Greetings BNGAP Community!

The holiday season is officially upon us. We appreciate your continued commitment to and support of BNGAP and its’ efforts over this past year. As we begin to enter year two of the COVID pandemic we are hopeful and look forward to what 2022 will bring for our BNGAP family.

In retrospect, this year BNGAP had hoped we would be emerging from this pandemic and would be able to come together for our numerous conferences and events. However, as we quickly learned during the planning phases, we had to remain virtual. Virtually, we successfully hosted our LGBTQ+ Health Workforce Conference and Medical Education Seminar as well as additional faculty development programming.

This upcoming year will mark the 10th anniversary for the LGBTQ+ health workforce development conference and celebration in April. If you haven’t already registered do so quickly, it will be a great opportunity for us to reconnect in person.

A special thanks to those that keep us organized: Nicholas Brutus, BNGAP coordinator and Aundarya Montgomery, LGBTQ+ HWC Coordinator. Many thanks to our Academic Medicine Writing Fellowship Co-Directors: Drs. Abali, Lee, Lucas, Medina, Pang, and Williams for all their hard work and dedication.

If you are not following us on Instagram, please do so now so you can stay up to date with all the happenings: @_bngap and @lgbthwc.

Be on the lookout for the January issue which will showcase our achievements along with the release of the 2021 Annual Report.

Wishing all a happy and prosperous 2022!

CHERYL BREWSTER, EDD
EXECUTIVE BOARD MEMBER, BNGAP INC.
BNGAP was recently awarded a President’s grant ($25,000) from the Josiah Macy Jr, Foundation for our project entitled: BNGAP: Designing Pre-Faculty Competencies for Diverse Medical Students and Residents. The grant will fund the development of a pre-faculty (medical student and resident) competencies for diverse trainees to support their success in achieving careers in academic medicine. The co-PIs of the grant (JP Sanchez, Ray Lucas, Rosa Lee) are creating a work group representing key stakeholder groups to develop a draft of the competencies and related milestones for medical students and residents. This draft will then be reviewed by reactor panels to guide revision and refinement of the competencies. BNGAP community members and executive board members are invited to participate as members of the reactor panel.
Job Description (Executive Diversity Officer Position):

The EDO will serve as the SOM representative to the HSC Office for DEI Inclusive Excellence Council (IEC) and will be expected to work collaboratively with DEI representatives from the Colleges of Nursing, Pharmacy, Population Health, HSLIC, each Health System entity and main campus. The EDO will leverage existing DEI resources and will be closely involved in coordination of and in consultation with departments and offices, the HSC DEI Office and with on-going DEI activities and with new activities as they arise.

The EDO will maintain local, regional, and national engagement in matters related to DEI. The EDO will have the following responsibilities:

Job Description (Senior Operations Manager: Director, DE&I):

The Assistant Dean for Diversity, Equity, and Inclusion (DEI) is responsible for working with the Executive Diversity Officer at the School of Medicine to oversee diversity, equity, and inclusion efforts and special projects. This work involves strategic planning leadership, training oversight, program management, content knowledge expertise, the implementation and monitoring of specific initiatives within the SOM. The Assistant Dean for DEI reports to and serves at the discretion of the SOM Executive Diversity Officer.
Job Description:

The Pediatrics’ Division of Community Health and Research (CHR) at Eastern Virginia Medical School (EVMS) seeks a full-time, 12-month faculty member at the rank of Assistant or Associate Professor, with expertise in behavioral or public health research, and a focus on conducting applied, participatory, and/or policy research addressing pediatric health inequities and advancing the prevention and treatment of disability and disease in the community.

This candidate will join a group of interdisciplinary researchers dedicated to addressing many of today’s most intractable pediatric public health issues that are rooted in human behavior and social conditions – from smoking and substance use to injury and infectious and chronic disease. For over 25 years the division has used community-engaged research to inform the development of initiatives to promote community health and influence positive change. The successful candidate is expected to lead a thematic program of independent research that is competitive for extramural funding. We are particularly interested in those engaged in research focused on addressing inequities and disparities affecting the health of children, teens, and their families.

