



CURRICULUM VITAE (CV)

Why a Curriculum Vitae (CV)?

Do I need a CV or a Resume?

That depends on the kind of job and location. For most Springfield College students, Undergraduate, Graduate or Doctoral students, you are going to what to create a Resume not a CV. The main reasons to create a CV are that you are looking to apply for academic teaching, research, or high-level administrative positions, within a higher education (College or University) setting.

The other reason you may be trying to create a CV is because you are applying to jobs internationally. Be aware that the terms “Resume” and “CV” are used interchangeably in many non- US countries. If they use the term “CV”, and it is an international organization they may actually be looking for what we call a Resume in the US. Before you create an entire American “CV” make absolute certain that it is the type of document the employer will want in the country you are applying. Different countries have very different application requirements and expectations. This document is *not* a guide for international CV’s.

In general, in the United States:

Curriculum Vitae	Resume
For academic and research jobs	For other jobs
Showcase everything you've ever done	Focus on the most important things you've done
Include your achievements in school and other academic work	Cover your skills that can help you in your ideal job
Depends on your experience, but can be many pages	Not more than one to two pages, maybe three in rare cases
Covers the publications you've written for and studies you've published	May include publications if they're relevant to the job
List your academic honors and awards	Only include honors and awards if you have nothing else
Includes a list of references	Generally excludes references
Always chronological	Can be chronological or functional
A general overview of you and your life	Specific to the job position

How to Develop your Curriculum Vitae (CV)

Curriculum Vitae means the “course” of “life” This should guide your document. You have probably already created a resume at one time or another in your life, and there are a lot of similarities between a resume and a CV. The biggest difference is that a CV can be much longer. Resumes are one to two pages in length. CVs often begin at three pages and can be as long as needed. Length, however, is not the determinant of a successful CV. Present all the relevant information you can, but try to make it as concise as possible. Senior scholars may have 20 pages or more.

The goal of a resume is to construct a professional identity, the goal of a CV is to construct a scholarly identity. With that being said your CV will need to reflect your abilities as a teacher, researcher, and publishing scholar within your discipline.

You will also be sending a detailed cover letter which explains your specific qualification as they relate to the individual position. The CV is a marketing resource to present an overview of your scholarly interests and achievements and the cover letter explains why it should matter to each specific employer.

Curriculum Vitae Layout

The first question we always get is “is there a template?” And no, we do not recommend using any kind of a template. The formatting, should be very simple and very consistent. The content is much more important than the formatting, and you can arrange the formatting around your content after you develop it.

However, in general:

You want to use the same font, margins, and line spacing consistently for the entire document. You may use font size, bold text, underlining, or italicize it to draw attention to it. However, you want to keep it consistent. If you make one category heading Bold and in Font Size 14, then make all of your category headings Bold and in Font Size 14. The content font should be no smaller than 11 and no larger than 12, headings should be between 12 – 14. Have page margins between ½ and 1 inch.

Avoid graphics, colors, and pictures. You will probably apply through a digital format. However, your CV will be printed and copied to distribute to the search committee, if you advance in the search. Be respectful of people’s time and print cartridges. You will also want to plan to bring several copies of your CV to your interview. For those copies, and any actual paper copies that you may submit, you want to invest in some quality paper. Use a white or ivory colored heavyweight paper, instead of regular printer paper.

Do not “double-side” a CV. Each page should be its own with a cumulative footer at the bottom. A cumulative footer tells the reader which page they are on out of a certain total of pages. The footer is most appropriately placed in the lower center or right-hand corner of the page and may be in smaller font size. Do not staple or bind the pages.

Possible Sections of a CV

This is not an exhaustive list, select the sections which might be best for you, create and combine sections to highlight your own Academic Career.

Teaching Experience
Research Experience
Professional Experience
Graduate Fellowships
Practicum Experience
Related Experience
Employment

Consulting Experience
Publications
Presentations
Research Interests
Teaching Interests
Volunteer Involvement
Leadership
Community Involvement

Professional Memberships
On-Campus Committees

Curriculum Development
Honors and Awards
Grants Awarded, or worked on
Certifications
Licenses
Coursework
Languages

Performances/Exhibits/ Compositions
Foreign Study/ Travel Abroad
Skills
Computer/Technology Skills
Professional Summary/ or Objective/ or
Competencies
Co-curricular Involvement
Athletic Experience
Coaching Experience
References

There is no exact order in which to arrange your sections. Contact information should be at the top on the first page. Education should be your second section. Then you probably want to arrange your sections in a way which will make sense to the reader, with the related experience sections closest to the start of the document. The less related a section is to the position, the further down the pages it may be placed. Within each section, things should be in reverse chronological order, starting with the most recent and moving backward through time. Use bullets to explain what you did and why for each experience. These bullets do not need to be complete sentences and as such do not require punctuation at the end. Demonstrate your knowledge use the jargon of your field. A resume bullet might explain “what” you did, a CV bullet might also include “why.”

