

Text ID Code	Excerpt
UGFG1_P1_1	<p>guess I'll start. I knew I guess very little about mentoring relationships, especially in more official capacities. I feel like lots of people have mentors especially throughout their lives, their parents, their teachers, other adults or even other peers that they respect. Peers can definitely act as mentors. So, going into this it was definitely uh, kind of like more just sort of environmental, organic knowledge that I've been introduced to. No one had ever really talked to me about mentoring relationships in an actual, official, targeted way. You know other than, like watch out for people abuse their power I guess, haha. But definitely nothing official or directed or anything like that. So now post rmais it was really great to get that knowledge in a more targeted way, especially in a way that was so receptive to discussion which did make it kind of feel organic. Obviously it was uhm you know, targeted in that we had our awesome presentations that we did and discussions that were, were facilitated and stuff like that, uhm but at least for me, it was really nice to hear more about mentoring in a more official capacity than the more traditional grad student you know or even undergrad and mentor sense. So yea, yea, that was definitely helpful in forming and kinda building on what I knew already about mentor mentee relationships but then just kinda being able to expand on that and refine those ideas. Definitely.</p> <p>(After P2 and P3 finish speaking)</p> <p>that happened to me to I was like wait, what was the, yea, but just going off of what you said 3, it was just really nice to see uhm aspects of relationships that I've had kind of identified and had words put to those. Like imposter syndrome. You know, I'd never heard of that before. And now that I have I kinda hear people throwing it around all the time which is nice. So clearly it's out there, but yea it was really cool to hear about that and say like oh that's an actual thing. And you know like the different you know live visible, invisible power dynamic and stuff. It's definitely has been cool to kinda, since we were made aware of those to then apply them to actual relationships that I have.</p> <p>(Co-author added this in late - might be out of order with transcript)</p> <p>P1. yea for sure.</p> <p>definitely things that I was applying to my current mentoring relationship here but then also looking back and being like I have a new perspective on past mentor relationships and hopefully future.</p> <p>P1. exactly, now we can take that and move forward with it.</p> <p>be better people...</p>

UGFG1_P1_2

yea, well that's interesting, just because uhm I feel like at least definitely through like middle school, high school, and to certain extent, undergrad, all of the mentors that are mentors in official capacities are not actually significant mentors. Like in high school you get a guidance councilor. Who I probably talked to like once [laughter] you know in like undergrad you get like a faculty advisor. And then some sort of other advisor. or you know like you can have like three or four advisors you know, three of whom you never talk to. Right? Uhm and so it's just been interesting to kind of learn about like in grad school you know your advisor is not like that. Ideally you're having a lot more contact with them so I guess I felt before rmais I felt like uhm official mentor mentee relationships at least the ones that were assigned I really didn't place a lot of validity in those. Definitely more uhm you know, I thought that mentor mentee relationships that you formed yourself were more important and uhm more useful and valid and all of those things you know. Uhm, but it's been good to hear about these different kinds of mentor mentee relationships that you establish as you move forward in your academic career right, something that I'd thought about. You know at least a few of us are thinking about grad school or some sort of next step in our academic career. Uhm. So yea, it was really I guess just in terms of changing how I felt about uhm mentor mentee relationships, it was just really nice to get that exposure. Not only the exposure, but then to kind of dive into the nuances of those relationships and see that they are super valid and can be really beneficial, and you know how to deal with those relationships if they're not being beneficial. Or create the kind of mentor mentee relationship that you want. Uhm it's definitely made me think that I should maybe take more advantage of the official mentee mentor relationships that I've been assigned as an undergrad. You know, going into my senior year I'm kind of like well what can I really do at this point, but It's never really too late. You know I should contact my faculty advisor and just see what they have to say about their career path and any advice that they have, you know. Uhm, so yea I guess it's definitely made me feel post rmais it's changed by feeling from kind of oh these relationships aren't kinda really valid, they're not that important to, uhm seeing that they can be super awesome. I guess and also how to create those mentor mentee relationships that are beneficial moving forward.

UGFG1_P1_3	<p>yea no, definitely just going along with what everyone else is saying. Definitely thought that the mentor had the most if not all the power. Definitely just because most of my mentors in the past have been like my bosses or the heads of programs that I've been a part of. Which obviously gives them some pretty visible power.</p> <p>Uhm but yea, definitely post rmais it's something that I've always known but never really applied to the mentor mentee relationships that I've had that it takes two people to foster like a health beneficial relationship. You know that responsibility doesn't just fall on the mentor. Right? That's not that way that any relationship is, it's not just on one person right? To create something good and healthy or useful? And so part of that responsibility also falls on myself, the mentee, not that I haven't been a mentor to people, but at this point in my life I generally typically am a mentee rather than a mentor and obviously it's still the mentor's job to do what they can to make sure that our mentor mentee relationship is healthy, but it also is partly my responsibility to uhm yea kind of like what 3 and 2 said to uh self advocate and you know make sure that I am doing what I can to create a useful and helpful mentor mentee relationship.</p> <p>Co-author. 1 kinda touched on this with what she just said, but has your perception of who a mentor is changed?</p> <p>for me it definitely has a little bit just because uhm I've never, well that's not necessarily true, for some of my jobs I have been in like a clear mentor relationship but even in those situations I never really thought of myself as a mentor even though I really clearly was haha looking back so yea, yea I definitely has a least for me changed my perspective. I've realized that I have held mentorship roles kind of throughout a lot of my life actually and then also realizing that there are people in my lives who are mentors who I previously thought as peers even, who you know, even of course your peer can also be your mentor right? Uhm and I feel like it's a lot more of like a fluid relationship than I kind of thought before you know it's, like I feel like even between two people the role of mentor mentee can switch you know and that's definitely something that when I thought of mentor relationships and someone who is a mentor you know I just kind of thought of the stereotypical this is my teacher, this is my boss, you know, this person who is in charge of me, but that's definitely not the case. I feel like I can say pretty confidently [haha] after this. Yea.</p>
UGFG1_P1_4	<p>anyway uhm yea I definitely just expected to uh learn from like my P.I. and like my graduate student mentor. Uhm who I definitely have learned from. But I have been completely astonished and just like thrilled that I just learned from everyone in the lab, like the grad students that don't even know me, and all of the postdocs, they've all just been FABULOUS. And uhm there's definitely been official settings for that but yea, definitely learned from the community rather than just the uhm the two people that I was expecting to have contact with and yea, I wasn't expecting to teach anyone. Because I so feel like I know nothing. [laughter] more than I did at the beginning of the summer but.</p>

UGFG1_P1_5	<p>well like I kind of said already I, learned a lot from the other uh grad students and the postdocs. Uhm again we kind of had set meetings every week where they would teach us. That's what they were doing. Uhm, but I wasn't expecting that and yea, they've all been so awesome and I've learned a lot and it's just been nice to kind of get uh those varying experiences. And, I also feel like in small ways I've kind of taught all of them just because at those meetings they're kind of set up for just sort of sharing of information. You know like, whether that's a book recommendation or a podcast or something that's working for you on this computer program that no one else has used before. Uhm, so just like in small ways, you know, definitely not at the same magnitude that they've taught me, but I, I'm ok with that. They know a lot more than I do. So yea, small things, definitely, but good bits of information with everyone. And then uhm my fellow uh lab mates, other undergrads, we've all definitely taught each other different things because we're all working on kind of similar stuff, uhm and so It's been nice to have that overlap of knowledge just with my other undergrad lab mates.</p>
UGFG1_P1_6	<p>like pretty specific, or...? Co-author. your call. our call, cool. Uhm, I mean in the uh volunteer program that I did all through high school, I was like a team leader, so I was in charge of twenty people my age like every day during the summers, so that was definitely a mentoring situation because I was teaching them how to do what other people had taught me to do when I was younger. Also just, like I was a rock climbing coach, that's definitely like mentoring. Yea, I mean you know, even just like watching your younger siblings and cousins, could definitely, like now I'm like oh yea, I was for sure mentoring them and trying to teach them how to be better small people. [laughter] stuff like that basically.</p>
UGFG1_P1_7&8	<p>uhm I would say like post rmais both like how I mentor and how I learn is much more uh like deliberate and aware if that makes sense. Uhm, like before, I just didn't really have the tools, or really even like the awareness that should have the tools. Or that I could have the tools to be more like deliberate and purposeful in my mentoring relationships whether I'm the mentor or the mentee. Uhm I think I've mentioned that they just kind of happened and they were just kind of there, but now I'm aware that these relationships should be worked on and you know, kind of molded into something that's effective for both people, or whoever's involved, uhm and then learning, yea, the same thing, uh just kind of more deliberate, more aware. Definitely, I would say. And able to kind of like effectively use that awareness to be more effective. Something like that. Haha.</p>
UGFG1_P1_9	<p>I second that. You know I wasn't really I had no idea what to expect honestly. I wasn't expecting it to be as applicable to me as an undergrad I was like oh it's just gonna be for grad students and that's cool, I'll learn some things. But it was extremely applicable and, you know, I've already just seen it affecting the mentor mentee relationships that I have and um it's been nice to implement the stuff that we've learned. So that yea, positive stuff.</p>

