

A low-angle photograph of the UCLA Campanile tower, a historic brick structure with a cylindrical upper section and arched windows, set against a blue sky with light clouds. The tower is constructed from red and tan bricks with decorative stone carvings.

# Graduate Career Services **PhD CV BOOK**

**UCLA** Career Center





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Introduction

The *curriculum vitae*, more commonly known as a CV, is a foundational document for graduate students and academics. CVs are a nearly-universal component of academic job applications, but you will likely be required to submit one during your time in graduate school whether or not you are interested in becoming a professor. CVs can be required as early as your first year of your PhD program (commonly, as part of a fellowship or grant application), and you may have to submit different versions throughout your graduate school experience before crafting the one that you will use to apply for a position as a professor or postdoctoral scholar. As such, we recommend creating a CV early on in your program and updating it regularly. We hope that this book will be a valuable tool for you and other PhD students, particularly those entering the academic job market.

The CV book begins with an introduction to the academic job market and an overview of what a CV is, along with basic tips regarding the structure, format, and content of the genre. From there, we provide a series of example CVs, arranged by type of position and discipline. All sample CVs are accompanied by helpful annotations explaining why certain choices are made in these examples.

Many GCS employees have contributed to this project, which has been long in the making. We would like to give special thanks to Chris Cava Preston, who adapted our documents into the clear and visually-appealing format you see before you. We would also like to recognize the outstanding work of our other GCS contributors: PhD candidates Jade Levandovsky, Jessica Huerta, Julia Bigwood, and Fernando Lopez.

Thank you for engaging with our work at UCLA Graduate Career Services. If you are interested in pursuing a non-academic career path, we recommend utilizing our PhD Resume Book. You can find more tools and resources at [career.ucla.edu/channels/phd-doctoral-students](https://career.ucla.edu/channels/phd-doctoral-students).

Sincerely,

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Graduate Career Consultant  
Graduate Career Services  
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PhD Candidate in English

**Kirsten Fetah**  
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Associate Director  
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# How to Mount an Academic Job Search

## Where do I find Academic Job Postings?

### Chronicle of Higher Education Job Board

The [Chronicle of Higher Education Job Board](#) is a comprehensive job board for all majors, types of faculty positions, and postdoctoral scholar positions. Filter by:

- Employment Type: Full-time.
- Employment Level: Assistant Professor, Postdoc, and/or Tenured/Tenure Track.
- Position Type: Select your major or field in which you wish to be hired. E.g., for Political Science, select “Social & Behavioral Sciences” and then “Political Science & International Relations.”
- You can also filter by Location, Institution Type, and Salary.

### Inside Higher Ed Job Board

The [Inside Higher Ed Job Board](#) aggregates job postings similarly to the Chronicle of Higher Education. First, filter by your field. Then:

- Position Type: Assistant Professor, Tenure & Tenure-Track, and/or Postdoc
- Employment Type: Full-time
- You can also filter by Location and Institution Type (note that these subcategory options differ slightly from the Chronicle of Higher Education).

### H-Net Job Board

The [H-Net Job Board](#) is another comprehensive academic job aggregator, specifically for Humanities and Social Science positions, with an older interface than the two previously described. To filter results, click on “Advanced Search” in the left-hand bar. Then:

- Position Type: Assistant Professor, Post-Doctoral Fellow, Tenure Track Faculty, and/or Visiting Assistant Professor.
- Category: Select your major or field in which you wish to be hired.
- You can also filter by Institution Type and Country/State. Again, these subcategory options differ slightly from the previous two boards.

### Professional Associations

Professional Associations associated with your field often offer their own field-specific job boards. E.g.:

- [American Institute of Physics \(AIP\)/Physics Today](#). Free to access.
- [American Political Science Association \(APSA\)](#). Limited access to non-members.
- [American Society for Biochemistry and Molecular Biology \(ASBMB\)](#). Free to access.
- [College Art Association \(CAA\)](#). Free to access.
- [Mathematical Association of America \(MAA\)](#). Free to access.
- [Modern Language Association \(MLA\)](#). Free to access.
- If you are unsure about what your field’s professional association(s) is/are, Google your field + “professional association.” Additionally, consider consulting with a committee member or others in your field.

## School Administration

Depending on your department, your Student Affairs Officer (SAO) or other administrator might disseminate job postings in your field. If this is the case for your department, make sure you are subscribed to the relevant listserv.

## Postdoctoral Scholarships

Postdoctoral scholarships can be found on any of the platforms listed above, but they are also commonly found through networking. Whether or not you are interested in postdocs, please inform everyone you know and trust in the field that you are on the job market—they can forward you opportunities that you may have missed or are not privy to.

## International Faculty and Postdoctoral Positions

For international faculty and postdoctoral positions, some may be posted on the aggregators above, but you also may have to consult additional job boards and do more networking. *Note that position titles may differ abroad, so do your research into what “Instructor” means in the UK, for instance. Additionally, check that the qualifications for these postings match your own.* Among other resources, consider consulting:

- [EURAXESS](#) to find European Union (EU)-funded postdoctoral positions.
- [Jobs.ac.uk](#) to find faculty positions in the UK.
- [University Affairs/Affaires Universitaires \(UA/AU\)](#) for Canadian faculty positions and postdocs (though these can also often be found on the above aggregators).
- [Academics.de](#) for positions in Germany.
- [Consejo Nacional de Ciencia y Tecnología \(CONACYT\)](#) to find faculty and postdoctoral opportunities in Mexico. (Note that these are primarily STEM-focused positions.)

## Track Job Postings

We highly recommend tracking which job postings you’ve found and applied to through a Microsoft Excel or Google Sheets spreadsheet. Include such categories as:

- Institution
- Job Title
- Field
- Due Date
- Required Application Materials
- Consulted Network: Y/N
- Submitted: Y/N

Import due dates into a calendar you check frequently.



# Types of Academic Jobs

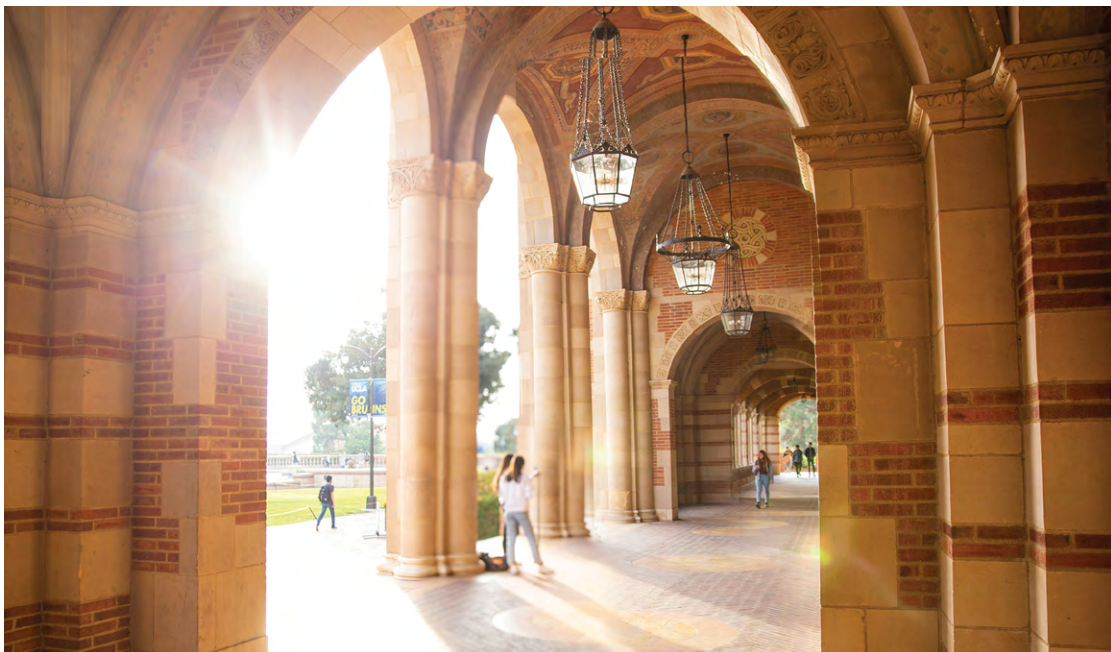
## Postdoctoral Scholar Positions:

Postdoctoral scholar appointments, more commonly known as “postdocs,” are opportunities for additional training before you commence a faculty position. They are not required to obtain a faculty position. Traditionally, postdoc appointments have provided the scholar with an opportunity to research and publish, therefore increasing their profile in their field and improving their CV. Furthermore, these positions can provide the opportunity for the scholar to develop new skills and establish subject matter expertise in additional areas. They typically do so under the guidance of a specific mentor or mentors who agree(s) to take on the scholar—therefore, you often need to build a relationship with your prospective mentor(s) in advance of applying.

Increasingly, postdocs are incorporating teaching and/or administrative work as an element of the scholar’s responsibility or even making that their primary responsibility. Postdocs are typically 1-3 year appointments in the Humanities/Social Science fields and 2-5 years in STEM fields. Keep in mind that if you commit to a 1 year postdoc, before you even begin that position you will need to be back on the job market. Postdocs are typically 9-month salaried positions with benefits, and while these scholars are paid more than graduate students, they do not make as much money as faculty members. Significantly, postdocs are not considered students, but are generally academic—staff—appointments.

## Faculty Positions:

There are many different types of faculty positions. For instance, a professor at a research university will have a relatively small course load and research will be the most significant element in determining whether or not they are able to achieve tenure. In contrast, a professor at a teaching-intensive institution will have a higher course load, and research will factor less into the tenure decision. Read the job description carefully to ascertain what kind of institution and position you are looking at. Do your own research into the department and its faculty as well.



## When you are searching for job postings, you will encounter the following position titles:

**Assistant Professor:** An Assistant Professor position is often the ultimate goal for graduate students—it is the entry-level tenure-track appointment. According to the typical “ladder” or “step” scale, Assistant Professors are promoted to Associate Professors, typically when they are granted tenure. If they continue to demonstrate teaching and research excellence, they will be promoted to Full Professor. As a recent graduate, you should only respond to calls that are advertised as Assistant Professor positions or are “Open Rank,” meaning that anyone at any stage can apply, whether Assistant, Associate, or Full Professor. If a position is Open Rank, keep in mind that you will be competing with Full Professors for the position.

**Teaching Professor/Instructor:** You may come across another type of faculty position entitled something like Teaching Professor or Teaching Instructor. Sometimes these positions are tenure-track and sometimes they aren’t, so it is very important to read the job description carefully. At times, a research institution like UCLA will hire a professor whom they only want to teach—they don’t need this person to research and won’t pay them significantly for doing so or assess them for tenure on that basis. This often happens when departments cannot meet the course demand and/or want to improve the quality of undergraduate teaching.

**Visiting Assistant Professor (VAP):** VAPs are limited-time appointments, non-tenure-track, but they are typically salaried and come with benefits. Note, however, that these salaries are often fairly low. Teaching is a large—if not the sole—component of VAP responsibilities. You will not have much time to research, publish, and make your CV more impressive in terms of research. Like with postdocs, it can be difficult to uproot your life for a VAP and then uproot it again once the position is over. VAPs also typically last only 1-2 years, so again, you will be back on the job market extremely quickly. Typically, VAP positions exist to fill in for a faculty member on sabbatical or leave, or when a faculty member has left and the department has not had time to run a tenure-track search.

**Adjunct Professor/Instructor:** An Adjunct Instructor is paid by the course taught (and typically not paid a living wage even with a significant course load). An Adjunct Instructor usually does not receive benefits. If this position would be your only source of income and/or you cannot receive benefits through a spouse, this can be a fairly precarious choice. That said, we do encourage adjuncting at the community colleges during your graduate program: you only need a Master’s to do so, you’re getting pay and benefits from UCLA separately, and it’s a good opportunity to gain experience as an Instructor of Record.

**A note on community college tenure-track faculty positions:** These positions are often paid quite well and have great benefits. As a community college tenure-track faculty member, you will teach a high course load and will not be paid to research. Titles and ranks may look slightly different, and the process of applying to these jobs is also a bit different. Please see our community college CV examples to understand how those CVs differ from others.

The Academic Job Timeline

The Academic Job Cycle:

Note: This is a timeline indicating the most common sequence of events. There are always exceptions.

- **~June–December:** Faculty jobs are posted for the following Fall; apply  
*Note: Postdocs have historically been posted during Winter quarter, but they are increasingly being posted year-round*
- **~October–March:** Screening interviews
- **~November–April:** Campus interviews
- **~July–September:** Jobs commence

Applicant To Do List:

1.5 years before you want to commence your job:

- ☐ Determine that you will be on the market this year
- ☐ Inform your committee & obtain approval from chair
- ☐ Budget time to complete your applications and dissertation (oftentimes, applying for academic jobs is like having a full-time job during Fall quarter)
- ☐ Consider any personal restrictions to determine which kinds of jobs you will and will not apply for (location, job type, etc.)

SUMMER:

- ☐ Explore postings
- ☐ Complete drafts of all documents
- ☐ Begin to tailor/apply
- ☐ Obtain letters of recommendation

FALL:

- ☐ Continue to explore postings
- ☐ Tailor/apply
- ☐ Possible screening interviews
- ☐ Possible campus interviews (late fall)
- ☐ Possible receipt of decisions; negotiate

WINTER:

- ☐ Continue to explore postings
- ☐ Tailor/apply
- ☐ Possible screening interviews
- ☐ Possible campus interviews
- ☐ Possible receipt of decisions; negotiate

SPRING:

- ☐ Continue to explore postings (largely Visiting Assistant Professor positions and postdoctoral scholar positions—see Types of Academic Jobs)

- ☐ Tailor/apply
- ☐ Possible screening interviews
- ☐ Possible campus interviews
- ☐ Possible receipt of decisions; negotiate

SUMMER:

- ☐ Possible receipt of decisions; negotiate
- ☐ Prepare for next cycle to commence

CV vs. Resume

A curriculum vitae (CV) may be requested in lieu of a resume, typically for academic, scholarly or research opportunities. See the following chart and template for guidance on what content to include.

	CV	Resume
Audience	Academics, researchers or teachers	Potential employers and networking contacts
Goal	To obtain an academic or research position, grant or fellowship	To obtain a position in any industry outside of academia
Structure & Format	Complete history of your academic credentials – research, teaching, awards, funding, service	Brief snapshot of your most relevant skills and work experience.
Focus	Your academic achievements and your scholarly potential	Relevant experience and demonstrated skills through accomplishments that prove you can do the job well
Unnecessary Info	Activities not related to academic pursuits (i.e., personal information, irrelevant work experience, hobbies, etc)	Unabridged list of publications, presentations, conferences attended, courses taught. Work or accomplishments that are not relevant to the position
Length	Flexible	1-2 pages (1 page highly recommended)

# CV Tip Sheet

## What categories should I include on my CV?

CV design can differ by field. We strongly recommend reviewing examples from your field when structuring your own.

(The following stars [\*] indicate required or potential CV headers.)

### Education\*

- **Graduate university/degree/graduation date**
- **Your advisor/committee**  
Indicate in parentheses who is your chair, and if any committee members are from other departments or institutions.
- **Dissertation title**  
Don't worry if you're not sure about your title, just go with one that has good keywords. If it changes later, that's absolutely fine.
- **Certificates**  
E.g., Graduate Certificate in Writing Pedagogy, Graduate Certificate in Digital Humanities, Entering Mentoring Training Certificate.
- **Additional universities/degrees/graduation dates**

### Research\*

- **Publications**  
Note which publications are peer-reviewed journal articles, which are book chapters, which are public writing, etc. using subheaders.  
  
Do not include any article you have not yet submitted for publication. If you have submitted it, list it as "under review" or "submitted" where the date would be (check field standards for labeling). If it has been accepted but not yet published, list it as "forthcoming." Cite according to your field's citation style (MLA, Chicago, APA).
- **Conferences\***  
If you have presented a paper with the same title at more than one conference, only include it once and change the section header to "Selected Conference Presentations."
- **Invited Talks\***  
Include lectures, panels, or presentations you were invited to give at universities, departments, or professional organizations.
- **Lab Research Descriptions\***  
Briefly describe your contributions to research labs, focusing on your role, methods used, and outcomes. This section is especially relevant for fields where lab work is central.
- **Posters\***  
List all poster presentations, including co-authors, title, conference name, and date. Format consistently with your field's norms.
- **Abstracts\*** (only in certain fields)  
Include published abstracts of conference papers or posters, typically in fields like medicine or engineering. Label this section clearly and cite according to discipline standards.

### Teaching Experience\*

- **University Teaching Experience**  
If you have been the primary instructor for any course(s), use a subheader to indicate this.  
  
Other subheaders can include "Teaching Assistant," "Teaching Associate," and "Teaching Fellow," or "Teaching Assistant/Associate/Fellow."  
  
Within each subcategory, only list the same course once, including all the dates you've taught it on the right hand side.
- **Trainings/Workshops\***
- **Guest Lectures\***  
A guest lecture most commonly occurs when you are TAing for a course and are invited to give a lecture for one of the classes.

### Honors and Awards\*

Include the entity awarding you, the title of the grant/fellowship/award, and the date(s) it was granted.  
  
In Humanities/Social Sciences fields, do not include monetary amounts unless they are unusually large (so, not your \$35,000 9-month fellowship). In STEM fields, you may—but are not obligated to—include monetary amounts in the amount of \$2,000 or higher.

### Service\*

- **Campus service** (e.g., organizer of a reading group, committee member)
- **Mentorship**
- **Conference/panel organization**
- **Volunteering for a campus event**
- **Community service** (preferably related to your work, e.g., researching unhoused folks and working at a shelter)

### References\*

- Include their name, position, contact info (email, maybe phone number—ask your reference what they prefer).
- Usually you include 3 references, but check the job application for their requirements!

**Other categories** that sometimes crop up include Languages\*, Media Appearances\*, Exhibits\*, Selected Projects\*, Clinical Work\*, Professional Associations\*, or Field Work\*—it varies field to field and person to person whether any of these categories would be useful.

*Note: The order of the above categories will vary. Please see our example CVs for more information.*

**What about information that is not mentioned in the above categories?**

- **Should I include an “about me” section with personal information (e.g., the marathons you’ve completed)?**  
Even if you feel that this information is directly relevant to your field (e.g., having traveled in countries related to your research/academic discipline), it is best to try to restructure it into other categories.
- **Should administrative work be included in service?**  
If it was unpaid, absolutely. If not, consider adding a “Professional Experience” or “Work Experience” section.
- **Should I include my experience from before graduate school?**  
Early on in your graduate school career, it is absolutely appropriate to include experience from before your matriculation and from your time as an undergraduate.  
  
For a CV submitted for a full-time role when graduating, pre-graduate school experience is fair game, but be mindful of real estate and space. Graduate school experience (research, publications, teaching, etc.) should definitely be taking up the majority of space for research institutions, though for a teaching institution, you might have a more balanced CV. Regardless, in the Humanities/Social Sciences, do not typically include any experience from your time as an undergraduate when you are applying for a professor or postdoc position. In STEM fields, including undergraduate research experience may commonly be appropriate.
- **Should I include a dissertation abstract in my CV?**  
A slightly pared-down abstract with key points and research methods may be included for certain fields.
- **Should I include K-12 teaching in a different section?**  
Yes, “Additional Teaching Experience” sections are not at all uncommon
- **Should I include the countries in which I’ve done fieldwork?**  
Sure!
- **Should I include specific software or analysis techniques?**  
If it’s relevant, yes!

