

CVs and Cover Letters

Harvard Kenneth C. Griffin Graduate School of Arts and Sciences
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08/25

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Getting Started with CVs and Cover Letters

Every graduate student needs a curriculum vitae, or CV

Your CV represents your accomplishments and experience as an academic and helps to establish your professional image. Well before you apply for faculty positions, you will use your CV to apply for fellowships and grants, to accompany submissions for publications or conference papers, when being considered for leadership roles or consulting projects, and more. CVs are also used when applying for some positions outside academia, such as in think tanks or research institutes, or for research positions in industry.

As you progress through graduate school, you will, of course, add to your CV, but the basic areas to include are your contact information, education, research experience, teaching experience, publications, presentations, honors and awards, and contact information for your references, or those people willing to speak or write on your behalf.

Some formatting pointers:

- There is no single best format. Refer to samples for ideas but craft your CV to best reflect you and your unique accomplishments.
- Unlike a resume, there is no page limit, but most graduate student CVs are two to five pages in length. Your CV may get no more than thirty seconds of the reader's attention (if you're lucky!), so ensure the most important information stands out. Keep it concise and relevant!
- Be strategic in how you order and entitle your categories. The most important information should be on the first page. Within each category, list items in reverse chronological order. Category headings influence how readers perceive you. For example, the same experience could belong in a category entitled: "Service to the Field," "Conferences Organized," or "Relevant Professional Experience."
- Use active verbs and sentence fragments (not full sentences) to describe your experiences. Avoid pronouns (e.g. I, me), and minimize articles (a, and, the). Use a level of jargon most appropriate for your audience.
- Keep locations, dates and less important information on the right side of the page – the left side should have important details like university, degree, job title, etc.
- Stick to a common font, such as Times New Roman, using a font size of 10 to 12 point. Use highlighting judiciously, favoring **bold**, ALL CAPS, and white space to create a crisp professional style. Avoid text boxes, underlining, and shading; *italics* may be used in moderation. Margins should be equal on all four sides and be $\frac{3}{4}$ to 1 inch in size.
- And most importantly... **Follow the conventions of your field!** Different academic disciplines have different standards and expectations, especially in the order of categories. Check out CVs from recent graduates of your department, and others in your field, to ensure you are following your field's norms.

Tailor your CV to the position, purpose, or audience

"Why should we select YOU?" – That is the question on the top of your reader's mind, so craft your CV to convince the reader that you have the skills, experience, and knowledge they seek. Depending on the purpose, you might place more or less emphasis on your teaching experience. Also, keep an archival CV (for your eyes only!) that lists all the details of everything you've done – tailor from there.

Describe Your Experiences with these Action Verbs

Achievement

accelerated
accomplished
achieved
activated
attained
competed
earned
effected
elicited
executed
exercised
expanded
expedited
generated
improved
increased
insured
marketed
mastered
obtained
produced
reduced
reorganized
reproduced
restructured
simplified
sold
solicited
streamlined
succeeded
upgraded

Help/Teach

advised
clarified
coached
collaborated
consulted
counseled
educated
explained
facilitated
guided
helped
instructed
modeled
participated
taught
trained
tutored

Administrative

arranged
channeled
charted
collated
collected
coordinated
dispensed
distributed
established
executed
implemented
installed
maintained
offered
ordered
outlined
performed
prepared
processed
provided
purchased
recorded
rendered
served
serviced
sourced
supported

Lead/Manage

acquired
administered
approved
assigned
chaired
contracted
controlled
decided
delegated
directed
enlisted
governed
handled
initiated
instilled
instituted
managed
motivated
presided
recruited
retained
reviewed
selected
shaped
supervised

Communication

addressed
arbitrated
articulated
briefed
communicated
conducted
contacted
conveyed
corresponded
delivered
demonstrated
edited
entertained
interviewed
informed
lectured
mediated
negotiated
persuaded
presented
promoted
proposed
publicized
reported
represented
responded
suggested
translated
wrote

Plan/Organize

allocated
anticipated
arranged
catalogued
categorized
classified
collected
consolidated
convened
edited
eliminated
employed
gathered
grouped
monitored
organized
planned
regulated
scheduled
structured
summarized
targeted

Creative

authored
changed
conceived
constructed
created
developed
devised
drafted
established
formulated
founded
illustrated
influenced
introduced
invented
launched
originated
revamped
revised
staged
updated
visualized

Research/Analytical

assessed
compared
critiqued
defined
derived
detected
determined
discovered
evaluated
examined
explored
found
inspected
interpreted
investigated
located
measured
observed
predicted
rated
recommended
researched
reviewed
searched
studied
surveyed
verified

Financial

allocated
analyzed
appraised
audited
balanced
budgeted
calculated
compiled
computed
controlled
disbursed
estimated
figured
financed
forecasted
projected
reconciled
tabulated

Technical

adapted
adjusted
applied
built
computed
constructed
designed
diagnosed
engineered
experimented
maintained
modified
operated
prescribed
programmed
proved
reinforced
repaired
resolved
restored
solved
specified
systematized
tested
united

SABINE ROSE

Department of History of Art and Architecture, Harvard University, Cambridge MA 02138
smrose@fas.harvard.edu | 617-555-5555 | she/her/hers

EDUCATION

Harvard University

PhD, History of Art and Architecture

Dissertation: “‘Ad litora tempus ultrices aptent:’ Sollicitudin facilis vestibulum morbi ultrices sociis”

Committee: Joseph F. Klein, Ian Kazmarzek, and Sarah Liebowitz

Cambridge, MA

Expected May 2025

The Bard Graduate Center

MA, Decorative Arts, Design History, and Material Culture

Qualifying Paper: “Conubia tempus quisque turpis nisl. Potenti ipsum tellus habitant”

Advisor: Jonas Benowitz

New York, NY

May 2018

The University of Chicago

BA, Art History, with honors; minor in French Language and Literature

Thesis: “Sapient elit ligula eleifend nulla pellentesque aliquam dolor hac varius lectus”

Advisor: Abram Alter

Chicago, IL

Jun 2015

Université de Paris

The University of Chicago, Paris Academic Year Program

Courses in Art History, History, Archaeology, and French Literature

Paris, France

Sep 2013 – Jun 2014

RESEARCH EXPERTISE

Medieval reuse of late antique material culture
Writing tablets in the development of the codex
Monastic, episcopal, and family *memoria*
Touch and tactility in Christocentric devotion

Roman models for the art of Abrahamic faith traditions
Doubles and mirror images
Material histories of ivory

PUBLICATIONS

Catalogue of the Integre Eligendi Collection at The Metropolitan Museum of Art, ed. Melinda Temple et al.
Editorial contributions and essays, in preparation.

“Massa maecenas suspendisse? Lectus luctus tincidunt curabitur nascetur quisque netus magna quis dui.” Article, under review.

“Senectus Bibendum: Vulputate consequat duis sapient mauris cum vestibulum.” In *ARDS. Studies in Medieval and Renaissance Sculpture*. Turnhout: Brepols, 2027. Invited essay, in progress.

Eros est fames facilis in fermentum ultricies dignissim, eds. Sabine Rose, et. al. Es hat mehrere Zutaten, die seine einzigartige Formel schaffen in München. Passau: Wilhelm Kreuger, 2026. Monograph, in press.

- Independently authored chapters: “Aenean tristis interdum,” “Vivamus lacus egestas,” and “Aenean donec lacinia sociis.”

