

# Building Your Scholarship Toolkit: Strategies for Getting Started in Research and Scholarship

Scholarly Publishing Webinar Series

May 2026

# Agenda

- Introduction (5 minutes)
- Marina Marin, MSc (7 minutes)
- Jennifer Caceres, MD, FACP (7 minutes)
- Todd A. Bates, PhD, MSEd, MA (7 minutes)
- Q&A (30 minutes)
- Closing Remarks (4 minutes)

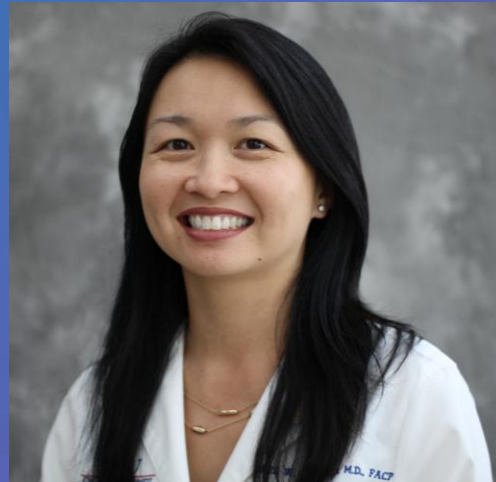
# Speakers



**Tori Wilburn-Flores, PhD**



**Marina Marin, MSc**



**Jennifer Caceres, MD, FACP**



**Todd A. Bates, PhD, MEd, MA**

# Next Steps...

- [Scholarly Publishing Webinar Series](#)
- [AAMC Data and Reports](#)
- [Organizational Characteristics Database](#)
- [Scholar Development Pathway for Medical Educators](#)
- [Medical Education Scholarship Resources](#)

# JOIN THE AAMC COMMUNITIES

Engage with colleagues through discussion threads, access useful resources, and network with peers on topics of interest.

- AI in Health Professions Education
- Arts and Humanities
- Climate Action
- Curriculum
- Staff Professionals Across the Continuum





An organization's most valuable asset  
is its **people**.

Yet institutions spend millions on  
**turnover and retention** costs every  
year.

Your solution starts with **StandPoint™**  
**Surveys**.



## WHY USE STANDPOINT SURVEYS TO MEASURE EMPLOYEE ENGAGEMENT?

- Designed specifically for academic medicine
- Competitive pricing based on workforce size
- Boost individual and organizational performance with data-driven insights
- Improve employee satisfaction, engagement, and retention
- Address wellness, burnout, harassment, and more
- Benchmark against peer institutions

# SUBMIT YOUR SCHOLARSHIP TO AN AAMC CALL FOR SUBMISSIONS

Updated throughout the year as new calls open!

- Active calls open now
- Annual and recurring calls for meetings
- General submissions to *Academic Medicine* and *MedEdPORTAL*



**APPLY  
NOW**



# Thank You!

Tori Wilburn-Flores, PhD [viflores@aamc.org](mailto:viflores@aamc.org)

Marina Marin, MSc [marina.marin@nyulangone.org](mailto:marina.marin@nyulangone.org)

Jennifer Caceres, MD [jcacere3@health.fau.edu](mailto:jcacere3@health.fau.edu)

Todd A. Bates, PhD, MEd, MA [tb2833@cumc.columbia.edu](mailto:tb2833@cumc.columbia.edu)

# Examples of QI/QA/IRB Policies

Ohio State: [Research vs. Quality Assurance/Improvement](#)

KUMC: [Determination of Quality Improvement versus Research](#)

U Wisconsin-Madison: [Research vs. Quality Improvement and Program Evaluation](#)

Boston University MC: [QI IRB Checklist](#)

Pitt: [Non-IRB Activities](#)

UConn: [Quality Assurance, Quality Improvement and Research](#)

Northwestern: [Quality Improvement vs. Research Guidance](#)

Columbia: [Guidance for the Classification of Quality Improvement Activities](#)

Harvard: [Do You Need IRB Review... and Why?](#)

MUSC: [QI Program Evaluation Self-Certification Tool](#)

Belmont: [Quality improvement projects may or may not need IRB review](#)

USF: [Quality Assurance & Quality Improvement](#)

Charles Drew University: [What Type of Activity is Considered Research?](#)

Georgetown: [Quality Improvement versus Research](#)

California Health Sciences University: [Research vs. QI/QA](#)

Indiana University: [Defining research vs. quality improvement/quality assurance](#)

Case Western: [When is IRB Approval Required?](#)

