
Curriculum Vitae (CV)

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Graduate students earning master's degrees go about the job search in a very similar manner to a student graduating with a bachelor's degree. The candidate must prepare a professional **resume and cover letter**, practice **interviewing** skills and do a thorough **job search**.

For master candidates going into areas other than teaching, health care or social work, a one or two page **resume** works best. Graduate candidates may want to prepare a resume with a "profile" section instead of an "Objective" depending on their background and present career path. Depending on the amount of experience a graduate candidate has, he or she may still want to prepare a one-page resume as many recruiters in the business world prefer one page. However, two pages is quite acceptable as long as there is ample information to fill most of two pages and none of the information is redundant.

For master or PhD candidates going into teaching, health care or social work and possibly other areas such as research, a CV (curriculum vita) should be prepared instead of a resume. A CV is a longer version of a resume that includes much more information such as teaching competencies, publications, seminars or workshops presented at, conferences attended, pro bono activities, etc.

How to Write a Curriculum Vitae:

Curriculum Vitae are Still Resumes

Despite their venerable name, curriculum vitae are simply a specific sort of resume, the style preferred by candidates for medical, academic, teaching, and research positions. Most of these candidates have an educational background directly related to the positions they seek, so education is always featured first. Even after 20 years of research, your degrees and the schools where you earned them will overshadow your experience.

The main differences between general resumes and CV's are:

CV's almost never list an objective, and seldom have a long narrative profile. They are sometimes diagrammatic, giving exceptionally brief listings for each experience. Your credentials and preparation will have to speak for themselves. If you want to make a more elaborate argument for your candidacy, you must do it in your cover letter.

CV's should look rather plain. When they are nondiagrammatic, CV's can contain blocky job descriptions of some great length—but the emphasis is always on content, not form. Also, name dropping is more common in CV's than in resumes. If you performed research under a certain professor, you would probably list only her title in a business resume, but a CV would most likely include her name. Science and academe are small worlds, and it is likely that a prospective employer will have heard of a given specialist in her own field. Similarly, if you went on clinical rotations at a given hospital, name it: your future employer might have hospital privileges there.

Unlike resumes, CV's can run on for pages and pages. They should, however, be very neatly organized, with clear headings and distinct conceptual division, so that they can be skimmed as easily as a two-page resume.

In addition to the usual catalog of degrees and job histories, CV's often contain many more categories of information. Experience may be divided between headings for TEACHING and RESEARCH; education may be divided between DEGREES and CONTINUING EDUCATION or ADVANCED TRAINING; publications may be divided into subcategories of BOOKS, ARTICLES, CONFERENCE PRESENTATIONS, ABSTRACTS, BOOK REVIEWS, and UNPUBLISHED PAPERS. How you organize this material determines its impact on your reader.

Scour Your Background for Evidence to Present

As with technical resumes, employers get clues about your intelligence and focus from the way you organize and present your CV data. Your presentation will be judged largely on the number and nature of listings. Material that you may think of as irrelevant may end up clinching your presentation. If you gave fourteen lectures in the last year, don't say, "but that's obvious"—list them! Make them interesting!

When you have published dozens of books and journal articles you can afford to skip the obvious; when you are fresh out of school it is better to let the search committee know exactly what you have done and, by inference, what you can do. For example, citing your doctorate in nonverbal communication establishes your basic credentials, but listing lectures like the following is a much more effective way to give the search committee a feeling for who you are as a person and an intellectual:

Outside Lectures & Courses

Portland Bar Association

"The Total Argument"

"Choosing Jurors: Consider the Nonverbal Evidence"

"Nonverbal Communication in the courtroom: Whose Side Are You on, anyway?"

"The Defense Attorney and Nonverbal Communication"

"Prepping Your Client for Courtroom Appearances: You Never Get a Second Chance..."

University of California, Long Beach

Department of Industrial Design

"Proxemics"

"Use of Space to Communicate"

University of California, Berkeley

School of Architecture

"Space and Power in Corporate America"

University of California, Los Angeles

Film School/Broadcast Communication Arts (joint presentation)

"Nonverbal Communication in Film and Television: Mastering the Total Message"

As with any other resume, review your total universe of material before deciding what to include, what to feature, and what to omit. Review all potential data in the following categories:

Degrees	Study abroad	Volunteer Experience	Appointments
Dissertations	Teaching	Service	Consulting
These	Workshops	Languages	Practica
Pro bono	Clinics	Laboratory skills	Activities
Continuing Ed.	Seminars	Technical skills	Sports
Training	Conferences	Computer skills	Travel
Specialization	Symposia	Licenses	Bibliography
Expertise	Publications	Credentials	Addenda
Profession	Translations	Honors	Assistantships
Interests	Presentations	Scholarships	Keywords
Employment	Papers	Fellowships	Lectures
Research	Exhibitions	Grants	Committees
Additional	Academic/service/	Honorary/professional/	All other college
Class projects	Performance awards	Social affiliations	Studies

After compiling this raw data, present your background in the most compelling order and format for your targeted reader.

