

Mindsets / Grit Is Weighted: False Description Mindset would be about one's beliefs/thoughts about their ability to overcome a challenge. If something is challenging do they say, "I'll never get this, I am no good at biology." Or do they say something like, "I just need some more time in the lab and I think I can figure it out." In essence, is a challenge a barrier that inhibits progress, or is it an obstacle that needs to be navigated around with effort. Do participants talk about exhibiting consistent effort over time? This would be mindset.

Excerpt - Document: 1001 Ann Interview 1 102820.docx, Position: 7794-8132

It was kind of like, well, the way they described it is like a sisterhood. So, it definitely kind of like, felt like that. It was just, I always had, like, it was a lot of group work, a lot of collaboration working together, you know, like helping each other. So that's kind of, it's just a sisterhood with all the girls that were in my..

Excerpt - Document: 1001 Ann Interview 1 102820.docx, Position: 14161-15000

Um, so I have, I have like, kind of like just my major CS, uh, computer science. I have smart with a question mark. Uh, so I kind of had like a [INAUDIBLE]

JS: *What is the smart question mark mean?*

P1001: *Well, when you, when I tell people I'm like, when someone asks me, what are you doing in school? Or like, my family asks me, what are you doing in school? I, you know, and I say, Oh, I'm majoring in computer science. A lot of people like the most common response that I get is, Oh, you're like, you must be so smart doing that. You know, like you, you're really smart. You know, it's kind of just a lot of people kind of just telling me that like, Oh, like you're, you're smart, but then sort of more so of a personal thing where I'm just kind of like, am I really like, you know, like, is it kind of a subjective type thing? So yeah.*

Excerpt - Document: 1001 Ann Interview 1 102820.docx, Position: 15128-16041

expectations I wrote down.

JS: *Okay. What's that mean?*

P1001: *Um, it's kind of, uh, it's tied to also like my family, but as well as kind of just like I mentioned earlier more so I guess my, um, we call it my major in my classes as a whole, like this, I sort of feel like this expectation to kind of be like perfect in a way, like just expectations of, I am a computer science student, but I'm also a woman. So it's kind of just like feeling like, like I mentioned earlier, like the need to kind of be perfect and having these expectations that I place upon myself as well as kind of not like, uh, explicit expectations from others, but still kind of just feeling like, Oh, is this, you know, like, it's kind of just like how I feel, so, yeah. That makes sense.*

JS: *Thank you. Um, do you have descriptors on there tied to your race?*

P1001: *Yeah, I'm Hispanic. I'm half Colombian and half um, like white, so, yeah.*

Excerpt - Document: 1002 Ella Interview 1 103020.docx, Position: 4714-5815

Tell me about a time in your STEM life. That is really the highest point in your STEM life at a time when you were just so happy and felt good about your participation in STEM.

Ella: *Definitely that would happen during college. Uh, when I first entered the program that I'm in for mercy, I didn't do too well in the first few classes, so I would have to retake them. But then the second time that I took them, and I finally understood everything, and I was able to see like connecting all the dots, that was a great experience for me. I'm like, Oh, I'm not stupid. Like, this is a difficult thing to learn, but I somehow managed to get it the second time around, at least. So, I think that's one of the things that drew me to STEM. It's like, it's not an easy field, no one has ever said, it's going to be easy. But the feeling you get when you finally like understand everything and connect all the dots and like other students will sometimes come to me and ask me for help. And it's like, you understand this better than we do. So being able to also help other people connect the dots that same way.*

Excerpt - Document: 1002 Ella Interview 1 103020.docx, Position: 26958-28426

how effective have you been at advocating for yourself? Let's say like, if you were to rate it, you know, 1 being least effective, but um, 10 being the most effective and you know, standing up for yourself in STEM, where would you be on that?

Ella: Uh, hitting me with the hard questions. Uh, probably say maybe at around a 6. I I'm definitely getting better at standing up for myself, especially when it comes to certain professors, but some of the negative experiences I've had before have definitely hindered my ability to do that.

JS: Why is the score not lower than 6?

Ella: Cause I definitely feel like I've made some baby steps compared to the way that I was when I was younger, when I was like very shy and meek and quiet, I've definitely made some progress.

JS: Why not higher than 6?

Ella: Cause I can't really like stand up for myself without anxiety taking over.

JS: Okay. Um, you're anxious when you have to, um, stand up for yourself in situations where you believe, um, you need, you need to. Um, that makes me ask the next question, you know, um, what are some goals you could set to improve in this area to stand up for yourself?

Ella: I think it would just have to be a confidence boost, honestly.

JS: What would boost your confidence?

Ella: Maybe fighting for smaller things? I feel like if you like fight for smaller things and you have a bunch of small wins under your belt, it makes it easier to go for like the tougher boss. If that makes sense.

Excerpt - Document: 1012 tina interview 3 121420.docx, Position: 27954-28425

Um, if I was to pick a word, I'd say is like motivating. Um, you know, in spite of the fact that it's being challenges, there's also been positive results. So, um, you know, we just, it makes you feel like, you know, whatever dream you have, just go for it, go for it. And just putting the work, stay consistent, you know, be a good person, be kind to others. And eventually it would all come together. There are times where it looks weak, but it would all come together.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 3843-4124

but at least like the way I feel about it, it's kind of, um, need for me to prove myself essentially, you know, like I go into these courses and it's like, I'm the only girl. And it's like, I just have this, this need to prove myself. And I set really high expectations for myself.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 13420-13779

I'm pretty satisfied with like my STEM life, because I mean like, obviously, like I think there are things that I could, you know, I myself could improve on, but that kind of contributes to, you know, my expectations of myself and all of that. Um, but you know, I, I do feel like I have a lot to learn, but that's kind of, I mean, you know, always learning.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 14618-14966

e. Um, definitely just kind of being, you know, just in general, just being a woman in STEM and just kind of, um, like I mentioned earlier, just kind of feeling like I need to prove myself. I'm just kind of somewhat worried about having to, you know, having to feel it for like, well, like, cause it's sucky, but you know, there's kind of like that

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 24280-24582

I like to say I live off of spite. Um, for me it's just kind of feeling like, you know, just kind of pulling myself up by the bootstraps. It's like, you know what, screw it, I'm going to do it. You know, no one else is going to do it. I, not me. So, so it just kind of me working towards that. So yeah.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 26326-26599

Yeah, just the, uh, I don't know. It's yeah, it kind of contributes to, you know, like, I guess I contribute to my high expectations on myself and, you know, and just me trying to, I guess, not contribute to the whole, like, I guess like women can't be in STEM type thing.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 29088-29180

I guess like my way of coping with it is just kind of setting these expectations for myself

Excerpt - Document: 1004 S Interview 1 110320.docx, Position: 9593-9873

I guess after I came back, it just, it made me a better person in terms of a student. It made me extra hard pushing to make sure that I was doing good in my classes to make sure that I was on top of everything. Um, so coming back has definitely allowed me to improve as a student.

Excerpt - Document: 1004 S Interview 1 110320.docx, Position: 23717-23993

I think that that has allowed me to continue to stay motivated because if I don't something, um, I'm not one to give up. I'm one to once I understand it to keep going, because I feel as though if I have the capability, um, to understand that will allow me to just keep going.

Excerpt - Document: 1010 Fez Interview 1 111120.docx, Position: 13742-14037

So, it's definitely, um, different seeing that all of these, um, experiment done by primarily white people, um, has it, yeah, it has impacted me, but not necessarily in a positive or negative way, kind of just like, well, I need to show up for my community too and make changes for my community.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 5543-6595

Um, towards the first dip in my STEM lifeline, where it goes negative. The, um, the entry into my first college STEM class went down solely because I was juggling a lot at the time. I was working 30 hours a week, an internship as well as taking a full class load. And I had underestimated the workload involved with a STEM class just by way of basing it on what had, had been in the past and how it had sort of come naturally to me. So, I had assumed that this would come naturally transferring the mathematic skills that I really liked in school towards a technology-based method. Um, obviously I was taken surprise and taken surprise when it wasn't as easy as I thought, and I was really struggling with, uh, juggling everything. And so, I kind of had a dislike towards the class I was taking and, um, just was not so happy to go to class every day, just by way of not being used to the transition towards that. Um, definitely wasn't my favorite class. I definitely learned a lot, but it definitely was not any positive inclination towards that class

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 19379-20217

Do you have a label or identity related to how much you do stand up for yourself or others in the STEM?

Lily: Um, label in how so?

JS: I don't know, champions, fighter, I don't know, things like that.

Lily: I would say it's not so much that sort of label as, um, more so be in the label of being able to work through frustration. I feel like is a very good label for people in STEM that at least I've met, just because obviously not everything's going to work all the time. Not everything's going to give you the exact answer all the time. It's very, time-consuming, it's very frustrating at times. And sometimes you just have to walk away for a little bit and come back with a clear mind. So, I feel like that would be the label. I would give myself where people in STEM is being bullheaded enough to stick with it, when it gets harder.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 3632-4375

time when you felt a lot of negative emotions like sadness, despair, and fear and anger about STEM?

Frances: *Definitely recently, it's kind of funny to say, because I'm like a whole bio major, but, um, recently, you know, college is like a big thing. Your grades really matter and stuff. And when I started taking science in college, you know, it's a little more rigorous. This is when I realized that, um, it's not that I can't do it. It's more that I didn't have the correct habits and way of studying to get me to where I know that I can be. And so definitely recently is when I started just going up from that lowest point, because I'm like trying to learn from my mistakes and trying to like, just look at what I can do better, but yeah.*

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 4835-5586

I'm a sophomore now and last semester for my second semester, for freshman year, I took anatomy fizz. That class along with statistics was such a, it was so challenging. It was definitely, I was over here thinking like, you know, Oh my gosh, I'm so excited. I can't wait. And then all of a sudden, I take it. And that's when I started wondering like, can I do this? Is this for me? And it was definitely a point where I felt really low about myself because I noticed myself, um, not want to do my work anymore. I noticed myself not be so interested in reading, beyond the textbooks and stuff. And I, I started zoning out during lectures. I think like the belief in myself was so low that I just couldn't focus that much on the actual content anymore.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 6675-7031

just give me a synopsis about what it was like for you to do this.
Frances: *Um, I kind of got a little emotional kind of doing it because I guess it gave me like a good look of how I view myself. And in the beginning, like, you know, the, the first, um, words that I had written down, like quickly, like, boom, boom, boom were very negative towards myself.*

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 12051-13274

What's your relationship to counseling or school counseling regarding STEM?
Frances: *I think it's important.*
JS: *Why?*
Frances: *Because STEM can get really hard, you know? Um, it's not easy. And even if I've met a lot of people who are, who, who likes them and are part of the STEM and they have like science classes or math classes, and even if you love a subject, it doesn't necessarily make the subject any easier. So, I think it just gives you more grit and perseverance to like, Oh, I really want to do this. But I think sometimes it can get too much. Like, for example, right now I'm taking gen chem, gen bio and labs for that. And calculus, it can get a lot each, each, um, subject is just important in its own way. So, even if you can't just like leave one out and study for one more than the other. So, I think counseling and cause for me, I, I remember like I would get really, really stressed. And again, I would do the thing where I would procrastinate and not want to look at the textbook and not want to do anything to do with it again. And I recently, even though it was really hard for me, I recently actually, um, started getting counseling with Mercy to, to help me with, um, the way I deal with my stress.*

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 15606-15953

what actions do you take to be successful in STEM yourself?
Frances: *Um, definitely again, counseling when I need it, or even if I feel like I don't need it. I think it's still important. Um, finding the right habits, the right mindset, putting yourself around a good social community of people, you know, you know, that you can trust and talk to.*

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 17141-17458

what would happen if you were not successful in STEM
Frances: *By not successful? What does that mean? Like I don't pass?*
JS: *Yeah, you can't succeed.*
Frances: *I think there's always a way to succeed. I don't see that. There's a way to fail. If, if you want it enough, then you can get it. That kind of idea.*

JS: Okay.

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 4111-4628

What are some recommendations that you have for other STEM students right now?

Kate: *Um, like in general or with, um, classes?*

JS: *Um, either or, or both.*

Kate: *Um, definitely to start planning out each day, how you, what you want to achieve during the day, um, write down what things you want to get done. Don't just say it in your head because when you write it down, it becomes more of a concrete idea and a concrete goal. I mean, those are really the things I've, I've started telling myself, uh, recommendations.*

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 7297-7900

What kinds of things were you worried about regarding STEM during that time?

Kate: *I was definitely worried that I wasn't, um, smart enough to pursue something like that. I definitely thought that, um, it would take me a while to grasp the things I was learning, but I continued, and I learned that wasn't really the case. It was more of like you get what you put in, you get out of it, what you put into it.*

JS: *What does it mean?*

Kate: *Meaning like, um, if I put more work into it, I'll get more reward out of it. I put more hours studying into and then I'll understand better and do better on a test.*

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 12938-13343

How do you think having to deal with the challenge like that has impacted you as a person?

Kate: *I would definitely say that it has positively impacted me. Um, I'm not ashamed of the impact it has had on me over the years. It definitely made me realize that I'm capable of doing what I set my mind to and that, um, there's nothing I really can do if I don't tell myself I can't do it. If that makes sense.*

Excerpt - Document: 1003 Kate Interview 3 012521.docx, Position: 3255-3528

did you have any specific types of feelings as you were hearing those sorts of things being discussed?

Kate: *No, not really. I mean, it wasn't a, um, a problem. We had to deal with an overcome and it was more of just like, this is how it was going to be. And that was that.*

Excerpt - Document: 1003 Kate Interview 3 012521.docx, Position: 8718-8891

Usually when I struggle with a topic, I'll seek out help, but for the main part, I try to, um, I'll try to teach myself and overcome whatever it is surely with myself first.

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 5743-6134

How you view yourself as a STEM person during COVID?

Anna: *Um, yeah, definitely more like, um, passionate. I would say it's making me more, um, like look into myself and before I would just do a lot of different things, um, without like concentrating what I'm doing, but now on like more concentrated on what I'm doing and how I'm doing it. And, um, it's actually making me a better student.*

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 6169-6215

Yeah. It's making me a more effective student.

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 6318-7492

To not give up and to not let things that come like, like things that are, you feel like are hardships, take them as lessons and use them to improve yourself because you only learn from hardships

and like, coronavirus is really big and it was like a change that everyone had to undergo and you should see things like, like the coronavirus as something that you can use to improve yourself. And, um, yeah, like don't let it come and make you, um, feel like, Oh, now there's a bad time in your life. Like, yes, there is a bad time, but, um, have like a way to get over that obstacle and use it to like, you know how you say, like you find a way around something. So, do it like that. Like, um, the coronavirus really affected everyone. So, if you are like the person to come out of your comfort zone and find a different way to do things, I think that will really help you change as a person as well. It will make you better. Like you'll later on, if you have any problems in the future, you'll know like, Oh, during the coronavirus, I was able to do this and I got out of the problems and I should use that and like use that in a way as well, to help you with other problems.

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 7657-9941

So, I would say, um, even though like you should, um, be very resourceful and, um, use things to your advantage because, um, tutoring, like I said, for me, tutoring, wasn't working out too well, but then like for this semester I did, um, sign up for tutoring as well to help with one of my computer and app software classes. And I like made an appointment before my test and I made an appointment like one week before. So, like, if I still needed more help, I can make another appointment. And when I was like, it's like, when you're in, when you're, um, talking with your tutor, um, it, you're actually thinking more than you studying by yourself. And you can just ask any questions and it's easier, like you're on the internet and you can just ask any questions. If you don't feel comfortable sharing, like showing your face, um, you can do that as well. You're like very, more comfortable and make sure you use all the resources you have on campus and even online. And, um, like I said, make a, like a to-do list for all your classes, all the homework that you have, and you don't have to do all of it at once. Like, like you can be like Monday, I'll try to get this done Tuesday. I'll try to get this done. And if you don't get something done, don't feel overwhelmed and just focus on the things that you have done, like be positive about it. And you'll see, like, as you continue on, it will definitely make a change for you. And you'll be more happier, like as a student. And, um, if you need any help, make sure you ask your friends as well, because I'm pretty sure they'll be confused as well about certain things, like something that they might not understand you might know and something you don't understand, they might know. And if you something you both don't understand, make sure you ask your professor because that's what they're there for. And if they don't like, if you have any problems with your professor, I would say, talk to like your counselor or someone about it because professors are there to help you. And, um, you should use them as your resource as well. And if they don't help you, then make sure you contact someone about it. Um, and yeah. Ask your friends, make to do lists. Ask your professors, do tutoring. Um, also, um, if you're at home and you're

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 15069-15866

Um, not really. I was not worried. Um, I just, when I was younger, I just wanted a good job and a good career that I would like, it wasn't like, Oh, I like wouldn't want to be in a certain job that I didn't like, or I would be like, if I joined a math career or, um, like something like that, it would, it wouldn't haunt me or something. I just, uh, wanting to make a good choice that I will be happy with. And I would be passionate about while I'm doing that job. So, nothing really scared me. I just wanted to be, I was open-minded to anything, honestly, that would come my way and grab my attention. And I'm still like, open-minded about it cause I'm still in my sophomore year. So, um, I'm open to any opportunities that are coming to my way that will help to pave the path to my final career.

Excerpt - Document: 1007 Anna Interview 2 111220.docx, Position: 21432-22188

The, the little graph I made yesterday, it's definitely increasing my experience with science is definitely increasing and I'm learning more as a person and I expect it to keep increasing and have a positive effect on as well. Um, yeah, because there's just like, um, in STEM you can combine a lot of subjects in your career, like math and English and computer. Like you need to know all of that. When you are in a science-related career, you need to know how to use the computer, how to put in the data

graphs, that's math, um, reading, research, all of that it's like included within. And it's like, if you're doing one, if you choose science, everything else is connected. If you choose math, everything's connected. Like they're all connected together.

Excerpt - Document: 1008 Mary Interview 2 121020.docx, Position: 8582-8956

ow do you believe COVID has impacted how you view your effectiveness in STEM and if you think you've already answered it, that's okay.

Mary: No, it's okay. Um, I can definitely just say a comment about, um, I guess it just made me more of a hard worker and that's kind of like a downfall at the same time, because like I said earlier, all my time is just consumed by school

Excerpt - Document: 1008 Mary Interview 2 121020.docx, Position: 9207-10842

What are some recommendations that you have for other STEM students during this time?

