The Job or School Application

R E. Ratzlaff, Old Dominion University, January 3, 2011

This document is posted at http://sci.odu.edu/biology/academics/bio-ms.shtml

YOUR UNDERGRADUATE DEGREE

Ways to augment your education and develop an influential network

ODU International Programs

ODU Career Management Center

NSF-Research Experiences for Undergraduates (REU)

NIH-Undergraduate & Graduate Training Opportunities & Resources

Howard Hughes Medical Institute Janelia Undergraduate Scholars

Colorado Center for Biorefining and Biofuels, Research Experience for Undergraduates (C2B2-REU)

Check professional societies for educational activities, internships and fellowships: The Ecological Society of America-Education and Diversity and The American Society of Human Genetics (ASHG)-Education are two examples. (Scholarly Societies Project for a list of scientific organizations)

ODU Beta Beta Beta Biological Honor Society

BIOL 497: Undergraduate Research. 1-3 credits. Prerequisites: BIOL 115N/116N, junior standing, permission of instructor, permission of CDA. Student performs lab and/or field research under supervision of ODU faculty or other approved professional. Requires a minimum of 3 hours per week or equivalent for 1 credit, completion of lab/field notes and written report and evaluation by supervisor. May qualify as lab experience (see CDA). (qualifies as a CAP experience)

Communication skills: ODU Graduate Writing Assistance, ENGL 131C Introduction to Technical and Scientific Writing, COMM 101R Public Speaking, COMM 126R Honors Public Speaking, COMM 304 Advanced Public Speaking. ODU Writing Tutorial Services works with both undergraduate and graduate students in all disciplines to prepare them for the challenges of composing essay assignments, test preparation, seminar papers, theses, dissertations, and application materials.

JOB LISTINGS AND RELATED INFORMATION

Searching for Jobs

Job seekers find a wealth of help online: From the general to the specific, free sites offer ways to post resumes, search databases, check out postings.

Career Cast: Your job search portal.
Career Builder is an online network to help job seekers connect with employers.

Job Fox matches the wants and needs of job seekers with those of the employer.

Monster is an online network to help job seekers connect with employers.

Indeed search engine for jobs.

Yahoo Hot Jobs is an online network to help job seekers connect with employers.

Find a Biotech job in Boston: [Search other locations by using the "Advanced Search" feature.]

Biospace for jobs in biotech and science.

Salary.com

School Spring: Teaching and education jobs.

Teach for America is the national corps of outstanding recent college graduates and professionals of all academic majors and career interests who commit two years to teach in urban and rural public schools and become leaders in the effort to expand educational opportunity. Learn more about our mission and theory of change.

Higher Education Jobs

The Chronicle of Higher Education: Information and jobs for college and university faculty members and administrators.

Other Resources

Pay Scale: Get accurate, real-time salary reports based on your job title, location, education, skills and experience.

Job Vent: Employees review their jobs and employers.

Cost of living comparison calculator

Best Places to Live [CNN Money]

Great Places in America: The American Planning Association’s flagship program celebrates places of exemplary character, quality, and planning.

Happiness Index

O*NET Online serves as the nation’s primary source of occupational information, providing comprehensive information on key attributes and characteristics of workers and occupations. Maintained by the Department of Labor, this database shows which jobs are in highest demand, what kind of training, work experience and education are typical for each position, the expected salary and other information.

The Bureau of Labor Statistics is the principal fact-finding agency for the Federal Government in the broad field of labor economics and statistics. Career Guides; Occupational Outlook Handbook Top 30 fastest-growing jobs by 2018

National Association of Colleges and Employers [by subscription] provides information about the college job market.


102510: 10 Things Employment Recruiters Won’t Say.
The Job or School Application

102410: Job seekers may have to be concerned about both their resume and credit report. …about 60 percent of organizations use credit checks when selecting employees for some jobs, only 13 percent conduct credit checks on all job candidates.

121709: Happiest States Revealed by New Research

120609: To ensure prompt replies, build a better e-mail.

111409: Avoid These Interview Killers.

110509: My life online - time to delete?

102109: America’s Most Stressed Out Cities.

092909: The Next Youth-Magnet Cities: DC, Seattle, NYC, Portland-OR, Austin, San Jose, Denver, Raleigh, Dallas, Chicago, Boston.

090709: A New Job Just a Tweet Away.

080909: Negotiating a Good Salary at a New Job.

