

# CVs & Resumes for Graduate Students



**What's the difference between a CV and a resume?** A curriculum vitae (CV or vita) should tell the reader what you know; a resume should tell the reader what you know how to do. A resume summarizes your background and experience in order to demonstrate your ability to do well in a specific position. A CV is a longer and more detailed document that focuses more exclusively on your academic training and related pursuits in order to demonstrate your potential as a scholar or researcher. Typically, you'll need a CV if you're applying for an academic position (e.g., a position at a college, university, or research institution); you'll need a resume if you're applying for a non-academic position in the private or public sector. Because of these distinctions, CVs and resumes tend to be phrased and organized differently.

## HOW TO WRITE A CV

### The Process

Begin by brainstorming a list of relevant facts. What qualifies you for the position you want? What distinguishes you from other applicants? After writing down everything you can think of, start organizing this information into categories. Within each category, list your accomplishments in reverse chronological order.

### The Format

For what type of position are you applying? What aspects of your background qualify you most strongly for that position? To a large extent, considerations like these will determine the format of your CV. It is a good idea to ask someone in your academic department for advice, since different disciplines have different conventions when it comes to writing CVs. Generally speaking, if your degree is in the sciences, you should emphasize your research experience, while if your degree is in the humanities, you should emphasize your dissertation and teaching experience. Of course, many types of information will end up on your CV regardless of your academic field.

### What to Include in Your CV

The following list of categories is by no means exhaustive; if you have relevant qualifications that are not covered by any of these categories, feel free to add more. You should check with someone in your department to find out what a CV in your field should include or emphasize.

**Personal information (Heading).** This section includes your name, address, area code, telephone number, and e-mail address. Your name should be at the top of the page in bold

print. Consider using a larger font size than the rest of the document. Use formal names; never abbreviate on a CV or resume. List your mailing address, along with the best phone number to reach you.

**Educational history.** In this section, list every post-secondary school you have attended. For each school, include your major, degree, date of completion (or expected date), the titles of your theses and dissertations, and your advisor. Also list minors, subfields, and any honors you have received; however, if you have several prestigious honors and awards, you may want to list them in a separate section. If your field is in the humanities, you may want to have a separate Dissertation section in which you give a short summary of your dissertation and the names of your dissertation readers.

**Professional experience.** All teaching or research positions you have held should go here. Include the course name, dates, and a brief description for each course you have taught. If you want to give a greater emphasis to teaching, research, or any other aspect of your professional experience, you can split this category into multiple categories, such as Teaching Experience, Research Experience, or Fieldwork. Do not forget to use action verbs when describing your responsibilities; they will grab the reader's attention more forcefully and make your resume more memorable.

**Academic service.** Include the names of all committees you have served on and a description of each academic service position you have held.

**Memberships.** List all national, regional, state, or local professional organizations to which you belong, with dates of membership. Past memberships and student memberships should be listed if they are relevant.



## Suggested CV Categories

**Publications.** Give bibliographic citations (using the format appropriate to your particular academic discipline) for articles, pamphlets, chapters in books, research reports, etc. that you have authored or co-authored. For people in fine arts areas, this can include descriptions of recitals, art exhibits, etc. Materials pending publication, marked as such, go in this section as well.

**Papers presented.** Give titles of professional presentations (using the format appropriate to your particular academic discipline), name of conference or event, dates, and location. If appropriate in your discipline, you can also include a brief description. Also list any professional workshops you have conducted here.

**Papers currently under submission.** Do not forget to update your CV when the status of one of your papers changes.

**Grants.** For each grant, include the name of the grant, the name of the granting agency, the date received, and the title or purpose of the research project.

**Teaching and research interests.** Generally, these will be two separate categories. Again, if you have a degree in the sciences, you will probably want to emphasize research.

**Other sections.** If you have relevant skills or qualifications that do not fit into any of these categories, you can include sections such as Languages, Community Involvement, or Educational Travel. Before you add anything to your CV, make sure that it is relevant to the position you are applying for, and remember that a CV's focus is narrower than that of a resume.

