

# CVs, COVER LETTERS, & TEACHING PORTFOLIOS

PH.D.s &  
POST DOCS

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**A division of student affairs**

**(650) 725-1789**

[www.stanford.edu/dept/CDC](http://www.stanford.edu/dept/CDC)

## **DOCTORAL STUDENTS YEAR OF CANDIDACY GUIDELINES FOR ACADEMIC JOB SEARCH**

As you enter your final year of doctoral work many of you may be struggling with the demands of defending your dissertation or final research studies, continuing your work as a research assistant, as well as beginning the process of obtaining an academic job. The following timeline and suggestions may serve as a guide to help you manage your academic job search process.

### **SUMMER QUARTER**

*Update your CV, general letter of application, materials for a Teaching Portfolio.*

Pick up a copy of the **CV & COVER LETTER** guide from the CDC. Obtain feedback from faculty and fellow students on creating a CV that contains the information for your field of study.

*Visit CDC and obtain handouts or meet with a counselor to learn about resources that may help you in this process.*

*Obtain letters of reference.*

This is a good time to contact past references and update letter. Consider using the Reference file service at the CDC to store letters of reference for students – <http://cdc-records.stanford.edu/references>

### **FALL QUARTER**

*Finalize one version of your CV as a template – meet with a CDC counselor if needed*

You may have various versions of your CV depending on if you are applying for research positions, teaching position, endowed chairs, and other types of academic jobs.

*Apply for positions*

Find these through your dissertation chair/ advisor, departmental listings, the CDC resources, professional conferences and organizations and various internet web sites.

*Continue to solicit letters of recommendation and update previous letters.*

*Attend CDC's **ACADEMIC JOB SEARCH SERIES** as well as other departmental and campus events.*

CV and cover letter writing, Academic Job Talk, on and off campus interviewing are usually covered here.

### **WINTER QUARTER**

*Continue applying for positions.*

*Prepare and Practice your academic job talk.*

*Practice interviews with peers, faculty, CDC counselors, and other campus departments and resources.*

### **SPRING QUARTER**

*Continue applying for positions.*

Tenure track and one year positions continue to be announced during this period

*Evaluate academic job offers, and be sure to negotiate for time to carefully consider each offer.*

*Discuss negotiation strategies with advisor, CDC counselors, and other personal resources.*

If you have not found a position to date, do not despair, you may wish to continue applying for jobs. It may take more than one year to find a position.

For a counseling appointment, please call 650.725.1789. Also, come by the CDC and pick up additional guides: **THE ACADEMIC JOB SEARCH, CVs & COVER LETTERS**, and **PHD PATHWAYS: ALTERNATIVES TO ACADEMIC CAREERS**.

## INTRODUCTION

The curriculum vitae (also referred to as the vita or CV) are a summary of an individual's educational background and experiences. The CV is used when applying for teaching and administrative positions in academia or for a fellowship or grant. In contrast to a CV, a resume is used to summarize an individual's education and experience related to a specific career objective in the private or public sector. The CV is the key document in securing an interview with a search committee. Other important elements of the application process include the application or "cover" letter and letters of reference. In addition, applicants are sometimes asked to include transcripts, teaching evaluations and research proposals.

## WRITING YOUR CURRICULUM VITAE

It is crucial to have the CV represent your experience, accomplishments, expertise, and special professional qualities in the most positive manner possible. The visual impact of the CV provides the initial message about your attention to detail and thoroughness.

- Is it well designed, organized and attractive?
- Are categories of information clearly labeled?
- Is it easy to find certain sections of interest to search committee members?
- Has your advisor reviewed and critiqued it?
- Have you avoided using acronyms?
- Has it been prepared on a computer with letter quality print?
- Has it been proofread several times to eliminate any typos?
- Has it been copied on heavyweight, smooth finished white paper?

While contents of a CV will vary from field to field, it is worth noting some of the major categories and information typically included. Attached are sample resumes which reflect stylistic differences and, to some degree, conventions of the fields represented. Your CV should be long enough to thoroughly present all your qualifications in the categories discussed below. That will probably take two, three, four, or more pages. **Typical Format:**

**IDENTIFYING INFORMATION:** Name, address, phone, back-up number and email. Leave off date of birth, marital status, number of children or other information that is not job related or does not add to your qualifications.

**EDUCATION:** Begin with your most recent or expected degree. List degrees, majors, institutions, and dates of completion (or expected date) in reverse chronological order. Also list minors, subfields, and honors.

**DISSERTATION OR THESIS:** Provide the title and a brief description of your work, its theoretical framework, your conclusions, your director (and readers, if their names or departments add breadth or new perspectives to your area of research). For engineering and sciences, if you decide to describe your research more completely in the "Experience" section, you may want to simply list the title of your dissertation in this section. For a new candidate in humanities or social sciences, the dissertation should be featured prominently in this section.

**AWARDS, HONORS, FELLOWSHIPS, SCHOLARSHIPS:** Recognition of scholarship by the university or within the field is very important. Memberships in honorary societies belong in this section as well, unless they have already been listed under "Education."

**PROFESSIONAL EXPERIENCE:** This category is often divided into several possible categories such as "Research Experience," "Consulting," "Fieldwork," "Teaching Experience," or "Postdoctoral Work," as well as many others, depending on your discipline. Reverse chronological order is again the rule.

**ACADEMIC SERVICE:** List all departmental and university groups, committees and task forces on which you served. Student groups are valid as well. You should demonstrate that you have exhibited leadership qualities, and you will assume certain departmental administrative duties if hired. (See Rivera-Corot CVs).

**MEMBERSHIPS OR PROFESSIONAL AFFILIATIONS:** List all professional groups and offices held.

**LANGUAGES:** List all you read/speak and note those in which you are fluent, proficient, or have a basic knowledge of.

**DOSSIER OR REFERENCE FILE:** Many applicants state that their file is available from the Career Development Center, Stanford University, 94305-3081, (650) 723-1584. It may be useful in some disciplines to list your references as well so that they may be contacted by phone.

This packet contains samples of application letters (cover letters) which illustrate most of the crucial information that needs to be communicated when responding to job notices. Use departmental letterhead, if appropriate. The most important aspect of your letters is that they should be written individually to respond to each position. This means that you must give some thought to how your background matches the qualifications of the position. In addition, your letters must indicate a sincere interest in academic life and in the institution to which you are applying.

State the specific position for which you are applying and where you learned about it. If there is not an advertised position, explain who suggested you write or why you are writing. Let the reader know who you are, what your field is, and where you are attending school. Indicate any special interest or background you have that may be of interest to their department or institution.

