



Career Center
Lewis & Clark College
go.lclark.edu/career_center
503-768-7114

HOW TO CREATE A CURRICULUM VITAE (CV)

A Curriculum Vitae (CV), is a detailed synopsis of your educational and academic backgrounds and is used primarily **when applying for academic, education, scientific or research positions**. A CV may also be required when applying to **some graduate schools, fellowships, and/or grants**. It is important to note that if you are applying to a job abroad, the term CV usually means the same thing as your resume – meaning that you don't have to refer to this handout but rather our "How to build a resume" handout.

A well-constructed Curriculum Vitae (2+ pages) will:

- Market your academic, educational, research and/or teaching experiences.
- Present relevant publications, presentations, awards, honors and affiliations.
- Show that you are a qualified candidate.

DRAFTING YOUR CV

What to include:

- Contact Information – name, address, phone number, email
- Professional objective
- Summary Statement (optional) – briefly summarize highlights from your CV
- Education – list all undergraduate and graduate institutions that you have attended, relevant activities, and theses/dissertations in reverse chronological order (earliest first to latest last)
- Relevant Experiences – list all position details in reverse chronological order
- Relevant Community Service Experiences
- Fellowships/Awards
- Teaching Experience
- Research Experience
- Licenses/Certification
- Publications/Books
- Presentations
- Professional Affiliations
- Relevant Skills

The order of these elements is based on the job requirement specifics, with the most relevant information at the top, after the Contact Information, Professional Objective, and Education sections.

DO YOUR RESEARCH

Get to know your industry. Conduct online research, talk to people in the field (your professors can help here), and pay close attention to the skills, coursework and experience your industry needs. What are the *specific* skills and experiences listed for this particular position? Target and tailor your CV to meet these specifics.

CREATE SOMETHING VISUALLY APPEALING

- Keep things **consistent**. If you write dates in months, do this throughout. If you list experiences as position, company, location-make sure this is done throughout.
- Balance white space with text using lines and blank lines as needed.
- Organize your information the way people read – left to right and top to bottom.
- Make sure margins are no smaller than 0.5 inches, with all the information lined up accordingly to make the document look clean.
- Emphasize information (titles, organizations, etc.), with *italics*, **bold**, ALL CAPS, underline or a combination of these.
- Choose easy-to-read fonts, between 10 and 12 points in size.
- For printed CVs, use white or off-white high-quality paper (e.g., 80 lb. linen).
- Don't use templates! They are difficult to edit in the future.
- Avoid complicated fonts or formatting that will get jumbled when sent between programs.

BEFORE YOU SEND IT OUT

- Proofread, proofread, proofread! Have two sets of eyes proof your CV before you submit it.
- Make an appointment or stop by drop-in hours with the Career Center to have your CV reviewed by professionals and trained peers.
- Use your network to have your CV reviewed by someone in the industry if possible.
- Review your final draft with a critical eye. Make sure all of your CV statements are positive, accomplishment-oriented and truthful. Keep in mind that facts can be easily checked from past employers.
- Keep track of the CVs you create in a computer file-folder or in your Google Drive.
- Submit and good luck!

RESUME VS. CV: SIMILARITIES AND DIFFERENCES

Similarities

- Both CVs and resumes present contact information, education, relevant coursework, and information about paid and unpaid experiences.
- Both CVs and resumes target your skills and strengths to match the position and organization.
- Both CVs and resumes include action verbs.
- Both CVs and resumes utilize a reverse chronological format.
- Neither CVs nor resumes include references. If references are requested, these should be included on a separate sheet of paper.

Differences

- A CV is a comprehensive biographical statement (2+ pages) emphasizing educational and professional experiences, whereas a resume is a concise document (1 page) highlighting your strengths and accomplishments relevant to a given position.
- A CV is reading intensive whereas a resume is commonly read in 30 seconds or less.
- A CV is a common format used in the US by those working in education, counseling, think tanks, science, and select research and development groups whereas a resume is a format used by anyone seeking a position in most fields.

