

WRITING A CURRICULUM VITAE (CV)

What is a Curriculum Vitae/CV?

A curriculum vitae or CV is similar to a resume. Both are summaries of your educational background, professional experience, and relevant skills. A CV typically is for application to research or teaching positions in an academic or research setting and for some graduate programs. A resume is for most positions outside these fields, and for some professional programs (e.g., Social Work, MBA). The term “resume” is not often used outside of the United States – most other countries prefer to use “CV.” See the resource, Going Global (<https://careers.unc.edu/students/resources/going-global>), for information on writing a CV for a position outside of the United States.

Purpose and Content

A CV may run several pages. It often covers educational background, research experience, teaching experience, professional experience, service experience, honors and awards, and professional or academic memberships. A CV may also include selected coursework. For an undergraduate who is building their career, a first CV may run 1-3 pages. Graduate/Professional student CVs may run 2-4 pages. A person with more experience or relevant content may require 4-7 pages. An established professional may boast a CV of 10 pages or more.

CVs display **name** and **contact information** at the top, often in a header. Contact information should include a professional email address (your college/university email will work), and may include local mailing address, telephone number, or links to professional websites (e.g., LinkedIn). Omit references to age/date of birth, marital status, children, health, religious affiliation, political affiliation, etc.

Most CVs address at least **education, research, teaching, and service** experience, although headings for these and other sections vary. When describing experiences, use action verbs and incorporate evidence and outcomes. A list of possible headings/subheadings appears on the next page. The order of sections depends on your career or academic goals, as well as the focus of the programs or positions you apply to.

- **For applications for graduate/professional schools** - research and teaching may be highlighted over work experience when applying to programs that require you to conduct research and/or provide teaching.
- **For applications to academic/faculty positions** - When applying to a college or university that is teaching-focused, and where teaching and student performance are highly valued, it may be wise to show teaching experience before research or service. Likewise, when applying to an institution that favors research output, it makes sense to lead with research experience over teaching and service.

Education: Your first category should be education. List all colleges or universities attended, city and state for each, degrees earned, area(s) of study, G.P.A., and graduation dates. Lead with your most recent degree. If you have an honor’s thesis, Master’s thesis or dissertation, include the title (or topic). You may also wish to include names of your primary advisor(s).

Research: Include any positions you have held as a research assistant, or as a lab assistant, as well as any presentations or publications related to your research. You may use subheadings to organize this section. **Not every student will have substantial research experience**, but you could describe your research interests or list relevant research papers or projects that you completed for a class (such as an honors paper or a capstone project).

Teaching: Include any positions you have held as a teacher or teaching aide/assistant, along with information about the courses taught/assisted. **Not every student will have teaching experience**, but you could include other experiences working with students. Tutoring, mentoring, and peer counseling could fit within this category. Some graduate/professional students distinguish between courses taught (e.g., as “instructor of record”) and courses assisted (e.g., as “teaching assistant”). Additional categories can include teaching interests, notable accomplishments, etc.

Service: Service is a broad category on a CV. It may include paid and unpaid work done on behalf of an organization, community, or college/university. Examples include volunteer work, involvement in campus organizations, student leadership, committee participation, or membership in professional associations. Again, subheadings can help you organize different types of service work.

WRITING A CURRICULUM VITAE (CV)

Additional Categories: A CV may also include honors, awards, scholarships, or special recognition you have received. You may also include selected or relevant work experience. If you are using the CV for application to a graduate/professional program, you may want to list coursework that demonstrates readiness for advanced study. Public performances, exhibitions, or additional publications may also be relevant.

Category headings and subheadings vary. Pick labels that accurately reflect teaching, research, and service experience, and that emphasize strengths and achievements. Additional examples of headings and subheadings appear below. Some of these are more appropriate for graduate/professional students.

Honor's Thesis	Advisory Boards/Committees	Academic Awards
Master's Thesis/Dissertation	Research Presentations	Fellowships
Skills	Conference Presentations	Guest Lectures/Presentations
Fieldwork or Practicum	Abstracts	Extracurricular Activities
Research/Teaching Assistantships	Publications/Selected Publications	Affiliations/Memberships
Research/Academic Interests	Scholarly/Technical Papers	Honorary Societies
Research/Teaching Experience	Articles/Monographs	Certification/Licensure
Related Experience	Multimedia Materials	Study Abroad
Advising/Mentoring	Research Awards/Grants/Contracts	International Projects
University Involvement/Service	Scholarships	Languages
Leadership	Funded Projects	Teaching Interests
Student Government	Honors and Awards	Community Outreach
Professional Development	Exhibits/Exhibitions	Patents
Committee/Departmental Leadership	Performances	

References: Prepare a separate sheet for references, and format it so that the heading is consistent with the CV. Supply the title, name, address, telephone/fax number, and email address of 3-6 individuals who can comment on the applicant's ability to succeed in the specific position.

References know the applicant and their work well. Keep references updated on professional activities and provide them with a current copy of the CV. Consider references with high external visibility. Get a reference's permission before submitting their names to a prospective employer, and advise a reference that they may be contacted.

Sample CVs

- **Graduate/Professional Students** - Three sample CVs from different fields are provided with this handout. For each CV, a short commentary about their design choices is provided, along with suggestions for altering the CV to suit different academic/research positions.
- **Undergraduate Students** - Two samples are provided; one for STEM and one for humanities/social sciences.

