

**WE1S Focus Group 2
Non-Undergraduate Group
5 March 2020 12:00-2:00**

The following transcript is made available in accordance with our [Informed Consent documentation](#), which received IRB exemption from the University of Miami Human Subjects Research Office:

“In any public outputs of the project, your real name and contact information will not be attached to any of the answers that you provide to written survey questions or oral responses. You may skip or decline to participate in any questions that you feel uncomfortable answering and you may leave the focus group at any time. You have complete control over the amount of personal information that you reveal. For research and transcription purposes, the focus group will be audio recorded, but such recordings will not be publicly released... Your responses and comments may be used or quoted for research and teaching purposes by the WhatEvery1Says Team or by individual project members, including, but not limited to, presentations, publications (such as blog posts, journal articles, and books), and advocacy and pedagogical materials. Your data and responses may be transcribed and added to our existing corpus of materials, to be analyzed through digital methods. Your responses may also be shared with project collaborators beyond UM.”

All names and other overtly identifying information have been removed from this transcript.

- 00:00 LT:** I'm Lindsay Thomas, an Assistant Professor in the English Department, um, thank you so much for coming today to our focus group; we really, really, really appreciate your time, um, it's really important and it's, uh, we're very grateful. Just so you know, from now on, as the consent form states, we are recording the session, audio only, so that's what that thing is in the middle of the table. Um, we're gonna - I'll talk briefly about the project and about the process here today, but first I wanna do introductions. Um, so, uh, I'm Lindsay Thomas, English Department, Assistant Professor, this is my fourth year at the University of Miami. I've been working on the WhatEvery1Says project, which I'll talk about in a second, in some shape or form for about ... almost eight years now, so it's been a long time. Um, I study contemporary U.S. literary culture, and what's called digital humanities. So, Ashley, do you wanna...? Let's go around the room.
- 00:50 AH:** Hi everybody, I'm Ashley Hemm, I'm the person who's been emailing you a lot over the past few weeks, um, I am a third-year PhD student in the English Department and the Project Manager for WhatEvery1Says, um, and my focus is speculative fiction and digital humanities.
- 01:07 FB:** I'm Francesca, I'm a research assistant for this group, and I'm also studying as a PhD student here in MLL.
- 01:15 A:** Hi, um, I'm A - I'm not organizing this, I'm one of the participants. But, um, I'm also a PhD student at the University of Miami at the RSMAS marine campus.
- 01:27 R:** Hi everyone, I'm R, I'm now a Master of Accounting Student in the business school.

- 01:34 C:** I'm C, I'm a Masters of Sustainable Business in the business school.
- 01:38 G:** I'm G, I'm finishing a PhD in English.
- 01:42 RT:** I'm Ruth, I'm also on the team, and I'm a fifth year English PhD student.
- 01:48 D:** I'm D, uh, this is my twenty-fifth year at the University of Miami, um, Assistant Dean, Senior Associate Athletic Director, in charge of academic services for student athletes. I'm also a sports administrator for men's tennis, women's volleyball. Um, my daughter just graduated from University of Miami in, uh, bachelor of, what, uh, general studies, my other daughter is studying sociology, um, Bachelor of Arts, and I'm really interested in learning today.
- 02:14 LT:** Great, great, thanks. Well thanks again, everybody, for coming, we really, really appreciate it. We are gonna have you out of here by about a quarter to two, at the latest today, so that's- that's the sort of length of our discussion. Um ... okay, so, a sort of brief introduction to the WhatEvery1Says project: We have a website, which you probably can't see, but it's we1s.uscb.edu; we'll send you an email after the session with that link if you'd like to learn more. I'm just briefly gonna talk for, like, thirty seconds about the project. We're a project that's studying, um, public discourse about the humanities, and the sciences, really, since, um, about the year 2000, and we're - our main, um, process has been to collect data from news and social media sources, um, mainly Anglophone and mainly in the United States - we also have some sources from Canada and the United Kingdom - um, and we're using- we have about over four million documents at this point, again, since about the year 2000, and we're using different methods of computational text analysis to understand sort of broad overall trends and discussions about the humanities in public discourse, so outside of the academy, again, in news and social media. Um, one of our aims with the focus group research that you are all participating in, and the survey that we sent out, is to, um, get an understanding of how local communities at our different campuses - we're based on three different campuses, so here, at the University of Miami, as well as the University of California, Santa Barbara, and California State University, Northridge - so we have three different, very different types of institutions where we're based at, and one of our goals is to, um, get an understanding of how the Hum- how local communities where we're based are thinking about the humanities as a concept. Um, and so that, that's the aim of our research, uh, today. Um, as I said, we are, um, audio recording this session. Um, I also wanna just, um, sort of, uh, briefly go over quickly some sort of general focus group ground rules before we get started. So, participation in this group is voluntary, as you know; feel free to leave whenever, um, without any negative effects on you. You should speak as openly as you feel comfortable, it's all right to abstain from discussing specific topics if you're not comfortable. All responses are valid; there are no right or wrong answers, obviously, we're just really gonna ask you about your thoughts and opinions today. Um, please respect the opinions of others if and when you don't agree. Uh, we have a- sort of a lot to get through in the next hour and a half, so we are gonna keep the discussion moving along, um, so, so please just know that we'll be doing that. Um, this doesn't really apply to us but I'll say it anyway: Avoid revealing very detailed information about

your personal health. Um, and finally, help protect others' privacy by not discussing details of the discussion outside of the group. We're recording the session, we're also - so Francesca, and Ruth and Ashley are here to take notes on the session as well. Recordings of focus group sessions are gonna be stored on Box, which is protected by UM CaneID login, and it's only - and those recordings will only be accessible to project researchers. We also plan to transcribe all the focus group sessions. Um, in that transcription we're gonna anonymize all the statements made by participants, so your names will not be in the transcriptions, and your responses will not be linked to your identity in any way. Um, anonymous information from this session - so, the anonymized information, without the names - may be used in project reports, on project websites, or other materials, and/or in research publications, and it may be shared with other participants at our other campuses, so at the University of California, Santa Barbara, and at Cal State Northridge. But again, your names will not be connected with that information in any way. Um, any questions on any of that before we get going.

[pause]

05:56 LT: That was a lot of, like, fine print talking, but ... and it's also on the consent form. And it- also, I should say, please don't leave here today without, Yeah, without handing - without giving me your consent form, and if you would like to take with you an extra copy of the consent form for your own records, that's fine as well, just let me know.

[pause]

Any questions?

[pause]

06:19 LT: Okay, feel free at any time throughout the discussion, if you have a question, to just ask it, um, please feel free, uh, that's always appropriate. The sort of structure of our, uh, session today - we have two broad parts to our discussion. So the first part of our discussion we're gonna be talking about the humanities, specifically, and what that word means to you or maybe doesn't mean to you, and then part two is gonna be more about your own educational experiences, and again, what you feel comfortable sharing about your own educational experiences, um, in connection to, uh, your studies and your job, right now, etc. Any questions before we get going?

[pause]

07:02 LT: Okay, great. So you all have a handout in front of you - or you all should have a handout, does anyone not have a handout? [pause] Great, okay, so, um, you may have already spent some time looking at it, but these are, um, excerpts from two articles that comprise some of the four million that we have in our dataset, um, that convey, uh, to us, sort of common tropes, if you will, about the humanities. So what I'd like to ask you to do is just a very- take a couple minutes for you to read through this and review it if you haven't already, um, and just, uh,

you can see that I have some questions on the handout about- for you to think about as you read and review, whether or not you agree with these statements, if any of them surprise you, just generally what you think about them, and that's where we're gonna start our discussion, in a- in a couple minutes, is what we think about these statements and what they're saying about the humanities. But let's just take a few minutes to read through them and then we'll talk.

10:45 LT: Okay, so, let's just dive in. Again, the questions are: What do we think about these excerpts, specifically, and/or, in general, what do we think about what these excerpts are telling us about the humanities, or what people think about the humanities. So, again, what did you think, what were you surprised by, what did you expect - let's just, let's just get it going.

11:12 C: Well-

11:13 LT: Yeah, C.

11:1 C: I think for the second one, really reading it, just- I feel like, you know, I have a BA in environmental studies, so it's more the science - it wasn't a BS, though, but it's a science background. But I know that everywhere I read in science, 'cause I had to read a lot of science articles, like people don't know how to spell, they don't know how to communicate, they don't know how to do a lot of things that the humanities, in my opinion, do excellently. And, so if it wasn't for the fact that my program made me do humanities, you know, made me take those type of classes and work on that stuff, then I wouldn't really be able to translate any better what the sciences are saying to turn it into professional documents to get regulation passed or whatever. So, you know, it's like for me I agree heavily with what, what they're - what, what the person kind of says in the end, is like how her friends were telling her that she is much smarter, it's like Yeah, people who have that, can articulate themselves way better than I can, and in so many different forms than I can, and just because I have more of a science mind, it's straightforward, one way.

12:30 LT: Great, thanks.

