



ACGME International

**ANNUAL REPORT
2022-2023**



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Message from the President and CEO

I am pleased to address our global community and present the 2022-2023 ACGME International Annual Report. The past year was characterized by strategic planning, discussions and visits with existing and prospective partners, growth of accredited programs, and the launch of several new initiatives focused

on enhancing the value of ACGME-I accreditation. As we emerged from COVID-19 pandemic restrictions, we gradually resumed a normal travel schedule. The pandemic had some positive impacts in our community, such as accelerating our use of remote technology. While in-person meetings and visits remain an important component for us in building relationships and effectively exchanging information, targeted use of remote technologies will enhance our capabilities and increase operational efficiency.

In September 2022, the ACGME-I Board of Directors met to discuss short- and intermediate-term strategic planning. This important discussion included input from numerous stakeholders, such as the Review Committees-International, and was anchored by unwavering commitment to our Mission, a critical review of our operations over the past decade, and consideration of the values that will guide us into the future. The Board focused on three overarching themes: enhancing the value of ACGME-I accreditation by optimizing the quality improvement aspect of our approach; building educational and training communities; and promoting the value of high quality, structured graduate medical education (GME) in partnership with like-minded global organizations.

It is also important to highlight several aspects of our approach to global accreditation. First, our goal when working with our accredited institutions is to help them create the best GME possible in accordance with *their* goals and mission. Second, we remain committed to a confidential, peer review process. As we expand our global footprint, you will see enhanced diversity on our Review Committees, as we seek volunteers who represent the communities we serve. Third, we are focused on creating the most effective and respected accreditation processes that result in robust quality improvement in GME. We believe the accreditation function (of Sponsoring Institutions and programs) should be independent from the certification function (of individuals), and that the latter is best done locally or regionally. Our intent is to build a system that can dovetail with multiple certifying bodies.

As you will read throughout this report, ACGME-I continues to grow modestly, both in the number of programs at existing institutions and, importantly, in new areas of the world. This is a testament not just to the value of our processes, but to our system's flexibility to adapt to local contexts and goals. There will be challenges associated with operating across a more diverse group of institutions and countries, particularly in balancing the desire to enforce uniform standards with the need to apply them in a culturally sensitive way. We are ready to take on this challenge, with your valuable input.

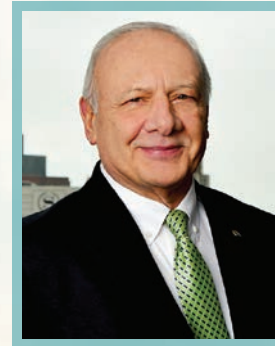
I also want to highlight several important initiatives that you will see over the year ahead. The "Milestones 2.0" rollout is underway. In the next year, we will embark on an aggressive schedule of in-person faculty development sessions, aimed at developing local guides to optimize use of the Milestones in your institutions and programs. In fall 2023, a project with our Accreditation Council for Graduate Medical Education colleagues will launch, and we will invite leaders from our community to review and adapt the US-based *CLER Pathways to Excellence* to the global environment. We aim to determine which elements of this document are important to you, and to create a version for the ACGME-I community that can help guide clinical learning environment improvements.

Finally, I want to thank our ACGME-I family for your dedication and commitment to improving medical education and patient care. With every partnership, there is mutual learning and respect, focused on a shared mission. This is the excitement of what we do!

With enthusiasm and humility,



James A. Arrighi, MD



Message from the Chair of the Board of Directors

As we look to the next academic year, it is my privilege to write this letter as Chair of the Board of Directors. The last year was marked by the waning of the COVID-19 pandemic, allowing ACGME International to return to a version of normal that both resembles how it operated prior to 2020 and reflects the lessons learned through the experience of these last few years. The opportunity to reconnect in person – through meetings, conferences, educational programming, and other events and activities – provides a sense of renewal and a platform for new beginnings and innovations. It's exciting to see these changes unfold.

