

WRITING A CURRICULUM VITAE (CV)

What is a Curriculum Vitae/CV?

A curriculum vitae or CV is similar to a resume. Both are summaries of your educational background, professional experience, and relevant skills. A CV typically is for application to research or teaching positions in an academic or research setting and for some graduate programs. A resume is for most positions outside these fields, and for some professional programs (e.g., Social Work, MBA). The term “resume” is not often used outside of the United States – most other countries prefer to use “CV.” See the resource, Going Global (<https://careers.unc.edu/students/resources/going-global>), for information on writing a CV for a position outside of the United States.

Purpose and Content

A CV may run several pages. It often covers educational background, research experience, teaching experience, professional experience, service experience, honors and awards, and professional or academic memberships. A CV may also include selected coursework. For an undergraduate who is building their career, a first CV may run 1-3 pages. Graduate/Professional student CVs may run 2-4 pages. A person with more experience or relevant content may require 4-7 pages. An established professional may boast a CV of 10 pages or more.

CVs display **name** and **contact information** at the top, often in a header. Contact information should include a professional email address (your college/university email will work), and may include local mailing address, telephone number, or links to professional websites (e.g., LinkedIn). Omit references to age/date of birth, marital status, children, health, religious affiliation, political affiliation, etc.

Most CVs address at least **education, research, teaching, and service** experience, although headings for these and other sections vary. When describing experiences, use action verbs and incorporate evidence and outcomes. A list of possible headings/subheadings appears on the next page. The order of sections depends on your career or academic goals, as well as the focus of the programs or positions you apply to.

- **For applications for graduate/professional schools** - research and teaching may be highlighted over work experience when applying to programs that require you to conduct research and/or provide teaching.
- **For applications to academic/faculty positions** - When applying to a college or university that is teaching-focused, and where teaching and student performance are highly valued, it may be wise to show teaching experience before research or service. Likewise, when applying to an institution that favors research output, it makes sense to lead with research experience over teaching and service.

Education: Your first category should be education. List all colleges or universities attended, city and state for each, degrees earned, area(s) of study, G.P.A., and graduation dates. Lead with your most recent degree. If you have an honor’s thesis, Master’s thesis or dissertation, include the title (or topic). You may also wish to include names of your primary advisor(s).

Research: Include any positions you have held as a research assistant, or as a lab assistant, as well as any presentations or publications related to your research. You may use subheadings to organize this section. **Not every student will have substantial research experience**, but you could describe your research interests or list relevant research papers or projects that you completed for a class (such as an honors paper or a capstone project).

Teaching: Include any positions you have held as a teacher or teaching aide/assistant, along with information about the courses taught/assisted. **Not every student will have teaching experience**, but you could include other experiences working with students. Tutoring, mentoring, and peer counseling could fit within this category. Some graduate/professional students distinguish between courses taught (e.g., as “instructor of record”) and courses assisted (e.g., as “teaching assistant”). Additional categories can include teaching interests, notable accomplishments, etc.

Service: Service is a broad category on a CV. It may include paid and unpaid work done on behalf of an organization, community, or college/university. Examples include volunteer work, involvement in campus organizations, student leadership, committee participation, or membership in professional associations. Again, subheadings can help you organize different types of service work.

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Additional Categories: A CV may also include honors, awards, scholarships, or special recognition you have received. You may also include selected or relevant work experience. If you are using the CV for application to a graduate/professional program, you may want to list coursework that demonstrates readiness for advanced study. Public performances, exhibitions, or additional publications may also be relevant.

Category headings and subheadings vary. Pick labels that accurately reflect teaching, research, and service experience, and that emphasize strengths and achievements. Additional examples of headings and subheadings appear below. Some of these are more appropriate for graduate/professional students.

Honor's Thesis	Advisory Boards/Committees	Academic Awards
Master's Thesis/Dissertation	Research Presentations	Fellowships
Skills	Conference Presentations	Guest Lectures/Presentations
Fieldwork or Practicum	Abstracts	Extracurricular Activities
Research/Teaching Assistantships	Publications/Selected Publications	Affiliations/Memberships
Research/Academic Interests	Scholarly/Technical Papers	Honorary Societies
Research/Teaching Experience	Articles/Monographs	Certification/Licensure
Related Experience	Multimedia Materials	Study Abroad
Advising/Mentoring	Research Awards/Grants/Contracts	International Projects
University Involvement/Service	Scholarships	Languages
Leadership	Funded Projects	Teaching Interests
Student Government	Honors and Awards	Community Outreach
Professional Development	Exhibits/Exhibitions	Patents
Committee/Departmental Leadership	Performances	

References: Prepare a separate sheet for references, and format it so that the heading is consistent with the CV. Supply the title, name, address, telephone/fax number, and email address of 3-6 individuals who can comment on the applicant's ability to succeed in the specific position.

