



The Voice of Medical Education

Testimony of:

Jonathan Teyan, President & CEO

Associated Medical Schools of New York (AMSNY)

At a Joint Budget Hearing of

The New York State Assembly/Senate Committees on Health

&

The New York State Senate Committee on Finance &

The New York State Assembly Committee on Ways and Means

February 28, 2023

9:30AM

Hearing Room B

Good afternoon, Chairs Weinstein, Krueger, Paulin and Rivera and other distinguished members of the New York State Legislature. Thank you for this opportunity to testify on the Executive budget proposal for state fiscal year 2024.

My name is Jonathan Teyan, President and Chief Executive Officer of the Associated Medical Schools of New York. AMSNY is the consortium of New York State's (NYS) 17 public and private medical schools. As the voice of medical education in the state, AMSNY champions biomedical research, diversity in medical school and the physician workforce and the provision of cost-efficient care. AMSNY also runs programs that support the educational development of high school and college students from underserved and underrepresented communities and groups that are underrepresented in science so they can succeed in medical school. AMSNY conducts research and analyses on important policy issues such as student retention, research funding and diversity, equity and inclusion (DEI) in medical and dental schools and in biomedical research.

The Need for a More Diverse Physician Workforce

I would first like to thank the Legislature for its unwavering support for the Diversity in Medicine Program and Diversity in Medicine Scholarship. The Diversity in Medicine Program endured sustained budget reductions for many years, but the Legislature was always there to ensure the programs continued. That persistence has paid dividends: in the aggregate, the entering medical school classes across our 17 medical schools exceeded 21% for the first time two years ago, compared with an average 13% nationally. New York has become a leader in providing pathways for students underrepresented in medicine, and it is in no small measure thanks to the Legislature's support.

We were very pleased to see that the Executive budget proposes to increase funding for the Diversity in Medicine Program to \$3.644 million, an increase of \$1.2 million over fiscal year 2023 and a near tripling of funding from 2021. The COVID-19 pandemic shone a spotlight on disparities that have long existed in health care and we are encouraged that the Governor and the Legislature recognize that fostering a physician and health care workforce that mirrors the patients they serve is a central component in addressing those disparities.

Numerous studies have demonstrated that a diverse workforce will improve the nation's health disparities and, as such, the nation's health (Jackson, 2014). Other studies demonstrate that physicians from racial or ethnic backgrounds underrepresented in medicine are more likely to practice primary care and practice in underserved areas while treating a larger number of minority patients. Furthermore, when given a choice, racial and ethnic

minority patients are more likely to select physicians who share their racial/ethnic background and in doing so, report receiving higher quality care (Kington, 2001).

AMSNY strongly believes in the importance of a multifaceted strategy to meet the growing demand for primary care and specialty physicians, while simultaneously tackling the current need to decrease access issues in underserved areas. AMSNY's Diversity in Medicine Program was developed with these two visions in mind.

AMSNY's Diversity in Medicine Program

While groups underrepresented¹ in medicine (URIM) make up 36% of the New York State population, they account for approximately 21% of the state's medical students and approximately 12% of New York State's practicing physicians.

Since 1985, AMSNY has supported an array of pipeline programs across the state with the intent of expanding the pool of students choosing careers in health and medicine. The goal of these programs is to provide academic enrichment and support to students from educationally and/or economically underserved backgrounds. These programs provide an opportunity that a majority of participants would not have had due to cultural and financial barriers.

Diversity in Medicine Program

The New York State Senate and Assembly have been exceptionally supportive of these programs for many years. When possible, the Legislature restored funds that were reduced in prior Executive budget proposals. In 2018, the Legislature took the additional step of providing scholarship funds for students who have successfully completed one of AMSNY's other programs.

AMSNY oversees 13 programs as part of its Diversity in Medicine Program that ultimately lead students into medical school, including post-baccalaureate programs at the Jacobs School of Medicine & Biomedical Sciences, University at Buffalo, the Norton College of Medicine at SUNY Upstate, the Renaissance School of Medicine at Stony Brook University, SUNY Downstate Health Sciences University and New York Medical College.