U of I CoM-Rockford: [Decision Trees for Submitting](#)

Weill Cornell: [Quality Improvement and/or Research Checklist](#)

UTRGV: [Non-Regulated Research Including Quality Improvement \(QI\) and Quality Assurance \(QA\)](#)

# AAMC Leadership Development

## ***RISE***

Equip students with essential leadership skills that will support their journey through medical school and beyond

***Students***

## ***CORE***

Cultivate essential leadership skills at four distinct career levels through a series of progressive learning experiences

***Staff & Faculty***

## ***Specialized***

Fine-tune skills, deepen expertise, and engage with peers and thought leaders across specialized areas of focus

***By Role or Topic***



# ARTIFICIAL INTELLIGENCE

Check out what the AAMC has to offer!

- Competencies (draft coming in 2026!)
- FREE monthly webinars
- Dedicated virtual community
- Newly updated AI integration resources collection
- Key scholarship in Academic Medicine and MedEdPORTAL



[aamc.org/AI](https://aamc.org/AI)

## MEDLINE-indexed

Open access: No fees to submit, publish, or download.  
All materials are immediately available upon publication.

Author Support: Creates access avenues for all scholars,  
including trainees and faculty with different  
backgrounds and experiences.

**Searchable in PubMed, Scopus & more!**

[MEDEDPORTAL.ORG](https://mededportal.org)





100  
YEARS



Academic Medicine Journal



[academicmedicineblog.org](https://academicmedicineblog.org)



Academic Medicine Podcast

[academicmedicine.org](https://academicmedicine.org)

# HOLISTIC STUDENT SUPPORT

The Holistic Student Support initiative provides resources to faculty and staff supporting students during critical junctures from medical school matriculation to the transition to residency. Key resources include:

- Webinar series about Holistic Student Support
- The Holistic Student Support Virtual Community with 650+ members
- 150+ tools & resources to support the implementation of Holistic Student Support
- Considerations for Holistic Student Support Guidance Document

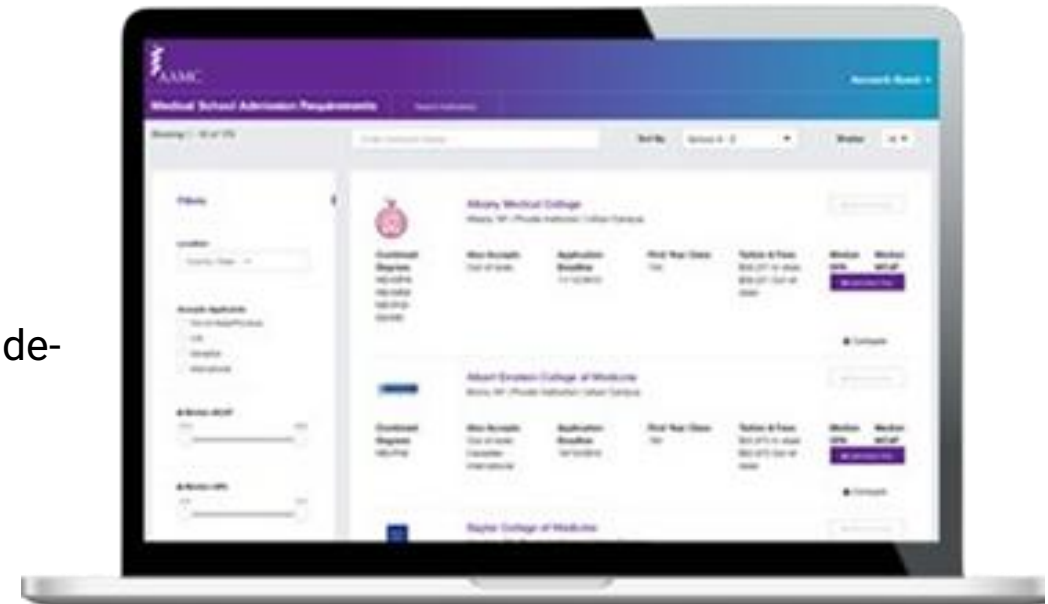


# MSAR® MEDICAL SCHOOL ADMISSION REQUIREMENTS

The **Medical School Admission Requirements (MSAR®)** online database enables you to browse, search, sort, and compare information about U.S. and Canadian medical schools and more.

