

**SOME TIPS / GUIDANCE ON BUILDING & FORMATTING  
A COLLEGE STUDENT RESUME / CV  
(Particularly for Anthropology/archaeology/related fields)**

**Building and optimizing one's student Resume/CV: *see also links to [other guides at end](#)***

As per the advice (and various weblinks and some attachments) in my faculty profile section/link on **student mentoring & opportunities**, it is very important for undergraduate and graduate college students to obtain a broad range of key skillsets, experience, activities, employment, and other components –*in addition to pursuing one's university coursework and specific program(s) of study*– to initiate and grow a competitive resume / CV. Such advice is especially pertinent to students aiming to pursue future careers, while such resume/CV building should aim at augmenting one's specific/general future goals as much as possible. Naturally, one's college coursework and scholastic excellence forms a major priority, in addition to maintaining one's other varying and individual circumstances, but one should try to incorporate as many key components as possible (*given each person's individual situation and spare time*) during one's undergraduate and/or graduate program(s). Some of the following components take little time (e.g., obtaining memberships in professional societies), while others will range from some through much time investment over longer periods of time. A few skillsets can often be incorporated into one's study program for credit and thus count “twice,” such as archaeological fieldwork training, which provides both a course credit and specific skillsets and exposure to a particular time period/periods and past culture(s); one may also earn both a salary and key experience via internships and work study. In any case, one should oversee and nurture carefully the fine balance between building such components and maintaining one's academic program and associated daily life needs, seeking pertinent guidance from one's college advisors and instructors, plus one's family and friends: Such resume/CV building takes a lifetime: It cannot be rushed/crammed (healthily), but the cumulative pre-planning, experience, skillsets, and time investment *will pay dividends(!)*, whether through augmenting one's chances at obtaining scholarships and other competitive opportunities, or securing job opportunities and careers.

The following categories represent some of the things that one might aim to incorporate during one's undergraduate through graduate programs, plus post-graduate period, while the specific categories and placement/formatting will change radically over time as certain components may become less important or unnecessary as one tailors one's resume/CV to specific recipients. One may also check out pertinent professors CVs (online) to see what sorts of things they have accumulated over time, how they have formatted their CVs, and to get an idea of what sorts of things one should aim for over time –if pursuing similar career goals.

# RESUME / CURRICULU VITAE OF FIRST + LAST NAME

**Contact information:** Address  
Telephone (cell/landline); email; etc.  
Social media (if pertinent): E.g., [www.academia.edu](http://www.academia.edu)  
Website/other (if pertinent)

## Education:

Year(s); status (freshman/+; year degree obtained); most recent to earlier degrees; institution  
Year(s); high school (*if BA is still in-progress*); this is usually dropped once one has a BA/BSc

## Employment:

Year(s)/months: Job title and description; Employer; salary (if pertinent); etc.; supervisor & contact info.  
Should include work study and internships (any/all paid employment)

## Service/other experience:

Year(s): Non-salaried positions, such as volunteer work (e.g., museums; archaeological projects; charities; organizations; etc.), including specific title/position, description, the name of the organization, and any other pertinent details (e.g., location).

## Teaching/supervision:

Year(s): Any teaching or supervision of students/others may be helpful to showcase as well.  
Title of position, name of organization/event, location, date(s), etc. (volunteer/paid)

## Scholarships/grants/other funds:

Year(s)/months: Specific name of scholarship; other details (if pertinent); \$ amount (if annual, maybe list it separately for each year accompanied by each year's amount, OR specify clearly the number/range of years and amount per year).

## Awards/honors:

Year(s)/months: Specific name of award/honor; other details (if pertinent); maybe list separately by year to clarify separate granting of same honor each year (*later, as such awards accumulate, one can summarize duplicate awards from a succession of years into one line*).

## Publications:

Year(s): Students are encouraged to publish some papers during their undergraduate and graduate programs (with guidance from their professors regarding pertinent/worthy papers) in various venues. Many undergraduate venues exist for publishing papers (see guide ...); one may have non-academic publications too, of many types (*subdivide appropriately*).  
Title of article, page numbers, editor(s), name of publication venue, type (e.g., peer-edited), publisher, and other pertinent data.

