Learn Serve Lead 2027: The AAMC Annual Meeting Call for Submissions in Medical Education

November 12-16, 2027, Washington, DC

All submissions are due by December 7, 2026, 11:59pm PST.

The AAMC is accepting submissions for Learn Serve Lead 2027: The AAMC Annual Meeting. Learn Serve Lead is open to all those engaged in advancing academic medicine and brings together our medical school and teaching hospital community from across campuses, across disciplines, and across missions.

The call for medical education submissions consists of three types (described in more detail below):

1. **Sessions on Medical Education**
2. **Medical Education Innovation Abstracts**
3. **Medical Education Research Abstracts**

To guide the preparation of submissions, we present the acceptance rates for both oral and poster presentations from the 2026 call for submissions. Note, these rates will change each year based on the number of submissions received and the presentation spots available:

- Medical Education Innovation Abstracts: 4**0%**
- Medical Education Research Abstracts: **37%**
- Sessions in Medical Education: **9%**

The Learn Serve Lead Medical Education Program Planning Committee will consider topics, quality, institutional representation, and authors when accepting submissions for presentation. The committee's goal is to facilitate a robust program representing the broad range of topics, institutions, and scholars submitting proposals.

To support a program with broad representation across authors and institutions, individuals may submit no more than two (2) total submissions as the first author. There is

no limit to how many submissions one can be a co-author on. Additionally, submission of multiple abstracts on a single study, where findings are not unique across abstracts, may result in the rejection of one or more abstracts.

New | Artificial Intelligence (AI) Use:

Authors must disclose the use of generative artificial intelligence (AI) or other AI-assisted tools when such tools contribute substantively to the submission. This includes, but is not limited to, generating or revising the title, abstract, narrative content, methods, data analysis, interpretation of the results, figures, tables, or conclusion.

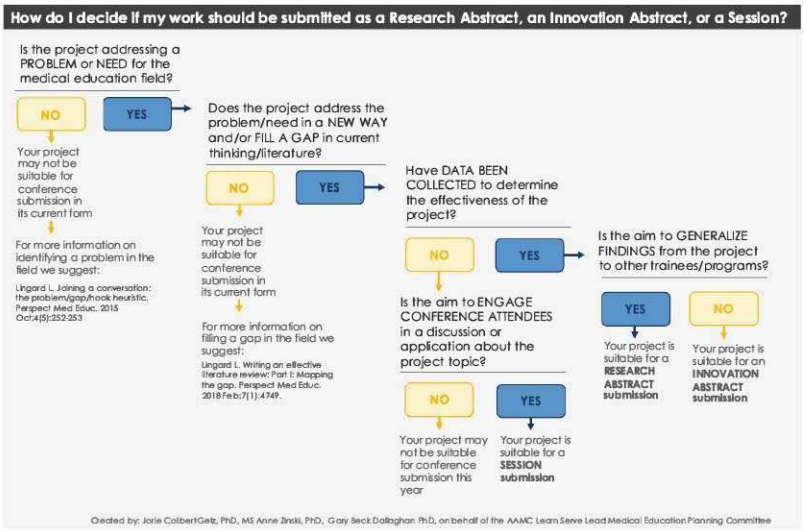
Authors are not required to disclose the use of AI-enabled tools when used solely for minor language editing, such as spelling, grammar, punctuation, or formatting assistance, provided the tools do not alter the substance, interpretation, analysis, or conclusions. When disclosure is required, authors should briefly describe how the tool was used and identify the tool, including the product name and developer or company when known. Disclosing AI use will not, by itself, affect acceptance decisions. The purpose of disclosing is to promote transparency and to help the organization understand how AI-assisted tools are being used.

AI tools may not be listed as authors. Authors remain fully responsible for the accuracy, originality, quality, and content of the submission, including any portions developed with assistance from AI tools.

Submitters will be notified of the committee's decision regarding their abstract/proposal in late March 2027.

Submitted session titles, descriptions, and related materials may be edited by AAMC staff to ensure alignment with the AAMC's editorial standards, voice, and style. While the integrity of the session content will be preserved, editorial adjustments may be made to ensure broad accessibility and participation goals across varied regional and institutional contexts and to reflect the evolving context in which our constituents and learners work.

