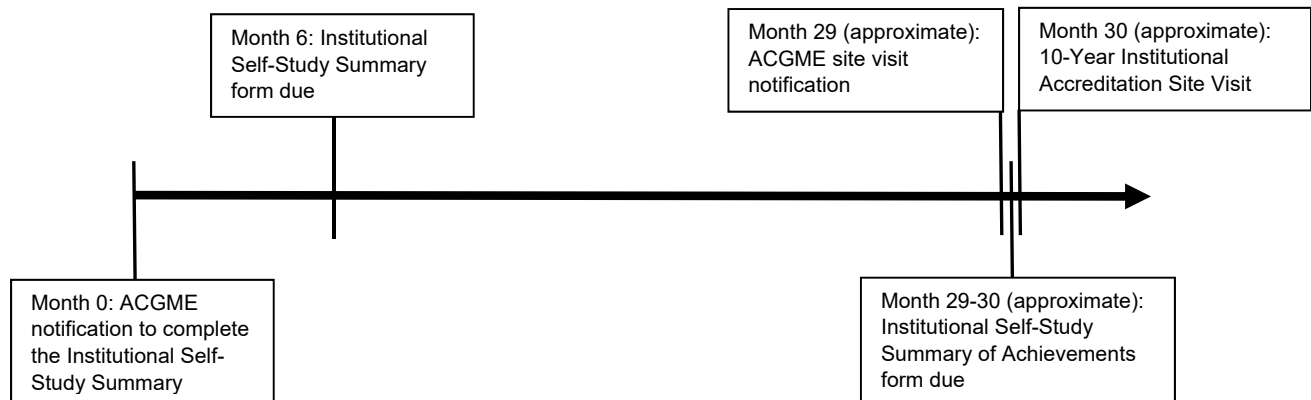


## ACGME Institutional Self-Study Frequently Asked Questions

The Institutional Review Committee developed this document to provide clarifications and additional information about the Institutional Self-Study. Email [irc@acgme.org](mailto:irc@acgme.org) with additional questions.

### **What is a Sponsoring Institution’s timeline for completing Institutional Self-Study documentation with reference to the 10-Year Institutional Accreditation Site Visit?**

The ACGME sends a written notification to the designated institutional official (DIO) and institutional coordinator(s) six months before the deadline by which an Institutional Self-Study Summary form must be uploaded to the Accreditation Data System (ADS). The approximate date of the 10-Year Institutional Accreditation Site Visit is 24 months from the due date of the Institutional Self-Study Summary form. The Institutional Self-Study Summary of Achievements form is due at the same time as other ADS uploads required for the site visit. The diagram below illustrates this timeline:



### **How does the Institutional Review Committee review the Institutional Self-Study Summary and Achievements forms?**

A Sponsoring Institution submits the Institutional Self-Study Summary form to the ACGME at least 24 months prior to the approximate date of its 10-Year Accreditation Site Visit. This form is the minimum standard for Institutional Self-Study documentation, and Sponsoring Institutions may wish to develop additional records of their Institutional Self-Study.

Completed in advance of the 10-Year Institutional Accreditation Site Visit, the Summary of Achievements reflects the accomplishments of a Sponsoring Institution relative to its

self-defined aims. The Summary of Achievements form also provides an opportunity for the Institutional Self-Study team to document any revisions to the aims in reaction to changes in institutional performance, mission, priorities, or external factors.

All responses on the summary forms must be complete, and the forms must be signed by the DIO, a representative of the Sponsoring Institution's senior administration, and a representative of the governing body. (The signatories are the same as those on a Sponsoring Institution's written statement of commitment to GME; see Institutional Requirement I.A.6.)

### **Who should be part of the Institutional Self-Study team?**

When convening the team, the DIO should identify a member of the institution's senior administration who is able to engage in strategic planning related to graduate medical education (GME).

Resident/fellow participants who were peer selected for other institutional appointments (e.g., Graduate Medical Education Committee (GMEC) membership) may be included in the team without being peer selected a second time.

The team may include a variety of other members, including but not limited to institutional coordinators, GMEC members, program directors, program coordinators, faculty members, other clinical and/or educational leaders, representatives of multiple health care professions, representatives with experience in undergraduate and/or continuing medical education, community members, public members, and others.

The Sponsoring Institution may wish to conduct a stakeholder analysis to identify organizations, groups, and/or individuals who should be represented in the team. There are various methods for performing a stakeholder analysis, and information about these methods is readily available via an Internet search.

### **How does an Institutional Self-Study team identify performance measures that are relevant to the mission?**

The team may find it helpful to describe institutional values that support the institutional GME mission. Institutional values may or may not be linked to performance measures.

### **How can a Sponsoring Institution avoid duplication of efforts when completing an Institutional Self-Study?**

The Institutional Self-Study is intended to align with other institutional improvement activities, such as those that may be associated with the Annual Institutional Review (AIR) and the Clinical Learning Environment Review (CLER) Program. Other

improvement activities may provide ready-made sources of institutional performance information, reducing the burden of data collection and analysis.

The Institutional Self-Study team may review the executive summaries of the Sponsoring Institution's previous AIRs. AIRs (see Institutional Requirement I.B.5.) are relevant to the Institutional Self-Study because they include the Sponsoring Institution's self-defined performance indicators and action plans. Because AIR performance indicators must include the accreditation statuses and citations of Sponsoring Institutions and their programs, as well as ACGME Resident and Faculty Survey information, AIRs may also inform the Institutional Self-Study through their linkage to outcomes pertaining to ACGME accreditation.

Strategic plans can provide relevant information for the Institutional Self-Study by placing GME in a broader context of organizational responses to financial, regulatory, legal, legislative, cultural, and demographic changes that may influence the Sponsoring Institution's approach to fulfilling its educational mission.

### **How does a Sponsoring Institution determine aims in the Institutional Self-Study?**

Aims should be "SMART" (specific, measurable, achievable, realistic, and time-bound). Sponsoring Institutions have flexibility to determine aims as appropriate to the institutional mission and the team's analysis of institutional performance. Some potential areas in which aims could be developed include:

- preparation of physicians for practice;
- improvement of the safety, quality, and outcomes of patient care;
- delivery of effective, socially responsible, high-value health care;
- improvement of population health;
- reduction of health care disparities;
- promotion of well-being in clinical learning environments;
- promotion of diversity and inclusion; and/or,
- advancement of scientific discovery.

Building on recommendations from [Sponsoring Institution 2025 \(SI2025\)](#), the ACGME is proposing a national learning community that engages Sponsoring Institutions in the development of enhanced educational support and strategies for the integration of GME in clinical learning environments. While membership in the community is voluntary (opt-in), the community will provide information that may be useful to all Sponsoring Institutions as they define institutional aims.