These paragraphs will vary according to your field and possibly the types of positions for which you will be applying (teaching emphasis vs. research emphasis). Discuss your dissertation or thesis (or most recent research), what it accomplishes, your methodology, conclusions, and the implications of your work. This may take more than one paragraph, but you should write to a general audience as opposed to specialists in your field. Discuss future plans for research or research interest as well. You should also point out supporting fields in which you have expertise or enumerate the variety of classes you could teach. If the position requires teaching, be enthusiastic about your experience and discuss the courses you have developed or your teaching style

Deal with logistics, namely, are you having a reference file sent and a writing sample/chapter of your dissertation? If so, mention that you look forward to meeting with the committee and to their inviting you to an interview.

## CATEGORIES APPROPRIATE FOR THE VITA

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

Source: **Finding a Job in Your Field: A Handbook for Ph.D.'s and M.A.'s.** R. Anthony & G. Roe. Princeton, NJ: Peterson's Guides, 1984

## CURRICULUM VITAE SAMPLES: HUMANITIES

p. 7-11

### **SUTHERLAND CV: SLAVIC STUDIES**

With this CV, the owner first establishes her academic credentials and the recognition she has received for her research in the form of fellowships. She then balances this with her commitment to teaching and undergraduate education by giving priority to “Teaching Experience” and “University Service,” placing these sections at the top of the second page where they are sure to be noticed, rather than putting her publications in this position.

Her experience has included living with undergraduates as a Resident Fellow and leading workshops on teaching skills for Teaching Assistants. Both are indications of her commitment to undergraduate education and evidence of her teaching skills. She demonstrates her teaching versatility by giving a broad “menu” of “Teaching Interests” and a good listing of graduate level courses in language, literature and linguistics. (Presumably, having had these courses, she can now teach them.) Since she will be teaching Russian language courses, she has highlighted her language proficiency as well.

### **TAYLOR CV: ENGLISH**

A very economical CV that tells the reader a great deal about the research interests of the owner, about his significant teaching experience and his impressive honors. The third page gives a listing of graduate courses, which with the teaching experience make the argument that this candidate can teach almost anything in modern American literature, African-American literature, literary criticism and can teach a broad range of English literature courses as well. He has taught both survey/lecture and seminar courses. His two fields of American and African-American literature make him especially attractive to hiring committees.

He also has managed to be a “good citizen,” giving time to committee service. The indications are that he is prepared to be in a setting that, while requiring a full teaching load of undergraduate courses as a new professor, will reward his research and publication interests.

## CURRICULUM VITAE SAMPLES: EDUCATION

p. 12-23

### **ROBBINS CV: CURRICULUM AND TEACHER EDUCATION**

What comes through clearly in this CV is the owner’s commitment to preparing new teachers, improving the teaching strategies of current teachers and doing research on reading instruction and literacy. All of his “Professional Experience” leads the reader to the conclusion that this candidate has defined himself and his field. In this case it works well to have all of the experience listed in reverse chronological order under one heading. There is often a section of “Research Interests” or “Teaching Interests”, but with this person, his experience, his dissertation topic, his publication record and his presentations all suggest a research agenda and teaching interests. This contrasts with the Rivera-Corot CV, in which the owner has several related areas of interest and has organized her extensive and varied experience under several section headings.

### **RIVERA-COROT CV: ADMINISTRATION AND POLICY ANALYSIS - EDUCATION**

This CV portrays the career development of one individual, from student service employee to program developer and innovator, to researcher then doctoral student exploring policy questions about Chicano/a students and higher education - an ethnic population very under-represented in higher education. Because of her varied experience and service activities, the variety of research and evaluation projects already done and the breadth of teaching and research she could do, it seemed wise to organize the CV into categories of information, with descriptive entries for each job or project. This emphasizes her capabilities for either an administrative or faculty position, or one that combines both administration and teaching.

It is much longer than most CVs in humanities, social sciences, natural sciences or engineering, but the owner has more years of work and education during which she gained experience that was appropriate to add to her CV.

## **CURRICULUM VITAE SAMPLES: SCIENCE/ENGINEERING**

p. 19-24

### **ARNOLD CV: MATERIALS SCIENCE – ENGINEERING**

Here is an illustration of a shorter CV, which focuses on research experience and on articles published or accepted for publication. The owner is applying for an academic post-doc and thus emphasizes only research and publications. (His letter of inquiry for a post-doc appears with the other samples of cover letters.)

If he were applying for a junior faculty position in a research university, the CV might have some additions: brief notations about his teaching experience (assuming that he has been a TA at some point) and a short section on research interests.

### **ALEXANDER CV: CELL BIOLOGY (POST DOC)**

This candidate is seeking a junior faculty position, with the emphasis on research. For this purpose, she emphasizes her research experience and makes sure her publications list begins on the first page. Toward the end she gives groups of technical skills to demonstrate her versatility in research and the breadth of techniques she has mastered. With the competition for funding, she wants to demonstrate that she can carry out research in a number of fields and can train and supervise graduate students who might work on a variety of projects.

Since she has worked with prominent faculty and they have given their permission to be contacted, she lists them as references at the end. Mark Arnold's letter, seeking a post-doctoral position, lists the CDC's reference file service at the end of his letter instead. You may instead choose to include a separate reference page.

### **MARTIN CVs: POPULATION BIOLOGY (POST DOC)**

This CV emphasizes the writer's research work, honors and publications. He can demonstrate that he has been successful in obtaining funding as a student, with several prestigious awards and a substantial post-doctoral fellowship. Teaching experience is relegated to the second page. With this CV he might send a statement of research interests or brief research proposal, as requested in some job announcements.

## **COVER LETTER SAMPLES**

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\* For more examples, see the CV/cover letter binder in the CDC resource library!

## CURRICULUM VITAE EXAMPLE

### MARY LOU SUTHERLAND

Dept. of Slavic Languages and Literatures  
Stanford University  
Stanford, CA 94305-2006  
(650) 723-4438

4433 Oak Avenue  
Palo Alto, CA 94302  
(650) 322-3224  
mlsutherland@stanford.edu

#### EDUCATION

- 19XX-Present    **Stanford University**, Stanford, California  
Ph.D. in Slavic Languages and Literatures (expected, 20XX)
- 19XX-19XX    **Oxford University**, Oxford, United Kingdom  
M.Litt in Modern Languages (degreed conferred 19XX)  
Thesis topic: "The Image of Rural Women in Contemporary Soviet Prose."
- 19XX-19XX    **Princeton University**, Princeton, New Jersey  
B.A. with highest honors in Slavic Languages, June, 19XX  
Thesis topic: The sociology of leisure in the Soviet Union.  
Certificate with distinction in Russian Studies  
Certificate of Study from Leningrad University

#### DISSERTATION

"Translating the Russian Narrator into English." *A study of several features of narrative voice, including skaz and quasi-direct discourse, examining the ways they typically are (or are not) rendered in English. The majority of examples are taken from modern Soviet fiction. Close comparative readings are presented in light of text linguistics, reader response theory, and general stylistics, with an extended discussion of the historical treatment of narrative voice in translation.*

Advisor: Edward J. Brown

Reading Committee: Lazar Fleishman, Johanna Nichols, Mary Louise Pratt.

