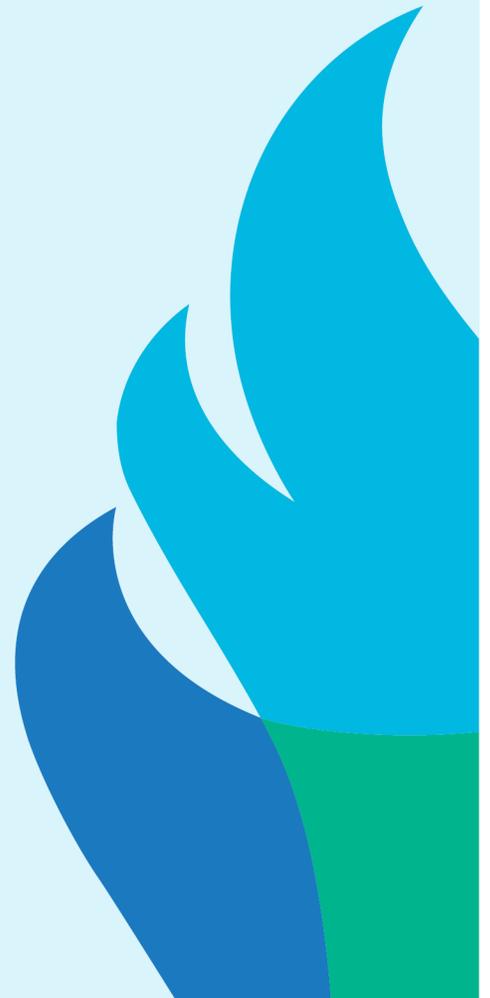




# **NBME** 2022 DIRECTORY

**COMMITTEES & TASK FORCES**



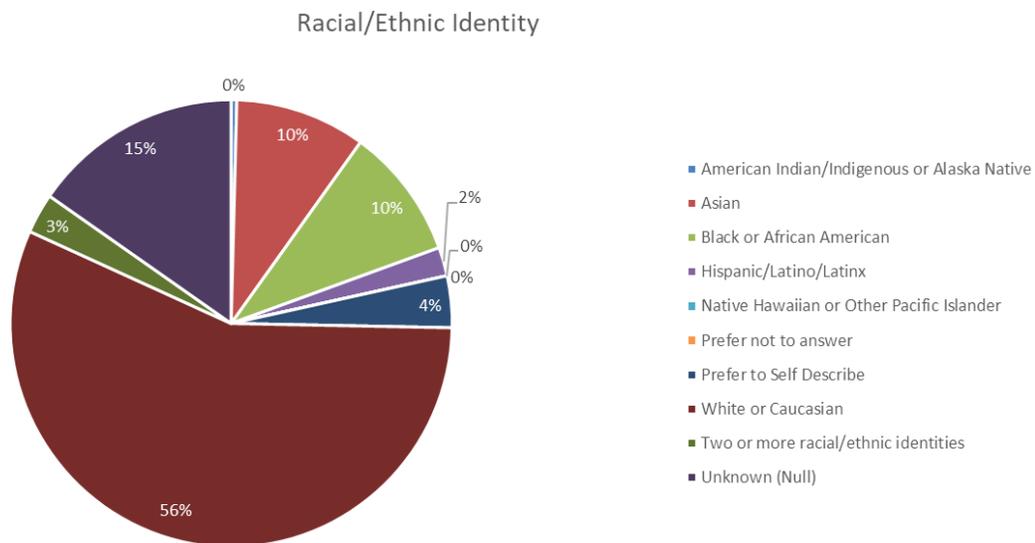
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## ABOUT NBME® COMMITTEES & TASK FORCES

We are grateful and proud to list the names of the medical educators, academic researchers, health care leaders, and other professionals who served as committee or task force members in 2022. These individuals' diverse backgrounds and experiences, which are fortified by continuous learning and professional development, support collaborative relationships with NBME. In doing so, NBME can create and deliver high-quality, reliable assessments that measure medical students' and health care providers' clinical readiness and aptitude.

In 2022, 241 individuals contributed to an NBME committee or task force. Of these, 53% identified as women and 47% as men<sup>1</sup>. More than 33% identify as from a historically underrepresented racial and ethnic group<sup>2</sup>.



