

er humanities CVs salary negotiati
er letters industry interviews transiti
search statements teaching statemen
networking resumes beyond academic
ial sciences career exploration acad
b search transitions resumes science
ving forward
d academia
ategy salary
industry interviews transitions resume
yond academia careers social science
reer exploration transitions job search
esumes engineering moving forward
on-campus interviews skills sciences
earch humanities tenure track cover
Career Development Center CVs
earch teaching statements networking
yond academia resumes social science
areer exploration academic job search
ineering transitions resumes science
ng forward on-campus interviews ca
ploration humanities CVs tenure tra
ansitions job
Stanford University
eyond academia social sciences caree
loration job search transitions resum

2011-2012 Stanford PhD & Postdoc Career Guide

Contents

Career Development Center	2	PART II: PHD PATHWAYS	
Getting Started: Careers for PhDs & Postdoctoral Scholars.....	3	Career Options Beyond Academia	24
Career Development Center Services.....	4	Advice From Stanford PhD Alumni.....	24
Top Ten Career Resources for PhDs and Postdocs.....	5	Careers in Engineering.....	25
International Students.....	6	Career Fields by Skills.....	26
Additional Stanford University Services and Resources.....	7	Research Your Options and	
PART I: THE ACADEMIC JOB SEARCH		What's Out There.....	27
Getting Your Bearings.....	8	Brainstorm Career Ideas.....	27
Dual-Career Academic Couples.....	9	Investigate Options	28
Crafting Your CV	10	Gain Experience	28
CV Headings	11	Networking and Informational Interviews	29
Writing Your CV.....	11	Five Steps for Conducting Informational Interviews.....	30
Writing Cover Letters for Academic Positions	14	Networking Online.....	31
Sample Letter	14	More Job Search Tips	32
Additional Application Materials	15	The Effective Public Service Job and Internship Search.....	33
Research Statements	15	Resumes and Cover Letters.....	34
Teaching Statements	15	Resume Sections.....	34
Writing Samples.....	15	Resume Format.....	35
Getting Started on Your Teaching Statement.....	16	Resume Tips	35
Teaching Materials.....	16	Sample Action Verbs	36
Letters of Recommendation	17	Sample Resumes.....	37
Applying to Community Colleges.....	17	Sample Reference Page.....	39
Academic Interviews	18	Cover Letter Tips	39
First-Round Interviews: Phone.....	18	Cover Letter Format.....	40
First-Round Interviews: Skype	19	Sample Cover Letters.....	41
First-Round Interviews: Conferences.....	19	Interviews.....	43
On-Campus Interviews.....	19	Before the Interview	43
Preparing for an Academic Job Talk.....	20	Interview Tips.....	43
Interview Questions.....	21	Preparing for Questions.....	44
After the Interview:		Types of Interviews	44
Thank-You Notes and Waiting	22	Typical Stages of an Interview	45
Negotiation.....	22	Sample Interview Questions	45
36 Negotiable Items in an Academic Position	23	Questions to Ask Employers	46
Possible Outcomes and Looking Ahead	23	Evaluating and Negotiating Job Offers.....	47
		Preparing to Negotiate	48
		Negotiating.....	49
		Accepting and Rejecting Offers	49
		Ethics and Etiquette.....	50
		Frequently Asked Questions	50
		Sample Job Offer Communications.....	51

Edited by Yuree Soh and Diana Ecker

CAREER DEVELOPMENT CENTER

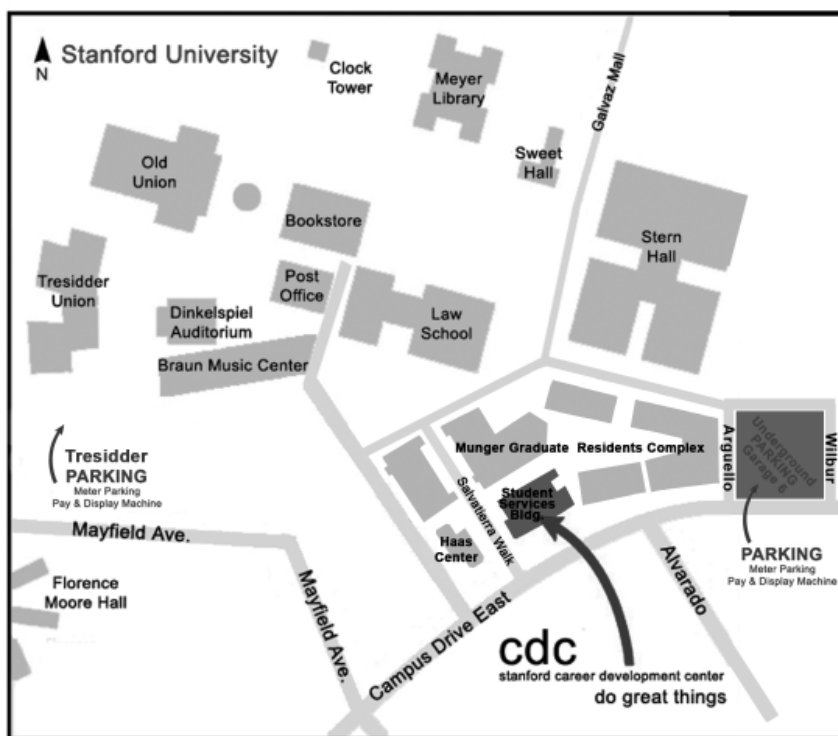
Address	Website	Main Phone
Student Services Building 563 Salvatierra Walk	studentaffairs.stanford.edu/cdc	(650) 723-3963

Counseling Services (2nd Floor)

Appointments, resource library, workshops
Monday–Friday
9 am–noon and 1 pm–5 pm
(650) 725-1789
careercounseling@mailman.stanford.edu

Employment Services (3rd Floor)

Job/Internship postings, Cardinal
Recruiting (on-campus recruiting),
career fairs, online registration
Monday–Friday
8:15 am–noon and 1 pm–4:30 pm
(650) 723-9014
crstudents@mailman.stanford.edu



Acknowledgments

We would like to extend warm and enthusiastic thanks to everyone who helped make the Stanford Career Guide for PhDs and Postdocs a reality!

Many thanks to Kathy Campbell, who proofread every page, and to Katharine Matsumoto, who designed our cover. Tim Clancy and Nan Mellem designed the guide and guided us through the publishing process. This guide would not have been possible without the support of Lance

Choy and Veda Jeffries, and the contributions and encouragement of the staff of the Stanford Career Development Center.

We are grateful to Andrea Rees Davies and the Clayman Institute for Gender Research, Mariatte Denman and the Center for Teaching and Learning, and Doree Allen and the Oral Communication Program for generously contributing content in their areas of expertise. We were delighted to be able to share the list of 36 things to

negotiate for in an academic position, and extend our sincere thanks to Jane Tucker and Barbara Butterfield for graciously agreeing to share this list with our readers.

Finally, the journeys, challenges, and successes of Stanford PhD students and postdocs have contributed immensely to this guide in many ways. It is a joy to be able to share what we have learned from them with the PhD students and postdocs reading this guide today.

GETTING STARTED: CAREERS FOR PHDs & POSTDOCTORAL SCHOLARS

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

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

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

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

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

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

CAREER DEVELOPMENT CENTER SERVICES

CDC Services

Career Counseling

Our confidential counseling services are designed to address your academic and non-academic career exploration and job search needs and concerns on a one-on-one basis.

- A 45-minute appointment with a career counselor can be scheduled online by logging into your Cardinal Careers account. Wait times can range from one day to two weeks depending on the time of year.
- Fifteen-minute drop-in appointments are available Monday-Friday from 11 am-12 noon and 2 pm-4 pm, on a first-come, first-served basis. These types of appointments are appropriate for resume/CV or cover letter critiques or to answer quick questions.

