

The curriculum vita, also known as a vitae or C.V., is a summary of academic, teaching, research, and work experience. It differs from a resume in the organization of information and the depth of detail. A vita provides a brief explanation of educational and employment experience as well as information important to academic positions such as publications, teaching assignments, presentations, grants and committee assignments. A vita is necessary in order to apply for positions in higher education teaching and/or research and for some non-academic jobs directly related to advanced degrees, such as those in research institutions, historical societies, museums, and libraries.

PREPARING AN EFFECTIVE VITA

Your vita should not be prepared hastily, nor should you attempt to shortcut the process by delegating the responsibility to anyone else. Input from faculty members, career services professionals, writing center advisors or colleagues should be solicited though. Specific disciplines have specific expectations about the organization and the importance of information to be included. Professionals in the discipline as well as professionals experienced in preparing a vita may be able to spot inconsistencies, errors, or weaknesses. Consider their suggestions carefully, balance them against your own convictions, and revise your vita to incorporate the suggestions that make sense to you.

INTERNATIONAL C.V. vs U.S. ACADEMIC C.V.

International employers often refer to the employment resume commonly used in Europe and many other regions as a C.V. Because of employment regulation and cultural differences in the United States, these vitae are not appropriate for use in the domestic academic job search. Below are some important differences when preparing the U.S. academic vita.

Do not include information concerning age, sex, race, religion or national origin.

Do not include personal information - marital status, number of dependents, height, or weight.

Do not include a photograph.

WHEN TO USE A VITA

Seeking a position

Departmental/tenure reviews

Professional association leadership

Speaking engagements or conference presentations

Publishing

Editorial review boards

Consulting

Grant applications

Sabbaticals

Fellowships

PRODUCING AN ATTRACTIVE VITA

Your vita needs to be accurate and current.

Your vita needs to be error-free.

Your vita needs to be visually pleasing.

Your vita should be printed using a high quality printer or copier.

Use quality bond paper-do not use odd-size paper or bright and unusual colors.

Do not print on both sides of a page.

Do not use script or gothic lettering, bright colors, or strange graphics.

THE SKELETAL STRUCTURE OF A VITA

The information included and the organization of that information within a vita depend on your discipline, your level of experience and the characteristics of the targeted position. The first three sections listed below usually do appear in that order on the vita. However, the order and organization of the sections following vary. If you are targeting a post-doctoral position, a faculty position at a research oriented institution or presenting a paper at a conference then research sections will probably come next. If you are targeting a private sector job then work experience is of higher importance. If you are seeking an academic position at a teaching oriented school then that experience should be more prominent.

- Identification and Contact
- Professional Profile or Summary
- Education
- Research Experience
- Teaching Experience
- Performances/Exhibitions
- Publications and Presentations
- Relevant Non-Academic Work Experience
- Grants and Awards
- Professional Service and Affiliations
- Relevant Skills
- Community Service and Involvement

IDENTIFICATION AND CONTACT SECTION

The most important thing for the reader of your vita to remember is your name. It should be in a larger font size by at least 2 sizes and centered or justified on the left of the page. It is usually bold face as well.

Contact information should immediately follow the name. Since preliminary contacts are typically now made with email or telephone, these should appear next. Use email addresses that are checked at least daily and a telephone that has a voice mail or message facility in which you are in control of the messaging.

Postal mail addresses should be current and should be an address that you retrieve the mail regularly, preferably daily. Be sure to include any routing information such as apartment number, office suite number or internal postal codes.

**See the vita samples in the appendix for examples.*

PROFESSIONAL PROFILE OR SUMMARY SECTION

This is a very effective way to communicate a few of the most important assets or attributes of a candidate to a reader. You can emphasize characteristics of the desired position as well. Do this early in the vita structure to entice the reader into continuing. The profile should be no more than 5 to 6 lines in length and can certainly be shorter. A good way to start is to think about how you would describe yourself professionally in one line. It should include your discipline and your level within the profession. For example:

Recent doctoral graduate in Developmental Psychology with solid research experience in cognitive development.

OR

Tenured professor in Operations Management with solid publication history and teaching experience.