Although these CVs are examples, CV design varies considerably even within a single discipline. Templates are also provided on our [webpage](#) for your convenience. You are encouraged to explore additional examples online and to meet with a UCS staff member for feedback on your CV.

Converting a CV to a Resume

If you are starting with a CV, you may find that you also need a resume for particular career fields. Tips on converting your CV to a resume can be found at the end of this packet. See the packet of resume templates on the UCS site for additional ideas.

AMY LARKIN

101 Main Street, Raleigh, NC 27606
(919) 515-5555 | test@email.unc.edu

EDUCATION

PhD, Nutrition Intervention & Policy

Expected December, 2012

Gillings School of Global Public Health, University of North Carolina at Chapel Hill

- *Dissertation*: Using Online Social Networking Technology to Increase Social Support for Exercise: The INSHAPE Study.
- *Committee*: Alice Ammerman, DrPH, RD (Chair), Jane Brown, PhD, Robert DeVellis, PhD, Amy Ries, PhD, Deborah Tate, PhD

MPH, Nutrition

August, 2008

Gillings School of Global Public Health, University of North Carolina at Chapel Hill

- *Master's Thesis*: Addressing Youth Obesity Through a Web-Based Wellness Policy Toolkit for Obesity Prevention in Middle Schools at the UNC Center for Health Promotion and Disease Prevention □ Certified as a **Registered Dietitian**

BA, *cum laude*, Economics

May, 1995

Boston University

SUMMARY OF RESEARCH SKILLS

Project management * grant and proposal writing * research methodology & design * Institutional Review Board clearance * participant recruitment * data collection * data management * statistical analysis (SPSS, Mplus, ATLAS.ti) * online survey design and programming (Qualtrics) * oral presentations * cost effectiveness analysis

RESEARCH INTERESTS

Obesity * obesity related co-morbidities * physical activity * nutrition * social support * technology-based health interventions * structural equation modeling * health behavior theory * health communications * research dissemination & translation

AWARDS AND HONORS

- Cancer Control Education Program, Predoctoral Fellowship, Lineberger Comprehensive Cancer Center, UNC (5R25-CA057726), 2010-2012, \$41,000 per annum
- NIH National Service Research Award, Predoctoral Traineeship, Department of Nutrition Training Grant, UNC (2T32-DK07686), 2009-2010, \$29,999
- University of North Carolina Graduate School Merit Assistantship, 2008-2009, \$29,000
- American Dietetic Association Foundation Geraldine M. Piper Memorial Scholarship, 2010-2011, \$1,000

RESEARCH EXPERIENCE

Dissertation Research

January 2010 - Present

UNC Gillings School of Global Public Health, Chapel Hill, NC

- Independently conducted a randomized controlled health intervention trial with 134 participants and a 90 percent retention rate.
- Developed and administered Qualtrics online questionnaires at 3 time points using existing instruments and process measures developed specifically for the intervention.
- Conducted 24 qualitative structured interviews and manually documented over 800 intervention discussion board posts.
- Collected, managed, and analyzed data on over 200 variables using structural equation modeling, analysis of variance, and descriptive analysis techniques.

Graduate Research Assistant

June 2006 - Present

UNC Center for Health Promotion and Disease Prevention, Chapel Hill, NC

- Managing a content development team for a CDC funded weight loss intervention targeting low-income family planning clinic patients. This work has included the creation of 8 web based educational modules with assessment questionnaires, a 26-week online behavioral self-monitoring system with tailored feedback, and the development of an online social network based social support program.
- Contributed significantly to the background, research design, analysis, and budget sections of 5 NIH grant submissions including the successful submission of a \$133,000 phase 1 NIH STTR grant. Three submissions are in development or pending review.
- Prepared and managed several complex IRB applications for grant-funded health interventions.
- Served on successful Deputy Director for Research and Operations search committee for the UNC Prevention Research Center (Center for Health Promotion and Disease Prevention).

TEACHING & MENTORING EXPERIENCE**Teaching Assistant**

Spring 2008 & Spring 2009

NUTR/HPM 780, Entrepreneurship in Public Health

- Assisted in the development of all course content and assignments.
- Managed speakers, class group assignments, and student inquiries.
- Evaluated students by providing written feedback and grades for 9 one page written assignments and a 15 page final paper.
- Taught one, two-hour class per semester.

UNC Undergraduate Research Mentor

June 2010 - July 2011

- Recruited and hired 3 undergraduate interns for dissertation research through the UNC Office for Undergraduate Research.
- Scheduled and oversaw regular meetings and managed intern activities including the transcription and coding of over 11 hours of qualitative interviews.
- Provided recommendations and career advice as needed.

PROFESSIONAL EXPERIENCE**Health Communications Intern**

Aug 2007 – May 2008

North Carolina Division of Public Health, Raleigh, NC Physical Activity and Nutrition Branch

- Developed a radio and print health communications campaign for the statewide *Eat Smart Move More* program, "Maintain Don't Gain".
- Wrote press releases and articles on school wellness topics for dissemination to PTAs and the North Carolina School Board Association.

