



COMPARING CVs AND RÉSUMÉS

CVs and résumés serve different audiences and purposes: in the US, CVs are primarily used within the academy and for very advanced corporate or governmental positions. For most corporate, administrative, and governmental positions, résumés are the norm. This document offers a comparison between the two documents and suggests some helpful ways of thinking about common résumé sections for those who are more experienced in developing CVs.

| | CV | Résumé |
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| Who is the audience? | Academic | Corporate/governmental |
| How is it tailored to the audience? | Though the order of sections might change depending on the kind of college/university to which you're applying, the content of each section remains the same. | Through the use of an objective or a summary of qualifications, you should highlight the skills and experiences that make you particularly well suited for a specific job. Additionally, you might use the same words and phrases from the job ad to describe your work and/or educational experience. |
| What kind of information do you provide about your education? | <ul style="list-style-type: none"> • Degrees earned • Titles of theses/dissertation projects • Names of directors/committee members • Coursework | <ul style="list-style-type: none"> • Degrees earned • Selected coursework (only if specifically applicable) |
| What kind of information do you provide about work experience? | Usually, only academic appointments and teaching experiences are listed. | Any relevant work experience, including academic appointments, should be listed. |
| What kind of information do you provide about publications/presentations? | All publications and presentations | For many positions, only selected, applicable publications/presentations (with title, conference/journal, and dates) |
| What kind of information do you provide about teaching? | <ul style="list-style-type: none"> • Courses taught • Institutions taught at | <ul style="list-style-type: none"> • Position title (adjunct professor, instructor, graduate teaching associate, etc.) • A bulleted list that describes – using a variety |

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| | | of verbs – the skills you developed |
| What kind of information do you provide about service to the university/profession? | All committees you’ve served on, all editing positions you’ve held, any leadership positions you’ve held | Selected activities and projects that demonstrate particular skills or traits |
| What kind of information do you provide about technical skills? | Most CVs in the humanities don’t include a list of technical proficiencies. | You’ll list any technical proficiencies beyond Microsoft Word, including coding skills (HTML, CSS, etc.), content management systems (WordPress, JOOMLA, etc.), presentation software (Prezi, Haiku Deck, etc.), and audio recording/editing software. |

Resume Sections

Beyond your contact information, the summary of qualifications (which is an optional section) and education, you should present the sections of your résumé in order from most relevant to least. If the majority of the experience you want to highlight is in your work experience section, it should be the first section after education; if your technical skills are more relevant, however, that section should follow education.

Contact Information

If you have a professional website, you should include the link. Depending on the position, you might also include links to your other professional spaces or profiles.

Summary of Qualifications

This section is an opportunity to frame your experiences using language from the job ad or position description. This section can include information from any of the subsequent sections and allows you to highlight your most relevant skills and experiences. Be specific and highlight numbers (e.g., “six years collegiate-level teaching experience”).

Education

Unless it is particularly relevant to the position to which you’re applying, you need not include the titles of theses and dissertations. Do include the institution, degree, and year attained. You might also include relevant coursework if it demonstrates a particular area of expertise not demonstrated by other sections of the résumé.

Technical Proficiencies

If you have any sort of technological experience/proficiencies beyond Microsoft Office, include that here. Include audio or video recording/editing programs, presentation software (including

PowerPoint, though there should be other applications in the list), content management systems (WordPress, BlackBoard, Canvas, etc.), programming languages, etc.

Relevant Publications/Presentations

If you've published/presented on pedagogy and you're applying for curriculum development jobs, include those publications/presentations. If you've written about feminist/gender issues in literature and you're applying for a position with a women's rights organization, include those.

Relevant Work Experience

Unlike a CV, which includes an "Academic Appointments" section, you should include relevant experience from outside the academy. Editing work, for example, might be listed under service, but if it's particularly relevant to the position to which you're applying, include it in this section. Why? Because you'll also be crafting bullet points to describe each of your work experiences. In the service section, you're less likely to include significant detail, though you may if your service is particularly relevant.

Relevant Service/Volunteer Work

The service section, like the publication/presentation section and the work experience section, should highlight relevant experiences. Often, however, this section is simply a bulleted list of projects or organizations.

Verbs to Describe Your Experience

Management

Assigned
Contracted
Directed
Executed
Implemented
Managed
Organized
Supervised
Analyzed
Balanced
Planned
Coordinated
Maintained

Creative

Conceived
Created
Designed
Established
Formed
Instituted
Introduced
Produced

Teaching

Advised
Aided
Demonstrated
Facilitated
Supported
Encouraged
Instructed
Presented

Communication

Authored
Communicated
Drafted
Edited
Formulated
Persuaded
Reported

Research

Collected
Evaluated
Examined
Investigated
Identified
Reviewed