Curriculum Vitae (CV) vs. Resumé

Comparison Table:

	Curriculum Vitae (CV)	**Resumé**
Origin and Definition	Latin, "course of one's life"	French, "to summarize"
Synonyms	Curriculum vita (singular) CV (abbreviation)	
Primary Function	Comprehensive list of accomplishments; applications for academic positions (graduate school, medical school) or jobs associated with colleges/universities	Brief list of accomplishments; applications for jobs in industry
Goal	Describe accomplishments with great detail; focus on how these relate to career plans	Describe accomplishments briefly; leaving out extra details
Length	Long (several pages or more)	Short (1-2 pages)
Common Information Included	Contact info; education history; work history (as it relates to career development); research accomplishments/skills; awards/ scholarships; volunteer work/community service	Contact info; objective (e.g., obtain a job in…); work history; skills and qualifications

Specific Details About CVs:

1. Keep this document very organized:
   - No errors of any kind (proofread many times; then ask a friend to proofread again)
   - Neatly arranged with professional-looking font and section headers
   - Make separate sections/categories with descriptive titles
   - Convert the into PDF if you are sending it electronically to conserve all formatting

2. Start with your contact information and education history at the top:
   - Don't include SSN or other personal info such as DOB (security risk)
   - Double-check accuracy of phone numbers and email addresses (include both temporary and permanent info if needed)
   - After contact information, education information typically appears next (then the order of the rest of the categories is up to you)

3. Keep a master CV, organized by category/date:
   - Have one master version with everything you've done; then copy and paste sections into a separate document depending on what the job/award/etc. is asking you to provide
   - Have activities in each section organized in order so you can find them easily (chronological or reverse chronological order)
   - Update your master CV as soon as you do something

4. For more info, check out these websites:
   - http://www.marquette.edu/csc/documents/CV-HowtoWriteagoodCurriculumVita_000.pdf
   - http://www.psychologicalscience.org/apssc/uu/articles/curriculumvita.cfm

CV Worksheet: Getting Started

Use this worksheet to keep track of your accomplishments, education history, and work history.

Education, Major, GPA, Graduation Date	Work History, Dates, Jobs, Skills Learned	Research Experience, Publications, Skills Learned	Awards, Scholarships, Fellowships	Organizational Involvement, Community Service

Curriculum Vitae (CV)

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

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

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

How to Write a Curriculum Vitae:

Curriculum Vitae are Still Resumes

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

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

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

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

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

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

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

Outside Lectures & Courses

Portland Bar Association
     "The Total Argument"
     "Choosing Jurors: Consider the Nonverbal Evidence"
     "Nonverbal Communication in the courtroom: Whose Side Are You on, anyway?"
     "The Defense Attorney and Nonverbal Communication"
     "Prepping Your Client for Courtroom Appearances: You Never Get a Second Chance…"

University of California, Long Beach
Department of Industrial Design
     "Proxemics"
     "Use of Space to Communicate"

University of California, Berkeley
School of Architecture
     "Space and Power in Corporate America"

University of California, Los Angeles
Film School/Broadcast Communication Arts (joint presentation)
     "Nonverbal Communication in Film and Television: Mastering the Total Message"

Southern Conference of Law Enforcement Officers
     "Nonverbal Communication in American Subgroups"

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

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

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

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

Your Curriculum Vita

Liz Goldstein

There is one document that every undergraduate psychology major should have. No, I'm not talking about the local pizza menu or even your term paper, although you might want to get cracking on that. I'm talking about your curriculum vita, commonly called a "CV" If you do not have one, there is no reason not to create yours now, so open up a new document – we're getting started.

A CV is the resumé's longer, more comprehensive cousin. Unlike a resumé, you are not limited to a page or two; the CV is your chance to highlight all of your accomplishments in college thus far. Many students wait until they are applying to graduate school to start putting together a CV, but starting earlier provides several significant advantages besides having less to do during application season. First, a CV is a great way to keep track of your accomplishments. After four (or more) years of hard work, forgetting an award or your duties on an early research project is not very unusual. Additionally, having a copy on hand can be useful when networking at conferences or applying for scholarships. Having an accessible list of your accomplishments will also make resumé-writing easier if you end up applying for jobs, as it is usually easier to choose from an existing list than start one from scratch. Finally, an often-overlooked use of the CV, if made early enough, is to see where your deficiencies lie. If you aspire to attend a research-focused graduate program, but you see that your research section is lacking when compared to your other headings, you will have a better idea of what activities to pursue.

