Another academic year is upon us! I’m excited to welcome our new medical student and resident learners and new faculty.

BNGAPs 3rd National Pre-Faculty Career Development Conference is scheduled for November 4-5, 2022. We are still seeking abstract submissions for oral and poster presentations and for nominees for one of our leadership awards. This year’s conference has two foci: 1) further discussion of Pre-Faculty Competencies and Milestones and 2) enhancing the advisee-advisor relationship to maximize organizational goals.

As BNGAP grows its number of chapters across the country, we look to create a National Pre-Faculty Council. The application deadline has been extended to September 15, 2022.

September is a particularly intense month for learners applying for residency. BNGAP has joined LMSA in highlighting the unique challenges that medical students in Puerto Rico when applying for residency positions in the mainland U.S. The results from a recent study, which we include in this newsletter, is startling and unfortunate. We ask learners, faculty, and staff to share these findings with your GME leaders.

Remember, the BNGAP Health Professions and Academia; How to Begin Your Career Book is published and available through Springer. Please consider sharing and disseminating among your pre-health professional graduate students.

See you November 4-5, 2022.

Gratefully,

J.P. Sánchez MD, MPH
President, BNGAP Inc.
3RD BNGAP NATIONAL ‘PRE-FACULTY’ CAREER DEVELOPMENT CONFERENCE (NOVEMBER 4TH - 5TH)

REGISTER TODAY!

REGISTRATION LINK:
HTTP://BNGAP.ORG/NATIONAL-CONFERENCE/

PREFAC
Empowering Future Academic Careers
3RD BNGAP NATIONAL ‘PRE-FACULTY’ CAREER DEVELOPMENT CONFERENCE (NOVEMBER 4TH - 5TH)

STRENGTHENING THE ROLE AND RELATIONSHIP OF ADVISOR AND ADVISEE: CALL FOR ABSTRACTS!

The BNGAP National ‘Pre-Faculty’ Career Development Conference for Diverse Trainees and Faculty is the first forum to bring together trainees, faculty, and senior leaders to share and discuss activities and best practices in building the next generation of academic health professionals. The conference will have a focus on maximizing the roles of chapter advisors and chapter student leaders, and on optimizing the relationship between chapter advisors and chapter student leaders to achieve mutually beneficial outcomes.

Topics of Particular Interest In Relation to the Role and Relationship of Chapter Advisor and Advisee (Learning Objectives)

- Define and enhance the role and responsibilities of chapter advisors and student leaders
- Maximize the relationship between chapter advisor and chapter student leaders/advisees to achieve organizational goals and common professional goals
- Achieve management and leadership skills through advisor/advisee role that are foundational for continued success
- Transform experiences and achievements to diversity capital and avoiding minority taxation and to Address Tokenism
- Learn to balancing role – “chapter advisor and faculty/staff member” or “student and chapter leader”
- Manage critical conversations between chapter advisee/leader and advisor
- Provide feedback to chapter advisee/leader and advisor
- Harness institutional support for chapter goals and activities
- Balance student oversight between chapter advisor and student affairs, medical education, GME
- Manage microaggressions/discrimination/harassment by chapter advisee/leader and advisor

Tentative Schedule Available on Website:
http://bngap.org/pre-faculty-development-conference/

Abstract Submission Link: http://bngap.org/lgbthwfconf/abstracts-pre-faculty/

Registration Link: http://bngap.org/national-conference/
Between July 19, 2022 - August 22, 2022, the Latino Medical Student Association (LMSA), the largest and oldest national organization for the advancement of LHS+ identified students in medicine, launched a national needs assessment to better document experiences of discrimination faced by LHS+ identified medical students when applying to residency programs, especially students matriculated at the four LCME-accredited medical schools in Puerto Rico.

