



15th Anniversary  
NYC | Belfer Research Building

# BNGAP Pre-Faculty Career Development Conference



Impact through Community  
Building, Scholarship and  
Resilience

April 30 - May 2, 2026

[BNGAP.org](http://BNGAP.org)



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# Welcome

**April 30, 2026**

Dear Conference Registrants,

Welcome to the 2026 BNGAP National Pre-Faculty Career Development Conference and BNGAP's 15th Anniversary! The theme of this year's conference is ***Impact through Community Building, Scholarship and Resilience***. Thank you to the organizers of the 23 plenaries, workshops, and activities being offered over the next 3 days!

Over the past 15 years, BNGAP has grown from a research initiative, developed to understand factors influencing diverse pre-faculty learners' interest in academic careers, to a 501(c)(3) organization consisting of a national membership. Through partnership with medical student and physician led organizations, such as AMA, AAIP, ANAMS, APAMSA, LMSA, MSPA, NAMME, NHHF, NHMA, NMA, SNMA we have been able to better understand the barriers and facilitators to college students, medical students, residents, and fellows in pursuing academic careers. This foundational research work has led to nearly 60 BNGAP sponsored journal publications and two seminal books to help raise diverse pre-faculty learners' awareness of, interest in, and preparedness for academic careers. Through our National Center for Pre-Faculty Development, our medical school and health science center partners have implemented 90 pre-faculty career development seminars with over 4,500 attendees.

This year's conference presents a glimpse of some of the new, exciting and innovative educational work being undertaken by BNGAP community members such as the mentoring program in New Mexico; pre-faculty efforts at John C. Edwards School of Medicine; the Pre-Faculty Registry and Dashboard; the first state-based bilingual, LHS+ health equity medical education program and much more.

Together, we have built a community that exemplifies integrity, scholarship and resilience. The BNGAP Board hopes that the conference serves as an opportunity to pause, reflect, and remind yourself of your journey, challenges overcome, and successes over the past 15 years as we re-charge and set a successful path for the next 15 years.

Gratefully,

John Paul Sánchez MD, MPH  
Executive Director, BNGAP Inc.  
& BNGAP Board

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# Agenda

Thursday April 30 EST

Elmhurst Hospital  
A1-22 Auditorium & and Conference Room A1-15  
79-01 Broadway, Elmhurst, NY 11373  
Zoom Link - <https://us02web.zoom.us/j/88666489295>

**5:00 PM – 8:00 PM**

## Opening Reception

Elmhurst Hospital-San Juan Baustista School of Medicine-Ponce School of Medicine (ESP)  
Bilingual Medical Education Program Together Building the First Mainland LHS+ Health  
Equity/Bilingual Medical Campus

Moderator: **John Paul Sanchez**, MD, MPH, Executive Director, BNGAP Inc.

- **Joe Betancourt**, MD, MPH, President of the Commonwealth Fund
- **Ernesto Vazquez-Nevarez** MSIV, Universidad Central Del Caribe School of Medicine
- **Ely Cuberos Paredes**, OMS IV, Burrell College of Osteopathic Medicine
- **Wilmel R. Cosme-Aguilar**, MSIV, Ponce Health Sciences University
- **Isaac Gordon** MD, Pediatric Emergency Medicine, Elmhurst Hospital
- **Laura Salgado-Lopez**, MD, PhD, Neurosurgery, Elmhurst Hospital
- **Jenny Mirabel**, MD, Psychiatry, Elmhurst Hospital
- **Jose Ginel Rodriguez Irizarry**, MD, FAAP, Dean San Juan Bautista School of Medicine
- **Norma Arciniegas-Medina**, MD FAAP, Associate Professor, Associate Dean For Faculty and Clinical Affairs, Ponce School of Medicine

## Friday May 1

Belfer Research Building, 2nd and 3rd Floors, 413 E 69th Street New York, NY 10021  
 &  
 Rockefeller 430 East 67th St, Main Auditorium, 1st Floor  
 &  
 Griffis Faculty Club, 1300 York Ave, Weill Cornell Medicine

### 7:45 AM – 8:30 AM

#### Breakfast (3rd Floor) and Registration (2nd Floor)

### 8:30 AM – 9:45 AM

#### Opening Session: BNGAP 15 Years + the Next 15 Years (Stories of Success)

Room 302B – 3<sup>rd</sup> FL | Zoom link – <https://weillcornell.zoom.us/j/92313633991>

Moderator: **John Paul Sanchez**, MD, MPH

- **Cheryl Brewster EdD**, Professor and Senior Executive Dean, Access, Opportunity & Collaboration, College of Medicine, Roseman University of Health Sciences
- **Edward J. Callahan PhD**, Associate Vice Chancellor, Emeritus, Academic Personnel, Schools of Human Health Sciences, University of California, Davis
- **Valerie Romero-Leggott, MD**, Vice President and Executive Diversity, Equity & Inclusion Officer, Health Sciences Center, University of New Mexico
- **John Paul Sánchez MD, MPH**, Director/P.I., Bilingual/ Bicultural SJB/Ponce/Elmhurst Hospital Project, Interim Executive Director, BNGAP
- **Nelson Sánchez MD**, Interim President, BNGAP Inc., Associate Professor of Medicine, Weill Cornell Medical College
- **Dennis J. Spencer MD, PhD**, Director, EDI, Division of Gastroenterology and Nutrition Associate Program Dir, Boston Combined Residency Program, Boston Children’s Hospital
- **Rosa Lee, MD**, Senior Associate Dean for Curricular Affairs, Columbia University Vagelos College of Physicians and Surgeons
- **Ashley Rodgers, MD**, Pediatrics Residency Program, Chief Resident, Children's Hospital at Montefiore
- **Lindy Zhang, M.D., Ph.D**, Pediatric Oncologist, Assistant Professor, Department of Oncology at Johns Hopkins University School of Medicine
- **Nicholas Brutus MD**, BNGAP Treasurer, PGY2, Urology Residency, Yale School of Medicine
- **Kaitlyn Pommells, MS**, Coordinator, BNGAP Writing Program
- **Joel Dickerman, DO**, Regional Director for Clinical Education, Rocky Vista University
- **Dan Guzman, MD**, Assistant Professor, Medicine in the Division of General Medicine, Columbia University

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## 9:45 AM – 11:00 AM

### Legacy, Leadership and Impact

Room 204B 2nd FL | Zoom Link - <https://weillcornell.zoom.us/j/95040598920>

Moderators **Juan Amador, FASAE, CAE**, Executive Director, SACNAS

**Michelle Oliva**, PMP, Director, Constituent Engagement, Association of American Medical Colleges

- **David Acosta**, MD, Former Chief Diversity and Inclusion Officer, Association of American Medical Colleges
- **Cynthia Boyd**, MD, Chief Compliance Officer for the Rush University for Health and Senior Associate Dean for Diversity and Inclusion at Rush Medical College
- **Edward J. Callahan**, PhD, Associate Vice Chancellor, Emeritus, Academic Personnel, Schools of Human Health Sciences, University of California, Davis
- **Maria Soto-Greene**, Professor and Executive Vice Dean at Rutgers New Jersey Medical School (NJMS)
- **Sheryl L. Heron**, MD, MPH, Associate Dean, Chief Diversity & Inclusion Officer – Emory University School of Medicine
- **Leon McDougle**, MD, MPH, Chief Collaborating Officer, OSU Wexner Medical Center
- **Ana Núñez**, MD, FACP, Vice Dean, Diversity, Equity and Inclusion, University of Minnesota Medical School

## 11:00 AM – 12:00 PM

### AAMC & The Future of Faculty Leadership Development

Room 204B 2nd FL | Zoom Link - <https://weillcornell.zoom.us/j/95040598920>

Moderator: **Dowin Boatright**, MD

**Malika Fair**, MD, MPH, FACEP, Chief Community, Opportunity, and Engagement Officer, Association of American Medical Colleges

**Jennifer M. Schlener**, Chief of Staff, AAMC

## 12:00 PM – 1:00 PM

### NETWORKING LUNCH (3<sup>rd</sup> Floor)

## 1:00 PM – 2:00 PM

### How RWJF is Partnering with Black Medical Schools and Minority-Serving Institutions towards Health Equity and Justice

Moderator: **Ed Callahan**, PhD

- **Deborah Bae**, MPA, MBA, Managing Director, Leadership for Better Health, Robert Wood Johnson Foundation
- **Kareem King**, MSI, Charles R. Drew University of Medicine & Science
- **Deborah B. Prothrow-Stith**, MD, Dean, Charles R. Drew University of Medicine & Science

## 2:15 PM – 3:15 PM

### Advancing Equity and Inclusion in Board Certification: Standards, Data, and Programs Shaping Academic Pathways

204B (2nd Floor)

Zoom Link -

<https://weillcornell.zoom.us/j/95040598920>

Moderator: **Laura Castillo-Page, PhD**, Chief People and Culture Officer, American Board of Medical Specialties

- **Gina M. Badalato, MD**, Professor of Urology, Vice Chair of Education & Faculty Affairs, Advisory Dean, Columbia VP&S, Columbia University Irving Medical Center
- **Katherine Torres, MOL**, Associate Vice President, Certification Standards and Programs, American Board of Medical Specialties
- **Lynne M. Holden, M.D.**, Professor, Department of Emergency Medicine, Senior Associate Dean for Community Engagement and Outreach, Albert Einstein College of Medicine

### Invisible Until Invited: Rewriting the Pre-Faculty Pipeline in Rural Medical Schools Through Data, Identity, and Academic Socialization

Rockefeller 430 East 67th St, Main Auditorium, 1st Floor

[https://meetmsk.zoom.us/j/95296788741?](https://meetmsk.zoom.us/j/95296788741?pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1)

[pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1](https://meetmsk.zoom.us/j/95296788741?pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1)

Moderator **Cheryl Brewster, EdD**

- **Paris Johnson DrPH, MPH**, Master of Science in Health Informatics, Clinical Epidemiologist, Data Analyst/Researcher, Marshall University Joan C. Edwards School of Medicine

**3:30 PM – 4:30 PM****The State of Diversity in Academic Medicine**

Room 204B (2nd Floor)

[Zoom Link -](#)

<https://weillcornell.zoom.us/j/95040598920>

Moderator **Francisco Lucio JD**

**Dowin H. Boatright MD**, Vice Chair,  
Research, Emergency Medicine, NYU  
Grossman School of Medicine

**Pre-Faculty Dashboard and Registry**

Rockefeller 430 East 67th St, Main  
Auditorium, 1st Floor

[https://meetmsk.zoom.us/j/95296788741?](https://meetmsk.zoom.us/j/95296788741?pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1)

[pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1](https://meetmsk.zoom.us/j/95296788741?pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1)

Moderator **Mekbib Gemedu, EdD**

**John Paul Sánchez MD, MPH**,  
Director/P.I., Bilingual/ Bicultural  
SJB/Ponce/Elmhurst Hospital Project,  
Interim Executive Director, BNGAP

**5:00 PM – 9:00 PM****BNGAP PRE-FACULTY & LGBT AWARDS CEREMONY**

Griffis Faculty Club, 1300 York Ave, Weill Cornell Medicine

**Nelson Sánchez MD**, Interim President, BNGAP Inc., Associate Professor of Medicine,  
Weill Cornell Medical College

**'D.J.' Dan Guzman MD** Assistant Professor, Medicine in the Division of General Medicine,  
Columbia University



Belfer Research Building, 2nd and 3rd Floors, 413 E 69th Street New York, NY 10021  
&  
Rockefeller 430 East 67th St, Main Auditorium, 1st Floor

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## 8:00 AM – 8:45 AM

**Breakfast** 3rd Floor + **Registration** 2nd Floor

## 8:45 AM – 9:00 AM

**Introductions**

## 9:00 AM – 10:00 AM

### **Advancing Medicine & Science in NY: Resilience in a Changing Environment**

Room 302B  
ZOOM LINK -  
<https://weillcornell.zoom.us/j/92313633991>

Moderator: **Mill Etienne, MD**

- **Jonathan Teyan**, MPA, President and Chief Executive Officer, Associated Medical Schools of NY
- **Alyssa A. Alvarez**, MPH, Associate Director of Medical Education Initiatives, Associated Medical Schools of New York | AMSNY

### **Navigating Generative AI in Academic Medicine: Applications, Opportunities, and Equity**

Room 302C  
ZOOM LINK -  
<https://weillcornell.zoom.us/j/94647193542>

Moderator: **Rosa Lee, MD**

- **Angel Rosario**, MD, MPH, MD, MPH, General Surgery Resident and Inaugural Surgical Equity Fellow, Columbia University Medical Center/New York-Presbyterian
- **Gezzer Ortega**, MD, MPH, Assistant Professor of Surgery and Lead Faculty for Research and Innovation for Equitable Surgical Care at the Center for Surgery and Public Health, Department of Surgery at the Brigham and Women's Hospital (BWH), Harvard Medical School

**10:00 AM – 11:00 AM**

**Medical Student Organizations and Pre-Faculty Development – ANAMS, APAMSA, LMSA, MSPA, SNMA**

Room 302B  
ZOOM LINK - <https://weillcornell.zoom.us/j/92313633991>

Moderator: Allison Acevedo, JD

- **Tyler Gore**, President-Elect, Association of Native American Medical Students
- **Cristhian Gutierrez** PhD, MD Candidate, President, LMSA National Inc.
- **Kara McBurnett**, BNGAP Liaison, Medical Student Pride Alliance
- **Nina Uzoigwe**, M.D., Ph.D. Candidate, National President-Elect 2026-2027, Student National Medical Association
- **Ayush Shah**, Professional Development Director, Asian Pacific American Medical Student Association
- **Brian Leung**, OMSIII, Touro University Nevada, Advocacy Vice-President, Asian Pacific American Medical Student Association

**Mentor Development as a Scalable Organizational Strategy to boost mentee career outcomes: What works & doesn't?**

Room 302C  
ZOOM LINK - <https://weillcornell.zoom.us/j/94647193542>

Moderator: **Laura Castillo-Page**, PhD

- **Akshay Sood**, MD, Tenured Professor of Internal Medicine Assistant Dean of Mentoring and Faculty Retention MCMC Endowed Chair in Mining-Related Lung Diseases, SOM - Internal Medicine
- **Valerie Romero-Leggott**, MD, Vice President and Executive Diversity, Equity & Inclusion Officer, Health Sciences Center, University of New Mexico

**11:00 AM – 12:00 PM**

**Physician Organizations and Pre-Faculty Development – AAIP, NAMME, NHMA, NMA**

Room 302B | ZOOM LINK - <https://weillcornell.zoom.us/j/92313633991>

Moderator: **Dennis Spencer MD, PhD**

**Elizabeth Lee-Rey MD**, Board Member, National Hispanic Medical Association

**Brandi Kaye Freeman MD**, President-Elect, National Medical Association

**Bernard Roper**, PhD, President, National Association of Minority Medical Educators

**Nicole Stern MD**, Former President, Association of American Indian Physicians

**12:00 PM – 1:00 PM**

**Networking Lunch**

**From 5 to 1 – MedEdPORTAL's  
New ESR Discussion**  
(Pick Up Lunch) Room 302B

ZOOM LINK -  
<https://weillcornell.zoom.us/j/92313633991>

**1:00 PM – 2:00 PM**

**AAMC  
MedEdPORTAL/Academic  
Medicine Journals – The Way  
Forward**

Room 302B  
ZOOM LINK -  
<https://weillcornell.zoom.us/j/92313633991>

- Moderator: Dennis Spencer, MD, PhD
- Hannah Turner, MPH, Senior Staff Editor, MedEdPORTAL, Association of American Medical Colleges
  - Kaitlyn Pommells, MS, Coordinator, BNGAP Writing Program

**Reclaiming Acorns and  
Health: A Case-Based  
Learning Module on Food  
Sovereignty as Clinical  
Advocacy in Addressing  
AI/AN Health Disparities**

Room 302C  
ZOOM LINK -  
<https://weillcornell.zoom.us/j/94647193542>

- Moderator: Mekbib Gameda, EdD
- Viviana Vega, MD Student, UC Davis School of Medicine
  - Juan Novoa, M.S., MD Student, UC Davis School of Medicine

**2:00 PM – 3:00 PM**

**College Student / Post-Bacc Workshop**  
**“Applying to Medical School”**  
(Rockefeller 430 East 67th St,  
Main Auditorium, 1st Floor)

<https://meetmsk.zoom.us/j/95296788741?pwd=o4c1SCp5kbrp77VZli0hfbXozCkOH3.1>

**NBME: Advancing Equitable Workplace and Learning Environments**

Room 302B  
ZOOM LINK -  
<https://weillcornell.zoom.us/j/92313633991>

Moderators: Rafael Durant,  
Senior Program Administrator for  
Community Collaborations and  
Contributions (C3) Unit,  
Diversity, Equity, and Inclusion (DEI)  
Unit

- Allison Acevedo, JD, Philanthropy Director, NBME
- Boris Vilic, MBA, Vice President of Program and Stakeholder Management at the National Board of Medical Examiners (NBME)

**3:00 PM – 4:45 PM**

**Career Fair for Pre-medical Students Applying to Medical School and Medical Students Applying to Residency in collaboration with AAMC, Hunter College, AMSNY, & SACNAS**

Room 204B

Moderators: Norma Poll Hunter PhD,  
Juan Amador, FASAE, CAE, Society  
for Advancement of  
Chicanos/Hispanics & Native  
Americans in Science

**Research Poster Session  
2nd Floor Patio**

Moderator: Rosa Lee, MD

Saturday May 2

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**5:00 PM – 6:00 PM**

**Closing Session**

Room 302B | ZOOM LINK - <https://weillcornell.zoom.us/j/92313633991>

**John Paul Sánchez MD, MPH, Director/P.I., Bilingual/ Bicultural  
SJB/Ponce/Elmhurst Hospital Project, Interim Executive Director, BNGAP**

The Next 15 Years of Impact: Reimagining Academic Career Development



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# 15th Anniversary Dinner



We look forward to seeing you there!