UGFG1_P2_1	<p>I'd say beforehand, I like didn't have much knowledge of mentoring at all. Like not that I hadn't had mentors or been a mentor, but it was just something that didn't really like cross my mind. And so I didn't know anything about it and like, aside from maybe like a cursory google search or something you know, I'd never discussed it with anyone or anything like that so uhm it was interesting getting the different perspectives of people and like you know like see how people feel about different things and different experiences that people have gone through which you don't get just from like reading an article on mentoring. So I thought that definitely like helped shape what I learned throughout rmais.</p> <p>(After question was repeated)</p> <p>I think I like covered what I knew, but also like how it's changed, like through seeing like everyone's experiences and and learning all the powerpoints what not, uhm it's kind of given some more organization to like all the mentors that I have in my life. Like just positives and negatives of those relationships and I just feel like it's a little more clear like our roles and what we should be doing yea just like overall more organized.</p>
UGFG1_P2_1	<p>uhm I guess I can start by saying like especially as I like advanced throughout my academic career and like met more people and like I was uh I was accepted into a program and like then I had another mentor. And uh I felt like I was like bouncing around like, like I didn't really have a clear goal with any of my mentors as to like what, what can, can they help me with and what can I help them with. And you know like, what, what's that whole relationship like, I was just like oh yea I have these people in my life and they help me out. Now it's, now it's more like I feel like I have more organization like. I feel like oh these people will really help me academically whereas these people will really help me personally. Or like emotionally. Uhm things like that. It just feels more organized. And like everything has a purpose.</p> <p>(After P1 and P3)</p> <p>uh yea, I have to say kinda the same thing like with like uh an actual example. Like I was assigned a mentor at the beginning of the summer and like I didn't like I probably wouldn't have reached out to him if I hadn't taken part in these.</p> <p>P1. nice.</p> <p>P3. it's hard to reach out and be like hi can you help me?</p> <p>yea, especially like I was assigned it through a scholarship so I like met him once and then like that was it. That was the only time I like met him.</p>

UGFG1_P2_3	<p>I agree on the like viewing the mentor before rmais I thought the mentor had the most say and I think now it kind of depends on the relationship like and I think in a healthy mentoring relationship there should be equal say. Not that's always the case but uhm in a, in an ideal mentoring relationship there should, you know be equal say by both or all parties.</p> <p>(After P1, co-author, and P3 talk)</p> <p>yea like I never really thought of like close friends or like anyone really giving you advice on whatever it may be like as like a mentor and like, like how that relationship like, you know like, you have a friendship like, one person is going through something and the other person is talking to them saying like hey I think you should do this, just like that kind of fluidity that 1 talked about uhm I never really like would have said like oh you know that's a mentoring relationships, but it, it is, and just never really expected that or thought about that.</p> <p>P1. yea not to say that it's not or that it's always fluid right?</p> <p>yea.</p> <p>P1. but yea, anyway, no I, I agree with what you said there 2. Definitely changed that.</p> <p>and also, I feel like I, before rmais I thought that a mentor had been like, not necessarily assigned, there would have bene a big step. Let's say, I needed a mentor or something, I would reach out to someone and say hey I'm having trouble with this, this, and this, like will you help me out or this person is like assigned to be your advisor and there's this like big step that is taken whereas there's, now I feel like there's not that that big boundary that you have to overcome, that big step that you have to take. It just kinda, is.</p> <p>d. so what I hear you saying is that it doesn't have to be quite as official within a box...</p> <p>mmhmm.</p> <p>d. ... of mentoring.</p> <p>yea exactly.</p>
UGFG1_P2_4	<p>well uhm, I don't really work in a, in a lab per say, uhm but I definitely didn't expect to be teaching people that much. Uhm so I'll give some background. I majored in like, or when I started school I majored in computer science and like I'm pretty comfortable with computers and I started working with a graduate student on developing a website and like I kind of envisioned it as like the graduate student kinda saying like here's what I want and then like me doing it. Uhm and that would be that. Whereas now I've realized it's definitely like give and take. Like, hey like here's how I'm doing it, here's how I'm doing it and like this is what we can do and uhm I never expected to teach that much, but I definitely have. And so, yea I never really expected to teach, but I definitely expected to learn from everyone, like I'm in the mindset that there's to be learned everywhere.</p>
UGFG1_P2_5	<p>I feel like my, my, expectations of who I learned from were pretty accurate. I tried to pick up things from who I can, uhm but who I taught, I never expected to be like teaching people about like uh website stuff, and like the advisor for the PhD student who I had been working with took an interest in what I was doing and I definitely taught her some things, but I wasn't really expecting to do that.</p>
UGFG1_P2_6	<p>I'm the same way with like the family, like I never thought that I was like mentoring my nieces and nephews but like now that I think about it I guess they could see me as a role model and like a mentor. And I also am studying education, so I also have volunteered in some schools, and uhm I'd say like when I'm volunteering long term at a school, I'd see myself as a mentor there.</p>

UGFG1_P2_7&8	<p>I would say the learning thing I was definitely like in the growth mindset uhm before, but like I'm still like trying to learn things from different people. I think I've kind of, it's changed, uhm how I view different things from different people. Like I could ask two of mentors the same questions and get different answers and that's like totally ok and a good thing. Whereas, before I always thought what should I do and now it's like what do you think I should do? Uhm and then, yea I guess that would be like what I've learned.</p>
UGFG1_P2_9	<p>I'd say it's a really positive experience, like overall. Just...</p>
UGFG1_P3_1	<p>I think I have thoughts very similar to you two, where I had never really had a designated mentor in an academic setting that was specifically for here are your professional goals or your academic goals and this person is specifically designated your mentor. You know I had kinda sought out advice or council from people in areas I was working, but that was more me just being like hey, can I ask you a question not like this is my point person, so that was it was interesting like 2 was saying to learn about the dynamics of these mentor relationships while also experiencing that like kinda in like real time and kinda thinking about it in that more structured way. Whereas like I said before I might have been relaxed and been like I kinda view this person as my mentor, I don't really think about our dynamic because we're kinda just friends, I mostly just ask them questions. So it was very interesting to me to list to presentations on like power dynamics and be like oh I can think of like tangible examples of what you're saying in my relationship with my mentor and being able to kinda like see those patterns and apply them to make it most effective. I'm not sure if that really answers the questions.</p> <p>(After P1)</p> <p>yea it has been interesting looking back as well and being like oh this is a person in that past I considered a mentor. OH. [laughter from others] you know, looking back and being like that was great. That was weird.</p> <p>(After P2)</p> <p>yea, I think my summary would be very similar. Of I knew very little about mentor relationships and always had kind of organic mentor relationships and now after discussing, just sort of dynamics of all the things we have discussed, I'm able to look back and take what I've learned and be more effective in the future and more, sort of like, intentional with future relationships of like ok here are I have a better understanding of what expectations are and should be of me. I have a better idea of how to communicate what do you expect from me, what can I expect from you? I have a better idea of how to communicate where boundaries should be or ought to be. And, and being able to use that, and kind of having more agency in a relationship to say, I want to get something out of this relationship and I also want to contribute something to this person who is mentoring me. I feel like I have a much better idea of how to tangibly do that rather than sorta just bouncing around like I wonder if this helps, I wonder if this will work?</p>

