



## Graduate College Career Services Office

University of Illinois at Urbana-Champaign

204 Coble Hall, 801 South Wright Street, Champaign, IL 61820

(217) 333-4610, GradCareerServices@uiuc.edu, www.grad.uiuc.edu/careerservices

# Writing a Curriculum Vitae (CV)

## Overview

The curriculum vitae (CV) is a comprehensive statement of your educational background and your teaching and research experience. In academia, the CV is the analog of the résumé and the cornerstone of any employment application. CVs are generally used only within academia or when specifically requested (such as a research position in industry). They are also commonly submitted with fellowship or internship applications. A CV should emphasize your strongest qualifications and should provide enough detail to stand up under intense scrutiny during a thorough reading.

Like a résumé, however, the CV must also concisely convey key information. Keep in mind that the first task of a search committee is to reduce the applicant pool to a more manageable list of the most qualified candidates. At this stage in the process, a twenty to thirty second scan of your CV is probably all you can expect. In order to make it to the short list of candidates, your CV must be attractive, easy to read, and should succinctly present the qualifications and experience that qualify you for the position.

Keep in mind that accepted CV format can differ greatly by discipline. Although this document provides general guidelines, solicit advice from advisers, professors, and others within your field.

## *Keeping Track*

A good preliminary step before writing a CV is to review and list your entire educational and professional history. Include everything that may possibly be contained on your CV, and then separate it into categories such as those listed below.

In order to keep track of all relevant professional information, it is recommended that you electronically maintain a master copy of your CV. Keep this master version up to date with new accomplishments as they occur. Use this master as the starting point for the creation of new CVs, and never delete anything. You will probably want to customize your CV for different job postings and fellowship opportunities, rearranging, including, or excluding different sections to highlight various strengths.

## Tips for Writing CVs

### *Tailor your CV to your Audience*

Your CV should always include all of your basic information, but the manner in which this information is presented may vary based upon the institutions or departments to which you are applying. Keep in mind that you are generally competing against dozens of

candidates for a single job, and your CV may receive only a cursory glance in the first round of evaluation. Be certain that your most important and complimentary information is presented early in the CV. Because academic institutions vary in their missions and objectives, you should tailor the order of presentation to different audiences. For example, it is probably best to highlight your teaching experience and commitment when applying to a small baccalaureate college. CVs submitted to doctoral/research universities should probably emphasize your research, publications, presentations, and awards.

Customize the material within your CV to best display your credentials. Your CV may also be enhanced by including another reference or by emphasizing a different area of specialization for a particular position. Furthermore, you may choose to add additional sections if relevant to a specific position. For example, a candidate with both teaching and administrative experience might wish to include a section entitled “Administrative Experience” when applying for a faculty position with specific administrative components.

### ***Length***

Although you should always try to be as concise as possible, the length of a CV varies by discipline, and you should consult your department for specific guidelines. For most ABDs and recent PhDs, two to three pages is standard, while the CVs of more experienced candidates will generally be longer.

### ***Layout and Organization of the CV***

It is extremely important that your CV is clear, easy-to-read, and captures your readers’ attention at first glance. Use language that is concise and unambiguous, and a format that helps the reader easily assimilate the information. The first page of your CV should accentuate your most important and relevant qualifications. Longer entries tend to call more attention to themselves than shorter items, and material near the top of the page tends to stand out more than information at the bottom. Since the eye scans a page from left to right, the left-hand column usually gets the greatest visual emphasis and should be used for important items such as names of institutions. In general, place the name of the position, title, award, or institution on the left side of the page and associated dates or years on the right. Remember that the position, not the date, is the most important information to convey.

Establish a consistent format for displaying your entries, utilizing bold type and italics for emphasis. Leave enough white space on your page to allow your CV to be easily read. Use no more than two conservative fonts that are easy to read and that are not smaller than 10-point. Carefully proofread your CV and have other colleagues review it. A single typographical or spelling error may eliminate you from consideration. Use high quality paper in white or cream and submit only single-sided laser quality copies. Do not staple the pages of your CV. In order to avoid confusion if your pages become separated, include both your name and the page number on each sheet following page one. You can easily use a header or footer to place this information in a corner or at the bottom of the page.

Information should always be listed in reverse chronological order within each section of your CV.

## **Sections of the CV**

Not every element listed below needs to be included in your CV; use your judgment about what will best highlight your strengths and qualifications. Contact information must always be listed at the top of your CV, and the education section usually immediately follows. In general, arrange sections in decreasing order of importance.

### ***Contact Information***

Your complete contact information must appear at the top of the first page. Emphasize this information with bold, italics, or a simple horizontal line. Include your full name, address, telephone number, and e-mail address. You may also include a fax number or URL of a professional Web site, if relevant.

### ***Education***

The education section is almost always the first section after contact information in the CV. List all institutions, degrees, and graduation dates in reverse chronological order. If you are in the process of completing a degree, indicate your anticipated graduation date. You should indicate the campus if you attended a multi-campus institution (such as the University of Illinois at Urbana-Champaign). Other possible information to list in this section includes areas of concentration or other activities directly related to your graduate training.

Doctoral students who have completed all degree requirements except the dissertation should emphasize their standing. This can be achieved through the use of the term *candidate*, or the less formal (but widely used) term, *ABD* (All But Dissertation). Additionally, you should include your dissertation title and the name of your adviser or committee members. Some disciplines expect a longer description (about a paragraph) of the dissertation to be included on the CV. If this is typical of your field, you may consider placing this information under a separate section entitled “Dissertation Abstract.” Consult with your adviser or someone else in your department and follow the norm in your field. You may spell out degree names (i.e., Doctor of Philosophy), but abbreviations are more common and concise. It is acceptable today to abbreviate with or without periods (M.A. or MA), but be consistent in the style you choose.

You have options about how to organize your educational credentials on your CV. If you have multiple degrees from a single institution, for example, you may wish to organize your education section by university name, as in sample 1. Some students wish to deemphasize small institutions that they fear lack prestige. In this case, the CV may be set up to accentuate the degree name and major first, as in sample 2.