References know the applicant and their work well. Keep references updated on professional activities and provide them with a current copy of the CV. Consider references with high external visibility. Get a reference's permission before submitting their names to a prospective employer, and advise a reference that they may be contacted.

Sample CVs

- **Graduate/Professional Students** - Sample CVs from different fields are provided with this handout. For each CV, take note on which one speaks more to your style and experience. Keep in mind that you can pull ideas from each to create your customized document.
- **Undergraduate Students** - Two samples are provided; one for STEM and one for humanities/social sciences.

Although these CVs are examples, CV design varies considerably even within a single discipline. Templates are also provided on our [webpage](#) for your convenience. You are encouraged to explore additional examples online and to meet with a UCS staff member for feedback on your CV.

Converting a CV to a Resume

If you are starting with a CV, you may find that you also need a resume for particular career fields. Tips on converting your CV to a resume can be found at the end of this packet. See the packet of resume templates on the UCS site for additional ideas.

NADINE MARIE GILL

Chapel Hill, NC 27516
 919-000-0000
 namelast@email.unc.edu

EDUCATION:**University of North Carolina at Chapel Hill**

Ph.D. in Musicology, May 20XX

Dissertation: *Accompanied Recitative in Mozart's Operas: "The Chef d'Oeuvre of the Composer's Art"*

Advisor: Mark Evan Bonds

Master of Arts in Musicology, December 20XX

Thesis: *Opus Organization in Haydn's String Quartets*

University of North Carolina at Greensboro

Graduate courses in Choral Conducting, Vocal Pedagogy, and Musicology, Fall 20XX

Woodbrooke (International Quaker Study Center and Institute)

Birmingham, England

Post-Graduate studies in Theology and Interfaith Issues, August 20XX-July 20XX

Greensboro College, Greensboro, NC

Bachelor of Music in Vocal Performance, May 20XX

Graduated Magna Cum Laude

ACADEMIC HONORS:**Dissertation Fellowship**

One of ten students awarded a dissertation fellowship out of a university-wide pool of applicants. Award given to Ph.D. students at the University of North Carolina at Chapel Hill in the final stages of their dissertations. December 20XX

Smith Graduate Research Fund Grant

Awarded by the University of North Carolina at Chapel Hill to support dissertation research. October 20XX

Graduate Student Grant and Stipend

Award given to promising graduate students to attend *Opera Buffa in Mozart's Vienna: Contexts and Comparisons*, a conference sponsored by the National Endowment for the Humanities. September 20XX

International Fellowship Recipient

Woodbrooke (International Quaker Study Center and Institute), August 200XX-July 20XX

Jefferson Standard Scholar

Merit scholarship awarded to exceptional entering first-year college women at Greensboro College. August 20XX

TEACHING EXPERIENCE:

North Carolina Wesleyan College, Rocky Mount, NC

Adjunct Professor, 11/9x to present

- Teach *Music Appreciation* for the adult degree program
- Instruct students on the elements of music and the history of western European music in an accelerated format designed for adult students who work full-time

- Stress interactive teaching style
- Revised the syllabus at program director's request

**TEACHING
EXPERIENCE:**

University of North Carolina at Chapel Hill

Teaching Assistant, August 20XX-May 20XX

- Team-taught *Survey of Western Classical Music*, a music appreciation course for non-music majors
- Covered the elements of music and western music history from the Renaissance to the 20th century within one semester
- Facilitated discussions, presented new material, clarified concepts, designed and evaluated writing assignments and exams

Teaching Assistant, August 20XX-May 20XX and August 20XX-December 20XX

- Team-taught *World Music*, a music appreciation course for non-music majors
- Surveyed art, pop and folk music from around the globe
- Attended and analyzed local cultural events with students as part of the course
- Supervised group projects and facilitated discussion
- During 199x-199x taught the course with an ethnomusicologist; in 199x taught the course a second time under an anthropologist

Teaching Assistant, August 20XX-May 20XX

- Team-taught *Masterpieces of Music*, a music appreciation course for non-music majors
- Focused on the elements of music and the main forms of western European music (e.g. opera, symphony, lieder, chamber music, etc.)
- Clarified concepts, offered constructive criticism on students' writing, designed and evaluated assignments, papers and exams

