Q1.1 Association of Professors of Human and Medical Genetics – Undergraduate Medical Education Genetics Curriculum Survey 2013 

Purpose: The investigators (Shoumita Dasgupta PhD, Katherine Hyland PhD, Jevon Plunkett PhD) are conducting a research study to examine how the subject of medical genetics is being taught, assessed, and remediated at medical schools, and wish to survey directors of medical genetics course/curriculum from US allopathic and osteopathic medical schools. Procedures: Participation in this study will involve completing a survey. We anticipate that your involvement in this study will require about 20-30 minutes of your time. You will receive no compensation for your participation. Risks and Benefits: There are no perceived risks or any anticipated adverse effects resulting from your participation in this study. Although this study will not benefit you personally, we hope that our results will add to the knowledge about how we teach and assess genetics, which may then be used to improve education at our collective professional health care institutions. Confidentiality: The information that you give in the study will be handled confidentially. Your name and the identity of your institution will be collected, but not linked to the rest of the survey data. This information will be used to monitor which individuals and institutions have responded to the survey. Voluntary Participation: Participation in this study is completely voluntary. You are free to decline to participate, to end participation at any time for any reason, to refuse to answer any individual question without penalty. Questions: If you have any questions about this study, you may contact Jevon Plunkett by email: plunkett@stanford.edu. Agreement to Participate: I have read the above information, have been provided with the opportunity to have any questions about this study answered, and:

- I agree to participate (1)
- I decline to participate (2)

If I agree to participate is selected, then skip to end of block. If I decline to participate is selected, then skip to end of survey.

Q2.1 IDENTIFIERS - TO BE STORED SEPARATELY FROM THE SURVEY DATA This information will be used only to track which institutions have responded to the survey. Responses to later questions will not be linked to your personal information. Name of your institution.

Q2.2 Name of person completing this survey

Q2.3 Email address of person completing this survey. OPTIONAL - to be used sparingly for survey communication about curriculum.
Q3.1 COURSE/CURRICULUM ORGANIZATION
How many medical students are in a class at your institution (number per year)?
- (1) 1
- 50-100 (2)
- 100-150 (3)
- 150-200 (4)
- >200 (5)

Q3.2 Which types of student populations participate in your medical genetics course/curriculum? Select all that apply.
- Allopathic/MD students (1)
- Osteopathic/DO students (2)
- MSTP/MD-PhD students (3)
- Dental students (4)
- MPH students (5)
- PhD students (6)
- Nursing students (7)
- Pharmacy students (8)
- Pre-professional students (9)
- Other (10) ____________________

Q3.3 What percentage of your medical genetics course/curriculum is taught in the following years? Click on the bar for each year, even if 0%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Majority (1)</th>
<th>Equal Split (2)</th>
<th>Minority (3)</th>
<th>None (4)</th>
<th>Not sure (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1 (1)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>YEAR 2 (2)</td>
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<tr>
<td>YEAR 3 (3)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>YEAR 4 (4)</td>
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</tbody>
</table>

Q3.4 Is medical genetics formally taught in a classroom and/or small group setting during the 3rd or 4th years?
- Yes - please describe (1) ____________________
- No (2)
- Not sure (3)
Q3.5 What prerequisite courses does your institution require for admission? Select all that apply.
- General Biology (1)
- Biochemistry (2)
- Cell Biology (3)
- Molecular Biology (4)
- Genetics (5)
- Biostatistics or Statistics (6)
- I do not know (7)
- Other (8) ____________________

Q3.6 How is the majority of medical genetics content presented in your institution's curriculum?
- Stand alone course in medical genetics (1)
- Genetics taught in integrated course with molecular, cellular or developmental biology (2)
- Genetics taught in integrated course with biochemistry, nutrition and/or endocrinology (3)
- Genetics taught in integrated fashion across the curriculum (e.g. genetics topics peppered throughout physiology/pathophysiology course) (4)
- Other (5) ____________________

Q3.7 How is your biochemical (metabolic) genetics taught?
- Largely separate from medical genetics (1)
- Integrated with medical genetics (2)
- Other (3) ____________________

Q3.8 Is your institution currently undergoing a curricular change?
- Yes - please describe (1) ____________________
- No (2)

