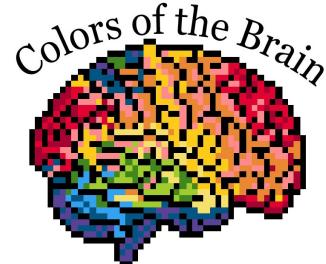


SURF 2023 Workshop: Pipeline to STEM Careers

Christian Cazares, PhD

Alexis Reyes, PhD

Thursday July 27, 2023



Ice Breaker!



- Name
- Program or Organization
- What would you do if you weren't pursuing science?

Today's Outline

01

Introductions

02

Careers in STEM

03

Module 1:
Identifying Skills

04

Entering the Job
Market

05

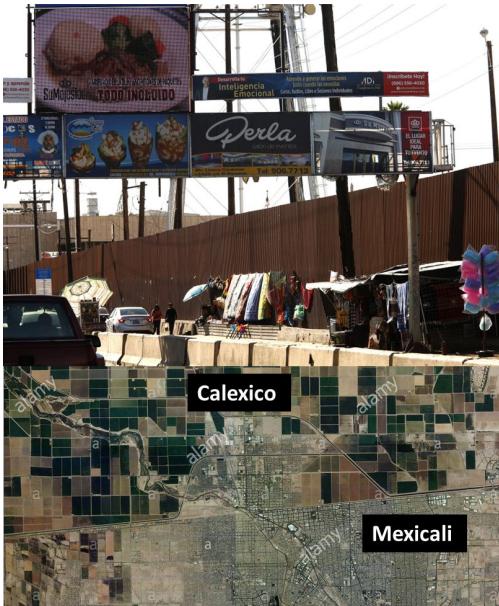
Module 2:
Applying for Positions

06

Q&A

Christian Cazares, Ph.D.

B.A. in Cognitive Science
UC Berkeley
2010–2014



Post-baccalaureate
Researcher
UPenn
2014–2016

Ph.D. in Neuroscience
UC San Diego
2016–2022

Postdoctoral Researcher
Salk Institute
2022–???



Research Interests:
Biomarkers for Neurodevelopmental Disorders

Career goal:
Tenure-track Research Professor

Alexis Reyes, Ph.D.

General Coursework (2009-2011)

*El Camino Community College, Torrance
CA*

**BS in Biology (2011-2014) Biochemistry
concentration**

Vanguard University, Costa Mesa CA

Undergraduate Research Internship (2014-2015)

Lawrence Berkeley National Lab, Berkeley CA

PhD in Structural Biology (2015-2022)

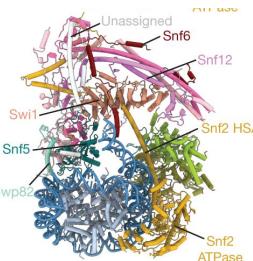
Interdisciplinary Biological Sciences Program

Northwestern University, Evanston IL

Postdoc in School of Biological Sciences (2022-)