Workshops/Special Programs

There are a variety of workshops and special programs offered at the CDC throughout the academic year. Log in to your Cardinal Careers account, stanford-csm.symplicity.com/students (go to the Workshops/Programs tab), for details on upcoming events and to RSVP.

Special Programs for PhDs and Postdocs

- *The Academic Job Search Series*: This series is designed to help you prepare for the academic job search. Find out how to craft an effective curriculum vitae, cover letter, and application materials. Learn about the academic interview process and how to negotiate academic job offers.
- *PhD Pathways*: These workshops will help you examine what is important to you in your career choice, explore options beyond academia, learn how to

find job opportunities, convert your CV into a resume, and polish interview skills. Participants will have an opportunity to discuss career issues common to advanced degree holders and learn about helpful CDC and Stanford resources.

- *PhD Career Foundations*: These workshops are specifically for PhD students who have recently begun their doctoral studies, and are looking ahead to either academic or non-academic career paths. Past workshops have focused on strategies for exploring career options, getting a head start on transferable skills, and drafting and refining your CV.

Other CDC Workshop Topics

- *Assessment Interpretation*: Group interpretation of career assessments such as Myers-Briggs Personality Type Indicator, Strong Interest Inventory, StrengthsQuest, Value Card Sort, and Skill Scan Card Sort. These workshops require an RSVP and completion of the assessment (excluding card sorts) prior to attending the workshop.
- *Internship and Job Search Strategies*: These workshops focus on strategies and resources for the full-time and/or summer internship job search. Topics range from broad strategies to specific areas such as the Public Service Internship Search.
- *Using Social Media*: Workshops in this category cover information and tips on social networking sites such as LinkedIn, Facebook, and Twitter which have become increasingly popular job search tools in today's market.
- *Cardinal Recruiting Program Orientations*: Each quarter these orientations provide procedural information

on how to participate in the on-campus recruiting program.

- *Networking*: A variety of workshops are offered that cover tips and strategies for networking at career fairs and other venues.
- *Resumes, Cover Letters, Interviewing, Evaluating and Negotiating Job Offers*: These workshops provide an overview of the essential components, tips and tricks for the successful application process and securing a job or internship.

Career Resource Library

The Library houses a specialized collection of occupational descriptions, industry information, job and internship listings, and company directories to help you with your career, job, and company searches. Our hardcopy collection complements our online collection, studentaffairs.stanford.edu/cdc/services/career-library.

Letter of Recommendation Service

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

Cardinal Careers

Cardinal Careers, studentaffairs.stanford.edu/cdc/jobs-internships, is a key online resource to obtaining information on jobs, employers, CDC services, workshops, events, programs, employer information sessions and other topics of interest.

When registered with Cardinal Careers, you'll be able to:

Top Ten Career Resources for PhDs and Postdocs

To: Stanford PhDs and Postdocs
 From: "CDC Career Resource Library" <cdc_library@mailman.stanford.edu>
 Subject: Top Ten Career Resources for Current PhDs and Postdocs
 Date: 2011-2012 Academic Year

Dear Scholars and Researchers,

We are pleased to list the Top Ten Career Resources for Stanford PhDs/Postdocs. These titles are based on questions received over the years. They cover the sciences, humanities, engineering, the social sciences and address questions from students and postdocs wanting to work in academia, industry, government, or in the non-profit sector.

Let us know if you have a favorite title not included; it might be listed here next year!

Sincerely,

Stanford Career Resource Library
 cdc_library@mailman.stanford.edu

Located online at **studentaffairs.stanford.edu/cdc/services/career-library**:

- **The Chronicle of Higher Education**
 News and jobs in academia and higher education, also at **chronicle.com**.
- **The Versatile PhD**
 Resources and community discussion on nonacademic career options. Particularly helpful for graduate students in humanities and social sciences. Completely confidential. Stanford students and postdocs have free access to the premium content service.
- **CareerInsider—Vault, Inc.**
 Electronic guidebooks about employers and career fields provided free of charge to Stanford students and postdocs. Choose any of the 90 titles, such as Advice from Top Tech & New Media Gurus / Biotech Careers / Fundraising & Philanthropy Careers / Top Consulting Firms / Top Government & Non-Profit Employers.
- **How to Prepare Your Curriculum Vitae**
 Shows how to organize your teaching and research experience, as well as what to keep in and what to leave out. Eight sample CVs from Anthropology, Astronomy, Clinical Psychology, Computer Science, Economics, German, Mathematics, and Women's Studies.

Located in the CDC Career Resource Library:

- **Money for Graduate Students in:**
 - **The Arts & Humanities**
 - **The Physical & Earth Sciences**
 - **The Social & Behavioral Sciences**
 More than 3,000 funding sources are listed. Gives the purpose, eligibility, monetary award, duration, special features, and deadline for programs.
- **So What Are You Going To Do With That? Finding Careers Outside Academia**
 Rethinking life after graduate school; soul-searching before job searching; networking and transitional experience; turning a CV into a resume; and how to turn an interview into a job. Also at Cubberly Education Library.
- **The Academic Job Search Handbook**
 Covers all aspects of the faculty job search with invaluable tips and updated advice. Addresses challenges such as those faced by dual-career couples and job search issues for pregnant candidates.
- **Job Search in Academe: The Insightful Guide for Faculty Job Candidates**
 Offers case studies of candidates who have followed both academic and non-academic paths. Includes issues such as those faced by minority candidates and by scientist candidates needing to negotiate faculty contracts to

ensure adequate lab space/resources. Sample application letters and vitae are included. Weblinks to sample documents can be found at **styluspub.com/resrcs/user/jsappendix.pdf**. Also at Swain Chemistry and Chemical Engineering Library.

- **From Student to Scholar: A Candid Guide to Becoming a Professor**
 Covers a range of critical issues: how to plan, complete, and defend a dissertation; improve teaching performance; publish research; develop a professional network; and garner support for tenure. Also at Jackson Business and Cubberly Education Libraries.
- **Put Your Science to Work: The Take-Charge Career Guide for Scientists**
 For new scientists and engineers or those seeking a mid-career change, this title gives you practical advice and techniques for finding traditional or non-traditional jobs in science. Includes examples of resumes and cover letters, and stories of scientists who have moved into a wide range of careers. Also at Branner Earth Sciences Library and at the Engineering Library.

- Schedule a 45-minute career counseling appointment.
- Access full-time, part-time, internships, and on-campus job postings listings.
- Set up job search agents, which will email you jobs of interest.
- Get activated for our on-campus interview program, Cardinal Recruiting.
- Sign up for e-newsletters on targeted career information and weekly events, including a special newsletter for PhDs and postdoctoral scholars.
- Simplify the job application process by storing resumes, cover letters, and transcripts online.

iNet Internship Network

Stanford University has joined ten other select universities to offer you a wider

range of internships through the iNet internship database. This is a separate registration process from Cardinal Careers, although both are accessed from the same initial login page, studentaffairs.stanford.edu/cdc/jobs-internships.

Cardinal Recruiting Program

Cardinal Recruiting is a program whereby employers come to the Stanford to interview current students during fall and winter quarters. PhD students are eligible to participate; however, postdocs are not eligible to participate. To participate in the program, create a Cardinal Careers account and complete the Cardinal Recruiting “Intent to Participate” form, available via a link on your Cardinal Careers home page. You will then be able to view and apply to Cardinal Recruiting designated jobs.

Career Fairs

During the academic year, the Career Development Center sponsors career fairs to enable you to interact with employers and perhaps find an internship or job. The largest career fair is the first one of the academic year, the Fall Career Fair. Throughout the year there are also many specialized fairs such as the PhD Career Fair, Startup 101 Entrepreneur Career Expo, Silicon Valley Nonprofit Fair, and the Energy & Environmental Career Fair. See the Career Fair link (studentaffairs.stanford.edu/cdc/services/career-fair-schedule) on the CDC home page for a complete list of upcoming career fairs and dates.

