

ACGME INTERNATIONAL

ANNUAL REPORT
2023-2024



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Message from the President and CEO

I am pleased to address our global community and present the 2023-2024 ACGME International Annual Report. The past year was characterized by the implementation of initiatives focused on enhancing the value of ACGME-I accreditation.

We have continued to grow, adding 20 new programs and two new Sponsoring Institutions to our community, and are in active discussions with institutions in several new countries. Worldwide, there is a growing focus on the development of structured graduate medical education (GME), and awareness of the value of having a process like accreditation to drive quality improvement. Our ACGME-I team stands ready to be good citizens of this growing GME global community, and to engage with other organizations with similar missions.

As I mentioned, we have actively pursued several initiatives focused on supporting the impact and effectiveness of accreditation in driving quality improvement, accountability, and resident/fellow experience. For example, this year we implemented Version 2.0 of the Milestones. In addition to improving the feedback provided to residents and fellows, aggregate analysis of Milestones data can inform the public and medical community of the efficacy of GME (outcomes), permits benchmarking, and helps drive program improvement. We have continued to provide faculty development, both at the institutional level and for our entire community. We have engaged the designated institutional officials of ACGME-I accredited Sponsoring Institutions in a project focused on improving clinical learning environments. We also engaged with program coordinators, and for the first time convened an in-person meeting focused on leadership development for this cohort of the community.

Where do we go from here? First, we remain committed to growing our community of accredited institutions and programs. As we continue to grow and diversify our community, the value of what we provide as accreditors and medical educators necessarily will increase. While our accreditation framework is not appropriate for all, there is enormous potential in having some programs across the world operating in the same GME framework. Second, the many initiatives described above will require time to fine tune and mature. These initiatives are investments in the future, and we will want feedback on what works and what does not. Third, as I have stated before, we remain committed to collaboration with local and regional regulatory authorities.

Still, it is important to recognize that we face challenging times. The geopolitical landscape, characterized by persistent regional conflicts, human suffering on all continents, severe shortages of health care workers, and financial constraints, will slow progress of the global GME community. We must be true to our values and Mission, while remaining realistic about our goals. I truly believe we can make a difference by focusing on one program at a time. Gradually, we will help create a system that prepares physicians for service to their community, and leaders in medical education.

I want to thank our residents, fellows, faculty members, and medical education leaders for your dedication and commitment to improving GME and patient care. It is a privilege to work with you on our shared Mission. In a world characterized by increasing division, what an example we can show when we build a strong educational community across borders!

Finally, I would like to recognize the enormous contributions of Dr. Thomas Nasca over the years in which he has led the ACGME. It is his vision and support that has led to the growth of ACGME-I, and has set us on a path of continued success in the years to come. On behalf of our global GME community, Board of Directors, and ACGME-I staff, I wish him a heartfelt thank you for his efforts and accomplishments!

With enthusiasm and humility,



James A. Arrighi, MD



Message from the Chair of the Board of Directors

As my tenure as Chair of the ACGME-I Board of Directors draws to a close, I am struck by profound pride as I consider the evolution of this organization and all it has achieved in pursuit of its Mission. What began as a pilot project with the Ministry of Health in Singapore has evolved into an important international effort. The Mission is a lofty and important one: to improve health care by assessing and advancing the quality of resident (and fellow) physicians' education through accreditation, and to protect the interests of residents (and fellows) and improve the quality of teaching, learning, research, and professional practice with the ultimate goal of benefitting the public that our accredited programs and graduates serve. It has been an immense privilege to chair this Board, and I am grateful for the opportunity to reflect on our achievements and progress during this time.

Over the past year, ACGME-I has continued to uphold its commitment to excellence in medical education and accreditation globally. Through our collaborative efforts with accrediting bodies, institutions, and health care professionals worldwide, we have made significant strides in advancing our Mission. This is evidenced in the growth of the family of ACGME-I-accredited institutions and programs worldwide, and in the expansion of resources and educational programming. It is also clear through our relationships, which continue to grow ever stronger. As our leaders, staff members, volunteers, and others travel for site visits, courses, and conferences, these relationships continue to demonstrate that the value of high-quality medical education is a global one.

