

BNGAP

Building The
Next Generation of
Academic Physicians

OUR MISSION

TO HELP DIVERSE MEDICAL STUDENTS AND RESIDENTS EMBARK UPON AN
ACADEMIC MEDICINE CAREER

A LETTER FROM THE EXECUTIVE BOARD

Dear Readers:

Welcome everyone to our November Newsletter! My name is Dan Guzman and I am a resident physician and BNGAP fellow who is excited to be leading the development of our November issue. This month's newsletter will encompass a tribute to Native American Heritage Month and the launch of our Resident and Fellow Advisory Committee. In this newsletter, two of our esteemed Native American Faculty, Dr. Andrea Garcia and Dr. Lukejohn Day, will be describing their own professional journeys in becoming academic faculty, sharing insights from their recent workshops on Indigenous representation in academic medicine, and summarize some of the very important work regarding Indigenous healthcare that has been carried out by the Association of Native American Medical Students (ANAMS) and the Association of American Indian Physicians (AAIP).

Additionally, I will be sharing my own personal journey as a BNGAP fellow and how it has contributed to my academic development, highlighting our new Resident and Fellow Advisory Committee that I truly hope you consider joining, and giving both trainees and recent graduates structured guidance on how to find an academic position after completing training. We hope that this newsletter will be informative both in honor of our Native American colleagues and the excellent work they are accomplishing as well as in helping trainees find an academic position after residency.

Sincerely,

DANIEL GUZMAN MD
RESIDENT AND FELLOW ADVISORY COMMITTEE CHAIR

ANDREA GARCIA MD, MS
BNGAP EXECUTIVE BOARD MEMBER

LUKEJOHN DAY MD
BNGAP FACULTY MEMBER



Upcoming Event:

**2021
LGBT Health
Workforce
Conference**



NATIVE AMERICAN HERITAGE MONTH: OUR PERSPECTIVES

ANDREA GARCIA, MD, MS

On the verge of the most important election of our lifetime, a Census cut short, and in the midst of a global pandemic, this Native American Heritage Month (NAHM) is already shaping up to be unlike any other. Beyond the perfunctory declarations, our communities are demanding change and organizing like never before—and we're using scholarship and data as one of our tools. With results released on October 26th, the Indigenous Futures Survey is one of the largest research projects ever conducted in Indian Country. The aim of the survey is to understand the priorities, needs and perspectives of Native peoples on several key issues such as COVID-19, the presidential election and systemic racism. Of those participants who reported COVID-19 symptoms and/or diagnosis, 51% of them could not access testing, and 11% reported that someone in their family or immediate circle passed away due to COVID-19. Other key issues identified included: access to quality healthcare, improving mental health, caring for Tribal elders, disproportionate impact of COVID-19 on Native communities, climate change, and violence against Native American women, children and LGBTQ+ individuals.

To our Native physicians and trainees who often feel pulled in several directions—to be the expert, the advocate, the clinician, and community member—and perhaps cannot see a reason for prioritizing research and scholarship: telling the stories of your community through scholarship is a form of activism. Using Indigenous research methods is a way to honor your teachings. Being the creator of knowledge and 'evidence' is a way to ensure visibility, representation, and to push systems to better serve our communities. This NAHM we celebrate those Natives in academic medicine who have come before us, those who are currently blazing trails, and those allies who continually support our voices beyond the month of November. May your scholarship pass the stories of our people to future generations.



NATIVE AMERICAN / INDIGENOUS HERITAGE MONTH: OUR PERSPECTIVES

LUKEJOHN DAY, MD

American Indian/Alaska Natives (AI/AN) are a heterogeneous group with varying backgrounds in terms of culture, language, religion and historical experiences. In the U.S., there are 6.8 million AI/AN (i.e., 1.7% of the U.S. population) with the majority residing in urban areas. AI/AN encounter a number of healthcare disparities including a lack of access to quality healthcare and a shortage of providers that practice within their communities. Simultaneously, the number of AI/AN entering the healthcare pipeline has declined over the last few decades with fewer AI/AN physicians expected to be in the U.S. healthcare system in the future. As an example, in 2017-18 0.2% of students entering medical school identified as AI/AN which was a 50% decline over the previous decade; even more alarming, is nearly half of all U.S. medical schools have no enrolled students who identify as AI/AN. At a personal level, in my journey to become a physician and an academic leader, these statistics were palpable and sobering and fostered feelings of isolation and alienation. There are a number of multi-faceted solutions to help address these challenges faced by AI/AN in healthcare. Solutions must focus on historical acknowledgement and reconciliation, advocacy, financial support, community engagement, developing peer support and mentors for students, and strengthening all aspects of the healthcare educational pipeline. A multi-disciplinary approach is required in order to be successful in overcoming these barriers; such an approach must involve AI/AN communities, tribal leaders, medical schools, AI/AN physicians, and organizations such as the Association of American Indian Physicians (AAIP), Association of Native American Medical Students (ANAMS) and BNGAP. As Native American Heritage month is upon us, we celebrate our culture, heritage and resilience and honor the struggles that continue in our community.



