

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:

~28 BUMC faculty – including clinicians, educators, and researchers from all schools

Time Commitment:

ECP is comprised of 14 sessions, 2.5 hours long from September to June. 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 14 in-person, 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.** An assigned content mentor from another department/section devotes one hour per month to supporting the participant in achieving progress on his/her 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 discuss their career goals/ challenges and check-in on their experience in the program.

Preparatory 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 work on progressing your academic project.
- Review schedule below and access prep work, and ppt slides, for each session on our [google drive](#).
 - Please note that 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.

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Module 1: Introduction to Campus Resources & How to Succeed at BUMC

| Date | Session Topic | Session Facilitator(s) | Preparatory Work |
|-------|--|---|--|
| 9/13 | Orientation: Introduction to Program & Campus Resources | Priscilla Slanetz & Emelia Benjamin | <ul style="list-style-type: none"> • Complete <i>Career Reflection and Planning worksheet</i> for your career mentor meetings • Schedule initial Career and Project Mentor meetings ASAP • Prepare a 30 second elevator pitch to deliver in small groups on what your project entails <ul style="list-style-type: none"> ○ Read: <i>Developing and Delivering Your Elevator Speech Document</i> ○ Optional Read: <i>Going Up? Tips for the Medical Educator's "Elevator Pitch"</i> • Read: <i>How to Get Someone to Put Away Their Phone and Actually Listen</i> • Review the AY21 ECP Photo Roster • Respond to bumcfdd@bu.edu by Tuesday 9/7 with: <ul style="list-style-type: none"> ○ Complete and email the attached Icebreaker Template_Session 1 ppt, which includes: <ul style="list-style-type: none"> ▪ Name, Department, School, Track ▪ A poem, quote, song, cartoon, or joke that describes what you hope to accomplish this year |
| 10/4 | Project Management, Timelines & IRBs | Priscilla Slanetz & Mary-Tara Roth | <ul style="list-style-type: none"> • Create a project narrative of 2-3 sentences, no more than 75-100 words, & update photo roster • Review Hour Tracker Template and complete 3 days' worth of time • Review Time Management Quadrant • Prepare to discuss your project narrative & timeline in LCs <ul style="list-style-type: none"> ○ Timelines can be shared in either ppt slide, word document, excel, etc. • Read <ul style="list-style-type: none"> ○ <i>7 Questions to Ask Yourself When Approached With a Project</i> ○ <i>9 Productivity Tips from People Who Write About Productivity</i> ○ <i>How to Beat Procrastination</i> ○ <i>How to Decide Which Tasks to Delegate</i> ○ <i>Timeboxing To Be Productive</i> |
| 10/25 | Developmental Networks, How to Be a Good Mentee & Managing Up Successfully | Emelia Benjamin & Jessica Fetterman | <ul style="list-style-type: none"> • Complete pages 2&3 of Developmental Network Map & have with you • Read <i>Making the Most of Mentors: A Guide for Mentees</i> • Read <i>A New Mindset on Mentoring: Creating Developmental Networks at Work</i> • Read <i>Guide to Finding a Mentor</i> • Optional Reading: <i>Assembling Your Personal Board of Advisors</i> |
| 11/8 | Alumni Panel: Project Mentoring | ECP Alumni: Gareth Morgan, Sabrina Sanchez, Shinobu Matsuura & Matthew Mara | <ul style="list-style-type: none"> • Prepare 1-2 questions to ask about Early Career Project Mentoring • Read <i>Mentoring Matters</i> • Read 25 Questions to Ask a Mentor • Optional Readings <ul style="list-style-type: none"> ○ <i>A Reflection on the Art and Practice of Mentorship</i> ○ <i>What the Best Mentors Do</i> |
| 12/6 | Academic Advancements at BUMC | Hee-Young Park & Asher Tulsky | <ul style="list-style-type: none"> • Update your CV in BU format and be prepared to share in small groups • Review promotions guidelines for your school: <ul style="list-style-type: none"> ○ BUSM, GSDM, or SPH |

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Module 2: Academic & Scholarly Productivity

| Date | Session Topic | Session Facilitator(s) | Preparatory Work |
|------|---------------------------------|--|---|
| 1/10 | Academic & Narrative Writing | Gemmae Fix, Jen Beard, & Sarah Wingerter | <ul style="list-style-type: none"> • Reflect on one writing goal and one writing barrier • Read <i>Clearing the Decks</i> |
| 1/31 | Finding Funding for Researchers | Jessica Fetterman & Karen Lasser | <ul style="list-style-type: none"> • Create a one-page description of an educational/clinical/research project you'd like to seek funding for (can be something unrelated to your project, if your project does not need funding) including the following: significance/innovation/hypothesis/aims • In the session, be prepared to discuss: <ul style="list-style-type: none"> ○ Potential funding sources ○ What kind of proposal does funder require? ○ Challenges/barriers to writing proposal or obtaining funding ○ Potential approaches to overcome barriers |
| | Finding Funding for Educators | Hollis Day & Jack Maypole | |
| 2/14 | Scholarship | Joe Rencic | Educators: <ul style="list-style-type: none"> ○ Read <i>A Toolkit for Medical Education Scholarship</i> ○ Optional Read <i>Medical Education Scholarship</i> Researchers: <ul style="list-style-type: none"> ○ Review the CTSI Resources |
| | Navigating a Research Career | Emelia Benjamin & Natalia Morone | |
| 3/7 | Data Visualization | Josee Dupuis | <ul style="list-style-type: none"> • Read <i>Visualizations That Really Work</i> • Read <i>Present Your Data Like a Pro</i> |
| 3/21 | Effective Presentations | Rob Lowe | <ul style="list-style-type: none"> • Bring a ppt presentation you plan to give or have given, and prepare to be in small groups to review during the session to practice effective presentation strategies and slides • Read <i>What It Takes to Give a Great Presentation</i> • Read <i>How to Look and Sound Confident During a Presentation</i> • Optional Reading: <i>Crush Your Next Virtual Presentation</i> |

Module 3: Networking at BUMC & Beyond

| Date | Session Topic | Session Facilitator(s) | Preparatory Work |
|------|---|---|---|
| 4/4 | Finding Your Career Path | Priscilla Slanetz and ECP Alumni: Megan Healey, & Radha Govindraj | <ul style="list-style-type: none"> • Read: A Simple Way to Map Out Your Career Ambitions • Reflect on the following two questions: <ul style="list-style-type: none"> ○ What do they want to pursue in their career in the next 5 years? ○ What skills do they need to develop to achieve the above career aspiration? |
| 4/25 | Self-Advocacy, Allyship & Creating an Inclusive Culture | Carl Streed & Angie Harris | <ul style="list-style-type: none"> • Read <i>Are Your Diversity Efforts Othering Underrepresented Groups?</i> • Read <i>To Build an Inclusive Culture, Start with Inclusive Meetings</i> • Read <i>What to Do When Your Boss Won't Advocate for You</i> • Optional Read <i>The Key to Inclusive Leadership</i> |
| 5/9 | How to Be a Good Mentor/Sponsor | Priscilla Slanetz & Emelia Benjamin | <ul style="list-style-type: none"> • Read <i>What Efficient Mentorship Looks Like</i> • Read <i>Mentor People Who Aren't Like You</i> • Read <i>6 Things Every Mentor Should Do</i> |

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| 5/23 | Final Presentation: Projects & Lesson's Learned | Learning Communities | <ul style="list-style-type: none">• Prepare presentation on your experience in ECP: 5 slides/5 minutes |
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