For four decades, we have recognized March as Women’s History Month as a way to celebrate successes, elevate potential, and reflect upon the additional work that is needed. We know the history, we see the progress, and yet we have daily reminders of the never-ending work needed to diversify medicine and our academic institutions.

In January 2020, the Association of American Medical Colleges release a statement to acknowledge “that gender equity is a key factor in achieving excellence in academic medicine”. This statement included an explicit call to action for the academic medicine community. This Women’s History Month, I will proudly take this moment to reflect upon how BNGAP’s work and mission directly answers the call to action.

To this end, we encourage the entire BNGAP community to stay encouraged this month and in the months to come. Keep writing and disseminating the important work we know you are doing in your clinics, in the classroom, and in the lab. As Langston Hughes’ prophetic words teaches us, just keep at it, keep doing the work, and keep excelling in your academic aspirations!

“Women continue to be underrepresented in the physician and scientific research workforce despite near parity in entering and graduating students.”

As the Associate Dean for Diversity and Inclusion at the University of Kentucky College of Medicine, I am thrilled at the opportunity to elevate BNGAPs work.

**STEPHANIE WHITE, MD**
**NATIONAL CENTER FOR PREFAC DEVELOPMENT INSTITUTIONAL LEADER, BNGAP INC.**
During BNGAP's Academic Medicine Career Development Conference, participants are walked through the magnitude and persistence of gender inequities in academic progression. The visuals, data, and discussions that take place during this session force us to look beyond ourselves and our peers.

With learning objectives and an organization structure that address other common barriers that perpetuate gender inequities, the BNGAP leadership team actively answers the call to action by providing knowledge, support, and resources.
By collaborating with my chapter’s executive board and participating in BNGAP workshops, I have had the opportunity to learn more about the field of academic medicine. BNGAP has allowed me to expand my academic network and connect with faculty members and medical students across a variety of institutions. I have been fortunate to have several mentors who have guided me throughout medical school and in turn, I find it important to work with other students in order to provide the same mentorship that has been so crucial to my own success. When women are represented in academic medicine, they are able to provide their unique and invaluable perspectives to help guide the next generation of physicians. Additionally, this further translates when serving the patients in our communities. Diversifying the field of academic medicine promotes inclusion of unique perspectives, which optimizes patient outcomes.
My older sister and I are about 20 years apart, but she has always been one of my greatest sources of inspiration. Among many things, she is a nurse practitioner, and because I have always known her as a healthcare provider, I never thought that my gender or the color of my skin could prevent me from entering medicine. Similarly, my pediatrician, a long-time friend and mentor of my sister, was a woman who owned her own clinic and cared for me, my younger brother, and many of the children in my elementary school. Besides seeing my physician, many of my memories from that clinic include interacting with its nurses or receptionists, all also women. It was not until my younger brother switched to a male pediatrician around middle school that it dawned on me that not all healthcare workers were women.

Historically, a woman’s place in academia has been a topic of debate, but women, especially women of color, are critical for the success and growth of academia. I am fortunate to have grown up in an environment where I could interact with women from medicine and academia, and it is because of these connections that I felt driven to pursue a career in this field. Unfortunately, I can easily imagine a situation where another young, Black girl did not see people like her in these positions and may have concluded that she could not exist in those roles. By fostering connections with the next generation as BNGAP does, we can continue to inspire and grow women’s representation in academia and remind our communities that yes, we do exist, and we are thriving.
NATIONAL CENTER FOR PRE-FACULTY DEVELOPMENT
UPCOMING INSTITUTIONAL SEMINARS 2022

*Please find an updated list of all seminars/conferences for the upcoming year on the BNGAP homepage under "schedule of activities."

