Scholarly Inquiry and Research at Emory – Research Partners Program Handbook

A Guide through a year of SIRE
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SIRE Expectations

Purpose of SIRE

Did you spend the entirety of freshman year sending out countless requests to do research into the black holes that are professors’ email accounts? Are you lacking any and all research experience, thus hindering your chances of getting into a lab on the off chance a professor does respond to your email? Do you want to supplement your academic classes?

THEN THE SIRE RESEARCH PARTNERS PROGRAM IS FOR YOU!

First and foremost, SIRE stands for Scholarly Inquiry and Research at Emory and the Research Partners Program is a great avenue for undergraduates to get involved in research at Emory, an institution that highly values research, and now you are a part of that! Furthermore, it allows students who have little to no research experience to be mentored and guided by a professional in their field of choice. This is a great opportunity for undergraduates, and will allow you to get started with research early in your college career.

Additionally, the weekly SIRE classes help enhance your research, interview, and professional skills, so that you can get the most out of your research experience. While it is very important that you are actually in a research setting, it is equally crucial that you develop the skills that will help you to be an efficient, effective scholar who is competitive for future fellowships. SIRE students receive class credit for attending this weekly session.

Furthermore, this experience will provide you with the tools you need to continue doing research later in your academic career. The hands-on experience you gain while doing SIRE research will be something significant that other researchers, professors, and mentors will look for when hiring a research assistant. It also doesn’t hurt that this experience is definitely a noteworthy accolade worth including and highlighting on your résumé or CV.
Finally, the networking connections you make with your research mentor (or PI, principal investigator) and fellow researchers are invaluable. Not only will they support you during the academic year, but they are also great resources when writing manuscripts, creating and presenting posters, and pursuing future opportunities. They are also wonderful individuals to use as references in the future. If you perform well in the research setting, they will be able to write extensively about your meaningful contributions and dedication when recommending you for future endeavors.

**Weekly Meetings**
What should I expect from SIRE class? How can I be successful?

The weekly SIRE classes cover a wide range of topics from professional etiquette to general research skills including communication skills, common interview mistakes, mentor-mentee relationships, time management, problem solving and more.

In addition to the weekly classes, SIRE students meet individually with their graduate fellows or peer mentors to discuss their unique research projects and situations. To be successful as a SIRE student, one should come to class prepared to discuss and learn and complete assignments in an organized and timely manner.

**SIRE RPP Application Process**
**Directions to Guide You through the Application Process**

**Read the SIRE website**
The SIRE website can be accessed at the following link:
http://college.emory.edu/home/academic/research/sire.

Information regarding application materials can be accessed here:
http://college.emory.edu/home/academic/research/sire/partners/application.html. Take note of the application instructions, required application materials, and the deadline for submission!

**Have a basic research idea**
- What interests you?
- What makes you want to learn more?
Find a mentor

1. Think about your interests or anything that piques your interests. If this is difficult, browse through the research sections on department websites that interest you. Do not limit yourself to departments in the College; also look at similar departments in the graduate school or professional schools. Additionally, you can look into other affiliates of Emory like the Yerkes National Primate Research Center.

2. When beginning your mentor search, try looking on the website of university departments you're interested in. It is a good idea to work with people who have had some experience working with undergraduates.

3. Ask a close professor if you can work with them, or if you're not interested in their work, ask if they know anyone who shares interests with you. If you have a job, perhaps you can ask your coworkers, too, especially if you’re a work-study student in a lab or university department office. Use your connections!

4. Refine your list of potential mentors. READ THEIR PAPERS. You can search their website or the library. This will be useful for any interviews.

5. Update your resume. If you need help with this, go to the Career Center. You can also talk with your SIRE graduate mentor for advice.

6. Go on interviews.

7. Choose your mentor.

8. Write follow-up emails thanking the other mentors you spoke with whom you didn’t choose to work with or didn't get matched with. Although this may not seem important, it is always nice to have options for potential research later.

SIRE RPP Application Tips

Essay

There are two essays that you need to write for the SIRE Research Partners Program application. The first prompt is:

In 500 words or less, please describe how participating in research relates to your academic pursuits and career goals.

Reflect on personal academic goals during your undergraduate career and beyond.

- Consider listing out previous courses, desired future courses, major/minor requirements, extracurricular activities, research interests, and personal goals.
- Be open-minded about how your undergraduate and future career(s) can benefit from research.
- Recognize that research is not limited to the natural sciences, but rather, relevant to all fields of scholarly inquiry (i.e., humanities, social sciences, business, visual arts, etc.)
- Pursue research in an area you are genuinely passionate about - do NOT do research solely for résumé-boosting purposes.
- Be cognizant that the SIRE RPP is a year-long commitment.
The second essay prompt is:

In 500 words or less, please tell us why you are applying for THIS program? There are other research opportunities on campus, so we are interested in learning why you've chosen to apply to this one. What are you hoping to get out of the Research Partner Program?

- Scope out other undergraduate research opportunities at Emory University and off-campus (e.g., CDC and Yerkes) to find what works best for you.
- Look into SIRE and related programs.

Doing these will help you answer the question above in a more genuine way.

**Background Research on Mentors**

- Just to brainstorm, you may choose to browse through the Laney Graduate School Dissertation Sampler via Emory University's website in order to glean information about potential areas of interest.
- Keep an open-mind about whom you want to work with - be aware that your research interests might change!
- Do some extensive “creeping” - look into professors’ past research, current research, future research interests, dissertations, CV, and recent papers, articles, and books. Note that publishing takes a long time and they may not be currently working on the same work that they have published.
- Look into graduate students’ dissertations that have worked with your prospective mentor(s). Note: this provides you with an idea of how previous students (whether undergraduate or graduate) have benefited from collaborating with your prospective mentor(s).
- Browse mentors’ academic/institutional websites for additional areas of interest. (Note: faculty bios are not always necessarily up-to-date.)

**The First Two Months of SIRE**

**Work Study or Class Credit? What’s right for me?**

The SIRE Program allows students to work either for academic credit or for monetary payment as a federal work-study student if eligible under university guidelines.

**Research for Credit**

If a student chooses to do research for academic credit, he/she will be given credit for the SIRE Research Program Course. Credits will be given on a basis of number of hours worked, including the one-hour weekly SIRE meetings. The scale for credit allotment is as follows:

- SIRE meetings + 3-5 hr/week = 1 credit
- SIRE meetings + 6-8 hr/week = 2 credits
- SIRE meetings + 9-11 hr/week = 3 credits
- SIRE meetings + 12-15 hr/week = 4 credits
Do we have to cite this?
A student may not earn more than 4 credits per semester for the SIRE Research Program course, and may not work more than 15 hours per week. Credits earned can be taken for a grade or are considered Satisfactory/Unsatisfactory credits and will not factor into GPA calculations.

Research for Pay
If a student chooses to receive pay as an eligible federal work-study student, he/she will be monetarily compensated through a combination of federal work-study and SIRE program funds. If a student's federal work-study funds are exhausted, credit hours will be adjusted to compensate continued research through the remainder of the academic. Students receive payment every two weeks through the University.

Which option is best for you?
When making a decision on whether to take credit hours or work study pay, it is very important to consult a parent or guardian to get their input.

Here are other important factors to consider:

Emory students must take at least 12 credit hours in order to be considered a full time student. Students can only take a maximum of 22 credit hours, provided that they meet the GPA requirement of a 3.0 GPA or higher; if the GPA requirement is not met, students can take a maximum of 19 hours per semester. Taking credits for SIRE may affect the amount of classes you can take depending on how many credit hours you receive for research. Conversely, taking SIRE credit may help you reach the 12 credit minimum if you plan to take fewer courses. You can decide how many credits you would like to receive for SIRE in the beginning of every semester that you are in the program.

Keep in mind that SIRE credits are graded based on satisfactory/unsatisfactory and DO NOT factor into GPA calculations.

Look into your course plans for the year and decide how many hours you would like to work accordingly. Research is a large time commitment, so plan carefully.
Finding a Mentor/Research Setting

Some people enter the program already matched with a mentor and others do not. Regardless of which category you fall under, we have plenty of tips for you. Let’s start with finding a mentor.

Find your passion
Many college students feel unsure and overwhelmed when determining a focused area of study. It may feel like their identity is on the line when it seems like everyone has declared a major, fulfilled their requirements, and knows what they want to do for the rest of their lives. But the truth is that students are often undecided and change their majors at least once. Although it may feel as though you are the only one, in reality everyone is scrambling to figure out where his or her interests lie. It is a natural part of the college experience therefore there is no reason to stress. There are plenty of ways to explore your options, and it can be as simple as getting involved in things you enjoy first, and going from there.

Here are a couple suggestions that can help you get involved:
• Join clubs
• Take classes that sound interesting
• Look for internships
• Travel abroad
• Go to guest lectures and events
• Essentially, sign up for anything that sounds interesting to you!

Once you get involved in some activities...
• Be open-minded
• Take chances
• Immerse yourself: it’s difficult to know if an activity is right for you if you’re superficially involved.
• Network
• Less is more; participating in too many programs and extracurricular activities may not allow you to fully engage in each one
• Balance and manage your activities – TIME MANAGEMENT!!!
• Be honest with yourself and make sure you’re motivated for the right reasons
• HAVE FUN!
**Reseaching mentors and getting paired before admittance into SIRE.**
Finding a mentor before admittance into SIRE is a great option, and it is crucial if you plan to work at a place with security regulations, such as the Yerkes National Primate Center, which requires much training and paperwork. Also, your mentor could provide light assistance with your application. However, don’t stress if you don’t already have one in mind or if you’re not paired yet.