Dietetic Intern

June 2007 - Aug 2007

UNC Hospitals, Chapel Hill, NC

- Collected data and evaluated patient nutritional risks and status.
- Recommended medical nutrition therapy and counseled patients.
- Documented patient information and interventions.

Manager, New Business Development

April 1998 – Aug 2005

National Public Media, New York, New York

- Consistently exceeded multi-million dollar fundraising goals.
- Developed 1.8 million dollar television, radio and PBS *Ready To Learn* program sponsorship for PNC Bank.
- Created and managed partnerships between commercial and non-profit sales organizations.

PUBLICATIONS AND PRESENTATIONS*Publications*

- Smith A, Jones B, **Larkin A**, Charles AF, Johnson, TJ. Health economics in public health. *American Journal of Preventive Medicine*. 20xx Mar;36(3):273-5.
- Peterson A, **Larkin A**, Jones A. Linking homegrown and locally produced fruits and vegetables to improving access and intake in communities through policy and environmental change. *Journal of the American Dietetic Association*. 20xx Apr;107(4):584-5 (Application)
- Smith A, Lee MM, **Larkin A**. Addressing disparities in the obesity epidemic. *North Carolina Medical Journal*. 20xx Jul-Aug;67(4):301-4.
- **Larkin A**. Using return on investment analysis to evaluate health promotion programs: challenges and opportunities. RTI Issue Briefs. 20xx November: 1(3): 1-4.

Oral Presentations

- **Larkin A**, Johnson, D, Jones, L, Bailey, A, Gaston, M, Lee, Z, Smith, A. "Results From a Nutritional and Physical Activity Tracking and Screening Pilot Program in Middle Schools". 32nd Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine. Washington, DC, 2011.
- **Cavallo D**, Gaston A, Johnson A, Smith A. "Entrepreneurial Approaches To Improved Snack Bar Offerings In School Settings". International Society for Behavioral Nutrition and Physical Activity Conference. Banff, AB, 2008.

PROFESSIONAL AFFILIATIONS

Member, Society of Behavioral Medicine

Member, American Dietetic Association

COMMUNITY SERVICE AND OTHER ACTIVITIESVolunteer, *Meals on Wheels*

Sept 2005-August 2006

Competitive Cyclist (Category3)

1994-2005

Elaine Jackson

250 Dogwood Drive, #2
Glastonbury, CT 06833

(111) 555-0000
elaine.jackson@professor.com

Education

University of Connecticut, Storrs, CT

May 2012

Ph.D. in English Literature

Dissertation: *"Rewriting the American Myth: Post- 1960s American Historical Frontier Romances"*

The dissertation studies writers who challenge the positivist, progressive mythology of the American frontier in the wake of Vietnam-era protests, the Civil Rights Movement, and the American Indian Movement. Such writers as E.L. Doctorow, John Barth, Thomas Pynchon, Ishmael Reed, Percival Everett, Gerald Vizenor, James Welch, and Cormac McCarthy use their historical romances to accepted texts, including new textual accounts that usurp the authority of accepted texts, and introduced new voices into the discussion of frontier mythology.

Major Advisor: Prof. Dennis Muelethaler

Associate Advisors: Prof. Carol Isakson, Prof. Larry Monti

Boston College, Chestnut Hill, MA

Master of Arts in English

August 2003

Northeastern University, Boston, MA

Bachelor of Arts, Magna cum Laude

June 2001

Major: English; Minor: Linguistics

Thesis: *"Discovering God: The Figure of Beatrice in Poetry of Dante Alighieri"*

Thesis Advisor: Prof. Kathleen Carr

TEACHING EXPERIENCE

University of Connecticut, Storrs, CT

Teaching Assistant

Fall 2006 –present

Courses Designed and Taught

Honors III – American Literary Modernism: Writing Section (Fall 2011)

Introduction to American Studies (Fall 2010)

American Literature to 1880: Writing Section (Fall 2004 – Spring 2009 – 2011)

American Literature to 1880 (Summer 2009, 2010, Spring 2011, 2012)

World Masterpieces in English and American Literature (Spring 2011)

Contemporary Issues/Contemporary Texts (Spring 2007)

Texts and Contexts: *Moby-Dick* (Fall 2006)

Freshman Writing 2: Madness, Depression, and Outright War (Spring 2006)

Freshman Writing 1: Education and Society (Fall 2006)

Course Assisted

The Short Story – Assisted Prof. Charters

Fall: The World Short Story / Spring: The American Short Story (2007 – 2009)

TEACHING EXPERIENCE (CONTINUED)

Eastern Connecticut State University, Willimantic, CT
Adjunct Lecturer

Spring 2007 – present

Courses Designed and Taught

Introduction to Literature (Spring 2007, 2009, Fall 2010 – Spring 2012)
College Writing Plus: Environmental Rhetoric (Spring 2008)
Responding to 9/11 (Spring 2010)
Environmental Rhetoric (Fall 2004, 2009)

Northeastern University, Boston, MA
Adjunct Lecturer

Jan. 2004 – June 2005

Courses Designed and Taught

College Writing 2 (Winter 2004 – Spring 2005)
College Writing 1 – On-line Trial Course (Fall 2004)
College Writing 1 : Environmental Rhetoric (Fall 2004 – Winter 2004)
Basic Writing: Environmental Rhetoric (Fall 2004)

Boston College, Chestnut Hill, MA
Teaching Fellow

Sept. 2002 – May 2003

Course Designed and Taught

First Year Writing Seminar (Fall 2002 – Spring 2003)

PUBLICATIONS

Refereed Articles

“„Hardly the voice of the same man“: „Civil Disobedience and Thoreau“s Response to John Brown.”
The Midwest Quarterly 48.2 (Winter 2012): 247-265.

