

Appendix 1: Interview Guide for 2012 Qualitative Study on Identity Formation of University of California San Francisco School of Medicine’s Faculty Developers from 2007-2012

Interview Guide

Date Interview ID: Interviewer:

Thank you for agreeing to participate in this study about professional identity formation of faculty developers. You are free to refuse to answer any questions at any time in the interview and to stop the interview if you wish. As a reminder, your responses will be recorded, transcribed and stored with a code number, which is designed to protect confidentiality. All comments used in a report will not be identifiable. Are you OK with this? Let us begin by turning on the recorders:

Question	Probes
1. How long have you been doing faculty development?	
2. What workshops did you offer in the UCSF faculty development program? What else have you done in faculty development since you left UCSF?	1) What is the content of your workshops? 2) How do you prepare for it? 3) How do you think about it (preparation; delivery; materials; strategies)? 4) How do you make changes? (if answers based on what worked or didn’t work—follow up how they know that) 5) Do you do this offering for other than UCSF?
3. Why do you do faculty development?	1) What do you personally get out of this activity? (keep exploring) 2) Do you develop new skills? 3) Do you enjoy doing this for the greater good of the community? 4) Does it develop a broader network of colleagues?
4. Once you have given the workshop, how do you interact with participants who attended?	1) Do you follow-up with participants in any way? 2) If so, how? What have been the results?
5. How does your workshop influence your interactions with others? a. Patients b. Students/residents c. peers	1) Do you draw on the content of your workshop in your own teaching? 2) Which aspects of your teaching responsibilities have been affected by your faculty development activities? Curriculum development? Instructional strategies? Assessment? Mentoring? Leadership?

Supplemental Digital Appendix 1 for O’Sullivan PS and Irby DM. Identity Formation of Occasional Faculty Developers in Medical Education: A Qualitative Study. Acad Med. 2014.

	<p>3) Remember to do as a follow-up: What impact does the use of this content have on your patients, learners, colleagues?</p> <p>4) How has this changed your workplace?</p>
6. What are your various professional roles? How do you align your roles as a faculty developer with your other roles?	<p>1) There are several models (overlapping, integrated, compartmentalized): which one sounds most like you? If you were to draw a Venn diagram, how would it look? Describe the overlap and/or integration</p> <p>2) How do you think about it?</p>
<p>7. How has being a faculty developer fit into your career trajectory as a faculty member?</p> <p>a. Within school</p> <p>b. Within department</p> <p>c. Externally (other universities, professional organizations; government agencies, non-profits)</p>	<p>1) When did you first start thinking of yourself as an educator who helps others get better (near peers, peers)?</p> <p>2) How do you feel about the identity as a faculty developer?</p> <p>3) How has it become part of your career trajectory?</p> <p>4) How do you conceptualize it?</p> <p>5) Does this influence how others see you?</p> <p>6) Does this change your relationship with others?</p> <p>7) How does this impact your status in various groups?</p> <p>8) What is your individualized learning plan as a faculty developer? How are you planning to develop yourself as a faculty developer?</p>
8. How does the environment in which faculty development occurs at UCSF influence your work?	<p>1) What kind of a community does it create?</p> <p>2) How does the work you do on your topic provide you with an approach that can be applied to other areas?</p> <p>3) How much do you pick up and incorporate from other faculty developers?</p> <p>4) How do you get better as a faculty developer? What do you try to keep in mind when observing others?</p>
9. Do you see your role as mentoring others in Faculty development?	<p>1) Who has mentored you in faculty development?</p> <p>2) Are there people whom you seek to emulate as faculty developers?</p> <p>3) If so, who? What specifically do you seek?</p> <p>4) Does your assessment of your own strengths, limitations and approach place priority on what you are seeking from others?</p>

Supplemental Digital Appendix 1 for O’Sullivan PS and Irby DM. Identity Formation of Occasional Faculty Developers in Medical Education: A Qualitative Study. Acad Med. 2014.

	5) Do you mentor others in faculty development?
10. To sum up, how would you describe your professional identity?	<div>1) How do the roles of faculty developer, educational leaders, scholar, mentor connect with your professional identity?</div> <div>2) What else would you care to share about the way you view your professional identity?</div>