



Career Development Center

Graduate Student Career Guide



Oregon State
University

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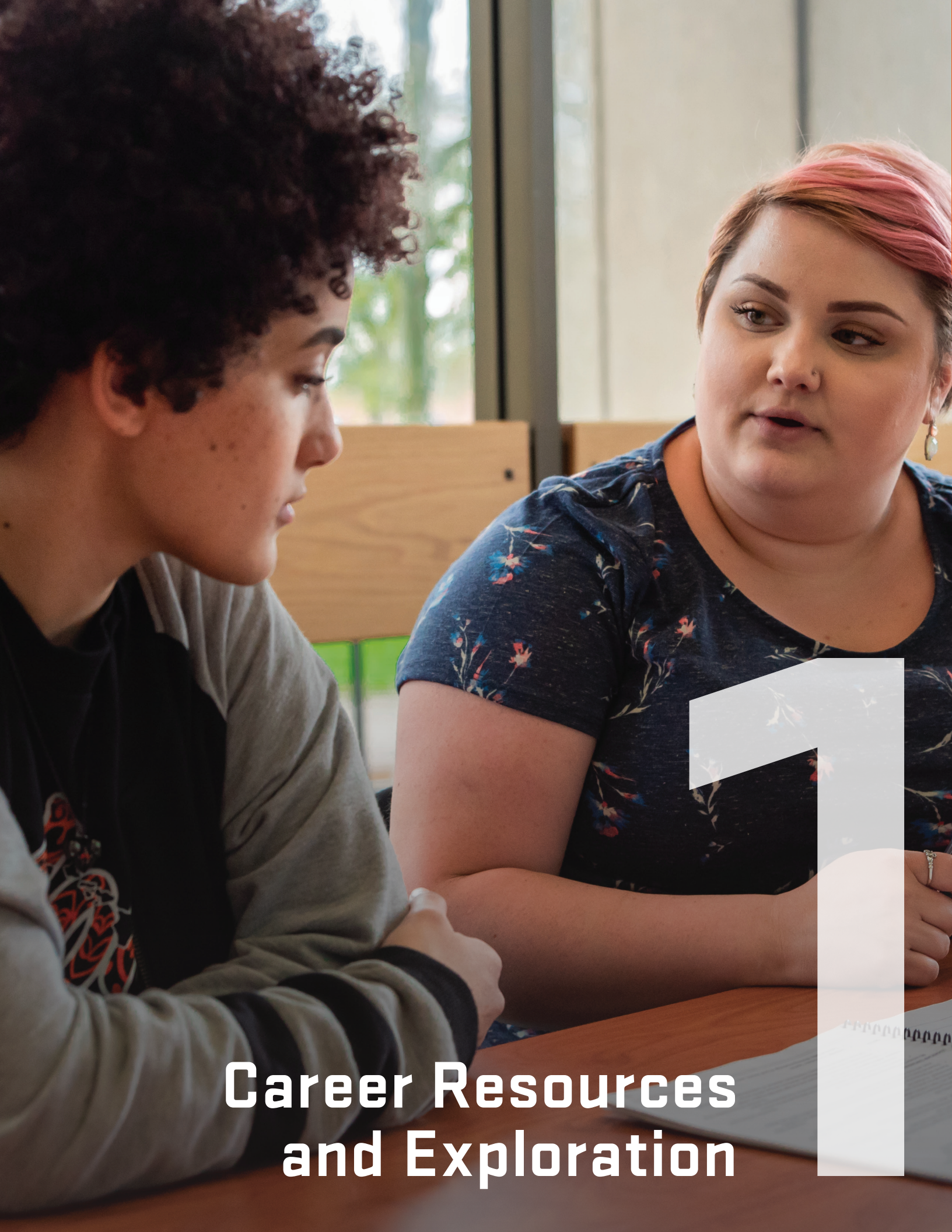
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Career Resources and Exploration

The Career Development Center is for Graduate Students!

Main Location

A110 Kerr Administration Building

541-737-4085 | career@oregonstate.edu

Monday - Friday, 8 a.m. - 5 p.m.

Drop-in résumé reviews with Career Assistants, 10 a.m. - 3 p.m.

For more information, visit career.oregonstate.edu

Satellite Locations

College of Liberal Arts and College of Education | 204 Bexell Hall

Karla Rockhold | karla.rockhold@oregonstate.edu | 541-737-3733

College of Engineering | 124 Johnson Hall

Erich White | erich.white@oregonstate.edu | 541-737-3607

College of Science | 109 Kidder Hall | 541-737-3854

College of Public Health and Human Sciences | 105 Women's Building | 541-737-8900

Tzu-Chin (Claire) Wu | claire.wu@oregonstate.edu

College of Agricultural Sciences | 147A Strand Ag

College of Earth, Ocean, and Atmospheric Sciences | 104 Wilkinson

College of Forestry | 116-B Peavy Forest Science Center

Britt Hoskins | britt.hoskins@oregonstate.edu | 541-737-4012

College of Business Career Success Center | 102 Austin Hall

Dan Ziriaux | csc@oregonstate.edu | business.oregonstate.edu/careers

OSU Cascades Career Development Center | 106 Tykeson Hall

career@osucascades.edu | osucascades.edu/cdc | 541-322-3157

From the Director

Dear Student:

Congratulations on starting your career search. Whether you're headed into academia, industry, government or you don't know yet, we're here to help.

We'll give you the tools to get ready for whatever you have planned for your future.

This Career Guide is one of those tools. You'll start with self-assessments and career exploration and will continue to build your personal brand. You'll learn how to craft a résumé and cover letter that showcases your strengths and experiences. You'll learn how to interview, network and find opportunities.

Use the Career Guide with other Career Development Center resources, such as online tools, professional development workshops, industry treks and meetings with Career Development Center staff, and start or continue carving your career path.

Brandi Fuhrman
Executive Director

Our Services and Resources

We offer one-on-one **appointments with advisors as well as career events and networking opportunities**. For all career needs, refer to our website ***career.oregonstate.edu*** or visit us in person.

One-On-One Advising

Meeting with a **peer advisor** is as simple as coming to our office. Our student advisors will work with you to review résumés and cover letters, provide interview advice, demonstrate our online tools and schedule advisor appointments.

Our staff **career advisors** meet with students in their respective colleges to provide specific information for career development in each field. This option is also available via phone or Zoom for Ecampus students and other learning locations. OSU Cascades students, please visit ***osucascades.edu/cdc*** for more information.

To make an appointment with your advisor, contact our main office or schedule via your **Handshake** account (***oregonstate.joinhandshake.com***). **Career advisor appointments are highly recommended for grad students.**

Workshops and Webinars

Many of our career workshops involve employers and provide valuable networking opportunities. Some are designed specifically for graduate students. **Stay up-to-date** on what we are offering through our website and **Handshake** so you don't miss out!

Networking Opportunities

Career Fairs: We host career fairs (expos) every term. Check out the list of events by logging into **Handshake** and selecting the 'Events' tab.

Speed Mock Interviews: We frequently offer speed mock interviews to prepare you for networking with employers. Information on these events can be found on **Handshake**.

Ecampus and Learning Locations

We hold virtual events for Ecampus students throughout the academic year, including webinars and online workshops covering résumés, cover letters, job and internship searches, and negotiating. If traveling to Corvallis is an option, Ecampus students are welcome to attend events like career fairs in person.

Sign up for any events through your **Handshake** account. Also note that college-specific career advisor appointments are available via Zoom or phone.

Tools for Career Preparation and Exploration

Our online career tools are **available to all current grad students**, both on and off campus, to increase career readiness and confidence. You can access them through **career.oregonstate.edu**.



Want something a bit more tailored to grad school? Want to hear from other grad students, professionals and scientists? Aurora Beyond the Professoriate (just for grad students) is designed to help you evaluate both academic and professional career paths through a series of videos and other resources. It's an excellent research and planning tool whether you're master's or Ph.D. level.



Interview practice on an interactive video platform. The tool will auto-generate practice interview questions and you can record and watch back your responses to hone your skills and confidence.



Includes work interests, personality, values, skills, leisure interests and career planning readiness assessments. Results are matched to over 1000 career occupations with information on responsibilities, needed skills, job outlook and salaries. But don't expect all listed career paths to be a good fit for you, rather, look for patterns in the results. Think about why the tool picked them for you. And think about the working personality or "Holland Code" assigned to you and how it might help you find your way within your specific field.



Online résumé and CV reviewing with instantaneous and individualized point-by-point feedback.

Use this tool before a peer or advisor appointment to help you write your best résumé.



Oregon State's university-wide job board and hub for events and appointments. It's all in Handshake. Apply for local and national jobs and internships, request career advisor appointments and sign up for career fairs and events.



International opportunities. An overview of the job market and application guidelines for various countries to help you plan for study/work abroad. The tool also includes an H1-B visa database for international students wishing to work in the U.S. after graduation.



myIDP is a third-party career-planning tool tailored to the needs of Ph.D. students and post-docs in the sciences.

It includes exercises to help you examine your skills, interests and values; a list of 20 scientific career paths with matching for your interests; a tool for setting strategic goals for the coming year and additional articles.

Career Exploration Databases

Based on U.S. Bureau of Labor Statistics data, **O*Net (onetonline.org)** and **My Next Move (MyNextMove.org)** allow you to explore 1,000 occupation titles, salaries, career outlooks and job responsibilities. **Career One Stop (careeronestop.org)** includes databases of the fastest growing and highest paid positions, career changer resources, military experience matching and tons of mini-videos about specific careers.



Tips for Graduate Student Career Preparation

1. FIGURE OUT WHERE YOU'RE GOING

Take some time for introspection to think about what you really want to do with your credentials. Network, ask questions and look at real job openings. Learn what's out there and what experience employers want in the positions you are considering. Use your time in grad school to develop the most in-demand skills you need. Early in your program, start reading job boards like:

- a. **Handshake** (industry positions, internships, research, etc.)
- b. Academic/Scientific: ***Jobs.chronicle.com***; ***Postdocjobs.com***; ***Jobs***; ***sciencecareers.org***
- c. ***USAJobs.gov*** (federal government agencies)
- d. **Buzzfile** Employers by Major (employer listings by city and subject)

2. NETWORK CONSTANTLY

85% of positions are secured through networking. People with advanced degrees greatly benefit from being well connected. So build good relationships with classmates and faculty; attend conferences and go out to eat with new contacts; ask organizations for informational interviews; form research collaborations; stay in touch with previous employers and volunteer orgs; and connect with people on LinkedIn. Anyone you know, anyone, could be the key to getting you hired!

3. PUT CAREER CHECKPOINTS ON YOUR CALENDAR

You have enough going on with coursework, research, teaching, etc. to keep track of! Career prep often falls by the wayside. So set organized career goals for yourself (try doing one thing per month). It can be as simple as updating your CV, attending a conference or making a new contact. But schedule it out so you stay on track.

4. MEET REGULARLY WITH A MENTOR

Especially if you have a niche field with limited openings, it can be really important to have someone outside of your program to advise you and connect you. Ask about in-demand skills. Ask for introductions to people in the field. Ask for a résumé review. Many people like helping and giving back to others. Many professionals are happy to mentor students. Don't hesitate to ask.

5. CREATE A WINNING RÉSUMÉ OR CV

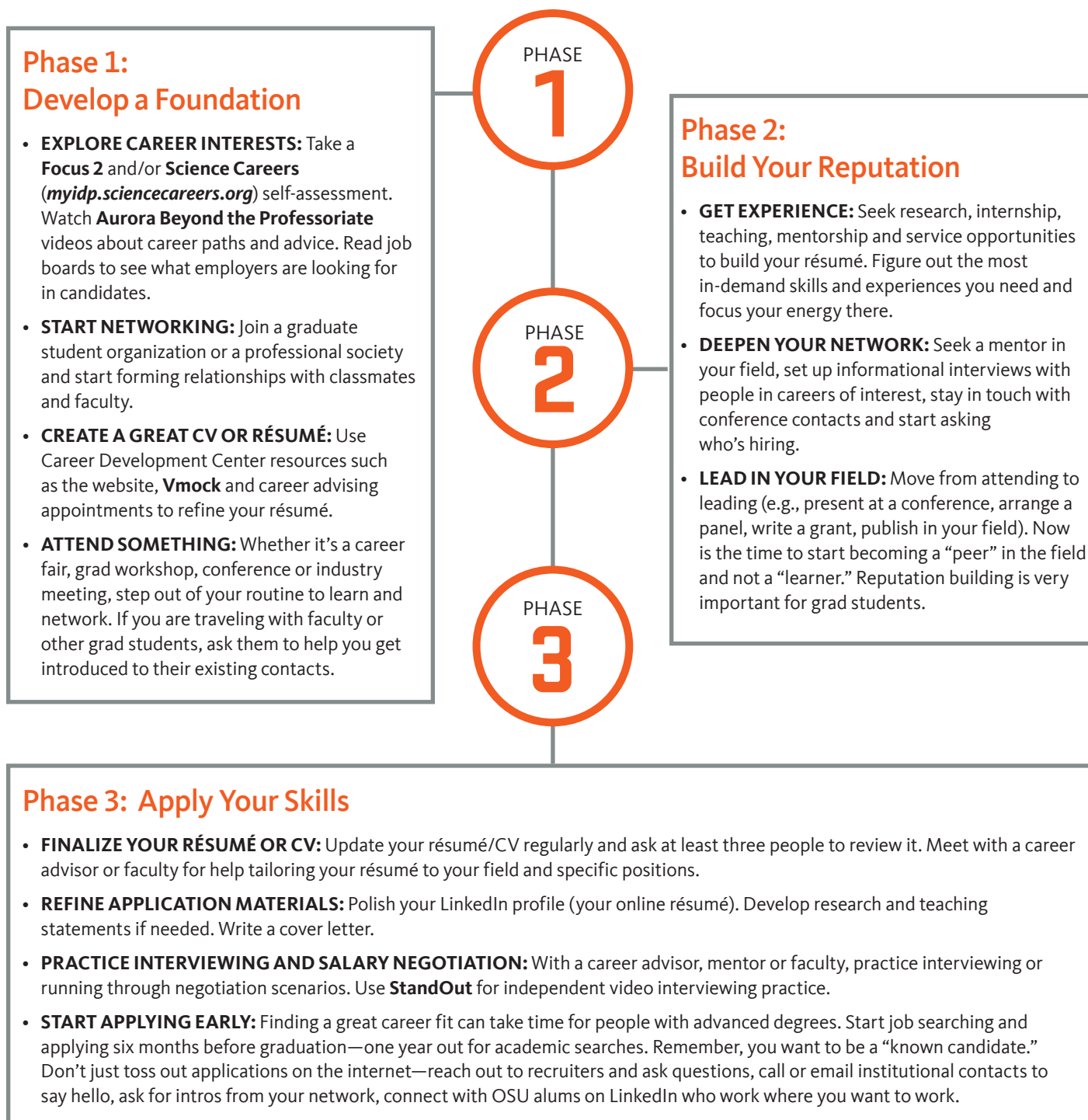
There is so much strategy behind crafting a CV or résumé that will grab the attention of a hiring committee. So don't assume you're all set, rather, read resources on ***career.oregonstate.edu***, attend a career center lecture and/or run your résumé by at least three people who can give you advice. Don't forget to reorganize and reprioritize for each new opportunity you apply to. (And don't just copy your advisor's CV!) Customize your résumé with keywords from the position description so the organization can see your preparation and envision you in the role.

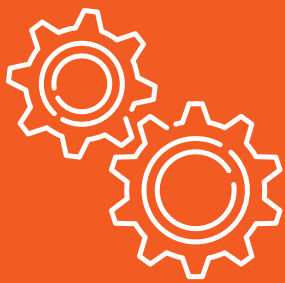
6. PRACTICE TALKING ABOUT YOU

Chances are your grad work is very technical, so practice talking about it both to a technical and lay audience. Be able to explain: 1) what you do in concise terms, 2) what is exciting or novel about your research and/or what you do and 3) what future opportunities interest you. Practice a 30-second quick summary you will be ready to deliver any time. Think about the value of your degree and how it catalyzes and equips you for your future.

Grad Student Career Road Map

Even though the **timeline** of master's and doctorate programs are very different, the career steps are similar. Break your program into three phases no matter how long it is, and calendar out milestones and goals so you can make measurable progress toward the future you want.





Transferable Skills Checklist

These **top eight career-ready competencies** are based on an annual National Association of Colleges and Employers survey of what hundreds of employers are looking for in new graduates across all fields. (See naceweb.org/career-readiness for more information.) Use this checklist to evaluate skills you may already have or need to develop. Then talk about these in your résumé, cover letter and interviews—illustrating them with specific examples.

Critical Thinking/ Problem Solving

- ☐ Created a new system or process at work or in the lab?
- ☐ Proposed and conducted independent research?
- ☐ Assessed an obstacle, waste, inefficiency and solved it?

Oral/Written Communication

- ☐ Presented a poster, seminar or conference talk?
- ☐ Developed communication by teaching, sales, customer service?
- ☐ Wrote/published public-facing articles, blogs, etc.?

Teamwork/Collaboration

- ☐ Collaborated with XX number of people in XX different positions?
- ☐ Created something as part of a diverse team?
- ☐ Managed conflict, solved customer complaints, helped people?

Digital Technology

- ☐ Skilled in field-specific technology (GIS, programming, design), etc.?
- ☐ Demonstrated ability to adopt new technologies readily?

Leadership

- ☐ Held an officer position in a student or community organization?
- ☐ Organized a fundraiser, chaired a committee, lead a project?
- ☐ Trained/mentored/managed XX number of people?

Professionalism/ Work Ethic

- ☐ Demonstrated meeting deadlines/prioritizing competing projects?
- ☐ Promoted/trusted with higher responsibility?

Career Management

- ☐ Pursued new skills, courses, certificates to advance in your field?
- ☐ Showed ability to function independently/manage your own goals?

Global/Intercultural Fluency

- ☐ Adapted your communication to various backgrounds, ages, cultures?
- ☐ Studied, interned, researched abroad or worked with global collaborators?
- ☐ Learned a language other than English?

Handshake

Handshake connects Oregon State University students and alumni to **tens of thousands of employers, jobs and internships, regionally and across the country.** Many of these employers specifically search for Oregon State students. You can also use Handshake to sign up for on-campus and virtual workshops, information sessions, career fairs/expos and other career-focused events.

Features

Search thousands of jobs and internships in the U.S. under the 'Jobs' tab:

- Filter by keyword, industry, job type, location and more to find exactly what you want.
- Save filters and create search alerts.
- 'Favorite' jobs. As Handshake learns what you're interested in, it will suggest similar jobs.

Register for career fairs, workshops and college-specific events:

- Click on 'Events' to browse a list of upcoming in-person and virtual events or search for key terms. Career fairs are listed under the 'Fair Search' tab.
- Preview the list of companies that will attend the career fair to better plan your visit.

Follow employers to stay connected and up-to-date with them:

- Search for companies you know or search for relevant organizations by key terms, then 'Favorite' them.

Optimizing Your Presence on Handshake

1. Log in with your ONID at **oregonstate.joinhandshake.com**. All students have an account.
2. Update and fill your profile with relevant experience, qualifications, skills and more. The profile is an online résumé, similar to what you'd put on **LinkedIn**.
3. Make your profile public so employers can find you. Under 'Settings & Privacy,' click 'Allow employers to be able to find and view my profile,' then click 'Save Update.' This is optional.
4. Turn on notifications so you know when employers are reaching out. Go to 'Notifications,' select 'Edit Notification Preferences,' and choose when and how you want to hear from Handshake.
5. Download the Handshake app to get direct notifications and have easy access to the platform.



Vetting

The Career Development Center reviews all employers and jobs coming through Handshake. Fraudulent requests and those not adhering to OSU policy are eliminated, but some illegitimate requests may slip through.

- Never provide personal financial information (PayPal, bank accounts, etc.) to any employer.
- Never send money to an employer.
- Be cautious of opportunities showing excessive grammar/punctuation errors.
- Be wary of larger companies using personal email domains (yahoo, gmail, etc.). Smaller or family-owned companies may have personal email domains for their contact information.
- Do a web search if you feel unsure about an employer or position.
- Report fraudulent/spam employers or jobs to the Career Development Center.

Does Handshake Have Good Opportunities for Grad Students?

YES! Many employers are looking for advanced degrees and the critical thinking skills you're developing in your program.

BONUS: Handshake is available after you graduate. Just update the Career Development Center with your personal/non-OSU email address and you'll have access indefinitely.

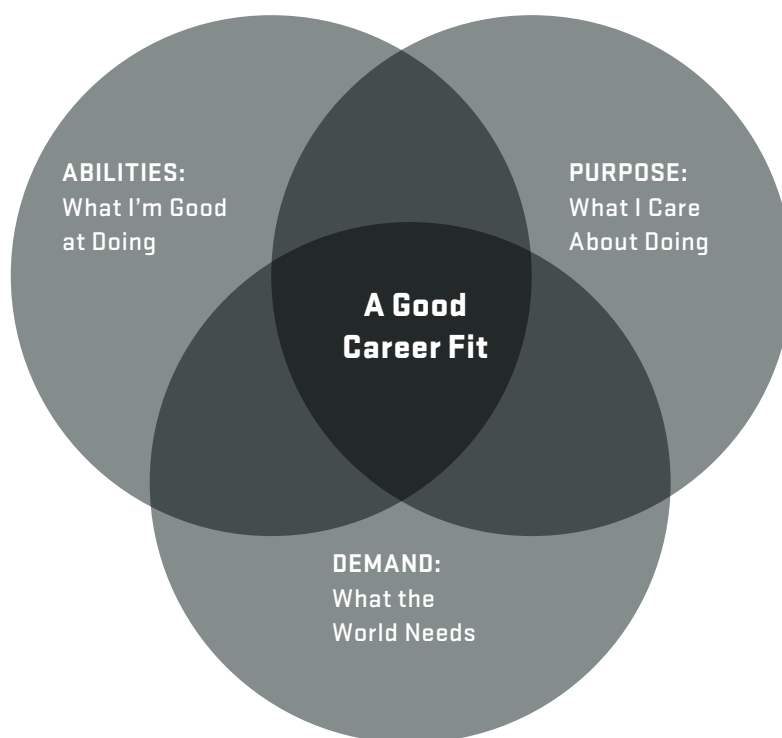
A Great Career Fit

What does a great career fit look like? It's likely that your career interests will evolve over time and that many diverse paths could be fulfilling for you. You may take a job to get your foot in the door to start and be able to move into a great long term fit soon. Or you may think you've landed the ideal job only to discover 3 years in that you want to shift your focus. **According to a 2018 report from the Bureau of Labor Statistics, the average person changes jobs ten to fifteen times in their lifetime!** Those job changes might be promotions, lateral moves within an organization or whole new paths.

You also will have life and circumstance changes that will take you in new directions. As a grad student, you may be confident in your next steps or you might still be fine-tuning. Here are some concepts to keep mind.

Elements of a Great Job Fit

- 1. PURPOSE:** For example, let's say that you know you're really good with numbers. So you're working on your MBA to be an accountant, but that might not be a great conclusion if taxes don't create a sense of purpose for you. If a sense of meaning for you comes from working with youth, maybe you might want to be a math instructor or a financial advisor for the Boys and Girls Club.
- 2. ABILITIES:** Some abilities are innate, but many can be developed. If you determine that there are skills you need for your chosen path, ensure you are prioritizing your time wisely during grad school to cultivate these. For example, many federal careers require specific graduate coursework—if government is your path, have you researched what credentials you need in advance ([opm.gov](https://www.opm.gov))?
- 3. DEMAND:** This is where reading job boards early on comes in. You might discover that there are not as many opportunities in your region as you initially expected. That's a good insight! It's important to investigate how market realities intersect with your desired path. (But that's not to say you can't be an entrepreneur and invent what the world needs, too!) O*Net ([onetonline.org](https://www.onetonline.org)) is a great place to research current occupations, job outlooks, salaries and more.



