

# Strategies to Engage Awardees/Alumni: Beyond Funding & Reporting

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### 1. Please indicate below whether you include your awardees/alumni as part of the application **review process or in an advisory capacity**.

- We regularly recruit Alumni/former Awardees to serve as peer reviewers for most HRiA/TMF funding partners and in some cases also ask for their advisory services in other ways (for example, helping the Trustees to assess potential Program Related Investments)
- Some of our medical advisors as well as our ad-hoc and grant review panel (Scientific Advisory Committee) are current and former MDA grant awardees.
- Alumni are invited to join several different committees in our grant programs. Some are smaller and internal while other participate in our national advisory committees of our grant programs. Since they understand the program the best and the process, we often look for alumni first then reach out to the broader scientific community.
- they can be part of review or advisory
- We have had several early career faculty awardees serve as ad hoc reviewers and "graduate" to our standing Grant Review Committee.
- Past awardee/alumni can be invited to serve on our grant selection review committees.
- We often request proposal reviews from current or sometime grantees, and have engaged a number in an advisory capacity. I'm not sure the ratio (though we could check), but my guess is that ~30% of our reviews are from grantees.
- We recruit former and current awardees to review Letters of Inquiry. The process is entirely electronic, and they do not participate in a review panel meeting.
- Alumni are included as members of the Scientific Review Committee and are prioritized for scientific volunteer leadership positions, including Chair of the Scientific Review Committee.

- We use alumni as part of application review. Those that participate on a review committee are also required to attend our annual grantee meeting in an advisory capacity. We also use alumni to nominate potential applicants for our programs that are not open call.
- Normally just ad hoc
- We like to have at least 2-3 former awardees on our advisory committee panels.
- Awardees are our richest resource for new peer reviewers
- Grant recipients are asked to contribute to review panels and alumni may serve on the organization's scientific advisory counsel.
- Once our awardees have completed their award term, we invite a few select individuals to join our Scientific Review Council (SRC) as "Guest Reviewers" for a year. We have renewed reviewers over 3/4 years, and are considering inviting some to be permanent SRC members due to their expertise and immense contributions thus far.
- We invite certain awardees to review for our grant programs the following year after their award.
- But only a few years out when they are more established than jr. level researchers

## **2. What are the objectives of including them in your **review process or in an advisory capacity?****

- We believe that former Awardees are well attuned to the mission, values, and goals of their foundation funders. There is also appreciation on both sides for maintaining ongoing relationships/connections and communications outside of the individual award.
- MDA aims to utilize their scientific expertise as well as their experience in the grant application and review process. The reviewers provide feedback on the RFA, application, review forms and criteria, and offer input on research funding priorities.
  - Continuous engagement with the committee (attending the annual meeting)
  - They understand the make up of the awardee pool and the mission of the program and the type of candidates who are best fit for the community.
- We utilize them as ad hoc reviewers in our review process because they have demonstrated expertise in required areas and also to maintain their connection with us. In future, they may be invited to participate on our Scientific Advisory Committee.
- They are generally experts most interested in the research, so would have investment in review and give good advice; although often they are in conflict and cannot review.
- Several of our former grantees serve on our Scientific Advisory Council, which makes them eligible to chair our review committees. Multiple former grantees serve as reviewers on every ABTA peer review committee.
- To continue to engage them in the organization and make use of their expertise.
- They are invited to evaluate scientific merits of grant proposal based on their expertise.
- They have relevant content expertise and/or an appreciation of our overall goals.
- to have expertise available to solidify the value of our peer-review process and our unique role in the PT and research filed.
- We received many LOIs, and our grantees have the expertise to evaluate the LOIs per our criteria. The LOIs are then triaged by our Scientific Advisory Board co-chairs, and our SAB review full proposals.

- They have successfully competed for funding and understand our mission and goals very well. They are well-positioned to determine whether an application/project has the potential to be successful based on our programmatic goals.
- Since they have come through the program we find that they have a good perspective on what we are looking for in future grantees. They are also typically more committed to coming to our grantee meeting since they know how important it is from their time in the program.
- The alumni are readily familiar with the program, the program goals and "culture" of the program.
- Familiarity with the award mechanism & science topic of their particular study section
- The objectives of including grant recipients in either capacity is to leverage their technical expertise to help scientific decision-making.
- Expanding our review pool, former grantees have good understanding of the goals of the programs, it's good for their career development. We recruit alumni
- We realize our grantees are top scientists in their field, albeit more junior when they first receive our funding. By the time our award has concluded, they're comfortably "mid-career" and well established, so we feel they're more than qualified to review proposals for us. Not only do they have the expertise, but they also have the experience of applying to the program, thus can understand what makes a strong proposal and the overall competitiveness of the applicant pool. They are the best ones to tell if an applicant is the right "fit" for our program and will thrive, or if they need to refine their proposal a bit more first.
- Most of our grants go to early career researchers, so the goal is 1) give them an opportunity to learn how to review if they have not done so before and 2) network with other more senior reviewers.
- Some of them develop into amazing scientists and since we encourage them to "stay connected" with ASF, we also consider it another training opportunity

