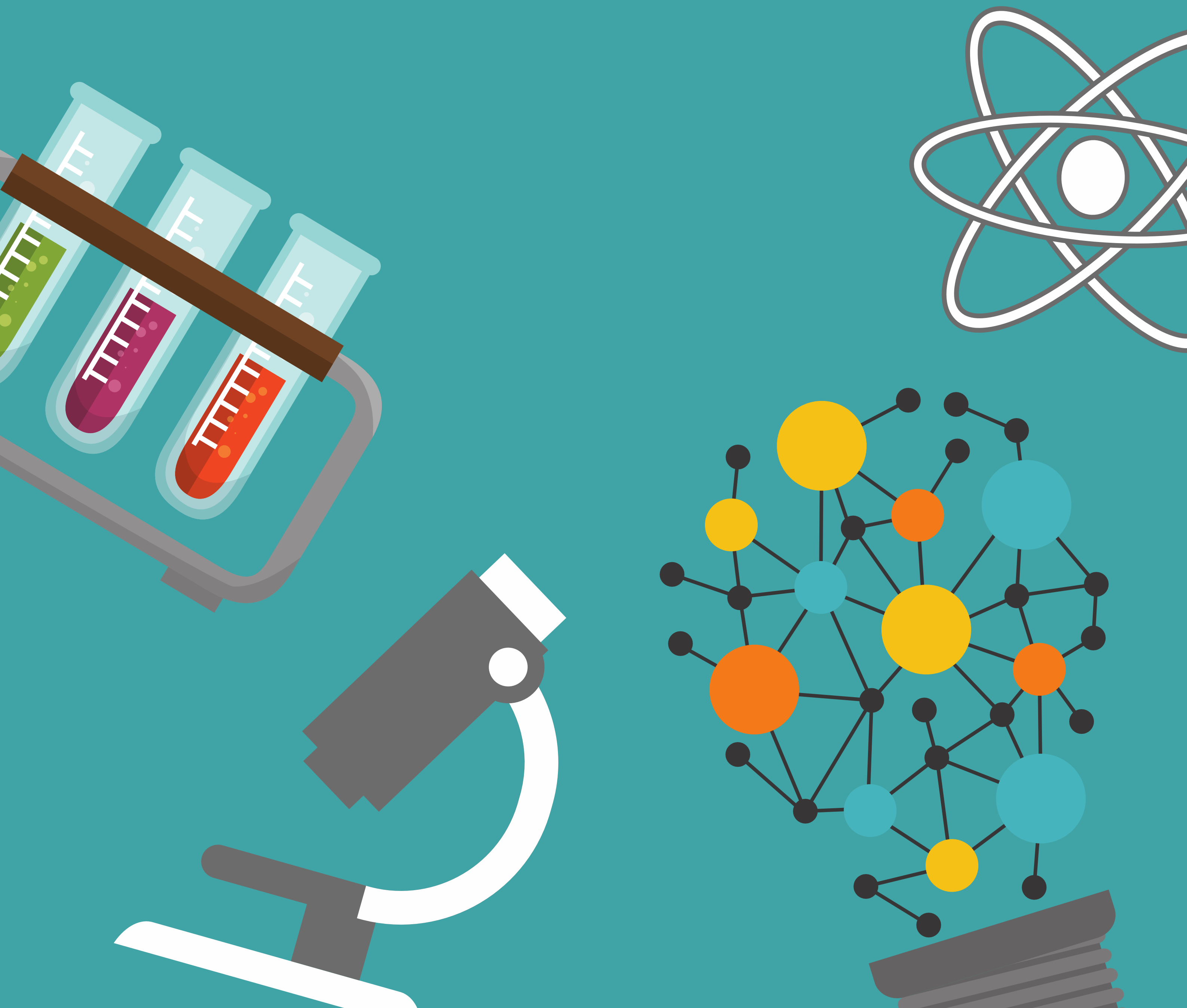


LIFE IN A LAB COAT

**INTERROGATING THE CHALLENGES AND BEST
PRACTICES OF UNDERGRADUATE STUDENT
RESEARCHERS IN THE LIFE SCIENCES**

AN ABBREVIATED DATA REPORT



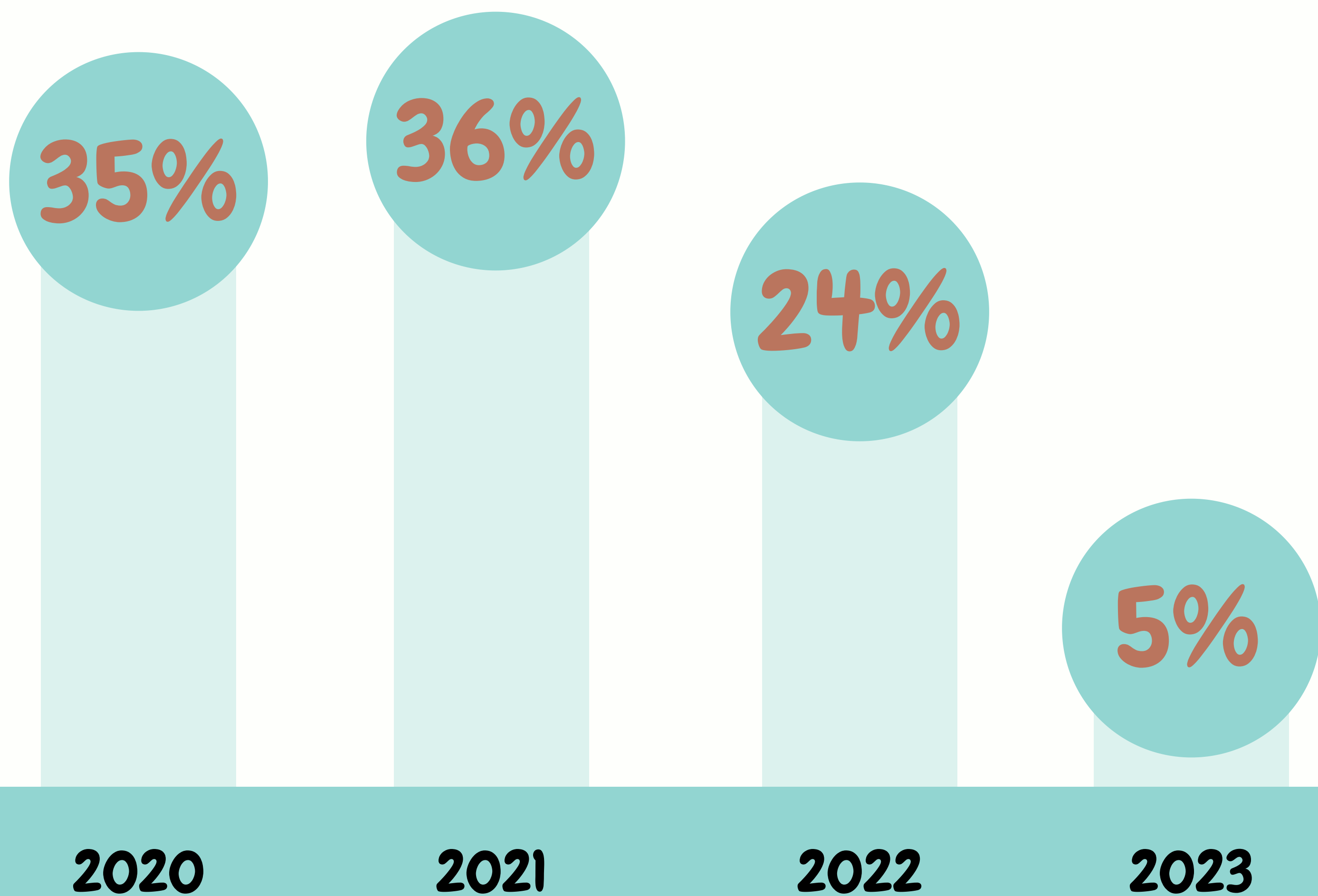
DEMOGRAPHICS OF RESPONDENTS

113 responses total

Providing gender identity was voluntary. Majority of respondents provided sex identity instead (40 F, 17 M) and a minority provided either gender identity or preferred gender pronouns.