Next, think about what kind of position you are targeting in your job search and continue to build on the profile with that information. For example:

*Recent doctoral graduate in Developmental Psychology with solid research experience in cognitive development.
Seeking a post-doctoral research fellowship.*

You may want to emphasize other attributes that may be of interest to the reader. For example:

Tenured professor in Operations Management with recognized publication history and 20 years of teaching experience. Holder of the Daniel Jones Chair of Management and Winner of the 2001 Award for Innovative Management Research.

The most important thing to remember is to tailor the information from the viewpoint of the targeted reader. The content should communicate a short synopsis of the information most important to a selection committee or an employer. If the vita is being used to present your credentials to a conference audience be sure to include those items which best establish your expertise in the subject.

EDUCATION SECTION

Typically a listing of your education will be the next thing to appear on an academic vita. The convention is to list the highest relevant degree descending in order. If there are other degrees in non-relevant fields, these would be listed in a separate section for other education.

The format for listing is fairly standard. The name of the institution and where it is located are usually on one line, the degree and major on the next line including the date the degree was granted. If the degree is not completed, the expected completion date should be used. Month and year are sufficient for the date. For a PhD candidate who has completed the comprehensive exams and is working on completing the dissertation, it may be difficult to pinpoint a time when this will be completed. In these cases, the degree may be noted as 'dissertation in progress'. The principal advisor or chair of the dissertation committee should be noted. GPA information is not typically important for PhD or Master's students but if you are graduating with distinction, be sure to note that.

An example of a PhD, a Master's degree with thesis and a Bachelor's degree are shown below.

University of Oklahoma, Norman, Oklahoma

PhD Chemical Engineering, May 2008

Dissertation topic: "High Temperature Sulfonate Reaction Control" Committee Chair Dr. Allen Walton

University of Colorado, Boulder, Colorado

MS Chemical Engineering, May 2000

Thesis topic: "Environmental Sulfonate Pollution Abatement Technique"

University of Colorado, Boulder, Colorado

BS Chemical Engineering, May 1998

GPA 3.85/4.0

Relevant specialized training outside the traditional degree programs should also be included in this section. Depending on the discipline there are courses in special techniques, safety procedures or regulatory compliance that could all be important to the readers of the vita and serve to differentiate you from other candidates.

LICENSURE AND CERTIFICATIONS

In many disciplines, licensure or certification is required to practice in the profession. Any licenses held should be listed along with the issuing authority and the date the license was issued. For example

BOARD CERTIFICATION

National Board of Psychiatric Medicine 2005

MEDICAL LICENSURE

Oklahoma State License 2004

RESEARCH SECTIONS

At top-tier universities, research may be the primary consideration when hiring new faculty. While solid teaching credentials are important, the importance of research cannot be overstressed. On a vita, this research is represented by dissertations and theses, publications, conference presentations, grants and fellowships, post-doctoral positions and graduate assistantships.

DISSERTATION/THESIS

For graduate students just completing an advanced degree the most important research experience is that of the dissertation or master's thesis. A short abstract of the paper is usually included. In 6 – 10 lines, include the title, the principal advisor, date of defense/publication, the techniques used, the most important finding and a note of the implication for application or further research. It is also common to attach a longer abstract (1/2 to 2 pages) as an appendix to the vita. An example is shown below.

"A Systematic Evaluation of Corporate Responses to Hiring Discrimination Complaints"

Committee Chair: Astoria Jacobs

Twenty-three resolved complaints lodged against twelve organizations were examined. Access was given to all relevant records including memos, emails and documentation provided to hearing authorities. The study categorized the complaints based on the alleged bias (gender, age and ethnicity), the stated qualifications of the candidate (taken from applications and resumes) and the stated criteria for the job posting. The techniques for defending against the claim and the outcome were then analyzed to determine effectiveness of responses. This research lays a framework for evaluating claims and evaluating response options.

PUBLICATIONS

Publications are of high value in academic environments. They are of prime importance when faculty are evaluated in research oriented institutions. Publication citation follows the same format as a bibliographical citation. The order of the authors listed is important. Typically the first listed is the principal investigator or the largest contributor to the paper, other authors are listed in the order of the contribution. When listing your publications, bold face fonts are used to highlight your name in the citation. If the article has been submitted but not yet accepted, the term "Under Review" replaces the journal and volume information. If the article has been accepted but not yet published, note the journal name and the term "In Press" replaces the volume information. Examples are found below.

