

Career Development in Computational Biology and Medicine

Spring 2023

Wednesdays, 11am-12pm, various locations

Instructor:

Dr. Aubrey DeCarlo

Virtual Office Hours: 1pm-2pm, Tuesdays and Thursdays via [this Zoom](#), or by appointment

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Overview:

The primary goal of this course is for students to develop and enhance their career self-awareness and skills as they relate to conducting a successful job search and relevant professional development. By the end, students will:

1. Know the general process of a traditional job search, as well as have strong skills for being successful in each step of this process.
2. Develop a networking strategy that plays to each student's individual strengths, and learn the importance of networking throughout one's career.
3. Have exposure to several career options related to Computational Biology, including guidance on learning about other options of interest.

Academic Integrity:

Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Accommodations for students with disabilities:

In compliance with the Cornell University policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Inclusivity Statement:

We understand that our members represent a rich variety of backgrounds and perspectives. The Computational Biology program is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Cornell community

Course Schedule:Week 1: Introduction – January 4th, WGC-A

- Instructor and students provide a basic introduction to themselves, including (for students) where they are in their career path, and what they hope to get out of the class
- Course overview, including review of syllabus and attendance policy
- Discuss a basic job search overview and timeline
- Assignment: Complete [CliftonStrengths](#) assessment by 12pm on Wednesday, January 19th

Week 2: Strengths – January 11th, WGC-A

- Review overall results of Strengths assessment: What fit for people, what was surprising, what did people have in common

Week 3: Job Search Overview – January 18th, BB204-C

- Discuss how to identify and research various career paths
- Review major job search websites and how to find open positions
- Self-assessment of skills and areas of needed growth
- Evaluate a job posting and discuss how to identify one's qualification for various positions
- Overview of networking skills – importance of networking, how to identify networkers, using your strengths for networking, networking events, LinkedIn, and informational interviews

Week 4: Resumes & Cover Letters – January 25th, WGC-C

- Discuss the purpose of and differences between resumes, cover letters, and CVs
- Review formatting expectations, Applicant Tracking Systems, and how to tailor written documents to a specific position

- Assignment: Find a position of interest; tailor a resume and cover letter to this position – bring printed copies to class 7

Week 5: Interviewing Skills – February 1st, WGC-A

- Overview of the interview process, including phone screens, in person interviews, panel interviews, case interviews, and wrapping up the interview process
- Discuss how to prepare for an interview through researching the company/interviewers/industry, anticipating interview questions for a given position, mock interviews, and cultural considerations such as appropriate dress and timeliness

Week 6: Science Communication: Navigating the Publication Process – February 8th, WGC-C

Week 7: Peer Reviews – February 15th, WGC-A

- Guided peer reviews of resumes and cover letters
- Assignment: Revise resume and cover letter to review again in class 9

Week 8: Computational Biology Professional Visit – February 22nd, WGC-C

Week 9: Reviewing Revised Documents and Salary Negotiation – March 8th WCG-A

- Guided peer reviews of resumes and cover letters
- Overview of salary negotiation – expectations for this process and resources for evaluating how much you should be paid

Week 10: Computational Biology Professional Visit – March 15th, WCG-A

Week 11: Mock Interviews – March 22nd, Virtual

- Each student will have a fifteen-minute long mock interview with a Weill Cornell Graduate School staff member. Mock interviews will be recorded, and feedback will be given and discussed in a one-on-one follow up meeting.

Week 12: Computational Biology Professional Visit – March 29th, BB 302-D

Week 13: Final Presentations – April 5th

- Presentations and wrap-up

Final Presentation

In the final class, each student will provide a five-minute presentation summarizing their attendance at the career-related event as well as their informational interview. This presentation should include a slide deck made to the standards described by our guest speaker.

Career-Related Event

Everyone in the class must attend at least one career-related event. A career-related event might be an employer visit, a networking happy hour, or any other internal or external event

related to career development (virtual is fine and expected). Please note that the Career Development Workshop series do not count as one of these events. If you're unsure your preferred event qualifies for this assignment, please ask Aubrey before you attend the event. You must take a screen shot of this event (or other proof of attendance) and include it in your final presentation.

Informational Interview

Everyone in the class must conduct at least one informational interview and provide an overview during their final presentation. These informational interviews must be completed one-on-one (i.e. not as a group, not scheduled collectively). You must take a screen shot of this interaction (or other proof that it took place) and include it in the final presentation.

Guest Speakers

Double points will be deducted for lateness on the day of a guest speaker. Students are expected to prepare for guest speakers by researching the speaker and their organization beforehand and asking at least one informed question during the presentation.

Point System

Lateness, missed classes, low quality assignments, and missed assignments will result in deducted points for the course. For the first incident, student will be required to attend Dr. DeCarlo's office hours for a one-on-one appointment. For the second offense, student will meet with Dr. Krogh-Masden. The third offense will result in a failing mark in the course.