

Interviewer: Great. We're gonna start off by you sharing, just say your name, say your year in school. I think you all are sophomores, right?

Group: Juniors.

Interviewer: Oh, you're juniors. Oh, okay you're juniors. So, your name, that you're a junior, and just something that just, why do you like school? What is it? There's got to be some reason why school has some appeal to you. Just, what would that be other than I have to do it so I'm happy that I've taken care of some responsibility?

Interviewer: So, with that in mind, anybody that would like to start?

Abby: I can start.

Interviewer: Alright, Abby.

Abby: I'm Abby Riley. I'm a junior, and I like school 'cause I don't know, I think it gives me kind of a direction that I wouldn't have without an education, so yeah.

Interviewer: Good role modeling, just perfect. That's being a pacesetter. That's great. Kind of how to talk and what to say. Anybody else?

Ryan: I'm Ryan. I'm a junior, and I guess I like school because there's a lot of communities you can kind of get into and learn what you like to do.

Interviewer: Thank you. I guess it looks like we're going around the table. So, Emily.

Emily: Okay, I like to take challenging classes and kind of feeling like I'm accomplishing these things by getting good grades in hard classes.

Interviewer: Okay. Thanks.

Jack: I'm Jack. I'm a junior. And, I like school because it's a mixture of things. Like, I love to learn, but I also love being around people and knowing people and being involved with people also makes learning more fun and kind of easier for me. So, that's why I like school.

Interviewer: Thank you.

Gabby: I'm Gabby, and I like school because yeah, I like learning. I think learning ever exhausts the mind and it's just a very good practice to keep going, and school just encourages that and makes it very easy for people to learn. Yeah, and that goes for everything like communication skills, like knowledge in general. Just, yeah.

Interviewer: Thank you.

Maggie: I'm Maggie. I'm a junior. I like school just because it offers some explanation to why things are the way they are, I guess. It also gives me a good direction and what I want to do and what I'm interested in. So.

Mattie: I'm Mattie. I'm a junior also, and I like school probably for two things, like the social aspect of it just 'cause I really like getting to know new people. And then, also being able to learn about things that I want to learn about, because in high school now we can choose more of the classes that we take and actually learn about the things that we're interested in.

Interviewer: Thanks. So, I at one point was a high school teacher years ago, and I would have loved to have been your teacher. It sounds awesome like you are a great, great group.

Interviewer: Let's talk a little bit about what you are thinking about in terms of choosing your major and your future. Where do you see yourself, if you have an idea yet, where do you see yourself after college? What do you think you might be doing?

Emily: I have an idea.

Interviewer: What do you think, Emily?

Emily: I'm gonna try to get into some medical field, and so I think I'm gonna major in math just 'cause that makes sense. And then, just try to get into medical school after that.

Interviewer: And, do you see yourself as a doctor, or somebody who's doing something like medical devices or what?

Emily: A doctor.

Interviewer: Doctor, okay. Okay, great. Anyone else have any ideas? No ideas?

Ryan: I might do something with like computer science, [inaudible 00:04:00] or maybe language. I don't know.

Interviewer: So, still thinking about it. Mattie?

Mattie: I'm interested in biology. So, I was thinking I wanted to major in biology and then maybe do some sort of research like as a job particularly.

Interviewer: Oh, so be a researcher, biologist of some sort?

Mattie: Yeah.

Interviewer: Okay.

Abby: Well-

Interviewer: Abby.

Abby: I'm really interested in sustainability and conservation, but I'm more leaning towards engineering in general.

Interviewer: Do you have a thought of what field of engineering?

Abby: Health engineering, probably.

Interviewer: Uh-huh. Sustainability, tell me a little bit more about sustainability.

Abby: Well, my dad's an environmental scientist, and I've kind of grown up surrounded by a bunch of eco-friendly people. And, I don't know, I just find it really interesting. I find the idea of trying to protect our environment while we still can very interesting.

Interviewer: Okay, great. Thanks. Anybody else have thoughts or?