#### ACADEMIC AWARDS

- 20XX-20XX Social Science Research Council Dissertation Fellowship
- 20XX-20XX "New Directions" Mellon Fellowship, Stanford University  
*Offered to a few students each year to encourage "fresh combinations of knowledge and curricular innovations" in doctoral research.*
- 19XX-20XX Stanford Humanities Center Graduate Fellowship  
*Awarded each year to a group of Stanford graduate students, who share the center with faculty members from various universities, meeting regularly to share research interests in their respective disciplines.*
- 19XX-20XX Department Fellowship, Stanford University
- 19XX        FLAS Grant for foreign language study
- 19XX-XX    Marshall Scholarship
- 19XX        Phi Beta Kappa



## RUSSIAN LANGUAGE SKILLS

I am certified at level 3 (highest level, signifying working professional proficiency) on the ACTFL scale. I have also been trained (but not certified) as a proficiency tester.

## TEACHING EXPERIENCE

20XX-20XX STANFORD UNIVERSITY, Stanford, California - First-year Russian  
20XX Survey of Russian Literature in Translation: The Age of Realism (teaching assistant)  
19XX-20XX Conversation sections for First-year Russian (course coordinator)  
19XX Russian Short Stories of 19th Century (in Russian)  
19XX Seminar on Soviet Culture (guest lecturer on modern Soviet Literature)

## UNIVERSITY SERVICE

19XX-20XX *Resident Fellow*, Slavic and East European Theme House (“Slavianskii Dom”) Stanford University. Duties include organizing theme-related courses and events, greeting visiting scholars and dignitaries, advising students and supervising a staff of theme associates and resident assistants.

19XX-19XX *Teaching Consultant*, Center for Teaching and Learning, Stanford University. Duties included classroom observation, writing a handbook for new teaching assistants, and running an orientation workshop.

## PUBLICATIONS

“When Saying was Doing: Speech Acts in the Russian *Primary Chronicle*.” In *Dialogue and Critical Discourse*. Michael S. Macovski, Editor. Forthcoming from Oxford University Press.

Little Jinx (translation of *Kroshka tsores* by Andrei Siniavsky), with Edward J. Brown, Lawrence Joseph, and Henry Pickford. Forthcoming in *Stanford Slavic Studies*.

“Getting Started: Teaching Tips for Stanford TAs.” Center for Teaching and Learning, Stanford University, 19XX.

“Trading Toward Peace: The Case for U.S. - Soviet Commerce,” *The Boston Phoenix*, December 28, 19XX, p. 1 et passim.

## PAPERS PRESENTED

“Narrators with the Common Touch: Translation of Discourse Relations in Soviet Village Prose,” MLA Convention, New Orleans, December 20XX.

“The Narrator and his Grandmother in Soviet Village Prose,” Stanford Humanities Center, May 20XX.

“The Relationship Between the Peasant ‘Baba’ Heroine and Narrator in Village Prose,” AATSEEL Annual Meeting, San Francisco, December 19XX.

## RELATED EMPLOYMENT

20XX-20XX Translator and editor of manuscripts and private documents for Professor Lazar Fleishman, Stanford University.

19XX Colegio Los Angelitos/St. George School, Santo Domingo, Dominican Republic.  
Mathematics Teacher (Grades 8-12)

## TEACHING INTERESTS

Russian Languages - all levels

Literary Translation

Survey of Nineteenth-Century Prose

Prose Fiction of the Soviet Period

The Language of Russian Literature

The Language of Russian Journalism

Old Church Slavic

Medieval Russian Literature

Seminars on major novels such as *Dead Souls*, *The Brothers Karamazov*, *Crime and Punishment*, *War and Peace*, *The Master and Margarita*, or *Dr. Zhivago*, or on works of both historical and literary interest, such as, *The First Circle* or Herzen's *My Past and Thoughts*.

## RELEVANT GRADUATE-LEVEL COURSES

### SLAVIC LANGUAGES & LITERATURES

Literary Translation (seminar)

History of Russian

History of Russian Literary Languages

Old Russian Literature

Phonetics and Phonology

Comparative Slavic Languages

Twentieth-Century Prose

Twentieth-Century Poetry

Nineteenth-Century Poetry

*Brothers Karamozov* (seminar)

Proseminar (literary theory)

Old Church Slavic

Edward J. Brown

Richard Schupbach

Lazar Fleishman

William M. Todd

Richard Schupbach

Joseph van Campen

Monika Frenkel

Lazar Fleishman

Lawrence Stahlberger

William M. Todd

Gregory Freidin

Joseph van Campen

### LINGUISTICS

Language Universals

Semantics and Pragmatics

Languages in Contact (seminar)

Discourse and Interpretation (seminar)

Lexical Functional Grammar (seminar, audited)

Language, Change (seminar, audited)

Situation Semantics (seminar, audited)

Charles Ferguson

Eve Clark

John Rickford

Craige Roberts

Joan Bresnan

Paul Kiparsky

John Barwise & Stanley Peters

## CURRICULUM VITAE EXAMPLE

### Curtis Allen Taylor

HOME: 1000 Paradise Lane  
Stanford, CA 94305  
(650) 494-4949  
cat@stanford.edu

OFFICE: Department of English  
Stanford University  
Stanford, CA 94305  
(650) 725-4494

EDUCATION: Ph.D. Stanford University, Department of English,  
Degree expected, June 20XX  
A.B. Harvard University, June 19XX

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. Howells and Henry James to W.E.B. Dubois's *The Philadelphia Negro* and *The Souls of Black Folk*. Dissertation Readers: Professor John Rover (chair), Professor Jane Smith, Professor Joseph Brown.

FELLOWSHIPS: Fulbright Junior Lectureship, 20XX  
Dorothy Danforth-Compton Dissertation Fellowship,  
20XX-XX  
  
Stanford Humanities Center Graduate Fellowship, 20XX-XX  
Dorothy Danforth-Compton Graduate Fellowship,  
19XX-20XX

#### PROFESSIONAL EXPERIENCE:

Fulbright Junior Lecturer in American Studies.  
The New University of Lisbon, Departamento de Estudos Anglo-Portugueses, January 2000-June 2000. "North American Literature: Introduction to American Literature 1850-1950."

Course Reader. "Henry James and Mark Twain,"  
Department of English, Stanford University, Spring 20XX.

Teaching Assistant. "The Development of the Short Story,"  
Department of English, Stanford University, Winter 20XX and Spring 20XX.

Writing Tutor. School of Engineering, Stanford University,  
September 19XX-June 20XX.

Teaching Assistant. "Shakespeare"  
Department of English, Stanford University, Winter 1998.

