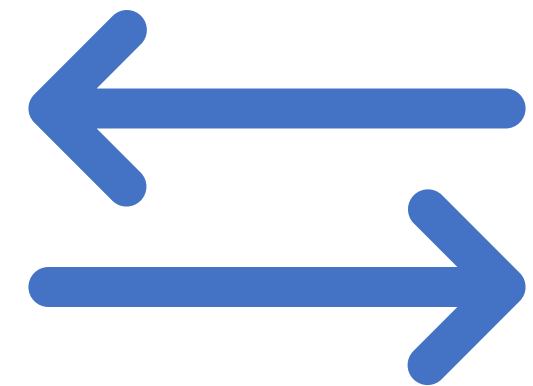
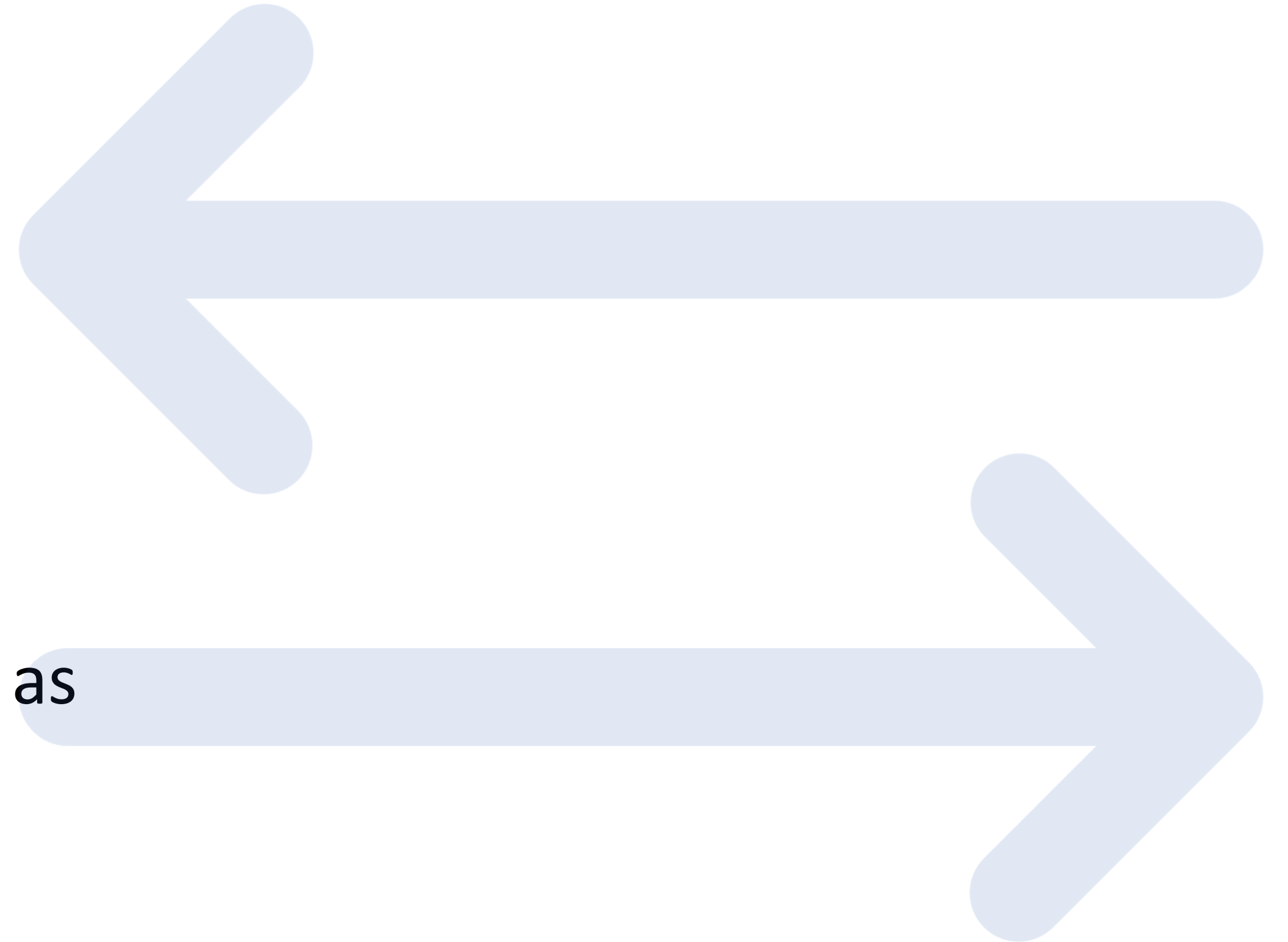




