

2017 Grad School Guide

Graduate and Professional School Guide

by Margaret Krantz

Hanover College
Career and
Professional
Development
Center

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Let us help! CPDC services

The Career and Professional Development Center supports students interested in pursuing graduate or professional school in several ways. We provide:

- An annual Graduate and Professional School Fair;
- Preparation for the GRE, and practice MCAT and LSAT sessions;
- Critique of your admissions essays and CV;
- Strategies to select a program that suits you;
- Mock interviews tailored to your program;
- Printed resources listing all accredited programs in North America;
- A credential file service so you can request and store your letters of recommendation if you’re planning to delay grad school.

More School?

Is graduate or professional school for you?

Attending graduate or professional school can be an expensive, time-consuming endeavor. As you decide, some questions to consider include:

- Do you have a deep intellectual interest in the subject matter?
- Do you have a professional goal that requires this advanced degree?
- Is there a particular individual with whom you would like to study?
- Do your advisors, mentors, and other faculty who know you well encourage you in your goal?
- Do you have the academic credentials to earn funding, or will your (future) employer assist with costs?

Graduate or Professional School?

What's the difference?

Graduate School

Objective: To develop scholars or experts in a body of knowledge who, through their research, contribute to that knowledge and/or through their teaching introduce others to it.

Ideal Candidates: Students with strong research, writing and analytical skills, high grade point averages and strong entrance exams scores. Research experience through an Independent Study (call it a "senior thesis"), REUs, research collaboration with faculty, and participation in professional conferences.

Professional School

Objective: To provide students with the knowledge base and training necessary to perform well within a profession or career field.

Ideal Candidates: Students who have an established aptitude for the field as demonstrated by related internships, volunteering or paid work experience, with academic credentials strong enough to indicate an ability to pass the program successfully. (Academic standards are higher in very competitive professions, such as medicine or law, or at very competitive professional schools.)

Application timeline

Sophomore Year

- Choose a major that interests you; find an advisor whose academic focus interests you, with whom you work well.
- Focus on developing strong skills in oral and written communication, research and analysis.
- Begin developing strong relationships with faculty in your academic department; don't skip class, and keep up with your course work.

Junior Year

- Take courses in your major; work hard to develop an intellectual base in the field and to get to know your faculty.
- Discuss graduate school options with your academic advisor.
- Attend a Career and Professional Development Center GRE workshop, if applicable.
- Begin to research websites for graduate school programs.
- Discuss your plans with faculty whom you may ask to write recommendations for you. Seek their advice and recommendations about specific programs.
- Take advantage of practice MCAT or LSAT sessions, if applicable.

Summer following Junior Year

- Investigate graduate entrance exams; plan a schedule to take them, and begin to prepare for them.
- If you are planning to apply to a research-based graduate school program, spend the summer conducting research and be sure to write an Independent Study before you graduate.
- In late summer, select faculty who can write positive, cogent letters of recommendation for you.
- Consider visiting the schools you find most interesting. Be sure to talk to current students in the program.

Fall Term, Senior Year

- Take entrance exams required by the programs you have targeted 2 - 3 months before the published deadline.
- Begin completing your applications early. This stage of the application process is so time consuming it will seem like a course-overload. Timing is critical here. If you apply early, the spots are less competitive and the financial aid more plentiful. Plan to send in your completed application at least a month prior to the due date (call the earlier date your "adjusted due date" and think of it as absolute).
- Ask faculty to write letters of recommendation for you 3 months before your adjusted due date.
- If you have attended multiple institutions, check each program to determine its policies on transcripts. Request official Hanover transcripts from the Registrar's Office.

Application Components

Application components

Completing Applications

Applications are seen as an example of your work and thus must be flawless. If you submit an application that is sloppy or incomplete or that has mistakes, the implication is that your work in graduate school would have a similar lack of care and quality. As you begin work on your applications, be sure to:

- Fill out each space completely. If a section does not apply to you, type “N/A,” (not applicable). Avoid leaving blanks.
- Keep a file of your completed applications for future reference. It’s not fun to assemble all the obscure pieces of information a particular school may require; do it once and keep a copy for the next time it’s required.

