

## CV or Résumé?

Both a curriculum vitae (CV) and a résumé are used to demonstrate your potential for success in a particular position.

### What's the difference?

One of the biggest differences between a résumé and a CV is in the audience.

- In the United States, a curriculum vitae (CV) speaks largely to an academic audience and documents your academic and scholarly accomplishments.
- A résumé often reviewed in under 20 seconds, so it must be concise and demonstrate your skills and experiences quickly.

### The CV-Résumé Continuum

Many documents exist as a hybrid document along a continuum between a CV and a résumé. If you are applying for a nonacademic research-oriented position, an administrative job at a university, or a community-college faculty position, you may create a two-page document that provides more information than the typical résumé (such as research experience, recent publications, etc.) but is shorter and more targeted than a CV.

The following table can help explain the different types of documents. As with all application materials, you must keep your audience in mind and provide information about your relevant experiences.

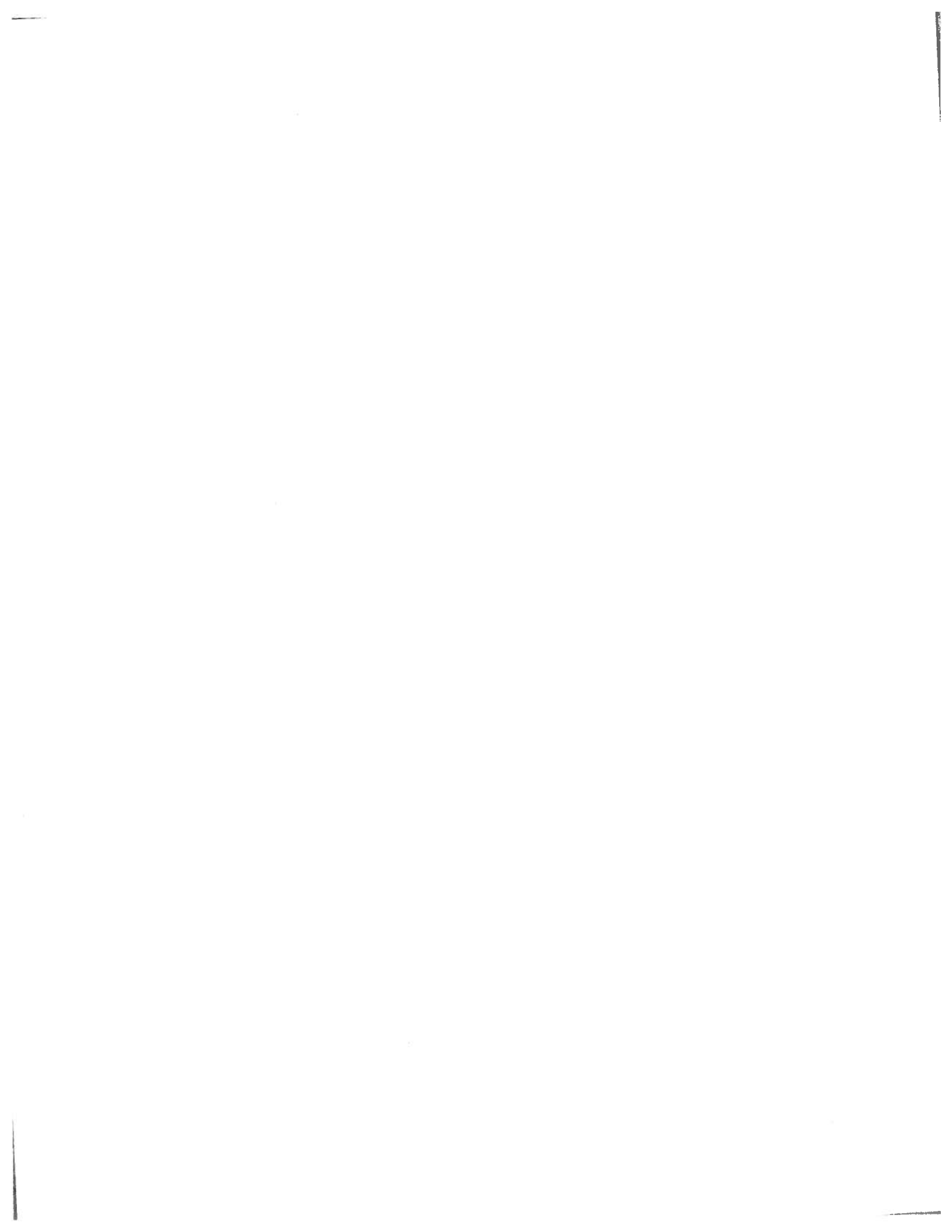
	CV	CV-Résumé Hybrid	Résumé
<b>Audience</b>	Fellow academics in your field of study as you apply for faculty jobs, postdocs, or fellowships.	Employers in fields that value your academic experience, such as community colleges, libraries, and industry research.	A general audience of employers who hire for a wide variety of positions.
<b>Goal</b>	Demonstrate your academic achievements and scholarly potential, including research, teaching and honors.	Show how your academic and/or research background as well as other experiences prepare you for this particular position. More skills focused.	Represent the skills and experience necessary to succeed within the position from all areas: job-related, volunteer, and extracurricular.
<b>Length</b>	As long as needed.	Usually two pages.	One or two pages only.
<b>Essential Information</b>	Publications, presentations, education, teaching experiences, honors, and grants.	Depends on the position, but can include research tools, publications, or disciplinary expertise.	Skills and experiences you have gained as related to the job you are seeking.
<b>References</b>	Include.	If requested.	Do not include.



**Online resources:**  
[grad.illinois.edu/CareerServices](http://grad.illinois.edu/CareerServices)

**Where to find us:**  
 204 Coble Hall, 801 S. Wright St.

**How to reach us:**  
 217-333-4610  
[GradCareerServices@illinois.edu](mailto:GradCareerServices@illinois.edu)





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(08/2010)

## Résumé Samples

### Chronological Résumé

**Description:** Experiences are presented in reverse chronological order.

**Uses:** Highlights progressive work experience. Is most traditional and easiest to construct and understand. Best for those who have significant experience in the field where they are seeking a job.

**Problems:** Less effective if changing careers, have little work experience or need to draw a connection between an experience and a job that seem unrelated. Older but highly relevant experience can get buried at the end.

### Modified Chronological Résumé

**Description:** Experiences are grouped based on type (technical experience, research experience, leadership experience, etc.) and are listed in reverse chronological order within these categories.

**Uses:** Can combat a problem chronological résumés have by allowing a less recent but highly relevant experience to appear near the top. Also, the categories may help the reader contextualize an experience that may initially seem irrelevant.

