

PHD & POSTDOC CAREER GUIDE

2015-2016



STANFORD PHD & POSTDOC CAREER GUIDE

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BEAM - CAREER EDUCATION

BRIDGING EDUCATION, AMBITION & MEANINGFUL WORK

Address	Website	Main Phone
Student Services Building 563 Salvatierra Walk	careers.stanford.edu	(650) 725-1789
Career Communities & Career Catalysts (2nd Floor) Appointments & programs Monday–Friday 8 am–5 pm	Career Ventures (3rd Floor) Job and Internship postings, on-campus recruiting & career fairs Monday–Friday 8 am–5 pm	

SCHOOL OF MEDICINE CAREER CENTER

A NEXUS FOR TALENTS, PARTNERSHIPS AND OPPORTUNITIES

Address	Website	Main Phone
Medical School Office Building 1st Floor 1265 Welch Road	http://med.stanford.edu/careercenter	(650) 721-1893

GETTING STARTED: CAREERS FOR PHDs & POSTDOCTORAL SCHOLARS

You may have begun your graduate studies with a clear career objective. Or, perhaps you did not have a specific career goal in mind but decided to pursue graduate studies since you enjoyed the academic environment and research. You may have been unsure about your career direction and wanted to keep your options open while gaining additional training through an advanced degree. For some of you, the opportunity to study further at a prestigious institution with top minds and exciting learning opportunities was motivation enough.

Now that you are here, you may have additional questions about your future career. Perhaps you are just beginning your graduate studies and wondering if you should complete your doctoral studies and where that will lead. Or, you may have spent most of your graduate years concentrating on your academic work and now face a job search in a competitive job market. Whether you decide to pursue an academic career or options beyond academia, it is important for you to understand and explore the breadth of career options available. The time it takes to figure out your interests and skills, learn about the world of work, and

make a match between who you are and appropriate opportunities/employers is a worthwhile investment for your future. The career exploration process can complement your graduate training and prepare you for a smooth transition to a professional role inside or outside academia.

The natural tendency of many PhDs and postdocs is to vacillate between academic and non-faculty careers throughout their graduate or postdoctoral training. Your interests, preferences, or understanding of career fields may have changed. In addition, the world of work also continues to evolve and may present opportunities that you did not know about before. Outside factors such as limited availability of faculty jobs, especially in certain disciplines or types of institutions, or change in personal circumstances may also necessitate keeping your options open. It is helpful to have looked at all viable options regardless of your final career decision. Within academia, consider the various types of institutions or the possible diversity of academic roles. Even if you ultimately become a professor, the process of examining various options would have helped you clarify why you have just taken the default path. Also, after going through

this process you will be better prepared to advise your own students with regard to their career exploration. Again, if your career exploration results in a career beyond academia, you will have confidence in your decision, having weighed it carefully based on who you are and the possibilities vetted through solid research. This, in turn, will position you well for the non-academic job search and your interviews with employers.

If possible, begin the career planning process early and use all of the resources available to you through BEAM - Career Education, the School of Medicine Career Center and other services. View your graduate training as an opportunity to develop a broad and transferable skill set that can take you on multiple career paths. Take advantage of numerous professional learning opportunities and experiences while you are here. Make time to test out your interests in various careers and start developing a professional network. Regardless of where you are in your career exploration process, a BEAM or SoMCC career coach or counselor can serve as your sounding board and help you navigate the career decision-making process and job search within or beyond academia.

Stanford | Career Education

BEAM: Bridging Education, Ambition & Meaningful Work

BEAM - Career Education

BEAM - Career Education (BEAM) empowers PhD students and postdocs to cultivate personalized networks that shape your professional journey through customized support based on your interests, academic discipline and degree level. BEAM offers meetups, labs, individual coaching appointments, career fairs, on campus interviews, job/internship databases, digital resources, and alumni networking opportunities to help you transform your ambitions into meaningful work.

Handshake

Handshake, at <https://stanford.joinhandshake.com>, is a key online resource for obtaining information on jobs, employers, BEAM services, events, programs, employer information sessions and other topics of interest.

Through your Handshake account, you'll be able to:

- Schedule a 15-, 30- or 45-minute career coaching appointment.
- Access full-time, part-time, internship, and on-campus job postings.
- Get activated for our on-campus interview program.
- Simplify the job application process by storing resumes, CVs, and cover letters, and apply directly to positions.

Career Coaching

Our confidential coaching services are designed to address your academic and non-academic career exploration and job search needs and concerns on a one-on-one basis. 15-, 30- and 45-minute appointments with a career coach can be scheduled online by logging into your Handshake account. The 15-minute appointments are appropriate for resume or cover letter critiques or to answer quick questions. Wait times for the longer 30- and 45-minute appointments can range from one day to two weeks depending on the time of year.

Assessments

One of the best ways to increase your self-awareness is through a professional assessment focused on your personality, career interests, or strengths. Below, you will find a brief explanation of the assessments we offer. These tools are excellent resources for clarifying your interests, developing a professional vocabulary for yourself, and establishing a starting point for your career exploration.

- *T.R.E.E.*
Tools for Career Readiness, Exploration, and Evaluation (T.R.E.E.) will help you list your career interests and design specific goals to explore and pursue those interests. Each phase includes activities and tips to walk you through the career process. You decide when and where to complete the activities, how quickly to move along, and which parts to complete. Find T.R.E.E. at <https://cdc-tree.stanford.edu>.

If you are interested in one or more of the assessments below, please contact the PhD & Postdoc Career Communities team to request access.

- *Myers-Briggs Type Indicator*
The MBTI indicates your personality preferences. It also provides feedback on work settings and various careers where your personality type might be either a complement or a challenge. Based on the personality theory of Carl Jung and developed by Katharine Cook Briggs and Isabel Briggs Myers, it is focused preference type from sixteen possible combinations.

- *StrengthsQuest*
StrengthsQuest begins with a 30-minute online assessment, the Clifton StrengthsFinder. After you take the assessment, you receive a customized report that lists your top five talent themes, along with action items for development and suggestions about how you can use your talents to achieve academic, career, and personal success.

Programs

There are a variety of events and programs offered throughout the academic year. To view a list of upcoming events for PhDs and postdocs, as well as the Career Fair schedule, please log into Handshake at <https://stanford.joinhandshake.com>.

- *Meetups*

A meetup is an informal gathering focused around a specific career topic facilitated by a Career Communities team member. Students are encouraged to participate in discussion throughout their time at Stanford on a variety of topics, share their experiences, ask questions, and hear from their peers. Meetups take place at BEAM, academic departments, and other group spaces on campus. Meetup topics cover opportunities in Academia, Beyond Academia, or both, and have included discussions on interviewing, teaching & research statements, resumes and more. Meetups occur often and may include a special guest speaker or an opportunity to connect with professionals in industry/academia.

- *Labs*

Labs are interactive Meetups where we give you the opportunity to work on a specific document or project in the presence of your peers. Labs will give you time to start or update materials such as your resume or CV, while Career Community team members are present to immediately answer related questions and provide suggestions.

- *Networking Events & Career Panels*

Networking events bring PhD alumni and employers to campus to meet students in a more casual environment. Career Panels host alumni who all work in a specific industry or sector and allow you to hear their personal stories and insights.

- *Career Development Programs*

The PhD & Postdoc Career Communities team is involved in several multi-week programs and courses on campus. The longer format allows for deeper engagement with career-related material. Examples are "Jumpstart Your Academic Job Search", "Designing the Professional", and the "Management Consulting Preparation Program".

Stanford | Career Education

BEAM: Bridging Education, Ambition & Meaningful Work

Career Fairs

During the academic year, BEAM sponsors 14-16 career fairs covering a wide variety of industries. These fairs enable you to interact with employers and perhaps find an internship or job.

Did you know that these Career Fairs are not just for undergraduates? Many employers that attend the fairs are also interested in hiring PhDs. In addition, the PhD Fair in February brings together employers specifically looking for PhD level candidates. Even if you're not looking for a full-time opportunity, these fairs are great opportunities to network with employers and learn what specific skills they are looking for. Log into Handshake to see the full list of Career Fairs and their dates.

Letter of Recommendation Service

BEAM has partnered with Interfolio, a web-based credential file management service. This service is available to both current students and alumni for a nominal fee. The entire system is both secure and convenient. Visit the Interfolio website at interfolio.com for more information.

iNet Internship Network

Stanford University has joined ten other select universities to offer you a wider range of internships through the iNet internship database. This is a separate registration process from Handshake.

Recruiting Program

Recruiting is a program whereby employers come to Stanford to interview current students during fall and winter quarters. PhD students are eligible to participate; however, postdocs are not eligible to participate.



A Nexus for Talents, Partnerships and Opportunities

Talent + Training

At Stanford University, we offer a unique resource for advanced degree trainees (MD, PhD, postdoc) in the medical and biosciences: a specialized career center.

Established in 2004, the **School of Medicine Career Center (SoMCC)** supports the professional and career development of over 3000 trainees—biosciences graduate students and postdoctoral scholars, medical students and residents.

Stanford's School of Medicine trainees are regarded among the best in the world within their specialties and disciplines. Their academic training prepares them for a wide range of exciting career opportunities. The SoMCC is pleased to provide relevant guidance and support for their decision-making, career planning and development. From academia and clinical practice to industry, government, and non-profit roles, the SoMCC prepares trainees for positions of leadership and excellence in fields and sectors of their choice.

Careers of Choice

Stanford trainees utilize their scientific skills by pursuing different careers of choice, such as:

- Research appointments in academia or industry
- Early stage start-up company positions
- Jobs and fellowships in government or non-profits within research, policy, and regulatory settings
- Management consulting positions with top firms across the globe
- Jobs in banking, finance, or venture capital firms
- Technical specialist positions within legal, regulatory, and technology transfer settings
- Teaching positions in colleges and other academic institutions
- Scientific writing, editing, and other communication roles with journals and in other media settings...and more!

Success Stories

Some highlights of successes and career paths followed by former Stanford SoMCC trainees include:

- **Consultant**, Endocrinology and Health Research and Policy, Stanford University
- **Assistant Professor**, University of Minnesota, Minneapolis, MN
- **Publications Associate**, Actelion Pharmaceuticals, South San Francisco
- **Consultant**, Boston Consulting Group (BCG), Chicago, IL
- **Sr. Scientist**, Union of Concerned Scientists, Washington, DC
- **Instructor**, Chabot College, Hayward, CA
- **Business Development Manager**, Genomic Health, Redwood City, CA
- **Project Leader**, Duke Translational Medicine Institute, Durham, NC

More such stories and examples can be found on our website.

Trainees have myriad opportunities to learn about, explore and find their fit in sectors such as Academia & Education, Banking & Finance, Biotech/ Pharmaceutical Research, Consulting, Data Science, Government, Healthcare, Law, Medical Devices, Media & Communications, Non-Profit and more.

Programs and Services

SoMCC programs encompass the following three areas:

Curriculum	Connections	Counseling
<p><i>Courses, workshops, programs and resources for trainees to</i></p> <ul style="list-style-type: none"> ✓ Augment their academic training ✓ Enhance professional development skills ✓ Introduce roles and functions in various sectors 	<p><i>Partnerships with leading companies and organizations to</i></p> <ul style="list-style-type: none"> ✓ Build relationships with alumni and employers ✓ Raise awareness of activities, trends and opportunities ✓ Boost employment growth in the labor market 	<p><i>Confidential career counseling with trained professionals to</i></p> <ul style="list-style-type: none"> ✓ Advise trainees on all areas of career-of-choice development ✓ Provide timely feedback on career-related documents ✓ Assess skills, fit, strengths and scope for career development
<p>Career Foundations Assessment, Decision-Making & Exploration</p> <p>Career Preparation and Practice: skill development in Biotech Business & Finance, Consulting. Coming soon: Law, Biotechnology & Govt. Research, Media & Communication, Policy, Data</p> <p>Career Transitions CVs/Cover Letters, Job Search Strategies, Networking & Social Media, Negotiation; Academic Applications & Interviews Clinics</p> <p>Career Exploration Opportunities Internship Program</p> <p>Individual Development Plan (IDP) Workshops & Support</p> <p>Industry Insights Series with C and executive level speakers</p> <p>Library: over 500 books to borrow with your Stanford ID (eBrary coming soon!)</p> <p>Postdoc Quarterly Panels</p> <p>Residency Interview Practice Workshops</p>	<p>Biotechnology Industry Expo: <i>not your average career fair</i></p> <p>Celebrating Future Careers: 4th Year PhDs & alumni networking reception</p> <p>Collaboration And Support For Trainee Organizations</p> <p>Employer Site Visits</p> <p>Online Presence SoMCC website Social media @stanfordsomcc</p> <p>Career Fair collaborations (start-up, medical device)</p> <p>SciMed Careers: Biosciences jobs/internships database https://susm-csm.symplicity.com</p>	<p>Assessment Tools MBTI, StrengthsQuest, myIDP, Strong Interest Inventory, CareerLeader (business focus), Values Inventory, Motivated Skills</p> <p>Decision Making And Planning Support</p> <p>Document Review And Interview Practice</p> <p>Express Reviews/Drop-In Counseling</p> <p>Informational Interviews And Resources</p> <p>Mock Residency Practice Interviews</p> <p>One-On-One Confidential Career Counseling</p> <p>Post-RRAP Drop-In Counseling</p>

Through these offerings, the SoMCC helps trainees align their career goals with their academic training, develop professional skills needed for success, and explore and find opportunities that best fit their interests, skills and values.

Additional Stanford University Services and Resources

The following campus offices provide services and programs that complement the BEAM - Career Education and the School of Medicine Career Center offerings in exploring and pursuing various careers. Please note that for the sake of brevity, the descriptions below focus on career-related resources of the offices and do not reflect their complete mission and work. Also note that user eligibility for each office varies.

Vice Provost for Graduate Education (VPGE) vpge.stanford.edu

Offers numerous professional skills-development and training opportunities and provides a comprehensive listing of various on-campus resources for graduate students.

Office of Graduate Education (OGE) biosciences.stanford.edu/contact/graduate-education.html

Aims to help train and empower the next generation of leaders and innovators within and beyond academia and industry. The office offers programs and services to support graduate students and sustain the level of excellence achieved by Stanford Biosciences.

Office of Postdoctoral Affairs (OPA) postdocs.stanford.edu

Supports postdoctoral scholars' career development by providing professional development and skill-building programs in collaboration with various campus offices and by providing guidelines for Career Progress Mentorship Meetings.

Hume Center for Writing and Speaking (HCWS) *undergrad.stanford.edu/tutoring-support/hume-center*

Provides extensive support for writing and oral communication to graduate students through workshops, boot camps, individual consultations, and resources; including workshops on research statements and individual advising on written application materials and oral presentations, such as job talk and interviewing skills.

Center for Teaching and Learning (CTL) teachingcommons.stanford.edu/ctl

Provides teaching training and resources including consultations, classroom observation, student small group evaluations, video-recording and analysis, and workshops and courses on teaching topics including teaching statements and course design.

School of Engineering, Technical Communications Program (TCP) engineering.stanford.edu/portals/student/academic-support-and-resources/technical-communications-program

Supports students' technical writing and/or speaking skills development through courses and individual consulting. Primarily serves engineering students, but also welcomes interested students from elsewhere in the university.

Mentors for Humanities PhDs shc.stanford.edu/phd-mentors

Provides a list, compiled by the Stanford Humanities Center, of local humanities PhDs in non-faculty positions who are willing to share their career experience and advice with PhD students.

Counseling and Psychological Services (CAPS) vaden.stanford.edu/caps

Rigors of graduate education or the job search can bring up feelings of anxiety or depression. CAPS offers a broad range of services including individual therapy, medication assessment and management, group therapy, support groups, and couples counseling.

Other On-Campus Career Centers:

- Graduate School of Education, Career Services Office ed.stanford.edu/careers
- Law School, Office of Career Services law.stanford.edu/school/offices/ocs
- Graduate School of Business, Career Management Center gsb.stanford.edu/cmc

Top Online and Library Resources for PhDs & Postdocs

- **The Chronicle of Higher Education**
News and jobs in academia and higher education. At chronicle.com.
- **CareerInsider—Vault, Inc.**
Electronic guidebooks about employers and career fields provided free of charge to Stanford students and postdocs. Choose any of the titles, such as Advice from Top Tech & New Media Gurus / Biotech Careers / Fundraising & Philanthropy Careers / Top Consulting Firms / Top Government & Non-Profit Employers. At <https://careerinsider.vault.com/career-insider-login.aspx?parrefer=269>.
- **Pivot: “Funding Connected”**
Stanford University subscribes to this professional tool for locating grants and fellowships. The Advanced Search allows you to construct a targeted, field-specific search. You can track funding opportunities by funding amount, deadline date, sponsor type, and subject. At http://pivot.cos.com/funding_main.
- **Case Questions Interactive**
Business case interview questions. Practice for management consulting and technology company job interviews. By Marc Cosentino, author of Case in Point: Complete Case Interview Preparation. At <https://www.stanford.edu/dept/CDC/cqinteractive/>.
- **So What Are You Going To DO With That? Finding Careers Outside Academia**
Rethinking life after graduate school; soul-searching before job searching; networking and transitional experience; turning a CV into a resume; and how to turn an interview into a job. Located at the Cubberley Education Library.
- **Job Search in Academe: The Insightful Guide for Faculty Job Candidates**
Offers case studies of candidates who have followed both academic and non-academic paths. Includes issues such as those faced by minority candidates and by scientist candidates needing to negotiate faculty contracts to ensure adequate lab spaces/resources. Sample application letters and vitae are included. At <http://styluspub.com/resrcs/user/jsappendix.pdf>. Also at the Swain Chemistry and Chemical Engineering Libraries.
- **From Student to Scholar: A Candid Guide to Becoming a Professor**
Covers a range of critical issues: how to plan, complete, and defend a dissertation; improve teaching performance; publish research; develop a professional network; and garner support for tenure. Also at the Jackson Business and Cubberley Education Libraries.
- **Put Your Science to Work: The Take-Charge Career Guide for Scientists**
For new scientists and engineers or those seeking a mid-career change, this title gives you practical advice and techniques for finding traditional or non-traditional jobs in science. Includes examples of resumes and cover letters, and stories of scientists who have moved into a wide range of careers. Also at the Branner Earth Sciences Library and Engineering Libraries.

International Students

Pursuing jobs and internship opportunities in the U.S. may feel especially unfamiliar as an international student. The following resources are available to help you manage your career.

Career Counseling

Career coaches and counselors are excellent listeners, problem solvers, information providers, and motivators. Coaches and counselors can:

- Help you clarify and articulate your skills and interests
- Provide resources for exploring options or researching industries
- Share tips on tailoring resumes, CVs and cover letters for the U.S. job market
- Provide tips on interviewing in the U.S. and conduct practice interviews
- Strategize your job search

Networking and Informational

Interviews: Stanford CareerConnect

Learn from experienced Stanford alumni! Ask career questions, get advice and gather valuable information from alumni by going to <http://alumni.stanford.edu/>

goto/CareerConnect and clicking the CareerConnect link. Identify alumni by department, degree, specialty, industry and/or location, and then ask for a brief conversation to answer your career questions.

Visa Issues

BEAM does *not* provide advice on legal, technical or other issues related to your visa. Please visit <http://stanford.edu/dept/icenter> or consult with an advisor at the Bechtel International Center for this information.

Who Hires International Graduates and Scholars?

Recruiting is expensive, so employers generally prefer to hire for the long term. Hence your attractiveness as a candidate may depend on your potential to obtain a subsequent work visa (e.g., H1B visa) after you complete your practical training or work eligibility allowed on your current visa. Some employers sponsor international employees for subsequent visas; others do not.

Other than the defense industry, many large companies strive to hire the best candidate, regardless of nationality. Universities and other educational institutions also generally hire the best candidates; additionally, there is no restriction on the number of H1B visas they may sponsor. It is harder to generalize about smaller and mid-sized companies, which may be less familiar with hiring candidates on visas.

Positions within the U.S. federal government, most national labs and the security/defense industries generally require U.S. citizenship or permanent residency. Positions within state or local government may be open to international candidates; however, some states may be more international-friendly than others.

Visit myvisajobs.com to find employers by industry, profession and location that have historically sponsored H1B visas. This site also has current postings for available positions at these international-friendly employers.

PART I: THE ACADEMIC JOB SEARCH

GETTING YOUR BEARINGS

So you've decided to pursue an academic job! You may already know about the potential challenges: There may be a limited number of openings in your field or area of expertise. The competition may seem daunting. Crafting effective application materials takes time and energy, as does preparing for and traveling to interviews. However, there is good news, too: This process is typically very structured and there are reliable strategies that you can use to enhance your candidacy. You may not have control over the final outcome, but by taking some time to understand the process, carefully considering your own priorities, familiarizing yourself with key strategies, crafting compelling application materials, and preparing strategically for interviews, you can have much more control over your experience than you would otherwise.

What Is Important to You?

When you started your doctoral program, you may have had a vision of your professional future. As you progressed through your program, this vision may have sharpened, shifted, or changed completely. In any case, it is important to reflect on who you are now, what you most enjoy doing, and what your priorities are. This will help you identify the types of academic opportunities that are likely to be the best fit.

Do you enjoy research? Do you love to teach? How do you prefer to spend your time? What kind of department are you looking for? What kinds of colleagues do you hope to have? Looking at how

you prefer to direct your time and energy can help you figure out if you are most interested in applying to large research universities, private liberal arts colleges, public universities, institutions with religious orientations, community colleges, or others. There is no single right answer for everyone; the goal is to figure out where you will thrive professionally.

Family and partner considerations may also play a substantial role as you look toward the next step in your career. If you have a partner, you may find it productive to discuss your shared hopes and goals. Are there parts of the country where one or both of you would prefer to live? Do you want to live in a city, a suburb, a rural area? What other geographic and lifestyle considerations are important? Consider where each of you might be willing to compromise.

Yes, the academic job market is competitive—in some cases, staggeringly so. But it is always easier and more effective to make a compelling case for an institution that matches your values and priorities. Figuring out what you want may ultimately give you more freedom to be flexible.

Gather Information

It is crucial to know how academic positions are advertised in your discipline. In many fields, a list of academic positions is published annually. First-round interviews then take place at an annual conference. If you have the opportunity to familiarize yourself with postings in your field before you go on the job market,

by all means, do so! Take note of which postings interest you the most, and what types of qualifications are emphasized.

Speak with faculty members in your department. At conferences, go out of your way to chat with colleagues from other institutions. Seek out alumni from your department who have already graduated and are now working in academia. You will benefit from their experiences, and you may be surprised how willing some will be to share advice for your academic job search.

Try to build a timeline for yourself in advance. Simply developing a CV and cover letter, along with perhaps a teaching statement, a research statement, a writing sample, a dissertation abstract, sample syllabi, and/or evidence of excellence in teaching, can be a time-consuming process. Some PhD students find it helpful to begin working on these materials well in advance of the deadlines, which often occur in the fall of their final year. These materials will be addressed in greater depth in subsequent sections of this handbook.

Samples used in this publication are actual examples from successful candidates. Names and projects have been changed, when requested, to protect anonymity. Samples used are not necessarily “correct” or “recommended” for their content or form. Rather, they are examples of how others have presented their experiences to best show fit.

CRAFTING YOUR CV

A curriculum vitae tells the story of your professional life and accomplishments in your discipline. It may take many pages to do so. For an academic position, your CV's job is to convey—in a clear and readable format—your educational background, your research and teaching experience, your publications and presentations, and your honors and awards. There may also be additional sections, depending on your field and professional experience.

In addition to presenting factual information about your educational and professional accomplishments, your CV has the potential to convey much more. For example, it can indicate that your focus is research, or that you are teaching-focused. In this way, you can also communicate that your focus and the focus of the institution to which you are applying are the same. How? First, the order of the sections is key. If you place the teaching section before the research section, or vice versa, that will communicate to the hiring committee that you share their priorities in respect

to teaching and research. If you apply to a variety of institutions—i.e., both liberal arts colleges and research universities—it is strategic to develop multiple versions of your CV.

How do you want to describe your teaching experience? This is another way that you can communicate that you share an institution's priorities and that you understand the role. One Stanford PhD student who was applying for adjunct positions found that department chairs were more responsive when she rewrote her teaching section to include detailed descriptions of what she did in the various teaching roles she had held. Someone applying for a position that emphasizes research, however, might find greater advantage in keeping their teaching section very straightforward.

