**Overview:**

**[Marcelle M. Willock, MD](https://journals.lww.com/anesthesia-analgesia/citation/2024/02000/marcelle_m__willock,_md,_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 & 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 & Science in Los Angeles, where she retired in 2005. An advocate for civil rights & diversity, she has collaborated with many programs addressing healthcare inequities & the fair treatment of gender, racial, & ethnic underrepresented groups in medicine.

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

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

**Learning Objectives**

* Enhance peer mentoring & sense of community among faculty members
* Develop a better understanding of the institutional culture of BUMC
* Enhance leadership & 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 & 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 engage with participants around career and leadership development topics, with a special focus on participant identified topics of interest
* **Peer Mentoring**. Participants meet in small groups during each session to provide support and accountability to one another to successfully negotiate challenges, foster resiliency, and achieve personal goals.
* **Career development goal**. Participants commit to making substantial progress on a career development or leadership goal throughout the program, with support from a network of peer and senior mentors.
* **Participant commitment**. Participants commit to actively participate in at least 8 of the 10 sessions that take place from October to June, to make progress on their professional goal, and engage in self-reflection and honest conversation with peer and senior mentors.

**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 & Ricardo)

| **Date** | **Topic** | **Facilitator(s)** | **Learning Objectives** | **Prep Work** |
| --- | --- | --- | --- | --- |
| 9/15 | **Session 1:** Orientation & Professional Development Opportunities at BUMC | Sheila Chapman & Angie Harris | * Enhance peer mentoring & 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 BUMC culture * 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 & 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 & 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 academic writing type, style, structure, & tips * 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?* * **Read** *“Perfectionism & First Drafts” PDF* * **Read** *“Writing a Research Article” PDF* |
| 1/12 | **Session 5:** Developmental Networks: Seeking  the Mentorship & Support you Need | Sheila Chapman & Emelia Benjamin | * Recognize the value & roles of mentors * Identify strengths & opportunities to improve your mentor network * Analyze barriers/challenges to effective mentoring relationships for URGs * Develop & 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 & inclusive learning environment that fosters professional growth * Support mentee in setting & achieving personal & 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 & Peer Coaching | Valerie Stone | * Discuss the importance of peer relationships to our careers in academic medicine * Share my career journey & explain how I have leveraged peer relationships & benefited from peer mentorship * Provide some information on formal peer mentorship strategies & 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? |
| 4/6  At Emelia’s | **Session 8:** A Night of Mindfulness & Self Care - Strategies to Reduce Burnout & Promote Mental & Physical Wellbeing | Sheila Chapman, Jackie Hicks, Mikhail Higgins & TBD | * Identify personal stressors & develop strategies for managing them effectively * Demonstrate an understanding of the importance of self-care in maintaining physical, emotional, & mental health * Practice mindfulness techniques to increase self-awareness & 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 & address the unique needs & perspectives of patients, trainees, & research participants from diverse backgrounds * Foster a supportive & inclusive learning environment that promotes diversity, equity, & inclusion among trainees & 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 St& | Sheila Chapman | * Reflect on personal experiences, challenges, & achievements as URG faculty member to inform & inspire future generations of diverse scholars in academic health sciences * Develop a strong understanding of academic health sciences institutions' structures, cultures, & 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? |