

### **What is a CV, anyway?**

Roughly translated, “curriculum vitae” is a Latin expression which means “the course of [my] life.” In academia, a CV is a record of your professional life that summarizes your educational background; current and previous positions; areas of expertise; professional accomplishments; scholarly activities; and contributions to your profession, the university, and the broader community. It is, in essence a “portrait” of who you are as a member of the academy. It is, more or less, a constant work in progress because your career is on-going. So, you should update it often, probably as often as two or three times a year.

A CV is different from a resume, because a CV is a pretty thorough record of your career. In contrast, a resume is a short record that is usually written for a specific purpose such as applying for a job or for introducing yourself to another professional.

### **What information should be included in my CV?**

At the very least, your CV should include contact information, education, scholarship experience and accomplishments, teaching experience, publications, and presentations. Other potential categories may include honors and award, professional affiliations, professional and community service, and others.

### **How long should my CV be?**

There is no set length for a CV. The rule of thumb is that it should be complete. That is, it should include your complete academic history (and professional history, if you were a clinician before coming to the university) and is not typically limited in length, as is a resume.

### **Should I include job descriptions for every position listed on my CV?**

Not necessarily. It depends on the purpose for writing your CV. If you are applying for promotion and/or tenure, you will want to provide enough detail for positions relevant to that purpose so that the promotion and tenure committee will understand your responsibilities and accomplishments.

If you are creating a different version of your CV for a grant application, such detail will probably not be relevant. It might be helpful to maintain a couple of different CVs for different purposes – one for the College of Health Professions official purposes and another for other uses.

### **Does order matter on my CV?**

Yes, and it depends again on the purpose. The promotion and tenure committee will be reading your CV for documentation of your major responsibilities as a faculty member: teaching, scholarship, and service. While that particular order is not crucial, using a standard order such as the one in the College of Health Professions’ template, will facilitate the committee’s evaluation of your CV.

### **Exactly what goes into my CV and how should it be organized?**

The College of Health Professions’ CV template will be useful in providing guidance about the content and organization of your CV. It is a typical CV used in academic health centers and resembles the formats promoted by the Association of American Medical Colleges.

### **Is this the “official” College of Health Professions CV?**

This is the “official” CV format to be used for the college’s personnel files, applications for promotion and tenure, and other intra-college purposes. Faculty members are welcome, of course, to create other CVs

---

<sup>1</sup> Portions of this guide were copied or adapted from: National Institutes of Health. Guide to writing a curriculum vitae (CV). Retrieved from [https://www.training.nih.gov/assets/Writing\\_a\\_CV.pdf](https://www.training.nih.gov/assets/Writing_a_CV.pdf), March 23, 2017.

that can be used for other purposes. For example, if you are preparing a CV for a grant application, you may wish to place the “Grants” section before the “Teaching” section, to gain attention of reviewers, or use a different format to document your previous grant activities. Or you might choose to create a different version that is used within your own professional discipline for other purposes (see the next section).

### **Are all CVs the same?**

“One of the most important things to remember when working on your CV is that there is not one standard format. There are different emphases in each discipline, and a good CV is one that emphasizes the points that are considered to be most important in your discipline and conforms to standard conventions within your discipline.<sup>2</sup>

“So how can you find out what these conventions are? A good place to start is to find as many examples as possible of CVs by people in your discipline. . . You can find these by asking . . . professionals in your discipline from around the country. . . if you can have a look at their CVs, and you can also make use of the Internet to find CV samples in your discipline.

Resources such as *The Curriculum Vitae Handbook* by Rebecca Anthony and Gerald Roe (Rudi Publishing: Iowa City, 1994) also include sample CVs for various disciplines. One caveat to remember regarding examples, however, is that they should never be used as model to be followed in every detail. Instead, they should be used as sources of strategies for how to present your own information most effectively. The most effective formatting for you will likely be distinguishable from the most effective formatting for someone else because your experiences and strengths will be different, and you will thus benefit from formatting adapted specifically to your situation.”

---

<sup>2</sup> Quotes are from: <https://owl.english.purdue.edu/owl/resource/641/1/>. Accessed April 11, 2017

## **GENERAL INFORMATION**

The General Information section of your CV includes the basic “facts” about your profession and your professional life: address, phone numbers, fax numbers, email addresses, your degrees, areas of expertise, current and previous appointments, etc.

