UCLA

CAREER PREPARATION TOOLKIT

for Graduate Students &
Postdoctoral Scholars

2019-2021

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!

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

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Dean, UCLA Graduate Division

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Creating My Development Plan

Step 1: Identify your professional development needs.

Step 2: Identify training needs specific to your goal.

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.

For each skill, identify whether you:

■ Have a solid proficiency in this skill already
■ Expect to learn this skill from mentor or program
■ Need training or practice in this skill

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

Career Path Preparation

Have / Expect / Need

- Exploring Career Options
- Acquiring Career Experience (project, work, or volunteer experience specific to a targeted career path)
- Professional Etiquette
- Preparing Application Documents
- Networking
- Job and Internship Search
- Interviewing Skills
- Negotiation Skills

Communication Skills

Have / Expect / Need

- Scholarly Writing
- Oral Presentation
- Communicating with Diverse Audiences
- Digital Literacy (ability to find, evaluate, produce, and communicate clear information on various digital platforms)
- Using Social Media to promote your research and/or career

Self-Assessment & Development

Have / Expect / Need

- Wellness and Life Balance
- Assessing Knowledge, Values, and Interests (to identify potential career paths)
- Assessing Transferable Skills (skills acquired during training applicable to different careers)
- Financial Literacy (managing personal finance, investing, budgets, retirement, tax plan)
- Success and Socialization in your Program or Department
- Transitioning from Training to a Professional Career

Identify your research, academic, and training goals

E.g. Prepare for presenting thesis work at seminars and conferences

E.g. Expand my network of mentors beyond my faculty advisor

Any additional skills, training, or experience needed

Expect / Need

- Join toastmasters group
- Take networking workshop

Project Management, Leadership & Collaboration

Have / Expect / Need

- Entrepreneurship
- Grant Writing
- Budget Management
- Time Management
- Delegation
- Teamwork
- Collaboration
- Conflict Management
- Valuing and Promoting Diversity

Teaching & Mentorship

Have / Expect / Need

- Pedagogical Methods and Teaching Philosophy
- Syllabus and Course Design
- Leading and Facilitating Active Learning
- Assessing Learning and Skill Development
- Advising and Role Modeling
- Assessing Effectiveness of Teaching or Mentoring Strategies

Scholarly Expertise & Integrity

Have / Expect / Need

- Command of Disciplinary Knowledge/Scholarship
- Familiarity with Interdisciplinary Knowledge/Scholarship
- Command of Research Methods in Field and Adjoining Fields
- Collaborative Research
- Familiarity with Ethical Norms
- Civility in Scholarly Exchange and Pedagogy

Identify your career and career path exploration goals

E.g. Develop some experience in my career path of interest

E.g. Find opportunities to network with professionals in my field

Any additional skills, training, or experience needed

Expect / Need

- Do job simulation exercises
- Join professional society

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

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

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

Tmeline/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

	Early Stage	Middle Stage	Late Stage	Ongoing
Project Management, Leadership & Collaboration	➤ Identify and join a student group ➤ Apply for extramural funding	➤ Join a departmental or campus committee ➤ Volunteer to plan an event in your department	➤ Take on a formal leadership or supervisory role	➤ Reflect on your leadership philosophy
Teaching & Mentorship	➤ Attend teaching workshops and seminars	➤ Join the Graduate Undergraduate Mentoring program (GUM) to mentor an undergraduate student ➤ Discuss opportunities for increased teaching responsibility with your advisor ➤ Start a teaching portfolio	➤ Reflect on your teaching philosophy and draft a teaching statement	➤ Maintain a teaching portfoloio
Scholarly Expertise & Integrity	➤ Complete coursework and exams	➤ Propose and defend research prospectus ➤ Complete Human Subjects Protection Training	➤ Complete final dissertation work	➤ Stay up to date on current field-specific research

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 bureaurocratic 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

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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?

Helpful Tip

Use Your Transferable Skills to Explore Career Options

go to www.indeed.com and enter in one of the transferrable skill categories you have identified as a search term with either your discipline, or an interest area.

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.

Highly Important	Moderately Important	Not Important
Rank order the values in this category.		

Work Values Inventory[1]

Achievement (ACH)	Health (HAE)	Mechanical and physical activity (MPA)
Advancement (AVA)	High income (HIN)	Moral and religious concerns (MRC)
Adventure (AVE)	Home and leisure life (HLL)	Outdoor work (OUT)
Aesthetics (AES)	Independence (IND)	Physical appearance (PHA)
Predictable work (PRE)	Friendships at work (FRI)	People contact (PEC)
Competition (COM)	Interesting work (INT)	Recognition (REC)
Early entry (EAN)	Leadership (LEA)	Security (SEC)
Altruism (ALT)	Exhibition (EXH)	Status/prestige (STP)
Creativity (CRE)	Lifestyle (LIF)	Variety (VAR)
Fairness (FAI)	Location of work (LOC)	Work environment (WEN)

Top Ten Work Values

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

1 Lock, R. D. (2004). *Taking charge of your career direction: Career planning guide, book 1* (5th ed.). Belmont, CA: Thomson/Brooks Cole

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.