## Key Features:

- **Up-to-Date, Comprehensive Information** on 172 medical schools, so applicants can make well-informed decisions based on the latest admissions trends, requirements, and deadlines.
- **Advanced Search & Comparison Tools:** Compare up to 10 schools side-by-side on key criteria, including MCAT scores, GPA, coursework requirements, and admissions policies.
- **Continuous Updates & New Features:** MSAR is regularly updated, ensuring access to the latest application deadlines, fees, prerequisite requirements, test scores, and interview policies.



PURCHASE A ONE – OR TWO –  
YEAR SUBSCRIPTION TODAY:



# CURRICULUM SCOPE SURVEY & DATA REPORTS

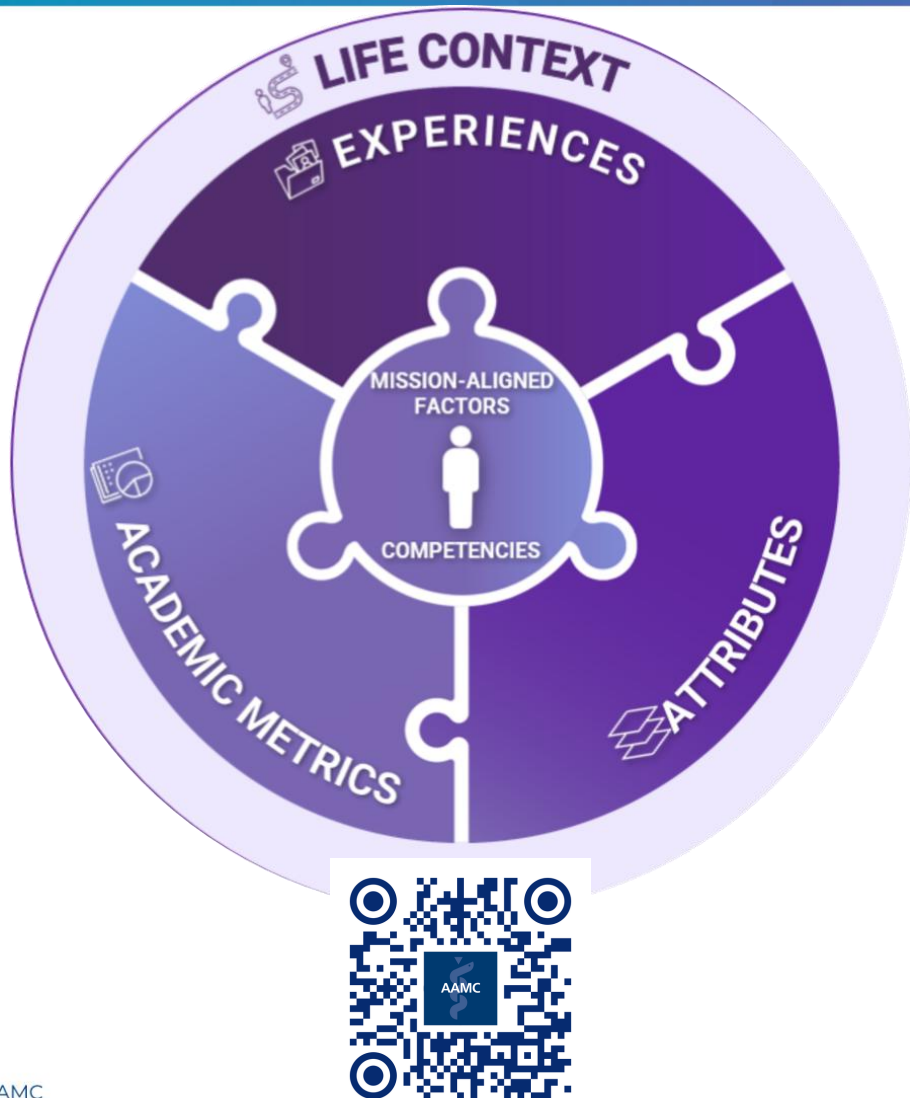
MD and DO medical schools in the United States and Canada can make evidence-based decisions, inform strategic plans, and conduct program evaluation with:

- Customized visual benchmarking
- Aggregate statistics
- Analyzable deidentified data

[AAMC.ORG/SCOPE-SURVEY](https://www.aamc.org/scope-survey)



# MISSION-ALIGNED SELECTION & RETENTION



Mission-aligned selection and retention (formerly Holistic Review) offers frameworks and resources to identify and support learners with the academic and professional readiness to advance a program's mission, meet evolving patient and community needs, and deliver compassionate, accessible, high-quality care.



Mission-aligned selection uses a program's mission to define merit and identify the competencies, experiences, attributes, academic preparation, and motivations that reflect its goals, readiness criteria, and the needs of patients and communities the school serves.



