

## WRITING A CURRICULUM VITA

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## WHAT IS A CURRICULUM VITA(E)?

- "Résumé of the academic world"
- "A short account of one's career and qualifications prepared typically by an applicant for a position."  
(Webster's dictionary)

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## FORMATTING

- Font: Times New Roman or something similar
  - Courier is functional but ugly.
  - Arial and Helvetica hurt people's eyes.
  - Comic Sans looks like you're writing the credits for a *Simpsons* episode.
- Early on, 12-point font will give you the length required without making it obvious that you're going for girth.
- Once your vita has more information, 11-point is a better choice.
- 1-inch margins all around.
- Page numbering
  - Bottom (centered or right corner)
  - Top-right hand corner with a running head of their last name on each page.
  - A footer with the name and page number
  - What is important is that the pages are numbered, consistently.
    - Use the same font type and size for the page number, header or footer, and document text.

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## FORMATTING

- White paper only, of reasonable quality
- If possible, print the original copy of your vita using a laser printer. You want your text to be crisp and sharp.
- But don't make too many copies at any one time.
  - Make just enough copies to meet your needs at the time.
  - Keep in mind that you will be frequently updating your vita. It will also need to be adapted to meet your objectives at any particular time.
- Staple your vita on the top left-hand corner. If your copy machine will do it for you, all the better. Paperclips are cumbersome and easily come undone.
- No cover page. The first page of your vita should be the first page of your vita.

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## ORGANIZATION OF AN ACADEMIC VITA

- Name. At the top, nicely centered and in bold.
- Perhaps even a couple of font points larger than the document text.
- Maybe put Vita to the left of the page and the current term and year on the right. Lets people know you're keeping up with yourself.
- Contact Information.
  - Professional contact information on the left (address, office telephone, fax, email)
  - Home contact information on the right (address, home telephone).
  - If you have a home page on the Internet, be sure to include the URL. If you choose not to provide your home contact information, you may prefer to put address on the right and tel/fax/email on the left.
- Be sure your vita clearly tells readers how to best contact you should they wish to.

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## ORGANIZATION OF AN ACADEMIC VITA

<p style="font-size: small;">Vita Division of Educational Studies 1761 N. First Ave. Bld. Room 2100 Tampa, California Atlanta 353 30322 (617) 489-2211 ext. 4400 Fax: (617) 752-7299</p>	<p style="font-size: small;">JACOB R. SMITH Fall 2003</p>	<p style="font-size: small;">1065 Cedar Pointe Dr. Atlanta, GA 30326 Tel: (578) 286-9676 E-mail: jsmith@edstudies.edu http://www.edstudies.edu/~jsmith</p>
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And this one without the home address. Note, nonetheless, that the home phone number is included. Again, that is up to you. I don't even like the phone company having my home phone number.

<p style="font-size: small;">VITA Department of Education 1044 High Avenue, 2220 Wellesley College Wellesley Park, MA 02759</p>	<p style="font-size: small;">GIOVANNI VALLANTE Fall 2003</p>	<p style="font-size: small;">10001 St. Charles Ave. #210 Boston, MA 02130 Tel: (617) 235-2300 E-mail: gvallante@wellesley.edu</p>
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## EDUCATION

- List your degrees, the universities, and the year you obtained them.
- Include your academic major(s) and major areas of study; if you graduated with honors or Phi Beta Kappa, include this information.
- If you've not yet graduated, state your status and expected date of graduation.
- If applicable, include the title of your dissertation and your committee chair. Don't outline. Simply include the information in a nice tight paragraph. Most recent degrees first.

### EDUCATION

Ph.D. in Educational Studies, Division of Educational Studies, Loyola University, Atlanta, GA, 2007  
Educational Psychology, Research in the academic setting, (2007) and adolescent development, scholarly  
activities, Dissertation: *Writing Self-efficacy and Gender Orientation: A Developmental Perspective*,  
Chair: Professor Frank Pappas, May, 2007.

Master of Education, Elementary Education, University of North Carolina, H. P. Redwood, 2005  
Middle Grades English, Master's Thesis: *The Role of Self-efficacy in Writing*, May, 2005.

Bachelor of Arts, Elementary Education, University of North Carolina, H. P. Redwood, 1982.

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## PUBLICATIONS

- This section should follow the Education section.
- If you are just starting out, place *all* your publications in one section—refereed articles, nonrefereed articles, chapters, book reviews.
- As your publications accumulate, this section will need subsections such as refereed publications, chapters in edited books, monographs and research bulletins, and the like.
- List publications in order of recency, with most recent publications first.

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## PUBLICATIONS CONT.

- Present the publications using the format provided by your discipline's *Publication Manual*. In social science, we use the guidelines of the American Psychological Association.
- If you fall under the auspices of the Modern Language Association (MLA) or The Chicago Manual of Style, take care to follow their guidelines.

### PUBLICATIONS

#### Articles and Chapters

Thomas, S. L. (2006). Teaching multiple intelligences in a social studies classroom. In R. Stappard (Ed.), *Perspectives from the classroom* (pp. 41-42). Atlanta, GA: Georgia Middle School Association.

Pappas, F., Thomas, S. L., & Volante, C. (2000). Writing and science achievement of middle school students. *Contemporary Educational Psychology*, 25, 399-422.

Thomas, S. L. (Ed.). (1999). *The teacher relationship with nature: A teacher's journey and human development*. Asheville, NC: J. S. B.