The accomplishments of this past academic year, described in the pages of this report, are a testament to the dedication and hard work of our volunteer Board and Review Committee members, dedicated staff members, and global stakeholders, all of whom have contributed tirelessly to our shared goals.

Looking ahead, ACGME-I remains steadfast in its commitment to supporting institutions and programs in meeting the highest standards of medical education and patient care. As we anticipate future challenges and opportunities in the

evolving landscape of health care, I am confident that the organization will continue to thrive and innovate, and to support global graduate medical education and health care worldwide.

I extend my deepest gratitude to all who have supported ACGME-I during my tenure. It has been a privilege to work alongside such talented and passionate individuals, and I am proud of what we have accomplished together. I look forward to witnessing the continued success of ACGME-I in the years to come.

Thank you once again for your unwavering commitment to our Mission and for your continued partnership.

With gratitude,



Thomas J. Nasca, MD, MACP

YEAR IN REVIEW

Growth

The continued growth of ACGME-I, both in terms of new Sponsoring Institutions and new programs at existing sponsors, reflects favorably on the value that ACGME-I brings to the GME enterprise. Wherever in the world it serves, ACGME-I continues to operate using a single set of Institutional and Program Requirements, modeled after those of the Accreditation Council for Graduate Medical Education (ACGME) in the US, and to adhere to a rigorous, peer review process in its accreditation operations. Furthermore, the diversity of institutions, cultures, and health care systems in which ACGME-I operate speaks to the generalizability and flexibility of ACGME-I's accreditation framework.

During the 2023-2024 academic year, the Review Committees-International accredited two new Sponsoring Institutions: Aspetar Orthopaedic and Sports Medicine Hospital in Doha, Qatar and VinUniversity College of Health Sciences in Hanoi, Vietnam. Additionally, 20 new programs were accredited in Haiti, Jordan, Kenya, Qatar, Saudi Arabia, and Vietnam. The number of graduates from ACGME-I-accredited programs also continues to grow, with some graduates of these programs matriculating into fellowships in the US and elsewhere across the globe. The hope is that these physicians have a positive impact in their communities and that many become the GME leaders of the future.

Community

ACGME-I remains steadfast in its focus on building community to help drive innovation and improvement in a collegial, supportive manner. Highlighted here are two initiatives related to the important topics of research and the clinical learning environment that ACGME-I hopes will serve to build community across institutions and programs.

RESEARCH

At the 2024 ACGME Annual Educational Conference in Orlando, Florida, US, ACGME-I hosted a gathering for those interested in forming a global medical education research group. Participants discussed ways to collaborate and share knowledge, with the goal of enhancing GME research globally. ACGME-I-accredited programs are well positioned to develop research projects involving multiple countries that can add knowledge of novel solutions to address common issues in GME. The research group, which will continue to connect virtually in the future, is open to any interested faculty and staff member in an ACGME-I-accredited program.



Participants at the global medical education research session at the 2024 ACGME Annual Educational Conference.

ENGAGING WITH THE DIO COMMUNITY

Another major initiative convened designated institutional officials (DIOs) from ACGME-I-accredited Sponsoring Institutions with other hospital leaders in a series of four in-person regional meetings. This project focused on adapting the *CLER Pathways to Excellence* document (a resource developed in the US by the ACGME's Clinical Learning Environment Review (CLER) Program) to the needs of a global GME community. There was active participation from the ACGME-I community on this project, which will lead to publication of a document that describes characteristics of a robust clinical learning environment, with areas of focus that include patient safety and health care quality. The ACGME-I team is excited to develop the next steps in this project, as well as to continue building and strengthening the DIO community across the world.

Education

Facilitation of faculty and staff development is an important aspect of what ACGME-I does in support of the global GME community. Of the many educational activities facilitated during the last year, two specifically are highlighted below.

WEBINARS

ACGME-I hosted two successful webinars this year. Each had more than 120 participants, representing all ACGME-I-accredited Sponsoring Institutions. For those unable to attend the live sessions, recordings of both webinars are available for viewing on ACGME-I's distance education platform, Explore.