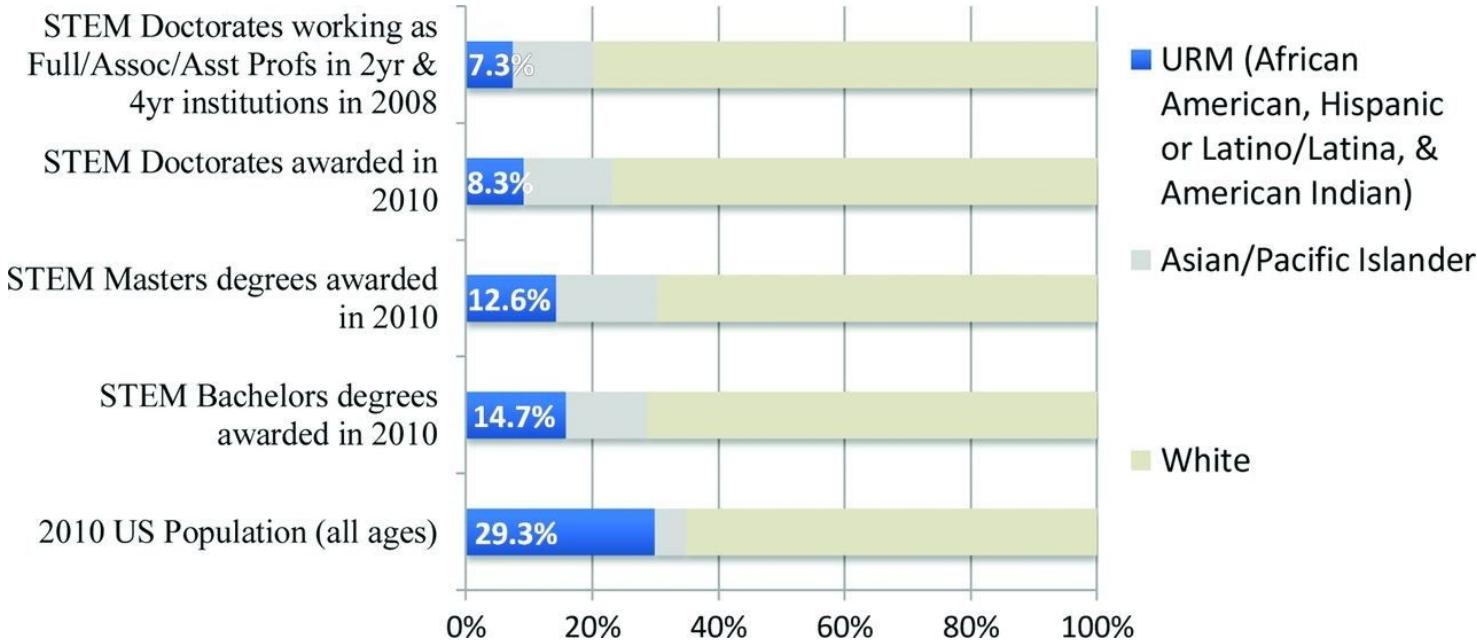
University of California San Diego

Career goal: tenure track professor

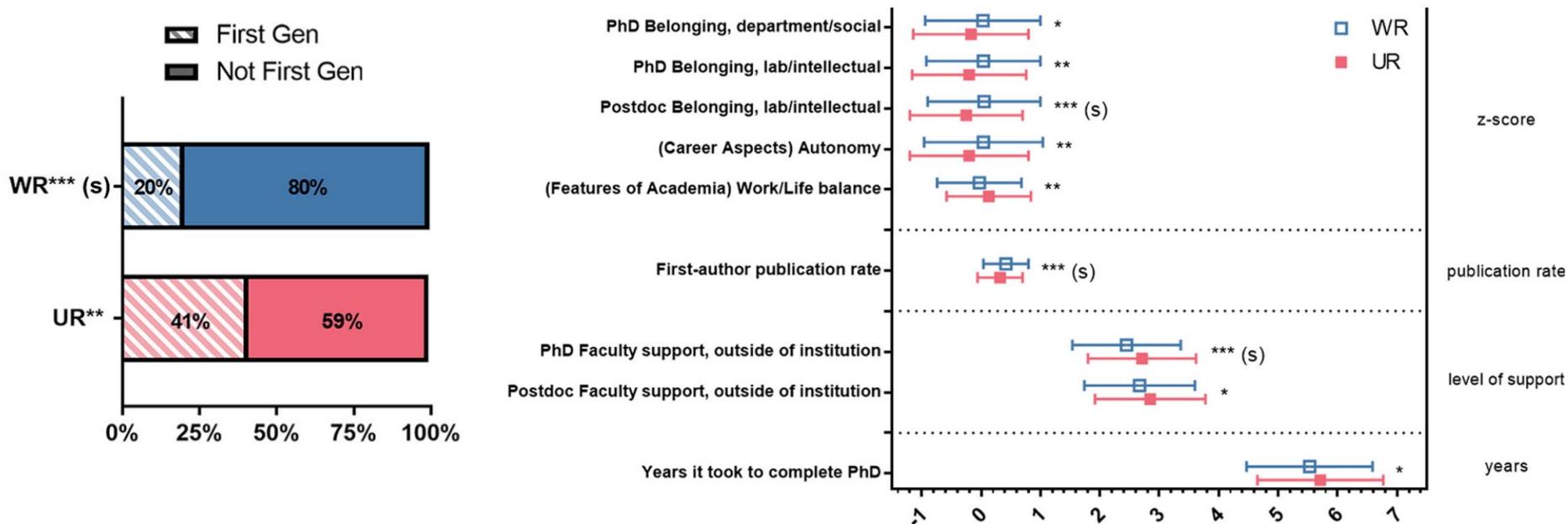


Research interests:
Protein structure and
misfolded quality
control

Specific groups have historically been, and continue to be, excluded and marginalized in the research workforce



Research culture, especially in academia, is perceived as exclusionary by members of certain groups



Lack of diversity in research workforce threatens scientific impact

- Health research topics proposed by Black scientists are underrepresented in the federal research grant portfolio.

Ginther et al. 2011; Gilpin and Taffe 2021

- Biases against physical characteristics like dark skin and thick curly hair are baked into neuroscience research recruitment and methodology.

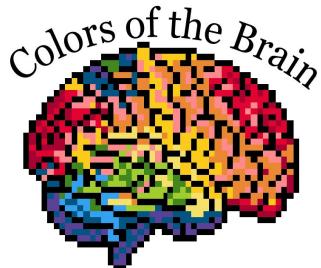
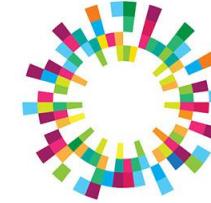
Webb et al. 2022; Ricard & Parker et al. 2023

Efforts continue to promote diversity, equity, and inclusion in research workforce

Organizations



National Conferences



Research Training Programs



1. Survey Activity: What are your goals?

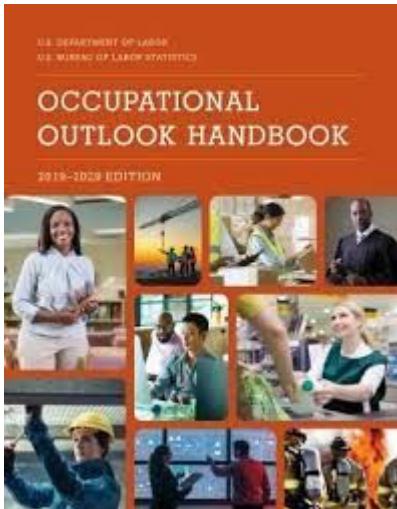
<https://www.menti.com/alrycurpgvpb>

2. Think-pair-share:

Take a look at the “What can you do with a STEM degree?” handout

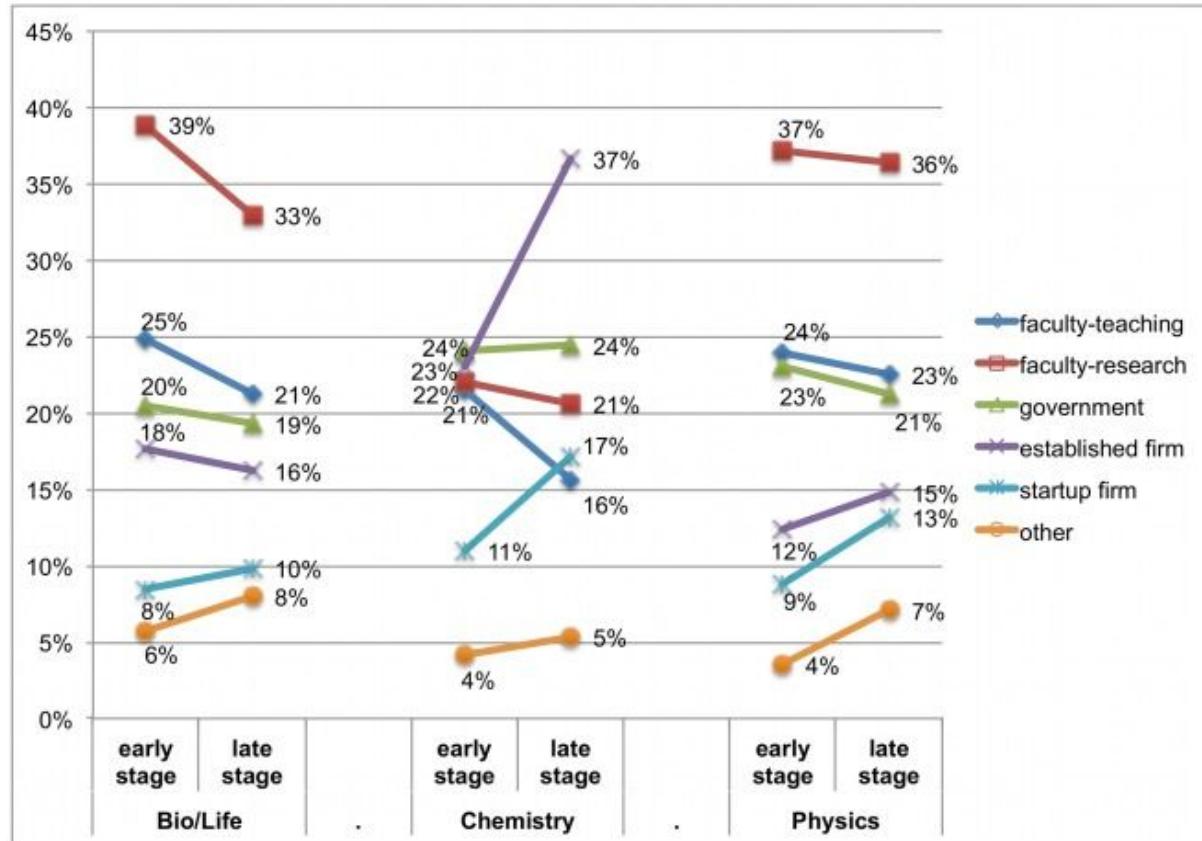
Share career goals with a partner, and consider “next steps” that they think will help them achieve their goals.

