Supplemental Digital Appendix 1

Philosophical Approach for LCME Organizational Structure

The following philosophic approach pre-established the mix of faculty, staff, trainees, administrators, and volunteers that were invited to participate in our SBU SOM LCME task force, LCME sub-committees, or LCME working groups:

1. **SOM Faculty Senate:**
   At least 27 faculty senate members (i.e., faculty who have been elected as faculty governance representatives at SBU SOM) were solicited to participate in our general LCME self-study endeavors.

2. **Medical Students:**
   At least 15 medical student representatives (i.e., medical students who have been selected by their own student organization) were solicited to participate in our general LCME self-study endeavors, which was separate and distinct from the student independent survey and reporting initiatives.

3. **Biomedical Science Programs:**
   At least 9 Graduate Program Directors (or their designees) were solicited to participate in our general LCME self-study endeavors.

4. **Departmental Leaders:**
   At least 4 Chairpersons (or their designees) were solicited to participate in our general LCME self-study endeavors.

5. **SOM Teaching Faculty:**
   At least 14 teaching faculty members (i.e., 7 basic science and 7 clinical science faculty members that currently serve as either course/clerkship directors or major contributors [e.g., simulation center’s faculty]) were solicited to participate in our general LCME self-study endeavors.
6. **SOM FACULTY LEADERS:**
   At least 18 course directors or co-course directors (9 basic science and 9 clinical science) were solicited to participate in our general LCME self-study endeavors.

7. **SOM Affiliates /Clinical Campuses**
   At least 1 representative from each affiliate institution was solicited to participate in our general LCME self-study endeavors.

8. **ADMINISTRATORS:**
   A total of 24 administrators were solicited to participate in our general LCME self-study endeavors to assure shared faculty-administrative governance for this LCME process.

9. **VOLUNTEERS:** During the early planning phase, volunteers from both the undergraduate and graduate programs (from West Campus), as well as the other health science center programs (from East Campus), were solicited by e-mail and announcements to participate in our general LCME self-study endeavors. Based on this outreach, a total of 15 additional volunteers (1 per committee) were invited to participate in our general LCME self-study endeavors.

   In summary, there was a broad-based and very diverse mix of faculty, staff, administrators, and trainees that participated in our SBU SOM LCME general self-study processes. Before the first meeting for each LCME task force, LCME sub-committees, and LCME working groups, moreover, specific individuals were assigned by our trio to serve as co-chairs based on our perceptions of their ability to provide ongoing, accurate, and reliable leadership team support.