



# Graduate Student Planning Guide

**Academic**



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## The Academic Job Search

**S**earching for and landing an academic job takes longer than a traditional job search. Ideally you begin planning for your academic career as soon you begin your doctoral program. At minimum, you need two years to get ready to go “on the market.” The exercises and information in this section of the Job Search Guide are designed (1) to help you focus your attention on the types of institutions to which you want to apply, (2) how to prepare your application materials and (3) how to prepare for the types of interviews you will experience. Before you begin your planning though, there are some things you need to know about getting an academic job.

**T**he first thing you need to be aware of is the academic job cycle. Typically the first job announcements will appear in the summer and fall a full academic year before the position starts. In other words, if you want a job that begins Fall 2010, you need to be “on the market” at least by Fall 2009. Most of the jobs for the following year will be filled by late winter or early spring of the year before, so most of the application deadlines are prior to December of the year before the job begins. In order to be successful in your job search, all of the materials you will need to submit (CV, cover letter, letters of recommendation, teaching statement, statement of research interests and perhaps a teaching portfolio) need to be completed well in advance of the start of the job cycle. Due to the tight job market and competition for jobs, you will need to go through several drafts of your written documents to produce the polished finished product that will help you get interviews.

**T**he second thing you need to know is the reality of the academic job market. Over the past 30 years full time tenure track jobs have been replaced by a combination of full time non-tenure track jobs, visiting lecturer and part-time adjunct positions. Currently more than half of the professorate is in some type of non-tenured position. Given the level of competition, it is **essential** that you do everything possible to increase your marketability while in graduate school (see the Ph.D. timeline and your advisor for more specific information on how to do that). It will also be to your advantage to research the market in your particular field. Some fields are more impacted than others and that will effect your success. In the especially impacted fields it isn't unusual for people to be “on the market” for up to 5 years. Many of those people take adjunct and visiting lecturer positions, when they can find them, while they continue their search for a tenure track position.

**I**n addition to completing the exercises in this Guide, it will be helpful for you to attend the workshops at the Career Center that are focused on the academic job market. It may also be helpful for you to schedule an appointment with the Graduate Student Career Consultant to get the specific help you need. Call (949) 824-6881 for an appointment and check out Zotlink on the Career Center website for a schedule of workshops and for more resources for graduate students.

[http://www.career.uci.edu/Graduate/graduate\\_index.aspx](http://www.career.uci.edu/Graduate/graduate_index.aspx)

## Academic Job-Related Priorities

### Suggested Directions:

- 1) Review list and rank by importance: Essential, Important, Neutral.
- 2) Note which are positive influences or advantages and which are negative influences or deterrents.

*Hint:* Those with significant others may want to do this exercise independently, then compare notes and discuss.

### **A) Institutional Type**

- Public
- Private:
  - religious
  - secular
  - not for profit
  - for profit
  - Ivy league
- Associates College (Community college)
- Doctoral Granting Universities
- Masters Colleges and Universities
- Baccalaureate Colleges
- Special Focus Institutions

RESOURCE: <http://www.carnegiefoundation.org/classifications/sub.asp?key=783>,  
for descriptions and listings of institutions

### Size:

- Very large (30,000-55,000)
- Large (15,000-30,000)
- Medium (5,000-15,000)
- Small (1,500-5,000)
- Very small (500-1,500)

### **B) Position Type**

#### Faculty

- Research priority
- Teaching priority
- Administrator
- Full-time
- Part-time (is almost always non-tenure track)
- Tenure track (usually Assistant Professor)
- Non-tenure track (assistant professor, visiting professor, lecturer, adjunct faculty, sabbatical replacement, contract position, post doc etc.)
- Interdisciplinary, joint-appointment, etc.

### **C) Duties/Responsibilities**

- Research and publishing
- Teaching load (undergraduate/graduate courses)
- Service (department, university/college)
- Advising, graduate (masters and/or PhD) and/or undergraduate
- Grant writing
- Managing a lab
- Other

#### **D) Student Body**

- Diversity: Geographical Origins, Socioeconomic (% receiving financial aid), Age, Ethnicity, Gender, Sexual Orientation, etc.
- Caliber of students
  - Undergraduate: high school class rank and/or GPA, SAT or ACT scores, percentage of applicants admitted, postgraduate career goals/outcomes, etc.
  - Graduate: undergraduate GPA, GRE scores, undergraduate institutions, percentage of
- Residential
- Commuting

#### **E) Location**

- Certain part of US
- Other countries
- Urban, suburban, rural
- Job opportunities for partner and/or commuter relationship
- Quality of education for children (current or planned)

#### **F) Special Characteristics of Institution or Department**

- Women's college, historically black college, technical college, etc.
- Specific religious affiliation
- Specific disciplinary orientation (ex: communicative method for teaching foreign language)
- Innovative/experimental curriculum
- Age of Institution (UC Merced – 1 year vs. UC Irvine - 40 years vs. Harvard - 350+ years)
- Prestige, reputation, ranking of department and/or institution
- Probability of tenure
- Salary minimum (consider cost of living)
- Family leave policy and impact of having children on tenure clock
- Partner hire policy
- Benefits
- Sabbatical policy
- Funding for lab, computer, travel, research, library, etc.
- Availability of mentor
- Availability of certain facilities, resources, etc.
- Availability of local colleagues
- Collegiality of department/Dept. culture
- Types and variety of courses offered
- Other?

#### **G) Other considerations**

- Work-life balance
- Pressure from department to produce original research
- Other?

# Researching the Academic Job Market

## Questions to Research

1. What is the hiring outlook? in general? in your discipline? in your field of research?
2. How broad is the market in your field?
3. How much competition is there?

## Resources for evaluating the market \* Best resources

\*Chronicle of Higher Education: [www.chronicle.com](http://www.chronicle.com)

\*Academic Professional Societies websites/reports

Find societies for your discipline: <http://scholarly-societies.org/>

\*Faculty (especially recent alumni from UCI or elsewhere and newly hired faculty)

Science only: [www.sciencecareers.org](http://www.sciencecareers.org)

Disciplinary Journals and Disciplinary Teaching Journals

Misc: National media stories, government reports, reports by major funding agencies and/or academic bodies

## Resources for locating jobs

### General

[www.academiccareers.com/](http://www.academiccareers.com/)

[www.phdjobs.com](http://www.phdjobs.com)

[www.jobs.phds.org/jobs](http://www.jobs.phds.org/jobs)

[www.apnjobs.com](http://www.apnjobs.com) (includes post-doc positions)

[ujobbank.com](http://ujobbank.com) (includes post-doc positions)

[www.academploy.com/](http://www.academploy.com/) (charges job-seekers a fee)

[www.adjunctnation.com/jobs/search/](http://www.adjunctnation.com/jobs/search/) (full and part-time temporary positions)

[www.nationjob.com/education/](http://www.nationjob.com/education/) (kindergarten through higher education positions)

HERC (Higher Education Recruitment Consortium)

Northern California: <http://www.norcalherc.org/>

Southern California: <http://www.socalherc.org/>

### U.K.

<http://www.thesjobs.co.uk/>

### Canada

<http://www.universitycareers.ca>

## Council for Christian Colleges and Universities

<http://www.cccu.org/>

## Post Docs Only

<http://Post-docs.com>

## More-specific ideas

- Check journals in your discipline that usually print job ads
- See if any your discipline's professional associations have a web site with a "jobs" section
- Look for an "employment" or "jobs" section on web sites of institutions in which you are interested

# WHAT YOUR CURRICULUM VITAE SHOULD INCLUDE

## I. Name

Address (street address and email address) Phone number with area code.

## II. Education

- A. Ph.D. school, location, date of degree or expected date of degree
  - Majors
  - Minors
  - Outside fields
- B. M.A. school, location date of degree
  - Major
  - Minor
- C. B.A. school, location date of graduation
- D. Specialized Training

## III. Dissertation

- A. Title and supervising professor
- B. Write a brief summary of the dissertation. Explain how your thesis makes a significant contribution to scholarship in the field. Write it for a non-specialist audience. Describe your research; how long it took and where you carried out your work (countries, cities, major archives, dates, etc.). State the progress of the dissertation to the present, and offer to send a copy of the dissertation or available chapters on request.

## IV. Fellowships, Honors, Grants

- A. Competitive or Special distinctions associated with passing M.A./PhD exams
- B. All fellowships, scholarships, grants-in aid, etc.
- C. Research grants
- D. Honorary Awards

## V. Professional Experience (including full-time teaching, editorial work, library work, paid research experience, etc.) List separately each professional position you have held in reverse chronological order, your most recent work experience is most relevant to your present skills. Start each job description with a one line summary which includes job title, employing institution, location and inclusive dates of employment. Indent and write a short description of what you did in the job.

