RESUME AND VITA DEVELOPMENT

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GENERAL CONSIDERATIONS

❖ **A great resume will not get you the job, but a poor resume can sure lose you a job.**

❖ The purpose of a resume is to introduce you and get you a job interview.

❖ The resume is a sales brochure on you – it is not an all-encompassing list of everything you have done.

❖ The resume should contain information (e.g., strengths, accomplishments) that makes you attractive to the reader and strengthens your application.

❖ Many people put way too much information in the resume so important information is lost.

❖ Resumes are usually looked at for 7-60 seconds.
  ▪ Two recent eye-tracking studies found that resumes are looked at for 7-8 seconds by professional recruiters.
  ▪ Note from Plunkett: *When I have a large stack of career materials in front of me, I probably peruse the resume for about 5-10 seconds, a student's vita for about 15-20 seconds, and a faculty member's vita for about 45-60 seconds.*

> Every word on the resume is a distractor from other words on the resume. So, don't include extraneous information. Don't put "fluff" on the resume.

REASONS TO ALWAYS MAINTAIN AN UPDATED RESUME

❖ For the job market and consulting positions

❖ For graduate school applications for admission, assistantships, and/or fellowships

❖ For publishing and editorial boards

❖ For leadership roles in professional organizations

❖ For grant applications

❖ To track achievements - you might forget later what you have done

❖ For a self-analysis of your strengths as well as your weaknesses

❖ For speech introductory material

❖ Securing credit

> There are two key components in the development of an effective resume: **appearance and substance**.

TYPES OF RESUMES

❖ **Chronological resume** is the most common for people who have had a continuous track-record of employment.

❖ **Functional resume** is for people who have long gaps in their employment history.
  ▪ Highlights skills and knowledge instead of a chronology of job experience. The disadvantage is many reviewers are accustomed to chronological resumes, so the person may think you are trying to hide an undesirable work history.

APPEARANCE OF RESUME

❖ Don't underestimate the importance of the resume's appearance! Make the resume visually appealing and easy to read.

❖ 8.5 x 11 inches, white or off-white, quality paper with black type.
  ▪ Do not use copy paper.

❖ Laser printed – Only use ink jet if you use special ink jet paper to decrease the ink from bleeding.

❖ 1-2 pages
  ▪ It is better to make it two pages than crowding it on one page. The exception would be in the education/academic arena where a *vita* is used.
  ▪ If you use two pages, make sure the first page is especially impressive so the prospective employer will want to look at the second page.

❖ Plenty of white space to make the areas more readable, have sufficient room in the margins

❖ Put extra spaces between major sections

❖ Generally, only use one typeface.
  ▪ A serif font (e.g., Times, Times New Roman, Cambria) is generally considered to be more traditional and professional. Also, serif fonts tend to be easier to read when printed.
  ▪ Some studies suggest a sans-serif font (e.g., Geneva, Arial, Calibri) is easier to read on the computer or tablet.
  ▪ Avoid script fonts (e.g., Marker Felt, *Lucida Calligraphy*)

❖ The font should be 10-12 point size.
❖ Do not underline – Underlined words are harder to read by humans and for optical character recognition software.
  ▪ Harder to read: <u>perform inquiry on injury types, equip and pay guys, query the jury, engage in play and yoga</u>
❖ Avoid using all caps because they are difficult to read. Use small caps instead.
  ▪ Compare NATIONAL COUNCIL ON FAMILY RELATIONS to NATIONAL COUNCIL ON FAMILY RELATIONS
❖ Use **boldface** and *italic* type sparingly to emphasize items
  ▪ Bold headers and bold job titles and degrees instead of place of employment and university.
❖ Do not include a photograph.
❖ No graphics or drawings.

> <u>Underlining</u> and ALL-CAPS were for typewriters!

❖ Be careful when using color or shading.
  ▪ First, the reader might print the resume, in which case, using color to emphasize a point loses its impact, and the shading could look terrible when printed.
  ▪ Second, the shading can interfere with optical character recognition if the resume is scanned.
  ▪ Third, using color and shading can also interfere with ADA compliance, which might be an issue wherever or to whoever you are applying.
❖ No errors or erasures.
❖ No staples. Use a paperclip instead. This will help if someone has to scan or copy your materials.
❖ Mail it in a 9 x 11 inch envelope so it remains flat and does not get folded.

