2018

Learn Serve Lead
Austin, Texas
November 2-6

AAMC

LEARN SERVE LEAD 2018
THE AAMC ANNUAL MEETING

Association of
American Medical Colleges

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AAMC

Demystifying the Submission Process

November 5, 2018

Association of
American Medical Colleges

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Members of the 2018 Med Ed and RIME Planning Committees

Objectives

Understand the LSL Medical Education Call for Submissions

Hear tips for writing a successful submission

Learn about the peer review process

Disclosures

No Financial Disclosures

Submissions

We will be discussing:

Medical Education Call for Submissions

Research in Medical Education (RIME) Call for Research Papers

Timeline for Submissions

Annually

September	Calls for submissions are announced
October	Call for reviewers is announced
December	Calls for submissions close and submissions sent for review
January	Peer review period
February	Committees meet
March	Decisions sent out

Reviewers

- All reviewers are volunteers
- The Call for Reviewers is announced in October
- Reviewers self-identify their own areas of expertise
- We always need new peer reviewers!

Submission Types

Sessions in Medical Education

- Broad topics engendering discussion among diverse voices
- May consist of multiple presentations on a single theme or a single facilitated activity
- Submissions MUST include:
    - Description of the session
    - Learning objectives
    - Facilitator and speakers

Highlights – Research In Medical Education

- Abstract
- Completed empirical investigation
- Presented orally or via poster
- Welcomes:
  - Small-scale pilots
  - Exploratory studies
  - Components of larger projects

Highlights – Innovation in Medical Education

- Abstract
- Program, project or other unique educational experience
- Report with valuable insight worth sharing and some data
- Presented orally or via poster
- Welcomes:
  - New and timely work
  - Generalizable to many institutions
  - Components of larger projects

Submission Types

RIME Research Papers

- Research papers should report completed investigations that contribute to medical education research and practice.
- The submitted paper must not have been accepted or be under consideration for publication elsewhere.
- Submissions MUST include:

