



*The curriculum vitae (CV) is the most significant document in your academic application packet. The CV is a running record of your academic and professional achievements and experiences. Typically, CVs for doctoral candidates, postdocs, and recent grads are 2-6 pages. If you are having a difficult time getting started with your CV, check out the examples at the end of this handout and ask your advisors and mentors if you can see a copy of their CVs.*

### **BASIC TIPS**

As you write or edit your CV, keep these tips in mind.

- Remember there is not one right way to compose your CV.
- Understand that the purpose of every document in your application packet is to show how you are passionate, forward-thinking, valuable, and a great match with the job description.
- Consider tailoring your CV for each job description. This takes time and energy but targeting your materials in the beginning should save you time in the end (in other words, you submit fewer applications and get a job in a shorter amount of time).
- Check with a faculty member or other colleague within your discipline because some fields have different expectations regarding CV format and/or content.
- Always have somebody proofread your materials before you send them out. Having a misspelled word on the first page of your vitae is a good way to get your materials discarded.

### **FORMATTING**

Your CV should be pleasing to the eye and easy to read. Search committees read dozens of CVs so you want to make their experience of reading your CV as pleasant as possible.

- Use 11 or 12 point font.
- Set your margins to approximately one inch.
- Make good use of white space so your achievements don't run together.
- Don't be afraid to bold, underline, or capitalize important information. Be consistent with how you use these formatting strategies throughout your CV.
- Put your name in bold letters one or two font sizes bigger than the rest of the CV.
- Include a header with your name and page number on each page in case the pages get separated.
- Do not use abbreviations and acronyms that may not be understood by individuals outside your university or discipline – spell out the words.
- People read left to right so place the most important information (title, organization) on the left and less important information (date, city) on the right.
- Do not write big blocks of wordy text.
- Do not print your CV on both sides of the paper (when your CV is copied for search committee members, the backsides might be overlooked).
- Print your CV on plain, white, heavyweight paper using a laser printer.



### ORGANIZATION

You should organize your CV so that the most relevant and compelling information is near the beginning and the less pertinent information is near the end. Here are a few guidelines.

- The organization of your CV should be largely based on the job description.
  - For example, if you are applying to a school that emphasizes teaching over research, you should discuss your teaching experience before your research experience, while the reverse is true for research institutions.
- Split long lists into subcategories.
  - For instance, if you have presented at many conferences, you should divide your list of presentations into subcategories by location, topic, professional affiliation, etc.
- Organize the entries within each section in reverse chronological order.

### CATEGORIES

There are dozens of potential categories to include on your CV. While the first two categories are fairly standard across disciplines and job descriptions, the titles and order of the rest of your categories will vary based on your personal strengths and the job description.

- **Contact information:** Include your name (big and bold), home mailing address, phone number, and one email address. If you reliably receive mail on campus, it's a good idea to list your campus address too. Make sure your telephone answering machine has an appropriate, professional greeting. If your current last name is different than the last name you used on publications, presentations, or other activities, you may include a statement to this effect in this section (Previously Known As, Also Known As, etc.)
- **Education:** List your degrees, typically in reverse chronological order. For each entry, include degree type, field of study, school, location, and graduation date. You can decide, based on relevance, if you want to include institutions you attended but from whom you did not receive a degree. If you are ABD, include the word 'expected' with your anticipated completion date and consider including a brief statement regarding the status of your dissertation so the search committee has some idea how realistic your anticipated completion date is (e.g. Defense scheduled for XX, Four of five chapters completed, etc.). Include the title of your dissertation, and perhaps your master's thesis, under the associated degree. Additionally, you can include 1-2 sentences describing your topic if it might help you convey your fit with the position or the unique value you can contribute to the department. You may choose to include the name of your chair and other committee members as well. In some disciplines, it is common to include your examination fields in the education section. Check with somebody in your department. Finally, include your minor area of study if germane to the job description.
- **Honors/Awards/Fellowships/Grants:** List your honors in reverse chronological order. For each entry, include the name of the award, the granting institution/organization, and the date awarded. Additionally, consider adding a one-line description of the award to help others understand its significance (e.g. One of three awarded each academic year, Selected from 1000 applicants for innovative teaching, etc.). If you have received research grants, you can include them here or in your "Research Experience" category. If you have won multiple awards, consider dividing this section into subcategories such as research, teaching, and academic achievement. List memberships in honorary societies in this section as well.



