

Writing a Curriculum Vitae

What Makes a Curriculum Vitae Stand Out?

You'll generate a better response with your curriculum vitae if it is well organized and is packed with relevant information to match and support your professional, academic or research objective.

As a Job Placement Specialist for the University of Washington, Bothell I worked with students submitting curriculum vitae for graduate programs. In this capacity, I applied several unique strategies when writing each curriculum vitae. The first was to prioritize and list the most relevant academic, research, volunteer or work history experience first within the curriculum vitae. The second was to include an Objective and Summary of Qualifications section at the top of each C.V. The third was to incorporate many of the strategies and resume writing techniques you'll learn by perusing the resume tips in this site as well as in my sister site which offers 40 Free Resume and Job Search Workshops.

These strategies proved to be extremely effective and boosted the acceptance rate of students applying for highly competitive graduate programs - many of which accepted only one to twelve students out of 300 to 600 applicants. My endeavors and success in this arena were recognized and commented on by the Director of Student Activities as a result of students reporting their acceptance into graduate programs.

Preparing effective C.V.'s presents a unique challenge due to length, which can make them boring and result in important data being buried or lost in such a long document. As a result, prioritizing your top skills and experience to be presented in the first or uppermost section of your C.V. makes sense. Then detail additional educational, employment or academic experience.

In this way you will maximize important criteria which you do not want to be overlooked by academic or hiring committees.

Who Needs A Curriculum Vitae?

A curriculum vitae is often required for those applying to graduate or professional programs, employment with international firms, or when promoting oneself within professional and academic fields.

How Does a Curriculum Vitae Differ From A Regular Resume?

A curriculum vitae is longer than the average 1-2 page resume because it provides a greater range of information which can include:

- ▶ Professional, Vocational or Research Objective
- ▶ Summary of Qualifications
- ▶ Professional Licenses or Certifications
- ▶ Education including Post Graduate, Graduate and Undergraduate Degrees and Studies
- ▶ Listing of Relevant Course work to Match Career or Academic Objective
- ▶ Educational or Professional Honors or Awards
- ▶ Scientific or Academic Research, Laboratory Experience and Related Skills

- ◀ Description of Thesis or Dissertation, Papers Written, Publications
- ◀ Academic or Professional Presentations
- ◀ Related Extracurricular Activities, Professional and Association Memberships
- ◀ Community Involvement
- ◀ Work Experience - Paid or Volunteer
- ◀ Technical and Specialized Skills such as Computer Programming or Laboratory Instrumentation
- ◀ Interests - Future Academic or Professional Goals
- ◀ Travel / Exposure to Cultural Experiences
- ◀ Foreign Language Skills
- ◀ Additional Information that May Support Objective or Qualifications

How Do I Get Started?

Writing a curriculum vitae can seem overwhelming but can be made easier by organizing your background. To begin, put each of the headings listed above--and any others that are relevant--at the top of several sheets of paper (using a computer makes this even easier). Once you've done that then begin filling in your information for topics such as those listed above.

Remember To Be Descriptive

When describing your background be descriptive, use numbers and paint a broad range of your experience. For example, compare the following section from Sandra's before curriculum vitae. It is representative of what the rest of her C.V. looked like.

Professional Goal: Nurse Practitioner in rural setting.

Education: June 1996 -- Bachelor of Science in Nursing, University of Utah

Employment: August 1972 - Present
 Staff Nurse - Duties include primary care of patients.
 Harborview Medical Center

June 1988 - August 1990
 Staff Nurse - Member of the IV Team.
 Harborview Medical Center

When applying to academic programs it's wise to analyze the program's brochures and look for key words and phrases to integrate into your C.V. It's also a good strategy to talk with academic advisors to identify traits the program you wish to be accepted into looks for in top candidates. These same strategies should be applied when preparing a C.V. for internal promotions or employment.

When Is A Curriculum Vitae Appropriate?