Professional Development	Internal	1
		2
	External	1
		2
Intellectual Community/Research	Peers/Colleagues	1
		2
	External Collaborators	1
		2
	Faculty	1
		2
Safe Space	Supportive Individuals	1
		2
Mentors	Peer	1
		2
	Internal	1
		2
	External	1
		2
Emotional Support/Well Being	Friends/Family	1
		2
	Other	1
		2
Organizational Groups	Supportive Individuals	1
		2

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 talk by phone. I'm typically available Monday-Wednesday 9am-12pm, but am happy to meet when it's most convenient for you.

Thank you and I look forward to hearing from you.

Sincerely,

Jillian Engineer

Helpful Tip

Do not take it as a rejection if the contact offers to chat via phone when you requested an in person meeting. Remember their schedules are busy.

Sample Informational Interview Questions

Career Exploration

➤ What are your major responsibilities?

➤ What is the most interesting project you have worked on?

➤ What is the most/least rewarding aspect of your job?

➤ Would you choose this career again?

➤ What is a typical day like, or what does an average work week involve?

➤ What is the most common career path?

➤ What obligations are expected of you outside of the actual job?

➤ What are some lifestyle considerations for this career field?

➤ What are some common entry-level positions in the field?

➤ What kind of salary range and benefits could an entry level position expect 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?

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?

➤ How do you see jobs changing in the future?

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

Specific questions that demonstrate your research on the person, field or industry:

➤ How did your research background in _____ help you in your job search?

➤ How 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?

Sample Thank You Email (Follow - up)

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.

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**
>
> 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.

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
2018 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

Platform	URL	Description	Disciplinary Expertise
InnoCentive	www.Innocentive.com	Featuring Research & Development problems posed by companies and government agencies.	Natural Sciences, Biomedical Sciences, Social Sciences, Business, Technology
Kaggle	www.Kaggle.com	Focused on Data Science and analytics with job postings and online learning modules.	Machine Learning, Python, Data Visualization, Data Mining, SQL, R, Deep Learning Models
Top Coder	www.Topcoder.com	Businesses pose design, code and digital challenges.	Visual Design, Code Development and Data Science Projects
Challenge.gov	www.Challenge.gov	Federal agencies crowdsource ideas from the public and solve problems with thinkers and doers from any neighborhood and field of expertise.	Technology, Public Input, Creative, Scientific, Policy, Public Health, Data Science, Ideation, Defense, Biomedical Sciences
Mind Sumo	www.Mindsumo.com/challenges	Employers post micro-challenges, compensate winning solutions and recruit employees from submissions. Challenges include ideation, implementation and insights.	Business, Humanities & Arts, Computer Science, Food Science, Math and Sciences, Engineering

InterSECT Job Simulations

Interactive Simulation Exercises for Career Transitions

Online platform that allows PhD-level scientists and humanists, regardless of professional stage, to explore future career options through true-to-life job simulation exercises that help individuals consider the following questions:

➤ What are my professional interests and skills?
➤ How do my interests and skills translate to potential careers?
➤ What are my career options?
➤ Which careers haven't I considered?

Selected Examples of Job Simulations

Advocacy: Lobbying or Creating a Fact Sheet

Business: Conducting a Market Analysis

University Administration: Develop and Market a Program

Data Analytics: Making Predictions

Intellectual Property: Writing a Freedom to Operate Analysis

Outreach: Developing Educational Resources or Program Evaluation

Project Management: Creating a Scope of Work

Clinical Trials: Coordinate Clinical Trial Schedules

Freelance Journalism: Pitch an Article

Visit **https://intersectjobsims.com/library**

Helpful Tip

After doing a job simulation, use the online reflection guide to think more critically about how much you enjoyed the work.

InterSECT Job Simulations

Interactive Simulation Exercises for Career Transitions

HOME   SCIENCE SIMS   HUMANITIES SIMS   SMART GOALS   REFLECTION GUIDE   INFO INTERVIEW GUIDE   COLLABORATE & DEVELOP SIMS

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.

Strategy	Benefits	Tips
Networking - Connect with as many individuals as possible and develop a list of contacts.	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.	Join www.linkedin.com. Visit UCLA One: online UCLA Alumni Network: https://uclaone.com/ Attend Networking events on and off campus.
Targeted Search - Identify the types of organizations you would like to work for, develop a targeted list, and research companies.	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 and hand with networking as it will be important to develop contacts within organizations and companies.	The Business Journals: Book of Lists, Chamber of Commerce. Explore organizations using Vault.com (access through your Handshake account).
Professional Associations - Research professional associations related to your career interests, as most provide a "career opportunities" section on their website.	A source of networking information and career opportunities. Build contacts with individuals who share your interests.	Ask faculty and career counselors to suggest professional associations.
Career Fairs - Attend on and off campus career fairs to identify new opportunities.	Opportunity to meet with a number of recruiters in person and in one location. Build networking contacts.	Plan ahead and research companies attending. Visit Career.ucla.edu for upcoming events.
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.	Primary way in which companies recruit for business and technical positions. Employers are specifically seeking UCLA students for their positions.	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.
Handshake - Graduate students can update personal and academic information, upload a resume, search for jobs and internships.	Access to a wide variety of jobs posted by employers specifically interested in UCLA graduate students.	Check job postings regularly as they are posted on a daily/ weekly basis.