### ***Experience***

In this section, include all experiences relevant to your professional objectives, including teaching, advising, research, and scholarly service. You may wish to subdivide into multiple sections in order to best present your skills and highlight your experiences (with heading titles such as “Teaching Experience,” “Teaching and Advising Experience,”

“Professional Experience,” “Research Experience,” “Employment Experience” or “Administrative Experience”). It is appropriate to have discrete sections for teaching and research experience if you have numerous experiences to cite. For each position held, include the name of the institution with which you were associated, position title, your responsibilities and accomplishments, and the dates of employment. Select an appropriate format to use when listing these experiences, and use it consistently.

We recommend that you take the opportunity to define and explain the skills used in these experiences, including the details of the most interesting or impressive aspects of your position. Stress your personal accomplishments and contributions. These types of explanations are certainly optional, and your CV can be complete without them. However, concise, thoughtful explanations of your skills and accomplishments may distinguish you from others in the applicant pool and persuade the reader of your competence. Strong, active verbs are recommended, and you may wish to consult the list of action verbs provided at the end of this document. Please note that this type of description is most commonly used in CVs of entry level candidates. CVs of senior faculty provide fewer details, usually providing only a succinct list of achievements. Teaching and research skills and experience are implicit.

If you include a “Teaching Experience” section, you will want to include all full-time, part-time, and adjunct teaching experiences, listing your titles, dates of employment, and the name of each course taught. Since job titles and responsibilities vary by institution and even discipline, you may want to include a brief description of your responsibilities, including your level of involvement in the course design, preparation of materials, weekly instruction, and grading.

Under “Research Experience” you may include graduate, postdoctoral, and possibly undergraduate and internship research credentials. If you are describing a research project, it is appropriate to give a brief statement indicating your objective and results, as well as listing the affiliated lab and/or professor.

You may wish to use a section like “Professional Experience” to convey experiences that fall outside teaching and research, such as editorial, administrative, or service contributions. See samples 3 – 6.

### ***Professional Training and Experience***

If you are applying for a position in a professional school (such as business, law, education, etc.) and have experience working in that profession, provide a detailed description in this section. Also include any specialized training received through your department or a professional organization, such as courses on pedagogy or teaching techniques, professional seminars, or technical/computer training. See sample 7.

### ***Publications***

Include bibliographic citations of published articles, research reports, and book reviews in this section. If applicable, you may also include public creative works such as poems, musical performances, or art exhibits. Only scholarly publications should be included in the CV. As your list grows, you may separate these items into subcategories such as “Book Reviews,” “Articles in Refereed Journals,” “Books,” etc. Be aware of prestige

hierarchies and organize your subsections accordingly, with refereed articles at the top of your list. When a list of publications is lengthy, it is usually placed at the end of the CV.

If you have confirmation from a publisher that an article has been accepted and will soon be released, it is acceptable to list it as a publication and label it “forthcoming.” In some fields, it is standard practice to also include works that are “in progress” or “under review.” Use a citation format that is appropriate for your discipline. Samples 8 and 9 are consistent with anthropological and engineering citation styles, respectively.

### ***Presentations***

List all papers and talks you have given, or will deliver, along with the names, dates, and locations of the corresponding conferences or meetings. Use the documentation style consistent with your discipline. Sample 10 is from anthropology.

### ***Professional Affiliations, Academic Service, and Community Outreach***

Your CV should list the scholarly organizations in which you currently participate and should inventory academic services you have provided to your campus and scholarly community. Depending upon your experience, you may have one simple section or, if you have been an active participant in national organizations and campus committees, you may have multiple sections. Appropriate headings may include “Professional Affiliations,” “Scholarly Memberships,” “Academic Service,” “Professional Service,” “Scholarly Service,” “University Service,” or “Community Engagement.”

If you have served on any committees (such as advisory or search committee in your department or any appointed or elected positions in the university), list these experiences here. You may also note talks you gave, meetings you arranged, or conferences you moderated at your university about professional issues in your field. If you volunteered your time in other ways related to your discipline within the community (judging a science fair, volunteering at a museum, etc.), you may list these activities here. See samples 11-14.

### ***Awards, Fellowships, Honors, Grants***

List all relevant academic distinctions that you have received since entering graduate school, including teaching awards, fellowships, honors, and grants. You may also include prominent undergraduate awards. You may also want to include undergraduate honors or fellowships if they are relevant to your field. Include the name of the department or the institution that honored you with the award. Commonly known honors (such as Phi Beta Kappa, etc.) need no explanation, but less familiar awards should be briefly explained (for example “One of three selected from among 200 English graduate students.”). If you have received a grant from an outside organization, list the funding agency and the project for which the grant was awarded. Occasionally a grant will appear in two sections of the CV: it may be listed briefly in this section and the work it supported discussed in further detail under the experience section. See samples 15 and 16.

## ***Languages***

When relevant, list the languages you have studied, as well as some indication of your level of expertise. See sample 17.

## ***Research Interest***

This category allows you to describe your future research plans. Interests listed in this section should be described at a level that is specific enough to be credible but is general enough to allow for flexibility over the next several years in case your focus changes. Be prepared to discuss in detail anything you include in this section. See samples 18 and 19.

## ***Courses Taken***

It is often advantageous to include a section listing relevant courses taken, particularly for fellowship applications. This section can help demonstrate your experience and fitness for the fellowship award. The list of relevant courses may be basic, merely indicating the topics of courses taken over your academic career, as in sample 20. You may also wish to list the course number, term taken, and institution name (as in sample 21). This section is usually not included in CVs used for job applications.

