Welcome Message

Preparing for your future requires focus and planning. The UCLA Career Preparation Toolkit for Graduate Students and Postdoctoral Scholars is designed to help you think critically about how to navigate a lifetime of career decisions.

How to Use this Guide

Designed for master’s and doctoral students and postdoctoral scholars, the Toolkit will help you develop strategies and evaluate options as you pursue your goals.

Regardless of your professional objectives, being able to communicate effectively with different audiences, lead and manage projects, and solve complex problems will be valuable assets to potential employers. Assessment activities, sample application documents, and professional etiquette tips are embedded throughout the Toolkit to help you build these key skills.

In addition to providing this Toolkit, the Graduate Division and Career Center partner to deliver services for UCLA graduate students and postdocs. We encourage you to use this Toolkit as a road map as you take advantage of the unique professional development events, employer/alumni networking sessions, and other resources and services designed just for you.

We wish you continued success at UCLA and beyond!

Christine Wilson
Director, UCLA Career Center
Executive Director of UCLA Graduate and Career Programs

Robin L. Garrell
Vice Provost for Graduate Education
Dean, UCLA Graduate Division
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### Creating My Development Plan

#### Step 1: Identify your professional development needs.

Continuing your professional development is critical at all phases of your career. Consider your level of proficiency in the following list of core professional skills and in which areas you need to develop during this phase of your career.

<table>
<thead>
<tr>
<th>Career Path Preparation</th>
<th>Communication Skills</th>
<th>Self-Assessment &amp; Development</th>
<th>Identify your research, academic, and training goals</th>
<th>Any additional skills, training, or experience needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>Expect</td>
<td>Need</td>
<td>Have</td>
<td>Expect</td>
</tr>
<tr>
<td>Scholarly Writing</td>
<td>Wellness and Life Balance</td>
<td>E.g. Prepare for presenting thesis work at seminars and conferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Assessing Knowledge, Values, and Interests (to identify potential career paths)</td>
<td>E.g. Expand my network of mentors beyond my faculty advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating with Diverse Audiences</td>
<td>Assessing Transferable Skills (skills acquired during training applicable to different careers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Literacy (ability to find, evaluate, produce, and communicate clear information on various digital platforms)</td>
<td>Financial Literacy (managing personal finance, investing, budgets, retirement, tax plan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Social Media to promote your research and/or career</td>
<td>Success and Socialization in your Program or Department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transitioning from Training to a Professional Career</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Step 2: Identify training needs specific to your goal.

Now, consider your professional goals during your training career at UCLA and your professional goals in pursuing a future career path. Consider what additional skills and training you may need to meet those goals, beyond those identified in Step 1.

For each goal, list additional skills or training needed and note whether you:  
- Expect to learn this skill from mentor or program  
- Need training or practice in this skill

<table>
<thead>
<tr>
<th>Career Path Preparation</th>
<th>Teaching &amp; Mentorship</th>
<th>Scholarly Expertise &amp; Integrity</th>
<th>Identify your career and career path exploration goals</th>
<th>Any additional skills, training, or experience needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>Expect</td>
<td>Need</td>
<td>Have</td>
<td>Expect</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Pedagogical Methods and Teaching Philosophy</td>
<td>Command of Disciplinary Knowledge/Scholarship</td>
<td>E.g. Develop some experience in my career path of interest</td>
<td></td>
</tr>
<tr>
<td>Grant Writing</td>
<td>Syllabus and Course Design</td>
<td>Familiarity with Interdisciplinary Knowledge/Scholarship</td>
<td>E.g. Find opportunities to network with professionals in my field</td>
<td></td>
</tr>
<tr>
<td>Budget Management</td>
<td>Leading and Facilitating Active Learning</td>
<td>Command of Research Methods in Field and Adjoining Fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>Assessing Learning and Skill Development</td>
<td>Collaborative Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegation</td>
<td>Advising and Role Modeling</td>
<td>Familiarity with Ethical Norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>Assessing Effectiveness of Teaching or Mentoring Strategies</td>
<td>Civility in Scholarly Exchange and Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Values and Promoting Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Timeline/Development Plan - Part I

Use this page to organize the skills you need to develop in order to achieve your professional goals. Grey text examples demonstrate some activities you may want to consider using.

<table>
<thead>
<tr>
<th>Early Stage</th>
<th>Middle Stage</th>
<th>Late Stage</th>
<th>Ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Path Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Create &amp; update a LinkedIn profile</td>
<td>- Update CV and Resume</td>
<td>- Tailor application documents for specific job applications</td>
<td>- Expand your professional network</td>
</tr>
<tr>
<td></td>
<td>- Attend career panels and conferences to explore various career paths</td>
<td>- Conduct informational interviews to identify specific mentors as needed</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Join a journal club to gain exposure to a variety of scholarly presentation styles</td>
<td>- Present your research at discipline specific conferences</td>
<td>- Schedule a mock job talk with other graduate students in your department for feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Attend training workshops in public speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self Assessment &amp; Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Write an IDP and discuss it with your mentor</td>
<td>- Stay healthy with rest, exercise, diet, and recreation</td>
<td>- Discuss long-term career goals with your network of mentors</td>
<td>- Reflect on your career goals and values annually</td>
</tr>
</tbody>
</table>

Divide the remaining time in your program into early, mid, and late stage. Use the “Ongoing” column for training that will start or continue past the end of your program.
## Timeline/Development Plan - Part II

Divide the remaining time in your program into early, mid, and late stage. Use the “Ongoing” column for training that will start or continue past the end of your program.

<table>
<thead>
<tr>
<th>Project Management, Leadership &amp; Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage</td>
</tr>
<tr>
<td>➤ Identify and join a student group</td>
</tr>
<tr>
<td>➤ Apply for extramural funding</td>
</tr>
<tr>
<td>➤ Join a departmental or campus committee</td>
</tr>
<tr>
<td>➤ Volunteer to plan an event in your department</td>
</tr>
<tr>
<td>➤ Take on a formal leadership or supervisory role</td>
</tr>
<tr>
<td>➤ Reflect on your leadership philosophy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching &amp; Mentorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage</td>
</tr>
<tr>
<td>➤ Attend teaching workshops and seminars</td>
</tr>
<tr>
<td>➤ Join the Graduate Undergraduate Mentoring program (GUM) to mentor an undergraduate student</td>
</tr>
<tr>
<td>➤ Discuss opportunities for increased teaching responsibility with your advisor</td>
</tr>
<tr>
<td>➤ Start a teaching portfolio</td>
</tr>
<tr>
<td>➤ Reflect on your teaching philosophy and draft a teaching statement</td>
</tr>
<tr>
<td>➤ Maintain a teaching portfolio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarly Expertise &amp; Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage</td>
</tr>
<tr>
<td>➤ Complete coursework and exams</td>
</tr>
<tr>
<td>➤ Propose and defend research prospectus</td>
</tr>
<tr>
<td>➤ Complete Human Subjects Protection Training</td>
</tr>
<tr>
<td>➤ Complete final dissertation work</td>
</tr>
<tr>
<td>➤ Stay up to date on current field-specific research</td>
</tr>
</tbody>
</table>
Online Assessments & Resources

Choosing your future career path is a very complicated decision that will continue to evolve throughout your professional life. Career assessment tools help you identify your strengths and skills, understand your work and communication style, and reflect on your core values.

You can access the following tools online or with the help of a career counselor.

**Life Values Inventory Online (LVIO)**
www.lifevaluesinventory.org
LVIO was developed to help individuals and organizations clarify their values and serve as a blueprint for effective decision-making and optimal functioning.
- The program is comprised of 5 steps including an assessment portion and results and strategies section

**Individual Development Plan (MyIDP)**
myidp.sciencecareers.org
MyIDP is a career development and planning tool for biomedical scientists, though it can be adapted for STEM disciplines.
- MyIDP provides:
  - Exercises to help you examine your skills, interests, and values
  - An algorithm to help you identify which careers best fit your current skills and interests from a list of 20 scientific career pathways
  - A tool for setting strategic goals for the coming year, with optional reminders to keep you on track
  - An opportunity to help map out or frame your career development plans, skills and interests when meeting with your faculty advisor or PI

**ImaginePhD**
www.imaginephd.com
Imagine PhD is a free online, confidential career exploration and planning tool for PhD students and postdoctoral scholars in the humanities and social sciences. Use ImaginePhD to:
- Self reflect on career-related skills, interests, and values
- Explore careers paths that PhDs in humanities and social sciences pursue and more than 450+ curated, job-specific resources including job boards, sample resumes and PhD profiles
- Map out next steps for degree completion, career and professional development success
The ImaginePhD project is powered by the Graduate Career Consortium (GCC).

**Graduate Student & Postdoctoral Scholar Professional Development Website**
The UCLA Professional Development website is a collaborative project of UCLA campus units representing the interests of graduate students and postdoctoral scholars at UCLA. We provide a calendar of workshops, speakers and presenters on and off campus who can provide insight and expertise on professional and career development topics.
https://grad.ucla.edu/careerhub/
- Subscribe to the RSS feed for upcoming events
- All professional development events across campus are posted here
- Individual Development Plan information for students, postdocs and faculty
- Versatile PhD
- Opportunities unique to graduate students and postdocs

**Versatile PhD**
The oldest, largest online community dedicated to nonacademic and non-faculty careers for PhDs in humanities, social science and STEM fields. UCLA Career Center and The Graduate Division hold a subscription to this site where graduate students and postdocs can access premium content and use the site to network with fellow PhDs in a range of career paths, look at sample application documents, and participate in panel discussions. A few additional ways to use the site are listed below
www.Versatilephd.com
- To access premium content, you will need to log in through the UCLA Career Center website or the Graduate Student and Postdoctoral Scholar Professional Development Website
- Discover interesting career paths – Use the PhD Career finder
- Consult the community
- See job listings appropriate for PhDs
- Network with successful PhDs nationwide
- Attend local meet ups

**Handshake**
Handshake offers graduate students and postdocs a personalized, user-friendly interface to find skill specific jobs and internships, register for professional development events, and employer recruitment opportunities.

Through Handshake, Graduate Students can schedule graduate career advising and graduate writing appointments.
career.ucla.edu/handshake
Graduate Students & Postdocs can...
- Explore thousands of jobs and internships and connect with employers
- RSVP for professional development workshops, programs, and events
- Discover jobs and internships in collections tailored towards your interests
- Track deadlines (job application, on-campus interviewing, events, etc.)
- Explore and utilize online career resources like Vault, VersatilePhD, InterviewStream, and GoinGlobal
Transferable Skills Analysis

The following list of transferable skills is a great start to identifying and prioritizing your skills gained as a graduate student, postdoc, and through other experiences. Using the list below, check the box next to the skills you feel confident using. Then evaluate the checked skills and underline those that you enjoy doing daily.