**How should I format my CV?**

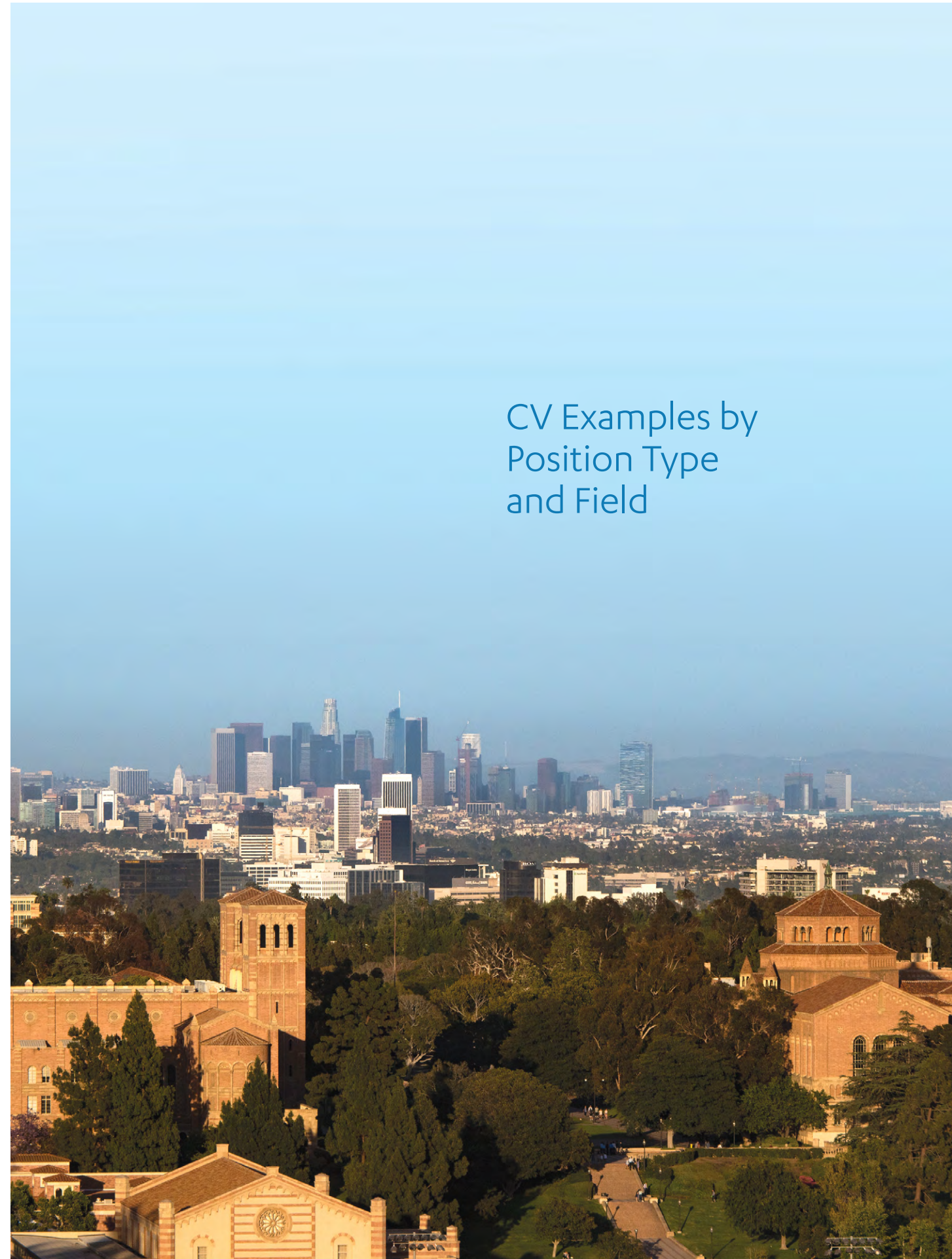
- **Should I spell out acronyms?**  
Yes!
- **Should my dates be on the right side or the left side?**  
It doesn’t matter as long as it’s consistent throughout your CV; however, we tend to recommend the right side for space-saving reasons.
- **What font should I use?**  
Research indicates that sans serif fonts are more accessible, but some academics are still attached to Times New Roman. Either Times New Roman or a sans serif font would be appropriate.

- **How long should my CV be?**  
Typical doctoral candidates should aim for a CV that is 5 pages or less, ideally 3-5 pages (with the exception of certain specific fields). Postdoctoral scholars in STEM fields may use up to 10 pages. Top professors in their fields might have 50 page CVs, but that’s not a realistic reflection of the graduate student experience. If your CV is too long, search committee members might assume you’re padding it.
- **What should my spacing be like?**  
Make sure it’s consistent. Single space your CV, do not double space your CV.
- **Is autocorrect enough to ensure my CV has no typos?**  
No! Please proofread your document, and ideally, have others proofread it as well.
- **How do I include [Collegium of University Teaching Fellows \(CUTF\)](#) courses?**  
Still use the applicable job title (“Teaching Fellow”), but indicate the name of the program and add “Primary Instructor.” See sample CVs for examples.
- **Should I include the name of the Instructor of Record of courses I’ve TA’d for in my CV?**  
No.
- **Should I stick to my department’s “weird” titles for courses, or a more general, comprehensible title?**  
Always use the official course title, but if you don’t believe that it adequately reflects the course content, you can add a parenthetical with further explanation (e.g., The Taylor Swift Era [A Survey of Contemporary Pop])
- **How should I indicate the stages of the publication progress?**  
“Under review” or “submitted” means that you’ve submitted your paper to a journal and “forthcoming” (Humanities/Social Sciences) or “accepted” (STEM) means that it’s been accepted. Be truthful about the publication status. Include co-authorship. Put the status of your paper where you would otherwise include the date of publication.
- **How do I cite a multi-authored publication for which I am not the first author?**  
Leave your name in the order in which it was published. You can bold your name for clarity.

**Miscellaneous helpful tips for the CV:**

- **Who should I be thinking about when I write my CV?**  
Think like the reviewers! Each CV should be tailored to the individual audience.
- **What should I consider when I craft my CV?**  
What kind of program are you applying to?  
  
What are your strengths? If, for example, you’ve taught a class similar to one they’d want you to teach, highlight that!  
  
What do you know about the search committee? Do some research here about who is on the committee—especially the committee chair—and how the program is structured.
- **How often should I update my CV?**  
Every year, if not every quarter. Summer is a good time to update and reset!





# CV Examples by Position Type and Field

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# CVs for Research-Intensive Schools



Humanities and Social Science

The following CV is written from the perspective of a PhD candidate applying for a research-intensive position. Take note of the order in which each section appears, which is broadly applicable to the majority of Humanities and Social Science PhDs and postdoctoral scholars. Then, explore how John adapts his CV for Teaching Intensive Roles, Community College Roles, and Research Postdocs in the following sections of this book to understand how the same person might alter their CV based on the position to which they are applying.

Notes

COMMITTEE MEMBER SPECIFICATIONS:

John indicates a committee member in an English department at a different institution.

**MASTER’S THESIS:** Here, John includes not only the basic details about his Master’s degree but his thesis title as well in order to highlight his research versatility and experience. He does not include his thesis committee—we wouldn’t necessarily recommend it unless you had someone world-famous on your thesis committee.

**PUBLICATIONS:** For research-intensive positions, publications are almost universally the first section following education. If you do not yet have any publications, try to at least submit something before you apply so you can list a paper or papers as under review.

**ARTICLE SUBMISSIONS:** John submits his article draft to a top journal before he sends in his CV so he can include the article as “under review” in his publications section.can list a paper or papers as under review.

**SUBHEADINGS:** Include subheadings under your publicationsto distinguish between peer-reviewed journal articles (the academic holy grail) and other types of writing, such as for an academic blog.

John Keating

john.keating@deadpoetsociety.com | 555-555-5555

EDUCATION

University of California, Los Angeles (UCLA)

PhD in English Anticipated Jun 2025  
Dissertation: *Queer Vampirism at the Fin de Siècle*  
Committee: Professor Charles Xavier (Chair), Professor Abraham Van Helsing, Professor James Moriarty, Professor Jeff Winger (Greendale College)  
Graduate Certificate in Writing Pedagogy Jun 2024

New York University (NYU)

MA in English May 2019  
Thesis: *Affect and Happiness in Oscar Wilde’s The Picture of Dorian Gray and D. H. Lawrence’s Women in Love*

California State University, Northridge (CSUN)

BA in English May 2017

PUBLICATIONS

Peer-Reviewed Journal Articles

Keating, John. “Water as a Vampiric Power and Constraint in Stoker’s Dracula: Disease and Orientalism.” *ELH*, under review.  
Keating, John. “Eliding the Madonna, Child, And Venus: Motherhood, Queerness, and Sculpture in Vernon Lee’s ‘Dionea.’” *Modernism/Modernity* 30, no. 4 (Nov 2023): 30-50.

Book Reviews

Keating, John. Review of *Imagining Socialism: Aesthetics, Anti-Politics, and Literature in Britain, 1817-1918*, by Mark A. Allison. *Victorian Studies* 65, no. 1 (Autumn 2022): 30-32.

Public Writing

Keating, John. “Gender Performativity in *Cecil Dreeme*.” *The Rambling*, issue 12 (Sep 2021). [https://\\_\\_\\_\\_\\_](#).  
Keating, John. “Reformulating Temporal Systems in *The Turn of the Screw*.” *The Rambling*, issue 9 (Aug 2020). [https://\\_\\_\\_\\_\\_](#).

HONORS AND AWARDS

UCLA Dissertation Year Award Fall 2024 – Spring 2025  
UCLA Distinguished Teaching Assistant Award Spring 2024  
UCLA Graduate Research Mentor Fellowship Fall 2022 – Spring 2023  
UCLA Center for the Advancement of Teaching Mini-Grant Winter 2022  
UCLA Regents Award Fall 2019 – Spring 2020

CONFERENCE PRESENTATIONS

“Bloodily Affective Reactions to Visual Art in the Novels of D. H. Lawrence: A Racialized ‘Truth,’” Modern Language Association (MLA) Annual Convention, Jan 2023.  
“Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism,” Pacific Ancient and Modern Language Association (PAMLA) Annual Conference, Nov 2022.



Humanities and Social Science (cont'd)

**GUEST LECTURES:** When John TA'd, the Instructor of Record offered him the chance to give one of the lectures. We recommend taking these opportunities when offered and seeking them out if a professor is amenable.

**TEACHING CATEGORIES:** Technically, John was a Teaching Associate for Winter and Spring 2022, but we moved up this course to the Primary Instructor section because John planned the whole course, wrote the syllabus, ran all the courses, and did all of the grading. Due to this massive difference in responsibilities, it is important to distinguish between the two types of Teaching Associate positions.

**COURSES:** If you have taught the same course more than once with the same position title, only include the name of the course once and include all dates on the right hand side.

**ADDITIONAL TYPES OF TEACHING:** If you have been a teacher/educator/tutor aside from TAing or instructing at the university level, you can indicate this experience in a separate section.

**ORGANIZATION TAILORING:** Here, John attempts to order his list in terms of relevance to a research-intensive position.

**CONTENT TAILORING:** This is an excellent opportunity for John to demonstrate that he already has experience mentoring graduate student research, a typical component of a research professor's responsibilities.

INVITED TALKS

“Vernon Lee’s Venuses,” University of California, Santa Barbara (UCSB), Apr 2023.

GUEST LECTURES

“Bram Stoker’s *Dracula*,” Professor Xavier’s Vampires in Literature, Mar 2024.  
“Oscar Wilde’s *The Picture of Dorian Gray*,” Professor Xavier’s Introduction to Victorian Literature, Oct 2022.

UNIVERSITY TEACHING EXPERIENCE

UCLA Department of English

Primary Instructor: Teaching Fellow, Collegium of University Teaching Fellows (CUTF)  
• Critical Reading and Writing Winter 2022, Spring 2022, Spring 2024  
• Queer Novels 1900-Present (CUTF) Winter 2024

Teaching Fellow  
• Literatures in English, 1850-Present Fall 2023

Teaching Associate  
• Literatures in English, 1850-Present Fall 2021

Teaching Assistant  
• Literatures in English, 1850-Present Fall 2020, Spring 2021  
• Literary London: Tales of Two Cities Winter 2021

NYU Department of English

Teaching Assistant  
• Queer Literature Spring 2019  
• Introduction to the Study of Literature Fall 2017, Fall 2018  
• Literatures of the British Isles and British Empire, 1660-1900 Spring 2018

ADDITIONAL TEACHING EXPERIENCE

Los Angeles Unified School District (LAUSD)

Substitute Teacher Jan 2020 – Jun 2023  
• Substituted for periods ranging from 1 day to 2 weeks in a variety of subjects (including English, math, and special education) in grades K-12

RELEVANT WORK EXPERIENCE

UCLA Graduate Writing Center

Consultant Fall 2020 – Spring 2025  
• Areas of Specialization: Academic Writing, Article Manuscripts, Professional Writing, Fellowships & Grants, Application Documents, Oral Presentations, Revision/Editing Strategies, Style/Flow, Grammar/Mechanics, English Language Learners  
• Assist >50 graduate students with any writing related to the consultee’s academic and professional goals, provide honest encouragement and constructive criticism  
• Plan and facilitate writing retreats for graduate students writing their Master’s thesis, dissertation prospectus, or dissertation chapters

Professor Charles Xavier

Graduate Student Researcher Summer 2022, Summer 2023  
• Assisted Professor Xavier with research for his forthcoming book with Oxford University Press, *Literary Mustaches of the Nineteenth Century*  
• Archives: HathiTrust, UCLA William Andrews Clark Memorial Library Special Collections, The Library of Trinity College Dublin Special Collections

Humanities and Social Science (cont'd)

**ORDER TAILORING:** For research-intensive positions, John includes his Additional Training low on his CV, since it is primarily relevant to positions at the community colleges

**USE OF ACRONYMS:** Because John has spelled out PAMLA in its entirety earlier in his CV, it is okay to merely use the acronym here.

**HIGHLIGHTING RESEARCH:** For John’s research-oriented CV, he specifically highlights Professor Xavier’s unique research qualifications.

**REFERENCES:** Don’t forget to indicate what position your references have held in relation to your work.

ADDITIONAL TRAINING

**Los Angeles Community College District (LACCD) Project Match** Dec 2024  
Received specialized training from a faculty mentor at East LA Community College and attended classes on teaching at the community colleges

SERVICE

**PAMLA** Annual Conference: Panel Co-Organizer Spring 2022 – Fall 2022  
English Graduate Union: Co-President Fall 2021 – Spring 2022

LANGUAGES

French (fluent), Latin (proficient)

REFERENCES

Professor Charles Xavier  
*World’s leading expert in literary mustaches*  
Full Professor at UCLA Department of English  
**Dissertation Committee Chair**  
x-men@ucla.edu, 555-555-5555

Professor Abraham Van Helsing  
Full Professor at UCLA Department of English  
Dissertation Committee Member  
i.kill.vampires@ucla.edu, 555-555-5555

Professor James Moriarty  
Associate Professor at UCLA Department of Comparative Literature  
Dissertation Committee Member  
reichenbach.fall@ucla.edu, 555-555-5555



Social Science with Fieldwork

The following CV demonstrates how to include fieldwork in the flow of a CV. Though the major is different than in the previous CV, you’ll notice that aside from the fieldwork section, both CVs are remarkably similar in terms of organization and type of content.

Notes

COMMITTEE MEMBER SPECIFICATIONS:

If you have faculty from outside your department/discipline, note their department in parentheses to demonstrate the breadth of your advising and expertise.

**PUBLICATIONS:** For research-intensive positions, publications are almost universally the first section following education. If you do not yet have any publications, try to at least submit something before you apply so you can list a paper or papers as under review.

**ARTICLE SUBMISSIONS:** Hawkeye’s paper has been accepted but not yet published, so he cites it as “forthcoming.”

**AUTHORIAL TRANSPARENCY:** Hawkeye bolds his name to emphasize his contribution on a multi-author publication while maintaining the author order. For consistency, he then bolds his name for all publications.

**PUBLIC WRITING:** Public writing should be relevant to your field or position of interest for it to be included here. In this case, Hawkeye is writing for the field site where he conducted his fieldwork.

**FIELDWORK EXPERIENCE:** Fieldwork Experience should be distinguished from Relevant Work Experience in that Fieldwork Experience should be explicitly related to a student’s field of study and using/developing skills for that field. Rather than describing your work using bullet points, the experience should be written as a blurb in which the goals of the fieldwork and the methods used are clearly stated.

In this instance, Hawkeye’s research is on the accessibility of healthcare for LGBTQ youth and his volunteering is directly related to his dissertation topic, so he includes it under fieldwork. In contrast, if Haweye worked for a mayoral campaign, for instance, he might put that under Relevant Work Experience (assuming he was paid).

Hawkeye Pierce

M\*A\*S\*H@college.com | 123-456-7869

EDUCATION

University of California, Los Angeles (UCLA)

PhD in Sociology Anticipated June 2025  
Dissertation: *Accessing safety: LGBTQ youth healthcare access in Los Angeles*  
Committee: Professor Margaret Houlihan (Chair), Professor Beverly Crusher, Professor Meredith Gray, Professor Gregory House (Public Health)

California State University, Northridge

BA in Sociology June 2016

PUBLICATIONS

Peer-Reviewed Journal Articles

**Pierce, Hawkeye.** (Forthcoming). “Performing queerness for the doctor’s office: Critiquing transitioning pathways.” *Sociology of Health*.  
**Pierce, Hawkeye.** (2023). “Eliding the normative channels of access: Hormones as resource sharing and community building within the trans community.” *Gender & Society* 30(4), 30-50.  
Houlihan, Margaret, B.J. Hunnicutt, **Hawkeye Pierce**, John McIntyre. (2022). “Don’t ask, don’t transition: Accounts of medical transitioning in the U.S. military.” *Armed Forces & Society* 50(2), 133–157.

Public Writing

**Pierce, Hawkeye.** (2021, Sep 2). “Helping homeless youth access the doctor’s office.” *The LGBT Quarterly*, [https://—](#).

HONORS AND AWARDS

UCLA Dissertation Year Award Fall 2024 - Spring 2025  
American Psychological Foundation Roy Scrivner Memorial Research Grant Sep 2023

CONFERENCE PRESENTATIONS

“Healthcare accessibility for queer youth in Los Angeles: Depression and homelessness.” American Sociology Association (ASA) Annual Conference, upcoming Oct 2025.  
“On the precipice of society: LGBTQ+ youth, homelessness, and marginalization.” American Sociology Association (ASA) Annual Conference, Oct 2024.  
“LGBTQ+ homelessness: Trends in healthcare access concerning mental health and substance access in Los Angeles County.” Public Health Sociology Conference, May 2023.

FIELDWORK EXPERIENCE

Los Angeles LGBTQ+ Health Center

*Social Health Researcher/Volunteer* Summer 2022 - Fall 2024  
Worked with underserved LGBTQ+ youth navigating the Los Angeles healthcare system to examine healthcare pathways for youth at the LGBTQ+ center. Investigated drug accessibility and mental health care using semi-structured interviews and surveys to assess perceived practitioner bias and availability of medical and mental health services to unhoused LGBT+ youth. Initial study results will be presented at upcoming American Sociological Conference panel discussing the incidence of depression in LGBTQ+ youth.

Social Science with Fieldwork (cont'd)

Notes

**GUEST LECTURES:** Note that unlike in John’s CV, Hawkeye does not include the Primary Instructor of the course he lectured for. Either format is equally acceptable. If the professor’s work is highly related to yours or they are well-known, you may wish to include their name.

**SERVICE:** Any relevant service at the university or beyond is useful to show a range of interests and commitment to the communities you are a part of.

**LANGUAGES:** Languages are not required, but may be advisable to include, particularly if you use a language besides English in your research and/or fieldwork or if English is not your native language.

TEACHING EXPERIENCE

<b>UCLA Department of Sociology</b>	
<i>Teaching Assistant</i>	
• Sociology of Labor	Spring 2022
• Social Work and Health Ecosystems	Winter 2022
• Introduction to Sociology and Public Health	Fall 2021

GUEST LECTURES

“How to conduct semi-structured interviews.” (Feb 2022). Social Work and Health Ecosystems.

SERVICE

Los Angeles County Department of Public Health Volunteer	2023 - Present
UCLA LGBTQ+ Community Resource Center, Vice President	2019 - Present
UCLA Sociology Department, Scholars Quarterly Discussant	Spring 2022

LANGUAGES

English (fluent), Spanish (fluent)

REFERENCES

Professor Margaret Houlihan  
Full Professor at UCLA Department of Sociology, Dissertation Committee Chair  
mhoulihan@college.com, 555-555-5555

Professor Meredith Gray  
Full Professor at UCLA Department of Sociology, Dissertation Committee Member  
Gray’sAnatomy@college.com, 333-555-444

Professor Gregory House  
Associate Professor at UCLA Department of Public Health, Dissertation Committee Member  
House@college.com, 555-222-1111



Arts

For students majoring in the arts who have a significant creative component to their work, additional categories such as performances or exhibitions will likely be useful, as the following example demonstrates. Categories will vary across disciplines, but this example of a Music Composition PhD provides a sense of potential order for other majors in the arts. Ultimately, please consult a mentor in your discipline and other CVs in your field to confirm best practices for your field.

Notes

**EMAIL ADDRESS:** We do not recommend using an email address that’s this fun.

**DISSERTATION:** Here, Hannah clarifies that her dissertation includes both an artistic component and a research component.

