**Overview:**

**[Marcelle M. Willock, MD](https://journals.lww.com/anesthesia-analgesia/citation/2024/02000/marcelle_m__willock%2C_md%2C_a_trailblazing.26.aspx),** was Emeritus Professor of Anesthesiology at the Chobanian & Avedisian SOM. A 1962 graduate of Howard University College of Medicine, she is the first African American woman to achieve Emeritus status at the Chobanian & Avedisian SOM. Serving as Chair of Anesthesiology from 1982-98, Dr. Willock was among the first women of color to lead an academic and clinical department in the United States. After leaving the Chobanian & Avedisian SOM, Dr. Willock became the first female Dean of Charles Drew University College of Medicine and Science in Los Angeles, where she retired in 2005. An advocate for civil rights and diversity, she has collaborated with many programs addressing healthcare inequities and the fair treatment of gender, racial, and ethnic underrepresented groups in medicine.

**Marcelle M. Willock, MD, Faculty Development and Diversity Program (MWP)**is a longitudinal leadership and career development program dedicated to Marcelle Willock. Faculty members from the BU Medical Campus (Schools of Medicine, Public Health, and Dentistry) are welcome to apply. This program provides faculty with community and a sense of belonging at BUMC. In addition, MWP helps faculty develop the strategies to advance their careers and skills to navigate the complexities of being in academic health sciences.

**Program Directors**: [Sheila E. Chapman, MD](https://profiles.bu.edu/Sheila.Chapman), and [Ricardo Cruz, MD, MPH](https://profiles.bu.edu/Ricardo.Cruz).

**Learning Objectives**

* Enhance peer mentoring and sense of community among faculty members.
* Develop a better understanding of the institutional culture of BUMC.
* Enhance leadership and career development skills identified by participants as areas for development.
* Engage in meaningful discussions about the experience of navigating academic health sciences.
* Contribute to efforts to create a more diverse and inclusive environment at BUMC.

**Participants**: Faculty from the BU Medical Campus

**Time Commitment**

* Sessions are 1.5 hours from Oct to June on Thursdays, 4:30 – 6 pm.
* Participants commit to actively participate in at least 8 of the 10 **in-person** sessions.
* Meet [Sheila Chapman](https://profiles.bu.edu/Sheila.Chapman) & [Ricardo Cruz](https://profiles.bu.edu/Ricardo.Cruz) 2x/year for individual development planning.
* Meet [Emelia Benjamin](https://profiles.bu.edu/Emelia.Benjamin) 1x/year for CV consultation.

**Program Components:**

* **Experiential seminars.** Senior faculty members and leaders from BUMC and beyond will engage with participants around key determinants for effective leadership and fostering change from one’s current role through in-person, experiential sessions once every six weeks.
* **Learning community.** Peer mentors in learning communities will meet for one hour every six weeks, between didactic sessions, to discuss tangible strategies to apply the program content in their lives. Members will provide support and accountability to one another to successfully negotiate challenges, foster resiliency, and achieve personal goals.
* **Leadership goal.** Participants commit to making substantial progress on a personal leadership goal throughout the program.
* **Participant commitment.** Participants commit to prepare and actively participate in at least 7 of the 9 sessions that take place from October to June to make progress on their projects and engage in self-reflection and honest conversations with peers and senior mentors.
* **Conversation cafe.** Opportunity to engage with inspirational leaders from BU/BMC and beyond in an informal setting.

**Pre-Program Preparatory Assignments (to be completed before the first session):**

* Complete pre-program survey
* Complete Individualized Development Plan (make sure you complete it prior to meeting with Sheila and Ricardo)

