

# CV Categories and Grad Skills List

## More Categories and Clarifications

**PUBLICATIONS:** If lengthy, include subheadings such as refereed, non-refereed, textbooks, chapters, technical papers, etc. Distinguish between those in press, submitted, under review, limited distribution and in preparation. Use bibliographic style appropriate for your discipline.

**PROFESSIONAL DEVELOPMENT:** List workshops, conferences or courses related to training. For example, the seminar on college teaching or workshops related to teaching or research methods.

**OTHER RELEVANT EXPERIENCE:** Could contain non-academic position related to current field or field of study.

**GRANTS AND CONTRACTS:** Include only if you have authored or co-authored the proposal and received funding. Indicate the funding source and the name of the principal investigator.

**SHOWS/EXHIBITS/PERFORMANCES:** Cite works composed, conducted or performed.

**CERTIFICATIONS/LICENSURE:** Follows Education.

**LANGUAGES:** Indicate fluency: reading, writing, speaking.

**RELEVANT COURSEWORK:** Use only if requested or if it serves to clarify preparation. If more than 2-3 lines, substitute "See Addendum I" and attach the addendum.

### SUPPORTING DOCUMENTS FOR ACADEMIC POSITIONS:

**Cover Letter/Statement of Interest** (*Always included, length varies depending upon number and type of other supporting documents requested. In other words, if none of the following additional documents listed below are requested, then the cover letter should be more comprehensive and will thus be longer in length, but no more than three pages is recommended*)

**Research Statement/Agenda**

**Statement of Teaching Interests**

**Teaching Philosophy Statement**

**Evidence of Teaching Effectiveness**

**Diversity Statement**

**Sample Course Syllabi**

**Writing Sample/Reprints**

**Dissertation Abstract**

**Letters of Recommendation**

**Transcripts** (*Only if requested*)

## General Skills Particular to Graduate Students

### Communication Skills

Ability to:

- write clearly and concisely
- listen well
- speak publicly
- interpret the dynamics of interpersonal relations
- distinguish fine shades of meaning
- distinguish verbal and non-verbal messages
- teach and train
- counsel and advise
- serve as resource/referral person

### General Research Skills

Ability to:

- retrieve data
- acquire data
- analyze data
- manipulate data
- use methodology
- produce survey work, e.g., develop questionnaires, interview
- observe
- classify
- test hypotheses for acceptance or rejection against known evidence
- identify and use resources

### Technical Skills

Ability to:

- program computers
- edit

### Field Research Skills

### Problem-Solving/Analytical/Conceptual Skills

Ability to:

- analyze
- reason logically
- identify problems
- analyze problems
- perceive parts in relation to whole
- see patterns
- develop theories out of pattern
- synthesize
- condense material to its important components
- manipulate abstract concepts
- formulate hypotheses
- think flexibly
- impose structure—create order out of "chaos"
- evaluate programs

### Managerial Skills

Ability to:

- supervise
- evaluate performance of others
- assume authority
- delegate authority
- manage time
- establish goals
- set objectives
- motivate people
- tolerate ambiguity