Dear Friends of the AAMC:

Relocating our AAMC headquarters closer to Congress could not have been timelier. The past year was filled with events that called for our presence on Capitol Hill to represent the nation’s medical schools and teaching hospitals. We met with national leaders to address the physician shortage facing our Department of Veterans Affairs hospitals. We stepped up to offer assistance and mobilize our member institutions during the first outbreak of the Ebola virus in the United States. We expressed public concerns about recommendations to curtail federal funding for graduate medical education and medical research supported by the National Institutes of Health.

At the same time, the AAMC led important initiatives to help medical schools and teaching hospitals build on their strengths and increase their capacity to serve their constituents—medical school applicants and students, residents, faculty, staff, and patients alike. These efforts included sponsoring learning and leadership programs, hosting our first national medical education meeting, and providing tools and resources to improve effectiveness and reduce costs at our institutions. In addition, the AAMC initiated groundbreaking efforts, such as the introduction of health care guidelines for assessing and treating LGBT patients, and launched competency-based learning guidelines for entering residents.

We could not have achieved all that we did without the help of our highly engaged membership. Thank you for the time and expertise you provided to make so many accomplishments possible in 2014. We are proud of the progress we have made together to serve and lead the academic medicine community and improve the health of all.
The National Advocate and Voice for Academic Medicine

The AAMC represents the nation’s medical schools and teaching hospitals before Congress, federal regulatory agencies, and the executive branch on a wide range of issues.
THE PHYSICIAN SHORTAGE: RAISING AWARENESS

The physician shortage made headlines in 2014 as the media reported long delays for veterans seeking care at Department of Veterans Affairs (VA) hospitals. With academic medicine’s long-standing partnership with the VA, the AAMC and the nation’s medical schools and teaching hospitals reached out to VA officials to offer assistance.

The association also urged Congress to pass legislation to help improve veterans’ access to care outside of the VA, and warned that these shortages were a sign of things to come for the nation unless lawmakers lift the 17-year cap on Medicare-supported residency training positions. Several weeks later, Congress approved a bill that included the addition of 1,500 new GME residency training slots over five years at VA facilities experiencing shortages.

MAKING NIH FUNDING A NATIONAL PRIORITY

The AAMC continued its efforts to restore National Institutes of Health (NIH) funding that was cut as a result of sequestration in 2012. Initiatives included a successful Capitol Hill briefing in conjunction with the March of Dimes to highlight how collaborations between the NIH and medical schools and teaching hospitals have helped advance neonatal care. This was followed by a letter urging Congress to pass the FY 2015 omnibus spending bill to increase NIH funding to its previous level or higher.

In addition, the AAMC mobilized more than 300 patient groups, research institutions, and scientific societies to ask Congress for more NIH funding. To engage AAMC-member institutions in the campaign, the association distributed advocacy materials and a social media toolkit.

For the second time, the AAMC and the Ad Hoc Group for Medical Research co-sponsored the Rally for Medical Research Hill Day. A Thunderclap social media campaign in conjunction with the event generated 2,075 communications to Congress to support an increase in NIH research funding. The AAMC Research Means Hope Tumblr continued to provide examples of research breakthroughs achieved at medical schools and teaching hospitals with NIH funding and tripled its number of followers during 2014.
EBOLA: RESPONDING TO A PUBLIC HEALTH CRISIS

When the first patients with Ebola were diagnosed in the United States, the AAMC mobilized quickly, offering to help federal officials harness the resources of the nation’s medical schools and teaching hospitals to respond to the outbreak. Working collaboratively with federal officials, the AAMC organized a nationwide effort to enlist the support of academic medical centers to address Ebola in the United States and West Africa. More than 130 AAMC-member institutions signed a letter from the AAMC to Ebola response coordinator Ron Klain to express their readiness to work with state and federal officials to ensure medical institutions and health care professionals were trained, equipped, and prepared to treat Ebola patients. The White House expressed its appreciation and recognized the AAMC as the first organization to offer its support to strengthen the nation’s Ebola response.

The AAMC also advocated for emergency supplemental funding to support efforts to contain the virus in West Africa, to advance research to identify and treat Ebola, and to equip U.S. medical facilities to respond effectively to any future outbreaks. This funding was approved as part of the FY 2015 spending package signed by President Obama in December.

ADVOCATING FOR GRADUATE MEDICAL EDUCATION

The AAMC continued to lead a multifaceted campaign in Washington to educate policymakers about the urgency of expanding the number of federally supported residency training positions. Capitol Hill briefings hosted by the AAMC raised awareness among Hill staff and lawmakers about the physician shortage, the need to invest in training more physicians, and the critical role academic medical centers play in safeguarding and improving the health of Americans. The AAMC was able to use this opportunity to educate Congress about the tremendous impact of investments in academic medicine on medical research, education, and patient care for a growing, aging population.

In July, the AAMC worked with stakeholders to analyze and respond to an Institute of Medicine (IOM) report on GME governance and financing that included a recommendation for federal funding cuts. In a press statement acknowledging the IOM’s work to try to improve the GME system and suggesting several areas for change, AAMC President and CEO Darrell G. Kirch, MD, also expressed concern about the potential for the report’s recommendations to destabilize residency training programs and compromise patient care. A forum sponsored by the journal Health Affairs and a comprehensive webinar for AAMC members provided additional opportunities for the AAMC to voice these concerns and suggest alternatives that stakeholders could consider.

Of the 48 Ebola regional treatment centers listed by the CDC as of Dec. 31, 44 are AAMC-member institutions.

Through its website, the AAMC provided critical information and resources about Ebola to medical school faculty, residents, students, and staff. The AAMC’s MedEdPORTAL® provided a collection of peer-reviewed teaching materials and online continuing education activities on Ebola and emergency preparedness for practicing health care providers. In addition, an AAMC Web page featured videos, resources, fact sheets, and best practices and lessons learned from Emory University and the University of Nebraska Medical Center in treating Ebola patients.