Mary: I would definitely say that during this time now I would take out a piece of paper. And if somebody asks me, what's the first, who's the first person that comes to mind that you're going to want to call when things are tough, write their name down. And then on the next thing somebody asked me, what is something that I would do when I'm in a situation where I'm just sad, I'm feeling down on motivated, whatever that may be, and then write that thing down and then have that piece of paper with you wherever you go, and just keep it on you, just like how everybody can keep their phone on them, or have, you know, any electronic device that they're using with them. Keep that piece of paper. And whenever, specifically for STEM students, because God knows, I know how difficult it can be, and there's going to be a lot of downfalls, especially during a time like this during COVID times, open up that piece of paper and look back at it when you're feeling down and sad and unmotivated. And you just feel like switching your degree or you're feeling like this test is really taking a toll on you mentally and do what that paper says, because that's when you wrote those things down, when you were a clear level headed during that time, you know, and definitely use that your advantage call, that person, do that activity, whatever it may be, and just take a step back from everything just for the moment to, you know, just get back into a balance to balance yourself out mentally and physically, because this can really take a toll on someone.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 2619-3708

COVID impacted you in general as a person?

Ella: I feel like I'm a lot more depressed nowadays. Like I used to be like, Oh, you know, I don't really like people all that much. And now it's like, I, I am very starved for interaction with other people. Um, but also with, with going outside and interacting with other people, I see so many people not wearing their mask and not taking the proper precautions. And I'm like, yeah, no, I genuinely don't like any of these people. So just I'm in a much darker mindset than I was before. Uh, especially looking at other people who, some of them even being in the STEM field, I've seen nurses before that are like not wearing their mask properly, or they're like hugging each other and not taking proper precautions. And I'm just like, I don't, this is going to sound messed up, but like, I don't want to like live anymore if I'm going to be surrounded by this much stupidity, because this could have all been resolved if people just wore their masks and follow the proper guidelines and no one is a good chunk of the population isn't doing that.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 10326-10716

With regards to COVID?

JS: Participating in the study, you mentioned just reflecting more about yourself that was important to you.

Ella: Yeah. Reflecting more on setting goals. Um, I just want to overall see this as a time to kind of talk things out and hopefully that'll help me compartmentalize and organize things better in my mind and hopefully allow me to better cope with everything.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 12500-12550
trying to keep that mental health up. Like I said.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 12594-13473
What kinds of things interested you or excited you about STEM during puberty and adolescence?

Ella: Just seeing everything as a puzzle. Cause I, one of my biggest fears is failure. So, being told that I'm wrong, but then in science failure, isn't always necessarily seen as a bad thing. Like if an experiment goes wrong, it's like, cool we disprove that. That's great. We can cancel that out. Um, and science is constantly proving itself wrong with, uh, innovations and seeing how different things connect and being able to test things in the past that we haven't been able to discover new ways to test DNA discovering new inventions. So., I guess that kind of helps cause science kind of takes away from the fear of failure is like, it's not necessarily a failure. It's just, you've eliminated that process from the list. We know that that doesn't work. Move on to the next one.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 15932-17015
Are you open to forming new STEM relationships?
Ella: Of course. I've always been trying to help new students getting into the program, sharing whatever information I can get.
JS: Okay. Has that changed over time?
Ella: I would say it's changed since the beginning. Uh, because in the beginning. I was very closed off and I kind of didn't want to share any of my study guides with people because, uh, you know, there's a constant rumor about STEM. Like everything is super competitive, but that very much depends on the program. Um, and then there was also my issue with my, the professor and my classmates, but that happened very early on before I was like super into the program that I'm in now. But I feel like that probably caused me to kind of not want to be as open with other people in the STEM field. Um, but after a while I just kind of figured, you know what, I'm not going to judge everyone based off of this one thing. Um, I don't like those people mind you, but I don't like the person. Not necessarily like the relation to STEM or how they, how they're connected to me.

Excerpt - Document: 1010 Fez interview 3 212100.docx, Position: 6834-7521
Like, that's it, like you have to work harder things aren't handed to you. Um, so it definitely pushed me to become a harder worker. And even now like playing soccer at Mercy college, I played with a lot of majority of my team um, they're white and they have money and they're very affluent. So, even within that, now that I see it, it's very interesting, the different mentalities that we have for different work ethics. And I mean, I'm grateful for it. I'm grateful that I was able to like, turn my spite into like, okay, that's it, you know, it's not their fault that they have money. It's not your fault you don't have money, but you just got to work harder and that's pretty much it

Excerpt - Document: 1010 Fez interview 3 212100.docx, Position: 7565-9003
eah. Yeah. So, um, I mean, I guess it's like the immigrant Brown perspective of you like, starting and I mean, starting in this country, you're already, like, I like to think about it like levels, like the way you're born, I guess kind of like in a caste system really. And like when you're, you're a minority, you're an immigrant and, um, you don't have money. You're already like starting at a lower level than people that are born in this country with, um, affluent parents. So, it's like, it's kind of like a race. I want to think about it. Um, not necessarily we're racing each other, but we're just kind of racing in our lives. And when you, you know, with things impeding you from being up high, then you have to find a way to work to that. And I guess that's like that defines how my parents taught me all my work ethic and how important it is. Um, and also too, I think like being, being a child of immigrants, it's like, you know, they tell you the stories about how they moved and like how hard it was. And like, it feels kind of guilty for you to not work at least half as hard as they did, because you're just like, my parents really gave up a lot of

stuff to move to this country and like what I'm just going to sit around and like do nothing. And that's like a lot of guilt that anytime I do something, you know, I receive like better grades. Um, it feels very guilty just because of how hard they worked for me to be here.

Excerpt - Document: 1010 Fez interview 3 212100.docx, Position: 34895-35317

Um, yeah, by standing up for myself, it would be again, like doing my work, um, standing up for others, pushing them to do their work, pushing them to like, be a good student. Cause that's what they like want we want to be. That's part of who we want to be as big as students. I don't think anybody is in our class trying to fail it. I think everybody wants to do well. So, I guess pushing myself to therefore push others.

Excerpt - Document: 1010 Fez interview 3 212100.docx, Position: 37546-38436

Um, I think the fact that I'm doing it, um, you know, like I always think about maybe this isn't for me, maybe I'm meant for more of like some social sciences, like my brother pursued like psychology. Um, I think that's honestly like easier, but I think the fact that I, who knows, who knows, like I hope I graduate. I think I will just because I want to, but I think the fact that I even decided to pursue it is like something that a lot of people never expected for me, um, that given my status it's not expected. Um, and like, I guess proving, proving that idea that a minority with very low-income wage can do it. Um, and I guess like that, that goes to like my cousins, um, my cousins in Mexico that didn't pursue like high school, um, like kind of like we can do it guys, like if you really want to, you can and like money doesn't matter. Um, like you can do it if you really want to.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 160-1330

I'd like to begin talking about COVID and the impact it's having on you. Um, can you tell me about and how it's impacting your learning?

Jane: Um, it's definitely a lot more learning I have to do on my own rather than getting more support from my teachers, just because of distance. Um, so it's a lot harder to just have a face-to-face conversation and have a professor like write out what I need if I'm like not understanding something. So, there's a lot more on my end, just trying to figure out what I can do to learn to the best of my ability. And then my mom's a nurse, so it's been very crazy.

JS: What's it like trying to learn online more independently?

Jane: Um, it's a lot of learning how to be more disciplined because I am more of a person who procrastinates and honestly the majority of the students. So other students I've talked to, they've also had to learn how to be more disciplined, um, because it's all on us and getting on our computers every day and getting somewhat dressed. So, um, it's really just about being, learning to be disciplined in making sure we meet all those deadlines because we don't have a classroom physically going to every day.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 1335-2539

How has COVID impacted your ability to collaborate with your STEM classmates?

Jane: Oh, so much because we used to do in every business course I had, we will always have a project throughout the whole semester and I've always put those projects on my resume based on experience that I can talk to 'em during an interview, tell them about a project I did as a real-world experience. Um, and so we've always had something we've had a project that we were able to translate what we're learning into a real-life figure or something of the sorts. However, the professor did it. Um, so I haven't been able to actually collaborate with others and how they're thinking of things. And now it's just learning the content and turning in assignments. So, it's taken away a lot of that collaboration and presenting and working with the team. And now it's just all me on the side of the computer.

JS: How has it impacted you as a person in general?

Jane: Um, I think I would want already a very, um, what's the word, um, introverted person. That was the word I was looking for. Um, so it hasn't really changed myself that much. I've kind of just are figuring out how to be more disciplined with myself in my own house.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 4182-5952

JS: *Okay. Thank you. Um, let's see. What are some recommendations that you have for other STEM students during this time?*

Jane: *Recommendations I have for some students during this time? Um, I would say number one, make sure you're working on your procrastination cause I know that at least among the people I was around at, um, Mercy college, we all procrastinated all the way till the last minute. Um, so making sure you're writing down deadlines, if you weren't a calendar person before you kind of need to figure out how to be a calendar person now. So, you're making sure you meet those requirements because you're not interacting with your professors as much. And then being able to, especially if you're introverted, to be able to make sure you're at least reaching out to one or two friends that you felt close with before, or at least in one of your classes so that you can at least feel a little bit more connected. So, when it starts to get hard or like towards the end were finals are making sure you're reaching out to those individuals to keep you motivated when it gets harder. And you're stuck in your house more.*

JS: *You've talked about doing more independent work on your own. How does that impact how you view your effectiveness in getting things done as a STEM student?*

Jane: *Um, I feel like I do actually get an equivalent of things done. Um, but it's just more taking boxes that are like, Oh, it's done onto the next one. Rather when I was in, in class, we were working on a long project, so it was like short-term goals and now it's just kind of, oh, that's gone on to the next, Oh, that's not. So, it's kind of almost like it's turned my college view into a high school view again where you're just turning in assignments and leaving for the day.*

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 24740-26217

were there times that you had an easier, hard time accepting yourself as a STEM student?

Jane: *Um, definitely in the past year or so. I just, when I was starting to do like the data analytics major, um, so sometimes it was kind of hard to believe. And even now sometimes when I'm taking, I think about, Oh, I have to work for the state of class in the state of class, in the state of class. I'm like, wow, what did I get myself into? And I just think about, um, like just the challenge I put on myself, but it's something that's really good for me. So again, just going back to the back of my head, knowing how good this will be in the future.*

JS: *And has that changed over time?*

Jane: *Um, it has definitely just in the past like year or so. It just was that little, it doesn't go down or up or anything, but it's like very slightly moved.*

JS: *So, what does that mean? What do you think that means that it's not going up and down, up, and down? It's sort of just slightly under there.*

Jane: *Yeah. Just like little hill, um, just depending on the mood I'm in and, um, what I'm having to do in class and how I'm feeling about, um, just speaking with my professors and reaching out to them. So, um, I think there's a lot of different factors, especially with not being in class. Um, so, and then the, just mental behind it and since it wasn't something, um, so like I expressed in the past, it wasn't something I originally wanted to do, but I wanted to push myself to understand.*

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 28663-29412

what types of things have helped you deal with challenges and negative experiences in STEM?

Jane: *Um, I feel like I have just my support system through my, um, through my friends in school and then, um, going to my professors I'm really, um, with the challenge of learning concepts and then just my support system at home have really helped me in different types of challenges I've had during STEM. So, um, mentally, if I'm struggling with, can I do this or is this worth it? Um, my family support system or my friend, um, college friends and then learning concepts. I feel like I can go to my professors, but it's just hard again through zoom and such to really have them help me sometimes it's really inefficient. Um, zoom call's very inefficient.*

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 4250-6100

a time in your STEM life that was the highest point a time when you were just so happy and felt good about your participation in STEM.

Anna: Okay. So I don't think I was the happiest, but, um, but like, um, last week I think we did, I was in my bio lab class and we did a dissection of a pig and I was at first very scared to do it. Like, I don't know, like I never dissected anything before. And then when she was handing out like the little piglets, I was like, okay, I can do this. So, then I just took the pig and then I started. And as soon as I started, like, I, it was different, but like, I don't know. Like I felt like I needed to try something new, like get out of my comfort zone, I would say and try something new and like dissecting a pig was like, in my point of view, it was something very new to me. And yeah, it was like kind of a high point for me because I never did anything like that before. And it opened my mind to like how, um, complex organisms can be. And also in the same bio lab class, we did, um, like we used the microscopes and we looked into like tiny microorganisms and it was just so cool because we were one of the ones I remember it was like, you look into the microscope and you can see like the little eyes on one of the organism. And it was just so cool to me. I'm like, you know, very fascinated by that. So, I know my majors like biology and stuff, but like, um, yeah, I wanted to like know and look more into the science part, but for like math and technology, like, I don't have that much experience, but I am taking a technology class this semester and I'm learning a lot about how to use a computer then just the basics, like, um, like PowerPoint, Excel, word document, you know, all the more important, um, things that we should know about computer at a high point for me right now, I guess I would say.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 6175-7073

tell me about a time in your STEM life, that is really the lowest point in your STEM life at a time when you felt a lot of negative emotions like sadness, despair, fear, or maybe even anger about participating in STEM.

Anna: Um, I actually, there is not like a low point. I'm always like the type person to keep on going, trying to learn more. Like, I feel like when I don't have opportunities or when I don't have like things to do or what path I should take for my career, that would be like my low point. Like when I'm confused about what path I should take or something like that. But when I am like involved in some like community, um, activity, or like some something that I'm engaged in, like, I, I will feel like, um, like I don't know, like I didn't really have a low point. I always thought like, um, increasing my, my knowledge of science. So, I don't know if you understand what I mean.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 15023-15784

one, um, identity that you didn't list was your gender. Is there a particular reason why you didn't write down female?

Anna: Uh, no. I mean, I don't have a, like, I mean, actually I should have wrote down female because in, in our society it's like female are not given that much opportunity. So being a female in my family, being able to accel and have a good career in science is it's going to motivate and inspire other people in my family. And maybe even like, when I'm doing my job, people see me and the fact that I'm a Muslim and you know, it might inspire them to also do something in science and help make a change in other people's lives. So, I should have wrote down female because....

JS: You can write it down still.

Anna: Okay. I'll write it down.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 22801-24275

Why have you decided to study science and, uh, you know, you find it to be something that's a part, a big part of your life.

Anna: Okay. So, for one thing it's very big on, like, there's a lot of different paths and routes you can take. So, it's like if I go to medical school or if I have a field in science in particular, like if I want to be a

doctor; it's like a career that is needed for like forever. So like, if you, if you pick a career that, you know, people might not need, you might be jobless or something, but if you pick a career in science, you'll always know that there's opportunity or like some job that you'll end up finding and you'll be able to continue like your life and not have to start all over again, pick a different, you know, like a different topic and a different, um, subject in school to focus on. And um like, there is a lot of, um, like jobs out there I would say. And, um, most of them are making a lot of improvements. And, um, I think, yeah, also personal reasons because I wanted to help my dad and also other people who are sick and be motivated because there's not a lot of doctors in my family. I think I'm going to be like the first one, like first generation. That's what motivates me to continuing to be what I want to be. And like, I know I want to go to med school, but like, I'm not like a hundred percent sure what I'm going to do after I go to med school, but I'm pretty sure I'm going to have to make up my mind after that.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 27707-28904

How effective have you been at, um, advocating for yourself in STEM from one to ten where one is least effective up to ten, which is most effective?

Anna: Um, I would say I'm like a seven right now.

JS: Why not higher?

Anna: Um, because sometimes I feel like, um, sometimes I feel like science is really hard. Sometimes. I feel like there's like whenever I look into Stine, there's a lot of things, a lot of formulas, a lot of methods and like things that we have to study and people say med school is hard, which kind of brings it down. But like, you know, like I said, everyone has their own experience, so I'm not going to let that influence my decision. And, um, um, I think that number will go up for sure, because I just have to be more motivated for myself.

JS: Thank you. Why is the number not lower?

Anna: I think if it were lower than I wouldn't choose this career, I wouldn't choose this. I always need to be like a five or higher. You know what I mean? Like if it's five or lower, like there's no point of view. That means you're not, you're not even considering that you shouldn't consider it because you're not passionate about it.

JS: So, a lack of passion is what it is.

Anna: Yep.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 10367-10943

don't tend to ask for help. Uh, I tend to kind of try and fix a lot of stuff on my own than to try and I I'm trying to explain. Thanks guys. Um, uh, right. Like, uh, an example is like last semester I had this one assignment that I was struggling with. I could not get this program to work and, you know, I was like stressing over it and it was like, it was a lot, it was a lot of work and I was like, I kind of like bounced some ideas off my friends, but I didn't go to like my classmates or my professor or anything like that. I just kind of tried to work it out on my own.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 31440-31932

How do they affect me as a STEM student? It, it kind of makes me want to like to work harder. It kind of makes me want to succeed. Um, cause I think I mentioned this in our first interview. I am a unicorn, you know, you don't really see someone like me a lot. Uh, yeah. Like queer Hispanic women in tech. It's like, it's not really there as far as I can say. Um, so just kind of, I do want to succeed. I do want to, um, you know, I, I want to grow, and I want to like start my career in this.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 16753-17613

How do you feel about your STEM life? Are you satisfied?

Fez: Never. I probably will never be satisfied with my STEM life. I will die. And I'm like, wait, what, what was the other stuff? And this like cycle, um, yeah, I probably will be never satisfied. And I think that's, that's great because I think the moment you're satisfied, and STEM is the moment you gave up. Um,

there's so much to learn. Like, that's the thing about, like, it's a language there's so much to learn and it's so many different groups and within those groups, it's like, okay, well you think, you know it, well, you don't know this, you know? And, um, I guess the only way I'll be sad is fine is if I'm, I'm still going, I'm still trying to learn. And I'm still learning, not just trying to learn like how I feel like I am in school, but like literally learning, absorbing the material.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 29199-31848

Thank you. Just, just a few more questions. How has it been shared or how has it been to share with me a little bit about your STEM identity as a female?