More than 51 percent of members held a medical degree; 29% held both a medical degree and an additional advanced degree; 12% held a PhD alone; and 7% of these members held other degrees from various disciplines. Geographically,

- nearly 31% of committee members were from the Southern United States;
- more than 18% were from the Central United States;
- nearly 32% were from the Northeast; and
- nearly 14% were from the West Coast.

Additionally, more than 5% of committee members came from outside the United States. More than 17% of members speak one or more languages other than English. Nearly 5% of committee members reported to be either current or former members of state licensing boards.

Altogether, individuals from more than 133 organizations served on an NBME committee or task force.

<sup>1</sup>43 individuals did not report a gender identity.

<sup>2</sup>37 individuals did not report a racial/ethnic identity.

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## GOVERNANCE & OVERSIGHT

### BOARD OF DIRECTORS

The [NBME Board of Directors](#) oversees all activities of NBME and has full authority to act for NBME in accordance with the District of Columbia Nonprofit Corporation Act, directing the policies and business of NBME.

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## **FINANCE & AUDIT COMMITTEES**

Finance and Audit Committee members carry out the fiduciary duties of NBME. The Finance Committee reviews and recommends approval of the annual budget to the NBME Board of Directors. The Finance Committee also annually reviews the management of invested funds of NBME, as well as the status of the retirement income plan and its underlying trust funds. The Audit Committee reviews the annual audits of NBME and its retirement plans and tax filings (U.S. IRS Form 990) and ensures adequate internal controls are in place and functioning properly. In addition, the Audit Committee oversees the risk management function and monitors compliance with certain policies and procedures.

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**JEFFREY L. SUSMAN, MD**

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**KYLA TERHUNE, MD, MBA**

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**KYLA TERHUNE, MD, MBA**

**JON V. THOMAS, MD, MBA**

## **NOMINATING COMMITTEE**

The Nominating Committee reviews the needs of the organization and nominates individuals to serve on the NBME Council and nominates officers and non-officer directors of the NBME Board of Directors.

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Keck School of Medicine of the University of Southern California

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**BETHANY ROBERTSON, DNP, CNM**

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## **NBME COUNCIL**

The NBME Council provides advice and counsel to the Board of Directors and staff.

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University of Washington School of Medicine

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**JOSHUA D. NOSANCHUK, MD**

Albert Einstein College of Medicine

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The Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania

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Emory University Nell Hodgson Woodruff School of Nursing

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Carolina Complete Health, Centene

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University of South Carolina School of Medicine, Columbia

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University of Virginia School of Medicine

**TRACY L. YARBROUGH, MD, PHD, MAED**  
California Northstate University College of Medicine and Global Advanced Imaging, PLLC

## **NBME COMMITTEES**

### **ADVISORY COMMITTEE FOR MEDICAL SCHOOL PROGRAMS**

Members of the Advisory Committee for Medical School Programs are nominated from academic and medical associations and medical student organizations to serve. The Advisory Committee for Medical School Programs is charged to improve communication and enhance relationships with the medical education community.

*Chair*

**DAVID MILLING, MD**

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

*Student Osteopathic Medical Association*

**SIDRA A. ALI**

Burrell College of Osteopathic Medicine

*American Medical Association - Council on Medical Education*

**SHERRI S. BAKER, MD**

University of Oklahoma College of Medicine

*Association of American Medical Colleges - Group on Educational Affairs*

**GARY L. BECK DALLAGHAN, PHD**

The University of Texas at Tyler School of Medicine

*Association of American Medical Colleges - Council of Faculty and Academic Societies*

**LILY M. BELFI, MD**

Weill Cornell Medicine

*Association of American Medical Colleges - Council of Deans*

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University of Nebraska College of Medicine

**PETER J. KATSUFRAKIS, MD, MBA**

NBME

*Association of American Medical Colleges - Graduate Research, Education and Training*

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Duke University School of Medicine

*American Medical Association - Academic Physicians Section*

**ALMA B. LITTLES, MD**

The Florida State University College of Medicine

*American Medical Association - Medical Student Section*

**SANJAY V. MENGHANI, PHD**

The University of Arizona College of Medicine - Tucson

*American Medical Association - Resident and Fellow Section*

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University of Michigan Medical School

*Association of American Medical Colleges – Organization of Resident Representatives*

**MELISSA L. PALMA, MD, MPH**

Association for Prevention Teaching and Research

*Student National Medical Association*

**MEGAN SHARPE, MA**

Case Western Reserve University School of Medicine

*American Medical Student Association*

**ANISHAA SIVAKUMAR**

Yale School of Medicine

## **PUBLIC STAKEHOLDERS COMMITTEE**

The NBME Public Stakeholders Committee provides a forum for NBME's effective engagement with health care consumers and advocates. Aligning with NBME's mission of protecting the health of the public, the committee develops recommendations for the Board of Directors to ensure the incorporation of the voice of the public in NBME's work.