Scientists are in demand!



- STEM jobs projected to grow 5% from 2021-2029
- High demand: biomedical research, psychology, energy management, environmental protection
- Median STEM salary \$69,700 vs. \$41,900 all other occupations

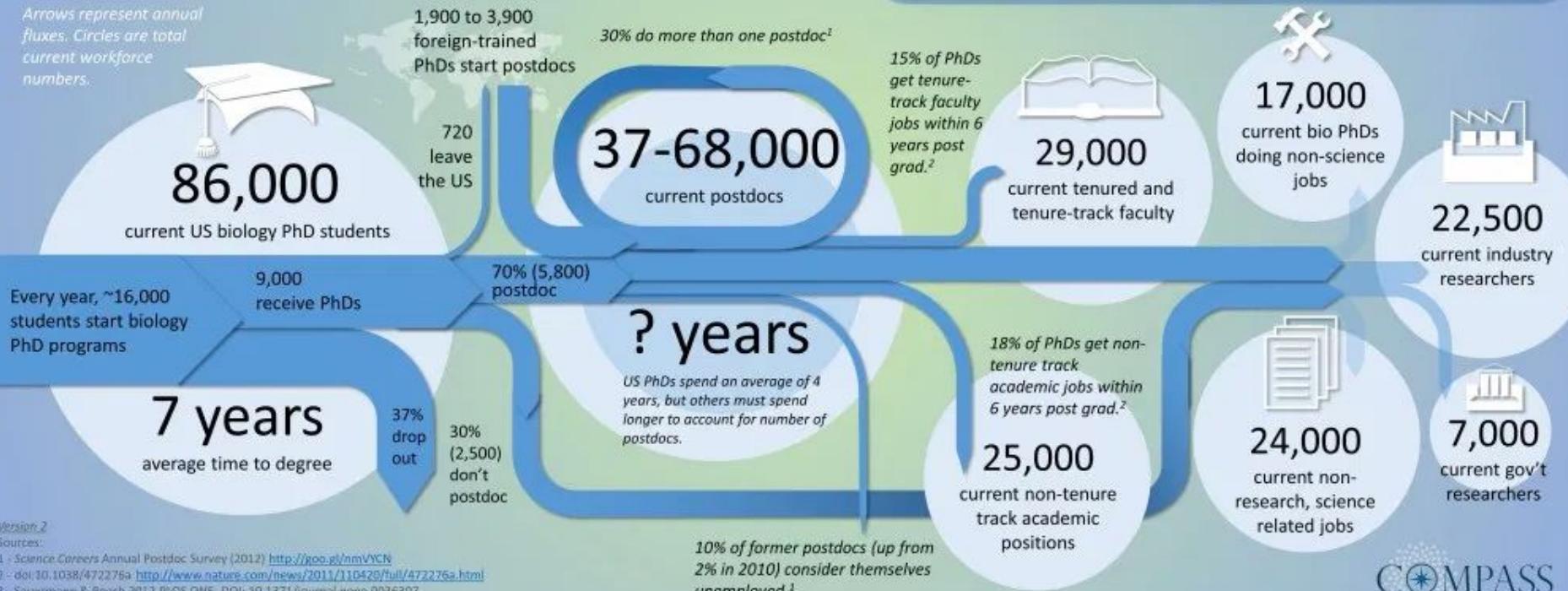
Interests change throughout training



Sauermann and Roach 2012

Where will a biology PhD take you?

Arrows represent annual fluxes. Circles are total current workforce numbers.



Version 2

Sources:

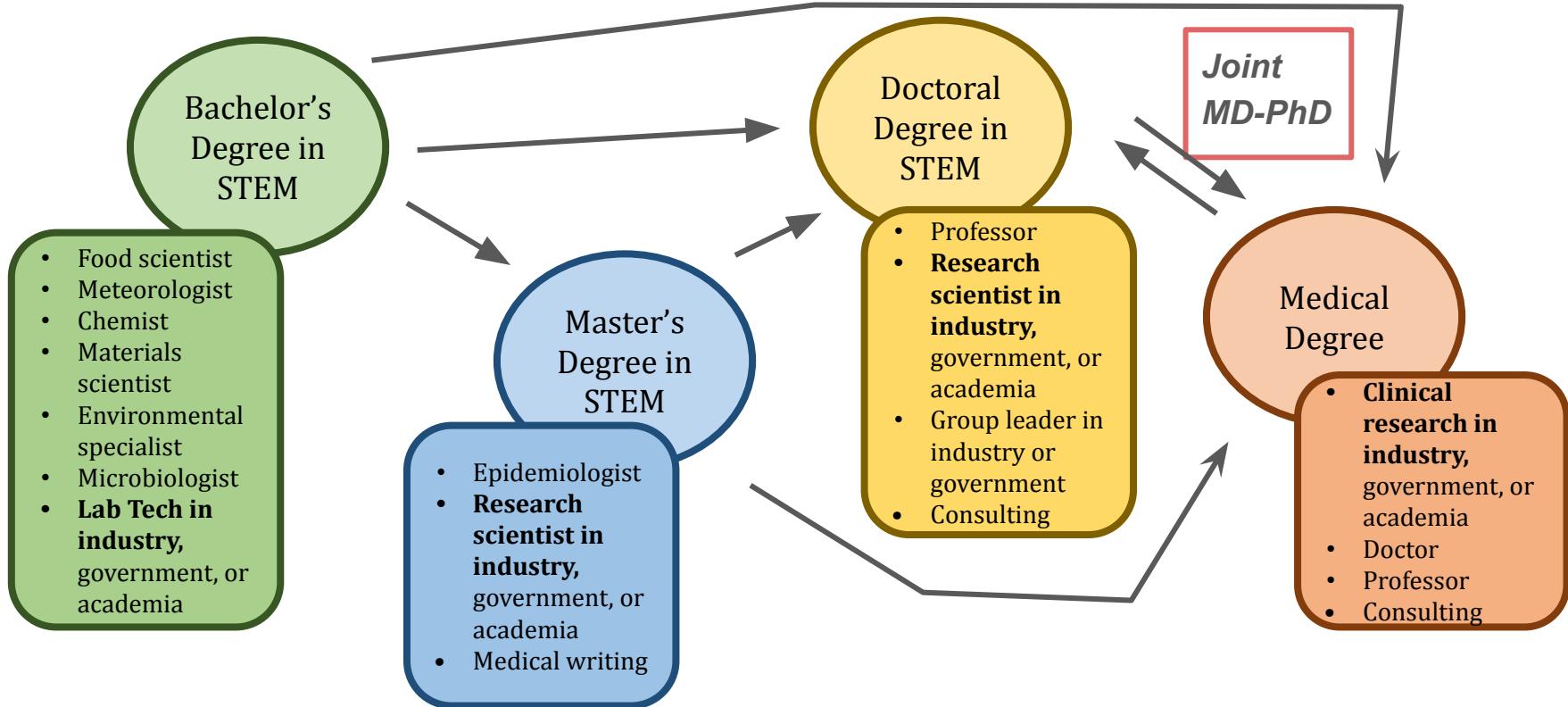
1 - Science Careers Annual Postdoc Survey (2012) <http://goo.gl/nmVYCN>