**TEACHING EXPERIENCE:** For PhDs in the fine arts or performing arts, even at research intensive institutions, publications are not necessarily as important as your teaching experience and practical art experience. For any position you apply for (aside from community college professorships), the structure of your CV won’t change as much as other disciplines.

**COURSE DATES:** Whenever Hannah has taught the same course more than once, she does not repeat the title but simply includes all terms that she taught the course on the right hand side. This maintains clarity for the reader.

**SUBHEADINGS:** For degrees in the arts, additional teaching experience is more common than other disciplines and can take many forms. These are a few examples of subheadings you could consider using, but you are by no means limited to the ones listed here.

**FREELANCE WORK:** Whenever your work is paid directly by your client and not by a company, you can classify your teaching as freelance.

**WORK FOCUS:** Due to the centrality of conducting to Hannah’s work, she opts to expand out this section with brief descriptions of her responsibilities in each role.

Hannah Montana

partyintheusa@ucla.edu | 555-555-5555

EDUCATION

University of California, Los Angeles (UCLA)  
PhD in Music Composition  
Dissertation Composition and Monograph: Concerto for Jazz Piano and Orchestra in D Minor  
Committee: Professor Deena Jones (Chair), Professor Jack Malik, Professor Buster Moon, Professor Alvin Chipmunk  
Anticipated Jun 2026

University of Michigan  
MM in Piano Performance  
May 2020

University of California, San Diego (UCSD)  
BA in Music  
May 2018

UNIVERSITY TEACHING EXPERIENCE

UCLA Herb Alpert School of Music  
Teaching Fellow, Associate, Assistant  
Jazz in American Culture: 1940s to Present  
Music and Media  
Music Theory and Musicianship II  
Music Theory and Musicianship I  
Introduction to Musicianship  
Spring 2024, Spring 2025  
Spring 2023, Fall 2024  
Spring 2022, Winter 2024  
Winter 2022, Fall 2022, Fall 2023  
Fall 2021, Winter 2023, Winter 2025

University of Michigan  
Teaching Assistant  
Introduction to Piano  
Fall 2019, Spring 2020

ADDITIONAL TEACHING EXPERIENCE

Clinics, Master Classes, Coaching  
Keyboard Sectional Coach, Los Angeles Youth Orchestra  
Piano Master Class, Ann Arbor High School  
April 2023 & 2025  
Jan 2019 & Jan 2020

Camps  
Fun Fine Arts Camp, Music Director  
Fun Fine Arts Camp, Music Instructor  
Summer 2022, 2023, 2024  
Summer 2021

Tutoring  
Freelance Private Tutor for Piano  
Jan 2017 – Present

CONDUCTING EXPERIENCE

Westwood High School Student Orchestra  
Conductor  
2022 – 2024  
• Program 2 annual 90-minute concerts  
• Conduct weekly rehearsals for orchestra of 35 students  
• Facilitate annual auditions of ~50 students

Des Moines Symphony  
Guest Conductor  
Summer 2024  
• Recruited to conduct 3 performances of a selection of Beethoven with a symphony of ~100 musicians  
• Rehearsed with symphony for a week prior to the first performance in order to convey personal interpretation and collaborate for the best outcome

Arts (cont’d)

Notes

**PERFORMANCES:** Remember to cite performances according to your style guide. Including a section with performances, exhibitions, and the like can demonstrate your cultural/community impact.

**PUBLICATIONS:** Hannah has chosen to submit her article for publication before she sends in her CV so that she can include it under Publications.

**FORMATTING:** Because Hannah’s service title and dates do not all fit on one line, Hannah tabs in a second line to maintain coherence

**PERFORMANCES OF ORIGINAL COMPOSITIONS**  
*Concerto in A Major.* Concert. Performance by The Cheetah Girls, Conducted by Chanel, 13 Dec 2021, Glendale Performing Arts Center, Los Angeles.  
*Awesome Jazz Song.* Concert. Performance by The Blues Brothers, Conducted by Daniel Barenboim, Danforth Music Hall, Toronto.

**PUBLICATIONS**  
**Peer-Reviewed Journal Articles**  
Montana, Hannah. “Jazz-Inspired Music for Gen Z: A Radio Analysis of Top Hits 2010–Present.” *Journal of New Music Research*, **under review**.

**Public Writing**  
Montana, Hannah. “Where is Classical Music?” *Classical Music Daily*, issue 17 (Aug 2023).  
[https://—](#).  
Montana, Hannah. “Analyzing the Jazz Heritage of Blinding Lights.” *The Jazz Blog*, issue 14 (Sep 2020).  
[https://—](#).

**HONORS AND AWARDS**  
UCLA Distinguished Teaching Assistant Award Spring 2024  
UCLA/Keck Humanistic Inquiry Research Award Summer 2023  
UCLA Center for the Advancement of Teaching Mini-Grant Winter 2022

**GUEST LECTURES**  
“Etta James and Her Legacy,” Professor Jones’s Jazz in American Culture: 1940s to Present, May 2023.  
“Stage Musicals on Screen,” Professor Jones’s Music and Media, Nov 2022.

**CONFERENCE PRESENTATIONS**  
“Kamasi Washington, Esperanza Spaulding, and Other Contemporary Jazz Musicians Shaping the Modern Genre,” McGill Music Graduate Symposium, Mar 2024.  
“An Analysis of Esperanza Spaulding’s *Alive at the Village Vanguard*,” California State University, Northridge Music Conference, Sep 2023.

**SERVICE**  
UCLA Herb Alpert School of Music Graduate Student Council:  
Co-President Spring 2022 – Fall 2022  
Musicians On Call Bedside Performance Program: Volunteer Fall 2020 – Spring 2022

**LANGUAGES**  
French (fluent)

**REFERENCES**  
Professor Deena Jones  
Full Professor at UCLA Herb Alpert School of Music, Dissertation Committee Chair  
dreamgirl@ucla.edu, 555-555-5555  
  
Professor Jack Malik  
Full Professor at UCLA Herb Alpert School of Music, Dissertation Committee Member  
yesterday@ucla.edu, 555-555-5555  
  
Professor Buster Moon  
Associate Professor at UCLA Herb Alpert School of Music, Dissertation Committee Member  
sing\_koala@ucla.edu, 555-555-5555

Economics

Economics CVs contain marked structural and content-related differences from other fields’ CVs. Because Economics is so unique, we have provided a field-specific example here. Note that the order of information is different. Additionally, unlike the vast majority of other fields, for Economics it is appropriate to include your research in progress, even when it has not yet been submitted for publication. You will also be expected to provide an abstract of your job market paper. Peruse the example to understand the unique content requirements of an Economics CV. From there, you should be able to use other sample CVs in this book to extrapolate about best practices of restructuring for different position types.

Notes

**WEBSITE:** Economics PhD students are generally expected to have a website.

**PLACEMENT COMMITTEE:** Economics departments typically provide their students with employment support for graduation and are listed on a CV. These faculty and staff are listed as the 2025 UCLA Economics Department Placement Committee.

**FIELDS:** Unlike other majors, for which it will be clear from your dissertation and other work which subfields you are interested in, Economics CVs typically include specific areas of expertise in a separate category.

**JOB MARKET PAPER:** One of the idiosyncrasies of the Economics CV — an abstract of the student’s job market paper — offers insight into the student’s research interests, as well as their methods. Inclusion of a polished abstract also signals the student’s readiness to graduate.

**RESEARCH IN PROGRESS::** Gordon includes a section for Research in Progress, which is fairly typical for his field. If you are not in Economics, please check with your advisor before including a similar section. If appropriate to include, we recommend brief descriptions of each project that ideally summarize its research goals in 2 lines or less. Consider ordering your projects so that the those likely most appealing to the search committee come first.

**COLLABORATORS:** Here, Gordon makes sure to credit his collaborator(s)

Gordon Gekko

**CONTACT INFORMATION**  
Department of Economics  
University of California, Los Angeles (UCLA)

E-mail: gekko@ucla.edu  
Phone: (310)555-5555  
Website: gekko.github.io

**PLACEMENT**  
Chairs: Lee Ohanian, ohanian@econ.ucla.edu, Adriana Lleras-Muney, alleras@econ.ucla.edu, and Jay Lu, jay@econ.ucla.edu  
Administrator: Chiara Paz, (310) 206-1413, Chiara@econ.ucla.edu

<b>EDUCATION</b>	
Ph.D., Economics, University of California, Los Angeles (UCLA)	Expected June 2026
Advisors: Donald Duck and Rachel Chu	
M.A., Economics, Columbia University	2022
Thesis Advisor: Minerva (Minnie) Mouse	
B.A., Economics, Williams College	2019

**FIELDS**  
Political Economy, Labor Economics, Economics of Education

**JOB MARKET PAPER**  
**A structural model of gerrymandering**  
Legislative maps differ along dimensions of proportionality (the extent to which parties’ seat shares align with their vote shares) and competitiveness (the likelihood of close contests). Accurately evaluating maps along these dimensions requires estimating the probability distribution of election realizations. This paper develops a strategy for doing this and applies it to data from the 2008 to 2018 general elections in North Carolina. The strategy involves estimating a structural model of potential voters’ preference and turnout choices and then simulating counterfactual elections using draws from the joint distribution of parameter values. Before conducting simulations, I show that the model has strong predictive power for precinct-level vote shares, individual-level turnout decisions, and preference and turnout choices for survey respondents. Substantively, I find that a variety of recently used maps in North Carolina pack Democratic-leaning voters into uncompetitive districts and generate disproportionate seat shares for Republicans.

**RESEARCH IN PROGRESS**  
The relative importance of value added and prestige in school choice: evidence from a field experiment in Romanian high school markets (with Donald Duck)  
  
The effects of the competitiveness of legislative districts on turnout and partisanship: evidence from redistricting in North Carolina  
  
Supplementary local school funding and residential sorting of high-income families: private donations and school district parcel taxes in California



Economics (cont’d)

Notes

**CONFERENCE PRESENTATIONS:** In Economics, the convention is to list the conferences at which you have presented, without sharing paper titles or other details.

**UPCOMING EVENTS:** You may include conferences which have not yet taken place as long as you have been confirmed to present.

**WORK HISTORY:** Gordon is using this CV to apply to positions in academia, so he does not include bullet points that detail his work history accomplishments. If he were to use the CV to apply for positions in government or business, he would want to add bullet points as seen in resumes.

**UNDERGRADUATE EXPERIENCE:** Gordon chooses to include a job from his time as an undergraduate due to his belief in its strong relevance to the position.

**REFeree SERVICE:** In the field of Economics, it is typical to list Referee Service apart from other Service performed.

**LESS RELEVANT PUBLICATIONS:** In any field, if you have publications that are out of your field and unrelated to your research, list them in a separate section low to the bottom of your CV (if not omitting them entirely).

**SKILLS:** In this section, it is appropriate to include your “hard skills,” i.e., specific tools and methodologies in which you are competent. Do not include your visa status in this section or anywhere in your CV.

**ENGLISH FLUENCY:** Gordon does not list English as a language on his CV for American universities as his doctoral work is completed in English, indicating fluency.

CONFERENCE PRESENTATIONS

**2026:** American Political Theory Conference (scheduled); Economics of Education Conference, National Bureau of Economic Research (NBER)

**2025:** American Political Science Association; American Economic Association (AEA) (poster); Law and Economics Conference, NBER; AEA Labor and Economics Roundtable

**2024:** UCLA Labor Studies Graduate Student Conference

HONORS AND AWARDS

UCLA Dissertation Year Award	2025 - 2026
American Political Theory Association, Conference Paper Award	2024
Disney Foundation, Predoctoral Microeconomics Fellowship	2022 - 2023

WORK HISTORY

Graduate Researcher, Dr. Donald Duck, UCLA	2022-2025
Litigation Consultant, Red Peak Economics Consulting	2019-2020
Research Assistant, Dr. Michael Samson, Williams College	2017

TEACHING

UCLA Economics Department, Teaching Assistant:

Game Theory	Winter 2025, Spring 2025
Microeconomic Theory	Spring 2024
Principles of Microeconomics	Fall 2023, Winter 2024

Columbia University Economics Department, Teaching Assistant:

Principles of Microeconomics	Fall 2021, Spring 2022
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REFeree SERVICE

*Journal of the European Economic Association, Journal of Human Resources*

SERVICE

Treasurer, UCLA Economics Graduate Association	2024 - 2025
Volunteer Math Tutor, Santa Monica Boys & Girls Club	2023 - 2024

NON-ECONOMICS PUBLICATIONS

“Teaching global health in the undergraduate liberal arts: a survey of fifty colleges,” (with David R. Hill and Uttara Partap), *American Journal of Tropical Medicine and Hygiene*, July 2024, pp. 11-15.

SKILLS

**Statistics:** Bayesian Modeling and Multiple Regression Analysis

**Computing:** Stata, R, Python, Julia

**LANGUAGES:** German (Fluent) and Spanish (Conversational)

Economics *(cont’d)*

Notes

REFERENCES

**Donald Duck**  
Full Professor of Economics, UCLA  
PhD Advisor  
phooey@ucla.edu  
(555)310-5555

**Rachel Chu**  
Distinguished Professor of Economics, UCLA  
PhD Advisor  
crazyrich@ucla.edu  
(555)555-3100

**Marvin Martian**  
Associate Professor of Economics, UCLA  
Dissertation Committee Member  
imamartian@ucla.edu  
(555)555-5555

Lab Sciences

The following CV was written from the perspective of a Molecular Biology PhD applying for a research-intensive faculty position. Note that the candidate leads with Education and Research Experience, followed by a detailed listing of publications, presentations, and technical skills. In lab-based fields, it’s common to include a section on laboratory techniques or instrumentation. While the candidate here emphasizes bench research, this structure can be adapted for other fields such as Bioengineering or Chemical Engineering. Always check the expectations of your field and consult your advisor or Principal Investigator (PI) before submitting your CV.

Notes

**LOCATION:** While it is unnecessary to include the location of your school, work, etc., some students may choose to do so, particularly if any of the locations are interesting or relevant to their work.

**PHD DETAILS:** Pamela notes details, including her PhD topic or dissertation title, and PhD advisor, in her education section.

**RESEARCH:** For research intensive positions, lead with the “Research Experience” section.

**RESEARCH DESCRIPTION FORMATTING:** Pamela is from a bench-science discipline, so describes her research using bullet points. In other disciplines, a blurb or abstract may be more appropriate.

**ACRONYMS:** In STEM fields, you do not need to include the full title of universally-recognized acronyms.

**INDUSTRY EXPERIENCE:** While Pamela is applying for a faculty position, she also has research experience outside of academia, and as it the topic and/or skills are relevant to her work, she includes this experience.

**PUBLICATIONS:** For research intensive positions, follow research experience with publications and then presentations.

Pamela Isley

pamelaisley@ucla.edu  
(123) 456-7891

EDUCATION

**University of California, Los Angeles (UCLA)** Los Angeles, CA  
*PhD, Molecular Biology* Expected June 2025  
**PhD Topic:** Gene Regulation to Modulate Oncogenic Pathways in Mammalian Cells  
**PhD Advisor:** Professor Viktor Frankenstein

**Cambridge University** Cambridge, England  
*BS, Biochemistry* June 2019

RESEARCH EXPERIENCE

**UCLA Department of Biochemistry** Los Angeles, CA  
*PhD Researcher* Sep 2019 – Present

- Conducted research focused on gene regulation mechanisms in mammalian cells, with a particular emphasis on CRISPR-Cas9 applications for gene editing and transcriptional control.
- Developed and optimized experimental protocols involving PCR, Western blotting, cell culture, and fluorescent microscopy to investigate protein-DNA interactions.
- Designed a high-throughput screening protocol to analyze the effects of various transcription factors on target gene expression, leading to insights into gene regulatory networks.
- Analyzed data using statistical software (R, GraphPad Prism) and bioinformatics tools, including BLAST and Clustal Omega for sequence alignment.

**GENENTECH** San Francisco, CA  
*Research Intern* Jun – Sep 2021

- Collaborated with a team to develop and test small-molecule inhibitors targeting specific proteins involved in cancer cell proliferation.
- Conducted drug efficacy assays using cell viability tests (MTT assays) and flow cytometry to analyze cell cycle changes.
- Assisted with the preparation of technical reports and presentations for R&D team meetings, and contributed to a patent application related to the project.

PUBLICATIONS

- Doe, J., Isley, P., et al. “CRISPR-Cas9-mediated Epigenetic Modification of the ABC Gene in Mammalian Cells.” *Journal of Molecular Biology*, Vol 455, Issue 3, 2023.
- Isley, P., Smith, A., & Chen, L. “High-Throughput Screening of Transcription Factors in Regulating Oncogenic Pathways.” *Molecular Cell*, Vol 75, Issue 1, 2022.
- Isley, P. & Doe, J. “A Novel Small-Molecule Inhibitor Targeting the XYZ Pathway in Breast Cancer Cells.” *Bioorganic & Medicinal Chemistry Letters*, Vol 103, Issue 2, 2021.



Lab Sciences (cont'd)

Notes

**PRESENTATION DETAILS:** Pamela categorizes the format of each presentation in addition to the event, location, and date. If you have many of the same kind of presentation, you may choose to introduce subheadings.

**TECHNICAL SKILLS:** Here, Pamela includes a section on Technical Skills to highlight a different aspect of her research abilities

**HONORS AND AWARDS:** This is an opportunity for Pamela to show that she has a history of receiving funding for her research.

**ORGANIZATION:** For a research-focused role, Pamela puts student-centered roles, such as mentorship and teaching, after research and publications.

**PROFESSIONAL AFFILIATIONS:** For STEM fields, include your professional associations toward the bottom of your CV.

**REFERENCES:** In STEM fields, it is unnecessary to explicate the role each reference has taken in your work (i.e. committee member, etc.).

PRESENTATIONS

- “Targeted Gene Regulation Using CRISPR-Cas9: A Novel Approach to Cancer Therapy”  
**Oral presentation** at the Annual Meeting of the Society for Molecular Biology, Northumberland, England, 2023.
- “High-Throughput Analysis of Transcription Factor Roles in Tumor Progression”  
Poster presentation at the International Conference on Gene Editing Technologies, Cambridge, England, 2022.
- “Epigenetic Modifications for Therapeutic Targets in Oncology”  
Invited speaker at the University of California San Francisco Research Symposium, San Francisco, CA, 2021.

TECHNICAL SKILLS

- *Laboratory Techniques:* CRISPR-Cas9 gene editing, PCR, qPCR, Western blotting, ELISA, RNA/DNA extraction, immunofluorescence microscopy, cell culture (mammalian, bacterial).
- *Analytical Techniques:* Flow cytometry, high-throughput screening, MTT cell viability assays, spectrophotometry.
- *Data Analysis:* R, GraphPad Prism, ImageJ, FlowJo.
- *Bioinformatics:* BLAST, Clustal Omega, UCSC Genome Browser, Ensembl.
- *Other Skills:* Scientific writing, project management, mentoring undergraduate students in laboratory settings.

HONORS AND AWARDS

Research Excellence Award – Hogwarts University, Department of Molecular Biology, 2023  
Graduate Fellowship – Funded by the National Institutes of Health (NIH), 2021–2023  
Best Poster Presentation – Society for Molecular Biology Annual Meeting, 2022

MENTORSHIP

**Hogwarts University Department of Biochemistry** Northumberland, England  
Graduate Research Mentor Sep. 2019 – Present

- Assisted with laboratory projects in molecular biology and genetics for undergraduate students, covering techniques like DNA cloning, PCR, and gel electrophoresis.
- Provided one-on-one mentorship to two undergraduate research interns, offering guidance on experimental design and data analysis.

PROFESSIONAL AFFILIATIONS

Member, Society for Molecular Biology  
Member, American Association for Cancer Research  
Graduate Student Representative, UCLA Biology Graduate Program Committee

REFERENCES

Viktor Frankenstein | vfrankenstein@ucla.edu | (987) 654-3210  
Igor Igor | igor@ucla.edu | (321) 012-3456  
Frankenstein’s Monster | monster.ucla.edu | (456) 321-0123

Other STEM Fields

This CV showcases the experience of a student in a computational STEM field—specifically, a Computer Science PhD—applying to a research-intensive university. Fields such as Mathematics, Computer Science, and some areas of Physics may not emphasize laboratory skills, but may include sections for programming languages, modeling tools, or software packages. Notice the candidate’s strategic placement of Research Experience and Publications, as well as the inclusion of Teaching Experience, which is valued even at research-intensive institutions.

Notes

**CONTACT INFORMATION:** For STEM, it is a matter of personal preference whether to include your physical location and LinkedIn.