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**KAREN W. FEINSTEIN, PHD**

Jewish Healthcare Foundation

**KATE FICK**

Boise, ID

**VICKI W. GIRARD, JD**

Georgetown University Law Center

**PETER J. KATSUFRAKIS, MD, MBA**

NBME

**ALFRED F. TALLIA, MD, MPH**

Rutgers, Robert Wood Johnson Medical School

**ZACH WEISMANN**

The Impactful LLC

## **STRATEGIC EDUCATORS ENHANCEMENT FUND (SEEF) OVERSIGHT COMMITTEE**

NBME established the [SEEF](#) to support the medical education community by providing personal development opportunities for faculty who are new to assessment. In addition to helping educators gain a better understanding of assessment principles, the SEEF promotes assessment-focused research to drive future innovations in the field. Members of the Oversight Committee are charged to oversee and monitor the fund, to plan activities consistent with its purpose and to oversee the execution of these activities. Since its inception, the committee has created a multi-year plan designed to fulfill the fund's purpose, and this has included the annual [NBME Invitational Conference for Educators \(NICE\)](#), the [research fellowship](#) and volunteer appreciation activities.

*Chair*

**CHRISTOPHER KNIGHT, MD**

University of Washington School of Medicine

**CRISTINA M. GONZALEZ, MD, MED**

NYU Grossman School of Medicine

**REENA KARANI, MD, MHPE**

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National Board of Medical Examiners

**CHARISSE SMITH**

National Board of Medical Examiners

**TRACY L. YARBROUGH, MD, PHD, MAED**

California Northstate University College of Medicine and Global Advanced Imaging, PLLC

## **STEMMLER FUND STEERING COMMITTEE**

For the past 27 years, the [Stemmler Fund](#) has provided support for research and development of innovative assessment approaches that will enhance the evaluation of those preparing to or continuing to practice medicine. Stemmler Fund Steering Committee members are responsible for selecting proposals of research projects that are funded through the Stemmler Fund annually.

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**DAVID MILLING, MD**

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

**MARJORIE A. BOWMAN, MD, MPA**

Veterans Health Administration

**CRISTINA M. GONZALEZ, MD, MED**

NYU Grossman School of Medicine

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Emory University School of Medicine

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Keck School of Medicine of the University of Southern California

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**SU SOMAY, EDD**

## **HUBBARD AWARD COMMITTEE**

[Hubbard Award](#) Committee members have the responsibility of identifying an individual who has made a significant and sustained contribution to the assessment of professional competency and educational program development at any level along the continuum of medical education and delivery of health care. They meet twice a year to consider individuals identified through a global nomination process.

*Chair*

**DANNY M. TAKANISHI, JR., MD**

John A. Burns School of Medicine University of Hawaii at Manoa

**POLINA HARIK, PHD**

NBME

**DAVID S. KOUNTZ, MD, MBA**

Hackensack Meridian School of Medicine

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NBME

**JUDY SHEA, PHD**

The Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania

**JON V. THOMAS, MD, MBA**

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## INTERNATIONAL COMMITTEES

### GLOBAL ADVISORY COMMITTEE

The members of the Global Advisory Committee provide intelligence to NBME on the status, challenges, and developments in medical education and healthcare globally; provide input on NBME's strategic goals and tactical plans based on knowledge and experience of global markets and of global developments in the field of assessment; inform NBME of promising opportunities for engagement consistent with NBME's strategic goals; advise on best engagement strategies; and assist with implementing current initiatives and projects. This advice to NBME staff and recommendations to the NBME Board of Directors ensure that NBME engages in international programs that enhance the quality of the health care workforce in the United States and worldwide, while enhancing the quality of health care throughout the world.