POSSIBLE RESUME CATEGORIES

❖ **Name, address, phone number, and email** – Always include at the top, and have your name on each page.
  ▪ If you are posting your resume online (e.g., job search website), then you may only want to include an email address or get a PO Box.
  ▪ When sending a resume to a specific agency or graduate program, then include address, phone number, and email.
  ▪ Only list one phone number, one email, and one address.
  ▪ Do not include current job phone number and address as a way to be contacted. This gives the impression you are willing to conduct personal business on company time. Also, you may not be able to speak as freely at work. (Exception – professors in academia often include their current department and university in the address line).
❖ **Education** – Include degree(s), major(s), minor(s), month and year of degree, and school(s)
  ▪ List degrees in reverse chronological order.
  ▪ The degree is generally going to be more important than the university. Thus, emphasize the degree over the university.

> **What Stands out?**
>
> **B.A., Psychology** (May 2018)
> California State University Northridge
>
> **California State University Northridge**
> B.A., Psychology (May 2018)

    • For example, if you are applying for a chemical engineering position, it is going to be more important that you have a chemical engineer degree from a less prestigious university than a degree in an unrelated field (e.g., psychology) at a highly ranked and prestigious university.
    • Similarly if you are applying to a Ph.D. in developmental psychology, it is going to be more important that you have a psychology degree (or very closely related degree) from a less prestigious university than a degree in an unrelated field (e.g., business) at a highly ranked and prestigious university.
  ▪ If you are currently enrolled in college/university, then list anticipated month and year of graduation.
  ▪ Do not include high school degree if attending college, unless the position specifically asks for high school degree.
  ▪ Do not include colleges you attended if you did not get a degree there.
    • Exceptions would be if the person or place you are interviewing has ties to that college, or it was an exchange program (e.g., international exchange program).
  ▪ List GPA if good (Plunk's opinion: *If your GPA is less than 3.5, don't list it*).
  ▪ **Licensures and certifications** should be listed as a subsection, and not as a main category.
    • Just like college/university degrees, licensures and certifications show you completed a certain level of training.
    • List the year you received the certification and the organization that awarded the certification.
    • Examples of certifications: First Aid / CPR, Protection of Human Subjects Certification, Certified Alcohol and Drug Counselor, Certificate in Tax Preparation, Microsoft Certified Professional, Google Educator Certification l

- **Vocational training certification** would be listed under education just like a degree.
  - Vocational training *workshops* could be listed in a subsection called "Training" or "Continuing Education"
- **Coursework** – In general, only include coursework if you have no experience, few activities, and need to fill up the resume. However, you can include courses or trainings if they are a requirement of the job or graduate program.

❖ **Experience**
- Include job title, dates, employer, city, state, accomplishments/responsibilities.
- Do not list address, phone numbers, or supervisors.
- List positions in reverse chronological order.
- You might group jobs together under appropriate subheadings.
  - E.g., Research Experience, Clinical Experience, and Teaching Experience
  - E.g., Management Experience and Sales Experience.
  - If you have experience not directly related to the position, you could create a category called "Other Experience"
- Emphasize the job title over the place of employment.
  - A person could be employed at a business as the CEO, administrative assistant, accountant, janitor, intern, sales manager, project director, etc. Thus, the position is very important.
- Don't just list the highest position, and do not list separate positions at the same organization as different jobs.
  - If you listed them as separate jobs, then someone might think you only worked one year as one job, and only one year at the other job (which could be viewed as a liability if they don't realize it was at the same place).
  - Promotion is important to demonstrate on the resume/vita. In the example in the box, if you just listed the final position, it would look like you were hired for the position, which would be misrepresentation.
- For each position, list important skills and duties, but emphasize accomplishments over responsibilities.
  - When possible, use numbers to focus attention, add impact, and increase credibility to quantify your accomplishments.
  - Use past tense to describe accomplishments and responsibilities (unless you are currently doing a particular job).
  - Use action words (⇒ Refer to the "Action Words" section).
  - It is not necessary to list every duty.
    - For example, a flight attendant does not need to list "pick up trash, clean airplane." As another example, a server at a restaurant does not need to say, "take orders, clean tables. What is more important is, "establishing and maintaining excellent customer service," "mentoring and/or training new employees," etc.
- Do not feel obligated to list every job you ever had. List jobs that are pertinent to the position you are applying to.
  - Combine or omit short-term experience. For example, if you have worked in three retail stores in the last two years, it could be viewed as a liability since you moved around so much. So, you might make a section called "Other Experience" followed by, "*Two years of experience in the retail industry where the primary responsibilities were providing effective and positive customer service, maintaining merchandise displays, and conducting sales.*"
- Do not include why you left any job.