## ***Additional Information or Sections, as Relevant***

Depending upon your background, experiences, and area of study, you may wish to include sections that are not typically included in the standard CV but that are entirely appropriate for your discipline or experience. Such sections may include “Fieldwork Experience,” “Technical Skills,” “Performance Experience,” “List of Compositions,” “Additional Information,” and many others. Students in the performing arts often spend much of their time creating and performing, rather than writing and publishing. They should add sections that appropriately demonstrate their accomplishments, such as “Performances,” “Master Classes and Private Instruction,” “Selected Chamber Music and Solo Experience,” “Orchestra Experience,” “Competitions,” “Music Festivals,” “Creative Works,” “Exhibits,” “Recitals,” etc.

The title “Additional Information” may include miscellaneous information that does not fit elsewhere. You may include extensive travel, interests that you feel are important, and any previous jobs not included under “Experience.” It is not recommended that you include information about your date of birth, marital status or other personal information. If anything about your CV could cause an employer to question your authorization to work in the United States, you may wish to indicate your U.S. citizenship or permanent residency, if you have it. If you do not have either of these, you may want to make the most positive statement you have about work eligibility, such as “Visa status allows 18 month United States work permission.” See samples 22-24.

## ***References***

At the end of your CV, list the names, titles, and academic affiliations of your references. Providing the telephone numbers and e-mail addresses of these references is strongly recommended, although complete mailing addresses are not necessary. See sample 25.

## Sample CV Sections

### Sample 1:

#### EDUCATION

**University of Illinois at Urbana-Champaign, Urbana, IL**

*Ph.D. in English*, expected graduation date: May 2004

*Dissertation Title*: “Mapping the Late-Victorian Subject: Cartography, Psychology, and the Gothic Novel”

*Dissertation Adviser*: Professor Cassandra Lane

*Preliminary Examination Fields*: Eighteenth- and Nineteenth-Century Gothic Literature, Nineteenth-Century Representations of Rural and Urban Life, Theorizing the Nineteenth Century

*M.A. in English*, 1996

*Thesis Title*: “‘Bad Feelings Surging in My Breast’: Narcissistic Rage in *Jane Eyre*”

*Thesis Adviser*: Professor James Kent

**Lewis and Clark College, Portland, OR**

*B.A. in English and Communications*, with honors, 1987

### Sample 2:

#### EDUCATION

**PhD in English**, University of Illinois at Urbana-Champaign, Urbana, IL,  
anticipated graduation date: May 2004

*Dissertation title*: “Down on the Farm: World War One and the Emergence of Literary Modernism in the American South”

*Dissertation adviser*: Jacob S. Snyder

**MA in English**, Illinois State University, Bloomington, IL, 1998

**BA in English**, cum laude, Earlham College, Richmond, IN, 1996

### Sample 3:

#### TEACHING AND ADVISING EXPERIENCE

*Composition Instructor*, Research Writing Program, University of Illinois, 2000-present

- Full responsibility for seven sections of composition.
- Planned and taught a writing-intensive course based upon various topics.
- Used instructional technology to enhance pedagogical technique.
- Taught in an innovative, interdisciplinary team-teaching program.

*Literature Instructor*, Department of English, University of Illinois, 2003-present

- Full responsibility for two sections of literature, including Major American Authors and Introduction to Poetry
- Integrated multimedia approaches to teaching literature using film and instructional technology.

***Coordinating Group Leader***, Research Writing Program, University of Illinois, 2002-2003

- Planned and led required training session for composition instructors.

***Discussion Leader***, Carolina Summer Reading Program, University of Illinois, 2001

- Led group discussion for first-year students on academic topics.

***Teaching Assistant***, Department of English, University of Illinois, 2000-2002

- Taught a section of film criticism, including film history, theory and technical vocabulary
- Planned lessons and assignments, led discussion sections, graded papers and exams.

#### **Sample 4:**

##### **TEACHING EXPERIENCE**

**Graduate Teaching Assistant, University of Illinois at Urbana-Champaign**

Music 133: "Introduction to World Music" (Spring 1999, Fall 2000)

Music 110: "Introduction to Music History" (Fall 1998, Fall 1999)

#### **Sample 5:**

##### **PROFESSIONAL EXPERIENCE**

**Editorial Staff, *The Oxford American*, 1998-present**

- Coordinated editorial and subscription activities, editing, and soliciting manuscripts.

**Assistant to the Director of Freshman English, University of Illinois, 1998-2001**

- Acted as a liaison between graduate instructors and the Freshman English Program.
- Assigned courses for 50 graduate instructors.
- Planned and implemented workshops and meetings.

#### **Sample 6:**

##### **RESEARCH EXPERIENCE**

***Postdoctoral Fellow***, Department of Biochemistry and Molecular Biology, University of Chicago, Chicago, IL, 2003-present

Functional analysis of the proteasome, the central protease of cell cycle and growth control. John Wheeling, adviser.

**Doctoral student**, Department of Biochemistry, University of Illinois at Urbana-Champaign, 1997-2003  
Regulation of m2 muscarinic acetylcholine receptor desensitization of phosphorylation.

**Research Assistant**, Department of Microbiology and Immunology, Northwestern University Medical School, Chicago, IL, 1997  
Identification of angiogenic factors and Rb-induced antiangiogenic factors in retinoblastoma cells.

**Sample 7:**

**Professional Experience**

**Teacher**, High School German. Rantoul Township High School, Rantoul, IL, 1993-1996.

- Cooperating Teacher, 1993-1996. Mentored and advised early field and student teachers.
- Student Council Advisor, 1994-1996.

**Sample 8:**

**PUBLICATIONS**

“Traditional Remedies, Indigenous Knowledge, and Intellectual Property Rights: the Current Status and Possible Future of the Ethnomedicine in Zimbabwe.” *Proceedings, African Studies: Ethnobotany, Language and Society, (August 31 – September 1, 1998)*, forthcoming.

Book Review of *The Science of Ethnobotany*, by Dirk J. Fox and Peter A. Butler. New York: Scientific American Library, 1996. Published in the *Annual Botanical Review*, December 1999.

“Post-colonial Processes and Revitalization Movements in Zimbabwe.” *Cultural Mosaic* 23 (1): 88-125.

“Language and Zimbabwean Identity.” *Cultural Mosaic* 22 (1): 11-32.

