

# PURSUING

a strategies guide for **PhDs** and **Postdocs**

# MEANINGFUL

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# WORK



# PURSUING MEANINGFUL WORK

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## Stanford Career Education: Bridging Education, Ambition, and Meaningful Work

BEAM, Stanford Career Education empowers PhD students and postdocs to shape their professional journey through customized support based on their interests, academic discipline, and degree level. Career educators at BEAM help students design their career pathways, venture into new experiences, and pursue meaningful opportunities. BEAM guides students to make connections that will serve them on their path to meaningful work. From labs, courses, and alumni mentoring to coaching, Employer engagement events, and digital resources, BEAM's customized programs and connections to knowledge and people are designed to empower students to cultivate personalized networks that shape their professional journey. We want to ensure that Stanford graduates are prepared for a lifetime of meaningful work.



**Student Services Building**  
**563 Salvatierra Walk (2nd and 3rd Floor)**  
**650-725-1789**  
**Open M-F, 8 am – 5 pm**  
**[beam.stanford.edu](http://beam.stanford.edu)**

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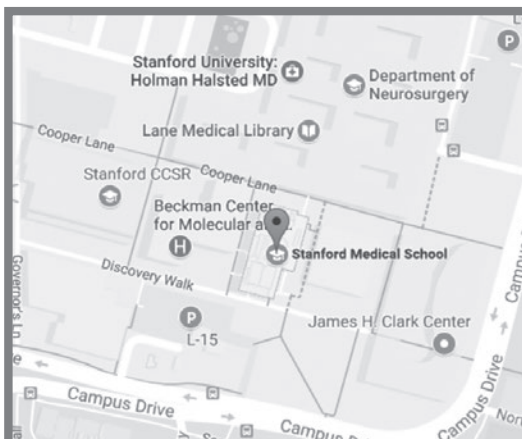


**Handshake** is our online portal, where you can register for events and Employer engagement events, schedule a coaching appointment, access job and internship listings, and explore written resources. [stanford.joinhandshake.com](http://stanford.joinhandshake.com)




## BioSci Careers: A Nexus for Talents, Partnerships and Opportunities

At BioSci Careers, we help you integrate your training with the skills, interests, and values necessary to succeed in any number of sectors and organizations worldwide. From academia and clinical practice to industry, government, and non-profit roles, BioSci Careers prepares trainees for positions of leadership and excellence in fields and sectors of their choice.

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. We don't just help you find a job. We help you find the career of choice that's right for you.



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# Stanford | Career Education

## BEAM: Bridging Education, Ambition & Meaningful Work



### Coaching Appointments

BEAM offers confidential career coaching appointments for students, alumni, and postdocs. The PhD & Postdoc team has dedicated career coaches. Their names and appointment times are listed in Handshake. Coaches can help you with all of your career exploration and job search needs and concerns.

[stanford.joinhandshake.com/appointments](http://stanford.joinhandshake.com/appointments)



### Events and Labs

We have programs every quarter, which are led by experts from across campus and BEAM career educators. Topics include Leveraging LinkedIn, Interview Labs, Converting Your CV to a Resume, Preparing a Teaching Statement, and networking events with alumni. Search for the keyword “PhD” in the Events section of Handshake.



### Stanford Alumni Mentoring (SAM) Program

SAM connects students with alumni in ongoing one-on-one mentoring relationships for career planning and goal setting. There are over one thousand alumni who have volunteered to be mentors. To sign up, visit: [mentoring.stanford.edu](http://mentoring.stanford.edu)



### Employer engagement events

BEAM hosts over a dozen Employer engagement events each academic year, including the PhD & Postdoc Fair in Winter Quarter. Fairs provide students with an opportunity to meet face-to-face with employers from various industries and explore potential career fields of interest. Schedule at:

[stanford.joinhandshake.com/career\\_fairs](http://stanford.joinhandshake.com/career_fairs)



### Assessments

Assessments such as CliftonStrengths, the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI) can help you understand yourself, consider appropriate options, and articulate your strengths. For details visit: [beam.stanford.edu/students/meet-us](http://beam.stanford.edu/students/meet-us)



### PhD Pathways Conference

The PhD Pathways conference, April 5, 2019, is a day-long career education conference open to PhD students and Postdocs from all disciplines to inform and educate you about the many career paths available beyond academia for those with a PhD degree.

### University-wide Courses

- Designing the Professional (as ENGR 311B and SGSI)
- Portfolio to Professional (ENGR 311D)
- Preparation and Practice: Scientific Communication and Media (HRP 271)
- Preparation and Practice: Law (SOMGEN 208)
- Preparation and Practice: Science Policy (SOMGEN 211)
- Preparation and Practice: Biotechnology Business and Finance (SOMGEN 239)
- Grant Writing Academy (Office of Postdoctoral Affairs)
- Preparing For Faculty Careers (EDUC 343C)
- Jumpstart Your Academic Job Search (SGSI)



# BioSci Careers

A Nexus for Talents, Partnerships and Opportunities

## Career-of-Choice Philosophy

At BioSci Careers, we help you integrate your training with the skills, interests, and values necessary to succeed in any number of sectors and organizations worldwide.

*We don't just help you find a job. We help you find the career of choice that's right for you.*

## Mission

Helping trainees find a job is not enough. At its essence, our mission is to help our trainees:

- *Get a foot in the door*—through partnerships and connections
- *Secure a seat at the table*—through leadership participation and development
- *AND, find and follow their career of choice*—through self-assessment and education

## Scope

While we welcome all Stanford University trainees, we specialize in serving MD/PhD/MS students and postdocs in the Biosciences. We take an **integrated partnership approach** that incorporates individual trainees, trainee/student group leaders, faculty, alumni, and employers into the decisions we make and the curriculum and services we provide.

## YOUR TRAINING – YOUR FUTURE – YOUR CAREER CENTER

## 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, **BioSci Careers** 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. BioSci Careers 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, BioSci Careers 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 BioSci Careers 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.



## BioSci Careers

### Programs and Services

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

Through these offerings, BioSci Careers 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.



# PART I: FINDING MEANINGFUL WORK

## WHAT IS MEANINGFUL WORK?

We believe that individuals do their best—and provide their most meaningful, substantial contributions to society—when their professional activities are aligned with their own definitions of meaningful work, and when they are encouraged and provided outlets to pursue that work.

The phrase “meaningful work” means different things to different people. As you engage in your career exploration and search for opportunities, take time to consider what kinds of activities, challenges, and employment sectors are meaningful to you. Here are a few ideas that you can consider:

- Brings a positive sense of self
- Engages and excites you
- Provides purpose in line with your values
- Makes a positive impact
- Brings a sense of balance

Your academic training prepares you for a wide range of exciting career opportunities. The natural tendency of many PhDs and postdocs is to consider careers both in and beyond academia throughout their graduate and postdoctoral training. Your interests, preferences, and understanding of career fields may change. In addition, employment conditions continue to evolve

and may present new opportunities, as new market needs or occupations emerge.

**Start Early:** Career discovery and realization take time. Begin early and take advantage of the numerous professional learning opportunities and experiences to which your Stanford affiliation gives you access (including BEAM, BioSci Careers, VPGE, Office of Postdoctoral Affairs, courses across campus, and your home department). Graduate training is an opportunity to develop a broad and transferable skill set that can take you on multiple career paths. The following pages provide resources to help you kick-start the process.

**Resources:** *The worksheet on page 9 will help you reflect on your definition of meaningful work.*

## The Meaningful Work Model

This model can act as a guide to help you navigate next steps toward connecting with meaningful work: The idea behind Stanford’s career education model is that people best construct their path towards meaningful work by connecting at a deep level with 1) their most genuine definition of meaning, 2) networks of supportive communities with shared interests, values, and abilities, and 3) opportunities to experiment and grow personally and professionally. Students engage in the **Meaningful Work** model to build a network of alumni, employers, career coaches, and peers by following three critical steps that are based in design thinking. The model does not represent a linear process. Students may move between spheres as their journey evolves.

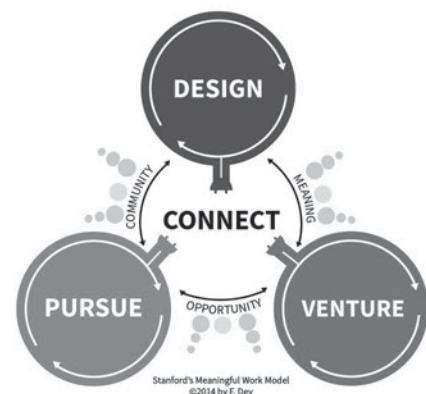
**Design** different pathways and learn to tell your story by learning to articulate your

skills, values, knowledge, and interests. By empathizing, defining and reflecting, you can begin to connect and link your experiences with your life and career goals.

**Venture** into meaningful opportunities. Prototype and test different pathways by engaging with your personal and professional networks and mentorship opportunities.

**Pursue** opportunities with confidence by understanding the steps and strategies needed to find and apply for desired positions, develop your brand in print and in the digital environment, and continue to venture off the Farm. By evaluating your options, developing skills, and continuing you to grow, you will be better prepared for the opportunities waiting for you.

**Connect** with meaning, opportunity, and community throughout your efforts to



design, venture, and pursue your pathways. Create your own meaningful work definition, develop your career community (faculty, students, employers, alumni, and mentors) that will help you through your journey, and try out the many opportunities available to you through BEAM and your community.



# DESIGN: DISCOVER YOUR VERSION OF MEANINGFUL WORK

There are myriad ways that you can contribute to the world. The essence of career design is finding a fit between who you are and an environment that suits you. Career development is not a one-time event, but a lifelong process. 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. The first step is to assess your skills, interests, values, and personality. BEAM and BioSci Careers offer a number of these tools, and our coaches can give you access and help you interpret them. Assessments can help you clarify your interests, gain vocabulary for cover letters and interviews, and establish a starting point for your career exploration.

## Which Assessment Is Right for You?

What kind of work would fit my personality?	<b>Myers-Briggs Type Indicator</b> The MBTI is drawn from Carl Jung's personality theory and was developed by Katherine Cook Briggs and Isabel Briggs Myers. It indicates your personality preferences on 4 dimensions (16 combinations). It also provides input on work settings and careers where your personality type might be either a complement or a challenge.
What makes me thrive? What do I tend to contribute to a team?	<b>CliftonStrengths</b> Formerly known as the StrengthsQuest, this assessment provides you with a customized report that lists your top five strengths, along with action items for development and suggestions about how you can use your talents to achieve academic, career, and personal success.
What do these tests mean? What now?	<b>Career Coaching</b> Our coaches are trained to help you interpret the results of these tests, so you can make the most of this information. To discuss an assessment, please make a 45-minute appointment with a career coach at BEAM or BioSci Careers.
What is important to me? What are my values, priorities, and skills?	Understanding your values is an important part of your career decision making process. There are several tools to help you: BEAM has a values card sort. MyIDP for science students ( <a href="http://myidp.sciencecareers.org">myidp.sciencecareers.org</a> ) and ImaginePhD for humanities and social science students ( <a href="http://imaginephd.com">imaginephd.com</a> ) are online tools that include assessments of values, skills, and interests.

## PhD Skills and Expertise

In the course of a PhD, students develop a wide range of skills and knowledge areas that often go unmentioned in coursework and curricula. Your training is highly valuable in the public and private sectors: research universities, teaching-focused colleges and universities, non-profit organizations, government research centers and think tanks, established companies, and startups, just to name a few. Employers value PhD and postdoctoral training for the following skills:

- Ability to learn quickly
- Flexibility, functioning independently in a variety of environments and roles; handling 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 speaking
- 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
- Collaboration, teamwork, and ability to effect organizational change
- Competitiveness, enjoyment of challenge
- Creativity, resourcefulness, and ability to persevere
- Willingness to work hard and work under pressure

# CAREER FIELDS BY SKILLS

The next step is to begin researching the fields that intrigue you and thinking about how you might contribute. Below are some possible fields that draw on the skills you developed during graduate studies. For a deeper dive into the skills related to Biosciences career options, see <http://biosciences.stanford.edu/current/career/sectors/index.html>

## CAREER FIELD

	<b>Business &amp; High Tech</b>	<b>Media</b>	<b>Education</b>	<b>Non-Profit</b>	<b>Public Policy</b>
<b>Research &amp; Analysis</b>	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
<b>Teaching</b>	sales, training, development	sales, radio/TV, advertising, journalism	teaching, freelance, lecturing	public education, development, community organizing	politics, executive branch, fundraising, interest groups
<b>Writing &amp; Communication</b>	corporate communications, communications analysis, PR, advertising	journalism, writing, editing, publishing, PR, advertising	publishing (educational), reporting, writing	PR, newsletter & publications editing	speech & report writing
<b>Administration &amp; Management</b>	management positions, consulting	editing, publishing, corporate publications, management	academic administration (college dean, school principal)	event planning, foundation management	program management, agency administration
<b>Problem Solving</b>	consulting, marketing, management, specialty consulting	investigative reporting, PR, management, consulting	academic administration, educational	management, non-profit consulting, think tanks	government positions, policy research, political consulting
<b>People Skills</b>	consulting, marketing, management	sales/marketing in publishing, interviewing	student services (counseling, administration)	development, management, advocacy	politics, (candidate or staff), fundraising, lobbying
<b>Technical &amp; Scientific Skills</b>	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
<b>International Expertise</b>	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
<b>Arts &amp; Other Creative Skills</b>	advertising, computer music, graphics	criticism, writing, art, illustration	art education	museums, music therapy, arts orgs.	administration of arts agencies



# VENTURE: EXPLORE A RANGE OF OPPORTUNITIES

## Explore Fields and Find Your People

Once you have a sense of who you are and what you are seeking, it's time to identify and explore employment sectors and work roles that will provide you with meaningful, fulfilling work. This is the process of discovering kindred spirits: the people and organizations that tackle the challenges you care about. If academia is one of your career interests, you may have already started to join the community by presenting at conferences, contributing to new initiatives, and reaching out to scholars who share your interests. Whatever your field of choice, your task is to investigate its culture and processes so you can figure out how and where you can contribute.

Here are some ways to get a lay of the land:

- Read publications and blogs to get an overview of core issues, types of positions, and thought leaders.
- Talk to people who know you well (peers, faculty, friends) to get suggestions for new contacts.
- Follow up with people you meet through professional associations, conferences, events, industry collaborations, employer engagement events, and research.
- Participate in a Career Trek, shadowing program, or a campus event with industry leaders.

Questions to consider when exploring a sector:

1. What do people find meaningful in this line of work? What is this field's impact?
2. Who are the major trendsetters, stakeholders, and leaders?
3. How do people in this field communicate and share ideas nationally and locally? What are the major professional organizations?
4. Which industries do they partner with?

## Build Your Network

You may have heard of the importance of networking during your career exploration and job search, and like many before you, you may have shuddered with anxiety. Each of us already has a professional network in the people who share our professional interests. These are two-way connections. Colleagues give each other support, ideas,

advice, and feedback. They also connect each other to resources, information, and opportunities.

You can be intentional about building and nurturing your network. Invest in your network by actively reaching out to people and maintaining a connection to them. There

are many places to meet people to add to your network: in classes, at conferences, during research collaborations, or attending a seminar. You can also search alumni directories ([alumni.stanford.edu/get/page/career](http://alumni.stanford.edu/get/page/career)) and LinkedIn for interesting people to connect with.

## Activate Your Network

When exploring new employment sectors and unfamiliar professional roles, reach out to your network for help. Colleagues, friends, and family members can connect you to people who can give you information. Activate your network by telling everyone you know that you are entering a phase of

exploration. Most people want to help those in their network, but they have to know that you are looking for advice!