### **3. What are the objectives of including them in your **review process or in an advisory capacity**?**

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#### **4. What types of resources (staff, budget, etc) does it take to include them in **your review or as advisors?****

- Most funding partners offer honoraria, and our program staff manage the outreach and engagement process as a routine part of their workload.
- MDA does not offer reviewers payment or stipends for their feedback. We do pay for travel expenses if the review meeting is in person. The majority of staff time and resources come from planning in-person meetings, making review assignments, and managing the reviews, which can take several hours a day over the course of several weeks.
- -Come committees are completely voluntary but we offer a few to attend our annual meeting (paid by Pew)
- Committee members are offered an honorarium for their participation and we pay for costs of travel and attendance at our annual meeting
- We have not paid them to date as reviewers so there is no added cost for their review work. Our existing staff manage the grants process without special cost due to use of ad hocs. We do anticipate increased use of ad hocs and are planning for one additional Staff FTE in grants dept.

- 1-2 staff; budget for meetings; Proposal Central, Zoom, Doodle
- Staff time for recruiting them as advisors and reviewers, for regular communications, and for engagement tracking.
- Very little resource involved beyond asking them to participate. They are often eager to do so.
- There is staff time spent on managing review committees. For in person meetings we cover all travel expenses of our reviewers.
- No particular additional resources beyond a non-awardee reviewer or advisor.
- 2 person dedicated team + at least 1 person on the platform/streaming service side.
- Because we received many LOIs each cycle (upwards of 150), we recruit a lot of reviewers (30-40). We don't have the internal capacity to conduct the COI and assigning reviewers to LOIs, so we contract that process out to AIBS. The cost of doing so varies depending on the number of LOIs received, etc., but can be up to \$48,000.
- Nothing additional beyond the effort that is put forth to include anyone in our review process or as an advisor.
- We provide \$3000 honoraria per advisor per year (grant cycle). We also budget \$5000 per advisor per year for travel and accommodations to our annual grantee meeting.
- No additional resources other than what is currently done for all reviewers.
- Staff coordination.
- It takes staff time to coordinate reviewer panels and engage them in advisory discussions but does not require budget in our experience.
- Not sure I understand the question - but there are no additional resources to recruit them.
- Nothing- we do not pay our reviewers. However, we do invite them to a special dinner annually, which they enjoy, but they really do it to be part of our scientific community, further their relationship with our foundation, and to see cutting-edge science from the next generation of rising stars. This is why all of our SRC members participate; many have started collaborations with each other due to the connections made at our events.
- Mostly staff time. Not much additional budget, as they would replace another reviewer if selected.
- Some staff, no more budget than any other reviewer

**5. Do you evaluate the success (however YOU define it) of including them in the **review process or in advisory capacity?****

- Yes; depending on the program/funder, there may be surveys issued or discussion time carved out within Trustee and/or review/advisory committee meetings to collect and consider feedback.
- Not formally at this time.
- -We don't have specific evaluations but we want them to engage with grantees at the annual meeting and give meaningful feedback to the community
- -They have to be engaged in the review process and be able to turnaround reviews in a timely matter and be a good team player
- There is no formal process for this. If someone is disappointing as a reviewer, we note any issues in their profile in our grants database (Staff eyes only).
- Better direction of the program, rave reviews by chair/BoD/other high level volunteers; Greater interest from community of wanting to be part of the program

- Yes, annual reviewer report cards (responsiveness to emails, on-time submission, quality of critiques, participation in the discussion). Engagement tracking for current and potential advisors.
- No, not in any formal way.
- As reviewers: We see if they are responsive, turn in scores and review comments on time & attend review meetings

As awardees: We evaluate them for their academic success. We also see if they publish & present at the meetings. Any drug discovery or trial is supported by the funded grant.

- I don't think we've ever looked at this in a systematic way, though we probably have data that could speak to it. Because we generally don't use panel review (for various deliberate reasons), I suspect that each program officer selecting reviewers is considering their awareness of the value provided by those reviewers on previous interactions.
- no - not sure how we might.
- We don't formally evaluate the success, but based on feedback from our SAB, it is incredibly helpful to have grantees serve as peer reviewers for LOIs.
- Not yet.
- Not formally. However we do a survey of our annual meeting guests and do ask about advisor/alumni sessions.
- No formal evaluation, but I take into consideration all advisory members activity and participation when considering them to renew their term of service. If they are causing undue burden to their committee colleagues (by not being prepared, not reviewing in a timely manner, etc.), then they are not eligible to be renewed and instead we thank them for their service and find a more suitable replacement.
- We conduct peer reviewer satisfaction surveys after each review cycle.
- Not formally, but the success of their ability to review/evaluate proposals is reflected in the continued success of our program and high quality of awardees (and we do track awardee/programmatic "impact" data such as publications, funding leveraged, connections made, etc.). The benefits they gain from being a part of our program is anecdotal but may have expressed gratitude for being involved.