International Students

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

Career Counseling

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

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

Online Resources

For more information and resources on career development, job search strategies, and resources for international students, review the section of the CDC website specifically designed for international students and scholars, studentaffairs.stanford.edu/cdc/international-students.

For an e-newsletter with resources, job opportunities and timely information for international students and scholars, log in to your Cardinal Careers account, go to Profile/Academic/CDC Connect/Student Communities and then subscribe to the International Student newsletter.

Workshops and Programs

Some CDC workshops and programs are specifically designed for international students. The following workshops are offered during the academic year:

- Orientation to the CDC for International Students
- Resume and Cover Letters for International Students
- Job Search Strategies for International Students
- Interviewing Strategies for International Students

View the CDC Event Calendar via your Cardinal Careers account for specific dates and times of these recurring workshops and other special programs, and to sign up for workshops.

Networking and Informational Interviews: Stanford Career Connect

Learn from experienced Stanford alumni! Ask career questions, get advice and gather valuable information from alumni by going to studentaffairs.stanford.edu/cdc/networking and clicking the Career Connect link. Identify alumni by department, degree, specialty, industry and/or location, and then ask for a brief conversation to answer your career questions.

Visa Issues

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

Who Hires International Graduates and Scholars?

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

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

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

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

Additional Stanford University Services and Resources

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

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

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

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

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

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

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

Oral Communications Program (OCP) ctl.stanford.edu/speaking/oralcomm.html

Offers oral communication workshops, courses, and individual consultations to improve students' public speaking, oral presentation, and communication skills, including job talk and interviewing skills.

Hume Writing Center (HWC) stanford.edu/dept/undergrad/cgi-bin/drupal_pwr/hwc_graduates

Provides extensive writing support for graduate students through workshops, boot camps, individual consultations, and resources; including workshops on research statements and individual advising on written application materials.

School of Engineering, Technical Communications Program (TCP) soe.stanford.edu/current_students/tcp/index.html

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

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

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

Other On-Campus Career Centers:

- **School of Medicine Career Center (SoMCC)** med.stanford.edu/careercenter
Supports the professional development of medical and life science trainees through curricula, professional advising, networking/employer connections, and resources/reference tools.
- **School of Education, Career Services Office** ed.stanford.edu/careers
- **Law School, Office of Career Services** law.stanford.edu/school/offices/ocs
- **Graduate School of Business, Career Management Center** gsb.stanford.edu/cmc

PART I: THE ACADEMIC JOB SEARCH

GETTING YOUR BEARINGS

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

What Is Important to You?

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

Do you enjoy research? Do you love to teach? How do you prefer to spend your

time? What kind of department are you looking for? What kinds of colleagues do you hope to have? Looking at how you prefer to direct your time and energy can help you figure out if you are most interested in applying to large research universities, private liberal arts colleges, public universities, institutions with religious orientations, community colleges, or others. There is no single right answer for everyone; the goal is to figure out where you will thrive professionally.

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

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

Gather Information

It is crucial to know how academic positions are advertised in your discipline.

In many fields, a list of academic positions is published annually. First-round interviews then take place at an annual conference. If you have the opportunity to familiarize yourself with postings in your field before you go on the job market, by all means, do so! Take note of which postings interest you the most, and what types of qualifications are emphasized.

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

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

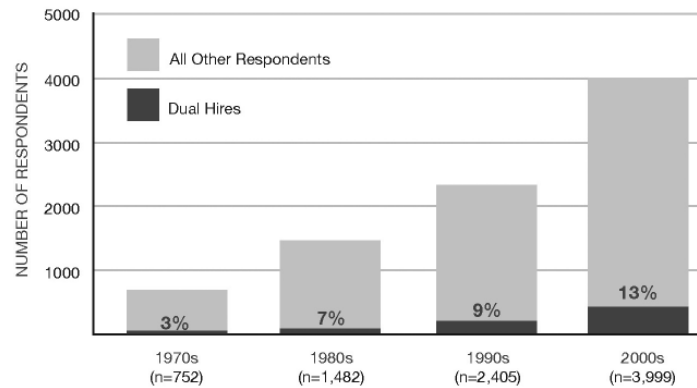
Dual-Career Academic Couples

Meeting the needs of dual-career academic couples—while ensuring the high quality of university faculty—is one of the greatest challenges facing universities today. The Clayman Institute for Gender Research at Stanford University published the results of a national study on this topic: Dual-Career Academic Couples: What Universities Need to Know. (stanford.edu/group/gender/ResearchPrograms/DualCareer/DualCareerFinal.pdf)

Today's Dual-Career Academic Couples:

- Academic couples comprise 36% of American professors
- Women faculty are more likely to be in an academic partnership than are men (40% versus 34%, respectively)
- Dual hires have comprised an increasing proportion of all faculty hires over the last four decades, from 3% in the 1970s to 13% in the 2000s
- In recent dual-hires, nearly half (46%) are assistant professors (52% women; 38% men)

FIGURE 9: DUAL HIRES AS A PROPORTION OF ALL RESPONDENTS HIRED EACH DECADE



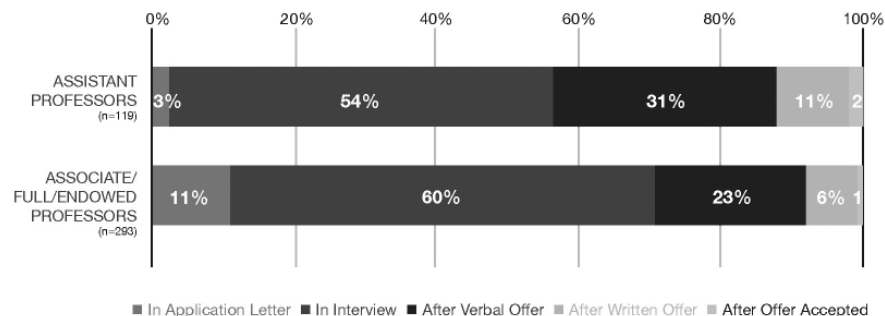
Dual hires represent 10 percent of all respondents. The proportion of dual hires has significantly increased from 3 percent in the 1970s to 13 percent in the 2000s.

When to Raise the Partner Question?

Institutional approaches to couple hiring tend to vary dramatically. Candidates should take time to investigate the culture and climate around dual career hiring at the institutions to which they apply in order to determine the best timing for raising the partner question.

- Candidates most often raise partner issues during interviews (57%)
 - A number of candidates also raise the issue after a verbal offer (25%)
 - Some candidates raise the issue in the letter of application (9%), while some do so after the written offer (8%).
- Not surprisingly, this timing differs by rank

FIGURE 25: WHEN IS PARTNER ISSUE RAISED? BY RANK OF FIRST HIRE



Senior candidates have more leeway than junior candidates to raise a partner issue earlier in the process.

Percentages do not add to 100 due to rounding.

CRAFTING YOUR CV

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

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

arts colleges and research universities—it is strategic to develop multiple versions of your CV.

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

If you have unique accomplishments, skills, credentials, or experiences that are absolutely required for the academic position to which you are applying, they *must* go on the first page. For example, if the job description emphasizes that candidates must have a proven record of securing grants and you have already experienced successes in this area, it is essential that you

convey your own funding record on the first page. Again, the key is to emphasize those aspects of your experience that align with the requirements for the position in question.

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

See the Resources for Sample CVs section below for suggestions of places to seek out sample CVs. The Career Development Center library has binders of PhD students' CVs and other application documents that you can browse through. Sample CVs from PhD students and postdocs in a variety of disciplines are available on the CDC website. You may find it useful to download and review CVs from faculty members in your own department or departments at other colleges and universities.