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Universidade Estadual de Campinas  
Brazil

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The Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania  
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Family Health Medical School, Accra and University of Health and Allied Sciences, Volta Region  
Ghana

#### **ZEINA KANAFANI, MD, MS**

American University of Beirut Medical Center  
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NBME  
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USA

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University of Minho  
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**ALFRED F. TALLIA, MD, MPH**

Rutgers, Robert Wood Johnson Medical School  
USA

**JORGE E. VALDEZ GARCÍA, MD, PHD**

Escuela de Medicina y Ciencias de la Salud del Tecnológico de Monterrey  
Mexico

## **INTERNATIONAL FOUNDATIONS OF MEDICINE® (IFOM®) COMMITTEE**

IFOM Committee members develop and review the test questions from which the IFOM® Clinical Science Exam (CSE) is composed. Each new IFOM CSE test form built by NBME staff is reviewed to ensure that the IFOM question bank remains accurate and robust. Crafting good test questions and reviewing test forms for this international examination require current medical expertise and knowledge of actual medical practices and medical school curricula across their region of practice. It also requires flexibility and open-mindedness and the ability to work with a diverse team of faculty representing various specialties and every region of the world.

### *Chair*

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American University of Beirut Medical Center  
Lebanon

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Wake Forest University School of Medicine  
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University of Pittsburgh School of Medicine  
USA

#### **LYNN M. CLEARY, MD**

SUNY Upstate Medical University Alan and Marlene Norton College of Medicine  
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Family Health Medical School, Accra & University of Health and Allied Sciences, Volta Region  
Ghana

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Weill Cornell Medical College Qatar & Qatar University College of Medicine  
Qatar

#### **PATRICIA A. KING, MD, PHD**

The Robert Larner, M.D. College of Medicine at the University of Vermont  
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Catholic University of Health and Allied Sciences  
Tanzania

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University of Minho

Portugal

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Universidad Internacional del Ecuador

Ecuador

**CECILIA J. SORENSEN, MD**

Columbia University Mailman School of Public Health

USA

# **NBME PRODUCT & COLLABORATIVE COMMITTEES & TASK FORCES**

## **COMMUNICATION COMPETENCY MEETING**

### **CAROL CHOU, MD**

The Raymond and Ruth Perelman School of Medicine at the University of Pennsylvania

### **FRANCESCA C. DWAMENA, MD, MS**

Michigan State University College of Human Medicine

### **KIMBERLY A. FISHER, MD**

University of Massachusetts

### **AUGUSTE H. FORTIN, MD, MPH**

Yale School of Medicine

### **ROBERT E. GRAMLING, MD, DSC**

The Robert Larner, M.D. College of Medicine at the University of Vermont

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Maine Medical Center Research Institute

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### **SUZANNE M. KURTZ, PHD**

Washington State University College of Veterinary Medicine

### **BETH A. LOWN, MD**

Harvard Medical School

### **KAREN SMITH**

Excitant Health

### **DONNA STEIN-HARRIS**

Grawn, MI

### **RICHARD L. STREET, PHD**

Texas A&M University School of Medicine

### **REED VAN DEUSEN, MD, MS**

University of Pittsburgh School of Medicine

## **HEALTH SYSTEMS SCIENCE FOCUS GROUP**

Subject matter experts contributed to focus groups related to health systems science.

### **JULIE AULTMAN, PHD**

Northeast Ohio Medical University College of Medicine

### **TRACEY L. HENRY, MD, MPH, MS**

Emory University School of Medicine

### **AMANDA KOST, MD, MED**

University of Washington School of Medicine

### **PAUL F. WEBER, MD, RPH, MBA**

Rutgers, Robert Wood Johnson Medical School

## **OSCE FOR CLINICAL REASONING ASSESSMENT CREATIVE COMMUNITY**

Creative Communities are NBME-funded programs under the NBME Assessment Alliance initiative. The purpose of the OSCE for Clinical Reasoning Creative Community is to collectively develop solutions that promote and measure clinical reasoning using school-based OSCEs. This Creative Community is designed to identify and develop incremental solutions with the goals of enhancing the development and assessment of learner clinical reasoning skills, presenting patient groups without bias or stereotypes, minimizing group differences in learner outcomes, and enabling all institutions to better support learner skill development across the continuum of medical education and training.