The fall of 2014 brought the launch of AAMC Action, an online advocacy campaign to build a grassroots community to support issues important to academic medicine. Early activities focused on pre-medical and medical students as well as residents through direct appeals using email and social media to educate them about the need to expand GME support. The AAMC will expand this campaign to other stakeholders and encourage participants to contact Congress for support on this vital issue.

recommendations to destabilize residency training programs and compromise patient care. A forum sponsored by the journal Health Affairs and a comprehensive webinar for AAMC members provided additional opportunities for the AAMC to voice these concerns and suggest alternatives that stakeholders could consider.
Transforming Medical Education

The AAMC works to lead innovation and maintain the highest standards across the continuum of medical education to meet the health needs of all.
ACCELERATING LEARNING, FOSTERING CONNECTIONS
The Inaugural AAMC Medical Education Meeting

In November, the AAMC convened its first forum for medical educators from all disciplines to engage in a national conversation about advancing medical education across the continuum of learning. The AAMC Medical Education Meeting, held prior to Learn Serve Lead 2014: The AAMC Annual Meeting, featured plenary sessions, oral abstracts, and poster presentations on research and innovations at medical schools and teaching hospitals. More than 500 speakers highlighted the role of medical educators in preparing learners and faculty to participate in health care transformation and improving the health of patients and communities.

“Describing the uncertainties that medical school faculty are facing at a time of deepening political divisions, AAMC President and CEO Darrell G. Kirch, MD, said medical schools and teaching hospitals have continued to meet evolving challenges in education as well as research and health care. He underscored the key role medical educators play in efforts to enhance the patient care and the health of communities.”

—Darrell G. Kirch, MD
AAMC President and CEO

AAMC Council of Deans Chair Marsha Rappley, MD, dean of Michigan State University College of Human Medicine, outlined how medical schools and teaching hospitals can forge closer alignment with health systems on workforce, quality improvement, and accountability issues. Dave A. Davis, MD, AAMC senior director of continuing education and performance improvement, challenged attendees to think about clinical care gaps while stressing the importance of faculty development.

“The ability to align will determine our sustainability because the resources are not there for us to be divided. . . . We are stronger together, but we are also more powerful together in shaping the real outcomes that we are focusing on—both in our work in education and in providing service in our health centers.”

—Marsha Rappley, MD
Dean, Michigan State University College of Human Medicine

The Medical Education Meeting reached full capacity, with more than 1,100 participants, including medical students. A number of sessions were available via live stream to approximately 600 viewers. The AAMC is planning its second annual Medical Education Meeting, which will follow the 2015 AAMC Annual Meeting in Baltimore, Maryland.
AAMC BOARD PUTS SPOTLIGHT ON GME

Funding challenges, the physician shortage, and changes in health care delivery put the spotlight on graduate medical education (GME) in 2014. Medical educators continued to look closely at the present system of training physicians and explore ways to improve the process to meet the demands of the future.

The AAMC Board of Directors identified GME as a focus across the association and its affinity groups for the next 12 to 18 months. To set priorities for the initiative, the association gathered feedback from constituents about current and pressing GME concerns for medical schools and teaching hospitals, as well as for the nation. Drawing on this input, the board identified three core areas of focus:

- Ensuring investment in the next generation of physicians
- Optimizing the learning environment
- Preparing the physician and physician scientist workforce for the 21st century

Work on specific GME goals and objectives will continue into 2015 and beyond.

A NEW APPROACH: COMPETENCY-BASED LEARNING AND ASSESSMENT

In June, the AAMC released the first formal guidelines to help residency program directors ensure that new residents are able to deliver basic patient care safely and with confidence on the first day of training. Core Entrustable Professional Activities (EPAs) for Entering Residency identifies 13 common activities that every graduating medical student should be able to perform competently on the first day of training. The report is available in two versions: one for curriculum developers and another for frontline faculty and learners. With competency-based learning and assessment a growing trend in medical education, these guidelines provide a practical framework for assessing student competencies during the transition from medical school to residency.

In August, the AAMC selected 10 institutions to participate in a five-year pilot to test how the core EPAs work in practice in residency programs. The implementation of these guidelines is expected to improve patient care and better serve the needs of students, faculty, and curriculum developers.
TRUST AND RESPECT: CREATING AN OPTIMAL LEARNING ENVIRONMENT

Providing an inclusive, respectful setting in which students and residents learn and train is imperative in producing physicians with integrity, compassion, and a commitment to excellence. In June, the AAMC Board of Directors approved a first-of-its-kind statement to underscore the role and accountability of medical schools and teaching hospitals in creating this optimal environment for all health care professionals. At its foundation, the Statement on the Learning Environment supports a setting for medical students and residents that reflects academic medicine’s high standards of personal and professional behavior.

The statement recognizes the responsibility of institutions to ensure that learning across the medical education continuum occurs within a climate that fosters trust and respect. The AAMC Council of Deans Administrative Board developed the statement with input from the association’s affinity groups. Along with this document, the AAMC has introduced an online information hub where members can access data, scholarship, programming, and best practices for cultivating a robust, optimal learning environment.

View the collection of articles on the learning environment in the May 2014 issue of Academic Medicine.

MCAT2015: PREPARING STUDENTS AND ADMISSIONS OFFICERS

The AAMC, Khan Academy, and the Robert Wood Johnson Foundation collaborated to develop free, online tutorials to help students prepare for the revised MCAT® exam that will launch in April 2015. The tutorials, part of the Pre-health Collection of the AAMC’s MedEdPORTAL® iCollaborative and available in Khan’s online learning library, include more than 800 videos and 400 review questions.

The association also reached out to admissions officers with webinars, onsite visits, and other resources to familiarize them with the changes in content and scoring of the new exam. Revised after extensive research and review, MCAT2015 puts a greater emphasis on seeing how well aspiring medical students can use what they know. In addition, a new score evaluation will shift attention to the center of the score range. This change supports holistic review by focusing on a broader range of applicants.

Videos in the MCAT® collection have been viewed more than 2 million times, with applicants solving more than 1 million practice problems.
EXPANDING HOLISTIC REVIEW

Over the past four years, the AAMC has visited admissions committees of 58 medical schools across the country to present a half-day workshop on holistic review. During 2014, the AAMC also held the sessions at three nursing schools for the first time. The goal of the workshop is to share practices that will enable the institution to conduct admissions in a way that advances its mission and builds its capacity.

