



Graduate Student Résumé & Cover Letter Guide



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Introduction

A U.S.-style résumé is typically a document that presents critical and relevant information to the reader or external audience. For current graduate students or recent alumni, a U.S. résumé is typically a one to two-page document that highlights educational background, experience, accomplishments, skills, and knowledge. The length varies from one to two pages depending on the industry and depth of one's experience. Knowledge of content expectations within your field is critical. Your résumé is the most important document in marketing yourself professionally with a singular goal of getting you an interview.

Potential Content Sections (not limited to these):

Content sections and order vary for each individual and within industry expectations. There are many "right ways" to organize one's résumé content. Personalize your experience and skillset to the position, department, or organization to which you are applying. Prioritize your most recent and relevant skills, abilities, and experiences on your résumé. The order of content sections will vary depending on the type of position to which you apply and which content you seek to feature first.

Tailor each résumé to suit the application. As space on your résumé permits, choose which specific content to add based on the relevancy to the job position to which you are applying. If you have several publications, presentations, awards, grants, etc. you will need to select some but not list all.

Potential Content Sections

- Name & Contact Information
- Qualifications (when applying to a specific opportunity)
- Education
- Relevant Experience (this can include professional work/internships, research, publications, presentations, etc.)
- Optional Sections (these can include community involvement, leadership, co-curricular activities, professional memberships, etc.)
- Skills

Name & Contact Information

Your name and contact information appear at the top of your résumé and should be bold and a slightly larger font than the rest of the information in your résumé. It does not include a section heading. Your résumé should simply begin with your name.

Typically, your name resides on its own line. The rest of your contact information can be on as few lines as you would like. You can decide how many lines you are going to dedicate to your contact information.

Provide only one email, phone, and address. Adding residential city/town and zip code is optional. If applying outside of the state in which you currently reside, you can choose to omit an address. Adding a LinkedIn (URL) address is optional.

The following are only two of many ways that you can choose to organize your contact information.

Example #1

Jonathan Husky
(860) 555-5555
Jonathan.Husky@uconn.edu
Storrs, CT
linkedin.com/in/jonathanhusky

Example #2

Jonathan Husky
Jonathan.Husky@uconn.edu | (860)555-5555 | Storrs, CT



Qualifications

Articulate your most relevant strengths and accomplishments useful to the employer. In 3-4 bullet point statements, highlight your years of experience, expertise, transferable skills, and proficiencies. Utilize keywords from the job or internship description and relevant to the industry to which you are applying.

Example #1

- 5 years of experience informing public policy and community development practice through applied research and analysis
- Expertise in engaging with external stakeholders to solve problems
- Proficient in monitoring and analyzing policy research and studies impacting the future of economic rights
- Programming knowledge in R and Python

Example #2

- 6 years of research experience in polymer chemistry and material science
- Design and produce lab-scale tools for desalination/filtration research projects
- Conduct synthesis, characterization, and property optimization of various polymer-graphene nanocomposites
- Strong cross-functional team communication skills with industry collaborators

Education

Include all college/university education in this section. Organization within this section is by each institution in order of most recent to least recent attended. Certifications that are required in, or essential to, your field of study should also appear in this section.

Ph.D. Candidate, Comparative Politics, Department of Political Science
University of Connecticut, Storrs, CT

May 20XX

It is optional to add a dissertation title or description. Think about whether it is relevant to the position to which you apply.

M.A., Political Science, Department of Political Science
California State University, Long Beach, CA

August 20XX

B.Sc., Economics
St. Xavier's College, Kolkata, India

May 20XX



Relevant Experience

Relevant Experience can be a section heading on your résumé to feature your relevant skills and accomplishments for an opportunity to which you are applying.

CVs are multi-page documents, and it is often a challenge to reduce skills and accomplishments down to the 1-2 pages that are most common for a résumé. As a graduate student, you may have attained your skills, accomplishments, and knowledge during a professional job, volunteering, while serving as a teaching assistant or as a research assistant. You can also choose to create individual sections for similar types of experiences such as "Professional Experience," "Research Experience," and "Teaching Experience".

Note: Organize the content in your sections from most recent to least recent.

Examples

University of Connecticut, Department of Political Science, Storrs, CT, May 20XX – 2023

Research Assistant

Research Focus: One sentence description of research

- Performed qualitative research on voting behavior of residents of Vernon, CT between the ages of 19-35, included using LexisNexis and compiling results into Excel spreadsheet
- Trained 5 callers and conducted phone-based public opinion polls regarding political party affiliations and voting habits
- Recorded and transcribed content of all polls and produced data overview and visualizations to be included in book chapter

University of Connecticut, Department of Political Science, Storrs, CT, Sept. 20XX – May 20XX

Instructor, Sept. 2018 – May 2019

Title of course (no course number) / Semester(s) and year(s) taught

Title of course (no course number) / Semester(s) and year(s) taught

Teaching Assistant, Sept. 2014 – May 2018

Title of course (no course numbers) / Semester(s) and year(s) taught

Title of course (no course numbers) / Semester(s) and year(s) taught

Note: you could also choose to add bullet point statements to feature some of your transferable skills.

