

Writing a Curriculum Vitae

A vita is a written summary of your educational and professional experience and is submitted as part of the academic job application process. A vita is used by search committees as an initial screening device to see if the applicant possesses the qualifications necessary for the available position. The vita, therefore, should reflect the position for which you are applying.

A vita sometimes differs from a resume in name only. However, a resume is more often used in business settings and tends to be brief and more skills/accomplishments orientated.

A Curriculum Vitae is also referred to as: vitae, c.v., or detailed resume.

What to include in a Curriculum Vitae

1. Name, address, phone number and e-mail address:

- State these items at the top of the first page. Include your work phone number in addition to your home number if you want to be reached during business hours.
- State your name and page number on subsequent pages at the top left corner in case the pages come apart.
- Some vita begin with the title Curriculum Vitae - this is unnecessary.

2. Education:

- List your educational experiences in reverse chronological order with the highest degree earned, or anticipated, first.
- State the institution, degree and year received, major and area of specialization (if applicable). Either the institution or the degree can be listed first, depending on which you want to emphasize.
- Doctoral degree holders should list under their doctoral designation (Ph.D., Ed.D., etc.) the title of their dissertation and their chairperson. A short (2 or 3 line) summary of the research can also be included. Master's students may list their thesis.
- Do not list grammar school or high school.
- Grade point averages are optional. You may also say that you graduated with distinction or cum laude, etc.
- Additional coursework or private study (particularly for Fine Arts people) can be included in the Education section after your formal studies have been listed.
- You may list qualifying, comprehensive or preliminary examinations passed (optional).
- Do not list all your graduate courses. This should be in your credentials and/or transcript.

3. Dissertation:

- By listing your dissertation in a category separate from Education, you are calling attention to it. This may be desirable if your topic is of special interest to the types of academic institutions to whom you are applying.

4. Honors/ Awards:

- List academic and professional awards you have received.
- Honors and awards can be listed within the Education or Professional Activities section when appropriate. This might be done if one had only a few awards and did not want a separate section of Honors/ Awards.

5. Military Experience:

- Optional

6. Professional Employment:

- List full or part-time related experiences in reverse chronological order.
- Provide title of the position, place, and date of employment and a brief description of duties.
- Indicate any unique responsibilities you may have had such as "designed the course", "selected texts", or "team taught".
- Do not over-emphasize routine tasks such as grading papers, constructing tests, etc.- Emphasize your accomplishments.
- Teaching assistantships, internships, practicums, and field experiences may be included.
- Do not include summer or part-time jobs unless professionally relevant.
- Professional employment can be sub-divided into appropriate categories if you have had a variety of professional experiences. Typical sub-headings could be: Teaching, Research, Administration, Consulting.

7. Performance or Exhibit Experience: (For Fine Arts Majors)

- This category allows you to highlight your performance and exhibit experiences.
- List both professional and non-professional activities which may include: dances performed and/or choreographed, plays acted in or directed, one person shows, MFA exhibits, symphonies, performances, student and faculty recitals, etc.

8. Teaching Interests and/or Research Interests:

- This section allows you to demonstrate a range of teaching/research interests.
- Helpful especially if your education and experience do not necessarily indicate all of your interests.
- Present a balance of interests-courses you will be required to teach and special interest areas.

9. Publications: (Can be placed before Professional Experience for more emphasis)

- Include completed publications or those in press, cited in full, in the form customary in your field.
- Do not include under the publications category: Unpublished dissertations, addresses, conference papers, works in progress or projected work.
- The following categories may be used as alternatives for these: Publications and Professional Activities, Proposed Research, Research Interests, Publications and Presentations, Professional Activities.

10. Professional Activities: (Related titles might be: Professional Memberships, Academic Service, etc.)

- List activities which contribute to your professional credentials such as professional association memberships, conference presentations, committee memberships/activities, etc.
- If you have extensive community service activities, (i.e. Rotary, NOW, youth counselor, Red Cross volunteer, etc.) you should have a separate category called Community Service.
- This is particularly helpful if applying for community college positions.

11. Languages:

- Indicate the languages in which you are fluent.
- You may qualify the level of fluency (i.e. Italian-excellent speaking, fair reading and writing).

12. References: (Use one of the following options)

- A) Available upon request
- B) List the names of your references, their department and university
- C) List the names, complete addresses and phone numbers of your references.

Option "A" is best for the candidate who desires a great deal of control over the use of his/her references. (i.e. Helpful when using different references for different types of positions).