Watson, D. S. and **Jensen, Harold W.**, "Effectiveness Of Case- Based Marketing Projects: MBA vs Undergraduate Populations" *Journal of Marketing Education*, 17 (1), (1995), 3-12.

Jensen, Harold W., "The MBA Career Investment: A Total Investment Return Approach", *Career Planning and Adult Development Journal*. (In Press)

The order is usually with the most recent publications first. Experienced researchers with a long publication history will often separate peer reviewed journals, which are more highly regarded, from practitioner oriented journals in separate sections. Text book authorship or editing (including chapter authorship) is usually also listed in a separate section.

EDITORIAL EXPERIENCE

Editorial experience is highly valued. Whether it is as a reviewer of submitted articles or as an editor participating in the choice of articles to publish, you should note this experience. Many graduate students have the opportunity to gain this experience with student-oriented journals. Cite the journal name, your role and the time period for which you served. For example

Student Journal of Information Studies, Editor, 2005-2006

PRESENTATIONS

Conference presentations are less important than publications but still represent solid evidence of research experience. Particularly for graduating PhD and Master's degree candidates, they may represent an important citation. The format of the citation is similar to a publication citation. You should note the authors or presenters, the title of the presentation, the nature (paper, poster presentation, etc), the conference name and the date. An example is presented below.

*Watson, D. S. and **Jensen, Harold W.**, "The competitive behavior of MBA students within class project contexts".
Paper presented at the American Society of Marketing Educators Annual Conference (2006)*

Just as with publications, the order is the most recent events first.

RESEARCH EXPERIENCE

This section communicates the research related positions that you may have held throughout your career. It could include graduate research assistantships, post-doctoral fellowships, research project participation or leadership and government or private sector research-oriented positions. These positions are listed very much like any employment experience listing on a resume. The name of the sponsoring or employing entity is listed first. The location and time period of the position are next then a short description of the research and your role within the project. See the example below.

*Center for Business Academic Research, University of Oklahoma, Norman OK
Director of Research 2001- Present
Directed multiple projects relating to developing effective ways to educate graduate and undergraduate business students.*

OR

*Department of Civil Engineering, University of Colorado, Boulder CO
Graduate Research Assistant 2004-2006
Performed testing on techniques being developed for use in the abatement of surface pollutants related to mining activities.*

GRANTS AND AWARDS

In many disciplines, the ability to generate grants is of crucial importance to the research success of the candidates. The demonstrated ability to successfully navigate the grant process can be a powerful asset on the vita. When listing a grant you should include the issuing entity, the date and the subject of the grant. Many grants awarded to graduate students are not related to direct research but should be listed as well along with scholarships and other honors. An example of a research grant is shown below.

***National Business Education Association, 2008**
Funded study of undergraduate performance in online course delivery compared to traditional classroom delivery.*

PATENTS AND COPYRIGHTS

Intellectual property is an area of growing importance in academia. Evidence of experience with the process of registering this property is positive. Any patents or copyrights should be listed. Include the patent number, the holders of the patent, the description of the patent and the date the patent was awarded.

PROFESSIONAL AFFILIATIONS

Nearly every discipline has one or more important professional societies or associations. These organizations promote research, continued education and professional conduct among its members. List only those which are relevant to your discipline and not any of those in which you participate in governance positions.

PERFORMANCE OR EXHIBITIONS

In the disciplines of the fine arts, exhibits of visual works or performances are very important. These listings are similar to a conference listing in format. The listing should include the title of the exhibit/performance, the sponsoring organization, the venue and the dates of the performance. An example of an exhibition and a performance are each listed below.

Echoes of the Prairie: Fiber Artists From the Great Plains, William Burke Gallery, University of the Heartland, February 10 – June 1 2005

Selections from Bach, Soloist with University of Oklahoma Orchestra, May 12, 2009

TEACHING SECTIONS

CLASSROOM EXPERIENCE

Teaching experience for graduating doctoral students and some master's students usually includes graduate teaching assistantships and primary instructor responsibilities. Both are important and should be listed. Graduate assistantships are listed with the course title, the primary instructor, the term or semester and your role or duties. An example is shown below.