- A. **Teaching Experience**--categorize by level of responsibility
  - 1. Instructor (responsible for the class) explain what you did i.e. wrote syllabus, exams, assignments etc.
  - 2. Teaching Assistant—brief paragraph of duties performed, then list of classes you TA'd for and # of times
  - 3. Teaching enrichment activities—workshops, classes etc. that focused on pedagogical development
  - 4. Teaching interests—courses you can teach and would like to teach
- B. **Research Experience**
  - 1. Research Assistant
  - 2. Research Associate
  - 3. Research Interests
- C. Other Related Work Experience

VI. **Research Products**-- The fruit of your research labor should be categorized according to importance (this many vary by discipline) First, list all publications you would be willing to show a search committee. Conference proceedings should be next since they are often non-refereed, followed by a section for conference papers. If you have work out for review or that is close to completion that you will send out, you can have a section titled works in progress. At the bottom of this section state that copies are available upon request. Do not include something you would not wish to show a search committee.

A. Publications

1. Invited book chapter
2. Published abstract

B. Works in Progress—only those that are out for review

VII. **Presentations**

A. Conference presentations-- Conference Proceedings, Conference Papers

B. Invited lectures

VIII. **Academic and Professional Service**

A. Institutional service—search committee, senate committee, graduate student representative

B. Professional Service--Any relevant on campus or professional organizations, especially leadership positions

C. Public service—volunteer work etc.

X. **Professional Affiliations**

**Other Categories**

XI. **Technical skills**—computers: hardware/software, Lab techniques and equipment. Certifications if applicable (conflict mediation)

XII. **Language competencies**

XIII. **Experience abroad**

XIV. **References** --Name, Title, Address, Phone, Email. Check with your department for your discipline's preference.

\*\*\* Note: Curriculum Vitae's are typically more than one page \*\*

**Teaching Institution**  
555 Palo Road  
Irvine, CA 92617

**Andrea Anteater**

(949) 555-5555  
[andreaanteater@uci.edu](mailto:andreaanteater@uci.edu)

## Education

**Ph.D.**, East Asian Languages and Literatures June 20XX  
University of California, Irvine  
Dissertation: "The Japanese Nuclear Imaginary: Representations of  
Post nuclear Apocalypse in Postwar Japanese Literature and Cinema"  
Areas of Specialization: Postwar literature and cinema, atomic bomb  
Literature and cinema, WWII in history and memory, women writers

**B.A.**, Creative Writing and East Asian Studies May 20XX  
University of Arizona, Magna Cum Laude with honors

Inter-University Center for Japanese Language Studies June 20XX-June 20XX  
Yokohama, Japan

**Teaching Experience**    **Teaching Assistant for Religious Studies**    September 20XX-present  
*University of California, Irvine*

Lead two discussion sections with 25 students in each section,  
grade students' weekly writing, quizzes, and exams, create questions  
for midterm and final exams.

**Instructor for Japanese Language**    June 20XX-June 20XX  
*University of California, Irvine*

Sole instructor for summer session course with approximately 25  
students. Created syllabus and curriculum, constructed quizzes and  
exams, assigned daily homework, graded homework, compositions and  
exams, led class and facilitated classroom activities.

**Teaching Assistant for First and  
Second Year Japanese Language**    September 20XX-June 20XX  
*University of California, Irvine*

Instructed two sections of Japanese language classes with 25 students in  
each class two to three times per week, graded weekly quizzes,  
homework, compositions, and the written part of the final exam.

**Teaching Assistant for East Asian**    September 20XX-June 20XX  
*University of California, Irvine*

A lower division survey course on East Asian literature and culture.  
Evaluated students' written work, quizzes, and exams, maintained  
attendance records, led review sessions, helped students with their  
questions and their written work outside of class.

**English Conversation Teacher**    October 20XX-June 20XX  
*Mitsubishi Pencil Factory, Yokohama, Japan*

Instructed an English conversation group two hours per week for  
approximately 5-6 students. Created a diverse array of activities aimed at  
improving students' English conversation skills and vocabulary.

**Assistant English Teacher** July 20XX-July 20XX

*Akita City Board of Education, Akita, Japan*

Assisted Japanese teachers of English in four junior high schools with over 1800 students total. Created unique lesson plans on American culture that incorporated language goals. Responsibilities included assisting Japanese teachers with lesson plans and classroom activities, evaluating students' written work, teaching students about American culture, interacting with students on a one-on-one basis, generating students' interest in the English language, tutoring a student for an English speech contest, facilitating City Hall's English conversation group, participating in visits with other Assistant English Teachers to elementary schools' English club activities.

**Future Classes to Be Taught** Summer 20XX

East Asian Cultural Studies: The Atomic Age,  
Designed course, reading material, and syllabus.

**Professional Experience** **ESL Tutor** *Yokohama, Japan* October 20XX-June 20XX  
*Yokohama, Japan*

Taught English conversation to one student on a weekly basis.

**Japanese Language Tutor** July 20XX-September 20XX

*Newport Beach, California*

Taught Japanese conversation to an adult student on a weekly basis.

**ESL Tutor** January 20XX-September 20XX

*Tucson, Arizona*

Taught English conversation to an adult student on a weekly basis.

**ESL Tutor Volunteer** September 20XX-December 20XX

*Literary Volunteers of Tucson, Arizona*

Taught English grammar and conversation to an adult student on a weekly basis.

**ESL Tutor** October 20XX-July 20XX

*Akita, Japan*

Taught English conversation to three adult students on a weekly basis.

## **Fellowships**

**Toshiba Scholarship**, Department of East Asian Languages and Literatures, University of California, Irvine, 20XX. Merit based scholarship given at the discretion of the department.

**Humanities Graduate Essay Award**, University of California, Irvine, June 20XX. Given to one student per department per year.

**Regent's Fellowship**, University of California, Irvine, 20XX-20XX. Given to one incoming graduate student.

**Awards and Honors** **Teaching Assistant of the Year for Japanese Language,**  
 Department of East Asian Languages and Literatures, University of California, Irvine, 20XX

**Nominee for Humanities Teaching Assistant of the Year,** University of California, Irvine, 20XX

**Member of Phi Beta Kappa Honor Society** since 20XX.

**Conference Presentation** “Of Brutality and Betrayal: Youthful Fiction and the Legacy of World War II.” Presented to the 2006 Rocky Mountain Modern Language Association Annual Conference. October 20XX.

**Publication** “Of Brutality and Betrayal: Youthful Fiction and the Legacy of World War II.” In *Imag[in]ing the War in Japan: Aesthetic Confrontations with the Past*. Forthcoming Spring 20XX.

**Professional Membership** Association of Asian Studies

**Service** **Residents Council, Secretary/Treasurer,** July 20XX-present  
 University of California, Irvine, Graduate Housing

**Pedagogical Courses/Workshops** **Leading Effective Discussions** Winter 20XX

**Pedagogy for Teaching Japanese** Spring 20XX  
 Graduate course designed to instruct students in the effective teaching of Japanese language. Studied theoretical materials and trained in practical teaching applications.

**Languages** Fluent in Japanese, Literate in Spanish

**References** **James Osaka**, Japanese Language Program Coordinator  
 Department of East Asian Languages and Literatures  
 University of California, Irvine  
 443 Humanities Instructional Building  
 Irvine, CA 92697

**Suki Ohm**, Japanese Lecturer  
 Department of East Asian Languages and Literatures  
 University of California, Irvine  
 443 Humanities Instructional Building  
 Irvine, CA 92697

**Susan Smith**, Chair  
 Department of East Asian Languages and Literatures  
 University of California, Irvine  
 443 Humanities Instructional Building  
 Irvine, CA 92697

## Teaching and Research Institution

### CHRISTINE GRANT

[cgrant@uci.edu](mailto:cgrant@uci.edu)

#### University Address

Department of Criminology, Law and Society  
School of Social Ecology  
University of California  
Irvine, CA 92697

#### Home/Mailing Address

2345 Via Cabo  
Yorba Linda, CA 92432  
Phone: (714) 555-5555  
Fax: (949) 545-3555

## Education

Ph.D., Criminology, Law and Society *University of California, Irvine*, June 20XX  
Dissertation

*Title:* From Inception to Implementation: How the Substance Abuse and Crime Prevention Act has affected the case processing and sentencing of drug Offenders in one California county.

*Committee:* E. P. Jones (Chair), C. R. Smith, S. F. Turner, F. E. Block

#### Areas of Interest

Sentencing and Corrections, Policy, Juvenile Delinquency, Risk/Protective Factors, Research Methods

C.C.I.A. (Certified Crime & Intelligence Analyst)

May 20XX

*University of California, Riverside*

M.Phil., Criminology; Fitzwilliam College

May 20XX

*Cambridge University, England*

Thesis: "Community Policing: Is Santa Ana's acclaimed COP program still a success?"

B.A., Social Ecology with Honors

June 20XX

B.A., Economics

*University of California, Irvine*

Honors Thesis: "The Role of Economics in the Evolution of Criminological Theories."

Exchange Student at *Lancaster University, England*, August 20XX-May 20XX

Independent Research: "What Influences Magistrates' decisions as to the sentences they invoke? A Comparison of 3 Magistrates' Courts in the Northwest of England."