Informational Interviews and Job Shadowing

An **informational interview** is a conversation with a professional from your field who can give you insight into a company, position or career path. This can be an HR professional, a recent graduate working at a company or an OSU alumnus—anyone who can serve as a connector in your field. Consider reaching out to your professors, family, friends, professionals you have met and/or alumni. Most informational interviews last about 30 minutes.

A **job shadow** is an unpaid opportunity to observe a professional in your field or position of interest. The time varies depending on availability and type of position—some shadows last an hour, others several days.

Informational Interview Questions

- How did you get started in this field?
- What do you enjoy most about your job?
- What are common entry-level positions in your field?
- What skills are needed to be successful in your role?
- How has the industry changed since you first began?
- What set of characteristics does your organization look for when hiring?
- What's it like to work at your company?
- What advice would you give a person aspiring to enter your field of work?
- What has been the biggest learning curve for you in this role?
- **Who else should I connect with at your company or at similar organizations?**

Reaching Out

- Introduce yourself with your name, program and university.
- Describe your interest in the person's field and/or position.
- Highlight why the contact is beneficial for you.
- Make clear that you want to conduct an informational interview and/or job shadow.
- Be flexible.
- Be clear on the amount of time this will take.
- Express your appreciation, excitement and passion. Remember, they are doing you a favor.
- Always respect the professional's time and consideration and stick to your agreed schedule. Informational interviews and job shadows are a courtesy to you as a developing professional.

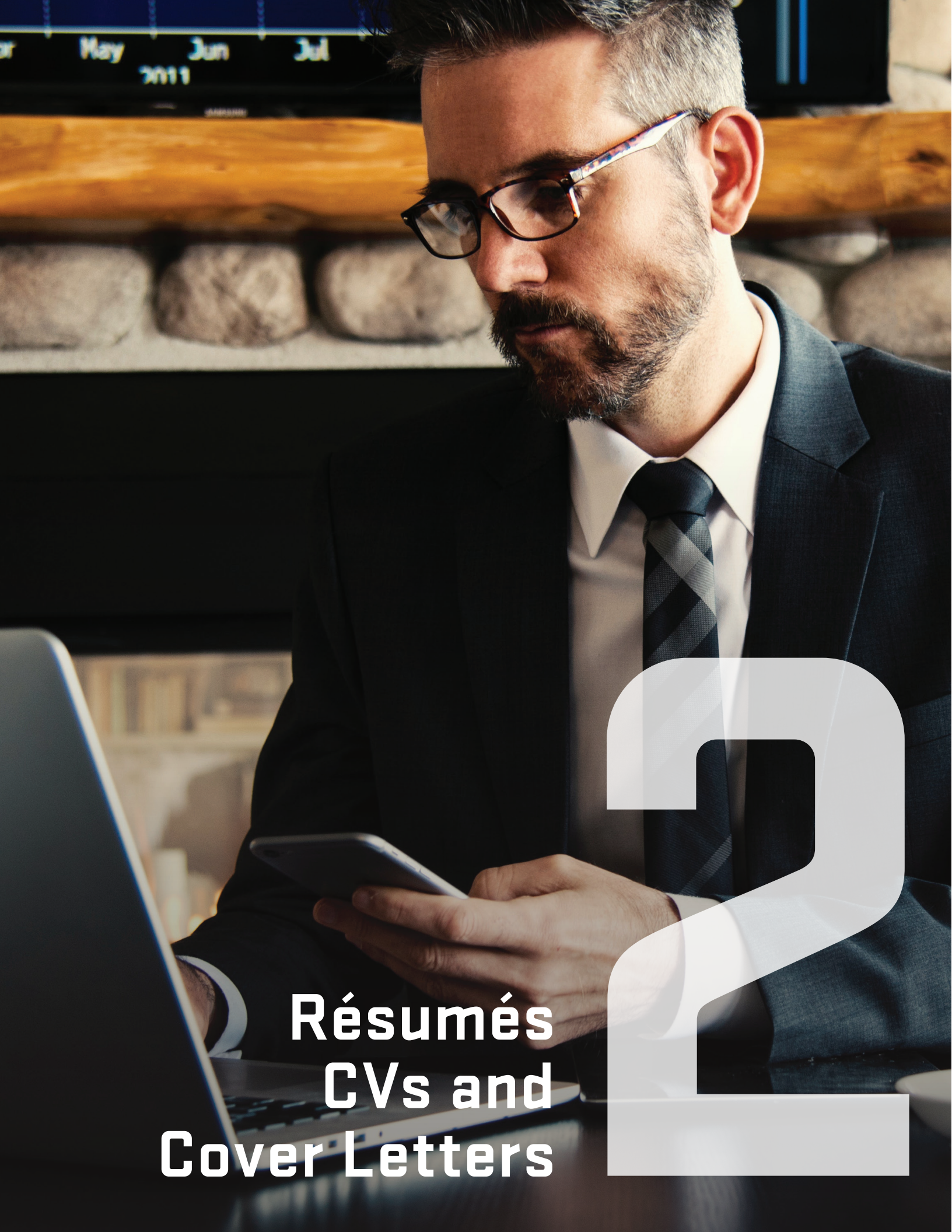
Hello _____,

My name is _____, and I am a Ph.D. student at Oregon State University in robotics studying locomotion. Dr. Darius Stevens gave me your contact information as an alum of the program currently working in similar areas in industry R&D.

I would be very grateful for an opportunity to introduce myself and ask you some questions about the field and how you got to where you are. The interview will take approximately 20-30 minutes of your time, and I am flexible to work around your schedule.

Please contact me by responding to this email or by calling me at 555-555-5555. Thank you so much for your time. I look forward to meeting you.

Respectfully,

A man with a beard and glasses, wearing a dark suit, white shirt, and striped tie, is looking down at a smartphone in his hands. He is sitting at a desk with a laptop open to his left. In the background, there is a wooden shelf with a calendar showing May, June, and July 2011, and a stone fireplace mantel.

Résumés CVs and Cover Letters



Résumé vs. CV

Résumé or CV: What's the difference?

Résumé

THE PHILOSOPHY: A quick, skimmable snapshot of your skills and experiences that will catch a recruiter or hiring manager's eye.

- Brief, targeted list of experience and achievements
- One to two page format common for early career
- Geared at private industry, nonprofits
- Focus on skills and keywords

Curriculum Vitae

THE PHILOSOPHY: The full history of your scholarly career communicating the breadth of your experience to other academics and scientists.

- Focus on research, publishing and teaching results
- Two to seven pages for an early career academic
- Used for academic, medical, research or teaching opportunities

How to Convert a CV to a Résumé

- Review job descriptions and incorporate keywords for qualifications and skills employers seek.
- The average résumé is one to two pages. Cut content down to the most relevant skills and experience.
- Consider sections called "Selected Publications" or "Selected Presentations" instead of listing everything.
- Convert paragraph descriptions to bullets starting with action verbs.
- Focus on transferable skills you've gained in academia (e.g., leadership, communication, supervision).

How to Convert a Résumé to a CV

- Expand on your accomplishments. The goal is to list everything scholarly you've done, not provide a short snapshot.
- Work on fleshing out the résumé to be two pages or longer. (A tenured professor might have a 50-page CV.)
- Focus on academic, scientific and teaching-related experiences (e.g., conference attendance, poster sessions, courses taught).
- Include your last name and page number in the footer of each page.

U.S. CV and International CV

In many countries the term "curriculum vitae" does not mean a lengthy academic or scientifically focused résumé like it does in the U.S. It is more synonymous with how the U.S. uses the word "résumé" as a general job application document. Many international CVs include information not found on U.S. résumés such as pictures and marital status. Every country has its own convention for how to write a good CV. For country-specific CV tips, visit **GoinGlobal** in the **Handshake** 'Resources' section.

Common Résumé Sections

Your résumé **connects your experiences and skills to the position you apply for** and shows why they make you the ideal candidate. Elaborate on the skills you gained from your experiences, don't just list them. Tailor each résumé to a specific opportunity. Every company and field is different; get advice on résumé norms from a professor, advisor or someone working in the industry.

Education

- Breakdown of undergraduate and graduate education, study abroad and internships.
- Include GPA if it's requested or above a 3.0. You may use your cumulative or program-specific GPA.

Work Experience

- Dynamic, action- and results-oriented summary of professional experiences.

Study Abroad

- Explanation/description of study-abroad programs.

Volunteer Experience

- Summation of volunteer and community involvement.

Projects

- Projects, research, field work or specific coursework that relate to the position.

Summary of Qualifications/ Professional Summary

- Replaces the traditional objective statement.
- One to three lines or bullet points at the top of the résumé that summarize your top skills for that employer. Avoid personal pronouns. Example: "Computer scientist with programming expertise in C++, Python and Java and real-world experience building robust websites and programs for the City of Corvallis."

Leadership and Involvement

- Roles in grad student organizations, departmental leadership, nonprofit boards, committee organization, clubs, community engagement, experiences in athletics, fraternity and sorority involvement, and leadership activities.

Skills/Languages

- Proficiencies in computer programs, languages, etc.

Awards and Honors

- Work, educational and other awards and scholarships describing the award and listing the date and awarding organization.

Relevant Coursework

- Top 4-8 courses that relate specifically to the position. Avoid jargon and course numbers, use the full course titles instead (e.g., plant propagation).

Publications or Selected Publications

- A list of articles, book chapters, etc. Add explanations if needed, spell out acronyms, cut citations down as necessary.

Presentations or Public Speaking

- Your top speaking engagements, removing redundant presentations, emphasizing titles, spelling out or explaining significance if needed.

Additional Section Examples

- Scientific fieldwork
- Computer languages
- Intercultural experience and languages
- Technical skills
- Communication experience
- Professional memberships and activities
- Licenses and certifications
- Military service and training
- Practicum experience
- Teaching and coaching experience
- Public speaking experience

This is not an exhaustive list of all of the sections and headers you might employ. Create sections in a way that will be eye-catching for your field (e.g., "Geology Fieldwork," "Engineering Projects").

Common CV Sections

Contact Information

- Name
- Address (optional)
- Telephone
- Phone
- Email (professional e-mail address, e.g., ONID)

Education

Include institution name and location, dates, program and details of degree (e.g., thesis or dissertation title) in reverse chronological order.

- Post-doctoral degree
- Graduate school
- Undergraduate

Honors and Awards

Grants, fellowships, scholarships, honor societies

Professional Experience

Include organization, position title, dates and position details in reverse chronological order.

- Work history
- Academic positions
- Practica, internships, assistantships

Research and Experience

Include dates and position details in reverse chronological order.

- Include the details and results of your research, not just what you did but how, and what the goals of the research were. Quantify your processes and results wherever possible.
- Mention collaborators, unique problems solved, equipment/techniques used.

Teaching

List in reverse chronological order and include course details and dates, number of students served, positive student evaluations, syllabus creation, teaching techniques and mediums employed.

University Service or Volunteer Work

Include committee and leadership involvement (e.g., governance bodies, institution judicial board).

Professional Qualifications

Certifications and accreditations

Publications

Include articles, book chapters, books and other publications using appropriate citation style. Remember to bold your name for multi-author.

Presentations

- List poster sessions, conference presentations and department presentations you've delivered with the titles, dates and topics.

Professional Memberships and Affiliations

- E.g., Society of American Foresters, American Public Health Association
- Include dates of membership.

Skills

Include language, computer skills, equipment maintenance, lab skills, etc.

This is a sample, and the sections are in no particular order. CV sections come in many forms and with many different names. Use a format suitable for your experiences and discipline. Ask for sample CVs from peers and faculty, and follow the style guide appropriate to your field (e.g., AP, Chicago) for citations.

10 Common CV Mistakes

1. Not tailoring your CV for specific employers, grants, programs, etc.

Make sure to put your most relevant work up front and align language with the audience every time. Reviewers have already made a first impression in the first half of your first page. No generic CVs!

2. Not explaining what your accomplishments are or providing specific details.

Lists work great for publications, but do explain your work, research and anything where context will increase understanding.

3. Forgetting to spell out acronyms or using too much niche jargon.

This is especially true for awards and scholarships—add a brief parentheses about what they are and why you were awarded.

4. Copying your faculty advisor's format without seeking other examples.

Your advisor might have an outstanding CV, but it's hard to know if you don't survey several other concepts.

5. Using a cluttered format.

Bullets, bolding, italics, headers and spacing increase digestibility. Avoid long paragraphs where your results will get lost in text.

6. Having spelling or other errors.

Yes, it's a long document, but proofread it well.

7. Not focusing on what you achieved.

It's not just what you did, it's what value you added (e.g., designed a new procedure to reduce sampling time and increase data integrity).

8. Not being well-rounded.

Don't forget about volunteering, work experience, service, clubs, etc. that show you are involved in your community and industry.

9. Not updating your CV regularly.

Try to update it a couple of times a year.

10. Not having anyone review your CV to help make it as outstanding as possible.

Have at least three people look at it. Upload it to **Vmock**, the Career Development Center's online résumé reviewer, for another set of "eyes."



Résumé and CV Checklist

This list will help you **construct a professional résumé with relevant content**. Think about the areas and make notes for each section as appropriate.

Overall Appearance and Formatting

- ☐ I used a professional/easy-to-read font (Arial, Georgia, Tahoma, Times New Roman, etc.).
- ☐ The font size is consistent throughout the résumé; only the heading and section titles are larger.
- ☐ There is consistent/appropriate spacing between lines and blocks of text. It's easy to differentiate sections.
- ☐ Bold, underline, and/or italics are used sparingly to enhance readability.
- ☐ My choice of bullet style is appropriate and consistent. Bullets are closed or open circles. (Check-marks and arrows are not standard.)
- ☐ The document is of appropriate length: 1-2 pages (standard résumé/private sector), 3-5 pages (federal/government résumé) or 3-10 or more pages (scientific/academic CV).
- ☐ In a single-page résumé, at least two thirds of the page are filled with text. If there are additional pages, the final page is at least half full. I have not left a couple lines or one item floating on its own page.
- ☐ I saved the résumé as a PDF to maintain formatting.
- ☐ There are no graphics, artwork or pictures (unless industry-appropriate).
- ☐ There are no spelling or grammar errors. Two other people reviewed the résumé and verified this.
- ☐ I tailored headers to the opportunity where appropriate (e.g., Agricultural Research & Fieldwork, Teaching Experience vs. generic section headers, e.g., Work Experience).
- ☐ Margins around the outside are no smaller than 0.5" and no larger than 1".

Contact Information/Heading

- ☐ My name is bolded and in a larger font (14-16 pt) at the top of the page.
- ☐ I provided an appropriate mailing address. Local or school address, just city and state, or omitting altogether are options.
- ☐ I included a phone number that I check regularly with an appropriate voice message greeting (format (555) 555-5555 or 555-555-5555).
- ☐ I provided a professional email address (OSU email is fine until graduation).
- ☐ Where appropriate, extra professional information has been included: LinkedIn (condensed URL format), portfolio URL or website/online projects URL.

Summary of Qualifications or Professional Summary

- ☐ Optional; replaces objective section.
- ☐ My statement is short and simple (1-3 sentences), written in paragraph form without personal pronouns or as a bulleted list.
- ☐ It includes my most relevant 2-5 skills with language tailored to the position description I am applying to.

Education and Certifications

- ☐ I listed my college/university experience in reverse chronological order. I omitted high school. (Transfer degrees are optional.)
- ☐ I don't include college/university experience that did not result in a degree or certificate (unless there's a relevant reason to include it).
- ☐ I listed my earned or anticipated degree(s) with majors, minors, options, certificates and licenses.
- ☐ I included my projected graduation date next to my ongoing program (e.g., June 2026) vs. explaining that it is expected or anticipated.
- ☐ Optional: GPA of 3.0 or higher is listed. (Include GPA if mentioned in the position requirements. International students can use U.S. equivalent to different scales.)
- ☐ Where appropriate, I included study abroad, relevant coursework/projects, thesis titles or research (may also go in separate sections).

Work or Professional Experience

- ☐ I listed employer, city, state, job title and dates of employment.
- ☐ I included months and years, not specific days of employment (April 2013, not April 25, 2013).
- ☐ I used bullet points to summarize responsibilities and achievements. They are 1-3 lines each.
- ☐ Each statement begins with an action verb.
- ☐ All verbs for a position are in the same tense (past tense for past experience, present for ongoing).
- ☐ Where appropriate, I use verbs and phrases similar to those in the position description. I didn't copy phrases from the description.
- ☐ I have not used personal pronouns—I, me, my (e.g., I worked on writing a grant).
- ☐ I placed emphasis on results, achievements and transferable skills. I thought about my value from the organization's perspective.
- ☐ Where appropriate, I used numbers, industry terminology and data to show my strengths and knowledge in quantifiable ways.

Additional Résumé Tips

- ☐ If I don't have a lot of professional experience yet, I described course projects in detail, listed skills I've learned in labs or classes, volunteer experiences, club involvement, extracurriculars, etc. to build a case for my field experience.
- ☐ I tailored my résumé to the position/organization I am applying to, prioritizing my most relevant skills and experience.
- ☐ Since employers often only spend about 6 seconds looking at résumés, I reviewed my résumé asking what they would see in that time.
- ☐ I used key words from the position description or company website.
- ☐ I listed my most relevant experience/skills in the top third of the page to catch the reviewer's eye.
- ☐ The whole document is consistent in period usage, date format, header size, spacing width, tenses, etc.
- ☐ I have not included personal references on the résumé; rather I compiled references in a separate sheet.
- ☐ I omitted personal information (marital status, age, religion, gender).

Additional Tips for CVs

- ☐ I included sections on research, teaching, funding/grants, service, publications, projects, conference attendance, trainings and workshops, memberships, awards, etc.
- ☐ I have been concise but thorough in explaining my accomplishments and skills, not limiting myself to 1-2 pages like a standard résumé.
- ☐ My focus has been on scholarly or academic pursuits, but I remembered to include industry and work experiences.
- ☐ My CV is balanced, showing involvement in community/organization/service and real-world experience in addition to research interests.
- ☐ I followed the appropriate format (Chicago, MLA, etc.) for my citations.
- ☐ My name is bolded when listed in multi-author publications.
- ☐ The CV is chronological within sections. The most relevant sections to the position/organization are prioritized.
- ☐ My last name and page number are on each page footer.
- ☐ I have quantified where possible (e.g., number of students taught in courses, number of samples run).
- ☐ I avoided dense paragraphs and overly long bullets that might decrease digestibility of content.
- ☐ I haven't just listed jobs, projects and classes; I included sub-bullets with context explaining what I did and what results I achieved.
- ☐ I clearly mentioned my current assistantship or role with the university so I don't appear to have a multi-year work gap.

Power Statements

Power statements create a more powerful résumé. They highlight your achievements, illustrate your tasks, quantify your results and show your impact in a role. **Jobs, internships, community service, club involvement, military experience and projects should all be backed up with power statements.** A power statement should be no more than two lines.

Power Statement

=

Action Component

ACTION WORD AND CONCISE DESCRIPTION OF TASK

- Describe your actions to complete a task or solve a problem by using an action word.
- Focus on key skills and words found in your industry.
- Use the position description as a guide on what skills and words to use.

+

Result Component

QUANTIFIED RESULTS AND OTHER CONCRETE EVIDENCE

- Your results illustrate how your efforts can translate to the organization to which you are applying.
- Quantify with numbers, including percentages, dollars or volume.
- Only quantify when appropriate. This can be overdone if forced into every bullet point.

BASELINE

“Served sandwiches to satisfy customer requests.”

- This is a description of responsibilities. While it supports that you have customer service experience, it lacks connections to your transferable skills.

ON YOUR WAY

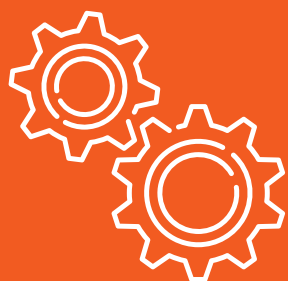
“Provided excellent customer service by listening to successfully serve customers.”

- This statement is more appealing because it demonstrates transferable skills and includes a desirable outcome.

FINISH LINE

“Provided excellent customer service by listening and responding to customer needs and diffusing tension during rush times. Implemented new processes to reduce ingredient waste by 30% over the year.”

- This statement encompasses the positive aspect of the two previous examples. It also explains efforts and includes a quantified desirable outcome that translated to various fields and positions.



Action Words

Use action words to **illustrate your skills**. Each statement in your résumé should begin with an action word. Use present tense for current positions and past tense for previous ones.

Communication

addressed	corresponded	joined	publicized
advertised	critiqued	lectured	reasoned
arbitrated	defined	linked	recommended
arranged	described	listened	reinforced
articulated	discussed	marketed	reported
clarified	edited	mediated	represented
collaborated	elicited	moderated	revised
communicated	explained	negotiated	solicited
conferred	expressed	participated	spoke
consulted	formulated	persuaded	suggested
contacted	informed	perused	summarized
contributed	interacted	presented	synthesized
conveyed	interviewed	promoted	translated
convinced	involved	proposed	

Creative

abstracted	developed	illustrated	orchestrated
acted	devised	improvised	originated
adapted	directed	initiated	performed
authored	displayed	innovated	photographed
combined	drafted	inspired	revamped
composed	entertained	introduced	shaped
conceptualized	envisioned	invented	solved
created	fashioned	launched	tailored
customized	founded	modeled	visualized
designed	generated	modernized	wrote

Financial

acquired	calculated	invested	reduced
adjusted	computed	issued	regulated
administered	corrected	maximized	retrieved
allocated	decreased	minimized	specified
apportioned	determined	multiplied	submitted
appraised	disbursed	planned	tabulated
approximated	enumerated	prepared	tested
assessed	estimated	projected	validated
audited	figured	rated	
balanced	forecasted	realized	
budgeted	increased	reconciled	

Helping

accommodated	counseled	helped	satisfied
advocated	dedicated	motivated	served
aided	eased	prevented	smoothed
alleviated	elevated	provided	supplemented
ameliorated	empowered	referred	supported
assisted	encouraged	reformed	sustained
bolstered	expedited	rehabilitated	volunteered
boosted	fostered	relieved	
cared for	furthered	remedied	
cooperated	guided	revitalized	

Leadership

accomplished	developed	improved	reorganized
achieved	directed	increased	reviewed
administered	eliminated	influenced	salvaged
advanced	enforced	instituted	saved
appointed	enhanced	launched	scheduled
attained	established	led	screened
chaired	exceeded	managed	secured
consolidated	excelled	motivated	selected
controlled	expanded	oversaw	sought
coordinated	fine-tuned	planned	spearheaded
cut	generated	prioritized	streamlined
decided	grew	produced	strengthened
delegated	handled	raised	succeeded
demonstrated	hired	recovered	surpassed
designated	hosted	recruited	

Organization

accelerated	corrected	integrated	purchased
accomplished	customized	logged	recorded
addressed	devised	maintained	refined
approved	dispatched	maximized	reserved
arranged	distributed	mobilized	resolved
assigned	enlisted	modified	responded
brainstormed	executed	monitored	scheduled
catalogued	filed	obtained	screened
categorized	finalized	organized	set up
coded	followed	planned	standardized
compiled	formulated	prepared	systematized
completed	generated	prioritized	tabulated
configured	implemented	processed	updated
contracted	incorporated	procured	verified

Research

analyzed	converted	extrapolated	questioned
catalogued	correlated	formulated	researched
benchmarked	deciphered	gathered	reviewed
branded	determined	identified	recognized
critiqued	documented	indexed	searched
classified	diagnosed	inspected	solved
collected	evaluated	interpreted	studied
compared	examined	investigated	submitted
concluded	experimented	measured	substantiated
conducted	explored	linked	surveyed
confirmed	extracted	queried	synthesized

Teaching

adapted	developed	explained	persuaded
adopted	educated	facilitated	schooled
advised	empowered	guided	stimulated
briefed	enabled	individualized	taught
coached	encouraged	influenced	tested
coordinated	enriched	instructed	trained
counseled	evaluated	motivated	tutored

Technical

adapted	converted	installed	remodeled
applied	debugged	maintained	repaired
assembled	deconstructed	modeled	restored
built	designed	operated	specialized
calculated	engineered	overhauled	upgraded
computed	fixed	programmed	utilized
constructed	fortified	redesigned	

Industry Résumé: Master's in Horticulture

Tyrone C. Hoffman

M.S. Horticulture. Oregon State University (2014)

A.A.S. Horticulture. Clackamas Community College (2012)

B.S. Health & Human Science. George Fox University (2008)

Corvallis, OR 97330

Phone: (541) 555-5555

hoffmant@gmail.com

SKILLS

Nursery Production | Soils & soilless substrates | Plant nutrition & physiology | Irrigation design & operation
Plant identification | Pesticide application | Equipment operation | Data analysis & interpretation

HORTICULTURAL & RESEARCH EXPERIENCE

Senior Research Specialist. Oregon State University, Corvallis, OR

2014 -16

Department of Plant Pathology, Physiology & Weed Science

- Managed daily operations of research program, including data collection and growing.
- Designed and executed trial protocols, oversaw chemical inventory, operated equipment.
- Supervised six student workers and trained them in research best practices.