In the US we have framed ACGME-I's development and growth in the context of its former parent organization, the Accreditation Council for Graduate Medical Education (ACGME). However, as I write this letter, I find myself reflecting on the inverse – on the significance of international efforts and partnerships and on how the ACGME can benefit and learn from the invaluable work and relationships of ACGME-I.

In an increasingly interconnected world, ACGME-I was established in recognition of the transformative power of global collaboration in shaping the future of graduate medical education (GME), and the need to work collectively to drive excellence and innovation. By fostering international partnerships, we have achieved remarkable advancements in global GME, in turn making a profound impact on health care delivery and patient outcomes in all countries where ACGME-I accredits programs and institutions.

This work enables us to transcend geographical boundaries and engage with a diverse range of professionals, educators, and institutions. This exposure to different perspectives, practices, and cultural contexts broadens all of our understanding of GME and enables us to challenge assumptions, leading to new insights and approaches. These relationships enrich the global GME community through ACGME-I accreditation, but there is also a wonderful feedback loop, where the engagements of ACGME-I now inform the ACGME in the United States. This year brought the accreditation of a specialty and subspecialty not currently accredited by the ACGME in the US – pediatric surgery (which is accredited as a subspecialty fellowship in the US) and obesity medicine/bariatric medicine.

Furthermore, our partnerships provide opportunities to leverage experiences and new knowledge, with fresh insights that can help us improve GME processes, curricula, and assessment methodologies. This idea sharing fosters continuous improvement and enables us to strengthen our work to ensure high quality education to residents and fellows, and ultimately the highest quality of care to patients, worldwide.

Through these collaborations and partnerships, we are all collectively contributing to the global advancement of medical education, sharing expertise, resources, and research that can influence development and enhancement of GME standards. This facilitates broader dissemination of knowledge and best practices, extending our work beyond geographic borders in a way that creates a lasting impact on the health and well-being of populations.

As we navigate the challenges and opportunities that lie ahead, I urge you to embrace the importance of international efforts and partnerships. Together, we can create a truly global community of educators, health care professionals, and learners who are united in their commitment to improving the health of those we serve.

As we look forward to the next year, I have great confidence that our continued partnerships across the globe will continue to shape the future of GME and positively impact the lives of countless patients. Thank you for your commitment to excellence, and for being a part of this ACGME-I journey in support of a deeply meaningful and important mission. Let us continue in this same spirit of partnership.

With gratitude,



Thomas J. Nasca, MD, MACP

Year in Review

Growth

ACGME-I continues to expand, both in existing accredited institutions, and in new ones. Importantly, the current portfolio of Sponsoring Institutions represents a diversity of hospital systems, programmatic educational goals, and medical cultures. This includes large academic medical centers with longstanding graduate medical education (GME) programs, hospitals in lower- and middle-income countries with emerging GME, and specialty-specific hospitals focused on educating and training specialized care practitioners.

During the 2022-2023 academic year, the Review Committees-International accredited two new Sponsoring Institutions (in Dubai and Jeddah), and 14 residency and fellowship programs (in Abu Dhabi, Doha, and Nairobi). Over the past three years, 44 new programs have become accredited. Existing accredited programs have been graduating high-quality physicians who have opportunities to practice or seek advanced education training across the world.

Importantly, ACGME-I continues to build its processes with an eye to the future. A key initiative is building the Accreditation Data System of the future, with unparalleled ability for analytics, interconnectability, and user friendliness. As the community of institutions and programs expands, ACGME-I will continue efforts to build and reinforce educational connections across the world.

Milestones 2.0

The ACGME-I Milestones were updated to version 2.0 for all countries except Singapore. The process began in December 2022, and the final Milestones rolled out in spring 2023. First reported by ACGME-I-accredited programs at the end of the 2010-2011 academic year, the Milestones describe performance levels residents and fellows are expected to demonstrate for skills, knowledge, and behaviors in the six Core Competency domains. They lay out a framework of observable behaviors and other attributes associated with a resident's or fellow's development as a physician.