#### 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:

“American and African-American Literature: Some Vital Connections,” The Department of American Studies, University of Coimbra, Coimbra, Portugal, May 20XX.

“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 20XX.

“Ralph Ellison and the African-American Literary Tradition,” Institute of North American Studies, University of Porto, Porto, Portugal, March 20XX.

“Eudora Welty’s ‘The Wide Net’: Politics and Pleasure,” The Stanford Humanities Center, May 19XX.

“The Poetry of Frederick Goddard Tuckerman,” The Stanford Humanities Center, May 19XX.

## PUBLICATIONS:

Co-Author: Instructor’s Manual for The Short Story: An Introduction, 2nd ed. Ed. Stone, Packer, & Hoopes. New York: McGraw Hill, 20XX.

## ACADEMIC SERVICE:

Advisory Panel to the President for the 2001 Commencement Speaker, Stanford University, 20XX-XX.

Graduate Admissions Committee, Department of English, Stanford University, 20XX-XX.

Graduate Housing Advisory Committee, Stanford University, 19XX-XX.

Complete Dossier Available from:

Career Development Center, Stanford University, Stanford, CA 94305-3081, (650) 723-1548

## GRADUATE LEVEL COURSES AT STANFORD:

### American Literature

	Faculty Name
Ezra Pound and Imagism (Seminar)	“
Henry James (Seminar)	“
American Literature of the 1840’s (Seminar)	“
Modern American Poetry (Seminar)	“
Richard Wright and Eudora Welty	“

### Literary Theory

Major Modern Critics (Seminar)	“
Literary Criticism (Seminar a)	“
English Literature	“
Old English	“
Readings in Middle English	“
Renaissance Poetry	“
Milton (Seminar)	“
Eighteenth Century Narrative	“

**Taylor, Curtis Allen, P.2**

## CURRICULUM VITAE EXAMPLE

### SAMUEL ROBBINS

Home Address:  
1434 A Street  
Palo Alto, CA 94301  
(650) 322-3346  
[robbins@stanford.edu](mailto:robbins@stanford.edu)

School Address:  
School of Education  
Stanford University  
Stanford, CA 94114  
(650)725-9994

#### EDUCATIONAL BACKGROUND

- 19XX-present School of Education, Stanford University.  
Ph.D. in Curriculum and Teacher Education expected in June, 20XX. Program: Language, Literacy and Culture. Advisor: Dr. Eric Smith. Dissertation: "Reader Awareness of Emotions in Narratives: The reader/character connection." An exploration of readers' awareness of the emotional states of story characters and the influence of this awareness on inferential comprehension.
- 19XX-19XX School of Education, Boston University.  
M.A. in Reading Education with an emphasis on diagnosis, motivation and remediation of below grade level readers. Advisor: Dr. Ron River.
- 19XX-19XX School of Education, University of Vermont.  
B.S., cum laude, in Secondary Education with teaching credentials in English and Reading.

#### PROFESSIONAL EXPERIENCE

- 20XX-present Research Assistant for Dr. Diane Smith's Teacher Assessment Project at Stanford University. Evaluate and document the project's data on teacher certification in the area of elementary literacy.
- 20XX-present Instructional Consultant, Whisman School District in Mountain View, CA and Bayside Middle School, San Mateo, CA. Conducting on-going in-services to train teachers (grades K-8) in methods of implementing the State of California's Language Arts Literature Framework.
- 20XX-20XX Instructor for Language and Literacy in Secondary Schools. Developed curriculum for Stanford's teacher education program to prepare prospective teachers to deal with literacy issues such as second language acquisition and offered instructional strategies for the content area classroom.
- 20XX-20XX Student Teacher Supervisor in Stanford Teacher Education Program. Prepared and evaluated prospective teachers of Secondary English in the areas of content knowledge, curriculum planning, pedagogical technique and classroom management.

- 19XX-20XX Research Assistant with Project READ, a university based public school collaborative project created by Dr. Eric Smith of Stanford University to improve literacy skills of students at all grade levels and abilities in all subject areas. Developed curriculum materials, conducted teacher training workshops and assisted in the evaluation of the project.
- 19XX Teaching Assistant for Dr. Diane Smith and Dr. Dean Brown in Foundations of Learning for Teaching. This Stanford course concerned the integration of educational psychology and teaching methodology in the secondary classroom.
- 19XX Teaching Assistant for Dr. Eric Smith in Language and Literacy in Secondary Schools, a preparatory class in Stanford's Teacher Education Program. The class focused on literacy issues and instructional strategies for the content area classroom.
- 19XX-19XX Reading Specialist, Brattleboro Junior High, Brattleboro, Vermont. Taught remedial, development and gifted reading classes at the junior high level.
- 19XX-19XX Reading Teacher, Leland and Gray Union High School, Townsend, Vermont. Implemented development and instruction of an individualized junior high reading program.
- 19XX-19XX Research Assistant for Dr. Ron River at Boston University. Writing curriculum, edited a manual on developing functional literacy skills and wrote proposals and grants.
- 19XX-19XX Elementary Teacher, Bakersfield Middle School, Bakersfield, Vermont. Taught Reading, English and Physical Education for grades 4-8.

## PUBLICATIONS

- Robbins, S. & Smith, E. (20XX). Theory becomes practice: One program. In Lapp, D., River, R. & Farnan, N. (Eds.) Content area reading and learning. Prentice Hall: Englewood Cliffs, NJ.
- Brown, T. & Robbins, S. (20XX). The deep double game: Oral interpretation to enhance reading comprehension. ERIC Documents. Abstract in Resources in Education, Feb./March.
- Robbins, S. (19XX). Reading instruction in the accelerated school. In Goldberg, S.S. (Ed.) Readings on equal education, Vol. 10: Critical issues for a new administration and Congress. AMS Press, Inc.: New York, NY.

## MANUSCRIPTS IN PREPARATION

- Robbins, S. Reader awareness of emotions in literature: The reader/character connection.
- Robbins, S. Instructional strategy use during literature discussions in the Stanford Teacher Assessment Project.

## PRESENTATIONS

- “Reader Awareness of Emotions in Literature: The reader/character connection.” National Reading Conference, Austin, TX. November 20XX.
- “Literature and Instruction.” California Reading Association Annual Conference, San Jose, CA. November 20XX.
- “A Thematic Approach to Literature Instruction.” Critical Thinking Network Annual Conference, Santa Clara County, CA. January 20XX.
- “A New Model for Literature Instruction.” With Dr. E. Smith. International Reading Association Annual Meeting, New Orleans, LA. May 20XX.
- “Into the Literature Curriculum.” Four County Reading Improvement Day, San Jose, CA. November 20XX.
- “Moving Beyond the Basal.” Critical Thinking Network Annual Conference, Santa Clara County, CA. January 20XX.
- “Using Oral Interpretation to Enhance Reading Comprehension Skills.” With T. Brown. International Reading Association Annual Meeting, Toronto, Canada. May 19XX.
- “A Process Oriented Approach to Vocabulary Instruction.” With Dr. E. Smith. International Reading Association Annual Meeting, Anaheim, CA. May 19XX.
- “Exploring the Relationship between Vocabulary Instruction and Reading Comprehension.” With J. Doe. American Psychological Association Annual Meeting, Washington, DC. August 19XX.