Mission-aligned retention recognizes that admitted learners must be supported by systems designed to support success, professional readiness development, and thriving. Holistic Student Support provides a foundation for those efforts.

# GSA Professional Development Initiative (PDI)

## ADVANCE YOUR CAREER

Develop professional and leadership skills

## PDI OVERVIEW

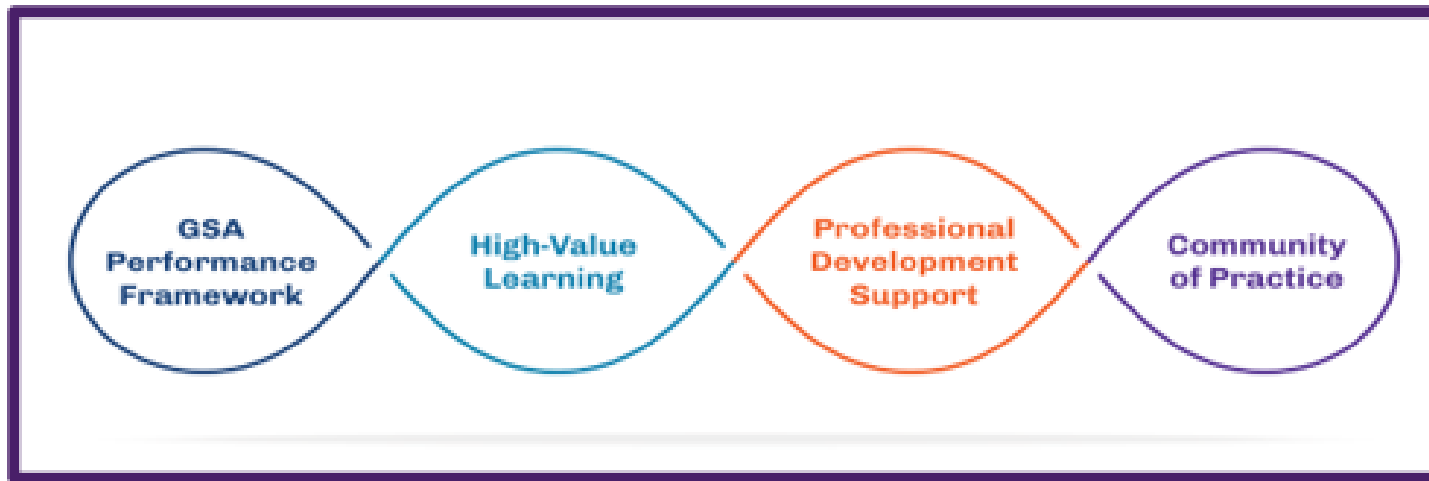
Assess and Identify Your Strengths with the PDI Toolkit

## CAREER SPOTLIGHT

Hear the Journey of a Medical Education Professional

## CHOOSE YOUR TOPIC

Join a Discussion to Choose the Topics You Want to See Moving Forward



# FOUNDATIONAL COMPETENCIES FOR UNDERGRADUATE MEDICAL EDUCATION

The AAMC, AACOM, and ACGME collaborated to create this common set of foundational competencies for use in UME programs in the United States.

These competencies lay out expected outcomes for all medical students, regardless of degree type and future specialty, across 6 broad areas.



# LEARNING COMMUNITY FOR CBME IN UME

## Purpose

- To accelerate the development of and transition to CBME in UME by leveraging the Foundational Competencies and supporting faculty responsible for curriculum, assessment, and faculty development
- To foster collaboration, knowledge sharing, and innovation to support the widespread implementation of CBME in UME

## Upcoming Events

Developing Faculty Skills in CBME, Part I, July 22-24, Part II  
Oct 14-16, Chicago, IL



# Supporting Competency-Based Medical Education

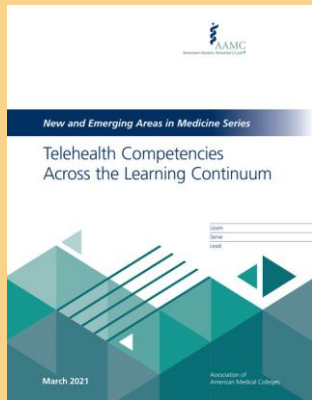
## WHAT IS CBME?

An outcomes-based approach to the design, implementation, assessment, and evaluation of education programs, using an organizing framework of competencies

**The goal is to ensure all learners achieve the desired patient-centered outcomes during training.**

## KEY AAMC INITIATIVES

For more than 2 decades, the AAMC has been committed to supporting the development and implementation of new competencies.