- **Teaching Experience:** Discuss your formal teaching experiences - list your job title, course title, name of university, and dates or terms taught. Consider stating whether you taught undergrads or grad students, small or large sections. Briefly describe your duties because they vary across universities. You may also include a subcategory indicating courses you are interested in teaching, which is most appropriate for job descriptions that do not request a teaching statement. Those with no formal teaching experience may consider combining this section with "Presentations" or naming the section "Guest Lectures" or similar.
- **Research Experience:** Students with limited research or teaching experience might consider combining the two categories into "Experience." Students with extensive research experience might need to divide this category into several categories or into smaller subsections. Below is a description of some typical topics to discuss in a "Research Experience" category.
  - **Publications:** List your published works in reverse chronological order according to publication date. Use the reference style appropriate to your discipline. If you have multiple publications, consider dividing them by type such as articles and book chapters, or refereed and invited papers. If your work has been highlighted or reviewed by a major publication, consider noting this distinction. If an article has been accepted for publication, indicate 'in press' or 'forthcoming' in lieu of the publication year. Consider bolding your name on each publication.
  - **Works in Progress:** List articles that you are preparing to submit for publication and label them something like 'In Preparation.' You may also include works you have actually submitted for publication and label them as 'Submitted for Publication.' If you have multiple works that fit in this subsection, you might consider splitting this subsection into two: 'Works in Progress' and 'Works Submitted for Publication.'
  - **Research Interests:** List a few topics you plan to research in the near future. Be prepared to talk about these interests during an interview.
  - **Grants:** List grants you have received for research if you did not list them in your "Awards" category. For each entry, indicate the name of your project, name of the grant, name of the granting institution or organization, date received, and perhaps dollar amount.
  - **Research Positions:** List research teams of which you have been a member. This section is probably not necessary for individuals with multiple publications. For each entry, include name of research team or project, university/organization, dates, and perhaps your supervisor's name if his/her name is recognized and respected.
  - **Presentations:** Many people include this as a subsection of the "Research Experience" category. However, students with significant presentation experience may consider having two separate categories called something like "Research and Publications" and "Professional Presentations." The "Research and Publications" section would include the subsections previously discussed, while the "Professional Presentations" section might include subsections based on location, professional organization, topic, etc. For each entry, indicate name of presentation, name of organization/conference/event, location, and date using the reference style appropriate to your discipline. It is acceptable to list university colloquiums, guest lectures, and other types of presentations here, especially if you have not presented at many professional conferences.
- **Other Professional Experience:** List additional experience related to your field, if applicable. Common names for this category: "Consulting Experience", "Clinical Experience", "Fieldwork."
- **Professional Training:** List special types of training you have received that demonstrates your commitment to learning a skill that is important to the job description. For each entry, include the name of the training, name of the organization that conducted the training, location, and date. Attendance at general conferences is usually not included.



- **Professional Service:** List committees, boards, task forces, and other activities through which you have contributed to the department, university, or professional community. For each entry, include your title (volunteer, member, chair, etc.), the name of the group or project, and the dates. If you volunteered your time to help with community events related to your field (judged a high school science fair, volunteered at the history museum, etc.), include these activities. If you have many activities to include in this category, consider forming subsections based on scale (department versus university), arena (academic versus community), title (member versus leader), or topic (violence prevention, staff searches, etc.). This section is particularly important for job descriptions that prominently list service as a job requirement and for schools with a distinct social justice mission.
- **Professional Affiliations:** List memberships in state, national, and international professional associations. For each entry, list your status (member, president, etc.) and the name of the organization. Be sure to spell out the name of the associations, rather than using acronyms. If you have limited affiliations or service activities, consider combining this category with the “Professional Service” category and calling it something like “Professional Service and Affiliations.”
- **Languages:** List your foreign language competencies, including the name of the language and some indication of your fluency.
- **References:** List your references on the last page of your CV by themselves. List your references in order of importance. For each reference, include name, title, organization, mailing address, phone number, fax number, and email address. Also, consider including a statement that describes your relationship with these individuals.