AMSNY's post-baccalaureate programs were the first of their kind to provide guaranteed admission to medical school. Students must apply to a medical school and be interviewed by the schools' admissions' committees; if

¹ "Underrepresented in medicine means those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population." AAMC's Executive Council, June 2003

the admissions' committees believe the student would be a good addition to the school, they will recommend them to one of the four post-baccalaureate programs. If the student meets the program's and the referring school's requirements, they will automatically be accepted into the referring medical school. As noted in the appendices, 93% of students who participate in AMSNY's post-baccalaureate program at the University at Buffalo enter medical school and 85% graduate. 94% of the students in our Master's degree post baccalaureate programs enter medical school.

The other Diversity in Medicine programs are offered along the educational continuum, including an academic learning center at CUNY College of Medicine (CUNY) – a seven-year BS/MD program that students enter directly from high school – and a program at the City College of New York that links junior and senior baccalaureate students with NIH-funded researchers to prepare them for careers in medical school or the basic sciences. With the additional appropriation in the SFY 2022-2023 budget, AMSNY expanded its portfolio to include programs at the Icahn School of Medicine at Mount Sinai, Bronx Community Health, Einstein College of Medicine and the University of Rochester School of Medicine and Dentistry. In total, AMSNY has been able to support 834 students in the current year, an increase of nearly 250 over the prior year.

Appended to this testimony are statistics that demonstrate the success of our programs.

State Fiscal Year 2023-2024 Funding

The Executive budget proposal for SFY 2023-2024 provides an additional \$1.2 million over SFY 2022-2023 funding. We are pleased the Executive understands the importance of these programs in addressing health disparities. We ask that the Legislature support this increase, which will allow AMSNY to provide much needed investments to the programs and expand the capacity and breadth of the portfolio.

For FY 2023-2024, we are requesting the Legislature to support the increased funding allocation proposed in the Executive Budget of \$3.644 million dollars and to ensure it is accepted into the enacted budget.

Diversity in Medicine Scholarship Program

Paying for medical school is a daunting challenge. A majority of medical school graduates complete their education with the assistance of student loan financing. The median level of principal debt for students graduating in 2020 was \$200,000 (based on public and private MD-granting schools, including undergraduate debt). Including accrued interest, median student debt is more than \$230,000.

In SFY 2017-2018, AMSNY received a \$500,000 investment from the State to launch the Diversity in Medicine Scholarship program. The scholarship—indexed to the average cost of SUNY medical school tuition— helps

students from backgrounds underrepresented in medicine by eliminating the financial barrier to medical school. In 2022-2023, the Legislature increased the funding to \$775,000, enabling us to award 15 scholarships annually to students who have completed one of the Diversity in Medicine post-baccalaureate programs. In return, the scholarship awardees commit to working for at least two years in an underserved area in New York. Scholarship students are entering all fields of medicine: primary care, internal medicine, emergency medicine, anesthesiology and urology among others. These students are highly committed to practicing in underserved areas of New York State – areas where all of these specialties are needed.

In addition, AMSNY has been able to leverage the State’s investment to secure funding from the Mother Cabrini Health Foundation, which is supporting an additional 15 scholarship awardees.

The Diversity in Medicine Scholarship Program is a Legislative initiative, and AMSNY urges the Legislature to provide at least \$775,000 in SFY 2023-2024 to maintain the current number of scholarship recipients.

Closing

Thank you for the opportunity to testify today and for your continued support of academic medicine. I welcome any questions you may have.

Respectfully submitted,

Jonathan Teyan, President and Chief Executive Officer

AMSNY Member Institutions

Albany Medical College

Albert Einstein College of Medicine

Columbia University Vagelos College of Physicians and Surgeons

CUNY School of Medicine

Icahn School of Medicine at Mount Sinai

Jacobs School of Medicine and Biomedical Sciences, the University at Buffalo

NYU Langone Health

NYU Grossman School of Medicine

NYU Long Island School of Medicine

New York Institute of Technology College of Osteopathic Medicine

New York Medical College

Renaissance School of Medicine at Stony Brook University

School of Medicine and Dentistry at the University of Rochester Medical Center

SUNY Downstate Health Sciences University

Norton College of Medicine at SUNY Upstate Medical University

Touro College of Osteopathic Medicine
Weill Cornell Medicine
Zucker School of Medicine at Hofstra/Northwell

Appendices

Associated Medical Schools of New York Diversity in Medicine Program 2021 – 2022 Program Outcomes Data