Research & Information Management
- Locate and assimilate new information rapidly, applicable to a given problem
- Understand and synthesize large quantities of complex information
- Design research instruments (e.g., surveys) and effectively analyze results
- Develop organizing principles to effectively sort and evaluate data

Analysis & Problem Solving
- Clearly define a problem and identify possible causes
- Comprehend large amounts of information
- Form and defend independent conclusions
- Design an experiment, plan, or model that defines a problem, tests potential resolutions and implements a solution

Communication Skills – Written & Oral
- Prepare concise and logically written materials, for different audiences in different contexts: from abstracts to book-length manuscripts
- Edit and proofread
- Organize and communicate ideas and complex information effectively in oral presentations to specialized and non-specialized audiences in small and large groups
- Persuade others in both written and oral format using logical argument
- Write effective grant and research proposals

Interpersonal & Leadership Skills
- Facilitate group discussions or conduct meetings
- Teach skills or concepts to others
- Work effectively in teams, and collaborate on projects
- Navigate complex or bureaucratic environments effectively
- Diplomatically communicate and respond to positive or negative feedback
- Motivate others to complete projects
- Build consensus among groups or individuals (e.g., with your department/committee)
- Effectively mentor subordinates and/or peers

Organization & Management
- Manage a project or multiple projects from beginning to end
- Identify and establish goals or tasks to be accomplished in a reasonable timeline
- Organize and prioritize tasks
- Anticipate possible challenges
- Maintain flexibility in the face of changing circumstances

Supervision Skills
- Evaluate others’ performance (e.g., grade exams or papers)
- Monitor or oversee the work of others in a lab or classroom, and provide feedback

Self Management, Work Habits & Entrepreneurial Skills
- Meet deadlines and manage competing priorities
- Perform under pressure
- Work independently
- Acquire funding (e.g., write grant/fellowship proposals) and manage a budget

Rank order the top five skills that you do well, and enjoy doing daily.

1.
2.
3.
4.
5.

Do any of these fall under a particular skill category?
SWOT Analysis

Identify a job description or career field that you are interested in pursuing. Using the following criteria, analyze yourself and the external landscape for that career field. This will help you identify your strengths as a candidate, areas for improvement, and networks/training opportunities to build toward this career.

**Strengths**
- What do I do well?
- What is my biggest achievement?
- What do others recognize me for?
- What personal qualities do I possess?

**Weaknesses**
- What do I need to improve?
- What tasks do I typically avoid?
- What are my personal flaws?

**Opportunities**
- What are the trends in my professional industry/discipline?
- Who can support me in achieving my goals?
- What additional training or experience is available to me?

**Threats**
- What are the obstacles?
- Who is competing for this kind of job/career?
- What macro-level changes might impact this career? (political, environmental)

Values Worksheet

Place the abbreviation for each of the values listed in the Work Values Inventory into one of the categories below to indicate how important each value is to you in your work.

<table>
<thead>
<tr>
<th>Highly Important</th>
<th>Moderately Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievment (ACH)</td>
<td>Health (HAE)</td>
<td>Mechanical and physical activity (MPA)</td>
</tr>
<tr>
<td>Advancement (AVA)</td>
<td>High income (HIN)</td>
<td>Moral and religious concerns (MRC)</td>
</tr>
<tr>
<td>Adventure (AVE)</td>
<td>Home and leisure life (HLL)</td>
<td>Outdoor work (OUT)</td>
</tr>
<tr>
<td>Aesthetics (AES)</td>
<td>Independence (IND)</td>
<td>Physical appearance (PHA)</td>
</tr>
<tr>
<td>Predictable work (PRE)</td>
<td>Friendships at work (FRI)</td>
<td>People contact (PEC)</td>
</tr>
<tr>
<td>Competition (COM)</td>
<td>Interesting work (INT)</td>
<td>Recognition (REC)</td>
</tr>
<tr>
<td>Early entry (EAN)</td>
<td>Leadership (LEA)</td>
<td>Security (SEC)</td>
</tr>
<tr>
<td>Altruism (ALT)</td>
<td>Exhibition (EXH)</td>
<td>Status/prestige (STP)</td>
</tr>
<tr>
<td>Creativity (CRE)</td>
<td>Lifestyle (LIF)</td>
<td>Variety (VAR)</td>
</tr>
<tr>
<td>Fairness (FAI)</td>
<td>Location of work (LOC)</td>
<td>Work environment (WEN)</td>
</tr>
</tbody>
</table>

Top Ten Work Values

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.

Analyze your Skills, Strengths & Values

Career Exploration & Informational Interviews

Informational Interviewing

Informational Interviews are 20-60 minute long conversations for you to ask questions, listen, and learn about organizations, career paths, and industry trends from a professional in a field of interest. This is also an excellent way to expand your network in a particular industry, and gain more nuanced information about a career or organization.

This is not the same as a job interview, so use the time to listen and learn.

When you reach out to a potential contact, communicate these three things:

1. Why you are reaching out: What would you like to learn about them? It is best to be brief in your explanation.
2. Why THEY are the best person for you to learn from: What makes them unique in their field? What about their career, position, or work intrigues you?
3. What you are asking for: How much time will you need? Do you want to meet in person, through Skype, or by phone? Offer times to meet, but indicate that you can adjust to their schedule. Ask for 20-30 minutes of their time.

Sample Informational Interview Request (Email)

Dear Dr. _____,

I am a current (PhD Student/Postdoc) at UCLA in the Bioengineering Department, and I came across your name while browsing the UCLA LinkedIn alumni group. Over the past 6 years my research has been focused on the use of nanotechnology in medical devices. Although this work has been gratifying, I am now seeking to shift my career into science policy.

If possible, I would like to learn more about your work in science policy at AAAS. The opportunity to learn about your career trajectory, and any advice you might be willing to share regarding steps I could start taking now would be greatly appreciated. If you are available for 20-30 minutes in the next month we could meet over coffee (my treat), Skype, or by phone. Offer times to meet, but indicate that you can adjust to their schedule. Ask for 20-30 minutes of their time.

Thank you and I look forward to hearing from you.

Sincerely,

Jillian Engineer

Assess Your Professional Network

Surrounding yourself with a network of supportive individuals while a graduate student or postdoc is important to a successful experience. Rather than trying to identify one person to provide you with everything, develop a broad network that can serve to support you in many different areas. Use the chart below to evaluate your professional network, identifying multiple mentors and areas to develop.

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Internal</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Intellectual Community/Research</td>
<td>Peers/Colleagues</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>External Collaborators</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Faculty</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Safe Space</td>
<td>Supportive Individuals</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mentors</td>
<td>Peer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Internal</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>External</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Emotional Support/Well Being</td>
<td>Friends/Family</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Organizational Groups</td>
<td>Supportive Individuals</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Specific questions that demonstrate your research on the person, field or industry:

- What did your research background in _____ help you in your job search?
- What does your research background on _____ come into play, if at all, in your current position?
- How did your experience in _____ better prepare you for this position?
- What are the pros and cons of working on _____ project?
- Would you suggest _____ (field specific experience) will help in this position?
- What are the pros and cons of working on _____ project to receive?  NOTE: You are not asking for their specific salary?
- What kind of individual (skills/personality) would be best suited for these entry-level positions?  What types of people typically do well in this field?
- What are the most important factors used when hiring?
- What is the best educational preparation for a career in this field?
- Which classes and experience would be most helpful to obtain while still in my degree program?
- How high is turnover?
- How does one move or advance within the organization?

Helpful Tip
If you have done research in preparation of this interview, demonstrate that by the quality and relevance of the questions you ask.

Job Search and Industry Knowledge

- How do people find out about open positions in this field?
- What types of skills and experience should I emphasize on my CV or resume?
- What do you think this industry will look like in 10 years?  How is it changing?
- Which professional journals or organizations would you recommend that I research to learn more about this field?
- Who else do you recommend I talk with, and may I have permission to use your name?

Helpful Tip
Always follow-up with an email or hand written thank you note.  Even if you feel you won’t reach out to this individual again, you never know where your next opportunity may come from.  Highlight what you have in common or learned from them and acted on when following up.  It makes you more memorable.

Sample Thank You Email (Follow-up)

Dear Dr. _____,

Thank you for meeting with me last week to learn about your career at AAAS, and the kinds of projects you have had the opportunity to work on.  Our discussion helped me think about my doctoral work more broadly, and I took your advice and reached out to your colleague, Dr. _____ at RAND – we are meeting next week.  Your detailed information concerning the AAAS Fellowship program was really helpful, and I plan to apply for the fellowship when it opens next month.

I appreciate your willingness to meet with me, and hope I can have the opportunity to return the favor in the future.

Sincerely,

Kelly Engineer

Helpful Tip
After you have met with the professional or alumni and had a chance to learn more about the position, industry or field, your next step is to FOLLOW UP with them using a thank you email or hand written note. You should always thank people for their time, even if you have decided you don’t want to pursue careers in that direction.  You never know where your next opportunity will come from and establishing a professional network is key to navigating successful career choices throughout your professional life.

Thanking someone for their time is the easiest way to follow up, communicates professionalism, and is an opportunity to plant seeds for future interactions.

When following up with an alumni or professional, communicate these three things:

1. Thank them for their time and any specific resources, tips or contacts they shared highlighting what you had in common.
2. Demonstrate how you plan to use their advice, or share additional resources that are related to your conversation.
3. Do not ask for a job, or send your resume unless it was something they offered during your meeting.  You are still building a relationship and asking for a job is premature.
Career Experiences and Job Simulations

Gaining experience by working on a project in a particular industry is one of the best ways to explore career options. However, as a graduate student or postdoc there are significant barriers around time, funding, and experience that can make committing to an internship challenging. We have identified some low risk opportunities to help you “try work” that involve minimal time commitments and allow you to reflect on how much you actually enjoy the work.

Challenges & Competitions

Crowdsourcing online platforms provide opportunities for organizations to pose problems and users to solve those problems for incentives ranging from cash rewards to on-site interviews. Pay attention to fine print on crowdsourcing sites, including:

- **Intellectual Property** – who owns your ideas if you participate, and at what point do your ideas become the intellectual property of the organization posing the idea? The most reputable sites either never own your idea, or own your idea only if you win the competition. Consult with the Technology Development Group and your lab director regarding the complexities of intellectual property before you participate, too. In some cases—and especially if the work on a crowdsourcing platform is similar in scope to your research at UCLA—the university, your lab, or a funding agency may already have rights to your work product.

- **Fair Compensation** – be sure the work on these platforms is worth the effort, and understand exactly what the compensation for your work will be before you participate. In some cases, prize money is awarded only to winning ideas. In other cases, each bit of work performed is compensated. And some crowdsourcing sites – particularly work for nonprofits and government agencies – do not provide any compensation at all. Even if the pay is not great, though, determine if the work experience will be useful to you for building a portfolio for future employment or learning new skills.

Example of Using a Competition Experience on Your Resume:

Jaime Smith
112211 Westwood Blvd Los Angeles, CA 91234 | 310.123.4567 | JSmith@biology.ucla.edu

**Awards Section**

First Place, HUD Innovation in Affordable Housing Student Design & Planning Competition. Challenge.gov ($10,000)

**Project Leadership & Management Experience**

Project Lead, Team Houses4People – challenge.gov

Fall 2015

2016 HUD Innovation in Affordable Housing Student Design & Planning Competition

- Initiated and led a multidisciplinary team of 5 researchers in the development of an affordable urban design for the US Department of Housing and Urban Development (HUD).
- Proposed a business plan for a novel solution driven by large-scale 3D printing technology that reduced construction cost by 30% to HUD executives and community stakeholders.

Resume Tips

Winning solutions can be cited as an award and experience, whereas solutions that don’t win can still be cited as experience or project work.

