final Program VS-CDP and optional VS-CDP Deadline Timeline.
* Step 3: As soon as possible, *schedule and meet* with your VPCAT mentor *prior* to the deadline.
* Step 4: Together, with your VPCAT mentor, review and revise your mid-program SMART goals.
* Step 5: Finalize your SMART goals and other components.

**Component 2: VPCAT Written Progress Report with Updated CV**

You are *required* to provide a 4-page (maximum) narrative progress report. You *must* format your narrative using the bolded headers and *provide* concise and clearly written content following the outlined instructions below. Narrative *must* be in Arial 11-point font, single spaced with ½ inch margins.

You *must* submit your updated CV that includes details on your administrative position(s); pending, completed, and/or funded grant applications; publications (pending & published); memberships,
honors, and other professional activities; mentees; courses taught; and abstracts and presentations. If you are unsure what to include within your CV, review the provided “VPCAT_Example_CV” PDF.

VPCAT WRITTEN PROGRESS REPORT

Career Goals and Objectives
1. Summarize your stated career goals and objectives.
2. Explain any significant changes to the goals, including a change in direction.
3. Explain progress made since the start of the program.
4. Describe your up to date results (i.e., achievements, skills gained, challenges faced, etc.).
5. Describe what impact the VPCAT program (i.e., VPCAT mentors, curriculum, etc.) had on making or changing career goals and objectives.
6. Briefly outline your goals and objectives for the remaining period; if appropriate, describe if/how these have evolved since your time in the program.

Research Goals and Objectives
1. Summarize your research goals and objectives as stated in your VPCAT application.
2. Explain any significant changes to the goals, including a change in direction.
3. Explain progress made since the start of the program.
4. Describe your up-to-date results (i.e., number of interviews/experiments performed, summary of statistics, project generated materials, study findings, any other results of your work, etc.).
5. Describe what impact the VPCAT program had on attaining your research goals.
6. Briefly outline your goals and objectives for the remaining period; if appropriate, if/how these have evolved since your time in the program.

Other Activities
1. Briefly describe other career and research activities you participated in since starting the program, including: a] clinical, teaching, and administrative duties; b] conferences attended or institutional presentations; and/or c] meetings with VPCAT mentor and participation in program curriculum.
2. Explain any planned activities for the remaining period of the program.
3. If appropriate, describe what impact the VPCAT program had on any specific activity.

Publications, Abstracts, and Presentations
Since joining the VPCAT Research Scholars Program, list any pending, submitted, presented, and/or published manuscripts, abstracts, or poster presentations using the AMA Manual of Style. Include PMCID as appropriate. If there are no publications, please state this.

Grant Applications Submitted or Awarded
Since joining the VPCAT Research Scholars Program, list any pending, submitted, or funded grants using the Other Support Form format. Each item listed should include: grant number (if applicable), PI’s last name, start and end date, level of effort, agency name, estimated annual direct costs, grant title, goals of the grant, and your role. You should include both intra- and extramural awards.

Component 3: VPCAT Program Evaluation

Your feedback, ideas, and opinions are important to the future success of our program! Please complete the included program evaluation.
**Appendix C- Mid-Program Progress Report: Mentor Report**

**Vice President’s Clinical and Translational (VPCAT) Research Scholars Program**

**VPCAT Mentor Mid-Program Report**

Please complete the below **4 Steps** and return to Jenny Cochrane (jenny.cochrane@hsc.utah.edu) by **4:00 pm on DAY, MONTH ##, YYYY**

**Step 1: VPCAT Mentee Information**

Please complete the following table.

<table>
<thead>
<tr>
<th>Scholar Name &amp; Degree(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Step 2: VPCAT Mentor/Mentee Review Meeting**

Scholars are instructed to *schedule and meet* with you prior to the aforementioned Mid-Program Report due date. That said, if you have not received an email from your mentee requesting a meeting, we **expect** that you will take the initiative to reach out and schedule this meeting. Generally, this meeting will only involve your VPCAT mentee and yourself; however, scholars can invite their scientific mentor(s) to attend if they feel it is appropriate.

Prior to the meeting, we asked the scholars to:

- Review their initial VPCAT Scholar Career Development Plan (VS-CDP) goals and vision,
- Complete a first draft of both their mid-program VS-CDP and written progress report, and
- Be prepared to have an open discussion on their new SMART goals, results they expect to achieve, and their achievement metrics.

Prior to the meeting, we **ask that you**:

- Review your mentee’s VS-CDP focusing on their Specific Goals section (if you do not have a copy, please contact the VPCAT Project Coordinator), and
- Be prepared to evaluate your scholar’s new SMART goals for feasibility and to provide constructive feedback.
Through this preparation, the meeting’s discussion can focus on the scholar’s current status, where they stand in achieving their goals, and how best to revise those goals to continue their success. Other possible discussion points could include how your mentee is progressing in the preparation and submission of publications and grants, or if they are on target for promotion or tenure.

Step 3: VPCAT Mentee/Mentor Relationship Evaluation

Please answer the following questions as related to your relationship with your mentee.

1. Over the last year, I met with my VPCAT mentee:
   □ Once
   □ Twice
   □ Only to do this report
   □ Other (please specify below):

   Click or tap here to enter text.