Fund for Public Interest, Hartford, CT, Jun. 20XX – Aug. 20XX

Field Manager

- Educated citizens on pressing environmental issues by engaging in conversation at shopping malls, generating support on state and national petitions.
- Recruited, trained, and managed a team of 6 canvassers, exceeding weekly fundraising goals by 22%.

Note: You may choose to have separate sections for Professional Experience, Research Experience, and Teaching Experience, and many other sections. Next, you will find options for separating these sections from the Relevant Experience section.



Professional Experience

Example

MD Anderson Cancer Center, University of Texas, Biostatistics Department, Houston, TX,
Biostatistician

May 20XX-August 20XX

- Collaborated with two statisticians in developing the statistical analysis plan for three cancer clinical trials.
- Performed statistical analyses including survival analysis, linear regression analysis, and statistical modeling of clinical trials and observational studies using SAS and R.
- Prepared the statistical section in three peer-reviewed medical manuscripts and presented methods to principal investigators regularly.

If your professional experience is not relevant to the position you are applying for, you may opt to move this sections lower on your résumé.

Research Experience

You can feature research experience on a résumé in many different ways.

Example #1

Include university name, department name, title, and research topic.

University of Connecticut, Department of Political Science
Research Assistant

May 20XX- May 20XX

Research Topic: One sentence description of research

Note: Leave off advisor name and PI, unless known entity to the company (such as a well-known industry collaboration)

Example #2

Include university name, department name, title, and research topic, plus a list of bullet-point statements that highlight what you have done relevant to the work you will be doing in the future.

University of Connecticut, Pharmaceutical Sciences, Storrs, CT
Dissertation Research/Research Assistant

20XX - 20XX

Topic: Bulk Freeze-Thaw Process and its Impact on Protein Stability

- Applied a DoE approach to investigate the effect of freeze-and-thawing (F/T) process parameters on the concentration, native conformation, enzymatic activity, and sub visible particle formation of a model protein.

You will notice that different parts of each entry are in bold. This is because the individual is choosing to emphasize the university in Example 1 and their research topic in Example 2.

Teaching Experience

You can feature teaching experience on a résumé and CV in many different ways. In the CV to résumé conversion example in this Guide, you will notice that the CV features teaching positions and the course titles. Highlight what you have done relevant to the work you will be doing.

Example #1

Include university name, department, title, and course taught. This is a common option when teaching or training is not part of the job.

University of Connecticut, Department of Kinesiology, Storrs, CT

Sept. 20XX- May 20XX

Instructor

Title of course (no course number) / Semester(s) and year(s) taught

Example #2

Include university name, department, title and course taught, plus a bullet point demonstrating your responsibilities, skills, or knowledge that would be transferrable to the position.

University of Connecticut, Department of Sociology, Storrs, CT

September 20XX – May 20XX

Instructor of Record

Title of Course (not #)

- Designed curriculum for upper-division courses to engage students in critical conversations about social inequity.
- Facilitated online course, developing and managing the course site via Blackboard.

Publications

Out of all your publications, select a few (space permitting) that are most relevant to the kind of work you are seeking. There are multiple strategies to feature your publications on your résumé. It is important to think about what you want to convey to the employer.

Option #1

Provide an overview of the number of articles you have written and in which publication(s). This will highlight for employers the significance of the journals in which you have published articles.

Published articles in 10 peer-reviewed journals including...

Option #2

Provide an overview of the number of articles you have written and the topic written about. This will highlight for employers the significance of the topics you have written.

Published articles in 10 peer-reviewed journals including X and Y, and on the topics of A, B, and C.

Option #3

Choose a few publications and list using citation format consistent with your field of study. Identify that you are featuring 3 out of 9. This will demonstrate that you have written nine publications and that you are choosing to share three of them in this résumé.



Presentations

Out of all of your presentations, select a few (space permitting) that are most relevant to the kind of work you are seeking. These may include Invited Talks, Selected Poster Presentations, etc.

Option #1

Provide an overview of the conferences at which you have delivered presentations. This will highlight for employers the types of conferences at which you have presented.

Presented at three international conferences including the International Society for ..., Association of Applied ..., and Symposium on ...