Post-Baccalaureate & Masters Degree Programs

School	Program Type
Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY	Post-Baccalaureate Program
New York Medical College	Masters of Science (MS) Degree in Basic Medical Sciences
Renaissance School of Medicine at Stony Brook University, SUNY	Masters of Science (MS) Degree in Biomedical Sciences
SUNY Upstate Medical University	Masters of Science (MS) Degree in Medical Technology

94.3%

OF STUDENTS COMPLETED THE PROGRAM & MATRICULATED INTO MEDICAL SCHOOL

Student Demographics	Hispanic/Latinx	Black/African American	Native Hawaiian/Pacific Islander	Two or More Races/Ethnicities
	37%	51%	3%	6%

Other Diversity in Medicine Pipeline Programs

School	Program	Outcomes (percent of participating students)
CUNY School of Medicine	Learning Resource Center	<ul style="list-style-type: none"> ➤ 95% rated counseling services effective ➤ 94% rated peer tutoring effective ➤ 95% rated academic workshops effective
City College of New York	Pathways to Careers in Medicine and Research	<ul style="list-style-type: none"> ➤ 100% completed the program ➤ 77% presented their research at a scientific conference



AMSNY's Diversity in Medicine Program
is supported through the
New York State Department of Health





Expansion of the AMSNY Diversity in Medicine Programs

In the SFY2022-2023 Executive Budget, Governor Hochul allocated \$2.444 million for the Associated Medical Schools of New York (AMSNY) Diversity in Medicine Program. After more than a decade of flat-funding and cuts, these funds represent an historic investment in the the physician pipeline in New York State and will have a strong impact in improving the diversity of the healthcare workforce.

With these funds, AMSNY was able to instruct the existing programs to increase the number of students – particularly in the post-baccalaureate programs which are the cornerstone of the portfolio – as well as to expand the support to the Bridges to Medicine Program at SUNY Downstate Health Sciences University.

Further, AMSNY was able to support a new program at Staten Island University Hospital to provide clinical research opportunities to URIM medical students at CUNY School of Medicine and Touro College of Osteopathic Medicine who will also be mentoring Staten Island high school students.

AMSNY also put out a request for proposals (RFP) for new or existing programs to bring under the Diversity in Medicine Portfolio. The application process awarded five new programs funds for the 2022-2023 fiscal year and served a wide population of students and future physicians across the state.

AIM-HI Program at Icahn School of Medicine at Mount Sinai - The AIM-HI program seeks to create and sustain opportunities for URIM rising juniors enrolled in New York City (NYC) undergraduate programs interested in pursuing careers in medicine. The 8 week-long program supports and exposes these students to careers as physicians and physician-scientists; and provides training in medical school preparedness and professional development

Bronx Community Health Leaders (BxCHL) - The BxCHL program aims to enhance competency-based skills and holistic admissions processes through a student-driven program with near-peer mentorship that connects students of all levels. The program includes community service and medical exposure to develop professional skills, and students gain career advice from experts in the field, including members of the Albert Einstein College of Medicine Admissions Committee.

Bridges to Medicine-Master of Science in Physiology Postbaccalaureate Program (Bridges) - These funds will be used to support and provide eight students with standardized test preparation while earning their Master of Science, support two peer mentors, and implement a novel community health worker program that will identify and link Bridges students to community based resources to address the social determinants of academic success.

Mentoring in Medicine Medical Pathway Program - The Mentoring in Medicine Medical Pathway Program is a virtual 26-week intensive preparatory program for students specifically applying or reapplying to medical school. The course features MCAT preparation, academic coaching, mentoring, seminars with medical school admissions deans and medical students, application assistance, physician shadowing, mock interviewing and fundraising help.

University of Rochester School of Medicine and Dentistry (URSMD) Bridge Program - The URSMD Bridge program aims to support five student leaders, create and refine technology structure, deploy a communication strategy to raise awareness about Bridge eligibility, support up to five medical students with intensive test preparation, and to provide culturally aware mentorship training to five students leaders and five Office of Equity and Inclusion/Bridge staff members.

These additional funds allowed AMSNY Diversity in Medicine Program to increase the number of students served by 250, all of whom will be receiving direct stipend support from the State to support their career path in medicine.

The chart below details in the breakdown of students in the programs with a comparison to the prior fiscal year.