Writing a CV as an undergraduate can be difficult, especially because merely copying the sections from a professor's CV (or even a graduate student's CV) is unlikely to work for you, unless you have several publications and have managed to teach classes. Your CV will probably be shorter, and it is reasonable to include explanations in certain areas, such as the criteria for awards you have received. In addition, the order in which you present each section will vary, depending on the situation or a program's focus. The good news is that there is no set form for an undergraduate CV, and you can present yours in whatever way puts you in the best light.

What to Include

There is no formal list of what should be included on a curriculum vita, but something you will definitely want to include is your name and contact information. (Now that you are sharing this information, you will want to re-examine your voicemail greeting and assess its professionalism.) You should definitely include an "education" section, as well. This part should note your undergraduate institution(s) and majors/minors. If your GPA or GRE scores are high, it is appropriate to include this information here, and some students list their honors thesis title, if applicable.

Other sections to consider include honors and awards, publications and presentations, research experience (including honors thesis information), teaching experience, research interests, internships and employment, extracurricular and leadership involvement, volunteer work, professional memberships, and special skills (e.g., software proficiency, foreign language fluency). Briefly explaining your duties for research, teaching, and work experiences is a good idea; some people do this in bulleted form, whereas others write short paragraphs. You can reconfigure the headings into different groups and add or eliminate headings as necessary, but the important thing to remember is to present yourself as positively and honestly as possible. Personal statements and interviews are your opportunity to "show" what you have learned from your experiences, but the CV is your opportunity to "tell" what you have done, so tell as much as you can while keeping it relevant.

What to Include…Maybe

Some students include references and their contact information, whereas others skip this part, or list only additional references beyond those writing letters of recommendation. If you choose to include references, clear this with your references first so they are not blindsided should an employer or potential graduate school mentor contact them.

In speaking to undergraduates who were preparing to write a CV, a specific question surfaced frequently. Katie Miller, a psychology major at the University of Wisconsin Oshkosh, asked, "Do you include any courses that you've taken, or do you leave that to your college transcript?" Relevant courses can comprise a section that you will want to remove or add, depending on each individual graduate program application or job opportunity. Usually, a transcript is adequate, and sometimes it is possible to include a page of your courses and grades separately from everything else, if you so choose. However, if you want to highlight relevant courses, listing them in the education section or towards the end may be acceptable. If you list courses, try to use multiple columns so that your courses do not show up like a vertical page-long list.

What NOT to Include

"Curriculum vita" may be Latin for "course of life," but that does not mean you should be sharing all the details of your life. You are not expected to disclose every job you have ever had. I am sure you were a phenomenal "Party Girl" during your brief stint at the local paint-your-own pottery store (I sure was), but that is not relevant to most research positions or graduate programs, and you will be wasting the reader's time by listing that. However, if you can frame the experience in such a way that you make it relevant without it being false or "padding," go for it. For instance, Audrey Lamoreux, a student in the M.S./Ed. S. program in School Psychology at Florida State University, recommended that students, "…point out that you have experience working with children if you're applying for developmental psychology, even if it was just baby-sitting or helping at a summer camp." If in doubt, ask your advisor or professor about an item's appropriateness.

Most people list the items in each section in reverse chronological order. You should stop when you get to high school experiences, though, with very few exceptions. Lamoreux noted, "It will look like you're trying to stuff your vita since you haven't done much in college." Something else to omit are potentially controversial activities. It can be difficult to determine what is controversial, so this is another situation requiring consultation with others. Obviously, you should not lie. Besides the obvious ethical problems with being less-than-honest, potential employers and graduate admission committees may ask you about things on your CV during interviews. False items will become evident. Be truthful.