INDIGENOUS HEALTH PROGRAMS AT UND

DONALD WARNE, MD, MPH

The Public Health Program at the University of North Dakota School of Medicine and Health Sciences (UND SMHS) is home to the world's only Indigenous Health doctoral program and one of a very few MPH degrees with a specialization in Indigenous Health. The programs prepare a new generation of public health scholars to tackle the health issues facing Indigenous people around the world.

"There is a need for well-trained public health researchers and scholars with a deep understanding of Indigenous health issues," says Dr. Don Warne, director of the Indians Into Medicine (INMED) and Public Health Program at UND.



The Indigenous Health PhD and MPH specialization provide students with a critical understanding of the unique issues facing Indigenous people and encourage approaches that move toward health equity in a culturally relevant manner. The inaugural PhD class includes 19 students, 17 of whom are Native. Students who follow the academic track are prepared to lead at universities, and those on the applied track to pursue careers within Indigenous communities.

Students are trained and mentored by five Indigenous health scholars at UND, who combined have nearly 100 years of Indigenous health experience and scholarship. The Indigenous Health programs are linked to the School's INMED program, which is nearing its 50th anniversary. INMED educates and supports American Indian students preparing for health careers from middle school to college and beyond. To date, INMED has graduated 250 American Indian/Alaska Native physicians and has public health graduates working at universities and within Native communities across the country.

RESIDENT / FELLOW SPOTLIGHT:**DANIEL GUZMAN, MD**

Hi everyone! My name is Dan Guzman and I am currently a third-year internal medicine resident physician at the University of California, San Francisco who has had the privilege of having Dr. JP Sanchez as a mentor since my first year at Rutgers New Jersey Medical School. It was then that he introduced me to BNGAP and its clear mission: to increase representation of underrepresented individuals in academic medicine and have them serve as leaders for the next generation of academic faculty. As a BNGAP fellow, I have learned about the the widespread lack of diverse faculty and senior academic leaders and unique challenges to their on-going promotion. Additionally, I have learned the value of bringing awareness to this issue through data collection, analysis, and research publication.



With the guidance of Dr. Sanchez, I have attended regional and national BNGAP conferences, have given presentations to underrepresented trainees and faculty, have collected assessments among workshop participants, and have analyzed data obtained from our conferences. Not only has the collection and analysis of these responses been useful for improving future conferences, but it has also led to the publication and dissemination of educational of educational content to support diverse trainees and faculty presence and inclusion in academia. Through BNGAP, I have published two MedEdPortal submissions and one book chapter. I hope to continue my work as a BNGAP fellow and have the honor to work with such incredible advocates in this field! As I search for my first academic position as an internal medicine hospitalist, I am thankful to BNGAP for structuring my path to becoming a new academic faculty member.

BNGAP RESIDENT AND FELLOW ADVISORY COMMITTEE!



I am developing a BNGAP Resident and Fellow Committee and need your help! BNGAP is looking for underrepresented resident and fellow trainees who are willing to participate in our committee on a monthly basis. The goal of our committee is to match diverse underrepresented trainees with career opportunities within academic medicine. Through our committee, you will:

- 1) Be given access to academic career development opportunities (networking, webinars, workshops, etc.) to enhance your chances of academic appointment and promotion
- 2) Advise academic institutions on promising and best practices to recruit and retain diverse junior faculty
- 3) Guide diverse college and medical students in how to pursue a career in academic medicine

Please join us for our first meeting on Wednesday, November 11th at 5:00PM PST, 8:00PM EST. In addition to having participants in our monthly meetings, I am looking for an individual to be the co-chair with me in leading this committee. If you are interested in being a co-chair for the committee, please email me at Daniel.guzman@ucsf.edu by November 8th.

BNGAP

Building The
Next Generation of
Academic Physicians

If you're not already aware, BNGAP has already created and published a tool to help you stay on track to becoming a faculty member and signing your first contract! This educational module has been designed to help you understand terminology associated with becoming an academic physician, introduce you to four essential considerations a new physician should make prior to joining academic medicine, and give you a structured eight step approach with an optimal timeline for securing an academic position after residency or fellowship. The MedEdPORTAL publication detailing this is titled "How to Find an Academic Position After Residency: Who, What, When, Where, Why, and How" and can be seen below:

The screenshot shows the MedEdPORTAL website interface. At the top left is the AAMC logo. A search bar is located at the top right. The article title is prominently displayed in the center. Below the title are the authors' names and a DOI link. A sidebar on the left lists navigation options: ABSTRACT, EDUCATIONAL OBJECTIVES, INTRODUCTION, METHODS, RESULTS, and DISCUSSION. On the right, there is a 'DOWNLOAD' button and a list of appendices (A-E). The main content area shows the start of the abstract text.

