

Speaker 1:

Hmm. Okay. That's a good question. I think it, I think that the support is there so long as you know how to advocate for yourself. But I think within the conversation of advocacy, we have to understand that often times our class status and our experiences with advocacy in the past will impact the way that we're able to advocate for ourselves. So for example, um, if you come from a background where you're not used to having to advocate, and you're typically like just given answers and like told that you just have to accept that and that's it, no more conversation. Then you will know that if you get like a markup on your essay or your exam, but you can challenge that to professors. Essentially what I'm saying is that like the support is there for the most part, if you need it, you can access it.

Speaker 1:

But that access is only if you know about advocacy. And for me personally, I was not always like raised in an environment where it was just like a lot of the time. It was like, I did what you, you do what I say. And like, you don't ask questions because you are a child. Um, but like a large part of going to Barnard was undoing that thinking. So to answer the question, like actually answer the question, like Barnard has been a support to me I'm thinking most specifically, like during this pandemic time, like, honestly Barnard is really came through in clutch in a lot of ways that I know that the school didn't have to, even though like the communication hasn't been as effective, like I know some people who go to schools in they're just like, they didn't get housing and like, that's it, there's no housing grant.

Speaker 1:

There's no, I don't know how you can technically say this, but there's no [SSSP] program. Um, the SAS, a program where like they're offering like supplement academic assistance, whatever that's called. Like there are a lot of things embedded in like broader structure that like does help us and does give us a lot of flexibility. But then again, like there are some issues like communication and there are some issues with like knowing who has been taught to advocate for themselves and who hasn't that like, you know, sometimes creates a bridge that could be prevented if conversations with advocacy were a thing. Hmm.

Speaker 2:

For me specifically, um, when I, I think it was my second year where I was just like making constant trips to the, the Columbia medical center up there to the New York Presbyterian, because I was like having a lot of hip pain, which I, which the doctor just told me, I just have really deep hip socket. So that was what was causing me the pain. Um, but just making the code, like making the visits, having to pay the copay of \$40 with the Aetna student insurance, it was really a lot. And then I also had to take x-rays and just a lot of like just tests and I didn't know I was being charged for all of this. And in the end, I think I had to manage about several thousand dollars for medical bills. And so I went to, um, what is it called? At our school? Um, primary care. Yes.

Speaker 2:

I had to find primary care that I really can't handle these. Like, it's really a financial hardship. I think what would have made the process easier was if I actually mentioned that I was an OP scholar, but which I didn't, but even then I was just like, I'm here on a lot of financial aid. So they actually kind of helped me through the process of said, okay, we'll cover the medical bills that you were charged for up to now. So I think that was one way I actually did receive support as a low-income student and more ways to receive support. Um, I like personally, I don't like just my personality. I don't say, oh, we need to make these kinds of changes. Like I need more, like, I'm just not the person to say that unless I feel like there's

something where my needs are not met, but I kind of tend to find my way around, just like kind of meet my needs.

Speaker 2:

So there's nothing from the top of my head where I feel like there needs to be more support. There needs to be more changed because from the support that, like, I personally love HEOP I love the HEOP community and they feel like they're already a good enough support for where I am right now. Um, and also just because I've been also, um, prepared for the GRE, HEOP has been covering are the course, the online course fees they're covering the field one application and they're also covering for this expense of one GRE tests. So I think in those senses, I'm getting the support that I need or for my immediate needs. So in terms of support, they've been good in terms of, let's say giving book vouchers, um, to go ahead and purchase necessary textbooks or other course material. Um, and then I think in terms of where it kind of lacks, um, sometimes there are things that are not necessarily academic related that need attention.

Speaker 2:

Um, and sometimes there are initiatives in place to help support that, like specifically this semester, as we're all doing online courses, um, or like we're not living at home and we have to deal with the whole, either you're living at home in your home, isn't the place for you to study? Um, that transition has kind of been difficult, I think. Um, so there aren't a lot of resources in that category. Um, but I think that I understand that the offices are trying their best to put that in effect, but I think there's more work that could be done there.

Speaker 1:

Yeah. And probably a little bit more experience, like moving into and transitioning into the Zoom, right. What was that like for you? Like, was it an easy transition? What were things that you had to do to make sure that that transition worked for you and still is working for you?