**Problems:** May be difficult to categorize experiences.

### Functional Résumé

**Description:** The descriptions for several different experiences are grouped by skills (leadership skills, organizational skills, management skills, etc.) and the actual titles and dates of the experiences are listed at the top or bottom of the résumé.

**Uses:** Good for job changers, those with little work experience or those with gaps in employment history.

**Problems:** Employers often don't like this format. It can be confusing because the relationship between a skill and an experience can be lost. Generally not recommended.

### Combination Résumé

**Description:** List your past experiences in reverse chronological order but classify the descriptions used within these experiences by sets of skills (leadership skills, analytical skills, communication skills, etc.).

**Uses:** Excellent for people with 1-3 extensive experiences that used multiple skills. Also very useful in drawing connections between experiences that don't appear relevant but use transferable skills.

**Problems:** Can be hard to classify skills used within a particular experience.

## Sample Chronological Résumé

### JONATHAN MICHAELS

809 W. State Street • Urbana, IL 61801 • (217) 555-6529 • jmichaels@illinois.edu

#### EDUCATION

**MS in Environmental Engineering in Civil Engineering (aquatic biology/ecology option)**  
University of Illinois at Urbana-Champaign, May 2009  
Cumulative GPA: 3.86/4.00.

**BS in Natural Resources and Environmental Sciences; BS in Forestry**  
University of Illinois at Urbana-Champaign, May 2007  
Coursework included summer field studies in forestry, physics minor, and concentration in ecology.  
Cumulative GPA: 3.92/4.00, *Summa cum laude*.

#### EMPLOYMENT EXPERIENCE

**Research Associate, Aquatic Ecology Lab, University of Illinois, Urbana, IL. May 2009 to present.**

- Developed new 3D capabilities for ArcView software.
- Created Pocket PC wildlife reporting form with GPS support to be deployed at DFW International Airport.
- Provided GIS support to the testing of a prototype radar designed to detect birds.
- Worked with a variety of people, including administrators, scientists, engineers, managers, and students.

**Research Assistant, Aquatic Ecology Lab, University of Illinois, Urbana, IL. Fall 2007- May 2009.**

- Built GIS products, explained their use to wildlife managers, administrators, and researchers.
- Integrated, improved, and analyzed large databases.
- Analyzed conflicts between wildlife and airport operations.
- Supervised undergraduate workers and interns.
- Effectively presented research to both technical and non-technical audiences.

**Teaching Assistant, Forestry Field Studies, University of Illinois, Dixon Springs, IL. Summer 2007.**

- Demonstrated field work techniques and assisted professors with lessons.
- Explained challenging quantitative and biological concepts to students.
- Evaluated students' homework, tests, and field work.

**Lab Assistant, Ecophysiology Lab, University of Illinois, Urbana, IL. 2003-2007.**

- Entered and analyzed a variety of data for several different researchers.
- Performed chemical and ecophysiological experiments.
- Conducted field work examining the influence of CO<sub>2</sub> on insect herbivory patterns.

**Forestry Aid (GS-03), Midwest Research Station, USDA Forest Service, Evanston, IL. 2002-2005.**

- Researched restoration controversy in Chicago Metropolitan Area.
- Completed extensive data entry, error correction, database integration, and statistical analysis.
- Wrote and edited technical documents, including published articles.

#### SKILLS

- Extensive experience working with PC computers, PDA's, and GPS (some experience with Macintosh).
- Adept with Word, Excel, ArcView 3.x (including 3D Analyst), Visual CE, and SPSS.
- Skilled in ArcGIS 8.x, ArcPad, Access, basic HTML editing.



## CLAUDIA RUSSO

123 Lorraine Drive ♦ Champaign, IL 61820 ♦ 217-333-5555 ♦ first.last@email.com

### Education

**University of Illinois at Champaign-Urbana ♦ IL**

PhD coursework completed in Comparative Literature with a focus on Hispanic Cultural Studies

**Lehigh University ♦ Bethlehem, PA**

MA in Hispanic Studies

**Fairfield University ♦ Fairfield, CT**

BS in Economics and International Relations

Graduated Magna Cum Laude

Certificate in Latin American Studies

### Community College Experience

**World Languages Coordinator ♦ Travis County Community College ♦ 2005-2006**

- Coordinated all non-credit language courses offered through the Continuing Education Department
- Provided academic advising to individual students with regards to language placement and course selection
- Assisted in the hiring of all new language instructors
- Designed several new courses, including content and curriculum
- Supervised the selection and adoption of all language texts
- Increased student enrollment in the program thorough a variety of marketing and recruitment strategies

**Adjunct Spanish Instructor ♦ Travis County Community College ♦ 2005-2006**

- Taught introductory Spanish to adults in the Continuing Education Department
- Designed course curriculum for beginner level Spanish I and II and a cultural film studies course
- Taught and designed course curriculum for Spanish for children

**Adjunct Spanish Instructor ♦ Redwood County Community College ♦ 2004-2005**

- FLEX (Foreign Language Experience Program) instructor
- Instructed a culturally and socioeconomically diverse group of middle school children
- Instructed home schooled children at the college in Spanish

### Teaching Experience

**Teaching Assistant ♦ University of Illinois ♦ 2007-present**

- Primary course instructor for undergraduate fourth semester Spanish
- Aided in developing course content for "Spanish in the Professions"
- Organized and facilitated classroom lessons, activities, presentations and other activities
- Provided weekly individual instruction and guidance through tutoring and mentoring
- Effectively managed and taught up to four classes per semester
- Incorporated the use of multimedia into everyday instruction
- Received excellent student evaluations and reviews from my supervisors
- Listed as an Outstanding Instructor for 3 consecutive semesters by the Center for Teaching Excellence



**Adjunct Spanish Instructor ♦ Lehigh University ♦ 2006**

- Primary course instructor for undergraduate intermediate Spanish
- Effectively used course related technologies (Gradebook, Blackboard, and multimedia)

**Co-instructor for a Translation Course ♦ Lehigh University ♦ 2006**

- Graded students weekly papers and provided timely feedback
- Selected weekly class readings that allowed students to tie in their course objectives and increase their awareness of contemporary Hispanic issues in the U.S. and abroad
- Prepared weekly class materials
- Mentored and provided advice to students during their internship at the Law school

**Selected Community Service Experience**

**Translator and Interpreter ♦ Lehigh Legal Clinic ♦ 2006-2007**

- Aided with translation and interpretation when needed
- Assisted attorneys with international conference calling and witness interviews
- Accompanied attorneys and students attorneys on client visits, court hearings and medical visits.
- Prepared, translated, and organized an 80 page document for the United Nations Council for Refugees and Migrant Workers.