A C.V. is a comprehensive, biographical statement (generally two, three or more pages) emphasizing your professional qualifications and activities. A C.V. is typically used in the following instances:

- Applications for admission to Graduate or Professional Schools.
- Applications for positions in academia, including:
 - Teaching Positions in Elementary or Secondary School
 - School Administration (e.g., elementary or secondary principals; elementary or secondary assistant principals; heads of schools; coordinators/supervisors; assistant superintendents; superintendents)
 - Higher Education positions in teaching, research, and administration
 - Institutional research and consulting.
- Applications for some internships.
- Independent consulting in a variety of settings.
- Providing information related to professional activities (e.g., for applications for professional memberships, for professional leadership positions, for presentations at professional conferences).
- Proposals for fellowships or for grants

Often, a briefer one- to two-page document can also be developed as a distillation of the more important points in the C.V. If a job announcement requests a resume (particularly if it is a job in an educational field), you may send the briefer document in an initial response letter, with the notation in your cover letter that the C.V. can be sent if they so desire. If you are confused about whether a hiring individual or institution really wants a resume or a vita, you should contact them if possible, and ask. Often they use the terms interchangeably; however, if they do want a C.V., you should have yours prepared to send.

Points To Consider

As is true with resumes, your C.V. may get as little as 30-60 seconds of consideration by a potential employer, grant reviewer, or other reader. So, an effective vita must be able to attract (positive) attention, stimulate the reader's interest, create a desire to get to know you better, and generate action. To maximize effectiveness, it should be:

Clear -- this means well-organized, logical, readable, and easily understandable.

Concise -- since the C.V. is typically longer than the resume, there is sometimes a tendency to "pad" -- avoid the temptation! Be absolutely sure that there are no "double entries" -- no item should appear in the C.V. in more than one place. Present everything that is relevant and necessary, but keep it brief.

Complete -- be sure you have included all of the important and relevant information that the reader needs in order to make an informed decision about your application.

Consistent -- don't use an extensive mix of styles (such as an array of different fonts), and be sure to use the same order in presenting information -- that is, if you present your work experiences from most recent to least recent, use the same order of presentation for any other data

Current-- remember to include dates with all information; in addition, with a C.V., it is particularly critical to continually update the information; ideally, the C.V. should be revised at least once a year.

Finally, while the content is critical, you should also be conscious of the image you present with this document. Remember that your C.V. and accompanying letter may be your first contact with a prospective graduate program, employer, or grant reviewer. So, it needs to be visually appealing and should not contain any typographical or grammatical errors.

What Is Usually Included In a C.V.?

The categories listed below are often included in C.V.'s. However, no C.V. contains all of them, and some C.V.s will contain other categories that are not listed here. The basic rule is that your own unique educational and work experiences should be carefully considered when deciding which categories will be most effective in accomplishing your particular goals. Arrange whichever categories you use to reflect your strengths in the most advantageous way.

The first step in actually developing your C.V. is to sit down and to write down all relevant information -- later you can organize it into categories, then do whatever editing is necessary. After you have written down all relevant information, you should develop a hierarchy, placing the most important and relevant categories and information first. All other information can be listed in descending order of importance.

Possible Sections To Include In Your C.V.

Heading Name, address(es), and phone number(s), including area code(s).

Education Listing of earned academic degrees beginning with the degree in progress or most recent degree earned (for most of you, this will be your B.A.). Include: name of institution; city and state; degree type (B.A., B.S., M.A., etc.) and area of concentration (Mathematics, Biology, Political Science); month and year degree was (will be) received. Note: You may wish to include the title (using the format appropriate to your particular academic field) of your thesis here. In addition, if you are an undergraduate and your GPA is 3.5 or higher, you may include that here.

Certification(s) List all areas of certification relevant to the position; include: type; year received.

Honors Or Awards Receipt of competitive scholarships, fellowships, assistantships, etc.; Dean's List recognition; names of scholastic honoraries; teaching or research awards.

Relevant Experience Listing of positions (part-time, full-time, temporary and permanent) which relate to the type of work sought. Include: department/firm/agency/organization; complete name; city and state; job/position title; dates; also include a brief description of your activities/duties, using strong action verbs. Usually you will list these with most recent experience first (i.e., reverse chronological order).

Other Experience Groupings of kinds of other experiences (including volunteer work

and/or internships) can enhance your C.V. Your experience can also be broken into other categories such as: " Teaching,; Counseling, Administration, Volunteer, Community, Internship. Entries within each section should be in reverse chronological order.

