

April 2026

GIR News and Business

Group Updates

As previously communicated, come July 1, our new community will be called the Technology and Data Group (TAD for short). We are in the process of finalizing many of the specific details of our new Group with our current Steering Committee, but we wanted to provide some specific updates now.

What is not changing?

Our new Group will still offer many opportunities for networking and peer-to-peer learning. We will continue to offer programming that is both broad and audience-specific. Current Work Groups - Education Technology; Research Technology; Community, Access, Respect, and Empowerment; Data-Driven Academic Medical Centers; and IT Operations will continue to convene, although they are being titled "Committees". We will continue to meet annually in the early summer and still convene our Mentorship Circles and field our IT survey.

What is new?

We are looking to engage more participants into TAD, and are in the process of working with the Steering Committee to determine new Committees to support. Once we have finalized our new structure, we will be seeking volunteers to help to lead some of these engagements

We will continue to send updates in the upcoming months to prepare our community for this shift.

Join Us for the 2026 Information Technology in Academic Medicine Conference, Sponsored by the Group on Institutional Resources (GIR)



Join us for the 2026 Information Technology in Academic Medicine Conference, hosted by the AAMC Group on Information Resources (GIR) in Austin, TX from June 3-5. This year's theme is *Blazing a Trail for Solutions*. We're bringing together technology and data leaders from across academic medicine to connect on what's working, tackle shared challenges, and build practical paths forward for clinical care, medical education, research, and operations. **The early bird deadline is April 28.**

Register Today!

Call for Feedback: Artificial Intelligence Competencies

The AAMC is seeking feedback on the first draft of the Artificial Intelligence Competencies Across the Learning Continuum, an initiative supported by the Josiah Macy Jr. Foundation. These competencies are intended to help ensure all medical learners, regardless of where they train, gain foundational knowledge in AI principles, understand its ethical and legal implications, and are equipped to collaborate with data scientists and technologists in health care settings. Review the draft and complete the survey [here](#) by **April 30**. If you have any questions, please contact curricularinnovation@aamc.org.

GIR IT Survey

Thank you to everyone who participated in the latest IT survey. The AAMC distributed the AAMC Medical School IT Survey to GIR medical school representatives at each member medical school. Following data verifications and edits, there was usable data from 107 medical schools (104 U.S. institutions and 3 Canadian institutions), representing a 64.8% response rate

(67.1% for U.S. institutions and 30% for Canadian institutions). On March 31, participating schools received an Excel file that was school-identified and contained three years worth of data. If you did not receive this email or would like to request the data if your school participated, please contact msitsurvey@aamc.org.

Join Our GIR Virtual Community

The Information Technology in Academic Medicine Virtual Community is expanding its focus to be a home for GIR members. This community replaces our listserv, which was decommissioned several months ago. As a GIR member, you are invited to join the Virtual Community and participate in the discussions. If you don't have an account already, please [request one here](#) and explore the Information Technology in Academic Medicine Virtual Community.

Explore our GIR Work Group Virtual Communities:

[Community, Access, Respect, Empowerment \(CARE\) Work Group](#)

[Education Technology Work Group](#)

[Data-Driven Academic Medical Centers \(DDAMC\) Work Group](#)

[Research Technology Work Group](#)

Join Us for an IT Operations Call on IT Portfolio Management & The Service Catalog

The GIR is hosting quarterly calls to discuss hot topics focusing on IT operations. These moderated calls are meant to facilitate peer discussions around issues relevant to this audience and encourage knowledge sharing, engagement, collaborative thinking, networking, and the sharing of promising practices. During our call on **April 16 at 1:00 PM ET**, we will endeavor to define what IT Portfolio Management means by exploring questions such as "What should be included in an IT Portfolio?", "How do you manage content?", and many more.

We hope you are able to join the conversation, and feel free to invite colleagues who may be interested in participating!

[Add to Calendar](#)

Register for the series:

[Thursday, July 16](#)

[Thursday, October 15](#)

Recording available for the Data-Driven Academic Medical Centers (DDAMC) Work Group Call on Workday/Adaptive Prism Functionality

On March 17, the DDAMC held a moderated call, *Workday/Adaptive Prism Functionality* presented by Shannon Knudsen, Dustin Clark, Adam Buffa, Christopher Adkins and Candice Goeggel from the Washington University in St. Louis School of Medicine.

[View Recording](#)

Recording Available for the March Research Technology Work Group Call

Anu Dev from the AAMC team joined us for an open discussion and to provide feedback on NIH's recent request for information on a Draft NIH Controlled-Access Data Policy and Proposed Revisions to the NIH Genomic Data Sharing Policy.