**Sample 9:**

**SELECTED PUBLICATIONS**

James Joyce and Wong You, Comparison between the Measurements and Prediction of Complex Modulus of Binder, Sand Mastic, and Asphalt Mixture, *Journal of Materials in Civil Engineering*, ASCE, 2005 (in progress)

James Joyce, Joseph Tribby, and Wong You, Development of Hollow Cylinder Tester in the Fundamental Property Test of Pavement Mixture, *Journal of Association of Asphalt Paving Technologists (AAPT)*, 2005 (submitted)

Wong You and James Joyce, Discrete Element Modeling to Predict the Modulus of Asphalt Concrete Mixtures, *Journal of Materials in Civil Engineering*, ASCE, 2004 (forthcoming)

Wong You, Discrete Element Analysis of the Asphalt Pavement over Culvert, *Proceedings of the 4th International Conference on Road & Airfield Pavement Technology*, pp. 934-942, April 2003

Wong You, Winston Xia, and Chin Mi Kim, Finite Element Analysis of Concrete Pavement on Culvert, *International Journal of Geomechanics*, Vol. 2, Issue 3, pp. 337-350, ASCE, 2002

### **Sample 10:**

#### **PRESENTATIONS**

“Folklorization of Traditional Zimbabwean Religious Customs: A Case Study.”

Paper presented at the Society for the Anthropology of Religion, Annual Meeting, April 15-18, 1999, Chicago, Illinois.

“Measuring the Biomedical Efficacy of Traditional Remedies in Zimbabwe.”

Poster Session, American Anthropological Association, 96<sup>th</sup> Annual Meeting, November 19-23, 1997, Washington, D.C.

“Aspects of Zimbabwean Identity.” University of Illinois Graduate Student Colloquium, October 16, 1996.

“Ethnobotanical Research and Fieldwork in Bali.” Ethnobotany Meeting, University of Wisconsin at Madison, September 29, 1994.

### **Sample 11:**

#### **UNIVERSITY SERVICE**

*Graduate Funding Consultant*, University of Illinois, 2001-present

- Advise graduate students on external funding sources and fellowship applications.

*Graduate Mentor*, University of Illinois, 2002-present

- Counsel minority undergraduates on graduate programs, application procedures, and funding.

*Career Advisory Committee*, Graduate College, University of Illinois, 2001-2002

- Served on university committee to evaluate and propose career services for graduate students.
- Collaborated with faculty and students to prepare final report for submission to the Graduate College Dean.

*University Library Advisory Committee*, University of Illinois, 2000-2001

- Advised University Librarian on needed services and improvements.

*Admission and Financial Aid Advisor*, Millikin University, 1997-1999

- Advised prospective undergraduate students on enrollment opportunities.
- Reviewed applications and recommended appropriate admission decisions.
- Coordinated scholar recruitment and selection process.

### **Sample 12:**

## **PROFESSIONAL SERVICE**

**Session Co-organizer and Chair** for upcoming session at the Annual Meetings for the Society for Political and Legal Anthropology; session title “Intellectual Property Rights in the Next Millennium,” December 11, 2004, Boston, MA.

### **Sample 13:**

#### **Professional Affiliations**

National Society of Professional Engineers

American Society of Civil Engineers

Pan American Highway Association

Transportation Research Board

International Association for Computer Methods and Advances in Geomechanics

### **Sample 14:**

#### **PROFESSIONAL MEMBERSHIPS**

Modern Language Association • American Literature Association • American Studies Association • Robert Penn Warren Circle • Southern Research Circle

### **Sample 15:**

#### **AWARDS AND FELLOWSHIPS**

**Postdoctoral Fellowship**, American Cancer Society, Washington, D.C., 1998-2001

**Postdoctoral Traineeship**, Cancer Biology Training Grant, University of Chicago, 1997-1998

**Predocctoral Fellow**, Howard Hughes Medical Institute, 1992-1997

**Student Travel Fellowships**, International Symposia on Subtypes of Muscarinic Receptors, 1994, 1996

**Best Student Poster Award**, Chicago Signal Transduction Symposium, 1996

**Best Student Poster Award**, Great Lakes Chapter of the American Society for Pharmacology and Experimental Therapeutics, 1995, 1997

**Faculty Honors**, Northwestern College, (awarded to two graduates each year), 1992

### **Sample 16:**

#### **AWARDS AND HONORS**

**Graduate Teacher Certificate**, University of Illinois at Urbana-Champaign, 2002-2003

- Completed two-semester program designed to enhance teaching skills.
- Participated in video-taped critiques of teaching.
- Attended professional development seminars.
- Received student feedback and evaluations.

#### **Graduate Teaching Award**

University of Illinois at Urbana-Champaign, 1998-2003

- Received award eight consecutive terms.
- Listed among the top ten percent of teachers rated at the university for the

- following semesters: Fall 1999, Spring 2000, Fall 2001, and Fall 2002.
- Award is based on student evaluations.

**German Academic Exchange Service Grant (Deutscher Akademischer Austauschdienst)**

Grant to participate in an eight-week German language course at the Goethe Institute in Düsseldorf, Germany.

**Illinois Humanities Council Community Scholar's Grant**

- Co-authored successful grant proposal to develop and teach a public music appreciation course.
- Terms of the grant required thirty hours of public lectures, resulting in *Music for Life*, a community education course.