## **6. Please indicate below if your awardees/alumni are included in your organization's fundraising efforts.**

- Awardees are often interviewed or provide quotes for MDA printed materials. Some awardees are asked to attend in-person fundraising events if they are local. Some also volunteer to help with our camp program for individuals with one of MDA's supported diseases.
- Not exactly, but an outside partner of the program does meet with the committee members to debrief on the selection and meet with awardees specifically during the annual meeting
- Past grantees may be invited to Zoom update meetings with donors or may speak at fundraisers- eg. dinners, galas etc.
- We ask them to present to donors and other volunteer leaders to help better communicate the work of science.
- Speaking at our in-person and virtual events. Highlights on social media during fundraising campaigns. Interviews for our newsletter or e-appeal campaigns.
- We have had awardees speak at fundraising events about the impact of the award on their career.



- We invite awardees to participate in walks and/or present to current or potential funders in research forums.
- We are working to formalize this, but our regional staff are encouraged to include awardees in all events & cultivation activities.
- Yes, for certain fund raising activities - meeting a specific donor, annual appeal (we will sometimes highlight work of specific grantees)

## 7. What are the objectives of including awardees in your fundraising efforts?

- MDA seeks to connect our researchers with our community and demonstrate the impact of MDA funded projects to the community.
- Provide donors with a direct view of research efforts and community that is built from their support.
- By allowing donors to meet grant recipients and hear about the research first hand, it makes their support feel more impactful and they are more likely to donate again. We also provide communication instruction to V Scholars and let them know that talking with donors is one valuable use of these classes.
- Donors would like to know what they are spending their money on.
- Informing the public about the research we support, the impact it has had, and the importance of funding research.
- To demonstrate the impact of MRA funding on the awardee themselves and also on advancing melanoma research.
- To show donors the impact funding research has on patients everywhere

To create awareness for Conquer Cancer

To drive engagement with our donor audience

To inspire gifts in support of funding research

To motivate more researchers to apply so they can see themselves in our media “platform”

On our website, in our advertising, at our events, in our podcasts and other content

- participation and awareness - those that have been funded are on our board of trustees, participate in the review process
- To connect the researchers to those that support them.
- To make a compelling case for support.
- The objectives are to highlight the research they perform to show the impact of the organization's funding.
- donors can see our "products" - and have great appreciation of what they support
- Highlight their success to potential donors; provide a venue to acknowledge the success of our past awardees
- We want to show donors where their money goes and personalize their contribution

## **8. What types of resources (staff, budget, etc) does it take to include awardees/alumni in fundraising efforts?**

- We usually pay for their expenses if they need to travel to a fundraiser so there is an events budget for that. We do not pay them to speak.
- 2-3 organizers at the regional level, executive directors
- Usually just staff time for coordinating the speaking engagement or conducting interviews and writing it up. Occasionally we use budget for professional recording and travel to the researchers' labs.
- We typically have staff do a prep call with the speaker so that they understand the event and what is being asked of them. We also will review their written remarks ahead of time and offer edits. We have in the past covered travel (airfare and hotel), for an awardee to speak at a specific event.
- We use existing resources in Marketing Communications. We have 8 people
- 2 full staff + intern or other support
- Primarily staff time setting up research presentations and/or forums.
- More coordination and process than we currently have in place.
- Resources include staff time from the Marketing and Communications team, but no additional budget.
- Mostly staff time; also the past awardee's time.
- There is some here if we develop specific events around these researchers. We try to do them at scientific meetings but sometimes we do more local "meet and greet" events.

## **9. Do you evaluate the success (however YOU define it) of including awardees/alumni in fundraising efforts?**

- If the donor is really excited and want to know more about the work of grantees, then it's a success!
  - Again, informally, we collect feedback and make a note in their profile of their success as a speaker and whether they should be re-invited in future.
  - Not quite yet. I'm interested if our scientists can be "named" scientists.
  - We include their contributions in our engagement tracking. For some campaigns we track restricted gifts to research. For email campaigns, we track open rates and number of gifts.
  - No formal assessment beyond any feedback we receive from donors who attended the event.
  - Yes. We look at content performance against other content that doesn't focus on awardees. From our perspective the patients are what donors care about most (not necessarily the awardees/docs)
  - not yet
  - We lack a systematic way to record that awardees have engaged locally. This is a goal.
  - No, not really
  - Yes
-



**10. Please indicate below whether you include awardees/alumni in your outreach to applicants.**

- MDA emails all current funded researchers and several recent alumni when we have new funding opportunities. They are encouraged to share the funding opportunities with colleagues etc.
- - If applicants/awardees have questions about the program, we will have them reach out to an alumni.
  - We also send flyers and program cycle announcements to alumni to have them distribute and cross advertise within programs.
  - We have a limited submission process and we encourage institutions to include alumni of the Pew programs in their internal selection committees.
  - We also have an alumni nomination process that runs along our institution nomination where they're able to nominate a candidate to apply
- They usually want to apply but also know who would be the right fit.
- We have occasionally tried this, but weren't convinced that it added much value. (We do often give large awards to a grantee who runs a subgranting competition, but that is a different mechanism, and we don't play a role in selecting the subgrant winners.)
- I love to include, when applicable, former awardees in a discussion panel when hosting a webinar on our programs at the awardee's current institution.
- We always send our outreach emails/RFP/press release to our current and past applicants/awardees. As we target a specific geographic area, we have learned that word-of-mouth is extremely effective in spreading the word of our program.