Grants Received Include name of grant; name of granting agency; date received; title or purpose of research project.

Professional Associations Memberships (with dates) should be listed for current (or recent, if relevant) memberships in national, regional, state, and local professional organizations, and any significant appointments and/or elections to positions or committees in these associations. Student memberships in professional associations should be listed.

Publications Give bibliographic citations (using the format appropriate to your particular academic discipline) for articles, pamphlets, chapters in books, research reports, etc. that you have authored or co-authored; for people in fine arts areas, this can include descriptions of recitals, art exhibits, etc.

Presentations Give titles of professional presentations (using the format appropriate to your particular academic discipline); name of conference or event; dates and location; if appropriate in your discipline, can also include brief description. Also list any professional workshops you have conducted here. Presentations should be listed in reverse chronological order.

Recent/Current Research (If applicable) Description of research projects recently conducted or in progress: type of research, purpose, etc.

Institutional Service This includes names of institutional committees you have served on (including any offices held), student groups you have supervised, special academic projects you have directed, etc. Note: usually this is a category that only becomes relevant after you have obtained a position in academia and gained some related experience.

Courses Taught Once you have obtained a teaching position, you will often list the names of courses you have taught, institution and dates where taught, and brief course descriptions.

Community Involvement Volunteer work, church work, community service organizations, etc.

Educational Travel Names of countries, dates, purpose (typically, only include this if relevant to the position/grant for which you are applying).

References Optional to end vita with statement " Available upon Request. If you are responding to an advertisement that asks for references, include those requested on a separate addendum sheet.

Qualifications Or Skills A summary of particular or relevant strengths or skills which you want to highlight (typically, this is not included as a separate section, but addressed in other sections; occasionally, however, it may be appropriate, e.g., to list special computing or language skills).

Note: The titles given are suggestions (based on those most typically seen in C.V.s) for possible categories to use in organizing your vita; synonyms or similar titles are certainly acceptable, as long as the alternative choices are appropriately professional and clearly understandable.

NEW SOURCE:
Curriculum vitae

A curriculum vitae (singular), meaning "course of one's life, is a document that gives much more detail than does a resume about your academic and professional accomplishments. Curricula vitae (plural) are most often used for academic or research positions, whereas resumes are the preferred documents in business and industry.

Note about plural / singular forms:

"Curricula vitae" (vee-tie) is the plural form; "curriculum vitae" is singular.

The informal shortened form, "vita" standing alone, meaning a brief autobiographical sketch (Webster's), is singular, while "vitae," is plural.

The abbreviation is often used: CV or CVs.

Curricula vitae are commonly used in applying for the following:

- Admission to graduate school or as part of an application packet for a graduate assistantship or scholarship.
- Grant proposals.
- Teaching, research, and upper-level administrative positions in higher education.
- Academic departmental and tenure reviews.
- College or university service appointments.
- Professional association leadership positions.
- Speaking engagements.
- Publishing and editorial review boards.
- Research and consulting positions in a variety of settings.
- School administration positions at the superintendent, principal, or department head level.

While your resume - even for most graduate students - should be kept to one page, vitae are usually two pages at the shortest, and can be many pages in length. Common lengths for curricula vitae are one to three pages for bachelor's and master's degree candidates; two to five pages for doctoral candidates; and five or more pages for an experienced academician or researcher. Even though it's a longer document, write it concisely and give it a clean, easy-to-read layout.

A curriculum vitae includes information about professional publications, presentations, committee work, grants received, and other details based on each person's experience.

You can include:

- Education
- Master's thesis or project
- Dissertation title or topic
- Course highlights or areas of concentration in graduate study
- Teaching experience and interests
- Research experience and interests

- Consulting experience
- Internships or graduate practica
- Fieldwork
- Publications
- Professional papers and presentations
- Grants received
- Professional association and committee leadership positions and activities
- Certificates and licensure
- Special training
- Academic awards, scholarships, and fellowships
- Foreign study and travel abroad
- Language competencies
- Technical and computer skills

Example Undergraduate Curriculum Vitae

CLEMENTINE OPHELIA HARE

2 Quackenbush Lane
Tuscaloosa, AL 45686
(205) 555-5660

Box TU 6071 Newcomb
College
New Orleans, LA 70118
(504) 555-2777

PROFESSIONAL CAREER/ RESEARCH OBJECTIVE

A research position that requires background in organic synthesis and/or chemical identification through spectrographic techniques such as NMR, GC, IR, UV-Vis and mass spectroscopy.