Option #2

List the number of conferences you have presented at and the topics presented at the conferences. This will convey the topics that may be relevant to an employer.

Presented at three international conferences on the following topics...

Option #3

Choose a few presentations and list using citation format consistent with your field of study. Identify that you are featuring 2 out of 5. This will emphasize how many presentations you have presented, where you presented, and the topics.

Leadership/Co-Curricular Involvement

You can determine if you wish to list your leadership involvement or also add bullet point statements to describe your role and accomplishments. Many times the leadership section includes experiences where you can feature skills that are not reflected in other areas of your résumé. Not everyone has a leadership section.

Treasurer, Graduate Student Senate, University of Connecticut, Storrs, CT
(Consider adding bullet point statements)

August 20XX - May 20XX

Programming Chair, Department of History, University of Connecticut, Storrs, CT
(Consider adding bullet point statements)

September 20XX - May 20XX



Professional Membership or Affiliations

It is sufficient to identify the name of the organization in which you are a member and the duration of your membership. If you have held a leadership role within the professional society, you have the option of entering that in a leadership section or including the title of your role, perhaps with bullet point statements in the professional membership section.

Graduate Student Committee-Statistics, Treasurer September 20XX-Present

American Statistical Association, Member September 20XX-Present

Honors/Awards/Fellowships/Grants

If you have received honors/awards/fellowships/grants throughout your education, you may consider listing a few as space permits. Title this résumé section based on the content you include. It is optional to put the dollar amount and for what the fellowship or award was designated or recognized.

Travel Award, *Department of Statistics*, University of Connecticut, Storrs, CT January 20XX
(Awarded for presentation travel to a national conference)

Graduate Student Senate Service Scholarship Award, University of Connecticut, Storrs, CT 20XX

Skills

Choose and list skills that are relevant and important to the experience to which you are applying. Consider creating category headings of skills within this section.

Software: Strata, Microsoft Office (Word, Excel, PowerPoint)

Programming: Python and R

Language: Mandarin

Laboratory: High vacuum anionic polymerization

Bullet Point Statements

- If listing bullet point statements within an entry determine the order in which you would like them to appear, knowing that the reader is reviewing your document from top to bottom with the first few bullet point statements of each entry receiving the most attention.
- Decide if you are going to use periods at the end of bullet point statements or not and be consistent throughout the document.
- When writing a bullet point statement use past tense action verbs for experiences occurring in the past and present tense to describe current roles and accomplishments.

Do You Need Extra Help Writing Your Bullet Point Statements?

Bullet point statements are one to two lines that articulate some combination of your accomplishments, skills, and knowledge. They typically begin with an action verb and do not contain personal pronouns. They continue with context and results. To get started writing a bullet point statement ask yourself the following:

- What did I do?
- How did I do it?
- Why did I do it? / What was the result or outcome?

Example #1

Best: Developed and managed two data collection systems, determining appropriate statistical methods, and provided analysis plan to three researchers for two diagnostic trials on new flu vaccine.

Better: Developed and managed two data collection systems, determining appropriate statistical methods.

Poor: Developed and managed data collection systems.

Example #2

Best: Taught historical and contemporary issues relating to civil rights and social justice, spanning the 1890s to the present, incorporating a flipped classroom debate model and weekly journaling activities about current news topics.

Better: Taught historical and contemporary issues relating to civil rights and social justice, spanning the 1890s to present. Developed and managed data collection systems.

Poor: Taught historical and contemporary issues relating to civil rights and social justice.

Example #2

Best: Gathered qualitative data from interviews with 200 previously concussed student-athletes at 22 high schools to pilot a new point-of-care technology designed to reduce head and neck trauma.

Better: Performed field research and gathered qualitative data from concussed student-athletes.

Poor: Performed field research.




Formatting & ATS

Graduate student résumés are typically 1-2 pages. Individuals pursuing a Ph.D. typically develop a 2-page résumé when not using a CV.

Applicant tracking systems (ATS) are software applications utilized by nearly every employer to manage job application materials from the time of upload into the system to the hiring of a candidate. The software has filters that allow employers to set what they are looking for in an applicant by searching for keywords, skills, experience, location of the applicant, etc. in an applicant's uploaded materials (résumé/CV and cover letter). An employer may choose to let the ATS select the candidates best matched to the position with little input from a human being. For each job or internship posting, revise your résumé to include keywords from the posting description

If you are applying for a job outside of the United States, you will need to check the expectations for personal information to be included on the résumé. Content and format vary by country.