**Format, Font, and Pitch** – While there are no official rules about format, font, pitch, spacing, etc., for CVs, in the College of Health Professions, we strive for standardization so that faculty CVs have a similar appearance. It also makes it easier for readers to find what they’re looking for. The CV template has these specifications:

- Margins – 1 inch on top, bottom, left, and right
- Font and Pitch – Times New Roman, 11 pt type (12 pt type for headings)

The CV template is set up as a Word document that consists of many tables. If you enter data into the tables as indicated on the template and example, your CV will be formatted properly. The footer on the page consists of two lines. On the left margin, enter your professional name followed by your clinical and terminal degrees and your professional credentials. The template is set up so that the page number is found on the right margin in the form “Page 1 of N.” Please do not change the pagination format, because it is helpful to know how many pages there are in the CV. On the second line of the footer, enter the date of the current version. Generally, the date is indicated by month, day, and year, although some faculty members will list only the month and year.

**Personal Data** (Required) – Enter your current “professional” contact data (address, phone numbers, etc.) so that someone reading your CV could send mail, call, or email you if they so desire. If you have more than one office, you can add a section for that office, too.

**Education** (Required) – List your degrees and universities in reverse order, starting with your most recent degree. Be sure to list the city and state of the universities, even though it may be obvious that, for example, the University of Arkansas is located in the state of Arkansas. Generally, list only the institutions where you have earned degrees. An exception might be an institution where you took a concentration of courses that contributed to some special expertise, e.g., leadership and management courses, specialized research methods, etc. It is critically important to provide the complete, official title of your dissertation, thesis, or capstone project in the event that a reader would be able to find a copy in the university’s library or Dissertation Abstracts International.

**Expertise** (Optional) – Complete this section if you wish to convey to others (such as a promotion and tenure committee!) areas of interest or exceptional competence that might not be apparent from the rest of your CV. For instance, you may have special expertise in geriatric rehabilitation or disability services that may aid a reader in getting a fuller picture of you as a professional. This is the same type of information that you will enter in your UAMS Profiles page. Usually, entries are brief and consist of a “topic” followed by a brief description of your interest or expertise.

**Academic and Administrative Appointments** (Required) – List the positions you have held at academic institutions – either as a faculty member or academic administrator - in reverse order, starting with your most recent appointments. For each position, provide the month and year when you started the position and the month and year when it ended. If you currently hold the position, enter “Present” for the ending date, e.g, “05/2015-Present.”

The title of the position should be the official title, e.g., “Assistant Professor,” “Associate Dean for Research,” etc. Since such positions have an “academic home,” it is important to list the name of the

academic division and/or department along with the school or college in which the department is located. Again, be sure to provide the name of the university with the city and state. Finally, provide brief details that will enable the reader to understand your major responsibilities, accomplishments, or other notable aspects of your work in that position.

**Non-Academic Appointments** (Optional) – If you held professional positions in settings other than an educational institution before coming to the College of Health Professions, perhaps in a clinical setting, it may be important to list those positions on your CV. Such information can document your clinical expertise that contributes to your success as a faculty member. List the positions in reverse order, starting with the most recent positions. Usually, you will list only those positions that you have held as a professional. In rare instances, you might list a position held before you entered your profession if it is relevant to your current position.

---

## **HONORS AND AWARDS** (Optional)

In reverse order, list honors and awards that are related to your professional responsibilities. Give the month and year that the honor or award was bestowed, official name of the honor or award, and name of the organization or group that gave the award. Usually it is advisable to provide brief details about the honor or award, so that the reader will understand why you were selected. Modesty is important, so strike the right balance between braggadocio and humility!

---

## **LICENSURE/CERTIFICATION** (Required, if relevant)

List current and past professional licenses or certifications relevant to your current position. Provide the month and year of your initial license or certificate and the ending date, if it has expired. If it has not expired, write “Present,” as in “05/2015-Present.” Give the name of your license or certification used by your professional organization, followed by the board or certifying organization and the expiration date. Use both the verbal description of the license or certification, as well as official abbreviations recommended by the profession or organization, e.g., “Registered Vascular Technologist (VT), American Registry for Diagnostic Medical Sonography, Expiration 12/25/2019.”