- Start early, such as the summer before you intend to begin conducting research in the SIRE RPP.
- A good idea may be to start as early as October before you intend to start SIRE and attempt to apply for a summer undergraduate research program such as SURE or summer SIRE.
- If your summer application falls through, you already have a potential mentor for SIRE during the school year.
- Once you are already paired, use your additional time to get ahead in your work and complete any necessary training.
- Consider asking your PI for suggested readings. This will help you gain background knowledge. If your mentor assigns readings that he or she wrote, these readings may help you get to know your mentor better.

**How should I spend my time during the first couple of weeks if I am pre-matched?**

- This is a great time to modify and perfect your résumé or CV. Although you’ve already been invited to work as a research assistant, these documents can still be improved. Use your graduate fellow and peer mentors as resources! They can help you refine your résumé or CV, articulately and aesthetically.
- Help out your SIRE classmates who have yet to be matched with a mentor; let them know how you landed a spot in your research setting and give them tips (like how to prepare for interviews). This will help you re-familiarize yourself with professionalism and interview protocol.
- Work on your mentor-mentee contract so that you can get started on your project! It is important that you express what you want to achieve from your research experience if you haven’t already done so.
- At this point, it is also a great idea to start setting up your research plan. What do you want to get out of this experience? How many hours can you dedicate to your project? How often are you planning to meet with your mentor? Make sure that you have definitive answers for these questions, as they will shape your upcoming year in terms of research and balancing that with schoolwork and extracurricular activities.

**Reseaching potential mentors while in the SIRE RPP**
There are still plenty of options for you if you have not found a mentor before admittance into SIRE. Here are some steps toward finding a mentor during the first few weeks into the SIRE program.

- You may search for a mentor through the SIRE Faculty Proposals, which will be available a few weeks into the Program or earlier.
  - This document lists faculty members who want to mentor a SIRE student, and will (most likely) respond back to you eagerly and in a timely fashion. Keep in mind, however that every other unmatched SIRE student is looking at the same proposals, so do not use this handbook as your only resource.
• Use department websites as an avenue to find professors currently doing research. Email any that are working on something that interests you. Be sure to expand your horizons beyond professors in the College. Emory’s other divisions like the Rollins School of Public Health, School of Medicine and Laney Graduate School all host incredible researchers and projects. There are also options at places connected with Emory, such as Yerkes National Primate Center and the Veterans’ Affairs Hospital.

• Ask your graduate fellow and peer-mentors if they know of any faculty members who may want to serve as SIRE mentors. There are many faculty members who may not be familiar with the SIRE program, but would like the opportunity to mentor an undergraduate.

• Be proactive with contacting potential mentors in order to expedite the matching process!

• Contact a minimum of 3 potential mentors - 5 is a safer number. The more mentors you contact and meet with, the better the chances are you will get a research experience that is meaningful to you.

• If you get no response from one of your potential members, you can try sending a follow-up email one week after you sent your original email – no earlier.

• Don’t worry about not yet being matched, even if you think most other classmates are having more success in the matching department than you are. Look up more potential mentors and send out more emails. The more people you contact, the better chance you have of getting a mentor.

It is imperative that you find a mentor within the first month. Get started early!

Contacting Mentors
Now that you have found some possible mentors, it is time to contact them. Writing a professional email is different from texting your best friend.

Netiquette (Yes, there is such a thing.)
You must use proper netiquette to be taken seriously. Here are some tips.

Proper netiquette:
• Use your emory.edu email address.
• Ensure that the subject line of the email is clear and to the point.
• Make sure to address the potential appropriately! “Dear Professor Smith” and “Dear Dr. Doe” are both acceptable. People have worked hard for their advanced degrees; please don’t address someone with a PhD or MD as “Mr./Mrs./Ms.”.
• Include some basic information about yourself in the first paragraph. Include your name and what year you are. It is also helpful to indicate that you are a SIRE student and tell them briefly what SIRE is!
• It is important to show your passion. Why should this researcher choose you? You need to show that you are really dedicated to the research. After all, passion is the drive to success, right? You can talk about any personal experience related to research. This shouldn’t be overwhelmingly long: three to four sentences should suffice.
Demonstrate your interest in the faculty member’s research. If you are drafting an email template to send out to multiple potential mentors, be sure to tailor each email to each recipient (and change names and dates accordingly). Make sure to include why it is that you find their specific research interesting.

Make sure to include any technical skills you may have with computer software or other relevant skills (like lab skills for the natural and physical sciences). You can also attach your CV or résumé.

Finally, in the last paragraph, request an interview. Here you can again show your interest in the research. It would also be nice to include your availability for the interview. But, do not just give one or two specific times and days. Provide a range so the mentor doesn’t feel like they have to conform to your schedule.

If you do not receive a response after approximately one week, send a follow-up email.

Keep in mind - this is your potential mentor’s first impression of you. Be cognizant of how your writing comes off as a reflection of you.

Improper netiquette:

- Use of emoticons in professional emails.
- Use of wacky colors and/or fonts (this should be obvious)
- Casual greetings (e.g. “Sup” “Yo, [First name]!,” or “Hey, Dr. ___!”)
- No greeting at all
- Sending an email within one week of your initial email.
- Informality in general. Avoid phrases like, “Hey, Professor ___. Can I have an interview?”
- Although these may seem obvious, you may be surprised by how frequently this vernacular leaks into our professional life! Be cognizant!

Example of a poorly worded email:

Hey,
I need to find someone to do research with this year. I’ve been told doing research would help me get into medical school. Do you have something I can do?
Thanks.

The Fun Part: Getting Matched

Brush up on your interview skills and be prepared with about the research project. It wouldn’t hurt to do one or two practice interviews or read a few publications. People love it when you love them, so make sure you are familiar enough with their work. Ask engaging questions. It’s good to come with questions already prepared, but it is also helpful to ask questions pertaining to what you discuss during the interview, so that the conversation flows.
Interviews 101

After contacting and arranging interviews with potential mentors, it is now time to prepare for them. Interviews may seem daunting at first due to the depth of knowledge potential mentors have about their particular subject. However, there are ways to get an idea of what they study and have a thought-provoking conversation with them, especially if you are really interested in what they do. Here are some steps that you can take to help you succeed in your upcoming interviews:

• Do your research beforehand
  o Each faculty member may have a webpage dedicated to their lab and research goals
  o Thoroughly reading that webpage should give you a general idea of what they study
    ▪ Ask yourself – is this a good fit for me?
  o Briefly read a few of the potential mentors’ publications and take notes on them
    ▪ Mentors often post past publications on their faculty webpage
    ▪ Pick 2-3 publications that seem to be relevant to their current research goals and read through them. For most research publications, the abstract, introduction, and conclusion sections contain the key ideas of the paper.
    ▪ Take notes while you read, looking up key terms and things you don’t understand
      • These notes should help you formulate questions that will help build a conversation with the potential mentor.
      • Use these notes as a quick reference for yourself right before your interview
• Treat the interview as a serious learning experience
  o Bring questions!
  o Don’t expect that you will be matched immediately, as there are numerous other students looking for opportunities who are not SIRE students
• During the interview
  o Dress appropriately (business casual is recommended)
  o Arrive on time, if not early
    ▪ Try to find the interviewer’s office a day or two before so you don’t spend time lost on the big day!
  o Give a firm handshake and be sure to smile. 😊
  o Maintain eye contact
  o Don’t be nervous!
    ▪ Mentors are people, too! Try to just have a normal conversation. Chances are, they LOVE talking about their research.
  o Show that you’re confident and interested
    ▪ Bring up those questions or comments on their research that you’ve done
  o Be yourself!
After the interview
  o Send an email thanking the professor for their time and that you appreciated speaking with them
    ▪ Maybe even try to be specific – “I really enjoyed discussing prion formation with you.”
    ▪ Leave a good, lasting impression
    ▪ If a week passes and you have yet to hear back, check back in with them. But, no earlier than that.

Review of the process
  • Write emails to faculty researchers and demonstrate your interest in conducting research.
  • Set up interview times with faculty researchers whom you’ve reached out to earlier.
  • Prepare for interviews.
  • Interview with faculty members and discuss your interests.
  • Send follow-up emails to all researchers you interview with.
  • Wait for their responses.
  • Complete a mentor-mentee contract with your mentor after getting a mutually confirmed match.

What to consider when picking your desired mentor
  • You should consider your major and your research interests and how those fit with your desired mentor’s research topic.
  • You should consider your mentor’s availability because you always want to work with someone who can give you constructive criticism frequently. Find a balance that works for you.

After getting a mutually confirmed match, email all persons you contacted informing them of your final decision. Keep in touch with the professionals you’ve reached out to, because you might want to work with them in the future.

Now you’re ready to start your research!

Cover Letters, Resumes, and CVs

The Cover Letter
Purpose: A cover letter explains why a specific internship or program would be a good fit for you based on your qualities and experiences. When writing a cover letter, you incorporate and expand upon your qualifications and experiences listed in your CV or resume for the purpose of showing that they are relevant and useful for the job/program description for which you are applying.
Structure/format: You always want to structure the cover letter in the format of a letter. You begin by addressing a particular individual, if you have the name. If you do not have a name, you should address it to someone with a particular position (i.e. Dear Employment Director). A cover letter should have formal language. However, it is always best to utilize short, concise sentences in order to communicate effectively. Also, using simple vocabulary is preferable to sounding bombastic through the use of bigger, more scholastic words. However, you should still include terms that are relevant to the position or field in order to convey your knowledge. You want to break up your letter into at least three paragraphs: reason you are interested, skills/strengths and previous experience, and how you could contribute to the position.