Q4.1 COURSE/CURRICULUM OVERSIGHT Who directs your medical genetics content? Select all that apply.
- PhD geneticist course / curriculum director (1)
- MD geneticist course / curriculum director (2)
- MS genetic counselor course / curriculum director (3)
- Course / curriculum director with expertise in another discipline (e.g. biochemistry) (4)
- A team of course directors with basic and clinical expertise (5)
- Other (6) ____________________

Q4.2 Are you the course/curriculum director for medical genetics?
- Yes, I am the course / curriculum director. (1)
- Yes, I am a co-director and share responsibilities for directing the course/curriculum. (2)
- No, someone else directs the course/curriculum, but I participate in teaching. (3)
- Other (4) ____________________
Q4.3 Is there formal oversight of the medical genetics course/curriculum in your institution (by a Curriculum or Course Steering Committee or similar entity)?
- Yes (1)
- No (2)

**Answer If Is there formal oversight of the medical genetics curricu... Yes Is Selected**

Q4.4 From whom does the formal oversight come? Select all that apply.
- Medical education office or academic dean (1)
- Genetics curriculum committee (2)
- Basic science curriculum committee (3)
- Clinical science curriculum committee (4)
- Integrated course/curriculum committee (5)
- Other (6) ____________________

Q5.1 COURSE/CURRICULUM OVERSIGHT Who teaches your medical genetics course/curriculum? Indicate each type of instructor that are involved in the course/curriculum. Select all that apply.
- Full-time basic science faculty (1)
- Full-time clinical faculty (2)
- Part-time or volunteer faculty (3)
- Genetic counselors (4)
- Post-doctoral fellows (5)
- PhD students (6)
- MD students (7)
- Other students (8)
- Other (9) ____________________

Q5.2 Who gives lectures in your medical genetics course/curriculum? Indicate each type of instructor that give lectures in your course/curriculum. Select all that apply.
- Full-time basic science faculty (1)
- Full-time clinical faculty (2)
- Part-time or volunteer faculty (3)
- Genetic counselors (4)
- Post-doctoral fellows (5)
- PhD students (6)
- MD students (7)
- Other students (8)
- Other (9) ____________________
Q5.3 Who leads small group sessions in your medical genetics course/curriculum? Indicate each type of instructor that teach small group sessions in your course/curriculum. Select all that apply.

- Full-time basic science faculty (1)
- Full-time clinical faculty (2)
- Part-time or volunteer faculty (3)
- Genetic counselors (4)
- Post-doctoral fellows (5)
- PhD students (6)
- MD students (7)
- Other students (8)
- Other (9) ________________

Q6.1 CLASS FORMAT What percentage of your genetics course/curriculum is taught in the following modalities? Click on the bar for each year, even if 0%.

- Lecture (1)
- Small group discussion (2)
- Problem-based learning (3)
- Team-based learning (4)
- Patient session (5)
- "Flipped classroom" sessions (6)
- Student self-study/independent study (7)
- Online learning (8)
- Other - please describe (9)

Q6.2 Does your course/curriculum include any online genetics modules?

- Yes - required (1)
- Yes - recommended (2)
- No (3)
- I do not know. (4)

Answer If Does your curriculum include any online genetics modules? Yes - required Is Selected Or Does your curriculum include any online genetics modules? Yes - recommended Is Selected

Q6.3 Who created the online genetics modules used in your course/curriculum?

- Our institution (1)
- Another institution - please indicate which institution (2) ________________
- I do not know. (3)
<table>
<thead>
<tr>
<th>Textbook</th>
<th>Required (1)</th>
<th>Recommended (2)</th>
<th>Do not use (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thompson and Thompson, Genetics in Medicine (1)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Jorde, Medical Genetics (2)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Emery’s Elements of Medical Genetics (3)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Elsevier’s Integrated Genetics (4)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Read and Donnai, New Clinical Genetics (5)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Korf and Irons, Human Genetics and Genomics (6)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Readings and reviews from the literature (7)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Provide students with complete course syllabus/reader (8)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Other - please describe (9)</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Q7.1 ASSESSMENT What strategies do you use to assess student learning related to genetics? Select all that apply.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Formative assessment (e.g. self assessment, low-stakes testing)</th>
<th>Summative assessment (e.g. high-stakes testing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice exam questions (1)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Short answer exam questions (2)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Team-based learning quizzes (3)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Online quizzes or assessment modules (4)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Writing assignments (5)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Simulated patient encounters (6)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Observed Structured Clinical Exams (7)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Purchased subject exam (e.g. NBME) (8)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Audience response system (e.g. “clickers”) (9)</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Other - please describe (10)</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Q8.1 CONTACT HOURS What is the approximate number of contact hours spent on medical genetics at your institution (including biochemical genetics and other topics even if taught separately from core medical genetics course)?

