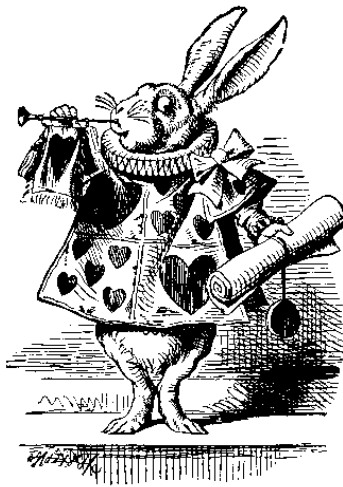


Marketing Your Credentials: Writing CVs and Cover Letters



The Center for Teaching and Learning

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Resources on the Academic Job Search*

Academic Scientists at Work: Navigating the Biomedical Research Career (Kluwer Academic/Plenum Publishers, 2002), by Jeremy Boss and Susan Eckert. ISBN: 030647493X. This handbook for aspiring biomedical scientists features advice on finding an academic job, obtaining research grants, setting up and managing a laboratory, and advancing one's academic career. There's a chapter on mentoring and another summarizing the results of a national survey of biomedical faculty members on how to have a successful career in scientific research. The book's appendix has sample CV's and cover letters.

The Academic Job Search Handbook (University of Pennsylvania Press, 2001, 3rd edition), by Mary Morris Heiberger and Julia Miller Vick. ISBN: 0812217780.

A comprehensive guide that starts with planning a job search and continues through the tenure process. A large section on written materials includes sample correspondence, professional vitas, and statements of teaching philosophy. A two-year timetable helps plan the search. The new third edition has additional information for candidates in the sciences and applicants for adjunct and community-college positions. There's also a section on nonacademic career options.

The Curriculum Vitae Handbook: How to Present and Promote Your Academic Career (Rudi Publishing, 1998), by Rebecca Anthony and Gerald Roe. ISBN: 0945213263.

This revised edition includes samples of C.V.'s for different stages of academic careers and information on how to create an electronic C.V.

Finding an Academic Job (Sage Publishers, 1998), by Karen M. Sowers-Hoag and Dianne F. Harrison. ISBN: 0761904018.

Two deans of social-work schools offer advice on what colleges and universities look for in new faculty members, how to match your credentials to the job market, and how to negotiate a job offer. One section deals with employment issues affecting academic couples.

Getting an Academic Job: Strategies for Success (Sage Publishers, 1997), by Jennie Jacobs Kronefeld and Marcia Lynn Whicker. ISBN: 0803970153.

This guide explains the nature of job searches, interviews, and landing the right job, and includes a section on the do's and don'ts of job searching.

Job Search in Academe: Strategic Rhetorics for Faculty Job Candidates (Stylus Publishing, 1999), by Dawn M. Formo and Cheryl Reed. ISBN: 157992010X (cloth)
ISBN:1579220118 (paper).

The authors of this handbook analyze their own experiences and those of more than 50 job seekers in a variety of fields, including business, the humanities, and the sciences. They suggest ways job seekers can use the verbal, written, and visual clues offered during a job search and interviews to improve their chances of landing jobs.

Surviving Your Academic Job Hunt: Advice for Humanities PhDs (Palgrave MacMillan, 2005), by Kathryn Hume. ISBN: 1403967296.

A guide for first-time academic job seekers and junior professors on the tenure track, written by a professor of English at Pennsylvania State University. The appendix includes samples of application letters and other documents that job seekers must submit when applying for a faculty position.

*<http://chronicle.com/jobs/bookshelf.htm>

“Best” Websites:

- UW, <http://depts.washington.edu/careers/graduate/>
- UW, <http://depts.washington.edu/g630/>
- UC – Davis, <http://gp.ucdavis.edu/gps/gp-aca-car.htm#8>
- UC – Berkeley, <http://career.berkeley.edu/PhDs/PhDAcademic.stm>
- UC – San Diego, <http://career.ucsd.edu/sa/gradpage.shtml>
- **Stanford*** <http://cardinalcareers.stanford.edu/communities/graduate/guides.html>
- Stanford, http://www.stanford.edu/dept/CDC/graphics/pdfs/acad_job_search.pdf
- Yale,
<http://www.yale.edu/graduateschool/careers/forms/Academic%20Job%20Search.pdf>
- Tomorrow’s Professor, <http://sll.stanford.edu/projects/tomprof/newtomprof/postings.html>
- American Psychological Association,
<http://www.apa.org/pi/oema/surviving/homepage.html>
- Re-Envisioning the PhD,
http://www.grad.washington.edu/envision/phd/employment_index.html

***Graduate Student Career Guides**

All of the career guides below are in PDF format. In order to read and print them, you will need the Adobe Acrobat Reader installed in your browser.

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[CVs & Cover Letters](#)

[Resumes & Cover Letters](#)

[Dossier Preparation](#)

[The Academic Job Search](#)

[Graduate Level Interviewing](#)

[Ph.D. Pathways](#)

[Community College Career](#)

The Commandments of Cover Letter Creation

Peter Fiske

http://sciencecareers.sciencemag.org/career_development/previous_issues/articles/0000/the_commandments_of_cover_letter_creation/

I've always hated the term "cover letter." It implies that the letter you send out to accompany your résumé, the opening shot in your job-hunt campaign, is merely "decoration" for your résumé. A good cover letter does far more than just cover: It engages the reader and makes her want to explore your job qualifications more fully. A good cover letter also highlights your qualifications, guides the reader through the most important parts of your work history, and demonstrates your flawless command of the English language. That's a lot to cover in only three paragraphs!