Resources for Sample CVs and Other Application Materials

- Our website: Visit studentaffairs.stanford.edu/cdc/phd-post-doc for sample materials from a variety of disciplines. (We are always looking for new samples, too! Contact our office if you are interested in adding yours to our archives.)
- CDC Library: In the library at the Career Development Center, you can browse through a big binder of past

PhD students' academic job application materials (used with permission), including CVs, cover letters, teaching statements and research statements.

- Your department: Some departments maintain formal or informal collections of application materials from past students. If such a collection does not exist in your department, consider starting one.

- Department websites: It is common for faculty members to post their CVs online. Browse through CVs from a variety of faculty members in your field to look for trends and best practices.
- *The Academic Job Search Handbook, 4th Edition*, by Julia Miller Vick and Jennifer Furlong, is a valuable resource with samples from a variety of disciplines.

CV Headings

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

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

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

Candidate's Name

Name of Department

Stanford University

Address, City, State 12345

(650) 123-4567 name@stanford.edu

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

EDUCATION

Stanford University, Stanford, CA

PhD in Name of Program, expected June 20XX

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

Previous University, City, State

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

Optional: Thesis title, advisor's name

Previous University, City, State

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

Optional: Senior thesis title, advisor's name

NEXT HEADING HERE

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

RESEARCH EXPERIENCE

Organization, Lab, or Project, City, State

Research Assistant, September xxxx to present

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

Name • Page 2 of 3

Organization, Lab, or Project, City, State*Research Assistant, September xxxx to present*

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

TEACHING EXPERIENCE**Name of College or University, City, State***Lecturer, September xxxx to June xxxx*

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

RELATED PROFESSIONAL EXPERIENCE

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

UNIVERSITY SERVICE

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

PUBLICATIONS

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

Name • Page 3 of 3

PRESENTATIONS

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

ADDITIONAL EXPERIENCE

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

HONORS AND AWARDS

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

PROFESSIONAL AFFILIATIONS

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

REFERENCES

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

WRITING COVER LETTERS FOR ACADEMIC POSITIONS

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

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

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

Sample Letter

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

Date

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

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

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

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

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

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

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

Sincerely,

Your Name

ADDITIONAL APPLICATION MATERIALS

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

Research Statements

Research statements may vary quite a bit from one discipline to another. Your advisor and other faculty members in your department are wonderful resources in this area. Length of a research statement may vary from one job application to another and across fields; typically, they will range from one to five pages.

However, what most research statements do have in common is that they address four primary areas: the context and significance of your work, the educational and research foundation you bring to your work, your current and/or dissertation research, and your research plans for the future.

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

When you are writing about your research plans for the future, you may describe both your short-term research goals as well as broader ideas for long-term goals. These descriptions might include plans

for funding or for future collaborations. Ensure that your research plans are in line with what the institution to which you are applying can offer in terms of support (space, technology, funds, and so on) and that institution's mission and priorities. If you are applying, for example, to both large research institutions and small liberal arts colleges, you would likely have two different versions of your research statement to send. If involving undergraduates in faculty research is a priority for a certain institution, you can explain how you would involve undergraduates in your research.

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

Teaching Statements

Sometimes called a Statement of Teaching Philosophy, this document—typically one to two pages—is where you bring your teaching to life for the search committee. Getting started is often the hardest part of writing a teaching statement—see the sidebar “Getting Started on Your Teaching Statement: Questions to Consider” for questions to jump-start your writing

process. Check the CDC's workshop schedule for PhD workshops taught by staff from Stanford's Center for Teaching and Learning as well, including sessions on how to write a teaching statement as well as a hands-on clinic where you can review and revise a draft with others.

The best teaching statements convey your passion for teaching and include specific examples. Sometimes applicants think that “teaching philosophy” means they are supposed to only describe their theories about teaching. On the contrary, your statement should convey your values about teaching and students through evidence, anecdotes, and examples. Paradoxically, the more invested you are in teaching, the harder it can be to develop your teaching statement. Start early, write multiple drafts, and do not hesitate to seek another perspective from a career counselor at the CDC.

Dissertation Abstract and/or Writing Sample

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

Evidence of Teaching Excellence and/or Sample Syllabus

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

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

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

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

Getting Started on Your Teaching Statement: Questions to Consider

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

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

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

Adapted from Stanford University’s Center for Teaching and Learning

Letters of Recommendation

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

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

to your teaching in more depth when they have seen you teach—so invite them to observe your teaching!

Think about how you can best prepare your recommenders to write compelling letters that speak to your strengths. Are there materials with which you can provide them? Make sure they are aware of the audience and the types of institutions to which you are applying. It is not unheard of for faculty members to ask PhD students to jot down some notes or even draft a sample

letter for them to edit and revise. If you put together such a draft, it is imperative that you do not privilege modesty above making a strong case. This is not the time to be worried about bragging. Write persuasively and generously about your accomplishments and provide evidence for your assertions. If you still feel reluctant to “sell” yourself, ask a trusted friend, colleague, or classmate for help.

Applying to Community Colleges

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

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

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

ACADEMIC INTERVIEWS

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

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

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

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

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

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

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

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

First-Round Interviews: Phone

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

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

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

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

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

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

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

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

First-Round Interviews: Skype

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

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

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

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

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

First-Round Interviews: Annual Conferences

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

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

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

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

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

On-Campus Interviews

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

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

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

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

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

One of the biggest and most exciting challenges for those interviewing for academic positions, particularly if it is the first year you are in the academic job market, is the shift in role. No longer are

you perceived as a student! Many PhD candidates have returned from on-campus interviews remarking on their surprise at being received as a colleague. The audience at your job talk is not like your dissertation committee. Be prepared for different kinds of questions—more along the lines of questions one colleague would ask another, as opposed to those that a professor would ask a student.

Common sense and courtesy rule the day in how to conduct oneself at an on-campus interview. Avoid or minimize alcohol at meals (positions have been lost after inebriated candidates made statements they would later regret). Treat everyone you

encounter—students, staff, faculty, and administrators—with respect, consideration, and interest. Resist the temptation to vent or complain at any point during the day to anybody. If the flight was tedious or you don't care for the campus architecture, save those details for private phone conversations later. For some reason, the temptation to let down one's guard and vent is especially great when walking from one appointment to another with a member of the search committee or a student. Strive to maintain the pleasant and engaging demeanor you had during the interviews.

Preparing for an Academic Job Talk

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

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

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

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

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

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

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

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

PhD students can get feedback and advice on job talks at Stanford's Oral Communication Program, a part of the Center for Teaching and Learning. For more information, visit ctl.stanford.edu/speaking/oralcomm.html.

Adapted from the Stanford University Oral Communication Program

Interview Questions

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

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

General Questions

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

Research

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

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

Teaching

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

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

Why This University

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

Questions for the Department

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

about opportunities for interdisciplinary collaboration?”

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

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

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

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

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

After the Interview: Thank-You Notes and Waiting

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

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

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

Negotiation

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

Know Your Value

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

Know the Numbers

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

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

Know Your Priorities

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

View It as a Win-Win

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

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

Get Absolutely Everything in Writing

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

36 Negotiable Items in an Academic Position

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

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

Possible Outcomes and Looking Ahead

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

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

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

When you are ready, and if you are interested, Stanford's CDC also offers a wealth of options and services that may prove useful. 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 counselor. We can also work with you to figure out how to connect with alumni of your program or similar programs who pursued a variety of paths. These connections can be refreshing and provide a new and useful perspective. We also invite you to explore the parts of this guide devoted to the non-academic job search as well. Know that there are many ways to express the skills and experience you have gained throughout your education, and that the most rewarding paths may even be ones you haven't yet explored.