Admissions Essays

One of the most important components of a graduate or professional school application is the essay, which helps the committee get a more personal sense of you than is possible through transcripts and entrance exam scores. (See “Graduate or professional school statement of purpose,” pages 9-11, for tips in writing essays that are not in response to specific questions.) An effective essay conveys a sense of your maturity, sincerity, motivation, professional goals, intellectual interests and, not incidentally, your writing ability. Often weighed as heavily as letters of recommendation, or even, in some cases, grade point averages and test scores, your essay outlines the reasons you are interested in the program and why you feel qualified to attend it. Because of its importance, before you write your essay, consider a few rules:

- Write clearly and directly. Use first person singular, “I conducted research on the medical system in post-apartheid South Africa.” Likewise, use the active voice, “I saw,” rather than the passive, “It was seen by me.”
- Be honest! Don’t express interests that you don’t have. Describe your related experiences clearly and accurately.
- Tailor each essay to the specifications of each school. “RTGDQ – Read The Gosh Darn Question!” says Donald Asher in [Graduate Admission Essays- What Works, What Doesn't and Why](#) (2000); then, of course, answer it completely. Think of your essay as the first exam the school will give you; consider the question carefully, grasp its subtleties, and respond to each facet. Do not try to write a single essay that attempts to suit every single graduate program to which you apply; you’ll probably fail to appeal to any of them.

Letters of Recommendation

Identify faculty or work supervisors you have worked with closely who respect your work and who are willing to stake their reputation on your ability to perform well in the program you are applying to. When asking for their endorsement, provide them a clear sense of your goals and academic interests; a résumé; a writing sample; stamped, addressed envelopes and ample time (at least two months) to write. For more information, see “Handling References,” published by the Career and Professional Development Center.

Selecting the right school for you

Steps to take:

1. Confirm that each school and program you consider is accredited.
2. Identify the factors that matter to you in a school and program.
3. Determine a weighted score for each based on its relative importance to you.
4. Research the schools you are considering to assign scores for each factor.

Sample decision model*

Factor	Score per school					
	Max. School Score					
Suitability of Program						
Placement of Graduates						
Salary of Graduates						
Cost:						
Tuition						
Other education						
Other						
Reputation or rank						
Aid:						
Scholarship or grant						
Assistantship						
Loans						
Location/size						
Competitiveness						
Academic Environment:						
Faculty						
Library/Lab/Computer						
Social Atmosphere:						
Student body						
Organizations						
Mean # of Years to Degree						
Personal						
Total						

* Published in *Occupational Outlook Quarterly*/Winter 1993-94 with minor adaptations. Used by permission.

Preparing for Admissions Interviews

Preparation can have an enormous impact on the success of an interview. If you are able to anticipate and prepare for possible questions, you are more likely to make a convincing case for getting a spot in the program. There are four main areas to concentrate on prior to your interview:

Know about the university:

- Google its mission and familiarize yourself with it. What is the school's basic philosophy and history?
- Learn about its campus(es), resources and facilities as they pertain to your program.
- Try to find out about its new initiatives and plans for the future.

Know about the specific program to which you are applying:

- If you are applying to graduate school, as opposed to professional school, see page 8 for additional important tips about researching programs and potential advisors.
- Study the program's curriculum. Which classes are you most drawn to? Are all students expected to enter as a cohort and to progress at the same pace? If so, what is the organization of classes over time? How does the curriculum at this specific university compare to those of others you are considering?
- Identify the specific skills, personality traits, prerequisites, and related experience the program, and ultimately the field, require. What is the specific program's mission? Can you intuit a description of the ideal applicant?
- Where else are you applying and what attracts you most about this program?
- What related fields are a possibility if this one does not work out for you?