Don't be daunted. Writing a good cover letter boils down to making a decent presentation of your experience with the employer's needs foremost in mind. This point is extremely important. If you do not have a good understanding of the requirements of the position and the nature of the work involved, how will you be able to answer the needs of the employer? Writing a good cover letter, just like preparing a winning résumé, requires research into the organization you are approaching.

I have distilled eons of wisdom about cover letters into a list of 10 commandments (well, commandments is a little strong; how about recommendations?) that you should bear in mind while preparing your letters. Even if you have already written your cover letter, you may want to use this list as a check on your product.

Recommendation #1: Tell them why you're writing!

This may seem obvious, but you must be specific from the outset about why you are sending someone your résumé. Are you applying for an advertised position or just a potential opening? If it is a specific opening, where did you learn about it? You would be surprised how many people fail to mention the specific job to which they are applying. For big companies that are advertising many positions, your lack of specificity may land your résumé in the recycle bin. Even for small operations, it is important to explain how you heard about the job.

Recommendation #2: Tell them how you fit.

Most mediocre cover letters are not specific. They cite items in the résumé but they fail to make the connection to the job that is being advertised. Sure, it's a great thing that you have worked for a summer doing data reduction, but what if they are most concerned about project management experience? You're hosed! You have to show them how your background and experience fit the job they are advertising. At the bare minimum, you should have the job advertisement in front of you as you are writing. But you will be further ahead if you've actually done some research on the company, or better yet, have talked to the people who are advertising the opening.

Recommendation #3: Demonstrate your suitability by citing examples.

The best way to prove that you fit is to cite examples in your past work history where you tackled similar job duties or occupied a similar position. Do **not** assume that they will pick these details out of your résumé, especially as the average employer spends only 20 seconds scanning through a résumé. For example, if you are applying to work in an aeronautical engineering company doing product development, you want to note any specific experience involving the development of a device or experiment, rather than just citing your years of experimental work for your Ph.D. Citing specific examples and quantifying them where possible is the best way of convincing a stranger that you've got what it takes to get the job done.

Recommendation #4: Use their words.

Read the job description and other materials carefully. One way to make your background and experience a better fit is to use the same phrases and descriptors that they use in the job advertisement. This is an important aspect of "speaking the same language" as the employer. If you use the same terms, you will make a more effective connection between your experience and their needs.

Recommendation #5: Write to a person, *not* a Human Resources Department.

Directing cover letters to nameless human resources personnel is like asking the crocodiles in the moat to lower the drawbridge! HR people are best at scanning résumés and matching job descriptors with items on people's résumés. They are not very good at figuring out how someone with an unusual background (like having a Ph.D.) will fit into a particular position. That decision is left with the hiring manager. In some cases, especially with large companies, it is impossible to do a complete end run around the HR department. In those cases, the best you can do is send a duplicate cover letter and résumé to the person who is actually making the hiring decision. Don't know who that is? Call and find out!

Recommendation #6: Answer the obvious questions

It doesn't take clairvoyance to guess what questions might be uppermost in the mind of someone who reads your cover letter. If you are applying for a job for which a Ph.D. is not required, one obvious question is "Why is a Ph.D. applying for this job?" Another question might be "Is this person overqualified?" It is important to anticipate these questions and allay any concerns in your cover letter. It is important to show how your experience as a scientist would be an asset in a wide variety of positions.

Recommendation #7: Keep it brief.

One-page cover letters are a rule unless you have some specific reasons to make them longer (for example, if the job description or advertisement asks for answers to questions or for more information). In fact, three paragraphs should be sufficient. If your letter is any longer, you'd better have a good reason. Here is a suggested general structure:

Paragraph 1:

- Introduce yourself to the reader.
- Explain why you are writing (either for a specific opening, or a potential opening).
- Explain how you learned about the position.
- Explain why you'd be perfect for the job.

Paragraph 2:

- Show how your qualifications fit the job.
- Demonstrate your suitability by citing examples.
- Expand on one or more items from your résumé that highlight your key qualifications.

Paragraph 3:

- State what the next step is (e.g., you will call in a week to check up).
- Thank them.

Recommendation #8: Stress the positive.

A sad story about how you have been searching for a job for the last 4 years may be sincere and truthful, but it rarely makes a good impression. A good cover letter should project an image of confidence and professionalism. Save the confessions until after you get the job.

Recommendation #9: Avoid cover letter clichés.

Your cover letter should be an example of your best written communication. Therefore it should be self-evident that the writing should be clear, distinctive, and devoid of clichés. But many people can't help but insert some stock cover letter phrases such as: "Enclosed please find ..." or "Thank you for your consideration." These phrases are so routine in cover letters! Say those things differently! Be unique! Show some flair!

Recommendation #10: Know when NOT to send a cover letter!

Some companies are using electronic résumé tracking for all their applicants. Many times they don't bother scanning in the cover letter at all and simply throw it away. Spending a great deal of time on a cover letter in these cases is a waste. It would be far wiser to find out the name of the person who is the hiring manager and contact them separately in a letter, either with or without a copy of your résumé. The personal contact and attention to detail that a separate letter represents is important.