Qualifications:

An earned doctorate in psychology, social or behavioral science, public health, or closely related field, strong methodological skills, and a demonstrated record of research and scholarship are required. Research interests should complement and expand existing expertise in CHR, which includes substance use; injury prevention; behavior change; maternal/child heath; obesity; respiratory health; CBPR; risk communication; health education; policy and systems change; and rural health. Learn more about the division at https://www.evms.edu/communityhealth. Applicants with promising or demonstrated capacity to build productive interdisciplinary research teams, mentor trainees, and earn external funding are particularly competitive. Applications will be reviewed beginning Sept. 30, 2021 and continue until the position is filled.

To apply, go to http://www.evms.edu/careers, and select faculty position number 1161001. Attach your curriculum vitae, three letters of reference, and a cover letter of application highlighting your program of research. EVMS is an Equal Opportunity/Affirmative Action Employer of Minorities, Females, Individuals with Disabilities, Protected Veterans, and Drug and Tobacco Free workplace. Candidates from diverse backgrounds are highly encouraged to apply.
Job Description:
McGovern Medical School at The University of Texas Health Science Center at Houston (UTHealth), a leading academic health center, invites applications for a full-time (1.0 FTE) non-tenure clinical track, Assistant Professor level in the Department of Internal Medicine, Division of Geriatric and Palliative Medicine.

Position Key Accountabilities:
Responsibilities will include supervision of students, residents and fellows in both clinic and hospital settings. Participation in the Division’s intramural practice and pursuit of scholarly activities is strongly encouraged. The position will include a clinical practice (inpatient and outpatient services) at the Harris Health System: Lyndon B. Johnson Hospital, Baytown Clinic and Settegast Clinic. The successful applicant will contribute to the continued growth and development of an already established comprehensive program which includes educational and research initiatives in geriatric medicine.

Qualifications
- The selected candidate for the position requires to have a Texas Medical License or be eligible for a Texas Faculty Temporary License prior to employment.
- The applicant must have must be board certified in an American Board of Medical Specialties approved training program, have advanced training in geriatric medicine, and be board-eligible or certified by the American Board of Internal Medicine or the American Board of Family Practice.
- Academic rank and salary are commensurate with qualifications and experience. UTHealth is an EEO/AA employer.

UTHealth does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, or veteran status or any other basis prohibited by law or university policy. EOE/M/F/Disabled/Vet.

–Link to Posting–
Please submit letters of application, curriculum vitae and three references to The University of Texas Health Science Center at Houston online job application site at: http://p.rfer.us/UTHwXmBn8 https://uthealth.jobs/texas-medical-center-houston-tx/assistant-professor-geriatric-internal-medicine-mcgovern-medical-school/a1aded21381946a9af0d6c811e478495/job/
Job Description:
The University of Arizona Department of Radiation Oncology is currently seeking a Radiation Oncologist to join a team of six physicians. This is an exceptional opportunity to join a team of established faculty, while providing support to a busy service line in Southern Arizona. Work in an academic research-oriented environment with great opportunities for interdisciplinary collaboration. Treat your patients with the most cutting-edge technology available and help make a difference in the lives of our diverse population. The qualified candidate will have an academic appointment with the University of Arizona consistent with their credentials.

Job Details
Clinic Hours: Monday – Friday (8 AM – 5 PM)
Call Schedule: 1 day / week, 1 weekend / 7 weeks
Patient Load: 100-150 daily clinic & treatment visits; 180-200 new patient consultation per year
We value and celebrate equity, diversity and inclusion by promoting and cultivating a culturally-rich workforce honored to serve, support and provide services to our diverse communities. At Banner we are a tapestry of cultures, experiences and expressions, and we are HERE FOR EVERYONE.

Qualifications
BE/BC in Radiation Oncology
AZ medical license
Desire to teach and mentor residents and medical students
New grads and experienced physicians encouraged to apply
To support our diversity and inclusion efforts, we encourage you to mention this site when you apply or send your cover message with CV to Tara Waltz, Sourcing Strategist at doctors@bannerhealth.com

Contact
Tara Waltz, Sourcing Strategist – Physician & Provider Recruitment
(email: tara.waltz@bannerhealth.com)

–Link to Posting–
https://practicewithus.bannerhealth.com/s/job-board?id=a3l3u000000C3u5&src=AAN#
JOB LISTING

CLINICAL FACULTY: KANSAS HEALTH SCIENCE CENTER

Job Description:
Reporting to the Senior Associate Dean for Academic Affairs this role will function as member of a collaborative teaching team, will develop and deliver a medical curriculum for clinical sciences. We are seeking areas of specialty included, but not limited to, internal medicine, family medicine, genetics, pediatrics, pathophysiology.