2 - doi:10.1038/472276a <http://www.nature.com/news/2011/110429/full/472276a.html>

3 - Sauermann & Rosch 2012 PLOS ONE, DOI: 10.1371/journal.pone.0036307

Unless otherwise noted, NIH Biomedical Workforce Working Group (2012)

Different careers require different degrees

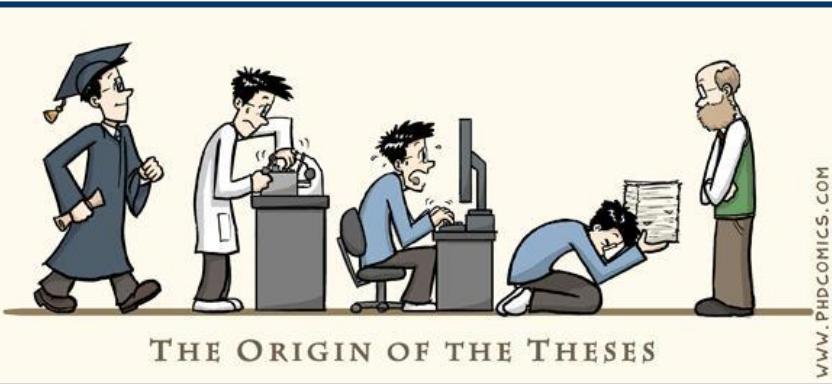


Bachelor's Degree in STEM



- Bachelor's of Arts (BA) or Bachelor's of Science (BS)
- **What will you do?** Coursework and lab classes related to your major
 - Often paired with mentored research:
 - Sometimes paid, sometimes not
 - Work study
 - Research for credit
 - Honors programs
 - Summer internships/fellowships
 - Prerequisite for most advanced degree programs
 - Costs usually paid by student

Master's Degree in STEM



- Master's of Science (MS) typically 2-3 years, but some institutions have shorter undergrad-to-Master's transition programs
- **What will you do?**
- Primary research
 - o Master's thesis, possibly publish papers
- Some advanced coursework
- Importance of a Master's degree vs. Doctoral degree is often field, or career trajectory, specific
- Sometimes costs paid by student, sometimes paid by department/mentor

Doctoral Degree in STEM

GRAD SCHOOL ENERGY LEVELS

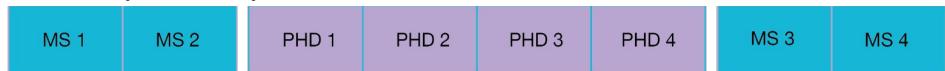


- Doctorate of Philosophy (PhD) 4-8 years depending on your field of study
- **What will you do?**
- Primary research
 - Write a dissertation and publish papers
 - Often rotations in 1st year
- A few advanced classes
- Teaching Assistant (TA) in undergraduate classes
- A PhD is (almost always) required to be a university professor
- ***STEM PhD programs pay you!***
 - ~ \$15,000 - \$35,000/year with benefits
 - Tuition paid by university/mentor
 - Frequently contingent on being a TA

Medical Degree



- Doctorate of Medicine (MD) or Doctor of Osteopathic Medicine (DO) 4 years of medical school, often followed by residency
- Usually paid by student (Median public school cost ~\$250,000 over 4 years in 2020)
- **What will you do?**
- Classes, clinical rotations, field specialized rotations
- Joint MD/PhD, 7-8 years, costs covered through Medical Scientist Training Program (MSTP) Grant



* *There are many other medical-focused advanced degrees! In many cases these require BA/BS as a prerequisite*

Which path(s) in STEM is best for you?

- What factors most motivate you?
 - Location / environment
 - Work / life balance
 - Predictable vs. varied work tasks and schedule
 - Collaborative vs. independent work style
 - Finances
 - Interest in the field, value to society, leadership opportunity, prestige, etc.
-
- How much time, energy, and money are you willing to spend on education?



Let's check out some examples of careers outside of university research...

Module 1: Identifying transferable skills

Skills learned during your scientific training are *transferable*

ATTRIBUTE	% OF RESPONDENTS
Problem-solving skills	91.2%
Ability to work in a team	86.3%
Strong work ethic	80.4%
Analytical/quantitative skills	79.4%
Communication skills (written)	77.5%
Leadership	72.5%
Communication skills (verbal)	69.6%
Initiative	69.6%
Detail-oriented	67.6%
Technical skills	65.7%

Transferable skills: those that can be applied in various lines of work

Top 10 attributes employers are looking for on an applicant's resume include many skills honed during graduate studies

Prioritize strengthening skills that *employers for the job you want* are looking for

How to identify your transferable skills

1. Make a list of all tasks you perform in a typical day, week, month, or year as a scientist (teaching, ordering supplies, designing experiments)
1. Make a list of all tasks you perform outside of science (community organizing, soccer coach, writing a blog, etc.)
1. Match these activities with the list of transferable skills. Now you have a personalized, matching list of skills with examples from your own experiences, both in and out of science!
1. Look at the wording in your list. Are the identifying phrases you used too academic? Familiarize yourself with the wording of the job advertisement in the fields you are interested in.

Some skills developed while performing research

- **Technical skills:** knowledge and abilities needed to perform specific tasks
 - Pipetting, using instruments, making reagents, following protocols
- **Analytical skills:** knowledge and abilities needed to address problems and find practical solutions
 - Troubleshooting problems, developing protocols
- **Communication skills:** knowledge and abilities needed to inform other people about your work, either written or orally
 - Preparing manuscripts or reports, interacting with coworkers and collaborators, delivering oral presentations

What are some immediate steps you can take?

“SRTP”, “REU”, “extramural research” all share one goal:

Support active research participation by undergraduate students in any discipline, typically in projects that involve students in meaningful ways in ongoing research programs or in research projects specifically designed for the program.