Over the last few years, there has been considerable feedback about the use of the US Accreditation Council for Graduate Medical Education version of Milestones 2.0. Program faculty and staff members appreciated the changes and thought they were a good fit for their programs. In response, multiple conference calls were scheduled with institutions and programs to review the US specialty versions and identify gaps or topics that were not appropriate for their local practices. Patient Care and Medical Knowledge were reviewed separately from the other four Competencies. The subcompetencies of Professionalism, Interpersonal and Communication Skills, Systems-Based Practice, and Practice-Based Learning and Improvement will be the same for all ACGME-I-accredited specialties and subspecialties, with few exceptions for certain specialties that include additional topics. The next steps are to work with individual programs to develop a Supplemental Guide that will aid in local implementation of these international Milestones 2.0.

The Milestones are intended for formative purposes to help learners, programs, and the Review Committees-International improve educational, assessment, and accreditation processes. In addition, the Milestones must not be used as the only set of assessment tools. Instead, the Milestones should inform the use and development of assessment tools aligned with a program's curricular goals and the tasks learners will undertake as part of their education in the specialty/subspecialty.

The 2.0 versions of the Milestones for each specialty/subspecialty go into effect in 2024, but can be accessed now on the ACGME-I website.

Helping Programs Implement Milestones 2.0

Recognizing that it is the program directors and members of the Clinical Competency Committees who will be using the new International Milestones 2.0, Accreditation Council for Graduate Medical Education (ACGME) and ACGME-I staff members followed the development of the new Milestones with a series of educational sessions to provide those users with the necessary tools for effective implementation.

This educational initiative began with a live webinar on 11 May led by ACGME-I Executive Director Lorraine Lewis, EdD; ACGME Vice President, Milestones Development Laura Edgar, EdD, CAE; and Acting Director of the GME Department at Oman Medical Specialty Board Raghda Al-Bualy, MHA, MHPE. More than 100 participants received information on the new Milestones and tips on how to best use them. Following the webinar, a new web page on acgme-i.org was developed to provide additional resources and easy access to each specialty's Milestones.

In the next academic year, 10 in-person workshops will be held in eight countries to help faculty members develop a Supplemental Guide that matches the learner assessments used in their program with the new Milestones. Both ACGME and ACGME-I staff members will facilitate these workshops. Education on Milestones 2.0 will be ongoing as new programs and countries become accredited and as aggregated data becomes available, allowing programs to benchmark themselves against other accredited (ACGME-I and ACGME) programs around the world.

Did you know?

Of the 25 specialties accredited by ACGME-I, internal medicine has the most accredited programs, 10, followed by otolaryngology and surgery, both with nine.

2023 ACGME International Awardees



International Award: Physician Leader

Hilal Ali Al Sabti, MD, MSc, FRCSC, was the executive president of the Oman Medical Specialty Board (OMSB) from 2015 to 2022. He led the development of 19 residency programs, 16 of which are ACGME-I-accredited, and six local fellowship programs coordinating with Oman's Ministry of Health to assess the health care needs of the country. His proficient leadership has directed OMSB to successfully achieve various significant milestones for the advancement of GME in Oman. Dr. Al Sabti is also a renowned cardiothoracic surgeon at Sultan Qaboos University Hospital in Oman. In 2022, he was appointed as the Minister of Health in the Sultanate of Oman.



International Award: Physician Educator

Kang Sim, MBBS, MMed (Psychiatry), MS-HPEd, FAMS, the programme director of the Psychiatry Residency Programme at the National Healthcare Group (NHG), Singapore, has mentored and trained psychiatrists with the utmost professionalism, compassion, and empathy. He has created a well-sought-after residency program in Singapore, in which residents have autonomy and support with a focus on competency-based education and training, evidence-based medicine, and patient-centered care. When the COVID-19 pandemic hit, Dr. Sim swiftly took action to ensure residents were able to meet their learning objectives, and worked hard to ensure resident wellness at the same time.



