

A central illustration of a globe held by four hands. The hands are rendered in a light, semi-transparent teal color, with their fingers gently cupping the globe. The globe itself is a textured, painterly representation of Earth, showing green landmasses and blue oceans. The entire scene is set against a background of varying shades of teal and blue, with a subtle, grainy texture.

ACGME INTERNATIONAL

ANNUAL REPORT
2021-2022

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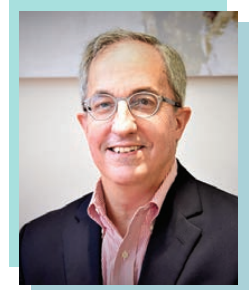
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Message from the President and Chief Executive Officer



I write this letter as ACGME-I's new President and CEO with great pride, enthusiasm, and humility. Within a decade, ACGME-I has become a respected authority in graduate medical education, with values that resonate across borders, and unique resources that can assist governments and institutions to improve the quality of their residency and fellowship programs. Simply stated, my aim is to build on this foundation, forge new partnerships, and nurture existing relationships, with a focus on our Mission and Values, and importantly with a sensitivity to the unique practices, needs, and challenges of our global partners.

I am looking forward to meeting colleagues across the world and learning from each other. Unfortunately, COVID-19 restricted travel for longer than anticipated, but as I write this letter, we are gradually resuming travel. I look forward to visiting our partners in person. I have been engaged in medical education my entire career, as program director and director of graduate medical education in the US. For over a decade, I also served on Review Committees for the ACGME and ACGME-I, and gained a comprehensive understanding of ACGME operations, accreditation processes, and challenges, and the unique aspects of accrediting programs across different countries. I am aware of both the rewards and the challenges faced by medical educators and learners. When we meet, I hope you will find me passionate about what we do, sensitive to your needs, open minded, pragmatic, and trustworthy.

My vision in the upcoming year and beyond can be summed up in the themes of stability, growth, and innovation. Stability does not imply stasis, but a recognition that progress and opportunity will be built on the strength of ACGME-I's established accreditation processes and values. We have established these with you, as partners. Despite the instability of the pandemic, political unrest, natural disasters, and social injustices, we must keep improving graduate medical education, fostering new partnerships, and continuing the bidirectional communication vital to ensuring ACGME-I meets the needs of the international medical community. Progress may be slowed by external forces, but we must maintain the momentum of continuous improvement. We are committed to ensuring that ACGME-I provides the leadership and resources to help you make progress in your programs during these stressful times.

Growth is a word that probably is mentioned often in Vision statements. I believe ACGME-I is at an inflection point, and we are poised to expand our outreach and impact. We have built accreditation requirements that span a wide range of specialties and have a mature process for

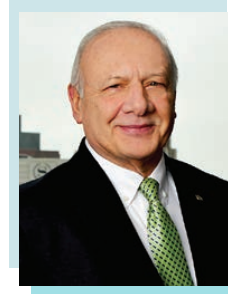
making decisions based on **independent** reviews by committees of **peers**. Our process is fair, deliberative, and consistent. We will continue filling gaps in our requirements portfolio, refining existing requirements with stakeholder input, enhancing the educational network of support we can provide to program directors, finding new ways to add value to accreditation, and adding countries and institutions to our community. The ultimate expression we want to see is growth of residents and fellows into skilled, compassionate, and professional physicians who provide exceptional health care to patients in their home countries.

Innovation is critical to organizations focused on education. On the pragmatic end of the innovation spectrum, we will continue improving our operational processes so we can reduce programs' administrative and financial burden. We will maintain high standards, while also embracing flexibility to interpret those standards based on variability in culture and the practice of medicine worldwide. This must be accomplished in a fair and transparent manner, and with sensitivity. Perhaps most importantly, we must support institutions in developing countries in partnering with ACGME-I and joining the community of accredited programs, even in environments of limited physical resources, but without limit to the passion and enthusiasm of its medical education community.