“"The cost of applying to medical school should not be a barrier to individuals who want to pursue a career in medicine.""
—Darrell G. Kirch, MD
AAMC President and CEO

Prompted by growing interest from AAMC-member institutions, plans are underway to expand the association’s holistic review initiative to residency programs. Over the next few years, the association will develop holistic review resources that will enable GME programs to screen their applicants based on program-specific missions and goals.

DIVERSIFYING THE WORKFORCE THROUGH EDUCATIONAL OPPORTUNITIES

Promoting a diverse health care workforce is central to the AAMC mission. The Summer Medical and Dental Education Program (SMDEP), which celebrated its 25th anniversary in 2014, has been an important resource in this effort. More than 26,000 students have received this life-changing opportunity and the support they needed to gain entry into medical or dental school, or other health professions schools. The six-week summer enrichment program provides clinical exposure, study skills, mentors, career development guidance, and more. With funding from the Robert Wood Johnson Foundation, the AAMC and the American Dental Education Association collaborate on leading the SMDEP. Program sites include 12 AAMC-member institutions.

More than 5,709 students who have gone through the Summer Medical and Dental Education Program have realized their dream of earning an MD degree.

The AAMC also expanded its Fee Assistance Program to students with Deferred Action for Childhood Arrivals (DACA) status. The change, which makes students with DACA status eligible for financial aid in the medical school application process, will assist aspiring physicians who face barriers related to their status as undocumented immigrants despite being raised and educated in the United States. The change comes as a growing number of medical schools are opening their doors to applicants with DACA status.

AAMC WELCOMES NEW CHIEF MEDICAL EDUCATION OFFICER

Maryellen E. Gusic, MD, became the association’s chief medical education officer in October, succeeding Carol A. Aschenbrener, MD, who stepped down after a decade of service. In this role, Gusic will examine critical issues in medical education and lead initiatives to transform models of education and workforce preparation across the full continuum of medical education. She also will lead activities that support medical education leaders, regional campuses, education researchers, students, and residents. Previously, she served in executive positions and was on the faculty of Indiana University School of Medicine and Penn State College of Medicine.

The cost of applying to medical school should not be a barrier to individuals who want to pursue a career in medicine.
—Darrell G. Kirch, MD
AAMC President and CEO
Driving Improvements in Patient Care

The AAMC strengthens the world’s most advanced medical care by supporting the entire spectrum of patient care activities conducted by its member institutions.
BETTER CARE COORDINATION, LOWER COSTS

In May, the Center for Medicare and Medicaid Innovation (CMMI) awarded a three-year grant to the AAMC to work with five academic medical centers on an electronic consultation and referral platform to improve communication and care coordination between primary care and specialty physicians. Timely and effective coordination between providers means less fragmented care for patients, fewer patient referrals, and, ultimately, reduced health care costs. The University of California, San Francisco, developed the model platform for the Health Care Innovation Award project. The results showed that the approach significantly improved quality of care through better coordination and timely access to specialty input, while reducing the costs of care for the population served. As part of the initiative, the AAMC will work with CMMI and its partners to evaluate the program outcomes and design a sustainable reimbursement model for wider use.

IMPROVING CARE FOR LGBT, GENDER NONCONFORMING, AND DSD PATIENTS

To help medical school faculty train future physicians to better care for patients who are lesbian, gay, bisexual, transgender (LGBT), gender nonconforming, or born with differences of sex development (DSD), the AAMC issued the first evidence- and best practices-based recommendations for assessing and treating these patients. The groundbreaking report includes guidance for implementing curricular and institutional climate changes intended to reduce health care disparities in these individuals.

Until the completion of this report, formal comprehensive standards addressing the health care needs of LGBT and DSD patients did not exist for medical educators and providers. By identifying 30 competencies medical students should master to care for LGBT and DSD patients more effectively and with greater empathy, these guidelines will serve as a foundation for fostering a climate of inclusion for everyone within the health care system.

For more information, watch this video.

Download the full report:
Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD: A Resource for Medical Educators
IMPROVING PUBLIC REPORTING OF PROVIDER PERFORMANCE

Over the past decade, a growing number of organizations have issued reports on hospital and physician quality performance. Differences in the measures, data sources, and scoring methodologies can lead to confusion when trying to compare and evaluate hospital performance. To help make the data more meaningful to the public, providers, and governing boards, the AAMC convened a panel of hospital quality experts to develop the Guiding Principles for Public Reporting of Provider Performance. These principles, created in conjunction with the University HealthSystem Consortium and endorsed by other hospital associations, recommend that data and reporting methodologies be well-defined in purpose, transparency, and validity to ensure the public can more easily interpret hospital performance data and make well-informed choices about their providers. The principles also serve as a tool for teaching hospital executives and their staff to evaluate and respond to provider performance data reports.

Guiding Principles for Public Reporting of Provider Performance emphasizes meaningfulness, transparency, and validity in hospital rating systems and provides direction in discerning confusing data.
Advancing Medical Research

The AAMC works to promote new knowledge throughout the full spectrum of medical research to improve the health of all.
WORKING TO ADDRESS HEALTH INEQUITIES

As the nation grapples with health and health care inequities, the AAMC, in conjunction with AcademyHealth, published the results of a qualitative analysis of all U.S. health services research (HSR) focused on health disparities funded from 2007 to 2011. *The State of Health Equity Research: Closing Knowledge Gaps to Address Inequities* is the first comprehensive analysis of trends in detecting, understanding, and eliminating inequities in health care. The findings revealed a 93 percent increase in solution-focused health equity research over the five-year period and found that certain health outcomes associated with marked disparities were relatively underrepresented in the research portfolio. The study is intended to guide federal and non-federal funders as they target resources to solutions-focused research that will close or narrow gaps in health care.