Fez: Oh my God. It's been so beautiful. Um, I like actually cried after last session. Not good, not bad. I was wow. You know, like a lot of reflecting. Um, I love to reflect, I mean, this is honestly I wanted to do this research because one, I think research is beautiful. And two, I was like, I'm going to discover a lot of things about myself that like, I might've forgotten and it's going to be good and it's going to be bad and it's going to be beautiful. Um, and it's, it's has been, um, I talk about a lot of things that I'm like, Whoa, that was kind of a hidden trauma, like right now about, um, my teacher in high school. I like forgot about that. I forgot about how I felt, how he made me feel, not necessarily, um, purposeful, but how he, how his attitude and ego really affected me as a student. Um, and how I hope to never do that to students. Um, but you know, at the same time him doing that to me, not seeing, but just him having a high ego made me a better student, but that's the route I chose to take. I chose to take the route of like, I'm going to learn this because like, I want to like show to him that I understand this too, that it's not just him that understands this chemistry, it's myself as well, but, and that's showing me something awesome about my character, you know, that like, I won't give up. Even if you think you're smarter than me, like, I'm going to prove to you, like I can learn this too. Like, um, and so that was cool. Like I literally forgot. I felt that way. I don't even know. I didn't even know. I felt that way until right now. Like I remember that situation, but I was like, wait, that's really how I feel. And like organic chemistry man. Like it really torn me apart. And I was thinking about that and that was making me sad. And I don't know, it's just, it's also like beautiful out then a moment. Like I'm going to get past, I'm going to get through this organic chemistry phase and I'm going to get to whatever I need to get to. And I'm going to hold that as like one of my very hard challenges and I'm going to inspire people to get through their challenges because like, if I hopefully become a teacher that I really hope to, like, I'm going to tell kids, like guys, like I did really bad in organic chemistry, like, please do not let this, like get you down. Like, I'm I, like, I'm not a special case of having A's and going to like an amazing university, like, you know, like, I'm kind of just like you guys, like, um, just like everyone.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 15000-15358

n math right now, um, I am not advocating for myself because I feel like I can take it on, on my own. And um, I want to see if I'm able to do so. So, I am just trying to, you know, do it on my own, take more time off to study, um, practice and just see if I comprehend it. And if I am giving myself a week, because at the end of the daytime waits for no one.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 16398-16631

I'm really, I'm a really big pusher for my friends. Like, listen, if you want to do something, if there's something that you need to do, I'm going to be that friend in your ear telling you to go get it done. That's just me personally

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 24989-25343

From our personal and professional relationships, I am looking for growth. I want everyone around me to grow and, you know, be the best version of themselves a lot is going on in the world. And a lot of changes, um, is happening in my circle in particular. So, I just want, um, everyone to be their best selves. Everyone be blessed. Happy and successful.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 28599-29056

Yeah, I guess just, just staying dedicated. Um, at least for me personally, um, there's a lot of, it's a lot of things that, you know, happen just in day-to-day life, you know, saying that can affect your, you know, your mental stability and you doing what you need to do to ensure that you are successful when you are your best self. So, it was just a matter of, um, standing devoted, keeping that drive, and not letting anything get in the way of success.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 3394-3732

Um, I would say that some people who are minority, they don't, they don't sorry. Um, they don't feel like STEM for them or that it can ever do something regarding STEM because they're like, quote, unquote not good at it. Or, or like they feel that they, they won't ever get to that level because it hasn't been, you know, exposed to them.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 13699-13899

I think, cause they would see, you know, themselves in that person and then that person can make it then I guess it kind of like would make them help them think that, Hey, then they can do it as well.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 14101-14633

I still think there's, if somebody like goes to the community and talks about it, that it will bring exposure, but, um, I think it will help if it comes from somebody that like, they can, they can see themselves in, if they, if it comes from somebody that's not really, you know, like of them then, you know, um, they may just think like, Oh, like they may just find this like thing, like, Oh, that's nice. But you know, not me. Like they may just kind of separate themselves from, from being like them because of those differences.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 15963-16392

Um, I actually have a goal to get closer with my professors that are in the STEM and like try to take classes that they would have that classes that I would take, that they would have as well, like a better relationship with them. So that I know that if I do have a problem here or, or for anything that I have somebody to talk to and like these are for, towards professors that, you know, like make me feel comfortable and yeah.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17134-17635

Um, I think it's inspired me to be, to be, to still take this route. Like, like being an immigrant and other guys are female. You don't, I know that as an immigrant, like there's already this kind of like pressure to like succeed in whatever I do. And I guess inspires me and motivates me to like get through like hardships that I can face in STEM. And as a female, like, I feel inspired to be a female and in STEM because I know that that's something that's, you know, needs to be more advocated for.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17765-17824

it motivates me and it kind of like pushes me to work hard

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17847-18633

Like when, when things start to get difficult and, um, or stressful. And I kind like doing these like times when I get stressful and stuff stressed and I don't want to, you know, put in as much effort as I should. Like, I, it reminds me that being a female and being an immigrant, it reminds me that, um, It just kind of reminds me to hard because like the position that I am in is very, that I'm lucky to be in the position I'm in to be, to be in a, like, for example, like in a, you know, a college that cares about the minorities in the school or a college that has like resources, um, a lot of resources towards STEM and other related stuff. I'm like lucky to be in this position. And so, I should take the opportunities and what I do because a lot of people don't have what I have.

Excerpt - Document: 1004 S Interview 2 110520.docx, Position: 3764-4187

I still want to go into my career. Um, it's definitely made me feel like super motivated to continue doing what I, what I'm doing, because even though it's a little bit, um, intimidating to go into such a vigorous career; it's, it's still like, you know, cause being confined to inside or not going to school, it still makes me passionate about what I want to do. So, it still motivates me to continue going into my career.

Excerpt - Document: 1004 S Interview 2 110520.docx, Position: 19443-20038

because when I went to Hunter, it literally me feel like I lost it all in terms of my career for my medical field and everything of that. So, it just made me feel as though I wasn't completely there, um, or feeling as though I should change it. Um, but when I came back to mercy, I just went straight into it, made sure that I was doing everything I needed to do and making sure that everything was accounted for, in terms of me preparing myself for the future. Um, so I can say that's why it's definitely changed over the years. I could say that I'm much more hardworking now than I was before.

Excerpt - Document: 1004 S Interview 2 110520.docx, Position: 26970-27355

Um, it's definitely made me go a lot harder in terms of getting the things that I wanted out of a future and not of success. Um, it's definitely made me more motivated. It's definitely made me feel like I can't back down now after everything that's been taken for granted, I can't continue to take advantage of opportunities and feeling as though I'm not getting anything out of them.

Excerpt - Document: 1004 S Interview 2 110520.docx, Position: 32659-33180

Um, I, um, definitely rejected myself as a STEM student there. Like, um, I really started to question like, is this the field for me? Um, am I making the right choice? Is there other things I'm better at or that I should be doing, but that true self-acceptance came back to me when I came back to Mercy. Um, it made me feel confident what I wanted to do. It made me feel as though, yeah, I could definitely do this now. You know, I have all the support behind me. Um, you know, I'm not by myself anymore. I'm not lonely.

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 5942-7920

Tell me about a time in your STEM life. That was the lowest point in your STEM life story. A time when you felt a lot of negative emotions like sadness, despair, fear, or anger about participating in STEM.

Jane: Hmm. I probably felt that in the beginning. And then, well, I guess more towards when I first started the data analytics class, because I didn't know what I was getting into at first. And it was really frustrating and challenging in the beginning, but like I said, it immediately came back out in the end as it started to come back together. And I really started to learn, um, what I needed to learn data analytics. So, it was just me overcoming that, um, knowledge barrier, honestly.

JS: Can you tell me more about it?

Jane: Well, there was things like I said, she didn't give us much information and I believe it was just how she wanted to teach the course, um, where we went off on our own, um. Sorry. Where we went off on our own and took the data and just had to figure out how to work with it, to find results for the answer we needed. Um, for overall projects. So, I believe ours with Airbnb. It was, um, what are some innovative strategies that Marriott can do to effectively compete with Airbnb? Um, so we were given a bunch of data on Airbnb and we're just, and it was just random things like first name of the owner of the Airbnb, last name, their number associated with Airbnb. And then there was a few things that we found that we could actually work with. But, at first, we didn't know that we were just like, what do we even do with this? Like, what do we do with our first name does that matter? And since she didn't give us lectures on specific stuff like that, um, it was really challenging, and we spent so much time working on it. So, there was a lot of

times where I was like, is this really what I need to do? Am I really meant to do something in math and continue down this path, but I kept going and it was a very rewarding process. And then,

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 10567-11727

I'm in college, and I'm a data analytics, and marketing major.

JS: *Yeah. Yeah.*

Jane: *So that's a huge part of who I am right now. Um, I'm always in class and people know I'm really hard working with that. So, um, just a big part of who I am, because that's what I spend most of my time doing right now. And then from there I did server because that is my actual job right now. Um, and it's something I've been doing for about two years now. Um, and it's actually been really rewarding as well. Um, just really learning hard work and customer service skills that can be applied to, um, the soft skills of any job I have, whether it's indeed analytics or marketing or both. Um, and then from there I did female, um, cause there is a decent amount of males and a Linux and even marketing. I mean any, anywhere you go. Um, so I do pride myself about am a female, um, trying to do this and we'll make it happen. And then I did focus as a more descriptive one, um, because I'm so focused on my goals and, um, achieving a job in data analytics or marketing. Um, and I've been applying for a lot of internships right now, and just really focused on achieving my goals.*

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 18365-18500

Was there a word that you talked about you said was one of your identities, like working harder, pushing yourself-

Jane: *Being focused.*

Excerpt - Document: 1014 susan interview 3 121520.docx, Position: 24644-25627

Um, so for people who do feel, um, feel less than, um, or people who are in an environment when, where people do make them feel less than, um, I think it's really important for females and minorities, um, or, um, people with a different sexual orientation to come out, um, in STEM and make sure they're someone important and prevalent to show other people that yeah, you can do it no matter like who you are, um, what you look like. It doesn't matter what matters is your brain and your intelligence. Um, and that doesn't change whether you're a man, whether you're a female, whether you're gay, whether you're black, whether you're Hispanic, it doesn't matter. Um, what matters is, um, how hard you work and, um, it shows people like, like some people that grew up in poverty and it all shows people like that. Like even though you're in poverty, you can definitely make it. Um, don't let your socioeconomic status, um, leave you feeling like you cannot do anything because you can.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 6565-7118

Usually um, usually sometimes, like when I talk to not my parents, but my aunts. Um, I have to like stand up for myself cause they sometimes don't agree like with what I'm doing or they think that, um, when I'm chasing, you know, is it's too much or it's too much time. Or sometimes even some of my ex-friends that I'm not friends with anymore. They'd be like, Oh, the career chasing is so long. Why don't you chase the shorter one and so forth. Um, but I would have to like explain that, you know, I could chase a shorter career, but in what I'm doing,

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 13335-14241

Definitely um, in all my classes and, and all the faculty mentor meetings I've had, I've always been told, you know, if something goes awry or if there's something have a problem with it's okay to complain because at the end of the day I am, I am still well for higher ed and college. Now that's what I'm paying for. It's not all free. Um, and that, you know, I have all the resources here and if I'm paying for them to use them more, if something's going wrong, you know, if a professor isn't up to par to what they should be, I should be complaining because at the end of the day, I am paying to be able to take these classes, um, or just, you know, it's, it doesn't service me to not learn. Um, I come here to learn, to learn

more ideas, to build upon ideas. And yeah, I've always been told by, by the faculty that I meet with and work with that, that, or I've been taught to always advocate for myself.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 14861-15529

I feel like maybe definitely having, um, uh, help seeking like behaviors, maybe growth mindset class, because a lot of growth mindset and help seeking behaviors is, is seeking out for help being able to advocate for yourself, being able to take a stand. Um, a lot of that is what comprises those to train like mindsets. And I feel like they're very, very important. Um, I know that it's, it's recent, that we've been delving into, into this, but I think that it, it is tremendous and it helps a lot and you learn a lot from it. I know I recently attended a help seeking behaviors, workshop and a growth mindset workshop, and it was just great. I learned a lot from it.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 15559-16060

Um, they were offered, they were offered by team STEM. Um, I know that, um, the directors, they, they like, they, um, they sort of put it together, um, and yeah, like who they sent her an invitation, whoever could attend attended, and I attended and it was, and I got a lot from it and it was really, really great. And I think having those sort of workshops, or even a class like a seminar class, um, regarding, uh, regarding, um, those mindsets, I think it would be really, really helpful to students

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 21895-22962

Definitely, like I've mentioned before in my interviews, my number one goal is to get into medical school. That's always been my goal since entering high school. Um, that's like my ultimate, my ultimate life goal, my second life goal would be definitely maybe educating myself or in getting into more of public health. I know that that's, that field has interests me the more I've, I've furthered into schooling and my career and with everything that's going on, you know, public health is a crisis. Healthcare is a crisis that we need to focus on. So, definitely delving or getting into that somehow and beginning a master's in public health would be something that I could consider or even do. Um, and like my, at the end of the day, my ultimate goal is to it's to not only be a doctor and, and get my medical license, but I also, I want to, in a way, give back to the academic community that I've been part of. And I want to teach the next generation. I want to, I want to be able to guide students' journeys. That's another goal. I've, I've set up for myself too.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 25600-26512

Salient for me would definitely be maybe like, definitely not. Maybe definitely would be of course the community I belong to, I was raised, um, and a little bit of the female part, because as I said, growing up, it was always, you know, male, this male that you have to be a male or this, you know, um, sometimes when I would do things or, and my brother would do things, um, my brother would get an easier punishment or, or get walked off, but I would have to get scrutinized. Why, because I'm a female, um, and so forth. It would sort of like, you know, men have more freedom and women are more restricted. So having to, to work through that, having to like, you know, approve myself, um, and let people know, you know, like, yeah, I may not be male, but I can do so many things that men can do. If men can do it, then I could do it. Um, and yeah, those are definitely, I wouldn't say I've had to work through.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 29791-30795

Yeah, no, it's honestly, the workshops are like the best. There's so much fun. I love doing workshops. Um, I'm currently, I think I'm in and I are going to, uh, going to do another workshop next semester. Um, having to do with like a lot of growth mind. Uh, I know that, um, we're going to speak at a, I think a growth mindset workshop that I think we're holding again. So hopefully, you know, I'll do that, but I know that me and I think me and others are supposed to hold another, like peer to peer one. Cause we like to have, you know, of course faculty like you, um, who students can learn about a lot. Um, we'd love to have those workshops, but we also like to have, you know, like peer to peer. So that way it's like

more intimate, um, students are afraid to talk and that way, like when we have those workshops, we get to know like what students want or what, or what students need and that way we can reflect on it. And then we can like create, you know, faculty workshops that will address that.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 4935-5518

Um, at first, I got like, like before I was, I had a bit of self-doubt with it. I was doubting my ability as a STEM student, but then as time went on, I viewed myself as a better STEM student, because if I can work with these challenges now to learn the skills that I need to learn, I'll be more effective in the future when obviously situations, uh, ease up and we're in a, in a post COVID situation, I'll be able to handle difficult situations because I was thrown them earlier on in my STEM education in college. So, I'll be able to handle them better in the workforce afterwards.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 8800-10060

In terms of finding role models within STEM. It was mainly in the advanced math and science tracks that I was on in school. Um, naturally in the advanced courses, you, you have a lot of time with the professor, with the teachers in, in high school, specifically that I worked with that you spend more time with them after school, just understanding the concepts and those classes had mandatory weekend classes that I had to take every so often. So, I spent a lot of time with those teachers and I just naturally being assigned to their class and wanting to learn and expressing the fact that I was interested in those math and science classes. I, I connected with those teachers more and they just became natural mentors. It, it was just something where I had happened to connect with them after being assigned to their class. I hadn't seek them out outside of that class. I wouldn't probably have been introduced to them without taking those classes. And it just was that we connected based off of mutual interest and I'd always cared heavily about my grades in school. So, being a concern student and wanting to make sure I got those positive grades, I communicated a lot with those professors and just happened to connect with them on a mentor mentee level.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 13425-13724

Yes. I am always looking to talk to more individuals within the field, learn more about their, their insights as, um, everybody has something that they can bring to the table and it's just learning how to, to find the people that will best fit. And so, yes, I'm open to new mentorship relationships.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 13764-14227

Yes. Um, I more so go with the flow of if I, if I'm able to connect with somebody with those interests. Um, I don't believe I've had a real hard cutting, cut and dry mentor, mentee relationship. I think it's more so been those loosely based ones. And I think part of that is just because I haven't settled down permanently in New York yet. So, it's just the sense that not to start any permanent mentor mentee relationships until I have that permanence behind it.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 14529-15223

I'm satisfied, but also, I know that where I stand currently, um, I'll be in a better spot in three to six months from now, too, as well as I try to go back in person for school. So, I don't believe I can rate it too high, just because in terms of relativity, I know that I'm going to be in a better spot in a few months in, in perspective, I'm satisfied where I am now, but I'm looking forward to where it can go in the future. And I'm looking forward to not only being back in the classroom in person, but also being able to graduate and execute STEM in the real world and in a professional manner every day where it's not just learning in a classroom, but being able to be hands-on on a job.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 10756-11198

You know, I liked how difficult it was and that's why I really, I guess I stuck with it because everything else, um, wasn't really challenging for me. Um, so when I did go into earth science

and I got like my first 80, I was so mad, but I wanted to get a higher grade. So, I worked super hard for it. And I think that's why I like science so much because it doesn't come easily. To me, it's something that I have to work for. And I like that.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 15384-15545

don't think so. I think that I, my maturity, my maturity level just had changed. So, I think that I see more importance in my, my studies now than I did before.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 22706-23954

se I started out in the veterinary field, like I said before, and it was something that I worked for like three years and I thought that was it. Like, that was my career path. Like I wasn't going to change my mind. And then I was sitting in my veterinary 101 class and I was hating every second of it. And I was so scared because I didn't want to drop the class because then it would have a w on my transcript. However, I didn't want to sit in the class either. And then on top of that, I was confused because I was like, if I don't do this, what else is there for me? Um, cause I never looked into any other field and I didn't know anything else about anything. So, I was so nervous about that. However, I ended up dropping the class and I took the W on my transcript because I was so unhappy. But, um, once I, it took me a while to figure out what I wanted, really. I was just taking my gen ed classes, um, for my first semester. And then my second semester I did the same thing. I just kept going with my cause I switched to a biology degree. I came in with a veterinary science degree. Um, but after like, after time, like I was fine. I don't know if I'm getting into a different question. However, that was definitely the scariest part for me.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 24241-25327

Yeah. Um, like I said before, I'm super afraid of failure. Um, I think it's something that I'm still struggling with, but I think that my time at mercy has really helped me come a little bit, a little, I say a little cause I'm still really afraid, but, um, like to term with it because I realized that, um, we're not perfect. I can't be a perfect STEM student. Um, but yeah, it, it helped me definitely cope with failure just because I didn't know. I was so afraid. I think that was like one of the scariest things I've ever done in my life. And it's not even that scary. I'm like telling you. And you're probably like, that's not scary. My professor, my professor was telling me that she got her PhD when she turned 50 years old. She's like, don't worry about this stuff. And I'm like, I'm so worried. What if I make the wrong choice? And then I go into a career path that I hate and then I can't go back and that's what scares me. But, um, I think that mercy is helping me realize that it's not too scary. And even if I did make the wrong choice, I can always go back and do it again.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 31376-31598

think just a positive mindset to be completely honest. And the people around me cause a positive mindset will get you so far. Sometimes you really do need someone else to tell you that, Oh, it's going to be okay. You know?

Excerpt - Document: 1004 S interview 3 122120.docx, Position: 1586-1979

Um, it makes me feel motivated. Um, it definitely makes it so that I'm so much more determined, um, in order to get successful and be the doctor that I want to be. Um, it also wants me to inspire others to do the same because you know, if one can do it, I'm pretty sure the rest of us can. So yeah, it, it does make me feel a lot more focused and determined to just keep going from where I am.