Maggie: Well, I'm not entirely sure, but I'm definitely interested in biology. I don't know what necessary career I'm leaning towards, but behavioral science, biology interests me. But, other than that I don't really know.

Interviewer: Okay, sure. It's hard to for sure know for most of us, right, where we're going.

Jack: I'm probably leaning towards medicine, I'm not sure exactly where in the medical field. So, that's what I have to figure out.

Gabby: I like both the idea of biology and engineering, so maybe something like a genetic engineer or something like that. But, I don't know. I just really like engineering and you know.

Interviewer: Interesting. That's actually my background is a chemical engineer. I was a researcher. That's the first part of my career. So, it is really hard to know for sure. Most people don't know, and in fact many people change majors once they get into college.

Interviewer: I was wondering if you could talk a little bit about, you know, Abby mentioned that she has a family kind of connection to her potential career path. Is, how have you made your decisions? Is it just the teacher that you've had somewhere along the way that inspired you? Is it the course material that seemed super interesting and you'd be happy to even work on it on the weekend? What is it about the area that you might go into that has spurred you to think of that potentially as a career area?

Ryan: I don't know, when I was a kid I kind of had to play video games to like get my eyes up. I know that sounds weird, but it kind of was. So, I got into computers and stuff at a young age, I guess.

Emily: I have the same thing, like my dad's a pediatrician. So, it's just kind of what I've seen him do and it looks awesome, so.

Interviewer: So, that's inspired you?

Emily: Mm-hmm (affirmative).

Interviewer: Mm-hmm (affirmative).

Abby: Aside from just my dad being an environmental scientist, I was an intern at CSU this summer and I worked for [inaudible 00:07:27] natural heritage program and I went all around cataloging plants and animals and stuff and it was just a lot of fun. I really, really enjoyed it. So, yeah.

Interviewer: So, that helped you understand what that might be like as a career?

Abby: Mm-hmm (affirmative).

Interviewer: Okay.

Mattie: Yeah, for me I took Pre-AP Bio freshman year, and before that I really had no idea what I wanted to do with my life. But, I just realized that I really enjoy that sort of work and that subject, so that kind of got me thinking about doing something with biology.

Interviewer: Okay.

Maggie: I'm kind of the same way. I just am interested in science courses, and I have been even when I was younger. But, I just kept on taking them and I was still interested. So, kind of just helped it along.

Gabby: For me, it's more of like I think I'm just kind of naturally drawn to the sciences and everything and how there's a lot of things that are not discovered yet and how you can get creative with it. I don't know, I just like learning about it. It's something that intrigues me and also knowing that I could contribute in the future to making discoveries and stuff just, yeah.

Jack: I personally have always wanted to just help people in whatever way I can. That's kind of like my calling in life. So, and I think the medical field is how I would best be able to achieve that. And, I've also had an internship at UC Health with the Healthy Hearts program and that was really cool and yeah.

Interviewer: So, you all are in a course that potentially gives you a chance for an internship, right? Is what we're understanding. Do you think internships in your junior year or summer before junior year are a high, medium, or sort of lowish influence on helping you think about your career?

Jack: For me, I would say high because, I mean, before I really had no personal experience with being the one that the people with the problems are talking to. And, after having some experience with that, I really just want to continue to do that.

Abby: Yeah, it had a huge impact on me as well. Just, not so much in the direction of my career, but more just the people I was exposed to and like the level of knowledge that all these botanists have was extremely impressive. It really influenced me in that I'm moving more towards biology and more towards health engineering, rather than like regular engineering, computer science.

Interviewer: Thinking about the fact that Fort Collins is in some ways a really unique place to live, for all the reasons that the outdoors affords us, but I'm thinking about it as a college town and there are people your age who don't live near a college. They live long distances from colleges, or have colleges that maybe they really wouldn't want to go to because the college itself may not potentially even be the one that was desirable.