2. I am [select answer from list below] with the frequency of these meetings.
   □ Extremely satisfied
   □ Very satisfied
   □ Satisfied
   □ Somewhat satisfied
   □ Not at all satisfied

3. How valuable do you view your relationship with your VPCAT mentee to be to you?
   □ Extremely valuable
   □ Very valuable
   □ Valuable
   □ Somewhat valuable
   □ Not at all valuable

4. List some of the ways your relationship with your mentee could be improved.

   Click or tap here to enter text.
5. How well do you feel that your VPCAT mentee is doing in their progress toward achieving the goals outlined in their VPCAT Scholar Career Development Plan (VS-CDP)?
   - Extremely well
   - Very well
   - Well
   - Somewhat well
   - Not at all well

6. Is there anything else about your relationship with your VPCAT mentee that you want to let us know about? If not, list "Not Applicable" below.

   Click or tap here to enter text.

---

**Step 4: Mentor Written Progress Report**

Feedback and input is essential for any junior faculty member. On the following page, provide a detailed, thoughtful 1-page report in the space provided. This report should assess your VPCAT scholar’s progress and performance for the past year.

Your mentee will receive a copy of this written report.

**VPCAT SENIOR MENTOR WRITTEN MID-PROGRAM REPORT**

ENTER TEXT
Appendix D: End-of-Program Progress Report: Mentor Report

Vice President’s Clinical and Translational (VPCAT) Research Scholars Program

VPCAT Mentor Final Program Report
Please complete the below 4 Steps and return to Jenny Cochrane (jenny.cochrane@hsc.utah.edu) by 4:00 pm on DAY, MONTH ##, YYYY

Step 1: VPCAT Mentee Information

Instructions: Please complete the following table.

<table>
<thead>
<tr>
<th>Scholar Name &amp; Degree(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Period:</td>
</tr>
</tbody>
</table>

Step 2: VPCAT Mentor/Mentee Review Meeting

Instructions: Fully engaging, meeting with, and mentoring your assigned VPCAT mentee is strongly encouraged at multiple junctures throughout the program; it is required at the midpoint and end of the program.

Scholars are instructed to schedule and meet with you prior to the aforementioned Final Program Report due date. That said, if you have not received an email from your mentee requesting a meeting, we expect that you will take the initiative to reach out and schedule this meeting.

Generally, this meeting will only involve your VPCAT mentee and yourself; however, scholars can invite their scientific mentor(s) to attend if they feel it is appropriate.

Prior to the meeting, we asked the scholars to:

- Review their Mid-Program VPCAT Scholar Career Development Plan (VS-CDP) goals and vision;
- Complete a first draft of both their final VS-CDP, Milestone Timeline, and written progress report;
- Be prepared to have an open discussion on their revised SMART goals, results they expect to achieve, and their achievement metrics, and
- Consider preparing an agenda for the meeting. We strongly advised them to email this agenda to you in advance, along with their initial draft of the final VS-CDP, Milestones, and written progress report.

We ask you, as their senior mentor, to do the following prior to this meeting:

- Review your mentee’s VS-CDP focusing on their Specific Goals section. If you do not have a copy of your mentee’s VS-CDP Specific Goals section, please contact Jenny Cochrane.
• Be prepared to evaluate your scholar’s new and/or revised SMART goals for feasibility and to provide constructive feedback.

Through this preparation, you will be able to largely focus your meeting’s discussion on where your mentee currently stands in achieving their goals and how best to revise those goals to continue their success even after their graduation from the program. Other possible discussion points could include how your mentee is progressing in the preparation and submission of publications and grants, or if they are on target for promotion or tenure.

Importantly, this meeting should provide you the necessary details to finalize your final written report (see Step 4), as well as to provide your VPCAT mentee with the necessary details to complete their own required Final Program Report. Like you, your mentee has received a request to complete their Final Program Report and is accountable to submit their report by the aforementioned due date. For your records, a final copy of the mentee’s report will be emailed to you no later than 1 month after the above due date.

Step 3: VPCAT Mentee/Mentor Relationship

Instructions: Please answer the following questions as related to your relationship with your mentee.

7. Over the last year, I met with my VPCAT mentee:
   □ Once
   □ Twice
   □ Only to do this report
   □ Other (please specify below):

   Click or tap here to enter text.

8. I am [select answer from list below] with the frequency of these meetings.
   □ Extremely satisfied
   □ Very satisfied
   □ Satisfied
   □ Somewhat satisfied
   □ Not at all satisfied

9. How valuable do you view your relationship with your VPCAT mentee to be to you?
   □ Extremely valuable
   □ Very valuable
   □ Valuable
   □ Somewhat valuable
   □ Not at all valuable

10. List up to three ways your relationship with your mentee could be improved.
11. How well do you feel that your VPCAT mentee is doing in their progress toward achieving the goals outlined in their VPCAT Scholar Career Development Plan (VS-CDP)?
   - [ ] Extremely well
   - [ ] Very well
   - [ ] Well
   - [ ] Somewhat well
   - [ ] Not at all well

12. List up to two ways you facilitated your mentee’s access to resources and/or other senior professionals in order to further their career trajectory.

13. List up to two ways you provided regular and constructive criticism to your mentee.

14. Is there anything else about your relationship with your VPCAT mentee that you want to let us know about? If not, list “Not Applicable” below.

---

**Step 4: Mentor Written Progress Report**

**Instructions:** Feedback and input is essential for any junior faculty member. We **ask** that you provide a detailed, **thoughtful** 1-page report in the space provided on the next page. This report should assess your VPCAT scholar’s progress and performance for the past year.

Your **mentee will receive a copy** of this written report.

**VPCAT SENIOR MENTOR FINAL WRITTEN REPORT**

ENTER TEXT HERE