

Sample CV #1 – Teaching focus

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Martina Bayes-Price, PhD

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Cell Phone: (123) 456-7890 •• Lab Phone: (123) 456-7890 •• E-Mail: myname@stanford.edu

Education

- Stanford University, Stanford, CA & San José State University (SJSU), San José CA** 2012-2015
 NIH Institutional Career and Research Development Award (IRACDA) Postdoctoral Fellowship
 Research Mentors: Professors Lydia Chavez, Kathryn Boroughs, Sharin Evans (Stanford)
 Teaching Mentors: Professors Kevin Brake, Bechtel Holmes (SJSU)
- Stanford University, Stanford, CA** 2005-2011
 PhD, Immunology
 Research Mentor: Professor Lydia Chavez
- Oberlin College, Oberlin, OH** 2001-2005
 BA, Chemistry, Summa Cum Laude
 Minors in: Computer Science and Mathematics Advisor: Professor Victor Jarvis

Teaching Experience**Lecture Courses**

- Molecular Genetics (BIOL116), Co-Instructor, SJSU Fall 2014
 • developed and taught curriculum for new exam block on DNA recombination
- Foundations of Cell Biology and Physiology (BIOL1B), Co-Instructor, SJSU Spring 2014
 • prepared and delivered lectures for large introductory lecture class
- Cellular and Molecular Immunology Literature Review (BIO230A), Stanford University Fall 2012
 • developed curriculum and ran discussion section of primary literature
- Stanford Institutes of Medicine Summer Research Program (SIMR), Stanford University 2008-10, 2012-14
 • lectured on transplantation immunology and B cell biology to high school participants
- Advanced Immunology I (IMMUNOL201), Stanford University Winter 2008
 • teaching assistant, co-developed curriculum, and lecturer (B cell biology)
- Cellular and Molecular Immunology (BIO230), Stanford University 2007, 2012-14
 • teaching assistant (2007), head teaching assistant (2012), guest lecturer (2012-14)

Lab Courses

- Stanford Immunology StartUp Fall 2012
 • instructed incoming graduate students on theory and practice of Western blotting

Mentoring

- Advised one high school student, five undergraduate students (including one senior thesis), three graduate students, and one medical student on independent research projects 2006-2014
 • Training support provided by: SIMR & Stanford University Summer Research Program (SSRP)

Outreach Activities

- SIMR Immunology Institute, Teaching Assistant, Stanford University 2014
 • assisted with program-wide admissions, planned summer course curriculum, and monitored progress and program goals for 12 high school Immunology Institute participants
- “The Itch to Stitch”, Instructor, The Girl’s Middle School 2009
 • co-developed curriculum and implemented a one-week course to teach knitting and crocheting to middle school girls
- Oberlin Institute for Girls in Science (DIGS) Counselor, Oberlin College 2002, 2003
 • assisted with teaching labs in physics and chemistry, assisted in preparation of posters describing the experimental results, served as resident assistant during the camp

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Research Experience

- NIH IRACDA Postdoctoral Fellow, Stanford University** 2012-2015
- Defining the functional Natural Killer (NK) cell repertoire in the immune response to latent Epstein-Barr Virus (EBV) infection
 - Decoded the rules of the T cell receptor repertoire to allow specificity to be read by primary sequence (collaboration with Achak Atal in Jose Myers' Lab)
- Stanford Immunology NIH Postdoctoral Training Grant, Stanford University** 2012
- Explored regulation of host microRNA expression by the EBV protein LMP1
- PhD Doctoral Candidate, Stanford University** 2005-2011
- Studied syk activation and downstream survival signaling in EBV+ B cell lymphomas
- Undergraduate Research Assistant, Oberlin College** 2003-2004
- Purified and characterized helix-turn-helix transcription factors from the archaeobacteria *M. acetivorans*
- Summer Undergraduate Research Program, Memorial Sloan-Kettering Cancer Center** 2004
- Developed functional characterization of recombinant human Mgs1/Werner's Helicase Interacting Protein 1 (WHIP1) and its interaction with the DNA pol holoenzyme (Advisor: Professor Jim Horowitz)
- Science Research Fellow, Oberlin College** 2001-2002
- Used computer modeling to show the effects of laser frequencies on vibrational excitation of HCN (Advisor: Professor Victor Jarvis)
 - Synthesized novel multinuclear copper-lanthanide complexes in ionic liquids (Advisor: Professor Kim Mayes-Hogan)