Paragraph 1: This paragraph should include why you want the position. Make it clear to employers what interests you about this position. Were there previous classes, internships, or extracurricular activities that sparked your interest? Because this is the first paragraph, you need to do your best to capture the reader's attention and make them want to continue reading.

Paragraph 2: This paragraph is your chance to brag about yourself. Tell them why you are qualified. What classes did you take, what previous experiences do you have, what skills do you have, and what are your strengths?

Paragraph 3: Of course, simply describing your skills and strengths is not enough. You want to show them that you have thought about how you can apply them to a particular job or internship. This is the place to show them that you have thought about the position and why you are a good fit for it.

Conclusion: You want to end the letter with an enthusiastic message, letting them know you look forward to hearing back from them and working with them in the future. If your contact details were not on any application material that you must submit, then it would be a good idea to include how you can be contacted.

For more information about how to write a cover letter, go to:
http://www.career.emory.edu/how_do_I/create_a_document/cover_letter.html

The Résumé
One of the first things you’ll have to learn as a SIRE student is how to professionally present yourself to your potential research mentors. While your introductory email can be used to express your initial interest, it is impossible to cram in everything about you in the limited confines of a single email. That’s where your résumé or CV comes in.
A résumé is a short, organized list of your qualifications, tailored for a specific application. In one or two pages, you should include the following:
• Heading
  o This is where you place your name and contact information. It gives the reader immediate access to everything she/he might need to get back to you for the position for which you are applying.

• Profile or objective
  o This is the space to include why you are interested and what makes you a unique and competitive applicant for the position. This is the only section that should be in paragraph format (complete sentences, please). Make sure to adjust it specifically to the position for which you are applying.
  o An objective should specify what your professional goals are in a single sentence.
  o A profile should very briefly summarize your skills, experiences, and goals; it should not exceed four sentences.

• Education
  o Where you went to school, when you graduated, what degrees you have received, and other academic certifications
  o If you've studied abroad, mention it here
  o Report academic achievement in reverse chronological order
  o GPA is optional, but generally a good thing to include
  o Coursework relevant to the position for which you are applying is also optional

• Relevant Experiences, Accomplishments, and Awards
  o This is the section in which you get to discuss your experience outside the classroom. List relevant prior research experience followed by any other experiences that are significant in shaping who you are as a potential employee.
  o Generally this is where you list all your official internships jobs and responsibilities in years past.
  o For past jobs and positions, list the organization you worked for, your job title, the dates that you held the job, and the location in which you worked.
  o Include a brief description of what the job entailed

• Activities
  o This is where you list all the extra-curricular activities and organization you have been a part of
  o If you've held leadership roles or received non-academic awards, place them here
  o List activities that are both relevant to your value as an employee and interesting

• Relevant Abilities and Skills
  o This is where you list specific skills pertaining to the job you hope to get. Can you work with Excel? Put it here! Great computer programmer? Can you speak another language? List that here too.

The skill of writing a resume will be useful to you throughout your professional career as you apply for various internships and jobs. What you decide to include in the resume will change according to what you are applying for. Because a resume should only be about a page long, you only include experiences and skills that you see as relevant to the position for which you are applying. The sections of your resume might be different as well.
For example, if you are applying for a research position, it is useful to have a section titled “Research Experience” where you list all of your prior research experiences and skills. Specific information that you would want to include: the name of your mentor and/or primary investigator, the title of the research institution or department, and your role in the research setting (undergraduate researcher, research assistant, and/or research fellow). You can also include analytical/statistical research techniques that you have learned through your SIRE research experience and note your proficiency in these techniques. Remember SIRE is a selective fellowship program; therefore, including your participation in this program will hopefully help you in your future endeavors to continue your research experience!

For more information on resume writing, as well as examples of each of the above sections, see http://career.emory.edu/how_do_I/create_a_document/resume.html

The CV (Curriculum Vitae)
This is a much more detailed summary that is more relevant for the academic field such as research, teaching, applying for professional schools. Where the resume must be very succinct and specific to your intended application, the CV is a chance to expound upon your experiences, especially those that are research and academically oriented. Though there is no limit to the number of pages, you should still try to be economical and effective with your wording. Once you have drafted your CV, it can be a useful source of information from which you may construct resumes tailored for specific applications, should you need one. You should include the following:

- Name and contact information in a header format
  - Include as many professional avenues of contact as possible, including a mailing address, telephone number, email, and your professional website, if you have one.
- Profile or objective (optional)
- Education
  - Include your high school and any colleges and universities you attended. Include the dates and location for attendance. Remember that depending on where you went to school or where you are looking for a position, the person reading your resume or CV may not know where that school is located.
  - Some positions might also want your university GPA, but this will be specified.
- Relevant Experience
  - Again, include the dates and location of where you gained this experience. You may want to give this section a more specific title depending on the position you are looking for. For instance, if you are looking for a research position or internship, you may want to title this section “Research Experience” and put your other relevant experience in another section titled something along the lines of “Other Relevant Experience.”
- Publications and Presentations
  - You can include your SIRE presentation under this field.
- Awards
• Accomplishments
  o Including Honor Societies
• Leadership Roles
• Community involvement
• Skills
  o This is the place where you can explain any skills that may be relevant to the position you are looking for. For instance, you may want to list your programming experience, experience in Microsoft Office, or ability to use statistical software. Keep each description brief.

Remember that you should list things in each category in reverse-chronological order, from most recent to least recent. Everything except the profile or objective should be in bullet form. Utilize action verbs to describe your accomplishments and experiences; in order to capture interest, know that juxtaposition is a crucial tool. Consider starting most of your bullet points with powerful action verbs.

For more information about the difference between a resume and a CV, as well as how to create a CV, go to: http://writingcenter.unc.edu/handouts/curricula-vitae-cvs-versus-resumes/

The Layout
Templates in word processing applications can help you get a good start. They give you a basic format and allow you to simply fill in your experience. However, these templates may not include all the information you may need for the position you are applying to. Be sure to include extra relevant sections if they apply to the position you are looking for (for instance, a list of publications or relevant research experience). Be sure to use a consistent font and size scheme in order to make the CV or resume look professional. Remember that CVs are detailed, so expound upon your accomplishments and duties in each section. Resumes are shorter and more to the point: like a summary of your CV.

You can find templates and/or formatting ideas using:
• Microsoft Word
• Google
• http://about.com
• Library books
• Adobe programs (e.g., Photoshop, InDesign, etc.)
• Ask your PI or Mentor if they have any previous templates you can start from

In addition, if you have more questions, you should schedule an appointment with your career counselor at the Career Center. Ask your research mentor, career counselor, or a close professor if there are any field-specific elements you should include in your resume or CV, and you may also choose to have them review your resume or CV.
Steps in writing a CV or Resume

1. Compile a list of experiences you may be able to add to each category of your resume and/or CV.
2. Decide whether you want to make a CV or a resume for the position you are applying for. Certainly, you can draft both a CV and a resume for future job/program interests! However, it is worth noting that the resume is more applicable for non-research jobs, while the CV is better suited for professional schools and careers in research or academics. You may consult with a mentor of yours to decide which will be a more appropriate choice for you.
3. Search for a template for your document or create your own custom template from scratch. It is a good idea to go through this step with a career counselor or a mentor in your field, especially if you are writing the document from scratch. Get second opinions.
4. Include the relevant information for each category, remembering to organize your experiences in order from most recent to least recent.
5. Use active language with descriptive and action verbs to describe your accomplishments and skills.
6. Proofread for errors and grammatical mistakes. Even though much of your document is in bullet form, mistakes can come across as unprofessional. Every professional experience requires good writing skills, and since this is part of your first impression for them, this must be done well! Use spell-check and revise, revise, revise.
7. Ask your colleagues and superiors to help you proofread.
8. Review the document with a career counselor or mentor in your field.

Personal Statements

A personal statement is an integral part, and oftentimes a requirement, of many applications for graduate schools, professional programs, and scholarships. It is the applicant’s opportunity to convince the reviewer why he/she should receive the fellowship or be admitted to the program. Although different parts of the application might give a general overview of the applicant’s accomplishments and interests, the personal statement offers the chance to present a succinct, focused "sales pitch" on the applicant’s qualifications and overall fit for the position. Most importantly, the personal statement allows the reviewer to hear the applicant’s voice. Applicants can easily be lost in the sea of numbers – standardized test scores, grade point averages, and number of publications – when hundreds of applicants are vying for extremely limited opportunities. The personal statement should be used to make the applicant memorable to the reviewer. The value of a well-written personal statement lies also in its versatile function for a variety of different programs and fellowships. However, each program should still receive a slightly tailored personal statement, depending on its unique requirements and aspects.
Here are some basic steps to writing a personal statement:

