

Curriculum vitae workshop

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Overview

- Key points
- Narrative
- Categories of work
- Template and Formatting

Key points 1/3

CVs contribute to making a visible narrative about yourself.

They're not a sledgehammer of information. They tell a story.

They don't tell the full story, however. You need to do some of that work yourself in your cover letter.

Key points 2/3

Depending on the job application process itself, you will also need to think about telling your story in other contexts:

- in an interview,
- in a key selection criteria (KSC) document,
- in a research plan,
- in a teaching portfolio,
- or in a presentation.

What's in your CV feeds that narrative.

More importantly helps to show that you know what kind of information is valued, and how.

Key points 3/3

A comprehensive meta-CV can help.

A meta-CV is a document that has practically everything you've ever done. When applying for a job, you can select from your meta-CV to create your context-dependent document for the application.

Start now. Doesn't matter if it's small now – that's better. If you start later, you're only going to have more to do reformatting the whole thing.

Narratives

Narrative overview

Narratives don't go into CVs directly.

Your CV is a set of discrete points. Your narrative turns them into a constellation.

But your work does have a story, no matter how focused or thinly spread you might be.

- You'll need a narrative for each job to show that you fit.
- Your core story will inform each narrative, and these may vary depending on the job and your personal background.

Narrative overview

Your narrative is more important than your CV. Your narrative is more important than the number of publications you have.

- i.e. if you are a materials physicist, there is no number of publications on shearing that you can write that will get you a role as a zoologist.
- However, we could imagine a circumstance where an expertly crafted narrative might explain a connection that the paper titles alone could not!

Your narrative explains your suitability to a position.

Your CV can show what you can do once you have the role.

Reflect: My Personal Narrative

What's *one* narrative about you?

- What's at the centre of your story?
- Think about cases, contexts, epistemologies, methods, approaches, literatures, models, etc.
- Can you shift this to other factors? Ethics, politics, policy, community, outcomes, publics?
- What's the story about how you got to where you are?
- What's the story *you tell yourself*? Can you write it in a sentence?

Exercise: brainstorming keywords

For 10 minutes, draft up a list of key terms about your narrative.

Literally anything that comes to mind goes on the page.

- teaching, outcomes, changes, impact, collegiality, networks, organisations...
- specialties, cases, contexts, discourses...
- methods, technologies, approaches...
- motivations, politics, drive, interest, values, ethics, vision...
- epistemologies, scholars, fields, disciplines...
- you, your background, what drives you, what interests you, why it matters...

Exercise: reviewing keywords

Review your keywords.

- Highlight (or circle) the words that speak to you.
- Underline the useful words that don't require specialization to understand.

It's fine to both highlight and underline words.

Exercise: writing a narrative

Create a narrative that explains your work.

- Use highlighted words
- Use underlined words
- Use other words
- Use words you haven't written down

But: think about why those words matter, what they do, and who they communicate to.

Exercise: short bios

Try and come up with one of the following:

- A one sentence narrative for a social media account
- An elevator funding pitch for what you're doing
- A personal bio for a news website
- A personal bio for a talk in government

You need to be able to talk about your work to other people, including people outside your discipline and non-academics.

50% or more of a hiring committee may be non-experts in your field.

Reflect: Other Narratives

Are there other narratives?

- Can you tell a different story with your work?
- What stories would friends/family/partners/supervisors/mentors tell about you?
 - Even if they're wrong, it's still useful to think about!
- How would you reframe your story to fit other demands? Think about recent job ads – how would you reframe your story to fit?
- Think about even only vaguely related work – other disciplines, other fields...

Partner Exercise

This may be tough.

- *If you're by yourself*, ask a friend or family member to just write down what they think you do. Young or old is fine.
- *If you're working with friends*, take turns writing down a narrative for each other.

Please do as best as you can to withhold judgment of the results you get receive.

Let them be honest. Don't watch them write. Trust them and let them trust you. It's okay if they get stuff wrong – that's useful to you.

Partner Exercise

Think about how they see your work.

- What words do they use?
- What are they valuing?
- What ideas do they have that you don't?
- What stands out?

Take notes. Write it down. Identify keywords. As before:

- Highlight (or circle) the words that speak to you.
- Underline the useful words that don't require specialization to understand.

Partner Exercise

Your responses are useful because they give you a new perspective on your work.

- It can give you material you can use to think about what you do.
- It can also give you a sense of how your approach can be misinterpreted

This can give you an idea of adjustments you can make to ensure your narrative is more accurate.

Rewrite a narrative you wrote earlier and include ideas that respond to your partner response(s).

CVs

Segmentation of work

Part of the value of an academic CV is showing that you understand how work can be categorized.

You are showing search committees that you already know how your work fits into different academic categories and administrative systems of value.

In other words, don't obfuscate items within inappropriate categories.

- Don't claim public engagement/blogs as academic publications, etc.
- Don't claim casual tutorials as lectures, etc.

These issues are visible to panels. Suggests either confusion or possibly deceit.