Practice introducing yourself—in every setting—as someone seeking information, opportunities, and connections. Rather than

defining yourself as a student, emphasize that you are making a transition. *"I am exploring opportunities in the \_\_\_\_ field. What advice do you have for me? Do you know anyone I could talk with?"*

## Create Opportunities for Experience

Participate in internships, projects, part-time or volunteer work to test out your interest in and suitability for specific jobs. Gaining relevant experience will allow you to build more confidence in your career decision and

demonstrate your skills to future employers. Classes and workshops are another way to build skills and gain experience. See the list of University-wide classes on page 3 and explore Stanford's professional development

opportunities on the VPGE web page, [vpge.stanford.edu/professional-development/overview](http://vpge.stanford.edu/professional-development/overview).

**Advice from Alumni:** "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 during graduate school...practice telling your story...and most important, be persistent!"

# INFORMATIONAL INTERVIEWS

The purpose of an informational interview is to get information. It is never to ask for a job. An informational interview is, quite simply, a conversation in which you learn about someone else's line of work. It is a low-pressure but extremely effective way to research career options while giving you a chance to communicate your skills and fit to industry insiders. If a student has ever met with you to discuss going to grad school or how to succeed as a postdoc, you've given an informational interview. Most professionals are pleased to talk about their field or job, so don't be shy about reaching out!

Informational interviews allow you to:

- Gather first-hand, current information about work roles, organizations, and sectors.
- Receive feedback, advice, and answers to questions that wouldn't be appropriate in a job interview.
- Gain visibility with insiders who may be aware of job opportunities, both advertised and hidden. Let people know that you're looking for opportunities.

- Practice articulating your interests and skills so you can envision how your identity fits into this field (and so you'll be ready in an interview).
- Learn the professional language of a field, which can help you with future application materials and interviews.
- Begin building a professional network in your chosen career field.
- Craft effective job application materials that stand out in the screening process based on the insights you gain.

## The Anatomy of an Informational Interview

1. **Discover contacts:** Ask friends, peers, colleagues, professors, mentors, and those in your professional network. Search online at LinkedIn, Facebook, SAM (Stanford Alumni Mentoring), and blogs. Connect in person at BEAM and BioSci Careers through events, employer engagement events, and conferences.
2. **Connect (via email, on the phone, in person):** Be polite, concise, and friendly. Assume the person is busy but

would enjoy giving you advice. Use the following checklist: (1) Introduce yourself, (2) Say how you got their contact info, (3) Explain that you are interested in their field and looking for advice about pursuing this kind of work after graduation, (4) Invite them for a 30-minute conversation over coffee or on the phone, (5) Assure them that you know how busy they are and that you value their time.

3. **Have the conversation:** Be on time, dress appropriately, and be sure to pay for their coffee. Have fun with the conversation! Let your curiosity shine through. Check out our list of ideas for questions.
4. **Follow up!** Always send a thank you email within a day of the meeting. This is a great opportunity to confirm contact information for anyone your interviewee is connecting you to. Connect with them on LinkedIn or ResearchGate.
5. **Keep it alive:** This person took time to invest in your future. Let them know the outcome of your search and the results of their advice and connections.

## Questions to Ask in an Informational Interview

During an informational interview, you can ask questions about the person's work and the role that they play, their path into their current position, the specific organization, or the field or industry.

### How They Got Here:

1. What led you to this position?
2. How would you say that your PhD (or "major in X" or "experience in Y") prepared you for this job?
3. What kinds of backgrounds do people in this [role/organization/field] have?
4. How would you advise me to get started in building experience in this [role/field]?
5. Are there certain classes or training programs you would recommend?

### What They Do Now:

1. What kinds of projects do you work on?
2. What do you like most about your work?
3. What are some of the biggest challenges of your job?

4. How would you describe a typical week in terms of the time you spend on the various parts of your job?
5. What are the most pressing needs and issues for your department within the overall organization? What are the major issues in the field right now?
6. What is the work environment like in terms of pressure, deadlines, new projects, teamwork vs. independent work, etc.?
7. How do employees balance career and personal life?

### The Bigger Picture:

1. What personal qualities do you think are important to be successful in this [role/organization/field]?
2. What are typical career paths in this field?
3. In what other kinds of organizations do people with your role work?

4. Are there conferences which might be useful for newcomers to attend? A professional association I could join now?
5. How do you see the next few years in terms of job prospects in this field?

### Advice for Next Steps:

1. Who else should I connect with to learn more about this [role/organization/field]?
2. I've built a list of organizations in this field that I'm really interested to learn about. Would you be willing to look at my list and give me any suggestions about what to add or whom to contact?
3. Would you review my resume to help me use the right language to describe my experiences and skills?

### Lastly:

1. Who else should I talk with?
2. Would you be willing to connect us?

# LEARN LINKEDIN PROFILE BASICS

Written by Michelle López-Mullins, PR & Marketing Coordinator at the University Career Center & The President's Promise. Adapted with permission for Stanford University.

Since its creation in May 2003, LinkedIn has become a leading professional network. You can use LinkedIn to find people, learn about new opportunities, or shared Stanford affiliation. According to a 2015 study, 95% of recruiters use LinkedIn. Check out even more helpful tips at [University Career Center](#).

## PROFILE PHOTO & CONTACT INFO

### Photo Tips

- Headshot
- Professional attire
- Clear, high-res image
- Well lit

### Contact Info

- Include your email so you can be contacted directly
- Customize your LinkedIn URL

## SUMMARY

Support your headline with up to 5 paragraphs describing your experience and goals. List your "Specialties" using key words for search engine optimization; draw from the terms of your discipline and the sector you are targeting.

### Who Am I?

Your personality and passions come through in your words and your tone. Use first person and a more conversational tone than a cover letter. Create a narrative that draws together your many achievements and explains why they are important. Unless your dissertation is closely related to your job search, don't give it too much space. Draw from the "Summary of Qualifications" on your resume to focus on your expertise and skills.

### What Do I Want to Do?

Embrace your future identity. What are your professional goals? How have you already started reaching for them? Discuss your experience and expertise, then state exactly what you want to do in your future workplace. It's good to know what you want and this will help employers determine if they are the right fit for you.

### What Can I Contribute?

Experience, skills, and personal qualities. Work them through your summary and reinforce them at the end using keywords popular in your field. By the end of your summary, a readers should have a feel for who you are, your level of experience, your ideal focus and your future goals.

## ACCOMPLISHMENTS

LinkedIn provides section headings for your **publications, courses, certifications, projects, honors and awards, patents** and **languages**. Format the information in these sections as you do on your resume. Include links, photos, or videos if they are available.

## RECOMMENDATIONS

Testimonials are powerful. Ask for recommendations from those who know you—such as faculty advisors and supervisors, collaborators, and students you have mentored—who will highlight what working with you is like and how you contributed to the project or organization. Requests should be personalized, polite and gracious. Include a few words outlining accomplishments or qualities they might mention about you and ALWAYS send a thank-you afterward.



[www.linkedin.com/in/johnbsmith](http://www.linkedin.com/in/johnbsmith)

**John B. Smith**  
**Environmental Scientist**  
 Stanford University • San Francisco Bay Area

## Background

### Summary

I am an interdisciplinary environmental scientist who use the sustainability of environmental planning and decision-making resources management and multi-criteria decision making. I work with communities interact with policy and other decision processes on land, air, and people.

I have extensive experience with interdisciplinary collaboration across different disciplines, and different research approaches. I work with scientists, data scientists, and practitioners on a daily basis.

Knowing how to bridge disciplines and sectors isn't enough. I communicate effectively to diverse audiences. With oral presentations, debate, and oral communications, I have deep expertise in complex scientific ideas—with nuance and detail—to a variety of audiences. I understand and enjoy.

Specialties: Environmental policy, communications strategy, environmental & climate change, attitude & behavior change

## Recommendations

**President, The Law Organization**  
 Stanford University



### Ariel La

HR Specialist at National Institutes of Health

"John was one of the most passionate and well-organized at Stanford University. He took project ideas and transformed them into a thriving student community. It was a great honor to know him."

has changed the shape of recruiting.

about organizations, explore employment sectors, and find jobs. You can contact people for informational interviews: your mutual provides an entrée. Search for job openings posted on LinkedIn and explore new possibilities through suggestions. According to to source and vet candidates.

Stanford University | [Stanford University LinkedIn.com](https://www.linkedin.com/company/stanford-university).

# Smith

## Scientist | Science Communication

Stanford University

Smith

133  
connections

political, social, and technical perspectives to evaluation-making practices. My major focus areas are water. I am particularly interested in understanding how processes to communicate priorities about water, energy,

and communication: bridging different sectors. These days, I'm working with social scientists, natural

ough to forge solutions. It is also important to be able to er 10 years of experience coaching persuasive speaking, in strategic communication. I help people explain com- of audiences. They create a picture that their listeners

egy, persuasive speaking, case construction & analysis, ge, sustainability, water resources management

rganized student leaders I encountered during my time at Stanford them into amazing events that made a real difference to our graduate and work with John and I can only imagine what his next move will be!"

## HEADLINE

Reinforce your brand with a succinct, memorable professional slogan.

### Think Beyond Being a Student

"Graduate Researcher, X field," "Doctoral Candidate in X Field" or "Postdoctoral Scholar, X field/Y lab" are better than "Graduate Student at Stanford University."

Ask yourself what kind of professional you plan to be, and emphasize the most important aspects of your professional identity.

### Suggested Formulas

Identify your "super power"

*ex. Inclusive and effective teaching and learning*

*ex. Bridging policy, educational technology, and social justice*

*ex. Organizer of Products, Initiatives, and Humans*

Select key skills

*ex. Writer, educator, and historian of art*

Focus on your specializations and disciplinary skills

*ex. Tuberculosis, Diagnostics, Chemical Microbiology*

Claim an identity

*ex. Mechanical Engineer | Energy Sector*

*ex. I'm a designer and wordsmith with roots in tech and academia*

## CONNECTIONS

Build your professional network. To start, you can sync your email contacts with LinkedIn to create a list of "Suggested" connections. Only connect with those you're comfortable associating with professionally. Include friends, faculty members, collaborators at other universities, and students you have mentored.

### Etiquette

When requesting a connection, do NOT send the generic LinkedIn message. Send a note reminding the person of your connection and asking to link up.

### Groups

Active memberships in relevant groups shows your serious interest in the field. It also gives you a place to discuss relevant topics and expand your network.

### Alumni

Stanford has a strong alumni network with which you can connect. Reach out to alumni by searching for the "Stanford University" page and click "See Alumni." From there, you can filter by keywords and location. When reaching out to an alum, focus on learning from their expertise, not asking for a job or internship. Many alumni are excited to help students—don't be discouraged if you don't hear back right away.

## WORK AND VOLUNTEER EXPERIENCES

Be sure to include your work and leadership experiences. Postdoctoral fellowships are listed in work experience. You can list your consulting, teaching, fellowships, and campus leadership roles, as well as positions you held before graduate school. Include portfolios, photos and/or videos if you feel they enhance the reader's understanding.



## PART II: JOB SEARCH BEYOND ACADEMIA

There is great variety in the careers that PhDs and postdocs pursue after they have concluded their education and training. Stanford alumni are working in exciting roles in business, government, and non-profit sectors. While many PhD students come to graduate school considering faculty positions, the majority find meaningful work in careers beyond academia. This section includes advice on finding open positions, preparing your resume, writing effective cover letters, acing your interviews, and negotiating your job offer. There are also sample resumes, cover letters, and email correspondence.

Your graduate training will serve you well on the job search process and on the job. Your ability to ask relevant questions, locate resources, research, solve problems, and synthesize complex and disparate information will help you successfully navigate this process—and will make you stand out to employers.

### GETTING STARTED

Every job, within any organization, is part of a larger community with its own jargon, big questions, major challenges, and cultural practices. Your task is to become familiar with this community and to figure out how—and where—you can contribute.

**Set aside time for the job search:** Looking for a job takes time. It can feel overwhelming, so start early and set reasonable interim goals (i.e., conduct two informational interviews, update your LinkedIn profile, draft a cover letter). Build in time every week to take incremental steps. A job search partner can help hold you accountable, and you can do the same for them. Career coaches can help you strategize and provide guidance along the way.

**Involve your advisor:** Your mentors play a key role in helping you define yourself as a researcher, and in making connections, regardless of what your career of choice may be. An annual meeting focused on your Individual Development Plan (IDP) can help you take ownership of your own professional development. Think intentionally about your short-, mid-, and long-term goals. Work with your advisor to identify resources, establish expectations, and gain crucial support. If you're concerned about sharing your career plans with your advisor, a career coach can help you strategize.

**Customize your resume:** Employers initially spend around 20-30 seconds scanning your

resume. Make sure that your most relevant and impressive experiences easily catch the attention of the reader. Use the job description to organize the information on your resume to highlight the knowledge, skills, and abilities the employer is seeking. You may need to convert your CV into a resume or create a CV/resume hybrid (see page 16 of this guide). If you are considering more than one specialization, you will want to have a resume for each industry to which you are applying. Two different resumes may emphasize entirely different aspects of the same project.

**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 succinctly to describe the problem you faced, the action you took, and the results you achieved. Be ready to describe how your experiences contribute to this career field.

**Contact your references:** References are typically contacted by phone in the final stages of the process. Some online portals request contact information, and employers will sometimes ask for a list of references after your interview. Make sure to let your references know that you're applying to jobs and confirm that they consent to your sharing their contact information. Give them a heads-up when you know the employer plans to contact them.

**Grow and leverage your network:** Professional contacts are an invaluable source of information and referrals. Contacts can help you gather insights about the company, and advocate for you for positions. Often times, companies will give priority to applicants who are referred by their employees. Make and meet with contacts to gather new insights about the job market and to update them about your interests.

#### Resources for the Job Search Beyond Academia

These books offer in depth information and sound advice.

*Designing Your Life. How to Build a Well-lived, Joyful Life*, by Bill Burnett and Dave Evans, 2016

*Next Gen PhD. A Guide to Career Paths in Science*, by Melanie Sinche, 2016

*"So What Are You Going to Do with That?" Finding Careers Outside Academia*, by Susan Basalla and Maggie Debelius, 2015

*ReSearch. A Career Guide for Scientists*, by Teresa M. Evans, Natalie Lundsteen, and Nathan L. Vanderford, 2017

*Put Your Science to Work. The Take-Charge Career Guide for Scientists*, by Peter Fiske, 2013

Online graduate Career Library: <https://lane.stanford.edu/portals/bio-sci-careers.html>

# FINDING OPEN POSITIONS

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## How Does Your Industry of Choice Recruit Employees?

Research your target employers and find out the best ways to secure employment. Many industries (entertainment, venture capital, small non-profits) do not post jobs on the internet and require proactive job search strategies. Other fields (consulting, investment banking) rely on on-campus recruiting as their primary hiring practice. A few strategies:

- **Optimizing your online search:** Highly visible job boards like Indeed.com make it difficult to distinguish yourself, and may not have all the jobs in your field of choice. Studies show that only 4% of users find jobs through these sites. Focus on niche websites for your industry. Go to company websites when possible. Use keywords to search for jobs, and gradually add more search criteria to narrow your results. When looking at jobs on LinkedIn, expand your search using “Similar Jobs,” “See more jobs like this,” and “People also viewed.” When applying, don’t wait for the deadline: employers often review applications as soon as they come in.
- **Target employers directly:** Whether employers have openings or not, contacting employers directly can be extremely effective. Research the organization before approaching the employer, and tailor your resume and cover letter for maximum impact. After you apply online, try to send your resume and cover letter to a company insider.
- **Participate in recruiting:** On-campus recruiting enables employers to schedule interviews with students at Stanford. Employer representation tends to be primarily from technical, consulting and finance organizations, but you should take advantage of this service if you are interested in these fields.
- **Make sure they can see you:** Actively sharing your work and background enables employers to find you. They, too, are searching for the right person for the job. Share your background on LinkedIn, social media, a blog, or personal website to make yourself visible. Attend events for that industry sector—job-related or not—and introduce yourself to new people. Let your friends and family know that you’re looking for work.