Expectations may include:

- Collecting/Analyzing data
- Presenting your findings in an internal poster/talk session
- Attending mandatory meetings/workshops prepping you for a graduate education
- Live in a different city housed with other program cohort members for a variable amount of time (up to ~2 months)

What do you get out of it?

- \$\$\$
- Exposure to a completely different field
- Professional contact and mentorship with principal investigator (PI) of lab (e.g. Letter of Recommendation)
- GRE test prep
- Graduate application assistance (e.g. Statement of Purpose)
- Network of peers
- Travel the country! Impress your CV readers!
- Read more: http://pathwaystoscience.org/pdf/SummerResearch_BenefitsOf.pdf

On the search:

Pathways to Science:

http://pathwaystoscience.org/program_s.aspx?u=&i=&r=&s=&c=either&link=dheadlineapproaching&sm=&sd=&sy=&endm=&endd=&endy=&f=&ft=&submit=y&adv=adv

The screenshot shows a search results page for programs starting in December. The results are filtered by program type (Summer Research Program) and location (University of Alabama at Birmingham). One result is highlighted: "University of Alabama at Birmingham - Summer Research Program". The page includes a sidebar with links to "Program Search", "Research Areas", "Faculty Directed", and "About us".

Cientifico Latino:

<https://www.cientificolatino.com/stem-summer-undergraduate-research-programs/>

BIOLOGY

University of Alabama at Birmingham (Birmingham, AL)

SUMMER IN BIOMEDICAL SCIENCES (SIBS) UNDERGRADUATE RESEARCH PROGRAM

Deadline: 1/31/18

Eligibility: U.S. Citizen, Permanent Resident

Arizona State University (Tempe, AZ)

MATHEMATICAL AND THEORETICAL BIOLOGY INSTITUTE (MTBI) SUMMER PROGRAM

Deadline: 1/31/18

Eligibility: U.S. Citizen, Sophomore, Junior

Research Experience & Applied Learning (REAL) Portal

<http://real.ucsd.edu/>

National Science Foundation:

https://www.nsf.gov/crssprgm/reu/reu_search.jsp

REU Sites: Biological Sciences

APPLICATIONS: Students must contact the individual or program to apply. NSF does not have application materials and does not select student participants.

ELIGIBILITY: Individual sites have additional eligibility requirements (e.g., number of undergraduate years completed). Undergraduate students participants supported with NSF funds must be citizens or permanent residents of the United States or its possessions. High school graduates who have not yet enrolled, and students who have already received a college degree, are not eligible.

ADDITIONAL INFORMATION: Click on the Title of the Site in the "Site Information" column to go to the homepage of available for that Site. Sites are added to the database as decisions are made on awards, and the list is updated periodically. Clicking on a highlighted site title should direct you to the web page for more information on that program.

Please report errors in the list below by writing to reu@nsf.gov.

Search Again			
Export results: CSV Excel XML	Showing 1 to 26 of 143		
Project Information	Site Location	Contact Information	Additional Information
Arizona State University NSF REU Site: Engineering Biological Sciences	Montgomery, Arizona Arizona State University MCS Dept. 19088 Mathematics (347) 408-4158 simmons@math.asu.edu	Primary: kyle.vogel@asu.edu Secondary: jeffrey.sanger@asu.edu (347) 408-4158 songling@math.asu.edu	Research Topic/Keywords: Biology, Biotechnology, Chemical Engineering, Chemistry, Physics, Mathematics, Materials Science
American Museum of Natural History REU Site: Biodiversity and Evolutionary Biology for the 21st Century Richard Gilder Graduate School	New York, New York American Museum of Natural History 212-769-5638 asrgs@amnh.org Secondary: pmorozov@amnh.org 212-313-7947 pmorozov@amnh.org	Primary: pmorozov@amnh.org Secondary: pmorozov@amnh.org	Research Topic/Keywords: Evolution, Systematics, Phylogenetics, Taxonomy, Genomics, Conservation Genetics, Paleobiology, Biodiversity Abstract of Award

NASA

<https://intern.nasa.gov/ossi/mobile/>

Rochester Institute of Technology:

Co-op/Internships and Summer Research Opportunities for 2018
in Neuroscience

All opportunities listed are PAID, unless otherwise indicated

Sites links will require for Adobe Acrobat Reader to read full format.
If you don't have a copy of your computer, click here for a free download.
All opportunities listed are PAID, unless otherwise indicated.

Site Information and

Research Opportunities

This section lists the opportunities for the Interdisciplinary Internship and Research Fellowships in Neuroscience or a related field.
In addition to the valuable experience and good pay that a Co-op or Internship will give you, over most of the Opportunities listed in this section also provide Travel Reimbursement, Housing and More. So, don't let concerns about money stop you from applying.

To view information for any organization listed:
1. Click on the organization name to go to its homepage. (the name of each organization may not appear as the name of the organization or department or program or laboratory or university or college, it is a name given to the organization by the organization itself.)

2. If you have any questions about the opportunity, you can email the organization or call them to inquire about the opportunity or program or program or laboratory or university or college, or to ask about the opportunity or program or laboratory or university or college.

3. Please contact with your mentor on [Coop Internships](https://www.coopinternships.com) for further details on the organization or program or laboratory or university or college, or to ask about the opportunity or program or laboratory or university or college.

Arizona Lawrence, Arizona, GA - [Georgia Institute of Technology Research and Education Institute](#) - Neuroscience

Baylor has Health Research Institute, San Antonio, TX - [Baylor Biodegradable Stem Cells Program](#) - [Area of Interest on the application is area of interest](#)

Baylor University, Department of Cell Biology, Waco, TX - [Baylor Biodegradable Stem Cells Program](#) - [Area of Interest on the application is area of interest](#)

Baylor University, Department of Molecular and Cellular Biology, Waco, TX - [Baylor Biodegradable Stem Cells Program](#) - [Area of Interest on the application is area of interest](#)

Baylor University, Department of Molecular and Cellular Biology, Waco, TX - [Baylor Biodegradable Stem Cells Program](#) - [Area of Interest on the application is area of interest](#)

Case Western Reserve, Academic Centers in Engineering & Science (ACES) Program, Cleveland, OH - [case.acces.org](#) - [CMU Summer Undergraduate Research Program](#) (the majority of awards are Research Scholarships)

Case Western Reserve School of Medicine, Office of Undergraduate Research, Cleveland, OH - [case.undergradresearch.org](#) - [Wright House - Case and Wright OH Graduate Research Resources](#) - [Basic Medical Faculty Member in Medicine \(Neuroscience\)](#)

Overwhelmed?

Narrow your search:

- Is there a class you took that you want to learn more about the topic?
- Is there a university you could see yourself applying to?
- Are you looking for a structured program with graduate school prep?
- **Where do you want to try out living in?**
 - e.g. Have you ever been curious about life in the East Coast?