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.
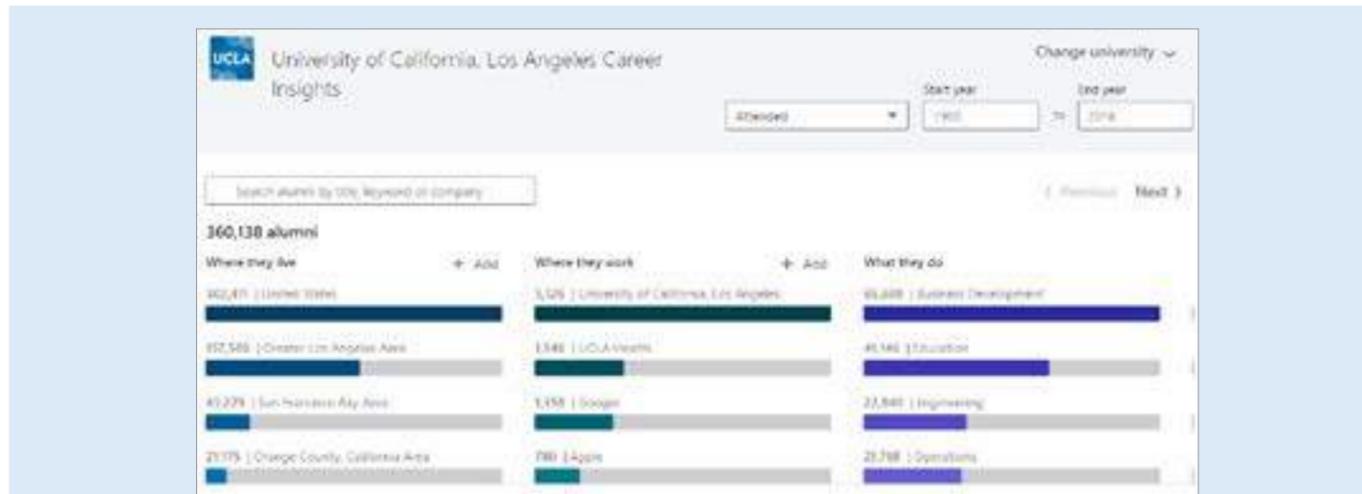
Don't Be Afraid To "Cold Call"

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.
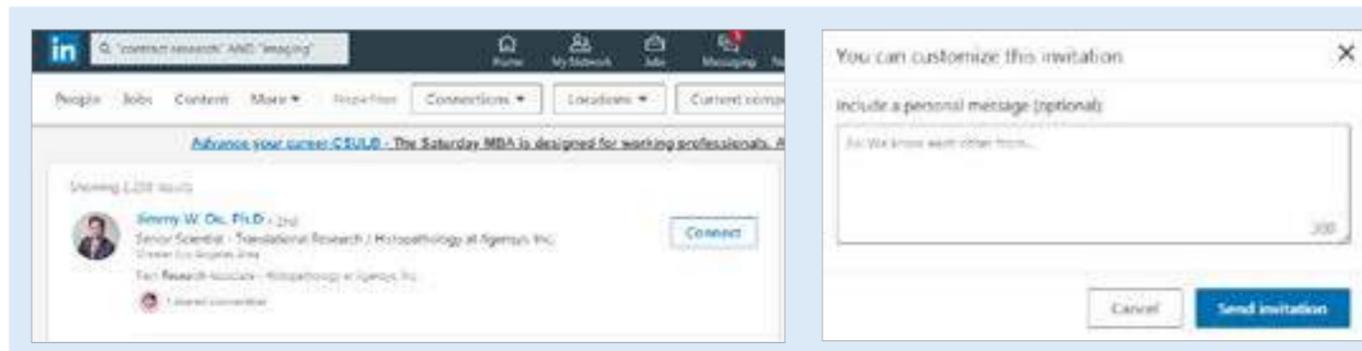
Find Job & Internship Opportunities on LinkedIn