SHEADING LIGHT ON THE SUNSHINE ACT

In September, the Centers for Medicare & Medicaid Services opened a database for the public reporting of clinical research, consulting, and honoraria payments by drug, device, and medical supply manufacturers to physicians and teaching hospitals. Required by the Affordable Care Act’s *Sunshine Act* provision, the database is intended to increase public awareness of financial relationships between companies and certain health care providers while providing an opportunity for discussion of the health care innovation and advancement of patient care that the partnerships create. The AAMC took the lead in outlining the rule’s requirements, as well as publicizing that the intent of research grants and other awards to physicians and hospitals is to advance scientific discovery and improve health.
RECOGNIZING INNOVATION IN RESEARCH, CARE, AND EDUCATION

In December, the AAMC announced 13 winners of the 2014 Learning Health System Champion and Pioneer Research Awards, a program that recognizes innovations in medical education, care delivery, research, and diversity and inclusion. The awards honor institutions that have implemented—or indicate an interest in developing—innovative system-wide processes that improve opportunities for research and education, while enhancing health system and research collaboration. The AAMC’s Research on Care Community (ROCC) sponsors the annual awards. ROCC fosters collaboration between researchers and clinical providers who are engaged in clinical effectiveness and implementation science to improve health quality, safety, equity, and outcomes.

COMMUNICATING THE VALUE OF BIOMEDICAL RESEARCH

In ongoing efforts to help medical schools demonstrate the impact of their research investments, the AAMC, with the support of RAND Europe, developed better evaluation frameworks to communicate research outcomes to public stakeholders. Building on the Research Evaluation Initiative, the association consulted with community members, state legislators, and research administrators at medical schools and teaching hospitals to validate many of the views expressed in earlier phases of the project, while gaining new insights on ways to improve the assessment and communication of biomedical research. The findings will be incorporated into the initiative as a series of additional metrics for institutions to collect and report.

Read the stakeholder engagement summary report.
Support for the Academic Medicine Community

The AAMC develops innovative tools, services, and resources to build the capacity of medical schools and teaching hospitals, and support the people who study or work there.
BY THE NUMBERS

The AAMC works to advance medical education and support the missions of, provide professional development, and deliver services to the nation’s medical schools and teaching hospitals, applicants, medical students, and residents.

Here are some figures that reflect our efforts in 2014.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>126,803</td>
<td>Medical College Admission Tests® (MCAT® exams) administered</td>
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<tr>
<td>48,910</td>
<td>Total applicants who applied to medical school for the 2014 entering class, as recorded by the AAMC’s American Medical Colleges Application Service® (AMCAS®)</td>
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<tr>
<td>11,652</td>
<td>Total number of individuals approved for the AAMC’s Fee Assistance Program, which provides MCAT examinees and AMCAS applicants with financial assistance</td>
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<tr>
<td>58,372</td>
<td>Electronic Residency Application Service (ERAS®) users</td>
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<tr>
<td>47</td>
<td>Meetings and conferences hosted by the AAMC</td>
</tr>
<tr>
<td>12,005</td>
<td>Registrations for all AAMC meetings and conferences</td>
</tr>
<tr>
<td>398</td>
<td>AAMC webinars held</td>
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<tr>
<td>17,784</td>
<td>AAMC webinar participants</td>
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<tr>
<td>11,792</td>
<td>AAMC constituents who participated in at least one of the 18 professional development groups</td>
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<tr>
<td>$6,913,499</td>
<td>Total grant funding received from foundations and federal agencies</td>
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<tr>
<td>12,966</td>
<td>Total number of medical students from the class of 2014 who registered and used the Careers in Medicine® website during their four years of medical school</td>
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<tr>
<td>229,436</td>
<td>Unique users of the Medical School Application Requirements (MSAR®) online directory</td>
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<tr>
<td>186</td>
<td>Countries represented in MSAR online directory visits</td>
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<td>919,000</td>
<td>Average monthly visitors to the AAMC’s website</td>
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<td>26,197</td>
<td>Followers of @AAMCToday on Twitter</td>
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<td>72,301</td>
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<td>7,263</td>
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<td>8,657</td>
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<tr>
<td>3,556</td>
<td>Number of times MedEdPORTAL® educational tools were downloaded each month</td>
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<tr>
<td>179</td>
<td>Number of countries accessing and using MedEdPORTAL</td>
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</table>
GUIDING THE DIRECTION OF ACADEMIC MEDICINE

The AAMC sponsored a variety of programs, events, and data to help medical schools and teaching hospitals in goal-setting, budgeting, staffing, and advancing their missions in 2014. The association’s Leadership Forum on “The Faculty of the Future” brought together more than 100 academic medicine leaders to address the challenges and changes facing academic medical faculty. With research from the association’s Center for Workforce Studies, institutions were better able to anticipate and meet the demands of the next generation of the health care workforce. New AAMC resources, such as the 2014 Diversity and Inclusion in Academic Medicine: A Strategic Planning Guide, provided institutions with expert guidance on achieving institutional diversity goals. The Teaching for Quality (Te4Q) certificate program assisted clinical faculty in effective teaching of quality improvement and patient safety to students, residents, and practicing clinicians.

CUSTOMIZED CONSULTING SERVICES FOR ACADEMIC MEDICAL CENTERS

To assist academic medical centers as they face a rapidly changing environment in health care, higher education, and research, the AAMC launched a consulting service, Engagement Solutions. The centralized hub of resources connects national, historic, and comprehensive data sources with leading subject matter experts in academic medicine to provide high-quality, customized service at a reasonable cost. Consulting arrangements, assessment tools, institutional and employee surveys, research reports, and training help AAMC constituents:

- Increase organizational effectiveness to meet fiscal challenges
- Improve quality outcomes and patient safety
- Achieve diversity and inclusion goals
- Enhance admissions practices

The new service helps organizations become better stewards of limited resources, fosters future-oriented perspectives among leaders of medical schools and teaching hospitals, and assists faculty and staff as they implement solutions to their toughest challenges.
IMPROVING THE MEDICAL SCHOOL ADMISSIONS PROCESS

To help medical school admissions officers identify and foster a capable, compassionate, and diverse physician workforce, the AAMC created an online Admissions Hub to support the development of effective admissions policies and simplify the application process. The site offers a central repository of resources on the admissions process, evaluation, and matriculation of classes. The AAMC also introduced a pre-med social media community in January 2014 to centralize information for prospective students and their parents and advisers.

A Twitter handle and Facebook page support this effort.