Three well-recognised bands of academic work

Research

- Outputs, presentations, grant money, employment as researcher

Teaching

- Content delivery, organisation of information, contributions to development of teaching in other contexts

Service and Admin

- Organisational contributions, leadership, administrative roles

CV Categories

Research Outputs 1/4

- ‘Academic’
 - Non-academic → ‘public engagement’
- Categories of publications
 - Books
 - Quality determined by publishing body:
Academic press/University press
 - Monograph
 - Edited collection, chapter
 - Journal publications
 - Peer-reviewed
 - Non-peer-reviewed
 - NTROs
 - Non-traditional research outputs
 - Whitepapers, reports, govt submissions, etc.
 - Book reviews
 - undervalued (service)
 - Editing
 - Ephemeral value, mainly recognised as ‘networking’ value

Research Outputs 2/4

- ERA-ranking
 - Polling of academics on a 3-year cycle
 - Taste-making exercise for research value
 - Ranked system
 - Lists may appear non-sensical or arbitrary
 - Represents perceived value of different publications
- Q-value
 - Scimago JR
 - Indexed from Scopus
 - Quartile ranking system
- Unofficial or non-quantifiable metrics
 - Committee familiarity
 - Historical value
 - Other miscellaneous unknown factors that you cannot determine ahead of time

Research Outputs 3/4

- Authorship
 - First author is usually seen as the primary contributor
 - Sole-authored pubs = ++
 - Multi-authored pubs = ++
- Presentations
 - Categories:
 - Panel
 - Presenter
 - Contributor
 - Workshops
 - Peer-reviewing
- Presentations, cont.
 - Value determined by:
 - Organisation
 - You should all try to do ICA at some point during your candidature
 - Location
 - Aim for diversity
 - Don't just do your talks locally
 - Don't just do your talks internationally

Grant funding (Research output 4/4)

- Category 1: Aus Competitive Grants
 - ARC/NHMRC + selected other
- Category 2: Other Public Sector
 - Any money from an Australian government (state/federal) that isn't routed through cat. 1.
- Category 3: Industry
 - Basically anything not directly under Australian government oversight
 - ACCAN, other governments, any real business, etc.
- Category 4: CRC grants
 - Cooperative Research Centre
 - Massive and inaccessible at our level
 - Projects of \$25-\$55 million
 - Australian DARPA style
- Internal
 - Faculty/Department/Institute
 - i.e. RAGS, GRATS, whatever
 - Later: NSI, strategic grants
 - Internal grants are about:
 - Connections/linking
- Measured by
 - \$\$ produced (representing income)
 - \$\$ in-kind (representing collaboration)
 - Outcomes (other research, further funding, NTROs)

Teaching 1/2

- Coordination
 - Responsible for the creation and administration of materials
 - Responsible for BoE oversight
- Convening
 - Not signing off on materials
 - Content development and delivery
 - Assessment development, deployment; grading responsibilities
 - Arranges tutorials
- Lecturing
 - Gives lectures
- Tutoring
 - Holds tutorials
 - Usually marks work
- Marker
 - Marks work

Teaching 2/2

- Degree Coordinator
- Unit Coordinator
- Supervision
- Lectures
- Guest lectures
- Tutoring
- Dissemination/ education
- Awards and certifications

As you progress, lower ranked material gets depreciated

Exploitative category of work

- You may well be put in a position where your pay does not reflect the work you do
- General solution:
 - Identify your role, clearly
 - Include your responsibilities, i.e.

2018- Lecturer in X, at Y Uni
Developed lecture content,
Developed assessment,
Represented subject at BoE meetings

Service 1/1

- Categories:
 - Service roles
 - Student body rep.
 - Org. rep.
 - Institutional affiliations
 - Public engagement
 - As interviewee
 - As author
 - Peer-reviewing
 - Conferences, journals
 - Segmentation less important
 - Attenuate this as the list grows
 - Remove materials that are less relevant as you progress
 - Just need to show that you do it, not how much you do
- Purpose
 - Indicating willingness to engage in leadership
 - Indicating capacity to do free labour
 - Identifying networks and relationships
 - Capacity for guidance
 - Identifying 'taste' and 'taste-making' roles in academia (longitudinal)
 - NB: Practically impossible to represent mentorship in meaningful way that people care about.

Template and formatting

General template

- **Roles**

- **Current**

- “Doctoral Candidate” – thesis title, supervisors, year commenced, university studying at, research supported by funding?
 - Any current RA work
 - Teaching as per relevance (probably don’t include if you have other roles to list)

- **Previous roles**, as relevant

- 2016-2017 – Language Teaching

- **Research**

- Grant funding, scholarships, books, editing of journals/special collections, peer reviewed papers, reviewed conference papers, NTROs.
 - As the list gets longer, reduce to “Selected Peer Review Publications” for instance, frame in terms of the overall narrative.

- **Teaching** (put before Research if you are applying for a research role)

- Degree/Program coordinator, supervision, coordination duties, lecturing, tutoring, marking. Reduce detail on lower-level items as you progress.

- **Service**

- Awards, university service, professional organisations, memberships, public engagement.

- **Referees**

- Ask your referees first before adding them. Identify their networks with the institution and availability/willingness.

Formatting

- Use **headings**
 - Use indents
- Segment entries by year, make your timeline readable!
- No non-standard fonts
 - Web-view: sans-serif font.
 - Print-view: serifs
- Provide your CV as a PDF – this prevents typographic issues/empty pages

Return to Narratives

Reflect

Reflect on your narratives from earlier.

Look at your current CV

- What's in the CV that doesn't contribute to your narrative?
- What's the in CV that is just 'work' and not a part of your story?
- Is it valuable? (it may be!)
- Can you show that you did work without focusing too much on it?

Exercise: Aligning Narrative + CV

Pick a narrative that you want to work to.

You're not beholden to it, this is just an exercise. Feel free to change the narrative as you go.

Review your CV and think about:

- What's central to your narrative?
 - What's the stuff that really speaks to your skills? Where is it in the CV? Is it obvious?
 - What shows long-term achievements and consistency? Is it at the start? Is it throughout the document?
 - How do you refer to it in your cover letter/KSC/interview/research plan?

Exercise: Aligning Narrative + CV

Review your CV and think about:

- What's *outside* your narrative?
 - What can you recontextualise? What can you condense? What can you remove?
 - If there's something you don't want to remove but isn't part, think about why you're keeping it there. Is it something you can combine with other work? What are you keeping precious?

Can you rewrite your narrative to align to your CV?