This interview guide evolved over the four years of fieldwork. The questions on collective identity, border species, and feminization were asked only after those themes emerged in the initial phase of data collection.

These questions were also not used as a rigid structure in the interviews; my meetings with students were conversational, allowing them to discuss what they felt was most important. This approach helped to build trust and rapport and allowed for more inductive analyses.

**INTERVIEW GUIDE**

To begin, could I get your verbal consent that I have your permission to record this interview?

**HISTORY**

- Which vet program are you in?
- What is your year in your vet program?
- In your own words, what is a veterinarian to you?
- What made you decide to become a veterinarian?
- What past experiences do you have with animals?
- What are some experiences you’ve had with animals in vet school that stand out to you?

**TRACKING**

- Could you explain the tracking system that is in place in your program?
- Which track are you following?
• What made you choose your track?
• Do you see a difference in the curriculum in the different tracks?
• Do you see a difference in the students who choose different tracks?
• Why do you think the tracking system is in place?
• What do you think about the other track?
• What do you think the other track feels about your track?

ANIMAL RELATIONSHIPS

• What type of species do you mainly work with in school or will work with in your practice?
• How did you feel about the species that you work with before coming to school?
• How do you feel about the species that you work with now?
• Do you think that your view of or feelings toward these animals have changed throughout vet school? How so?
• Can you walk me through the key milestones of veterinary education? Which species are used in these key teaching points?
• Have you ever had to perform any type of procedure on an animal that was difficult for you? And how did you handle this?
• What do you think is the general public’s perception of the species that you work with? Can you give some examples of this evidence?

COLLECTIVE IDENTITY

• If you could say that veterinary students have a collective identity, a shared sense of who they are and what their role is, what would you say it is?
• Do all vet students share this identity? Even across tracks?
• If it differs, how so?
• Any techniques for maintaining the identity?

BORDER SPECIES

• Are there species who do not fit neatly into the tracking categories?
• Which ones?
• How are they dealt with?
• Does this affect how students perceive them? Treat them?
FEMINIZATION

• Women currently make up the majority of veterinary students. This was a rapid and dramatic shift. What has been your experience in a highly feminized field?
• Do you think gender matters?
• Are the tracks gendered?
• What about the animals?

Lastly,
• What are your career plans for after you finish your education?
• Is it alright to contact you with any follow-up questions I might have?

And please, if anything comes to your mind that you would like to add, contact me.

Thank you.