**Bridgetown Memorial Hospital Volunteer ♦ Bridgetown, PA ♦ Summer 2004**

- Volunteered 6-8 hours per week in the Emergency Trauma Center and Hospital Clinic
- Served as a bilingual translator for physicians
- Attended weekly hospital seminars on various issues such as ethics training and elderly care

**Professional Activities**

**Advisor for a Community Cultural Association ♦ 2007-present**

- Served as a liaison between the University and the community
- Assisted in the creation of a Cultural Film Series at the University of Illinois
- Organized and planned various programs across campus such as hosting an international coffee hour in order to promote cultural awareness and diversity throughout the community

**Featured guest speaker at *Cultural Film Series* ♦ Lehigh University ♦ Fall 2006**

- First graduate student invited to be a guest speaker in the program's 20 year history.
- Presented the film *The Motorcycle Diaries* and led a discussion group afterwards

**Editor & co-founder of graduate literary magazine ♦ Lehigh University ♦ 2005-2006**

- Designed, promoted, and collaborated in the creation of an online Spanish graduate student publication featuring samples of creative writing, poetry, short stories, translations, and travel journals

**Treasurer of Graduate Student Council ♦ Lehigh University ♦ 2005-2006**

- Promoted awareness of student government across campus
- Secured funding for charities such as Toys for Tots through various campus events
- Raised awareness and educated the student body about university's mission statement
- Budgeted and administered the councils financial statements and records

**Languages**

English: Native Speaker

Spanish: Native Speaker

French: Basic speaking and reading knowledge

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## JOSEPHINE PEREZ

email@illinois.edu ■ 301B1 Halthorp Drive West, Urbana, IL 61801 ■ (217) 390 - 5555 (cell)

### QUALIFICATIONS:

- Over 10 years of multidisciplinary biological research and technical experience.
- Computer and network management with website design and listserv administration.
- Excellent communication skills with research and technical seminars and talks at local, national and international forums.
- Trained over 20 students on relevant techniques and laboratory procedures.
- Extensive mentoring and tutoring experience with both graduate and undergraduates.

### EDUCATION:

Ph.D. (expected graduation, May 2012)  
Department of Cell and Structural Biology, University of Illinois at Urbana-Champaign.

B.S., Biology, *Cum Laude* (2005)  
University of Puerto Rico, Rio Piedras.

### RESEARCH EXPERIENCE:

#### UNIVERSITY

- Research Assistant.** University of Illinois at Urbana-Champaign (Jun 2005 - Present)
- *Drosophila* Neurodevelopment Laboratory (Jul 2009 - Present).  
Developed visualization method for live, undissected single-cell embryo analysis. Characterized muscle filopodia and its role in synaptogenesis using 3D & 4D computer reconstructions.
  - Molecular Biology of Fragile X Mental Retardation Laboratory (May 2006 - Jul 2009).  
Studied regulation of the fragile X mental retardation protein.
  - Circadian Rhythm Laboratory (Jan - May 2006).  
Studied PKA catalytic subunit nuclear localization in day/night cycle regulation.
  - *Drosophila* Neurobiology Laboratory (Aug - Dec 2007).  
Performed molecular and genetic analysis of *Drosophila* Prospero mutant lines.
  - *Xenopus* Regeneration Laboratory (Jun - Aug 2007).  
Determined proximal-distal effects of hind limb regeneration.

**Summer Research Intern.** Institute of Cell, Animal and Population Biology,  
University of Edinburgh, Edinburgh, Scotland (May - Aug 2004).  
Isolated and characterized gene products expressed in surface of *Toxocara* parasites.

**Research Assistant.** Natural Products Research Laboratory  
University of Puerto Rico, Medical Sciences Campus. (Jan 2003 - May 2005).  
Characterized chemical compounds from medicinal *Dacryodes* sp. rainforest trees.

**Research Assistant.** Bio-remediation project team at the Laboratory of Micology  
University of Puerto Rico, Rio Piedras Campus, Rio Piedras, PR. (Jan 2002 - Jan 2003).  
Identified fungal agents capable of degrading carcinogens.



- GOVERNMENT** **Summer Research Intern.** Laboratory of Neurobiology  
National Institutes of Neurological Disorders and Stroke (Jun - Aug, 2008).  
Mastered various techniques for culturing rat hippocampus primary neurons.  
Learned transfection techniques, including liposome-mediated transfections.
- Summer Research Intern.** Pollution Prevention and Systems Analysis Group,  
Oak Ridge National Laboratory, Department of Energy, Oak Ridge, TN. (Jun - Aug,  
2003; Jun - Dec, 2002 and Jun - Aug, 2001).  
Developed user's and developer's manual for modeling and analysis software.  
Enhanced user-friendliness of data collection computer forms.
- PRESENTATIONS (4 OUT OF 25):**
- "Myopodia-guided neuromuscular synaptogenesis in *Drosophila*" (Talk). Axon Guidance  
and Neural Plasticity Meeting. Cold Spring Harbor Laboratory, NY, Sep 2010.
- "When you are the only one: Coping with feelings of Isolation" (Panelist). Community  
of Scholars Conference. UIUC. Urbana, IL, 2009.
- "Fragile X mental retardation protein is an *in vitro* substrate for PKC and PKA" (Poster).  
32<sup>nd</sup> Society for Neuroscience Conference. Miami, FL 2007.
- "Proximal-distal effects and polarizing activity in the hind limb regeneration of *Xenopus  
laevis*" (Poster). International Symposium on Metamorphosis and Regeneration:  
Keys to Tissue Regeneration. Indianapolis, IN, 2006.
- ADDITIONAL EXPERIENCE AND SKILLS:**
- TEACHING** **Teaching Assistant.** University of Illinois at Urbana-Champaign, (Fall 2009).  
Prepared laboratory & discussion for over 40 students using multimedia technologies.  
Worked in a team of 8 course coordinators.
- LEADERSHIP** **Founding President.** Sociedad de Estudiantes Puertorriqueños. UTUC. (2005-2007)  
**Vice-President.** Organization of Underrepresented Scientists. UTUC. (2006 - present).  
**Executive Board.** Migrant Awareness Network of Students. (2005-2007).  
Organized seminar series featuring minority scientists in various fields. (2008 - present).
- MENTORING** **SEPUR & OURS mentor programs:** Mentored over 100 students (2006 - present).  
**E-Mentoring Program, National Hispanic Scholarship Fund (NHSF):** Mentored students  
via e-mail on academic and career issues (2009 - present).
- LANGUAGES** **Spanish:** Native language.  
**English:** Fully proficient with excellent oral and communication skills.  
**Portuguese:** Reading, verbal and writing comprehension.
- AWARDS AND RECOGNITIONS (5 OUT OF 30):**
- Recipient, Society for the Advancement of Chicanos and Native Americans (SACNAS), Neu-  
roscience Fellowship. 2008 - 2010.
- Recipient, National Institutes of Health Cell and Molecular Biology Training Grant.  
2006.
- Honorable Mention, NSF Ford Foundation Minority Graduate Fellowship. 2006.
- Recipient, Howard Hughes Research Training Grant. University of Puerto Rico. 2002.
- Semi-finalist, 52<sup>nd</sup> White Westinghouse Science Talent Search Scholarship. 2000.

