

## Early Career Members

# Tips on CV Success: Academia versus Industry

A proper curriculum vitae (CV) is imperative to early career members, and surprisingly, there aren't many resources available to guide people through the development process. Anyone entering the job market should have both an academic and an industry-based CV that they can tailor to job applications. Academic CVs are drastically different than industry CVs in content and organization. Academic CVs are divided into two subcategories: research-based positions and teaching-based positions. Meanwhile, industry CVs are amplified resumes tailored to the specific needs of the job application.

An academic CV serves many purposes. First, and most likely, it serves as a synopsis of your qualifications for the academic position you are applying for, but it can also be a synopsis of your accomplishments for a current academic position for promotion purposes. Basic content for either application generally follows the following format:

- Name and current contact information
  - Email, phone, and address
- Rank: highest degree/position currently held and your area of specialization
- Educational background
  - Degrees awarded, year awarded, and granting institution(s)
- Employment record
  - Position title, institution/company name, and years of employment
- Professional recognition
  - Awards and honors
- Professional memberships and service
  - Societies
  - Institutional activities (i.e., student fee committee or early career member committee and optionally, a brief description of your role)
  - Workshops and in-service training; for example, workshops you've attended or hosted or certifications you hold
- Teaching responsibilities
  - Course name, units, and brief course description
- Research
  - List general synopsis of projects (optional)
  - Publications
  - Research grants
  - A brief list of technical skills (optional)

How you organize your CV depends on the position for which you are applying. For example, in academia, if



**Jessique Ghezzi**

Assistant Professor of  
Soil Science, Ball State  
University

JessiqueGhezzi@gmail.com

you are applying for a position that is 70% research, you would list your research section prior to your teaching section. The opposite holds true if you are applying for a position that has 70% teaching responsibilities. The CV differs when you are applying for an industry position. Industry will want some explanations of your duties at each of your positions of employment. Additionally, some government agencies will want to see the following information for each position held: salary and basis of salary (hourly, yearly), hours per week worked, as well as the name and contact information of your supervisor. The teaching section should be condensed for an industry CV into bullets under the job description and reworded to apply to the job for which you are applying.

## Don't Overlook the Letter

An often overlooked area for a CV is the letter of intent (academia) or the cover letter (industry). This is the gateway for your CV and your first opportunity to sell yourself into getting someone in HR to look at your CV. If poorly done, this is often times the reason why your CV won't see the light of day. The letter of intent/cover letter should be tailored to the job description and provide a synopsis of your qualifications. Key phrases that are present in the job description should be combined with your qualifications in the letter to provide a one page synopsis of why you're a perfect fit for the position. Common mistakes on such letters include the wrong date, not including the job acquisition number, and not including your contact information. Additionally, it should be addressed to the name of the person who is in charge of reviewing applications for the position.

For academic positions, you will also need to develop a teaching statement or a research statement (depending on the emphasis of the position), or in some cases, both. Successful teaching statements will include the following: your teaching goals, how you will enact those goals, how you will assess your goals, and a final brief summary. The statement should be two pages or less. Successful research statements follow the same format but include potential funding sources. These statements are a detailed, yet brief, synopsis of the program—whether it is teaching or research—that you will build during your time at the university. This is your chance to sell the structure of your position to the search committee and convince them that you are a quali-

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sion Center (PHREC) in Scottsbluff, NE. Tenure home for this position is the Department of Agronomy and Horticulture, with administrative assignment to the PHREC. Focus of extension and research programs will be on grazing management, rangeland health, ecosystem services and alternative uses of native rangeland, pastureland, and forage crops in western Nebraska. Research and Extension responsibilities: Incumbent will conduct research on the sustainable use and management of semi-arid rangelands, the integration of annual and perennial forage crops to supplement range and the ecological implications of grazing and sustainable livestock production on rangelands. Extension programming will be designed to help clientele enhance profitability, sustainability and ecosystem services of rangeland-based enterprises in Nebraska that may include forage production alternatives to supplement rangeland. The incumbent will provide research- and scientifically-based educational programs and products that are problem-solving oriented and quantifiable in terms of impacts, including training programs, decision-support tools, workshops, demonstration projects, and field tours to area producers. Expected scholarship includes communication of research results in peer-reviewed journals, book chapters, presentations at scientific conferences, and supervision of graduate student research. Contributions to extension publications and electronic educational resources is expected. Acquisition of grant funds to maintain an active research program is also essential for this position. Requires a Ph.D. degree or Ph.D. in place by date of hire in Range Management/Ecology, or closely related field, with training in forage production. To review the complete position details and apply for this position, go to: <http://employment.unl.edu>, search for requisition number F\_140063. Click on: Apply to this Job. Attach a letter of application, a curriculum vitae, and an overview of research and extension experience and interests. Arrange for 3 letters of reference to be sent via e-mail to: [kdanforth2@unl.edu](mailto:kdanforth2@unl.edu). Review of applications will begin on September 1, 2014 and continue until the position is filled or the search is closed. The University of Nebraska has an active National Science Foundation ADVANCE gender equity program, and is committed to a pluralistic campus community through Affirmative Action, Equal Opportunity, work-life balance, and dual careers.

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fied fit for their department. Be sure to develop this over time, have it reviewed, and be prepared to tailor it to the needs of the university to which you will apply.

## Other Tips for Success

- Use standard fonts, sizes, and document styles—this is not the place for artistic freedom.
- Have peers review your submission materials.
- Google search other academic and research CVs of professors in your field. Look up the LinkedIn profiles of your co-workers/future employers.
- If you are in graduate school, ask your major professor for his/her CV as well as for feedback on yours. Keep an up-to-date record of your activities to better build your CV over time.
- Finally, proofread your documents and then proofread them again. Nothing undercuts your qualifications like a typo.

Development of an academic and industry CV is crucial for an early career member's success, just as keeping a CV up to date is crucial for advancement for people who are well-established in their career. Adhering to the differing styles of academic and industry CVs will ensure proper recognition of your qualifications. In today's competitive market, every professional advantage you can give yourself to stand out amongst other applicants needs to be utilized. The first step is in the development of a well-thought-out and well-organized document.

## Pathway Fund *continued from page 37*

**G**rowing up in Illinois, I learned as a toddler playing in the backyard that soil or "dirt" as I called it back then was black. I didn't know that the official name was actually called Drummer. When my family moved to Texas, my idea about "dirt" didn't change because Houston Black, the official name of Texan soil, looked a lot like the prairie soils of Illinois. It wasn't until my family moved to California and I played in the red clay-rich San Joaquin soil that I realized "dirt" wasn't always black. Even further, I didn't realize "dirt" was more properly called soil, until I moved to Wisconsin and attended the College of Agriculture and Life Sciences at the University of Wisconsin-Madison.

I have worked with the Agronomic Science Foundation (ASF), ASA, CSSA, and SSSA for almost 10 years, and during this time, I have avoided the term "dirt," which many people use to inaccurately describe the natural bodies made up of mineral and organic materials that cover much of the earth's surface. I've also learned that a lot of people assume soil is more or less the same—as I once thought—and are unaware of the great differences that can occur as you travel around the globe. Many still take for granted the fact that soil is the foundation of our very being because it is utilized to actually grow the food that sustains life itself.

Recently, eight young soil science students on two U.S. teams represented SSSA at the 20th World Congress of Soil Science on Jeju Island, South Korea. They were among the next generation of soil scientists who continue to help tell the story of soils to the world. In the competition, one of the teams coached by Dr. Christopher Baxter from the