## Honors and Awards

CLS Graduate Student Fellowship, Department of Criminology, Law and Society, University of California, Irvine, 20XX, \$8,159

Outstanding Graduate Student Mentor Award, School of Social Ecology, University of California, Irvine, 20XX, 20XX, 20XX

Awarded Sheriff's Star from Riverside County Sheriff's Dept. for Outstanding Service, 20XX

Member of the nation's first Crime Analysis Response Team, 20XX

## **Grants and Fellowships**

Graduate Summer Research Fellowship, Department of Criminology, Law and Society, University of California, Irvine, 20XX (\$1,000), 20XX (\$2,200), 20XX (\$3,000), 20XX (\$2,000)

Graduate Travel Fellowship, Department of Criminology, Law and Society, University of California, Irvine, 20XX (\$70), 20XX (\$300)

Research Travel Fellowship, Fitzwilliam College, Cambridge University, 20XX (500£)

## **Teaching Experience**

University of California, Irvine,

Summer 20XX

### Instructor

Introduction to Criminology, Law and Society

Taught students class material during lectures; created course syllabus and selected course materials including text book, supplemental readings and videos; designed lectures, assignments, exams and website; maintained website and email distribution list; and held office hours.

### Teaching Assistant

September 20XX to present

#### *Courses:*

Graduate Research Methods

Undergraduate Research Methods (3x)

Statistics

Juvenile Delinquency

Criminal Justice System Capacity

Deviance

Criminal Law

Law and Inequality

Introduction to Criminology, Law & Society (3x)

Taught students class material in discussion sections and office hours; created course websites and maintained email distribution lists; created and graded exams and papers; gave students constructive feedback on papers and exams.

## **Other Experience**

Riverside County Sheriff's Department, CA

July 20XX to May 20XX

### Crime Analyst

Identified, monitored, analyzed patterns of criminal activity; created crime forecasts and profiles of suspects; assisted patrol and investigations in all analytic capacities, including: the identification of suspects, property; and processing and organizing of information in complex cases; identified, requested special prosecution of, and tracked Career Criminals; produced analytical statistical reports on a regular basis including annual reports; helped organize & provided analytical support for several multi-agency offender "sweeps."

Irvine Police Department, CA  
Public Safety Dispatcher

June 20XX to October 20XX

Answered, entered and dispatched emergency and non-emergency calls for service; monitored 9 radio channels simultaneously; organized responses with other public service agencies; retrieved and entered information into local, state and federal data banks; responsible for officer and citizen safety.

Los Angeles County Probation Department, Long Beach, CA June 20XX- May 20XX  
Intern Probation Officer

Supervised caseload of 25 juvenile offenders; verified school and work attendance and conditions of probation; wrote court reports and solved disputes

### **Presentations and Invited Lectures**

“From Inception to Implementation: How the Substance Abuse and Crime Prevention Act has affected the case processing and sentencing of drug offenders in one California county.” Invited presentation at Department of Criminology, Law and Society Research Colloquium, University of California, Irvine, November 28, 20XX.

“Feminist Jurisprudence” Invited guest lecture: Law and Inequality class (100 students), School of Social Ecology, University of California, Irvine November 15, 20XX

“Parenting to Prevent Delinquency.” Presented by invitation to Faith Community Church Mothers of Pre Schoolers Group, Yorba Linda, CA, October 11, 20XX.

“Parenting to Prevent Delinquency.” Presented by invitation to Cornerstone Church Mothers of Pre Schoolers Group 1, Corona, CA, September 12, 20XX.

“Parenting to Prevent Delinquency.” Presented by invitation to Cornerstone Church Mothers of Pre Schoolers Group 2, Corona, CA, September 12, 20XX.

“How has SACPA affected the sentencing of drug offenders in California?” Invited presentation at Department of Criminology, Law and Society Research Colloquium, University of California, Irvine, April 25, 20XX.

“The Existence of Evidence-based Parent Training Programs in Orange County, CA.” Invited guest lecture: Introduction to Research Methods Class (225 students), School of Social Ecology, University of California, Irvine. December, 20XX.

“The Existence of Evidence-based Parent Training Programs in Orange County, CA.” Presented at the 20XX Western Society of Criminology Annual Conference, Long Beach, CA, February, 20XX.

“Parenting to Prevent Delinquency.” Presented by invitation to Canyon Hills Friends Church Mothers of Pre Schoolers Group, Yorba Linda, CA, April 4, 20XX.

### **University Service**

Member of Faculty Recruitment Search Committee, Department of Criminology, Law and Society, University of California, Irvine, 20XX-20XX

Processed all Faculty and Teaching Assistant Evaluations and New Student Surveys for the School of Social Ecology, University of California, Irvine, 20XX-20XX, Spring Quarter 20XX, 20XX-20XX

### **Professional Activities and Memberships**

American Society of Criminologists (ASC), 20XX-Present  
Association for Criminal Justice Research (ACJR), 20XX – Present  
Western Society of Criminologists (WSC), 20XX- Present  
Inland Empire Crime and Intelligence Analysts Association, 20XX – 20XX  
Treasurer, 20XX – 20XX  
Conference Co-Organizer, 20XX – 20XX  
California Crime and Intelligence Analysts Association, 20XX – 20XX

### **Significant Volunteer Positions**

Canyon Hills Friends Church ~ Mothers of Pre Schoolers (MOPS)\* Group, 20XX-20XX  
Curriculum Coordinator, 20XX – 20XX  
MOPPETS Worker Coordinator, 20XX – 20XX  
Co- Coordinator, 20XX – 20XX  
Publicity Coordinator, 20XX – 20XX  
Canyon Hills Friends Church ~ Youth Ministry  
Jr. High School Counselor, 20XX – 20XX

Winners On Wheels\*\*

Irvine Chapter Founder & Leader, 20XX to 20XX

\* MOPS is an international, non-profit organization dedicated to mothers of preschoolers, I serve 75 women in my group.

\*\* Winners on Wheels is a national, non-profit organization dedicated to children who use wheelchairs. It is similar to boy scouts and girl scouts, but specifically designed for the needs of wheelchair-using children.

### **References**

James Kirk, P.D.  
Professor  
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Ron Jenks, Ph.D.  
Dean, School of Social Ecology  
Department of Criminology, Law and Society  
University of California, Irvine  
Irvine, CA 92697  
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Department of Criminology, Law and Society  
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**Research Institution**

605 Verano Place  
Irvine, CA 92617  
amotaval@uci.edu

**Arnika Said**

Cell phone: (949)555-1234  
<http://gram.eng.uci.edu/~amotaval>

**Education**

**Ph.D.**, Mechanical and Aerospace Engineering,  
**University of California Irvine**, CA

May 20XX

Dissertation title: "Particles interaction and deformation in viscous and viscoelastic fluids"

Advisor: Professor R Smith

Committee members: Professor D. D. Jones, Professor W Sano, Professor Said Bashi,

Abstract:

"The motion of solid particles in fluids plays an important role in sedimentation, crystal growth, filtration, suspension rheology, microfluidic devices and several other natural and industrial applications. To accurately predict the behavior of particle-laden flows, fundamental knowledge of the mechanisms of single-particle collision is required. In order to elucidate the basic physics of the particles' interaction and collision processes, a Distributed-Lagrange-Multiplier-Based computational method for colliding particles in a solid-fluid system is developed. The Navier-Stokes equations are solved directly and no model is used for solid phase. The collision between particles is simulated by taking into account the effect of particles roughness and the Stokes number. This collision strategy is extended for systems of multi-particle and general shape objects in a viscous fluid. In addition the effect of particles interaction and collision on the droplet breakup in a particulate shear flow is studied. Moreover, particle-wall collision in viscoelastic fluids is experimentally and theoretically investigated. The effect of Stokes and Weissenberg numbers on the rebound velocity when a spherical particle collides onto a wall is considered. I have also studied properties of aggregation, self-assembly and chaining of small particles in flows of polymer solutions. I have done theoretical analyses of particles interaction in a second-order fluid which suggest that the chaining of the particles in viscoelastic liquids is local and based on three pillars; the first is a viscoelastic "pressure" generated by normal stresses due to shear. Secondly, the total time derivative of the pressure is an important factor in the forces applied to moving particles. The third is due to the change in the sign of the normal stress which we compute in the second-order order fluid and it is a purely extensional effect unrelated to shearing."

**M.S.**, Mechanical and Aerospace Engineering, June 20XX  
**University of California Irvine**, CA

**B.S.**, Mechanical Engineering, June 20XX  
**Sharif University of Technology**, Iran

Thesis title: "Dynamic Simulation and Fuzzy Control of a One-Legged Jumping Robot"  
Advisor: Professor Aria Alasti

## Research Experience

### • Research Assistant

September 20XX-present

*University of California, Irvine, Professor Smith*

In addition to what explained in the dissertation abstract, I have investigated the limits of particle properties, liquid rheological parameters, and flow field for which particles aggregate in viscoelastic fluids. The basic assumption of particle image velocimetry (PIV) is that small particles seeded in fluid will not interact in flow. My research determines the conditions under which small particles track the flow and can be used for PIV. As a part of my research, I have studied applications of the properties of migration, aggregation and chaining of small particles in flows of polymer solutions in oil industry such as underbalanced drilling. Moreover, I have carried out the theoretical analysis of dilute particulate flow. Using the method of reflections in Laplace space, the equation of motion for two particles moving in a Stokes flow is explicitly derived.