[pause]

12:37 D: I think in the first article, um, being a parent and also having students, students and children in college, there is a conversation that's had, you know, how is this gonna prepare you for the future? And, um, I think as a parent you want your children to have the best experience in college learning what they wanna learn, but you also want them to prepare for the future, so I think there's a trade-off in that, and there are pressures; even my parents said, "No you're gonna do art, no you're not gonna study theater, no, no, you're not gonna - you know - write, you know, about Shakespeare, or what not, you know, we're not paying \$75,000 at UM for you to do that. You know, you need to go and get you a degree that's gonna pay, you know, take care of yourself, so, so those are real conversations that are had. Um, I like to have - so, at my position at UM, I'm privileged to meet with prospects - usually sixteen to eighteen years old, that come in, that are interested in coming to University of Miami to play a sport. And I tell them about,

you know, how we advise - we, we co-advise with the college and the schools - and that their advisor ...in their college or school. And that, we don't tell them what to choose, it's really up to them to choose their major, but we want them to enjoy the experience, whatever it is, don't feel pressured to do business or engineering, just because they make a lot of money, you know, you'll have a better experience if you enjoy, you know, the journey of it. Um, again, my example, when I was in school I wanted to be a, I wanted to be a CPA, I wanted to be a tax accountant or maybe be a lawyer, or maybe - whatever, um, and I got to accounting, my major back then was accounting, and it was so boring. And my senior year I was having to finish it, and I was thinking, you know what, I wanna study- I always loved sports, I'm gonna study sports administration, so I got my masters in that, and now I'm working in athletics. So, I tell my story, like, just because you study something doesn't mean you're gonna do it. So I think, there's a lot of conversation that needs to happen now, you know, with the digital age and, you know, the multimedia age, um, there's more - I guess, they get access to that earlier, than later, than when I was that age, you know, you try to find out well who makes the most money out of college? Engineers, so, be an engineer, but you need to have math. I think children now can see that maybe earlier and maybe decide maybe earlier what they may want to engage themselves in, and maybe it might be various; it could be - it could be Shakespeare and engineering, whatever. But I think now they have opportunities afforded to them to get that, get that message earlier, to when they go looking in the library- now you can just look on your phone, and you can read, or do problems, so - I think there's an opportunity here to actually engage more about the humanities and why they're important and, and, and what the "human" in "humanities" means, and - I think that's a good thing because, um, I want my children to enjoy the experience, because it's so short, and they can still do whatever they wanna do after they graduate, but, I just want them to enjoy the experience, so, [that's] my perspective.

15:33 LT: Other thoughts on these excerpts...

15:36 G: Um, one thing that I was disappointingly not surprised by when I was reading through these is that there seems to be a comparative rather than collaborative tone to each of the different excerpts, like humanities vs. sciences, and I think - based on the fact that part of what I do is look at pop culture and media and tv - I think part of that comes from, like, tv and movie tropes that you can either do one or the other, and the representations that we see. Uh, I just learned today that Sally Ride, uh, majored in both physics and English.

16:13 LT: Mmhmm, great, thanks.

16:15 C: To speak to that, you know, I can definitely say that I see this one or the other. I have a son and he's 6, and I'm trying to teach him that it's not so much that way, and, so, like, he wants to be a biologist, astronaut, and an artist. And I was like, okay, you can do that, you know, you can study and do a biological science project on, like, the International Space Station, turn it into some art afterwards, or something, you know, crazy. It's like, you know, we can- I feel like, as I've learned, I've learned that that's something possible, but growing up, I was never taught that.

- 16:50 LT:** I like that
- 16:51 D:** I agree with that.
- 16:54 LT:** Other thoughts about the excerpts...
[pause]
- 17:00 G:** I was surprised by the first excerpt, where the - oh, what was it? - Brendan Murphy, saw math as a "signal" to potential employers? I don't know what he thought math would be signaling.
- LT:** [laughs]
- 17:15 G:** Uh... Yeah...
- 17:16 LT:** So for you, you don't- you don't see it as a signal, like, you don't think it's a signal? Or you don't think that people think it's a signal?
- 17:20 G:** No, I- I almost think math kind of falls into the - well, where I went to undergrad it would have fallen under the "humanities" label right? Not like business - that has its own school - or pre-law. I would have - I would think that math is sort of like English, at least where I went to undergrad. Fell under that same kind of rubric. I don't know what it would say to potential employers apart from the fact that ... you're good at math.
- LT:** Right.
- G:** Just like, I'm good at English.
- LT:** [laughs]
- 17:45 C:** I think now, going forward, math is kind of like - if you don't have math, with the - without some human elements to it, it's useless, because as much data as we're accumulating, if- if people, you know, like data scientists, they're looking at all these numbers and running these algorithms, but they have to be able to understand the social aspects behind it. And a lot of times they don't, and you see companies making horrible decisions because of that. And it's-
- 18:15 LT:** Says the environmental science major.
- 18:18 C:** Yes. Environmental science-slash-business, sustainable business major, it's like...
- 18:23 LT:** Great, so that, that sort of leads us into another- the next question that we have, which is, so we've talked a little bit about the humanities as they're articulated in these excerpts, but one of the- one of our major questions is: What are the humanities? What does that word mean? So I would- what I'd

like us to do now - I'm just gonna write the word "humanities" on the board. What are - so just, throw up on the board any words, concepts, ideas, phrases that you associate with that phrase - "humanities." Now I also wanna just reiterate again that we, you know, the people who are researchers on this team are all quote-unquote "humanities" people, but we really, really, really are interested in your opinions, right? And so, please, share them, as much as you feel comfortable, please feel free. So, the word "humanities." What does that mean to you? It can be to you, um, it can be what you think it means in society generally, either one.

- 19:18 C:** Caring.
- 19:18 LT:** Caring. Is that- is that what I heard?
- 19:20 C:** Yep.
- 19:23 LT:** Yeah. So what do you mean by that?
- 19:24 C:** Like, I always think of, like, the humanities as like someone who cares about people, and cares about things that revolve around people, whether it be healthcare, to, um, you know, working non-profit NGO-type work.
- 19:40 LT:** Mmhmm, great. Other words or phrases..."the humanities..."
- 19:43 G:** Sort of like that nebulous area of study that's not law, not medicine, uh, and not engineering, but can encompass things like biology, uh, history, uh, English ...
- 19:59 LT:** So you said not law, not medicine, not engineering, is that right?
- 20:02 G:** Yeah [laughs]
- 20:04 LT:** [laughs] Great. So, one word that I- that you didn't quite say, G, but, so correct me if I'm wrong, but what I'm hearing you say in your definition of the humanities is another phrase that we often hear... [writes on board]
- 20:14 G:** Liberal arts, yes.
- 20:14 LT:** The liberal arts, Yeah ... Which I also wanna talk about that phrase in a second, but let's, let's keep on the humanities ... Other words ... associated with this word...
- 20:28 R:** Social arts? Or, social studies.
- 20:30 LT:** Social studies, yes. And what do you mean by that, R?
- 20:36 R:** Um, like, compared with science subjects, it's more- that's natural, natural studies? This is social.

- 20:48 LT:** Yeah, okay. So, study of society and people, right?
- 20:49 R:** Yeah.
- 20:50 LT:** Yeah. I'm also gonna throw up on here because, again, you didn't directly say this, but "not science." Right?
- R:** Yeah.
- 20:58 G:** Lower starting salary.
- 20:59 LT:** Ooh, interesting. Yeah.
[laughter]
- 21:04 LT:** Lower salary.
- 21:06 A:** I think-
- 21:06 LT:** What else do we got?
- 21:07 A:** I think of like, books.
- 21:08 LT:** Books, Yeah, great! And why do you think of books?
- 21:14 A:** [pause] I don't know.
[laughter]
- 21:17 A:** I think that like ... maybe I associate the sciences with people publishing papers, but then I associate the humanities with people, like, writing books.
- 21:28 LT:** Okay, great. Okay, great. Yeah, we do read- read and write a lot of books, for sure ... Other words or concepts associated with this phrase...
- 21:38 D:** I would say, like, exploration of what people do. Um, whether you write, um, whether you ... you're, you know, doing some kind of drama, or theater act, or whether you ... you practice a religion, um... just...Something that's, you know, relies on humans doing something, I don't know if that sounds- but, like, if I'm speaking, doing public speaking, or, um, writing, or I'm, you know, sharing my, you know, faith belief, um, it's human, it's what- it's how we, how we act, respond, um, live.
- 22:18 LT:** Mmhmm, Yeah.
- 22:18 D:** That'd be my thoughts on "humanities."

- 22:20 LT:** It's in- it's in the word, right?
- 22:21 D:** Yes, sorry, that's my ...that's where I get it.
- 22:25 LT:** So one thing that I - and correct me if I'm wrong, again - that I'm taking from your answer is also this phrase, "the arts."
- 22:32 D:** The arts, yes, I was gonna say, yes
- 22:33 LT:** So writing, acting, music, Yeah.
- 22:33 D:** Something you create, like, whether it's a painting, or it's ... a st- uh, a sculpture, or even designing something, [inaudible 22:43]
- 22:44 LT:** Yeah, great, let me add "design," I'm gonna put that on here separately, great. Great, thanks. C, did you have another one?
- 22:50 C:** Yeah, overwork.
- 22:51 LT:** What's that?
- 22:51 C:** Over-work.
- 22:52 LT:** Overwork. Interesting, why do you say that?
- 22:55 C:** Um, my wife is, is in this area-
- 22:59 LT:** Uh huh.
- 22:59 C:** -and there's been jobs that she's intentionally not taken just because she would have been burned out, and she left a job because of burnout, and she wasn't even there a full year.
- 23:10 LT:** I see.
- 23:12 C:** It's just, [inaudible 23:13]
- 23:13 LT:** Sort of connects to the low salary-
- 23:15 C:** Yes.
- 23:16 LT:** -as well, right? Yeah, absolutely. Yeah, R.
- 23:19 R:** Um, I think the leaders of the, of this world, the stuff that they do, is more related to humanities.
- 23:26 LT:** Oh, uh huh, so, are you talking about, like, politics?

- 23:31 R:** Yes.
- 23:32 LT:** Okay. Yeah. So, the actual doing of politics.
- 23:25 R:** Mmhmm.
- 23:35 C:** Mmhmm.
- 23:36 LT:** As opposed to being a political scientist or something like that.
- 23:39 R:** Mmhmm.
- 23:40 LT:** Yeah. Great. Kind of the day-to-day act of doing politics. Yeah. Yeah, D.
- 23:47 G:** I don't know if I'm gonna communicate this effectively. I think - and this goes to really the third reading thing - um, feminized in a negative way.
- 23:56 LT:** Yes. [writes on board] And what do you mean by that?
- 24:00 G:** Uh, the emphasis on the sciences and the hard sciences as, as things that are sort of, uh, objective, right, scientific reasoning, and the humanities creative/collaborative is feminine, and therefore not worth as much in the marketplace.
- 24:14 LT:** Yes, exactly, Yeah. And also if the sciences are objective, then the humanities are...
- 24:19 G:** Subjective, feeling and things like that.
- 24:22 LT:** Great.
- 24:27 C:** I guess just to second what you said was, when I think of anyone in the humanities I always think of, of men, you know. I hardly ever think of, and couldn't tell you a book that I've read in any of my studies that was by a woman. No offense, but-
- 24:43 LT:** I see, so what you're talking now - are you talking now maybe about, like, humanities professors? Teachers?
- 24:49 C:** No, like- teachers? My teachers were men, and most of the books - I can't remember a book that was not, um, the lead author was not, a- a male. So kind of even though the industry may be more female than- they're just not given the same space.
- 25:08 LT:** Yeah. Mmhmm. Great, we've got a lot of great words up here. Any- anything else that we haven't covered?