**References.** Your references should go on a separate sheet.

|                           |                             |
|---------------------------|-----------------------------|
| Academic Preparation      | Exhibits/Exhibitions        |
| Academic Training         | Arrangements/Scores         |
| Academic Background       | Academic Service            |
| Education                 | Professional Service        |
| Educational Background    | University Involvement      |
| Educational Overview      | Service                     |
| Professional Studies      | Faculty Leadership          |
| Degrees                   | Committee Leadership        |
| Principal Teachers        | Departmental Leadership     |
| Thesis                    | Professional Association    |
| Master's Project          | Leadership and Activities   |
| Comprehensive Areas       | Scholarly Presentations     |
| Dissertation              | Conference Presentations    |
| Dissertation Title        | Convention Addresses        |
| Professional Competencies | Workshop Presentations      |
| Educational Highlights    | Workshops and Conventions   |
| Course Highlights         | Programs and Workshops      |
| Proficiencies             | Conferences Attended        |
| Areas of Knowledge        | Conference Participation    |
| Areas of Expertise        | Conference Leadership       |
| Areas of Experience       | Memberships                 |
| Areas of Concentration in | Affiliations                |
| Graduate Study            | Professional Memberships    |
| Professional Experience   | Memberships in Scholarly    |
| Professional Overview     | Societies                   |
| Professional Background   | Professional Organizations  |
| Teaching Experience       | Professional Certification  |
| Teaching Overview         | Certificates                |
| Experience Summary        | Licensure                   |
| Experience Highlights     | Special Training            |
| Research Experience       | Endorsements                |
| Research Overview         | Teaching Interests          |
| Administrative Experience | Academic Interests          |
| Consulting Experience     | Research Interests          |
| Continuing Education      | Educational Interests       |
| Experience                | Professional Interests      |
| Related Experience        | Scholarships                |
| Internships               | Fellowships                 |
| Teaching/Research         | Academic Awards             |
| Assistantships            | Special Honors              |
| Graduate Fieldwork        | Distinctions                |
| Graduate Practica         | College Distinctions        |
| Academic Accomplishments  | Activities and Distinctions |
| Professional Achievements | Honors and Distinctions     |
| Career Achievements       | Honors and Awards           |
| Career Highlights         | Prizes                      |
| Background                | College Activities          |
| Publications              | Foreign Study               |
| Scholarly Publications    | Study Abroad                |
| Scholarly Works           | Travel Abroad               |
| Books                     | Languages                   |
| Professional Papers       | Language Competencies       |
| Articles/Monographs       | Dossier                     |
| Reviews                   | Credentials                 |
|                           | Placement File              |
|                           | References                  |
|                           | Recommendations             |

# Sample CVs

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## PAT M. MARTIN

Environmental Sciences Division  
Oak Ridge National Laboratory  
Oak Ridge, TN 37831-6036

(615) 483-1234  
[martin@gmail.com](mailto:martin@gmail.com)

### EDUCATION

*Rice University*, Houston, TX, 2005-2010

Ph.D. in Ecology and Evolutionary Biology, 2010, Specialization: Population Ecology

M.A. in Ecology and Evolutionary Biology, 2006

*Northwestern University*, Evanston, IL, 2001-2005

B.A. in Biological Sciences, concentration in Ecology and Evolutionary Biology

B.A. in Biochemistry, Molecular Biology, and Cell Biology with honors

B.A. in Integrated Science Program, with honors

### AWARDS and HONORS

- Hollander Postdoctoral Fellowship (US D.O.E.), 2010-present
- ARCS Foundation Fellowship, 2007-2008
- National Science Foundation Graduate Fellowship, 2006-2010
- Andrew Mellon Foundation Graduate Research Fellowship, 2008
- Phi Beta Kappa, 2004

### RESEARCH EXPERIENCE

Environmental Sciences Division, Oak Ridge National Laboratory

*Postdoctoral Research* 2010-present

Research advisor: Dr. Stephen H. Smith

- Development of quantitative theory of hierarchical structure in ecological systems.
- Analysis of how ecological communities reflect environmental heterogeneity at different scales.
- Numerical study of foraging behavior with short and long range movement in heterogeneous environments.