“„A world away from his people“: *The Heartsong of Charging Elk* and the Indian Historical Novel.” *SAIL: Studies in American Indian Lectures* 18.2 (Summer 2011): 54-82.

“„Of this I can make no sense“: *Wuvand Eadwacer* and the destabilization of meaning.” *Medieval Forum*. Volume 4. (Posted 12/01/2009)

“In the Midst of an Infernal Crowd: Dante and the Original Text(s).” *Translation Review* 58 (2004): 31 - 44.

Under Review

“Speaking for the Mixedblood Other: „Carefully Distorted“ History in Gerald Vizenor“s *The Heirs of Columbus*.” Under review at *MELUS: Multi-Ethnic Literature of the United States*, 38 pp. (Notification of Revise and Resubmit: February, 2012)

PUBLICATIONS (CONTINUED)

Miscellaneous

"Representing Cooper's Cultural Landscape: The N. C. Wyeth Illustrations." *James Fenimore Cooper: His Country and His Art – Papers from the 2009 Cooper Seminar*. Forthcoming, 10 pp.

"*Fools Crow*." *Encyclopedia of Native American Literature*. Fact on File, Inc. Forthcoming, 2013.

"*The Heartsong of Charging Elk*." *Encyclopedia of Native American Literature*. Facts of File, Inc. Forthcoming, 2013.

Review of Fitz, Brewster E. *Silko: Writing Storyteller and Medicine Woman*. Norman: U of Oklahoma P, 2009, in *MELUS: The Journal of the Society for the Study of Multi-Ethnic Literature of the United States*. Vol. 3 1.1 (Spring 2011): 156-158.

"August 4, 1998." *Long River Review*. 2010 Storrs: U of Connecticut P, 2010: 63-69.

Review of Pulitano, Elvira. *Toward a Native American Critical Theory*. Lincoln and London: U of Nebraska P, 2008, in *MELUS: The Journal of the Society for the Study of Multi-Ethnic Literature of the United States*. Vol. 29.2 (Summer 2009): 300-01.

"Gary Snyder." *Dictionary of Literary Biography 275: American Nature Writers- Prose*. Detroit: Gale. 2008. 294-302.

"...the howling of Irish wolves against the moon." *Long River Review*. 2004 Storrs: U of Connecticut P, 2008: 123-125.

"a syndeton." *Long River Review*. 2006. Storrs: U of Connecticut P, 2006: 41-48.

"For Kathy's birthday." *Poetic Voices of America*. Sparrowgrass Poetry Forum. Sistersville: Sparrowgrass Press, Summer 2005: 29.

"Sitting here within the dark." *In Other Words*. Denver: Western Reading Services, Fall 2004: 3.

"As a boy." *Treasured Poems of America*. Sparrowgrass Poetry Forum. Sistersville: Sparrowgrass Press, Summer 2004;166.

"The Madness of William Blake: A Reader-Response Approach to *Furor Poetry and The Book of Thel*." *Threshold: An Academic Journal for the Graduate Students in the English Department at Boston College*. Vol. 4 (1999): 13-24.

Assorted Poems. *Inw@rds: Boston College Graduate Student Creative Writing Journal*. Vol. 1, 2003: 22, 36, 38. Contributing editor.

CONFERENCE EXPERIENCE

Papers Presented

“Representing Cooper’s Cultural Landscape: The N.C. Wyeth Illustrations.” “A Geography of the mind: Architecture, Landscape, and the Imaginative Reconstruction of the Past.” The State University of New York: College at Oneonta. June 2010.

“A world away from his people”: James Welch’s response to the reservation.” Northeast Modern Language Association Conference. Boston, MA. March 2008.

“Native Identity and Non-Native Place in James Welch’s *The Heartsong of Charging Elk*.” Mid-Atlantic American Culture / Popular culture Association Conference. Pittsburgh, PA. November 2007.

“*Et in Arcadia Ego*: Implicit Violence and Death in Cormac McCarthy’s *Blood Meridian, Or the Evening Redness in the West*.” Southwest/Texas Popular and American Culture Conference. Albuquerque, NM. February 2007.

“Rooted in the Postmodern: Framing Ecocriticism.” Association for the Study of Literature and the Environment Conference. Flagstaff, AZ. June 2006.

“Jack Kerouac and the Lesson of Solitude: the Paradox of the „Natural“ Experience,” Mid-Atlantic American Culture / Popular Culture Association Conference. Albany, NY. November 2005.

“In the Midst of an Infernal Crowd: Dante and the Original Text(s),” “Translation Themes and Variations.” New York University. New York, NY. April 2005.

“*Gary Snyder* and the Myth of Identity: a Decompositional Reading of Culture.” “Identity/Ethnicity/Origins.” Binghamton University. Binghamton, NY. March 2005.