[pause]

- 25:22 LT:** Okay. So now I wanna move quickly to this word that G brought up, or that I brought up, and paraphrasing what G said, uh, "liberal arts." Right? So we talked about the humanities, right? What does the phrase "liberal arts" mean to you? Maybe it means nothing, maybe you've never heard of it. [laughs] But, and that's fine too, if that's the case, you should please tell us, but what does this phrase "liberal arts" mean to you?
- 25:47 A:** That phrase doesn't mean anything to me.
- 25:48 LT:** You - you haven't- you don't have any familiarity with it, li- or just-
- 25:51 A:** No.
- 25:51 LT:** Yeah, not really, Yeah.
- 25:52 D:** To me it's like broad-based, just very broad. It can be science or arts, it can be...humanities, or, you know, something, even ... something as specific as ... I don't know, studying biology, but ... so...
- 26:06 LT:** Right. So it encompasses both the sciences and the humanities.
- 26:08 D:** Mmhmm.
- 26:08 LT:** Yeah. Would something like, um, ... so we talked about sciences and humanities going under liberal arts, and this came up in G's answer before, but something like, you know, a business school or a school of communication or a pre-law school or a pre-med school, fit with- fit under the liberal arts? To you all? Or not?
- 26:28 G:** No.
- 26:28 LT:** G , you're shaking your head no. Why not?
- 26:30 G:** Oh, well because that's how my college was organized. [laughs]
- 26:32 LT:** Okay.
[laughter]
- 26:32 G:** We had a college of liberal arts, where there was all of the humanities things, and uh, sciences, like um, biology, right, and geology and things like that-
- 26:42 LT:** So you had the arts and sciences - I mean, the humanities and arts and sciences together.
- 26:45 G:** They were all together, in one building, and one administration, and then we had our, like, pre-law and medicine and all of those, so just structurally I kinda

think of liberal arts and humanities- until right now, I thought they were the same thing, [inaudible 26:57]

- 26:58 LT:** I see, Yeah, so Yeah, no, lots of times they are used interchangeably, right? The- "liberal arts" and "humanities" are used interchangeably, right? Um, but also, often, the liberal arts can be a larger umbrella under which the humanities goes. Yea-
- 27:12 C:** I always just seen it as theater, musical, um-
- 27:15 LT:** Ah, okay.
- 27:16 C:** -that kinda stuff.
- 27:18 LT:** So more like the fine arts.
- 27:19 C:** Yes.
- 27:21 LT:** [writes on board] Great. ... Other thoughts on "liberal arts."
[pause]
- 27:32 LT:** Okay. Oh, there's no other side to this. [talking about the white board] Okay, so -
[laughter]
- 27:38 LT:** We are gonna ... erase this. I now wanna do a similar sort of exercise for the word "science." All right? So we went through what the humanities mean to us, I now would like to talk about what this word – [writes on board] - "science" means to us. So, words, associations, concepts that come up when you think of the word "science."
- 28:03 C:** Analytical.
- 28:04 LT:** Analytical. [writes on board]
- 28:07 A:** Hypothesis testing?
- 28:09 LT:** Hypothesis testing. [writes on board]
- 28:15 G:** Data gathering?
- 28:16 LT:** Data gathering. [writes on board] Great. Other words...
- 28:26 D:** I'll say discovery.
- 28:26 C:** [starts speaking simultaneously]

- 28:27 D:** Oh, sorry.
- 28:28 LT:** Discovery.
- 28:29 D:** Mmhmm.
- 28:29 LT:** Yeah. Soo what do you mean by that, D?
- 28:32 D:** Um ... I guess, um, finding why things work the way they do. So, discovering what makes this ... this table, look like this table, uh, how to- the physics, the physics of this chair, or, um, why, you know, the sun goes down and the moon comes up, whatever, whatever that- just, reviewing, or determining why that is. So...
- 28:57 LT:** Mmhmm, great. Excellent, Yeah.
- 29:00 R:** Um, experimental-based.
- 29:02 LT:** Experimental, yes. [writes on board] So kind of - what do you mean by that, B?
- 29:11 R:** Um, like, to get, um, to come to, into a conclusion, you need to do a lot of experimenting.
- 29:18 LT:** Yes, Yeah. So it's related to the hypothesis-testing.
- 29:21 R:** Oh, okay.
- 29:22 LT:** Yeah but no, Yeah, no, "experimental," that's great. Yeah.
- 29:25 G:** Tactile?
- 29:27 LT:** Ah, what do you mean by that word?
- 29:28 G:** So, well, like, a lot of what I do - uh, what we do, in the humanities - is idea-based, right? But with the sciences you actually touch things, and you-
- 29:36 LT:** Ooh, interesting. [laughs]
- 29:37 D:** Mmm.
- 29:38 G:** -you get to dissect things, or whatever. Do field work.
- 29:43 LT:** [laughs] Yeah, yeah, so, I almost want to also add in the word "active" there to what you're saying... [writes on board] Other ... other words, for "science..."
- 29:57 G:** Marketable.

- 29:58 LT:** Marketable, interesting, what do you mean by that?
- 30:02 G:** Um ... they get all the grants.
[laughter]
- 30:08 LT:** That's another conversation that we can have ... 'cause they don't, but Yeah, Yeah.[laughs] But what do you mean by marketable, because, I mean, I think in popular culture this is definitely, you know, true. So what do you mean by this?
- 30:19 G:** Um, I mean, and I'm thinking back to the TV representations that I see of, of sciences, right, that it- it's cool and sexy and it looks like it's going to easily translate into revenue.
- 30:29 LT:** Ahhh, yeah, okay, yes. [writes on board] As opposed to ... the humanities, if they were ever to be depicted, right?
- 30:40 G:** Harder to immediately see where that prof- where profit is gonna come from.
- 30:45 LT:** Yeah, yeah. Right.
- 30:46 R:** Mmm, somehow it occurs to me that maybe humanities is more about the stuff in an age, but science can change ages.
- 30:54 LT:** So, it can change ages, is that what you're saying?
- 30:55 R:** [laughs] Yeah, yeah.
- 30:56 LT:** So what do you mean by that?
- 30:58 R:** Um, sorry - like, improve? Like...
- 31:00 LT:** Ahhh, okay, yeah. So, I'm gonna - I'm gonna use the word "progress." Does that - does that capture what you're talking about?
- 31:08 R:** Yeah.
- 31:08 LT:** The sort of sense that science pushes us forward by creating new knowledge and we progress.
- 31:13 R:** Yes.
- 31:14 LT:** Okay, great. [writes on board] Other words ... associated with ... science.

- 31:24 D:** Invention.
- 31:25 LT:** "Invention," that's a good one, Yeah. [writes on board] So kind of connecting back up to the "tactile" thing, to the "progress," right? Yeah.
- 31:32 D:** Mmhmm. That made me think of [inaudible 31:33].
- 31:33 LT:** Yeah, creating things.
- 31:34 G:** Ethics, question mark?
- 31:36 LT:** Ahh. [writes on board] And why that question mark?
- 31:40 G:** Uh, well because I don't really know how to articulate the interaction of experimentation and ethics that I think is more obvious with the sciences.
- 31:48 LT:** Mmhmm, yeah.
- 31:48 G:** Like stem cell research, whatever.
- 31:49 LT:** Mmhmm, yeah. Mmhmm.
- 31:52 C:** Let me jump on from that and just say, uh, mistakes.
- 31:55 LT:** Mmm, yeah. Okay, so what do you mean by that, C?
- 31:58 C:** Well, when they make a mistake they make a big one. So-
- 32:01 LT:** Depending on what they're doing, yes -
- 32:02 C:** Depending on what they're doing, Yeah.
- 32:03 LT:** Yeah, yeah.
- 32:05 C:** So, um, you know, sometimes, it can lead to bugs getting out, you know, like germs that, you know, biol- microbiologists are looking at, uh, you know, a good mistake, from where we came Penicillin.
- 32:17 LT:** Uh huh, okay, yeah.
- 32:18 C:** Straight up mistake.
- 32:20 LT:** Uh huh, yeah, so it also connects to sort of invention/innovation idea, that D was talking about, yeah.
- 32:23 C:** Yeah.
- 32:26 LT:** Other ideas... about science...

- 32:33 G:** Exciting.
- 32:34 LT:** Exciting, okay, yeah. Why - why use that word?
- 32:36 G:** Um, because ... Well, I find it exciting that, that fi- having explanations to things that kind of seem magical, or miraculous, or occurrences in nature that, finding out why they are, there's something really exciting about that.
- 32:54 LT:** Yeah, yeah. Also, what I hear you saying and other people as well, like, finding answers, right? Like, it kind of connects back up to the discovery, right?
- 33:02 G:** Answers, and solutions to problems.
- 33:03 LT:** Ah, yeah, good, yeah.[writes on board] More solution-based than the humanities perhaps can be, right?
- 33:12 A:** A lot more antisocial than when I think of humanities.
- 33:13 LT:** Okay, Yeah, so what do you mean by that word - A? Is that right? Yeah.
- 32:18 A:** When I think of a scientist, they're ... not really studying people, they just wanna, like, solve some problem and they do it in their lab in a - the dark room, but when I think of humanities I think of someone, like ... interacting with societies.
- 33:33 LT:** Okay. So, kind of, also maybe like, "sterile" or something like that, is that kind of what you're saying?
- 33:39 A:** Mmm...
- 33:40 LT:** Or, or distance from the world?
- 33:44 A:** Maybe not distance from the world-
- 33:45 LT:** Okay.
- 33:46 A:** -because they wanna, they're interested in the world, but, in like a very antisocial way compared to the humanities.
- 33:50 LT:** Okay. [laughs] Maybe like "abstract," is that kind of what you're saying?
- 33:51 A:** Maaaybe, "abstract"...
- 33:53 LT:** We'll just - we'll just leave it "antisocial." "Antisocial." [laughs] [writes on board] Other, other words...we could list... Were you gonna say something?

