

Data Supplement S1. Supplemental material.

1. Had you listened to the episode of KeyLIME entitled “Faculty Development – we have come so far, and we have so far to go” PRIOR to participating in this study?
 - a. Yes
 - b. No

2. What is your current role? Select all that apply.
 - a. Assistant/associate program director
 - b. Medical education fellow
 - c. Other (please list)

3. How many years have you been in the role selected in question 1?

4. How many years ago did you finish your emergency medicine residency?

5. Do you have an advanced degree besides an MD/DO (e.g., master’s degree)?
 - a. Yes (please list)
 - b. No

6. What percentage of the podcast episode did you listen to?
 - a. 0-25%
 - b. 26-50%
 - c. 51-75%
 - d. 76-100%

7. Did you read the paper that is discussed in the KeyLIME episode, *Developing and rewarding teachers as educators and scholars: remarkable progress and daunting challenges*?
 - a. No
 - b. Yes, I read part of it
 - c. Yes, I read all of it

8. Which of these items do you recall being discussed in the KeyLIME podcast episode? Select all that apply.
 - a. The Accreditation Council of Graduate Medical Education
 - b. Advanced certification for teachers
 - c. Defining education scholarship
 - d. Lee Schulman
 - e. Obstacles for clinician educators in achieving rewards
 - f. Obstacles to teaching at the bedside
 - g. Pedagogical content knowledge/expertise
 - h. Residents-as-teachers curricula
 - i. Self-determination theory

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9. Dr. Doe is a 4th-year faculty member and assistant program director at a residency program in New York. She feels at times that she lacks the skills to do her job effectively and is encountering obstacles in her work, particularly in terms of preparing for promotion; she is meeting with her chair to discuss this. Based on the recommendations in the podcast episode, which of the following can Dr. Doe use as discussion points with the chair? Select all that apply.
- Those involved in medical education typically receive more protected time than their clinical research counterparts and therefore Dr. Doe should receive more protected time
 - Formal training in medical education would be helpful and is common practice outside of North America
 - The definition of “education scholarship” needs to be made clear to Dr. Doe so that she can document her scholarship accurately
 - Mentoring has been proven to improve one’s chances of successful promotion and therefore the chair should assign a mentor to Dr. Doe
10. What recommendation was made at the World Conference in Medical Education that is discussed in this podcast episode? Select the one best answer.
- Teachers should be trained as educators and their excellence rewarded
 - Curricula should be created to ensure the achievement of professional competence
 - The range of settings in which educational programs are conducted should be enlarged
 - Opportunities for joint learning, research and service with other health-related professions should be increased
11. Dr. Smith is in charge of faculty development for his department. He has noticed that each year, fewer faculty members apply for promotion to associate or full professor, and teaching evaluations of the faculty provided by resident physicians and medical students have been worsening. He would like to improve the faculty development provided by the department to address these issues. What faculty development recommendations could Dr. Smith make, as recommended by the podcast episode? Select all that apply.
- Faculty should have more protected time in order to focus more on teaching
 - Faculty should be encouraged to join a community of practice
 - Faculty should be encouraged to conduct more educational research
 - Faculty should be offered formal teacher certification opportunities
12. Dr. Jones has been assigned the task of creating a year-long comprehensive faculty development program for her department. She has identified that the faculty members need assistance in improving their bedside teaching skills, but wonders what other topics to cover over the course of the year. Per the podcast episode, what other topics should academic faculty development units cover? Select all that apply.
- How to provide feedback to learners
 - Leadership

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- c. Ethics
 - d. Research skills
13. Dr. Simpson is an assistant program director for a residency program and is in charge of the weekly didactic curriculum. Many evaluations from the learners state that while the lecturers are clearly knowledgeable about the topic they are presenting, the lectures are boring and a “waste of time.” What recommendation(s) are made in the podcast episode that could improve the lecturers beyond being simply content experts? Select all that apply.
- a. The lecturers should use technology in their presentations to engage the audience more
 - b. The lecturers should receive formal training as educators
 - c. The lecturers should be compensated for their time to incentivize them to be better educators
 - d. The lecturers need to use more innovative, interactive teaching methods
14. Do you anticipate making any changes in your professional practice based on the information provided in the blog post and/or podcast episode? If so, what changes do you plan to make?