Speaker 2:

Um, for me the z=Zoom transition, I think it wasn't as easy as it kind of is now. Um, uh, like for me, um, less than like I only have one other siblings. So my house like has plenty of space for me to like go to another room and do some work, but also having being a first-gen student, like I have to do most of the paperwork or the customer service calls for my parents. And sometimes it's hard for them to understand that I have work going on and that I have to also cater to that. But then I also have to cater to them because they're my parents at the end of the day. Um, so that was a hard transition. And to also understand that just because I'm home doesn't mean I'm a hundred percent available, like I'm here, but I'm unavailable at the same time. So that was kind of difficult and in the beginning, but, um, it's kind of getting easier as we go on.

Speaker 2:

I, for college, I didn't really know what [inaudible] think a lot of people just told me, oh, it's going to be the best four years of real life. And I think I'm walking away thinking these four years are never going to return. Like, I really loved my time at Barnard. So far, there were semesters where I was taking way too many credits and it was just like burned myself out. But even though even those times, I think it was phrased special to me because I was still able to spend time with my friends. Like I was within a community that I really loved so much. And the fact that I think just also being in Manhattan where I can

just say hi, I want ice cream and my friend and I would just walk to Morton's or just walk to H Mart, grab ice cream, just like a bunch of instant food and cook.

Speaker 2:

I think that's what made college so much more worthwhile for me, but also being able to know all these professors who are so successful doctors, but seeing a lot of, uh, professors of color, especially, and, um, taking a psych seminar with a professor right now and she's Korean, she's Korean American. And there's something about knowing that there's a Korean American professor at Barnard that I can now talk to. There's so much comfort in that because like, especially at Barnard, we just kind of expect all the professors to be of a certain backgrounds. Like we expect that they were all from like affluent white families who went to like really prestigious colleges. Um, I mean, my professor did go to a prestigious college. She went to U Penn and then did her PhD at Columbia. I started teaching almost immediately after she finished her PhD. But just knowing that, um, there's a Korean American professor, very successful in what doing like makes me want to just kind of become her, like not become her, but just like kind of be able to consistently do what I like to consistently find what I like and being able to continue that on as my journey is kind of like an empowerment for me.

Speaker 2:

So I think like meeting, being able to know my current professor, her name is, um, professor Lisa Son, just for anyone. Um, just having been able to met her, I think is definitely a big part that I'm going to walk away in my college career as well as having amazing communities such as HEOP or, um, Soon Movement, which is a mostly Korean, um, Christian club on campus. Like this, having these kinds of communities, I think just may really made my Barnard experience more, so much more worthwhile. Yeah.

Speaker 1:

Oh, that's so true. It's true. It's true. There are constancy there's joy in our lives. We're not just struggling broke people, ask people things. No,

Speaker 2:

We're not, we're not sad. Like I'm so happy like that. I, and also because like with the HEOP I met some of my closest friends, like I met Tina, um, and I [inaudible] and I met Amy Zhang, although Amy's not in HEOP. Um, but so, so it's like I met Amy through Tina, like, so the community that has brought me and the people that bring me joy, all of the people I fell through HEOP or Soon Movement. So it's like, I really value my time at Barnard to the point that I wish there was one more year except for the stress.

Speaker 2:

Oh, this is a hard one. I think, I don't know if like I definitely came in with expectations. Um, I don't really remember what those expectations were. Um, now that like I'm a senior, but in a lot of ways, my expectations have been exceeded. Um, and I, I would say that because of the people I've gotten to meet over my college years and no matter what the college academic life has been for me or what those struggles have been, I wouldn't have traded it for the people that I've met at this institution. And most of these people are like my fellow FLI people or my fellow HEOP people. And so I like that. I wouldn't exchange this whole experience for that. Like if it meant like I got a high, I got higher grades or I got some more financial aid or something like I still would go to go back here because I'm not going to meet

these people anywhere else. And the relationships I built with all these people, like I see that as like a lifetime thing.

Speaker 1:

No, absolutely not. College is not what I expected it to be. Um, we spoke about this last week, but I went to a college preparatory school that had promised, not promised me, but they had embedded in me for seven years, from sixth grade to 12th grade that every, any and everything that they were doing while I was in there that that building for eight hours a day was in preparation for college, was to bridge the gap between me and most of my peers who go to Barnard and Columbia who don't have the same class and race background on as I do. Um, and I do think that they did what they thought they could, or they tried to leverage whatever, you know? Um, I don't know, they tried to leverage what they had to give us what they thought that we needed. Um, but there are just some inherent things that couldn't come out of a public charter fund.