Distribution of Students within the DOH Programs

<u>PROGRAM</u>	<u>2022 STUDENTS</u>	<u>2023 STUDENTS</u>
Post Baccalaureate Programs		
University at Buffalo	20	28
New York Medical College	6	8
Renaissance School of Medicine	3	4
Norton SUNY Upstate	5	8
SUNY Downstate H.S.U.	N/A	5
CCNY	9	20
Staten Island Univ. Hospital	N/A	9
CUNY Learning Center*	543	543
RFP Awardees		
Bronx Community Health	N/A	31
Icahn School of Medicine	N/A	8
Mentoring in Medicine**	N/A	80
SUNY Downstate	N/A	10
University of Rochester**	<u>N/A</u>	<u>80</u>
TOTAL STUDENTS	586	834
TOTAL STUDENTS WITH STIPEND SUPPORT	43	291

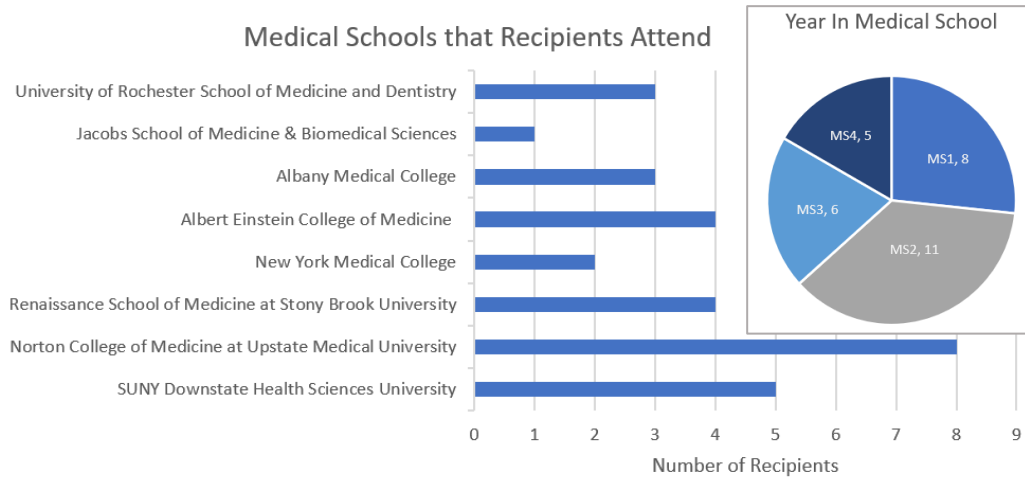
* Total number of students visiting the Learning Resource Center

** Number of students in MCAT Prep and Mentor Training

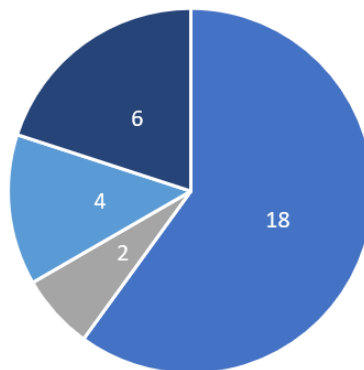
**AMSNY Diversity in Medicine Program
Student Enrollment, FY 2012 - FY 2023**

New York State Fiscal Year	Program Funding	Total Student Enrollment	University at Buffalo Post-	NYMC, Stony Brook & SUNY	SUNY Downstate Health Sciences	CUNY School of Medicine Learning Careers in Medicine	CCNY Pathways to	Staten Island	Einstein College of Medicine	Icahn School of Medicine at Mount	University of	SUNY Downstate Health Sciences	Bronx Community
			Baccalaureate	Upstate Master's Programs	University HSU	Center	& Research	University Hospital	Mentoring in Medicine	Sinai	Rochester	University	Health
FY 2012	1,700,000	567	16	14		400	20	9	48	10			
FY 2013	1,700,000	516	18	20		400	23	13	32	10			
FY 2014	1,605,000	518	22	19		385	24	15	42	11			
FY 2015	1,605,000	431	24	18		356	20	13	-	-			
FY 2016	1,605,000	502	19	16		386	25	13	24	19			
FY 2017	1,605,000	456	20	18		385	20	13	-	-			
FY 2018	1,244,000	444	20	15		385	13	-	-	1			
FY 2019	1,244,000	439	21	13		385	10	-	-	-			
FY 2020	1,244,000	441	17	14		385	15	-	-	-			
FY 2021	1,244,000	430	19	9		385	7	-	-	-			
FY 2022	1,244,000	451	20	15		385	10	-	-	-			
FY 2023	2,444,000	834	28	20	5	543	20	9	80	8	80	10	31