URP Exchange:

Leveraging Undergraduate Research as
Career Readiness Skills



**Council on
Undergraduate
Research**

Partnering with Career Services to Elevate Research Skills and Mindset



Career Readiness Competencies

There are **eight career readiness competencies**, each of which can be demonstrated in a variety of ways.



<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined>

Building Career Readiness into Assessment

Undergraduate Research Institute <i>Program Outcomes</i>	Institutional Learning Outcome Alignment <i>General Education Competencies/NACE Competencies</i>	C. Activity-Level Student Learning Outcome	D. Expected Knowledge/Skill Level	E. Instructional Activities	F. Direct Assessment Method	G. Indirect Assessment Method
Program outcome 1: Increase Student Oral and Written Communication Skills	Communication (General Education & NACE)	Students will be able to: •Complete URI (or alternate) Grant Application Process •Develop and deliver a poster presentation at URI Discovery (or alternate) •Complete URI Final Report with Artifact	I (Introductory-Intermediate)	•URI Pre-Application Meeting •Consultation Research Librarian •Consultation Writing and Design Lab •Poster Presentation Virtual Workshop and In-Person Review •Online Guidelines for Final Submissions	•URI Advisory Board/Space Grant Steering Committee Reviews (Rubric-Scored) - Overall Clarity, Timeline, Budget/Justification, and Overall Ratings (3 reviewers on a rubric)	•Post Program Survey Question "Has participation benefitted you in your professional development"; Regarding that question (yes/no) what skills did you learn"; "how did the writing center help" anonymous survey •Poster Review Session Assessment (comments and remediation - informal)
Program outcome 2: Increase Student Critical Thinking Skills	Critical Thinking (General Education & NACE)	Students will be able to: •Complete URI (or alternate) Grant Application Process •Complete URI Final Report with Artifact	I (Introductory-Intermediate)	•URI Pre-Application Meeting •Consultation Research Librarian •Consultation Writing and Design Lab •Online Guidelines for Final Submissions	•URI Advisory Board/Space Grant Steering Committee Reviews (Rubric-Scored) - Project Summary, Theses, Methods, Outcomes Ratings (3 reviewers on a rubric)	•Post Program Survey Question
Program outcome 3: Increase students ability identify and synthesize information appropriately to explore problems and develop research questions.	Information Literacy (General Education)	Students will be able to: •Identify at least two relevant library databases for their field of study •Properly format citations •Summarize the key components of a scholarly article.	I (Introductory-Intermediate)	•Consultation Research Librarian •Consultation Writing and Design Lab	•URI Advisory Board/Space Grant Steering Committee Reviews (Rubric-Scored) - Background, Citations Ratings (3 reviewers on a rubric)	•Post Program Survey Question
Program outcome 4: Understanding of Responsible Conduct of Research, Research Ethics, and Collaboration.	Professionalism and Leadership (NACE)	Students will be able to: •Develop a mentoring agreement in collaboration with their mentor(s) •Understand responsible conduct of research principles and apply them	I (Introductory-Intermediate)	•Orientation Meeting •Mentoring Agreement Meeting (with Mentor) •CITI Responsible Conduct of Research Training (and if required Human Subject Training)	•Submission of complete Mentoring Agreement •CITI RCR Training Scores/Certificate	