A refreshed AAMC homepage provides members and students with improved access to important information. The updated design includes new features and enhanced navigation tools that provide AAMC-member institutions, students, applicants, residents, and the public with distinct entry points to their highest-priority content.

www.aamc.org

RESOURCES FOR FACULTY, STAFF, RESIDENTS, AND STUDENTS

The AAMC is a central hub for medical schools and teaching hospitals needing ready access to expertise, policy resources, and critical information to help them work more efficiently and cost-effectively. Throughout the year, AAMC webinars and webcasts supported efforts ranging from strengthening the biomedical research workforce to assessing the institutional culture and climate. In addition, forums, workshops, and affinity groups offered professional development opportunities for faculty and staff in academic medicine.

The AAMC also provides comparison tools to help institutions assess their performance in relation to peers nationwide. The publication of The State of Women in Academic Medicine: The Pipeline and Pathways to Leadership 2013–2014, for example, served as a benchmarking tool and guide for advancing women faculty at medical schools. The Annual Development Survey provided important benchmarking data to help AAMC member-institutions identify useful philanthropic trends for planning and managing fundraising initiatives.

In addition, the AAMC offered a robust set of resources such as webinars, professional development seminars, data reports and publications, new programs, and career fairs to support diversity and inclusion as a driver of excellence at member institutions and as a strategy to advance health equity.
LEARN SERVE LEAD 2014: THE AAMC ANNUAL MEETING
A New Approach to Academic Medicine’s Signature Event

More than 3,600 leaders and future leaders of America’s medical schools and teaching hospitals traveled to Chicago in early November for Learn Serve Lead 2014: The AAMC Annual Meeting, the signature learning and networking event for academic medicine. Deans, CEOs, faculty, administrators, residents, students, and other medical school and teaching hospital stakeholders gathered for the opportunity to LEARN together, to identify ways to better SERVE our communities, and to LEAD the change that is needed to improve the health of all.

The AAMC annual meeting is intended to have a broad reach across all professional roles and mission areas within academic medicine, with programming focused on an extensive range of current and emerging issues affecting medical schools and teaching hospitals. To achieve this goal, the meeting format was redesigned in 2014 to streamline and enhance session content, facilitate greater interaction among participants, and bring fresh perspectives to the challenges facing academic medicine.

Speaking at the Leadership Plenary session, AAMC Chair A. Lorris Betz, MD, PhD, senior vice president emeritus of health sciences at the University of Utah, emphasized the need to foster a culture of respect at the nation’s medical schools and teaching hospitals. “We need to take on, and fix, our culture so we can successfully deal with all of our other challenges,” he said.

“We need to take on, and fix, our culture so we can successfully deal with all of our other challenges.”
—A. Lorris Betz, MD, PhD
Senior Vice President Emeritus of Health Sciences
University of Utah
AAMC 2013–2014 Chair

“Resilience is what drives us forward and inspires us to take on difficult challenges and to keep trying in the face of doubt and failure.”
—Darrell G. Kirch, MD
AAMC President and CEO
AAMC President and CEO Darrell G. Kirch, MD, stressed that resilience will be essential for leaders at medical schools and teaching hospitals as the academic medicine community grapples with the demands of a shifting culture of medicine and a changing health care landscape.

Plenary session speakers included actor Alan Alda, a founding member of Stony Brook University's Alan Alda Center for Communicating Science; psychologist Mahzarin Banaji, PhD; and Gen. Stanley A. McChrystal. Two Town Hall meetings provided an opportunity for constituents to discuss issues with AAMC leadership.

The AAMC website features meeting highlights and photos.

“Leadership can’t be replaced by process; it takes people to lead. It’s about teams of people; it’s people who bring different strengths and weaknesses to the team.”
—Gen. Stanley A. McChrystal

“The public is on a blind date with science. They’re unfamiliar with the people who do it; they’re unfamiliar with the process, with the whole way of thinking based on evidence.”
—Alan Alda
Stony Brook University's Alan Alda Center for Communicating Science

“The most significant persuader of behavior [on the issue of unconscious bias] is to teach yourself in a deep way and to teach your students that all you’re asking them to do is get their behavior lined up with their own values and their own intentions, not somebody else’s.”
—Mahzarin Banaji, PhD
Harvard University
2014 AAMC Award Winners

Each year at the annual meeting, the AAMC hosts an awards dinner to honor individuals and programs that make significant contributions in the fields of medical education, research, and community service.

AAMC Award for Distinguished Research in the Biomedical Sciences
James P. Allison, PhD
Chairman, Department of Immunology
The University of Texas MD Anderson Cancer Center

Abraham Flexner Award for Distinguished Service to Medical Education
James O. Wooliscroft, MD
Dean and Professor of Internal Medicine and Learning Health Sciences, and Lyle C. Roll Professor of Medicine
University of Michigan Medical School

Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award
Charles L. Barde, MD
Professor of Clinical Medicine
Weill Cornell Medical College

Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award
Bernard Karnath, MD
Professor of Medicine
The University of Texas Medical Branch at Galveston

Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award
Randall King, MD, PhD
Harry C. McKenzie Professor of Cell Biology
Harvard Medical School

Alpha Omega Alpha Robert J. Glaser Distinguished Teacher Award
Emma A. Meagher, MD
Associate Professor, Departments of Medicine and Pharmacology
University of Pennsylvania Perelman School of Medicine

Arnold P. Gold Foundation Humanism in Medicine Award
Cynthia Haq, MD
Professor of Family Medicine and Population Health
University of Wisconsin School of Medicine and Public Health

David E. Rogers Award
A. Eugene Washington, MD, MSc
Vice Chancellor of Health Sciences; Dean, David Geffen School of Medicine; and Chief Executive Officer of the Health System
University of California, Los Angeles

Herbert W. Nickens Award
Lisa Cooper, MD, MPH
James F. Fries Professor of Medicine
Division of General Internal Medicine
Johns Hopkins University School of Medicine

Spencer Foreman Award for Outstanding Community Service
NewYork-Presbyterian Hospital
New York, New York

Read more about these outstanding individuals and watch related video spotlights.
THE AAMC MOVES TO NEW HEADQUARTERS

After years of planning and construction, the AAMC relocated its headquarters in May to an 11-story building in Washington, not far from the Capitol. This expanded new home for the association brings more than 600 employees under one roof for the first time while serving as a “destination learning center” for leaders in academic medicine.

The two-story learning center features a multipurpose room that can accommodate 200 people and eight additional conference rooms for constituent meetings and professional development programs. In addition, a rooftop terrace and café are available for staff and member functions. The building design also incorporates a permanent collection of art by local and regional artists.