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## Making the Most of Employer Engagement Events & Career Fairs

BEAM and BioSci Careers sponsor more than a dozen employer engagement events each year, including a Venture PhD & Postdoc event in winter quarter and the Biomedical and Biosciences Industry Expo (BBIE) in April. You can access a list of participating employers before each fair through your Handshake account and the BioSci Careers website.

- **Make a plan:** Research the companies that will be there. Choose which you want to target and come up with questions to ask them.
- **Practice your pitch:** Prepare a 30-second introduction to engage recruiters. Think of it as a way of introducing yourself to a person who is wondering why you just walked into their lobby. Your pitch should answer: Who are you? Why are you interested in this particular company? How does your background relate to the organization’s need? Be sure to have questions for them. Your goal is to make a positive impression and learn more about the company.
- **Print your stuff:** Bring several copies of your resume. Depending on how specific the career fair is, you may want to bring several versions, each tailored to a different industry. Many employers will ask you to submit your application online.
- **Dress the part:** Wear what you would wear to work if you already had the job.
- **Be polite:** Career fairs can be stressful for attendees, who often find they must wait in line. 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 it alive:** 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.

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**Advice from Alumni:** “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!”

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Your resume is a curated selection of your experiences that highlights how you fit the job and the organization. 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 into the language of the field for which you are applying. Note that the terminology of your discipline may not mean much to your employer; they may have their own terms of art.

Your resume is a marketing tool. In order to be effective, 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. Your task is to show why you can do a particular job well.

The samples on the following pages are real 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 show fit. Keep in mind that different career sectors have different resume conventions. Each of these samples were created with a certain sector in mind.

## Resume Formats

There are two ways most resumes are organized. Select an organizational scheme that highlights your strengths, particularly those relevant to the job.

### Chronological Format

PhDs and postdocs use this format to emphasize their research and work history. Examples are resume #1 on page 19 and resume #3 on page 21.

- An arrangement of your experiences in reverse chronological order, starting with the most recent.
- Useful for someone with a clear history of directly relevant experience.

- Familiar and recognizable to employers.

### Combination Format

This format combines a functional resume format (which is not recommended) with a chronological format. Examples are resume #2 on page 20 and resume #4 on page 22.

- Categorizes experiences into relevant skill sections using descriptive headers (e.g., Writing, Project Management).

- Each skill section includes specific positions and dates. Your experiences and accomplishments are listed in reverse chronological order.
- Helps a candidate highlight how their experiences and accomplishments in graduate school and postdoctoral training are relevant for the position, organization, and employment sector.
- Offers the familiarity of the chronological format and the flexibility of the functional format.

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

The **curriculum vitae** (also called a 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** is a concise (1-2 pages) and selective 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 will closely align with the position and company to which you are applying.

A **resume vitae** is not an official term used by employers. We use it to indicate a cross between a CV and a resume. This is typically used for industry and policy positions when a skills focused tone is needed, yet your academic record also matters. It is usually longer than a resume, but shorter than a CV. It includes your most relevant publications and experiences, and focuses more on your PhD expertise than a combination (skill-based) resume.

## Design Strategies

- Organize the information to reflect the priorities of the organization to which you are applying; consider placement on page, order of bullet points, and number of lines.
- Use **bold**, *italics*, CAPITALS, and underlining judiciously to strategically highlight the most relevant information. Don't overdo it.
- White space helps the eyes focus, so don't cram every edge of your page with fine print. Margins should be 0.7-1.0 inch; font size should be at least 10 pts. Use a readable font (Times New Roman, Arial).
- Do not include personal information such as marital status, photo, or physical characteristics when applying in the United States and Canada. Check country conventions if applying elsewhere.
- When applying online, attach as a PDF file to preserve formatting. Name the file clearly ("YourName\_Resume.pdf").
- It is assumed that your "references are available upon request," so don't use up space for that line, but have a list ready for submission when requested.
- Get feedback. Have your resume critiqued by several people. Bring your resume to BEAM or BioSci Careers to have it reviewed by a career coach.
- Proofread. Grammar errors are a red flag to employers.
- Be sure to know the conventions of your career of choice, and tailor your materials to the organization of interest.

## Resume Sections

### Header

- Name and Contact Information
- Address (personal mailing address, not your institutional office address; you can leave this out for privacy if circulating the document widely)
- Phone Number (list the number that you'll answer; make sure your voicemail greeting is appropriate)
- Email Address (use your Stanford or Stanford alumni email address)
- Website, LinkedIn address; Twitter only if you have a relevant professional presence

### Summary of Qualifications

You will tailor this section for every job. You can list relevant skills as bullets or write 1-2 sentences about yourself. Don't use "I." This is an abstract of your resume and cover letter; it tells us what we're supposed to remember from your materials. "*Engineer and inventor with 6 years experience in empirical and computational methods.*" "*Passionate teacher with 5 years of experience teaching Spanish to high school and college students across the Bay Area.*"

### Education

- Listed in reverse chronological order: Include institution, location if overseas, degree, field of study, graduation date (write "expected" date if not yet complete).
- 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, and certifications.
- For positions unfamiliar with hiring PhDs, you might move Education to the end of the resume.

### Experience

What you have done is listed in reverse chronological order, with the most recent experience first. In the "Combination" format, experience is divided into sections by skill (e.g., "Research," "Management," "Consulting").

- 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 (see list of verbs on page 18). Avoid passive language such as "duties included" or "responsible for."
- 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%, doubled student enrollment).
- Include both paid and non-paid experience that relate to the job you are pursuing (internships, volunteer community service, extracurricular projects, and student activities).
- Use descriptive section headers such as Research, Project Management, Leadership, Publicity, and Teaching, rather than generic headers like "Work Experience."
- Divide experience into sections to emphasize skills relevant to the job.

### Other Sections

You can include other sections that provide helpful information to prospective employers. Only list publications or conference presentations that are directly pertinent to the job. Headings may include: Computer/Technical Skills, Languages, Honors/Awards, Professional Affiliations, Professional Development.

## 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  
Invented  
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

Analyzed  
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  
Invented  
Maintained  
Operated  
Patented  
Programmed  
Remodeled  
Repaired  
Solved  
Tested

### Teaching

Adapted  
Advised  
Assessed  
Clarified  
Coached  
Created  
Designed  
Developed  
Encouraged  
Evaluated  
Informed  
Inspired  
Instructed  
Lectured  
Mentored  
Motivated  
Participated  
Provided  
Represented  
Supervised  
Supported  
Taught  
Trained  
Verified

## Sample Resume #1: Research science focus

### GEORGE ALEXOPOULOS

email@stanford.edu ♦ 123-333-4444

#### EDUCATION:

**Stanford University**, *Doctoral Studies in Electrical Engineering (3.85 GPA)* 2015–2017  
**Georgia Institute of Technology**, *B.S. in Electrical Engineering with Minor in Energy Systems (4.0 GPA)* 2010–2015

#### RESEARCH EXPERIENCE:

**Stanford Integrated Biomedical Systems Lab**, *Graduate Research Assistant* 2017–present  
*Work under the supervision of Dr. Ada Poon (Principal Investigator)*

- Designing Parity-Time Symmetric passive RFID system leveraging coupling insensitivity and self-oscillation in the strong-coupling regime
- Electromagnetic modeling and optimization of capacitive and inductive coupling systems using Equivalence Principles and source current density optimization
- Sensitivity analysis for circuit parasitic-based limiting of strong-coupling and self-resonance regimes
- Channel modeling of near-field coupled RLC systems for introduction of scattering matrix methods to low frequency systems
- Designed capacitive adaptive matching network for high-frequency power and data transfer for neural implant

**Stanford DC-Terahertz Group (ArbabanLab)**, *Graduate Research Assistant* 2015–2017  
*Work under the supervision of Dr. Amin Arbaban (Principal Investigator)*

- Designed microwave non-contact thermoacoustic tracking system for medical interventional devices
- Optimized microwave power deposition & absorption in biological tissues through HFSS
- Performed dielectric characterization of human phantom materials
- Created a 2-D trilateration setup that achieved mm-scale tracking accuracy using an array of CMUTs (capacitive micromachined ultrasound transducers) to detect the location of the device in an agarose gel phantom
- Modeling of 3D pressure wave generation and propagation through the Matlab k-wave toolbox
- Used short time FFT, cross-correlation, and other signal processing techniques for received signal analysis
- Used ANSYS Multiphysics package to perform combined electromagnetic and thermal design simulations

**Microwave Circuit Technology (MiRCTECH) Group**, *Undergraduate Research Assistant* 2012–2015  
*Work under the supervision of Dr. John Papapolymerou (Principal Investigator)*

- Developed fully automated system in NI LabView to measure & optimize antenna gain vs. spatial orientation
- Learned calibration techniques, measurement setup, and load/source-pull measurements on Maury ATS and IVCAD software for participation in NSF-funded research on microfluidics in power amplifier design
- Developed ADS and HFSS simulation models for frequency-tunable matching networks over microfluidic channels on organic substrates for a class-A power amplifier design

#### PUBLICATIONS:

1. **G. Alexopoulos**, K. C. Boyle, N. Dolatsha, H. Nan, B. T. Khuri-Yakub and A. Arbaban, "Standoff tracking of medical interventional devices using non-contact microwave thermoacoustic detection," *2016 IEEE MTT-S Int. Microw. Symp.*, San Francisco, CA, USA, 2016.
2. *S. Pavlidis*, **G. Alexopoulos**, A. C. Ulusoy, M. K. Cho, and J. Papapolymerou, "Encapsulated organic package technology for wideband integration of heterogeneous MMICs," *IEEE Trans. Microw. Theory Tech.*, vol. 65, no. 2, pp. 438-448, Feb. 2017.

#### ADDITIONAL EXPERIENCE:

- **EE 216–Principles and Models of Semiconductor Devices**, *Teaching Assistant* 2017–2018
- **Georgia Tech Department of Housing**, *Residence Assistant* 2011–2015
- **Stanford, EE 214B (Advanced Analog IC Design Course)**: 1<sup>st</sup> place in Transimpedance Amplifier design contest judged by circuit designers from Analog Devices
- **Stanford, EE 315 (Analog-Digital Interface Circuits Course)**: 1<sup>st</sup> place in SAR ADC design contest judged by circuit designers from Xilinx



## Sample Resume #2 – Program administration focus. See page 48 for CV of same person.

### STACY M. HARTMAN

myname@address.org

(123) 456-7890

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

Twitter: @myname

LinkedIn: [linkedin.com/in/myname](https://www.linkedin.com/in/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.

#### 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 – Business and consulting focus

### Nikhil Godinho, PhD

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

#### EDUCATION

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

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

#### WORK EXPERIENCE

**GRADUATE STUDENT**, Lance Taylor, Department of Neuroscience, Stanford University 2009–2014  
• 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 2013–2013  
• 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 2012–2013  
• 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**, YourStory, Inc. 2011–2011  
• 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 2009–2009  
• 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 2007–2007  
• Investigated cognitive visual processing and executive control  
• Processed fMRI data from human stroke patients and used computational analyses to test hypotheses

**SALES REPRESENTATIVE**, Cutinc 2004–2004  
• 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 Instructor**, Stanford University 2009–2012

• **Community Building Chair**, Stanford Genetics Program 2010–2012

#### SKILLS & INTERESTS

• **Languages** – Hindi and Marathi (Proficient), Spanish (Basic)

• **Interests** –Weight training, event management, hiking, cricket, tennis, photography

#### AWARDS & HONORS (Selected)

• National Research Service Award 2012

• National Science Foundation Fellowship 2009

## Sample Resume #4 – Communication focus – 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

<b>Stanford University</b> Ph.D. Genetics	2008-2014
<b>University of California, Davis</b> B.S. Microbiology, Immunology & Molecular Genetics	2002-2005

#### Research Experience

<b>Postdoctoral Research Scientist</b> , Mt. Sinai School of Medicine, New York, NY 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	2014-Present
<b>Doctoral Research Scientist</b> , Stanford University, Stanford, CA 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.	2008-2014
<b>Research Associate</b> , Stanford University, Stanford, CA Project: Mapping a genetic modifier of MerKD retinal degeneration - Studied the role of Tyro3 in the phagocytosis of the retinal pigment epithelium	2007-2008
<b>Undergraduate Student</b> , University of California, Davis, Davis, CA 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	2004-2007
<b>Summer Intern</b> , Protein Chemistry Department, Chiron Corporation, Emeryville, CA Project: Purification of HIV and HCV proteins for therapeutics and diagnosis	2001/2002

#### 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 – Communication focus – 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

# COVER LETTERS

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Cover letters are a way to introduce yourself, demonstrate your enthusiasm for the specific job posted (or inquire about openings), and explain how you will address the needs and interests of the employer. If the summary of qualifications on your resume acts as an Abstract, then your cover letter is akin to the Discussion, where you lay out how the reader should interpret your resume, and how your skills make you a great fit for the job.

Bear in mind that the letters you write are a way for the employer 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 professionalism and sincerity to your attention to detail and overall writing skills. Please remember that sample cover letters should not be used as scripts to copy but as examples to help you compose your own letter.

Sometimes employers do not ask for cover letters, which has led to media speculation that “the cover letter is dead.” While it’s true that not every recruiter will read your cover letter, the hiring team will likely look

at all of your materials if you reach the final stages of the process. Don’t pass up the opportunity to communicate directly about how you distinguish yourself from other applicants.

## Cover Letter Tips

An effective cover letter requires careful research, strategic thinking, and multiple revisions.

- Stick to business letter format.
- Typically, cover letters do not exceed one page.
- If possible, address an individual – the hiring manager or your future supervisor. “Dear Hiring Committee” is a possible alternative. Do not write “Dear Sir or Madam” or “To whom it may concern.”
- Focus on the employer’s needs rather than your own. Ask yourself: What are they asking for? How do I meet their needs and add value to this company? Why am I motivated to do so? Address these questions in your letter.
- 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.
- Demonstrate your knowledge of the organization. What attracts you to this company?
- Highlight your strengths and expand on your resume content. Communicate your top 2-3 skills or experiences as they relate to the position.
- Address skills and interests in the job announcement. Do not copy phrases or sentences verbatim, but notice when the job announcement uses the jargon of the industry, figure out what it means, and use it to describe your own experiences in an informed way.
- Have several people proofread your letters to avoid errors.

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**Advice from Alumni:** “My advisor asked me to list which employers would excite me every day. As decisions came up during my PhD (add another dissertation chapter or take the lead on a start-up project?), he would ask, ‘Will this bring you a step closer to one of your dream jobs?’”

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## Cover Letter Outline

Address optional. Omit your name.

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 introduces you and summarizes your interest and qualifications. Refer to the position you are applying for and, if relevant, how you learned of it (mention anyone who recommended that you apply), and what attracted you to the organization. Emphasize the main reasons why you are interested and why this is a good fit. This is a good place to state why this kind of work would be meaningful to you (How do your values align with the goals of this organization?)

**Why are you a good candidate?** The middle 2-4 paragraphs make a case for why you are an exceptional candidate. Your first paragraph should demonstrate that you are clearly qualified for the most important components of the job. Try to display knowledge of the field and organization, especially if the field does not regularly hire PhDs. Describe your relevant skills and expertise using action verbs, and make sure to tie your self-description to the job.

In subsequent paragraphs, continue to address the core components of the job. Mention specific knowledge and skills that you have (domain specific expertise, lab techniques, computer applications, etc.). Emphasize those that are important in the job description. Explain how experiences that may not seem obviously relevant (e.g., your dissertation or your teaching) would give you a unique perspective. Whet the employer's appetite and entice them to read your resume in detail and schedule an interview.