If you have unique accomplishments, skills, credentials, or experiences that are absolutely required for the academic position to which you are applying, they *must* go on the first page. For example, if

the job description emphasizes that candidates must have a proven record of securing grants and you have already experienced successes in this area, it is essential that you convey your own funding record on the first page. Again, the key is to emphasize those aspects of your experience that align with the requirements for the position in question.

When it comes to CV design, typically hiring committees prefer a simple, classic, clean look. Unusual fonts and formatting are generally not well received. However, a clear and easy-to-read format will enhance any CV. Take the time to look at several CV formats. Draw inspiration from the ones you like best.

See the Resources for Sample CVs section for suggestions of places to seek out sample CVs. You may find it useful to download and review CVs from faculty members in your own department or departments at other colleges and universities.

CV Headings

There is not a single set of headings that would be right for every PhD student or postdoc. Rather, base your decisions about which headings to include on conversations with faculty and colleagues in your field; perusal of colleagues' CVs and CVs of faculty in your field; job descriptions for the positions to which you are applying; and your own experience and strengths. The suggested headings that follow are general ideas, organized loosely by category, to get you thinking about which headings would enable you to most effectively convey the value you would bring to a college or university:

- Education, Education and Training
- Certifications, Licensure
- Dissertation, Dissertation Research, Thesis
- Research Experience, Grant-Funded Research, Related Research
- Teaching Experience, Teaching and Mentoring, Teaching and Advising, Instructional Experience
- Honors, Awards, Fellowships, Research Funding
- Industry Experience, Related Professional Experience, Work Experience
- Publications, Presentations, Conference Presentations, Invited Talks, Book Chapters, Published Abstracts
- University Service, Academic Service, Professional Activities, Committee Work, Referee Services
- Media Coverage
- Volunteer Experience, Leadership Activities, Community Engagement, Scholarship in Action
- Professional Development, Continuing Education, Training, Institutes
- Related Experience, Additional Experience, Languages
- Professional Affiliations, Memberships
- References

A word about document length: More pages are fine. In particular, do not truncate relevant experience or publications in order to "save space." It can be helpful to have a header or footer with your last name and the number of pages (i.e., Name, page 3 of 5).

Candidate's Name

Name of Department
Stanford University

Address, City, State 12345

(650) 123-4567 name@stanford.edu

Typically, you would include your department and university; you have the option of also including a home address if you would like. For a phone number, include your mobile number if that is the easiest way for a search committee to reach you.

EDUCATION

Stanford University, Stanford, CA

PhD in Name of Program, expected June 20xx

Dissertation title, brief summary, advisor's name, and/or committee members may optionally follow here. Could also appear in additional section below entitled "Dissertation," or could be included elsewhere, depending on your preference, the conventions of the field, and the job for which you are applying. There are times when you may also wish to list a particular fellowship or honor here as well.

Previous University, City, State

MS, MA, etc. in Name of Program, June xxxx

Optional: Thesis title, advisor's name

Previous University, City, State

BS, BA, etc. in Name of Program, June xxxx

Optional: Senior thesis title, advisor's name

NEXT HEADING HERE

Choose your first heading with great care, considering the primary focus of the position. If the focus will be research, consider a heading such as "Research Experience." If the focus is teaching, consider "Teaching Experience." The level of detail with which you address either topic should reflect the level of interest that the hiring committee is expected to have in that area. For the purpose of this sample, examples of each follow. In some cases, the first heading after Education will actually be "Honors and Awards"; in other cases, this category will follow later in the CV.

RESEARCH EXPERIENCE

Organization, Lab, or Project, City, State

Research Assistant, September xxxx to present

Concise but descriptive highlights of your work on this project follow. As you edit and revise these descriptions, keep your hiring committee in mind. How can you describe your work in a way that will be engaging and interesting?

CV OUTLINE

Name • Page 2 of 3

Organization, Lab, or Project, City, State

Research Assistant, September xxxx to present

Remember that when you are describing your research experience, the emphasis should be on your contributions and accomplishments, not solely on the project itself. Make a special effort to be mindful of verbs: Coordinated, analyzed, investigated, presented, and so on.

TEACHING EXPERIENCE

Name of College or University, City, State

Lecturer, September xxxx to June xxxx

There is no single, set-in-stone format for describing your teaching on a CV. Depending on your situation and how much teaching experience you have had, you may consider listing it by college or university, as in this example; or you may wish to list it by course, or by some other classification. Sometimes it is sufficient to simply list courses taught; other times it can be tremendously helpful to include a description of your role in the course, including accomplishments that may have been unique to you (i.e., Built an interactive website for course and moderated online discussion, or facilitated small-group problem-solving in 150-person lecture).

RELATED PROFESSIONAL EXPERIENCE

If you have industry experience that will enhance your candidacy, such as consulting in your field, teaching in other settings, internships, or other work that will contribute to the committee's understanding of how and why you would be a good fit for a position, consider including it as well. Again, the placement of a category like this is potentially quite flexible. Think carefully about which experience you would like to be part of a search committee's initial impression of you, which experience can be deferred until later in the CV, and which experience may not need to appear in the CV at all.

UNIVERSITY SERVICE

Have you served on committees, organized speakers or events for your department, or taken leadership roles in activities on campus? Perhaps you have served as a reviewer for journals in your field; you could re-name this section or add a new one to include that experience.

PUBLICATIONS

Especially for research-oriented positions, this section may be read very carefully. When you list your publications, you may wish to bold your name. You may also wish to include and indicate publications that have been submitted and/or are in press. Typically you would follow the citation conventions of your field.

Name • Page 3 of 3

PRESENTATIONS

As with publications, listing your presentations is helpful as well. In some cases a candidate may choose to combine both sections into one (Publications & Presentations); if you find that you have quite a few of each, it typically works best to keep them in separate categories.

ADDITIONAL EXPERIENCE

Of course, you do not need to include a category with this name. However, you may have experience, volunteer work, or other experiences that do not fit neatly into any of the other categories and have not already been addressed in the CV. Be both proactive and conservative in finding ways to include information that is expected in your field (for someone with a PhD in Drama, this may be a list of performances directed, for example). You may want to have a heading for professional development, media coverage, or other topics. Find ways to include information that will help the search committee better understand who you are as a scholar, a teacher, and a colleague.

HONORS AND AWARDS

When you list awards, consider including a bit of explanatory text if that would help the reader better understand an award's significance. If there is a particular award that might significantly elevate your application, consider finding a way to include it on the first page where it will be noticed immediately. Sometimes specific awards can be included right in the Education section; sometimes this entire category may be moved to the first page.

PROFESSIONAL AFFILIATIONS

Memberships in professional organizations are commonly listed at or toward the end of your CV.

REFERENCES

List your references, along with their titles and contact information, here.

SAMPLE CV #1 - PAGE 1

name@address.org

Street
City
Phone

STACY HARTMAN

Website:: <http://www.mynamere.com>

CURRENT POSITION

Project Coordinator, Connected Academics Project, Modern Language Association, 2015-present
Design and implement proseminar for current PhDs, recent PhDs, and contingent faculty in the New York area. Recruit seminar participants and build relationships with local cultural institutions, non-profits, and businesses for site-visits. Write and design content for the Connected Academics website. Coordinate efforts of partner institutions. Design and organize programming for annual convention.

EDUCATION

Stanford University, Stanford, CA (2010-2015)

Ph.D German Studies

The University of Manchester, Manchester, United Kingdom (2007-2008)

M.A. German Studies (Distinction)

The University of California, Santa Cruz, Santa Cruz, CA (2001-2005)

B.A. Modern Literature with a German emphasis (Highest Honors) and Feminist Studies (Honors)

DISSERTATION

Title: "The Ethics of Emotion: The Dialectic of Empathy and Estrangement in Postmodern German Literature and Film"

Abstract:

Although the question of the role of empathy in our experience of fiction is currently an active one in psychology, most of the relevant research has been conducted on "immersive" or popular literature and film. This dissertation seeks to change that by using cognitive approaches to literature to examine how and why postmodern literature and film disrupts the reader or viewer's expected empathic connection with the narrator or protagonist. Drawing on research by both cognitive psychologists and cognitive cultural theorists, I examine first how this disruption is accomplished, through narrative techniques which include unreliable, mediated, or detached narration, and through thematic concerns such as an interest in the grotesque and the disgusting. Ultimately, however, I argue that in the wake of the disastrous failure of empathy that was World War II, postmodern writers and directors have sought to render moral judgment and decision-making conscious and deliberate, rather than unconscious and emotion-based. Principle authors and texts include Günter Grass's *Die Blechtrommel*, W.G. Sebald's *Die Ausgewanderten* and *Austerlitz*, and Michael Haneke's films, *Die Klavierspielerin*, *Das weiße Band*, and *Amour*. This argument has implications for not only the field of cognitive cultural studies, but also for psychology, ethics, and education.

Advisors:

Professor Amir Eshel (German)

Professor Blakey Vermeule (English)

Committee Members:

Professor Russell Berman (German)

Assistant Professor Jamil Zaki (Psychology)

SAMPLE CV #1 - PAGE 2

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LANGUAGES

English (native reading, writing, and speaking)
German (fluent reading, writing, and speaking)
Spanish (proficient reading, writing, and speaking)

PUBLICATIONS

Articles

“Reforming Graduate Education through Discussion and Data.” Co-authored with Russell A. Berman. *ADFL Bulletin*, Volume 43, Number 2, 1 July 2015, pp. 102-108.

“A Romance with One’s Own Fantasy’: The Nostalgia of Exile in Anna Seghers’s Mexico.” *Edinburgh German Yearbook, Volume 3: Contested Legacies: Constructions of Cultural Heritage in the GDR*. Ed. Matthew Philpotts and Sabine Rolle. New York: Camden House, 2009.

Book Reviews

Jaimey Fischer and Barbara Mennel, ed.: *Spatial Turns: Space, Place, and Mobility in German Literary and Visual Culture*.” *The Modern Language Review*, Volume 107, Number 1, 1 January 2012, pp. 324-326.

David Clarke and Renate Rechten, ed.: *The Politics of Place in Postwar German: Essays in Literary Criticism*.” *The Modern Language Review*, Volume 106, Number 2, 1 April 2011, pp. 605-606.

Axel Goodbody, Pól Ó Dochartaigh, and Dennis Tate, ed.: *Dislocation and Reorientation: Exile, Division and the End of Communism in German Culture and Politics. In Honour of Ian Wallace*.” *The Modern Language Review*, Volume 105, Number 3, 1 July 2010, pp. 923-925.

Katharina Gestenberger: *Writing the New Berlin: The German Capital in Post-Wall Literature*.” *The Modern Language Review*, Volume 105, Number 2, 1 April 2010, pp. 608-609.

PRESENTATIONS

“The Ethics of Emotion,” Stanford University, German Studies Colloquium, June 2015.

“Parting the Gray Veil: Psychoanalytic and Biological Approaches to Memory in Sebald’s *Austerlitz* and Kandel’s *In Search of Memory*,” Modern Language Association Convention, January 2015.

“Slippery as an Eel: Disgust, Empathy, and Estrangement in the First Book of *Die Blechtrommel*,” German Studies Association Conference, October 2013.

“‘False Leads and Cold Cases’: The Insolubility of History in Michael Chabon’s *The Final Solution*,” Vanderbilt University, German Studies Graduate Student Conference, March 2012.

“White Ribbons and Purifying Punishments: The Metaphoric Construction of Morality in *Das weiße Band*,” Stanford University, German Studies Colloquium, March 2012.

“‘What difference does it make who is speaking?’: Removing Günter Eich from the Günter-Eich-Debatte,” University College London, German Studies Postgraduate Colloquium, March 2008.

SAMPLE CV #1 - PAGE 3

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PROFESSIONAL EXPERIENCE

Courses Taught

Instructor, “Memory, Modernity, Mourning: 20th Century German Short Fiction,” Stanford University (Winter 2015).

Designed and taught a German-language literature seminar to Stanford undergraduates. Authors include Kafka, Mann, Seghers, Langässer, Borchert, and Böll.

Co-instructor, “Empathy in Science, Society, and Stories,” Stanford University Hope House Program (Fall 2014)

Co-taught a course on the broad topic of empathy with a colleague from the Center for Ethics in Society at Hope House, a halfway house for women transitioning out of prison. Topics include social science, literary, and personal narrative approaches to empathy. Contributed to syllabus design, facilitated discussion, and graded assignments.

Graduate Teaching Assistant, German 5A (summer intensive), Stanford University (Summer 2014)

10-week German 1 course compressed into 2.5 weeks. Focus on student-centered communicative methods.

Co-Instructor, German 182, “War and Warfare in Germany,” Stanford University (Spring 2013)

Co-taught an English-language German literature, film, and culture course with Professor Russell Berman to Stanford undergraduates. Texts included *All Quiet on the Western Front*, *Mother Courage*, and *The White Ribbon*. Contributed to syllabus design, facilitated discussion, and graded assignments.

Graduate Teaching Assistant, German 1, 2, 3, and 21, Stanford University (Fall 2011, Spring 2012, Fall 2012, Winter 2013)

Beginning and Intermediate German language. Received training in ACTFL language level evaluation standards. Focus on student-centered communicative methods.

Graduate Teaching Assistant, Intermediate German Conversation, Stanford University (Spring 2011, Spring 2013)

Designed and implemented conversation courses for Stanford undergraduates either returning from or preparing to go abroad to Germany.

Instructor, English as a Foreign Language, NEXUS: Lenguas y Culturas, Cuenca, Ecuador (Spring 2007)

Provided English language instruction to K-12 and adults at a private language school.

Fulbright Foreign Language Teaching Assistant, English as a Foreign Language, Trave-Gymnasium, Lübeck, Germany (2005-2006)

Provided English language instruction to middle school and high school students.

Undergraduate Instructor, 20th Century Children’s Fantasy Literature, University of California (Winter 2005)

With a fellow undergraduate, designed and facilitated an undergraduate seminar.

Undergraduate Teaching Assistant, Introduction to Feminism, University of California (Fall 2003)

Served as the facilitator of a discussion section for fellow undergraduates.

Other Teaching and Course Design Experience

Graduate Writing Tutor, Hume Writing Center, Stanford University, 2013-2014.

Provided Stanford undergraduates and graduates with support at all stages of the writing process and in all disciplines.

Instructional Designer, Shmoop University, Inc., 2013.

Designed online literature courses for high school students, including: Holocaust literature and film, Kate Chopin and Emily Dickinson, and Franz Kafka.

Academic Support and Educational Research

Instructional Designer and Researcher, Lacuna Stories Project, Stanford University, 2013-present.

Conduct classroom observations, student surveys, and analysis for Lacuna Stories, a digital humanities pedagogy platform. Design instructional manual for instructors using the platform and provide personalized consultations for instructors implementing their courses using the platform.

Graduate Teaching Consultant, Center for Teaching and Learning, Stanford University, 2013-2015.

Facilitate small group midterm evaluations and provide video consultations and other services that enhance and enrich the teaching experiences of graduate teaching assistants at Stanford.

Academic Skills Coach and Advisor, Undergraduate Advising and Research, Stanford University, 2014-2015.

Provide one-on-one support to Stanford undergraduates returning from academic suspension, with a particular emphasis on time management techniques.

Academic Advising Fellow, Undergraduate Advising and Research, Stanford University, 2014-2015.

Provide drop-in advising to Stanford undergraduates and administrative support to UAR.

Coordinator, Faculty-Graduate Student Collaborative Teaching Project, Stanford University 2012-2014.

Designed and co-ran seminar on humanities pedagogy. Coordinate meetings, communicate with participants, and arrange catering. Facilitate and organize site visit by the Teagle Foundation (funding body).

Program Management and Administration

Co-Organizer, Series on the Public Humanities, Stanford University, 2013-2014.

Conceptualized and coordinated a series of speakers on the humanities in the public sphere and on public scholarship generally. Coordinated travel and arrange catering and hospitality while managing a \$13,000 budget.

Founder and Coordinator, "Alt Ac" Speaker Series, Vice Provost for Graduate Education, Stanford University, 2012-2013.

Conceptualized and coordinated a series of speakers about alternative academic careers for PhDs. Researched, interviewed, and selected speakers; scheduled speakers, arranged catering, and moderated sessions.

Coordinator, Assessing Graduate Education Project, Division of Literatures, Cultures, and Languages, Stanford University 2011-2013.

Designed, implemented, and reported on a broad survey of best practices in graduate education.

Manager, Kaplan Tutoring, 2008-2010.

Hired, trained, and managed over fifty part-time tutors as an Academic Specialist and Academic Manager.

SAMPLE CV #1 - PAGE 5

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ACADEMIC SERVICE

Student Representative, Graduate Academic Committee, Division of Literatures, Cultures, and Languages, Stanford University (2012-2013)

Member, Steering Committee, DLCL Graduate Student Conference: Urban/Jungles, Stanford University (2012)

Co-founder and Coordinator, German Studies Forum for Graduate Students, Stanford University (2010-2012)

Student Representative, Postgraduate-Taught Committee, School of Languages, Linguistics, and Cultures, University of Manchester (2007-2008)

GRANTS AND AWARDS

North American Foundation of the University of Manchester Award (2007)

Fulbright Grantee (2005)

Dean's Award, Humanities Division, University of California, Santa Cruz (2005)

Humanities Undergraduate Research Award, University of California, Santa Cruz (2004)

Regent's Scholarship, University of California, Santa Cruz (2001-2005)

SAMPLE CV #2 - PAGE 1

Martina Bayes-Price, PhD

1234 My Road •• postbox # •• Stanford, CA 94305

Cell Phone: (123) 456-7890 •• Lab Phone: (123) 456-7890 •• E-Mail: myname@stanford.edu

Education

- Stanford University, Stanford, CA & San José State University (SJSU), San José CA** 2012-2015
 NIH Institutional Career and Research Development Award (IRACDA) Postdoctoral Fellowship
 Research Mentors: Professors Lydia Chavez, Kathryn Boroughs, Sharin Evans (Stanford)
 Teaching Mentors: Professors Kevin Brake, Bechtel Holmes (SJSU)
- Stanford University, Stanford, CA** 2005-2011
 PhD, Immunology
 Research Mentor: Professor Lydia Chavez
- Oberlin College, Oberlin, OH** 2001-2005
 BA, Chemistry, Summa Cum Laude
 Minors in: Computer Science and Mathematics Advisor: Professor Victor Jarvis

Teaching Experience

Lecture Courses

- BIOL116 – Molecular Genetics, Co-Instructor, SJSU Fall 2014
 • developed and taught curriculum for new exam block on DNA recombination
- BIOL1B – Foundations of Cell Biology and Physiology, Co-Instructor, SJSU Spring 2014
 • prepared and delivered lectures for large introductory lecture class
- BIO230A – Cellular and Molecular Immunology Literature Review, Stanford University Fall 2012
 • developed curriculum and ran discussion section of primary literature
- Stanford Institutes of Medicine Summer Research Program (SIMR), Stanford University 2008-10, 2012-14
 • lectured on transplantation immunology and B cell biology to high school participants
- IMMUNOL201 – Advanced Immunology I, Stanford University Winter 2008
 • teaching assistant, co-developed curriculum, and lecturer (B cell biology)
- BIO230 – Cellular and Molecular Immunology, Stanford University 2007, 2012-14
 • teaching assistant (2007), head teaching assistant (2012), guest lecturer (2012-14)

Lab Courses

- Stanford Immunology StartUp Fall 2012
 • instructed incoming graduate students on theory and practice of Western blotting

Mentoring

- Advised one high school student, five undergraduate students (including one senior thesis), three graduate students, and one medical student on independent research projects 2006-2014
 • Training support provided by: SIMR & Stanford University Summer Research Program (SSRP)

Outreach Activities

- SIMR Immunology Institute, Teaching Assistant, Stanford University 2014
 • assisted with program-wide admissions, planned summer course curriculum, and monitored progress and program goals for 12 high school Immunology Institute participants
- “The Itch to Stitch”, Instructor, The Girl’s Middle School 2009
 • co-developed curriculum and implemented a one-week course to teach knitting and crocheting to middle school girls
- Oberlin Institute for Girls in Science (DIGS) Counselor, Oberlin College 2002, 2003
 • assisted with teaching labs in physics and chemistry, assisted in preparation of posters describing the experimental results, served as resident assistant during the camp

SAMPLE CV #2 - PAGE 2

Bayes-Pryce, M. P.
CV

Research Experience

- NIH IRACDA Postdoctoral Fellow, Stanford University** 2012-2015
- Defining the functional Natural Killer (NK) cell repertoire in the immune response to latent Epstein-Barr Virus (EBV) infection
 - Decoded the rules of the T cell receptor repertoire to allow specificity to be read by primary sequence (collaboration with Achak Atal in Jose Myers' Lab)
- Stanford Immunology NIH Postdoctoral Training Grant, Stanford University** 2012
- Explored regulation of host microRNA expression by the EBV protein LMP1
- PhD Doctoral Candidate, Stanford University** 2005-2011
- Studied syk activation and downstream survival signaling in EBV+ B cell lymphomas
- Undergraduate Research Assistant, Oberlin College** 2003-2004
- Purified and characterized helix-turn-helix transcription factors from the archaeobacteria *M. acetivorans*
- Summer Undergraduate Research Program, Memorial Sloan-Kettering Cancer Center** 2004
- Developed functional characterization of recombinant human Mgs1/Werner's Helicase Interacting Protein 1 (WHIP1) and its interaction with the DNA pol holoenzyme (Advisor: Professor Jim Horowitz)
- Science Research Fellow, Oberlin College** 2001-2002
- Used computer modeling to show the effects of laser frequencies on vibrational excitation of HCN (Advisor: Professor Victor Jarvis)
 - Synthesized novel multinuclear copper-lanthanide complexes in ionic liquids (Advisor: Professor Kim Mayes-Hogan)

Publications

- M. Otis-Mendel, A. Otis, E.M. Harris, **M. Bayes-Price**, S. Evans, T. Esteves, L. Chavez. Modulation of EBV Host Cells to Promote B Lymphoma Cell Survival. *Journal of Lymphoma*, currently under final review.
- M. Bayes-Price**, M. Otis-Mendel, E.M. Harris, S. Evans, L. Chavez. Epstein- Barr Virus and B Lymphocytes. *Journal of Immunological Research*, 58(2-3):216 (2014).
- M. Bayes-Price**, L.J. Baker, P. Masters, V. Chang, W. Nakimoto, T. Esteves, S. Evans, L. Chavez. Kinase Activation in Epstein-Barr Virus, Post- Transplant. *Journal of Transplantation*, 17(3):712 (2013).
- M. Bayes-Price***, L.J. Baker*, S. Evans, L. Chavez. PI3K Signaling by a Chimeric Latent Membrane Protein 1 in Epstein-Barr Virus (EBV). *PLoS*, 6(8):e3138 (2012). * authors contributed equally to this work.
- M. Bayes-Price**, L. Chavez, T. Esteves. Emerging Treatments of Epstein- Barr Virus (EBV)+ Post-Transplant. *Transplantation*, 14(2):820 (2012).
- M. Bayes-Price**, L.J. Baker, V. Chang, R. Carr*, S. Evans, L. Chavez. Promoting Survival of Epstein Barr Virus (EBV)+ B Cell Lymphomas. *Journal of Chemical Change*, 612(38):43368 (2011). * denotes mentored undergraduate student as co-author
- V. Chang, *M. Bayes-Price*, S. Zimmer, O.M. Richards, P. Huang, S. Evans, and L. Chavez. Tumor- Derived Variants of EBV. *Journal of Chemical Change*, 610 (55):40575 (2008).

SAMPLE CV #2 - PAGE 3

Bayes-Pryce, M. P.
CV

Academic Leadership & Service

IRACDA Conference: Elevating Science and Education, Albuquerque, NM	2014
IRACDA Conference: Increasing Diversity in Science – Classroom to Bench, Atlanta, GA	2013
IRACDA Pedagogy Class, SJSU	2013
Postdoctoral Teaching, Mentoring Workshops, Stanford University	2012
Steering Member, Intersarsity Graduate Christian Fellowship, Stanford University	2007-2009
Interview Weekend Coordinator, Program In Immunology, Stanford University	2006-2007

Grants & Fellowships

NIH IRACDA Postdoctoral Fellowship K12-GM088033	2012-2015
Stanford Immunology NIH Postdoctoral Training Grant T32-AI007290	2012
Stanford Graduate Fellowship	2007-2010

Awards & Honors

Stanford Immunology Scientific Conference – Best Postdoctoral Fellow Poster	2012
Hugh McDevitt Prize in Immunology	2011
American Transplant Congress Young Investigator Award	2010, 2011
Stanford Immunology Scientific Conference – Best Graduate Student Poster	2007
Rubin and Sara Shaps Scholar, Memorial Sloan-Kettering Cancer Center	2004
Dow Chemical Scholarship	2002-2005
Oberlin College Science Research Fellow	2001-2005

Selected Presentations & Invited Talks (of 27)

M. Bayes-Price, G. Pearson, K. Quill, D. Trujillo, T. Esteves, S. Evans, L. Chavez. Bypassing Tetramers: T Cell Repertoires Allow Specificities to be Read. International Transplantation Society 2014, San Jose, CA, Oral Presentation.

