

Preparing Your Curriculum Vitae (CV)

Career Success

Stetson University

Welcome Center, Room 205

career@stetson.edu | 386.822.7315

Table of Contents

Section 1: What is a CV?	3
Section 2: CV vs. RESUME: What's the Difference?	4
Section 3: How to Prepare Your CV	5-6
Section 4: Example CV	7-9
Section 5: List of Action Verbs	10-12

1. What is a CV?

cur·ric·u·lum vi·tae

/kəˌrɪk(y)ələm ˈvēˌtī/

noun

noun: curriculum vitae; plural noun: curricula vitae; plural noun: curricula vitarum; noun: CV, plural noun: CVs

a brief account of a person's education, qualifications, and previous experience

Curriculum Vitae is a Latin term which can loosely be translated to “course of life”

- As the name suggests, a CV is an overview of your life's accomplishments.
- A CV is most specifically relevant in academia; however, it may also be requested by some industry specific jobs, internships or graduate programs.
- A curriculum vitae is a living document, which reflects the development of your career over time. Therefore, you can expect to update this document frequently.

Utilize this guide to navigate the CV writing process

For more specific information or to get help developing your CV, schedule an appointment with an advisor in the Office of Career and Professional Development.

2. CV vs. RESUME: What's the Difference?

A Curriculum Vitae (CV) is primarily used for applying to graduate or professional programs and for showcasing continued experiences in academia. A CV thoroughly lists all academic and professional qualifications,

accomplishments and activities, including conference presentations, teaching experience, research experience, honors, grants and memberships.

- Think of a CV as *an album* of all of your academic/field-related works and experiences

A Resume is used for applying to a variety of non-academic jobs and internships. A resume contains a brief summary of skills and experiences that are directly related to the position desired. It is important to note that internationally the terms “resume” and “CV” can be used interchangeably, so it is necessary to do country/employer/program specific research to ensure you are providing the correct document.

- Think of a Resume as a *snapshot* of all of your experiences related to a specific job

	CV	RESUME
Audience	Academics in your field of study	Employers seeking to hire you for a specific position
Length	Adaptable and typically gets longer throughout years in academia	1-2 pages <i>*a college student resume should be limited to one page</i>
Focus	Represents your academic achievements and scholarly potential	Represents your job-related experiences, skills, accomplishments and experiential practices (i.e., internships, study abroad, volunteering)
Critical Components	List of publications, presentations, teaching experience, education, honors, grants and memberships	Skills and experience directly related to the job you seek
Irrelevant Components	Activities unrelated to academics and/or your field of study	Complete lists of publications, presentations, and papers (unless applying for a research position)
References	Include	Do not include (unless requested)
Goal	A comprehensive record of all academic credentials- teaching, research and awards	A brief summary of skills and experiences related to the job/position you seek

*Adopted from Dalhousie University

3. How to Prepare Your CV

Formatting a CV

First, it is most important to remember that there is not one standard format for a CV. You can expect a different emphasis in each discipline, and a good CV is one that highlights the points that are considered to be most important for your specific discipline/area of study. A successful CV conforms to the standard conventions for each discipline.

Example: *a professor's CV in the social sciences looks much different from a professor's in the natural sciences*

These sections will vary based on past experiences, a recent college graduate **would not** be expected to have experience in every one of these sections!

General Guidelines for Formatting

Section 1: Identification / Heading.

The heading is located at the top of the first page and should include your name (using a larger font size, all caps, bold, and/or italics to emphasize your name) and contact information (address, telephone number, and email).

Remember, an employer may call at any time, so:

- list a phone number where you can be reached and where you will receive messages
- record a professional greeting for your voice mail
- if you do not already have one, get an *appropriate* email address – as professional and simple as possible

Objective. An objective is not necessary for a CV/resume you submit for graduate program admission. The objective is a focused statement that informs the reader exactly what you're applying for and what skills are most relevant to that opportunity. Since the resume/CV is submitted as part of a graduate school application packet, the objective is obvious.

Section 2: Education.

All academic degrees earned after high school are listed on the CV in reverse chronological order.