**INCLUDING YOUR MASTER’S:** In STEM fields, particularly in departments for which you are required to perform extra work in order to earn a Master’s on the way to a PhD, you are welcome to include that degree even when it is in the same field at the same institution as your PhD.

**RESEARCH:** For research intensive positions, lead with the “Research Experience” section.

**RESEARCH DESCRIPTION FORMATTING:** Because Neo is from a non-bench science discipline, he describes his research in blurb form. In other disciplines, bullet points may be more appropriate.

**CONFERENCES:** Note that in Neo’s field, conferences focus on projects, and are therefore included under Research Experience. In other disciplines, this conference might be described in a Presentations section.

Thomas “Neo” Anderson

Los Angeles, CA 90095  
neo@ucla.edu  
(111) 111 – 1111  
linkedin.com/in/thomasanderson

Education

**University of California, Los Angeles (UCLA)** Los Angeles, CA  
Doctor of Philosophy, Computer Science June 2025  
Advisor: Dr. Emmett Brown  
Dissertation Title: No time to waste: Homomorphic data encryption for simultaneous data sharing in localized cloud-based platforms

**UCLA** Los Angeles, CA  
Master of Science, Computer Science Spring 2022

**UCLA** Los Angeles, CA  
Bachelor of Science, Computer Science Spring 2020

Research Experience

**UCLA Department of Computer Science**, Los Angeles, CA Summer 2021 – Present  
PhD Researcher  
Project: Enhancing Data Privacy through Differential Privacy and Homomorphic Encryption  
Developed an innovative framework that combines differential privacy and homomorphic encryption for federated learning. Utilized Python, Linux, and C++, to address computational trade-offs and optimize real-time applications in sensitive data domains like healthcare and finance. This encryption technique has led to a 25% increase in data security during storage and transmission. This work has led to a submitted patent and partnership with Goldman-Sachs banking.

**IEEE Computer Society International Conference**, Milan, Italy Fall 2023  
Participant  
Project: MobiShare  
Collaborated with a multidisciplinary team to design and develop a web-based platform for secure data sharing within a 48-hour time constraint. Contributed expertise in Linux and UI/UX design which led to the development of a functional prototype. This experience enhanced problem-solving capabilities, teamwork, and the ability to execute under pressure in fast-paced environments.

**Research Experience for Undergraduates (REU) – Stanford University**, Stanford, CA, Summer 2022  
Researcher  
Project: Open-Source Visualization Tool for Patient Monitoring on Linux  
Develop an intuitive, visually appealing dashboard that displays key patient metrics for a clear and interactive format between healthcare professional and patient data. Utilized Linux tools and commands to collect process real-time system data. Improved data accessibility and patient scheduling while maintaining data integrity through a rigorous encryption technique. This work led to implementation in clinical trials at Stanford Hospital through a collaboration with Dr. Sam Winchester, made possible by a \$1M grant through the National Institute of Health (NIH).

Other STEM Fields (cont'd)

Notes

**UNDERGRADUATE EXPERIENCE:** Again, in STEM fields, it is appropriate to include undergraduate experience when it is relevant to your work.

**PUBLICATIONS:** For research intensive positions, follow research experience with publications and presentations.

**FORMATTING:** Note that Neo bolds his name to highlight his contribution while maintaining the author order of publication. He then bolds his name for every citation to maintain consistency.

**SKILLS:** For disciplines in which the knowledge of certain hard skills is essential, include a Skills section toward the middle of your CV.

**INCLUDING AWARD DOLLAR AMOUNTS:** In STEM fields, anything over \$2,000 is appropriate to include in your Honors and Awards descriptions; however, it is not required. If you include a dollar amount for one award, you are not required to include it for another.

**PRESENTATION DETAILS:** Pamela categorizes the format of each presentation in addition to the event and date. If you have many of the same kind of presentation, you may choose to introduce subheadings.

UCLA Department of Computer Science, Los Angeles, CA

Fall 2018 – Spring 2019

Undergraduate Researcher

Project: Large data set organization for comprehensive learning algorithms  
Assisted in learning algorithms for natural language processing. Contributed to data collection, preprocessing, and analysis, using Python. Collaborated with a graduate student mentor to design experiments, test models, and document findings. Presented research poster at UCLA computer science symposium for undergraduate research.

Publications

Anderson, T., Doe, J., Bunny, B., Lamar, K. (2024) Cloud-based data sharing with homomorphic encryption, *Nature*, UCLA.  
Anderson, T., Smith, J., Bieber, J., Jordan, M., (2024) Developing data encryption for localized data sharing, *Journal of Advanced Coding*, UCLA.  
Anderson, T., (2023) Comprehensive techniques for homomorphic data encryption: promises and challenges, *Nature Reviews*, UCLA.  
McFly, M., Anderson, T., Sanchez, R., Smith, M., Brown, E., (2021) Vehicle reprogramming for intergalactic time travel, *Nature*, UCLA.

Skills

Python, C#/C++, Linux, Neural Network Machine Learning

Honors and Awards

National Science Foundation

Fall 2024

Research Fellowship, \$35,000

UCLA Department of Computer Science

Fall 2024

George Clooney Excellence in Teaching Award

UCLA Department of Computer Science

Spring 2024

Excellence in Research Award, \$6,500

IEEE International Conference Travel Award

Spring 2023

Travel Award, \$15,000

IEEE International Conference

Fall 2023

First Place, Hackathon Competition, \$5,000

UCLA Department of Computer Science, Undergraduate Research Symposium

Spring 2019

First Place, Poster Presentation

Presentations

UCLA Department of Computer Science, Data security in the modern world

Spring 2024

Graduate Student Panelist



Other STEM Fields (cont'd)

Notes

**LISTING COURSES:** Note that for a research-focused role, Neo only includes course titles with his positions and dates, rather than a bulleted description.

**SERVICE:** Note that in STEM fields, it is sometimes appropriate to include short descriptions of service work.

**Association for Computing Machinery,**  
Next-generation encryptions for patent security  
Featured Lecturer  
Spring 2023

**UCLA Department of Computer Science, Undergraduate Research Symposium** Spring 2019  
Poster Presentation

Teaching Experience

**UCLA, Department of Computer Science**  
*Teaching Fellow, Advanced Machine Learning Techniques* Summer 2024 – Present  
*Teaching Assistant, Machine Learning Laboratory* Fall 2021 – Spring 2024

Service

**Narnia Tutoring Agency** Winter 2024  
*Tutor*

- Provided math tutoring support and mentorship to 4 high school students in subjects ranging from algebra to advanced calculus.
- Students reported a raise in math course grades by an entire letter on average.

**Association for Computing Machinery** Fall 2019 – Spring 2020  
*Conference Panel Organizer*

- Selected 3 graduate student and faculty applicants to present on topics related to data security.
- Moderated panel attended by ~30 professionals in the field of computer science.

Professional Associations

**American Machine Learning Association** Fall 2023  
Graduate Student Member

**Association for Computing Machinery** Fall 2020  
Graduate Student Member

References

<b>Tony Stark</b> CEO Stark Industries example@ucla.edu (222)222-2222	<b>Dr. Otto Octavious</b> Private Scientist Spiderverse example@octopus.edu (333)333-3333	<b>Dr. Emmett Brown</b> Professor UCLA Department of Computer Science example@ucla.edu (444)444-4444
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An aerial photograph of the Stanford University campus. In the foreground, the redwood forest is lush and green, with several large trees. The Stanford University buildings, including the redwood chapel and the main building, are visible. In the background, the San Francisco skyline is visible, with the Golden Gate Bridge and the city's skyscrapers. The sky is a clear, light blue.

# CVs for Teaching-Intensive Schools & Teaching Professor Roles

Humanities and Social Sciences

Teaching-Intensive roles occur both as specialized tracks within research institutions and as typical Assistant Professor positions at teaching-focused institutions. For either instance, make sure to highlight your teaching experience and accomplishments over your research. In the following example of John Keating’s CV, note that while the content is the same as his Research-Intensive CV, the order is quite different.

Notes

**MASTER’S:** Note that John does not include his MA thesis; as an unpublished piece of research, it is not that relevant to positions at teaching colleges.

**UNIVERSITY TEACHING EXPERIENCE:** For a teaching-intensive position, make sure to include your university-level teaching experience as the first section after Education.

**TEACHING CATEGORIZATION:** Technically, John was a Teaching Associate for Winter and Spring 2022, but we moved up this course to the Primary Instructor section because John planned the whole course, wrote the syllabus, ran all the courses, and did all of the grading. Due to this massive difference in responsibilities, it is important to distinguish between the two types of Teaching Associate positions.

**COURSES:** If you have taught the same course more than once with the same position title, only include the name of the course once and include all dates on the right hand side

**HONORS AND AWARDS:** For the Teaching CV, John includes Honors and Awards above Publications, particularly because several are specifically related to teaching.

John Keating

john.keating@deadpoetsociety.com | 555-555-5555

EDUCATION

<b>University of California, Los Angeles (UCLA)</b>	
PhD in English	Anticipated Jun 2025
Dissertation: <i>Queer Vampirism at the Fin de Siècle</i>	
Committee: Professor Charles Xavier (Chair), Professor Abraham Van Helsing, Professor James Moriarty, Professor Jeff Winger (Greendale College)	
Graduate Certificate in Writing Pedagogy	Jun 2024
<b>New York University (NYU)</b>	
MA in English	May 2019
<b>California State University, Northridge (CSUN)</b>	
BA in English	May 2017

UNIVERSITY TEACHING EXPERIENCE

<b>UCLA Department of English</b>	
Primary Instructor: Teaching Fellow, Collegium of University Teaching Fellows (CUTF)	
• Critical Reading and Writing	Winter 2022, Spring 2022, Spring 2024
• Queer Novels 1900-Present (CUTF)	Winter 2024
Teaching Fellow	
• Literatures in English, 1850-Present	Fall 2023
Teaching Associate	
• Literatures in English, 1850-Present	Fall 2021
Teaching Assistant	
• Literatures in English, 1850-Present	Fall 2020, Spring 2021
• Literary London: Tales of Two Cities	Winter 2021

INVITED TALKS

“Vernon Lee’s Venuses,” University of California, Santa Barbara (UCSB), Apr 2023.

GUEST LECTURES

“Bram Stoker’s *Dracula*,” Professor Xavier’s Vampires in Literature, Mar 2024.  
“Oscar Wilde’s *The Picture of Dorian Gray*,” Professor Xavier’s Introduction to Victorian Literature, Oct 2022.

ADDITIONAL TEACHING EXPERIENCE

<b>Los Angeles Unified School District (LAUSD)</b>	
Substitute Teacher	Jan 2020 – Jun 2023
• Substituted for periods ranging from 1 day to 2 weeks in a variety of subjects (including English, math, and special education) in grades K-12	

HONORS AND AWARDS

UCLA Dissertation Year Award	Fall 2024 – Spring 2025
UCLA Distinguished Teaching Assistant Award	Spring 2024
UCLA Graduate Research Mentor Fellowship	Fall 2022 – Spring 2023
UCLA Center for the Advancement of Teaching Mini-Grant	Winter 2022
UCLA Regents Award	Fall 2019 – Spring 2020



Humanities and Social Sciences (cont'd)

Notes

**PUBLICATIONS:** Whereas for a research-intensive CV, if you have any publications it is imperative for them to appear on the first page, they are not prioritized for teaching-intensive positions. However, they are still included toward the middle of the CV due to the fact that research is an essential and expected component of most PhDs. Publications also speak to your engagement with the field.

**BULLET POINTS:** Depending on whether John is teaching at a school with a graduate program, he might omit this bullet point from the description to streamline his CV and keep it maximally relevant to the position he’s applying for.

**TRAINING:** Because John’s training experience is specifically related to community colleges, for all other institutions, it is listed low on his CV.

**ACRONYMS:** Becuase John has spelled out PAMLA in its entirety earlier in his CV, it is okay to merely use the acronym here

PUBLICATIONS

Peer-Reviewed Journal Articles

Keating, John. “Water as a Vampiric Power and Constraint in Stoker’s Dracula: Disease and Orientalism.” *ELH*, under review.  
Keating, John. “Eliding the Madonna, Child, And Venus: Motherhood, Queerness, and Sculpture in Vernon Lee’s ‘Dionea.’” *Modernism/Modernity* 30, no. 4 (Nov 2023): 30-50.

Book Reviews

Keating, John. Review of *Imagining Socialism: Aesthetics, Anti-Politics, and Literature in Britain, 1817-1918*, by Mark A. Allison. *Victorian Studies* 65, no. 1 (Autumn 2022): 30-32.

Public Writing

Keating, John. “Gender Performativity in *Cecil Dreeme*.” *The Rambling*, issue 12 (Sep 2021). [https://\\_\\_\\_\\_\\_](#).  
Keating, John. “Reformulating Temporal Systems in *The Turn of the Screw*.” *The Rambling*, issue 9 (Aug 2020). [https://\\_\\_\\_\\_\\_](#).

CONFERENCE PRESENTATIONS

“Bloodily Affective Reactions to Visual Art in the Novels of D. H. Lawrence: A Racialized ‘Truth,’” Modern Language Association (MLA) Annual Convention, Jan 2023.  
“Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism,” Pacific Ancient and Modern Language Association (PAMLA) Annual Conference, Nov 2022.

RELEVANT WORK EXPERIENCE

UCLA Graduate Writing Center

Consultant Fall 2020 – Spring 2025

- Areas of Specialization: Academic Writing, Article Manuscripts, Professional Writing, Fellowships & Grants, Application Documents, Oral Presentations, Revision/Editing Strategies, Style/Flow, Grammar/Mechanics, English Language Learners
- Assist >50 graduate students with any writing related to the consultee’s academic and professional goals, provide honest encouragement and constructive criticism
- Plan and facilitate writing retreats for graduate students writing their Master’s thesis, dissertation prospectus, or dissertation chapters

Professor Charles Xavier

Graduate Student Researcher Summer 2022, Summer 2023

- Assisted Professor Xavier with research for his forthcoming book with Oxford University Press, *Literary Mustaches of the Nineteenth Century*
- Archives: HathiTrust, UCLA William Andrews Clark Memorial Library Special Collections, The Library of Trinity College Dublin Special Collections

ADDITIONAL TRAINING

Los Angeles Community College District (LACCD) Project Match Dec 2024

- Received specialized training from a faculty mentor at East LA Community College and attended classes on teaching at the community colleges

SERVICE

PAMLA Annual Conference: Panel Co-Organizer Spring 2022 – Fall 2022  
English Graduate Union: Co-President Fall 2021 – Spring 2022

LANGUAGES

French (fluent), Latin (proficient)

Humanities and Social Sciences *(cont'd)*

Notes

REFERENCES

Professor Charles Xavier  
Full Professor at UCLA Department of English, Dissertation Committee Chair  
x-men@ucla.edu, 555-555-5555

Professor Abraham Van Helsing  
Full Professor at UCLA Department of English, Dissertation Committee Member  
i.kill.vampires@ucla.edu, 555-555-5555

Professor James Moriarty  
Associate Professor at UCLA Department of Comparative Literature, Dissertation Committee Member  
reichenbach.fall@ucla.edu, 555-555-5555

STEM

For STEM students applying to teaching-focused roles—whether at liberal arts colleges, CSUs, or designated teaching tracks within research institutions—it’s critical to shift the emphasis from research to teaching. The following example highlights pedagogical training, innovative teaching practices, and course development. Unlike a research-intensive CV, the “Teaching Experience” section appears before “Research Experience,” and includes details such as course size, student populations, and instructional formats (e.g., flipped classrooms or active learning). Use this model when applying to Lecturer, Teaching Professor, or Assistant Professor roles at teaching-focused institutions.

Notes

**MASTER’S:** Again, because Matt’s M.S. necessitated additional requirements (classes, projects, etc.), he includes that degree in addition to his Ph.D.

**UNDERGRADUATE MINOR:** If your minor adds an additional dimension to your qualifications (e.g. the job description mentions teaching courses in that topic), you are welcome to include it.

**TEACHING:** For teaching intensive positions, lead with the “Teaching Experience” section.

**TEACHING FORMATTING:** Note that since this is a teaching focused position, Matt has written paragraphs about his teaching experience. This is different than a research-focused position, where we would only include the title of your position, the course name and the quarters taught. Keep your description concise; do not use personal pronouns. In your paragraph, try to include a key objective, a strategy you implemented, and the results for your students.

**TEACHING POSITIONS:** In STEM fields, you can include student-focused positions you’ve held that are not traditional university teaching experience, whether paid or unpaid.

**QUANTIFY SUCCESS:** Note that Matt quantifies his success where possible, even if he has to estimate.

Matt Hooper

University of California, Los Angeles (UCLA)  
Atmospheric & Oceanic Sciences (AOS)

Los Angeles, CA  
Email: example@ucla.edu  
Phone: 111-111-1111

EDUCATION:

University of California, Los Angeles (UCLA), Los Angeles, CA  
Ph.D. in Atmospheric and Oceanic Sciences (AOS)  
M.S. in Atmospheric and Oceanic Sciences  
Dissertation: “Quantifying Carbon Uptake in the La Selva, Costa Rica Tropical Rainforest”  
Chair: Dr. Martin Brody

Expected June 2026

2023

Worcester Polytechnic Institute (WPI), Worcester, MA  
B.S. in Aerospace Engineering, High Distinction Honors  
Minor in Astrophysics

2021

TEACHING EXPERIENCE:

UCLA Department of Physics  
Teaching Assistant  
Introduction to Physics

2022 – Present

Lead undergraduate courses in Physics, striving to create an inclusive and engaging learning environment. Developed innovative curricula for courses such as Introduction to Physics and Quantum Mechanics, incorporating active learning strategies and real-world applications. Utilized project-based learning techniques to foster student engagement and comprehension. Implemented a flipped classroom model that resulted in a 15% increase in student performance on final assessments. Received positive feedback from students and faculty, leading to recognition as a key innovator in the department.

UCLA Department of Physics  
Teaching Assistant  
Climate Science: Puzzles and Policy

2017 – 2022

Served as a Teaching Assistant for Atmospheric and Oceanic Sciences courses, supporting faculty and enhancing student learning outcomes. Led discussion sections and laboratory sessions, facilitating hands-on experiments and discussions on key concepts from classical mechanics to electromagnetism. Developed supplemental online resources for students to practice problem-solving skills. Recognized with the Outstanding Teaching Assistant Award for three consecutive years (2019–2021) and improved lab report quality by 20% through effective resource implementation.

STEM Tutoring Services  
Math Tutor

2019 – Present

Provided individualized instruction to high school and college students, focusing on topics ranging from basic algebra to advanced calculus. Developed customized lesson plans tailored to each student’s learning style and needs, utilizing a variety of teaching methods, including visual aids, problem-solving sessions, and real-world applications. Conducted regular assessments to monitor progress and adjust instruction accordingly. Achieved a 95% satisfaction rate among students and parents, with many improving their grades by at least one letter. Several students successfully passed standardized tests and advanced to higher-level math courses.



STEM (cont'd)

Notes

**AWARDS:** Note that Matt includes the award with the most money he’s earned, but does not include monetary amounts for less impressive awards. Remember that in STEM fields, you are welcome—but not required—to include any award amounts greater than \$2,000.

**UNDERGRADUATE AWARDS:** We recommend limiting yourself to a maximum of 3 undergraduate awards that are not widely-recognized to keep the focus on your most impressive accomplishments and graduate experience.

**ORGANIZATION:** Whereas for a research-focused position you may wish to include your research experience prior to your publications, for teaching-focused positions your publications indicate involvement with the field, often in addition to collaboration with faculty and students. The descriptions of your experience, while still included, may be less relevant and therefore are often preceded by publications.

**RESEARCH:** Note that the research experience is described much later on the CV for a teaching position. Matt describes his research using a paragraph. In other disciplines, bullet points may be more appropriate. Try to tailor these paragraphs to highlight transferrable skills to the position you are applying for.