The open-space floor plan with abundant natural light is intended to foster communication and collaboration in addition to being environmentally friendly. The building was designed to achieve a LEED Gold certification in the U.S. Green Building Council’s Leadership in Energy and Environmental Design (LEED) rating system. An estimated 75 percent of the building’s roof area is covered with extensive green roofing.

Located at 655 K Street, N.W., the AAMC headquarters is two blocks from the Washington Convention Center and offers easy accessibility to major transportation hubs.

For more details about the development and design of the new building, watch this video.
AAMC Mission and Membership

The mission of the AAMC is to serve and lead the academic medicine community to improve the health of all.

The AAMC represents all 141 accredited U.S. medical schools and 17 accredited Canadian medical schools; nearly 400 major teaching hospitals and health systems, including 51 Department of Veterans Affairs medical centers; and nearly 90 academic and scientific societies. Through these institutions and organizations, the AAMC represents 148,000 faculty members, 83,000 medical students, and 115,000 resident physicians. Through its many programs and services, the AAMC strengthens the world’s most advanced medical care by supporting the entire spectrum of education, research, and patient care activities conducted by America’s medical schools and teaching hospitals.
2014 BOARD OF DIRECTORS ACTIONS OF NOTE

The AAMC is governed by a 17-member Board of Directors, which manages the affairs of the association by providing strategic direction, fiduciary oversight, and generative thinking. The board includes the AAMC chair, AAMC chair-elect, AAMC past chair, AAMC president and CEO, the Council of Deans chair and chair-elect, Council of Teaching Hospitals and Health Systems chair and chair-elect, Council of Academic Societies chair and chair-elect, a resident physician, a medical student, at least one public member, and various at-large members.

Significant actions of 2014 include:

- Granting AAMC membership to Kaiser Foundation Hospitals, Northern California; Keck Medical Center of USC and USC Norris Cancer Hospital; and University of Miami Hospitals
- Granting AAMC full membership to Commonwealth Medical College and Virginia Tech Carilion School of Medicine
- Granting AAMC membership to the Association of Bioethics Program Directors
- Approving revisions to the rules and regulations of the Compliance Officers’ Forum (COF)
- Approving the 2014–15 Board of Directors slate
- Approving a new membership category for non-voting medical school program affiliate members who meet all qualifications for full membership in the association except for status as an organization described in Section 501(c)(3) of the Internal Revenue Code
- Approving the recommendations of the five-year governance review
- Endorsing the Guiding Principles for Public Reporting of Provider Performance
- Convening the June 2014 Leadership Forum on the Faculty of the Future
- Conferring Distinguished Service Membership to Claire Pomeroy, MD, and H. David Wilson, MD
- Awarding Special Recognition Awards to Geraldine “Polly” Bednash, PhD, RN, FAAN, and Malcolm Cox, MD
AAMC AFFINITY GROUPS

The AAMC’s affinity groups provide constituents from AAMC-member institutions with opportunities for professional development, networking, and collaboration.

COUNCILS AND ORGANIZATIONS

Council of Deans (COD)
The purpose of the Council of Deans (COD) is the continuing improvement of the nation’s medical schools. As a forum, the COD identifies issues affecting academic medicine and develops strategies to achieve the various missions of medical schools.

Council of Teaching Hospitals and Health Systems (COTH)
The AAMC’s Council of Teaching Hospitals and Health Systems (COTH) is composed of approximately 400 major teaching hospitals and health systems, including 51 Veterans Affairs medical centers.

Council of Faculty and Academic Societies (CFAS)
The Council of Faculty and Academic Societies (CFAS) represents academic faculty within the governance of the AAMC. It includes faculty representatives from all member AAMC medical schools and member academic societies. The CFAS provides a strong faculty voice within AAMC’s leadership structure and represents the full range of faculty at medical schools and teaching hospitals.

Organization of Resident Representatives (ORR)
The mission of the Organization of Resident Representatives (ORR) is to improve resident physician education and training for the purpose of improving the quality of health care.

Organization of Student Representatives (OSR)
The Organization of Student Representatives (OSR) represents medical students nationwide and provides an active role for students in advancing the AAMC mission to improve the nation’s health. Additionally, the OSR seeks to ensure that students actively participate in directing their education, preserving their rights, and delineating their professional responsibilities. To this end, the OSR gives medical students a voice in academic medicine at the national level and strives to foster student involvement and awareness in this arena at a local level.

PROFESSIONAL DEVELOPMENT GROUPS

Chief Medical Officers Group (CMOG)
The Chief Medical Officers Group (CMOG) provides information, networking opportunities, and professional development resources for CMOs and other physicians who lead clinical programs in AAMC-member organizations.

Compliance Officers’ Forum (COF)
The Compliance Officers’ Forum (COF) is composed of compliance leaders from AAMC-member medical schools, teaching hospitals, and health systems. The COF provides a national forum for networking, professional development, and collaborative opportunities.

Forum on Conflict of Interest in Academe (FOCI Academe®)
The Forum on Conflict of Interest in Academe offers educational opportunities related to conflict of interest issues; provides a national forum for discussion of the development and application of conflict of interest standards related to research, medical education, and clinical decision-making; and serves as a resource for institutions, policymakers, the media, and the public.

Government Relations Representatives (GRR)
The Government Relations Representatives (GRR) advances nonpartisan advocacy for academic medicine by providing a forum for federal relations staff at medical schools, teaching hospitals, and academic societies to consult with AAMC staff on evolving federal legislative and regulatory issues, initiatives, and strategies.

Group on Business Affairs (GBA)
The Group on Business Affairs (GBA) advances administrative and fiscal management in academic medical institutions to support medical education, research, and health care.

Group on Diversity and Inclusion (GDI)
The Group on Diversity and Inclusion (GDI) serves as a national forum and recognized resource to support the efforts of AAMC-member institutions and academic medicine at the local, regional, and national levels to realize the benefits of diversity and inclusion in medicine and biomedical sciences.
Group on Educational Affairs (GEA)
The purpose of the Group on Educational Affairs (GEA) is to advance medical education and medical educators through faculty development, curriculum development, educational research, and assessment in undergraduate, graduate, and continuing medical education.

