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| 9/25/17    | Introduction & Career Visioning        | All facilitators      | • Connect with the 2017-18 AFA cohort and facilitators  
• Identify program and individual goals  
• Learn about each other’s academic interests and projects  
• Connect with your learning community peers and identify how you would like to work together | • Complete the photo roster template with your information  
• Bring in poem, saying, song, piece of art, cartoon, or joke that describes what you hope to accomplish this year  
• Complete Career Reflection and Planning worksheet | Communication  
Career Development |
| 10/30/17   | Mentoring & Developmental Networks     | Emelia Benjamin       | • Identify the strengths & gaps in your developmental network  
• Create plan to strategically enhance your network  
• Develop skills to conduct informational interviews and network  
• Identify personal and systemic barriers to you and others creating robust developmental networks | • Read Zerzan JT et al. Making the Most of Mentors: A Guide for Mentees. Acad Med, Jan 2009, 84; 1.  
• Read Kram K & Higgins M. A New Mindset on Mentoring: Creating Developmental Networks at Work. MIT, 2009.  
• Complete pages 2&3 of Developmental Network Map and bring it with you  
• Read Guide to finding a mentor | Career Development |
| 11/6/17    | Time Management                        | Robina Bhasin         | • Identify projects/tasks of highest and lowest value to your career and life goals, and map back to how you are currently spending your time  
• Identify when “progress not perfection” is appropriate  
• Commit to incorporating the time management strategies that will enable you to enhance your efficiency, effectiveness, and vitality | • Complete time tracker for 3-7 days  
• 7 Questions to Ask Yourself When Approached With a Project  
Read at least 2 of the following articles:  
• Clark, D. How to Say No to Things You Want to Do  
• Lowenstein, SR. Tuesdays to Write… A Guide to Time Management. Academic Emergency Medicine, Society for Academic Emergency Medicine, 2008.  
• Giang, V. These Are the Long-Term Effects of Multitasking. Fast Company, March 1, 2016.  
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| 11/20/17   | Demystifying the Promotions Process | Kitt Shaffer, Professor & Vice-Chair of Education, Radiology, Chair, BUSM A&P Committee | • Understand BUMC criteria for promotion  
• Enhance your BU CV to effectively reflect your professional successes & passions | • Update your CV in BU format and be prepared to share it in small groups  
• Review promotions guidelines for your school:  
  o BUSM: [Guidelines-for-Faculty-Appointments-Promotions_10-29-14.pdf](http://www.bumc.bu.edu/busm/files/2017/05/Guidelines-for-Faculty-Appointments-Promotions_10-29-14.pdf)  
  o GSDM: [GSDM-Bylaws-Jan-2012-Revised-05-23-2013.pdf](http://www.bu.edu/dental/files/2013/05/GSDM-Bylaws-Jan-2012-Revised-05-23-2013.pdf) (Sections 2&3 - pages 12-17)  
  o SPH: [SPHFaculty_Employment_HumanResources_AcademicResources](http://www.bu.edu/sph/faculty-staff/resources/human-resources-employment/faculty-employment/) (under A&P Documents) | Career Development |
| 12/4/17    | Leading High Performing Teams   | Mark Braun, Program Director, Organizational Behavior, BU HR | • How to maximize the strengths of diverse people on a team (personalities, skills, disciplines)  
• Recognize the qualities of and barriers to high performing teams  
• Identify your personal tendencies that can enhance or detract from a team’s effectiveness  
• Identify how to build an effective team, empower members, and hold each other accountable to maximize performance | • [What Google Learned From Its Quest to Build the Perfect Team](http://www.nytimes.com/2016/02/02/business/what-google-learned-from-its-quest-to-build-the-perfect-team.html), NY Times, Feb 2016  
• [Amy Edmonson TED talk](http://www.youtube.com/watch?v=obvJbZDq0Bc) | Leadership, Communication |
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<td>1/8/18</td>
<td>Academic Writing</td>
<td>Peter Cahn</td>
<td>• Overcome barriers to getting started on writing projects &lt;br&gt;• Present scientific ideas clearly and logically &lt;br&gt;• Edit manuscripts to refine the argument</td>
<td>• Reflect and write responses to questions: &lt;br&gt; 〇 When do you find yourself procrastinating most during a project? &lt;br&gt; 〇 What do you read for fun? What can you learn from non-academic writers? &lt;br&gt; 〇 How can you use your AFA colleagues to hold you accountable to your writing goals? &lt;br&gt;• Perneger TV, Hudelson PM. Writing a research article: advice to beginners. Int J Qual Health Care 2004; 16(3), 191–2. PMID: 15150149. &lt;br&gt;• Lingard L, Watling C. It’s a Story, Not a Study: Writing an Effective Research Paper. Acad Med online, 2016. &lt;br&gt;• Meyer HS et al. Ten Tips to Move from “Revisions Needed” to Resubmission. Acad Med online, 2016.</td>
<td>Communication</td>
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<tr>
<td>1/22/18</td>
<td>Work-Life Integration</td>