Publications

- M. Otis-Mendel, A. Otis, E.M. Harris, **M. Bayes-Price**, S. Evans, T. Esteves, L. Chavez. Modulation of EBV Host Cells to Promote B Lymphoma Cell Survival. *Journal of Lymphoma*, currently under final review.
- M. Bayes-Price**, M. Otis-Mendel, E.M. Harris, S. Evans, L. Chavez. Epstein-Barr Virus and B Lymphocytes. *Journal of Immunological Research*, 58(2-3):216 (2014).
- M. Bayes-Price**, L.J. Baker, P. Masters, V. Chang, W. Nakimoto, T. Esteves, S. Evans, L. Chavez. Kinase Activation in Epstein-Barr Virus, Post-Transplant. *Journal of Transplantation*, 17(3):712 (2013).
- M. Bayes-Price***, L.J. Baker*, S. Evans, L. Chavez. PI3K Signaling by a Chimeric Latent Membrane Protein 1 in Epstein-Barr Virus (EBV). *PLoS*, 6(8):e3138 (2012). * authors contributed equally to this work.
- M. Bayes-Price**, L. Chavez, T. Esteves. Emerging Treatments of Epstein-Barr Virus (EBV)+ Post-Transplant. *Transplantation*, 14(2):820 (2012).
- M. Bayes-Price**, L.J. Baker, V. Chang, R. Carr*, S. Evans, L. Chavez. Promoting Survival of Epstein Barr Virus (EBV)+ B Cell Lymphomas. *Journal of Chemical Change*, 612(38):43368 (2011). * denotes mentored undergraduate student as co-author
- V. Chang, **M. Bayes-Price**, S. Zimmer, O.M. Richards, P. Huang, S. Evans, and L. Chavez. Tumor-Derived Variants of EBV. *Journal of Chemical Change*, 610 (55):40575 (2008).

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Bayes-Pryce, M. P. - 3

Academic Leadership & Service

IRACDA Conference: Elevating Science and Education, Albuquerque, NM	2014
IRACDA Conference: Increasing Diversity in Science – Classroom to Bench, Atlanta, GA	2013
IRACDA Pedagogy Class, SJSU	2013
Postdoctoral Teaching, Mentoring Workshops, Stanford University	2012
Steering Member, Intersivity Graduate Christian Fellowship, Stanford University	2007-2009
Interview Weekend Coordinator, Program In Immunology, Stanford University	2006-2007

Grants & Fellowships

NIH IRACDA Postdoctoral Fellowship K12-GM088033	2012-2015
Stanford Immunology NIH Postdoctoral Training Grant T32-AI007290	2012
Stanford Graduate Fellowship	2007-2010

Awards & Honors

Stanford Immunology Scientific Conference – Best Postdoctoral Fellow Poster	2012
Hugh McDevitt Prize in Immunology	2011
American Transplant Congress Young Investigator Award	2010, 2011
Stanford Immunology Scientific Conference – Best Graduate Student Poster	2007
Rubin and Sara Shaps Scholar, Memorial Sloan-Kettering Cancer Center	2004
Dow Chemical Scholarship	2002-2005
Oberlin College Science Research Fellow	2001-2005

Selected Presentations & Invited Talks (of 27)

- M. Bayes-Price, G. Pearson, K. Quill, D. Trujillo, T. Esteves, S. Evans, L. Chavez.** Bypassing Tetramers: T Cell Repertoires Allow Specificities to be Read. International Transplantation Society 2014, San Jose, CA, Oral Presentation.
- M. Bayes-Price.** Exploiting the Relationship between Epstein-Barr Virus and the Host Immune System. SJSU Seminar Series, May 2014, San Jose, CA, Invited Lecture.
- M. Bayes-Price, S. Lambert, C. O. Esquivel, S. Evans, and L. Chavez.** Defining Biochemical Pathways of PI3K/Akt- Dependent Cell Survival. International Transplantation Society 2013, Paris, France, Oral Presentation.
- M. Bayes-Price, S. Lambert, S. Evans, C. O. Esquivel, and L. Chavez.** Targeting Treatment of Post-Transplant Lymphoproliferative Disorder (PTLD). U.S. Transplant Congress 2011, Pittsburgh, PA, Plenary Oral Presentation & Young Investigator Award.
- M. Bayes-Price, S. Lambert, V. Chang, E. Gallo, S. Evans, T. Esteves, and L. Chavez.** Novel Targets for Epstein Barr Virus (EBV)+ B Cell Lymphoma Growth & Survival. International Congress of the Transplantation Society 2008, Sydney, Australia, Mini-Oral Presentation.
- M. Bayes-Price, V. Bermudez, and J. Hurwitz.** Biochemical Characterization of the human genomic stability factor Mgs1/Werner's Helicase Interacting Protein (WHIP). American Chemical Society Regional Poster Session 2004, Greencastle, IN. Poster Presentation.