List the degree(s) you are **currently** pursuing, complete with:

- The title of the degree, spelling out Bachelor's degrees fully (i.e., Bachelor of Arts)
- Academic discipline
- Institution
- Location (city and state)
- Expected date of graduation (month and year)

List all degrees you have earned **previously**, complete with

- The title of the degree, spelling out Associate's and Bachelor's degrees fully (i.e., Associate of Arts)
- Academic discipline
- Institution
- Location (city and state)
- Date of graduation (month and year)
- Thesis / Dissertation title or topic

Optionally, you can add information such as:

- Relevant coursework (coursework relevant to the program for which you are applying)
- Areas of concentration
- GPA (if included, GPA should be included consistently across degrees -- only 3.0 or above)

Sections 3+ : Personalized to Position Type.

The remaining sections of your CV should be personalized based on the program/field you are applying for. For example: if you are applying to a research program, your next section should be a list of different publications, conferences, research assistantships and experiences, etc. If you are applying for a teaching position, your third section may highlight teaching experience, and so forth.

Common Sections

- Education
- Academic Projects (relevant presentations, projects and papers)
- Certifications and Licenses
- Teaching Experience
- Research Experience
- Research Interest
- Committee Involvement or Leadership
- Related Outreach and Community Service
- Publications
- Awards, Fellowships, Scholarships & Grants
- Professional Affiliations and Memberships
- Presentations (conferences, etc.)
- Specialized Workshops and Trainings
- References
- International Study and Travel Abroad
- Language Competencies

Additional Categories

CV style, format, and content may vary by discipline. It is important to know the requirements of your specific career field when composing a CV. Research discipline-specific requirements by:

- Visiting the website for the department you are targeting
- Visiting websites for professional organizations affiliated with your career field
- Seeking guidance from advisors or faculty members in your chosen field

Academic CV vs. Industrial CV

Academic	Industry
Running Record of All Accomplishments	Targeted Towards Job Position
Highlight Research or Teaching	Emphasis on Research
Emphasis on Grants & Awards	Emphasis on Skills & Techniques
Describe Research with a Basic Approach	Describe Research with an Applied Approach
Exhaustive List of Publications and Presentations	Selected Publications and Presentations
Include References & Contact Information	Send Reference Information Requested

It is important to pay special attention to what the employer or program/institution is specifically requesting. Look at CVs from other professionals in the field and notice what sections are included.

4. SAMPLE CV Template for Academics

Curriculum Vitae

Bek Z. Luke

Title (if applicable)

Address

Phone: 000-000-0000

cvexample@stetson.edu

Education

May 2017 Bachelor of Arts, Psychology, Stetson University, DeLand, FL
Bachelor of Arts, Philosophy, Stetson University, DeLand, FL

Senior Research

- *College Students' Sexual Behaviors: What Factors Predict Risky and Protective Actions?*
Major Professor: Dr. Robert Askew, Department of Psychology
- *Sex is Not Biological: Debunking the Myths of the Sex Dichotomy*
Major Professor: Dr. Melinda Hall, Department of Philosophy

Scholarly Presentations

1. **Luke, B.,** Moore, E. (2017, May). *College Students' Sexual Behaviors: What Factors Predict Risky and Protective Actions?* Poster presented at Stetson's Annual Showcase, Deland FL.
2. **Luke, B.** (2017, March). *How Biological is Sex?* Paper presented at the annual Florida Collegiate Pride Coalition Conference, Deland, FL.
3. **Luke, B.,** & Hale, A. (2017, March). *The Little Things.* Presented as a round table discussion at the annual Florida Collegiate Pride Coalition Conference, Deland, FL.
4. **Luke, B.,** Moore, E., & Mondelli, J. (2017, March). *College Students' Sexual Behaviors: What Factors Predict Risky and Protective Actions?* Poster presented at the 63rd Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.
5. Hall, M., & **Luke, B.** (2015, September). *Breaking the Binary: Intersex as a Narrative.* Presented at the annual Value's Day event, Stetson University, Deland, FL.
6. Hall, M., & **Luke, B.** (2015, March). *The Ethics of Intersex.* Presented at the Gender, Sexual Diversity Conference, Deland, FL.