EDUCATION

B.S., 1996 Newcomb College of Tulane University, New Orleans, LA. Major in chemistry, GPA 3.3 cumulative GPA 3.2

1993-1994, University of Tennessee, Knoxville, TN.

Summer, 1992, University of Alabama, Tuscaloosa, AL. Studied biochemistry and environmental geology.

COURSEWORK

(*denotes courses taken at
University of Tennessee)

Introductory Chemistry I*, II*
Organic Chemistry I*, II*, III
Advanced Organic Chemistry
Physical Chemistry I, II
Advanced Inorganic Chemistry
Independent Research in
Chemistry
Senior Research in Chemistry

Instrumental Methods
Calculus I*, II
Physics I, II
Biology I*, II*
Environmental Hazards
Natural Hazards
Environmental Geology and
Natural Resources

Related courses:
Intermediate Louisiana
French
Cajun Art and Music of the
Nineteenth Century
Roots of Western Civilization
The Modern Experience in
the West
Mass Media, Mass Society
and the Individual

LABORATORY EXPERIENCE

Research Assistant, Chemistry Department, Newcomb College.

Under Dr. M.P. Norris, Spring 1996 - Fall 1996

Experimented with synthesis of B-amino ketones via enol boronates, as they pertain to natural products.

Research Assistant, Chemistry Department, Newcomb College.

Under Dr. M.P. Norris, 1995 - 1996.

Experimented with SmI selective bond cleavage of carbon-oxygen single bonds.
Research Assistant, Chemistry Department, University of Tennessee
Under Dr. Craig Barnes, Summer 1994
Synthesis of macro-cycle containing two transition metal atoms.
Research Assistant, Chemistry Department, University of Tennessee
Under Dr. Craig Barnes, Spring 1994 - Fall 1994.
Synthesis of starting material for graduate student research.

INSTRUMENTATION EXPERIENCE

Nuclear Magnetic Resonance
Infrared and Raman Spectroscopy
Ultraviolet and Visible Absorption
Spectroscopy Mass Spectrometry
Atomic Absorption Spectrometry
High Performance Liquid Chromatography
Gas Chromatography
Fluorimetry Gel Electrophoresis

MEMBERSHIPS

Younger Chemists, American Chemical Society, 1996.

HONORS AND ACHIEVEMENTS

Nuclear Magnetic Resonance
Haskell-Schiff Memorial Prize in chemistry for outstanding performance in first year chemistry, 1992.
Allen Mathematics Prize for excellence in Calculus II.
Captain, National Championship Swim Team, 1991.
All-America, High School Swimming, 1990, 1991.
Athletic Scholarship (swimming), University of Tennessee, 1992-1994.

CO-CURRICULAR ACTIVITIES

Varsity Swim Team, Tulane University, 1994-1996.
Varsity Swim Team, University of Tennessee, 1993-1994.
Big Brother/Big Sister, Newcomb College of Tulane University, 1994-1996.
Tutor, Chemistry Department, Newcomb College of Tulane University, Fall, 1995. Assisted students in Advanced Organic Chemistry.

OTHER EXPERIENCE

Assistant to the Manager, Welsch Electric Co., Tuscaloosa, AL.
Coordinated warehouse inventory with showroom inventory. Summer 1996.
Coach, Tuscaloosa Swim Club, Tuscaloosa, AL. Summer 1995.
Coach, United Swimming Clinics, Mercersburg, PA. Summers 1993, 1994.