J. Perez

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**Karin Horton**

200 S. Main St. • Champaign, IL 61820 • 212.555.2135 • khorton@email.com

**Education**

- University of Illinois at Urbana-Champaign, M.S. Physics, December 2009
- Massachusetts Institute of Technology, B. S. Physics, May 2005
  - National Merit Scholarship Finalist, awarded 2001

**Work experience**

- Physics Teaching Assistant, University of Illinois at Urbana-Champaign, Fall 2006-present
- Independent Physics Tutor, Fall 2008-Summer 2009
- Member of Forestview Condominium Association Board of Managers, April 2006-April 2009
- Office and Technical Assistant, Public Relations Inc., Summer 2005

**Quantitative and technical skills**

- As an undergraduate and graduate student:
  - Studied mathematical methods such as nonlinear dynamics, Hamiltonian mechanics, statistical theory and order of magnitude estimation
  - Experimented with op-amps, small visible lasers, X-ray diffractometers, holography, superconductivity, fiber optics, radioactivity, basic circuit design, and elementary chemical synthesis
  - Programmed in C/C++, Java, Perl, Fortran, Lisp, and IBM x86 assembly language
  - Analyzed data and equations with Matlab/Octave, Mathematica, Gnuplot, SM (plotting software)
- As a teaching assistant:
  - Assisted students with performance of classical mechanics laboratory experiments
  - Significantly overhauled website and course content for an online physics course
  - Assisted students with programming Java and Perl simulations of complex systems
- At Public Relations Inc.:
  - Upgraded and maintained computer software and hardware and implemented badly-needed electronic and paper filing systems for this small marketing firm
- Independently:
  - Assembled and maintained dual-boot Linux/Windows systems in a small home network
  - Contributed to debugging of various Debian Linux packages
  - Provided informal technical support to friends and family

**Communication and interpersonal skills**

- As a teaching assistant and tutor:
  - Lectured, demonstrated labs, evaluated work, and provided small group and one-on-one assistance
  - Wrote extensive and much appreciated exam preparation notes for students
  - Worked with a wide variety of students, from high school to graduate level, including both science and non-science majors and coming from many different backgrounds
  - Earned student ratings of "excellent" almost every semester
- Independently:
  - Provided major editorial assistance and feedback for several publications in computer science and earth science

**Leadership and administrative skills**

- As a member of Forestview Board:
  - Served variously as Secretary, President, and Treasurer
  - Constructed and implemented an annual budget of nearly \$200,000, collected assessments, responded to maintenance needs, enforced bylaws
  - Led a successful effort to plan, budget and obtain owner consent to \$180,000 of code-mandated electrical upgrades



## Sample Combination Résumé

### Christopher J. Peterson

401 W. ELM AVENUE, APT. 104 • URBANA, IL 61801 • CJP@ILLINOIS.EDU • (217) 555-5555

#### EDUCATION

Master of Science in Psychology • University of Illinois • Champaign, IL • May 2009

Bachelors of Arts in Psychology • The Ohio State University • Columbus, OH • May 2007

#### RELATED WORK EXPERIENCE

Teaching Assistant • University of Illinois • Champaign, IL • Aug. 2007 – Present

##### Leadership Skills

- Develop course content and manage all course activities for 100-150 Introductory Psychology students.
- Provide a meaningful experience for students that includes video clips, group exploration, review games, participant demonstrations, and instructor-led discussions.

##### Advising and Mentoring Skills

- Meet personally with students to discuss course progress, future career plans, and effective studying strategies.
- Work with students to determine study needs and address problems creatively.
- Meet with students weekly to maintain study habits and improve quiz performance as necessary.
- Guide new instructors on all course-related issues, including handling student academic problems, implementing interesting class demonstrations, using course-related technologies, and writing effective test questions.

##### Communication Skills

- Prepare and present three lectures per week for three course sections using multimedia technologies (PowerPoint, video, and course website).

##### Assessment Skills

- Develop and grade exams and quizzes that assess student mastery of subject matter.
- Create assignments that provide opportunities to tie theory into students' lives and explore topics on their own.

Human Resources Representative • Bergner's • Champaign, IL • June 2008 – Present

##### Recruiting/Selection Skills

- Serve as point of contact for all applicants.
- Log and track incoming applications and resumes.
- Communicate with hiring managers to screen applicants and make recommendations concerning possible person-job fit.
- Convey selection decisions to applicants.

Mock Interviewer • Career Center at University of Illinois • Champaign, IL • 2008

##### Career Development Skills

- Interviewed undergraduate and graduate students using behavior-based interview techniques.
- Discussed strengths and areas of improvement for developing more effective interviewing skills.





**BOSTON  
COLLEGE** **LAW**  
Office of Career Services

## **CONVERTING YOUR RESUME TO A CURRICULUM VITAE**



June 2008

# CONVERTING YOUR RESUME TO A CURRICULUM VITAE AND VICE VERSA

## **What is the main difference between a CV and a Resume?**

A resume is a marketing tool – a clear and concise summary of your education and experience no longer than 1 page. It is not intended to be an exhaustive statement.

A CV contains most of the information in a resume but in addition can include separate sections for any teaching experience, research, publications, presentations, grants, professional affiliations, awards and sometimes references. A CV is a much more detailed list of your educational and professional background and is usually 2 or more pages long.

## **When do I use a CV as opposed to a resume?**

In the US, the general rule is that a CV is used for an academic or research oriented job application. A resume is appropriate for most other job searches.

However, when applying for a job in Europe, Asia or Africa, candidates should expect to have to submit a CV rather than a resume for all jobs. A CV in Europe traditionally includes more personal information than would otherwise be appropriate to include on a US style CV (see below for more information).

A CV should always be accompanied by a cover letter which can focus on the skills and accomplishments that are most relevant to the particular job. This is your opportunity to draw out key features that you want to bring to the employers attention.

## **How do I convert my CV to a Resume?**

### *Identify the Specifics*

Converting a CV to a resume requires research and preparation. A resume should address the specific skills and experience that the particular job demands. What are the key skills and qualifications which the employer requires? What are the personal qualities they are looking for? The resume should be tailored specifically to the job you are applying for and should be restricted to information which demonstrates *why you would be an asset to that particular employer*. The CV traditionally will contain your complete academic and professional credentials, focusing particularly on coursework, research and publications.