**Closing:** 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. Reiterate your enthusiasm for the position, thank the reader(s) for their time and consideration, and say you look forward to hearing from them.

Sincerely,

*(Your signature as image)*

*(Your 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

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## 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 Handshake database 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 - Pairs With Sample Resume #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 - Pairs With Sample Resume #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

After you submit your written materials, you will typically go through several rounds of interviews. Interviewing well is a skill that most of us must practice and develop. It's natural for you to feel nervous or uncertain about the process. Mock interviews are available at BEAM, BioSci Careers, Hume Center for Writing and Speaking, and the School of Engineering Technical Communications Program.

## Types of Interviews

### Screening Interviews

These are usually shorter interviews, approximately 20-30 minutes, used to 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.

Take these interviews seriously and be ready to discuss your relevant qualifications for and interest in the position. These types of interviews are usually conducted over the phone or on Skype. 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.

### On-Site Interviews

Often, the interviewing process entails several rounds of interviews. If you are considered a serious candidate, you will probably have a second on-site interview. On-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 meal. If travel arrangements are involved, usually the company will pay for your expenses and make the necessary travel and lodging arrangements.

### One-on-One Interviews

These interviews are quite common and involve the candidate being questioned by one person. You may have a series of one-on-one interviews during the day.

### 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 STARS format (later in this guide) 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 ADC Consulting Club, a Stanford student organization.

### Technical and Coding Interviews

Some companies will ask you to solve technical or coding problems in the interview. These questions are designed to test your skills, see how you think on your feet, and gauge your cognitive abilities. 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.

## Interviewing by Phone or Video

Many interviews take place over phone or Skype (or other video software), particularly in the initial rounds. Here are some tips for making an effective impression at a distance:

### General Tips

- *Do your homework:* Find out who is interviewing you and learn a bit about them.
- *Prepare notes:* Use post-its or a notepad to write down key points you want to make. Also list 3-5 questions for the employer. Make sure to practice speaking while looking at the notes: committees can hear if you're reading, so make sure you sound natural and congenial.
- *Practice, practice, practice!* Distance interviewing is a skill. Write down the questions you think will be asked, based on the job description, and practice your responses with a friend, career coach, or mentor. Work on your tone, the timing, and use of the technology.
- *Get a room:* Minimize noise and distractions, and make sure you have the bandwidth you need in the space you want to use. If possible, borrow an office, book an interview room at BEAM, or reserve a classroom. Make sure you book the space for at least 15-30 minutes on either end of the interview, so you can prep and cool down.
- *Follow through!* Note the names of everyone who interviewed you, and send thank you notes to each member of the committee within 24 hours of the interview. If you don't learn everyone's name, you may ask the committee chair to convey your gratitude to the other committee members.

### On the Phone

- *Stand up:* Make sure your voice projects and conveys your enthusiasm. The easiest way to do this is to stand up to maximize your lung capacity and voice projection. Some students have found it effective to have a smiley face on their notes or to have a cheerful photo on their desktop.
- *Dress up:* It's easier to feel like a valued colleague when you're dressed for the role. Dress as you would for the job.
- *Bring your application:* Have a copy of your resume and cover letter in case you need to refer to them. However, note that the committee probably has it in front of them, too, so don't read from it.
- *Paper and pen:* Note the questions so you can keep on track. Jot down points you want to return to when it's your turn to ask questions.
- *Go with the flow:* 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.
- *Get a landline:* If possible, find a private location with a landline, so you don't need to rely on the cell network. Having a landline available as back-up will also convey your preparedness.

### Over Video

Video conferencing tools have become the norm. The advantage is that you can see each other, which provides more information to both parties.

- *Check the tech:* Make sure your camera and microphone work. Make sure the software is updated, so it doesn't restart during the interview.
  - Make or accept connection requests from committee members in advance.
  - Turn off all laptop notifications and silence your phone. Don't type; it's audible.
  - Establish a phone number as a back-up in case it's difficult to make a connection.
- *Set the stage:* Select a setting that is free from noise and visual clutter. BEAM offers interview rooms you can use during business hours.
  - Assess how your outfit works with the background (Do you stand out or blend in? Is the background distracting?) Neutral backgrounds that highlight your face and shoulders work best.
  - Raise your laptop to put the camera at eye-level. Do test calls to adjust.
- *Look at the camera!* The most common mistake interviewees make on Skype is to look at the people onscreen rather than the camera above their screen. Many students find it effective to put post-its and attention-grabbing stickers around the camera, and to practice looking at it to "make eye contact" during their responses.
  - Aim spend 75% of the time looking into the camera, 20% checking the committee's reactions, and 5% checking your own image to make sure you're still in the camera frame.
- *Dress up:* Consider wearing a full outfit, rather than just from the waist up. This can be effective to get into a professional frame of mind.

## Interview Preparation Checklist

### Do your Research

- ❑ Review the job description. What are their needs and interests? If you're not applying for a particular job posting, review sample job postings.
- ❑ Explore the organization's website as a starting place for your company research and search for additional news. Twitter and Facebook can be great resources to learn about recent developments. Find out key information about their business, company structure, leadership, culture, recent news and issues, and how they are doing.
- ❑ If possible, conduct informational interviews with company insiders, current and past employees, for additional information and advice.
- ❑ 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.

### Prepare your Story

- ❑ Review your resume, past work and accomplishments, academic and extra-curricular experiences.
- ❑ Develop a list of the most relevant skills and experiences that you have to offer. Match your list to the job description, the organization, and the industry.
- ❑ Identify the top three things you need to convey by the end of the interview.
- ❑ Recall concrete examples to demonstrate each of your top skills or qualifications.
- ❑ Prepare to reassure employers about areas of weakness in your resume. Reframe potential weaknesses as strengths.
- ❑ Prepare 4-6 questions that you want to ask the interviewer. If it's a committee interview, take the opportunity to direct questions at each member of the committee. Emphasize what you contribute and what excites you about the organization, rather than their shortcomings or your personal gain.

### Practice, Practice, and Practice

- ❑ It's not enough to think about your answers. Most of us are not used to talking about our accomplishments, so you need to practice saying them out loud.
- ❑ Practice describing your skills and providing clear examples to find the right vocabulary, wording, and tone.
- ❑ Get professional feedback: Meet with a career coach for a mock interview and receive individual feedback. We can also help you strategize your answers and present yourself most favorably in an interview.
- ❑ You can also film yourself in a mock interview. Although it can be painful to watch yourself perform, students have found it extremely useful. The Hume Center for Writing and Speaking offers this service ([speakinghelp.stanford.edu](http://speakinghelp.stanford.edu)).

### Anatomy of an Interview

**Introductions:** The employer is looking for appearance and dress appropriate to the organization, a firm handshake, eye contact, ease in social situations, good manners, and poise. During introductions and small talk, don't forget to smile and be yourself.

**Background and Qualifications:** Questions to assess your education, training, experience, and skills as they relate to the job requirements. Be able to summarize your background and connect it to your fit with the organization and position.

**Your Career Goals:** Employers want to know how this job aligns with your future career goals and what motivates you. Convey a strong understanding of the job/industry and how this work fits with your own goals.

**"Do you have questions for us?"** This is an opportunity to further demonstrate your knowledge of and interest in the organization. See page 34 for questions to ask.

**Conclusion:** Employers should let you know about the next steps in the process. You can ask for the organization's time-line in the decision-making process if one is not mentioned. You should: 1) Volunteer to provide additional information, 2) Thank the interviewer for his/her time, 3) Ask for a business card or contact information, so you can follow up with questions.

**Follow-up:** Send thank-you letters to everyone with whom you interviewed within 24 hours. For a special touch, you may also follow up with a handwritten note. If you do not have everyone's contact information, you could address the thank-you to your main contact so they can convey your thanks. See sample on page 38.

When you're ready, 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.

## Interview Questions and How to Respond

Most of the questions you are asked are an effort by the employer to learn two things: **Ability** (Can you do this job? What are your skills and qualifications?) and **Fit** (Are you a good fit with the organization in your personal qualities, interests, goals, motivations?). Knowing the answers to these two questions helps you distinguish yourself and gives you something to fall back on when you get stuck on a question.

- Emphasize the most relevant and impressive aspects of your background and qualifications. Don't assume employers have read your resume in depth or remember it in detail. Walk them through your most relevant experiences and explain how they have prepared you to handle the responsibilities of the new job.
- Plan your answers ahead of time, based on your research of the employer's needs.
- 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.
- Be yourself. Do not exaggerate, give insincere answers, or memorize perfectly scripted answers. Interviewers prefer candidates who are authentic, focused, and engaging.
- Ask for clarification if a question confuses you. This shows poise on your part and allows you to answer questions appropriately.
- 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 questions to help you determine whether this is the right job and organization for you.
- Speak in positive terms about previous experiences and employers. Gossip or complaining conveys a lack of trustworthiness.

### The STARS Method

Specific examples are very effective when answering a question. When preparing for the interview, identify 3-6 stories that illustrate your skills and accomplishments. These can come from your research, teaching, and leadership roles. Use the acronym STARS to tell a succinct and memorable story in limited time.

- S** **SITUATION** *Where were you working, what was the overall issue?* Set the scene in brief ("I was teaching 25 first-year students in an introductory course.")
- T** **TASK** *What problem were you faced with?* Briefly summarize your specific goal. ("My task was to teach a concept that is notoriously confusing to students.")
- A** **ACTION** *What action did you take?* Take time to describe what you did in some detail. This is the heart of your story. If it was a team scenario, identify YOUR contributions. ("I designed a hands-on activity to illustrate this concept.")
- R** **RESULT** *What was the outcome? What positive thing happened?* This wrap-up often gets forgotten. Make sure to mention accomplishments or improvements resulting from your action. ("Students did really well on the problem set that week. Other instructors adopted this approach.")
- S** **SO WHAT?** Show to how your story relates to the question you were asked and requirements of the job. Emphasize and clarify how skills you have developed in the past are transferable to the employer's organization. ("I am eager and prepared to work on a project that helps people understand complex concepts.")

## Sample Interview Questions

### General 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 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. Recently interviewers have asked what you find challenging, which may be a useful way to frame your answer.
- **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. Another strategy is to ask them to disclose the salary range for the position, after which you can indicate whether that aligns with your expectations.
- **Can you explain your research to us?** Practice briefly summarizing your research and its impact. If possible, show how your research relates to the job.

### Specific Questions

The STARS method works well to provide evidence for answer these questions.

- What did you enjoy most about your most recent job experience?
- 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 how you dealt with it.

- Who was the most difficult person you have ever dealt with, and how did you handle the situation?
- Describe some of your past leadership/teamwork roles and your accomplishments in them.
- Describe a specific situation that reflects your ability to show initiative/handle conflict/work in team.
- How have your studies/training prepared you for this position?
- What is your approach to supervision?
- What do you want from a supervisor?
- 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 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.
- What three words would your colleagues use to describe you?

### Questions to Ask Employers

Your questions indicate your interest in the position and organization. A lack of questions generally conveys a lack of interest in the company or job. As you learn about the organization, you can use this information as a springboard for a more thoughtful and specific question (e.g., "I was excited to read about your new XYZ initiative. Would my role provide any opportunities to contribute to this?")

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. 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.

### About the Organization

- How would you describe your organization's culture?
- How would you describe your organization's style of management?
- 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?
- What are the common career paths for people entering the organization in this position?

### About the Position

- Can you describe recent projects on which a person in my position has worked?
- What projects would be given to a successful candidate within the first six months of starting the position?
- Who would be my partners and collaborators in this role?
- How are people trained or brought up to speed about their responsibilities?
- How and when is performance evaluated?
- What skills or qualities are especially important to be successful in this position?

### Useful Phrases

- I am drawn to your organization's [recent initiative, culture]. Could you speak to...?
- I am excited about [component of the job description]. How do you envision...?
- Would there be opportunities to....?
- Would my role include...?



# EVALUATING AND NEGOTIATING JOB OFFERS

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.” Congratulations! This is the culmination of the hard work you put into the career exploration and job search process. The last step is to evaluate the offer and reach mutually agreeable terms of employment. This can be a stressful stage of the process.

Now you should 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 their position, alert them that another offer is in hand or seems imminent, and ask about the possibility of accelerating their hiring process.

## Evaluating the Position

Evaluating and comparing several positions involves considering many factors about the role you are being offered.

- **Your Values:** Consider the values and priorities you identified early on (see Reflection guide on pages 9). What do you find important and fulfilling about your work? What work environments do you prefer? How well aligned is this position with your values and preferences?
- **The Field:** Consider the financial stability, growth, and trends of the industry or sector. Where might you be in 3-5 years?
- **The Organization:** How financially stable is the company or organization? If a startup, is it well funded? Will you have appropriate resources and/or budget to support your work? Do you respect the leadership and direction of the organization? Do you like and respect your prospective coworkers and supervisor?
- **Your Role and Responsibilities:** Review the responsibilities and daily activities of the position. Is the position interesting and engaging? Does it fit with your long-term goals? Are there opportunities to grow and accept new challenges or promotions? Is there a budget for conferences, travel, or professional development? What are the opportunities and expectations for leadership, patents, or publishing?

## Evaluating the Offer

The job offer itself encompasses more than salary. Ultimately, you will accept, reject, or try to negotiate changes to the offer. You will need to conduct a cost-benefit analysis to determine the relative value of competing offers. Always assess an offer based on which factors are important to you.

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.

*Your offer and compensation package could include:*

### The Overall Compensation Package

Be sure you understand the entire package before you make a decision. Some organizations offer a fixed package that is not negotiable; other organizations will be more flexible. The HR representative in the organization is there as a resource, so don't hesitate to contact them.

Salary is only one part of a total compensation package. Though many people focus on the base salary, these other items may significantly impact your income and/or

- job title
- start date
- base salary
- signing bonus
- early performance review with pay raise possibility
- relocation expenses
- medical, dental, and vision insurance
- life insurance; accidental death insurance and disability benefits
- 401(k) or other retirement plans; matching contributions from the employer
- pretax contributions for child or elder care
- bonuses based on performance; profit sharing
- stock; discounted stock purchase plans; stock options
- paid sick leave, holidays and vacation time, sabbaticals
- support for professional development or future education
- laptop computer, cell phone, technical equipment
- flexible work schedule, telecommuting, work from home
- a percentage of your time for your own projects
- extras such as commuting allowance, parking subsidy, health club membership, subsidized meals

## Salary

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.

Organizations 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 will generally be paid in the low- to mid-range. Higher salaries are reserved for more experienced individuals. If you are looking for positions that capitalize on the technical skills you developed in your PhD, you are likely to start at a higher organizational and salary level than if you are switching fields or tackling a new role.

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.

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## Negotiating

Negotiation is the process for reaching an agreement on the terms of your position and the compensation you will receive for your skills, knowledge and expertise. Contrary to popular belief, this is not an adversarial process. You are problem-solving together to ensure that you can thrive in the position. Always act professionally.

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

If possible, conduct the negotiation conversations by phone, video, or in person, rather than by email. You can see and share body language, facial expressions, and tone of voice. During a conversation, both parties can respond and clarify immediately.

Negotiate creatively. Remember to consider, and ask about, all parts of the compensation package. 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 working from home for

one day a week. Adjusting your start date or arranging for extra time off could allow you to take a much-needed break after your dissertation.

After every conversation, it is very important to confirm the takeaways and points of agreement in writing.