Jonathan O. Benjamin

Current Address

1200-F University Terrace
Blacksburg, VA 24060
(540) 555-3000

Permanent Address

5000 Greenbrook Drive
Norfolk, VA 23703
(757) 555-1000

EDUCATION

Doctorate of Philosophy, Microbiology, Expected June 2000

Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA

Dissertation: Regulation of aerobic gene expression in *Escherichia coli*

Advisor: Thomas W. Kingrea

Bachelor of Science, Biology; Minor: Chemistry, May 1995

Old Dominion University, Norfolk, VA

HONORS/AFFILIATIONS

Phi Beta Kappa

Cunningham Dissertation Fellowship (Virginia Tech research grant), 1999 - 2000

American Society for Microbiology, 1999 - present

Sigma Xi, The Scientific Research Society, 1998 - present

National Institutes of Health Pre-doctoral Fellowship, 1996 - 1997

RESEARCH INTERESTS

- Regulation of aerobic gene expression
- DNA sequencing and determination of DNA binding domains

TEACHING INTERESTS

- Undergraduate biology and microbiology courses including microbiology, genetics, and microbial genetics
- Graduate microbiology courses

RELATED EXPERIENCE

Research

Pre-Doctoral Fellow/Ph.D. Research, Department of Biology, Virginia Tech
Blacksburg, VA, August 1997 - present

- Design and conduct experiments for purification and characterization of the repressor for the sn-glycerol 3-phosphate regulon of *Escherichia coli* K-12
- Identified structure of the *glp* repressor and determined DNA binding domains

Research Fellow, National Institutes of Health, Poolesville, MD
May 1996 - August 1997

- Synthesized and purified hundreds of oligonucleotides
- Sequenced DNA
- Constructed a cosmid library from human blood DNA

Jonathan O. Benjamin

Research Assistant, Department of Biology, Virginia Tech, Blacksburg, VA
August 1995 - May 1996

- Performed protein bioassays and prepared tissue cultures
- Assisted with DNA preparations for DNA fingerprinting including isolating DNA and gel electrophoresis
- Analyzed data

Biology Research Technician, Biotech Research Laboratories, Inc., Roanoke, VA
June 1994 - August 1995

- Participated in DNA fingerprinting project
- Digested genomic DNA with restriction enzymes
- Separated digested DNA fragments by electrophoresis through agarose gels and transferring by Southern blotting technique
- Prepared buffers, photographed gels, developed autoradiographs

Teaching

Laboratory Instructor, Department of Biology, Virginia Tech, Blacksburg, VA
August 1999 - present

- Taught two laboratory sections for undergraduate introductory Microbiology course

Teaching Assistant, Department of Biochemistry and Nutrition, Virginia Tech, Blacksburg, VA

August 1997 - May 1998; August 1998 - May 1999

- Advised undergraduate biochemistry students during office hours
- Graded quizzes and assignments

PUBLICATIONS

Doctor, J. B. and T. W. Advisor. Structure of the *glp* repressor and the determination of DNA binding domains. (in preparation)

Doctor, J. B. and T. W. Advisor. 1999. Structures of the promoter and operator of the *glpD* gene encoding aerobic *sn*-glycerol 3-phosphate dehydrogenase of *Escherichia coli* K-12. J. Bacteriol. xx: xxxx-xxxx.

Advisor, T. W., J. B. Doctor, A. Colleague, and S. Colleague. 1997. Purification and characterization of the repressor for the *sn*-glycerol 3-phosphate regulon of *Escherichia coli* K-12. *J. Biol. Chem.* xxx: xxxx-xxxx.

ABSTRACTS

Doctor, J. B. and T. W. Advisor. 1999. Nucleotide sequence of the *glpR* gene encoding the repressor of *Escherichia coli* K-12. Am. Society for Microbiol., Anaheim, CA.

Advisor, T. W., J. B. Doctor, A. Colleague, and S. Colleague, A. M. Graduate. 1998. Tandem operators control *sn*-glycerol 3-phosphate *glp* gene expression in *Escherichia coli* Gordon Res. Conf., Meriden, NH.

Doctor, J. B. and T. W. Advisor. 1997. Regulation of aerobic *sn*-glycerol 3-phosphate dehydrogenase *glpD* gene expression in *Escherichia coli* K-12. Am. Soc. for Microbiol., Miami Beach, FL.