International Award: Staff

Fatima Msheik El Khoury, PhD, MBA, C-TAGME, the senior GME program coordinator of the Department of Anesthesiology and Pain Medicine at American University of Beirut Medical Center in Lebanon, has been an invaluable member of the department since 2015. She continually goes above and beyond to implement new projects benefitting the residency program, and seamlessly handles the operations of the program. Dr. Msheik El Khoury completed her PhD in health services while maintaining her role and dedication to GME.

Did you know?

The United Arab Emirates, with 49 total accredited programs, is the country with the most ACGME-I-accredited programs.

International Articles in the *Journal of Graduate Medical Education*

The *Journal of Graduate Medical Education (JGME)* publishes various types of articles encompassing all specialties and subspecialties in graduate medical education (GME) and strives to showcase international authors and 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 throughout the world, including from Germany, the Netherlands, and UAE, as well as the US.

A Welcome to International Authors

Halah Ibrahim, MD, MEHP; Lalena M. Yarris, MD, MCR; Harm Peters, MD, MHPE

J Grad Med Educ (2022) 14 (5): 511–514.
<https://doi.org/10.4300/JGME-D-22-00602.1>

Given the limited geographic representation in medical education literature, which primarily reflects a Western perspective, this editorial welcomes international authors to submit studies to *JGME* that explore GME from diverse perspectives. Based on their experiences as researchers and editors, the authors also propose tips to international authors for both the research and writing stages.

Reported Visa Acceptance or Sponsorship for Non-US Citizen Applicants to US Internal Medicine Residency Programs

Max Jordan Nguemeni Tiako, MD, MS; Ayotola Fatola, MD; Joseph Nwadiuko, MD, MPH, MSHP

J Grad Med Educ (2022) 14 (6): 680–686.
<https://doi.org/10.4300/JGME-D-22-00072.1>

This Original Research article aimed to identify factors associated with programs reporting accepting J-1 visas or sponsoring H-1B visas for non-citizen applicants in internal medicine, the specialty most sought after by international medical graduates (IMGs). It was found that lower ranking, community status, and county hospital affiliation were associated with lower odds of reporting sponsoring J-1 and H-1B visas. While prior evidence shows that most internal medicine programs that substantially enroll IMGs are low ranking, high-ranking internal medicine programs are paradoxically more likely to report that they consider and sponsor visa-seeking applicants.

Avoiding Unethical Altruism in Global Health: Revisiting Ethics Guidelines for International Rotations for Medical Residents

Stephanie R. Ross, MD, CTropMed; Kenneth W. Goodman, PhD, FACMI, FACE
J Grad Med Educ (2023) 15 (1): 19–23.
<https://doi.org/10.4300/JGME-D-22-00455.1>

Although many residency programs offer global health rotations abroad, adequate support and predeparture training are not universally available across specialties. This Perspective offers five principles to guide residents on an ethically optimized global health rotation: minimizing burden; aiming to learn; acknowledging limitations; respecting privacy and dignity; and practicing cultural humility.

Seeing the Other: How Residents Expand Their Perspective by Learning With the Arts

Tamara E.T. van Woezik, PhD; Thieme B. Stap, MA; Gert Jan van der Wilt, PhD; Rob P.B. Reuzel, PhD; Jan-Jurjen Koksma, PhD

J Grad Med Educ (2023) 15 (1): 50–58.
<https://doi.org/10.4300/JGME-D-22-00140.1>

The authors of this study followed residents of various specialties as they engaged in arts-based learning through creative and reflective assignments, such as painting, sculpting, and formal analysis. They found that arts-based learning results in a new perspective for physicians in training, in line with patient-centered health care and self-directed learning.

Did you know?

Hamad Medical Corporation in Qatar has the most ACGME-I accredited programs – 28.