- Foundational Competencies for UME
- New and Emerging Areas in Medicine Competency Series
  - Quality Improvement and Patient Safety 2.0
  - Telehealth and Virtual Care 2.0 Coming Soon!

## GET INVOLVED

The AAMC provides opportunities for professional development, networking, and collaboration.

- Learning Community for CBME in UME
- Curriculum Virtual Community
- Scholarship published in *Academic Medicine* and *MedEdPORTAL*

**Learn More**

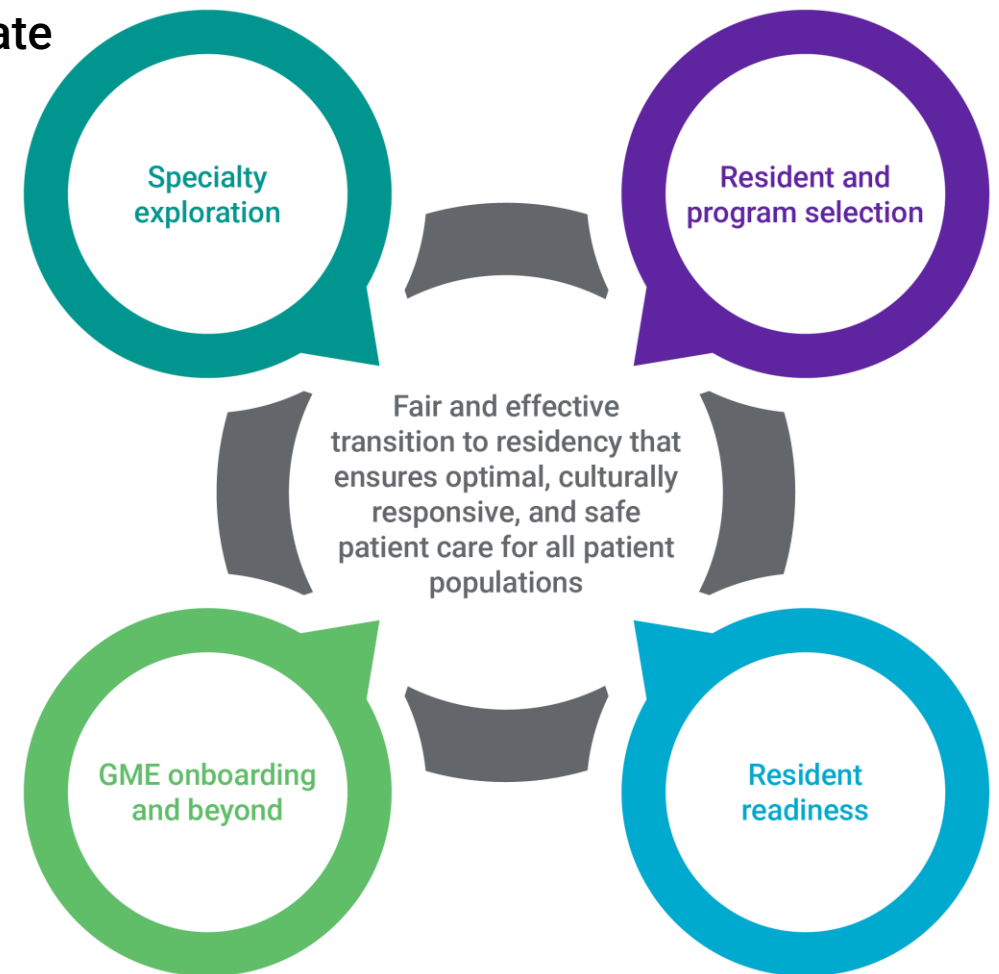


# NATIONAL COLLABORATIVE TO IMPROVE THE TRANSITION TO RESIDENCY

This virtual collaborative of dozens of organizations aims to accelerate improvements in the transition from undergraduate to graduate medical education.

Its goals are to:

- **Identify and raise the visibility of complex challenges**, outstanding gaps, and ongoing needs that require a collective response
- **Accelerate progress** on shared priorities and solutions while avoiding unnecessary duplication of efforts
- **Learn with and from** each other's efforts
- **Enhance communications**



# FIRST PROGRAM

Financial Information,  
Resources, Services and Tools

Information and guidance about paying for medical school, managing money, and successfully repaying student loans



Assistance with navigating the complexities of paying for medical school.



**AAMC.ORG/FIRST**



Strategies to wisely manage student loan debt.