### *Change the Length*

Resumes are usually no longer than 1 page, whilst a CV may be 3 or more pages in length. Tailoring the resume to the key skills and qualifications required for the job will inevitably mean cutting out aspects of your CV which are no longer directly relevant and/or presenting them in a different manner. This is often the thing which students find most difficult to do when converting a CV to a resume. If you cannot explain something in terms of the job that you are applying for, it should not be included.

### *Format*

Readability is the primary objective of a resume. Both style and content are important (with a CV, content is the most essential facet). Information should be clear, concise and presented in a consistent style throughout. Use short phrases, not sentences. Bullet points are a good way of setting out the information clearly and concisely. Begin each sentence with a legal related action verb.

For more general information on resumes and sample formats, please see the Resume section of the Job Search Handbook or the Career Services website - [www.bc.edu/bcscareer](http://www.bc.edu/bcscareer). You may also submit your resume to the Career Services Office for review at any time.

### **CV's Overseas**

Candidates should expect to have to submit a CV rather than a resume when applying for a job overseas. In addition, some countries would expect more personal information to be included than would otherwise be considered appropriate on a US CV, for example, age, marital status, children. For more information see <http://workabroad.monster.com>

When applying to a non-English speaking country, it is usually appropriate to submit the CV in English and in the language of that particular country. This is not just merely a case of translating the English CV though – the foreign language version must make sense in the local language and both versions must be tailored to the specific requirements of the particular country. It is also usual to include details of any residency or work visas. Examples include:

*France* – It is customary to include a passport sized color photograph of yourself, attached to the CV, along with full personal details, including age, marital status, number of children. The CV must be in reverse chronological order and usually includes an additional section headed 'Projet Professionel' which is a short paragraph detailing your career aspirations over the next few years.

*Germany* – similar to the French style although is usually in chronological order. The photo is usually attached to the top right hand corner of the CV and it is usually signed on the bottom right hand corner, with the date in the bottom left hand corner.

*Switzerland* – similar to the French and German styles, depending on the region.

*Italy* – no photo is required and hobbies or activities are rarely mentioned.

*Spain* – give passport details (ID number) in the personal details section.

*UK* – Do not include details of your civil status (ie. single, married, divorced) or religion. It is also customary to include details of 2 referees at the bottom of the CV. The CV is usually 2 pages long. Remember that some words are spelt differently in the UK. For more information see [http://en.wikipedia.org/wiki/User:SpNeo/Spelling\\_Guide](http://en.wikipedia.org/wiki/User:SpNeo/Spelling_Guide)

*Russia* – may be handwritten and likely to be very detailed. Written in full sentences and employers expect a full biography.

## **SAMPLE CV.**

### **EDUCATION** **MA Bar Exam**

**Boston, MA**  
July 2005

**Boston College Law School**  
Candidate for *Juris Doctor*  
Specialism in [insert any specialisms]  
GPA 3.63/4.00; class rank: top 10%

**Newton, MA**  
May 2005

**Carleton College**  
Bachelor of Arts, *cum laude*, in Chemistry  
[include any particulars]  
GPA 3.31/4.00  
College Semester Abroad: Berlin, Germany

**Northfield, MN**  
June 1995

### **HONORS AND AWARDS**

Teaching Excellence, Richard Ramette Award  
Senior comprehensive exercise: Structure and function of ion-channels in biological systems

### **RESEARCH EXPERIENCE**

Carolina Summer Research Program in Pharmacology, UNC-Chapel Hill  
NASA Langley Aerospace Research Summer Scholars

*[Include research projects recently conducted or in progress, including the type of research and a brief description of the purpose].*

### **ACADEMIC POSITIONS**

Teaching Assistant, Department of Chemistry, Carleton College 1994-1995. Helped create curriculum, composed exams and term paper assignment, led weekly discussion sessions, graded written work and helped to determine final grades.

### **PUBLICATIONS**

*[Give bibliographic citations for articles, pamphlets, chapters in books, research reports or any other publications you have authored or co-authored]*

### **PRESENTATIONS**

*[Give titles of professional presentations, name of conference or event, dates and location and if appropriate, brief description. Start with the most recent first.]*

### **RELEVANT EXPERIENCE**

#### **Wilmer Hale, LLP**

*Summer Associate (Permanent Offer Extended)*

Researched anticipation and means plus function claims in patent law in preparation for litigation. Reviewed client's patent portfolio in preparation for negotiations concerning new licensing agreement. Drafted response to PTO office action, addressing enablement, anticipation, and obviousness rejections. Researched manufacturer's liability for negligent advertising. Drafted pleading motions for Chapter 11 bankruptcy case. Participated in closing activities for merger between two publicly traded companies.

**Boston, MA**  
Summer 2004

### **OTHER EXPERIENCE**

#### **Clark & Elbing, LLP**

*Summer Technology Specialist*

**Boston, MA**  
Summer 2003

Drafted responses to PTO office actions, information disclosure statements, and letters to clients and foreign associates for law firm specializing in patent prosecution of biotechnology, chemistry, and materials science matters. Experience with drafting and amending patent claims. Addressed double patenting, obviousness, and novelty rejections, as well as restriction requirements.

**AutoImmune Incorporated**

*Quality Control Supervisor*

Lexington, MA

March 2001-August 2002

Validated analytical methods used to characterize new biological drug therapy. Prepared experimental protocols, statistically analyzed data, wrote summary reports. Developed and wrote standard operating procedures to ensure regulatory compliance. Supervised two quality control analysts.

**Eli Lilly and Company**

*Bioanalytical Chemist*

Indianapolis, IN

2000-2001

*Associate Bioanalytical Chemist*

1995-2000

Supported product development for new biotechnology products. Wrote technical reports, drafted sections of regulatory admissions, and performed method validation studies, including statistical technical conferences and at staff meetings.

**PROFESSIONAL ASSOCIATIONS AND MEMBERSHIPS**

*Boston College Law Review*, Executive Editor, 2004-2005

Law Student Association, Co-Chair, Diversity Committee, 2004-2005

Lambda Law Students Association, Co-Chair, 2003-2004

*[Include memberships in national, regional, state and local professional organizations (including student memberships). Include significant appointments to positions within these organizations.]*

**LANGUAGES**

German (near-native fluency), French (reading knowledge)

**ACTIVITIES**

**Girl Scout Council of Southeastern Massachusetts** – devised teambuilding and challenge programs, including outdoor pursuits program.

**Volunteer Income Tax Assistance Program (VITA)** – through Boston College Law School. Assisted on a weekly basis, offering free tax help to low to moderate income families who cannot prepare their own tax returns.