Griffis Faculty Club  
521 E 68 Street  
New York, NY 10065

5:00 PM - 8:00 PM

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# Session Descriptions

Thursday, April 30th

**5:00 PM–7:30 PM**

**Elmhurst Hospital–San Juan Bautista School of Medicine–Ponce School of Medicine (ESP) Bilingual Medical Education Program Together Building the First Mainland LHS+ Health Equity/Bilingual Medical Campus**

## Objectives

1. Review the history and development of the Elmhurst Hospital –San Juan Bautista SoM–Ponce SoM (ESP) Bilingual Health Equity Med Education Program;
2. Hear medical students and faculty perspectives on the unique attributes and benefits of the ESP Program;
3. Discuss how to become involved in the program locally and nationally.

## Description

In December 2025, the Faculty Physician Advisory Council, of the Latino Medical Student Association (LMSA FPAC) in collaboration with Elmhurst Hospital, San Juan Bautista School of Medicine, and Ponce School of Medicine launched the first formal bilingual medical education program with a LHS+ health equity focus in the mainland U.S. This session will describe the development and implementation of the program, as well as highlight the students and faculty who have brought this program to fruition. Opportunities will be shared on how to contribute to this program and learn about next steps to institute similar formal bilingual education programs across the country.

## Friday, May 1

### 8:30 AM – 9:45 AM

#### Opening Session: BNGAP 15 Years and the Next 15 Years (Stories of Success)

##### Objectives

1. Review BNGAPs leadership in community building, scholarship and resilience;
2. Highlight seminal initiatives in advancing a diverse, equitable, and inclusive academic workforce;
3. Introduce BNGAP alumni leading change and equity.

##### Description

The opening session will provide an opportunity for BNGAP members and colleagues to reflect, honor and celebrate our community's scholarship and resilience over the past 5 years. The session will describe sustained and new opportunities for community members to engage in professional development and scholarship to ensure a diverse academic workforce. Most importantly, we will highlight some of the next generation of physicians and academicians leading change and equity at academic medical centers and organizations across the country.

### 9:45 AM – 11:00 AM

#### Legacy, Leadership and Impact

##### Objectives

1. Reflect on pivotal DEI topics undertaken by DEI over the past 20 years
2. Suggest considerations for the future roadmap towards diversifying academic medicine.

##### Description

This session convenes past leaders from the Group on Diversity and Inclusion (GDI) and the Group on Collaboration, Engagement, and Community (GCEC) for an honest, forward-looking conversation on leadership across time. Panelists will reflect on what it has taken to lead institutional change, build community, and advance meaningful work and what leadership requires in today's increasingly complex and evolving environment. Designed for emerging leaders, this session will offer practical insights on navigating institutional culture, building influence, and sustaining purpose-driven work. The session will also introduce the new AAMC Faculty & Staff Vitality (FSV) Group, a new model designed to foster connection, collaboration, and leadership development across roles and career stages in academic medicine.

**11:00 AM – 12:00 PM**

## **AAMC & The Future of Faculty Leadership Development**

### Objectives

1. Describe the current environment for faculty in academic medicine.
2. Identify leadership development opportunities offered by the AAMC.

### Description

Dr. Malika Fair, AAMC's Chief Community, Opportunity, and Engagement Officer, will provide an overview of the current environment in which faculty are entering and progressing within academic medicine. She will discuss the opportunities and challenges faculty face as they navigate and thrive in the dynamic landscape of academic medicine. Following Dr. Fair, Jennifer Schlener, AAMC's Chief of Staff, will explore the current landscape of leadership development within the AAMC. She will highlight existing programs, resources, and initiatives that support faculty leadership growth and will share insights into the future direction of leadership development at the AAMC. Attendees will gain a deeper understanding of the resources available to them and how the AAMC is shaping the future of faculty leadership in academic medicine.

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**1:00 PM – 2:00 PM**

**How RWJF is Partnering with Black Medical Schools and Minority-Serving Institutions towards Health Equity and Justice**

Objectives

1. Learn about RWJF's historical work advancing diversity, equity, inclusion, and belonging in the health professions, as well as the evolving focus of its grantmaking
2. Examine how targeted funding is strengthening medical education by creating institutions of belonging for students underrepresented in medicine
3. Hear from RWJF grantee Charles R. Drew University of Medicine and Science how this initiative is furthering their work, with a focus on early results, bright spots, and challenges

Description

To achieve greater and lasting impact, RWJF has been pivoting from its long history of helping leaders navigate hostile and inequitable systems to supporting and sustaining an ecosystem capable of transforming those systems themselves. Session attendees will learn how RWJF is advancing health equity by investing in U.S. medical schools that help Black, Indigenous, and LHS+ students thrive. Participants will hear from Charles R. Drew University of Medicine and Science's Founding Dean and a current medical student about how CDU – one of only four historically Black medical schools in the nation – is creating an institution of belonging for students and faculty of all backgrounds.

**2:00 PM – 3:00 PM**

## **Advancing Equity and Inclusion in Board Certification: Standards and Programs Shaping Academic Pathways**

### Objectives

1. Describe how ABMS integrates equity and inclusion within its continuing certification standards,
2. Highlight how the ABMS Scholars Program supports early-career physicians in developing scholarship, professional networks, and academic readiness through mentored research, and
3. Showcase Member Board programs —such as pathway programs and mentorship models —that strengthen inclusion in medicine and promote equity in medical education and training.

### Description

Physician board certification ensures that physicians and medical specialists possess the knowledge, skills, and professional values necessary for high-quality patient care. The American Board of Medical Specialties (ABMS) and its Member Boards continue their commitment to advance equity and inclusion through certification standards and related programs. In January 2024, ABMS strengthened its commitment by updating its continuing certification standards to include an explicit equity and inclusion imperative. The ABMS Community also supports this work through pathway programs, mentorship initiatives, and grant-supported research innovation.

**2:00 PM – 3:00 PM**

**Invisible Until Invited: Rewriting the Pre-Faculty Pipeline in Rural Medical Schools Through Data, Identity, and Academic Socialization**

Objectives

1. Examine how rural medical training environments influence pre-faculty identity formation, academic career awareness, and perceptions of belonging in academic medicine;
2. Recognize nontraditional and often overlooked structural barriers faced by trainees outside major academic health centers;
3. Apply a data-informed framework for identifying, mentoring, and supporting pre-faculty talent in resource-constrained settings;
4. Adapt a scalable, low-cost pre-faculty development model that can be implemented across diverse institutional and geographic contexts.

Description

Despite over a decade of progress through initiatives such as Building the Next Generation of Academic Physicians (BNGAP), the national pre-faculty pipeline remains largely conceptualized through the lens of urban, research-intensive academic health centers. Rural and regional medical schools where many first-generation, underrepresented, and place-bound trainees are educated remain under-examined, under-resourced, and often invisible within academic medicine workforce development literature.

This presentation introduces a new conceptual and practical framework for pre-faculty development grounded in rural medical education, drawing on completed mixed-methods work integrating academic socialization theory, identity formation, and applied data analytics. Rather than focusing solely on aspiration or exposure, this model interrogates how geography, institutional culture, hidden curricula, and informal labor expectations shape who is recognized as “academic material” long before faculty recruitment occurs.

**3:00 PM - 4:00 PM**

## **The State of Diversity in Academic Medicine**

### Objectives

1. Describe the evidence linking diversity to educational quality, scientific rigor and equitable access to care
2. Analyze the implications of recent federal policy and executive action on the current state of diversity in undergraduate medical education
3. Identify approaches to improve diversity in academic medicine in today's climate

### Description

This presentation will address the history, current state, and future of diversity in academic medicine. The presentation will discuss the history of the movement to increase diversity in medicine, current challenges, including the Supreme Court ruling on affirmative action and presidential anti-DEI executive orders, and potential interventions to continue to enhance diversity in academic medicine in a climate that is increasingly hostile to conceptions of equity and inclusion.

**3:00 PM – 4:00 PM****Pre-Faculty Dashboard and Registration**Objectives

1. Review the concept of pre-faculty development
2. Introduce pre-faculty competencies and milestones
3. Create a pre-faculty CV and pre-faculty portfolio

Description

This session will introduce pre-faculty learners and faculty to the concept of pre-faculty development and a set of recently published pre-faculty competencies and milestones for academic career success. Learners will have an opportunity to interact with the new BNGAP Pre-Faculty Dashboard and Registry and create their own CV and pre-faculty portfolio.

**5:00 PM – 9:00 PM****BNGAP Pre-Faculty & LGBT Awards Ceremony**

## Saturday, May 2

**8:00 AM – 8:45 AM**

**Breakfast and Registration / Career Advising**

**9:00 AM – 10:00 AM**

**Advancing Medicine & Science in New York: Resilience in a Changing Environment**

### Objectives

1. AMSNY Medicine & Science Initiatives: a 35-year perspective
2. How AMSNY has continuously evolved our approach since June 2023
3. Importance of creating community for students and institutional leaders, including overall value of diversity in science and medicine

### Description

The Associated Medical Schools of New York (AMSNY) is the consortium of the public and private medical schools in New York State and works in partnership with its membership to advance healthcare through education, collaboration and advocacy. For more than 35 years, AMSNY has developed and funded initiatives at its member medical institutions that provide opportunities for all learners to pursue careers in medicine and science and develop a physician and scientific workforce that is committed to improving healthcare for all New Yorkers. AMSNY Scholars in Medicine & Science programs offer opportunities to talented students who have demonstrated resilience in overcoming adversity on the path to medical school or biomedical science PhD programs and are dedicated to improving healthcare for all through medicine, science, research and advocacy. These programs support students across the educational continuum, from high school to medical and doctoral programs.

Since the 2023 Supreme Court decision on admissions, AMSNY has continuously evolved its approach. As a convener of academic medical centers, AMSNY has gained valuable insights from its membership that have informed our collective approach in a new policy landscape. This talk will provide historical context on AMSNY's work and focus on current-day efforts that build community for students and institutional leaders. This is a unique opportunity to learn about the benefits of statewide or regional collaboration.

**9:00 AM – 10:00 AM**

**Navigating Generative AI in Academic Medicine: Applications, Opportunities, and Equity**

Objectives

1. Define and differentiate key modern functions of Artificial Intelligence (AI)
2. Describe generative AI, Large Language Models (LLM), and the currently available consumer-facing platforms
3. Explore potential applications of LLM within academic medicine including their use in professional development, education, and research support
4. Examine innovative ways in which LLMs may be leveraged to advance equity in education, professional development, and clinical care
5. Identify current limitations of AI use in academic medicine and examine associated ethical considerations

Description

The session will feature academic trainees and faculty members who have engaged with AI tools in their professional roles. Through moderated discussion, panelists will share perspectives on how AI has been leveraged to support academic work, discuss challenges related to access, equity, and institutional policy, and reflect on future directions for responsible adoption within academic medicine. Illustrative examples of culturally responsive surgical education research leveraging LLM and supported by institutional and foundation awards will also be discussed.

**10:00 AM – 11:00 AM**

**Medical Student Organizations and Pre-Faculty Development –ANAMS, APAMSA, LMSA, MSPA, SNMA**

Objectives

1. Learn about the mission and vision of various identity based medical student organizations (MSO);
2. Briefly describe current organization efforts that align with pre-faculty development for their members

Description

Identity based medical student organizations provide unique leadership development opportunities and play a critical role in building the next generation of academic physician and leaders. These organizations have been critical in helping BNGAP better understand their members' barriers and facilitators to pursuing academic careers and in developing tailored pre-development teaching and learner assessment materials. Each organization will share how they are advancing pre-faculty development efforts for their current and future members.

**10:00 AM – 11:00 AM**

**Mentor Development as a Scalable Organizational Strategy to boost mentee career outcomes: What works & doesn't?**

Objectives

- Identify the components of a faculty mentor development intervention and evaluate its impact on mentors' self-reported mentoring competency
- Analyze the effect of the intervention on mentees' perceived career success and distinguish its influence on subjective outcomes versus traditional scholarly productivity
- 3. Justify the value of mentor development as a strategic and scalable institutional investment for strengthening the organizational mentoring climate

Description

A lack of access to effective mentoring remains the most significant barrier to proteges' success. Yet mentor shortages persist nationwide in academic medicine. Faculty mentor development intervention - regarded as the most important component of an organizational mentoring climate - offers a promising strategy to address this gap. Although its impact on mentor competency is established, its downstream impact on mentee outcomes remains unknown. To address this critical gap, we present findings from a multi-institutional randomized controlled trial evaluating the effects of a faculty mentor development intervention on mentees' subjective career success.

**11:00 AM – 12:00 PM****Physician Organizations and Pre-Faculty Development- AAIP, NAAME, NHMA, NMA**Objectives

1. Learn about the mission and vision of various identity based physician organizations;
2. Briefly describe current organizational efforts that align with pre-faculty and faculty development for their members

Description

Identity based physician organizations provide unique leadership development opportunities and play a critical role in building and sustaining the next generation of diverse academic physician and leaders. These organizations have been critical in helping BNGAP better understand their members' barriers and facilitators to succeeding in academic careers and in developing tailored pre-faculty and faculty development teaching and learner assessment materials. Each organization will share how they are advancing pre-faculty and faculty development efforts for their current and future members.

**11:00 AM – 12:00 PM****The Role of Artificial Intelligence in Clinical Medical Education: A Workshop Based Study for Healthcare Workers**Objectives

1. To identify artificial intelligence (AI) tools that enhance learning, organization, and study efficiency across clinical practice.
2. To apply AI to effectively support clinical decision-making.
3. To recognize best practices for responsible AI use in medical education and patient care.

Description

AI is rapidly transforming medical practice, with healthcare professionals expected to work in environments where it is embedded across clinical workflows. Studies worldwide consistently show strong student interest in clinical AI applications but limited formal instruction. To bridge this gap, we used the Kern model to design, implement, and evaluate a module to educate healthcare students and professionals on AI tools and methods that support medical education, and the ethical and professional considerations associated with their use.

**12:00 PM – 1:00 PM**

**From 5 to 1 – MedEdPORTAL’s New ESR Discussion (BRING LUNCH)**

### Objectives

1. Describe changes to the ESR content.
2. Review new format-free guidelines.
3. Discuss how to prepare a strong MedEdPORTAL submission.

### Description

In March 2026, MedEdPORTAL released the newest iteration of the educational summary report template and a myriad of website updates, integrating specific author guidance from our editor-in-chief, Lauren Maggio, PhD. Come learn what is changing and what is not and ensure you are prepared for your next submission. The formal presentation will be short, so bring your questions for Hannah, MedEdPORTAL’s Managing Editor with 15 years of experience.