- **Have a resume or CV prior to starting a personal statement.**
  - Refer to the Resume/CV section for tips.
  - The personal statement should NOT be a word-for-word reiteration of your resume/CV. However, having a list of your accomplishments and skills at hand can aid you immensely while writing your personal statement.
  - Focus on a particular set of skills or highlight important experiences. The personal statement should be able to work in tandem with the resume/CV, the former serving as a focused representation and the latter as a broad overview.
- **Know the requirements and details of the programs you are applying for.**
  - Each program has different requirements for their applicants, so it is not good practice to use a generic personal statement for every application.
  - If certain programs advertise the kinds of qualifications they look for in applicants, it would be wise to comment on their relevance to your personal experience. For example, many graduate programs emphasize the importance of research experience in prospective students. It would be most beneficial to write about personal research endeavors and any other involvement in research.
  - Outside of content, the length of a personal statement may vary from program to program.
  - Typically, applicants can expect to write anywhere from one to two pages, single-spaced. Sometimes, applicants may be asked to divide their personal statement over multiple, shorter essay responses with more specific prompts or instructions.
- **Focus on a central thesis.**
  - Even in a personal statement, there should be a main idea to tie in with the entire essay, a unifying theme with a purpose. Always return to this main idea while establishing the examples and proving points throughout the essay. Having a strong main idea will keep you in better focus throughout the writing process. A good main idea will be something you can illustrate with specific examples, such as describing all the different research projects you were involved in to exemplify that you are capable of conducting research in multiple environments.
- **Get help from another set of eyes.**
  - Having another person review and edit your personal statement is a valuable resource. Different people can bring new perspective to your writing and help you with areas that may be difficult for your audience to understand. Other readers will be able to help identify these troublesome areas and give a fresh interpretation of your work.
  - If writing is not your biggest strength, Emory offers a variety of resources to help. Tutors at the Emory Writing Center can help with general format and content of a personal statement. Advisors at the Emory Career Center can help add professionalism to your personal statement and help fine-tune the statement for the particular program you are applying to. They also have a document critiquing service that can offer more insight on the writing. This service allows students to send in resumes, cover letters, personal statements, statements of purpose, and essays using the resume submission form: http://www.career.emory.edu/how_do_I/create_a_document/cc_doc_critique_form.html. Note that the turnaround time for document critiques ranges from 3 to 7 business days.
  - The Career Center at Emory website is a great resource for resume writing tips, which can be followed here:
http://career.emory.edu/how_do_I/create_a_document/resume.html. Additionally, the Career Center offers a Critique Service for undergraduate students, which is available online.

Here are some other helpful hints on writing an effective personal statement:

- **Be concise.**
  - There is limited space and a specific message you want to convey in that window. Make your words count! The "Show, Don't Tell" practice is an important skill in writing a good personal statement. Praising your own work is not advisable. Your admirable qualities should be demonstrated through the work you've done. Talk about experiences or opportunities where you demonstrated relevant skills and allow the reader to reach their own conclusions about the quality of your work.

- **Give specific details!**
  - A unique and personal experience will set you apart from the hundreds of other personal statements. What sets you apart but keeps you relevant? Refrain from using generic platitudes and clichés.

- **Demonstrate that you are committed.**
  - Explain where you currently lie in your career aspirations, how you got there, and how this will prepare you for where you intend to go (the program or other opportunity you are applying for).

- **Be confident in your writing and show your personality.**
  - Be your own advocate and maximize on your strengths and relevant experience. This is your only opportunity to make your reader interested and want to give you an interview to learn about you more.
  - Remember that you are asking them to invest in you. Present yourself in a way that shows that you are worth the investment.

- **Give yourself plenty of time.**
  - Whatever is the next step in your life, consider all the opportunities and options available. Be able to articulate to your reviewer that you put a lot of thought into your application and your decision to apply.

**Professionalism in Research**

As you will soon see, the SIRE program focuses heavily on professionalism. Here are some basic tips on what you'll absolutely need to know to get started:

- **General tips**
  - Dress professionally
    - Business casual for initial interviews
    - Wear appropriate clothes whenever you are meeting with your PI or even in lab or while working with your research team
      - Example: Do not wear open toed shoes when working in a “wet lab”
      - Always abide by safety precautions when it comes to clothing
    - Avoid pajamas or sweats
  - Always be on time
    - Coming late negatively affects other members of the research team
    - Keep a written planner or schedule events in your phone
- Be forthright and transparent with your PI
  - You are working in a professional capacity. You will probably make occasional mistakes in your work or have to miss a day with your research (this does happen in the real world too). Be open and honest with your PI and give them as much advance notice as possible for extensions on projects or days missed in lab, but don't make this a habit.
  - While your job performance is inevitably your responsibility, your PI will be better able to help you cope with stress if you manage your workload and addresses issues that come up as soon as possible.

- Punctuality
  - Be honest with your ability. Try to avoid overloading yourself (this is one of the number one problems with SIRE students). Promptness and reliability are more important that always saying yes to new assignments and projects.
  - Use the time in research wisely and productively
    - Do not clock in and work on other homework

- Prioritizing
  - Academics always come first
  - Beyond academics, prioritizing is a matter of personal preference
    - More important deadlines vs. deadlines that are closer

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You can see here four boxes ranging from the low urgency and low importance to high urgency and high importance. Try to focus most of your time in the “Important Goals” box. The lower two boxes should be kept empty as they will waste your time. The “Critical Activities” box will remain empty if you are able to manage your workload and finish assignments before they become urgent. Try putting your to-do activities in these boxes. What can you do to reduce your “Distraction” and “Interruption” tasks and focus more on the “Important Goals”?!

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1 http://www.mindtools.com/pages/article/newHTE_91.htm
• Dealing with stress
  o Be honest with availability (schedule, tests, etc.)
  o Be straightforward
  o Notify the professor in advance of anything that can interfere with expected work in the lab or for research team
  o Constructively express stress level in a mature way

• Working with team
  o Do not undercut your team members
  o Have respectful communication with team members
  o Be at group meetings on time; be respectful of their time
  o Keep a log of your activities
  o When dealing with difficult people:
    ▪ Stay respectful
    ▪ If you can't handle the person, ask for help from a superior person
    ▪ Do not gossip
    ▪ Seek resources for support
    ▪ Don’t lose focus even if there is environmental pressure

• Continuing Communication
  o Written communication
    ▪ How to write an email\(^2\)
      • When first addressing your mentor (or anyone for that matter), be careful that you present yourself in a professional manner
      • The email should be concise but detailed. Generally speaking, a good email will be about 2 or 3 short paragraphs.
      • Every email should start with a proper greeting (example: "Hello Ms. Oakley"). Be cognizant of titles and correct spelling of names.
      • If applicable, thank the person to whom you are writing (example: “Thank you for meeting with me last week to discuss an opportunity in your lab”). Be specific with your thank you; it may help remind them why you are emailing them. If you don't have a specific reason to be thanking them, state your purpose for writing the email.
      • At the end of your email, thank the recipient one more time and end with a courteous statement (example: “Thank you for your time. I look forward to working with you this semester”).
      • End with a closing (example: “sincerely” or “thank you”) and your name, email, or other identification information
    ▪ How to write a follow-up email
      • Among the various emails you may be required to write is the follow-up email. This is especially effective following a meeting with your mentor or other faculty.
      • Thank them for their time.
      • Restate what was discussed in your meeting. This helps to make sure that you and the other person both understand what was discussed and will bring out any discrepancies in interpretation.

\(^2\) www.englishtown.com/community/channels/article.aspx?artidenname=184-email
• This is also a good time to ask any questions that weren't discussed in your meeting.
• Keeping a written record of your conversation can be vital if you and your mentor ever disagree about what was discussed/what your objectives or expectations are. Writing this follow-up email immediately after the meeting will ensure that everything is remembered and recorded.
Verbal communication

- How to hold a conversation/meeting
  - If applicable, find out information about the person you are going to talk to. This may help you find common ground or focus the conversation. It will also show the other person that you are interested in what they do.
  - Listen carefully to what the other person is saying. If beneficial, take notes (can also be used for the follow-up email)
  - Voice disagreement with respect. Try to see their point of view before you contradict it.
  - Make sure you clearly understand what the other person is saying. Ask for clarification if necessary. (Example: “You are saying that I should be spending five hours per week reading relevant research papers, is that correct?”)

- How to prepare for a meeting
  - If you have been keeping a good lab manual or time log, you should have plenty of things to discuss in a meeting with your mentor. Summarize your work or findings and review them before the meeting starts.
  - If presenting material or findings, prepare the presentation and make/print any applicable materials.
  - Bring a notepad to keep track of what was discussed during the meeting
  - If necessary, read any pertinent information before coming to the meeting so that you can contribute to the conversation.

Time Management

Practicing good time management skills and learning tricks to conducting research efficiently can allow you to significantly increase the amount of work you can accomplish during your already limited research time in SIRE. Furthermore, failure to manage time effectively often encourages the researcher to compromise the quality of their work in order to attain an idealized quantity of results. In this sense, a strong understanding of time management not only serves to increase work output but also to ensure that a strong level of quality is maintained. The following are strategies to manage time and conduct research more efficiently.

Consider allocating your research time throughout the week so that you do not fulfill all your hours on one day. For example, if you agree to work 9 hours a week, you might consider doing research for 3 hours on three different days. Completing all of your hours on one day can be overwhelming and inevitably may lead to decreased quality of work. You also want to make sure to schedule blocks of time that are more than an hour; every time you interrupt your work you have to refocus, thereby taking up unnecessary time. Therefore, it is most efficient to have sufficient chunks of time in which you can focus and get substantial work done.

Try and schedule your research so that you are present at the same time that your mentor is present. Also, being around during lab meetings is very helpful.
Come up with many long-term and short-term plans. A long-term plan could be what you want to accomplish while in SIRE. Short-term plans could be what you want to accomplish before the semester, month, week, and day is over. Coming up with these plans will keep you on track and make it easier for you to figure out how you want to spend your time.