Teaching Consultant, August 20XX-May 20XX

- Teaching consultant for *The Center for Teaching and Learning*
- Co-led workshops on various teaching techniques including leading effective discussions, alternatives to the lecture method, and responding to different learning styles
- Observed and critiqued TAs from different departments, developed and coordinated TA training programs, facilitated roundtables on various teaching issues, organized a day-long conference on teaching

Voice Instructor, August 20XX-May 20XX

- Taught singing to non-music majors
- Students received individual lessons one hour per week

Voice Teacher, Private Studio, January 20XX-Present

- Give weekly voice lessons to students with a wide range of experience levels and diverse interests

**PAPERS &
PUBLICATIONS:**

Still Verse: Versi sciolti in Mozart's Da Ponte Operas, Kentucky Foreign Language Conference, Music and Italian Poetry Session, University of Kentucky. April 24, 20XX

The Noble, the Sentimental, and the Supernatural: Uses of Accompagnato in Mozart's Operas, American Society for Eighteenth-Century Studies, Mozart Society of American Session, Milwaukee, Wisconsin. March 28, 20XX

"The Orchestra Speaks for Him": The Instrumental Music in Mozart's Accompanied Recitatives, American Musicological Society Annual Meeting, Boston, Massachusetts. October 28, 20XX

The North Carolina Symphony Within the Triangle and Across the State, Music and Urban Livability, A Charles and Shirley Weiss Urban Livability Program, University of North Carolina at Chapel Hill. April 24, 20XX

Crayons, Paper, Music: A Brief Tour Through Music History, Celebration of Teaching: An Interactive Teaching Symposium, University of North Carolina at Chapel Hill. April 18, 20XX

Accompanied Recitative in Mozart's Operas, Modern Language Association, Lyrica Society Session, Toronto, Canada. December 29, 20XX

Do We Treat Music as We Would a Human Being? The Relationship of Music and Language and Its Implications For Feminist Musicology, Feminist Theory and Music 4, University of Virginia. June 6-8, 199x. Previous version presented at *Inroads: Women and Gender Across the Academic Landscape*, Duke University. February 1, 20XX

"Cosa sento" Revisited: Recitative Interpolations in Mozart's Operas, American Musicological Society, Southeast Chapter Meeting, University of South Carolina. February 22, 20XX

Hildefard con Bingen and Eighteenth-century Women Composers, Women in Music Symposium, University of North Carolina at Chapel Hill. February 15, 20XX

Opus Organization in Haydn's String Quartets, American Musicological Society, Southeast Chapter Meeting, University of North Carolina at Chapel Hill. March 16, 20XX

Mad Woman? Monster? Or?: Mozart's Last Heroine, Bodies of Knowledge: Graduate Research Conference, Duke University. October 28, 20XX

Expanded version published in the conference proceedings

The Transformation of Vitellia: Some Thoughts on Mozart's Last Heroine, Women Across the Disciplines, University of North Carolina at Chapel Hill. March 18, 20XX

**CONFERENCE OR
SYMPOSIUM
COORDINATION:**

Grant writer and Coordinator, *Incorporating Dance into the Music Classroom: A Teaching Enrichment Seminar*, University of North Carolina at Chapel Hill. March 28, 20XX

Coordinator and Moderator, *Strategies for Today's Job Market: A Panel Discussion*, American Musicological Society, Southeast Chapter Meeting, North Carolina Central University. September 27, 20XX

CONFERENCE OR SYMPOSIUM COORDINATION (continued):

Grant writer, Coordinator, and Roundtable Facilitator, *Teaching Music at the College Level: A Symposium*, University of North Carolina at Chapel Hill. April 19, 20XX

Developer, Coordinator, Session Moderator, *A Celebration of Teaching: A Teaching Symposium by and for Graduate Teaching Assistants*, University of North Carolina at Chapel Hill. April 5, 20XX

Developer, Co-Facilitator and Panelist, *Womanist Issues in the Classroom Roundtable, Feminist Negotiations: Graduate Research Symposium*, University of North Carolina at Chapel Hill. March 1, 20XX

PROFESSIONAL ACTIVITIES:

EDITING AND WRITING:

Editorial Assistant, *Garland Encyclopedia of World Music*

- Revised articles for editor of European section, March 20XX-July 20XX

Program Writer, *Duke University Chamber Arts Concert Series*, May 20XX-June 20XX

Program Writer, *Duke University Fine Arts Concert Series*, July 20XX-April 20XX

ADMINISTRATIVE:

Coordinator and Lecturer, *North Carolina Symphony Pre-concert Conversations Chapel Hill Series*, September 20xx-June 20XX