Graduate Research & Teaching Assistant. Oregon State University, Corvallis, OR

2012-14

Department of Horticulture / Lewis Brown Research Farm

- Independently taught three sections of Woody Landscape Plants.
- Designed and executed field trials on water and nutrient transport in container crops.

Nursery Crops Intern. Oregon State University, Aurora, OR

2011-12

North Willamette Research & Extension Center

Physical Therapy Assistant/Athletic Trainer. Oregon Health & Science University, Portland, OR

2008-2011

- Applied knowledge of health and biology to help patients recover from injuries and surgeries. Managed department budget and schedules for other employees.

SELECT PUBLICATIONS

- Otter, Jr., J.S., A. Leboodde, M. Chaps, and **T.C. Hoffman**. 2015. Advanced Irrigation Management for Container-grown Ornamental Crop Production. Oregon Cooperative Extension Service Publication.
- **Hoffman, T.C.**, J.S. Otter, Jr. and A.X. Nugs. 2014. Controlled Release Fertilizer Placement Affects the Leaching Pattern of Nutrients from Nursery Containers During Irrigation. HortScience. 49:1341–1345.
- **Hoffman T.C.**, J.S. Otter, Jr., J.S. Fields and J. Brink. 2013. Fertilizer Movement in Nursery Containers: What Happens During Irrigation? Combined Proc. Intl. Plant Propagators Soc. (In press)

HONORS & AWARDS

Gamma Sigma Delta – The Honor Society of Agriculture

2013

Southern Nursery Association – *First place* – Bryson L. James Student Research Competition

2013

APPLICABLE COURSEWORK

- **M.S.** Soil Chemistry, Soil Physics, Plant Nutrition, Woody Plant Ecophysiology, and Advanced Crop Physiology
- **B.S.** Soils and Fertilizers, Greenhouse Crops, Nursery Management, Plant Identification, Insect Identification, Disease Identification, Integrated Pest Management, Plant Propagation, Irrigation & Drainage Design

CERTIFICATION

Oregon Certified Commercial Pesticide Applicator – Also certified for Research & Demonstration

Industry Résumé: Ph.D. in Physics

Betsy Beavers

99 NW Beaver Dam Dr. #999, Corvallis, OR
bbeavers@oregonstate.edu 541-999-9999 [linkedin.com/BestyBeavers](https://www.linkedin.com/BestyBeavers)

Education

Doctor of Philosophy: Physics

Oregon State University

Dissertation Research: *Computational and experimental study of photophysics and photostability of organic semiconductors*

Expected June 2019

Corvallis, OR

Master of Science: Physics

University of Colorado

Thesis Research: *Computational modeling of fluorescence trajectories of organic molecules*

June 2014

Boulder, CO

Bachelor of Science in Physics

Colorado State University

Undergraduate Research: *Lithium Gadolinium Borate Cerium (LGB) Time of Flight Facility*

December 2010

Fort Collins, CO

Laboratory Experience

Oregon State University

Organic Photonics and Electronics Doctoral Researcher

Corvallis, OR

October 2015 – present

- Created and characterized small organic molecules using a wet lab and optical equipment.
- Wrote and debugged programs to collect, process and simulate experimental data.
- Mentored 5 undergraduates in performing experiments and analyzing results.
- Fabricated micro- and nanoscale semiconductor structures in clean rooms.
- Imaged devices using optical, electron, and atomic-force microscopy.
- Characterized microscale devices and thin films.

American Institute of Physics

Society of Physics Students Intern

College Park, MD

June – August 2014

- Characterized thin-film CIGS photovoltaic cells by photorefectance modulation spectroscopy.
- Designed and built science teaching and outreach projects for K-12 students.
- Supported organizing and executing The NIST Summer Institute for Middle School Science Teachers, serving 150 teachers.

University of Colorado

Laboratory Nuclear Astrophysics Research Assistant

Boulder, CO

January 2013 – June 2014

- Characterized a low energy neutron detector, using electrical signal manipulation, signal digitization, and radioactive material.

Teaching Experience

Linn-Benton Community University

Physics Teaching Fellow

Albany, OR

September 2017 – present

- Organized and planned material, lectured, wrote exams, and coordinated teaching assistant workload for introductory algebra-based physics.
- Developed curriculum for and taught introductory lab courses and taught introductory scientific programming.
- Guided students in problem solving and physical reasoning in small groups on problem sets and graded assignments.

Professional Organizations Services

Optical Association West Division

July 2017- present

- Member of the Graduate Students Professional Development Committee.
- Coordinated monthly professional development webinar.

SPIE International Symposium, Conference Program Committee

July 2017 - August 2018

- Served as the solo student member in the committee.
- Participated in monthly conference planning meeting and contributed ideas.

Women in Physic Annual Conference for Undergraduates

January 2015 – January 2017

- Chaired the conference programing committee with 8 committee members.

Selected Publications and Presentations

Published Papers

- **Beavers B.**, Lee J., Cost R., Lamb K., Thin J., Korolo O., (2017) Effect of molecular side groups and local nanoenvironment on photodegradation and its reversibility. Journal of Physical Chemistry C 111, 999-1999.
- Chin R., **Beavers B.**, Lindberg C., Johnson A., Simpson D., Felter N., Kunst J. T., Korolo O., (2019) Single-molecule insight into nanoscale environment-dependent photophysics in blends. Proc. of SPEE, v. 99999, 99999Z.
- **Beavers, B.**, Cost R., Kunst J. T., Lindberg C., Lamb K., Thin J., Korolo, O., (2018) Single molecule-level study of donor-acceptor interactions and nanoscale environment in blends. Journal of Physical Chemistry C 333, 333-3399.

Oral Presentations

- **Beavers B.**, Lee J., Cost R., Lamb K., Thin J., Korolo O., (2019, Jan) Effect of molecular side groups and local nanoenvironment on photodegradation and its reversibility. Photonics International Conference, Boston MA
- **Beavers, B.**, Cost R., Kunst J. T., Lindberg C., Lamb K., Thin J., Korolo, O., (2018, Jan) Single molecule-level study of donor-acceptor interactions and nanoscale environment in blends. Photonics International Conference, Huston TX

Awards

- Oregon State University President's Commission on Status of Woman Scholarship (November 2018)
- Oregon State University Graduate Student Travel Award (November 2017, November 2018)
- SPIE Student Travel Grant (April 2018)

Activities

- Physicists for Inclusion in Science – Webmaster January 2018 – October 2019
- Women's Relief Society – President October 2015 – October 2017
- Volunteer Missionary September 2009 – March 2011

Skills

- Programs: Mathematica, Matlab, Labview, Puppet, Slurm, NIS, NFS, Word, Excel, PowerPoint, OpenOffice, and Photoshop
- Computer Languages: Python, TeX, R, MySql, Java, HTML, and assembly code
- Communication: Excellent public speaking and technical writing
- Other: Server mgt, Linux cmd-line familiarity, organized, problem-solver, leadership skills

CV: Ph.D. in Anthropology

ANA M. BANANA

24 NW Hula-Hoop Street, Corvallis, Oregon 97330
(541) 555-5555; ana.banana@oregonstate.edu
linkedin.com/in/anabanana
blogs.oregonstate.edu/anabanana/

EDUCATION

Oregon State University <i>Doctor of Philosophy</i> in Applied Anthropology Dissertation title: "Socialization of women in Brazil: Identity, race and power within the world social economy"	Corvallis, OR June 2012
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Oregon State University <i>Master of Arts</i> in Applied Anthropology Masters Thesis: "A Sense of Place: Ethnographic reflections of two Afro-Brazilian women"	Corvallis, OR May 2009
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Virginia Tech <i>Bachelor of Arts</i> in Psychology	Blacksburg, VA May 2004
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TEACHING EXPERIENCE

Oregon State University, Department of Applied Anthropology <i>Instructor</i> <ul style="list-style-type: none">• Full responsibility for five sections of <i>Comparative Cultures</i>• Prepared curricula and lectured on cultural history, social change and gender roles for undergraduate groups of 10-30 students• Arranged a study abroad trip to Brazil to examine race, privilege, power and gender roles; included communication with partner university, application and selection process for students and leading the trip on the ground	Corvallis, OR September 2010–Present
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Oregon State University, Department of Applied Anthropology <i>Teaching Assistant</i> <ul style="list-style-type: none">• Used instructional technology to enhance pedagogical techniques• Planned and taught a cultural competency course based upon various intersections of identity• Organized and led group discussions on social and gender issues.• Evaluated student work and assigned grades under the guidance of a faculty mentor	Corvallis, OR August 2006- May 2008
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RESEARCH EXPERIENCE

Oregon State University, Department of Applied Anthropology <i>Doctoral Researcher</i> <ul style="list-style-type: none">• Research focused on the socialization of women in Brazil, examining the intersections of identity, race and power in the social economy• Conducted an ethnographic investigation of women in the southeastern region of Brazilian• Applied both quantitative (SPSS) and qualitative analysis (ATLAS ti) software to gather to collect, analyze and synthesize results	Corvallis, OR September 2011- May 2012
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Oregon State University, Department of Applied Anthropology <i>Research Assistant</i> <ul style="list-style-type: none">• Assistant to Professor Bob Bobman, conducted primary and secondary source research• Constructed and tested data collection methods• Identified culturally-specific practices affecting access to economic development for women in Sao Paulo, Brazil	Corvallis, OR August 2008- May 2009
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PROFESSIONAL EXPERIENCE

Oregon State University, Cross Cultural Center

Cross Cultural Coordinator

Corvallis, OR

June 2004 – July 2006

- Provided oversight to the Cross Cultural Center and 5 student peer mentors
- Coordinated intercultural programming, social justice-themed retreats and training initiatives
- Promoted leadership development, organizational development and multicultural competence

PUBLICATIONS

Banana, A.M., Righteous, V.M., and Gnarly, M.A. (2009). Decoding a Feminism Discourse: Economics in Latin America through a Modern Lens. *American Anthropologist* 51: 193-197.

Gnarly, M.A. and **Banana, A.M.** (2008). The Newest Forms of Systemic Racism: A Brazilian Examination and Ethnography. *American Ethnologist* 51: 193-197.

PRESENTATIONS

Banana, A.M. and Righteous, V.M. (2009, Nov.). Stigma and evolving racial identities in southeast Brazil's women. Presented at the annual conference of the American Anthropological Association, San Francisco, CA.

Righteous, V.M., Cool, N.S., and **Banana, A.M.** (2009, June). Activist ethnography in the Brazilian favelas – Poverty's Effects. Presented at the annual conference of American Ethnologist, Denver, CO.

PRINT AND ELECTRONIC MEDIA COVERAGE AND INTERVIEWS

Green, A. 2010. "Fieldwork in Sao Paulo, Brazil: The development of a practitioner's sensibility". *Discovery News* 30 March 2010. <http://news.discovery.com/human33/>

Matthews, J. 2009. "Brazilian women and the beauty stigma". *BBC News* 2 April 2009. <http://news.bbc.co.uk/2/hi/americas/15jj1.stm>

COMMUNITY SERVICE

Coordinator, Cross-Cultural Institute

Consultant, World Affairs Council

PROFESSIONAL AFFILIATIONS

American Anthropological Association (AAA)

Society for Applied Anthropology (SfAA)

HONORS, AWARDS AND FELLOWSHIPS

Travel Grant, Oregon State University, 2010

Outstanding Graduate Student Teaching Award, Oregon State University, 2008

John Smith Adams Award, Oregon State University, 2007

TECHNICAL SKILLS

Proficient in Microsoft Office, Atlas.ti, SPSS, SAS, JMP, Adobe Dreamweaver

LANGUAGES

Fluent in Portuguese and German

CV: Ph.D. in Environmental Sciences

Harry Sasquatch

Corvallis, OR 97331 (XXX) XXX-XXXX
hsasquatch@oregonstate.edu ♦ hsasquatch.weebly.com

EDUCATION

Ph.D. in Environmental Sciences	June 2021
<i>Oregon State University, Corvallis, OR</i>	
Graduate Certificate in College & University Teaching	2018
<i>Oregon State University, Corvallis, OR</i>	
M.S. in Biology	2015
<i>Bloomsburg University of Pennsylvania, Bloomsburg, PA</i>	
B.S. in Environmental Biology, <i>cum laude</i>	2013
<i>Keystone College, La Plume, PA</i>	

TEACHING EXPERIENCE

Graduate Teaching Assistant	Sept. 2018 - Present
<i>Oregon State University, Corvallis, OR</i>	

Graduate Certificate in College and University Teaching Program

- Facilitate online graduate course "Professional Development in College and University Teaching".
- Maintain program website and internal file system.
- Support faculty in delivery of courses and co-facilitate professional development activities for 10 faculty and 120 students.
- Oversee program admissions process, including managing application system, coordinating with reviewers, and distributing admission offer letters.
- Co-develop and co-facilitate program orientation for onsite and online students.
- Communicate with prospective students and promote program at university events.

Graduate Teaching Assistant	Sept. 2016 - Aug. 2018
<i>Oregon State University, Corvallis, OR</i>	

Principles of Biology Laboratory (BI 211, 212, and 213)

- Prepared lectures and facilitated class discussions and laboratory activities for approximately 40 students.
- Created and graded summative assessments including quizzes and laboratory skills tests, as well as graded assessments prepared by laboratory coordinator.
- Developed formative assessments to gauge student understanding during each laboratory session.
- Held office hours to assist students with material from laboratory and associated lectures.
- Assisted with development of new learning activities and developed alternative lab for students unable to participate in outdoor fieldwork.

Graduate Teaching Assistant**Aug. 2014 – May 2015***Bloomsburg University of Pennsylvania, Bloomsburg, PA*

Concepts in Biology 1 Laboratory (BIO 113)

- Assisted faculty with facilitation of laboratory activities for 24 students.
- Held office hours to assist students with material from laboratory and associated lecture.

RESEARCH EXPERIENCE

**Environmental Sciences Graduate Program,
Oregon State University****Sept. 2015 - Present***Doctoral Research*

Research Advisor: Dr. Katherine Lonnie

- Designed and currently implementing a greenhouse mesocosm study investigating the effects of invasive earthworms on soil carbon dynamics in agroecosystems, as well as interspecific competition and effects on crop biomass.
- Collection and analysis of soil samples.
- Analysis of earthworm and plant growth and comparison of earthworm monocultures with mixed species communities.

**Environmental Sciences Graduate Program,
Oregon State University****Sept. 2017 - June 2018***CIRTL Teaching-as-Research Project*

Research Advisor: Dr. Jori Kyler

- Study assessing the use of a classroom assessment technique called "the muddiest point" and sent follow-up emails addressing areas of student confusion.
- Analyzed responses to the Colorado Learning Attitudes about Science Survey and facilitated quizzes and final grade data for BI 211 lab students.

**Department of Biological and Allied Health Sciences,
Bloomsburg University of Pennsylvania****Aug. 2013 - June 2015***Master's Research*

Research Advisor: Dr. Clay Corbin

- Designed and implemented a field study on effects of Japanese Knotweed (*Fallopia japonica*) on riparian bird communities.
- Analyzed impacts on diversity, species composition, functional composition, and ecomorphological concordance between North American and Japanese bird communities.
- Published in *Journal of Ornithology* in 2017.

**Department of Natural Sciences and Mathematics,
Keystone College**

Jan. - Apr. 2013

Senior Capstone Research

Research advisor: Dr. Jason Koval

- Design and implemented a greenhouse mesocosm study of the allelopathic properties of several compounds present in the leaves and rhizomes of Japanese Knotweed (*Fallopia japonica*).
- Quantified the uptake of compounds into target plant using fluorometry and assessed effects on root and shoot growth.
- Published in *Weed Research* in 2016.

PEER-REVIEWED PUBLICATIONS

Sasquatch H.T., C.E. Corbs, A.L. Potter, & S.T. Bigfoot. 2017. The effects of Japanese Knotweed on avian diversity and function in riparian habitats. *Journal of Ornithology* 158(1): 311-321. doi: 10.1007/s10336-016-1387-6

Sasquatch H.T. 2016. Comparison of the allelopathic effects and uptake of *Fallopia japonica* phytochemicals by *Raphanus sativus*. *Weed Research* 56: 97-101. doi: 10.1111/wre.12199

OTHER PUBLICATIONS

Sasquatch H.T. The Effects of Earthworms on Carbon Dynamics in Forest Soils, Reference Module in Earth Systems and Environmental Sciences, Elsevier. doi: 10.1016/B978-0-12-409548-9.10670-0

RESEARCH GRANTS

Oregon State University Agricultural Research Foundation. Introduced earthworms in Oregon: an investigation into the impacts on soil organic matter in agroecosystems (Co-PI: K Lonnie) <i>\$12,500</i>	2019
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CONTRIBUTED CONFERENCE PRESENTATIONS

Sasquatch H.T. & J.J. Kyler. The muddiest point in a biology laboratory: does low-effort feedback affect test scores and attitudes about learning science? Society for the Advancement of Biology Education Research West Meeting, Irvine, CA.	2018
Cheerio S., K. Wild, H. Sasquatch , T. Salamander, K. Monkey. Working with the Fisheries Profession to Prevent the Selective Spread of the Asian Jumping Worm (<i>Amyntas</i> spp) by Anglers through Bait and their Recreational Activities. American Fisheries Society Annual Meeting, Tampa, FL.	2017
Sasquatch H.T., K. Monkey, S.S. Cherio, T. Salamander, D. Gorilla, N. Moss, J. Lemur. What role might pet owners have on unused pharmaceutical and personal care products entering the aquatic environment? SerPIE One Health Conference on Pharmaceuticals and Personal Care Products, Huntsville, AL.	2016

Sasquatch H.T. & C.E. Cougar. The effects of Japanese Knotweed on avian diversity and function in riparian corridors. Commonwealth of Pennsylvania University Biologists Meeting, Indiana, PA. **2015**

Sasquatch. H.T. Decomposition and Macroinvertebrate Colonization of Leaf Litter from Japanese Knotweed (*Fallopia japonica*). Commonwealth of Pennsylvania University Biologists Meeting, Bloomsburg, PA. **2014**

INVITED GUEST LECTURES

Species Distribution Modeling of Invasive Species. Online course module for ENSC 520: Environmental Analysis. Environmental Sciences Graduate Program, Oregon State University, Corvallis, OR. **2018**

Invasion ecology of Japanese Knotweed. Guest lecture for BIOL 421/521: Ecosystem Management. Department of Biological & Allied Health Sciences, Bloomsburg University of Pennsylvania, Bloomsburg, PA. **2015**

PROFESSIONAL SOCIETY MEMBERSHIPS

- American Ornithological Society (2015 - Current)
- Association of Field Ornithologists (2013 - Current)
- Ecological Society of America (2017 - Current)

PROFESSIONAL CREDENTIALS

Center for the Integration of Research, Teaching and Learning

- Scholar level
- Practitioner level
- Associate level

HONORS & AWARDS

First Place Graduate Poster Presentation, Commonwealth of Pennsylvania University Biologists Meeting **2014**

Outstanding Graduate in Environmental Biology, Keystone College **2013**

Outstanding Research Award, Department of Natural Sciences & Mathematics, Keystone College **2013**

Excellence in Research Award, Keystone College Research & Creativity Celebration **2013**

RELATED PROFESSIONAL EXPERIENCE

Natural Resources Intern **March - Oct. 2017**
City of Salem. Salem, OR.

- Conducted invasive plant mapping and habitat assessments within major wetlands of the city of Salem.
- Assessed condition of green stormwater infrastructure facilities, collected soil samples, and created planting recommendations.
- Piloted a macroinvertebrate study within three city streams.

- Designed protocols and created scope documents for projects, as well as assisted with writing final reports.
- Presented the results of the projects to the city and residents at the end of the summer season.

Stormwater Intern

Sept. 2016 - Mar. 2017

City of Salem. Salem, OR.

- Piloted an invasive plant mapping project along waterways within the city of Salem.
- Assisted with cleaning trash and debris from streams.
- Presented the results to the city at the end of the summer season.

Lead Avian Field Technician

June - Aug. 2015

Cornell Lab of Ornithology. Ithaca, NY.

- Trained field crew in bird banding and blood drawing techniques for passerine bird species.
- Trained field crew in vegetative sampling techniques.
- Coordinated three small teams in locating, capturing, and drawing blood samples for two warbler species and conducting vegetation sampling.

Fish Technician

Mar - Sept. 2012

Keystone College and Pennsylvania Fish Commission. La Plume, PA.

- Conducted water quality testing with an electronic sonde and titration techniques.
- Used electrofishing techniques to capture and count fish in small streams.
- Prepared a report of sampled streams for the Pennsylvania Fish Commission which was used to classify streams as trout fisheries.

RELATED PROFESSIONAL SKILLS

- Experience using Excel, R, SAS, and SPSS for statistical analysis, including univariate and multivariate analyses.
- Working knowledge of ArcMap for GIS analysis.
- Experience using Qualtrics and Google Forms to administer surveys.
- Computer programming experience using Java, C++, and Visual Basic.
- Web development experience, including knowledge of HTML, CSS, and JavaScript.
- Experience using fluorescence spectrophotometry and high pressure liquid chromatography for chemical analysis.
- Experience banding passerines and woodpeckers with USGS metals bands and color bands.
- Experience with mist netting and collecting blood samples from passerines and woodpeckers.

Federal Résumé: Master's in Natural Resources

SHANICE G. DAVIS

Lac Du Flambeau, WI 54538

(847) 333-7043

ShanDavis@oregonstate.edu

EDUCATION

M.S. Natural Resources - Oregon State University, Corvallis, OR (30/45 credit hours)

Jan. 2019 – Present

Relevant coursework: conservation biology of wildlife, avian conservation and management, species recovery planning and restoration, GIScience I, social aspects of sustainable natural resources, principles of wildlife diseases, wildlife behavior, ecosystem services, sustainable natural resources.

GPA: 3.86/4.0

Graduate Wildlife Management Certificate - Oregon State University, Corvallis, OR

Mar. 2017 – Present

B.S. Biology, Environmental Studies - University of Wisconsin, Stevens Point, WI

June 2010

High School Diploma – Clemson High School, Clemson, SC

June 2006

Continuing Education:

Safe Capture International, Inc.:

Chemical Immobilization of Animals (16 hours).