UGFG1_P3_2	<p>I think that prior to rmais I kinda felt as if mentor relationships were very much one way streets and they kinda made me feel uncomfortable seeking out a mentor. Because it was like I'm just going to be this parasite being like teach me everything you know and I'm just going to be here bothering you taking up your time. And so I felt very uncomfortable being like what could I possibly like have to contribute because I'm clearly going to this person saying like what do I do? How do I achieve x, y, and z goals? And I think it's been very interesting both through rmais and just kinda like having an experience with an explicitly named mentor to kinda understand that like there is definitely like we talked about on our first week this flow of information and like help for lack of a better word from the mentor to the mentee but it's also been very valuable to like look at this relationship and experience it and realize ok I'm not serving like as a mentor back. I'm not like let me teach you something now as well. But to see that I can also be helpful and provide a service in return. You know like, I cant teach you how to go to grad school, but I can wash a lot of dishes and I realize now that that's valuable to you. So it's been interesting to me to see that like that's a silly example but it is really a two way street that it kinda just makes me feel less, I don't know what the right word for it is, like less as if you know like I'm being a burden by being someone's mentee and more as you know I'm really appreciative of this but also feel like I can kind of participate in this relationship. Not just be a parasite. So that's been good. It's good for the self esteem.</p>
UGFG1_P3_3	<p>well I mean not to kinda state the obvious but i kinda thought that the mentor, the person in charge had the most say because they're the one you're trying to learn from and get knowledge or experience or whatever from. And it's been interesting to see that perhaps they might have the most say because they can kinda control like, to some extent, the types of experiences that they give you as their mentee, but I've realized a lot that it is very much like up to the mentee to help guide and this person doesn't just know what you want and so to ask those questions to actually like, but rather than just sit there and be a sponge, but like be a sponge but also like ask the questions, like hey I'm really interested in this. Can you help me with this? I'd really like to look this direction? What do you think? Do you know about this? Can you help me like, I've realized that to be the most effective like, you do really need to take charge kinda like as a mentee, being like I'm gonna ask for this and if you can't give it to me that's great but rather than just sit here and let this wash over me uhm kinda take some, I'm not sure what the word I'm looking for is, uhm initiative I guess. And guide your relationship to some extent within bounds. (After P1 and P2 talk) d. so what I hear you saying is that it doesn't have to be quite as official within a box... P2. mmhmm. d. ... of mentoring. P2. yea exactly. yea I would agree with that. Kinda like the definition of who can be a mentor has broadened. It's not like only my professor can be my mentor. It's broadened in definition of who can be a mentor, but it's also narrowed in action who can be a mentor. Because like 1 touched on like sure I've had an undergraduate advisor when I was in school and like yes they were my mentor but I met with them once I don't remember their name they just signed a paper I had to get to graduate. Whereas like a mentor doesn't have to be someone who is explicitly, this is your mentor it's somebody who is more in action more than in name is a mentor.</p>

UGFG1_P3_4	<p>I guess I didn't really expect to teach anybody because I knew I was coming in just like I'm in so far over my head. I don't know who let me in here. [laughter] I'm gonna try not to get kicked out. [laughter]</p> <p>[omission of a couple of lines for anonymity, but the content wasn't related to mentoring]</p> <p>definitely expected to learn primarily from [mentor for the summer in rmais] who was my point person, but I kinda hoped to just learn from basically everybody that I ran into and could be within earshot of and expected to teach nobody anything ever. Was my expectation.</p>
UGFG1_P3_5	<p>guess yea, I think my expectation and my reality in this instance was lined up pretty well. I feel like I learned just like a mind-bending amount, particularly from [mentor for the summer] since we spent the most time together but also from [the PI] and [data manager] and everybody I run into in lab meetings and everybody who's here. I feel like almost everybody who's here, I feel like almost everybody I've even just like bumped into, I've managed to learn something from. Because like, y'all really like to talk about what you're doing, and it's usually pretty interesting so... [laughter] ... that's been great. As far as who I've taught, I don't mean this in like a self-deprecating way, but I really don't think I've taught anybody anything and that's ok. That kinda like aligned with my expectation, like I didn't show up like, I'm gonna show these folks a thing or two [laughter] so it's been very comfortable to me to just be I don't have anything to teach you and that is ok. Have a great day.</p>
UGFG1_P3_6	<p>for clarification, we're just supposed to describe our mentoring experiences to this point?</p> <p>d. yea.</p> <p>uhm ok, sort of I think like I've touched on, very few specifically defined professional mentoring relationships, similar to you all. Just kind of personal or occasionally just having somebody who I consider a mentor at work but who's not actually a supervisor or above me. Just more of just like a friend who I can ask advice of. Uhm, most of my formal mentoring experience is like I am a mentor, but there is this very obvious power difference because I'm with children, who very literally are relying on me for their safety or instruction. So I had had very few mentoring relationships with like peers or people kind of closer to my own age where that wasn't that explicit age-based power difference.</p>

UGFG1_P3_7&8	<p>yea, I very much agree with what you're saying. Feeling more deliberate and more effective. Uhm, I think one thing that I've thought about that has kind of changed as I've learned about mentoring dynamics through rmais has been the importance of different mentoring styles. Because I feel like often we like touch on, what is the right answer like how do you talk to your mentee or your mentor. And I think what I've experienced and learned both from like presentations and from interacting with the people I view as mentors in the lab has been there is not just one right answer. And that's something that I just, I wanted there to be a right answer. Uhm and I think now I'm a lot more aware of that and kind of, can be intentional about for some people you can have a very personal relationship and it's still an effective and healthy mentoring relationship. And for some people that does not work and it is ok for both of those things to exist. You can hold both of those relationships and neither is more or less effective or valid. And that's been one thing that I think, I anticipate will change about my future mentoring relationships and also how I learn from mentors, just viewing them as like, this can be acceptable even if this is very personal. Because I've always had just very personal mentors where I'm like is it ok that we're talking about this, like are you my mentor? Are you my friend? And so it's been interesting to learn about those dynamics and understand that like, yes that can be ok given that other situations are met. If that makes sense.</p>
UGFG1_P3_9	<p>I agree, I think I viewed it as very important and very kind of comforting to me as somebody feeling as if I'm coming into the science field without this background. It felt very like welcoming to be like oh these are the conversations that like these people who want to do science for a career are having. Like they are concerned about diversity. They are concerned with inclusivity. They are concerned about like healthy relationships. And that's something that I have more of a background in coming from more of like a social science background and so to see that the conversations that I might have been having in my major aren't just concentrated to like there's just a few people who think this way. Uhm so I thought it was really important to see that that is a value at least in this little microcosm in the environment here. It felt, it felt very nice and made me feel very hopeful for a future in science.</p>
UGEMAIL_P1_1	<p>The year before participating in rmais, I was enrolled in a program at CSU called [program name]. This program was two semesters long, and delved into research skills. We were partnered up with graduate students and/or faculty members to work on a research program. This was really my first experience with more official mentoring relationships, and I was lucky to be paired with two really wonderful graduate students. I knew that my mentors were there to help me expand my knowledge of the field of study, and to support me in the project or endeavors that we were working on. I also knew that these were relationships that could be long-lasting and would be a great foundation for my skills and network to grow. The knowledge I gathered through this experience was great, and was really expanded through my participation in rmais. I learned more about communication and traits that are necessary for a good relationship, as well as skills and things we can do to make the most of a mentoring relationship.</p>

UGEMAIL_P1_2	I felt somewhat intimidated by mentoring relationships prior to this summer. I felt that I wasn't necessarily worthy or fit to receive mentorship as some of my peers had more experience (hello imposter syndrome). After rmais, not only do I have a better idea of what to expect from a mentoring relationship, I also feel more ready to be a mentee (and even become a mentor in the future). I now feel empowered to be an active part of a mentoring relationship with the understanding that we both have something to bring to the table.
UGEMAIL_P1_3	Before this summer, I absolutely thought that the mentor had the most to say in a mentoring relationship. I tend to be a soft-spoken individual, especially when I'm in the "learning" stages. However I now believe that both individuals have the obligation to share thoughts with each other regarding the project at hand, and the expectations of what the relationship will entail.
UGEMAIL_P1_4	I expected to learn from [my grad student mentor] and [my faculty mentor], while they taught me new skills.
UGEMAIL_P1_5	I have definitely learned from [my mentor] as well as [my advisor]. I believe I've taught [my mentor] about a few things (not necessarily ecology related) such as how to mentor effectively, communicate, and establish expectations. I also believe that through this experience I've taught people in my personal life how to communicate better.
UGEMAIL_P1_6	As mentioned above, I participated in [program name] before this experience. I worked closely with two graduate students on research, and presented at [symposium name] and the [department name] Symposium. I personally had a really positive experience as my mentors were responsive, kind, and willing to teach me about new subject matter and new methods. This experience really helped me grow in my academic career and was the main driver that led me to rmais and further research experiences.
UGEMAIL_P1_7	rmais has affected how I mentor substantially. While I'm not yet a mentor in my field of study, I am in a leadership role at my workplace and I manage a team of individuals. I believe that I am now a better listener, and I'm getting better at establishing the expectations of the mentoring relationship.
UGEMAIL_P1_8	rmais provided me with so much useful information and will definitely have a long-lasting impact on how I learn. Most of how rmais has impacted me has been through self-reflection. I've learned more about myself as an individual and as a student, therefore I can address my strengths and weaknesses in a way that works best for me and my learning experiences.
UGEMAIL_P1_9	As I just mentioned briefly, rmais has taught me the most through self-reflection. Through my experience as a first generation student, as a woman, as a perfectionist, as a student who works and goes to school full-time and so on, has influenced me as an individual more than I knew. I've learned to keep in touch with myself more, to be more understanding of myself, and to be better about taking care of myself so I can do what I love in a sustainable way. Personal development is so important and rmais has provided that for me.