- Delivered presentations, scheduled guest speakers, and facilitated discussions

Assistant to Festival Coordinator, *Carolina Jazz Festival*, June 20XX-April 20XX

- Liaison between guest artists and speakers and the festival coordinator
- Co-facilitated a day-long symposium on Thelonious Monk and his music, assembled information for program booklet, contacted corporate donors, coordinated travel arrangements for festival participants

CHORAL CONDUCTING:

Music Director, *Springfield Friends Meeting*, November 20XX-October 20XX

- Conducted the adult and children's choirs. Planned, prepared, and presented music for worship services
- Taught basic music skills to adults and children

Soprano Section Leader, *Choral Society of Greensboro*, August 20XX-July 20XX

UNIVERSITY AND COMMUNITY SERVICE:

Teaching Committee, *UNC-Chapel Hill Music Department*, January 20XX-August 20XX

- The committee revised how teaching assistants are selected, trained, supervised and evaluated
- Facilitated in-service training

Advisory Committee, *UNC-Chapel Hill Center for Teaching and Learning*, May 20XX

- The committee explored ways of expanding the training and mentoring of graduate teaching assistants and the possibility of developing a college-teaching certification program

UNIVERSITY AND COMMUNITY SERVICE (continued):

Lecture Committee, *UNC-Chapel Hill Music Department, March 20XX-April 20XX*

- Selected guest speakers for the 199x-199x lecture series in Musicology

Guest Speaker, *North Carolina Symphony, October 20XX*

“An Opera About Opera: Mozart’s *The Impresario*”

Guest Speaker, *North Carolina Symphony, November 20XX*

“Mozart’s Concerto in A major (K488) and Eighteenth-Century Concepts of Concerto Form”

Ambassador, *Friendship Force, July 20XX, August 20XX*

- Served as peace ambassador on exchanges to Ukraine, eastern and western Germany, Latvia and Estonia
- Goal of the program is to foster international understanding

Conversation Partner, *University of North Carolina at Chapel Hill, May 20XX*

- Helped foreign students improve their English language skills

AMY LARKIN

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(919) 515-5555 | test@email.unc.edu

EDUCATION

PhD, Nutrition Intervention & Policy

Expected December 20XX

Gillings School of Global Public Health, University of North Carolina at Chapel Hill

- *Dissertation*: Using Online Social Networking Technology to Increase Social Support for Exercise: The INSHAPE Study.
- *Committee*: Alice Ammerman, DrPH, RD (Chair), Jane Brown, PhD, Robert DeVellis, PhD, Amy Ries, PhD, Deborah Tate, PhD

MPH, Nutrition

August 20XX

Gillings School of Global Public Health, University of North Carolina at Chapel Hill

- *Master's Thesis*: Addressing Youth Obesity Through a Web-Based Wellness Policy Toolkit for Obesity Prevention in Middle Schools at the UNC Center for Health Promotion and Disease Prevention
- Certified as a **Registered Dietitian**

BA, *cum laude*, Economics

May 20XX

Boston University

SUMMARY OF RESEARCH SKILLS

Project management * grant and proposal writing * research methodology & design * Institutional Review Board clearance * participant recruitment * data collection * data management * statistical analysis (SPSS, Mplus, ATLAS.ti) * online survey design and programming (Qualtrics) * oral presentations * cost effectiveness analysis

RESEARCH INTERESTS

Obesity * obesity related co-morbidities * physical activity * nutrition * social support * technology-based health interventions * structural equation modeling * health behavior theory * health communications * research dissemination & translation

AWARDS AND HONORS

- Cancer Control Education Program, Predoctoral Fellowship, Lineberger Comprehensive Cancer Center, UNC (5R25-CA057726), 20XX-20XX, \$41,000 per annum
- NIH National Service Research Award, Predoctoral Traineeship, Department of Nutrition Training Grant, UNC (2T32-DK07686), 20XX-20XX, \$29,999
- University of North Carolina Graduate School Merit Assistantship, 20XX-20XX, \$29,000
- American Dietetic Association Foundation Geraldine M. Piper Memorial Scholarship, 20XX-20XX, \$1,000

RESEARCH EXPERIENCE

Dissertation Research

January 20XX - Present

UNC Gillings School of Global Public Health, Chapel Hill, NC

- Independently conducted a randomized controlled health intervention trial with 134 participants and a 90 percent retention rate.
- Developed and administered Qualtrics online questionnaires at 3 time points using existing instruments and process measures developed specifically for the intervention.
- Conducted 24 qualitative structured interviews and manually documented over 800 intervention discussion board posts.
- Collected, managed, and analyzed data on over 200 variables using structural equation modeling, analysis of variance, and descriptive analysis techniques.