## Unpublished reports/other:

Year(s): One may generate a report as part of an archaeological project, for a scholarship, or in other circumstances that may be worthy of mention in a resume/CV.  
Title of report, recipient, pages/word count, and other pertinent data (dispersal/access).

**Presentations:**

Year(s): This may include in-class, public, professional, and other presentations. One should note the title of the presentation, the name of the event/class/other, the location/place, specific date, and even the rough number of audience members is useful. Please note: As one gathers more presentations, the categories should be subdivided into such things as: professional (vetted) talks, scholarly talks, public outreach, and other categories.

**Fieldwork (archaeological/anthropology/other):**

Year(s): Title/position, name of project, duration/dates, type of site, date(s), culture, location, etc. Provide description of duties, experience/skillsets obtained, number of hours worked, etc. (*It does not matter if this was a fieldwork course for credit; it should be showcased*)

**Technical/other skills:**

Year(s): This may vary widely, but can be quite helpful, especially for potential employers/others: E.g., Photography; artist; computer skills; etc. with pertinent descriptions.

**Media/other exposure:**

Year(s): One may have one's work showcased in various venues that is/are worthy of listing in one's resume/CV, such as projects, work, and other achievements. One may keep track of such things more fully, and feature only pertinent reports in the CV/resume (*this varies*).

**Professional/other societies and memberships:**

Year(s)/months: Type of membership; specific name of organization; other details (if pertinent) E.g., Anthropology Club; Fraternity; Sorority; etc.

**Extracurricular activities:**

Year(s) Often adding one's hobbies, with pertinent details, especially if containing pertinent skills, can be useful to "rounding out" one's character to grant and job application reviewers (*this varies*).

**Coursework** (*selected or subdivided into pertinent categories, such as archaeology, etc.*):

Year(s): Designation, title, and brief description (if needed/pertinent), other details? It may be helpful to summarize some of one's courses, and even research paper topics, especially in situations where a university transcript does not make it obvious what specific subjects one has studied (e.g., Anth,492: Special Problems in Archaeology). Such things may also be addressed in letters of application, personal statements, etc.

**Other categories:**

I may have forgotten other categories and may augment this guide further over time. The placement, inclusion, exclusion, and sequence of various categories will also vary depending upon the desired recipient of one's resume/CV. In general, academic CVs are subdivided into research, service and teaching, with sub-categories and some additional sections (depending upon individual situations and different fields of study).

**Please note:** I have added other links (*below; the end of this document*) to more professional and more extensive guides to formatting resumes and CVs, including ones for archaeology specifically, plus examples.

## **OTHER TIPS FOR FORMATTING RESUMES (versus lengthier Curriculum Vitae):**

A simple google search reveals varying advice for formatting resumes.

### **RESUMES: for less academic applications ...**

(a). **University of Minnesota, College of Liberal Arts:**

<https://cla.umn.edu/student-services-advising/career-internship-services/job-search-resources/resume-guide/formatting-0>

(b). **Georgetown University:**

<https://careercenter.georgetown.edu/resumes-cover-letters/resume-formatting-tips>

(c). **Doug's Archaeology: Tips for an archaeology Resume/CV:**

<https://dougсарchaeology.wordpress.com/2012/05/21/tips-for-an-archaeology-resumecv-if-you-just-graduated/>

(\*). Many other online guides ... (make sure they are by qualified persons [see credentials] or institutions)

### **CURRICULUM VITAE: for more academic applications ...**

(a). **Pomona College:**

<https://www.pomona.edu/administration/career-development/how-to/write-curriculum-vitae>

(b). **University of Illinois at Urbana-Champaign:**

<http://www.grad.illinois.edu/sites/default/files/pdfs/cvsamples.pdf>

(c). **Purdue online writing lab:**

<https://owl.english.purdue.edu/owl/resource/641/1/>

(d). **How to write a curriculum vitae for archaeology:**

<http://oureverydaylife.com/write-curriculum-vitae-archaeology-25724.html>

(\*). Many other online guides ... (make sure they are by qualified persons [see credentials] or institutions)