## **SAMPLE CORRESPONDING RESUME**

### **EDUCATION**

**Boston College Law School**

Candidate for *Juris Doctor*

GPA 3.63/4.00; class rank: top 10%

Honors and Activities:

*Boston College Law Review*, Executive Editor

Law Student Association, Co-Chair, Diversity Committee

Lambda Law Students Association, Co-Chair

**Newton, MA**

May 2005

**Carleton College**

Bachelor of Arts, *cum laude*, in Chemistry

GPA 3.31/4.00

Honors and Activities:

Richard Ramette Award for Teaching Excellence

Senior comprehensive exercise: Structure and function of ion-channels in biological systems

College Semester Abroad: Berlin, Germany

Carolina Summer Research Program in Pharmacology, UNC-Chapel Hill

NASA Langley Aerospace Research Summer Scholars

**Northfield, MN**

June 1995

### **EXPERIENCE**

**Wilmer Hale, LLP**

*Summer Associate* (Permanent Offer Extended)

Researched anticipation and means plus function claims in patent law in preparation for litigation.

Reviewed client's patent portfolio in preparation for negotiations concerning new licensing agreement. Drafted response to PTO office action, addressing enablement, anticipation, and obviousness rejections. Researched manufacturer's liability for negligent advertising. Drafted pleading motions for Chapter 11 bankruptcy case. Participated in closing activities for merger between two publicly traded companies.

**Boston, MA**

Summer 2004

**Clark & Elbing, LLP**

*Summer Technology Specialist*

Drafted responses to PTO office actions, information disclosure statements, and letters to clients and foreign associates for law firm specializing in patent prosecution of biotechnology, chemistry, and materials science matters. Experience with drafting and amending patent claims. Addressed double patenting, obviousness, and novelty rejections, as well as restriction requirements.

**Boston, MA**

Summer 2003

**AutoImmune Incorporated**

*Quality Control Supervisor*

Validated analytical methods used to characterize new biological drug therapy. Prepared experimental protocols, statistically analyzed data, wrote summary reports. Developed and wrote standard operating procedures to ensure regulatory compliance. Supervised two quality control analysts.

**Lexington, MA**

March 2001-August 2002

**Eli Lilly and Company**

*Bioanalytical Chemist*

*Associate Bioanalytical Chemist*

Supported product development for new biotechnology products. Wrote technical reports, drafted sections of regulatory admissions, and performed method validation studies, including statistical technical conferences and at staff meetings. Member of Diversity Action Team.

**Indianapolis, IN**

2000-2001

1995-2000

### **BAR ADMISSIONS**

**MA Bar Exam**

**Boston, MA**

July 2005



# THE CHRONICLE OF HIGHER EDUCATION

## Advice

November 4, 2010

### Tyson G. Candidate's Résumé - Before

This candidate graduated in the summer of 2010 with a Ph.D. in physiology from the medical school of a flagship state university. He is applying for postdoctoral positions at universities associated with local hospitals because his current research is clinically related.

In addition, he is interested in combining his love of science and business: "I think there is an unmet need to bridge the gap between science and business," he says. "Knowing how to speak the languages of both fields would be beneficial." So he also plans to apply for analyst and consultant positions at investment banks, venture-capital companies, and management-consulting firms.

His current résumé is pretty good for a consulting job. It sticks to one page, it uses bullet points and boldface type effectively, and is well spaced. The content is presented pretty strongly, with active verbs leading each bullet point, and numbers used throughout. However, there are a few things he could do to make it even stronger.

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#### TYSON G. CANDIDATE

Street address • City, State, Zip code, • Phone number •

tcandidate@msu.mail.med.edu

1.

#### 2. EDUCATION

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City, State

2007 – Expected July 2010

**Middle State College of Medicine**

*Doctoral Candidate in Physiology*

GPA: 3.57/4.0

• Dissertation: Effects of Melatonin on Blood Pressure Regulation in Humans

- NASA Space Grant Fellowship (\$10,000 for 2 years)

Austin, TX

2005 – 2006

## University of Texas

*MA in Kinesiology with focus in Biomechanics*

GPA: 3.87/4.0 GRE: Quantitative 790, Verbal 500

Ann Arbor, MI

2002 – 2005

## University of Michigan

*BS with High Distinction in Movement Science*

GPA: 3.71/4.0 SAT: Math 730, Verbal 640

### 3. EXPERIENCE

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City, State

*May 2009 – Present*

## Middle State College of Medicine

*Faculty Senate Student Representative*

- Elected to represent 800+ graduate and medical students during Senate meetings
- Managed the implementation of the university strategic plan with committee of professors and administrators

*April 2009 – Present*

## Co-Chair Graduate Student Career Day

- Coordinated 17 speakers and increased student participation by 25%
- Developed and implemented new career day format with planning committee

Austin, TX

*Summer 2007*

## University of Texas

*Research Engineer*

- Led biomechanics section of cross campus research collaboration; worked with team of professors to test metabolic and mechanical efficiency of novel Q-ring for competitive cyclists
- Identified errors affecting calibration parameters in laboratory force plate; led team of 5 graduate students in developing a custom calibration matrix

*Aug. 2005 – Dec.2006*

## Teaching Assistant

- Promoted from 1/2 time to 3/4 time instructor
- Mentored 10 graduate students in biomechanics techniques; guided the development and testing of their original hypotheses for presentations to graduate faculty

- Instructed 40+ students per class in biomechanics, motor development, and fitness each week

Ann

Arbor, MI

Oct. 2003 – April 2005

## **Pioneer High School**

### *Weight Training Coach*

- Trained 4 state championship teams and 8 All-American selections
- Recognized need for improved weight room layout; worked with team of coaches to develop an equipment configuration that allowed for a 33% increase in team workout efficiency

#### **4. ADDITIONAL INFORMATION**

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- **Interests:** Training for triathlon; amateur astronomer and photographer
- **Community Service:** Junior Achievement mentor for 10 high school boys, youth baseball coach

#### **Comments:**

1. Why not start the résumé with a section called "Profile," "Qualifications," or "Professional Summary"? You indicated that you are "interested in combining your love of science and business/finance, and that you believe there is an unmet need to bridge the gap between science and business." You could briefly mention a few of your accomplishments here to highlight your understanding of business.

For example, if, like many graduate students in the sciences, you have worked with faculty members, postdocs, and fellow graduate students from various parts of the world, you might say something in this intro section like "Comfortable communicating with international scientists." Another example: You have a grant. That's an accomplishment. Did you write the application? Why not mention that? Return to résumé.

2. Now that you have your Ph.D. in hand, you need to update the "Education" section, and change the entry about your doctorate to read "Ph.D. in Physiology." Also, you don't need to include the full span of years you spent earning your degrees; just list the date on which you received them. So the date you list for the Ph.D. would be July 2010; the M.A. would be 2006, and the B.A., 2005.