FORMATTING RECOMMENDATIONS	FORMATS TO AVOID
Common Bullet Point Icons 	Templates
Common Headings: Experience, Skills, Education, etc.	Graphics/Tables
Abbreviations & acronyms, but spell out too: Example Certified Financial Planner (CFP)	Headers/Footers
Be consistent in your formatting. If you have months identified in one section, adopt that approach throughout your document. If you are using bold or italics for the titles of your roles keep that consistent from top to bottom. Choose whether you will use a period at the end of your bullet point statement.	Columns
Reverse chronological order for information (most recent to least recent)	Personal information: marital status, age, weight, religion, etc.
Web-safe fonts: Times New Roman, Calibri, Arial, Georgia, Courier, Garamond. Size font: 11 or 12 pt. and section headings can be slightly larger	Pronouns
Margins: Ideally equal margins around all four sides .5 inch minimum and 1.0-inch maximum	Borders



Transferable Skills & Career Ready Competencies

Transferable skills and NACE career readiness competencies are abilities, attributes, and personal qualities obtained during your study and experiences that you can use across career sectors and roles. Graduate students gain skills during their academic careers through research, presentations, teaching, etc. The key is to articulate these skills on your résumé and cover letter to demonstrate to a potential employer how these skills transfer to the workplace and position to which you are applying.

-  **Career & Self Development** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization.
-  **Communication** Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
-  **Critical Thinking** Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information.
-  **Equity & Inclusion** Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in anti-racist practices that actively challenge the systems, structures, and policies of racism.
-  **Leadership** Recognize and capitalize on personal and team strengths to achieve organizational goals.
-  **Professionalism** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.
-  **Teamwork** Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
-  **Technology** Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.



Some employers may consider additional competencies as being essential for career readiness. They may include, but not be limited to:

PROJECT MANAGEMENT

Identify and set goals and integrate team members when appropriate.

Create timelines and prioritize tasks.

The individual can manage a project from beginning to end.

Maintain flexibility and address unexpected problems.

ANALYTICAL SKILLS

Sorting, analyzing, and applying mathematics to numbers and other data.

The individual can comprehend large amounts of information and interpret what is relevant.

Compile, analyze, evaluate and summarize quantitative and/or qualitative data.

RESEARCH

Identify sources of information to solve problems and convey search results.

The individual can conduct research – approaches may include qualitative, quantitative, and/or mixed-method research.



Identifying And Articulating Your Transferable Skills & Career Readiness Competencies

Job and internship postings typically list skills necessary for the position. Make a list of the skills you possess. Determine where you have used those skills. Include these skills on your résumé whenever possible.

During your experiences (professional, research, teaching, and volunteer) you have developed skills and competencies along the way. Choose which you want to highlight on your résumé based on the position to which you are applying.

Consider using a spreadsheet to track which skills and competencies you possess, where you used them, and where they might appear on your résumé.

This is a sample activity, you can create your own list of skills

Which skills have you demonstrated?	In which experiences have you developed/applied this skill?	Through what activities/duties, actions, or achievements can you show this skill?	What was the purpose or outcome of using this skill?
Administrative			
Analytical			
Creative			
Critical Thinking			
Customer Service			
Interpersonal			
Leadership			
Organizational			
Persuasion			
Problem-Solving			
Project Management			
Quantitative			
Research			
Teaching			
Time Management			
Verbal Communication			
Written Communication			

Résumé vs CV

Utilize a résumé when applying for a specific career beyond academia. A CV focuses on all of your academic accomplishments, where a résumé focuses on skills that are relevant to the position a candidate is seeking. Use the job description to determine the skills and qualifications an employer seeks. Think strategically; ask yourself which section is most relevant to the current opportunity. Consider what aspects you would like to feature. Be selective to reduce the number of sections and pages down to two for a résumé.

	Résumé	CV
Purpose	Positions beyond academia.	Academic position in teaching and/or research, and sometimes industry research positions.
General Description	Focus on featuring professional and educational experiences, and skills.	Flexible detailed expansive document highlighting academic achievements and include teaching, research, and service.
Length	1-2 pages focused, condensed, relevant, and more recent content tailored to a specific position or opportunity	Multi-page document, detailed, any length necessary to convey the wide scope of content
Content	Qualifications Education Research Teaching Professional Experience Skills Other sections as space permits	Résumé Content Plus Optional Sections: Teaching Research Publications Conference Presentations Exhibits Service Patents Awards/Honors/Grants Academic Accomplishments Certifications Licenses Trainings And much more!
Contact Information	City and State <i>Optional to include and dependent on the geographic location of the position</i>	If applying to academic positions use the institution's address that you currently attend or at which you currently work.
References	Do not list	List references
Professional Profile	Use qualifications	Leave off Objective and Qualifications Summary. Can use Area of Research or Teaching Interest
Other		Include Academic Advisor, PI, Dissertation Title



Résumé & Cover Letter Examples

Example #1: Converting CV to Résumé

This is an example of a CV converted to a résumé. There are many varying factors to take into consideration when developing your résumé. The formatting and content of your résumé will change for each job application.

