

- Welcome and introduce self
- Explain:** Career paths/goal will determine the types of materials you'll prepare for your job search (academe, industry, government)

What's the purpose of CV?

1. **Persuade reader** that your skills & experiences **match** position requirements.
1. Separate you from the pack so you **get an interview**.



- Problem: Most individuals don't spend enough time carefully reading job description!!!

Overview

- Readability
- Job description analysis
- What do search committees want to know?
- Resume vs. CV: What's the difference?
- CV format, style, content
 - key categories
 - organization, format consistency, professionalism
 - tips & final checklist
- Cover letter
 - purpose, tone & organization



- Look at some job postings; suggestions on how to read, what to look for
- Talk briefly about difference between resume and vita
- Consider the job search process from the hiring perspective
- Briefly overview CV format and style
- Review the key differences between CV for academia and industry
- Talk about cover letter, its importance, and how to organize it
- Open up for questions and discussion

Readability

- Write with reader in mind (what looking to find?)
- Use format that guides reader (how make easy to find?)
- Draw/hold reader's attention
- Might be clear to writer, **must** be clear to reader

Content – What is said

Quality – How well you say it

Clear writing = clear thinking

You are guide. You must give reader's mind clear, precise directions.



- Make it easy on reader. Who is my reader? What is my reader looking to find?
- Use of headings and subheadings; consistent formatting
- Don't make reader work hard to unscramble either your meaning or your organization.

How readers read & respond

<i>Level of Response</i>		<i>Related Writing Features</i>
Glance	—————>	Visual appeal, design
Scan	—————>	Structure, organization
Read	—————>	Readability, style
Understand	—————>	Accuracy, depth & range of ideas
Act, Convinced	—————>	Professionalism, tone



Try this one

To: All Faculty

From: Genghis Khan, Vice Provost for Academic Affairs

Date: 10/10/99

Re: Class meetings on Tuesday, November 14, 1999

You may have been surprised to note that classes are scheduled for Tuesday, November 14, 1999. To add to your confusion, we must inform you that the only classes scheduled to meet on Tuesday, November 14, are Saturday classes. In other words, Tuesday classes do not meet on that Tuesday.

Please announce this in all Tuesday classes you teach.



- Visual appeal is there; structure correct for emails. What about readability? What about depth and range of ideas?
- Short and to the point, but sacrifice meaning for sake of brevity?

PROFESSIONAL/RESEARCH INTERESTS

Intervention research on co-occurring problems of criminal justice involvement, HIV, substance abuse, and mental illness
Dissemination / translational research
Criminal justice populations
HIV prevention and epidemiology
Substance abuse and mental illness
Criminal justice curricula in social work education

EDUCATION

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK New York, NY

Doctor of Philosophy, October 2008 – Degree awarded “with distinction”

Dissertation Title: “Criminal justice involvement and sexual HIV risk among drug-involved men and their primary female sexual partners: Individual and couple-level effects”

Dissertation Sponsor: Nabila El-Bassel

Dissertation Committee: Andre Ivanoff, Bruce Link, Allen Zweben, Jennifer Hill

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK New York, NY

Master of Philosophy, February 2008

GRAND VALLEY STATE UNIVERSITY Allendale, MI

Master of Social Work, May 1996

CENTRAL MICHIGAN UNIVERSITY Mt. Pleasant, MI


Bachelor of Science, December, 1992

Major: Sociology/Criminal Justice Minor: Psychology

- Visual appeal? Why all caps? Difficult to read. All Caps in headings? Lowers readability.
- How about structure and organization? Depth and range of ideas?
- In resume, “Qualifications Summary” or “Professional Profile.” Goal is the same: Executive Summary, get reader interested in reading resume.

RESEARCH EXPERIENCE		
2008-2010	CENTER FOR BEHAVIORAL HEALTH SERVICES & CRIMINAL JUSTICE RESEARCH UNIVERSITY OF PENNSYLVANIA / RUTGERS UNIVERSITY <i>Postdoctoral Fellow – Director: Nancy Wolff – Mentors: Jeffrey Draine and Steven Belenko</i> <ul style="list-style-type: none"> Intervention Research: Collaborating on critical time intervention for released mentally ill prisoners and an HIV prevention intervention tailored for persons with mental illness Data Analysis: Conducting research to characterize the context of HIV risk for community-based offenders Grant writing: Drafting NIH loan repayment grant, and conceptualizing a health promotion intervention grant for persons with criminal justice involvement and mental illness (R34 or R21) Network development: Penn Center for AIDS research, CJDATS, and HRSA/SPNS project 	New Brunswick, NJ
2006-present	SOCIAL INTERVENTION GROUP COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK <i>Research Scientist – Director: Nabila El-Bassel</i> <ul style="list-style-type: none"> Investigator on a NIDA-funded multimedia HIV prevention intervention study with women in an alternative to incarceration setting (PI Nabila El-Bassel): Site recruitment, study design and implementation, IRB protocol submission, grant application, pilot study implementation, intervention modification and multimedia development Coordinated a qualitative study on HIV risk contexts, intimate partner violence, and drug behaviors among women defendants at Midtown Community Court Analyzing quantitative and qualitative data, assisting in grant applications, and manuscript preparation 	New York, NY
2007-2008	NATIONAL DEVELOPMENT AND RESEARCH INSTITUTES <i>Predoctoral Fellow: Behavioral Science Training in Drug Abuse Research</i> Program Directors: Bruce Johnson, Greg Falkin <ul style="list-style-type: none"> This Predoctoral program supports behavioral scientists in conducting their dissertation research and pursuing scientific careers in the areas of drug use/misuse and HIV/AIDS 	New York, NY