Excerpt - Document: 1004 S interview 3 122120.docx, Position: 4737-5121

I feel like only the only help that I would need is through asking questions in class. And I think that from that I'm showing, you know, that, that, that that's okay that, you know, in order to obtain the knowledge that you want. So, you have to ask questions and I feel like you asking questions is powerful. So, I don't see as like asking for help. I see as gaining more knowledge.

Excerpt - Document: 1004 S interview 3 122120.docx, Position: 10921-11621

Um, yeah, I feel like since there aren't a lot of black female, you know, STEM experts or black female doctors, it just makes me want to continuously go and push harder and be more than I am currently. Um, I feel like it just puts, it just makes me try to put myself on a pedestal, um, in front of others when I feel like I need to prove myself. Um, I could say through that way, especially because I am in the minority in terms of like homosexuality as well, that, that pushes me even farther on the scale of wanting to be, you know, make more for myself and make a name and make sure that I'm definitely successful because we need to be represented. We need to be represented in more ways than one.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 3741-4366

Oh, yeah. Sorry. So, like I said, um, like when I started getting bad grades and really like, I guess like negatively impacted me, but then when I remind myself that like times right now, aren't normal times that we were going to do a pandemic and it's literally like crazy outside. I just, I don't try to let it negatively impact me. So, whenever I get, like whenever I get, um, for example, like a test grade that I, I feel like I wouldn't have gotten if it wasn't during COVID times um, although I would feel like I could do better. I still think that, especially during times right now that I know that I'm doing my best.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 20841-21407

Um, it definitely showed me that I was going to need to try a little harder and study a little harder for my research topics. And it showed to me that like, what works for me Like I know that I couldn't just read off the textbook that did not work for me. I needed to watch a video is I needed to, you know, get a tutor. I needed to talk to my peers. I noticed that that helped me more than just, you know, trying to read off of the textbook. So, it really, um, it kind of taught me like how to have some grit when it comes to like, um, like harder topics and stuff.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 26003-26450

I just didn't pay attention to it, although it, like, although it did make me upset, I know to myself that I try that, I try very hard. I know to myself that, you know, like I I've worked hard to get to where I am, so that, that kind of just gives me confidence that, you know, like they could think that it's fine, I guess. But I know to myself that like that, you know, I, I have done my best to get here, and it wasn't just because I was Asian.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 27867-28196

When during, you know, I guess during high school, I just started to learn not to really care what others thought I started to learn. Like, you know, like if I do this people are going to say something like, I also played the piano, there's this like, stereotype with like, um, Asians, like, and like they're really good at piano

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 1251-1476

I was able to cope with it. And now I, I do like this, this version of online learning, but of course I definitely want to go back to campus and definitely like, see my professors and actually learn actively in the classroom.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 5712-5947

Um, but I was able to of course, like still get back on, still be able to do what I need to do. And yeah, I think that's, that's, uh, it just showed me that, um, if I can get through this, I can get through, I can get through anything.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 19081-19476

I would say sometimes like when things get hard for me, um, I usually get into a mode where I'm like, okay, um, maybe I can't do this. Um, I had like a moment in this semester, um, which I'm all proud of, but, um, I had a moment where I was just like reflecting and thinking, you know, maybe I'm not meant for this. Maybe I'm not meant to be a doctor. Maybe I'm not meant to even be in science.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 23185-24005

coming into STEM, I learned that, you know, that's, that's just not how it is. Um, you have to research, you have to keep going at it to get an answer. Um, sometimes you do something once you get one answer and the next time you get another. Um, so yeah, so I feel like, um, a lot of that, you know, growth mindset saying that, you know, you need to try it again and again, you're not going to get it the first time has definitely, um, came in to, into like, um, how I approach things now, looking at STEM before it was just like an outside view because, you know, I didn't enter STEM fully. Um, but now being in that, that definitely I've seen that, you know, a lot of critical thinking, a lot of trial and error, a lot of trying and trying again, and a lot of growth mindset, um, is what comprises like a part of STEM.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 29956-30306

I would say definitely at my low points, like struggling with, um, what I had to do or, um, struggling with not getting accepted into, into something or not getting the best grade that I thought I would, I would feel like I would just, like, I hate that about myself. I would just say that, you know, like while, like, maybe I'm not meant to be this.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 30307-30654

Um, but you know, I'm definitely correcting on that. Sometimes I'm supposed to fail. Sometimes I am supposed to have these low points and because then they make the high points so much greater and, um, it just helps just failures helps students shape themselves and it helps them see what they did wrong and what they can do to correct themselves.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 30754-31091

I definitely I've learned to, to, to not accept failure, but to be, to be okay with, you know, maybe not succeeding always. Um, because like, I just think about it, like who in their, like in this world has always succeeded, like has, has never had a failure, has never had a high, has never had a low point. Nobody, we all have those.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 5255-5567

I advocate where I can, but as I gain more experience within the fields, I'll be able to, to recognize what I want to advocate for more passionately and put more movement behind that. But as I grow and I experience, uh, I, I deepen my understanding for being able to do that and accomplish it in a better method.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 6564-8076

Oh, well my summer internship, I was younger than everybody else in the age groups. And we had had a new boss who wasn't aware of that my hiring boss was aware of that. And I wanted to either come back to work again next summer, or, um, just get a full-time offer out of that position. And I knew that the only way to do that was to address the issues at hand of my, my graduation year, not being the same as everybody else in the program, but it was difficult because we were in a remote position and I was having to tell a senior leader within the company that I was not a perfect fit for their expectations. And it was a very, it was a very uncomfortable conversation, and they didn't really want to have, because I wanted the actions of my work over the summer to speak for it. But at the end of the day, them knowing my, my position in regard to age would ultimately affect the outcome of they were to offer me a position or invite me to come back. And it was, it was just an uncomfortable conversation that I feared having. And I wouldn't, I don't think I would have had, unless I had to have it and I had to have it because I was the

only person within the program to have those, those conditions. And I needed to speak up in order to get what I wanted. And I'm not very good at the career conversations obviously yet, because I just haven't had much experience in doing it. And I only book up on my behalf when I felt like there were no other options to exhaust in order to get my end result that I want.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14194-14897

Um, would probably have been this past semester in terms of grades. I felt that some of my, my tests, um, and in my STEM, classes were created, um, I basically got wrong answers when other people were marked right. For the same answers on some of my data tests. And I did not advocate for a grade change when I am looking back, I probably should have. Um, and I think part of it was just because one, I didn't feel as though I was able to make a personal connection with the professor where I was comfortable enough to go up to them just because we were remote. And it was just, uh, a different semester, obviously it didn't, I didn't go up and talk to them about the grade, just in general. Didn't I...

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14972-16173

Uh, yes. Just because I feel like talking to them in person regularly, I feel like having to pull them aside in person is easier to be like discussing the grade itself, um, and a one-on-one face-to-face conversation than it is via email. Um, and two, I just, I didn't know if it was going to come back as though he marked my answers wrong, or if he had marched the individual who I compared tests to after the fact getting what our grades were and our answers were, um, if the other individual would have been long and then just having to be wrong in that scenario made me kind of uncomfortable. And then I would have felt very embarrassed for the rest of the class. And, uh, just, I didn't have that personal connection to where I thought I could have that conversation. And I couldn't compare it with more individuals about the test because we weren't in person to compare. And I didn't know many individuals in my class, it, the online aspect of it just made me feel as though it wouldn't completely be successful. And I didn't necessarily want to take a chance of potentially, um, telling my professor that I thought that they were wrong in grading my tests for something that wasn't a sure thing.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 16657-17793

t through the experience of advocating for, for them and help trying to help them in my own way to be successful within the field. They, they didn't want to learn how to do it. They more so wanted me to do it for them. And I have no problem helping other people to, to learn experiences, but I don't, I didn't, I didn't reach out to that individual to, to write it for them. I reached out to help them learn a process so that they're able to do it on their own. And it, it became a situation where I was trying to advocate for them to learn. And they just felt, it felt like I was essentially being used in that situation to make it for them for free. I walked away from that situation because I just felt as though they didn't want to help themselves, they wanted it done for them. And that wasn't something that that's not within my morals in terms of being in STEM, being in business. It's, it's when I'll take the time to teach you, but I won't do it for you that why just think they weren't, they weren't open to it. And so, I walked away from that situation because I didn't think that they were in the right mindset to be helped.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 20013-21198

Um, I don't think that, that my identities have been, impacted me in terms of advocating for myself. I feel as though it's, it's just my general lack of knowledge. Sometimes that prevents me from doing that in terms of my skillset or just my general understanding of how career conversations go down or advocating for myself in terms of just kind of feeling uncomfortable when they come around. I feel as though everybody has those feelings and it's just me stopping myself from having those, because I'm because of my personality rather than, um, my, my identity. I, I don't necessarily think it's because of who I am physically. I think it's just my perception on things, um, that prevents that. And also, I just, I think it's, it's more, so the fact that I can be very shy and introverted, that prevents me from the advocacy rather than me as a woman, preventing myself from advocating, because I do believe that women have a place in

STEM. And I don't think that that's a limitation. So, I don't think that that defines what prevents me from having a strong advocacy. I think it's more so my, my unsuredness and just lack of willingness to act, unless I am sure that leads to that.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 30071-31397

In terms of work in STEM? I feel as though I just, I don't specifically know where I, what field I will end up in, but I know that because STEM has opened my mind on thinking processes, I can address problems more successfully and therefore be more open to the chances of success at different companies or opportunities. And so, my goal is not a specific field, but my goal to, to field search at the moment and have a load of different opportunities and experiences and exposures to better pin down where I want to go with my career and what that looks like, so that I can have a better picture and I can have better understanding and know what I want more because I don't feel as though, I know where I want to go specifically at this point. I don't feel like I'm supposed to know. I feel as though it's, I'm supposed to be in a trial-and-error situation at the moment, and which makes pinning down my goals, relatively difficult, but just having the goal of continuing to try and apply myself until I fit in to a certain spot in terms of, I'm satisfied with the work I do. I enjoy it. I like the discoveries that I make from it. I like going into work every day and experiencing the job that I'm doing. I think that is my goal right now to just try, try and fail a bunch of times to get to where eventually is right for me.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 31504-32792

My goals for professional relationships is to talk to different people within fields that I'm considering going and just trying to, to learn what drove them to, to stay in that field and shadow as many individuals professionally as possible so that I can help narrow down where I want to end up and not only make those professional relationships for myself, but to maintain them over time, because obviously professional relationships and networks are some of the most important things in today's business and STEM roles. And you can't do much without them because they, they speak to your character; they speak to your knowledge and background? And I think that my, my goals in terms of professional relationships is to make and maintain as many as possible to, but not only just as many as possible as many meaningful ones as possible, because there's a difference between a meaningful relationship and a relationship just to have connections. And it's not very fulfilling. And it does nothing for either person in the relationship. So, I think as many meaningful relationships within the industries as possible to help myself and to help others, because right now in the, in the business and STEM worlds, I'm the mentee, but eventually as I gain more experience, I'd become the mentor.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 32967-33422

Um, my, I guess my goals, my goals right now consists of becoming more comfortable with talking about myself and not putting it into the mindset that it's not full ragging necessarily, but it's, it's showing confidence in myself and finding out what that line is and where I feel comfortable talking about those things and just learning how to have effective career conversations that can get me into the doors and into the positions that I want to be in.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 34958-35918

Um, professionally I've had experiences that have noted that I'm definitely a female and it's, it's at first the lack of understanding that it's not typical to have those experiences and then learning that it's learning how to speak up and reject those situations and walk away from those situations and being okay with the repercussions of walking away with those situations that I've learned. Um, it's learning that you don't have to experience that, and you're not supposed to. And if anybody's going to make you walk it to make you experience those things, one, it's just, it's not a place where I want to be. And because I, I recognize that I don't want to be there. I'm okay with walking away from it. And I think learning, learning from that has definitely been one of the key moments in terms of identifying who I am

and recognizing that I have more power than I initially thought. And I'm able to say no, and I'm able to be okay with those situations.

Fixed Mindset Is Weighted: False Descriptionthe belief that qualities are carved in stone; success comes from innate ability.

Example: "I am just not good at math. I will never be able to pass calculus."

Excerpt - Document: 1013 GG Interview 1 111220.docx, Position: 36926-37552

Definitely that fixed mindset, fixed mindset definitely doesn't work. Uh, to me doesn't, um, you know, even, even if things get hard, you know, there's always a solution. I always try to advocate that even when I'm talking to students that I know, and they're like, I don't get this, or, you know, I'm starting to doubt myself or in that sense, um, I always tell them like, Hey, look, take a break, refresh, uh, go get a snack, maybe take a nap, or maybe do something else and go back to it and refresh your mind, go do something else. And then put yourself back into that mode. And maybe you'll look at something differently.

Excerpt - Document: 1002 Ella Interview 1 103020.docx, Position: 26958-28426

how effective have you been at advocating for yourself? Let's say like, if you were to rate it, you know, 1 being least effective, but um, 10 being the most effective and you know, standing up for yourself in STEM, where would you be on that?

Ella: Uh, hitting me with the hard questions. Uh, probably say maybe at around a 6. I'm definitely getting better at standing up for myself, especially when it comes to certain professors, but some of the negative experiences I've had before have definitely hindered my ability to do that.

JS: Why is the score not lower than 6?

Ella: Cause I definitely feel like I've made some baby steps compared to the way that I was when I was younger, when I was like very shy and meek and quiet, I've definitely made some progress.

JS: Why not higher than 6?

Ella: Cause I can't really like stand up for myself without anxiety taking over.

JS: Okay. Um, you're anxious when you have to, um, stand up for yourself in situations where you believe, um, you need, you need to. Um, that makes me ask the next question, you know, um, what are some goals you could set to improve in this area to stand up for yourself?

Ella: I think it would just have to be a confidence boost, honestly.

JS: What would boost your confidence?

Ella: Maybe fighting for smaller things? I feel like if you like fight for smaller things and you have a bunch of small wins under your belt, it makes it easier to go for like the tougher boss. If that makes sense.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 5543-6595

Um, towards the first dip in my STEM lifeline, where it goes negative. The, um, the entry into my first college STEM class went down solely because I was juggling a lot at the time. I was working 30 hours a week, an internship as well as taking a full class load. And I had underestimated the workload involved with a STEM class just by way of basing it on what had, had been in the past and how it had sort of come naturally to me. So, I had assumed that this would come naturally transferring the mathematic skills that I really liked in school towards a technology-based method. Um, obviously I was taken surprise and taken surprise when it wasn't as easy as I thought, and I was really struggling with, uh, juggling everything. And so, I kind of had a dislike towards the class I was taking and, um, just was not so happy to go to class every day, just by way of not being used to the transition towards that. Um, definitely wasn't my favorite class. I definitely learned a lot, but it definitely was not any positive inclination towards that class

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 4835-5586

I'm a sophomore now and last semester for my second semester, for freshman year, I took anatomy fizz. That class along with statistics was such a, it was so challenging. It was definitely, I was

over here thinking like, you know, Oh my gosh, I'm so excited. I can't wait. And then all of a sudden, I take it. And that's when I started wondering like, can I do this? Is this for me? And it was definitely a point where I felt really low about myself because I noticed myself, um, not want to do my work anymore. I noticed myself not be so interested in reading, beyond the textbooks and stuff. And I, I started zoning out during lectures. I think like the belief in myself was so low that I just couldn't focus that much on the actual content anymore.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 6675-7031

just give me a synopsis about what it was like for you to do this.

Frances: *Um, I kind of got a little emotional kind of doing it because I guess it gave me like a good look of how I view myself. And in the beginning, like, you know, the, the first, um, words that I had written down, like quickly, like, boom, boom, boom were very negative towards myself.*

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 7297-7900

What kinds of things were you worried about regarding STEM during that time?

Kate: *I was definitely worried that I wasn't, um, smart enough to pursue something like that. I definitely thought that, um, it would take me a while to grasp the things I was learning, but I continued, and I learned that wasn't really the case. It was more of like you get what you put in, you get out of it, what you put into it.*

JS: *What does it mean?*

Kate: *Meaning like, um, if I put more work into it, I'll get more reward out of it. I put more hours studying into and then I'll understand better and do better on a test.*

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 2619-3708

COVID impacted you in general as a person?

Ella: *I feel like I'm a lot more depressed nowadays. Like I used to be like, Oh, you know, I don't really like people all that much. And now it's like, I, I am very starved for interaction with other people. Um, but also with, with going outside and interacting with other people, I see so many people not wearing their mask and not taking the proper precautions. And I'm like, yeah, no, I genuinely don't like any of these people. So just I'm in a much darker mindset than I was before. Uh, especially looking at other people who, some of them even being in the STEM field, I've seen nurses before that are like not wearing their mask properly, or they're like hugging each other and not taking proper precautions. And I'm just like, I don't, this is going to sound messed up, but like, I don't want to like live anymore if I'm going to be surrounded by this much stupidity, because this could have all been resolved if people just wore their masks and follow the proper guidelines and no one is a good chunk of the population isn't doing that.*

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 15932-17015

Are you open to forming new STEM relationships?

Ella: *Of course. I've always been trying to help new students getting into the program, sharing whatever information I can get.*

JS: *Okay. Has that changed over time?*

Ella: *I would say it's changed since the beginning. Uh, because in the beginning, I was very closed off and I kind of didn't want to share any of my study guides with people because, uh, you know, there's a constant rumor about STEM. Like everything is super competitive, but that very much depends on the program. Um, and then there was also my issue with my, the professor and my classmates, but that happened very early on before I was like super into the program that I'm in now. But I feel like that probably caused me to kind of not want to be as open with other people in the STEM field. Um, but after a while I just kind of figured, you know what, I'm not going to judge everyone based off of this one thing. Um, I don't like those people mind you, but I don't like the person. Not necessarily like the relation to STEM or how they, how they're connected to me.*

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 4250-6100

a time in your STEM life that was the highest point a time when you were just so happy and felt good about your participation in STEM.