Completed Apr. 2013

International Wildlife Rehabilitation Association:

Basic Wildlife Rehabilitation

Completed Oct. 2011

Feeding and Nutrition, Parasitology

Completed Mar. 2012

FISH & WILDLIFE EXPERIENCE

Northwood's Wildlife Center, Minocqua, WI

May 2011– Present

Director of Wildlife Rehabilitation

40 Hours Per Week

Grade Level: N/A

Supervisor: Jim Jobs, 555-555-5555

Salary: \$44,000

Permission to Contact Supervisor: Yes

- Promoted from Basic to Advanced Rehabilitation license in two years
- Supervise center's 5 staff members, 20 annual interns, and 30 new and permanent volunteers in animal care. Active in recruiting new volunteers as well as lead, manage, and train volunteers
- Manage healthcare and diet of center's animals while sustaining a collaborative relationship with sponsoring veterinarian. Develop thorough protocols for animal care
- Compile wildlife patient records through Microsoft Excel database and submit annual reports for state and federal permits
- Serve as manager-on-call for animal emergencies and determine suitable animal release sites to ensure highest degree of post-release success
- Cultivate professional relationships with state and federal agencies and state rehabilitators
- Conduct community outreach and plan events as an educational ambassador to public
- Taught 3 wildlife rehabilitation and wildlife ecology community classes through Nicolet College, including glove-training an adult long-eared owl for educational programs
- Designed a 5,000-square foot, six flight cage aviary complex for large raptor flight conditioning
- Prepared for and appeared in live television interviews on wildlife rehabilitation topics, including WJFW Newswatch 12 (Rhineland, WI) and WAOW Channel 9 (Wausau, WI). Contribute articles for *Lakeland Times* newspaper on released animals from center
- Act as primary media manager for center's Facebook site, growing fan base from 200 to over 1,900 followers in a year; primary media manager for Instagram account (850 follows since 2017 inception)
- Supervised annual photo contest and gala charity event resulting in a net fundraising of \$2,000
- Current wildlife rehabilitation sponsor for basic licensing. Progressed four basic licensees through advanced under permit in 2014, 2015, 2017, and 2018

Wildlife Rescue and Rehabilitation Inc. Kendalia, TX

Jan. 2011 – May 2011

Animal Care Intern

15 Hours Per Week

Grade Level: N/A

Supervisor: Christy Careers, 555-555-4444

Salary: \$12 an hour

Permission to Contact Supervisor: Yes

- Gained extensive knowledge of current wildlife rehabilitation techniques and procedures at sanctuary that receives more than 5,000 animals per year
- Performed extensive gavage, syringe feeding, medical dosing, and administration for species of wildlife native to Texas.
- Organized and performed safe rescues on injured and orphaned wildlife
- Prepared diets for permanent sanctuary animals including several species of large carnivores, primates, livestock, omnivores, water and marsh birds, raptors, and reptiles

USDA Forest Service Southern Research Station, Clemson, SC

May 2020 – Aug. 2010

Biological Science Technician

40 Hours Per Week

Grade Level: GS-6

Supervisor: Christy Careers, 555-555-3333

Salary: \$14 an hour

Permission to Contact Supervisor: Yes

- Researched roosting behavior and preference of endangered Indiana bat in pre-burned and post-burned area of forest service land in Tennessee and North Carolina
- Handled nine species of bats including Indiana bat, eastern red bat, big and little brown bats, etc.
- Scouted and set up single and double high mist netting stations
- Identified species, sex, and reproductive condition of bats by sight, measuring forearm length, banding, administering biopsy punch samples, taking hair samples, and attaching transmitter units to back of bats
- Conducted daytime radio-telemetry tracking including off-trail hiking in rigorous terrain using wildlife transceiver, antenna, and compass
- Utilized GPS Trimble technology and topographic maps, and maintained detailed records of research.
- Surveyed different stage burn plots by measuring diameter at breast height (DBH), height measurement, and tagging trees
- Promoted thorough decontamination procedures on clothing and research equipment in response to spreading of white-nose syndrome in bats

U.S. Fish & Wildlife and Coronado National Memorial Park, Hereford, AZ

June – Aug. 2009

Wildlife Biology Intern/Biological Science Technician

20 Hours Per Week

Grade Level: GS-4

Supervisor: Ian Interviews, 555-555-2222

Salary: \$12 an hour

Permission to Contact Supervisor: Yes

- Collaborated with Tucson U.S. Fish & Wildlife Service department to identify protection methods for endangered lesser long-nosed bat population
- Analyzed and organized bat population and behavioral data gathered in field and reformatted into graphical reports using Microsoft Excel
- Conducted roost exit and entrance counts of bat species with infrared video camera equipment/night vision
- Lead construction and maintenance of experimental PVC bat-friendly gate. Contributed research findings to official park management plan and informational reference book on lesser long-nosed bat
- Conducted population and breeding surveys on rare barking frog, point-count songbird identification surveys, and presence/absence surveys on yellow-billed cuckoo throughout park
- Executed herbicide spray management plan on invasive border plants per areas habitat restoration plan

FISH & WILDLIFE VOLUNTEER PROJECTS

- Co-founder and collaborator of *Songbird Banding Project* which measures survivorship of songbirds rehabilitated by Northwoods Wildlife Center 2018 – Present
- Bird banding trainee under master bander Thomas Nicholls (Fifield, WI) 2016 – 2017
- Volunteer bird bander with North Lakeland Discovery Center 2015 – Present
- Lead manager for Northwoods Wildlife Center Wisconsin Acoustic Bat Monitoring Project using ANABAT acoustic technology 2015 – 2017
- Ruby-throated hummingbird banding volunteer, handled birds and recorded data for master-bander Alan Chartier, 2014 and Cynthia Bridge 2015-present 2014 – 2015
- American Marten wildlife technician, Iron County Conservation Department 2011 – 2016

PROF. ASSOCIATIONS & LICENSES

- Wisconsin Advanced Wildlife Rehabilitation License, Wisconsin Dept. of Natural Resources 2018 – Present
- Threatened & Endangered Species Rehabilitation Permit, Principle Officer, U.S Fish & Wildlife Service 2018 – Present
- Migratory Bird Rehabilitation Permit, Principle Officer, U.S Fish & Wildlife Service
- National Wildlife Rehabilitation Association, Member 2018 – Present
- International Wildlife Rehabilitation Council, Member 2013 – Present
- The Wildlife Society, Member 2013 – Present
- Wisconsin Chapter of The Wildlife Society, Member 2011 – Present
- Wisconsin Master Naturalist, University of Wisconsin Extension 2011 – Present
- 2010 – Present

FIELD SKILLS AND SOFTWARE

- ArcMap ArcGIS software
- ANABAT acoustic sonar technology
- GPS Trimble technology in conjunction with topographic maps
- Radio-telemetry tracking using wildlife transceiver, antenna, and compass
- Measuring tree basal areas using diameter at breast height (DBH), height measurement, and tagging trees
- Presence/absence surveys on varied wildlife species
- Herbicide spray management on invasive plant species
- Proper identification of Midwestern flora and fauna
- Extracting bats and songbird species from mist-netting research stations
- Exceptional organizational abilities and attention to detail assist in prioritizing professional projects
- Strong leadership and self-starter abilities allow efficiency in running a wildlife rehabilitation department
- Proficient handling methods of mammals, birds, reptiles, and amphibians native to Wisconsin
- Proficient in catch-pole and blow-dart gun for safe capture of wildlife 40 pounds and under
- Wildlife necropsy: tissue collection and submission
- Safe operation of flame thrower to sanitize wildlife hospital areas

COMMITTEE AFFILIATIONS

- Resource Development Committee, Northwoods Wildlife Center Apr. 2018 – Present
- Rehabilitation committee chair, Northwoods Wildlife Center Dec. 2018 – Present

SHANICE G. DAVIS

PROFESSIONAL REFERENCE SHEET

Cordie Walsh, Interim Executive Director
Northwoods Wildlife Center
XXX S. Blumenstein Rd.
Minocqua, WI 54548
cordie.walsh@gmail.com
XXX-XXX-XXXX

Annabelle Brown (Former Executive Director, Northwoods Wildlife Center)
Appointment Coordinator at Marshfield Clinic
Marshfield Clinic
XXX Townline Rd
Minocqua, WI, 54548
Annabelle.brown@gmail.com
XXX-XXX-XXXX

Rick Ricky, Director of Education
Northwoods Wildlife Center
XXXX S. Blumenstein Rd.
Minocqua, WI 54548
rick.ricky@gmail.com
XXX-XXX-XXXX

Cover Letter

The cover letter is a **separate document to support the résumé**. It's not a place to repeat items stated in the résumé, but to elaborate on unique qualifications that make you a strong candidate. This is where you tell why you're excited to work at the organization and what specific experience you bring to it, and where you talk in depth about your top two or three qualifications. Expectations for cover letter format and content vary, but here are some common principles. Don't neglect the cover letter! It can help you show your passion for the organization and the preparation you've done in applying specifically to them.

Do

- Be concise, original and direct.
- Promote yourself.
- Focus on the positives.

Don't

- Be vague, too wordy, boastful, presumptuous, deceptive.
- Summarize your résumé.

Tips

- Proofread at least three times.
- Read it aloud.
- Print it out and have at least two people review format and content.
- Match the header (your name and contact information) to your résumé's to maintain a consistent, polished look.
- Be careful of your tone; strike a balance between professional, genuine excitement and humility. You don't want to sound like you lack confidence or that you are prideful.

First Name Last Name
Email Address | Phone Number | Physical Address or LinkedIn URL
Date

First and Last Name of Recruiter
Their Position/Title
Organization
Street Address
City, State Zip

Dear [Director or Coordinator _____] or [Hiring Manager]:

Opening paragraph. State your reason for the letter: the position you are applying for, how you heard about it and your interest. Do your research on the company so you have a clear sense of how your skills align and why you want to work there.

Second/third paragraph. List examples and illustrate how and why you are a qualified candidate. Describe relevant work, volunteer, educational or personal experiences not listed in your résumé or expand on what was listed. Focus on results and achievements that tell the story of who you are and what you offer as a candidate.

Closing paragraph. Share your desire to meet with them/follow up in person, preferably for an interview. Thank them and tell them you can be reached at any of your provided contact information.

Sincerely, Best regards, etc.

Your signature

Your full name



Cover Letter Checklist

Overall Format and Editing

- ☐ I wrote one page in correct business letter format: left justified, no indents starting paragraphs, single-spaced, line breaks between paragraphs and sections, 10 - 12 pt font.
- ☐ I had at least two people review the letter for spelling, errors and to make sure it is tailored to the opportunity.
- ☐ The tone is confident and positive, showing genuine interest and highlighting my abilities. It is not boastful; it is not negative about me or the company.

My Address Block or Header (2-4 lines)

- ☐ My name, address (optional), city, state and ZIP code (optional), phone number, and professional email address are included in my header, each on its own line with no spaces between lines.
- ☐ I placed my header in one of three locations: 1) at the top of the letter before the date, formatted identical to my résumé header, 2) at the top of the letter before the date, formatted as a left justified block or 3) at the bottom of the letter below my signature, formatted as a left justified block.
- ☐ I left one line of space between my header and the date or start of the letter.

Date Format

- ☐ I positioned the date at the top of the page before the organization's address (format: September 14, 20XX).

Employer/Organization Address (3-4 lines)

- ☐ I included the name and title (if known) of the individual I am sending the letter to.
- ☐ I included the name of the organization.
- ☐ I included the street address with city, state and ZIP code of the organization. All lines are in a left-justified block.

Salutation (1 line)

- ☐ I used a standard business letter greeting: 'Dear' and then either first last name or title (Dr./Mr./Ms.) and last name, followed by a colon (e.g., Dear Dr. Wu: or Dear Jamie Phelps:).
- ☐ When I didn't know the name of the individual, I used a title as a substitute (Dear Hiring Manager, Dear Human Resources Manager); I avoided using 'To Whom It May Concern.'

Introduction (1 paragraph)

- ☐ I identified the position for which I am applying. I specified if I was referred by a person (called out by name), have had any connection to the organization or notable interactions with recruiters/employees.
- ☐ I briefly highlighted why I am interested in the position and organization.
- ☐ I demonstrated my strengths to the reader in a summary of one-to-two-line powerful statements.

Main Body (2-3 paragraphs)

- ☐ I identified my strongest/most relevant qualifications, skills and in-demand abilities.
- ☐ I avoided repeating a list of skills from my résumé. I wrote a narrative with details and results I achieved to provide compelling evidence and examples to supplement my résumé.
- ☐ I incorporated keywords and phrases from the position description and/or organization's website.
- ☐ I elaborated on why I am interested in the position, company/organization, industry and/or location.
- ☐ I focused the letter on the organization's needs and what I offer, not what I want to get from them.
- ☐ I avoided self-deprecating language or anything that questions my value or qualifications as a candidate.

Closing (1 short paragraph)

- ☐ I thanked the reader for taking time to read the letter.
- ☐ I reinforced my desire to work for the organization and my fit for the position.
- ☐ I identified next steps (availability for interview) and/or described how I will follow up with the employer.

Signature

- ☐ I ended the letter with a conventional closing such as 'Sincerely' or 'Best regards' followed by a comma.
- ☐ I included my first and last name 3-4 spaces down from the closing. If I submit a paper copy, I'll write my signature within this space above my name.



M.S. Cover Letter: Civil Engineering

October 15, 2020

GeoPacific Engineering
14835 SW 72nd Avenue
Portland, OR 97224

Dear GeoPacific Internship Hiring Committee:

Currently, I am a graduate student pursuing my master's degree in Civil Engineering with a specialization in Construction Engineering Management at Oregon State University. With three years of experience in the field, I believe my practical skillsets and academic background has prepared me to be a valuable intern at GeoPacific Engineering.

After completing my undergraduate degree in Civil Engineering at Visvesvaraya Institute of Technology in India, I worked in the civil industry as a project and design engineer, where I learned to effectively coordinate a \$9M project with fellow engineers, sub-contractors, clients, and other stakeholders. My position duties included submission of weekly reports, requests for laborer payments through official documentation, and keeping clients and subcontractors abreast of project developments. I sent out detailed reports and estimates of materials utilizing graphics and document-based delivery methods from the daily on-site reports – honing communication and reporting skills. Becoming proficient at managing time effectively and adapting quickly between competing priorities will allow me to be a valuable addition to your intern team.

While attending OSU, I have actively pursued opportunities to engage in student leadership experiences and with other professionals in the field to enhance my English language skills and knowledge of American culture. Currently, I serve as a graduate representative for the American General Contractors, where I share the responsibility for providing ideas for events and meeting speakers. As an undergraduate, I was a member of the Economics Club and led a group of juniors to organize cultural events and acquire the necessary funding. Additionally, I worked to sponsor a festival named "Civil Era" which was held by the civil engineering department. Being an involved member of a cohesive team working to achieve goals has been an important part of my life, and I hope to continue to collaborate with other professionals throughout my career.

I am confident that I can be a productive and effective member of your internship team and hope to hear from you soon to discuss how my qualifications would benefit your company and its clients.

Thank you for your time and consideration.

Yours respectfully,

Vihaan Chadha

OLIVIA GRANT

olivia.s.grant@gmail.com | 541-224-6029 | linkedin.com/in/olivia.s.grant

May 9, 2020

Jennifer Brown
HR Administrator
Urban Labs - Poverty Lab
33 North LaSalle Street, Suite 1600
Chicago, IL 60602

Dear Ms. Brown:

My family believed that immigrating to America would remove barriers for us to financial success. Unfortunately, this is not always the case for many who live here. According to a report by the United Nations in 2018, the United States is one of the wealthiest and most innovative nations in the world, yet it has about 40 million people living in poverty; with the highest youth poverty rate in the Organization for Economic Cooperation and Development, as well as one of the shortest life expectancies when compared to other wealthy democracies in the world. As someone from a low-income family, I understand the importance of addressing the issue of poverty in our nation, and I am determined to use my research skills to promote economic opportunity for all. With my background in education and research, I am enthusiastic to apply for the **Research Assistant** position at the Poverty Lab to improve social mobility.

I am a natural researcher at heart, and last summer I quickly learned valuable research skills as I co-led a team that included a graduate research assistant, artificial intelligence researchers, and two undergraduate interns. In the end, our paper was selected to be published at a premier conference called ACM Intelligent User Interfaces. Since then, I have come to realize that public service is my calling, and I began a research project on how to better support college students academically.

Currently, I am investigating the differences in how students approach studying and its impact on their academic performance. In collaboration with three researchers, we have created a survey instrument, recruited study participants, and passed the IRB review for our three studies. Additionally, I am gaining crucial experience as an academic success coach in Oregon State University's Academic Success Center, where I help students overcome obstacles which are affecting their ability to achieve their educational goals. By understanding the barriers impeding social mobility, I am constantly learning best practices in research, from doing literature reviews to performing statistical analysis, and ensuring the policies I suggest are evidence-based.

My desire to utilize my strong background in research and Ph.D. in Public Policy with a focus on evolving policy challenges in the area of social mobility makes me uniquely qualified for this position. I look forward to speaking with you soon to discuss my qualifications and passion for policy research.

Sincerely,

Olivia S. Grant

M.S. Cover Letter: College Student Services Admin

YUAN CUI

y.cui1@gmail.com | XXX-XXX-XXXX | linkedin.com/in/yuan.cui.health

April 10, 2020

Re: Academic Advisor Position

Dear Search Committee:

It is with great excitement that I submit my application for the position of Academic Advisor within the College of Public Health and Human Sciences at Oregon State University. For the past six years I have worked at the university, as both a student and professional employee, honing my skills working with students, families and utilizing emerging technology. I fervently believe in the power of higher education and its potential to break down barriers to opportunity and would consider it an honor to support your students in their educational pursuits in the position of academic advisor. Students who pursue their degrees in the College of Public Health and Human Sciences have unique values and seek to support the needs of others – changing lives and improving circumstances, with the goal of helping all individuals live to their fullest potential. Assisting students to achieve their personal, educational and professional goals is a passion of mine.

I began my professional career in 2016 working in early childhood education as a lead classroom teacher at Moss Street Children's Center. My experiences supervising student employees, managing classroom operations, and establishing a welcoming and inclusive environment for children and families have been invaluable. I believe that these experiences will help me relate to students in the College of Public Health and Human Sciences. I can provide insights into the unique challenges of working in a human service profession through my understanding of the complexity of being a young professional, meeting the diverse and individual needs of children and families, and working collegially with fellow teachers and administrators.

Additionally, my Master of Education in College Student Services Administration (CSSA) from Oregon State University has provided me with competency in the areas of higher education institutional operations, student development, promotion of social justice on-campus, and meeting the needs of diverse student populations. I believe it is important to advocate for the needs of student groups who have historically been underrepresented and face barriers to retention, success and completion. This lens will help me ensure that all students have access to resources and support that enhances their success in the College of Public Health and Human Sciences and assists them in advocating for their distinct individual needs.

In closing, I sincerely appreciate the opportunity to apply for this position. I believe my unique professional experiences and desire to support all students in their educational pursuits align with the values promoted by the college and university. Looking forward to speaking with you soon to further discuss my qualifications.

Best regards,

Yuan Cui



Job Searching and Networking

Job and Opportunities Search

Whether you are applying to a job or internship, service activity, research position or other opportunity, use the following **strategies to help with the search.**

1. Know Yourself

- Be able to communicate your skills and accomplishments to employers and organizations. Practice talking about your research or work in both technical and lay terms depending on your audience.

2. Know Your Target

- Make a list of organizations and institutions that interest you.
- Set goals and track deadlines.

3. Create a Presence

- Clearly articulate relevant skills in your résumé, CV and cover letter.
- Tailor your documents to each position you apply for.
- Create a thorough **LinkedIn** profile and/or personal website where your research, projects, CV, etc. will live.
- Make sure that social media privacy settings portray you in a professional way.

4. Get Professional Experience

- If you are light on experience, consider working in industry over the summer, volunteering or completing an internship before graduation.
- Consider independent research, unpaid opportunities and job shadows.
- Join grad student organizations in your field and be active in professional associations and at conferences.

5. Be Open-Minded

- Be open to all types of industries and positions that will leverage your skillset.
- Look for positions in a variety of geographical locations.
- Don't focus only on the position; instead, look at the skills required for the position. You may be qualified for more positions than you think.

6. Consider Many Types of Organizations

- For-profits and nonprofits
- Government agencies (local, state and federal)
- Small and medium companies
- Service organizations (Peace Corps, Teach for America, etc.)

7. Develop a Network

- Conduct informational interviews.
- Join professional associations and clubs.
- Leverage social media to connect with professionals in your desired area.
- Attend networking opportunities provided by the university (career fairs).
- Network on **LinkedIn**.

8. Maintain a Presence

- Periodically reach out to companies, recruiters and professionals in your network.
- Reach out to employers two weeks after submitting your résumé to see if they received it and to reiterate your interest.
- Send a thank you note within one day of connecting with a contact or recruiter.

9. Use OSU Resources

- Ask your network for advice.
- Visit the Career Development Center.
- Leverage your peers and professors for opportunities or advice.

10. Be Patient and Positive

- Start early! Depending on the position and field, searches can take months.
- Try a different approach if your current one isn't working.

Tips

- Establish personal contact with any organization or university you plan to apply to.
- Meet a recruiter, call with questions about an application, get a friend to put in a good word for you or conduct informational interviews.
- Don't be anonymous!



Networking

Networking gives you a competitive edge in the market. **Eighty-five percent of job hires are a result of networking.** Your network is a web of people you know personally, professionally and/or academically. You can expand your web by meeting new people and through the connections of people you know. All this depends on making positive impressions.

Meaningful connections can be made during events like career fair, workshops and info sessions, and during brief and spontaneous interactions. For these moments, an **elevator pitch**—a brief introduction of yourself and your qualifications—is helpful.

Elevator Pitch

Effective networking means knowing what to say when making a new professional connection. The elevator pitch is a great way to answer the common interview question, ‘tell me about yourself.’ It’s not a speech; it’s a two-way conversation in which you give detailed information about yourself. Make sure to ask questions and listen.

- Include your name and program/focus of study.
- State what you are seeking (job or internship) and in what field.
- List one or two experiences (job, internship, volunteer, etc.) that have strengthened two or three of your skills.
- State what you know about the organization, including positions, projects or values.
- End by stating how interested you are to learn more about the organization.

Hello, my name is _____, and I’m completing a _____ degree at Oregon State University.

I am interested in a career/internship in the _____ field/industry.

I have been involved (during college) in _____ and have developed skills in _____.

I have also worked as a _____ with _____ and discovered that I really enjoy _____.

Could you tell me more about _____?

LinkedIn

As you make new professional connections, you need a place to stay in contact. LinkedIn is the **premier platform for creating and maintaining your professional online presence**. On LinkedIn, you can engage with your connections, expand your network, and search for job and internship opportunities. This tool is particularly important for grad students to facilitate staying in touch with people studying or working in more specialized fields.



LinkedIn Best Practices

1. Create a **custom URL** related to your name by going to your profile and selecting 'Edit public profile & URL.'
2. Connect with people you meet at conferences, academic events, industry meetings, career fairs and other networking opportunities within **24 hours** of meeting them.
3. When connecting with someone, send a **personalized message** explaining the purpose for your invitation to connect.

Hi Xiomara: I am currently a mechanical engineering master's student completing my thesis work at Oregon State and hope to enter the aerospace industry upon graduation. I noticed that you are an OSU alumna with experience in this industry. I would love to connect with you and learn more about your career path. Thanks in advance! -Phuong Quynh

4. **Follow organizations** and influencers that align with your goals and values.
5. **Stay active** in your network and share, like and comment on posts you find interesting. Post articles or original content to develop a reputation in your field.
6. Apply for jobs through the LinkedIn job board.

Use the LinkedIn Alumni Search to Explore Careers and Network

Find out where your classmates and recent OSU alums from your program are working and how they got there.

Search for Oregon State University's page and click on the 'Alumni' tab. Then search for your field or program by keyword. You can see where the alums are, follow their careers, make a list of possible companies and send messages to connect with them. Your affiliation with other Beavers may be your foot in the door of a great opportunity.



LinkedIn Checklist

Photo

- ☐ Industry-appropriate attire
- ☐ Plain or natural background
- ☐ No selfies, but doesn't need to be professionally done
- ☐ Just yourself

Headline

This is a short sentence to tell someone who you are and what you have to offer.

- ☐ Relate it to your field of study/industry.
- ☐ Mention what you want to do.
- ☐ Make it short, memorable and professional.

Example: *Scholar in Feminist Rhetoric; Creative Writer and Editor; Seeking Professorial Role*

Summary

In a few sentences to a few paragraphs, demonstrate why they should hire you.

- ☐ Be clear and concise.
- ☐ Use key words that are relevant to your industry.
- ☐ Describe your skills and goals.