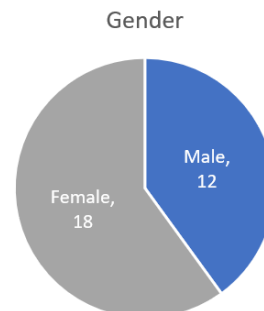
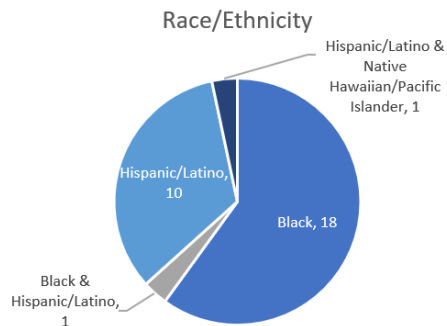
2022-2023 Diversity in Medicine Scholarship Recipients (n = 30)



AMSNY Post-Baccalaureate Program Attended



- AMSNY Post-Baccalaureate Program, Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo
- Basic Medical Science Program, New York Medical College
- Master of Science in Physiology and Biophysics, Renaissance School of Medicine at Stony Brook University
- Medical Scholars Program, SUNY Upstate Medical University



Diversity in Medicine Scholarship Recipients 2022-2023

DOH-SUPPORTED AMSNY DIVERSITY IN MEDICINE SCHOLARSHIP
2022-2023 RECIPIENT BIOGRAPHIES

FOURTH-TIME SCHOLARSHIP RECIPIENTS

DEASHIA MCALPINE

Undergraduate: Russell Sage College, BA (Psychology), '15

Post-Bac: State University of New York, Norton College of Medicine at Upstate Medical University, MS (Medical Technology), 19

Medical School: State University of New York, Norton College of Medicine at Upstate Medical University, MD, '23



Deashia grew up in Brooklyn, New York, experiencing healthcare disparities in a medically underserved community. Deashia was offered the opportunity to attend medical school through the AMSNY/SUNY Upstate Master's in Medical Technology and is currently a fourth-year student at SUNY Upstate Medical University. Her passion for medicine ignited in high school when she participated in the NYU School of Medicine High School Fellows Program. She attended an all-women's college, where she learned about the inequalities that women face in society, especially in medicine. After college, while applying to medical school, Deashia served as an AmeriCorps volunteer being a patient educator in a women's homeless shelter. These

experiences have inspired her to become a mentor for future underrepresented students, who also want to become doctors. She looks forward to empowering a new generation of doctors of color, who are needed now more than ever.

SAMANTHA WILLIAMS

Undergraduate: Union College, BS (Biological Sciences), '18

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '19

Medical School: State University of New York, Norton College of Medicine at Upstate Medical University, MD, '23



Samantha was born and raised in Syracuse, New York, where she observed how medical care is delivered to an underserved area. Her desire to return to this community stemmed from working as a volunteer for four years at the Syracuse Community Health Center, a federally qualified health center. Her love for Syracuse and passion for improving its health outcomes were reaffirmed when she chose to attend medical school at SUNY Upstate Medical University. She has worked on the executive boards of the Student National Medical Association, Latino Medical Student Association (LMSA), American Medical Women's Association, and Endocrinology Interest Group, all at Upstate. In these organizations, Samantha found ways to

engage peers and faculty about health disparities and cultural humility. She is a former chair of the 2021 Health Justice Conference at Upstate, which featured topics such as LGBTQ+ health, environmental justice, COVID-19 health disparities, and much more. She is passionate about policy and has written policy at the town level for DeWitt, New York, and at the national level for LMSA. Currently, she is working on integrating diversity, equity, and inclusion into the undergraduate medical curriculum at SUNY Upstate as the Chair of Diversity of the Alpha Omega Alpha chapter at her institution. She plans to pursue a career in family medicine and is applying to residency programs this cycle.