Some Crowdsourcing Platforms

<table>
<thead>
<tr>
<th>Platform</th>
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<th>Description</th>
<th>Disciplinary Expertise</th>
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Job Search Methods & Strategy

There are many ways to search for a job, which also may vary by position and industry. Some of the most common methods are listed below.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Benefits</th>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking - Connect with as many individuals as possible and develop a list of contacts.</td>
<td>Creates resources for you to identify potential job opportunities and learn more about a position, company, or industry. Networking can also help you access “hidden” opportunities not posted to the public.</td>
<td>Join <a href="http://www.linkedin.com">www.linkedin.com</a>. Visit UCLA One: online UCLA Alumni Network: <a href="https://uclaone.com">https://uclaone.com</a>. Attend Networking events on and off campus.</td>
</tr>
<tr>
<td>Targeted Search - Identify the types of organizations you would like to work for, develop a targeted list, and research companies.</td>
<td>Allows you to be more proactive and take charge of your search, instead of waiting for companies to post positions. This type of search goes hand in hand with networking as it will be important to develop contacts within organizations and companies.</td>
<td>The Business Journals: Book of Lists, Chamber of Commerce. Explore organizations using Vault.com (access through your Handshake account).</td>
</tr>
<tr>
<td>Professional Associations - Research professional associations related to your career interests, as most provide a “career opportunities” section on their website.</td>
<td>A source of networking information and career opportunities. Build contacts with individuals who share your interests.</td>
<td>Ask faculty and career counselors to suggest professional associations.</td>
</tr>
<tr>
<td>Career Fairs - Attend on and off campus career fairs to identify new opportunities.</td>
<td>Opportunity to meet with a number of recruiters in person and in one location. Build networking contacts.</td>
<td>Plan ahead and research companies attending. Visit Career.ucla.edu for upcoming events.</td>
</tr>
<tr>
<td>On-Campus Interviews - Some employers conduct first round interviews for summer internship and full-time positions on campus. Access your Handshake account to search for jobs from employers interviewing on campus.</td>
<td>Primary way in which companies recruit for business and technical positions. Employers are specifically seeking UCLA students for their positions.</td>
<td>Complete an OCR orientation the quarter before you plan to apply. Check Handshake on a regular basis paying close attention to resume drop deadlines and interview sign-up schedules.</td>
</tr>
<tr>
<td>Handshake - Graduate students can update personal and academic information, upload a resume, search for jobs and internships.</td>
<td>Access to a wide variety of jobs posted by employers specifically interested in UCLA graduate students.</td>
<td>Check job postings regularly as they are posted on a daily/weekly basis.</td>
</tr>
</tbody>
</table>

Adapted with permission from Penn State Career Services.
Leveraging Your LinkedIn Account

Find Alumni On LinkedIn

**Why it's important:**
You can explore and learn about careers and companies you have never heard of. Connecting with alumni will help you expand your network, and you can conduct informational interviews to learn more about their career paths, and learn industry-relevant information.

**How to:**
1. Using the Search Bar at the top, find UCLA’s school page.
2. Click See Alumni.
3. Use the filters to find alumni in a specific company, function, academic discipline, class year, or title.
4. Review alumni profiles, and send connection requests.

Find Job & Internship Opportunities on LinkedIn

**Why it's important:**
95% of companies use LinkedIn as a primary recruiting tool. When you utilize the LinkedIn Job Board to look for opportunities, you can see how you match up to the qualifications listed. Recruiters can also see everyone who has viewed their posting. Edit your Career Interests to receive tailored job recommendations.

**How to:**
1. Conduct a job search using the Jobs tab at the top.
2. Filter your search by keyword, experience level, company, and posting date.
3. Apply to jobs you are interested in using the information in your profile, or save jobs you want to come back to.

Don’t Be Afraid To “Cold Call”

**Why it's important:**
Informational interviews and building your professional network are staple pieces of professional life. Connect by identifying shared interests, whether that is your academic background, professional affiliations, second- and third-degree connections, or other interests.

**How to:**
1. In the Search Bar at the top, use Boolean logic to search out specific professionals.
2. Refine your search by Company, Location, and other filters.
3. Add a note when you connect briefly explaining your shared interest.

Find More Resources Using LinkedIn For Students

**University LinkedIn Com/linkedIn-for-students**
While many of these resources are designed for undergraduate and high school students, a handful are particularly useful for graduate students and postdocs:
- How to Communicate Effectively on LinkedIn
- Build Your Personal Brand on LinkedIn
- Tailoring Your Profile to Your Goals
- Using LinkedIn to Find a Job or Internship
Job Search Action Plan

The average time to secure a job is typically 6-12 months. Depending on where you are in your program, and your career goals – how much time should you dedicate to your job search and how should you spend that time? The closer you are to completing your degree/training, the more time you should dedicate to the job search.

How much time will you dedicate to your job search on a weekly basis?
(Provide a specific answer, keeping in mind how soon you are hoping to find a position)

What top three strategies do you plan to use immediately based on where you are currently in your search?

1. 
2. 
3. 

How will you best schedule your job search time commitments?
(Example: daily planners, Outlook calendar, phone app, to-do lists, Eisenhower matrix)

Write out your Action Plan.
(Example: Using Google Calendar to schedule my time commitments, I plan to spend 6 hours per week on my job search for the next 3 months. The top three strategies I plan to use are x,y,z.)

Networking Plan

The top five contacts I will reach out to are:

1. 
2. 
3. 
4. 
5. 

Helpful Tip
Try to spend at least 50% of your dedicated time to networking.

Job Search Resources

Online Search Engine & Information

Occupational Outlook Handbook  Career & industry trends, salaries & outlook
http://www.bls.gov/ooh

LinkedIn  Online professional networking site
www.linkedin.com

Hoovers  Largest commercial database of companies, professionals, industry segments
http://www.hoovers.com

Indeed  #1 online job search engine, includes universities and sorts based on location, salary, level, keyword, skills
http://www.indeed.com/

Idealist  Nonprofit job and volunteer search engine/site
www.idealist.org

Networking Plan

The top five contacts I will reach out to are:

1. 
2. 
3. 
4. 
5. 

Handshake  UCLA-specific recruiter posted opportunities, workshops & on campus interviews
https://career.ucla.edu/Handshake

Linkup  Job search engine with RSS feed, sort by location, tags, and company
http://www.linkup.com/

O*Net  Database of occupational information, career exploration tool
https://www.onetonline.org/

UCLA One  UCLA’s Online Alumni Network
https://uclaone.com/

PhD & Postdoc Specific Resources

UCLA Career Center
http://www.career.ucla.edu/PhD-Masters-Career-Services

Graduate Student & Postdoctoral Scholar Professional Development Website  Calendar of UCLA campus professional development events and opportunities, Individual Development Plan resources, and professional development competencies.
www.grad.ucla.edu/careerhub

Versatile PhD  Online PhD Community, Job Site & Career Exploration tool. Log in through Career Center or Graduate Student Professional Development Websites to access premium content
https://career.ucla.edu/UCLA-Versatile-PhD-Imagine-PhD

PhD Career Guide  Career Exploration, Online Community. Job Board, and Blog
http://www.phdcareerguide.com

Chronicle of Higher Education – Vitae
https://chroniclevitae.com/job_search

Beyond Academe  A resource specifically for History PhDs, with useful information for all PhDs
http://www.beyondacademe.com

Imagine PhD  A Career Exploration & Planning Tool for Humanities & Social Sciences with live job boards in the job family resources
https://www.imaginephd.com
Resume Bullet Points: Writing Accomplishment Statements

Resume bullet points should demonstrate your achievements in a particular role, highlighting your success and skills as they relate to the job application. They should be organized by most impactful accomplishments first and tailored to the specific job you are applying to. Don’t list duties or the daily tasks of your position. Instead, demonstrate your value by highlighting the depth and breadth of your work and skills. When writing the accomplishment statement ask these questions:

1. What skills do I need to demonstrate for the job I am applying to? (Refer back to specific job description)
2. What did I accomplish in this role that demonstrates those skills?

Example: Breaking Down Your Experience

Think about the duties and responsibilities performed in your position. From there, determine what you have accomplished related to those specific tasks/projects. The demonstrated accomplishment is your final “product”. Comments are in blue.

Resume Tips

Tailor each resume for the job you are applying, and save resume versions with job title/company as pdf’s.

Tailor the experience section to the job, with the most relevant experience first (e.g., research experience).

If applying for a research position, it is important to list all of your publications/presentations. If applying to a role that has some research aspects, instead of listing all of your research accomplishments, choose 1-3 that demonstrate impact, first authorship, prestige, and audience diversity, indexing how many other publications you have.

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Job Description & Tailored Resume Example

**Job Ad**

**Now Hiring! Research Analyst**

**Job Description**

The Research Analyst will provide support for projects on the Arts Commission’s Research and Evaluation Plan. The Analyst will also be given responsibility to develop and manage one or more projects and will carry out those projects independently, under the guidance of the Research & Evaluation Manager. Examples of the kinds of projects the Analyst might work on that are currently underway include an analysis of the impact of a Civic Art graffiti abatement project, the development of school district arts education data, a report on contract employees and volunteers working in LA County arts nonprofits, and the development of data visualizations to present Arts Commission data.

The Research Analyst may be asked to undertake include the following:

- Conduct literature reviews;
- Develop data collection instruments;
- Collect data: surveys, interviews, focus groups, observations and document review;
- Identify and access secondary datasets relevant to the work of the Arts Commission;
- Clean, structure and analyze data;
- Summarize findings in writing and in data visualizations that are clear and accessible to the general public.

Upon completion of the fellowship, the Analyst would be equipped to pursue related applied research and evaluation work not only in arts management but in a variety of nonprofit or government agencies in other subject matter areas.

**Qualifications**

- PhD in the humanities or humanistic social sciences;
- Ability to analyze complex datasets and the skills to find the most important stories in the data, and communicate those findings effectively;
- Ability to communicate research and evaluation findings in writing and verbally, in a clear, succinct manner so that non-experts can understand them, is required.
- Experience with data visualization is a plus;
- Comfort working both independently and as part of a team, and the ability to think and problem-solve creatively;
- Experience working on research or evaluation projects is required (please indicate whether your strength is in qualitative or quantitative methods);
- Strong skills with Word and Excel;
- Experience with data analysis software such as SPSS, R or Atlas.ti (depending on the candidate’s expertise) is a plus. Willingness to learn/adopt new technologies a must;
- High level of organization and attention to detail with strong time management skills.

**Resume**

Jenny Smith, PhD  
1234567 Westwood Avenue Los Angeles, CA 9000 | 310.456.7890 | JSmith@ucla.edu

**Professional Summary**

Creative and award-winning researcher and educator with exceptional data analysis and writing skills and more than 8 years of professional experience in arts and humanities research/education resulting in 2 articles, 4 journal issues, 3 books, more than 15 research presentations, and the development of 6 humanities-based undergraduate courses covering topics ranging from music and visual art to American history and archival research methodologies.