Employers from consulting, venture-capital, and finance firms are interested in quantitative measurements, so including GPA's and board scores on a résumé is appropriate. In the first entry, consider adding the award that you won for "outstanding Ph.D."

candidate" that you listed on your CV. Mention the award next to where you give your doctoral GPA. Return to résumé.

3. Leadership is something in which consulting companies are always interested. Don't be afraid to use that word. Looking at your "Experience" section, it is evident that you have leadership experience. Consider changing this section name to "Leadership Experience." Return to résumé.

4. Your interests and community service are interesting and a little different from the usual. These should help get your résumé noticed. Return to résumé.

# THE CHRONICLE OF HIGHER EDUCATION Advice

November 4, 2010

## Tyson Candidate's Résumé - After

The candidate took our advice and wrote a strong "Professional Summary." It's not too long and provides a quick, strong snapshot of the candidate, mentioning that he is "an experienced researcher interested in combining love of science and business" and that he has a "proven record of sourcing external funding." This résumé serves as a good model for Ph.D.'s in other fields to follow if they are interested in transforming their CV's into résumés.

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### TYSON G. CANDIDATE

Street address • City, State, Zip code, • Phone number •

tgeldredge@msu.mail.med.edu

**Professional Summary:** Experienced researcher interested in combining love of science and business • Proven record of sourcing external funding • Comfortable communicating with international scientists • Marketed research by presenting at national conferences and publishing in peer-reviewed journals

### EDUCATION

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**City, State**

2007 – Expected July 2010

**Middle State College of Medicine**

*Doctoral Candidate in Physiology*

GPA: 3.57/4.0

- Dissertation: Effects of Melatonin on Blood Pressure Regulation in Humans
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**Ann Arbor, MI**

2002 – 2005

## **University of Michigan**

*BS with High Distinction in Movement Science*

GPA: 3.71/4.0 SAT: Math 730, Verbal 640

### **LEADERSHIP EXPERIENCE**

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**City, State**

*May 2009 – Present*

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*Faculty Senate Student Representative*

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- Managed the implementation of the university strategic plan with committee of professors and administrators

*April 2009 – Present*

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*Aug. 2005 – Dec. 2006*

## **Teaching Assistant**

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**Ann**

**Arbor, MI**

*Oct. 2003 – April 2005*

## **Pioneer High School**

*Weight Training Coach*

- Trained 4 state championship teams and 8 All-American selections
- Recognized need for improved weight room layout; worked with team of coaches to develop an equipment configuration that allowed for a 33% increase in team workout efficiency

### **ADDITIONAL INFORMATION**

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- **Interests:** Training for triathlon; amateur astronomer and photographer
- **Community Service:** Junior Achievement mentor for 10 high school boys, youth baseball coach





**MICHAEL D. METZGER**

1874 Lindsay Lane, Ann Arbor, MI 48104

Home: 734-973-9507 Work: 734-615-5119 Email: [mdmetzgz@umich.edu](mailto:mdmetzgz@umich.edu)

<http://www-personal.umich.edu/~mdmetzgz/>

**PROFILE**

Educator with teaching experience in marketing, marketing research, and management; administrative experience in research administration, technology transfer, financial development, and university-industry economic development research and planning.

**EDUCATION**

- Ph.D. 2000 University of Michigan, Ann Arbor, Michigan.  
Center for the Study of Higher and Postsecondary Education.  
Dissertation: University Policies and their Influence on the Organized Research Unit and Technology Transfer
- M. A. 1998 University of Michigan, Ann Arbor, Michigan.  
Center for the Study of Higher and Postsecondary Education.  
Public Policy in Higher Education
- M.B.A. 1991 University of Toledo, Toledo, Ohio.  
Management
- B.S. 1989 Central Michigan University, Mt. Pleasant, Michigan.  
Psychology
- 1988 University of York, England.  
Psychology

**TEACHING INTERESTS**

Marketing Management, Marketing Research, International Marketing, Social Marketing, and Marketing in Emerging Latin American Markets.

**RESEARCH INTERESTS**

University-based Economic Development, Technology Transfer and Entrepreneurship; Developing Latin American Economies via Sustainable Technologies and Business Practices.

**TEACHING EXPERIENCE**

Marketing Management 501, University of Michigan School of Business, 2000 - Present

This course provides students with the opportunity to develop a fundamental understanding of marketing management. The objectives of the course are to: introduce the student to core marketing concepts, especially the central theme of delivering value to customers more efficiently and effectively than competitors; provide a systematic approach to marketing decision-making; familiarize the student with the practice of marketing and its role in creating value for the firm and its stakeholders; and provide the student with a forum for developing decision-making skills in a marketing context. *Average Teaching Score 4.31/5.0*

Global Projects 659, University of Michigan, 2001

This course provides a team of graduate students with an international business consulting experience under the direction of a faculty advisor. Course projects include targeting an issue, problem, or decision that is central to the firm's near-term international strategy, traveling to the client firm to analyze operations and marketing conditions, and a presentation of team analysis and recommendations.

### TEACHING EXPERIENCE (CONT.)

Projects listed below include market entry strategies, product line extension, industry analysis, value chain definition and analysis, country infrastructure, product delivery channel definition and analysis, competitive analysis, and retail, industrial, and consumer market research.

*Jolyka Bolivia LLC* - La Paz, Bolivia - Market Entry Plan, 2001  
*Rainforest Expeditions* - Lima, Peru - Market Expansion Plan, 2001

Marketing Research 353, Tiffin University, 1991-1994

This course provided a study of marketing function information needs as well as an understanding of operating and managing the research process. This research process and its integral parts were studied in detail from the perspectives of providing actionable results and marketing controls. The course syllabus and content, as well as lecture material, class assignments, and exams were designed and developed by the faculty member. *Average Teaching Score 4.05/5.0*

Marketing 151, Tiffin University, 1991-1994

This course exposed the student to the vocabulary of marketing and introduced many of the major principles and theories of the discipline. The focus of the course was on marketing's relationship to the other business functions and on marketing function management as opposed to day-to-day marketing operations. The course syllabus and content, as well as lecture material, class assignments, and exams were designed and developed by the faculty member. *Average Teaching Score 4.55/5.0*

Management of Organizations 201, Tiffin University, 1991-1994

This course provided an overview of the internal workings of an organization. It surveyed the functional areas such as finance, marketing, operations, information and decision support systems, and human resources. The course also examined the nature of the managerial job. The course syllabus and content, as well as lecture material, class assignments, and exams were designed and developed by the faculty member. *Average Teaching Score 4.74/5.0*

### ADMINISTRATIVE EXPERIENCE

Interdisciplinary Programs Associate, University of Michigan, 1999 - 2000

This senior staff position within the Office of the Vice President for Research coordinated and facilitated research support services from other university offices for select interdisciplinary projects, as well as assisted in the planning and evaluation of interdisciplinary centers, institutes, and programs; the research, design, and writing of policies to foster interdisciplinary programs; the consultation with faculty and staff in the implementation of interdisciplinary programs.