With gratitude,



James A. Arrighi, MD



Message from the Chair of the Board of Directors

I am honored to write this letter for the first ACGME International (ACGME-I) Annual Report as the first Chair of its Board of Directors. In 2019, ACGME-I became an independent organization, overseen by its own Board and administratively managed by its own staff, led by its own President and Chief Executive Officer, distinct from its original parent organization, ACGME. While so much has changed in the world and this organization these past few years, this is an opportunity to reflect and also to look ahead.

In its first 10 years, as a Limited Liability Corporation, ACGME-I's commitment to quality graduate medical education respectful of each country's particular needs and circumstances allowed the organization to grow and thrive. ACGME-I is recognized internationally as a leader in education and authority in accreditation. Developed in response to a request from Singapore's Ministry of Health to assist in creating and implementing an accreditation system modeled after the ACGME, ACGME-I is now contacted by governments, health officials, and institutions throughout the world. The expansion of quality education for residents and fellows seeking to provide exceptional health care in their home countries has improved patient care, enhanced academic research, and produced a larger and stronger network of educators. It has been a privilege to participate in this growth.

Since March 2020, the global medical community has been challenged in unprecedented ways by the COVID-19 pandemic. The impact has been felt in every dimension of ACGME-I's activities, including holding international discussions, meetings, conferences, and site visits virtually. It has not, however, diminished the work or the relationships between ACGME-I and its accredited institutions, programs, and international partners. Even as this pandemic persists, ACGME-I continues working closely with the physician leaders, educators, learners, and administrators making a difference on the front lines in their own countries. We will reflect on this time in health care with sadness, certainly, for the pain and loss we have endured, but also with a sense of achievement and honor for the work of the global health care community.

This last year also marked an administrative transition for ACGME-I. ACGME-I became a separate 501(c)3 organization in 2019, with Dr. Susan Day as president and chief executive officer and my assuming the role of Chair of the newly formed ACGME-I Board of Directors. In January 2021, Dr. Day announced her retirement, and after an international search, Dr. James Arrighi was selected as her successor. Dr. Day served the ACGME and ACGME-I in several capacities over the years. Before joining the ACGME-I staff, she was a member and

Chair of the ACGME Board of Directors and a member and Chair of the Review Committee for Ophthalmology. She co-chaired the ACGME Duty Hours Task Force in 2009-2010 and served as an ACGME-I Field Representative, conducting site visits in Singapore and Lebanon.

Dr. Day's vision, leadership, diligence, and compassion helped transform ACGME-I to an internationally recognized and respected motivator of constructive positive change in physician education. We, and the global graduate medical education community, are grateful for her leadership, and will miss her.

Dr. Arrighi joined ACGME-I from his roles at Lifespan Health System and Brown University as professor of cardiology and designated institutional official. He previously served as a member and Chair of the ACGME Review Committee for Internal Medicine, and Chair of the Medicine-Based Review Committee-International. Like Dr. Day, Dr. Arrighi's depth of experience and achievement, and commitment to excellence in international medical education, will assuredly help ACGME-I succeed in its next phase of growth and maturation. He will focus on continued global expansion of ACGME-I, forging partnerships with medical educators and prioritizing opportunities and educational programs in developing countries with limited resources. I have great faith in his leadership and look forward to working together to achieve the mission of ACGME-I.

With gratitude,



Thomas J. Nasca, MD, MACP

YEAR IN REVIEW

Growth

ACGME-I has continued to grow over the past two years, despite the COVID-19 pandemic and other events that may increase clinical, financial, and administrative demands on medical institutions worldwide. The increase in the number of programs seeking ACGME-I accreditation demonstrates the global community's commitment to graduate medical education and the added value of ACGME-I in the journey to program improvement.

Within this period, the number of accredited Sponsoring Institutions has grown from 16 to 20. Most recently, institutions in Guatemala, Jordan, Kenya, and Pakistan have been added to the Sponsoring Institution list. The number of accredited programs has risen from 157 to 177. Well over 3,000 residents and fellows have enrolled in ACGME-I-accredited programs for more than four years. Most importantly, ACGME-I has witnessed how a shared mission to improve health care through medical education can bring the world health community together during the most difficult times.