Department of Ecology and Evolutionary Biology, Rice University,  
Houston TX

*Doctoral Research* 2005-2010

Research advisor: Dr. Abraham Simpson

- Field study of the impact of avian predation on *Anolis* lizards in the eastern Caribbean documents the importance of differences in spatial scale between prey and predators.
- Theoretical analysis of spatial scale and environmental heterogeneity in models of predator-prey communities.
- Analytical and numerical work shows how species interaction can sharpen underlying environmental patterns and how heterogeneous environments can stabilize predator and prey populations.

Department of Biochemistry, Molecular Biology, and Cell Biology,  
Northwestern University, Evanston, IL

*Undergraduate Honors Research* 2001-2004

Research adviser: Dr. Peter T. Hart

- Investigation of primary events of bacterial photosynthesis.
- Isolation and spectral analysis of photosynthetic reaction centers.

Celanese Corporation, Summit, NJ

*Undergraduate Summer Research* 2002-2003

Research adviser: Dr. Nicholas H. Michaels

- Organometallic catalysis research.
- Preparation of catalysts, chemical characterization of reaction products, mathematical analysis of data.

### RESEARCH INTERESTS

- Theoretical and field study of ecological communities
- The roles that spatial patterns and processes play in shaping communities
- How populations and processes that act on different spatio-temporal scales affect the behavior of ecological systems
- Influences of disturbance size and frequency on landscape structure

### TEACHING EXPERIENCE

Rice University, 2008-2005

*Co-Instructor (with Dr. James Fletcher)*

- Biology of Birds (Fall 2008)
- Developed and presented lectures
- Organized and implemented field trips

*Teaching Assistant*

- Systematics and Ecology of Vascular Plants (Fall 2006)
- Directed laboratory and field trips
- Graded labs and met individually with students

*Teaching Assistant*

- Introductory Lab Module in Ecology and Evolutionary Biology (Spring 2005)
- Led laboratory and discussion sections

Kendall College, Evanston, IL, 2003-2004

*Instructor:*

- Chemistry Laboratory
- Sole responsibility for laboratory in biochemistry, general and organic chemistry

Association of Adirondack Scout Camps, Long Lake, NY, 2002.

*Wilderness Guide*

- Directed groups of 10 students on six-day canoe and hiking trips
- Taught Adirondack natural history

### UNIVERSITY SERVICE

*Graduate Student Association:* Treasurer, 2005

*Tour Guide:* Ecology laboratory teaching assistant orientation, 2004.

*Student Advisor:* Integrated Science Program, Northwestern University, 2002-2004.

### PUBLICATIONS and PRESENTATIONS

Fletcher, J. and P.M. Martin. 2007. Scrub Jay predation on starlings and swallows: attack and interspecific defense, *Condor* 96:503-505.

Martin, P.M. and A. Simpson. 2006. Avian predation on *Anolis* lizards in the northeastern Caribbean: an interisland contrast, *Ecology* 76:617-628.

Martin, P.M. and A. Simpson. Pattern and stability in predator-prey communities: how diffusion in spatially variable environments affects the Lotka-Volterra model, *Theoretical Population Biology* (in press).

Martin, P.M. and A. Simpson. Predation across spatial scales in heterogeneous environments, *Theoretical Population Biology* (in press).

Martin, P.M. and A. Simpson. Species interactions in space, symposium paper presented at the 2005 meeting of the Ecological Society of America, Snowbird, UT; to appear in R. Ricklefs and D. Schuler, eds., *Historical and Geographical Determinants of Community Diversity*, University of Chicago Press, Chicago.