**Sample 17:**

**LANGUAGES**

Fluent in French and Dutch  
Intermediate reading knowledge of German

**Sample 18:**

**RESEARCH INTERESTS**

Romanticism in music • Twentieth century social dance • Music of Native American cultures • Music of the Middle East • Ethnomusicological theory

**Sample 19:**

**RESEARCH INTERESTS**

- Transportation Materials: Asphalt, Aggregate, Asphalt Concrete, and Cement Concrete
- Micromechanical Modeling of Geotechnical Materials
- Image Processing
- X-Ray Computed Tomography
- Geotechnical Materials and Soil Stabilization
- Non-destructive Testing
- Test Instruments
- Asphalt Pavements and Concrete Pavements
- Finite Element Modeling
- Discrete Element Modeling
- Pavement Management
- Traffic Engineering

**Sample 20:**

**RELEVANT COURSES**

Ethnicity and Nationalism

Ethnomusicological Theory

Arabic (4 years)  
Ethnography  
Music of Latin America  
Colonialism and Culture  
Modern Standard Hebrew

Music of the Middle East  
Music of Indonesia  
Religion in an Anthropological Perspective  
Music Cultures in Contact  
Transnationalism

### **Sample 21:**

#### **RELEVANT COURSEWORK**

##### **University of Illinois, Urbana-Champaign**

SLAV 491: Independent Study (Advanced Russian) (Instructor: Professor John Tempest), Fall 2003

RUSS 481: Problems in Russian History: Early Russia (Instructor: Professor Lucille Randolph), Spring 2003

LIS 433: Slavic Bibliography (Instructor: Professor Richard Jacoby), Fall 2002

HIST 481: Problems in Russian History: Late Imperial Russia (Instructor: Professor Sally Wiley), Spring 2002

LAS 493: Ford Foundation Seminar: Arts and the Sacred in Russia (Instructor: Alexei Stravinsky), Spring-Summer 2002

[numerous courses follow]

##### **Northwestern University, Evanston, Illinois**

SLAV C41: The Structure of Russian (Instructor: Professor Diane Colbert), Spring 1993

SLAV A02: Intermediate Russian (Instructor: Professor Charles Dunlap), Fall 1990, Winter, Spring 1991

[numerous courses follow]

### **Sample 22:**

#### **TECHNICAL SKILLS**

Experienced in Fish, C++/C, FORTRAN, and Visual Basic programming.

Proficient in numerical analysis packages such as Partical Folow Code (PFC), Patran, Abaqus, and Algor.

Proficient in image processing packages such as Image Pro Plus and Image Pro.

### **Sample 23:**

#### **FIELDWORK EXPERIENCE**

##### **Cochabamba, Bolivia** (Summer 2002)

Preliminary dissertation fieldwork working with indigenous Bolivian musicians.

##### **Harare, Zimbabwe** (Summer 2001)

Ford Foundation Research in Harare, Zimbabwe. Ethnographic fieldwork with traditional mbira musicians in Harare and popular guitar bands in Chitungweza, Zimbabwe.

##### **Cusco, Peru** (Summer 2000)

Ford Foundation Research. Ethnographic fieldwork with indigenous musicians and dancers.

**Sample 24:**

**Festivals, Master Classes and Private Instruction**

**Tracy Whittney** and **Wayne Yerke**, master class performances

**International Double Reed Society Conference 2002**, Banff, Canada

**Nell Erlking**, private study, University of Illinois at Urbana-Champaign, 1999-2003

**Alex Little**, principal oboist of the Chicago Symphony Orchestra, master class performance

**University of Illinois at Urbana-Champaign, 2000**

**Alan Black**, **Neil Black**, and **Richard Killmer**, master class performances

***Sarasota Music Festival, Sarasota, Florida, 1999***

**Christopher Borne**, Oboe Professor, private study

***Eastman School of Music, Rochester, New York, 1996-1998***

[several earlier experiences follow]

**Selected Chamber Music and Solo Experience**

**Baroque Artists of Champaign-Urbana**, Urbana, Illinois, *soloist*, 2003

Alessandro Marcello's Oboe Concerto in c-minor

**Solo, chamber and orchestral performances of contemporary compositions**

by Leon Jurica, Eda Driga, Beata Moravkova, Ales Pavlorek, Koren Cowgill, Yoshihisa Hirano, Gregory Mertl, and Edward Martin, 1990-present

**The Champaign Trio** (Oboe, Bassoon, and Piano), *founding member*, 1999-present

**Martirano Music Festival**, University of Illinois at Urbana-Champaign, *soloist*, 2001

Kryzstof Penderecki's Capricio

[several earlier experiences follow]

**Sample 25:**

**REFERENCES**

John Jay, Assoc. Professor of Biochemistry  
University of Illinois at Urbana-Champaign  
(217) 333-1112, jjay@uiuc.edu

Robert Warren, Professor of Biochemistry  
University of Illinois at Urbana-Champaign  
(217) 333-0203, wwarren@uiuc.edu

Jacob S. Snyder, Professor of Integrative Biology  
University of Illinois at Urbana-Champaign  
(217) 333-4700, jssnyd@uiuc.edu

Sally Briscoe, Assoc. Professor of Biology  
Butler University  
(317) 492-8763, briscoe@butler.edu

## Sample CVs

### RACHEL A. GREEN

1616 W. Main Street  
Urbana, IL 61801  
(217) 359-1234  
[ragreen@uiuc.edu](mailto:ragreen@uiuc.edu)

### EDUCATION

**PhD in English**, University of Illinois at Urbana-Champaign, Urbana, IL, anticipated graduation date: May 2004

*Dissertation title:* “Down on the Farm: World War One and the Emergence of Literary Modernism in the American South”

*Dissertation advisor:* Jacob S. Snyder

**MA in English**, University of Illinois at Urbana-Champaign, Urbana, IL, 2001

**BA in English and Communications**, *summa cum laude*, Butler University, Indianapolis, IN 1997

### TEACHING AND ADVISING EXPERIENCE

**Composition Instructor**, Research Writing Program, University of Illinois, 2000-present

- Full responsibility for seven sections of composition.
- Planned and taught a writing-intensive course based upon various topics.
- Used instructional technology to enhance pedagogical technique.
- Taught in an innovative, interdisciplinary team-teaching program.

**Literature Instructor**, Department of English, University of Illinois, 2003-present

- Full responsibility for two sections of literature, including Major American Authors and Introduction to Poetry
- Integrated multimedia approaches to teaching literature using film and instructional technology.

**Coordinating Group Leader**, Research Writing Program, University of Illinois, 2002-2003

- Planned and led required training session for composition instructors.