Teaching and Research Assistance

Spring 2017 PSYC 499: Senior Research
Supervisor: Robert Askew, PhD

- Designed a correlational study to assess sexual risk and protective actions
- Collected data online from Reddit and Stetson University
- Conducted quantitative analyses using SPSS statistics
- Presented research findings at Stetson University's annual Showcase

Fall 2016 PSYC 399: Undergraduate Research Assistant
Supervisor: Erin Moore, PhD

- Submitted two abstracts to regional conferences; all abstracts were accepted
- Wrote two manuscripts for submission to peer-reviewed journals
- Performed quantitative data analysis using SPSS and qualitative content analysis

Spring 2015 PHIL 499: Senior Project
Supervisor: Joshua Rust, PhD

- Conducted literature review on gender, sex, social construction, and social ontology
- Wrote a manuscript on the topic of sex being socially constructed
- Defended manuscript in front of peers and the Department of Philosophy

Spring 2015 PHIL 485: ISY: Ethics of Intersex
Supervisor: Melinda Hall, PhD

- Worked with Dr. Melinda Hall to design a course about the treatment of people who are intersex
- Researched content and developed timelines for research
- Wrote a final thesis on the ethics of intersex

Professional Experience and Internships

Oct. 2016-Apr.2016 Committee Member, *Stetson University*, Deland, FL
Florida Collegiate Pride Coalition (FCPC) Conference
Supervisor: Lameria McCrae, Ph.D

- Worked with a group of six students and five faculty/staff members to successfully secure the bid from FCPC to host the 14th annual conference at Stetson
- Planned and organized details of the conference such as theme, keynote speakers, sponsors, website design, advertising, and logistics for the day of the conference.

Sept. 2015-May 2016 Administrative Assistant, *Stetson University*, Deland, FL
Cross Cultural Center
Supervisor: Cecil Chik, MA

- Created advertisements for events, set-up and break down events, and run social media accounts
- Ensured that the Cross Cultural Center is a welcoming environment and greeted every visitor
- Educated students about programs housed in the Cross Cultural Center such as: the First Generation Peer Mentor Program, SafeZone, the Multicultural Student Council, and Interfaith Initiatives

Aug. 2014-May 2016 First Generation Peer Mentor, *Stetson University*, Deland, FL
Supervisor: Haley Acra, BA

- Mentored students who are the first person in their family to attend a four-year institution and provide them with support during their first year of college
- Created and implemented programs to benefit first-year, first-generation students and the entire Stetson community

Specialized Training and Workshops

Apr. 2016 Safe Zone 102: Advocacy, Stetson University

Mar. 2016	Safe Zone 101: LGBT+ Inclusivity Training, Stetson University
Mar. 2016	National Student Leadership Diversity Convention, Orlando
Feb. 2013, 2015	Social Justice Leadership Retreat, Stetson University

Awards and Leadership

2017	<i>Facilitator</i> , Social Justice Leadership Retreat
2016-2017	<i>Commuter Representative</i> , Student Government Association
2016-2017	<i>Board Member</i> , Student Activity Fee Allocation Committee
2015-2017	<i>Executive Board Member</i> , Stetson Organization for Native American Revitalization
2014-2015	<i>Treasurer</i> , Kaleidoscope: Gender and Sexually Diverse Organization

References

- Robert Askew, PhD
Professor of Psychology, Stetson University
421 N. Woodland Blvd., DeLand, FL 32720
raskew@stetson.edu
- Melinda Hall, PhD
Professor of Philosophy, Stetson University
421 N. Woodland Blvd., DeLand, FL 32720
mchall@stetson.edu
- Cecil Chik
Director of Diversity and Inclusion
421 N. Woodland Blvd., DeLand, FL 32720
cchik@stetson.edu

5. Action Verbs and Transferrable Skills Categories

Below is a list of **ACTION VERBS** organized under some common **TRANSFERABLE SKILL** categories. (Transferable skills are “portable” skills that you develop along the way and take with you into other life/work experiences). Identifying

your transferable skills can help you market yourself better to employers, and using specific action verbs can help you describe what your skills, abilities and accomplishments are in your résumé.

Creativity

Act
Compose
Conceptualize
Create
Customize
Design
Develop
Direct
Display
Draw
Entertain
Establish
Fashion
Formulate
Generate
Illustrate
Imagine
Improve
Initiate
Innovate
Introduce
Invent
Modify
Originate
Perform
Revise
Revitalize
Shape
Visualize

Teaching Skills

Advise
Assess
Coach
Communicate
Develop
Educate
Evaluate
Explain
Facilitate
Guide
Influence
Initiate
Inspire
Instruct
Monitor
Persuade
Provide
Show
Teach
Tutor

Analytical/Financial Skills

Adjust
Allocate
Analyze
Appraise

Assess
Balance
Budget
Calculate
Compare
Compute
Conserve
Estimate
Evaluate
Examine
Forecast
Inspect
Interpret
Investigate
Manage
Measure
Net
Plan
Prepare
Program
Project
Quantify
Reconcile
Record
Reduce
Research
Retrieve
Review
Survey