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## PRESENTATIONS

- List presented papers, posters, or round-tables from various regional and national conferences here, again in order of recency, with most recent presentations first.
- If you have done invited talks at professional meetings or have been asked to be a chair or discussant of a particular session, these should be included. Again, take care to follow your discipline's referencing format.

### PRESENTATIONS

Valente, G. (March, 2001). *Multiple intelligences in the classroom: From theory to practice*. Teacher workshop presented to the staff of Queen Waters Elementary School, Howard County Schools, Deerfield Beach, FL.

Valente, G. (August, 2000). *The role of self-efficacy beliefs and self-regulation in overcoming the obstacles of graduate school*. Paper presented at the meeting of the American Psychological Association, Washington, D. C.

Valente, G. (August, 2000). *Reflections on graduate school: How I learned then what I learned now*. Invited talk presented at Graduate Student Seminar held during the meeting of the American Psychological Association, Division 12, Washington, D. C.

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## ADDITIONAL RESEARCH EXPERIENCE

- List additional research experiences here.
- Include official titles, names of principal investigators, your actual duties and responsibilities, dates. Again, in order of recency.

### ADDITIONAL RESEARCH EXPERIENCE

Middle School Creation Project, Learning and Leadership Laboratory, University of Michigan (C. Midgley & M. Maehr, PI's). Coordinational research project to change the climate of a middle school. Designed, administered, and analyzed multiple waves of survey data; interviewed teachers, students, and administrators; coordinated weekly meetings with school staff; reported progress of project to funders, 1998-1994.

Talking with TJ Project, Institute for Social Research, UM-ich (J. Johnston, PI). Evaluated effectiveness of a program designed to teach social competency skills to 7-9-year-old children. Designed, conducted, and analyzed interviews conducted with 300 children; observed group leaders as they administered social skills training program; collaborated in writing final report, 1992-1993.

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## HONORS AND AWARDS

- If you received research funds or fellowship funds, include the amount.

### HONORS AND AWARDS

Imsy University Fellowship, \$14,000/year, 1999-2002.  
Imsy University, Full tuition scholarship, \$24,000/year, 1997-2002.  
American Association of University Women, Career Development Grant, \$200, 1998-99.  
AETJ Grant for classroom teachers, 1997.  
Ka-Growth Scholarship, Kappa Kappa Pi, Georgia State University, 1993.  
National Honor Roll of Teachers, Association of Science and Technology Centers, 1991.  
American Chemical Society, Grant, 1994.

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## PROFESSIONAL DEVELOPMENT

- Professional affiliations
- Service that you have provided your department or university
- Continuing Education Credits
- Committees that you have served on
- Proficiency in statistical or other software programs

### PROFESSIONAL DEVELOPMENT

#### Memberships

Member of continuing programs, M.Ed., Department of Educational Leadership, Emory University, 1999-2000  
 Member of professional societies, Emory University, 1999-2000  
 Member of the American Psychological Association, 1999-2000  
 Member of the American Educational Research Association, 1999-2000  
 Member of the American Statistical Association, 1999-2000  
 Member of the American Psychological Association, 1999-2000  
 Member of the American Psychological Association, 1999-2000

#### Continuing Education

Statistical Software: SPSS, Emory University, 1999  
 Statistical Software: SPSS, Emory University, 1999

#### Publications

Journal of Educational Research, 1999

#### Affiliations

Member of the American Psychological Association  
 Member of the American Educational Research Association  
 Member of the American Statistical Association  
 Member of the American Psychological Association  
 Member of the American Psychological Association

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## COLLEGE TEACHING EXPERIENCE

- Classes you have taught
- Teaching Assistant for one of your professors
- Guest lecturing in someone else's class

### COLLEGE TEACHING EXPERIENCE

Fall 2000 Child and Adolescent Development and Education (EDS 302), Emory University, Instructor.  
 Spring 2000 Introduction to Statistics in Education (EDS 100), Emory, Teaching Assistant.  
 Fall 1999 Educational Psychology (EDS 301), Emory, Instructor.  
 Spring 1999 Child and Adolescent Development and Education (EDS 302), Emory, TA.  
 Fall 1998 History of American Education (EDS 305), Emory, TA.  
 Summer 1998 Psychology of Teaching and Learning (EDS 502-MAT Program), TA.  
 Fall 1996 Introduction to Educational Technology and Computer Processing, Community Education Program, Hacer Ruten, IL, Instructor.

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## PREVIOUS WORK EXPERIENCE

- Be brief.
- No need to include the numerous part-time jobs that got you through college or high school
- Ask yourself, what does my prospective employer need to know about me.

### PREVIOUS TEACHING EXPERIENCE

1998-97 Rogers Run Middle School, Grade 6 Language Arts Teacher, Provided services on using technology in the classroom. Directed after-school reading/writing program. Organized and advised Astronomy club/Summer Institute for Science Education. Teacher of the Year nominee.

1998-96 Park Springs Elementary School, Grade 4 Teacher, Co-ordinator - Florida Writing Program. Fellow - Florida Education Research Network (FERN) Florida Educational Technology Conference.

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## REFERENCES

- Last section
- Provide at least three referees
- Be sure to include the referee's title, mail address, office phone number, and email address.
- Seek permission from referees before including their names on your vita.

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## SOURCES

- [www.emory.edu/EDUCATION/mfp/vita.html](http://www.emory.edu/EDUCATION/mfp/vita.html)
- [www.umt.edu/career/cv.htm](http://www.umt.edu/career/cv.htm)
- <http://psych.hanover.edu/handbook/vita2.html>

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