Supplementary Table 1: Faculty College curriculum architecture: educator roles, theory, and applications.

Educator Role*	Session Topic	Application Task	Theory / Framework / Tool Anchor
Content Curator	Open Educational Resources (OER) and Digital Scholarship	Evaluate selected OER examples using rMETRIQ and related scholarship criteria; then plan a high-quality OER product for a defined learner audience.	Boyer's expanded view of scholarship (Glassick CE, 2000); Glassick's criteria for scholarship (Glassick CE et al, 1997); rMETRIQ quality evaluation for online educational resources (Metriqstudy.org)
Technology Adopter	Strategic Technology Integration	Use the Passive, Interactive, Creative, Replace, Amplify, Transform (PICRAT) framework to select and integrate educational technologies that move beyond substitution toward more interactive, creative, and transformative learning.	PICRAT technology integration framework to identify effects on teaching practice (Kimmons R et al, 2022)
Technology Adopter	Game-Based and Gamified Learning	Distinguish educational games from gamified learning; apply Model for the Evaluation of Educational Games (MEEGA+) to evaluate game-based learning or Landers' gamified-learning theory to intentionally add game attributes to a non-game learning activity.	MEEGA+/MEEGA model for evaluating educational games (Petri G et al, 2017); Landers' theory of gamified learning and game-attribute taxonomy (Landers RN, 2014)
Learning Environment Designer	Community of Inquiry	Analyze a blended learning activity using teaching, social, and cognitive presence; adapt the activity to strengthen meaningful learner engagement.	Community of Inquiry framework (Swan K et al, 2009)
Learning Environment Designer	Learning Sciences and Evidence-Informed Educational Practice	Design an educational activity using selected learning-science principles, including cognitive load, self-efficacy, spacing, and retrieval and deliberate practice.	Learning-science principles and Kolb's experiential learning cycle as an organizing sequence of principles (Gooding HC et al, 2017)
Learning Environment Designer	Multimedia Teaching and Learning Principles	Refine instructional materials using multimedia learning principles to support dual channel processing and reduce extraneous cognitive load to reinforce learner understanding.	Mayer's cognitive theory of multimedia learning and multimedia learning principles (Mayer RE et al, 2021)
Learning Environment Designer	Desirable Difficulties	Plan learning activities that deliberately incorporate retrieval practice, spacing, interleaving, and testing effects to promote durable learning rather than short-term performance only.	Desirable difficulties; retrieval practice (Soderstrom N and Bjork R, 2016); spacing effect; interleaving (Maddox GB et al, 2015)

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Learning Environment Designer	Pedagogies of Engagement	Design an active learning session using problem-based learning or team-based learning while preserving the defining features of the selected pedagogy.	Problem-based learning (Hmelo-Silver CE, 2004); team-based learning (Hrynchak P et al, 2012)
Diagnostic Assessor	Competency-Based Education (CBE)	Apply constructive alignment to a CBE case and revise entrustable professional activities for clarity, precision, and accessibility.	Competency-based medical education (Van Melle E et al, 2019); entrustable professional activities (ten Cate O et al, 2021)
Diagnostic Assessor	Workplace-Based Assessment (WBA)	Plan a purposeful WBA strategy that supports feedback, learning, and defensible competence decisions within a programmatic assessment system.	Programmatic assessment (van der Vleuten CP et al, 2015); workplace-based assessment; entrustment decision-making/ARICH framework (ten Cate O et al, 2020)
Diagnostic Assessor	Coaching Clinical Reasoning	Use the Assessment of Reasoning Tool (ART) to analyze a trainee's patient presentation and provide structured, specific feedback that advances clinical reasoning.	Assessment of Reasoning Tool; clinical reasoning assessment; feedback for diagnostic reasoning (Thammasitboon S et al, 2018)
Learner-Centered Navigator and Professional Coach	Workplace Learning	Apply supervised workplace learning principles to a case scenario to optimize learner agency, workplace affordances, and supervised workplace learning processes.	Workplace participatory practices (Billett S, 2020); supervised workplace learning (Wiese A et al, 2018)
Learner-Centered Navigator and Professional Coach	Deliberate Practice for Expertise Development	Design a coaching activity that supports deliberate practice through clear goals, focused repetition, feedback, and progressive refinement of performance.	Deliberate practice (Ericsson KA, 2015); 4-step coaching model (Krautter M et al, 2011); 6-step procedural training model (Sawyer T et al, 2015)
Learner-Centered Navigator and Professional Coach	Feedback Literacy and Learning Conversations	Use the Relationship, Reaction, Content, Coaching (R2C2) model to formulate a learning-conversation to help learners interpret feedback, co-create an action plan, and take productive steps toward mastery.	Feedback literacy (Ramani S et al, 2025); learning conversations (Tavares W et al, 2020); R2C2 feedback model (Sargeant J et al, 2015)
Learner-Centered Navigator and Professional Coach	Compassionate Pedagogy	Apply compassionate pedagogy to a challenging educator-learner scenario, balancing accountability, psychological safety, and collaborative problem solving.	Pedagogy of compassion (Vandeyar S et al, 2016); critical pedagogy (McLaren PL, 1988)

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Professional Role Model	Role Modeling	Use Structured, Unpacking, Practice, Evaluation, Reflection (SUPERmodeling) toolbox and a three-step strategy to make role modeling explicit, provide targeted coaching and identify growth opportunities.	SUPERmodeling (Potisek N et al, 2019); 3 step strategy moving role modeling from implicit to explicit (Pinard AM et al, 2017)
Professional Role Model	Professionalism and Professional Identity Formation	Use debriefing tools to coach learners through professionalism challenges and support movement from external performance expectations toward internalized professional values and identity.	Professional identity formation (Cruess R, 2015); threshold concepts (Meyer JHF, 2005); virtue/character-based professionalism (Brody H, 2014); debriefing tools (Cheng A, 2014)

*Role labels based on Simpson D, Marcdante K, Souza KH, Anderson A, Holmboe E. Job Roles of the 2025 Medical Educator. J Grad Med Educ. 2018 Jun;10(3):243-246. doi: 10.4300/JGME-D-18-00253.1