This first-ever needs assessment was in response to personal accounts and an email from the Association of American Medical Colleges (AAMC) reminding academic medicine community members that “…the four medical schools in Puerto Rico are fully accredited by the Liaison Committee on Medical Education (LCME). Residents of Puerto Rico are U.S. citizens who carry U.S. passports, and graduates from these medical schools are graduates of a U.S. medical school, not international graduates.” (AAMC Announcements and Information - May 9, 2022) LMSA leaders, in collaboration with the four medical schools in Puerto Rico, and Dowin Boatright, MD, MBA, MHS have been concerned that considering LHS+ identified matriculants of AOA- and LCME-accredited medical schools on the U.S. mainland and in Puerto Rico as “international”, “non-U.S. citizens” or “non-English speakers” is discriminatory and places an inequitable burden on these trainees as they apply for residency positions and strive to become physicians for our U.S. population, which is nearly 18.9% LHS+ identified (U.S. Census Bureau, QuickFacts, https://www.census.gov/quickfacts/fact/table/US/PST045221, accessed on August 29, 2022)
LATINA/O/X/E, HISPANIC OR OF SPANISH ORIGIN+ (LHS+)-IDENTIFIED MEDICAL STUDENTS CONTINUE TO FACE UNIQUE EXPERIENCES OF DISCRIMINATION DURING THE RESIDENCY SELECTION PROCESS

A high proportion of LHS+ identified medical students, irrespective of medical school location, have heard from upper-class persons that they experienced offensive questions/comments regarding their English proficiency, the medical school they attended, and citizenship status. The aforementioned forms of discrimination may contribute to increased stress, anxiety, or imposter syndrome among LHS+ identified medical student applicants to residency programs and cause discriminatory rejections when applying to residency programs.

LMSA ACTION

Register to participate in LMSA-sponsored upcoming webinars on Addressing Unique Experiences of Discrimination Faced by LHS+ Identified Individuals During the Residency Selection Process taking place Wednesday, September 7, 2022 at 5 pm MST and Friday, September 9, 2022 at 10 am MST. Registration Link: https://form.jotform.com/222405227018042 In addition, all learners, faculty, and staff can report episodes of discrimination, at any time, to the AAMC ERAS Investigations via erasinvestigations@aamc.org, your medical school leadership (e.g. Dean of Students Affairs, Dean for GME/DIO, Dean of Diversity) or to your University Office for Equal Opportunity. Residents or fellows can make formal complaints about their treatment in their program via complaints@acgme.org Feel free to also contact LMSA leadership for further information – Director Deion Ellis MD, MMS at dlellis@salud.unm.edu, LMSA National Executive Director J.P. Sanchez MD, MPH at exec.director@lmsa.net, or LMSA National President Gualberto Muñoz MS IV at president@lmsa.net
DEVELOPMENT OF BNGAP PRE-FACULTY COMPETENCIES AND MILESTONES

BNGAP was recently awarded a President’s grant ($25,000) from the Josiah Macy Jr. Foundation for a project entitled: BNGAP - Designing Pre-Faculty Competencies for Diverse Medical Students and Residents. The grant will fund the development of 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 are Rosa Lee, Ray Lucas, and J.P. Sánchez. A work group representing key stakeholders has been established to draft the competencies and related milestones for medical students and residents (table below). The work group held its inaugural meeting on January 21, 2022 and plans to develop a draft of competencies and related milestones by spring 2022. This draft will then be reviewed by reactor panels in summer 2022 using a modified Delphi process to guide revision and refinement of the competencies. The work group will refine and finalize its competencies and milestones based upon reactor panel feedback and plans to complete a manuscript and dissemination plan by the end of 2022.

We seek to enlist diverse members of the allopathic and osteopathic community to serve on the reactor panels for this project. In particular, the reactor panels should be broadly reflective of diverse medical students and residents as well as leaders across academic medicine in UME, GME, clinical departments, and faculty affairs. We ask BNGAP community members and affiliated organizations to help us recruit the entire academic medicine community as part of the reactor panels. Persons who are interested in participating in the reactor panel may contact the grant project administrator, Dr. Ashley Rodgers at avrodgers93@gmail.com.
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

Application Deadline Extended (09/15/2022): Link Below: https://docs.google.com/forms/d/e/1FAIpQLScXGp6eijUkEwz13S100_gOvWUFTOR46KubUcqvyuGi3Fhg/viewform?usp=sf_link

For any question regarding the application, please contact BNGAPCoordinator@gmail.com.
BNGAP COLLEGE BOOK: PRINTS AVAILABLE!

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.
JOIN US ON NOVEMBER 4TH AND 5TH!

3RD BNGAP NATIONAL ‘PRE-FACULTY’ CAREER DEVELOPMENT CONFERENCE
November 4th and 5th

Session:
"Defining and enhancing the role and responsibilities of chapter advisors and student leaders"

Register Today!

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