Example: *In my three years of study at Oregon State University, I have been highly involved in intercultural and diversity student activities and organizations. Together with my Spanish and sociology education, these experiences have inspired me to pursue a career with non-profits, specifically working with Latinx communities, post-graduation.*

Work and Volunteer Experience

- ☐ Include past and current work experiences, leadership roles, military experience and/or volunteer opportunities.
- ☐ Highlight your accomplishments.
- ☐ Use power statements.
- ☐ Can include more information than a standard résumé, but keep it concise and effective.

Skills and Endorsements

- ☐ Make sure the skills you list are relevant to your industry.
- ☐ If making a career or discipline shift, focus on universal, transferable competency skills (such as communication, problem solving, etc.).
- ☐ Add at least five skills.
- ☐ Connections can endorse you for the skills at which you are best.
- ☐ Endorse the skills of people with whom you have direct experience. Message coworkers, faculty, etc. and ask for endorsements of your skills.

Education

- ☐ Do not list high school.
- ☐ Include community college or previous school if applicable.
- ☐ List your university, field of study and expected graduation year. Upload articles, thesis work, discuss projects.
- ☐ List the activities and societies in which you are involved.

Recommendations

- ☐ Ask supervisors, professors or team mates to write you a recommendation.
- ☐ Pick a person who knows your skillsets and abilities well.

Accomplishments

- ☐ Include projects, certifications, languages, relevant courses, military acknowledgments and compelling awards.

Custom URL

- ☐ Customize/personalize your public URL so that it reflects your name and can be used in professional documents like résumés.

References

References are **people who can attest to your professionalism, character and qualifications**. They support your résumé and cover letter. They should know you well and have a positive perception of you to share with potential employers.

Ideal Candidates

- Past professors/teachers
- Previous employers/supervisors
- Trainers
- Volunteer managers

Sometimes employers will request a ‘peer reference.’ This means fellow students, coworkers, team members, etc. The reason is to gain an understanding of how you work and interact with others on your level.

Tips

- Never list family members as references, focus on people with titles related to your field.
- Always ask people when you want to list them as a reference, even if you used them before. Ask them several weeks before they might be contacted.
- Make sure your references know what the position and organization is so they can speak to that. Tell references you’ve used in the past if they will be contacted again. Asking once is not sufficient for all requests.
- Give your references a copy of your most current and relevant résumé or CV and remind them of your interactions with them, so they can give an accurate and positive report about you.
- It’s never too early to start building your pool of references.

Reference Sheet Format

A reference list is typically a single page with three to four entries set up as illustrated below. Your name and contact information are listed at the top exactly like on your résumé and cover letter.

First Name Last Name
Email Address | Phone Number | Physical Address/LinkedIn

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Reference name, job title
Company/organization
Physical address
Phone number
Email address
Relation to you

Letters of Recommendation

Similar to verbal references, letters of recommendation from supervisors, professors, advisors, etc. **attest to your successes, character, progress and other impressive achievements.** As with references, letters of recommendation should be provided by those who have respect and appreciation for you and can communicate that.

Asking

You must ask someone to write a letter of recommendation. Some people decline: they don't have the time, they don't feel it's appropriate, they don't write letters of recommendation in general, etc.

When you ask, explain what program or position and organization you are applying to. This will help them gauge what to highlight in the letter. Also clarify the deadline and how to submit the letter—to you or the employer directly, electronic or hard copy.

Give the letter writers your résumé or CV and a list of your top achievements. Let them know how you've worked with them in the past, what your top skills are, etc. This is not boasting; it's helpful.

Many professionals have previously written or are trained to write letters of recommendation; you shouldn't have to guide them. Do communicate to them any specific requests from the employer or program, such as only one page, address to _____, specifically speak to the candidate's _____.

Many professionals, especially instructors and professors, are often flooded with recommendation requests. Therefore, they might ask you to draft your own letter for them to proof, edit and sign. In this case, have other mentors and peers review your letter and help you think of qualities, skills and experiences to include. This may feel unusual to you, but is a common practice.

The more advance notice you give, the more likely someone will be able to accommodate your request. Aim for a minimum of two weeks.

Required Information

- Their title and organization
- How they know you and how long they have known you
- Brief evaluation/summary of their observation of your skills, strengths, qualifications, etc., with examples as needed
- Direct statement of recommendation and why

Suggested Information

- Potential
- Dependability/consistency
- Motivation/initiative
- Character
- Work ethic
- Examples of contributions
- Examples of achievements

Job Searching for International Graduate Students

Oregon State University is proud to host international grad students from all over the world. Here are some resources to help you pursue your career path. **For all other international student needs such as CPT, OPT or visa status, contact the Office of International Services (OIS). Do not begin a job, internship or volunteer experience without consulting with OIS!**

U.S. Application Guidelines

- For U.S. job applications, most companies and nonprofits require a concise one- to two-page résumé—or summary of your skills, education and work experience. In the U.S., curriculum vitae (CV) refers specifically to a lengthy, academically focused résumé used to apply for scientific and educational positions.
- For people with graduate degrees, CVs may be useful for a larger percentage of job postings. Use **VMock** to edit and review your résumé or CV. Note that it's not standard practice to include a picture or personal information (marital status, religion, gender) in a U.S. résumé.
- Use peers, academic or faculty advisors, the Career Development Center and the Writing Center to help you understand language or cultural differences in U.S. applications, if needed.
- Use **StandOut** to practice interviewing skills online or meet with the Career Development Center to practice and learn about U.S. customs in interviewing.

Working Abroad

- Visit the Office of Global Opportunities for advice on studying, researching or interning abroad.
- On **GoinGlobal**, access a list of U.S. companies that have filed H-1B visa applications, 16 million+ job listings across the globe (note that jobs may not all be legitimate) and guides about job searching, résumé expectations and paperwork in specific countries or cities.

Frequently Asked Questions

SHOULD I LIST MY IMMIGRATION STATUS ON MY RÉSUMÉ?

You do not need to list your immigration status. Your educational background and work history will display that you are an international student. However, never lie about your immigration status.

DURING THE HIRING PROCESS DO I REVEAL THAT I'M AN INTERNATIONAL STUDENT?

Employers' openness to hiring international students varies. Some are unable to hire internationally, but many are just unfamiliar. Consider waiting until an employer asks or until you are further into the hiring process to disclose. The Career Development Center has a great guide to help employers understand the process and benefits of hiring international students at career.oregonstate.edu/employers.

ARE THERE QUESTIONS THAT ARE ILLEGAL FOR AN EMPLOYER TO ASK ME AS AN INTERNATIONAL STUDENT?

An employer should not ask: "What is your visa type, nationality, place of birth?" or "Of which country are you a citizen?" or "What is your native language?" However, an employer may ask: "Are you legally authorized to work in the U.S.?" or "Will you require sponsorship for an employment visa?"

HOW CAN I NETWORK WITH OTHER INTERNATIONAL STUDENTS AND ALUMNI?

The OSU Alumni Association (osualum.com) offers "affiliated international alumni groups" you can connect with. Currently there are alumni groups for China, Europe, Hong Kong, Indonesia, Korea, Taiwan and Thailand. You can also find and message alumni on LinkedIn. Look up 'Oregon State University,' click on the 'Alumni' tab and search by country and program of study. This is a great way to find out what your peers are doing around the world.

Networking and Tips for Grad Students of Color

Grad school is full of challenging hierarchies and systems to navigate, all while developing your scholarly and professional identity. This journey can be even more challenging for students of color encountering university politics related to race and culture, and a predominantly white higher education environment. Here are a few ideas to empower you on your path as a student and beyond.

Connect with Like-minded People and Avoid Self-isolating

Find friends, a mentor or a group who will support you no matter what. These might be people who share similar identities as you and may have personal experience with the challenges you face. Or they could be like-minded individuals who don't share your background. Encourage each other in your goals and meet to strategize about obstacles and opportunities you face. For example, become involved in one of seven campus cultural centers or start your own grad student group. Fellow students are also great people to ask for candid advice about your faculty advisor, classes or interactions in the department.

Network with Alumni of Color

You can connect with alumni through a variety of online tools. The OSU Alumni Association (osualum.com) offers affiliated alumni groups such as the OSU Black Alumni and Friends Network. This is a great place to find professionals a few years ahead in their career paths who can relate to what it's like to be a professional of color. You can also find alumni through the **LinkedIn** alumni search tool.

Recognize Grad Student “Socialization” and Microaggressions

Grad students are groomed to be scholars and professionals in their fields, but that process can also involve pressure to conform to a majority culture. Recognize these nudges for what they are—an ingrained academic culture that is slow to change and promotes sameness. Many grad students of color also report encountering microaggressions and exclusion during their programs.

If you feel uncomfortable with something that is said or expected, speak up if you can, or find someone you feel comfortable telling who can advocate on your behalf. Be true to yourself and your values. The Office of Institutional Diversity coordinates the Oregon State's Bias Response Team, which is one place where you can report concerns. Additionally, the University Ombuds Office has designated neutral or impartial conflict resolution practitioners who provide confidential and informal assistance to address issues and concerns that may arise.

Meet Scholars and Professionals of Color Via Associations

Beyond the few larger professional societies in your field, there are often identity-based associations. A few examples are the Asian American Psychological Association, the National Society of Black Engineers, the Hispanic Public Relations Association and the Network of Arab-American Professionals. Attending conferences sponsored by organizations like these can be a smart way to find mentors and connections that could lead to a hiring opportunity or more supporters in your community.

Use Your Scholarship to Raise Topics You Care About

You may encounter people of color actively publishing in your field and leading in your departments, or you may not. But, remember that you also have a platform as a grad student to help pave the path for those who come after you. There might be opportunities to raise provocative questions to your classmates, make suggestions about change to your faculty advisor, serve on committees in your department or focus your own publishing around innovative topics that include, but are not limited to, racial or cultural topics.

Oregon State's Institutional Diversity has a great list of academic associations, local groups and many other resources at diversity.oregonstate.edu/resources.



Academic Career Track

Academic Job Search

Possible academic career paths you may be considering include **professor, instructor, administrator, extension agent and researcher**. Job searches for these types of positions can be time-consuming and complex. While you may love your subject of study and be an expert in many aspects of it, the process of reaching that next step in your career may require a whole different expertise. Now is a good time to start making a game plan for your transition from student to professional scholar.

Questions to Consider in an Academic Job Search

- Am I willing to relocate? What climate, region, size of town is important?
- Do I want to be primarily a researcher or a teacher, or a mix of both?
- What existing connections do I have with institutions/departments?
- Who is doing the type of work I want to be involved with/to collaborate with?
- Are there certain labs, equipment, focuses that draw me?
- What kind of institution do I want to work for (liberal arts, research, community college, public, religiously affiliated, etc.?)
- Am I interested in alternative paths such as student services, libraries, museums, nonprofits, etc.?

Note

It's competitive out there. The number of tenure-track jobs available has been falling over the past 50 years.

According to the American Association of University Professors (2018), 73 percent of faculty positions are currently non-tenure track.

If you have faculty track in mind, you'll need to work hard and prepare as much as you can.

Materials Needed for an Academic Job Search

Positions vary, but these materials are common. Start gathering them in advance of your search as they take time to do well. Consider meeting with your career advisor or faculty mentor to get input:

- | | |
|------------------------------------|-------------------------|
| 1. Curriculum Vitae | 5. Diversity Statement* |
| 2. Cover Letter | 6. Teaching Portfolio** |
| 3. Letters of Recommendation | 7. Teaching Statement |
| 4. List of Professional References | 8. Research Statement |

***Diversity Statements:** Though statement prompts vary, generally this is your opportunity to show your commitment to diversity and equity work, whether in the classroom/lab or in other aspects of your life. Topics you might discuss include racism, ableism, sexism, classism, heterosexism—or other dimensions of power and inequality. Incorporating personal experiences as well as how you support marginalized communities in your research, teaching or work is a good place to start. Here are five reflection questions that may help you get started:

1. What have I done in the past to advance diversity and equity work?
2. What beliefs and values drive my commitments for diversity, equity and inclusion?
3. What are specific examples I can demonstrate (e.g., mentoring, service, inclusive pedagogy, community organizing, advocacy, working to redress barriers and systemic inequities)?
4. How have I gone beyond merely accepting difference and really worked for change?
5. How do I plan to continue my diversity, equity and inclusion work in this new role?

****If a Teaching Portfolio is requested,** pick what you include wisely based on the type of institution and the focus of the role. Show results, your teaching style and your approach. It may include sample syllabi, course lists and descriptions, sample assignments, number of advisees, student evaluations, use of technology, evidence of student learning, hands-on or service-learning projects, etc.

Academic Job Posting and Candidate Review

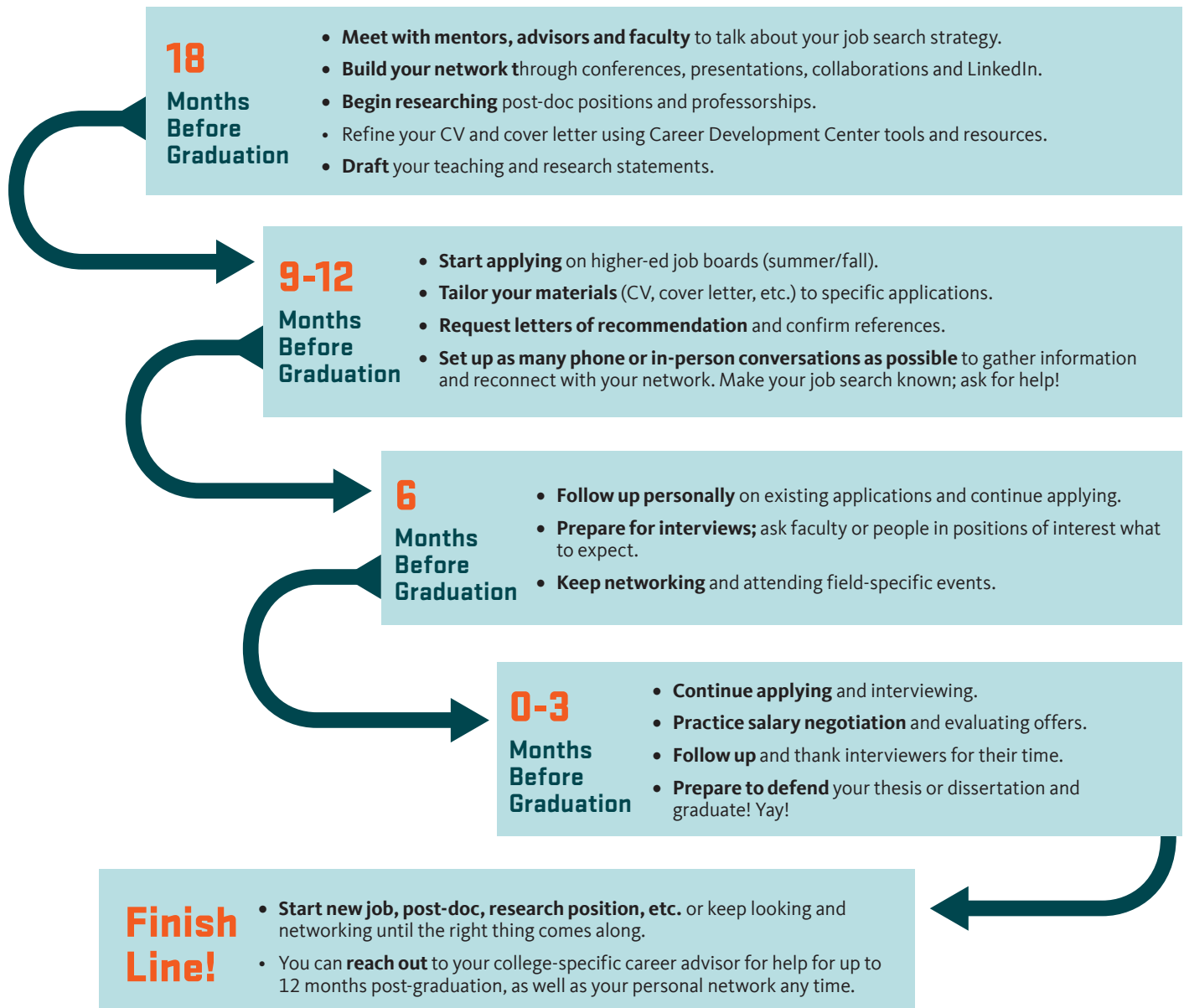
Prepare for a **slow-moving process** that is typically tied to the annual academic cycle. During the academic year before a position is posted, the department applies for authorization/funding from university administrators to hire in a particular specialty. This process usually wraps up before the end of that academic year.

- **Most tenure-track positions are going to start popping up in the fall**, but they could come up as early as summer or throughout the year. Keep your eyes open for good opportunities.
- Some universities conduct **interviews at annual professional meetings** as a pre-requisite for on-campus interviews. Find out if this happens in your field. Otherwise, preliminary interviews will often be conducted by phone or video conference in fall or early winter.
- **Often between winter break and early spring (December to March), on-campus interviews for top candidates happen.** Institutions don't usually invest the time to bring you onto campus unless you are on the 2-4 candidate short list.
- **Jobs are often offered and accepted in the spring**, but don't stop looking because candidates back out, new funding pops up and sometimes professors are hired off-cycle.



Academic Job Search Timeline

Every grad student's path is unique. This is just a framework for the steps and timeframes you may encounter along the way. Your path from Oregon State to career is entirely up to you and the opportunities available in your field.



Networking Toward an Academic Job

The academy is a relatively small world, especially in your subfield. **Your goal is to be as well-connected** as you can be within that world. Very often career opportunities emerge based on who you've interacted with and built friendships with during your program. Don't wait until graduation time to get started!

How Do I Get from Student to Faculty?

- **ATTEND AND SPEAK AT CONFERENCES**

Make sure that you not only go to top conferences and industry meetings, but that you meet people. Go out to eat with contacts in your field. Socialize as much as you can. If you attend with fellow students or faculty, ask them to introduce you to who they know. Start small at low-pressure, regional conferences and work your way toward more prestigious events. Send an email or LinkedIn invite to new contacts after the conference.

- **ASK YOUR FACULTY MENTOR TO CONNECT YOU**

Be intentional about asking faculty in your department to introduce you to people in the field, whether it's private companies they've worked with, old grad school buddies, research collaborators or faculty at institutions of interest to you. Current professors are already in the field and can help you break in.

- **JOIN AND VOLUNTEER IN PROFESSIONAL ASSOCIATIONS**

Consider doing some part-time work for a journal, association or conference (such as being an organizer for a panel or auction). If your university is hosting national or regional meetings, help out. These are not only opportunities to serve, but to network and build your CV.

- **ATTEND DEPARTMENT AND CAREER DEVELOPMENT CENTER EVENTS**

Being connected on campus can also build your scholarly reputation and strengthen your position for recommendations. You may learn a lot from department and career-related discussions. If outside speakers are invited from industry or academia, take the time to introduce yourself to them personally after their talks. Get business cards or contact info.

- **CULTIVATE A RELATIONSHIP WITH WELL-KNOWN FACULTY FROM ANOTHER INSTITUTION**

Doing so can be especially helpful if you're not at a top five institution in your field. Ideas include inviting a scholar for a panel or working with them on a project and then asking for a letter of recommendation when you go to apply to a job. Being recommended by someone outside your program carries a lot of weight.

- **PARTNER ON RESEARCH AND WRITING**

Co-authoring a paper or working together on a project is not just about achieving a publication, it's a great way to make connections.

- **USE LINKEDIN**

Make sure to create a thorough and compelling profile on LinkedIn, then connect with as many people as possible in your field. (See *career.oregonstate.edu* for tips.) The beauty of LinkedIn is you don't have to already be friends when you send a request to connect. Ask new contacts to chat via phone or in-person to learn about their careers or current projects.

- **REMEMBER TO STAY IN TOUCH**

Meeting people once will rarely yield a fruitful networking relationship. Look for ways to stay connected. For example, after a meeting or conference, send a follow up email cementing the relationship. Compliment others on their work and offer field-specific input where you can. Keep them updated on your work. Send thank you notes. Check whether they will be at the next event you plan to attend.

Professional Goals Calendar

Based on the timelines and tips in this chapter, **fill in your personal goals and milestones** for your remaining time before you graduate. Also set deadlines for each. Goals could be networking related, updating your materials, conferences you want to attend and more.

Tip

Find ways to stay accountable to these goals by adding them to your personal calendar and setting checkpoints with your faculty advisor or other supportive person.

18 Months before Graduation	Summer before Graduation	Fall Term of Graduation Year	Winter and Spring Terms of Graduation Year
Goal 1	Goal 1	Goal 1	Goal 1
Deadline	Deadline	Deadline	Deadline
Goal 2	Goal 2	Goal 2	Goal 2
Deadline	Deadline	Deadline	Deadline
Goal 3	Goal 3	Goal 3	Goal 3
Deadline	Deadline	Deadline	Deadline

Academic Careers Job Boards

THE CHRONICLE OF HIGHER EDUCATION

CHRONICLE OF HIGHER EDUCATION

jobs.chronicle.com

Search thousands of academic jobs, set up alerts, build your profile and read expert tips and advice.

HigherEdJobs®

HIGHER ED JOBS

higheredjobs.com

“More colleges and universities trust HigherEdJobs to recruit faculty and administrators than any other source.” Each month the site is visited by 1.5 million professionals using the comprehensive list of jobs, news and career advice.



POST DOC JOBS

postdocjobs.com

Since 1999, this site has helped thousands of university professors, government agencies, research institutions and companies connect with post-doctoral fellows and researchers.



SCIENCE CAREERS

jobs.sciencecareers.org/jobs

Dedicated to matching qualified scientists with jobs in industry, academia and government. Offerings include a job board with thousands of listings, career advice articles, graduate program guidance and a Career Forum community.



HIGHER EDUCATION RECRUITMENT CONSORTIUM

hercjobs.org

A nonprofit coalition of colleges, universities, hospitals, research labs, government agencies and related organizations committed to diversifying the pipeline of faculty, staff and executives in academia.



INSIDE HIGHER ED

careers.insidehighered.com

Online source for news, opinion and jobs for academia. Founded in 2004, its mission is to serve all of higher education—individuals, institutions, corporations and nonprofits.



"Alt-Ac" Careers

You might hear the term “alt-ac” to refer to career paths outside of the traditional faculty route or “alternative academic” careers. Given the decline in available professorships and the rise in Ph.D. candidates vying for them over the years, many grad students are gravitating toward alt-ac paths within the university (e.g., advising, instructing, research technician, administration) or beyond (e.g., government, nonprofit, consultancy, lab, corporate roles).

Remember that while in graduate school, you have already developed skills that are relevant to a variety of contexts. They might include problem-solving, writing and editing, analysis, public speaking, fundraising and more. You are very employable. To explore alternative academic options:

- Research what former Beavers have done with their degrees on LinkedIn (see the 'Alumni' button under 'Oregon State University'.)
- Find mentors who want the best for you no matter which direction you take.
- Explore helpful websites regarding transitioning out of academia like cheekyscientist.com and jobsontoast.com.

Research and Teaching Statements

A **research statement** is a common application component for academic or scientific positions. The purpose of this essay is to **summarize your research accomplishments and focus** and to provide a roadmap of where you'll go in the future. These are often one to two pages in length.

- **YOUR GOAL ...**

is to convince a committee that you are a great fit for their department—that your research will fit their needs, you can bring in funding and you will represent the organization well. Show a track record of what you've done as a predictor of what you are capable of.

- **YOU WANT ...**

to demonstrate strategy and innovation. Always keep in mind, why does what I do matter? How does it serve the world? How does it fill a unique need or niche? Many researchers are skilled at communicating the technical details of their work but not their unique impact. This is no place to be humble.

- **REMEMBER THAT ...**

reviewers will have different levels of expertise in the field. Be sure to explain technical matters in a digestible way. Also, use informative headers, clear transitions and organization to help reviewers follow your arguments.