Resources & tools to expand financial literacy skills & knowledge of money management topics.



Education & support through onsite & virtual school sessions, webinars, publications & more.

JOURNALS OF THE AAMC:

 **ACADEMIC MEDICINE**

 **MedEdPORTAL**

# Scholarly Publishing Webinar Series

Improve your writing and learn how to  
successfully navigate the peer-review and  
publication processes

- Register for upcoming sessions, all are FREE
- Explore new AI-enhanced tools to search past session recordings, transcripts, slides, and more



# EDUCATIONAL METHODS TERMS

Launched in October 2024, an interdisciplinary working group has been updating the standardized vocabulary for instructional and assessment methods to better reflect current curricular trends.

This joint effort of the Curriculum Committee and MedBiquitous will soon share next-generation updates to advance curriculum management and enable consistent, reliable reporting.



Learn more at  
[aamc.org/curriculum-  
methods](https://aamc.org/curriculum-methods)

# Curriculum Keywords

This free resource of approximately 100 terms may be used in mapping and reporting curriculum content.

Enhancements include:

- Artificial intelligence as a new term
- Lookup table with 600+ terms
- Mapping to accreditation and licensing
- And more!



Terms are aligned Liaison Committee of Medical Education (LCME), Commission on Osteopathic College Accreditation (COCA), United States Medical Licensing Examination (USMLE), National Board of Osteopathic Medical Examiners (NBOME), and others.

**[aamc.org/curriculum-keywords](https://aamc.org/curriculum-keywords)**



# AAMC VIRTUAL MEDICAL SCHOOL FAIR

## Exhibitor Benefits:

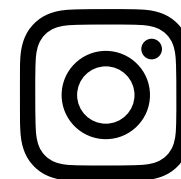
- Connect with hundreds of prospective applicants
- Receive contact information from virtual booth visitors

## Attendee Benefits:

- Chat with representatives from 80+ medical schools, postbacc and special master's programs
- Access all fair content for 30 days post event

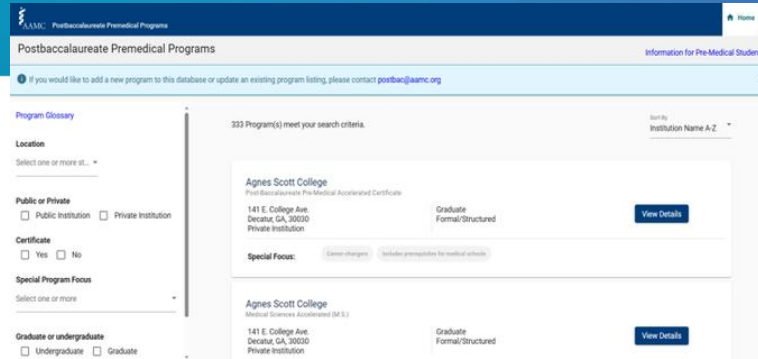
“I loved hearing personal stories from the admissions officers about experiences they’ve had with students’ applications. They gave me hope and encouragement to keep on going.”

“I was able to learn about other schools which were not even on my radar in terms of applying to medical school.”

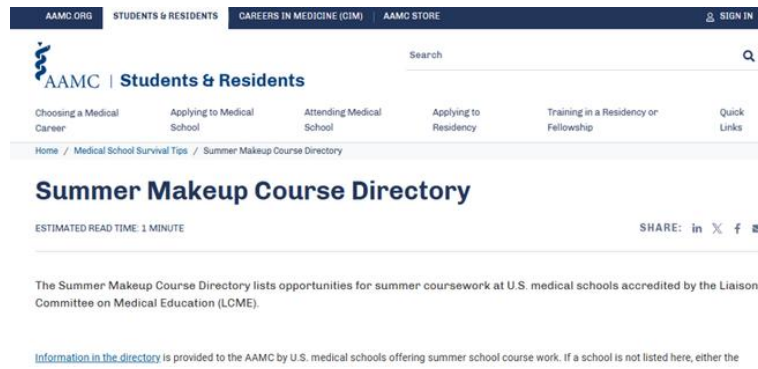


**For Virtual Fair Updates**  
[@aamc\\_pathtomedicine](https://www.instagram.com/aamc_pathtomedicine)

# PATHWAY NAVIGATION RESOURCES



## 1 Postbaccalaureate Premedical Programs Database



## 2 Medical Pathways and Enrichment Opportunities Database



## 3 Summer Makeup Course Directory



Complete this form to have your program added to the database.