Interviewer: But then, there are also people who say, "I'm not gonna stay home. I've lived here for many years and I've gone to school, and so I'm gonna go somewhere else." And so, I'm wondering just in general with all these potential parameters, how are you thinking about making your college selection? Is it location? Is it an internship? What are all the potential factors that are weighing on your mind as you're starting to begin to think about where you're going?

Maggie: For me, a big factor is how good the program is. For example, for science, if they have a good science program and particularly the specific area that I'm interested in, then I'll lean towards that school than any others. And, also if they're known for teaching well or something like that also helps.

Gabby: That's it for me too, like how good the program is and how like if you say, "Oh, I have a degree from CSU," if that means a lot to an employer or something rather than like, "Oh, I have a degree from," I don't know, a college that's not as well known for it's program. So.

Jack: For me, it would have to be cost because getting through undergraduate school with as little debt as possible is really important to continuing with the rest of your life. So, like how much it costs and your ability to get scholarships from that school.

Emily: Well, I'm an athlete so the whole process has kind of like moved forward for me. So like, it's already time to decide which colleges you're going to. And, I think it's

different for me because I'm thinking like division three, it's more just like athletic parameters. And then, also the reputation of the school and if they just have the program that I want to be in.

Ryan: I guess like, I kind of want to go to a school with kind of like a wide variety of good programs, I guess, 'cause I want to minor in some stuff too. So.

Mattie: Yeah, for me it's probably how good the program is and then also the location, 'cause like you said I've lived here my entire life and so I kind of want to go live somewhere else and get new experiences.

Ryan: Yeah. I want to do that too.

Interviewer: Step out from Fort Collins [inaudible 00:13:21].

Gabby: I don't want to do that.

Interviewer: Gabby, you're shaking your head no. You want to be more local?

Gabby: Yeah, I mean, it's because I've lived somewhere else most of my life and it was like very busy and a very big city. And, I feel like I've already had that experience, and now Fort Collins to me is the new experience and it's something that I actually really enjoy the peace and quiet and just the quality of life. So, yeah.

Interviewer: So, just as a side bar. Where did you come from?

Gabby: I came from this, I came from San Paulo in Brazil.

Interviewer: Oh, from Brazil. Okay.

Gabby: Yeah. So, it's like a huge city and it's very busy and everything. So, yeah.

Interviewer: Very different. So, what will you value most in your college degree, wherever you go and whatever you study? Is there some intrinsic point that you're really aspiring for your college degree to provide to you?

Emily: I don't know if this is exactly what you're asking, but I think that I want my college degree to be something like reputable, from somewhere reputable, just to help me get into medical school 'cause I think that's the next big step for me.

Interviewer: So, your preparation for medical school is probably one of the biggest things that you want to get out of your college degree?

Emily: Mm-hmm (affirmative).

Interviewer: Okay.

Jack: I think like the opportunities that it would provide, so like any internship opportunities for undergraduates. I think that would be an excellent benefit to getting that degree. Not sure it's making sense.

Gabby: I want my degree to prepare me for my job, obviously, so I want it to be something that's very thorough and go to a school that has a good program. But, also I want my college experience to be very, I mean, as smooth as possible. As easy as it can be so I can get the most out of it.

Interviewer: How do you envision colleges reaching out to you? Or, how are you finding colleges that you're interested in?

Ryan: I don't know, I've mostly just done self-research. But, I've also got a lot of emails from [crosstalk 00:15:49]-

Interviewer: A lot of emails.

Gabby: Yes.

Ryan: ... from the thing. So-

Interviewer: You're all laughing, so everybody's getting these emails, I'm guessing.

Jack: So many.

Abby: So many.

Jack: So many.

Interviewer: So many emails.

Ryan: It took like three months to unsubscribe to them all.

Gabby: A pile of letters this big, like.

Abby: Yeah, a ton of letters.

Interviewer: A ton of letters too. [crosstalk 00:16:10] So, that's not working, is it? It doesn't sound like that's the way to get-

Maggie: No.