Sample CV #2 - Research focus

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STACY HARTMAN

email@stanford.edu | phone-number | www.website.com

EDUCATION

Stanford University , Stanford, CA	2015
Ph.D German Studies	
University of Manchester , Manchester, United Kingdom	2008
M.A. German Studies (Distinction)	
University of California, Santa Cruz , Santa Cruz, CA	2005
B.A. Modern Literature with a German emphasis (Highest Honors) and Feminist Studies (Honors)	

DISSERTATION

Title: “The Ethics of Emotion: The Dialectic of Empathy and Estrangement in Postmodern German Literature and Film”

Abstract:

Although the question of the role of empathy in our experience of fiction is currently an active one in psychology, most of the relevant research has been conducted on “immersive” or popular literature and film. This dissertation seeks to change that by using cognitive approaches to literature to examine how and why postmodern literature and film disrupts the reader or viewer’s expected empathic connection with the narrator or protagonist. Drawing on research by both cognitive psychologists and cognitive cultural theorists, I examine first how this disruption is accomplished, through narrative techniques which include unreliable, mediated, or detached narration, and through thematic concerns such as an interest in the grotesque and the disgusting. Ultimately, however, I argue that in the wake of the disastrous failure of empathy that was World War II, postmodern writers and directors have sought to render moral judgment and decision-making conscious and deliberate, rather than unconscious and emotion-based. Principle authors and texts include Günter Grass’s *Die Blechtrommel*, W.G. Sebald’s *Die Ausgewanderten* and *Austerlitz*, and Michael Haneke’s films, *Die Klavierspielerin*, *Das weiße Band*, and *Amour*. This argument has implications for not only the field of cognitive cultural studies, but also for psychology, ethics, and education.

Advisors:

Professor Amir Eshel (German)
 Professor Blakey Vermeule (English)

Committee Members:

Professor Russell Berman (German)
 Assistant Professor Jamil Zaki (Psychology)

GRANTS AND AWARDS

North American Foundation of the University of Manchester Award (2007)
 Fulbright Grantee (2005)
 Dean’s Award, Humanities Division, University of California, Santa Cruz (2005)
 Humanities Undergraduate Research Award, University of California, Santa Cruz (2004)
 Regent’s Scholarship, University of California, Santa Cruz (2001-2005)

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PUBLICATIONS

Articles

“Reforming Graduate Education through Discussion and Data.” Co-authored with Russell A. Berman. *ADFL Bulletin*, Volume 43, Number 2, 1 July 2015, pp. 102-108.

“‘A Romance with One’s Own Fantasy’: The Nostalgia of Exile in Anna Seghers’s Mexico.” *Edinburgh German Yearbook, Volume 3: Contested Legacies: Constructions of Cultural Heritage in the GDR*. Ed. Matthew Philpotts and Sabine Rolle. New York: Camden House, 2009.

Book Reviews

Jaimey Fischer and Barbara Mennel, ed.: *Spatial Turns: Space, Place, and Mobility in German Literary and Visual Culture*.” *The Modern Language Review*, Volume 107, Number 1, 1 January 2012, pp. 324-326.

David Clarke and Renate Rechten, ed.: *The Politics of Place in Postwar German: Essays in Literary Criticism*.” *The Modern Language Review*, Volume 106, Number 2, 1 April 2011, pp. 605-606.

Axel Goodbody, Pól Ó Dochartaigh, and Dennis Tate, ed.: *Dislocation and Reorientation: Exile, Division and the End of Communism in German Culture and Politics. In Honour of Ian Wallace*.” *The Modern Language Review*, Volume 105, Number 3, 1 July 2010, pp. 923-925.

Katharina Gestenberger: *Writing the New Berlin: The German Capital in Post-Wall Literature*.” *The Modern Language Review*, Volume 105, Number 2, 1 April 2010, pp. 608-609.

PRESENTATIONS

“The Ethics of Emotion,” Stanford University, German Studies Colloquium, June 2015.

“Parting the Gray Veil: Psychoanalytic and Biological Approaches to Memory in Sebald’s *Austerlitz* and Kandel’s *In Search of Memory*,” Modern Language Association Convention, January 2015.

“Slippery as an Eel: Disgust, Empathy, and Estrangement in the First Book of *Die Blechtrommel*,” German Studies Association Conference, October 2013.

“‘False Leads and Cold Cases’: The Insolubility of History in Michael Chabon’s *The Final Solution*,” Vanderbilt University, German Studies Graduate Student Conference, March 2012.