Find ways to multi-task and take breaks efficiently. If you are in a science research setting, you could find another task to conduct or even go get lunch while a reaction is running. If you are in a research setting where you are reading a lot, you could take a quick break from reading by taking notes/summarizing what you just read and even discussing the reading with a mentor. It can be tempting to proceed with a task when you are not completely confident about how to do it correctly with the desire to simply get it over and done with. It is not worth taking this risk. Whenever you are uncertain about a task, stop and ask your mentor before proceeding. If the task is not carried out properly, you will have wasted a significant amount of time. It is always better to slow down and get more quality work done than rush and get poorer quality work. You also run the risk of having to repeat the activity.

At the start of your semester, you should fill out a potential schedule to see when you are free to do research. If possible, try and plan your class schedule that will enable you to have a large period of time to dedicate to research on various days. Remember, some labs and mentors will not let you be in the lab past a certain time (when there are not as many people around) due to safety issues so keep that in mind.

The biggest question many of you may be facing is: which is more important, class or my research? Unfortunately, the answer is that both are equally important in terms of your future academic career.

So the next question is, if both are equally important, which do you prioritize? How do you find a balance? This may not seem like a very difficult idea, but there may be a point in your college career when you have a semester filled with 5 classes, research, extracurricular activities, and maybe even a social life! How do you balance all of this? Here are some helpful tips and rules to follow when trying to balance both class and research in your weekly college schedule. These tips are organized into what you can do to prepare for this before the semester starts, and how you can handle balancing during the semester. At the end of these helpful tips is a mock schedule that would help an undergrad balance very well.
Before classes start

1. Decide what classes you need to take that semester
2. Then, make a list of different options of classes you would like to take, but don't necessarily have to
3. With these lists, go to OPUS and create a schedule for the semester that leaves 4 hour chunks in your schedule for at least 3 out of the 5 days in the week
4. If this is not possible, try to have 3-hour chunks maybe two days, and 5 hours the third day.
   a. Remember that this is important because it will be impossible to do any significant amount of experiments or research if you don't have these chunks of time!
5. Set a hard and fast rule with yourself and your mentor about how many hours you will be working per week

6. Example Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8am-9am</td>
<td>SIRE</td>
<td></td>
<td>SIRE</td>
<td></td>
<td>Phew no early wakeup</td>
</tr>
<tr>
<td>9am-10am</td>
<td>SIRE</td>
<td>Harder classes</td>
<td>SIRE</td>
<td>Harder classes</td>
<td></td>
</tr>
<tr>
<td>10am-11am</td>
<td>SIRE</td>
<td>Harder classes</td>
<td>SIRE</td>
<td>Harder classes</td>
<td>SIRE</td>
</tr>
<tr>
<td>11am-12pm</td>
<td>SIRE</td>
<td>Harder classes</td>
<td>SIRE</td>
<td>Harder classes</td>
<td></td>
</tr>
<tr>
<td>12pm-1pm</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>SIRE</td>
</tr>
<tr>
<td>1pm-2pm</td>
<td>Easier class</td>
<td>Harder classes</td>
<td>Easier class</td>
<td>Harder classes</td>
<td></td>
</tr>
<tr>
<td>2pm-3pm</td>
<td>Easier class</td>
<td>Harder classes</td>
<td>Easier class</td>
<td>Harder classes</td>
<td>Freedom!</td>
</tr>
<tr>
<td>3pm-4pm</td>
<td>Extra curricular</td>
<td>Harder classes</td>
<td>Extra curricular</td>
<td>Harder classes</td>
<td></td>
</tr>
<tr>
<td>4pm-5pm</td>
<td>Extra curricular</td>
<td>Extra curricular</td>
<td>Extra curricular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5pm-6pm</td>
<td>dinner</td>
<td>dinner</td>
<td>dinner</td>
<td>dinner</td>
<td></td>
</tr>
</tbody>
</table>

During the semester

1. STICK TO YOUR SCHEDULE – do not say “Oh I will go to lab later” or “I can make it up over the weekend” unless you really need to. Go to the lab/research/professor whenever your planned time slots are in your schedule
2. That being said, pay attention to how much time you need to complete your SIRE material. There may be some experiments or tasks that have down time – use this time to catch up on class work if you can. Do not waste this time because it creates more dead space in your schedule.
3. Remember that even though research is very important, mentors do understand the importance of academics—they were an undergrad once too. If you have three midterms in one week DO NOT be afraid to talk to your mentor about changing your hours for the week. Sometimes they would be more than happy to have you for 6 hours fully attentive on a Friday than 3 hours on a Wednesday stressed out about your organic chemistry or physics exam that is the next day.
4. Use your research as a time to relax and escape from class work. You are not sitting in a 100-person classroom being lectured by a boring professor that drones on for an hour and fifteen minutes. Live a little. Have fun; you are doing something that you are interested in! Don’t look at your research time as a negative, but instead as a positive experience. This will mentally help you out in the long run.

5. Try to get everything you need done for your research in the time you allotted towards it during the week. Don’t be afraid to remind your mentor that you are working x hours for them, and cannot put additional time outside this towards research. Remember that you told them how much time you have per week in the beginning of the semester, and don’t allow yourself to work more than that. This will help you balance class work and not get overwhelmed by research as another class or even more than a classes worth of work.

**Time management tips**

- Keep a to-do list that has tasks listed in order of priority
- Carry list with you at all times-computer, phone etc.
- Keep multiple copies of the list
- Check off each task when finished
- Keep an updated Calendar
- Mark project deadlines
- Set alarms in your phone at least an hour prior to research/meeting
- Keep a separate email list labeled “research group”
- Keep a shared box folder between you and your mentor/research group. This is an effective way for you to share documents with each other and only you all will have access to these documents
- Set deadlines with your mentor for specific tasks-adjust when needed
- Keep a notebook/folder for your research only
- Keep a computer folder for your research only
- Take notes during meetings with your mentor-
- Keep these in your research folder
- Decide whether you work better by spending a fixed amount of time on a project or by working until completion
  - Fixed amount of time- example: allow yourself to work on a specific objective for 30 minutes and then take a 5 minute break. Continue with this process until the project is complete.
    - Benefits: lets you plan for a “reward” and therefore maximize your efforts on the project; helps to keep track of high priority vs. low priority
    - Drawbacks: project may take a lot longer than expected; might have a harder time “coming back” to a previous project
  - Working until completion- example: plan to work on a specific objective until it is complete, regardless of how long it takes
    - Benefits: allows you to focus on a project until completion; allows you to spend more time and to a higher quality job
    - Drawbacks: easier to get frustrated with a project; might reduce efficiency of time spent working by allowing for “bunny trails”; might be harder to keep track of high priority vs. low priority objectives
  - If applicable, schedule time to review or rework a previous project or objective
• Keeping a Time Log
  o When working independently, it can be hard to keep track of what you've accomplished. Consider keeping a log, similar to a Lab Manual, of all of the work you do independently.
    ▪ You can create a chart (Word, excel) tracking your research hours by the date. Keep this document in the shared box folder or email it consistently to your mentor.
  o Benefits of a time log:
    ▪ Helps you remember what you've worked on and what you've discovered
    ▪ Shows progress or effort (may be important when talking to your mentor)
    ▪ Allows you to write down any questions you may have for your mentor so that you can ask them later when you meet
    ▪ If applicable, lets other students and research associates know what has already been accomplished so that no redundant work is done
  o Remember that time spent does not always translate to physical progress. Time spent working on projects (and failing and trying again) is also an important part of your research experience. Keep a log to remember what you've learned/worked on in the times where physical evidence of your work isn't apparent.

Mentor-Mentee Relationship
Developing a good relationship with your mentor is very important. Your mentor is a valuable resource that can provide much guidance and wisdom throughout your research career. Mentors are more knowledgeable about the research you are doing. Even though you are very passionate and good at the research you are doing, you may encounter times when you get confused and lost in the project. During these situations, it is always helpful to have someone explain the research to you in detail. Having a comprehensive view of the research will allow you to make fewer mistakes and better decisions. In addition, mentors can give you many suggestions regarding your future career goals. Many students conduct research in the fields in which they want to develop their professional careers. Mentors are there to give you advice about future career directions as well as provide more insight into your research field of interest. Furthermore, mentors can be very useful for networking; the research world is very close-knit, and your mentor might be able to connect you to other prominent people that will be of use to you and your future career. Therefore, developing a good relationship with your mentor means more opportunities and guidance!

With these reasons in mind, you should reach out to your mentor more often. Communication is very, very important. Make sure that you let your mentor know your questions and concerns. Don’t be hesitant to ask for help when you need it. Of course, always show your respect and willingness to learn from them!
Record-Keeping, Note-taking, and Documentation
Throughout the course of the SIRE program, you must be organized in order to maximize your research efficiency and to improve your overall performance.

To get started, talk with your mentor and learn about how other people in your research setting use different strategies for note taking and organization. It is necessary to keep records and reflect regularly about your study. Normally, your mentor will require you to follow the record-keeping rules of the lab, so please be diligent about it.

You should have a detailed and complete record of all of your activities throughout the year. Never think that you can omit seemingly simple details. Your records will reinforce your knowledge about your research: writing about what you have done will familiarize you with your subject, which will save you much time when you want to review past work. You can also figure out possible errors in your experiment or improve the protocols by reviewing your notes.

Furthermore, anytime you ever need to refer back to work done weeks or months previously, you will now have organized, legible, and understandable notes that you can depend on. Thus, keeping your notes neat and organized is beneficial for you, as well as for your fellow researchers who may need to refer to your work in the future.