**Discussion Leader**, Carolina Summer Reading Program, University of Illinois, 2001

- Led group discussion for first-year students on academic topics.

**Teaching Assistant**, Department of English, University of Illinois, 2000-2002

- Taught a section of film criticism, including film history, theory and technical vocabulary
- Planned lessons and assignments, led discussion sections, graded papers and exams.

*Rachel A. Green, page 2*

**Writing Center Fellow**, Butler University, 1996-1997

- Led conferences for students facing writing difficulties.
- Counseled students on writing strategies and techniques.

**Co-leader**, Freshman Seminar, Butler University, 1996

- Advised entering freshmen on course selection and registration.
- Organized and led group discussions on social and academic issues.

## **HONORS, AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS**

Jacob K. Javitz Fellowship, University of Illinois, 2003-present

Graduate College Dissertation Completion Award, University of Illinois, 2003-present

Doctoral Fellow, Illinois Program for Research in the Humanities, University of Illinois, 2002-2003

Summer Research Grant, Center for the Study of the American South, 2001

Graduate College Conference Travel Grant, University of Illinois, 2000

Teaching Assistant Award, University of Illinois, 1999

Most Outstanding Butler Woman, Butler University, 1997

Academic and Music Scholarships, Butler University, 1993-1997

## **PUBLICATIONS**

Associate Editor of *North Carolina Slave Narratives*. John Jacob Franz, general editor. Forthcoming from University of Illinois Press, 2004.

“Fugitives/Agrarians” in *A Companion to Twentieth-Century American Poetry*. Forthcoming from Facts on File, Inc.

“Will N. Harben,” “Etheridge Knight,” and “James Wilcox” in *Southern Writers: A Biographical Dictionary*. Louisiana State University Press, 2002.

## **CONFERENCE PRESENTATIONS**

“The Ministry of Rev. Thomas H. Jones,” South Atlantic Modern Language Association. Atlanta, GA, 2003.

“Shackles and Stripes: The Cinematic Representation of the Southern Chain Gain.” American Literature Association. Cambridge, Massachusetts, 2003.

## **PROFESSIONAL SERVICE**

**Managing Editor**, *Southern Literary Journal*, 2003-present

- Process manuscripts submitted for publication.
- Oversee production and publication procedures.
- Maintain editorial correspondence with prospective contributors.
- Conduct business transactions including publicity, subscriptions, and advertising.

*Rachel A. Green, page 3*

**Editorial Assistant**, *Southern Literary Journal*, 2000-2003

- Designed and maintained journal’s internet presence.
- Read and edited copy for publication.

*Poetry Staff, University Quarterly*, 1999-present

- Review and solicit poems for possible publication.

## **UNIVERSITY SERVICE**

*Graduate Funding Consultant*, University of Illinois, 2001-present

- Advise graduate students on external funding sources and fellowship applications.

*Graduate Mentor*, University of Illinois, 2002-present

- Counsel minority undergraduates on graduate programs, application procedures, and funding.

*Career Advisory Committee*, Graduate College, University of Illinois, 2001-2002

- Served on university committee to evaluate and propose career services for graduate students
- Collaborated with faculty and students to prepare final report for submission to the Graduate College Dean.

*University Library Advisory Committee*, University of Illinois, 2000-2001

- Advised University Librarian on needed services and improvements.

*Admission and Financial Aid Advisor*, Butler University, 1997-1999

- Advised prospective undergraduate students on enrollment opportunities.
- Reviewed applications and recommended appropriate admission decisions.
- Coordinated scholar recruitment and selection process.

## **PROFESSIONAL MEMBERSHIPS**

Modern Language Association

American Literature Association

American Studies Association

South Atlantic Modern Language Association

Society for the Study of Southern Literature

Robert Penn Warren Circle

Southern Research Circle

## **REFERENCES**

John Jay, Assoc. Professor of English  
University of Illinois at Urbana-Champaign  
(217) 333-1112, jjay@uiuc.edu

*Rachel A. Green, page 4*

Robert Warren, Professor of English  
University of Illinois at Urbana-Champaign  
(217) 333-0203, wwwarren@uiuc.edu

Jacob S. Snyder, Professor of English

University of Illinois at Urbana-Champaign  
(217) 333-4700, jssnyd@uiuc.edu

Sally Briscoe, Assoc. Professor of English  
Butler University  
(317) 492-8763, briscoe@butler.edu

## **JONATHAN JONES**

1616 W. Main Street

Urbana, IL 61801

(217) 359-1234

[jrjones@uiuc.edu](mailto:jrjones@uiuc.edu)

### **EDUCATION**

**PhD in Biochemistry**, University of Illinois at Urbana-Champaign, Urbana, IL, 2003

*Dissertation title:* "Regulation of m2 muscarinic acetylcholine receptor desensitization of phosphorylation"

*Dissertation adviser:* Jacob S. Snyder

**BA in Biology, *summa cum laude***, Butler University, Indianapolis, IN, 1997

### **RESEARCH EXPERIENCE**

***Postdoctoral Fellow***, Department of Biochemistry and Molecular Biology, University of Chicago, Chicago, IL, 2003-present

Functional analysis of the proteasome, the central protease of cell cycle and growth control. John Wheeling, adviser.

***Doctoral student***, Department of Biochemistry, University of Illinois at Urbana-Champaign, 1997-2003

Regulation of m2 muscarinic acetylcholine receptor desensitization of phosphorylation.

Department of Microbiology and Immunology, Northwestern University Medical School, Chicago, IL, 1997

Identification of angiogenic factors and Rb-induced antiangiogenic factors in retinoblastoma cells.

NOBL Laboratories, Sioux Center, IA, 1997

Development of an ELISA assay for measurement of maternal anti-*Hemophilus* antibody in newborn swine.