Moving forward, ACGME-I wants to build on these mutual successes. In the years ahead, the organization plans to focus on modernization of data systems (a "digital transformation"), enhance feedback to programs for program improvement activities, revise the Milestones, and further develop the global education community.

The Move to Annual Accreditation Review

As part of the transition to a continuous program improvement model for accreditation reviews, at its January 2022 meeting, the Review Committees-International conducted the first annual review of all ACGME-I-accredited programs. All programs that do not have the status of Initial Accreditation were reviewed based on data from the 2020-2021 academic year. When conducting an annual review, the Review Committees-International use data, including results of the ACGME-I Resident/Fellow and Faculty Surveys, faculty scholarly activity, and for procedural specialties, graduate Case Log completion.

The annual review supports ACGME-I's goal of promoting continuous quality improvement by providing programs with ongoing peer-reviewed feedback that can be used to identify opportunities to enhance the education of residents and fellows. The annual review process is also structured to reduce the burden of accreditation by using data already collected and reported annually, thus eliminating the need for programs to complete lengthy Program Information Forms. Burden is also reduced by lengthening the time between scheduled site visits. Since each program is reviewed annually, site visits that occurred every five years or less under the previous system will now be scheduled every seven years.



Education

Although travel restrictions prevented many in-person educational activities during the 2020-2021 academic year, virtual workshops and webinars were conducted and video sessions on selected topics were added to ACGME-I's distance education platform, Explore.

ACGME-I staff members conducted workshops and virtual meetings with Sponsoring Institutions and programs applying for accreditation in Haiti, Jordan, Kenya, Pakistan, Saudi Arabia, and the United Arab Emirates. These sessions were developed to meet the specific needs of each country and the Sponsoring Institution or program(s) that was applying. General information for all ACGME-I-accredited Sponsoring Institutions and programs was provided through webcasts. Two webcasts on making the transition to annual program reviews and the revised Foundational Requirements had approximately 130 participants at each live session.

Various educational videos specific to ACGME-I accreditation were added to Explore this academic year. Most notable is a series of three 30-minute video modules that explains the process of ACGME-I accreditation, provides general information on the ACGME-I Requirements, and discusses how to complete a program application and undergo a site visit. Access to Explore is open to all faculty members, program directors, designated institutional officials, and coordinators where ACGME-I has contracted for services. New content is added regularly, both from the US and from videos produced specifically for ACGME-I.



2022 ACGME International Awardees

ACGME-I congratulates the 2022 ACGME International Award recipients. These honorees have made significant contributions to international accreditation efforts. Both recipients were honored during the ACGME Annual Educational Conference in March 2022.



INTERNATIONAL AWARD: Physician Educator

Dr. Sterman Toussaint held the position of designated institutional official (DIO) and professor of surgery at Zanmi Lasante in Haiti until 2021. He joined Zanmi Lasante in 2021 as a surgeon, and his clinical skills, commitment, and leadership capacity guided his career through positions that include clinical surgery coordinator and his role as DIO, all while teaching surgery at the General Hospital, the largest public hospital in and at the Mirebalais University Hospital. Since joining the health care team in 2010, Dr. Toussaint has shown great intelligence, openness, and the admirable ability to adapt to serving the unique environment of remote regions of Haiti. His commitment to medical education and his teaching skills have made Zanmi Lasante's education program the most prestigious in Haiti. Additionally, he has brought about an enormous contribution to build the education and research programs at the Mirebalais Teaching Hospital and provided valuable support to the residency programs. Regarded as one of the best surgeons in Haiti, Dr. Toussaint is beloved as an attending, a teacher, and a mentor. He is a dynamic, lively, patient, and disciplined individual who always wants the best quality of education and training for the hospital's residents.



INTERNATIONAL AWARD: Physician Leader

Dr. Hatem Faraj Al Ameri is the manager of the Department of Healthcare Workforce Monitoring at the Department of Health in Abu Dhabi, with more than 25 years of experience in clinical and academic medicine, as well as health care regulation and policies. Through his current position at the Department of Health, he plays an integral role in setting the Abu Dhabi medical education agenda that aims to make Abu Dhabi the best practice model in academic medicine and a destination for learners, educators, and medical education researchers. He founded the program Tanseeq in 2010, the first national application and matching system for post-graduate medical education that attracts more than 1,000 applicants per year. Under his management, Abu Dhabi successfully achieved ACGME-I accreditation for its residency programs. As a board member in several national medical education and workforce planning committees, Dr. Al Ameri led the transformation of health professional licensing, health care practice legislation, and established the medical education funding schemes.