Possible Research Statement Content:

1. A summary of your research and how it contributes to the broader field.
2. Specific examples that illustrate your results and impacts (e.g., major publications, breakthroughs, unique techniques you employ).
3. Who you've collaborated with or will collaborate with in your field or the new department.
4. Funding history and potential (identify real possible funders to help reviewers visualize your plan).
5. Where you're going with your scholarly work in the future, how you will build on current results and your specific goals for the next three to five years.

The **teaching statement** aims to **paint a picture of who you are as an educator** for academic positions where teaching will be a large or small component. It should focus on your teaching results, your goals, your values and details of the environments/modalities/methods you've taught in. They are often one to two pages in length.

- **YOUR GOAL ...**

is to help a department visualize you contributing to a positive learning environment at their institution as well as the unique teaching talents and experience you bring.

- **YOU WANT ...**

to demonstrate efficacy as an educator, your experience, unique methods you've used and how you interact with students.

- **REMEMBER THAT ...**

this statement should capture who you are as an educator. Avoid clichés like “students don't learn through lecture.” Instead talk specifically about your experiences in the classroom and how you personally build content that engages students.

Possible Teaching Statement Content:

1. Evidence of your teaching effectiveness (student reviews and comments, problem solving you've done, how you assess your success).
2. The details of your teaching (specific courses, assignments, samples from syllabi, use of technology).
3. Inclusive teaching practices (diversity of methods, intercultural sensitivity, trainings you've taken, populations you've worked with).
4. The classroom environment you establish (modes of teaching, student-teacher interaction, student roles).
5. How you are challenging the status quo and bringing innovation into the classroom.
6. How you plan to keep growing as an educator and what you can offer to the department going forward.
7. If the word “philosophy” feels vague, try answering these questions: Why do you teach your subject? How have you found students learn best? How do you translate your subject for different learners? What makes your style yours?

Research Statement Sample: Public Policy

RESEARCH SUMMARY

My career has consistently reflected overlapping interests in public policy, governance and the capacity for public sector decisions to influence individuals' opportunities to pursue educational goals, achieve economic independence and participate in their communities. During the first 15 years of my career, I focused heavily on applied research, especially program evaluation, typically in the traditional social policy arena including human services, workforce development and education. I began doctoral studies to conduct scholarly research about the policy process and its impacts. In particular, I investigated how policy actors influence government decisions via stakeholder and interest group mobilization—further, how policy decisions differentially impact low-income and disadvantaged communities. *My scholarly record aligns well with the multiple Berkley faculty focusing on social justice scholarship and policy effects on underserved populations.*

While I have a strong background in social policy, including poverty/self-sufficiency and long-term services policies, I have also engaged in several studies related to current environmental and energy policy issues, reflecting an interest in how policies change in the face of ongoing economic and climatic shifts. I take a multi-disciplinary approach to research, and my work reflects a commitment to using rigorous qualitative and quantitative methods. As a fellow with the National Science Foundation Graduate Research Fellowships Program (NSF-GRFP), I had the unique opportunity to participate in multiple supplementary research projects that matched my interests and educational needs. *Given this experience with obtaining federal funding and contributing to several successful faculty grant proposals, I'm confident I can obtain grants from foundations such as MacArthur and Horowitz and build toward more prestigious awards like those with the NSF's Social, Behavioral and Economic Sciences division.*

During the course of my doctoral program, I engaged in several collaborative research projects with faculty at Oregon State and beyond, yielding multiple co-authored peer-reviewed publications. *I have presented at a variety of policy-related conferences, including the American Society of Public Administration (ASPA), the Midwest Political Science Association (MPSA) and the American Evaluation Association (AEA) and plan to continue building relationships in the field through these organizations.*

CURRENT RESEARCH PORTFOLIO

I am currently engaged in multiple projects at varying stages in the publication process, all of which reflect my overall research mission. My dissertation was focused on understanding the factors that have led to state-level policy changes related to employment and day services for individuals with Intellectual and Developmental Disability (I/DD). Since the early 2000s, most states have adopted policies that emphasize competitive, integrated employment (CIE) as the priority outcome for individuals with I/DD, but have done so with substantial variation in policy timing, type, content and magnitude. *My dissertation used a case-based, mixed-method approach in the context of the Advocacy Coalition Framework to address the broad research questions of why and how states adopted, or resisted adopting, CIE-focused policy during the last 15 to 20 years.*

I found that shifts in the policy mix were associated with coalition-based activity and other subsystem conditions, including stakeholder mobilization, strategic use of framing and narrative, and bureaucratic advocacy. However, the timing of policy change was related to antecedent service levels and shifts in coalition membership. *My dissertation yielded a single-authored publication in the Policy Studies Journal and a second manuscript that is currently undergoing peer review.*

My primary responsibility as a post-doctoral scholar in the OSU School of Social and Behavioral Sciences is to develop a Supplemental Poverty Measure (SPM) for the State of Oregon using a combination of national datasets (American Community Survey and Current Population Survey) and state-level administrative data. In the spirit of federal SPM developments, we are using these data to develop a more valid measure of poverty in the state, which will enable us to measure how tax credits, income transfers and other subsidies (e.g., childcare) affect poverty in different demographic groups. *This project is being conducted in collaboration with the Oregon Department of Human Services and Employment Department.*

In addition to my post-doctoral responsibilities, I am engaged in several other collaborative policy-focused studies, including a comparative study of asset poverty in the U.S. and Canada. It is being prepared for submission to a special issue of Social Policy and Administration, an ongoing study of re-distributional institutions in poor rural and urban communities, an ongoing study of communities' policy innovations in the wake of extreme weather events and a nascent study of systematic use of narratives to influence firearms regulation and immigration policies.

Finally, I am in the planning stages for a new project to examine the variation in timing and content of state-level Earned Income Tax Credit policy adoption in the United States. *I'm eager to bring my ongoing areas of inquiry as well as this track record of publication and consistent research productivity to your department. Additionally, I believe my research focus and expertise compliment the ongoing social policy work that Dr. Gonzalez and Dr. Warnick are conducting in disaggregating poverty demographic data. This intersection will yield fruitful collaborations that will advance important societal work.*

FUTURE RESEARCH AGENDA

My future research portfolio will continue to explore the conditions under which policy and governance changes occur, the resources and strategies used by policy actors to achieve policy objectives and the impacts of policy and governance changes. I am particularly interested in contributing to scholarship that explores the development and impact of policy and governance innovations in the context of macro-level changes, such as growing income inequality and climate change.

While the scholarly research interests described above are fairly "academic," I also maintain a continued interest in collaborating with policy actors through applied research contributions, including policy analysis and program evaluation, with the primary objective of producing policy-relevant information for consumption by policymakers and the secondary objective of maintaining a close connection to the field.

Teaching Statement Sample: Earth Sciences

A researcher is a lifelong learner. I am motivated to acquire and create new knowledge, and to share these gains through teaching. As an earth scientist studying the societally-relevant topic of coastal geomorphic change, I'm focused on extending the impact of scholarly work through outreach and engagement with the public. Students are an essential audience as their discoveries will advance science into the future. I believe higher education should be a conduit not just for delivering knowledge and skills, but equipping students to acquire new experiences for themselves. *My teaching approach combines an enthusiasm for research, communicating science and inspiring others to pursue a life of inquiry in the natural world. It involves: (1) creating equitable teaching and learning environments, (2) providing students with transformational learning experiences and (3) incorporating best teaching practices into everything I do* (including careful, frequent evaluation and revision of my teaching).

(1) I seek to create equitable learning environments. Implicit bias, though subtle and difficult to measure, is pervasive; it hinders the success of many throughout their entire academic careers. As a woman in the physical sciences, I have experienced biases against me first-hand. But as a white scholar, I also know I must use the privilege I have to dismantle socially unjust systems. Teachers have a unique responsibility to recognize social hierarchies, even those students may be unaware of, and mitigate inequity as much as possible. I strive to create learning environments that are equitable, which to me means students are validated, supported and challenged. I have sought intentional learning opportunities to build my skills in areas like communicating within the context of other cultures, using student-centered and culturally-mediated instruction, and viewing myself as a facilitator of education versus its keeper.

An example of applying this knowledge is my work with the Oregon State University (OSU) Science & Math Investigative Learning Experiences (SMILE) program aimed at providing underrepresented Oregon K-12 students with pathway programs to degrees and careers in STEM. *My hands-on activities guided high school students, elementary school students and K-12 teachers in the SMILE program through an experiment investigating organic carbon burial in salt marsh cores at the OSU Marine Geology Repository.* This experience not only exposed the SMILE students to earth science content often lacking in current K-12 curricula, but also engaged them as aspiring scientists in exciting, societally-relevant research happening in their region.

(2) I seek never to suffer from “narration sickness” wherein teachers are tasked with depositing their information into students [1]. I have witnessed this paradigm often as a student in STEM courses. Too frequently earth science professors approach difficult, socially complex issues, such as those related to climate change, from only the scientific perspective. By not incorporating students' experiences, the significance of the issue is often lost. *Higher education, when viewed as a process of critical inquiry performed by students and teachers as equals can be transformative and lead to social change. I therefore teach content centered around discussions on complicated and controversial issues related to earth system processes that draw upon the students' experiences.* This form of progressive, problem-solving education provides a means of empowerment for and increases participation by under-represented groups in lifelong learning.

As a GTA for an advanced oceanography course, geological oceanography, I worked to narrow the perceived intellectual gap between myself and students through careful redirection of questions—helping students discover knowledge in themselves and their classmates. Additionally, I elected to learn about difference, power and discrimination through completing inclusive classroom coursework. *As part of a supplemental class, I designed a pilot course investigating the intersection of global change, natural resources and socio-economic inequality. As an example lesson plan, I devised a discussion exploring environmental injustice surrounding preparation, mitigation and perception of large storm events, with a focus on Hurricane Katrina.* I am eager to deliver this and similar content in my future position.

(3) I strive to incorporate best teaching practices in my classrooms. Despite the challenges of connecting students with their natural environment in online and large-enrollment courses, I feel it's vital to incorporate more of these experiences into our lesson plans to combat poor retention of students in the earth sciences. To hone transformative teaching experience during my graduate degree, I developed and implemented authentic activities that enhanced how students viewed, valued and interacted with their natural environment. As an example, I created lab assignments for a new course for undergraduates wherein students analyzed real-world stream gauge data maintained by the U.S. Geological Survey. The project asked them to examine stream discharge and suspended sediment time series data, develop a research narrative integrating peer-reviewed literature and present their findings. Each student was assigned a different river and given freedom to investigate any aspect of interest related to the record of sediment discharge. This authentic learning experience provided students the opportunity to work with real-world data and to communicate a final research product.

Virtual learning is also becoming increasingly prevalent in today's academic environments. Though these courses are efficient and cost-effective, students are often placed in a passive role. Because it is unlikely that large institutions will reduce class sizes, we as educators must find instructional techniques to increase active and cooperative learning. I have therefore sought opportunities to gain practical strategies to facilitate engaged learning in large-enrollment, online courses. *I have assisted in teaching a number of high-enrollment, introductory courses, introductory online courses and writing intensive online courses.* These experiences taught me valuable, practical knowledge. I also participated in workshops, seminars and short-courses during my graduate degree.

In an effort to continue improving my teaching skills within the virtual and in-person environment, I have also paid careful attention to assessments I receive from my online students. The importance of self-evaluation cannot be over-stated—simply put, it allows us to understand what has been working and what needs revision to ensure our students' success towards becoming individual thinkers and learners. As an example, for an introductory geology course for graduate students, *I evaluated end-of-term student evaluations of my teaching and created a detailed, analytic rubric to incorporate into lab exercises. Not only does this rubric make grading more efficient and less biased, it more clearly states the expectations for the students, who rise to them and improve their performance.*

Through my teaching, I strive to provide students with the skills and experience to be independent learners once they have graduated. My ultimate goal is to be a teacher who provides her students with experiential learning that is transformative to their worldviews. I want to be the type of educator that inspires students to become teachers themselves.

[1] Freire, P. (1970). *Pedagogy of the Oppressed*. New York, Continuum.



Industry,
Nonprofit and
Government Track

5

Industry Career Paths

Opportunities abound for master's and Ph.D. students in private, nonprofit and government sectors. Whether having a graduate degree is very common in your field or your transition from academia to industry is less traditional, there is a lot you can do with what you've learned outside of the university. These are just a few ideas.

STEM Careers	Humanities Careers
Research and development	Writing, editing and publishing
Technology, programming, biotech	Teaching and instructional design
Lab work, testing, quality assurance	Counseling and social work
Conservation and environmental work	Marketing, PR and communications
Law, policy and patents	Law, policy and patents
Technical and grant writing	Business and finance
Science education and outreach	University or municipal administration
Nonprofit, government and consulting	Nonprofit, government and consulting
Field scientist (geologist, hydrologist, ecologist, biologist)	HR, recruiting and training
Entrepreneurship	Entrepreneurship

Sample paths inspired by The Versatile Ph.D. (versatilephd.com), a site dedicated to helping “graduate students, ABDs and Ph.D.s identify, prepare for and excel in professional careers.”

Tips for Transitioning from Academia to Industry

- **INVEST IN A GREAT RÉSUMÉ**

An industry résumé is not just a shortened CV. Tailor it to each new opportunity by identifying keywords and specific qualifications from the job posting to reflect back to the employer. Consider including “selected” publications or presentations, versus full lists. Run the new résumé through the career center’s online résumé reviewer, **Vmock**, and have a non-academic person read it for any language that is too university-centric.

- **PRACTICE TALKING ABOUT YOUR TRANSFERABLE SKILLS**

Think about what you know how to do in non-academic terms. Maybe it’s creating plans or reports, teaching, public speaking, problem-solving, building things with your hands or using specific software or equipment. Break out of the academic framework of research-teaching-scholarship-service and think about your skills. (Refer to the Transferable Skills Checklist in this guide). Put yourself in the mind of a potential employer. What words and qualifications will they most understand and want to see? **Think specifically about the value of your degree and how it equips you for your future.**

- **DO INFORMATIONAL INTERVIEWS**

These are a great way to network and learn about possibilities outside of academia. Identify three to five employers or industry contacts, then call or email them requesting to learn more about their work. Remember, informational interviews are not geared at getting a specific job. They are an opening for you to meet a company and for the company to learn about you in a low stakes environment. But prepare all the same! Come with a list of thoughtful questions and practice talking about your qualifications in advance.

- **NETWORK INTENTIONALLY AROUND EACH JOB APPLICATION**

You’ll increase your odds of getting a great industry position by ensuring the organization knows your name. Make it a rule to never apply without attempting to initiate personal contact. This could be calling a recruiter or hiring manager to ask good questions, connecting with alumni on LinkedIn, sending a thank you for a previous interaction, following up after applying to check in, etc. The job search doesn’t begin and end with the application portal. (And don’t forget to mention your connections in cover letters or interviews.)

- **INVESTIGATE INDUSTRY JOB BOARDS**

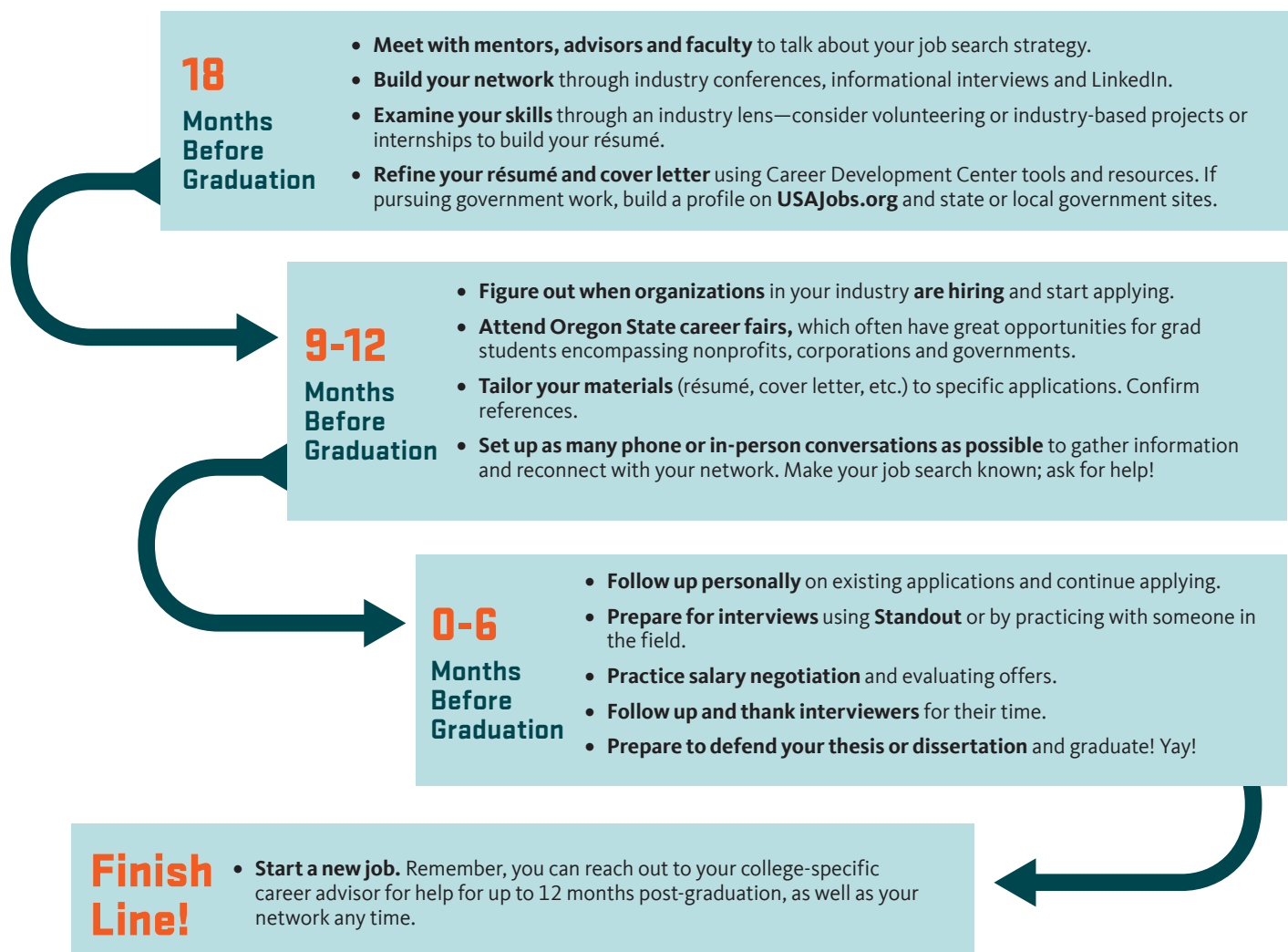
Start looking at the real jobs that exist—figure out what’s in demand in your region and do an inventory of what skills you already have or what you might need to build. **Spend some time looking in advance of graduation.**

- **GET SOME INDUSTRY OR VOLUNTEER EXPERIENCE**

If your experience is 100 percent academic in nature, consider getting some industry experience. Perhaps there is volunteer or project-based work you could do to get your foot in the door. Or you can take on an internship or do an industry-based research collaboration. Begin developing some evidence of industry experience on your résumé.

Industry Job Search Timeline

Though every field is different, **industry jobs are typically posted throughout the year** versus on a set timeline. Many employers, especially larger ones, start recruiting college talent in the fall in anticipation of the following summer. Otherwise, a rule of thumb is to spend one month job searching for every \$10,000 in annual salary you want to make. So if you are looking for an internship or temporary job, you might be able to find it in a month or two. If you want to make \$70,000, it may take much longer. **Budget extra time for government positions** because of the amount of procedures and paperwork involved in a government search. A rule of thumb for a government job is one to four months from application to hiring.



Professional Goals Calendar

Based on the timelines and tips in this chapter, **fill in your personal goals and milestones** for your remaining time before you graduate. Also set deadlines for each. Goals could be networking related, updating your materials, conferences you want to attend and more.

Tip

Find ways to stay accountable to these goals by adding them to your personal calendar and setting checkpoints with your faculty advisor or other supportive person.

18 Months before Graduation	Summer before Graduation	Fall Term of Graduation Year	Winter and Spring Terms of Graduation Year
Goal 1	Goal 1	Goal 1	Goal 1
Deadline	Deadline	Deadline	Deadline
Goal 2	Goal 2	Goal 2	Goal 2
Deadline	Deadline	Deadline	Deadline
Goal 3	Goal 3	Goal 3	Goal 3
Deadline	Deadline	Deadline	Deadline

Industry, Nonprofit and Government Job Boards



HANDSHAKE

oregonstate.joinhandshake.com

Find thousands of jobs and internships on and off-campus, many of which are applicable to grad students. **Handshake** is used by hundreds of universities across the country and hundreds of thousands of employers.



BUZZFILE EMPLOYERS BY MAJOR

buzzfile.com

Not a job board but a great site for finding all the employers affiliated with a certain industry in a specific state or city. For example “Statistics” and “Texas” brings up 4,000+ employers sorted by size of company and location. A good resource for networking with employers who don’t post to the major job boards.



BROAD JOB BOARDS

indeed.com; jobs.macslis.org

Indeed lists thousands of employment opportunities, and you can filter your preferences by industry and location. Mac’s List is specific to the Northwest.



GOVERNMENT JOBS

USAJobs.gov

USAJobs is where all federal government jobs are listed (Department of Fish and Wildlife, NASA, FBI, Department of Energy, etc.). It includes unique experiences for current students and recent graduates. Note that state, county and local government positions are typically listed on their own websites (e.g., State of California jobs is calcareers.ca.gov).



NONPROFIT JOBS

idealist.org; workforgood.org

Idealist and Work for Good are examples of places to look for nonprofit jobs. The Nonprofit Association of Oregon also has a regional database for nonprofit work opportunities.



EMPLOYMENT AGENCIES

campuspoint.com

Another way to find jobs is to work with a hiring or temp agency, which is usually free to applicants. CampusPoint is an example of a Northwest-based company that focuses on placing current students and recent graduates with local companies.



GOINGLOBAL

Access through **Handshake** (oregonstate.joinhandshake.com) under 'Resources.'

Is a tool that lists over 16 million jobs worldwide as well as city and country-specific application guides. (Note that jobs are not vetted before posting for legitimacy.)

Tips for Federal Résumés and Applications

1. KNOW WHERE TO LOOK.

USAJobs.gov is a one-stop shop for federal job openings, descriptions, benefits and how to apply. State level government jobs are listed elsewhere, e.g., oregon.gov/jobs for Oregon. Read up on the application process at usajobs.gov/Help or take a training at usajobs.gov/Notification/Events. Take time to educate yourself before applying; the process is competitive and not always intuitive.



2. YOU MUST DEMONSTRATE EACH REQUIREMENT FROM THE JOB POSTING.

- Being vaguely qualified doesn't cut it on federal applications. They do not read between the lines. You must show how you meet all of the qualifications and skills marked as required.
- Print out the job description and highlight every required skill or ability. **Then type out your résumé sections to match them, checking them off as you go.**
- Reverse chronological format is easier than functional résumés for HR officials to match up your skills. They separate applicants into "doesn't meet minimums," "minimally qualified" and "best qualified." You might be minimally qualified, but not advance to interviews, so be thorough and bold about your accomplishments.
- Be explicit. If "Microsoft Word" is a requirement, you must list it. If a required skill is "Oral Communications," talk about the class presentations or work briefings you've given.
- Unpaid/volunteer experience is considered. Use your volunteering, class projects, courses, clubs, leadership, etc. to build out your experience.
- **Be honest, not modest.** If you are wavering on whether to check "no" on a supplemental questionnaire, err on the side of "yes." Don't self-select out if you think you are in the ballpark of the qualification.
- Include things like your high school diploma, your college credits (indicate semester or quarter hours), your salary (hourly or yearly), number of hours worked at previous positions—not typical in other types of résumés.
- **TIP: The federal government outlines minimum coursework requirements for many specific job titles.** Visit the 'Classifications & Qualifications' section of the Office of Personnel Management website (opm.gov) to make sure you are taking the right grad courses. For state jobs, investigate requirements on individual agency websites.