### **LAURIE CAINES, MD**

University of Connecticut School of Medicine

### **ANALIA CASTIGLIONI, MD**

University of Central Florida College of Medicine

### **VISHAL PODDAR, MD**

Howard University College of Medicine

### **DAVID C. GORDON, MD**

Duke University School of Medicine

### **KHADEJA JOHNSON, MD**

Morehouse School of Medicine

### **MATTHEW KELLEHER, MD, MED**

University of Cincinnati College of Medicine

**DEBRA L. KLAMEN, MD, MHPE**

Southern Illinois University School of Medicine

**KRISTEN MITCHELL, DO**

University of New England College of Osteopathic Medicine

**CANDACE PAU, MD**

Kaiser Permanente Bernard J. Tyson School of Medicine

**JAN VEESART, MD**

University of New Mexico School of Medicine

## **NBME SUBJECT EXAMINATION TASK FORCES**

Task Force members write and review a subset of the items from which the NBME® Subject Examinations are composed. They also provide input to the exams' content outlines, ensuring continued alignment between Subject Examinations and core course and/or clerkship curricula.

### **EMERGENCY MEDICINE ADVANCED CLINICAL EXAM TASK FORCE**

*Chair*

**LUAN E. LAWSON, MD, MAED**

Virginia Commonwealth University School of Medicine

**KIM L. ASKEW, MD**

Wake Forest University School of Medicine

**STEVEN DAVIS, MD**

The George Washington University School of Medicine and Health Sciences

**DOUGLAS S. FRANZEN, MD, MED**

University of Washington School of Medicine

**KATHY HILLER, MD, MPH**

Indiana University School of Medicine

**JULIANNA JUNG, MD**

Johns Hopkins University School of Medicine

**CYNTHIA LEUNG, MD, PHD**

The Ohio State University College of Medicine

**ALLISON SCHILLER, DO**

The Brody School of Medicine at East Carolina University

**NAVDEEP SEKHON, MD**

Baylor College of Medicine School of Medicine

**DAVID A. WALD, DO**

Lewis Katz School of Medicine at Temple University

## **MSS INTERNAL MEDICINE TASK FORCE**

*Chair*

**CHAD S. MILLER, MD**

Saint Louis University School of Medicine

**JOEL L. APPEL, DO**

Wayne State University School of Medicine

**CHAYAN CHAKRABORTI, MD**

Tulane University School Of Medicine

**D. MICHAEL ELNICKI, MD**

University of Pittsburgh School of Medicine

**SHANU GUPTA, MD**

USF Health Morsani College of Medicine

**CHRISTOPHER J. KING, MD**

University of Colorado School of Medicine

**ANITA KUSNOOR, MD**

Baylor College of Medicine School of Medicine

**DOUGLAS S. PAAUW, MD**

University of Washington School of Medicine

**SARA WIKSTROM, MD, MED, MS**

Spencer Fox Eccles School of Medicine at the University of Utah

## **MSS OBSTETRICS AND GYNECOLOGY TASK FORCE**

*Chair*

**MAYA M. HAMMOUD, MD, MBA**

University of Michigan Medical School

**CORINNE A. BAZELLA, MD**

Case Western Reserve University School of Medicine

**JAMES E. BENSON, MD**

Georgetown University School of Medicine

**AMY BROWN, MD**

USF Health Morsani College of Medicine

**SARAH DOTTERS-KATZ, MD, MMHPE**

Duke University School of Medicine

**MONICA HENNING, MD**

University of Oklahoma College of Medicine

**MELODY HOU, MD, MPH**

University of California, Davis School of Medicine

**CHARLES E. JOHNSON, MD**

University of Nevada, Reno School of Medicine

**KIMBERLY A. PILKINTON, MD, MPH**

University of Houston Tilman J. Fertitta Family College of Medicine

**SARAH SHAFFER, DO, MME**

University of Iowa Roy J. and Lucille A. Carver College of Medicine

**KATERINA SHVARTSMAN, MD**

Uniformed Services University of the Health Sciences, F. Edward Hébert School of Medicine