**1:00 PM – 1:50 PM**

**AAMC Journals – MedEdPORTAL & Academic Medicine – The Way Forward**

Objectives

1. Review the mission and vision of the two AAMC journals – MedEdPORTAL and Academic Medicine
2. Describe scholarship that highlights the lived experiences of diverse populations
3. Discuss journal pre-faculty and faculty development initiatives
4. Describe BNGAPs writing programs and success in publishing in MedEdPORTAL

Description

The AAMC has two indexed, peer-reviewed journals offering many avenues for advancing the field of academic medicine through scholarship. Now celebrating its 100th anniversary, Academic Medicine features several article types for medical education scholarship, including original research and literature reviews, Innovation Reports, descriptive articles, and Scholarly Perspectives. MedEdPORTAL is a diamond open access journal with a unique publication format for stand-alone educational innovations. Come learn more about how the AAMC's journals are advancing the field by disseminating the lived experiences of all learners, faculty, and patients and how you can join the community of authors and reviewers! We'll review example publications and highlight the AAMC's pre-faculty and faculty development efforts. BNGAP will share its own success in supporting learners and faculty in publishing in the journals.

**1:00 PM – 2:00 PM****Reclaiming Acorns and Health: A Case-Based Learning Module on Food Sovereignty as Clinical Advocacy in Addressing AI/AN Health Disparities**Objectives

1. Define food sovereignty and its relationship to Indigenous health equity.
2. Explain the metabolic, cultural, and ecological benefits of acorn consumption within California Native communities.
3. Demonstrate how acorn revitalization efforts support food sovereignty, cultural identity, climate resilience, and improved health outcomes.
4. Apply community informed strategies to integrate traditional foodways into clinical encounters, care planning, and advocacy.

Description

American Indian and Alaska Native (AI/AN) communities face disproportionately high rates of food insecurity, diabetes, and diet-related illnesses. These inequities are rooted in colonization, land dispossession, and the systematic disruption of traditional foodways. Despite growing recognition of social determinants of health, significant gaps remain in health professions education regarding culturally responsive pathways as concrete methods for addressing health disparities, especially from a strengths based lens. This 60-minute interactive workshop introduces trainees and healthcare providers to food sovereignty as a framework for advancing health equity, clinical advocacy, and culturally responsive care, using California acorn foodways as a case study. The session includes a brief overview of the key AI/AN food-related health disparities, situating contemporary outcomes within their historical and sociopolitical contexts as fundamental determinants of health. Participants will examine the nutritional, cultural, and ecological significance of traditional foods and explore current indigenous-led revitalization efforts that promote food sovereignty, strengthen cultural identity, and support climate resilience.

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**2:00 PM – 3:00 PM**

**College Student/ Post-Bacc Workshop “Applying to Medical School”**

Objectives

1. Review the steps to applying to medical school
2. Learn about resources to be a successful candidate to medical school
3. Meet current diverse medical students and residents and learn their perspectives on the application process

Description

This session is for college and post-bacc students who are interested in applying to medical school. Students will have an opportunity here from diverse medical students and residents about the application process, being a successful candidate, and the day-t-day life of a medical student and resident. Bring lots of questions!

**2:00 PM – 3:00 PM**

## **NBME: Advancing Equitable Workplace and Learning Environments**

### Objectives

- Explain how quality assessment design (e.g. validity evidence, fairness, accessibility, and appropriate interpretation) and evaluation systems (e.g. addressing bias, inconsistent standards, inequitable access to preparation and resources) strengthen equitable learning environments.
- Demonstrate practices and policies that position NBME (and partner institutions) as performance allies for students and schools—linking assessment insights to supports, improvement cycles, and shared accountability for outcomes.
- Describe how NBME contributions resources and initiatives assist students and support medical education assessment research by advancing equitable education, assessment, and learner improvement efforts.

### Description

In celebration of the Building the Next Generation of Academic Physicians program's 15th anniversary, this session highlights how NBME's role in developing high-quality assessments can advance equitable workplace and learning environments across the continuum of medical education and training. Participants will explore how quality assessment practices and resources —grounded in validity, evidence and fairness—support transparent expectations, consistent decisions, and actionable feedback that help learners thrive and support institutions. The session also features how NBME contributions initiatives extend this impact through resources and initiatives that align partners around a shared aim: advancing optimal care for all, which is rooted in equity, by providing resources that strengthen medical education assessment research and support performance improvement for learners.

**3:00 PM – 4:00 PM****Career Fair for Pre-Medical Students Applying to Medical School and Medical Students Applying to Residency in collaboration with AAMC, Hunter College, AMSNY, & SACNAS**

1. Albert Einstein College of Medicine
2. Geisinger Commonwealth School of Medicine Medical Sciences Building (MSB)
3. Hackensack Meridian School of Medicine
4. Marshall University Joan C. Edwards School of Medicine
5. New York Medical College
6. University of Arizona College of Medicine – Phoenix
7. Weill Cornell Masters' Program
8. Yale School of Medicine
9. National Hispanic Health Foundation

**3:00 PM – 4:45 PM****Research Poster Session****5:00 PM – 6:00 PM****Closing Session: The Next 15 Years of BNGAP**Objectives

1. Reflect on the content presented during the conference
2. Propose ideas for future programmatic efforts

Discuss the facilitators and challenges to designing and implementing novel pre-faculty work over the next 15 years.

## **DESCRIPTION OF COLLABORATING INSTITUTIONS EFFORTS TO SUPPORT PRE-FACULTY DEVELOPMENT STUDENT-LED ORGANIZATIONS**

### **Association of Native American Medical Students (ANAMS)**

Founded in 1975, the Association of Native American Medical Students (ANAMS) is a 501(c)(3) nonprofit organization representing American Indian and Alaska Native (AI/AN) medical and allied health professional students across the United States and Canada. Tribal communities remain among the most underserved and underrepresented in medicine, and ANAMS has served as the national home for Indigenous health professions students for over five decades. Our membership includes students enrolled in allopathic and osteopathic medical schools as well as programs in dentistry, pharmacy, veterinary medicine, optometry, podiatry, and public health.

Our mission includes supporting Native American students in the successful completion of their graduate health professions program; providing a forum for the exchange of ideas, resources, and community among Indigenous health professions students; and supporting the recruitment and retention of Native Americans into medicine and other health professions, including, but not limited to, public health, physical therapy, and nursing. Underlying our work is a commitment to building an Indigenous physician and health professional workforce capable of addressing longstanding disparities in Native communities through culturally grounded, community-centered care.

## **Multilevel Mentorship and Pre-Medical Development**

The journey to academic medicine begins well before medical school. A central pillar of our work is a multilevel mentorship pathway that connects Indigenous learners with mentors.

ANAMS medical students and allied members serve as mentors, near-peers, and role models for Indigenous undergraduates and post-baccalaureate students applying to medical school and related health professional programs. National and chapter-based programs pair current students with pre-medical mentees, offering guidance on MCAT and application preparation, research and clinical experience, and navigating a medical training environment that has historically excluded Native voices. ANAMS, in collaboration with the Association of American Indian Physicians (AAIP), facilitates medical students' participation in local and national admissions outreach initiatives, including the Haku Pre-Health Conference and the Four Corners Alliance Pre-Admission Workshop.

Over the last year, ANAMS has worked on building our repository of Indigenous physicians and residents interested in mentoring ANAMS medical students. These connections are facilitated through our partnership with the AAIP. This partnership allows medical students to meet mentors virtually through our mentorship spreadsheet and also network with physicians in person at the AAIP Annual Meeting. Through these relationships, students gain exposure to academic careers, research mentorship, and professional networks. ANAMS leadership has also maintained connections with recent ANAMS graduates who are now residents and advise students on subspecialty selection, research development, and residency applications.

## **Research Addressing Barriers to Academic Medicine**

AI/AN physicians represent less than 0.3% of the U.S. physician workforce, and the representation gap is even more pronounced in academic and subspecialty settings. ANAMS and individual members continue to be at the forefront of producing research that examines the structural and institutional barriers that Indigenous students face in pursuing careers in academic medicine. ANAMS students and alumni regularly publish peer-reviewed research documenting the experiences of AI/AN medical students, including survey-based work examining institutional climate, social belonging, and the academic and cultural challenges unique to Native students in predominantly non-Native medical training environments.

A number of ANAMS members are active participants in the Indigenous Health Educators Alliance (IHEAL) and Indigenous Health, Education, and Resources Taskforce (IHEART), two national collectives committed to advancing the inclusion of Indigenous principles and practices in health professions education and training. IHEAL is currently partnering with the journal *Health Equity* on a special collection focused on Indigenizing health care, covering topics including medical education reform, workforce development, Indigenous health centers, and traditional healing.

Historically, ANAMS has also partnered with BNGAP and the NMBE for the Academic Medicine Writing Fellowship, supporting ANAMS members' scholarly development, resulting in peer-reviewed publications in *MedEdPortal* focused on trauma-informed patient interviews and traditional healing, expanding the literature on Indigenous health and healing.

## Partnerships

ANAMS recognizes that building the next generation of Indigenous academic physicians is not work that any one organization can do alone. We have cultivated sustained partnerships with peer medical student affinity organizations that share our commitments to equity, representation, and community accountability, including LMSA, SNMA, and APAMSA.

These partnerships position ANAMS as a collaborating node within a broader ecosystem of underrepresented student organizations, amplifying our impact in advocacy, mentorship, and pre-faculty development beyond what any single organization could achieve on its own.

## Looking Forward

Our engagement with the Building the Next Generation of Academic Physicians (BNGAP) conference reflects ANAMS's conviction that diversifying academic medicine is essential to producing a physician workforce equipped to serve all communities with cultural humility and clinical excellence. We look forward to contributing to this work alongside the BNGAP community and to deepening our shared commitment to building the academic physician workforce that Indigenous communities and all communities deserve.

- Sánchez JP, Poll-Hunter N, Stern N, Garcia AN, Brewster C. Balancing Two Cultures: American Indian/Alaska Native Medical Students' Perceptions of Academic Medicine Careers. *J Community Health*. 2016 Aug;41(4):871-80.

## Asian Pacific American Medical Student Association (APAMSA)

<https://www.apamsa.org>

Founded in 1995, APAMSA is the nation's largest organization dedicated to the professional development and health equity of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) medical and pre-medical students. With over 180 chapters and 10,000+ annual community service hours, APAMSA bridges the gap between clinical excellence and community advocacy.

### Core Mission & Professional Development

APAMSA empowers future physicians through student leadership organized into various branches such as Advocacy, Diversity, Health Affairs, Strategy, and Membership. The organization specifically targets the "bamboo ceiling" and the "model minority myth" in academia through:

- **Research & Scholarship:** The National Research Initiative and annual symposia provide platforms for students to present AANHPI-centered work. In recent years, these sessions have seen a growing number of submissions, offering students a platform to disseminate their work and receive awards that bolster their academic CVs. APAMSA has also proudly partnered with BNGAP to ensure all medical students are provided ample opportunities to consider future academic careers, resulting in successful peer-reviewed publications through MedEdPortal and other journals.
- **Specialty Networking:** APAMSA facilitates early career planning and specialized professional networking through the new launch of specialty-specific sections. These groups provide dedicated spaces for mentorship within particular medical fields (e.g., Surgery, Internal Medicine, Pediatrics). In conjunction with the annual Bootcamp series which focuses on tips and tricks for subinternships and intern year, students are connected with residents and attending physicians in their fields of interest.
- **Scholarly Voice:** The Op-Ed Series allows members to publish contributions on health policy and identity, bolstering their academic CVs.

## **The Mentorship Pipeline**

APAMSA supports students at every stage of their medical journey:

- **Pre-Health:** APAMSA provides comprehensive resources for pre-medical students, including "Pre-Health Week" featuring virtual panels, application workshops, and mock interviews for medical school. The organization offers travel grants to help undergraduate members attend national conferences, ensuring that financial barriers do not prevent the next generation from accessing professional networks.
- **Medical Students:** The Big Sibling/Little Sibling Program provides a roadmap for navigating the USMLE/COMLEX exams and the residency match. Monthly educational seminars and invited speakers supplement opportunities to engage with mentors in various specialties
- **Alumni:** Connects current students with practicing physicians to navigate the cultural nuances of the healthcare profession. This invaluable mentorship ensures that members have access to career advice and potential academic sponsors who understand the cultural nuances of being an AANHPI professional in healthcare.

## Advocacy & National Impact

Beyond individual and local chapter support, APAMSA is a leading voice for systemic reform in medical education and public health. APAMSA continues to work with peer organizations such as LMSA, SNMA, SOMA, and AMA-MSS to address the changing medical environment. Other partnerships with civic engagement organizations like Vot-ER and OCA-Asian Pacific Advocates develop members into strong physician-advocates.

- **Institutional Reform:** APAMSA advocates for holistic admissions to support underrepresented AANHPI subgroups and pushes for curriculum changes regarding Hepatitis B and culturally competent mental health care.
- **Legislative Action:** At the Inaugural 2025 HEAL Summit in Washington, D.C., APAMSA leaders met with over 10 congressional representatives to advocate for residency funding, Hepatitis B screening support, and greater attention to Southeast Asian deportations.
- **Conferences:** Annual National and Regional conferences serve as hubs for networking, learning, negotiation, and leadership as students learn from keynote speakers from top tiers of academic medicine and participate in advocacy and professional development workshops.

APAMSA is more than a cultural organization; it is a vital professional home for the AANHPI medical community. Through its robust research platforms, specialty networking, and relentless advocacy for educational equity, APAMSA ensures that its members are not only culturally sensitive physicians but also leaders and scholars who will shape the future of medicine.

## **Latino Medical Student Association (LMSA)**

### **A National Pipeline for Academic Medicine**

The Latino Medical Student Association (LMSA) has spent more than fifty years advancing the development of Latino/a/e and health professionals committed to improving health equity. As part of this mission, LMSA has increasingly prioritized pre-faculty development by supporting trainees who aspire to careers in academic medicine, policy leadership, research, and medical education.

Through a combination of specialty sections, leadership development infrastructure, and curricular innovation, LMSA has developed a national pipeline that prepares students and trainees to become future faculty leaders. These initiatives emphasize mentorship, scholarship, community engagement, and institutional leadership, equipping members with the skills needed to thrive within academic health centers.

### **1. Specialty Sections: Building Academic and Clinical Communities**

LMSA's specialty sections serve as one of the organization's most robust mechanisms for pre-faculty development. These sections create national networks that connect students with residents, fellows, and faculty mentors within specific medical specialties. They function as learning communities where trainees gain early exposure to academic pathways within clinical disciplines.

Through these specialty communities, LMSA members participate in national specialty panels and workshops that highlight clinical career paths, academic medicine opportunities, and research trajectories. Students can engage in mentorship networks that connect trainees with faculty and residents who share professional interests and cultural perspectives. These spaces often serve as the first opportunity for many students to explore what an academic career within a specific specialty might look like.

Specialty sections also support career advising and residency preparation programming, helping students navigate specialty selection and the academic expectations of their chosen fields. In addition, they frequently provide opportunities for research and scholarship, often showcased through poster symposia at regional and national LMSA conferences. By fostering these connections, LMSA helps ensure that Latino trainees have access to mentorship and professional guidance that historically has been limited within academic medicine. Specialty sections, therefore, serve as an important bridge between clinical training and the academic pathways that lead to faculty careers.

## **2. Leadership Development: Training the Next Generation of Academic Leaders**

Leadership development is a cornerstone of LMSA's mission and plays a central role in preparing members for careers in academic medicine. LMSA's national and regional leadership structures provide students with opportunities to develop the administrative, organizational, and advocacy skills necessary for faculty and institutional leadership roles.

Within LMSA, trainees gain experience in areas such as strategic planning and organizational governance through service on national, regional, and local boards. Students frequently lead the development and implementation of educational programming, including conferences, workshops, research symposia, exhibitor fairs with both medical schools and GME programs, and mentorship initiatives. These responsibilities mirror many of the academic and administrative roles that faculty members take on within medical schools and academic health centers.

LMSA also places strong emphasis on policy advocacy and health equity leadership. Through initiatives such as the LMSA Policy Summit and broader advocacy programming, students gain experience translating research and community needs into policy recommendations and legislative engagement. This work helps prepare trainees for academic careers that integrate scholarship, policy, and community engagement.

Mentorship is another core component of leadership development within LMSA. Senior students and trainees often mentor undergraduate and pre-medical students interested in healthcare careers, reinforcing the organization's commitment to building a strong pipeline into medicine. These experiences cultivate the mentoring skills that are essential for future faculty members responsible for training the next generation of physicians. Through these leadership experiences, LMSA members develop skills in program management, curriculum design, team leadership, and advocacy. These competencies closely mirror the responsibilities associated with faculty roles in academic medicine and position LMSA trainees to transition into those careers with a strong foundation in leadership and service.