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.
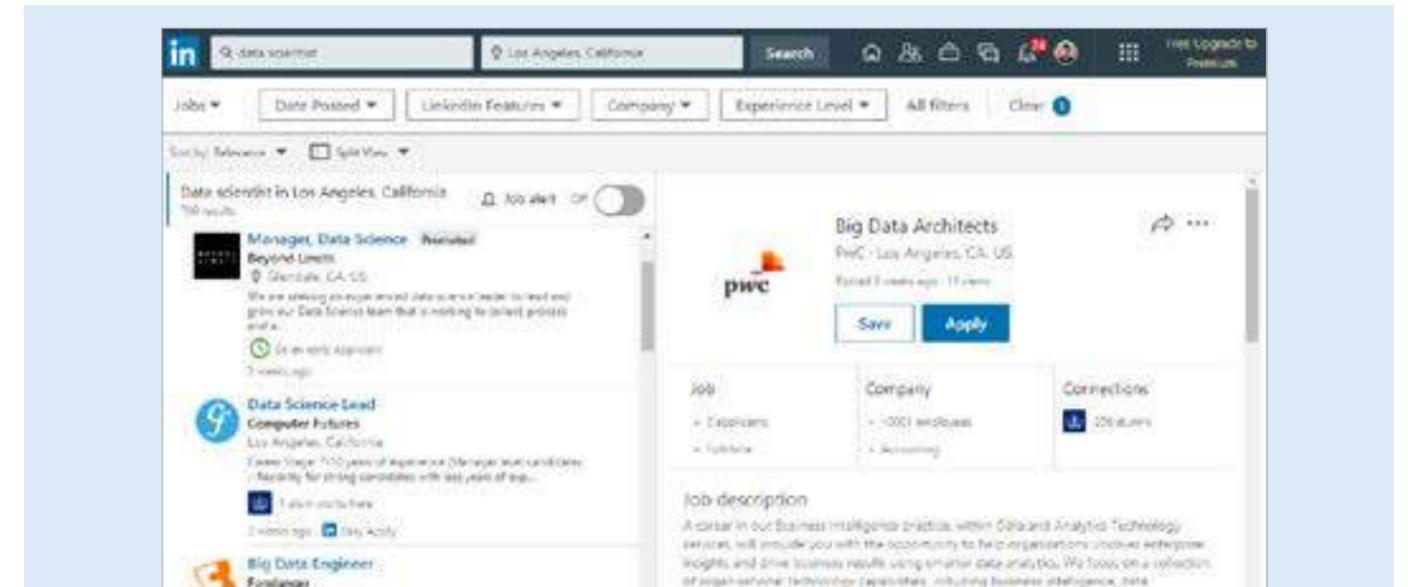
Find More Resources Using Linkedin For Students

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?
(Be specific, 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

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

PhD Resume Example (1-2 pages maximum)

Usually 2-3 sentences that summarize your history, background and unique qualifications, tailored to the position.

Use areas of expertise or emphasis to communicate your research topic area, or method expertise for non-specialized audiences. Only include topics that are relevant to the position.

This section may include all of your experiences, paid and unpaid, volunteer, community service or professional. Analyze each experience with regard to the skills, abilities, leadership positions and accomplishments gained. Quantify the statements, where possible, and use action verbs.

Pat Navarro

112211 Westwood Blvd Los Angeles, CA 91234 | 310.123.4567 | PNavarro@biology.ucla.edu

Professional Summary

More than 5 years of research experience in clinical, academic and hospital settings. Managed a large multi-site study, which led to 3 top tier publications and a patent for a compound undergoing Phase 1 clinical trials. Experience leading lab development, and mentoring professional growth of research trainees.

Education[1]

PhD Biological Chemistry   2015
University of California, Los Angeles CA
Areas of Expertise: Alzheimer's, Neurological Therapeutics

Research Experience[2]

Team Lead, Multi-Site Alzheimer's Research Study, UCLA Dept of Biological Chemistry   2014-Present
- Coordinated and led a team of multidisciplinary faculty and postdoctoral researchers at 5 research hospitals
- Identified a need for lab instruments and successfully applied for $40,000 used to secure training, supplies and instrumentation

Postdoctoral Researcher, UCLA Department of Neurobiology   2010-2012
- Secured grant funding and managed budgets for 2 independent research projects
- Managed and mentored 4 doctoral students and 16 undergraduate students in experimentation design and delivery

Doctoral Research Assistant, Vanderbilt University, Neuroscience Department   2004-2010
- Identified a new target for Alzheimer's therapeutic approaches
- Increased existing client revenue by 30% through service and customer care program
- Attained 'Leaders Club' recognition in the Western Region.

Skills[3]

Data Analysis: Stata, Data Envelopment Analysis   **Modeling Software:** SC/Tetra, Comsol, Solidworks
Programming: Matlab   **Documentation:** Microsoft Office, LaTeX, Mendeley

Publications (1 out of 6) Presentations (1 out of 12)

Smith, J. & Jones, N. "The effects of Alzheimer's drugs on patients ages 40-45" Nature, V.356 2014
Smith, J. "Neutralizing Alzheimer's: the ethical dimensions of clinical trials" Presented at the National Association for Alzheimer's Care in New York, 2014

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1 Include Institution Name, degree(s)earned, majors/minors, honors, date of completion or expected completion. Education should only come first if you are completing or have completed in the last 2 years.
2 Your extracurricular or service activities may offer a unique way to demonstrate transferrable skills. Top skills employers tend to look for include teamwork, communication skills, data management, analytical and problem solving.
3 These may include laboratory skills, technical skills, foreign language, computer, research skills and others.

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.

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.

Duties:
- Graded homework, taught labs, met with students during office hours
  Duties don't demonstrate your capabilities or skill level

Accomplishments:
- Taught weekly lab meetings for 25 undergraduate biology majors
- Advised 5 students on final paper and in class presentation
  Quantify your work – consider frequency, and total impact

Demonstrated Accomplishment:
- Taught and assessed biology concept applications for 25 undergraduate students through interactive instruction in weekly labs, written assignments and in person advising
  Lead with an active verb that highlights the skill or result you want to demonstrate. Use concrete examples

Pick one project you worked on
Which skill do you want to highlight?
What did you accomplish? Can it be quantified in some way to demonstrate breadth/depth?
What strategies or tasks did you undertake to accomplish this task?

active verb	context	task	result

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.

> Highlight responsibilities and duties that you can clearly demonstrate in your resume

> Use the terms, not the phrases to tailor your resume to the position

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Jenny Smith, PhD
1234567 Westwood Avenue Los Angeles, CA 90004 | 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 agendas 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 this 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 3+ 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 (3/18)

"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
LGBTQ Perspectives in Popular Music   Summer 2010

> Accomplishments and experience focus on data analysis and research accomplishments

> Aligned skill set with qualifications

> Ability to communicate research verbally and in writing demonstrated through teaching, and publication/ presentation record.

North Campus Master's Resume Example (1-2 pages maximum)

Jodi Sanchez
JSanchez@ucla.edu | 310.825.1234 | Westwood, California | www.linkedin.com/in/jodi.sanchez

Education

University of California, Los Angeles — Expected June 2019
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 — June 2014
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
Chinatown 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 chaired 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 matters and issues

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, Presi, Canva, Microsoft Office Suite,
Certifications: Single Subject Teaching Credential (California)
Languages: Chinese (native), Korean (conversational)

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

Share technical skills, particularly uncommon technical skills

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South Campus Master's Resume Example (1-2 pages maximum)

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

Education

University of California, Los Angeles — Expected June 2019
Master of Science, Electrical and Computer Engineering GPA: 3.75
Areas of Focus: Circuits & Embedded Systems, Physical & Wave Electronics

San Jose State University — May 2016
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, Presi, Canva, MS Office

Circuit Design Experience

Samsung Consumer Electronics, Inc — June 2017–September 2017
Intern, Mountain View, California
- 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 AMS 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 — September 2015–December 2016
- Completed senior project at XYZ Company, a manufacturer of machine tools for the sheet metal industry
- Assisted engineering department in designing straight hand seamer used in bending, seaming 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 seamer. Product is currently in preproduction testing phase

Competition Case Studies

Society of Electrical Engineers, Master's Student Case Study Competition, 3rd place, — Spring 2018
BattleBots competitor, Discovery Channel, — Fall 2017
IEEE Women In Engineering Design Competition participant, — Fall 2015

GPA should be listed if it is above a 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
formed
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

aided
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
influenced
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
developed
enabled
encouraged
evaluated
explained
facilitated
guided
incorporated
informed
initiated
inspired
instructed
lectured
mentored
motivated
observed
persuaded
presented
set goals
stimulated
taught
trained
tutored
updated

Technical

analyzed
assembled
built
calculated
computed
designed
devised
engineered
fabricated
inspected
installed
maintained
operated
overhauled
programmed
remodeled
repaired
solved
trained
upgraded

Helping

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

Management

achieved
administered
allocated
analyzed
applied
approved
assessed
assigned
anticipated
attained
chaired
conceived
consolidated
consulted
contracted
coordinated
delegated
determined
developed
directed
encouraged
enforced
established
evaluated
executed
expanded
expedited
founded
formed
governed
hired
implemented
improved
incorporated
increased
initiated
instituted
launched
led

managed
motivated
negotiated
organized
outlined
oversaw
perceived
planned
prioritized
produced
recommended
reconciled
recruited
reported
represented
resolved
reviewed
scheduled
screened
selected
spearheaded
sponsored
staged
strengthened
supervised
troubleshot

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

Financial

adjusted
administered
aided
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
compared
computed
developed
estimated
figured
forecast
maintained
managed
marketed
planned
prepared
projected
reconciled
researched
tracked

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

Cover Letter Template

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.

Use the same heading as your resume to create a "letterhead" for your documents.

If you cannot find the name of the contact, consider addressing the letter to "Hiring Manager" or "Hiring Committee."

Name
Address, City, State, Zip Code | Phone Number, Email

Employer Name
Title
Company
Street Address
City, State ZIP

Dear _____ ,

1 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.

2 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.

3 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

1

First Paragraph (Purpose)

➤ State why you are writing and the position at the company you are applying for. Indicate how you learned of this position.

➤ If referred, be sure to include the name of the referral in this paragraph.

➤ Demonstrate briefly your knowledge of the company, and create a thesis statement that outlines your unique qualifications for the job.

2

Second paragraph (Background and Qualifications)

➤ If you have related experience or specialized training, elaborate on the details that would be of special interest to the employer.

➤ Be specific about your qualifications and skills.

➤ Provide examples on how you obtained/honed these skills. Your goal here is to match your skills to the employer's needs.

➤ Explain how you would fit into the position and the organization. If it gets lengthy, break this paragraph into two, to make it more readable.

3

Third paragraph (Request for Action)

➤ Close your letter with confidence by briefly restating how your qualifications match the position.

➤ Express your interest in further discussing your background and the position with the employer.

➤ Finally, include a statement expressing your appreciation for the employer's consideration.

A Cover letter is almost always required of candidates in all professional industries. Though called a cover letter, they are typically read by employers after the resume is reviewed, so they need to provide more tailored and targeted information. When submitting application documents, always save as a PDF. If submitting via email, put the cover letter in the body of the email and attach it as a PDF.

CV vs Resume

	CV	Resume
Audience	Academics, researchers or teachers in or outside of your discipline	Potential employers and networking contacts
Goal	To obtain an academic position, research-focused or teaching focused position in academia or another industry, or a grant or fellowship	To obtain a position in government, nonprofit, technology, business, consulting or other industry
Structure & Format	Complete history of your academic credentials – research, teaching, awards, funding, service	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
Focus	Your academic achievements and your scholarly potential	Relevant experience and demonstrated skills through accomplishments that prove you can do the job well
Unnecessary Info	Activities not related to academic pursuits (i.e., personal information, irrelevant work experience, hobbies, etc)	Unabridged list of publications, presentations, conferences attended, courses taught. Work or accomplishments **that are not relevant to the position**
Length	Flexible	1-2 pages

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

<div>

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:

B.A. English and Religion, Duke University (Durham, NC) May 2008

Honors & Awards

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

Research[1]

Publications
Smith, J., & Johansen, T. (2015). Name of article. Nature, 85(2), 112-123.

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
- Publications & Presentations
- Blind Refereed Journal Articles
- Book(s) (under contract)
- Blind Refereed Book Chapter
- Invited Book Chapters
- Published Conference Proceedings
- Reports/White Papers

- Book Reviews
- Blind Refereed Conference Papers
- Non-Blind Refereed Conference Panels and Presentations
- Invited Presentations & Panels
- Columns
- Other Publications (Op-ed, editorial, photography, etc.)

</div>

> 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

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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 Assistance

- Invited Guest Teaching
- Guest Lecture
- Advising & Mentoring

Service[2]

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)

</div>

> 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.

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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.

Curriculum Vitae Example

Ellen R. Joseph
josepher@neuron.ucla.edu

Department of Neuroscience
Science Center, Room 5480
18000 San Bernardino Blvd.
Los Angeles, CA 90669
(813) 566-4321

3400 West Chester Blvd.
Apartment 109
Los Angeles, CA 90620
(813) 321-1234

Current Position

University of California, Los Angeles,	Los Angeles, CA
Postdoctoral Fellow	2015-Present

Education

Columbia University	New York, NY
PhD, Neuroscience	2015
Dissertation: Development of synaptic plasticity in Aplysia californica	
Dartmouth College	Hanover, NH
BS, magna cum laude, Biology. Phi Beta Kappa	2007

Grants and Awards

Ruth L. Kirschstein Post-Doctoral National Research Service Award	2016-2017
National Institute of Deafness and Other Communication Disorders, National Institutes of Health	
Department of Neuroscience, Emerging Faculty Award	2015
Columbia University	
Ruth L. Kirschstein Post-Doctoral National Research Service Award	2012-2015
National Institute of Mental Health, National Institutes of Health	
University Excellence in Teaching Award	2012, 2014
Columbia University	

Research Experience

University of California, Los Angeles — Los Angeles, CA, 2015-Present
Postdoctoral Fellow; Advisor: Young X. Shen
Developmental regulation of NMDA receptor-mediated synaptic transmission in zebra finch brain

- 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 — New York, NY, 2008-2015
Graduate Researcher; Advisor: Thomas J. Schmidt
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

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

Columbia University — New York, NY, 2007-2008
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 flourescence microscopy

Teaching Experience

University of California, Los Angeles — Los Angeles, CA
Written and Oral Communication Advisor — Spring 2016-Present
Guest Lecturer and Consultant, Seminar in Animal Communication — Spring 2016

Columbia College — New York, NY
Guest Lecturer, Introductory Psychology — 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 — Hanover, NH
Teaching Assistant, Special Topics in Psychology — Spring 2006
Teaching Assistant, Introductory Biology — Fall 2005, Fall 2006

Related Professional Experience

Columbia Graduate Women in Science (CGWS), Columbia University — New York, NY
Co-Founder and President — 2013-2015

- 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. Synaptic 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.