---

## **PROFESSIONAL AFFILIATIONS** (Required)

Information in this section is important because it conveys your involvement in your profession. List the professional organizations to which you belong (or have belonged), along with the month and year of your membership. Use “Present” for the ending date if you are currently a member of the organization. Don’t give information about offices or committee assignments you might have held in the organization in this section; that will be listed in the “Service” section of your CV.

---

## **PROFESSIONAL DEVELOPMENT** (Required)

In reverse order, starting with the most recent activities, list workshops, continuing education sessions, courses, training events, or other activities that you have participated in to further your own professional development. (Do not list those that you, yourself, have provided for others; that information will be listed in the “Teaching” section of your CV.)

Give the month and year you participated in the event, the official name of the event used in the registration materials, the sponsoring organization, and the city and state in which the event occurred. If the event was online, note that it was an “online webinar” or “online course” instead of listing the city and

state. If the activity occurred over a period of time, e.g., a two-week course, give the beginning and ending dates, as in other sections of your CV.

---

## TEACHING (Required)

The CV template has different sections to document different types of teaching activities you may be involved in. While information about your teaching is required, some sections might not be applicable to your particular teaching responsibilities.

### A bit about teaching titles

In the College of Health Professions, we don't talk much about formal titles for teachers. In most cases, a single faculty member is responsible for all aspects of the course – preparing learning materials, giving presentations, arranging for guest lecturers, designing online instruction modules, grading assignments, etc. The person who has primary responsibility for a course is usually designated as the “**course director**.”

At times, another faculty member or two may share those responsibilities, and each one of them would a “**course co-director**” when responsibilities are more or less shared evenly. Sometimes they may use the term “**team teacher**” if a team of two or more faculty members plan and teach a course together.

It should be noted that there are no formal definitions for these teaching role terms in the college or the university, so use the term that is meaningful and commonly used in your department or discipline.

**Teaching – Courses** – The first section is for typical teaching activities, whether in face-to-face courses, hybrid, online, seminars, didactic or clinical, etc. – any course that was offered for academic credit. For each course that you have been assigned, list the start and end dates of the course in reverse order, starting with the most recent course. If you have taught the same course continuously over several years, provide just the first start date and the last end date; do not make an entry for each time you taught the course. In some instances, you might have taught a course continuously for a period and then at some point completely re-designed the course. In that instance, it would be appropriate to make two entries for the course so that you can describe your work in re-designing the course. At any rate, do not make a separate entry for the same course for every semester you have taught it.

Provide the official course number and official course title from the academic catalog (no shortened or short-hand titles here), and the level(s) of learners in the course, i.e., Undergraduate, Graduate, Resident, Fellow, etc. Then, enter your role in the course, such

as Director, Co-director, Team Teacher, etc. This information is important for a full picture of your responsibilities in the course.

Although not required, it is a good idea to provide brief details about your responsibilities and accomplishments in the course. For example, you might have converted the course from face-to-face delivery to online delivery, undertaken a complete revision of the course content to reflect current science, re-designed the course to a flipped classroom format, etc. This would also be the place to note anything extraordinary about the course, e.g, very large enrollment (give the number of students), students from several disciplines, that you taught only a portion of the course, etc.

**Teaching – Other** – This section is for most other teaching activities, including continuing education courses you have taught, workshops you conducted, etc. that were not offered for academic credit. The teaching could have been done in any format – face-to-face, online, etc. – on any topics related to your faculty responsibilities. In this section, enter the month and year the activity started and ended, in reverse order starting with the most recent activity, the title of the activity that was used in promotional or registration materials, and the organization that hosted or sponsored the event, if applicable. Again, brief details about your responsibilities and accomplishments are advisable.

**Teaching – Mentoring** – In this section you will list formalized mentorship that you have provided for others. “Formalized” means that you were assigned as a mentor, or you participated as a member of a mentorship committee for others. The mentees can be students, residents, fellows, or junior faculty members. Do not list mentorship responsibilities on capstone project, thesis, or dissertation committees; they are listed in another section of the CV. Generally, this type of mentorship will be included in “Teaching – Courses” because it would have occurred as part of a special topics or seminar course in which the student was enrolled.

