Letter from The Executive Board

Happy New Year 2022!

We hope during these difficult times you were able to connect with your family and friends.

Thank you for your contributions in supporting BNGAP and diversifying the academic medicine workforce. 2021 served as another opportunity to grow existing programs and launch new initiatives.

Growth:
- 17 BNGAP Chapters
- 964 registrants of our five Fall academic career development seminars
- 10th Anniversary of National LGBT Health Workforce Conference
- 2 journal publications and 1 new book (10 chapters) Health Professions and Academia: How to Begin Your Career (by 36 diverse co-authors)
- Enhanced website

New:
- Funded by Josiah Macy Jr. Foundation to design Pre-Faculty Development Milestones and Competencies
- Position Postings in Newsletter

We look forward to supporting you, your peers and your institutions in 2022!

Gratefully,

Executive Board and Leadership
BNGAP Inc.
Happy New Year!
NATIONAL BNGAP EXECUTIVE BOARD 2021-2022

John P. Sánchez, MD, MPH
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President, BNGAP
Executive Associate Vice President
Health Sciences Center, Diversity,
Equity and Inclusion (DEI), UNM
Professor with Tenure & Vice Chair DEI,
Emergency Medicine, Univ. of New Mexico
School of Medicine (UNM SOM)

Edward Callahan, PhD
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Secretary, BNGAP
Associate Vice Chancellor Emeritus
Academic Personnel, Schools of Human Health
Sciences and Professor Emeritus,
Family and Community Medicine,
University of California, Davis Health

Cheryl Brewster, EdD
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Executive board, BNGAP
Professor and Senior Executive Dean,
Diversity, Equity, and Inclusion,
Roseman University of Health Sciences

Dennis J. Spencer, MD, PhD
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Treasurer, BNGAP
Staff Physician – Division of Pediatric
Gastroenterology and Nutrition,
Boston Children’s Hospital, Harvard
Medical School

Valerie Romero-Leggott, MD
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Executive board, BNGAP
Vice Chancellor for Diversity, UNM
Health Sciences Center, Office for
Diversity, Equity, and Inclusion,
University of New Mexico

Nelson Sánchez, MD
---
Vice-President, BNGAP
Associate Professor of Medicine,
Weill Cornell Medical College
NATIONAL BNGAP LEADERSHIP 2021-2022

Rosa Lee, MD
Co-Director, Academic Medicine Writing Fellowship Associate Dean for Curriculum and Assessment CUNY School of Medicine

Jose Medina, MD
Co-Director, Academic Medicine Writing Fellowship PGY-2, Department of Family and Community Medicine, Sidney Kimmel College of Medicine

NATIONAL CENTER FOR PRE-FACULTY DEVELOPMENT
YEAR IN REVIEW 2021

BNGAP Medical Student Chapters 2021-2022:

1. Albany Medical College
2. A.T. Still University, Osteopathic Medical School of Arizona
3. CUNY School of Medicine
4. (SUNY) Downstate Health Sciences University
5. Geisel School of Medicine at Dartmouth
6. Geisinger Commonwealth School
7. Frank H. Netter MD School of Medicine
8. Lewis Katz School of Medicine at Temple University
9. Marshall University Joan C. Edwards School of Medicine
10. New York Medical College
11. Rutgers New Jersey Medical School (NJMS)
12. Oklahoma University College of Medicine
13. University of Wisconsin School of Medicine
14. University of Colorado School of Medicine
15. University of Nevada, Reno School of Medicine
16. University Of Arizona College of Medicine/Phoenix Children’s Hospital
17. University of California, Riverside School of Medicine
NATIONAL CENTER FOR PRE-FACULTY DEVELOPMENT

YEAR IN REVIEW 2021

BNGAP Chapter Strategic Plan Summary 2021:

Types of workshops held by chapters YTD:
- Introduction to Academic Medicine/BNGAP sessions: 10
- Academic-Physician Panels: 12
- Diversity and Inclusion workshops: 3
- CV/Resume and mentoring workshops: 3
- Data analysis workshops: 2
- Social media/Professionalism branding workshops: 2
- Research presentations: 4
- Introduction to IRB/Manuscript Writing: 4
- Medical School/Residency Planning workshops: 4
- Journal Clubs: 1

*Number of active chapters (2021): 17 (11 Chapters in 2020)*
**Total number of students in chapters: 107**
***average reported turnout: ~15-25 students per session***