There is a final transcendent rule for sending out your job materials: **following up!** You would be surprised how many people simply mail off their materials and never bother to check back with the employer to see if they have actually arrived. Following up with a phone call a week or so after mailing your job materials does two things. First, it ensures that your letter arrived. More importantly, it demonstrates that you are able to follow through and shows that you are genuinely interested in the job. I have heard from several hiring managers who have been impressed by such a simple act.

Sample Cover Letter*

Name of search committee chairperson
Address

Dear Professor:

I am responding to your advertisement in the [name of journal] for a faculty position in the Materials Engineering Department at San Jose State University. I am a Ph.D. candidate at Stanford University in the Department of Materials Science and Engineering. My thesis work is in the area of process modeling for semiconductor fabrication and my specific research topic is the diffusion of dopants in gallium arsenide. My thesis advisor is Professor [name], Director of the Integrated Circuits Laboratory in the Department of Electrical Engineering.

I am particularly interested in a faculty position in a department that values teaching. As you may note from my résumé, I have taken every opportunity to teach while at Stanford University, and I have also participated in various educational projects outside of the university environment. These included the Computer Literacy Project, which I founded and directed for three years in a predominantly minority middle school in [city], and Expanding Your Horizons at San Jose State University, a workshop for young women interested in pursuing careers in math and science. At Stanford University, in addition to being a grader and teaching assistant in several electrical engineering courses in semiconductor processing, I helped design and teach a materials science and engineering laboratory course. I also designed and co-taught a new course for undergraduates entitled Electronic Materials Science.

In addition to teaching, I am looking for a research opportunity that would allow me to continue my work in electronic materials processing, structure and properties. At Stanford University I have accomplished original research in pursuit of my degree, as well as contributed to the development of a fabrication line for GaAs digital technology. While working at [name] Corporation I designed and supervised construction of a thin film laboratory research facility and initiated a research project in amorphous semiconductor thin films.

I expect to finish my degree in [date]. I have enclosed my curriculum vita, including a list of publications, a list of references, and a copy of my passport as proof of U.S. citizenship. Thank you for your consideration. I look forward to hearing from you soon.

Very truly yours,
name/address/telephone number

*From: *The Basics of Cover Letter Writing*
Chronicle of Higher Education: Chronicle Careers
<http://chronicle.com/jobs/2000/03/2000030302c.htm>
By Richard M. Reis

How to Write Appealing Cover Letters

Chronicle of Higher Education: Chronicle Careers

<http://chronicle.com/jobs/2000/04/2000042101c.htm>
By MARY MORRIS HEIBERGER and JULIE MILLER VICK

Question: I'm applying for faculty positions. My C.V., letters of recommendation, and teaching-philosophy statement are all strong. However, I am a little dubious about the cover letter. I wrote one and have used it, with some changes, for each application. My question: How should one tailor the cover letter to the specific institution? I feel that I am being false or artificial if I openly state what the advertisement wants me to say. What is the fine line between tailoring the letter to the specific requests of any given college and pushing it too far?

Mary: I'd say that honesty defines the boundary. If something is true, and you believe it would incline a search committee to want to interview you, don't hesitate to stress it, as directly and persuasively as possible. If something isn't true, don't say it.

Julie: For years we have had programs where faculty members from various institutions talk about the academic job search. They all state, in one way or another, that they like to see cover letters that indicate that the writer knows something about the institution and is writing to apply for their specific job, not for any and every job.

Mary: A letter written for a particular job, and even a particular advertisement, not only shows that you are qualified for and interested in the position but is also easier to read. If the ad mentions that four things are desired, and your letter explicitly makes reference to all four, even someone who is skimming job materials can quickly flag your application for further consideration.

Julie: Keep in mind that while you have one letter per position to write, members of search committees usually have several hundred letters (as well as vitas and other accompanying material) to read. Yours needs to stand out and should not sound formulaic and impersonal. There's no excuse for not writing a cover letter that shows how your education, experience, and interests fit with what the institution is seeking.

Mary: In addition to showing how your qualifications match the position requirements, the cover letter shows how well you can write and gives a hint as to what it might be like to meet you. Make sure that it's clearly organized and well-written. As a general rule, you should be able to read your cover letters out loud to someone and not be embarrassed. Not only is there no need to apply superlative adjectives to yourself, but doing so probably doesn't help your case.

Julie: Let's talk about the elements of the letter. After your address and that of the person or persons to whom you're writing is the salutation. If you're responding to an announcement that asks for materials to be sent to "Dr. Jane Q. Smith, Chair, Department of Finance," the salutation should be "Dear Dr. Smith." If the announcement asks that materials go to "Staffing Representative/Chemistry Faculty Search" or to "Philosophy Program Search Committee" it is acceptable to write "Dear Committee Members." If a contact name is given without a title, it is easy to use the Internet to determine whether the person is in fact a Ph.D. And, as a fallback you can always call a department secretary for the correct title.