AWARDS, HONORS, & FELLOWSHIPS:

Graduate Research Fellowship, National Science Foundation, \$35,000/yr	2022 – 2025
2020 Aerospace Honors Fellow, New England Astronautical Fellowship Program	2020
Application Review Committee, New England Astronautical Fellowship Program	2021
Sigma Gamma Tau, Aerospace Honors Society, WPI	2021
Tau Beta Pi, Engineering Honors Society, WPI	2020 – 2021
Space Generation Advisory Council Congress Delegate, SGAC	2020
Trustee Mentor Program, WPI	2020 – 2021
Dean’s List, WPI	2018 – 2021

PUBLICATIONS:

Hooper, M., Doe, J., Johnson, K., Smith, C., (2023). Climate Change in an Evergreen Tropical Rainforest. Environmental Research, <https://doi.org/12345>

Hooper, M., Doe, J., Johnson, K., Smith, C., (2022). Photosynthetic Quantification Utilizing COS Measurements in a Costa Rica, Tropical Rainsforest. Journal of Biology, <https://doi.org/12345>

Doe, J., Johnson, K., Hooper, M., Smith, C., (2021). Design, Analysis, and Test of Aerodynamic Systems. : Worcester Polytechnic Institute. Journal of Aerospace Engineering, <https://doi.org/12345>

Doe, J., Brody, M., Hooper, M., Watkins, C., (2020). Impacts of Climate Change on the Maple Sugaring Industry. : Worcester Polytechnic Institute. Environmental Research, <https://doi.org/12345>

RESEARCH EXPERIENCE:

UCLA Department of Atmospheric and Oceanic Sciences Graduate Student Researcher Dissertation Title: “Quantifying Carbon Uptake in the La Selva, Costa Rica Tropical Rainforest”  Engage in cutting-edge research focused on understanding carbon dynamics in tropical rainforest ecosystems. Design and implement field experiments to quantify carbon uptake, utilizing advanced modeling techniques and data analysis to assess the effects of environmental variables on carbon sequestration. Collaborate with multidisciplinary team and integrate remote sensing data. Findings contribute to a significant increase in the accuracy of carbon cycle models, which are critical for informing climate policy and conservation strategies in tropical regions. Presented results at two international conferences, raising awareness about the role of tropical forests in climate change mitigation.	2021 – Present
WPI Department of Aerospace Engineering Undergraduate Student Researcher with Dr. Katherine Johnson Project Title: “Design, Analysis, and Test of a High-Powered Model Rocket”  Collaborated with a team to design and build a high-powered model rocket, focusing on aerodynamics and propulsion systems. Led the design phase, conducting simulations and analyses to optimize the rocket’s performance. Built and tested several prototypes, iterating based on test results to enhance stability and altitude. The final rocket successfully reached an altitude of 5,000 feet during its launch, exceeding our initial goals by 25%. This project culminated in a presentation at the American Institute of Aeronautics and Astronautics (AIAA) national conference, showcasing the innovative approach to rocket design.	2020 – 2021
WPI Department of Sustainability Undergraduate Student Researcher with Dr. Lorax Trees Project Title: “Climate Justice and Global Sustainability”	2019 – 2020

STEM (cont'd)

Notes

**RESULTS:** In Matt’s description of his research, he highlights results related to teaching and community involvement.

**PRESENTATIONS:** Note the choice for Matt to include teaching presentations, as opposed to research presentations.

**WORK EXPERIENCE:** Matt has included other work experience related to student affairs to show his involvement with student well-being and mentorship, which are both components typically important to teaching-focused positions.

**RESULTS:** As always, quantify your results whenever possible.

Examined the intersection of climate justice and sustainability to evaluate how environmental policies effect marginalized communities. Conducted extensive research, analyzing case studies and engaging with community stakeholders to identify challenges and propose equitable solutions. Collaborated with peers from various disciplines to develop a comprehensive report and presentation. Project results led to discussions with local policymakers about incorporating social equity into sustainability initiatives and inspired follow-up workshops aimed at educating students and community members about climate justice issues.

**Astrophysics Radial Velocity Space Exploration** 2019  
Undergraduate Research Student, WPI

Explored the concept of radial velocity in astrophysics, investigating the potential for detecting exoplanets through their gravitational effects on surrounding stars. Conducted extensive literature reviews on existing methodologies, developed simulations to model radial velocity shifts, and analyzed observational data to identify potential exoplanetary candidates. Research culminated in a comprehensive report that was shared with the department, contributing to ongoing discussions about future observational strategies in the search for exoplanets. This work laid the groundwork for a potential collaboration with a local observatory on subsequent research initiatives.

TEACHING AND INSTRUCTIONAL PRESENTATIONS:

Net Ecosystem Exchange Light Response Curves, AOS, UCLA	Dec 2023
EC Measurements of Biomass Burning in Costa Rica, AOS, UCLA	Aug 2023
Photosynthetic Response to Climate Change in the Tropics, AOS, UCLA	June 2023
Implications of Rising Sea Levels on the US East Coast, Ocean Science, UCLA	Mar 2021
Effects of Air Pollution on Horticulture, Atmospheric Chemistry, UCLA	Dec 2021
Thermal Temperature Gradient, Atmospheric & Oceanic Fluid, UCLA	Nov 2021
Design and Simulation of a High-Powered Model Rocket Using Aerodynamic and Propulsive Descent Control, American Institute of Aeronautics and Astronautics Student Paper Conference	Apr 2021
Radial Velocities Method for Detection of Exoplanets, Astrophysics, WPI	Dec 2019

WORK EXPERIENCE:

**Research Series Coordinator,** Graduate Student Resource Center, UCLA 2022 – 2023

- Organized a series of interdisciplinary dialogue sessions to foster collaboration among graduate students and improve retention rates.
- Coordinated logistics, facilitated discussions, and promoted events through multiple communication channels to help students gain awareness of campus resources.
- Increased participation in interdisciplinary events by 50%, resulting in several cross-program collaborative projects.

**Business/Finance Internship,** Bryce Space and Technology, Washington, D.C. June – Aug 2020

- Conducted market research and data analysis to evaluate the financial feasibility of various projects.
- Collaborated with senior analysts to prepare reports that informed strategic decision-making processes.
- Identified cost-saving opportunities, improving project proposals by 20% and enhancing competitiveness for government contracts.

STEM (cont'd)

Notes

**SERVICE, OUTREACH, AND LEADERSHIP:**  
For STEM fields, outreach and/or leadership are terms often used in combination with service.

**Summer Consultant,** College Admissions Collaborative Highlighting Engineering and Technology, Boston, MA May-Aug 2020

- Conducted market analysis to develop a toolkit for high school counselors supporting students in STEM admissions and compiled data on effective admissions strategies for engineering programs.
- Implemented the toolkit in over 30 high schools, resulting in a 25% increase in applications from underrepresented groups.

**Electronic Protection Internship,** Raytheon United Technologies, Woburn, MA May-Aug 2019

- Supported the electronic protection division in enhancing defense capabilities.
- Tested and evaluated electronic systems for vulnerabilities, applying analytical skills to assess performance metrics.
- Improved system reliability by 15%, contributing to the successful securing of future military contracts.

**Crimson Key Tour Guide,** WPI, Worcester, MA 2018-2021

- Designed and led engaging campus tours for prospective students and families, showcasing WPI’s project-based learning approach and engineering programs.
- Received over 90% positive feedback from participants, contributing to a significant increase in the application pool.

**INVITED TALKS:**

**EC Measurements for GPP Quantification in the Tropical Rainforest,** American Geophysical Union Fall Conference, San Francisco, CA Dec 2023

**Build, Design, & Analysis of a High-Powered Model Rocket,** Major Qualifying Project, Project Presentation Day, WPI Dec 2020

**The Effects of Climate Change on the Maple Sugaring Industry,** Interdisciplinary Qualifying Project, Project Presentation Day, WPI Dec 2019

**SERVICE & OUTREACH:**

<b>Graduate Student Mentor,</b> AOS Graduate Student Organization, UCLA	Sept 2022 – Present
<b>Outreach Chair,</b> Society of Gender Equity in Geosciences, UCLA	Sept 2022 – Sept 2023
<b>Social Chair,</b> AOS Graduate Student Organization, UCLA	Mar 2022 – Mar 2023
<b>Explore Your Universe Presenter,</b> Society of Gender Equity in Geosciences, UCLA	Nov 2022
<b>Women in STEM Panelist,</b> Graduate Student Orientation, UCLA	Sept 2022, 2023
<b>Beach Cleanup Coordinator,</b> AOS Graduate Student Organization, UCLA	Dec 2021
<b>Alumni Relations Chair,</b> Aerospace Advancement Fellowship Program	Aug 2020 – Aug 2021
<b>Secretary,</b> Aerospace Honors Society, WPI	Jan 2021 – May 2021

**REFERENCES:**

1. **Dr. Martin Brody,** Professor of Mathematics, UCLA, jaws@ucla.edu, 222-222-2222
2. **Dr. Kathryn Johnson,** President of Rocketry Club, WPI, hiddenfigures@wpi.edu, 333-333-3333
3. **Dr. Christine Watkins,** Assistant Chemistry Professor, UCLA, cwatkins@ucla.edu, 444-444-4444



# CVs for Community College Professor Roles



Humanities

Tenure-track positions at community colleges, particularly in California, can be excellent, well-paying options for students primarily interested in teaching. The order of John Keating’s CV is largely maintained from his Teaching-Intensive CV, but the Teaching section includes much more detail about his responsibilities and accomplishments (much like a resume would). Additionally, John foregrounds his experience with the community colleges above everything aside from Education: In California, it is sometimes difficult to be hired for tenure-track positions at the community colleges without any prior experience with the system.

Notes

**MASTER’S:** Note that John does not include his MA thesis: as an unpublished piece of research, it is not that relevant to positions at teaching colleges.

**ORGANIZATION:** John includes Additional Training as his first header after Education in order to highlight his experience with community colleges.

**PROJECT MATCH:** Project Match is fantastic program we recommend to those interested in teaching at a community college. The program is intended to increase faculty diversity at the community colleges. Participants receive a small stipend. You can learn more about the program [here](#).

**QUANTIFY ACHIEVEMENTS::** John quantifies his responsibilities and achievements where possible.

**TRANSFERABLE SKILLS:** Mention specific tools you’ve used—these are potentially transferable skills.

**STUDENT EVALUATIONS:** Feel free to pull ratings from your student evaluations in order to provide evidence of your teaching success.

Note that you can reword these categories to make more sense. In instances where you were the primary instructor, referring to yourself as a TA (as the student evaluations do) wouldn’t make as much sense. Additionally, “Instructor Concern” doesn’t make as much sense as incorporating the description of this category into the title to clarify its meaning (i.e., “Instructor Concern About Student Learning”). Do not be disingenuous in your changes, only make changes that you believe increase comprehension.

**TYPES OF TEACHING:** You are welcome to combine or separate the 3 tiers of graduate student teaching, simply ensure you are not being redundant and you are highlighting relevant key skills.

John Keating

john.keating@deadpoetsociety.com | 555-555-5555

EDUCATION

**University of California, Los Angeles (UCLA)**  
PhD in English Anticipated Jun 2025  
Dissertation: *Queer Vampirism at the Fin de Siècle*  
Committee: Professor Charles Xavier (Chair), Professor Abraham Van Helsing, Professor James Moriarty, Professor Jeff Winger (Greendale College)  
Graduate Certificate in Writing Pedagogy Jun 2024  
**New York University (NYU)**  
**MA in English** May 2019

**California State University, Northridge (CSUN)**  
BA in English

ADDITIONAL TRAINING

**Los Angeles Community College District (LACCD) Project Match** Dec 2024  
Received specialized training from a faculty mentor at East LA Community College and attended classes on teaching at the community colleges May 2017

UNIVERSITY TEACHING EXPERIENCE

**UCLA Department of English**  
Primary Instructor: Teaching Fellow & Collegium of University Teaching Fellows (CUTF) Winter 2022-Spring 2024  
Courses: Critical Reading and Writing; Queer Novels 1900-Present (CUTF)  
• Developed 2 syllabi for courses targeted to interdisciplinary majors  
• Taught weekly 3-hour seminars and maintained student focus through a variety of participatory activities, presentations, and discussions  
• Held 2+ weekly office hours for 20+ students  
• Created course websites using Canvas, uploaded sources to maximize accessibility, and provided feedback through the medium to maintain confidentiality  
• Scaffolded writing assignments across terms in order to build students’ skills in formulating argumentative theses as well as identifying and contextualizing evidence  
• Supported students to complete 5- to 15-page research papers on both assigned materials and topics of their choice  
• Average student rating of Instructor Knowledge: 8.6/9  
• Average student rating of Instructor Concern About Student Learning: 8.8/9

**Teaching Fellow, Associate, Assistant** Fall 2020–Fall 2023  
• Courses: Literatures in English, 1850-Present; Literary London: Tales of Two Cities  
• Developed 2 iterative discussion section policy sheets and 10 lesson plans per quarter  
• Facilitated 2 1-hour discussion sections per week, including giving short supplementary lectures on course material, scaffolding paper writing, and fostering a safe space for students to share their ideas and relevant experiences to the course material  
• Held 2+ weekly office hours for 40+ students  
• Assisted in the development of exam questions and essay prompts  
• Collaborated with 4+ fellow TAs to ensure consistency of teaching across discussion sections and consistency of grading  
• Average student rating of Teaching Assistant Knowledge: 8.4/9  
• Average student rating of Teaching Assistant Concern About Student Learning: 9/9

Humanities (cont’d)

Notes

**POSITION DESCRIPTIONS:** In this position, John was a TA but did not teach his own discussion section. He therefore describes his position differently to his TAships at UCLA. Additionally, due to these different responsibilities John did not receive student evaluations, so he does not include any ratings in his description.

**HONORS AND AWARDS:** Here, John orders Honors and Awards above Publications because he wants to highlight his Distinguished Teaching Assistant Award and Teaching Mini-Grant.

**PUBLICATIONS:** For a research-intensive position, Publications would be the section coming straight after Education. However, community college positions will not be paying you to research, only to teach, so your teaching experience is better to highlight early.

NYU Department of English

Teaching Assistant Fall 2017-Spring 2019  
Courses: Queer Literature; Introduction to the Study of Literature; Literatures of the British Isles and British Empire, 1660-1900

- Graded 150+ papers per term and provided targeted feedback to support student improvement in argumentation, cohesiveness, and ethical citation
- Held 2+ weekly office hours for 50+ students

INVITED TALKS

“Vernon Lee’s Venuses,” University of California, Santa Barbara (UCSB), Apr 2023.

GUEST LECTURES

“Bram Stoker’s *Dracula*,” Professor Xavier’s Vampires in Literature, Mar 2024.  
“Oscar Wilde’s *The Picture of Dorian Gray*,” Professor Xavier’s Introduction to Victorian Literature, Oct 2022.

ADDITIONAL TEACHING EXPERIENCE

Los Angeles Unified School District (LAUSD)  
Substitute Teacher Jan 2020-Jun 2023

- Substituted for periods ranging from 1 day to 2 weeks in a variety of subjects (including English, math, and special education) in grades K-12

HONORS AND AWARDS

UCLA Dissertation Year Award	Fall 2024-Spring 2025
UCLA Distinguished Teaching Assistant Award	Spring 2024
UCLA Graduate Research Mentor Fellowship	Fall 2022-Spring 2023
UCLA Center for the Advancement of Teaching Mini-Grant	Winter 2022
UCLA Regents Award	Fall 2019-Spring 2020

PUBLICATIONS

Peer-Reviewed Journal Articles

Keating, John. “Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism.” *ELH*, under review.  
Keating, John. “Eliding the Madonna, Child, And Venus: Motherhood, Queerness, and Sculpture in Vernon Lee’s ‘Dionea.’” *Modernism/Modernity* 30, no. 4 (Nov 2023): 30-50.

Book Reviews

Keating, John. Review of *Imagining Socialism: Aesthetics, Anti-Politics, and Literature in Britain, 1817-1918*, by Mark A. Allison. *Victorian Studies* 65, no. 1 (Autumn 2022): 30-32.

Public Writing

Keating, John. “Gender Performativity in *Cecil Dreeme*.” *The Rambling*, issue 12 (Sep 2021). [https://—](#).  
Keating, John. “Reformulating Temporal Systems in *The Turn of the Screw*.” *The Rambling*, issue 9 (Aug 2020). [https://—](#).

CONFERENCE PRESENTATIONS

“Bloodily Affective Reactions to Visual Art in the Novels of D. H. Lawrence: A Racialized ‘Truth,’” Modern Language Association (MLA) Annual Convention, Jan 2023.  
“Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism,” Pacific Ancient and Modern Language Association (PAMLA) Annual Conference, Nov 2022.



Humanities (cont’d)

Notes

**WORK DESCRIPTIONS:** Here, John shortens his work descriptions from his research-intensive CV in order to maximize their relevance to community college positions—graduate student research mentorship is not relevant to John’s duties as a community college professor.

John also attempts to order his list in terms of relevance to a position at a community college.

**ACRONYMS:** Becuase John has spelled out PAMLA in its entirety earlier in his CV, it is okay to merely use the acronym here.

RELEVANT WORK EXPERIENCE

**UCLA Graduate Writing Center**  
Consultant Fall 2020 – Spring 2025

- Areas of Specialization: Revision/Editing Strategies, Style/Flow, Grammar/Mechanics, English Language Learners, Academic Writing, Professional Writing, Application Documents, Oral Presentations, Article Manuscripts, Fellowships & Grants
- Assist >50 students with any writing related to the consultee’s academic and professional goals, provide honest encouragement and constructive criticism

**Professor Charles Xavier**  
Graduate Student Researcher Summer 2022, Summer 2023

- Assisted Professor Xavier with research for his forthcoming book with Oxford University Press, *Literary Mustaches of the Nineteenth Century*

SERVICE

**PAMLA** Annual Conference: Panel Co-Organizer Spring 2022 – Fall 2022  
English Graduate Union: Co-President Fall 2021 – Spring 2022

LANGUAGES

French (fluent), Latin (proficient)

REFERENCES

Professor Charles Xavier  
Full Professor at UCLA Department of English, Dissertation Committee Chair  
x-men@ucla.edu, 555-555-5555

Professor Abraham Van Helsing  
Full Professor at UCLA Department of English, Dissertation Committee Member  
i.kill.vampires@ucla.edu, 555-555-5555

Professor James Moriarty  
Associate Professor at UCLA Department of Comparative Literature, Dissertation Committee Member  
reichenbach.fall@ucla.edu, 555-555-5555

Social Science with Fieldwork

In the following example, Barbara’s structure is quite similar to John’s. As a community college professor, you will not be paid to conduct fieldwork, so that section falls after teaching. However, if you feel that you can highlight transferable skills in that section, it may be prudent to place it above research sections, as you won’t paid to conduct research either. Note that Barbara has adjuncted at a local community college during her time as a graduate student, and foregrounds this experience on her CV.

Notes

**MASTER’S:** Barbara includes her Master’s degree even though it is from the same institution as her PhD because it is a separate degree with its own requirements, rather than a Master’s earned simply in the course of her PhD program.

**ADJUNCT POSITIONS:** If you are interested in teaching at the community colleges, we highly recommend seeking out adjunct positions while you are still in your PhD program. You can adjunct at the community colleges with a Master’s, and getting a foot in the door in the community college system will boost your application.

**TEACHING DESCRIPTIONS:** Note that Barbara formats her teaching experience similar to John, with the courses taught followed by longer descriptions of responsibilities and accomplishments.

**QUANTIFY ACCOMPLISHMENTS:** As always, quantify accomplishments where possible.

**TEACHING AWARDS:** Note that Barbara includes her teaching award both here and in her Awards section in order to highlight this impressive teaching accomplishment.

Barbara Gordon

Gordonb@gotham.com | 222-222-2222

EDUCATION

University of California, Los Angeles (UCLA)

PhD in Information Science

Dissertation: *Forensic Systems and the Role of the Library in Gotham City*

Committee: Professor Bruce Wayne (Chair), Professor Dick Grayson, Professor Clark Kent, Professor Diana Prince

Graduate Certificate in the Digital Humanities

Master's in Library and Information Science (MLIS)

Anticipated June 2025

June 2024

May 2019

American University

BA in Anthropology

June 2016

UNIVERSITY TEACHING EXPERIENCE

Los Angeles City College (LACC)

Adjunct Instructor

Courses:

Library Research

Internet Research

Built 2 syllabi for lecture courses of 20–40 library science majors and minors

Created and maintained 2 course websites using Canvas

Taught 2 1.5 hour courses weekly, including creating PowerPoint presentations for each lecture

Developed curriculum to introduce students to the basics of library science

Facilitated 2 research projects per student per term using LACC library systems

Earned average course satisfaction rating of 9.5/10

Fall 2024 - Spring 2025

UCLA Department of Information Science

Teaching Fellow (Primary Instructor)

Courses:

Information and Power

Libraries and New Publics

Built 2 syllabi for seminar-style courses of 20+ undergraduate social sciences students

Created and maintained 2 course websites using Canvas, including facilitating weekly asynchronous discussion boards

Taught weekly seminars, including creating lesson plans and student activities

Developed curriculum to teach and support research methods for student-initiated research projects

Supervised student research and writing for semester-long research projects culminating in 15 page original research projects

Earned overall student satisfaction ratings of 8.7/9

Earned accessibility rating of 8.9/9

Fall 2023 - Present

Teaching Associate

Courses:

Description and Access

Artifacts and Cultures

Gendered Labor and the History of Public Institutions

Taught 3 weekly discussion sections per semester for 25+ undergraduate social sciences students

Graded all midterms, papers, and finals in concert with professor to norm all grading

Presented 7 lectures to 100+ students as guest lecturer

Managed student discussion boards on Canvas

Awarded Distinguished Teaching Assistant of the year; nominated by former students

Earned student satisfaction ratings of 8.6/9

89% of students reported subject matter interest higher than at beginning of courses

Fall 2021 - Spring 2022

Social Science with Fieldwork (cont'd)

Notes

**FIELDWORK:** Fieldwork Experience should be distinguished from Relevant Work Experience in that Fieldwork Experience should be explicitly related to a student’s field of study and demonstrate that they are using/developing skills for that field. Rather than describe the work using bullet points, the experience should be written as a blurb in which the goals of the fieldwork and the methods used are clearly stated.