Graduate Research Assistant

June 20XX - Present

UNC Center for Health Promotion and Disease Prevention, Chapel Hill, NC

- Managing a content development team for a CDC funded weight loss intervention targeting low-income family planning clinic patients. This work has included the creation of 8 web based educational modules with assessment questionnaires, a 26-week online behavioral self-monitoring system with tailored feedback, and the development of an online social network based social support program.
- Contributed significantly to the background, research design, analysis, and budget sections of 5 NIH grant submissions including the successful submission of a \$133,000 phase 1 NIH STTR grant. Three submissions are in development or pending review.
- Prepared and managed several complex IRB applications for grant-funded health interventions.
- Served on successful Deputy Director for Research and Operations search committee for the UNC Prevention Research Center (Center for Health Promotion and Disease Prevention).

TEACHING & MENTORING EXPERIENCE**Teaching Assistant**

Spring 20XX & 20XX

NUTR/HPM 780, Entrepreneurship in Public Health

- Assisted in the development of all course content and assignments.
- Managed speakers, class group assignments, and student inquiries.
- Evaluated students by providing written feedback and grades for 9 one page written assignments and a 15 page final paper.
- Taught one, two-hour class per semester.

UNC Undergraduate Research Mentor

June 20XX - July 20XX

- Recruited and hired 3 undergraduate interns for dissertation research through the UNC Office for Undergraduate Research.
- Scheduled and oversaw regular meetings and managed intern activities including the transcription and coding of over 11 hours of qualitative interviews.
- Provided recommendations and career advice as needed.

PROFESSIONAL EXPERIENCE**Health Communications Intern**

Aug 20XX – May 20XX

North Carolina Division of Public Health, Raleigh, NC Physical Activity and Nutrition Branch

- Developed a radio and print health communications campaign for the statewide *Eat Smart Move More* program, "Maintain Don't Gain".
- Wrote press releases and articles on school wellness topics for dissemination to PTAs and the North Carolina School Board Association.

Dietetic Intern

June 20XX - Aug 20XX

UNC Hospitals, Chapel Hill, NC

- Collected data and evaluated patient nutritional risks and status.
- Recommended medical nutrition therapy and counseled patients.
- Documented patient information and interventions.

Manager, New Business Development

April 120XX – Aug 20XX

National Public Media, New York, New York

- Consistently exceeded multi-million dollar fundraising goals.
- Developed \$1.8 million television, radio and PBS *Ready To Learn* program sponsorship for PNC Bank.
- Created and managed partnerships between commercial and non-profit sales organizations.

PUBLICATIONS AND PRESENTATIONS*Publications*

- Smith A, Jones B, **Larkin A**, Charles AF, Johnson, T.J. Health economics in public health. *American Journal of Preventive Medicine*. 20xx Mar;36(3):273-5.
- Peterson A, **Larkin A**, Jones A. Linking homegrown and locally produced fruits and vegetables to improving access and intake in communities through policy and environmental change. *Journal of the American Dietetic Association*. 20xx Apr;107(4):584-5 (Application)
- Smith A, Lee MM, **Larkin A**. Addressing disparities in the obesity epidemic. *North Carolina Medical Journal*. 20xx Jul-Aug;67(4):301-4.
- **Larkin A**. Using return on investment analysis to evaluate health promotion programs: challenges and opportunities. RTI Issue Briefs. 20xx November: 1(3): 1-4.

Oral Presentations

- **Larkin A**, Johnson, D, Jones, L, Bailey, A, Gaston, M, Lee, Z, Smith, A. "Results From a Nutritional and Physical Activity Tracking and Screening Pilot Program in Middle Schools". 32nd Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine. Washington, DC, 20XX.
- **Cavallo D**, Gaston A, Johnson A, Smith A. "Entrepreneurial Approaches To Improved SnackBar Offerings In School Settings". International Society for Behavioral Nutrition and Physical Activity Conference. Banff, AB, 20XX.