053009: Finding New Employees, via Social Networks.

POST-BACCALAUREATE PROGRAMS

Naturally Obsessed: The Making of a Scientist

Searching for Programs

The Graduate School Search Engine

Peterson’s: Tools for finding the right graduate program, contacting admissions officials, excelling on tests, and then financing your education.

The Graduate School Search Engine

Get Educated resources for online degrees.

Ranking Programs

The ranking of institutions and programs: Science Gateway In Cites-Institutions

The National Research Council’s Committee to Assess Research Doctorate Programs

Washington Monthly College Guide

U.S. News America’s Best Colleges

QS Top Universities --- World University Rankings

Kiplinger Best College Values

College Results Online allows you to examine undergraduate graduation rates.

Best Colleges - Most Lucrative Schools & Majors

Many of the descriptions found on this page were copied or paraphrased from the resource website.
Finding top scientists: In Cites-Scientists, ISI HighlyCited.comSM This free, expert gateway uses citation data to deliver comprehensive information about the most significant scientists and scholars publishing today.

Other Resources

College confidential Hundreds of pages of articles about choosing a college [or graduate school], getting into the college you want, how to pay for it, [rankings.] and much more.

NIH Research Portfolio Online Reporting Tool (RePORT). NIH grant-funding data for individuals and organizations.

NSF Award Search. NSF grant-funding data for individuals and organizations.

Is your degree worth $1 million -- or worthless? Based on 1996 Census Bureau data, the present day value of various college degrees was measured as the average increase in lifetime income (up-front educational costs were not subtracted from these figures). In the sciences, there was a lifetime gain of $283,286 for a Bachelor’s degree compared to an Associates degree and $136,873 for a Master’s versus a Bachelor’s. On average beyond the Master’s, a PhD in the sciences increases lifetime pay by $299,190, a law degree at $748,865 and medicine at $977,601.

090210: 10 Things Graduate Schools Won't Tell You.

012210: Informatics Careers Take Shape in Translational and Clinical Research.

101609: Perspective: Three Crucial Questions When Applying to M.D.-Ph.D. Programs.

081909: Choosing a Program to Improve Your Future.

HOW TO PREAPARE AN APPLICATION AND RELATED INFORMATION

Resume mistakes. There's never a good reason to lie on your resume; not a full lie, a white lie, misrepresentation of information, or padding to enhance marketing spin. Resume lies include overstatement of work history or accomplishments, academic achievement, or even deleting an experience because the organization no longer exists. Decision makers routinely conduct background checks and online research to verify a resume.

Crafting a resume that will grab recruiters.

10 resume mistakes that turn off employers.

Basic resume tips.

Resume tips-comments.

Rate my résumé.

Resume tip: Ask for help if you need it. Options - and prices - abound for design as well as writing and consulting services.

Résumé Doctor is a WSJ feature in which recruiting experts and hiring managers critique readers’ résumés and suggest ways to improve them.

052010: Wooing Job Recruiters With Video Résumés

022710: Writing a Résumé That Shouts ‘Hire Me’.

103009: How to Ace a Job Interview on Skype. How Skype is Changing the Job Interview.

092309: Online Posting of Unprofessional Content by Medical Students. Of these [medical] schools, 60% (47/78) reported incidents of students posting unprofessional online content. In a few cases, egregious online behavior has led to dismissal. JAMA. 2009;302(12):1309-1315.

090609: How to Make Employers Want You.

083109: Brave or Brazen? Bold Tactics Don't Always Get the Job.

082009: More Employers Use Social Networks to Check Out Applicants.

081609: Online, your private life is searchable.

081409: Facebook privacy: a guide.

YOUR GRADUATE DEGREE

Ways to augment your education and develop an influential network

ODU Graduate Student Organization (GSO)

The National Academies Research Associateship Programs

NSF-Graduate Education (DGE)

NIH-Undergraduate & Graduate Training Opportunities & Resources

Colorado Center for Biorefining and Biofuels, Graduate Fellowships C2B2
Preparing Future Faculty (PFF) involves providing graduate students with information and experiences relevant to academic careers in their field.

**CURRICULUM VITAE**

The CV Doctor Returns - 2010

Listed below are the general categories one might expect in a CV with commentary.

Your Name
Month Year

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Contact information

**COMMENT:** For personal privacy reasons, decide how best to handle the details of your mailing address—exact street name & number etc. You might make this information "available on request" or use your current work address.