GSFG1_P1_1	<p>Um so I guess before most of the stuff I learned about mentoring came from like a wilderness school (laughs) where they talked about mentorship so a lot of it was like having like pretty close relationships with people that you were mentoring and like working with them mostly through like I don't know sort of like general life events or skills um. So I think that is pretty different from academic ideas of mentoring. Um where you're actually trying to accomplish something. (laughs) not just like hang out in the woods and make fires. So, yeah. So, I think before rmais in terms of academic mentoring I didn't think that much about it. (laughs) I think I was just mostly focused on like getting things done. So like, yeah just taking my classes and trying to check things off that needed to be done so I think after is something that I was more conscious of I was also then in the position of being a mentor which I think makes me think about it more than being a mentee which is a little more just on the receiving end of things. Um, so then mentoring someone over the summer and thinking about it in terms of like okay this is towards some sort of like defined sense of of of finishing or accomplishing something um yeah. I think it was helpful to have um like a group of people talking about this and how this was new and like exploring different aspects of it um instead of feeling like I was on my own trying to navigate how this like academic side of thing went along with building a mentoring relationship um if that makes sense.</p>
GSFG1_P1_2	<p>Hm. Yeah I'd probably agree with that like the level of influence that you have in that relationship like sometimes it can feel like yeah like it is what it is but yeah that you can influence those things and change them and there's like strategies to like intentionally do that. I'd say also that like before this summer when I was like okay I'm going to be working with an undergrad um I don't know I was like nervous if I could like provide them with a good experience to learn in and not just give them like a bunch of stuff to do (laughs). Like, tasks that maybe are interesting or not, um I didn't want it to feel like a bunch of chores uh, and just I don't know having that kind of power as well like I was nervous about um and I wanted to make sure that my undergrad felt that they could like express themselves and like critique me as well or let me know if something wasn't working for them. Um so I think I was like intimidated by navigating that but it was helpful to hear other people kind of also struggling with that and not feeling like oh yeah this is easy like it's not a big deal I've got it down about how to build that relationship and um make sure that you know everyone feels like respected or heard in that.</p>

GSFG1_P1_3	<p>Yeah um yeah I'm not entirely sure I think, I think before I don't know if I feel....so yeah I guess now I still, I think there is like you know some, if you have a good mentor but that means that the mentor I think is creating that space, where you can have more agency or critique what's going on, or just that relationship and I think there's some situations in which if you have a mentor who's not allowing for that then you would be, like, kind of, still kind of stuck. Um, like maybe you could try different strategies to try to work it out but I don't know, especially in like this university system where there is like, there is hierarchy and there is like money attached to things so like I'm thinking like with my undergrad I'm still responsible for signing off on her hours, you know, and that gives me a certain power in that dynamic that I don't know yeah, I don't if, I don't know in my mind if that could really be like equal, I suppose? Like, I feel like that will always sort of be present um, and I think I felt that way before rmais also. But I do think it's useful to learn like different tools to and different strategies to communicate um what you would like to see if you're the mentee and to try to navigate that relationship, um if you, and to try to be able to make space for yourself. Um, but depending on the individual mentor and mentee and what the structure of that relationship is, I feel like the mentor still would have more power generally speaking, I don't know. (Laughs)</p>
GSFG1_P1_4	<p>Hm. I think one thing I realized is um like in answering the survey questions, uh like how much my peers have been mentor. Um, yeah. Not just kissing up to you guys (all laughs).</p> <p>Um, when I was answering the survey a part of me, I started thinking like, I don't know, like the word mentor itself, I was like well, I mean someone could potentially have an advisor or a teacher right, in some role, that wouldn't qualify as a mentor. Um, so like, in my mind a mentor is someone who is, who kind of is actively kind of fostering your own learning and your own growing. Um, so yeah there can be people who are supposed to be in those roles who maybe aren't actually fulfilling those roles. Um, so yeah I think when I was answering the questions I realized like peers were more of a mentor than I would think, and then I started questioning, like, I think I'm like you know pretty lucky with my advisors but I started just questioning the idea that any advisor would be a mentor so I think or any, you know, potential person, like any teacher or under any grad student to an undergrad student would inherently be a mentor, that they might not inherently be a mentor just by having that role. Um, so yeah. So I think that was like, I started like restricting my definition of who is a mentor just by the title that they're given also, if that makes sense.</p> <p>Co-author: So what I hear you saying is you're differentiating between the mentor as a title vs. mentor in action?</p> <p>Yeah. And as a relationship, that's actually enacted or performed. Yeah.</p> <p>Co-author: Actually, this just occurred to me then, so, following up on both of your points do you think then that ask like the mentee you get to also decide when someone is mentoring you?</p> <p>Hm. Yeah I think so. I think also cuz yeah actually I was thinking that, like your last question where it was like who has, what is it, the most say?</p> <p>Co-author: Mmhm. Yep.</p> <p>Was it yeah, the phrase was say? And I was trying to think about what that meant, and I was thinking well I mean I guess if you were in the role of mentee, I mean you could always either decide this person isn't your real mentor or, whatever that means to you</p> <p>Co-author: Mmhm.</p> <p>Um, or, you know, and or you could leave the relationship. So, that would also be a lot of say.</p>

GSFG1_P1_5	<p>So I think when I started I mostly expected to learn um from my advisors, um was it, was it, was it reality or was it just expectation at this point?</p> <p>P1: We'll get to realities later but you're welcome to do that now if that's more comfortable for you (everyone laughs).</p> <p>P2: Yeah</p> <p>Yeah so I think I expected to learn mostly from my advisors, um I did learn from my advisors, but yeah I think that yeah the peer element I wasn't expecting to learn so much from my peers, um, or to have that much support. Um, and I think now I do expect to teach like, and also learn from, not just teach, but learn from, uh, or, to mentor, or teach or help or assist um the two new students we have um in our lab.</p> <p>P2: I'm curious, did either of you expect to um teach more maybe senior grad students or personnel in your labs when you first came in and how has that perception changed?</p> <p>I don't think I had that expectation, especially because my undergrad degree is in like a totally other different discipline.</p> <p>P2: Mmmhm.</p> <p>So, I don't know, unless questions maybe can't come up relating to Foucault in Ecology um I don't know, yeah, no.</p>
GSFG1_P1_6	<p>Yeah I think mine are mostly at that wilderness school, um also tutoring, um, so which is really different than like teaching a lab or, or like, I mean it's kind of similar to working with my undergrad cuz that's more one on one, so then it's like, I can, I like it when I can develop a sense of like who someone is, or I don't know, get to hear them like complain about things (laughs), or like, I, be a full person in a way, um, so I really like that. I think that makes me more at ease and makes it, just like easier to navigate and have like a whole relationship with someone. Um, so yeah, and I guess at the wilderness school we just did like a bunch of like survival activities and stuff naturally comes up for people cuz they're hungry or cold (P2 and P3 laugh) so I don't know, you just, I don't know, you just do what you can to kind of help them with that or have them learn something from it, um, and yeah with tutoring yeah it's one on one so that's easy. I was mostly doing math and science stuff so you see people get really frustrated with math and people have a lot of conceptions that they just can't do it, um, a lot of it does seem to be based around gender um so then it's nice to get to uh, I don't know work with them on their ideas of like themselves and that they can do these things and um, like build that confidence or see like what ways of approaching a problem might help them or in what ways you might just like get super frustrated. Um, yeah.</p>
GSFG1_P1_7	<p>Yeah I think maybe the biggest thing was like the support around it um and knowing that I could yeah talk to other people about it and, yeah there was like that um I was gonna say episode (everyone laughs). There was that um class on imposter syndrome um and I, cuz I think my academic imposter syndrome like translated to like me being like well how am I gonna like mentor someone in this thing that I still don't like really understand yet, you know, um, so yeah I think knowing that other people are, can kind of also be in that same area of uncertainty um and you know exactly what they're doing, or research wise, and then how they're communicating that or translating that to someone else, helping them was really helpful um, and yeah. I felt like that sort of eased some pressure of feeling like I don't know, I, I don't know what I'm doing, and that's like a terrible thing. Um, yeah. Yeah and I think the expectations was also helpful um, yeah. I think I just need to be more organized in general (laughs). Um, yeah.</p>