Enter the month and year when the activity started and ended, in reverse order starting with the most recent activity; name of the individual(s) you mentored; institution where the mentoring occurred, along with the city and state of the institution. As in the other “teaching” sections, provide brief details about your responsibilities and accomplishments and, perhaps, the mentee’s accomplishments that resulted from your mentorship.

**Theses or Dissertations Directed** (Optional) – If you have been the major advisor for a student completing a master’s thesis or doctoral student, provide that information here in reverse order, starting with the most recent activities first. For each thesis or dissertation that you directed, provide the start and end dates (month and year). Under “Description” provide the student’s last name, first name and middle initial(s), and the institution, city, and state where you directed the thesis or dissertation. Also, give the full title of the thesis or dissertation, followed by the degree program, e.g., “M.S. in Microbiology,” “Ph.D. in Communication Sciences and Disorders,” followed by the academic unit that awarded the degree, e.g., “Department of Audiology and Speech Pathology.”

**Membership on Thesis or Dissertation Supervising Committees** (Optional). If you have served in an official capacity on a thesis or dissertation committee, provide related information in this section. “Official capacity” means that you signed the approval page in the thesis or dissertation. For each thesis or dissertation committee on which you have served, provide the start and end dates (month and year) of your involvement. Under “Description” provide the student’s last name, first name and middle initial(s), and the institution, city, and state. Give the full title of the thesis or dissertation, followed by the degree program, e.g., “M.S. in Genetic Counseling,” “Ph.D. in Biomedical Informatics,” followed by the academic unit that awarded the degree, e.g., “Department of Informatics, College of Medicine.”

---

## **PUBLICATIONS** (Required)

The next major section of the CV documents your scholarly activity and includes a record of publications, presentations, grants, etc. There are several different types of publications that should be listed, including journal articles, book chapters, abstracts, and others. Depending on your own publication record, some portions of this section may be optional. For example, if you have not published a book, that portion will be omitted

In contrast to most other sections of your CV, list publications in chronological order, so that they can be updated easily. The chronological order also enables a reader to comprehend your continuing development as a scholar and understand how your scholarly activity builds on itself over the years.

**Journal Articles** – List all your manuscripts that have been published in a journal. Indicate peer-reviewed publications with an \* (asterisk). The journal article entry consists of the citation for the article using the publication style appropriate for your profession, e.g., American Psychological Association (APA), American Medical Association (AMA), etc.

If you are unsure which publication style is preferred in your profession, read the “manuscript submission guidelines” or “guidelines for authors” in one of the more prestigious journals in your discipline. For example, The Journal of Allied Health gives the author several options: *“Manuscripts and citations should*

be prepared in accordance with standard style (Chicago, AMA, ICMJE, etc.).” In contrast, the Journal of Physician Assistant Education requires manuscripts to follow AMA style.

### **How can I know if my manuscript or conference presentation was peer-reviewed?**

Generally, it is fairly easy to know if your manuscript was peer reviewed, because an editor will send you the written reviews from the scholars who read and evaluated it. They will write comments and suggestions for improving the manuscript and making it more suitable for publication. Sometimes, the peer reviewers will require several rounds of revisions before the manuscript is accepted for publication.

It is important to remember that “peer reviewed” refers to the article itself, and not the journal. Some types of publications such as editorials, letters, and brief notes are not peer reviewed, even when they are published in a peer-reviewed journal. While having such a piece published in a peer-reviewed journal is prestigious, you can’t claim that the piece itself was peer-reviewed.

It is more difficult to know whether your conference presentation or poster has been peer reviewed, because you usually do not receive feedback – just “accept” or “reject.” Generally, if the conference is a major national or international conference, presentation abstracts will be peer reviewed. If in doubt, contact the organization itself and ask whether it uses a peer review process for selecting presentations and posters.

Based on this information, it is easy to understand why peer-reviewed journal articles are generally more highly valued than peer-reviewed conference presentations – they undergo a much more rigorous, objective review by more reviewers.

**Book/Monographs** – List all published books and monographs for which you are an author, co-author, or editor. Note that there is no indication for peer review for this section because books and monographs are not typically subjected to a peer review process; scrutiny and guidance by publishers’ editors do not constitute peer review. Use the citation style preferred in your discipline.