## **CURRICULUM VITAE EXAMPLE**

### **AMELIA RIVERA-COROT**

999 D Escondido Village  
Stanford, CA 94305

(650) 723-1214  
rivera\_corot@stanford.edu

**EDUCATION:**

Expected 20XX	Ph.D.	School of Education, Stanford University Administration and Policy Analysis Disciplinary Minor: Sociology
19XX	E.D.S.	School of Education, Stanford University Specialist in Program Evaluation
19XX	M.A.	University of California, Davis Educational Psychology
19XX	B.A.	University of California, Davis History

**ACADEMIC AWARDS**

20XX-20XX National Research Pre-Doctoral Trainee Fellowship in Organizations and Mental Health sponsored by the National Institute of Mental Health through Department of Sociology, Stanford University.

20XX-20XX Lewis B. Mayhew Scholarship  
Recognition of merit in the study of Administration and Policy Analysis in Higher Education, Stanford University

19XX-20XX Stanford University School of Education Fellowship

**TEACHING EXPERIENCE**

20XX Instructor, Language Arts Division  
Course: Developmental Reading  
De Anza Community College, Cupertino, California

20XX Adjunct Lecturer, Education Department  
Course: Cognitive Processes Involved in Test Learning  
University of California, Davis  
*Shared lecture responsibilities and curriculum design with Professor Carl Spring.  
Co-authored internal report on this experimental course.*

19XX Seminar Leader, Asian American Studies  
Course: Race, Nationality and the Asian American  
University of California, Davis  
*Worked with Professor Almirol on the design of learning strategies seminar for students having difficulty with the course.*

**CV for Rivera-Corot, P.2**

**RESEARCH EXPERIENCE**

20XX-20XX Dissertation: "Organizational Determinants of the Transfer of Hispanic Students from Two- to Four- Year Colleges."  
Director: W. Richard Scott, Sociology



Readers: Raymond F. Bacchetti and Milbrey W. McLaughlin, Education  
*Study results will improve educators' understanding of the effect of organizational factors on student behavior and academic outcomes. Three case studies, including interviews and surveys, are conducted in community colleges with varying transfer rates.*

19XX-20XX      Research Assistant for Vice Provost of Management & Director of University Budgets, Stanford University.  
Study Title: "Profile of the Stanford Community College Transfer Student: Revisiting the Community College Elite."  
*Proposed study, designed data collection and analysis, wrote final report.*

19XX            Research Assistant for School of Education, Stanford University  
Study Title: "Demographic Shifts and their Implications for Education: The Hispanic Population in California."  
*Produced policy paper integrating and interpreting data from several sources.*

### **EVALUATION EXPERIENCE**

These positions require the ability to design program evaluation, develop data collection instruments, collect data, analyze data, and write final reports.

20XX-20XX      Consultant/Evaluator of 5th and 6th grade dropout prevention program for St. John's Tutoring Center, Mission District, San Francisco County Schools.

19XX-20XX      Evaluator of dropout prevention programs (K-8) in Santa Clara County School Districts for the Whitney, San Francisco and Packard Education Foundations.

19XX-19XX      Evaluator of the transfer process in six Bay Area Community Colleges for the Foothill-DeAnza Community College District. Paper Accepted for presentation at the 1987 American Education Research Association meeting.

### **TEACHING AND RESEARCH INTERESTS**

Organization research and evaluation, organization behavior in education, organizations and public policy, educational policy development as it affects the non-traditional student, organizational implications of changing demography, participation of ethnic minority and re-entry students in education, education organizations and mental health, educational preparation for the labor market, qualitative research methods.

### **INVITED LECTURES, PUBLICATIONS, PAPERS**

"Organizational Determinants of the Transfer of Chicano/a Students from Two- to Four-year Colleges," to be presented on April 23, 20XX at the annual meeting of the American Educational Research Association, Washington, DC.

"The Transfer Status of Non-Transfer Students," to be presented on April 20, 20XX at the annual meeting of the American Education Research Association, Washington, DC.

**CV for Rivera-Corot, P.3**

### **INVITED LECTURES, PUBLICATIONS, PAPERS CONTINUED**

"Educational Trends Among Chicanos," presented on January 28, 20XX as part of a lecture series on Chicano Mental Health co-sponsored by The Chicano Fellows Program and Counseling & Psychological Services, Stanford University.

“The Structure of Student Communication: Living Within the Network,” presented on October 28, 20XX at an annual conference co-sponsored by the American Educational Research Association and the Association for the Study of Higher Education, San Francisco.

“Demographics Shifts and Their Implications for Education: The Chicano/a Population in California,” published by the Policy Analysis for California Education Project (PACE): University of California, Berkeley, 20XX. Excerpt printed by the Study of Stanford and The Schools Changing Contexts Panel in July, 20XX.

“An Experimental Reading Course for College Freshmen,” (with Professor Carl Spring) presented on April 15, 19XX as part of the University of California and California State University Conference on Learning from Text, Lake Arrowhead. Published as an internal report in May, 1999 by the Basic Skills Research Program, University of California, Davis.

“The Effect of Developmental Program on University Student Grades,” (with Edith Zais and Len Gatewood), Journal of Reading 17 (April 19XX): 531-537.

Numerous presentations given between 19XX-19XX on topics related to the role of student support services.

#### **ADMINISTRATION EXPERIENCE**

- 20XX-20XX Graduate Student Assistant to the Associate Dean,  
Academic Affairs for Minority Student Concerns and Recruitment  
School of Education, Stanford University  
*Instrumental in developing this position and the first to hold it.*
- 19XX-19XX Reading Program Coordinator  
Learning Skills Center, University of California, Davis  
*Designed and taught reading workshops; advised students; selected and supervised program staff.*
- 19XX-19XX Learning Development Program Specialist  
Kent State University, Kent, Ohio  
*Implement first study skills program at Kent State University. Teach and advise other students.*
- 19XX-19XX Financial Aid Counselor  
University of California, Davis  
*Advised students, evaluated applications, determined need, recommended awards.*

#### **UNIVERSITY SERVICE AWARDS**

- 19XX / 19XX Twice nominated and selected for Outstanding Performance Award, a monetary award in recognition of especially meritorious service.  
University of California, Davis

**CV for Rivera-Corot, P.4**

#### **UNIVERSITY SERVICE AWARDS CONTINUED**

Accomplishments: *Active member of advisory committees on affirmative action, developed and coordinated multi-ethnic women’s conferences and lecture series; mobilized diverse groups in the City of Davis, including several University groups, to promote human service through a*

*festive event attended by over 3000 persons during a Memorial Day weekend. The event had an \$800 budget and was carried out primarily by volunteers.*

19XX Recipient of Mid-Management Internship  
Financial Aid Office, University of California, Davis  
Release from regular duties for six months to receive training in the operation and management of a broad range of office functions.

