

# Curriculum Vitae Writing

The Curriculum Vitae, also known as a Vita or a CV, is a detailed biographical summary of your educational background and employment experience. A CV is necessary to apply for most positions in academia or research and for some non-academic jobs, such as those in historical societies, museums, and libraries. It is also often used to apply for fellowships or grants. Increasingly, a CV is used as an “academic resume” for students seeking graduate study. When applying for a position in Europe, Asia, Africa, or the Middle East, you should expect to submit a CV rather than a resume.

## WHAT IS THE DIFFERENCE BETWEEN A CV AND A RESUME?

A curriculum vitae is longer in length, offers content delving into much greater detail, and fulfills a different purpose than a resume. CVs tend to be two or more pages, and often provide greater detail about academic and research experience. Resumes tend to lean toward brevity, while CVs are much more detailed, including such information as: teaching and research experience, publications, presentations, grants or fellowships, awards and honors, licenses, committee assignments, professional affiliations, and special skills. As with a resume, you may need different versions of your CV for different purposes, and your CV will grow and change as your career progresses.

## WHEN TO USE A CV

- Seeking an academic or research position
- Applying for Professional Association leadership
- Applying for grants or fellowships
- Applying for international jobs or internships
- Preparing for sabbaticals
- Publishing
- Consulting

## PREPARING AN EFFECTIVE CV

The advice in this handout will help you prepare a draft of your CV. You may then make an appointment to have your draft critiqued by a career counselor at The Sanger Learning & Career Center. We also suggest that you request input from a colleague or a mentor in your field who can point out inconsistencies, errors, or weaknesses, as well as any special formatting that is common to your field. Incorporate the suggestions that make sense to you, and allow time for multiple drafts before producing your final copy. As with your resume, you may need different versions of your CV, each focused on different types of positions. If you are anticipating using your CV overseas, we recommend you research that country’s accepted vita format, which may be different than the format commonly used in the USA.

## BASIC STRUCTURE OF THE CV

The structure of any CV has three basic components – your identifying information, your educational background, and your professional experience. However, your CV can include a wide variety of information within the professional experience section (as described in “Possible Categories,” below.)

**Identification** - name, address and telephone number including area code, e-mail address

**Education** - degrees earned or in progress, in reverse chronological order (from the present backwards)

**Professional Experience** - current and previous work including items such as graduate assistantships, competencies and skills, publications and presentations, awards/honors, languages spoken, computer skills, etc.

## **GETTING STARTED ON YOUR CV**

Take your time gathering and organizing information for your CV. Be thorough, and consider the range of skills you currently possess as well as the experiences you have had. Before creating the final draft, you may want to consider the following questions:

- In addition to my degree(s), what licenses, certifications or specializations do I have?
- Does this draft of my CV reflect all of the components of my education and experience?
- What themes and skills areas are represented in my CV?
- How might an individual or committee who does not know me react to my CV?
- Are there sections of my CV that are awkward, long-winded, or difficult to understand?
- Are the included skills, presentations, publications, etc. relevant to the position I am seeking?
- Do I possess any relevant skills that I have not included?

## **HELPFUL HINTS FOR PRODUCING AN ATTRACTIVE CV**

### **Organizing Information**

Information included on your CV should be: current, relevant, clear, concise, well organized, consistently formatted, logical, truthful, and necessary.

DO include: your educational background, work history, publications, presentations, grants or fellowships, awards and honors, licenses, committee assignments, professional affiliations, and special skills. For each area, provide a concise description of your proficiency and level of expertise. Use formal language, avoiding slang and abbreviations.

Do NOT include: your age, sex, race, religion, national origin, marital status, number of dependents, height and weight, salary history, the reasons you left a previous position, or a photo of yourself. Additionally, your references should be listed in a separate document and handed out upon request.

### **Layout and Design of the CV**

DO: use consistent formatting (font, size, etc.) and an overall layout that is pleasing to the eye;

DO: use quality bond paper, of a standard size and color;

DO: be sure your name appears at the top of each page;

Do NOT: print on both sides of a page. Use one side only;

Do NOT: use script fonts, gothic lettering, bright colors (ink or paper) or unusual graphics;

Do NOT: use italics, underlined text, or dark paper, especially if the CV will be faxed.