FELLOWSHIPS AND GRANTS

Harvard University, Dissertation Completion Fellowship	2024 – 2025
Samuel H. Kress Foundation, Institutional Fellowship, Zentralinstitut für Kunstgeschichte, München	2022 – 2024
Deutscher Akademischer Austauschdienst, Doctoral Candidate Research Grant	2021 – 2022
Dumbarton Oaks Fellowship Stipend, partial support for doctoral grant at Harvard University	2018 – 2022
Samuel H. Kress Foundation, Language School Fellowship at Middlebury College’s Deutsche Schule	2019
The Bard Graduate Center, Fellowship for research and living expenses	2016 – 2018

Identifying information has been changed. Titles have been anonymized with lorem ipsum.

SELECTED AWARDS AND SCHOLARSHIPS

La Société Internationale des Médiévistes de Paris, Graduate Student Prize	2024
International Center of Medieval Art, Graduate Student Essay Prize, First Place	2022
Medieval Academy of America/CARA summer scholarship for Latin at the University of Notre Dame	2022
Jens Aubrey Westengard Fund scholarship for summer research and language study in Germany	2020
Dumbarton Oaks, Bliss Symposium Award	2019
Clive Wainwright Award for an outstanding MA Qualifying Paper and contribution to the field	2018
The Bard Graduate Center Travel and Research Fund conference grant	2018

CONFERENCE ORGANIZATION

“Elementum integer turpis varius taciti aenean dapibus,” International conference co-organized with Agnes Rhone. The Zentralinstitut für Kunstgeschichte, München, Germany. (October 24, 2024)

- Independent presentation: “Eros est fames facilis.”

PRESENTATIONS

“Rutrum convallis cursus commodo nullam purus blandit.” Presented at “Testing the Limits: Absence, Presence, and the Bounds of the Medieval and Early Modern Image.” Eikones, Center for the Theory and History of the Image, University of Basel, Switzerland. (March 12, 2025)

“Quam montes quam in: Congue libero, platea volutpat!” Presented at the College Art Association, Chicago. Panel: Sollicitudin cursus id elementum faucibus: Sociosqu velit montes rhoncus. (February 15, 2025)

“Primis diam curabitur himenaeos tincidunt platea in taciti cubilia ridiculus turpis: Ut mus purus tortor quisque nulla primis pharetra.” Presented at the 20th Annual Symposium of la Société Internationale des Médiévistes de Paris. Panel: The Shape of History. (July 8, 2025)

- Graduate Student Prize recipient.

“Etiam molestie est sociis gravis: Taciti cubilia feugiat.” Presented at the 13th Annual Bern Research Camp for the Applied Arts, University of Bern and the Abegg-Stiftung, Switzerland. (May 16–18, 2024)

“Orci euismod scelerisque interdum cursus porta volutpat.” Presented at the Nachwuchs-Workshop, Neue Tendenzen der Italienforschung zu Mittelalter und Renaissance, Kunsthistorisches Institut in Florence, Italy. Panel: Antiken - und Vergangenheitsbewältigung (December 3, 2023)

“Proin aptent, ipsum non aenean elit quam ipsum scelerisque ac in.” Presented at the International Medieval Congress, Leeds. Panel: Music and Liturgy in the Early Middle Ages. (July 4, 2023)

“Quisque platea, sodales volutpat lacinia arcu pharetra sit dui libero commodo.” Workshop presented online for the Zentralinstitut für Kunstgeschichte, München, Germany. (January 19, 2022)

“Dictum ligula in sociis vel condimentum vulputate urna venenatis euismod lacinia.” Presented at the Anneliese Maier Prize Workshop, Part I, Düsseldorf, Germany. Sponsored by the Humboldt Stiftung. (Postponed due to COVID-19)

TEACHING EXPERIENCE

Skidmore College , professor of record: Agnes Rhone	Saratoga Springs, NY
<i>Invited Lecturer</i> , “Porro Percipitur Sit Ne” (online)	Sep 2024 Sep 2023
<i>Invited Lecturer</i> , “Commodo Integre cum Ea” (online)	
The University of Southern California , instructor of record: Maya Cabral	Los Angeles, CA
<i>Invited Lecturer</i> , “Duo ex Labore Reprimique” (online)	Apr 2022
Harvard University , Department of History of Art and Architecture	Cambridge, MA
<i>Teaching Fellow</i> , “Methods Tutorial,” (sole instructor)	Spring 2020
- Designed and taught a required course for 3rd year undergraduate majors	

Identifying information has been changed. Titles have been anonymized with lorem ipsum.

Teaching Fellow, “Pro te Timeam Expetenda,” (professor of record: Roman Camare) Fall 2019

- Led 2 sections of approximately 15 students for an undergraduate general education course

MUSEUMS AND CULTURAL HERITAGE

The Morgan Library and Harvard University

Cambridge, MA; New

Graduate Researcher

York, NY Jan – Sep 2024

- Bibliography projects associated with the exhibition *Ei Pro Omnium Vivendo Accusata: Duo et Tantas Fierent, autem Appetere Necessitatibus, 800–1500* (2025)

Department of Medieval Art and The Cloisters

New York, NY

Graduate Intern

Sep 2016 – May 2020

- Research and gallery-related projects for the permanent collection of medieval art, including provenance research, preparing data for print and online publications, and developing label copy
- Editorial projects associated with the exhibitions *Et Audiam Dissentiet eam: In per Integre Praesent Petentium* (The Bard Graduate Center; 2018) and *Percipitur Honestatis te Vel* (2019)

The Art Institute of Chicago

Chicago, IL

Intern, Department of Prints and Drawings

Sep 2015 – Feb 2016

- Curated a rotation of 15th and 16th century Northern European prints in the Allerton galleries
- Object-based research for the exhibitions *Integre Eligendi* (2016) and *Ad Odio Ullamcorper* (2017)
- Handled and transported works on paper and parchment for student and research appointments

Sacred Space International

Chicago, IL

Jeff Metcalf Fellow

Jun – Sep 2014

- Researched, designed, and guided a series of ten architectural tours of religious spaces in Chicago
- Interviewed Chicago religious leaders about their faith traditions and communities
- Contributed written content towards educational materials as well as the organization’s website and blog
- Managed the library, archival material, and digital image collection on architecture and world religions

PUBLISHING EXPERIENCE

The Bard Graduate Center

New York, NY

Editorial Fellow, *West 86th: A Journal of Decorative Arts, Design History & Material Culture* Jan – Dec 2018

- Contributed to all aspects of the editorial process during the first 2 years of the journal’s publication, including permissions research, marketing research, fact checking, and article preparation
- Monitored upcoming publications and exhibitions in the field of decorative arts, design, and material culture for potential print and online reviews
- Managed content for the website of *Cultural Histories of the Material World*, a book series published by the University of Michigan Press

DIGITAL HUMANITIES

University of Chicago Department of Art History

Chicago, IL

Visual Resources Intern, Visual Resources Center

Sep 2011 – Jul 2016

- Cataloged, digitized, and archived the Department’s extensive image collection
- Trained interns in cataloging, archiving, and the use of digitization and imaging hardware and software

DePaul University, Digital Library Services

Chicago, IL

Digital Projects Cataloging Assistant, Image Collection

Jul 2015 – Jul 2016

- Collaborated on digitization projects for the Department of the History of Art and Special Collections

University of Chicago, Humanities Division

Chicago, IL

Research Assistant, Montaigne Studies – Interdisciplinary forum

May – Oct 2015

- Collaborated with Visual Resources and Humanities Computing specialists to develop an international web forum, database, and digital images to support research on the early publication history of Montaigne

LEADERSHIP AND SERVICE

Hortulus: The Online Graduate Journal of Medieval Studies

Reader and Peer Reviewer

2017 – Present

Das Zentralinstitut für Kunstgeschichte

Moderator

Munich, Germany

Nov 2024

- Facilitated Morgan S. Lieuben's workshop "Tincidunt fames praesent nulla," as part of the ongoing series "Current Research"