Accomplishments: *Developed program evaluation review charts that were instrumental in promoting efficiency in financial aid application processing cycle.*

### **PROFESSIONAL ACTIVITIES**

Fall 20XX Consultant on student needs assessment survey for Faculty Development Grant  
Academic Senate for California Community Colleges.

April 20XX Participant  
American Educational Research Association National Graduate Student Seminar in  
Education Administration, San Francisco.

19XX-20XX Vice-President  
Stanford Chapter, Phi Delta Kappa

19XX-20XX Student Representative  
Area Committee for Program Administration and Policy Analysis

19XX-19XX President  
Northern California College Reading Association

### **COMMUNITY SERVICE**

19XX-20XX Member, Yolo County Health Council  
Woodside, California

19XX-19XX Member, Board of Directors  
Cal Aggie Women's Affairs Commission, Davis, California

### **CREDENTIALS**

Community College Instructor, Basic Education and Psychology  
Community College Counselor Credential  
Community College Supervisor Credential

### **REFERENCES**

Available from: Career Development Center  
Stanford University  
Stanford, CA 94305-3081  
(650) 723-1548

## **CURRICULUM VITAE EXAMPLE**

### **MARK ARNOLD**

Stanford Electronics Laboratories  
Brown 200  
Stanford University  
Stanford, CA 94305  
(650) 723-2000

1000 Watson Avenue  
Menlo Park, CA 94025  
(650) 854-2004  
[markarnold@stanford.edu](mailto:markarnold@stanford.edu)

## EDUCATION:

9/XX-9/XX **Stanford University**, Stanford, California  
Ph.D. degree in Materials Science. (June 20XX)

9/XX-6/XX **Cornell University**, Ithaca, New York.  
A.B. degree in Physics. Graduation with high honors.  
Allen G. Shenstone Prize in Physics, for senior thesis.

## DISSERTATION:“Metal Interfaces with III-V Semiconductors”.

Advisor: Professor William Jones

Coadvisor: Professor John Smith

This work comprises a surface-science-analytic investigation of Schottky barrier formation and morphology of metal interfaces to GaAs and InP. Most of the dissertation has been published as journal articles (see publication list).

## OTHER RESEARCH EXPERIENCE:

4/XX-9/XX **Additional Graduate Research**, Stanford University. In addition to dissertation work, studied resonant photoemission in rare earth metals. Participated in numerous other experiments, including studies of optically enhanced oxidation of GaAs, and of the band structure of InP.

6/XX-12/XX **Research Assistant**, Stanford University (with advisor W. Jones). Assisted with theoretical investigation of the magnetic proximity effect in thin film interfaces; work resulted in publication (see publication list).

9/XX-6/XX **Senior Thesis**, Cornell University. Studied the effects of Zeeman splitting fields in He relating to an ongoing experiment to obtain a new measurement of the Lamb shift in He.

## Summers

19XX-XX **Undergraduate Research Assistant**, Cornell University Cyclotron. Work included design and construction of an NMR-based high-precision magnetic field measurement/stabilization instrument for use in an experiment to measure the Lamb shift in He. Evolved into a part of senior thesis.

## PUBLICATIONS:

### **Presented at conferences:**

1. M.M. Arnold, W. Jones and J. Smith, “Systematics of metal contacts to GaAs”, J. Vac. Sci. Technol. (20XX) (in press).

Presented at the 20XX Workshop on the Physics and Chemistry of Interface Chemistry.

2. M.M. Arnold, W. Jones and J. Smith, “Ga bonding in metal/GaAs interface formation”, J. Vac. Sci. Technol. B3, 980-985 (20XX).

Presented at the 20XX Conference on the Physics and Chemistry of Semiconductor Interfaces.

**Arnold, M., P.2**

3. M.M. Arnold, W. Jones and J. Smith, “The Ag/GaAs and Ag/InP interfaces”, J. Vac. Sci. Technol. A3, 19XX-19XX (19XX).

Presented at the 19XX Conferences on the Physics and Chemistry of Semiconductor Interfaces.

### **Other First Author:**

4. M.M. Arnold, W. Jones and J. Smith, "Diffusion of Ag at the Ag/InP interface", Appl. Phys. Lett. 48, 44-46 (20XX)
5. M.M. Arnold, W. Jones and J. Smith, "Effect of different cation-anion bond strengths on metal-ternary-semiconductor interface formation: Au/GaInp", Phys. Rev. B33, 5329-5342 (20XX).
6. M.M. Arnold, "Overlayer-cation reaction at the Cu/InP interface", Phys. Rev. B32, 1188-1195 (20XX).
7. M.M. Arnold and W. Jones, "Resonant photoemission at the 5p threshold in La, Pr, Sm and Tb", J. Electron Spectrosc. Relat. Phenom. 31, 59-66 (19XX).

**Coauthor:**

1. J.A. Harper, M.M. Arnold, W. Jones, and J. Smith, "Angle-resolved photoemission spectroscopy of GaAs", J. Vac. Sci. Technol. A4, 233-237 (2001).
2. L.S. Stoneman and M.M. Arnold, "Theory of the magnetic proximity effect", J. Magn. Mater. 47, 117-123 (2000).

**CURRICULUM VITAE EXAMPLE**

**Jane Alexander**

ADDRESS: Department of Biological Sciences  
Herrin Hall  
Stanford University  
Stanford, CA 94305  
650-723-9014

jax@stanford.edu

EDUCATION:

- 20XX Ph.D. in Cell Biology  
The Johns Hopkins University, Baltimore, MD
- 19XX B.S. magna cum laude in Biology  
Muhlenberg College, Allentown, PA

PROFESSIONAL EXPERIENCE:

- 20XX-XX Post-doctoral fellow, Stanford University  
Department of Biological Sciences (Dr. John R. Smith)  
Research Experience: Initiated projects to map the order of DNA replication in the MHC, to delineate mammalian origins of replication, and to analyze molecular alterations in the germline MHC induced by methotrexate. Developed a rapid antibody assay for tissue typing and recombinant screening.  
Supervisory Experience: Supervised one full time technician, two undergraduates, one masters student, and one graduate student. Managed lab radiation safety compliance.
- 19XX-XX Graduate student, The Johns Hopkins University  
Department of Biology (Dr. Jane. R. Smith)  
Research Experience: Initiated projects to analyze tissue specific epitope differences in class I MHC molecules and to study the basis of developmental regulation of class MHC gene expression in erythroid cells. Developed a sensitive antibody assay for quantitating low levels of MHC molecules and an adsorption technique for the removal of free rhodamine from fluorochrome-conjugated antibodies.  
Supervisory Experience: Supervised two undergraduate students. Assisted in Biochemistry and Cell Biology lab courses. Managed lab radiation safety compliance.