Martin, P.M. Species interactions across spatial scales, presented at the November 2004 meeting on Bridging the Gap Between Theoretical and Empirical Ecology, Broadus, TX.

### REVIEWER

*The American Naturalist*

**Sandra Jones**

1515 Bissonnet, Apt. 123  
Houston, TX 77005  
(713)123-4567  
email: sandra.jones@rice.edu

**EDUCATION:**

Ph.D. Rice University, Department of English, degree expected June 2009  
A.B. Harvard University, June 2000

**DISSERTATION:**

"Race, Reenslavement, and Representation: The Troubled Birth of American Realism"

This study discusses the social and racial implications of the campaign for American literary realism during the late 19th century, examining works that range from the novels of W.D. Howell and Henry James to W.E.B. Dubois's *The Philadelphia Negro* and *The Souls of Black Folk*.

Dissertation Readers: Professor John Doe (chair), Professor Jane Smith, Professor Joseph Brown

**FELLOWSHIPS:**

Fulbright Junior Lectureship, 2008  
Dorothy Danforth-Compton Dissertation Fellowship, 2007-08  
Dorothy Danforth-Compton Graduate Fellowship, 2003-2007

**PROFESSIONAL EXPERIENCE:**

The New University of Lisbon, Departamento de Estudos Anglo-Portugueses  
*Fulbright Junior Lecturer in American Studies* Jan 2008-June 2008  
"North American Literature: Introduction to American Literature 1850-1950"

Department of English, Rice University, Spring 2007.  
*Course Reader* Spring 2007  
"Henry James and Mark Twain"

*Instructor* Spring 2007  
Freshman Composition, "Emotion in Writing and Art"

*Teaching Assistant* Fall 2006  
"The Development of the Short Story"

*Teaching Assistant* Spring 2005  
"Shakespeare"

School of Engineering, Rice University  
*Writing Tutor* Sept 2003-June 2005

**TEACHING INTERESTS:**

Nineteenth- and twentieth-century American prose fiction  
Nineteenth- and twentieth-century African-American literature  
Literature of the American South  
American poetry, 1840-1930  
Freshman composition

**PAPERS AND LECTURES:**

"Americans and African-American Literature: Some Vital Connections," The Department of American Studies, University of Coimbra, Coimbra, Portugal, May 2001.

"Richard Wright and the African-American Short Story," Annual Seminar on American Literature: "The Dark Mirror of American Consciousness: American and African-American Literature," sponsored by the Center for American Studies, Rome, Italy, May 2001.

"Ralph Ellison and the African-American Literary Tradition," Institute of North American Studies, University of Porto, Porto, Portugal, March 2001.

**PUBLICATIONS:**

Co-Author: Instructor's Manual for *The Short Story: An Introduction*, 2nd ed. Ed. Stone, Packer, & Hoopes. New York: McGraw Hill, 2007.

**ACADEMIC SERVICE:**

- Advisory Panel to the President for the 2007 Commencement Speaker, Rice University, 2006- 2007.
- Graduate Admissions Committee, Department of English, Rice University, 2003-2004.
- Graduate Housing Advisory Commissions, Rice University, 2002-2003.

## Turning Your CV Into a Resume

Chances are, you will need both a CV and a resume. Fortunately, you can turn your CV into a resume without too much trouble. Remember that a resume should focus on the practical skills and qualifications you will bring to a particular position. This means that you will probably end up removing most of the detailed academic information on your CV (publications, memberships, grants, etc.) and focusing instead on your work experience and specific skills. You also may need to organize the sections of your CV to create a good resume.

## HOW TO WRITE A RESUME

### The Process

First, assemble information about yourself. Write down a list of your skills and qualifications, including your academic history, your work experience, honors you have received, equipment or software you know how to use, and anything else that seems relevant. Next, you should tailor your list to the position in which you are interested. Decide which of your skills and qualifications are most relevant to the position, and organize your list accordingly.