Speaker 1:

Um, that once I got to college, I realized was, you know, I realized it was like nothing that they could do, um, about it. So that's why, um, sorry, I lost my train. That's why I was like, I got to college and it wasn't what I expected, I guess I'm speaking to like academically mainly, um, cause there was a lot of things that I just had to learn the hard way and I'm glad that I learned them the hard way. There's just some things I guess, about school that you can be told, or even if you're told you don't really understand til you experience it. Um, that's in terms of academics in terms of social, I guess it was what I wanted it to be. I didn't really want it to be an experience where like anybody knows my name or like that's not me. Uh, so it worked out fine in that regard. Um, those are the two main things like, yeah, I mean, it is what it is. I said last time, like I very much came into college. Like I need to get in, get my degree and get out. And that's what it has been for me. Um, I don't know if I'm going to regret that later, but it is good. It is. At this point I got like five months left. So,

Speaker 2:

Um, I think it's nice that you mentioned the word equilibrium because it's so hard to find that it's, it's just, you have 10 million things that are going on in your world and you have to find time to give to everybody, yourself because that's most important. Um, and so I think for me, like junior year was my like peak, like I've balanced myself out type of year. Um, I was able to, you know, finally get a hold of my friendships and balance, like living on campus and being away from family. Um, and then also I was able to study abroad. So that was a good experience while it lasted. Um, so that was, that was really nice. And I found my equilibrium there because I realized like while I was studying abroad, like even though I wasn't home, I still was able to check in with my friends, checking with my family balanced, my academics.

Speaker 2:

And that was, that was just really nice for me. And like now that we're home again, well, virtual, it's hard to find that balance again, but we're working towards getting there. You know, I think finding that balance between school and work, I think it was okay. Like with my work study, they were pretty flexible knowing that I'm a student here, so that was in work and school, wasn't it wasn't too difficult. But I think when it comes to family, when am I, when I'm dorming, like when I'm on campus, I'm able to kind of just step away from all my duties that I have to do at my home. And I think just like kind of, there's almost, there's always that kind of like emotional burden when I'm home, like, oh, I need to be attending to my

mother a certain way. I need to be attending to my dad a certain way and they need to be attending to my sister in a certain way.

Speaker 2:

But when I'm not like physically in a space with them, I just kind of have my own space to focus on myself. So, but during the summer, or just like now that, um, that we're all, all taking online classes from home, there's always that pressure of, yeah. Something's going on at home. I, there's no way I'm not going to know if, because I'm in the physical premise. So for me to just like have to be, if there's ever a fight for me to be, have to be involved in that like very like rigid kind of an awkward atmosphere that puts me in a position where it's like, oh, it's kind of hard for me to focus. And specifically I think it was the end of my sophomore year. Yes, it was the end of my sophomore year. Um, it was around the time where it was my sister's birthday, my, my birthday.

Speaker 2:

And then my parents' anniversary cause it's all like two days apart. Um, it was just, there were things my parents had planned something for my sister for her because it was her 16th birthday. So they had planned something nice for her and it was just like, they had a fight and my sister was just like, I kind of aggravating. My parents are, there were just all these disputes. And so my dad calls me just seeing like, he's really angry about what's happening. And for me it was just like, I didn't want to have to worry about that. Like, especially because it was the start of finals, I had a lot of assignments coming up. Um, I had a lot of tests to study for. So having to know that I'm like having that on the back of my mind, knowing that like we're supposed to be in a moment of celebration because of her birthdays, my parents' anniversary.

Speaker 2:

But knowing that it was just like, everything's not in the right place. There's so much anger, so much like bitterness going through. It was just affecting me so much that I couldn't, I couldn't focus on my work the whole day until my dad called me and said, yeah, our family talks it out. It's all going to be okay. So I think it's, I think it's really like, especially when it comes to family and having to manage things with them, it gets really difficult because they're your family. You can't walk away from it and say, Hey, they don't exist anymore. Like, that's just not the culture. And a lot of our, um, our culture's like, it's just like our backgrounds, if that's just not what it is. So I think like being on campus specifically has helped me to just like kind of balance it just like being able to walk away from it at necessary times, not having to be involved with every single thing.