- 34:07 G:** Expensive.
- 34:08 LT:** Expensive, yes.
- 34:11 G:** Not in a - not with negative connotations, though.
- 34:13 LT:** Yeah. Certainly costs more than ... opening some books, right? Yeah.
- 34:18 C:** I don't know, some of those surveys that y'all do, are time-intensive and can be very costly.
- 34:22 LT:** Yes, yeah, yeah.[writes on board] Okay... okay, so we've talked about the humanities, we've talked about the sciences, um ... One thing that I would like, uh, to - to ask now, is, uh, to focus our discussion of the humanities and the sciences more on imagined figures. So, like, what are your - so the question is, what are your impressions of humanities disciplines or people who major in the humanities, right? Now, these can- these don't have to be your impressions personally, right? Like, we all might agree together that, like, we're not gonna do stereotyping, that's great. But [laughs], the question that we're asking is, what do you perceive as people's impressions of humanities majors versus science majors, right? Or humanities - or people who work in humanities fields versus people who work in science fields, since some of us are farther away from college, right? So that's the kind of general question - general impressions of humanities people versus science people, and these, they don't have to be yours, they can be stereotypical articulations that you see in culture.
- 35:42 D:** First general impression, they think you're smart if you're in science, I mean, that's just-
- 35:44 LT:** There's more what, sorry?
- 35:47 D:** They think you're - I guess the perception is that, most people think you're smarter if you're studying science than if you're studying English, so...
- 35:49 LT:** Yes, yes, Yeah, so the sciences are harder, or -
- 35:52 D:** Mmhmm.
- 35:57 LT:** The people who do them are smarter.
- 35:58 D:** Yes.
- 36:00 LT:** Yes, great.
- 36:04 A:** And more on that, it's like, we think that they're smarter in a very unreachable way-

- 36:06 D:** Yes.
- 36:07 A:** -like someone who's smart in the humanities, but it's like, it seems like it's easier to get there. But, like, when someone is talking about molecular biology or, like, some crazy-
- 36:13 LT:** It seems... too...
- 36:14 A:** -like the jargon is, is...
- 36:16 LT:** Too far afield.
- 36:20 D:** Cause it - might be so abstract, the way they can- like, we really just don't understand it, but, well, we can understand somebody if they write, or they speak, or they create something, we can touch, feel it,
- 36:21 A:** Mmhmm.
- 36:22 LT:** Mmhmm, ah.
- 36:23 D:** -But we can't, we can't feel - you know, you know, somebody's talking about megabytes or whatever, um- The internet, or just you know, whatever, these concepts, if we don't see it or feel it or taste it, um, whereas the other thing we can, so we kind of relate to it more and be more comfortable with it, and we feel - I think we just feel, you know, I don't know if we feel more drawn to it, but we feel like, more relatable. And whereas, those science stuff, we don't - relate so much because we just don't understand it as much.
- 37:01 LT:** I see, so, sorry, you were saying humanities is more - so, no, science is more abstract.
- 37:05 D:** Yes, that's more abstract, I'm sorry. Yes.
- 37:08 LT:** Yeah, good. ...other impressions.
- 37:13 R:** I'd like to share a little bit about, uh, things in my home country.
- 37:16 LT:** Yeah, Yeah.
- 37:18 R:** So, I, well honestly, we, we have to choose our- whether to be a science student or humanities student in the fresh year of high school, so it's like, at age of 15, or 16, but I don't think we, we really can know what we really want at that age, so ... so, what happen most is, is that, um, most family will, uh, ask, ask their students to be in science major because you can have more jobs. I mean, you can have a bigger job range in the future. So, so most people just choose, um, science area, although they are not good at it, maybe, um, and also, there's a tendency, I think it's, it's not good tendency, um, like some science students despise humanities students because they

think that you're not smart, you're not good, math, mmm physics, chemistry, so you choo-, that's why you choose humanities major.

38:28 LT: I see, okay.

38:28 R: And also, I think, like, people, um, most people just say, um, if what - if you're - if, whether you come, you come from a wealthy family, or you have a very, um, good position in the society, that your family can support you to be at a good position occur, or, um, you can be a good writer, like, you need, you, you need, you need a lot of things from a family to support you on that. Or, you just be an ordinary clerk in some offices.

39:11 LT: Uh huh. So- the hu- yeah, so, humanities, there's sort of like the idea that humanities are for wealthy people, or people who don't need to worry about money as much.

39:20 R: Yes.

39:21 LT: Yeah.

39:20 R: I think - I think, the proportion for science students and humanities students is ten and one.

39:34 LT: Okay. So, ten—ten, being the sciences, ten to one, and one being the humanities.

39:36 R: Yes.

39:37 LT: Yeah, yeah. That's really interesting.

39:38 G: I think people don't realize how diverse the humanities are. They kind of lump it into like English or history, and sometimes there's sort of a pretentious connotation to that.

39:46 LT: Pretentious connotation to English or history.

39:50 G: Yes, I'm thinking of pop culture representations of like your stereotypical English professor, uh, by which I feel personally victimized.

[laughter]

40:00 G: Um, Yeah, this idea that if you have access to this kind of abstract thinking that you are then going to alienate people by constantly, um, performing it, socially.

40:08 LT: Yeah, Yeah, no, great. Yeah, the sense that the humanities, again, sort of like what B was saying, are for people who have the money or have gone to fancy schools, or what have you.

- 40:20 A:** I kinda - I agree with that. Like, when I think of humanities, or we were talking about Liberal arts, or like any of those general, like, terms, I kinda think that they're all the same thing, but when I think of science, I think, like, biology is very different from chemistry, is very different from geology, and, like, I could think of specific fields within science, but not as clear for the humanities.
- 40:42 LT:** But you can't do that so much for the humanities.
- 40:44 A:** Yeah.
- 40:46 LT:** Yeah. Yeah, it's interesting when we were just- when we were having our discussion of words and associations associated with the humanities, specific fields- academic fields within the humanities - didn't come up, right? So I think that's to your point, A.
- 41:03 G:** Well, that's part of what the- this person in the second paragraph is emphasizing, right, is that the humanities strive to make you successful in any field with kind of this push of interdisciplinarity.
- 41:14 LT:** Yeah. So, so are you saying then that one of the impressions are that the humanities are more general, or more interdisciplinary, or what are you-
- 41:20 G:** More interdisciplinary.
- 41:22 LT:** More interdisciplinary. [writes on board] Other general impressions of scientists, humanists, science majors, humanities majors, stereotypically.
- 41:42 A:** I, I also think it's interesting that, like, when you read just this, like, "Why do people assume we major in worthless subjects just because they're easy?", like, in my mind, without knowing what this is, I already know that they're talking about, like, some kind of, like, humanities thing. Like, I don't really have to know...
- 42:01 LT:** Because of that word "easy"? Is that-
- 42:03 A:** Yeah, like, "worthless subjects" and "easy," both of those... [inaudible 42:05]
- 42:06 LT:** Also "worthless," right?
- 42:07 A:** Yeah-
- 42:08 LT:** Yeah.
- 42:09 A:** But I don't know why that is, and I wo- and it- and that's interesting, if it's, like, across cultures it's like that.
- 42:13 LT:** Uh huh, yeah.

- 42:15 G:** To build off of that, I think another word - "impractical." Not connected to the material world of the here and now.
- 42:25 LT:** The humanities are, right, is that what you're saying?
- 42:28 G:** Yeah, that kind of, like, pop culture impression.
- 42:29 LT:** Yeah, yeah, yeah. And why impractical? What's the thinking behind this idea that they're impractical?
- 42:32 G:** Uh, they have to do with literature and the past and understanding how people do things, and the results aren't quite as immediate as, say, a patent on a new skin lotion or something.
- 42:44 LT:** Yeah, right, we're creating a thing that-
- 42:45 G:** Yeah.
- 42:46 LT:** -can't be touched or used, or-
- 42:47 G:** Sold.
- 42:48 LT:** Yeah, yeah. Good. Other impressions?
- 42:57 C:** I'd say, like, um, the sciences are just, uh, siloed.
- 43:00 LT:** Ah. So what do you mean by that word?
- 43:06 C:** They're within themselves, each one is within itself, and very rarely communicates with the others, and intersects with others, just like-
- 43:15 LT:** Kinda on a track, Yeah.
- 43:17 C:** And like - "I'm gonna do my thing in microbiology, and eff everyone else," and that's kind of the way they roll ... But, on that same note, with the, you know, like, like the interdisciplinary for the humanities is, I feel like the humanities end up everywhere.
- 43:34 LT:** I see, okay.
- 43:35 C:** You know, like, people with those degrees end up in places I wouldn't even think of. I'm like, when someone tells me their degree, I'm like, kinda like, you know, like, questioned how they got here, but then I'm just like, "Whatever, I'm not gonna have that conversation and piss 'em off, so..." Just move on.