Know about yourself:

- Assess your career goals and objectives and how you plan to achieve them.
- Remind yourself of the reasons you chose Hanover and your major.
- Identify your related skills, find examples of them in action, and consider how they would be valuable in the field you are seeking to enter. It is not enough to say that you have strong leadership skills, for example: you should be able to describe your skills in action, and to discuss their potential impact on your future job: "I have been elected to three leadership positions in my residence hall and have served as leader of two other organizations on campus. I believe these skills will make me effective in the medical profession, as patients and colleagues will need to have faith in my character and judgement."
- Identify four or more questions you want to ask interviewers about their program. What do you need to know to decide to choose their program over the other options you are considering?
- Summarize your related experience, extracurricular activities, and course work as they relate to your program.
- Memorize your application information (and résumé, if you submitted it); the interviewer will expect you to be able to answer specific questions about it.

Know about interviewing:

- Plan your strategy: list 3 – 4 points about your skills, experience, and interests that the recruiter should know. Think of stories from your past to illustrate them in action.
- Familiarize yourself with interview evaluation criteria.
- Learn to listen carefully to questions, to answer clearly and precisely, citing examples, then to STOP.
- Practice!! Try recording your answers to common questions. It will feel awkward, but that's good: it will make the ultimate interview easier.

Qualities of a Strong Interview

As you are preparing to interview, be prepared to demonstrate the following qualities:

Create a good first impression

- Be sure your dress and grooming are appropriate for the position;
- Make eye contact and give a firm handshake; show self-confidence and attentiveness;
- Provide copies of your CV and other grad school application materials (if applicable).

Demonstrate strong communication skills

- Speak fluidly and assertively and provide appropriate level of detail;
- Use proper grammar and avoid verbal tics (“like,” “um,” etc.).

Express your suitedness to the program

- Demonstrate specific knowledge of the program;
- Describe specific skills, traits and experience that emphasize your key qualifications for the program; explain your background clearly;
- Provide varied and relevant illustrations of strengths drawn from past activities;
- If asked about weaknesses, choose an example that is not central to the program, and demonstrate ways it has been addressed or resolved.

Bring (written) questions to the interview

- Avoid requesting information that could be readily found through research;
- Indicate what matters to you in deciding whether to accept an offer of admission;
- Emphasize strengths relative to the program through introductions to your questions;
- Request information about the acceptance notification timeframe and process.

Qualities of a Strong Interview

Typical Interview Questions

While questions will vary by program and individual interviewer, the most common questions are:

- Tell me about yourself.
- Why did you choose Hanover? Why did you choose your major?
- Why are you interested in this field?
- What are your future goals? How would this program help you to accomplish them?
- Tell me about your related experience (note: for graduate school this means “research”).
- Do you have any questions for me?

Typical Questions

Mock interviews in the CPDC

The Career and Professional Development Center offers mock interviews in a two-step process tailored to your specific circumstances. You should allow 50 minutes for the first step, an information session that outlines what to expect in a typical graduate school interview and the ways you should prepare for your mock interview. The second step, which should take place on a separate day in order to allow time for adequate preparation, includes the mock interview itself followed by a critique, each of which takes 30 minutes. In general, we recommend that you schedule your mock interview no more than seven days before your actual interview so that your learning is fresh.

Mock Interviews

Researching PhD and Master's Programs

Researching PhD and Master's Programs

To do your research well, expect to spend hours looking up every program that your professors think should be on your long list. Don't worry; it will be fun, or if it's not, then maybe you should rethink grad school. Every time a school or professor sounds interesting, make a note of the reasons they caught your eye; when you are finished, you will have a good enough list to start discriminating between programs, selecting those you like best.

Step 1. Meet with your major advisor; share your academic aspirations, discuss (or clarify) your specific interests, and request suggestions of possible schools to explore.

Step 2. At www.phds.org, do a sort of the PhD programs that most closely match your interests, selecting the features you are seeking in a PhD program. With that information, refine or add to the list of schools developed with your advisor.

Step 3. Look up each department's home page, reading every single page of it. Look at the curriculum: Does it encourage interests like yours? Does the program have a slant (that is, for example, if the program is Classics, does it emphasize literature, philosophy, history, archeology, etc.)? If so, can you live with the emphasis? Note the names and research interests of each professor. Note also where they got their PhDs, which may help you to expand or refine your list.