One last note: Bibliographies longer than two pages, or any other category with more than two pages of information, should be separated out from the main body of the CV. Of course, different disciplines have different protocols for bibliographic data and you will need to learn and follow those for your profession. Bibliographies used to be assembled in chronological order, so that the author could add new data to the bottom with a typewriter, but with the advent of computers, bibliographies should run in reverse chronological order like everything else (as a general rule).

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OBJECTIVE:

Assistant Professor, Educational Psychology

ACADEMIC PREPARATION:

Ph.D. in Education, School of Education, University of Dayton, Dayton, OH, May 2008

Concentrations: Educational Psychology

Dissertation: *A Study of Topic* Advisor: Dr. Don Donaldson

M.A. in Education, Faculty in Education, University of Dayton, Dayton, OH, May 2005

Concentrations: Educational Psychology, Language Development and Reading

Thesis: *Your Topic* Advisor: Dr. James Jameson

B.A. in Psychology, University of Dayton, Dayton, OH, December 2003

Concentrations: Learning Theory, Psycholinguistics

RESEARCH SKILLS:

- Utilized SPSS and SAS statistical programs extensively
- Survey and evaluation research techniques

LANGUAGES:

- Fluent in English and French
- Can read some German and Spanish

PROFESSIONAL EXPERIENCE:

Supervisor of Teacher Education, 2007-present

School of Education, University of Dayton, Dayton, OH

-Supervised student teachers and interns working on multiple-subjects and special education teaching credentials

Instructor, Summer Sessions, 2006-2007

School of Education, University of Dayton, Dayton, OH

Course: The Exceptional Child

Teaching Assistant, Spring 2006

Faculty in Education, University of Dayton Graduate School, Dayton, OH

Courses: Advanced Statistics, Introduction to Learning Disabilities

Teaching Assistant, Spring 2006

Faculty in Education, University of Dayton Graduate School, Dayton, OH

Courses: Tests and Measurement, Casework in Educational Psychology

Research Assistant, Fall 2004

Faculty in Education, University of Dayton Graduate School, Dayton, OH

- Assisted Dr. Mary Mason on the Educational Psychology Project
- Collected and analyzed survey data, using the SPSS program

Public School Teacher, 2004-2006

Dayton Public Schools, Dayton, OH
Educational Psychology, Grades 8 and 12

Peer Counselor, 2003-2004

Developmental Disabilities Immersion Program
University of Dayton, Dayton, OH

PUBLICATIONS:

Student, S.S. (2007), *Title of Article*. **Magazine**, 23(1), 986-989.

Student, S.S. (2006), *Title of Article*. **Magazine**, 53(1), 17-20.

Student, S.S. (2006), Book review of *Title of Book* (Author, Ed., City, OH: Publisher, 2005) in **Magazine** 135(4), April.

RESEARCH SUBMITTED AND IN PREPARATION:

- *Title of Research*
- *Title of Research*

PAPERS PRESENTED AT CONFERENCES:

Title. Presented at the Conference on Educational Psychology, Dayton, OH, 2007

Title. Presented at the XXth Annual Conference of the Wisconsin State Council for Educational Psychology, Columbus, OH, 2006

Title. Presented at the XXth Annual Conference of the Society for Educational Psychology, Columbus, OH, 2006

CURRENT RESEARCH INTERESTS:

A survey questionnaire and follow-up interview study of parents of GATE students to assess the need for parent support groups

GRANTS RECEIVED:

Ohio State Teacher Grant *A Title*. Awarded October 2007

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association
Midwest Consortium on Innovation in Teaching
Society for Educational Psychology

PROFESSIONAL SERVICE:

- Vice President, Midwest Consortium on Innovation in Teaching, 2007
- Chair, University Relations Committee, Society for Educational Psychology, 2005-2006

HONORS AND AWARDS:

Scholarship Award, Dayton, OH, 2007

Outstanding Dissertation Award, University of Dayton, Dayton, OH, 2006

REFERENCES:

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