Panels Chaired

New Directions in Cormac McCarthy’s *Blood Meridian*. NEMLA Cambridge, MA. April 1-3, 2010.

Environment and Culture (various panels). Mid-Atlantic American Culture / Popular culture Association conference. 2004 – 2008.

Graduate Colloquia

“The Signifyin(g) Cowboy: Re-imagining African-Americans on the American Frontier in Ishmael Reed’s *Yellow Back Radio Broke-Down*.” University of Connecticut English Graduate Student Association Professional Development Series. Storrs, CT. February 2011.

“Rewriting the American Myth: Some Introductory Remarks on the Post-1960s Historical Frontier Romance.” University of Connecticut – EGSA Professional Development Series. Storrs, CT. February 2011.

“Rooted in the Postmodern: Framing Ecocriticism.” Northeastern University Barrs Lecture Series (special topic on ecocriticism). Boston, MA. May 2005.

CONFERENCE EXPERIENCE (CONTINUED)

“ab fortitude ad sapientiam: The English Heroic Tradition from Beowulf to Sir Gawain and the Green Knight.” Boston College Masters Collective Colloquium. Chestnut Hill, MA. March 27, 2005.

AWARDS AND HONORS

Nominated for English Department TA Teaching Award, University of Connecticut (2006)
Teaching Fellowship (competitive award), Boston College (2001)

PROFESSIONAL AFFILIATIONS

Modern Language Association (MLA)
Northeast Modern Language Association (NEMLA)
The Association for the Study of Literature and Environment (ASLE)
Mid-Atlantic American Culture Popular Culture Association (ACAPCA)
The Association of Literary Scholars and Critics (ALSC)
The James Fenimore Cooper Society

PROFESSIONAL SERVICE

Area chair, Environment and Culture. Mid-Atlantic American Culture / Popular Culture Association. 2005 – 2008.

UNIVERSITY SERVICE University of Connecticut

Teaching Assistant Orientation, English Department (Summer 2007 – 2011)
Professional Relations Committee, English Department (Fall 2005 – Spring 2010)
Founder, ReJoycers: Twentieth Century Reading Group (2007 – present)
Ulysses, Ignite Jest, Omeros, Gravity's Rainbow, The Book of Daniel
Graduate Student Senate, Alternative Representative (Fall 2006 – Spring 2007)
Member, Irish Studies Alliance (2008 – present)
Webpage Maintenance, American Studies Program (2007 – 2010)

TUTORING EXPERIENCE Dean College, Franklin, MA

Writing Specialist, (Sept. 2003 – May 2005)

Assisted ADD/ LD / ESL students in all aspects of writing development, from basic grammar and punctuation to editing and revision techniques. Includes work in and supervision of a writing lab.

Northeastern University, Boston MA

Linguistics Tutor (Sept. 2000 – June 2001).

QUALIFICATION SUMMARY

- **PhD level biologist with background in bioinformatics, web programming and web-based database development.**
- **Expertise in developing computational tools to analyze a wide range of research data.**
 - Languages include Java, Perl, “list names of all other languages here”
 - Computer platforms and applications include Unix, Linux, “list name of all other platforms and applications here”
 - Bioinformatics tools (implemented locally) include Blast, “list names of all other bioinformatics tools here”
- **Bioinformatics accomplishments:**
 - Developed programs to extract novel genes from a sequenced genome.
 - Developed and/or implemented numerous applications for large-scale analysis and manipulation of high-throughput experimental results.
 - Annotated, curated, and managed genomic, microarray, and proteomic data. Designed, built, and administered a genomic web database.
- **Wet laboratory experience in molecular biology, microbiology, genetics, and biochemistry.**
- **Strong communication and collaboration skills.** Led a team to annotate a sequenced genome. Managed technicians and teaching assistants. Instructed students. Collaborated with colleagues to produce peer-reviewed publications, conference presentations, and successful competitive grant proposals.

EDUCATION

Cell Biology, PhD, *Stanford University*, Year

- **Dissertation:** “You will place the title of your dissertation topic in this space”.

Biology, MS, *New York University*, Year

- **Thesis:** “You will place the title of your thesis topic in this space”.

Biochemistry, BS, *Universidade de Brasília*, Year

BIOINFORMATICS EXPERIENCE

University of California at San Francisco, Department of Biochemistry, with David Beckham Year---present
Principle Investigator: David Beckham

- **Computational discovery of novel proteins in a “type of pathogen here” pathogen.** Wrote Perl scripts to extract previously un-described pheromones and virulence factors, including morphogens and secretory hydrolases, from the sequenced genome of “list name of genus species here”. Identified and characterized these proteins using local implementations of “list names of other bioinformatics tools here”. Wrote Perl scripts to parse the sequence analysis output.
- **Annotation of a sequenced “type of genome here” genome.** Led a 10---person team to manually annotate the “name genus species here” genome. Constructed a computational pipeline to annotate the genome by developing procedures to 1) analyze the genome, 2) parse the analysis output, and 3) convert the results into tables for entry into a local relational database. Installed Blast, “list other program here” and used them to comprehensively compare the genomic sequence to the complete GenBank, Pfam, and SGD/Gene Ontology data sets. Routinely used Perl to facilitate curation of the genome.
- **Analysis of microarray data and regulatory sequences.** Wrote Perl scripts to extract potential regulatory DNA sequences flanking each gene in the “list species genus here” genome. Applied clustering algorithms in “list bioinformatics tool used here” and motif---detection algorithms in “list other programs here” to these sequences in combination with Affymetrix data.