PROFESSIONAL AFFILIATIONS

Member, Society of Behavioral Medicine

Member, American Dietetic Association

COMMUNITY SERVICE AND OTHER ACTIVITIESVolunteer, *Meals on Wheels*

Sept 20XX - Aug 20XX

Competitive Cyclist (Category3)

20XX - 20XX

Crystal T. Joyner

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TECHNICAL EXPERIENCE

- Gel Electrophoresis, Micropipetting, Media preparation, Culturing bacteria
- Operating Spectrophotometer, Analytical balance, Motic camera software, Centrifuge, Operating incubators and Vortex machine
- Maintaining Biological specimens: Zebrafish, Hessian flies, Wheat plants
- Performing lipid extraction and phytohormone analysis of plant material

EDUCATION

University of North Carolina at Chapel Hill May 20XX
PhD in Microbiology & Immunology GPA: 3.975

North Carolina A&T State University
Master of Science in Bioengineering; GPA: 3.975 May 20XX

Bachelor of Science in Biological Engineering; GPA: 4.000 May 20XX
Summa Cum Laude; Dean's List (all semesters)
Phi Beta Kappa

RESEARCH EXPERIENCE

North Carolina A&T State University, Greensboro, NC 20XX-20XX
Thesis Title: Influence of unusual Heat Stress on Resistance of Wheat Plants to Hessian Fly Infestation.

Mentor: Dr. Name Here

- Investigated how heat stress affects the ability of wheat to retain its resistance to Hessian Flies (HF)
- Grew "Molly" wheat plants and maintained HF populations
- Infested wheat plants with HF
- Observed the phenotypic differences between HF populations of treated and untreated wheat

Ronald E. McNair Post Baccalaureate Achievement Program Research Intern

North Carolina A&T State University, Greensboro, NC Summer 20XX

Title: Developmental Toxicity of Zebrafish Embryos Exposed to Perfluorooctanoic Acid (PFOA).

Mentor: Dr. Name Here

- Recorded, analyzed, and interpreted results of laboratory assays
- Investigated the effects of (PFOA) on zebrafish embryos
- Induced zebrafish spawning, and learned zebrafish maintenance
- Performed laboratory techniques such as, protein isolation, enzymatic assays, observation assays and autoclaving
- Identified and investigated problems and proposed solutions

USDA-ARS and Department of Entomology Visiting Scientist

Kansas State University, Manhattan, KS Summer 20XX, 20XX

- Grew wheat plants and maintained Hessian fly populations
- Studied the effects of heat and Hessian fly infestation on wheat plants
- Investigated how humidity may effect Hessian fly eggs
- Performed Lipid Extraction and Purification Experiments

Crystal T. Joyner

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CONFERENCE PRESENTATIONS

Joyner, C.T., Zhu L. *Impact of transient heat stress on polar lipid metabolism in seedlings of wheat near-isogenic lines resistant and susceptible to Hessian fly infestation*. The 2014 Graduate School and The HBCU STEM Master's Degree STEM Program Student Research Conference. Fayetteville, NC. 20XX

Joyner, C.T., Zhu, L. Ph. D. *Impact of transient heat stress on polar lipid metabolisms of wheat near-isogenic lines contrasting in Hessian fly resistance*. Entomological Society of America 2014 Southeastern Branch Annual Meeting. Greenville, SC. 20XX.

Joyner, C.T., Zhu, L. Ph. D. *Influence of unusual Heat Stress on Resistance of Wheat Plants to Hessian Fly Infestation*. The 2013 Entomological Society of America Meeting. Knoxville, TN. 20XX.

Joyner, C.T., Chao, S. Ph. D. *Examining the Potential for Perfluorooctanoic Acid as a Developmental Toxicant for Zebrafish (Danio rerio)*. The 2010 Annual Biomedical Research Conference for Minority Students (ABRCMS). Charlotte, NC. 20XX.

Joyner, C.T., Chao, S. Ph.D. *The Developmental Toxicity of Zebrafish (Danio rerio). Embryos Exposed to Perfluorooctanoic acid*. The 2010 McNair Program and Optimum Program Summer Research Internship Closing Ceremony. Fayetteville, NC. 20XX. – First Place Winner

Joyner, C.T., Raynor, J. Ph. D. *Role of Panton-Valentin Leukocidin in Community-Associated Methicillin Resistant Staphylococcus aureus Necrotizing Fasciitis*. The 2009 Mathematics & Science Undergraduate Research Symposium. Fayetteville, NC. 20XX.

PUBLISHED WORK

Joyner, C.T., Moch J., Underwood J., et al. *Transient heat stress compromises the resistance of wheat (Poales: Poaceae) to Hessian fly (Diptera: Cecidomyiidae) infestation*. Journal of Economic Entomology. (2014), 107(1):389.

Joyner, C.T., Nickolov, R., Bai G., Chen M. Zhu L. *Impact of transient heat stress on polar lipid metabolism in seedlings of wheat near-isogenic lines resistant and susceptible to Hessian fly infestation*. Journal of Economic Entomology.