“White Ribbons and Purifying Punishments: The Metaphoric Construction of Morality in *Das weiße Band*,” Stanford University, German Studies Colloquium, March 2012.

“‘What difference does it make who is speaking?’: Removing Günter Eich from the Günter-Eich-Debatte,” University College London, German Studies Postgraduate Colloquium, March 2008.

ACADEMIC SERVICE

Student Representative, Graduate Academic Committee, Division of Literatures, Cultures, and Languages, Stanford University (2012-2013)

Member, Steering Committee, DLCL Graduate Student Conference: Urban/Jungles, Stanford University (2012)

Co-founder and Coordinator, German Studies Forum for Graduate Students, Stanford University (2010-2012)

Student Representative, Postgraduate-Taught Committee, School of Languages, Linguistics, and Cultures, University of Manchester (2007-2008)

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PROFESSIONAL EXPERIENCE

Courses Taught

Instructor, “Memory, Modernity, Mourning: 20th Century German Short Fiction,” Stanford University (Winter 2015).

Designed and taught a German-language literature seminar to Stanford undergraduates. Authors include Kafka, Mann, Seghers, Langässer, Borchert, and Böll.

Co-instructor, “Empathy in Science, Society, and Stories,” Stanford University Hope House Program (Fall 2014)

Co-taught a course on the broad topic of empathy with a colleague from the Center for Ethics in Society at Hope House, a halfway house for women transitioning out of prison. Topics include social science, literary, and personal narrative approaches to empathy. Contributed to syllabus design, facilitated discussion, and graded assignments.

Graduate Teaching Assistant, German 5A (summer intensive), Stanford University (Summer 2014)

10-week German 1 course compressed into 2.5 weeks. Focus on student-centered communicative methods.

Co-Instructor, German 182, “War and Warfare in Germany,” Stanford University (Spring 2013)

Co-taught an English-language German literature, film, and culture course with Professor Russell Berman to Stanford undergraduates. Texts included *All Quiet on the Western Front*, *Mother Courage*, and *The White Ribbon*. Contributed to syllabus design, facilitated discussion, and graded assignments.

Graduate Teaching Assistant, German 1, 2, 3, and 21, Stanford University (Fall 2011, Spring 2012, Fall 2012, Winter 2013)

Beginning and Intermediate German language. Received training in ACTFL language level evaluation standards. Focus on student-centered communicative methods.

Graduate Teaching Assistant, Intermediate German Conversation, Stanford University (Spring 2011, Spring 2013)

Designed and implemented conversation courses for Stanford undergraduates either returning from or preparing to go abroad to Germany.

Instructor, English as a Foreign Language, NEXUS: Lenguas y Culturas, Cuenca, Ecuador (Spring 2007)

Provided English language instruction to K-12 and adults at a private language school.

Fulbright Foreign Language Teaching Assistant, English as a Foreign Language, Trave-Gymnasium, Lübeck, Germany (2005-2006)

Provided English language instruction to middle school and high school students.

Undergraduate Instructor, 20th Century Children’s Fantasy Literature, University of California (Winter 2005)

With a fellow undergraduate, designed and facilitated an undergraduate seminar.

Undergraduate Teaching Assistant, Introduction to Feminism, University of California (Fall 2003)

Served as the facilitator of a discussion section for fellow undergraduates.

Other Teaching and Course Design Experience

Graduate Writing Tutor, Hume Writing Center, Stanford University, 2013-2014.

Provided Stanford undergraduates and graduates with support at all stages of the writing process and in all disciplines.

Instructional Designer, Shmoop University, Inc., 2013.

Designed online literature courses for high school students, including: Holocaust literature and film, Kate Chopin and Emily Dickinson, and Franz Kafka.

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Academic Support and Educational Research

Instructional Designer and Researcher, Lacuna Stories Project, Stanford University, 2013-present.

Conduct classroom observations, student surveys, and analysis for Lacuna Stories, a digital humanities pedagogy platform. Design instructional manual for instructors using the platform and provide personalized consultations for instructors implementing their courses using the platform.

Graduate Teaching Consultant, Center for Teaching and Learning, Stanford University, 2013-2015.

Facilitate small group midterm evaluations and provide video consultations and other services that enhance and enrich the teaching experiences of graduate teaching assistants at Stanford.

Academic Skills Coach and Advisor, Undergraduate Advising and Research, Stanford University, 2014-2015.

Provide one-on-one support to Stanford undergraduates returning from academic suspension, with a particular emphasis on time management techniques.

Academic Advising Fellow, Undergraduate Advising and Research, Stanford University, 2014-2015.

Provide drop-in advising to Stanford undergraduates and administrative support to UAR.