Step 4. Look up the professors above on scholar.google.com to see what they have published and when they did so; note how many times each was cited to see how influential it was. Click on the links to read abstracts of their papers or even the publications themselves. Now the big question: you'll basically be apprenticed to a professor for at least 5 years, and they want someone who's excited about the research they've been doing; who is doing work in an area that you find fascinating?

Step 5. Try to find out or intuit how many people each program admits each year. Are they admitted straight into the PhD or are they encouraged to take the intermediate step of earning a Master's? If this information is not provided outright, then count how many current grad students they have: if they list the year they were admitted, then note that as well to help you calculate the class size. The size of the department may impact the access you have to faculty (as you will have found by attending Hanover); however, smaller programs may be more competitive.

Step 6. What do they say about funding, teaching assistanceships, etc?

Step 7. Look up all the programs again on www.phds.org to see how long it takes people to earn degrees, the reputation of the programs, etc.

Step 8. Look up the towns in which the schools are located on Craigslist and Google Images; is this an environment that suits you?

Step 9. Meet again with your advisor to discuss your revised list. What other things matter to people in the field you're pursuing? Facilities? Library? Ask for insight.

To do a good job on your research, you cannot take shortcuts and, unfortunately, no one else can do this work for you no matter how well they think they grasp your priorities. As you read and learn, you will gain subtle impressions that will matter; give yourself time to absorb them. PhD programs average 6 years to complete: be sure you are well-suited to the program you attend.

Graduate or professional school statement of purpose

If you are simply asked to write a “personal statement” without specific guidelines, the following steps may help:

1) Start by capturing the reader’s attention as you convey your motivation for entering the program. If possible and appropriate, tell a concrete story with specific details drawn from your experience. Thus, if you had an internship that confirmed your interest in this field of study, describe the experience in a couple of sentences. For example, “Last summer, as an intern at Ford’s Theatre in Washington, I held a lock of Abraham Lincoln’s hair in my hands. As I looked at it, I was able to imagine the Civil War and Lincoln’s own assassination. I knew, then, that I wanted to pursue museum studies.” At the same time, avoid a tedious description of the path you took to get to that interest. (“I came to Hanover intending to be pre-med, but...”) and avoid beginning with the words, “I’ve always wanted to be a _____.” Note, however, that writing about an anecdote is not an effective approach if you don’t have a formative event to describe. If your interest in the field evolved slowly, that’s fine, too, but find a different introduction that still conveys your enthusiasm for the field (see the example on the next page).

2) Establish the appropriateness of your background. Admissions committees look for evidence that you understand the nature of the field, or better still, have personal experience in it. Thus, if you are applying to a professional school program (e.g. medicine, law, business, social work, environmental management), you should mention the experience you have in the field through paid employment, volunteering, classes, job shadowing, research grants, leadership activities, etc.

However, if you are applying to graduate school (e.g. to earn a Ph.D. or Master’s degree in an academic discipline), the most related experience you can gain is through actual scholarship; in this case, you should mention the research experience you have, such as a senior thesis or directed study. Write about ideas that fascinate you and draw you into further study in this discipline. Describe the presentations you have made, publications you have written, collaborative research you have conducted with faculty or others, conferences you have attended, and memberships in academic societies that you have joined. Finally, both for graduate and professional school, be sure to describe clearly the strengths that you will bring to the program.

3) Discuss your own professional goals. While you are not committing yourself to a specific direction, writing as clearly as possible about your intended career path can help the reader determine if their program is the correct setting for you. Therefore, the more your goals align with options made possible by their particular degree, the better.

4) Demonstrate your interest in that specific school by mentioning the aspects of its program that appeal to you. Be as specific as you can. The correspondence of your research interests to those of the faculty is of particular concern to graduate schools (but not to professional schools). Familiarize yourself with the curriculum, specific courses offered, reputations, strengths, and weaknesses of the program (the CPDC can help you research this, and see page 8 for additional suggestions.)