Revising and Distributing your CV

Ask others to proofread your CV and provide feedback. Not only is it difficult to catch your own mistakes, but others will be able to give you a fresh perspective on how you are presenting yourself. Professors are a good source for input, and they might even be able to remind you of something you forgot to add. You might end up receiving contradictory feedback in regards to "secondary aspects" of the CV, like the ordering of sections or even the font choice; ultimately, you will have to decide what to do. Nevertheless, having others read your CV will ensure its readability and appropriateness, so find at least two people to proofread it for you, even in its earlier stages. Moreover, update your CV on a regular basis, and try to have someone proofread after those updates, as well.

Once you have your CV ready, be sure to save it on your computer, and **back it up**. Keep a hard copy on file somewhere and you may even want to post it on the Internet. Hard copies of your CV should be on "normal" paper. Lay off fancy borders and colors.

Many students are opting to post their CVs online in an attempt to present themselves in a more professional manner. Another advantage of posting your CV on the Internet is the ability to use hyperlinks to direct the reader toward organization websites or research articles you have written. It is also convenient for recommendation letter writers to have access to your CV online (in addition to the hard copy you will give them), and potential employers will be reminded of your experience if they find your CV on a search engine. However, do keep in mind that the Internet is a big, largely unregulated area, so you might want to consider leaving off some personal contact information (with the exception of email). If you opt to include references on your CV, you should check with them before posting their contact information online.

I'm Having CV-Writer's Block

Even with all this information, you might be finding it difficult to get started. If that is the case, begin by writing a list of everything you have done – you can put these items under headings later. You can also ask to see a friend's CV, but do not copy it verbatim or steal his or her layout. Make it your own, as it is to your advantage to promote your strengths and experiences as unique. Your CV is your opportunity to show others all the amazing things you have done, and you are already ahead by starting your CV as an undergraduate.

Sally S. Student

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OBJECTIVE:
Assistant Professor, Educational Psychology

ACADEMIC PREPARATION:
Ph.D. in Education, School of Education, Marquette University, Milwaukee, WI, May 2002
Concentrations: Educational Psychology
Dissertation: *A Study of Topic*   Advisor: Dr. Don Donaldson

M.A. in Education, Faculty in Education, Marquette University, Milwaukee, WI, May 1999
Concentrations: Educational Psychology, Language Development and Reading
Thesis: *Your Topic*   Advisor: Dr. James Jameson

B.A. in Psychology, Marquette University, Milwaukee, WI, December 1995
Concentrations: Learning Theory, Psycholinguistics

A.A. in Liberal Studies, Milwaukee Area Technical College, Milwaukee, WI, May 1993

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

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

PROFESSIONAL EXPERIENCE:
Supervisor of Teacher Education,1999-present
School of Education, Marquette University, Milwaukee, WI
-Supervised student teachers and interns working on multiple-subjects and special education teaching credentials
Instructor, Summer Sessions, 2000-2001
School of Education, Marquette University, Milwaukee, WI
Course: The Exceptional Child
Teaching Assistant , Spring 1999
Faculty in Education, Marquette University Graduate School, Milwaukee, WI
Courses: Advanced Statistics, Introduction to Learning Disabilities
Teaching Assistant , Spring 1999
Faculty in Education, Marquette University Graduate School, Milwaukee, WI
Courses: Tests and Measurement, Casework in Educational Psychology
Research Assistant , Fall 1998
Faculty in Education, Marquette University Graduate School, Milwaukee, WI
- Assisted Dr. Mary Mason on the Educational Psychology Project
- Collected and analyzed survey data, using the SPSS program

Public School Teacher, 1996-1998
Milwaukee Public Schools, Milwaukee, WI
Educational Psychology, Grades 8 and 12
Peer Counselor, 1995-1996
Developmental Disabilities Immersion Program
Marquette University, Milwaukee, WI

PUBLICATIONS:
Student, S.S. (1998), *Title of Article.* **Magazine,** 23(1), 986-989.
Student, S.S. (1997), *Title of Article.* **Magazine,** 53(1), 17-20.
Student, S.S. (1997), Book review of *Title of Book* (Author, Ed., City, WI: Publisher, 1996) in **Magazine** 135(4), April.