Speaker 2:

So I think, yeah, being on campus was definitely a big benefit for me so that I think kind of focus on what I need to do, but it's not like being with my family now. It's not too bad. I think we're in a place where I've matured a little, my sister has matured a little, so we kind of know how to, how to just like be in the presence of her family, but just like being able to just not be there when we need to focus on our work, I don't necessarily think there was ever a challenge, but it was if I see these students or like, especially a lot of international students walking down with just like designer vices on her clothes, I'm like, whoa, I can't afford that.

Speaker 2:

But I don't think that's necessarily a challenge because I don't like, I'm not a person who obsesses over money if I make a lot, if I end up making a lot of money. Great. If I don't, it's like, it's okay. As long as I can sustain myself, like I'll find, that's just kind of my mentality about money. Um, so I think, but I think like as a, as a FLI student, I definitely did grow stronger. I think I just was able to have a better sense of money, right? The importance of money and the important importance of not wasting it, trying to save up. I can say it comes from my family. Just not always being so affluent or just like having a lot, but it's just, I think it's a good habit to get myself into just like not overspending, just spending what I need.

Speaker 2:

Um, and there's just so much about being a FLI student that I think is I think the biggest or like the, oh, what made me stronger was just like, knowing that I can still survive as a FLI student. Like I'm not just because I'm not affluent. Doesn't mean I'm going to be crying all the time. I still have my ways of being happy. Like it doesn't mean we're going to be, I mean, I'm not going to say we, it doesn't mean that I'm going to be starving on the streets. No, like I work, I can make some money doing work study and I know how I can spend it too. Like when I want, like, it's not like I'm going to spend, it's not like I'm going to save up and not spend a penny. Like that's not how it is. I think it's definitely like put me in a place where I can think a lot more, um, strategically about money, just like the way of saving up, but also spending, not, not being a prick. Is that what it is?

Speaker 1:

I don't know. Materialistic not being like, or like, what is it like when you say what you mean?

Speaker 2:

Just like not being, I think it gives me a good balance between not spending so much, but like not spending at all. That's fine. Yeah. I think, I think that's one of the biggest ways I've grown as a student, but also just being able to be proud of my identity, not being so ashamed of it. Like, yeah. Yeah. Cause first semester was just like, Ooh, but then now I'm just like, yeah. So what, like, it's not like I'm not getting the education that other students are getting. It's not like, it's not like I need to be materialistic to be successful as long as I can get through with my education. Be happy while doing it and know where I'm going afterwards. I think that's what, that's what matters to me. So I'm, I think that's how I've grown as a FLI student.

Speaker 2:

Yes. That's amazing. Um, I think in terms of strengthening me, um, this identity allowed me to like advocate for myself. Um, because I feel like as in any college and as any college student, oftentimes like you don't realize that you have to advocate for yourself and it wasn't until I met people with this identity who told me, like, you have to stand up for yourself, like you have to do it, um, to like get anywhere. And so that could be something as simple as like getting an extension or like explaining certain circumstances that happened to you specifically that a lot of other students might not really relate with. Um, but whatever it might be like, it taught me that I had to like stick up for myself and I had to do it for me. Um, and then for challenges, I'd say, I dunno, I feel like there are stereotypes that like, oh, you're a, um, FLI student. Um, so just navigating those stereotypes, like just because I'm a FLI student doesn't mean that you're better than me, but also doesn't mean that I'm better than you eat either. Like we can people, even though we come from such different backgrounds. So I think that has been something that I have to like navigate better, but we're getting there,

Speaker 1:

There definitely have been. Um, there's been a lot of barriers I'm trying to think of. I want to go back to the conversation of advocacy when I answer that question. Um, just because I think it's something that I still struggle with today. Um, however, I have seen some progress in myself. Uh, so again, like I said, the main barrier, I mean, a big thing that you need to understand or that I feel like students in general need to have as like students of anywhere, not just like a school, like just students of life is being able to advocate for yourself. Um, and I think that advocacy is not only something that's taught, but I think it's also a trait that's very much entrenched in our personalities. Um, so it's not necessarily to say that every FLI student doesn't know how to advocate for themselves. There are some FLS students who have like granted personalities that like they walk into a room, they take up that space and like they do what they have to do to get done.

Speaker 1:

Um, unfortunately I'm not that student, I reserved like more on the shy side, more on the quiet side. So I've noticed that like, when I feel like looking back, like certain things could have been like fixed or had like more effective outcomes if I had, I advocated for myself before or after. Um, and I've noticed like some of my peers like explaining like, yeah, I just want to go talk to the professor and like explain to her that I think my, my grade is unfair. Um, and that either resulted in like a regrade or like, um, an opportunity for the student to like redo the assignment, um, with me, like for the most part, sometimes I'd be like, you know, I just deserved it. Like they're the professor, like they know more than me. Um, and if there's anything that I learned more at college is like, it's not true.