  Purpose

  Methods

  Results

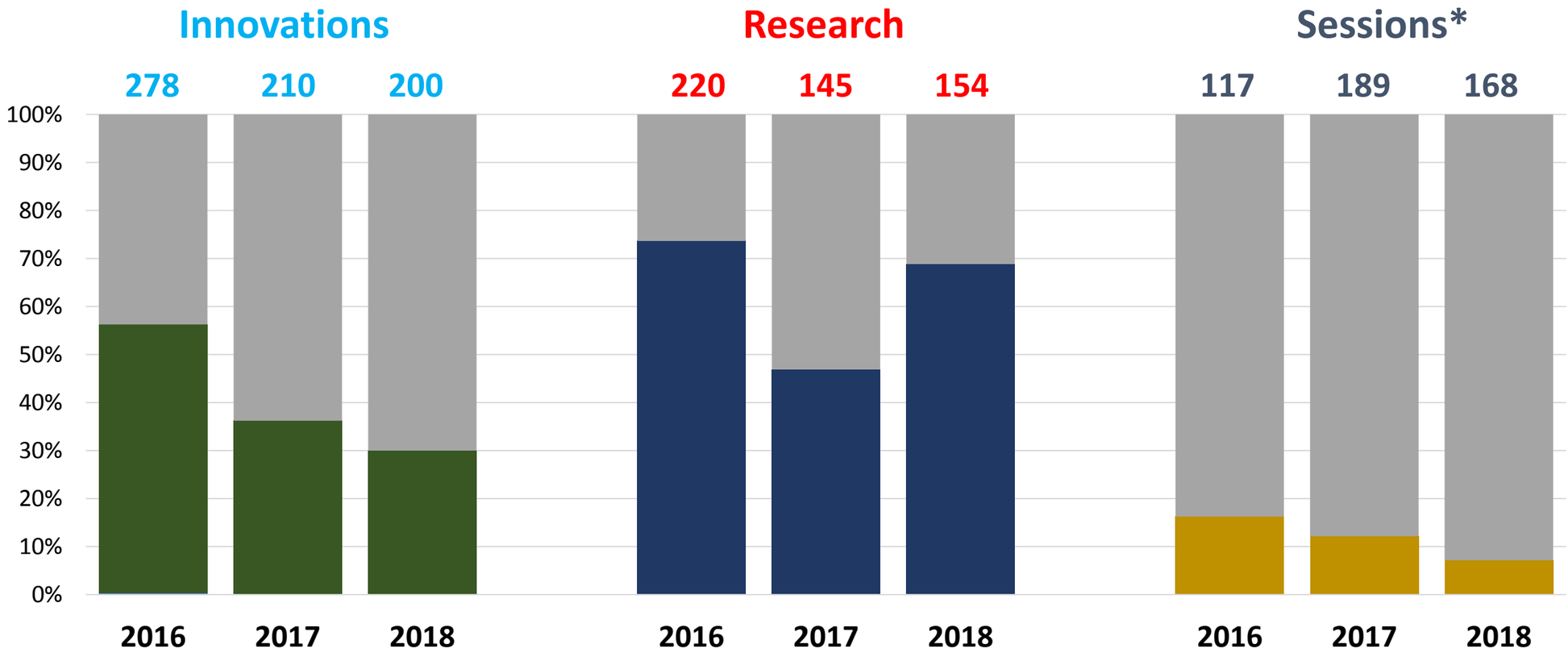
  Conclusions

Submission Types

RIME Review Papers

- Review papers should synthesize existing research and should provide direction for future research and practice.
- The submitted paper must not have been accepted or be under consideration for publication elsewhere.
- Submissions MUST include:
  - Objective(s)
  - Method
  - Results/Key Findings
  - Conclusions/Implications

Submission and Acceptance Rates by Type



*Called ***Emerging Solutions*** in 2016

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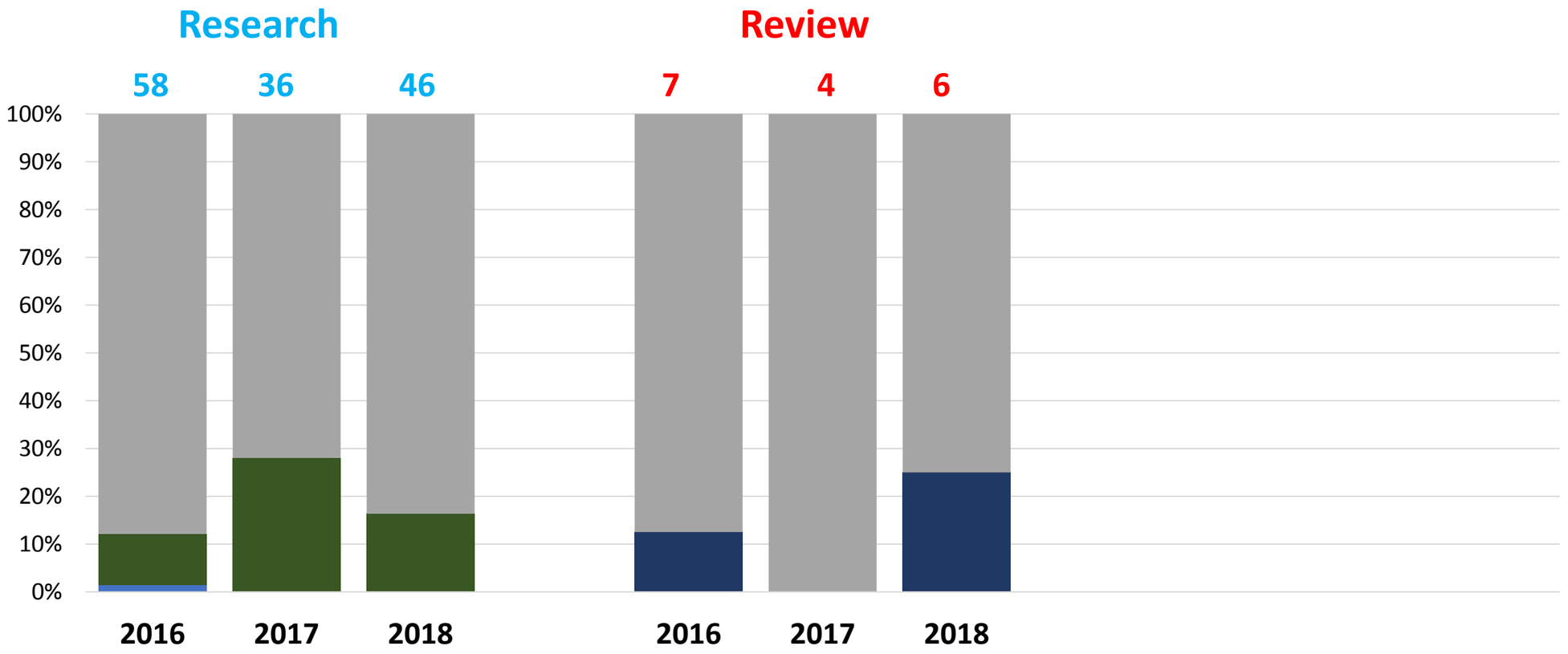
Submission and Acceptance Rates by Type- RIME



The Stats Innovations

Innovations	2018	2017	2016
Oral (%)	24 (12)	22 (10)	60 (21)
Poster (%)	36 (18)	54 (25)	96 (35)
Rejected (%)	140 (70)	134 (65)	122 (44)
TOTAL (n)	200	210	278