- **Design, construction, and administration of a web database server.** Installed, configured, and ran the server software: Linux operating system, Apache web server, ABC database server, EFG and HIJ servers. Built relational databases, web pages, and server-side scripts in both Perl and ABC. Published annotation tables and other results of automated sequence analysis on the web database. Currently expanding the web database to generally manage, query, and internally distribute the Beckham lab's PCR array and Affymetrix gene expression data. The web database is publicly accessible at <http://ucsf.edu>.
- **Computational discovery of gene families.** Developed a procedure to scan whole fungal genomes for gene families using "list names of scripts here" scripts. Currently using a diverse tool set to characterize these families.

LABORATORY RESEARCH EXPERIENCE

Department of Biochemistry, University of California, San Francisco Year-Year

Principal Investigator: David Beckham

Employed genetic and biochemical approaches to: 1) document communication between pathogen cells. 2) discuss second goal here, 3) discuss third goal here. Managed and instructed a technician. Won as Principal Investigator, \$00,000 in competitive grants.

Department of Marine Biology, Monterrey Institute Year-Year

Principal Investigator: Brigit Prinz

You will discuss the nature of your research here for 2---3 lines, focusing on what you accomplished, and if you managed any staff. You will discuss the nature of your research here for 2---3 lines, focusing on what you accomplished, and if you managed any staff.

Department of Biology, New York University Year-Year

Principal Investigator: Zinedine Zidane

Used cell genetics to study viral oncogenes in a rat cell line...discuss nature of research here for 2---3 lines, focusing on what you accomplished, and if you managed any staff. You will discuss the nature of your research here for 2---3 lines, focusing on what you accomplished, and if you managed any staff.

RELEVANT TRAINING

Advanced Object Oriented Application Development in Java, University of San Francisco. Year
Project manager, architect, and lead coder for group project.

Introduction to Business Computer Programming with Java, University of San Francisco. Year

A Life Scientist's Guide to Intellectual Property, the Center for BioEntrepreneurship, UCSF. Year

Idea to IPO...and Beyond, the Center for BioEntrepreneurship, UCSF. Year
Group project included creation of written business plan and live slide presentation to venture capital panel.

Bioinformatics, Functional Genomics and Proteomics Workshop, University of California, Irvine. Year

TEACHING EXPERIENCE

New York University, Dept. of Biology. Year

- Laboratory instructor for ""Introduction to Experimental Biology""
- Teaching assistant for ""General Biology""

CONSULTING EXPERIENCE

West Coast Films, San Francisco, Year. Freelance research on XXXXXXXXXX PBS documentary, "Name of Documentary Here", premiered Year.

SELECTED GRANTS and AWARDS

- **Name of Program Grant Here**, Year---Year, \$XXX,000.
- **Name of Program Grant Here**, Year---Year, "Topic of Research Here". Principal Investigator, \$XX,000.
- **Name of Program Grant Here**, Year---Year, "Topic of Research Here". Principal Investigator, \$XX,000.
- **Name of Award Here**, Year---Year, "Topic of Research Here", \$XX,000.

SELECTED PRESENTATIONS

Hamm, M, and Beckham, D, "Name of Research Here", and Hamm, M, and Beckham, D, "Name of Research Here". UCSF School of Dentistry Research Day, Year.

Hamm, M, and Beckham, D. Year. ""Name of Research Here"". Oral presentation at the Name of conference here.

Hamm, M, and Beckham, D. Year. ""Name of Research Here"". Oral presentation at the Name of conference here.

Hamm, M, and Beckham, D, Year. ""Name of Research Here"". Oral presentation at the Name of Investigators' Meeting.

Hamm, M, and Beckham, D. Year. ""Name of Research Here"". Name of Conference here.

Hamm, M, and Zidane, Z. Year. ""Name of Research Here"". Oral presentation at the Name of conference here.

Hamm, M. Year. ""Name of Research Here"". Oral presentation at the Name of Meeting at Special Place Laboratory.

SELECTED PUBLICATIONS

Zidane, Z*, Hamm, M*, and Beckham, D. Year. ""Name of Research Here"". Name of Journal Here 111(22):3456-7890. *Co---equal authorship.

Hamm, M, and Zidane, Z. Year. ""Name of Research Here"". Name of Journal Here 111(22):3456-7890.

Hamm, M, and Zidane, Z. Year. ""Name of Research Here"". Name of Journal Here 111(22):3456-7890.

Hamm, M, and Zidane, Z. Year. ""Name of Research Here"". Name of Journal Here 111(22):3456-7890.

Hamm, M, and Zidane, Z. Year. ""Name of Research Here"". Name of Journal Here 111(22):3456-7890.