As noted in the introduction to this CV, fieldwork is not as relevant as teaching experience for community college positions so it follows upon those sections. Do your best to highlight transferable skills.

**UCLA Department of Art History**  
*Teaching Assistant*  
Courses:

- Artifacts and Culture
- Modern Art History
- Taught 3 weekly discussion sessions of 25+ undergraduate students from all disciplines
- Developed 3 slide decks and lesson plans/semester to guide discussion sections
- Collaborated with professor and 3 teaching assistants to create all exams
- Graded 75+ exams and papers each semester and worked in concert with other teaching assistants and professor to norm all grades
- Facilitated professional development training for teaching assistants on teaching formal analysis assignments to non-majors
- Earned student satisfaction ratings of 8.4/9
- Earned accessibility rating of 8.6/9

Fall 2020 - Fall 2021

**INVITED TALKS**  
“Gendered Third-Spaces and Libraries,” University of California, Berkeley (UCB), April 2022

**FIELDWORK EXPERIENCE**

**Gotham City Public Library**  
*Graduate Library Student Research Assistant*  
Developed a forensic reference system working with both the Gotham Justice Department and the Gotham Public Library to assist in the management of sensitive records related to crimes in Gotham City.

Summer 2022 - Summer 2024

**HONORS AND AWARDS**

UCLA Dissertation Award  
UCLA Distinguished Teaching Assistant

Fall 2024 - Spring 2025  
Spring 2022

**PUBLICATIONS**

Gordon, Barbara. “Forensic Classification Systems From Police Officers to Librarians in Gotham City.” *Journal of Forensic Information Systems*, under review.

Gordon, Barabara. “Teaching as Pedagogical Crime Fighting.” *Journal of Critical Pedagogy* 20, no. 3 (Nov 2023): 20-35.

**CONFERENCE PRESENTATIONS**

“Libraries and the Carceral State: The history of librarians, police, and surveillance.” American Library Association (ALA) Annual Conference, Oct 2024.

**RELEVANT WORK EXPERIENCE**

**UCLA Digital Library Program**  
Digital Library Assistant

- Curated metadata for UCLA Library projects working with collections of over 200 digitized manuscripts
- Developed controlled vocabularies for new social media efforts to improve documentation and organization leading to a 20% increase social media traffic

January 2015 - May 2016

**Gotham City Public Works Department**  
Clerk

- Managed 1000+ requests for service from Gotham City residents
- Developed improved organization methods for delivery files to proper officials increasing office efficiency by 40%

August 2016 - August 2017

**SERVICE**

UCLA Veterans Association, Vice President  
UCLA Information Studies Department, Doctoral Program Committee  
UCLA Anthropology Department, McNair Scholars Quarterly Discussant

2018 - Present  
Fall 2024  
Spring 2022



Social Science with Fieldwork *(cont’d)*

Notes

LANGUAGES

French (fluent), Greek (fluent), Chinese (reading), Spanish (conversational)

REFERENCES

Professor Bruce Wayne  
Full Professor at UCLA Department of Information Science, Dissertation Committee Chair  
WayneBat@ucla.edu, 555 - 555 - 5555

Professor Dick Grayson  
Full Professor at UCLA Department of Information Studies, Dissertation Committee Member  
WingsonD@ucla.edu, 333 - 555 - 444

Professor Diana Prince  
Associate Professor at UCLA Department of Anthropology, Dissertation Committee Member  
Themyscira@ucla.edu, 555 - 222- 1111

STEM

When applying to community college faculty roles in STEM, your CV should prioritize evidence of inclusive, accessible, and effective teaching practices. This example showcases how a STEM candidate foregrounds their teaching credentials—especially experience at community colleges, if available—and includes clear descriptions of lab coordination, curriculum design, and support for diverse student populations. Note that while research may still appear on the CV, it is brief and placed after teaching. Use this format when targeting tenure-track or adjunct positions at community colleges.

Notes

**FORMAT:** Here, Walter uses a format which emphasizes the fact that he’s taught multiple different courses.

**ACRONYMS:** Note that once an acronym is spelled in full, you do not need to do so again—just the abbreviation is fine.

**AWARD AMOUNTS:** Here, Recall that in STEM fields, award amounts may be included when over \$2,000.

Walter White

Los Angeles, CA 90095  
badbreaker@ucla.edu  
(111) 111 – 1111  
www.linkedin.com/in/wwwhite

Education

<b>University of California, Los Angeles (UCLA)</b> PhD, Chemistry Advisor: Dr. Heinz Doofenshmirtz Dissertation Title: Click-chemistry for non-chiral metamaterials and pneumatic actuators for next-generation pest control	Los Angeles, CA Expected June 2026
<b>University of California, Los Angeles (UCLA)</b> MS, Chemistry	Los Angeles, CA Spring 2022
<b>University of Arkansas - Fort Smith (UAFS)</b> BS, Chemistry – Biochemistry	Fort Smith, AR December 2020

Teaching Experience

<b>UCLA Department of Chemistry and Biochemistry</b> <i>Teaching Fellow</i> , Materials Chemistry Laboratory	Fall 2022, 2023, 2024
<b>Teaching Fellow, General Chemistry Laboratory II for Life Science Majors</b>	Spring 2023, 2024
<i>Teaching Associate</i> , General Chemistry Laboratory II for Physical Science Majors	Fall 2021, Winter 2023, 2024
<i>Teaching Assistant</i> , General Chemistry Laboratory I for Physical Science Majors	Winter 2022
<i>Teaching Assistant</i> , General Chemistry Laboratory I for Life Science Majors	Summer 2022

Honors and Awards

<b>UCLA Department of Chemistry and Biochemistry</b> Michael E. Jung Excellence in Teaching Award	Spring 2024
<b>Villians in STEM (ViS)</b> Fellow	Fall 2022
<b>ViS Conference</b> Dow Chemical Scholarship Recipient	Fall 2022
<b>Lex Luther Foundation Multi-Year Scholarship</b> \$8,000 per year, renewable up to five years	Spring 2017 – Fall 2020

STEM (cont'd)

Notes

**ORGANIZATION:** Note that Walter puts service before research experience, as this is more relevant to a community college.

**SERVICE DESCRIPTIONS:** Unlike for other positions, for tenure-track community college roles you may wish to describe your service, which is a larger proportion of your responsibilities at these institutions.

**STRATEGY:** Because Walter has been interested in a more teaching/service-oriented teaching position for a long time, he has made sure to perform service appealing to search committees for relevant positions.

**ORDER OF CV SECTIONS:** Note that Walter lists seminars and presentations before research, to showcase his communication skills.

Service

**Doofenshmirtz Evil Inc.** Winter 2024  
*Tutor*  
Provided individualized academic support and mentorship to 8 students, fostering a deeper understanding of subject material. Developed customized lesson plans and learning materials to assess student progress, resulting in 20% increase in the student’s in-class performance.

**UCLA Department of Chemistry and Biochemistry**  
**8-year Departmental Review** Winter 2024  
*Graduate Student Representative*  
Collaborated on topics of equity and diversity through personal testimony at a small council meeting with the reviewers and the Diversity Leadership Committee (DLC). With other graduate student representatives, raised concerns to the reviewers that related to themes of PI-graduate student relationships, forming/meeting with a student’s PhD advisory committee, research rotations in your first year, courses, and overall department climate.

**UCLA Department of Chemistry and Biochemistry** Winter 2023 – Present  
**DLC Student Member**  
Contribute to departmental effort comprised of faculty, staff, and graduate students dedicated to advance equity, diversity, and inclusion within the department of chemistry and biochemistry. Give input at monthly meetings and discussions with external program reviewers through personal testimony as a first-generation, DACA-mented student navigating graduate school.

**UCLA Hispanic Serving Institute (HSI) Implementation Committee** Spring 2023  
*Graduate Student Representative, Graduate and Career Pathways*  
Orchestrated initiatives from the graduate student perspective that are in agreement with UCLA’s goal of becoming an HSI by 2025. Assisted in writing a portion of the HSI implementation plan and coordinated with the group leader to generate a tentative budget for hiring new faculty and staff that would oversee the proposed mentorship program and outreach events.

**Citizens’ Climate Lobby (CCL)** Fall 2019 – 2020  
*Campus Leader*  
Attended weekly core volunteer trainings and monthly chapter meetings. Coordinated and executed on-campus events for climate change advocacy.

Featured Seminars and Poster Presentations

**American Chemical Society, San Diego, CA** Winter 2024  
Oral presentation: “Metamaterials at Scale: Click-Chemistry for Industry Scaling”

**Raid Corporation National Conference, Danville, Disneyland** Spring 2024  
Oral presentation: “High-Performing Actuators for Highly Selective Pest-Control”

**Villains of Tomorrow International Conference, Indianapolis, IN** Spring 2023  
Poster title: “One-pot Synthesis for Metamaterials Using Click-Chemistry Techniques”

STEM (cont'd)

Notes

**ORGANIZATION:** Note that Walter puts publications before research experience, as this is more relevant to a community college due to the demonstration of engagement in your field and, often, collaboration.

**NAME:** Walter bolds his name when citing his publications to maintain author order of publication while highlighting his role on papers for which he was not the first author.

**RESEARCH DESCRIPTION FORMATTING:** Walter describes his research using blurbs. In other disciplines, bullet points or an abstract may be more appropriate.

Publications

**White, W.,** Doofenshmirtz, V., Fletcher, F. Doofenshmirtz, H., (2024) *Highly-Selective Actuators for Next-Generation Pest Control: A Solution that Clicks*, Nature Chemistry, UCLA.

**White, W.,** Doofenshmirtz, H., (2023), *Click-Chemistry for Synthetic RNA Transcription in Platypus Species*, Journal of American Chemical Society, UCLA.

Doofenshmirtz, V., **White, W.,** Fletcher, F., Doofenshmirtz, H., (2022) *Solution Process Metamaterials for Additive Manufacturing*, Advanced Materials, UCLA.

Research Experience

**UCLA Department of Chemistry and Biochemistry**, Los Angeles, CA Summer 2021 - Present  
*Graduate Student Researcher*  
*Dissertation Project: Utilizing click-chemistry for facile synthesis of next-generation actuators in pest-control*  
Developing a method of highly selective pest-control that utilizes methods of click-chemistry to create a facile synthesis technique to develop an avenue for metamaterials at an industrial scale. Designed and executed experiments that related to the electrochemical properties of the actuator and metamaterial syntheses to begin developing a working protocol that could function at scale. Oversaw daily operations and facilitated mentorship by guiding a materials science engineering master’s student for custom design elements through AutoCAD. This work has led to a significant improvement of actuators in pest-control, registering 100 more rodent-species than previously reported.

**University of Arkansas**, Fayetteville, Arkansas Fall 2020  
*Visiting Undergraduate Researcher*  
Studied covalent metal organic frameworks (MOFs) for click-chemistry reactions. Conducted column chromatography to isolate and reuse precious metal catalysts.

**University of Arkansas for Medical Sciences**, Little Rock, AR Summer 2019  
*Arkansas IdEA Network of Biomedical Research Excellence (INBRE) Fellow*  
Utilized three-dimensional organoid cultures coordinated by the INBRE program at the end of the summer.

**UAFS Department of Chemistry**, Fort Smith, AR Spring 2019  
*Undergraduate Researcher*  
Studied the efficacy of enzyme coupled-polymeric particles containing weak acid ligands at various concentrations to be used as a reusable biofuel. I determined ligand concentrations through multiple acid-base titrations. This work led to a poster presentation at UAFS.  
*Member*



STEM (cont'd)

Notes

**PROFESSIONAL ASSOCIATIONS:** In STEM fields, it is common to include a section toward the bottom of your CV that lists the relevant organizations to which you have contributed, either as a (commonly dues-paying) member or as some form of service.

Professional Associations

<b>Society for the Advancement of Chicanos and Native Americans in Science (SACNAS)</b> <i>Member</i>	Fall 2022
<b>Organization for Cultural Diversity in the Sciences at UCLA</b> <i>Member</i>	Fall 2021
<b>Arkansas Climate League</b> <i>Undergraduate Panelist</i>	Fall 2020
<b>Arkansas INBRE</b> <i>Fellow</i>	Summer 2019
<b>American Chemical Society</b> <i>Member</i>	Summer 2019
<b>Alpha Lambda Delta</b> <i>Inducted Scholar</i>	Spring 2019

References

**Dr. Heinz Doofenshmirtz**  
Professor – UCLA Chemistry Founder – Doofenshmirtz Evil Inc.  
doof@ucla.edu  
(222)222-2222

**Dr. Viktor Frankenstein**  
Chief of Surgery – Halloweentown Hospital  
frank@htown.mednet.edu  
(333)333-3333

**Bruce Banner**  
Scientist – Avengers Labs  
hulk@avengers.org  
(444)444-4444

# CVs for Postdoctoral Scholar Roles



Traditional Research-Intensive Postdocs  
HASS

For a Research-Intensive Postdoctoral Scholar position, your CV will often not materially differ from an application for a Research-Intensive Professor position (see: Humanities/Social Sciences CV for Research-Intensive Schools). In this instance, John maintains the exact same structure and content. Check each fellowship posting to make sure there are no unique requirements for your CV.

Notes

COMMITTEE MEMBER SPECIFICATIONS:

John indicates a committee member in an English department at a different institution.

**MASTER’S THESIS:** Here, John includes not only the basic details about his Master’s degree but his thesis title as well in order to highlight his research versatility and experience. He does not include his thesis committee—we wouldn’t necessarily recommend it unless you had someone world-famous on your thesis committee.

**PUBLICATIONS:** For research-intensive positions, publications are almost universally the first section following education. If you do not yet have any publications, try to at least submit something before you apply so you can list a paper or papers as under review.

**ARTICLE SUBMISSIONS:** John submits his article draft to a top journal before he sends in his CV so he can include the article as “under review” in his publications section.can list a paper or papers as under review.

**SUBHEADINGS:** Include subheadings under your publicationsto distinguish between peer-reviewed journal articles (the academic holy grail) and other types of writing, such as for an academic blog.

John Keating

john.keating@deadpoetsociety.com | 555-555-5555

EDUCATION

University of California, Los Angeles (UCLA)

PhD in English Anticipated Jun 2025  
Dissertation: *Queer Vampirism at the Fin de Siècle*  
Committee: Professor Charles Xavier (Chair), Professor Abraham Van Helsing, Professor James Moriarty, Professor Jeff Winger (Greendale College)  
Graduate Certificate in Writing Pedagogy Jun 2024

New York University (NYU)

MA in English May 2019  
Thesis: *Affect and Happiness in Oscar Wilde’s The Picture of Dorian Gray and D. H. Lawrence’s Women in Love*

California State University, Northridge (CSUN)

BA in English May 2017

PUBLICATIONS

Peer-Reviewed Journal Articles

Keating, John. “Water as a Vampiric Power and Constraint in Stoker’s Dracula: Disease and Orientalism.” *ELH*, under review.  
Keating, John. “Eliding the Madonna, Child, And Venus: Motherhood, Queerness, and Sculpture in Vernon Lee’s ‘Dionea.’” *Modernism/Modernity* 30, no. 4 (Nov 2023): 30-50.

Book Reviews

Keating, John. Review of *Imagining Socialism: Aesthetics, Anti-Politics, and Literature in Britain, 1817-1918*, by Mark A. Allison. *Victorian Studies* 65, no. 1 (Autumn 2022): 30-32.

Public Writing

Keating, John. “Gender Performativity in *Cecil Dreeme*.” *The Rambling*, issue 12 (Sep 2021). [https://\\_\\_\\_\\_\\_](#).  
Keating, John. “Reformulating Temporal Systems in *The Turn of the Screw*.” *The Rambling*, issue 9 (Aug 2020). [https://\\_\\_\\_\\_\\_](#).

HONORS AND AWARDS

UCLA Dissertation Year Award Fall 2024 – Spring 2025  
UCLA Distinguished Teaching Assistant Award Spring 2024  
UCLA Graduate Research Mentor Fellowship Fall 2022 – Spring 2023  
UCLA Center for the Advancement of Teaching Mini-Grant Winter 2022  
UCLA Regents Award Fall 2019 – Spring 2020

CONFERENCE PRESENTATIONS

“Bloodily Affective Reactions to Visual Art in the Novels of D. H. Lawrence: A Racialized ‘Truth,’” Modern Language Association (MLA) Annual Convention, Jan 2023.  
“Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism,” Pacific Ancient and Modern Language Association (PAMLA) Annual Conference, Nov 2022.

Traditional Research-Intensive Postdocs  
HASS (cont’d)

**GUEST LECTURES:** When John TA’d, the Instructor of Record offered him the chance to give one of the lectures. We recommend taking these opportunities when offered and seeking them out if a professor is amenable.

**TEACHING CATEGORIES:** Technically, John was a Teaching Associate for Winter and Spring 2022, but we moved up this course to the Primary Instructor section because John planned the whole course, wrote the syllabus, ran all the courses, and did all of the grading. Due to this massive difference in responsibilities, it is important to distinguish between the two types of Teaching Associate positions.

**COURSES:** If you have taught the same course more than once with the same position title, only include the name of the course once and include all dates on the right hand side.

**ADDITIONAL TYPES OF TEACHING:** If you have been a teacher/educator/tutor aside from TAing or instructing at the university level, you can indicate this experience in a separate section.

**ORGANIZATION TAILORING:** Here, John attempts to order his list in terms of relevance to a research-intensive position.

**CONTENT TAILORING:** This is an excellent opportunity for John to demonstrate that he already has experience mentoring graduate student research, a typical component of a research professor’s responsibilities.

INVITED TALKS

“Vernon Lee’s Venuses,” University of California, Santa Barbara (UCSB), Apr 2023.

GUEST LECTURES

“Bram Stoker’s *Dracula*,” Professor Xavier’s Vampires in Literature, Mar 2024.  
“Oscar Wilde’s *The Picture of Dorian Gray*,” Professor Xavier’s Introduction to Victorian Literature, Oct 2022.

UNIVERSITY TEACHING EXPERIENCE

UCLA Department of English

Primary Instructor: Teaching Fellow, Collegium of University Teaching Fellows (CUTF)  
• Critical Reading and Writing Winter 2022, Spring 2022, Spring 2024  
• Queer Novels 1900-Present (CUTF) Winter 2024

Teaching Fellow  
• Literatures in English, 1850-Present Fall 2023

Teaching Associate  
• Literatures in English, 1850-Present Fall 2021

Teaching Assistant  
• Literatures in English, 1850-Present Fall 2020, Spring 2021  
• Literary London: Tales of Two Cities Winter 2021

NYU Department of English

Teaching Assistant  
• Queer Literature Spring 2019  
• Introduction to the Study of Literature Fall 2017, Fall 2018  
• Literatures of the British Isles and British Empire, 1660-1900 Spring 2018

ADDITIONAL TEACHING EXPERIENCE

Los Angeles Unified School District (LAUSD)

Substitute Teacher Jan 2020 – Jun 2023  
• Substituted for periods ranging from 1 day to 2 weeks in a variety of subjects (including English, math, and special education) in grades K-12

RELEVANT WORK EXPERIENCE

UCLA Graduate Writing Center

Consultant Fall 2020 – Spring 2025  
• Areas of Specialization: Academic Writing, Article Manuscripts, Professional Writing, Fellowships & Grants, Application Documents, Oral Presentations, Revision/Editing Strategies, Style/Flow, Grammar/Mechanics, English Language Learners  
• Assist >50 graduate students with any writing related to the consultee’s academic and professional goals, provide honest encouragement and constructive criticism  
• Plan and facilitate writing retreats for graduate students writing their Master’s thesis, dissertation prospectus, or dissertation chapters

Professor Charles Xavier

Graduate Student Researcher Summer 2022, Summer 2023  
• Assisted Professor Xavier with research for his forthcoming book with Oxford University Press, *Literary Mustaches of the Nineteenth Century*  
• Archives: HathiTrust, UCLA William Andrews Clark Memorial Library Special Collections, The Library of Trinity College Dublin Special Collections



Traditional Research-Intensive Postdocs  
HASS (cont'd)

**ORDER TAILORING:** For research-intensive positions, John includes his Additional Training low on his CV, since it is primarily relevant to positions at the community colleges

**USE OF ACRONYMS:** Because John has spelled out PAMLA in its entirety earlier in his CV, it is okay to merely use the acronym here.