When Global Becomes Virtual: A Survey of Virtual Global Health Education Activities During the COVID-19 Pandemic Among Pediatric Educators

Suet Kam Lam, MD, MPH, MS; Jameel Winter, MD; Kristin Van Genderen, MD; Stephanie M. Lauden, MD, CTropMed; William Windsor, MPH; Lisa Umphrey, MD

J Grad Med Educ (2023) 15 (1): 105–111.
<https://doi.org/10.4300/JGME-D-22-00259.1>

In this Brief Report, the authors evaluate current and planned virtual global health education activities (VGHEAs) of a group of US global health educators during the COVID-19 pandemic and assess perceived benefits and challenges of VGHEAs. Respondents reported via the survey used in the study that VGHEAs allowed them to maintain partnerships with low-middle income countries, though they noted that unreliable internet connections presented challenges. One program reported funding cuts to its global health program during the pandemic.

An International Perspective on the 2023 ACGME Annual Educational Conference

ACGME-I joined thousands of attendees at the 2023 ACGME Annual Educational Conference, held in person for the first time in three years on 23-25 February in Nashville, Tennessee, US. The Annual Educational Conference is the largest annual graduate medical education (GME) gathering in the world, bringing together thousands of GME professionals to discuss, educate, learn, and network with peers from all over the world.

The first of two educational sessions presented by ACGME-I featured an overview of ACGME-I's activities by Executive Director Lorraine Lewis, EdD, followed by detailed reports of activities from the Chairs of the two Review Committees-International, Sophia Archuleta, MD and Salahddin Gehani, MD. ACGME-I President and Chief Executive Officer James Arrighi, MD closed the session by discussing new initiatives being pursued, especially to place ACGME-I as the convenor of an increasingly cooperative and connected global GME community.



The second educational session discussed the importance of global collaboration in research in an increasingly interconnected world. Drs. Archuleta, Gehani, and Arrighi were joined by Halah Ibrahim, MD in discussing the advantages of cross-border collaborations and their own experiences in this area. They also addressed the impact of the COVID-19 pandemic on GME and how it became a catalyst for innovation.

During a Full-Day Course for program directors, Dr. Lewis co-presented an instructional session on applications, giving attendees a unique insight into the international application process in juxtaposition to that employed in the US.

Many networking opportunities were available for attendees, including the annual International Reception. ACGME International Awardees were honored at a dinner with ACGME awardees. The ACGME-I team, alongside partners from ACGME Global Services, hosted a joint presence in the Exhibit Hall.



ACGME-I looks forward to the 2024 ACGME Annual Educational Conference, scheduled for 7-9 March 2024 in Orlando, Florida, US, and to further conversations on global GME.

Evolution of Program Requirements in New Specialties and Subspecialties

By design, ACGME-I's specialty- and subspecialty-specific Program Requirements are based on the US Accreditation Council for Graduate Medical Education (ACGME) requirements, in terms of both structure and content. They are not, however, identical to the US-based Program Requirements. Instead, they are adapted for use in the diverse global arena. Any Sponsoring Institution can request development of Program Requirements for a specialty or subspecialty that is not currently represented in the ACGME-I portfolio. When that occurs, there are two primary methods ACGME-I uses to develop new requirements.

If the specialty or subspecialty is one with existing Program Requirements in the US, the ACGME Program Requirements are used as a basis for revision. The process includes removal of US-centric elements not relevant to a global community and review by content experts. If requirements are requested for a specialty that is not currently accredited by the ACGME in the US, the request must first be approved by the ACGME-I Board of Directors. If approved, the proposed Program Requirements are then drafted by an ad hoc committee of content experts.