Finally, give your Statement of Purpose to faculty for their input and bring it to the CPDC for review. If a length is not specified, it is customary to restrict yourself to about 2–3 pages of 12 point, double-spaced (flawlessly produced) type.

Statement of Purpose

Sample Statement of Purpose

Application prompt: applicants should outline their reasons for wanting a degree in this field, their future career plans, and their related skills and experience.

Elizabeth Otte Brownlee Field Naturalist Master's University of Vermont

Reasons and Plans

Give me a hoe. Give me a garden to plant, a river to monitor, wood to stack. Let me build a trail or lead a group of volunteers learning about and removing an invasive species. Give me the chance to write about the environment, to help readers understand how the natural world functions, to compel them to care and take action. I want to work.

I encounter so many people who share this desire - this need - this ache. When individuals are given the opportunity to joyfully experience nature, most also want to care for the environment. But they are not satisfied with carpooling to work or switching to CFL's. Whether they are eight or eighty, people want to get dirty, to exert themselves working towards something important, something larger than themselves. I want to harness and develop this energy, this ache. I want to help empower people and protect the natural world. I want to introduce them to the natural world, either with hands-on exploration or through the written word. Then I want to lead service work, citizen science, and community action.

I coordinate education programs at a demonstration farm on the coast of Maine, and nearly every program we offer combines learning with some sort of work project. We learn about how sheep produce products we use daily, and then we muck out (clean) the sheep stall. We study permaculture and food sovereignty, and then we plant fruit and nut trees in public spaces.

Yes, we include the work projects because there is so much to do on a 626 acre farm. The main reason that we emphasize work, though, is because people ask for it. People are looking for meaningful service and action. Community members sign up for volunteer work days in droves, eager to learn, but most of all to dig and lift and build. Parents enroll their kids in our programs (and kids ask for the programs) specifically so they can work in the barn and gardens. Some individuals are more eager than others to shovel manure, but every person I have worked with leaves with a sense of purpose and commitment. And they all leave with a smile.

I have come to believe in the power of work. I want to help facilitate habitat restoration, land preservation, local food systems, and citizen science efforts. These work projects are important: we need many hands to conserve the natural world. And the message is critical: every individual can genuinely contribute to important environmental issues, and this work is both satisfying and necessary. I shape my purpose around my love for the natural world and my belief in the power of real, meaningful work. I want to focus my energy on this intersection between environmental issues and public affairs because I know that the space where passion for the natural world meets community action is incredibly powerful. I have seen people's excitement bubble over when they realize that they are working towards real, lasting progress. I want to make this my life's work.

To lead these projects, I need to further develop my understanding of the natural world. I need more practical naturalist and conservation skills. I need more experience as an educator and a writer. This is why the Field Naturalist Program excites me: your program emphasizes all of these skills, focusing on that same intersection of issues and action (and of course, science and communication!) I hope you will accept my application to study at Vermont. I know that together we can do great work.

Preparation

We drove 10,000 miles that summer. We interviewed scientists, park rangers, farmers, fishermen, strangers, and teachers. We camped, hiked, kayaked, and backpacked. We researched, reviewed, and asked questions. It was a trip to define a life time, and I count it as my most important accomplishment and most exciting adventure to date. I offer it to you as one example of the strength of my preparation for graduate study. (Continued on next page.)

Elizabeth Otte Brownlee (continued)

I organized the trip as part of my senior thesis for my undergraduate degree: it was to be a five month cross-continental investigation of stewardship, or how people related to the natural world. My fiancé and I explored five major regions and examined major environmental issues in each: energy in the Midwest, water and agriculture in the Plains, aquaculture in the Pacific Northwest, education and community in Alaska, and environmental restoration and protection in the Northern Rockies. I engaged and educated a diverse audience about these issues by creating a natural science magazine, which I distributed electronically and in print. I also disseminated information through a blog and campus and conference presentations. My project was an educational and joyous experience from start to finish. I learned to write and earn grant funding (\$7500 in all). I scheduled and conducted interviews across the US and in Canada. I participated in primary and secondary field and lab research and surveyed primary and secondary literature. I wrote and promoted an eighty page magazine: developed the concepts, wrote the stories, created the design and layout, selected the photographs, created promotional material, and presented my work to a range of audiences. Most importantly, I fell in love with the process of cross disciplinary environmental research and with communicating through the written word.