**MSS PEDIATRICS TASK FORCE**

*Chair*

**ADITEE NARAYAN, MD**

Duke University School of Medicine

**MARY E. BROWN, MD, MS**

Tufts University School of Medicine

**MEGHA FITZPATRICK, MD**

Georgetown University School of Medicine

**KAREN FORBES, MD, MED**

University of Alberta Faculty of Medicine and Dentistry

**W. CHRISTOPHER GOLDEN, MD**

Johns Hopkins University School of Medicine

**MELISSA HELD, MD**

University of Connecticut School of Medicine

**CLIFTON C. LEE, MD**

Virginia Commonwealth University School of Medicine

**MICHELLE B. NOELCK, MD**

Oregon Health & Science University School of Medicine

**NICHOLAS M. POTISEK, MD**

University of South Carolina School of Medicine, Greenville

**SANDRA M. SANGUINO, MD**

Northwestern University Feinberg School of Medicine

**MSS SURGERY TASK FORCE**

*Chair*

**JESSE MOORE, MD**

The Robert Larner, M.D. College of Medicine at the University of Vermont

**KWAME AMANKWAH, MD**

University of Connecticut School of Medicine

**KAREN J. BRASEL, MD, MPH**

Oregon Health & Science University School of Medicine

**KIMBERLY BROWN, MD**

The University of Texas at Austin Dell Medical School

**MARC A. DE MOYA, MD**

Medical College of Wisconsin

**BETH A. RYDER, MD**

The Warren Alpert Medical School of Brown University

**ROHIT SHARMA, MD**

The University of Texas Southwestern Medical School

**RACHEL L. SLOTCAVAGE, MD**

University of Arkansas for Medical Sciences College of Medicine

**JACQUELYN TURNER, MD**

Tulane University School of Medicine

## **FORMS REVIEW AND REMOTE POOL REVIEWERS**

Form and pool reviewers are responsible for reviewing items on NBME® Subject Examination forms to ensure that individual items are accurate and current, and that the finalized exam forms are balanced in terms of content breadth and depth. They also provide comments as to whether certain content areas need further discussion and review in light of changing trends in medicine. Form reviewers are current course or clerkship directors, further ensuring alignment with core curricula and that the exam content is at the appropriate difficulty level for the examinee population. The work done by reviewers is essential in ensuring that NBME is producing quality examination forms.

### **GAURI AGARWAL, MD**

University of Miami Leonard M. Miller School of Medicine

### **AISHA AHMED, MD**

Northwestern University Feinberg School of Medicine

### **ABU-BAKR AL-MEHDI, MD, PHD**

Frederick P. Whiddon College of Medicine at the University of South Alabama

### **PETER G. ANDERSON, DVM, PHD**

University of Alabama at Birmingham Marnix E. Heersink School of Medicine

### **JOEL L. APPEL, DO**

Wayne State University School of Medicine

### **KIMBERLY BENAVENTE, MD**

UT Health San Antonio Joe R. & Teresa Lozano Long School of Medicine

### **EDWARD R. BOLLARD, MD, DDS**

Penn State College of Medicine

### **PAUL C. BRANDT, PHD**

Texas A&M University School of Medicine

### **MARY E. BROWN, MD, MS**

Tufts University School of Medicine

### **JENNIFER K. BRUECKNER, PHD**

University of Louisville School of Medicine

### **LINDA F. CHANG, PHARM D, MPH**

University of Illinois College of Medicine at Rockford

### **MIGUEL CHUQUILIN ARISTA, MD**

University of Florida College of Medicine

**TINA M. COWAN, PHD**

Stanford University School of Medicine

**JANIS L. CUTLER, MD**

Columbia University Vagelos College of Physicians and Surgeons

**JOHN A. DAVIS, MD, PHD**

University of California, San Francisco School of Medicine

**MICHAEL J. DONNELLY, MD**

Georgetown University School of Medicine

**ANNA C. EDMONDSON, PHD**

Medical College of Georgia at Augusta University

**RANA E. EL FEGHALY, MD, MSCI**

University of Missouri-Kansas City School of Medicine Director and Children's Mercy Kansas City