______ Total contact hours (1)

Q8.2 In terms of total contact hours, how do YOU feel about the amount of time that you are allocated for medical genetics?

- Too little to adequately prepare students for licensing exams (1)
- Too little to prepare students for practice modern medicine (2)
- About right (3)
- Too much (4)
Q8.3 In terms of total contact hours, how do YOUR STUDENTS feel about the amount of time that you are allocated for medical genetics?
- Too little to adequately prepare students for licensing exams (1)
- Too little to prepare students for practice modern medicine (2)
- About right (3)
- Too much (4)
- I am not sure how the students feel about contact hours. (5)

Q8.4 What is your answer to the above (question 8.5) based upon?
- AAMC Graduation Questionnaire (1)
- Course evaluations (2)
- Anecdotal feedback (3)

Q9.1 REMEDIATION How do you remediate students who do not meet your institution’s standard of proficiency in genetics? Select all that apply.
- Remediation exam (1)
- Remediation course (2)
- Individualized plan (3)
- Other - please describe (4) ____________________

Answer If How do you remediate students who do not meet your instit... Remediation exam Is Selected

Q9.2 What type of remediation exam is used? Select all that apply.
- Repeat written course exam (1)
- Specific exam written for remediation (2)
- Oral exam (3)
- External exam (e.g. NBME) (4)
- Other - please describe (5) ____________________

Answer If How do you remediate students who do not meet your instit... Remediation course Is Selected

Q9.3 Where do your students enroll for their remediation course?
- My home institution (1)
- Another institution - please indicate which one (2) ____________________
Q10.1 CURRICULAR RESOURCES TO SHARE  What types of course/curricular elements would you be willing to share with or want to have access to from your colleagues at APHMG? Select all that apply.

<table>
<thead>
<tr>
<th>Willing to Share (1)</th>
<th>Want to have access to (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice questions (1)</td>
<td>☐</td>
</tr>
<tr>
<td>Short answer questions (2)</td>
<td>☐</td>
</tr>
<tr>
<td>Lecture materials (3)</td>
<td>☐</td>
</tr>
<tr>
<td>Small group cases/discussion questions (4)</td>
<td>☐</td>
</tr>
<tr>
<td>Problem-based learning cases (5)</td>
<td>☐</td>
</tr>
<tr>
<td>Team-based learning cases (6)</td>
<td>☐</td>
</tr>
<tr>
<td>USMLE board review questions (7)</td>
<td>☐</td>
</tr>
<tr>
<td>Case studies (8)</td>
<td>☐</td>
</tr>
<tr>
<td>Online tutorials (9)</td>
<td>☐</td>
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<tr>
<td>Other - please describe (10)</td>
<td>☐</td>
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</tbody>
</table>

Q11.1 APHMG MEDICAL GENETICS CORE CURRICULUM In the last two years, have you accessed the APHMG medical genetics core curriculum (learning objectives or competencies), available from the APHMG website?

☐ Yes (1)
☐ No (2)

Answer If In the last two years, have you accessed the APHMG medical genetics core curriculum (learning objectives or competencies), available from the APHMG website? Yes Is Selected

Q11.2 How you have used the APHMG core curriculum? Select all that apply.

☐ Guide what content to add or remove from our genetics curriculum (1)
☐ Evaluate the breadth and depth of our genetics curriculum (2)
☐ Incorporated learning objectives directly into our course (3)
☐ Lobby for more curriculum time for genetics (4)
☐ Share with colleagues in other disciplines to foster integration (5)
☐ Other (6) ____________________

Q11.3 Do you have plans to use the objectives or competencies in the future or to return to them now that the 2013 updates are available?

