

WRITING A | | CURRICULUM VITAE (CV)

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WRITING A CURRICULUM VITAE (CV)

OVERVIEW

The curriculum vitae (CV) is a comprehensive statement of your educational background, 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 formats 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 in this handout.

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

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.

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 website, 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 Texas – San Antonio). 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 (e.g., 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**
- **your position title**
- **your responsibilities and accomplishments**
- **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 Peer-Reviewed Journals,” “Books,” etc. Be aware of prestige hierarchies and organize your subsections accordingly, with peer-reviewed 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.** See *samples 8 and 9*.

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. See *sample 10*.

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 committees 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 may be 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 Interests

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. See ***samples 22 - 24***.

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 months of U.S. work permission.”

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***.

*(Adapted from and used with permission of the Graduate College Career Services Office
University of Illinois at Urbana-Champaign)*

SAMPLE CV SECTIONS

Sample 1:

EDUCATION

University of Houston, Houston, TX

Ph.D. in English, expected graduation date: May 2011

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, 2004

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, 2002

Sample 2:

EDUCATION

PhD in English, University of Houston, Houston, TX, anticipated graduation date: May 2011

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

Dissertation adviser: Dr. Jacob S. Snyder

MA in English, Illinois State University, Bloomington, IL, 2004

BA in English, cum laude, Earlham College, Richmond, IN, 2002

Sample 3:

TEACHING AND ADVISING EXPERIENCE

Composition Instructor, Research Writing Program, University of Houston, 2007- 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 Houston, 2008-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 Houston, 2005-2007

- Planned and led required training session for composition instructors.

Discussion Leader, Summer Reading Program, University of Houston, 2006

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

Teaching Assistant, Department of English, University of Houston, 2005-2006

- 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 Houston, Houston, TX

Music 133: “Introduction to World Music” (Spring 2010, Fall 2010)

Music 110: “Introduction to Music History” (Fall 2008, Fall 2009)

Sample 5:

PROFESSIONAL EXPERIENCE

Editorial Staff, *The Oxford American*, 2005-present

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

Assistant to the Director of Freshman English, University of Houston, 2005-2008

- 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 Houston, Houston, TX, 2008-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 Texas at Austin, 2002-2008

Regulation of m2 muscarinic acetylcholine receptor desensitization of phosphorylation.

Research Assistant, Department of Microbiology and Immunology, Northwestern University Medical School, Chicago, IL, 2001

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

Sample 7:

PROFESSIONAL EXPERIENCE

Teacher, High School German. Austin High School, Austin, TX, 1998-2001.

- Cooperating Teacher, 1998-2001. Mentored and advised early field and student teachers.
- Student Council Advisor, 1999-2001.

Sample 8:

PUBLICATIONS

Fang, H., Rizzo, M., Wang, H., Espy, K.A., Wang, Z. (2010). A new non-linear classifier with a penalized signed fuzzy measure using effective genetic algorithm. *Pattern Recognition*, 43, 1393-1410.

Espy, K.A., Bull, R.B., Kaiser, H., Banet, M., & Martin, J. (2008). Methodological issues in the study of executive control development in preschool children. In V. Anderson, R. Jacobs, & P. Anderson (Eds.), *Executive Functions and the Frontal Lobes* (pp. 105-122) New York, NY: Taylor & Francis.

Review of *The Oregon Trail/The Conspiracy of Pontiac* by Francis Parkman. *The American Spectator*, December 1992.

“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:

REFEREED 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, 2010, Chicago, Illinois.

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

Poster Session, American Anthropological Association, 96th Annual Meeting, November 19-23, 2009, Washington, D.C.

“Aspects of Zimbabwean Identity.” University of Illinois Graduate Student Colloquium, October 16, 2007.

“Ethnobotanical Research and Fieldwork in Bali.” Ethnobotany Meeting, University of Wisconsin at Madison, September 29, 2004.

Sample 11:

UNIVERSITY SERVICE

Graduate Funding Consultant, University of Houston, 2007-present

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

Graduate Mentor, University of Houston, 2008-present

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

Career Advisory Committee, Graduate College, University of Houston, 2007-2008

- 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 Houston, 2006-2007

- Advised University Librarian on needed services and improvements.

Admission and Financial Aid Advisor, Loyola University, 2003-2005

- 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, 2007, 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., 2007-2010
Postdoctoral Traineeship, Cancer Biology Training Grant, University of Chicago, 2005-2006
Predoctoral Fellow, Howard Hughes Medical Institute, 2000-2005
Student Travel Fellowships, International Symposia on Subtypes of Muscarinic Receptors, 2003, 2005
Best Student Poster Award, Chicago Signal Transduction Symposium, 2004
Best Student Poster Award, Great Lakes Chapter of the American Society for Pharmacology and Experimental Therapeutics, 2005, 2006
Faculty Honors, Northwestern College, (awarded to two graduates each year), 2003

Sample 16:**AWARDS AND HONORS**

Graduate Teacher Certificate, University of Houston, 2009-2010

- 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 Houston, 2005-2010

- Received award eight consecutive terms.
- Listed among the top ten percent of teachers rated at the university for the following semesters: Fall 2007, Spring 2008, Fall 2008, and Fall 2009.
- 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.