Speaker 1:

Like we all are coming from like a very similar playing field in the, the thing about academia is that it's not necessarily that just because somebody has a PhD, like they know more, it's just like, they've already used those resources around them that I'm currently using to obtain the athletes that they have. Um, so I guess the tide or bank in advocacy is definitely something that has struggled with. However, I have seen crazy progress with myself. Um, especially now it's like crunch time. I need to get a job. So I've definitely been networking ever reaching out to people when and where I can. Um, and like just doing those things that have been tough, you know, for me to do over the last few years, because if there's one thing that my identity has taught me is I just can't sit around and wait for somebody to do something for me. Um, cause then it won't get done. Uh, so at that definitely has been a barrier, but there has been like some crazy progress in it as well.

Speaker 2:

I definitely think the imposter syndrome or the imposter phenomenon is something that I kind of grapple with all the time. It's like, once I know about it, it's a, it's something that doesn't go away. Um, and for me, it's not the racial part, like the ethnic part or just like my identity as a FLI student puts the imposter syndrome that makes me have the imposter syndrome, but it's just, I think just myself, just thinking, oh, am I really worthy to be here? Like, are my grades good enough to have been able to come to Barnard? Am I smart enough to be here? I see. And I just like, see all these students being very actively engaged, under discussion, having a lot of questions to ask the professor. And I'm just always kind of a person who just kind of sits in the back, observing, just taking in all the information.

Speaker 2:

And I'm always thinking if I'm not asking questions, does that make me a bad student? Does that mean I'm not learning? Um, and I know like even when I was younger, I've always been told you need to participate a lot more. Like you need to raise your hand and ask questions, but my question was, what kind of questions do I ask? But I never knew what questions to ask. And I just didn't want to question what the teacher was saying. I didn't want to argue. So I think I was just more of the person who just took it information without kind of making an outfit back. But, um, I think just the bartered culture though, has put me in a place where it's like, it's making me change. It's making me start to ask questions, but still then I'm thinking in my experience, my journey of asking questions is only just beginning.

Speaker 2:

So does that put me way behind everyone? And if that puts me way behind everyone, am I still worthy? Am I still meant for Barnard? I think that's the type of imposter syndrome that I feel. It's so funny. My relationship with the word imposter syndrome is crazy because I used to never believe in it. I was like, I've always heard it thrown around, like I, so I'm part of like this nonprofit program that prepares you, uh, during your high school years to get into college and it stays with you till you graduate college. Um, and so they like taught us about imposter syndrome and stuff. And I was like, and whatever, like people experienced it, whatever. Like it's not really,

Speaker 1:

No, I didn't cut out when you were saying people in your, you learned about in high school, but it wasn't something I really start with that.

Speaker 2:

So I'm part of this nonprofit, um, and it prepares high school students to go through college and then they like help you get through college and graduate. Um, and so they mentioned imposter syndrome, um, many times. And I didn't really think much of it. I was like, it's just like a term they throw around like it's whatever. But now that I think about it in hindsight, it's just, that's like the term that's like, I would like that's that describes my experience in a nutshell. Um, and so for me, imposter syndrome is it's still here, like even as a senior as I'd go away, but still here. And I think it'll stay, but it's just a matter of like managing it and understanding that like you belong in a space because you're meant to be there. And just because you think you don't belong there, that's not the case.

Speaker 2:

There's a reason you're there. Like for me specifically this summer, I did an internship, it was virtual, but it was like a Columbia. Um, it was at the med center, but it was like a virtual thing. Um, and it was fellow like low income or underrepresented students. And that's a space that I feel very comfortable in, but even there, I felt the imposter syndrome within me because I felt like I didn't belong in the program or like, I'm not good enough for the program, but, um, I was there for a reason and I belong in that program and you just have to continue to tell yourself that, and it kind of sounds cheesy because you're like, okay, I'm going to tell my brain, you know, like, you're worth it, you got this, but it's just, you need to actually believe it. Like when I saw the final presentation had to do, and like the people that I met, like my professor that I worked with and like all the love and like time that they put into like making sure that I got the most out of the program, like it showed me, like I was meant to be there.