### ADDITIONAL RESOURCES

- University of California at Berkeley - <http://career.berkeley.edu/PhDs/PhDAcademic.stm>
- University of Chicago - <https://caps.uchicago.edu/resourcecenter/academic.html>
- University of Pennsylvania - <http://www.vpul.upenn.edu/careerservices/gradstud/resources/>
- The Chronicle of Higher Education - <http://chronicle.com>
- Vick, J. M., & Furlong, J. S. (2008). *The academic job search handbook (4<sup>th</sup> ed)*. Philadelphia: University of Pennsylvania Press.

### ACKNOWLEDGEMENTS

- Dr. Ana Mari Cauce, Provost, UW - providing feedback on an early version of this handout
- Graduate students, various disciplines, UW - offering their curriculum vitae as samples



# THE CAREER CENTER

UNIVERSITY of WASHINGTON  
Division of Student Life

## Academic Careers: *Curriculum Vitae*

Sample CV – English

### JOAN DAVENPORT

Home Address

Home Phone

Email Address

### EDUCATION

#### Ph.D., English

University of Washington, Expected June 2006

Dissertation:

Advisor:

#### M.A., English

University of Idaho, June 2000

#### B.A., English

Arizona State University, June 1997

### TEACHING EXPERIENCE

Teaching Assistant, University of Washington

**Rhetoric in America**, 5 quarters, 50 undergraduates per section

Taught large section weekly, led small discussion sections weekly, graded papers

Teaching Assistant, University of Idaho

**English Composition**, 3 quarters, 150 undergraduates per section

Graded papers, gave 4 lectures each quarter

### TEACHING INTERESTS

Beginning and advanced composition, rhetoric, creative writing

### PUBLICATIONS

**Davenport, J.**, & Brown, D. (2004). Rhetoric in America. *American Journal of Rhetoric*, 00, 1-30.

Brown, D., & **Davenport, J.** (2002). Rhetoric in American Politics. *Annual Review of Rhetoric*, 00, 1-20.

### WORKS IN PROGRESS

Brown, D., Carter, L., & **Davenport, J.** (in press). Teaching Rhetoric at the Undergraduate Level: Lessons Learned. *Reading, Writing, & Rhetoric*.

**Davenport, J.** The Interface between Rhetoric in American Politics and Media. Submitted to *Rhetoric Reader*.



*J. Davenport, p. 2 of 2*

### PROFESSIONAL PRESENTATIONS

**Davenport, J., & Carter, L.** (2003). The Importance of Understanding Rhetoric. Paper presented at the annual conference of the North American Rhetoric Society, Ames, IA.

Brown, D., Ellings, K., & **Davenport, J.** (2001). Analyzing Rhetoric in the Media. Paper presented at the biannual conference of the Pacific Northwest Rhetoric Association, Corvallis, OR.

### PROFESSIONAL WRITING EXPERIENCE

**Staff Writer**, Washington Rhetoric Association Newsletter, 2003-present  
Have written 15 articles on various topics

**Content Manager**, University of Idaho Transfer Center, 1998-1999  
Helped design and write transfer guidebook

### SERVICE ACTIVITIES

Undergraduate Scholarship Selection Committee, 2004-present  
English Faculty Search Committee, 2003-2004  
Campus Committee on Alcohol Abuse, 2002-2003  
Middle School Essay Contest Award Committee, 2000-2001

### HONORS AND AWARDS

**Casio English Fellowship**, University of Washington, 2002  
One fellowship granted each year within state of Washington

**Department of English Master's Thesis of the Year**, University of Idaho, 2000  
One award given per academic year

### PROFESSIONAL ASSOCIATIONS

North American Rhetoric Society, Student Member  
Pacific Northwest Rhetoric Association, Student Member

### REFERENCES

[Provided on next page]



Sample CV - Anthropology

### **LOLA C. LARSON**

Address • City/State/Zip • Phone Number • Email

---

#### **Education**

**University of Washington** – Seattle, WA  
Environmental Anthropology Ph.D., Expected June 2009

- **Advisor:** Dr. David Petersen

**New Mexico State University**, Las Cruces, NM  
Bachelor of Arts in Anthropology May 2004

- **Senior Thesis:** “Examining Organizational Cohesiveness and Identity: A Case Study of OASIS CSA.”