Texas 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) Music of the Middle East
 Ethnography Music of Indonesia
 Music of Latin America Religion in an Anthropological Perspective
 Colonialism and Culture Music Cultures in Contact
 Modern Standard Hebrew Trans-nationalism

Sample 21:**RELEVANT COURSEWORK****University of Houston**

SLAV 491: Independent Study (Advanced Russian) (Instructor: Professor John Tempest), Fall 2009
 RUSS 481: Problems in Russian History: Early Russia (Instructor: Professor Lucille Randolph), Spring 2009
 LIS 433: Slavic Bibliography (Instructor: Professor Richard Jacoby), Fall 2008
 HIST 481: Problems in Russian History: Late Imperial Russia (Instructor: Professor Sally Wiley), Spring 2008
 LAS 493: Ford Foundation Seminar: Arts and the Sacred in Russia (Instructor: Alexei Stravinsky), Spring-Summer 2007
 [numerous courses follow]

Northwestern University, Evanston, Illinois

SLAV C41: The Structure of Russian (Instructor: Professor Diane Colbert), Spring 2006
 SLAV A02: Intermediate Russian (Instructor: Professor Charles Dunlap), Fall 2005, Spring 2006
 [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 2010)

Preliminary dissertation fieldwork working with indigenous Bolivian musicians.

Harare, Zimbabwe (Summer 2009)

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

Cusco, Peru (Summer 2008)

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, 2010, Banff, Canada

Nell Erlking, private study, University of Illinois at Urbana-Champaign, 2005-2009

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

University of Illinois at Urbana-Champaign, 2009

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

Sarasota Music Festival, Sarasota, Florida, 2008

Christopher Borne, Oboe Professor, private study

Eastman School of Music, Rochester, New York, 2006-2008

[several earlier experiences follow]

Selected Chamber Music and Solo Experience

Baroque Artists of Champaign-Urbana, Urbana, Illinois, *soloist*, 2010

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, 2002-present

The Champaign Trio (Oboe, Bassoon, and Piano), *founding member*, 2002- present

Martirano Music Festival, University of Illinois at Urbana-Champaign, *soloist*, 2002

Krzysztof Penderecki's Capriccio

[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, wwwarren@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

RACHEL A. GREEN

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

EDUCATION

PhD in English, University of Illinois at Urbana-Champaign, Urbana, IL, anticipated graduation date: May 2010

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, University of Illinois at Urbana-Champaign, Urbana, IL, 2004

BA in English and Communications, *summa cum laude*, Butler University, Indianapolis, IN 2002

TEACHING AND ADVISING EXPERIENCE

Composition Instructor, Research Writing Program, University of Illinois, 2007-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, 2008-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, 2005-2007

- Planned and led required training session for composition instructors.

Discussion Leader, Carolina Summer Reading Program, University of Illinois, 2006

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

Teaching Assistant, Department of English, University of Illinois, 2005-2006

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

Writing Center Fellow, Butler University, 2001-2002

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

Co-leader, Freshman Seminar, Butler University, 2000

- 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, 2005-present
Graduate College Dissertation Completion Award, University of Illinois, 2007-present
Doctoral Fellow, Illinois Program for Research in the Humanities, University of Illinois, 2005-2006
Summer Research Grant, Center for the Study of the American South, 2004
Graduate College Conference Travel Grant, University of Illinois, 2003
Teaching Assistant Award, University of Illinois, 2003
Most Outstanding Butler Woman, Butler University, 2002
Academic and Music Scholarships, Butler University, 1998-2002

PUBLICATIONS

Associate Editor of *North Carolina Slave Narratives*. John Jacob Franz, general editor.
Forthcoming from University of Illinois Press, 2011.

"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, 2008.

CONFERENCE PRESENTATIONS

"The Ministry of Rev. Thomas H. Jones," South Atlantic Modern Language Association.
Atlanta, GA, 2009.

"Shackles and Stripes: The Cinematic Representation of the Southern Chain Gain."
American Literature Association. Cambridge, Massachusetts, 2008.

PROFESSIONAL SERVICE

Managing Editor, *Southern Literary Journal*, 2007-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.

Editorial Assistant, *Southern Literary Journal*, 2004-2007

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

Poetry Staff, *University Quarterly*, 2003-present

- Review and solicit poems for possible publication.

UNIVERSITY SERVICE

Graduate Funding Consultant, University of Illinois, 2007-present

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

Graduate Mentor, University of Illinois, 2008-present

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

Career Advisory Committee, Graduate College, University of Illinois, 2007-2008

- 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, 2004-2007

- Advised University Librarian on needed services and improvements.