**For more information on creating a Curriculum Vitae, see the internship section of the Sanger Learning & Career Center's Resource Library, or the PCL collection of CV books. For individual assistance, make an appointment with a Career Counselor.**

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## **Possible Categories to Include:**

### **ACADEMIC PREPARATION**

Academic Training  
Academic Background  
Educational Background  
Educational Overview  
Professional Studies  
Degrees  
Principal Teachers

### **THESIS/DISSERTATION**

Master's Project  
Comprehensive Areas

### **INTERNSHIPS**

Teaching/Research Assistantships  
Graduate Fieldwork  
Graduate Practical

### **PROFESSIONAL COMPETENCIES**

Educational Highlights  
Course Highlights  
Proficiencies  
Areas of Knowledge  
Areas of Expertise  
Areas of Experience  
Areas of Concentration in Graduate Study

### **PROFESSIONAL EXPERIENCE**

Professional Overview/Background  
Teaching Experience/Overview  
Experience Summary/Highlights  
Research Experience  
Research Overview  
Administrative Experience  
Consulting Experience  
Continuing Education Experience  
Related Experience

### **ACADEMIC ACCOMPLISHMENTS**

Professional Achievements  
Career Achievements  
Career Highlights

### **PUBLICATIONS**

Scholarly Publications  
Books/Professional Papers  
Articles/Monographs  
Reviews  
Exhibits/Exhibitions  
Arrangements/Scores

### **ACADEMIC SERVICE**

Professional Service  
University Involvement  
Faculty Leadership  
Committee Leadership  
Departmental Leadership  
Professional Association Leadership & Activities

### **SCHOLARLY PRESENTATIONS**

Workshop Presentations  
Workshops & Conventions  
Programs & Workshops  
Conference Participation/Leadership

### **MEMBERSHIPS**

Affiliations  
Professional Memberships  
Memberships in Scholarly Societies  
Professional Organizations

### **PROFESSIONAL CERTIFICATION**

Certificates  
Licensure  
Special Training  
Endorsements

### **TEACHING INTERESTS**

Academic Interests  
Research Interests  
Educational Interests  
Professional Interests

### **FOREIGN STUDY**

Study Abroad  
Travel Abroad  
Languages  
Language Competencies

### **COMPUTER/TECHNICAL SKILLS**

### **SCHOLARSHIPS**

Fellowships  
Academic Awards  
Special Honor  
Activities & Distinctions  
Honors and Distinctions  
Honors and Awards  
Prizes  
College Activities

### **DOSSIER**

Credentials

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**Ella Fitzsimmons**

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Austin, Texas 78705  
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**EDUCATION**

**The University of Texas at Austin, Austin, TX** **May 2007**  
Master of Arts degree in Art Education  
Current GPA: 4.0

**Georgia State University, Atlanta, GA** **May 2002**  
Teach for Georgia, alternative certification

**Wellesley College, Wellesley, MA** **May 1999**  
Bachelor of Arts in Studio Art , Minor in Economics magna cum laude

**THESIS**

**Title:** Re-Visioning Multicultural Competencies for Texas Art Teachers

**Synopsis:** The thesis examines the changes in multicultural content and approaches to multicultural art education through comparative analysis of the 1986 competency standards and the newly revised 2006 standards for the initial all-level certification examination of art teachers in Texas. Advisor: Dr. Phillip Baron.

**RESEARCH INTERESTS**

- Multicultural art education
- Teacher education and evaluation
- Critical theory
- Material culture and built-environment education
- Aesthetic pluralism

**CREDENTIALS**

**State of Texas**, All-Level Art (PreK-12) Teacher Certification

**State of Georgia**, Early Childhood Education (PreK-5) Teacher Certification

**EXPERIENCE**

**The University of Texas at Austin, Austin, TX** **Jan. 2006 to Present**

*Facilitator/Teaching Assistant*

- Schedule and perform regular observations and evaluations of pre-service art teachers' spring apprenticeships in the Visual Art Studies program at The University of Texas.
- Conduct regular conferences with cooperating teachers and pre-service teachers.
- Design and write the Art Education/Visual Art Studies newsletters.
- Communicate with art education faculty, graduate and undergraduate alumni, and staff from art

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organizations and museums on campus in order to solicit information for the newsletter.