❖ **Volunteer Experience, Practicums, and/or Internships**
- If the volunteer experience directly relates to the career, and you were treated as an unpaid employee, then list it like you would other jobs (see above).
- If the experience was a one-time event (e.g., breast cancer walk), monthly event (e.g., board of director meeting), or just a few hours (e.g., helping with an event), then list it as community service/activity (see below).

❖ **Activities/Service** – Many potential employers like to see applicants who are involved in service in the profession, community, and/or on campus. This shows the person is more well-rounded and understands the importance of service. In addition, when a person is involved in service, a question that is often asked is, "Where do you work or go to school?" Thus, involvement in service promotes the employer or educational institution.
- **Professional organizations or activities** – This section would include memberships in professional organizations (e.g., American Dietetic Association, Association for Psychological Science, American Sociological Association).
  - Indicate the name of the organization, how long you have been a member (e.g., 2000 to present), and any leadership positions held in the organization.

What Stands out?

Sales Manager (2018 to present)
Cool Metropolitan Agency, City, ST
- Duties/Accomplishments here

Cool Metropolitan Agency, City, ST
Sales Manager (2018 to present)
- Duties/Accomplishments here

Shows Promotion at a Glance

Sales Manager (2018 to present)
Sales Associate (2016 to 2018)
Cool Metropolitan Agency, City, ST
- Duties/Accomplishments here

- **Community service or activities**
  - Examples: board of director, volunteering to help with special events, AIDS walk, parent-teacher organization, etc.
- **College activities/organizations** – Include this when just graduating or if you graduated in the past few years.
  - Examples would include campus clubs, band, athletics, intramural sports, sorority/fraternity, etc.
- Generally, do not include high school activities unless you graduated from high school in the last few years.
- For each activity list the years of involvement.
- Do not join an activity just to get it on the resume. Be an active participant.

❖ **Skills** – Some skills that are appropriate on a resume or vita follow:
- Language skills
- Programming languages (e.g., Java, R, Python, C, C++)
- Data visualization (e.g., Tableau, Sisense, Microsoft Power Bl, Google Analytics)
- Statistics software (e.g., SPSS, SAS, Stata, R studio, Mplus)
- Research skills (e.g., Sona, Qualtrics, SurveyMonkey, Dedoose, Ethnograph)
- Operating systems (e.g., Windows, Mac, iOS, Android)
- Productivity software (e.g., Word, Excel, PowerPoint, Pages, Numbers)
- Industry specific software (e.g., QuickBooks, Zoho, Photoshop, Illustrator, MATLAB, AutoCAD)
- Course management software (e.g., Moodle, Canvas, BlackBoard)
- Soft skills (e.g., communication skills, listening skills, problem solving) are generally best for cover letter and/or personal statement.