As you assemble your abstract, consider the following questions to decide on the best submission type for your work.



Use the following checklist when completing your submission to ensure you include all required information in the correct format.

AAMC Learn Serve Lead Submission Checklist

	Session	Innovation	Research
Work	Introduces a timely and relevant topic and intended audience interaction to achieve stated goal(s)	Presents new program, project, initiative, or educational experience	Presents findings from empirical investigation, including a completed pilot or subcomponent of larger study
Value	Explains need to examine important issue via prompted discussion or application	Explains need for program based on current evidence	Explains need for research based on current evidence/literature
Purpose Statement	Lists 3-5 clear Learning Objectives	States problem being addressed	Specifies Aims/Hypothesis
Methods	Details session plan/timeline with description of audience engagement	Describes program components and evaluation plan	Describes study design, analysis plan
Relevance/ Significance	Explains how participant interaction and engagement will address issue, benefit attendees and their peers/institutions	Useful for broad educational community	Contributes to evidence-based research or practice, with implications for future of Education
Results	Lists intended outcomes for participants	Shows evidence of effectiveness from completed program evaluation within "lessons learned" (may be preliminary)	Includes results and analyses from a completed project
Next steps	Describes how discussion achieves goal or advances field (e.g. task force formation, teach-back to institution, etc.)	Describes potential for expansion, sets example for scaled implementation and/or application to other institutions/context	Describes how findings impact breadth of knowledge in field, could be replicated or expanded to improve practice
Additional Resources	Examples of session "outcomes" and/or resulting projects, committees, publications	Exemplary innovation resources	AAMC Learn Serve Lead Academic Medicine Supplement

Created by the AAMC Learn Serve Lead Medical Education Planning Committee – Algorithm Work group.

1. **Sessions on Medical Education**

Sessions on Medical Education examine important issues in medical education from a variety of perspectives through workshops, panels, and other full-session activities. They engage diverse voices and prioritize discussion. Session proposals present a detailed plan for the session including objectives, a timeline of session components, and speakers. Sessions on Medical Education submissions should describe how the session will generate rich dialogue from multiple perspectives and involve both presenters and attendees. Interprofessional / interdisciplinary collaborations are eligible. Submissions, including presenters from multiple institutions, are preferred. Sessions will be 60-minutes in length.

Click here to submit your session proposal.

Session Submission Format

Session submissions are limited to 800 words and not to exceed 8,750 characters with spaces and not including title, authors, institutional affiliations and references. Session submissions must include the following elements:

- **Title:** Provide an informative session title.
- **Topic Short Description:** Introduce the issue to be discussed. State why it is timely and important topic to a national/international audience.
- **Learning Objectives:** List 3 – 5 learning objectives of the session that are clearly written and achievable.
- **Session Plan:** Describe the session plan in detail, with specific attention to how the audience will be engaged through discussion; Explains how participant interaction and engagement will achieve session goal (i.e. Committee/task force formation, teach-back to institution, etc.).
- **References:** List up to 5 references

You will also be asked to select the topic that best represents your submission, from the following:

- Constructing Optimal Learning Environments

- Student Affairs and Services
- Teaching and Learning Pedagogies and Curricula
- Simulation and Technology
- Assessment and Evaluation
- Career Trajectory
- Professional and Leadership Development
- Transition to Residency

Session Review Criteria

The following criteria will be used by peer reviewers when considering your submission and used by the planning committee to determine acceptance. Preference will be given to submissions representing multi-institutional collaboration.

- Topic Importance: Addresses a timely, important, and relevant issue for the educational community.
- Learning Objectives: Includes 3–5 clear, achievable, and measurable learning objectives.
- Participant Engagement: Clearly describes how audience interaction and engagement support achievement of the session goals.
- Participant Benefit: Explains how the session will enhance participant understanding and provide value to attendees and their institutions or peers.
- Session Outcomes: Clearly describes the intended outcomes or takeaways for participants.
- Advancement of the Field: Describes how discussion and engagement may advance the field or lead to meaningful action (e.g., implementation strategies, institutional dissemination, collaborations, task force formation).