[laughter]

- 43:53 LT:** So sort of what I hear you saying, C, is that, like, uh, the- for the humanities disciplines or fields or students, there seems to be less of a track from studying to job?
- 44:00 C:** Yep. Yeah.
- 44:01 LT:** Whereas in the sciences that might seem more clear - is that? Yeah.
- 44:03 C:** Yeah, definitely. I mean, definitely for me it's like I can go and google search a job field that I want based off of what I went to school for-
- 44:13 LT:** I see, Yeah.
- 44:14 C:** -and, and find something very close to that. Whereas if I did something in the humanities and I typed it in, it's like...where it's gonna....
- 44:28 LT:** "Jobs for English majors."
- 44:30 C:** Yeah, you know, there's very few things that come up, and really, though, like some of the things that my wife learned - she has that, that background, degrees - is more in like leadership and other things - the intangibles, really, that, that you have, I guess, not...
- 44:45 LT:** So, Yeah, I mean another phrase that gets thrown around a lot is like "soft skills," right?
- 44:49 C:** Yes, yeah, that's kinda what I mean by those intangibles, you know?
- 44:55 LT:** Yes, yeah.[writes on board] Other thoughts and impressions... [pause] So all of us, um, in here have been in a higher education setting in the United States, and so our final question in this sort of part of the discussion and then we'll move on to Part 2, is, um, "Have you perceived from, uh, either throughout your life or from before you went to college to now, a sort of, um, shift in your conceptions about the humanities or in general society's conceptions about the humanities?" Have you seen that shift, or not? Did coll- did going to college, for instance, change your mind about this, or did it not? Did you perceive a shift in how people were talking about these - the humanities, whatever that means - or not? That kind of thing. Yeah, C.
- 45:48 C:** I feel like growing up it was like, you just don't do it. You know, and when I got to college and I've learned more about it, it's like okay this applies to a lot of things. [inaudible 45:59]
- 46:00 LT:** The humanities, you're talking about.
- 46:01 C:** Yes. I don't understand what's the problem with it, and I've learned a lot from it.

- 46:04 LT:** I see.
- 46:05 C:** And then, now I'm seeing jobs are wanting these skills but not asking with that word.
- 46:13 LT:** I see, with the word "humanities," you're talking about.
- 46:15 C:** Yeah.
- 46:16 LT:** Yeah. So what are some words that they ask with?
- 46:18 C:** Like, if you look at like a job description for a data analyst, right, it really has nothing to do with the data, it's the analysis of it, determining what society - because this is society, that's where the data's coming from, it's not coming from a point source, it's coming from millions of people. This is what society's doing. Can you use these numbers to interpret what society's doing, and spell this out for me as a company. And th- there's people that are in this data science programs that have more of a mindset like mine, where the numbers mean this, but no, that's not necessarily what it means. There's like, underlying issues.
- 47:01 LT:** So you would say then that, as opposed to when you were growing up, before you went to college, going to college helped you realize sort of what the humanities are and what they do, right?
- 47:09 C:** Yeah. [inaudible 47:10]
- 47:10 LT:** Yeah. Whereas before it was like, you said, "don't do it." Right?
- 47:12 C:** Yeah.
- 47:13 LT:** That was the message that you got.
- 47:15 C:** Yeah.
- 47:16 LT:** Yeah. Interesting.
- 47:18 C:** Just don't do it unless you wanted to - no offense to you over here - but unless you wanna be a football coach, or something like that.
- 47:19 C:** And that was like the easy way to go into - you can coach in high school level, and-
- 47:25 LT:** Yeah, Yeah, or I think people often hear like "or be a teacher," you know, as if it's like, you know, uh, sort of denigrated, Yeah.... Good, other ... other opinions on this...

47:42 R: Um, I would say, I, uh, I used to want to be a science student, but in the freshman year of my high school I found myself not interested in chemistry or biology at all. So, I chose humanities. But after that, um, I feel the students I met, like, my classmates, they are more, like, they care- care more about this world, and also the social relationships rather than- I feel like science students - usually - care more about their, like, their science concepts. So that in their mind they don't usually, um, think of this world, and think of the- how the policies, how they impact on them, things like that. So after I, after I became a humanities student, I- I feel that- I learned a lot more from my st- uh, classmates.

48: 52 LT: Mmhmm, interesting. Yeah.

48:53 A: In terms of, like, changing from bef- like while I was in college to after college, I feel like while I was in college the general stigma was like, "Oh, you're not studying a science major, like, you're in- studying History or,..." whatever it was. And then after everyone graduated, everyone just kind of dispersed and got all these amazing jobs anyway, or did, like, something really interesting with their life anyway, so it's, like, only after we got out of that where ev- where it's really important what your major is, is when people realized it didn't really matter.

49:29 LT: Right. And what type of college did you go to? Was it a liberal arts college, was it a university, or-

49:33 A: It was a university.

49:34 LT: A university.

49:35 A: Mmhmm.

49:39 C: What is a liberal arts college?

49:40 LT: That's a really good question. G? [laughs]

49:43 G: No, I went to school at an R1.

49:44 LT: Oh, you did! Oh, sorry.

49:45 G: But it had a liberal, like, our college of arts and science was its kind of own thing.

49:50 LT: I see, Yeah, Yeah. Liberal arts colleges- that's a really good question. It's an American-ism, right? It can mean any number of things. Generally speaking, they tend to be, you know, smaller, 4-year colleges that don't traditionally have, uh, graduate programs, or have fewer graduate programs, and focus more on undergraduate education, and more com- theoretically committed to the idea that, of general education, so that students should take science

classes AND humanities classes, and that that should be a full experience for every student, no matter what their major is.

50:20 C: Mm.

50:23 LT: So if you think about universities in the U.S. like, um, help me out, anybody, um-

50:25 AH: Undergrad - oh, liberal arts colleges?

50:26 LT: Liberal arts colleges.

50:27 AH: Oberlin...?

50:28 G: Pomona.

50:29 LT: Oberlin! Yeah. Oberlin's, like, kind of a famous example of a liberal arts college, right? Um, Dartmouth is a sort of liberal arts model, though it also has graduate programs. Um-

50:42 AH: Reed?

50: 43 LT: Reed, in Portland, right? Sort of smaller, focusing on undergraduate education ... less than research. Or more than research, rather.

50:55 G: If I think of the trajectory in my experience with the humanities for the last, I don't know, 15 years or so- Uh, I would say when I started out in college there was much more of a juxtaposition between the humanities and everything else, uh, kind of like what I threw up on the board at the beginning, uh, but as I've, you know, as the time has passed, I see more and more intersections and not just interdisciplinary within the humanities, but across the humanities and sciences, like, people doing English and Physics degrees, uh, or someone, um, minoring in Econ and majoring in Engineering or something, I see that more and more.

51:34 LT: So you think you're seeing it more and more now than you were previously, or you just didn't know about it previously, or...?

52:38 G: I think maybe I didn't know about it previously, and also maybe I'm seeing it more and more- Probably I didn't know about it previously.

51:47 A: I think I'm on the same page as that, because now I see a lot more interdisciplinary opportunities, like grants to do, you know, combined or- you know, like the STEM to STEAM thing, or, um, it's, it's, people try to, you know, get you to, if you're a scientist, get you to translate your science and, like, bring it to the community or something. But, Yeah, maybe it's, I didn't know about it before and now ... I get more exposure.

52:14 C: Yeah, STEAM was something I got introduced to just recently. Um, and that, to me, is way better, like, the schools here, they are all STEM, and I don't like 'em now, because where I was before we had our son in a private school, and it was STEAM, and it was like, it was way better. I mean, everything connected way better, and now, it's like now he cries if he doesn't have a art class. And like, so like, we have, like, piano lessons at home, and do other things at home, to get more connected to that.

52:46 D: That's a good point, too, 'cause, you know, raising a child, they seem to be drawn more to the art or music, or the drama. My oldest goes to drama at the school, she, like, wants to learn to play an instrument; she's not so much drawn to math or science, um, so I think, uh, that evolves obviously. You know, I think the pressures and the, and the influences of life, but I think if you look at a child's growth I think they're drawn to this more, the arts and the STEAM than anything else. So...

53:18 C: It feels better.

53:19 E: Yeah.

53:20 LT: Mmhmm. We've started - we've already sort of transitioned into this, but now I'd like to move us into part two of the discussion, which is focusing more on your own educational experiences, um, whether in relationship to the humanities or not. Um, so one of the questions that we have, um, here, is, one of the sort of interesting things that we discovered, or have been discovering on our survey, is that, um, people who answered the survey believe that other people have sort of stereotypes about them based on what they studied and/or based on where they work. Um, however, people also, on the survey, also said, "But I don't have those stereotypes about other people." Now, of course, we might ex- we might expect that, right? But, so that leads me into our question, right, which is, do you, or was it your experience in college, or now, um, that people- that you thought that people had sort of preconceived ideas about you based on what you were studying and/or now based on what you're- the field or job that you're working in.

54:22 C: I would say 100% yes because, in American culture, I've noticed this the most, is the- what is the first thing you do when you meet someone? You almost immediately within five to ten minutes ask them what they do. And I get asked this all the time, and I try intentionally now not to ask them what they do, until the second or third time I've met them. You know? It's like, but it's like there in my mind, like - I wanna know what you do.

[laughter]

54:55 C: Like I don't know why, I wanna know, but even if they ask me, I still try not to ask them or whatever, but, but yeah, I mean, it's just, it's like that is a part of- it's a way that we define each other, so no matter what it is you tell me, I'm,

I'm already categorizing you, stereotyping you, just by what you do, you know, nothing else or where or who you are.

- 55:15 R:** Well, usually I do that because I wanna- to remember him.
- 55:20 C:** Yeah ... It does help sometimes, remember the- remember people, but I'm trying to come up with- with other ways of doing it, just because I realized, it's like, man, it's like, why do I ask that question? What does it mean? And, it's like, okay, I probably just, just categorizing who they are.
- 55:39 G:** To my knowledge, I don't think I've experienced that. But I may be just kind of oblivious.
- [laughter]
- 55:47 C:** Of people doing that to you?
- 55:48 G:** Yeah, I haven't noticed that, like, any kind of a reaction when I say what I'm doing, or what my field is, but that may be because I couch what I'm doing in palatable terms, like, "I'm a teacher, I teach people how to write," or things like that.
- 56:02 LT:** Ooh, so you don't lead with, "I'm a graduate student in English"?
- 56:04 G:** I would never say the words "graduate student."
- 56:06 LT:** Why not, though?
- 56:07 G:** Umm, because I'm in my thirties.
- [laughter]
- 56:12 C:** What's wrong with that?
- 56:14 G:** Uh, I think there's a, I think there's a little bit of an association with, like suspended adulthood with graduate students.
- 56:17 LT:** I see, okay, okay, with the, with the phrase "graduate student" or connected to English as a field?
- 56:23 G:** The ph- The phrase "student."
- 56:24 LT:** "Student," okay, Mmhmm.
- 56:25 G:** Yeah.