M. Bayes-Price. Exploiting the Relationship between Epstein-Barr Virus and the Host Immune System. SJSU Seminar Series, May 2014, San Jose, CA, Invited Lecture.

M. Bayes-Price, S. Lambert, C. O. Esquivel, S. Evans, and L. Chavez. Defining Biochemical Pathways of PI3K/Akt- Dependent Cell Survival. International Transplantation Society 2013, Paris, France, Oral Presentation.

M. Bayes-Price, S. Lambert, S. Evans, C. O. Esquivel, and L. Chavez. Targeting Treatment of Post-Transplant Lymphoproliferative Disorder (PTLD). U.S. Transplant Congress 2011, Pittsburgh, PA, Plenary Oral Presentation & Young Investigator Award.

M. Bayes-Price, S. Lambert, V. Chang, E. Gallo, S. Evans, T. Esteves, and L. Chavez. Novel Targets for Epstein Barr Virus (EBV)+ B Cell Lymphoma Growth & Survival. International Congress of the Transplantation Society 2008, Sydney, Australia, Mini-Oral Presentation.

M. Bayes-Price, V. Bermudez, and J. Hurwitz. Biochemical Characterization of the human genomic stability factor Mgs1/Werner's Helicase Interacting Protein (WHIP). American Chemical Society Regional Poster Session 2004, Greencastle, IN. Poster Presentation.

SAMPLE CV #3 - PAGE 1

Luanne Von Buellar, PhD

105 Jordan Hall, Stanford, CA 94305

cell: (123) 456-7890; office: (123) 456-7890; myname@stanford.edu

EDUCATION

PhD, Higher Education

Expected, June 2015

Stanford University Graduate School of Education, Stanford, CA

Master of Education, Marriage and Family Counseling

2000-2002

University of San Francisco, San Francisco, CA

Bachelor of Arts, English and Women's Studies (minor)

1999

Ohio State University, Columbus, Ohio

DISSERTATION

Advocacy and Agency in Student Affairs

Chair: Prof. Emily A. Liston; Committee: Profs. Harriet Manning, Turkus Busch, & Henri Piccou

A study examining how student affairs professionals make decisions in situations where they experience role conflict between their responsibilities for advocating on behalf of students while serving as university agents. Using a participatory methodology, student affairs professionals engaged in in-depth research dialogues focused on the following issues: 1) the extent to which participants experienced role conflict regarding their positions as advocates for students and university agents, 2) strategies employed to negotiate role conflict, 3) values reflected in these strategies, and 4) the extent to which these values demonstrated the theoretical construct of transformational leadership

AWARDS

Outstanding Doctoral Student Award, Stanford University 2015

Distinguished Graduate Teaching Fellow Award, Stanford University 2014

PUBLICATIONS

Chapters in Edited Volumes

Von Buellar, L. (2015). Managements' role in productive conversations about racism. In Waley, L. (Ed.) 217, 16-24. *Race in American Education*, Santa Ana, CA: Pierre Publishing.

Von Buellar, L. & Santomire, S. (2013). Teaching Appreciative Inquiry. *New Directions for Student Affairs* 114, 66-75. San Francisco, CA: Jossey-Bass.

Von Buellar, L. (2011). Transforming leadership. In Young, R. (Ed.) *New Directions for Student Affairs*, 111, 41-52. San Francisco, CA: Jossey-Bass.

Refereed Publications

Stiles, M. & **Von Buellar, L.** (In Press). Challenging correctional education. *Journal of Educational Change*. 42(2), 28-31.

Stiles, M. & **Von Buellar, L.** (2015). Critical thinking or vocationalism? *Equity and Excellence* 48(2).

Von Buellar, L. & Kaye, S. (2015). The role consumerism plays in student learning. *Active Learning in Higher Education* 16(1), 67-76.

SAMPLE CV #3 - PAGE 2

Luanne Von Buellar, p.2

Kaye, S. & **Von Buellar, L.** (2014). Correlations between college presidential compensation and performance. *Australian Education Journal* 55(2), 31-35.

Von Buellar, L. (2014). Learning to advocate: A phenomenological study. *Journal of Colleges and Integrity* 11(3), 165-178.

Stiles, M. & **Von Buellar, L.** (2013). Democratic education and MOOCs. *Higher Education* 97(4), 20-25.

Von Buellar, L. (2013). Faculty and student affairs collaborations. *Journal of Colleges and Integrity* 9(4), 365-372.

Von Buellar, L. (2011). Critiquing power issues in transformational leadership. In Crane, N. & Hall, J. (Eds.) *Transformational Leadership* (pp.120-140). San Francisco, CA: Jossey-Bass.

In Progress

Wu, S. & **Von Buellar, L.** (under review). Examining Chinese Students' Higher Education Experiences Using Narrative.

Von Buellar, L. & Brown-Kessler, K. Leveraging the Educational Potential and Power of Student Activism.

Books

Liston, E., **Von Buellar, L.** & Brown-Kessler, K. (in progress). Consequences and strategies of student affairs professionals' advocacy. New York City, NY: Routledge.

TEACHING EXPERIENCE

Stanford University Graduate School of Education (2012-Present)

Assisted with curriculum development, instruction, and evaluation for up to 30 graduate students

- *Teaching Assistant*, Introduction to Higher Education (Fall, 2012)
- *Teaching Assistant*, Research Design (Spring, 2013)
- *Teaching Assistant*, Introduction to Counseling (Winter, 2012-15)
- *Teaching Assistant*, Scholarly Writing (Fall, 2014)
- *Teaching Assistant*, Theory to Practice Seminar (Fall, 2013-14)
- *Instructor*, Leadership and Change Management (Spring, 2013-14)
- *Co-Instructor*, Diversity in American Higher Education (Spring, 2015)

University of San Francisco (2001-2)

Assisted with course evaluation and assisted up to 20 graduate students with content questions

- *Teaching Assistant*, Introduction to Assessment (Spring, 2001-2)
- *Mentor*, Service Learning Spring Break Class (Summer, 2001-2)

HIGHER EDUCATION PRACTITIONER EXPERIENCE

Associate Dean of Students, Vice Provost for Student Affairs Office 2005-2010

Vice-Provost for Student Affairs Division, Stanford University

Planned professional development opportunities for the division, executed campus-wide program assessment instruments, investigated alleged violations for the Organizational Conduct Board, and supervised community writing student practica.

SAMPLE CV #3 - PAGE 3

Luanne Von Buellar, p.3

Assistant Dean/Director, Women's Community Center 2003-2005
Vice-Provost for Student Affairs Division, Stanford University

Built program and service plan, provided advising, mentoring, and leadership development opportunities for 6000 undergraduate and graduate students. Supervised professional and student staff, managed budget, wrote grants for supplemental funding, and worked with campus and community partners to create collaborative initiatives.

Counseling Intern, Ronaldo M. Moss Health Center 2002-2003

Counseling and Psychological Services, University of San Francisco

Diagnosed and counseled students with issues such as eating disorders, academic anxiety, grief, and substance abuse; advised Students Teaching about Racism, a peer outreach group.

PRESENTATIONS

Refereed Presentations

Peters, H. & **Von Buellar, L.** (2015, March). *Teaching student activism, advocacy and courage.*

Paper presentation, National Association of Student Personnel Administrators (NASPA), New Orleans, LA.

Von Buellar, L. (2014, January & March). *Tools, pedagogies, and strategies to transform your campus.* Paper presentations, College Student Educators International (ACPA), Indianapolis, IN; OCPA Conference, Columbus, OH.

Von Buellar, L. & Peters, H. (2014, March). *Leveraging the educational potential of student activism.* Paper presentation, College Student Educators International (ACPA), Indianapolis, IN.

Von Buellar, L. & Peters, H. (2013, March). *Using appreciative inquiry to inspire students.* Paper presentation, College Student Educators International (ACPA), Las Vegas, NV.

Misbah, F.H., Stidham, B., & **Von Buellar, L.** (2012, October). *Overcoming faculty leadership vacuums.* Paper presentation, American Association of University Professors, Washington, DC.

Von Buellar, L. (2011, March). *Advocacy as power.* Paper presentation, National Association of Student Personnel Administrators (NASPA), Philadelphia, PA.

Invited Presentations

Von Buellar, L. (2013, October). *Tools, pedagogies, and strategies to transform your campus.*

Addresses: Vice Provost for Student Affairs Lecture Series, Stanford University, Stanford, CA.; Women's Center, Ohio University, Athens, OH.

Crane, F. & **Von Buellar, L.** (2012, November). *Cyberbullying research and prevention.* Address: University of San Francisco, San Francisco, CA.

ACADEMIC SERVICE

Reviewer, College Student Affairs Journal, 2014-present

Reviewer, Journal of College and Character, 2014-present

Graduate Student Mentor, Ohio College Personnel Association, 2014-present

Scholarship Chair, NASPA Northern California Executive Board, 2010-2011

Board Member and Panelist, Stanford Judicial Affairs, 2008-2010

WRITING COVER LETTERS FOR ACADEMIC JOBS AND POSTDOC POSITIONS

Cover Letter Outline

Like effective CVs, compelling cover letters for academic positions reflect the priorities of the institutions and positions to which you are applying. An academic cover letter, which can be one to two pages, is an opportunity to make a persuasive case for how and why you are an excellent fit for that particular position.

Be selective and strategic about your tone and on what you choose to focus. For example, if you are applying to an institution that values involving undergraduates in research, you may choose to emphasize how, in your own work, you have involved and mentored undergraduates. Again, you will likely not have a single cover letter that you send out to a wide variety of institutions, but several different, personalized letters.

In a typical academic cover letter, it is likely that you will introduce yourself, describe your research and teaching experience, and write about how and why you find the position appealing.

Each university and department will have different application requirements. CVs, cover letters, research statements, and teaching statements are standard. At times, however, a CV and letter of application or statement of purpose are requested. These are simply longer cover letters which include statements on institutional fit, research history/plans, and teaching history/plans.

Name of Your Current Department
Stanford University
Address
Stanford, CA 94305

Date

Name of Recipient
Recipient's Title
Name of Department
Name of University
Address
City, State 12345

Dear Dr. Recipient (or Dear Hiring/Search Committee, or Dear Professor Recipient):

In the first paragraph, you will want to formally apply for and express interest in the position, and introduce yourself. You may share that you are in the process of completing your PhD/postdoctoral fellowship in your particular discipline at Stanford University. You can also introduce your specialty or area of focus. Ideally, you will also use this first paragraph as an opportunity to begin personalizing your letter to this department and institution.

In the next paragraph, you can choose whether you would like to focus on your research or your teaching. In either case, be clear and descriptive. An academic cover letter can be one or two pages, so you are not limited in terms of space. When describing your dissertation and/or your research, provide sufficient context to help the reader understand why your work is interesting, new, and compelling. Your description will likely be two to three times as long as this paragraph. If a research statement has also been requested, try to maintain consistency between the two descriptions without sounding repetitive. In addition to your past research, your future research is also likely to be of interest to the hiring committee.

When you write about your teaching experience, consider whether or not a teaching statement has also been requested. If it has, you will want to reinforce your message without actually repeating it word for word. This paragraph is not only about your teaching experience, but can also address the courses you would like to teach, particularly at the institution to which you are applying. This will require a certain degree of familiarity with their department and curriculum.

You also have the opportunity to address accomplishments, interests, or experiences that are relevant to the position including, but not limited to, service to your university or your field. If the culture of the department or institution is particularly unique or appealing to you, consider addressing that here as well.

In your concluding paragraph, it is appropriate to reiterate your interest in the position and to offer thanks for the committee's consideration. You may also make reference to the other materials you have submitted, and let them know that you look forward to hearing from them. It can be helpful to include your email and phone number in the final paragraph for their convenience.

Sincerely,

Your Name

SAMPLE COVER LETTER #1

STANFORD CANCER INSTITUTE
Address, Palo Alto, CA 94304

Dr. Maurice Brown
UCLA Department of Oncology
770 DeWitt Building, #D106
Los Angeles, CA 90095

Dear Dr. Brown,

Recently I met with Dr. Elaine Smith at the National Oncology Conference and she shared with me some of the novel approaches to research that your department is undertaking. We had an enjoyable discussion and she recommended that I contact you regarding the possibility of a postdoctoral appointment in your lab. It appears that we have mutual interests within the field of oncology; my graduate work in mouse models and therapies in the cure of cancer compliments the focus of your research on significant biomarkers in breast cancer. Currently I am a graduate student in Muiel Matthew-Slack's lab at Stanford University's Department of Cancer Biology and expect to complete my PhD at the end of summer quarter, 2015.

As an independent researcher for the past four years, much of my focus has been on developing a therapy to attack the Pro-8 biomarker. The challenge has been to develop a therapy that targets only the diseased cells. Recently my results have indicated a significant decrease in the size of the Pro-8 biomarker after treatment and I have achieved those results by running a second course of treatment 10 days following the initial treatment. Since your research leads the field in breast cancer biomarker identification I know my background and skills will address the challenges of targeted therapeutics and will help move the field closer to amazing scientific breakthroughs in drug development.

In addition to a background in research I have also sought out teaching experience. For the past two years I have advised three undergraduates through their honors thesis projects and have appreciated my role both as mentor and collaborator. By understanding how to clearly explain complex scientific techniques and how to teach to differing learning styles, I have developed my own a strong mentoring approach which will serve well in a postdoctoral appointment with mentoring responsibilities.

By bringing together my accomplished scientific background in mouse modeling and therapeutics along with my mentoring experience, I believe that I am particularly well qualified for your position and would like to have the opportunity to meet with you to explore how I may be of value to your team.

Sincerely,

Frasier Connor, PhD

SAMPLE COVER LETTER #2

1234 My Road, Postbox #, Stanford, CA 94305
Cell Phone: (123) 456-7890, Lab Phone: (123) 456-7890
E-Mail: myname@stanford.edu

Biology Faculty Search Committee
Williams College, Department of Molecular Biology Williamstown, MA 01267

September 12, 2014

Dear Members of the Search Committee,

I am writing to apply for the position of Assistant Professor of Molecular Biology at Williams College. I received my PhD in Immunology from Stanford University. I am currently a postdoctoral fellow in the NIH Institutional Research and Career Development Award (IRACDA) joint program between San José State University (SJSU) and Stanford University. The IRACDA program combines a traditional postdoctoral research experience at research-intensive universities, like Stanford, with mentored teaching experiences at minority-serving institutions, like SJSU. Having personally benefitted from the liberal arts education, close faculty interactions, and undergraduate research programs at Oberlin College, I am excited about the opportunity to return to an institution, like Williams College, where both teaching and research are greatly valued.

My commitment to teaching is evidenced by the diverse teaching experiences I have pursued during my graduate and postdoctoral training. These experiences range from teaching a primary literature-based discussion section of 20 students in an upper-division immunology course to a lecture section of over 100 students in an introductory biology course. As an IRACDA fellow I have capitalized on opportunities to teach courses outside of my expertise in immunology. For example, in an introductory biology course for both majors and non-majors at SJSU, I taught units on gene expression and enzymes. I also used beer brewing to provide an enjoyable context for a new cellular energetics activity I designed for this course. I have also planned course content for a unit on recombination in an upper division molecular genetics course that begins this November at SJSU. In all of my teaching activities, I incorporate techniques, like problem solving exercises and case studies, to increase student interaction and to promote active learning. My favorite part of teaching is interacting with students outside the classroom and finding ways to adjust my approach to address individual student's needs. At Williams College I am excited about the opportunity for increased student interaction the block plan provides. I am interested in teaching courses like Introduction to Molecular and Cellular Biology, Genetics, Cells and Genes, and Immunology. I would also like to develop new courses. These include courses on cancer biology and on signal transduction. I discuss my ideas further in my Teaching Philosophy.

As undergraduate research experiences were critical in developing my love of science, I look forward to supervising students in independent research projects. I have mentored several undergraduates, graduate students and high school students at Stanford University. I also have co-authored a paper with one of these undergraduate students. Broadly, my research interests pertain to immunology and cancer biology, complementing your faculty's expertise in molecular microbiology, genetics, and developmental biology. Specifically, my research interests center on Epstein-Barr Virus (EBV) and understanding how this virus manipulates its hosts cell biology to evade detection from the immune system and to transform normal cells into cancerous cells. In my graduate work I characterized a signal transduction pathway used by EBV to promote survival of infected cells and examined the potential of targeting this pathway for the treatment of EBV-related malignancies. I am currently finishing up projects that examine the natural killer cell and T cell responses to EBV and elucidate how the virus manipulates host cell microRNA. At Williams College I plan to expand on the results from my graduate and postdoctoral work using an in vitro system that models two of the main signaling proteins of EBV. This program provides projects that teach a wide-range of technical skills from immunology to cellular and molecular biology. As a previous student researcher at a liberal arts university, I intentionally designed this program be amenable for the interests, schedules and abilities of undergraduate researchers and the resources of a similar institution.

I believe a critical benefit of a liberal arts education is that it allows students to explore their interests outside the classroom. I have been involved in science outreach programs like the Oberlin Institute for Girls in Science and the Stanford Institutes of Medicine Summer Research Program. These programs are aimed at giving middle and high school students experience in science research. I developed and taught a one-week course on knitting and crocheting for Girl's Middle School in Palo Alto, California. I also served on the leadership committee for InterVarsity Graduate Christian Fellowship (IVGCF) at Stanford. During my tenure as an IVGCF leader, we were able to bring current NIH director Francis Collins to campus to discuss matters of faith and science. After his lecture I led discussions about his lecture and his book, "The Language of God", that were open to anyone interested. I am committed to working within the department, campus, and community to provide similar opportunities for exploration and outreach.

My liberal arts background, enthusiasm for science education and undergraduate research, and commitment to campus service are all strengths I would bring to the Department of Molecular Biology and Williams College. I would like to thank you for considering my application. I have enclosed my curriculum vitae, statements of teaching philosophy and research interests, a teaching portfolio, and have provided contact information for my recommenders Drs. Lydia Chavez, Kathryn Boroughs, Sharin Evans. Please feel free to contact me by email (mbayesp@stanford.edu) or phone ((614) 735-6671) if you have any questions or require any additional materials. I look forward to hearing from the committee and wish you the best of luck in finding the ideal candidate.

Sincerely,

Martina Bayes-Price, PhD

ADDITIONAL APPLICATION MATERIALS

Depending on the position for which you are applying, you may be asked to include one or more of the following documents as part of your application.

Research Statements

Research statements may vary quite a bit from one discipline to another. Your advisor and other faculty members in your department are wonderful resources in this

area. Length of a research statement may vary from one job application to another and across fields; typically, they will range from one to five pages.

However, what most research statements do have in common is that they address four primary areas: the context and significance of your work, the educational and research foundation you bring to your work, your

current and/or dissertation research, and your research plans for the future.

Striking the right balance in your research statement can provide a special challenge. Keep in mind that a hiring committee will almost certainly include faculty members who are not specialists in your precise subfield. Help them quickly grasp what you study and why it matters.

Focusing Your Research Statement: Questions to Consider

When writing research statements for postdoctoral and faculty job applications, it is important that you pay close attention to your audience and the context of the “conversation” in which your statement is engaging with its readers. Research statements are more than a description of your research: in reading your statements, your readers will consider whether your research topic, your qualifications, and the significance of the work match the mission and interests of the institution and fulfill the expectations of the position. Use the following questions to help write in context of the institution and job. In many cases, you’ll need to adjust and frame your research for each application.

1. Identify the context of research in the institution: Circle all references to “teaching” and “students.” Then underline references to “research” or “publication.” Usually the number of repetitions of these key words (or similar terms) in the job description signals the priorities of the institution. What type of university or college is it? Are you applying to a liberal arts institution that emphasizes teaching and desires some scholarly research activity? Or a research institution that encourages a strong publication record or research commitments? Alternatively, is there an interest in

a balanced commitment to teaching and scholarship?

2. Have you shaped the narrative in your research statement based on the priority of the institution? Although research is encouraged, liberal arts colleges and universities usually look for faculty who seek to be teachers: A research narrative for this position might tie future scholarship and significance of the research to its ultimate effects on teaching.
3. Communicate the need for your current (or last few) projects as clearly and as early as possible: Why is there a need for your research? Why should they care about the research? Think of concrete examples that highlight the need or problem in the field.
4. Communicate your research objectives and methodology as clearly as possible: What is your research about? How will you conduct your research? If relevant, how does your research fit the interests of the department or the program?
5. Communicate your qualifications as clearly as possible: How does your research support your continuing intellectual development as a scholar or researcher? What related

publications have you written and what related research have you conducted? If relevant, how are you prepared to conduct and successfully complete the research?

6. How will your research contribute new knowledge to the discipline or more broadly to the field? Think of examples that might explain the potential impact of your work or the important questions it raises for future researchers.
7. Review the language you are using in your statement so that it is understandable to non-specialist audiences. Are you minimizing the use of jargon? Describe your research without jargon if you can.
8. Did you provide a clear “story” of your research or scholarly interest that connects the past and present to future research goals?

Adapted from Stanford University’s Hume Writing Center’s workshop writing kit: “Writing Research Statements for Graduate Student Fellowship and Grant Proposals.” To discuss your research statement with a writing consultant, please visit the Hume Center for Writing and Speaking at undergrad.stanford.edu/tutoring-support/hume-center.

When you are writing about your research plans for the future, you may describe both your short-term research goals as well as broader ideas for long-term goals. These descriptions might include plans for funding or for future collaborations. Ensure that your research plans are in line with what the institution to which you are applying can offer in terms of support (space, technology, funds, and so on) and that institution's mission and priorities. If you are applying, for example, to both large research institutions and small liberal arts colleges, you would likely have two different versions of your research statement to send. If involving undergraduates in faculty research is a priority for a certain institution, you can explain how you would involve undergraduates in your research.

Always take some time to step back and look at your research statement in the context of the other materials you are sending. You want these materials to work together to provide a rich and coherent understanding of who you are and how you are a fit for a particular institution, department, and position.

Teaching Statements

Sometimes called a Statement of Teaching Philosophy, this document—typically one to two pages—is where you bring your teaching to life for the search committee. Getting started is often the hardest part of writing a teaching statement—see the sidebar “Getting Started on Your Teaching Statement: Questions to Consider” for questions to jump-start your writing process. Check the BEAM schedule for PhD workshops taught by staff from Stanford's Center for Teaching and Learning as well, including sessions on how to write a teaching statement as well as a hands-on clinic where you can review and revise a draft with others.

The best teaching statements convey your passion for teaching and include specific examples. Sometimes applicants think that “teaching philosophy” means they are supposed to only describe their theories about teaching. On the contrary, your statement should convey your values about teaching and students through evidence, anecdotes, and examples. Paradoxically, the more invested you are in teaching,

the harder it can be to develop your teaching statement. Start early, write multiple drafts, and do not hesitate to seek another perspective from a career coach or counselor at BEAM or SoMCC, or a writing consultant at the Hume Center for Writing and Speaking.

Dissertation Abstract and/or Writing Sample

Generally, this is an area where support from your advisor and department is very helpful. Naturally, the conventions of your particular field, along with your understanding of the position and the department's priorities, will provide the foundation for your decisions regarding these materials.

Evidence of Teaching Excellence and/or Sample Syllabus

In many cases, your teaching statement, CV, and cover letter will be the primary vehicles for conveying your teaching experience, accomplishments, and approach. Occasionally, you may be asked to supply what is sometimes called “evidence of teaching excellence,” and in some cases, a sample syllabus. Application materials vary by field; investigate what is typical in your field by speaking to faculty and PhD alumni from your department.

Whenever you teach or TA a course, save your student evaluations! They will come in handy later to jog your memory, remind you of your strengths, and provide feedback for how you can grow and develop as a

teacher. In some cases, you may want to explore the possibility of also saving student work (consult with your department to find out what is acceptable). Stanford's Center for Teaching and Learning can help PhD students develop as teachers in many ways (see the resources section at the beginning of this guide), including with the development of a teaching portfolio that may include syllabi from past courses, assignments, and other materials. You may also seek out CTL's assistance with creating a video recording of your teaching. Even if you never actually show your teaching portfolio to a committee, having a record in one centralized place can be helpful both in preparing for interviews and in your own professional development as someone who plans to continue teaching.

