

Constructing a Curriculum Vitae

What is a curriculum vitae?

- Also referred to as CV, vita, or vitae, and Latin for “the course of one’s life or career,” curriculum vitae provide a detailed description of one’s educational or work background.
- They differ from resumes in their length and content: Vitae may go on for pages, where resumes are limited to one or two pages.
- The use of names is appropriate within a CV but not within a resume.
- It’s an evolving document that provides the reader with information he needs to know about you without the inclusion of long narratives, goals or objectives.
- Include descriptive information about education, training, work experience, volunteerism, awards, publications, presentations, demonstration of leadership/professional service, research, etc...
- Research, teaching, academic and medical fields tend to prefer the receipt of a CV over a traditional resume.

How to begin...

- Identify your skill sets and competencies. This may sound more difficult than it really is. For example, think back to your education and activities you have participated in. Try to identify the basic skills you have to use to conduct a research paper from deciding on a topic, conducting research to writing the paper. Each of these steps involves skills such as analyzation, effective writing, research, discipline, intellectual capability to understand the research and so on. You need to identify your skills and then determine your level of proficiency (master of, competent in, expert at, etc...).
- Now list your credentials: degrees, licenses, certificates, and experiences you have had that contributed to those credentials.
- This will provide you with an overview of some things to include in your curriculum vitae, but remember to keep you objective in mind. If the activity has no relevance, don’t include it.

Curriculum Vitae Organization:

- Organize information into logical groupings
- Be consistent in format
- Use readable font size and style (New Times Roman or Garamond)
- Limit the use of graphics
- Use a standard, recognizable format (don’t get too fancy or use too many different font styles)

Categorical Options:

- Professional/Career/Vocational/Research Objectives
- Education/Coursework
- Honors/Achievements/Awards/Kudos
- Thesis/Dissertation Abstract
- Research Interests/ Research and/or Laboratory Experience
- Instrumentation Experience
- Specialized Skills
- Publications/Presentations/Works-in-Progress
- Work Experience/ Background
- Professional Associations/Learned/Scientific Societies
- Community Service/ Cocurricular Activities/Interests/Travel
- Letters of Recommendation/References

Categories:

1. *Name, Address, Telephone/Fax Number(s) including area code, and Email Address*
 - Position this information at the top of the first page
 - It is often helpful to make the name larger or put it in bold print, or both
 - Last name and page number should be placed at the top or bottom of each additional page
 - Use a permanent address and telephone number – you may list both a home and a work number

2. *Education*
 - Objective is to provide the reader with a brief but thorough understanding of your academic background.
 - List in reverse chronological order, starting with the most recent first.
 - For each university and degree list name, location (city, state), phone number with area code, degree earned, graduation date, major(s), cumulative GPAs (optional), GPAs in major (optional).
 - Honors, scholarships and awards may be listed with each institution or under a separate category. Either way, avoid including high school awards as they diminish the impact of your college awards unless highly significant which should be addressed with an advisor.
 - Listing high school is optional but not necessary.
 - If you have a degree (undergraduate or graduate) in any interesting or allied profession, you may want to include this information (it illustrates your interests and skills).
 - Should you opt to include coursework, include complete course titles with descriptions where appropriate.

3. *Thesis/Dissertation Abstract*
 - Provide a brief summary in abstract format including the full title and date or term of completion keeping in mind the industry specific editorial format (APA, MLA, etc...)

4. *Research Experience/Interests*
 - List your research projects as well as your dissertation research
 - Note details about the nature of your involvement (Did you run subjects, analyze data, train research assistants, etc...)
 - Include the names of your research supervisor(s), dissertation chair and purpose of the research.
 - Indicate your research interests as precisely as possible to display congruence between your goals and those of the university/job, but try to maintain some flexibility to express your openness to other areas of research.
 - Achieving this balance of specificity yet general is not easy, so it is best to consult your advisor/mentor on the precise wording. As a general rule, avoid definitive vocabulary such as, “I only/never/cannot/find sole interest in X type of research.”

5. *Teaching Interests and Experience*
 - Describe only those teaching interests and experiences that can be documented
 - Exception, you may want to include tutoring/group learning experiences in which you held a leadership role

6. *Instrumentation Experience*

- Indicate your use of standard instruments (e.g. computers, medical, audiovisual) but provide a more detailed description of your familiarity with state-of-the-art instruments.

7. *Specialized Skills*

- Utilize the skills/strengths you identified at the beginning of the process here.
- Describe in detail any interpersonal, leadership, organizational, or analytical skills you have as well as applications and the contexts you used them in.
- When pursuing a graduate degree, clearly describe your levels of proficiency in your intended field of study.

8. *Publications/Presentations/Works-in-Progress*

- Provide appropriate bibliographic descriptions of authored/co-authored publications
- Only list unpublished manuscripts if they are being considered for publication
- Include detailed descriptions of presentations, particularly those made before academic societies and associations (title, name of the organization, location of the meeting, and date)
- Classroom presentations should only be included when they highlight your academic excellence, such as being asked by a professor to present due to superior class performance or research expertise.