3. FEDERAL RÉSUMÉS ARE LONGER THAN PRIVATE SECTOR, TYPICALLY THREE TO SEVEN PAGES.

Federal résumés must include everything that would be discussed in an interview written down. They prove your qualifications in-depth and show not just what you did, but how you did it and the results you produced (e.g., "analyzed 1,000 samples and made a recommendation to senior officials"). **One-page résumés are at a disadvantage.**

4. TAILOR YOUR APPLICATION TO EACH JOB.

Don't upload the same résumé for many jobs. Use keywords and phrases from the job description in your explanations. Be specific and quantify results (e.g., "Developed numerous sensitive training courses for nearly 1,500 personnel. Rated as number one instructor over 20 peers in performance report.")

5. FILL OUT YOUR ONLINE PROFILE/RÉSUMÉ IN ADVANCE.

Federal job openings are often only posted for five days. Fill out your profile because 1) you can set search preferences so that relevant jobs are sent straight to your inbox, 2) you can fill out the bulk of the information in your résumé so it's easy to tweak and apply on short notice. You can store up to five résumés on [USAJobs.gov](https://usajobs.gov).

6. USE THE ONLINE RÉSUMÉ BUILDER INSTEAD OF YOUR UPLOADED RÉSUMÉ.

You'll be more likely to thoroughly address all aspects of the application if you use the USAJobs Résumé Builder versus uploading your own résumé. Fill out all fields, including "optional" if possible. You can then download and reformat the résumé in Word if preferred.

7. START EARLY. FEDERAL APPLICATION PROCESSES CAN TAKE A WHILE.

Hiring is full of steps (e.g., gaining security clearances). You can plan on months from application to hire date. Start applying in the fall and winter for summer positions. Apply before the closing date in case the agency has a cut-off number of applicants they are accepting. Tip: Most job posts close at 11:59 p.m. ET, that's 8:59 p.m. PT.

8. FIND OUT IF YOU'RE A PREFERRED CANDIDATE.

Check the job description for whether you qualify for a "special hiring authority." Groups of people such as those with a disability, veterans, Peace Corps/AmeriCorps volunteers, etc. may be more likely to get an interview for certain jobs. Visit [fedshirevets.gov](https://www.fedshirevets.gov) for more info if you are a veteran.

9. GAIN AN ADVANTAGE THROUGH NETWORKING.

There's no way to circumvent the USAJobs.gov application process, but your application may rise to the surface if someone on the inside knows your work. Make connections! Attend the agency's workshops, volunteer, mention contacts in your cover letter, connect with alums on LinkedIn who work there, get to know your local recruiter or call the hiring manager to introduce yourself and ask questions. Also it's a good idea to follow up (in moderation) after your application and ask about the status of interviews. Or, if you don't get hired, ask for feedback on your application for next time.

10. CHECK OUT PATHWAYS PROGRAMS FOR STUDENTS AND RECENT GRADS.

- Pathways internships are offered at many federal agencies and are a great way to get experience as a current grad student or a recent graduate (who graduated in the past two years/six for veterans).
- These programs provide individualized mentorship and the possibility of being hired full time afterward.
- The Presidential Management Fellow Program is for students with advanced degrees.





Interviewing and Salary Negotiations

6

Interviews

Successfully managing an interview is key to being selected for the opportunity you want. The interview provides organizations **an opportunity to assess your knowledge, experience and skills**, to get to know your personality and to examine your verbal and nonverbal communication skills. To do your best, prepare and practice.

Types of Interviews

Traditional Interview

This type includes broad questions to determine if you have the skills to perform the position and are a fit for the organization.

- Tell me about yourself.
- What are your strengths and weaknesses?
- Why do you want to work, research or volunteer here?

Behavioral Interview

These are based on the idea that past behavior is the best indicator of future performance. Many companies use this type of interview. Questions for behavioral interviews usually start with ‘Tell me about a time when...’ When answering and preparing for these interviews, follow the STAR format.

Case or Technical Interview

Case interviews are used by consulting companies, banking and financial firms, computer science companies or anywhere you are showing a technical skill in the hiring process. This type of interview tests the candidate’s analytical, communication, problem solving and adaptability skills. Case interviews include written cases, business cases and brain teasers. The best way to prepare for these interviews is to find out as much as you can about what will be tested. This can be done by asking the interviewer questions or a friend at the company. Then practice and read up on the test area as much as you can in advance.

Interview Formats

In-Person

- This can be one-on-one, with other candidates and/or conducted by a panel of interviewers.
- Arrive at least ten minutes before the scheduled time.
- Body language and other nonverbal indicators are especially important.

Video

- Can be a two-way platform or pre-recorded.
- Same behavior and etiquette as an in-person interview.
- Check your internet connection ahead of time, be in a quiet and well-lit environment, and make sure you will not be disrupted or have distractions in the room. Ensure your background is tidy and professional looking.
- Focus on the camera rather than the screen.

Phone

- Typically used as a preliminary interview.
- Have some notes or key points written down for reference, but do not read off a page.
- Ensure you are in a quiet, distraction-free place with strong and clear reception.
- While most nonverbal signals won’t come across, a smile will come through in your voice—try to answer the way you would if they could see you.

Interviewing Tips

Tips for Every Interview

- **Practice with faculty, friends, family, advisors, etc.** Video interviews can be rehearsed on **StandOut**.
- **Research the organization** so you can talk about your connection to or passion for it.
- **Develop an elevator pitch** and memorize the key points for your answers to ‘tell us about yourself’ questions.
- **Answer questions strategically.** It’s ok to pause and gather your thoughts and to ask clarifying questions. Instead of rambling, structure your answers, such as ‘Yes, I’d like to mention two examples of that, #1 and #2.’
- **End answers with a confident summary statement.** One of the hardest parts of answering is knowing when to stop talking. Once you’ve given evidence of your abilities, use a summary statement to finish, e.g., ‘So, based on my design experience, I know I could create a great new website for the launch.’ Pay attention to names and all components of a question to show you are respectful and thoughtful.
- **Be aware of your body language, tone of voice, facial expressions, speed and eye contact.** Take a second to breathe. Sit up straight, give a firm handshake, make frequent eye contact and smile.
- **Ask two or three of your own questions,** thought of ahead of time, to show your interest in the organization and position.
- **Thank them for their time and consideration** both at the end of the interview and within 24 hours via email. Remember to write down and use the names of the people that you are interviewing with.

Second or Multiple Follow-up Interviews

- Always **highlight your skills and ideas and your desire to continue to grow** in the position.
- You will likely meet more employees, managers, partners, etc. with each interview. Do your best to **remember names and leave a lasting positive impression** with each person regardless of their position.
- Recruiters often consider the opinion of all of the people you meet; so **keep these tips in mind for the entire duration of the visit.**



Academic Interviews

Types of Academic Interviews

1. VIRTUAL OR PHONE INTERVIEW: Often used for initial screening, this interview may be shorter to accommodate many candidates. Expect a 10-30 minute conversation. Prepare by having your CV and top points you want to bring up in front of you. Also find a quiet place with good reception and smile when you speak, even if not on camera.

2. CONFERENCE INTERVIEW: Some universities do initial interviews at large conferences. If you secure one, prepare by practicing your elevator pitch and bringing extra copies of your CV and other materials with you. Interviewers might not have reviewed your materials in advance. Dress professionally according to the standards of your field and make a point to be personable with all of the interviewers (shaking hands, smiling, making regular eye contact). Keep in mind that they may be meeting with a lot of people and be tired. Bring good energy to the conversation. The interview might be held in a public space or hotel room with distractions, but do your best to stay focused on the questions being asked of you. Remember to follow up with a thank you email after the conference.

3. CAMPUS INTERVIEW: If you make it to the campus interview phase, good job! Chances are you are on the short list of two to four candidates. Expect a long day where you will meet many people from top leadership, to peers, to student workers. You may also eat meals with the search committee and give a presentation. Make sure you are well rested and fed, wear comfortable shoes, bring a water bottle and ensure you know the lunch arrangement (whether you are eating independently or as part of a lunch interview).

a. Research the institution and the department so you can relate what you offer to the environment. Try to anticipate the variety of stakeholders you'll encounter and their questions (e.g., academic advisors, deans, grad students)

b. Know where to park and go. Campuses can be large and complicated. You may need a parking permit. Practice how to get to the building(s). Leave plenty of time.

c. Prepare your job talk or teaching demonstration if requested. Clarify the prompt, timespan, format and your audience. This presentation is often attended by a large portion of the department—and even non-committee members may evaluate you. Ensure you practice your material thoroughly and have backups for your presentation (jump drive and saved to the cloud). In your talk, demonstrate your knowledge of the department, your field, your research and a vision for the future. Use specific examples and visuals to illustrate your points.

Academic Interview Tips

- **Academic interview questions may be standardized and read to candidates.** This can make them feel robotic, but it is a common practice. They are scripted not because the committee isn't interested in a genuine conversation, but for fairness to all candidates. Sometimes you can request to get a copy of the questions during the interview.
- **It's ok to ask clarifying questions** or for an interviewer to reread the question if you didn't hear it well or need to digest it better.
- **Do a practice interview and/or job talk** with faculty or grad students in your current department for feedback.

Academic Interview Question Samples

BROADER QUESTIONS

- Tell us about yourself and what drew you to this position.
- What are your short and long-term professional goals?
- Tell us about your involvement with service activities within or beyond the university.
- Give an example of a time when you faced a problem with a colleague or student.
- What is your experience with diversity, equity and inclusion in your work or personal life?

RESEARCH QUESTIONS

- Describe your research plan and potential funding sources.
- Where do you see the field going in the future?
- What unique contributions have you made to your field?
- Tell us about your publication record and any scholarship in progress.
- How would you incorporate students (grad or undergrad) into your lab/research/work?
- What experience do you have writing grants or obtaining funding?
- Which scholars have inspired or influenced your work?

TEACHING QUESTIONS

- Describe an example of an innovative, hands-on assignment you designed.
- What's your teaching philosophy?
- Tell us about your experience with online instruction.
- Give an example of how you've supported underrepresented students with your work.
- What is your experience with teaching a large enrollment introduction course, a field course, a lab, a graduate seminar, etc.? What types of courses are you comfortable teaching?

Knowing Your Strengths

To answer interview questions honestly and make a good impression, you need to **understand yourself** as a person and as an employee, manager, etc.

Tips

- Use **Focus 2** as a tool to better understand skills.
- Use **StandOut** to practice interviewing skills.

STANDOUT®

Self-Evaluation

Try this self-evaluation and consider meeting with our career team to examine your strengths and weaknesses more thoroughly.

- **What motivates you most** about your subject matter or research?
- **What is an example of an interaction with a student or an assignment** you lead that worked particularly well or inspired you?
- **What do other people** (including supervisors) **recognize as top strengths** of yours?
- **Why did you go into your field** in the first place and how do you want to contribute to it moving forward?
- **What types of projects or activities do you thrive at?** Write them down and try to find commonalities between them such as being people-oriented, being hands-on, etc.
- **Reflect on past group tasks you have been involved in.** What was your role? Which ones were your favorite or most successful, and what do they have in common?
- **What jobs or volunteer experiences** were exceptionally enjoyable and what made them so? What role did you play in making them great?
- **What type of work environment or atmosphere are you most happy and successful in?** Outdoors? Indoors? Independent or working in a team? Urban? Rural?
- **Why did you choose your degree in the first place and what is its value? What does it equip you to do?**

REFLECTION:

Answer one or two of the question above for yourself in this space.

The STAR Method

The STAR method is a strategy for **answering behavior-based questions** to evaluate your skills gained in past experiences. Practice this to be prepared for most interview questions.

Situation

State the situation or context.

Describe the setting in which your example takes place. What was the situation? What were you doing? Who were you working with? What were you working on?

Answer: "During my role as an intern at company X, I was responsible for managing all of the details for events, and I supervised a group of five for hosting events."

Task

Identify the task or issue at hand.

Explain the 'problem' and what you needed to address. What was the goal you were striving for or the problem you were trying to solve?

Answer: "After reviewing past reports, I found that event attendance had dropped by 20% over the past few years. I wanted to make sure that we brought attendance back up."

Action

Explain the action you took.

Talk through the specific steps you took to address the task at hand. Demonstrate and mention skills you used. What did you do to resolve the problem or reach your goal?

Answer: "First, I collected feedback from past attendees and vendors by sending out a survey. I used this to design a new approach that would be more effective in promoting the event."

Result

Discuss the results of your efforts.

Explain how your actions contributed to the overall result. How did the story end? What did you learn from the experience? Include concrete, quantifiable data to provide specific details in your response.

Answer: "The company was able to use the new plan to host a new event. By using my strategies, we raised attendance by 30% in the first year. I learned that it is important to continually adapt strategies to increase participation."



Interview Questions

Review and answer these questions to prepare for interviews.

Career Management

- ☐ Why do you think you'd be a good fit for this position? (One-minute elevator pitch)
- ☐ Why do you want to work at XX company? (Elevator pitch mixed with company mission)
- ☐ What do you believe is your greatest professional strength and weakness?
- ☐ Tell us about a time when you collaborated with others to achieve a goal.
- ☐ What are your short-range and long-range career objectives? Or, what is your five-year plan? (Don't indicate that your plan is to only stay in the role for a short period of time.)

Communication

- ☐ Tell me a little bit about your _____ experience (e.g., following procedures/running experiments/working with the public). Go through the job description and highlight all the skills the organization wants and formulate a question around them. Practice answering each, especially about weaknesses you have. Anticipate in advance how to highlight your positive aspects.
- ☐ Tell me about a time when a project or task was successful due to your communication skills.
- ☐ Tell me about the last presentation you conducted.
- ☐ Tell me about a time you needed to tailor your message to an audience.

Teamwork/Collaboration

- ☐ Tell me about a time when you realized in the middle of a project that things were not going as planned. What did you do?
- ☐ Tell me about a time when you had a disagreement with a team member or coworker and how you resolved it.

Leadership

- ☐ Give me an example of a time when you motivated other people under challenging circumstances.
- ☐ Describe a situation where you used persuasion to convince someone to see things another way.
- ☐ Tell us about a time you led a project or group of people.

Professionalism/Productivity

- ☐ Tell me about a time when you failed to achieve the stated objective/goal in a work or educational situation.
- ☐ Tell me about a time when you completed a project with minimal direction.
- ☐ Give me an example of an important goal you had to set, and tell me about your progress in reaching that goal.
- ☐ Tell me about a time you had to go above and beyond expectations to accomplish a goal.

Education/Goals

- ☐ How or why did you choose your program of study?
- ☐ What types of campus activities have you participated in?
- ☐ How do you think you will use/apply your degree in a new job?
- ☐ What accomplishments are you most proud of?

Global/Intercultural Fluency

- ☐ Tell us about a time when you worked with people with different backgrounds or cultures than your own. What did you learn from this experience?
- ☐ Tell us about a time you intentionally went outside your comfort zone.
- ☐ Tell us about a time you demonstrated that you value diversity, equity or inclusion in your work or personal life?

Dressing for an Interview

What is considered appropriate and normal in one organization may not be suitable in another. The range is wide in different fields, geographic regions and industries. We differentiate **two categories of attire in the workplace—business casual and professional**. Seek advice on how to dress from people in the field, peers or professors.

When you attend an interview, the rule is to dress a little nicer than people dress on a daily basis at the organization. For example, if you are interviewing at a farm, khakis might be nicer than daily jeans; at a bank, a suit might be appropriate interview attire.

Business Casual

- Often used for daily workplace wear
- More room for creativity and unique style
- Pants or capris
- Skirts or dresses that are at just above the knee or longer
- Darker, non-ripped jeans
- Tie or no tie
- Typically no tennis or athletic shoes
- Typically no graphic tees
- Depending on the organization, visible tattoos and piercings may be acceptable

Professional

- Can be for daily wear, but is often for special, significant days/events
- Simple, solid fabrics in darker colors
- Blazer, dress or suit coat is typically expected
- Ties are common with button-up shirts
- Closed-toe shoes

Express Yourself

The Career Development Center encourages people to **express their race, religion and cultural background in interview dress** (e.g., wearing hijab, turbans) and wearing hair naturally (e.g., curly, twists, braids). Under federal law, an employer cannot discriminate in hiring based on an applicant's race, national origin, gender, pregnancy, age, disability or religion. The decision of how to dress is entirely personal. Seek advice from your community and others in the industry and dress according to your values.

Avoid strong perfumes or scents that might affect people with chemical sensitivities.

Keep in Mind

- Pay attention to appropriate hygiene and clean clothes.
- Employers make decisions based on limited data and first impressions; so be intentional about the messages you convey and learn from each interaction. If you make a mistake in an interview, try something new next time.
- Regardless of the type of interview, dress in a way that makes you comfortable and aligns with your identity.

Interview Follow-up

Follow up after an interview by sending a **thank you note to those you interviewed with within 24 hours**. You can send an email or a letter through the mail. Email ensures a timely receipt while a letter sent through the mail is more formal.

Dear _____,

Opening paragraph. Express appreciation for the opportunity. Mention the location and date of the interview or meeting. Make a positive statement about your interest in the organization.

Second paragraph. Emphasize a specific point which will make you stand out in the employer's memory. Supply additional information that was omitted during the interview.

Closing paragraph. Close with additional appreciation. Make a positive statement about your qualifications for the position.

Sincerely,

Offers

Should you negotiate your salary? Salary negotiation is perfectly normal and expected for most full-time job offers. Research what someone of your qualifications typically makes and prepare to make a case for what you believe you should be paid.

Don't be afraid to ask—as long as you are polite and not demanding, an offer is seldom rescinded. But before you ask, study up on salary negotiation techniques.

Avoiding negotiation hurts—big time!

For instance, if an employee received an average annual pay increase of 5% and their starting salary was \$55,000 rather than \$50,000, they would earn an additional \$600,000+ over the course of a 40-year career.

Source: The Journal of Organizational Behavior

Negotiation Conversation

_____, I am so appreciative and excited to receive this offer for the _____ position with your company. I am specifically pleased with the _____ feature that we discussed last time we met.

After researching my position in the market I discovered that the average starting salary, with my level of education and experience, is between \$65,000 and \$70,000, which is \$5,000 higher than the salary offered.

I'd like to counter your offer with this range. Is there an opportunity to negotiate to align with the value I will bring to this position?

Thank you so much for your time and consideration.





Seven Steps of Salary Negotiation

1. Thank the employer for the offer.

Request time to think about it. Be enthusiastic and appreciative. Ask about benefits (health, dental, retirement), vacation time, advancement opportunities, additional clauses (non-compete, non-disclosure) and a start date. Do not accept the offer on the spot, even if you want to take it.

2. Research your fair market value.

Use tools like [Glassdoor.com](https://www.glassdoor.com), [PayScale.com](https://www.payscale.com) and [Salary.com](https://www.salary.com) to determine what people in similar positions with similar experience make. Federal government salary ranges are listed in the General Schedule Pay Scale, and most state and university salaries can be found online.

Factor in your geographic location (expensive or low cost of living), the type of employer (nonprofit, large company, small start-up, etc.), special skills/certifications/degrees you offer that make you more qualified, and your previous experience/number of years in the field.

3. Determine your number.

Based on your research, determine your desired salary range. Most employers will expect you to negotiate.

A negotiation method recommended by the AAWU (American Association of University Women) is to use a range. Set the bottom number as the lowest you can accept and the top number no more than 20% higher. That way, whatever the employer offers, you will be happy with the result.

4. Make your case.

Lay out your position confidently using evidence about your experience and qualifications and explain why you believe a higher salary is appropriate. This is not about what you want, but what you are worth to the company.

If possible, don't be the first person to give a salary number. If the employer asks you what you'd like to make, ask what is typical for the position. If you're pressed further, give your salary range. The risk of giving a number first is undercutting or overshooting what is appropriate.

5. Get ready for the negotiation dance.

Employers will rarely accept your counter offer on the spot. They will typically go back to their manager and check budget numbers and then either accept your offer or counter lower. At this point, it's up to you to accept or decline or ask for something different.

6. Remember non-monetary negotiation options.

If the organization can't budge on the salary, or even if it can, it may be worthwhile to negotiate other aspects such as flexible work hours, vacation time or education opportunities.

7. Get the offer in writing.

Make sure to get a formal offer letter laying out the salary, start date, benefits, location and required acceptance date. Review the offer for accuracy before accepting it.

Salary Negotiation Considerations for Grad Students

Congratulations! **You have been offered a position.** You've applied, they've interviewed you and now you are in the pivotal transition step when the power momentarily shifts to you. The employer wants you on their team. Now is a good time to pause and calculate your market value based on your scholarly and professional work, what you can offer them and what you need out of the position.

Common Negotiation Mistakes

1. SAYING YES WITHOUT NEGOTIATING: When you finish your academic career, it may be the first time you've negotiated a salary and the available openings may be a bit scarce. This can increase the temptation to say "yes" to whatever you're offered. But resist! Your starting salary will affect your earning potential for a long time.

2. NEGOTIATING BASED ON YOUR PERSONAL SITUATION: Your mind may be fixed on how to repay student debt, buying a house or caring for dependents, but don't negotiate around what you need, rather what skills and value you bring to the organization. Highlight your top unique credentials as grounds for greater salary or benefits. These might include special certifications, your degrees, your publishing record, getting a top grant, applicable industry experience, etc.

3. THINKING LIKE A STUDENT, NOT A PEER: You've been in student mode so long that it can be easy to feel like you are still a learner instead of a peer. Remember to speak with confidence and to assert your value as a colleague. You have a lot of knowledge and professional value to offer. Don't sell yourself short or defer to others as the experts.

4. FORGETTING TO NEGOTIATE NON-SALARY ITEMS: Especially if the salary isn't flexible, it's a good idea to think about what else you want or need from the position. Consider:

- Teaching or research load/allocation
- Start date
- Moving expenses
- Early or delayed tenure format
- Lab or office space
- Assistance with spouse employment
- Student or research assistant support
- Vacation, benefits, flexible work arrangements

5. NOT RESEARCHING YOUR MARKET VALUE: The nice thing about government or academic positions (at least at state universities) is you can often find real people's salaries online. So before you go into a salary conversation, look up what others have earned in similar positions. Check out [Glassdoor.com](https://www.glassdoor.com) and [Salary.com](https://www.salary.com) for more information. Research trends in your field. Ask around. Put that research mind of yours to work.

Frequently Asked Questions

What Goes into My market Value?

Level of Education + Years of Experience + Skills

in the context of

Industry Norms + Size of Company + Region

What Aspects of My Background Enhance My Market Value?

- Skills where you excel, computer programs, languages you know, etc.
- Positive results/significant projects achieved for previous employers
- Awards, degrees, recognitions or certifications, etc.

How Do I Know How Much to Ask for?

1. Use your network! Ask advice from friends, alumni, professors or LinkedIn contacts in the field.
2. Research salaries for people in similar positions using **Salary.com**, **Glassdoor** or the Payscale Calculator: payscale.com/my/survey/choose.

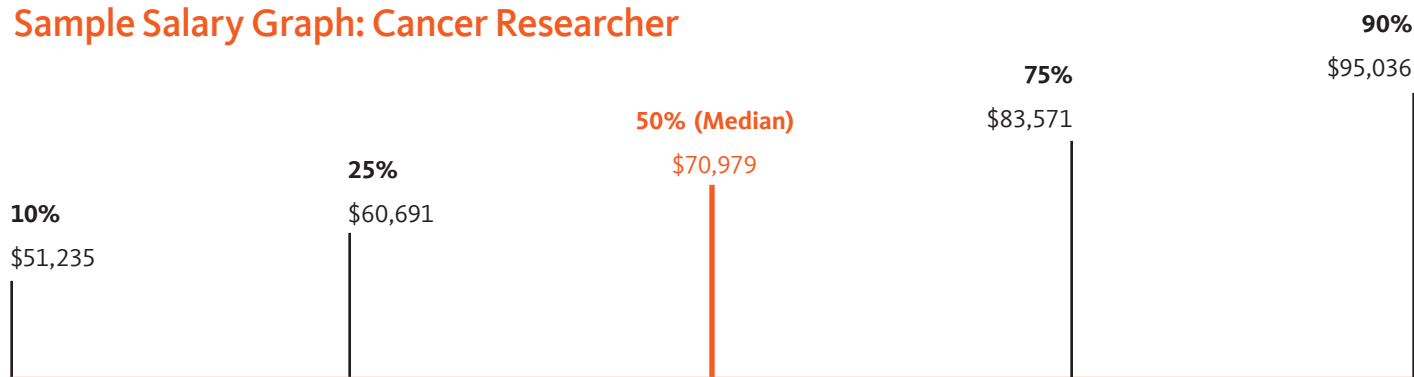
How Can I Avoid Being the First to Give My Salary Number If Asked?