SECOND-TIME SCHOLARSHIP RECIPIENTS

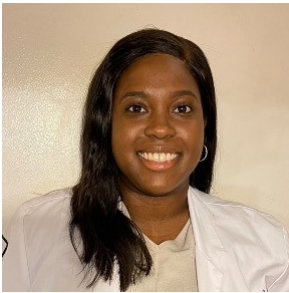
COLLEEN BECKFORD

Undergraduate: Brandeis University, BS (Biology), '14

Graduate: Brandeis University, MS (Biotechnology), '15

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '19

Medical School: State University of New York, Downstate Health Sciences University, MD, '23



Raised in Brooklyn, New York by Jamaican immigrants, Colleen has witnessed the systemic inequalities in American healthcare after her father was diagnosed with sickle cell anemia. Observing these disparities sparked her passion for translational research and serving communities that medicine has abused and neglected. She has researched infectious diseases and antibacterial resistance in several places, such as the NICU of a hospital in Buenos Aires, Argentina, and within ICUs in New York City hospitals. Colleen believes in the importance of mentorship and inspires women of color to pursue careers in STEM through programs like Science Club for Girls and 1000 Girls, 1000 Futures. She is now entering her third year at SUNY Downstate Health Sciences University, where, as co-coordinator for the Health Professions Recruitment Exposure Program (HPREP), she has organized instructional sessions that introduce students to health professions. Through Downstate's free clinic and Student COVID Response Team, she has developed outreach for clinical resources and provided information to patients about the SARS-Cov-2 virus and the vaccine. She looks forward to serving her community as an aspiring pediatrician.

HILARY BRIGHT

Undergraduate: University of Maryland Baltimore County, BS (Biochemistry, Molecular Biology), '16

Post-Bac: Stony Brook University, MS (Biomedical Sciences), '19

Medical School: Renaissance School of Medicine at Stony Brook University, MD, '23



Born in the United States as a Nigerian American and raised by her mother, Hilary has always found profound comfort in her experiences with her doctors. Having lived in difficult conditions with inconsistent access to water, heat, and electricity, the doctor's office was a place where problems could be solved, and she knew she was looked after. Through these experiences, her passion for medicine was ignited, and she is now a fourth-year student at the Renaissance School of Medicine at Stony Brook University. Hilary has since participated in community health fairs, where patients from underserved areas are checked for high blood pressure and high glucose levels – a check-up that they might not have had access to previously. Hilary hopes to match into a pediatric residency program, where she can continue to work with underserved communities and advocate for her patients as her doctors once did for her.

DANYA CONTRERAS

Undergraduate: Cornell University, BS (Biological Engineering), '13

Graduate: CUNY City College of New York, MS (Biology), '19

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '21

Medical School: State University of New York, Norton College of Medicine at Upstate Medical University, MD, '25



Danya migrated to the Bronx from the Dominican Republic at the age of six. Since then, she has become an advocate for Hispanic and Latino communities. She has pursued her passion through community service work, advocacy, and mentorship. As an undergraduate and alumni, she participated in Quisqueya: The Dominican Students Organization, La Asociación Latina, and various alumni organizations at Cornell University. She volunteered in the Emergency Room at Montefiore Hospital and at a family practice in the Bronx, where she was able to use her fluency in Spanish to connect with and educate patients facing a language barrier. Now she is entering her second year at SUNY Upstate Medical University, where she plans to continue serving underrepresented Latinx communities.

JERLIN GARO

Undergraduate: Hobart and William Smith Colleges, BS (Major: Biochemistry, Minor: Hispanic Studies) '17

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '21

Medical School: Albert Einstein College of Medicine, MD, '25



Jerlin immigrated from the Dominican Republic to the Bronx at the age of seven, where she witnessed the reluctance of underserved communities to visit doctor's offices. During her work as a scribe with CityMD, she observed how patients came in once their medical conditions had worsened, opting to attempt self-remedies before risking costly medical visits. As a future physician, Jerlin aspires to address and improve patient hesitancy and access to medical care. Her background as a native Spanish speaker has also driven her to provide more accessibility to patients who are not fluent in English. She aims to increase awareness of telemedicine and wage-loss programs. Her background as a native Spanish speaker has also driven her to

provide more accessibility to patients who are not fluent in English. She is now a second-year medical student at Albert Einstein College of Medicine.