Mary: Next comes one of your most important decisions: how you're going to begin the letter. In many cases, the simplest, clearest thing is to state what you're applying for and where you heard of it. For example, "I'm writing to apply for the Assistant Professor position currently posted in the Modern Language Association job listings." However, if you can truthfully begin with something more specific, do so. For example, "I'm writing to follow up on yesterday's conversation in which you encouraged me to apply for the, etc."

Julie: Additionally, if someone on your dissertation committee encourages you to apply for a specific position and knows someone on the search committee, you can begin your letter with something like, "Dr.

Eduardo Romero suggested I apply for the position of ..."

Mary: Of course, don't mention a name without having first checked with that person. Whether or not you're lucky enough to have an inside contact, you can organize the rest of the first paragraph in a way that makes it clear to the reader that you'll make life simple for him or her. Include some kind of summary sentence in the first paragraph that shows where the letter is going. "I'm interested in this position because it draws on my study of x, my research in y, and my extensive experience in z." Sometimes you can draw the structure of this summary from the structure of the ad."

Julie: The middle paragraphs are the heart of your letter. Here you will describe your research and teaching experience as well as your future plans, all the while framing your remarks so that there is a match with what the institution is seeking. For example, if you are applying for a position that is described as "50 percent Director of Writing Assessment; 50 percent Teaching of Composition/Rhetoric," you should be sure to talk about your experience teaching composition as well your experience working in the writing center.

Mary: As you write, keep in mind that you're writing for someone who may need to read a few hundred letters. Try as hard as you can to make your letter interesting. Usually, you can do this best by being specific. Notice the difference between, "I use a variety of media in my teaching" and "the course culminated in a final project in which students collaborated in producing a *Hamlet* Web site including links to critical documents, their own final papers, and a virtual tour of the castle."

Julie: These middle paragraphs are also the opportunity to show the "fit" between you, the institution, the specific job, and the selection criteria. If you are writing to a liberal-arts college and you attended one, say so. If you're applying for an interdisciplinary position and your academic training is interdisciplinary, say so. If your work could be an especially good fit with that of the current faculty, say so. And if you are applying to colleges in a specific geographic area that is not generally popular, but appeals to you, let the committee know that you want to work there.

Mary: Then we come to the question of how you make a graceful exit from your letter. If you want to give a one-sentence summary of your interests and your qualifications, that's fine. People commonly offer to provide additional materials. This offer is rarely taken up, however, except for candidates who make the first cut.

More useful perhaps is anything you have to say about your availability for interviews that might save the institution travel money. For example, if you will be attending a national conference, or are already planning a trip to the area where the institution is located, it's very helpful to say so. Then thank the committee for its consideration and sign off.

Julie: Before you sign the letter and enclose it with your C.V. and any other written materials requested in the job announcement, it is crucial that you read the letter over. This might sound obvious but it is surprising how often we hear from faculty members on search committees that they received letters with typographical errors, misspellings and -- believe it or not -- letters addressed to or referring to the wrong institution. The latter mistakes come easily if you've created a template letter on your computer. So, when you finish the letter, sit down and read it with great care and make sure it's perfect.

Mary: Is it okay to e-mail an application if the job ad gives that as an option?

Some employers may prefer e-mail applications, but the e-mailed documents don't always look terrific when printed. You can both apply by e-mail and mention in the message that you're also forwarding paper materials. However, if the ad asks only that you apply by e-mail (rather than giving it as an option), I'd leave it at the electronic version.

You can include your letter and C.V. in the text of the e-mail for people who don't like attachments, but mention that you're also enclosing attachments, should they want them. Make your name part of the file name for the attachment. I can't tell you how many people send me résumés to critique as documents titled "résumé" or even "doc," making them almost impossible to distinguish in a directory of received attachments.

Mary Morris Heiberger and Julia Miller Vick are the authors of The Academic Job Search Handbook (University of Pennsylvania Press). They have provided career services for thousands of graduate and professional students since 1985. Ms. Heiberger is associate director and Ms. Vick is graduate career counselor at the Career Services office of the University of Pennsylvania.

Analysis of Sample Cover Letter*

What are the general principles shown here that can be applied to most cover letters?

- Notice that the letter is addressed to a specific individual using his or her correct title. (If the advertisement for the position says only, "Chairman, Search Committee," try calling the department secretary for the name of the chairperson.)
- In the first paragraph the author explains how she heard about the position ("Your announcement in ... " At the suggestion of ..."), and who she is ("I am completing my Ph.D. in ... under the direction of ... ").
- In the second paragraph she explains why she is interested in the position and the department. Through her background research (discussions with San Jose State faculty members and perusal of the university's Web site), she knows that the institution places a high value on teaching. So she goes into some detail on her various teaching experiences, including such things as the design and development of a new course.
- In the third paragraph she provides a more detailed overview of her research, including her industrial experience.
- The key in both the second and third paragraphs is to highlight your achievements and qualifications, especially those that make you the right person for the position. You want to connect items in your background with the specific needs of the department.
- At smaller colleges or universities you should try to point out your interests in the institution as well as the department. At larger colleges or universities such as San Jose State, you can concentrate more on your interests in the department.
- In the final paragraph the author indicates what she is enclosing and offers to provide extra materials or additional information. She thanks the committee for its consideration and indicates that she is looking forward to meeting with them in the near future.
- Ideally, the cover letter should be one page, and while content is more critical than style, how you write as well as what you say is certainly important. In all cases, use simple, direct language.
- It is also critical that your letter be free of errors. This may seem obvious, but search committees see plenty of letters with mistakes. The readers will assume you had all the time you needed to put the letter together and so are likely to be unforgiving of typographical and spelling errors. Have it proofread by at least one other person.