**HIGHLIGHTING RESEARCH:** For John’s research-oriented CV, he specifically highlights Professor Xavier’s unique research qualifications.

**REFERENCES:** Don’t forget to indicate what position your references have held in relation to your work.

ADDITIONAL TRAINING

**Los Angeles Community College District (LACCD) Project Match** Dec 2024  
Received specialized training from a faculty mentor at East LA Community College and attended classes on teaching at the community colleges

SERVICE

**PAMLA** Annual Conference: Panel Co-Organizer Spring 2022 – Fall 2022  
English Graduate Union: Co-President Fall 2021 – Spring 2022

LANGUAGES

French (fluent), Latin (proficient)

REFERENCES

Professor Charles Xavier  
*World’s leading expert in literary mustaches*  
Full Professor at UCLA Department of English  
**Dissertation Committee Chair**  
x-men@ucla.edu, 555-555-5555

Professor Abraham Van Helsing  
Full Professor at UCLA Department of English  
Dissertation Committee Member  
i.kill.vampires@ucla.edu, 555-555-5555

Professor James Moriarty  
Associate Professor at UCLA Department of Comparative Literature  
Dissertation Committee Member  
reichenbach.fall@ucla.edu, 555-555-5555

Traditional Research-Intensive Postdocs  
STEM

When applying for traditional research-intensive postdocs in STEM, your CV will closely resemble that of a research faculty applicant, but with slight differences depending on the funding mechanism and project alignment. This example shows how a recent PhD highlights their dissertation work, technical competencies, and collaborative publications, while tailoring their CV to emphasize fit with a PI’s research program. Pay attention to the prominence of sections like “Research Experience,” “Publications,” and “Technical Skills,” and adapt the template based on the specific postdoc (e.g., NIH T32, NSF, DOE) or institution.

Note

**HEADER:** WWhen applying to a postdoc, you will almost always need to find one or more mentor(s) who align(s) with your work and incorporate them in your application. To that end, you can include your aim of attaining a postdoc and your research interests in your header. However, we would not recommend including this for professor positions.

**ORCID:** Note that in STEM fields, Open Researcher and Contributor IDs (ORCIDs)—which indicate publishing identity—are often included in a CV, though unnecessary. If your name is a common one, it is smart to include your ID to distinguish yourself from other people with the same name.

**RESEARCH INTERESTS:** For postdoc positions, it may be appropriate to list your research interests first in order to make them clear to potential mentors with whom your work must align (echoing your header).

**RESEARCH EXPERIENCE:** For research-focused postdocs, your Research Experience must come early in your CV to foreground your qualifications and indicate the direction of your further training.

**RESEARCH DESCRIPTION FORMATTING:** Raven is from a non-bench science discipline, so describes her research using a blurb. In other disciplines, bullet points or a project abstract may be more appropriate.

RAVEN DARKHÖLME, Ph.D.

Postdoctoral Candidate | Identity, Cognition & Neuroplasticity  
Mutant Underground, Location Classified  
raven.d@xaviers.edu | linkedin.com/mystique | ORCID: 0000-000X-ENIGMA

Research Interests

Cognitive adaptation under duress, identity morphogenesis, neuroplasticity in extreme contexts, personal dissonance, and the psychological toll of perpetual shape-shifting.

Education

**Ph.D., Cognitive Neuroscience** Expected June 2026  
*Institute for Advanced Mutant Studies, Westchester, NY*  
Dissertation: *Split, Masked, Whole: Neural Correlates of Identity Shifting and Memory Encoding*  
Advisor: Professor Charles Xavier, DPhil

**B.A., Psychology & Theate** June 2018  
*Metahuman University (formerly Xavier School for Gifted Youngsters)*

Research Experience

**Graduate Student Researcher** October 2023 - present  
*Department of Neuroadaptive Mechanisms, Institute for Advanced Mutant Studies*  
Project: “The Protean Self: Cognitive Dissonance in Adaptive Personae”

Investigated cognitive dissonance in social performance of 24 individuals with fluid or unstable identities—particularly shape-shifters. Using Unity + Python, developed a multi-phase experimental design integrating EEG, fMRI, and immersive VR simulations linking neurobiological data with identity adaptation to measurable mental load. Created and validated the Adaptive Mask Index, a scale for quantifying persona switching under duress, now cited in three independent labs across Canada, Germany, and Wakanda. Found identity morphing correlates with spikes in prefrontal cortex activity and working memory interference, uncovering previously invisible burdens in identity work. Presented findings at four international conferences and co-authored two forthcoming publications.

**Graduate Student Researcher** October 2021 - June 2023  
*Telepathy & Cognition Lab, Xavier Institute*  
Project: “Memory Leakage and Emotional Contagion in Empathic Subjects”

Investigated telepathic and empathic individuals’ difficulties distinguishing their own memories from those absorbed during contact with others using real-time EEG tracking during memory retrieval tasks and structured interviews. Combined NVivo-coded qualitative data with biometric synchronization datasets to construct neural-behavioral maps of cognitive overlap and identify a signature delay in hippocampal activation. Co-developed a training protocol for reducing emotional bleed-through, now in pilot across three partner institutes, informing both clinical applications and broader scientific models of relational memory.

Traditional Research-Intensive Postdocs  
STEM (cont'd)

Notes

**PUBLICATIONS:** Raven lists their publications after research experience, to showcase the output of their work to future advisors.

**NAME:** Raven lists their publications after research experience, to showcase the output of their work to future advisors.

**TECHNICAL SKILLS:** Raven has included her technical skills because they are relevant to her qualifications as a postdoc. However, she might choose to omit this section when applying to professor positions.

**HUMOR:** Here, Raven leans into her humorous side for her postdoc application, but you may want to list your full qualifications on other applications.

**TEACHING EXPERIENCE:** Note that Raven lists teaching experience after research experience, given that the postdoc position to which they are applying emphasizes research over teaching.

**GUEST LECTURESHIPS:** Because Raven is not applying to a position for which teaching is an important aspect, she includes guest lectures and teaching assistantships alike under one all-encompassing category.

Publications

**Darkhölme, R.** (forthcoming). *“Blurred Lines: Neural Signatures of Identity Discontinuity in Shape-Shifting Populations.”* To appear in *Frontiers in Neuropsychology*.

**Darkhölme, R., & Lehnsherr, M.** (forthcoming). *“Adaptive Camouflage and the Self: Philosophical and Empirical Approaches to Strategic Morphology.”* In *The Handbook of Radical Neuroethics*, Eds. X. Gray & J. Kinney. Oxford University Press.

**Darkhölme, R.** (2024). *Protean Brains: On the Elasticity of Identity Under Pressure.* *Journal of Neurodivergent Cognition*, 29(2), 88–104.

Xavier, C. & **Darkhölme, R.**, (2023). *The Ethics of Mind Reading: Between Consent and Invasion.* *Cerebral Ethics Quarterly*, 12(1), 11–32.

Conference Presentations

**“Adaptive Identity in High-Threat Environments”**  
Society for Neuroscience Annual Meeting (2024, San Diego)

**“From Camouflage to Consciousness: Morphology and Memory”**  
Keynote Panel, *Who Are You Today?* Symposium (2023, Berlin)

**“Split Selves, Singular Minds: Identity as Cognitive Load”**  
Annual Congress on Advanced Neurodiversity (2022, London)

**“Mutant Memory and the Neural Mapping of Trauma”**  
NeuroQueer Symposium (2022, San Francisco)

**“Who Am I Today? Situational Identity and Moral Reasoning”**  
American Psychological Association, Division 44: Gender and Sexuality (2021, Virtual)

**“Crisis Camouflage: Decision-Making Under Identity Obfuscation”**  
Covert Cognition Working Group (2020, Location Classified)

Technical Skills

- Neuroimaging: fMRI, EEG, MEG
- Psychometrics: Identity fragmentation scales, Mask Use Inventories
- Software: R, Python, SPSS, Cerebro 7.2, NVIVO, Unity
- **Fluent in over 14 languages (human and otherwise)**

Teaching Experience

**Guest Lecturer, “The Psychology of Otherness,”** Spring 2023  
Xavier Institute for Higher Learning

- **Lectured on the embodied experience of marginalization and visibility**
- **Led seminar on “Passing and Performing: From Ballroom to Battlefield”**

**Teaching Fellow, *Psychology of Identity and the Uncanny*** (Graduate Seminar) Fall 2023  
Xavier Institute for Higher Learning

- Provided detailed feedback on student theory papers analyzing multiplicity of self
- Coordinated student presentations critiquing human essentialism in classic psych lit

Traditional Research-Intensive Postdocs  
STEM *(cont’d)*

Notes

**REFERENCES:** In STEM fields, it is common to include a section toward the bottom of your CV that lists the relevant organizations for which you are a member.

**REFERENCES:** For faculty jobs, it is appropriate to include references on your CV. However, for STEM fields, when applying to postdocs, it is typical to omit them.

**Guest Lecturer**, “Introduction to Identity Politics & the Brain” Fall 2022  
Phoenix University for Psychosocial Warfare

- Instructed on neurobiological underpinnings of code-switching and persona fatigue
- Led class debate on the ethical implications of strategic identity alteration

**Guest Lecturer**, “Neuroscience and the Performance of Self” Spring 2022  
Storm University, Tisch/Neuroscience Collaborative

- Engaged arts and science students in embodied cognition exercises
- Presented on the intersection of theatrical performance and adaptive neuroplasticity

**Teaching Assistant**, *Cognitive Neuroscience* Spring 2022  
Institute for Advanced Mutant Studies, (Undergraduate)

- Led weekly discussions focused on perception, memory, and executive function
- Designed interactive labs using Cerebro-enabled simulations (supervised, of course)

**Professional Associations**

Society for Neuroethics  
Association of Mutant Psychologists  
Coalition for Post-Human Studies

**References**

Available upon telepathic request or encrypted email.



Industry Postdocs

Industry postdocs differ from academic postdocs in both structure and aim. While research remains central, the focus shifts toward translational outcomes, product development, and cross-functional collaboration. This sample CV reflects how a candidate might highlight applied research experience, industry-relevant skills (e.g., regulatory awareness, coding, IP generation), and interdisciplinary teamwork. Some of the stylistic choices are more reminiscent of a resume than other CVs in this book given the industry field. You’ll notice that while publications are still included, there’s more emphasis on technical contributions, collaborative environments, and end-user impact. Use this template when applying to postdoc programs at companies like Genentech, Google, Pfizer, or national labs with an applied R&D mission. Note that industry postdocs are overwhelmingly devoted to STEM fields.

Notes

**CV VS. RESUME:** Note that for a postdoctoral scholar position at a company, like Genentech, PhD candidates will often submit a CV/resume hybrid.

**INDUSTRY & APPLIED RESEARCH:** Here, Missy includes her undergraduate thesis because she believes it is more topically relevant to the job she is applying for than some of her other work.

**UNDERGRADUATE THESIS:** Missy leads with her applied research and industry experiences due to the nature of this role, as it is an Industry Postdoc.

**ACRONYMS:** Note that in STEM fields, because acronyms are so common and much more widely used than the full name of the term, it is acceptable to include the acronym without first listing its full name.

**RESEARCH DESCRIPTION FORMATTING:** Missy is from an experimental science discipline, so describes her research using bullet points. In other disciplines, a blurb or abstract may be more appropriate.

Missy Cooper, PhD

missycooper@georgiatech.edu | (123) 456 7890 | Galveston, Texas

EDUCATION

**Ph.D., Cognitive Systems Engineering** May 2023  
*Georgia Institute of Technology*

Dissertation: Cognitive Load-Aware Systems for Real-Time Decision Environments  
Committee: Dr. John Sturgis (Chair), Dr. Grant Linkletter, Dr. Linda Hagemeyer

**B.A.Sc., Human Factors Engineering** May 2017  
*University of Toronto*  
Minor in Computer Science

Undergraduate Thesis: Visualizing Latent Cognitive States in Pilots Using Eye-Tracking Metrics

**Industry & Applied Research Experience**  
**User Systems Analyst** Aug 2023 – Present  
*Atlas Systems (Defense Tech Start-up)*

- Designed adaptive UIs for mission-critical drone operations informed by EEG and gaze metrics
- Built and tested prototypes using Unity and Python for simulating human-autonomy interaction]
- Created multimodal data pipelines for integrating biometric, behavioral, and system logs
- Collaborated with behavioral scientists, software engineers, and military SMEs to iteratively refine designs

**Summer Research Associate** Summer 2022  
*Intel Neuromorphic Computing Lab*

- Contributed to human-in-the-loop interface layer for neuromorphic control systems
- Developed visualization modules to surface system uncertainty to users in real-time
- Co-authored internal white paper on “Sensor Fusion for Trust Calibration in Adaptive Systems”

RESEARCH EXPERIENCE

**Graduate Researcher** 2018 - 2023  
*Department of Cognitive Systems Engineering, Georgia Institute of Technology*

- Led research on adaptive human-machine interfaces for defense and aerospace applications, focusing on real-time responsiveness to cognitive and behavioral states
- Developed multimodal data pipelines integrating EEG, eye-tracking, and telemetry data to inform interface behavior
- Built interactive simulation environments in Unity and Python to prototype and test adaptive UIs under realistic conditions
- Conducted iterative evaluations with military SMEs, contributing to an 18% improvement in operator decision latency under cognitive load
- Co-advised two graduate interns and coordinated with external partners on DARPA-funded system readiness benchmarks

Industry Postdocs

Notes

**PUBLICATIONS:** Unlike a resume, Missy includes a full list of publications and presentations, as is standard on a CV.

**SOFTWARE/TECHNICAL PUBLICATIONS:** If you have published open-source software, it can be appropriate to include it under your publications for industry positions to demonstrate your technical contributions and abilities.

**TECHNICAL SKILLS:** Again, for industry positions, the skills you will bring to the job are important to emphasize.

**MENTORING AND TRAINING:** Missy highlights her ability to mentor and train junior students, as she will likely supervise junior scientists a postdoc.

**PROFESSIONAL ASSOCIATIONS AND REFERENCES:** Note that Missy does not include professional associations or references for an industry CV.

PUBLICATIONS

Peer-Reviewed Articles

- 1. Cooper, M., Sturgis, J., & Linkletter, G. (2022). “Physiologically Adaptive Displays for Human-AI
- 2. Cooper, M. et al. (2021). “Augmenting Tactical Interfaces with Neuroadaptive Feedback.” Human Factors, 63(6), 950–964.

Software Contributions

- 1. CogSync: Open-source toolkit for integrating physiological sensors into Unity-based simulations
- 2. Contributor to NeuroUI.js, a front-end library for biofeedback-responsive design components

TECHNICAL SKILLS

- Programming: Python, JavaScript, C#, R, SQL
- Tools & Platforms: Unity, Git, Figma, OpenBCI, Tableau, Jupyter
- Data & Modeling: Signal processing (EEG, EMG), HCI evaluation, time series modeling, usability testing
- Other: Agile development, wireframing, experimental design, technical documentation

AWARDS & FELLOWSHIPS

- AFWERX Challenge Winner, Human-Autonomy Teaming Category (2022)
- HFE Tech Innovation Fellowship, Georgia Tech (2021–2022)
- Best Paper Award, IEEE Conference on Cognitive Systems (2021)

LEADERSHIP & SERVICE

Founder, Design for Minds Symposium

- Created a student-led event showcasing interface design for neurodiverse users (250+ attendees)

Mentor, Georgia Tech Graduate Student Advisory Board

- Mentored 12+ students across psychology, industrial design, and engineering on navigating interdisciplinary research

PRESENTATIONS

- 1. “Designing for Cognitive Transparency in Real-Time Systems” – SXSW Interactive, 2023
- 2. “Reading the Mind’s Signals: From EEG to Actionable Insights” – NeurIPS Workshop on Human-AI Interaction, 2022

An aerial photograph of the Stanford University campus. In the foreground, the redwood forest is visible, with several large, ancient trees. The red brick buildings of the university are scattered throughout the middle ground. In the background, the San Francisco skyline is visible, including the Transamerica Pyramid and other high-rise buildings. The sky is a clear, light blue.

## CVs for PhD Students who are Pre-Candidacy



Humanities and Social Sciences

The most common instance in which a student will need a CV prior to passing their qualifying exams is when they apply for fellowships. UCLA offers 2 fellowships specifically targeted to pre-All But Dissertation (ABD) students: the Graduate Summer Research Mentorship and the Graduate Research Mentorship. We encourage you to pursue other intramural and extramural funding opportunities as well.

This example is that of John Keating’s CV prior to his qualifying exams. Thus, you can read each Humanities/Social Science CV example throughout this book to understand how John’s CV evolves and is adapted through the years for various positions. Note that John’s CV is shorter than later in his career and it has an additional section for Research Interests, since he has no dissertation topic or publications yet and has not submitted any articles for review—any of which would convey his research interests without a separate section. Please consult individual fellowship requirements for any other information the awarding body may wish you to include in your CV (e.g., monetary award amounts).

Notes

**TIME TO DEGREE:** John matriculated September 2019 and he estimates his Time to Degree optimistically, as the average in his department is 6-8 years. He writes this CV from the perspective of a 3rd year student who has not yet taken his qualifying exams (i.e., Fall 2022).

**CHAIR:** John has not yet convened his dissertation committee or passed his qualifying exams, but he has asked Professor Charles Xavier to serve as his chair when the time comes.

**MASTER’S DEGREE DETAILS:** Because John has not yet formed his dissertation committee or begun writing his prospectus, he adds this additional detail to his section of Education devoted to his MA.

**RESEARCH INTERESTS:** For a number of fellowship applications early on in your program, it can be useful to indicate your research interests, since they won’t necessarily be evident from the rest of your CV yet.

**MA AWARDS:** Because John is not too far into his PhD yet, he still includes his awards from his time as a MA student.

John Keating

john.keating@deadpoetsociety.com | 555-555-5555

EDUCATION

University of California, Los Angeles (UCLA)  
PhD in English  
Chair: Professor Charles Xavier  
Anticipated Jun 2025

New York University (NYU)  
MA in English  
Thesis: Affect and Happiness in Oscar Wilde’s The Picture of Dorian Gray and D. H. Lawrence’s Women in Love  
Advisor: Professor Annie Savoy  
May 2019

California State University, Northridge (CSUN)  
BA in English  
May 2017

RESEARCH INTERESTS

19th Century British Novels, Gender and Sexuality, Writing Pedagogy

HONORS AND AWARDS

UCLA Graduate Research Mentor Fellowship  
UCLA Center for the Advancement of Teaching Mini-Grant  
UCLA Regents Award  
NYU Thesis Award  
NYU Humanities Scholarship  
Fall 2022 – Spring 2023  
Winter 2022  
Fall 2019 – Spring 2020  
Spring 2019  
2018 – 2019

CONFERENCE PRESENTATIONS

“Water as a Vampiric Power and Constraint in Stoker’s *Dracula*: Disease and Orientalism,” Pacific Ancient and Modern Language Association (PAMLA) Annual Conference, Nov 2022.

UNIVERSITY TEACHING EXPERIENCE

UCLA Department of English  
Teaching Associate  
• Literatures in English, 1850-Present  
Teaching Assistant  
• Literatures in English, 1850-Present  
• Literary London: Tales of Two Cities  
NYU Department of English  
Teaching Assistant  
• Queer Literature  
• Introduction to the Study of Literature  
• Literatures of the British Isles and British Empire, 1660-1900  
Fall 2021  
Fall 2020, Spring 2021  
Winter 2021  
Spring 2019  
Fall 2017, Fall 2018  
Spring 2018

ADDITIONAL TEACHING EXPERIENCE

Los Angeles Unified School District (LAUSD)  
Substitute Teacher  
• Substituted for periods ranging from 1 day to 2 weeks in a variety of subjects (including English, math, and special education) in grades K-12  
Jan 2020 – Jun 2023



Humanities and Social Sciences (cont'd)

Notes

**RESEARCH DESCRIPTION:** At this point in the process, Professor Xavier has not yet decided on a manuscript title or attained a publisher, so John’s wording is a bit more vague here than later on, when he knows more and is able to add specifics.