KRISTI E. SCHMIDT

Department of Industrial and Operations Engineering University of Michigan 1205 Beal Avenue,
Ann Arbor, MI 48109-2117
krischmi@umich.edu
734.904.1855

EDUCATION

University of Michigan—Ann Arbor, MI 2002-Present

Ph.D. Industrial and Operations Engineering, expected April 2006

Dissertation: Theoretical and Experimental Investigations in Engineering Aesthetics

Interests: Engineering Aesthetics; Affective Design; Human-Computer Interaction; Usability

M.S.I.E. Industrial and Operations Engineering, December 19, 2003

Area of Specialization: Cognitive Ergonomics

GPA: 8.20/8.00

University of Iowa—Iowa City, IA 1998-2002

B.S.E. Industrial Engineering with Honors and High Distinction, May 19, 2002

Technical Focus Area: Human Factors

Honors Thesis: Minimizing Driver Distraction in Recovering from Errors within a Speech-Based Interface

GPA: 3.98/4.00

RESEARCH EXPERIENCE

University of Michigan—Ann Arbor, MI 2002-Present

Advisor: Yili Liu

- Investigated the effect of time pressure on pairwise aesthetic judgment comparisons using criterion-dependent choice (CDC) models to explain the associated aesthetic processing strategies
- Developed a clustering technique to identify market segments and create product families in extending a design model for incorporating aesthetics and other factors in product development using analytical target cascading
- Applied the dual process engineering aesthetics research and evaluation methodology to human computer interaction with web pages and investigated the relationship between webpage aesthetics and webpage performance

University of Iowa Cognitive Systems Laboratory—Iowa City, IA 1999-2002

Advisor: John D. Lee

- Studied the effects of speech-based in-vehicle email errors within and between menus on driver safety
- Investigated rear-end collision avoidance systems and speech-based interaction with in-vehicle computers
- Conducted experiments on a fixed-base, medium-fidelity driving simulator

INSTRUMENTATION EXPERIENCE

GlobalSim Vection Research Simulator 1999-2002

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TEACHING EXPERIENCE

2005 Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty

2005 National Science Foundation FORWARD to Professorship Workshop

2004 Seventh Annual Enriching Scholarship Program at the University of Michigan
2003 Getting Ready for an Academic Career: Preparing Future Faculty (PFF) Conference
2000-2002 Teaching Assistant, University of Iowa, for Gary W. Fischer and John D. Lee

- Engineering Economy – 1 semester
- Human Factors and Ergonomics I – 1 semester
- Industrial Engineering First Year/Sophomore Seminar Coordinator – 2 semesters

INDUSTRY EXPERIENCE

3M Traffic Control Materials Laboratory—St. Paul, MN 2001

Mentor: Susan T. Chrysler

- Performed computer analysis of retroreflective sign sheetings within several environments and conducted performance tests on retroreflective materials
- Investigated the effect of various head lamps on road sign visibility by running an in-vehicle experiment on a test track

Battelle Human Factors Transportation Center—Seattle, WA 2000

Mentor: John Campbell

- Compiled a catalog of in-vehicle information system icons
- Assisted in a series of laboratory studies investigating icons for implementation within in-vehicle information systems

PROFESSIONAL AFFILIATIONS

2005-Present Society of Automotive Engineers
2002-Present Graduate Society of Women Engineers
2000-Present Alpha Pi Mu Industrial Engineering Honor Society
2000-Present Tau Beta Pi Engineering Honor Society
2000-Present National Society of Collegiate Scholars
1999-Present Phi Eta Sigma National Freshman Honor Society
1999-Present Human Factors and Ergonomics Society
1998-Present Institute of Industrial Engineers

ACTIVITIES

2004-Present University of Michigan Women's Club Ultimate Frisbee Team
2004-2005 Antilium Project: A University of Michigan Interdisciplinary Research Collaboration
2000 University of Iowa Women's Club Soccer Team
1998-2000 NCAA Division I Women's Cross Country and Track and Field, University of Iowa
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HONORS

2005 Engineering Academic Scholar, University of Michigan College of Engineering
2005 Gilbreth Memorial Fellowship, Institute of Industrial Engineers
2005 Distinguished Leadership Award, University of Michigan College of Engineering
2003 Graduate Research Fellowship, National Science Foundation
2002 Departmental Fellowship, UM Industrial and Operations Engineering
2002 Hancher-Finkbine Medallion, University of Iowa
2001, 2002 President's List, University of Iowa