Milestones

Dr. Laura Edgar, senior vice president, Competencies, Milestones, and Faculty Development at the ACGME, US, discussed ways for programs to implement ACGME-I's revised Milestones. She was joined by Dr. Rizwan Khan, associate dean and DIO at The Aga Khan University in Karachi, Pakistan, who presented practical tips and examples of an effective faculty development program to improve skill in teaching and assessing learners.

Scholarship

Two experienced researchers, Dr. Sophia Archuleta from National University Hospital in Singapore and Dr. Halah Ibrahim from Khalifa University College of Medicine in Abu Dhabi, United Arab Emirates, presented another webinar, giving practical tips on how to translate the work done for accreditation into scholarship in GME.

LEADERSHIP WORKSHOP FOR COORDINATORS

Recognizing the critical role of program coordinators in high-quality GME programs, ACGME-I invited all accredited Sponsoring Institutions to nominate representatives for its inaugural Coordinators Congress, a unique opportunity to learn, share, and network across the entire ACGME-I community. Program coordinators from 16 Sponsoring Institutions across 10 countries prepared for the event by completing several online modules related to empowerment and advocacy before meeting in Abu Dhabi for two days of interactive sessions focused on enhancing and promoting leadership skills.



Participants of the Coordinators Congress created vision boards during the workshop.

2024 ACGME International Awards

PHYSICIAN LEADER AWARD

"Excellence is a journey and not a destination, and we must continue working together toward achieving excellence."



Muhammad Rizwan Khan MBBS, FCPS, FRCS, FACS, MHPE is associate dean of postgraduate medical education at the Aga Khan University Medical College, Pakistan, serving as professor of surgery holding the Kulsum Naurozali Rupsi Endowed Chair. As the designated institutional official, Dr. Khan has provided dedicated leadership ultimately resulting in five residency programs achieving ACGME-I accreditation – the first in Pakistan. Dr. Khan is a renowned hepatobiliary surgeon, directing his institution's surgical oncology fellowship program.

PHYSICIAN EDUCATOR AWARD

"Today, female physicians are well-positioned to advise and mentor, and through professional development, they can empower and strengthen women in GME."



Novera Ghayoor Chughtai MBBS, FCPS is assistant professor and program director of obstetrics and gynecology at the Aga Khan University Medical College, Pakistan. Serving in that role since 2019, her leadership proved pivotal in the institution's obstetrics and gynecology residency program achieving ACGME-I accreditation. Dr. Chughtai balances her passion for mentoring and teaching with her clinical duties, creating and implementing a strong competency-based curriculum, as well as having developed modules for LGBTQIA+ education and a breast surgery rotation for residents. She also promotes the pursuit of scholarship and research by her residents, especially in collaboration with faculty members.

STAFF AWARD

"This award has cemented my faith in my passion to do my best with dedication, passion, and hard work, which is rewarded."



Zehra Mazhar is the institutional director for GME at Hamad Medical Corporation in Qatar, serving in that role since 2008. She played a significant role in the accreditation of the institution in 2012 and the subsequent accreditation of 29 specialty and subspecialty programs – the most in any ACGME-I Sponsoring Institution. Ms. Mazhar's tireless work to further develop GME at her institution has resulted in a two-fold increase in resident applicants both from Qatar and internationally.



Engaging In Person: Building and Strengthening GME Ties across the World

ACGME-I has continued its in-person engagement across the globe, building and strengthening relationships to better pursue its Mission. Opportunities to share the work of ACGME-I and the positive impact of GME accreditation on population health took the ACGME-I team to events and conferences around the world during the 2023-2024 academic year.



REACHING OUT

ACGME-I continues to strengthen its ties to the Gulf Region by participating in various events, most notably the 2nd Emirati Conference on Medical Education, where ACGME-I President and CEO Dr. James Arrighi and ACGME-I Executive Director Dr. Lorraine Lewis spoke about program assessment and promoting quality improvement in GME programs.

With the growth of accreditation activities in Asia, Dr. Arrighi delivered the keynote addresses at several conferences in that region, including The Aga Khan University's Annual Postgraduate Medical Education Conference in Karachi and the National Vietnam Medical Education Conference in Ho Chi Minh City. Dr. Lewis also presented posters at several of these conferences.