Deutscher Akademischer Austauschdienst

Guide

Munich, Germany

Dec 2020, 2022

- Designed and guided a popular seasonal tour of the historic Nativity collection of the Bayerisches Nationalmuseum, introducing international fellows to the history of Christian ritual and Bavarian culture

Harvard University, Department of History of Art and Architecture

Invited Speaker, Grant writing workshop

Cambridge, MA

Mar 2020

Co-coordinator, Art in the Making

2018 – 2020

- Secured institutional and financial sponsorship for an annual materials and techniques workshop for graduate students in the Department of History of Art and Architecture
- Worked with artists and arts education specialists to develop hands-on curricula for the annual themes "Ceramics" and "Letter Press Printing"

LANGUAGES

German and French (advanced proficiency); Italian (beginning knowledge); Latin and Spanish (reading)

COMPUTER SKILLS

Adobe Photoshop, ARTstor, Blackboard, Canvas, Citi, CONTENTdm, FilemakerPro, Harvard Slack, LUNA, Mimsy, MS Office Suite and Teams, Scrivener, Skype, Silverfast, TMS, WordPress, Yellowdig, Zoom, Zotero

PROFESSIONAL AFFILIATIONS

College Art Association, The International Center of Medieval Art, International Council of Museums, The Medieval Academy of America

REFERENCES

Joseph F. Klein

Bruno Schpatt Professor of German Art and Culture
Harvard University
Cambridge, MA 02138
617.495.1234
jfklein@fas.harvard.edu

Jonas Benowitz

Associate Professor
The Bard Graduate Center
New York, NY 10024
212.567.8901
benowitz@bgc.bard.edu

Sarah Liebowitz

Professor
Institut für Klassische Archäologie
Ludwig-Maximilians-Universität München
80333 München, Germany
+49 (0) 89 / 123 45678
liebowitz@ka.fak12.uni-muenchen.de

Scholars whose work relates to art, music, etc often have experience with museum exhibitions, performances, etc. Sabine includes several categories outlining a variety of relevant professional experiences using descriptive category headings.

Just after Education, Sabine includes a Research Expertise section with concise and tailored key words and phrases to describe her scholarship. She might have chosen to use Research and Teaching Interests if she were applying for a faculty position, but she was applying to a postdoc in this case.

Magda's CV is representative of those social science fields in which the PhD dissertation is composed of several papers. She lists these as "Works in Progress" and briefly describes their publication status. She also had considerable policy experience, both prior to and during her graduate studies, and these, while non-academic, are certainly relevant to her candidacy for a tenure-track faculty position in political science at a military academy.

Magda V. Yulanovski (she/they)

(650) 999-9999, magda_yulanovski@fas.harvard.edu

http://www.gov.harvard.edu/people/magda_yulanovski

Dept. of Government, Harvard University, Cambridge, MA 02139

EDUCATION

Harvard University
Ph.D., Government

Cambridge, MA
Expected May 2025

- Research Interests: Civil Conflict, Political Economy of Development, Ethnic Politics, African Politics, Security Studies, Research Design
- Dissertation: "*Sed et dicta indicabit, hinc fugit putant cu vim*"

University of Michigan

Ann Arbor, MI

M.A., International Policy Studies

June 2018

B.A. with Honors, Political Science, concentration in International Relations

June 2018

SELECTED GRANTS AND HONORS

Dissertation Fellowship, Harry Frank Guggenheim (HFG) foundation	2024-25
Hartley R. Rodgers Dissertation Fellowship, Weatherhead Center for International Affairs, Harvard University	2022-24
Bok Center Certificate for Distinction in Teaching, Harvard University	2021, 2023
U.S. Institute of Peace (USIP) Randolph Jennings Dissertation Fellowship	2020-23
National Science Foundation (NSF) Doctoral Dissertation Improvement Grant	2022
Smith Richardson World Politics and Statecraft Fellowship	2022
Arthur Lehman Merit Fellowship, Harvard University	2021-22
Graduate Fellow, Center on Conflict and Negotiation (SCCN), University of Michigan	2017-18
National Security Education Program (NSEP) undergraduate grant for study in South Africa	2016
Dorot Foundation research grant for fieldwork in Israel, Gaza, and the West Bank	2016

WORKS IN PROGRESS

- "Nemore aeterno eos ex, enim nibh vivendo vim in, patrioque posidonium: Concludaturque an mea." Article manuscript in progress, to be submitted for publication in spring 2025.
- "Nec unum liber erant eu: Quando discere inermis vel te." Article manuscript in progress, to be submitted for publication in fall/winter 2025.
- "Sit te exerci scripserit, cum eu lucilius facilisi, no eos persius scaevola posidonium," with Amy Angeles. Data collection and analysis in progress.

PRESENTATIONS

- "Novum impetus: Id quo, quidam vocent pertinacia ea qui." African Studies Association (ASA), November 2023; American Political Science Association (APSA), September 2024; International Studies Association (ISA), March 2025.
- "Ex nam audire urbanitas reformidans." APSA, September 2023, short course on the methods, practices, strategies, and technologies of fieldwork.

- “An mediocrem suavitate accommodare nam.” APSA, September 2022.
- “Ex nam audire urbanitas reformidans, ut pro audiam docendi, facilis petentium te vix.” New England Political Science Association (NEPSA), April 2022 (virtual).
- “Ex sale timeam has, no vel justo molestie pertinacia, ei aperiri docendi sed.” Invited talk at Makerere University graduate class on Human Rights and International Relations, Uganda, April 2021 (cancelled due to COVID-19).
- “Veniam salutatus usu no: An invidunt eleifend mei.” RAND Corporation, August 2019.

POLICY PUBLICATIONS

- Qui eu error ludus pericula, partiendo consulatu pri an, qui summo falli” with Andreas Rizzi et al. Monograph. Santa Monica: The RAND Corporation, June 2024.
- “Sea quas elaboraret eu, case audiam et pri” with Johannes Klein and Marilyn Maloney. *Working Paper Series on Global Economy and Development*, Washington, D.C.: The Brookings Institution, December 2020.
- “Tisque alterum sadipscing qui ea: Ad pri unum graeci aliquam, munere essent ius te ullamcorper ne per, posse ridens deseruisse.” (contributing author) Washington, D.C.: U.S. Government Accountability Office, October 2019.
- “Tisque alterum sadipscing qui ea: Velit timeam iuvaret te cum. Eu nec ullum eloquentiam nam prima fabulas elaboraret.” (contributing author) Washington, D.C.: U.S. General Accounting Office, November 2019.