Building Career Readiness into Assessment

Institutional Learning Outcome Alignment		Program Activities				
Program Outcome	General Education Competencies/NACE Competencies	Activity Success Strategy	Outcome Impact Indicator(s)	Indirect Measure Impact Indicator(s)	Target for Success	Potential Challenges
Facilitation and recognition of students effective exchange of information, ideas, facts, and perspectives with persons inside and outside of an organization/project	Communication/Communication	Min 1 Presentation at an ERAU Event (e.g., URI Discovery, Discovery Day, etc.)	Upload Citation on URSP Canvas and Presentation on Portfolium		All students will complete 1 presentation at an ERAU event. Without this they have not successfully completed a core component of the program.	Funding Limited opportunities for WW students
		Min 2 of Following: External Presentation, External Research Proposal, Submission of Paper	Upload Citations on URSP Canvas and Artifact on Portfolium		All students will minimum of 2 of the following -----. Without this they have not successfully completed a core component of the program.	Student capacity to complete and do all the things
		Development of Research Resume or CV in conjunction with URPS and Career Services	Resume/CV uploaded on URSP Canvas and Artifact on Portfolium (may be varient)		All students will complete development of research resume or CV. Without this they have not successfully completed a core component of the program.	
		Reflection on Research Experience(s) appropriate for use in personal statements or interviews		Reflection Upload on URSP Canvas and if appropriate on Portfolium	All students will complete reflection on research experience(s). Without this they have not successfully completed a core component of the program.	
Facilitation and recogniton tools for students to identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information	Critical Thinking/Critical Thinking	Min 2 terms of research under supervision of ERAU Faculty or Staff OR Approved External Program	Upload of Project Summary on URSP Canvas and Artifact on Portfolium (artifact may overlap with presentation or paper as above)		Need to do this	Mentor capacity
		Endorsement from Mentor	Endoresement Upload on URSP Canvas			Mentor capacity
Facilitation and recognition of student traning in identifiifation and synthesize information, interpretation of data, and evaluation of concepts and approaches	Information Literacy and Quantitative Reasoning and Scientific Literacy/NA	Completion of training related to research in 2 or more areas: Research Methods and Analyses, Research Ethics, Presentations, Course-Based Scaffolded Skills (these from designated courses by department)	Upload Confirmation of Completion on URSP Canvas and as appropriate certifications on Portfolium		Need to do this	Student capacity to complete and do all the things

Partnering with Career Services to Build Industry Connections

- 1. Industry-Alum Advisory Board
- 2. Partnering in training and evaluation
- 3. Showcasing research at Career Expos
- 4. Collaborating to strengthen industry partnerships
- 5. Partnering across the state through Space Grant

Education

Embry-Riddle Aeronautical University (ERAU) | Prescott, AZ

Master's of Science in Cyber Intelligence & Security

Graduation: May 2027

Embry-Riddle Aeronautical University | Prescott, AZ | GPA 3.7/4.0

Bachelor's of Science in Cyber Intelligence & Security & a Minor in Business Administration

Graduation: May 2026

Experience

Aviation Cybersecurity CTF Project Manager

July 2025 – Present

- Supported logistical planning and coordination for Aviation-ISAC's participation in DEF CON 33 within the Aerospace Village and the 2025 Aviation Cybersecurity Summit
- Co-led a team of 14 in developing, documenting, and presenting Capture-the-Flag (CTF) cybersecurity challenges

Lab Technician | ERAU College of Business, Security & Intelligence

August 2024 – Present

- Oversee a computer lab used by students and faculty
- Provide technical assistance and troubleshoot issues as they arise

Author & Editor | Mastering Enterprise Networks 2nd-3rd editions

April 2024 – Present

- Wrote, edited, and tested labs on KEA-DHCP and Dynamic DNS (DDNS)
- Built computer networks from ground up, implemented defensive techniques
- Mentoring and training new students for eventual transition of materials

Web Security Intern | Department of Veterans Affairs

August 2023 – May 2024

- Collaborated with the dedicated Digital Media Engagement Team to maintain the security of the website through discovery of vulnerabilities, breaches, and more
- Account administrator for all DME interns

Customer Service Clerk | Safeway Inc.