My thesis work is one of the strengths of my preparation. I do have weaknesses, of course, the biggest of which is that I only have two years experience in the working world. However, I believe that I compensate for this weakness with the rigor of my work these last two years. I started as an AmeriCorps member and environmental educator, and within four months I was directing the entire Education program for a 626 acre demonstrate farm, from overseeing livestock to directing volunteers and education programs for all ages. I have learned a great deal about sustainable agriculture, education, and most importantly, how to engage people in the natural world and give them opportunities to make a difference. I know that leading the education program has been a unique opportunity so early on in my career, and I want to build on this work at UVM.

I also want to offer to you some of the opportunities I pursued in my undergraduate education, as they, too, have prepared me for graduate studies. I participated in United National Environmental Program international conference for students in Japan, acting as one of two representatives selected from the United States and one of twelve students selected internationally. I worked in the field and the lab as a Biological Research Intern at an Estuary Reserve in Alaska, participating in habitat and population assessments for marine and freshwater fish, crabs, clams, and other wildlife. I have volunteered on cultural and environmental projects in Greece and Germany, and I initiated and organized an environmental stewardship plan for my college that continues to make great strides forward.

I do not want to overstate my qualifications, and I am certainly aware that I have plenty to learn. Still, I am ready for the rigor of the Field Naturalist Program, as well as the creativity and commitment that environmental issues require. I hope you will take a moment to look through the magazine I wrote, as it is an example of my preparation. The magazine is available at http://issuu.com/hanover/docs/conscientia_-_winter_2011. If you would like a more recent example of my preparation (and my writing) I invite you to visit <http://www.wolfesneckfarm.org>. Our organization just created a new website, and I was responsible for creating and organizing the majority of the content.

Most importantly, I hope you will seriously consider my application to study at the University of Vermont. I know that I am ready to immerse myself in your program. I know that I am ready to apply lessons from the Field Naturalist Program to a lifetime of environmental work.

Web Sites

Useful Web Sites

GRE Homepage: www.ets.org/gre or www.takethegre.com.

Includes Math Review (covers all math topics that will be tested on the quantitative section of the GRE), provides an introduction to the Analytical Writing Section (AWS), the entire pool of possible topics for the AWS, free access to PowerPrep, ETS's own GRE prep materials (2 full length practice tests, lots of sample questions with complete explanations, target scores, etc.)

Program Rankings: www.phds.org

Allows you to find PhD programs that match the criteria that you desire in graduate schools and includes rankings from the National Research Council (graduate faculty assessing each other based on such factors as reputation of the faculty, quality of the curriculum in preparing scholars, and mean year to degree).

Researching Program Faculty: scholar.google.com

Enables you to search for individual faculty publications as you look for the graduate schools at which the faculty research interests overlap most fully with your own. Includes not only the scholars' own publications, but also links to the publication titles in which the scholars' works have been cited.

Listings of Graduate and Professional School Programs: www.petersons.com

Lets you search for programs by institution name or keyword, or to sort them by location, degree program, or program title. Provides general information for most programs including application deadlines and fees, contact information, program profile and grants available.

Financial Aid: www.gradschools.com/financial-aid

Provides links to many of the best websites for financial aid, fellowships, and grants for funding graduate school study.

CPDC: careercenter.hanover.edu/students/gradschool. Includes our downloadable Intro GRE PowerPoint program, and an array of tips on how to apply to grad school.

Current and Recent Admissions Results: thegradcafe.com

Lets you learn how other applicants are faring and join the discussion forum for your field.

Undergraduate Research Registry: www.cur.org/projects_and_services/registry/

Allows undergrads with research experience in various science fields, Economics, Psychology, Sociology, and Anthropology to upload their CVs into a registry searchable by graduate school representatives. Sponsored by the Council on Undergraduate Research.