General Considerations

1. Omit References to...

- Health, physical appearance, marital status, children, age
- Social security number
- Geographical preferences
- Reasons for changing jobs
- Salary requirements
- Date available

NOTE: We recognize that employers are often interested in personal information. However, legally most employers are prohibited from seeking such information. If an employer receives Federal money they are an Equal Opportunity and Affirmative Action Employer. Use your own discretion concerning volunteering personal data. Salary requirements and date available are best left to the interview, or if requested, to the cover letter.

2. Seek Feedback:

- Show your vita to colleagues and faculty members, including junior faculty who have recently been through the job search.
- Review your vita with a career counselor.
- Consult your professional organization for vita models specific to your field.

3. Sharp appearance and style can make the difference between an easy to read and understandable vita and a tedious, dull one. Keep in mind...

- Appropriate length: 1-3 pages for *recent* Ph.D. recipients. (Conference and placement functions often request a one or two page vita). The length of the vita normally corresponds to the amount of experience you have. Six pages, however, is a recommended *maximum*.
- Use concise, active language to describe your activities. Avoid complete sentences and "I" statements.
- Have your vita professionally typed to avoid a sloppy appearance.
- Maintain adequate side and top margins as well as sufficient space between categories to allow for ease of reading.
- Proofread your vita several times to catch grammatical and typographical errors. Have at least one other person proofread it also.
- Choose a conservative paper color (shades of white, gray, tan) and good quality paper (bond paper, or paper with some texture).

4. Constructing a vita is both an art and a science

- This handout can serve to lay the groundwork for the "science" part of your task. The "art" part of it has a lot in common with the principles of effective marketing. You are selling yourself! Experiment with different models to come up with a style that gets your message across in the manner you wish.

Sample Curriculum Vitae

Eldon Scharfe

Department of Clinical Psychology
University of Upper New York
Hudson Valley, New York 10098
(123) 456-7890
escharfe@uuny.edu

Education

Jan. 1993 to July 1996

Ph.D. Psychology
Simon Fraser University

Sept. 1990 to Nov. 1992

M.A. Psychology
Simon Fraser University

Sept. 1984 to April 1988

B.A. (Honors) Psychology
University of Western Ontario

Honors and Awards

1996 to 1998 Social Science and Humanities Research Council Postdoctoral Fellowship
1996 International Network on Personal Relationships Student Travel Award
1996 International Society for the Study of Personal Relationships Student Travel Award
1995 Simon Fraser University President's Research Stipend
1994 to 1996 Social Science and Humanities Research Council Doctoral Fellowship
1994 Simon Fraser University Graduate Fellowship
1992 Simon Fraser University Graduate Fellowship
1990 Simon Fraser University Graduate Fellowship
1984 to 1988 Petro Canada Undergraduate Scholarship

Association Memberships

American Psychological Association
International Network on Personal Relationships
International Society for the Study of Personal Relationships
Society for the Psychological Study of Social Issues

Theses

Scharfe, E. (1996). *A Test of Bartholomew's Four Category Model of Attachment in a Clinical Sample of Adolescents*, Unpublished Doctoral Dissertation, Simon Fraser University.

Scharfe, E. (1992). *Eight-month Stability of Adult Attachment Patterns*, Unpublished Masters thesis, Simon Fraser University.

Scharfe, E. (1988). *A Comparison of Stranger-Infant and Mother-Infant Interaction During Face-to-Face Play*, Unpublished Honors thesis, University of Western Ontario.

Published Papers

Scharfe, E., & Bartholomew, K. (1995). Accommodation strategies and attachment in young couples. *Journal of Social and Personal Relationships*, 12, 389-401.

Scharfe, E., & Bartholomew, K. (1994). Reliability and stability of adult attachment patterns. *Personal Relationships*, 1, 23-43.

Manuscripts Under Review

Scharfe, E., & Bartholomew, K. (1996). Do you remember?: Recollections of adult attachment patterns. *Personal Relationships*.

Manuscripts in Preparation

Bartholomew, K., & Scharfe, E. (1995). *Adult attachment, attribution processes, and relationship quality in young couples*.

Scharfe, E. (1995). *Do you see what I see?: Individual differences of adult attachment and the recognition of facial expressions*.

Work in Progress

Henderson, A. Z. J., & Scharfe, E. (1995). *Redefining adult attachment: A comparison of Bowlby's and Chodorow's theory of relationships*. (Audiotape coding is nearing completion and preliminary data is analyzed).

Scharfe, E., & Bartholomew, K. (1995). *A two-year examination of reliability and stability of adult attachment patterns* (Data from the two-year session is collected and the audiotape coding is underway).

Scharfe, E. & Moretti, M. (1995). *Discrepancies between caregiver and adolescent reports of attachment patterns and severity of psychological symptoms* (Data from this study is currently being analyzed).