❖ **Honors**
- Examples: professional, community, and collegiate honors, scholarships, and fellowships.
- If the name of the honor is not self-explanatory, include a short description (e.g., 1999 Lincoln Award recipient – university student who best combines academic excellence and community service).
- Comment from Plunk: *Some advocate for putting honors at the top of the resume, but I put them at the end for the following reasons. First, it is hard to meaningfully compare most honors to each other. Second, I believe other areas are more important. If you don't have the required degree, experience, skills, then you will not be a strong candidate. I have never seen a position announcement or graduate program that listed honors as a required or preferred qualification. Thus, I see honors as a leaving a last positive impression. However, if a person won a top honor in their field that is highly recognizable, then I might encourage the person to put it after education.*

QUESTIONABLE RESUME CATEGORIES

❖ **Job Objective** – Controversy as to whether job objective should be included.
- Pros
  - Can modify the job objective on each resume to fit the specific job description.
  - Gives the employer more insight into the specific goals of the applicant.
- Cons
  - Redundant with the cover letter and with the other information on the resume.
  - By stating a job objective, you might not be considered for other jobs that do not precisely match the objective.
  - Job objectives are often:
    - Too broad (e.g., *To acquire a management position*)
    - Too specific (e.g., *To acquire the Human Resources Director position at XYZ Corporation*) – which could keep you from being considered for a different position at the organization.
    - Meaningless (e.g., *To acquire a position that will enhance personal and professional growth*)

❖ **Personal** – Most job search professionals agree there is no reason to include personal items unless they have a direct bearing on your occupation.
- Personal items (e.g., age, marital status, number of children, ethnic identity, religion, description of health, gender) may result in a conscious or unconscious bias.

❖ **References**
- Most job search professionals believe references should not be included on the resume/vita because:
  - It is redundant with reference letters.
  - If you send out or post resumes with their contact information, then: (a) they may get contacted regarding positions you are not interested in or are no longer interested in, (b) they may start getting more spam since you gave out their information, and (c) you can't groom your references each time you send out your resume.

- Applicants may be in a current position where they don't want their references knowing they are applying for a position until the search committee is seriously considering them.
  - Some include the line "Excellent character and professional references available on request."
    - Plunk's opinion: *I think this statement is meaningless – almost everyone will have references available upon request.*
  - Have a separate document with your references that includes full name, title, address, email, and phone number of 3-5 references. Provide this document only when you are asked for references (⇒ Refer to "References" section).
- ❖ **Hobbies/Personal Interests** – Only include if they are relevant to the position you are seeking.

GENERAL CONSIDERATIONS REGARDING THE RESUME

- ❖ List the most applicable categories first. If your education is your best attribute for the position, then list it first.
  - Be consistent in how you list categories and items.
  - List items within each category (e.g., education, activities, experience) in reverse chronological order.
- ❖ Do not exaggerate or falsify information. Workplaces generally check the background of job candidates.
  - One study found that about $^1/_3$ of all job seekers lie on their resumes, which does not include lies of omission. Hence, companies are getting more methodical in checking the resume and references.
- ❖ Tailor your resume to the position.
  - Have multiple resumes ready for different types of positions (e.g., academic, consulting) and graduate schools.
  - The order of the categories and/or job responsibilities might be changed to better fit with each position.
- ❖ No mistakes!
  - Spell checkers are insufficient. They can find a misspelled word, but they may not substitute the correct word.
  - Proofread obsessively. Have others proofread your resume.
  - Do not revise your resume in handwriting.
- ❖ No slang words. However, industry jargon is acceptable – especially for resumes that may be scanned.
- ❖ Avoid abbreviations
  - Two-letter state abbreviations are okay (e.g., CA for California)
  - Abbreviations/acronyms known throughout your discipline are okay (e.g., SPSS for a research position)
- ❖ Use words or phrases; avoid compound sentences.
- ❖ Do not state anticipated or past salary.
- ❖ Don't use the word "I" to describe things you have done – It is your resume, so it is obvious who did what activities.
- ❖ Do not use humor on the resume.
- ❖ Look at other people's resumes in your department, at professional conferences, and on the internet.
  - This will help in identifying common practices and resume categories used by others in your discipline.
  - However, many resumes do not follow current practices.
    - Many people just do what their mentor or faculty member does, but they may not be an expert in resumes.
    - The Microsoft Word resume template does not emphasize the right information and the formatting is poor.