If you find your “dream job” at an institution that places special value on teaching and your own teaching experience is not quite as substantial as you might like, you may want to consider developing a sample syllabus for a course you would like to teach. Of course, developing a syllabus is a tremendous amount of work, but it can also be a dramatic way of demonstrating how interested you are in a specific job and how willing you are to go above and beyond to demonstrate that interest. And you would always want to be certain that the class you are proposing would be a good fit at the particular institution on which you are focusing. Developing a syllabus in advance will also allow you to have a head start in preparing to teach your first course when and if you get the job!

Applying to Community Colleges

There are many compelling reasons to teach at a community college, particularly for candidates who have a strong focus on teaching and an interest in working with a diverse community of students from a broader range of ages and life experiences than might typically be found at a four-year institution.

Community college hiring committees tend to be most interested in those candidates who demonstrate a genuine and substantiated interest in teaching, as well as an interest in the mission of

community colleges and the students they serve. If you would like to apply to one or more community colleges, devote time and energy to understanding their culture and priorities. For an excellent introduction, visit the Chronicle of Higher Education's website (chronicle.com) and search for Rob Jenkins' excellent articles on this topic. He is also the author of *Building a Career in America's Community Colleges*, published by the American Association of Community Colleges.

Getting Started on Your Teaching Statement: Questions to Consider

When you are setting out to write a teaching statement, it can be challenging to figure out how to start. Use the questions that follow to start thinking about your experience as a TA, an instructor, or in other teaching roles. Get some thoughts down on paper, take a break, then come back and write some more. When you are finally ready to look at paring down your ideas and memories, you may decide to include all of your answers, some, or just a few. You may rearrange the order or take a creative approach to your statement. In any case, you will have a treasure trove of material with which to work.

1. Start with your passion for teaching the subject in which you are an expert! What attracted you to your field or to what you study? What do you hope to pass on to your students?
2. What does your teaching contribute to your students' education? How does what you teach help your students grow as learners, scholars, and/or citizens?
3. How does your research inform your teaching—or vice versa?
4. Finish this sentence: "I feel best as an instructor when..."
5. Think of *examples* or *concrete moments* of your teaching. What examples come to mind that worked and highlight the very best of your teaching? Why were these examples so successful?
6. Think of a challenging moment in the classroom that turned out just fine. How did you handle the challenge? What did you learn from it?
7. What are your learning objectives? For example, think of a specific course. What will your students take home from this course? What should they be able to do at the end of your course? Why would these goals be important?
8. How do you know that your students learn what they are supposed to learn? How do you assess their learning?
9. How do you engage your students in the classroom? How do you motivate them? Can you think of examples?
10. How do you take into account the diverse racial, ethnic, cultural, social background, and/or learning styles of your students?
11. Go over your teaching evaluations: What are the highlights? Can you detect patterns in the comments? What are the areas students want you to improve?
12. What new courses would you like to develop, or redesign?
13. How do you grow as a teacher? How do you invigorate your teaching? What do you hope to learn about teaching in the future? What are your professional development plans?

For more information on the Center for Teaching and Learning, visit ctl.stanford.edu

Adapted from Stanford University's Center for Teaching and Learning

Letters of Recommendation

When it comes to letters of recommendation, choosing whom to ask is generally the most pressing question. Letters of recommendation may come from your advisor, PI, dissertation committee members, and research collaborators, among others. You may find yourself considering the value of requesting a recommendation from a faculty member who is well known in your field versus a faculty member who knows you well. There is no single right answer, although it can be extremely helpful to consult with your advisor, faculty in your department, and/or faculty in your field. Remember, too, that you will generally be asked for at least three letters of recommendation, and each letter

may serve a different purpose. Think about how those letters will work together to paint a portrait of you as a job candidate.

Particularly if you are planning to apply to institutions that value teaching, consider how one or more of your recommenders could speak to what you are like as a teacher. If you TA a course, you may wish to ask the professor for a letter of recommendation at the conclusion of the course, when their recollections of your work are still fresh. Your recommenders can speak to your teaching in more depth when they have seen you teach—so invite them to observe your teaching!

Think about how you can best prepare your recommenders to write compelling

letters that speak to your strengths. Are there materials with which you can provide them? Make sure they are aware of the audience and the types of institutions to which you are applying. It is not unheard of for faculty members to ask PhD students to jot down some notes or even draft a sample letter for them to edit and revise. If you put together such a draft, it is imperative that you do not privilege modesty above making a strong case. This is not the time to be worried about bragging. Write persuasively and generously about your accomplishments and provide evidence for your assertions. If you still feel reluctant to “sell” yourself, ask a trusted friend, colleague, or classmate for help.

ACADEMIC INTERVIEWS

An academic interview is something to look forward to! Consider it an unparalleled opportunity to share how you are a fit and to connect with colleagues at other institutions. At BEAM and SoMCC, we have found that interviewing is a skill in which tremendous improvement can be had in a short period of time when candidates are motivated, have access to good strategy and helpful feedback, and put in the necessary time and effort. Even if you find yourself anxious about an upcoming interview, know that it is likely that you can improve your performance considerably by preparing in advance.

When it comes to preparation, in a nutshell: know yourself, know your research and teaching, know the college or university where you are interviewing, know the

department, and know the position. The emphasis of the questions may vary dramatically if you are considering both research-focused and teaching-focused institutions.

Don't underestimate the value of understanding what a department is looking for or its priorities. Talking with your advisor, colleagues at other institutions, and friends of friends who work in that department or know people who do can all be helpful as you try to understand their priorities. These interactions can help you build a proactive strategy that will address what is important to the department.

In general, it is helpful to undertake some substantial self-reflection in advance of the interviews. Candidates often find that when

they invest time and energy in their teaching and research statements, they are better prepared to approach questions about those areas.

For teaching, be ready with stories and examples. Don't just say that you use technology in the classroom; tell the story of the dynamic multimedia presentation you rigged up for your students last quarter, and the unexpected ways in which it engaged the quiet student in the back.

The sections that follow address four specific types of interviews: phone, Skype, conference, and campus. We also look at key questions to prepare, as well as how to strategically approach thank-you notes and interview follow-up.

First-Round Interviews: Phone

You may be invited to take part in a first-round phone interview. It is likely that at the other end of the line, there will be a search committee who has you on speakerphone. Naturally, this can be a stressful situation! However there are a few tips that can help. The standard advice with phone interviews: dress up and stand up. Thinking of yourself as a valued future colleague and faculty member feels much easier when you're dressed the way you would

be to teach a class or deliver a talk at a conference. Standing up allows your voice to be more resonant, gives you more room to breathe fully, and lets you pace quietly about the room if needed. Understand that when you're talking to a group you can't see on speakerphone, there are bound to be interruptions. Expect these and handle them with humor and good cheer. That said, it is helpful to minimize distractions and noises on your end, selecting a place to talk that

is likely to be silent and, if possible, using a landline instead of a cell phone.

During a telephone interview, it is especially important to ensure that the conversation feels like a dialogue. Resist any temptation to lecture or hold forth at great length on any topic. Committee members may zone out, write notes to each other, and check their email if you are speaking at great length when not necessary. As in any

interview, strive to build rapport right from the start; this will go a long way to cover minor missteps later.

It is very useful to have your materials handy, but don't let them capture your attention. Remember: the answers to their questions are not in your notes, your CV, or printouts from their department

webpage. These materials function largely as a security blanket—it can be reassuring to have them close by for reference. Similarly, it can also be useful to have a pen and notepad handy during the phone interview, but write only as much as you need to—for many people that will be nothing, or just a few words or phrases to serve as reminders of topics to address later.

Make sure that either during the interview or afterwards, you find out the names of the people with whom you spoke, so that you can send each of them personalized thank-you notes. Use your best judgment to decide whether the thank-you notes should be emailed or handwritten and mailed.

First-Round Interviews: Skype

Interviewing on Skype brings its own benefits and challenges. Be sure that you are comfortable using Skype in advance of the interview. Enlist the help of a friend, family member, or colleague to assess different backgrounds, outfits, lighting options, and camera angles. If your own office and home are not suitable locations, consider finding another location.

Do what you can to minimize distractions—for example, if you are in a setting with a landline phone that never rings, be prepared for it to ring precisely in the middle of your Skype interview! Turn off the ringer in advance.

Eye contact is particularly tricky on Skype. Naturally, there is a great temptation to stare at your own image on the screen. Some people have found success in closing their own image so they are not distracted. Then, there is the paradox: to give the impression of eye contact on Skype, it is necessary to look directly into the camera. However, this prevents you from observing the facial expressions of committee members, which may provide clues that would be valuable to have in regard to how they are responding to your answers. One approach is to aim for about 75% looking into the camera, 20% checking in with the

committee's expressions, and 5% taking a quick peek back at your own image to make sure you're still staying in the camera frame. It is wise to practice this in advance to find a balance that works for you.

Finally, it can be helpful to enlist a friend to chat with you on Skype immediately before the interview. That way, you have the experience of speaking online in your natural voice and style and can carry at least some of that over to the interview itself.

First-Round Interviews: Annual Conferences

A number of fields hold interviews on site at an annual conference. (For an excellent chapter on conference interviews in the humanities, see Kathryn Hume's *Surviving Your Academic Job Hunt: Advice for Humanities PhDs.*) Conference interviews can be dizzying; preparation, organization, and planning ahead will improve the experience immensely. If you are interviewing with various types of institutions at the same conference, you may need to switch gears rather abruptly from answering

rapid-fire questions about your research in one interview to sharing engaging anecdotes about your teaching in another interview. If possible, find out with whom you will be meeting, so you can anticipate possible questions and common ground.

One notable feature of conference interviews is that your interviewers are likely encountering many candidates in a short span of time. Your goal is to be memorable for the right reasons. Some experts

recommend wearing one distinctive yet appropriate accessory, such as a tie or a pin, to help distinguish yourself visually from other candidates.

In any interview with faculty in your field, you have an opportunity to represent yourself well and forge positive connections with your interviewers. Enjoy this opportunity.

On-Campus Interviews

Typically by the time you are invited for an on-campus interview, you have already interacted with representatives of the department through one or more of the types of interviews described above. An on-campus interview for an academic position can be a demanding experience, combining travel, a marathon

of conversations, giving a talk in front of a potentially challenging audience—not to mention the pressure to make a good impression. Here are some tips that can help smooth the way:

Travel: A bit of planning for the worst can go a long way. Even putting the phone

number of the search chair in your cell phone before you set out can make it easier to reach him or her if you are delayed. On flights, carry on anything (clothing or presentation materials) that is essential to your success at the interview.

Interviews: Whenever you are meeting with a committee, remember not to take things personally. The dynamics of the committee are certain to involve issues that arose long before your visit. This is true for the job talk as well; sometimes listeners will ask questions that seem irrelevant because they are trying to make a point about a departmental issue. The key is to treat all of these situations with good grace and move forward.

One of the biggest and most exciting challenges for those interviewing for academic positions, particularly if it is the first year you are in the academic job market, is the shift in role. No longer are you perceived as a student! Many PhD candidates have returned from on-campus interviews remarking on their surprise at being received as a colleague. The audience

at your job talk is not like your dissertation committee. Be prepared for different kinds of questions—more along the lines of questions one colleague would ask another, as opposed to those that a professor would ask a student.

Common sense and courtesy rule the day in how to conduct oneself at an on-campus interview. Avoid or minimize alcohol at meals (positions have been lost after inebriated candidates made statements they would later regret). Treat everyone you encounter—students, staff, faculty, and administrators—with respect, consideration, and interest. Resist the temptation to vent or complain at any point during the day to anybody. If the flight was tedious or you don't care for the campus architecture, save those details for private phone conversations later. For some reason, the

temptation to let down one's guard and vent is especially great when walking from one appointment to another with a member of the search committee or a student. Strive to maintain the pleasant and engaging demeanor you had during the interviews.

Chalk Talks

Chalk talks are sometimes included in the academic science and technology interview structure. Think of these as a more advanced “quals.” They usually include members of the search committee and faculty from other departments. Organize your talk similar to an R01 to explain the significance of your research and your plans for developing a successful research plan.

Preparing for an Academic Job Talk

When you're invited to give an academic job talk at an on-campus interview, it's an exciting opportunity to enhance your candidacy and share your work! The right preparation will help you prepare and deliver a successful talk.

Expectations can vary by campus and by department, so it's important to find out what to expect. How long a talk does your host expect? Who and how many will be in the audience? Is this a seminar...or a class? Is this on your dissertation...or on anything *but* your dissertation? Should you bring copies of your talk to distribute? If you need audio-visual technology (a projector, the necessary cables, an LCD screen, etc.), will they be supplied? At what time of day will your talk be held (and is there a way you can build a break in before the talk, so you have some time to catch your breath and prepare mentally and emotionally)? Where will you speak, and will there be time afterward to take questions?

Your advisor and other faculty in your discipline can be an extraordinarily valuable resource as well. Talk to them to find out the conventions, norms, and traditions surrounding academic job talks in your field. Solicit their perspectives on how you should dress, whether you should bring copies of your paper and/or use technology, and to what level you should pitch your talk. Strategically speaking, what do your advisor and others know about the department and

the people with whom you'll be talking? How can you find out more about them? What questions should you be prepared to answer? Are there any “land mines” for which you should be prepared?

As you compose your talk, ensure that you set a context, showing the importance of your research. Answer the “So what?” question, and demonstrate how your work is related to major issues in the field. Indicate not only what you've done, but what you will be doing in the future. Then try to find or create opportunities to practice your talk for others. Ask them if they think you've found the right level for the talk (one professor described it as “sophisticated but not specialized”). Do you seem simultaneously prepared and spontaneous? Are you prepared to handle questions seriously and courteously, without getting defensive? And was the talk interesting? If you plan to use slides during your talk, be sure to include them in your practice as well. Talk to the audience, not to the screen!

One terrific strategy is to anticipate questions beyond your presentation and develop slides (in addition to those that you will use in your talk) “in reserve” for topics about which you might be asked, or for details that might be difficult to remember off the top of your head. For instance, if a faculty member asks, “Did you perform any statistical analyses?” you can say, “Yes, I did—in fact, I have a summary of the statistical results right

here,” and put up your reserve slide. You can put these reserve slides at the end of your presentation, or if you are presenting using a laptop, you can save the slides in another presentation file entirely, so that you don't accidentally initiate them at the end of your presentation. Of course, when planning to include any type of technology in your talk, be sure to set it up in advance—and have a backup plan in place if it doesn't work.

When it comes time to deliver the talk at your interview, consider introducing yourself individually to audience members as they arrive, instead of isolating yourself at the front of the room. It can be helpful to imagine that these are friends and supporters sitting in the audience. In fact, these people might indeed become your friends and colleagues one day soon! Many students have reported a feeling of surprise at presenting to appreciative listeners who respond as they would to a colleague, not to a graduate student. In fact, sharing your research or a topic that interests you can be a very rewarding experience.

PhD students can get feedback and advice on job talks at the Hume Center for Writing and Speaking. For more information, visit undergrad.stanford.edu/tutoring-support/hume-center.

Adapted from the Stanford University Oral Communication Program

Interview Questions

Talk to colleagues, faculty, and classmates to get ideas regarding the specific types of questions for which to prepare. Sometimes field-specific lists of questions circulate through departments or among friends—these can be enormously helpful.

Broadly speaking, there are several categories of questions that can be anticipated.

General Questions

- It is helpful to be prepared for generic-sounding questions like “Tell us about yourself.” At this early stage of an interview, you likely have the committee’s complete attention. Organize your thoughts in advance so that you proactively focus on elements in your background, skills, interests, teaching, or research that demonstrate why you are an excellent fit for this particular position.

Research

- *What do you study?* Have a variety of answers ready to address questions about your work. You will want to have a friendly, accessible, short version for describing your research to questioners who are not familiar with your field. At the other end of the spectrum, be ready to describe your work at an advanced level, invoking the jargon and context of your field.
- *Importance and context:* Why does your work matter? Why is it different, interesting, or important? Why do you study this, but not that? Questions like these can sometimes be interpreted by interviewees as attacks, when in fact they may simply be signs of interest, or questions asked by potential allies who want to be prepared when making a case for your candidacy to skeptical colleagues or administrators. Help them walk into those conversations well-armed with compelling arguments.
- *Future research:* What ideas and directions do you have for future research? You want to convey your sense of momentum, so that the interviewer not only believes your interest in the topic but your readiness and capability in completing the work and making a contribution to your field. Your future plans for research should be clear and credible. If you are in a field where

securing external funding and/or setting up and managing a lab are an integral part of your work, be ready to talk about your plans and strategy in these areas as well.

Teaching

- *Examples of your teaching:* Go in prepared with specific stories, examples, and anecdotes from your teaching experience. Stories are interesting to listen to and easy for committee members to remember. They also lend credibility to any assertions you may make about your teaching. Identify examples of specific times in your teaching when you encountered a challenge in the classroom and how you handled it, when you found an innovative way to capture your students’ interest, and more.
- *Awareness of your field:* What are conventions and trends in teaching your discipline? What are the goals of a major in your current department? How is learning evaluated? Your field may have journals that are devoted to the topic of teaching specifically in that field; you may find it productive to investigate these as you reflect on your teaching.
- *What to teach here:* Much of how you talk about teaching is likely to be informed by your understanding of what you might teach at the institution where you are interviewing. If you have a sense that they are seeking a candidate who would enjoy teaching broad survey classes to non-majors, for example, you might share different examples and approaches than if the focus were on graduate seminars. You may also be asked outright which classes you would like to teach in this department. Study their offerings in advance and be familiar with their current schedule (as well as what new elements you might be able to add).
- *Theoretical orientation:* What is your approach to teaching? How do you think about what you are doing in the classroom? What are your overarching goals for your students?
- *Blending teaching and research:* In some settings, there may be interest in how your research and teaching complement each other in various ways. If this is likely to be a topic where you

are applying, it can be helpful to think through these ideas before the interview.

Why This University

- *Why us:* Put yourself in the shoes of the hiring committee. They want to find a candidate who is not only well qualified, but who understands their institution and their department and is enthusiastic about being a great fit. Conduct background research to understand the institutional priorities, the history of the department, the student population, and other areas. Your goal is not to appear disinterested (“You had an opening in my field”) or awestruck (“You’re the best there is!”) but to come across as a well informed and deeply interested future colleague.
- *Geography:* In some cases, the committee may want to ensure that you are interested in moving to their location. Take the time to learn about the area, including the climate. Find out what this area is known for, and even track down some key features in which you are particularly interested, such as natural resources, good school districts, or cultural institutions. Remember, too, that the committee members have chosen to make their homes in this location. Even if the weather or other factors are different from what you may be accustomed to, all of your comments and questions should convey respect, interest, and optimism (instead of “Wow, I can’t imagine how you stand the snow here,” consider “I’ve always wanted to learn how to ski!”).

Questions for the Department

- *Questions to convey interest:* What is the real purpose of asking questions in a job interview? It might be argued that the goal is to convey interest in the people with whom you are speaking and their institution. For this reason, one category of questions would be ones that you strategically select to illustrate commonalities in your values or interests. To be clear, these questions are not “fake” (it is very easy to see through such questions), but are designed to highlight common ground. For instance, if both you and the department value interdisciplinary collaboration, you might simultaneously communicate this value while learning more: “Can you tell me more

about opportunities for interdisciplinary collaboration?”

- *Questions to get answers:* There may be things about which you are simply curious. Doing due diligence in advance will answer many questions; typically, you would want to avoid asking questions that could be answered by a simple visit to the department website. That said, you may be curious about other things. The one catch is that it is quite likely that by the time you are asked for questions, the committee has already answered all of yours. If you find yourself absolutely stumped, you

can always explain that at the moment you don't have any questions, because although you were wondering about X, Y, and Z, the committee had answered all of your questions. This is much more effective than simply saying, “No, I don't have any questions.”

- *Questions to wait on:* Negotiation is a delicate process! There are some questions you might want to hold off on asking until late in the interview process or even until you have received an offer. A good rule of thumb is not to ask questions that will make negotiation harder for you later on. Also, consider

whom to ask what. There are some queries that are better posed to an individual than to a group, for example.

- *Questions to avoid entirely:* Never be negative! Or, to put it differently, stay positive. Avoid questions like “What do you dislike most about the students?” or “What don't you like about teaching here?” If you would like to understand the concerns and frustrations of faculty and/or students, stick to asking individuals open-ended questions and follow up with clarifying questions.

After the Interview: Thank-You Notes and Waiting

It is strongly recommended that you send personalized thank-you notes to everyone on the search committee and to everyone with whom you met individually. In these notes, it is especially effective to refer specifically to topics you discussed, questions they asked, etc.

Drafting thank-you notes can be taxing, but waiting to hear back is even harder. Try to take good care of yourself during this stressful and potentially busy time. Social support from friends, family members, and significant others can help as well. Remind yourself that regardless of the outcome,

life will go on. It is natural to be worried during this time but do your best to preserve your health and well-being while you wait for responses.

Negotiation

If you get one or more offers for academic positions, you may find yourself in a position to negotiate not only your starting salary, but a very wide range of other things. Several principles dictate successful negotiation:

Know Your Value

Remember what you bring to the table! If you ask for more money or more resources, it is helpful to remind yourself why the value you bring to the table warrants a higher salary than the one offered. Be prepared to offer substantive evidence for why your unique skills, experience, and qualifications warrant a higher salary or additional resources.

Know the Numbers

It is extremely helpful to have a sense of your peers' salaries. Of course, this is not always possible. State colleges and universities publish salary information, which helps tremendously. A number of online surveys include salary information, but often the information is more general than

you need for negotiation purposes. If you have contacts at the school or university, consider diplomatically checking with them to see if they can share any helpful context.

Know Your Priorities

There are various things for which you can negotiate, from salary to office space to time to finish turning your dissertation into a book. (See the list that follows for more than 30 elements that may be negotiable.) The key is to figure out which ones are most important to you. Think about what you need to thrive in your new role. For some, family interests may play a prominent role in your priorities, with preferences relating to your teaching schedule taking center stage. Negotiating is generally the most effective when you have a clear sense of your priorities.

View It as a Win-Win

It is to the department's great advantage if you can be successful in your position. If you are looking at a tenure-track position, being successful likely means getting tenure.

You must seek to have the resources (time, space, equipment, staff) that you will need in order to gain tenure, whether that means a reduced teaching load so you can turn your dissertation into a book, or the resources necessary to write a successful grant in your first or second year that will enable you to conduct essential research.

Get Absolutely Everything in Writing

The importance of this step cannot be overstated. The person who agreed to your terms may leave or forget. Circumstances may shift. It is crucial to have a written record. One very simple way to accomplish this is to send an email following a phone conversation in which you came to an agreement. The email should describe precisely what you agreed upon, and explain that you just wanted to confirm that these terms were agreeable. Keep your email and the confirmation and/or clarification(s) you receive in return in a safe place, as you may need to draw on them down the road.