Anna: Okay. So I don't think I was the happiest, but, um, but like, um, last week I think we did, I was in my bio lab class and we did a dissection of a pig and I was at first very scared to do it. Like, I don't know, like I never dissected anything before. And then when she was handing out like the little piglets, I was like, okay, I can do this. So, then I just took the pig and then I started. And as soon as I started, like, I, it was different, but like, I don't know. Like I felt like I needed to try something new, like get out of my comfort zone, I would say and try something new and like dissecting a pig was like, in my point of view, it was something very new to me. And yeah, it was like kind of a high point for me because I never did anything like that before. And it opened my mind to like how, um, complex organisms can be. And also in the same bio lab class, we did, um, like we used the microscopes and we looked into like tiny microorganisms and it was just so cool because we were one of the ones I remember it was like, you look into the microscope and you can see like the little eyes on one of the organism. And it was just so cool to me. I'm like, you know, very fascinated by that. So, I know my majors like biology and stuff, but like, um, yeah, I wanted to like know and look more into the science part, but for like math and technology, like, I don't have that much experience, but I am taking a technology class this semester and I'm learning a lot about how to use a computer then just the basics, like, um, like PowerPoint, Excel, word document, you know, all the more important, um, things that we should know about computer at a high point for me right now, I guess I would say.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 3394-3732

Um, I would say that some people who are minority, they don't, they don't sorry. Um, they don't feel like STEM for them or that it can ever do something regarding STEM because they're like, quote, unquote not good at it. Or, or like they feel that they, they won't ever get to that level because it hasn't been, you know, exposed to them.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 19081-19476

I would say sometimes like when things get hard for me, um, I usually get into a mode where I'm like, okay, um, maybe I can't do this. Um, I had like a moment in this semester, um, which I'm all proud of, but, um, I had a moment where I was just like reflecting and thinking, you know, maybe I'm not meant for this. Maybe I'm not meant to be a doctor. Maybe I'm not meant to even be in science.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 29956-30306

I would say definitely at my low points, like struggling with, um, what I had to do or, um, struggling with not getting accepted into, into something or not getting the best grade that I thought I would, I would feel like I would just, like, I hate that about myself. I would just say that, you know, like while, like, maybe I'm not meant to be this.

Growth Mindset Is Weighted: False Description the belief that qualities are things that can be cultivated through efforts, strategy, or help from others; success comes from hard work and persistence.

Example: "Math is not my strongest subject, but I will be able to get through calculus by working hard and getting help from a peer tutor."

Excerpt - Document: 1013 GG Interview 1 111220.docx, Position: 6927-7056

I'm still young and you know, there's no rush for anything. That's what I've been learning. There's no rush for anything at all.

Excerpt - Document: 1013 GG Interview 1 111220.docx, Position: 13501-14141

And, but there I was just, I was naive. I was still young, and I just thought, maybe this isn't cut out for me. Maybe I'm not cut out for it. And there's been times, um, where even now I've

reflected, even after let's say a class or, um, an exam and I'm like, maybe I am not meant for this. Maybe I'm not supposed to be in STEM, but then I try to get myself out of that and look at all the positives that I've done and think that no, like if, if I have so many people who actually like tell me that I'm making a difference, especially many students that tell me that I helped make a difference for them. Then I am where I am supposed to be.

Excerpt - Document: 1013 GG Interview 1 111220.docx, Position: 36303-36876

Definitely. I believe, um, growth mindset having that, um, that, you know, sort of like keep going at it. There's not one way to go at things. Um, definitely that policy I've definitely learned that, um, there's multiple ways to get to an answer or even get close to an answer. Uh, there's no one set way. Um, especially in learning, I feel like there's no one set way in learning. Everybody learns differently. Um, and I've seen a lot of that, and I feel like that that has definitely, um, has been a policy that I've, that I've seen that works for both everybody in STEM,

Excerpt - Document: 1013 GG Interview 1 111220.docx, Position: 42071-42321

If I was not successful in STEM, I definitely say that I wouldn't give up. I would keep going. Cause I don't know, STEM is STEM to me is like my baby. It's like everything. And, um, my identity is in STEM and if it weren't for STEM, I wouldn't be GG.

Excerpt - Document: 1002 Ella Interview 1 103020.docx, Position: 4714-5815

Tell me about a time in your STEM life. That is really the highest point in your STEM life at a time when you were just so happy and felt good about your participation in STEM.
Ella: Definitely that would happen during college. Uh, when I first entered the program that I'm in for mercy, I didn't do too well in the first few classes, so I would have to retake them. But then the second time that I took them, and I finally understood everything, and I was able to see like connecting all the dots, that was a great experience for me. I'm like, Oh, I'm not stupid. Like, this is a difficult thing to learn, but I somehow managed to get it the second time around, at least. So, I think that's one of the things that drew me to STEM. It's like, it's not an easy field, no one has ever said, it's going to be easy. But the feeling you get when you finally like understand everything and connect all the dots and like other students will sometimes come to me and ask me for help. And it's like, you understand this better than we do. So being able to also help other people connect the dots that same way.

Excerpt - Document: 1002 Ella Interview 1 103020.docx, Position: 26958-28426

how effective have you been at advocating for yourself? Let's say like, if you were to rate it, you know, 1 being least effective, but um, 10 being the most effective and you know, standing up for yourself in STEM, where would you be on that?

Ella: Uh, hitting me with the hard questions. Uh, probably say maybe at around a 6. I'm definitely getting better at standing up for myself, especially when it comes to certain professors, but some of the negative experiences I've had before have definitely hindered my ability to do that.

JS: Why is the score not lower than 6?

Ella: Cause I definitely feel like I've made some baby steps compared to the way that I was when I was younger, when I was like very shy and meek and quiet, I've definitely made some progress.

JS: Why not higher than 6?

Ella: Cause I can't really like stand up for myself without anxiety taking over.

JS: Okay. Um, you're anxious when you have to, um, stand up for yourself in situations where you believe, um, you need, you need to. Um, that makes me ask the next question, you know, um, what are some goals you could set to improve in this area to stand up for yourself?

Ella: I think it would just have to be a confidence boost, honestly.

JS: What would boost your confidence?

Ella: Maybe fighting for smaller things? I feel like if you like fight for smaller things and you have a bunch of small wins under your belt, it makes it easier to go for like the tougher boss. If that makes sense.

Excerpt - Document: 1012 tina interview 3 121420.docx, Position: 27954-28425

Um, if I was to pick a word, I'd say is like motivating. Um, you know, in spite of the fact that it's being challenges, there's also been positive results. So, um, you know, we just, it makes you feel like, you know, whatever dream you have, just go for it, go for it. And just putting the work, stay consistent, you know, be a good person, be kind to others. And eventually it would all come together. There are times where it looks weak, but it would all come together.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 13420-13779

I'm pretty satisfied with like my STEM life, because I mean like, obviously, like I think there are things that I could, you know, I myself could improve on, but that kind of contributes to, you know, my expectations of myself and all of that. Um, but you know, I, I do feel like I have a lot to learn, but that's kind of, I mean, you know, always learning.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 14618-14966

e. Um, definitely just kind of being, you know, just in general, just being a woman in STEM and just kind of, um, like I mentioned earlier, just kind of feeling like I need to prove myself. I'm just kind of somewhat worried about having to, you know, having to feel it for like, well, like, cause it's sucky, but you know, there's kind of like that

Excerpt - Document: 1007 anna interview 3.docx, Position: 20344-20993

Oh, um, I think, yeah, I think you are the strongest person. You can be a positive impact, or you can even be a negative impact. It's like you can, you can always, um, like based on how confident you are about certain something and even how confident you are on your, about yourself will impact your, you know, what decision you're making, and you shouldn't like, um, in my point of view, you should never like, um, like say something bad or think something bad about yourself because in the end, it's you who are living your life and you should be the best person to support yourself. So, you can live that best life that you want in the future.

Excerpt - Document: 1007 anna interview 3.docx, Position: 22991-24328

So, um, sometimes what I like to do, what I like to do is, um, write down some of the goals that I have for like a certain month. So, like, let's say November right now, and I'll just jot down, like, not a lot, just like three or four things I want to work on in that month. And like, as of right now, I think one of the things I have is to complete like all my assignments, where my classes, um, and like start preparing for finals and stuff like that. But, um, because I know sometimes procrastination is like real and like, it can come down to a point where you can be really stressed out. And I don't like, like, I don't want to be that person. Like I remember last semester when it was coronavirus and stuff like that, I was very, I was very procrastinating all the time and now I want to like, put everything on one side and make it more organized, I would say. And, um, um, so B improve on improve my grades, um, by, you know, writing down the deadlines and everything, the due dates and trying to like, even get the work done ahead of time. Like not waiting for the last minute, because that's horrible. Like, what if something goes wrong and you're not able to complete what it is that you need to, and then you just feel down. And, um, also I would say, um, like I was thinking about joining the McNair's program in the future.

Excerpt - Document: 1016 Miranda interview 1 111720.docx, Position: 19030-19816

Um, uh, the only reason why I wouldn't go higher than that is because there's definitely, um, some space where I could have done a lot more, but I, the situation wasn't the right timing, uh, with family and all of that tied in, I had other responsibilities that I had, and, and in my first two years, um, I definitely thought that it was going to be, you know, more like high school where the teachers, you know, or asking you to join things, but here you just, you hear through the grapevine and then, you know, someone sends you a link and then you apply that way. And that's, that's not really how I thought it was

going to go. So, I kind of just like waited until, you know, someone approached me, but then I finally figured out that I have to be the one to advocate and go to them.

Excerpt - Document: 1016 Miranda interview 1 111720.docx, Position: 29483-29964

Okay. Um, if I wasn't successful in STEM, um, I would definitely, you know, speak all possibilities of how I could, you know, turn it around and, you know, get better at it. Um, and hopefully, you know, get the degree in STEM, but if that didn't pan out then, um, Uh, if that doesn't pan out, I think I would, um, I would probably just change my major to something else that didn't have anything to do with STEM. So, I would probably change it to not psychology. I hate psychology.

Excerpt - Document: 1018 Lily interview 1 121420.docx, Position: 19379-20217

Do you have a label or identity related to how much you do stand up for yourself or others in the STEM?

Lily: Um, label in how so?

JS: I don't know, champions, fighter, I don't know, things like that.

Lily: I would say it's not so much that sort of label as, um, more so be in the label of being able to work through frustration. I feel like is a very good label for people in STEM that at least I've met, just because obviously not everything's going to work all the time. Not everything's going to give you the exact answer all the time. It's very, time-consuming, it's very frustrating at times. And sometimes you just have to walk away for a little bit and come back with a clear mind. So, I feel like that would be the label. I would give myself where people in STEM is being bullheaded enough to stick with it, when it gets harder.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 3632-4375

time when you felt a lot of negative emotions like sadness, despair, and fear and anger about STEM?

Frances: Definitely recently, it's kind of funny to say, because I'm like a whole bio major, but, um, recently, you know, college is like a big thing. Your grades really matter and stuff. And when I started taking science in college, you know, it's a little more rigorous. This is when I realized that, um, it's not that I can't do it. It's more that I didn't have the correct habits and way of studying to get me to where I know that I can be. And so definitely recently is when I started just going up from that lowest point, because I'm like trying to learn from my mistakes and trying to like, just look at what I can do better, but yeah.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 12051-13274

What's your relationship to counseling or school counseling regarding STEM?

Frances: I think it's important.

JS: Why?

Frances: Because STEM can get really hard, you know? Um, it's not easy. And even if I've met a lot of people who are, who, who likes them and are part of the STEM and they have like science classes or math classes, and even if you love a subject, it doesn't necessarily make the subject any easier. So, I think it just gives you more grit and perseverance to like, Oh, I really want to do this. But I think sometimes it can get too much. Like, for example, right now I'm taking gen chem, gen bio and labs for that. And calculus, it can get a lot each, each, um, subject is just important in its own way. So, even if you can't just like leave one out and study for one more than the other. So, I think counseling and cause for me, I, I remember like I would get really, really stressed. And again, I would do the thing where I would procrastinate and not want to look at the textbook and not want to do anything to do with it again. And I recently, even though it was really hard for me, I recently actually, um, started getting counseling with Mercy to, to help me with, um, the way I deal with my stress.

Excerpt - Document: 1015 Frances Interview 1 111720.docx, Position: 17141-17458

what would happen if you were not successful in STEM

Frances: By not successful? What does that mean? Like I don't pass?

JS: *Yeah, you can't succeed.*

Frances: *I think there's always a way to succeed. I don't see that. There's a way to fail. If, if you want it enough, then you can get it. That kind of idea.*

JS: *Okay.*

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 7297-7900

What kinds of things were you worried about regarding STEM during that time?

Kate: *I was definitely worried that I wasn't, um, smart enough to pursue something like that. I definitely thought that, um, it would take me a while to grasp the things I was learning, but I continued, and I learned that wasn't really the case. It was more of like you get what you put in, you get out of it, what you put into it.*

JS: *What does it mean?*

Kate: *Meaning like, um, if I put more work into it, I'll get more reward out of it. I put more hours studying into and then I'll understand better and do better on a test.*

Excerpt - Document: 1003 Kate interview 2 012221.docx, Position: 12938-13343

How do you think having to deal with the challenge like that has impacted you as a person?

Kate: *I would definitely say that it has positively impacted me. Um, I'm not ashamed of the impact it has had on me over the years. It definitely made me realize that I'm capable of doing what I set my mind to and that, um, there's nothing I really can do if I don't tell myself I can't do it. If that makes sense.*

Excerpt - Document: 1003 Kate Interview 3 012521.docx, Position: 8718-8891

Usually when I struggle with a topic, I'll seek out help, but for the main part, I try to, um, I'll try to teach myself and overcome whatever it is surely with myself first.

Excerpt - Document: 1008 mary interview 3 121420.docx, Position: 10092-10155

um, that I reached out and got help when I needed it the most.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 10326-10716

With regards to COVID?

JS: *Participating in the study, you mentioned just reflecting more about yourself that was important to you.*

Ella: *Yeah. Reflecting more on setting goals. Um, I just want to overall see this as a time to kind of talk things out and hopefully that'll help me compartmentalize and organize things better in my mind and hopefully allow me to better cope with everything.*

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 12500-12550

trying to keep that mental health up. Like I said.

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 12594-13473

What kinds of things interested you or excited you about STEM during puberty and adolescence?

Ella: *Just seeing everything as a puzzle. Cause I, one of my biggest fears is failure. So, being told that I'm wrong, but then in science failure, isn't always necessarily seen as a bad thing. Like if an experiment goes wrong, it's like, cool we disprove that. That's great. We can cancel that out. Um, and science is constantly proving itself wrong with, uh, innovations and seeing how different things connect and being able to test things in the past that we haven't been able to discover new ways to test DNA discovering new inventions. So., I guess that kind of helps cause science kind of takes away from the fear of failure is like, it's not necessarily a failure. It's just, you've eliminated that process from the list. We know that that doesn't work. Move on to the next one.*

Excerpt - Document: 1002 Ella Interview 2 110720.docx, Position: 15932-17015

Are you open to forming new STEM relationships?

Ella: Of course. I've always been trying to help new students getting into the program, sharing whatever information I can get.

JS: Okay. Has that changed over time?

Ella: I would say it's changed since the beginning. Uh, because in the beginning, I was very closed off and I kind of didn't want to share any of my study guides with people because, uh, you know, there's a constant rumor about STEM. Like everything is super competitive, but that very much depends on the program. Um, and then there was also my issue with my, the professor and my classmates, but that happened very early on before I was like super into the program that I'm in now. But I feel like that probably caused me to kind of not want to be as open with other people in the STEM field. Um, but after a while I just kind of figured, you know what, I'm not going to judge everyone based off of this one thing. Um, I don't like those people mind you, but I don't like the person. Not necessarily like the relation to STEM or how they, how they're connected to me.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 160-1330

I'd like to begin talking about COVID and the impact it's having on you. Um, can you tell me about and how it's impacting your learning?

Jane: Um, it's definitely a lot more learning I have to do on my own rather than getting more support from my teachers, just because of distance. Um, so it's a lot harder to just have a face-to-face conversation and have a professor like write out what I need if I'm like not understanding something. So, there's a lot more on my end, just trying to figure out what I can do to learn to the best of my ability. And then my mom's a nurse, so it's been very crazy.

JS: What's it like trying to learn online more independently?

Jane: Um, it's a lot of learning how to be more disciplined because I am more of a person who procrastinates and honestly the majority of the students. So other students I've talked to, they've also had to learn how to be more disciplined, um, because it's all on us and getting on our computers every day and getting somewhat dressed. So, um, it's really just about being, learning to be disciplined in making sure we meet all those deadlines because we don't have a classroom physically going to every day.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 1335-2539

How has COVID impacted your ability to collaborate with your STEM classmates?

Jane: Oh, so much because we used to do in every business course I had, we will always have a project throughout the whole semester and I've always put those projects on my resume based on experience that I can talk to 'em during an interview, tell them about a project I did as a real-world experience. Um, and so we've always had something we've had a project that we were able to translate what we're learning into a real-life figure or something of the sorts. However, the professor did it. Um, so I haven't been able to actually collaborate with others and how they're thinking of things. And now it's just learning the content and turning in assignments. So, it's taken away a lot of that collaboration and presenting and working with the team. And now it's just all me on the side of the computer.

JS: How has it impacted you as a person in general?

Jane: Um, I think I would want already a very, um, what's the word, um, introverted person. That was the word I was looking for. Um, so it hasn't really changed myself that much. I've kind of just are figuring out how to be more disciplined with myself in my own house.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 4182-5952

JS: Okay. Thank you. Um, let's see. What are some recommendations that you have for other STEM students during this time?

Jane: Recommendations I have for some students during this time? Um, I would say number one, make sure you're working on your procrastination cause I know that at least among the people I was around at,

um, Mercy college, we all procrastinated all the way till the last minute. Um, so making sure you're writing down deadlines, if you weren't a calendar person before you kind of need to figure out how to be a calendar person now. So, you're making sure you meet those requirements because you're not interacting with your professors as much. And then being able to, especially if you're introverted, to be able to make sure you're at least reaching out to one or two friends that you felt close with before, or at least in one of your classes so that you can at least feel a little bit more connected. So, when it starts to get hard or like towards the end where finals are making sure you're reaching out to those individuals to keep you motivated when it gets harder. And you're stuck in your house more.

JS: You've talked about doing more independent work on your own. How does that impact how you view your effectiveness in getting things done as a STEM student?

Jane: Um, I feel like I do actually get an equivalent of things done. Um, but it's just more taking boxes that are like, Oh, it's done onto the next one. Rather when I was in, in class, we were working on a long project, so it was like short-term goals and now it's just kind of, oh, that's gone on to the next, Oh, that's not. So, it's kind of almost like it's turned my college view into a high school view again where you're just turning in assignments and leaving for the day.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 24740-26217

were there times that you had an easier, hard time accepting yourself as a STEM student?

Jane: Um, definitely in the past year or so. I just, when I was starting to do like the data analytics major, um, so sometimes it was kind of hard to believe. And even now sometimes when I'm taking, I think about, Oh, I have to work for the state of class in the state of class, in the state of class. I'm like, wow, what did I get myself into? And I just think about, um, like just the challenge I put on myself, but it's something that's really good for me. So again, just going back to the back of my head, knowing how good this will be in the future.

JS: And has that changed over time?

Jane: Um, it has definitely just in the past like year or so. It just was that little, it doesn't go down or up or anything, but it's like very slightly moved.

JS: So, what does that mean? What do you think that means that it's not going up and down, up, and down? It's sort of just slightly under there.