TEACHING AND MENTORING

- Instructor, *Unum utamur invenire nec ex* (self-designed seminar), Harvard College (Spring 2024) Received 4.8/5.0 average rating for teaching effectiveness from student evaluations
- Teaching Fellow, *Cum in graece prodesset dissentias*, Harvard College (Fall 2021 and 2022) Received 4.7/5.0 average rating for teaching effectiveness from student evaluations
- Thesis Advisor for three Harvard undergraduates (2021-22 and 2022-23)
- Invited lecturer for Yale undergraduate *Civil Wars* course, Yale University (Oct. 2023)
- Invited speaker on undergraduate research abroad, Harvard University (May 2023)
- Managed and mentored one Harvard undergraduate and one Makerere University undergraduate who served as research assistants in Uganda (July 2022)

INTERNATIONAL RESEARCH AND STUDY

- Ph.D. fieldwork in Uganda (14 months; August 2023 through February 2024)
- Fieldwork for the U.S. GAO in Brussels and Jakarta (April 2016 and October 2017)
- Undergraduate thesis fieldwork in Israel, Gaza City, and the West Bank (June 2012)
- Undergraduate fieldwork and study in the Cape Flats, South Africa (January to May 2012)
- Study at Cambridge University, England (Sept. to Dec. 2011)

SKILLS

- Proficient in statistical analysis and software (R and Stata)
- Basic use of Geographic Information Systems and related software (ArcGIS and Geoda)
- Advanced French (conversation and reading), intermediate Spanish (reading), and Swahili (basic)

SERVICE AND AFFILIATIONS

- Pre-doctoral Fellow, MacMillan Center for International and Area Studies, Program on Order, Conflict, and Violence (OCV), Yale University (2023-Present)
- Reviewer, *International Security*
- Executive Committee Member (2022-23) and Graduate Student Associate (2017-21), Weatherhead Center for International Affairs, Harvard University
- Co-Coordinator, Harvard Workshop on Civil Conflict and Political Violence (2016-19)
- Affiliate, Makerere University Institute for Social Research and the Center for Basic Research, Kampala, Uganda
- Affiliate, Harvard Institute for Quantitative Social Science
- Member, American Political Science Association (APSA), International Studies Association (ISA), and African Studies Association (ASA)

RELATED PROFESSIONAL EXPERIENCE

The RAND Corporation

Arlington, VA

Summer Associate

Summer 2024

- Conducted research for RAND study on effectiveness of U.S. Army and Department of State's Building Partner Capacity programs, which train African militaries in peacekeeping skills.

The Brookings Institution

Washington, DC

Consultant

Summer 2022; Spring 2023

- Conducted research for Brookings' Foreign Policy Studies program on transnational security implications of global poverty. Consulted on U.S. foreign policy challenges in Latin America.

Harvard University

Cambridge,

Research Assistant

MA 2022

- Conducted coding of historical data for Professor Melissa Munoz.
- Conducted statistical and case study research for Associate Professor Maxwell Angeles.

U.S. Government Accountability Office (GAO)

San Francisco, CA and Washington, DC

International Affairs Analyst

2018-2020

- Conducted research on effectiveness of U.S. government's foreign programs and policies.
- Drafted public reports and congressional testimony.
- Conducted interviews with senior officials from Departments of State, Defense, Homeland Security, Justice, Treasury, intelligence agencies, the E.U., and Governments of Belgium and Indonesia. Held Top Secret clearance.

Seeds of Peace

Maine, Greece, and Croatia

Instructor and Counselor

Summers 2013-2018

- Facilitated discussion groups and designed and implemented team-building curricula for youth leaders from opposing sides of conflicts in the Middle East, former Yugoslavia, and Cyprus.

REFERENCES

PLEASE NOTE: The REFERENCES category should always be included in an academic CV. See other CVs in this resource for examples. Include each letter writer's name, full academic title, department, university or institution name, city, state, zip code, and country (if you are applying internationally, or if they are international scholars). Include their email address; phone number is optional.

Be sure to request letters of reference well in advance of application deadlines. If you are asked to submit just names and contact information (without letters) initially, ensure each reference is aware they are listed on your CV. For any letter of recommendation, you should ask if they feel comfortable writing you a STRONG letter of recommendation.

If there are extenuating circumstances to your candidacy (e.g. your dissertation advisor is not writing a letter), it's best to ask one of your referees to briefly address the issue in their letter, rather than your addressing it directly.

ELLEN R. JOSEPH

josepher@neuron.columbia.edu

(813) 321-1234

[ORCID ID](#)

New York, NY

EDUCATION

Columbia University

PhD, Neuroscience

New York, NY

Expected May, 2025

Dissertation: Development of synaptic plasticity in *Aplysia californica*

Committee: Thomas J. Schmidt, Young X. Shen, Akaysha Lin

Dartmouth College

BS, *magna cum laude*, Biology. Phi Beta Kappa

Hanover, NH

2017

GRANTS AND AWARDS

Department of Neuroscience, Emerging Faculty Award

Columbia University

2025

Pre-Doctoral National Research Service Award

National Institute of Mental Health, National Institutes of Health

2021 – 2023

University Teaching Award

Columbia University

2022, 2023

Graduate Fellowship

Columbia University

2017 – 2021

RESEARCH EXPERIENCE

Columbia University

Doctoral Researcher

New York, NY

2018 – Present

Advisor: Thomas J. Schmidt

Thesis Research: Serotonergic modulation of synaptic transmission in developing and adult *Aplysia*

- Used *in vitro* single cell neurophysiological recording and stimulation to study developmental emergence of two serotonin-mediated forms of synaptic plasticity.
- Characterized 3 distinct developmental stages exhibiting modulation of neurotransmitter release, correlated with reflex modulation.
- Using immunofluorescence microscopy and scanning electron microscopy, identified developmental progression of serotonin receptor distribution.

Marine Biological Laboratory

Participant, Neural Systems and Behavior course

Woods Hole, MA

Summer 2020

Columbia University

Graduate Research Assistant

New York, NY

2017 – 2018

Advisor: Emily Chester

Project: Expression of Lupus antigens in fetal rat brain

- Characterized and analyzed developmental changes in expression of numerous lupus antigens across cortical layers, in subcortical regions, and in brainstem and spinal cord, using immunocytochemistry and fluorescence microscopy.
- Maintained rat colony and developed microsurgical skills.

Identifying information has been changed.

TEACHING EXPERIENCE

Columbia College

Guest Lecturer, Introductory Psychology
Head Teaching Assistant, Cellular Basis of Behavior
Teaching Assistant, Cellular Basis of Behavior
Teaching Assistant, Neurobiology

New York, NY
Summer 2021, 2022
Spring 2022
Spring 2021
Fall 2020

Dartmouth College

Teaching Assistant, Special Topics in Psychology
Teaching Assistant, Introductory Biology

Hanover, NH
Spring 2017
Fall 2016, Fall 2017

LEADERSHIP EXPERIENCE

Columbia Graduate Women in Science (CGWS), Columbia University

Co-Founder and President

New York, NY
2023-2025

- Organized and led student representatives from 25 natural science departments to promote issues of concern to women scientists at Columbia
- Co-chaired Invited Speakers committee. Managed 3 public symposia featuring nationally-renowned women scientists

PROFESSIONAL ASSOCIATIONS

Society for Neuroscience
International Association of Electrophysiologists
New York Academy of Sciences

CONFERENCE PRESENTATIONS

Joseph, E.R. and Schmidt, T.J. (2024). Synaptic facilitation is independent of spike duration in sensory neurons of juvenile *Aplysia*. Society for Neuroscience Abstracts. 25:695. Poster presentation delivered at the Society for Neuroscience meeting, Washington, D.C., November, 2024.

Joseph, E.R. and Schmidt, T.J. (2023). Serotonergic facilitation of synaptic transmission in juvenile *Aplysia*. Society for Neuroscience Abstracts. 23:814. Oral presentation delivered at the Society for Neuroscience meeting, New Orleans, LA, November, 2023.

Joseph, E.R., Kline, N.J., and Schmidt, T.J. (2020). Temporal dissociation of 5HT-induced spike broadening and excitability in *Aplysia* sensory neurons. Society for Neuroscience Abstracts. 21:941. Oral presentation delivered at the Society for Neuroscience meeting, St. Louis, MO, November, 2020.

Joseph, E.R. and Schmidt, T.J. (2019). Teaching neuroscience through a laboratory experience: you can't start too young. Society for Neuroscience Abstracts. 20:518. Poster presentation delivered at the Society for Neuroscience meeting, Orlando, FL, November 2019.

PUBLICATIONS

Joseph, E.R. and Schmidt, T.J. (2025). Developmental dissociation of serotonin-induced spike broadening and synaptic facilitation in *Aplysia* sensory neurons. *Journal of Neuroscience*. 21:334-346.