- **Return the question:** “What has been the typical range for employees in similar positions?”
- **Buy time:** “I’d like to learn more about the position before getting too far into salary.”
- **Redirect:** “I’d be curious to hear what is budgeted for this role.”

Can I Negotiate a Federal or State Government Job?

Yes! Government jobs often have structured pay steps and salary ranges, but you can negotiate within established ranges or for starting at a higher step (see federal General Schedule Payscale [federalpay.org/gs/2020](https://www.opm.gov/policy-data-oversight/pay-grades/)).

Sample Salary Graph: Cancer Researcher



The graph captures all the people in the role for any number of years. Estimate if you’re below, at or above median. If you are new to the field, you will likely be below median. (Cancer Researcher/Clinical Trials Research Associate, Portland, Ore., **Salary.com**, August 2020)

What Does the Salary Negotiation Process Look Like?



A woman with long dark hair and glasses, wearing a red long-sleeved shirt, is looking down at an open book she is holding. She is standing in a library or bookstore, with white shelves and red book spines visible in the background. The lighting is warm and focused on her. A large, stylized white number '7' is positioned on the right side of the image, partially overlapping the book and the background.

**Ph.D. Programs,
Fellowships
and Post-docs**

Applying to Ph.D. Programs

As you may know if you're already enrolled in a grad program or certificate and are considering applying to a new program, **grad school is a journey that requires guidance and mentorship from application to graduation.** Use the available resources to meet admission deadlines, check off requirements, explore funding and balance graduate school with life and career.

Researching Grad Schools

- Ask a trusted faculty member about program recommendations.
- Look at where researchers in your subfield went. Check conference listings, online CVs and names in scientific articles.
- Review industry association websites and online ranking services such as **The Princeton Review** and **GradSchools.com**.

Research Graduate Programs

- Are they research-heavy or course-based? Do they include a practicum? How does the curriculum compare to your dream job?
- Who are the faculty? Do they align with your interests?
- Where are graduates finding jobs? Check **LinkedIn** alumni search or program websites.
- What about the thesis, dissertation, projects and comprehensive exams?
- What are the application deadlines?
- Do you want to live where the program is located?

Graduate Resources

Meet with **Career Development Center** advisors for help with graduate school applications, program searches, understanding graduate school logistics, and résumé and CV.

The **OSU Graduate School** is also a great source of information about what graduate school is like and what it takes to be a successful applicant. For more information on Oregon State's offerings, visit gradschool.oregonstate.edu.

Master's vs. Ph.D.

Practice-Based—Cultivating Practitioners			Research-Based—Cultivating Researchers	
Master's Program	Professional Program (Master/Doctoral)	Doctoral Program	Master's Program	Doctoral Program
2-3 years	3-4 years	3-5 years	2-3 years	4-7 years
M.A. M.S. M.Ed. M.B.A. M.S.W. M.S.N. M.P.H.	Doctor of Medicine (M.D.) Doctor of Osteopathy (D.O.) Doctor of Dental Surgery (D.D.S.) Doctor of Pharmacy or (Pharm.D.) Doctor of Veterinary Medicine (D.V.M.) Juris Doctor (J.D.)	Ed.D. Dr. PH. Doctor of Nursing Practice (D.N.P.) etc.	M.S.	Ph.D.

Ph.D. Program Frequently Asked Questions

Is a Ph.D. Right for Me?

Before committing, explore your desired career outcomes. Investigate real openings on job boards and required credentials. For many fields a bachelor's or master's is the terminal degree, so a Ph.D. may not be required. Do informational interviews with professionals and faculty to learn about fields/occupations of interest.

- **Benefits of a Ph.D.:** Pursue questions and passion for a subject matter. Become an expert. Gain experience in research and teaching. Build relationships with other scholars. Become more qualified/higher paid for certain positions (e.g., scientists, government positions, R&D, faculty).
- **Disadvantages of a Ph.D.:** Large time investment with reduced income potential for a period of years. Narrow geographic locations available. Over-specialization for some positions. Degrees can be difficult and social isolation is common.

What Do I Say to a Potential Faculty Mentor? How Do I Approach Them?

Often the first step is not to apply to a program but to establish a faculty relationship. Start building these connections early with intentional thoughtful outreach. Don't send generic emails, instead read about the faculty's most recent research and focus areas. Become acquainted with who they are. Then approach them with a few sentences discussing your past work, areas of crossover and why you are specifically interested in working with them. A good next step after email is setting up a phone, virtual or in-person conversation to continue learning about mutual interests. Remember, this is less of an academic transaction and more like being hired for a job. Put your best foot forward.

How Can I Help My Application Stand Out?

Do your research! Is there an important focus, piece of equipment, research center, etc. associated with the department? Become informed about what the department cares about and reflect these interests in your materials. Apply early; grad programs fill up so you don't want to wait until right before the deadline. Interview current grad students about how to create a strong application for the program and which faculty to approach. Ask others to review your materials or come to the career center.

How Many Ph.D. Programs Should I Apply to?

Depending on the field, Ph.D. programs can be competitive and only accept so many applicants. It's a good idea to diversify your applications, keeping in mind that application fees stack up. **Applying to at least five programs is a good rule of thumb (more if you are aiming for Ivy League).** Try to apply to a mixture of "dream" schools and schools admitting a greater percentage of applicants.

- **Med School:** Note that acceptance rates for med school applications are typically less than 10% nationwide. Applying to more programs and benchmarking your GPA and MCAT scores against averages can be helpful. Other tips for making a med school application stand out include getting some real medical experience or shadowing on your résumé, speaking a second language and doing research projects.
- **Law School:** Acceptance rates to law schools can vary greatly, with top schools like Yale and Harvard only accepting about six percent of students to less prestigious schools accepting 60% to 70% of applicants. Similar to med school, your GPA and LSAT score are heavily weighed. Other tips for a strong application include showing strong writing and reasoning skills, relevant extracurriculars and leadership, and having great recommenders.

Graduate School Application

Gather Your Materials

- Application form and fee
- Transcripts
- Personal statement or research statement
- Admissions exam scores—GRE, MCAT or LSAT (www.ets.org)
- Letters of recommendation
- A résumé or CV
- Double-check that you meet requirements for GPA, foreign language and prerequisite degrees.

Admissions Exams

If you haven't taken the Graduate Record Examinations (GRE) test in the past five years, you may need to start preparing if your program of interest requires it.

Programs differ in how they weigh (or don't weigh) these scores. Ensure that you understand scoring requirements and preferences for programs of interest. Then reserve ample time to study and take practice tests (often available online).

Study books can often be checked out from the library. These tests reward those who have invested time in learning how to navigate and perform according to their logic.

Before Applying

- When is the **application deadline**?
- What are the **program entry requirements** (education level, tests, essays, letters of recommendation, etc.)?
- How will you **fund the program**?
- What is the **funding deadline**?
- Are there circumstances to factor into your **timeline** (need to relocate, hours you can manage, etc.)?

Application Timeline

6-8 Months Before Application Deadline:

Reach out to potential faculty mentors to build a relationship and learn about Ph.D. mentee possibilities.

JUNE

- Narrow down programs to apply to.
- Review application requirements of each program.
- Mark down the application deadline.
- Start preparing for admission test.
- Register for the admission test.
- Reach out to each program and find the contact person to ask questions.

AUGUST

- Take the admission test.
- Search for financial aid and apply.
- Start writing personal statement.

SEPTEMBER

- Request letter of recommendation.
- Request official transcript.
- Fill out applications.
- Polish your résumé.
- Polish your personal statement.

OCTOBER - JANUARY

- Submit application.

JANUARY - MAY

- Review acceptances and decide.

Personal Statement

A personal statement is **used in the graduate program admissions process to assess applicants**. It describes your goals (e.g., research or study areas of interest) and intent for attending graduate school.

Each Program Is Different

Some may ask for a general personal statement or statement of research interests. You may also encounter essay questions that are very specific to your program of interest. Depending on the nature of the program, it might be advantageous to identify a faculty member you are interested in working with on your thesis or dissertation. However, in professional or practicum-driven programs, this might not be appropriate.

The Admissions Process Is Competitive

Your personal statement needs to sell your unique qualifications, experiences and connections. Programs look for candidates with a strong point of view on what they want to learn and accomplish and a record of success. Even though it's called a 'personal' statement, skip the childhood story about seeing the ocean and wanting to become an oceanographer. Instead, focus on the details of real experiences that have equipped you for the program. Use faculty, mentors, alumni, the Writing Center and other resources to help you create your personal statement. Put your best foot forward!



A great personal statement...	A poor personal statement...
...is a narrative built on concrete skills, detailed experiences and evidence . It explains what you are doing in school/work now and how that relates to what you want to do in the program.	...uses vague, broad sentences (often with too many adjectives) that don't convey your tangible skills and experience, and it doesn't include details.
...identifies specific aspects of the program and/or potential faculty advisors whose work you are drawn to and shows you've done your homework.	...focuses on broad desires for your future and general statements about the state of the world. It's not aligned specifically with the program and is not written to fit each program you apply to.
...explains how graduate school fits into your long term-vision for your career or research plans.	...focuses on childhood stories and inspirations and doesn't include a clear perspective of where you want to go in the program and after.
...is well-organized and cohesive . Each paragraph has a clear purpose with supporting points. All paragraphs flow in a logical order building a case for why you would be an asset to the program.	...is disjointed without a clear path from each paragraph and without clear evidence backing up your points. It meanders (points are made and then abandoned) and includes spelling/grammar errors.

Natural Resources Excerpt

"Through my interpretation internship with The Nature Conservancy, I was exposed to the ecology of riparian corridors and learned about the complex interdependency between animals and native plant species. While sharing information with visitors about the preserve and answering their questions, I observed firsthand how invasive species can create a new normal in natural systems. For example, I saw the Himalayan blackberries covering the banks of the Willamette River or the American Bullfrog diminishing the numbers of native turtles, fish, snakes and other frogs in Oregon waterways. This understanding was further developed by a research project I completed in partnership with two classmates where we identified and catalogued 10 invasive species in the Olalla Reservoir in Toledo, Ore.

In my graduate studies, I not only want to deepen my understanding of conservation challenges like these, but I want to measure the public's knowledge of specific threats to riparian ecosystems and correlate this understanding with policy action. Human-nature interaction is complex and presents ever-growing challenges on a local and global scale. I seek to understand both the science of natural resources and stakeholder involvement so that I can position myself effectively for conservation advocacy or policymaking in the future.

I was drawn to Oregon State University's online Master of Natural Resources program because of its focus on 'workable solutions for complex natural resources challenges.' It's important that we work with the existing economic and environmental systems, developing a full understanding of all public interests, in order to create real change in the Northwest. In particular, I appreciate the balance offered in your curriculum between ecology and human systems, as well as the ability to choose a tailored focus area..."

Liberal Arts Sample

Vague Sentences: "As a master's student, I took a lot of classes in writing and rhetoric where I learned to be a better communicator. I want to continue learning about rhetoric and the theories about how people persuade each other in graduate school."

Specific Sentences: "Through master's level courses in critical theory, I began to learn how to use the work of theorists like Foucault as a lens to understand and dissect the dynamics of power and knowledge in our society. In particular, I'm fascinated by how power and powerlessness intersect with issues facing displaced people groups and refugees seeking asylum. I'm interested in further developing my understanding of critical theory with a social and ethical focus. I believe Dr. Rutherford's research into the Syrian refugee crisis would align well with my research interests."

Complete Personal Statement: Education

I distinctly remember the moment that I knew I wanted to become an educator of teachers. I stood in the front of a dilapidated classroom in Ghana. Its dusty walls, rickety wooden chairs and single tripod that held a small whiteboard were far from an ideal classroom. I was mid-lesson with my nine students in the Agriculture Education class when one of my students raised her hand and excitedly described an idea. She wanted to teach sustainable agriculture by having her students design and execute a real experimental garden. She was forming a notion of teaching as more than lecture. I saw several proverbial light bulbs flick on as my students envisioned the real situations and possibilities in which they would teach. After several weeks of assigning them lesson design and learning theory, it became concrete. And I realized my path was in developing others into really great teachers.

This moment happened last summer when I joined AgriCorps and moved to Africa. My husband and I were placed at the Kumasi Institute of Tropical Agriculture, an agriculture training college located outside Kumasi, Ghana. It was this experience of teaching collegiate level students that solidified my ambitions. It is thus my goal to earn a Ph.D. in Science Education from Oregon State University with the goal of teaching agriculture at the post-secondary level, focusing on agriculture education and teacher training.

Based on my previous training in pedagogy and agriculture, I believe I would be an asset to your program. I have been building my experience over the last seven years, starting with earning a B.S. in Agriculture Education and a teaching credential at California State University, Chico. Following completion of my degree, I accepted an agriculture teaching position at Liberty Ranch High School in the summer of 2011. This young program provided opportunities for me to write curriculum, create new agriculture classes, write grants, and help build a program from the ground up. The four years I spent at Liberty Ranch were unforgettable. I quickly realized that I found the greatest joy not in the aspects I originally became an agriculture teacher for (county fairs, chapter officers), but in the classroom. The day-in day-out multi-faceted puzzle to create the 'perfect' lesson fueled my energy.

During my second year teaching, I began the online master's program in Agriculture Education at CSU and graduated in the spring of 2014. This degree allowed me to explore advanced learning theory, use scientific inquiry to measure my teaching performance, and provided me with tools to help improve my own department. My thesis investigated the factors in which first- and fourth-year agriculture students enroll in agriculture classes. The research presented many findings, one of which was that the fourth-year agriculture students in my district enrolled in agriculture courses because they were more challenging and dynamic than their non-agriculture counterparts. This process not only enhanced my abilities to conduct research, but also gave insight into the nature of my students.

While teaching at Liberty Ranch, I had the opportunity to work with other education professionals in creating agriculture curriculum through California Foundation for Agriculture in the Classroom. I also presented the curriculum I developed for my Agriculture Chemistry class at California Agriculture Teachers Association (CATA) road shows and biannual meetings. These experiences helped refine my abilities to create rigorous and relevant curriculum.

A sense of wonder drove my husband and I to join AgriCorps in the fall of 2014. The prospect of agricultural development work in conjunction with a teaching position at the collegiate level intrigued me. My work at KITA has included an amalgam of duties such as teaching, administrative work, teacher evaluations and project planning. Progress is slow and cultural barriers often halted achievement. Yet, if there's one thing I've realized in Ghana amidst the limited resources and struggling economy, it's that a good teacher has no border. What works in a small dairy community in Galt, California, often can work in a farming college in rural Ghana. Despite the foreign language and different teacher-student dynamic, I found this realization incredible.

It is this experience that has prompted me to pursue a higher degree in agriculture education and to devote my career to helping new and existing teachers utilize fail-safe teaching strategies. During my studies, I am specifically interested in investigating learning theory with regards to how agriculture teachers can create critical thinkers and problem-solvers in their classrooms, the changing nature of agriculture education with the adoption of new nationwide assessments, and how I can best prepare educators to meet the needs of 21st century students.

After speaking with Dr. Croom last fall, I believe Oregon State University can foster my learning in such a way that provides collaborative opportunities with department faculty and staff, encouragement to explore and research unanswered questions, and provide ample opportunities to enhance my teaching skills.

Instead of a vague 'love of teaching,' the student gives a specific, tangible example to anchor the essay. She avoids terms like 'passion' and 'fell in love with' to describe her educational path.

Student identifies her long-term goal and how the higher degree supports it.

Student discusses her credentials that help qualify her for the program.

Student is mentioning some of the theories and techniques she knows which will be part of the advanced degree.

Student explains the relevance of these experiences in terms of skills that transfer to the program.

Student lays out a direction for her program including what she wants to study and with whom. She also mentions a specific faculty member.



Complete Personal Statement: Microbiology

Japanese culture has a tradition of folding one thousand paper cranes to give someone good luck. After my best friend got into a catastrophic car accident, I began a collaborative project to encourage him through this tradition. I enlisted the help of five friends, bought supplies and did a lot of folding. At the end of the hard work, my friend was honored at the colorful strands we strung in his hospital room. Those cranes represent a lot about me: I'm organized, collaborative and creative when facing challenges and opportunities. These traits will serve me well as a member of the academic community and in my long-term goal of being a microbiology professor.

In all aspects of my career, I focus on utilizing new resources flexibly and creatively. At University of California - Berkeley, my curiosity for learning motivated me to take a variety of courses to gain laboratory skills and expose myself to different fields of knowledge, from sequencing projects to biofuels, to marine ecosystems, to extreme microbes. At New Generation Sciences, I learned Excel independently to organize large datasets and find particular points of significance amongst many pages of background data. I enjoyed determining ways to save time with creative combinations of formulas. Similarly, at the University of New Mexico, I currently pioneer new lab protocols for qPCR and a Biomek liquid handling robot, focusing on human microbiomes during disease and antibiotic treatment. I really enjoy putting together and testing out novel information, and I have the flexibility to figure out new techniques from prior experience or literature research.

Through these two laboratory positions at New Generation and UNM, I showed precision and organization. I kept thorough records of plans and projects in meticulous laboratory notebooks. I am the kind of person that even enjoys making Excel spreadsheets to categorize and sort information. I have worked on multiple projects in which I carefully handled and tracked hundreds of unique samples. Even more, my previous laboratories have been small environments with lots of overlap between projects, so I understand that careful recording of protocols and clear communication are essential to ensure data integrity is maintained across projects.

Additionally, I have demonstrated my skills in collaboration and inclusivity through teaching and mentoring. At University of California, I taught both as a lecture and a laboratory teaching assistant, helping students understand the material, review and solve problems. I had a particular aptitude for being a laboratory TA because I could connect more personally with a small group of students and demonstrate hands-on techniques. As a graduate student, I also mentored two high school students through beginner projects in molecular biology. I taught them the techniques and theories behind PCR from start to finish and gave them advice about applying to colleges. I still have the thank you notes they wrote to me pinned on my bulletin board. In my professional life, I strive to communicate clearly to foster greater understanding and gather new perspectives on a problem from someone with a different viewpoint from mine.

Lastly, I have strong research experience, having written and orally defended a master's thesis, as well as wrote, revised and published a recent research article. I can bring numerous skills in teaching, writing, editing and planning to your lab and work with undergraduates. Microbiology fascinates me, and I will be glad to apply these skills to studying the complexities of microbial communities in partnership with your team.



Applying to Graduate Fellowships

There are many sources of funding for Ph.D. and master's programs. These may include assistantships (employment-based awards affiliated with teaching or researching in your department), financial aid and grants. **The Oregon State Graduate School has great information on many options, procedures and policies at gradschool.oregonstate.edu.** Here are some tips and information specifically about applying to graduate fellowships, a great source of funding that may take a bit more strategy to obtain.

What is a Graduate Fellowship?

Fellowships are short-term opportunities to study or conduct research in a specific field and act like a scholarship. They may pay for living expenses or offer a stipend. Sometimes they include an internship or service component, but most often they focus on equipping you to make progress on your own research. Benefits of fellowships include funding that may be on top of what you receive from your department, the prestige of winning these awards for your CV and more autonomy to pursue your research interests independent from university priorities.

Timeline

Fellowship deadlines often emerge in the fall, so it's a good idea to begin identifying them in the summer and gathering your materials. You may find yourself applying for fellowships frequently during your degree. If you are hoping to get a fellowship before being admitted, make sure to apply around the same time you are submitting grad school applications.

Where to Find Fellowships

Some fellowships are awarded within Oregon State by the Graduate School or by academic college and department committees, but external agencies also make awards.

- Start by asking your faculty mentor or graduate program coordinator about common fellowships for your field.
- Search for fellowship opportunities affiliated with the main associations for your field.
- Do an internet search for fellowships + your subject area. There are also awards for identity groups like women in the sciences, students of color, etc.
- Check out well-known funders like the National Science Foundation, The Ford Foundation, National Institutes of Health, etc. Note that these are competitive awards.
- Pathways to Science has some good lists of fellowships: pathwaystoscience.org/grad.aspx, as well as gradschools.com and profellow.com.

Tips for Being Competitive

1. **Ask for copies of successful proposals** to review from funders or your department. Notice and imitate what previous winners have done.
2. **Read up on existing literature** in your area of inquiry and cite sources well. Use your field's body of scholarship and faculty advice to better define your research question and proposal.
3. **Consider focusing on a hot topic** in your field, an existing gap, something compelling to the scientific committee that will be evaluating your proposal.
4. **Get advice on effective persuasion and writing** from the Oregon State Writing Center or your college-specific career advisor. Proofread your application thoroughly and ask for outside input.
5. **Use strong visuals** and graphs to illustrate your points. Remember that reviewers have many proposals to read; make yours easy to navigate, succinct and powerful.
6. **Read up on the awarding agency's funding goals** so that you can align your proposal with their mission and top priorities. Look for areas of crossover between your passions and theirs.
7. **Prep strong recommenders** with top points about your work, your CV and how you've interacted with them in the past. Ensure they are positive advocates for you and give them plenty of time.
8. **Demonstrate who you are** as a person in your application essays. Funders not only want to know that you are a competent scholar but that you are making a difference in your community, the industry or your field. They are funding a person as much as a project. Keep in mind key questions, why should society care about what I do? What makes me unique? What drives me? How am I taking my science to the world?

Applying to Post-doctoral Positions

What is a Post-doc?

Many Ph.D. students take on post-doctoral positions as a transition in their career. It is a temporary period of time (typically one to five years) where you focus on mentored research and scholarly training. For some fields, it's an important and expected preparatory time that transitions you from student to professional. The majority of post-doc positions are in academia, but industry (e.g., biotech, pharmacy) and government post-docs also exist.

This is a time to publish, focus on your investigations in greater depth and to have more independence in managing projects and research funds. Ensure you select a position that excites you and points in the direction of your future career goals.

Key Competencies Developed in a Post-doc

1. Discipline-specific conceptual knowledge
2. Research skill development
3. Communication skills
4. Professionalism
5. Leadership and management skills
6. Responsible conduct of research

(Source: National Postdoctoral Association)

Tips When Considering a Post-doc

- **Take ownership of your career.** Define your professional and research goals and use this time as a springboard for the next step, not as a stall tactic. Remember, a post-doc doesn't guarantee a faculty position. According to Science Magazine, only 20 percent of post-docs lead to tenured positions.
- **Negotiate the terms of the position.** Before accepting a post-doc, negotiate for things like first-authored publications and teaching independent courses that will advance your CV.
- **Establish expectations for yourself and your PI on the length of the post-doc.** Postdocs offer faculty an inexpensive source of skilled labor, but this position is meant to be temporary. Staying in it too long (more than a few years) can limit your earning potential and hirability.
- **Study up on your PI/post-doc mentor.** Make sure that there is a track record of doctorate students and post-docs from their program being placed in careers. Find out if they are likely to be advocates for your success and involved on a day-to-day basis. Ways to do this include asking good questions in the interview and reaching out to other post-docs in the program for insight.

Places to Find Post-doc Positions

- Reach out to possible PIs/post-doc mentors directly via conferences, phone or email.
- Ask your current PI/Ph.D. mentor who in their network might be hiring.
- Use job boards like: **Postdocjobs.com**, **Higheredjobs.com** or **Jobs.chronicle.com**

Find more tips on applying and managing a post-doc through the National Postdoctoral Association (**nationalpostdoc.org**) and the academic job search section of this guide. Principles for applying to faculty positions are comparable to applying for post-docs.



Oregon State University
Career Development Center

A110 Kerr Administration Building
Corvallis, Oregon 97331
career.oregonstate.edu