1999, 2000 Sophomore and Junior Engineering Scholarships, 3M
1999, 2000 All-Academic Team, Big Ten Athletic Conference
1998 Presidential Scholarship, University of Iowa
1998 State Champion 1500m and 3000m, Iowa High School Track and Field Championships

SERVICE

2005-Present Dean Search Advisory Committee, University of Michigan College of Engineering
2005-Present Board of Representatives, University of Michigan Pierpont Commons
2005 University of Michigan College of Engineering Outreach at Sandia Internship Fair
2005 Honors Committee Member, University of Michigan College of Engineering
2005 Science Fair Project Mentor, Ann Arbor Scarlett Middle School
2004-2005 Chair, Rackham Student Government Transportation and Parking Services Committee
2004-2005 Executive Board Member, University of Michigan Rackham Graduate School
2004-2005 International Buddy Program Mentor, University of Michigan International Program
2004-2005 Student Government Representative, UM Rackham Graduate School
2004 Focus Group, National Science Foundation ADVANCE Graduate Student Survey
2003-Present Graduate Student Advisory Committee, UM Industrial and Operations Engineering
2003-Present Graduate Student Advisory Committee, University of Michigan College of Engineering
2003-2005 Dean's Forum, University of Michigan Rackham Graduate School
2003 Volunteer Lecturer, University of Michigan Tech Day
2002 President, Alpha Pi Mu Industrial Engineering Honor Society, University of Iowa
2001 Provost Student Advisory Group, University of Iowa
2001 President, Human Factors and Ergonomics Society, University of Iowa Student Chapter
2001 Director of Chapter Operations, Institute of Industrial Engineers, University of Iowa
2000-2001 Parking and Transportation Committee, University of Iowa Student Government
2000-2001 Engineering Connection Volunteer, University of Iowa College of Engineering
1999-2000 Financial Aid Advisory Committee, University of Iowa Student Government
1998-2000 Student Recruitment Advisory Board, University of Iowa College of Engineering
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PUBLICATIONS AND PRESENTATIONS

Schmidt, K. E., Liu, Y., & Sridharan, S. Web page aesthetics and performance: Design variables and their effects. Submitted to Ergonomics for review.

Hossoy, I., Schmidt, K. E., & Papalambros, P. Y. Inclusion of user preference models in the early stages of product design. Submitted to the Journal of Engineering Design for review.

Schmidt, K. E. & Liu, Y. (2005). Design of consumer product webpages: Experimental investigations of aesthetic and performance factors. Proceedings of the 49th Annual Human Factors and Ergonomics Society Annual Meeting, Orlando, September 26-30, 2005.

- Schmidt, K. E. (2005b). Theoretical and Experimental Investigations in Engineering Aesthetics. University of Iowa Human Factors and Ergonomics Society Interdisciplinary Discussion, Iowa City, Iowa, July 21, 2005.
- Schmidt, K. E. (2005a). Engineering Aesthetics. Product Design and Usability Consortium, Holland, Michigan, May 16, 2005.
- Schmidt, K. E. & Hossoy, I. (2004). User-centered design of a wall clock. Proceedings of the 48th Annual Human Factors and Ergonomics Society Annual Meeting, New Orleans, September 20-24, 2004.
- Schmidt, K. E., Bauerly, M., Liu, Y., & Sridharan, S. (2003). Web page aesthetics and performance: A survey and an experimental investigation. Proceedings of the 2003 International Conference on Industrial Engineering, Las Vegas, October 22-24, 2003.
- Campbell, J. L., Richman, J. B., Nakata, A., Simsek, O., Schmidt, K. (2002). In-Vehicle Display Icons and Other Information Elements—General versus Specific Icons: Implications for Driver Acceptance of IVIS Messages (Contract No. DTFH61-97-C-00061). Seattle, WA: Battelle Human Factors Transportation Center.
- Schmidt, K. E., Lee, J. D., Bral, T., & Betts, R. J. (2002). Effect of error recovery on visual attention with a speech-based interface, Collaboratory for Driving Simulator Research. Champaign, IL.
- Lee, J. D., Schmidt, K. E., & Bral, T. (2001). Distraction potential of speech-based driver interfaces, Proceedings of the International Driving Symposium on Human Factors in Driver Assessment, Training, and Vehicle Design. Aspen, CO.
- Lee, J. D., Brown, T. L., Caven, B., Haake, S., & Schmidt, K. (2000). Does a speech-based interface for an in-vehicle computer distract drivers? In Seventh World Congress on Intelligent Transport Systems. Turin, Italy.