☐ Yes (1)
☐ No (2)

Answer If Do you have plans to use the objectives or competencies in the future or to return to them now that the 2013 updates are available? Yes Is Selected

Q11.4 Please describe how you plan to use the updates to the APHMG core curriculum.
Q11.5 Please describe what barriers exist for you in using the APHMG core curriculum in your course/curriculum.
Q12.1 SPECIFIC CURRICULUM CONTENT
From the following list, please select the topics that are included in your medical school's CORE medical genetics curriculum. Select all that apply.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Currently covered (1)</th>
<th>Recently added (within the last 2 years) (2)</th>
<th>Eliminated (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemical genetics (1)</td>
<td></td>
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<tr>
<td>Bioinformatics (2)</td>
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<tr>
<td>Cancer genetics and cytogenetics (3)</td>
<td></td>
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<tr>
<td>Development, dysmorphology, teratogens (4)</td>
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<td>Direct to consumer genetic testing (5)</td>
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<tr>
<td>Ethical issues (6)</td>
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<tr>
<td>Eugenics (7)</td>
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<tr>
<td>Evolutionary genetics (8)</td>
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<tr>
<td>Genetic testing (9)</td>
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<td>Genetic counseling (10)</td>
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<tr>
<td>Gene therapy (11)</td>
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<td>Genetic variation and common disease (12)</td>
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<td>Genome organization and gene regulation (13)</td>
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<tr>
<td>Genetic Information Nondiscrimination Act (GINA) (14)</td>
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<tr>
<td>Genome Wide Association Studies (GWAS) (15)</td>
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<tr>
<td>Immunogenetics (16)</td>
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<tr>
<td>Imprinting (17)</td>
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<tr>
<td>Linkage analysis (18)</td>
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<tr>
<td>Mendelian disorders (19)</td>
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<tr>
<td>Microarray technology and clinical applications (20)</td>
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<tr>
<td>Topic Area</td>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
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<tr>
<td>Mitochondrial genetics (21)</td>
<td>☐</td>
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<tr>
<td>Molecular cloning (22)</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Molecular pathogenesis (23)</td>
<td>☐</td>
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<td>Molecular genetic techniques (24)</td>
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<tr>
<td>Multifactorial inheritance (25)</td>
<td>☐</td>
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<tr>
<td>Patterns of inheritance and pedigree analysis (26)</td>
<td>☐</td>
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<tr>
<td>Personalized medicine (27)</td>
<td>☐</td>
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<tr>
<td>Pharmacogenetics (28)</td>
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<td>Population genetics (29)</td>
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<td>Reproductive genetics (30)</td>
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<td>Stem cells and regenerative medicine (31)</td>
<td>☐</td>
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<tr>
<td>Uniparental disomy (32)</td>
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<tr>
<td>Unstable repeat expansion diseases (33)</td>
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<td>☐</td>
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<tr>
<td>Treatment of genetic disease (34)</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Other - please describe (35)</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Q12.2 Please feel free to use the space below to offer comments about the content topic areas described above.
Q13.1 INCLUSION OF GENETIC TESTING IN COURSE/CURRICULUM
Do you incorporate genetic/genomic testing of your students as a curricular exercise?
☑ Yes (1)
☑ No (2)
☑ Not yet, but we are considering including genetic testing in the future. (3)

Answer If Do you incorporate genetic/genomic testing of your students... Yes Is Selected

Q13.2 What form of genetic testing do you currently incorporate into your course/curriculum? Select all that apply.
☐ Genome sequencing (1)
☐ Microarray (2)
☐ Karyotyping (3)
☐ Using 23andMe or a similar direct to consumer genetic testing company (4)
☐ Testing limited to a few select genes - please describe (5) ____________________
☐ Other - please describe (6) ____________________

Answer If Do you incorporate genetic/genomic testing of your students... Yes Is Selected Or Do you incorporate genetic/genomic testing of your students... Not yet, but we plan to include genetic testing in the future. Is Selected

Q13.3 What form of genetic testing do you plan to incorporate into your course/curriculum in the future? Select all that apply.
☐ Genome sequencing (1)
☐ Microarray (2)
☐ Karyotyping (3)
☐ 23andMe or a similar direct to consumer genetic testing company (4)
☐ Testing limited to a few select genes - please describe (5) ____________________
☐ Other - please describe (6) ____________________

Answer If Do you incorporate genetic/genomic testing of your students... Yes Is Selected