How to Find an Academic Position After Residency: Who, What, When, Where, Why, and How

Bonnie Simpson Mason, MD, Aiden Lantry, MD, MPH, John P. Sánchez, MD, MPH, Valerie N. Williams, PhD, MPA
https://doi.org/10.15766/mep_2374-8265.10727

Abstract

Introduction: Transitioning from trainee to practicing physician is a process that is not frequently discussed during postgraduate training, but such a discussion is necessary if the number of academic physicians is to increase and physicians from underrepresented communities are to gain insight about the varied opportunities to join academe. This workshop combines a case-based format in its didactic portion with a step-by-step guide and time line to introduce the process for securing an academic position postresidency. **Methods:** Kern's six-step model was used as the framework for the workshop's design, delivery, and assessment. The workshop was presented to medical students and residents at a series of programs fostering the development of the next generation of academic physicians that were offered at host medical schools across the US between July 2016 and May 2017. **Results:** Evaluation data were collected from 64 participants from nine academic medicine conferences across the nation. In comparing pre- and postworkshop responses, there was a statistically significant increase in confidence to find an academic position after residency (1.95 vs. 3.33, paired-sample t test, $p < .001$). More than 50% of respondents agreed or strongly agreed that the workshop's three objectives were met. Participants commented that they appreciated discussions on contracts and the steps they should take following residency in order to successfully obtain an academic position. **Discussion:** This workshop may assist trainees in making better informed decisions about considerations that are important for finding and retaining an academic position long-term.

Here is the link to this module:

https://www.mededportal.org/doi/10.15766/mep_2374-8265.10727

If you have any questions regarding becoming an academic faculty member that are not answered through this module, I encourage you to join our resident and fellow committee to engage in further discussion and learn more!

BNGAP

Building The
Next Generation of
Academic Physicians

I'M A LEADER.

I AM A DAUGHTER OF MARSHALL.

As a medical student at Marshall University,
I embrace my role as a leader in the classroom,
in the clinic and among my peers.



Learn more at jcesom.marshall.edu/diversity
jcesom.marshall.edu



EVMS

Eastern Virginia Medical School



EVMS is proud to be a member of the BNGAP National Pre-Faculty Career Development Initiative as a diversity-minded and inclusive school where all are welcomed, valued and supported to fulfill their potential.

CONGRATULATIONS

to the inaugural fellows of the EVMS/BNGAP Dr. L.D. Britt Pre-Faculty Development Academic Medicine Writing Fellowship Program:

LOIS DAVIS, MD
PGY1 | EVMS Obstetrics and Gynecology

KWASI K. AMPOMAH, DO, MPH
PGY2 | EVMS Physical Medicine and Rehabilitation

STEPHAN DURAN, MD
PGY2 | EVMS Dermatology

MID YEAR CONFERENCE AND SUMMARY REPORT VIDEOS

Have you checked your email?

Workshops from the 2020 BNGAP MID Year Conference are now available on Youtube and soon on all Podcast platforms!

VIDEO LINK

TITLE

[Click Here](#)

Opening Comments

[Click Here](#)

Concurrent Session A
Session on College Students
and Medical Students

[Click Here](#)

Concurrent Session B
Session on Residents

[Click Here](#)

Concurrent Session A
Session on Women

[Click Here](#)

Concurrent Session B
Session on Sexual and Gender
Minorities and American
Indian/Alaska Native

[Click Here](#)

Concurrent Session A
Session on Asians

[Click Here](#)

Concurrent Session B
Session on Hispanic/Latino/
Latina/Latinx

[Click Here](#)

Concurrent Session A
Session on First-Generation
College Graduates and/or
Low-Income in Medicine

[Click Here](#)

Concurrent Session B
Session on
African Americans/Blacks

[Click Here](#)

**Deans' Reflections
on Pre-Faculty
Development
and
Closing Remarks**

MID YEAR CONFERENCE AND SUMMARY REPORT VIDEOS

VIDEO LINK

TITLE

[Click Here](#)

Opening Comments

[Click Here](#)

Concurrent Session A

Key Considerations in
Selecting a Residency or
Fellowship Program

[Click Here](#)

Concurrent Session B

Key Considerations in
Selecting a Faculty Position

[Click Here](#)

Concurrent Session A

Therapeutic and Diagnostic:
CV and Portfolio Preparation

[Click Here](#)

Concurrent Session B

Who are You? Preparing the
Personal Statement and for
the Interview

[Click Here](#)

Concurrent Session A

Who Are You? Preparing the
Personal Statement and for
the Interview

[Click Here](#)

Concurrent Session B

Therapeutic and Diagnostic:
CV and Portfolio
Preparation

[Click Here](#)

Concurrent Session A

Building a Support Team for
Your Interview

[Click Here](#)

Concurrent Session B

Contract Negotiation

Not a member yet?
Register at www.BNGAP.org/registration

 BNGAPINC@gmail.com

 Facebook.com/BNGAP

 BNGAP.org

 Twitter.com/BNGAP1

 ["BNGAP: Diversifying Academic
Medicine" Podcast](#)