- Why are headings all caps? Lowers readability
- Structure and organization? Dates are not reverse chronological; in fact, dates are confusing: 2006 – present.
 - Bullet points are in different tenses
- Name of workplace more important than position? No.
- National Development heading: first bullet not active verb about job functions; instead describes program!!!
- Why are cities/states in a special visual place to the far right? Value added?
- Bullets could be smaller
- Some directors boldface; others not.



TEACHING EXPERIENCE		
2008, 2009	COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK <i>Adjunct Professor</i> Course: Criminal Justice / Social Work Interface <ul style="list-style-type: none"> Conceptualized and designed this experimental course. The course will extend our understanding of the U.S. criminal justice system, how it intersects with the social work profession and client systems, and how social workers can promote social justice at this critical juncture. 	New York, NY
2007	COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK <i>Adjunct Professor/Preceptor</i> Course: Clinical Practice Evaluation <ul style="list-style-type: none"> A research methods course for clinical MSW students, designed to reinforce and extend understanding of a scientific, analytic approach to building knowledge for practice evaluation. 	New York, NY
2007, 2008	COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK <i>Teaching Assistant</i> Course: Quantitative Methods for Social Workers – Dr. Ada Mui, Professor <ul style="list-style-type: none"> Introductory statistics course – Instructed three lab sections, graded assignments, and held office hours 	New York, NY

- Structure and organization? Chronological order?
- Readability? Red flags? Dates are difficult to handle – 2008 twice: was he both a teaching assistant and adjunct professor at same time?

Russell M. Crowe

Department of Educational Psychology
University of Nebraska-Lincoln
1100 Seaton Hall
Lincoln, NE 68588-0619
402/472-9764
rcrow1@unl.edu

Education

Ph.D. Psychological & Cultural Studies (Area of Specialization: Learning, Cognition, and Development) University of Nebraska-Lincoln, 1994
Area of Specialization: Learning, Cognition, and College Student Development
Dissertation: *Faculty Perceptions of the Campus Ethical Climate: By Institutional Type, Academic Discipline, and Professorial Rank*

M.S. Human Development and the Family, University of Nebraska-Lincoln, 1984

B.A. Elementary Education and Early Childhood Development, Kearney State College, 1975

Academic Experience

Assistant Dean & Professor of Practice, Office of Graduate Studies, University of Nebraska-Lincoln, 2008-present

- Director, McNair Scholars Program, 2005-present
- Graduate Faculty Fellow, Department of Educational Psychology 2004-present
- Co-director, Preparing Future Faculty, 2003-present

Professor of Practice & Director, Graduate Student Development Program, Office of Graduate Studies, University of Nebraska-Lincoln, 2007-2008

Senior Lecturer & Director, Graduate Student Development Program, Office of Graduate Studies, University of Nebraska-Lincoln, 2002-2007

Lecturer & Faculty/TA Instructional Consultant, Teaching and Learning Center, University of Nebraska-Lincoln, 1994-2001

- Notice use of white space, organized in easy to read fashion.

College Teaching (CURR 946), Department of Curriculum & Instruction, University of Nebraska-Lincoln (fall semester 2001; 3-credit hour online graduate course; 15 students)

New Start: College Study Skills (NWST 1110), College of Arts & Sciences, University of Nebraska at Omaha (fall semesters 1988-1994; 1-credit hour undergraduate course, approximately 35 students each fall semester)

Non-credit courses

Institute for International Teaching Assistants, (Pedagogy instructor), University of Nebraska-Lincoln, 1994-2005 (develop curriculum materials specifically for international teaching assistants; coordinate and teach instructional and cross-cultural skills for 3-week summer and 12-week fall program for international graduate students; approximately 55 students)

Grants/Special Projects

USDoE TRIO Grant, *Ronald E. McNair Postbaccalaureate Achievement Program*, 2008-2012. Funded \$1,125,000.

USDoE GAANN Grant (with R. Wiegand, L. Bellows, J. Meakin, D. Pitts, J. Walker and M. Walker), *Graduate Assistantships in Areas of National Need*, 2006-2009. Funded: \$633,360

USDoE GAANN Grant (with R. Wiegand, L. Bellows, W.J. Lewis, J. Walker and M. Walker), *Graduate Assistantships in Areas of National Need*, 2003-2006. Funded: \$462,288,

Initiative for Excellence in Teaching and Learning Grant Program, University of Nebraska-

Lincoln, *Creating an Interactive DVD to Enhance TA Training*, 2005-2006. Funded \$22,500.