### **3. Curriculum Development: The LHS+ Academic Book Series**

One of LMSA's most innovative contributions to academic medicine is its involvement in the development of the LHS+ academic book series, which highlights the experiences, scholarship, and leadership of Latino, Hispanic, or Spanish origin-identified trainees and physicians in medicine.

This book series represents a unique form of student-driven academic curriculum development. It serves both as a scholarly contribution and as an educational resource that documents the history and evolving role of Latino leadership within medicine and academic health systems.

The series explores topics including the history and evolution of LMSA and its role in supporting Latino trainees across the United States. It also examines policy and advocacy frameworks used to address health disparities affecting Latino communities, as well as mentorship and leadership models that support the advancement of diverse trainees in academic medicine. Students and trainees involved in this work gain experience in scholarly writing, collaborative editing, and the development of educational materials that can be used in academic settings. These opportunities provide meaningful exposure to the types of scholarly activities that are central to faculty careers, including authorship, curriculum design, and academic publishing.

The LHS+ book series also serves as a resource for institutions seeking to improve cultural competency and representation within medical education. By documenting the experiences and contributions of Latino physicians and trainees, the series helps expand the academic literature on diversity in medicine while providing guidance for institutions seeking to strengthen equity-focused educational frameworks.

#### 4. Strengthening the Pipeline to Academic Medicine

Together, these initiatives illustrate LMSA's commitment to developing a comprehensive pre-faculty pipeline. By integrating mentorship, leadership training, scholarship, and curriculum development, LMSA provides trainees with meaningful opportunities to engage in the core activities that define academic medicine. This work aligns closely with the mission of organizations such as Building the Next Generation of Academic Physicians (BNGAP), which seeks to increase diversity and representation within the academic medicine workforce. LMSA's national infrastructure, which includes chapters at more than 150 medical schools and a large national membership base, over 150 leadership positions at the regional and national level, provides a powerful platform for expanding these efforts.

As the physician workforce continues to evolve, initiatives such as those led by LMSA demonstrate how student organizations can play a transformative role in cultivating the next generation of academic leaders. By preparing trainees to engage in teaching, scholarship, leadership, and advocacy, LMSA helps ensure that future faculty leaders are equipped to advance health equity and strengthen academic medicine for generations to come.

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3. Sánchez JP and Rodriguez D. (Co-Editors) *Latina/o/x/e, Hispanic or of Spanish Origin+ (LHS+) Identified Student Leaders in Medicine: More Than 50 years of Presence, Activism, and Leadership*, Accepted for Springer Publishing September 2023. Open Access via link - <https://link.springer.com/book/10.1007/978-3-031-35020-7>
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## Medical Student Pride Alliance (MSPA)

### **MSPA Pre-Faculty Development/Academic Medicine Career Development Work**

The Medical Student Pride Alliance (MSPA) was founded in 2018 to address gaps in representation, mentorship, and inclusive medical education for LGBTQ+ medical students. Historically, MSPA's work has focused on strengthening pathways into academic and clinical careers through mentorship and community-building. MSPA has hosted recurring Match Day panels that connect matched students with applicants, where concerns are discussed regarding identity disclosure and program climate as an LGBTQ+ trainee. MSPA also provides mentorship services that pair pre-medical and medical students with LGBTQ+ individuals at later stages of training, who can offer guidance from both professional and identity-related standpoints.

MSPA has also contributed to pre-faculty development through educational programming and scholarship. MSPA has hosted panels on "Applying to Residency" and pre-medical advising. MSPA members have published a variety of articles on LGBTQ+ medication education and mentorship, helping to advise on appropriate curriculum and highlight gaps in training environments. The LGBTQ+ Equity Report Card was launched in 2021 as a way to evaluate LGBTQ+ climate in U.S. medical schools. The Report Card uses student-reported data to assess institutional performance across domains including gender-inclusive facilities, health coverage (including gender-affirming care), mandatory LGBTQ+ sensitivity training, professional development and mentorship, and admissions practices and faculty diversity.

The Report Card offers a way to promote institutional growth, providing actionable recommendations to improve LGBTQ+ equity for students and trainees.

This year, MSPA has continued to expand its pre-faculty development programming. MSPA has recruited a team of student ambassadors at medical schools across the country to promote engagement with academic medicine. MSPA has also co-hosted a national educational seminar with Building the Next Generation of Academic Physicians on academic medicine career development, featuring LGBTQ+ physician leaders in academic medicine. This event highlighted leadership pathways and strategies for navigating academic career advancement for trainees with diverse backgrounds. MSPA continues to support its ongoing initiatives, including the annual Match Day panel, multiple mentorship and networking services, and the Report Card, which is currently in its data collection phase. MSPA also curates and maintains a funded away rotations resource page for minority medical students, aiming to address financial barriers to accessing opportunities that can be critical for career advancement.

Regarding future programming, MSPA hopes to host more targeted workshops on academic pathways and leadership, as well as promote research initiatives, including potentially hosting an "MSPA Research Day" for medical students. Overall, MSPA aims to continue its mission to comprehensively support the career development of LGBTQ+ students and trainees throughout their career progression.

## **Student National Medical Association (SNMA) – A National Pipeline for Academic Medicine**

The Student National Medical Association (SNMA) was established in 1964 by medical students from Howard University School of Medicine and Meharry Medical College. For more than six decades, SNMA has promoted educational equity, leadership development, community service, and workforce diversification. Central to our mission is a sustained commitment to preparing members for careers in academic medicine, research, medical education, and institutional leadership.

This mission closely aligns with Building the Next Generation of Academic Physicians (BNGAP), which seeks to expand representation in academic medicine and strengthen pathways into faculty careers. Like BNGAP, SNMA recognizes that a more equitable academic workforce requires early and intentional investment through mentorship, leadership training, scholarship, and structured career development. Through its national programming and chapter network, SNMA has created a strong pipeline supporting learners from the premedical stage through residency and beyond.

### **Leadership Development: Preparing Future Academic Leaders**

Leadership development is one of SNMA's defining strengths. Through chapter, regional, and national leadership roles, members gain experience in governance, strategic planning, organizational management, and program implementation—skills directly relevant to future faculty and institutional leadership positions.

A flagship example is our Future Leadership Project (FLP), a structured fellowship that mentors emerging SNMA leaders. Fellows shadow national officers, complete leadership projects, participate in regional and national programming, and receive mentorship from senior leaders. They develop skills in communication, project management, and organizational strategy while learning pathways to future leadership roles.

The National Leadership Institute (NLI) further strengthens this pipeline through workshops focused on leadership development, organizational advancement, and project management. Tailored tracks for board members, chapter leaders, students-at-large, and premedical students ensure that leadership training begins early and continues across the continuum.

### **Advocacy and Policy: Developing Scholar-Leaders**

SNMA has long recognized that academic medicine extends beyond teaching and research to include advocacy and systems change. Through the National Advocacy Forum (NAF), our members receive training in health policy, legislative advocacy, communication, public health research, and community engagement.

Participants also gain firsthand experience engaging policymakers in Washington, D.C. These opportunities help members learn how to translate evidence and community priorities into meaningful action. This focus mirrors BNGAP's vision of developing academic physicians who lead in classrooms, institutions, and policy spaces.

### **Pipeline Development: Building Future Faculty Early**

A defining strength of SNMA is our investment in learners before medical school. Through the Minority Association of Pre-Medical Students (MAPS) and related initiatives, SNMA creates early pathways into medicine for students who may otherwise lack access to mentorship or professional networks. By exposing students to careers in medicine, research, teaching, and leadership, SNMA helps normalize academic career pathways early. These programs foster confidence, belonging, and professional identity formation—critical foundations for future faculty careers.

### **Mentorship and National Community**

SNMA's chapter network provides one of the largest support communities for underrepresented trainees in medicine. Members gain access to peers, residents, fellows, faculty mentors, and national leaders across specialties and institutions.

For many students, SNMA offers their first sustained exposure to physicians who are educators, investigators, and academic leaders with shared lived experiences. These relationships often evolve into long-term mentorship connections that support scholarship, residency preparation, and career advancement.

### **Strengthening the Future of Academic Medicine**

Together, these initiatives demonstrate SNMA's powerful role as a national pre-faculty development organization. By integrating leadership training, advocacy, mentorship, and early pipeline development, SNMA prepares members to engage in the core domains of academic medicine: teaching, scholarship, service, and leadership.

Our mission remains deeply aligned with BNGAP's commitment to diversifying the academic workforce and preparing future physician leaders who reflect the communities they serve. Through our enduring focus on excellence, equity, and leadership, SNMA continues to shape the next generation of academic medicine.

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## DESCRIPTION OF COLLABORATING INSTITUTIONS EFFORTS TO SUPPORT PRE-FACULTY DEVELOPMENT

### HEALTH PROFESSIONAL-LED ORGANIZATIONS

#### **Association of American Indian Physicians (AAIP)**

In the Spring of 2012, under the mentorship of Dr. Norma Poll, BNGAP was able to connect with Dr. Donna Galbreath and Dr. Nicole Stern, leaders of the Association of American Indian Physicians (AAIP). Through Dr. Galbreath's and Dr. Stern's guidance and support BNGAP collaborated with AAIP, AAMC and the Association of Native American Medical Students (ANAMS – Leaders Dr. Missy Begay and Dr. Andrea Garcia) to launch a mixed methods study of American Indian/Alaska Native (AI/AN) physicians' awareness of and interest in academia. Findings were published and used to support a video on American Indian/Alaska Native Perspectives on Academic Medicine Careers 2014 (Available at [www.bngap.org](http://www.bngap.org))

BNGAP has continued to be present at AAIP National Conferences and support workshops/plenaries – The Intersection of AI/AN and SGM Identity: Unique Health Issues, Health Disparities and Opportunities to Lead, AAIP 2019 48th Annual Meeting; State of Academic Medicine for UIM Faculty, AAIP 50th Anniversary Conference, July 27th, 2022; IHEAL: Indigenous Health Educators Alliance, AAIP 51st Conference, Sept 7-8, 2023, San Diego, California.

In 2023, Dr. Lukejohn Day, as President of AAIP, obtained approval from the AAIP Board for AAIP to join BNGAP's National Center for Pre-Faculty Development. Dr. Lukejohn Day has served as an active member of BNGAP through his role on the Executive Committee of the Designing, Implementing and Evaluating Pre-Faculty Development Teaching and Assessment Materials Project, sponsored by the Josiah Macy Jr Foundation. His contributions led to serving as co-author of a paper on pre-faculty competencies and milestones. Dr. Mary Owen, AAIP President in 2020-2022, is currently serving as a BNGAP Writing Fellow and developing pre-faculty curricula materials through an AI lens. AAIP's leadership and dedication to diversifying the medical and academic workforces has been highlighted in BNGAP's two books 2-3

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### **National Association of Minority Medical Educators (NAMME)**

**<https://www.nammenational.org>**

The National Association of Minority Medical Educators (NAMME) and Building the Next Generation of Academic Physicians have collaborated over the past 15 years through Marc Nivet EdD, MBA and Shelvy Campbell PhD. Dr. Sánchez was first invited to NAMME in September 2012 to serve as a speaker at the Building the Next Generation of Academicians: Medical Student Talent Search during the NAMME National Conference. He subsequently served as the keynote speakers for the NAMME Central and Southeast Regional Conferences, Marshall University on September 27, 2019. During Dr. Shelvy Campbell's tenure as President of NAMME, between 2022-2024, she gained approval from her board for NAMME to be an official member of the BNGAP National Center for Pre-Faculty Development in October 2023. Dr. Roper has gained approval / is seeking approval for NAMME to continue as a valued member of the National Center for Pre-Faculty Development. Dr. Bernard Roper, 2024-2025 NAMME President, will present at the BNGAP 15th Anniversary.

## **National Hispanic Health Foundation**

[www.NHHFx.org](http://www.NHHFx.org)

The National Hispanic Health Foundation (NHHF) (501c3) was established in 1994 in Washington, DC. Its mission is to transform the healthcare system through leadership, research and education to improve Hispanic health equity. In 2005, NHHF became affiliated with and located at the Robert F. Wagner Graduate School of Public Service, New York University. In 2012, NHHF moved to the New York Academy of Medicine to build its community-based research and started submitting research proposals. In November 2022, NHHF moved to Washington, DC.

### **Leadership**

California Leadership Fellowship Program: sponsored by Health Net/Centene Corp., trains Hispanic physicians for leadership roles in health departments, academia, and private practice. Established to develop future health leaders, the program aims to advance their careers for policy-making positions to improve overall health outcomes.

**Strong Workforce: Healthier Communities:** a five-year cooperative agreement with the CDC to develop innovative strategies for recruiting and retaining the next generation into public health careers. The initiative collaborates with public health schools, minority-serving institutions, health departments, and public health associations.

Hispanic Health Professionals Network: presidents of national and regional health associations are focused on becoming an advocacy group and mentors for the next generation of students for health careers.

### **Research**

**National Center for Hispanic Health Research:** tackles minority underrepresentation in clinical trials, where Hispanics and African Americans are significantly less represented. In partnership with the EQBMED program of Yale School of Medicine, Johnson & Johnson and Amgen, NHHF is raising awareness through webinars, a national repository, and mentorship initiative to engage Hispanic health professionals, students and patients in clinical trials. PCORI awarded grants to develop Hispanic health research agenda and mentoring.

## Education

NHHF Health Professional Student Scholarship: Founded in 2004 to support health students committed to serving Hispanics. Partnering with United Health Foundation, NHHF has awarded over \$3 million in scholarships and mentoring to over 316 students.

NHHF Health Careers Program: NHHF to train college students from California and nationally as well as LMSA premed/prehealth conferences working with MiMentor, SACNAS, GreatMindsinSTEM and others to health professional careers.

In 2005, NHHF established its Corporate Advisory Board and in 2007, United Health Foundation started its collaboration on scholarships. In 2011, the W.K. Kellogg Foundation awarded a 5-year project, "Hispanic Early Childhood Obesity, Physician Leadership and Health

Communications Project" resulting in NY and CA policies. In 2015, Centene partnered with NHHF to build education and policy activities focused on underserved areas of access to healthcare. In 2022, the Rockefeller Foundation partnered to develop COVID-19 vaccine confidence that resulted in meeting with all grantees with the White House on our recommendations.

NHHF has been supported by Josiah Macy Jr. Foundation to convene national summits to create policy to improve diversity in the health workforce:

A) "Increasing Diversity in Title VII Summit, 2009": 25 African American and Hispanic and other medical experts met on improving diversity in medical education. B) "The President's STEM Initiative Expansion to Health Professions and Diversity, Summit, 2013": 30 leaders met with White House, Congressional Hispanic Caucus, Department of Education, HRSA, NIH, National Sciences Foundation, Institute of Medicine, on expanding STEM for recruitment of K-12 & college underrepresented students to health professions. This project resulted in legislation introduced by bipartisan support in the House and Senate to create a prehealth terminal degree pathway for Hispanic Serving Institutions. C) "Diversity in the Research Workforce, 2015" with the National Institute of Minority Health and Health Disparities, National Medical Association, Association of American Indian Physicians, and the National Council of Asian American and Pacific Islander Physicians and 50 leaders. D) "Medical Spanish Summit, 2018" with Linguistic and medical school faculty. In 2026, NHHF invites you to participate in our transformative initiatives that will create opportunities for leadership, research, and education in Hispanic health.

In 2025, NHHF became the umbrella for the Hispanic Health Professional Network which we established and have worked with for 20 years. The HHPN is a coalition of national and regional Hispanic health professional organizations with 2 priorities: to mentor Latino students to become the next generation of health professionals and to build advocacy on Latino health, prevention, access to care, research, and health workforce policies with national and state policymakers. Thus, we look forward to introducing the NHHF Action Fund in 2026 and continuing to collaborate with all of you.

NHHF encourages you to learn about our programs at [www.NHHFx.org](http://www.NHHFx.org)

## The National Hispanic Medical Association (NHMA): A Legacy of Pre-Faculty Development and Academic Excellence

<https://www.nhmamd.org/>

Established in 1994 in DC, the National Hispanic Medical Association is 501(c)(6) nonpartisan, non-profit membership association representing the interests of 57,000 licensed Hispanic physicians in the United States.