Sometimes you may want to use abbreviations in your notes, but my advice is that since your mentor or your partners may need to read your records, write out words in a way that is easy to be understood by others.

Before meetings with your mentor or other members of your research setting, it might be beneficial to do a brief review of your notes to refresh your mind regarding the information and to brainstorm ideas about what to do next. This will enable you to contribute knowledgeable and well thought out ideas during the meetings and for the overall discussion to be more productive.

Writing About Your Work
Summaries and Abstracts
A summary or abstract in research is a valuable section of a research paper that provides a quick overview of the different elements that constitute the entirety of the project. Oftentimes it is impractical to read an entire paper and quickly understand the different rationale, methods, and implications the data may bring to current knowledge on the research topic. Abstracts provide all of these components in a concise paragraph or two. An abstract should be able to clearly identify the main points of the paper to give the reader a brief understanding so he or she can either determine to read the paper more in-depth or move on to another paper. Abstracts are often submitted to apply for conferences or represent your past body of work, so knowing how to write one properly is an indispensable skill in research.
An abstract should include a few sentences on the major components of a paper:

- **Introduction/Background/Rationale**
  - A brief explanation of the current understanding in the field and previous findings that led to the current research topics would be appropriate here. Use a hook while explaining these components to further draw the reader into reading.

- **Materials and Methodology**
  - The abstract should not contain superfluous details on methodology, but it is important to state the main techniques or resources used to conduct the research. Sometimes the novel component of the research may lie in the methodology used. In this case, it would be important to state the benefits of using the particular methods and the rationale for applying these methods.

- **Results/Findings**
  - More sentences can be devoted to this part of the abstract. State all results and findings, regardless of whether they support the rationale/hypothesis/research question. It is important to not exaggerate your findings.

- **Discussion/Implications/Conclusions**
  - The previous section tells the reader what was found in the research. This last section of the abstract should indicate why this is important. The data should be interpreted as a result of the analysis and a position should be formed regarding the hypothesis in light of the new data. Again, findings should not be overtly extrapolated. Bold questions are good; unsupported bold claims are not.

In short, an abstract should accomplish the following:

- Be concise but sufficiently explain the major components. Abstracts will often times have a limit in the 200-300 word range.
- Have an organized structure that best represents the research study and can be a standalone document. There should be a logical flow to the abstract.
- Highlight the findings and give brief insight to their implications. A good balance should be achieved to make the reader want to read the rest of your paper.

**Introduction**

The introduction is the place where you frame your work into the larger area of research. The introduction should tell the reader what question you asked, why it is interesting, and why it is important for the field of work.

The introduction should include:

- Relevant background information in the area of research your project is focused. The introduction should summarize the relevant literature so the reader will understand why you are interested in the question(s) you asked.
- Lead the discussion of your background to the purpose of your study.
- Study purpose and hypothesis or hypotheses (if applicable).
- The introduction is not the same thing as your abstract! Your abstract covers part of each section of your paper/poster, while the introduction sets up the rest of your paper/poster.
Methodology

The purpose of a Methodology section (also called "Methods" or "Materials and Methods" in different fields) is to allow complete reproducibility of the study. One of the key components of the scientific method is to create testable, reproducible conditions. If someone wanted to replicate an experiment, he or she should be able to do so by following the Methods section. This section has a great deal of variability and is dependent on the research field, with some requiring more technical commentary on methods.

Here are some helpful tips when writing the Methodology Section:

• Divide your methods into separate sections.
  o Using multiple headers to divide the methodology into discrete sections makes it easier for the reader as well as the writer. There will often be multiple steps involved or a variety of different techniques used. Take time to note the different steps required in each set of methods. For posters, remember that views will avoid posters with large blocks of text.

• Be able to explain every single step.
  o Many times, researchers are not articulate about every detail they take into account during the actual experimentation because they are so used to doing any number of things out of habit. What may seem like one step of directions for the seasoned researcher may be the equivalent of five steps to someone with no background in the particular methodology. Remember, however, that the detail you include on a poster will be much less than what you include for a paper.

• Be clear about products or materials used in the study.
  o If another researcher wanted to test your results, they should be able to replicate the exact same conditions for the research. This includes the machinery used, computer programs, statistical analyses, particular strains of organisms, and much more. In science and other quantitative research studies, the methods section will be particularly technical and extensive.

• Use pictures, figures, tables, etc. – any kind of visual aid!
  o A figure can always be used to supplement the text. Often times it will be helpful for both the novice and experienced reader. Remember to properly label the figures and give captions to explain in detail outside of the main Methodology text.

• Explain why things were done a certain way.
  o Oftentimes, there are multiple choices and ways of research. The methods section should explain the rationale behind some of these choices. If a new type of methodology was used to address a previously researched question, one should explain the benefits derived from this method and proceed to explain its novel features.
Results
The results section is where you lay out the findings from your work. You do not need to explain these findings in this section. You will do that in your conclusions.

- Use figures, tables, and graphs when appropriate
  - Use appropriate methods of showing data including titles and captions for graphic, tables, figures, and pictures.
  - Don't try to manipulate the data to make it look like you did more than you actually did.
  - Be honest. Extrapolating data is often dangerous. Talk to your PI when looking for trends.
- Summarize your main findings in the text.
- You don't need to detail every finding you had throughout the journey of your work. This is where you will lay out the answers you found to the purpose you laid out in your introduction.
- Make sure someone can understand your project just by looking at the results. They should be clear and concise.

Conclusions
- Use information from your abstract to form your conclusion.
  - Restate the purpose of your experiments
  - Give a very brief explanation of the procedures used to gather results.
- Summarize your results in a clear and concise fashion.
  - Restate the main findings of your research.
  - Comment on how similar these findings are to your hypothesis or hypotheses.
- Bring things full-circle
  - Comment on how well your results answer or relate to your original question or purpose.
  - If you do not want to use an entire section of your poster for future directions and or implications you can include those in your conclusions.
- What to avoid:
  - Using “In conclusion” or similarly redundant phrases.
  - Make sure this is not the first time you state your thesis.
  - In general, you should not be introducing new information or data in this section.
  - Refrain from using first person
Implications & Future Directions

- Implications
  - Perhaps the most important part of the research process where you talk about the significance and practicality of your findings
  - This section gives answers to the following questions:
    - “So what?”
    - “What does it all mean?”
    - “Why is the research important?”
    - “What are the practical values of the findings?”
  - Explain how the results and conclusions of the study are meaningful in terms of helping us better understand the problem being examined
  - An Implications section is not always included in a research paper and it is often included in the discussion section.

- Future Directions
  - Since your SIRE research experience will probably only occur over a one-year timeframe, this section will probably be most applicable to the general research question.
  - Depending on your area of research, this section might fit best as incorporated with the Conclusion section.
  - This section should be very brief.
    - Can include limitations of the study and questions that were unable to be answered
    - Mention possible ways in which the research could continue (or is continuing)
  - Use bullet points and relevant prose for posters.
  - Remember, your task is to convince the reader that your area of study is worth investigating. Help them to be interested in your research and the field at large.
Citing References

You should learn how to quickly and efficiently how to build a strong bibliography that is correctly formatted. I have good news though: gone are the days of handwriting bibliographies because there is a whole cornucopia of online programs and downloadable software devoted to making your life easier. However, for the sake of thoroughness, the most common citation styles are covered here. Your life will be much easier if formatting references on presentations, posters, and papers becomes second nature, and not just in your research. It takes practice but luckily there are many resources available for your use.

Compiling Sources

If you are not the one who came up with this idea on conclusion, give credit to the person who did. It is simply common courtesy and the consequences for plagiarism are very serious.

As you conduct research, you will find that sometimes a source itself is a great source of other sources: references are meant to notify the reader where they can find that information. However, use primary sources whenever possible rather than secondary sources.

Formatting

Depending on your research area, the conventional reference style may vary. Make sure you know the preferred format for both in-text citations and bibliographies. You might also want to check with your research mentor on that.

- Social Sciences: APA
- Liberal Arts & Humanities: MLA
- Humanities: Chicago (?)
- Natural Sciences: Look up the website of the national academic association of your discipline.
  - For example, use ACS (American Chemistry Association) style for chemistry writing.
- In depth guides to formatting references:
  - OWL Purdue
  - Williams College Libraries
  - Bibliographies

Tip: when you are compiling sources from academic journals, look for a link to “Citations” or “Export Citation.” This will usually allow you to copy and paste a pre-formatted citation, or if you are using a bibliographic software program, you can select the type of file and download the citation straight into the software. Now build your bibliography!
Citation Programs

- EasyBib
- Endnote
- Zotero

*Note that the library does offer workshop sessions on how to use these programs! Take advantage of that resource!

Poster Making

A common way to create a poster is using PowerPoint, which will be introduced here.

However, if you are familiar with any other software and would like to use it, feel free to do so.

Getting Started

When making the poster, the first thing that you should always do is to make sure that you have the correct aspect ratio of your poster.

You can do that by going to File > Page Setup, select ‘Custom’ in the ‘Slides sized for’ option, and put down the actual height and width of your poster.