#### **Research experience**

**Independent Study**, Spring 2003: Qualitative/quantitative research methods - developed and administered survey instrument, completed state-wide ethnographic interviewing and participant observation for organizational relationships and participant beliefs and behaviors in alternative agriculture organizations.

**Research Assistant**, 2002-2004: Conducted ethnographic interviews with community supported agriculture, organic and biodynamic small farmers across the state of New Mexico. Researched land, acequia, and funding resources for use by New Mexico’s small farmers through a USDA grant under the supervision of Dr. Lynda Saber. Transcribed tapes and utilized Ethnograph software. Assisted in the creation of a website for the Center for Minority Land and Community Security, utilizing skills in background research, photography, site construction and maintenance, Photoshop and Dreamweaver.

**Independent Study**, Fall 2002: Developed and administered a survey. Conducted ethnographic interviews for members, leaders, and course participants to determine functionality of small-scale, local, organic food systems and their connection to/creation of community and identity. Coded surveys and compiled a PowerPoint presentation delivered to organic vegetable production class.

**Research Assistant**, Fall 2001: Began initial research into the Tierra Wools L.L.C., and Ganados del Valle cooperatives in northern New Mexico, focusing on the creation of cooperatives and non-profits as means of sustainable and viable economies in rural areas. Researched and presented a paper on land grant issues in NM.

#### **Teaching experience and consultation**

**Jardin de los Niños & Hacienda del Sol Homeless Shelters**, Las Cruces, NM

- Conflict Resolution Workshop, June 2004
- Strategic Planning/Organizational Capacity Building Retreat, Summer 200

**Institute for Science Integration**, University of Texas at El Paso

- Professional Development Workshop, June 2003: “Healing Herbs of the Desert: Chaparral.” Herb walk, salve-making demo, and presentation given to science educators at the University of Texas - El Paso.
- Professional Development Workshop, September 2003: “Indigenous Knowledge and Traditional Plant Use in the Desert Southwest,” presented to science educators at the University of Texas – El Paso.



### Conference presentations

**Poster**, April 2004: "Organizational Cohesiveness: OASIS CSA."

- Undergraduate Research and Creative Arts Symposium, NMSU.

**Paper**, November 2003: "Searching for An Innovative Agriculture of Connection: Study of OASIS CSA."

- American Anthropological Association meeting, Chicago, IL.

**Paper**, June 2003: "Locating the Critical Connections: A Case Study of Oasis CSA."

- Agriculture Food and Human Values Society meetings, Austin, TX.

### Awards

**Top Scholar Award**, January 2005: Funded through the Graduate School Fund for Excellence & Innovation and Graduate Opportunities and Minority Achievement Program, University of Washington.

**Bank of America Minority Fellowship**, October 2004: Awarded through Graduate Opportunities and Minority Achievement Program, University of Washington.

**Fiestas Latinas**, April 2004: Based on outstanding academic achievements and community involvement, this award was designed to honor the top male and female senior from each college at New Mexico State University.

**Best Poster Award**, April 2003: "Community Supported Agriculture: OASIS CSA," Sociology and Anthropology Spring Symposium (SASS), \$50 Award.

**Scholarship**, October 2002: Travel accommodations and conference fees for the Community Food Security Coalition's Eating Locally, Thriving Globally conference in Seattle, WA.

**Scholarship**, March 2002: Travel accommodations and conference fees for the National Hispanic Institute's Environmental and Sustainable Energy conference, in Tucson, AZ.

### University/professional memberships

**Student Association for Latin American Studies**, 2003 and 2004: President - Wrote press releases, created and distributed flyers, recruited speakers, worked closely with the Center for Latin American and Chicano Studies.

**Student Voices for Peace**, 2002-2004: Active member and participant

**Las Cruces/Chiapas Connection**, 2003-2004: Member and participant in guest lectures, active participant in marketing and fair trade opportunities for various women's weaving cooperatives in Chiapas, Mexico. Held an open-house weaving sale for the women's weaving cooperatives in my home.

**Alpha Lambda**, Anthropology Honor Society, 2003-2004: Member

**American Anthropological Association**, 2003-2004: Member

**Amigos de las Mujeres de Juarez**, 2002-2004: Assisted in and videotaped V-day march over the international bridge on the Mexico/U.S. border, for solidarity and exposure of the 300+ women murdered in Ciudad Juarez, Chihuahua, Mexico. Provided general assistance with flyers and outreach.





