Supplemental Table 1: Fellows report on how the course helped them with physical activity accomplishments, taken from the web-based survey. The responses were coded and the most common groupings are shown in the table.

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| **Theme** | **Example quotes** |
|  |  |
| Networking | “The networking with both the faculty and the students in this casual setting was a very important (and formative) professional experience for me but I ultimately think the impact is greater for our ‘physical activity field’ since it creates a common bond or connection and establishes a collegial network that is not common in other fields.”“It was an extremely valuable experience to spend 8 days with leading physical activity researchers, and to have 45-minute individual meetings with several of them, during which I was able to have in-depth discussions of my research ideas and career planning. These could not have happened in any other type of course (e.g. online, didactic, abbreviated).”“It was one of the most valuable experiences I have encountered, largely because of the networking opportunities it afforded.” |
| Grants and funding | “When I went I had a general idea for a grant. The course helped me to focus that idea and recognize how to develop the research trajectory. I received funding …and… do not think either would have happened without the course.”“I feel the course played a very valuable role in my work in physical activity. I have participated in four valuable grants because of strategies I learned in the course. I have translated what I learned into teaching strategies as well.”“Helped me to have greater confidence in my ideas, and has led me to write more grants and manuscripts.” |
| Increasing knowledge | “The course introduced me to the literature on physical activity and some of the ‘players’. [Physical activity] was not covered in medical school in any way, so the review filled a big gap and would have been tough to accomplish without guidance from the course.”“I think that the course was instrumental in both improving my knowledge-base, as well as my ability to network with key leaders in the field. I have always been so impressed by how willing the faculty has been to provide input, answer emails, and serve as de-facto mentors. The faculty is an impressive group of scholars and teachers of the next generation of physical activity leaders.” |
| Research questions and ideas | “Understanding the direction the field is going. Advice from [senior] faculty on how best to approach research design, manuscript writing, and funding.”“The course provided a good background and overview related to state of evidence and important questions remaining to be answered - this has helped me prepare both grant proposals and relevant papers, and to develop/implement physical activity interventions.” |
| Collaborations and partnerships | “Attending the course enabled me to meet the course faculty and fellows, whom I have collaborated with on several projects.”“The networking connections have been instrumental to my career development; the [Physical Activity and Public Health] course introduced me to people I would not have felt comfortable approaching for collaboration otherwise; if we hadn't met through the course, it wouldn't have happened.” |
| Career and professional development | “Helped to familiarize me with literature, methods, leaders. I was able to share what I was learned, so it informed research and practice at home. I became a better researcher and consumer of research.”“The course was a critical foundation in my success in securing funding and partnerships for several physical activity practice-related interventions and evaluations…. The things I learned and the people I met at the course are to be recognized for what I have been able to accomplish over the past 4 years.”“…I most liked the intensive nature of the course, that you were thinking of these things all day every day and had access to the world's experts in the area. I don't think I would have been as successful without attending or it would have taken me much longer to get to where I wanted to go with my work.”“The course was pivotal in setting me out on my current focus on physical activity measurement methods and the environmental determinants of physical activity. I still rate this as the best short course I have ever taken.” |
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Note: The quotes could fall into more than one category and are meant to exemplify the theme.

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| Supplemental Table 2: NIH funding from 1995 to October 2013 by US research fellows, overall and by the year they took the course  |
| Year attended the Course | Number of US Fellows in Class\* | Number of Fellows Funded | Number of Projects |   | Total Funding (Dollars) | Median Funding (Dollars per Project) |   | Projects Before Attended Course |
|  |  |  |  |  |  |  |  |  |
| Overall | 400 | 82 | 117 |  | 55,731,140 | 281,814 |  | 17 |
|  |  |  |  |  |  |  |  |  |
| 1995 | 23 | 6 | 14 |  | 5,086,722 | 332,306 |  | 1 |
| 1996 | 22 | 7 | 8 |  | 2,383,360 | 190,318 |  | 0 |
| 1997 | 24 | 2 | 3 |  | 498,017 | 131,156 |  | 1 |
| 1998 | 16 | 3 | 4 |  | 1,843,304 | 457,072 |  | 3 |
| 1999 | 19 | 9 | 14 |  | 5,628,781 | 420,745 |  | 1 |
| 2000 | 18 | 7 | 10 |  | 4,622,745 | 579,687 |  | 2 |
| 2001 | 24 | 8 | 15 |  | 5,581,617 | 342,500 |  | 1 |
| 2002 | 31 | 5 | 7 |  | 15,074,054 | 227,250 |  | 0 |
| 2003 | 25 | 6 | 6 |  | 1,673,643 | 212,251 |  | 1 |
| 2004 | 26 | 5 | 8 |  | 3,016,517 | 328,754 |  | 1 |
| 2005 | 22 | 3 | 5 |  | 2,714,974 | 602,708 |  | 2 |
| 2006 | 25 | 7 | 8 |  | 2,810,245 | 213,455 |  | 1 |
| 2007 | 27 | 7 | 7 |  | 2,306,943 | 249,909 |  | 1 |
| 2008 | 21 | 4 | 4 |  | 910,993 | 237,545 |  | 0 |
| 2009 | 21 | 2 | 2 |  | 654,975 | 327,488 |  | 0 |
| 2010 | 28 | 1 | 2 |  | 924,250 | 462,125 |  | 2 |
| 2011 | 28 | 0 | 0 |  | 0 | 0 |  | 0 |
|   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |
| \*Number of fellows does not include international fellows or deceased fellows. |  |  |