Speaker 2:

Like, that's my thing.

Speaker 1:

So in a FLI card, I don't think I really use it that much again, because like I was saying before, like advocacy, hasn't been my thing. Um, if anything, I don't even know how PC this is. I'll probably use like the race one. Like, I'd be like, I'm Black. Like don't do that to me. Um, but okay. As far as like the FLI card, I don't really think I do that because like, like I said, like advocacy has been a problem for me. And I don't think that there's anything wrong with like, as so long as someone is comfortable using, I can't, how can we even say this? It's like, kind of like an oxymoron, like using your low class background to have things. It sounds kind of weird, but like, I guess it is kind of a thing, especially in today's day and age, especially at a school like Barnard, let's be specific there.

Speaker 1:

Like one thing Barnard does not play about, or they try not to play about or pretend that they don't play about. And their grand attempts to show that they don't play about FLI students. They try to like, you know, allow that card to be played where it can be played, especially in the financial aid office, as you've mentioned, um, they tried their best and I can't lie again, like the thing about Barnard students is that like, you know, like we always want like that. Like, we don't want the excuses we want, like that grand thing. But I feel like something that we have to realize is that our school is really like, just leveraging so many more things than other schools are. Like, there are literally schools that would just like leave their students high and dry and like, not even respond to an email, um, about like an ask for money.

Speaker 1:

Um, I'm getting off topic, but back to topic, um, about the FLI card, I don't think there's anything wrong with somebody trying to use, um, that to like, you know, like get what they need, because like they actually need it. Like, it's not, it's, it's a hard, but like, it's not like it's not like, just like a feel bad for me kind of thing. It's like, you know, you need these resources and like, uh, again, like the biggest difference between a FLI student and someone who like, who has a long legacy of like college or like has a higher income, is that income, but it's also access. So, um, at the end of the day, like maybe students who are pulling the FLI card or just like trying to utilize whatever access, whatever resources that they have to get themselves higher up or get themselves what they need. Um, because if somebody who isn't a FLI student is needing something, um, maybe they just have, they know the strings that can be pulled, they know the people to call. Um, so I assume that sometimes when a FLI student is possibly like pulling that card, they're leveraging the resources that they do have. Um, and that being there, I didn't do to get what they need.

Speaker 2:

As much as I like don't want to admit it. Yes. Um, because if, for example, let's say you have some financial aid issues and you're trying to email them or contact them. And they're not really listening to you. You have to bring up that your an HEOP student or a FLI student, and then somebody else had CC'd on that email. And then the work gets done. And this shouldn't be the case. Like your identities shouldn't necessarily be, have to be brought up for things to get done. Um, so as, as like much as of a like identity, it is that I resonate with. It's also something that has to be kind of like feedback, hard that you pull for things to get done. Um, and it kind of sounds weird saying that it's like, oh, somebody doing your favors or something, but it's not, it's just normal things that need to be done, but aren't, you have to use other means to get there.

Speaker 1:

Exactly. I think that's a nice way to put it as well.

Speaker 2:

I think not being afraid of your identity as a FLI student is really important, knowing that it's not just all about money. Yes. In prestigious, predominantly white institutions. Um, you might very clearly see that money plays a big role in the way people may dress. The people may act like just in terms of a lot of different aspects, but don't be too go, don't ever be ashamed or don't be too afraid to be friends with people because of that reason. And honestly, like for me, I'm just very, I'm a very honest person. When I say, when someone asks me let's do something and I don't have money. I'll say I don't have money. Like, and they think it's okay to admit that sometimes you just don't have money. And because people in predominantly white institutions to have grown in very, um, very like economically...

Speaker 1:

Economically, well--affluent

Speaker 2:

Out to anyone and everyone. Um, because don't, don't be shy. Like, just because you think that one person can't get something done for you, don't worry about it because they'll point you to another resource that could help you. Um, rather than you struggling about it yourself. So something as easy as getting an extension for a paper, reach out to their professor. Oh, okay. The professor said you can't get an extension. Can we drive to the Dean of the issues and bigger issue? Like there, there's always one person who leads you to another thing who leads you to the right place and you'll get what you need. So don't be afraid to reach out and definitely don't be shy.