Example using Pathways to Science:

"I want to check out what neuroscience research is all about, and I'd like to see what life in Norcal is like for free..."



SSRP-AMGEN Scholars
Program

Online applications to the Stanford Summer Research Program will be accepted until
the **February 3rd application deadline**.



SSRP-AMGEN Scholars Program

In addition to research, our program also provides:

- GRE Test Preparation Course
- Professional development workshops
- Expansion of students' knowledge in various scientific fields through faculty lectures and journal clubs
- Guidance in the process of applying to PhD programs
- Personalized assistance with graduate school personal statements, CV's, and presentation skills
- Summer housing, meals, and travel to and from Stanford
- \$3,600 stipend
- Social outings to local destinations, such as the Santa Cruz Beach Boardwalk and San Francisco

This program is intended for students pursuing PhD programs.

Amgen Scholars Program Eligibility:

- U.S. citizens or U.S. permanent residents;
- Undergraduate students enrolled in accredited four-year colleges or universities in the United States, Puerto Rico or other U.S. territories; and
- Sophomores, juniors, or non-graduating seniors (who are returning in the fall after SSRP to continue undergraduate studies).
- Students who, by reason of their culture, class, race, ethnicity, disability, background, work and life experiences, and/or skills and interests would bring diversity (broadly defined) to graduate study in the biomedical and biological sciences.
- A cumulative grade point average of **3.2** or above; and
- An interest in pursuing a PhD (or, in exceptional cases, those interested in the MD/PhD will also be considered)

Application components:

<https://biosciences.stanford.edu/current-students/diversity/programs-for-students/ssrp-amgen-scholars-program/criteria-and-application-requirements/>

Admissions Requirements

Acceptance into the Amgen Scholars Program is based on several factors, including:

- **Quality and Completeness of Application** (including essay questions).
- **An up-to-date transcript.** Unofficial transcripts (e.g. student copies) can be uploaded to your online application. However, if you are selected as an Amgen Scholar, your college or university will be required to mail an official transcript to MIT. Note that MIT reserves the right to rescind admittance to the Program should information on the official transcript contradict or significantly differ from the previously submitted unofficial transcript.
- **Recommendations:** An application for admission to the Amgen Scholars Program requires two evaluations; one should be from a faculty member who has advised you in research or taught you in a class. The second letter may be from an employer, supervisor or person known in a professional capacity who is qualified to address your specialized abilities. A recommendation from an academic advisor, college administrator, or faculty member familiar with your academic program, progress, and ability would also be acceptable for the second recommendation. (Recommenders will submit their letters in PDF format through an online interface; more details on this process can be found in the online application).
- **An up-to-date resume.**
- **Availability of Research Positions.** Space in the program is very limited, and MIT cannot guarantee that a research position in your preferred research area will be available.
- **To apply.** Visit our [online application](#)

FYI, request an official transcript and e-mail it to yourself!

<https://students.ucsd.edu/academics/exams-grades-transcripts/transcripts-verifications/request-transcript.html>

Not all programs/positions require two LoRs
However, the vast majority of competitive applications have a faculty LoR

Be flexible with the specific research topic/project

Missed the deadlines? Don't give up, email professors!

Email a batch of professors and give them a couple of weeks to respond

Nothing? Try another batch, or be more direct by finding out who the graduate students are in their lab website, and email them directly

Hello Dr. [X],

My name is [X] and I am a [1st, 2nd, 3rd year etc.] majoring in [x, or intending to major in X].

[How you found out about the lab, i.e. a class you took with them, or a study you found online, or maybe you checked out their website and something about their research interested you]

Would it be possible to meet and chat about the possibility of working in your lab as a research assistant?

Thank you,

[X]

Questions? Let's take a break!