WRITING A CURRICULUM VITAE (CV)

Sample CV #1: Amy Larkin, Doctoral Candidate in Public Health

Larkin fills her 2-page CV with her accomplishments. The design is simple and she arranges sections to foreground what she wants her reader to see first; information that is perhaps less relevant appears later in the CV. Because Larkin lists research qualifications early, we can infer that her intended job may be research-intensive. To apply to a teaching position, she could rearrange her CV so that teaching and mentoring appear on page one. If her position entailed media outreach, then she could move her work experiences, publications, and presentations to more prominent locations. These are organizational decisions, and content may also need to be changed for each application. Descriptions of experience could be rephrased, other accomplishments listed, and new sections created to replace others (e.g., a “teaching skills” section instead of “research skills”). It is also possible that Larkin selected education and experience highlights to fit two pages, with the remaining information stored in a much longer CV.

Sample 2: Elaine Jackson, Doctoral Candidate in English Literature

Jackson foregrounds teaching experience. She lists courses she designed and taught separate from those assisted, and she divides scholarly publications from “miscellaneous” ones. These are effective ways to subcategorize content. Because Jackson leads with teaching, it is possible she intends this CV for academic teaching positions. However, research takes up the majority of Jackson’s CV, so she may apply for positions that require teaching excellence and research output. Jackson could present her information in alternate ways. For example, she could include contact information as a header. Jackson could place tutoring with teaching since both communicate working with students. Jackson also has service positions she could elaborate. Crucially, Jackson’s formatting is not consistent. Her doctoral graduation date is aligned to the right, but other dates do not follow this pattern. Miscellaneous publications are cited with varying formats, and the reasons for different formatting may not be clear to a reader. Design changes are relatively easy to adjust, and they matter for presenting a visually consistent, polished document.

Sample 3: Mia Hamm, PhD in Biology

Hamm uses font cases and sizes, along with white space, to separate accomplishments and improve readability. Because Hamm has considerable experience, she leads with a “qualifications summary” before listing education. Her summary includes a statement about the type of researcher she is, highlights expertise, and notes accomplishments. These details are elaborated throughout the CV. Because much of Hamm’s content emphasizes bioinformatics research, laboratory experience, leadership, and technology, we may infer that a desirable position for her would involve leading a team of researchers. An interesting organizational choice is to place her teaching experience and experience with consulting ahead of her research presentations and publications. Once again, where information is placed may signify the relevance of that information to an applicant, or to a position, so make smart organizational choices!

VANESSA BRODIE

2409 Kingston Pike • Raleigh, NC 27695 • myemail@gmail.com • (919) 555-5555

EDUCATION

The University of North Carolina at Chapel Hill

B.S. Biology, Minors in Chemistry and History

Overall GPA: 3.79 Major GPA: 3.93

December 20XX

Universidad Complutense de Madrid

Study Abroad, UNC Honors Program

Spring 20XX

HONORS AND AWARDS

Dean's List (3 semesters)

Phi Beta Kappa Society

RESEARCH INTERESTS

Genetic Sequencing • Molecular Biology • Microbiology • Alzheimer's Disease • Aging and Dementia

RELEVANT COURSEWORK

Lab Experiments in Genetics • Introduction to Statistics • Molecular Biology • Genetics • Elementary Pathogenic Microbiology

RESEARCH LABORATORY EXPERIENCE

Lab Technician, Hanson Research Lab, Department of Biology

May 20XX-August 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Assisted in experimental design setup of sequencing the tau gene in individuals with Alzheimer's disease or Front Temporal Dementia
- Evaluated sequencing program and clarified ambiguous base calls
- Managed data of individual's genotypes to analyze the need for further testing
- Observed and assisted a graduate student in preparing specimens for microarray
- Practiced proper lab techniques and gained experience in pipetting

RESEARCH PRESENTATIONS

Brodie, V. (20XX). "Emerging Trends in the Genetic Treatment of Dementia." Academic Research Conference, The University of North Carolina at Chapel Hill, Chapel Hill, NC. [Poster Session]

Brodie, V. (20XX). "Title of Paper." Name of Conference, Name of Hosting Institution, City and State. [Oral Presentation.]

RESEARCH PROJECTS

Brodie, V. (20XX). "Treating Dementia at the Genetic Level: Current Practices and Emerging Trends."
Research review completed for BIO 5XX: Genetics

Brodie, V., Person, A., and Person, B. (20XX). "Title of Paper."
Research project completed for BIO 4XX: Course Name

TECHNICAL SKILLS

Column Chromatography • Thin Layer Chromatography • DNA Extraction • Dilutions • Light Microscopy • Titration • Solutions Preparation • Spectrometry

TUTORING AND STUDENT ENGAGEMENT

Peer Tutor, Academic Skills Center
Goldsboro, NC

August 20XX-May 20XX

- Tutored students in General Chemistry, English, and Mathematics
- Coached students in course material through practice problems and sample tests
- Advised students on notetaking techniques and improving study habits

ADDITIONAL EXPERIENCE

Library Assistant, Circulation Department, Davis Library
The University of North Carolina at Chapel Hill, Chapel Hill, NC

May 20XX-April 20XX

- Enriched patron experience by enabling access to library resources through friendly customer service
- Discharged books to patrons; sorted and shelved returned books
- Developed skills for using library databases for locating research materials

COMMUNITY OUTREACH

Student Volunteer, UNC Health Care Systems
Chapel Hill, NC

August 20XX-December 20XX

- Describe contributions/accomplishments
- Have 2 bullet points for balance

Member, YMCA Helping Paws

September 20XX-August 20XX

- The University of North Carolina at Chapel Hill, Chapel Hill, NC
- Describe contributions/accomplishments
 - Have 2 bullet points for balance