**11. What are the objectives for including awardees/alumni in your applicant outreach efforts?**

- We aim to reach as many potential applicants from as many parts of the research community as possible.
  - To help applicants understand that the award is not just about financial support, it's about the scientific community and mentorship support.
- They have better reach into their regional communities and especially the younger investigators that I am not aware.
- Asking them to spread the word and get new applicants to apply
- We use their stories to encourage applications if they were to participate in a webinar or some other comparable video to use to stories to show other applicants and how to apply for support.
- We have a program specific to Latin American scientists. Our alumni network is critical for helping us advertise our application call in these countries.
- Applicants get first hand knowledge from someone local at their university that they can use as a future resource when applying.
- They know who could be potential candidates for the programs we fund
- So they can get their early career researchers to apply!

**12. What types of resources (staff, budget, etc) does it take to include awardees/applicants in your outreach to applicants?**

- Minimal staff time and no budget.
- strong email list, crafting of individual emails to the awardee/applicant.
- staff time for a post to the linkedin group and two emails
- 2 staff + 1 additional - tools used - successful past applications - streaming platforms and recording videos for webinars using zoom and streamyard - then we have our digital assets (email, social media, web platform, youtube).
- We work with our internal communications team to develop outreach flyers and FAQ documents for distribution. Occassionally we print/mail these documents as requested so alumni could distribute them at conferences or post on their university boards.
- No extra budget, and only a bit of staff time that would have been dedicated to our outreach efforts, anyway. All of this is done via email.

**13. Do you evaluate the success (however YOU define it) of including awardees/alumni in your outreach efforts to applicants?**

- We do not evaluate this at this time.
- -Yes, alumni nominated applicants make up a good percentage of the awardees we end up selecting, so this process has been incredibly successful.  
  
-For the Latin Fellows program, alumni will help screen initial candidates and provide feedback on the pool of applicants and updates from their home countries. That information has been incredibly helpful to the program
- No, but many of them serve as mentors to applicants every year.
- No - we measure web traffic/views on videos/email open rates
- Nothing formal but it is good to see an engaged Q&A session and perhaps increased applications from that institution compared to previous years.
- We ask current applicants how they have heard about our program and the option "from a current/previous Pershing Square Sohn Prize winner" is one that often gets selected. Once again, this is possible due to our narrow geographic eligibility area.

**13. Please indicate below whether your awardees/alumni are included in advocacy or policy influencing efforts.**

- We encourage awardees/alumni to share their advocacy and policy efforts and build specific sessions at our meetings to let them have a forum to talk about it. We also try to help connect them to the policy work that is done at Pew, in addition to including speakers who can help them think more broadly on this topic.
- But very lightly. We might deepen this engagement in the future.
- We have only had a few efforts in this area in recent years.
- That is APTA's function.
- We do not engage in advocacy
- BWF does not undertake any policy advocacy.
- They are encouraged to join the AHA's advocacy network.

#### 14. What are the objectives of including awardees/alumni in your **advocacy or efforts to influence policy**?

- Awardees/alumni bring a different perspective to MDA's advocacy program. Many are leaders in their community and have a different type of influence with their elected officials. This group is a natural complement to the patient voice and together can be very impactful when advocating. In addition, this group of professionals can be helpful in training our patient advocates on legislative issues, since they subject matter experts.
- To help them understand how their science can influence policy and play a bigger and broader role as scientific citizens of the global community
- We would like expert testimony to help influence policy. But, at the moment it seems like policy makers are less interested in getting the testimony of people who's careers are tied to what they are advocating.
- Asking them to personalize a letter around the initiative (research funding, patient care) and submit it to the appropriate authority.
- Qualified, first-hand messaging to legislators.
- For advocacy experts to hear directly from researchers

#### 15. What types of resources (staff time, budget, etc) does it take to include awardees/alumni in **advocacy/policy efforts**?