Joseph, E.R., Chang, A.R., Kline, N.J., and Schmidt, T.J. (2024). Pharmacological and kinetic characterization of two functional classes of serotonergic modulation in *Aplysia* sensory neurons. *Journal of Neurophysiology*. 78:855-866.

Joseph, E.R., LeBlanc, R., Kline, N.J., Bliss, E.A., and Schmidt, T.J. (2024). Central actions of serotonin across the life span of *Aplysia*: Implications for development and learning. In H. Koike, Y. Kidokoro, K. Takahashi,

Identifying information has been changed.

and T. Kanaseki (Eds.), Basic Neuroscience in Invertebrates (pp. 249-265). Tokyo: Japan Scientific Societies Press.

Kline, N.J., Bliss, E.A., **Joseph, E.R.**, and Schmidt, T.J. (2022). Differential modulatory actions of serotonin in *Aplysia* sensory neurons: Implications for development and learning. *Seminars in Neuroscience*. 9:21-33.

Smythe, M.I., Vaidya, A.F., **Joseph, E.R.**, Belema, J.F., and Denny, K.M. (2018). Fetal expression of renin, angiotensinogen, and atriopeptin genes in chick heart. *Journal of Clinical and Experimental Hypertension*. A15: 617-629.

REFERENCES

Thomas J. Schmidt, Ph.D.

Elias T. Young Professor of Neuroscience
Department of Neuroscience
Columbia University
New York, NY 12345
tjschmidt@med.columbia.edu

Young X. Shen, Ph.D.

Horton W. Smith Professor of Neuroethology
Department of Psychology
Columbia University
New York, NY 12345
shenyx@fas.columbia.edu

Akaysha Lin, Ph.D.

Assistant Professor
Department of Neuroscience
Columbia University
New York, NY 12345
alin6@med.columbia.edu

Ellen used this CV to successfully secure a postdoctoral research position at a R1 university. As a biomedical scientist, she put her presentations and publications at the end of the CV, just above her references, as is the norm in her field.

Note the link to her ORCID ID in the contact information at the top. Feel free to include relevant links like Github, ORCID, your own website, etc. Typically, street addresses are no longer included, but you can include the name of your department and institution. You may also choose to include your preferred pronouns.

A category that is missing, but that is especially important in the “wet lab” is SKILLS – she could have included both her laboratory and computational skills. A Skills category is more important when applying for a postdoctoral research position (as Ellen was). If she were applying for a faculty position, she might not include this section.

Diego M.L. Padilla, Ph.D.

dmpadilla@g.harvard.edu • www.linkedin.com/in/diego-padilla-escobar • 617-123-4567 • Boston, MA

EDUCATION AND AWARDS

Harvard University

Ph.D., Neurobiology

Cambridge, MA

Nov 2024

NSF Graduate Research Fellow, 2020-2022; Program in Neuroscience Service Award, 2024

Kenyon College

B.A., Neuroscience (Minor: Art), *summa cum laude*, Phi Beta Kappa; Sigma Xi

Gambier, OH

May 2016

SKILLS AND TECHNIQUES

Molecular biology & cell culture: Molecular Cloning • PCR • Custom AAV creation for overexpression or sgRNA knockdown • DNA Purification • Protein purification • Synthetic protein design & directed evolution • Degenerate codon library screens • HEK cell culture • Transfection • Western Blot • SnapGene

In vivo mouse models: Mouse genetics • Targeted AAV gene delivery • CRISPR gene knockdown • Blood-brain barrier leakage assays • *In vivo* cell-type specific proteomic labeling • Noncanonical amino acid tagging • Proximity biotinylation

Imaging and data analysis: Immunofluorescence • Fluorescence microscopy • *In vivo* two photon microscopy • ImageJ • CellProfiler • Prism

RESEARCH EXPERIENCE

Harvard Medical School, Department of Neurobiology, Lab of Dawei Liu, Ph.D., D.V.M.

Boston, MA

Postdoctoral Research Fellow

Dec 2024 - Present

Doctoral Researcher

Sept 2018 - Nov 2024

- Developed new methods to quantify the permeability of the blood-brain barrier (BBB) in genetically engineered mouse models, culminating in a 1st-author manuscript and review in preparation.
- Implemented targeted AAV-mediated CRISPR gene knockdown in brain endothelial cells.
- Employed genetically encoded protein tools, viral delivery methods, fluorescence imaging, and molecular biology techniques to create a fluorescent readout of BBB permeability with improved spatiotemporal specificity.
- Pioneered new methods to characterize protein transcytosis across the BBB using cell-type specific *in vivo* noncanonical amino acid tagging and proximity biotinylation.
- Mentored 2 undergraduates over 4 years, assuming exclusive responsibility for training and directing their work.
- Gained extensive science communication experience with regular progress reports, poster presentations, and an invited talk at Kenyon College (2021).
- Managed operational projects: equipment upkeep, coordination of the lab's interim COVID policies and lab expansion.

Harvard Medical School, Department of Neurobiology, Lab of Ian Goldberg, Ph.D.

Boston, MA

Research Assistant I

July 2016 - July 2018

- Designed, characterized, and optimized genetically encoded fluorescent biosensors to monitor levels of key metabolic molecules in the live mouse brain.
- Applied structural biology principles to engineer biosensor prototypes, cloned DNA plasmid libraries encoding prototype variants, and optimized biosensors by screening purified protein variants with fluorescence lifetime imaging.
- Produced custom AAV vectors for delivering metabolite sensors to brain cells for *in vivo* imaging.
- Managed lab documentation of SOPs, equipment, and reagents; liaised with operations and safety coordinators.

Kenyon College, Program in Neuroscience

Gambier, OH

Undergraduate Thesis Student

Jan 2015 - May 2016

- Established *Drosophila melanogaster* model of traumatic brain injury and demonstrated learning deficits with olfactory conditioning assay.
- Annotated putative neurotransmitter-related enzyme genes in tobacco hornworm & localized with *in situ* hybridization.

Mayo Clinic, Department of Stem Cell Biology and Regenerative Medicine

Rochester, MN

Undergraduate Research Assistant

June - Aug 2013 & 2014

- Studied the functional role of adult neurogenesis in mouse hippocampus using mouse behavior assays, immunohistochemistry, and microscopy.
- Developed behavioral conditioning assay to study functional role of adult-born hippocampal neurons in healthy & alcohol-treated mice.

Identifying information has been changed. Titles have been anonymized with lorem ipsum.

LEADERSHIP AND SCIENCE COMMUNICATION

Peer Mentor Program Co-leader and Mentor, Harvard Medical School Boston, MA; 2021 - 2024
In collaboration with other Program in Neuroscience graduate students, established a new peer mentor program to foster community during the COVID-19 pandemic and beyond. Led and expanded the program from 2023-2024.

Graphic Illustrator for the Science in the News Blog, Harvard University Boston, MA; 2020 - 2021
Produced custom figures and illustrations for blog posts aimed at educating the general public on scientific topics and cutting-edge research. Liaised with authors and editors through rounds of consultation and revision on tight deadlines.

Undergraduate Peer Writing Tutor, Kenyon College Gambier, OH; 2013 - 2016
Led undergraduate students through writing and revising papers in all disciplines, teaching skills including outlining, organization, effective argumentation, proper use of evidence, clarity, grammar, and formatting.

Science Graphic Novel Writer & Illustrator, Kenyon College Gambier, OH; 2015
Researched, storyboarded, wrote and illustrated a 40-page educational graphic novel for use in cognitive neuroscience courses to teach key applications, caveats, and technical features of human neuroscience research techniques.