Topics covered during national calls (including, but not limited to):
- Introduction and deliverable expectations
- Guest academic-physician and executive board members speakers
- College book discussion: The Health Professions and Academia: A Career of Possibilities
- Planning, implementation, and collaboration on national seminars
- Pre-clinical and clinical academic opportunity discussions
- Inter-chapter collaboration
- Medical student wellness and self-advocacy

Notable journals chapters have submitted work to (including, but not limited to):
- American Journal of Ophthalmology
- MedEdPORTAL
- Journal of the American Medical Association Surgery
- Journal of the American Medical Association Emergency Medicine
- American Association of Pediatric Ophthalmology and Strabismus (JAAPOS)
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YEAR IN REVIEW 2021

National Center Institutions 2021-2022:

1. Albany Medical College
2. Asian Pacific American Medical Student Association
3. Carver College of Medicine, University of Iowa
4. Eastern Virginia Medical School
5. Geisinger Commonwealth School of Medicine
6. Kansas Health Science Center
7. Latino Medical Student Association
8. Marshall University Joan C. Edwards School of Medicine
9. Medical Student Pride Alliance
10. McGovern Medical School
11. New York Medical College Office of Diversity and Inclusion
12. Oklahoma University College of Medicine
13. Planned Parenthood
14. Pritzker School of Medicine, The University of Chicago
15. Rocky Vista University College of Osteopathic Medicine – Southern Utah Campus
16. School of Medicine – Universidad Central del Caribe
17. Stanford School of Medicine, Center of Excellence in Diversity in Medical Education (COEDME)
18. Student National Medical Association
19. University of Arizona College of Medicine – Tucson Office of Diversity, Equity and Inclusion
20. University of California Davis School of Medicine
21. University of California Riverside School of Medicine
22. University of Kentucky College of Medicine
23. University of New Mexico Health Sciences/School of Medicine
24. University of Utah Health
25. Western Michigan University - Homer Stryker MD School of Medicine
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 (Dr. JP Sanchez, Dr. Ray Lucas, Dr. 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.

We are happy to announce the recent accepted book entitled "Health Professions and Academia : How to Begin Your Career" designed to increases undergraduate and graduate students' awareness of, interest in, and preparedness for academic health professions careers. It includes invaluable chapters that emphasize the importance of developing self-efficacy, knowledge, skills, and experiences not just for their resume but to build a foundation to strengthen students for the rest of their professional careers. The book provides the reader with basic information, tools, and a competitive edge through inspirational narratives from diverse graduate students and faculty, self-assessment exercises, and case-based discussion.

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YEAR IN REVIEW 2021

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 FY22 (July 2021-Present):

Of the five (5) seminars held:

- 964 total diverse health career trainees registered
  - Pre-Medical/Dental/Nursing Students, Medical/Dental/Pharmacy Students, Residents, Fellows, Physicians, and Junior Faculty Represented
- 704 (72%) registrants identified as Female;
- 271 (28%) registrants identified as Asian-American
- 444 (45%) registrants identified as Underrepresented in medicine (UIM: Black/African-American, Native American/ Indigenous, Latina/o/x, Hispanic or of Spanish origin+- LHS+);
  - 262 (26%) identified Black or African-American
  - 227 (23%) identified LHS+
  - 26 (2%) identified Native American Indigenous
- 197 (20%) registrants identified as LGBTQIA+
- Registrants hailed from 35+ U.S. States

Of the eleven (11) works published in an academic journal/book:

- 86 unique diverse authors
- 9 (25%) Trainees (Medical Students/Residents)
- 22 (61%) authors identified as Female
- 27 (75%) authors identified UIM
  - 8 (22%) authors identified as Black/African-American
  - 18 (50%) authors identified as LHS+
  - 1 (3%) authors identified as Native American
- 8 (22%) authors identified as Black/African-American
- 4 (11%) authors identified as LGBTQIA+
- 1 (3%) authors identified as Native American

Authors’ Characteristics of BNGAP MedEdPORTAL Publications (2011-2021):

Of the twenty-three (23) works published in MedEdPORTAL:

- 75 unique authors
  - 53 (71%) UIM authors
    - 30 (40%) Trainees
    - 37 (49%) Female authors
    - 15 (20%) LGBTQIA+ authors

Authors’ Characteristics of BNGAP Publications (2011-2021):

Of the fifty-five (55) works published in an academic journal(s)/book(s):

- 121 unique diverse authors
- 66 (54%) authors identified UIM
- 67 (55%) authors identified as Female
  - 19 (15%) authors identified as Black/African-American
  - 17 (13%) authors identified as LHS+
  - 2 (2%) authors identified as Native American
- 37 (30%) Trainees
- 31 (26%) authors identified as LGBTQIA+