In both cases, proposed requirements are posted for public comment, and a final draft is developed by the applicable Review Committee-International and submitted to the ACGME-I Board, which has final authority for approval. In 2023, the ACGME-I Board marked a milestone when it approved the first two sets of Program Requirements for a specialty and subspecialty not currently accredited by the ACGME in the US. The Advanced Specialty Program Requirements for Pediatric Surgery (specialty/residency; note that pediatric surgery is accredited as a subspecialty/fellowship in the US) and the Advanced Specialty Program Requirements for Obesity Medicine/Bariatric Medicine (subspecialty/fellowship) are now available, along with applications for program accreditation in those fields.

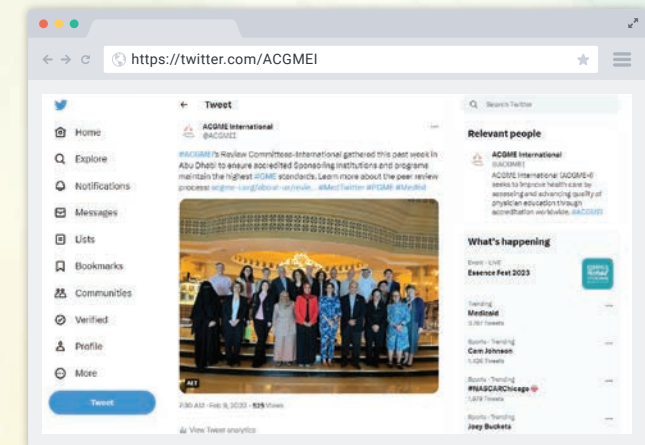
ACGME-I on Social Media

ACGME International made its foray into social media over the past academic year, seeking to better engage with the graduate medical education (GME) community. ACGME-I's Twitter (X) account was established in November 2022, and its LinkedIn account became fully operational in June 2023.

Twitter (X) engagement and activities have continued to grow over the first eight months of the account's existence. Some of the most impactful tweets were published during the 2023 Annual Educational Conference, when the account live-tweeted ACGME-I's educational sessions and other activities (see article p.14). Major news and updates have also been shared on the platform, such as new partnerships and accredited programs. Although the LinkedIn account only recently became active, it has built a steady followership that continues to grow, and plans are in place to expand the information and updates shared through the website, *e-Communication*, and Twitter (X) on LinkedIn as well.

With these channels established, ACGME-I will continue increasing activity on both platforms to strengthen engagement with the international GME community, use these tools to disseminate timely information, and connect with stakeholders on an individual or organizational basis.

Follow @ACGMEI on Twitter (X) and @acgme-international on LinkedIn.



Who We Are

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Lorraine C. Lewis, EdD
Executive Director

Statistics *and* Financials

Statistical Highlights

The data displayed throughout this statistical report represent growth since 2011 and specific details from the 2022-2023 academic year, as applicable.

Table 1 demonstrates the reach, size, and growth of ACGME International (ACGME-I) in terms of the number of accredited Sponsoring Institutions and programs, and total learners in those accredited programs. This growth has been steady in all categories and includes notable expansion beyond initial residency accreditation, with 65 fellowship programs accredited in Academic Year 2022-2023.