SAMPLE REFERENCES PAGE

(Use the heading from your resume which includes your name & email)

REFERENCES

Format for reference listings:

First and last name

Title

Organization

Phone number

Email

Greta Binford

Associate Professor of Biology

Lewis & Clark College

503-768-7653

binford@lclark.edu

Louis Kuo

Professor and Chair of Chemistry

Lewis & Clark College

503-768-7535

kuo@lclark.edu

Benjamin Smith

Director of Division of Endocrinology

Oregon Health & Sciences University

503-494-8642

smith@ohsu.edu

References tips

- Three references are usually sufficient. This student selected two academic references and an employment reference who was her internship supervisor.
- Choose references who know you well and who can speak to your academic accomplishments, skills, work ethic and achievements.
- Always get permission prior to using someone as your reference and make sure you send your reference a copy of your resume. It is best practice to give a reference a minimum of 2 weeks' notice if putting them as a reference and a months' notice if you would like a written reference letter.
- References go on a separate page from your CV. You do not need to have "references available on request" on your CV, as this is a given.

ADDITIONAL RESOURCES FOR CV WRITING

UC Berkeley's Advice on Creating a CV:

<http://career.berkeley.edu/Phds/PhDCV.stm>

How to Write a Statement of Teaching Philosophy:

<http://gradschool.cornell.edu/career-services/teaching-philosophy-statement>

ACTION VERBS

Achievement	Analysis & Problem Solving	Assistance	Communication	Creation & Development	Negotiation
Advanced	Abstracted	Advised	Addressed	Acted	Advised
Assured	Analyzed	Assisted	Advertised	Adapted	Advocated
Bolstered	Appraised	Bolstered	Answered	Authored	Arbitrated
Eliminated	Assessed	Collaborated	Briefed	Bolstered	Bargained
Encouraged	Briefed	Contributed	Communicated	Built	Expedited
Enhanced	Clarified	Consulted	Corresponded	Charged	Facilitated
Expanded	Compared	Cooperated	Debated	Clarified	Lobbied
Facilitated	Correlated	Enlisted	Explained	Composed	Mediated
Fostered	Critiqued	Facilitated	Expressed	Conceived	Merged
Generated	Debated	Fostered	Facilitated	Corrected	Motivated
Guaranteed	Defined	Helped	Interpreted	Created	Negotiated
Identified	Determined	Participated	Interviewed	Designed	Persuaded
Improved	Diagnosed	Referred	Lectured	Developed	Promoted
Increased	Dissected	Served	Listened	Devised	Reconciled
Inspired	Evaluated	Strengthened	Narrated	Discovered	Solved
Mastered	Examined	Supported	Prepared	Drafted	
Maximized	Identified	Sustained	Presented	Eliminated	
Motivated	Interviewed		Publicized	Established	
Obtained	Judged		Recorded	Expanded	
Overcame	Maintained		Responded	Expedited	
Promoted	Mapped		Spoke	Initiated	
Reduced	Monitored		Wrote	Innovated	
Stimulated	Observed			Instituted	
Strengthened	Perceived			Integrated	
Upgraded	Ranked			Introduced	
	Read			Invented	
	Reasoned			Launched	
	Related			Modified	
	Researched			Originated	
	Reviewed			Perceived	
	Screened			Performed	
	Scanned			Planned	
	Solved			Prioritized	
	Studied			Produced	
	Summarized			Proposed	
	Synthesized			Recommended	
	Verified			Reduced	
	Visualized			Refined	
				Revamped	
				Set	
				Shaped	
				Simplified	
				Strengthened	
				Upgraded	