**Education**

UNIVERSITY OF CALIFORNIA Los Angeles CA | PhD in Humanities  
Expected June 2015

DUKE UNIVERSITY Durham, NC | MFA in Art  
Expected May 2008

**Experience**

UNIVERSITY OF CALIFORNIA, LA  
Graduate Research and Teaching Fellow, Department of Humanities  
September 2008 - June 2014

Developed research agenda and collected data from more than 15 archival collections across 10 libraries in the United States and France
- Analyzed data in English, French, Italian, Spanish, and German from 4000+ archival and/or primary sources and 300+ secondary sources
- Presented and synthesized the results of the data in a 320-page dissertation, 1 peer-reviewed article, 4 sets of program notes, and 20+ research presentations in French and English

Graduate Research Assistant, Department of Humanities  
January 2009 - June 2014

- Collected, analyzed, and synthesized data from 200+ sources for UCLA professors that has resulted in the publication of 1 book and 1+ research presentations

DUKE UNIVERSITY, NC  
Graduate Research Fellow in Music, Department of Art  
August 2006 - May 2008

- Collected, analyzed, and synthesized data from more than 200+ primary and secondary sources and presented this data in more than 12 written or oral research presentations

**Skills**

- Advanced qualitative historical research skills in arts/humanities fields
- Complete proficiency in Windows and Mac OS X operating systems
- Complete proficiency in Microsoft and Apple Office Suites, including Microsoft Word, PowerPoint, Excel, Outlook, Pages, Keynote, and Prezi
- Advanced French language skills, and reading ability in German, Italian, and Spanish

**Awards**

- Herman and Celia Wise Award for Best Dissertation Chapter, UCLA Musicology Department 2014
- UC President’s Society of Fellows Award, UCLA Humanities Division ($10,000) 2013
- Mary Isabel Sibley Fellowship, Phi Beta Kappa Society ($20,000) 2012

**Selected Publications & Presentations (4/18)**

- "Name of presentation," presented at the National Meeting of the American Society, Milwaukee, Nov 2014
- "Name of the presentation," Transposition: Musique et Sciences Sociales 4, August 2014
- "Name of" presented as a pre-concert lecture at the UCLA Department of Musicology, 5 June 2014

**Courses Developed/ Taught**

Instructor, UCLA Department of Musicology  
Writing About Music  
Summer 2013

Writing About Music  
Summer 2010

**Alignments and Experience Focus**

- Ability to communicate research verbally and in writing demonstrated through teaching, and publication/ presentation record.
- Accomplishments and experience focus on data analysis and research accomplishments.
Jodi Sanchez
(jsanchez@ucla.edu | 310.825.1234 | Westwood, California | www.linkedin.com/in/jodi.sanchez

Education
University of California, Los Angeles
Master of Arts, Asian American Studies. GPA: 4.00
Areas of Focus: Survey Design, First Generation College Students, Asian American Communities
University of California, Los Angeles
Bachelor of Arts, Sociology Minor, Education Studies GPA: 3.85
Honors Thesis: The Ethnic Neighborhoods of Los Angeles
Cum Laude; Honors Program, Alumni Scholar

Research & Teaching Experience
Research Assistant
July 2017–June 2018
Christopher Community for Equitable Development, Los Angeles, CA
- Conducted literature review and national trend analysis to design survey and collect data from more than 150 residents regarding housing affordability among low income senior citizens in LA Chinatown neighborhood
- Analyzed results in SPSS for research report presented to Los Angeles City Council Commission on Affordable Housing which resulted in increased neighborhood resource development and advocacy for public policy changes for the community

Teaching Assistant, UCLA Department of Asian American Studies
September 2016–June 2017
- Co-taught “History of Asian Americans: Contemporary Asian Americans” and “Asian American Movement”
- Developed curriculum and syllabus with lead faculty Dr. Jane Cho for this lower division course series
- Facilitated discussion, edited and graded paper submissions, and met with 60 undergraduate students 1:1, resulting in 4.8/5.0 on teaching evaluations from all three classes

Math Teacher, Teach for America Los Angeles, CA
August 2014–June 2016
- Team taught math to low achieving at-risk 9th and 10th grade students using innovative and creative methodologies
- Performance amongst cohort of students rose on average by 25%, leading the majority to no longer be in remedial math track

Leadership Experience (selected)
Vice President of External Affairs
June 2017–June 2018
UCLA Graduate Student Association
- Managed and shared External Vice President Cabinet of four graduate students
- Designated representative to the University of California Student Association and UC Systemwide Academic Senate
Board of Directors, Student Representative
May 2016–May 2017
Association for Asian American Studies
- Selected student representative for the Board of the association to voice and advocate students
- Chaired External Vice President Cabinet of four graduate students

UCLA New Student and Transition Programs
April 2013–September 2013
Orientation Leader
- Counseled and advised new and transferring undergraduate students through summer program
- Worked collaboratively with team of 60 orientation staff for 15 sessions over a 10 week period

Skills
Software: SPSS, Adobe Suite, Prezi, Canva, Microsoft Office Suite
Certifications: Single Subject Teaching Credential (California)
Languages: Chinese (native), Korean (conversational)

Applications for positions in which the job description is above a 3.5 GPA should be listed if it is above 3.5

Only list experiences that are relevant to the position you are applying for.

Jaye Hahn
Jaye.Hahn@ucla.edu | 310.825.1234 | Westwood, California | www.linkedin.com/in/jaye.hahn

Education
University of California, Los Angeles
Master of Science, Electrical and Computer Engineering GPA: 3.75
Areas of Focus: Circuits & Embedded Systems, Physical & Wave Electronics

San Jose State University
Bachelor of Science, Electrical Engineering GPA: 3.80
Dean’s List, Honors Program, Gates Millennium Scholar

Skills
- Platforms: Windows Vista/7, Mac OS, UNIX, Solaris, HP-UX
- Programming Languages: C/C++, MATLAB, HTML, JavaScript, Java, Python, SQL
- Applications: AutoCad, Solidworks, Adobe, Prezi, Canvas, MS Office

Circuit Design Experience
Samsung Consumer Electronics, Inc
June 2017–September 2017
- Worked with Analog Layout Team in designing layout for mixed signal, and analog circuits in deep sub-micron CMOS technologies
- Reviewed and analyzed floorplans and complex circuits with circuit designers
- Ran complete set of design verification tools available on AMI blocks
- Collaborated with the circuit design team to plan/schedule work and negotiate any necessary layout trade-offs as needed
- Interpreted LVS, DRC and ERC reports to find the fastest way to complete layout
- Utilized advanced CAD tools and mask design knowledge to deliver correct and robust layout that met stringent matching performance, area, and power requirements

Project Work (selected)
Circuit Design, UCLA School of Engineering
April 2018 – June 2018
- Co-designed a four-machine interface for system planning device with a four-person team
- Tested integrated circuits to ensure operation and compatibility
- Completed design integrated into part of Dr. Jane Smith’s research and design in circuits and systems

Circuit Analysis, UCLA School of Engineering
January 2017–March 2017
- Course project that analyzed an eight bit ADC using successive approximation method in CMOS
- Created layout and performance analysis of D-FF using NMOS and CMOS
- Designed and conducted SPICE analysis of dual stage operational amplifiers

Awards
- Senior Capstone Project, San Jose State
- Completed senior project at XYZ Company, a manufacturer of machine tools for the sheet metal industry
- Assisted engineering department in designing high-speed hand sawer used in bending, sawing and flattening sheet metal
- Created models using SolidWorks and participated in cross-functional product-development meetings
- Contributed idea for change in handle design that is expected to improve comfort and safety when gripping the sawer. Product is currently in preproduction testing phase

Competition Case Studies
- Society of Electrical Engineers, Master’s Student Case Study Competition, 3rd place, Spring 2018
- Battalions competition, Discovery Channel, Fall 2017
- IEEE Women in Engineering Design Competition participant, Fall 2015

GPA should be listed if it is above 3.5

List skills at the top and demonstrate how you use those skills through your accomplishment statements

Name experience sections to mimic the job description and group relevant experiences.
Active Verb List

**Administrative/Organizational**
- addressed
- approved
- arranged
- assembled
- cataloged
- centralized
- classified
- collaborated
- collected
- collated
- compiled
- dispatched
- distributed
- documented
- entered
- executed
- generated
- implemented
- input
- inspected
- memorized
- monitored
- operated
- organized
- prepared
- prioritized
- processed
- purchased
- recorded
- resolved
- restored
- retrieved
- scanned
- screened
- spearheaded
- specified
- supported
- systematized
- tabulated
- transcribed
- transformed
- validated
- word processed

**Creative**
- acted
- abstracted
- adapted
- applied
- authored
- composed
- conceived
- conceptualized
- created
- customized
- designed
- developed
- devised
- directed
- established
- evaluated
- fashioned
- founded
- formulated
- generated
- illustrated
- imagined
- improvised
- innovated
- instituted
- integrated
- initiated
- introduced
- invented
- marketed
- originated
- painted
- performed
- planned
- presented
- problem solved
- produced
- refined
- rewrote
- revitalized
- shaped
- sketched
- synthesized
- updated
- visualized

**Communication**
- addressed
- advised
- answered
- appraised
- apprised
- arbitrated
- arranged
- authored
- briefed
- clarified
- communicated
- conducted
- consulted
- contributed
- conveyed
- cooperated
- coordinated
- corresponded
- counseled
- debated
- defined
- demonstrated
- developed
- directed
- drafted
- edited
- educated
- enlisted
- explained
- expressed
- formulated
- informed
- inspired
- interpreted
- interviewed
- lectured
- mediated
- merged
- moderated
- motivated
- negotiated
- participated
- persuaded
- promoted
- publicized
- reconciled
- recruited
- reported
- represented
- researched
- summarized
- suggested
- translated
- verbalized
- wrote

**Teaching**
- adapted
- advised
- clarified
- coached
- communicated
- coordinated
- defined
- demonstrated
- developed
- enabled
- encouraged
- evaluated
- explained
- facilitated
- guided
- incorporated
- informed
- initiated
- inspired
- instructed
- lectured
- mentored
- motivated
- observed
- persuaded
- presented
- processed
- refined
- restored
- resolved
- reviewed
- represented
- reported
- recruited
- resolved
- reviewed
- researched
- scheduled
- screened
- selected
- sponsored
- staged
- strengthened
- supervised
- troubleshooted

**Research**
- calculated
- cataloged
- clarified
- collected
- computed
- conceived
- correlated
- critiqued
- delivered
- detected
- diagnosed
- discovered
- evaluated
- examined
- experimented
- extracted
- extrapolated
- gathered
- identified
- inspected
- interpreted
- interviewed
- investigated
- monitored
- observed
- organized
- proved
- researched
- reported
- reviewed
- studied
- summarized
- surveyed
- systemized
- tested

**Management**
- achieved
- administrated
- allocated
- analyzed
- applied
- assessed
- attended
- brought
- cared
- carried out
- clarified
- coached
- coordinated
- counseled
- delivered
- demonstrated
- diagnosed
- educated
- empathized
- encouraged
- emphasized
- enlisted
- expedited
- facilitated
- familiarized
- fostered
- furnished
- guided
- helped
- inspired
- installed
- maintained
- mentored
- modified
- referred
- related
- performed
- provided
- rehabilitated
- represented
- served
- supported
- upheld

**Helping**
- advised
- arbitrated
- assessed
- assisted
- attended
- brought
- cared
- carried out
- clarified
- coached
- coordinated
- counseled
- delivered
- demonstrated
- diagnosed
- educated
- empathized
- encouraged
- emphasized
- enlisted
- expedited
- facilitated
- familiarized
- fostered
- furnished
- guided
- helped
- inspired
- installed
- maintained
- mentored
- modified
- referred
- related
- performed
- provided
- rehabilitated
- represented
- served
- supported

**Financial**
- adjusted
- administrated
- aided
- allocated
- analyzed
- appraised
- audited
- balanced
- budgeted
- calculated
- compared
- computed
- developed
- estimated
- figured
- forecast
- projected
- reconciled
- reduced
- revamped
- revitalized
- strengthened
- utilized

**More Verbs**
- adapted
- attained
- augmented
- awarded
- boosted
- broadened
- catered
- decreased
- developed
- ensured
- eliminated
- exceeded
- excelled
- expanded
- expedited
- fabricated
- financed
- gained
- generated
- improved
- increased
- launched
- mastered
- modernized
- published
- raised
- reconciled
- reduced
- revamped
- revitalized
- strengthened
- utilized

**Additional Verbs**
- planned
- prepared
- projected
- reconciled
- researched
- tracked

Application Materials for Careers in Industry, Nonprofit & Government
A Cover Letter is a tailored one-page document that provides context and in depth examples of your skills, knowledge, experience and fit for the position. The cover letter should focus more on 3-4 needs outlined by the job description and how your skill set and experience aligns with those needs. A good cover letter is targeted and does not simply restate the resume. This is also an opportunity to express enthusiasm for the position and organization by demonstrating how well you understand their mission, vision, and accomplishments.