- MDA utilizes the following resources:
  - MDA Advocacy website: <https://www.votervoice.net/MDA/home>
  - Monthly Advocacy Institute webinars that are open to everyone, including awardees: <https://www.votervoice.net/MDA/Campaigns/84092/Respond>
  - Staff time to present to awardees/alumni on MDA's legislative agenda and present opportunities for them to get involved
  - Staff time to train awardees/alumni on upcoming legislative meetings
  - We help fund the travel of awardees/alumni to speak and attend at our Policy Conference in Washington, D.C..
- Staff time to assemble the information and resources, send an email, and respond to questions.
- We don't do that much advocacy, so this is as an "as needed" basis

#### 16. Do you measure the success (however YOU define it) of including awardees/alumni in **advocacy/policy efforts**?

- We measure success in a few ways:
  - Is the awardee/alumni a member of our Advocacy network?
  - How many awardees/alumni attend our regular advocacy events (i.e. webinars)?
  - How successful were the legislative meetings (i.e. did the member cosponsor the legislation)?
  - Is the awardee/alumni willing to work with the MDA Advocacy program in the future?

- When they share with us the policy and advocacy work that they're doing and we can profile the interesting work from our grantees on our website and also share with the Pew biomedical community.
  - Yes, submitted letters are counted in our engagement tracking, but the researcher has to tell us that they submitted one in order for us to know to count it.
  - We have no systematic database for reporting awardees' advocacy network activity, but we can compare databases to identify them, if needed.
  - Anecdotally, our grantees have Iread
  - not really. we have found measuring factors involved in successful advocacy is difficult
- 

**16. Please indicate below whether you engage awardees/alumni by offering professional development opportunities.**

- There are varying degrees of interest in/dedication to offering PD opportunities among our funding partners. In one case, we are developing a science communications training and short video production add-on that will result in a 2 min video awardees can post on their websites. We have done a survey of early career awardees re which PD activities they would find helpful and the top choices were science communications/video production, mentoring, and regular lunch-and-learns about topics of relevant to early career faculty.
- MDA emails current and past grantees information on professional meetings and includes them in regular mailings of our research newsletter. MDA offers several series of professional meetings to the research community and many include CME.
- We have provided workshops in the past and included activities at our annual meeting to promote professional development in our grantee community. Our grantees within our 4 programs and the advisory committees are at different career levels and provide guidance and feedback to one another during our meetings and or virtual events
- We offer an annual V Scholar Summit to current V Scholar grant recipients (current year and past two years). The program includes many professional development opportunities , networking among other recipients and senior scientists who were past V Scholars or are currently serving on our Scientific Advisory Committee.
- In July 2020 we launched a webinar series for our Young Investigators (early career faculty) that covers career development topics. We have had 5 1hr webinars so far covering the following topics:
  - MRA RFP preview
  - Mentoring
  - Hiring personnel
  - Budget/Finance issues
  - Interacting with your development office
  - The format is a moderated panel discussion with 2-3 experts on the topic (often MRA funded investigators). MRA staff moderates.
- Awardees/alumni are invited to our scientific and career development retreat.
- APTA does this for PTs although I would argue participation in the above items develops awardees professionally whether they realize it or not.
- We have been building out a Young Investigator professional development program that includes academic/industry mentorship opportunities as well as one course a year on a topic identified by the researchers as being beneficial (biostatistics, writing/presenting to a lay audience, etc.)

- We run webinars on open science and we provide media services through external contractors and training on publishing and outreach through <https://www.publicationacademy.com/>.
- Yes we have alumni come in for guest sessions in professional development series.
- Applicants and awardees are required to be AHA Professional members. With membership comes a myriad of meetings, abstract opportunities & continuing ed.
- yes through a range of annual meetings and webinars we provide career development opportunities
- We occasionally offer events/workshops/talks around commercializing IP, creating a pitch deck, or a senior scientists' scientific journey/lessons learned that we offer to our current and past awardees.
- We invite them to participate in our professional development/mentoring programming at the annual meeting

**17. What are the objectives for offering professional development opportunities to awardees/alumni?**

- Building/enhancing skills, especially around effective communication
- CME, Networking
- To allow grantees and alumni to offer feedback to each other and provide guidance
- The objectives are to provide professional development learning opportunities such as Communication Workshops, Grant Writing seminars, Lab management skills, contract negotiating skills etc. We want them to be more effective in the skills that will make them most successful- but probably were not taught to them in their scientific education.
- We host an annual meeting for our current and former grantees at no cost to them. Former grantees co-chair the meeting and a small group of current and former grantees plan the program. There are sessions focused on relevant scientific topics as well as career development, including P&T, leadership, grant writing, resiliency, etc. One of the main objectives of this meeting is to spark collaboration between attendees.
- To provide early career investigators with helpful information on topics related to professional development that are relevant to them. We have awardees who serve as co-chairs of the webinar series and they provided the ideas for the topics.
- To promote networking and exchange of ideas among the awardees, and provide resources for career development.
- To further our mission of supporting the development of researchers focused on pediatric oncology drug development.
- Maximize the impact of our grants. Long-term investment in talented individuals.
- To help newer awardees develop their network and build community within our awardee cohorts.
- Valuable career-enhancing benefits of membership.
- Some of our programs include career development as a goal
- As we focus on early-career independent investigators (2-6 years of an independent lab by the start date of the award), our objective is to assist them in building a strong research program at this stage in their career to prime them for success. We also know that some of our grantees are entrepreneurial and it can be a very difficult area to navigate for the first time, so we want to aid them in this.
- To develop them into more well rounded scientists