**REFERENCES:** Note that for many fellowships, applicants are only required to ask 1 or 2 references for letters of recommendation. Make sure to check each opportunity’s requirements and ask your references as early as possible.

RELEVANT WORK EXPERIENCE

**UCLA Graduate Writing Center**  
Consultant Fall 2020 – Present

- Areas of Specialization: Academic Writing, Article Manuscripts, Professional Writing, Fellowships & Grants, Application Documents, Oral Presentations, Revision/Editing Strategies, Style/Flow, Grammar/Mechanics, English Language Learners
- Assist >50 graduate students with any writing related to the consultee’s academic and professional goals, provide honest encouragement and constructive criticism
- Plan and facilitate writing retreats for graduate students writing their Master’s thesis, dissertation prospectus, or dissertation chapters

**Professor Charles Xavier**  
Graduate Student Researcher Summer 2022

- Assisted Professor Xavier with research for a new manuscript on literary mustaches
- Archives: HathiTrust, UCLA William Andrews Clark Memorial Library Special Collections, The Library of Trinity College Dublin Special Collections

SERVICE

PAMLA Annual Conference: Panel Co-Organizer Spring 2022 – Fall 2022  
English Graduate Union: Co-President Fall 2021 – Spring 2022

LANGUAGES

French (fluent), Latin (proficient)

REFERENCES

Professor Charles Xavier  
*World’s leading expert in literary mustaches*  
Full Professor at UCLA Department of English, Dissertation Committee Chair  
x-men@ucla.edu, 555-555-5555

STEM

STEM students who are pre-ABD may need a CV for fellowship applications, summer research opportunities, or industry internships. Because they may not yet have publications, greater emphasis is placed on technical experience, coursework, and contributions to team-based projects. Use this template to apply for programs such as the NSF GRFP, DOE internships, or internal university fellowships like UCLA’s Graduate Summer Research Mentorship.

Notes

**TIME TO DEGREE:** Note that Zoe’s CV is written from the perspective of a student at the end of her first year in the PhD program (i.e., Spring 2025)

**INCLUDING BACHELOR’S DEGREE DETAILS:** Pre-ABD students may wish to include more information from their bachelor’s, including honors.

**RESEARCH DESCRIPTION FORMATTING:** Zoe describes her research using bullet points. In other disciplines, a blurb or abstract may be more appropriate.

**UNDERGRADUATE EXPERIENCE:** Because Zoe is pre-ABD, she includes her undergraduate research experiences. More senior graduate students and postdoctoral scholars may choose to omit this information.

**FUTURE FELLOWSHIPS AND AWARDS:** Note that it is acceptable to include fellowships and other awards that have not yet commenced, but to which you’ve already been accepted.

Zoe Heriot

Department of Statistics, University of California, Los Angeles (UCLA)  
520 Portola Plaza, Los Angeles, CA 90095  
Email: zheriot@ucla.edu  
LinkedIn: zoeheriot.linkedin.com  
Phone: (111) 111-1111

EDUCATION

<b>Ph.D. in Statistics</b>	Expected June 2029
University of California, Los Angeles (UCLA), Los Angeles, CA	
Advisor: Dr. Who	
<b>B.S. in Mathematics</b>	2024
Boston University (BU), Boston, MA	
Minor: Environmental Statistics	
Graduated with High Distinction	

RESEARCH EXPERIENCE

<b>Graduate Researcher</b>	2025 – Present
UCLA Department of Statistics, Los Angeles, CA	
<ul style="list-style-type: none"><li>Investigating various Bayesian models and application to large scale NASA datasets to identify environmental drivers of respiration rates in an evergreen tropical ecosystem.</li><li>Design and implementation of a new iteration of Bayesian respiration dependence model based on measurements of CO2, CO, and H2O.</li><li>Developed scalable Bayesian models for environmental and climate datasets with spatiotemporal dependence.</li><li>Collaborated with atmospheric scientists to build hierarchical models for satellite-derived temperature anomalies.</li><li>Designed simulation studies to assess uncertainty quantification in high-dimensional contexts.</li><li>Results contributed to a collaborative NSF-funded project on climate risk modeling.</li></ul>	

<b>Statistical Consultant</b>	2025 – Present
UCLA Statistical Consulting Group	
<ul style="list-style-type: none"><li>Advise graduate students and faculty from public health, education, and engineering on statistical modeling.</li><li>Provide guidance on mixed models, survival analysis, and reproducible R workflows.</li><li>Contribute to five published papers as co-author through consulting collaborations.</li></ul>	

<b>Undergraduate Research Assistant</b>	2022 – 2024
BU Applied Math Group, Boston, MA	
<ul style="list-style-type: none"><li>Used nonparametric regression techniques to analyze multiyear air quality data across New England.</li><li>Co-authored final report for the EPA-funded regional analysis.</li><li>Presented findings at the 2020 Joint Mathematics Meetings.</li></ul>	

AWARDS, HONORS, & FELLOWSHIPS

<b>National Science Foundation Graduate Research Fellowship (\$34,000/year)</b>	2025 – 2026
UCLA Department Research Fellowship	
Phi Beta Kappa Honors Society – BU	2024
Trustee Mentor Program – BU	2023 – 2024
Dean’s List – BU	2021 – 2024

STEM (cont'd)

Notes

**PUBLICATIONS:** Note that pre-ABD students will likely have fewer publications than more senior students applying to R1 faculty positions.

**TECHNICAL SKILLS:** Zoe’s inclusion of her technical skills is particularly important in a pre-ABD CV, which might not provide much other evidence of her research capabilities yet due to her relative lack of presentations, posters, publications, project experience, etc.

PUBLICATIONS

**Heriot, Z.**, Statistician, J., Doe, J., Johnson, K., Smith, C., (forthcoming). Multilevel modeling of wildfire risk using remote sensing. *Journal of the American Statistical Association*, <https://doi.org/12345>

Statistician, J., Doe, J., Johnson, K., **Heriot, Z.**, Smith, C., (2024). Estimating excess mortality using hierarchical Poisson models. : BU. *Journal of Applied Statistics*, <https://doi.org/12345>

CONFERENCE PRESENTATIONS

<b>Joint Statistical Meetings (JSM)</b> <i>Shrinkage Priors for Large-Scale Climate Models</i>	Upcoming 2026
<b>International Society for Bayesian Analysis (ISBA)</b> <i>Hierarchical Modeling for Climate and Health</i>	Dec 2023
<b>Western North American Region of the International Biometric Society</b> <i>Modeling COVID-19 Incidence Across Time and Space</i>	Dec 2022

TECHNICAL SKILLS

- **Programming:** R, Python, Stan, SQL, LaTeX
- **Statistical Expertise:** Bayesian modeling, generalized linear models, time series, mixed-effects models, causal inference
- **Tools:** R Markdown, Shiny, Git, Jupyter, Docker, Quarto
- **Cloud & HPC:** AWS, Slurm, Google Cloud

LEADERSHIP & SERVICE

<b>Mentor,</b> Women in Statistics and Data Science (WiSDOM)	2025 – Present
<b>Reviewer,</b> Journal of Statistical Software	2025 – 2026

REFERENCES

Dr. Jane Statistician  
Professor, Department of Statistics, UCLA  
[janestat@stat.ucla.edu](mailto:janestat@stat.ucla.edu)

Dr. Jill Smith  
Senior Scientist, National Climate Modeling Center  
[jillsmith@ncclimate.org](mailto:jillsmith@ncclimate.org)

Dr. Who  
Associate Professor, Biostatistics, UCLA  
[thedoctor@ph.ucla.edu](mailto:thedoctor@ph.ucla.edu)

# Hybrid CVs/Resumes for Think Tank Positions





Industry Research

Research positions at organizations like think tanks often invite you to submit either a CV or resume, or a combination of both. In the following example, you will find that Valerie adopts the CV style for this position. If the position is highly research-focused and you are given the chance to submit a CV, we recommend you do so (or a combination CV/resume longer than one page).

Notes

- ALIGNING POSITION AND RESEA:** The job description calls for a behavioral and social science researcher in one of several areas, including Education and Labor. This is the area Valerie is aiming to be hired in.
- COMMITTEE:** List Committee members and use parentheses after their name if you have members from external colleges or if your committee is especially interdisciplinary and you want to show that you take a multidisciplinary approach to research.
- MASTER’S:** Since Ms.Frizzle got her Master’s on the way to her PhD from the same department, you do not need to list it.
- PUBLICATIONS:** Provide sub-headers if you have lots of articles in order to classify them by type.
- Use the citation style appropriate to your field (MLA, Chicago, APA).
- You can include a publication as soon as it is “under review”—that is, as soon as you send it off to the journal/publisher. If the paper has been accepted but not yet published, you can use the term “forthcoming.” Do not include any articles you have not yet submitted for publication.
- For instances in which you co-authored a paper, list the names in the order in which they appear on the publication and put your name in bold.

Valerie Frizzle

vfrizzle@magicschoolbus.com\ 555-444-1111

EDUCATION

**University of California, Los Angeles (UCLA)**  
PhD in Education, Human Development and Psychology Anticipated June 2026  
Dissertation: “Seat belts, everyone!”: Engaging Elementary School-age youth in place-based STEM education  
Committee: Professor Ross Geller (Chair), Professor Indiana Jones, Professor Dewey Finn, Professor Charles Xavier (Xavier College)  
Graduate Certificate in Writing Pedagogy June 2024  
Graduate Certificate in Digital Humanities June 2024  
**California State University, Chico (CSUC)**  
BA in Child Development Education May 2017

PUBLICATIONS

**Peer-Reviewed Journal Articles**  
Frizzle, Valerie. “School Bus Wheels and Childhood Education.” *ECED*, under review.  
Frizzle, Valerie. “Backyard Science Experiments: The playground as a creative learning space.” *Modern Place Based Education* 20, no. 3 (Aug 2024): 30-45.  
Frizzle, Valerie. “Introducing elementary school-age children to museum education: A visit to the Center of Science and Industry (COSI), Columbus, Ohio.” *Museum Education* 10, no. 2 (Nov 2022): 10-35.  
**Book Chapters**  
**Frizzle, V.**, Frizzle, F. (Forthcoming). Early Education and Exploration in child development. In E. Smith and R. Miller (eds), *Handbook on Education and Child Development*. Edward Elgar.  
**Book Reviews**  
Frizzle, Valerie. Review of Community-Based Education: Youth development, locality, and community organizing, by Mary B. Wellington. *Education Studies* 65, no. 1 (Autumn 2023): 40-47.  
**Research Briefs**  
Jackson, P., Chase, A., **Frizzle, V.**, Ballingston, C., Banks, J. (2024). Representation in the STEM classroom for Elementary school-age youths: Tracking representation for children and new educators. Center for the Transformation of Schools, School of Education and Information Studies, University of California, Los Angeles.

Industry Research (cont’d)

Notes

**RESEARCH:** For Researcher positions asking for CVs outside of academia, you should list your research experience/skills/accomplishments as well. Try not to use too complicated jargon, and keep the focus on your contributions as opposed to the project as a whole.

**ACRONYMS:** Make sure to list the full acronym (eg. rather than AERA, put “American Educational Research Association”), even if you need to use another line to do so.

**CONFERENCE PRESENTATIONS:** Conference presentations can also have sub-headers if you have a lot of them and have various types of presentations such as poster presentations, paper presentations, workshops, roundtables, etc. It is not necessary to include the locations of conferences.

RESEARCH EXPERIENCE

UCLA Center X

Graduate Researcher Fall 2023 – Spring 2027

- Conducted focus groups with 20 Teachers who have participated in the Teacher Professional Development program in order to provide Center X with recommendations for future cohorts.
- Utilized a mixed-methods research approach, combining qualitative teacher interviews and quantitative surveys, to report perceived gaps in Youth STEM Education in LAUSD.
- Created programming flyers, research briefs, and data visualizations, to detail research findings to policymakers and local school leaders, supporting strategic decision-making for future STEM Field trips

Xavier College for Gifted Youngsters

Graduate Student Special Education Researcher Summer 2022

- Assisted Professor Xavier with research for his forthcoming book with Oxford University Press, *Special Education for STEM Practitioners*
- Utilized Archives: HathiTrust, Magneto Memorial Library Special Collections, The Library of Krakoa Special Collections

HONORS AND AWARDS

UCLA Dissertation Year Award Fall 2026 – Spring 2027

American Educational Research Association Early Education and Child Development Special Interest Group Dissertation Award Spring 2027

UCLA Distinguished Teaching Assistant Award Spring 2024

UCLA Center for the Advancement of Teaching Mini-Grant Winter 2023

CONFERENCE PRESENTATIONS

“‘Seat belts, Everyone’ The school bus as a portal to youth interest in STEM” American Education Research Association (AERA) Annual Convention, Apr 2025.

“Local Policy on STEM Education for Youth Equity,” Early Education Conference, Nov 2023.

INVITED TALKS

“Special Education Educators of the Future,” Xavier College, Aug 2022.

GUEST LECTURES

“The Magical World of Backyard Science,” Professor Geller’s Place Based Education, Mar 2025.

“Exploring Music Playing as Youth Education Praxis,” Professor Finn’s Introduction to Musical Youth Education and Politics, 2022.

Industry Research (cont'd)

Notes

**TEACHING:** The job posting mentions that the employee may have the opportunity to teach graduate courses, so Valerie’s teaching experience is a real asset here.

If you have taught the same course more than once, only list it once with all the dates together.

**SERVICE:** Service is a great space to list your community service engagements, especially if a position calls for a someone who does community based research or if there is an expectation for the candidate to immerse themselves in the community they will be working with/for.

TEACHING EXPERIENCE

UCLA Department of English

- Teaching Fellow (Primary Instructor), Collegium of University Teaching Fellows (CUTF)
- Elementary Science Education Spring 2024, Spring 2025
  - Early Childhood Education (CUTF) Winter 2024
- Teaching Fellow
- Education Policy, 1980’s-Present Fall 2024
- Teaching Associate
- Education Policy, 1980’s-Present Fall 2023
- Teaching Assistant
- Early Childhood Education Fall 2021, Spring 2022
  - Elementary Science Education Winter 2022

SERVICE

- AERA Annual Conference: Panel Co-Organizer Spring 2023 – Fall 2024
- Education Graduate Union: Co-President Fall 2024 – Spring 2026

LANGUAGES

Spanish (Fluent), Latin (Proficient)

REFERENCES

- Professor Ross Geller  
Full Professor at UCLA Department of Education, Dissertation Committee Chair  
Geller@ucla.edu, 111-222-5555
- Professor Indiana Jones  
Full Professor at UCLA Department of Education, Dissertation Committee Member  
Jones@ucla.edu, 555-222-1111
- Professor Charles Xavier  
Dean of Education Department at Xavier College, Dissertation Committee Member  
Xavier@Mutants.edu, 444-555-1255

# Additional Resources





Additional Graduate Student Services Resources

Graduate Student Services (GCS) supports all master’s students, doctoral students, and postdoctoral scholars at UCLA in every stage of the professionalization and job-seeking process. A description of several key resources can be found below.

1:1 Appointments

UCLA graduate students and postdocs can schedule up to 1 appointment each week to speak to a GCS staff member. We cover: career exploration, networking, resumes & cover letters, negotiation, the hidden curriculum of the academic job market, adapting your academic skills to industry positions, and more. Schedule an appointment through Handshake: [career.ucla.edu/resources/handshake](https://career.ucla.edu/resources/handshake). Once you create an account and log in, simply go to the left-hand bar, click “Career Center”—> “Appointments”—> “Schedule a New Appointment.” New time slots are posted every Friday for 2 weeks in advance.

Workshops

Throughout the year, GCS hosts workshops both in person and on Zoom to explain various career development topics, including:

Non Academic	Academic
Job & Internship Search	CV
LinkedIn & Networking	Academic Cover Letter
Resume & Cover Letter	Teaching Statement
Interviewing	Research Statement
Negotiation	Screening Interview
	Campus Interview

Workshops are made available for registration 2 weeks in advance on Handshake under “Events.” To keep up to date with which workshops are coming soon, please follow us on Instagram @uclagcs.

Careers & Coffee

Careers & Coffee are 1-hour sessions that are a relatively small and intimate way to ask questions to alumni about their career paths and everything that has led to where they are now. Careers & Coffee events are also a great way to dip your toe into networking, an important part of the job search process. Past fields have included UX Research, Publishing, Aerospace, Nursing, Consulting, and Human Rights, with organizations such as the Getty, Exponent, and the United Nations. Join us for coffee, pastries, and lively conversation.

Careers In...

Our Careers In... series brings together a small group of alumni to answer questions about careers in their field. Panels consist of 3-5 alumni and are followed by time in which to network with alumni and employers.

Employer Information Sessions

We host a number of employers interested in hiring advanced degree students and postdocs each year. Previous employers include Exponent, TikTok, McKinsey, Lawrence Livermore Lab, and the United Nations (UN).

Campus Professional Development Resources for Graduate Students and Postdoctoral Scholars

GS = Graduate Student Eligible  
PDS = Postdoctoral Scholar Eligible

Graduate Student Resource Center (GSRC)

The Graduate Student Resource Center is a resource, referral, and information center for UCLA graduate and professional students. The office is a Graduate Student Association (GSA) Initiative that is managed by Student Affairs. [gsrc.ucla.edu](https://gsrc.ucla.edu)

- Study space (GS)
- Graduate Student Orientation (GSO): Connecting incoming students to resources (GS)
- Workshops and programs on various topics (GS)
- Drop-in support (GS)
- 250 free pages of printing per quarter (GS)
- Home of the Graduate Writing Center (GWC) — see below (GS)

Division of Graduate Education (DGE)

The Division of Graduate Education serves as the administrative core for graduate recruitment and admissions. Over the years between your Graduate Welcome Reception and the awarding of your degree, we will also participate in the milestones marking your individual academic progress and work to ensure that the education you receive here continually strives for the highest quality. [grad.ucla.edu](https://grad.ucla.edu)

- Professional development events (GS)
- On-campus and extramural fellowships (GS)
- Postdoctoral scholar leadership opportunities, resources, referrals, and policy (PDS)

Graduate Writing Center (GWC)

The Graduate Writing Center provides writing support for registered UCLA graduate and professional students. [gwc.gsrc.ucla.edu](https://gwc.gsrc.ucla.edu)

- Individual Writing Appointments (GS)
- Writing Workshops (GS)
- Dissertation & Thesis Support Programs (GS)
- Writing Groups & Retreats (GS)

Office of Bioscience Postdoctoral Affairs

The Office of Bioscience Postdoctoral Affairs serves postdoctoral scholars in the David Geffen School of Medicine and biosciences-affiliated disciplines throughout UCLA. We provide resources and training for bioscientists, including professional development, fellowship writing, wellness and resiliency, leadership, and ethics and responsible conduct of research. [biomedpostdoc.ucla.edu](https://biomedpostdoc.ucla.edu)

- Professional Development Events (GS, PDS)
- Fellowship Writing (PDS)
- Responsible Conduct in Research Training (GS, PDS)
- Leadership Training Retreats (GS, PDS)
- BoT Program: Future Faculty Cohort Training (PDS)

Teaching and Learning Center (TLC)

The Graduate Student and Postdoctoral Scholar Engagement (GSPSE) unit of the TLC works to equip and empower graduate students and postdoctoral scholars to be effective educators and to engage in ongoing professional development to transition into their career of choice, whether inside or outside of the academy, at the end of their degree programs or fellowships. [teaching.ucla.edu](https://teaching.ucla.edu)

- Pedagogy workshops and networking events (GS & PDS)
- 1:1 pedagogy and instructional design consultations and drop-ins (GS & PDS)
- Professional Development Programs:
- Teaching Assistant Consultants (TAC) (GS)
- TA and Postdoc Teaching Conference (GS & PDS)
- Collegium of University Teaching Fellow (CUTF) (GS)

## Graduate Career Services

501 Westwood Plaza  
Strathmore Building, 2nd Floor  
Los Angeles, CA 90095-1573

(310) 206-1915  
[questions@career.ucla.edu](mailto:questions@career.ucla.edu)

[career.ucla.edu](http://career.ucla.edu)  
[career.ucla.edu/channels/phd-doctoral-students](http://career.ucla.edu/channels/phd-doctoral-students)

**UCLA** Career Center