Admission and Financial Aid Advisor, Butler University, 2000-2002

- 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

Rachel A. Green, page 3

JONATHAN JONES

1616 W. Main Street
Urbana, IL 61801
(217) 359-1234
jrjones@uiuc.edu

EDUCATION

PhD in Biochemistry, University of Illinois at Urbana-Champaign, Urbana, IL, 2009
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, 2002

RESEARCH EXPERIENCE

Postdoctoral Fellow, Department of Biochemistry and Molecular Biology, University of Chicago, Chicago, IL, 2009-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, 2002-2009
Regulation of m2 muscarinic acetylcholine receptor desensitization of phosphorylation.

Department of Microbiology and Immunology, Northwestern University Medical School, Chicago, IL, 2002
Identification of angiogenic factors and Rb-induced antiangiogenic factors in retinoblastoma cells.

NOBL Laboratories, Sioux Center, IA, 2001
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, 2007-2008

- 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, 2005-2007

- 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, 2005-2008

- 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, 2005

- Supervised first-year graduate student in 12-week research project, 2005

Private tutor, Graduate Molecular Biology I, University of Illinois, 2003-2005

Guest lecturer, Butler University, Indianapolis, IN, Biochemistry class, 2003

Lab assistant in microbiology, Butler University, Indianapolis, IN, 2000-2001

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

UNIVERSITY SERVICE

Graduate Mentor, University of Illinois, 2008-2009

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

Career Advisory Committee, Graduate College, University of Illinois, 2007-2008

- 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, 2006-2007

- Advised University Librarian on needed services and improvements.

Admission and Financial Aid Advisor, Butler University, 2001-2002

- 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, 2007-2008

Predoctoral Fellowship, Howard Hughes Medical Institute, 2006-2007

Student Travel Fellowships, International Symposia on Subtypes of Muscarinic Receptors, 2004, 2005

Best Student Poster Award, Chicago Signal Transduction Symposium, 2004

Best Student Poster Award, Great Lakes Chapter of the American Society for Pharmacology and Experimental Therapeutics, 2003

Finalist, University of Illinois Sigma Xi research presentation competition, 2003

Faculty Honors, Butler University, 2002 (awarded to two graduates each year)

Jonathan Jones, p. 2

REFEREED PUBLICATIONS

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, 2009.

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, 2007.

INVITED REVIEWS

1. D. Bridges, J. Jones. Molecular events associated with the regulation of signaling by M2 muscarinic receptors. *Life Sciences* **70**: 363-8, 2009.
2. J. Witherspoon, J. Jones. Desensitization of G-protein coupled receptors in the cardiovascular system. *Annual Review of Physiology*, **61**: 169-92, 2006.

CONFERENCE PRESENTATIONS

1. D. Bridges, J. Jones. (2009) 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. (2007) Agonist-dependent phosphorylation of the m2 muscarinic acetylcholine receptor: Two phosphorylation 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, wwwarren@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

Jonathan Jones, p. 3

Sara Miller

789 Physics Boulevard ▪ Urbana, IL 60637 ▪ smiller@uiuc.edu ▪ (217)555-5555

EDUCATION

PhD, University of Illinois, expected December 2010

Department of Physics

MS, University of Southern California, June 2004

Department of Electrical Engineering/Electrophysics

BS, University of Illinois, Urbana-Champaign, May 2001

Department of Electrical Engineering

RESEARCH EXPERIENCE

Research Assistant, Department of Physics, University of Illinois, 2007-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, 2005-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, 2004-Present

Worked on production issues involving heat transfer in polymers and adhesion and wetting on polymer surfaces.

Intern, Parabola Development Corporation, Chicago, IL, 2004-2005

Researched the existing technology and current patent status of a particular biotechnology market.

Research Assistant, Department of Physics, University of Illinois, 2005-Present

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, 2002-2004

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, 2007-2009

Led discussions in classes on introductory and intermediate Classical and Statistical Mechanics, 2006-2007

Teaching Assistant, Department of Electrical Engineering/Electrophysics

University of Southern California, 2002-2004

Led discussions in introductory and intermediate classes on Electromagnetism

AWARDS

Outstanding Departmental Teaching Assistant, Electrical Engineering Department, University of Southern California, 2004

Runner-Up in University of Southern California University-wide Teaching Assistant of the Year Award, 2003

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 (2009).

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

ADDITIONAL RESOURCES

1. <http://serc.carleton.edu/NAGTWorkshops/careerdev/index.html>
2. www.aps.org/careers/guidance/guide/cv.cfm
3. www.physics.rutgers.edu/~pchandra/interests02.pdf
4. http://galois.math.ucdavis.edu/UsefulGradInfo/HelpfulAdvice/ProfDev/Coppolla_TeachingStatement.pdf
5. www.astro.umass.edu/~ari/export/cv/teaching.pdf
6. www.cetl.gatech.edu/resources/tips
7. <http://chronicle.com/blogs/profhacker/creatingmaintaining-your-cv/26887>
8. <http://jobsearch.about.com/od/cvsamples/a/blsamplecv.htm>
9. www.quintcareers.com/vita_samples.html
10. www.prospects.ac.uk/sample_cvs.htm