University of Nebraska-Lincoln, Extended Education and Outreach Grant Program, *Summer Institute for Online Teaching*, (with C. Ansorge and N. Patterson). 2001-2002. Funded \$10,000

Teaching Council, University of Nebraska-Lincoln, *Scholarship of Teaching and Learning Faculty Learning Community*. Grant proposal (with L. Banset and J. Scheer), 2000-2001. Funded \$5,200.

Teaching Council and The Center for the Teaching and Study of Applied Ethics, University of Nebraska-Lincoln. *Integrating Ethics into the Curriculum*, 2000-2001. Funded \$7,300.

NEB- SAT Training Project, *Effective Teaching for Distance Learning* (with D. Wright). 1994-1995. Funded \$9,925.

Publications

Refereed Journal Articles

Crowe, R. (2008). Graduate student professional development: Defining the field. *Journal of Graduate Student Professional Development*, 11(1), pp.41-58.

Crowe, R. & Weisinger, E. (2008). What graduate students want: Assessing the academic and



University of Nebraska-Lincoln.

Crowe, R. (September, 1999). *Academic Study Skills*. NU Connections, Multicultural Affairs, University of Nebraska-Lincoln.

Crowe, R. & Banset, E. (August, 1999). *The Nuts and Bolts of Teaching*. Campus-wide Workshops for Graduate Teaching Assistants, University of Nebraska-Lincoln.

Crowe, R. (April, 1999). *Preparing for Finals*. Sigma Alpha Epsilon Fraternity, University of Nebraska-Lincoln.

Crowe, R. & Banset, E. (March, 1998). *Peer Coaching for Better Teaching*. UNL Libraries, University of Nebraska-Lincoln.

Crowe, R. (1997). *Selecting & Presenting Materials for Classroom Instruction*. Campus-wide Workshops for Graduate Teaching Assistants, University of Nebraska-Lincoln.

Crowe, R. (March, 1996). *Developing the Teaching Portfolio: A Workshop for Graduate Teaching Assistants*, University of Nebraska-Lincoln.

Crowe, R. (1996). *Students' Learning Styles: Implications for Teaching*. Campus-wide Workshops for Graduate Teaching Assistants, University of Nebraska-Lincoln.

Crowe, R. (1995). *Teaching Students How to Learn*. Campus-wide Workshops for Graduate Teaching Assistants, University of Nebraska-Lincoln.

Academic Service

Teaching Council, University of Nebraska-Lincoln, 2004-present

Department of Mathematics, Graduate Assistance in Areas of National Need (GAANN) Project, 2003-present

UNL Research Fair Planning Committee, 2004, 2003

Preparing Future Faculty Program Advisory Committee, 1997-2001

Math and Science TA Training Workshop Planning Committee, 1996-2002

Chair, Faculty Instructional Consultant Search Committee, Teaching and Learning Center, 1999

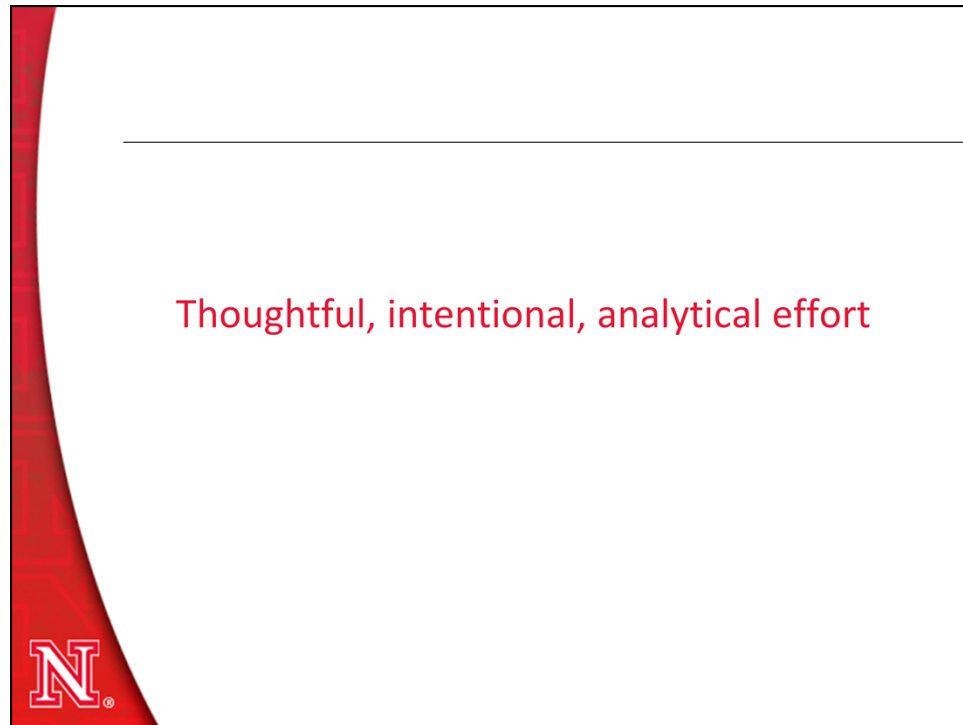
Celebration of Teaching Planning Committee, 1999

Senior Vice Chancellor for Academic Affairs Task Force on the Freshmen Year Experience, 1998-1999

Invited Journal Reviews

Innovative Higher Education, March 2009





•**ASK:** What do I mean by these?