The National Hispanic Medical Association (NHMA) has long served as a foundational force in advancing diversity within academic medicine, with a sustained commitment to developing the next generation of academic physicians. Central to this mission is its early and enduring collaboration with Building the Next Generation of Academic Physicians (BNGAP), a partnership rooted in a shared vision to expand representation in academic medicine and strengthen the pipeline for underrepresented physicians.

This relationship traces back to the formative years of BNGAP, emerging from the collaboration between **Dr. Elizabeth Lee-Rey** and **Dr. John Paul Sanchez**. During her tenure as Director of the Hispanic Center of Excellence (HCOE) at Albert Einstein College of Medicine, Dr. Lee-Rey recognized a critical gap in the academic pipeline: although increasing numbers of Latino students were entering medical school, relatively few were being guided toward careers in academic medicine or prepared to navigate its promotion pathways. Together, Drs. Lee-Rey and Sanchez cultivated an early framework that emphasized exposure, mentorship, and structured development. [1]. Their research further validated this mission by identifying specific barriers and interests among racial and ethnic minority medical students [2], as well as the perceptions of residents, regarding academic careers [3]. This foundational work contributed to the evolution of BNGAP into a nationally recognized program and reinforced NHMA's role as a key driver of pre-faculty development. NHMA continues this work as a member of the National Center for Pre-Faculty Development.

Today, NHMA continues to advance this mission across the full continuum from students to practicing physicians, with a strategic focus on leadership, scholarship, and academic advancement. One of its cornerstone initiatives is the NHMA Advancing Physician Leaders (APL) Fellowship, formerly known as the NHMA Leadership Fellowship. This program is intentionally designed to prepare Hispanic physicians for careers that integrate clinical excellence with academic leadership. Through intensive training, fellows develop competencies in research methodology, medical education pedagogy, and institutional leadership—skills that are essential for successful faculty careers.

Equally important is the fellowship's emphasis on mentorship. Participants are paired with experienced academic leaders who provide guidance on career navigation, promotion pathways, and the expectations of academic institutions. This structured mentorship helps demystify the transition into faculty roles and fosters long-term professional development. The program also prioritizes scholarly dissemination, encouraging fellows to present and publish their work at national forums, including NHMA and BNGAP conferences. These opportunities allow early-career physicians to build the scholarly portfolios necessary for academic advancement.

The 2025 APL cohort exemplifies the program's impact, comprising a distinguished group of physicians committed to policy, advocacy, and academia. Members such as Dr. Annelys Roque Gardner, Chair of Infectious Diseases at Emory University Hospital, and Dr. Luis Alberto Isea Mercado, Florida NHMA Chapter Chair-Elect, reflect the caliber and diversity of leadership emerging from this initiative. These individuals represent a growing cadre of physician leaders who are shaping the future of academic medicine through both scholarship and service.

The effectiveness of NHMA's initiatives is evidenced by measurable outcomes in career progression and scholarly productivity. Data from the 2025 APL Fellowship Survey highlight significant gains in academic advancement among participants. Fellows demonstrate strong promotion trajectories, with many progressing from Assistant to Associate Professor roles and assuming executive leadership positions within their institutions. The fellowship has also proven to be a critical bridge for physicians entering their first faculty appointments, equipping them with the mindset and skills necessary for long-term success in academic medicine.

Complementing its leadership development efforts, NHMA has established the *Journal of the National Hispanic Medical Association (JNHMA)* as a vital platform for scholarly dissemination. As a peer-reviewed, open-access journal, JNHMA provides early-career physicians and trainees with a venue to publish work focused on clinical care, medical education, research, and public health issues affecting Hispanic communities. In doing so, the journal directly contributes to the development of academic "currency," enabling authors to build publication records that are essential for faculty appointment and promotion. The journal has already featured impactful contributions that address critical issues in healthcare equity, including studies on recruitment strategies for Latino medical students and analyses of disparities in surgical oncology outcomes.

NHMA's commitment to pre-faculty development is further reflected in its expansion of pipeline programs, including the launch of the La Próxima Generación (The Next Generation) Scholarship in 2026. This initiative is designed to support medical, premedical, and public health students who are dedicated to advancing Latino health equity. By providing financial support to attend the NHMA Annual Conference and Gala, the program facilitates access to mentorship, networking, and professional development opportunities that are often otherwise inaccessible. Through this effort, NHMA continues to lower barriers to entry while strengthening the pipeline of future academic physicians.

Leadership development remains a defining feature of NHMA's impact. More than one-third of members report that NHMA leadership programs were extremely important to their professional identity and academic success.

Alumni of these programs now hold influential roles across the country, including positions as deans, department chairs, and residency program directors. Their achievements underscore the organization's role in cultivating leaders who not only succeed individually but also contribute to institutional transformation. Notably, the recent induction of Dr. Lisa Moreno-Watson into Sigma Xi, the Scientific Research Honor Society, reflects the level of distinction achieved by NHMA-affiliated scholars and highlights the organization's contribution to national academic excellence.

Looking ahead, NHMA remains firmly committed to its pre-faculty mission while adapting to an evolving academic and policy landscape. Its future strategy emphasizes sustainability, innovation, and expanded impact. Recognizing the challenges associated with fluctuating funding environments, NHMA is actively cultivating new partnerships and exploring private-sector collaborations to ensure the continuity and growth of its core programs. At the same time, the organization continues to serve as a strong advocate for diversity, equity, and inclusion, maintaining what can be described as a "political shield" that supports equitable access to academic medicine amid broader societal and policy shifts.

NHMA is also focused on strengthening structured pathways into faculty roles, ensuring that the transition from trainee to academic physician is both intentional and supported. The continued expansion of JNHMA will further enhance opportunities for scholarly dissemination, positioning the journal as a leading repository for research on Hispanic health and a platform for elevating Latino voices in academic medicine. In parallel, NHMA is investing in digital innovation, including virtual mentorship programs, webinars, and online learning platforms that broaden access for individuals in community-based and underserved settings.

Finally, NHMA's leadership in policy and technology underscores its forward-looking approach. Through engagement with initiatives such as the HEAL AI Act, the organization is preparing the next generation of academic physicians to lead at the intersection of technology, policy, and health equity. This integration of emerging fields into pre-faculty development ensures that NHMA members are not only prepared for current academic roles but are also equipped to shape the future of medicine.

In sum, NHMA's legacy in pre-faculty development is both profound and enduring. Through its leadership programs, mentorship networks, scholarly platforms, and forward-thinking initiatives, the organization has created a comprehensive ecosystem that supports the advancement of Hispanic physicians in academic medicine. Its continued commitment to excellence, equity, and innovation ensures that it will remain a vital force in shaping the next generation of academic leaders.

Elizabeth Lee-Rey, MD, MPH

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3. Sánchez NF, Poll-Hunter N, Spencer DJ, Lee-Rey E, et al. Attracting Diverse Talent to Academia: Perspectives of Medical Students and Residents. *Journal of Career Development*. 2018;45(5):440-457.

## **National Medical Association (NMA)**

<https://nmanet.org>

The partnership between the National Medical Association (NMA) and Building the Next Generation of Academic Physicians (BNGAP) reflects a longstanding, shared commitment to advancing diversity in academic medicine. This collaboration began in 2010 when Dr. Dennis Spencer connected BNGAP with Dr. Brandi Kaye Freeman, who was then serving as Postgraduate Physician Trustee and Section Chair of the NMA Postgraduate Section. Representing residents, fellows, and physicians in their first five years of practice, the Postgraduate Section is a critical engine for early career development, offering opportunities for research presentations and financial literacy programming that prepare trainees for academic and professional success.

Under Dr. Freeman's leadership, the NMA became a foundational partner in BNGAP's early work, contributing to seminal research exploring Black/African American residents' and fellows' perspectives on the barriers and facilitators to pursuing academic careers [1, 2, 3]. This work helped shape the national conversation on equity in academic medicine and was disseminated through multiple peer-reviewed publications. The NMA's leadership and sustained commitment to diversifying both the clinical and academic workforce have also been recognized in BNGAP's published books [4,5].

In addition to the Post-Graduate Section, the NMA has offered pre-faculty development efforts through innovative programming and strategic partnerships. For example, the Black Bag Mentoring Program now known as NMA/NIH Scholars program in collaboration with the NIDDK offers a selective two-day career development experience held during the NMA Annual Convention. This program connects emerging scholars with established investigators who provide focused coursework and mentorship on navigating and succeeding in academic medicine.

The NMA also supports a broad array of complementary programs that reinforce pre-faculty development across career stages. These include the Physician Executive Session contracting seminar, which equips physicians with critical negotiation and career advancement skills; mentorship initiatives led by local societies and specialty sections, such as the Billie Wright Adams Scholars Program sponsored by the Pediatric Section; and award programs through the Council on Concerns of Women Physicians that recognize and support medical students and residents. Across multiple sections, abstract forums provide important platforms for trainees and early career physicians to present scholarly work, receive feedback, and build academic visibility.

Most recently, the NMA has launched a Coaching Task Force, representing a forward-looking investment in leadership development. This initiative is designed to provide structured coaching for members pursuing leadership roles within academic medicine and beyond, further strengthening the pipeline of diverse physician leaders.

Together, these efforts highlight the NMA's enduring role as a leader and partner in preparing the next generation of academic physicians and advancing equity across the medical and academic workforce.

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5. Sánchez, JP and Brutus, N (Co-Editors) *Health Professions and Academia: How to Begin Your Career*, Accepted for Springer Publishing, December 2021

# Award Recipients

## **2026 Junior Leadership Award**

*recognizes an individual that as a health-related graduate school trainee has led activities to promote the development of a diverse pre-faculty workforce.*

**Cristhian Gutierrez PhD**  
**MD Candidate, President, LMSA National Inc.**

## **2026 Health Professional Leadership Award**

*recognizes an individual that as a health-related professional has led activities to promote the development of a diverse pre-faculty workforce.*

**Valerie Romero-Leggott, MD,**  
**Vice President and Executive Diversity, Equity & Inclusion Officer**  
**Health Sciences Center, University of New Mexico**

**[Click here to listen to Acceptance Speech](#)**

## **2026 Trainee Leadership Awards**

*recognizes medical students, residents, and/or fellows that exhibit exceptional early educational, research, and/or service scholarship and have strengthened their foundation to serve as a future faculty member.*

**Victor Ekuta MD**

**Christopher Hernandez Salinas**  
**[Click here to view Acceptance Speech](#)**

**Beylul Negassi**  
**[Click here to view Acceptance Speech](#)**

# Award Recipients

## 2025-2026 BNGAP Chapter of the Year

Albany Medical College

## 2026 Organizational/Institutional Leadership Award

*recognizes a health-related organization/institution  
that has led activities to promote the development of a diverse pre-faculty workforce.*

### Chairs, Group on Diversity and Inclusion, Association of American Medical Colleges (AAMC)

**David Acosta**, MD, Former Chief Diversity and Inclusion Officer, Association of American Medical Colleges

**Cynthia Boyd**, MD, Chief Compliance Officer for the Rush University for Health and Senior Associate Dean  
for Diversity and Inclusion at Rush Medical College

**Edward J. Callahan**, PhD, Associate Vice Chancellor, Emeritus, Academic Personnel, Schools of Human  
Health Sciences, University of California, Davis

**Maria Soto-Greene**, MD, Professor and Executive Vice Dean at Rutgers New Jersey Medical School (NJMS)

**Renee Navarro**, MD, PharmD, Vice Chancellor, Opportunity and Outreach, University of California, San  
Francisco

**Sheryl L. Heron**, MD, MPH, Associate Dean, Community and Engagement, Emory University School of  
Medicine

**Leon McDougale**, MD, MPH, Chief Collaborating Officer, OSU Wexner Medical Center

**Ana Núñez**, MD, FACP, Vice Dean, Diversity, Equity and Inclusion, University of Minnesota Medical School

**Joan Y. Reede**, MD, MS, MPH, MBA, Dean for Culture and Community Engagement, Harvard Medical  
School

**Chiquita A. Collins**, PhD, M, UT Health, San Antonio



## **Service Award Recipients**

Click name if  
underlined to  
view acceptance  
speech

Allison Acevedo JD  
**2026 Distinguished Service Award**

Nicholas Brutus MD  
**2026 Outstanding Service Award**

Joel Dickerman DO  
**2026 Outstanding Service Award**

Mill Etienne MD  
**2026 Distinguished Service Award**

Mekbib Gameda EdD  
**2026 Distinguished Service Award**

Ray Lucas MD  
**2026 Distinguished Service Award**

Kara McBurnett  
**2026 Distinguished Service Award**

Norma Poll-Hunter PhD  
**2026 Outstanding Service Award**

Robert Salinas MD  
**2026 Distinguished Service Award**

Lahia Yemane MD  
**2026 Distinguished Service Award**



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# Biographies

**Allison Acevedo**

Allison Acevedo serves as Director of Community Collaborations and Contributions, where she manages giving and contributions for NBME in alignment with the organization's mission and vision. Allison is an advocate for transformative change with over 25 years of experience in the policy, advocacy, philanthropy, government and non-profit sectors, supporting and implementing systems change and resource collaboration. She is a founding member of a local giving circle and has held several nonprofit and philanthropy board positions. Allison is a graduate of Swarthmore College and Temple University Beasley School of Law.

**David Acosta MD**

Dr. Acosta served as the former Chief Diversity and Inclusion Officer (CDIO) for American Association of Medical Colleges (AAMC) for eight years and has been a Board-Certified Family Physician for over 30 years. Prior to working for AAMC he had the honor of serving on the AAMC Group on Diversity and Inclusion Steering Committee as National Chair-Elect (2009-2011), National Chair (2011-2013), and Immediate Past Chair (2013-2015). Dr. Acosta has extensive past experiences as an executive administrator serving as CDIO for both the University of California Davis Health System and the University of Washington School of Medicine, where he was also Clinical Professor in the Department of Family and Community Medicine at each institution. He was honored to serve as a faculty advisor for LMSA at both institutions and has been a member of BNGAP since its inception. Dr. Acosta has received a number of awards for his innovation in DEI including the prestigious Washington State Association for Multicultural Education Excellence Award, the UC Davis Chancellor's Special Recognition and Achievement Award for Diversity and Community, the Latino Physicians of California Outstanding Achievement Award, the National Hispanic Medical Association Hispanic Health Leadership Award, and the University of New Mexico School of Medicine/School of Law Latinx Trailblazer Recognition Award.



### **Alyssa Alvarez, MPH**

Alyssa Alvarez assumed the position of Associate Director of Medical Education Initiatives at AMSNY in the spring of 2023 following her graduation from Columbia University Mailman School of Public Health. In this role, her primary responsibilities include orchestrating the development and execution of programs within AMSNY's portfolio, including the AMSNY Scholars in Medicine and Science programs and the AMSNY Scholarship in Medicine. Prior to Columbia, Alyssa obtained her bachelor's degree in Physiology with a minor in Chemistry from San Francisco State University before attending UC San Diego to pursue a Post-Baccalaureate in Pre-Medicine. During her time at UC San Diego, Alyssa worked as a research assistant in Orthopedic Surgery, where she studied the effects of cell and gene therapies in animal models. Her experience in pre-medicine and research served as a catalyst for her to decision to pursue a master's degree in Public Health, with the aim of addressing social determinants of health and health inequities.



### **Juan Amador**

Juan Amador, FASAE, CAE, is the executive director for the SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science), a scientific organization dedicated to fostering the success of Chicanos/Hispanics and Native Americans, from college students to professionals, in attaining advanced degrees, careers, and positions of leadership in Science, Technology, Engineering, and Math (STEM). He is adept at developing strategic partnerships and collaborations and championing strategic efforts within broader organizational goals and priorities, and his expertise and passion for association management focus on building the capacity of organizations to better serve all communities.

Mr. Amador was previously a director of constituent engagement at the Association of American Medical Colleges (AAMC). He was a critical leader in the AAMC's relationships and partnerships with its many constituent affinity groups. In managing these relationships, he advanced the strategic value of the association for its constituents and members. He was also responsible for implementing learning and leadership opportunities that helped members grow in their professional roles, enhanced their career development and strengthened their leadership competencies.

Mr. Amador is a Fellow for the American Society of Association Executives (ASAE), past Chair for the Certified Association Executive (CAE) Commission, leads the ASAE Hispanic Association Executives Community Resource Group, and the 2022 recipient of the prestigious ASAE Professional Performance Award.

**Gina M. Badalato MD**

Dr. Gina M. Badalato is a Professor of Urology at Columbia University Irving Medical Center. She is Vice Chair of her department and an advisory dean at Columbia medical school. She participated in the ABMS visiting scholars program from 2022-2023.