ACGME-I partnered with ACGME Global Services to exhibit at the International Society for Quality in Health Care (ISQua) Conference in Seoul, the Taiwan Joint International Conference in Healthcare in Taipei, and the Thai Medical Education Conference in Bangkok.

ACGME-I and ACGME Global Services also participated in the Indonesia Ministry of Health 2023 Residency Specialist Study Visit Workshop in Washington, DC, US, which eventually led to the conclusion of a trilateral collaborative agreement.

THE ACGME ANNUAL EDUCATIONAL CONFERENCE

At the 2024 ACGME Annual Educational Conference in Orlando, Florida, US, ACGME-I presented the growing international contingent with many opportunities to learn, share, and network. The importance of international engagement was front and center. During his President's Plenary address, ACGME President and CEO (and ACGME-I Board of Directors Chair) Thomas J. Nasca, MD, MACP noted that the ACGME and ACGME-I

together are now directly engaged with countries representing 1.1 billion people, or about 14 percent of the global population.



ACGME-I curated three educational sessions (including one in cooperation with ACGME Global Services) on key topics that highlighted work and innovation in the international sphere, with a focus on cross-

border collaboration – both to create new GME opportunities and to strengthen existing connections within the ACGME-I community. The ACGME-I team, alongside the Chairs of the two Review Committees-International, informed attendees of recent activities, and shared new data acquired from the committees' annual review of programs. Dr. Lewis led a workshop for program directors looking to apply for ACGME-I accreditation, walking attendees through the process and offering useful tips.

The annual International Reception brought together attendees from near and far, giving GME professionals from around the globe the opportunity to network and mingle in a relaxed environment. Many attendees chatted with ACGME-I and ACGME Global Services staff members at the entities' joint booth in the ACGME Hub in the Exhibit Hall, while others connected with the ACGME-I team for deeper conversations throughout the three days of the conference.

For the first time, ACGME-I also organized a gathering of international GME professionals interested in research, where ideas were shared and connections made, creating the foundation of a new community of scholarship collaboration that has continued to grow since that event (See "Research," p.8).

International Updates from the *Journal of Graduate Medicine Education*

OPPORTUNITIES TO ENGAGE

Early in 2024, the *Journal of Graduate Medical Education (JGME)* put out a call for current residents or fellows to serve as resident members on its Editorial Board. Applicants were eligible from any specialty or subspecialty in graduate medical education programs, and through ACGME-I or any international post-medical school training program. The call closed in March and the journal added a new international resident editor.

JGME also continued to encourage manuscript submissions from international authors on high-quality studies that explore teaching and learning in GME from diverse perspectives.

INTERNATIONAL ARTICLES IN THE JOURNAL

JGME publishes various types of articles encompassing all specialties and subspecialties in GME and strives to showcase international authors in their research. The following articles published in the last academic year feature topics of interest and relevance to an international audience and include authors from around the world.

The Role of ACGME International in Enhancing Opportunities of Residents for Advanced Subspecialty Training

James A. Arrighi, MD; Lorraine C. Lewis, EdD; Thomas J. Nasca, MD, MACP
J Grad Med Educ 2024;16(2):237-240.
<https://doi.org/10.4300/JGME-D-24-00150.1>

The value of the services that ACGME-I provides varies from institution to institution. There is one value, however, that is universally noted across all ACGME-I-accredited institutions: the potential to improve and expand education and training opportunities for residents and fellows, both within and external to the local Sponsoring Institution.

Residents' Report of COVID-19 Associated Training Disruptions, Stressors, and Opportunities During the Pandemic—The Singapore Experience

Samuel Ji Quan Koh, MBBS, MRCP; Ting Hui Woon, MS, BSc; Warren Fong, MBBS, MRCP, FAMS; Yu Heng Kwan, BSc, MD, PhD; Swee Han Lim, MBBS, FRCSEd, FRCP, FAMS; Jodie Ling Horng Lee, MS, BEng, PGDip, EMBA; Hak Koon Tan, MBBS, FRCOG, MMed, MRACOG, FAMS
J Grad Med Educ 2023;15(4):494-499.
<https://doi.org/10.4300/JGME-D-22-00569.1>

Surveying SingHealth residents, the authors found that their top three stressors were concerns about family members' health and safety pertaining to potential COVID-19 infection, progression in education and training, and completion of examinations. Despite the challenges, many of

those who were surveyed thought that experiencing the COVID-19 pandemic provided more meaning in their career.