OVER A. CHIEVER
4657 Alice Road
Jacksonville, FL 322216
(904) 645-8900

EDUCATION:

The University of North Florida Jacksonville FL May
Bachelor of Arts: Psychology 1991
GPA: 3.9/4.0
Psychology Student Research Award (1989)
Senior Thesis: Effects of Pronoun Gender on Comprehension and Retention of Prose

HONORS AND AWARDS:

Boettcher Scholar 1987-91
Dean's List, 4 years 1987-91

PROFESSIONAL ASSOCIATIONS:

Student Member, American Psychological Association 1989-91
Psi Chi Psychology Honor Society (President, 1991-92) 1990-91

RELEVANT EXPERIENCE:

Psychology Tutor 1990-91

Psychology Department at The University of North Florida

- Provided individual tutorial assistance to students in General Psychology course
- Assisted with preparation for laboratory exercises for students in several psychology classes
- Scored student quizzes under supervision of professor

Research Assistant

Professor R. J. DoLittle at The University of North Florida

Summer
1990

- Helped develop coding system for behavioral assessment of 8-year-olds
- Tested 40 research participants for ability to complete various motor tasks
- Assisted with data analysis using SPSS-X

Research Assistant

Professor Denise Doe at The University of North Florida

Fall 1989

- Used PSYCLIT to search psychological literature on dreams in adolescents
- Assisted with development of coding system to analyze content of reported dreams
- Interviewed 8 research participants and collected dream report data

Internship

Spring 1988

Department of Social Work, St. Johns County, Florida

- Assisted with intake interviews for applicants to County Drug & Alcohol Counselling Program
- Co-facilitated group counselling sessions for clients in the Program
- Prepared reports on clients' progress in Program and in meeting self-developed goals

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OTHER EXPERIENCE:

Head Lifeguard

Summer 1989

Jacksonville Beach, Florida

- Successfully executed saves of drowning victims
- Handled media contacts effectively
- Scheduled and supervised three assistant lifeguards

Shift Manager

Summer 1988

Burger King Inc., Jacksonville, FL

- Organized job assignments for five shift-work employees
- Supervised and motivated employees
- Controlled cash operations and closed out register at night
- Computed weekly inventory and prepared new stocking orders

PUBLICATIONS:

BJ Hoppers., & Chiever, O. A. (1991). Comparisons of shoe-tying, gum-chewing, and line-cutting behaviors in tall vs. short children. Journal of Behavioral Measurement, 235, 100-101.

Freud, A. A., & Chiever, O. A. (1990). Chewing gum imagery in dreams of 12- to 14-year-olds. Bulletin of Visual Imagery While In REM Sleep, 12, 1000-1045.

PRESENTATIONS:

Chiever, O. A. (1990, April). Development of coding method for the analysis of image types in dreams of adolescents. Paper presented at the Undergraduate Consortium for Psychological Research, New Mexico State University, Las Cruces, NM.

SPECIAL SKILLS:

- Skilled user of SPSSX analytical software
- Programming ability in FORTRAN and PASCAL
- Familiarity with "Manuscript Manager: APA Style" software

LEADERSHIP:

- | | |
|---|-------|
| Member , Psychology Department Advisory Board | 1990- |
| <ul style="list-style-type: none">• Advised Department members on student opinions and activities• Participated in Departmental decisions concerning faculty and curricular issues• Participated in search for new Psychology Department member | 91 |
| Captain , University of North Florida Baseball Team | 1989 |
| <ul style="list-style-type: none">• Led the team in performance statistics• Motivated and encouraged players• Assisted in planning of game strategies | |