### • Design Project

October 20XX-March 20XX

*University of California, Irvine*

Design of a CubeSat as part of inter-disciplinary team, Member of thermal control subsystem to maintain the spacecraft's temperature within the requirements of all operating subsystems, Team awarded a certificate in recognition of **excellence in design**.

### • Research Assistant

September 20XX-June 20XX

*Sharif University of Technology, Iran, Professor Alasti*

Dynamic modeling of a one-legged jumping robot with SIMULINK and control of stability and position and also design of an anti-slip controller

### • Design Engineer (Intern)

November 20XX-June 20XX

*Young Scholars Club, Tehran, Iran*

Design and implementation of a 6-wheel rescue robot as part of an inter-disciplinary team. Design and optimization of a four bar mechanism for stair climbing robot. Leader of a group of 13 students for two months.

### Design Engineer (Intern)

October 20XX-September 20XX

*Iran Khodro Co., Tehran, Iran*

Design and Manufacturing of an Industrial Auto Dynamic Simulator

## Research Interests

The main objective of my research is to understand some of the fundamental properties of multiphase flows of Newtonian and non-Newtonian fluids to be used in biomedical devices, biomimetic applications, alternative energy, and environmental remediation. My current research includes particle-droplet interactions, screening effects in viscoelastic liquids, particle-wall collision, and fluid-fluid interfaces (instability of thin liquid sheets).

## Publications

### • Book chapters

Motion of a sphere normal to a wall in second-order fluid (**A. Said** R. Smith, D.D. Jones) *Potential Flows of Viscous and Viscoelastic Fluids*. D.D. Jones, T. Funada, J. Wang, Cambridge University Press, Chapter 20.15, 20XX

#### • Refereed Journal Publications

- A.Said**, D.D. Jones, "*Instability of stationary liquid sheets*," under review, 20XX.  
S. Dabi, **A.Said**, W.A. Sano, D.D. Jones, "*Temporal instability of liquid sheets moving through quiescent gas*," under review, 20XX.  
**A.Said**, D.D. Joseph, D. Dunn-Rankin, R.H. Rangel, "*Particle-wall interaction in a viscoelastic fluid*," under review, 20XX.  
**A.Said**, S. Dabi, R.Smith, "*Collision of multi-particle and general shape objects in a viscous fluid*," Journal of Computational Physics., under second revision, 20XX.  
**A.Said**, R.Smith, D.D. Jones, "*Two spheres in a free stream of a second-order fluid*," Physics of Fluids, In press, 20XX.  
**A.Said**, R.Smith, "*Numerical investigation of particle-particle and particle-wall collisions in a viscous fluid*," Journal of Fluid Mechanics, Volume 596, 437-466, 200XX.  
**A.M. Ardekani**, R.Smith, D.D. Jones, "*Motion of a sphere normal to a wall in second-order fluid*" Journal of Fluid Mechanics, Volume 587, 163-172, 20XX.  
**A.Said**, R.Smith, "*Unsteady motion of two solid spheres in Stokes flow*," Physics of Fluids, Volume 18, Issue 10, 20XX.

#### • Archival Conference Papers

- A.Said**, R.Smith, J. Gaman, D. Dunn-Ranks, D.D. Jones "*Particle-wall interaction in a viscoelastic fluid*," XVth International Congress on Rheology, August 3-8, 20XX, Monterey, CA.  
**A.Said**, S. Dabi, R.Smith, "*A distributed Lagrange multiplier method for the simulation of particulate flow using Finite Volume approach*," 45th AIAA Aerospace Sciences Meeting, January 8-11, 20XX, Reno, NV.

#### • Conference Presentations

- A.Said**, D.D. Jones, D. Dunn-Ranks, R. Smith, "*Particle-wall interaction in a viscoelastic fluid*," Southern California Symposium on Flow Physics, April 12, 20XX.  
**A.Said**, R.Smith, D.D. Jones, "*Particle-particle and particle-wall interactions in a second-order fluid*," 60th Annual Meeting of the Division of Fluid Dynamics, November 18-20, 20XX, Salt Lake City, Utah.  
**A.Said**, R.Smith, D.D. Jones "*Particle-particle and particle-wall interaction in Newtonian and Viscoelastic fluids*," Pan-American Advanced Studies Institute on Interfacial Fluid Dynamics: From Theory to Applications, Mar del Plata, August 6-17, 20XX.  
**A.Said**, R.Smith, "*A computational method for particulate flow with collisions*," Southern California Symposium on Flow Physics, April 7, 20XX.  
**A.Said**, R. Smith, "*Distributed-Lagrange-multiplier-based method for particulate flow with collisions*," 59th Annual Meeting of the Division of Fluid Dynamics, November 19-21, 20XX, Tampa Bay, FL.  
**A.Said**, R.Smith, "*Unsteady motion of two solid spheres in Stokes flow*," APS California Section Meeting, October 27-28, 20XX, Long Beach, CA.  
**A.M. Ardekani**, H. Mirzaalian, K.Jabbari, "*Luminous rings*," National Student Physics Conference of IRAN, 20XX.

### • Other Publications

Solved problems and examples, S.N. Atluri, "*Method of Computer Modeling in Engineering & the science*," ISBN: 0-9657001-9-4, 560 pages, Tech Science Press, 20XX.

Technical editor, M.R. Alam, "*Dynamical Systems Simulation with ADAMS*," ISBN: 964-93340-2-5, 210 Pages, YSC Publisher, Tehran, 20XX.

### • Invited Lectures

Zonta Club of Long Beach, Particle interaction and collision in viscous fluids, January 26, 2008.

UCI, Computational method for particulate flow with collisions, January 17, 2007.

### • Grant writing experiences

Authored a grant proposal submitted to American Chemical Society Petroleum Research Fund entitled "**Particle motions through perforations with applications to underbalanced drilling**" PI: R.Smith, Co-PI: D.D. Jones, \$80,000, 20XX

Authored a grant proposal Funded by NSF entitled "**Self-assembly and chaining of particles in viscoelastic liquids: Fundamentals and application**" PI: R. Smith, Co-PI: D.D. Jones and D. Dunn-Ranks, \$300,000, 20XX

UCI and SOR travel grants

### Teaching Experiences

• **Instructor** (teaching associate), University of California Irvine Summer 20XX

#### • Thermodynamic

Fully responsible for course development and all aspects of instruction

• **Teaching Assistant**, University of California Irvine 20XX-20XX

Developed course materials for discussion and review sessions, delivered discussion sessions, developed grading protocol, graded homework and examinations, held office hours.

• **Fluids and Thermal Lab** (1 quarter)

• **Dynamics** (2 quarters)

• **Teaching Assistant**, Sharif University of Technology 20XX-20XX

• **Automatic Control** (2 semesters)

• **Laboratory instructor**, Iranian Scientific Committee of Physics Olympiad, Iran 20XX-20XX

Taught qualified members of National Physics Olympiad (high school students), design and preparation of laboratory experiments and revision of laboratory manual and experiments, graded lab reports and examinations, designed examinations.

• **Organizer and lecturer**, Iranian Scientific Committee of Physics Olympiad, Iran 20XX-20XX

Organized and lectured at 10 workshops on physics for high school students in different cities of Iran

### Awards and Honors

• First-ranked nominee of the Henry Samueli School of Engineering for the Graduate Dean's Dissertation Fellowship, 20XX

• Zonta International Amelia Earhart fellowship, 20XX

• Participant scholarship, Pan American Advanced Study Institute on "Interfacial Fluid Dynamics", Mar del Plata, Argentina, August, 20XX

• Society of Women Engineers Orange County Section fellowship, 20XX

- Zonta International Amelia Earhart fellowship, 20XX
- UCI fellowship, Mechanical and Aerospace Engineering Department, 20XX-20XX
- **1st Place** and also winner of the **Technical Innovation Award** at 16th AAAI robotic competition and exhibition held by *American Association of Artificial Intelligence*, Edmonton, Canada, 20XX
- Honored and presented award by Iran's President, Mr. Khatami as an outstanding female in the Women Festival, 20XX
- Received **Presidential Award** as a member of *National Physics Olympiad*, Iran, 20XX
- Ranked **1st** and winner of the **Gold medal** in 12th *National Physics Olympiad* (One of Seven selected among 40,000 students), Iran, 20XX
- Ranked **3rd** in Dept. of Mechanical Engineering, Sharif University of Technology, 20XX
- Ranked **17th** in the National University Entrance Exam for M.S. degree, among 50,000 participants, 20XX

### Service

- Co-founder of *Bonyan Danesh Pajouhan*, a non-profit student foundation for applied Research in science and engineering, Iran, founded in 20XX
- Giving lectures in three high schools to motivate student toward higher education, Iran, 20XX- 20XX

### Honorary and Professional Organizations

- Member of Sigma Gamma Tau Aerospace Honor Society
- Member of Golden Key International Honor Society
- Member of the Scientific Committee of Physics Olympiad (Selected through series of national wide examinations, each year 7 students are selected among 40,000) , Iran
- Member of National Organization for Development of Exceptional Talent (Society for graduates of top high schools), Iran
- Student Member of American Physical Society (APS).
- Student Member of Society of Rheology.
- Student Member of American Institute of Aeronautics and Astronautics (AIAA).
- Student Member of American Society of Mechanical Engineers (ASME).