Jane: Yeah. Just like little hill, um, just depending on the mood I'm in and, um, what I'm having to do in class and how I'm feeling about, um, just speaking with my professors and reaching out to them. So, um, I think there's a lot of different factors, especially with not being in class. Um, so, and then the, just mental behind it and since it wasn't something, um, so like I expressed in the past, it wasn't something I originally wanted to do, but I wanted to push myself to understand.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 4250-6100

a time in your STEM life that was the highest point a time when you were just so happy and felt good about your participation in STEM.

Anna: Okay. So I don't think I was the happiest, but, um, but like, um, last week I think we did, I was in my bio lab class and we did a dissection of a pig and I was at first very scared to do it. Like, I don't know, like I never dissected anything before. And then when she was handing out like the little piglets, I was like, okay, I can do this. So, then I just took the pig and then I started. And as soon as I started, like, I, it was different, but like, I don't know. Like I felt like I needed to try something new, like get out of my comfort zone, I would say and try something new and like dissecting a pig was like, in my point of view, it was something very new to me. And yeah, it was like kind of a high point for me because I never did anything like that before. And it opened my mind to like how, um, complex organisms can be. And also in the same bio lab class, we did, um, like we used the microscopes and we looked into like tiny microorganisms and it was just so cool because we were one of the ones I remember it was like, you look into the microscope and you can see like the little eyes on one of the organism. And it was just so cool to me. I'm like, you know, very fascinated by that. So, I know my majors like biology and stuff, but like, um, yeah, I wanted to like know and look more into the science part, but for like math and technology, like, I don't have that much

experience, but I am taking a technology class this semester and I'm learning a lot about how to use a computer then just the basics, like, um, like PowerPoint, Excel, word document, you know, all the more important, um, things that we should know about computer at a high point for me right now, I guess I would say.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 6175-7073

tell me about a time in your STEM life, that is really the lowest point in your STEM life at a time when you felt a lot of negative emotions like sadness, despair, fear, or maybe even anger about participating in STEM.

Anna: Um, I actually, there is not like a low point. I'm always like the type person to keep on going, trying to learn more. Like, I feel like when I don't have opportunities or when I don't have like things to do or what path I should take for my career; that would be like my low point. Like when I'm confused about what path I should take or something like that. But when I am like involved in some like community, um, activity, or like some something that I'm engaged in, like, I, I will feel like, um, like I don't know, like I didn't really have a low point. I always thought like, um, increasing my, my knowledge of science. So, I don't know if you understand what I mean.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 15023-15784

one, um, identity that you didn't list was your gender. Is there a particular reason why you didn't write down female?

Anna: Uh, no. I mean, I don't have a, like, I mean, actually I should have wrote down female because in, in our society it's like female are not given that much opportunity. So being a female in my family, being able to accel and have a good career in science is it's going to motivate and inspire other people in my family. And maybe even like, when I'm doing my job, people see me and the fact that I'm a Muslim and you know, it might inspire them to also do something in science and help make a change in other people's lives. So, I should have wrote down female because....

JS: You can write it down still.

Anna: Okay. I'll write it down.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 22801-24275

Why have you decided to study science and, uh, you know, you find it to be something that's a part, a big part of your life.

Anna: Okay. So, for one thing it's very big on, like, there's a lot of different paths and routes you can take. So, it's like if I go to medical school or if I have a field in science in particular, like if I want to be a doctor, it's like a career that is needed for like forever. So like, if you, if you pick a career that, you know, people might not need, you might be jobless or something, but if you pick a career in science, you'll always know that there's opportunity or like some job that you'll end up finding and you'll be able to continue like your life and not have to start all over again, pick a different, you know, like a different topic and a different, um, subject in school to focus on. And um like, there is a lot of, um, like jobs out there I would say. And, um, most of them are making a lot of improvements. And, um, I think, yeah, also personal reasons because I wanted to help my dad and also other people who are sick and be motivated because there's not a lot of doctors in my family. I think I'm going to be like the first one, like first generation. That's what motivates me to continuing to be what I want to be. And like, I know I want to go to med school, but like, I'm not like a hundred percent sure what I'm going to do after I go to med school, but I'm pretty sure I'm going to have to make up my mind after that.

Excerpt - Document: 1007 Anna Interview 1 111020.docx, Position: 27707-28904

How effective have you been at, um, advocating for yourself in STEM from one to ten where one is least effective up to ten, which is most effective?

Anna: Um, I would say I'm like a seven right now.

JS: Why not higher?

Anna: Um, because sometimes I feel like, um, sometimes I feel like science is really hard. Sometimes. I feel like there's like whenever I look into Stine, there's a lot of things, a lot of formulas, a lot of methods and like things that we have to study and people say med school is hard, which kind of brings it down. But like, you know, like I said, everyone has their own experience, so I'm not going to let that influence my decision. And, um, um, I think that number will go up for sure, because I just have to be more motivated for myself.

JS: Thank you. Why is the number not lower?

Anna: I think if it were lower than I wouldn't choose this career, I wouldn't choose this. I always need to be like a five or higher. You know what I mean? Like if it's five or lower, like there's no point of view. That means you're not, you're not even considering that you shouldn't consider it because you're not passionate about it.

JS: So, a lack of passion is what it is.

Anna: Yep.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 10044-10174

I tend to show like more with my actions then I suppose with my words like me just trying to like double down work twice as hard.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 31440-31932

How do they affect me as a STEM student? It, it kind of makes me want to like to work harder. It kind of makes me want to succeed. Um, cause I think I mentioned this in our first interview. I am a unicorn, you know, you don't really see someone like me a lot. Uh, yeah. Like queer Hispanic women in tech. It's like, it's not really there as far as I can say. Um, so just kind of, I do want to succeed. I do want to, um, you know, I, I want to grow, and I want to like start my career in this.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 16753-17613

How do you feel about your STEM life? Are you satisfied?

Fez: Never. I probably will never be satisfied with my STEM life. I will die. And I'm like, wait, what, what was the other stuff? And this like cycle, um, yeah, I probably will be never satisfied. And I think that's, that's great because I think the moment you're satisfied, and STEM is the moment you gave up. Um, there's so much to learn. Like, that's the thing about, like, it's a language there's so much to learn and it's so many different groups and within those groups, it's like, okay, well you think, you know it, well, you don't know this, you know? And, um, I guess the only way I'll be sad is fine is if I'm, I'm still going, I'm still trying to learn. And I'm still learning, not just trying to learn like how I feel like I am in school, but like literally learning, absorbing the material.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 29199-31848

Thank you. Just, just a few more questions. How has it been shared or how has it been to share with me a little bit about your STEM identity as a female?

Fez: Oh my God. It's been so beautiful. Um, I like actually cried after last session. Not good, not bad. I was wow. You know, like a lot of reflecting. Um, I love to reflect, I mean, this is honestly I wanted to do this research because one, I think research is beautiful. And two, I was like, I'm going to discover a lot of things about myself that like, I might've forgotten and it's going to be good and it's going to be bad and it's going to be beautiful. Um, and it's, it's has been, um, I talk about a lot of things that I'm like, Whoa, that was kind of a hidden trauma, like right now about, um, my teacher in high school. I like forgot about that. I forgot about how I felt, how he made me feel, not necessarily, um, purposeful, but how he, how his attitude and ego really affected me as a student. Um, and how I hope to never do that to students. Um, but you know, at the same time him doing that to me, not seeing, but just him having a high ego made me a better student, but that's the route I chose to take. I chose to take the route of like, I'm going to learn this because like, I want to like show to him that I understand this too, that it's not just him that understands this chemistry, it's myself as well, but, and that's showing me something awesome about my character, you

know, that like, I won't give up. Even if you think you're smarter than me, like, I'm going to prove to you, like I can learn this too. Like, um, and so that was cool. Like I literally forgot. I felt that way. I don't even know. I didn't even know. I felt that way until right now. Like I remember that situation, but I was like, wait, that's really how I feel. And like organic chemistry man. Like it really torn me apart. And I was thinking about that and that was making me sad. And I don't know, it's just, it's also like beautiful out then a moment. Like I'm going to get past, I'm going to get through this organic chemistry phase and I'm going to get to whatever I need to get to. And I'm going to hold that as like one of my very hard challenges and I'm going to inspire people to get through their challenges because like, if I hopefully become a teacher that I really hope to, like, I'm going to tell kids, like guys, like I did really bad in organic chemistry, like, please do not let this, like get you down. Like, I'm I, like, I'm not a special case of having A's and going to like an amazing university, like, you know, like, I'm kind of just like you guys, like, um, just like everyone.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 24989-25343

From our personal and professional relationships, I am looking for growth. I want everyone around me to grow and, you know, be the best version of themselves a lot is going on in the world. And a lot of changes, um, is happening in my circle in particular. So, I just want, um, everyone to be their best selves. Everyone be blessed. Happy and successful.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 28599-29056

Yeah, I guess just, just staying dedicated. Um, at least for me personally, um, there's a lot of, it's a lot of things that, you know, happen just in day-to-day life, you know, saying that can affect your, you know, your mental stability and you doing what you need to do to ensure that you are successful when you are your best self. So, it was just a matter of, um, standing devoted, keeping that drive, and not letting anything get in the way of success.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 13699-13899

I think, cause they would see, you know, themselves in that person and then that person can make it then I guess it kind of like would make them help them think that, Hey, then they can do it as well.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 15963-16392

Um, I actually have a goal to get closer with my professors that are in the STEM and like try to take classes that they would have that classes that I would take, that they would have as well, like a better relationship with them. So that I know that if I do have a problem here or, or for anything that I have somebody to talk to and like these are for, towards professors that, you know, like make me feel comfortable and yeah.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17134-17635

Um, I think it's inspired me to be, to be, to still take this route. Like, like being an immigrant and other guys are female. You don't, I know that as an immigrant, like there's already this kind of like pressure to like succeed in whatever I do. And I guess inspires me and motivates me to like get through like hardships that I can face in STEM. And as a female, like, I feel inspired to be a female and in STEM because I know that that's something that's, you know, needs to be more advocated for.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17765-17824

it motivates me and it kind of like pushes me to work hard

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17847-18633

Like when, when things start to get difficult and, um, or stressful. And I kind like doing these like times when I get stressful and stuff stressed and I don't want to, you know, put in as much effort as I should. Like, I, it reminds me that being a female and being an immigrant, it reminds me that, um, It

just kind of reminds me to hard because like the position that I am in is very, that I'm lucky to be in the position I'm in to be, to be in a, like, for example, like in a, you know, a college that cares about the minorities in the school or a college that has like resources, um, a lot of resources towards STEM and other related stuff. I'm like lucky to be in this position. And so, I should take the opportunities and what I do because a lot of people don't have what I have.

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 5942-7920

Tell me about a time in your STEM life. That was the lowest point in your STEM life story. A time when you felt a lot of negative emotions like sadness, despair, fear, or anger about participating in STEM.

Jane: Hmm. I probably felt that in the beginning. And then, well, I guess more towards when I first started the data analytics class, because I didn't know what I was getting into at first. And it was really frustrating and challenging in the beginning, but like I said, it immediately came back out in the end as it started to come back together. And I really started to learn, um, what I needed to learn data analytics. So, it was just me overcoming that, um, knowledge barrier; honestly.

JS: Can you tell me more about it?

Jane: Well, there was things like I said, she didn't give us much information and I believe it was just how she wanted to teach the course, um, where we went off on our own, um. Sorry. Where we went off on our own and took the data and just had to figure out how to work with it, to find results for the answer we needed. Um, for overall projects. So, I believe ours with Airbnb. It was, um, what are some innovative strategies that Marriott can do to effectively compete with Airbnb? Um, so we were given a bunch of data on Airbnb and we're just, and it was just random things like first name of the owner of the Airbnb, last name, their number associated with Airbnb. And then there was a few things that we found that we could actually work with. But, at first, we didn't know that we were just like, what do we even do with this? Like, what do we do with our first name does that matter? And since she didn't give us lectures on specific stuff like that, um, it was really challenging, and we spent so much time working on it. So, there was a lot of times where I was like, is this really what I need to do? Am I really meant to do something in math and continue down this path, but I kept going and it was a very rewarding process. And then,

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 10567-11727

I'm in college, and I'm a data analytics, and marketing major.

JS: Yeah. Yeah.

Jane: So that's a huge part of who I am right now. Um, I'm always in class and people know I'm really hard working with that. So, um, just a big part of who I am, because that's what I spend most of my time doing right now. And then from there I did server because that is my actual job right now. Um, and it's something I've been doing for about two years now. Um, and it's actually been really rewarding as well. Um, just really learning hard work and customer service skills that can be applied to, um, the soft skills of any job I have, whether it's indeed analytics or marketing or both. Um, and then from there I did female, um, cause there is a decent amount of males and a Linux and even marketing. I mean any, anywhere you go. Um, so I do pride myself about am a female, um, trying to do this and we'll make it happen. And then I did focus as a more descriptive one, um, because I'm so focused on my goals and, um, achieving a job in data analytics or marketing. Um, and I've been applying for a lot of internships right now, and just really focused on achieving my goals.

Excerpt - Document: 1009 Jane Interview 1 111120.docx, Position: 18365-18500

Was there a word that you talked about you said was one of your identities, like working harder; pushing yourself-

Jane: Being focused.

Excerpt - Document: 1014 susan interview 3 121520.docx, Position: 24644-25627

Um, so for people who do feel, um, feel less than, um, or people who are in an environment when, where people do make them feel less than, um, I think it's really important for females and minorities, um, or, um, people with a different sexual orientation to come out, um, in STEM and make sure they're someone important and prevalent to show other people that yeah, you can do it no matter like who you are, um, what you look like. It doesn't matter what matters is your brain and your intelligence. Um, and that doesn't change whether you're a man, whether you're a female, whether you're gay, whether you're black, whether you're Hispanic, it doesn't matter. Um, what matters is, um, how hard you work and, um, it shows people like, like some people that grew up in poverty and it all shows people like that. Like even though you're in poverty, you can definitely make it. Um, don't let your socioeconomic status, um, leave you feeling like you cannot do anything because you can.

Excerpt - Document: 1012_tina_interview_2_121120.docx, Position: 13760-14646

Um, in the past impacted me negatively because, um, I think if I didn't have those bias or perhaps, I don't have those biases, it does exist. Um, if it wasn't there in the past, I think I would have been a little more motivated on courage to go into STEM much earlier than I did. Um, you know, but seeing the recent, um, encouragement to bridge these gaps has, you know, motivated me and given me, and a lot of confidence in knowing that, you know, it's going to be okay or you're not alone, or, you know, this is a known problem, and this is being done to address it. And you can be, um, a positive part of that. That's statistics, you know, so later in life I'd say more positively because, you know, the push has, you know, encouraged me and here I am today, whereas in the past that kind of deterred me from not making that decision earlier, but, but better, late than never. Right.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 13335-14241

Definitely um, in all my classes and, and all the faculty mentor meetings I've had, I've always been told, you know, if something goes awry or if there's something have a problem with it's okay to complain because at the end of the day I am, I am still well for higher ed and college. Now that's what I'm paying for. It's not all free. Um, and that, you know, I have all the resources here and if I'm paying for them to use them more, if something's going wrong, you know, if a professor isn't up to par to what they should be, I should be complaining because at the end of the day, I am paying to be able to take these classes, um, or just, you know, it's, it doesn't service me to not learn. Um, I come here to learn, to learn more ideas, to build upon ideas. And yeah, I've always been told by, by the faculty that I meet with and work with that, that, or I've been taught to always advocate for myself.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 14861-15529

I feel like maybe definitely having, um, uh, help seeking like behaviors, maybe growth mindset class, because a lot of growth mindset and help seeking behaviors is, is seeking out for help being able to advocate for yourself, being able to take a stand. Um, a lot of that is what comprises those to train like mindsets. And I feel like they're very, very important. Um, I know that it's, it's recent, that we've been delving into, into this, but I think that it, it is tremendous and it helps a lot and you learn a lot from it. I know I recently attended a help seeking behaviors, workshop and a growth mindset workshop, and it was just great. I learned a lot from it.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 21895-22962

Definitely, like I've mentioned before in my interviews, my number one goal is to get into medical school. That's always been my goal since entering high school. Um, that's like my ultimate, my ultimate life goal, my second life goal would be definitely maybe educating myself or in getting into more of public health. I know that that's, that field has interests me the more I've, I've furthered into schooling and my career and with everything that's going on, you know, public health is a crisis. Healthcare is a crisis that we need to focus on. So, definitely delving or getting into that somehow and beginning a master's in public health would be something that I could consider or even do. Um, and like my, at the end of the day, my ultimate goal is to it's to not only be a doctor and, and get my medical license, but I also, I

want to, in a way, give back to the academic community that I've been part of. And I want to teach the next generation. I want to, I want to be able to guide students' journeys. That's another goal. I've, I've set up for myself too.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 25600-26512

Salient for me would definitely be maybe like, definitely not. Maybe definitely would be of course the community I belong to, I was raised, um, and a little bit of the female part, because as I said, growing up, it was always, you know, male, this male that you have to be a male or this, you know, um, sometimes when I would do things or, and my brother would do things, um, my brother would get an easier punishment or, or get walked off, but I would have to get scrutinized. Why, because I'm a female, um, and so forth. It would sort of like, you know, men have more freedom and women are more restricted. So having to, to work through that, having to like, you know, approve myself, um, and let people know, you know, like, yeah, I may not be male, but I can do so many things that men can do. If men can do it, then I could do it. Um, and yeah, those are definitely, I wouldn't say I've had to work through.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 29791-30795

Yeah, no, it's honestly, the workshops are like the best. There's so much fun. I love doing workshops. Um, I'm currently, I think I'm in and I are going to, uh, going to do another workshop next semester. Um, having to do with like a lot of growth mind. Uh, I know that, um, we're going to speak at a, I think a growth mindset workshop that I think we're holding again. So hopefully, you know, I'll do that, but I know that me and I think me and others are supposed to hold another, like peer to peer one. Cause we like to have, you know, of course faculty like you, um, who students can learn about a lot. Um, we'd love to have those workshops, but we also like to have, you know, like peer to peer. So that way it's like more intimate, um, students are afraid to talk and that way, like when we have those workshops, we get to know like what students want or what, or what students need and that way we can reflect on it. And then we can like create, you know, faculty workshops that will address that.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 4935-5518

Um, at first, I got like, like before I was, I had a hit of self-doubt with it. I was doubting my ability as a STEM student, but then as time went on, I viewed myself as a better STEM student, because if I can work with these challenges now to learn the skills that I need to learn, I'll be more effective in the future when obviously situations, uh, ease up and we're in a, in a post COVID situation, I'll be able to handle difficult situations because I was thrown them earlier on in my STEM education in college. So, I'll be able to handle them better in the workforce afterwards.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 8800-10060