PART II: PHD PATHWAYS

CAREER OPTIONS BEYOND ACADEMIA

Perhaps you are rethinking an academic career path or may simply be interested in learning what options exist. You may have always wanted to use your PhD outside of academia or have recently decided that you need a Plan B. Regardless of your reason, the process of exploring options outside academia can be both exciting as well as daunting. It certainly feels like venturing into the unknown compared to the familiar landscape of academic careers. However, your graduate training will serve you well, as the process is similar to

research work. As you well know, each new research project requires launching into the unknown and figuring things out as you go along. Your ability to ask relevant questions, locate resources, research, solve problems and synthesize complex and disparate information will help you successfully navigate this process.

Know Yourself

The essence of career planning is finding a fit between who you are and an environment that suits you. The first step is

to assess your skills, interests, motivations, personality, and talents. Career planning is not a one-time event, but a dynamic, ongoing process as you learn and respond to change in yourself, your employer, and your field.

PhD Skills

As a PhD student or postdoc, you might be concerned about your lack of skills for jobs outside of academia. However, the reality is that you have developed many skills that are valued both in academia and

Advice from Stanford PhD Alumni: What PhD Students and Postdocs Considering Alternative Careers Need to Know

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

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

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

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

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

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

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

in private and public sectors. PhD students and postdocs may have many of these traits and skills:

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

- Organization, multi-tasking, and time management skills
- Ability to work with the committee process, do advocacy work
- Competitiveness, enjoyment of challenge
- Creativity, resourcefulness, and ability to persevere

Interests, Personality, Values, and Other Considerations

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

Career Inventories and Worksheets Will Help You:

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

Formal assessment tools offered through the CDC include Strong Interest Inventory, Campbell Interest and Skill Survey, Myers-Briggs Type Indicator, StrengthsQuest, and Skills and Values card sorts. In addition, you can access worksheets that you can do on your own and the Guided Career Path tool from our webpage at studentaffairs.stanford.edu/cdc/identify/self-assessments.

Careers in Engineering

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

Research

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

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

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

To change your research focus, build your network and knowledge of your intended subject area. In this case, your transferrable competencies, such as the

methods, tools and equipment you have used, may be more valuable and relevant assets than your expertise in a narrow specialty.

Product Development

Do you want applied (product-oriented) research, product design or development? Applications engineering to help customize products to customers' specific needs? Manufacturing? At what size company? Who are your customers/clients?

Gather information and advice from:

- The Career Resource Library—studentaffairs.stanford.edu/cdc/research/engineering-library
- Career Insider/Vault industry and career guides—studentaffairs.stanford.edu/cdc/services/career-library
- Informational interviews with alumni and others in your intended field—alumni.stanford.edu/get/page/career

Find potential employers in your target niche through corporate and networking directories like

- Rich's Directory—studentaffairs.stanford.edu/cdc/services/career-library
- Alumni directories—alumni.stanford.edu/get/page/career and LinkedIn

Find field-specific job postings at

- cdccapps.stanford.edu/stanfordcdc/fe/links/browseLinks.do?categoryId=1416
- The website of your professional society or association

Ask yourself (and others!), "Who would benefit from my specific knowledge and/or transferrable skills?" For instance, if you have ideas for improving equipment you've used in your research, contact your equipment supplier. If your research project has potential to become a product, then check the entrepreneurial section of the CDC website (studentaffairs.stanford.edu/cdc/research/entrepreneur) or the Stanford Entrepreneurship Network (sen.stanford.edu).

Other Roles

What about technical consulting? Or management consulting? Failure analysis? Technology transfer—moving ideas from the lab to reality? Patents and intellectual property? Developing policy? Or perhaps something else?

Whatever your intended path, a CDC counselor can help clarify your objective, articulate your relevant strengths and guide you to the most appropriate resources.

Career Fields by Skills

The skills that you have developed during graduate studies are readily transferable to a variety of occupational settings. The following chart outlines some possible career options.

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

RESEARCH YOUR OPTIONS AND WHAT'S OUT THERE

Brainstorm Career Ideas

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

Books in the CDC Career Resource Library

- *So What Are You Going To Do With That?: Finding Careers Outside Academia*, by Susan Basalla and Maggie Debelius: Rethinking life after graduate school; soul-searching before job searching; networking and transitional experience; turning a CV into a resume; and how to turn an interview into a job.
- *Outside the Ivory Tower: A Guide for Academics Considering Alternative Careers*, by Margaret Newhouse, PhD: A guide for any graduate student or PhD who wants to explore alternatives to a traditional academic career or to actively

seek nonacademic jobs. Teaches a process of career exploration and job search.

- *Put Your Science to Work: The Take-Charge Career Guide for Scientists*, by Peter Fiske, PhD: For new scientists and engineers or those seeking a mid-career change, this title gives you practical advice and techniques for finding traditional or non-traditional jobs in science. Includes examples of resumes and cover letters, and stories of scientists who have moved into a wide range of careers.
- *Alternative Careers in Science: Leaving the Ivory Tower*, by Cynthia Robbins-Roth: Looks at various alternative careers including intellectual property, medical consulting, university technology transfer, venture capital, publishing, and biomedical consulting. Each chapter covers a different career track and includes basic job description, qualifications, responsibilities, expectations, typical day scenario, etc.

Forums & Articles

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

Below are other relevant articles:

- **What Else Can I Do? And Other Frequent Questions**
chronicle.com/article/What-Else-Can-I-Do-Oth/45257

- **How to Do What You Love:** Questions to ask yourself when deciding on a direction for your career
chronicle.com/article/How-to-Do-What-You-Love/46105
- **Outside, Over There:** A discussion of web blogs and other sites for non-academic careers
chronicle.com/article/Outside-Over-There/44964
- **Where to Find Information on Nonacademic Careers**
chronicle.com/article/Where-to-Find-Information-on/45379#humanities
- **A Sample Plan:** This article discusses a one-year plan for a non-academic job search
chronicle.com/article/A-Sample-Plan/45453

Online Resources

- **The Versatile PhD** (studentaffairs.stanford.edu/cdc/services/versatilephd)
Resources and community discussion on nonacademic career options. Particularly helpful for graduate students in humanities and social sciences. Completely confidential. Stanford students and postdocs have free access to the premium content service.
- **Beyond Academe** (beyondacademe.com)
Produced by and for historians; the tips on this site are applicable to those in other fields as well. The site includes an FAQ section designed to help historians learn more about job options outside of academia and tips on transforming a CV.

- **Sellout** (ironstring.com/sellout)
Resource for PhDs considering careers beyond the university. Created by an English literature PhD who works in the software industry.
- **PhDs.org** (phds.org)
Relevant articles on career development and academe, as well as numerous job postings.
- **Science Careers, from the journal Science** (sciencecareers.sciencemag.org)
Contains career information for PhDs in science and technology including career profiles, advice, jobs, and more.
- **Leaving Academia** (leavingacademia.com)
A blog, podcast and community that provides insight, inspiration and information for grad students and faculty considering post-academic careers.
- **How to Leave Physics** (poplarware.com/personal/lvphys.html)
After earning a PhD at Cornell and conducting a few years of postdoctoral research, Jennifer Hodgdon left academia to work for Goldman, Sachs & Co. as a strategist in commodities trading. Two years later she left Wall Street, worked as a software consultant, and is now a research scientist at MathSoft, a company that makes mathematical and statistical software. This site describes her experiences and the lessons she's learned.
- **Mathematical Association of America** (maa.org/careers/index.html)
Offers over forty-five career profiles of professionals who use mathematics on a daily basis—some in academia and government, but most are drawn from industry. This database contains mathematicians from all degree levels, and is especially easy to scan for position title and organization/firm.

Investigate Options

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

“Research Your Career Fields,” a collection of career field overviews compiled by the CDC’s Career Counseling staff, at studentaffairs.stanford.edu/cdc/research. For individualized assistance with your career research, speak with the CDC’s Resource Specialist (email: cdc_library@mailman.stanford.edu).