Research Assistant, Corporate and Foundation Relations, University of Michigan, 1995 - 1998

This position researched corporate and foundation funding prospects for selected projects, as well as consulted with staff, faculty to create individual funding proposals to corporate donors. Special projects have included developing funding strategies for interdisciplinary programs and preparing proposals for corporate and foundation solicitation.

Director of Corporate and Foundation Relations, Defiance College, 1994 - 1995

This position developed a program of cultivation, solicitation and stewardship of major corporate, foundation, and individual donations; consulting with the trustees, staff, faculty, and volunteers to create proposals to corporate and foundation, and individual major donors; performing research, identification and solicitation of philanthropic foundations and corporations and individuals for capital campaign and institutional grants; and meeting with foundation and corporate officers and trustees. The position included the preparation of various campaign materials such as promotional brochures, newsletters, and news releases relevant to foundation or corporate awards and grants.

**ADMINISTRATIVE EXPERIENCE (CONT.)**

Assistant Director of the Graduate Program, Tiffin University, 1991 - 1994

This position assisted in the development of marketing campaign to promote a Graduate Program leading to the Master of Business Administration degree. This position significantly expanded recruiting efforts to prospective M.B.A. students; assisted in the development of marketing campaign including design of advertisements, news releases for local media, brochures, and public speaking. This position also administered academic policies for application, admission, registration and graduation, as well as advised and counseled graduate students.

Research Assistant, University of Toledo, Department of Management, 1989 - 1991

This position researched and analyzed business publications in the area of Marketing and Management, as well as conducted primary data collection, and analyzed and interpreted data for publication, and assisted faculty with local consulting projects in areas of marketing and management.

**CONSULTING & BUSINESS EXPERIENCE**

Principal, The Marketing & Management Consulting Group of Ann Arbor, Ltd., 2000 - Present

The Marketing & Management Consulting Group of Ann Arbor provides marketing and management consulting services in the areas of strategic planning facilitation, competitor analysis, consumer analysis, product and service positioning, and survey and focus group research. The Principal is responsible for marketing and managing client projects, as well as recruiting, managing, and maintaining project associate relationships.

Research Assistant, Edison Industrial Systems Center, 1989 - 1990

The Edison Industrial Systems Center is a state, university, and member business supported corporation conducting applied research for the economic development of Ohio. This position organized information acquisition from business, government, and university faculty; maintained primary and secondary data; and generated reports for clients' business objectives, as well as demonstrated technical information resources for prospective clients.

**POSITIONS HELD**

Visiting Assistant Professor	University of Michigan School of Business Department of Marketing	2000-Present
Visiting Scholar	University of Sevilla, Spain Department of Business Economics and Marketing	Summer 2001
Interdisciplinary Program Associate	University of Michigan Office of the Vice President for Research	1999 - 2000
Research Assistant	University of Michigan Office of Corporate & Foundation Relations	1995 - 1999
Director of Corporate & Foundation Relations	Defiance College Office of Development	1994 - 1995
Assistant Director of the Graduate Program	Tiffin University Graduate Program	1991 - 1994
Research Assistant	Edison Industrial Research Center	1990 - 1991
Research Assistant	University of Toledo Department of Management	1989 - 1990

### **PUBLICATIONS**

Metzger, Michael D. (2000). *University Policies and Their Influence on the Organized Research Unit and Technology Transfer*. Published doctoral dissertation, Ann Arbor: University of Michigan, Center for the Study of Higher and Postsecondary Education.

### **CONFERENCE PRESENTATIONS**

(Peer reviewed)

Metzger, Michael D. (1998). *The Formation and Funding of Interdisciplinary Organized Research Units at the University of Michigan*. European Association for Institutional Research (EAIR), 20th Annual Forum, September 9th - 12th, 1998, San Sebastian, Basque Country, Spain.

Metzger, Michael D. & Leslie Wimsatt. (1998). *Organizational Adoption of a Complex Innovation at a Large Decentralized Research University*. Association for Institutional Research (AIR), 38th Annual Forum, May 17-20, 1998, Minneapolis, Minnesota.

Metzger, Michael D. (1998). *Diversified Mentoring: Minorities in the Sciences*. Association for Institutional Research (AIR), 38th Annual Forum, May 17-20, 1998, Minneapolis, Minnesota.

### **CONFERENCE PRESENTATIONS**

(Invitation)

Metzger, Michael D. (1998). *University Organized Research Units and Technology Transfer*. Pew Scholars Summer Seminar on Technology and the Human Condition, June 6-19th, 1998. Notre Dame University, Notre Dame, Indiana.

### **COMPUTER SOFTWARE RESEARCH APPLICATIONS**

SPSS, HyperRESEARCH (Qualitative Analysis Software)

### **OTHER COMPUTER SOFTWARE**

Pagemaker, CorelDraw, Powerpoint, and Word for desktop publishing; Access, dBase III, Excel, various Web editing programs, and many more.

### **HONORS AND AWARDS**

University of Michigan International Institute Travel Grant, for the European Association of Institutional Research (EAIR), San Sebastian, Basque Country, Spain, 1998

University of Michigan Rackham Graduate School Travel Grant, for the European Association of Institutional Research (EAIR), San Sebastian, Basque Country, Spain, 1998

University of Michigan Center for the Study of Higher and Postsecondary Education Travel Grant, for the Association of Institutional Research (AIR) Annual Meeting, Minneapolis, Minnesota, 1998

University of Michigan School of Education Travel Grant, for the Association of Institutional Research (AIR) Annual Meeting, Minneapolis, Minnesota, 1998

Pew Younger Scholar, for Technology and the Human Condition Seminar, University of Notre Dame, 1998

School of Education Fellowship, for academic achievement and scholarship, University of Michigan, 1995

### **SERVICE**

Micro-Enterprise Development, New Ventures Latin America, Member 2001 - Present

Friends of the University of Michigan Museum of Art, Membership Committee member. 1996 - 1998

Faculty advisor to student organization, Society for the Advancement of Management, 1991 - 1994

Faculty advisor and counselor to undergraduate students, 1991 - 1994

**LANGUAGES**

English (Fluent)  
Spanish (Conversational)

**PROFESSIONAL ACTIVITIES**

American Marketing Association (AMA) member  
Association for Institutional Research (AIR) member  
Association for the Study of Higher Education (ASHE) member  
European Association for Institutional Research (EAIR) member  
National Council of University Research Administrators (NCURA) member  
Society for College and University Planning (SCUP) member  
Society for Research Administrators (SRA) member  
Council for Advancement and Support of Education (CASE) former member  
Independent College Advancement Associates (ICAA) former member