[Converting CV to Résumé Example](#)

Example #2: 2-Page Résumé Example Converted from the CV

This person created this résumé from a CV for a position in public history so highlighting research experience and community engagement dictated the content order.

[2-Page Résumé Example](#)

Example #3: 1-Page Résumé Example Master of Social Work

Résumé style, content, and format vary for each individual position. This is a one-page example of a one-page graduate student résumé.

[1-Page Résumé Example](#)

Example #4: Cover Letter Example

[Cover Letter Example](#)

Cover Letter Purpose and Advice

PURPOSE	METHOD	DO	DON'T
<ul style="list-style-type: none">• Tailored to job announcement for a particular position• Introduced the résumé and serves as a marketing tool• Convinces the employer to invite you for an interview• Proves that you can do the job• Shows enthusiasm for the job and the organization	<ul style="list-style-type: none">• Formal business letter	<ul style="list-style-type: none">• Research the position and the company prior to beginning the cover letter	<ul style="list-style-type: none">• Write "Hello my name is..."• Write more than one page• Repeat your résumé• Indent your paragraphs• Write "To Whom It May Concern"• Write general statements regarding your desire to work for the organization, or how you are impressed with it



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[1-Page Résumé Example](#)

Example #4: Cover Letter Example

[Cover Letter Example](#)

Converting a CV to a Résumé

First Name Last Name

University of Connecticut, Department of History
241 Glenbrook Road, U-4103, Storrs, CT 06269
Email@uconn.edu | Phone

EDUCATION

Ph.D. Candidate, History, Department of History Anticipated May 20XX
University of Connecticut (UConn), Storrs, CT
Dissertation: "Lost at Sea: The United States and the Struggle to Govern the World's Oceans"

M.A., History, Department of History May 20XX
California State University (CSU), Los Angeles, Los Angeles, CA

B.A., History, Department of History May 20XX
University of San Francisco (USF), San Francisco, CA

PUBLICATIONS

Review of Becker, Marc, the FBI in Latin America: The Ecuador Files. H-Diplo, H-Net
Reviews (31 March 20XX). <https://hdiplo.org/to/E209>

AWARDS AND HONORS

Graduate Student Teaching Excellence Award, Department of History, UConn 20XX
Eugene Fingerhut Award for Outstanding Graduate Student in History, Department of History, CSU 20XX
David Herlihy Prize in History for Undergraduate Honors Thesis, Department of History, USF 20XX

GRANTS AND FELLOWSHIPS

Dissertation Fellowship, Humanities Institute, UConn 20XX
CLAS Graduate Fellowship, the Graduate School, UConn 20XX
Research Stipend, The Rockefeller Archive Center 20XX
Research Travel Grant, The Gerald R. Ford Presidential Foundation 20XX
Doctoral Dissertation Fellowship, The Graduate School, UConn 20XX
Thomas G. Paterson Graduate Fellowship, History of U.S. Foreign Relations, Dept. of History, UConn 20XX
Field Research Grant, The Tinker Foundation 20XX
Pre-Doctoral Award, El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies, UConn 20XX
Outstanding Scholars Fellowship Program Award, the Graduate School, UConn 20XX

RESEARCH INTERESTS

Environmental Diplomacy, U.S. History, Environmental History, Domestic and International Resource Relations

Note: where it says “presenter” the actual name of the individual would appear. For purposes of this guide the names have been removed.

RESEARCH PRESENTATIONS

Presenter, “Unruly Ocean: The Law of the Sea Convention and the Struggle to Govern the World’s Oceans,” American Society for Environmental History, March 25–28, 20XX.

Presenter and Panel Organizer, “Refusal and Resignation: The Reagan Administration, the NIEO, and the Law of the Sea,” Rethinking Reagan and the Global South panel, Society for Historians of American Foreign Relations Annual Conference, June 20–22, 20XX.

Presenter, “Oceans Come First: The United States, Ecuador, and the Ocean Environment,” Workshop for the History of Environment, Agriculture, Technology, and Science, October 5–7, 20XX.

Presenter, “Of Borders and Boundaries: The United States, Ecuador, and the Ocean Environment,” New Perspectives in Environmental History, April 27, 20XX.

Presenter and Panel Organizer, “Making Waves: Territorial Sovereignty and Resource Nationalism in U.S.–Ecuador Relations,” Environmental Diplomacy in the Cold War Americas panel, Society for Historians of American Foreign Relations Annual Conference, June 23–25, 20XX.