Once you have narrowed the choices, you can conduct informational interviews (see networking in the next section) with professionals who are working in those fields or organizations to delve deeper into relevant career information and to find answers to questions in which you are particularly interested.

Gain Experience

If you are beginning your graduate or postdoctoral program or can make the time, take some related courses or participate in internships, part-time, contract/project/

consulting, or volunteer work to test out your interest and suitability for the job. Gaining relevant experience will allow you to build more confidence in your career

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

NETWORKING AND INFORMATIONAL INTERVIEWS

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

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

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

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

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

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

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

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

Five Steps for Conducting Informational Interviews

1) Develop a List of Possible Contacts

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

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

2) Ask for the Informational Interview

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

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

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

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

3) Prepare Yourself

Read about your contact's field and organization in order to get the most out of your meeting as well as show your interest.

Come up with a concise description of your background and prepare a list of questions you might like to ask:

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

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

4) Conduct an Effective Meeting

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

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

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

5) Follow Up

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

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

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

Networking Online

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

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

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

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

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

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

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

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

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

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

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

MORE JOB SEARCH TIPS

- *Schedule time for your job search:* As a graduate student or postdoc, spare time is hard to come by. Set aside time in your busy schedule to devote to career exploration and the job search. Make concrete, realistic goals (e.g., work on polishing resume and have it critiqued this month, print out business cards to use for networking, conduct 1-2 information interviews per month) and check your progress. Partner with someone you trust and hold each other accountable to work on career issues. You can also check in with your career counselor on a regular basis to assess your progress and to strategize your next steps.
- *Customize your resume/CV and cover letter:* Evaluate the job description, and organize the information on your resume to highlight the knowledge, skills and abilities the employer is seeking. Employers initially spend around 20-30 seconds scanning your resume. Make sure your most relevant and impressive experiences easily catch the attention of the reader. Depending on the career field, you may need to convert your CV into a resume or create a CV/resume hybrid.
- *Hone your interviewing skills:* Learn how to respond to various types of questions and direct the employers to your strengths and relevant experiences. Describe your experiences in succinct and effective ways including the problem you faced, the action you took, and the results you achieved. Be ready to address why you have decided to leave academia and how your skills transfer to this career field.
- *Tailor your job search:* Research your target employers and find out the best ways to secure employment. Many industries and small organizations (entertainment, venture capital, small nonprofits) do not post jobs on the internet and require proactive job search strategies. Other organizations may rely on college recruiting as their primary hiring strategy (consulting, investment banking, etc.) and you will need to familiarize yourself with their recruitment schedules and processes.
- *Learn how to effectively search for jobs online:* Accessing jobs posted on the Internet is convenient and easy to do. However, big, highly visible job boards make it difficult for job applicants to distinguish themselves. Studies show that only 4% of users find jobs through these sites. Focus on niche websites or go to the company website when possible. The CDC's job posting database, Cardinal Careers, is small but about 50% of the jobs are exclusively posted to this site. The CDC also recommends the job site **Jobcentral.com** as it searches and aggregates jobs from company web sites as well as other job boards. For additional recommended sites, visit studentaffairs.stanford.edu/cdc/jobs/jobsearch-internet. Use keywords to search for jobs, and gradually add more search criteria to narrow your results. Experiment with each search engine to get the best results.
- *Target employers directly:* Whether employers have openings or not, contacting employers directly, though intimidating, can be extremely effective. Job seekers need to research the organization thoroughly before approaching the employer and tailor their resume and their cover letter for maximum impact.
- *Participate in Cardinal Recruiting:* Cardinal Recruiting enables employers to schedule interviews with students on-campus (not available to postdocs). Employer representation tends to be fairly narrow, primarily technical, consulting and finance organizations, but you should take advantage of this service if you are interested in these fields.
- *Attend Career Fairs:* If you are interested in looking for a job or finding out more about a potential career, this is a convenient way to connect personally with various employers in one location. CDC sponsors more than a dozen career fairs each year (studentaffairs.stanford.edu/cdc/services/career-fair-schedule), including a PhD Career Fair, and provides a list of participating employers before each fair through your Cardinal Careers account.
 - Research who will be present and target employers accordingly. Have a plan of action.
 - When getting dressed for the event, keep in mind the industry and type of position you desire.
 - Prior to attending a fair prepare a 30-second pitch to engage recruiters. The goal is to connect your background to the organization's need. In less than a minute, you need to introduce yourself, demonstrate your knowledge of the company, express enthusiasm and

interest, and relate your background to the organization's need, and end with a relevant question. This is meant to be a dialogue, not a monologue. Keep in mind that this is your opportunity to interact with a company insider, collect valuable information, and make a positive impression.

- Bring copies of your resume (prepare several versions if you are targeting

different industries) for employers who wish to collect them to take notes and remember you. It's standard for most employers to ask you to submit your resume online. You may choose to gather pertinent information during the fair to enhance your application.

- Job fairs can be stressful for attendees, who often find they must wait on line to speak to employers. Demonstrate

professional behavior and etiquette at all stages of interaction with an employer, even while waiting. Be both assertive and respectful to those around you.

- Keep track of those organizations and representatives with whom you spoke. If appropriate, send thank-you notes to those representatives you wish to pursue. This will set the stage for future correspondence.

The Effective Public Service Job/Internship Search

Timeline

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

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

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

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

Strategies

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

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

- **Young Nonprofit Professionals Network** (ynpn.org) 10,000 members in over 12 cities. The website lists jobs, events, and email

list subscriptions for topics such as mentoring.

- **Young Women Social Entrepreneurs** (ywse.org) This organization, with chapters in 5 large cities, provides an environment in which young women social entrepreneurs' visions and goals are affirmed, supported, promoted, and propelled.
- **Net Impact** (netimpact.org) Net Impact is a global network of leaders who are changing the world through business.

Career Fairs (studentaffairs.stanford.edu/cdc/services/career-fair-schedule) Organizations that come to career fairs tend to be those who have money and time to send staff out of the office for an entire day and know their hiring needs well in advance (6 - 9 months). Nonprofit and government organizations that attend career fairs will be those whose services require multiple hires and need to hire frequently (teaching-related, family/mental health services, Peace Corps, State Dept., etc.). One exception is the CDC's annual **Nonprofit Career Fair in March**, which fits well with nonprofits' hiring timelines.

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

Resources

CDC Connect: Public Service Careers Newsletter (studentaffairs.stanford.edu/cdc/research/public-svc-overview) Weekly email contains job/internship postings, events, resources, and other tips related to all types of public service careers

Public Service Careers Website (studentaffairs.stanford.edu/cdc/publicservice)

Find information on nonprofit and government organizations, career paths, networking resources, fellowships, and job search strategies. In the Fellowships section you will find a PDF with information on the following fellowships:

- The Christine Mirzayan Science & Technology Policy Graduate Fellowship Program
- Presidential Management Fellows Program
- Google Policy Fellowship
- John A. Knauss Marine Policy Fellowship
- American Institute of Biological Sciences Graduate Student Policy Fellowship
- Targeted Congressional Fellowship Programs
- AAAS Science & Technology Policy Fellowships
- American Chemical Society Science Policy Fellowship
- John Bahcall Public Policy Fellowship
- California Science and Technology Policy Fellowship
- The Hellman Fellowship in Science and Technology Policy
- American Political Science Association Congressional Fellowship Program
- USAID World Learning Democracy Fellows Program
- Jefferson Science Fellows at the U.S. Department of State
- Aldo Leopold Leadership Program
- Robert Wood Johnson Foundation Health Policy Fellowships Program

Making the Difference (makingthedifference.org) Federal Government Information

World Bank (go.worldbank.org/F0PZX30550) Young Professionals Program

Asia Development Bank (adb.org/Employment/young-professionals.asp) Young Professionals Program

RESUMES AND COVER LETTERS

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

possible and let the employers figure out what might be useful, keep in mind that your readers will not have the time or motivation to do so.