Operations	Organizations	Persuasion	Service	Supervision & Management	Teaching & Counseling
Adjusted	Accumulated	Aided	Assisted	Administered	Adapted
Adapted	Assembled	Advertized	Attended	Allocated	Advised
Bolstered	Built	Auctioned	Cared (for)	Approved	Advocated
Clarified	Cataloged	Bolstered	Catered	Arranged	Aided
Corrected	Clarified	Enlisted	Delivered	Assigned	Assessed
Eliminated	Coordinated	Facilitated	Entertained	Authorized	Assisted
Expedited	Correlated	Helped	Facilitated	Coached	Briefed
Facilitated	Detailed	Improved	Furnished	Decided	Charged
Fixed	Developed	Led	Listened	Delegated	Clarified
Implemented	Facilitated	Maintained	Maintained	Directed	Coached
Installed	Filed	Motivated	Prepared	Dispatched	Communicated
Performed	Gathered	Negotiated	Procured	Educated	Conducted
Prepared	Identified	Persuaded	Provided	Encouraged	Consulted
Prioritized	Inspected	Promoted	Satisfied	Enforced	Coordinated
Produced	Located	Purchased	Served	Evaluated	Demonstrated
Programmed	Maintained	Raised	Supplied	Executed	Educated
Promoted	(records)	Recommended		Exercised	Empathized
Ran	Mapped	Recruited		Expedited	Guided
Reduced	Met (deadlines)			Facilitated	Helped
Repaired	Methodized			Fired	Implemented
Serviced	Obtained			Followed	Improved
Set	Planned			(through)	Influenced
Transported	Prioritized			Hired	Informed
Upheld	Processed			Implemented	Inspired
Used	Programmed			Instructed	Interpreted
Utilized	Reorganized			Led	Investigated
	Reproduced			Maintained	Observed
	Retrieved			Managed	Perceived
	Revamped			Met (deadlines)	Persuaded
	Revised			Monitored	Restored
	Scheduled			Organized	Saved
	Set			Oversaw	Shared
	Simplified			Planned	Spoke
	Solved			Prepared	Strengthened
	Streamlined			Regulated	Substituted
	Structured			Reinforced	Sustained
	Synthesized			Responded	Taught
	Systemized			Retained	Trained
	Updated			Reviewed	
				Scheduled	
				Set	
				Supervised	
				Taught	
				Trained	

Skye Blue

6 GoldenPond Passage, Corte Madera, CA 94925
Phone: 503.209.XXXX E-mail: skyebblue@gmail.com

PRIMARY RESEARCH INTERESTS

Marine conservation behavior. Community conservation.

EDUCATION

Bachelor of Arts, Lewis & Clark College, Portland, Oregon May 20XX

Majors: Biology GPA: 3.2/4

- East Africa Study Program, Kenya & Tanzania
- Tropical Ecology Study Abroad Program, Costa Rica & Nicaragua Winter: 20XX-XX
- Leadership & Service Award 20XX-20XX
- Best oral presentation, Third Place, Duke Conservation Science Conference 20XX-20XX

RELEVANT COURSEWORK

Regional Studies in Biology: Kenya & Tanzania

Tropical Ecology

Investigations in Molecular Biology

Investigations in Ecology & the Environment

Investigations in Genetics & Evolution

Animal Behavior

Evolution

General Chemistry I & II

Organic Chemistry I & II

Ecology

Marine Biology

Conservation Biology

RESEARCH EXPERIENCE

Lab Director, Eileen Hebets' Lab, UC Berkeley June-Oct. 20XX

- Managed and directed top-level research on wolf spider mating behavior. Lead research professor was minimally involved. Duties included monitoring lab work of three lab workers, ensuring that all experiments were completed, spider husbandry, and troubleshooting any problems. Packed and shipped all contents of lab, experiments and live specimens.

Thesis Research Project, Lewis & Clark College, Portland, OR Sept. 20XX- May 20XX

- Successfully completed senior thesis to investigate reasons for decreased conifer regeneration in Portland's forested urban parks. Developed and executed intensive investigation of six aspects of forest ecology including seed rain analysis, predator exclusions, seed predation, and seed viability tests.