### Seven Steps of Negotiation

1. Express joy, enthusiasm, and appreciation.
2. Clarify details of the offer and process/next steps. You are likely to get the offer in writing. Ask for sufficient time to consider the offer (check the standards of the field).
3. Evaluate the offer based on your priorities. What matters most for your professional success and personal life? What is essential, what would be nice? Seek advice. Gather more information. Practice making your requests aloud so you come across as confident, gracious, and reasonable.

4. Set up a time to discuss your needs and reasons for negotiating; listen for common interests and inquire whether there is any flexibility. Employers want someone who is proactive and ambitious so don't feel you are offending by asking for more. However, negotiate graciously and respectfully to keep the relationship strong.
5. Agree on terms or next steps. This may take several conversations. Remember you are often providing someone who is an intermediary with a sound rationale that they can use to appeal to a higher-level individual.
6. Continue until the final terms are agreed upon. If all of your requests are rejected, then evaluate the job offer as it was initially presented, and determine whether to accept or decline.
7. Sign the offer letter. Withdraw from all other searches. Celebrate!

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**Advice from Alumni:** “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.”

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## Sample Negotiation Script

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.)

"I also wanted to discuss the possibility of working from home one day a week."

## Ethics and Etiquette

Candidates and employers have a joint responsibility when accepting or extending a job offer. BEAM and BioSci Careers expect recruiters will abide by their 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 BioSci Careers 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 BioSci Careers 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.

**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.

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 BioSci Careers.

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

## Sample Emails

Dear Mr. Bhamla,

I wanted to thank you for taking the time to speak with me today. It was such a pleasure to get to know you and your colleagues, and I really enjoyed learning about your current projects. The experience confirmed my enthusiasm about joining the team.

I particularly resonated with your point about balancing multiple priorities. A major component of my PhD research was negotiating the different research goals of our academic and industry partners, and optimizing our project to provide solutions for everyone involved. This was one of my favorite aspects of my previous work, and I am eager to continue tackling this challenge at MTC.

Thank you again for the opportunity to interview and for your consideration of my candidacy for the position. I look forward to hearing from you in June.

My best wishes,

Sam Mason

### Thank-You Note After an Interview

## Sample Emails

### 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,

Lucy Yuen

### 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. As I mentioned earlier, I look forward to joining ZZZ and am confident in the contributions I will make to your organization. I am eager to apply my expertise 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.

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 ZZZ.

Sincerely,  
Sarah Gold

### Declining an Offer

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.

It was an extremely tough decision for me to make, as evident in my request for an extension. I truly enjoyed meeting and speaking with you and other representatives from XYZ. I again want to thank you and everyone else at XYZ for this great opportunity and for your help and support through this process.

Best wishes for the continued success of XYZ, Inc.

Sincerely,

Nick Gupta

# PART III: THE ACADEMIC JOB SEARCH

## Timeline

The academic job search typically proceeds on an annual cycle, in order for new faculty to begin work in the Fall term.

### Summer: Prepare

- Before you begin, consider your values and interests (see pages 6-13 of this guide). Understanding 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, teaching-focused regional universities, community colleges, or several of these. There is no single right answer; the goal is to figure out where you will thrive professionally. You can make a more compelling case for a position at an institution that matches your values and priorities. 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; see questions on page 70.

- Find out where and when academic positions are advertised in your discipline. In many fields, a list of academic positions is published annually.
- Begin to prepare your written materials. Develop a polished version that you can customize for each position.
- Determine who will write you letters of recommendation and contact them.

### Fall: Apply

- Most academic job listings are posted in the autumn. However, openings continue to appear after Autumn quarter, so keep an eye out throughout the year.
- Set aside time each week to identify new listings, tailor your materials, and send out your materials well before each deadline. Note that if you use Interfolio, it can take several days for your materials to be delivered.

### Winter: Interview

- Once the position listing has closed, the selection committee gets to work winnowing down the applications.
- First-round interviews—by phone, video or at national conferences—are typically used to talk with about a dozen candidates on the “mid-list.” These interviews are typically short: 20-30 minutes.
- Once they have identified their finalists, schools usually invite 3-5 candidates to campus for 1-2 day visits. These in-depth interviews are a chance for the members of the department to get to know you, and for you to learn more about the campus as a possible professional home.
- More materials may be requested at any stage of the process.

### Spring: Negotiate

- Offers are made in spring, and you will be negotiating the details of your appointment.
- If you do not receive a job offer, it is time to figure out next steps. Will you enhance your credentials and apply for faculty positions again? Is it time to explore other options (see page 71 of this guide)?

## Components of the Job Search

Conducting the search for a faculty position requires preparing many different documents. A CV and cover letter are required for every application. In many cases you will be asked for other materials; if not, your cover letter will be longer as it incorporates some of that information. There are also important verbal elements of the job search. These materials are addressed in greater depth in subsequent sections of this guide.

### Written Materials:

- CV (pages 41-54)
- Cover letter (pages 55-58)
- Research statement (page 59)
- Teaching statement (page 60)
- Diversity statement (page 61)
- Email communications (page 69)

### Verbal Components:

- Interviews (pages 62-63, 65)
- Job talk (pages 66-67)
- Chalk talk (page 68)
- Negotiation (pages 70-71)

Samples used in this guide are actual examples from successful candidates. Names and projects have been changed, when requested, to protect anonymity. There is no one “correct” way to write these documents. These examples show you how others have presented their experiences to best show fit. More examples are available from BEAM.

# CURRICULUM VITAE

A curriculum vitae (CV) tells the story of your professional life and accomplishments. 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 education, research, teaching, publications, grants, service, and awards. There may also be additional sections, depending on your field and professional experience.

## Headings and Subheadings

Choose headings that capture the items you group under it. There are many choices you can make; the list in the sidebar includes popular options. Consider using subheadings when there are many entries. For example, Publications can be grouped into “Peer Reviewed Articles,” “Manuscripts in Preparation,” “Proceedings,” and “Book Chapters.”

## Grouping Items

Usually a section includes at least two entries. You can decide how to categorize your accomplishments. For example,

### Additional Faculty Job Search Resources

These books and websites offer in depth information and sound advice.

Vitae. The Career Hub for the Chronicle of Higher Education  
[chroniclevitae.com](http://chroniclevitae.com)

*The Academic Job Search Handbook*, by Julia M. Vick, Jennifer Furlong and Rosanne Lurie, 2016

*The Professor is In*, by Karen Kelsky, 2015

*Job Search in Academe. How to Get the Position You Deserve*, by Dawn M. Formo and Cheryl Reed, 2011

*Surviving Your Academic Job Hunt: Advice for Humanities PhDs*, by Kathryn Hume, 2016

Online Graduate Career Library:  
[lane.stanford.edu/portals/bio-sci-careers.html](http://lane.stanford.edu/portals/bio-sci-careers.html)

mentoring students in the lab might be included in “Teaching and Mentoring” or “Advising” or “Academic Service” depending on what else you have done. A research grant might be listed with other research accomplishments or in a “Grants and Fellowships” section.

## Order of Sections

The sequence in which you place the sections will communicate your values and signal your fit with institutional priorities. For example, for a teaching-focused college, you will likely put your teaching experience ahead of publications or grants.

If you have accomplishments, skills, 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, you should convey your successful funding record on the first page.

## Design and Formatting

Hiring committees prefer a simple, classic, clean look. Unusual fonts and formatting are generally not well received. 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.

Use at least ¾ inch margins. Select fonts that are readable (11-12 point for the body, 12-14 point headers). Highlight the headings to help the reader understand the organization. Be consistent in your formatting through the entire document.

## Length

There is no limit to the number of pages for a CV. Do not truncate relevant experience or publications to “save space.” After the first page, include a header or footer with your last name and the number of pages (i.e., Name, page 3 of 5).

## CV Headings

These are commonly used headings and subheadings. There is not a standard list of headings that is right for everyone. Rather, base your decisions on conversations with faculty and colleagues in your field; perusal of colleagues' and faculty member CVs; and trying to showcase your experiences and strengths.

- Education, Education and Training
- Dissertation, Dissertation Research, Thesis, Dissertation Abstract, Advisor & Committee Members
- Research Experience, Grant-Funded Research, Related Research, Research Areas, Research Interests
- Teaching Experience, Mentoring and Advising, Instructional Design, Teaching Areas, Teaching Interests
- Publications, Peer Reviewed Articles, Manuscripts in Preparation, Proceedings, Journal Articles, Book Chapters, Published Abstracts, Book Reviews
- Presentations, Posters, Conference Presentations, Invited Talks
- Honors, Awards, Fellowships, Research Funding, Grants
- Industry Experience, Related Professional Experience, Work Experience
- University Service, Academic Service, Professional Activities, Committee Work, Service to the Profession, Disciplinary Service
- Leadership Activities, Outreach, Community Engagement, Volunteer Experience
- Professional Development, Continuing Education, Training, Institutes
- Related Experience, Additional Experience, Languages
- Professional Affiliations, Memberships
- Media Coverage
- Certifications, Licensure



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## CV Template

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### Candidate's Name

**Name of Department**  
**(650) 123-4567**

**Stanford University**  
**name@stanford.edu**

Typically, you would include your department and university; street addresses (either campus or home) are less common. Include your mobile number. Use a Stanford or Stanford-alumni email address if possible.

### 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 be included here.

**MS/MA, Previous University, Name of Program**

**June 20xx**

You can either put the University name first, as in the first example, or put the name of the degree on the left. Be consistent.

Optional: 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 you lead with your research, then *Grants*, *Publications*, and *Presentations* typically follow. For a teaching-focused institution, start with *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. Please see descriptions of each section below. *Grants* sometimes appear on the first page, whereas *Languages*, *Affiliations* or *Related Experience* rarely do.

### RESEARCH EXPERIENCE

**Organization, Lab, or Project, University**

**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?
- When describing your research experience, emphasize your contributions and accomplishments, not solely the project itself. Use action verbs: Coordinated, analyzed, investigated, discovered, built.

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## CV Template

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Name • Page 2 of 3

### **TEACHING EXPERIENCE**

**Name of course (course number), Teaching Assistant Autumn 20xx**  
**Department name, faculty member, University**

Make it easy to understand what the course was, as well as your official role. Include a brief overview, including number of students, grade level, (i.e., required seminar for 25 first year students.) Describe your role with the course, using action verbs (i.e., created problem sets, graded assignments, delivered lectures, facilitated discussion). Quantitative course evaluations scores add weight. Highlight accomplishments that were unique to you (i.e., built an interactive website for course).

### **GRANTS & FELLOWSHIPS**

Lists of fellowships and grants you received, especially if they were awarded based on a competitive application, show that you can write grant applications and that other people see your promise. You may wish to include the monetary value. Include only awards from graduate and postgraduate years, not undergraduate. Sometimes this section is on the first page.

### **PUBLICATIONS**

Especially for research-oriented positions, this section will be read very carefully. Follow the citation conventions of your field. You may wish to bold your name, especially for co-authored works. You can include publications that are in press, under review, or in preparation; as long as you make clear which stage they are in. List publications in reverse-chronological order.

### **PRESENTATIONS**

As with publications, listing your presentations shows your scholarly productivity. Follow the formatting conventions of your field. Sometimes these two sections are merged 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. Be sure to identify Invited Talks!

### **SERVICE & LEADERSHIP**

Have you served on committees, organized speakers for your department, served on committees for a professional association, or taken leadership roles in organizations on campus? All of these activities indicate that you will be an engaged colleague.

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## CV Template

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Name • Page 3 of 3

### **RELATED PROFESSIONAL EXPERIENCE**

Include professional experience that will enhance your candidacy, such as prior professional work, consulting in your field, teaching in other settings, or internships that show your professional trajectory or that would be a good fit for a position. The placement of a category like this is flexible.

### **ADDITIONAL EXPERIENCE**

You do not need to include a category with this name per se. However, you may have other experiences or accomplishments 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 also want to have a section for professional development, media coverage, conference organization, 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.

### **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, and relationship to you (i.e., dissertation advisor, postdoctoral supervisor, teaching mentor). Alternately, create a separate document listing your references.

**Sample CV #1 – Teaching focus**

See page 58 for cover letter of same person

**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**

- Molecular Genetics (BIOL116), Co-Instructor, SJSU Fall 2014  
 • developed and taught curriculum for new exam block on DNA recombination
- Foundations of Cell Biology and Physiology (BIOL1B), Co-Instructor, SJSU Spring 2014  
 • prepared and delivered lectures for large introductory lecture class
- Cellular and Molecular Immunology Literature Review (BIO230A), 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
- Advanced Immunology I (IMMUNOL201), Stanford University Winter 2008  
 • teaching assistant, co-developed curriculum, and lecturer (B cell biology)
- Cellular and Molecular Immunology (BIO230), 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 #1 - Page 2

**Bayes-Pryce, M. P. - 2**

### 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 #1 - Page 3

Bayes-Pryce, M. P. - 3

### 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.

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**Sample CV #2 - Research focus**

 See page 20 for resume of same person
 

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## STACY HARTMAN

email@stanford.edu | phone-number | www.website.com

### EDUCATION

<b>Stanford University</b> , Stanford, CA	2015
Ph.D German Studies	
<b>University of Manchester</b> , Manchester, United Kingdom	2008
M.A. German Studies (Distinction)	
<b>University of California, Santa Cruz</b> , Santa Cruz, CA	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)

### 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)



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## Sample CV #2 - Page 2

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### 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-Debate,” University College London, German Studies Postgraduate Colloquium, March 2008.

### 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)

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## Sample CV #2 - 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.

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## Sample CV #2 - Page 4

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### 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).

### LEADERSHIP EXPERIENCE

*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.

### LANGUAGES

**English** (native reading, writing, and speaking)

**German** (fluent reading, writing, and speaking)

**Spanish** (proficient reading, writing, and speaking)

## Sample CV #3 - Page 1

### JULIE JACKSON COHEN

Street Address • City, State Zip Code • Email • Phone

#### EDUCATION

<b>Stanford University</b>	20XX-present
• Ph.D. in Curriculum and Teacher Education, 20XX	
<b>Loyola Marymount University</b>	20XX-20XX
• M.A.T. and Multiple Subjects Teaching Credential, 20XX	
<b>Stanford University</b>	20XX-20XX
• B.A. in American Studies with a specialization in Race and Ethnicity	
• Graduated with departmental honors and university distinction, 20XX	

#### AWARDS

• Thomas B. Fordham Institute Emerging Education Policy Scholar, 20XX	20XX
• National Academy of Education/ Spencer Foundation Dissertation Fellowship, 20XX-XX	20XX-XX
• Gerald J. Lieberman Fellowship, Stanford University, 20XX-XX	20XX-XX
• Stanford University School of Education Dissertation Support Grant, 20XX	20XX
• Student Projects for Intellectual Community Enhancement, Stanford University, 20XX-XX	20XX-XX
• The Morgridge Family Stanford Graduate Fellowship, Stanford University, 20XX- XX	20XX-XX
• Phi Beta Kappa, Stanford University, 20XX	20XX
• Robert M. Golden Medal for Excellence in Research in Humanities, Stanford University, 20XX	20XX
• David Potter Award for Excellence in Research in American Studies, Stanford University, 20XX	20XX
• Public Service Scholar, Stanford University, 20XX-XX	20XX-XX

#### EXPERIENCE RESEARCH & APPOINTMENTS

<b>Assistant Professor</b> , Department of Curriculum, Instruction, and Special Education, Curry School of Education, University of Virginia	20XX-Present
• Serve in the role of Faculty Affiliate for Center for Advanced Study of Teaching and Learning and the Center on Education Policy and Workforce Competitiveness	
• Act as Faculty Mentor for the Virginia Education Science Training Program	
<b>Post-Doctoral Fellow</b> , Center to Support Excellence in Teaching, Stanford University	20XX-XX
• Faculty Mentor: Pam Grossman.	
<b>Research Assistant</b> , Measures of Effective Teaching Project, Bill and Melinda Gates Foundation	20XX-XX
• Principal Investigator, Pam Grossman.	
<b>Research Assistant</b> , <i>Accounting for differences in teachers' value-added to student achievement scores in middle school English/Language Arts: Do classroom practices make a difference?</i>	20XX-XX
• Principal Investigators, Pam Grossman and Susanna Loeb.	
<b>TEACHING</b>	
<b>Lead Instructor</b> , <i>Curriculum and Instruction for Elementary Education and Special Education</i> , Curry School of Education, University of Virginia	20XX-XX
<b>Teaching Assistant</b> , <i>Quantitative Data Analysis and Interpretation</i> , School of Education, Stanford University	20XX-XX
<b>Teaching Assistant</b> , <i>Research in Curriculum and Teacher Education</i> , School of Education, Stanford University	20XX-XX
<b>Teaching Assistant</b> , <i>Quantitative Reasoning in Elementary Mathematics</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
<b>Teaching Assistant</b> , <i>Classroom Management</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
<b>Teaching Assistant</b> , <i>Equity and Democracy in American Education</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
<b>Teaching Assistant</b> , <i>Professional Seminar on the Organization of Schooling</i> , School of Education, Stanford University	20XX-XX

## Sample CV #3 - Page 2

JULIE JACKSON COHEN  
Page 2

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### PUBLICATIONS

Cohen, J. (In press). The challenge of identifying high-leverage practices. *Teachers College Record*, 117(8).