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

* Only Singapore had accredited programs in these years

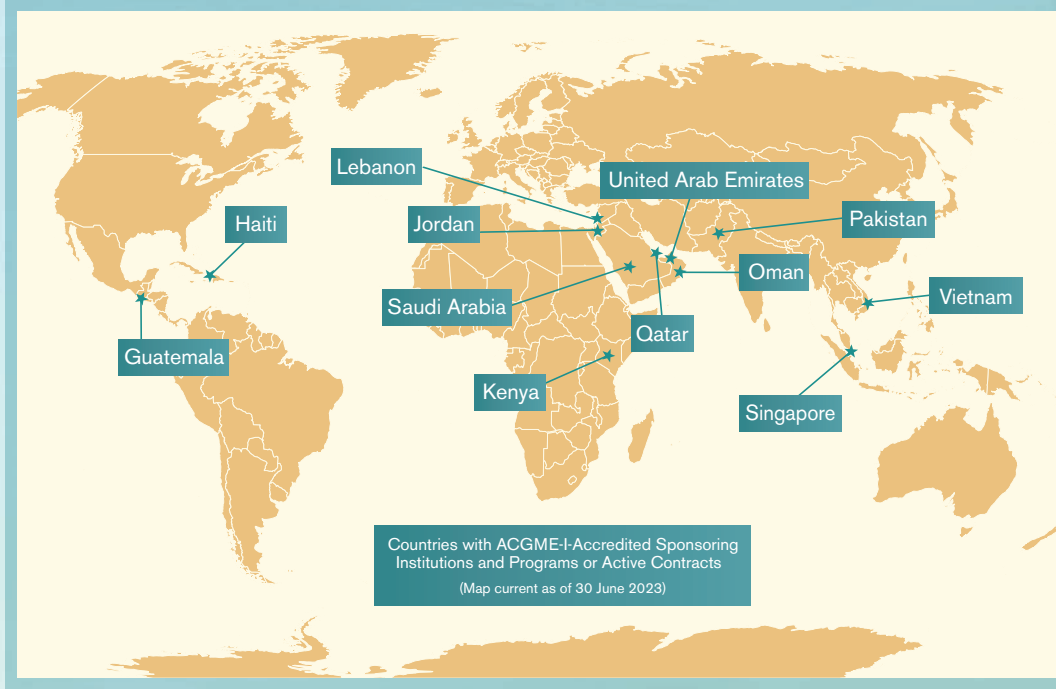
In Academic Year 2022-2023, ACGME-I expanded to providing accreditation of programs in 51 total specialties and subspecialties, with a breakdown of 24 specialties (residency programs) and 27 subspecialties (fellowship programs).

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	832	579	253
United Arab Emirates	839	708	131
Qatar	655	412	243
Lebanon	439	439	0
Oman	354	354	0
Saudi Arabia	21	21	0
Pakistan	136	136	0
Guatemala	8	0	8
Kenya	27	27	0
All	3,311	2,676	635

Where We Are

The map below highlights the countries in which ACGME-I provides accreditation services to Sponsoring Institutions and/or programs, or has active contracts.



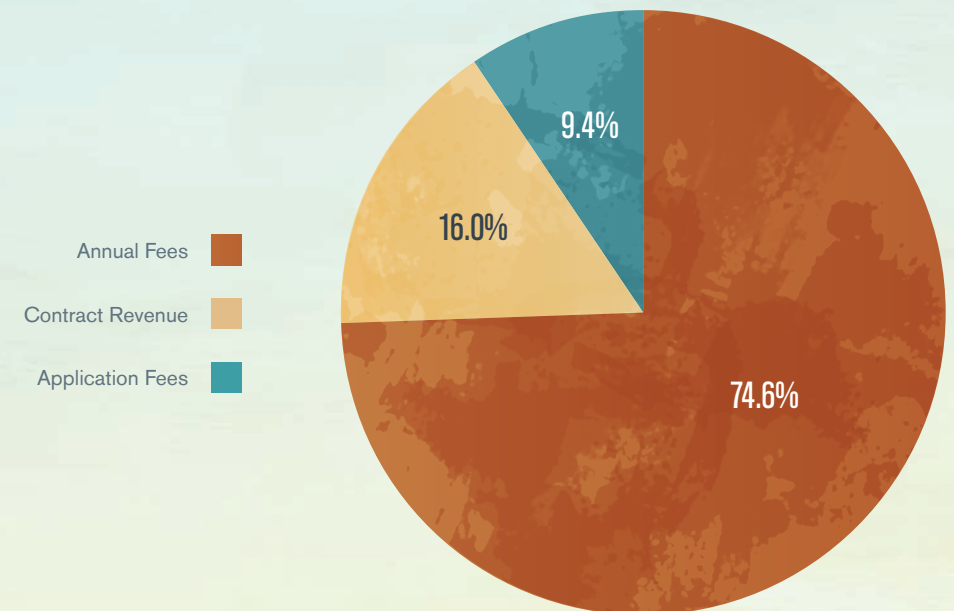
Financial Report

During 2022, total operating revenues for ACGME-I amounted to \$2.8 million.