- 56:26 C:** I would agree with that, so yeah, 'cause I tell people I'm a graduate student and they squint- they kinda squint their eyes a little bit, or you can tell what they're thinking.
- [laughter]
- 56:35 LT:** "You don't look like a graduate student." Yeah.
- 56:37 C:** To me, it's like, a graduate student to me is always, in my mind, has always been a working professional. I'm not working, but, you know, just the program I'm in is an accelerated one in the program.
- 56:54 A:** I would agree with the stereotype things because I, um, do, I, like, I'm an oceanographer and I like work with satellites, and all of this, like, basically I'm all- behind the computer all day, but whenever I tell people I work with the ocean, they think, like, you know, marine biology, and like maybe you work at the aquarium or, something like that. And it's-
- 57:15 C:** It's like, which orca do you train?
- [laughter]
- 57:22 A:** Yeah, Yeah, um, but then, and I like, I hate when people think that about me, so then I hate that I think that about the humanities, too, that I probably like mis-classify what people are working on, so, I think because I think other people mis-classify me, I've become more conscious about trying not to mis-classify [inaudible 57:37].
- 57:38 LT:** Do you think that's something that happened to you after college, or ...?
- 57:40 A:** I th- no, because I've always wanted to study the ocean, and when I was a little kid that didn't mind that people thought that I wanted to, like, study dolphins, um, but as I grew older and I figured out that I'm, like, more interested in like the math and the physics, I- it was like a transition into that, Yeah.
- 58:04 LT:**Other thoughts about people stereotyping you based on what you're studying or the field that you're in.
- 58:11 G:** I think the people that I've spoken to definitely think it's gonna be easier to just get a job after grad school than it has been my experience, or my knowledge, based on being in grad school.
- 58:24 LT:** So there's a sort of stereotype that, Oh, you're going to graduate school, and so you're gonna get some-

- 58:35 G:** If you get a PhD you will immediately get an upper middle-class job for life. People don't realize that it's actually a lot of years after your PhD for a lot of people.
- 58:42 C:** I would say for me in my degrees, I'm just looked at as the tree hugger. It's like, I didn't- It's just kind of how, always, like, like, "Oh you're an environmentalist, you're a tree hugger" or something like that, so, and that's how I've always been categorized, and even now, "sustainable business," they're like, "What is that?" Like, like, it's business, but making it sustainable. So, uh, taking more than what you need, to leave it for the future generations.
- 59:13 LT:** Yeah. So R kind of brought us into this a little bit earlier, but a question for the larger group is, did you feel ready to choose your major when you did, when you went to college? Did you choose it well before you even got to college? Did you feel pressure to choose it at a certain point in your college career or before? Um, did you already know in high school what you wanted to do, or did your mind change when you went to college? So, like, kind of general questions about choosing what you studied in college, and when you had to choose that, if you felt ready, not ready, you were always ready...
- 59:54 D:** I look at, my experience would be- uh, my- sixteen years old I wanted to make the most money out of college, so I looked up, looked in a book at the library, "Okay, what school is- which careers, degrees get paid the most once they graduate? Oh, engineering, that's me." And I, my, I took AI-, my highest math class was like Algebra I in, in high school, so I get to college and I'm like, "Calculus?" Um, I- I had to change my major, and did accounting, I thought that was good- Again, money. I was influenced heavily by the compensation, that's- was the experience I would get, so, so that's why I guess why I talk about the experience a lot, um, with, with the people that I work with now.
- 1:00:36 LT:** It's interesting that you got into the line of work that you have now, Yeah.
- 1:00:36 D:** Yeah, oh most definitely. I was - if you'd have told me, what, thirty-five years ago, I would have, um, you know, be an adviser, [inaudible 1:00:48] "What?" No, um, not at all. So yes, I think, um, I- I guess I wasn't as, um, educated on, like, science and humanities and what not. My oldest is more practical. I guess, my experience is more practical.
- 1:01:05 LT:** So would you say that then your motivation for going to college was to get a good job, get a well-paying job, all those practical sort of things?
- 1:01:13 D:** Yes, yes, that's what it was for me.
- 1:01:16 LT:** Yeah, yeah.

- 1:01:17 R:** I'd like to share a little bit about the college entrance system, like, in my country. So, you- everyone take- like, ninety-nine percent of students take, uh, college entrance exam, and based on the grades you get you can apply for the schools first and then the major. So if you are admitted by the school, the school can, has, like, ha- they, they have the right to adjust you to different majors, even the majors that you didn't, um, you didn't choose. So I heard - what is funny about my high school classmates, that some of them did the worst in geography that they are famous for that because, so, um, because the teachers always, um, always told them to study hard in geography, but they were adjusted to geography major in undergraduate school, so-
- 1:02:19 D:** Really.
- 1:02:20 R:** They are, I can understand how painful they studied that.
- [laughter]
- 1:02:25 R:** And also, in many schools, it's hard to change your major in- yes, in universities.
- 1:02:32LT:** So you have to kind of go in knowing what you, what you wanna do.
- 1:02:37 R:** You, like, if, if you choose not, um, not be adjusted by the university to change your major, you will, like, you have different level of universities, like, this is top, like, maybe top one hundred, and one hundred to two hundred, like, your level will be adjusted to the next one.
- 1:03:02 LT:** That's a very different experience than, than American colleges. Yeah. That's very different.
- 1:03:11 C:** I think mine's a little different, I mean, I, I, uh, was in the military, and so that's when I decided to come, and I kind of knew more what I wanted to do.
- 1:03:23 LT:** So you went to the military first, and then you moved on.
- 1:03:25 C:** And then, so the only thing, though, that for me, was that, I had more pressures, I guess, on trying to get a job right after 'cause I already had a family and stuff. So, uh, you know, that, that influenced more which jobs I picked afterwards, um, not so much the field that I went into, I still kinda chose to go into that same field.
- 1:03:48 A:** I know I'm an anomaly, but I've always loved the ocean from when I was like a little, little kid, and I've done everything that I can to, like, always study the ocean, and be near the ocean. So. But I, I, I've always felt like that, and I didn't realize that other people were really not like that until I went to college and then I had friends who were like, "Oh, I don't know what major to be."

Even when we were seniors, they were, like, not really that excited about what they were studying, so...

1:04:17 LT: So did you choose your college based on what you-

1:04:19 A: Yeah.

1:04:21 LT: -knew that you wanted to do.

1:04:22 A: Yeah, I even, like, did, uh, a program in high school where I did my senior year at a community college so I could take, like, other biology classes. But I know I, I, like, am, I'm so thankful for that every day because I know there are so many other people who, who are still kind of, like, struggling to figure out what they want to do.

1:04:41 LT: And you- and, going, and you didn't ever feel like you wanted to change your mind in college? You were-

1:04:45 A: Well, I mean, I think it grew from, like, I generally liked the ocean and now I, like, it's, like, tapering down into-

1:04:50 LT: Sure. But, there wasn't a moment when you were like, "Maybe I don't wanna do this anymore."

1:04:54 A: Yeah, Yeah, I really never had that moment.

1:04:56 C: Organic chemistry, you didn't have to take?

1:04:59 A: I did, I loved organic chemistry.

1:05:00 C: Really.

1:05:01 A: Yes.

1:05:02 C: Yep. There you go, you're perfect for it.

1:05:03 A: "O chem for the Ocean," it was great.

1:05:04 C: I saw- I seen, like, so many people just like quit as soon as organic chemistry came. Like, the teacher gets there and they're like, "What is this?" And then they're just like, I'm done, they change their majors right then.

[laughter]

1:05:15 A: Yeah.

1:05:17 C: It's like, it's like that's one a killer.

- 1:05:18 G:** I picked the major that ended up being my career field based on my experiences in high school. I had really fantas- I went to a high school that I felt like prepared me really well for college, and I had really great English teachers, and so I thought my primary major, I would like to do this, maybe be a, a high school English teacher. But then I realized that the School of Ed. wasn't really what I wanted to do for a back-up major, so I switched into German instead. Um, but yeah, I, I think I was maybe too quick to choose my major, and I often wish that I had experimented a little more in college and taken some classes outside my comfort zone, like a statistics class, or a business class, or something like that, or geology class.
- 1:06:03 LT:** Mmhmm. So you had the same major - similar to A - you had the same major throughout, except for the second major.
- 1:06:12 G:** I had the same primary major throughout, and then I switched secondary majors, like, three times.
- 1:06:14 D:** The one thing I would say about University of Miami, um, under President Shalala, she used to say, you know, it's okay to be undecl- to be undecided, coming in, not knowing exactly what you want to do. I, and I thought that was amazing because to hear someone of, you know, her stature and her experience say that, Hey you know it's, you know, and to talk about her experience at- when she went to college, [inaudible 1:06:40], whatever, um, she would just, I think, kinda calm the anxiety of some people, that, they weren't sure-
- 1:06:45 LT:** So the students.
- 1:06:46 D:** Yeah. If, if they weren't sure, and I think that messaging from the leadership of, of the university or the institution is really important, um, to a lot of students 'cause they- a lot of students struggle with, you know, really, how they wanna complete their career, [inaudible 1:06:55] educational journey, so to speak, in undergrad. So when you have a president come down and says, hey, it's, it's all right, you know, to, to not know, it's all right to, you know, change your mind and think about, think this out, 'cause it's important. It's important that you, that you have a good experience but also that you learn what you think you wanna learn. So I, I always thought her messaging on that was so important, and I thought it, it really made this place great to have someone, um, again, the president of the university say that, so...
- 1:07:26 LT:** Yeah, Yeah. So, in your experience as a, as an adviser, with the students that you work with, do you see a lot of them having a lot of anxiety about major choice? Is that-
- 1:07:35 D:** Some of 'em do, umm, some don't, well, in some cases, so, in Athletics, you know, we have students that actually don't think about college other than playing a sport in college. Because it's a means to get to a high level at that sport, so then that's- whereas, you know, I wasn't good in sports in high

school - I wish I was, I tried to be, but I wasn't. Um, they want- they're not necessarily considering colleges over maybe educational career, maybe a little bit more of a professional career, so whether it's baseball, basketball, whatever, football, um, so they're not giving a lot of thought to their [inaudible 1:08:01] class, until they realize what they DON'T like. They come in, "I don't like that, I don't like this." And we start, you know, talk- discussing some things, well, well, "Have you tried-" And I always talk about try theater, try, uh, we do art, we, you know, we do all these other humanities courses, um, religious studies as well. Because you never know what will, will kinda, you know, trigger something, or just maybe touch a nerve in them, and make them eyes open and say, "Wow, this is - I'm interested in this; I wanna know more about this." Um, and then you have some that, you know, they wanna be, UM is a huge pre-med, you know, um, conduit, so, a lot of students wanna be doctors, or [inaudible 1:08:45]. And they come in and they take organic chemistry, and they're like, "Oh my god, what is this?"

