Dear BNGAP community,

Now entering its 3rd year, the National Center for Pre-Faculty Development has experienced tremendous momentum in recognition, sustainability, and excellency. Over the last year, the center was able to support academic health centers and national organizations to work towards diversifying academic medicine through pre-faculty development. Pre-Faculty development is defined as “providing trainees with foundational self-efficacy, knowledge, skills, and experiences to be successfully appointed, and eventually promoted and tenured within an academic institution. (Sánchez JP and Williams V, 2019.)”

As we approach the start of the new academic year and welcome the new class of students and cohort of residents within your respective institutions, it is important to recognize the significant impact we all share in cultivating the next generation of academicians, from students to senior faculty.

This organization was founded on the idea that the community should not only be reflected in the clinicians that provide care but also within the academic workforce that shape the education for new providers. As BNGAP continues to grow in reputation and notoriety, we reflect on the significant involvement of college students, medical students, residents, and fellows, that helped in further growing the Pre-Faculty pipeline. We are excited to announce the creation of the National Pre-Faculty Council where Pre-Faculty trainees will work together to achieve BNGAP’s mission and support the other entities within BNGAP (National Center, local chapters, Resident Advisory Committee, LGBT HWC, etc).

We look forward to another successful year for the National Center!

Best,

NICHOLAS N. BRUTUS, M.D. CANDIDATE COORDINATOR, BNGAP INC.
CALL TO ACTION: STARTING A BNGAP CHAPTER

Since their creation in 2011 at the Albert Einstein School of Medicine, BNGAP chapters have served diverse medical students and residents at over twenty different allopathic and osteopathic medical institutions. Our national chapter network serves to connect students to a community purposed to facilitate the advancement of under-represented ethnic, racial, and gender identities in academia. BNGAP chapters also get access to an organized drive of published teaching and monthly needs assessments from national leadership to help in the advancement of chapters on an individual level.

Chapter Goals:
1. Explore academic medicine careers to fit with trainees’ personal and professional interests;
2. Navigate the array of academic medicine career paths and opportunities;
3. Develop and enhance trainees’ academic medicine portfolio;
4. Expand trainees’ network among academic medicine colleagues and role models.

Each year, the BNGAP chapter will work to fulfill the BNGAP mission and goals at their individual institution with the following objectives, with specific activities outlined in the strategic plan.

To set up a formal BNGAP chapter orientation at your institution, please contact National Coordinator Nicholas Brutus MSIII (BNGAPCoordinator@gmail.com)
The National Center for Pre-Faculty Development was conceptualized after reflecting with BNGAP members at the 10th Anniversary Celebration on BNGAP’s next innovation to diversity academic medicine. Launched July 1, 2020 the Center provides a new formal structure to guide and lead academic health centers, national organizations, and community-based organizations as they collectively focus on Pre-Faculty Development as a means to diversifying academia. The concept of Pre-Faculty Development is defined as “providing trainees with foundational self-efficacy, knowledge, skills, and experiences to be successfully appointed, and eventually promoted and tenured within an academic institution (Sánchez JP and Williams V, 2019).”

Over the past year, the institutional center members school have been mentioned through our web-site, email listserv, Facebook, and Twitter accounts as well as through our conferences.

- 77,900+ Unique e-mails opened from listserv (300% increase from FY21) and 15,700+ clicks/downloads from email (1,048% increase from FY21)
- 130+ New followers (@BNGAPI) on twitter, 37,000+ post impressions, and 82 mentions of the Center over 2021-2022 academic year
- 1500+ trainees registered to BNGAP local, regional, and national seminars (National LGBT Health Workforce Conference and Medical Education Conference) and 11 seminars were implemented through the collaboration of 25 medical schools and academic health centers, and 4 national student organizations (Seminars titled Health-Related Academic Career Development Seminar for College and Post-Bacc Trainees, PREFAC Seminar Academic Medicine Career Development, PREFAC Seminar Engagement, and Leadership in Academic Medicine).
NATIONAL CENTER FOR PRE-FACULTY DEVELOPMENT
2021-2022 INSTITUTIONAL MEMBERS - THANK YOU!

Asian Pacific American Medical Student Association (APAMSA)
Latino Medical Student Association (LMSA)
Stanford School of Medicine, Center of Excellence in Diversity in Medical Education
Kansas Health Science Center
University of Arizona College of Medicine - Tucson Office of Diversity, Equity and Inclusion
University of Kentucky College of Medicine
Carver College of Medicine, University of Iowa
Medical Student Pride Alliance (MSPA)
Student National Medical Association (SNMA)
Oklahoma University College of Medicine
Pritzker School of Medicine, The University of Chicago
Rocky Vista University - Southern Utah Campus
Marshall University Joan C. Edwards School of Medicine
University of California Riverside School of Medicine
McGovern Medical School
University of California Davis
Planned Parenthood
University of New Mexico School of Medicine
Universidad Central del Caribe
New York Medical College Office of Diversity and Inclusion
Albany Medical College
Geisinger Commonwealth School of Medicine
Eastern Virginia Medical School
Western Michigan University - Homer Stryker MD School of Medicine
University of Utah Health
CALL TO ACTION: CREATION OF NATIONAL PRE-FACULTY COUNCIL

In recognizing the significant growth of the BNGAP Chapters and the notable involvement of college students, medical students, residents, and fellows in the BNGAP community, we are excited to announce the creation of the National Pre-Faculty Council. This council, which consists of five (5) appointed positions, will bring together motivated trainees interested in leading a national initiative of pre-faculty development. This council, appointed by the executive board, will work together to achieve BNGAP’s mission.

New Leadership Positions (1-year commitment):

- National President
- Vice-President of Chapter Membership
- Vice-President of Academic Writing
- Vice-President of External Affairs
- Vice-President Communications and Outreach

Please look out for future emails with will include title descriptions and applications. For any questions regarding the creation of the national student board please email Coordinator Nicholas Brutus (BNGAPcoordinator@gmail.com).

BNGAP NATIONAL LEADERSHIP STRUCTURE
Health Professions and Academia: How to Begin Your Career 1st Ed. 2022 Edition

This book 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. These invaluable, authentic narratives will inspire, hearten, and encourage readers to pursue their health professional and academic careers confidently. Additionally, chapters outline the necessary tools for getting the most out of one's educational, research, service and leadership activities and optimize their competitiveness for graduate school and as pre-faculty.

Unique, timely, and comprehensive, Health Professions and Academia provides undergraduate and graduate students with content to develop as competitive applicants to health-related graduate school and build a foundation from which they can establish successful careers in academia as future faculty, senior administrative leaders, and change agents.

Pre-order today! (Click for link to purchase)
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