Operating revenue comes primarily from annual fees charged to programs accredited during the year, which accounted for 74.6 percent of total operating revenues in 2022. Revenues from contracts for educational services and the accreditation of specified Sponsoring Institutions and programs accounted for an additional 16.0 percent. The balance of revenues came from fees for applications by programs not specified under contracts.

2022 Operating Revenue		
Annual Fees	\$2,098,000	74.6%
Contract Revenue	\$450,333	16.0%
Application Fees	\$265,000	9.4%
TOTAL REVENUES	\$2,813,333	100%

Note: ACGME-I's fiscal year runs from 1 January-31 December. The figures included represent ACGME-I audited results from Fiscal Year 2022.



During 2022, total operating expenses amounted to \$2.2 million.

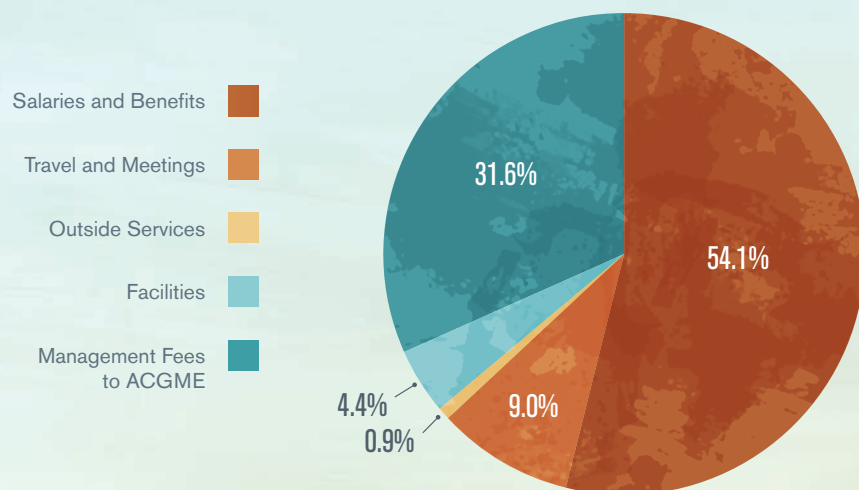
Salaries and Benefits accounted for 54.1 percent of ACGME-I's total annual expenses. Travel and Meetings increased in 2022 as COVID-19-related travel restrictions were eased. Management Fees paid to the Accreditation Council for Graduate Medical Education (ACGME) accounted for 31.6 percent of total expenses.

Other Income/Expenses of (\$815,881) primarily consists of unrealized investment losses and contributions to the ACGME Board Designated Research Fund.

Based on Operating Results and Other Income/Expenses, Net Income in 2022 was (\$230,014). This includes \$585,867 of Net Earnings from Operations and Other Expenses of (\$815,881).

2022 Operating Expenses		
Salaries and Benefits	\$1,204,979	54.1%
Travel and Meetings	\$200,694	9.0%
Outside Services	\$19,087	0.9%
Facilities	\$99,373	4.4%
Management Fees to ACGME	\$703,333	31.6%
TOTAL EXPENSES	\$2,227,466	100%

Summary of Results	
Operating Revenues	\$2,813,333
Operating Expenses	\$2,227,466
NET EARNINGS FROM OPERATIONS	\$585,867
Other Income/Expenses (Investment and Other)	(\$815,881)
NET INCOME	(\$230,014)





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.

ACGME International
401 North Michigan Avenue
Suite 2000
Chicago, Illinois 60611
United States of America

www.acgme-i.org

Telephone: +1.312.755.7042

Facsimile: +1.312.755.7498

Email: acgme-i@acgme-i.org