GSFG1_P1_8	<p>I don't know (laughs). Yeah I don't if it has for me, yet or maybe I'll realize later. I also feel bad because I only went to like I think three</p> <p>Co-author: Mmhmm</p> <p>So (laughs)</p> <p>Co-authors: That's okay</p> <p>Yeah.</p> <p>Co-author: Like I said, we acknowledge that different people in the focus groups went to different numbers of workshops so whatever applies to you.</p> <p>Yeah</p> <p>Co-author: Yeah. Like Co-author said.</p> <p>Right</p> <p>Co-author: Can I rephrase the question?</p> <p>Co-author: Go for it.</p> <p>Co-author: How has participating in rmais affected how you act as a mentee?</p> <p>Co-author: Yeah. Or learn from a mentor?</p> <p>I think I, like, yeah, I think I like recog-, I think I have maybe more sympathy (laughs) for mentors, um, but also I think uh yeah I don't know I think if ther were, if I did have a problem I would feel more, or something I wanted to adjust in the relationship I would feel um more able to go and like make those adjustments um and not feel intimidated by that.</p>
GSFG1_P1_9	<p>I'm trying to think about that (everyone laughs).</p> <p>Yeah. Yeah I'm also appreciate in a similar way. Um, in like just talking about yeah inclusivity or</p> <p>Yeah, like how there are different ways of thinking and I, I think those conversations don't happen a lot in natural sciences, like there's not really a critical, I think, analysis of, of like people or how people work in systems or um how relationships affects things or how culture affects how you perceive things (3 continues to mmhmm). Um, yeah I think that's really important, um, yeah. So I, I guess I, in terms of how it affected me it's like I, I guess I'm happy that there are those conversations happening.</p>
GSFG1_P2_1	<p>I similarly would say that yeah I had never really thought about mentoring before rmais. Not that I wasn't aware of it certainly I've been aware of it but I never really actively or consciously thought about it nor thought of it as something you could cultivate or you know actively improve upon, which saying that now seems very silly but yeah I just hadn't really thought about it. So after rmais I would say that I have a much more conscious awareness of it, I feel like I certainly gained information that I think would help my mentoring. I haven't had the opportunity to apply it yet because you know I don't have a mentee um so that's my hesitation there but I feel yeah I just feel more informed I guess about it. I feel like I have more resources to help me because I feel like I would like to mentor during my time in graduate school and the group aspect of rmais I really enjoyed I think just because of all the talk about you know explicit and implicit biases it really emphasized to me that the idea of even though I'm not trying to see things only through my perspective that I just do because that's how people work and I found it to be really helpful to hear other peoples thoughts and experiences to broaden my view when I didn't realize you know that my view is narrow or um yeah.</p>

GSFG1_P2_2	<p>I felt more of like mmm how to put this...I felt it was something I had less control over before I thought of it as something you just fell into and it was the way that it was and that's how it was. Um after rmais I had much more of a sense of how it you know anything you have agency in this relationships, that it is a relationship, that it's not I don't know it kind of made it feel more concrete rather than this amorphous thing. The concreteness made it um yeah just seem yeah just more accessible and something that could be worked with and changed and um yeah you weren't just subject to the whim of your mentor or your mentee. And, I appreciated that reframe. Because I had some bad mentor-mentee experiences in the past that I now feel like I have more agency to improve those whereas in the past in the thought it was just like I just have to accept this for what it is because I didn't think about it so much as a conscious thing that could be influenced.</p>
GSFG1_P2_3	<p>I thought the mentor kinda relates to my answer previously, just, yeah, I thought the mentor kind of had all the power. Um, now after I see that's not the case and yeah. I appreciated the, or what I perceive to be, a kind of focus on um the quality in the relationship, not that the groups were always saying oh....or and I think equality can look different to different people but just the idea of a give and take I guess that's more what I'm trying to say is I felt like attending the rmais sessions made me realize more explicitly that a give and take can probably produce a better and healthier and happier relationship in that.</p> <p>Co-author: Can you elaborate on what you mean by a give and take.</p> <p>Yeah. Um, I'm like waffling between the saying give and take and equality but both participants in the mentor and mentee relationship, you know, can act to influence it and the mentor is expected to give certain things to the mentee and the mentee is expected to give certain things to the mentor so I think that's where I'm thinking of the give and take is like these expectations from both sides, is that each side is you know, wants to abide by hopefully. Um, so, maybe that's why I still think of it as more equal because one person is given something one way, you know, and then receiving something, whereas before rmais I very much thought the mentor dictates everything, they have a final say in everything and that's how it works.</p> <p>Co-author: Could you also elaborate on whether you think the give and take dynamics are the same or different between like, faculty member-grad students and grad student-undergrad?</p> <p>Hmmmm. Can I think on that for a second?</p> <p>(After thinking)</p> <p>And that helps clarified, I think that's why I was uncomfortable using the word equality, because it's like kind of getting what I mean at but I totally agree about there being hierarchy present, um, and so to the question that [co-author] just asked me I, I do see it as different. Hm, sorry if I'm not quite remembering the question but I do see it as very different, kind of the dynamics between a mentor and a mentee in the faculty graduate student space vs. graduate student undergraduate space. Um, and yeah, equality just doesn't seem right there, um, because especially thinking of the faculty advisor to the grad student because kind of like [P2 was] saying, there's a hierarchy in the institutional structure, um, but yeah so maybe that's why I modified it to give and take because even though it's not necessarily like equal power, um, the mentor can still give to the mentee and vice versa, but yeah I do think it's different, or it feels different to me between like faculty advisor grad student and vs. grad student undergrad or yeah.</p>

GSFG1_P2_4	<p>Yeah I feel like it broadened my perceptions of who's a mentor, definitely broadened after rmais.</p> <p>Co-author: How?</p> <p>Similarly peers, not really thinking about how much mentoring I see from peers, thinking of the mentor as being just my faculty advisor um, whereas, yeah after rmais kind of thinking about how there are, how other people just in research groups I've been a part of have also been mentors um but yeah but just before I always thought of my faculty advisor as my mentor, and the one and only (Co-author laughs). Yeah.</p> <p>Co-author: Yeah.</p> <p>Co-author: So um would you say that there's been a broadening in like, a sort of informal space for mentors?</p> <p>That's, yeah. I would agree with that.</p> <p>Co-author: Okay, alright, does anyone have anything they'd like to further elaborate on?</p> <p>Uh, I just, I think that point is really neat, and I like that it's sort of, I feel like being a mentor, for, this is just, I don't know if this fully develops but the way [P2] just described it sort of removes the, I feel some sense of entitlement from the term, like you have to earn more being a mentor, you're just not automatically granted it by being in a position of power and I've never thought about that before in that way and I think that's really cool, so I just, I appreciate that you said that.</p>
GSFG1_P2_5	<p>Yeah I'd say it was similar for me. I expected to learn mostly from my advisor but having like gotten a Masters I knew too how much I learned from other students in my lab so I also definitely expected to learn from the other students in my lab but it, it was like I expected to learn a larger proportion from my advisor, I would say.</p> <p>Co-author: And who did you expect to teach?</p> <p>Oh, right. Um yeah, other lab members. New students, we don't have any at the moment but, potential new students, other lab members.</p> <p>Co-author: Mmm.</p> <p>Co-author: Was this perception different in your Masters?</p> <p>(Sighs) Mmmmmm, I don't think so. I think it would be more of a case of to what extent I actively thought about it, um, cuz it ended up being the case that my advisor would often in my Masters, would often say Oh talk to this lab member or, to go over, talk to that lab member to go over that, you know, people who had worked on stuff that was related to my project so, um, and he did that from the beginning, um, so I guess I don't know maybe the day before I met with him first I would've expected just to learn from him, but very early in my Masters was set up this dynamic of you know, you learn from me but you also learn from the other student. So, I don't feel it was too different.</p> <p>Co-author: I'm curious, did either of you expect to um teach more maybe senior grad students or personnel in your labs when you first came in and how has that perception changed?</p> <p>I did have that expectation of people already in the lab just because of my experience in my Masters of you know, I had already learned a lot from other people in the lab but then had the experience of someone saying "Oh I learned this from you", kind of that, the reciprocal nature of working with people so.</p> <p>Co-author: Mmhmm.</p> <p>Um not, it wasn't the expectation of like, oh I have so much to teach these people, you know (everyone laughs), it was just like, just because I know that I learned in that way, I'm expecting that it will probably still be the same</p>