The **University of Central Oklahoma** is seeking qualified applicants for a Full-time, **Tenure-track, Assistant Professor of Biology**.

Position Summary: **Teaching undergraduate courses** in Human Cadaver Anatomy, General Biology, and upper division Biology courses related to Human Evolution such as Developmental Biology, Cell Biology, and/or Forensic Science. **Directing Master's level and undergraduate research projects and developing an active research program.** Other responsibilities include **scholarly/creative activities** and **service** to the department, college and university.

Minimum Qualifications: Doctorate in the Biological Sciences or a related field is required. **Teaching experience in human anatomy is required.** **Higher-education teaching** experience is strongly preferred. TO APPLY, fill out a one-page Faculty Application online at [http:// jobs.uco.edu](http://jobs.uco.edu), and attach electronically: (1) letter of application, (2) **curriculum vitae** or **resume**, (3) copies of transcripts for undergraduate and graduate degrees, and (4) a list of three professional references with contact information.




- Comprehensive teaching institution



Assistant Professor, The University of Mississippi invites applications for a **tenure-track assistant professor** appointment in the **Department of Physics and Astronomy** beginning August 2009. A curriculum vitae, a list of publications, a letter of application describing teaching and research experience as well as **research plans and start-up needs** should be included in the application package. The successful candidate will assume **full teaching duties** in the department and is also expected to conduct a **vigorous research program**.


Applicants must have a Ph.D. in physics (or equivalent). A commitment to **teaching at both undergraduate and graduate levels** is expected. Applicants must **document competence in teaching** and have **excellent communication skills**. Applicants must have research experience in atmospheric physics, condensed matter physics, gravitational physics and astrophysics, high energy physics, or physical acoustics.

- Research I institution



Assistant Professor of Mathematics, University of Cincinnati-Clermont invites applications for this faculty position beginning September 1, 2009 unless otherwise indicated. UC Clermont is an open admissions branch campus of the University of Cincinnati located in the Cincinnati Metropolitan area, with an enrollment of approximately **3,000** students. The college offers a variety of certificates, two-year technical degrees and transfer programs. Faculty responsibilities include **teaching** 12-credit hours per quarter (autumn, winter, spring), **ongoing scholarship/research, service** to the department, College, University, and Community, and willingness to **participate** in all normal departmental duties. All candidates must **demonstrate/provide evidence of effective teaching and professional development**. *Job Description:* Teaching responsibilities range from teaching **preparatory math to upper-level calculus courses**. Candidates must demonstrate a commitment to undergraduate education and provide **evidence of excellence in math pedagogy**. *Min. Quals.:* Doctorate in closely related field; Masters degree in mathematics; and college-level teaching experience. The ideal candidate will have a Ph.D. in mathematics.

- Urban university; different needs/message



Senior Computational Biology Scientist Pacific Northwest National Laboratory Richland, Washington Join a **multi-disciplinary scientific team** as a core member of the Computational Biology and Bioinformatics Group. **Provide leadership** in the development of a strong bioinformatics, network inference and modeling research program focused on the predictive understanding of multi-cellular and biological systems, with applications in energy, environment and human health. The ideal candidate will have an established reputation in the **field of bioinformatics or computational biology**, with experience in the **reconstruction of cellular signaling, regulatory and metabolic networks, computational network inference from experimental data, and integration with experimental approaches to enable a systems approach to biological research**. Technical expertise in the **analysis and interpretation** of high-throughput experimental data, including proteomics and microarray data, and a working knowledge of the application of advanced statistical methodologies is required. He/she will have a demonstrated track record of being able to **attract external research funding**. The candidate will be responsible **for building a vibrant research program** that will strengthen our current capabilities in the reconstruction of cellular signaling, regulatory and metabolic networks from global genomic, microarray and proteomic data, through the application of statistical analysis methods and computational inference approaches. Position requires: **PhD in Biology, Biochemistry or related field, plus 5 or more years of experience.**

- Private sector institute

A word about job search

- **Search committee's role:** Weed 'em out
- **Your challenge:** Don't be weeded out
- **Your goal:** End up in "deserves further consideration" pile and get interview
- **How accomplish?** Make **readers' job easy** – provide organized, professional looking document highlighting relevant information in easy-to-digest format
- **How organize?** Organize so match obvious
- **Ask yourself:** Which skills/experiences will be of greatest interest to readers?



- Depending on the position, 100-200 applications
- At first, reviewer is looking for who to discard, not who to interview - First round review: Your CV will get 20-30 seconds
- So, if teaching first in job posting, your first category should be teaching. Don't bury most important information. **Tailor materials to the job posting.**
- Today's session-we'll be focusing on writing a CV that meets these criteria.

What do search committees want to know?