Sample CV – Education

### JASON DUNNELL

Address  
City, State Zip  
Phone  
Email

#### Education

##### **Doctorate of Philosophy** - Curriculum & Instruction (Expected 8/06)

University of Washington / Seattle, WA

- Proposed Dissertation:

##### **Bachelor of Arts** - Education (5/95)

Boston College / Boston, MA

- Certified to teach history in grades 8-12
- Studied abroad for one academic year at University of Sydney in Australia

#### University Teaching Experience

##### **Adjunct Professor**, Seattle University, 3/05 – present

Secondary Education Basics

- Teach one class of 25 undergraduate secondary education students each quarter.
- Responsible for all aspects of the course: syllabus design, lesson delivery, and grading.
- Supervise the students' fieldwork in secondary schools.
- Scheduled to teach one section each quarter during the 2005-2006 academic year.

##### **Teaching Assistant**, University of Washington, 9/02 – 5/03

Professional Behavior for Teachers

- Co-taught one class of 22 master's level teacher education students for three consecutive quarters.
- Helped create lesson plans, deliver lectures, facilitate activities, and grade exams.

#### K-12 Teaching Experience

##### **High School Social Sciences Teacher**, 8/97 – 6/00

Haywood High School, Boston, MA

- Taught variety of history and government courses ranging from freshmen-level to Advanced Placement
- Served as faculty sponsor of the Student Senate
- Founded and led the History Club

##### **Middle School History Teacher**, 8/95 – 6/97

Brayburn Middle School, Boston, MA

- Taught beginning and advanced level U.S. History to 7th & 8th graders
- Led weekly small group study sessions at 6:30am
- Served on the district-wide history curriculum revision task force for one year



### Educational Consultation Experience

#### **Curriculum Evaluation Consultant, 1/04 – 12/04**

Seattle Public School District, Seattle, WA

- Helped district administrators evaluate new secondary history curriculum options
- Presented our choice to secondary teachers and parents in large group meetings

#### **Student Government Consultant, 1/98 – 6/98**

Gerard High School, Boston, MA

- Evaluated school's current student government structure, leadership, and procedures
- Mentored the faculty sponsor of the school's student government
- Co-authored guidelines for student elections

### Professional & University Service

#### **University of Washington**

- Children's Literacy Project, Weekly Volunteer, 9/04 - present
- Faculty Search Committee, Student Member, 10/03 – 6/04
- Curriculum & Instruction Colloquium, Coordinator, 4/03

#### **Massachusetts Education Network**

- Outreach Officer, 7/97 – 7/98
- Biannual Conference Helper, 10/98

### Honors

#### **Presidential Fellowship, University of Washington, 9/01 – present**

- Financial award given to 50 graduate students campus-wide each year

#### **Rookie of the Year, Boston School District, 6/96**

- Given to one new teacher each academic year

#### **School of Education Scholarship, Boston University, 9/93**

- Awarded to ten students each academic year

### Publication

Edwardsen, T., & **Dunnell, J.** (in press). Best practices for "selling" new curriculum programs to parents. *Curriculum & Instruction Today*, 64, 98-109.

### References

[Names, addresses, phone numbers, and email addresses provided on next page]



Sample CV – Engineering

**JEFFREY DONALDSON**  
Work Address / City, State, Zip  
Phone / Email

### EDUCATION:

University of Washington

- **Doctor of Philosophy** - Mechanical Engineering, Expected June 2006  
Dissertation:
- **Master of Science** – Mechanical Engineering, June 2002  
Thesis:

University of Kansas

- **Bachelor of Science** – Mechanical Engineering, May 1990

### HONORS & AWARDS:

Mechanical Engineering Student of the Year, University of Washington, June 2005  
School of Engineering Top Scholar Award, University of Washington, March 2004  
Engineering Excellence Award, AutoMaker Plus, October 1998  
New Professional Award, American Society for Mechanical Engineers, February 1993  
Professional Potential Award, University of Kansas, May 1990

### TEACHING EXPERIENCE:

Lecturer, University of Washington, September 2004 – March 2005

Fully responsible for all aspects of course development, instruction, and assessment

- Engineering Ethics, 1 quarter, 15 master's students
- Mechanics of Materials, 1 quarter, 15 master's students

Teaching Assistant, University of Washington, January 2002 – June 2003

Taught large lecture sections as needed, led weekly small group break-outs, graded papers.

