SURVEY INSTRUCTIONS

STAR U 2020 Application

Application Due Date: February 1, 2020 @ 11:59PM Eastern Time
The Summer of Translational Aging Research for Undergraduates (STAR U) Program is a 2-month (June 6-August 9, 2020) **fully-funded** research training program designed to encourage students from diverse and underrepresented communities to pursue further studies and careers in aging and neuroscience related research. STAR U is funded by a grant from the National Institute on Aging, Advancing Diversity in Aging Research (ADAR) through Undergraduate Education (R25). The program is based at the Columbia University Irving Medical Center (CUIMC) and housed within the Taub Institute for Alzheimer’s Disease and the Aging Brain in the Department of Neurology.

STAR U will provide 10-12 students per year with: (1) mentorship from a Columbia faculty on an individualized research project in the field of neuroscience and aging (2) a range of additional learning opportunities including a seminar series, journal clubs, lectures, and shadowing opportunities, and (3) professional networking and social events to foster a sense of community and mentorship that will extend beyond the STAR U program. Accepted students will receive a stipend, room & board, round trip travel funding, NYC transportation passes, and additional support to attend national conferences during the academic year.

**Eligibility:**

- 1) currently enrolled in an undergraduate institution or community college (rising Freshman, Sophomores, Juniors, Seniors, in addition to graduating Seniors in Spring of 2020)
- 2) candidates must be U.S. Citizens, Permanent Residents, or individuals granted deferred action for childhood arrivals (DACA) status by the U.S. Citizenship and Immigration Services
- 3) Must be an individual from a diverse or underrepresented background as defined by NIH

This form consists of several components including: demographic information, document upload (personal statement, resume/CV, unofficial academic transcript(s), short term visitor registration form, personal information form, faculty/project rank selection, and a short answer question. Please make sure all components have been uploaded/entered before submitting your application. If any of the documents you are uploading are more than one page, please upload as ONE PDF.

Please have your two recommenders email their letters on official letterhead directly to the STAR U Program Coordinator, Kiana Chan (kkc2146@cumc.columbia.edu) by February 1st,
2020.

All application items are due by February 1, 2020 at 11:59pm Eastern Time.

If you have any questions regarding the application or the STAR U Program, please contact the STAR U Program Coordinator, Kiana Chan at kkc2146@cumc.columbia.edu

STAR U Application

Last Name


First Name


Email Address


Confirm Email Address

What is your birthday? (mm/dd/yy)

What is your permanent mailing address? (Street, Apt #, City, State, Zip Code)

What is your current mailing address? (If different from above) (Street, Apt #, City, State, Zip Code)
Current College/University Name

Primary Phone Number

Do you meet the eligibility requirements to apply for STAR U?

- Applicants to the program must be currently enrolled in an undergraduate institution or community college. Rising Sophomores, Juniors, Seniors, in addition to Seniors who graduate Spring of 2020 are all eligible.
- Applicants must either be a U.S. citizen, Permanent Resident, or an individual granted deferred action for childhood arrivals (DACA) status by the U.S. Citizenship and Immigration Services.
- Applicants must come from diverse backgrounds. For details regarding NIH diversity eligibility, see "NIH Interest in Diversity."
  - Black/African-American, Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian, Pacific Islander, people with disabilities, economically disadvantaged, first-generation college students, and people from rural or inner-city environments are encouraged to apply!

Yes
Are you in the quarter or semester semester system?

Accommodations are available for scholars who are on the quarter system and have start/end dates different from STAR U's start/end dates.

Semester
Quarter
Not Applicable

What date does your school year end in the Spring of 2020?

What date does your school year start for the Fall of 2020?
Gender

Male
Female
Other

What will your student status be in the Summer of 2020?

Rising Freshman
Rising Sophomore
Rising Junior
Rising Senior
Graduated Senior
Other

Expected Graduation Year

2020
2021
2022
2023
2024
Other
What is your cumulative GPA (4.0 Scale)?

