When the job posting requests a resume, you need to submit a *resume*.

While in some national contexts "Resume" and "CV" are used interchangeably, within the US, the terms represent two entirely distinct genres of self-representation; they are two different documents that follow two different sets of conventions. CVs and resumes demand distinct conceptual decisions regarding content as well as different formats of presentation.

The CV represents a cumulative list of academic achievements and, as such, is applicable to very few positions outside of the professoriate. The resume, on the other hand, creates and supports an argument, i.e. that you are well qualified for the one specific (non-academic / non-faculty) position to which you are applying. Consequently, each resume you send out will be individually tailored to a greater extent than one typically tailors a CV. Your tailored resume will describe your skills and experiences as they speak to your qualifications for *a particular* position at *a particular* organization.

Primary perspective shift: The resume will not, in the majority of cases, highlight your specific scholarly expertise, as such. However, it should serve to highlight the forms in which you communicate, implement, mobilize, and deliver on that expertise.

Differences Between CVs and Resumes

	C.V.	Resume
Objective	Create and document your scholarly identity	Create and quantify your professional experience and potential
Audience	Academic; research and teaching institutions	Corporate, government & nonprofit employers, including academic jobs off the professoriate
Length	3-6 pages, typically, for early career scholars. There is no length limit on a CV.	1 page, almost always. A second page should represent at least 8 years of directly relevant experience.
Format (see table below for details)	SECTIONS inc. education, courses taught, presentations, publications, service, etc. Use full titles and publication citations.	SECTIONS include education, categories of work experience, skills; Use bullet points with sentence fragments
Content (see table below for details)	Emphasizes knowledge and productivity; what you contributed/ created	Emphasizes skills and process; how you contributed/ created (use "power verbs"!)

Tips for Consolidation

Having trouble translating the substance of your experience to a one-page document? Here are some tips for deciding what to revise and what to let go of:

❑ **Teaching:** there's not enough space to list each individual teaching experience. List teaching under one heading, using bullets for the most relevant aspects of your instructional practice.

❑ **Research & Publications:** Emphasize the practices implemented, rather than the topics or arguments elaborated. Again, list as one item. Use bullets to characterize and quantify.

❑ **Service:** Don't skimp on detail here. Departmental service experience may prove a goldmine for transferable skills (see below for more information on Transferable Skills).

CV Sections → Resume Sections

CV sections follow academic conventions; they are general and broad, addressing practices specific to the process of tenure evaluation (i.e. research, teaching, service, disciplinary impact).

Resume sections, by contrast, will be specific to the practices that best qualify you for the variety of positions to which you may find yourself targeting. So, again, prepare to tailor your headings, as well as tailoring your bulleted articulation of the practices related to each set of experiences you wish to highlight.

Your specific "CV to resume" translation will vary with each instance of resume preparation. Don't hesitate to consult UChicagoGRAD career advisors for help in the translation process!

Headings and Bullet Content

The table below should assist you in translating the accomplishments listed on your CV toward a resume that makes your academic skills legible to a non-academic reader. Again,

Typical CV Headings	Potential Resume Categories	Sample Bullet Point Content
Education	Education	N/A
Professional Appointments (e.g. postdoc positions, VAPs)	Specific work experience categories (such as **those** below in this column).	depends on experience
Publications (primarily Academic, listed individually)	Research and Writing Experience (quantified by productivity and relevant practices rather than content or argument)	evaluating audiences, articulating complex ideas, persuasion, writing, publishing, contributing
Conference Participation /Presentations	Administrative Experience, Project Management, Communications and Outreach	public speaking, graphic presentation, persuasion, collaboration
Invited Talks	Communications and Outreach	public speaking, networking, leadership, community engagement
Teaching Experience	Teaching and Leadership Experience, Instructional Design, Curriculum Development	public speaking, public presentation, project management, team motivation and management
Academic Service	Administrative Experience	teamwork and collaboration, facilitation
Grants / Fellowships / Honors / Awards	Grants / Honors / Awards (only where relevant)	grant writing, fundraising
Languages	Skills	advanced communication skills (including digital skills), cross-cultural competency
Professional Affiliations/Memberships	Community Involvement	community engagement, network building
References	[no references on a typical resume]	N/A

Keep Track!

In order to be able to argue qualifications for a range of positions and careers outside of the professoriate, make sure to diligently document and quantify experiences—at **all phases of your graduate and postdoctoral career**.

You may find yourself applying for gratifying positions that draw upon many aspects of your research, writing, teaching, and service expertise. At that point, however, it may not be easy to call up all evidence of your broad-ranging experience. So keep thorough records throughout your graduate student / postdoc career!

Below is a list of questions that may prove relevant to practices you choose to pursue as well as to the records you need to be maintaining:

Teaching and Student Advising:

- How many courses have you affected through curriculum development?
- How many assignment prompts have you written?
- How many pieces of writing have you evaluated?
- How many examinations have you designed, contributed to, or proctored?
- How many students do you meet with during office hours?
- One what topics to you advise students?
- Can you document or describe student successes as outcomes of your mentorship?
- What forms of writing are employed in your pedagogy?
- What web and digital tools are employed in your pedagogy?
- To what extent do you instruct students in the value/use of those tools?
- Have you collaborated with non-academic units (e.g. libraries, research centers, ASTS, CCT) to inform and/or improve your pedagogy?

Research and Writing:

- How many primary and secondary sources have you consulted for your seminar papers? Conference presentations? Dissertation?
- What databases do you expertly navigate?
- Can you quantify several distinct methodological approached you employ in your qualitative and/or quantitative analytical practices?
- What cyber and/or digital tools do you use to organize (and share?) your research findings?
- If you have publications, can you quantify impact through citations?

Community Engagement/Professional Networking:

- On how many papers and projects have you provided consultation (formal or informal peer review)?
- How many projects and arguments have you impacted via conference or colloquia participation?
- Can you quantify the range, reach and significance of your academic/professional network?
- Have you availed yourself of opportunities to present your research to audiences outside of academia?