Researcher, Bermuda Biological Station for Research August 20XX

- Conducted independent project on asymmetrical eye-use in the common octopus, *Octopus vulgaris*. Designed, performed, and analyzed field experiments to test predatory behavior based on eye preference. Presented at Western Society of Naturalists and annual meeting in California.

Independent Researcher, Southwestern Research Station, Portal AZ May-June 20XX

- Conducted an in-depth research project on owl nesting behavior in human impacted areas and non-impacted areas in the Chiricahua Mountains in southeastern Arizona.

Research Assistant, Dr. Kenneth Clifton, St. Croix, U.S. Virgin Islands Summer 20XX

- Investigated the triggers of seaweed sexual reproduction. Conducted additional independent research projects with coworker on symbiotic relationship of shrimp species and host urchin (NSF #0082XX).

Independent Researcher, Costa Rica

Winter 20XX

- Conducted independent research on native bird behavior in four disturbed and undisturbed rainforest habitats. Presented findings at the La Suerte Field Station meeting.

Field Worker, The Nature Conservancy, Santa Cruz Island, California

Spring Break 'XX, 'XX

- Contributed ongoing research project assessing the abundance of alien plant species due to the introduction of the feral pigs and nonnative golden eagles. Gained skills in completing quadrant surveys, plant identification, and assessing the ecosystem-wide effects of introduced species.

Field Assistant, Arusha, Tanzania

September 20XX

- Learned to recover birds from mist nets. Tagged and measured caught birds contributed to a long-term Tanzanian bird census.

SUPPORTING EXPERIENCE

Naturalist, YMCA Pt. Bonita, Marin Headlands, CA

Oct. 20XX to Present

- Plan and implement weeklong nature exploration, hiking, group challenges for groups of ten to twelve 6th graders.

Teacher, Science Adventures, Marin Country, CA

Oct. 20XX to Present

- Lead 15 elementary school students in scientific inquiry and discovery. Prepare, plan, and coordinate lesson plans on a variety of topics from chemistry to marine biology.

Animal Care Specialist, Marine Mammal Center, Sausalito, CA

Oct. 20XX to Present

- Administer medication and food to injured marine mammals. Ensure cleanliness, sanitation and behavior of animals in captivity. Completed all offered education and training courses.

Student Coordinator, Summer Application Institute, San Rafael, CA

August 20XX

- Acted as adult/student liaison for group of 50 disadvantaged high school students in an intensive college preparatory and financial aid course through Marine Education Fund. Utilized bilingual, interpersonal, and organizational skills in order to ensure the program ran smoothly.

Developer, "Filled with Life Learning Project" Portland, OR

Sept. 20XX- May 20XX

- Conceptualized, initiated, and facilitated biology field research projects in the classroom and the field in order to assess the health of the ecosystem. Recruited and trained college student mentors to aid in fostering scientific inquiry in children.

Coordinator, Earth Day, The City Repair Project, Portland, OR

Feb.-Apr. 20XX

- Planned and directed "Kids Village" in weekly meetings culminating with the Earth Day celebration. Conceptualized community mural project, planned Kid's Parade and educational art projects related to the environment.

ABSTRACTS

Blue, S. 2005. "No sign of the next generation: Investigation of decreased Western Hemlock (*Tsuga heterophylla*) seedling in urban forests of Portland, OR." [Student Conference on Conservation Science, Duke University, 2006] [OHSU Northwestern Undergraduate Science Conference, 2005] [Society for Conservation Biology Annual Meeting, Planned June 2006].

Blue, S. Noedl, M. Burne, R. 20XX. "asymmetrical eye use in prey capture and vigilance behavior of *Octopus vulgaris*." [Western Society of Naturalists, Annual Meeting, Planned June 2006].

Blue, S. Noedl, M. Burne, R. 2004. "Asymmetrical eye

GRANTS

- Research Grant Recipient Student Academic Affairs Board
"Native Bird Behavior in Tropical Forest"