USING THE INTERNET TO POST OR SEND RESUMES

- ❖ Most job search sites online allow you to post your resume in Word or PDF format.
  - If given a choice, post in PDF since everyone viewing your resume will see the same format. If you post it in Word, the formatting could look different if they do not have the font you selected or have different printing preferences.
- ❖ Electronic forms – Some resume databases create web resumes from information you enter in the e-forms. Employers and recruiters use the database to search for qualified applicants. Thus, use industry-specific words and/or skills.
- ❖ **Deciding where to post your resume**
  - Determine if you want your job search to be confidential or not. Some web-based resume databases only post your credentials, while other databases include your name and contact information.
  - Locate a web-based resume database that specializes in your industry of interest.
  - Answer the following questions regarding the on-line resume posting site.
    - Does the site have a good reputation? Check with colleagues in the field who have accessed the service.
    - Is there a cost for posting your resume? And if so, how much?
    - Does the site allow you to update your resume easily?

❖ **General considerations**
- When posting a resume for public viewing, you might want to only post your email address.
- Provide a key-word summary (15-30 words) that highlights your skills and qualifications.
  - Prioritize the order of the key words with the most important skills and qualifications first.
- Track your resume posting activities (e.g., where, when, and what you posted)
- Update your resume when necessary.
- Delete your resume once you have accepted a position.

VITA COMPARED TO RESUME

❖ **Almost all the information regarding the resume listed above is relevant to the vita also.**

❖ A resume tends toward brevity/conciseness (1-2 pages), while a vita is more comprehensive because it provides much more detail about academic and research/scholarly endeavors.
- For example, a vita will generally include conference presentations and publications.

❖ A vita is more likely to be used in the academic job search, thus it is often framed around values associated with academia (e.g., research/scholarship, teaching, service).
- A vita allows the search committee to screen applicants by seeing if s/he is a good 'fit' with the department/institution
- A vita is used for retention, promotion, tenure, and merit raises

❖ Areas on the vita, that are not usually on the resume, include grants, publications, and conference presentations.

VITA CATEGORIES

❖ List contact information, then education, and then other categories in order of importance specific to the position.

❖ Be consistent in how you list categories and subcategories.

❖ Compartmentalize your sections (e.g., Education, Scholarship, Experience, Service, Outreach)

❖ List items within each section and subsections in reverse chronological order.

SAMPLE VITA OUTLINE

❖ **Contact Information**
- Name, phone, address, email, webpage

❖ **Education**
- Post graduate work
- Graduate degree(s)
- Undergraduate degree(s)
- Certifications/Licensures

❖ **Grants**
- Research grants
- Teaching grants
- Program grants

❖ **Scholarship**
- Publications
- Journal articles
- Manuscripts in review or revision
- Works in progress (only if you are a student and you have a VERY solid draft of the manuscript)
- Book chapters
- Books
- Other publications (e.g., magazine articles, research monographs)
- Conference presentations
  - International/National conference presentations
  - Regional and state presentations
  - Campus presentations

❖ **Experience** (organize these in the order of importance)
- Research experience
- Human services/clinical experience
- Teaching experience
- Consulting experience

❖ **Service**
- Reviewing
- Professional affiliations
- University service
  - University
  - College
  - Department
- Outreach
  - Community activities
  - Invited presentations