The above example and general comments are just guidelines. Each letter must be tailored to the specific circumstances of each position. However, if you follow the principles outlined here, you significantly increase the chance that the search committee will take the next step of looking for your enclosed C.V.

The Basics of Science C.V.'s.

Chronicle of Higher Education: Chronicle Careers

<http://chronicle.com/jobs/2000/03/2000033102c.htm>

By RICHARD M. REIS

The cover letter and curriculum vitae may well be the two most important documents you will ever write, since they are the first things most academic search committees see. Although both your cover letter and C.V. must be able to stand alone, they are clearly linked and should be developed in tandem.

As with your cover letter, the visual impact of your C.V. sends an important message about your thoroughness and attention to detail. You want to present your experiences, accomplishments, and professional qualities in the most positive light.

One of the first questions often asked in preparing a C.V. is, "What is the difference between such a document and the more familiar résumé?"

The curriculum vitae is a summary of your educational background and experiences. It is used when applying for teaching and administrative positions in academe or for a fellowship or grant. In contrast, a résumé is used to summarize your education and experience for a specific career objective in the public or private sector.

Margaret Newhouse's Beyond the Ivory Tower column, From C.V. to Résumé gives some additional insights on the differences between these two documents and how to convert one into the other.

The major difference between a science C.V. and those in other fields is the prevalence of postdoc experience among science Ph.D.s. Indeed, the answer to the question "Under whom did you postdoc?" is often as important if not more so than the answer to "Where did you get your Ph.D.?" For this reason, it is important to make clear how the work you did during your postdoc differs from what you did while working on your Ph.D.

Here is a list of questions to ask yourself when putting together your C.V.:

- Is it well-designed, organized, and attractively laid out, with appropriate use of bold and italic text?
- Are categories -- such as education, teaching, and research -- clearly labeled?
- Is it easy to find sections of interest to search committee members, such as publications, postdoctoral experience, and professional associations?
- Has your adviser and at least one other person reviewed and critiqued it?
- Have you avoided using acronyms?
- Has it been proofread several times to eliminate typographical errors?

Most science and engineering C.V.'s will contain several key elements:

- Name, address, telephone number, and e-mail address.
- Education, beginning with your most recent or expected degree. List degrees, majors, institutions, and dates of completion (or expected date) in reverse chronological order. Also list minors, subfields, and honors.
- Your dissertation or thesis, including the date it will be finished. Provide the title and a brief description of your work, its framework, and your conclusions, as well as your adviser and committee members. Also include dates describing your current status ("Completed coursework, June 2000," or "Passed qualifying exam, March 2000").
- Postdoctoral experience. As with your dissertation, provide the title and a brief description of your work and the name of your adviser. Your description should explain how your postdoc work differs from your dissertation.
- Awards. Examples include National Science Foundation Fellowship, IBM Dissertation Fellowship, and Phi Beta Kappa.
- Experience. Some scientists and engineers like to include their research and dissertation in this section. If you have work experience, include your job title, the name of the employer or institution, dates, your responsibilities, and accomplishments. Use a consistent format. "Experience" works best but you may want to divide things up by "Research" and "Teaching." Stress what you contributed and accomplished by using active verbs ("Delivered eight class lectures on composite materials and developed five supporting problem sets and a midterm examination" is better than "Responsibilities included preparing class lectures, homework assignments, and exams").
- Publications and presentations. Put these last if you have more than four or five entries. List items in standard bibliographic form, classified by type (journal or conference). While it is acceptable to list articles as "submitted," or "in preparation," be selective about doing so. You will want to balance these with articles that are either published, or in press.
- Other possible categories you could use are Academic Service, Research Interests, Teaching Competencies, Community Service, Professional Associations, Foreign Study, and Licensure.

Your C.V. can be arranged to fit different positions and different institutions. Here are two versions of the same C.V., one written for an academic position at a research university and the other for a position at a university that emphasizes teaching.

In the C.V. with a research emphasis, the author makes evident his success in acquiring grants and is also sure to include his scholarly awards, one of which is a substantial postdoctoral fellowship. His teaching experience is secondary in this case and so is not given the same emphasis. In addition, he may also compose a statement outlining his research interests, as well as a short research proposal to accompany his C.V.

The C.V. with a teaching emphasis is designed to impress those institutions that are more oriented toward experiential or applied education. Highlighted here is classroom and informal teaching experience. Also included is his interest and experience in other forms of teaching, such as outdoor or nature education. Because he still wants to be active in research, he also provides

his research experience and some of his future interests, even though he knows that at these particular institutions, research opportunities might be more limited.

Additional examples of C.V.'s, with annotated comments, can be found in Mary Heiberger and Julia Miller Vick's Career Talk column, The CV Doctor.

By following these suggestions on writing a C.V., you should significantly increase your chances of getting to the next phase, the academic job interview.