36 Negotiable Items in an Academic Position

1. **Appointment title or titles** (all special titles are typically renewable after five years in the U.S.)
2. **Units** (for joint appointment, specify fraction of appointment in each unit)
3. **Tenure status**
4. **Starting date** (January 1, September 1, etc.)
5. **Starting salary** (options: bonuses; additional time off for consulting; additional contributions to retirement account)
6. **Living expenses** (university housing; housing allowance; closing costs; housing bonus; or mortgage for a year if applying to industry)
7. **Contributions to housing relocation expenses** (selling/buying costs; realtors' fees)
8. **Benefits** (healthcare; dental; insurance; parental leave; spousal benefits; time off)
9. **Child care** (availability of child care resources and referral; also care during time for research data collection or conferences)
10. **Tuition benefits for children**
11. **Spousal job opportunities**
12. **Reimbursement of moving expenses** (may be capped at 10% of salary)
13. **Travel budget** (including travel for projects and for continuing education)
14. **Facilities / Space** (amount and nature of the space commitment. For a joint appointment, expect only one office. Check the allocation of space, often public record)
15. **Office furniture and computer equipment** (on campus and/or at home)
16. **Parking fees**
17. **Staff support** (direct and indirect)
18. **Nine month or twelve month appointment** (or a variation)
19. **Immigration and Naturalization contingency**
20. **Research support or continuing research support** (amount, fungibility and source of start-up funds; fungibility = degree to which money can be used for different purposes). Specify length of time during which start-up funds must be used (e.g., first three years)
21. **Research equipment**
22. **Research staff** (full-time)
23. **Additional hires in a specific research area** (for program building)
24. **Reduced or free service from campus facilities** (machine or wood shops, instrumentation centers, such as NMR, etc.)
25. **Support for Postdocs**
26. **Graduate student fellowships**
27. **Normal teaching duties in the unit(s)** (option of selection of courses)
28. **Particular teaching expectations** (for joint appointment, clarify distribution of teaching responsibilities among units)
29. **Number and source of summer ninths** (number paid from general fund)
30. **Number of course releases** (and any time constraints on this)
31. **Center or Institute affiliations** (support for)
32. **Service expectations** (committees—clarify if extra pay is a stipend or part of your base)
33. **Sabbatical** (any recognition of sabbatical equity accrued elsewhere (can take the form of a Duty Off Campus Leave rather than early sabbatical)
34. **Consulting release time** (in academe, industry or government based on experience)
35. **Date by which candidate should respond**
36. **Time for candidate to resign from current position**

Used by permission of Jane Tucker of Jane Tucker Associates and Barbara Butterfield of HumanEd Consulting who developed this list for their workshop on Strategic Persuasion: Effective Negotiations, Problem Solving and Conflict Resolution in Higher Education.

Possible Outcomes and Looking Ahead

No matter how your job search process concludes, in a sense, it is truly a beginning. If you receive and successfully negotiate an offer for an academic job, congratulations! In addition to planning for a move, approach your next professional steps with the same strategy you brought to your job search. If your new academic job is a tenure-track position, start thinking now about laying the groundwork for tenure. Consult with your advisor or faculty in your department or field about how best to do this at the type of institution where you will be working. If your academic position is a fixed-term visiting professorship or an adjunct role, think about how you will manage your time effectively to balance your teaching commitments with other professional activities, potentially including research, that will continue to strengthen your candidacy for future academic positions.

If you do not receive an offer, or do not receive an offer that you choose to accept, multiple paths lie before you as well. After the emotional highs and lows, the travel, and the sheer amount of time devoted to the academic job search—not to mention to your doctoral studies—not getting an academic job can feel devastating. Every year, many, many brilliant candidates on the academic job market do not receive offers. Not getting an academic job in your field of choice is in no way an indicator of your value as a scholar or as a teacher.

If this happens to you, please keep in mind that there are a variety of resources and options available to you. Your advisor, faculty in your department, colleagues in other departments, and even faculty members you connected with during interviews may all be excellent sources for brainstorming and strategy.

Remember that Stanford's BEAM and SoMCC also offer services and resources that can help you plan your next steps. Whether you plan to keep your focus on academia and go back on the academic job market next year, pursue a postdoctoral fellowship, or explore options beyond academia, you can make an appointment to come in and discuss your situation with a career coach or counselor. We can also work with you to figure out how to connect with alumni of your program or similar programs who pursued a variety of paths. These connections can be refreshing and provide a new and useful perspective. We also invite you to explore the parts of this guide devoted to the non-academic job search as well. Know that there are many ways to express the skills and experience you have gained throughout your education, and that the most rewarding paths may even be ones you haven't yet explored.

PART II: PHD PATHWAYS

CAREER OPTIONS BEYOND ACADEMIA

Perhaps you are rethinking an academic career path or may simply be interested in learning what options exist. You may have always wanted to use your PhD outside of academia or have recently decided that you need a Plan B. Regardless of your reason, the process of exploring options outside academia can be both exciting as well as daunting. It certainly feels like venturing into the unknown compared to the familiar landscape of academic careers. However, your graduate training will serve you well, as the process is similar to research work. As you well know, each new research project requires launching into the unknown and figuring things out as you go along. Your ability to ask relevant questions, locate resources, research, solve problems and synthesize complex and disparate information will help you successfully navigate this process.

Our Philosophy

Trainees who do great research find a world of opportunities to make a difference. We believe that individuals do their best—providing the most meaningful, substantial contributions to society—when their activities are aligned with their passions and when they are encouraged, trained, and provided outlets to pursue them. Stanford graduates and postdocs have tremendously impacted universities, industries, and communities. Just as you set goals for your next experiment, next paper, and next avenue of research, there are short- and long-term goals you can set while at Stanford to help you explore and define your next professional steps. Your mentors, BEAM - Career Education, and the School of Medicine Career Center are here to help guide you along whichever path is right for you.

Know Yourself

The essence of career planning is finding a fit between who you are and an environment that suits you. The first step is to assess your skills, interests, motivations, personality, and talents. Career planning is not a one-time event, but a dynamic, ongoing process as you learn and respond to change in yourself, your employer, and your field.

PhD Skills

As a PhD student or postdoc, you might be concerned about your lack of skills for jobs outside of academia. However, the reality is that you have developed many skills that are valued both in academia and in private and public sectors. PhD students and postdocs may have many of these traits and skills:

Advice from Stanford PhD Alumni: What PhD Students and Postdocs Need to Know When Considering All Career Options

“Making a change to a non-traditional career path was the most frightening decision I ever made. It also was the best. The message that needs to be passed on is that the choices look far scarier from the inside of academia. Once out in the ‘real world,’ so many options become visible!”

“Be sure to target a number of potential career avenues to pursue and pursue them all until you find a good fit; recognize that there are many meaningful careers through which you can use the skills and talents you’ve honed in grad

school; develop an interesting and logical narrative that explains why you’re looking to make a change; practice telling your story until you feel comfortable and natural telling it; and most important, be persistent!”

“You should develop an understanding that corporate people are interested in the product, and that they want high quality work, but they are not as interested in the process through which you worked, as they are in the product itself. Although work outside of academia may not be as scholarly as academic work,

it is often just as challenging and more practical. In addition, there are many very bright people outside of the university.”

“Determine how your personality matches the work you will do; understand how broad and flexible the opportunities offered by each alternative path are.”

“Be flexible, keep an open mind, and know that your skills are transferable. Many of the skills you have developed are directly applicable and valued in the business world.”

- Ability to learn quickly, work under pressure, and willingness to work hard
- Flexibility, functioning independently in a variety of environments and roles; can handle ambiguity and differing views
- Ability to investigate, synthesize information from disparate sources, critically analyze data using scientific methods and statistics, problem solve, and support a position with argumentation and logic
- Communication skills including conceptualizing, explaining, writing, and public speaking
- Creation, design of complex studies and projects; implementation and management of all phases of complex projects and follow through to completion
- Organization, multi-tasking, and time management skills
- Ability to work with the committee process, do advocacy work
- Competitiveness, enjoyment of challenge
- Creativity, resourcefulness, and ability to persevere

Interests, Personality, Values, and Other Considerations

In addition to a personal list of your skills, reflect on your interests, personality, values, strengths, preferred work environment, goals, and life circumstances. Use this information to assess your fit with various career fields. BEAM and SoMCC offer a number of career assessment tools as well as individual career coaching and counseling to assist you with this process.

Career Inventories and Worksheets Will Help You:

- Crystallize what you want to do and what is important to you
- Improve self-understanding and build better relationships with others
- Increase your chances of career success by considering appropriate options
- Articulate your strengths in cover letters, interviews, etc.

Formal assessment tools offered through BEAM and SoMCC include Strong Interest Inventory, Myers-Briggs Type Indicator, StrengthsQuest, and Skills and Values card sorts. In addition, you can access worksheets that you can do on your own using (TREE)—Tools for Career Readiness, Exploration, and Evaluation at <https://cdc-tree.stanford.edu>.

Careers in Engineering

An advanced degree in engineering opens doors to many career paths, both traditional and non-traditional. The following resources will help you understand and pursue the path that is right for you.

Research

Will you focus on basic research or more applied research? At a university, government lab, research institute or industrial lab? In a tenure-track faculty position, or as adjunct research faculty? As a faculty or staff member who manages a research lab, center or institute?

To find organizations conducting cutting-edge research in a particular area:

- Confer with your thesis advisor and/or committee members
- Look up and contact presenters and others who attend conferences in that field
- Search academic journals, trade magazines and Google Patents by relevant keywords
- Search alumni directories and LinkedIn using relevant keywords

To change your research focus, build your network and knowledge of your intended subject area. In this case, your transferrable competencies, such as the methods, tools and equipment you have used, may be more valuable and relevant assets than your expertise in a narrow specialty.

Product Development

Do you want to work in applied (product-oriented) research, product design or development? Would you like to use applications engineering to help customize products to customers' specific needs? What about Manufacturing? At what size company? Who are your customers/clients?

Gather information and advice from:

- Career Insider/Vault industry and career guides: <https://careerinsider.vault.com/career-insider-login.aspx?parrefer=269>
- Informational interviews with alumni and others in your intended field—alumni.stanford.edu/get/page/career

- Find field-specific job postings at the website of your professional society or association

Ask yourself (and others!), “Who would benefit from my specific knowledge and/or transferrable skills?” For instance, if you have ideas for improving equipment you’ve used in your research, contact your equipment supplier.

If your research project has potential to become a product, then check the Stanford Entrepreneurship Network (sen.stanford.edu).

Other Roles

What about working in technical consulting, or management consulting for that matter? Failure analysis? Have you considered Technology Transfer—moving ideas from the lab to reality? Patents and intellectual property? Developing policy? Or perhaps something else entirely?

Whatever your intended path, a career coach at BEAM can help clarify your objective, articulate your relevant strengths and guide you to the most appropriate resources.

Career Fields by Skills

The skills that you have developed during graduate studies are readily transferable to a variety of occupational settings. The following chart outlines some possible career options. For a deeper overview of Biosciences career options and skills related to these choices, see <http://biosciences.stanford.edu/current/career/sectors/index.html>

		CAREER FIELD					
		Business & High Tech	Media	Education	Non-Profit	Public Policy	
SKILLS	Research & Analysis	R&D, risk analysis, market research, consulting	journalism, market research evaluation, archival work	research ctrs, educational research & foundations	research efforts, think tanks, research centers,	government research, state & local agencies	
	Teaching	sales, training, development	sales, radio/TV, advertising, journalism	teaching, freelance, lecturing	public education, development, community organizing	politics, executive branch, fundraising, interest groups	
	Writing & Communication	corporate communications, communications analysis, PR, advertising	journalism, writing, editing, publishing, PR, advertising	publishing (educational), reporting, writing	PR, newsletter & publications editing	speech & report writing	
	Administration & Management	management positions, consulting	editing, publishing, corporate publications, management	academic administration (college dean, school principal)	event planning, foundation management	program management, agency administration	
	Problem Solving	consulting, marketing, management specialty consulting	investigative reporting, PR, management, consulting	academic administration, educational tanks	management, nonprofit consulting, think political	government positions, policy research,	
	People Skills	consulting, marketing, management	sales/marketing in publishing, interviewing	student services (counseling, administration)	development, management, advocacy	politics, (candidate or staff), fundraising, lobbying	
	Technical & Scientific Skills	info. systems, R&D, actuarial consultant	specialty publishing, professional journals, tech. writing	computers in education, curriculum development	R&D, consulting for hospitals, info. systems, environmental groups	national labs, EPA, Census, NSF, NIH, local & int'l scientific agencies	
	International Expertise	cultural consulting, risk analysis, int'l business	int'l media, specialty publishing	int'l education, curriculum development, educational tours	int'l consulting & orgs.	Peace Corps, int'l orgs & agencies, policy think tanks	
	Arts & Other Creative Skills	advertising, computer music, graphics	criticism, writing, art, illustration	art education	museums, music therapy, arts orgs.	administration of arts agencies	

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RESEARCH YOUR OPTIONS AND WHAT'S OUT THERE

Brainstorm Career Ideas

Once you have a sense of who you are and what you are seeking in a career, start brainstorming career ideas. They can be career fields that you have been thinking about, suggested by people who know you well or by career assessment inventories, or areas that you've stumbled upon during your research. A career coach or counselor can help you clarify your thoughts during this process. For additional ideas, search alumni directories (alumni.stanford.edu/get/page/career) and LinkedIn, talk to peers, faculty (if they are open to discussing non-academic options), and other contacts whom you may encounter through professional associations, conferences, panels, industry collaborations, or your career research. Below is a list of additional resources for your career exploration outside academia.

Forums & Articles

- **Chronicle of Higher Education**
Runs regular columns on fresh ways to put your PhD to work with articles such as "Every Ph.D. Needs a Plan B" (chronicle.com) and hosts a forum on Leaving Academe (chronicle.com/forums/)

Below are other relevant articles:

- **What Else Can I Do?** And Other Frequent Questions (chronicle.com/article/What-Else-Can-I-Do-Oth/45257)
- **How to Do What You Love:** Questions to ask yourself when deciding on a direction for your career (chronicle.com/article/How-to-Do-What-You-Love/46105)

- **Outside, Over There:** A discussion of web blogs and other sites for non-academic careers (chronicle.com/article/Outside-Over-There/44964)
- **Where to Find Information on Nonacademic Careers** (chronicle.com/article/Where-to-Find-Information-on/45379#humanities)
- **A Sample Plan:** This article discusses a one-year plan for a non-academic job search (chronicle.com/article/A-Sample-Plan/45453)
- **10 Tips for Developing an Alternate Career While in Graduate School**
How to start preparing for alternative careers while in graduate school (psychologytoday.com/blog/career-transitions/201110/10-tips-developing-alternate-career-while-in-graduate-school)
- **Finding an Internship to Change Careers**
Helpful advice for PhD students on how to look for an internship in alternative fields (chronicle.com/article/Finding-an-Internship-to/137007/)

Online Resources

- **Beyond Academe**
Produced by and for historians; the tips on this site are applicable to those in other fields as well. The site includes an FAQ section designed to help historians learn more about job options outside of academia and tips on transforming a CV. (beyondacademe.com)

- **Sellout**
Resource for PhDs considering careers beyond the university. Created by an English literature PhD who works in the software industry. (ironstring.com/sellout)
- **PhDs.org**
Relevant articles on career development and academe, as well as numerous job postings. (phds.org/career-resources)
- **Science Careers**
From the journal *Science*, contains career information for PhDs in science and technology including career profiles, advice, jobs, and more. (sciencecareers.sciencemag.org)
- **Leaving Academia**
A blog, podcast and community that provides insight, inspiration and information for grad students and faculty considering post-academic careers. (leavingacademia.com)
- **How to Leave Physics**
A physics PhD describes her experience leaving academia to work on Wall Street and beyond. (poplarware.com/personal/lvphys.html)
- **Mathematical Association of America**
Offers over forty-five career profiles of professionals who use mathematics on a daily basis—some in academia and government, but most are drawn from industry. This database contains mathematicians from all degree levels, and is especially easy to scan for position title and organization/firm. (maa.org/careers/index.html)

- **Who We Are**

A public database with information on over 200 Humanities PhDs who are pursuing a non-academic career path. Great tool for exploring career options and networking. (altacademy.wufoo.com/reports/who-we-are)

- **My Individual Development Plan (my IDP)**

An interactive, web-based tool that will help science PhD students and postdocs set and achieve long-term and short-term career goals. (myidp.sciencecareers.org)

- **“Non-Academic Career Options for PhDs in the Humanities and Social Sciences”**

Hosted by Columbia University’s Center for Career Education, this article provides

a comprehensive introduction to career fields available for PhDs in Humanities and Social Sciences.

(careereducation.columbia.edu/resources/tipsheets/non-academic-career-options-phds-and-mas)

- **“Career Exploration for PhDs in Science, Technology, Engineering, and Math Disciplines”**

Hosted by Columbia University’s Center for Career Education, this article provides a comprehensive introduction to career fields available for PhDs in Math, Science and Engineering.

(careereducation.columbia.edu/resources/tipsheets/non-academic-career-options-phds-sciences-engineering-and-mathematics)

- **Career Alternatives for Art Historians**

A comprehensive job search resource for art historians considering non-academic careers. Hosted by the University of Notre Dame.

(nd.edu/~crosenbe/jobs.html)

- **Non-Academic Careers for Scientific Psychologists**

Hosted by the American Psychological Association, included are career stories of psychology PhDs pursuing non-academic careers.

(apa.org/careers/resources/profiles/index.aspx)

Investigate Options

Investigate possible career options systematically, the way that you would test out research hypotheses. Start with a “literature review” by reading various career publications and online resources to gain an overview of the career field including the

industry trends, possible employers, and job positions.

Once you have narrowed the choices, you can conduct informational interviews (see networking in the next section) with

professionals who are working in those fields or organizations to delve deeper into relevant career information and to find answers to questions in which you are particularly interested.

Gain Experience

If you are beginning your graduate or postdoctoral program or can make the time, take some related courses or participate in internships, part-time, contract/project/consulting, or volunteer work to test out your interest and suitability for the job. Gaining relevant experience will allow you

to build more confidence in your career decision and demonstrate your employability to future employers. Use your research to narrow the field of options, overcome barriers, and decide on the next step.

- **“Gain Experience” – Finding an Internship to Change Careers**

Helpful advice on how to look for an internship in alternative fields as a PhD student.

(chronicle.com/article/Finding-an-Internship-to/137007/)

NETWORKING AND INFORMATIONAL INTERVIEWS

You may have heard of the importance of networking during a job search. However, many of us are reluctant to utilize this method as it provokes discomfort, anxiety, or perceptions of barriers. You may surmise that you don't have appropriate contacts or that "using people" is distasteful to you or that it takes too much time and effort. You might also be afraid of possible rejection. What is networking as it relates to career exploration and the job search? Networking is connecting with people in a field or organization in which you wish to work, for information and advice. Networking, including informational interviewing, is the job seeker's equivalent of market research. It is essential, when exploring fields and job functions, to learn about the skills they require, jobs not publicly advertised, ways to enter a specific field, and inside information about a particular organization's culture and expectations.

For PhDs and postdocs in particular, networking is key to successful career exploration and job search. For you, it's often not clear what jobs are appropriate for your background and where you fit into within an organization. You may be considered overeducated for entry-level positions but lack the experience for senior jobs. Consider the typical case of applying to an advertised job opening. Human Resources is usually inundated

with numerous, sometimes hundreds of applications. Faced with so many resumes, they often rely on seeking candidates with the most relevant experience and strongest track records. They don't have the time or motivation to give the benefit of doubt to an unproven candidate.

Networking, especially in the form of informational interviews, can be a low-pressure but extremely effective way to research career fields while giving you a chance to communicate your skills and fit to industry insiders. Having met or interacted with you, they may be much more willing to give you a chance or even create jobs to utilize your talents. In a sense, you are bypassing the resume screening process that may work unfavorably for you and gaining a foothold to interview opportunities with possible employers. At minimum, the insights gained allow you to craft particularly effective resumes and cover letters that will help you stand out during the resume screening process.

The purpose of informational interviewing is to obtain current information about a career field directly from the source, people who are working in that field. It is about learning and researching and not about asking for a job. If you think about it another way, you've probably used this strategy many times previously and have

granted informational interviews to others. If you were approached for advice and information by an undergraduate student interested in pursuing graduate studies in your field, would you be willing to share some insights?

Similarly, most professionals are willing and pleased to talk about their career field or job. For you, the benefits are numerous:

- Gather first-hand, current career information.
- Have control over who you're contacting, the kind of information that you're requesting, and how you present yourself.
- Observe professionals in actual work settings and ascertain whether the environment is right for you.
- Receive feedback, advice, and answers to questions that wouldn't be appropriate in a job interview.
- Gain visibility and become known to insiders who may be aware of job opportunities, both advertised and hidden.
- Practice interviewing skills so that you will be ready for actual interviews.
- Begin building the foundation for a professional network in your chosen career field.

Five Steps for Conducting Informational Interviews

1) Develop a List of Possible Contacts

Think about what fields you want to explore and develop a list of contacts relevant to your interests. Where can you find contacts?

- Check your own network through LinkedIn, Facebook, family, friends, colleagues, professors, and others you may know well through affiliated groups (clubs, sports, religious organizations, etc.).
- Use Stanford CareerConnect (alumni.stanford.edu/get/page/career) to locate alumni in relevant career fields; in addition, look through alumni databases of other institutions you have attended.
- Attend related events, including professional and industry conferences, Stanford events, BEAM and SoMCC networking events, and career fairs and expos.
- Contact members of related professional organizations.
- Contact people who write blogs in your field, who have published articles in newspapers or journals in your area, or whose names came up in your research.
- Be creative! Your network is all around you.

2) Ask for the Informational Interview

You can do this by email, phone, or in person if applicable. Assume that the person is very busy but will enjoy giving you advice. Informational interviews are often most effective when they are conducted in person or over the phone. An email exchange can be very useful for setting up such a conversation.

- Introduce yourself and explain how you got their name.
- Tell them you are exploring or researching their field, and asking for advice (not a job).
- Ask for a 15-20 minute phone or in-person meeting at their convenience, and assure them you know they are busy and you value their time.
- If you don't hear back after a week or more, consider following up your initial email with a second email; the recipient

may have lost track of your original message but still be interested in helping you.

- It is usually best not to enclose a resume with an email, as it looks more like you are applying for a job. Describe your experience in your note in a brief, natural way. If you do enclose your resume, mention in your note: "I have enclosed my resume so you will have some information about my background."

3) Prepare Yourself

Read about your contact's field and organization in order to get the most out of your meeting as well as show your interest. Come up with a concise description of your background and prepare a list of questions you might like to ask:

- "What kinds of projects do you work on?"
- "What led you to this position?"
- "What do you like most about your work?"
- "What are the personal qualities of people who are successful in this field?"
- "How would you describe a typical week in terms of the percentage of time you spend on the various parts of your job?"
- "What kinds of backgrounds do people in this organization (field) have?"
- "What are the most pressing needs and issues for your department within the overall organization?"
- "What are typical career paths in this field?"
- "I've built a target list of organizations in this field to research. Would you be willing to look at my list and give me any suggestions you might have?"
- "In what other kinds of organizations do people with your role work?"
- "Given my background and interests, are there other organizations you might suggest I explore?"
- "How would you advise me to get started in building experience in this field?"
- "What organizations hire entry-level people in this field?"

- "How do you see the next few years in terms of job prospects in this field?"
- "Are there conferences which might be useful for newcomers to attend? A professional association I could join as a student?"
- "Are there certain classes or training programs you would recommend for building experience for this type of position?"
- "What is the work environment like in terms of pressure, deadlines, new projects, teamwork vs. independent work, etc.?"
- "How is performance evaluated? What is rewarded?"
- "How do employees balance career and personal life?"
- "Do you know anyone else who could provide me with advice on this topic or might be willing to share their knowledge and experience?"

4) Conduct an Effective Meeting

Your goals will depend on where you are in your own career development process, the person with whom you are speaking, and the circumstances of your conversation. These goals may include some or all of the following:

- to learn more about the career path you're considering
- to present your background and interests clearly
- to learn more about the company itself
- to obtain referrals

During the informational interview, let your natural curiosity and interest shine through. As an engaged listener and learner, you will build rapport and find out quite a bit. Stay alert—rather than letting the interview be governed by your assumptions, be open to hearing new and surprising things. If the person you are speaking with says something you do not understand, follow up and ask for clarification. It's much more important to be an authentic participant in the conversation than to give the impression that you already have all of the answers.

5) Follow Up

Send a thank-you note, by email and/or handwritten, and include your address, phone, and email, so that your contact can get back in touch with you if they so desire.

Remember to keep track of your contacts by keeping a record of your interaction. Periodically you may want to update your contact to let them know how they assisted you. Let them know that you followed up with the additional contacts they provided

and what outcomes resulted from these conversations. Other ways of staying in touch include sending them articles or other helpful information based on your conversation or even holiday greetings.

Networking Online

Online processes have the capacity to enormously enhance real-life networking, interviewing, collaborating and career development. Rewards in this realm reflect your investment and your willingness to take strategic risks. The key is thinking the process through, gaining basic familiarity with online tools, and then using these tools to develop and enhance real-life professional relationships. Writing a blog, becoming active on Twitter, and maintaining your own website can all contribute to your social media presence and relationship-building. However, if you're just starting out, there may be no better place than LinkedIn: a free, easy-to-use, and professional tool for branding and networking.

Whether you already have an account on LinkedIn (linkedin.com) or are just starting out, it's important to ask yourself several questions:

- Overall Purpose(s): What are your professional goals? What are your immediate goals?
- Community: With whom do you want to interact? Whom do you want to find you?
- Framing Your Identity: How do you want to be known? How would you like to be perceived in terms of age, professionalism, confidence, affiliation(s), personality, approachability? For what type of expertise would you like to be known?