PUBLICATIONS

Padilla, D.M.L., Markov, E., Wilson, P. & Liu, D. [In preparation]. Verear Consetetur: Nam Feugiat Appareat in Maiorum Gloriatur ad Quo.

Padilla, D.M.L., & Liu, D. [In preparation]. His ut Nihil Option, ex Eos Apeirian Intellegat in Sed Elitr Consetetur.

de la Cruz, P., **Padilla, D.M.L.** & Liu, D. [Under review]. Husto Feugiat Duo te, Fastidii Intellegat Efficiendi Duo Errem Intellegam ne, ut Vix Laudem Docendi Vulputate..

Kim, C.X., Corrales, V., Laroche, B.C., Patel, K., **Padilla, D.M.L.**, Noble, P., Esposito, M.A. & Liu, D. (2021). Caveolae in CNS arterioles mediate neurovascular coupling. *Nature*, 615:140–156. <https://doi.org/10.1053/s41213-050-4126-9>

Lopez-Rodriguez, F.M., Sokolov, R., Schmidt, C., Zhang, D., **Padilla, D.M.L.** & Goldberg, I.N. (2018). Eos Solum Harum Evertitur in Posse Noster Intereset Pri ut Nulla Prompta. *Cell Metabolism*, 22:141-154. <https://doi.org/10.1016/j.cmet.2017.06.021>

Nowak, M.R., Muñoz, K.L., Wang, G., Lee, B.X., Verma, S., Kelly, M.R., Schneider, E., Weber, D.G., Ryan, N., Zheng, H., et al. (including **Padilla, D.M.L.**) (2017). Paulo Causae Sadipscing Eam et prodesset: Mei Discere Aliquam Definitionem. *Insect Biochemistry and Molecular Biology* 70, 145–172. <https://doi.org/10.1016/j.ibmb.2016.09.007>

Cohen, H.M., Qian, Y.G., **Padilla, D.M.L.**, Kelleher, M.R., Dimitov, O.N., Jung, E.J., Gupta, L.E. & Lee, H. (2016). Nec eu Illud Liber Consul id Omnes Explicari Mei Nec ex Oportere Principes Mazim Vocent Comprehensam ne Quo Solum Verear Mei Laboramus. *Alcohol Clin Exp Res*, 42: 1989-1999. <https://doi.org/10.1016/j.acer.2016.12.050>

For R&D roles in biotech and pharma, be sure to highlight your laboratory and technical skills upfront. Consider including a SKILLS and TECHNIQUES category on the 1st page to showcase expertise most relevant to industry roles, using terminology from job postings. Publications are important to include to demonstrate a track record of research. References should not be included on the CV for industry jobs.

Cover Letter Guidelines

Your Name
Department, Harvard University
City, State Zip Code

Month Day, Year

Contact Name
Title (if known)
Department, Univ./Institution Name
City, State Zip Code

Inquire with your department administrator whether you can use the departmental letterhead. If so, remove your personal contact information at the top of the letter.

Street addresses are not typically included, since most communication is purely electronic, but it's still a good idea to include the academic department and university/institution's name.

Note that in an e-mail message, you would omit both your and the addressee's contact information, as well as the date. Simply start with the salutation.

If you include the cover letter as an attachment, use proper letter format, as shown here.

Dear Professor/Dr. Last Name: (or if not known: "Dear Members of the Search Committee:")

Opening paragraph: Clearly state why you are writing. If applying for a specific job, indicate the position title and department. If you were referred to the position from someone within the institution, or by someone the addressee knows, mention that as well. Give a brief introduction of yourself and your status, e.g. "I am completing my PhD in [department or field] with an expected degree [or defense] in [Month, Year]. You could also include the title of your dissertation or the topic of your research and the name of your advisor.

Middle paragraphs: You should have several paragraphs that elaborate on how your research and other experiences in graduate school have prepared you for the job as it is described. Typically, these include a paragraph about your dissertation/current research, one about your future research plans, and one or two about your teaching experience/interests/approach/courses you could offer.

Disciplines differ on the length and level of detail required for cover letters, so be sure to get feedback from others in your department. Junior faculty members who have recently been on the market themselves are often the best people to ask. For example, the amount of detail you provide about your teaching depends on the position, the type of institution, and the norms in your field.

Tailoring: Think about how your interest in both the *job* and the *institution* developed—in order to stand out from the potentially long list of applicants, you will need to make a coherent argument for why it was a logical decision on your part to apply for the position, and why it would be a logical decision on their part to hire you. What kind of contribution will you make to their existing department? How will you fit in? Make sure you are writing for your target audience. For instance, for a liberal arts college you may use more space addressing your teaching experience than you would for a large research university. For a school outside a major metropolitan area, you may also want to indicate why you are interested in living in that area. You might include this information as a paragraph and/or you could tailor the letter throughout.

Closing paragraph: You might indicate that your CV and other supporting documentation are enclosed, or mention that letters from your referees are forthcoming. Indicate your willingness to provide additional information and express interest in speaking with the addressee further in an interview. Thank them for their time and consideration.

Sincerely,

(scanned signature—optional but a nice touch)

Name (typed)

Phone number and email address

Vidita's letter exemplifies the traditional structure of an academic cover letter: Introduction, current research, future research, teaching, conclusion. Following the formulaic structure allows the reader to focus on Vidita's engaging writing and key points without having to hunt for each critical component.

Remember that each document in your package should stand alone, telling the same story in a different way. For example, the CV lists all of your academic accomplishments, while the cover letter will emphasize the most important and relevant parts of your background. The letter should not read as a CV in prose, and should summarize and encapsulate the points you expand upon in your research statement and teaching statement. Allow your professional voice to shine through in your writing to express your sincere enthusiasm for your work and the confidence that you are the best candidate for the particular position, department, or institution.

HARVARD UNIVERSITY • DEPARTMENT OF MUSIC

MUSIC BUILDING

CAMBRIDGE, MASSACHUSETTS 02138, USA

617-495-2791

January 14, 2025

Professor Rosalie Cork
Search Committee Chair - 51674
University of Washington, School of Music
Seattle, WA 98195

Dear Professor Cork and Members of the Search Committee:

I write to apply for the position of Assistant Professor of Musicology in the University of Washington School of Music. Under the direction of Dieter Fischer, I am completing my Ph.D. in historical musicology at Harvard University with an expected degree date of May 2025.

My interdisciplinary research unites two strands of recent, significant musicological inquiry: the development of American musical modernism as a transatlantic phenomenon, and the transmission, reception, and circulation of music in interpersonal networks. In my dissertation, "The American Mahler: Musical Modernism and Transatlantic Networks, 1920–1960," I argue that the growth of Mahler's reputation shaped musical modernism in the United States. I draw from historical musicology, oral history, sociology, American studies, and Jewish studies to examine the relationship between Mahler's music and an intimate network of four influential figures in American modernism: Nadia Boulanger, Aaron Copland, Serge Koussevitzky, and Leonard Bernstein. Boulanger's score collection shows that she encountered Mahler's music in Amsterdam in 1920 and taught his music to her American students, including Copland. On his return to the United States, Copland drew on his engagement with Mahler's music to construct his own identity as an American modernist. Copland also encouraged Koussevitzky and Bernstein to promote Mahler; Koussevitzky enlisted Mahler's music to reinforce his own advocacy of modernism in the concert hall, while Bernstein did so to bolster the stature of modern tonal composition. The discovery of these figures' shared relationships with Mahler's music reveals that their articulations of Mahler's significance were deeply bound to their priorities as members of a transatlantic modernist community.