Conference Presentations

Scharfe, E. (1995, October). *Attachment representations in a sample of adolescents diagnosed with conduct disorder*. Paper presented at the American Academy of Child and Adolescent Psychiatry, New Orleans, Louisiana.

Scharfe, E. (1995). Measuring attachment representations in a clinical sample of adolescents. [Abstract]. *The Canadian Child Psychiatric Bulletin*, 5, 21.

Scharfe, E. (1995, August). *Individual differences in attachment and the interpretation of facial expressions*. Paper presented at the American Psychological Association Convention, New York, New York.

Scharfe, E., & Bartholomew, K. (1994, July). *Eight-month retrospective memory of self-report attachment representations*. Paper presented at the Seventh International Conference on Personal Relationships, Groningen, The Netherlands.

Scharfe, E. (1994). Individual differences in attachment representations and the ability to identify emotional expressions. [Abstract] *Canadian Psychology*, 35, 143.

Scharfe, E. (1993, June). *Issues in reliability and stability when measuring adult attachment*. Paper presented at the 13th Annual Psychology Department Convention, Simon Fraser University, Burnaby, British Columbia.

Scharfe, E., Henderson, A., & Bartholomew, K. (1992, July). *Eight-month stability of adults' internal models of attachment*. Paper presented at the Sixth International Conference on Personal Relationships, Orono, Maine.

Reviewing Activities

Journal of Social and Personal Relationships
Journal of Social and Personal Relationships
Journal of Social and Personal Relationships
Personal Relationships
Personal Relationships

Professional Experience

Sept. 1990 to present

Research Assistant, Simon Fraser University. Duties: interviewing research participants, coding research interviews, supervising research assistants, responding to correspondence, collaborating on longitudinal study of young couples.

Oct. 1993 to present

Researcher, Maples Adolescent Treatment Center, Burnaby, B.C. While collecting my dissertation data at the Maples Adolescent Treatment Center, I have been a member of a multidisciplinary research team. Currently we are working on several projects, including evaluation of the treatment program, psychosocial functioning of the adolescents during their residential stay, as well as 6, 12, and 18 months later, and discrepancies between adolescent and parent reports of attachment patterns and psychological functioning. These projects are at various stages of data collection. We are also designing a 2-year follow-up to test the stability of their attachment representations (data collection will begin in December 1995). This is an unpaid research position.

Feb. 1995 to July 1995

Research Consultant, Department of Psychology, University of Long Island. Duties: Coded research interviews, training and individual consultation with project coordinators.

Jan. 1993 to Apr. 1994

Research Consultant, Department of Psychology, University of New York. Duties: Coded research interviews in a sample of cancer patients, individual consultation with project coordinators.

Jan. 1991 to Aug. 1992

Research Consultant, Department of Psychology, University of British Columbia. Duties: Coded research interviews in a sample of abusive men and their wives.

Nov. 1990 to Oct. 1993

Research Consultant, Stanford University, Program for the Study of Conscious and Unconscious Mental Processes. Duties: Coded research interviews in a sample of therapy clients and individuals coping with the death of a parent or spouse.

Teaching Experience

Jan. 1996 to Apr. 1996

Supervisor and Tutor-marker, Distance Education Center, Simon Fraser University.
Course: Adolescent Development

Sept. 1995 to Dec. 1995

Lecturer, School of Family and Nutritional Sciences, University of British Columbia
Course: Parent-child relationships across the lifespan.

Jan. 1994 to Apr. 1994

Teaching Assistant, Simon Fraser University (SFU)
Course: Introduction to Social Psychology

Sept. 1993 to Dec. 1993

Instructor, Bartholomew's attachment coding system, SFU
Responsibilities included designing course program and content, conducting weekly seminars for undergraduate and graduate students, and individual consultation.

Jan. 1993 to Apr. 1993

Teaching Assistant, SFU
Course: Introductory Statistics

Sept. 1992 to Dec. 1992

Teaching Assistant, SFU

Course: Introduction to Developmental Psychology

Jan. 1992 to Apr. 1992

Teaching Assistant, SFU

Course: Developmental Psychology: Adolescence

Sept. 1991 to Dec. 1991

Teaching Assistant, SFU

Course: Developmental Psychology: Adulthood and Aging

Committee Memberships

Sept. 1995 to present

Member, University Harassment Policy Committee

(This 5 member university committee is mandated to revise the current SFU Harassment Policy)

June 1995 to May 1996

Member, Senate Committee on Academic Planning

Simon Fraser University

June 1995 to May 1996

Member, Senate Committee on University Budget

Simon Fraser University

Jan 1994 to June 1994

Member, Vice-President Research Search Committee

Simon Fraser University