- Do you have many or all requirements listed in posting?
- What's your area of specialization?
- How well does your research/teaching experience match department's needs?
- Will you *quickly* be able to make substantial contribution to organization?
- Have you taught students like ours before?
- How will your experience/expertise lessen our workload?
- Do I *know* or *know of* anyone you've worked with?



- These are the things you need to build into your CV
- Other things the search committee might want to know?
 - Or others' work

Resume or CV: What's the difference?

- Both personal marketing tools:
 - obtain interview
- *Resume*: snapshot of qualifications
 - business/industry
 - 1-2 pages, but more if experience/publications warrant it
 - rarely list publications, unless directly related
- *CV*: comprehensive statement of educational background, teaching/research experiences, academic qualifications
 - teaching and administrative positions in academia, research, or government, or for fellowship or grant
 - many pages; length not important
 - full list of publications essential



- Resume usually 1-2 maximum. Multiple pages for senior level position only. Used to summarize your education and experience for a specific career objective in the public or private sector.
- CV can be any length, depending on your publications, research experiences, other salient categories.
- CV: full list of your professional and educational history. Resume: summary of your experience and skills most pertinent to the advertised position.


Value-added section for resume

Qualifications Summary

Motivated team leader experienced in applying both *in vivo* and *in vitro* molecular, biochemical, and cellular techniques to understand mechanisms of disease. Works collaboratively with diverse personalities, takes a logical approach to solving problems, and can lead a team to produce high quality data. Developed integrated research plan using live-cell microscopy, PCR, cell culture, bone marrow transplantation and flow cytometry and western blots to understand molecular pathways in disease biology.



- Appears first, right after name and contact info at top of page.
- Serves as executive summary to get reader interested in reader what follows.



Academic CVs	Industry CVs
<ul style="list-style-type: none"> • Highlight research or teaching, or both • Grants & awards more important • Describe research with more BASIC approach • Comprehensive list of publications & presentations • Include references & contact information 	<ul style="list-style-type: none"> • Always highlight research • Skills & techniques more important • Describe research with more APPLIED approach • Selected publications & presentations • Send reference information later

- Industry: Experience/research first; education second
- Academe: Education first

Transferable skills—language is key

Competency area

- Creating the vision
- Developing people
- Execution
- Achieving results
- Communications
- Financial acumen

Academic Behavior

- Developing hypothesis
- Training students
- Planning/performing experiments
- Quality checking data
- Presenting/defending your work
- Managing costs for experiment



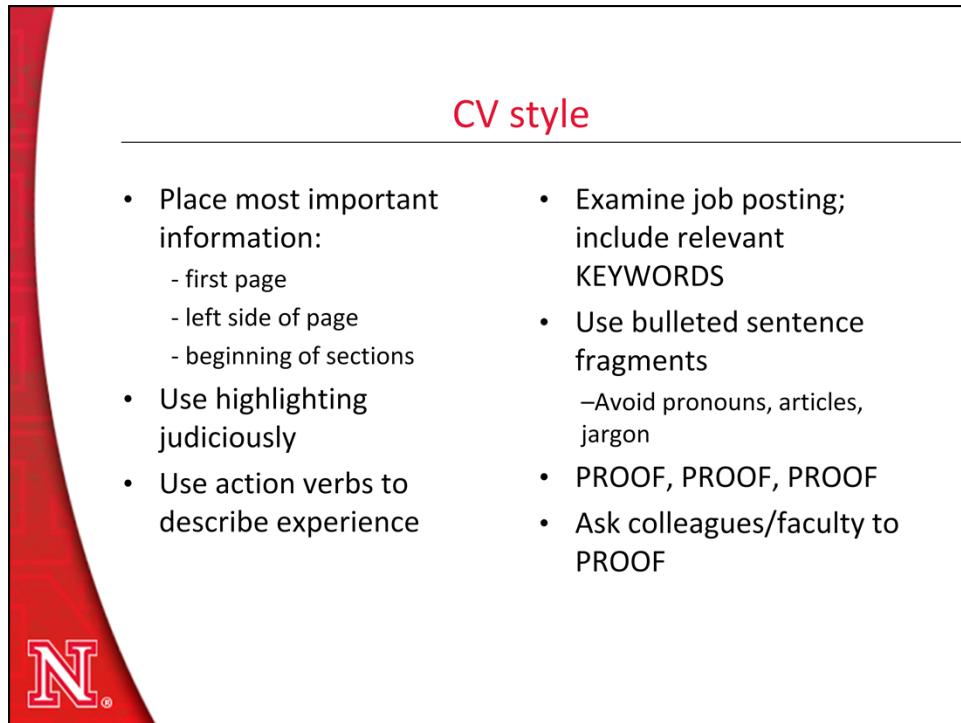
- Creative problem solving

CV format

- No single, correct format
- Highlights strengths, accomplishments, and experience
 - strongest aspects and match stand out when skimmed
 - 30-second test
 - enough supporting detail to stand up to thorough scrutiny
- Organized with CATEGORIES via headings/subheadings
 - arrange in order of importance
 - reverse chronological order within categories
- 11 or 12 pt. font size/line up headings & subheads
- Consistency in format, item order throughout



- First round, you'll get 30 second review
- Clearly coordinated and subordinated headings
- How make strongest aspects stand out? Match with job posting requirements.
- How determine order of importance? Job posting order of importance. Why did I title this "Writing a Persuasive Resume"?