| **Date** | **Topic** | **Facilitator(s)** | **Learning Objectives** | **Prep Work** |
| --- | --- | --- | --- | --- |
| 9/15Session 1 | Orientation and Professional Development Opportunities at BUMC | Sheila Chapman & Angie Harris  | * Enhance peer mentoring and a sense of community among URG faculty members.
* Develop a plan to achieve identified goals & navigate a successful career in academic health sciences as a URG faculty member.
* Develop a better understanding of the institutional culture of BUMC.
* Engage in meaningful discussions about the experience of navigating BUMC as URG faculty.
 | * **Schedule** IDP meeting with Sheila & Ricardo
* **Complete** the MWP Pre-Program Survey
* **Review** AY23 Photo Roster
* **Reflect** **on**: *What were the opportunities for support you have had in your professional life? What was missing? What was helpful?*
 |
| 10/20 Session 2 | Being URG Faculty at BMC and in Boston | Angie Harris & Cassandra Pierre  | * Understand the different types of resources available to URG faculty at BMC.
* Develop a plan to create a BU Profile account with including a DEIA tab.
* Engage in discussions about the history of Boston and BMC.
 | * **Schedule** IDP meeting with Sheila & Ricardo
* **Review** AY23 Photo Roster
* **Reflect** **on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |
| 11/17 Session 3 | Research as a URG Faculty Member  | Kaku So-Armah   | * Understand the types of resources available to URG faculty in research.
* Analyze the challenge of research as URG faculty.
* Engage in discussions about making your funded work significant to the world.
 | * **Review** AY23 Photo Roster
* **Reflect** **on**: *What were the opportunities for support you have had in your professional life? What was missing? What was helpful?*
 |
| 12/15 Session 4 | Academic Writing: Pearls of Wisdom | Angie Harris | * Understand the type, style, structure, and tips on academic writing.
* Discuss the role writing has in academic medicine.
* Engage in discussions about how to practice writing in academic medicine.
 | * **Review** AY23 Photo Roster
* **Reflect** **on**: *What were the opportunities for support you have had in your professional life? What was missing? What was helpful?*

**Required Readings:*** + *“Perfectionism & First Drafts” PDF*
	+ *“Writing a Research Article” PDF*
 |
| 1/12 Session 5 | Developmental Networks: Seeking the mentorship & support you need | Sheila Chapman & Emelia Benjamin | * Recognize the value and roles of mentors.
* Identify strengths & opportunities to improve your mentor network.
* Analyze barriers/challenges to effective mentoring relationships for URGs.
* Develop and commit to 1 way to enhance your developmental network
 | * **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
* **Complete** the Developmental Networks Assessment document.
 |
| 2/9 Session 6 | Being a Mentor at CAMed | Natalia Morone   | * Develop effective communication skills to provide constructive feedback to mentors.
* Cultivate a supportive and inclusive learning environment that fosters professional growth.
* Support mentee in setting and achieving personal and professional goals, including career development.
 | * **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |
| 3/9 Session 7 | Supporting Our Peers: Peer Mentoring and Peer Coaching | Valerie Stone | * Discuss the importance of peer relationships to our careers in academic medicine.
* Share my career journey and explain how I have leveraged peer relationships and benefited from peer mentorship.
* Provide some information on formal peer mentorship strategies and programs from the literature.
 | * **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |
| 4/6At Emelia’sSession 8 | A Night of Mindfulness and Self Care - Strategies to Reduce Burnout and Promote Mental and Physical Wellbeing | Sheila Chapman, Jackie Hicks, Mikhail Higgins & TBD | * Identify personal stressors and develop strategies for managing them effectively.
* Demonstrate an understanding of the importance of self-care in maintaining physical, emotional, and mental health.
* Practice mindfulness techniques to increase self-awareness and reduce stress levels.
 | * **Schedule** CV/Career Consult with Emelia
* **Complete** RSVP form
* **Complete** the BU Belonging & Culture Survey
* **Review** health protocols for in-person session
* **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |
| 5/4 Session 9 | Being URG Faculty Member Who Looks Like Our Patients, Trainee’s & Research Participants | David Henderson & Sabrina Sanchez  | * Develop cultural competency skills to effectively understand and address the unique needs and perspectives of patients, trainees, and research participants from diverse backgrounds.
* Foster a supportive and inclusive learning environment that promotes diversity, equity, and inclusion among trainees and colleagues at BMC.
 | * **Schedule** CV/Career Consult with Emelia
* **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |
| 5/25 Session 10 | Success in Academic Health Sciences as URG Faculty: Overcoming Imposter Phenomenon, leading from where you stand | Sheila Chapman | * Reflect on personal experiences, challenges, and achievements as URG faculty member to inform and inspire future generations of diverse scholars in academic health sciences.
* Develop a strong understanding of academic health sciences institutions' structures, cultures, and expectations.
 | * **Schedule** CV/Career Consult with Emelia
* **Complete** the “Imposter Test & Scoring” PDF
* **Complete** the MWP Post-Program Survey
* **Review** AY23 Photo Roster
* **Reflect on**: What were the opportunities for support you have had in your professional life? What was missing? What was helpful?
 |