HONORS & AWARDS

- Dean's List (20XX-20XX, 20XX-20XX)
- Phi Eta Sigma National Honor Society (20XX)
- Ronald E. McNair Scholar (20XX-20XX)
- HBCU STEM Scholar (20XX-20XX)

CAMPUS & COMMUNITY ACTIVITIES

- National Council of Negro Women (20XX-present)
- National Society of Black Engineers (20XX-present)
- Dudley High School, STEM Mentor (20XX-20XX)
- Greensboro Sickle Cell Society (20XX-present)
- Women in Science & Engineering (20XX-present)
- Delta Sigma Theta Sorority, Inc. (20XX-present)

SPECIAL INTERESTS

- Biological Research • Microbiology • Classical Music • Reading Non-fiction

VANESSA BRODIE

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EDUCATION

The University of North Carolina at Chapel Hill

December 20XX

B.S. Biology, Minors in Chemistry and History

Overall GPA: 3.79 Major GPA: 3.93

Universidad Complutense de Madrid

Spring 20XX

Study Abroad, UNC Honors Program

HONORS AND AWARDS

Dean's List (3 semesters)

Phi Beta Kappa Society

RESEARCH INTERESTS

Genetic Sequencing • Molecular Biology • Microbiology • Alzheimer's Disease • Aging and Dementia

RELEVANT COURSEWORK

Lab Experiments in Genetics • Introduction to Statistics • Molecular Biology • Genetics • Elementary Pathogenic Microbiology

RESEARCH LABORATORY EXPERIENCE

Lab Technician, Hanson Research Lab, Department of Biology

May 20XX-August 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Assisted in experimental design setup of sequencing the tau gene in individuals with Alzheimer's disease or Front Temporal Dementia
- Evaluated sequencing program and clarified ambiguous base calls
- Managed data of individual's genotypes to analyze the need for further testing
- Observed and assisted a graduate student in preparing specimens for microarray
- Practiced proper lab techniques and gained experience in pipetting

RESEARCH PRESENTATIONS

Brodie, V. (20XX). "Emerging Trends in the Genetic Treatment of Dementia." Academic Research Conference, The University of North Carolina at Chapel Hill, Chapel Hill, NC. [Poster Session]

Brodie, V. (20XX). "Title of Paper." Name of Conference, Name of Hosting Institution, City and State. [Oral Presentation.]

RESEARCH PROJECTS

Brodie, V. (20XX). "Treating Dementia at the Genetic Level: Current Practices and Emerging Trends."
Research review completed for BIO 5XX: Genetics

Brodie, V., Person, A., and Person, B. (20XX). "Title of Paper."
Research project completed for BIO 4XX: Course Name

TECHNICAL SKILLS

Column Chromatography • Thin Layer Chromatography • DNA Extraction • Dilutions • Light Microscopy • Titration • Solutions Preparation • Spectrometry

TUTORING AND STUDENT ENGAGEMENT

Peer Tutor, Academic Skills Center
Goldsboro, NC

August 20XX-May 20XX

- Tutored students in General Chemistry, English, and Mathematics
- Coached students in course material through practice problems and sample tests
- Advised students on notetaking techniques and improving study habits

ADDITIONAL EXPERIENCE

Library Assistant, Circulation Department, Davis Library
The University of North Carolina at Chapel Hill, Chapel Hill, NC

May 20XX-April 20XX

- Enriched patron experience by enabling access to library resources through friendly customer service
- Discharged books to patrons; sorted and shelved returned books
- Developed skills for using library databases for locating research materials

COMMUNITY OUTREACH

Student Volunteer, UNC Health Care Systems
Chapel Hill, NC

August 20XX-December 20XX

- Describe contributions/accomplishments
- Have 2 bullet points for balance

Member, YMCA Helping Paws

September 20XX-August 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Describe contributions/accomplishments
- Have 2 bullet points for balance

DANI WHITTAKER

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EDUCATION

University of Kentucky

Bachelor of Arts, Communication and English
Overall GPA: 3.81 Major GPA: 3.75

May 20XX

Lexington Community College

Associate of Arts

May 20XX

HONORS AND AWARDS

Dean's List (4 semesters)

RESEARCH INTERESTS

Identity and Performance • Critical Theory • Qualitative Methods • Gender Studies • Queer Theory • Intercultural Communication • Media Studies • Textual Analysis