**18. What types of resources (staff, budget, etc) does it take to provide professional development opportunities to awardees/alumni?**

- Budget varies according to funder and staff time is allocated according to specific activities to be managed.
- Many staff members from multiple departments are engaged over the 8-10 month planning and preparation period.
- We set up specific mentoring workshop sessions, advisor meet & greet events, advisor panels and specific time for networking.
- The V Scholar Summit event costs range from about \$35,000 (virtual event) to \$70,000 for an in person meeting. We reimburse travel and meal costs and provide hotel rooms and cater meals on site. Their grant also includes some funds to use for attending this meeting. Our grants staff have managed this event with one person dedicated to doing this for the several months run up to the event. Other grants staff jump in as needed.
- Staff time for planning and running the meeting. The meeting is held in-person when we are not in a pandemic, so there is budget for the venue, food, and travel for the attendees and speakers.
- Staff sends invites, hosts Zoom call, and works with co-chairs to identify appropriate speakers for the topic. Staff holds speaker prep call ahead of the webinar. So far, staff have moderated the webinars. I'd prefer if co-chairs did this, but I haven't been successful in getting them to take the lead in such a way.
- There is staff time on planning the retreat. When held in person we cover all the travel expenses of the attendees.
- Staff time (approximately 40 hours/year) to connect with experts for coursework and develop mentoring opportunities. Also, budget to support course development (\$10,000 to engage CRAB to develop biostatistics course) and to bring mentors and mentees together for an in-person meeting.
- Webinars are managed internally.

Communications resources are outsourced.

Publication Academy is through a grant - and they handle the process for us.

- None. Sometimes we will send a small thank you gift for participating.
- The AHA has a Professional Membership team that coordinates the opportunities available to alumni. It's a huge effort.
- A bit of staff time in planning the meeting and getting the right speakers (unpaid- usually one of our Scientific Review Council or Prize Advisory Board members- or a friend of the Foundation community), and perhaps a small dollar amount if we provide drinks/snacks, but this can all be done with 1-2 staff members and a very small amount of funds (for free if done virtually).
- lots!

**19. Do you evaluate the success (however YOU define it) of offering professional development opportunities?**

- Yes, we plan to incorporate evaluation for any opportunities offered.
- Post meeting surveys
- If they gain valuable feedback from being in the community and support from their Pew peers



- We send a post-event survey out to the participants for their feedback and received over 90% positive feedback every year. Even the virtual event was well-received.
- Yes, in the post-meeting survey, we ask for feedback on each session and speaker. We also track collaborations between our grantees through self-reporting, publications, and grants.
- We surveyed our early career investigators earlier this summer. Overall, they thought the series was very helpful. Going forward, based on their responses, we will offer a mixed of professional development topics as well as opportunities for our Awardees to present their research.
- Retreat attendees complete a survey after the retreat and they are asked to rate the program, speakers and provide the feedback.
- Not yet. This is a new program and we will be assessing with surveys, etc., but have not had the opportunity to do so yet.
- Success is really just to see the newer awardees connect with a more senior faculty member.
- Not formally, but the general success of our grantees as they continue their careers reflects the success of the program. Some of our grantees have started companies, as well.
- We try but this is catch as catch can due to who participates and how

**20. Please indicate below whether you facilitate mentoring opportunities for your awardees/alumni.**

- We are working on developing awardee/alumni mentoring programs for multiple funding partners and would love to learn more about how others are doing this.
- We plan to create mentoring opportunities in the future but there is a yearly session at our annual conference where any attendee that self identifies as a fellow/trainee may attend and participate in the mentoring discussion.
- See comment from previous question on professional development
- Through our V Scholar Summit, we provide an mentoring panel of past V Scholars to hold a Q&A with current attendees to provide them career advice and insights.
- Our network calls seem to facilitate mentoring.
- ASCO has Volunteer Corp program where all members can volunteer to become mentor
- not formally but we hold an annual donor reception/award ceremony that we have received feedback that people have connected with mentors through.
- We do not offer any mentoring opportunities.
- As noted above. Connect ESIs with pediatric oncology champions from industry.
- Alumni who attend our annual meetings provide informal mentorship to grantees. This happens organically by attending the grantee talks and providing input. It also happens with scheduling of sessions like alumni career panels, alumni keynote talks, and alumni speed dating.
- Not really mentoring, but a tutorial program for our junior program staff. We arrange monthly tutorials with grantees to educate program staff on the subject matter of the grants.
- We had a COVID professional development series for new investigators and part of that series was to connect new faculty with a more seasoned alumni.
- There are formal opportunities for both roles via AHA professional membership.
- We offer to connect them with our senior scientific board members (in academia and industry) as mentees, but not many have taken us up on this offer as they have very demanding schedules.