Presenter, “Lines in the Water: Territorial Sovereignty, Resource Nationalism, and U.S.–Ecuadorian Relations, 1968-1973,” Ninth Annual Graduate Research Conference, August 31, 20XX

Presenter, “Salt of the Earth: The Salinity Problem and U.S.–Mexican Relations during the Nixon Administration,” New England Historical Association Annual Meeting, April 18, 20XX.

TEACHING EXPERIENCE

University of Connecticut, Instructor of Record

History of the Ocean	(Online)	Summer 20XX
United States History since 1877	(Writing Intensive)	Spring 20XX & 20XX, Fall 20XX & 20XX
American Environmental History	(Writing Intensive)	Fall 20XX

University of Connecticut, Teaching Assistant

American Environmental History	(Course Grader)	Spring 20XX
Modern Western Traditions	(Discussion Section)	Fall 20XX
United States History to 1877	(Discussion Section)	Spring 20XX
History of Modern Japan	(Course Grader)	Fall 20XX
History of Modern Mexico	(Course Grader)	Spring 20XX
Latin America: National Period	(Course Grader)	Fall 20XX

EXHIBITIONS

UConn through the Viewfinder: Connecticut Daily Campus Photographs from the Howard Goldbaum Collection, 1967-70, William Benton Museum of Art, University of Connecticut, Researcher, January 21–March 13, 20XX.

Homefront: Connecticut Businesses in World War II, Archives & Special Collections, University of Connecticut, Researcher & Designer, Virtual Exhibit.

PROFESSIONAL DEVELOPMENT – University of Connecticut

Effective Questioning Techniques, Center for Excellence in Teaching and Learning	20XX
Designing Your Hybrid/Blended Course, Center for Excellence in Teaching and Learning	20XX
Introduction to Making Maps with ArcGIS, UConn MAGIC	20XX
Programming in R and Project Management with Github, UConn Software Carpentries	20XX
DIY Closed Captioning, Center for Excellence in Teaching and Learning	20XX
Exploring Online Learning, Center for Excellence in Teaching and Learning	20XX
Summer Graduate Fellowship Writing Institute, Office of National Scholarships and Fellowships	20XX
Writing-Intensive Teaching Workshop, the Writing Center	20XX
Teaching History, Department of History	20XX

PROFESSIONAL SERVICE

Senior Exhibits Judge , Connecticut History Day	20XX
Member, Faculty Search Committee , Department of History, University of Connecticut	20XX
Panelist and Organizer , "Archival Research Abroad," History Graduate Student Association, Department of History, University of Connecticut	20XX
Professional Development Committee , History Graduate Student Association, Department of History, University of Connecticut	20XX-20XX
Book Review Editor , Perspectives: A Journal of Historical Inquiry, Department of History, California State University, Los Angeles	20XX

OTHER EMPLOYMENT

US History Reader , AP Reader Program, the College Board, New York, NY	Oct. 20XX – Oct. 20XX
Research Assistant , Archives and Special Collections, University of Connecticut, Storrs, CT	May 20XX – May 20XX
Graduate Student Intern	Jan. 20XX – May 20XX
History Tutor , Student-Athlete Success Program, University of Connecticut, Storrs, CT	Sept. 20XX – May 20XX
WHUS Broadcast Mentor , University of Connecticut, Storrs, CT	Aug. 20XX– May 20XX

LANGUAGES

Spanish (Intermediate conversational skills)

TECHNICAL SKILLS

Proficient with Microsoft Office (Word, Excel, PowerPoint), WordPress, Adobe Acrobat, Zotero; Basic knowledge of R, RStudio, GitHub

PROFESSIONAL AFFILIATIONS

Society for Historians of American Foreign Relations (SHAFR)
American Society for Environmental History (ASEH)

2-Page Résumé Example Converted from the CV

First and Last Name

Email | Phone

QUALIFICATIONS

- 5 years of experience in and
- Strong background inthrough
- Proficient in
- Ability to
- Knowledge of

EDUCATION

Ph.D. Candidate, History, Department of History
University of Connecticut (UConn), Storrs, CT

Dissertation: “Lost at Sea: The United States and the Struggle to Govern the World’s Oceans”

M.A., History, Department of History
California State University, Los Angeles, Los Angeles, CA

May 20XX

B.A., History, Department of History
University of San Francisco (USF), San Francisco, CA

20XX

PRO TIP: Order the sections of your résumé with the most relevant content appearing first. In this case, the individual is applying to a position that would mostly utilize their research experience and then the communication and content delivery skills featured in their Teaching Experience section. For a different job, they might lead with their Professional Experience. Less relevant content can appear later in your document.