[laughter]

1:08:52 D: Um, and, they change.

1:08:53 LT: They change, yeah.

1:08:54 D: They change their major. They're like, "I-" you know, they, whatever reason, they, they, you know, they don't, they don't, they, switch to something else.

1:08:57 C: Organic chemistry should be taught at the freshman level. Save these kids a lot of money. Save them a lot of money right there.

[laughter]

1:09:04 D: And biology, too, or, you know, students that, psychology cl- they say, "Well, psychology- I wanna be a psychol-." They don't really have a real- realize what psychology is, and they take that class, there's some fifty to a hundred people in that classroom, and he's - the teacher's going a mile a minute, hitting 'em with all this stuff, and he's reading three chapters a week, and they're like, "This is psychology?"

[laughter]

1:09:22 D: Um, I don't wanna [inaudible 1:09:24] that. So, yeah, I, I think it's, it's definitely a lot of eye-opening discovery, um, for some of our students. So, having the president say it's okay, I think it, it makes it more normal. I can change my mind, this is normal, I'm not- you know, I'm not on the fringe on that, it's okay, the president- you know, and we tell 'em the same thing, it's like, you have, you know, we try to tell 'em, look, you know, in our area, we say, you know, two years to, because you don't wanna lose too much time if you, you know, in the- in the - well, it took me six years to graduate, so, um, I own up to that, um, I changed schools and everything, but, we tell our students, you know,

you have up to two years, but we always try to advise them certain courses that will, you know, account for course abroad? so to speak, arts and architecture, engineering, nursing, those are the courses they can use in, in their other degrees, but, I don't know, we try to let them know, hey, you have some time. So take the time, ask questions, talk to people, talk to your advisers, talk to people in certain professions, and ... and just 'cause you major in something, you don't have to, you know, do that for the next 10 years of your life. You can do something else. So we, we'll have those discussions, and, um, I think it's great, so... it's great.

- 1:10:31 LT:** Yeah. So yeah, another kind of group of questions that we have on the issue D just brought up is - and I know some of us, many of us in here are graduate students, so maybe this question doesn't apply as much - um, but one question that we're interested in is, the relationship between what you studied in college and what you're doing now, or what you hope to be doing as a future career, if you wanna think about it that way. So what do you see as that relationship between what you studied in college and what you're doing now?
- 1:11:01 C:** Mine lined up.
- 1:11:02 LT:** Lined up, Yeah. So what was your undergrad major again?
- 1:11:05 C:** Environmental studies, and I did natural resource management for the federal government.
- 1:11:14 LT:** Right, Yeah. And what's the sort of line of work ideally that you would like to get into after you graduate?
- 1:11:20 C:** It'd be more like corporate, uh, social responsibility, um, for businesses. So...
- 1:11:25 LT:** Great.
- 1:11:26 A:** I think it's more or less the- in undergrad, I studied oceanography and now I do, like, still look at the ocean but it's completely different because it's all from satellites instead of, like, I don't know, more like about the ocean, um, and I think that made me realize that, like, I, I could have done a lot of, a lot of different, like, studied a lot of different fields in undergrad, but, and that undergrad was mostly just how to learn, and, you know, just, like, learning how to be in class and how to, you know, gain knowledge from whatever class you are taking. And I think I al- I also think that just because I knew I wanted to study oceanography, I didn't take- I, I, like, had a lot of extra time to take, like, those classes that I was like, "Oh, this seems like an easy class." But then, it was those classes that made me, you know, really, like, think about the world, um, and made me realize that being in coll- er, just being in school in general, even in graduate school, it's more of, like, how to learn, and it doesn't matter what particularly you are learning.

- 1:12:32 LT:** So would you say, then, when you began college you thought it was more of a track, and when you exited college, you realized that it was not necessarily one track?
- 1:23:40 A:** Yeah, yeah, exactly. It's just like, the concept of learning is what college is, and then you don't realize that until after you leave, and you can kind of apply that anywhere.
- 1:12:47 LT:** Yeah, yeah.
- 1:12:48 C:** Yeah, I would say that, too. Like, I thought what I was going to learn in college would have- would be used every single day. It's like, I ended up in the same field, but half the things I learned in college I never used and still haven't used to this day. You know, I just, I learned- I picked up more from my time in the military, and what I did daily, you know, those skills.
- 1:13:12 A:** Yeah, like some of the things from college, it's like, you know, like, every once in a while I'll have to go back to the Pythagorean theorem, and like, "Oh, I learned that in college," but now it's like, I ca- I know how to look that up. And I didn't necessarily need to, like, learn as a particular thing.
- 1:13:27 LT:** You don't have to remember it forever.
- 1:13:33 A:** Yeah, yeah.
- 1:13:34 LT:** Other thoughts about what you studied versus, or in connection to what you do now.
- 1:13:41 R:** Um, my undergraduate major is also accounting, um, yeah. I heard that accounting students are easy to get a job here, so I-
- [laughter]
- 1:13:45 R:** I chose accounting again as my graduate major. Um, um, I feel that my major is quite practical among all the majors, so- But I still think, well, honestly, the difficulty of my undergraduate school is higher than here, even in masters, um, it's- master program, I feel that, like the knowledge that I learned in undergraduate, although I almost forgot them all, they, um, so, it, it's, you know, you spend years to be a CFO in, uh, in a international, like, big company, but we learn the lan- the knowledge in undergraduate school, so it's not practical in the first few years of your career. So I think in the first few years, you just need to get basic knowledge. Yep.
- 1:14:52 LT:** And your major was accounting, you said?
- 1:14:55 R:** Yeah.
- 1:14:56 LT:** Okay. And now you're, now you're in graduate school here for what?

- 1:14:58 R:** Accounting.
- 1:14:59 LT:** Accounting, okay, Yeah.
- 1:15:00 R:** Also, I, I'm thinking of job opportunities related to accounting. I feel most competent in this area, just because of this.
- 1:15:13 G:** My major was, uh, my primary major was English, and I would say that most of what I studied as an undergrad ha- carried through to grad school, but, uh, it's really diversified, uh, in grad school right now. I don't just study literature in the conventional sense of novels and poetry and plays; I study all kinds of other things as literature as well, uh, and I wish I had taken some classes as an undergrad that explored that, um ... I don't know if they offered them, I can't remember. Uh, but I would say that pretty much the, the methodology has carried straight through - the ways of researching, uh, the wa- the analytical ways of looking at things, the, you know, theoretical preparation, Derrida, all of that ...
- 1:16:00 D:** Well, for me, I- I think about just the, the teaching, um, the experience I had with the teachers, and, again, reflecting back as I grow older, but you, you think back and kinda how they taught, and how they presented the material, and how, how demanding they were, challenging they were, I think that no matter what the, the discipline was, that was the most important thing that they, that they were able to teach you something that you could take away. I remember distinctly in grad school, I had this one teacher, and he used to walk back and forth, talking, and it would drive me wild. It was a nighttime class, you'd go [inaudible 1:16:35] work, so I, I did, I did have like one, one and a half years of work in the county in [inaudible 1:16:40] before I, before I was in grad school, and um, I would sit in this class, and he- this gentleman would just walk, up and down, like, like, shooting gallery type thing, and he'd just talk, and he would touch his face, and he would do this - that was my worst grade 'cause I couldn't- I couldn't focus on- [inaudible 1:16:59] learn the stuff, just watching him go up and down. Um, but I, I think about the, the teachers I had, and how demanding they were, and how, and how I think that prepared me, um, just for life, the stress of working in- working with people, and working in, on the systems, and meeting deadlines, and understanding parties, urgencies, and also - professionalism. Something about all that. Um, but, Yeah, my, I, like, um, I wanted to do accounting, I wanted to- I wanted to do all that, I just realized it just wasn't something I was passionate about, so I, in grad school I changed my, my major.
- 1:17:36 LT:** Did you realize that pretty soon while you were at school, or [inaudible 1:17:39]
- 1:17:39 D:** My senior year, um, I got senioritis really bad, and I didn't wanna go to class, I'm like, "I can't mess this up," I, I mean- I had class on Tu- my fall semester my senior year I had class on Tuesday and Thursday, I would, I would like

skip, and I would just hang out, and I would set- and I was a good student, I was just setting myself up to not be a good student, and I- all the behaviors that I tell my student athletes not to, you know, um, not to behave that way, I was doing, um, so I realized how, how, you know, detrimental they were, and, um, I got hip to- next- the spring term, it got much better, and I realized all the information I was missing, and I realized, you know, I'm missing all this, all this good education by skipping class, and I kind of just got mature and that- and, you know, doing something stupid, then learning from it, and then becoming mature about it, I was like, "Man, I'm, I'm missing out on education," and, but I just realized, I know why I wasn't going, I just wasn't enjoying it. I wasn't enjoying the knowledge they were sharing - even though it was good stuff, but I just- I, I didn't see, and see- see it for what it could be, and I was like, "I'm gonna- I'm gonna go ahead," and I started looking at grad schools and applying, and wh- at that time, sports administration was a very, very emerging major, wasn't many schools- UM didn't even have, when I think back then, uh, St. Thomas was one of the leaders that came out years ago, so that's where I went, uh, here in Miami, but it was just, it was different, um. But I think back on the teaching, and I think that's what- you know, the human element part about the education, I think, those teachers sharing and, and, and going out of their way to help us learn, that, that made, that made it more worthwhile than anything else, whether- even if I was studying art, or whatever it could be, I think, 'cause the teachers, they did all they could to help us, that, that makes the best difference. So...