**Book Chapters** – List chapters in published books that you have authored or co-authored. If you edited a book that includes chapters that you have written, list those chapters in this section in addition to listing the book in the previous section. Use the citation style preferred in your discipline. Note, again, that there is no indication for peer review for this section because book chapters are not typically subjected to a peer review process.

**Abstracts** – List abstracts that have been published in journals or proceedings of conferences. Again, use an asterisk to indicate whether the abstract was peer-reviewed, and use the citation style preferred in your discipline.

**Other Publications** – In this section, list other types of publications that do not fit into any of the preceding sections. Such publications may include editorials, “brief notes,” book reviews, instructional software, articles in “trade” journals for practicing professionals, newspaper or magazine articles, MedEdPORTAL materials, etc. Most of these publications are not peer reviewed, although the publication’s editor may provide guidance. It is notable that all materials published on MedEDPORTAL are peer-reviewed.

**A Note about “In Progress” Publications** – It’s generally not a good idea to list on your CV manuscripts that are “in preparation” or “in progress.” However, if a manuscript has been submitted, it’s fine to note in place of the date “Submitted,” and if a manuscript has been accepted for publication, you should certainly list it as “In press.”

---

## **PRESENTATIONS** (Required)

Presentations are listed in chronological order for the same reasons that publications are. Because there are a variety of different types of presentations, they are all listed in one section in your CV. Because

presentations at international and national conferences are usually more valued, the CV template is divided into Presentations – International, Presentations – National, etc. If you do not have presentations to list in one of the categories, just leave that category out.

It is important to indicate with an asterisk those that were peer-reviewed. Typically, presentations at major national and international professional conferences undergo peer review, but that is not necessarily a given. If in doubt, check with the organization itself to find out how presentations are selected for the conference. Again, use the citation style preferred in your discipline.

In the citation, provide the title of the presentation as it was listed in the conference program, the event (conference, workshop, etc.), sponsoring institution or organization, city and state, the date of the presentation (month and year), and your role (sole presenter, co-presenter, symposium organizer, etc.). If the presentation was invited, be sure to include “Invited Presentation” in the citation.

An Invited Presentation deserves additional comment. An invited presentation is given by special request from a professional organization or an institution and is often identified with such labels as “keynote address,” “plenary address,” “distinguished lecture,” etc. To be asked to give such a high-profile presentation is usually an honor, and the organization makes the invitation because the presenter is a recognized authority, has extraordinary expertise, or is a highly respected leader in the discipline. Most of the time, invited presentations will not be peer-reviewed, simply because of the implied status of such a presentation. That is, the invited presenter is already recognized as an expert by peers, and the organization wishes to highlight that expertise or honor the presenter. Do not confuse invited presentations with invited guest lectures, presentations submitted for a conference, or presentations associated with a paper at a conference.

---

## **GRANTS** (Required, if relevant)

Not all faculty members will have grants or grant applications to list on their CVs. However, grants are an important and highly valued indication of scholarly productivity. Grants may be awarded for several purposes including research, training, program development, etc. If you are fortunate to have several grants for more than one purpose, it may be advisable to create sections under this heading, such as “Grants – Research,” “Grants – Personnel Preparation,” etc. Organizing your grant-related accomplishments in this way will enable the reader to readily see whether you are primarily a researcher, educator, etc.

In this section of the CV, list grants in chronological order, starting with your first grants and grant applications. Because applying for grants is a valued activity, be sure to list all grant applications, including those that were not funded. Give the title of the project that was used when the project was submitted to the funding agency or when it was funded, a project identifier (if one was given by the funding agency), and – very important – name of the organization that provided the funding. Next, give the total grant costs, even if it was a multi-year project. If pertinent, you may wish to list “direct” costs separately from “indirect” costs because that information is very important to institutions and, perhaps, promotion and tenure committees.

Provide the status of the grant next – Submitted, Funded, Not funded, etc. Give the start and ending dates for the project (month and year), and your role in the project (principal investigator, co-investigator, sub-contractor, evaluation specialist, consultant, etc.) if you had a substantial appointment on the project. If your role was relatively minor in the big scope of things, you should list that activity under “SERVICE.”

