



SCHOOL OF EDUCATION

Curriculum Vitae Guide



Career Connections | Office of Teacher Education
WW Wright Building, Suite 1000
<https://edcareers.indiana.edu>

For an appointment with a Job Search Advisor, call 812-856-8506 or email
edcareer@indiana.edu

Revised Fall 2016 by Helena C. Flores, Graduate Assistant

Using a Curriculum Vitae

What is a Curriculum Vitae?

A curriculum vitae (CV) is the traditional standard for presenting your qualifications for academic employment. This generally holds true for all teaching, research, and administrative positions in higher education. A professional CV can be rather lengthy and is typically inappropriate for most other jobs in the public and private sector. With your CV, you should include a detailed letter of application that specifically addresses skills, knowledge, and abilities required by any job announcement.

How is a CV different from a resume?

Length! Beginner resumes will usually be from one to two pages in length. CVs often begin at three pages and can be as long as needed. Length, however, is not the determinant of a successful CV. Present all the relevant information you can, but try to make it as concise as possible. Another difference is the goal of a resume is to construct a professional identity, the goal of a CV is to construct a scholarly identity. With that being said your CV will need to reflect your abilities as a teacher, researcher, and publishing scholar within your discipline.

Information to include in your CV

In most cases, the CV replaces the job application form. This means that the CV is your primary means of presenting your qualifications for a position. The exact format will vary, but you may want to ask a graduate advisor or professor for a copy of his or her CV to use a basic model. Notwithstanding the issue of style, the following information should be included in every CV:

- Name, address, phone numbers, email addresses
- Objective – A specific position title.
- Academic Preparation – Conferral dates and degree titles of all degrees.
- Work Experience – Include teaching, research, & Graduate Assistantships
- Publications, Presentations, and Papers – include current submissions
- Performances, Exhibitions, and Compositions
- Current research interests
- Grants awarded, worked on, or revised
- Languages and international travel
- Professional memberships
- Honors and Awards
- Professional service and consultations
- Relevant leadership experience (Being president of the high school chess club is probably not relevant, but being treasurer of the graduate student association probably is!)
- Specific skills – Lab techniques and equipment, computer programs and languages, Technology and other technical skills

The preceding list should not be considered as complete. Again, looking at a CV from an advisor or professor in your specific field may illuminate other areas that should be included.

Remember that phone numbers and email addresses should be “permanent.” Phone numbers should have voicemail enabled with a professional message for callers. A well-constructed, content-rich CV will do no good, if prospective employers cannot reach you.

Using a Curriculum Vitae (continued)

Information NOT to include in your CV

An otherwise well-constructed CV can quickly become a liability for you if it includes irrelevant information. Generally, the following information should be excluded.

- Age
- Ethnic identity
- Political affiliation
- Religious preference
- Hobbies
- Marital status
- Sexual orientation
- Place of birth
- Photographs
- Height, weight, health

Format and Quality

Remember when working on your CV, that there is not one standard format. A good CV is one that emphasizes the points that are considered to be most important in your discipline.

When it comes to electronic standards, generic word processing programs are generally acceptable. It is recommended that CV's be saved in either MS Word or Adobe PDF format. You just want to make sure that your CV can be opened with the majority of the current software systems. Commercial copy stores will take electronic files (via email or USB) and make multiple copies professional quality printers. For most applications, however, an inkjet or home laser printer will produce acceptable copies.

Paper Quality

Always use standard white, ivory, or neutral 8.5 x 11 inch heavyweight paper. Keep in mind that colored paper and ink may look hazy after copying. Departments will oftentimes make multiple copies of a CV and distribute it all the members of a search committee. While royal blue or apple red may look great, there is a greater likelihood that they will pose difficulties in the copying process, and may also not look quite as professional.

Double-Siding and Footers

Never "double-side" a CV or resume. If the prospective department is photocopying the CV, they may omit the backside of a page. In this case, search committee members will only receive partial information about you. Additionally, always place a cumulative footer at the bottom of the page. A cumulative footer tells the reader which page they are on out of a certain total of pages. The footer is most appropriately placed in the lower center or right hand corner of the page and may be in smaller font size.

Font style and size

The most commonly used fonts are "Times New Roman" or "Helvetica/Arial." The actual choice is a matter of taste and preference. Point size should be no less than 10 points, but not greater than 12 points. Do not overuse boldface, italics, and underlining, however occasional use should guide the eye and help the reader find useful information.

Retrieved 5/10/06 and adapted from <http://www.careers.ucr.edu/Students/Graduates/CV/index.html>

Writing an Effective Curriculum Vitae

Resume or Curriculum Vitae (CV)?

The primary differences are:

- Length
- Content
- Purpose

A resume is a one or two page summary of your skills, experience, and education. A goal of resume writing is to be brief and concise since, at best, the resume reader will spend a minute or so reviewing your qualifications.