❖ **Skills**
- Languages
- Computer skills
- Research/Statistics skills

❖ **Honors**
- Professional awards
- Community awards
- University awards

- ❖ **Grants** – List your title (e.g., Principal Investigator, Project Director, or Co-Director), title of the grant, funding source, amount funded, and funding period.
  - ▪ Many professionals list grants in which they had a significant role (e.g., Project Evaluator) even if they were not the Principal Investigator or Project Director. However, this needs to be very clearly stated on the vita.
    - • Comment from Plunk: *I do this, but only WHEN I actually helped with writing the grant and the progress reports. I do not list the grant if I am just getting funding from the grant, but I did not help with writing the grant.*
  - ▪ Many scholars list grants they submitted but did not get funded.
    - • This might be a good strategy if you are a student or junior faculty.
    - • If you have many unfunded grants with no funded grants, it might give the view you are not able to acquire grants.
- ❖ **Publications** – There are many different forms of publications. It is best to organize the publications by type (e.g., journal articles, book chapters, books) and then by year (i.e., reverse chronological order).
  - ▪ Use one standard bibliographic form for all publications (e.g., APA).
  - ▪ Articles that are 'in press' should be listed with your publications.
  - ▪ List manuscripts "under review" or "in revision" in a separate section.
    - • There is disagreement as to whether you should list the place where the manuscript is under review. On the one hand, listing the journal seems to give it more credibility, yet if the manuscript is rejected (and you change your vita when you resubmit), then readers will know it was rejected.
  - ▪ Do not mix peer-reviewed journal articles with other types of publications because it sends a message that you don't understand the difference. List other types (e.g., proceedings, ERIC documents, books) in separate sections.
    - • Comment from Plunk: *I'm never sure if people who collapse all kinds of publications together are trying to hide that they don't have many peer-reviewed publications or if they don't know the difference. Either way, it doesn't look good.*
  - ▪ If you are a student, then list manuscripts that are in progress; but only if there is a VERY solid rough draft of the manuscript available. You might even say "available upon request" to give credibility to the manuscript in progress.
  - ▪ Comment from Plunk: *One faculty applicant had 6 manuscripts in preparation, but only one publication two years earlier. This made me wonder whether s/he could ever get the manuscripts done. In other words, it was a potential liability.*
  - ▪ Another comment from Plunk: *One faculty applicant listed publications, but just said "with…", instead of listing the author order. Thus, I did not know if the person was first, second, or third author. Also, it made me think the person did not understand the relevance of author order.*
- ❖ **Conference presentations**
  - ▪ Use one standard bibliographic form for presentations (e.g., APA).
  - ▪ If you have a sufficient number of presentations, then you might organize them by type (e.g., international/national, regional/state) in reverse chronological order.
  - ▪ Do not mix conference presentations with campus presentations or invited presentations (see section below).
  - ▪ Some list conferences attended (even when not presenting). Plunk's opinion: *I do not encourage this.*
- ❖ **Research experience**
  - ▪ List your postdoctoral and graduate research experiences. List undergraduate research experiences if you are a graduate student or if the research is relevant to your application.
  - ▪ Provide the name of the institution, project title, dates, duties, skills, and contributions.
  - ▪ It is not necessary to list the faculty mentor(s) / supervisors.
    - • Plunk's opinion: *I do not feel you need to list the supervisor because his/her name will be in your personal statement, and s/he will likely be a letter writer. Also, you can put the supervisor's name on your webpage. Thus, if the supervisor has name recognition, it will be clear in your supporting materials. Also, you might have multiple labs with multiple supervisors which (1) distracts from important information on the vita, and (2) which may create questions by those reviewing your materials if you do not have letters from each supervisor.*
  - ▪ Emphasize the skills gained in the research lab.
  - ▪ Don't list multiple projects with the same faculty member(s) separately. This can make it look like you were jumping from one lab to another. Instead, list the name of the lab, and then list the projects (if relevant) under the duties.
  - ▪ Don't list the grant unless you wrote the grant.
    - • Plunk's opinion: *Some faculty think it is prestigious for their students to list they were funded by one of their grants. This does not make sense to me because the student did not write the grant. Plus, many students may be funded by multiple grants received by their faculty mentors, the department, or university. It would not make sense to list all of those grants.*
- ❖ **Teaching experience** – List your title (e.g., teaching assistant, lecturer), institution, dates, and course number and title.
  - ▪ List the course number and title (e.g., *PSY 361: Adolescence*, which tells the reader it was a junior level class on adolescence) and what you did (e.g., lecturing, leading class discussions, grading assignments, proctoring exams).
  - ▪ Some list the names of courses taught in a separate section called "Courses Taught."
  - ▪ Many advocate listing teaching evaluations.
    - • Note from Plunk: *Most people will selectively list evaluations. I have a separate document that lists ALL of my evaluation ratings.*
  - ▪ If you were a teaching assistant, you do not need to list who your supervisor was for a teaching assistantship.