City, State

Email@***.***

Phone: (***) ***-***

**COMMENT:** *Curriculum Vitae* derives from the Latin: *The Race for Life.* *Curriculum = Course* *Vitae = the genitive of* *Vita = Life = Life Course.*

**COMMENT:** Update your CV on a regular basis.

**COMMENT:** If you submit your CV electronically, then do not send a “doc.” file; instead, send a version that would be difficult to modify, e.g., --pdf or perhaps as an object file.

**COMMENT:** Manage your internet exposure.

Education

Highest Degree awarded (Immunology), Name of Dept., Name of School, Inclusive Dates.
Degree 2 (Biology), Name of Dept., Name of School, Inclusive Dates.

Overview and future plans

**COMMENT:**

The “Overview” section is probably the most important part of the CV.

As part of your application preparation, you should research the job or school as much as possible. If it’s a paying job, then ferret-out what you can about competitive salary ranges. Determine where the Business/Institution/Department/Program ranks nationally in their particular area(s) of expertise etc. If you get an interview, then review your information; and as much as possible, know what the “place” does best. With some information in hand, you can decide; 1) how to polish your CV overview section so it highlights your strengths for the position, and 2) if it is better present your overview in the CV; and perhaps move it, or parts of it, to your application cover letter.

Some general pointers about the overview section: the employer or admissions board will be looking for three fundamental characteristics; 1) **What is the evidence that you are “capable” of handling the position**—your skill level, 2) **What is your level of “professional maturity”**—your level of emotional intelligence, and 3) **What value would you add**—or what is your potential to enhance the mission of the institution or profession.

It may be helpful to review a few CV’s on the web and see how people present themselves professionally. It may also be helpful to review a typical recommendation form (see below) for hints as to what are generally considered important qualifications. As a starting point, you should explain how your past educational and professional experiences have

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Many of the descriptions found on this page were copied or paraphrased from the resource website.
Many of the descriptions found on this page were copied or paraphrased from the resource website.

prepared you—and offer some insights into your motivation for applying for this job or school. Show how your academic training has prepared you for the challenges ahead and use this section to subtly bring in other, intangible skills you acquired along the way that enhance your scientific background and/or show you as a mature, serious-minded person; e.g., perhaps you've gained some leadership experience, or learned from a team project, or developed research skills where independent efforts and/or analytical skills were required. Be specific about your personal influences without sappiness—and avoid grand, sweeping statements about your love of science, nature or medicine that reveal little other than it will make you sound naïve. A better way to show your “love of science” is to reveal it tactfully in the way you present yourself in this section! Believe me, the person reviewing you will expect that you can succinctly describe your strengths—and he or she will be impressed if you do it well.

If you are specifically interested in academic positions, say for instance, graduate or professional schools, then discuss any research you have been involved in (to the extent it can be publicly discussed)—if you are not so far along, then layout your scientific interests perhaps stimulated by particular subjects in your past classes. In the end, this section gives you the chance to point-out the importance of your current efforts, skills learned, and possible future directions you wish to pursue. It gives you a chance to sell yourself by pointing out your emerging professional strengths.

**Employment**  
**COMMENT:** List in descending order by date in this section and in all other sections.

Position title, Institution or Company, City, State, Inclusive dates.  
Lab Tech I, Dept of Micrbiol., Eastern Virginia Medical School, Norfolk, VA. 2004-present.

**Summary of research or work experience**  
**COMMENT:** Briefly describe your job experiences and highlight specific accomplishments and skills.

**Publications**

Author’s Last Name. Expected Date of completion. Tentative title of your graduate thesis or dissertation. Department, Institution, (Mentor’s Name).


**Papers presented at scientific meetings**

Presenter’s Last Name, A.B., C.D. Presenter’s Author’s Last Name, and E.F. Presenter’s Last Name. Title of Presentation or Poster. Annual Meeting of the American Association of Science, Meeting Location, Month Year.

**Grants/Scholarships/or any type of competitive financial award**

Awardee’s Last Name, A.B. Name of Agency giving the Award. Year. Amount of Award. Graduate Teaching/Research Assistantship. 2000-01. Department, Institution. (If you list this in your employment section do not list here. Amount of Award/salary is optional.