### References

Professor R. Smith  
 555 Engineering Gateway  
 University of California Irvine  
 Irvine, CA 92697-3975  
 (949)824-5555  
[rsmithl@uci.edu](mailto:rsmithl@uci.edu)

Professor W. Sano  
 554 Engineering Gateway  
 University of California Irvine  
 Irvine, CA 92697-3975  
 (949)824-4444  
[sano@uci.edu](mailto:sano@uci.edu)

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 556 Engineering Gateway  
 University of California Irvine  
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 (949)824-3333  
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Professor D. D. Jones  
 107 Akerman Hall  
 999 Union Street SE  
 Minneapolis, MN 55555  
 (949)555-6666  
[jones@aem.umn.edu](mailto:jones@aem.umn.edu)

**Teaching Institution**      **PETER PAINTER**

Street address  
City, State, Zip

Phone number  
email

**Education**

New York University, Steinhart School      June 20XX  
**MFA** Studio Art, Painting (List of artists he worked with)

Maine College of Art, Portland ME      June 20XX  
**BFA** Painting (List of artists he worked with)

**Selected Solo Exhibitions**

The Casements, Ormond Beach FL      20XX  
Art Vivant gallery, Charlotte, NC      20XX  
Jay County Arts Council, Portland IN      20XX  
Richart Gallery, New York, NY      20XX  
John Jay College Gallery, New York, NY      20XX  
Complete list available on request

**Selected Group Exhibitions**

“Clinton AKA Hell’s Kitchen Gallery 49, New York, NY      20XX  
“Abstraction Index” Condeso-Lawyer Gallery, New York, NY      20XX  
Complete list available on request

**Selection of Public Collections**

Metropolitan Museum of Art  
Reader’s Digest Corporation  
Alberta College of Art and Design  
Complete list available on request

**Teaching Experience**

Hunter College, New York, NY      September 20XX-Present  
**Adjunct Professor**  
Color as Communication  
Beginning Painting  
Painting from Life  
Seminar in Portraiture

State University of New York, Westchester, NY      September 20XX-Present  
**Adjunct Professor**  
Introductory Painting  
Intermediate Painting  
Abstract Painting  
Elements of Design

Maine College of Art  
**Teaching Assistant**  
Figure Drawing

September 20XX-Present

**Publications**

*Color Mixing: The 12-Hue Method*, Rockport Publishers. Due out June 20XX  
Monthly column in *American Artist* magazine on methods and materials  
More than 10 published articles for magazines, journals and book chapters (complete list available on request)

**Papers Presented**

*“Constructs of Color Evidence: The Psychological Ordering of Color Relationships in the Teaching of Color Theory”* Association Internationale de la Couleur, Goteborg, Sweden 20XX  
*“A Dystopia of Color Education in a Utopia of Color Experience,”* College of Art Association, Toronto, 20XX

**Visiting Artist Residencies**

Alberta College of Art and Design, Calgary, Alberta, invited by name March-July 20XX  
Glen Oaks Community College, Buffalo, NY May-December 20XX

**Awards**

E.D. Foundation Grant, 20XX  
Manhattan Graphics Center Grant, NY 20XX

**Membership**

College Art Association

## Writing a Strong Cover Letter

Your goal in writing this letter is to clearly explain how you fit with the department and institution. You do this by taking a good self inventory and knowing your strengths and weaknesses and researching the schools. You must be honest about your background and your goals.

When applying to research oriented schools discuss your research program to date. Explain how your dissertation makes a contribution to the field and describe your future research agenda. How does your research add to and advance the current research focus of the department? You will also want to mention your commitment to teaching. How will you attract graduate students and how will you relate to the undergraduates. Talk about mentoring graduate students.

When applying to teaching oriented schools stress the teaching, but don't forget the research. Explain your commitment to teaching and your teaching experience. Find out about the student population and how you might adapt to meet their needs. Tell them which of the classes they offer you can teach and which ones you'd like to develop. Talk about mentoring undergraduates. Talk about how your research informs your teaching.

For any institution, research the members of the department and discuss how your work builds on and/or compliments theirs. Explain how your background and skills make you the right person for this position. Talk about the mission of the university and how you will advance that mission. Don't just focus on the past, but explain how you see your future at this institution.

Be clear and persuasive without sounding arrogant. Show interest in the school and the faculty without sounding obsequious. Speak in the voice of a potential colleague, not a graduate student. Describe yourself honestly and stress the fit for both you and the institution. Don't try to be the candidate you think they want, be the candidate they can't live without.

Finally, watch the jargon, get to the point and PROOFREAD.

### Basic Cover Letter Format

#### First Paragraph

1. State the specific position being applied for
2. How did you learn about the position? Have you spoken with any department members about this position?
3. What is your current position?
4. If ABD, what is your completion date for the Ph.D.?
5. Why are you a good candidate for this position? What skills, background and experience do you bring to the position?

### Middle Paragraphs

6. Present specific evidence to support your preliminary assertion, highlighting how your experience, achievements, and/or qualifications meet the needs of the position description, department and/or institution?
7. Explain your interest in the institution type?
8. Discuss your knowledge of and interest in some of the specific characteristics of the institution, department and/or students?
9. Highlight both your research and teaching experience in an appropriate order for the institution type?
10. Present any connections between your teaching and research from the past and/or plans for future crossover?
11. If your profile differs from the job description, be sure to address that issue?

### Final Paragraph

12. Offer to provide additional material or information or give a URL for a professional web page/portfolio (if you have one)?
13. Indicate the best way to reach you?
14. Indicate what is enclosed with the letter?
15. Indicate your availability for and/or interest in an interview?
16. Thank the readers for their consideration?

### Structure and Details

17. Appropriately address the salutation?
18. Organize the letter well?
19. Check for any spelling or grammar errors?
20. Keep the letter to 1-2 pages, with appropriate font type and size?
21. Include all contact information in the letter?
22. Make sure your tone is professional and confident, but not arrogant.

# Sample Cover Letters

## For a tenure track position at a research institution

November 10, 20XX

Name

Address

Dear Professor

I am responding to your advertisement for a faculty position in the Mechanical Engineering Department at ... University. I'm currently a PhD candidate in Mechanical and Aerospace Engineering (MAE) at University of California Irvine. My dissertation focuses on analytical, numerical and experimental studies of Multiphase flows of Newtonian and non-Newtonian fluids. My thesis advisor is Professor R Smith. The main objective of my research is to understand some of the fundamental properties of multiphase flows of Newtonian and non-Newtonian fluids to be used in biomedical devices, biomimetic applications, alternative energy, and environmental remediation.

I am particularly interested in a faculty position in a department which values research and scholarship in addition to teaching. I am looking for a research opportunity which would allow me to continue my work in multiphase fluid dynamics. At UCI I have accomplished original research in pursuit of my degree, as well as collaboration with Professor D Jones, Professor W Sano, and Professor D. Dunn-Ranks. The research I conducted during the PhD program, led in a new directions, the department has developed an expertise in non-Newtonian fluid mechanics, particularly viscoelastic fluids due to my research program. My strength as a researcher is to initiate new areas of research when I will continue in future projects.

During my PhD program, I have developed expertise in the field of numerical and experimental fluid dynamics, non-Newtonian fluid dynamics, and multiphase flow. These include: finite volume method, distributed Lagrange multiplier method, particle image velocimetry, thin film instability, reflection method, second-order fluid. In future, I plan to extend these areas in addition to using these skills to develop biomedical devices and solve problems of alternative energy, and environmental remediation.

I wrote two successful research proposals; one was funded by NSF and the other one by Petroleum Research Fund. I have also won several external fellowships such as Amelia Earhart, Society of Woman Engineers. In addition, I was selected as the first-ranked nominee of the Henry Samueli School of Engineering for the Graduate Dean's Dissertation Fellowship. These experiences demonstrate my ability to fund my research projects.

During my doctoral studies, I trained undergraduate researchers and helped new graduate students start on their respective projects and move forward training the new "wave" of engineering scholars.