Coordinator, Faculty-Graduate Student Collaborative Teaching Project, Stanford University 2012-2014.

Designed and co-ran seminar on humanities pedagogy. Coordinate meetings, communicate with participants, and arrange catering. Facilitate and organize site visit by the Teagle Foundation (funding body).

LEADERSHIP EXPERIENCE

Co-Organizer, Series on the Public Humanities, Stanford University, 2013-2014.

Conceptualized and coordinated a series of speakers on the humanities in the public sphere and on public scholarship generally. Coordinated travel and arrange catering and hospitality while managing a \$13,000 budget.

Founder and Coordinator, "Alt Ac" Speaker Series, Vice Provost for Graduate Education, Stanford University, 2012-2013.

Conceptualized and coordinated a series of speakers about alternative academic careers for PhDs. Researched, interviewed, and selected speakers; scheduled speakers, arranged catering, and moderated sessions.

Coordinator, Assessing Graduate Education Project, Division of Literatures, Cultures, and Languages, Stanford University 2011-2013.

Designed, implemented, and reported on a broad survey of best practices in graduate education.

Manager, Kaplan Tutoring, 2008-2010.

Hired, trained, and managed over fifty part-time tutors as an Academic Specialist and Academic Manager.

LANGUAGES

English (native reading, writing, and speaking)

German (fluent reading, writing, and speaking)

Spanish (proficient reading, writing, and speaking)

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JULIE JACKSON COHEN

Street Address • City, State Zip Code • Email • Phone

EDUCATION

Stanford University	20XX-present
• Ph.D. in Curriculum and Teacher Education, 20XX	
Loyola Marymount University	20XX-20XX
• M.A.T. and Multiple Subjects Teaching Credential, 20XX	
Stanford University	20XX-20XX
• B.A. in American Studies with a specialization in Race and Ethnicity	
• Graduated with departmental honors and university distinction, 20XX	

AWARDS

• Thomas B. Fordham Institute Emerging Education Policy Scholar, 20XX	20XX
• National Academy of Education/ Spencer Foundation Dissertation Fellowship, 20XX-XX	20XX-XX
• Gerald J. Lieberman Fellowship, Stanford University, 20XX-XX	20XX-XX
• Stanford University School of Education Dissertation Support Grant, 20XX	20XX
• Student Projects for Intellectual Community Enhancement, Stanford University, 20XX-XX	20XX-XX
• The Morgridge Family Stanford Graduate Fellowship, Stanford University, 20XX-XX	20XX-XX
• Phi Beta Kappa, Stanford University, 20XX	20XX
• Robert M. Golden Medal for Excellence in Research in Humanities, Stanford University, 20XX	20XX
• David Potter Award for Excellence in Research in American Studies, Stanford University, 20XX	20XX
• Public Service Scholar, Stanford University, 20XX-XX	20XX-XX

EXPERIENCE RESEARCH & APPOINTMENTS

Assistant Professor , Department of Curriculum, Instruction, and Special Education, Curry School of Education, University of Virginia	20XX-Present
• Serve in the role of Faculty Affiliate for Center for Advanced Study of Teaching and Learning and the Center on Education Policy and Workforce Competitiveness	
• Act as Faculty Mentor for the Virginia Education Science Training Program	
Post-Doctoral Fellow , Center to Support Excellence in Teaching, Stanford University	20XX-XX
• Faculty Mentor: Pam Grossman.	
Research Assistant , Measures of Effective Teaching Project, Bill and Melinda Gates Foundation	20XX-XX
• Principal Investigator, Pam Grossman.	
Research Assistant , <i>Accounting for differences in teachers' value-added to student achievement scores in middle school English/Language Arts: Do classroom practices make a difference?</i>	20XX-XX
• Principal Investigators, Pam Grossman and Susanna Loeb.	
TEACHING	
Lead Instructor , <i>Curriculum and Instruction for Elementary Education and Special Education</i> , Curry School of Education, University of Virginia	20XX-XX
Teaching Assistant , <i>Quantitative Data Analysis and Interpretation</i> , School of Education, Stanford University	20XX-XX
Teaching Assistant , <i>Research in Curriculum and Teacher Education</i> , School of Education, Stanford University	20XX-XX
Teaching Assistant , <i>Quantitative Reasoning in Elementary Mathematics</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
Teaching Assistant , <i>Classroom Management</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
Teaching Assistant , <i>Equity and Democracy in American Education</i> , Stanford Teacher Education Program (STEP), School of Education, Stanford University	20XX-XX
Teaching Assistant , <i>Professional Seminar on the Organization of Schooling</i> , School of Education, Stanford University	20XX-XX