GSFG1_P2_6	<p>None. (Laughs)</p> <p>Co-author: So, just before we move on, I do want to clarify that previously we had talked about like the mentoring in the informal space, right, vs. the formal space and before [3] just said “none” I want to ask you if you would like to reevaluate your answer to the question about whether or not you have any previous involvement in mentoring activities before this summer?</p> <p>Hmmm that’s a good point. I was definitely thinking formal space, and even more formal than just that, I was thinking of like having a, a, I don’t know what you call it but how [lab assistant] is working with [grad student], like having an assistant through this program, it’s something very structured like that is what I was thinking of</p> <p>Co-author: Mmmmm</p> <p>But yeah. Thinking more in the informal space – the question was?</p> <p>Co-author: Um, describe your previous involvement in mentoring activities</p> <p>Okay, okay yeah. Um, yeah. I would say, I would retract my answer, that it’s not just none. (Laughs) Um, but it’s, it’s all been I guess more in that like less conscious awareness um, and that’s part of what I really appreciated about this program is that it is, receiving training in something that I really wanted to do well, but it just seemed so amorphous and unclear, and to me that I, I never even thought that there could actually be, you know, studies on this and information about how to do it well cuz it just seemed like something you were expected to know, um but anyway, I did have field technicians who’ve worked for me both as a Master’s student and then also I was just like the boss, you know in a regular job, and I tried to be a mentor at least, I cared about their well-being and I wanted to, um, I wanted to like assist their professional development in any way that I could, um, so I was actively trying to be a mentor um I think it was at least moderately successful, I think we all had good relationships but, um, so I guess that yeah, that would be how I would answer the question now.</p>
GSFG1_P2_7	<p>Um just some of the, uh, some of the suggestions about explicit expectations, that was very new to me, um and so I’m hoping that if slash when I get the chance to mentor during my degree that I can have that conversation with a person who I’m meant to mentor about expectations and what they want to get out of the experience and what they expect from me because I’ve also never thought about asking that question to be sure that, yeah, I understand what they’re needing um and I think what [P2] mentioned before about having support. Feeling like there’s more support in that I have more people that I could go to to ask questions about navigating that type of relationship. I wouldn’t have felt like I had nearly the same amount of people who I could talk to about it before rmais. And then also, somewhat relatedly, feeling like if I felt out of the water for something um I could ask [GDPE faculty member], maybe resources that she had shared or you know, something like that. Um, so I feel like rmais has made my expectations of my next mentoring experience feel more informed. And, yeah. Hopefully better (laughs) for that reason.</p>

GSFG1_P2_8	<p>I think my answer is the same. I don't immediately feel like it has at the moment but I may think of something later.</p> <p>Co-author: Can I rephrase the question?</p> <p>Co-author: Go for it.</p> <p>Co-author: How has participating in rmais affected how you act as a mentee?</p> <p>Hmmmm</p> <p>Co-author: Yeah. Or learn from a mentor?</p> <p>I agree with that. Um, acting like a mentee, huh, yeah. I don't know. I still feel like I'm not quite sure. I do definitely agree with that yeah that I would feel, I would feel more comfortable um, advocating for myself I guess, if I felt like I needed to.</p> <p>Whereas before, I yeah, I just felt, as I've said, I just have to accept this, um, so I guess rmais helped me see more of the role that the mentee had in the relationship. Um, but, yeah, I have a very positive relationship with my advisor and that's the construct I'm thinking of for this question so like that's why it's hard to think of like what I would've done differently just cuz it's already good. Yeah.</p>
GSFG1_P2_9	<p>I personally see something like this as just contributing to a, like a larger effort that I think is really important personally to, like sort of improve mental health and well-being in academia, in graduate school, for everybody everywhere in the world (laughs). Um, and I feel like academia can really. Th-the stereotype of, it, you know, not caring about the people, like you're not a person, you just are what you produce, and so you don't have to work well with people so long as you're publishing papers. All this stuff that I think we know now is not true and is definitely changing but there's that history there of like, oh the successful people are the ones who publish papers, not, and are not necessarily the most pleasant people to be around or to work under. And so I really appreciate um rmais sort of bringing awareness to (pauses and sighs) I don't know, like balanced...no. I'm trying to think of the right words here, just, I don't know, more awareness to these relationships that have inherent power dynamics that can be difficult, and uh, helping people feel like they can navigate those better. Th.hat, you know, that there can be honest conversations about what those can look like so that they meet the needs of both people rather than just, you know, the person with more power being the one that matters um, yea I, uh, it just really, I think it's effort that really needed to keep moving the needle toward um like sort of better mental health practices um, healthier mental health practices, and I feel like this contributes to it in a way that is needed, like in a realm where it doesn't seem to like necessarily value that all the time cuz we are what we produce, rather than who we are as people so.</p> <p>Yeah and that, for me, there's money put behind having these conversations. It's not just like, not that there isn't value in sort of people more, I don't know, like at the grounds level getting together with your friends and talking about this but, I thought it was really cool that money was given to this effort. To me it indicated that, you know, it's really valued and that, that's really neat. I think.</p>

GSFG2_P1_1	<p>Um well I guess with the like before and after rmais not quite applying to me, I've done rmais [number of times] now and so, I don't know, I'm going to have to think about it because it's like [amount of time]. [Amount of time].</p> <p>Co-author: And definitely feel free to elaborate on whether you feel like maybe [certain time] made you think of any different things compared to [other time]. I realize that's a very loaded question now but, yeah.</p> <p>Yeah that's hard to compare.</p> <p>Um I think –</p> <p>Co-author: Do you want us to repeat the question?</p> <p>Yeah.</p> <p>Co-author: Before this summer, what did you know about mentoring relationships and how has it changed since participating in rmais? Or if it's helpful to think maybe before rmais in general for you?</p> <p>I think before rmais I um, I wasn't aware of how mentoring could be used for um like increasing inclusivity and diversity in STEM. I think that was new for me. Um, and then going through rmais I feel like I um, I don't know, just like understood better that having like, high quality mentoring um like, from me, like I, like if I give high quality mentoring to others and then also like try to have good mentoring relationships with my mentors um then that can really make a big difference in people's careers and just how they, like how that can impact them along the road. Like it seemed more important after this program, where before I, I was like “yeah mentors”, like everyone needs like, I don't know, it didn't seem like as important for peoples careers it was just like something that people had.</p> <p>But not like a crucial, like part of a career in science.</p> <p>Co-author: Could you elaborate a little bit on what you mean by high-quality mentoring?</p> <p>Um, yeah I think that like high quality mentoring would be like, um, mentoring that's really aware of the individuals, kind of like what [2] was saying with um like how it's specific to people and, um, what mentors are aware of like bias like we talked about over the summer and things like that. Um, yeah. I think that's high quality mentoring, if that, does that make sense?</p>
GSFG2_P1_2	<p>Um I feel like my answer is like pretty much the same as the last one. Like I feel like I, I feel more positively towards mentoring because I've uh, I'm like better understanding how important it is to science. I don't know, I'm not sure I have anything else to say about that (laughs).</p>