### The Format

There are three main resume formats, each emphasizing different strengths. Choose the one that best highlights the experiences you want the employer to notice.

**Reverse chronological.** This is the traditional format. It starts with the most recent experience. It is effective if your most recent experiences are also your most impressive.

**Functional.** In this format, your qualifications and skills are categorized by function. If you are just entering the job market or are entering a field in which you have no directly related experience, this is probably the format you will want to use. It allows you to emphasize specific strengths and experiences that are especially relevant to the position for which you are applying.

**Combination.** You can also combine the above formats to your advantage. If your employer needs to see both your history and your specific skills, this is the format to use. It draws attention to the skills you have developed from your experience.

### What to Include in Your Resume

The following list of categories is by no means exhaustive; if you have relevant qualifications that are not covered by any of these categories, feel free to add more.

**Personal information (Heading).** This section includes your name, address, area code, telephone number, and e-mail address. Your name should be at the top of the page in bold print. Use formal names. List your mailing address, along with the best phone number to reach you.

**Objective statement.** The objective statement is *optional*, but some employers prefer one to give them an idea of your career interests. It should be specific enough to tell the employer the kind of work you seek, yet general enough to include the full range of jobs you will apply for. Avoid superfluous phrases such as “a challenging position,” or words like “exciting” or “dynamic.” Stay away from trite, banal, or overused words such as “people-oriented” and “stimulating.” Some resume experts feel that objective statements are outdated. Try to ascertain the norm in your field and include an objective statement or omit as you see fit.

**Education.** The education section is of particular importance if you have limited work experience or are making a career change. Present your post-secondary education in reverse chronological order. Do not include high school information. You must include information on which institutions you attended, their location, the degrees you received, and the date of graduation. You may also include your GPA (if it is above 3.0), dissertation and thesis topics, class standing, or study abroad experience.

**Work history.** List all the jobs you have held that are relevant for the position to which you are applying. If some of your jobs seem especially relevant, you can emphasize them by dividing this section up into several sections based on the different kinds of work you have done.

### Action Verbs

|              |              |             |              |              |             |              |
|--------------|--------------|-------------|--------------|--------------|-------------|--------------|
| abstracted   | budgeted     | designed    | identified   | mastered     | projected   | strengthened |
| accomplished | catalogued   | developed   | illustrated  | monitored    | promoted    | studied      |
| acquired     | chaired      | directed    | implemented  | motivated    | published   | supervised   |
| acted        | coauthored   | drafted     | improved     | negotiated   | recognized  | taught       |
| addressed    | collaborated | earned      | increased    | nominated    | recruited   | tested       |
| advised      | collected    | edited      | initiated    | observed     | represented | trained      |
| analyzed     | communicated | elected     | instructed   | organized    | researched  | translated   |
| arranged     | compiled     | encouraged  | integrated   | originated   | reviewed    | tutored      |
| articulated  | completed    | established | interpreted  | participated | revised     | verified     |
| assessed     | composed     | evaluated   | interviewed  | performed    | scheduled   | volunteered  |
| assisted     | conducted    | examined    | introduced   | planned      | screened    | wrote        |
| authored     | consulted    | expanded    | invented     | prepared     | selected    |              |
|              | coordinated  | facilitated | investigated | presented    | served      |              |
|              | counseled    | founded     | lectured     | presided     | solved      |              |
|              | created      | generated   | maintained   | produced     | sponsored   |              |
|              | delivered    | guided      | managed      | programmed   | streamlined |              |

# Sample Resumes

## SARAH MYERS

3439 Banbury  
Houston, TX 77027  
Home: (713)621-5304  
Office: (713)527-8101 ext. 3265

**OBJECTIVE:** Seeking a position in chemical research and development.

### EDUCATION:

**Rice University**, Houston, TX  
Ph.D. in Chemistry, anticipated Spring 2010. GPA: 3.8/4.0  
B.A. in Chemistry, May 2005. GPA: 3.5/4.0

