BUMC Early Career Program Curriculum Overview

Overview:
The Early Career Faculty Development Program (ECP) introduces faculty, in the early stages of their academic health sciences career, to the resources available on campus by focusing on an academic project that will help advance their careers. Along with seminars focused on project and academic development, participants will receive peer, senior, and project mentoring and networking.

Learning Objectives:
- Develop skills to identify, effectively grow, and work with a developmental network of peer and senior mentors.
- Design and appropriately scope a project to advance one's career over the course of the academic year
- Enhance peer mentoring and coaching skills through learning communities
- Understand and develop a plan for academic advancement in one's career path (e.g., clinician, educator, researcher, combination)

Participants:
- BUMC faculty – including clinicians, educators, and researchers from all schools
- Instructors and Assistant Professors at BU up to 7 years on faculty
- Faculty must be at BU for one year prior to participation

Time Commitment:
- ECP is comprised of 10 sessions, 2.5 hours long from September to May
- Most sessions include a large group experiential seminar (2:30-3:50 pm) followed by small group learning communities (4-5pm)

Program Components:
- **Experiential Seminars.** Expert speakers address areas of professional development to successfully navigate a career in academic medicine through interactive sessions, and LCs (2.5 hours).
- **Project.** Participants specify an academic project that will contribute to their professional advancement and provide a timeline designed to facilitate achievement of significant milestones by the end of the program.
- **Project mentor.** With support from ECP facilitators, ECP faculty network and find a content mentor from another department/section to meet with one hour per month. Project mentors support participants to achieve substantive progress on their project.
- **Peer mentors.** Participants meet in LCs during each in-person session to discuss applications of the curricular content to their work and provide support and accountability to one another.
- **Career mentors.** Each participant meets individually with one of the program's senior facilitators approximately once per quarter to identify potential mentors, discuss their career goals/challenges, review their CVs, and check-in on their experience in the program.

Program Assignments:
- Meet with one of the ECP core faculty facilitators (3x per academic year) to talk about your career goals and development.
- Meet with one project mentor, outside of your department, monthly to strategize how to make progress on your academic project.
- Review program schedule and access prep work and ppt slides for each session on our google drive. *Prep work is subject to change throughout the year.*
- Slides will be uploaded after the end of each session and will be available to view only.
- Fill out program evaluations pre- and post- program and after each session.

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Date	Session Topic & Facilitator(s)	Session Learning Objectives	Session Preparatory Work
Pre-ECP	**Overview of Program & How to Find a Mentor** (Emelia Benjamin or Priscilla Slanetz)	• Understand objectives of ECP • Reflect on one's career & goals • Learn how to identify potential project mentors	N/A

9/11	**Intro to Program, Build Your Developmental Networks, & Informational Interviews** (Priscilla Slanetz, Emelia Benjamin & Alyssa DiNicola)	• Connect with peers & facilitators
		• Recognize the value & roles of mentors
		• Develop your developmental network
		• Identify strengths & opportunities for your network
		• Learn how to carry out an informational interview
			• **Complete** icebreaker template by 9/5
			• **Review** Developmental Network, Elevator Pitch & Informational Interview Guide & **Complete**:
			  o Developmental Network Table, Domains & 30sec pitch
			• **Required Readings**:
			  o *Developing & Delivering Your Elevator Speech Document*
			  o *The Art of the Elevator Pitch*
			  o *Guide to Finding a Mentor*
			• **Optional Readings**:
			  o *Going Up? Tips for the Medical Educator's "Elevator Pitch"*
			  o *Ten Simple Rules for Hitting a Home Run Elevator Pitch*
			  o *Making the Most of Mentors, A Guide for Mentees*

10/2	**Setting Priorities & Navigating an Academic Career** (Priscilla Slanetz, Emelia Benjamin & Alyssa DiNicola)	• Understand how to integrate work & life & apply tools to better align time/priorities • Examine the new Diversity, Equity, Inclusion, & Accessibility (DEIA) page on the BU Profiles • Learn how to write diversity statements & how to incorporate DEIA work in CVs & BU Profiles • Understand BUMC criteria for promotion • Enhance your BU CV to effectively reflect your professional successes & passions	• **Schedule** informational interviews with project mentor(s) • **Review** Hour Tracker Template & complete 3 days' worth • **Optional** Readings on Time Management • **Draft** DEIA statement (if not already done) • **Update** your CV in BU format & prepare to share in LCs • **Update** BU Profile • **Schedule** meeting with career mentor to review CVs

10/23	**Negotiation** (Gopal Yadavalli)	• Review sources of conflict in our professional lives
		• Identify and describe negotiation styles
		• List principles of win/win negotiation
		• Define common negotiation terms
			• **Complete** pre-session survey on negotiation
			• **Optional Readings**:
			  o *Emotion and the Art of Negotiation*
			  o *Negotiation Strategies as a Pathway to Equity*

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11/13	**Project Essentials Part 1: Understanding How to Manage Academic Projects at BUMC** (Heather Hsu & Megan Bair-Merritt)	• Understand resources for managing your project • Identify sources for data collection • Learn the design of educational/scientific projects	• **Schedule** informational interviews with potential project mentor(s) • **Prep** questions for facilitators on resources needed for your project (ex: IRBs, study design, data collection, funding, etc.)
12/11	**Project Essentials Part 2: Understanding & Finding Funding** (Sarah Bagley)	• Develop strategies to write effective proposals for external & institutional funding & support • Identify appropriate funding sources & institutional stakeholders for your proposals • Identify campus resources to support proposal writing & grant application processes	• **TBD**
1/22	**Project Essentials Part 3: Data Visualizations** (Lisa Sullivan)	• Learn how data visualization can help you communicate complex information more accurately and effectively	• **Required Readings**: ○ *Visualizations That Really Work* ○ *Present Your Data Like a Pro*
2/26	**Project Essentials Part 4: Effective Presentations** (Rob Lowe)	• Practice effective preparation strategies • Identify opportunities for active learning • Create effective slides • Improve presentation skills	• **Bring** a ppt presentation you plan to give or have given, & prepare to be in small groups to review during the session to practice effective presentation strategies & slides • **Required Readings**: ○ *What It Takes to Give a Great Presentation* ○ *How to Look & Sound Confident During a Presentation* • **Optional Reading:** *Crush Your Next Virtual Presentation*
3/18	**Project Essentials Part 5: Academic Writing: Publishing Pearls & Pitfalls** (Peter Cahn)	• Overcome barriers to getting started on writing • Insert your story into a scholarly conversation • Establish an organizational structure • Edit language to refine the argument	• **Read** *It's a Story, Not a Study: Writing an Effective Research Paper*
4/8	**Project Essentials Part 6: Social Media Etiquette, & Manuscript Dissemination** (Andrea Merrill & Jordana Phillips)	• Learn about the "dos & don'ts" of communicating in the digital world • Understand how to utilize social media to advance your career (websites, publications)	• **TBD**

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5/13	**Conclusion –** **Oh, the Places You'll Go!** (ECP Participants)	• Apply lessons learned throughout this academic year by presenting on your ECP project • Reflect on your personal journey through ECP & steps for moving forward	• **Prepare** PPT on your project's progress & your experience in ECP