The Climate Impact of Medical Residency Interview Travel in the United States and Canada: A Scoping Review

Sarah Kaelin, MD ScM; Shayla Durfey, MD ScM; David Dorfman, BM; Katelyn Moretti, MD ScM
J Grad Med Educ 2024;16(1):16-22.
<https://doi.org/10.4300/JGME-D-23-00161.1>

This scoping review examining the potential environmental impact of travel associated with in-person residency interviews in the US and Canada found three main themes: efforts to quantify the carbon footprint of interview travel; assessment of stakeholders' perspectives on virtual interviews; and advocacy for virtual interviews. Overall, the literature suggests a high level of interest and concern around carbon emissions associated with in-person interviewing.

Addressing Citations in an ACGME-I Psychiatry Residency Program: From Probationary to Continued Accreditation Within 13 Months

Walid Elkhaled, MD; Omer Dulaimy, MD; Sazgar Hamad, MD; Angela Dandan, MD; Yousaf Iqbal, MD; Brijen Shah, MD; Maggie Allen, MD; Paul J. Rosenfield, MD; Iain Tulley, RMN, MSc; Majid Alabdulla, MD; Abdullatif Al-Khal, MD
J Grad Med Educ 2024;16(1):11-14.
<https://doi.org/10.4300/JGME-D-23-00641.1>

In 2022, a psychiatry residency program at Hamad Medical Corporation in Qatar was placed on probationary accreditation following a site visit. This article explores the strategies the program adopted to quickly resolve the citations, transform deficiencies into strengths, and successfully regain full accreditation by the following year. Eight recommendations are presented to guide other programs working to address their own accreditation citations.

Only as Strong as the Weakest Link: Resident Perspectives on Entrustable Professional Activities and Their Impact on Learning

Eusang Ahn, MD, MS (MedEd), Dipl. KSEM, FRCPC; Kori A. LaDonna, PhD; Jeffrey M. Landreville, MD, MMed, FRCPC; Rawad Mcheimech, BA; Warren J. Cheung, MD, MMed, FRCPC, DRCPC
J Grad Med Educ 2023;15(6):676-684.
<https://doi.org/10.4300/JGME-D-23-00204.1>

This qualitative study explored Canadian residents' real-world perspectives of entrustable professional activities (EPAs) and their perceived impact on learning. From the learners' perspective, there exists a dynamic, interdependent relationship between three competency-based medical education stakeholders: program administration and perceived messaging from program to residents; faculty assessors and their perceived degree of engagement, or "buy-in" with the EPA system; and, ultimately, learner behavior. As such, the perceived value of the EPA assessment system can only be as strong as the weakest link in the chain.

WHO WE ARE

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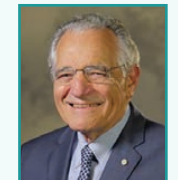
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Executive Assistant



Lorraine C. Lewis, EdD
Executive Director

STATISTICS and FINANCIALS

The data displayed throughout this statistical report represent growth since 2011 and specific details from the 2023-2024 academic year, as applicable.

Table 1 demonstrates the reach, size, and growth of ACGME-I in terms of the number of accredited Sponsoring Institutions and programs, countries with accreditation relationships with ACGME-I, and total learners in those accredited programs. This growth has been steady in all categories, and includes notable expansion beyond the initial residency accreditation, with 74 fellowship programs accredited in Academic Year 2023-2024.

Academic Year Range	Total Sponsors	Total Programs	Specialty Programs (Residency)	Subspecialty Programs (Fellowship)	Total Residents/Fellows
2011-2012*	3	39	39	0	684
2012-2013*	10	39	39	0	850
2013-2014	10	89	61	28	1,769
2014-2015	11	99	70	29	2,274
2015-2016	12	101	72	29	2,337
2016-2017	13	133	95	38	2,759
2017-2018	13	148	109	39	3,032
2018-2019	14	149	107	42	3,038
2019-2020	16	157	108	49	3,191
2020-2021	19	164	110	54	3,216
2021-2022	20	180	122	58	3,317
2022-2023	21	193	128	65	3,506
2023-2024	23	201	127	74	3,308

In Academic Year 2023-2024, ACGME-I expanded to providing accreditation of programs in 57 total specialties and subspecialties, with a breakdown of 23 specialties (residency programs) and 34 subspecialties (fellowship programs).