Interviewer: What would work better?

Maggie: I think that the best way is just to be, for schools, is just to be the best school that they can be, because then we'll hear about them somehow or through our

own research. Like, have the best program you can have and we'll find you. Like, the junk mail just isn't [inaudible 00:16:32] it's annoying.

Jack: Well, some of the junk mail is annoying. Like, the letters that just have the sheet of paper and then the other, like I don't know how to describe it. But, like some schools have sent me leaflets that are actually interesting, and that's how I found out about a school that I didn't really know about previously, but I am now interested in.

Ryan: I think most of the junk mail kind of gets lost in the void 'cause it's kind of so similar to the other junk mail. So, I don't, I guess I would like, I agree with her, and make it unique like on your own and then kind of like we'll find you, I guess.

Interviewer: So, how are you searching for places that feel like they would fit you, since the people sending you things aren't doing the best job of reaching out to you?

Mattie: I went to the college fair that they had earlier this year so that you could go talk to a bunch of representatives from different colleges and kind of see if they're college would be a good fit for you, and also just like looking online.

Interviewer: So, you thought the college fair was useful?

Mattie: Yes.

Interviewer: What made it useful? Why was that better than an email?

Mattie: Probably just because there was a person there that you could talk to and ask your specific questions that they maybe didn't have in a pamphlet, or like information and just get their personal outlook on the college too.

Interviewer: Gabby, you're nodding.

Gabby: Yeah, 'cause I've been to one college fair actually, but I thought that that was just a very good experience. And, instead of having all these colleges look the same to me, I could talk to people that represented the school and I could really see this college is unique because of this and that. And, yeah that really, I just thought that was really helpful because you could see how unique the schools were.

Interviewer: Sounds to me like you're saying, but I don't want to summarize in a way that's not accurate, but if you go to a college fair and people answer your specific questions, that it's actually more personal or personalized than the email communication.

Group: Yeah.

Gabby: Yeah, definitely.

Interviewer: Oh yeah, that's a big yes. Everybody's saying yes. Has anyone else been to a college fair or any other way that a college has reached out to you in a more personal way? Is that primarily how you've interacted with colleges, either email or go to the college fair?

Mattie: I guess also, like college visits. Like, I've only been to one so far, but I'm planning to go to more over spring break. But, that's just like a really good way to find out more information.

Interviewer: Mm-hmm (affirmative), to make some trips to see it.

Mattie: Yeah.

Interviewer: Yeah. And, Emily you're kind of thinking about it through the lens of athletics, right?

Emily: Yeah, so it's like so different. They come watch you play, and then the coach will reach out to you. So, I don't think it really-

Interviewer: Doesn't quite fit your lived experience.

Emily: Yeah.

Interviewer: Let me just take a couple of minutes on a side point here. I'm just curious, you have so many interests, what is it that you might categorize as your favorite course? What's the topic, and why might that be your favorite? In any of the courses that you've had up to this point in your career.

Gabby: I really liked Pre-AP Biology, that's a freshman biology class. And, I don't know, it just got me really excited about science and everything. And, it went more into depth than regular biology, and it just gave me all that knowledge that I wanted and it made me more interested in learning more in the future. So, that's one of my favorite courses that I took.

Interviewer: Okay.

Maggie: I also took Pre-AP Bio as a freshman, and I really liked it. And then, I guess that kind of made it easier to take AP Biology this year. And again, it's more in-depth and it offers really good explanation that I just find interesting. So.

Interviewer: Were the three of you in the same class?

Maggie: No.

Interviewer: You were all in Pre-AP, but you weren't in the same class?

Maggie: We were in the same class.

Interviewer: Oh, you two were in the same class. So, Abby and Maggie. But, Gabby, you were not with Maggie or Abby?

Mattie: I was with Gabby.

Ryan: I think I was in Gabby's class.

Abby: You guys were in my class. So, yeah.

Gabby: No, I wasn't in anyone's class.