[View Recording](#)

Join the CARE Work Group for their Ensuring Digital Access series

The GIR CARE Work Group will host presentations from February through May outlining the ways in which institutions can ensure they are in compliance with and beyond ADA Title II in medical education. The first installment of the series, *Understanding Disability and Accessibility* was held on February 25.

The next presentation in the series was held on March 25, and focused on integrating accessibility tools in MS Suite. Topics for the calls scheduled in April and May will be announced soon.

If you would like to join the CARE Work Group, view recordings of the *Ensuring Digital Access series*, and receive calendar appointments for the CARE monthly calls, please email gir@aamc.org.

Recording Available for the March Education Technology Work Group Call

This month's presentation was based on the Learn Serve Lead Digital Journeys in Medical Education session, Students and Schools Mapping the Technology Ecosystem and affiliated posters presenters included:

- So-Young Oh, MS, MA Director, Division of Digital Learning Institute for Innovations in Medical Education NYU Langone Health NYU Grossman School of Medicine
- Julie Youm, PhD Associate Dean, Education Compliance and Quality Director, Educational Technology UCI School of Medicine

[View Recording](#)

AAMC News

The AAMC is soliciting nominations for its annual Herbert W. Nickens Awards

These awards honor individuals who advance the educational, societal, and health care needs of underserved populations in the United States. We encourage you to disseminate this call for nominations and consider colleagues and students for these awards. The nomination deadlines are listed below.

The Herbert W. Nickens Faculty Fellowship recognizes an outstanding faculty member who has held the assistant professor position for no more than three years. The candidate must have demonstrated leadership in the United States in addressing inequities in medical education and health care; demonstrated efforts in addressing educational, societal, and health care needs of underserved populations; and is committed to a career in academic medicine.

The Herbert W. Nickens Medical Student Scholarships are awarded to five outstanding students entering their third year of medical school who have shown leadership in efforts to eliminate inequities in medical education and health care and demonstrated leadership efforts in addressing educational, societal, and health care needs of underserved populations in the United States. The deadline to submit is Friday, April 3, 2026.

For questions, please contact Angela Moses at 202.862.6203, email NickensAwards@aamc.org, or visit [AAMC Awards | AAMC](#).

Deadline Approaching for 2026 AAMC Presidential Awards

There is still time to recognize members of the academic medicine community who are making significant contributions to medical education, patient care, biomedical research, and community engagement.

Begin a nomination today for one or more of the following AAMC Presidential

Awards:

Up to four faculty members can be nominated for the **Alpha Omega Alpha (AÎ©A) Robert J. Glaser Distinguished Teacher Awards** in either the basic sciences or pre-clinical and clinical disciplines - who have distinguished themselves in medical student education.

[Learn More](#)

The **Spencer Foreman Award for Outstanding Community Engagement** honors an AAMC-member medical school or academic health system with a long-standing, major institutional commitment to partnering with the community it serves to identify and address community needs.

[Learn More](#)

The deadline to submit is Friday, April 3, at 11:59 p.m. ET.

AAMC member medical schools recognized for advancing nutrition training in medical education

Leaders from the AAMC and a number of member medical schools joined a convening hosted by U.S. Secretary of Health and Human Services Robert F. Kennedy, Jr., and U.S. Secretary of Education Linda McMahon to recognize ongoing progress in strengthening nutrition education across all stages of medical education. "We've made significant progress over the past ten years, reflected in the dedication of our medical school deans and curriculum leaders across the country," said David J. Skorton, MD, AAMC president and CEO. "Today is about recognizing the important work medical schools have already done and their commitment to further progress in the future."

[Read More](#)

AAMC update on reimagining the MSPE and new guidance

The AAMC has provided an update on its initiative to reimagine the Medical Student Performance Evaluation (MSPE) and a newly developed recommendation for individuals preparing the MSPE for the 2026 cycle. In January 2026, the AAMC launched a multi-year national collaborative project to re-examine the purpose, format, and future of the MSPE in response to evolving assessment practices, increasing variation in grading systems, and residency programs' need for clearer, more interpretable information about applicants. Phase I of the project, focused on developing targeted guidance for individuals preparing the MSPE for the 2026 cycle while minimizing disruption

to current institutional practices, is now complete. This initial phase has resulted in the recommendation that schools add a brief clarifying statement about how the Noteworthy Characteristics section is developed.