**Deborah Bae MBA, MPA**

Deborah Bae has been at the Robert Wood Johnson Foundation since 2005. In the managing director role, Deborah oversees the strategy, funding, and programming on the Leadership for Better Health portfolio, which is focused on supporting leaders who are addressing structural racism and other forms of oppression to advance health equity.

Deborah has also worked on implementing the key aspects of the Affordable Care Act, engaging private sector in advancing health, supporting behavioral economics to improve health, and bringing lessons globally to the United States.

Deborah received her MPA and MBA from New York University and her BA from Bryn Mawr College in Pennsylvania.

**Dowin H. Boatright, MD, MBA, MHS**

Dr. Boatright is a graduate of Morehouse College, receiving his medical degree from Baylor College of Medicine, and a Master in Business Administration from Rice University. Dr. Boatright is the Vice Chair of Research for the department of Emergency Medicine at the New York University Grossman School of Medicine. His research interests include diversity in the health care workforce and bias and discrimination in medical education. Dr. Boatright's work has been funded by the National Institute on Minority Health and Health Disparities and by the National Institute of General Medical Sciences.

**Cynthia Boyd MD**

Dr. Cynthia Boyd is Professor of Internal Medicine, Associate Dean for Admissions & Recruitment at Rush University Medical College, and Vice President and Chief Compliance Officer for Rush University System for Health. With over thirty years in academic medicine, including twenty years in primary care practice and teaching, Dr. Boyd has focused on increasing diversity in the physician workforce to improve health outcomes and eliminate health disparities. She has been instrumental in implementing a mission-aligned admissions process that has broadened diversity at Rush's medical school.

Dr. Boyd has served in various leadership positions within the AAMC, including as inaugural chair of the Group on Diversity and Inclusion and member of the Holistic Review in Admissions Advisory Committee. She received the GSA Exemplary Service Award in 2011 and was an inaugural fellow of the Carol Emmott Fellowship Program for women leaders in healthcare. As Chief Compliance Officer, Dr. Boyd oversees the Rush System's Compliance Program. She completed her medical education and residency at George Washington University, holds an MBA from the University of Chicago Booth School of Business, and is certified in health administration and policy.



### **Cheryl Brewster EdD**

Dr. Cheryl Brewster is a member of the leadership team recruited to Roseman University of Health Sciences in 2020 to help establish the College of Medicine (RUCOM). In her role, she provides strategic guidance to the Dean and collaborates closely with the RUCOM leadership team to cultivate a culture that is equitable, accessible, and supportive for administrators, faculty, staff, and students.

Dr. Brewster also leads the development of pathway programs designed to increase the number of Nevada students pursuing medical education. She brings more than 20 years of experience in teaching, curriculum design, program implementation, and evaluation across higher education and health-related settings.

She has been an active member of the Building the Next Generation of Academic Physicians (BNGAP) board since 2011 and has contributed to organizing the LGBT Health Workforce Conference for the past decade. Notably, Dr. Brewster hosted one of the first BNGAP conferences at the FIU Herbert Wertheim College of Medicine.

In addition, Dr. Brewster has over 25 years of experience in chronic disease prevention, with a particular focus on medically underserved communities. Her work centers on addressing social determinants of health and reducing health disparities. Trained in community-based public health, she has taught graduate-level public health and health education courses for more than two decades.



### **Nicholas Brutus MD**

Dr. Nicholas Brutus is a urology resident based in New Haven, CT. He completed his medical education at Albany Medical College in 2024 and is undergoing a residency in urology at Yale-New Haven Medical Center until 2029. He holds a BA in Biochemistry, earned cum laude from CUNY, Hunter College. Dr. Brutus has authored several publications, including works on career beginnings in health professions and academic exploration, with research featured in JAMA, Academic Medicine, and the Journal of Pediatric Urology.



### **Edward Callahan PhD**

Edward J. Callahan, Ph.D. is Professor Emeritus, Family and Community Medicine, and Associate Vice Chancellor Emeritus for Academic Personnel, Schools of Human Health Sciences, University of California, Davis. He has been a member of the Board for BNGAP for 15 years and served as Chair of the Group on Diversity and Inclusion for the American Association of Medical College as well as other Board positions for eight years.

**Laura Castillo-Page PhD**

Dr. Laura Castillo-Page joined ABMS in 2025, bringing more than two decades of leadership experience in advancing equity, inclusion, and belonging across organizations and within the fields of science, technology, engineering, mathematics, and medicine.

As Chief People and Culture Officer, Dr. Castillo-Page leads ABMS's culture and workforce initiatives, focusing on the development and implementation of systems, policies, and practices that advance equity and foster a high-performing, inclusive, engaged workplace. She collaborates closely with Human Resources and senior leadership to enhance employee experience and drive organizational excellence. Additionally, she partners with ABMS' 24 Member Boards to support and strengthen their equity and inclusion efforts.

Prior to joining ABMS, Dr. Castillo-Page served as Chief Diversity and Inclusion Officer at the National Academies of Sciences, Engineering, and Medicine, where she led the development of a comprehensive diversity, equity, and inclusion strategy and programs. Before that, she spent 17 years at the Association of American Medical Colleges, where she held several leadership roles, such as Senior Director for the Equity, Diversity and Inclusion Unit and for the Organizational Inclusion and Development Portfolio, creating a portfolio of work to advance learning and workplace environments focused on achieving an inclusive culture.

A recognized thought leader, Dr. Castillo-Page has authored or co-authored more than 50 publications in journals such as *Academic Medicine*, *American Journal of Public Health*, and *Journal of the National Medical Association*. She has also taught graduate-level courses as an Adjunct and Visiting Professor at Georgetown University, American University, and George Washington University. Dr. Castillo-Page holds a Doctor of Philosophy and a Master of Science in Educational Administration and Policy Studies from the University at Albany, State University of New York, where she also earned a Certificate of Graduate Study in Women and Public Policy. She received a Master of Arts in Political Science from the same institution and a Bachelor of Arts in Political Science and Latin American Studies from Fordham University.



### **Wilmel R. Cosme Aguilar**

ilmel R. Cosme Aguilar is a Puerto Rican medical student at Ponce Health Sciences University whose work critically examines structural inequities in healthcare delivery and access. Drawing on lived experience with chronic illness, he engages medicine as both a clinical discipline and a site of structural analysis. His academic interests include health disparities, medical ethics, and the impact of social and political determinants on patient outcomes, particularly among multilingual and historically marginalized populations. He serves as Co-Leader of the Med-Peds Specialty Section of the Latino Medical Student Association (LMSA), advancing mentorship, advocacy, and pipeline initiatives. In the context of Latinos comprising nearly 20% of the U.S. population yet remaining underrepresented in medicine, his work emphasizes workforce diversification as a matter of equity. He will begin his Internal Medicine–Pediatrics residency at the Icahn School of Medicine at Mount Sinai in July 2026.



### **Ely Cuberos Paredes**

Ely Cuberos Paredes is a fourth-year osteopathic medical student at Burrell College of Osteopathic Medicine who recently matched into Physical Medicine and Rehabilitation at the Icahn School of Medicine at Mount Sinai. She earned her bachelor's in biomedical sciences and a Master's in Neuroscience from the University at Buffalo. Ely is deeply committed to serving diverse and underserved communities and has been actively involved in the Latin Medical Student Association as chapter president and National Specialty Section Chair for PM&R, PM&R Medical Spanish Network, and Border Servant Corps, working closely with immigrant populations through clinical care and advocacy. Through the ESP Bilingual Medical Education Program, she completed electives in Orthopedics and Emergency Medicine, focusing on language-concordant care. Her interests include physiatry, adaptive sports, and improving access to rehabilitation services. Ely is passionate about continuing to advocate for underserved and Latino communities and is excited to train at a program that serves the community that raised her.



**Joel Dickerman DO**

Joel Dickerman serves as a Regional Medical Director for Clinical Education for Rocky Vista College of Osteopathic Medicine. He has worked with BNGAP on several projects and workshops for the past 8 years.

**Rafael P. Durant**

Rafael Durant is Senior Program Administrator supporting enterprise-wide philanthropy and diversity, equity, and inclusion (DEI) initiatives through strategic coordination, stakeholder engagement, and high-quality execution. In a dual-role capacity, Rafael partners with DEI leaders, Employee Resource Group (ERG) executives, and cross-functional teams to advance equity-driven programming, employee engagement, and community impact. Rafael's work includes handling operational components of C3 Unit such as C3 Committee, varied conferences, as well as handling non-med grants, sponsorship, and donations logistical activities.

Rafael also provides end-to-end support for ERG operations and leadership development, coordination of large-scale initiatives such as summits and speaker series, and development of executive-facing communications, tools, and reporting. Known for translating complex ideas into clear, actionable insights, Rafael serves as a connector across NBME teams to help organizations turn values into measurable, sustainable impact. Rafael brings over 20+ years of corporate experience to his role with NBME.

**Malika Fair MD**

Malika Fair, MD, MPH, FACEP, as chief community, opportunity, and engagement officer, provides strategic vision and leadership for the AAMC's efforts to promote a culture of excellence in academic medicine where a broad range of perspectives and experiences are valued and respected, and where students, faculty, and staff of all backgrounds can thrive and best serve all patients and communities. In this role, she leads the AAMC's strategic efforts to support community-building, foster access to opportunities, and promote relationship-centered engagement for individuals from all backgrounds and experiences.

**Tyler Gore**

Hesci, Tyler Gore is a rising third-year medical student at the University of Arizona College of Medicine – Tucson and a member of the Muscogee Creek Nation from Oklahoma. As a first-generation college graduate with a Bachelor of Science in Chemistry, Tyler completed a graduate certificate in Biomedical Sciences Serving Indigenous Cultures through the Post-baccalaureate Research Program (PREP), where his research explored the role of follicular dendritic cells in HIV persistence, and a Master's in Cellular and Molecular Medicine through the Pre-Medical Admissions Program (PMAP) at the University of Arizona, investigating copper toxicity and its effects on motility in *Pseudomonas aeruginosa*.

Between these programs, he gained clinical experience as a certified nursing assistant in the Cardiovascular Intensive Care Unit at Banner University Medical Center, deepening his commitment to critical care.

Currently, Tyler is pursuing interests in emergency medicine and critical care with a goal of building a career in academic medicine focused on health equity and physician training. He is enrolled in the medical education and global health distinction tracks and is actively working with faculty to establish a Native American Health distinction track at his institution.

Tyler is passionate about increasing Indigenous representation in medicine and channels that commitment through local and national chapters of ANAMS and pre-health outreach initiatives such as the Pre-Admission Workshop (PAW), helping guide the next generation of Indigenous physicians.

Outside of medicine, Tyler enjoys running, cycling, mountain biking, camping, rock climbing, and snowboarding, usually with his dog, Koa, close behind.

**Cristhian Gutierrez PhD**

Cristhian Gutierrez is an MD/PhD candidate at the Medical College of Wisconsin, where he recently completed his PhD and is now finishing his medical training with a focus on internal medicine and cardiology. His research centers on mitochondrial dynamics and microvascular function, with an emphasis on how inflammation and immunometabolism shape cardiovascular disease.

Beyond his scientific work, Cristhian is deeply committed to advancing equity in medicine through leadership, mentorship, and community building. He currently serves as the National President of the Latino Medical Student Association (LMSA), where he has worked to expand national partnerships, strengthen student belonging, and advocate for underrepresented trainees across the country. Cristhian is passionate about academic medicine and envisions a career that bridges translational research with patient care, while mentoring the next generation of physicians. His work is grounded in the belief that medicine sits at the intersection of science, service, and education—and that building inclusive pathways into the profession is essential to improving health outcomes for all communities.

**Daniel Guzman MD, MSE**

My name is Dan Guzman and I'm a hospitalist and Assistant Professor of Medicine at Columbia University Irving Medical Center (CUIMC). I'm originally from New Jersey, where I received my undergraduate degree in Biomedical Engineering from Rutgers University—New Brunswick and medical degree from Rutgers New Jersey Medical School. After medical school, I completed my internal medicine residency at the University of California, San Francisco (UCSF). I then became a Clinical Instructor at UCSF, where I practiced clinically as a hospitalist and worked with residents on overnight admissions, hospital transfers, and resuscitation. Wanting to pursue a research career in academic medicine, I moved to New York, where I completed a post-doctoral fellowship in respiratory epidemiology and a Master's of Science in Chemical Engineering at Columbia University while continuing to practice clinically as a hospitalist. As a hospitalist, I continue to care for patients admitted to the NewYork-Presbyterian Milstein Hospital and teach medical students and residents clinical reasoning and evidence-based practice. As a clinician investigator, I use bioinformatics and machine learning to identify proteomic biomarkers of chronic lower respiratory diseases (CLRD), one of the most common causes of morbidity, hospitalizations, and mortality. My goal is to identify protein biomarkers that can be used to predict, diagnose, and prognose hospital admissions for CLRD, thus improving outcomes for CLRD in the general population.

**Sheryl Heron MD, MPH**

Sheryl L. Heron is a Professor and Vice Chair of Faculty Equity, Engagement, and Empowerment in Emergency Medicine and Associate Dean for Community and Engagement at Emory University School of Medicine (SOM).

She is a graduate of Howard University College of Medicine and completed the prestigious Hedwig van Ameringen Executive Leadership in Academic Medicine (ELAM) program as well as the Association of American Medical Colleges, Healthcare Executive Diversity and Inclusion leadership development program. She currently serves as the chair of the American Association of Medical Colleges, Group on Collaboration, Engagement and Community. She is a co-editor of two textbooks in Emergency Medicine on Diversity and Inclusion in Quality Patient Care (2016 & 2018). She has received multiple national and local awards including the SOM's inaugural Excellence in Diversity Award and most recently the Beckman Award, an award to benefit teachers who have inspired their former students to make a significant contribution to society.

She has lectured extensively on Diversity, Equity & Inclusion in Medicine, Wellness & Well-Being in health care professionals and leadership in medicine. As founding president for the Society for Academy Emergency Medicine's Academy for Diversity and Inclusion in Emergency Medicine (SAEM ADIEM), she has a named award – the Sheryl Heron, MD, MPH Legacy Award presented annually to an individual who has demonstrated a sustained, long-term commitment to the principles of justice, equity, diversity, and inclusion through scholarship, mentorship, and leadership.

**Paris Johnson DrPH**

Dr. Paris Johnson is a public health practitioner whose work focuses on the intersection of health systems, medical education, and data-informed institutional strategy. With advanced training in public health and health informatics, Dr. Johnson examines how training environments, organizational structures, and institutional culture influence the development of the health workforce. Their work explores how medical schools and health systems can more intentionally design pathways that prepare future physicians and health professionals to address complex and evolving population health challenges.

Dr. Johnson has contributed to initiatives across academic institutions, public health agencies, and health organizations focused on strengthening health infrastructure and advancing innovative approaches to workforce development. Their interests center on how institutions recognize emerging professional potential, structure opportunities for career development, and create environments that support long-term leadership in medicine and public health.

Through applied scholarship and systems-focused work, Dr. Johnson is particularly interested in how medical schools can rethink traditional academic pathways and expand opportunities for trainees from diverse institutional, geographic, and professional backgrounds. Their work highlights the importance of aligning education, institutional design, and population health priorities in order to prepare the next generation of leaders in health and medicine.

**Brandi Kaye-Freeman MD**

Dr. Brandi Kaye Freeman is the President-Elect of the National Medical Association, the nation's oldest and largest organization representing African American physicians and their patients. Dr. Freeman is a practicing primary care pediatrician dedicated to eradicating health inequities that impact vulnerable populations through evidence-based practices and improved quality of health care delivery. She is an Associate Professor of Pediatrics and the Vice Chair of Health Opportunities and Professional Engagement (HOPE) for the Department of Pediatrics at the University of Colorado School of Medicine. As a health services researcher her portfolio includes developing approaches to improve Equity Healthcare, the well-being of minority communities, and investigating best practices to help children thrive in early childhood.

Dr. Freeman received a Bachelor of Science degree in Biology with minors in Chemistry and French from Duke University. After completing post-baccalaureate work at the Mayo Clinic, she received her Doctorate of Medicine from Baylor College of Medicine. Dr. Freeman completed pediatric residency training at Johns Hopkins Hospital and Children's Center. She was a Robert Wood Johnson Clinical Scholar at the University of Pennsylvania while obtaining her Masters of Science in Health Policy Research from the Perelman School of Medicine. In 2024, she was selected to be one of the inaugural fellows for the National Academy of Medicine's pilot State Health Policy Fellowship Program, with placement in the Colorado Department of Law. Dr. Freeman was the Post-Graduate Section Chair for the National Medical Association when the organization first began its relationship with BNGAP.