The Stats Research

Research	2018	2017	2016
Oral (%)	39 (25)	28 (19)	42 (19)
Poster (%)	67 (44)	40 (28)	120 (55)
Rejected (%)	48 (31)	77 (53)	58 (26)
TOTAL	154	145	220

The Stats Sessions

Sessions	2018	2017	2016
Oral (%)	11 (6.5)	17 (9)	19 (16)
Poster (%)	1 (.5)	6 (3.2)	0 (0)
Rejected (%)	156 (93)	166 (87.8)	98 (84)
TOTAL	168	189	117

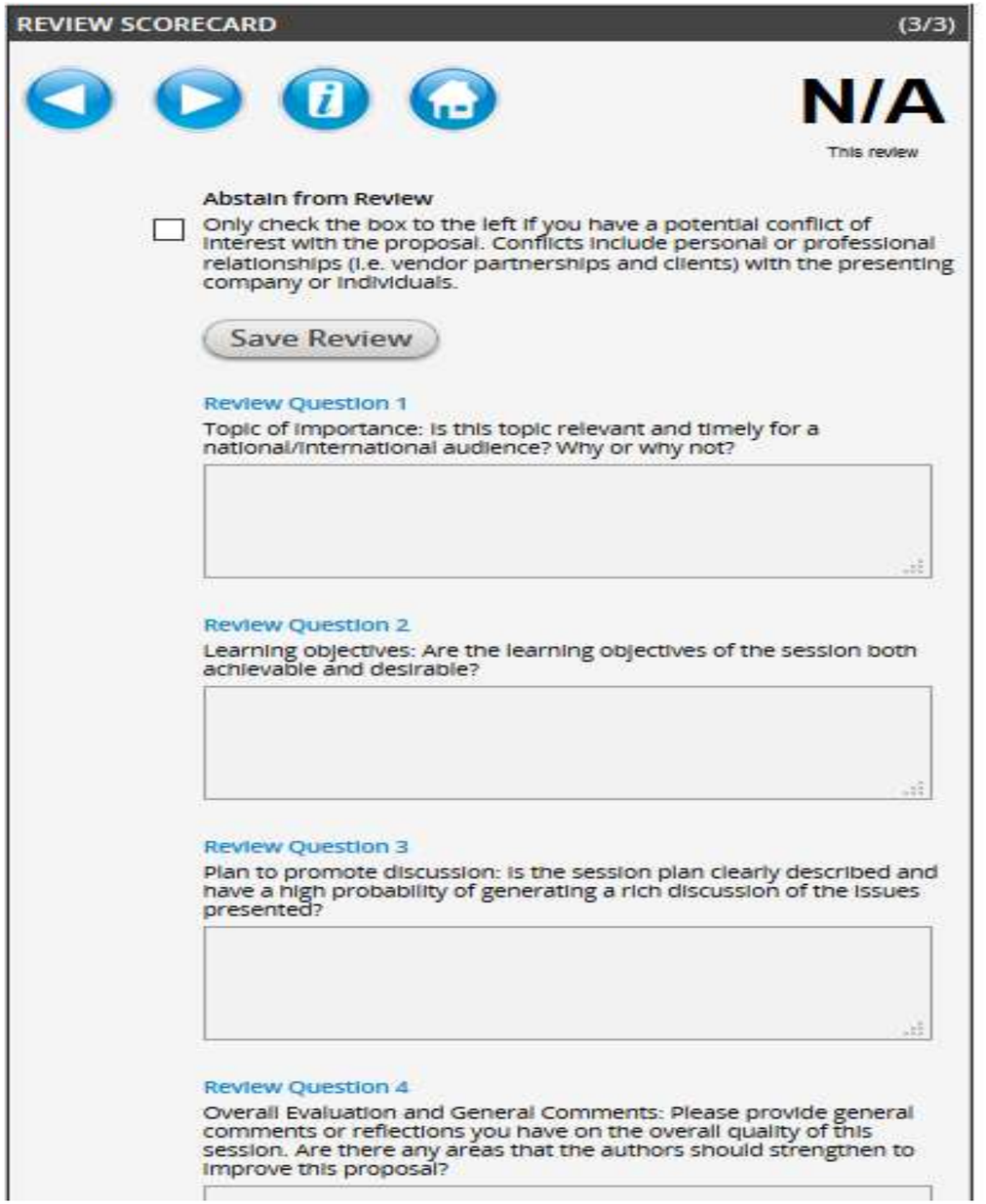
The Stats- RIME Papers

RIME Submissions	2018	2017	2016
Research (%)	9 (18)	14 (34)	7 (11)
Review (%)	2(4)	0(0)	1(2)
Rejected %	40 (78)	27 (66)	56 (88)
Total	51	41	64