1:19:22 LT: Well, we are, we are getting close to wrapping up here; we have sort of one final question, and this has to do generally with how you feel your background, in whatever way you wanna talk about that, has influenced your choice of major and/or your field that you're working in, or influenced the choices that you've made in college and since college. So ... Yeah, how's-how do you feel that your background has played a role in your educational experience, sort of broadly speaking? ... yeah, B.

1:19:47 R: My mother is- is a partner in an accounting firm, so...

[laughter]

1:19:52 E: Lot of influence there.

1:19:54 C: [jokingly] I don't, I don't see the connection.

1:19:59 R: She strongly persuaded me to choose accounting major.

1:20:03 D: I bet she did.

1:20:04 R: Yeah, Yeah. She thinks it's good for girls to, to um, to work, like, in offices, Yeah, and I don't need to deal with people a lot since she, she didn't see any communication skills in me, so. And my dad is a doctor in the Emergency

Center, so he did night shifts, day shifts a lot, so it's really hard for, for him, I think. So she strongly persuaded me not to be a doctor.

- 1:20:36 LT:** Interesting. Because of your father's experience.
- 1:20:39 R:** Yeah.
- 1:20:40 LT:** Yeah, hm.
- 1:20:43 R:** Yeah, she- he's- Sorry, he's fifty and he still do night, night shifts.
- 1:20:53 D:** Wow.
- 1:20:54 LT:** Yeah, yeah.
- 1:20:55 C:** I think my, my upbringing, background, persuaded me a lot, actually. Just, coming from rural west Tennessee, just on a farm and, okay, the environment's there, and then joining the military, and it's like, "Okay, this is what blowing up the environment looks like," and doing all the other things that we do, so I was like, kinda wanna get into, you know, not doing this and protecting it, and preserving it, so. That's why I went that way.
- 1:21:23 LT:** So growing up kind of in, in a rural area where you had access to natural-
- 1:21:25 C:** Growing up and doing the things that no one would let their kid do today, like, I would eat dirt, and play in the mud, and do all kinds of other things, and, like, I was ten years old and my dad would give me a shotgun and I couldn't leave without him being around and just walking around with a shotgun, [laughs], You know, it's like - I mean, this is rural Tennessee, and we had 100 plus acres, so, you know, it was just a much different lifestyle, so, you know, like, I would never let my son do these things now, 'cause I did a lot of stupid things, surprised I'm still here, but-
- 1:22:00 D:** But if you lived in that same environment now, would you allow your son to do the shotguns, and- it's just, it's just a different environment.
- 1:22:06 C:** Yeah, yeah, no, definitely, I probably- I probably would, Yeah. With the exception of, um, well, I don't know. I don't know so much anymore, because there's a- there's been more development around my property - we still have a large piece of property, but there's-
- 1:22:22 D:** Things changed.
- 1:22:22 C:** There are- things have changed around it that I wouldn't be so care- uh, I would be a lot more cautious with it. Like, I almost killed a guy at thirteen because he was poaching on our land, hunting- I was hunting, he didn't have orange on and I did. There, a deer walks in between us, I'm about to take a shot.

1:22:39 D: Sure.

1:22:40 C: And he, he realizes it and stands up, scares the deer off, and I'm like, "Oh my god, I almost killed this dude." 'Cause I'm telling ya, it's just a straight line. So ... Yeah, it's-

1:22:48 D: See what you learn in focus groups? This is awesome.

[laughter]

1:22:56 D: That is incredible.

1:22:57 G: Neither of my parents really had a background in higher ed. that was applicable to mine, uh, and so, when I got into college they were thrilled, when I declared my majors they were thrilled, uh, I didn't really have a lot of, uh, practical guidance or advice from them, so every step of the way they've been thrilled-

[laughter]

1:23:15 G: -which is really nice, and really supportive.

1:23:16 D: That's awesome.

1:23:17 G: And at the same time, I do wish that, uh, I had had someone say, "Well, you know, think about taking some other classes - diversify a little bit. Uh, that- ideally, that would have been some good advice. But for the most part my parents just, uh, in my background all the way, it's like, "A college degree, that's amazing, graduate school-"

1:23:38 LT: So the maj- so the goal for them was, get you into college, and get- graduate.

1:23:40 G: Yeah, they thought that was incredible, then I got into grad school, and they thought that was incredible, and so it's been one hundred percent support, which has been so nice and wonderful, um, Yeah.

1:23:53 A: Where I grew up, we had the, we had the largest immigration of Taiwanese people, families- um, it was, like, in the Bay area in California, and, like, everyone where I grew up was, like, from somewhere in Asia, and the, like, stereotypical, like, we- I had a lot of extracurricular activities, and, like, you know, everyone was in all the AP classes, everyone was, like, doing- I remember when I took the SAT, like, if you didn't get - it was like out of 2400 - if you didn't get, like, 2300 or above, like, no one really talked about it or talked to you. I, like, I had no idea that even, like, you could get, like, numbers, like, below 2000, like I- that was just, like, unheard of. And it was, it was super cut-throat, like, it was really, really hard. Um-

- 1:24:37 LT:** So everyone was- so it was an environment where everyone was expected, not just to go to college, but, like, to excel and-
- 1:24:40 A:** Yeah, everyone- to excel, and like do all the extracurricular activities, no one could have sleepovers; when we were growing up it was hard to do, like, social activities. Um-
- 1:24:51 C:** No one could have sleepovers? What?
- 1:24:52 A:** Yeah, we couldn't have sleepovers, it was crazy. I- like, even, like, in our high school district there was always, like, at least one, like, high school suicide related to, like, being stressed, and, like, it was, it was really intense. But, I'm, I'm thankful because my, my mom is Asian and my dad is, um, from, like, he's from America, and I think because of that my parents had, like, talked to each other when I was young about not doing that, like, when I was growing up and they saw, like, the other parents treating their kids that way, so I think I got, like, um, I got really lucky that, like, at first they- my parents were really hard on me and I got a lot of stress, like, from my school- my students- like, the students that I was in school with because, and especially because my parents weren't putting that stress on me I, like, wasn't doing all these extracurricular things, but I, I, I think it was really good because now that all of my friends have like- we've moved out of there, we, like, know what it was like but we're able to, like, reflect on it in a very, like, big way. Um, but because of that, I like, I think it, like, drove me to be really interested in school and I didn't know that like you could also be successful and not, like, go to school, so I, like, really appreciate people who are like, oh, they've dropped out of high school but they're, like, an amazing person and they have a really cool, like, life trajectory.
- 1:26:14 D:** Neither of my parents went to college, um, my dad was a merchant Marine, my mom died at a very, a young age of forty-something, so, um, my brother-step-brother and sister, um, preceded me and they, um, my sister went to college. We had an aunt that came from- my parents are from the Bahamas, so, aunt came over, she studied, uh, accounting at LYU, L-I- L-I-U, Long Island University, and, um, so I think that planted a seed in my sister's head, which was great, she went to, uh, Miami Dade, and, got an Associate's degree, and she was gonna get her Bachelor's, but she never did, and, um, I've had all those influences - cousin that's a doctor - so all that was great, but, um, I kinda wanted to take my own path, I thought about joining the service, maybe, I wanted to be a helicopter pilot or fly a plane, and, but I was like, "Well, I'm not goin' into the service," I was - a little defiant about that, that's why I thought about engineering and making money and all that good stuff, um ... I, I think, the influence I guess I had was that, you know, I was definitely going to college, it was like, you had to go to college, that was the best thing to kind of get out of the environment I was in. 'Cause it was tough, it was, um, the environment, I grew up in Miami, um, and the environment was, it was just a lot going on in the eighties in Miami - it was a lot going on. And the best I could was just get out and see something different. And I

couldn't wait to get out. And I saw something different, went to school, in Baton Rouge, Louisiana, and I, I was, uh, like, "Man, this is slow."

[laughter]

- 1:27:43 D:** There's a lotta, lotta red dirt. Um, and, like, I came back, went to Miami Dade, did really well, I was like, you know, this is, and engineer- [inaudible 1:27:50] engineering, I didn't wanna do that, it was something I didn't, I didn't have the math for, I did accounting, and I really enjoyed it. So I guess the influence that I would say were- was that, not so much in the career, but I did have an aunt that is an, is an accountant, she was like a CFO for Bacardi in, in the Bahamas, um, so that was definitely a huge influence, my cousin was a doctor, so those are college, collegial influences. But, um, my thing was just to get out and not be a statistic, to, to survive past twenty-five, to not go to prison, to not do all those things, so with that I'm just pleased not to do that, so that was pretty cool. And then, after graduating, I wanted to- my C was to, just to see guys like myself that wanna be- 'cause I was, guys - you know, girls, too, don't get me wrong - who wanna be athletes, wanna be recognized as good at something, and so many of them fell by the wayside because they either made bad choices or they didn't, they didn't go to school or whatever the case may be, so I wanted to make a difference in that, so that's why I chose athletics. So.
- 1:28:46 G:** Building off of that, of wanting to make a difference, uh, I want to amend what I said before about my background: Uh, part of why I went into what I went into is because I had really good teachers, uh, when I was in high school, and I saw them making a tangible difference in people's lives, right, encouraging students not to drop out, uh, pushing students to do work beyond the syllabus, and to push themselves and to do their best, even if it was, you know, beyond what was required of them, and having teachers that were such positive forces in the world that I could see an immediate impact on people's lives, made me want to do that same thing and have that kind of gratification of making people's lives better by showing them that they were capable of a lot more than they, than they thought they were. Uh, and so that's a huge part of why I went into what eventually became this career.
- 1:29:35 D:** Awesome.
- 1:29:36 LT:** All right. Well, we've reached the end. We've talked about the humanities, we've talked about the general educational experiences, are there any final questions for me or for our research team before we wrap up? [pause] Okay, um, please don't leave without giving us your consent form if you haven't. You will all be entered to win a hundred-dollar gift card in our - one of three - in our raffle, and so we will be in contact with you toward the end of the month, probably, about that. Um, and thank you all again so, so much for donating your time and your energy - we really, really, really appreciate it. So, thanks very much.

[end of transcript]