<td>Past AFA Alumni</td>
<td>• Identify what drives your passion in your home life and work life &lt;br&gt;• Develop strategies to have a fulfilling life in the short and long term &lt;br&gt;• Identify what recharges your batteries</td>
<td>• Write the speech for your retirement party or obituary (whichever you prefer to write) &lt;br&gt;• Identify the topic for wildcard session in April missing from the curriculum that would be high value for you</td>
<td>Work/Life Integration Career Development</td>
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<td>2/5/18</td>
<td>Writing Proposals &amp; Obtaining Funding for Investigators</td>
<td>Tuhina Neogi, Richard Wainford</td>
<td>• Develop strategies to write effective proposals for external and institutional funding and support &lt;br&gt;• Identify appropriate funding sources and institutional stakeholders for your proposals &lt;br&gt;• Identify campus resources to support proposal writing and grant application processes</td>
<td>One-page description of topic you’d like to seek funding for: &lt;br&gt;• Significance/innovation &lt;br&gt;• Potential funding sources &lt;br&gt;• What kind of proposal does funder require? &lt;br&gt;• Challenges/barriers to writing proposal or obtaining funding &lt;br&gt;• Potential approaches to overcome barriers</td>
<td>Communication</td>
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### 2016-17 Academy for Faculty Advancement Curriculum

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| 2/12/18| Unconscious Bias | Yvette Cozier & Larry Dunham | - Recognize that bias is human and that it impacts all parts of all of our lives  
- Identify what the negative consequences of bias are  
- Develop strategies to become more aware of and mitigate our biases  
- Have tools to effectively recognize and acknowledge when we observe instances of unconscious bias with our learners and colleagues | - Take at least 2 of the implicit association test ([https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/))  
- Read Unconsciousness Raising and at least one of the other articles  
| 3/12/18| Negotiation   | Francine Montemurro | - Identify what a successful outcome of a difficult conversation would look like  
- Recognize the key elements that should be considered prior to embarking on a difficult conversation  
- Develop skills to have a difficult conversation with someone senior to you in the organization  
- Practice having a difficult conversation | - Send Robina a brief description of a situation from your life in which you have had to negotiate, or will need to negotiate (due before session)  
- Read the attached (brief) document on the 7 elements of effective negotiations  
  - Optional readings (Francine highly recommends the first one):  
    - [http://www.colorado.edu/conflict/peace/treatment/pricneg.htm](http://www.colorado.edu/conflict/peace/treatment/pricneg.htm)  
    - [https://www.med.upenn.edu/gastro/documents/Negotiationinacademicmedicine.Aneccessarycareerskill.pdf](https://www.med.upenn.edu/gastro/documents/Negotiationinacademicmedicine.Aneccessarycareerskill.pdf)  
  - Negotiation Skills for Physicians  
  - Think of a negotiation you have had (at home or at work) in the past week. | Leadership |
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• Develop strategies to strategically and effectively say “yes” and “no”  
• Identify how to “make it count 4 times”  
• Recognize opportunities & approaches to enhance your national reputation  
• How to turn your AFA project into scholarship  
• Identify key milestones for a successful research career  
• Develop strategies to navigate the stages of a research career | • Watch Brene Brown TED talk  
https://www.ted.com/talks/brene_brown_on_vulnerability?language=en  
• Complete Maslach Burnout Scale | Career Development |
| 4/23/18 | Resilience in Academic Health Sciences             | Emelia Benjamin                | • Identify barriers to your professional growth, including shame, vulnerability and burn out  
• Identify areas that detract from your resiliency and develop a plan to address  
• Practice primordial prevention – ‘resilience is a muscle’ | • Watch Brene Brown TED talk  
https://www.ted.com/talks/brene_brown_on_vulnerability?language=en  
• Complete Maslach Burnout Scale | Leadership  
Work/Life Integration |
| 5/7/18  | Giving Effective Presentations                    | Robert Lowe                    | • Develop strategies to engage your audience  
• Format visual materials to illustrate a talk | | Communication |
| 5/21/18 | Final Presentations                                | All participants in learning communities | • Present to your cohort the most important aspects of the AFA for you. This may include:  
  o Your project  
  o A particular area in which you have grown over the course of your time in the AFA  
  o How the AFA has impacted your career development  
• Presentations may include:  
  o Accomplishments  
  o Next steps  
  o Lessons learned  
• What you wish you had learned | • Prepare presentation: 5 slides/5 minutes | Communication  
Leadership |