- Develop and maintain a database for maintaining current contact and career information about alumni.

**The Jack S. Blanton Museum of Art, Austin, TX**

**Sept. 2006 to Present**

*Gallery Teacher*

- Teach gallery lessons for 4th-6th grade students participating in Art Central, the museum's multiple-visit program, and for other K-12, university, and adult groups.
- Adapt learning experiences for individuals and groups with special needs.
- Manage tour logistics and address on-site problems.

**The Art School, The Austin Museum of Art, Austin, TX**

**May 2005 to Dec. 2005**

*Art Instructor, ages four through fourteen*

- Designed and executed art lessons that engaged students in thinking about the creative art process using diverse media.
- Emphasized exploration of materials and self-expression, while also introducing various cultural art forms, historical art movements and techniques.
- Integrated other disciplines, such as science and literature, into lessons.
- Modeled the use of appropriate language and questioning in group critiques.
- Prepared course syllabi and communicated with parents about individual student's artworks and artistic interests.

**Knowles Elementary School, Cedar Park, TX**

**Aug. 2003 to May 2005**

*Art Teacher, pre-kindergarten through fifth grade*

- Developed and implemented hands-on instruction for approximately 900 students in a variety of media, including painting, drawing, printmaking, ceramics, construction, collage, and textiles.
- Incorporated art history and criticism of master artworks and students' artworks into weekly instruction.
- Facilitated presentation of student work in venues outside the school building, including local retail spaces and administrative offices within the school district.
- Founded and chaired the Cultural Arts Committee whose goal was to bring in artists, performers and cultural representatives from the community to present programs to the student body.
- Collaborated with colleagues in the early intervention program for low-achieving students.
- Evaluated various published textbooks for district textbook adoption process as part of the Art Textbook Committee.

## **CONFERENCE PRESENTATIONS**

**Texas Art Education Association Conference**

**Nov. 2006**

*Fort Worth, TX*

*Reinvigorating the Routine: Considerations for 21st Century Art Instruction*

A discussion of the limitations of and alternatives to traditional curricular approaches to multicultural art education. Possibilities for converting typical multicultural art lessons into culturally responsive units centered on a social issue are demonstrated.

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**Curriculum and Pedagogy Conference****Oct. 2006***Marble Falls, TX**Regarding Content and Meaning: Investigating Issue-based Curriculum for a Multicultural Art Education*

An examination of the role of art teachers as powerful advocates for social justice and equity through multicultural art education that is centered on researching social issues. The benefits of this thematic approach are explored and pedagogical strategies are suggested.

**Leander Independent School District February Conference****Feb. 2005***Cedar Park, TX**Clay Clinic*

Hands-on instruction in ceramic hand-building and finishing techniques for various skill levels among elementary students.

**CONFERENCE ATTENDANCE****National Art Education Association Conference****March 2006***Chicago, IL***Texas Art Education Association Conference****Nov. 2005***Austin, TX***Leander Independent School District February Conference****Feb. 2004***Cedar Park, TX***FELLOWSHIPS/SCHOLARSHIPS****Susan Vaughan Foundation Endowed Scholarship in Art and Art History**

Awarded \$750

**Nov. 2005****Pre-Emptive Fellowship from The University of Texas at Austin**

Awarded \$10,000

**Sept. 2005****ACADEMIC AND COMMUNITY SERVICE****Graduate Student Assembly, The University of Texas, Austin, TX***Representative for the Art Education Graduate Program***March 2006 to Present**

- Attend monthly meetings of the Graduate Student Assembly and represent the interests of the Art Education graduate students in forum discussions and votes.
- Record and disseminate information from Assembly meetings to graduate students, the graduate coordinator, and departmental faculties.

**The Austin Museum of Art—Laguna Gloria, Austin, TX***Volunteer and Researcher***Sept. 2005 to Dec. 2005**

- Supported instruction in children and youth art classes.
- Conducted ethnographic, survey and historical research into Laguna Gloria's community art programs.

**PROFESSIONAL AFFILIATIONS**

- American Educational Research Association
- National Art Education Association
- Caucus on Social Theory in Art Education
- Women's Caucus of the National Art Education Association