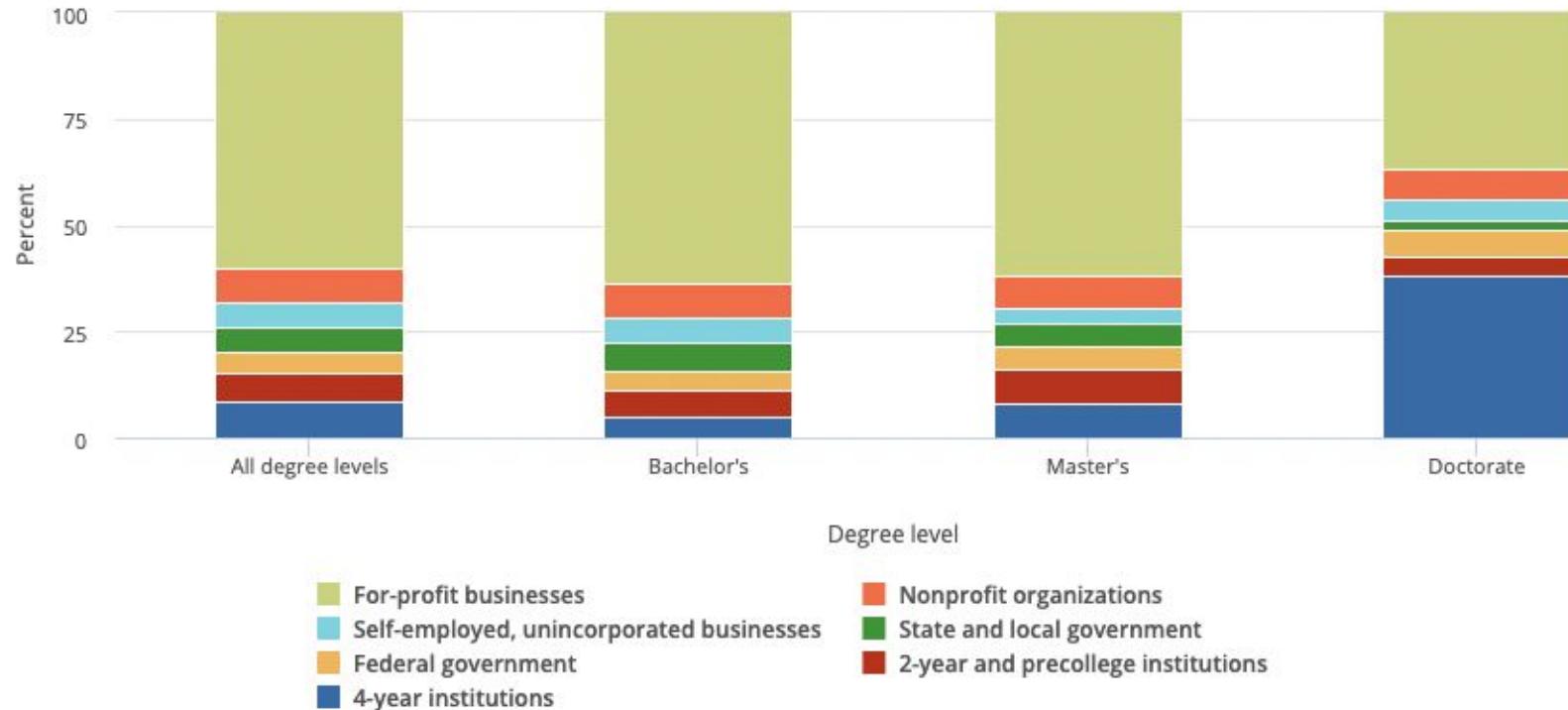


Graduate School vs Job Market

- ~4-8 year commitment for PhD or MD/PhD
- Opens up opportunities for mid-level or leadership positions after graduation
- Research is usually fully funded and flexible but may require applying for grants and fellowships
- Hours are flexible but long work days are the norm
- Length of employment is dependent on you and employer
- Usually start with an entry level position and work your way up
- Research is fully funded by employer but employer dictates your projects
- Hours may or may not be flexible but 8 hour work days are the norm

Ultimate question: What are your career interests and goals?

Employment Sectors for STEM Degree Holders



National Survey of College Graduate, NSF 2019

Which path(s) in STEM is best for you?

- What factors most motivate you?
- Location / environment
- Work / life balance
- Predictable vs. varied work tasks and schedule
- Collaborative vs. independent work style
- Finances
- Interest in the field, value to society, leadership opportunity, prestige, etc.
- How much time, energy, and money are you willing to spend on education?
- **Ask professors, research advisors, professionals a field, other students, and family / friends for advice! Network!**



Enter Responses at PollEv.com/areyes764

Who is in your existing network?

Powered by  Poll Everywhere

Start the presentation to see live content. For screen share software, share the entire screen. Get help at pollev.com/app



Using your network to find career opportunities

1. **Informational Interviews:** informal meeting with someone in a career that you are interested in or want to know more about
 - a. Offers an easy and direct look into a career path without having to commit to an application process
 - b. Could potentially open up opportunities or expand your network. Scientists **LOVE** talking about their work! Most will gladly provide information about opportunities within their field if you show interest/initiative
 - c. Get “insider” tips for preparing a strong application
 - d. Interview multiple people at similar positions but different companies/institutions to get a better understanding of that career path

Using your network to find career opportunities

1. **Informational Interviews**
2. **Social Media:** Science Twitter is still active (this may change??). LinkedIn is used very often by job recruiters and hiring managers.
 - a. Following specific research institutions, foundations, and journals can help you stay up to date on upcoming opportunities (ex. NSF, HHMI, eLIFE, etc)
 - b. Some STEM professionals are very active on social media and are eager to provide students with information and resources (ex Raven the Science Maven, Arjun Raj)
 - c. Social media can help you learn more about a specific job or opportunity and guide you to a specific person to connect with
 - d. Don't be intimidated to cold email/message/DM people. Many scientists get excited when students, especially undergrads, reach out to them
 - e. Don't be too informal or inappropriate when connecting over social media with a new person

Using your network to find career opportunities

1. Informational Interviews
2. Social Media
3. Use your existing network!
 - a. All of your research/academic mentors know scientist in a variety of fields. Ask them to connect you, either in person or via email
 - b. Utilize your home institution's career center. Career centers hire people who are experts at getting students jobs, preparing for interviews, and expanding your network

Using your network to find career opportunities

1. Informational Interviews
2. Social Media
3. Use your existing network!
 - a. All of your research/academic mentors know scientist in a variety of fields. Ask them to connect you, either:

Career Center

PLAN FOR YOUR FUTURE

SUCCEED IN YOUR SEARCH

FIND JOBS AND EXPERIENCE

GET INTO GRAD SCHOOL

career.ucsd.edu

PLAN FOR YOUR FUTURE	SUCCEED IN YOUR SEARCH	FIND JOBS AND EXPERIENCE	GET INTO GRAD SCHOOL
Begin Your Roadmap	Create A Resume	Job Opportunities	Create a Curricula Vitae (CV)
Explore Academic Interests	Create A Cover Letter	Internship Opportunities	Explore Grad School
Browse Assessment Tools	Network	Research Opportunities	Application Process
	Job Search by Interests	Student Employment	Pay for Grad School
	Interview Tips	Abroad Opportunities	Grad School by Interests
		Opportunities by Interests	

Tip: crowd source conferences to identify programs

- Utilize SACNAS or ABRCMS to identify programs
- Many programs have diversity, equity, and inclusivity officers scouting for potential candidates



Tip: crowd source conferences to identify programs

- Utilize SACNAS or ABRCMS to identify programs
- Many programs have diversity, equity, and inclusivity officers scouting for potential candidates
- Approach tables with questions to get information on program:
 - Average time to completion?
 - Support for students from diverse background?
 - Application fee waivers?
 - Areas/disciplines of strength



What do admissions committees look for in your application?

- Academics
 - STRONG grades
 - Standardized test scores: example GRE score (not required by all institutions)
- Research
 - Motivation for exploring research
 - Undergraduate research
 - Work in a lab during academic year, summer internships, etc.
 - If attend liberal arts or small school with limited research opportunities, did you seek research experience elsewhere?
 - Publications not required but a plus
 - Conference presentations (local, SACNAS, ASBMB, ASCB, etc)
- Clinical work (for MD and MD-PhD)

What do admissions committees look for in your application?

- Letters of Support
 - ***VERY IMPORTANT!***
 - One letter should come from research supervisor, discussing research capabilities
 - Lack of such a letter will hurt application
- Personal Statement
 - Want to know about your **interests and motivation!**
 - Talk about your research in scientific terms, state hypothesis, etc.
 - ***Grad school is all about research, so want to know you're excited about science***
 - Talk about any obstacles overcome
 - Demonstrate what makes you a good/unique scientist

What do admissions committees look for in your application?

- [Biomedical Sciences Graduate Program](#) at UC San Diego School of Medicine
 - Admissions committee composed of 16-20 faculty and 6-10 student members
 - Each application reviewed by 2 faculty and 1 student
 - Give application a score
 - Top 10% of applications (100/500-900) are invited for on-campus interview
 - Process a bit different for international applicants (not currently in the USA)
 - **Application is your first impression**



*This info is specific to UCSD BMS program, but is generally applicable to many other admissions committees.