March 4th, 2022 - PREFAC Seminar Leadership and Academic Medicine
(Register Here)

Host: John P. and Kathrine G. McGovern Medical School
Asia.T.McClearyGaddy@uth.tmc.edu
https://med.uth.edu/

April 30th, 2022 - PREFAC Seminar Leadership and Academic Medicine
(Register Here)

Host: University of California, Riverside, School of Medicine
BNGAPCoordinator@gmail.com
https://medschool.ucr.edu/

This innovation will also be a seminar OPEN TO ALL but tailored to encourage trainees (medical students, residents) who are underrepresented in academic medicine (women, LGBTQ, and racial and ethnic minorities) to consider leadership opportunities during medical school and residency and a future career in academic medicine career.

During the 1 day event, learners will be able to:

- Describe the role and responsibilities of various medical school offices
- Navigate the array of leadership opportunities for medical students and residents in the various medical school offices or organizations
- Describe the benefits of engaging in leadership opportunities in the various medical school offices, especially as a diverse individuals
- Explore academic medicine career fit with their personal and professional interests
- Expand their network among academic medicine colleagues and role models.
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.
NEW JOB LISTINGS

STANFORD MEDICINE

CVMED - 47322 - ACADEMIC CARDIOLOGIST

The Stanford Prevention Research Center and the Division of Cardiovascular Medicine at Stanford University are recruiting one full-time academic clinical cardiologist at the rank of Assistant Professor in the University Medical Line as a joint appointment in the Stanford Prevention Research Center and the Division of Cardiovascular Medicine in the Department of Medicine at the Stanford University School of Medicine. The candidate must be MD, MD/PhD, clinically active and board certified/board eligible in cardiovascular disease. Clinical responsibilities would include participation in the care of inpatients and outpatients with or at high risk for cardiovascular disease.

MEDICAL DIRECTOR OF ADULT LGBTQ+ PROGRAM – 47314

The Division of Primary Care and Population Health in the Department of Medicine at Stanford University is seeking to fill a leadership position in LGBTQ+ Health. The inaugural Director of the Adult LGBTQ+ Health program should be an accomplished clinician-administrator or clinician-investigator-administrator who would fulfill criteria for appointment at the level of Associate or Full Professor in the University Medical Line or as Clinical Associate or Clinical Professor in the Clinician Educator Line. The position entails a combination of clinical practice, clinical research, education, and program administration depending on the qualifications of the successful candidate. Applicants must have an MD or DO degree with Board Certification in Internal Medicine or Family Medicine.

For more information regarding these positions and more please
Lahia Yemane, MD - Clinical Associate Professor, General Pediatrics
lyemane@stanford.edu

LINK TO ADDITIONAL POSITIONS
NEW JOB LISTINGS
UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE - PHOENIX

SR. ASSOCIATE DEAN OF ACADEMIC AFFAIRS

Link to Department of Academic Affairs

Link to Submit Application

CHAIR, NEUROLOGY

Link to Department of Neurology

Link to Submit Application

CHAIR, OB/GYN

Link to Department of Obstetrics and Gynecology

Link to Submit Application

For more information regarding these positions please contact Coordinator of Faculty Affairs, Cameron Rua-Smith
cameronruasmith@arizona.edu
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*
The Tenth Annual LGBT Health Workforce Conference

ENVISIONING THE FUTURE LGBTQ+ HEALTH WORKFORCE

April 21-23, 2022
Virtual attendance available

Click Here to Register
Abstract Submission Site NOW OPEN
Abstracts due January 1, 2022
Why is it important to promote diversity and inclusion in the academic medicine workforce?

“It is a fundamental necessity to ensure that everyone is represented, included, belongs and flourishes in the academic medicine environment. This translates to sustained creativity and unique approaches and perspectives to healing and health in our communities.”

Adwoa P. Osei
Junior Faculty

“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
Why is it important to promote diversity and inclusion in the academic medicine workforce?

“Having a diverse group helps to ensure our curriculum both resonates with all students and helps us to try and identify and prevent bias in our teaching. Ideally we hope to have a workforce that represents all patients and students.”

**Dr. Angela Carrick, DO**
Associate Dean of Pre-Clinical Education

Not a member yet?
Register at [www.BNGAP.org/registration](http://www.BNGAP.org/registration)