RESEARCH EXPERIENCE

Research Assistant, Archives & Special Collections, UConn, Storrs, CT

May 20XX–May 20XX

- Conducted archival and desk-based research to support public outreach and facilitated patron research
- Designed and published blog posts and research guides to encourage use of archival collections
- Collaborated with 5 archivists and 4 research assistants to create online and in-person exhibits
- Used social media to promote patron access, in-person events, and online content

TEACHING EXPERIENCE

Instructor of Record, Department of History, UConn, Storrs, CT

Aug. 20XX–Jun. 20XX

- Planned and led lower-and upper-division undergraduate courses organized around key themes in recent US history, environmental history, and the history of the oceans
- Delivered courses through a combination of lecture, small- and large-group discussion, writing workshops, and other student-centered learning activities
- Adapted courses according to different learning modalities, such as online and writing-intensive instruction
- Provided undergraduate student advisement and mentorship to ensure success in history courses, degree advancement, and career planning
- **Courses Taught:** US History Since 1877, American Environmental History, History of the Oceans

PRO TIP: In this résumé, the individual chose to use Research and Teaching section headings to emphasize their experience in those two areas. The Professional Experience section provided a way to include other experiences, but less directly related to the position to which they were applying.

2-Page Résumé Example Converted from the CV

Last Name, 2/2

PROFESSIONAL EXPERIENCE

History Tutor, Student-Athlete Success Program, UConn, Storrs, CT Sept. 20XX – May 20XX

- Organized tutor appointments with student-athletes and SASP staff
- Instructed student-athletes in history course content, study skills, and exam preparation

US History Reader, AP Reader Program, the College Board, New York, NY. Oct. 20XX

- Evaluated AP US history essays according to supplied rubric for scoring exam

Graduate Student Search Committee, Department of History, UConn, Storrs, CT Jan. 20XX

- Evaluated job candidates in collaboration with other graduate students to improve search committee selection process by providing student input

Professional Development Committee, History Graduate Student Association, UConn, Storrs, CT Sept. 20XX–May 20XX

- Led workshops designed to improve graduate student skills in conducting research, time management, and networking to advance their professional development

WHUS Broadcast Mentor, UConn, Storrs, CT Aug. 20XX – May 20XX

- Trained student DJs in use of studio technology, proper broadcast technique, and studio regulations

Book Review Editor, *Perspectives: A Journal of Historical Inquiry*, CSU, Los Angeles, CA Jan. 20XX

- Assigned book-review assignments, provided edits, and formatted reviews for publication in annual journal issue

SKILLS

Research Skills: Extensive experience working with textual, visual, and audio materials in over fifteen archives and libraries on three continents

Writing Skills: Experience writing for academic and popular audiences, in print and online, including scholarly articles and book reviews, conference and workshop papers, magazine articles, and blog posts

Technical Skills: Proficient with Microsoft Office (Word, Excel, PowerPoint), WordPress, Adobe Acrobat, Zotero; Basic knowledge of R, RStudio, GitHub, ArcGIS

Teaching Skills: Four years' substitute teaching at middle school and high school level, three years' teaching assistant, three years' instructor of record in lower-division and upper-division courses

RECENT AWARDS AND FELLOWSHIPS

Dissertation Fellowship, Humanities Institute, University of Connecticut 20XX–20XX

Graduate Student Teaching Excellence Award

Department of History, University of Connecticut 20XX

PUBLICATIONS AND PRESENTATIONS

- Presented research at regional, national, and international conferences that included: Society for the Historians of American Foreign Relations (SHAHR), the American Society for Environmental History (ASEH), Workshop for the History of Environment, Agriculture, Technology, and Science (WHEATS), New England Historical Association (NEHA)
- Authored book review: Marc Becker, *The FBI in Latin America: The Ecuador Files*. H-Diplo, H-Net Reviews (31 March 20XX).

1-Page Résumé Example: Master of Social Work

First Last

Hartford, CT | (860) XXX-XXXX | first.last@uconn.edu | www.linkedin.com/in/firstlast

EDUCATION

University of Connecticut, Hartford, CT

May 20XX

Master of Social Work, GPA: 4.1/4.0

Concentration: Policy Practice

Focused Area of Study: Violence Prevention in Families and Communities

Relevant Courses: Counseling; Program Planning, Development, and Evaluation; Human Oppression: The African American and Puerto Rican Perspective; Human Behavior in the Social Environment; Analysis of Social Welfare Policy

University of Connecticut, Storrs, CT

May 20XX

Bachelor of Arts, Human Development and Family Studies

SKILLS

Computer: Microsoft Word, Excel, PowerPoint, Outlook, Canva, MailChimp

Certifications & Trainings: Mental Health First Aid, Mandated Reporter (DCF), Understanding and Responding to Sexual and Intimate Partner Violence in the LGBTQ+ Community (Austin Police Department), Diversity & Inclusion (UConn), Connecticut Title IX Coordinator Coalition/NASEM Collaborative Meeting (Yale University)

FIELDWORK EXPERIENCE

CWEALF: Connecticut Women's Education and Legal Fund, Hartford, CT

Policy Intern

August 20XX-Present

- Advocate with the Connecticut General Assembly and research policy protecting rights of women to education security, access to justice, workplace equity, and freedom from violence.