In terms of finding role models within STEM. It was mainly in the advanced math and science tracks that I was on in school. Um, naturally in the advanced courses, you, you have a lot of time with the professor, with the teachers in, in high school, specifically that I worked with that you spend more time with them after school, just understanding the concepts and those classes had mandatory weekend classes that I had to take every so often. So, I spent a lot of time with those teachers and I just naturally being assigned to their class and wanting to learn and expressing the fact that I was interested in those math and science classes. I, I connected with those teachers more and they just became natural mentors. It, it was just something where I had happened to connect with them after being assigned to their class. I hadn't seek them out outside of that class. I wouldn't probably have been introduced to them without taking those classes. And it just was that we connected based off of mutual interest and I'd always cared heavily about my grades in school. So, being a concern student and wanting to make sure I got those positive grades, I communicated a lot with those professors and just happened to connect with them on a mentor mentee level.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 13425-13724

Yes. I am always looking to talk to more individuals within the field, learn more about their, their insights as, um, everybody has something that they can bring to the table and it's just learning how to, to find the people that will best fit. And so, yes, I'm open to new mentorship relationships.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 13764-14227

Yes. Um, I more so go with the flow of if I, if I'm able to connect with somebody with those interests. Um, I don't believe I've had a real hard cutting, cut and dry mentor, mentee relationship. I think it's more so been those loosely based ones. And I think part of that is just because I haven't settled down permanently in New York yet. So, it's just the sense that not to start any permanent mentor mentee relationships until I have that permanence behind it.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 14529-15223

I'm satisfied, but also, I know that where I stand currently, um, I'll be in a better spot in three to six months from now, too, as well as I try to go back in person for school. So, I don't believe I can rate it too high, just because in terms of relativity, I know that I'm going to be in a better spot in a few months in, in perspective, I'm satisfied where I am now, but I'm looking forward to where it can go in the future. And I'm looking forward to not only being back in the classroom in person, but also being able to graduate and execute STEM in the real world and in a professional manner every day where it's not just learning in a classroom, but being able to be hands-on on a job.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 26137-27132

I think that it's, it's made, uh, the classes very stressful themselves. I think that the content of when I associate, um, the content of the classes, I now associate them with being very stressful. Um, however, as I've gone through the semester, I've obviously done a trial and error of which methods of learning and understanding the concepts of the class work best for me. And so, through that trial and error, I feel as though it's contributed to my STEM identity, because I, I feel evolved in my new way of trying to go about learning these, these classes, which hopefully will be useful in the future. But I also believe that it's, it's helped resonate, um, preferring, just because obviously sticking through the classes, trying, and putting in the time into the long term, uh, not just giving up and dropping the classes, um, helps in terms of the confidence of working through challenges. And it's just getting to that mindset was, was, uh, definitely a journey over both this semester.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 31110-31694

Um, I think it's been interesting because I don't often take time to reflect on myself and being pushed in the, in the direction to focus on the STEM identity and how my gender contributes to it is very interesting because I've never necessarily looked in. I don't take the time to look into it. I prefer to not avoid that, but it's just never been something that I really have seen or had the passion to stop and reflect on. I think I very much focused on the what's to come next and how to prepare for that just as my, my mindset. So, reflecting on it is sometimes I find difficult.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 31376-31598

think just a positive mindset to be completely honest. And the people around me cause a positive mindset will get you so far. Sometimes you really do need someone else to tell you that, Oh, it's going to be okay. You know?

Excerpt - Document: 1004 S interview 3 122120.docx, Position: 4737-5121

I feel like only the only help that I would need is through asking questions in class. And I think that from that I'm showing, you know, that, that, that that's okay that, you know, in order to obtain the knowledge that you want. So, you have to ask questions and I feel like you asking questions is powerful. So, I don't see as like asking for help. I see as gaining more knowledge.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 2450-2750

would say, I would say some mixture between negative and positive Leanne impacting me because, um, I, like, I did struggle with my, like with my classes online and stuff, but it did teach me some things about myself that I don't think I would have ever learned about myself if, um, it never happened.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 4943-5239

because I learned again, I learned about myself throughout this process that like I know now that I can just study purely on my table for like eight hours a day and then go to class, like now I know a little more about myself too. Like, um, um, I guess, work around it, work around the obstacles.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 10324-10565

I would say that I'm satisfied. Yeah. I reached like a, a point where I've understood myself and like, I, like, I understood myself enough to know like that I'm doing my best and that I'm doing the hardest that I can as like in my situation.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 12469-12934

That is very interesting to me. Um, I never thought about mixing art with like science technology, engineering, math. I never thought about mixing art into that, but I think it's, it's a good thing, because I think like, since art is like another way for people to express themselves, it's like another, it gives people a chance to like think outside the box. And I definitely think we need that in STEM. Yeah. But that's very interesting to me. I never heard that.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 5712-5947

Um, but I was able to of course, like still get back on, still be able to do what I need to do. And yeah, I think that's, that's, uh, it just showed me that, um, if I can get through this, I can get through, I can get through anything.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 23185-24005

coming into STEM, I learned that, you know, that's, that's just not how it is. Um, you have to research, you have to keep going at it to get an answer. Um, sometimes you do something once you get one answer and the next time you get another. Um, so yeah, so I feel like, um, a lot of that, you know, growth mindset saying that, you know, you need to try it again and again, you're not going to get it the first time has definitely, um, came in to, into like, um, how I approach things now, looking at STEM before it was just like an outside view because, you know, I didn't enter STEM fully. Um, but now being in that, that definitely I've seen that, you know, a lot of critical thinking, a lot of trial and error, a lot of trying and trying again, and a lot of growth mindset, um, is what comprises like a part of STEM.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 30754-31091

I definitely I've learned to, to, to not accept failure, but to be, to be okay with, you know, maybe not succeeding always. Um, because like, I just think about it, like who in their, like in this world has always succeeded, like has, has never had a failure, has never had a high, has never had a low point. Nobody, we all have those.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 5255-5567

I advocate where I can, but as I gain more experience within the fields, I'll be able to, to recognize what I want to advocate for more passionately and put more movement behind that. But as I grow and I experience, uh, I, I deepen my understanding for being able to do that and accomplish it in a better method.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 16657-17793

t through the experience of advocating for, for them and help trying to help them in my own way to be successful within the field. They, they didn't want to learn how to do it. They more so wanted me to do it for them. And I have no problem helping other people to, to learn experiences, but I don't, I didn't, I didn't reach out to that individual to, to write it for them. I reached out to help them learn a process so that they're able to do it on their own. And it, it became a situation where I was trying to advocate for them to learn. And they just felt, it felt like I was essentially being used in that situation to make it for them for free. I walked away from that situation because I just felt as though they didn't want to help themselves, they wanted it done for them. And that wasn't something that that's not within my morals in terms of being in STEM, being in business. It's, it's when I'll take the time to teach you, but I won't do it for you that why just think they weren't, they weren't open to it. And so, I walked away from that situation because I didn't think that they were in the right mindset to be helped.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 30071-31397

In terms of work in STEM? I feel as though I just, I don't specifically know where I, what field I will end up in, but I know that because STEM has opened my mind on thinking processes, I can address problems more successfully and therefore be more open to the chances of success at different companies or opportunities. And so, my goal is not a specific field, but my goal to, to field search at the moment and have a load of different opportunities and experiences and exposures to better pin down where I want to go with my career and what that looks like, so that I can have a better picture and I can have better understanding and know what I want more because I don't feel as though, I know where I want to go specifically at this point. I don't feel like I'm supposed to know. I feel as though it's, I'm supposed to be in a trial-and-error situation at the moment, and which makes pinning down my goals, relatively difficult, but just having the goal of continuing to try and apply myself until I fit in to a certain spot in terms of, I'm satisfied with the work I do. I enjoy it. I like the discoveries that I make from it. I like going into work every day and experiencing the job that I'm doing. I think that is my goal right now to just try, try and fail a bunch of times to get to where eventually is right for me.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 31504-32792

My goals for professional relationships is to talk to different people within fields that I'm considering going and just trying to, to learn what drove them to, to stay in that field and shadow as many individuals professionally as possible so that I can help narrow down where I want to end up and not only make those professional relationships for myself, but to maintain them over time, because obviously professional relationships and networks are some of the most important things in today's business and STEM roles. And you can't do much without them because they, they speak to your character, they speak to your knowledge and background? And I think that my, my goals in terms of professional relationships is to make and maintain as many as possible to, but not only just as many as possible as many meaningful ones as possible, because there's a difference between a meaningful relationship and a relationship just to have connections. And it's not very fulfilling. And it does nothing for either person in the relationship. So, I think as many meaningful relationships within the industries as possible to help myself and to help others, because right now in the, in the business and STEM worlds, I'm the mentee, but eventually as I gain more experience, I'd become the mentor.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 32967-33422

Um, my, I guess my goals, my goals right now consists of becoming more comfortable with talking about myself and not putting it into the mindset that it's not full ragging necessarily, but it's, it's showing confidence in myself and finding out what that line is and where I feel comfortable talking about those things and just learning how to have effective career conversations that can get me into the doors and into the positions that I want to be in.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 34958-35918

Um, professionally I've had experiences that have noted that I'm definitely a female and it's, it's at first the lack of understanding that it's not typical to have those experiences and then learning that it's learning how to speak up and reject those situations and walk away from those situations and being okay with the repercussions of walking away with those situations that I've learned. Um, it's learning that you don't have to experience that, and you're not supposed to. And if anybody's going to make you walk it to make you experience those things, one, it's just, it's not a place where I want to be. And because I, I recognize that I don't want to be there. I'm okay with walking away from it. And I think learning, learning from that has definitely been one of the key moments in terms of identifying who I am and recognizing that I have more power than I initially thought. And I'm able to say no, and I'm able to be okay with those situations.

Normalization of challenge/failure Is Weighted: False Description

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 3843-4124

but at least like the way I feel about it, it's kind of, um, need for me to prove myself essentially, you know, like I go into these courses and it's like, I'm the only girl. And it's like, I just have this, this need to prove myself. And I set really high expectations for myself.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 24280-24582

I like to say I live off of spite. Um, for me it's just kind of feeling like, you know, just kind of pulling myself up by the bootstraps. It's like, you know what, screw it, I'm going to do it. You know, no one else is going to do it. I, not me. So, so it just kind of me working towards that. So yeah.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 26326-26599

Yeah, just the, uh, I don't know. It's yeah, it kind of contributes to, you know, like, I guess I contribute to my high expectations on myself and, you know, and just me trying to, I guess, not contribute to the whole, like, I guess like women can't be in STEM type thing.

Excerpt - Document: 1001 Ann Interview 2 011921.docx, Position: 29088-29180

I guess like my way of coping with it is just kind of setting these expectations for myself

Excerpt - Document: 1004 S Interview 1 110320.docx, Position: 2464-2618

I realized that as I continue in the classes, they do get harder. Um, so it doesn't discourage me or anything, but it does get a little bit overwhelming.

Excerpt - Document: 1004 S Interview 1 110320.docx, Position: 2771-2958

I know I'm going to have to go through medical school and, um, just continue until I get into my career in which I know it will be very overwhelming and such a hard process to go through,

Excerpt - Document: 1016 Miranda interview 1 111720.docx, Position: 17912-18487

I would say the only way that I was treated differently would be that, um, we have a bigger course load than other students do and different majors. Um, like one of my friends was a business major and they pretty much had zero to no homework. And, um, you know, she would want to be hanging out and just like, no, I can't, I have homework to do. And you know, she, she wouldn't have any, so I thought that was, um, really annoying because, uh, you know, there are just, you know, doing nothing while me and all the other STEM majors are busting our, trying to pass the class.

Excerpt - Document: 1016 Miranda interview 1 111720.docx, Position: 21509-21825

Um, probably just, um, goals about getting all my homework done on time, um, and not procrastinate. Um, this semester in particular, uh, it's been really hard not to do that. And, um, especially

because all of my teachers are giving me double the homework in each class. Um, it's definitely very easy to fall behind.

Excerpt - Document: 1003 Kate Interview 3 012521.docx, Position: 3255-3528

did you have any specific types of feelings as you were hearing those sorts of things being discussed?

Kate: No, not really. I mean, it wasn't a, um, a problem. We had to deal with an overcome and it was more of just like, this is how it was going to be. And that was that.

Excerpt - Document: 1003 Kate Interview 3 012521.docx, Position: 8718-8891

Usually when I struggle with a topic, I'll seek out help, but for the main part, I try to, um, I'll try to teach myself and overcome whatever it is surely with myself first.

Excerpt - Document: 1008 Mary Interview 2 121020.docx, Position: 9207-10842

What are some recommendations that you have for other STEM students during this time?

Mary: I would definitely say that during this time now I would take out a piece of paper. And if somebody asks me, what's the first, who's the first person that comes to mind that you're going to want to call when things are tough, write their name down. And then on the next thing somebody asked me, what is something that I would do when I'm in a situation where I'm just sad, I'm feeling down on motivated, whatever that may be, and then write that thing down and then have that piece of paper with you wherever you go, and just keep it on you, just like how everybody can keep their phone on them, or have, you know, any electronic device that they're using with them. Keep that piece of paper. And whenever, specifically for STEM students, because God knows, I know how difficult it can be, and there's going to be a lot of downfalls, especially during a time like this during COVID times, open up that piece of paper and look back at it when you're feeling down and sad and unmotivated. And you just feel like switching your degree or you're feeling like this test is really taking a toll on you mentally and do what that paper says, because that's when you wrote those things down, when you were a clear level headed during that time, you know, and definitely use that your advantage call, that person, do that activity, whatever it may be, and just take a step back from everything just for the moment to, you know, just get back into a balance to balance yourself out mentally and physically, because this can really take a toll on someone.

Excerpt - Document: 1009 Jane Interview 3 120820.docx, Position: 14491-14673

Um, I mean, I didn't feel great about it, but I wasn't upset about it. It was just kind of like, okay, I just gotta keep working harder and figure it out on my own for the most part.

Excerpt - Document: 1010 Fez interview 3 212100.docx, Position: 7565-9003

eah. Yeah. So, um, I mean, I guess it's like the immigrant Brown perspective of you like, starting and I mean, starting in this country, you're already, like, I like to think about it like levels, like the way you're born, I guess kind of like in a caste system really. And like when you're, you're a minority, you're an immigrant and, um, you don't have money. You're already like starting at a lower level than people that are born in this country with, um, affluent parents. So, it's like, it's kind of like a race. I want to think about it. Um, not necessarily we're racing each other, but we're just kind of racing in our lives. And when you, you know, with things impeding you from being up high, then you have to find a way to work to that. And I guess that's like that defines how my parents taught me all my work ethic and how important it is. Um, and also too, I think like being, being a child of immigrants, it's like, you know, they tell you the stories about how they moved and like how hard it was. And like, it feels kind of guilty for you to not work at least half as hard as they did, because you're just like, my parents really gave up a lot of stuff to move to this country and like what I'm just going to sit around and like do nothing. And that's like a lot of guilt that anytime I do something, you know, I receive like better grades. Um, it feels very guilty just because of how hard they worked for me to be here.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 10044-10174

I tend to show like more with my actions then I suppose with my words like me just trying to like double down work twice as hard.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 10367-10943

don't tend to ask for help. Uh, I tend to kind of try and fix a lot of stuff on my own than to try and I I'm trying to explain. Thanks guys. Um, uh, right. Like, uh, an example is like last semester I had this one assignment that I was struggling with. I could not get this program to work and, you know, I was like stressing over it and it was like, it was a lot, it was a lot of work and I was like, I kind of like bounced some ideas off my friends, but I didn't go to like my classmates or my professor or anything like that. I just kind of tried to work it out on my own.

Excerpt - Document: 1005 Queen Interview 3 11 111720.docx, Position: 28599-29056

Yeah, I guess just, just staying dedicated. Um, at least for me personally, um, there's a lot of, it's a lot of things that, you know, happen just in day-to-day life, you know, saying that can affect your, you know, your mental stability and you doing what you need to do to ensure that you are successful when you are your best self. So, it was just a matter of, um, standing devoted, keeping that drive, and not letting anything get in the way of success.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 14101-14633

I still think there's, if somebody like goes to the community and talks about it, that it will bring exposure, but, um, I think it will help if it comes from somebody that like, they can, they can see themselves in, if they, if it comes from somebody that's not really, you know, like of them then, you know, um, they may just think like, Oh, like they may just find this like thing, like, Oh, that's nice. But you know, not me. Like they may just kind of separate themselves from, from being like them because of those differences.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17134-17635

Um, I think it's inspired me to be, to be, to still take this route. Like, like being an immigrant and other guys are female. You don't, I know that as an immigrant, like there's already this kind of like pressure to like succeed in whatever I do. And I guess inspires me and motivates me to like get through like hardships that I can face in STEM. And as a female, like, I feel inspired to be a female and in STEM because I know that that's something that's, you know, needs to be more advocated for.

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17765-17824

it motivates me and it kind of like pushes me to work hard

Excerpt - Document: 1015 Frances interview 3 122320.docx, Position: 17847-18633

Like when, when things start to get difficult and, um, or stressful. And I kind like doing these like times when I get stressful and stuff stressed and I don't want to, you know, put in as much effort as I should. Like, I, it reminds me that being a female and being an immigrant, it reminds me that, um, It just kind of reminds me to hard because like the position that I am in is very, that I'm lucky to be in the position I'm in to be, to be in a, like, for example, like in a, you know, a college that cares about the minorities in the school or a college that has like resources, um, a lot of resources towards STEM and other related stuff. I'm like lucky to be in this position. And so, I should take the opportunities and what I do because a lot of people don't have what I have.

Excerpt - Document: 1012 tina interview 2 121120.docx, Position: 17319-17774

it's been, it's been good. It's been really good. Um, I always loved to, you know, I, I love the push in this direction, and you know, had it not being for that push over the last couple of years? You

know, I, I, myself may not be here. So, every opportunity that I get to be involved in, you know, talking about my challenges and the past that will potentially help someone else in the future, I am always very happy to. So, it's, uh, it's been positive.

Excerpt - Document: 1013_GG_interview_3_121620[1].docx, Position: 6565-7118

Usually um, usually sometimes, like when I talk to not my parents, but my aunts. Um, I have to like stand up for myself cause they sometimes don't agree like with what I'm doing or they think that, um, when I'm chasing, you know, is it's too much or it's too much time. Or sometimes even some of my ex-friends that I'm not friends with anymore. They'd be like, Oh, the career chasing is so long. Why don't you chase the shorter one and so forth. Um, but I would have to like explain that, you know, I could chase a shorter career, but in what I'm doing,

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 11284-11508

Definitely the regions was very scary for me. I studied for like an entire month for it, which was an over-exaggeration, but I definitely was so scared because I didn't want to fail. Um, definitely failure. I hate doing bad.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 24241-25327

Yeah. Um, like I said before, I'm super afraid of failure. Um, I think it's something that I'm still struggling with, but I think that my time at mercy has really helped me come a little bit, a little, I say a little cause I'm still really afraid, but, um, like to term with it because I realized that, um, we're not perfect. I can't be a perfect STEM student. Um, but yeah, it, it helped me definitely cope with failure just because I didn't know. I was so afraid. I think that was like one of the scariest things I've ever done in my life. And it's not even that scary. I'm like telling you. And you're probably like, that's not scary. My professor, my professor was telling me that she got her PhD when she turned 50 years old. She's like, don't worry about this stuff. And I'm like, I'm so worried. What if I make the wrong choice? And then I go into a career path that I hate and then I can't go back and that's what scares me. But, um, I think that mercy is helping me realize that it's not too scary. And even if I did make the wrong choice, I can always go back and do it again.