International Articles in the Journal of Graduate Medical Education



The Journal of Graduate Medical Education publishes various types of articles encompassing all specialties in graduate medical education and strives to showcase international authors and their research. The following articles published in the last academic year feature content from Qatar, Singapore, United Arab Emirates, Australia, Switzerland, the Netherlands, and Canada. All JGME content is open access at www.jgme.org.

International Residency Program Directors on Implementing Educational Transformation: A Qualitative Study of Their Experiences and Strategies for Overcoming Challenges

Dutta D, Ibrahim H, Stadler DJ, Cofrancesco J, Chandrasekhar Nair S, Archuleta S
J Grad Med Educ. 2021;13(4):526–533.
<https://doi.org/10.4300/JGME-D-21-00050.1>
This qualitative study explores the lived experiences of current and former program directors in Qatar, Singapore, and the United Arab Emirates to learn how they overcame barriers to successfully implement and maintain educational transformation in their leadership roles.

The Sun Never Sets on Graduate Medical Education—International Peer Review of ACGME-I-Accredited Programs and Institutions

Archuleta S, Gehani S, Lewis LC
J Grad Med Educ. 2021;13(6):884–887.
<https://doi.org/10.4300/JGME-D-21-00978.1>
ACGME-I went from accrediting programs

in one country, Singapore, in 2009, to currently accrediting 165 residency and fellowship programs and 19 Sponsoring Institutions in Asia, Africa, the Middle East, and the Americas. This article describes how ACGME-I realized its mission by conducting peer review on an international scale.

Training Residents in Advance Care Planning: A Task-Based Needs Assessment Using the 4-Component Instructional Design

Fassier T, Rapp A, Rethans J, Nendaz M, Bochatay N
J Grad Med Educ. 2021;13(4):534–547.
<https://doi.org/10.4300/JGME-D-20-01263.1>
A qualitative study at Geneva University Hospitals in Switzerland assessed residents' training needs in advance care planning using the 4-Component Instructional Design model. Participants identified three tasks (preparing, discussing, documenting) and described a complex set of knowledge, skills, and attitudes expected of residents in advance care planning.

Residents as Research Subjects: Balancing Resident Education and Contribution to Advancing Educational Innovations

Thibault LP, Bourque CJ, Thuy Mai Luu TM, et al
J Grad Med Educ. 2022;4(2):191–200. <https://doi.org/10.4300/JGME-D-21-00530.1>
This study at the University of Montreal in Canada provides a framework supporting medical education researchers in involving residents as participants in studies, with the dual goal of fostering meaningful and safe training experiences, while promoting their contribution to the research.

Rationales for a Lottery Among the Qualified to Select Medical Trainees: Decades of Dutch Experience

ten Cate O
J Grad Med Educ. 2021;13(5):612–615.
<https://doi.org/10.4300/JGME-D-21-00789.1>
An editorial by JGME Associate Editor Olle ten Cate, PhD, from the Netherlands recommends US medical educators analyze the rationale for implementing a lottery system for medical students applying to US residency programs. He uses the Dutch Lottery for Medical School Selection as an example, which has decades of experience with this method.