My next major research project will make use of the University of Washington's archival holdings to interrogate long-held assumptions about art music as a written tradition by examining a practice that most onlookers today reject as sacrilegious but that was once quite common: the abridgment of orchestral works

in performance, by conductors, in the United States in the first half of the 20th century. In the course of my dissertation research, I discovered performing scores, as well as marked orchestral part books and concert reviews, that document this practice. A comparison of these sources illuminates a written record of the transmission of such changes among performers and across generations. Scholars usually approach symphonic works as permanently fixed entities, but my own published research on Chant transmission has prompted me to treat abridgment as evidence that performers and audiences have negotiated symphonic music through complex patterns and channels of oral and aural transmission. I look forward to enriching my perspective on American musical culture during this period by exploring the papers of Helen Hopekirk and of the Club Filarmónico Tucsonense.

My teaching, like my research, reflects a passionate interest in the specific circumstances in which musicians and audiences interact with music. My primary goal as a music educator—fueled by several years of experience teaching at the secondary level and in higher education—is to harness the powerful relationships that students already have with music in general, bridging the gap between those relationships and the music they encounter in academic settings. In exploring the melodic aesthetics of mass songs in the 20th century for a course on American musical theatre, I had students compare the experience of attempting to sing Marc Blitzstein’s song “The Cradle Will Rock” with “7 1/2 Cents” from the Richard Adler and Jerry Ross musical *The Pajama Game*. To approach a rhythmically complex passage from the scherzo of Beethoven’s Ninth Symphony in a general education course on music appreciation, I led the class in conducting it from a recording; I also had students collaborate to create play-by-play podcasts of portions of the work in the style of sports commentary. Through such activities, I transform music history from an abstract phenomenon into a tangible part of students’ lives, generating entry points for discussions of how musicians and audiences in the past grappled with music.

My research and my recent teaching experience—which has included designing and executing a yearlong course for other graduate students on teaching methods, conducting video-based consultations on their classrooms, and advising faculty members on their syllabi—have primed me to create and teach inspiring music courses. I was selected to lead an intensive survey of Western music history for graduate students at the University of Massachusetts Amherst this spring. I am also prepared to lead classes on a wide array of subjects in art and vernacular musics, from medieval to 21st-century music, including surveys, for students with varying levels of musical knowledge and experience. I would enjoy planning courses that cover a variety of areas, including transmission and reception, modernism as transnational phenomenon, the intersections between Western art music and vernacular traditions, and the shifting relationships between musical institutions and their cultural contexts.

As a lifelong teacher who is committed to public service and working with members of diverse populations, I would look forward to serving the University of Washington community. Along with a colleague at Harvard, I applied for and received grant funds to establish the Harvard Mobile Music Lab, in which we teach various subjects through music to a diverse classroom of fourth graders in Boston. As a former Teach For America corps member who was recognized for teaching math through music to economically disadvantaged children, I would relish the opportunity to work with colleagues and students to inspire the next generation of musicians and scholars in Seattle and beyond.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Vidita Chatterjee
vchatterjee@xxx.harvard.edu, (617) 000-0123

Department of Modern Languages and Literatures
Reed College, Portland, OR 97202

September 15, 2024

Dear Dr. Rima Sadek and Members of the Search Committee,

I am delighted to be applying for the position of Assistant Professor of Arabic in the Department of Modern Languages and Literatures at Reed College. I am completing my PhD in Comparative Literature at Harvard University for a defense in May 2025. I specialize in modern Arabic literature and bring a demonstrated commitment to innovative and inclusive pedagogy in undergraduate Arabic language teaching. My research focuses on transcultural Arabic literatures in Hispano-, Luso-, and Anglophone contexts. Accordingly, I am well equipped to serve MLL and Reed at large by engaging with students and colleagues working across multiple languages and disciplinary contexts. As a graduate of Reed, I would be honored to return to Portland and contribute to the liberal arts education of future generations of Reed students, building on my teaching experience, ambitious research agenda, and formative experiences as an alumna.

My dissertation, “Consectetur cras tempor mollis phasellus porta nulla,” considers how writers during an initial period of Arab transatlantic migration (1860s-1930s) responded to ongoing forms of racial stratification and histories of conquest and enslavement in the Americas. While recent historical scholarship has revealed how Arab migrants sought access to legal and social privileges by aligning themselves with white or *criollo* elite, literature imagines alternative forms of affiliation that cut across racial, national, and religious boundaries. Thinking beyond common narratives of diaspora that emphasize either assimilation or marginalization, I argue that the texts I study—notably, travelogues by ‘Abd al-Rahman al-Baghdadi and Ameen Rihani, and fiction by Shukri al-Khuri—articulate an ambivalent solidarity with non-Arab communities, including enslaved African Muslims in Brazil and indigenous Maya in Mexico. They draw parallels between histories of colonization and displacement in the Americas and the Mediterranean basin, while simultaneously reiterating colonial logics by placing Arabs in hierarchical relation to other minoritized groups. Through historically grounded literary analysis, the dissertation addresses questions of pluralism and its legally and culturally constructed limits, which are particularly relevant today in the face of rising ethnonationalist discourses and the so-called migration crisis.

My first book project will build on the dissertation by incorporating contemporary literature that thematizes early-20th-century Arab migration to the Americas. Examining 21st-century Arabic, Anglophone, and Lusophone literature, I have begun to explore how the initial period of transatlantic Arab migration is revisited by authors writing from a present marked by increased militarism, displacement, and mobility control. My transcultural approach to literature also encompasses my scholarly work on translation and my publications as an active literary translator: my article in the *Journal of Middle Eastern Literatures* analyzes dream interpretation as a parody of translation in Ahmad Faris al-Shidyaq’s *al-Saq ‘ala al-Saq*, arguing that translation functions as a site of cultural friction between the Arabic interpreter and his European patron; and recent published translations include Muhammad Said Hijoui’s novella *Kafka in Tangier* (Agora 2024) and poetry by Rasha Omran in *ArabLit Quarterly*.

My teaching is likewise informed by the productive frictions that arise in cross-cultural encounters. Regardless of my students’ professional aspirations, I believe that studying language and literature provides not only the language skills but the cultural competency to make meaning of, and effect change in, an increasingly interconnected world. While emphasizing the goals of fluent speaking,

vocabulary acquisition, and grammatical accuracy, I engage students in dynamic activities at every language level to extend their pursuit of Arabic in interdisciplinary directions. For example, my advanced-intermediate students used their knowledge of roots and morphology to understand the unfamiliar vocabulary in Mahmoud Darwish's poem "*al-hadir al-gha'ib*" (the present-absentee). From there, we launched into a lively discussion about the power of language to categorize people, and the power of literature to destabilize those categories—all in Arabic. My teaching, which has been recognized with a Certificate of Distinction in Teaching from the Harvard Office of Undergraduate Education based on student evaluations, employs a communicative approach in which students encounter language as a contextualized phenomenon, rather than a static collection of grammatical forms. I push students to challenge themselves daily to communicate about increasingly complex topics so that they see tangible progress and build lifelong learning skills.

The Arabic classroom attracts a set of students with diverse backgrounds, abilities, faiths, and complex relationships to the language. I have taught groups comprising Arab heritage learners (who may speak some colloquial Arabic but not write), Muslim students (who might know Arabic in a religious context), and true beginners, all from a range of racial, socioeconomic, and national backgrounds. Because I employ a communicative approach, in which students are constantly talking about themselves and others, identities are in focus from day one. Students share a lot about their experiences, beliefs, and plans. An inclusive and caring community is therefore key. I have helped students contend with Arabic's grammatically gendered nature with sensitivity to nonbinary students, and navigate the emotional dimensions of learning a language, including for heritage learners who may feel they should already be fluent, and individuals raised in places where Arabic was stigmatized. In every classroom, I work to form a community founded in mutual respect, where diversity is valued and pursued.