## 21. What are the objectives of facilitating **mentoring opportunities** for your awardees/alumni ?

- Mutual benefits to both parties; mentees gain insight from an experienced advisor while mentors practice mentorship skills and may stay better informed of newer developments in the field, plus there is also the possibility of new collaborations/partnerships being developed
- MDA's scholar session provides an opportunity for fellows and trainees to hear from different researchers in the NMD space with different types of career paths. They can ask questions of the presenters and network during the session.
- We value mentoring these young scientists and believe they benefit a lot from receiving this advice and giving back to the younger scientists as they move forward. The objective is to make them all better scientists .
- Better research direction for both our program and the awardees; collaboration between rising stars and legends.
- It allows them to share their experience and expertise with others
- Provide ESIs with the opportunity to connect with drug developers.
- Our funding program is for early-career scientists so alumni provide both scientific and professional development mentoring for this group.
- Professional development for program staff. From associate or assistant to Program Officer position. Substitutes for having a PhD qualification.
- Build their network and learn tips from those who had come before them.
- career development, collaborations, networking, building the field
- We want them to become better mentors

## 22. What types of resources (staff, budget, etc) does it take to facilitate **mentoring opportunities**?

- Varies by funder, but program staff manage most components
- When the meeting is in person, the budget is relatively small since it takes place in conjunction with a larger professional conference. MDA supports any current fellow with travel expenses. There are several staff members who plan and participate in the meeting and work over the course of several weeks to plan and organize the session.
- No extra staff. This is part of our V Summit planning expenses.
- Monthly group calls, smaller calls to work through an idea.
- ASCO has staff that manages the Volunteer Corps.
- All hands on deck I am unsure of budget for this item.
- We budget \$5000/alumni for travel to the annual meeting. Only select alumni (those acting as advisors and a few additional people) are invited.
- About 2 hours a month to coordinate and supervise. 10 - 20 hours a month for the person getting a tutorial. About 2-3 hours for the tutor/grantee).
- Staff time to find appropriate mentors who are willing to take on this extra responsibility
- N/A, only emails to make connections
- some \$\$\$ and staff

**23. Do you evaluate the success (however YOU define it) of facilitating mentoring opportunities?**

- There are post-session surveys of the attendees.
  - The mentoring panel is one of area that are surveyed as part of the V Summit post-event attendee survey.
  - Have not yet, but will do so.
  - Only via annual meeting survey
  - We see if mentors/mentees actually had time to connect.
  - N/A, as there are few formal mentorship connections made.
  - this is more of a longer term thing
- 

**24. Do you engage your awardees/alumni by including them in your patient engagement activities?**

- Our patients have many questions, I may start by asking awardees to help answer the questions; Donor presentations
- We require all of our grantees to present the outcomes of their grant during a poster session at our annual patient conference. Some of our former grantees speak in a main session at the patient conference as well. We also invite former grantees to review patient educational materials for print or for our website. We also have included a patient and caregiver speaker at our annual researcher meeting for the last three years.
- Some awardees are on the advisory committee for a rare melanoma registry we are launching later this year, and so interact with patients who are also on the advisory committee. We also have awardees participate in 'ask-the-expert sessions' for our online community. Finally, we host a patient forum each year and awardees are often tapped to speak at the forum.
- largely n/a
- one item that came from this question is apparently the word patient is up for discussion and may begin to use "client" instead - I suppose that depends on what services are provided to whom.
- We don't have any patient engagement activities.
- BWF does not undertake patient engagement activities.
- Nothing formal that I'm aware of, aside from engagement in local events & cultivation activities.
- We host a grantee reception at our annual meeting that involves both patient advocates/funding partner organizations and grantees.
- We try

**25. What are the objectives for including awardees/alumni in your patient engagement activities?**

- We are a patient organization, this is expected. Donors also would like to know where they are investing.
- Giving our researchers the opportunity to interact with patients and vice versa. Providing researchers with experience in communicating research to the non-scientific audience. Getting the input of experts in the field on our patient materials.

- To connect researchers/clinicians to our patient communities and educate patients about topics of interest to them.
- Networking; connecting patient organizations with researchers
- We want the community to meet the researchers we fund and see how great they are and allow them to ask questions about their research

**26. What types of resources does it take to include awardees/alumni in patient engagement activities?**

- Calls and scheduling at the moment; Not sure about the future with F2F meetings.
- Staff time to coordinate the events and resources for educating grantees on communicating with the patient audience.
- Staff time to organize all of these efforts. Prep calls ahead of ask-the-expert segments and talks at the patient forum.
- Staff, funds
- some \$\$ and organization to set up these opportunities

**27. Do you evaluate the success (however YOU define it) of including awardees/alumni in patient engagement activities?**

- We track the engagements and collect feedback from the attendees at our patient meeting and our researcher meeting.
- Attendees are surveyed after the patient forum. I don't think we formally evaluate other efforts.

