**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

**Time Commitment:**
- ECP is comprised of 14 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)
- Sessions highlighted in yellow will be in person on the BU Medical Campus, all other sessions will be held virtually.

**Program Components:**
- **Experiential Seminars.** Expert speakers address areas of professional development to successfully navigate a career in academic medicine through 14 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.

**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 work on progressing 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.

| Date | Session Topic & Facilitator(s) | Session Learning Objectives | Session Preparatory Work |
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| Pre-Session | **Overview of Program & How to Find a Mentor** (Emelia Benjamin or Priscilla Slanetz) | • Understand objectives of the Early Career Program<br>• Reflect on one's career & goals<br>• Learn how to identify potential project mentors | N/A |
| 9/12 | **Intro to Program, Build Your Developmental Networks, & Informational Interviews** (Priscilla Slanetz, Emelia Benjamin & Alyssa DiNicola) | • Connect with peers & facilitators<br>• Recognize the value & roles of mentors<br>• Develop your developmental network<br>• Identify strengths & opportunities for your network<br>• Learn how to carry out an informational interview | • **Review** the AY23 ECP Photo Roster<br>• **Prepare** a 30-second elevator pitch of your project<br>• **Complete** page 2&3 of the Developmental Assessment Document<br>• **Required Readings**:<br>  o *Developing & Delivering Your Elevator Speech Document*<br>  o *The Art of the Elevator Pitch*<br>  o *Guide to Finding a Mentor*<br>• **Optional Readings**:<br>  o *Going Up? Tips for the Medical Educator's "Elevator Pitch"*<br>  o *Ten Simple Rules for Hitting a Home Run with Your Elevator Pitch*<br>  o *Making the Most of Mentors, A Guide for Mentees* |
| 10/3 | **Project Management & Timelines & IRBs** (Priscilla Slanetz) | • Understand how to integrate work & life<br>• Apply specific tools to better align time & priorities<br>• Develop effective timelines for project progress<br>• Understand the logistics of IRB submission | • **Schedule** informational interviews with potential project mentor(s)<br>• **Create a** draft project timeline & prepare to share in your LC<br>• **Draft** your project narrative (75–100-word abstract) to share in LCs<br>• **Review** Hour Tracker Template & **complete** 3 days' worth of time<br>• **Review** Time Management Quadrant<br>• **Optional Readings** on Time Management available on google drive |
| 10/24 | **Study Design** (Lindsay Demers) | • Learn the design of educational/scientific projects | • **Schedule** informational interviews with potential project mentor(s)<br>• **Prep** questions for the facilitator that you have about study design |
| 11/7 | **Finding Funding** (Lindsay Demers & Karen Lasser) | • Develop strategies to write effective proposals for external & institutional funding & support<br>• Identify appropriate funding sources & institutional stakeholders for your proposals<br>• Identify campus resources to support proposal writing & grant application processes | • **Draft** a one-page description of an educational/clinical/research/QI 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, & possible funding sources. |
| 11/28 | **Academic Writing** (Peter Cahn) | • Overcome barriers to getting started on writing<br>• Insert your story into a scholarly conversation<br>• Establish an organizational structure<br>• Edit language to refine the argument | • **Read** *It's a Story, Not a Study: Writing an Effective Research Paper* |
| 12/12 | **DEIA Statement & BU Profiles** (Angie Harris & | • Examine the new Diversity, Equity, Inclusion, & Accessibility (DEIA) page on the BU Profiles | • **Review** DEIA statements on BU Profiles<br>• **Draft** your DEIA statement (if not already done) and prepare to share with your peers |

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| | Emelia Benjamin) | • Learn how to write diversity statements & how to incorporate your DEIA work in your CVs & BU Profiles | |
| 1/9 | **Navigating a Successful Career** (Natalia Morone, Jodi Larson & Joe Rencic) | • Identify key milestones for a successful career<br>• Develop strategies to navigate the stages of an educational, research &/or QI career | • N/A |
| 1/30 | ==Academic Advancement & CV Review== (Hee-Young Park) | • Understand BUMC criteria for promotion<br>• Enhance your BU CV to effectively reflect your professional successes & passions | • **Update** your CV in BU format & prepare to share in LCs<br>• **Update** BU Profile<br>• **Schedule** meeting with career mentor to review CVs<br>• **Review** promotions guidelines for your school |
| 2/13 | **Data Visualization** (Lisa Sullivan) | • Learn how data visualization can help you communicate complex information more accurately and effectively | • **Required Readings**:<br>　o *Visualizations That Really Work*<br>　o *Present Your Data Like a Pro* |
| 3/6 | **Social Media & Digital Etiquette** (Andrea Merrill & Jordana Phillips) | • Learn about the "dos & don'ts" of communicating in the digital world<br>• Understand how to utilize social media to advance your career (websites, publications | • N/A |
| 3/27 | ==How to Be a Successful Mentor/Sponsor to Advance Inclusive Excellence== (Priscilla Slanetz) | • Build healthy mentor-mentee relationships<br>• Develop strategies to prevent or overcome common challenges in mentor-mentee relationships from the mentor's perspective<br>• Develop practices to sponsor mentees, mentors, & colleagues | • **Required Readings**:<br>　o *What Efficient Mentorship Looks Like?*<br>　o *Mentor People Who Aren't Like You*<br>　o *6 Things Every Mentor Should Do* |
| 4/10 | ==Effective Presentations== (Rob Lowe) | • Practice effective preparation strategies<br>• Identify opportunities for active learning<br>• Create effective slides<br>• 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<br>• **Required Readings**:<br>　o *What It Takes to Give a Great Presentation*<br>　o *How to Look & Sound Confident During a Presentation*<br>• **Optional Reading:** *Crush Your Next Virtual Presentation* |
| 5/1 | **Presentations on Academic Projects** (ECP Participants) | • Apply lessons learned throughout this academic year by presenting on your ECP project | • **Prepare** presentation on your project's progress: 5 slides/5 minutes |
| 5/22 | **Final Reflections** (ECP Participants) | • Reflect on your personal journey through ECP & steps for moving forward | • **Prepare** presentation on your experience in ECP: 5 slides/5 minutes |