The Stats Overall Acceptance

OVERALL	2018	2017	2016	Overall
Acceptance Rate-Innovations	30%	36%	56%	42%
Acceptance Rate-Research	69%	47%	73%	65%
Acceptance Rate-Sessions	7%	12%	16%	11.4%
Overall Acceptance Rate	34%	31%	45%	40.7%

Review Form


REVIEW SCORECARD (3/3)
N/A
This review
Abstain from Review
Only check the box to the left if you have a potential conflict of interest with the proposal. Conflicts include personal or professional relationships (i.e. vendor partnerships and clients) with the presenting company or individuals.
Save Review
Review Question 1
Topic of Importance: Is this topic relevant and timely for a national/international audience? Why or why not?
Review Question 2
Learning objectives: Are the learning objectives of the session both achievable and desirable?
Review Question 3
Plan to promote discussion: Is the session plan clearly described and have a high probability of generating a rich discussion of the issues presented?
Review Question 4
Overall Evaluation and General Comments: Please provide general comments or reflections you have on the overall quality of this session. Are there any areas that the authors should strengthen to improve this proposal?

Review Criteria

Sessions
Topic of importance
Appropriate Objectives
Plan to Promote Discussion
Innovation/Research Abstracts
Topic of importance
Approach
Interpretation
Significance
RIME Research Papers
Title and Abstract
Intro and Conceptual Framework
Methods
Results
Discussion and Conclusions
Clarity of Writing

Most feedback from reviewers is in narrative format.

Review Criteria

Global rating for each submission

RIME
Excellent
Correctable Faults
Major Faults
Very Poor
RESEARCH/INNOVATIONS/SESSIONS
Excellent
Good
Mediocre
Weak
Very Poor

The Process

- Submissions receive up to 3 peer reviews
- Abstracts are assigned to reviewers by area of expertise
- Each reviewer is typically assigned 5 – 10 reviews
- Reviewers have about 1 month to complete reviews