Providing racial identity was voluntary. 25 respondents identified as Caucasian, 24 Asian, 5 Black, 3 biracial, and 2 Hispanic.

Relatively equal distribution of concentrators in HEB, IB, Neuroscience (highest representation), MCB, CPB, HDRB, BME, and Chemistry. There were three non-life sciences concentrators.



Resources, Benefits, and Challenges for Student Researchers



#1. Current Advising

Science Education Office
URAF
Concentration Advisors
Tutors and Academic Advisors
CAMHS



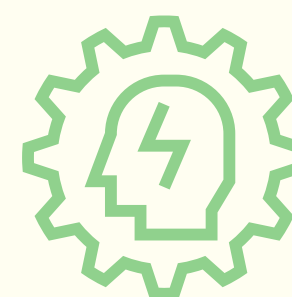
#2. Motivations

1. Subject interest
2. Data analysis and techniques
3. How to think like a scientist
4. Strengthen CV
5. Communicate science
6. Thesis
7. Premed requirement



#3. Benefits

1. Mentorship
2. Learning scientific skills
3. Learning how scientists think
4. Lab community support



#4. Stressors

1. Time commitment
2. School-lab balance
3. Pandemic
4. Failure and pressure to succeed
5. Thesis or academic evaluation

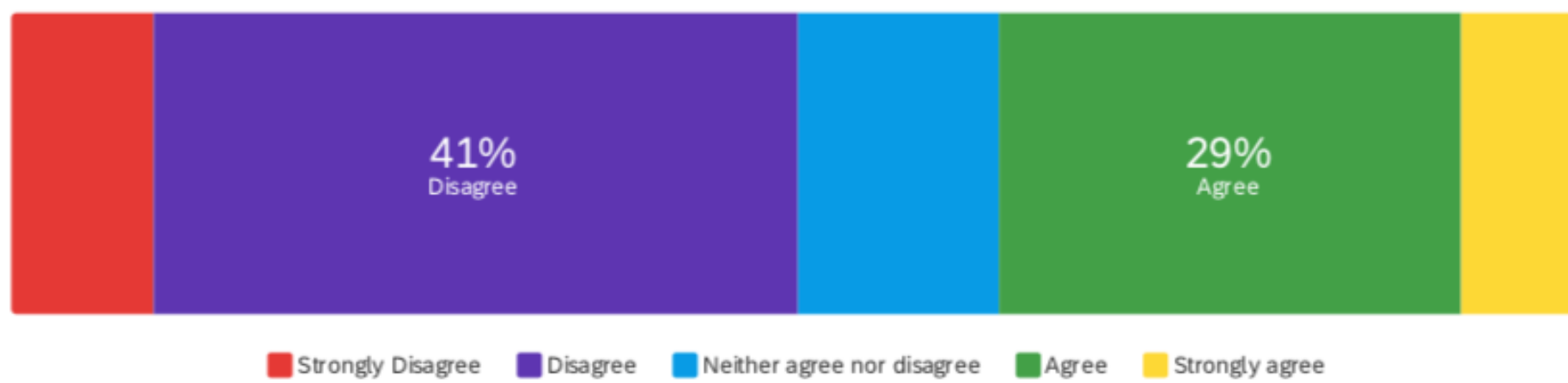


#5. Realities

Significant time commitment
Less PI interaction than expected
Slow progress
Grunt work
Unstructured and uncertain
Responsibility

STUDENT AGENCY AND MATTERING

I feel comfortable saying "no" to my mentor.