I have discovered that my scholarship is strengthened by my teaching. In addition to being a teaching assistant in several courses at MAE Department, I taught a thermodynamics course to undergraduate students, having full responsibility for the course development and all aspects of instruction. Anonymous evaluations by my

students have been consistently enthusiastic, stressing my knowledge of the material, accessibility, and effectiveness in teaching.

I expect to finish my degree in May 20XX. Attached please find my CV including a list of publications and a list of references, research statement and statement of teaching philosophy. Thank you for your consideration. I look forward to meeting with you in the near future.

Sincerely yours,  
Arnika Said  
Ph.D. candidate  
Department of Mechanical and Aerospace Engineering,  
University of California Irvine  
[asaidl@uci.edu](mailto:asaidl@uci.edu) (949)555-1234

## **For tenure track position at a teaching institution**

Chair, German Global Studies Search Committee  
Department of Linguistics & Languages  
A-614 Wells Hall  
Michigan State University  
East Lansing, MI, 48824-1027.

October 18, 20XX

Dear Members of the Search Committee:

I am writing in response to your notice in the October *MLA Job Information List* for the position of Assistant Professor of German. Because of my extensive coursework and specialization in contemporary German literature and culture, my interest in interdisciplinary, cultural, and global studies, and my commitment to and success in teaching, I am convinced that I am an excellent candidate for the position you describe.

With the support of a Regent's Dissertation fellowship, I am currently finishing my dissertation at the University of California, Irvine. My dissertation deals with both the exile experience of German-Jewish emigrants during the National Socialist Period and the contemporary German "Afrikaroman." Using conceptualizations of exile, home, and hybridity in the writings of Edward Said, Homi Bhabha and Salman Rushdie, I analyze the ways in which Stefanie Zweig, author of *Nirgendwo in Afrika*, problematizes home and exile in her fictional and autobiographical texts. Moreover, my dissertation analyzes narrative strategies, tropes and metaphors of (post-)colonial writing in German, African and British literature, and examines Germany's Africa-discourse from literary, historical, political and psychoanalytical perspectives. My work is based on cultural, colonial- and postcolonial theory and closely linked to discourses on transculturalism, transnationalism, migration, acculturation and diaspora, which makes me a good match for your program's needs. I have turned in the first part of my dissertation examining the "Afrikaroman," that is, three of six chapters, to my dissertation chair, Dr. Hart, and am presently working on the second part examining German-Jewish exile in Kenya. Since I have already presented sections of this part at my doctoral colloquium and at the GSA conference, I anticipate filing my dissertation in the Spring quarter, graduating in June 20XX.

One of the reasons why I am excited about the opening at MSU is that I am deeply committed to the kind of educational experience that your institution provides for its students. It is very important for me to work in an institutional context that values student-centered learning and that fosters a commitment to teaching among the faculty. I particularly value the equal dedication to teaching, research and outreach that your department describes in its mission statement. Having received an M.A. degree in German Studies from the University of Arizona with its strong outreach program, I came to value programs with an inclusive character that integrate the study of language, literature and culture. I am particularly impressed by your department's various extracurricular activities such as the German film nights and the Kaffeestunde, and also by its outreach program to high schools. They all show how committed the department is in its attempts to create a sense of place and help students develop a small community within the large whole. All these factors reconfirm me in my wish to join you as a member of your academic community.

I am also excited about the opportunity to contribute to the development of an undergraduate major in Global Studies in the Arts and Humanities. As the enclosed statement of teaching and research interests shows, my teaching and research interests are varied and I am well prepared to develop not only courses on Germany's multicultural society, but also on global phenomena such as exile, migration, diaspora and cultural hybridity. In order to support my application, I will gladly provide course descriptions for two classes on exile/migration and on German colonialism that I designed.

As you can see from my vitae, my graduate education reflects my dedication to both teaching and research. As a teaching assistant and as instructor of my own courses at Westminster College, the University of Arizona, the Sommerschule at Middlebury College, the University of California, Irvine, the Deutsche Sommerschule am Pazifik, as Pedagogical Fellow at the University of California, Irvine and finally as Goethe Institute Trainer, I have been afforded a great deal of experience with a wide range of courses, including first to third-year German language courses, interdisciplinary German literature courses which were cross-listed in Film Studies and in History, intensive training workshops for new Teaching Assistants, and Teacher Trainer Seminars for high school teachers of German. Besides receiving the Best Article of the Year Award for an article on a collaborative project on Global Simulation in the Intermediate German Classroom in the *Unterrichtspraxis*, I have received awards for the teaching I have done as an instructor and as a teaching assistant and for the quality of research and writing I have done as a graduate student. A more detailed description of the awards as well as of my teaching interests, experiences, and philosophy are included in the statement of teaching and research interests.

As an active member of the academic communities at the University of Arizona and the University of California, Irvine, I have shown my commitment to the students and the community through my involvement in teaching-related service and community outreach. I have served as a Pedagogical Fellow and as Graduate Representative, and I assisted in the organization of the German Studies Department contribution to the Southern Arizona Language Fair. Recently I received the Debbie Davis Award from the Graduate Student Association at UCI for outstanding graduate student advocacy and leadership.

Your descriptions of the requirements and tasks of the position in your department and the new Global Studies Program, and my own experiences and skills seem to be a perfect match. I would be excited to join such an exquisite and innovative program such as yours.

My curriculum vitae and a statement of research and teaching interests are enclosed. Letters of recommendation will follow under separate cover. I will gladly provide any other supporting materials upon request. I can be reached at (949) 555-4444 or by email at [edavis@uci.edu](mailto:edavis@uci.edu). I plan to attend the MLA convention in Chicago this December and would welcome the opportunity to discuss the assistant professorship with you further. I look forward to hearing from you.

Sincerely,  
Natalie Davis  
5000 Verano Place - Irvine, CA, 92617

## **For a postdoctoral position**

Leo Lizard  
123 Neutron Way  
Irvine, CA 92697

Dr. Leonard Brookings  
#AQU217  
2115 Summit Avenue  
St. Paul, MN 55445

Dear Dr. Brookings,

I am writing in regards to the postdoctoral associate position in the Department of Biology at the University of St. Thomas I learned of from the Evolution Directory website. I am currently a doctoral candidate in the Department of Ecology and Evolutionary Biology at the University of California, Irvine and will complete my degree in June 20XX. I have mentored many undergraduate students in research, worked as a teaching assistant, and been involved in scientific community outreach activities in addition to research. I want to continue to integrate teaching and research in this unique opportunity to combine research and teaching at the undergraduate level as a postdoctoral associate.

As an undergraduate I attended Hamline University and took some classes at St. Thomas. I am interested in returning to a liberal arts institution because of the emphasis on teaching and the intellectual development of students. I especially like the idea of using research to advance scientific knowledge as well as a tool in teaching students about the scientific process and training them for careers in our profession. The mere creation of this postdoctoral position which equally integrates teaching and research interests me because I believe these two areas are equally important at an academic institution.

I gained a lot of experience in using research as a teaching tool for undergraduate students while working as a teaching assistant for the National Institutes of Health Bridges to Biomedical Sciences program and while mentoring several undergraduate students throughout my doctoral education. As a mentor I helped students write grant applications, perform literature searches, develop projects, write papers, and prepare oral and poster presentations. I also trained students in the techniques necessary to complete their projects. Many of these students were honored for their research and many more presented their research at local and national meetings.

During my doctoral education I also worked as a teaching assistant for a variety of classes, including introductory level classes in ecology and evolutionary biology, upper division classes in evolution, and biology classes for non-majors. For many of these classes I had a lot of teaching freedom. I have developed course syllabi, assignments, and assessment tools. I feel that my diverse and extensive teaching experience has provided me with the necessary tools to teach both organismal and population biology within your department. I also participated in a one-year course entitled Advanced Pedagogy and Academic Job Preparation where I gained knowledge and experience in learning and teaching styles, teaching techniques, and course and curriculum development.

In addition to teaching and mentoring at the university I think teaching should continue in the community. Scientific progress depends largely on the education of the general public and our children. Consequently, I have extended my teaching to the community through participation in 'Ask a Scientist' night events at local schools and served as a local science fair judge.

Through these teaching experiences I learned that two important aspects of my job as a teacher are to get students excited about science and to guide them through the learning process. One way I get students excited about science is by using current event articles in class to encourage critical analyses and application of the associated material. I found that when science is made relevant to students, the learning process becomes easier. I guide students through the learning process using a variety of teaching methods, including group work, field work, and interactive class activities, because student learning styles are very diverse. Because each group of students is different, I am always open to, and looking for, new and improved teaching methods.

I contacted both you and Dr. Hinklestein about conducting research in your labs. I believe working in both of these labs will be an excellent opportunity for me because my broad research interests are in evolutionary biology, aging, and cancer. I have extensive experience in working with *Drosophila*, which is a great model organism to use when studying these areas. My dissertation is on the evolution of late-life fertility in *Drosophila melanogaster*. I experimentally tested several evolutionary and non-evolutionary theories of late life and gained expertise in evolution, aging, demography, population genetics and statistics. As a postdoctoral associate I would combine your research on the regulation of cell proliferation and Dr. Hinklestein's expertise on transposable genetic elements in *Drosophila* and study how genome instability in aging organisms contributes to the development of cancer.

