AGEP Book Project Update:
*GPS for Graduate School: Students Share Their Stories*

by M.M. Browne

This semester the book, *GPS for Graduate School: Students Share Their Stories*, was published and is now available in hard copy and as an e-book. Both can be purchased through Purdue University Press or Amazon.com. The book is designed to support group discussion or to be used as part of a seminar series. Videos that dramatize the themes of the book chapters are located on-line, as are the chapter discussion materials.

Congratulations to everyone who contributed as authors and contributors, those who prepared the discussion activities, as well as those who tested these with the SROP and LS-AMP groups last summer. The whole project was truly a group effort and, thanks to everyone’s mutual support, the book is an imaginative and exciting product of which we all can be proud.

**2014 Midyear Gathering**

The 2014 AGEP Midyear Gathering will be held on Monday, April 21, in the Purdue Memorial Union West Faculty Lounge. Dr. Howard Zelaznik, Professor in the Department of Health and Kinesiology will speak on ‘Skill Learning and Exercise for Future Professionals: It Is Not Too Late!’

If you would like to attend, please RSVP to kcunningham@purdue.edu by Thursday, April 17th.

**AGEP-T PAI Update**

The PAI grant will provide postdocs with mentoring and targeted professional development, as well as opportunities to meet other underrepresented minority postdoctoral scholars and faculty from participating CIC institutions. The AGEP-T Directors and AGEP-T Research team have bi-weekly meetings to develop strategies. A website dedicated to providing information and materials regarding the PAI initiative is currently under development.
In partnership with Arsenal Tech High School’s Science Bond program, our AGEP scholars’ hosts mock interview exercises. The goal of the mock interview exercises is to simulate real world interviewing scenarios for industry and research positions. The interview exercises familiarize students with commonly asked interview questions, offer constructive feedback about how to answer interview questions, and offer critical insights that could empower students to take advantage of internship opportunities that may not have been their first, second, or even third choice. The students arrive to the interview workshops with resume in hand. Interviews last 10-minutes each followed by a 5-minute critique of the interview. On average each student will experience two to three interviews, one each of industry and research type positions.

As an AGEP scholar these activities presented an important opportunity to promote cultures of enhanced diverse experiences for future scholars. As a role model and educator for young high school students who are contemplating major choices, such as applying to college and summer internships it is believed that students will gain the knowledge and experience to face the challenges of applying themselves to accomplish their academic and career goals.

In today’s challenging and highly competitive job market, high school students are presented with few opportunities to practice interviewing for that all-impactful first summer internship, which can shape the rest of a students’ college and professional careers. Without guidance and support, interviewing for that first summer internship may present uncertainties that could deplete motivation to achieve. The mock interviews give Science Bond students’ confidence. Confidence breathes motivation and motivated students are achievers.

Written by Kirt Durand

On Thursday January 30,2014, we (the AGEP) scholars volunteered at Arsenal Technical high school (Indianapolis, IN) to conduct mock interviews for the Science Bound students. There were several goals for this activity including:

- Exposing students to the interview process and general questions they would encounter
- Coach students on how to properly answer questions during an interview
- Critique students on their resume

Inform students of the DOs and DON’Ts of being on the job/internship

This activity was very important to me because I can relate to those students. I remember being in their shoes and how informative it was to me when college students/employers would give us advice on how to succeed in an interview and the job thereafter. I also enjoy giving back to the community so that we can prepare the children of today for a better future tomorrow. The activity was appreciated by the Science Bound students because I believe it was very inspiring to them to see individuals that look like them (minorities) succeeding beyond high school and college. It was very encouraging for them to realize that people from similar backgrounds and ethnicities can accomplish any goal they aspired to.