Cohen, J. & Brown, M. (In press). Teaching quality across school settings. *The New Educator*, 11.

Grossman, P., Cohen, J., Ronfeldt, M., & Brown, L. (2014). The test matters: The relationship between classroom observation scores and teacher value-added on multiple types of assessment. *Educational Researcher*, 43(6), 293-303.

Grossman, P., Cohen, J., & Brown, L. (2014). Understanding instructional quality in English Language Arts: Variations in the relationship between PLATO and value-added by content and context. In K.Kerr, R. Pianta, & T. Kane (Eds.), *Designing Teacher Evaluation Systems: New guidance from the Measures of Effective Teaching Project*. San Francisco: Jossey-Bass.

Grossman, P., Loeb, S., Cohen, J., & Wyckoff, J. (2013). Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added scores. *American Journal of Education*. 119(3), 445-470.

Grossman, P., Ronfeldt, M., & Cohen, J. (2011) The power of setting: The role of field experience in learning to teach. In K.R. Harris, S. Graham, & T. Urdan (Eds.), *Educational Psychology Handbook: Vol. 4*. Washington, DC: American Psychological Association.

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### MANUSCRIPTS IN PROGRESS

Cohen, J. & Goldhaber, D. (Forthcoming) Observations on different means of evaluating teacher performance. In J.A. Grissom & P. Youngs (Eds.), *Making the most of multiple measures: The impacts and challenges of implementing rigorous teacher evaluation systems*. New York: Teachers College Press.

Cohen, J. "Explicit instruction in elementary math and language arts classrooms," Revise and resubmit at *The Elementary School Journal*.

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### FUNDED RESEARCH IN PROGRESS

"Transforming Teacher Education through Specifying the Practice of Teacher Educators," Primary researcher and member of Core Practices Consortium, Bill and Melinda Gates Foundation (Principal Investigators- Pam Grossman and Morva McDonald), 2013-2015, Award Amount, \$450,000

"The Influence of Teacher Preparation Courses and Field Experiences on Beginning Secondary English/ Language Arts Teachers' Instructional Practices", Co-principal investigator (with Peter Youngs), 2014-2015, UVA IDEA grant, Award Amount, \$10,000

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### SELECTED PRESENTATIONS (12 OF 20)

Cohen, J. (2015). *Explicit instruction in elementary math and language arts classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cohen, J. (2014). *Pursuing excellence in an era of effectiveness*. Paper presented at the Center to Support Excellence in Teaching, Stanford University.

Cohen, J. (2014). *Challenges in identifying high leverage teaching practices*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Cohen, J. & Brown, L. (2014). *Differential appropriation of teaching practices during and after a professional development program based on the PLATO observation protocol*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Cohen, J. & Brown, L. (2013). *How well do teacher observations predict value-added? Exploring variability across districts*. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management, Washington, DC.

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## Sample CV #3 - Page 3

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**JULIE JACKSON COHEN**  
Page 3

Cohen, J. (2013). *Practices that cross disciplines?: A closer look at elementary language arts and math instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

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### SERVICE

**Journal Reviewer**, AERA-Open, American Educational Research Journal (Sections on Social and Institutional Analysis and Teaching, Learning, and Human Development), Educational Evaluation and Policy Analysis, Education Policy Analysis Archives, Educational Researcher, Journal of Mathematics Teacher Education, Journal of Teacher Education, Review of Educational Research, Teachers College Record

**Conference Proposal Reviewer**, Society for Research on Educational Effectiveness, American Educational Research Association

**Session Chair/Discussant**, Society for Research on Educational Effectiveness, Association for Education Finance and Policy

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### PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- National Council of Teachers of Mathematics
- Society for Research on Educational Effectiveness
- Association for Public Policy Analysis and Management

# COVER LETTERS

## Cover Letter Template

Compelling cover letters for academic positions reflect the priorities of the institutions and positions to which you are applying. The academic cover letter—which is one to two pages—is where you make a persuasive case that you are an excellent fit for that particular position. Cover letters link your CV to the job description; they are a bridge.

Tailor each letter to the specific job description. You may have a basic letter for each kind of institution (i.e., research-focused letter for a research university) that you customize for each application. Sometimes a “letter of application” or “statement of purpose” are requested. These are a longer form of cover letters which include paragraphs on institutional fit, research accomplishments and plans, and teaching experience and plans.

BEAM has a packet of examples of cover letters from successful candidates in a range of fields and different types of institutions.

Departmental letterhead, which can be downloaded.

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):

**Who you are and what you are applying for?** In the first paragraph, you formally apply for and express interest in the position. Introduce yourself and that you are completing your PhD/postdoctoral fellowship in your particular discipline at Stanford University. Introduce your specialty or area of focus. Begin personalizing your letter to this department and institution.

**Why are you a good candidate?** The body of the letter is 3-6 paragraphs showing how you meet the expectations outlined in the job description. In the first paragraph, you can choose whether you would like to focus on your research or your teaching. In either case, be clear and descriptive.

When describing your dissertation and your research, provide sufficient context to help the reader understand why your work is interesting, new, and compelling. Describe planned or in-preparation publications from your research. 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 ideas show your trajectory as a future scholar. For a research university you can write 2-3 paragraphs about research. Future research plans at a teaching-focused school should be feasible with their resources and students. You might describe how your research and teaching inform each other. In this case, the research paragraph might follow the teaching section.

When you write about your teaching experience, tailor to the department's curriculum and programs. Consider the students and courses you are likely to teach. Describe your preparation and experience, and illustrate your claims with examples. What existing courses could you teach; which new courses would you like to develop? Make sure that this section complements, but does not regurgitate your teaching statement.

You also have the opportunity to address other relevant accomplishments including contributions to diversity, service to your university or your field, or interdisciplinary collaborations. If the culture of the department or institution is particularly unique or appealing to you, consider addressing that here as well.

**Summary and next steps.** In your concluding paragraph, it is appropriate to reiterate your interest in the position and summarize why you are a good fit for the position. You may list the other materials you have submitted. End by offering thanks for the committee's consideration and letting them know that you look forward to hearing from them.

Sincerely,

Your Name



# SAMPLE COVER LETTER #1

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**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 Muirel 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

Amherst College  
Amherst College, AC# 2244  
Department of Physics and Astronomy  
Amherst, MA 01002-5000

October 31, 20XX

Dear Members of the Selection Committee,

I am writing to apply for the position of Assistant Professor in the Department of Physics and Astronomy. I am currently a postdoctoral scholar at Stanford University's Kavli Institute of Particle Astrophysics and Cosmology, where I work on the Gemini Planet Imager Exoplanet Survey (GPIES) team. I received my PhD from the University of Arizona in 20XX, where I completed projects in both astrophysics and science education research. I believe that my work in the well-funded field of extrasolar planets and my extensive experience teaching at the high school and college levels would make me a valuable asset to the Amherst College Physics and Astronomy department, and to the broader Five Colleges Astronomy Department as well.

My experiences as an undergraduate physics major conducting research at a liberal arts college are what drove me to become a scientist, and I am excited to teach and mentor undergraduate physics majors in turn. I have benefitted significantly in both my career and my personal life from the broad education that I received at Middlebury College, and am eager to work at an institution that embraces the principles of a liberal education. My goal since beginning graduate school, therefore, has been to pursue a professorship at a liberal arts institution where I can both teach and mentor undergraduates in astrophysical research.

I am passionate about teaching and about learner-centered teaching techniques in particular. I have more than ten years of experience teaching physics and astronomy, and have developed full courses in both areas, including designing and teaching six semesters of introductory astronomy at Pima Community College. I would be thrilled to teach across the physics and astronomy curricula at Amherst.

My science research takes place at the intersection of observational astrophysics, planetary formation theory and instrument development; it is focused on the detection and characterization of planets around other stars (exoplanets) and the disks of gas and dust from which they form (circumstellar disks). For example, I recently isolated direct visible light (hydrogen-alpha) emission from the forming proto-planet LkCa15 b using a very new and technologically-challenging exoplanet imaging method developed as part of my graduate dissertation. To increase the science impact of this very exciting result, I joined my work with a colleague's near-simultaneous detection of the same object at a different wavelength, and our joint paper was recently accepted to *Nature* (Sallum, Follette et al. 2015). Just last month, my colleagues and I announced the first detection of an extrasolar planet with the Gemini Planet Imager (51 Eridani b) with a paper published in *Science*. The high profile nature of these publications highlights the interest in the field of exoplanet science among both the scientific research community and the public.

Since I use publicly-accessible telescopes in my work and am a member of several large international collaborations, I am confident that I can continue to contribute to the broader exoplanet research community from Amherst, and greatly look forward to involving undergraduates in the exciting field of exoplanet science. The observing resources of the Five College Astronomy Department provide an excellent platform to expand my research to include photometric monitoring of young stars and to involve undergraduates in observing projects using on-campus facilities.

Enclosed with this application, please find my curriculum vitae and a letter describing my research and teaching plans. If desired, I would be happy to provide student course evaluations and/or my full teaching portfolio. Please feel free to contact me or my references with any questions about my skills or ability to excel in this position, and I look forward to hearing from you soon.

Sincerely,

Katherine B. Follette

# SAMPLE COVER LETTER #3

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, 20xx

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

# RESEARCH STATEMENT

Research statements vary quite a bit from one discipline to another. Your advisor and other faculty members in your department are important resources in this area. The length of a research statement varies across fields; typically, they will range from one to five pages. BEAM has a packet of examples of research statements from successful candidates in a range of fields.

Most research statements address four primary areas: the context and significance of your work, the educational and research foundation you bring to your work, your current research, and your future research plans. Some are organized chronologically, from past to future; others are organized by discrete projects. The research statement does not have the level of detail of a grant application.

This is a forward-looking document. Your research statement should use the story of your previous work to make an argument about your future plans. Your past experiences set the stage for your long-term research agenda.

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 (e.g., space, equipment, funds, student assistants) and that institution's mission and priorities.

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.

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.

You can discuss your research statement with a career coach at BEAM or BioSci Careers. You can get feedback from a writing consultant at the Hume Center for Writing and Speaking or the School of Engineering's Technical Communication Program.

## Focusing Your Research Statement: Questions to Consider

When writing research statements for postdoctoral and faculty job applications, it is important to 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. Consider these questions:

1. Why is there a need for your research? Why should readers care about your work?
2. What is your research about? How do you conduct your research?
3. How does your research support your continuing intellectual development as a scholar or researcher? What publications have you written and which are planned?
4. How will your research contribute new knowledge to the discipline or more broadly to the field?
5. Did you provide a clear "story" of your research or scholarly interest that connects the past and present to future research goals?
6. Are you minimizing the use of jargon? Review the language you are using in your statement so that it is understandable to non-specialist audiences.
7. Have you shaped the narrative in your research statement based on the priorities of the institution?

*Adapted from the Stanford University Hume Center for Writing and Speaking's "Writing Research Statements for Graduate Student Fellowship and Grant Proposals."*

# TEACHING DOCUMENTS

## 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. A good teaching statement conveys your teaching experience, approach, and accomplishments. Sometimes applicants think that “teaching philosophy” means they are supposed to only describe their theories about teaching. On the contrary, your statement should illustrate your approach to teaching and student learning with evidence, anecdotes, and examples. Consider using the STARS method (page 33 of this guide) to organize your examples. Start early, write multiple drafts, and do not hesitate to seek another perspective from a career coach, or a writing consultant at the Hume Center for Writing and

Speaking of the School or Engineering’s Technical Communication Program.

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.

BEAM has a packet of teaching statements from candidates in a range of disciplines. These examples can help you develop a statement that highlights your approach and strengths.

## Teaching Portfolio

You may be asked to supply additional documents related to your teaching. This is often called either a “Teaching Portfolio”

or “Evidence of Teaching Excellence.” This is a curated portfolio that can include actual or sample syllabi, assignments you have designed, and student evaluations of your teaching.

Whenever you teach or TA a course, download your student evaluations from Axess and save emails sent by students. 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. The quantitative scores can show your skill. Selected quotations can illustrate your strengths. It is permissible to curate your materials and note this with “Selected Comments.” Don’t send raw data files; they are too long and difficult for readers to understand. If your Portfolio is large, a short table of contents can help the reader.

### Getting Started on Your Teaching Statement: Questions to Consider

Use these questions to get your ideas about teaching down on paper. Pick the questions that speak to you; no need to answer them all. The ideas you record will get you started as you write your teaching statement.

1. What attracted you to your field that you hope to pass on to your students? What are you passionate about?
2. How does/will your teaching contribute to your students’ education? Why should students care about your field?
3. How does your research inform your teaching and vice versa?
4. What opportunities have you had to teach something to someone (think outside the traditional classroom)? What approaches did you take to teaching in this context?
5. How have you approached your role as a mentor? What strategies did you use to encourage your protégé?
6. “I feel best as an instructor when...”
7. Think of concrete moments of your teaching. What examples come to mind that worked and highlight the very best of your teaching? Why were these moments so successful?
8. Think of a challenging situation in the classroom that turned out fine. What did you do to handle the challenge? What did you learn from it?
9. What learning goals do you have for your students? Think of a specific course. What should students be able to do at the end of your course? Why are these goals important?
10. How do you know that your students learn what they are supposed to learn? How do you assess student learning?
11. How do you engage your students in the classroom? How do/will you motivate them?
12. How do you take into account your students’ diverse backgrounds, experiences, and learning habits and skills?
13. Review your teaching evaluations: What are the highlights? Can you detect patterns in the comments? What are the areas students praise or want you to improve?
14. Which courses would you like to redesign or develop?
15. How do you grow as a teacher? How do you invigorate your teaching? What will you do to continue learning about teaching and student learning?

*Adapted from the Stanford University Office of the Vice Provost for Teaching and Learning’s “Writing a Compelling Teaching Statement.”*

## OTHER DOCUMENTS

### Diversity Statement

It is still relatively rare to be asked for a specific statement on diversity, but more universities are doing so. The purpose of a diversity statement is to demonstrate how you express your commitment to diversity and inclusion in your research, teaching, mentoring, outreach, and/or service activities. If appropriate, you can also describe the experiences that give you knowledge about a diverse student population. Even if you are not asked for a separate statement, you can address your commitment to diversity in your cover letter. BEAM has a packet of examples of diversity statements from successful candidates.