Phase II of the project is now underway and will conclude in June 2027. This next phase will engage the academic medicine community in a broader exploration of how the MSPE may evolve, including potential technology-enabled and learner-centered approaches to communicating learner strengths, developmental progress, and areas for continued growth across the undergraduate medical education (UME)/graduate medical education (GME) continuum. Updated guidance is available on the AAMC's website and questions or comments can be directed to MSPE@aamc.org.

[Read More](#)

Learning Opportunities

Join Us for the IDEAS Learning Series Webinar on Employing Civil Discourse to Build Community in the Learning Environment

Designed for institutional leaders, this webinar held on **April 14 at 2:00PM ET**, will highlight effective civil discourse practices to build community and foster relationship-centered engagement in the learning environment. Panelists will outline the foundational elements of civil discourse, share effective strategies for incorporating civil discourse in the learning environment, and apply these insights to promote tolerance and understanding to bolster learner success. Panelists will also demonstrate how to use existing data from AAMC student surveys to measure students' perceptions of the culture and climate at your institution.

The IDEAS Learning Series shares promising practices and effective resources to help you foster respect and belonging, respond to discrimination, and maximize individual potential across academic medicine.

[Learn More and Register Today](#)

**Registration is Open for the 2026 Group on Business Affairs (GBA),
Group on Institutional Planning (GIP), and Group on Faculty Affairs (GFA)
Joint Spring Meeting**



Register Today!

On April 22-24, 2026 in St. Louis, MO, these three AAMC communities will convene together for the first time to explore *Navigating Complexity: People, Strategy, and Resources* with practical takeaways and peer exchange across finance, planning, faculty affairs, administration, HR, and space & facilities.

[View the Agenda.](#)

AAMC Webinar and Online Course Creating Compensation Models and Administrative Processes to Support Pay Equity (Recommendation #2)

Once an institution has firmly established their commitment and philosophy for compensation equity, it is essential to create infrastructure, processes, and procedures that strategically embed fair pay practices within existing operational structures. Pay equity cannot be an add-on process, but instead a regular operating procedure that contributes to the organization's effectiveness as a strategic workforce solution to retain talented faculty. This second webinar in the series scheduled for **May 4 at 1:00 PM EDT** will cover strategies for critical infrastructure, operations, and policies (e.g. review process for offers and retention packages, salary setting policies, distribution of incentives) to advance fair pay.

[Register Now](#)

Recruiting Members for GIP Emergency Preparedness & Business Continuity Planning Work Group

The GIP recognizes the importance of emergency preparedness,

organizational resiliency, and business continuity planning at academic medical centers. The work group meets monthly to discuss topical issues, share resources and challenges, and plans to develop a toolkit. The current area of focus is preparing for emergencies, and the impact of emergencies on facilities and operations at academic medical centers. This work group is open to any GIP member, who works at an AAMC member institution, and we encourage colleagues in all roles and from different mission areas to participate. Please contact [Molly Devine](#) if you are interested in joining.

Webinar Recording - Let AI Do the Work: Developing Effective Change Management Plans

This session explored how generative AI can accelerate and strengthen change management in academic medicine, particularly in environments where traditional planning cycles lag behind rapid transformation. Through a live demonstration, presenters showed how participants could use gen AI to co-develop a practical change management plan and shared ready-to-use templates and resources to support real-world implementation. This topic was previously presented at the Group on Business Affairs (GBA) and Group on Institutional Planning (GIP) Joint Spring Meeting.

[View the Recording](#) | [Access Slides](#)

Join us for the Empowering People and Teams Virtual Workshop Series

Workshop 1: Leveraging Strengths and Differences - July 28 & 30, 2026

Workshop 2: Developing High-Performing Teams - September 22 & 24, 2026

Workshop 3: Leading People - February 9 & 11, 2027

Leading others in academic medicine has never been more complex. Today's managers, supervisors, and project leaders are expected to align teams around shared goals, sustain trust through constant change, and navigate conflict constructively – all while advancing institutional priorities in dynamic environments.

That's why the AAMC is launching *Empowering People and Teams*, a new learning series within the AAMC's CORE Leadership Development programs.

[Click here to get notified when registration opens!](#)

Publications & Resources

New AAMC data on U.S. medical school graduate readiness for surgical residency

The AAMC Resident Readiness Survey is a standardized process for program directors (PDs) to provide feedback about graduates' readiness for residency. Analysis of four years of national data published in the *Journal of the American College of Surgeons* shows 97% of surgical postgraduate Year 1 residents who graduated from U.S. MD-granting medical schools met or exceeded PDs' expectations in their first six months of training. Graduates from schools with required specialty-specific transition courses were less likely not to meet or exceed PDs' expectations, and non-categorical general surgery residents were more likely. The AAMC Resident Readiness Survey can guide curricular improvement by providing actionable feedback to medical schools, advancing evidence-based improvements in preparing students for residency.