Jack: I don't remember.

Interviewer: Don't remember, that's okay. That's alright [crosstalk 00:21:18].

Emily: Wait, actually?

Gabby: Yeah, actually I was.

Interviewer: I was mostly curious in what sort of gets you excited about your learning, right? And so, you said that that specific class was helpful because it's connected to your interest, and it was taught in a way that feels like you learned a lot. That seems important to me based on how you're talking.

Interviewer: So, let's imagine that, and we want to give [Cindy 00:21:48] some thoughtful feedback. The work that their department is doing is around all kinds of connections to biology, but it's slightly different. So, I wanted to just ask you in general about the kinds of courses that might seem interesting to you. And, you can say no or you can say maybe or you can say yes, and did you ever use your thumb-o-meter for this?

Gabby: Yeah.

Interviewer: Yes. Eh. No. And, she won't mind if you say whatever you think. But, a lot of courses related to biology that are created to agriculture are, they don't really involve things that are about farming. They're so much broader than that. They support the production and distribution of food. It's really understanding what goes on there, and I'm wondering, if you saw a course description that had the title food and food production, and you were interested in biology, how interesting would that topic seem to you? Food and food production. That sounds kind of cool, I think I might take that course. I don't really know, or no, definitely not.

Emily: Is that like GMOs involved in that, or?

Interviewer: Yeah, it could be.

Gabby: Yeah, it really depends for me if there's GMOs, I'm totally in. But, I can't tell from the title, so.

Interviewer: Alright, so from the thumbs, I see everybody sideways and one down. But, Gabby you're saying if it had a-

Ryan: Well, I'm kind of halfway.

Interviewer: Oh, not quite down. Between middle and [crosstalk 00:23:36]

Emily: I'm halfway up.

Interviewer: Halfway up and down. So, one at the five o'clock position, one at the two o'clock position. And, if it had GMOs, then you'd be more interested.

Emily: I'd be-

Interviewer: You'd be out, Emily. Yeah. Okay.

Gabby: Yeah, same for me.

Interviewer: Then, yes Gabby. Okay, that would be interesting to you. Alright, so thumbs down. What if you were choosing a course at your university, and it was called food and food production. Oh, sorry-

Emily: That's the one [crosstalk 00:24:02].

Interviewer: Sorry, sustainable agriculture.

Ryan: That would be, mm-hmm (affirmative).

Emily: Abby.

Abby: Yes.

Interviewer: So, one, two, three, four, four up. And then, two between up and halfway, and one sideways. Okay, cool. How about one that was titled invasive pests and how they affect natural, agricultural, and urban systems?

Interviewer: So, I'm seeing two, I'm gonna call three down. I'm gonna say, let's see one, two, three down. I see one sideways, and three ups. What's the reason why, for some of you, that seems a little bit more interesting than sustainable agriculture?

Jack: For me, it's personal experience, because I used to live in Massachusetts and they had a real issue with invasive species. So, I have a lot of like background knowledge on it, and I find it really interesting personally.

Interviewer: Okay. Anybody else wanna share why they had their thumbs somewhat up or up?

Gabby: Pre-AP Bio, 'cause we went over that and the topic itself just interests me.

Interviewer: It interests you?

Gabby: Yeah.

Interviewer: Okay. I didn't ask you about GMOs, which was the first one when you asked is there GMOs in it. Why is that an area of interest?

Gabby: I really like genetics.

Interviewer: Mm-hmm (affirmative), genetics is interesting.

Abby: Yeah.

Gabby: Very.

Interviewer: Do you eat GMO foods?

Gabby: Yes.

Interviewer: You do?

Gabby: Yes.

Abby: I think we all have to.

Jack: Most people do. Yeah, based on if we want to or not.

Abby: I don't think we have a choice, really.

Gabby: Yeah, everything.

Jack: Especially with corn.

Abby: Exactly.

Interviewer: Oh yeah, corn for sure, right?

Abby: Yeah.