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

language of the field for which you are applying.

The resume is a marketing tool and in order for you to write an effective one, you need to 1) know what you have to offer (skills, knowledge, experience, achievements), 2) know the market or employer's needs and 3) demonstrate fit in an attractive and clear format. It needs to be written to let the reader know why you can do a particular job well.

Resume Sections

Name and Contact Information

- Your Name
- Address (personal mailing address, not your institutional office address; can leave it out for privacy and security reasons if circulating the document widely).
- Phone Number (list the number that you'll answer; make sure your voicemail greeting is appropriate)
- Email Address (avoid using your "fun" address name, list your simple, professional one)
- Website or LinkedIn address (if pertinent)

Objective

- Optional; needs to be clear, concise and meaningful.

- Can include the specific position you are seeking, skills you wish to use on the job, field or organization type in which you are interested, or a combination of all of the above (e.g. Seeking a position in museum administration requiring strong research and writing skills and a background in art history).

Education

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

What is the difference between a CV and a resume?

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

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

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

Experience

- Listed in reverse chronological order, with the most recent experience first.
- Include name of organization, location (optional; be consistent in usage with other sections), position title, dates (include month if appropriate).
- Describe your accomplishments, starting with action verbs rather than using passive language such as “duties included” or “responsible for” (see sample action verbs on the pages that

follow or Google “resume verbs” for additional suggestions).

- Use either past or present tense as applicable and keep your format consistent.
- Leave out personal pronouns such as “I,” “me,” “my.”
- Quantify and highlight results and accomplishments whenever possible (e.g., Received fellowship awarded to 5% of applicants, Increased efficiency by 40%).
- Include paid jobs and any non-paid experience (internships, volunteer community service, relevant academic/extracurricular projects, and professional/student activities) that relates to the job you are pursuing.

- Divide experience into two or more sections, when relevant. Possible section headers include Relevant Experience, Additional Experience, Research & Project Management Experience, or Leadership & Communication Experience.

Other Sections

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

Resume Format

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

Chronological Format

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

Combination Format

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

have experience that can be grouped under relevant headings.

Functional/Skills Format

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

Resume Tips

- Make sure the way you prioritize information reflects the priorities of the organization to which you are applying; consider placement on page, order of bullet points, and number of lines.
- Use limited amounts of **bold**, *italics*, CAPITALS, and underlining strategically to bring attention to the most relevant information.
- Balanced use of blank spaces and margins is important. Don't make your margins and font size too small. Keep margins to around .7 to 1 inch and font size to 10

or 11 point (adjust as needed for various font styles).

- Don't include personal information such as marital status, photo, or physical characteristics unless you are applying to jobs outside of US and Canada and this is the norm for that country.
- When sending emails electronically, attach as a PDF file to preserve formatting and name your file clearly to allow employers to easily identify your resume (e.g., Your name_Resume).

- References do not need to be listed unless they have been requested. Instead of using space to include the line: “References available upon request,” have a separate list ready for submission, typically during the final stages of your interviews (see Sample Reference List later in this *Guide*).
- Have your resume critiqued by several people for content and grammar. Bring your resume to the CDC to have it reviewed by a career counselor.

Sample Action Verbs Listed By Functional Skill Area

Communication

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

Creative

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

Planned
Problem-solved
Shaped
Synthesized
Visualized
Wrote

Detail-Oriented

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

Financial

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

Manual Skills

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

Providing Service

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

Organizing

Achieved
Assigned
Consulted
Contracted
Controlled

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

Leadership

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

Research/ Investigation

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

Extrapolated
Gathered
Identified
Inspected
Investigated
Monitored
Proved
Reviewed
Surveyed
Tested

Technical

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

Teaching Skills

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

Sample Resume

Giancarlo (John) Marconi

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

SUMMARY OF QUALIFICATIONS

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

EDUCATION

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

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

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

RELEVANT EXPERIENCE

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

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

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

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

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

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

Technical Communication

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

ACTIVITIES

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

SKILLS

Programming: Matlab, C/C++

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

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

HONORS

Nokia Wireless Design Competition—2nd Place 20xx

Presidential Fellowship 20xx—20xx

PROFESSIONAL AFFILIATIONS

IEEE, Stanford IEEE Student Chapter

Sample Resume

ELEANOR J. BANKS

PO Box 94305
Stanford, CA 94309
(650) 123-4567
name@stanford.edu

OBJECTIVE:

To apply my demonstrated research, writing, and editing skills to a research analyst position

EDUCATION:

Stanford University, Stanford, CA
PhD in English, expected 6/20XX

Brandeis University, Waltham, MA
B.A. in English (6/20XX)

RESEARCH/WRITING/EDITING EXPERIENCE:

- | | |
|-----------------|--|
| 11/20XX-present | Studies Enterprise Research , Palo Alto, CA
<i>Consultant:</i> Researched and wrote reports on small business education needs. Developed curriculum and audiovisual materials in business education. Conducted 5 workshops for 100+ teachers and the California Education Agency |
| 6/20XX-8/20XX | Texas Commission on Economy and Efficiency , Austin, TX
<i>Writer/Editor:</i> Analyzed data, wrote, and edited commission reports on the state personnel system and computer services |
| 7/20XX-8/20XX | South Educational Development Laboratory , Austin, TX
<i>Technical Writer:</i> Researched and wrote monthly publication on educational technology issues. Developed curriculum materials used by Texas Education Agency |
| 6/20XX-8/20XX | Texas Comptroller of Public Accounts , Austin, TX
<i>Research Analyst:</i> Researched and wrote quarterly reports on Texas business trends. Monitored legislative meetings relevant to economic issues. Conducted research on cost-cutting measures |

ADDITIONAL INFORMATION:

Computer: Publisher, PowerPoint, Word, Dreamweaver, Drupal, Photoshop, Mac/PC environments
Languages: Fluent in Spanish, conversational skills in French
Interests: Education, biking, hiking, reading, travel, and social networking

Sample Reference Page

REFERENCES FOR JORDAN HOSAY-BATES:

Prof. Richard Choksi (Dissertation Advisor)

Department of Chemistry
Stanford University
Stanford, CA 94305
(650) 123-4567
name@stanford.edu

Jennifer Chen (Internship Supervisor)

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

Michael River (Internship Supervisor)

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

Cover Letters

Cover letters provide you with the opportunity to:

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

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

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

Cover Letter Tips

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

Cover Letter Format

Your Street Address
City, State, Zip

Date

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

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

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

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

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

Sincerely,

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

Your Typed Name

Sample Cover Letter #1

P.O. Box 12436
Stanford, CA 94108

March 10, 20XX

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

Dear Dr. Lee:

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

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

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

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

Sincerely,

Estelle Perez

Sample Cover Letter #2

1483 California Avenue
Palo Alto, CA 94302

December 14, 20XX

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

Dear Ms. Morisette:

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

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

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

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

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

Sincerely,

Mazalia Kuanni

INTERVIEWS

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

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

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

Before the Interview

Know Yourself

1. Review your resume/CV, past work and accomplishments, academic and extra-curricular experiences.
2. Develop a checklist of the most relevant skills and experiences that you have to offer. Also, be prepared to reassure employers about areas of weakness in your resume.
3. Recall concrete examples to demonstrate each of your top skills or qualifications
4. Consider working with a CDC career counselor to identify your skills, interests, personality style, and values as they related to your career choice.

Research the Position/ Organization/Industry

1. Match your qualifications to the job description. What are their needs and interests? If a job description does not

exist, research the career field and review sample job postings.