RESEARCH SUBMITTED AND IN PREPARATION:
- *Title of Research*
- *Title of Research*

PAPERS PRESENTED AT CONFERENCES:
Title. Presented at the Conference on Educational Psychology, Milwaukee, WI, 2000
Title. Presented at the XXth Annual Conference of the Wisconsin State Council for Educational Psychology, Madison, WI, 1999
Title. Presented at the XXth Annual Conference of the Society for Educational Psychology, Madison, WI, 1999

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

GRANTS RECEIVED:
Wisconsin State Teacher Grant *A Title.* Awarded October 1997

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

PROFESSIONAL SERVICE:
- Vice President, Midwest Consortium on Innovation in Teaching, 2000
- Chair, University Relations Committee, Society for Educational Psychology, 1999-2000

HONORS AND AWARDS:

Scholarship Award, Milwaukee, WI, 1998
Outstanding Dissertation Award, Marquette University, Milwaukee, WI, 2000

REFERENCES:

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CURRICULUM VITAE

--- NAME AND PERSONAL INFO HERE ---

Objective:

Full time employment in an academic setting; including a position in teaching or experimental research.

Education:

M.A., Social Sciences, University of Chicago, 2008
Concentrations: Psychology, Cognitive Psychology
Thesis: Domain-specific modularity can explain enhanced recall in a survival processing task.

B.A., Psychology, North Park University, Chicago, IL, 2006

B.A., English, North Park University, Chicago, IL, 2006
Concentration: Writing

Experience:

Research Professional, 2007-2008
Memory Lab, University of Chicago
Responsibilities: Working under Dr. David Gallo on a series of studies investigating memory retention from an evolutionary psychology perspective (including thesis work), including study design, running of subjects, organization and analysis of data.

Research Assistant, 2006-2007
Behavioral Neurosciences Laboratory, University of Illinois at Chicago
Responsibilities: Assisted in a series of experiments investigating cardiovascular functioning as a function of stress and anxiety in prairie voles.

Administrative Assistant, 2007
Coventry Care Management
Responsibilities: Assisted in case management of disabled/injured employees, including scoring and analysis of occupational interest and aptitude tests.

Tutor, 2004-2006
North Park University

Courses: Introduction to Psychology, Learning and Conditioning, Human Lifespan Development, Research Methods in Psychology, Psychobiology.
Additional Responsibilities: Assisted students in learning software programs such as Microsoft Office/Excel, Sniffy the Virtual Rat (virtual reality classical/operant conditional software), and statistical packages including SPSS and Fathom.

Research Assistant, 2005-2006
North Park University
Responsibilities: Assisted Dr. David Bennett (Cognitive Psychology, PhD) with research project investigating course performance as a function of planned v. unplanned quizzes. Responsible for data entry, organization, and statistical analysis.

Papers:

Grippo, Angela J., Trahanas, Diana, Zimmerman, Robert, Porges, Stephen W., & Carter, C. S. (publication pending). "The effects of oxytocin in mediating depression-relevant behaviors and autonomic cardiac dysfunction in isolated prairie voles."

Presentations:

Grippo, Angela J., Trahanas, Diane, Zimmerman, Robert, Hassan, I., Shah, M., Lamb, D.G., Porges, S.W., & Carter, C.S. (2008). "Oxytocin has beneficial effects on depression-like behaviors and cardiac dysregulation in socially isolated prairie voles." Presented at the American Psychosomatic Society meeting in Baltimore, MD, March 2008.

Bennett, D.J., Turner, G.F.W., & Zimmerman, R.R. (2006, April). "The element of surprise? Announced vs. unannounced quizzes." Paper presented at the Annual Conference on Teaching and Learning of Psychology: Ideas and Innovations, Monticello, New York.

Skills and Qualifications:

- Thorough experience with Microsoft Office (Word, Excel, Powerpoint).
- Highly organized, self-motivated learner and efficient worker, detail-oriented analytic skills.
- Excellent written and oral communication skills.

References:

Excellent references available upon request from University of Chicago, University of Illinois, & North Park University.