Choose one or more race/ethnicity that you consider yourself to be:

https://www.nigms.nih.gov/training/diversity/

- Black or African American
- Hispanic or Latino
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- White
- Other (specify)

Black/African-American, Hispanic/Latino, American Indian/Alaskan Native, Native Hawaiian, Pacific Islander, people with disabilities, economically disadvantaged, first-generation college students, and people from rural or inner-city environments are encouraged to apply!

The goal of this program is to increase diversity in the field of neuroscience and aging by providing mentorship and training for young scientists. Therefore, the program is limited to students
from diverse, underrepresented backgrounds in the biomedical sciences as defined by the NIH below:

According to the Updated Notice on NIH’s Interest in Diversity:

The NIH encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups that are underrepresented in the biomedical, clinical, behavioral and social sciences, such as:

- A. Individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis (see the report Women, Minorities, and Persons with Disabilities in Science and Engineering. The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders. In addition, it is recognized that underrepresentation can vary from setting to setting; individuals from racial or ethnic groups that can be demonstrated convincingly to be underrepresented by the grantee institution should be encouraged to participate in this program. For more information on the NIH definition of underrepresentation and diversity: click here.

- B. Individuals with disabilities, who are defined as those with a physical or mental impairment that substantially limits one or more major life activities, as described in the Americans with Disabilities Act of 1990, as amended.

- C. Individuals from disadvantaged backgrounds, defined as: Individuals who come from a family with an annual income below established low-income thresholds. These thresholds are based on family size, published by the U.S. Bureau of the Census; adjusted annually for changes in the Consumer Price Index; and adjusted by the Secretary for use in all health
professions programs. The Secretary periodically publishes these income levels at hhs.gov. Individuals who come from an educational environment such as that found in certain rural or inner-city environments that has demonstrably and directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a research career.


According to the NIH definition of under representation in the biomedical sciences above, in a few words, please describe below how you are considered underrepresented. (20 word limit)

According to the NIH definition of under representation in the biomedical sciences above, in a few words, please describe below how you are considered underrepresented. (20 word limit)

Have you declared your major yet?

Yes, I have declared
If you have declared your major ("Yes" to above), what is your major?

If you have not declared your major, what major(s) are you considering?

The goal of STAR U is to increase the number of scientists from diverse backgrounds who are committed to the study of aging and age-related health disparities, while preparing students for continued graduate studies. In a few sentences, please describe your future academic/professional plans in this area.

(Can be brief, as the personal statement will allow you to describe this in more detail)
If you are considering graduate school, what is your intended graduate degree?

PhD or equivalent
MD or equivalent
MD/PhD
Other

If Other (above), what degree?

Have you applied for STAR U before? (Return applicants are welcome!)

Yes
No

Have you participated in any other training programs before? If so, please use the space below to list which program(s).
We have the capacity to provide housing for STAR U Scholars. For planning purposes, would you need housing if accepted into the program?

Yes
No

Where did you hear about the STAR U program? (Google Search, Campus Career Services, Academic Adviser, Professor, Dean, etc.)

Document Upload
All documents must be PDF format. Maximum size for file uploads is 10MB

Personal Statement: Please provide a statement that includes the following:

- Reasons for your interest in brain aging
- Your academic and career goals
• What has inspired or motivated you to pursue these goals? (Expand on community involvement, volunteer experiences, previous research, personal life experiences, etc.)
• How will participating in STAR U help you reach your goals?
• Any other information about yourself that you would like to share

In your statement, you are welcome to discuss how your unique background, personal experiences, or challenges have shaped your goals and academic/professional aspirations. Please remember that STAR U seeks to overcome historic barriers that have prevented undergraduate students from diverse backgrounds from pursuing careers in scientific and aging research.

Please do not exceed the 600 word limit for your personal statement.