Richard M. Reis is director for academic partnerships at the [Stanford University Learning Laboratory](#), and author of Tomorrow's Professor: Preparing for Academic Careers in Science and Engineering, available from [IEEE Press](#) or the booksellers below. He is also the moderator of the biweekly Tomorrow's Professor Listserve, which anyone can subscribe to by sending the message [subscribe tomorrows-professor] to Majordomo@lists.stanford.edu

The Basics of Science C.V.'s.: A Sample Research C.V.

Curriculum Vitae - Research Emphasis

John L. Doe

Environmental Science Division
Oak Ridge National Laboratory
Oak Ridge, TN 37831-6056
(xxx) xxx-xxxx

207 Dispar Road
Oak Ridge, TN 37830
(xxx) xxx-xxxx

EDUCATION

Stanford University, Stanford, California, 19XX-19XX

Ph.D. in Biological Sciences, 19XX, Area of Specialization: Population Biology

M.S. in Biological Sciences, 19XX

Northwestern University, Evanston, Illinois, 19XX-19XX

B.A. in Biological Sciences, concentration in Ecology and Evolutionary Biology

B.A. in Biochemistry, Molecular Biology and Cell Biology with honors

B.A. in Integrated Science Program, with honors

AWARDS and HONORS

Hollaender Postdoctoral Fellowship (US D.O.E.), 19XX-present.

ARCS Foundation Fellowship, 19XX-19XX

National Science Foundation Graduate Fellowship, 19XX-19XX

Andrew Mellon Foundation Graduate Research Fellowship, 19XX Phi Beta Kappa, 19XX

RESEARCH EXPERIENCE

Postdoctoral Research: Environmental Science Division, Oak Ridge National Laboratory, 19XX-present (research adviser: Dr. Stephen H. Smith).

- Development of quantitative theory of hierarchical structure in ecological systems.
- Analysis of how ecological communities reflect environmental heterogeneity at different scales.
- Numerical study of foraging behavior with short and long range movement in heterogeneous environments.

Doctoral Research: Department of Biological Sciences, Stanford University, 19XX-19XX, (research adviser: Dr. James Advisername).

- Field study of the impact of avian predation on *Anolie* lizards in the eastern Caribbean documents the importance of differences in spatial scale between prey and predators.
- Theoretical analysis of spatial scale and environmental heterogeneity in models of predator-prey communities.
- Analytical and numerical works show how species interactions can sharpen underlying environmental patterns and how heterogeneous environments can stabilize predator and prey populations.

Undergraduate Honors Research: Department of Biochemistry, Molecular Biology, and Cell

Biology, Northwestern University, 19XX-19XX (research adviser: Dr. Peter T. Williams)

- Investigation of primary events of bacterial photosynthesis.
- Isolation and spectral analysis of photosynthetic reaction centers.

RESEARCH INTERESTS

- Theoretical and field study of ecological communities.
- The roles that spatial patterns and processes play in shaping communities.
- How populations and processes that act on different spatiotemporal scales affect the behavior of ecological systems.
- Influences of disturbance size and frequency on landscape structure.

TEACHING EXPERIENCE

Instructor: Outdoor Education Program, Stanford University, 19XX-19XX.

- Lectures and weekend outings, emphasis on alpine ecology, animal tracking, and wilderness skills.

Co-Instructor: Biology of Birds, Stanford University, 19XX.

- Lectures and field trips; with Dr. S.T. Phillips.

Teaching Assistant: Systematics and Ecology of Vascular Plants, Stanford University, 19XX.

- Laboratory and field trips.

Teaching Assistant: Core Biology Laboratory, Stanford University, 19XX.

- Ecology laboratory and discussion sections.

Instructor: Chemistry Laboratory, Kendall College, Evanston, IL, 19XX-19XX.

- Sole responsibility for laboratory in biochemistry, general and organic chemistry.

Wilderness Guide: Association of Adirondack Scout Camps, Long Lake, NY, 19XX.

- Six-day canoe and hiking trips, with attention to Adirondack natural history.

UNIVERSITY SERVICES

Tour Guide: Botanical tours of Stanford campus for organizers of Native American students orientation, 19XX.

- Emphasis on native uses of plants

Guest Instructor: Jasper Ridge Biological Preserve Training Program, 19XX.

- Interpretation of animal tracks and signs.

Tour Guide: Ecology laboratory teaching assistant orientation, 19XX.

- Led natural history tour of field site.

Student Adviser: Integrated Science Program, Northwestern University, 19XX-19XX.

Academic Committee: College of Community Studies, Northwestern University, 19XX-19XX.

President and Member: Northwestern Students for a Better Environment, 19XX-19XX.

PUBLICATIONS and PRESENTATIONS

Jones, J.T. and J.L. Doe. 19XX. Scrub Jay predation on starlings and swallows: attack and interspecific defense, *Condor* 90:503-505.

Doe, J.L. and J.T. Jones. 19XX. Avian predation on *Anolis* lizards in the northeastern Caribbean: an Inter-island contrast, *Ecology* 70:617-628.

Doe, J.L. and J.T. Jones. Pattern and stability in predator-prey communities: how diffusion in spatially variable environments affects the Lotak-Volterra model, *Theoretical Population Biology* (in press).

Doe, J.L. and J.T. Jones. Predation across spatial scales in heterogeneous environments, *Theoretical Population in Biology* (in press).