RELEVANT COURSEWORK

Communication Theory • Communication Research Methods • Work, Writing, and Black Feminism • Representation and Intimacy in U.S. Cinema • Social Processes and Effects of Mass Communication • Rhetorical Criticism and Popular Culture • Sociology of Gender

RESEARCH PROJECTS

Whittaker, D. (20XX). "Trans Spectacles: The Use of Forced Perspective to Create Viewer Empathy in *Boys Don't Cry*." *Critical analysis paper completed for COM 454: Rhetorical Criticism and Popular Culture.*

Whittaker, D., and Partner, A. (20XX). "Writing the Self Online: Blog Writers' Self-Disclosure and Community Building." *Research study completed for COM 365: Communication Research Methods.*

Whittaker, D. (20XX). "Performing Margo: Gender Performance and Power Relationships in *All About Eve*." *Critical analysis paper completed for ENG 485: Psychoanalysis, Literature, and Film.*

TUTORING AND STUDENT ENGAGEMENT

Peer Instructor, UK 101: Academic Orientation

August 20XX – December 20XX

University of Kentucky, Lexington, KY

- Input and maintain attendance and assignment records for 20 first-year students.
- Develop and lead four class sessions.
- Lead tours of the library and career resources center.
- Role model and coach students on adjusting to college life.

Peer Tutor, Academic Skills Center

August 20XX – May 20XX

Lexington, KY

- Tutored students in English, Interpersonal Communication, and Mass Communication
- Coached students in course material through practice problems and sample tests
- Advised students on notetaking techniques and improving study habits

ADDITIONAL EXPERIENCE**Library Assistant, Circulation Department, Davis Library**

May 20XX – April 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Enriched patron experience by enabling access to library resources through friendly customer service
- Discharged books to patrons; sorted and shelved returned books
- Developed skills for using library databases for locating research materials

COMMUNITY OUTREACH**Student Volunteer, UNC Health Care Systems**

August 20XX – December 20XX

Chapel Hill, NC

- Describe contributions/accomplishments
- Have at least 2 bullet points for balance

Member, YMCA Helping Paws

September 20XX – August 20XX

The University of North Carolina at Chapel Hill, Chapel Hill, NC

- Describe contributions/accomplishments
- Have at least 2 bullet points for balance

CONVERT A *CURRICULUM VITAE* TO A RESUME

A *curriculum vitae* is prepared for many teaching or research positions, and will list accomplishments in research, teaching, writing, and service. A *resume* is usually for positions outside these fields, including jobs in industry, business, and non-profits/NGOs. Unlike CVs, resumes highlight education, work experience, and relevant skills for a position.

Target a Job Announcement and Adjust Your Vocabulary

Prepare a resume for each job posting you target. You may have one master resume you adjust for each application. Your goal is to demonstrate your qualifications and fit for a position. Avoid academic jargon. Adopt the language of the job ad to describe your relevant experience and the skills that translate from one career to another.

You Will Have to Cut Details

Resumes rarely exceed 2 pages, and a single page is typical for individuals getting started in a career. You may have to leave information off your resume to fit a page limit. For example, publications and conference presentations are listed in full on a CV but are rarely on a resume. All the course you assisted or taught could go on a CV, but less detail works for a resume. Do not cut and paste straight from your CV. Rethink and reframe experiences to emphasize skills and job fit, based on the skills and qualifications named in the job posting.

Create Relevant Categories

A typical resume will show education, work experience, and related skills. Additional categories may include honors and awards, activities (e.g., community involvement), and relevant coursework (if desirable to an employer). Work experience should receive most of your attention.

Rethink and Re-Group Your History as Work Experience

Take inventory of your research, teaching, and service. View these together as your work experiences, rather than as discrete categories. Think about how experiences relate thematically, how each convey skills and competence, and how each shows ability to do the duties called for in the job posting.

Reframe Your Experiences to Emphasize Skills

For each relevant experience, list your tasks, duties, and accomplishments. For example, teaching involves facilitating discussion and developing lesson plans, assignments, and assessment tools. Likewise, research may include conducting lab experiments, gathering data, or reviewing bodies of literature for reports. Revise your lists so that each point conveys context (what had to be done), your contribution, and a result. “Responsible for” and “duties included” do not convey skills. Opt for verbs like “collaborate,” “analyze,” “facilitate,” “create,” “organize,” “prepare,” or “implement.” Your verb choices will communicate your skills, abilities, and accomplishments.

Schedule A Resume Critique with A Career Coach

Visit careers.unc.edu to schedule an appointment with a career coach. Appointments are virtual and in-person, Monday - Friday. Call 962-6507 for assistance.