A presentation slide titled "CV style" in red text. The slide has a red decorative curved bar on the left side containing a white "N" logo. The content is organized into two columns of bullet points.

CV style

- Place most important information:
 - first page
 - left side of page
 - beginning of sections
- Use highlighting judiciously
- Use action verbs to describe experience
- Examine job posting; include relevant KEYWORDS
- Use bulleted sentence fragments
 - Avoid pronouns, articles, jargon
- PROOF, PROOF, PROOF
- Ask colleagues/faculty to PROOF

- How decide what is most important information?
- Refer to** Action Verbs handout
- Or friends; if international postdoc, be sure to have a native English speaker proof!



Key categories of information

- Contact information (name, address, phone, email)
- Education/degrees awarded
- Academic honors, awards
- Research/teaching experience
- Research/teaching interests (optional)
- Grants
- Publications
- Academic presentations
- Service (campus, community, national)
- Professional memberships

- Not an exhaustive list; different disciplines may emphasize different word choices for the same thing. **See other categories in your packet.**



Contact information

- Name, address, phone, email
- Professional email address & voice mail message
- No personal info (birth date, social security number)
- No picture or flashy graphics

Example

Anais Nin

152 South Woodcrest

Lincoln, NE 68588

402.555.1211

A_nin2@huskers.edu

Education

Education

Ph.D. in Physical Chemistry, University of Nebraska-Lincoln, Lincoln, NE May, 2009
Dissertation: *Crystal structures of several inter-metallic compounds of gadolinium and dysprosium with manganese*
M.A. in Chemistry, University of Nebraska-Lincoln, Lincoln, NE May, 2003

degree—specialization&institution&date



- Put education in reverse chronological order. Rather than describing the Ph.D. as "in progress" and making readers search for completion day, give degree as "Expected, May 2008," or whatever the actual date will be. Include the degree and field in the same line, e.g. "M.A., Anthropology."
- Format your CV by putting the dates on the right. Why? People read from left to right, and you want the most important information, like your field of study, to be on the left.

Awards and honors

- Competitive and prestigious awards
- Recognition awards
- Fellowships
- Honorary societies
- Other (**P**reparing **F**uture **F**aculty **F**ellow)

Example

- **NSF Physical Chemistry Research Award**, University of Nebraska-Lincoln, 2008
- **Einstein Fellowship Award**, Einstein Institution, NY, 2007

General rule: dates to the right



- Reverse chronological order

Presentations & publications

- Include professional presentations and city/state/date, such as conference presentations – national, regional and local (in this order).
- List publications according to specifications for your profession.
- Use headings & subheadings:

Presentations

Invited Presentations

Conference Presentations

Publications

Refereed

Non-refereed



- Format a list of publications or presentations that different types of entries using subheadings, rather than new headings, for each type of entry. For example, under the heading

Teaching experience

- Use course titles—numbers not meaningful to readers
- Provide detail about courses
 - How many students were in the course?
 - Did you teach 1 section of a multi-section course or 2-3 sections?
 - Was the course an undergraduate course for majors or non-majors?
 - Was the course an upper-level (juniors and seniors) or entry-level course (freshmen and sophomores)?

Teaching Experience

Adjunct Faculty, *Elementary Quantitative Analysis*, Department of Chemistry, University of Nebraska-Lincoln, Aug 2000 - May 2002

- Taught two sections of 3-credit, undergraduate quantitative analysis course for chemistry majors; approximately 30 students each semester.



- Always keep information in consistent order!!
- Course titles italicized!

Experience: Highlight you!

University of Nebraska-Lincoln

Department of Chemistry

Postdoctoral Research Associate




Postdoctoral Research Associate,

Department of Chemistry, University of Nebraska-Lincoln, 2005-2008

Graduate Teaching Assistant, Department of Chemistry, University of Nebraska-Lincoln, 2003-2005


General rule: dates to the right/end





Use action verbs

Responsible for preparing recitation problem sets, homework assignments and exams.



Taught general chemistry recitation and laboratory for non-majors (one lecture section of 40 students, and two lab sections of approximately 15 students, each). Developed daily supporting problem sets, lectured, wrote weekly quizzes and midterm exam; graded student lab work, developed group project.

- Stress what you contributed and accomplished by using active verbs ("Delivered eight class lectures on composite materials and developed five supporting problem sets and a midterm examination" is better than "Responsibilities included preparing class lectures, homework assignments, and exams").
- **See list of action verbs in your packet.**

Other categories

- Academic Service
 - Postdoc Advisory Council
 - academic leadership (university-wide committees, groups)
- Scholarly and Professional Memberships
 - list memberships and positions held in scholarly/professional organizations
- Skills
 - include skills/languages only if relevant to position or are extraordinary
- References
 - unlike resume, you may include references at bottom or on attached page

Relevant to position and institution!