Doe, J.L. and J.T. Jones. Species interaction in space, symposium paper presented at the 19XX meeting of the Ecological Society of America, Snowbird, UT; to appear in R. Ricklefs and D. Schuller, eds., *Historical and Geographical Determinants of Community Diversity*, University of Chicago Press, Chicago.

The Basics of Science C.V.'s.: A Sample Teaching C.V.

By MARY MORRIS HEIBERGER and JULIE MILLER VICK

Curriculum Vitae - Teaching Emphasis

John L. Doe

Environmental Science Division
Oak Ridge National Laboratory
Oak Ridge, TN 37831-6056
(xxx) xxx-xxxx

207 Dispar Road
Oak Ridge, TN 37830
(xxx) xxx-xxxx

EDUCATION

Stanford University, Stanford, California, 19XX-19XX

Ph.D. in Biological Sciences, 19XX, Area of Specialization: Population Biology
M.S. in Biological Sciences, 19XX

Northwestern University, Evanston, Illinois, 19XX-19XX

B.A. in Biological Sciences, concentration in Ecology and Evolutionary Biology
B.A. in Biochemistry, Molecular Biology and Cell Biology with honors
B.A. in Integrated Science Program, with honors

AWARDS and HONORS

Hollaender Postdoctoral Fellowship (US D.O.E.), 19XX-present.
ARCS Foundation Fellowship, 19XX-19XX
National Science Foundation Graduate Fellowship, 19XX-19XX
Andrew Mellon Foundation Graduate Research Fellowship, 19XX Phi Beta Kappa, 19XX

TEACHING EXPERIENCE

Instructor: Outdoor Education Program, Stanford University, 19XX-19XX.

- Lectures and weekend outings, emphasis on alpine ecology, animal tracking, and wilderness skills.

Co-Instructor: Biology of Birds, Stanford University, 19XX.

- Lectures and field trips; with Dr. S.T. Phillips.

Teaching Assistant: Systematics and Ecology of Vascular Plants, Stanford University, 19XX.

- Laboratory and field trips.

Teaching Assistant: Core Biology Laboratory, Stanford University, 19XX.

- Ecology laboratory and discussion sections.

Instructor: Chemistry Laboratory, Kendall College, Evanston, IL, 19XX-19XX.

- Sole responsibility for laboratory in biochemistry, general and organic chemistry.

Wilderness Guide: Association of Adirondack Scout Camps, Long Lake, NY, 19XX.

- Six-day canoe and hiking trips, with attention to Adirondack natural history.

TEACHING INTERESTS

General ecology, community ecology, ornithology, field biology, theoretical ecology, conservation biology, animal tracking, wilderness skills, wilderness policy issues.

UNIVERSITY SERVICES

Tour Guide: Botanical tours of Stanford campus for organizers of Native American students orientation, 19XX.

- Emphasis on native uses of plants

Guest Instructor: Jasper Ridge Biological Preserve Training Program, 19XX.

- Interpretation of animal tracks and signs.

Tour Guide: Ecology laboratory teaching assistant orientation, 19XX.

- Led natural history tour of field site.

Student Adviser: Integrated Science Program, Northwestern University, 19XX-19XX.

Academic Committee: College of Community Studies, Northwestern University, 19XX-19XX.

President and Member: Northwestern Students for a Better Environment, 19XX-19XX.

RESEARCH EXPERIENCE

Postdoctoral Research: Environmental Science Division, Oak Ridge National Laboratory, 19XX-present (research adviser: Dr. Stephen H. Smith).

- Development of quantitative theory of hierarchical structure in ecological systems.
- Analysis of how ecological communities reflect environmental heterogeneity at different scales.
- Numerical study of foraging behavior with short and long range movement in heterogeneous environments.

Doctoral Research: Department of Biological Sciences, Stanford University, 19XX-19XX, (research adviser: Dr. James Advisername).

- Field study of the impact of avian predation on *Anolie* lizards in the eastern Caribbean documents the importance of differences in spatial scale between prey and predators.

- Theoretical analysis of spatial scale and environmental heterogeneity in models of predator-prey communities.
- Analytical and numerical works show how species interactions can sharpen underlying environmental patterns and how heterogeneous environments can stabilize predator and prey populations.

Undergraduate Honors Research: Department of Biochemistry, Molecular Biology, and Cell Biology, Northwestern University, 19XX-19XX (research adviser: Dr. Peter T. Williams)

- Investigation of primary events of bacterial photosynthesis.
- Isolation and spectral analysis of photosynthetic reaction centers.

RESEARCH INTERESTS

- Theoretical and field study of ecological communities.
- The roles that spatial patterns and processes play in shaping communities.
- How populations and processes that act on different spatiotemporal scales affect the behavior of ecological systems.
- Influences of disturbance size and frequency on landscape structure.

WILDERNESS TRAINING

Animal tracking, avalanche safety, kayaking, mountaineering, outdoor education, rock climbing, wilderness survival.

WILDERNESS LEADERSHIP EXPERIENCE

Back-country skiing, minimum equipment camping, mountaineering, off-trail navigation, snow shoeing, white water canoeing.

RELATED INTERESTS

Back-country baking, basketry, ethnobotany, flintknapping, prehistoric fire-making, shelter design, weaving.

PUBLICATIONS and PRESENTATIONS

Jones, J.T. and J.L. Doe. 19XX. Scrub Jay predation on starlings and swallows: attack and interspecific defense, *Condor* 90:503-505.