The Process- RIME

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- Papers are assigned to reviewers by area of expertise
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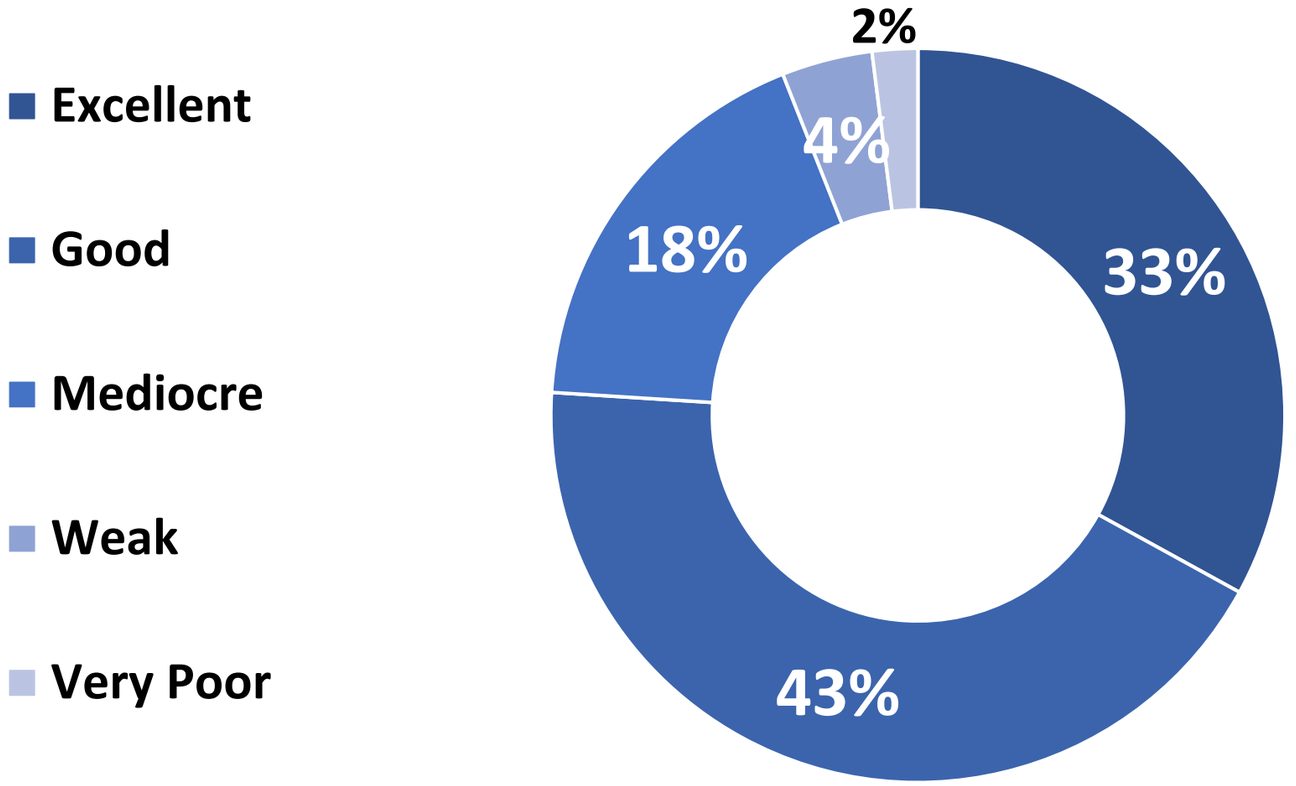
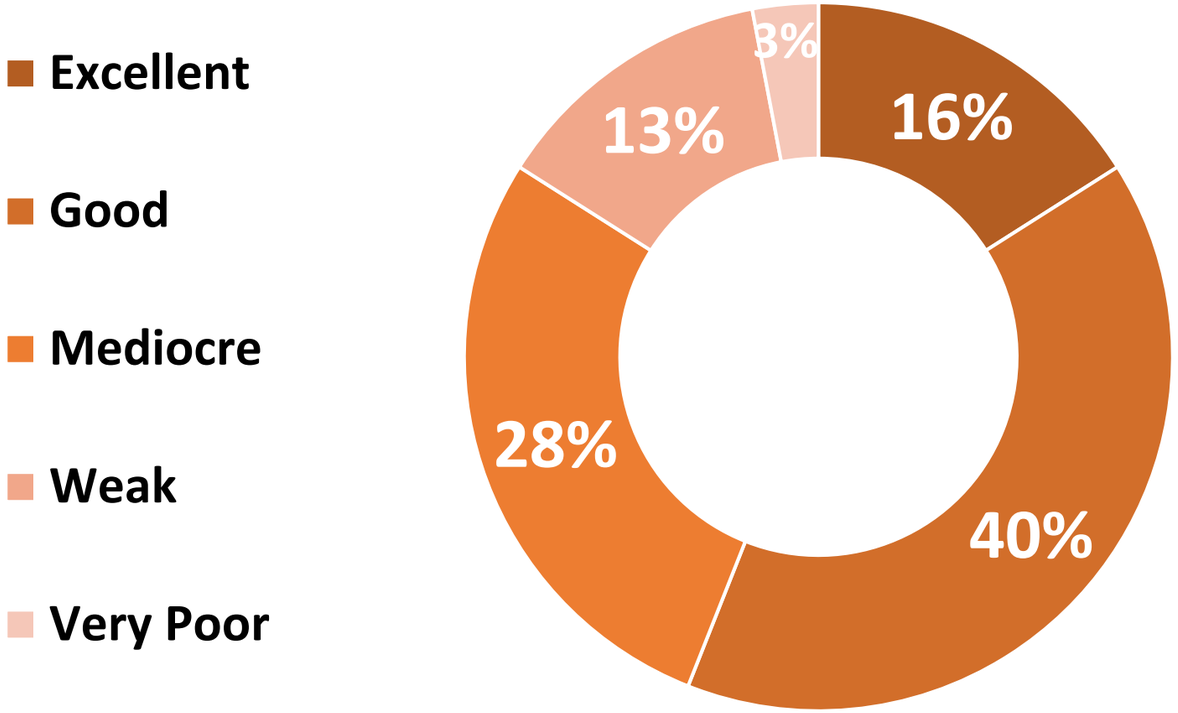
Reviewer Ratings Sessions