After some initial brainstorming around these topics, it's time to build awareness and identify trends by reviewing the profiles of LinkedIn members. What are colleagues and role models in your field doing? What keywords keep coming up?

How do the photographs vary? What kind of tone do their profiles take? How have they utilized the "summary" and "specialties" sections of their profile? To what groups do they belong? How many connections do they have? What additional applications have they installed? What did they write for their headline? By taking the time to get familiar with these profiles, you will start to notice nuances that make a difference. To use LinkedIn strategically, this knowledge can be very powerful.

Once you have considered both your own professional goals and learned about how others make the most of their own profiles, you are much better positioned to draft and revise your own profile. Connect with friends and colleagues on the site, and search out groups—popular choices include alumni groups from your undergraduate and graduate institutions, such as the Stanford Alumni Group. Adding connections and joining groups will fundamentally change your search results when you begin to actively use LinkedIn for networking.

As you ready yourself to network, do not underestimate the importance of your profile picture! Ensure that the photo you select is flattering and professional. If you are currently anticipating a transition in your role (i.e., moving from being a PhD student to becoming a faculty member), make sure that the photo represents you in the role to which you aspire. It is worth asking a friend with a good camera to take new photos of you instead of searching through casual candids.

The title of one popular book on this topic is *I'm on Linked In, Now What???* This is a common question. In a nutshell, now you revisit your career goals. It is likely,

for example, that you are seeking to learn more about people in a particular field or fields. LinkedIn is an excellent way to find people with interesting positions and contact them for informational interviews (see the section on Informational Interviews in this guide for more details). The easiest way to begin finding whom you might contact is to type words or phrases of interest into the main search box, which at the time of this handbook's printing was set to "people" as the default. This will turn up people in your network (including your connections, their connections, and members of your groups) who also have these phrases in their profile.

LinkedIn has excellent and efficient tools to help you filter your results. Using the Advanced Search option, you can streamline your results to focus on people who live in a specific geographic area, attended a particular school, and more. Once you find someone with whom you would like to chat, simply send them a brief message in which you introduce yourself, explain why their background was interesting to you, and request a brief phone conversation to ask them more about what they do, their own career path, and advice they might have about entering their field. For those who reply, take the time to put together a list of 10 questions to guide your conversation. After the phone conversation, remember to follow up with a personalized thank-you note.

Social media is not an end in itself, but a way to find and get to know people who share your professional interests and perhaps your values, goals, and skills. Take it one step at a time, and you may be amazed at how much of its power you can harness to move your own career forward.

MORE JOB SEARCH TIPS

- *Schedule time for your job search:* As a graduate student or postdoc, spare time is hard to come by. Set aside time in your busy schedule to devote to career exploration and the job search. Make concrete, realistic goals (e.g., work on polishing resume and have it critiqued this month, print out business cards to use for networking, conduct 1-2 information interviews per month) and check your progress. Partner with someone you trust and hold each other accountable to work on career issues. You can also check in with a career coach or counselor to assess your progress and to strategize your next steps.
- *Customize your resume/CV and cover letter:* Evaluate the job description, and organize the information on your resume to highlight the knowledge, skills and abilities the employer is seeking. Employers initially spend around 20-30 seconds scanning your resume. Make sure your most relevant and impressive experiences easily catch the attention of the reader. Depending on the career field, you may need to convert your CV into a resume or create a CV/resume hybrid.
- *Hone your interviewing skills:* Learn how to respond to various types of questions and direct the employers to your strengths and relevant experiences. Describe your experiences in succinct and effective ways including the problem you faced, the action you took, and the results you achieved. Be ready to address why you have decided to leave academia and how your skills transfer to this career field.
- *Tailor your job search:* Research your target employers and find out the best ways to secure employment. Many industries and small organizations (entertainment, venture capital, small nonprofits) do not post jobs on the internet and require proactive job search strategies. Other organizations may rely on college recruiting as their primary hiring strategy (consulting, investment banking, etc.) and you will need to familiarize yourself with their recruitment schedules and processes.
- *Learn how to effectively search for jobs online:* Accessing jobs posted on the Internet is convenient and easy to do. However, big, highly visible job boards make it difficult for job applicants to distinguish themselves. Studies show that only 4% of users find jobs through these sites. Focus on niche websites or go to the company website when possible. Use keywords to search for jobs, and gradually add more search criteria to narrow your results. Experiment with each search engine to get the best results.
- *Target employers directly:* Whether employers have openings or not, contacting employers directly, though intimidating, can be extremely effective. Job seekers need to research the organization thoroughly before approaching the employer and tailor their resume and their cover letter for maximum impact.
- *Participate in Recruiting:* Recruiting enables employers to schedule interviews with students on-campus (not available to postdocs). Employer representation tends to be fairly narrow, primarily technical, consulting and finance organizations, but you should take advantage of this service if you are interested in these fields.
- *Attend Career Fairs:* If you are interested in looking for a job or finding out more about a potential career, this is a convenient way to connect personally with various employers in one location. BEAM and SoMCC sponsor more than a dozen career fairs each year, including a PhD Fair, and provide a list of participating employers before each fair through your Handshake account and the SoMCC website.
 - Research who will be present and target employers accordingly. Have a plan of action.
 - When getting dressed for the event, keep in mind the industry and type of position you desire.
 - Prior to attending a fair prepare a 30-second pitch to engage recruiters. The goal is to connect your background to the organization's need. In less than a minute, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and interest, and relate your background to the organization's need, and end with a relevant question. This is meant to be a dialogue, not a monologue. Keep in mind that this is your opportunity to interact with a company insider, collect valuable information, and make a positive impression.
- Bring copies of your resume (prepare several versions if you are targeting different industries) for employers who wish to collect them to take notes and remember you. It's standard for most employers to ask you to submit your resume online. You may choose to gather pertinent information during the fair to enhance your application.
- Job fairs can be stressful for attendees, who often find they must wait on line to speak to employers. Demonstrate professional behavior and etiquette at all stages of interaction with an employer, even while waiting. Be both assertive and respectful to those around you.
- Keep track of those organizations and representatives with whom you spoke. If appropriate, send thank-you notes to those representatives you wish to pursue. This will set the stage for future correspondence.

Making Your Advisors and Other Mentors a Part of Your Professional Development

Your advisors and mentors play a key role in helping you define yourself as a researcher and making the connections necessary to be successful, regardless of what your career of choice may be. Individual Development Plans (IDPs) and an annual planning meeting with your advisor and other mentors can help with this process by allowing you to:

- *Take ownership* of your training and professional development.

- *Pause and reflect!* Amidst daily research activities, it is easy to lose sight of longer-term goals.
- *Think intentionally* about your short-, mid- and long-term training and development goals.
- *Identify and use resources* to help you achieve your goals.
- *Have open and direct dialogue* with your mentor(s).
- *Establish clear expectations/steps.*

Following NIH recommendations, the Stanford Biosciences IDP program and forms were carefully re-designed with rounds of student and faculty input.

If you do not have such a program in your department, setting up a meeting with your mentors is still important and content should focus on: facilitated self-reflection and fruitful discussion about academic and professional goals and a written action plan tailored toward meeting these.

The Effective Public Service Job/Internship Search

Timeline

Nonprofits tend to advertise openings only 2-3 months before the job will start.

- Fall: Start researching and networking with organizations
- Winter/Spring: Apply to posted jobs/ internships/fellowships and follow up with contacts made in Fall as they may now know of available opportunities
- Exceptions: Fellowships, larger national nonprofits, organizations that always need help (tutors, family/mental health services) may have earlier Fall deadlines

Government agencies can take several months to hire if a background check is required as part of the application process.

- Start in Fall for larger agencies that may hire in volume
- Apply when you see a posting. Smaller offices may have more jobs open in Winter/Spring
- Follow up directly with the office, if possible

Strategies

The following are some key strategies and resources for finding a nonprofit or government job/internship:

Networking

Nonprofits tend to hire one person at a time so they alert their employees and ask them to contact colleagues in the field and friends to spread the word about a job opening. Don't expect networking to result in instant job leads. The likelihood of the person you talk to knowing about a job opening on that exact day is low. The purpose of networking is to gain advice, tips, and establish relationships so when jobs eventually become available you are already on their "to contact list." Below are a few key groups to help expand your network:

- **Young Nonprofit Professionals Network** (ynpn.org)
10,000 members in over 12 cities. The website lists jobs, events, and email list subscriptions for topics such as mentoring.
- **Young Women Social Entrepreneurs** (ywse.org)
This organization, with chapters in 5 large cities, provides an environment in which young women social entrepreneurs' visions and goals are affirmed, supported, promoted, and propelled.
- **Net Impact** (netimpact.org)
Net Impact is a global network of leaders who are changing the world through business.

Career Fairs

Organizations that come to career fairs tend to be those who have money and time to send staff out of the office for an entire day and know their hiring needs well in advance (6 - 9 months). Nonprofit and government organizations that attend career fairs will be those whose services require multiple hires and need to hire frequently (teaching-related, family/mental health services, Peace Corps, State Dept., etc.).

Online Postings

If nonprofits decide to post their positions at all (they may just use word-of-mouth) they will use targeted job sites such as idealist.org or opportunityknocks.org. Federal government positions are listed on usajobs.gov or on specific agency websites. State and local opportunities may be centralized on one site such as calopps.org, but more likely you will need to search by agency or city/county.

Making the Difference (makingthedifference.org)
Federal Government Information

World Bank (worldbank.org) Search for "Young Professionals Program"

Asia Development Bank (adb.org/site/careers/adb-young-professionals-program)
Young Professionals Program

RESUMES AND COVER LETTERS

When applying for jobs outside of academia, you will typically need to submit a resume instead of a CV. A resume is not just a CV minus the publications. The language and value system of academia often no longer apply. The process of converting your CV into a resume requires you to see and present yourself in a new way and can be both exciting as well as a little painful. It can be difficult to edit hard-earned academic credentials, publications, and experiences from your CV. Although it will be tempting to leave as much as possible and let the employers figure out what might be useful, keep in mind that

your readers will not have the time or motivation to do so.

Employers often say they initially spend less than 30 seconds reviewing a resume. Unless you quickly and clearly demonstrate how your graduate training and other experiences allow you to bring value to their line of work, they would rather move on to the next resume. You will need to translate your skills from academic jargon into the language of the field for which you are applying.

The resume is a marketing tool and in order for you to write an effective one, you need to 1) know what you have to offer (skills,

knowledge, experience, achievements), 2) know the market or employer's needs and 3) demonstrate fit in an attractive and clear format. It needs to be written to let the reader know why you can do a particular job well.

Samples used in this publication are actual examples from successful candidates. Names and projects have been changed, when requested, to protect anonymity. Samples used are not necessarily "correct" or "recommended" for their content or form. Rather, they are examples of how others have presented their experiences to best show fit.

Resume Sections

Name and Contact Information

- Your Name
- Address (personal mailing address, not your institutional office address; can leave it out for privacy and security reasons if circulating the document widely).
- Phone Number (list the number that you'll answer; make sure your voicemail greeting is appropriate)

- Email Address (avoid using your "fun" address name; list your simple, professional one)
- Website or LinkedIn address (if pertinent)

Education

- Listed in reverse chronological order, with the expected or most recent degree first.
- Include institution, location (especially if overseas), degree, field of study,

graduation date or expected date of completion.

- Can also include research focus (keep the description broad unless the employer would be interested in your exact area of specialization), relevant courses, study abroad experience, selected honors.

Experience

- Listed in reverse chronological order, with the most recent experience first.

What is the Difference Between a CV, a Resume and a Resume Vitae?

The curriculum vitae (also referred to as CV or vita) is a comprehensive record of your scholarly credentials, research and teaching experiences, and has no limitations in length. It is used in academic or research settings to apply for jobs, tenure, grants or fellowships.

A resume, on the other hand, is a concise (1-2 pages) and selected summary of your most relevant skills and experiences as they relate to a particular employer's needs. The language, value system, and format of a resume differ from an academic CV and align more closely with the position and company to which you are applying.

A resume vitae is a cross between a CV and a resume. It is typically used for industry or policy positions when a skills focused tone is needed, yet your academic record matters. It is longer than a resume, shorter than a CV, and will include only your most relevant publications, talks, and experiences.

- Include name of organization, location (optional; be consistent in usage with other sections), position title, dates (include month if appropriate).
- Describe your accomplishments, starting with action verbs rather than using passive language such as “duties included” or “responsible for” (see sample action verbs on the pages that follow or Google “resume verbs” for additional suggestions).
- Use either past or present tense as applicable and keep your format consistent.
- Leave out personal pronouns such as “I,” “me,” “my.”
- Quantify and highlight results and accomplishments whenever possible (e.g., Received fellowship awarded to 5% of applicants, Increased efficiency by 40%).
- Include paid jobs and any non-paid experience (internships, volunteer community service, relevant academic/ extracurricular projects, and professional/ student activities) that relates to the job you are pursuing.
- Divide experience into two or more sections, when relevant. Possible section

headers include Relevant Experience, Additional Experience, Research & Project Management Experience, or Leadership & Communication Experience.

Other Sections

- You can choose to include other optional sections if they are relevant and can provide helpful information to prospective employers. Sample headings may include: Summary of Skills, Computer/Technical Skills, Languages, Activities, Honors/Awards, Professional Affiliations, Professional Development, Interests, and Additional Information.

Resume Format

There is no single way to format your resume. Choose a resume format that will best present your strengths.

Chronological Format

- An arrangement of your qualifications in reverse chronological order, starting with your most recent.
- Most familiar to employers and often preferred.
- Best for someone with a clear history of directly relevant experience.

Combination Format

- Highlights specific skills and experiences, which are listed in reverse chronological order and categorized under relevant skill or experience headings (e.g., Research and Writing, Public Service, Leadership); offers flexibility and strength of both the functional and chronological formats.
- Familiar to employers and easy to follow.
- Helpful for candidates who lack a linear history of related work experience but

have experience that can be grouped under relevant headings.

Functional/Skills Format

- Highlights your skills by function rather than work experience and conveys skills and abilities possessed even if they were not used in related work settings.
- Not as familiar to employers and less frequently preferred.
- Useful for career changers, candidates with very limited or no experience.

Resume Tips

- Make sure the way you prioritize information reflects the priorities of the organization to which you are applying; consider placement on page, order of bullet points, and number of lines.
- Use limited amounts of **bold**, *italics*, CAPITALS, and underlining strategically to bring attention to the most relevant information.
- Balanced use of blank spaces and margins is important. Don't make your margins and font size too small. Keep margins to around .7 to 1 inch and font size to 10 or 11 point (adjust as needed for various font styles).
- Don't include personal information such as marital status, photo, or physical characteristics unless you are applying to jobs outside of US and Canada and this is the norm for that country.
- When sending emails electronically, attach as a PDF file to preserve formatting and name your file clearly to allow employers to easily identify your resume (e.g., Your name_Resume).
- References do not need to be listed unless they have been requested. Instead of using space to include the line: “References available upon request,” have a separate list ready for submission, typically during the final stages of your interviews.
- Have your resume critiqued by several people for content and grammar. Bring your resume to BEAM or SoMCC to have it reviewed by a career coach or counselor.
- It is recommended that you tailor your materials to the industry and organization of interest. Be sure to know the standards of your career of choice.

Sample Action Verbs Listed By Functional Skill Area

Communication

Aided
Advised
Arbitrated
Clarified
Co-authored
Collaborated
Consulted
Coordinated
Counseled
Defined
Enlisted
Formulated
Influenced
Informed
Inspired
Interpreted
Interviewed
Mediated
Merged
Negotiated
Promoted
Publicized
Recommended
Represented
Resolved
Suggested

Creative

Acted
Adapted
Composed
Conceptualized
Created
Designed
Developed
Directed
Drew
Fashioned
Generated
Illustrated
Imagined
Improvised
Integrated
Innovated
Painted
Performed

Planned
Problem-solved
Shaped
Synthesized
Visualized
Wrote

Detail-Oriented

Analyzed
Approved
Arranged
Classified
Collated
Compared
Compiled
Documented
Enforced
Followed through
Met deadlines
Prepared
Processed
Recorded
Retrieved
Set priorities
Systemized
Tabulated

Financial

Administered
Allocated
Analyzed
Appraised
Audited
Budgeted
Calculated
Computed
Developed
Evaluated
Figured
Maintained
Managed
Performed
Planned
Projected

Manual Skills

Arranged
Assembled
Bound
Built
Checked
Classified
Constructed
Controlled
Cut
Designed
Drove
Handled
Installed
Invented
Maintained
Monitored
Prepared
Operated
Repaired

Providing Service

Advised
Attended
Cared
Coached
Coordinated
Counseled
Delivered
Demonstrated
Explained
Furnished
Generated
Inspected
Issued
Mentored
Provided
Purchased
Referred
Submitted

Organizing

Achieved
Assigned
Consulted
Contracted
Controlled

Coordinated
Decided
Delegated
Developed
Established
Evaluated
Negotiated
Organized
Planned
Prepared
Prioritized
Produced
Recommended
Reported

Leadership

Administered
Chaired
Convinced
Directed
Examined
Executed
Expanded
Facilitated
Improved
Initiated
Managed
Oversaw
Produced
Recommended
Reviewed
Supervised

Research/ Investigation

Calculated
Cataloged
Collected
Computed
Conducted
Correlated
Critiqued
Diagnosed
Discovered
Evaluated
Examined
Experimented

Extrapolated
Gathered
Identified
Inspected
Investigated
Monitored
Proved
Reviewed
Surveyed
Tested

Technical

Assembled
Built
Calculated
Computed
Designed
Engineered
Fabricated
Maintained
Operated
Programmed
Remodeled
Repaired
Solved
Tested

Teaching Skills

Adapted
Advised
Clarified
Coached
Developed
Encouraged
Evaluated
Informed
Inspired
Motivated
Participated
Provided
Represented
Supported
Taught
Trained
Verified

Sample Resume #1

Giancarlo (John) Marconi

563 Salvatierra Walk • Stanford, CA 94305 • Cell: (650) 123-4567 • name@stanford.edu

SUMMARY OF QUALIFICATIONS

- Five years experience modeling, designing, testing and optimizing wireless networks
- Proven ability to work on teams, communicate effectively and manage projects

EDUCATION

PhD in Electrical Engineering, Stanford University, Stanford, CA expected 6/20xx

MS in Electrical Engineering, Stanford University, Stanford, CA GPA 4.0/4.0 20xx

BS in Electrical Engineering, Politecnico di Milano, Milano, Italy GPA 98/100 20xx

RELEVANT EXPERIENCE

Research Assistant, Ginzton Lab, Stanford University, Stanford, CA 20xx–present

- Developed energy-efficient routing protocols, data collection algorithms and collision-free scheduling for multi-cluster wireless sensor networks for use in smart environments
- Envisioned new vision-based applications for camera networks. Initiated collaboration with 2 professors and 3 students to demonstrate proof-of-principle
- Modeled convex and combinatorial optimization problems in wireless sensor networks
- Proposed practical, near-optimal data collection and scheduling algorithms

Wireless Network Intern, ABC Technology Center, Palo Alto, CA Summer 20xx

- Evaluated heuristic algorithms under different network assumptions. Improved the network delay and lifetime tradeoff up to 50 percent for wake-up scheduling
- Worked with 2 team members to develop and evaluate efficient node supervision and scheduling algorithms for wireless security/fire alarm systems
- Presented findings and recommendations to Chief Technology Officer

Research Assistant, Politecnico di Milano, Italy 20xx–20xx

- Evaluated and improved multi-rate multi-user OFDM-CDMA systems, including multi-modulation, multi-code, variable-spreading-length, and bi-orthogonal schemes

Technical Communication

- Published 7 technical journal articles and presented 2 conference papers; 2 patents pending
- Assisted in writing and editing 2 research proposals, resulting in a 2-year \$500,000 grant
- Teaching Assistant for 3-quarter graduate-level networking course series

ACTIVITIES

Treasurer, Graduate Student Council—coordinated 5-person team that raised \$6,000 20xx

SKILLS

Programming: Matlab, C/C++

Technical: OFDM-CDMA systems; familiar with IEEE 802.11g/n standards

Languages: Italian (native), English (fluent), Japanese (conversational)

HONORS

Nokia Wireless Design Competition—2nd Place 20xx

Presidential Fellowship 20xx–20xx

PROFESSIONAL AFFILIATIONS

IEEE, Stanford IEEE Student Chapter

Sample Resume #2

STACY M. HARTMAN

myname@address.org
(123) 456-7890

Website: <http://www.myname.com/>
Twitter: @myname

SUMMARY OF QUALIFICATIONS

- 10 years of varied teaching and advising experience, including K-12, undergraduates, and adult learners.
- 5 years of program management and administrative experience in both corporate and university settings.
- 6 years of research experience.
- Excellent verbal and written communication skills.

CURRENT POSITION

Project Coordinator, Connected Academics Project, Modern Language Association, 2015-present.

Coordinate career initiatives for humanities PhDs. Design and implement proseminar for current PhDs, recent PhDs, and contingent faculty in the New York area. Write and design content for the Connected Academics website. Coordinate efforts of partner institutions. Design and organize programming for annual convention. Manage the budget of the grant.

PROGRAM MANAGEMENT AND ADMINISTRATION

Co-Organizer, *Series on the Public Humanities*, Stanford University, 2013-2014.

Conceptualized and coordinated the series. Coordinated travel and arranged catering and hospitality. Managed a \$13,000 budget.

Founder and Coordinator, *"Alt Ac" Speaker Series*, Vice Provost for Graduate Education, Stanford University, 2012-2013.

Conceptualized and coordinated the series. Selected speakers; scheduled speakers, arranged catering, and moderated sessions. *Coordinator*, *Assessing Graduate Education Project*, Division of Literatures, Cultures, and Languages, Stanford University 2011-2013.

Designed, implemented, and reported on a broad survey of best practices in graduate education.

ACADEMIC SUPPORT AND EDUCATION RESEARCH

Instructional Designer and Researcher, *Lacuna Stories Project*, Stanford University, 2013-present.

Conduct observations and analysis for a digital humanities pedagogy project. Design instructional manual and provide personal consultations for instructors using the platform.

Academic Skills Coach and Advisor, *Undergraduate Advising and Research*, Stanford University, 2014-2015.

Provide one-on-one support to Stanford undergraduates returning from academic suspension.

Academic Advising Fellow, *Undergraduate Advising and Research*, Stanford University, 2014-2015.

Provide drop-in advising to Stanford undergraduates and administrative support to UAR.

Graduate Teaching Consultant, *Center for Teaching and Learning*, Stanford University, 2013-2015.

Facilitate small group midterm evaluations and provide video consultations and other services for graduate teaching assistants.

Coordinator, *Faculty-Graduate Student Collaborative Teaching Project*, Stanford University 2012-2014.

Co-ran seminar on humanities pedagogy. Coordinated meetings, communicated with participants, and arranged catering.

Facilitated and organized site visit by the Teagle Foundation (funding body).

TEACHING AND COURSE DESIGN

Courses Taught

Instructor, "Memory, Modernity, Mourning: 20th Century German Short Fiction," Stanford University, 2015.

Co-instructor, *Seminar*, "Empathy in Science, Society, and Stories," Stanford University Hope House Scholars Program, 2014.

German Language Instructor, Beginning and Intermediate Language and Conversation, Stanford University, 2011-2014.

Co-instructor, *Undergraduate Seminar*, "War and Warfare in Germany," Stanford University, 2013.

Other Teaching and Course Design Experience

Graduate Writing Tutor, Hume Writing Center, Stanford University, 2013-2014.

Instructional Designer, Shmoop University, Inc., 2013.

EDUCATION

Ph.D. German Studies, *Stanford University*. September 2010-2015.

M.A. German Studies (Distinction), *University of Manchester*. 2007-2008.

B.A. Modern Literature (Highest Honors) and Feminist Studies (Honors), *University of California, Santa Cruz*. 2001-2005.

Cambridge Certificate for English Language Teaching to Adults (CELTA), *St. Giles International*, San Francisco, 2005.