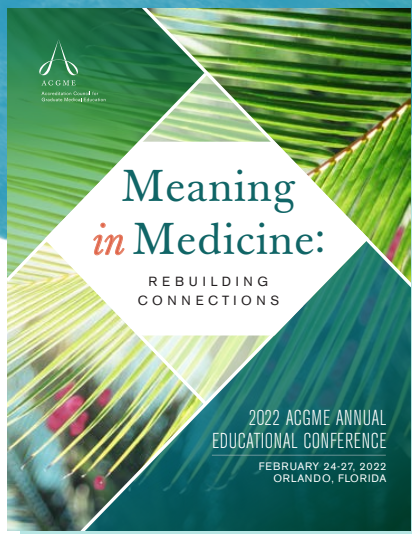
Geriatric Educational Interventions for Physicians Training in Non-Geriatric Specialties: A Scoping Review

Ong EY, Bower KJ, Ng L
J Grad Med Educ. 2021;13(5):654–665.
<https://doi.org/10.4300/JGME-D-20-01484.1>
This scoping review by researchers in Australia adds to previous reviews of geriatric interventions in internal medicine and emergency medicine by including an even broader range of educational approaches and outcomes for residents in non-geriatric specialties, and by providing recommendations for best practices and clear directions for future research.

The Productive Engagement SPACE: A Guide to Improve Critical Learner Interactions in e-Learning Environments

Lal S, Bayer I, Yilmaz Y, Chan TM
J Grad Med Educ. 2022;14(2):149–154.
<https://doi.org/10.4300/JGME-D-21-00818.1>
Canadian medical educators describe the Social & Personal–Activity & Assessment–Digital Corridor–Education Delivery (SPACE) framework, which considers three critical learner interactions: Learner-Learner, Learner-Material, and Learner-Educator. This new approach was refined with end-user feedback, including trainees, clinical teachers, and other faculty developers via multiple presentations in local, national, and international venues.

2022 ACGME Annual Educational Conference



While originally planned as an in-person event with virtual components, the 2022 ACGME Annual Educational Conference was held in a virtual setting for a second year due to the ongoing COVID-19 pandemic. With the experience of the previous year's all-virtual conference as a guide, the conference was thoughtfully designed to offer a valuable experience for all roles in graduate medical education (GME), as well as an opportunity to make and strengthen vital connections with fellow GME professionals. One hundred sixty-four international participants joined the

conference from across the globe, enjoying the range of learning sessions, plenaries, workshops, and engagement activities during the three-day event.

Most of the educational sessions were relevant to ACGME-I's international educational community, covering such topics as assessment, curricular innovation, and well-being. Among these sessions of topical interest and collaborative learning, ACGME-I staff members and Review Committee leaders presented a detailed update on international accreditation efforts. Drs. Sophia Archuleta, James Arrighi, Salahddin Gehani, and Lorraine Lewis discussed the role and processes of ACGME-I and the Review Committees-International and reported on the organization's accreditation activities during 2020 and 2021, including common citations issued, and feedback on how to resolve common citations, revisions to Program Requirements, and policy changes. They also introduced future Review Committee-International initiatives.

The 2023 Annual Educational Conference is currently scheduled for 23-25 February 2023 in Nashville, Tennessee, USA.

Transitions



ACGME-I, its staff, and its Board would like to recognize Susan Day, MD for her leadership and service to ACGME-I as its founding President and Chief Executive Officer.

Dr. Day joined ACGME-I after a long and impressive career in medicine and graduate medical education. A pediatric ophthalmologist, she worked in both clinical practice and academic medicine. She held numerous positions of leadership institutionally and in academic societies and academies, contributing her guidance, skills, and experience to improving health care throughout her career. She has authored more than 40 peer-reviewed articles and papers and presented to audiences across the globe. Dr. Day served the ACGME in a variety of capacities over the years. Before joining the ACGME-I staff, she was a member and Chair of the ACGME Board of Directors and a member and Chair of the Review Committee for Ophthalmology. She also co-chaired the ACGME Duty Hours Task Force in 2009-2010 and served as a Field Representative for ACGME-I, conducting site visits in Singapore and Lebanon.

Dr. Day's vision, leadership, diligence, and compassion helped transform ACGME-I from a nascent entity to an internationally recognized and respected motivator of constructive positive change in physician education. It is with deep gratitude that ACGME-I wishes her well as she transitions to the next stage of her impressive career. The global graduate medical education community will certainly miss her.