A CV, on the other hand, is a longer (three or more pages), more detailed synopsis of your accomplishments. It includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details.

When to use a CV

In the United States, a curriculum vitae is used primarily when applying for international, academic, education, scientific or research positions, or when applying for fellowships or grants. As with a resume, you may need different versions of a CV for different type of positions.

What to include in your CV

Start by making a list of all your background information, then organize it into categories. Make sure you include dates on all experiences and publications. A CV should include:

- Your name
- Contact information
- Education
- Skills
- Experience
- Research and teaching experience
- Publications
- Grants and fellowships
- Professional associations and licenses
- Awards
- Other information relevant to the position that you are applying for

Important points to consider

When preparing an effective CV, Colorado College's Career Center suggests that it should be:

- Clear - well-organized and logical
- Concise - relevant and necessary
- Consistent - don't mix styles or fonts
- Current - up-to-date
- Complete - includes everything you need

Constructing Work Description Entries

Two strategies to consider when writing a CV are gapping and parallelism. Gapping is when you use bullet points rather than summary paragraphs to present information as clearly, concisely, and rapidly. Instead of writing, "I taught journalism for six years, while also planning classes and coaching, graded papers, and created formative and summative assessments. I also met with students to answer any questions," you might consider, "Journalism Instructor (2010-2016). Planned course activities. Coached Field Hockey Graded all assignments. Held regular study sessions with students." By using this method you are able to cut out unnecessary words and allow your reader to see what you have been accomplishing in quickly.

Parallelism is also important for writing a strong CV. You will want to keep the structure of your phrases and/or sentences consistent throughout your document. For example, if you decide to implement verb phrases in one section of your CV to describe your experiences, aim to use them throughout the entirety of your CV. Also make sure that the structure of your phrases is parallel. This will help the reader understand what you are communicating more effectively.

Retrieved 5/10/06 and adapted from <http://jobsearch.about.com/od/curriculumvitae/a/curriculumvitae.htm>
Purdue Writing Lab. (2013, April 18). Welcome to the Purdue OWL. Retrieved October 27, 2016, from <https://owl.english.purdue.edu/owl/resource/641/1/>

SAMPLE CURRICULUM VITAE

William Isaac Thomas

Office: Sproul Hall 1207, School of Education
University of California, Riverside, CA 92521
909.787.5228 withos@pop.ucr.edu
Home: 9431 Soloma Drive, Riverside, CA 92507
(909)788-9999

OBJECTIVE: Assistant Professor, Special Education

ACADEMIC PREPARATION:

Ph.D. in Education, School of Education, University of California, Riverside, 2002
Concentrations: Special Education, Educational Psychology
Dissertation: *A Methodological Study of the Self-Concepts of Fourth Grade Gifted Children*
Advisor: Dr. Donald MacMillan

M.A. in Education, Faculty in Education, Claremont Graduate School, 1999
Concentrations: Educational Psychology, Language Development and Reading
Thesis: *Interpersonal Communication Skills of Language Impaired Children*
Advisor: Dr. Harley Davidson

Special Education Specialist Credential, University of Redlands, CA, 1997

Multiple-Subjects Credential, California State University Long Beach, CA, 1996

B.A. in Psychology, California State University, Long Beach, CA, 1995
Concentrations: Learning Theory, Psycholinguistics

A.A. in Liberal Studies, Crafton Hills College, Yucaipa, CA 1993

RESEARCH SKILLS:

- Utilized SPSS and SAS statistical programs extensively
- Survey and evaluation research techniques

LANGUAGES:

- Fluent in English and French
- Can read some German and Spanish

PROFESSIONAL EXPERIENCE:

Supervisor of Teacher Education, 1999-present
School of Education, University of California, Riverside
-Supervising student teachers and interns who are working on multiple-subjects and special education teaching credentials

Instructor, Summer Sessions, 2000-2001
School of Education, University of California, Riverside
Course: The Exceptional Child

Teaching Assistant, Spring 1999
Faculty in Education, Claremont Graduate School
Courses: Advanced Statistics, Introduction to Learning Disabilities

Teaching Assistant, Spring 1999
Faculty in Education, Claremont Graduate School
Courses: Tests and Measurement, Casework in Special Education

Research Assistant, Fall 1998
Faculty in Education, Claremont Graduate School
- Assisted Dr. James Kleagle on the Inland Valleys Special Education Project
- Collected and analyzed survey data, using the SPSS program

Public School Teacher, 1996-1998
Long Beach Unified School District, Long Beach, CA
Special Education, Grades 3 and 12

Peer Counselor, 1995-1996
Developmental Disabilities Immersion Program
California State University, Long Beach, CA

PUBLICATIONS:

Thomas, W.I. (1998), *Effects of Standardized Achievement Testing on Self-Concepts of Middle School Children*. **Clearing House**, 23(1), 986-989.

Thomas W.I. and S.I. Freud (1997), *Fetal Alcohol Syndrome: A Case Study*. **The Exceptional Child**, 53(1), 17-20.