9. *Work Experience*

- List all work experience including internships, summer jobs and campus employment, unless irrelevant
- Include a description of your responsibilities using action verbs, similar to a resume
- If you have clinical/work experience under the supervision of a certified professional, you must provide the name and certification of the supervisor.

10. *Practica/Psychotherapy Experience*

- Format similar to employment section
- Include the names of all supervisors
- Specify type of services, populations served, special treatment protocol and interventions used, amount of testing, consultation, multidisciplinary team work, range of presenting problems, and other services provided

11. *Professional Associations and Societies*

- List any memberships you hold and your level of involvement

12. *Community Service/ Co-curricular Activities/Interests/Travel*

- Format similar to employment section
- Include official title if applicable and dates of service
- Report your responsibilities and contributions
- List and describe campus programs and activities you were actively involved in
- Interests are optional, if included keep this section to a minimum
- Include travel when it relates to your area of focus or was academically based, such as a study abroad program

13. *References/Letters of Recommendation*

- This section is optional
- References: list only the names and titles of individuals you have asked to represent you
- The inclusion of letters depends on who you are applying to - check their requirements

Example Curriculum Vitae

GISELA E. SCHMIDT

2674 Smythe Blvd.

Minneapolis, MN 56432

(612) 555-8710

Schmidt@nova.edu

Research Interests

Performance anxiety (academic and music); music therapy

Education

1994 University of Michigan, Ann Arbor, MI

Philosophical Doctorate in Clinical Psychology

Dissertation: "Assessing test anxiety, stress reduction, and self-concept maintenance among first semester National Merit Scholars"

1990 University of Michigan, Ann Arbor, MI

Master of the Arts in Clinical Psychology

Thesis: "Psychophysiological investigation of the effects of positive personality reinforcements and degrees of uncertainty among Phi Beta Kappa inductees who are physics majors"

1987 St. Olaf College, Northfield, MN

Bachelor of Arts in Psychology, summa cum laude

Minor in Music

Elected to membership in Sigma Xi and Psi Chi

Honors and Awards

1993 Division 29 (Division of Psychotherapy)

Winner, graduate student competition for best paper on measurement, University of Michigan

1987 **Thomas J. Watson Fellowship** for year of independent research in Bolivia, Turkey, Bulgaria, and France. Topic: "The effects of lullabies on relaxation among autistic teens"

Academic Associations

1987 Phi Beta Kappa, St. Olaf College

1986 Psi Chi, St. Olaf College

Fellowships

1995 Postdoctoral Fellowship in Clinical psychology, University of Rochester and Eastman School of Music, Rochester, NY

1993 Dissertation Grant, Horace A. Rackham School of Graduate Studies, University of Michigan

Licenses

1994 Licensed Psychologist, State of Minnesota, License #200

Clinical Experience

- 1993-1994 University of Minnesota Mental Health Center, Minneapolis, MN
Predoctoral Intern (APA approved)
- Researched data on adjustment of first semester National merit Scholars under supervision of Dr. Sven Lisndstrom
- 1990-1992 University of Michigan Counseling Services, Ann Arbor, MI
Part-time Psychology Intern
- Supervised two master's level interns in counseling practica
 - Taught counseling methods course and measurement course
- 1989-1990 University of Michigan Counseling Services, Ann Arbor, MI
Part-time Psychology Intern
- Conducted psychotherapy with graduate students pursuing degrees in music
 - Performed psychological consultations and evaluations of anorexic clients under supervision of Dr. Hope Wilson Webber, Clinical Psychologist
- 1989 Ypsilanti Psychiatric Center, Ypsilanti, MI
Part-time Psychology Intern
- Performed psychodiagnostic assessments under supervision of Dr. Agnes Y. Kimbrough, Clinical Psychologist
- 1992 Northfield Symphony Orchestra, Northfield, MN
Crisis Counselor
- Provided crisis phone counseling and referral information to performers and staff of orchestra
- 1992 Walk-in Women's Counseling Center, Northfield, MN
Counselor
- Provided crisis intervention and short-term counseling to single mothers

Professional Affiliations

- American Psychological Association, Division 29
- Minnesota Women Psychologists
- Society for Music Therapists

Publications and Presentations

Allen, B., Weinstein, F., Schmidt, G. (1993). "Effects of stress on creativity among teens who achieve perfect scores on SATs." *Educational & Psychological Measurement*, 100, 1108-1121.

Davis, M., Schmidt, G., & Musa, M. (1992, June). *Psychotherapy and High Achievers: Research Guidelines*. Included in proceedings at Annual Conference of Minnesota Women Psychologists.

Schmidt, G., & Cohen, A. (1991, September). *Mood and Memory: Evaluating the Psychological Functioning of Child Prodigies*. Paper presented at Symposium on Creativity, Psychology Department, Stanford University, Palo Alto, CA.

References

Available upon request.