Keep in mind that this should always be the first step, do not size your poster after you are already done with the content because that will mess up the format of your poster. You can also ask your research mentor whether he/she has a template that he/she would like you to use, since some research groups have their preferred way of presenting results.
**Poster components**

Divide your poster into different sections. These will be the same sections that we discussed above in "Writing about Your Work". Generally speaking a poster should be able to answer these questions: why did you do the study (Introduction), what did you do (Methods), what did you get (Result). In some cases you do not need a discussion section because that is what you will be doing at the actual SIRE symposium, but some mentors would prefer if you have a brief discussion section so that the poster stands alone without anyone explaining and they can hang your poster in the hall or use it at a conference. You will need to check with your mentor on that.

Make sure you put proper amount of information under each section because you don’t want too much text on your poster. Introduction should always be succinct but complete, you should put down just the right amount of background knowledge for your audience to understand the rationale behind you current study and do not include anything further than that. In your method section, you should tell your audience what techniques you used. Since a poster is different from a full-length research publication, you do not need to include every single detail (e.g. concentration of the solutions that you used) and it is okay to skip some steps that are less important.

The results section is often the most important section of a poster because it shows what you did and what that means. Depending on how you would like present, you should only include the result that you think will fit into your story and leave out those that do not. Depending on the nature of the study, some posters will have a future direction that points out what can be done next to further investigate this topic. In the very end, don’t forget to leave some space for a reference tab and give credit to people whose work have been cited in your poster. You may also want to have an acknowledgement section to show your appreciation towards those who have helped you out. Remember, you should not include anyone who is already a co-author of the poster in the acknowledgement section.

**Poster Tips**

- You should pick a color scheme and use it consistently for your poster.
- Also, you should contact the department through which you’re printing because it might have guidelines about color usage.
- Make sure to obtain permission from you mentor before you print your poster, if your poster has multiple authors, make sure that you also get approval from all the co-authors before you print it out.
Presentation Skills

Overall Tips

• Introduce yourself!
• Create your presentation aid
  o That can be a poster, PowerPoint presentation, blank board for you to draw on
• Ask yourself: Who is my audience? What do they know about this topic?
  o Try to engage your audience from the very beginning by making your research relevant to them
• Practice!
  o Time yourself
  o Practice your presentation with your roommates, friends, PI, research colleagues and more
• Emphasize what's most important (study goal, significance, results...)
• Connect back to your study goal throughout the presentation
  o After explaining a figure, summarize the reason that it's important or noteworthy
• Explain your figures!
  o Explain what the axes represent
  o Interact with your presentation aid and show the trends (or lack thereof)
• Avoid vague language and be specific!

Chalk Talks
Chalk talks are short presentations (1 to 2 minutes) that explain the goal or motivation of your research. The “chalk” component comes in when the presenter is literally drawing out what is being said.
For chalk talks, it's important to get the main ideas like purpose, basic methodology and significance across.
There are numerous examples online of chalk talks, specifically of students’ thesis projects.

Poster Presentations
Poster presentations are just what they sound like – you presenting with a poster.
First, make an awesome poster! Follow the poster-making guidelines provided to you by the symposium/conference at which you’re presenting.
When presenting your poster, make sure to do the following:
• Interact with your poster
  o You worked hard on making those text boxes and figures, so show it off!
  o Point at figures
• Don’t read your poster
  o Paraphrase the main points
  o Make sure to not contradict what’s on your poster
• Engage your audience
  o You’re normally presenting your poster to only one person, so have a conversation with them
    ▪ Ask what they know about your research topic
    ▪ Ask if they understand what you’re doing
  o Sometimes the person is from a completely different field, so gauge their knowledge from the beginning and include complex details accordingly
• Make eye contact

Oral Presentations
Oral presentations are longer (10 to 30 minutes) presentations to a larger audience. Here, it’s important to understand why you’re presenting – to get more funding, to share your results and collaborate, to simply inform them of your research and more.
Since this is a longer presentation, make sure to always connect back to your overall study goal after each topic. For example, after a certain figure, explain why a certain trend or pattern helps answer your question.

Available Resources
Career Center, Writing Center, PHMO, and EPASS
At Emory, there are many places you can go to for help!

If you would like advice on possible careers, employment opportunities, and academic programs and internships, you can head to the Career Center. The Career Center provides counseling, workshops, and many more opportunities for you to maximize your skills and preparation for any possible career. You can either make an appointment by calling or going to the office in the B. Jones Building’s 2nd floor.

The phone number for Career Services is: (404) 727 - 6211

The website for Career Services is: http://www.career.emory.edu

Need help writing/editing your resume or personal statement? Another service that the Career Center provides is to offer specific tips on preparing documents for career development. You can submit a cover letter, resume or personal statement for critique and feedback.

Here is a link that should help:
http://www.career.emory.edu/how_do_I/create_a_document/cc_doc_critique_form.html

If you need help with your writing, the best resource at Emory is the Writing Center. The Writing Center is consisted of undergraduate and graduate tutors who can help with any part of the writing process. The Writing Center usually deals with school-related assignments. You can make an appointment to discuss your writing.
The website for the Writing Center is: http://writingcenter.emory.edu/index.html

If you are interested in a career in the health-related field, you definitely want to check out Emory’s Pre-Health Mentoring Office (PHMO). You can make an appointment to meet with a PHMO advisor. They also offer walk-in hours, two hours each day. If you’re interested, check out their schedule online.

PHMO offers advising on course selection, extracurricular activities and guidance on application processes.

The phone number for the PHMO is: (404) 727 – 6040.

The website for PHMO is: http://prehealth.emory.edu/.

If you need help with your classes, you can always seek tutoring from EPASS, which offers individual tutoring on a wide variety of subjects. It is to your advantage to try meeting with a tutor at least once.

The website for EPASS is: http://college.emory.edu/home/academic/learning/tutoring/.

**Resources for Research**

Reliable resources are pivotal for accurate and comprehensive research. Articles, books, and papers allow individuals to draw and build on previous research efforts in similar areas. By utilizing multiple, credible resources students can widen the range of potential overlap with their own research material.

The Emory library's vast supply of books, published in numerous languages, can provide in depth resources on virtually any topic. In addition, interlibrary loan allows the library to receive photocopies of documents or borrow books owned by different libraries in order to expand their repertoire.

Emory has seven libraries, including the Woodruff (main undergraduate) library, Pitts Theology library, the Health Sciences library, and the Manuscripts, Archives & Rare Books (MARBL) library. As Emory students, we have access to all of the books and resources that each library offers. If you need help checking out/looking for a book, don’t hesitate to go to the service desk located on the main floors of each respective library and ask! They will be more than willing to help.

Subject librarians at the Woodruff library who are experts in particular fields of study offer free assistance to students conducting research in these respective fields. Their years of experience are invaluable for finding obscure sources that you need and for learning about efficient methods and resources that you can utilize as you continue your research.
A list of all of Emory’s subject librarians can be found at: http://web.library.emory.edu/research-learning/subject-librarians/index.html

Feel free to email a librarian to set up an appointment with him or her. You can also stop by the service desk on the 2nd floor of the Woodruff library to ask for help in setting up your appointment.

As Emory students, we have free access to countless online databases, such as LexisNexis and Historical Abstracts that can aid in supplementing research and providing easily accessible scholarly documents on various subjects. By searching key words pertaining to your research, articles with parallel topics or even brief mentions of relevant material can be accessed and reviewed.

To access these databases, go to the main Emory library website: https://web.library.emory.edu/.

At the very top of the page is a drop down option titled “Libraries”. Click on the “Databases” link under this tab. Once at the main database page, you can search for any particular database that you need.

The following is a list of a few commonly used databases:

- Historical abstracts
- Factiva
- ProQuest Databases
- LexisNexis
- Worldcat
- Project Muse
- JSTOR

You can also find scholarly articles online by going to Google Scholar and searching for keywords that pertain to your research topic.
“My Experience with SIRE”

“I entered the program pre-matched with a mentor. I had taken an art history course, became interested in the subject, and knew a professor I wanted to work with. A typical day for me includes a multitude of tasks, including adding files to a database, file-naming and being certain that I am consistent with how I name them, gathering information, analyzing pictures to help visualize what is going on, photo-shopping to make photos clear, and scanning original drawings to add them to a digital database. In addition to these tasks, I get to write reports with my research mentor and also review and edit some of her written work.

Some advice I would give to future SIRE students would be to always ask questions, keep a great record of what you do, and work hard. Some research groups, like mine, can have a very casual atmosphere... but that doesn’t mean you can slack off!”

“My name is Bharat Koti, and I am in the Class of 2016. I am an NBB major and I work in a neuropsychiatry lab that explores the effects of inflammatory proteins on major depression. The SIRE program for me was a steppingstone in applying what I learn daily in my biology and neuroscience classes to real-life questions. The nature of clinical research is that it begins with a broad question and curiosity about a certain topic you’re interested in and funnels down into working with a very specific subject matter. The SIRE program helped me to find a mentor who is already well versed in the science research I am interested in exploring. Along the way, I learned the specifics of professionalism in the natural sciences field, how to organize all the resources you have to use in your research, how to prepare for interviews, and much more. Essentially, it was a way to put my foot through the door of the clinical research I want to do.”

Advice

“Our most important piece of advice is to give your research 100% of your effort. While you’re at work, treat it as if it’s your full time job, and they will treat you as they do any other employee. It’s much easier to do this when you schedule realistically and don’t assign yourself to work every hour you’re not in class. Try to be involved and present in your research group. Go to as many meetings as you can, talk with other researchers, introduce yourself. If your mentor is presenting a project, try to be there. And ask questions to anybody! Talk to other undergrads or students about their future plans. (And making friends in your lab group will help you, especially when you start work on your own and have questions.)