Interviewer: Alright, how about if you saw in the course offerings one that was called improving food security? How interesting would that be? So, I'm seeing, let's see, one, two down. I'm seeing one sideways. And, I'm seeing one, two, three,

four ups. Alright. So, let's talk for those who have a thumb up, why would that be of potential interest for you?

Ryan: I guess, I kind of like the idea of micro-managing resources and rationing stuff. I don't know, and that kind of to me, that's what the title implies. So, and I just kind of like micro-managing resources.

Interviewer: Okay, thanks Ryan. Anyone else wanna say why it sounds intriguing?

Maggie: Well, there's a really big divide with people who have access to food and people who don't. So, I guess helping balance it out more is just really interesting because I feel like I'm actually helping a wide variety of people, and it's not so okay some people have it and some people just don't. So. I just like that idea.

Interviewer: And, Gabby, you're nodding.

Abby: Yeah, I agree with Maggie. It's the same reason.

Interviewer: Jack, you had your thumb down. What's the reason why that doesn't seem like something you'd be interested in?

Jack: I'm not exactly sure. It's probably because I haven't, it hasn't been a very visible issue to me. I mean, it's a very large issue, but I don't know. It's just that's not really where my interests have [inaudible 00:27:50].

Interviewer: Okay.

Jack: Words are hard.

Interviewer: It's okay. It's early, what is it? It's 8:12, so no problem. Alright, so I have a couple more, how pests impact agriculture and how to manage them.

Interviewer: Alright, I'm seeing one, two, three, four down. I'm seeing three sideways. So, that's less interesting to you all than some of the others that have been suggested. And then, one last one, how plants, insects, and microbes function in natural systems.

Interviewer: In this case, I see one down, and I see one, two, three, four, five, six ups. And why does that seem to be, I think that has got the most ups of any of them. I think, I didn't keep track, but I feel that way. Why is that the one that seems to resonate the best with you? Or, one of the ones that resonates the best with you?

Emily: I think it's cool to see how the environment affects organisms that are in it, and like processes within it. And, so I think especially now with the environment changing, it's gonna be a huge field in the future just to like study how the changes in the environment will affect everything that's in it.

Interviewer: Mm-hmm (affirmative).

Maggie: I think it's also [inaudible 00:29:15] protectability, because it's never gonna be one set way. So, you just have all this variety of options that, I don't know, of things to happen. And, it's also really interesting just to see how it all plays out.

Interviewer: I have another different question, not quite back to GMOs but I want to ask you, what's your perception of eating organic food? Is that something that, just how do you think about that?

Ryan: I don't really perceive it as being that big of a deal. I don't think it's really helpful or important to do it.

Abby: Anyone can choose their own, if they have enough money they can choose whatever they eat. But, I think that the question really comes down to what do you do about non-organic foods. Like, my idea is anybody can eat organic if they want to, and they should be allowed to. I mean, obviously, but people should also be allowed to eat GMOs because they produce enough food for everybody to eat, which I think is also a really important thing, so.

Interviewer: Mm-hmm (affirmative).

Gabby: I mean, if organic, like it depends on what organic means to people. Because, I know that eating very processed food is not the best for you, but also I don't think there's a problem necessarily with GMOs or anything that's a little more like, something that would not be considered necessarily organic, but is also not just completely processed out of what it is, I don't know. As long as it's not very processed, I think everything is just fine to eat.

Interviewer: Mm-hmm (affirmative). How did you come to make these opinions? Is it from your science classes, or through your families or some other way?

Ryan: Kind of self-research after seeing anti-GMO protests in Denver. I kind of came to the decision that they were mostly okay, so.

Interviewer: So, you did your own researching around and making a decision based on what you read?

Ryan: Yeah.

Interviewer: Mm-hmm (affirmative).

Maggie: I also think it's culturally too. I mean, I know there are some cultures around the world who are really against GMOs and really against ideas about just modifying anything that you eat. So, I think it's just how you learn it and how natural it seems. So, I guess where you live.