Based on 432 Reviews

Reviewer Ratings Research



Based on 379 Reviews

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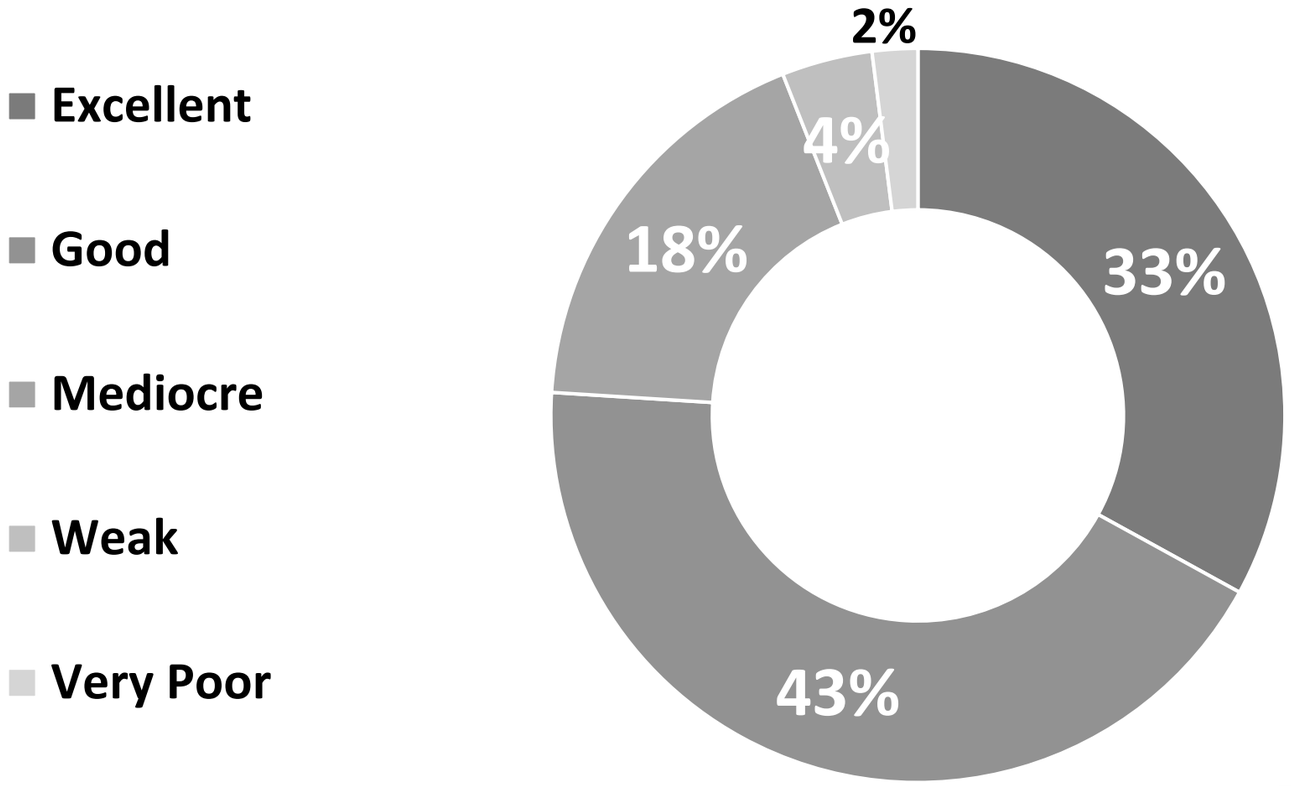
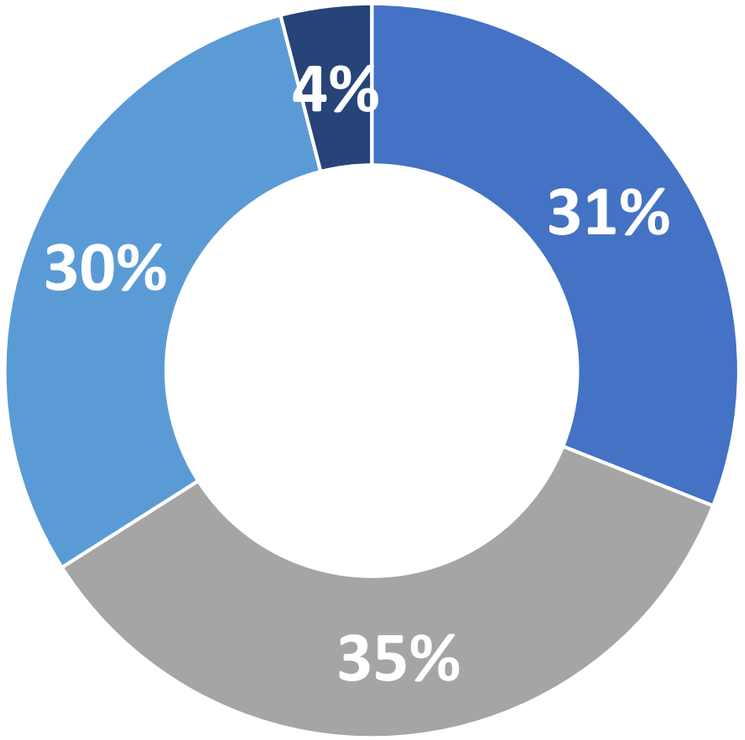
Reviewer Ratings Innovations



Based on 432 Reviews

Reviewer Ratings RIME

- Excellent
- Correctable Faults
- Major Faults
- Very Poor



Based on 109 Reviews

Submission Reviews

Things that don't help the review process

- Reviews are late or not done
- Reviews with no comments or with just one or two words of comment
- Making up your own rating scale