For example:

You may have taught a wellness class at Springfield College
It would belong under your teaching experience section

Teaching Experience:

Springfield College, Springfield, MA

Wellness Instructor, WELL 102

September 2020 – May 2021

- Taught three sections of a wellness course to classes of 15 – 25 first-year students at a small private residential college
 - Created interactive activities designed to introduce first-year student to the concepts of life-long exercise, health eating, and good decisions
 - Measured student learning through both written and physical assessments
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Your contact information is usually at the top of the first page. You start with your name. Be sure that you use a phone number and email address which will be consistent for a long period of time. It is traditional to include your address, although some people choose not to include this. People can also include their pronouns, if they desire.

Do not include anything that would be illegal to ask about in an interview. You do not need to share your social security number, age, marital status, picture, ethnicity, political affiliation, unrelated hobbies, height, weight, health issues, religious practice, place of birth, sexual identity, and/or gender orientation.

For new professionals, Education should be the first section under your contact information and then your experience sections. The CV usually ends with your references and their contact information.

After you develop the sections which reflect your own individual strengths and experiences, you can arrange them in an order which will best match the types of positions you are seeking. If you are going to be teaching, put that section first. If it is a research position, lead with that section.

You want to keep your sections consistent with each other. If possible, try not to have a page break land in the middle of an experience. You can tab down and start it on the top of the next page.

Consider your Audience

Search Committees will have a set of conventions and/or rubric used to evaluate your CV. If they provide you with instructions...follow them! You may wish to ask to see the CV's of some of your mentors and professors to get a sense of what some of the conventions are within your field. You should follow APA for citations. This is not the place to stand-out because of your creativity. Aim for clarity and completeness. Proofread, and then proofread again. Don't give a committee a reason to discard your application.

They will review your CV several times. On the first sweep they are basically looking to see if you meet the general requirements. On the next few reviews they are looking for reasons to exclude you and they are comparing you to other CV's in the applicant pool. The easier and more clearly your materials are arranged, the faster they can identify which of your skills and experiences match their checklist of qualifications.

You will also be including a cover letter that very specifically explains why your credentials make you the best candidate for their opportunity. We have a Cover Letter Handout available to help you create your cover letters. Additionally, you can make an appointment with the Springfield College Career Center to schedule time to have a Career Counselor critique your CV by calling (413)748-3222.

ACTION VERBS

Management Skills	Research Skills	Creative Skills	Organizational Skills
administered	clarified	conceptualized	approved
analyzed	collected	created	arranged
assigned	critiqued	customized	catalogued
attained	diagnosed	designed	classified
chaired	evaluated	developed	collated
contracted	examined	directed	collected
coordinated	extracted	established	compiled
delegated	identified	fashioned	dispatched
developed	inspected	founded	executed
directed	interviewed	initiated	generated
evaluated	investigated	instituted	implemented
improved	organized	integrated	inspected
increased	reviewed	introduced	monitored
organized	summarized	invented	operated
oversaw	surveyed	originated	organized
planned	systematized	performed	prepared
prioritized	Technical Skills	planned	processed
produced	assembled	revitalized	purchased
reviewed	designed	shaped	recorded

scheduled strengthened Communication Skills addressed arbitrated arranged authored collaborated convinced developed directed drafted edited formulated influenced lectured negotiated persuaded promoted publicized spoke wrote	devised fabricated maintained operated overhauled remodeled solved upgraded Financial Skills administered allocated analyzed appraised audited budgeted calculated developed forecasted marketed planned projected	Helping Skills assessed assisted clarified coached counseled demonstrated diagnosed educated expedited facilitated guided motivated referred represented More Verbs achieved expanded improved pioneered restored spearheaded transformed	retrieved specified Teaching Skills adapted advised clarified coached communicated coordinated developed enabled encouraged evaluated explained facilitated guided informed instructed persuaded set goals stimulated trained motivated
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