### **TEACHING EXPERIENCE**

***Adjunct instructor***, Trinity Christian College, Palos Heights, IL, 2002-2003

- Taught Introductory Biology with laboratory (cell biology, genetics, evolution), and Genetics with laboratory
- Developed courses, planned lessons and assignments, and led class discussions
- Integrated multimedia approaches and used instructional technology to enhance pedagogical technique

**Teaching Assistant**, Molecular Biology I, University of Illinois, 2000-2002

- Attended lectures
- Conducted twice-weekly review and discussion sessions
- Wrote test questions and graded papers

### **INFORMAL TEACHING ACTIVITIES**

**Private tutor**, University of Illinois laboratory high school, 2001-2003

- Freshman biology (working with a student with a learning disability)
- AP chemistry (private lessons in college-level history)

**Substitute lecturer**, National Louis University, Chicago, IL, 2000

- Supervised first-year graduate student in 12-week research project, 2000

**Private tutor**, Graduate Molecular Biology I, University of Illinois, 1998-1999

**Guest lecturer**, Butler University, Indianapolis, IN, Biochemistry class, 1998

**Lab assistant in microbiology**, Butler University, Indianapolis, IN, 1996-1997

- Prepared lab reagents
- Answered questions during lab sessions
- Graded papers and quizzes

### **UNIVERSITY SERVICE**

**Graduate Mentor**, University of Illinois, 2002-2003

- Counsel minority undergraduates on graduate programs, application procedures, and funding.

**Career Advisory Committee**, Graduate College, University of Illinois, 2001-2002

- Served on university committee to evaluate and propose career services for graduate students
- Collaborated with faculty and students to prepare final report for submission to the Graduate College Dean.

**University Library Advisory Committee**, University of Illinois, 2000-2001

- Advised University Librarian on needed services and improvements.

**Admission and Financial Aid Advisor**, Butler University, 1996-1997

- Advised prospective undergraduate students on enrollment opportunities.
- Reviewed applications and recommended appropriate admission decisions.
- Coordinated scholar recruitment and selection process.

### **SELECTED HONORS, AWARDS, AND FELLOWSHIPS**

Predoctoral Fellowship, American Cancer Society, 2001-2002

Predocctoral Fellowship, Howard Hughes Medical Institute, 1997-2001

Student Travel Fellowships, International Symposia on Subtypes of Muscarinic Receptors, 1998, 1999

Best Student Poster Award, Chicago Signal Transduction Symposium, 1998

Best Student Poster Award, Great Lakes Chapter of the American Society for Pharmacology and Experimental Therapeutics, 1997

Finalist, University of Illinois Sigma Xi research presentation competition, 1997

Faculty Honors, Butler University, 1997 (awarded to two graduates each year)

## **REFEREED PUBLICATIONS**

1. J. Jones, J. Williams, J. Choi. "Two Homologous Phosphorylation Domains Differentially Contribute to Desensitization and Internalization of the m2 Muscarinic Acetylcholine Receptor." *Journal of Biological Chemistry* **272**: 14152-14158, 2002.
2. D. Bridges, J. Jones. "Desensitization and Internalization of the m2 Muscarinic Acetylcholine Receptor are Directed by Independent Mechanisms." *Journal of Biological Chemistry* **270**: 290004-2901, 1999.

## **INVITED REVIEWS**

1. D. Bridges, J. Jones. Molecular events associated with the regulation of signaling by M2 muscarinic receptors. *Life Sciences* **70**: 363-8, 2002.
2. J. Witherspoon, J. Jones. Desensitization of G-protein coupled receptors in the cardiovascular system. *Annual Review of Physiology*, **61**: 169-92, 2000.

## **CONFERENCE PRESENTATIONS**

1. D. Bridges, J. Jones. (2002) Molecular events associated with the regulation of signaling by M2 muscarinic receptors. Seventh International Symposium on Subtypes of Muscarinic Receptors, Vienna, VA.
2. D. Friar, J. Jones. (2001) Agonist-dependent phosphorylation of the m2 muscarinic acetylcholine receptor: Two phsophorylation domains possess distinct regulatory roles. ASBMB Fall Symposium, Molecular Recognition in G Protein Signaling. Keystone, CO.

## **PROFESSIONAL MEMBERSHIPS**

American Association for the Advancement of Science  
Sigma Xi Scientific Research Society

## **REFERENCES**

John Jay, Assoc. Professor of Biochemistry  
University of Illinois at Urbana-Champaign  
(217) 333-1112, jjay@uiuc.edu

Robert Warren, Professor of Biochemistry  
University of Illinois at Urbana-Champaign  
(217) 333-0203, wwarren@uiuc.edu

Jacob S. Snyder, Professor of Integrative Biology  
University of Illinois at Urbana-Champaign  
(217) 333-4700, jssnyd@uiuc.edu

Sally Briscoe, Assoc. Professor of Biology  
Butler University  
(317) 492-8763, briscoe@butler.edu

**Sara Miller**

789 Physics Boulevard, Urbana, IL 60637 smiller@uiuc.edu  
Lab phone: 217-555-5555 Home phone: 217-555-5555 Fax: 217-555-5555

**EDUCATION**

**PhD, University of Illinois, expected December 2000**

Department of Physics

**MS, University of Southern California, June 1993**

Department of Electrical Engineering/Electrophysics

**BS, University of Illinois, Urbana-Champaign, May 1991**

Department of Electrical Engineering

**RESEARCH EXPERIENCE**

**Research Assistant**, Department of Physics, University of Illinois, 1996-Present  
Conducted experiments using image processing of digital video, total internal reflection microscopy, and optical tweezers to probe interactions in colloidal systems. Developed computer model to investigate the effects of rotational hindrance on the static and dynamic behavior of single-stranded polymers and DNA.

**Researcher**, Technology Transactions, Champaign, IL, 2000-Present  
Researched models for technology forecasting, including new predator-prey models for predicting adoption of new technologies.

**Project Specialist**, North American Container Company, Chicago, IL, 1998-Present  
Worked on production issues involving heat transfer in polymers and adhesion and wetting on polymer surfaces.

**Intern**, Parabola Development Corporation, Chicago, IL, 1998-1999  
Researched the existing technology and current patent status of a particular biotechnology market.