PUBLICATIONS:

Alexander, J., Smith, J.R., Jones, T.A., "Mapping of Replication Order in the Major Histocompatibility Complex of the mouse.", *FASEB J.* 3: A363, 20XX.

Alexander, J., "The Class I MHC Antigens of Erythrocytes: A Serologic and Biochemical Study.", *J. Immunol.* 123: 1435-1444. 20XX.

Alexander, J., "Major Histocompatibility Complex Antigens of Murine Erythrocytes.", Dissertation, The John Hopkins University 19XX.

MANUSCRIPTS IN PREPARATION:

Alexander, J., Smith, J.R., "Developmental Abnormalities Induced in Late Gestation Stage Mice Exposed *in utero* to Methotrexate."

ALEXANDER, J., P.2

MANUSCRIPTS IN PREPARATION, CONTINUED

Alexander, J., Smith, J.R., "A simple filter binding technique for the screening of recombinations in the MHC."

Alexander, J., Smith, J.R., "Mapping the Order of DNA Replication in the Major Histocompatibility Complex of the Mouse: Gene Region Boundaries Correspond to the Termination Points of Adjacent Replicons."

#### TECHNICAL EXPERIENCE

Molecular genetics: Genomic DNA isolation; subcloning; generation and isotopic labelling of DNA probes from oligonucleotides, plasmids, ribopobes, and cosmids; Pulse field gel electrophoresis; Southern blot and direct gel hybridization; restriction mapping.

Immunology: Antisera generation and monoclonal antibody isolation; isotopic, fluorescent, and biotin labelling of cellular proteins and antibodies; immunoprecipitation; radioim-munoassay; ELISA; FACS analysis.

Biochemistry: Spectrophotometric enzyme assays; protein quantitation; HPLC, ion exchange, and affinity chromatography; 1- and 2-D polyacrylamide gel electrophoresis isoelectric focusing.

Tissue Culture: Mammalian adherent and nonadherent cell culture; cell separation, including Percoll density gradient and centrifugal elutriation; hybridoma culture.

#### REFERENCES:

Name  
Address  
Department  
Phone  
Email

Name  
Address  
Department  
Phone  
Email

Name  
Address  
Department  
Phone  
Email

## CURRICULUM VITAE EXAMPLE

### Pat M. Martin

Environmental Sciences Division  
Oak Ridge National Laboratory  
Oak Ridge, TN 37831-6036  
(615) 574-1244

207 Edinboro Lane, #C52  
Oak Ridge, TN 37830  
(615) 483-1534  
PMartin@orlabs.com

#### **EDUCATION**

*Stanford University*, Stanford, California, 19XX-20XX

Ph.D. in Biological Sciences, 20XX, Area of Specialization: Population Biology

M.S. in Biological Sciences, 19XX

*Northwestern University*, Evanston, Illinois, 19XX-19XX

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**

Hollaender Postdoctoral Fellowship (US D.O.E.), 20XX-present.

ARCS Foundation Fellowship, 19XX-20XX

National Science Foundation Graduate Fellowship, 19XX-20XX

Andrew Mellon Foundation Graduate Research Fellowship, 19XX

Phi Beta Kappa, 19XX

#### **RESEARCH EXPERIENCE**

*Postdoctoral Research*: Environmental Sciences Division, Oak Ridge National Laboratory, 20XX-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.

*Doctoral Research*: Department of Biological Sciences, Stanford University, 19XX-20XX (research advisor: Dr. James Randolph).

- Field study of the impact of avian predation on *Anolis* lizards in the eastern Caribbean documents the important 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 works shows how species interactions can sharpen underlying environmental patterns and how heterogeneous environments can stabilize predator and prey populations.

*Undergraduate Honors Research*: Department of Biochemistry, Molecular Biology, and Cell Biology, Northwestern University, 19XX-19XX (research advisor: Dr. Peter T. Hart)

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



### **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**

*Instructor:* Outdoor Education Program, Stanford University, 20XX-20XX.

- Lectures and weekend outings, emphasis on alpine ecology, animal tracking, and wilderness skills.

*Co-Instructor:* Biology of Birds, Stanford University, 20XX.

- Lectures and field trips; with Dr. S. T. Phillips.

*Teaching Assistant:* Systematics and Ecology of Vascular Plants, Stanford University, 20XX.

- Laboratory and field trips

*Teaching Assistant:* Core Biology Laboratory, Stanford University, 19XX.

- Ecology laboratory and discussion sections.

*Instructor:* Chemistry Laboratory, Kendall College, Evanston, IL, 19XX-19XX.

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

*Wilderness Guide:* Association of Adirondack Scout Camps, Long Lake, NY, 19XX.

- Six-day canoe and hiking trips, with attention to Adirondack natural history.

### **UNIVERSITY SERVICE**

*Tour Guide:* Botanical tours of Stanford campus for organizers of Native American student orientation, 20XX.

- Emphasis on native use of plants

*Tour Guide:* Ecology laboratory teaching assistant orientation, 19XX.

- Led natural history tour of field site.

*President and Member:* Northwestern Students for a Better Environment, 19XX-19XX.

### **PUBLICATIONS & PRESENTATIONS**

Phillips, S. T. and P. M. Martin. 20XX. Scrub Jay predation on starlings and swallows: attack and interspecific defense, *Condor* 90:503-505.

Martin, P. M. and J. Randolph. 20XX. Avian predation on *Anolis* lizards in the northeastern Caribbean: an inter-island contrast, *Ecology* 70:617-628.

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

Martin, P. M. and J. Advisorname. Species interactions in space, symposium paper presented at the 19XX meeting of the Ecological Society of America, Snowbird, UT; to appear in R. Ricklefs and

### **REVIEWER**

*The American Naturalist*

1444 Colorado Place  
Palo Alto, CA 94302  
November 6, 20XX

John E. Bois, Chair  
Department of English  
Gorges State University  
Gorges, MI 54305

Dear Professor Bois:

I am writing to apply for the position of assistant professor of English announced in the October 5 issue of the Chronicle of Higher Education. My experience in the teaching of both composition and literature, my academic preparation in literacy issues, theory, and instruction, and my research experience in the areas of comprehension of literature and writing in the disciplines have provided me with the background necessary to successfully assume the position that you have described.