**Honors/certifications**

Honorable mention student paper competition. American Science Meeting. Location, Month, Year. Dean’s List, Year(s), Location

**Memberships in scientific organizations**
American Association of Science, 2001-present
Biology Graduate Student Organization, Old Dominion University, 1999-present

Administrative or supervisory experience

Graduate Student Affairs Committee. American Association of Science. Member 2001-02.
Old Dominion University Graduate Student Council, Member, 2000-01.
Managed inventory for the laboratory of Dr. XYZ, 1999-present

Teaching experience

Mentor to two undergraduates on their research projects with Dr. XYZ, 2000-02

References COMMENT: Get permission from each of the individuals you list as a reference. Then as a courtesy, provide them with a brief update (name of company, school, etc) each time you submit their names as references, and let them know the outcome—especially when you are hired or accepted.

Name, Position title, Institution or Company, City, State.
A RECOMMENDATION FORM

The academic recommendation form (below) shows how an applicant might be evaluated; and in turn, it may give you some insight about professional expectations as you develop your CV or a future application.

Generic recommendation form.

<table>
<thead>
<tr>
<th>I have known this student:</th>
<th>Since</th>
<th>Class</th>
<th>Lab</th>
<th>Advising</th>
<th>Employment</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>✔️</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Basis of this recommendation</th>
<th>Grade record.</th>
<th>Grade record &amp; some recall of academic performance.</th>
<th>Grade record &amp; specific recall of academic performance.</th>
<th>Exceptionally familiar with ability &amp; performance.</th>
<th></th>
</tr>
</thead>
</table>

|---------------------------------------------|---------------|---------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|---|

<table>
<thead>
<tr>
<th>QUALITY OF WORK:</th>
<th>Poor, Requires guidance and supervision to complete tasks.</th>
<th>Average, Simple tasks completed independently.</th>
<th>Above average, Good technical skills.</th>
<th>Talented, Professional, High technical &amp; problem-solving skills.</th>
<th>A talented mind that can be lead to distractions, Some outside guidance will harness great potential.</th>
<th></th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>INITIATIVE: Intellectual curiosity, Originality.</th>
<th>Poor, Struggles with concepts.</th>
<th>Average, Grasps concepts.</th>
<th>Above average, Grasps concepts, Incorporates new ideas or information (if it is provided).</th>
<th>Very good, Analytical, Independently integrates concepts with information from other sources.</th>
<th>Talented, Analytical, Integrates info., Creative, Speculative, Draws reasonable conclusions.</th>
<th></th>
</tr>
</thead>
</table>

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<tr>
<th>RELIABILITY: Dependability, Good judgment, Level of supervision.</th>
<th>Poor, Neglects obligations &amp; appointments.</th>
<th>Average, Moves forward with supervision.</th>
<th>Above average, Confidence and independence will emerge with more experience.</th>
<th>Talented, Proceeds independently with confidence but seeks advice when needed.</th>
<th>Talented, Very independent, may not know when to seek advice, Some outside guidance will harness great potential.</th>
<th></th>
</tr>
</thead>
</table>

(Continued)
### COOPERATION:
Ability to get along with others, Adaptable, Tactful.

<table>
<thead>
<tr>
<th>I lack sufficient information for a judgment.</th>
<th>Very Independent, avoids cooperative relationships.</th>
<th>Seeks the cooperation of others for personal gain only.</th>
<th>Actively seeks help to reduce own effort &amp; limit personal responsibility.</th>
<th>Contributes to group efforts.</th>
<th>Establishes productive working relationships.</th>
</tr>
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</table>

### LEADERSHIP:
Ability to lead and inspire others.  
(Page 2 of 2)

<table>
<thead>
<tr>
<th>I lack sufficient information for a judgment.</th>
<th>Not observed during contact with student.</th>
<th>Avoids leading roles.</th>
<th>Assumes leadership but limits group input. Group goals may or may not be met.</th>
<th>Effective leader, authoritative personality.</th>
<th>Effective, consensus-leadership inspires all to contribute.</th>
</tr>
</thead>
</table>

### EMOTIONAL CONTROL:
Response to academic stress.

<table>
<thead>
<tr>
<th>I lack sufficient information for a judgment.</th>
<th>Poor personal control.</th>
<th>Below average, Difficulty with basic academic stress.</th>
<th>Average, Able to cope with academic stress when encountered.</th>
<th>Very Good, Anticipates &amp; manages the situation to limit stress.</th>
<th>Excellent, Mature personality, &quot;professional&quot; composure.</th>
</tr>
</thead>
</table>