Thomas, W.I. (1997), Book review of *Mainstreaming and Its Detractors* (Harold Smith, Ed., Dubuque, Iowa: Kendall Company, 1996) in **Education Forum** 135(4), April.

RESEARCH SUBMITTED AND IN PREPARATION:

- *Interaction of Verbal and Nonverbal Communications Among Learning Handicapped Fourth Graders*
- *The Great Debate: A Qualitative Analysis of Reading Instruction*

PAPERS PRESENTED AT CONFERENCES:

Sociometric Keys to Learning. Presented at the 20th International Conference on Learning Disabilities, San Diego, CA, 2000

Critical Thinking and Reading. Presented at the 57th Annual Conference of the California State Federation Council for Exceptional Children, San Luis Obispo, CA, 1999

Retention and Prime-Time Television. Presented at the 29th Annual Conference of the Society for Gifted and Talented Children, San Antonio, TX, 1999

CURRENT RESEARCH INTERESTS:

A survey questionnaire and follow-up interview study of parents of GATE students to assess the need for parent support groups

GRANTS RECEIVED:

California State Teacher Grant (CTIP) *A Motivational Field Trip for GATE Students*. Awarded October 1997.

PROFESSIONAL MEMBERSHIPS:

American Educational Research Association
Pacific Coast Consortium on Innovation in Teaching
Society for Gifted and Talented Children

PROFESSIONAL SERVICE:

- Vice President, Pacific Coast Consortium on Innovation in Teaching, 2000
- Chair, University Relations Committee, Society for Gifted and Talented Children, 1999-2000

HONORS AND AWARDS:

Victress Bower Scholarship Award, Riverside, CA, 1998
Outstanding Dissertation Award, University of California, Riverside, 2000

REFERENCES:

Letters of Reference File is available upon request from:

Career Center
University of California
Riverside, CA 92521

The following persons have written letters of recommendation on my behalf:

Donald MacMillan, Professor
School of Education
University of California, Riverside, CA
(909) 787-5228

John Dewey, Chair
Department of Education
California State University, Long Beach, CA
(213) 777-4545

Maria Montessori, Professor
Faculty in Education
Claremont Graduate School, Claremont, CA
(909) 655-9999

Additional Academic and Job Search Resources

University Career Centers

Purdue University

<https://owl.english.purdue.edu/owl/resource/641/01/>

University of California, Berkeley

<http://career.berkeley.edu/Phds/PhDCV.stm>

University of North Carolina at Chapel Hill

<http://writingcenter.unc.edu/handouts/curricula-vitae-cvs-versus-resumes/>

Online Help Sites

Quintessential Careers

http://www.quintcareers.com/curriculum_vitae.html

CV Tips

<http://www.cvtips.com/>

The Riley Guide

<http://www.rileyguide.com/resprep.html>

American Psychological Association

<http://www.apa.org/careers/resources/academic/vitae-tips.aspx>

Grad School Help

<http://www.theprofessorisin.com>

Teaching Philosophies

<http://crlt.umich.edu/tstrategies/tstpts>

Books

The Academic Job Search Handbook by Vick and Furlong

How to Write a Lot by Paul J. Silvia

Your Crystal Clear Career Path by Peter Engler

*IU Career Connections is not affiliated with, and does not endorse or recommend any of the public or independent organizations listed above. This list is made available as a resource to assist students in their job search.

Vick, J. M., Furlong, J. S., & Heiberger, M. M. (2008). *The academic job search handbook* (4th ed.).

Silvia, P., & Sinclair, C. (2007). How to Write a Lot: Tips for Increasing Writing Productivity. *PsycEXTRA Dataset*. doi:10.1037/e506102012-202

Engler, P. G. (2014). *Your crystal clear career path: Featuring smart, new and effective job search strategies: Find rewarding work, not just a job!*

Mary Lou Goodman

1234 Hoosier Dr, Bloomington, IN, 47401 | 812-555-5555 | edpsych@gmail.com

Education

Ph.D., School Psychology, Indiana University, Bloomington, IN
Anticipated May 2020

M.S.Ed., School Psychology, Indiana University, Bloomington, IN
Anticipated May 2017

B.A., Psychology, Sociology/Anthropology minor, Indiana University, Bloomington, IN
May 2015

Practicum Experience

Academic Interventionist, *August 2016 - Present*

Grandview Elementary, Bloomington, IN

Supervisors: Rebecca Martinez, Ph.D., Kassie Lowery, B.A.

- Manage a case load of three students struggling with academics
- Assess and track data pertaining to student interventions
- Consult and communicate with teachers and parents regarding students' progress
- Research and implement evidence based practices

School Psychology Practicum Student, *January 2016 - May 2016*

College Park Elementary, Lincoln Middle School, Eastbrook Elementary, Indianapolis IN

Supervisors: Thomas Huberty, Ph.D

- