

The ACADEMIC JOB SEARCH Survival Handbook

Especially for Graduate Students

HOW TO:

- Find Job Announcements
- Plan Your Search Timeline
- Write a CV and Cover Letters
- Prepare for Campus Interviews
- Start a Reference File...

Thank you to Andrew Green (UC Berkeley), Julie Miller Vick and Mary Morris Heiberger (University of Pennsylvania), and Al Levin (CSU Sacramento) for portions of the content of this handbook. Special thanks also to current and former graduate students who lent their CVs and cover letters to this effort.

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INTRODUCTION TO THE ACADEMIC JOB SEARCH SURVIVAL HANDBOOK

Congratulations! If you are reading this you are either close to finishing your dissertation and ready to start preparing for the academic job market or you are taking the smart step early in your graduate school career of learning about how the academic job search process works and what it's all about. In either case, you've come to the right place.

This handbook is designed to offer you a brief overview of the process of academic hiring, from the faculty search committee side as well as from the candidate side, as well as tips for best preparing your materials and yourself for the process. Much of the information in this handbook is taken from other, more comprehensive, sources, which are cited throughout the handbook and which we highly recommend also looking at as you research the job search process. In particular, these sources include:

- *The Academic Job Search Handbook* by Mary Morris Heiberger and Julia Miller Vick. 1996. University of Pennsylvania Press.
- Articles from the *Chronicle of Higher Education Careers* section (www.chronicle.com/jobs)
- The UC-Berkeley Career Center web site: <http://career.berkeley.edu/PhDs/PhDs.stm>
- *Getting an Academic Job: Strategies for Success* by Jennie Jacobs Kronenfeld and Marcia Lynn Whicker. 1997. Sage Publications.
- *The Curriculum Vitae Handbook: Using Your CV to Present and Promote Your Academic Career* by Rebecca Anthony and Gerald Roe. 1994. Rudi Publishing.

Use this handbook as a supplement to other important resources for being best prepared for the academic job search:

- Academic job search workshops and events, career advising, and CV/cover letter critiques through the Career Services Center (<http://career.ucsd.edu>)
- Web resources (listed later in this handbook)
- Talking to your faculty advisors, peers, and alumni of your program about their job market experiences and advice

What we hope is that this handbook gives you information that makes you feel more comfortable and confident as you enter the academic job market, and offers you tips and resources to use throughout your job search. For more individual help with your academic job search, contact the Career Services Center for an appointment with the Graduate Student Career Advisor at (858) 534-3750.

Good luck!

WHERE TO LOOK FOR ACADEMIC JOBS

Depending on your discipline, some of these resources may be more used than others, but perusing all of these options will help ensure that you find every job possibility out there.

Scholarly Associations

- Conferences
- Newsletters
- Job Listings
- Job Placement Services
- Guides and Articles

National and Local Publications and Web Sites

- *The Chronicle of Higher Education*
- AcademicCareers.com
- Academic360.com
- HigherEdJobs.com
- *Black Issues in Higher Education* — for African-Americans and Others of Color
- *Science Magazine* — for Sciences & Engineering
- H-Net — for Humanities & Social Sciences
- U.S. News, Yahoo

(Links to most of these and others: <http://career.ucsd.edu/sa/GFindJobsAcad.shtml>)

Your Own Network of People

- Advisor
- Faculty in Your Department
- Faculty and Colleagues from Conferences
- Direct Inquiries to Departments
- Fellow Graduate Students
- Former Professors

MATERIALS MOST OFTEN SOLICITED BY SEARCH COMMITTEES

- Curriculum Vitae
- Letter of application (cover letter)
- Description of future research plans/interests (research universities)
or Statement of teaching philosophy (teaching colleges)
- Letters of reference
- List of references

These five items are by far the most common application materials. Others – such as dissertation abstract, writing samples, more teaching materials, and transcripts – may come up for some institutions as well.

TYPICAL TIMELINE FOR FACULTY SEARCH COMMITTEES

Courtesy of Andrew Green, Ph.D. Advisor, UC Berkeley

As you can see, the timeline for a faculty search committee is a two-year (24-month) process, from creating a job ad to soliciting materials to interviewing to eventually hiring a candidate. Understanding the process from the administrative side can help you feel more comfortable with what is happening, what might be taking so long, and where you are in the typical process.

Numbers indicate how many months before new faculty member starts in the position, or before the target (**T**).

- T-24 mos. Get Authorization
- T-18 Agree On Job Ad
- T-12 Create Search Committee
- T-11 Run Ad
- T-10 Meet with Affirmative Action Officer
- T-9 Read Files
- T-8.99 Decide On Long-Short List
- T-8.98 Present Recommendations to Full Department
- T-8.97 Phone Interviews/Conference Interviews/Meetings
- T-8.95 More Meetings → Fights Break Out → On-Campus Interview
List Forwarded to Dean/Provost/Review Committee
- T-7 On-Campus Interviews (3-4)
- T-6.99 Job Talk
- T-6.2 Full Dept. Meets & Votes
- T-6.1 Recommendation → Provost/President
- T-6 Initial Offer Made
- T-5.5 Initial Offer Rejected
- T-5.3 More Meetings → Second Offer Made
- T-5.2 Negotiations Begin
- T-5.1 Official Offer Letter Received
- T-2 First Paycheck/Benefits/Faculty Library Card
- **T** New Faculty Member Begins First Semester/Quarter in Position

TIMELINE FOR FACULTY CANDIDATES

*Courtesy of Julie Miller Vick and the late Mary Morris Heiberger,
Ph.D. Advisors, U. Penn., and authors of The Academic Job Search Handbook*

From your end, the job search process is also a two-year (24-month) endeavor. Starting early and staying organized are critical to a successful search. Peruse this brief outline, and check out Vick and Heiberger's *The Academic Job Search Handbook* for more important details.

Two Years Before Target Job Start Date:

- Finalize dissertation committee.
- Learn about conference dates and start making plans to attend.
- Start reading job listings to see what is out there.
- Start exploring postdoc options.
- Think about what you want, your long-term goals and priorities; start talking to your partner or family, if you have one, about a plan for you both/all.
- If non-academic options are your "Plan B," start reading about those; visit the Graduate Student Career Advisor on campus to discuss possibilities.

Summer, Fifteen Months Before:

- Stay on track to finish dissertation by next summer; Ph.D. in hand is safer on the job market.
- Talk to advisor and other faculty about going on the market. Get their advice, review their potential contacts.
- Continue to think about your priorities and communicate with your partner.
- Start gathering letters of recommendation. Set up a Reference File with the Career Services Center to store your letters (*see Appendix for details*).
- Prepare your CV and other materials (abstract, teaching portfolio, etc.).
- Submit papers for academic conferences.
- Obtain and prepare postdoc applications.

Fall, One Year Before:

- Finalize CV.
- Secure all letters of recommendation.
- Keep working on dissertation!
- Attend Career Services Center programs on academic job search and interview preparation.
- Practice interviewing.
- Read all job listings in your field.
- Write cover letters and send applications.
- Keep in close touch with advisor.
- Consider making direct inquiries to departments of particular interest.

(continued on next page)

Winter, Eight Months Before

- Continue practicing interviewing and think about long-term goals.
- Attend academic conferences.
- Prepare and practice job talks.
- Continue to watch job listings and apply.
- Go on campus interviews or have telephone interviews.
- Apply for non-academic positions, if interested.
- Be good to yourself – take some breaks!

Spring, Five-to-Six Months Before

- Receive offers. Remember, it is not official until you have it in writing!
- Negotiate. Now is the only time you will have leverage!
- Revisit “Plan B” and “Plan C” if necessary. Remember, non-academic positions are open year-round. Many people conduct more than one academic search, so consider on-campus options – teaching, grants, etc. – to get you through another year until next Fall’s round of academic openings.
- Thank everyone who helped you after you accept a job offer.

CREATING A CURRICULUM VITAE

The *curriculum vitae* (also referred to as the vita or CV) is a summary of an individual's educational background and academic-related experiences. The CV is used when applying for teaching and administrative positions in academia or for a fellowship or grant. In contrast to a CV, a resume is used to summarize an individual's education and experience related to a specific career objective in the private or public sector. The CV is the key document in securing an interview with an academic search committee.

WRITING YOUR ACADEMIC CV

It is crucial to have the CV represent your experience, accomplishments, expertise and special professional qualities in the most positive manner possible. The visual impact of the CV provides the initial message about your attention to detail and thoroughness. It also serves a key function – *making it easy on your audience to see what you have to offer*. Busy faculty members looking at dozens of CVs do not want more work than they already have. Make it easy for them by asking yourself the following questions about your CV:

- Is it well designed, organized and attractive?
- Are categories of information clearly labeled?
- Is it easy to find certain sections of interest to search committee members?
- Has your advisor reviewed and critiqued it?
- Have you avoided using acronyms?
- Has it been proofread several times to eliminate any typos?
- Has it been copied on heavyweight, smooth-finished white paper?

While contents of a CV will vary from field to field, it is worth noting some of the major categories and information typically included. Included in this handbook are sample CVs that reflect stylistic differences and, to some degree, conventions of the fields represented.

Your CV should be long enough to thoroughly present all your qualifications in the categories discussed below. That will probably take two, three, four or more pages. The order of categories will differ if you are applying to a research university versus a teaching college (see samples in this handbook for differences).

Identifying Information: Name, address, phone and back-up number. Leave off date of birth, marital status, number of children or other information that is not job related or does not add to your qualifications.

Education: Begin with your most recent or expected degree. List degrees, majors, institutions and dates of completion (or expected date) in reverse chronological order. Also list minors, subfields and honors.

(continued on next page)

Dissertation or Thesis: Provide the title and a brief description of your work, its theoretical framework, your conclusions, your director (and readers, if their names and departments add breadth or new perspective to your area of research). For engineering and sciences, if you decide to describe your research more completely in the “Experience” section, you may want to simply list the title of your dissertation in this section. For a new candidate in humanities or social sciences, the dissertation should be featured prominently in this section.

Awards, Honors, Fellowships and Scholarships: Recognition of scholarship by the university or within the field is very important. Membership in honorary societies belong in this section unless they have already been listed under “Education.”

Professional Experience: This category is often divided into several possible categories such as “Research Experience”, “Consulting”, “Fieldwork”, “Teaching Experience” or “Postdoctoral Work” as well as many others, depending on your discipline and target institutions. Reverse chronological order (within categories) is again the rule.

Publications, Invited Papers, Exhibits, etc.: This category may be modified to read “Papers and Publications”, “Programs and Workshops” or other titles which accurately reflect production of professional work in your discipline. These should be arranged in reverse chronological order and may be divided into subsections. In sciences and engineering disciplines, first authors, number of papers and quality of journals will all be carefully assessed, so clarity of presentation is important.

Teaching, Research Interests: List the courses you are prepared to teach (including basic undergraduate courses) and topics that indicate your present and future research directions. If your background would allow you to teach in several fields, you may want to include a list of graduate courses taken, as an appendix to your CV. These sections will also vary depending on whether you are targeting a teaching college or research institution.

Academic Service: List all departmental and university groups, committees, task forces on which you served. Student groups are valid as well. You should demonstrate that you have exhibited leadership qualities and you will assume certain departmental administrative duties if hired.

Memberships or Professional Affiliations: List all professional groups and offices held.

Languages: List all languages you speak and/or read and note those in which you are fluent.

Dossier or Reference Files: Many applicants state that their file is available from the UCSD Career Services Center. It may be useful in some disciplines to list your references as well so that they may be contacted by phone.

CATEGORIES APPROPRIATE FOR THE CV

Academic Preparation	Academic Service
Academic Training	Professional Service
Academic Background	University Involvement
Education	Service
Educational Background	Faculty Leadership
Educational Overview	Committee Leadership
Professional Studies	Departmental Leadership
Degrees	Professional Association Leadership and Activities
Principal Teachers	
	Scholarly Presentations
Thesis	Workshop Presentations
Master's Project	Conference Presentation
Comprehensive Areas	Convention Addresses
Dissertation	Workshops and Conventions
Dissertation Title	Programs and Workshops
	Conference Leadership
Professional Competencies	Conferences Attended
Educational Highlights	Conference Participation
Course Highlights	
Proficiencies	Professional Memberships
Areas of Knowledge	Memberships
Areas of Expertise	Affiliations
Areas of Concentration in Graduate Study	Professional Organizations
	Memberships in Scholarly Societies
Professional Experience	
Professional Overview	Endorsements
Professional Background	Professional Certification
Administrative Experience	Certificates
Teaching Experience	Licensure
Teaching Overview	Special Training
Experience Summary	
Experience Highlights	Professional Interests
Research Experience	Teaching Interests
Research Overview	Academic Interests
Continuing Education Experience	Research Interests
Consulting Experience	Education Interests
Related Experience	
Professional Achievements	Special Honors
Internships	Scholarships
Teaching/Research Assistantships	Fellowships
Graduate Fieldwork	Academic Awards
Graduate Practica	College Distinctions
Academic Accomplishments	College Activities
	Honors
Career Highlights	Awards
Career Achievements	Prizes
Background	
Professional Papers	Foreign Study
Publications	Study Abroad
Scholarly Works	Travel Abroad
Books	Languages
Articles/Monographs	Language Competencies
Arrangement/Scores	
Reviews	Dossier
Exhibits/Exhibitions	Credentials
	Placement File
	References
	Recommendations

WRITING COVER LETTERS OF APPLICATION

For your cover letters, use departmental letterhead, if appropriate. The most important aspect of your letters is that they should be written individually to respond to each position. This means that you must give some thought to how your background matches the qualifications of the position. In addition, you must indicate a sincere interest in academic life in your letters.

FIRST PARAGRAPH

State the specific position for which you are applying and where you learned about it. If there is not an advertised position, explain who suggested you write and why you are writing. Let the reader know who you are, what your field is and where you are attending school. Indicate any special interest or background you have that may be of interest to their department or institution. If your research involves collaboration with a well-known person in your field, or if you come recommended by someone in their department, be sure to highlight that relationship up front.

MIDDLE PARAGRAPHS

These paragraphs will vary according to your field and possibly the types of positions you will be applying for (teaching emphasis vs. research emphasis). If you are applying to research universities, discuss your dissertation or thesis (or most recent research), what it accomplishes, your methodology, conclusions and the implications of your work. This may take more than one paragraph, but you should write to a general audience as opposed to specialists in your field. Discuss future plans for research or research interest as well. You should also point out supporting fields in which you have expertise or enumerate the variety of classes you could teach. If the position requires teaching, be enthusiastic about your experience and discuss the courses you have developed or your teaching style. If it is a solely teaching position, your middle paragraphs should focus on your teaching experiences, philosophy and interests, and how your research informs your teaching.

CONCLUDING PARAGRAPH

Deal with logistics, namely, are you having a reference file sent and a writing sample or chapter of your dissertation? Mention that you look forward to meeting with the committee and to their inviting you to an interview.

Sample CVs and Cover Letters are located in the Appendix.

PREPARING FOR CAMPUS INTERVIEWS

Who you will likely meet at a campus interview:

- Faculty/Colleagues
- Students
- Benefits/HR
- Librarians/Lab Managers
- Deans
- Anyone You Ask to Meet

Assume only two things:

- None of them will be familiar with you and your work.
- Any one of them may have a major influence on the decision whether to hire you!

How to best prepare yourself:

- **Practice your job talk!** See if you can get a colloquium or informal practice job talk session scheduled in your department so you can also practice answering audience questions and receive some feedback from faculty and peers.
- **Practice interview questions – out loud!** Sign up for an *On-Camera Interviewing for Graduate Students (Academic)* workshop at CSC to practice with a small group and receive valuable, expert feedback on your answers. The questions we use in the workshop are included in this handbook. You can also practice with a trusted colleague, an advisor, or a friend.
- **Study your audience!** Find out absolutely everything you can about the university and the department. Take opinions with a grain of salt, but get as good a feel as you can about growth, challenges, reputation, culture, and focus of the department.

What To Bring:

Copies of:

- Your CV
- Your application materials & the job announcement
- Your teaching portfolio (sample syllabi, list of classes you can teach, etc.)
- Writing samples
- Dissertation abstract and research plan
- Your research/notes on your interviewers (who are they, what do they do)
- All logistics (names, phone numbers, itinerary, transportation, etc.)

Plus a briefcase to carry all this paper and any more paper given to you.

Emergency Supplies:

- Non-perishable snacks (protein bars, nuts, juice boxes, water bottle, etc.) – unfortunately, there is often no time to get food!
- Alarm clock, ear plugs, stress relievers (running shoes, escapist novels, candles, meditation tapes, etc.)
- Fixers (mini sewing kit, individual stain cloths (“Shout Wipes”), band-aids)
- Other supplies: extra contact lenses, glasses, tissues, allergy meds, eye drops, etc.
- Professional, comfortable, versatile attire.

TIPS FOR ACADEMIC INTERVIEWS

General Areas You Must Be Prepared to Discuss

- Your Dissertation
- Your Future Research Interests
- Teaching
- Your Interest in the Institution

See examples of real academic interview questions in the Appendix.

Navigating the Illegal Questions

Employers cannot legally ask you any questions that may lead to discrimination on the basis of race, sex, age, religion, national origin, or disability. However, many faculty candidates report questions related to these topics, both indirectly and directly. Faculty or other interviewers may ask these questions out of ignorance or purposefully. In either case, your best option is to remain calm and professional.

You are not required to provide any information about your marital or parental status, your ethnic background, or any disabilities you may have. But, some people choose to reveal this information voluntarily, so they can assess whether a department is family-friendly or ethnically diverse, for instance, or will provide needed accommodations for a disability.

In short, you have three options. Say the question is “Do you have children?”:

- *Answer directly, highlighting positives:* “Actually, yes, and luckily my in-laws live here in town and would be happy to take care of them while I work.”
- *Avoid the question, highlighting qualifications:* “If you are concerned about my commitment, I can assure you that my research plan is already up and running given the generous five-year grant I just received....”
- *Challenge the question, knowing the risks involved:* “Can you tell me how this is relevant to my ability to perform as a faculty member?”

Remember To Ask Questions Of Your Interviewers!

Possible Topics:

- Students (undergraduate and graduate)
- Faculty (advising, collegiality, expectations)
- Community (university and town/city)
- Committees (faculty involvement, kinds of service)
- University/Department special programs
- Technology (available resources)
- Funding (for research, conferences)
- Collaborations (with grad students, other universities, etc.)
- Teaching needs of the Department
- Tenure expectations and requirements or changes

And Always Send Thank You Notes!

- You must thank the search committee chair for his/her time and effort.
- Other committee members, graduate students, and administrators you met with do not expect thank you notes, however, sending them to these people could help your case as a future colleague/faculty member.
- Keep notes professional but friendly. It can help to mention a stand-out conversation or something you learned about the department that fits with your qualifications particularly well.

APPENDIX: ADDITIONAL RESOURCES

In this section, you will find:

- Sample Academic Interview Questions from real search committees
- Sample CVs and Cover Letters for both research university faculty positions and teaching-focused college faculty positions
- Information on setting up a Reference File at the UCSD Career Services Center

SAMPLE ACADEMIC INTERVIEW QUESTIONS

RESEARCH

1. Tell me about your research. Explain its broader significance/value to an educated layperson.
2. How do you plan to revise your dissertation for publication?
3. If you were starting again, what changes would you make to your dissertation?
4. Why did you choose your dissertation topic?
5. What contribution does your dissertation make to our field?
6. Tell me about your current research program. What do you plan to do next?
7. What audiences does your research address? Who are the other hot scholars in your field and how does your work compare with theirs?
8. This is a publish-or-perish institution with high standards for tenure review. What makes you think you could earn tenure here?
9. How many papers do you think you will publish given the teaching load?
10. What are your plans for applying for funding over the next few years?
11. Do you intend to continue collaborating with people from UCSD? How?
12. What facilities do you need to carry out your research plans?
13. How well do you know the research of our department's faculty?
14. How has your advisor/chair influenced your research?
15. Were you ever stuck in your research? How did you get through it?

TEACHING

1. What is good teaching? Are you a good teacher? Why?
2. How would you teach the basic survey course in our field? What texts would you use? What three goals would the course achieve?
3. What is your basic teaching philosophy?
4. What courses would you like to teach? How would you teach them? What courses could you teach?
5. Tell us about your teaching experience.
6. How do you motivate students?
7. How would you encourage a student to major in our field?
8. How has your research influenced your teaching?
9. How do you handle difficult teaching situations?
10. How have you used technology in your teaching? (Have you had experience with distance-learning/online education?)

OTHER

1. What do you think is the optimal balance between teaching and research?
2. What could an undergrad learn from working in your lab?
3. What are some of your other special strengths/interests?
4. Why should we hire you?
5. Why do you want to work for our type of university (liberal arts, research)? What experiences have you had with (our type of) students?
6. What kind of salary are you looking for?
7. What is the biggest challenge to higher education today?
8. How would moving to our university affect you (and your family) personally?
9. Are you willing to become involved in committee work?
10. If you have more than one job offer, how will you decide?
11. What do you do in your spare time?
12. What will it take to get you here (to persuade you to take this job)?

Research University Cover Letter

April 18, 20xx
Daniel Masato Hartmann
108 Lebon Drive
La Jolla, CA 92037

Professor Nigel Cowen
Chairman, Department of Electrical & Computer Engineering
University of Washington
1920 University Drive
Seattle, WA 98910

Dear Professor Cowen:

I am writing to apply for the Assistant Professor position in your department that was advertised in the IEEE Spectrum of February 20xx. I am currently an Electrical Engineering candidate at the University of California, San Diego and will complete my degree this summer 20xx. My field of specialization is optoelectronics and the emphasis of my Ph.D. research has been high-speed light modulators for fiber optics. I am interested in continuing academic research in high-speed optoelectronic devices for communication, computing and switching. I believe that your department, with its strong program in high-speed optoelectrics, spatial light modulators and optical computing, would be an excellent environment to carry on this research. From my conversation with Jim Lawson and Steven Seymour, it appears that my intended areas of research will complement the current work and direction of your department.

I have a broad foundation in physics and electrical engineering as well as teaching experience at both the undergraduate and graduate level. I would enjoy teaching classes in electronics, solid-state physics, semiconductor technology or optics at any level and would be especially interested in developing a senior or graduate level class on high-speed electronics and optical measurement techniques.

Letters of recommendation are available from the references listed in my curriculum vitae or they can be contacted directly by phone. In addition, Professor Olav Nassenlauer of the University of Washington Physics Department is also familiar with my work. I have discussed with him the applicability of my research to the development of the detectors for the superconductor supercollider.

I will contact you shortly to answer any questions that you might have concerning my qualifications. I hope to have the opportunity to present my research results and future plans to you and your department.

Thank you for your consideration,

Daniel Masato Hartmann

Daniel Masato Hartmann

Current Address: 108 Lebon Drove, Apt. B, La Jolla, CA 92037, (858) 457-5036

E-mail: hartmann@ece.ucsd.edu

Education

- Ph.D. Electrical Engineering (Applied Physics) U.C. San Diego (20xx)
- M.S. Electrical Engineering (Photonics) U.C. San Diego (19xx)
- B.S. Electrical Engineering Cornell University (19xx)

Ph.D. Dissertation: “Self-assembled Pick and Place Methods for Heterogeneous Integration of Micro and Nano-scale Structures”, advised by Sadik C. Esener.

Research was conducted on two novel pick and place schemes that rely on self-assembly as a means to overcome limitations in existing heterogeneous integration procedures. The first pick and place procedure utilized the hydrophobic force as a means of self-assembling liquid droplets and was used to generate high-performance polymer microlens arrays both on stand-alone substrates and integrated in a self-aligned fashion with optical fibers. The second pick and place scheme utilized the complementary bonding of DNA molecules to allow the self-assembly of micro and nano-scale particles on substrates. Modeling, characterization and optimization of both pick and place procedures was conducted.

Honors and Awards

- National Collegiate Inventor’s Competition Winner National Inventors Hall of Fame, 20xx
- Graduate Student Research Award, (Best Poster) U.C. San Diego, 19xx
- Summer Institute in Japan Fellowship National Science Foundation, 19xx
- Micro Fellowship U.C. San Diego, 19xx
- Graduated with distinction Cornell University, 19xx
- HKN Member Cornell University, 19xx-19xx

Research Experience

Research Assistant, Electrical Engineering Dept., UCSD, San Diego, CA

- Passive optical component fabrication, characterization, and optimization, including the fabrication of microlenses on stand-alone-substrates, and microlenses self-aligned to optical fibers.
- Fluid mechanics modeling of liquid flows.
- Design and fabrication of electrochemical circuits.
- Chemistry and biochemistry experience, including work with DNA molecules and DNA/solid-support attachment chemistries.
- Familiarity with microfabrication and clean-room equipment, including mask aligner, plasma-enhanced chemical vapor deposition machine (PECVD), wire, bonder, metal evaporator, plasma etcher, profilometer, atomic force microscope, optical fiber fusion splicer.
- Familiarity and experience with wet-lab equipment and protocols, including vortexer, centrifuges, pipettors, pH meters, spectrophotometer, epi-fluorescent microscope.

Relevant Work Experience

Research Assistant	U.C. San Diego	10/xx-present
Visiting Researcher	Hitachi Inc., Japan	06/xx-08/xx
Collaborative Researcher	Nanogen, Inc./U.C. San Diego	01/xx-06/xx
Student Intern	Motorola Inc.	06/xx-01/xx; 06/xx-08/xx
Student Researcher	Michigan State University	06/xx-08/xx

Teaching Experience

Teaching Assistant	Optical Properties of Materials	U.C. San Diego	Winter 19xx
HKN Tutor	Introduction to Digital Systems	Cornell University	Fall 19xx

Daniel M. Hartmann

Leadership Experience

Graduate Student Association	U.C. San Diego	19xx-present (exec board, 19xx)
ECE Graduate Council	U.C. San Diego	19xx-present (president, 12/19xx-3/20xx)
MST Co-op Honor Society	Cornell University	19xx-present (exec board, 19xx-19xx)
Engineering Ambassadors	Cornell University	19xx-19xx (co-chair, 19xx)
Bioengineering Society	Cornell University	19xx-19xx (exec board, 19xx)

Publications***Journal Articles***

- D.M. Hartmann, O. Kibar, and S.C. Esener, “Characterization of a Polymer Microlens Fabricated Using the Hydrophobic Effect”, **Optics Letters**, Vol. 25, No.13, 1, July 20xx, p. 975-977.
- D.M. Hartmann, O. Kibar, and S.C. Esener, “Optimization and Theoretical Modeling of Polymer Microlens Arrays Fabricated Using the Hydrophobic Effect” **Applied Optics**, to be published May 1, 20xx.
- D.M. Hartmann, D.J. Reiley, S.C. Esener, “Microlenses Fabricated Using the Hydrophobic Effect Self-Aligned to Optical Fibers”, submitted to **IEEE Photonics Technology Letters**, April, 20xx.
- D.M. Hartmann, D. Schwartz, G. Tu, M. Heller, and S.C. Esener, “Selective DNA Attachment of Particles to Substrates”, submitted to **Advanced Materials**, April, 20xx.
- R.A. Flynn, O. Kibar, D. Hartmann, and S. Esener, “Superresolution Using a Vertical-Cavity Surface-Emitting Laser (VCSEL) with a High-Order Laguerre-Gaussian Mode,” **Japanese Journal of Applied Physics**, Vol. 39, February, 20xx, pp. 902-905.

Conference Papers

- D.M. Hartmann, O. Kibar, and S.C. Esener, Polymer Microlens Arrays Fabricated Using the Hydrophobic Effect, **SPIE Vol. 4089, Optics in Computing 2000**, R.A. Lessard, T. Galstian, Editors, 20xx, pp. 496-507.
- D. Hartmann, S. Günger, C. Fan, and S. Esener, M. Heller and J. Cable, “DNA-Assisted Self-Assembly of Photonic Devices and Crystals”, **TOPS**, 19xx.
- C. Fan, D.W. Shih, M.W. Hansen, D. Hartmann, D. Van Blerkom, S.C. Esener, M. Heller, “Heterogeneous Integration of Optoelectronic Components”, **Proceedings of the SPIE - The International Society for Optical Engineering**, Vol. 3290. (Optoelectronic Integrated Circuits II, San Jose, CA, USA, 28-30 Jan. 19xx.) SPIE-Int. Soc. Opt. Eng, 19xx, pp. 2-7.
- S.C. Esener, D. Hartmann, M.J. Heller, and J.M. Cable, “DNA Assisted Micro-Assembly: A Heterogeneous Integration Technology for Optoelectronics”, **Proc. SPIE Critical Review of Optical Sciences and Technology, Heterogeneous Integration**, Ed. A. Hussain, CR70-7, Photonic West '98, San Jose, January 19xx.

Patents (pending)

- D.M. Hartmann, O. Kibar, S.C. Esener, “Precision Fabrication of Diverse Polymer Microstructures by Use of the Hydrophobic Effect”, Application # 601/184.605 (UCSD).

References

[6 references omitted here]

18 October 20xx

Professor Bill Smith
Ethnic Studies
University of California, San Diego
La Jolla, CA 92093-0414

Dear Professor Smith:

I am writing to apply for the position in Ethnic Studies at the University of California, San Diego. I am currently a doctoral candidate in the Department of History at Yale University and am completing my dissertation, "Confronting the Veil: New Deal African American Intellectuals and the Evolution of a Radical Voice," under the supervision of David Montgomery and Adolph Reed, Jr. With this year devoted solely to dissertation work through the support of a Ford Foundation predoctoral fellowship, I will finish in the summer of 20xx.

My dissertation is an examination of the lives and works of several young scholars who taught at Howard University on the 1930's. These intellectuals, political scientist Ralph Bunche, sociologist E. Franklin Frazier and economist Abram Harris, became known during the New Deal Era for their often-trenchant critique of the white and black political and intellectual establishments.

In a broad sense, this work represents an attempt to understand how African-American intellectuals viewed themselves, their work and their responsibilities to the larger public. In the course of the dissertation, however, other significant issues are addressed. The way in which intellectual history has traditionally been written is questioned; the role that race has played in hindering or helping critical historical interpretation is examined and suggestions of new ways to regard contested terms such as "intellectual" and "community" are forwarded.

Revisiting the historical construction of "community" is particularly critical because of the racially concretized world, in which the subjects of my study worked and lived. Despite the fact that they taught at the leading institution for the higher education of African-Americans, Bunche, Frazier and Harris were always conscious of the fact that their personal and professional worlds were circumscribed by social and academic segregation. In fact, the ways in which these three responded to their contrived community is a fundamental aspect of the dissertation.

During the previous academic semester, I was able to develop many of the ideas mentioned above when I created and then led my own course, "In A Separate Sphere: African-American Intellectuals Since 1895." In addition to this seminar, I have held a range of other teaching positions while at Yale. I served as a Teaching Fellow for David Montgomery's "20th Century African-American Intellectual and Social History" and "Comparative Cultural Contact in the Pacific Frontier." Other areas of academic interest include "Race and Ethnicity in the American West" and "Sports and United States Culture." I am prepared to teach the 20th Century United States Survey as well. My dossier can be forwarded to you after November 1, 20xx. It is available from the Yale University Graduate School of the Arts and Sciences, Dossier Service, P.O. Box 1504A Yale Station, New Haven, CT 06520-7425.

I will be available at the American Historical Association for an interview if you wish.

Sincerely,

Randy Jones
10301 Grosvenor Place, #8
Rockville, MD 20001
(410) 555-0123

CURRICULUM VITAE

Randy Scott Jones

10301 Grosvenor Place, #8
Rockville, MD 20001
(410) 555-0123

Department of History
Yale University
P.O. Box 10B Yale Station
New Haven, CT 06520
(203) 555-3210

Education

Ph.D., History, expected 20xx, Yale University
M. Phil., History, May 19xx, Yale University
M.A., History, November 19xx, Yale University
A.B., with Honors, American Studies, June 19xx, Stanford University

Dissertation

“Confronting the Veil: New Deal African-American Intellectuals and the Evolution of a Radical Voice.”

An intellectual and social history of several young, politically radical intellectuals who taught at Howard University in the 1930’s. An examination of what it meant to challenge the (white and black) political and intellectual orthodoxies during the Interwar Era.

Advisors: David Montgomery and Adolph Reed, Jr.

Awards

- Predoctoral Fellow, Ford Foundation, 19xx-present
- Dorothy Danforth Compton Prize Fellow, Danforth Foundation, 19xx-present
- Fellow in Public Affairs, Coro Foundation, August 19xx-June 19xx
- Graduated with Honors, Stanford University, June 19xx. Thesis: “Defeating Desire While Endeavoring to Be the Best: The Conflict between Professionalism and Pure Sport Ideology in Modern Athletics.”

Publications

“E. Franklin Frazier Revisited: A Review,” The Journal for Progressive Human Services, Fall 19xx.

“Abraham Lincoln Harris,” (entry with Roger Weiss) The Dictionary of American Negro Biography, forthcoming 19xx.

Panels and Presentations

“The Political Use of History: Ralph Bunche and ‘A World View of Race,’ Panel:
“The Uses of African-American History,” Southern Historical Association, November 19xx.

“The Third Wave of Negro Intellectuals: Understanding the Role and Significance of the Interwar Era African-American Inteligentsia,” Dorothy Danforth Copton Conference of Fellows, April 19xx.

“The Myth of Amateurism in Professional Sports: A Post-project Discussion,” Ford Foundation Conference of Fellows, October 19xx.

Teaching Experience

Part-time Instructor, Yale University

- “African-American Intellectuals and Activists Since 1895.” Spring 19xx.

Teaching Fellow, Yale University,

- “Sectionalism, the Civil War and the Reconstruction.” Fall 19xx.
- “20th Century U.S. Labor History.” Spring 19xx.

Teaching Interests

- 20th Century United States Intellectual History
- 20th Century African American History
- 19th Century United States History
- Race and Ethnicity in the American West
- Cultural Contact and Exchange in the Pacific Frontier

Relevant Experience

- *Writing Instructor, Pre-Registration Orientation Program, Yale University. Summer 19xx.*
- *Visiting Student, National African-American Museum Project, Smithsonian Institution. Summer 19xx.*
- *Program Mentor, Minority Summer Research Exchange Program, Yale University. Summer 19xx.*
- *Intern, National African-American Museum Project, Smithsonian Institution. Summer 19xx.*

Organizations

- Committee on Biography, National African-American Museum Project Task Force Member.
- Organization of American Historians Member.
- American Studies Association Member.
- American Historical Association Member.

References

- Professor David Montgomery, History, Yale University
- Professor Adolph Reed, Jr., Political Science and History, Northwestern University
- Professor David Brian Davis, History, Yale University
- Professor Robert Stepto, African-American Studies and English, Yale University
- Professor Howard Lamar, History, Yale University
- Associate Professor Melvin Ely, African-American Studies and History, Yale University

Credentials

Complete dossier available from Yale University Graduate School of Arts and Sciences Dossier Services, P.O. Box 10B Yale Station, New Haven, CT 06520-7425.

THOMAS J. RAMIREZ

209 Fairview Way
Los Angeles, CA 90316

Home: (213) 625-1234
Work: (858) 652-4321

EDUCATION

Doctor of Philosophy, Sociology, University of California, San Diego, 20xx.

Master's of Arts, Sociology, University of California, San Diego, 19xx.

Bachelor of Arts, Sociology, Oberlin College, 19xx.

Graduate Study at UCSD

Specialization:	Urban Studies
Cognitive Area:	Anthropology
Dissertation:	<u>Youth Gangs in Public Housing Projects</u>
Dissertation Advisor:	John Q. Jones

TEACHING EXPERIENCE

Lecturer, California State University, Los Angeles, 20xx to present.

Taught Introduction to Sociology, as well as an upper division course in Urban Problems.
Taught a separate Urban Problems course in the Chicano Studies Department.

Teaching Associate, University of California, San Diego, 19xx-xx.

Led discussion section of Introduction to Sociology course.

RESEARCH/FIELD EXPERIENCE

Post-doctoral Research Fellow, Sociology Department, University of California, San Diego, 20xx.

Directed an evaluation study of five community-based anticrime programs. The study is funded by the U.S. Justice Department and based on results of my dissertation research.

Research Associate, Sociology Department, University of California, San Diego, 19xx-20xx.

Conducted field research, analyzed results and co-authored final report for a study of youth gang violence in public housing projects funded by the County Youth Authority.

Peace Corps Volunteer, 19xx-xx, Guatemala.

Worked with a variety of government-supported economic development projects and taught English in secondary school.

Adapted from Winning the Ph.D. Game by Richard Moore.

TEACHING CREDENTIALS

California Community College Instructor: Life Credential, Sociology and Anthropology.

LANGUAGE SKILLS

Fluent in both speaking and reading Spanish.

HONORS

Haskell Fellowship for Dissertation Research, 20xx.

Chancellor's Fellow, 19xx, 20xx.

Bachelor of Arts degree with honors.

PROFESSIONAL ASSOCIATIONS

American Sociology Association

COMMUNITY ACTIVITIES

Member Board of Directors, Latino Citizens for Youth, 19xx to present.

Selected as a board member. Latino Citizens for Youth is a community-based organization that conducts CETA-funded youth employment programs.

Citizens Advisory Commission on Youth Crime, 19xx-xx.

This commission was set up to advise local housing authorities on youth crime problems in public housing projects.

PUBLICATIONS

Articles

"Dynamics of Latino Youth Gang Leadership," *Journal of Social Problems*, Vol. 16, Number 1.

"Community-Based Anticrime Programs in Public Housing Programs," *The Organizer*, Vol. 10, Number 6.

Conference Papers

"Problems in Evaluating Community-Based Anticrime Programs," *The Organizer*, Vol. 10, Number 6.

Research Reports

"Youth Gang Violence in Public Housing Projects: Causes and Cures," submitted to County Housing Authority, June 19xx, with John Q. Jones.

16 November 20xx

Professor XXXXXXXX
Neurobiology Search Committee
Teaching College
Anytown, CA 98765

Dear Dr. XXXXXXXX:

I am writing to apply for the position of Assistant Professor of Biology as advertised in the *Chronicle of Higher Education*. I am currently a doctoral candidate in Biology at the University of California, San Diego, and will finish in the spring of 20xx. During my years at UCSD, I have had the opportunity to work in both the laboratory and the classroom and it was in the classroom that I found my true calling. I am committed to pursuing a career that focuses on teaching and mentoring and am eager to join the faculty of Teaching College because I am committed to the goals and values of Teaching College: to instill in students a love of learning and a respect and appreciation for others that they will bring to our society at large.

I am foremost an educator. I love to teach, encourage, and help others achieve and succeed. In fact, I am the first student in the history of the UCSD Biology Division to receive three teaching assistant awards: one for each class I assisted with. These awards were based on the highly complimentary feedback and evaluations I received from students and colleagues, a sample of which I include as a supplement to this application. I have extensive experience, through working closely with course instructors as a teaching assistant, with the duties associated with teaching a course. In addition, I plan to teach my own biology courses at a university or college in the San Diego area in the spring and/or summer of 20xx.

I am eager and qualified to teach any course on biology from the molecular to the organismal level. I have a particularly strong background in neuroscience for several reasons. Firstly, my research focuses on subjects central to neuroscience such as calcium signaling and ion channels, which is reflected by the presence of two prominent members of the Neuroscience community on my thesis committee: XXXXX and XXXX. Having a keen interest in neuroscience, I have taken several courses on the subject, including two graduate courses, and conducted two short research (rotation) projects in Neuroscience labs. Furthermore, my wife is a graduate student in Neurosciences at UCSD and many of her colleagues are my close friends and scientific collaborators: one is a coauthor on a manuscript I am currently preparing for submission. I also have a strong understanding of fundamental subjects in biology such as molecular biology, cell biology, genetics and biochemistry.

Carrying out the mission of Teaching College outside the classroom as an advisor to students and an active member of the college community is also an opportunity I relish. Through these activities I believe I can help students receive the most from their education. I have advised many high school and undergraduate students on educational, career, and life decisions. I have served on planning committees at UCSD and, as part of a team that included other graduate students, faculty, and staff, instituted significant, lasting improvements into the recruitment process for new Biology graduate students. I am committed to the cause of greater educational achievement for groups that are underrepresented in higher education and have participated in several conferences with that focus, including the Annual Biomedical Research Conference for Minority Students, the National Conference of the Society for the Advancement of Chicanos and Native Americans in Science, the UC Leadership Excellence Through Advanced Degrees Research and Leadership Symposium, and the UCSD Faculty Mentor Program Research Symposium. I have also served for the past two years as mentor to Tien Nguyen, an inner city high school student, through the UCSD Upward Bound Mentor Program, and for the past five years have been helping to teach a three-day, hands-on genetics course to middle school students in the San Diego area with the Salk Institute Mobile Science Lab.

Teaching College Cover Letter

My research goal is to establish a program that will involve undergraduates in captivating, relevant, multi-faceted, and contemporary research. My primary interest is signal transduction, and I propose to conduct research on carbon dioxide signaling in stomatal guard cells of the model plant *Arabidopsis thaliana*. I have already had the pleasure of mentoring several undergraduate students in this research and have seen that it is ideal for young scientists. *Arabidopsis* is an easy organism to work with, has well developed cellular, molecular, and genetic techniques, and simple assays in guard cell signaling can yield significant and exciting results. Students are particularly drawn to the human interest of the research, as it studies the effect that the rapidly escalating carbon dioxide levels in our atmosphere caused by human activity will have on our natural and agricultural ecosystems. I have extensive research experience in many areas and can easily modify my research program to suit the needs of the Biology Department.

Finally, I look forward to settling down with my wife and baby in Anytown, which has been a dream of ours ever since we attended Anytown University together as undergraduates. During our time at Anytown University I came to appreciate the high quality of the education and students at Teaching College and I look forward to teaching at a women's liberal arts college with focused and motivated students. I hope to begin a wonderful career at Teaching College. I have included all requested application materials in this package and also include student evaluations. In addition, my references are sending letters in support of my application. Thank you for your consideration.

Sincerely,

Jacob I. Teach

UNIVERSITY SERVICE AND LEADERSHIP

Conference Participant/Presenter, 20xx-20xx

- Participated as a presenter and panelist in several conferences focused on assisting under-represented minority undergraduates in science
- Conferences Included: University of California Leadership Excellence Through Advanced Degrees (San Diego, 20xx), UCSD Faculty Mentor Program Research Symposium (20xx), Annual Biomedical Research Conference for Minority Students (New Orleans, 20xx), Society for the Advancement of Chicanos and Native Americans in Science (Anaheim, 20xx).

Upward Bound Mentor, 20xx-Present

- Serve as mentor to XXXXXX, an inner-city high school student, tutoring and advising, participating in career development and educational activities and otherwise assisting him to achieve his goal of a career in science.

Planning Committee Member, 19xx-20xx

- Served on several planning committees for UCSD: Graduate Student Recruitment Committee (20xx-20xx), Biomedical Library Advisory Committee (19xx-20xx)

Laboratory Mentor, 19xx-Present

- Mentor undergraduates in laboratory projects related to my thesis research.
- Mentored two high school students doing a summer research project in the laboratory at Edward Hines Jr. Veterans Affairs Hospital.

RESEARCH EXPERIENCE

Graduate Research, *Division of Biological Sciences, UCSD*

19xx-Present

- *Advisor: XXXXXX.* Role of calcium transients in carbon dioxide signal transduction in stomatal guard cells of *Arabidopsis thaliana*.
- *Selected Technical Skills:* light and fluorescence microscopy, use of infrared gas analyzers to monitor leaf stomatal conductance, signal analysis, electrophysiology, genetic mapping, plant transformations, microarrays.

Research Technician, *Edward Hines Jr. Veterans Affairs Hospital*

19xx-19xx

- *Principal Investigator: XXXXXX.* Structural conversions of lung surfactant: role and mechanism of action of convertase enzyme.
- *Selected Technical Skills:* protein purification, Western blotting, ELISA, thin layer chromatography, handling and surgery of mice.

Undergraduate Research, *Dept. of Molecular and Cell Biology, UC Berkeley*

19xx-19xx

- *Advisor: XXXXXXXX.* Role of rab11 in vesicle trafficking.
- *Selected Technical Skills:* molecular cloning techniques, maintenance and transfection of cultured cell lines.

PUBLICATIONS

XXXXX, Teach J. and XXXXXX. The nitrate transporter AtNRT1.1 (CHL1) functions in stomatal opening and contributes to drought susceptibility in Arabidopsis. *Plant Cell* 15:107-117 (20xx). www.plantcell.org

XXXXXX*, Teach J.I.*, XXXXX, XXXXXX, XXXXX, and XXXXX. Convergence of calcium signaling pathways of pathogenic elicitors and abscisic acid in Arabidopsis guard cells. *Plant Physiology* 130:2152-2163 (20xx). www.plantphysiol.org

*These authors contributed equally to the paper.

XXXXX, XXXXX, Teach J.I., XXXXX, XXXXX, and XXXXX. Localization, ion channel regulation and genetic interactions during abscisic acid signaling of the nuclear mRNA cap binding protein ABH1. *Plant Physiology* 130(3):1276-1287 (20xx). www.plantphysiol.org

XXXXX, XXXXX, XXXXX, XXXXX, Teach J.I., XXXXX, XXXXX, and XXXXX. Phosphatidylinositol 3- and 4-Phosphate are required for normal stomatal movements. *Plant Cell* 14:2399-2412 (20xx). www.plantcell.org

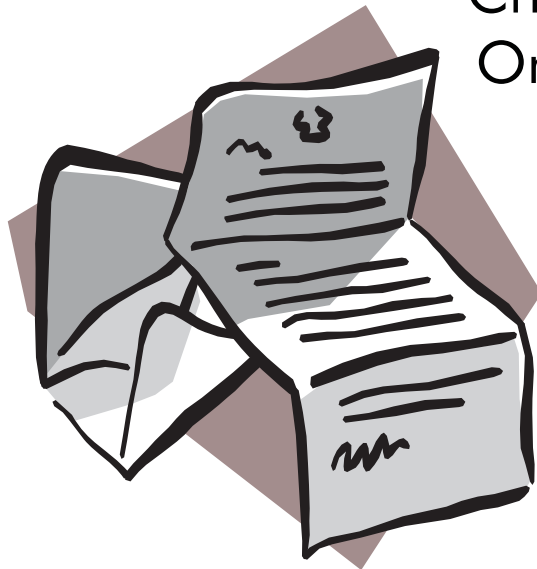
XXXXX, Teach J., XXXXX, XXXXX, and XXXXX. Is dipalmitoylphosphatidylcholine a substrate for convertase? *Am J Physiol Lung Cell Mol Physiol* 278:L19-L24 (20xx). <http://ajplung.physiology.org>

XXXXX, XXXXX, Teach J., XXXXX, and XXXXX. Separation of Alveolar Surfactant into Subtypes. *Am J Respir Crit Care Med* 162:617-622 (20xx). <http://ajrccm.atsjournals.org>

XXXXX, Teach J., XXXXX, XXXXX, and XXXXX. Influence of Phospholipid Composition on the Properties of Reconstituted Surfactants. *Lung* 177:127-138 (19xx).

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University of California, San Diego

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job search process, job listings,
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graduate student website at:

<http://career.ucsd.edu/sa/gradpage.shtml>

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La Jolla, CA 92093-0330
Phone: 858.534.3750
Web: <http://career.ucsd.edu>