### **What’s the difference between direct costs and indirect costs?**

In the world of grants and grant applications, there is an important distinction between “direct” costs and “indirect” or “overhead” costs. Direct costs are the expenses associated with conducting the research project itself – supplies, equipment purchased for the project, personnel salaries and benefits, research participant incentives, expenses to purchase and maintain animals, etc.

In contrast, indirect costs are the expenses associated with the institution’s maintaining facilities and services so that research can be conducted. Indirect costs include the costs of administration, utilities, building maintenance, security, etc., that can’t easily be attributed to the project itself. Sometimes, indirect costs are referred to as Facilities and Administrative Costs (F&A), a more descriptive term.

Most federal research grants will provide F&A costs. In fact, the grant applications will require you to include UAMS’s F&A rate, and the F&A costs will be included in the total project budget. Other types of grants – service grants or personnel preparation grants – might not provide F&A costs or, if they do, the institutional rate is usually lower than for research grants. Still other funding groups, such as foundations, often provide no F&A costs.

This may explain why federal research grants are more highly valued than other types of grants, even when the potential impact of the research project may be similar.

---

## **SERVICE** (Required)

Faculty members’ service comes in many different forms and can be substantial or not as consequential. Regardless, your service activities should be listed on your CV, because it is an important part of overall professional profile. This section, for example will convey your involvement and contributions to your profession or the university, as well as leadership or unique expertise you bring to your service activities. The first section under Service includes a wide variety of activities, including membership on boards, consultations, expert testimony, leadership in the form of organization officer positions or professional committees, etc. The second section under Service lists your service on institutional committees at various levels.

**Service to the Government** – In this section, list service that you provided for government agencies or legislative bodies, including such activities as membership on an advisory task force appointed by a government official, testimony before a legislative committee, consultation, etc. For each service activity, provide the start and end dates (month and year); if the activity is current, list “Present” as the end date. Provide the agency, organization, or office for which you provided service; your role, and a brief description of the kind of service you provided and the impact it had. If products or publications resulted from the service, you can mention them here, but you should cite them in the publications and presentations section of your CV, as well.

**Service to the University** – Similar to the “Service to the Government” section, list service that you provided to UAMS or other universities, apart from committee service. For example, a faculty member might be appointed to a blue-ribbon panel to give advice on a high-level topic or problem, or be selected to provide consultation on a particular topic important to the institution. Again, provide the start and end dates, along with the name of the board, advisory team, project title, etc.; name of the university, city, and state; and your role in the service. If that information does not adequately convey the significance of the service, give a brief description of your responsibilities and accomplishments, and/or the impact of your service.

**Service to the Public** – List service that you provided to public entities in the larger community. For example, a faculty member provide services as a volunteer or board member of an organization whose purposes relate to the faculty member’s professional responsibilities, e.g., such as a free clinic organization, disabilities service agency, etc. Again, provide the start and end dates, along with the name of the board, advisory team, project title, etc.; name of the university, city, and state; and your role in the service. If that information does not adequately convey the significance of the service, give a brief description of your responsibilities and accomplishments, and/or the impact of your service.

---

## **COMMITTEES** (Required)

Most faculty serve on at least one committee at some point during their academic career. This service is an important contribution to the functioning of the university, college, or department and, frankly, the institution just would not work without the committee service and leadership that faculty members provide.

**University System** (Required, if relevant) – If you have served on committees for the University of Arkansas System (or any other university system), give the start and end dates in reverse order, starting with the most recent service. Provide the name of the committee, the university system name, and your role (member, chair, secretary, etc.). Briefly describe your responsibilities, accomplishments, and contributions to the committee’s goals and objectives.

**University** (Required, if relevant) – If you have served on committees for the University of Arkansas for Medical Sciences, another institution, or in other UAMS colleges, give the start and end dates in reverse order, starting with the most recent service. Provide the name of the committee, the institution’s name, and your role (member, chair, secretary, etc.). Briefly describe your responsibilities, accomplishments, and contributions to the committee’s goals and objectives.

**School or College** (Required) – List your service on committees in your department or division, College of Health Professions, or any other school or college where you have had an appointment. Give the start and end dates in reverse order, starting with the most recent service. Provide the name of the committee, the university system name, and your role (member, chair, secretary, etc.). Briefly describe your responsibilities, accomplishments, and contributions to the committee’s goals and objectives.