Group on Faculty Affairs (GFA)
The mission of the Group on Faculty Affairs (GFA) is to build and sustain faculty vitality in medical schools and teaching hospitals. The GFA supports faculty affairs deans and administrators in their development and implementation of institutional policies and professional development activities that advance the academic missions of teaching, research, and clinical care.

Group on Faculty Practice (GFP)
The Group on Faculty Practice (GFP) is composed of physician leaders and administrative executives from medical school-affiliated faculty practice plans. The GFP works to advance the clinical mission of academic medical centers.

Group on Graduate, Research, Education, and Training (GREAT)
The Group on Graduate, Research, Education, and Training (GREAT) provides professional development to, and fosters the exchange of information and ideas among, the faculty and administrative leaders of biomedical PhD, MD-PhD, and postdoctoral programs.

The Group on Institutional Advancement (GiA)
The Group on Institutional Advancement (GiA) is the only national professional development group devoted exclusively to the role of institutional advancement in academic medicine. GiA resources and peer-to-peer connections enable members to increase awareness, understanding, and support among the public, the media, alumni, policymakers, and donors for medical education, health care, and biomedical research. The GiA supports all advancement professionals whose work largely falls within five broad disciplines: alumni relations, communications, development, marketing, and public affairs.

Group on Information Resources (GIR)
The Group on Information Resources (GIR) promotes excellence in the application and integration of information resources in academic medicine. In an age when information technology is a strategic asset, GIR’s research, professional development, and policy setting is vital to the advancement of medical teaching institutions.

Group on Institutional Planning (GIP)
The primary mission of the AAMC’s Group on Institutional Planning (GIP) is to advance the discipline of planning in academic medicine by enhancing the skills and knowledge of professional planners; to promote the value of planning; and to connect people, resources, and ideas.

Group on Institutional Planning (GIP)
The Group on Regional Medical Campuses (GRMC) fosters professional growth and development, information sharing, communication, and discussion of key issues among administrators, staff, and faculty of regional medical campuses.

Group on Research Advancement and Development (GRAND)
The AAMC’s professional development group for research deans provides a national forum for action on issues critical to the research enterprise, and for linking advances in research with improvements in health.

Group on Resident Affairs (GRA)
The Group on Resident Affairs (GRA) promotes exemplary leadership for high-quality graduate medical education (GME) and is the authoritative source on GME principles and practices in the medical education continuum within the AAMC and nationally.

Group on Student Affairs (GSA)
The Group on Student Affairs addresses issues in medical school admissions, student financial aid, medical student diversity, student affairs, and student records at all member medical schools.

Group on Women in Medicine and Science (GWIMS)
The Group on Women in Medicine and Science (GWIMS) advances the full and successful participation of women within academic medicine by addressing gender equity, recruitment and retention, awards and recognition, and career advancement.
AAMC SERVICE PROGRAMS

The AAMC provides an array of essential services and resources to member medical schools and teaching hospitals, applicants, students, residents, and medical education.

American Medical College Application Service® (AMCAS®)
AMCAS is a centralized application processing service for first-year applicants to participating medical schools. Most U.S. medical schools used AMCAS as the primary application method for the 2014 entering class.

Careers in Medicine® (CiM)
CiM is designed to help medical students identify career goals, explore specialty and practice options, choose a specialty, select and apply to residency programs, and make career decisions.

Electronic Residency Application Service (ERAS®)
ERAS streamlines medical students’ transition to residency by transmitting standardized applications, letters of recommendation, Medical Student Performance Evaluations, transcripts, and other supporting credentials to residency program directors.

FindAResident®
This Web-based service is designed to help administrators and program directors fill open residency and fellowship positions.

Global Health Learning Opportunities (GHLO®)
Global Health Learning Opportunities (GHLO®) is an application service that facilitates clinical, global health, and research elective rotations globally for final-year medical students. The GHLO application service utilizes a Web-based platform that streamlines the process for students, enables home schools to endorse student applications and track progress, and allows host institutions to publish and manage elective offerings, student selection, and evaluation.

GME Track®
A resident database and tracking system, GME Track assists GME administrators and program directors in the collection and management of GME data.

MedEdPORTAL®
A free online database, MedEdPORTAL facilitates sharing of peer-reviewed educational material.

Medical College Admission Test® (MCAT®)
The MCAT exam is a standardized, multiple-choice test that assesses problem-solving, critical thinking, and knowledge of natural, behavioral, and social science concepts and principles prerequisite to the study of medicine.

Visiting Student Applicant Service (VSAS®)
VSAS makes it easier for U.S. medical students to apply online for elective courses at other LCME-accredited medical schools or independent academic medical centers by submitting a single application for all institutions.

Pivio®
The July 2014 launch of the Pivio® system—the new online service developed by the AAMC and the National Board of Medical Examiners—marks the beginning of a new way that physicians-in-training and physicians will manage the records of their educational and professional life. Pivio subscribers have secure, 24/7 online access to their personal accounts, which allows them to build a robust online portfolio that includes their profiles, progress tracking, content (including videos, images, and documents), event tracking, networks, and much more. Pivio automatically imports information from MCAT, AMCAS, and ERAS, as well as USMLE Step 1 and Step 2 scores. New capabilities and features are continually being added to increase the value of Pivio to subscribers.

Find more information about these and other AAMC services.
FINANCIAL REPORT

Financial Position
FY 2014

Highlights

- Total assets as of June 30, 2014, were $468.7 million, $49.8 million more than the previous year. The increase is attributable primarily to investments in the new headquarters, software development, and investment gains.
- The total value of cash and investments as of June 30, 2014, was $176.2 million, an increase of 14.6 percent from the prior year.
- For the year ended June 30, 2014, the AAMC had an increase in net assets from operations of $18.3 million, compared with $12.1 million in the previous year. Adding non-operating gains of $13.8 million resulted in a total increase in the AAMC’s net assets of approximately $32.1 million. Total net assets as of June 30, 2014, were $178.9 million.