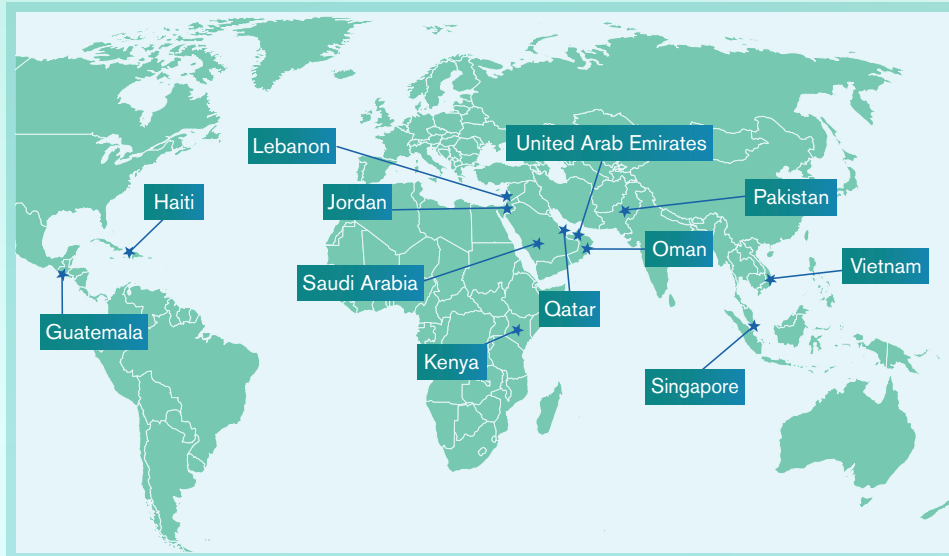
As the ACGME-I global community has continued to expand, so has the recognition that this community is made up not only of administrators, leaders, and learners, but also faculty members, who play a critical role in the education of residents and fellows in ACGME-I-accredited programs worldwide. Table 2 shows the total number of physician faculty members by country where ACGME-I provides accreditation services.

Country	Total Physician Faculty Members	Total Specialty (Residency) Physician Faculty Members	Total Subspecialty (Fellowship) Physician Faculty Members
Singapore	557	295	262
United Arab Emirates	828	704	124
Qatar	750	436	314
Lebanon	470	470	0
Oman	363	363	0
Saudi Arabia	46	46	0
Pakistan	136	136	0
Guatemala	7	0	7
Kenya	71	71	0
Haiti	51	51	0
Jordan	28	28	0
Vietnam	50	50	0
All	3,357	2,650	707

*Only Singapore had accredited programs in these years.

Where We Are

The map below highlights the countries in which ACGME-I provides accreditation services to Sponsoring Institutions and/or programs, as well as countries where those services are contracted but not yet in place (current as of 30 June 2024).