January 2021 – Present

- Assisted customers with product sales, refunds, money wire transfers and questions through personal interactions or over the phone

You can add the URSP to under the BS education.

I think you need to explain some of these projects a bit more to frame what they are, also add locations.

I would write out citation in full.

There is some overlap in experience and projects

I will ask Career Services to review

Anne Boettcher, Nov 3 at 10:48am

I agree with Dr. Boettcher, you need to expand on your projects and work. You are giving a very surface-level description. Consider the tasks you did to complete your objectives.

Marley

Marley Olson, Nov 4 at 9:29am

Paragraph

B

I

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A



ARIZONA
SPACE GRANT
CONSORTIUM

Arizona NASA Space Grant Consortium

Spring 2026
Space Industry Internship

EMBRY-RIDDLE
Aeronautical University

Research to Resume Workshop: Undergraduate Research and Career Readiness

University of Illinois Urbana-Champaign



University of Illinois Research to Resume Workshop

- Aligns with
 - University of Illinois Urbana-Champaign strategic priorities
 - Office of Undergraduate Research's strategic framework
- Early partnership with our Career Center
- *Undergraduate Workshop Objectives:*
 - *Help students understand what employers, graduate schools, and research programs are looking for.*
 - *Help students identify and research skills.*
 - *Help students create impactful content for resume or CV*

What do employers want?



Do your research

Find what skills your career requires



Talk to others



Who?

- Who has or has had the job?
- Alumni in your major with a similar trajectory?
- Former students from your research group?