With five years of research and assessment experience, and a record of communicating research to diverse audiences to positively influence change, I am a strong candidate for the research analyst position at the Community Health Center of Los Angeles (CHCLA). I was referred to this position by Dr. Andrew Greene, the communications manager at CHCLA.

In addition to my research experience, I have a strong teaching and communication background and commitment to community work that would be particularly useful for this position.

As a public health research fellow at UCLA, I created several surveys that evaluated the mental health of graduate students while dissertating. Survey results indicated that graduate students were suffering from feelings of isolation and depression, which was subsequently slowing their time to completion. Using this information, we created 3 peer dissertation writing groups, and advocated for more mental health support from the university, where we successfully secured funds to expand the graduate peer support groups. My ability to design research polls and use the findings to proactively advocate for CHCLA’s initiatives would be highly beneficial to your organization, especially given the new K-12 healthy initiatives you are working on.

I appreciate your time in reviewing my application. I believe that the combination of my research, commitment to community and ability to communicate research and influence action would be ideal for this position. My resume is enclosed, and I look forward to meeting with you.

Sincerely,

(signature)

Name
## CV vs Resume

<table>
<thead>
<tr>
<th></th>
<th>CV</th>
<th>Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>Academics, researchers or teachers in or outside of your discipline</td>
<td>Potential employers and networking contacts</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
<td>To obtain an academic position, research-focused or teaching-focused position in academia or another industry, or a grant or fellowship</td>
<td>To obtain a position in government, nonprofit, technology, business, consulting or other industry</td>
</tr>
<tr>
<td><strong>Structure &amp; Format</strong></td>
<td>Complete history of your academic credentials – research, teaching, awards, funding, service</td>
<td>Brief snapshot of your most relevant skills and work experience. Most relevant skills and experiences should be in the first 1/3 of the resume. Resumes are targeted specifically for the job description</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Your academic achievements and your scholarly potential</td>
<td>Relevant experience and demonstrated skills through accomplishments that prove you can do the job well</td>
</tr>
<tr>
<td><strong>Unnecessary Info</strong></td>
<td>Activities not related to academic pursuits (i.e., personal information, irrelevant work experience, hobbies, etc)</td>
<td>Unabridged list of publications, presentations, conferences attended, courses taught. Work or accomplishments that are not relevant to the position</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Flexible</td>
<td>1-2 pages</td>
</tr>
</tbody>
</table>

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## Academic Job Documents

This section covers the core documents that make up an academic job package: the CV, academic cover letter, research statement, teaching statement, and diversity statement. Each of these documents should be tailored to speak to the specific needs of the program to which you are applying. The following pages speak to best practices and standards across disciplines. You should check with your department to ensure that you incorporate discipline-specific standards into these documents.

### CV

**Overview:**
This document catalogues your academic achievements, typically organized around three pillars of the academy: Research, Teaching and Service. It is an exhaustive list of your achievements, as opposed to a resume, which is more of a snapshot, tailored to demonstrate specific skill sets and accomplishments. CV’s are the credential asked for in academic job application processes, postdoctoral scholar application processes, and fellowship and grant applications. Because they demonstrate research expertise, they are also frequently asked for by research-intensive organizations.

**CV Format**

CV’s typically include more white space, because they focus on your accomplishments as opposed to the skills you have demonstrated. There is not a page limit for a CV, and one inch margins, double spaced with 12 point font is appropriate. The document should be evenly spaced and easy to read. Look for examples from some of the scholars in your discipline and those who are working in positions you are interested in pursuing to create your own style. Although there is not only one way to write a CV, below are some tips to help you get started.

- List first and last name and contact information at the top.
- Always include the date you last updated your CV.
- List accomplishments in reverse chronological order in each section: research, teaching, funding, education, honors & awards.
- Use the citation style of your discipline (e.g., APA, MLA).
- All publications should be accurate and complete: co-authors, journal, issue, title, date.
- All presentations should be accurate and complete: co-presenters, conference, date, location, title.
- “In press” indicates that your publication has already been accepted by a journal.
- Publication status should be clearly marked – under review, revised & resubmitted.
- In preparation manuscripts should be tracked on the CV, but not always used when submitting a CV.
- In preparation is a very discipline-specific title, check with your advisor whether “in preparation” manuscripts are acceptable to list in your field.
Curriculum Vitae Template

Name
(Updated month, date, year)

School/Department/Lab

University Address

Human@ucla.edu
111.111.1111 (cell)
Hr123 (Skype)

Education

Ph.D. English, University of California, Los Angeles, expected June 15, 2016
• Advisor/Chair and Committee Members (as appropriate)
• Dissertation/Thesis/Thesis Title
M.A. English, University of California, Los Angeles, May 2010
• Comprehensive Exam Competencies

Honors & Awards

Joseph P. Kappman Research Honor for Excellence, 2014
UCLA Graduate Student Mentor Award, UCLA Graduate Division 2014

Research

Publications

Research Experience
Research Assistant, Johansen Lab, UCLA Biology Department 2012–present
Established novel model of X in Y Lab, resulting in 3 publications and 2 conference presentations.
Consider including:
• Research Experience
• Publications
• Book Reviews
• Blind Reviewed Conference Papers
• Non-Blind Reviewed Conference Panels and Presentations
• Invited Presentations & Panels
• Columns
• Other Publications (Sp-ed, editorial, photography, etc.)

Date your CV, so you can accurately update your accomplishments.

Be as specific as possible about your completion date.

Organize the sections of your CV with the most relevant sections first—audience, purpose and recent work determine relevance. Most students will list education first. Postdocs may lead with their training appointment.

Curriculum Vitae Template continued

Funding

Co-Author, The Andrew W. Mellon Foundation Connected Academics Research Project ($30,000), 2015
Consider Including:
• Internal Grants and Funding
• External Grants and Funding
• Grants
• Competitive Fellowships (not typical PhD funding fellowships)
• Awards

Teaching Experience

Teaching Assistant, UCLA Biology Department 2010–Present
Introduction to Biology, BIO 101 (3 courses) Fall 2014, Winter 2015
Consider Including:
• Teaching
• Instructor of Record
• Teaching Assistant
• Invited Guest Teaching
• Guest Lecture
• Advising & Mentoring

Service*

Vice President, Graduate Student Association, 2014–2015
Conference Coordinator, Biology@Work Graduate Student Conference, 2013–2014
Consider Including:
• Professional Affiliations
• Service Activities
• University Service | Department Service | School Service
• Editorial Service
• Current Membership in Professional Societies
• Journal Reviewing
• Book Manuscript Reviewing
• Grant Proposal Reviewing
• Conference Participation
• Conference Paper Referee
• Professional Service
• Committee Service
• Community Service

Discipline-Specific Sections

Consider Including: (Check with your advisor)
• Media Contributions
• Clinical Experience
• Professional Experience
• Curatorial Experience
• Design Experience
• Research Projects
• Exhibits
• Recitals
• Performances
• Languages
• Translations
• Archival Experience
• Policy Experience
• Skills (Tech/Lab/Software)

1 List accomplishments in reverse chronological order using the citation style of your discipline (APA, MLA) – most recent accomplishments first. If publications are under review, under contract or revised and resubmitted, they typically can be listed in the publication section so long as the status is clearly marked. Work in preparation is only listed in specific disciplines or on the purpose of submitting the CV (e.g., for fellowship applications to fund the research in preparation).

2 Although service is typically not as highly valued on a CV as research or teaching, it is the area that demonstrates your organizational, management, and leadership skills, and communicates collegiality to future and current colleagues.

Funding should include your role, the funding agency/ institution, amount (if applicable), title and date.

Include your official title, course name, number and semester/ quarter of courses taught. Be sure to include if the course was proposed and designed based on your individual research.

Helpful Tip
Ask for the CV of the most recent faculty hire in your department. This can help you understand the pace and productivity for academic accomplishments in your field. This will also help you tailor your CV to your discipline.
Curriculum Vitae Example

Ellen R. Joseph
joseph@neuron.ucla.edu

Department of Neuroscience
3400 West Chester Blvd.
Los Angeles, CA 90095
(310) 206-4321

Current Position
University of California, Los Angeles,
Postdoctoral Fellow
2015-Present

Education
Columbia University
PhD, Neuroscience
2015
Dissertation: Development of synaptic plasticity in Aplysia californica

Dartmouth College
BS, magna cum laude, Biology, Phi Beta Kappa
2007

Grants and Awards
Ruth L. Kirschstein Post-Doctoral National Research Service Award
National Institute of Deafness and Other Communication Disorders, National Institutes of Health
2016-2017

Department of Neuroscience, Emerging Faculty Award
Columbia University
2015

Ruth L. Kirschstein Post-Doctoral National Research Service Award
National Institute of Mental Health, National Institutes of Health
2012-2015

University Excellence in Teaching Award
Columbia University
2012, 2014

Research Experience
University of California, Los Angeles
Postdoctoral Fellow, Advisor: Young X. Shen
2015-Present
Developmental regulation of NMDA receptor-mediated synaptic transmission in juvenile Aplysia

• Developed single cell PCR method to study developmental changes in NMDA receptors, correlated with developmental stages of song-learning
• Analyzed developmental changes in juvenile song using customized LabView software
• Altered development of song with behavioral and circadian manipulations

Columbia University
Graduate Researcher, Advisor: Thomas J. Schmidt
2008-2015
Serotonergic modulation of synaptic transmission in developing and adult Aplysia

• Used in vitro single cell neurophysiological recording and stimulation to study developmental emergence of two serotonin-mediated forms of synaptic plasticity

Ellen applied for a tenure-track faculty position as a postdoc. At that point, she emphasized her two NRSA fellowships. She placed her publications at the end of her CV, based on conventions specific to her field.

Marine Biological Laboratory
Participant, Neural Systems and Behavior course
Woods Hole, MA
Summer 2010

Columbia University
Graduate Research Assistant; Advisor: Emily Chester
Expression of Lupus antigens in fetal rat brain
• Characterized developmental changes in expression of numerous lupus antigens using immunocytochemistry and fluorescence microscopy

Teaching Experience
University of California, Los Angeles
Written and Oral Communication Advisor
Los Angeles, CA
Spring 2016-Present

Guest Lecturer and Consultant, Seminar in Animal Communication
Los Angeles, CA
Spring 2016

Columbia College
Guest Lecturer, Introductory Psychology
Los Angeles, CA
Summer 2013, 2014

Head Teaching Assistant, Cellular Basis of Behavior
Spring 2014

Teaching Assistant, Cellular Basis of Behavior
Spring 2012

Teaching Assistant, Neurobiology
Fall 2012

Dartmouth College
Teaching Assistant, Special Topics in Psychology
Hanover, NH
Spring 2006

Teaching Assistant, Introductory Biology
Fall 2005

Related Professional Experience
Columbia Graduate Women in Science (CGWS), Columbia University
Co-Founder and President
2015-2017

• Organized and led student representatives from 25 natural science departments to promote issues of concern to women scientists at Columbia
• Co-chaired Invited Speakers committee. Managed 3 public symposia featuring nationally-renowned women scientists

Professional Associations
• Society for Neuroscience
• International Association of Electrophysiologists
• New York Academy of Sciences

Conference Presentations
Joseph, E.R., and Shen, Y.X. Developmental maturation is input-specific and occurs in two phases in nucleus RA of the zebra finch. Society for Neuroscience Abstracts. Poster presentation to be delivered at the Society for Neuroscience meeting, San Diego, CA, November, 2017


Use course names instead of course numbers to communicate your teaching experience effectively to different institutions.