Speaker 1:

There's only one answer to that question and it's definitely my mother. Um, what I just think about like, literally, I mean, I don't know how superficial this is, but it definitely applies to me. Like my mother literally invested any and everything into me, monetary non-monetary energy efforts into making sure that I could be, and I could do what I want to do. Um, not necessarily, not just so like, it wasn't even like a conversation of I'm going to invest all of this in you and I expect it back or I'm gonna invest this all in you. And I want you to do this is I'm going to invest this all in you, so you can have a free mind to do what you want to do with yourself. Um, and when I think that there's a human being out there, um, with a life of their own, even though like, I mean, she made me, but with the life of her own, um, that she has like put so much energy and effort into me, another human being.

Speaker 1:

I'm just like, there's no way that I can't keep going and fulfilling, like what she's invested in. Um, like yesterday we were even having a, um, like a random conversation. She was like getting, you know, I would go into it. Like, I don't care. Like for her, there are certain things that just like been at the drop of a dime or like when it comes to like paying college. Like, I know a lot of people who like their parents, like just like expected them to like, you know, like take that on now, um, as their own responsibility. But that was not even a conversation from my mom was just like, I'm going to try my best to do what I can and when I can, I will. And when I won't thing, like you have to call on yourself, cause this is what I've equipped you for.

Speaker 1:

Um, like she's prepared me for like times when I'm going to have to call them myself, um, to do certain things. So my mother has definitely been my motivation. Um, and yeah, I can talk about that all day just because she's like seeing her do what she did. I think within itself, like it was a form of motivation for me because I, I, I could not do school the way that she, I couldn't, I could not do school while having two kids and like being college. And then I don't know how she did that. Like, I can never do that. Um, so like experiencing that with her, and I always say that me and my mother like grew up together. Um, cause she had me pretty young and I was able to see a lot of her experiences and like learn what to do, what not to do. Um, you know, just become a better person because of her or, or just be beat who I am today. And that's very much someone who's like, I don't know I'm gonna do, I'm gonna put my mind to something and it's going to get done. And that's because of her. So my mom, she's my motivation.

Speaker 2:

I think that being afraid of your identity as a FLI student is really important, knowing that it's not just all about money. Yes. In prestigious, predominantly white institutions. Um, you might very clearly see that money plays a big role in the way people may dress. The people may aggravate just in terms of a lot of different aspects, but don't be too don't don't ever be ashamed or don't be too afraid to be friends with people because of that reason. And honestly, like for me, I'm just very, I'm a very honest person. When they say, when someone asks me let's do something and I don't have money. I'll say I don't have money. Like, and they think it's okay to admit that sometimes you just don't have money. And because people in predominantly white institutions to have grown in very, um, very like economically, economically, well, when I think of that word, affluent backgrounds, like they need to know that there are other people who don't have as much money as them.

Speaker 2:

So I think just being able to advocate for yourself and just be also bringing awareness that there are a lot of different economic statuses. It even in a smaller institution like Barnard, like it exists. So people need to be aware of it, reach out to anyone and everyone. Um, because don't, don't be shy. Like just because you think that one person can get something done for you, don't worry about it because they'll point you to another resource that could help you. Um, rather than you struggling about it yourself. So something as easy as getting an extension for a paper, reach out to their professor. Oh, okay. The professor said you can't get an extension. Can we drive to the Dean? If the issues and bigger issue like there, there's always one person who leads you to another thing who lead you to the right place and you get what you need. So don't be afraid to reach out and definitely don't be shy. Um,

Speaker 1:

I mean there's a lot, but I think one thing that I would definitely say is I would say, be sure to use your, oh, I said the first week long. So, so some advice that I would give to a FLI student is I would, I would just make sure that they know that they have to, or they should, I would recommend that they leverage the resources that they have within themselves in their own sphere, recognizing their network, who they know what they know, um, and using that to leverage whatever they need to fulfill their college adventures. Um, and I would also recommend that while our identities are directly entangled to these experiences, that we don't allow the narratives that have been constructed about these experiences to be how we experienced college, like to not reduce it to the fact that we are fly students. Um, because as we spoke about before, like there is not like it's, it's not just like a challenge, a negative, a barrier. Um, there are a lot of great things that come out of being someone who is low income. Um, and I think that

so long as we remember to use that to our advantage in this thing called college, then we will succeed within our own terms, us another thing too, I would recommend to have your own definitions of success. And I think that will take you a long way as

Speaker 3:

Well. [inaudible]

Speaker 1:

Okay. That's a good question. I think it, I think that the support is there so long as you know how to advocate for yourself, but I think within the conversation.