SPECIFIC RESPONSIBILITIES:
Teaching (75%)
Administration (5%)
Service (10%)
Research and Scholarly Activity (10%)

QUALIFICATION(S):
A clinician educator with a track record of proven effective academic and administrative experience in Medical education.
- A doctoral degree in one of the anatomical disciplines from a nationally accredited institution of higher education, or a DO or MD degree with appropriate experience.
- Current, unrestricted medical license
- Current Board Certification in specialty
- Good standing with all regulatory and governmental boards and agencies
- Experience preferred using innovative teaching methods which might include team-based learning, ‘flipped classroom’, problem-based learning, distance learning, interactive large group presentation, audience response systems, curriculum delivery systems (e.g. Canvas), and proficiency in exam item (COMLEX and/or USMLE) writing
- A substantial record of success as an educator, and of managing personnel.
- Experience in publication/national presentations.

KEY COMPETENCIES
- Leadership abilities in influencing and shaping performance
- Strong interpersonal skills and enthusiasm to contribute to organizational growth and development
- Strong knowledge base in medical education assessment
- Strong team & people management skills
- Familiarity with AOA COCA requirements
- Strong, effective, and diplomatic oral and written communication skills
ISSUE NO. 21 | DECEMBER 2021

NATIONAL CENTER FOR PREFACULTY DEVELOPMENT

PREFAC Seminars Completed to date:

McGovern Medical School: Health Related Academic Career Development for College and Post-Bacc Trainees PREFAC Seminar (June- July 2021)

Carver College of Medicine - University of Iowa: Health Related Academic Career Development for College and Post-Bacc Trainees PREFAC Seminar (July 2021)

University of Arizona College of Medicine, Tucson Campus: Health Related Academic Career Development for College and Post-Bacc Trainees PREFAC Seminar (September 2021)

Pritzker School of Medicine | The University of Chicago: Health Related Academic Career Development for College and Post-Bacc Trainees PREFAC Seminar (October 2021)

Eastern Virginia Medical School: PREFAC Seminar: Leadership and Academic Medicine (December 2021)

Seminar Registrant Demographic Data 2021- Present:

Of the four seminars held:

- 629 (73%) registrants identified as Female;
- 371 (43%) registrants identified as Underrepresented in medicine (UIM: Black/African-American, Native American, Latina/o/x, Hispanic or of Spanish origin+- LHS+);
- 99 (12%) registrants identified as LGBTQIA+;
- registrants from 35 States represented;
PREFAC SPOTLIGHT

What empowers you to pursue a career in academic medicine?

“To contribute to the progression of making the physician population more reflective of the patient population. Through this, we will be able to begin the conversions to re-earn the trust of the underserved and disenfranchised populations in the healthcare system.”

Deion Ellis
Fourth-Year Medical Student

“I believe the expansion of medical and healthcare curriculums to be consciously considerate of learning and practicing culturally sensitive medicine is significant to best serve diverse populations of patients.”

Mark Andres Bigbey
Second-Year Medical Student
The BNGAP Health Related Academic Career Development Conference for College/Post-Bacc Trainees consists of nine workshops designed to help trainees:

- Explore how research, educational and service work not only makes them competitive for graduate school (dentistry, medical, nursing, population health, pharmacy, health professions, etc.) but also helps them build a foundation for an academic career;
- Describe how to transform research, educational and service work to scholarship to enhance their competitiveness for graduate school;
- Develop and enhance their portfolio to be a more competitive applicant to health professional graduate school and academia;
- Expand their network of graduate school faculty and role models.
Are you interested in learning about innovative workshops and curricula focused on diversity, equity and inclusion? Join us, as Fellows of the National Center for Pre-Faculty Development showcase their new educational projects!

*In conjunction with the LGBT Health Workforce Conference, registration is free for all National Center members*
2022 LGBT Health Workforce Conference®

Celebrating our 10th Annual National Conference in NYC!

APRIL 21-23, 2022

Virtual attendance available

Click Here to REGISTER

Abstract Submission Site NOW OPEN

Abstracts due January 1, 2022
PREFAC SPOTLIGHT

What empowers you to pursue a career in academic medicine?

“If we don’t promote diversity and inclusion in the academic medicine workforce, research in disparities such as language discordance will be lackluster, which will affect the quality of care for so many patients.”

Cayo Gonzalez
Second-Year Medical Student

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