Next steps – the Med Ed Planning Committee

- Results are aggregated and sent to the Medical Education Planning Committee

- Every submission and its reviews are read by one member of the committee

Next steps – the RIME Planning Committee

- Results are aggregated and sent to the RIME Planning Committee

- Every submission and its reviews are read by two members of the committee

The RIME and Med Ed Planning Committee

- Medical educators who are active in AAMC communities
- Read abstracts in preparation for their meeting
- Make program decisions over 2 1/2 days at the AAMC

Making Sense of Reviewer Ratings

Submission	Reviewer 1	Reviewer 2	Reviewer 3
23	excellent	mediocre	?
24	excellent	good	excellent
25	good	good	good
26	excellent	excellent	excellent
27	excellent	good	good
28	good	good	mediocre
29	good	weak	mediocre
30	excellent	good	good
31	good	excellent	excellent
32	good	good	good
33	good	good	?
34	excellent	mediocre	excellent

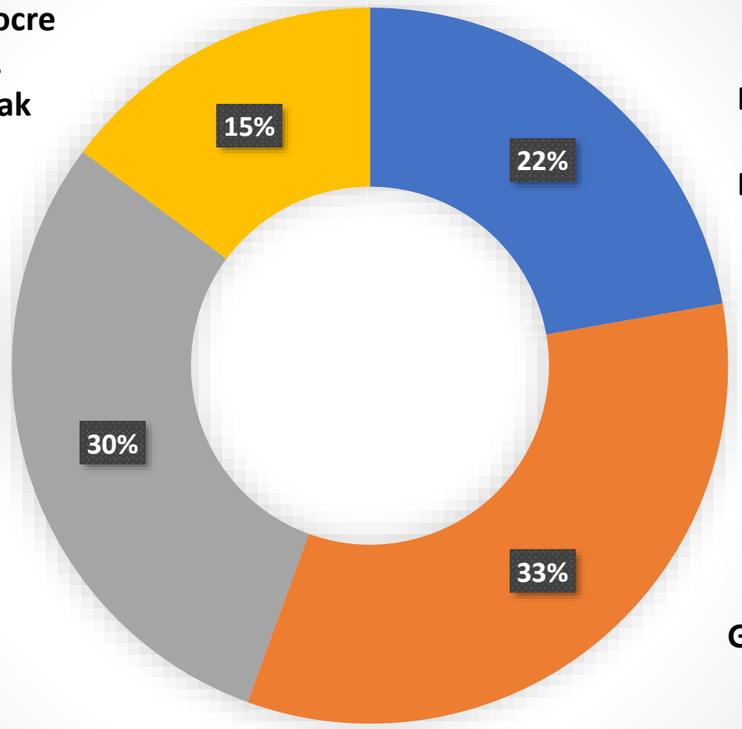
Making Sense of Reviewer Ratings

SORTING THE REVIEWER RATINGS

Sessions Breakdown by Rater Review

LOW Rated
Mediocre
&
Weak

TOP Rated
Excellent x 3
Or
Excellent x 2
Good x 1



AVERAGE Rated
Good
&
Mediocre

HIGHLY RATED
Excellent x 2
Mediocre x 1
Or
Good x 2 or more

Based on 233 Reviews

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The Program Planning Process

- Space on the program determines # of accepted abstracts

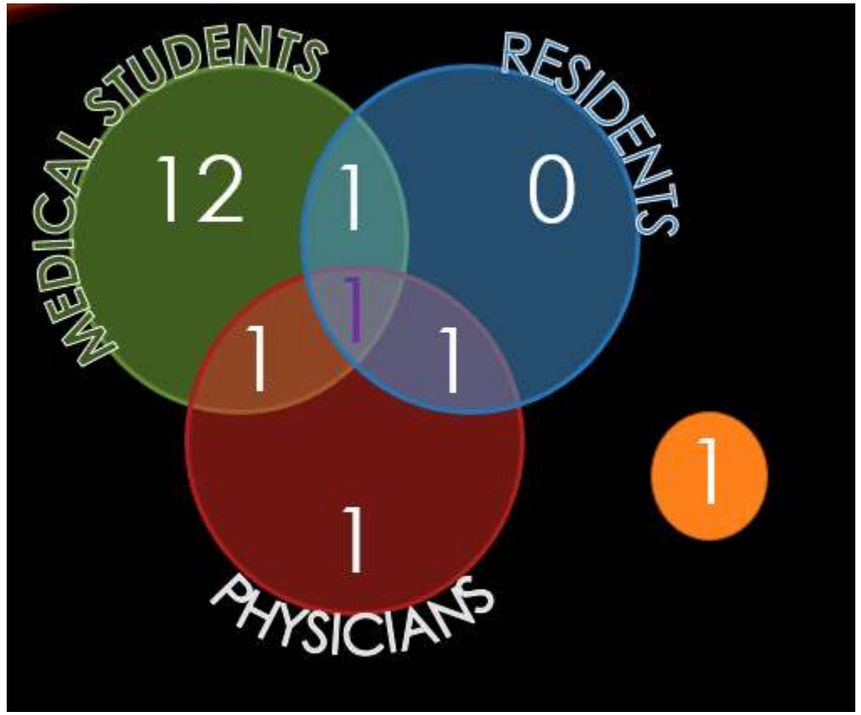
- 3 committee members assigned a submission category
- Each committee group discusses acceptance or rejection
- Preliminary accepts are grouped by themes
- Preliminary rejects are re-read