DANI WHITTAKER

555 Street St • Durham, NC 27707 • myemail@gmail.com • (919) 555-5555

EDUCATION

University of Kentucky

Bachelor of Arts, Communication and English
Overall GPA: 3.81 Major GPA: 3.75

May 20XX

Lexington Community College

Associate of Arts

May 20XX

HONORS AND AWARDS

Dean's List (4 semesters)

RESEARCH INTERESTS

Identity and Performance • Critical Theory • Qualitative Methods • Gender Studies • Queer Theory • Intercultural Communication • Media Studies • Textual Analysis

RELEVANT COURSEWORK

Communication Theory • Communication Research Methods • Work, Writing, and Black Feminism • Representation and Intimacy in U.S. Cinema • Social Processes and Effects of Mass Communication • Rhetorical Criticism and Popular Culture • Sociology of Gender

RESEARCH PROJECTS

Whittaker, D. (20XX). "Trans Spectacles: The Use of Forced Perspective to Create Viewer Empathy in *Boys Don't Cry*." *Critical analysis paper completed for COM 454: Rhetorical Criticism and Popular Culture.*

Whittaker, D., and Partner, A. (20XX). "Writing the Self Online: Blog Writers' Self-Disclosure and Community Building." *Research study completed for COM 365: Communication Research Methods.*

Whittaker, D. (20XX). "Performing Margo: Gender Performance and Power Relationships in *All About Eve*." *Critical analysis paper completed for ENG 485: Psychoanalysis, Literature, and Film.*

TUTORING AND STUDENT ENGAGEMENT

Peer Instructor, UK 101: Academic Orientation

August 20XX – December 20XX

University of Kentucky, Lexington, KY

- Input and maintain attendance and assignment records for 20 first-year students.
- Develop and lead four class sessions.
- Lead tours of the library and career resources center.
- Role model and coach students on adjusting to college life.

Peer Tutor, Academic Skills Center

August 20XX – May 20XX

Lexington, KY

- Tutored students in English, Interpersonal Communication, and Mass Communication
- Coached students in course material through practice problems and sample tests
- Advised students on notetaking techniques and improving study habits

ADDITIONAL EXPERIENCE**Library Assistant, Circulation Department, Davis Library**

May 20XX – April 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Enriched patron experience by enabling access to library resources through friendly customer service
- Discharged books to patrons; sorted and shelved returned books
- Developed skills for using library databases for locating research materials

COMMUNITY OUTREACH**Student Volunteer, UNC Health Care Systems**

August 20XX – December 20XX

Chapel Hill, NC

- Describe contributions/accomplishments
- Have at least 2 bullet points for balance

Member, YMCA Helping Paws

September 20XX – August 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Describe contributions/accomplishments
- Have at least 2 bullet points for balance

CONVERT A *CURRICULUM VITAE* TO A RESUME

A *curriculum vitae* is prepared for many teaching or research positions, and will list accomplishments in research, teaching, writing, and service. A *resume* is usually for positions outside these fields, including jobs in industry, business, and non-profits/NGOs. Unlike CVs, resumes highlight education, work experience, and relevant skills for a position.

Target a Job Announcement and Adjust Your Vocabulary

Prepare a resume for each job posting you target. You may have one master resume you adjust for each application. Your goal is to demonstrate your qualifications and fit for a position. Avoid academic jargon. Adopt the language of the job ad to describe your relevant experience and the skills that translate from one career to another.

You Will Have to Cut Details

Resumes rarely exceed 2 pages, and a single page is typical for individuals getting started in a career. You may have to leave information off your resume to fit a page limit. For example, publications and conference presentations are listed in full on a CV but are rarely on a resume. All the course you assisted or taught could go on a CV, but less detail works for a resume. Do not cut and paste straight from your CV. Rethink and reframe experiences to emphasize skills and job fit, based on the skills and qualifications named in the job posting.

Create Relevant Categories

A typical resume will show education, work experience, and related skills. Additional categories may include honors and awards, activities (e.g., community involvement), and relevant coursework (if desirable to an employer). Work experience should receive most of your attention.

Rethink and Re-Group Your History as Work Experience

Take inventory of your research, teaching, and service. View these together as your work experiences, rather than as discrete categories. Think about how experiences relate thematically, how each convey skills and competence, and how each shows ability to do the duties called for in the job posting.

Reframe Your Experiences to Emphasize Skills

For each relevant experience, list your tasks, duties, and accomplishments. For example, teaching involves facilitating discussion and developing lesson plans, assignments, and assessment tools. Likewise, research may include conducting lab experiments, gathering data, or reviewing bodies of literature for reports. Revise your lists so that each point conveys context (what had to be done), your contribution, and a result. “Responsible for” and “duties included” do not convey skills. Opt for verbs like “collaborate,” “analyze,” “facilitate,” “create,” “organize,” “prepare,” or “implement.” Your verb choices will communicate your skills, abilities, and accomplishments.

Have a UCS Counselor Look Over Your Resume

Visit careers.unc.edu for additional resources or to schedule an appointment with a counselor. You may also stop in during Drop-In hours, 1:00 to 4:00pm, Monday through Friday.