Use bold to draw attention to your authorship, though use it sparingly.


**Review Articles**


**Peer Reviewed Publications**


**References**

Young X. Shen, Ph.D. Kim Professor of Neuroethology Department of Neuroscience University of California, Los Angeles Science Center, Room 5485 Los Angeles, CA 90260 (818) 321-1233 shenyx@neuron.ucla.edu

Thomas J. Schmidt, Ph.D. Professor of Psychology Department of Neuroscience Columbia University 2649 Washington Blvd. New York, NY 10027 (212) 999-5679 tjschmidt@fac.columbia.edu

Akiysha M. Lin, Ph.D. Associate Professor Department of Psychology University of California, Los Angeles William James Laboratories, Room B18 Los Angeles, CA 90243 (313) 321-9999 liname@psych.ucla.edu

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Academic Cover Letter Template

Overview:
The academic cover letter communicates your scholarly fit with the position, organization and department. The cover letter should be no longer than 2 pages and should expand on your most relevant accomplishments and situate your work in the context outlined by the position. It should also outline your research agenda and future trajectory. All academic positions will require a cover letter and because the academic job market is so competitive, it has become common for search committees to ask just for a cover letter and CV. If this is the case you need to include paragraphs that provide information similar to teaching and research statements, highlighting what is not articulated on your CV. Some disciplines have a very specific format, so be sure to work with your department to align your cover letter with disciplinary standards. Avoid overly verbose or overly humble language.

Tips for condensing research and teaching

- Your materials should create an overall picture of you as a scholar. This means that you should consider each document within the context of the other materials required.
- Begin by drafting longer statements about teaching (the teaching statement) and research (dissertation abstract, research statement).
- Pare down these statements for different lengths: one page, one paragraph.
- For the cover letter, take your one-paragraph versions of your teaching and research statements and edit them to market yourself as a scholar and teacher – how do you want the committee to perceive you? What's your commitment to diversity.
- Because the materials required vary widely, keep in mind that the cover letter should be able to act as a standalone document – any other materials should expand and reinforce the cover letter.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Overview:
The teaching paragraph can be a great place to discuss your commitment to diversity.

Future Research
This paragraph is about your future research, productivity and your ability to earn tenure or promotion. Outline your planned future projects as they relate to your research interests, highlighting your range and focus – and how you can further complement departmental offerings. Clarify who your audience is by specifically identifying journals and presses you plan to submit projects to, to further demonstrate your research productivity. For a teaching-focused position or for shorter cover letters, you might have a single paragraph on research that covers your dissertation, publications, and future research plans.

Teaching
Briefly state your approach to teaching or pedagogical orientation. Give one or two examples that demonstrate your teaching philosophy in action. These examples should not replicate the examples you use in your teaching statement/philosophy. Tailor the examples to the position, thinking about the size of classes and topics you would be teaching if in this position. Try to demonstrate similar teaching examples.

The teaching paragraph can be a great place to discuss your commitment to diversity.

Strong letters incorporate fit throughout the letter, where appropriate, and use this section to speak to specific fit issues that are not covered in research or teaching.

Closing
Thank the hiring committee for their consideration and emphasize your interest in the position by giving a reason specific to the school/department. Note which materials you’ve included in your application and state your availability for interviews – this usually means you will be at the conference where interviews will be held.

Sincerely,
Your name typed

If you cannot find the name of the contact, you can address the letter to the search committee.

Use university letterhead specific to your department. Keep in mind that this is the only document you will prepare that requires official letterhead.
Teaching Statement

Overview
A teaching statement is used in job applications for academic positions, teaching positions in K-12, charter schools, and private boarding schools, and sometimes for training positions in organizations. The Teaching Statement should be 1-2 pages and give a vivid snapshot of your teaching. Use the first person when you write this document to explain in your central approach, articulate your impact, and outline specific examples of strategies, assessments and evidence of outcomes from your teaching experience. A teaching statement can also be part of a more robust teaching portfolio for some applications, so it is important to keep a record of all teaching experiences, including evaluations. The teaching statement introduces and contextualizes the materials in a portfolio when a portfolio is requested.

Developing a Teaching Philosophy
Teaching statements are sometimes called teaching philosophies because ideally they present an integrated vision of your teaching values and methods, motivated by a well-developed understanding of how students learn best and how your teaching methods facilitate this learning effectively. Many pedagogical principles work across disciplines, and you should be proactive about learning pedagogical best practices as well as pedagogical techniques and debates that may be field-specific. There are also growing opportunities for training at UCLA through the Office of Instructional Development (OID), the Center for Education Innovation and Learning in the Sciences (CEILS), and the Center for the Integration for Research, Teaching, and Learning (CIRTL). We encourage you to take advantage of the TA conference that occurs right before fall quarter every year, the TA training program, as well as other resources and programs available through OID (https://oid.ucla.edu/tatp). In addition, CEILS and CIRTL offer workshops and teacher training (see for example https://ceils.ucla.edu/cirtl-at-ucla/).

Developing as a Teacher
While training in pedagogy is very important, you can promote your own development as a teacher by regularly reflecting on your teaching. Like ethnographers, you can take notes regularly after teaching sessions as a way to process how well instructional practices are working. We encourage you to take notes when things go well, when things don’t go well, and when the unexpected or interesting happens. These notes are for your development and never need to be shared, but this reflective writing facilitates productive thinking about your teaching methods and provides a record of examples that can eventually be used when you need to develop a formal teaching statement or portfolio for the job application.

Getting Started: Questions to ask yourself before you begin.

- What are your goals for yourself? Your students?
- What was your best teaching experience? Your worst?
- What is an example that demonstrates learning from a teaching mistake and implementing what you have learned?
- What are your strengths as a teacher? Weaknesses? How can you improve your weaknesses?
- What do you believe about how students learn best?
- How do you implement your philosophies on teaching and learning in the classroom? What strategies do you use?
- How do I know the strategies I have implemented work? How do you assess student learning?
- How does this relate to your teaching philosophy?

Writing Tips
Use vivid language but use words with emotional connotations sparingly. It is better to convey passion through evidence than through literally saying words like “passion.” While we recommend writing in the first person pronoun, try not to overuse “I”, and keep the focus of your description on what your students are doing and learning in the classroom.

This example is excerpted from a teaching statement by Tahseen Shams, who received a PhD in 2018. Dr. Shams is now an Assistant Professor at the University of Toronto.

I find teaching, both as a process of learning and the passing on of knowledge, extremely challenging, and yet, equally rewarding. As a teacher, I want to impact my students the same sense of wonder I felt years ago when I first read C. Wright Mills’ The Sociological Imagination. My approach to teaching, thus, is to nurture students so they can think critically about how larger social processes shape their personal experiences and of those around them. I encourage my students to identify social problems and scientifically pursue their intellectual curiosities, providing them support to develop those interests along the way.

In the classroom, I constantly strive to understand my students’ personal life experiences so that I can present class materials in ways that would make sociology relevant to their lives. My class discussions incorporate a combination of classical and contemporary theoretical literatures as well as the personal views students bring with them to the classroom. For example, as a teaching assistant affiliated with UCLA’s Academic Advancement Program, I helped teach “Introduction to Cultural Geography,” a course in which many of the students were children of immigrants, racial minorities, and first-generation college students. I was responsible for two discussion sections (each with 20 students and held twice a week), for which I created a syllabus, gave lectures on readings not covered by the main instructor (roughly half), facilitated discussions, held office hours, and graded all materials turned in by students. The readings reviewed in section included selected works of numerous social scientists including Karl Marx, Max Weber, Emile Durkheim, Erving Goffman, and Clifford Geertz. Some of my guiding questions to encourage students to engage critically with the readings were: “What is the main argument of the text?” “Do you agree or disagree, and why?” “How does the text apply to real-life situations?”

In one of the class discussions, students were assigned to read Erving Goffman, Clifford Geertz, Denis Cosgrove, and Doreen Massey under the overarching themes of place, interactions, and meaning-making. Going around the room, I found that the students, many of whom were beginning to see the world sociologically for the first time, struggled to grasp how the abstract notions of time, space, and place shaped individuals’ interactions on the ground or how the assigned readings could relate to everyday life. I asked my students to describe the classroom setting including where and how they were located in it. Based on their descriptions, I explained the Goffmanian concepts of props, performance, and presentation of self as based on context. I then asked the students to share how they think their experiences and interactions within the same classroom could be different from each other based on gender, race, class, and generation of college education. Taking the classroom as a microcosm of the larger society, the students were engaged to think about how social norms, power dynamics, and historical precedence shaped these interactions. I found this strategy of asking students and combining their narratives with scholarly discourses to be an effective way to convey the ways in which social science is useful in viewing the world. At the end of each class, I asked my students to write and submit a self-reflection piece incorporating the readings and examples from outside the assigned texts. These in-class submissions were an excellent reflection of the students’ performance as they captured each student’s group of the material and their ability to apply sociological concepts to their own lives. Nothing gave me greater joy to learn at the end of the course that a handful of my students changed their majors to sociology, having been inspired by our class discussions to learn more about the discipline.

What indicators best reflect students’ growth? How do you assess learning, and how does this approach fit with your teaching philosophy?

Introduce your central teaching philosophy – How do you approach teaching and learning in the classroom?

Give concrete examples as evidence. These examples can include classroom interactions, realizations, lesson plans, challenges, and even lessons you have learned from mistakes.

Present a glimpse into your classroom. This example describes how challenging materials were approached in a creative way.

50 Application Materials for Careers in Academia
51 Application Materials for Careers in Academia
Research Statement Overview

**What is it?**
A research statement is used when applying for some academic faculty positions and research-intensive positions. A research statement is usually a single-spaced 1-2 page document that describes your research trajectory as a scholar, highlighting growth; from where you began to where you envision going in the next few years. Ultimately, research productivity, focus and future are the most highly scrutinized in academic faculty appointments, particularly at research-intensive universities. Tailor your research statement to the institution to which you are applying – if a university has a strong research focus, emphasize publications; if a university values teaching and research equally, consider ending with a paragraph about how your research complements your teaching and vice versa. Structures of these documents also varies by discipline. See two common structures below.

**Structure One**

**Introduction**  The first paragraph should introduce your research interests in the context of your field, tying the research you have done so far to a distinct trajectory that will take you well into the future.

**Summary Of Dissertation**  This paragraph should summarize your doctoral research project. Try not to have too much language repetition across documents, such as your abstract or cover letter.

**Contribution To Field And Publications**  Describe the significance of your projects for your field. Detail any publications initiated from your independent doctoral or postdoctoral research. Additionally, include plans for future publications based on your thesis. Be specific about journals to which you would submit or university presses that might be interested in the book you would develop from your dissertation (if your field expects that). If you are writing a two-page research statement, this section would likely be more than one paragraph and cover your future publication plans in greater detail.

**Second Project**  If you are submitting a cover letter along with your research statement, then the committee may already have a paragraph describing your second project. In that case, use this space to discuss your second project in greater depth and the publication plans you envision for this project. Make sure you transition from your dissertation to your second large project smoothly – you want to give a sense of your cohesion for this project. Make sure you transition from your dissertation to your second large project smoothly – you want to give a sense of your cohesion for this project. In that case, use this space to discuss your second project in greater depth and the publication plans you envision for this project. Make sure you transition from your dissertation to your second large project smoothly – you want to give a sense of your cohesion for this project.