*Price College of Business, University of Oklahoma, Norman OK
Graduate Teaching Assistant Spring 2003
Introduction to Business Computing
Instructor: R. Leon Price
Led lower level undergraduate lab sections learning to use Microsoft Office Suite*

As a primary instructor the listing is similar.

*Price College of Business, University of Oklahoma, Norman OK
Instructor Spring 2003
Introduction to Business Computing
Overview course presenting the role of information technology in business.*

Experienced instructors who have taught for several sessions or have taught a variety of courses may wish to summarize the subject areas rather than list the specific courses.

AWARDS

Awards for excellence in teaching activities should be listed. They represent an acknowledgement of skill and are important to readers who value teaching ability. Here are examples for both graduate assistant and experienced instructor.

*Graduate Teaching Assistant of the Year 2007
Price College of Business, University of Oklahoma
Awarded by vote of faculty*

*Allen P. Thomas Award For Business Teaching Excellence 2004
College of Business, South Beach State University*

ACADEMIC SERVICE

Service to the academy or the institution is an expectation of the academic professional. These activities may take the form of serving on university committees, sponsorship of student groups, working on conference committees or speaking to outside groups. List each activity with a date and your role. See the sample vita for examples.

RELEVANT SKILLS AND NON-ACADEMIC EXPERIENCE SECTION

RELEVANT SKILLS

Particularly in technology related or medical disciplines, particular skill sets are very important. They may come into play in research, teaching or service activities. A listing of the skills relevant to the discipline should include those that are current (do not list obsolete technology) and directly related to the practice of the profession. In non-technical disciplines this may involve experience in particular techniques or processes. See the sample vitae in the appendix for examples.

NON-ACADEMIC EXPERIENCE

Many candidates for academic positions have substantial experience in the practice of the profession in private sector or government positions. This is very relevant and should be listed. Do not, however, list employment in areas not related to teaching experience or practice in your area of expertise. You should list the employer, the position title, the dates that the employment spanned (month and year is sufficient) and the major focus and accomplishments during the term of the employment. This listing is the same as the listing you would find on any employment-oriented resume. Refer to the sample vitae for examples.

COMMUNITY SERVICE

Collegiality is an important criteria when evaluating candidates and evidence of involvement in the life of the larger community is a very positive asset. List only those involvements that are not related to political or religious activities and concentrate on those in which you play the most active role.

Michelle DuPree

Email: mdupree@ucb.edu Phone: (555) 555-5555
245 Winding Ivy Way, Norman, OK 73019

Profile

Recent doctoral graduate in Industrial Engineering with extensive research and award-winning teaching experience seeking a tenure-track position. Research interests include application of advanced database technology and statistical analysis techniques workplace safety and risk issues in the energy industry.

Education

PhD Industrial Engineering University of Michigan, Ann Arbor, May 2010

Dissertation: "Risk-based Approach for Evaluating Drilling Procedure Decisions"

Advisor: Dr. M. J. Sahrens

MSCE Industrial Engineering University of Missouri – Rolla, Rolla, May 2003

Thesis: "Assessing Risk Uncertainties in New Technologies"

Advisor: Dr. Mary Rhodes

BSCE Industrial Engineering University of Missouri – Rolla, Rolla, May 1999

Teaching Experience

Graduate Teaching Assistant University of Michigan, Ann Arbor, MI (2006-2010)

Primary Instructor Introduction to Industrial Engineering (2 semesters)

Applied Engineering Statistics (1 semester)

Teaching Assistant Introduction to Industrial Engineering (1 semester)

Quality Engineering (3 semesters)

Adjunct Instructor University of Missouri, Kansas City, KS (2004-2006)

Primary Instructor Introduction to Engineering (3 semesters)

Research Experience

Graduate Research Assistant University of Michigan, Ann Arbor, MI (2006-2010)

Center for Business and Industry Research

Developed computer models for evaluation of risk in industrial settings.

Publications

DuPree , M., Jackson, C., Sahrens, M.J., 2010, “Risk-based Approach for Evaluating Drilling Procedure Decisions”, *Journal of Industrial Safety Engineering*, Vol. 75, Issue 2, 123-135.