- Intro to Mechanical Engineering, 3 quarters, 50 undergraduate students per quarter
- Advanced Mechanical Engineering, 2 quarters, 30 undergraduate students per quarter

### PROFESSIONAL EXPERIENCE:

**AutoMaker Plus**, Seattle, WA

Professional Engineer, June 1995 – August 1999

Managed a team of nine engineers. Investigated feasibility of implementing new assembly procedures. Implemented new procedures over two-year period. Evaluated new procedures using quantitative and qualitative data. Wrote comprehensive document detailing the investigation, implementation, and evaluation procedures. Provided consultation to sister location in Oregon who decided to adopt the new procedures.

**Ford Motor Company**, Detroit, MI

Program Manager, June 1993 – May 1995

Developed new bolt testing device, which resulted in decreased testing times. Supervised three engineers and two college interns. Frequently presented my work to senior executives.

**Auto Research Company**, Abilene, TX

Tester, June 1990 – May 1993

Tested machines to ensure safety and accuracy. Helped develop a device to clean the large assembly machines. Wrote documents outlining the testing and cleaning procedures for all mechanical devices in the plant. Promoted every six months.

**AFFILIATIONS & LEADERSHIP:**

Graduate & Professional Student Senate, University of Washington

- Vice-President, September 2004 – present
- Senator, September 2003 – June 2004

Mechanical Engineering Department, University of Washington

- Mechanical Engineering Student Representative to Faculty Meetings, September 2001 – June 2003

American Society for Mechanical Engineers – Student Affiliate Group

- Member, September 2000 – present
- Treasurer, September 2003 – June 2004

**PUBLICATIONS:**

Refereed Articles

**Donaldson, J.**, Coauthor 1, Coauthor 2. (in press) Article title. Journal name.

Coauthor 1., & **Donaldson, J.** (2002). Article title. Journal name, volume, pages.

Invited Book Chapters

**Donaldson, J.**, & Coauthor 1. (2003). Chapter title. Book name. City, State: Publisher.

Coauthor 1., Coauthor 2., Coauthor 3., Coauthor 4., & **Donaldson, J.** (1991). Chapter title. Book name. City, State: Publisher.

**RESEARCH INTERESTS:**

Mechanics of materials

Mechanical safety & improvement

Engineering ethics

Sample CV – Chemistry

**RACHEL M. TAYLOR**

Department of Chemistry, University of Washington, Campus Box 555555, Seattle, WA 98195  
(206) 555-5555 (office), rachel.taylor@chem.washington.edu

**EDUCATION**

**Ph.D., Inorganic Chemistry**, Expected November 2005

University of Washington

Research Advisor:

Proposed Thesis Title:

**B.S., Chemistry**, December 2000

University of Wisconsin – Madison

**TEACHING & TUTORING EXPERIENCE**

**Teaching Assistant**, University of Washington

Inorganic Chemistry Laboratory, 3 quarters between 3/03 – 3/05

- Lead teaching assistant winter quarter 2005; led discussion section as substitute for professor and mentored other teaching assistants.
- Assisted in the lab instruction of junior and senior level inorganic chemistry students.
- Instructed students to design new experiments and learn proper safety practices.
- Supervised advanced lab methods: inert atmospheres; kinetics measurements; and IR NMR

**Tutor**, University of Washington

Science Instructional Center, 2 quarters between 1/02 – 6/02

- Helped undergraduate students understand chemistry concepts through one on one appointments

**Teaching Assistant**, University of Wisconsin

Advanced General Chemistry, spring semester 2001

- Assisted in instruction of general chemistry lab sections and a discussion section.
- Course emphasis in analytical chemistry techniques.

**RESEARCH EXPERIENCE**

**Graduate Research Assistant**, University of Washington, 07/01-present

- Synthesized multifunctionalized sulfur and nitrogen-containing organic molecules, thiolate-ligated iron(II) and low-spin iron(III) complexes.
- Identified and characterized compounds using NMR, ambient and low-temperature ultraviolet, infrared, and electron paramagnetic resonance (EPR) spectroscopies and magnetic susceptibility.
- Used Schlenk and inert atmosphere techniques for manipulation of air-sensitive compounds.