**Wider Impact Of Research Agenda**  Describe the broader significance of your work. What ties your research projects together? What impact do you want to make on your field? If you’re applying for a teaching-oriented institution, how would you connect your research with your teaching?

**Structure Two**

25% **Previous Research Experience**  Describe your early work and how it solidified your interest in your field. How did these formative experiences influence your research interests and approach to research? Explain how this earlier work led to your current project(s).

25% **Current Projects**  Describe your dissertation/thesis project – this paragraph could be modeled on the first paragraph of your dissertation abstract since it covers all your bases: context, methodology, findings, significance. You could also mention grants/fellowships that funded the project, publications derived from this research, and publications that are currently being developed.

50% **Future Work**  Transition to how your current work informs your future research. Describe your next major project or projects and a realistic plan for accomplishing this work. What publications do you expect to come out of this research? The last part of the research statement should be customized to demonstrate the fit of your research agenda with the institution.

Diversity Statements

**Overview**
Diversity statements usually are no more than two pages and speak to your experience, capabilities, and commitment to working with people from different backgrounds and to advancing a more inclusive, diverse and/or equitable academic environment. You can demonstrate these values through your teaching, research, and service. Keep in mind that diversity can mean a number of things including race/ethnicity, religion, age, gender, sexual orientation, disability, and military veteran status among others. Diversity statements will be listed explicitly as required documents in some job applications. If the position does not require a diversity statement, you may want to incorporate these values in your cover letter and teaching statement.

**Getting Started: Questions to reflect on as you begin**

- Experience and Identity: How have my experiences enlightened and empowered me? How do my previous experiences inform how I engage with others? Do I embody an under-represented group in my field? If yes, how and why is that meaningful?
- Research and Teaching: How have I incorporated what I’ve experienced and learned into my teaching and research? How will I continue to make my classrooms diverse? How is my approach unique?
- Collegial Collaboration: How have I handled working with someone whose background is unfamiliar to me? What have I learned from these experiences? How do I help to establish and to maintain an inclusive climate?
- Vision for the Future: How will I demonstrate a continued willingness to learn and grow? How will I work to correct problems of recruitment and retention of groups underrepresented in my field?

**Guidelines:**
Consider these tips, adapted from UC Davis’s Academic Affairs website, in crafting your diversity statement:


- Demonstrate your COMMITMENT to use your position to be a force of enlightenment and change by opening up opportunities to first-generation and underrepresented students.
- Describe how you have CREATED programs that provide access and establish a pipeline for students in traditionally underrepresented groups.
- Show how you ENRICH the classroom environment through exposure to new perspectives on cultures, beliefs, practices, tolerance, acceptance, and a welcoming climate.
- Demonstrate how your research provides EXPOSURE for individuals historically excluded from disciplines on the basis of their gender or ethnic identity.
- Speak to your LEADERSHIP in any capacity that tangibly promotes an environment where diversity is welcomed, fostered, and celebrated.
- Discuss MENTORING students from traditionally underrepresented groups and at-risk students.
- Describe your OUTREACH to members of student clubs, organizations, or community groups whose mission includes service, education, or extending opportunity to disadvantaged people.
- Show RECOGNITION of the challenges members of society face when they are members of underrepresented groups; or because of their religious, ethnic, or gender identities or orientation.
- Detail SERVICE that promotes inclusion by striving to dismantle barriers to people historically excluded from the opportunities that all have a right to enjoy.
Sample Interview Questions

Resume & Fit
Assess your skills, interest and fit for the position to which you are applying and provide context for experiences listed on the resume.
- Why are you interested in this position? Why should we hire you? What are your strengths? What are your weaknesses?
- What has been your most significant accomplishment to date?
- Where do you see yourself in 5 years?

Behavioral
Assess your past behavior in order to predict your future behavior in the workplace.
- Provide an example of a time when you worked on a team. What was the project, your role and the outcome?
- Give me an example of a time when you solved a complicated problem
- Tell me about a time you failed

Case
Assess your demonstrated skills in the areas of: problem solving, communication, teamwork and analytics. The case is often a business decision that simulates an actual scenario that you will work through in real time either individually or in a group.
- Your client is a ski resort. Global warming has reduced natural snowfall by 50% in the past two years, which is having a significant impact on the cost operations and the length of the ski season. What should they do and why?
- The Star Trek transporter has just been invented. Spell out some of the effects on the transportation industry.

Technical
Assess your technical knowledge, aptitude and problem-solving skills.
- Compare and contrast REST and SOAP web services
- What is copper trading at today?
- Coding problem – delivered on a white board in real time

Industry Interview Questions

Academia
Prepare Reflect on yourself, your research and your teaching. Prioritize understanding what a department is looking for and communicating how you can contribute to their needs.
- Please explain your research
- How do you approach teaching?
- How does your research influence your teaching?
- How would you mentor graduate students?

Additional academic interviewing questions:
https://www.vitae.ac.uk/researcher-careers/pursuing-an-academic-career/applying-for-academic-jobs/commonly-asked-questions-in-academic-interviews

Consulting and Business
Prepare When answering interview questions, explain your thought process to allow the interviewer to understand how you think. There is also an industry knowledge component, so read the Wall Street Journal daily and keep up with the stock market. The right answer is not as important as demonstrating your problem solving abilities and demonstrated interest in the industry.
- How would you define commercial awareness?
- Tell me about a project that you persevered through after wanting to initially abandon it?
- What is the optimal layout to arrange goods within the convenience store connected to a gas station?

Additional consulting interview questions:
http://www.glassdoor.com/Interview/consultant-interview-questions-SRCH_KO0,10.htm

Engineering and Technology
Prepare Restate the question to ensure you understand the goal and purpose of what is being asked. Be prepared to white board your answers and explain your thought process. Work through examples to come up with the simplest solution and detail a few ways you may refine your answer.
- Suppose that there is a database table. Four processes read the table at the same time, but only one process is allowed to read the same row of the table at any given time. How do you enforce the exclusive-read on a row?
- Given a pattern and a string, check whether the string matches the pattern. For example: pattern "aba" and the string is "redblackred" so it matches because "a" is translated to red and "b" is translated to "black." Note that for each character in the pattern, the translation is not empty and unique.

Additional discipline-specific technical questions:
http://www.careereducation.columbia.edu/resources/tipsheets/finding-a-job-interview-questions-engines

Nonprofit and Government
Prepare Hiring managers value true commitment; candidates need to prove their individual connection to the organizational mission with specificity and demonstrated action. Describing volunteer work or student group affiliations can be a great way of illustrating your commitment to a mission.
- How do your experiences translate to the nonprofit sector?
- What are your expectations about working in the nonprofit sector?
- Tell me about a time when you have worked in an environment that makes decisions in a consensus-driven way?

Additional Nonprofit and Government Interview Resources:
http://idealistcareers.org/category/job-search/interviews-job-search/

Questions to Ask the Employer
- What are the immediate challenges and objectives facing the individual in this position?
- What is the typical career path for someone in this position?
- Would you please share the next steps in the hiring process?
- How is work evaluated in this organization? What does the performance evaluation process look like and how is that tied to compensation and growth in the company?
- What are the ideal qualities you are looking for from someone in this position?
Structuring Interview Answers - CARR Method

For all industries it is important to research the organization thoroughly. Be able to communicate your technical and transferable skills as well as your organizational fit. Target your answers to each job and give examples to demonstrate your skills and qualifications. The CARR Method allows you to think about the various aspects of each experience to help you provide an answer that describes your experiences and accomplishments.

Context  Workplace Environment, Employees, etc.
What was the goal you were trying to accomplish? What is your purpose within the project?

Action  Explain your actions, framed in the context of the situation.
What work did you actually do? What were your responsibilities?

Result  Explain the result and its benefit.
If possible, quantify your results with numbers to demonstrate your impact on the organization or the field.
Example: “Implemented new data analytics method to streamline the process of solar cell creation, resulting in 65% reduction in cost to the consumer.”

Relate  Connect your experience with the desired qualifications of the job.
What skills from your previous experience will you be able to use in this job?

CARR Worksheet

Use the CARR Method as a framework for your answers.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td><strong>Context</strong>  The organization; its climate; size, number of employees/co-workers, interesting or otherwise impressive; timing; interpersonal situations, “This is what was happening—this was the situation where I worked...”</td>
</tr>
<tr>
<td>A</td>
<td><strong>Action</strong>  The objective, job duties, day-to-day responsibilities focused on how YOU accomplished the task and the involvement YOU played</td>
</tr>
<tr>
<td>R</td>
<td><strong>Results</strong>  Use numbers, describe the impact on the organization</td>
</tr>
<tr>
<td>R</td>
<td><strong>Relate</strong>  Connect what you did to the skills needed in your desired occupation</td>
</tr>
</tbody>
</table>

Thank You Email Template

What are they?
Writing a handwritten thank you note, or more commonly – sending a thank you email is expected after any job interview at any stage. The purpose of the thank you note is to re-affirm your interest in the position, and thank those involved in the interview for their time. This is also an opportunity to highlight your strengths and fit for the position. Thank you notes don’t necessarily earn you a position; however if they aren’t received, hiring managers may count it as a strike against you as a candidate.

When are they used?
Send a thank you email within 24 -48 hours of an initial phone screening or Skype interview, to ensure your thank you reaches the search committee or hiring manager before a decision is made about who will be moved along in the process. Handwritten thank you notes can be used after a final interview. However, if a decision is expected quickly – getting the thank you out via email is recommended to ensure it is received before a decision is made.

When writing an email, include the job title you interviewed for in the subject line.

Specifically align your background and strengths with their company, outlining anything you learned during the interview. Emphasize your fit for the position.

**Subject: Thank you – financial analyst position**

Dear Ms. Rothwell,

Thank you for taking the time to interview me for the research analyst position. I enjoyed meeting you and your team, learning more about WM Investments, the department, and the position.

My enthusiasm for the position and interest in working at WM Venture is strengthened after our meetings yesterday. I believe that my experience managing multiple deadlines with competing demands and my quantitative skill set would complement your team. Specifically, I think my PhD in Neuroscience would be an asset for the new client portfolio targets you have set in biotechnology and healthcare, and I would love the opportunity to demonstrate that value.

I genuinely hope we get the chance to work together in the future and look forward to hearing from you.

Sincerely,

[signature]

Sofia Scientist
Evaluating and Negotiating Job Offers

Congratulations! You have been offered the position. It may seem like the hard part is over, but it is still important to read the offer carefully and consider your value as well as your long-term career goals. Note that the items and resources below do not apply to all job offers. Get advice from your mentors and knowledgeable colleagues about how to approach any negotiation – the potential employer also has the option of withdrawing an offer if your terms seem out of the bounds for the position or untenable for the organization. Evaluate the entire offer...not just the salary!

Professional Development
Annual financial contribution, conference attendance, professional membership, certifications/trainings available

Education Benefits
Tuition reimbursement or financial help for college for your children/family members

Flexible Work Schedules/Telecommute
Flexible work schedules or opportunities to telecommute

Paid Time Off
How do they calculate paid time off, sick vs. vacation and days the organization is closed? Is it “use it or lose it”? Do they cover paternity/maternity leave?

Retirement Contribution
Types of plans, minimum/maximum contribution, time to being vested, company match/contribution

Base Salary
Research the salary of comparable positions in the area, taking into consideration your skill set.
- www.glassdoor.com
- www.payscale.com
- Salaries are public at public universities and government agencies

Relocation, Commute, Parking
What will it cost to go to work on a daily basis? If relocating, what is the cost of living difference and the cost of moving?