Though trained as a researcher, I define myself primarily as a teacher and am eager to return to the classroom. I am prepared to teach writing at many levels. At San Francisco State University, I taught composition and writing about literature (essentially a class in the short story) to both regular and remedial populations; at Stanford I have taught thesis and dissertation writing to masters and doctoral students. My courses have generally combined extensive writing experience with the work on skills necessary to that particular class and with group time spent on exercises, inductive assignments, and peer editing. I am enclosing representative evaluations of my teaching from composition classes at San Francisco State.

My scholastic training is broad and encompasses a number of the various areas that fall under the heading of English. My masters work focused on creative writing with special study of Flaubert, Faulkner, and T.S. Eliot and also included courses in the teaching of composition and composition theory. This combination of interests in composition and literature led me to doctoral work at Stanford in the unique Language, Literacy, and Culture program. This program allows a focus on the acquisition and uses of literacy skills and on the roles that motivation, situation, and culture play in literacy development. I focused on composition and reading theory, the acquisition and development of higher-level literacy skills, and reading and writing about literature.

A growing interest in the ways that readers understand literary works led to my dissertation research, a descriptive study in which I investigated the processes through which eight college freshmen and eight masters students in literature read and interpreted two short stories and two poems. By using methods of analysis that created a bridge between cognitive psychology and literary theory, I was able to paint a rich and detailed portrait of the ways in which these readers interacted with the two genres.

Although my dissertation focused on the reading of literature, I am equally interested in investigating the ways in which students write about literature and intend to pursue that in my next project. I would like to carry out intensive case studies of students in a literature class, following them from their first encounters with a literary text through the essays they ultimately produce, with the intention of tracking their understanding of the work. Since my research interests lie generally in the area of higher-level literacy skills and in reading-writing connections, over the long term I hope to use the study of literature as a framework to investigate students' abilities to analyze, to synthesize, and to read and write critically.

I would bring to this position both preparation and experience, not only in writing but also in reading, not only in literacy skills but also in literature, not only in my own skills as a writer or interpreter of literature but also in the teaching of those subjects. Having begun my teaching career in the California State University system, I am most interested in working in a state university environment, for I enjoy the mix of student backgrounds and varying levels of experience and ability that are found there.

I have enclosed a copy of my curriculum vitae, the abstract of my dissertation, and several teaching evaluations; the Career Center at Stanford will send my letters of reference. I look forward to hearing from you.

Sincerely,

Erma M. Gutierrez

Stanford Electronics Laboratory  
Stanford University  
Stanford, California 94305

March 30, 20XX

Professor W. Walker  
Department of Physics  
Northwestern University  
Evanston, Illinois 59894

Dear Professor Walker:

I am writing to inquire about the availability of postdoctoral positions in your laboratory. My thesis advisor, Professor W. Jones, who suggested that I write to you, informs me that you are initiating a research program in spin-resolved-photoemission spectroscopy, and I would be interested in participating in this research. I am currently a graduate student, and expect to receive my doctorate by this September. My dissertation work is an electron spectroscopic, UHV study of metal interfaces with GaInP.

This work comprised a study of the Schottky barrier formation and morphology of metal overlayers on GaInP. The nature of the metal/GaInP interface is of fundamental interest, as it is a prototypical example of a metal interface to a pseudo-binary alloy for which the two cation-anion bonds differ greatly in stability. Since very little work had previously been done in this area, my dissertation work investigated, in detail, specific interfaces with various metals expected to show a wide range of behavior on GaInP. With this information, I examined trends in interface behavior with respect to the properties of the overlayer metal to gain insight into the driving forces determining interface morphology and surface Fermi level motion for the metal/GaInP interface in general. I found that the weak Hg bond plays a critical role in the interface formation, resulting in drastically non-stoichiometric interface morphologies not seen for such binary semiconductors as GaAs.

As noted in my curriculum vitae, before joining Professor Jones' group, I worked for a short time with magnetic surfaces and interfaces, and am especially interested in resuming work on this topic, using spin-resolved-photoemission probe. I believe the postdoctoral position in your lab will provide me with the support and challenge for which I am looking as I continue this work.

A copy of my curriculum vitae is enclosed. Letters of recommendation are available from: Career Development Center, Stanford University, Stanford, CA 94305-3081, (650) 723-1548.

I am looking forward to hearing from you.

Sincerely,

Mark Arnold  
(650) 723-1427 (lab)  
(650) 854-6844 (home)

## TEACHING PORTFOLIO AND DOSSIER PREPARATION

Since teaching ability is not easily demonstrated on a vita or during an interview, a “teaching portfolio” which demonstrates one’s teaching expertise, may sometimes serve as a useful addition to your application for an academic position. A teaching portfolio may be especially relevant when applying for positions where teaching is stressed in the job description. The intent of the teaching portfolio is to capture the intellectual substance and actual samples of teaching methods that an academic interview, vita, or application letter cannot.

Job applicants seeking positions in other career fields including architecture, art, advertising, fashion, and writing often prepare “portfolios” containing samples of their work. Employers use portfolios as a means to determine the abilities of applicants.

Review of the portfolio is usually part of the interview process, although some applicants are prepared to submit samples of work earlier in the process upon request. Others choose to send a portfolio as part of the dossier along with the CV, letter of application, references, and other materials. The minimum job application in academia requires that the dossier include a vita, letter of application, and at least three reference letters. Many departments also request a writing sample, a statement of research interests, and a chapter from your dissertation. It is up to you to determine what to send, how much to send, and the appropriate time to send the different components of your application.

Following are some examples of what might be included in a teaching portfolio.

### SUGGESTED COMPONENTS OF A TEACHING PORTFOLIO

#### WORK SAMPLES FROM CURRENT OR RECENT TEACHING RESPONSIBILITIES:

- Course materials prepared for students such as exams, handouts, and/or discussion questions.
- Essays, field or lab reports and other student works with TA critiques and feedback.
- An edited videotape or written case study of a classroom teaching experience.

#### DOCUMENTS OF ONE’S PROFESSIONAL DEVELOPMENT AS A TEACHER:

- Records of changes resulting from self-evaluation.
- Evidence of participation in workshops, seminars and professional meetings intended to improve teaching.
- Statement of teaching responsibilities.
- Statement of pedagogical philosophy and strategy.

#### INFORMATION FROM OTHERS:

- Student evaluation forms.
- Statements from colleagues who observed your teaching.
- Invitations to teach from outside agencies.

### TIPS FOR DEVELOPING YOUR TEACHING PORTFOLIO

- Start compiling samples for your portfolio as early as possible.
- Form the habit of filing away samples of work that demonstrates your teaching.
- Select those items that you deem to be the best examples of your work demonstrating teaching quality.
- The format of your teaching portfolio will vary, depending on intended use.
- Be sure the format is well organized and present your work with care, neatness, and creativity.
- After you secure a job, plan to continue to retain copies of your work.