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

Practice, Practice, and Practice

1. Most of us are not used to talking about our accomplishments. Finding the right

vocabulary, wording, and tone does not come easily. Practice articulating your skills and providing clear examples.

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

Interview Tips

- Employers are seeking two major criteria when interviewing:

1) Ability: Can you do this job? (skills and qualifications)

2) Fit: Are you a good fit with the organization? Are you motivated to do this job? Will you remain committed to

this company? (personal qualities, motivation/interest, and goals)

- Based on your research of the employer's needs, plan your answers ahead of time. What information needs to be communicated to ensure that the employer will have confidence in your abilities, motivation, and fit?
- The interview is a two-way conversation. Keep in mind that you are interviewing

your potential employers as much as they are interviewing you. Observe carefully and ask thoughtful questions to help you to determine whether this is the right job and organization for you.

- Work to create a positive impression and build strong rapport. Interviewers remember their impressions of you, how you answered the questions and conducted yourself, rather than exact content of your answers.

- Ask for clarification if you are confused by a question. This shows poise on your part and allows you to answer questions appropriately.
- Be yourself. Do not exaggerate, give insincere answers, or memorize perfectly scripted answers. Interviewers prefer candidates who are authentic, focused, and engaging.

Preparing for Questions

1. Whenever possible, answer questions using specific examples to support your response. Think of the acronym STAR (situation, task, action, and result):
 - **Situation/Task:** Describe the situation and/or task
 - **Action:** What action did you take? (Even if it was a team scenario, identify YOUR contributions and action steps)
 - **Result:** Discuss the outcome of your action, making sure to mention accomplishments or improvements resulting from your action

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

2. Emphasize the most relevant and impressive aspects of your background and qualifications (paid work, research experience, projects, extracurricular, volunteer experience, specific skills).
3. Stress and clarify how skills you have developed in the past are transferable to the employer's organization.

4. Speak in positive terms about previous experiences and employers.
5. Talk about your accomplishments and skills (remember what you don't tell an interviewer, she/he won't know). Also, don't assume they have read your resume in depth or remember it in detail. Walk them through your most relevant experiences and explain how they have prepared to you to handle the responsibilities of the new job.

Types of Interviews

Screening Interviews

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

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

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

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

One-on-One Interviews

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

Panel/Committee Interviews

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

Behavioral Interviews

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

Case Study Interviews

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

situational questions to evaluate a candidate's analytical skills. The CDC Resource Library has extensive resources to help you understand and prepare for case interviews, including practice questions.

Second Round or Site Interviews

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

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

Stress Interviews

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

Typical Stages of an Interview

The First Impression

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

Discussion of Background and Qualifications

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

Determination of Your Career Goals

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

Demonstration of Your Interest in the Organization

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

Conclusion

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

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

Follow-up

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

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

Sample Interview Questions

- Tell me about yourself.
 - Keep your answer brief and relevant, one or two minutes. Offer highlights of your qualifications, goals, and interests as they relate to the job.
- What are your top 3 strengths?
 - Of your many strengths, choose ones that are important for the job and back up your assertions with clear examples.
- What is your weakness?
 - Identify a weakness that is not too detrimental to the job and discuss what you have been doing to overcome or improve it.
- If appropriate, present a weakness that can also be a strength.
- What is your expected salary?
 - If possible, defer salary discussions until after a job offer has been made. You may want to state that you are more interested in establishing a good fit between you and the job at this point

and would be happy to discuss salary when an offer is presented.

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

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

Unusual Questions

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

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

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

Questions to Ask Employers

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

About the Organization

- How would you describe your organization's culture?
- How would you describe your organization's style of management?
- What are some of the challenges the organization is currently facing?
- What do you see as your organization's strengths and weaknesses?
- How will industry trends affect this organization within the next 3-5 years?
- Where are the areas of future growth for the organization?
- How are goals established for areas of future development?
- What is the method of feedback/evaluation used by this organization?
- How are people trained or brought up to speed with regard to their responsibilities?
- How and when is performance evaluated?

About the Position

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

Inappropriate Questions

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

EVALUATING AND NEGOTIATING JOB OFFERS

Job Search Endgame

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

Receiving the Offer

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

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

Managing Multiple Employers

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

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

First, Evaluate the Big Picture

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

Revisit Your Values and Preferences

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

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

Assess the Organization and Industry

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

What growth or trends are happening in the industry?

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

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

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

What are the opportunities and expectations about publishing your work?

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

Helpful resources:

- The Vault/Career Insider at studentaffairs.stanford.edu/cdc/services/career-library offers informative industry overviews
- Google Finance has profiles and news feeds for most businesses

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

Review Your Role and Responsibilities

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

Evaluate the Offer

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

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

Salary and Market Value

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

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

The Overall Compensation Package

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

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

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

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

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

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

Preparing to Negotiate

Do You Want or Need to Negotiate?

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

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

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

When Should You Negotiate?

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

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

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

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

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

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

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

Negotiating

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

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

What to Say and Do During a Negotiation

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

Here is a sample script for the negotiation process:

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

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

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

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

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

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

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

Negotiating Other Elements

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

Accepting and Rejecting Offers

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

acceptance letter as well (see the sample in this section, as well as others in the CDC Career Resource Library). You will likely phone or email your contact to enthusiastically accept the offer, and inform the employer that the signed document is on the way.

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

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

Ethics and Etiquette

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

The CDC expects 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 CDC’s Cardinal 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; CDC career counselors are available to meet with you one on one to discuss your situation.)

Frequently Asked Questions

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

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

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

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

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

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

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

Q: How do I request an offer in writing?

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

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

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

Helpful Resources

The CDC has compiled a handful of salary websites at studentaffairs.stanford.edu/cdc/job/salary.

The CDC Career Resource Library contains helpful information for job offers and negotiation, including:

- *Negotiating Your Salary: How to Make \$1000 a Minute* by Jack Chapman (If you have time for only one book, this is the recommended one.)
- *Next-Day Salary Negotiation: Prepare Tonight to Get Your Best Pay Tomorrow* by Maryanne Wegerbauer
- *Ask For It: How Women Can Use the Power of Negotiation . . .* by Linda Babcock and Sara Laschever

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 counselors at the CDC. For urgent

matters, we offer short 15-minute meetings daily—no appointment necessary. Longer 45-minute appointments may be scheduled in advance through your Cardinal Careers account.

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

Sample Job Offer Communications

Dear Ms. Gonzalez,

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

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

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

Sincerely,

Nick Gupta

Declining a Job Offer

Dear Madeleine,

I hope this email finds you well.

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

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

Sincerely,

Mara

Sample Job Offer Communications

Withdrawing Your Candidacy

Dear Mr. Polanco,

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

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

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

Sincerely,

Anna Udell

Accepting an Offer

Dear Ms. Fuqua,

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

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

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

Sincerely,

Sarah Gold

Dear Ajit,

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

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

Thank you again for this opportunity.

Sincerely,

John

salary negotiation cover letters industry interviews transitions research statements teaching statements humanities network resumes beyond academia social sciences career exploration CVs academic job search positions resumes sciences moving forward search engineering teaching statements working beyond academia resumes sciences career exploration academic job search transitions resumes sciences on-campus interviews beyond academia exploration humanities strategy cover letters industry interviews transitions resumes beyond academia careers social sciences career exploration transitions job search resumes engineering moving forward humanities interview skills sciences search industry forward exploration positions academia positions resumes sciences moving forward on-campus interviews academia careers

cdc

stanford career development center

do great things

cdc.stanford.edu



COLLEGE RECRUITMENT MEDIA

630.938.0200 • CRMpubs.com

Stanford Career Development Center: Serving PhDs and postdocs
in the School of Humanities and Sciences, School of Engineering,
School of Earth Sciences, and School of Education