GSFG2_P1_3	<p>Yeah I think the same. I think um, I like definitely like two years ago I definitely would've said like the mentor has a lot more say in the relationship um and I think that my opinion has sort of like changed to be like a little bit more equal and I think part of that is uh with rmais like hearing stories of people and like mentees taking action but also I think it's just because I um like I've gotten to know my mentor more and like our relationship has like changed and like I feel more confident having more say in that relationship now that like um I'm like progressing in my degree so I think it's like two things that have like changed my opinion there.</p> <p>Co-author: And so the two things, just to clarify are like the progress you're making through your degree and also just like hearing about these experiences through rmais?</p> <p>Yeah exactly.</p> <p>Co-author: Okay.</p> <p>Co-author: How has who you perceive to be a mentor changed since participating in rmais? If so?</p> <p>I'm not sure that it's changed through rmais. I think that before rmais I was like aware that you could have mentors that were like your academic advisor as well as like friends or uh like family members and I still think that you can have like a lot of different mentors in different areas but after rmais like we really just focused on more like academic mentoring, so I've thought a lot more about that mentoring.</p>
GSFG2_P1_4	<p>Um, I think, uh like very similar to what [P2] said, like I expect to learn from my advisor um and well like, specifically in my lab my advisor is like the main person but like um, when I have undergrads in the lab I do expect them to like, be able to um contribute to like what we're doing and like, and if they have ideas, like say them and then we'll like incorporate them as we can, um, so like, if that counts as learning from undergrads then I would say that, um and then I think I expect to teach my undergrads and um in some areas my advisor or like other like other graduate students in the lab.</p> <p>Co-author: In which areas? Could you elaborate a little bit on that?</p> <p>Um, I don't know. Like there are definitely things that my advisor is like an expert in, and like and the relationship is like totally like her giving information to me and there's not a whole lot I can contribute cuz like I don't know anything but um sometimes with like the specifics of my experiment I'm definitely like the expert there. Or, um, like I've become uh, like my data, and like analyzing my data I know more about that because I like deal with it all the time and um, [my advisor] doesn't so um in those things then I'm the expert and I have to teach her, or at least like explain what's going on.</p>
GSFG2_P1_5	<p>Yeah I think like same. Like what I expected is kind of, I think when I first started as a graduate student I didn't expect to um uh like teach my advisor like as much as other grad students maybe, but I do, I expected to be on the receiving end more often.</p>
GSFG2_P1_6	<p>By mentoring activities do you mean like mentoring relationships, or like seminars, or like activity things?</p> <p>Co-author and Co-author: Both.</p> <p>Co-author: Or interpret it as you wish.</p> <p>I've had mentors before, like as an undergrad, I had like an academic mentor.</p> <p>Co-author: Mmmhmm.</p> <p>I've been mentored by like friends or family members like my whole life. I don't think I participated in like any mentoring activity, I don't know (laughs). Yeah.</p>

GSFG2_P1_7	<p>I think I'm a lot more deliberate. Or at least, I try to be more deliberate. Um, like when I first started mentoring undergraduates here at CSU I had no idea what I was doing and I kind of expected them to just like know how to be a mentee or like know how to do work and they didn't, like obviously, um, and after participating in rmais I feel like I understood like oh like I could do this well, or like I could like, not really um, I could like not give them a lot of direction or like not really be like an active mentor and then it would just be like okay, or bad, I guess. Um, and so I think I um, I think a lot more about like how my actions are affecting their career, and like what I can do to really be a better mentor. I think about that a lot more now.</p>
GSFG2_P1_8	<p>Um, with your question, do you mean like, learning in what context? Or like, all contexts?</p> <p>Co-author: Any context.</p> <p>Co-author: Mmmhmm.</p> <p>Co-author: It can be from a mentor, it can be from peers, it can be in a classroom. So I have not thought about this at all.</p> <p>Co-author: That's okay.</p> <p>But I think like as [P2] was saying that, I agree, that like we had a lot of really great conversations at rmais this summer and um like that was really cool to be able to uh learn from peers.</p> <p>Co-author: Well [P2] made a really great point. I'm going to ask you to pause and think and see if that's how you would have responded since you've never thought about this before.</p> <p>I would not have said that had [P2] not said that, no (laughs).</p> <p>Co-author: Then think about what you might have said.</p> <p>But, but like, I had nothing. I had no idea before [2] said anything. (Laughs)</p> <p>Co-author: Would you like to take a moment to think about what you might have said?</p> <p>Sure. (Laughs)</p> <p>Co-author: You don't have to.</p> <p>Yeah I have no idea what might have come to my head.</p> <p>Co-author: Okay.</p> <p>Probably nothing. (Laughs)</p>

GSFG2_P1_9	<p>I think that um I liked this [instance in] rmais a lot better than [this instance in] rmais but I think one thing, maybe this isn't entirely answering your question but I'll say this anyway, um, I think that I would've liked to have um, like more discussion about like actual application of the things we talked about because we had so many great discussions where like I thought about these things so much more but I'm not entirely sure that that has like really translated into my mentoring, and maybe some things have like seeped in but not as like deliberately as I maybe would've hoped um and I'm not really sure how we would like change this because you like can't really, like when we're talking for like an hour that doesn't give you a lot of room to like practice certain skills but having like more of an application, like portion, of it. Or even like reflecting the next week, if we had like uh, goal or something.</p> <p>(After P2 suggests oureach)</p> <p>I think that's an interesting idea, but I also think that um like, I don't think my career will involve children.</p> <p>P2: Right, yeah.</p> <p>But my career will definitely involve mentoring, likely other adults. And, so I think that like the application, and also, because we have these mentoring triads that was really emphasized in the program and um, like, being a better mentor and mentee in that relationship, I think that, I feel like that is really, like what I saw as the goal of the program, and also because um I felt like the reason we had this program in the first place is because a lot of women and minorities kind of like fall off the pipeline and um, so, I think that, like for me, just having more like, direct application, either like during our discussion or um I don't know, I feel like I wanted like, here's a, like a, tip for like, you can try this exact thing and then you can try that, and then like,</p> <p>P2: Like a manual.</p> <p>Yeah. Which is maybe too, maybe we just need to think about these things more and figure out how to like apply that ourselves and not have such a like rigid, try this at home (laughs). Um, but I feel like there was maybe a little bit like lost in like, in the translation from like the discussion to the application.</p> <p>Co-author: And you previously mentioned reflection, did you have anything else to add about that?</p> <p>Reflection..?</p> <p>Co-author: Like, just like reflection the next week?</p> <p>Oh, yeah. I mean it just occurred to me that like, it might be cool if we like talked about, like, imposter syndrome one week and then we like tried to do something with that or like recognized that in people and then we could like report back the next week, like, oh when I did this it was like, nice, or I don't know. Like that might have been cool to have more like continuity between the weeks.</p> <p>Co-author: That's a good point.</p> <p>Co-author: Do you think that, like obviously adding components to things requires more time, do you think that adding a component like that would detract people from coming because of an increased time requirement, or would it be more beneficial to the overall program?</p> <p>I don't think it would be that much of a time commitment, I think it would be like five minutes at the beginning, like here's what we did last week, and then have like a couple people maybe say something about it. But I like, that is also more work and, it like, it might deter people if they can't make it every time, then they're going to be like a bit lost, and sometimes that makes me not want to go to things.</p>
------------	--

GSFG2_P2_1	<p>Well I've been in various types of mentoring relationships because I um did research as an undergrad um so I've been mentored by grad students and faculty at that stage and then I, you know, was mentored as a Masters student and I also worked as a, like, biology honors TA where I basically mentored the students as they like came up with their own science projects, which was kind of how the class went, and then I've done a lot of um outreach with children, in like kind of like a consistent kind of like mentoring capacity. Uh, so I think I came in with um, with certain ideas of what I thought mentoring was, and how it worked for me, and um, but not super understanding how that applied to like other people and how other people experienced mentorship and um like how to handle different situations and I've definitely been in situations I haven't handled that well and it was really helpful to like hear examples of where people um like were more proactive about their situation and um like did a lot, like the things they did to get help during mentoring, where, like, normally I would um like "master out," and move (giggles) so um, uh, so I think it was good to understand that side of things um yeah it was helpful to see everybody else's perspectives. I think as I think about um how I go, how I'm trying to be a mentor, I got my undergrad working for me kind of late, like she's just like now logging her first hours this month, and so um, but we've had a pretty good rapport and I'm just trying to um establish, I don't know, like that, that mentorship qualities that would be acceptable for like her kind of personality.</p>
GSFG2_P2_2	<p>Uh, I feel mm, in some ways, it's so discouraging to hear these like, and I mean I have a horror story, but like it's so discouraging to see how often like people are really dragged down um by their mentor and how, I mean me, for example, and I mean how little someone will do to like help themselves in that situation because you just like feel powerless. And so, it's really, really like upsetting. But then that like brings into play these power dynamics and like how important it is for me going through in my career to like play that positive role in someone's life, like to be that person who's like not interrupting them. I feel a lot, I feel a lot more motivated to be better and to care about the people around me. Like, even people I wouldn't be mentoring but like people going through those experiences, I just feel um, I feel really motivated in that sense.</p> <p>Co-author: So just to clarify, does that um motivation, do you think that stems more from participation in this type of program, or from having had the experiences that you have had, or both?</p> <p>Well I think, I like, I understood that the experience I'd had as a Masters student wasn't like uncommon um but I did seem to be, I felt like I was the only one who was struggling that much. So talking to people about these struggles makes me realize how common they are and how prevalent they are, and I feel like it's really really important to emphasize good mentoring in science since I didn't necessarily think that was like the key thing, which is funny because I like came here specifically because of my mentor, I like chose a specific project because of who my mentor is and so um, but yeah I never like really pieced that together like if we really want to promote good science and keep inclusivity and like all kinds of people in the field, emphasis on mentoring is huge.</p>