### EXPERIENCE:

**Rice University**, Houston, TX. August 2006 – Present.  
Graduate Student under Dr. Marco A. Ciufolini.

- Developed and applied new methods for the synthesis of both aliphatic and aromatic nitrogen-containing compounds.
- Planned and executed total syntheses of biologically active natural products.
- Applied various spectroscopic methods including 3000 MHz NMR, mass spectrometry, IR and UV-VIS toward the identification of organic compounds.
- Taught and helped organize six semesters of organic laboratory.
- Tutored undergraduates in analytical and organic chemistry.

**Mobay Corporation**, Baytown, TX. Summer 2005.

Summer Research Technician

- Improved and developed new application and quality control testing methods for the company's polyurethane product line.
- Independently modified new and existing methods to increase efficiency and reliability. Summarized findings and reported directly to plant managers.

### HONORS:

Robert A. Welch Predoctoral Fellow, 2008-2010  
Harry B. Weiser Teaching Award in Chemistry, 2007  
Z.W. Salsburg Memorial Award in Chemistry, 2006  
President's Honor Roll

### ACTIVITIES:

Chemistry Department Safety Committee  
Chief Justice of Lovett College, 2005  
Rice University Swim Team, Captain 2005, Letter 2004

### PUBLICATIONS:

"Synthetic Studies Towards Cystodytin A: The Preparation of Novel Cystodytin Congeners," Ciufolini, M.A.; Myers, S.J. *Tetrahedron Lett.* **2009**, *30*, 5559-5562

"Chemoenzymatic Preparation of *trans*-2,6-Dialkylpiperidines and of Other Azacycle Building Blocks. Total Synthesis of (+)-Desoxoprosopinine," Ciufolini, M.A.; Hermann, C.W.; Whitmire, K.H.; Myers, S.J. *J. Am. Chem. Soc.* **2009**, *111*, 3473-3475.

"Modified Knoevenagel-Stobbe Preparation of Substituted Pyridines: A New Approach to Streptonigrinoids," Ciufolini M.A.; Myers, S.J. *J. Chem. Soc., Chem. Commun.* **2008**, 1230-1231.

## PAUL GARDNER

8901 Braesmont #258  
Houston, TX 77096  
(713)667-8348 (evening)  
(713)527-8101x3552 (day)

### EDUCATION

**Rice University**, Houston, TX  
Ph.D. in American History, Spring 2009  
M.A. in American History, Spring 2006

**University of Southern California**, Los Angeles, CA  
B.A. in History and Journalism, *Summa Cum Laude*, May 2001

### EXPERIENCE

**Rice University**, Houston, TX  
*Postdoctoral Fellow*, 2005-present. Conducted a research project exploring the history of the working class in the United States from 1900-1940. Results will be published in three journal articles.

*Lecturer*, 2007-2009. Taught courses on American history. Formulated course structures and requirements. Created syllabi. Lectured and administered all grades.

*Teaching Assistant*, 2004-2006. Assisted with history course, "The United States in 1945." Helped create curriculum, composed exams and term paper assignments, led weekly discussion sections, graded all written work and determined final grades.

**Heritage Society**, Houston, TX  
*Researcher*, 2004-2006. Conducted basic historical research. Selected writers. Assisted in formulating entry lists.

**Houghton-Mifflin**, Boston, MA  
*Writer*, 2002-2004. Researched and wrote articles on various topics in American history.

**ABC News**, New York, NY  
*Researcher*, 2001-2002. Verified the historical accuracy of programs on American history.

### SKILLS

**Foreign Languages:** Proficient in French, Spanish, and Modern Greek. Working knowledge of Italian.

**Computers:** Microsoft Word, Excel, SPSS, and Claris Works.

**Activities.** Activities such as teaching and serving on committees should be included here. You may include a statement on publications here (such as “Research findings published in several peer-reviewed journals.”). Do not include an exhaustive list of publications. You can list them on a separate sheet or include a few related ones in a *Selected Publications* section.