Joseph, E.R. and Shen, Y.X. Developmental regulation of NMDA receptor-mediated synaptic currents in nucleus RA of the zebra finch. Society for Neuroscience Abstracts. 25:191. Poster presentation delivered at the Society for Neuroscience meeting, Atlanta, GA, November, 2016.

Joseph, E.R. and Schmidt, T.J. Synaptic facilitation is independent of spike duration in sensory neurons of juvenile Aplysia. Society for Neuroscience Abstracts. 25:695. Poster presentation delivered at the Society for Neuroscience meeting, Washington, D.C., November, 2014.

Margin notes:

Ellen applied for a tenure-track faculty position as a post-doc. 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.

It is rare for a PhD in the experimental sciences to successfully land a tenure-track faculty position immediately out of graduate school. A postdoc is almost always necessary. When Ellen applied for her postdoctoral position, she included more detail about her graduate research.

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.

Joseph, E.R. and Schmidt, T.J. Serotonergic facilitation of synaptic transmission in juvenile Aplysia. Society for Neuroscience Abstracts. 23:814. Oral presentation delivered at the Society for Neuroscience meeting, New Orleans, LA, November, 2013.

Joseph, E.R., Kline, N.J., and Schmidt, T.J. Temporal dissociation of 5HT-induced spike broadening and excitability in Aplysia sensory neurons. Society for Neuroscience Abstracts. 21:941. Oral presentation delivered at the Society for Neuroscience meeting, St. Louis, MO, November, 2011.

Joseph, E.R. and Schmidt, T.J. Teaching neuroscience through a laboratory experience: you can't start too young. Society for Neuroscience Abstracts. 20:518. Poster presentation delivered at the Society for Neuroscience meeting, Orlando, FL, November 2010.

Review Articles

Joseph, E.R., LeBlanc, R., Kline, N.J., Bliss, E.A., and Schmidt, T.J. (2013). Central actions of serotonin across the life span of Aplysia: Implications for development and learning. In H. Koike, Y. Kidokoro, K. Takahashi, and T. Kanaseki (Eds.), Basic Neuroscience in Invertebrates (pp. 249-265). Tokyo: Japan Scientific Societies Press.

Kline, N.J., Bliss, E.A., **Joseph, E.R.**, and Schmidt, T.J. (2013). Differential modulatory actions of serotonin in Aplysia sensory neurons: Implications for development and learning. Seminars in Neuroscience. 9:21-33.

Peer Reviewed Publications

Joseph, E.R. and Shen, Y.X. (2017). Two-stage, input-specific synaptic maturation in a nucleus essential for vocal production in the zebra finch. Journal of Neuroscience. 22:9107-9116.

Joseph, E.R. and Schmidt, T.J. (2016). Developmental dissociation of serotonin-induced spike broadening and synaptic facilitation in Aplysia sensory neurons. Journal of Neuroscience. 21:334-346.

Joseph, E.R., Chang, A.R., Kline, N.J., and Schmidt, T.J. (2014). Pharmacological and kinetic characterization of two functional classes of serotonergic modulation in Aplysia sensory neurons. Journal of Neurophysiology. 78:855-866.

References

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University of California, Los Angeles
Science Center, Room 5485
Los Angeles, CA 90260
(813) 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 12345
(212) 999-5678
tjschmidt@fas.columbia.edu

Akaysha M. Lin, Ph.D.
Associate Professor
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University of California, Los Angeles
William James Laboratories, Room B18
Los Angeles, CA 90243
(813) 321-9999
linam@psych.ucla.edu

Though publications are listed last in this format, it is recommended to highlight research accomplishments early for research-focused positions, depending on your discipline.

Make sure you have permission from references before listing their name and contact information in any application document.

Academic Job Sample Documents

Links For Sample Academic Job Documents:

CVs And Cover Letters
All Fields – Harvard:

http://hwpi.harvard.edu/files/ocs/files/gsas-cvs-and-cover-letters.pdf

Life Sciences – UCSF:

https://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs/applying/academic-samples

Teaching Statements
Humanities and Social Sciences – Yale:

https://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/sampleteachingstatements.pdf

All Fields – Upenn:

https://www.vpul.upenn.edu/careerservices/writtenmaterials/teachingresearchsamples.php

Life Sciences – UCSF:

https://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs/applying/academic-samples

Research Statements
All Fields – Upenn:

https://www.vpul.upenn.edu/careerservices/writtenmaterials/teachingresearchsamples.php

Life Sciences – UCSF:

https://career.ucsf.edu/grad-students-postdocs/career-planning/academic-jobs/applying/academic-samples

Diversity Statements
All Fields – Ohio State:

https://equityandinclusion.cfaes.ohio-state.edu/sites/diversity/files/imce/Diversity%20Statementof%20Examples%20University%20of%20San%20Diego%20%281%29.pdf

All Fields – UC Berkeley:

https://ofew.berkeley.edu/sites/default/files/example_statements_contributions_to_diversity.pdf

An additional resource list curated by Stanford Medical School
https://web.stanford.edu/class/inde231/Application%20Resources.doc

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 the main take-away you want them to know about you?