Resumes

- Strong resumes do more than summarize your educational background and work experience; they **emphasize the results** of your efforts and **draw clear parallels** between your skills/experience and an employer's needs.
- Always tailor your resume to the specific job or organization you're applying to:
 - analyze the position description, mission statement, and/or requirements
 - Generate a list of your accomplishments and experiences, highlighting those that overlap with the job description
 - Do your best to organize your resume in order of relevance to the position
- Frame your experiences so they focus on the skills you developed and any quantifiable results you got
 - Remember to include your transferable skills
 - Use action verbs
- Stick with one font, have a consistent layout, limit to one page (unless otherwise noted in the job description or application)

Resumes

What: What task (transferable skill) did you perform? Use action verbs! (See p. 18)

Why: Why did you perform this task? e.g. to fulfill a goal, serve a need or make your organization/company better?

How: Specifically how did you perform this task? What equipment, tool, software program, or method did you use to accomplish this task?

Result: What was the positive result you achieved or impact you made by performing this task (quantitative or qualitative)?

Adjectives: Spice it up with descriptors; sell yourself... go for it!

Resumes

What: Tutored students.

What and How: Tutored students using a variety of methods to adjust to different learning styles.

What and Why: Tutored students to help them retain information and improve both grades and overall performance in Math and English.

What, Why, and Result: Tutored students to help them improve grades and overall performance; saw marked improvement over a three-month period in 100% of students.

Adding Adjectives:

- Tutored at-risk youth in Math and English; assessed learning styles of each student and creatively adjusted tutoring style based on results.
- Affected information retention and overall grade improvement in 100% of students tutored over a three month period.
- Acknowledged by Director for strong commitment to student success.

Module 2: Applying for Positions

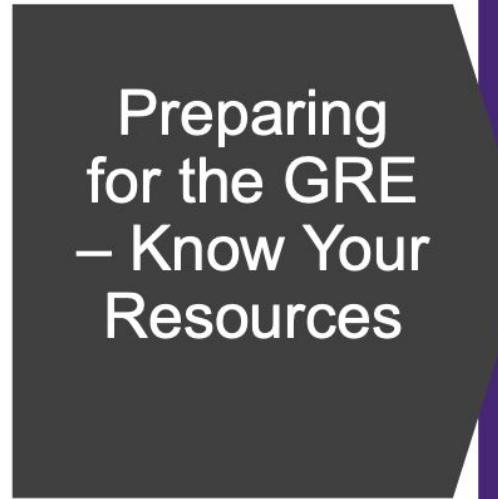
- Pair up, ideally with a new person
- Read through the example resume you were given (~2-3 mins)
- Determine 2-3 strengths of the resume (~5 mins)
- What kind of position would this resume be suitable for? What skills or qualifications do you think the employer is looking for based on what the applicant highlights in their resume? (~5-7 mins)

Writing Personal Statements



https://cogsci.ucsd.edu/_files/resources/Personal-Statement-Guide-by-Emily-Winokur-Arranged-by-Daniela-Diego.pdf

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Dashboard General Words for GRE and GMAT

Log in Sign Up

decry

spout out against

delay

express sadness

refer to

decry

z: speak out against

The word audience acquired in dashes and names, decrying frequently.

Master 10 new words to unlock Intermediate Level 2

Next word

Quiz yourself on words at every level

You'll see 1 word with 4 answer choices. Select the right definition to continue! The GRE Vocabulary Builder spans difficulty levels so you can focus on words that are the right difficulty for you, no matter what your verbal skills are.

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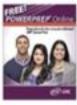
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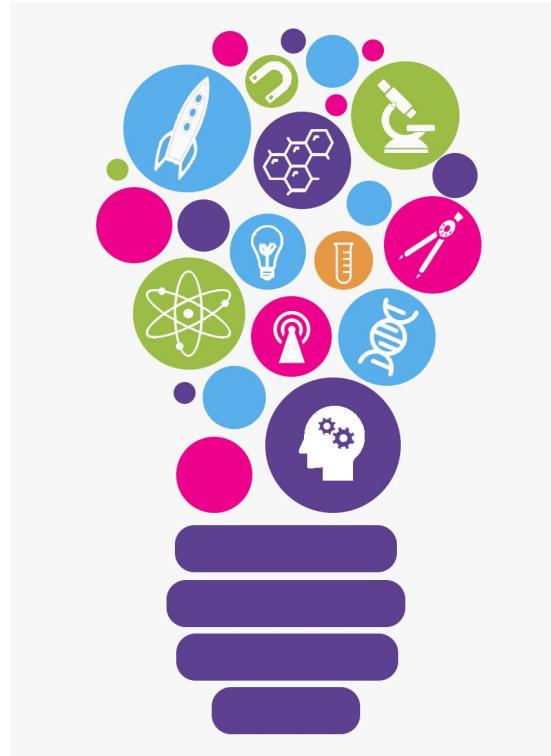
Preparing for the GRE – Know Your Resources

Test Preparation

We offer a variety of free and low-cost tools to help you prepare for test day. Read below to learn more about the options available and choose what works best for you.

Product	Format	Price	Select
<p><u>NEW! Official GRE® Mentor Course</u></p> <p>Build your skills and get more practice than ever before with our new self-paced online course.</p> <p></p> <p>Official GRE® Mentor Course Official GRE® Mentor is a self-paced comprehensive online course from the makers of the <i>GRE®</i> test. Get 600+ practice questions from the <i>POWERPREP®</i> practice test series, plus skill-building content to help you brush up - all housed in one easy-to-use platform. This course includes a voucher to take <i>POWERPREP PLUS®</i> Online - Practice Test 2; this practice test is the closest simulation to the real test experience and delivers scores and feedback on all three sections.</p> <p>Show more</p>	Subscription	\$100	<input type="checkbox"/> Add to Cart
<p><u>POWERPREP® Online Practice Tests</u></p> <p>Get the experience of taking the test with practice tests that simulate the actual test.</p> <p></p> <p>POWERPREP® Online - Practice Test 1 (Verbal Reasoning and Quantitative Reasoning scores provided) POWERPREP® Online - Practice Test 1 is a FREE, full-length practice test that simulates the actual test and provides scores on the Verbal Reasoning and Quantitative Reasoning measures. Preparing with these features gives you the ability to practice your test-taking strategies, such as time management, and become more comfortable with the type of content you'll see on the test. Additional features include scored sample essays with rater commentary for the Analytical Writing essay prompts, correct answers to all Verbal Reasoning and Quantitative Reasoning test questions, and a score report that summarizes your performance. The questions in this practice test are also included in the Official <i>GRE®</i> Mentor online course.</p> <p>Show more</p>	Online Service	\$0	<input type="checkbox"/> Add to Cart

Questions?



Wrap-up and next steps

- Take ~3 minutes to reflect on and write down:
 - What is your current long-term career objective? When, approximately, would you like to be in this position? (*Example: MD in 7-10 years*)
 - What are the most important next steps toward this goal? (*Example: Getting my undergraduate degree and applying to medical school*)
 - What are the transferable skills **I can acquire now** that will most help me toward my goals? (*Example: lab research and clinical experience*)