Teamwork/Team-building Skills

Assist
Collaborate
Contribute
Cooperate
Coordinate
Help
Involve
Participate
Share
Support
Uphold

Organizational Skills

Arrange
Categorize
Chart
Collect
Compile
Coordinate
Correct
Distribute
Execute

File
Follow-through
Log
Maintain
Map out
Monitor
Obtain
Operate
Order
Organize
Plan
Prepare
Prioritize
Process
Provide
Purchase
Record
Review
Schedule
Submit
Supply
Systematize
Update
Verify

Adaptability/Flexibility

Acclimate
Adapt
Adjust
Alter
Anticipate
Change
Comply
Evolve
Learn
Modify
Revise
Reword

Communication/Interpersonal Skills

Address
Arbitrate
Articulate
Author
Clarify
Communicate
Compose
Condense
Connect
Consult
Contact
Convey
Convince
Correspond

Debate
Define
Direct
Discuss
Draft
Edit
Explain
Express
Influence
Interact
Interpret
Interview
Lecture
Listen
Mediate
Moderate
Motivate
Negotiate
Observe
Outline
Persuade
Present
Propose
Reason
Reconcile
Report
Resolve
Respond
Speak
Specify
Suggest
Summarize
Translate
Write

Helping Skills

Administer
Advocate
Aide
Alleviate
Answer
Arrange
Assess
Assist
Attend to
Benefit
Clarify
Coach
Collaborate
Contribute
Cooperate
Counsel

Demonstrate
Diagnose
Educate
Encourage
Ensure
Expedite
Facilitate
Further
Give
Guide
Help
Intervene
Listen
Motivate
Prevent
Provide
Refer
Relieve
Represent
Resolve
Serve
Support
Treat
Volunteer

Detail

Arrange
Categorize
Classify
Compare
Examine
Inspect
Organize
Process
Record
Sort
Systematize

Leadership/Management Skills

Administer
Appoint
Approve
Assign
Attain
Authorize
Chair
Contract
Control
Coordinate
Decide
Delegate
Develop
Direct
Eliminate
Emphasize
Enforce

Enhance
Establish
Evaluate
Execute
Facilitate
Handle
Hire
Improve
Incorporate
Increase
Initiate
Lead
Manage
Motivate
Multi-task
Navigate
Organize
Oversee
Plan
Preside
Prioritize
Produce
Recommend
Restore
Review
Schedule
Secure
Select
Streamline
Strengthen
Supervise
Terminate

Research Skills

Analyze
Clarify
Collect
Compare
Conduct
Critique
Detect
Evaluate
Find
Highlight
Persuade
Persuade
Propose
Prove
Simulate
Quantify
Stimulate
Study

Test
Train
Transmit

PR/Advertising

Advertise
Communicate
Contact
Correspond
Develop
Elicit
Enlist
Influence
Involve
Market
Persuade
Present
Promote
Propose
Publicize
Recruit
Sell
Show
Solicit

“Quantifying” Action Words

Cut
Decrease
Eliminate
Increase
Lessen
Lower
Maximize
Minimize
Raise
Reduce

Technical Skills

Apply
Assemble
Build
Calculate
Compute
Conserve
Construct
Convert
Debug
Design
Determine
Develop
Engineer
Fabricate
Fortify
Install
Maintain
Operate
Overhaul

Print
Program
Rectify
Regulate
Remodel
Repair
Replace
Restore
Solve
Specialize
Standardize
Study
Troubleshoot
Upgrade
Utilize

**Action Verbs Showing
“Improvement” or
“Achievement”**

Accelerate
Accomplish
Achieve
Advance
Boost
Change
Correct
Enhance
Expedite
Fix
Further
Improve
Overhaul
Rectify
Repair
Resolve
Restore
Revamp
Revitalize
Save
Secure
Solve
Streamline
Strengthen
Update
Upgrade

**Action Verbs Showing
“Initiative”**

Conceptualize
Create
Design
Develop
Devise
Establish
Found
Generate
Implement
Innovate
Institute
Introduce

Launch
Lead
Motivate
Originate
Pioneer
Produce
Propose
Set up
Spearhead
Start

(Adapted from:
www.quintcareers.com/action_skills.html)