**Research Assistant**, Department of Physics, University of Illinois, 1993-1995  
Assisted in construction of instruments for launch on the Cassini and ARGAS spacecraft for analysis of orbital and interplanetary debris. Re-analyzed data from mission to Halley's comet. Assisted in design of instrument for measuring solar neutrons in upcoming NASA mission.

**Research Assistant**, Department of Electrical Engineering/Electrophysics, University of Southern California, 1991-1993  
Constructed gyrotron for experiments on high power microwave generation. Did modeling of mode interaction in a two-mode gyrotron oscillator.

**TEACHING EXPERIENCE**

**Teaching Assistant**, Department of Physics, University of Illinois  
Led discussions in classes on introductory Material Sciences, 1997-1998  
Led discussions in classes on introductory and intermediate Classical and Statistical Mechanics, 1995-1996

**Teaching Assistant**, Department of Electrical Engineering/Electrophysics  
University of Southern California, 1991-1993  
Led discussions in introductory and intermediate classes on Electromagnetism

**AWARDS**

Outstanding Departmental Teaching Assistant, Electrical Engineering Department,  
University of Southern California, 1992  
Runner-Up in University of Southern California University-wide Teaching Assistant of  
the Year Award, 1992

**PUBLICATIONS AND PATENTS**

S.P. Miller, AT. White, "Conserved Linking in Single- and Double-Stranded Polymers,"  
accepted for publication in the *Journal of Chemical Physics*.

Patent pending on new surface-coating technology for improved product outgassing from  
plastic containers.

H.A Fanner, S.P. Miller, "Mode Interaction Through Amplitudes and Phases in a Two-  
Mode Gyrotron Oscillator," *IEEE Transaction on Plasma Science* 20, 139 (1992).

**PROFESSIONAL MEMBERSHIPS**

Institute of Electrical and Electronics Engineers  
American Physical Society  
Sigma Xi

**LANGUAGES**

Proficient in Polish

**REFERENCES**

Wilbur Henneberger, Assoc. Prof. of Physics, University of Illinois at Urbana-  
Champaign  
(217) 333-1234, henneb@uiuc.edu

Gary Davidson, Professor of Physics, University of Illinois at Urbana-Champaign  
(217) 333-4321, Davidson@uiuc.edu

Frank Cheney, Project Manager, North American Container Company, Elk Grove  
Village, IL  
(813) 321-4700, cheney@nacc.com

Sara Miller, page 2 of 2

## Action Verbs

Abstracted	Collated	Demonstrated	Extrapolated	Instituted	Originated	Retrieved
Achieved	Collected	Designed	Facilitated	Instructed	Overhauled	Reviewed
Acted	Communicated	Detailed	Figured	Integrated	Oversaw	Revitalized
Adapted	Compared	Determined	Financed	Interpreted	Participated	Scheduled
Addressed	Compiled	Developed	Followed	Interviewed	Performed	Served
Administered	Composed	Devised	Forecasted	Introduced	Persuaded	Set goals
Advised	Computed	Diagnosed	Formed	Invented	Pioneered	Shaped
Aided	Conceived	Directed	Formulated	Investigated	Planned	Simplified
Allocated	Conceptualized	Discovered	Founded	Issued	Prepared	Solved
Analyzed	Conducted	Documented	Gathered	Justified	Prioritized	Sparked
Approved	Consolidated	Doubled	Generated	Keynoted	Problem solved	Specified
Arbitrated	Constructed	Drafted	Guided	Lectured	Processed	Spoke
Arranged	Consulted	Drove	Handled	Led	Produced	Strengthened
Assembled	Contributed	Earned	Headed	Licensed	Programmed	Submitted
Assessed	Controlled	Educated	Helped	Maintained	Projected	Succeeded
Assigned	Converted	Edited	Identified	Managed	Promoted	Summarized
Assisted	Convinced	Effected	Illustrated	Marketed	Proved	Supervised
Attained	Cooperated	Enabled	Imagined	Mastered	Provided	Surveyed
Authored	Coordinated	Enforced	Implemented	Mediated	Publicized	Systemized
Balanced	Correlated	Engineered	Improved	Mentored	Recommended	Tabulated
Built	Counseled	Established	Improvised	Merged	Reconciled	Tailored
Budgeted	Created	Evaluated	Increased	Met	Recruited	Tested
				deadlines		
Calculated	Critiqued	Examined	Influenced	Moderated	Reduced	Tracked
Chaired	Customized	Executed	Informed	Monitored	Referred	Trained
Checked	Debated	Expanded	Initiated	Motivated	Reorganized	Upgraded
Clarified	Decided	Expedited	Innovated	Negotiated	Repaired	Validated
Classified	Defined	Experienced	Inspected	Observed	Reported	Wrote
Coached	Delegated	Experimented	Inspired	Operated	Represented	
Collaborated	Delivered	Explained	Installed	Organized	Researched	

## Other Key Words

Administrative	Data gathering	Innovative	Motivational	Reporting
Analytical	Dealing with people	Interpersonal	Musical	Research
Arithmetic	Debating	Interpretation	Negotiation	Responsibility
Asking questions	Decision making	Interviewing	Observational	Sensitivity
Assessment	Delegation	Investigating	Office	Social
Attentive	Design	Involvement	Organizational	Statistical
Clerical	Detail oriented	Leadership	Perception	Supervisory
Communications	Diplomacy	Listening	Persuasive	Synthesizing
Computing	Editing	Logical	Planning	Tasking
Conceptual acuity	Evaluation	Managerial	Presenting	Teaching
Consulting	Fast thinking	Manual dexterity	Prioritizing	Theoretical
Conversational ability	Financial management	Mathematical	Problem solving	Time management
Coordinating	Fiscal analysis	Mechanical	Public relations	Training
Counseling	Forecasting	Meeting deadlines	Public speaking	Visual conception
Creativity	Foreign language	Money	Reading	Writing
Critical thinking	Implementing	Management	Reconciliation	