### MOTIVATION:

|---|---|---|---|---|---|

### INTELLECTUAL CAPACITY:
Ability to succeed in a challenging academic effort.

<table>
<thead>
<tr>
<th>I lack sufficient information for a judgment.</th>
<th>Poor.</th>
<th>Above average, Will require a mentor.</th>
<th>Above average with resolute mind, Emerging analytical skills.</th>
<th>Talented, Able to resolve assigned problems.</th>
<th>Exceptional talent, Able to define and resolve complex problems.</th>
</tr>
</thead>
</table>

### VERBAL & WRITING SKILLS

<table>
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<tr>
<th>I lack sufficient information for a judgment.</th>
<th>Poor, may require some form of remediation.</th>
<th>Average. Mentoring will be required on a regular basis.</th>
<th>Above average. A mentor will bring rapid improvement.</th>
<th>Very good and self-motivated to improve.</th>
<th>Talented, effective. Professional-level skills.</th>
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(Continued)
 COMMENTS: ______ was my student at Old Dominion University in the following classes:

- Cell Biology (BIOL 270) fall/spring semester 200__, completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates. The level of work was geared to second year undergraduates using the textbook, Cell and Molecular Biology by Gerald Karp. Multiple choice tests require integration of concepts.
- Biology Seminar (BIOL 405) fall/spring semester ____, completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates, only using primary literature for student discussions. Tests emphasize writing skills. Students in this course select a biological topic, write a 10-20 page paper and give an in-class presentation. Students are expected to include some analysis of the primary research literature supporting the major points of their topic.
- Molecular and Immunological Techniques (BIOL 407/507) fall/spring semester 19__, completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates and graduates. The level of work was geared to senior undergraduates and first year graduate using standard protocols. The course is team-taught where students are responsible for everything from reagent preparation to a final analytical written report. In the section I teach, students isolate immunoglobulin from serum using affinity chromatography and then assess purity using antigen-capture ELISA and Western Blotting. Other techniques vary from year to year but may include DNA isolation, cloning and sequencing, PCR, southern blots, and DGGE analysis. Tests emphasize data analysis and writing skills.
- Immunology lecture course (BIOL 409/509) fall/spring semester 19__, completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates and graduates. The level of work was geared to senior undergraduates and first year graduate using the textbook, Immunobiology by Janeway et al. Multiple choice tests require integration of concepts.
- Immunology Laboratory (BIOL 410/510) fall/spring semester 19__, completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates and graduates. The level of work was geared to senior undergraduates and first year graduate using standard immunological protocols in an experimental setting. A hands-on approach is taken with students responsible for everything from reagent preparation to a final analytical written report of each experiment. The major techniques include lymphocyte isolation and hematology, immunization, immunodiffusion, ELISA and blotting techniques. Tests emphasize data analysis and writing skills.
- Clinical Immunology (BIOL 416/516) fall/spring semester ___yr), completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates and graduates. The level of work was geared to senior undergraduates and first year graduate using the textbooks, Case Studies in Immunology by Rosen and Geha, Immunobiology by Janeway et al, and G.J Stine’s AIDS Update; additionally, the course uses primary literature for student discussion. Tests emphasize writing skills.

Please note that both undergraduates and graduate students were enrolled in this class BIOL ****; however, graduate student have additional requirements and they must meet a higher grading standard. The additional requirements include a paper or a presentation on a current topic from the primary literature and graduate students take a comprehensive final exam.

- Advanced Immunology (BIOL 745/845 ___ semester ___yr), completing the course with a __% (“__”) and ranked __th in a class of ___ undergraduates and graduates. The level of work was geared to graduate students only using primary literature for student discussions. Tests emphasize writing skills.

Any additional comments

OVERALL EVALUATION compared to all students I have taught (percentile):

<table>
<thead>
<tr>
<th>Unable to evaluate</th>
<th>Below 70</th>
<th>Average (70-79)</th>
<th>Above average, (80-89)</th>
<th>Excellent (90-94)</th>
<th>Superior (&gt;94)</th>
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RECOMMENDATION

<table>
<thead>
<tr>
<th>Not recommended</th>
<th>Recommended with reservation</th>
<th>Recommended</th>
<th>Highly recommended with confidence</th>
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Signature: ___________________________ Date: ___________________________