CDPC Resources

A Few Helpful CPDC Resources

Peterson's Guide to Graduate School, 2014. A six volume set listing every accredited graduate and professional school program in North America.

Life after Grad School: Getting from A to B., by Jerald M. Jellison, 2012. For those not moving into academia, this book provides advice on how to make the transition from graduate school into jobs in for-profits, government and not-for-profits.

Graduate Admissions Essays: Write your Way into the Graduate School of Your Choice, by Donald Asher, 2000. Helpful advice and many critiqued examples of admission essays.

The Academic Job Search Handbook, by Mary Morris Heiberger and Julia Miller Vick, 2001. Once you've gone through graduate school, you'll be on the job market; this book gives practical advice on how to search for jobs and how to apply for them. Provides sample curriculum vitae, the resume format used by academics.

Curriculum Vitae: an academic resume

Academics use a style of resume referred to variously as a “curriculum vitae”, a “vita”, and a “C.V.” While most employment résumés include descriptive details to emphasize the related tasks that the writer has accomplished, C.V.s are typically limited to lists of academically-oriented activities. Below are possible section headings to include in a C.V. and, when relevant, examples of ways in which past Hanover graduates have participated in them. Include those in which you have strengths.

Contact Information:

Name, address, land and cell phone, e-mail address

Education:

Undergraduate degree, institution, major(s), minor(s), cumulative grade point average

Research Experience:

Independent Study, Research Experiences for Undergraduates (REUs), collaboration with faculty, directed studies, research grants

Teaching Experience:

Lab assistant, learning center tutor, teaching assistant, seminar presenter, interpretive naturalist, departmental tutor, intensive inquiry member

Presentation Experience:

Undergraduate research conferences, national conferences, campus research presentations

Publications:

Papers co-authored with faculty, “senior thesis” (I.S.), Kennings, Hanover Historical Review

Grants:

Intensive inquiry, research grant, SWEPT Fund, Richter grant, etc.

Community Service/Committee Work:

Faculty Evaluation Committee, faculty search committees, Curriculum Committee, Student Academic Assistance Committee, Student Senate, Baynham Faculty of the Year Committee, volunteer activities

Honors and Awards:

Summa Cum Laude (expected), academic prizes, Mortar Board (senior honor society), Alpha Lambda Delta Academic Honor Society, Dean’s List (specify number of terms)

Languages:

Phrase this as “Reading knowledge of x”, or “fluent in y”

Professional Experience/Employment:

Typically you should include only those activities that relate to the field you are seeking to enter.

Professional Society Memberships:

Societies give a membership dues break to students to encourage them to join. Do so.

Sheryl Sullivan

Hanover College
517 Ball Drive, Unit 555
Hanover, IN 47243

Land: (812) 866-7577
Cell: (317) 701-5252
sullivans17@hanover.edu

Education

Bachelor of Arts (expected) May, 2017
Hanover College, Hanover, IN
Psychology Major, Political Science and English Minors
Cumulative Grade Point Average: 3.78; Psychology Grade Point Average: 3.76

Research Experience

National Science Foundation Research Experience for Undergraduates, 2016
Supervised by: Dr. James W. Grice, Oklahoma State University

- conducted independent research culminating in a poster and presentation, integrating theory of self-discrepancy and contingencies of self-worth
- participated in seminars on advanced statistics and research methods

Senior Thesis, Hanover College, 2016 – 2017

Physiological Arousal Characteristics of Threat Within a Contingency of Self-Worth

- examining whether a threat in a domain of worth produces a unique pattern of physiological responses
- utilizing measures such as blood pressure and pulse

Contingencies of Self-Worth Lab Supervisor, Hanover College, 2015 – 2016

- centrally involved in the development of unique hypotheses and study design
- responsible for training lab members, data entry, and data analysis
- rumination and classroom goal findings to be presented at 2017 Society for Personality and Social Psychologists Conference (see “Presentations”)

Independent Research on Stereotype Threat, Hanover College, 2015

- produced a study examining the effects of certain personality traits on resilience to stereotype threat

Presentations

Sullivan, S., Barrie, T. (2015, February). *Dispositional rumination as a mediator of the negative relationship between trait self-esteem and contingencies of worth dependent on external, interpersonal feedback*. Poster to be presented at the 5th annual meeting of the Society for Personality and Social Psychologists, Los Angeles, California.