I believe that my experience in combining teaching, mentoring, and research makes me an excellent candidate for this inimitable postdoctoral position. Therefore, I enthusiastically submit my application for your review for the postdoctoral associate position. Included within my application is my curriculum vita, statement of teaching philosophy, statement of research experience and goals, and three letters of reference. I also have a teaching portfolio available upon request. I can be reached via email ([llizard@uci.edu](mailto:llizard@uci.edu)) or phone (949 555-5555). I welcome an opportunity to meet and discuss my application further and sincerely thank you for your time and consideration.

Sincerely,

Leo Lizard (name)

**For a 1 year position at a teaching institution**

March 26, 2004

Dr. Joe Smith (title and name of person)  
Dean of Faculty  
Pitzer College  
1050 N Mills Ave.  
Claremont, CA 91711

Dear Dr. Smith and Search Committee:

I am pleased to submit my application for the one year position in political theory/American politics at Political Science College. I learned of the opening from Professor Debra Jacob's email to the International Society of Political Psychology and was immediately struck by the appropriateness of the position for my training and interests. I think this is a position that I am particularly well suited for, and I would really enjoy the opportunity to spend a year as a member of the Political Science College community.

I am an advanced graduate student in political theory and political psychology at the University of California, Irvine. I anticipate finishing my dissertation, " Why Political Science Rocks: The Best Things about Political Science," during the fall of 20XX. My dissertation is at the intersection of political theory, political psychology, and American politics, which is part of why I was so impressed by the relationship between my background and the job announcement.

The other reason I am excited about the opening at PSU is that I am deeply committed to the kind of educational experience that an excellent liberal arts college such as PSU provides. I am a graduate of Carleton College in Minnesota, and I have come to see my own liberal arts education as far more distinctive and important than I was capable of recognizing while a student. I knew I enjoyed the time I spent at Carleton; however, it was later that I came to understand how unique and valuable it was to be thoroughly engaged, challenged and supported as an undergraduate. It has become very important to me to work in an institutional context that values undergraduate education, supports its students in diverse intellectual challenges, and fosters a commitment to teaching among the faculty.

My graduate education at UCI reflects my commitment to both teaching and research. I have received awards for the quality of teaching I have done as a teaching assistant and for the quality of research and writing I have done as a graduate student. I have also pursued additional opportunities to develop my teaching through my involvement with UCI's Instructional Resources Center. During the past two summers, I have worked as a Teaching Assistant Consultant (TAC) to design and administer a two day orientation for new teaching assistants in the School of Social Sciences. The training is an excellent opportunity to develop my own planning and presentation skills. More importantly, the education I receive as a TAC goes far beyond what I have been able to receive in any other context. I have just finished taking a year long course that includes units on pedagogical theory, lesson planning, and course design. In view of that class, and of the experience I have received planning and teaching a course for UCI's summer session, I am well prepared to develop the courses that PSU needs taught next year.

My approach to teaching is strongly influenced by my work in developmental psychology and democratic theory. The work in developmental psychology informs my

understanding of what I want students to do when I ask them to think critically. It also provides me with a theory of how those skills develop. I am interested in cultivating students' abilities to reflect on the world around them and their place in it and to create judgments that are thoughtful, considered and responsive to the information available to them. I view learning as an achievement – something that is arrived at through practice and effort. To that end, I aim to expose students to a variety of different perspectives and create opportunities for them to work with the material through writing and discussion. I lecture when necessary in order to provide information and help students orient to the material. However, I also emphasize opportunities for class discussions and activities that enable students to engage the material collaboratively. Providing students with a great deal of material accomplishes little if they do not have the opportunity to do something with it.

My interest in democratic theory also shapes the goals I build into my courses. I think in terms of what students take away from the class, not just as scholars but as participants in the political world. I ask myself what I would like students to be able to do or understand after they leave my class, and then design assignments and exercises that give them practice doing those things. Much of what I want students, and citizens, to be able to do is to listen to each other thoughtfully and respectfully, and to exchange ideas with a view towards reaching better understandings, not just scoring points through clever argument. I also want students to be interested in the political world and to be able to navigate it competently. Whenever possible, I like to use assignments with some kind of practical component that brings the theory from the classroom closer to their lived experience. Theory is at its most compelling when it is illustrated by examples students find themselves. At the same time, I want them to be able to submit their experience to theoretical reflection so that they can see it in new ways and see the connections between themselves and the larger contexts of which they are a part.

To support my application, I am enclosing descriptions of the five classes that I am proposing to teach. While the proposals are not yet fully developed syllabi, I think they accurately convey my vision of the classes. I am also enclosing the teaching evaluations from my summer feminist theory class. I have additional teaching evaluations from my many quarters as a teaching assistant that I would be happy to provide if you would find them helpful. The writing sample I am sending is a portion of the dissertation that I presented at the 2003 Midwest Political Science Association. I chose this paper because it reflects the intersection of the diverse approaches I use in my work. I am almost enclosing my curriculum vitae. Letters from Professors Ethel Rosenberg, Lisa Mondiva and Jean-Paul Sartre will be coming under separate cover.

I would welcome the opportunity to further discuss PSU College and the position with you. I can be reached at 949 555-5555 (phone) or by email at pguggenh@uci.edu. I will be in Chicago April 14-18 for the annual conference of the Midwest Political Science Association, but I will otherwise be in Southern California and available to drive to PSU at your convenience. Thank you for your consideration. I look forward to the opportunity to speak with you.

Sincerely,

Peggy Guggenheim

# The Academic On Campus Interview

## **Procedure**

1. You are invited to the campus for 1-2 days. In general, the host campus will reimburse you for expenses, so save all receipts.
2. You will get an itinerary in advance. Be sure to ask about getting from the airport to campus or your hotel.
3. You will meet people from different areas on campus: including Faculty (some from other departments), Chair(s), Dean(s), Provost, Vice President(s), President, staff and students. Once you know who you will meet, do some research about them (their research interests, what they teach etc. then use that information to formulate questions for them)
4. You will have individual and group interviews that will focus on traditional interview questions.

## **How an Academic Interview Differs from a Traditional Interview**

1. It's much longer and you'll have little down time. You are always being interviewed—even on the ride to/from the airport.
2. You will give a teaching demonstration—usually to an actual class.
3. You will give a job talk—a discussion about your research for anyone on campus who wants to attend.
4. They will take you out for meals. Even though it's informal, this is still an interview.
5. You will be asked the same/similar questions by different people. You'll repeat your talking points in various interviews. That's o.k. just make sure you don't contradict yourself. They will all compare notes later.
6. Have questions prepared to demonstrate you've got a realistic understanding of who they are and how they work.

## **Preparing for the Teaching Demonstration**

1. Ask for the topic area and length of presentation. Ask if they want you to leave time for questions.
2. If it's for an actual class, ask how your talk fits into the class.
3. Ask about the audience—majors, mix, year in school, other guests, room size, available equipment.
4. Make sure your topic and time frame fits into what they asked you to present.

## **Preparing for the Research Talk**

1. Present a paper or chapter from your dissertation
2. Be prepared to answer questions that go beyond the scope of your research. They are trying to discover if you have considered what comes next.
3. Know when to let the questioner have his/her say, then respond, "That's a very good point." Then make a show of writing down their point.

**Preparing for Lunch/Dinner**

1. Mind your manners; proper etiquette is essential.
2. Be sure you know everyone's name.
3. Be yourself. This is where they explore the issue of fit.
4. If you want the job, show interest in the school and in becoming part of the faculty.
5. Be a good conversationalist—don't monopolize the conversation (ask others to talk about themselves and their research), listen carefully.
6. Don't order alcohol—no matter what they do, and how much they encourage you to do so.

**Things to Bring**

1. Extra copies of your vitae.
2. Copies of your dissertation abstract.
3. Copies of your statement of research interests.
4. More than enough handouts for your teaching demonstration and research talk.
5. Samples of syllabi for courses you designed, abstracts of articles.
6. When flying don't check anything important. Bring all essentials as carry-on.

**After The Interview**

1. Within 48 hours, write Thank You notes to everyone you met with, including the departmental assistant.
2. Make time to reflect on your performance.
  - a. What did you do well during the process.
  - b. What modifications do you need to make to your Teaching/Research talk(s)?
  - c. Were your answers on point, concise, backed up with examples?
  - d. If you were asked unexpected questions, how well did you respond?
  - e. What steps should you take to improve your answers?
  - f. What questions do you wish you had asked?
  - g. What new information did you learn about the University/Department?
4. Overall, what did you learn from this experience that will help you perform more effectively next time.
5. When should you follow up?