The Program Planning Process

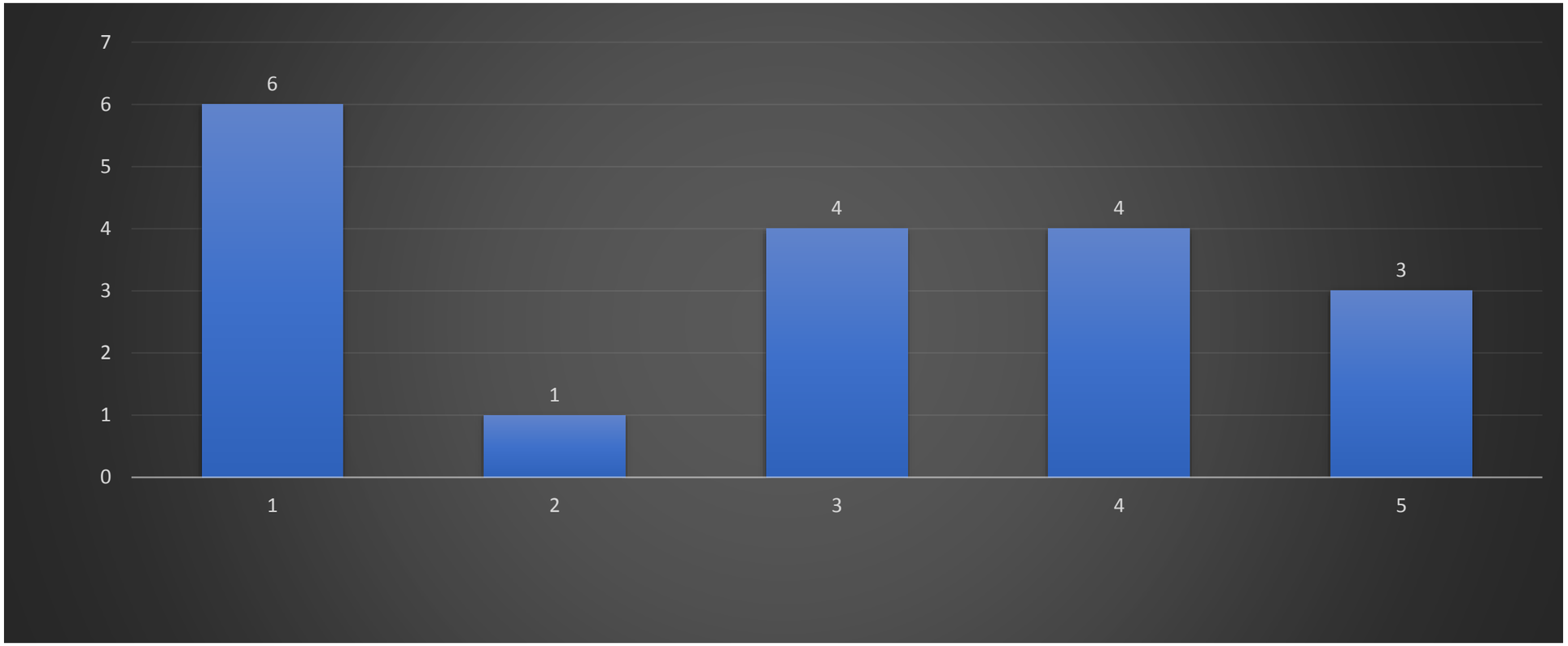
- Abstracts and submissions continue to be winnowed
- Once a preliminary program is created, facilitators and moderators are suggested
- The process ends with suggestions for improved process and lessons learned

Breakdown by learner group

Top 18 rated sessions submissions



Institutional representation for top 18 sessions



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Important tips

- **Get on the GEA listserv**
  - Email Chris McKnight cmcknight@aamc.org
    Sarah Brown sarbrown@aamc.org
- **Volunteer!**
- **Introduce yourself!**

Questions??

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Thank you!!