

Supplemental Material

CBE—Life Sciences Education

Zuckerman *et al.*

Mentorship for Transfer Student Success in STEM Research: Mentor Approaches and Reflections

Supplemental material

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Interview Questions Related to the Current Study

Thank you for participating in this interview. You have been selected for this interview because you are a mentor in the lab of a student who is participating in the [transfer student] program. In this interview, I will ask you about your experiences as a mentor to undergraduates in your research group.

Your responses in this interview will be kept confidential, and we will not retain any identifying features should we use your remarks for publication. The interview will be tape-recorded. If you feel uncomfortable at any point, please let me know, and we will stop the interview. Do you have any questions before we begin?

1. Have you ever changed your mentorship approach based on feedback from your mentees? Why or why not?
 - a. What role do your mentees play in your mentorship approach?
2. Besides training in research skills, does your mentorship approach address other aspects of your mentee's academic, personal, or social-emotional development?
If so, how?
3. Have you ever worked with students from backgrounds that are not well represented in science?
 - a. Could you say a little more about who you've worked with?
4. How does a student's background influence your mentorship style?
 - a. Does diversity play a role in your mentoring?
 - b. What informs the way you approach student diversity in your mentoring?

- c. Could you give a specific example of how a student's background has influenced your mentorship style?
 - d. Do you think there are any inequalities that prevent some students from achieving their potential? Why or why not?
 - e. Do you consider yourself an under-represented person in science?
5. How has working with a transfer student affected your mentorship style?
- a. How do you think transfer students' educational and personal backgrounds affect their experiences in research?
 - b. Do you think there are any inequalities that prevent transfer students from achieving their potential?
 - c. How do you approach encouraging technical and professional growth for these students in the time they are in your research group?
 - d. Were you a transfer student when you were an undergraduate?