"In my view, as a medical educator, one of the biggest compliments we can say about a colleague is to call them a role model," says Dr. James Arrighi, current ACGME-I president and CEO. "Dr. Day is a role model extraordinaire for any of us who aspire to being effective and compassionate leaders in medical education. I have been blessed with her mentorship from the day I joined the Review Committee-International, and even more so during the transition of leadership. It is difficult to communicate how generous, gracious, helpful, and supportive she has been to me in this transition, just as she has been to the global medical community over the past decade. She is a role model for me, and I hope to continue to build on what she has accomplished. Illustrative of her generosity and commitment, I am pleased to report that Dr. Day accepted a temporary position as Senior Advisor to the President to help ensure a smooth and effective transition of leadership at ACGME-I. I wish her well as she moves to new adventures and experiences."

WHO WE ARE

BOARD OF DIRECTORS

Officers of the Board

Thomas J. Nasca, MD, MACP
Chair

Kamal F. Badr, MD, ASCI, AAP
Vice Chair

Susan H. Day, MD
Secretary
(Term ended September 2021)

James A. Arrighi, MD
Secretary
(Term began September 2021)

John Ogunkeye, MS
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USA

Candice Chen, MD, MPH
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USA

Sheila M. Davis, DNP, ANP-BC, FAAN
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(Term ended September 2021)

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Steven I. Goldstein
USA

Boon Leng Lim, MBBS, MMed (Anaes)
Singapore

Thomas J. Nasca, MD, MACP
USA

ACGME (MEMBER) REPRESENTATIVES TO THE ACGME-I BOARD

Karen J. Nichols, DO, MA, MACOI
Chair, ACGME Board of Directors
USA

Betty Chang, MD, PhD
USA
(Term ended September 2021)

Helen Haskell, MA
USA
(Term ended September 2021)



Paige Amidon, MBA, MPH



James A. Arrighi, MD



Kamal F. Badr, MD, ASCI, AAP



Jo Buyske, MD, FACS



Betty Chang, MD, PhD



Candice Chen, MD, MPH



Jordan J. Cohen, MD



Sheila M. Davis, DNP, ANP-BC, FAAN



Susan H. Day, MD



Jeffrey P. Gold, MD



Steven I. Goldstein



Helen Haskell, MA



Boon Leng Lim, MBBS, MMed (Anaes)



Thomas J. Nasca, MD, MACP



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Abu Dhabi, UAE

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Lebanon

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Oman

Wallace Carter, MD
USA

Shirley Ooi Beng Suat, MMBS, FRCSEd (A&E), MHPE, FAMS
Singapore

Paula M. Termuhlen, MD, FACS
USA

“The ACGME specialty requirements opened our eyes to some areas that we need to include in our curriculum.”

Baseem Saab, MD; Program Director, Family Medicine
American University of Beirut

STAFF MEMBERS

James A. Arrighi, MD
*President and Chief Executive Officer
 (Appointment began September 2021)*



Susan H. Day, MD
*President and Chief Executive Officer
 (Appointment ended September 2021)*



Lorraine C. Lewis, EdD
Executive Director



Sydney Faler
*Accreditation Administrator
 (Appointment Began August 2022)*



Ida L. Haynes, MSHC
*Accreditation Administrator
 (Appointment ended April 2022)*



William Hart
*Associate Executive Director
 (Appointment began June 2022)*



Melissa Jacobsen
Administrative Assistant



“[ACGME-I accreditation] improves the chances of our graduates in their future careers, such as fellowships and clinical appointments.”

Dr. Shaden Mohammad Abdel Hadi, Consultant Physician, Pediatrics
 Sheikh Khalifa Medical City

STATISTICS AND FINANCIALS

Statistics

The data displayed throughout this statistical report represent growth since 2011 and specific details from the 2021-2022 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, 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 58 fellowship programs accredited in Academic Year 2021-2022.

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

* Only Singapore had accredited programs in these years

In Academic Year 2021-2022, ACGME-I expanded to providing accreditation of programs in 46 total specialties and subspecialties, with a breakdown of 23 specialties (residency programs) and 23 subspecialties (fellowship programs).