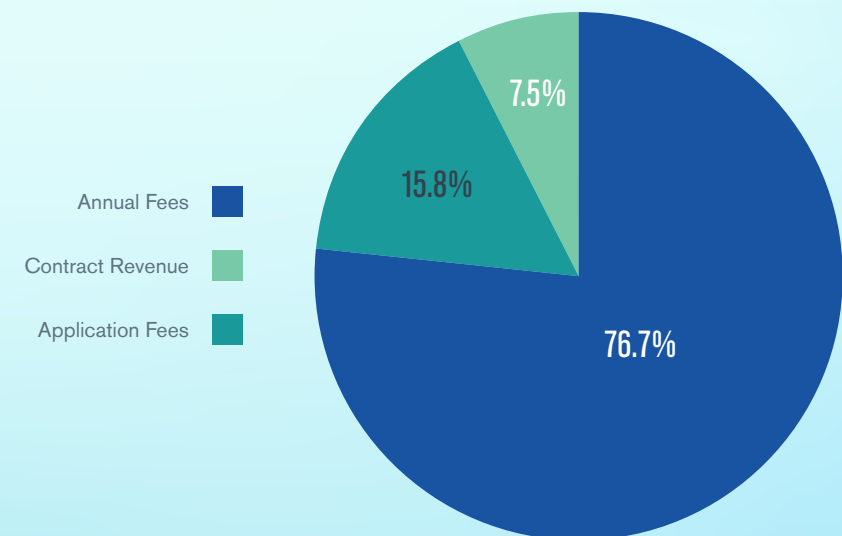
Financial Report

Note: ACGME-I's fiscal year runs from 1 January-31 December. These figures represent ACGME-I audited results from Fiscal Year 2023.

During 2023, total operating revenues for ACGME-I amounted to \$2.9 million.

Operating revenue comes primarily from annual fees charged to programs accredited during the year, which accounted for 76.7 percent of total operating revenues in 2023. Revenues from contracts for educational services and the accreditation of specified Sponsoring Institutions and programs accounted for an additional 15.8 percent. The balance of revenues came from fees for applications by programs not specified under contracts.

2023 Operating Revenue		
Annual Fees	\$2,222,000	76.7%
Contract Revenue	\$459,000	15.8%
Application Fees	\$217,000	7.5%
TOTAL REVENUES	\$2,898,000	100.0%



During 2023, total operating expenses amounted to \$2.8 million.

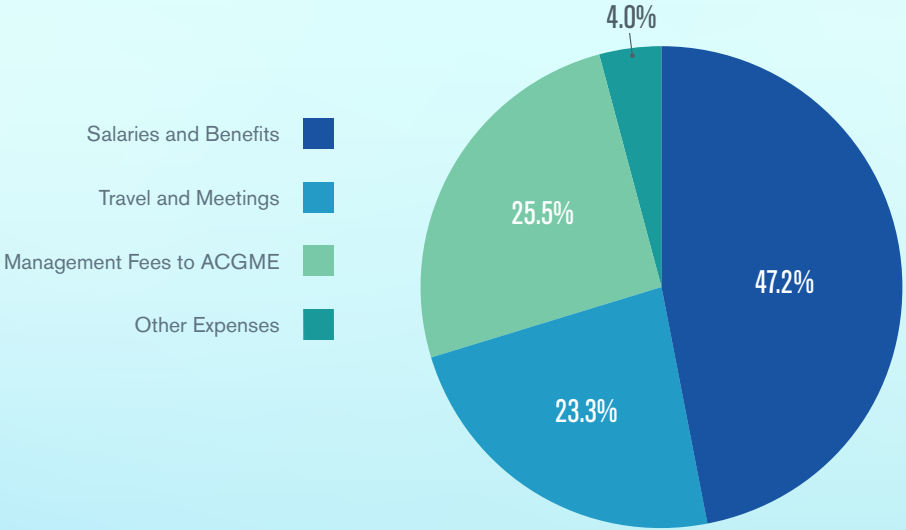
Salaries and benefits accounted for 47.2 percent of ACGME-I's total annual expenses. Travel and meetings represented 23.3 percent of expenses. Management fees paid to the ACGME accounted for 25.5 percent of total expenses.

Other income/expenses of \$769,223 primarily include unrealized investment gains.

Based on operating results and other income/expenses, net income in 2023 was \$822,107. This includes \$52,884 of net earnings from operations and other income of \$769,223.

2023 Operating Expenses		
Salaries and Benefits	\$1,343,236	47.2%
Travel and Meetings	\$662,758	23.3%
Management Fees to ACGME	\$724,500	25.5%
Other Expenses	\$114,622	4.0%
TOTAL EXPENSES	\$2,845,116	100.0%

Summary of Results	
Operating Revenues	\$2,898,000
Operating Expenses	\$2,845,116
NET EARNINGS FROM OPERATIONS	\$52,884
Other Income/Expenses (Investment and Other)	\$769,223
NET INCOME	\$822,107







The Mission of ACGME-I is to improve health care by assessing and advancing the quality of resident physicians' education through accreditation. We protect the interests of residents and improve the quality of teaching, learning, research, and professional practice with the ultimate goal of benefiting the public that our accredited programs and graduates serve.

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