Interviewer: Mm-hmm (affirmative).

Mattie: Well, I took cell biology in biotechnology and that was a good class. Very helpful, and I wrote a speech about GMOs about a year ago and I spent a long time researching it, so.

Interviewer: So, your own work through that class is what helped you come to your decision?

Mattie: Yup.

Interviewer: Yeah, and Gabby you're nodding.

Gabby: Yeah, same for me. Both, Pre-AP Bio and that same class cell biology and biotechnology. Yeah.

Mattie: Yeah, classes just kind of helped me decide my opinions on that, and then also just what my family and people around me ate, because then I kind of like looked into it more and I realized that GMOs aren't necessarily a bad thing, 'cause that was like my original opinion.

Interviewer: Oh okay, so you kind of changed your opinion.

Mattie: Yeah, like after looking into more research on it.

Interviewer: Okay, interesting. Let's pretend Cindy's not here. So, she's not really paying attention to us, she's out of the room. You have a unique opportunity to share with people at a university about how should a department think about developing a new major for undergraduates? What kinds of considerations do you think would be part of how they should sit around and talk about it?

Interviewer: So, the sky's the limit. They can make a new major that certainly has to be in their department, but what are kinds of things that they ought to be talking about as they're thinking about constructing a major?

Maggie: Like, size of the job field.

Ryan: Yeah.

Interviewer: Okay. I see yeah and a Mm-hmm (affirmative).

Ryan: Like, the coursework itself, I guess. Nevermind.

Interviewer: What about the coursework would you think they ought to be thinking about?

Ryan: Like, you have a major you've got multiple classes, and just like the total amount of it, I guess. 'Cause, I feel like, I don't know, but maybe spreading it out.

Interviewer: Would you be worried that there would be too much to do at any given time, or?

Ryan: I feel like sometimes, like I feel like sometimes you'll have periods where all your classes were kind of like, like one week you'll be fine and then suddenly everybody kind of dumps all the work at you at once kind of.

Interviewer: Oh, so pacing is what-

Ryan: Yeah.

Interviewer: ... you're saying throughout the semester. I see, okay. What else would the group need to think about?

Gabby: I think maybe events that are happening right now or will happen in the future, how that will affect what technologies we'll need to work on or what jobs will be needed. I feel like coming up with something that people will think, "Oh, this is gonna be useful in the future," or, "This is really important for the world right now." Something that people would be passionate about.

Interviewer: Anything else?

Mattie: Just like what we're doing right now and just trying to find the interest level in the new major, because if there's not gonna be a lot people that want to major in it, then it's not really worth it to create a new one. So, just doing a lot of surveys and stuff like that.

Interviewer: So really, determining whether people of your age or a little older might have an interest in what they're thinking [inaudible 00:35:26].

Gabby: Yeah.

Mattie: Yeah.

Interviewer: Good. Is there anything that you would say would be helpful based on just what you infer this conversation to be about? Is there anything else that you might say, "You know, you ought to think about this," or "I'd like to say that?"

Interviewer: No, okay. Alright, so I have just two last little things here. Once is just in case you think of something else that you didn't get to say, I'm gonna give you this slip of paper and this is how you can reach me. Or, you can find me in [inaudible 00:36:03]. I might be by the pool, I don't know. But, send that that way. [crosstalk 00:36:10]

Gabby: We need smell. Where are we gonna get [inaudible 00:36:19].

Interviewer: And, then the last thing is I have this little exercise for you to fill out. So, if you want to take a pencil or a pen, whatever you prefer. Not the Sharpie, probably that's not the best.

Gabby: Thank you.

Abby: Thank you.

Interviewer: One, two, three. The department is thinking about some potential names of a major, and just how, just off the top of your head if you read this and you were potentially interested in that field, how would you feel this name seems to be. So, you would check high, medium, or low for how interesting does that topic sound as a major. And, go across and fill that out, and then go down and each one there's about six or seven.