# STUDENT & PATHWAY INITIATIVES

## Pathway Program Consortium Virtual Community



## AAMC Educational Pathway Network (AEPN)

The AEPN provides medical schools and pathway programs with data on students' educational and professional trajectories. This project will help us understand the pathway program landscape, provide programs with data about past participants, and allow the AAMC to develop earlier relationships with students. Email us at [aepn@aamc.org](mailto:aepn@aamc.org) for more information.

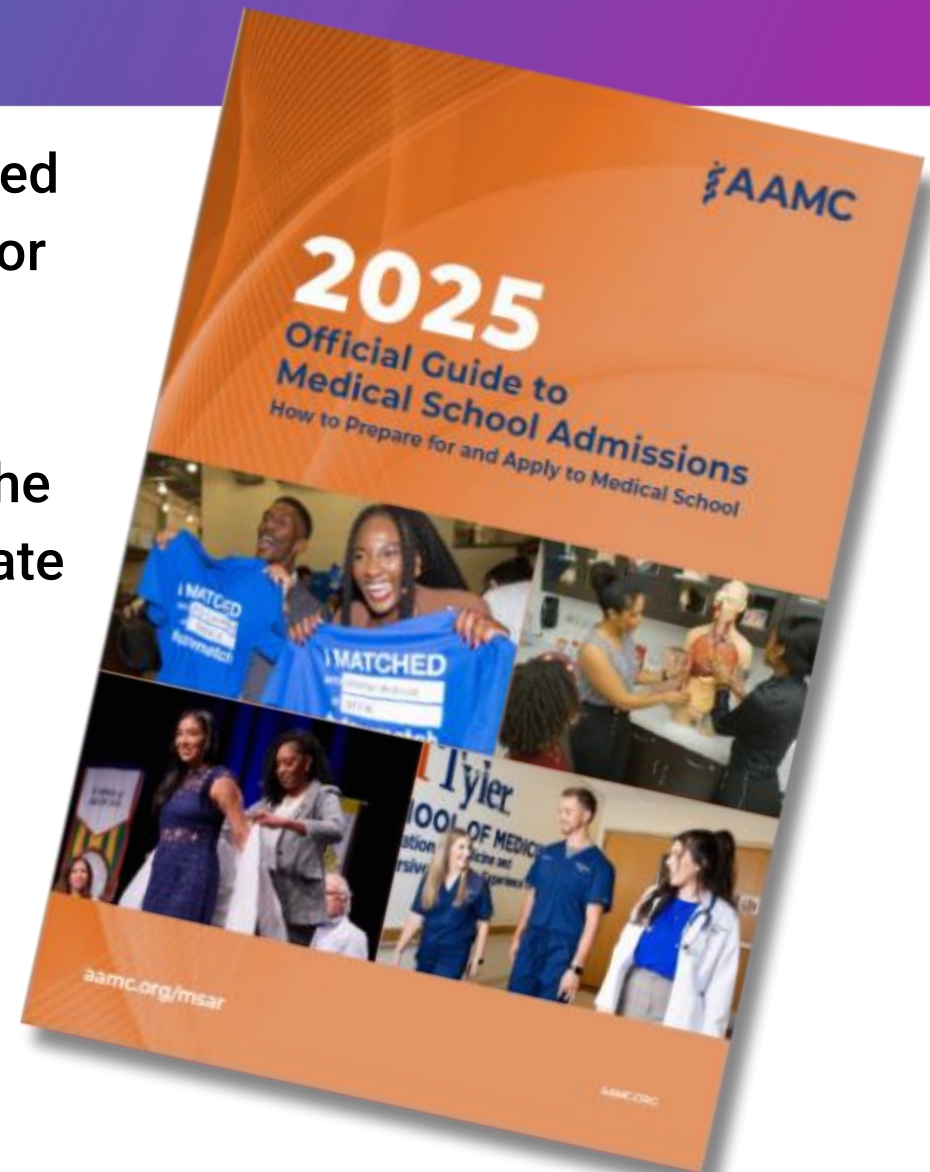


## First Step Career Skills

# Official Guide to Medical School Admissions

This free, comprehensive, digital resource is designed to provide exclusive insights and expert guidance for anyone preparing to apply to medical school.

It offers advice from professionals who work with the MCAT® and AMCAS® programs, helping you navigate every aspect of the application process with confidence.



# MEDICAL EDUCATION RESEARCH CERTIFICATE (MERC) PROGRAM

Develop foundational skills in medical education research to help participants understand studies, interpret literature, and collaborate effectively on projects in 8 interactive, 3-hour hands-on learning workshops.

