Supplementary Material

**Appendix A: Interview Protocol**

**Mentors Pre-Assessment**

Research Question: What do mentors think is important for science identity formation? What were the important moments that mentors experienced in their own science identity formation? How has their mentorship experience influenced their personal mentoring style?

Who will be interviewed: Mentors prior to internship program beginning to assess their understanding of how science identity is formed with URM students, as well as their mentoring style. This pre-assessment will provide a baseline to compare post-assessment change in their understanding of science identity formation and if their mentoring style has changed over the course of the internship program. It is important to note that there will be a mid-program assessment to ascertain any problems that may arise and to track any changes in mentoring style midway through the program.

**General Script and Interview Questions:**

Interviewer (Jeanette): Thank you (Insert Mentor Name) for agreeing to participate in the iDigBio Summer Internship Program (iDB-SIP) as a mentor and research lab. As you’re well-aware, year 1 of the program was postponed due to COVID-19. We are taking this extra year to better plan and prepare for the start of our program. This pre-assessment interview is designed to establish a baseline for each mentor’s understanding of how students, specifically underrepresented minorities (URM) form their science identity (SI), as well as mentoring style. We will continue to track your understanding of SI formation and mentoring style over the course of the summer internship by conducting a mid-program assessment, and a post-assessment. These interviews will be anonymized and follow the protocol approved by IRB. You can opt out of participating in the assessment, but we hope that you choose to participate.

This interview should take approximately 60 minutes, and I will be recording your responses so that I may transcribe, code, and analyze your responses using qualitative analysis techniques. Before we get started, do you have any questions?

Interviewee: (Answer any questions the interviewee may have).

Jeanette: Fantastic, well let’s get started with the interview. Just a few quick questions to establish a baseline:

1. Approx. how many students have you mentored to date?
2. How many of those would you say are URM?

Jeanette: Thank you! Okay, now on to the meat of the interview:

1. What is your interest in participating in the iDB-SIP program?
2. What value do you think URM students without experience in your field bring to the collections?

Jeanette: Okay, let me read you the definition of “science identity” by White and colleagues: science identity “who the student is, what the student is capable of doing, and what the student aspires to do and become as it relates to science. Science identity is important in the transformation from a student of STEM to a worker in the field of STEM.” With this definition in mind:

1. How do you think science identity is formed?

Jeanette: That’s a great answer. Now let’s move into mentoring. You’ve agreed to mentor URM students for the iDB-SIP, and I’d like to get your opinion on mentorship and what makes a good mentor. So:

1. Are there any specific mentoring experiences that you experienced that were transformative?

Jeanette: According to Brown et al (1999) there are a few types of mentoring styles. I will add them to the chat so that you can look them over. I will give you a couple of minutes to read them over.

* Academic Midwifery: the way in which mentors assist mentees in producing new ideas and scholarly insight. This is relating to the official instructional and advising responsibilities as a mentor by bringing to life the potential (research ideas, methodologies and practices) within the mentee that they are unaware is present, not by telling them how to do it, but by AIDING them as they find their own way.
* Role Modeling: shifting the focus from theoretical/abstract to the practical/pragmatic and applied. The mentor must serve as the symbolic figure of what is possible, without molding the mentee into the mentor’s image. This is the active engagement of the mentor.
* Frientoring: The unique space between mentoring and friendship. In the past, friendly interaction between mentors and mentees was discouraged as mentors were viewed as superior to the mentee, but this runs contrary to the idea of mentoring, which requires a friendly relationship that allows for trust and an openness to direction and critique without fear of personal attack.

Jeanette: Now that you’ve had some time to read:

1. How would you describe your mentoring style?
	1. What are the 3 most important qualities in your mentorship?
2. Can you describe how your mentoring style has changed from when you first began mentoring to now?
	1. Do you have any specific examples?
3. How do you think your mentoring style will need to change when working with URM students?
	1. Do you foresee any challenges?
	2. How would you elucidate those challenges with your mentees?
4. What do you expect to gain from participating as a mentor in the iDB-SIP?
5. Do you have any questions before we conclude this interview?

Jeanette: Thank you for answering my questions. Your answers will be transcribed and analyzed over the next several weeks. I would be happy to share the overall results with you after I’ve completed the analysis. Again, thank you for your participation and I look forward to beginning the program!