**Rosa Lee MD**

Rosa Lee, MD is senior associate dean for curricular affairs at Columbia University Vagelos College of Physicians and Surgeons and a member of BNGAP's executive board since 2022. She is a primary care physician at Columbia University Irving Medical Center.

**Elizabeth Lee-Rey, MD, MPH**

Elizabeth T. Lee-Rey is a Family Medicine physician and Clinical Attending at the Mount Sinai Faculty Practice in Hartsdale, NY. Throughout her distinguished career, Dr. Lee-Rey has stood at the intersection of clinical excellence and academic leadership, specializing in school-based health, residency supervision, and health equity.

She previously served as Director of the Hispanic Center of Excellence at Albert Einstein College of Medicine, where she developed NIH-funded cultural competency curricula and was inducted into the Leo M. Davidoff Society for teaching excellence. A tireless advocate for the next generation of physicians, she founded the Einstein Summer Undergraduate Mentorship Program and is a founding member of Building the Next Generation of Academic Physicians (BNGAP).

Dr. Lee-Rey's leadership extends to national health policy, currently serving as an Executive Board Member of the National Hispanic Medical Association (NHMA) and as a Liaison to the Latino Medical Student Association (LMSA). She earned her medical degree from the University of Pittsburgh and her Master of Public Health from Columbia University's Mailman School of Public Health.

Beyond her professional achievements, Dr. Lee-Rey is a proud parent to her sons, Jonathan and Spencer, and is supported by her husband, Miguel. Her career remains defined by a steadfast commitment to ensuring that medical education and healthcare delivery are as diverse and inclusive as the communities they serve.

**Brian Leung**

Brian Leung is a rising fourth year medical student at Touro University Nevada College of Osteopathic Medicine and currently serves as the Advocacy Vice President for the Asian Pacific American Medical Association (APAMSA). He completed his undergraduate degree at Tufts University in Biology and Community Health. As APAMSA's Advocacy Vice President, he leads national initiatives focused on legislative reform, health equity, and addressing disparities in the AANHPI community.

**Kara McBurnett**

Kara McBurnett, B. A., is a rising 4th-year medical student at the Keck School of Medicine of University of Southern California (USC). She currently serves as Director of External Affairs for the Medical Student Pride Alliance (MSPA), where she coordinates partnerships, collaborates with organizations representing underrepresented groups in medicine, and leads other student members as head of the External Affairs team. Kara also serves as MSPA's BNGAP Liaison, where she has developed a national student ambassador network and helped organize a virtual seminar on academic medicine career development featuring physician leaders. Her work focuses on strengthening early exposure to and pathways into academic medicine. She has also contributed to advancing LGBTQ+ health education and scholarship through her leadership as Co-President of MedLambda, USC's LGBTQ+ student organization, and as Planning Director for the 2024 LGBTQIA+ SoCal Health Conference.

**Leon McDougle MD, MPH**

Leon McDougle, is the 1st African American Professor with tenure in The Ohio State University Department of Family & Community Medicine and he's the inaugural Associate Vice President of Community Health, Mentorship, & Engagement for the OSU Wexner Medical Center. A graduate of the University of Toledo and OSU College of Medicine, he completed the family medicine residency at the Naval Hospital Camp Pendleton, California, and earned a Master of Public Health degree from the University of Michigan School of Public Health, Health Management and Policy.

Dr. McDougle is committed to opening doors of opportunity for biomedical and behavioral science careers and improving healthcare access and outcomes for all people.

Dr. McDougle received the Association of American Medical Colleges 2025 Louis W. Sullivan, M.D. Award. The award is given to an individual who demonstrates, through their leadership, a commitment to promoting a health care workforce that includes people of all backgrounds and perspectives.

In addition, Dr. McDougle served as the 121st President-elect and President of the National Medical Association (NMA) July 31, 2019 to July 19, 2021. He served as national chair of the AAMC Group on Collaboration, Engagement, and Community from 2013 to 2015. Dr. McDougle also serves as a member of the W. Montague Cobb/NMA Health Institute Board of Directors. Dr. McDougle is a Diplomate of the American Board of Family Medicine and Fellow of the American Academy of Family Physicians. He was elected to membership within the Alpha Omega Alpha Honor Medical Society, faculty.

**Juan Novoa**

Juan Novoa is a medical student at the University of California, Davis School of Medicine with a strong interest in plastic and reconstructive surgery, particularly in hand surgery, microsurgery, and complex wound care. He is currently exploring a long-term career in either plastic and reconstructive surgery or emergency medicine, with a shared commitment to serving underserved communities.

Juan is part of the UC Davis Community Health Scholars (CHS) and REACH programs, where he focuses on addressing healthcare disparities and improving access to care in underserved regions, particularly in California's Central Valley.

His academic and research work centers on peripheral nerve injury, surgical innovation, and access to care. His projects include targeted sensory reinnervation, optical imaging for nerve identification, and efforts to better understand disparities in access to reconstructive surgery.

He served as Co-President of the Latino Medical Student Association (LMSA) and Co-President of the Plastic and Reconstructive Surgery Interest Group at UC Davis, where he worked to expand mentorship, community engagement, and opportunities for students interested in surgical careers.

Juan is a first-generation college and medical student, the eldest in a Mexican family with parents from Mexico, which has shaped his commitment to advocacy and representation in medicine. Outside of medicine, he enjoys playing soccer (football), staying active, watching movies, and cooking.

**Ana Nunez MD, FACP**

Ana Núñez, MD, FACP is a Professor of General Internal Medicine and Vice Dean for Diversity, Equity and Inclusion at the University of Minnesota. She received her Doctorate in Medicine from Hahnemann University and Bachelor of Science in Chemistry from Wilkes University. She has fellowships in medical education from Michigan State University and health services research from the Association of American Medical Colleges (AAMC). She is nationally recognized as a medical education and health services researcher, having developed novel curricula in the areas of sex and gender medicine, primary care, trauma/violence prevention and cultural competence.

**Michelle Oliva, PMP**

Michelle Oliva is a Constituent Engagement Leader at the Association of American Medical Colleges (AAMC), where she leads national efforts to advance faculty and staff engagement, leadership development, and community-building. Her work centers on supporting faculty and staff as they navigate complex institutional environments, with a focus on leadership development, career pathways, workplace culture, and meaningful connection. Michelle is known for creating spaces that bring people together in impactful ways and for translating big ideas into actionable strategies. She is passionate about building communities where leaders can connect, grow, and lead with intention. She is currently leading the development of the AAMC Faculty & Staff Vitality Group, a new model designed to foster connection, collaboration, and leadership across academic medicine.



### **Gezzer Ortega MD, MPH**

Gezzer Ortega, MD, MPH, is an Assistant Professor of Surgery at Harvard Medical School and Lead Faculty for Research and Innovation for Equitable Surgical Care at the Center for Surgery and Public Health, Mass General Brigham. Raised in a low-income Brooklyn neighborhood by immigrant parents from the Dominican Republic, his work focuses on improving surgical outcomes for underserved populations, advancing language-concordant care for patients with non-English preferred languages, and leveraging digital health to promote health equity.

Dr. Ortega is Principal Investigator of an NIH/NIMHD K23 and a Brigham and Women's Hospital Center for Academic Development and Enrichment Faculty Career Development Award, both focused on improving outcomes for surgical patients with limited English proficiency. He also served as Project Director for the NIMHD-funded R01 PACTS Trial, which developed and evaluated a curriculum to enhance cross-cultural communication among surgical residents. Committed to workforce diversity, Dr. Ortega co-founded the Latino Surgical Society and has been recognized with multiple honors, including Health Provider of the Year (2020), National Hispanic Medical Association Young Physician of the Year (2020), the Syracuse University Chancellor's Citation Award (2021), and the Harvard Medical School Excellence in Student Mentoring Award (2022). In 2024, he was named a National Academy of Medicine Scholar in Diagnostic Excellence.

He earned his MD from Howard University, MPH from Johns Hopkins, and BS from Syracuse University.



### **Norma Poll-Hunter PhD**

Norma Iris Poll-Hunter, Ph.D. serves as Senior Director for Workforce Pathways and Partnerships in Community, Opportunity and Engagement at the Association of American Medical Colleges (AAMC) where she provides strategic leadership for workforce initiatives and cross-sector partnerships across the medical education continuum. She is the Principal Investigator for the RWJF Summer Health Professions Education Program (SHPEP), the nation's largest workforce intervention, serving nearly 1,000 diverse students annually to advance health workforce development. Dr. Poll-Hunter is a recognized thought leader, practitioner, and scholar in workforce development, diversity and culturally responsive education and training. Prior to joining the AAMC, she practiced as a bilingual psychologist in New York and led community-based programs in the Bronx. She earned her Ph.D. in Counseling Psychology at the University of Albany, SUNY, and her BA in Psychology at Lehman College, CUNY.

**Kaitlyn Pommells, MS**

Kaitlyn Pommells is the Academic Writing Coordinator and Advisors for BNGAP. In this role, she supports the Academic Medicine Writing Fellowship program, and mentors a diverse group of trainees in scholarly writing and publication. She also operates as a Liaison for the BNGAP Chapters, maintaining communication with the active chapters and providing guidance and support to emerging chapters.

Kaitlyn holds a Bachelor's degree in Exercise Physiology from Florida State University and a Master's degree in Biomedical Science from Barry University. Her professional interests include medical education, health disparities, and mentorship in academic medicine. She is passionate about fostering inclusive learning environments and empowering the next generation of physician leaders.

**Deborah Prothrow-Stith, MD**

Deborah Prothrow-Stith, M.D. is dean of CDU College of Medicine (COM) and the founding dean of its new MD degree program, the 157th in the United States and the 4th at a historically Black university. In her 7-year tenure at CDU, she built the team and led the planning, faculty development, and fundraising required to start the program, fulfilling a 57-year-old CDU dream to have its own medical school. In addition, Dean Prothrow-Stith led the restart of CDU's residency programs in South Los Angeles after a 12-year hiatus with the 2007 closure of the former LA County King Hospital. Today, CDU runs residency programs in Family Medicine, Internal Medicine, and Psychiatry; fellowship programs in Child and Adolescent Psychiatry and Addiction Medicine; and is planning residency programs in General Surgery and Physical Medicine and Rehabilitation. Dr. Prothrow-Stith's leadership has generated significant growth in the COM faculty, from 100 to over 350, who are appointed in 9 basic science and clinical departments. With the monumental start of a new medical degree program that opened with an inaugural class of 60 diverse students in July 2023, Dr. Prothrow-Stith and CDU have earned considerable recognition from peers and the media.



### **Ashley Rodgers, MD**

Ashley Rodgers is a pediatric chief resident at the Children’s Hospital at Montefiore. She received her MD at Rutgers New Jersey Medical School and completed a pediatrics residency at the Children’s Hospital at Montefiore. She is board certified in General Pediatrics. After her chief resident year, she will be starting her pediatric cardiology fellowship at Columbia University Irving Medical Center.



### **Valerie Romero-Leggott MD**

Dr. Valerie Romero-Leggott is a first-generation college student and native New Mexican Hispana with strong roots in her cultural heritage. She earned her Bachelor of Arts from Harvard University and her medical degree from the University of New Mexico (UNM) School of Medicine. Dr. Romero-Leggott holds multiple key roles at the UNM Health Sciences, including Vice President and Executive Diversity, Equity & Inclusion Officer, Professor in the Department of Family & Community Medicine, and Endowed Professorship in Equity for Health. She also leads the UNM Combined BA/MD Degree Program, which recruits and retains diverse New Mexico high school seniors committed to practicing medicine in New Mexico’s areas of greatest need.

Dr. Romero-Leggott has been a primary care provider on the forefront of treating populations burdened by socio-economic, racial, and ethnic disparities. Her expertise includes curriculum development and education in teaching cultural competence/cultural humility, developing educational pathways programs for underrepresented, underserved youth, building a diverse health workforce, and providing mentorship and career development opportunities for a diverse range of leaders, faculty, residents, learners, and staff – both locally and across the nation. She has secured nearly \$12M in external funding to enhance the diversity and distribution of the health care workforce through sustainable programs and partnerships with programs spanning elementary school through professional degrees for underserved and underrepresented youth, graduates, and faculty. She serves as PI for the HRSA New Mexico Workforce Diversity Center of Excellence. Dr. Romero-Leggott is a role model for health professionals, particularly women of color. In her personal life, she values family time and enjoys the peace and beauty of New Mexico.

**Angel Rosario MD, MPH**

Dr. Angel Rosario Jr., MD, MPH, is a general surgery resident at NewYork-Presbyterian/Columbia University Irving Medical Center and Surgical Equity Fellow in the Department of Surgery. A first-generation, first-to-college Dominican-American from Harlem, he earned his medical degree from the University of California, San Francisco, and his MPH from the Harvard T.H. Chan School of Public Health, where he was a Zuckerman Fellow at the Center for Public Leadership.

Dr. Rosario's work centers on surgical equity, health disparities, community engagement, mentorship, and culturally responsive care. He is the co-founder and resident chair of Columbia's chapter of Socially Responsible Surgery and leads initiatives focused on race and health, cultural humility, pathway programming, and improving surgical access for historically marginalized communities. His research uses community-based participatory approaches to better understand perioperative experiences, trust, communication, and barriers to care among Latino/a/x communities, with a particular focus on Dominican communities in New York City.

As a surgeon, educator, writer, and mentor, Dr. Rosario is committed to expanding who is seen, supported, and empowered within medicine. His work bridges academic surgery, public health, storytelling, and community partnership to advance a more just and humane healthcare system.



### **John Paul Sanchez MD, MPH**

John Paul Sánchez MD, MPH, serves as P.I. of a feasibility study to create the first bilingual/bicultural regional medical campus in the mainland U.S. Dr. Sánchez is a nationally respected academic physician and leader with distinguished contributions in education; research; clinical care; diversity, equity, and inclusion (DEI); and community engagement. He formerly served as the Acting Vice President, Office for DEI of the Health & Health Sciences of the University of New Mexico and supported DEI throughout the system with a focus on capacity building and developing sustainable programs. Notably he galvanized efforts to launch the first formal medical Spanish program at the medical school, was Co-PI of a new HRSA funded New Mexico Center of Excellence, and co-created a Health & Health Sciences-wide Inclusive Excellence Council. Most recently he served as Dean of Universidad Central Del Caribe School of Medicine in Puerto Rico.

He has dedicated 25 years to diversifying the clinical and academic medicine workforces and to ensuring educational equity for all learners. He has received funding from a variety of sources to support his educational and health equity work including from the Josiah Macy Jr. Foundation, NBME, CDC, HRSA, and NIH. He has published over 75 journal articles and book chapters and is Editor/Co-Editor of four books; the most recent one titled *Advancing Latino, Hispanic, or of Spanish Origin+ Leadership in Academic Medicine*. He is an Associate Editor for *MedEdPORTAL* and launched the Diversity, Equity, and Inclusion Collection and co-launched the Language-Appropriate Health Care and Medical Language Education Collection. He formerly served on the Board of Academic Medicine.



### **Nelson Sanchez MD**

Dr. Sanchez, is an Associate Professor of Medicine at the Memorial Sloan Kettering Cancer Center (MSKCC) and Weill Cornell Medicine (WCM). He has published research on medical students' attitudes and clinical experiences with LGBT patients, New York City transgender residents' access to medical care and hormone therapies, and LGBT health professionals' perspectives on academic careers.

Since joining WCM and MSKCC, Nelson spearheaded the LGBT Allies Training Workshops, leads WCM's LGBT+ Steering Committee and Co-Chairs the Annual National LGBT Health Workforce Conference (created in 2013). He is also Vice-President of Building the Next Generations of Academic Physicians Initiative (BNGAP), a nonprofit that supports diverse trainee interest in academic medicine careers.

**Jennifer Schlener**

Jennifer M. Schlener is Chief of Staff at the AAMC. A strategic partner to the President and CEO, she plays a pivotal role in convening groups to analyze and recommend responses to issues impacting both the AAMC and the broader academic medicine community. She recently led the successful merger of the Association of Academic Health Centers, including its international division, into the AAMC, demonstrating her expertise in organizational transformation and change management.

