

Supplemental Digital Appendix 1

Focus Group Protocol, From a Qualitative Focus Group Exploration of How Participants Maintain Educator Identity After Graduating From Longitudinal Faculty Development Programs, at Four Medical Schools, 2015^a

Faculty development community of practice:

1. How did your participation in a longitudinal faculty development program impact you?
 - a. How did it impact the way you view yourself as an educator?
 - b. How did it impact your professional relationships?
 - c. How did it impact your productivity, i.e. your involvement in educational tasks, activities and scholarship?
 - d. How did it impact your satisfaction at work?
 - e. How did it impact your desire to stay involved in academic medicine?

After participation in a longitudinal faculty development program:

1. Immediately following direct participation in a longitudinal faculty development program, how confident were you that you would be able to accomplish or apply what you learned to your workplace?
2. What did you do to maintain and build upon the things you learned and accomplished in the longitudinal faculty development program?
 - a. How did you maintain your identity as an educator
 - b. How did you create a sphere of like-minded individuals who speak the same language, share common expertise and engage in similar tasks?
 - c. How did you maintain your involvement in educational activities?

Reflection on reentry following direct participation in a longitudinal faculty development program:

1. Upon completion of a longitudinal faculty development program did you recognize a reentry period into the workplace?
 - a. How did it feel?
2. Upon reentry into the workplace how was your institutional culture supportive of your new knowledge and skills?
 - a. How was it unsupportive?
 - b. How could your institution have been more supportive?

3. How has your institution supported you in developing a community of like-minded individuals?
 - a. Who are your mentors and coaches in your institution?
 - b. Who do you network with?
4. How has your institution been supportive of your teaching practices and activities within your teaching contexts?

Is there anything else you would like to share about your experience reentering the workplace following direct participation in a longitudinal faculty development program and the factors that helped or hindered your application of your new knowledge and skills within your specific workplace context?

^aUniversity of Washington, University of California San Francisco, University of California Los Angeles, and University of New Mexico.

Supplemental Digital Appendix 2

Code Book and Thematic Categories, From a Qualitative Focus Group Exploration of How Participants Maintain Educator Identity After Graduating From Longitudinal Faculty Development Programs at Four Medical Schools, 2015^a

Theme	Subtheme	Category	Definition
Identity			How individuals view themselves, how they are viewed by others and how they present themselves to other
	Confidence		A personal sense that they are good or able to succeed in their educational endeavors
	Competence		Viewing themselves as more competent
		Assessment of Learners	Feeling more equipped to assess learners as a result of participating in the faculty development program
		Awareness of Education-Related Opportunities	Expansion of faculty member's definition of medical education, the resources available and the opportunities to get involved
		Evaluation of Teaching	Being more self reflective and evaluative of their own teaching
		Career Focus on Education	Career becoming more focused on education as a direct result of participating in the faculty development program
		Curriculum Development	Developing or assessing curriculum as a result of participating in the faculty development program
		Education Leadership and Administration	More involvement in educational leadership and administration as a direct result of participating in the faculty development program
		Faculty Development	Becoming more involved in faculty development as a result of participating in the faculty development program
		Scholarship	Being more involved in educational innovations or primary research as a result of participating in the faculty development program
		Learned Expectations for Faculty	A new understanding of the institutional and/or departmental expectations for faculty while in the faculty development program

	Credibility		Faculty members' sense of feeling legitimate
	Language		A new way of communication, either written or spoken, as it pertains to medical education
	Personal Growth		Personal development
	Satisfaction		Feeling pleased or displeased in their role as a faculty member
	Self Perception		Any narrative a faculty member articulates about the kind of person they are
Context			The unique, large context that an individual faculty member experiences, composed of many different sub-contexts
	Community of Practice		Learning alongside colleagues with a common interest, by sharing experiences and expertise towards professional development though ongoing feedback in a safe environment. Also to include the lack of a Learning Community
	Competing Demands		Tension between different demands as a faculty member
	Competing Identities		Tension between clinical identity and its obligations and an educational identity and education related endeavors
	External Support		External alignment with feelings of value, legitimacy, recognition and validation (as opposed to external resources)
	Frustration		Having new knowledge or skill that is unable to be implemented or applied
	Institutional Barrier		Lack of an institutional level assignment of resources that directly impacts the graduate
	Institutional Facilitator		An institutional level assignment of resources that directly benefits the graduate
	Lack of External Support		Lack of external alignment with feelings of value, legitimacy, recognition and validation (as opposed to a lack of external resources)
	New Expectations		New expectations of themselves or those thrust upon them by other
	Promotion		Any description of the process to getting promoted, how teaching scholars may have impacted that process and how they talked about their experience about promotion afterwards.

	Transition		Any time period that involves change within the environment for the graduate
Agency			
	Curriculum Development		A faculty member's involvement in the development or assessment of curriculum
	Leadership		A faculty members leadership roles or responsibilities
	Mentoring and Advising		Having a personal development relationship with a less experienced colleague
	Mentorship		A description of or a desire for a personal developmental relationship with a more experienced colleague
	Networking		Any narrative that includes a discussion of connecting with or mutually engaging with people within the institution and beyond after graduation from the program.
	Projects		Educational endeavors initiated, continued or completed after the faculty development program but as a result of participating in it
	Sharing Expertise		Sharing new knowledge or skill explicitly with others

^aUniversity of Washington, University of California San Francisco, University of California Los Angeles, and University of New Mexico.