Do NOT include*

Ethnic identity	Age/birth date
Hobbies	Citizenship
Marital status	Number of children
Place of birth	Political/religious affiliation
Sexual orientation	Salary requirements
Photographs	ANY inaccurate information
Height, weight, health	

*Unless relevant to job or institution

- How might some of these be relevant to job or institution?

Ten CV tips

1. Use a professional email account (rsmith@unl.edu versus johnandsuze@gmail.com or surferman@gmail.com).
2. Omit "Curriculum Vitae" as a heading.
3. Avoid fancy graphics/fonts, creative paper.
4. Be selective.
5. Use action verbs.
6. Use boldface and italics sparingly. No underlining.*
7. Don't use acronyms until after you've written out full title on first reference. Don't use phrases/words reader won't understand.
8. Never, ever exaggerate your experience.
9. Proofread and ask others to proofread.
10. Follow NORM in your FIELD. Ask seasoned colleagues.



- Separate email: looks much more professional than johnandsuzie@provider.com.
 - Don't Include personal information.
 - Don't use flashy graphics or print that is difficult to read.
 - Use underlining except in citations, if in your discipline.
 - Don't use meaningless words or phrases.
 - Don't start phrases in the experience section with "My responsibilities (or duties) included..."
 - Don't begin phrases with "I" or use complete sentences.
-
- Use the word "Selected" and list the most relevant ones. generally speaking, you are being evaluated for what you can offer in your new field, not for your former career in sales.
 - Discuss a former career in detail only if it is practically related to your field. For example, an architect now working on a Ph.D. in architecture should include some information about his or her professional career.

- Objectives are not typically used for faculty positions. If you still want to include an objective, omit the sections that say "mentor graduate students and conduct a program of research," as these are responsibilities faculty members would have in any department with graduate students.
- Make it a priority while you're in graduate school to be able to teach your own course, if you possibly can. If you can't, find other ways to talk about teaching in a broader sense (advising, mentoring undergraduates)

Cover letters

Purpose

- Adds personal touch
- Initial step to help “sell” your qualifications to prospective employer
- Introduces main points of your resume or CV
- Gets reader interested enough to read your CV



The cover letter should give the employer a sense of what makes an applicant unique and how their experiences and skills have prepared them for the job they are seeking. Applicants should demonstrate their knowledge of the company in the cover letter, and they should write persuasively, using solid facts and figures to support their claims.

letter to a specific person, ideally to the person who will interview you (department chair, search committee chair).



In general:

- How you learned about position
- Concise summary of research & significance to field
- Future research interests
- Teaching qualifications & interests (if appropriate)
- Why interested in this lab, department, university
- How you would contribute
- If industry job, stress research application

- Find out who you'll be writing to. If possible, call to find out.

Organizing your letter

- Keep it brief.
- Emphasize your strongest and most relevant qualifications.
- Make it easy for readers to scan your letter by beginning each paragraph with interesting (to them) topic sentence.
 - *Introduction*: 1 paragraph
 - *Body*: 2-4 paragraphs, depending on level
 - *Conclusion*: 1 paragraph



Key Concept: Writers should consider the needs of their audience as they organize the information in their cover letter. Prospective employers will most likely scan the cover letter before they read it to decide whether to read or discard it. Therefore, writers should make the cover letter easy to scan by including only their most relevant qualifications and by devoting a short paragraph to each of these qualifications.

Only include the two or three strongest qualifications from your resume.

Introductory paragraph

Your first paragraph should:

- Mention position by title
- Briefly introduce yourself (e.g., status as a graduate student or a Ph.D. , when you expect to complete your degree or current position).
- Introduce your interest in position or make claim for your candidacy—you'll elaborate on this later.
- Be brief.



Opening paragraph example

I'm writing to apply for the assistant professor position in the Department of Physics and Astronomy as advertised in *The Chronicle of Higher Education* on March 12, 2010. Currently, I'm in the process of finishing a postdoctoral appointment in high energy physics at the University of Nebraska-Lincoln under the direction of Dr. Exceptional Mentor. My teaching experience, together with my research background in Dzero Level-2 Algorithms, make me a strong candidate for the position you've outlined in your job description.



- Refer to job title as it appears in the announcement and state where you learned of the position
- Mention your faculty advisor
- Make a claim for your candidacy that you'll support in your body of your letter; after last line **ask**, "Now what do you need to do?"
PROVE IT!!!!!!

Body (2-4 paragraphs)


Dual Purpose:

- Via specific examples, briefly show your **FIT** with position and/or department.
- Via tone, exude confidence and team sensibility.

Write to persuade—not to impress.



- Based off job description, most important first.



Body

- Describe research agenda—focus, etc. Be succinct; you should be able to do this in 4-6 sentences.
- Briefly describe teaching (or other relevant) experience, again in 4-6 sentences.
- Might be short overview of research interests or short explanation of special project that ties to your area of academic study or special skills.
- Use language of announcement and department or unit's website to guide you.
- If research position, discuss research first; if teaching position, discuss teaching first.
- Refer to your CV but don't rehash content.
- Provide clear, specific examples of qualifications, especially experience.