### Dissertation Abstract or Writing Sample

These are usually only provided if requested. This is an area where guidance from your advisor and department is very helpful. The conventions of your field, along with your understanding of the position and the department's priorities, will provide the foundation for your decisions regarding the selection of and length of these materials.

### Professional Website

It is not required, but some students find it helpful to create a professional website as a public portfolio for research and teaching documents. This can be a way to frame your professional identity, and share published papers, syllabi, classroom assignments, and other examples of your professional work. The Portfolio to Professional course, offered spring quarter, is a structured way to build your website.

### Letters of Recommendation

Letters of recommendation typically come from your advisor, PI, dissertation committee members, research collaborators, and teaching supervisors. Occasionally, a former student, postdoc in your lab, or staff member you worked closely with might write a letter or be included in your list of references. 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 right answer; seek advice from many trusted advisors. 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 you 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 types of institutions to which you are applying. It is quite common for faculty members to ask students to provide a list of

points or even draft a 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.

It is optimal if each letter is written specifically for each position. Work with your recommenders to find out how much lead time they need. Some people prefer to write one general letter, and use a service like Interfolio to have it sent to each school. You may wish to have generic letters available to use on short notice.

If you have a strained relationship with your primary advisor, it is best if another recommender can address this directly in their letter. You want someone else to explain how you handled a difficult situation or relationship.

### Statement of Completion

If your employer needs confirmation that you have submitted your dissertation, before the degree is conferred at the end of the semester, you can request this from the Office of the University Registrar.

**Advice from Alumni:** “When I first went on the market, I was too focused trying to impress the search committee. Only later did I realize that most departments are also looking for someone who is impressed with them—who appreciates their approach and genuinely wants to further their program. In interviews, it helped to frame my work as a complement to the department (‘you do..., I do...’). When I positioned myself as an ally who wanted to join the team, things started to click.”



# ACADEMIC INTERVIEWS

An academic interview is something to look forward to! Consider it an unparalleled opportunity to connect with prospective colleagues and show how you are a fit at the institution. At BEAM and BioSci Careers, we have found that interviewing is a skill in which tremendous improvement can be made 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: 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.

The time and energy you invested in your teaching and research statements also prepare you for interviews. Be ready with stories and examples, especially for teaching. Show, don't tell. 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.

Use the acronym STARS to organize a story, as described in more detail on page 33 of this guide.

For the faculty job search, there are typically two stages of interviews. After reading all the applications, the committee will select a subset for first-round interviews. These are usually about 20-40 minutes long, and are conducted by phone, video (Skype), or at a conference. Thereafter, the committee selects three to five applicants to bring to campus for one to two days of interviews and presentations; see pages 64-65 of this guide.

## First-Round Interviews: Phone, Skype, and Conference

The entire search committee, or a subset of it, will interview a number of promising candidates. Usually they have a preset list of 4-6 questions that they ask of every candidate. You can prepare for the predictable questions (see box on next page). For all first-round interviews:

- Determine the key points you want to make for each answer, and practice responding concisely and clearly. Don't memorize your entire answer, but be comfortable with conveying the central messages.
- Keep your answers to two minutes or less. The interviewers can always ask for more detail.
- Smile and make eye contact. Even, if the committee can't see you, they can hear your smile.
- Speak slowly and enunciate. Most people speed up when they are anxious; pause between key ideas.

- Strive to build rapport right from the start; this will go a long way to cover minor missteps later.
- Plan two or three questions for them which actually communicate more about you; see page 63 of this guide.

### Phone interviews

Phone interviews may be conducted on a speaker phone so that a committee can hear your answers. If you can, use a landline, rather than a cell phone, as the connection may be clearer. Turn off your computer and minimize the number of documents you have in front of you. This will allow you to focus on the conversation, rather than on trying to read what is in front of you. Our guide to phone interviews is on page 31.

### Video interviews

Video conferencing platforms (e.g., Skype, Google Hangouts, Zoom) are now the norm for first-round interviews. The

advantage is that you can see each other, which provides more information to both parties. Be sure to attend to the visual aspect by carefully selecting your location, properly placing your laptop, and planning what you will wear. BEAM has small interview rooms you can reserve for your video interview. Our guide to video interviews is on page 31.

### Conference Interviews

A number of fields hold interviews on site at an annual conference, although the practice is waning. (For an excellent chapter on conference interviews in the humanities, see Kathryn Hume's *Surviving Your Academic Job Hunt: Advice for Humanities PhDs.*) 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.



### Typical Questions Asked in First Round Interviews

These are several predictable questions, especially for first-round interviews. The exact wording will vary, but these four topics are very common. Practice answers that are clear, concise, tailored for that campus, and illustrated with stories. See more questions on page 65.

1. **Why this position.** Why do you want to join our department? How do you see yourself and your work fitting our department?
2. **Current research.** Tell us about your current research/scholarship. What are your plans for publication?
3. **Future research.** What future projects do you plan to pursue?
4. **Teaching.** How would you approach teaching an [introductory, specialty, methods, theory] course in our department? Our students are different from Stanford students; how will you approach teaching them? How do you approach issues of diversity in your teaching?

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## Your Questions For Them

On many occasions, you will be asked whether you have any questions. Don't squander this opportunity. Prepare a long list of questions, so that the conversation never lags.

- You can ask the same question of different people, which allows you to better triangulate what you hear.
- Do your homework as you build your question list; avoid asking questions that could be answered by a simple visit to the department website.
- Ask open-ended questions that invite longer responses. Frame questions that start with: "Tell me about..." "What..." or "When..."

- Stay positive. For example, ask "What are you doing to attract students to major in the department?" rather than "Why do you have so few majors?"

### Questions to Convey More About You

Especially during first-round interviews, you may only have a chance to ask one or two questions. You can use these to tell the committee more about you and your interests and skills and how they fit with the department. 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

Most of your questions will be ones that will tell you more about the department and university, and will help you decide whether you want to take the job if offered. What do you want to know about? What do you want to know about the expectations and support for teaching, advising, research, outreach, and collaborations? You can ask about undergraduate and graduate students, support for junior faculty, future directions of the department and college, department culture, and life in the town.

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**Advice from Alumni:** "The best advice for interviewing that I heard: First, write down the major claims you will make about yourself in a job interview. *'I am a highly collegial team player.'* Then match each claim to a well-developed story, scene, or, example. *'My proudest collaborative achievement so far is my work on the Placement Task Force. Let me explain.'*"

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# CAMPUS VISITS

The final stage in hiring for an academic position is an on-campus interview. Lasting one to two days, the campus visit is a demanding experience, combining travel and a marathon of conversations, presentations, and meals. The typical visit will include: interviews with individual and groups of faculty, meals with a group of faculty or students, and a research presentation (aka “the job talk”). Some visits also include meetings with students, a teaching talk or demonstration, and a meeting with a dean or senior leader.

One of the most exciting aspects of the campus visit is the shift in role; you will be treated as a colleague. You’re no longer a student! Embrace that role!

You are also scrutinizing them to determine whether you want to take this job. Think about what you want to know in order to make that determination. The campus visit is a two-way assessment process. You may spend a considerable part of your life on this campus, so observe carefully and ask lots of questions; see suggested questions on pages 34 and 63 of this guide.

## Travel

A bit of planning for the worst can go a long way. Put the phone number of the search chair or a contact person in your cell phone so that you can reach someone if you are delayed. When flying, carry on everything (clothing and presentation materials) that is essential to your success at the interview. Save your presentation to a flash drive or the cloud, so that you can retrieve it at any time.

## Meals

Although the conversation may be more casual and more personal, you are still “on” during meals. Eat neat food, don’t order the most expensive items, and drink no more than one alcoholic drink. If you have dietary restrictions, communicate these in advance. Pack granola bars and water—you will be talking and may not have time to eat.

## Clothes

Wear professional clothes, aiming for the more formal end of the spectrum. The norm on the east coast and the southern states is to dress more formally than in the west. If you are visiting for two days, you will need at least two outfits. Test out your outfits (can your arms move during your

presentation?), and make sure your shoes are broken in. You will walk a great deal. Be sure to bring a warm hat, coat, and gloves in the winter months. Bring a bag to carry a notebook, job talk materials, phone, and snacks.

## Informal Interactions

Common sense and courtesy rule the day in how to conduct yourself with all the people you meet during an on-campus visit. Treat everyone you encounter—students, staff, faculty, and administrators—with respect, consideration, and interest. Resist the temptation to complain at any point during the day to anybody. The temptation to let down your 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. Remember that you are being evaluated from the moment you arrive until you leave.

## Note Taking

It is acceptable to take notes during your conversations. This can remind you who you met and what you talked about, so that you can send a customized thank you note.

**Advice from Alumni:** “Negotiating was easier than I thought it would be. I made a prioritized list of requests (what do I really need? what do I want?). Next to each, I wrote how it was related to mutual goals (research, grants, services, or teaching). I framed all of my requests this way, so it felt very amicable, because it was clear that we were both after the same thing. We spoke on the phone, so I could revise my list based on the Dean’s reaction, and then I followed up with an email listing everything we’d covered.”

# ON-CAMPUS INTERVIEWS

Much of your campus visit will be spent interviewing. Schedules vary from place to place. You may meet with the search committee, with individual or groups of faculty from the hiring department, with students, and with a dean or senior campus leader. Some people will have carefully prepared questions and others will treat this as a general conversation. 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, fits into their department, and will be a good colleague.

You should be able to confidently answer questions like those on pages 34 and 63 of this guide. You will probably also have conversations about your research, both what you have done and what you plan to do. Some conversations may feel repetitive, but each is a chance to connect with a potential colleague whom you may see for many years, whether or not you take the job. Each interview is also a chance for you to get more answers to your questions.

Take the time to create a lengthy list of questions to ask. This is your best chance to determine whether you will thrive in this position; see page 34 of this guide.

## You Can Expect to Be Asked

**“Tell us about yourself.”** Focus on summarizing in your background, skills, interests, teaching, or research to demonstrate why you are an excellent fit for this particular position.

**Current Research.** Prepare an 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 discuss your work at an advanced level, invoking the terminology and context of your field. Be prepared to answer: Why does your work matter? Why is it different, interesting, or important? Why do you study this, but not that?

**Future Research.** What ideas and directions do you have for future research? You want to convey your sense of momentum, so that the interviewer is persuaded of your ability to complete the work and make a contribution to your field. Your plans for future research should be clear and feasible. 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. If the campus is small, and the work will include undergraduate researchers, be ready to describe your plans.

**Teaching Experience.** 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? Be prepared with specific stories, examples, and anecdotes from your teaching experience that illustrate your approach (how you conceptualize a lecture or a course, how you handled a challenge in the classroom, or in what innovative way you capture your students’ interest).

**Teaching Plans.** What kinds of courses are you prepared to teach, to undergraduates or graduate students? You may also be asked outright which classes you would like to teach in this department. Be familiar with their current curriculum and offerings. Consider how your research and teaching complement each other.

## Talking to the Dean

A dean or other senior leader will want to assess whether you know what makes this campus special and how you will fit in. Be prepared to describe your resource needs to start your research program (you may be asked specific dollar amounts). A dean can tell you about the vision for the future of the university, school or college, and the department. Although the dean may communicate elements of the hiring package, this is not the time to start your negotiations.

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**Advice from Alumni:** “Interviewing is NOT THAT BAD. It may even be energizing for introverts (like me!). I was fed way too much, but I did need cough drops and water. It’s also perfectly fine (in fact, expected) to consult notes and take notes.”

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# ACADEMIC JOB TALKS

The “job talk,” a formal presentation where you describe some of your research accomplishments and plans, is probably the most important part of the on-campus visit. Prepare and practice so that you give a successful talk. The Hume Center for Writing and Speaking ([hume.stanford.edu](http://hume.stanford.edu)) and the School of Engineering’s Technical Communication Program have staff who can work with you to refine your presentation.

The job talk is a time you will also be evaluated as a teacher. Incorporate strategies of effective teaching that will engage your audience. Less is more. Communicating a few key ideas or findings is more memorable than covering every single thing you did.

## Getting Started

Before you start preparing your talk, learn the conventions and norms for your field. Attend seminars, job talks, and presentations at conferences. Ask your faculty advisors. Should you speak from slides or read a prepared talk? How much detail about the methodology should you share? What are typical formats for data slides?

You should tailor your talk to the specific campus you are visiting. Find out the following details from the campus host:

- How long should the presentation be?
- How much time is allocated for questions?
- Who will be in the audience?
- Is this presentation about your dissertation or weighted more towards future projects?
- How many copies of handouts should you bring? Should you bring printouts of your slides?
- Where will you speak?

- Will all the necessary technology, including cables and adapters, be supplied?
- Make sure you know your entire schedule and ask to have 30 minutes in the room, if at all possible, before you give your talk to familiarize yourself with the space, test the equipment, and prepare yourself mentally and emotionally.

## Practice, Practice, Practice

Be sure to have at least one dry-run session in front of friends where the listeners pretend to be audience members and ask you questions. Then ask them for lots of feedback.

*Questions to ask yourself and the listeners of your practice talks:*

- Have I set a context for the talk, shown the purpose and importance of my research or theme, answered the “so what” question? Specifically, have I indicated how my work is related to major issues in the field?
- Does the talk show the quality of my thought and mind, indicate what I will be doing as well as what I’ve done?
- Have I found the right level for the talk (one professor expressed it as “sophisticated but not specialized”)?
- Do I seem carefully prepared and yet spontaneous?
- Do I handle tough questions seriously and courteously, without defensiveness?
- Am I being both authentically myself and sufficiently professional?
- Was the talk interesting?

## Presentation Tips

If your schedule allows, take a break before your talk, go over your notes again, and take some deep breaths to center yourself. During your talk, imagine that these are

friends sitting in the audience; these people might indeed become your friends and colleagues one day soon!

- *Talk to the audience*, not to the projected image or your laptop. Make sure you are not blocking anyone’s view of the projected image.
- *Blank the screen* when you want the audience to focus on you. It is distracting for your audience for you to be talking about one topic while an image on an unrelated topic is still projected on the screen. In PowerPoint, you can do this by hitting the “B” key to turn the screen black; to call the screen up again, simply hit the “B” key again.
- *Make up additional slides “in reserve”* for topics that you might be asked about, or for specific details, such as detailed tables of findings. You can also share these bonus slides during one-on-one meetings.
- *Check for consistency* throughout the slides (e.g., fonts, formats, parallel structure).
- *Don’t put too much text on a slide*. Select every word carefully to convey your points. Consider whether an image would be more effective than text.
- *Don’t just read your slides*. Your visual aids should not be your notes. When it comes to effective slide design, “less is more.” A good question to ask yourself is, “Is my aid visual; is my visual an aid?”
- *Use animation judiciously*. Animation can effectively highlight your data and key points, but overuse can be distracting.
- *Prepare for the Q&A*. You can’t predict what the audience will ask, but you can practice answering questions. Be ready to respond to typical objections you’ve encountered and share interesting findings that you did not include. Bonus slides can help.

## Organizing Your Job Talk

Providing a clear structure for your listener is a critical component of effective speaking. Before you start composing your remarks, take some time to identify what your core theme is (the main assertion of your presentation). What are the 2-4 key ideas from your research that establish your theme? Once you have determined your theme and key points, you're ready to lay out your ideas. It is better to showcase less material, but more clearly, than to try to cover everything.

### Preamble

Brief remarks expressing thanks to the audience, introducing yourself, if necessary, and giving a sense of your research topic and theme of the presentation. This step typically accompanies your Title Slide.

### Introduction

*This may be up to 20-25% of the whole presentation.*

- **Seize attention:** A pithy or compelling statement, brief anecdote, or news headline that *directly relates* to the research topic, are all examples of how you might start.
- **Give context:** What is known or believed, a need that has emerged. State the question(s) your research addresses.
- **Establish relevance:** What issues are at stake? Why is this important for us to understand now?
- **Build credibility:** Give a sense of the scope of your work on this. You might also mention what interests you most about this topic and why.