Doe, J.L. and J.T. Jones. 19XX. Avian predation on *Anolis* lizards in the northeastern Caribbean: an Inter-island contrast, *Ecology* 70:617-628.

Doe, J.L. and J.T. Jones. Pattern and stability in predator-prey communities: how diffusion in spatially variable environments affects the Lotka-Volterra model, *Theoretical Population Biology* (in press).

Doe, J.L. and J.T. Jones. Predation across spatial scales in heterogeneous environments, *Theoretical Population in Biology* (in press).

Doe, J.L. and J.T. Jones. Species interaction in space, symposium paper presented at the 19XX meeting of the Ecological Society of America, Snowbird, UT; to appear in R. Ricklefs and D. Schuler, eds., *Historical and Geographical Determinants of Community Diversity*, University of Chicago Press, Chicago.

CURRICULUM VITAE EXAMPLE

Curtis Allen Taylor

HOME: 1000 Paradise Lane
Stanford, CA 94305
(650) 494-4949
cat@stanford.edu

OFFICE: Department of English
Stanford University
Stanford, CA 94305
(650) 725-4494

EDUCATION: Ph.D. Stanford University, Department of English
Degree expected, June 20XX
A.B. Harvard University, June 19XX

DISSERTATION: "Race, Reenslavement, and Representation:
The Troubled Birth of American Realism"

This study discusses the social and racial implications of the campaign for American literary realism during the late 19th century, examining works that range from the novels of W.D. Howells and Henry James to W.E.B. Dubois's *The Philadelphia Negro* and *The Souls of Black Folk*. Dissertation Readers: Professor John Rover (chair), Professor Jane Smith, Professor Joseph Brown.

FELLOWSHIPS: Fulbright Junior Lectureship, 20XX
Dorothy Danforth-Compton Dissertation Fellowship,
20XX-XX

Stanford Humanities Center Graduate Fellowship, 20XX-XX
Dorothy Danforth-Compton Graduate Fellowship,
19XX-20XX

PROFESSIONAL EXPERIENCE:

Fulbright Junior Lecturer in American Studies.

The New University of Lisbon, Departamento de Estudos Anglo-Portugueses, January 2000-June 2000.
"North American Literature: Introduction to American Literature 1850-1950."

Course Reader: "Henry James and Mark Twain"
Department of English, Stanford University, Spring 20XX

Teaching Assistant: "The Development of the Short Story"
Department of English, Stanford University, Winter 20XX and Spring 20XX
Assisted with curriculum, lectures, and course evaluation.

Writing Tutor: School of Engineering, Stanford University,
September 19XX-June 20XX

Teaching Assistant: "Shakespeare"
Department of English, Stanford University, Winter 1998.
Evaluated and aided in the creating of course assignments. Held regular office hours.

TEACHING INTERESTS:

Nineteenth- and twentieth-century American Prose Fiction
Nineteenth- and twentieth-century African-American literature
Literature of the American South
American Poetry, 1840-1930
Freshman Composition

PAPERS AND LECTURES:

"American and African-American Literature: Some Vital Connections," The Department of American Studies, University of Coimbra, Coimbra, Portugal, May 20XX.

"Richard Wright and the African-American Short Story," Annual Seminar on American Literature: "The Dark Mirror of American Consciousness: American and African-American Literature," sponsored by the Center for American Studies, Rome, Italy, May 20XX.

"Ralph Ellison and the African-American Literary Tradition," Institute of North American Studies, University of Porto, Porto, Portugal, March 20XX.

"Eudora Welty's 'The Wide Net': Politics and Pleasure," The Stanford Humanities Center, May 19XX.

"The Poetry of Frederick Goddard Tuckerman," The Stanford Humanities Center, May 19XX.

PUBLICATIONS:

Co-Author: Instructor's Manual for The Short Story: An Introduction, 2nd ed. Ed. Stone, Packer, & Hoopes. New York: McGraw Hill, 20XX.

ACADEMIC SERVICE:

Advisory Panel to the President for the 2001 Commencement Speaker, Stanford University, 20XX-XX.

Graduate Admissions Committee, Department of English, Stanford University, 20XX-XX.

Graduate Housing Advisory Committee, Stanford University, 19XX-XX.

Complete Dossier Available from:

Career Development Center, Stanford University, Stanford, CA 94305-3081, (650) 723-1548

GRADUATE LEVEL COURSES AT STANFORD:

American Literature.

Ezra Pound and Imagism (Seminar)	Dr. Thadeus Parker
Henry James (Seminar)	Dr. Donald James
American Literature of the 1840's (Seminar)	Dr. Regonald Walker
Modern American Poetry (Seminar)	Dr. Frances Baker-Parker
Richard Wright and Eudora Welty	Dr. Kelly Kramer

Literary Theory.

Major Modern Critics (Seminar)	Dr. Donald James
Literary Criticism (Seminar A)	Dr. Kelly Kramer
English Literature	Dr. Roberto Wailey
Old English	Dr. Marta Razo-Collins
Readings in Middle English	Dr. Kelly Kramer
Renaissance Poetry	Dr. Frances Baker-Parker
Milton (Seminar)	Dr. Thadeus Parker
Eighteenth Century Narrative	Dr. Regonald Walker