Key Concept: It is important for applicants to write persuasive opening paragraphs. Writers can capture their reader's attention best by demonstrating their knowledge of the job or company. If the job an applicant was advertised, applicants might tell where they learned of the opening. If applicants are writing to find out if a job is available, they might mention a product or project on which they are interested in working. In either case, applicants should work to tie their qualifications in with the job they are seeking.

The approach writers take will be guided in large part by whether they are writing a solicited application letter or an unsolicited application letter.

Closing paragraph

- Offer to submit additional materials (e.g., publications, teaching portfolio, funded grant proposal).
- Mention any specifics about your availability for interview.
- Thank committee/individual for considering your application.



Closing paragraph example

I've enclosed a copy of my curriculum vitae, together with the three manuscripts as requested, and have arranged for three letters of reference to be mailed to you. I look forward to hearing from you soon. If you need additional information, please call or email me at jdoe@unl.edu.



- No “Please feel free” !!!!!

Key points to remember

- Do your homework.
- Read job description *carefully*!
- Build your CV as starting point.
- Gather evidence of your qualifications.
- Get feedback.
- Proofread for grammatical and typographical errors.
Letter & CV must be error-free.
- Follow the NORM in your FIELD.



- Thoughtful, intentional, analytical effort
- Ask your PI or advisor to show you copy of theirs.
- Do I need to change the order items/headings appear to match job specifics more? More specific word choice? Appeal to department values, attitudes, goals, projects, etc.;
- Ask others to review your CV; specialized language important.

Post-interview extra points

Dear Dr. Jonson and Search Committee Members,

Thank you for the opportunity to visit with you and the experienced team involved in supporting graduate programs at the University of Nebraska-Lincoln.

After learning more about the Director of Graduate Student Recruitment position and the opportunities that exist to consult and assist the academic units in achieving their recruiting goals, I'm even more excited about this position. I believe my recruitment, marketing and web development experience within higher education and other environments would greatly benefit both Graduate Studies and the University of Nebraska-Lincoln.

Once again, I thank you for your consideration and look forward to hearing from you.

Sincerely,

Stephen J. Gould

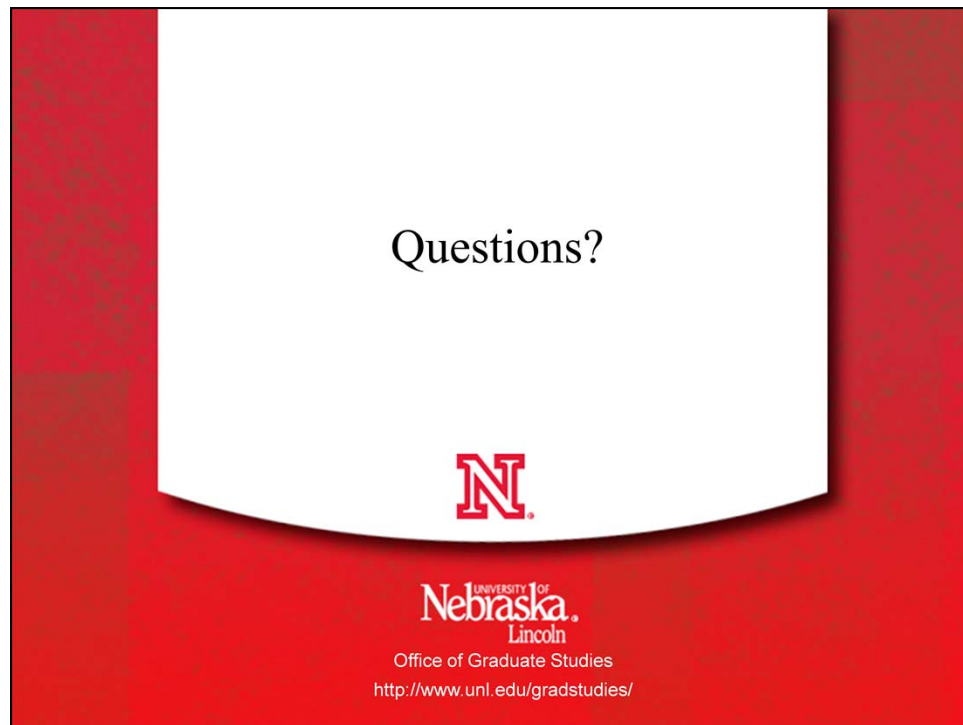


- Very few think to do this
- Two purposes: 1. thank for time/interest they took 2. repeat MATCH!!!!!!

Quick review

- Focused on considering reader's needs (show match) & readability
- Showed how to analyze job descriptions
- Looked at what search committees want to know
- Learned differences between resume & CV
- Provided overview of CV purpose, format, style, organization, categories
- Emphasized CV visual appeal, format consistency, proofreading, professionalism
- Reviewed the purpose, tone, and organization of cover letters





This would be the last slide, click the text to change it to your information.