[Read More](#)

AAMC publishes new report on compensation equity

The AAMC has published a new report, *A Shared Commitment to Fair Pay: Recommendations for Creating and Sustaining Compensation Equity in Academic Medicine*, which offers practical strategies to advance compensation equity in academic medicine. Developed from insights shared by leaders from more than 70 institutions as well as experts in pay equity, the report focuses on fair pay as a key business strategy to strengthen faculty recruitment and retention. The AAMC will kick off a free [three-part webinar series](#) on Feb. 26 to discuss the details of the recommendations outlined in the report.

[Read More](#)

Year Two Questionnaire (Y2Q) Reports Released on March 31

The 2025 AAMC Medical School Year Two Questionnaire (Y2Q) national, school, and campus reports are now available to authorized AAMC Student Surveys Contacts. [The reports](#) are accessible via the AAMC Medical School Profile System (MSPS) under the "Annual Reports" tab for "Report Year" 2025.

Also available in MSPS are these other school reports containing 2025 Y2Q data:

1. 2025 Y2Q Supplementary Benchmarking School Report: This Excel

- report provides school-to-school comparison data for most items in the Y2Q. As a reminder, the Y2Q Benchmarking Reports were recently reengineered to more closely align with other AAMC reports that highlight a school's relative percentile standing for a particular item on the Y2Q.
2. 2025 Y2Q Student Comments: This Excel report includes all narrative comments from respondents describing their medical school's "strengths" and "areas for improvement." The report also includes responses to a Y2Q question that allowed students who had experienced or witnessed any negative behaviors to share information about these experiences with school staff.

For questions or concerns about the Y2Q reports or access to MSPS, please contact AAMC Student Surveys staff at y2q@aamc.org.

[Access Reports](#)

Timeline: Honoring women in medicine

In celebration of Women's History Month, the AAMC has developed a timeline to highlight some of the landmark moments, dramatic efforts, and brave pioneers that together tell the story of women in medicine in the United States.

[Read More](#)

New AAMC study examines medical school graduates' intention to practice in underserved areas

A new AAMC study published in the peer-reviewed journal Academic Medicine examines backgrounds, experiences, and career plans associated with U.S. MD-granting medical school graduates' intention to practice in underserved areas. Data from more than 50,000 recent medical school graduates nationally showed that more than 1 in 4 intended to practice in underserved areas at graduation. Among the variables examined, several were independently associated with higher odds of intention to practice in underserved areas at graduation, including early intention to practice in underserved areas at matriculation, participation in multiple curricular experiences related to working with underserved communities, and anticipated participation in a loan forgiveness program, regardless of education debt level. This study highlights multiple points in the medical education continuum where intention to practice in underserved areas might be fostered or sustained and can inform mission-aligned medical school admissions approaches, curriculum development, and

career advising approaches.

[Read More](#)

'Academic Medicine Podcast' explores new journal policy guiding the use of AI

On a new episode of the "Academic Medicine Podcast," editors from the AAMC's journals *Academic Medicine* and *MedEdPORTAL* discuss the responsible use of artificial intelligence (AI) for peer review. The editors explore common peer review scenarios and discuss appropriate use and what reviewers should consider before using AI. The episode is available on Apple Podcasts, Spotify, and all other platforms.

[Listen Now and Read the Transcript](#)

Recommended Reading

An artificial intelligence-driven platform for practice question generation

Andrew Zahn, MS, Seth Overla, MS, D J Lowrie, PhD, Christine Y Zhou, DO, Sally A Santen, MD, PhD, Weibing Zheng, Laurah Turner, PhD
Academic Medicine, Volume 101, Issue 3, March 2026, Pages 279-283

[Read More](#)

Welcome New Members

March 2026

Nicholas Amigo

University of Central Florida College of Medicine

Mihir Chand

Chicago Medical School at Rosalind Franklin University of Medicine & Science

Adam Evans

University of Georgia School of Medicine

Julie Gaines

University of Georgia School of Medicine

Elden Hamada

Kirk Kerkorian School of Medicine at UNLV

Kathryn Junco

University of Georgia School of Medicine

Kevin Whiten

University of Georgia School of Medicine

Connect with the AAMC:



Join the [AAMC Communities Network](#)

RECEIVE AAMC NEWSLETTERS

This email was sent by:

[Privacy Statement](#)

AAMC

655 K Street NW, Ste 100, Washington, DC, 20001 US

© 2026 AAMC