KATHERINE GUZMAN

Undergraduate: SUNY Old Westbury, BS (Biochemistry), '19

Post-Bac: State University of New York, Norton College of Medicine at Upstate Medical University, MS (Medical Technology), '21

Medical School: State University of New York, Norton College of Medicine at Upstate Medical University, MD, '25



As a Salvadoran American, Katherine has witnessed the challenges that Latino immigrants face in finding medical care due to language barriers, differences in cultural beliefs, and general mistrust. Now a second-year student, Katherine has become very involved in volunteering around the Syracuse community; particularly offering translation services at free health clinics and the Eastern Farm Workers Association. Katherine hopes to continue helping the community by educating people on the importance of preventative medicine and providing information on the many resources available for those who lack access to medical care.

ROMARIO GIBSON

Undergraduate: SUNY Buffalo State College, BA (Major: Biology, Minor: Chemistry), '15

Graduate: SUNY at Buffalo University, MA (Biological Sciences), '16

Post-Bac: State University of New York, Norton College of Medicine at Upstate Medical University, MS (Medical Technology), '20

Medical School: State University of New York, Norton College of Medicine at Upstate Medical University, MD, '24



As an immigrant and a person of color growing up in New York City, Romario understands the level of difficulty in accessing health insurance and affordable care for certain communities. Romario worked hard applying to medical school, and through the Medical Scholars Program is now in his third year at SUNY Upstate Medical University. To inspire those like him, Romario volunteered often. One of his most treasured experiences was working with children through the Refugee and Immigrant Self-Empowerment (RISE) organization, which offered workshops and various other services for refugees. In the future, he hopes to help remove the barriers to healthcare so that all have access to high-quality medicine.

JUAN VAZQUEZ

Undergraduate: Florida International University, (Major: Biological Sciences, Minor: Chemistry), '16

Post-Bac: Post-Bac: Jacobs School of Medicine and Biomedical Sciences, the University at Buffalo, SUNY, '18

Medical School: Albert Einstein College of Medicine, MD/MSc, '25



Born in Venezuela and raised in Miami, Juan always knew he would become a doctor. His interest in medicine began at a young age when visits to the doctor instilled in him a sense of excitement. This excitement only grew strong with time as he learned of the interconnectedness of science, art, and humanity within the field of medicine. In his role as a physician, Juan aspires to be a patient advocate who emphasizes the needs of patients of color and low socioeconomic standing. In addition to his duties as a practicing physician, he would also like to remain engaged in research that focuses on health disparities. Juan is currently a rising fourth year at Albert Einstein College of Medicine.

FIRST-TIME SCHOLARSHIP RECIPIENTS

MALENA ALBRIGHT

Undergraduate: SUNY, University at Albany, BS (Biology), '16

Graduate: Barry University, MS (Biomedical Sciences), '19

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '22

Medical School: Albany Medical College, MD, '26



Although her interest in medicine began at a young age, Malena's passion for the field was solidified during her undergraduate education where she pursued medically relevant positions. While working in various healthcare settings, Malena observed the social barriers that impeded patient care. This observation led to her founding of The Patient Helper Corporation, a non-profit organization based in Florida whose mission is to provide free companion care to individuals with a life-limiting disease or illness. In her role as the founder of the Patient Helper Corporation, Malena was able to bond with patients and learn about the barriers they faced due to their illnesses. One interaction with a patient who had sickle cell anemia led to Malena writing a literary review on the recently discovered therapeutic interventions for sickle cell anemia for the Journal of Medical and Biomedical Discoveries in hopes of raising awareness. Malena hopes to use her passion for patient care to advocate for patient needs and contribute to healthcare reform. She is currently entering her first year at Albany Medical College.

BRADLEY AMAZAN

Undergraduate: SUNY, Stony Brook University (Major: Health Science with a concentration in Public Health and Community Health Education, Minor: Biology), '16

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '20

Medical School: State University of New York, Downstate Health Sciences University, MD, '24



Bradley's interest in medicine began at an early age, living in a multigenerational household with his parents, grandparents, three brothers, and two sisters. Growing up, Bradley assisted his mother, a registered nurse, by regularly checking his grandparents' vitals. This experience was one of several that slowly strengthened his interest in the field of medicine. As a first-generation Haitian American, he was exposed to the various health systems in the United States and Haiti. In 2009, his family traveled to Haiti where they volunteered at a health clinic through a local church. This experience taught Bradley the importance of access to, and utilization of preventative medicine, health literacy, and regular health screenings. As a physician, Bradley hopes to create more opportunities, representation, and mentorship for youth while working to increase local health literacy and equity. Bradley is currently in his third year at SUNY Downstate Health Sciences University.