LANGUAGES: English (native); German (fluent); Spanish (proficient)

Sample Resume #3

Nikhil Godinho, PhD

Address, Palo Alto, CA 94123 • (123) 456-7890 • myname@gmail.com

EDUCATION

STANFORD UNIVERSITY, Stanford, CA Sept 2009--Present
Ph.D. , Neuroscience GRE: **800 (Q), 750 (V), 7 (A)**; GPA: **3.91**

NORTHEASTERN UNIVERSITY, Boston, MA Sept 2005--June 2009
B.A., Biology, *magna cum laude* GPA: **3.90**

AWARDS & HONORS

- National Research Service Award 2012
- Distinguished Honors Thesis Award 2009
- National Science Foundation Fellowship 2009
- Novartis Scholars Fellowship 2008
- Magna Cum Laude 2009
- Goldwater Fellowship 2008
- Undergraduate Research Grant 2007
- National Merit Scholar 2005

WORK EXPERIENCE

- GRADUATE STUDENT, **Lance Taylor, Department of Neuroscience, Stanford University** Sept 2009--Sept 2014
- Investigate how inflammation contributes to pathogenesis of neurodegenerative disorders in mouse models of Parkinson's and Alzheimer's disease using genetic and pharmacological approaches
- LIFE SCIENCE ANALYST, **Proseco Ventures** June 2013--Sept 2013
- Competitive intelligence analysis to identify early risks and growth opportunities in regenerative medicine
 - Performed risk adjusted NPV analyses to provide buy--side recommendations of stem cell companies
- INVESTOR RELATIONS CHAIR, **StartX Med, Stanford University** Nov 2012--May 2013
- Develop strategic direction for StartX Med to grow as a life sciences focused startup incubator
 - Establish and maintain relations between life sciences venture capital investors and StartX Med startup founders
- CO--FOUNDER & PRODUCT DEVELOPMENT, **Your Story, Inc.** Jan 2011--Sept 2011
- Member of Stanford Design School founding team for social media startup company, Your Story
 - Launched in May, and successfully secured \$50K seed funding from incubator 500 startups for summer 2011
- SUMMER RESEARCH INTERN, **Genentech** June 2009--Sept 2009
- Used transgenic viral techniques to test therapeutic strategies to protect the brain against excitotoxic injury
 - Investigated intracellular mechanisms of cell death in rat and mouse neurons in vitro and in vivo
- NOVARTIS SCHOLARS FELLOW, **Espie Marks, Department of Psychology, UC Berkeley** June 2007--August 2007
- Investigated cognitive visual processing and executive control
 - Processed fMRI data from human stroke patients and used computational analyses to test hypotheses
- SALES REPRESENTATIVE, **Cutinc** July 2004--Sept 2004
- Performed interactive demonstrations of kitchen cutlery products and developed critical business and customer relations skills contributing to personal career sales of over \$1600

LEADERSHIP & COMMUNITY SERVICE

- Co--founder and Managing Partner, **Baytech Fund** 2013--2014
- Investment Analysis Project Manager, **Stanford Bio Business Group** 2012--2013
- Vice President, **Stanford Biosciences Student Association** 2011--2013
- Co--founder and President, **Stanford Zen Society** 2010--2013
- Event manager, **Stanford India Association** 2009--2013
- Graduate level course instructor, **Stanford University** 2009--2012
- Community building chair, **Stanford Genetics Program** 2010--2012

SKILLS & INTERESTS

- **Languages** – Hindi and Marathi (Proficient), Spanish (Basic)
- **Computer** – Microsoft Office (Proficient), C++, Matlab and Linux (Some experience)
- **Interests** – Meditation, weight training, event management, hiking, cricket, tennis, photography

Sample Resume #4 Page 1

Cynthia A. Gonzales, Ph.D.

Address, Palo Alto, CA 94123

myname@alumni.stanford.edu

Summary

- Highly skilled scientist with over 10 years of research experience in academic and industry settings. Exhibits excellent organizational, communication, collaboration and leadership skills
- Passionate about science communication, and building and managing cross-industry relationships
- Strong language skills, with abilities to translate complex scientific concepts for various audiences; English and Spanish, Citizenship: United States of America

Education

Stanford University 2008-2014
Ph.D. Genetics

University of California, Davis 2002-2005
B.S. Microbiology, Immunology & Molecular Genetics

Relevant Experience

Postdoctoral Research Scientist, Mt. Sinai School of Medicine, New York, NY 2014-Present
Project: The role of stem cells in the mammalian response to viral infection

- mRNA and small RNA profiling of induced pluripotent stem cells by next-generation sequencing
- Prioritized research objectives, established collaborations, and implemented new study designs

Doctoral Research Scientist, Stanford University, Stanford, CA 2008-2014
Project: The role of the 5'-3' exoribonuclease Xrn2 in RNA virus infection

- Discovered a novel cytoplasmic function for Xrn2 in the hepatitis C virus (HCV) antiviral response
- Described the proteolytic cleavage of Xrn2 during poliovirus infection.

Research Associate, Stanford University, Stanford, CA 2007-2008
Project: Mapping a genetic modifier of MerKD retinal degeneration

- Studied the role of Tyro3 in the phagocytosis of the retinal pigment epithelium

Undergraduate Student, University of California, Davis, Davis, CA 2004-2007
Project: Development of a novel method to deliver therapeutic drugs to the brain

- Contributed to the development of RNA aptamers as delivery agents to the brain for the treatment of lysosomal storage disorders

Summer Intern, Protein Chemistry Department, Chiron Corporation, Emeryville, CA 2001/2002
Project: Purification of HIV and HCV proteins for therapeutics and diagnosis

Publications

Gonzales CA, Silman R, Bernard A, Otenofer T. The antiviral response of stem cells. (Manuscript in preparation)

Votlin HK, Yamura D, Fang B, Mathewa D, Bench J, Nymius OM. **Gonzales CA**, Carleton MA. An Expression Quantitative Trait Locus Modifies Mertk-Associated Retinal Degeneration. (Under revision in *PLOS Genetics*)

Gonzales CA and Schneider J. Subversion of liver-specific miR-122 by hepatitis C virus RNA genome to protect against exoribonuclease Xrn2 (In revision for *Cell Host and Microbe*).

Gonzales CA and Schneider J. The role of the exoribonuclease Xrn2 in poliovirus infection. (Manuscript in preparation).

Char A, Dellamaggiore KR, Myer MD, **Gonzales CA**, Lizorey V, Chernoy LM, Gonzales M, Billings FT, Fan AL. Aptamer-based Endocytosis of a Lysosomal Enzyme. *PNAS*. 2008 Oct; 105(41):15908

Sample Resume #4 Page 2

Science Communication Experience

Editor and Writer, Postdoctoral Periodical, Mt. Sinai School of Medicine, New York, NY 2015-Present

- Wrote and edited articles about science news for a monthly newsletter
- Worked collaboratively with other writers under tight time constraints to meet monthly deadlines

Science Writer and English-Spanish Translator, Tech Museum of Innovation, San Jose, CA
"Ask a Geneticist" Website 2010-Present

- Authored short scientific articles to answer online questions about Genetics
- Communicated and instructed the general audience about scientific material in English and Spanish

Laboratory Teaching Assistant, Education Program for Gifted Youth (EPGY)
Stanford University, Stanford, CA 2011

- Taught Molecular Biology and AP Biology to middle school and high school students
- Developed science curricula for laboratory classes

Science Communicator, Tech Museum of Innovation, San Jose, CA 2010-2011
Stanford at the Tech Outreach Program, the Tech Museum of Innovation, San Jose, CA

- Performed science experiments with museum visitors (young children through adults)
- Explained basic concepts in science and Genetics to museum visitors

Professional Development

Scientific Writing Workshop, Mt. Sinai School of Medicine Feb 2015

- A one-day workshop taught by Judy Swan, Associate Director for Writing in Science and Engineering at Princeton University
- Workshop focused on article structure and crafting compelling arguments to establish new scientific knowledge

Novartis Drug Discovery and Development, Stanford University School of Medicine March 2014

- Course focused on achievements, risks and challenges of target discovery and validation, drug development, clinical trials, medical affairs and FDA regulations
- Learned fundamental concepts and processes of drug discovery and development at Novartis

Leadership Laboratories, Stanford University Graduate School of Business Apr 2011

- Class focused on strategic decision-making, critical-analytical thinking, and organizational behavior
- Participated in a series of exercises and simulations designed as real-life leadership challenges

Leadership from the Inside Out, Stanford University Graduate School of Business Nov 2010

- Workshop designed to assess core leadership strengths and areas for development
- Covered thinking strategically, influencing others, building relationships, achieving results, and how to become an effective leader

Selected Leadership and Service

President, Biomedical Association for the Interest of Minority Students (BioAIMS) 2011-2012
Stanford University School of Medicine

- Promoted the recruitment and retention of Biosciences graduate students by initiating and coordinating programs for academic and professional growth
- Developed and managed budgets of \$5000 - \$12,500

Graduate Student Representative, Committee on Graduate Admissions and Policy 2011-2012
Stanford University School of Medicine

- Assisted in establishing standards and policies for Biosciences graduate school admissions
- Advocated for professional and career development resources on behalf of students

Sample Reference Page

REFERENCES FOR JORDAN HOSAY-BATES:

Prof. Richard Choksi (Dissertation Advisor)
 Department of Chemistry
 Stanford University
 Stanford, CA 94305
 (650) 123-4567
 name@stanford.edu

Jennifer Chen (Internship Supervisor)
 Business Analytics Manager, Google
 1600 Amphitheatre Parkway
 Mountain View, CA 94043
 (650) 123-4567
 name@google.com

Michael River (Internship Supervisor)
 Director, New Ventures
 400 Main Street
 Palo Alto, CA 94315
 (650) 123-4567
 name@newventures.com

Cover Letters

Cover letters provide you with the opportunity to:

- initiate contact and introduce yourself
- respond to job postings or inquire about openings
- personalize your resume and show enthusiasm and interest in the job
- highlight information that addresses the needs and interests of the employer

Bear in mind that the letters you write not only convey your interest and qualifications, but also give the employer an opportunity to observe how you communicate and present yourself. What you choose to include in the letter and how you choose to say it reveal much about you, from your attentiveness to detail (including spelling and grammar) and professionalism to the overall quality of your writing skills.

The following tips and guidelines are provided to help you craft an effective cover letter. Please remember that sample cover letters should not be used as scripts to copy but as examples to help you compose your own letter.

Cover Letter Tips

1. Focus on the employer's needs rather than your own. Ask yourself: "What are they asking for, why do I want this position, and in what ways do I meet their qualifications and needs?" "What value can I add to this company?" Address these questions in your letter.
2. Tailor your letter for each employer. Generic letters do not make good impressions and are usually ignored. For practical purposes and limitations in time, plan to at least prepare a tailored letter for each different type of job (e.g. one for consulting, one for industry research) and customize 1-2 sentences for each employer.
3. Keep it concise, typically only one page, and in business letter format.
4. Demonstrate your knowledge of the organization. What attracts you to this company?
5. Highlight your skills and abilities and go beyond or expand on your resume content. Be clear about your objective and communicate your top 2-3 skills or experiences as they relate to the position.
6. Ideally, address the letter to the hiring manager, including a specific individual's name, title, and organization (all correctly spelled). Use "Dear Hiring Manager" as an alternative or when preferred by the employer.
7. Address specific skills and interests without copying them verbatim from the job announcement.
8. Have several people proofread your letters to avoid errors. An effective cover letter requires careful research, strategic thinking, and multiple revisions.

Cover Letter Outline

Your Street Address
City, State, Zip

Date

Employer's Name
Title
Company/Organization/Institution Name
Street Address
City, State, Zip

Dear Mr./Ms./Dr. Last Name:

Who are you and what do you want? Your opening paragraph should briefly introduce you and your interest in the organization or position. If you are aware of a specific position or opening, refer to it now and how you learned about it. This paragraph could also mention the name of an individual who recommended that you contact the employer, or cite other research that prompted you to write. It is important to indicate why you are interested in their organization.

Why are you a good candidate? The middle paragraph(s) should consist of a selection of highlights from your background that would be of greatest interest to the organization and consequently create the notion of "fit." Focus on your top 2-3 skills and experience and include supporting evidence for any claim of skills or accomplishments. Again, try to display knowledge of the field and organization. Use action verbs to describe relevant skills and expertise and mention specific knowledge you may have (i.e., lab techniques, computer applications, etc.) that would be needed in the work. You can also touch on a particular topic that seems important in the job description that the employer developed. Whet the employer's appetite and entice them to read your resume in detail and schedule an interview.

What will you do next? Your closing paragraph should outline next steps. Express your willingness to provide additional information and desire to further discuss the position in an interview. Include your phone number and email address. If you will be in the area, let them know. Thank the reader(s) for their time and interest.

Sincerely,

(Your signature; may omit extra spaces if sent electronically)

Your Typed Name

Sample Cover Letter #1

P.O. Box 12436
Stanford, CA 94108

March 10, 20xx

Dr. Yolanda Lee
Director, Admissions Office
University of California, Berkeley
University Hall - Room 21
Berkeley, CA 94022

Dear Dr. Lee:

It is with great enthusiasm that I submit my application for the position of Student Affairs Specialist with the Admissions Office of the University of California at Berkeley, which I saw listed in The Chronicle of Higher Education. Currently I am completing a PhD in Communication at Stanford University. I would like to continue to work in a university environment, especially within the University of California system, and believe that my past experiences as an employee and a student of the University of California will enable me to succeed in this position.

As a Graduate Intern with the Dean of Students Office at Stanford during this past year, I assisted the Dean of Students on a number of research projects. I also served as a Graduate Program Coordinator with Residential Education at Stanford, where I was able to develop a "Speakers on Campus" program and supervise student assistants. This program brought alumni/ae speakers to the residences to conduct presentations regarding their experiences in arts, law, medicine, and business. As a Resident Assistant during my undergraduate years at the University of California at Los Angeles, I enjoyed the freedom to plan a variety of stimulating programs to best suit the needs of other students. I was able to successfully juggle the details of complex schedules while attending to the personal attention the students and staff needed to provide a well-organized program. I am confident that these skills transfer to the fast-paced environment of an admissions office.

I work effectively with diverse groups of people. While serving as Conference Host with the Hayward State Summer Housing Program, I interacted closely with international students and enjoyed both introducing them to the university environment and referring them to resources. I also collaborated with a staff of 22 hosts, where we supported and encouraged one another. With the College Readiness Program at Hayward State, I had the opportunity to encourage students of color to pursue educational opportunities and establish learning goals.

I look forward to further discussing my qualifications and enthusiasm for this position with you and members of the search committee. I can be reached by phone at (650) 123-4567 or by email at name@stanford.edu. Thank you for your time and consideration.

Sincerely,

Estelle Perez

Sample Cover Letter #2

1483 California Avenue
Palo Alto, CA 94302

December 14, 20xx

Ms. Patricia Morisette
Manager, Corporate Administration
Corvie Systems
2604 Calderon Ave.
Mountain View, CA 94040

Dear Ms. Morisette:

In response to your advertisement on Stanford's Cardinal Careers for a Systems Analyst, I have enclosed my resume for your consideration.

As a Physics graduate student at Stanford University, I have developed extensive programming experience through assignments using C++, JAVA, and other programming languages in both Mac and PC environments. Through these projects, I honed my programming skills and learned a great deal from my peers in a project team setting. The collaborative potential of the Systems Analyst position, combined with Corvie Systems' significant advances within the tech industry, is what most attracts me to this position.

Through my internships at both Klavin, Inc. and Interbold, I acquired the necessary capabilities to successfully handle the responsibilities of a Systems Analyst. Through these opportunities, I have gained considerable experience with telecommunications applications, database management, spreadsheets, and graphics software.

I have a high degree of initiative and am able to learn new concepts quickly, which proved invaluable to the fast-paced environments in which my internships and education were completed. Further, I believe that my analytical skills and enthusiasm for the work that I do would positively contribute to the systems strategy department of Corvie Systems.

Please find attached my resume for your review. I would welcome the opportunity to discuss my qualifications in person and to learn more about the opportunities at Corvie Systems. I can be reached at (650) 123-4567 or name@stanford.edu. Thank you for your consideration and I look forward to hearing from you.

Sincerely,

Mazalia Kuanni

Sample Cover Letter #3

Dear Ms. Oreskes,

I recently graduated with my PhD from the Stanford Neuroscience program. I am interested in going into biotech consulting and was very impressed with the breadth and depth of healthcare focused projects that are undertaken at Health Consulting Partners. My unique skill set and interests make me a great fit for the analyst position you have posted.

I have been passionate about the life science industry ever since I came to the Bay Area for graduate school, which has led to myriad entrepreneurial endeavors in healthcare and biotechnology. While at Stanford I helped found the Bio Business group, through which we invited thought leaders from industry to come speak at Stanford. We also launched a life science investment program that attracted teams of students who wrote due diligence reports. I led one of those teams, and two of our reports were published on the website Seeking Alpha. One was on DiagnosX (DGS), a cardiovascular diagnostics company, while the other was on Noroxis (NOR), a stem cell therapeutics company. Our work was noticed by a Bay Area investment firms, which gave me the opportunity to conduct more detailed financial modeling and valuation of public regenerative medicine companies. It was a fantastic learning experience and further fueled my interest in healthcare.

In addition to my work there, I also co-founded Baytech Fund in collaboration with colleagues from Stanford and UCSF. We successfully raised over \$55K in outside investor funding and actively manage a portfolio of life science companies to maximize returns for our clients. My experience researching and finding the companies with the best growth potential led to my interest in consulting.

Health Consulting Partners is an especially great fit for me due to your commitment of providing high value to your clients. I want to contribute to a team that functions at the highest level to deliver on their promises to their clients. An analyst position at Health Consulting Partners offers an ideal mix of technical research and information gathering from industry leaders, allowing me to make the most useful strategic recommendations to client companies. Thank you for considering my application; I look forward to hearing from you.

Thank you for your consideration,
Nikhil Godinho

Genetics PhD
Stanford University

Sample Cover Letter #4

Address
Palo Alto, CA 94123
myname@alumni.stanford.edu
Phone: +1. 123. 456. 7890

April 25, 20XX

Dear Hiring Manager:

I am contacting you with high interest and enthusiasm for the position of Medical/Regulatory Writer in your San Jose office. I obtained my Ph.D. in Genetics at Stanford University in 20XX. After spending the last year as a Postdoctoral Fellow conducting stem cell research, I am excited to pursue a career as a Medical/Regulatory Writer.

A Drug Discovery and Development course at the Stanford School of Medicine and my two summer internships at Chiron Corporation taught me the achievements, risks and challenges of drug discovery and validation, and also provided a basic overview of Medical Affairs. These experiences sparked my interest in the science communication and education arm that supports a healthcare organization. I believe my unique combination of a strong and broad scientific research background, sharp analytical skills, a vast experience in science communication, and extensive experience in collaborating and mentoring others provide me with a strong platform to pursue work as a Medical/Regulatory Writer.

I have over ten years of research experience in Microbiology, Genetics, Molecular Biology, and Immunology. I have always been passionate about Science Communication. I have personally volunteered my time to assist my advisers in the reviewing of manuscripts for various scientific journals in diverse fields, from RNA Biology to Infectious Diseases. I have also supported and guided my colleagues in structuring their manuscripts and figures, as well as reviewing their language and grammar. I am highly skilled and experienced in learning complex scientific topics quickly, and then teaching simplified versions to audiences of varying scientific knowledge. I have volunteered extensively with different organizations, such as The Tech Museum in San Jose, California, as a Science Communicator and Genetics Liaison. In these roles, I drafted short articles on popular topics in Genetics to the general public, and translated these articles from English to Spanish for the community. Since accepting my postdoctoral position, I joined the Postdoctoral Periodical team as a writer and editor. I write about hot topics in science and medicine in our time-sensitive monthly publication for the broad postdoctoral audience in the hospital.

I hold over seven years of science outreach, public-service/advocacy, and leadership experience. I have taken leadership courses at the Stanford Graduate School of Business that have focused on leveraging personality differences, team development, and conflict management. I am capable of building strong working relationships within my team as well as across teams due to my varied experiences in different organizations.

I would love the opportunity to discuss this job position further with you, and find out how I may contribute to the International Consulting Group. I can be reached via email (myname@alumni.stanford.edu) or cell phone at +1. 123. 456. 7890. Thank you very much in advance for your time and consideration.

Sincerely,

Cynthia A. Gonzales, Ph.D.

INTERVIEWS

Whether you have just been contacted for an industry interview or are preparing in anticipation of possible interviews, you may have questions about non-academic interviews. What can I expect in terms of interview format or questions? How much do I tell them about my research? How

do I convince the interviewer that I can do the job even though I have limited work experience in this area? How do I handle difficult questions? What do I say if they ask why I'm leaving academia? How can I best prepare for the interview?

Interviewing well is a skill that most of us have to practice and develop. It's natural for you to feel nervous or uncertain about the process. However, the following guidelines and tips will help you prepare to do your best.

Before the Interview

Know Yourself

1. Review your resume/CV, past work and accomplishments, academic and extracurricular experiences.
2. Develop a checklist of the most relevant skills and experiences that you have to offer. Also, be prepared to reassure employers about areas of weakness in your resume.
3. Recall concrete examples to demonstrate each of your top skills or qualifications

Research the Position/ Organization/Industry

1. Match your qualifications to the job description. What are their needs and interests? If a job description does not exist, research the career field and review sample job postings.

2. Review the organization's website as a starting place for your company research and search for additional news. Find out key information about their business, company structure, leadership, culture, recent news and issues, and how they are doing. If possible, conduct information interviews with company insiders, current and past employees, for additional information and advice.
3. Research current industry trends and news. Figure out who's who in the industry, including key players and competitors. Learn about the challenges and opportunities facing the industry.

Practice, Practice, and Practice

1. Most of us are not used to talking about our accomplishments. Finding the right vocabulary, wording, and tone does not

come easily. Practice articulating your skills and providing clear examples.

2. It's not enough to think about your answers. Practice saying them out loud and if time permits, with someone else.
3. Attend one of the BEAM or SoMCC meetups conducted throughout the year. Meet with a career coach or counselor for a mock interview and receive individual feedback. We can also help you strategize your answers and present yourself most favorably in an interview.
4. Videotape yourself. Although it can be painful to watch yourself perform, it'll provide very useful feedback. The Hume Center for Writing and Speaking offers videotaped mock interview sessions for students (speakinghelp.stanford.edu).

Interview Tips

- Employers are seeking two major criteria when interviewing:
 - 1) Ability: Can you do this job? (skills and qualifications)
 - 2) Fit: Are you a good fit with the organization? Are you motivated to do this job? Will you remain committed to this company? (personal qualities, motivation/interest, and goals)
- Based on your research of the employer's needs, plan your answers ahead of time. What information needs to be communicated to ensure that the employer

will have confidence in your abilities, motivation, and fit?

- The interview is a two-way conversation. Keep in mind that you are interviewing your potential employers as much as they are interviewing you. Observe carefully and ask thoughtful questions to help you to determine whether this is the right job and organization for you.
- Work to create a positive impression and build strong rapport. Interviewers remember their impressions of you, how you answered the questions and conducted yourself, rather than exact content of your answers.
- Ask for clarification if you are confused by a question. This shows poise on your part and allows you to answer questions appropriately.
- Be yourself. Do not exaggerate, give insincere answers, or memorize perfectly scripted answers. Interviewers prefer candidates who are authentic, focused, and engaging.

Preparing for Questions

1. Whenever possible, answer questions using specific examples to support your response. Think of the acronym STAR (situation, task, action, and result):
 - *Situation/Task*: Describe the situation and/or task
 - *Action*: What action did you take? (Even if it was a team scenario, identify YOUR contributions and action steps)
 - *Result*: Discuss the outcome of your action, making sure to mention accomplishments or improvements resulting from your action
2. Emphasize the most relevant and impressive aspects of your background and qualifications (paid work, research experience, projects, extracurricular, volunteer experience, specific skills).
3. Stress and clarify how skills you have developed in the past are transferable to the employer's organization.
4. Speak in positive terms about previous experiences and employers.
5. Talk about your accomplishments and skills (remember what you don't tell an interviewer, she/he won't know).
6. Every question is asking one of three things: why do you want to work here; why should we hire you; and how will you fit in here? Knowing the answers to these general questions helps you define your "brand" and gives you something to fall back on when you get stuck on a question.

Link this example back to how it relates to the requirements of the job.

Types of Interviews

Screening Interviews

These are usually shorter interviews, approximately 20-30 minutes, used for the purpose of conducting a brief evaluation of a candidate. Employers are usually looking to verify qualifications, check your communication skills, and form a quick impression to help them decide whether to move you forward in the interview process or to screen you out. These types of interviews are often conducted over the phone, Skype, or on campus.