Operating Results
FY 2014

- Operating revenues increased by $19.6 million, or 13.8 percent, over the prior year. Growth in net service programs, publications, and meeting revenues accounted for the increase. Revenue from the Electronic Residency Application Service (ERAS®), the Medical College Admission Test® (MCAT®), and the American Medical College Application Service® (AMCAS®) increased as the total number of applicants and examinees increased.
- Operating expenses increased by $13.3 million, or 10.3 percent, over the prior year. The increase is attributable to program and administrative expenses to meet the association’s strategic initiatives and objectives.
Operating Statement Highlights
Year ended June 30, 2014

Operating revenues and support:
- Dues: 13,295,636
- Service programs: 121,134,886
- Publications: 8,691,806
- Meetings and workshops: 9,052,291
- Government grants and contracts: 1,537,589
- Investment and interest income: 3,039,302
- Other: 4,907,078
  Total operating revenue and support: 161,658,588

Operating expenses:
- Mission and service programs: 94,774,002
- Policy, strategy, and outreach: 16,685,024
- Membership services: 14,319,959
- Administration and general support: 17,543,047
  Total operating expenses: 143,322,032
  Increase in unrestricted net assets from operations: 18,336,556

Nonoperating income, expenses, gains, and losses:
- Investment gain (loss), net: 10,519,686
- Insurance proceeds: 3,250,000
  Total nonoperating gain (loss): 13,769,686
  Increase (decrease) in unrestricted net assets: 32,106,242
GRANTS

The AAMC appreciates generous contributions from foundations and federal agencies with strong commitments to medical education, health care, diversity, and the physician workforce. In 2014, the AAMC received approximately $6.9 million in grant funding.

PRIVATE GRANTS

The Patrick and Catherine Weldon Donaghue Medical Research Foundation
A four-year $600,000 grant from the Donaghue Foundation supports the development of a new approach to stimulate and enhance the creation of learning health systems within medical schools and teaching hospitals.

Josiah Macy Jr. Foundation
The foundation’s support in the form of a one-time $35,000 grant contributed to the development of a monograph addressing the lack of lesbian, gay, bisexual, and transgender cultural competency requirements in the medical school curriculum.

A three-year $900,000 grant that was awarded in 2013 continues to support a pilot program that explores the feasibility of a new model where advancement through residency and practice in pediatrics is based on competencies instead of the traditional time-based physician training model.

The AAMC also continues the multiyear $269,500 grant that was awarded in 2008 to support AAMC activities associated with a meeting on the content and delivery of continuing education in the health professions.

Robert Wood Johnson Foundation
A 29-month $195,898 grant from the Robert Wood Johnson Foundation continues to support the analysis, writing, and production of two AAMC publications (Minority Students in Medical Education: Facts and Figures and Diversity in Physician Workforce: Facts and Figures) in a new, easy-to-use online format.

The David E. Rogers award is a 10-year $277,353 grant that honors David E. Rogers, MD, a former president of the Robert Wood Johnson Foundation and an exemplar of academic medicine’s commitment to meeting the health care needs of our nation. The award recognizes a medical school faculty member who has made major contributions to improving the health and health care of Americans.

The Summer Medical and Dental Education Program has been a signature program of the Robert Wood Johnson Foundation and the AAMC since 1988. Supported by a $999,803 grant from the foundation, the program helps increase diversity in the medical and dental fields and has provided technical assistance and direction for nearly 1,000 students to date.

FEDERAL GRANTS

Health and Human Services

Centers for Disease Control and Prevention
The AAMC continues to drive the improvement of health outcomes by strengthening academia’s linkages to public health practice through a five-year $1,450,000 cooperative agreement with the Centers for Disease Control and Prevention (CDC). The award supports enhanced teaching concepts of population health and provides practical, hands-on experience at the community level for medical, public health, and nursing students.

Through that cooperative agreement, the CDC made two supplemental awards to the AAMC:

- A $114,000 grant to support a one-year Workforce Investment Project jointly executed by the AAMC, the American Association of Colleges of Nursing, the Association of Schools and Programs of Public Health, and the Association for Prevention Teaching and Research
- A one-year $30,000 supplement to support the evaluation of Medical-Legal Partnerships at academic medical centers

The AAMC also continues working on a two-year $150,000 grant awarded through the CDC cooperative agreement to support systematic integration of population health-related concepts in graduate medical education program curricula.
Centers for Medicare & Medicaid Services
In September, the Centers for Medicare & Medicaid Services selected the AAMC for a three-year $7,125,770 grant that aims to improve quality and efficiency in the ambulatory setting by focusing much needed attention on the referral process between primary care and specialists. The grant seeks to leverage electronic medical records, a shift in physician workflow, and incentives to drive a reduction in marginal referrals, improve access to specialists, and enhance the patient experience.

National Institutes of Health
The National Institutes of Health awarded a new $287,782 grant for three years to explore potential solutions to reducing the uncertainty of physician practice locations and understanding the probable patterns of physician distribution. This research will contribute to a more informed decision-making process by offering policymakers and planners better information about the distribution of the U.S. physician workforce.

The association continues the development and maintenance of the Faculty Roster database through the Faculty Administrative Management Online User System (FAMOUS) with a new $2,493,178 contract for five years from the National Institutes of Health to maintain a continuously updated database with comprehensive information on the educational, employment, and demographic backgrounds of faculty members at U.S. medical schools.

A five-year $4,183,044 grant from the National Institutes of Health continues to support a national learning collaborative aiming to expand and enhance a culturally sensitive, diverse, and prepared health workforce to improve health and reduce health disparities in urban communities.

National Institutes of Health/Health Resources and Services Administration
The National Institutes of Health and the Health Resources and Services Administration awarded a one-year $265,000 grant for the Urban Universities for HEALTH (UU-HEALTH) Improving Evidence in Admissions project, which is associated with the UU-HEALTH Learning Collaborative. This supplemental project will establish, implement, and evaluate mission-driven, student diversity-related policies, processes, and practices that help build a nursing workforce capable of and committed to improving the health of all.

Health Resources and Services Administration
The AAMC is continuing to develop a framework for a MedEdPORTAL® peer-reviewed, online model curriculum for integrating oral health training into medical education through a three-year $599,156 grant from the Health Resources and Services Administration.

National Network of Libraries of Medicine
The AAMC received a $1,500 grant from the National Network of Libraries of Medicine to continue the Express Digitization and Conservation project to preserve and increase access to the most significant documents in the AAMC historical archives collection.