ANTONIO BOTTOS

Undergraduate: SUNY, The College at Brockport, BS (Major: Psychology & Biological Sciences, Minor: Chemistry & Pre-Professional Health) '19

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '21

Medical School: University of Rochester School of Medicine and Dentistry, MD, '26



Antonio was a welfare recipient most of his life growing up in Upstate New York. He spent his teenage years living in subsidized housing for low-income families and at 16, started working at a local grocery store to financially support his family to avoid homelessness. Antonio continued working while attaining his bachelor's degree and was actively involved in advocacy for historically underrepresented students in STEM as a CSTEP Participant, McNair Scholar & EOP Peer Mentor. After graduating, he provided direct patient care to community members experiencing mental health crises and was a family advocate for individuals with developmental disabilities. As a first-generation college student coming from a socioeconomically disadvantaged family, Antonio deeply understands how poverty contributes to poorer health outcomes. His drive for becoming a physician stem from his passion to provide accessible medical care to marginalized community members. Antonio would like to be a physician that improves patient health from a biopsychosocial perspective while exemplifying leadership as a social justice advocate. He hopes to promote diversity, inclusion, and equity as a first-year medical student at the University of Rochester School of Medicine and Dentistry.

ISAAC FAITH

Undergraduate: University of South Florida, BS (Major: Cell and Molecular Biology) '17

Graduate: Icahn School of Medicine at Mount Sinai, MS (Biomedical Sciences) '20

Post-Bac: Jacobs School of Medicine & Biomedical Sciences, the University at Buffalo, SUNY, '22

Medical School: Albert Einstein College of Medicine, MD, '26



Born in England and immigrating to America, Isaac experienced the transition from universal healthcare coverage to being uninsured. The reality of being uninsured in America while seeking medical care showed Isaac the shortcomings of the American healthcare system and inspired him to become a physician who is committed to providing care to the underserved. His passion also led to his helping found the Diversity Innovation Hub (DIH) whose mission is to initiate, accelerate, and launch innovative solutions to address disparities in health and healthcare. Isaac is a first-year medical student at Albert Einstein College of Medicine.

JULIET MANU

Undergraduate: SUNY, University at Albany, BS, (Major: Biology, Minor: Neuroscience & Psychology), '20

Post-Bac: New York Medical College, MS (Basic Medical Sciences), '22

Medical School: New York Medical College, MD, '26



As a first-generation Ghanaian-American, born in the Bronx, NY Juliet was surrounded by an abundance of cultures. She has always had a strong interest in science and her desire to become a physician was reaffirmed in high school after experiencing an athletic injury. Juliet's injury required surgery, an experience that was one of her first personal encounters with healthcare professionals. Throughout her journey through post-operative recovery, the compassion and empathy Juliet felt from the healthcare professionals showed her the qualities that she would like to emulate as a future physician. Juliet is entering her first year of medical school at New York Medical College where she is hopeful that throughout her journey, she can continue to be a mentor and guide for pre-medical students. In due time, Juliet looks forward to bridging the gap between the life expectancies of people from all ethnic backgrounds.

JOSUE MERIDA

Undergraduate: CUNY Baruch College, BA (Major: Biological Sciences and Psychology), '19

Post-Bac: Stony Brook University, MS (Physiology and Biophysics) '22

Medical School: Renaissance School of Medicine at Stony Brook University, MD, '26



Born and raised in Queens to a Guatemalan father and Ecuadorian mother, Josue received great insight into different cultural and social backgrounds. His interest in medicine began in middle school when his older sister became a registered nurse. Seeing the joy her career brought led to his wanting to explore careers in healthcare. In addition to his background in the sciences, clinical shadowing, and research, Josue worked as an EMT in 2020 during the height of the COVID-19 pandemic and is a certified aircraft mechanic. Josue is entering his first year at the Renaissance School of Medicine at Stony Brook University.