**Intern**, Kimberly Clark Corporation, Research and Development: Fiber Technology, Summer 1999

- Developed methods to measure absorbancy of fibers.

**RESEARCH COLLABORATIONS**

**Standon Group**, University of California – Berkeley, Summer 1998

- Resonance Raman, Magnetic Circular Dichroism, and Sulfur K-edge spectroscopy

**Heller Group**, University of Arizona, Summer 2000

- Extended x-ray absorption fine structure

**PUBLICATIONS & PRESENTATIONS**

**Taylor, R.M.**; Kozer, J.A. "The Role of Protons in Superoxide Reduction by a Superoxide Reductase Analogue." *Inorg. Chem.* 2005, Volume, pages.

**Taylor, R.M.**; Sherton, J. M.; Kozer, J. A. Investigation of the acid-base properties of the SOR model complex N4SFelII-OOH. Presented at the 227th ACS National Meeting, Anaheim, CA, United States, March 28-April 1, 2004; poster XX.

**PUBLISHED ABSTRACTS**

Kozer, J.A.; **Taylor, R.M.**; Sherton, J.M. Understanding the Mechanism of Superoxide Reduction by the Cysteinate-Ligated Non-Heme Iron Enzyme Superoxide Reductase (SOR) Abstracts of Papers, Joint Regional Meeting of the Northwest and Rocky Mountain sections of the American Chemical Society, Logan, UT; American Chemical Society: Washington, DC, 2004; Abstract XX.

Fast, S., **Taylor, R.M.**, Sherton, J., Kataman, T., Scarboro, R., and Kozer, J.A. "Understanding the Mechanism of Superoxide Reduction by the Non-Heme Iron Enzyme Superoxide Reductase (SOR) using a Synthetic Analogue Approach" Abstracts of Papers, 11th International Conference on Biological Inorganic Chemistry, Cairns, Australia.

**AWARDS & AFFILIATIONS**

- Graduate Student Travel Award, University of Washington, 01/05
- Hillsboro Undergraduate Research Award, University of Wisconsin – Madison, 04/00
- Member, American Chemical Association, 09/01 - present

**DEPARTMENTAL SERVICE**

- Co-organized banquet for Cady lecture, 05/05.
- Organized inorganic division graduate recruiting dinner, 03/02 and 03/03.
- As student host, organized student meeting times for many inorganic seminar speakers, 2001-2004.



Sample CV – Public Health

**MARK MATHERS**

University of Washington School of Public Health  
Department of Epidemiology  
Address  
City, State Zip  
Phone / Email

EDUCATION:

Doctor of Philosophy, Epidemiology, Expected June 2006  
University of Washington, Seattle, WA

Thesis:

Committee Members:

Master of Science, Epidemiology, June 2002  
University of Washington, Seattle, WA

Thesis:

Committee Members:

Bachelor of Arts, Chemistry, May 1999  
University of Florida, Gainesville, FL

GRANT:

Effects of Pesticides on Toddler Development, National Institutes of Health, \$1,290,345, 2001-2006  
M. Mathers & A. Nelson (Co-Principal Investigators)

AWARDS & AFFILIATIONS:

Nominee, Outstanding Epidemiology Student of the Year, University of Washington (2005)

Recipient, Chancellor's Fellowship, University of Washington (1999-present)

Member, American Public Health Association (2000-present)

EDITORIAL SERVICE:

Ad hoc reviewer, American Journal of Health Behavior (2004-present)

Ad hoc reviewer, American Journal of Health Promotion (2003-2004)

PROFESSIONAL SERVICE:

Webmaster, Northwest Center for Public Health Practice, University of Washington (2004-present)

Curriculum Committee Student Representative, University of Washington (2003-2004)

Member, Pesticide Task Force, Columbus, OH (2003-2004)

Organizer, Epidemiology Guest Lecture Series, University of Washington (2002-2003)



### TEACHING EXPERIENCE:

Teaching Assistant, Introduction to Public Health, University of Washington (2003-2004)  
Taught one section of approximately 50 undergraduate students for three consecutive academic terms.  
Delivered lectures, graded papers, and met individually with students.

Guest Lecturer, Introduction to Environmental Studies, University of Washington (2002-2005)  
Discussed the impact of pesticides on human development in one section per quarter for 8 academic terms. Each section included approximately 100 undergraduate students.