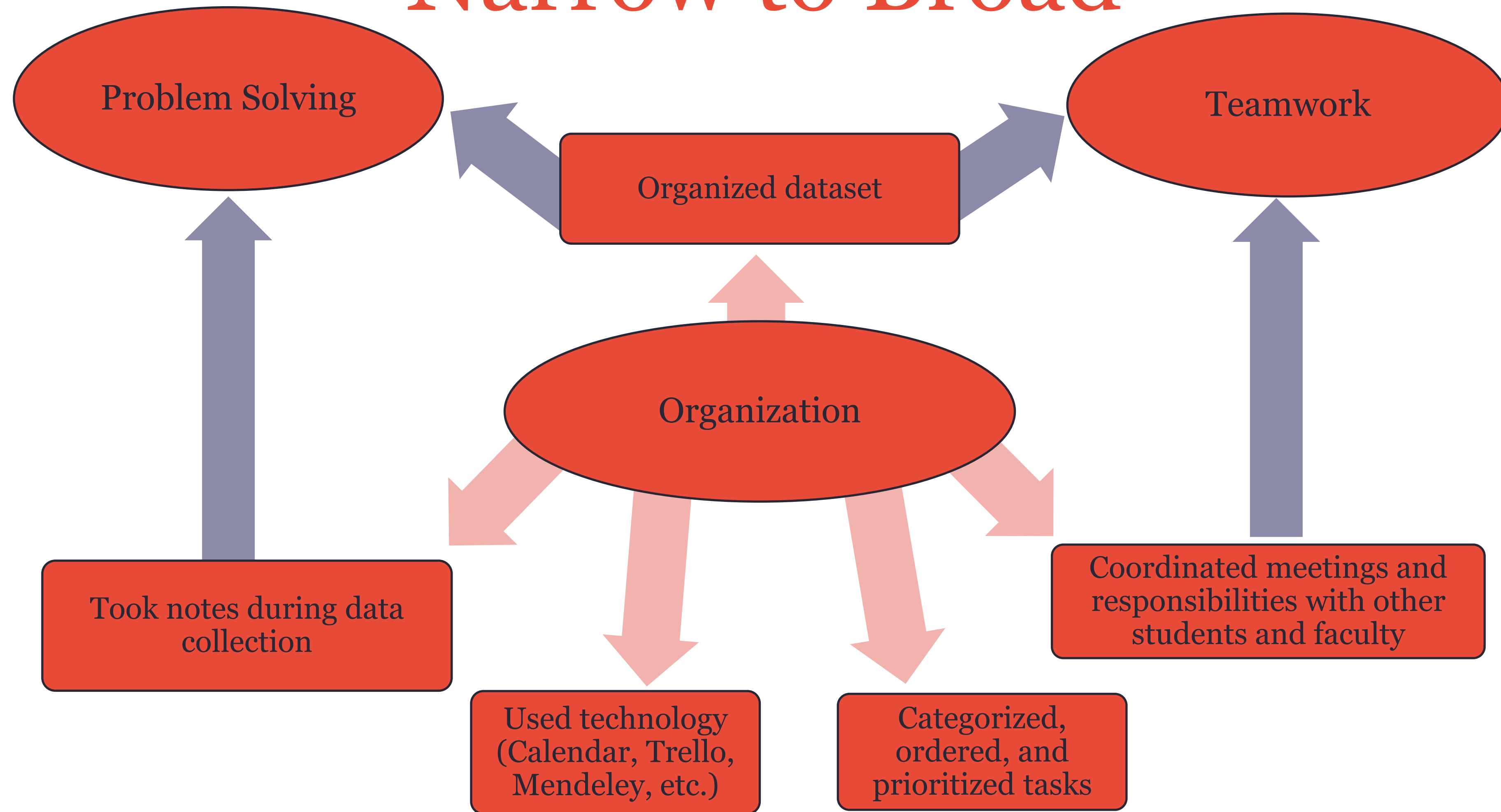
Ask for an informational interview

- Tell them who you are, why you are contacting, and how their response will impact you personally and professionally
- Keep it brief
- Ask for a conversation in-person or over Zoom
- Don't lead with a list of questions

What skills do researchers have



Broad to Narrow and Narrow to Broad



Putting It Together

I ILLINOIS
Office of Undergraduate Research



Research to Resume Workshop Undergraduate Research Planning Worksheet

Section 1: Translating Research Activities into Job Skills

Below are top skills that employers regularly look for. Use the space provided below to write down research activities that demonstrate evidence of these skills. You will likely not complete this in one sitting; but rather, continue to reference this as you to write down research activities that demonstrate evidence of these skills.

- Problem-solving skills
Click or tap here to enter text.
- Teamwork
Click or tap here to enter text.
- Work ethic
Click or tap here to enter text.
- Analytical/quantitative skills
Click or tap here to enter text.
- Communication skills
Click or tap here to enter text.
- Leadership/Initiative
Click or tap here to enter text.

Putting It Together

Presenting your research skills on a resume

Research Experience

University of Illinois

June 2020 – August 2020

- Reviewed literature about postpartum pain and depression
- Made a video lit review about postpartum pain and depression
- Did data analysis on brain images

Research Experience

University of Illinois at Urbana-Champaign

June 2020 – Aug. 2020

Research Intern for Laboratory for Emotion and Stress Assessment

Champaign, IL, USA

- Executed pre-processing and post-processing of fMRI brain images using MATLAB and marsbar
- Analyzed fMRI brain images using MRICron to determine efficacy of a pain stimulus designed for a prospective study
- Instructed colleagues on sample processing and data analysis through a self-edited video and written training manual
- Created a video project exploring the extant literature on depression and postpartum pain for promotion of a study
- Led focus-group interview session on women's pain and depression during postpartum

But Wait, There's More

- Resume v. CV
 - And grad school apps v. employer
- Breaking down the job ad
 - What's important?
 - Words mentioned several times?
 - Roles & responsibilities?
 - Requirements & qualifications?
 - Be creative!
 - Your specific experience can demonstrate a wider range of skills than just your research project(s).