❖ **Reviewing** – Reviewing is a very important aspect of service to the profession. Many journals have programs (e.g., review internships) to help students and junior faculty learn how to review.
  ▪ If you are on an editorial review board for a journal, list it in this section.
  ▪ If you review one manuscript, but are not on the editorial review board, then call this "Ad Hoc Reviewer."
  ▪ List the journal in which you edited a manuscript; do NOT list the title of manuscripts you reviewed.
  ▪ If you edited a book, then list the book and publisher.

SUPPORTING MATERIAL FOR THE VITA

❖ **Cover letter** – The cover letter should state the position you are applying for, how you heard about the position, a brief statement of your background, your teaching and research interests, and your personal attributes and skills.
  ▪ When applying for a faculty position, you need to clearly emphasize why you want a position at that particular university and in that locality.
  ▪ Plunk's opinion: *When we hire someone for a position, we are always concerned they are just taking the position until they can find one that they like more or is in an area in which they want to live. It is such a time-consuming and expensive process, so we would be more likely to hire someone who is a little less qualified if we are more certain they are coming to stay.*

❖ **Statement(s) of professional interest** – This summarizes your professional interests (e.g., research interests, teaching interests). Emphasize how your professional interests align with the position and institution that you are applying to.
  ▪ **Statement of research/scholarly interests** – A 1-3 page statement of past, current, and future research interests; including your experiences with various data collection techniques, statistical analyses, and research skills. For future research, describe what research you would like to do and how you might involve students in your research.
  ▪ **Statement of teaching interests or philosophy** – This is often required for an assistant professor position. For good overviews on writing a good teaching philosophy and/or teaching portfolio, refer to the following web pages.
    • How to write a statement of teaching philosophy: http://chronicle.com/article/How-to-Write-a-Statement-of/45133/

❖ **Transcript and/or course lists** – Generally, applicants are asked to submit official copies of their transcripts.

❖ **Teaching evaluations**
  ▪ Plunk's opinion: *Don't selectively provide teaching evaluations (i.e., leave out poor evaluations). If your evaluations start off poor, but get better, that shows you improved. If you have a few disgruntled students in one class, that is normal.*

ACTION WORDS FOR RESUME/VITA

Accomplished	Communicated	Dissected	Handled	Launched	Prepared	Served
Achieved	Compiled	Distributed	Helped	Lectured	Presided	Simplified
Adapted	Completed	Diverted	Hired	Maintained	Processed	Solved
Adjusted	Composed	Drafted	Identified	Managed	Produced	Streamlined
Administered	Computed	Edited	Illustrated	Mapped	Programmed	Strengthened
Advertised	Conceived	Eliminated	Implemented	Marketed	Projected	Studied
Advised	Conducted	Enacted	Improved	Measured	Proposed	Summarized
Analyzed	Consolidated	Enforced	Improvised	Mediated	Publicized	Supervised
Applied	Constructed	Entered	Increased	Mentored	Purchased	Surveyed
Appraised	Consulted	Established	Influenced	Modeled	Recommended	Synthesized
Arbitrated	Contracted	Evaluated	Informed	Modified	Reconciled	Systematized
Arranged	Coordinated	Examined	Initiated	Monitored	Recruited	Tabulated
Ascertained	Corresponded	Executed	Innovated	Motivated	Reduced	Taught
Assembled	Counseled	Expanded	Inspected	Negotiated	Reorganized	Tested
Assessed	Created	Expedited	Inspired	Obtained	Repaired	Trained
Assisted	Delegated	Expressed	Installed	Organized	Represented	Transcribed
Attained	Delivered	Extracted	Instituted	Overhauled	Researched	Transformed
Audited	Demonstrated	Facilitated	Instructed	Oversaw	Resolved	Translated
Averted	Designed	Familiarized	Integrated	Participated	Restructured	Tutored
Budgeted	Detected	Fixed	Interpreted	Perfected	Retrieved	Upgraded
Calculated	Developed	Formatted	Interviewed	Performed	Revamped	Updated
Catalogued	Devised	Formulated	Introduced	Persuaded	Reviewed	Utilized
Chaired	Diagnosed	Founded	Invented	Piloted	Revised	Verified
Coached	Directed	Generated	Inventoried	Pioneered	Salvaged	Won
Collected	Discovered	Guided	Investigated	Planned	Scheduled	Wro

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