Q13.4 What structure did you have for incorporating genetic testing into your course/curriculum? Select all that apply.
☐ We received IRB approval. (1)
☐ We provide genetic counseling and support services for students. (2)
☐ Students receive their own results. (3)
☐ Students receive de-identified results from the class as a whole. (4)
☐ Other - please describe (5) ____________________
Do you incorporate genetic/genomic testing of your students... No Is Selected And Do you incorporate genetic/genomic testing of your students... Not yet, but we plan to include genetic testing in the future. Is Selected

Q13.5 Why have you chosen not to include this type of activity in your course/curriculum at this time? Select all that apply.
- Expense (1)
- Ethical concerns regarding revealing students' genotypes (2)
- Educational benefits unclear (3)
- Other- please describe (4) ____________________

Q13.6 Please feel free to use the space below to offer comments about incorporating genetic testing into your course/curriculum.

Q14.1 TENURE AND PROMOTIONS
What is your current academic rank?
- Instructor (1)
- Assistant Professor (2)
- Associate Professor (3)
- Professor (4)
- Adjunct Instructor (5)
- Adjunct Assistant Professor (6)
- Adjunct Associate Professor (7)
- Adjunct Professor (8)
- Other - please describe (9) ____________________

Q14.2 What is your tenure status?
- My institution does not have tenure. (1)
- My institution has tenure, but I am not on the tenure track. (2)
- My institution has tenure, and I am on the tenure track. (3)
- My institution has tenure, and I have been awarded tenure. (4)

Answer If What is your tenure status? My institution has tenure, and I have been awarded tenure. Is Selected

Q14.3 How did your teaching/education accomplishments factor into your receiving tenure?
- Significant component of my achieving tenure (1)
- Minor component of my achieving tenure (2)
- Did not contribute to my achieving tenure (3)
Q14.4 Which of the following elements are considered when evaluating faculty members for promotion at your institution?

<table>
<thead>
<tr>
<th>Element</th>
<th>Extremely Important (1)</th>
<th>Important (2)</th>
<th>Neither Important nor Unimportant (3)</th>
<th>Not important (4)</th>
<th>Not sure (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific research (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational scholarship (2)</td>
<td></td>
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<td>Funding status (3)</td>
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<td>Clinical productivity (4)</td>
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<td>Education and mentoring activities (5)</td>
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<td>University and/or external service (6)</td>
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<td>Other - please describe (7)</td>
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Q14.5 Does your institution have a promotion track geared towards professional educators (e.g. clinical educator)?
- Yes, it is equivalent to research or clinical tracks with different measurable outcomes (1)
- Yes, but it is adjunct status (2)
- No (3)
- I do not know. (4)

Q14.6 Do you also hold an administrative position related to your educational activities?
- Yes (1)
- No (2)
Q14.7 What is your administrative position?
- Medical Campus Provost (1)
- Dean of Medical School (2)
- Vice Dean of Medical Education (or equivalent) (3)
- Associate Dean of Undergraduate Medical Education (or equivalent) (4)
- Director of Office of Medical Education (5)
- Other - please describe (6) ________________

Q14.8 Currently, the approximate percent effort I devote to educational activities is - Click on the bar for each year, even if 0%
- Teaching (1)
- course/curriculum administration (2)
- Education scholarship (3)

Q14.9 Are you compensated for your education-related efforts?
- Yes (1)
- No (2)
- Other - please describe (3) ________________

Q14.10 At what level are you compensated?
- Less than my teaching FTE % (1)
- Equivalent to my teaching FTE % (2)
- More than my teaching FTE % (3)

Q15.1 VALUE PLACED BY INSTITUTION ON EDUCATION
My institution recognizes accomplishments in teaching, education-related research/scholarship, and educational innovation through - select all that apply
- Teaching awards (1)
- Awards for innovation in education (2)
- Educational research seed grants (3)
- Membership in an academy of professional educators (4)
- Tenure (5)
- Promotion (6)
- My institution does not formally recognize teaching accomplishments. (7)
- Other - please describe (8) ________________
Q15.2 My institution appropriately values teaching, education-related research/scholarship, and educational innovation.
- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q15.3 Please include any comments you feel are relevant about the degree to which teaching, education-related research/scholarship, an educational innovation is valued at your institution.