Take screening interviews seriously and be ready to discuss your relevant qualifications for and interest in the position. If you receive an unexpected screening phone call, it is important to remain composed. If the timing of the call is inconvenient, let the employer know and ask if you can return their call. Arrange to take the call at a private and quiet location and if possible, consider using a landline, rather than a cell phone, for a more reliable connection. Make sure your voice projects (sit up or

stand up) and conveys your enthusiasm for the job. Even though your interviewer will not be able to see you, consider dressing up for the phone interview to put yourself in the right frame of mind. Arrange to have a copy of your resume, cover letter, and notes in front of you to use for reference.

For Skype interviews, in addition to dressing appropriately, plan out how to optimize your environment (quiet and private location, suitable background and lighting, right camera angle) so that you'll be viewed in the most positive way possible. Work out any technical issues beforehand and practice using Skype with a friend and/or career coach or counselor until you feel comfortable using this medium for the interview.

One-on-One Interviews

These interviews are quite common and involve the candidate being questioned by one person.

Panel/Committee Interviews

This scenario involves a panel of interviewers each with questions to ask. These interviews are common for government, academic, and some corporate positions. It is important to maintain eye contact and build rapport with all members of the committee.

Behavioral Interviews

Behavioral interview questions are based on the premise that past performance is a good predictor of future behavior. You will be asked to talk about specific examples from your past that demonstrate characteristics and skills that are important to the job. Prepare by anticipating employer's needs and thinking of relevant past examples. Use the STAR format (see Preparing for Questions section) to organize your answers.

Case Study Interviews

Some organizations, especially management consulting firms, rely on case study or

situational questions to evaluate a candidate's analytical skills. A good resource to prepare for this is Case Questions Interactive: <https://www.stanford.edu/dept/CDC/cqinteractive/>.

Second Round or Site Interviews

Often, the interviewing process entails several rounds of interviews. If you are considered a serious candidate, after the first interview you may be contacted for a second on-site interview with other members of the organization. If travel

arrangements are involved, usually the company will pay for your expenses and make the necessary travel and lodging arrangements. Site interviews usually consist of a series of interviews with several individuals including your potential supervisor, co-workers, and higher-ranking management staff. These interviews can range from very casual to very technical. You may spend a half or whole day interviewing, which may also involve a luncheon, dinner meeting, or social activity.

Stress Interviews

Although interviews can be nerve-racking in general, some are designed to cause the applicant stress. The interviewer may ask confrontational or particularly difficult questions. It is important to remain calm and think carefully about your answers. Don't be afraid to take time to think through your answers and don't get tricked into losing your cool. The purpose of these types of interviews is to evaluate your behavior and maturity in difficult situations. Stress questions are most commonly used for those positions in which your reaction to stress is critical.

Typical Stages of an Interview

The First Impression

1. Introduction and greeting
2. Small talk (brief, informal conversation on a topic of mutual interest—keep comments short)
3. Employer is looking for appearance and dress appropriate to the organization, a firm handshake, eye contact, ease in social situations, good manners, and poise. Arrive on time, bring extra copies of your resume and don't forget to smile and be yourself.

Discussion of Background and Qualifications

Employer will be asking a variety of questions to better understand and assess your education/training, experience, and skills as they relate to the job requirements. It's important for you to review your resume and be ready to elaborate on any aspects of your background. Plan ahead what information should be shared with your interviewer based on your research of their needs.

Determination of Your Career Goals

Employers will want to know whether this job aligns with your future career goals and whether you will be motivated to do the work. You want to convey a strong understanding of the job/industry and how this work fits with your own goals.

Demonstration of Your Interest in the Organization

Through the ways in which you both ask and answer questions, show your knowledge of, and genuine interest in, the organization. You can ask informed and relevant questions to learn more about the employer at any point in the interview, and especially at the end.

Conclusion

1. Next steps in the interviewing process are discussed—ask for the organization's time-line in the decision-making process if one is not mentioned
2. Volunteer to provide additional information

3. Thank the interviewer for his/her time
4. Ask for a business card—this will be helpful when sending a thank-you letter or email

Follow-up

Send thank-you letters to everyone with whom you interviewed. Email them promptly within 24-48 hours. For a special touch, you may also follow up with a handwritten note. If you have interviewed with many individuals in one day and do not have everyone's contact information, you could address the thank-you to the person who served as your main contact or coordinator and ask him/her to convey your thanks to the others. The letter provides an opportunity to demonstrate your professionalism, build further rapport, and reiterate your qualifications, interest, and fit.

Review how the interview went. You will use interviewing skills again and again during your professional career. Learn from your mistakes and build on your strengths.

Sample Interview Questions

- Tell me about yourself.
 - Keep your answer brief and relevant, one or two minutes. Offer highlights of your qualifications, goals, and interests as they relate to the job.
- What are your top 3 strengths?
 - Of your many strengths, choose ones that are important for the job and back up your assertions with clear examples.
- What is your weakness?
 - Identify a weakness that is not too detrimental to the job and discuss what you have been doing to overcome or improve it.
 - If appropriate, present a weakness that can also be a strength.

- What is your expected salary?
 - If possible, defer salary discussions until after a job offer has been made. You may want to state that you are more interested in establishing a good fit between you and the job at this point and would be happy to discuss salary when an offer is presented.
 - Be ready to offer a salary range based on market research but defer actual negotiations until job has been offered.
- What did you enjoy most about your most recent job experience?
- Please elaborate on your most relevant work experience.
- What do you see as your major strengths as they apply to this position?
- Why are you interested in this position/industry? In our organization?
- Why did you choose to study _____?
- What motivates you?
- How do you deal with pressure?
- Describe a frustrating or challenging experience you've encountered and tell me how you dealt with it.
- Who was the most difficult person you have ever dealt with, and how did you handle the situation?
- Discuss some of your past leadership/teamwork roles and your accomplishments in them.
- Think of a specific situation that reflects your ability to show initiative/handle conflict/work in team. Describe it.
- How have your studies/training prepared you for this position?
- If I asked your friends or colleagues to describe you, what would they say?
- What is your preferred supervision style?
- Give me an example of a time when you had to deal with unreasonable expectations.
- What are your long-term career goals and how are you preparing to achieve them?
- What do you see yourself doing in 3-5 years?
- Of what accomplishment are you most proud?
- Why should our organization hire you? Why are you the best candidate for this position?

- What else would you like us to know about you?

Unusual Questions

These questions seldom have right or wrong answers. Even though the questions may not seem to be job-related, employers may try to determine your confidence, values, and/or creativity through your answers.

- If you could be any tree, which would you choose and why?
- Think about your favorite product. Now think up five better names for it.
- How would your friends describe you?

Some companies are known to ask brainteasers during the interview. They serve two purposes. One, employers want to see how you react to unexpected questions and think on your feet. The other is to gauge your cognitive abilities in solving these questions. Rather than trying to silently come up with a solution, "talk through" these problems so that the interviewer can follow your thought process and offer help. The interviewer is often more interested in how you solve the problem than the answer itself.

Questions to Ask Employers

It is important to have prepared questions to ask of each employer; these questions will indicate your interest in the position and organization. Additional questions may occur to you during the course of the interview. Conversely, if your questions have already been answered by your research, contacts with the company, or even by the interviewer during the interview, you can also tell this to the employer while summarizing what you have learned and mentioning key points. Otherwise, lack of questions on your part may convey a lack of interest in the company or job.

About the Organization

- How would you describe your organization's culture?
- How would you describe your organization's style of management?
- What are some of the challenges the organization is currently facing?

- What do you see as your organization's strengths and weaknesses?
- How will industry trends affect this organization within the next 3-5 years?
- Where are the areas of future growth for the organization?
- How are goals established for areas of future development?
- What is the method of feedback/evaluation used by this organization?

About the Position

- Can you describe recent projects on which a person in my position has worked?
- What are the common career paths for people entering the organization in this position?
- What skills or qualities are especially important in order to be successful in this position?

- What projects would be given to a successful candidate within the first six months of starting the position?
- How are people trained or brought up to speed with regard to their responsibilities?
- How and when is performance evaluated?

Inappropriate Questions

Do not ask for information that is readily available through the company's website or literature. It will be obvious that you have not bothered to do your homework. You should also initially refrain from asking questions about benefits, perks, and salary. This conversation should wait until it is clear that they want to hire you. Your focus should be on explaining how you can add value to their organization and on gaining a better understanding of the job and organization.

EVALUATING AND NEGOTIATING JOB OFFERS

Job Search Endgame

As a PhD or postdoc, you've invested considerable time and effort in your education and job search, and now it is about to pay off. It is an exciting time, but potentially confusing and stressful. We offer these brief guidelines to address common concerns related to anticipating, weighing, accepting and/or negotiating job offer(s).

Receiving the Offer

Thank the person extending the offer and express enthusiasm for the position. Reiterate how important this decision is for you and ask for some time to think it over in order to make a good decision. If it is a verbal offer, ask about getting the offer in writing so there are no misunderstandings. Ask when your response is expected.

An offer letter, at minimum, states your job title, salary, expected start date and your department or supervisor's name. It may further enumerate your benefits and/or briefly describe your responsibilities.

Managing Multiple Employers

You have a job offer in hand. Or you may sense an offer is imminent; sometimes an employer will tell you outright, "We plan to make you an offer." This is a great time to reconnect with any other prospective employers that are still considering you as a candidate or finalist. Contact those employers to inquire about the status of your application and their timeframes for

making a decision. Reiterate your enthusiasm for the position, alert them that another offer is in hand or seems imminent, and ask about the possibility of them accelerating their hiring process.

First, Evaluate the Big Picture

Ask yourself the following questions about the position(s) you are considering. It may be helpful to compile your answers in a spreadsheet or similar document. If these factors are not a good fit, it will be difficult or impossible to rectify them through negotiation. Think carefully whether you want to accept or decline the offer.

Revisit Your Values and Preferences

What do you find important and fulfilling about your work? What are your values and priorities? How do you prefer to work? What work environments do you prefer?

And finally: How well aligned is your job offer with your goals, values and preferences?

Assess the Organization and Industry

Research the financial stability, growth, and trends of the industry and organization.

What growth or trends are happening in the industry?

How financially stable is the company? Has it had significant layoffs recently?

If a startup, is it well funded? Is it likely to meet milestones to secure future funding?

Will you have appropriate resources and/or budget to support your work?

What are the opportunities and expectations about publishing your work?

Is there a budget for conferences, travel and/or professional development?

Helpful resources:

- The Vault/Career Insider at <https://careerinsider.vault.com/career-insider-login.aspx?parrefer=269> offers informative industry overviews
- Google Finance has profiles and news feeds for most businesses

If you have questions, address them with the organization contact before accepting the offer.

Review Your Role and Responsibilities

Review the responsibilities and daily activities of the position. Consider additional information you gathered while going through the interview process. Does this position seem interesting and engaging? How does it fit with your long-term goals?

Evaluate the Offer

Ultimately, you will accept, reject, or try to negotiate changes to the offer. After determining the industry, organization

and position are a good “fit,” evaluate the details of your job offer.

Salary and Market Value

Salary doesn’t necessarily correlate with the value you add or the contribution you make to society. It’s what the market will bear to purchase your services, which include your skills, expertise, knowledge, and special talents. Check your professional society or the *NACE Quarterly Starting Salaries Survey* to determine a range for your market value. Often recent graduates don’t have the experience or expertise to warrant a higher salary. However, exceptions that may justify a higher salary include:

- Proven expertise in a specific and sought-after area
- Relevant work experience through previous industry experience, internships, or summer jobs
- A written offer for a higher salary from another organization

The Overall Compensation Package

Salary is only one part of a total compensation package. Your package might include any of the following:

- base salary
- signing bonus and/or relocation expenses
- medical, dental, and vision insurance
- life insurance, accidental death insurance and disability benefits
- 401(k) or other retirement plans (and perhaps matching contributions from the employer)
- pretax contributions for child or elder care
- bonuses based on performance and/or profit sharing
- stock; discounted stock purchase plans and/or stock options
- paid sick leave, holidays and vacation time and/or sabbaticals
- reimbursement for future education

- laptop computer and/or technical equipment
- flexible work schedule
- extras such as commuting allowance, parking subsidy, health club membership, etc.

Ask your HR representative to explain the benefits package before you make a decision.

Some organizations offer a fixed package that is not negotiable; other organizations may be willing to negotiate on salary, bonuses, stock options, date of salary review, relocation costs, or extras.

Though many people focus on the base salary, these other items may significantly impact your income and/or quality of life, both now and in the future. One position may offer free meals and a higher salary in San Francisco, an expensive city. Another may offer a lower salary but match contributions to your retirement plan in a different city with a lower cost of living and less expensive housing. You will need to conduct a cost/benefit analysis to determine which is better for you.

Preparing to Negotiate

Do You Want or Need to Negotiate?

The only reason to negotiate is to get fair market value for your skills, experience and knowledge. You are not obligated to negotiate; do not negotiate for negotiation’s sake. Some job seekers believe they are expected to negotiate, or that salaries should be negotiated as a general principle. Although organizations respect employees who can articulate the value they add, recent grads (or anyone else) can quickly alienate potential employers if they are inappropriate or go overboard in negotiating to “get a fair deal.”

Organizations, large and small, generally establish salary ranges for each position based on standards and general practices for the field. Organizations determine where an employee falls within the salary range based on experience and special expertise or knowledge. Recent graduates, with limited experience in entry-level positions, generally will be paid in the low- to mid-range, reserving the midpoint salaries for more experienced individuals.

It’s in the organization’s best interest to compensate you fairly. Organizations want to hire and retain good employees. Hiring and training new workers is costly. Organizations do not want to make low offers that are rejected and then have to repeat the recruiting process. Nor do they want you to leave to work for other employers—potentially competitors—that offer better compensation.

When Should You Negotiate?

- **After you have received a formal offer, preferably in writing.** Having detailed discussions about compensation before this point could eliminate you prematurely from consideration.
- **You have decided that the overall opportunity is a good fit.**
- **You understand how your skills benefit the organization.** This may be difficult to assess with limited work experience. In this case, try to identify the needs of each person who interviewed you. How are you a solution to their problems/challenges? Then, when you’re negotiating, you will

have specific ideas about how you will add value. You will be able to confidently state that you are worth \$5k more because of your ability to create specific software, design the new manual, or write the necessary grant proposal.

- **The offer does not reflect the fair-market worth of your services in this field.** Research salary ranges for your role and industry. These facts will help you determine if the compensation is reasonable, and support your argument for a higher salary. You’ll be more persuasive if your negotiation is based on verifiable evidence. Familiarize yourself with the entire package before initiating negotiations; employers who can’t offer a higher salary may instead offer “perks” such as extra vacation days or free parking.
- **You are clear about what you want and what you need.** What aspects of the job offer are essential for you, affecting the tipping point of whether or not you accept or decline the offer? What aspects are sweeteners, but won’t change your decision? Where are you willing to

compromise? What is your “walk away” point—the barest minimum you need for the offer to be acceptable? Envision your ideal (yet realistic) outcome from the negotiation. At the same time, identify several backup options that are acceptable should your first request be denied.

- **You know your alternatives in case negotiations fail to produce the changes you seek.** If your negotiations produce all

the changes you requested, you should be prepared to accept the amended offer. If your negotiations produce some of the changes you requested, you’ll have to decide whether it adequately satisfies your needs and exceeds your threshold for accepting the position. If negotiations fail to produce changes that will make the position acceptable, you will probably decline the offer—but talk to

a career coach or counselor, or someone you trust before you do. It is important to clearly assess your alternatives. If negotiations fail, what is your next Best Alternative to a Negotiated Agreement (BATNA)? Do you have other offers? Will you hold out for another employer to make an offer? Can you sustain your current employment (or unemployment) situation?

Negotiating

Negotiation is a process for reaching an agreement on what an organization will pay for your skills, knowledge and expertise. Your success in negotiating for higher compensation (and the only reason you should be negotiating) depends on evidence suggesting your market value is higher than that reflected in the offer. Contrary to popular belief, this is not an adversarial process. It is in your best interest and the organization’s to come to a mutually beneficial agreement. Adopt a Win-Win or No Deal mentality.

You will usually negotiate with your Human Resources representative, but sometimes the negotiation is conducted directly with your manager. If you are unsure, you can ask.

What to Say and Do During a Negotiation

Ask the employer to explain how compensation is determined, and then listen. Ask how your distinguishing and exceptional strengths and expertise were accounted for. State clearly and succinctly the evidence suggesting your compensation should be higher, and then listen.

Here is a sample script for the negotiation process:

Student: “I want to say again how extremely pleased I am to have the opportunity to work with you and this organization. However, I would like to discuss the compensation.”

HR Rep: “Sure. What questions do you have?”

Student: “First, I’d like to know how your organization structures salary ranges to understand how this salary was determined. I want this to work for both of us.”
Listen to the response.

Student: “What flexibility is there with the starting salary?”
Listen to the response.

Student: “I understand the organization prefers to bring inexperienced graduates in at the lower end of the range for this position. However, I feel this offer does not reflect the experience and perspective I gained from working in this industry prior to starting my PhD.” (If you have other hard

salary data from your research, diplomatically mention it here.)

If the salary is not negotiable, suggest the next option from your backup plan (such as a higher signing bonus, if applicable, or early performance review,) then move on to any other part of the job offer that you would like to negotiate.

For further help with negotiation, consult *Perfect Phrases for Negotiating Salary and Job Offers* by Matthew J. DeLuca and Nanette F. DeLuca.

Negotiating Other Elements

Salary is important, but other elements of the job offer may be important to you as well. Some of these items will be negotiable; others not. Perhaps you have already committed to a much-needed vacation after you complete your dissertation. Adjusting your start date or arranging for extra time off could be very important to you. Things that mean a lot to you may incur little or no cost for the employer. For example, if reducing a long, stressful commute improves your quality of life, ask about telecommuting (working from home) for one day a week. Negotiate creatively, but always in good faith and with a Win-Win attitude.

Accepting and Rejecting Offers

If you and the company have come to a mutually satisfying agreement, ask for something in writing that reflects your mutual understanding. If negotiation produces changes to the original offer, ask for an amended offer letter so all parties are clear about the revised offer. To accept the offer, sign and return the (amended) offer letter by the agreed-upon deadline.

We recommend including a short job acceptance letter as well (see the sample in this section). You will likely phone or email your contact to enthusiastically accept the offer, and inform the employer that the signed document is on the way.

If negotiation failed to produce a mutually satisfactory agreement, you must make

your decision based on the employer’s final offer. In this case, you would generally phone your contact to express gratitude for the consideration and offer, but to politely decline the offer. Follow up this call with a formal written letter or email that declines the offer in a clear, polite and professional manner (see samples in this section).

Ethics and Etiquette

Candidates and employers have a joint responsibility when accepting or extending a job offer. BEAM and SoMCC expect recruiters will abide by its policies and by the ethical standards of the National Association of Colleges and Employers. These guidelines include the statement that employers “will refrain from any practice that improperly influences and affects job acceptances . . . including undue time pressure for acceptance of employment offers.”

BEAM and SoMCC expect students to observe similar ethical practices, including the following code of conduct:

- Once you accept an offer, you have made a commitment to that employer and it

is your ethical responsibility to discontinue interviewing with other employers. After you accept an offer, you are no longer eligible to interview through the Recruiting Program.

- If you accept an offer, and later a better offer comes along, remember that you have made a significant personal and professional commitment to the first employer; you should honor that commitment. Reneging on a job offer is highly unprofessional. If you are unsure about accepting a job offer, it is always better to negotiate for more time to make your decision than to accept the offer prematurely and later rescind your acceptance.

Consider the reverse situation:

An employer offers you a job and later a stronger candidate comes along. How would you feel if the employer called you to withdraw its original offer to you? Clearly that would be unacceptable. The recruiting and hiring process works best when all parties adhere to ethical and behavior.

(In rare cases, a candidate who has already accepted an offer may find him- or herself in an unusual position with extenuating circumstances, such as a family emergency; career coaches and counselors at BEAM and SoMCC are available to meet with you one on one to discuss your situation.)

Frequently Asked Questions

Q: What do I say if I’m asked for my salary requirements before I have received a formal offer?

A: You’ll generally defer discussing your specific requirements until a formal offer has been made. Early in the interview process, you may reply, “If it’s okay with you, I’d like to defer that question for now and focus first on the content of the work. I’m interested in knowing more about the specific duties and responsibilities of the job.” If the hiring manager insists, you might say something like, “I assume a range has been established for this position and wonder what the organization has in mind?” or “A salary competitive for this position and industry.”

Later in the interviewing process, as a finalist, you may need to provide an actual range (not a single number) for your desired salary. You might say, “Based on [objective salary survey], I believe [\$ range] is the fair market range for this position.” Make sure you have done your homework!

Q: What do I do if all my requests are rejected in the negotiation process?

A: You must decide to accept or reject the position based on the terms of the original offer.

Q: How committed am I to a job offer I have accepted, if a better offer comes along?

A: First, if you are unsure about accepting a job offer, it is better to negotiate for more time to make your decision than to accept the offer prematurely and later rescind your acceptance. Second, it is very important to honor your commitment. Backing out of the agreement is highly unprofessional and reflects negatively on you and Stanford. It may taint your reputation in your chosen field now and in the future. If you signed a contract that included a signing bonus, check the contract for a clause requiring you to pay back the full signing bonus if you leave the organization before the stated duration. The signing bonus amount that you receive will be the total amount, minus taxes, but the amount you must repay will be the full amount of the bonus.

Q: How do I request an offer in writing?

A: If a verbal offer is made, you can say, “I’m very excited about the opportunity to work with you and this organization. Since this is such a significant decision for both of us, I’d be more comfortable if the offer was in writing and I could look it over.”

Q: What if I don’t understand something in the employment offer letter?

A: Organizations are usually happy to clarify or answer any questions about the job offer. Students may also seek legal advice regarding job offers, employment contracts and other professional commitments through the ASSU Legal Counseling Office for Students at (650) 375-2481.

We recognize that juggling job offers and employer deadlines can be daunting for you. Since each individual’s situation is unique, we encourage PhDs and postdocs who have questions about managing offers or negotiating for time or additional compensation to meet with one of the career coaches or counselors at BEAM or SoMCC.

Contact ASSU Legal Counseling at (650) 375-2481 for legal advice regarding job offers, employment contracts and other professional commitments.

Sample Job Offer Communications

Dear Ms. Gonzalez,

Thank you for offering me the position of Research Scientist with XYZ, Inc. However, I regret to inform you that I cannot accept your generous offer at this time. After carefully evaluating all opportunities available to me, I have accepted another position that seems a better fit for me at this point in my career.

I truly enjoyed meeting and speaking with you and other representatives from XYZ.

Thank you again for your consideration. Best wishes for the continued success of XYZ, Inc.

Sincerely,

Nick Gupta

Declining a Job Offer

Dear Madeleine,

I hope this email finds you well.

I am writing to inform you that I will unfortunately not be accepting the generous offer of Assistant Director at ABC. I really appreciate the care and hospitality extended to me during this time. Foremost, I am grateful that ABC granted me an extension so that I could fully consider my options.

At this time, I feel that ABC is not the best fit for me. It was an extremely tough decision for me to make, as evident in my request for an extension. I again want to thank you and everyone else at ABC for this great opportunity and for your help and support through this process.

Sincerely,

Mara Baker

Sample Job Offer Communications

Withdrawing Your Candidacy

Dear Mr. Polanco,

I enjoyed meeting with you and your colleagues last week regarding the position of Project Manager. Thank you for your time and consideration during this process.

While I am not sure where the hiring process stands, I wish to inform you that I must withdraw my application from consideration for this position. I have accepted a similar position at another organization.

Thank you again for your consideration and best of luck in completing your search.

Sincerely,

Anna Udell

Accepting an Offer

Dear Ms. Fuqua,

It is with great excitement that I accept the offer for the position of Senior Analyst. I have included the signed offer letter as you requested.

I have been communicating with the relocation company and am currently in the process of moving to Seattle. I expect to be settled in by the end of the month and ready to start in early August.

I will contact you as my start date approaches. Please feel free to contact me if you have any questions. I look forward to my new position at LMN.

Sincerely,

Sarah Gold

Dear Ajit,

Thank you for your employment offer for the position of Program Coordinator. I would like to reconfirm my acceptance of this position. As I mentioned earlier, I look forward to joining ZZZ and am confident in the contributions I will make to your organization. I am truly excited to apply my passion and skills to this position.

Per our phone conversation, I will start work on Monday, August 22. I will be out of town until mid-July but can be reached by cell phone at (650) 123-4567.

Thank you again for this opportunity.

Sincerely,

John Lee

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