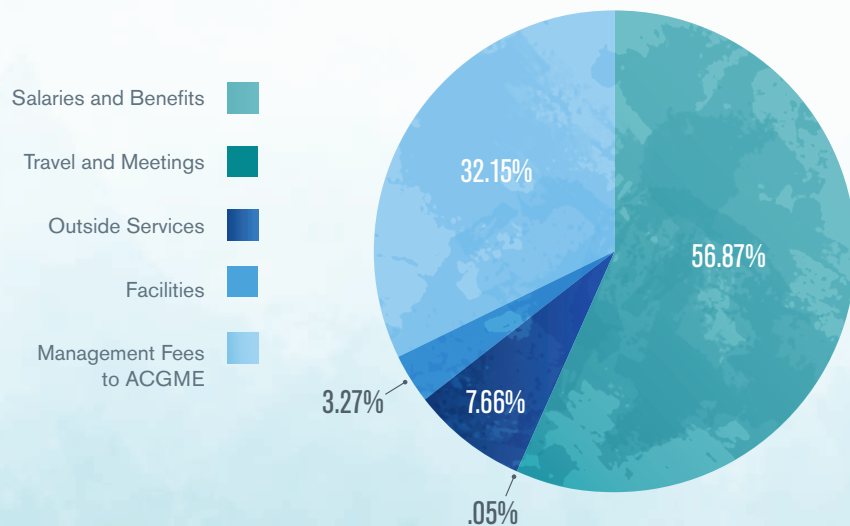
As the ACGME-I global community has continued to expand, so has the recognition that this community is made up not only of administrators, leaders, and learners, but also faculty members, who play a critical role in the education of residents and fellows in ACGME-I-accredited programs worldwide. Table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

Country	Total Physician Faculty Members	Total Specialty (Residency) Physician Faculty Members	Total Subspecialty (Fellowship) Physician Faculty Members
Singapore	840	586	254
United Arab Emirates	783	665	118
Qatar	665	454	211
Lebanon	499	499	0
Oman	357	357	0
Saudi Arabia	22	22	0
Pakistan	136	136	0
Guatemala	8	0	8
All	3,310	2,719	591

During 2021, total operating expenses amounted to \$2.2 million.

Salaries and Benefits accounted for 56.87 percent of ACGME International's total annual expenses. Travel and Meetings, at 0.05 percent of the total, were significantly lower than normal levels due to COVID-19 related travel restrictions. Facilities were 3.2 percent of total expenses. Management Fees paid to ACGME accounted for 32.15 percent of total expenses.

2021 Operating Expenses		
Salaries and Benefits	\$1,240,609	56.87%
Travel and Meetings	\$1,167	.05%
Outside Services	\$167,052	7.66%
Facilities	\$71,345	3.27%
Management Fees to ACGME	\$701,250	32.15%
TOTAL EXPENSES	\$2,181,423	100%



Other income of \$592,022 was from investment income of \$662,147, partially offset by contributions to the ACGME Board Designated Research Fund of \$70,125.

Based on Operating Results and Other Income, Net Income in 2021 was \$1,215,599. This includes \$623,577 of Net Earnings from Operations and \$592,022 from Other Income.

Summary of Results	
Operating Revenues	\$2,805,000
Operating Expenses	\$2,181,423
NET EARNINGS FROM OPERATIONS	\$623,577
Other Income/Expenses (Investment and Other)	\$592,022
Net Income	\$1,215,599



“[ACGME-I accreditation improved] the reputation of the medical center, and is a good way to attract medical students to the residency program. Residents feel protected and valued with an accredited program.”

Aline Yacoubian, Executive Assistant, Urology
American University of Beirut



“St. Jude Children’s Research Hospital and the St. Jude Global Alliance seek to expand educational opportunities in pediatric oncology across the world. ACGME-I has permitted us the opportunity to better support our fellowship programs in pediatric oncology. The standardization allows an understanding of minimum requirements for high quality fellowship programs, internationally. These expectations have given us the chance to introduce specialties to regions where there was a lack of resources.”

Daniel Moreira, MD, Director, Global Professional Education
Leeanna Fox Irwin, MAEd, Project Coordinator, Global Fellowships
St. Jude Children’s Research Hospital