**D. MICHAEL ELNICKI, MD**

University of Pittsburgh School of Medicine

**ALLA FAYNGERSH, MD**

Rutgers New Jersey Medical School

**MARIAN FIREMAN, MD**

Oregon Health & Science University School of Medicine

**HOWARD B. FLEIT, PHD**

Renaissance School of Medicine at Stony Brook University

**KAREN FORBES, MD, MED**

University of Alberta Faculty of Medicine and Dentistry

**MARY FURLONG, MD**

Georgetown University School of Medicine

**W. CHRISTOPHER GOLDEN, MD**

Johns Hopkins University School of Medicine

**JOSEPH P. GRANDE, MD, PHD**

Mayo Clinic Alix School of Medicine

**ROBERT W. HADLEY, PHD**

University of Kentucky College of Medicine

**CHERYL A. HANAU, MD**

Drexel University College of Medicine

**TAYLOR HARRISON, MD**

Emory University School of Medicine

**HARLAND HOLMAN, MD**

Michigan State University College of Human Medicine

**HERBERT F. JANSSEN, MED, PHD**

Texas Tech University Health Sciences Center School of Medicine

**ZAIBA I. JETPURI, DO, MBA**

The University of Texas Southwestern Medical School

**KEVIN Y. KANE, MD**

University of Missouri-Columbia School of Medicine

**CHRISTINE A. KAUFFMAN, MD**

University of Central Florida College of Medicine

**CHRISTOPHER J. KING, MD**

University of Colorado School of Medicine

**BARBARA E. KNOLLMANN-RITSCHER, MD**

Uniformed Services University of the Health Sciences, F. Edward Hébert School of Medicine

**PAUL G. KOLES, MD**

Centerfield, Ohio

**DORIS KUNG, DO**

Baylor College of Medicine School of Medicine

**CLIFTON C. LEE, MD**

Virginia Commonwealth University School of Medicine

**STEVEN A. LIEBERMAN, MD**

The University of Arizona College of Medicine - Phoenix

**KARI MADER, MD, MPH**

University of Colorado School of Medicine

**JOHN MALATY, MD**

University of Florida College of Medicine

**JESS MANDEL, MD**

University of California, San Diego School of Medicine

**MICHAEL MARCANGELO, MD**

Northwestern University Feinberg School of Medicine

**DAVID C. MCMILLAN, PHD**

University of Nebraska College of Medicine

**SHEREE MELTON, MD**

University of Mississippi School of Medicine

**ROBIN MICHAELS, PHD**

University of Minnesota Medical School

**CHAD S. MILLER, MD**

Saint Louis University School of Medicine

**ADITEE NARAYAN, MD**

Duke University School of Medicine

**BRUCE W. NEWTON, PHD**

Campbell University Jerry M. Wallace School of Osteopathic Medicine

**MICHELLE B. NOELCK, MD**

Oregon Health & Science University School of Medicine

**JOSHUA D. NOSANCHUK, MD**

Albert Einstein College of Medicine

**DOUGLAS S. PAAUW, MD**

University of Washington School of Medicine

**SUSAN E. PRESNELL**

Medical University of South Carolina College of Medicine

**JACOB PRUNUSKE, MD, MSPH**

Medical College of Wisconsin

**DAVID R. RENNER, MD, MSCI, DTMH**

Spencer Fox Eccles School of Medicine at the University of Utah

**BRENDA J. B. ROMAN, MD**

Boonshoft School of Medicine Wright State University

**ERIKA RYST, MD**

University of Nevada, Reno School of Medicine

**ANN C. SCHWARTZ, MD**

Emory University School of Medicine

**AUBIE SHAW, PHD**

University of Minnesota Medical School

**MATTHEW SILVIS, MD**

Penn State College of Medicine

**MARGARET SWANBERG, DO**

Uniformed Services University of the Health Sciences, F. Edward Hébert School of Medicine

**PRASANNA TADI, MD**

Creighton University School of Medicine

**DANNY M. TAKANISHI, JR., MD**

John A. Burns School of Medicine University of Hawaii at Manoa

**TINA L. THOMPSON, PHD**

Central Michigan University College of Medicine

**ANNA N. WALKER, MD**

Mercer University School of Medicine

**SARA WIKSTROM, MD, MED, MS**

Spencer Fox Eccles School of Medicine at the University of Utah

**AARON W. YOUNG, PHD**

Boston University Aram V. Chobanian & Edward Avedisian School of Medicine

**ROBERT ZACHOW, PHD**

Rutgers, Robert Wood Johnson Medical School

**LESLIE H. ZIMMERMAN, MD**

University of California, San Francisco School of Medicine

**Thank you to all who served on NBME Committees  
& Task Forces in 2022.**

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