Personal Statement (600 Word Limit)
Name File: LASTNAME_FIRSTNAME_PERSONALSTATEMENT.pdf

Resume/CV
LASTNAME_FIRSTNAME_RESUME.pdf
Academic Transcript(s)
LASTNAME_FIRSTNAME_TRANSCRIPT.pdf
Official or unofficial copies accepted

The following two documents: "Short Term Visitor Registration Form" and "Personal Information Form" are documents that aim to facilitate the on-boarding process in the case that we select you to move forward as a final candidate. You can a PDF of these forms in the "Documents" section of the main page.

Short Term Visitor Registration Form

Please complete top section of page 1 ("To Be Completed By Visitor"), non-electric signature, and date and page 6 (name, non-electronic signature, and date).

Personal Information Form
List of Faculty Mentors/Potential Research Projects:

A major component of STAR U will be conducting a research project under the mentorship of a faculty member. We will pair students and mentors based on aligned interests. Listed below is a brief description of each participating faculty mentor. Please carefully read each faculty's brief summary and current research, and rank your preferred mentors in the section that follows. You may also access the link to each faculty member's biography (open in new tab).

1. **Dritan Agalliu, PhD** is an Assistant Professor of Pathology and Cell Biology in Neurology and Pharmacology. His laboratory investigates the cellular and molecular mechanisms that regulate the blood-brain barrier and uses genetic approaches to understand brain vasculature.

2. **Amelia K. Boehme, PhD, MSPH**, is an Assistant Professor of Epidemiology in Neurology. Dr. Boehme's research focuses on the role infections and inflammation have on stroke risk, and the role of inflammation post-stroke on stroke outcomes.

3. **Sandra Barral Rodriguez, PhD** is an Assistant Professor of Neurogenetics in Neurology, the Sergievsky Center, and the Taub Institute. Her research efforts focus in gene mapping of individuals with Alzheimer's disease and other human neurodegenerative diseases.

4. **Karen Bell, MD** is a Professor of Neurology in the Sergievsky Center and Taub Institute. Her work investigates the causes of memory disorders in older adults. She is actively involved with outreach, education, and retention for numerous clinical trials for neurodegenerative diseases.

5. **Adam Brickman, PhD**, is a Professor of Neuropsychology in the Department of Neurology and Taub Institute for Research on Alzheimer's Disease and the Aging Brain. His research focuses on the integration of neuroimaging and cognitive experiments to understand the biological sources of cognitive aging, dementia, and late-life health
6. Stephanie Cosentino, PhD, is a Professor of Neuropsychology in the Department of Neurology and the Taub Institute whose research focuses largely on how thinking, behavior, and self awareness break down in dementia.

7. Phillip De Jager, MD, PhD, is a Professor of Neurology and his work uses neuroimmunology to understand, characterize, and treat neurodegenerative diseases.

8. Mitchell Elkind, MD is a Professor of Neurology and Epidemiology whose group investigates the relationship between infection, inflammation, and stroke, the potential causes of atherosclerosis and ischemic stroke, and risk factors and inflammatory markers for stroke.

9. Yunglin Gazes, PhD is an Assistant Professor of Neuropsychology who studies neural decline and cognitive changes of aging using neuroimaging techniques.

10. Yian Gu, PhD is an Assistant Professor of Epidemiology. Dr. Gu investigates lifestyle factors and their influence on brain aging, cognitive aging, and neurodegenerative diseases. She also uses biological measurements to determine the lifestyle-brain relationship.

11. Jose Gutiérrez-Contreras, MD, MPH is an Assistant Professor of Neurology. His group studies stroke prevention, treatment and care, mechanisms that underlie pathological changes in arteries and how that impacts the brain, as well as the influence of HIV on stroke and dementia.

12. Christian Habeck, PhD is an Associate Professor of Neuroimaging. His research uses network analysis techniques of neuroimaging and non-parametric statistical approaches for assessing robustness in brain-behavior associations.

13. Roger Lefort, PhD is an Assistant Professor of Pathology and Cell Biology investigating molecular signaling in synaptic dysfunction.