2. **Medical Education Innovation Abstracts**

An Innovation Abstract is a report on a new program, project, or educational experience that provides valuable lessons and insights worth sharing with the full medical education community. Abstracts should articulate why the innovation is timely and generalizable to a national (rather than local) audience. Abstracts must contain some evidence of

effectiveness from a program evaluation to be eligible for consideration. Your abstract may be considered for a traditional abstract presentation (10–12- minute oral presentation) where 4 abstracts are presented in a 60-minute session or for an ignite-style presentation (5-minute oral presentation) where 8-10 abstract are presented in a 60-minute session.

Abstracts will be presented in one of two formats: oral or poster. The presentation format will be determined by the program planning committee based on thematic content of the abstracts.

Innovation submissions are limited to 600 words and not to exceed 6,900 characters with spaces and not including title, authors, institutional affiliations and references.

Click here to submit your abstract.

Innovation Abstract Submission Format

The proposal must include the following elements:

- **Title:** Provide an informative session title
- **Authors:** Authors and institutions
- **Purpose:** What problems or issues have you identified and addressed? How will this benefit the broader education community?
- **Intervention Description:** What did you do? Why is it innovative?
- **Outcomes/Findings:** Description of evaluation plan and available outcomes/findings. What did you find?
- **Lessons Learned:** What implications do these lessons hold for now or the future?
- **References:** Limit to 5

You will also be asked to select the topic that best represents your submission, from the following:

- Constructing Optimal Learning Environments
- Student Affairs and Services
- Teaching and Learning Pedagogies and Curricula
- Simulation and Technology

- Assessment and Evaluation
- Career Trajectory
- Professional and Leadership Development
- Transition to Residency

Innovation Abstract Review Criteria

- Relevance: Presents a novel program, project, initiative, or educational experience that addresses a meaningful educational need.
- Rationale: Clearly explains the need for the innovation based on current evidence and/or literature.
- Problem Statement: Clearly identifies the educational problem or gap being addressed.
- Program Design: Clearly describes the innovation's components, implementation strategy, and evaluation plan.
- Applicability: Describes usefulness to the broader educational community.
- Evidence of Effectiveness: Provides compelling evidence of effectiveness from a completed program evaluation, which may include preliminary findings.
- Transferability: Describes the potential for expansion, adaptation, or application across institutions or educational contexts.

3. **Medical Education Research Abstracts**

A Research Abstract reports a completed empirical investigation or theoretical exploration that contributes to medical education research and practice. Research submissions are limited to 600 words and not to exceed 6,900 characters with spaces and not including title, authors, institutional affiliations and references.

Click here to submit your abstract

Research Abstract Submission Format

The proposal must include the following:

- **Title:** Provide an informative session title
- **Authors:** Authors and institutions
- **Purpose:** What problems or issues have you identified and addressed?
- **Approach/Methods:** What did you do?
- **Results/Outcomes:** What did you find?
- **Discussion/Interpretation:** What did you discover as a result of your efforts?
- **Significance:** What implications do these lessons hold for now or the future?
- **References:** Limit to 5

You will also be asked to select the topic that best represents your submission, from the following:

- Constructing Optimal Learning Environments
- Student Affairs and Services
- Teaching and Learning Pedagogies and Curricula
- Simulation and Technology
- Assessment and Evaluation
- Career Trajectory
- Professional and Leadership Development
- Transition to Residency

Research Abstract Review Criteria

- Research Contribution: Presents findings from an empirical investigation, including completed pilots or subcomponents of larger studies.

- Rationale: Clearly explains the need for the research based on current evidence and literature.
- Research Question: Clearly specifies the aims, objectives, and/or hypotheses.
- Methodological Rigor: Effectively describes the study design, methods, and analysis plan.
- Contribution to Practice: Describes how the research contributes to evidence-based education, scholarship, or practice.
- Results: Includes findings and analyses from a completed project.
- Implications: Clearly describes how the findings advance the field and may be replicated, expanded, or applied to improve educational practice.

For questions regarding the submission process, please contact educationalaffairs@aamc.org

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