GSFG2_P2_3	<p>Who has the most say in a mentoring relationship?</p> <p>Co-author: Mmmhmm.</p> <p>Like, power? Or?</p> <p>Co-author: Interpret that as you would like.</p> <p>Co-author: Whatever you think say means.</p> <p>Well I guess before I would've thought that the mentor does and now I feel um like I've heard enough stories where the mentees take action and change their situation or um that I feel like as a mentee you should have more say and you could.</p> <p>Co-author: How has who you perceive to be a mentor changed since participating in rmais? If so?</p> <p>Mmm, I don't know, I feel like maybe not so much of who a mentor is but like what a mentor is has maybe changed.</p> <p>Co-author: Can you explain what you mean by that?</p> <p>Well, um, I think I maybe imagined my mentors as being like something closer to like, instructors like that tell you what to do and not I think so much as like the actual relationship dynamic as a part of it. Um, does that make sense?</p> <p>Co-author: Mmmhmm.</p>
GSFG2_P2_4	<p>Uh, so I guess I expected to learn from my advisor and from my peers, and my committee members. And hopefully myself (laughs). Um and I guess I expected to teach uh my advisor and my committee members as well and um my undergrad.</p> <p>And I could probably learn something from my undergrad.</p> <p>Co-author: I'm curious, did you like, did you expect to be able to teach your advisor and the second group that you mentioned, I forget who it was, like when you arrived here at CSU or did that like change over time, like your expectation that you would teach those people?</p> <p>Uh, so, because I'm an [discipline] student in the [discipline] program I have a very different um background than most of the people that I work with, cuz I, I'm trained in [discipline], um, well I have a [discipline] undergraduate degree and an [discipline] undergraduate degree and then I have a like [discipline] masters and an [discipline] masters and so um I know a lot about [organism] in [discipline] which I'm like trying to incorporate into like [discipline]systems so kind of like establishing the relationship with my mentor, we knew that I'd be focusing on things that he wasn't an expert in and that would be bringing in committee members that were, but then having to teach those committee members about the things that um, that we were specializing in that were [discipline]-related. And um, there was also things that I knew that I wouldn't know, and that we'd have to like find out together, so that was just kind of established.</p>
GSFG2_P2_5	<p>Um, I definitely. I think what I expected. I ended up getting a committee that like has been exceptionally helpful and, so I guess I wasn't like, I mean I'm so glad to have got in touch with [this committee member], but I like wasn't expecting that and it's been a huge help with everything. Um, yeah. I think. Pretty.</p>

GSFG2_P2_6	<p>Um so in undergrad I was in a research program called [program]. It's like [spelled out program acronym]. Something like that. And they, you get into the program and they um like fund you to research in a lab and they pair you with a mentor and so that's one of the reasons I had such a good experience in undergrad with a mentor, cuz it was like uh, established that I would be mentored by an actual faculty and, which I mean not all the students in that program experienced, but I definitely had a really good experience with it. And then we would have like seminars and they basically like drilled into our brains how to apply for graduate school and like the expectation when you got into this program and to get funding, you had to apply to a minimum of six graduate schools. I applied to nine I think. And they so like drill it into your brain, how to like get into graduate school, and they make you take ethics courses and um GRE courses and like all of this stuff. It was a really good program, it totally changed my life. And um, oh but in high school I was also in this like program called [acronym]: [spells out acronym] (laughs)</p> <p>Co-author: Wow!</p> <p>And it was taught at my high school and they took us like, it was like the first time I went hiking or camping, and they took us like to collect data and like do a little research project and then we presented at [certain university] where I ended up going to undergrad and so that was the first time I ever thought science was cool and I guess that really did like change my life because that was when I got into science and decided I didn't want to be a seamstress so. You know. (laughs). So um, yeah. So I had that mentoring relationship because like I had an advisor in high school and then yeah I was in the [program] and then um in my master's program I was in this thing called [program] which is like this fellowship program where they like take underrepresented students and they give you seminars about like, which is why I know so much about [rmais module] (laughs), and they like go through seminars about like research and um establishing like inclusivity and like all kinds of things, it was really really cool and you kind of have like a community of like people who are like, more like you, and um it also funded my first year of my master's program, which was really great, and then I was also in um, it was called [program], and it was at [university], [spells out acronym], something role models in science</p> <p>And you take a seminar, and they like taught us how to teach science to children and um so then we would every week go into the classroom and like teach a science lesson at like a specific elementary school and um, so I did that for two years and a lot of times I wasn't always teaching science, I was like just kind of helping the kids learn how to read because you'd be surprised by how many fourth graders don't know how to read. And um, so, like, kind of like that was a really big thing and then I also did a lot of, and yeah, we had that seminar and like a lot of training and um, yeah. And then I did, I'd do like other science outreach programs that I think have helped a lot and having multiple mentors at this point and um then TAing for that [program], where I mentored the students, which is like, one of my favorite things I've ever done, it was like so much work for so little money but (laughs) they um uh yeah so the students have these like established individual projects and they um work in groups and it's like the first time they ever do science and it's like this really cool research community and it's awesome. I love it. So yeah, that was really fun. Sorry that was a really long answer.</p> <p>Co-author: No it's cool you've had a lot of mentoring experiences. That's awesome. Yeah I've been lucky.</p>
GSFG2_P2_7	<p>I would say similar. I haven't had much of a chance to mentor because I just now got an undergrad, but um, yeah, I just feel like very like conscious of my actions and thinking about like other people's experiences and backgrounds and how that affects um our interactions. Just trying to be very conscious all the time.</p>

GSFG2_P2_8	<p>I think I feel a lot more confidently about um learning from my peers then I ever have before. I mean I generally am like very excited to learn from my peers um but I felt for the most part the modules were like very successful and um the conversations that were generated um were really useful and so I feel like, and then like, after I had my, after I presented, I was like [friend], I did it all wrong and it was terrible, after I did [module title] for my module (laughs), and [friend] was like, well you should have put the questions here, and I did that, well I didn't do that, the person who had designed my module had done that in their next module in the like, conversation went so much better, and so it's just like really cool in those moments to learn from each other. So.</p>
GSFG2_P2_9	<p>I think other than like, being really focused on my own flaws and bias, um, but like specifically not just like my own flaws but like my own flaws and how I react to people and um like, yeah. Like that. Like that consciousness of what other people are experiencing, I think to that, I think that's been a really big, a real big one for me.</p> <p>(After P1 responds)</p> <p>What if this had an outreach component?</p> <p>Co-author: Can you explain what you have in mind by outreach component?</p> <p>Like we take this class in the summer and then we're like, you know, mentoring our students but then maybe we try and establish a relationship with like some type of elementary school where we take turns and like going in and like teaching students about science, I don't know, is that too much? Does that make sense?</p> <p>Co-author: It makes sense. Um, I don't think it's too much.</p> <p>Like, I don't know, that could be interesting. Or like, I don't know, yeah I'm trying to think of something that would be like helpful for us to like put into practice mentoring principles.</p> <p>Co-author: Can I ask you (P2) a question? Why would going into an elementary school classroom provide you any more opportunity for application than working with your undergrad?</p> <p>Well, I think because, I mean yeah, so I guess the point, like the application is to work with your undergrad, right, um but that's only in like one capacity, and it's very um contained and academic, and you're also working with adults and, but when you're working with children it's like, it's incredible, it's so much fun and interesting, but uh, it's also just like such a challenge and I think it's really good experience, but I think I'm also overly enthusiastic about outreach in general. (Laughs). So um, so, yeah. I think that could be one way that we maybe practice this. Like, it'd be like, cuz you know there's like this mass of kids and you have to deal with all of them, because like when you're mentoring your undergrad that's like one person and they have one background, they're having one experience, you know, but when you're teaching an entire classroom of elementary students like some can read and some are like, can read as well as you, and so, I don't know that's just an idea.</p> <p>P1: I think that's an interesting idea, but I also think that um like, I don't think my career will involve children.</p> <p>Right, yeah.</p>