**Research and coursework.** Include only those research projects and classes that have been most important in your education and are most relevant to the type of job you are seeking.

**Other sections.** If you have relevant skills or qualifications that do not fit into any of these categories, you can include sections such as Languages, Community Involvement, or Educational Travel. Before you add anything to your resume, make sure that it is relevant for the position to which you are applying.

**References.** It is not necessary to mention references on your resume; although, most employers will ask for a list of references when you apply. The names of your references and their contact information may be listed on a separate sheet of paper.

### The Scannable Resume

Many large companies get more resumes than they have time to read. When this happens, they put resumes into a database and set up a search request telling the computer what criteria are desired in an applicant. Results are ranked by how qualified the applicants are, and finalists’ resumes are evaluated by human resources personnel.

At the center of this technology are “key words” — buzz words and industry jargon. They are typically nouns that describe the more important facets of the job. The more key words you use, the more likely your resume is to be highlighted as a good fit for the position.

We recommend that you develop two resumes: one to be read by people, the other to be read by a computer. The format you chose for your conventional resume will work here as well, but some things will have to be changed. Here are some guidelines:

- Develop your list of “key words” from company literature, job descriptions, trade magazines, class notes, newspapers, materials found in the career library, and the names of computer programs you know how to use.
- Look for places in your resume (your objective, work experience, course work, activities) to incorporate these words.
- Use only white paper. No ivory, and especially no colors.
- Put your name at the top of the page and other identification information on its own line.
- Skip at least two lines between sections and leave a margin all the way around the resume.
- Do not condense spacing between letters or reduce the text to fit on one page.
- Use simple fonts like Helvetica or Times, and keep the size between 10 and 12 points.
- Use boldface and all capital letters only in headings, and eliminate italics, script, and underlining.
- Do not use any lines, borders, graphics, gray shading, or text boxes.

- Minimize use of bullets.
- Minimize abbreviations.
- Print with a laser printer.
- Do not staple or fold the resume.

### The Reference Sheet

A company may ask you to bring your reference sheet with you to an interview or submit it with your resume, so it is important to have one that is current. (The employer must be able to contact your references now.) The reference sheet is simply a list of people that know you well and can attest to your work ethic, capabilities, and character (usually past employers or professors with whom you have worked closely). It is also nice to include a personal reference (not a relative). List them in chronological order, with the most current first and your personal reference last. Print your reference sheet on the same quality paper as your resume.

## OTHER CONSIDERATIONS

### What Not to Include in Your CV or Resume

You should not include any personal information that is irrelevant to the position you want. This includes your age, sex, sexual orientation, marital status, race, and religious beliefs. If you are an international student, you should not include your Visa status unless you have permanent residence.

### Layout

Your CV or resume should be as clear, concise, and as consistent as possible. Do not use too many different fonts or font sizes. Be judicious in your use of boldface and italics, and pay attention to the appearance of the text on the page. Use space effectively; you do not want to end up with a narrow column of print along the left side of the page and a huge expanse of white space on the right. Both the CV and the resume are intended to get you to the next level of the selection process, so you should organize your CV or resume so that your greatest strengths are emphasized.

### The Electronic (e-mail) CV or Resume

Many companies require you to submit your resume electronically through their Web site or via email. You will want to create several versions of your resume: a print version (ready to print and handout to your network or interviewers), a scannable version (limit the italics and other word processing treatments), and a plain text version (a plain text file or Text-Only document can be copied and pasted into online applications).

## Center for Career Development

Huff House | Rice University  
6100 Main Street MS-521  
Houston, TX 77005  
713.348.4055 | [ccd@rice.edu](mailto:ccd@rice.edu)  
[ccd.rice.edu](http://ccd.rice.edu) | [facebook.com/riceccd](https://www.facebook.com/riceccd)