### PUBLICATIONS:

Mathers, M., Newell, N., & O'Neill, O. (2004). Pesticides and speech development. *Journal of Contemporary Health, 1*, 1-20.

Scott, J. L., & Mathers, M. (2003). Pesticides and social skills in toddlers. *Journal of Social Development, 1*, 1-20.

Mathers, M. & O'Neill, O. (2002). Pesticides and autism among young toddlers. *Journal of Environmental Awareness, 1*, 1-20.

Newell, N., Petersen, P., & Mathers, M. (2001). Pesticides and cognitive development. *Journal of Cognitive Development, 1*, 1-20.

### PROFESSIONAL PRESENTATIONS:

Mathers, M., Newell, N., & O'Neill, O. (2003). Association between farm pesticides and speech development among 2-year-old children. Paper presented at the Art & Science Health Promotion Conference, Monterey, CA.

Newell, N., & Mathers M. (2002). What can we do about the use of pesticides in rural areas? Paper presented at the Annual Meeting of the American Public Health Association, Washington, DC.

Mathers, M., Scott, J.L., & O'Neill, O. (2001). What do we know about the effects of pesticides on toddler development? Poster presented at annual conference of the Northwest Association for Epidemiology, Eugene, OR.

### SPECIAL SKILLS:

Fluent in Spanish (written & spoken)  
Moderately fluent in French (spoken)





Sample CV – Music

**JULIA VASQUEZ**

**I. Contact Information**

Address:  
Phone:  
Email:  
Website:

**II. Education**

Doctor of Musical Arts – Composition (Exp June 2006)  
University of Washington, Seattle, WA

- Dissertation:
- Committee:
- Cognate fields:

Master of Music – Composition (May 2001)  
University of California, Santa Barbara, CA

- Thesis: xxx (Advisor: xx)

Bachelor of Arts – Composition (May 1999)  
University of Idaho, Moscow, ID

**III. Awards**

Composition Student Fellow, Washington Bach Festival (June 2004)  
Five granted to composition graduate students in Pacific Northwest each summer.

Finalist, American Society for Composers, Authors, and Publishers Foundation Grants to Young Composers. Fifth place out of 1440 applicants nationwide. (March 2004)

Graduate Division Scholarship, University of Washington (June 2003)  
One awarded within the School of Music graduate programs each academic year.

Preparing Future Faculty Scholarship, University of Washington (June 2002)  
One awarded within the university each year. Facilitated a mentorship with a faculty member at another university.

**IV. Commissioned Work**

Incidental music for the play, "Musicians of the Moon"  
Presented by: Swan Songs  
Premier: December 9, 2005  
Location: Issaquah, WA

*J. Vasquez, p. 2 of 2*

**V. Teaching Experience**

Associate Instructor, University of Washington, (Sept 2003 – Present)

Full responsibility for developing content, delivering lectures, and grading. One section of 40 undergraduates each term.

- Listening to Music Literature (music majors)
- Music History – 17th Century (music majors)

Graduate Teaching Assistant, University of Washington (Sept 2002 – June 2003)

Responsible for recitation sections and grading. One section of 40 undergraduates each term.

- Music Cultures of the World (non-majors)
- History of Western Music (non-majors)
- Music History – Renaissance (music majors)

**VI. Scholarly Activity**

a. Research interests

- Computers and composition
- Electroacoustic music
- Composer education

b. Publications

- Vasquez, J. (2003). Digital audio applications for multimedia. *Computing in Composing, 1*, 1-20.
- Carter, C., & Vasquez, J. (2001). Musical topography. *Music Modeling Quarterly, 1*, 1-20.

c. Conference attendance

- International Computer Music Conference, San Diego, CA (Aug 2004)
- Society for Composers, Akron, OH (March 2002)

**VII. Music Technology Industry Experience**

Technical Support Specialist (Aug 2001-Aug 2002)

Rocketeer, Bellevue, WA

Technical Writer (May 1999-May 2001)

MusicX, Camarillo, CA

**VIII. Professional Memberships**

Member, American Society for Composers, Authors, & Publishers (1999-present)

Member, Northwest Association for Composition (2002-present)

Member, International Computer Music Association (2003-present)