**28. Please indicate below whether you engage your awardees/alumni by maintaining an alumni network.**

- We are working on maintaining alumni networks for multiple funding partners and would love to learn more about how others are doing this.
- - We have a slack channel that includes current grantees and alumni
  - Alumni who participate in the internal review committee are invited to mingle with current grantees at the annual meeting
  - We have a separate reunion meeting just for alumni
  - We invite alumni as speakers to our meetings
  - We have a collaborative grant set up just for alumni of the programs to apply
  - We have several continuous touchpoints throughout the year on program cycle and alumni nomination announcements
- ...but maybe we should! We do have some constraints in our charter regarding renewal/follow-on grants, however.
- Keep a list on Twitter - share alumni research in every newsletter that goes out - we show funded through current foundation funding.

- We previously held alumni reunions every 5 years. Currently our alumni network is quite large and the reunion is quite expensive so we are working with a consultant to determine how alumni community building will look in the future.

We also started a collaborative alumni grant opportunity to help keep this network together. That grant mechanism is now ~4 years old so we are beginning to talk a look at its impact.

- Yes & No -- We recently engaged an alumni consultant to help us build a program. We hope to launch the first parts of it in Spring 2022.
- Sort of - for two of our initiatives we invite alumni to the annual meetings - this has created strong networks but they are not formalized
- We include our alumni and current grantees in all of our annual programming, as right now the number (52 awardees/alumni) is still reasonable.
- Not formally; we are looking to improve on this.
- We started a FB group but it has been to onerous to manage and not everyone has a FB account. However, I do try to include them in ASF announcements.

## 29. What are the objectives of your **alumni network**?

- Maintaining relationships, fostering new connections and encouraging potential future collaborations/partnerships
- To help build community and provide valuable and meaningful guidance and support to grantees
- Spark collaboration, give them opportunities to share experiences, provide leadership opportunities through planning and speaking at our annual meeting, provide career development learning opportunities at our annual meeting, keep them engaged with ABTA, inform them of other grant opportunities or learning opportunities via email or the linkedin group
- highlighting the work of alumni
- Continue interdisciplinary connections that may lead to unique collaboration. Allow for junior/senior scientist connection and mentoring. Allow for US/Latin America scientific discourse between our US-based and Latin America-based alumni.
- To build the awardees' network and learn tips from those who had come before them. To help foster the awardee sense of community.
- We hope to formalize all of the activities touched upon in this survey. The goal is to cultivate a well-rounded and engaged cadre of future AHA volunteer leaders.
- career development, collaborations, networking, building the field
- Continue to facilitate connections that could lead to collaborations- we don't force these, but know that if you put talented and passionate individuals in the same place (perhaps with a bit of alcohol!), amazing collaborations can develop.

## 30. What types of resources (staff, budget, etc) does it take to maintain your **alumni network**?

- Varies by funder - some offer in-person annual networking events, others utilize social media platforms. In all cases program staff manage most components.
- Budget for the annual meeting (see above in career development section) and occasionally for site visits. Staff time for maintaining the Linkedin group and sending emails. Staff time for coordinating other events such as meet-ups at scientific meetings or site visits with multiple alumni in the same area or at the same institution.

- 2 ft staff
- As noted above, a reunion meeting is quite expensive (~1M) so we are reevaluating how to maintain this group in a cost effective way.

The alumni grant mechanism has a budget of ~4M for 3 grant cycles.

- Staff and budget requirements to hold symposia are quite large, therefore, we only hold these symposia once every 5 years or so. In the last few years we have opened up Slack Channels, which take very little resources but have not seen much use from them.
- Preliminary estimate is one full-time equivalent position or shared position. It will take a lot of coordination with the other departments across AHA's Office of Science Operations.
- Any staff time/budget that already would have gone into hosting our programmatic events annually. We just invite more people.

### 31. Do you evaluate the success of your **alumni network** (however YOU define it)?

- That they want to continue to talk to us and give feedback and new ideas!
- Largely through engagement tracking and collaboration tracking, which we report to our board of directors and a foundation that provides funding for some of the network's activities.
- metrics/stories/digital tracking/attendees
- We are starting an evaluation of our alumni grant program now. We also conduct surveys after our reunions, however this is only every 5 years.
- Have not done any evaluation to date.
- The awardee engagement (alumni) plan will outline measures of success; these have not yet been formally defined.
- Yes, in our annual progress reporting we ask about connections/collaborations made, and many of our current grantees mention making connections and starting collaborations with our alumni. As we have yet to implement our post-award survey, we don't get this data from our alumni (unless they email us, which some have).

### 32. Please note any **other activities** that you use to engage your awardees/alumni.

- We ask grantees to moderate sessions at the meeting and also have a meeting about planning for the annual conference where they can help plan different aspects of the meeting and give feedback on speakers, session idea, and other activities.
- newsletter, social media
- We often invite current and former grantees to present their work at our annual conference.
- We are currently evaluating an online platform by a company called OnKai, to see if we can create an online BWF community. Work is still in beta stage and is being led by Alfred Mays from BWF.
- several alumni have joined the AFAR board - they are passionate and dedicated board members