Ms. Schlener oversees the Office of the President, which encompasses the AAMC's strategy and innovation development and internal audit functions. Her team supports the President and CEO, Board of Directors, executive Leadership Team, and manages the association's presidential awards program. Serving as a trusted advisor on governance, she has spoken nationally on topics including executive compensation, board assessment, and continuous board improvement.

She leads AAMC's Member Learning and Engagement team, ensuring meaningful engagement with the academic medicine community through premier convening, resource sharing, and leadership development. Known for her servant leadership and relational leadership practices, Ms. Schlener drives the alignment of culture, strategy, and leadership within the organization.

She is a highly rated national speaker, an expert facilitator of strategic retreats, and a certified trainer of Crucial Conversations and Crucial Accountability. She has served as faculty in the cohort-based Leading Organizations to Health relational leadership program.

Previously, she held institutional advancement leadership roles at Penn State University and Franklin & Marshall College, and is an active volunteer, serving on several boards in the arts, education, and health care.

**Akshay Sood, MBBS, MPH, MBA**

Akshay Sood serves as Interim Director of Faculty Academic Affairs at the University of New Mexico Health Sciences Center (UNM HSC) and is a tenured Distinguished Professor, Regents Professor, and the founding Miners' Colfax Medical Center Endowed Chair. A physician-scientist and nationally recognized leader in faculty development, Dr. Sood is known for building scalable, evidence-based systems that strengthen faculty vitality, equity, and institutional resilience.

At UNM, he provides strategic leadership for mentoring, faculty retention, and professional development across missions and disciplines. He directs the UNM HSC Faculty Mentor Development Program within the FACULTY ECHO initiative, a model that has expanded to 13 institutions across seven states and was recognized by the AAMC as a Promising Practice in Medical School Operations in 2025. His leadership integrates data, implementation science, and lived institutional experience to translate challenges into sustainable solutions.

Dr. Sood is Principal Investigator of a multi-institutional NIGMS U01 examining innovative mentoring interventions for underrepresented minority faculty and has continuously secured federal funding since 2006. His scholarly portfolio includes more than 200 peer-reviewed publications, validated mentoring and climate assessment tools, and national thought leadership through AAMC and faculty affairs forums.

Grounded in his own journey as an immigrant and first-generation academic leader, Dr. Sood leads with empathy, accountability, and a commitment to inclusive excellence. His work consistently centers people—developing leaders, strengthening teams, and advancing academic medicine through purposeful, values-driven leadership.

**Maria Soto-Greene MD**

Dr. Maria L. Soto-Greene is a distinguished leader in academic medicine, serving as a tenured Professor and Executive Vice Dean at Rutgers New Jersey Medical School (NJMS). Over a career marked by excellence and innovation, she has advanced to her current Executive Vice Dean role where she oversees the full spectrum of undergraduate medical education — including admissions, student affairs, and curriculum — as well as faculty affairs, professional development, and accreditation. Driven by an unwavering commitment to health equity and community service, Dr. Soto-Greene has secured continuous funding from federal and private agencies since the early 1990s.

This funding enabled New Jersey Medical School to create programming which increased opportunities for individuals from educationally and economically disadvantaged backgrounds — guiding students from pre-college through medical school and advancing faculty careers, thereby shaping the next generation of physicians. Through the University of Pittsburgh, she serves as Director of the Coaching Program for the TRANSforming Bio-medical Research & Academic Faculty through Opportunity, TRaining, & Mentorship (TRANSFORM) Mid-Career Faculty Development Program, funded by NIGMS Innovative Programs.

Dr. Soto-Greene received her M.D. degree and completed residency training in internal medicine at New Jersey Medical School. She obtained a M.S. in Health Professions Education at the MGH Institute of Health Professions. Her contributions have been recognized with numerous prestigious honors, including the 2019 Herbert W. Nickens Award for her exemplary national impact on diversity in medicine and the 2025 AAMC ACE Award for Advocacy, Collaboration, and Education for her leadership in academic medicine.

**Dennis Spencer MD, PhD**

Dr. Dennis Spencer is a gastroenterologist at Boston Children’s Hospital (BCH) and serves as Director of Equity, Diversity, and Inclusion for the BCH Division of Gastroenterology, Hepatology, and Nutrition. He is an Associate Program Director for the Boston Combined Residency Program (Boston Children’s Hospital & Boston Medical Center). Within the BCH Office of Graduate Medical Education (GME), Dr. Spencer serves as BCH Medical Educator, overseeing the hospital’s educational outreach for ACGME-accredited resident and fellow training programs and hospital-wide medical education forums for clinical fellows, including the Curriculum for Academic and Professional Success (CAPS). He also serves as Faculty Chair of GME’s Diversity, Recruitment, and Retention subcommittee.

He is a founding board member of Building the Next Generation of Academic Physicians (BNGAP) Inc., where his efforts have resulted in numerous peer-reviewed manuscripts and the co-authorship of chapters in two published texts: “Succeeding in Academic Medicine” (Springer Publishing, 2020) and “Health Professions and Academia – How to Begin Your Career” (Springer Publishing, 2022).

Dr. Spencer completed the Harvard Medical School Fellowship in Pediatric Gastroenterology, Hepatology, and Nutrition at Boston Children’s Hospital after his residency at Stanford University’s Lucile Packard Children’s Hospital. He graduated from the Weill Cornell / Rockefeller / Sloan-Kettering Tri-Institutional MD-PhD Program, earning a PhD in Microbial Pathogenesis and Immunology from The Rockefeller University. He is also a proud alumnus of Morehouse College.

**Jonathan Teyan, MPA**

Jonathan Teyan joined AMSNY in 2011 and serves as President and Chief Executive Officer. In his prior role as Chief Operating Officer, he spearheaded the expansion of AMSNY's biomedical research portfolio, including the development of the New York Fund for Innovation in Research and Scientific Talent (NYFIRST), which supports the recruitment and retention of global leaders in research to New York. Jonathan also led the launch of the New York State Coalition for Biomedical Research and AMSNY's Biosciences Advisory Council, the latter of which has focused on expanding opportunities for researchers.

As President of AMSNY's sister organization, the New York State Academic Dental Centers, he led the development of the NYSADC Fellowship to Address Oral Health Disparities, which provides advanced training in special care dentistry. Jonathan has an MPA in public policy and management from Columbia University's School of International and Public Affairs.

**Katherine Torres MOL**

As Associate Vice President of Certification Standards and Programs (CSP), Katherine Torres is responsible for providing strategic oversight of ABMS certification standards and programs, with a particular focus on supporting Member Boards in the implementation of the new Continuing Certification standards. Ms. Torres oversees the programs and functions within CSP, including the allocation of resources. She also serves as the liaison between CSP activities and other departments within the America Board of Medical Specialties (ABMS) and the Member Board community.

From 2016 to 2021, Ms. Torres led the daily operations of the ABMS CSP area, including certification and continuing certification committees and related workgroups, serving as Director, Certification and Standards.

Before joining ABMS, Ms. Torres served nearly two decades at the American Medical Association, managing medical education programs and committees of educators, students, and executive teams.

Ms. Torres received a Bachelor of Business Administration from Loyola University Chicago and earned a Master of Organizational Leadership at the North Park University School of Business and Nonprofit Management.

**Hannah Turner, MPH**

Hannah Turner is the Managing Editor of MedEdPORTAL, where she has helped authors, reviewers, and editors since 2011. She completed her Masters of Public Health degree at The George Washington University Milken Institute of Public Health and earned her bachelor's degree in Physics and Premed from Georgetown University.

**Nina Uzoigwe**

Nina Uzoigwe is a fifth-year MD/PhD candidate at NYU Grossman School of Medicine, pursuing a career in cardiothoracic surgery with a research focus on cardiac arrhythmias and translational science. She trained in bioengineering and global health policy at Harvard University and is passionate about bridging clinical medicine, research and systems-level impact.

Outside of her professional and research pursuits, Nina enjoys weightlifting, dancing, traveling to uncover diverse cultures, and mentoring young students to discover their passions in science and medicine.

As the National President-Elect of the Student National Medical Association (SNMA) and former Co-Chair of its National Diversity Research Committee, Nina is committed to advancing equity in medical education and strengthening pathways for underrepresented students in academic medicine. Her leadership emphasizes mentorship, community building, and developing sustainable frameworks that support trainees from early exposure through faculty advancement.

Beyond the SNMA, Nina has led national and global initiatives in cardiothoracic surgery and workforce development. She serves as the National Executive President of the Thoracic Surgery Medical Student Association (TSMA), the largest U.S. 501(c)(3) nonprofit for medical students interested in CT surgery, and Co-Chair for the 1st International Conference for Future Cardiothoracic Surgeons. In these roles, she has expanded access to CT surgery education, fostered leadership development, and supported the next generation of physician-scholars.



### **Ernesto Vázquez-Nevarez**

Ernesto Vázquez is a fourth-year medical student at Universidad Central del Caribe (UCC) in Puerto Rico, currently preparing to begin residency training in Internal Medicine, with a long-term goal of specializing in Rheumatology. He has completed clinical training through the Elmhurst Hospital–San Juan Bautista School of Medicine–Ponce School of Medicine (ESP) Bilingual Medical Education Program, where he has cared for diverse patient populations in both English and Spanish.

Through rotations in Psychiatry, Internal Medicine, including Nephrology and Infectious Disease, and Neurosurgery, Ernesto has developed a strong clinical foundation and an appreciation for thoughtful, patient-centered care. His experiences have also shaped his interest in the role of communication, cultural context, and health system navigation in influencing patient outcomes. Ernesto approaches medicine with curiosity, humility, and a commitment to continuous growth. He values teamwork, clear communication, and mentorship, and has a growing interest in academic medicine and contributing to the education of future trainees. As he transitions into residency, he seeks to continue developing as both a clinician and educator while working to improve care for diverse and underserved communities.



### **Viviana Vega**

Viviana Vega is a rising third-year medical student at UC Davis School of Medicine and a proud Tribal Health PRIME scholar. She began her academic journey at community college before earning her degree in biology, bringing a deep commitment to equity, representation, and community-centered care into her medical training. Prior to medical school, she spent extensive time working with her Native community, an experience that continues to shape her approach to medicine, advocacy, and research.

Her work focuses on bridging Indigenous knowledge systems with Western medicine. She is currently leading a research project on acorn foodways and Indigenous health resilience, exploring the role of traditional foods in metabolic health, diabetes prevention, and food sovereignty. Through this work, she collaborates with community partners and emphasizes culturally grounded, ethical research practices.

Viviana is actively involved in leadership and mentorship, serving in student organizations such as ANAMS and LMSA, and co-leading initiatives that expand access to research and surgical mentorship. Through her clinical training, research, and advocacy, Viviana strives to uplift Indigenous voices in medicine and contribute to a more inclusive and culturally responsive healthcare system.

**Boris Vilic MBA**

Boris Vilic is Vice President of Program and Stakeholder Management at NBME. In this role, he oversees the engagement of stakeholders globally to meet NBME's mission, vision, and strategic goals. His career includes serving as dean at Albright College and Rider University, as well as director and faculty member at Duquesne University. He was nationally recognized for pioneering mobile learning applications, published a number of journal articles and book chapters on distance learning, and presented his work at national and international conferences. He is also an Associate Member of the National Council for Education and Schooling of the Croatian Academy of Sciences and Arts.

Vilic holds an MBA in marketing from Duquesne University and a BS degree in administration and management from La Roche University in Pittsburgh. He is originally from Zagreb, Croatia.

**Lindy Zhang MD, PHD**

Lindy Zhang, M.D., Ph.D. is Assistant Professor of Oncology and Pediatrics in the Division of Pediatric Oncology at the Sidney Kimmel Comprehensive Cancer Center at Johns Hopkins. She is a physician scientist who conducts translational research and cares for children, young adults, and adolescents with cancer. Her clinical interest is on the care and management of patients with cancer predisposition syndromes and their associated risk for solid tumors. Her research focuses on the immunobiology of NFI-associated tumors and the use of targeted therapeutics in preclinical models of malignant peripheral nerve sheath tumors (MPNST). She is interested in defining the interactions between molecularly targeted agents and the tumor immune microenvironment in MPNST and establish the potential role of immune-based therapies in novel therapeutic combinations.

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# Poster Titles and Presenters

1. A Snapshot of Latino-Identifying Medical Student Experiences Amid SocioPolitical Challenges – Christopher Hernandez Salinas (In-Person)
2. A Three-Year Summary of NJMS BNGAP Chapter Programming and Initiatives- Esha Shah (In-Person)
3. Advancing LGBTQ+ Representation in Academic Medicine: The Role of the Medical Student Pride Alliance – Kara McBurnett (In-Person)
4. Building a Resident-Led Research and QI Engagement Program in a Community Hospital Residency: A Kern Model Approach – Andrea Vélez Figueroa (In-Person) **Winner in Best Practices Category**
5. NA
6. Comparing Diversity, Equity, and Inclusion on US MD and DO Graduate Program Websites – Virginia Pohl (In-Person)
7. Developing Culturally Responsive Medical Education on Substance Use and Resilience in Native Communities – Caroline Pecos-Duarte (Virtual)
8. Doula Support and Black Maternal Health: Interventions Rooted in Equity – Kayla Lawson (In-Person)
9. Early Mobility as Curriculum: Empowering Nurses and Residents in the Intensive Care Unit – Andrea Velez Figueroa (In-Person)
10. Evaluating Internal Medicine Residents' Attitudes Towards Their Health Equity Curriculum – Alyssar Habib/ Mariela Trejo (In-Person) **Winner in Research Category**

11. Evaluating the Impact of the CDC AMIGAS Curriculum on Cervical Cancer Knowledge Among Latinx Women – Kaitynn Chaljub (In Person)
12. NA
13. Fear of a new diagnosis: Relevance of cultural sensibility and the need for language-concordant care – Ernesto Vasquez-Nevarez (In Person)
14. Geographic Distribution of New Jersey Counties – Exploring Hispanic deaths from Diabetes, Cardiovascular Disease and Premature Deaths – Tara Sarmiento (In Person)
15. Impact of Participation in Student-Led Academic Medicine Enrichment Program: A Pilot Survey of BNGAP Participants – Beylul Negassi (In Person)
16. Medical Student Perceptions of Academic Medicine: An Exploratory Cross-Sectional Survey Study – Adriana Kaganovski (Virtual)
17. Native American Bay Area Reach Initiative (NABARI): A novel leadership and advocacy skills-building program to increase Native and Indigenous individuals in medicine – Madison Thompson (In Person)
18. Persistent Racial and Ethnic Disparities in NJ's Spina Bifida Prevalence: A State-Level Analysis – Adriana Bayron (In Person)
19. Policy-MED: Institutional Context Drives Perceptions of Anti-DEI Legislation in U.S. Medical Education – Nina Uzoigwe (Virtual) **Winner in Research Category**
20. NA

21. Screening Across Borders: Comparing Endoscopic Guidelines to Reduce Gastric Cancer Disparity in Korean Americans – Kaitlyn Gill (In-Person)
22. The Functional Outcomes of Donanemab and Lecanemab in Early Alzheimer’s Disease – Jacquelyn Nguygen (In-Person)
23. The SGM Cancer CARE Workshop: Training, mentoring and networking for SGM Cancer Health Equity in the midst of adversity – Nelson Sanchez (In-Person)
24. US School Websites’ Images Consistently Under-represent Darker Skin Tones – Virginia Pohl (In-Person)
25. When Communication Fails: Language Barriers, Health System Navigation, and Anxiety Driven Healthcare Utilization – Ernesto Vazquez-Nevarez (In-Person) **Winner in Topic Review Category**
26. Introducing pain physiology to first-year medical students using a team-based learning approach – Patricio Mujica (In-Person)
27. MedEd in the Social Media Age: How does Online Content Impact Trainees Perceptions of Their Studies – Amira Eldesouky (In-Person)
28. The Role Of Artificial Intelligence in Clinical Medical Education: A Workshop Based Study for Healthcare Workers – Ellen Huhulea (Virtual)
29. The National Hispanic Medical Association (NHMA): A legacy of Pre-Faculty Development and Academic Excellence – Elizabeth Lee-Rey (In-Person)
30. "Si Dios Quiere, Me Regreso Normalita" Language-Concordant, Equity-Centered Care for a Spanish-Speaking Patient with Trimalleolar Fracture – Ely Cuberos Paredes (In-Person)

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