Healthcare Coverage
Monthly co-pays, types of coverage

Research Funds/Start-Up
How are start-up funds offered: lump sum, funded from list/proposal, etc.? How long will funds be available? Are there scenarios in which you might lose your start-up funding (grant award, etc.)?

When to Negotiate
Often negotiation begins before a formal written offer is made. However, to ensure all parties are working with the same set of information, always get everything in writing before negotiating.
- http://www.jhsph.edu/sebin/g/i/salarynegotiate.pdf

What is negotiable?
Before negotiating, remember that you are taking a risk and the way you negotiate is just as important as what you choose to negotiate. Be specific and clear about your needs and never negotiate if you have no intentions of taking the position.

- Relocation or Travel Reimbursement, Housing and/or travel to find housing
- Start Date
- Salary
- Flextime or Telecommuting
- Stock Options
- Bonuses (Signing or Annual)
- Professional Development Opportunities
- Teaching Requirements and Research Leave
- Service Commitments
- Pre-tenure leave, time to tenure
- Start up Package
  - office space, laboratory facilities, computer(s)/software, teaching/research assistance, research funds, conference travel.
### Job Offer Evaluation / Negotiation Worksheet

This worksheet is intended to help you organize your values/needs in a position compared to the job offer. It is not intended to suggest that you negotiate on all points, just to merely consider what is most important to you.

<table>
<thead>
<tr>
<th>My Current Offer / Job Information</th>
<th>My Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Salary</strong></td>
<td></td>
</tr>
<tr>
<td>Salary Offered:</td>
<td>Preferred Range:</td>
</tr>
<tr>
<td><strong>Start Date</strong></td>
<td></td>
</tr>
<tr>
<td>Job Start Date:</td>
<td>When you can start:</td>
</tr>
<tr>
<td><strong>Additional Monetary Compensation</strong></td>
<td></td>
</tr>
<tr>
<td>Offered:</td>
<td>Areas of importance for me:</td>
</tr>
<tr>
<td>□ Bonus</td>
<td>□ Overtime</td>
</tr>
<tr>
<td>□ Signing Bonus</td>
<td>□ Stock Options</td>
</tr>
<tr>
<td>□ Summer Teaching</td>
<td>□ Research Fund</td>
</tr>
<tr>
<td>□ Other</td>
<td></td>
</tr>
<tr>
<td><strong>Relocation, Commute, and Parking</strong></td>
<td></td>
</tr>
<tr>
<td>Relocation Expenses:</td>
<td></td>
</tr>
<tr>
<td>Cost of Living increase/decrease:</td>
<td></td>
</tr>
<tr>
<td>Commute Time:</td>
<td></td>
</tr>
<tr>
<td>Parking:</td>
<td></td>
</tr>
<tr>
<td><strong>Paid Time Off</strong></td>
<td></td>
</tr>
<tr>
<td>Paternity / Maternity leave</td>
<td></td>
</tr>
<tr>
<td>□ Yes, fully covered</td>
<td></td>
</tr>
<tr>
<td>□ Yes, partially covered</td>
<td></td>
</tr>
<tr>
<td>□ No, not covered</td>
<td></td>
</tr>
<tr>
<td>Vacation Days:</td>
<td></td>
</tr>
<tr>
<td>□ Use it or lose it?</td>
<td></td>
</tr>
<tr>
<td>Sick Days:</td>
<td></td>
</tr>
<tr>
<td>□ Use it or lose it?</td>
<td></td>
</tr>
<tr>
<td>Working days or hours:</td>
<td></td>
</tr>
</tbody>
</table>

### Job Offer Evaluation / Negotiation Worksheet - Continued

<table>
<thead>
<tr>
<th>My Current Offer / Job Information</th>
<th>My Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retirement Contribution</strong></td>
<td></td>
</tr>
<tr>
<td>Retirement Options:</td>
<td>My Retirement Needs:</td>
</tr>
<tr>
<td><strong>Healthcare Coverage</strong></td>
<td></td>
</tr>
<tr>
<td>Co-pay coverage:</td>
<td>Does the healthcare meet my needs?</td>
</tr>
<tr>
<td>□ Annual financial contribution</td>
<td></td>
</tr>
<tr>
<td>□ Conference attendance</td>
<td></td>
</tr>
<tr>
<td>□ Professional membership</td>
<td></td>
</tr>
<tr>
<td>□ Certifications / trainings available</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
</tr>
<tr>
<td>Professional Development offered or available:</td>
<td></td>
</tr>
<tr>
<td>□ Tuition reimbursement</td>
<td></td>
</tr>
<tr>
<td>□ Financial help for children/family members</td>
<td></td>
</tr>
<tr>
<td>□ Day care</td>
<td></td>
</tr>
<tr>
<td>□ Spouse / Partner appointments</td>
<td></td>
</tr>
<tr>
<td><strong>Education / Family Benefits</strong></td>
<td></td>
</tr>
<tr>
<td>Opportunities Provided:</td>
<td></td>
</tr>
<tr>
<td>□ Flextime</td>
<td></td>
</tr>
<tr>
<td>□ Telecommuting</td>
<td></td>
</tr>
<tr>
<td><strong>Research Funds / Start-Up</strong></td>
<td></td>
</tr>
<tr>
<td>Offered:</td>
<td></td>
</tr>
<tr>
<td>□ Office space</td>
<td></td>
</tr>
<tr>
<td>□ Laboratory facilities</td>
<td></td>
</tr>
<tr>
<td>□ Computer(s) / software</td>
<td></td>
</tr>
<tr>
<td>□ Teaching / research assistance</td>
<td></td>
</tr>
<tr>
<td>□ Research funds</td>
<td></td>
</tr>
<tr>
<td>□ Technology</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
</tbody>
</table>


1. Types of plans, minimum/maximum contribution, time to being vested, company match/contribution
2. Monthly co-pays, types of coverage
How to Negotiate

1. Have an action plan BEFORE you start negotiating.

2. Don’t fixate on one portion. If the employer states salary is less flexible, negotiate other benefits.


4. Use professional language and maintain composure through all communication – practice with someone verbally or have a trusted colleague read written communication before sending to ensure tone/goal are appropriate. If you cannot reach a mutual agreement, you have the option to reject the offer.

5. Do not feel pressure to accept an offer if the compensation package does not reflect your worth and meet your needs.

View sample acceptance, withdrawal and rejection letters
https://www.thebalancecareers.com/job-offer-acceptance-letter-2062350

UCLA Career Center

Find opportunities with Handshake.

Join us on Handshake, a new platform that connects Graduate Students and Postdoctoral Scholars to jobs, professional development events, and career resources.

ucla.joinhandshake.com

Log in today.
Campus Professional Development Resources
for Graduate Students and Postdoctoral Scholars
(GS = Graduate Student Eligible, PDS = Postdoctoral Scholar Eligible)

Graduate Student Resource Center
The Graduate Student Resource Center is a resource, referral and information center for UCLA graduate and professional school students. The office is a Graduate Students Association (GSA) Initiative that is managed by Student Affairs. We also work with GSA to organize Graduate Student Orientation and Equity, Inclusion and Diversity Graduate Welcome Day each fall.

www.gsrc.ucla.edu

- Drop-in advice and assistance for graduate and professional school students (GS)
- Meeting and study space (GS)
- Programs and workshops on a variety of topics (GS)
- Home of the Graduate Writing Center (GS)

Graduate Division
The Graduate Division serves as the central administrative office for graduate student and postdoctoral scholar policy, recruitment and admissions along with funding, diversity, and professional development programs.

www.grad.ucla.edu

- Professional Development Events (GS, PDS)
- On-Campus and Extramural Fellowships (GS, PDS)
- Diversity Programs (GS, PDS)
- Postdoctoral Scholar leadership opportunities, resources, referrals, and policy (PDS)

Graduate Writing Center
The Graduate Writing Center provides writing support for registered UCLA graduate and professional students.

www.gsrc.ucla.edu/gwc/

- One-on-One Writing Appointments (GS)
- Writing Workshops (GS)
- Dissertation and Thesis Programs (GS)

David Geffen School of Medicine Office of Postdoctoral Affairs (PDS)
The Office of Postdoctoral Affairs works to promote the affairs of bioscience postdoctoral trainees across campus through career development opportunities, support for developing funding, and training in scientific best practices and responsible conduct in research.

www.biomedpostdoc.ucla.edu

- Professional Development Events (GS, PDS)
- Responsible Conduct in Research Training (GS, PDS)
- Bioscience Postdoc Educational Leadership Program (PDS)

Dashew Center for International Students and Scholars
The Dashew Center for International Students & Scholars serves the international community at UCLA as the central hub for contact, resources, support and advocacy for international students and scholars.

www.internationalcenter.ucla.edu

- Support UCLA international students through immigration, personal, academic, and cultural advisement (GS)
- Provide comprehensive services for visiting international researchers, scholars, professors, and postdoctoral scholars (PDS)
- Design, implement, and promote a wide range of programs, trainings, and resources to enrich the student and scholar experience (GS, PDS)

Counseling and Psychological Services
Counseling and Psychological Services (CAPS) is a multidisciplinary student mental health center for the UCLA campus.

www.caps.ucla.edu

- Individual counseling and psychotherapy, group therapy, couples counseling, emergency intervention, and psychological testing; psycho-educational programs and workshops (GS)
- Psychiatric evaluation and treatment (GS)

Business of Science Center
The UCLA Business of Science Center prepares scientific, engineering, law, medical and business graduate students and postdocs for careers in the private sector.

www.bs.pharmacology.ucla.edu

- Venture Team Program, MedTech Innovation Program, Social Entrepreneurship Initiative, and Advancing Women in Science and Engineering (AWiSE) (GS, PDS)
- Business of Science Certificate Program
- Faculty and Industry Mentoring (GS, PDS)
- Entrepreneurship courses, lectures, workshops, and seminars (GS, PDS)

Campus Human Resources
Information and resources on benefits, job and career opportunities, training and development services, policies, workplace programs and employee resources.

www.chr.ucla.edu

- UCLA Staff and Faculty Counseling Center (PDS)
- Training and Development Opportunities (PDS)
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Academic Job: General Advice
Duquesne University, Landing an Academic Job
http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-careers/landing-an-academic-job
Karen Kelsky, The Professor Is In Blog
http://theprofessorisin.com
University of Michigan, Academic Job Search Resources
http://careercenter.umich.edu/article/academic-job-search
University of Washington, Academic Career Resources
http://careers.washington.edu/GradStudents/Academic-Careers

You on the Market
http://youonthemarket.wordpress.com

Curriculum Vitae (CV)
LifeClever, Give your Resume a Face Lift
http://www.lifeclever.com/give-your-resume-a-face-lift/

Cover Letter
Inside Higher Ed, Understanding Cover Letters

Teaching Statement
Duquesne University, Presenting your Teaching Experience
http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-careers/landing-an-academic-job/resources-for-graduate-students-presenting-your-teaching-experience
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http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/academic-careers/landing-an-academic-job/statement-of-teaching-philosophy
University of Michigan, Teaching Philosophy
University of Michigan, Sample Teaching Philosophies
http://www.crlt.umich.edu/tstrategies/tsspum
University of Pennsylvania, Teaching and Research Statement Samples
http://www.vpul.upenn.edu/careerservices/writtenmaterials/teachingresearchsamples.php

Diversity Statement
University of California, Davis, Guidelines for Writing a Diversity Statement
https://academicaffairs.ucdavis.edu/diversity/equity_inclusion/diversity_statements_writing.html
University of California, San Diego, Contributions to Diversity
http://facultyexcellence.ucsd.edu/c2d/index.html