Sahrens, M.J., **DuPree , M.**, “Modeling Risk Factors Using Multi-Dimensional Data Structures”, *Journal of Applied Engineering Statistics*, Vol. 35, Issue 4, 408-429

Presentations

DuPree , M., Jackson, C., 2009. “A Risk-Based Approach for Identifying for Evaluating Drilling Procedure Decisions”, INFORMS Annual Meeting, San Diego, CA, October 2009.

Professional Experience

Project Engineer (2003-2006)

Kearns, Hamilton & Assoc Consulting Engineers, Kansas City, KS

Professional Affiliations

Institute for Operations Research and the Management Sciences

Society for Risk Analysis

Institute of Industrial Engineers

Engineers Without Borders

Professional Service

Reviewer for *Journal of Manufacturing Science and Engineering*

Honors

Hamilton Award - Outstanding Graduate Teaching Assistant, University of Michigan

Dean’s Fellowship

Greene Outstanding Instructor Award -Voted by students, University of Missouri - Kansas City

Outstanding Master’s Student, University of Missouri – Rolla

John Axeman

email: jaxeman@ou.edu phone: (555) 555-5555
245 Winding Ivy Way, Norman, OK 73019

EDUCATION

University of California, Berkeley, Ph.D. in Economics, 2010
University of California, Berkeley, M.A. in Economics, 2006
University of Colorado, Boulder, B.A. in Economics, 2004

AREAS OF SPECIALIZATION

Primary: Labor economics, Public economics and applied microeconomics
Other: Health economics, Public health care policy

DISSERTATION

“The Effects of Secondary School Consolidation on Local Labor Markets”, Edwin Jelman, Committee Chair.

PUBLICATIONS

The Economic Impact of Secondary School Consolidation: A Response to School Overcrowding and Underutilization” *Journal of Education Economics*, 2010, vol.67, issue 3, pages 378-391, forthcoming

Fitting and Comparison of Models for Multivariate Ordinal Outcomes,” with Edwin Jelman and Mark Kendrick, *Econometrics and Research Methodology Journal*, Volume 23: 115-156, 2008

WORKING PAPERS

“Labor Market Impacts of Replacing Aging Schools”, Currently under review
“Teacher Retention and Training Costs For Year-Round Schooling”, In progress

RESEARCH EXPERIENCE

Research Assistant, Professor David Steinmar, Department of Economics, Berkeley (2006-2010)
Jefferson Public Policy Institute, Washington D.C., Summer Intern (Summer 2008)

TEACHING EXPERIENCE

Instructor, Department of Economics, University of California, Berkeley
Public Finance: Course Econ 4753, Fall 2009
Public Education Economics, Course Econ 4555, Spring 2010

Teaching Assistant, Department of Economics, University of California, Berkeley (2005-2006)
Intermediate Economics II, Course Econ 1001
Basic Economics II Econ 2001
Basic Economics III Econ 2004

PRESENTATIONS AND CONFERENCES

Presenter (poster session), “Consequences of an Shifting Population Demographics: Need for Revised School Staffing” All UC Labor Conference, UCLA (2009)

Presenter (poster session), “The Effect of Year Round School Calendars on Teacher Retention” Local Policy Conference, UC Sacramento (2008)

Presenter, “The Effect of Year Round School Calendars on Teacher Retention,” Jefferson Public Policy Institute, Washington D.C (2008)

Presenter, Department of Economics, UC Berkeley (2006, 2007, 2008)

OTHER ACADEMIC EXPERIENCE

Referee: *Journal of Public Education Economics* (2010)

FELLOWSHIPS AND AWARDS

Outstanding Graduate Student Award, Economics Department, UC Berkeley (2009)
McHenry Award, Economics Department, UC Berkeley (2008) (for best paper presented at Fall 2008 Graduate Seminar)
Summer Research Fellowship, Economics Department, UC Berkeley (2008)

PROFESSIONAL EXPERIENCE

Securities Analyst, Jackson, Klein & Assoc., Sacramento, CA (2004-2006)

SKILLS

Computer Skills: Matlab, Stata, Geographic Information Systems (ArcMap and ArcCatalog), LaTeX
Language Skills: English (Native), Spanish (Intermediate)

PROFESSIONAL AFFILIATIONS

American Economic Association
Society for Public Policy Research