14. Jose Luchsinger, MD, MPH is a Professor of Medicine and Epidemiology. His laboratory researches the relation of vascular, metabolic, and dietary factors on aging outcomes such as cognition and health disparities in aging minority populations.

15. Jennifer Manly, PhD is a Professor of Neuropsychology. Her research examines the racial/ethnic disparities in Alzheimer's Disease and related disorders.
16. **Vilas Menon, PhD**, is an Assistant Professor of Neurological Sciences. His major research interests include assessing cell type-specific interactions in the context of neurological disease, developing network-based models of dysregulation in Alzheimer’s, Parkinson’s, and Multiple Sclerosis, and identifying potential therapeutically targetable systems in these diseases.

17. **James Noble, MD, MS** is an Associate Professor of Neurology. His work centers on health literacy, vascular risk factors, and systemic inflammatory markers as contributors to stroke and dementia health disparities.

18. **Hiral Shah, MD** is an Assistant Professor of Neurology that identifies best practices for human rights protection for those with cognitive impairment and dementia. She also investigates how to overcome barriers of mental health & neurodegenerative diseases stigma.

19. **Scott Small, MD** is a Professor of Neurology. His group uses translational neurosciences approaches to study hippocampal changes in neurodegenerative disease to help identify pathogenic mechanisms related to Alzheimer’s diseases, cognitive aging, and Schizophrenia.

20. **Andrew Teich, MD** is an Assistant Professor of Pathology and Cell Biology. His lab investigates the mechanisms underlying impairment of synaptic plasticity in neurodegenerative disease. He also uses computational techniques to analyze genome expression of Alzheimer’s patients.

21. **Carol Troy, MD, PhD** is a Professor of Pathology and Cell Biology and Neurology. Her lab focuses on the regulation and function of the caspase family of proteases in the mature nervous system.

22. **Olajide Williams, MD** is an Associate Professor of Neurology that spearheads initiatives and research in community-based educational interventions to minimize stroke detriments in minority populations.

23. **Ai Yamamoto, PhD** is an Associate Professor of Neurology, Pathology, & Cell Biology. Her lab examines the molecular mechanism of protein trafficking events that modulate neural function and neurodegeneration.

24. **Adina Zeki Al Hazzouri, PhD** is an Assistant Professor of Epidemiology. Her research focus pertains to how social and cardiovascular exposures from across the life-course influence cognitive function, Alzheimer’s disease and other dementias, stroke and other
related health outcomes in old age. Her work is on cognitive aging with a focus on minority populations.

After reviewing the research projects of faculty mentors above, please rank your top 5 faculty mentor choices (listed alphabetically by last name). (Drag and drop name into the box in your preferred order. "1" signifies the mentor that you are most eager to work with, based on their research interests.)

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<tr>
<th>Rank Faculty Mentor Choices</th>
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<tr>
<td>Items</td>
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<tr>
<td>Dritan Agalliu</td>
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<td>Sandra Barral Rodriguez</td>
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<td>Karen Bell</td>
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<td>Amelia Boehme</td>
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<td>Adam Brickman</td>
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<td>Stephanie Cosentino</td>
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<td>Phillip De Jager</td>
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<td>Mitchell Elkind</td>
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<td>Yunglin Gazes</td>
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<td>Yian Gu</td>
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<td>Jose Gutiérrez-Contreras</td>
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<td>Christian Habeck</td>
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<td>Roger Lefort</td>
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<td>Jose Luchsinger</td>
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<td>Jennifer Manly</td>
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<td>Vilas Menon</td>
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If there is a specific Columbia University faculty member (not listed above) who does research related to neuroscience and aging and you would potentially like to work with, please name the faculty member and explain below.

Short Answer

STAR U aims to attract students who have demonstrated interest in research, especially related to brain aging. Please use the space below to describe why you are interested in working with the specific faculty mentors/research projects you selected above. (Max Words: 300)
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