
Congratulations to the following Endowed DEI Leaders

Nilda Soto M.S. Ed., Nilda Soto Diversity, Equity, and Inclusion (DEI) Excellence Award. A native Bronx resident, who served for 32 years as Assistant Dean for the Office for Diversity Enhancement at the Albert Einstein College of Medicine, Bronx, NY. (info attached)  
- Donations can be sent to https://www.einsteinmed.edu/alumni/give/ and put “Nilda Soto Endowed Scholarship” in the comment section.
Congratulations to the following Endowed DEI Leaders

Valerie Romero-Leggott MD - Dr. Valerie Romero-Leggott MD Diversity, Equity, and Inclusion Excellence Award. A native New Mexican, she has served in many positions including as Inaugural Vice Chancellor for Diversity of the Health Sciences Center, leading the formation of the Office for Diversity at the Health Sciences Center, University of New Mexico, Albuquerque, New Mexico

Nelson Sanchez MD - Dr. Nelson Sanchez LGBTQ+/Diversity, Equity, and Inclusion Excellence Award. A native New Yorker, has led the National LGBT Health Workforce Conference and numerous LGBTQ+ related research and educational endeavors over the past 15 years. Current GDI Committee Member. (More info forthcoming)
From the inception of the National Center for Pre-faculty Development, the center has welcomed ten (10) new institutions to support the novel 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. BNGAP is proud to have the representation of Allopathic, Osteopathic, and national medical student organizations to support its mission. While two (2) members have dropped from the center, these institutions are still committed to support BNGAP through national planning and for the LGBT Health Workforce Conference.

Pre-Faculty Development

To provide trainees with foundational self-efficacy, knowledge, skills, and experiences to be successfully appointed, and eventually promoted and tenured within an academic institution.

(Sánchez J.P. and Williams V., 2019)
The PREFAC Health Related Academic Career Development Seminar 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

Demographics

Total Registrants: 712

Black/African-American (35.4%), LHS+ (23.6%), Asian (18.3%), White (25%)

Men (24.6%), Women (74.4%)

Most Represented Institutions: University of Arizona (22.9%), Old Dominion University (7.7%), CUNY, Hunter College (4.5%)

NATIONAL CENTER SEMINARS 2020 - 2022

Health Related Academic Career Development for College and Post-Bacc Trainees (Metrics)
PREFAC Seminar Academic Medicine Career Development (Metrics)

These regional seminars are OPEN TO ALL but are tailored to encourage trainees (medical students, residents, PhDs) who are underrepresented in medicine (women, LGBTQ, and racial and ethnic minorities) to consider academic medicine careers.

During the 1 ½ day seminar, learners will be able to:
• Explore academic medicine careers to fit with their personal and professional interests.
• Navigate the array of academic medicine career paths and opportunities.
• Develop and enhance their academic medicine portfolio.
• Expand their network among academic medicine colleagues and role models.

Workshop Topics
• Diversity and Inclusion in the Academic Medicine Workforce
• Academic Medicine Career Roles and Responsibilities
• Building a Supportive Career Team
• Leadership Development
• Educational Scholarship
• Research Scholarship
• Service Scholarship
• Academic Medicine Career Portfolios and Promotion
• Finding an Academic Residency
• Finding an Academic Position After Residency

Demographics

Total Registrants: 618

Black/African-American (20.1%), LHS+ (20.2%), Asian (22.4%), White (37%)

Men (38.8%), Women (59.7%)

Most Represented Institutions: New York Medical College (8.9%), Rocky Vista University (7.7%), University of Oklahoma College of Medicine (6.5%),
The Leadership and Academic Medicine Seminar: Opportunities for Diverse Medical Students and Residents

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.

Demographics

Total Registrants: 618

Black/African-American (20.1%), LHS+ (20.2%), Asian (22.4%), White (37%)

Men (38.8%), Women (59.7%)

Most Represented Institutions: New York Medical College (8.9%), Rocky Vista University (7.7%), University of Oklahoma College of Medicine (6.5%)
Writing Fellowship

This on-line one to two year fellowship will introduce a medical student/resident/fellow/faculty member to the following:

a) Opportunities to publish in medical education journals;
b) Components and best practices to submitting a project to MedEdPORTAL;
c) Work in a team to submit a scholarly project to MedEdPORTAL

Fellow demographics 2020 - 2021

52 Total Fellows
72% Women, 69% URiM, 16% LGBTQ+
41% Medical Students, 22% Residents, 38% Junior/Senior Faculty

Accepted Modules (examples):

Screening for Toxic Stress Response and Buffering Factors: A Case-Based, Trauma-Informed Approach to Health Equity
Adwoa Osei, MD, Camila Garcia Paz, MD, Mallory Stuparich, MD, Rebeca Racataian-Gavan, MD, Laurel Nelms, Yasmine Suliman, Amanda Smith, LCGW, MoazzumBajwa, MD
https://doi.org/10.15766/mep_2374-8265.11224

A case-based workshop to train medical students in assessing social determinants of health needs and connecting with community resources.
Burke K, MPH, Bigham, G, Ferrara-Leach, G MPH
https://doi.org/10.15766/mep_2374-8265.11232

Mistreatment in Residency: Intervening with the REWIND Communication Tool
Joyce Pang MD, Natasha Navejar BS, JP Sanchez
https://doi.org/10.15766/mep_2374-8265.11245
Congratulations to the Rowan University School of Osteopathic Medicine the start the new chapter.

BNGAP’s mission is to help diverse medical students and residents become aware of academic medicine as a career option and to provide them with the resources to further explore and potentially embark upon an academic medicine career.

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.

Contact: BNGAP.RowanSOM@gmail.com
It’s time to rebuild. And the AMA is ready.

AMA 175 YEARS

Special thank you to the American Medical Association (AMA) for supporting the 3rd BNGAP National ‘Pre-Faculty’ Career Development Conference

AMA Sponsor Video

ama-assn.org/recovery
#FightingForDocs
Why do you want to be a faculty member or senior administrator?

“I want to be part of developing and supporting pipeline programs for underrepresented students to continue to diversify medicine. I want to continue to support those like me navigating through medicine. I want to lead interventions in order to improve the lives of my patients and that starts with our education and workforce.”

Yaritzy Michelle Astudillo
PGY2

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

“Having a diverse group helps to ensure our curriculum 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

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

“The academic workforce needs both the expertise of practitioners and the unique perspectives of those who are able to highlight new ways to approach patient care.”

Damon Alvarez
Third-Year Student Pharmacist

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

“I believe it is important to draw wisdom from different sources. If knowledge only comes from one place, it becomes rigid and stale. By promoting diversity and inclusion within medicine, we can work to better ourselves, our patients, our community, and the perspectives through which we learn medicine.”

Chris Hannum
Second-Year Osteopathic Medical Student

“For myself as a member of the LGBTQ+ community, mentorship has been a particularly important aspect of my medical education thus far, and it has made me feel empowered to build a real community at McGovern.”

Seena Ounsinegad
Third-Year Medical Student

Why do you want to be a faculty member or senior administrator?

“I aspire to become faculty at a medical institution to enhance, reshape, and elevate medical education to better represent and care for our diverse healthcare population. Importantly, to provide a voice in academia for traditionally marginalized groups.”

Nicholas N. Brutus
Second-Year Medical Student

Empowering Future Academic Careers
Give Someone You Love

the Opportunity
to Become a
Dean!

Purchase Today!

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