# Academic Interview Questions

## Questions to Expect

1. Tell me about yourself.
2. Why do you want to work at (this school)?
3. Tell me about your dissertation.
  - a. When will it be completed?
  - b. How does it fit into the field?
  - c. How many publications do you think you can get from it?
  - d. How do you explain your research to someone not in your discipline?
  - e. What classes can you teach?
  - f. What classes do you want to teach?
  - g. What do you think of our curriculum?
4. Tell me about your teaching techniques.
  - h. What are your teaching strengths/weaknesses?
  - i. What steps have you taken to improve your teaching?
  - j. What strategies do you use to get students involved?
5. What are your research plans for the next 5 years? 10 years?
  - k. How does your research fit within our department?
  - l. Are there members of our faculty you could collaborate with?
  - m. In ways might you include undergraduates in your research?
  - n. What are your research strengths/weaknesses?
  - o. Who might fund your research?
6. In which journals do you expect to publish your work?

## Questions You May Want to Ask

### *General Questions*

1. What's expected of a junior faculty member? For example: teaching load, publication expectations, faculty committees/governance, student advising etc.
2. How much time do faculty spend on teaching?
  - a. How many preps?
  - b. What is the average class size?
  - c. What's the ratio between upper and lower division courses?
4. Explain the tenure process and requirements.

### *For the Search Committee Chair*

1. What are you looking for in this position?
2. Are there any "land mines" I should be aware of?
3. What should I expect when talking to the Chair, Dean?

### *For the Dean*

1. How much interaction do you have with junior faculty?
2. What research funds are available?
3. What are the most dramatic changes you see for the college in the next 5, 10 years?
4. What percentage of faculty who apply for tenure are given tenure?

### **Questions You May Want to Ask--Continued**

#### *For Department Chair and Faculty*

1. What lab space/office space is available?
2. Who is in charge of graduate admissions? How are graduate student applications evaluated?
3. Is there a sabbatical system? How does it work?
4. How are RA's and TA's funded?
5. Is there release time for services activities such as clubs, directing theses and independent study?
6. Are there opportunities to develop new courses?

#### *For Graduate Students*

1. What kind of support do you get from faculty?
2. Which professor serves on the most graduate student committees?
3. Why did you choose to get your graduate degree here?
4. Do you get opportunities to co-author publications?
4. Which faculty do you find most approachable?
5. How much information do you receive about career preparation?

Resources: [http://advertising.utexas.edu/graduate/resources/PROD75\\_017333.html](http://advertising.utexas.edu/graduate/resources/PROD75_017333.html)

## Negotiating an Academic Job Offer

Negotiating is a balancing act. If you don't negotiate, or end up negotiating for the wrong things, you may get the job, but you may damage your future earning potential and perhaps end up resenting the institution and co-workers who negotiated a better deal than you. On the other hand, if you take too hard a line and make unreasonable demands you risk losing the job and may gain an unfavorable reputation that could haunt your career. Before you decide how to proceed, ask for a written copy of the offer so you can review the details. Once you see what the offer is there are 3 ways you can respond 1) accept their offer as is, 2) reject their offer, or 3) counter their offer. When you accept the offer you will get an official letter stating the terms of the agreement. This letter will either be accompanied by a contract or a contract will soon follow. **Until you have a signed contract YOU DO NOT HAVE A JOB!** If you make a counter offer, you have technically rejected their offer which opens the door for you to ask for what you need to be successful in your job. You should know that one or both parties can end negotiations at any time by either coming to an agreement and signing an official letter or by ending negotiations and rejecting/rescinding the offer. Thus, you need to negotiate effectively and in a timely manner if you want the job.

### How to Negotiate Effectively

1. Research starting salaries in your field and at comparable institutions and locations. Check the AAUP website for salary information. [www.aaup.org?AAUP/pubsres/research/compensation.htm](http://www.aaup.org?AAUP/pubsres/research/compensation.htm) then click on "selected tables." If the school has a union there may not be much room for salary Negotiation—do your homework!
2. Research what is/isn't negotiable.
3. Know what you need vs. what you want.
4. When you counter, always do so from the perspective of what will allow you to make your best contribution to the department.
5. Remember these are your colleagues in your field. The way you negotiate will impact your relationships with them now and in the future, even if you eventually reject their offer.

### What is Negotiable

Salary  
Benefits (are often not negotiable)  
Office space  
Computer (laptop/pc/both or MAC)  
Software  
Laboratory equipment  
Laboratory funding  
Laboratory space  
Teaching or research assistants (depends on type of school)  
Number of graduate advisees  
Class load (grads vs. undergrads)  
Conference Travel  
Research funds  
Library funding (maybe)  
Spousal hire (maybe)  
Start date

Summer classes  
Summer research funding  
Disciplinary Association membership  
Credit towards tenure (if currently in a tenure track position)  
Early tenure decision  
Sabbaticals  
Housing (some schools have faculty housing)  
Moving expenses

You can ask about any of these items. Whether any item is negotiable depends on the school—if they tell you they can't negotiate on an item it's probably true. Choose the 4-5 most important issues for you and try to work on those. You can bring them up together or individually. If you want to slow down the process while waiting to hear from another school, you can bring the issues up 1 at a time—solve one, then bring up another. The risk of doing this is it can upset the hiring dean and if you seem to be holding up the process they may rescind the offer.

#### **Other Factors when Considering the Offer**

1. Cost of living
2. Likelihood of getting tenure
3. Performance measures
4. Fit
5. Career trajectory
6. 9 or 12 month contract
7. Working conditions
8. Desirability of location
9. Taxes
10. Commuting
11. Benefits and retirement plans (which are often non negotiable)
12. Advising and committee work
13. Child care
14. Flextime
15. Ability to stop tenure clock

## Useful Resources for Your Academic Job Hunt

Recent graduate discussing her job search

<http://www.careercenter.umich.edu/students/gradservices/academic/srogala.html>

While the information below is directed towards job candidates for English positions, the description of the importance of teaching and research in an R1 institution is generalizable

### What Search Committees Want

English departments in doctoral institutions, however, resemble psychology departments in the emphasis they place on specialization and scholarly accomplishment. Twenty-three percent of search committees in doctoral institutions believe that a candidate's number of publications is "extremely important" when screening applications. In contrast, only 1% of committees in baccalaureate institutions rank publication as extremely important at this stage. Interestingly, departments in doctoral institutions also attribute greater importance than other departments to the number of presentations, but *only* in screening. Presentations are considered unimportant at the interview stage, no matter what the institution's Carnegie classification. Even among doctoral institutions, presentations are less important during screening than the number of publications and the prestige of the journals in which they appear.

An institution's Carnegie classification also predicts how much its English department emphasizes teaching in its evaluation of candidates. [Table 3](#) shows that respondents disagree about the importance of a candidate's on-campus teaching performance. Specifically, teaching a class is extremely important for 60% of respondents in baccalaureate institutions; likewise, 52% of respondents in comprehensive institutions rate it as extremely important. When one turns to doctoral institutions, however, the percentage drops precipitously: only 28% rate teaching a class as extremely important; 32% rate this criterion as *extremely unimportant*. Finally departments in doctoral institutions rank the candidate's ability to contribute to the institution as a whole less highly than do those in any other Carnegie classification. New PhDs in English are entering a segmented labor market.

### Basic Definitions of the Carnegie Classifications

<http://www.carnegiefoundation.org/classifications/index.asp?key=798>

### List of Carnegie Doctoral/Research Universities-Extensive

<http://www.washington.edu/tools/universities.html>

### List of Carnegie Doctoral/Research Universities-Intensive

<http://www.educause.edu/Community/MemberDirectory/MemberOrganizationsbyCarnegieC/818?CARNEGIE=DR+INT&time=1216932096>

### Member Organizations by Carnegie Classifications

<http://www.educause.edu/Community/MemberDirectory/MemberOrganizationsbyCarnegieC/786>

### **Best Colleges to Work for**

[http://chronicle.com/indepth/academicworkplace/?utm\\_source=at&utm\\_medium=en](http://chronicle.com/indepth/academicworkplace/?utm_source=at&utm_medium=en)

[http://chronicle.com/weekly/v54/i45/great\\_colleges\\_tables.htm?utm\\_source=at&utm\\_medium=en](http://chronicle.com/weekly/v54/i45/great_colleges_tables.htm?utm_source=at&utm_medium=en)

<http://chronicle.com/free/v54/i45/45b00101.htm#hiring>

<http://chronicle.com/weekly/v54/i45/45b00501.htm>

### **AAUP Faculty Salary Survey**

<http://chronicle.com/weekly/v53/i33/33a01001.htm>

<http://chronicle.com/stats/aaup/?pg=dji>

### **Article titled “What They Didn’t Teach You in Graduate School”**

<http://chronicle.com/free/v54/i33/33a04001.htm>

### **On-Line Universities and Colleges**

<http://www.worldwidelearn.com/online-degrees/university-partners.htm>

<http://www.elearners.com/colleges/>

Article on Understanding the importance of “fit” to the tenure process

<http://chronicle.com/jobs/news/2009/07/2009071001c.htm>