➤ 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   UCLA

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DEPARTMENT OF PSYCHOLOGY
149 FRANZ BUILDING
BOX 951530
LOS ANGELES, CA 90095 • 1530
(310) 825 • 4173

Date

Search Committee Chair
Department
University
Address
City, State Zip Code

Dear Search Committee Members,

Introduction State the position for which you are applying. In one or two sentences introduce yourself and include your dissertation title, chair, and degree completion date. You can end this paragraph by explaining the topic and findings of your project and the fields in which it intervenes which should include the field(s) to which you are applying.

Dissertation/Thesis Give a slightly more detailed version of your project's main findings – this can include methodology as well as a snapshot of what you're examining. Follow this up with a statement about how your work extends or corrects existing scholarship. What gap in the field do you address? Provide a short overview of the dissertation trajectory that includes where you begin and where you end. If you have publications from your dissertation or thesis, mention the most impactful and relevant manuscripts.

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.

Fit This is where it pays to research the department and school to which you are applying. Consider what you know and why you fit into this department. You could list specific courses you can teach or additional departments and institutes you could work with. It is important to show how your research and teaching complement current course offerings and/or departmental initiatives. For new and growing fields, you might find that the department doesn't have any current course offerings or research groups related to the field they are hiring for, which is why they are hiring for that position. In that case, feel free to pitch the kinds of courses you would like to teach including at least one lower division course and one advanced undergraduate/graduate student course, and research groups, programs, or initiatives you could contribute to. You may also want to consider how you might fit into the school and the community if the department encourages interdisciplinary research and/or community connections.

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

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

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

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.

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 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 impart to 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 grasp 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.

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 as a scholar, but also to demonstrate your capacity to conceptualize innovative research that goes well beyond your dissertation 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: (http://academicaffairs.ucdavis.edu/diversity/equity_inclusion/diversity_statements_writing.html).

➤ 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-engineers

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?

Pro Tip

Take the values assessment on ImaginePhD to find great questions to ask.

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.

C   **Context** 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..."

A   **Action** The objective, job duties, day-to-day responsibilities focused on how YOU accomplished the task and the involvement YOU played

R   **Results** Use numbers, describe the impact on the organization

R   **Relate** Connect what you did to the skills needed in your desired occupation

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

> Confirm your continued enthusiasm and interest in the position.

> Keep it short and conclude with confidence.

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
➤ NACE Salary Calculator https://www.jobsearchintelligence.com/jobseekers/search-input.php
➤ 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?

Cost of Living Calculator http://www.homefair.com/real-estate/salary-calculator.asp

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.

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

Job Offer Evaluation / Negotiation Worksheet - Continued

	My Current Offer / Job Information	My Needs
Retirement Contribution[1]	Retirement Options:	My Retirement Needs:
Healthcare Coverage[2]	Co-pay coverage:	Does the healthcare meet my needs?
Professional Development	Professional Development offered or available:	☐ Annual financial contribution ☐ Conference attendance ☐ Professional membership ☐ Certifications / trainings available
Education / Family Benefits	Opportunities Provided:	☐ Tuition reimbursement ☐ Financial help for children/family members ☐ Day care ☐ Spouse / Partner appointments
Flexible Work Schedules / Telecommute	Opportunities Provided:	☐ Flextime ☐ Telecommuting
Research Funds/Start-Up	Offered:	☐ Office space ☐ Laboratory facilities ☐ Computer(s) / software ☐ Teaching / research assistance ☐ Research funds ☐ Technology
Other		

Additional Academic Negotiating Resources: http://www.columbia.edu/cu/tat/pdfs/negotiating.pdf

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.

3

Get everything in writing.

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-2062550

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)

Career Center

The UCLA Career Center offers a wide range of professional development and career preparation services to address the specific needs of Master's and PhD students.

www.career.ucla.edu

➤ One-on-One Career Advising Appointments (GS)
➤ Master's and PhD Employer Recruitment Events (GS & PDS)
➤ Career Preparation Workshops (GS & PDS)
➤ Professional Development Events and Conferences (GS & PDS)

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)

www.uclaone.com

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)

➤ Crisis consultation, mentoring programs and organizational consultation (GS)
➤ Clinical training for mental health professionals at the masters, doctoral, postdoctoral, and residency level (GS, PDS)

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

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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//

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Inside Higher Ed, Understanding Cover Letters
https://www.insidehighered.com/advice/2013/11/04/essay-cover-letter-academic-jobs

Teaching Statement

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University of Michigan, Teaching Philosophy
http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no23.pdf

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http://www.crlt.umich.edu/tstrategies/tstpum

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https://academicaffairs.ucdavis.edu/diversity/equity_inclusion/diversity_statements_writing.html

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http://facultyexcellence.ucsd.edu/c2d/index.html

UCLA Career Center
career.ucla.edu

UCLA GRADUATE DIVISION
grad.ucla.edu