Sheryl Sullivan

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Barrie, D., Sullivan, S., Smith, N., Wolfe, C., Winters, M., (2015, February). *Dispositional rumination as a mediator of the negative relationship between trait self-esteem and contingencies of worth*. Poster to be presented at the 5th annual meeting of the Society for Personality and Social Psychologists, Los Angeles, California.

Barrie, D., Smith, N., Wolfe, C., Winters, M., Sullivan, S., & Crocker, J. (2015, February). *The school competency contingency of worth as a mediator between performance-oriented achievement goals and performance outcomes*. Poster to be presented at the 5th annual meeting of the Society for Personality and Social Psychologists, Los Angeles, California.

Travers, D., & Sullivan, S. (2015). *Individual differences in resilience to stereotype threat*. Poster presented at the Butler Conference for Undergraduate Research, Indianapolis, Indiana.

Employment

Research Associate, Hanover College, 2015

- selected by department faculty to serve as Summer Research Associate,
- responsible for analysis of complex survey data, helped design projects for upcoming academic year based on findings,
- assisted in data coding, library research, and data analysis

Psychology Department Worker, Hanover College, 2015 – present

- assisted department faculty with administrative duties, library research, data entry, and data analysis

Honors and Awards

Psi Chi Psychology Honor Society
Student Body President (2015 - 2016)
Mortar Board Senior Honor Society
Eli Lilly-Trustee Full Merit-based Scholarship Recipient
Dean's List (all terms)
Phi Eta Sigma Honor Society
Gamma Sigma Pi Honor Society
High School Valedictorian

Professional Society Memberships

American Psychological Society, Student Affiliate
Society for Personality and Social Psychologists, Student Member

GRE Preparation Flow Chart

GRE Preparation Flow Chart

Take ETS's PowerPrep II's full-length Practice Test to assess your current abilities, and to become familiar with the structure and pacing of the GRE. (Download PowerPrep II at www.ets.org/gre/revise_general/prepare/powerprep2).

Find the target GRE score for your grad school field in PowerPrep II under: Reports > By area of Graduate Study.

Legend

If you have limited time for GRE prep, at least use these suggestions.

Must be purchased.

Based on your performance on the practice test:

If you want to improve on the Verbal Reasoning section:

Work through practice questions for each VR area you want to target.

For reading comprehension:

Read periodicals, ask yourself questions about the passages*

For vocabulary:

Learn Greek and Latin roots, prefixes and suffixes.*

Buy GRE vocabulary flash cards or flip books. Plan a schedule to expand vocabulary based on time remaining.

Use new vocabulary; read extensively; do crosswords.

If you want to improve on the Quantitative Reasoning section:

Work through practice questions to become familiar with the format of GRE math questions.

Work through PowerPrep's Math Review. Answer the questions following each section; identify your areas of weakness and focus on them. Give yourself time limits on questions to improve your pacing.

Seek help from the Learning Center for shortcuts and for strategies to handle questions you find challenging.

If you want to improve on the Analytical Writing section:

Familiarize yourself with the focus of this section: read and review the sample questions and tips for the AWS found at www.ets.org/gre/revise_general/prepare/analytical_writing.

Write at least one timed practice essay for each of the two areas: "Analyzing an Issue" and "Analyzing an Argument". (For a pool of questions, go to http://www.ets.org/gre/revise_general/prepare/analytical_writing).

Bring your completed essays with the question prompts to the Career and Professional Development Center for comments and scoring.

For official ETS scoring of your practice essays, use Score it Now! found at www.ets.org/gre/general/prepare/scoreitnow.

Use a GRE Prep book for tips on questions you find challenging and for strategies to improve pacing. (However, don't rely on their practice tests for an accurate sense of the GRE itself).

Take PowerPrep II's second practice test to assess your overall improvement.

* Related handouts are available from the CDPC.