- **Roadmap:** Give a sense of where you are going in the presentation. This can be brief. "Today, I will focus on \_\_\_\_; specifically, \_\_\_\_ and \_\_\_\_." "This leads me to the particular question we will examine today, which is \_\_\_\_?"

### Body

*50-70% of the presentation; 2-4 key ideas, each of which is developed in an episode that supports your theme.*

**Episode I:** (Where you develop Key Idea #1)

- Additional context/background info, as needed
- Methodology
- Key data slides explained
- Significance/conclusions

**Transition:** Signal to the audience that you are moving from one main point to the next; make explicit the connection from the first finding to the next. Example: "Having reviewed (finding #1), one question that arose was \_\_\_\_\_. To answer this question...."

**Episode II** (Where you develop Key Idea #2)

### Conclusion and Future Research

*10-25% of the presentation*

- **Summary:** Recap the key ideas/major findings.
- **Significance:** What do your findings add to your field? Make sure to connect back to the questions or issues you raised at

the beginning. What is new and different about your work (e.g., conceptualization of issue, methodology, sources of evidence, data, conclusions?) What are the practical implications, or new possibilities that have potentially opened up as a result of your work?

- **Future directions:** How does your future work build on what you presented? What is your research agenda? What specific projects do you have planned? The amount of time you devote to future research varies by field and the institution.

### Q&A

- **Closing Line:** Plan what you will say to signal the end your presentation. The idea here is to reinforce your theme, end positively and definitively. Follow up with an invitation to the audience to ask questions.
- **Closing Slide:** Carefully select the slide you leave up during the Q&A. A visual representation of your main conclusion can help guide the discussion. Your Acknowledgments do not need to be your last slide.
- **Bonus Slides:** Some people prepare extra slides with more data to use during Q&A.

*Adapted from the Stanford University Hume Center for Writing and Speaking's "Presenting a Memorable Academic Job Talk" workshop materials.*

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## Chalk Talk

In some fields, particularly in the sciences, you may be asked to make a second presentation, called a “Chalk Talk” or “Vision Talk.” This presentation focuses exclusively on your ideas for future research projects. Chalk talks are less formal than

the research job talk, and typically have a smaller audience and is behind closed doors. You can expect lots of debate and conversation. This is a chance to get feedback on your research ideas. You are talking as a peer among colleagues, as your

ideas are debated. Find out in advance how much you should prepare your presentation; will you actually use a whiteboard or are you expected to bring some prepared slides? Can you bring handouts? Ask your advisor about disciplinary norms.

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## Teaching Demonstration

Teaching demonstrations are becoming more common. You may be asked to prepare a lesson for an invited audience of students or faculty. In other cases, you will take over a session of an existing class. In that case, be sure to connect with the instructor to find out about the class, the students, what the students have already learned, and where your lesson will fit in.

Expect to be evaluated by the students in the class.

Plan a short and manageable lesson for the time you have. Covering less material well is better than attempting to show how much you know. Employ active learning techniques, just as you would when teaching. This is a chance for you

to see whether you enjoy the students and experience of teaching at this university.

You will be evaluated on questions like: Can you get the students to actively engage with the material? Is your goal for the lesson clear? Do you clearly explain the concepts you are teaching? Do you handle questions or technical challenges with ease?

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## After the Campus Visit: 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 and questions they asked. Email notes arrive quickly. Some people follow-up with a handwritten note.

At the end of your visit, the search committee chair should tell you the approximate time frame for a decision and offer

to be made. It is not uncommon for the process to take longer than you are told. If the wait is longer than expected, it is reasonable to inquire as to the status of the search.

Keep each school apprised of the status of other searches. If you receive an offer from campus A, inform the other schools immediately. They may speed up their process, or give you information about their timeline. See the information about Negotiation on pages 70-71 of this guide.

Try to take good care of yourself during this stressful and busy time. It is natural to be worried, but do your best to maintain your health and well-being while you wait for responses. Be sure to eat well, get enough sleep, and exercise. Social support from friends, family members, and significant others can help as well. Remind yourself that regardless of the outcome, life will go on. See the section on Next Steps on page 71 of this guide.

## Sample Emails

### Responding to an Invitation for an Interview

Dear Dr. Gonzales,

Thank you very much for your note and for the invitation to interview with you. I would be delighted to speak with you and Dr. Yu over Skype next week.

Among the time slots you mentioned, I am available on Tuesday at 10:00 am and 10:30 am. I just made a contact request to the account you mentioned from my Skype ID, ChrisSamuels. You can also reach me by phone at 650-123-4567 if there are any technical issues the day of the interview.

Please let me know if there is any other information I can provide. Thank you again for your consideration. I very much look forward to speaking with you soon!

Sincerely,

Chris Samuels

### Thank-You Note After an Initial Interview

Dear Dr. Gonzales,

Thank you so much for taking the time to speak with me today. It was a pleasure to meet you and Dr. Yu. I really enjoyed our conversation, and it very much confirmed my enthusiasm for the exciting work taking place at your department. Please let me know if there are additional materials that I can provide.

Thank you again for your consideration. I eagerly look forward to the committee's decision.

Best,

Chris Samuels

### Thank-You Note After a Campus Visit

Dear Dr. Yu,

Thank you for taking the time to meet me yesterday. I really enjoyed our conversation about ....

Attached are the papers that I promised to share, as well as a link to the Consortium we discussed. Your collaboration with Utrecht University sounds very interesting, and I hope I will have an opportunity to hear more about it in the future.

I would like to close by letting you know how much I enjoyed the visit to ABC University. I truly believe it would be an ideal fit for me as a teacher and a researcher. Thank you again for your time and consideration.

My best wishes,

Chris Samuels

### Starting Negotiations After a Verbal Offer

Dear Dr. Gonzales,

I very much enjoyed speaking with you on the phone today. Thank you for your generous offer, which I hope to be able to accept. I look forward to discussing the details when the written offer becomes available. As discussed, I will send you my detailed research budget by the end of the week.

I look forward to continuing the conversation soon!

Sincerely,

Chris Samuels

### Rejecting an Offer

Dear Dr. Gonzales,

Thank you for your kind invitation to join the department. I am deeply appreciative of your generous offer. Unfortunately, I'm afraid that I must decline the position. As you know, I had another offer, which I have decided to accept.

This was a very difficult decision for me to make, as I resonate very much with your vision for the department and really enjoyed my conversations with everyone. However, I believe this is the best decision for me and my family.

Thank you again for the hospitality and warmth I was shown throughout my visit. I look forward to keeping in touch as colleagues in the future.

Sincerely,

Chris Samuels



Regardless of whether you have one offer or multiple offers, you will have some conversations to clarify the detailed terms of the offer. This is the time when the power shifts to you, and you can ask for things that you want to ensure your professional success.

Although this is called a “negotiation,” it is not an adversarial process. It is collaborative problem solving. You and the person you are talking with—the search chair, department chair, dean, or provost—both want you to succeed professionally. Your role is to advocate for what you need to thrive and get tenure. The other person is working to ensure that too, within the constraints of the department and university. Be cordial, professional, and calm. Remember that these are future colleagues, so preserving the relationship is important.

Make your requests by focusing on the shared goal of your success. Have a rationale for your requests: relate requests to your success. “Traveling to these three conferences in my pre-tenure years will allow me to share my research nationally, and build important collaborations.”

Research shows that women and people of color tend to negotiate less often and less competitively for themselves, but are skilled at negotiating for others. It may help to think about other people—such as family members—when you are negotiating.

### Salary

It is expected that you will ask for additional salary. Calibrate the initial offer by talking with peers who are new faculty members. Public colleges and universities publish salary information. Salaries vary both by campus and by discipline. If you have another offer, you can use that to bolster your request. Unionized campuses are likely to have constrained salary ranges.

Make your request as a declarative, not a question. Don’t use hedge words. Use a calm, confident tone of voice. You can include a rationale. “Based on my understanding of salaries in my field, and because of my postdoctoral experience, I am requesting a base salary of \$72,000.” It is unusual to ask for more than a 10% increase, unless you have another offer. Frame the request in dollars not percentages.

### Multiple Visits and Offers

It is difficult to manage the timing of multiple visits and multiple offers. They are rarely perfectly aligned. Some schools may be willing to extend the time frame for your decision, so that they remain on your list. Other schools may press you for an answer. This is a stressful period. Seek advice from career coaches and other advisors.

If you have multiple offers, be upfront with everyone. You may be asked to share the

offers, to confirm your claim of a higher salary, for example. Negotiate in good faith; don’t ask for a lot more, unless you are seriously considering that school. Once you have ruled out a school, withdraw from the search promptly, so that other candidates can be considered.

### Questions for Dual-Career Couples

1. Would we prefer to:
  - a. Each find the best job even if it means living apart?
  - b. Treat one person’s career as primary?
  - c. Look for the best positions we can find for both of us in the same town?
2. Is there a limit to how long we are willing to live apart?
3. If we live apart, how will we maintain our bond? How often will we visit?
4. Would lack of a position for my partner be a deal breaker?
5. Have we brainstormed connections for job leads?

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## Seven Steps of Negotiation

1. Express joy, enthusiasm, and appreciation. The offer is likely to be made in a phone call. The details of the offer may come in writing or in the phone call.
2. Be sure you understand the details of the offer. Clarify the process and next steps. Ask for time to consider the offer.
3. Evaluate the offer based on your priorities. What matters most for your professional success and personal life?
  4. Set up a time to discuss the offer. What are you accepting? What is missing from the original offer? What do you want to adjust? Make sure that all points are discussed in this conversation. Often you are talking with someone who is an intermediary; give them a rationale for your requests that they can use to negotiate on your behalf.
  5. Follow up each conversation with email summarizing what is agreed and what is still being discussed.
  6. Agree on terms. This is a second conversation in which you learn and respond to their counter offer. You will only have one or two rounds of negotiation.
  7. Decide by the agreed upon deadline. Get it all in writing, either in the formal offer letter or in email. Sign the offer letter. Withdraw from all other searches. Celebrate!

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## Offer Details to Understand and Negotiate

These are details to understand, but that are not likely to be changed.

- Terms of appointment. 9-month or 12-month; tenure line; joint appointment; unionized.
- Benefits package. These are generally standard. Be sure to understand health plan, dental and vision plans, retirement contributions, tuition benefits, childcare access, family leave policies, and pre-tax flex spending for health care and child care.

### Items You Can Negotiate

- Deadline to make a decision
- A second visit to campus, before you sign the offer, to help you decide. Sometimes a campus will bring you (and perhaps your partner) back, to see lab space, meet more people, explore neighborhoods, and get your questions answered.
- Salary (most people ask for more salary, this is expected)

- Summer salary
- Salary advance
- Housing support, such as campus housing, temporary housing, financial subsidies, moving expenses
- Moving expenses
- Number of courses taught each year. Teaching releases in the first year and mid-tenure stream are common.
- Which courses you will teach; how many new courses you need to prepare
- Advising load and expectations to recruit graduate students
- Support for graduate students
- Research start-up package. If you are starting a lab, you will be asked for a detailed list of equipment and supplies, with prices. Work with your advisor and peers to create your request, and know what your priorities are. Can you share equipment or space? Once offered, learn

how flexible the spending is, and how many years you have to spend it.

- Lab space
- Office space, location, and equipment like computers
- Travel funds for conferences and research
- Start date. Some people delay their start for 6 or 12 months to complete a postdoc or start a collaboration. An earlier start date may allow you time to get settled or get health insurance coverage started sooner.
- H1-B visa sponsorship
- A position for your spouse or partner. In advance, be sure to discuss the questions in the box on page 70 with your partner, and work with your partner to understand their professional goals. There are many options, including faculty, staff, and postdoc positions.

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## Next Steps

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 deliberateness 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 advisors and read the extensive faculty-advice literature about how to thrive 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.

Not getting an academic job can feel devastating, especially after the tremendous amount of time and energy you invested. 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 you do not receive an offer, or do not receive an offer that you choose to accept, multiple paths lie before you. 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 BEAM and BioSci Careers 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. 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 job search beyond academia. 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 have not yet explored.

# ADDITIONAL STANFORD UNIVERSITY SERVICES AND RESOURCES

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The following campus offices provide services and programs that complement the BEAM and BioSci Careers offerings in exploring and pursuing various careers. Please note that we are only listing career-related resources, which are only part of their overall offerings.

## **Vice Provost for Graduate Education (VPGE)** [vpge.stanford.edu](http://vpge.stanford.edu)

Offers numerous professional skills-development and training opportunities and provides a comprehensive listing of various on-campus resources for graduate students in all seven schools. The VPGE website section on “Career Planning” has extensive information on career paths for PhDs in academia beyond the faculty path, and on resources for preparing for faculty careers.

## **Office of Graduate Education (OGE)** [biosciences.stanford.edu/contact/graduate-education.html](http://biosciences.stanford.edu/contact/graduate-education.html)

Offers programs and services to support graduate students in the 14 programs that comprise Stanford Biosciences. Aims to help train and empower the next generation of leaders and innovators within and beyond academic and industry.

## **Office of Postdoctoral Affairs (OPA)** [postdocs.stanford.edu](http://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 and Mentorship meetings.

## **Hume Center for Writing and Speaking** [hume.stanford.edu](http://hume.stanford.edu)

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 talks and interviewing.

## **Technical Communication Program, School of Engineering (TCP)**

Helps students strengthen their technical writing and speaking skills. Offers courses, individual consulting, and tutorial support primarily designed for students in engineering, but are open to students in a wide range of STEM disciplines.

## **Vice Provost for Teaching and Learning (VPTL)** [vptl.stanford.edu](http://vptl.stanford.edu)

Provides teaching training and resources including consultations, classroom observation, student small group evaluations, video-recording and analysis, midquarter online feedback, as well as workshops and courses on teaching topics including inclusive pedagogy, teaching statements, and course design.

## **Bechtel International Center (Bechtel)** [bechtel.stanford.edu](http://bechtel.stanford.edu)

Provides information about, and assistance with, obtaining and maintaining legal status in the U.S. for international students, scholars, and Stanford departments. Their goal is to enable Stanford international students, scholars, and their family members to receive maximum academic, cultural, and personal benefit from their stays in the U.S.

## **Graduate Life Office (GLO)** [glo.stanford.edu](http://glo.stanford.edu)

Serves the entire graduate student population at Stanford and their families. GLO deans are a source of comprehensive, impartial guidance and information related

to all aspects of your life as a graduate student. If you are in crisis, the dean on call can be reached any time, including evenings and weekends, by pager at 650-723-8222 ext. 25085.

## **Counseling and Psychological Services (CAPS) and Wellness** [vaden.stanford.edu/caps-and-wellness](http://vaden.stanford.edu/caps-and-wellness)

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. For immediate mental health crisis assistance contact a CAPS on-call clinician at 650-723-3785 any time, including evenings and weekends.

## **Stanford Alumni Association CareerConnect (SAA)** [alumni.stanford.edu](http://alumni.stanford.edu)

The online collection of all career resources from the Stanford Alumni Association and beyond.

## **School-Specific Career Centers:**

- Stanford EdCareers, Graduate School of Education [ed.stanford.edu/careers](http://ed.stanford.edu/careers)
- Office of Career Services, Stanford Law School: [law.stanford.edu/office-of-career-services/](http://law.stanford.edu/office-of-career-services/)
- Career Management Center, Graduate School of Business

## **Online Graduate Career Library Collection** <https://lane.stanford.edu/portals/bio-sci-careers.html>

A collection of online professional development and career-related books available to all graduate students and postdocs, curated by BioSci Careers and hosted by Lane Medical Library