Intimate Partner Violence Sexual Assault Prevention Program, Naugatuck Valley Community College, Waterbury, CT

Graduate Social Work Intern

- Educated college students on intimate partner violence, consent, and bystander intervention through workshops and presentations in first-year experience courses and other academic settings.
- Performed SWOT analyses of content and reviewed pre-and post-tests to assess effectiveness and implement changes to improve audience comprehension and participation.
- Trained undergraduate intern on facilitation methods, presentation content, crisis regulation, and classroom management.
- Provided short-term and long-term counseling for students navigating personal and family challenges by utilizing a strengths-based perspective and referring to additional services and resources when applicable.
- Maintained a spreadsheet with presentation requests to ensure timely scheduling, monitor communication with faculty and staff, and evaluate the program's reach and potential.

RELEVANT ACADEMIC PROJECTS

Full Grant Application: Improving the University of Connecticut Violence Against Women Protection Program

Program Planning, Development and Evaluation

Fall 20XX

Intimate Partner Violence and Sexual Assault Prevention Program: Full Policy Analysis and Proposal

Process & Finances, UConn School of Social Work

Spring 20XX

Title IX: Policy Analysis

Analysis of Social Welfare Policy, UConn School of Social Work

Fall 20XX

Policy Brief: S. 856 "Campus Accountability and Safety Act" (20XX)

Child Welfare, Law and Social Policy, Dr. Preston Britner

Fall 20XX

PROFESSIONAL EXPERIENCE

Center for Career Development (CCD), University of Connecticut, Storrs, CT

Graduate Assistant, Programming

20XX-Present

- Create Diversity, Equity, and Inclusion content to educate on opportunities available for students of various identities.
- Supervise undergraduate interns, provide projects, monitor progress, and deliver feedback.
- Collaborate with multiple departments to develop, plan, and implement a virtual résumé writing assignment.

Cover Letter Example

Your Address City, State Zip (Or use the letterhead from your résumé)

Date (January 1, XXXX)

Name of Employer Contact (or HR Director)

Title Organization

Street Address City, State Zip

Dear First Name Last Name:

INTRODUCTION PARAGRAPH:

- **Why are you writing?** “With experience in X and X, I am applying to X position. Specifically, mention the position and company to which you are applying. Always begin your letter with a statement of how your experience, skills, and/or training are connected to the position.
- Make a connection with the reader by mentioning a common professional acquaintance or by expressing your interest in the work of the organization/company.
- Conclude the paragraph with a statement similar to a thesis statement, identifying the skills, knowledge, and/or experience that you will address in the next two paragraphs.

BODY PARAGRAPHS:

- Show that you can do the job by providing specific examples of past work, internship, volunteer, leadership, or classroom experiences to illustrate that you have the skills, knowledge, and training necessary to succeed in the position.
- Explain how you can add value to the company, and **why you want to work there specifically**.

CLOSING PARAGRAPH:

- Thank the employer for looking over your application materials, and reiterate your interest in the position and/or organization.
- Express your willingness to follow up with more information if needed; provide your phone number and email address for contact if you did not use letterhead from your résumé.

Sincerely,

Your Name (Typed)

PURPOSE	METHOD	DO	DON'T
<ul style="list-style-type: none">• Tailored to job announcement for a particular position• Introduced the résumé and serves as a marketing tool• Convinces the employer to invite you for an interview• Proves that you can do the job• Shows enthusiasm for the job and the organization	<ul style="list-style-type: none">• Formal business letter	<ul style="list-style-type: none">• Research the position and the company prior to beginning the cover letter	<ul style="list-style-type: none">• Write “Hello my name is...”• Write more than one page• Repeat your résumé• Indent your paragraphs• Write “To Whom It May Concern”• Write general statements regarding your desire to work for the organization, or how you are impressed with it



Additional Resources

- [Schedule an appointment](#) at the Center for Career Development to have your résumé reviewed.
- Look for career preparation [presentations](#), [webinars](#), and [events](#)
- Download Résumé Examples:

[Converting CV to Résumé Example](#)

[2-Page Résumé Example](#)

[1-Page Résumé Example](#)

[Cover Letter Example](#)