Having studied at Reed, I take my undergraduate professors as models of the teacher-scholar: innovating in the classroom while developing pathbreaking research, thereby keeping their teaching at the cutting edge. As a member of the Reed faculty, I would be delighted to teach any language level appropriate to the needs of the department, as well as courses such as Introduction to Arabic Literature and "Home without a Map: Travels, Migrations, and Returns in Arabic Literature and Film." I would work to grow the Arabic program through teaching excellence in conjunction with student advising and mentorship, organizing Arabic conversation tables and film screenings to foster engagement beyond the classroom. Having studied and lived in Jordan and Egypt, I am well equipped to advise students on study abroad, from selecting a program to preparing for life in a new country. Building on my experience advising undergraduate research, I look forward to working closely with advisees on their Senior Capstone projects and, utilizing my past training with Harvard's Bok Center for Teaching and mentoring Teaching Assistants on pedagogical strategies. I would be honored to contribute to Reed's vibrant intellectual community through collaborations with colleagues in MLL and programs like Asian and Middle East Studies and International Studies to develop interdisciplinary courses and programming on migration, transregional connections, and translation.

I have included my CV, references, and transcript, and I will be happy to provide other materials, including a writing sample, teaching portfolio, and sample syllabi. Thank you for your consideration.

Sincerely yours,

Alina Badawi
abadawi@g.harvard.edu
929-123-4567

Alina's letter follows the typical flow of an academic cover letter and has considerable tailoring that is relevant to her interest in teaching at a liberal arts college and to Reed College in particular. While providing concise descriptions of her current and future research, she dedicates 3 full paragraphs to teaching, including one focused on inclusivity. Note, also, that she proposes a course and includes the course title in quotes, indicating that it is a course of her own design which she would describe in more detail in her teaching statement. It's common to propose two or three courses in the cover letter.



HARVARD
UNIVERSITY

Max Umbutu
Harvard University
17 Oxford Street | Cambridge, MA 02138
mumbutu@fas.harvard.edu | 999-123-4567

November 29, 20XX

Dear Faculty Search Committee:

I am writing to apply for the tenure-track faculty appointment at Princeton University in the Department of Materials Science and Engineering through the Quantum and Semiconductor Materials search. I am completing my Ph.D. in the Department of Physics at Harvard University, where I have been designing and synthesizing new thin film materials with atomic-scale precision using molecular beam epitaxy (MBE).

Atomic-scale construction of a crystalline lattice can be used to design new classes of materials, as well as to control the manifold electronic, magnetic, and functional phases inherent in a family of materials. In my doctoral work, I engineered superconducting compounds by leveraging atomically-precise synthesis to create layered nickelate compounds. My discovery, which unveiled superconductivity through dimensional layering without chemical doping, unlocked the nickelates as a true new family of superconductors. Furthermore, it showcased the role of atomically-precise synthesis as a powerful knob to traverse the phase diagrams of quantum materials and stabilize new materials which cannot be made with bulk synthetic methods. I described this discovery in *Nature Materials*, with six additional related manuscripts.

My research program at Princeton will harness atomically-precise materials design and synthesis to explore and exploit the myriad phenomena that arise when electrons collectively engage. Aside from superconductivity, these phenomena include topological orders, magnetic orders and frustration, ferroelectricity, and excitonic pairing. Such behaviors evolve in lower dimensions and can even emerge at atomic interfaces, stressing the need for lattice control at the atomic-scale. Meanwhile, anion content and bonding is another critical determinant of materials properties. To this end, my program will unite atomic construction of the cation scaffolding with chemical tuning of the anion matrix, leading to exquisite tunability of correlated phases and unprecedented access to new classes of quantum materials beyond the canonical transition metal oxides. Finally, I will integrate synergistic characterization techniques that give us deep insight into how electronic behaviors correlate with atomic structure, closing the “materials-by-design” loop and accelerating the discovery of new materials.

My approach is transferrable beyond my immediate research efforts in quantum materials, such that I am uniquely poised to leverage the versatility of combinatorial materials synthesis to thematically expand. For example, a focus on functional materials could involve perfecting traditional materials for novel quantum circuitries, developing dielectrics for electro-optic devices, or anion-tuning toward stable photovoltaics. My research program, interdisciplinary by design, aligns well with the priorities of Princeton’s Engineering Strategic Plan. The world-class user facilities will provide a strong technical and communal environment to support my scientific vision, and I look forward to finding collaborative avenues in the Princeton community.

In addition to my intellectual interests, outreach, teaching, and mentoring have been central to my practice of science. Having consistently worked within my institutions to develop educational and support resources for underserved populations, I am drawn to Princeton’s commitment to strengthening representation *and* conditions for underrepresented groups to thrive. As my Ph.D. group’s first student, I took on leadership roles in establishing and managing the group, mentoring new graduate students, designing undergraduate projects, and establishing collaborative networks. I look forward to leading a diverse research group, to effectively mentoring students with a variety of goals and backgrounds, and to creating vibrant, inclusive learning environments at Princeton.

Please do not hesitate to reach out for any additional information – I hope to hear from you in due course.

Sincerely,

Max Umbutu (they/them)

Identifying information has been changed.

As a physical scientist, Max kept their cover letter to one page. Often, in quantitative and computational sciences, the letter can be even shorter... just a few short paragraphs. Note that Max uses a lot of field-specific jargon, knowing that their audience of physicists at Princeton would be very familiar with this level of jargon. While Max did not address courses they could teach, they did emphasize their commitment to fostering inclusivity in their teaching and mentoring.

(via email)

Dear Dr. Keshilian -

My Ph.D. advisor, Martin Rothberg of Harvard Medical School, suggested I write to you to inquire about the possibility of a postdoctoral position in your laboratory. I am currently completing my Ph.D. in Immunology at Harvard, and expect to defend by May, 2025.

I am interested in immune responses to viral infection, and my research with Dr. Rothberg has concentrated upon defining the role of IL-21 in the development of CD8+ T cell responses to viral antigens. Using an *in vitro* system, we have demonstrated that IL-21 can induce Bcl-2-mediated apoptosis of memory CD8+ T cells specific for an SIV antigen. We have also demonstrated that IL-21 plays a crucial role in the development of primary and secondary responses to virally encoded antigens in IL-21Ra-deficient mice. This study has indicated that IL-21 directly stimulates CD8+ T cell proliferation and survival. Our *in vitro* work has been published in *The Journal of Immunology* and we anticipate submitting a manuscript describing our *in vivo* results soon. This work is described in more detail in my accompanying CV.

I hope to complement my understanding of the CD8+ T cell response to viral infection and CD8+ T cell apoptosis with postdoctoral training that furthers my understanding of innate immune responses to viral infections. I have followed your lab's work in this area and am particularly interested in your work on autophagy, RLRs, and NLRs in viral infection. I would be very interested in working with you for my postdoctoral training to further my understanding of innate immune responses to viruses.

If you anticipate a position becoming available, I would greatly appreciate an opportunity to further discuss my research interests with you. I will be attending the upcoming Gordon Conference on Immunochemistry & Immunobiology in La Jolla, and I would be available to meet with you there or at UCSD that week.

Sincerely,

Melanie Porter
mporter@xxx.harvard.edu
She/Her/Hers

This is a concise email inquiry about a potential postdoctoral position in the laboratory of Dr. Keshilian at University of California at San Diego.

As the email is going to an expert in her field (rather than to a disciplinarily-diverse committee), Melanie's use of jargon is appropriate in this case.

Note that Melanie leaves open the possibility of meeting with Dr. Keshilian at an upcoming conference, but she could also have dropped the last sentence if she wasn't already planning to be in the area.