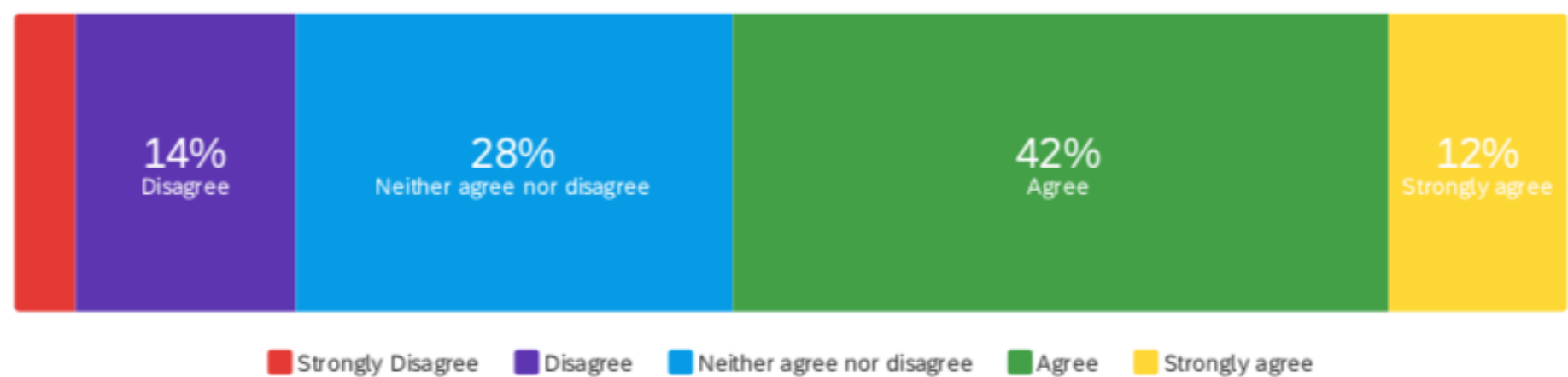


69%

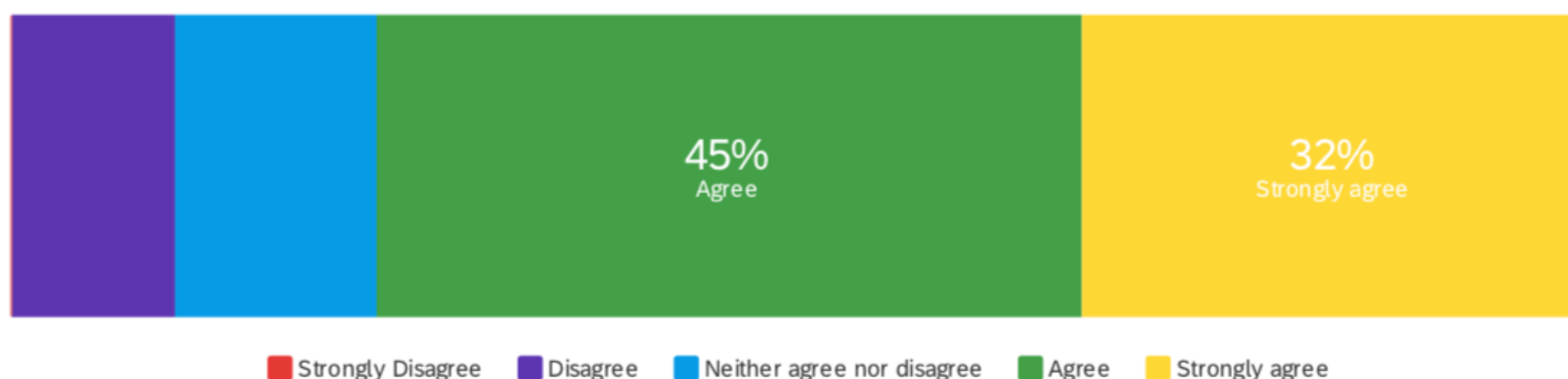
**students feel
cared about in lab**

**Actual time
commitment
reflects
expected value.**

I could be easily replaced in lab.



I depend more on my mentor than they do on me.



**Majority of
students are
satisfied with their
lab experiences.**

53%

**students feel
ownership over their
work.**

I sometimes feel intimidated in lab.