Excerpt - Document: 1014 susan interview 2 121120.docx, Position: 24464-24602

I'm still really afraid, but, um, like to term with it because I realized that, um, we're not perfect. I can't be a perfect STEM student.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 1598-1791

Yeah, and I think it would, it would've helped. Um, because, um, it would've showed me that like what can, like, it would have helped me learn what can I do to like focus in settings like that.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 3741-4366

Oh, yeah. Sorry. So, like I said, um, like when I started getting bad grades and really like, I guess like negatively impacted me, but then when I remind myself that like times right now, aren't normal times that we were going to do a pandemic and it's literally like crazy outside. I just, I don't try to let it negatively impact me. So, whenever I get, like whenever I get, um, for example, like a test grade that I, I feel like I wouldn't have gotten if it wasn't during COVID times um, although I would feel like I could do better. I still think that, especially during times right now that I know that I'm doing my best.

Excerpt - Document: 1015 frances interview 2 122220.docx, Position: 26003-26450

I just didn't pay attention to it, although it, like, although it did make me upset, I know to myself that I try that, I try very hard. I know to myself that, you know, like I've worked hard to get to where I am, so that, that kind of just gives me confidence that, you know, like they could think that it's fine,

I guess. But I know to myself that like that, you know, I, I have done my best to get here, and it wasn't just because I was Asian.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 1251-1476

I was able to cope with it. And now I, I do like this, this version of online learning, but of course I definitely want to go back to campus and definitely like, see my professors and actually learn actively in the classroom.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 5712-5947

Um, but I was able to of course, like still get back on, still be able to do what I need to do. And yeah, I think that's, that's, uh, it just showed me that, um, if I can get through this, I can get through, I can get through anything.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 23185-24005

coming into STEM, I learned that, you know, that's, that's just not how it is. Um, you have to research, you have to keep going at it to get an answer. Um, sometimes you do something once you get one answer and the next time you get another. Um, so yeah, so I feel like, um, a lot of that, you know, growth mindset saying that, you know, you need to try it again and again, you're not going to get it the first time has definitely, um, came in to, into like, um, how I approach things now, looking at STEM before it was just like an outside view because, you know, I didn't enter STEM fully. Um, but now being in that, that definitely I've seen that, you know, a lot of critical thinking, a lot of trial and error, a lot of trying and trying again, and a lot of growth mindset, um, is what comprises like a part of STEM.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 30307-30654

Um, but you know, I'm definitely correcting on that. Sometimes I'm supposed to fail. Sometimes I am supposed to have these low points and because then they make the high points so much greater and, um, it just helps just failures helps students shape themselves and it helps them see what they did wrong and what they can do to correct themselves.

Excerpt - Document: 1013 GG interview 2 121120.docx, Position: 30754-31091

I definitely I've learned to, to, to not accept failure, but to be, to be okay with, you know, maybe not succeeding always. Um, because like, I just think about it, like who in their, like in this world has always succeeded, like has, has never had a failure, has never had a high, has never had a low point. Nobody, we all have those.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 6564-8076

Oh, well my summer internship, I was younger than everybody else in the age groups. And we had had a new boss who wasn't aware of that my hiring boss was aware of that. And I wanted to either come back to work again next summer, or, um, just get a full-time offer out of that position. And I knew that the only way to do that was to address the issues at hand of my, my graduation year, not being the same as everybody else in the program, but it was difficult because we were in a remote position and I was having to tell a senior leader within the company that I was not a perfect fit for their expectations. And it was a very, it was a very uncomfortable conversation, and they didn't really want to have, because I wanted the actions of my work over the summer to speak for it. But at the end of the day, them knowing my, my position in regard to age would ultimately affect the outcome of they were to offer me a position or invite me to come back. And it was, it was just an uncomfortable conversation that I feared having. And I wouldn't, I don't think I would have had, unless I had to have it and I had to have it because I was the only person within the program to have those, those conditions. And I needed to speak up in order to get what I wanted. And I'm not very good at the career conversations obviously yet, because I just haven't had much experience in doing it. And I only book up on my behalf when I felt like there were no other options to exhaust in order to get my end result that I want.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14194-14897

Um, would probably have been this past semester in terms of grades. I felt that some of my, my tests, um, and in my STEM, classes were created, um, I basically got wrong answers when other people were marked right. For the same answers on some of my data tests. And I did not advocate for a grade change when I am looking back, I probably should have. Um, and I think part of it was just because one, I didn't feel as though I was able to make a personal connection with the professor where I was comfortable enough to go up to them just because we were remote. And it was just, uh, a different semester, obviously it didn't, I didn't go up and talk to them about the grade, just in general. Didn't I...

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14972-16173

Uh, yes. Just because I feel like talking to them in person regularly, I feel like having to pull them aside in person is easier to be like discussing the grade itself, um, and a one-on-one face-to-face conversation than it is via email. Um, and two, I just, I didn't know if it was going to come back as though he marked my answers wrong, or if he had marched the individual who I compared tests to after the fact getting what our grades were and our answers were, um, if the other individual would have been long and then just having to be wrong in that scenario made me kind of uncomfortable. And then I would have felt very embarrassed for the rest of the class. And, uh, just, I didn't have that personal connection to where I thought I could have that conversation. And I couldn't compare it with more individuals about the test because we weren't in person to compare. And I didn't know many individuals in my class, it, the online aspect of it just made me feel as though it wouldn't completely be successful. And I didn't necessarily want to take a chance of potentially, um, telling my professor that I thought that they were wrong in grading my tests for something that wasn't a sure thing.

Personality Is Weighted: False Description

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 14936-15215

What's your top three identities, would you say as a STEM person?

Lily: Um, in terms of like physical identities?

JS: The ones you wrote down.

Lily: Um, probably would put introvert. I'm very introverted. I would put type a personality and I would put on probably process driven.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 15405-15925

I'm just going to ask if you had your, you said mathematics.

Lily: I have numbers orientated on, on the paper. Yes.

JS: But it's not as high as being introverted type A or...?

Lily: Not necessarily because I think that those, those feed into it, I think that, um, being an introvert, I use numbers to kind of help me boost my self-esteem in social situations. I feel like they feed into each other. So, it's kind of a, a wraparound they're all sort of connected and I feel like those three show that connection the best.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 15968-16746

tell me about your experience of being, being a STEM person in a, in a, um, as an introverted person.

Lily: Uh, I think it's, it's interesting because I'm also in finance as well. So, it's an interesting mixture because typically business is more networking and personality stuff. Um, so I have that mixture of the different experiences I've had have been very social. Um, but sometimes I just get very exhausted of it and definitely need a break away from people. So, I think back on the numbers, um, when I just need to focus on the work and not so much on the networking and communication side of humans, more so with

numbers just as a, as a way to distress from what I feel like can be interest situation of dealing with other people and being in more extroverted situations

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 16751-17466

And type A usually means outgoing, right. So introverted, but type A.

Lily: Yeah. So I, I just, I have, uh, I'm told by a lot of people, I have a need to control a lot of things, just, um, in different situations, both socially with families or friends or game nights and stuff like that, but also in the space. I feel that I, I verbalize, um, my stance a lot because I feel that obviously I have numbers that support my reasoning for a lot of things. And so, I need to speak up and obviously voice where I'm coming from it. What, what feeds into my opinion of things that I'm heard, because I don't see a point in doing all the mathematics and numbers, if you're not willing to speak up when necessary to prove it.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 17471-18227

Tell me about your experience of being introverted in the STEM community.

Lily: Um, I feel like it's, it's been pretty normal. Um, a lot of the people that I've talked to in STEM have been introverts, um, well obviously exceptions, but a lot of people that I've talked to, like the commerce side of things, they, they like the numbers more so than they like the, the connections of human interaction. They like to have the numbers and have that base their, their definitions and opinions of being in whatever roles that they are. Um, obviously very numbers driven as well. And if I, a lot of conversations to have with people involve numbers and their favorite processes for getting numbers, which is a fun conversation to have. And interesting, obviously.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 19379-20217

Do you have a label or identity related to how much you do stand up for yourself or others in the STEM?

Lily: Um, label in how so?

JS: I don't know, champions, fighter, I don't know, things like that.

Lily: I would say it's not so much that sort of label as, um, more so be in the label of being able to work through frustration. I feel like is a very good label for people in STEM that at least I've met, just because obviously not everything's going to work all the time. Not everything's going to give you the exact answer all the time. It's very, time-consuming, it's very frustrating at times. And sometimes you just have to walk away for a little bit and come back with a clear mind. So, I feel like that would be the label. I would give myself where people in STEM is being bullheaded enough to stick with it, when it gets harder.

Excerpt - Document: 1018 lily interview 1 121420.docx, Position: 22338-22704

Can you be more specific about the, those pieces from your culture?

Lily: Just like putting your head down and working hard and giving up is very frowned upon. So it's just the, the perseverance part of it, um, connects. I feel very well because it's just you're told not to, and it's not really an option that you're given from when I, what I was taught growing up.

Excerpt - Document: 1009 Jane interview 2 111920.docx, Position: 4182-5952

JS: Okay. Thank you. Um, let's see. What are some recommendations that you have for other STEM students during this time?

Jane: Recommendations I have for some students during this time? Um, I would say number one, make sure you're working on your procrastination cause I know that at least among the people I was around at, um, Mercy college, we all procrastinated all the way till the last minute. Um, so making sure you're writing down deadlines, if you weren't a calendar person before you kind of need to figure out how to be a calendar person now. So, you're making sure you meet those requirements because you're not interacting with your professors as much. And then being able to, especially if you're introverted, to be able to make sure you're at least reaching out to one or two friends that you felt close with before, or at least in one of

your classes so that you can at least feel a little bit more connected. So, when it starts to get hard or like towards the end were finals are making sure you're reaching out to those individuals to keep you motivated when it gets harder. And you're stuck in your house more.

JS: You've talked about doing more independent work on your own. How does that impact how you view your effectiveness in getting things done as a STEM student?

Jane: Um, I feel like I do actually get an equivalent of things done. Um, but it's just more taking boxes that are like, Oh, it's done onto the next one. Rather when I was in, in class, we were working on a long project, so it was like short-term goals and now it's just kind of, oh, that's gone on to the next, Oh, that's not. So, it's kind of almost like it's turned my college view into a high school view again where you're just turning in assignments and leaving for the day.

Excerpt - Document: 1001 ann interview 3 012721.docx, Position: 9668-10174

Um, just, um, just like maybe like a comment that I may have like interpreted wrong or just kind of like, you know, just kind of somewhat like quite, just like questionable comments, just being like, I don't know, I suppose kind of like a, like an underhanded compliment or something like that, but I'm not really a confrontational type. So, so yeah, I tended that kind of, I, I tend to show like more with my actions then I suppose with my words like me just trying to like double down work twice as hard.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 26054-26796

How about any challenges you've had in your life related to being female in STEM?

Fez: Female in STEM? Um, I guess like not being taken seriously by other like male STEM.

JS: When did that first happen when you were an adolescent?

Fez: Um, I had a teacher that was brilliant, brilliant chemistry teacher, but was also not a very nice person and I felt very intimidated by him. So, I didn't ask questions. So, I just learned everything myself. I mean, obviously like I listened, he taught me everything, but I ask questions a lot and he kind of, his like ego kind of pushed me to just like, I don't want to ask. I'm very shy. I don't want to get yelled at. Um, yeah. So, I felt like, I felt like not empowered in that moment and in that class.

Excerpt - Document: 1010 Fez Interview 2 111920.docx, Position: 29199-31848

Thank you. Just, just a few more questions. How has it been shared or how has it been to share with me a little bit about your STEM identity as a female?

Fez: Oh my God. It's been so beautiful. Um, I like actually cried after last session. Not good, not bad. I was wow. You know, like a lot of reflecting. Um, I love to reflect, I mean, this is honestly I wanted to do this research because one, I think research is beautiful. And two, I was like, I'm going to discover a lot of things about myself that like, I might've forgotten and it's going to be good and it's going to be bad and it's going to be beautiful. Um, and it's, it's has been, um, I talk about a lot of things that I'm like, Whoa, that was kind of a hidden trauma, like right now about, um, my teacher in high school. I like forgot about that. I forgot about how I felt, how he made me feel, not necessarily, um, purposeful, but how he, how his attitude and ego really affected me as a student. Um, and how I hope to never do that to students. Um, but you know, at the same time him doing that to me, not seeing, but just him having a high ego made me a better student, but that's the route I chose to take. I chose to take the route of like, I'm going to learn this because like, I want to like show to him that I understand this too, that it's not just him that understands this chemistry, it's myself as well, but, and that's showing me something awesome about my character, you know, that like, I won't give up. Even if you think you're smarter than me, like, I'm going to prove to you, like I can learn this too. Like, um, and so that was cool. Like I literally forgot. I felt that way. I don't even know. I didn't even know. I felt that way until right now. Like I remember that situation, but I was like, wait, that's really how I feel. And like organic chemistry man. Like it really torn me apart. And I was thinking about that and that was making me sad. And I don't know, it's just, it's also like beautiful out then a moment. Like I'm going to get past, I'm going to get through this organic chemistry phase and I'm going to get to whatever I need to get to. And I'm going to hold that as like one of my very hard challenges and I'm going to inspire people to get through their challenges because like, if I hopefully become a teacher

that I really hope to, like, I'm going to tell kids, like guys, like I did really bad in organic chemistry, like, please do not let this, like get you down. Like, I'm I, like, I'm not a special case of having A's and going to like an amazing university, like, you know, like, I'm kind of just like you guys, like, um, just like everyone.

Excerpt - Document: 1018 Lily Interview 2 121820.docx, Position: 13425-13724

Yes. I am always looking to talk to more individuals within the field, learn more about their, their insights as, um, everybody has something that they can bring to the table and it's just learning how to, to find the people that will best fit. And so, yes, I'm open to new mentorship relationships.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 5835-6487

Um, I feel like I advocate for myself most when I feel like I have no other choice. Um, I think it's kind of hard to advocate for myself just because I feel sometimes when you have to advocate for yourself, it can come across as potentially bragging. And I, uh, I'm not, I don't think I'm, I'm too braggy of a person, so they kind of pushes me out of my comfort zone and I prefer to stay in my comfort zone unless absolutely necessary. So, I tend to advocate for myself when I want something. And then I push, I feel like I'm pushed into a corner and I have, I have to advocate for myself in terms of words, rather than actions, uh, to get what I want.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 10764-11523

Uh, I think it, it was easier than having to advocate for myself just because I find it easier to, um, not when, when talking about other people in terms of advocating for them, I feel as though it's easier to brag on behalf of somebody else in terms of their accomplishments or their understanding and their, their work experience, just because it's not my own. So, it's easier to, to be, to be stating, Oh, they did, they done A, B or C and that's really cool then bragging about myself and say, Oh, I've done a, B and C. And I think it's really cool. I think it's, I think it's easier to, to brag to another person about somebody else's accomplishments rather than your own, which makes advocating for other, other people easier than advocating for myself.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14194-14897

Um, would probably have been this past semester in terms of grades. I felt that some of my, my tests, um, and in my STEM, classes were created, um, I basically got wrong answers when other people were marked right. For the same answers on some of my data tests. And I did not advocate for a grade change when I am looking back, I probably should have. Um, and I think part of it was just because one, I didn't feel as though I was able to make a personal connection with the professor where I was comfortable enough to go up to them just because we were remote. And it was just, uh, a different semester, obviously it didn't, I didn't go up and talk to them about the grade, just in general. Didn't I...

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 14972-16173

Uh, yes. Just because I feel like talking to them in person regularly, I feel like having to pull them aside in person is easier to be like discussing the grade itself, um, and a one-on-one face-to-face conversation than it is via email. Um, and two, I just, I didn't know if it was going to come back as though he marked my answers wrong, or if he had marched the individual who I compared tests to after the fact getting what our grades were and our answers were, um, if the other individual would have been long and then just having to be wrong in that scenario made me kind of uncomfortable. And then I would have felt very embarrassed for the rest of the class. And, uh, just, I didn't have that personal connection to where I thought I could have that conversation. And I couldn't compare it with more individuals about the test because we weren't in person to compare. And I didn't know many individuals in my class, it, the online aspect of it just made me feel as though it wouldn't completely be successful. And I didn't necessarily want to take a chance of potentially, um, telling my professor that I thought that they were wrong in grading my tests for something that wasn't a sure thing.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 20013-21198

Um, I don't think that, that my identities have been, impacted me in terms of advocating for myself. I feel as though it's, it's just my general lack of knowledge. Sometimes that prevents me from doing that in terms of my skillset or just my general understanding of how career conversations go down or advocating for myself in terms of just kind of feeling uncomfortable when they come around. I feel as though everybody has those feelings and it's just me stopping myself from having those, because I'm because of my personality rather than, um, my, my identity. I, I don't necessarily think it's because of who I am physically. I think it's just my perception on things, um, that prevents that. And also, I just, I think it's, it's more, so the fact that I can be very shy and introverted, that prevents me from the advocacy rather than me as a woman, preventing myself from advocating, because I do believe that women have a place in STEM. And I don't think that that's a limitation. So, I don't think that that defines what prevents me from having a strong advocacy. I think it's more so my, my unsuredness and just lack of willingness to act, unless I am sure that leads to that.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 22026-22878

I wouldn't say I'm too open about it. Um, just in terms of conversations I have with the professors, I never tried to shy away from, from who I am. I just, that it's not a topic that has come up relatively often in those conversations. Um, if they were to ask me, I would be 100% honest because it's part of who I am. And I don't think that I, I don't have a problem with who I am. Um, so I would have no problem if it did come up in conversation. I just think that conversations that I tend to have with my professors are not, um, who, who I am in terms of nationality or gender wise, it comes out more here, here is a topic revolving around something that we have a common interest in that we discuss. It's not more so my experience in STEM as a woman that comes up, it's, it's just my, my experience with what we're working on, technically speaking.

Excerpt - Document: 1018 Lily Interview 3 011521.docx, Position: 32967-33422

Um, my, I guess my goals, my goals right now consists of becoming more comfortable with talking about myself and not putting it into the mindset that it's not full ragging necessarily, but it's, it's showing confidence in myself and finding out what that line is and where I feel comfortable talking about those things and just learning how to have effective career conversations that can get me into the doors and into the positions that I want to be in.