Open to all interested in educational research like **clinicians, educators** and those **new to research**.

## Topics Include:

- Formulating Research Questions & Study Design
- Measuring Educational Outcomes
- Qualitative Data Collection
- Questionnaire & Survey Design
- Program Evaluation
- Data Management
- Literature Searching & Scholarly Writing



**MORE ABOUT MERC WORKSHOP  
DELIVERY MODELS, STEERING  
COMMITTEE AND FACILITATORS**

# MedBiquitous

THE STANDARDS PROGRAM OF THE AAMC

The MedBiquitous® Program offers the health professions education and credentialing community a centralized resource for guidelines, best practices, and collaboration on data and technology. It centers on three pillars: community, innovation, and standards, promoting problem-solving and innovation in health professions education (HPE).

[MEDBIQ.ORG](https://medbiq.org)



# REIMAGINING THE MSPE: A NEW AAMC STRATEGIC INITIATIVE

## PHASE 1

1. **Re-examine the MSPE's Purpose and Role** in the broader ecosystem of the UME-to-GME transition: Is it fulfilling its intended function? What should its future purpose be?

2. **Update the MSPE guidelines** through an inclusive but efficient process (e.g., Foundational Competencies integrated, noteworthy characteristics reconsidered).

## PHASE 2

3. **Explore Modern Technologies** and data infrastructure that could improve how information about learners is captured, curated, and shared with residency programs.

4. **Generate Strategic Recommendations** for future state to inform guidance on the MSPE and its potential transformation into a digitally enabled, learner-centered tool.

# AAMC CAREERCONNECT

Connecting Talent With Opportunities in Academic Medicine



5,000+ employers



600+ jobs



5,900+ job seekers



**Your calling. Your career.**  
**Academic medicine careers begin and thrive here.**

# INCREASE YOUR IMPACT WITH AAMC DATA AND RESEARCH

The AAMC collects data to better understand the people and institutions of academic medicine. Leaders can use this information in making decisions about how to best deliver a high-quality medical education.

## LEARNERS



- Applicant, Matriculant, and Enrollment Data
- Student Questionnaires
- Resident Readiness Survey

## FACULTY AND STAFF



- Faculty Roster
- Faculty and Leadership Compensation Surveys
- StandPoint Engagement Surveys for Faculty and Staff

## INSTITUTIONS



- Curriculum SCOPE Survey
- Medical School IT Survey
- Tuition and Fees Survey
- Regional Medical Campus Survey
- Operations Management Survey

## KEY INSIGHTS FROM AAMC DATA



U.S. medical graduates who fully repaid their medical education debt in  $\leq 10$  years.

Source: Medical Education Debt Data Snapshot



U.S. medical graduates who met or exceeded program director expectations in the transition to residency.

Source: Resident Readiness Survey



Medical schools offering distinction opportunities (e.g., parallel track, certificate) beyond the required curriculum.

Source: Curriculum SCOPE Survey



LEARN  
MORE




REQUEST  
AAMC  
DATA



ACCESS  
MEDICAL  
SCHOOL  
PROFILE  
SYSTEM

The Fundamental Role of the Arts and Humanities in Medical Education (FRAHME) initiative provides resources to help educators start, develop, and/or improve the use of the arts and humanities in their teaching.



**FR**  
**AH**  
**ME** | The Fundamental Role  
of the Arts and Humanities  
in Medical Education

AAMC

**February 2025 FRAHME Newsletter**

This bi-monthly newsletter is designed to keep you up to date on news from the [AAMC's Fundamental Role of Arts and Humanities in Medical Education \(FRAHME\) initiative](#). If you know others who are interested in learning more about integrating the arts and humanities into medical education, please forward this email to them. To subscribe, they can [sign up here](#).

**Webinar Recording Available: Enhancing Well-being Through Visual Arts in Health Professions Education**

On January 15, the AAMC hosted an insightful and interactive webinar as part of its FRAHME initiative on how to enhance well-being through the use of visual arts in health professions education. Speakers Kamna Balhara, MD, MA, Margaret Chisolm, MD, and Deepthiman Gowda, MD, MPH, MS, described the visual arts programs they designed using evidence-based strategies to enhance flourishing, build common ground, and increase well-being across learner levels.

You can [view a recording](#) of the webinar by signing in with your AAMC account (click "Register," then "Complete registration now"). If you have any technical questions, please email [aamc@commpartners.com](mailto:aamc@commpartners.com).