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| Supplemental Table 3: Active Living Research funding by research fellows, overall and by the year they attended the course |
|  |  |  |  |  |  |  |  |  |
| Year Attended Course | Number of Fellows in Class | Number of Fellows Funded | Number of Fellow Projects | Total Funding (Dollars) |  |  |  |  |
| 1995 | 23 | 0 | 0 | 0 |  |  |  |  |
| 1996 | 22 | 2 | 3 | 200,009 |  |  |  |  |
| 1997 | 24 | 0 | 0 | 0 |  |  |  |  |
| 1998 | 16 | 1 | 3 | 389,957 |  |  |  |  |
| 1999 | 19 | 1 | 1 | 15,000 |  |  |  |  |
| 2000 | 18 | 1 | 1 | 61,616 |  |  |  |  |
| 2001 | 24 | 1 | 1 | 150,000 |  |  |  |  |
| 2002 | 31 | 2 | 2 | 399,996 |  |  |  |  |
| 2003 | 25 | 1 | 1 | 100,000 |  |  |  |  |
| 2004 | 26 | 2 | 2 | 198,876 |  |  |  |  |
| 2005 | 22 | 1 | 1 | 51,361 |  |  |  |  |
| 2006 | 25 | 3 | 4 | 524,825 |  |  |  |  |
| 2007 | 27 | 3 | 4 | 687,825 |  |  |  |  |
| 2008 | 21 | 1 | 1 | 49,989 |  |  |  |  |
| 2009 | 21 | 1 | 1 | 149,653 |  |  |  |  |
| 2010 | 28 | 1 | 1 | 74,982 |  |  |  |  |
| 2011 | 28 | 0 | 0 | 0 |  |  |  |  |
|   |   |   |   |   |  |  |  |  |
|  |  |   |  |  |  |  |  |  |
| Note that two projects with a funding total of $199,992 were not included in the calculations because they were funded before the fellows attended the course. |  |  |  |  |
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| Supplemental Table 4: Research fellow representation on journal boards |
|  |  |  |  |  |  |  |  |
|   |   |   | Fellow |   |   |   |   |
|  |  | Editor | Associate Editor | Editorial Board |  | Total Staff | Fellow |
| Journal |   | n | n  | n |   | n | % |
|  |  |  |  |  |  |  |  |
| American Journal of Epidemiology |  | 0 | 1 | 0 |  | 96 | 1.0 |
| American Journal of Health Promotion |  | 0 | 0 | 6 |  | 96 | 6.3 |
| American Journal of Preventive Medicine |  | 0 | 0 | 0 |  | 53 | 0.0 |
| Health and Place |  | 0 | 0 | 0 |  | 34 | 0.0 |
| International Journal of Behavioral Nutrition and Physical Activity |  | 0 | 2 | 5 |  | 70 | 10.0 |
| Journal of Aging and Physical Activity |  | 0 | 0 | 4 |  | 42 | 9.5 |
| Journal of Physical Activity and Health |  | 1 | 3 | 8 |  | 30 | 40.0 |
| Journal of Science and Medicine in Sport |  | 0 | 2 | 0 |  | 73 | 2.7 |
| Medicine and Science in Sport and Exercise |  | 0 | 2 | 1 |  | 114 | 2.6 |
| Pediatric Exercise Science |  | 0 | 0 | 2 |  | 26 | 7.7 |
| Preventing Chronic Disease |  | 0 | 0 | 1 |  | 23 | 4.3 |
| Preventive Medicine |  | 0 | 0 | 0 |  | 47 | 0.0 |
| Psychology of Sport and Exercise |  | 0 | 0 | 1 |  | 51 | 2.0 |
| Research Quarterly for Exercise and Sport |  | 1 | 1 | 2 |  | 29 | 13.8 |
|  |  |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |
| Note that some fellows may serve on more than one journal. |  |  |  |  |
|  |  |  |  |  |  |  |  |