Don’t be afraid to ask for help. Although you should always try to be as prepared and informed as possible, the people that you are working with know that you are new to research. Never be afraid to ask questions if you don’t feel confident about something. Asking questions will show that you’re engaged in your research and have the desire to learn.

In the event that you do make a mistake, hold yourself accountable. People will appreciate your honesty and help you to learn from the situation. Most importantly, remember that everyone was once in your position as a beginning researcher, and everyone is eager to share their experiences.”
Future Steps

Summer Opportunities

You did it! You survived SIRE and came out of it a better person. You have talked about your project so many times to different audiences, you almost WANT a random person in the elevator asking you, “So what is your research about?” just to show off your refined, 3-minute spiel/ elevator talk. You can create a poster presentation with your eyes closed and hands tied behind your back, and all of the sections will be perfectly aligned. You can find relevant literature faster than Google (.00000329 ms!). Interview attire? You have ten options. PIs from all over the world are begging to have you as their undergraduate researcher. So what now? Here are some opportunities for you to keep fostering your research skills and build on what you have already accomplished so far.

• SURE (Summer Undergraduate Research Experience) Program
  o Much like the SIRE program, SURE is an undergraduate research program hosted by Emory University, allowing undergraduates to conduct supervised research in natural science with a faculty member!
  o The program is 10 weeks long and offers free housing at Clairmont campus, as well as a $3500 stipend! Participants are required to work full-time in their lab (40 hours a week), have weekly meetings, and do a poster presentation at the end of the program.
  o http://www.cse.emory.edu/projects/students/sure.html

• Summer Research Partner Program (for social science and humanities)
  o This is a program similar to SURE but designed for students who are interested in social science and humanities.
  o The program is 10 weeks long and offers a $3000 stipend.
  o Students can choose to work full-time as a research assistant on a faculty project, or spend half of the time working on a faculty project and half of the time working on a related independent project of his/her own.
  o http://college.emory.edu/home/academic/research/sire/summer/partner.html

• REU (Research Experiences for Undergraduates)
  o This program supports active research participation by undergraduate students in any area of research funded by the National Science Foundation.
  o There are many sites in the United States and other countries which host REU programs
  o All of the information can be accessed though the comprehensive website below
  o https://www.nsf.gov/crssprgm/reu/

• Other Emory programs
  o Emory hosts a slew of summer opportunities, it’s just a matter of finding out about them
  o Ask around – ask your PI, graduate fellow, peer mentor, anyone about what they have done in the past and see how you can get involved
Other great programs
- Most universities in the US have great undergraduate research programs. You can simply go to the school's website and search for them, or go to this website for a list of some great programs for undergraduates.
- Research in biomedical science, provided by AAMC
  - https://www.aamc.org/members/great/61052/great_summerlinks.html
- Research in Psychology, provided by APA
- Research in Engineering, provided by Cornell & NASA
  - http://www.engineering.cornell.edu/research/undergraduate/summer_opportunities.cfm

Asking for References
Whom to ask?
When asking for references, it is always the best to ask someone who knows you really well and has worked closely with you. In some cases, this might not be your matched mentor. Lots of students, especially those who are working in labs, are working on a project led by a graduate student or directly supervised by the post-doc in the lab instead of the PI.
If you are simply looking for someone who can serve as a reference on your resume, go ahead and ask them if they are willing to do that for you. If you are looking for someone to write you a recommendation letter, you should talk to your direct supervisor before asking for a recommendation letter from your matched mentor, since your mentor will very likely consult with the person that you have been working closely with anyway. Sometimes professors will ask them to write a draft first, and then cite or quote phrases when he/she writing you the actual recommendation letter.

How to ask?
You can either sit down and talk to your supervisor in person or email him/her about serving as a reference/writing a recommendation letter as long as you bring up your request in a very formal and respectful way. If it is a recommendation letter, keep in mind that you need to give the person some time to write a good letter, so you might want to ask as early as possible.
Ask your recommendation writer if they would like a copy of resume to help guide their letter writing. Sometimes you can even provide other application components so that their letter can best complement your other essays.
Make sure that you let the person know about the deadline and how to submit the letter. Most of the professors will let students know once they have submitted the recommendation letter, if not, send an email and kindly remind them when the deadline is approaching. If you end up getting into the program or getting the position/scholarship that you applied for, definitely let the person who wrote you the recommendation letter know about it and remember to thank him/her for the support!
Conferences
At some point during your research career, you may have the opportunity to attend an academic conference outside of Emory. This is a wonderful experience, especially as an undergraduate. In this section I will go over some tips for preparing to attend an academic conference and how to make the most of it.

Preparation and Logistics
1. Know your deadlines and requirements
   a. Membership: types? cost? deadlines? student discounts or compensation?
   b. Registration: membership required? deadlines? cost? etc?
2. Transportation
   a. Carpool if you can: labmates? classmates? mutual acquaintances?
   b. Planes, trains, and automobiles: check with your funding source to see if they can cover anything. It is usually worth the extra effort to search for student discounts and special offers to save where you can.
3. Housing
   a. Check the conference website for lodging nearby or at the conference location itself (often held in hotels): it pays off to figure this out early as budget friendly places will fill up quickly
   b. Again, check to see what funding opportunities may be available to you
   c. Share rooms: labmates or classmates? Sometimes the conference website will have a place to find roommates…. use good judgment as always.
   d. Try to stay at or close to the conference when possible—it will be easier to meet people— but friends and family may be an option too.

Applying to present
• Submitting an abstract or poster
  o DEADLINES
    ▪ Yes, these are firm.
    ▪ No, you will not be accepted if you submit late.
  o GUIDELINES
    ▪ Most societies will publish formatting guidelines for each type of presentation on the conference website.
    ▪ Look at past presentations to get an idea of what’s expected. Pay close attention to the word length, content, and author requirements.
    ▪ Consult your mentor(s) to make sure the final product is professional and accurate.
    ▪ If you have reasonable belief that you will have data by the date of the conference, it is okay to keep your abstract somewhat vague for submission and submit a revised version if that is an option. Again, know the deadlines and requirements for this scenario and consult your mentor(s).
• Accepted! Now What?
  o This should go without saying, but put together your presentation or poster as early as you possibly can.
  o Practice, Practice, Practice. Lab meetings are a great opportunity to receive feedback from your PI and labmates. Wrangle some family/friends to challenge you with explaining topics to varied audiences.
  o Polish up: comfortable, well-fitting, neutral clothes will serve you well.
    ▪ Invest in a versatile professional outfit, and it never hurts to pack an extra.
    ▪ Think simple and classic. You want people to remember how awesome you are, not how distracting your outfit was. Check with previous attendees to get a feel for how the formality of the overall conference.
    ▪ They don’t have to be totally devoid of style, but your feet will thank you for practical shoes. Bring a casual and professional pair or two, but leave the Louboutins at home.

• Field trips and special events: conference locations are carefully chosen to offer a great experience to its participants. Sign up early and be ready for impromptu adventures with new connections.

• What to expect at the conference
  o Presenting
    ▪ Know where you are supposed to be and when, and get there early.
    ▪ Back up your files, and then back them up again. Make sure you have multiple copies of any notes or technical items you may need for the presentation. Pack copies in each piece of luggage in case something gets lost, and have online duplicates.
    ▪ Time to put your public speaking skills to work!
    ▪ Even if you are nervous, don’t skip meals, and drink plenty of water. Hopefully being prepared has put your nerves at ease, but they are normal. Being out cold or dehydrated is less than ideal though.
    ▪ Remember: breathe, take your time, project your voice, make eye contact, and be confident. You are brilliant, you know this research, and you should be proud of it!
    ▪ After you’re finished, your audience will probably have questions. It is important to remain patient and courteous when answering questions (even if it is the same question from 6 different people... or from the same person). Remember to thank your audience for their time and questions.
    ▪ Accept compliments and critiques with equal aplomb.
  o Spectating
    ▪ Keep a schedule with you so that you can be on time to speakers and events you want to see. It is rude and distracting to be a latecomer.
    ▪ Do not be afraid to ask questions, but ask good questions! Part of the benefit of conferences is the opportunity to get multiple different perspectives on one’s research, so your sincere questions may offer valuable insight to the presenter.
    ▪ Enjoy the learning experience, and keep a record of people you talk to and/or whose research interests you.
Networking 101

- Never underestimate the power of a confident handshake and a smile. Introduce yourself and start asking questions. Your mentor will probably be happy to introduce you to their circles, and be sure to introduce new acquaintances to people in your circle.
- Ask for business cards (or general contact info)!
- Do your research ahead of time and gather a list of people who you want to meet. Check out the accepted abstracts, posters, and presentations for topics that interest you.
- The key to making a lasting impression: go read their work and then ask sincere, insightful questions. They will be flattered that you are familiar with their work and appreciate your interest. This is an excellent way to meet potential collaborators, graduate school connections, future employers, and big shots in your field.
- Be polite, courteous, and aware that everybody you meet may be a part of your future. Academia is a small world.
- Take advantage of events geared toward students. There probably will not be that many undergraduates so enjoy the chance to stand out as a serious member of the research community.
- Have fun! Meet other students with similar interests too.

After the Conference

- Keep in touch. If you have more questions, a specific request, or a continuing conversation follow up with email note within a week afterward. Briefly remind them who you are and the topic at hand and use professional email etiquette.
- If you have a LinkedIn profile, this can be valuable for maintaining long distance contacts. Keep your profile up to date though.
- Write thank you letters if applicable.
- Start looking for the next conference!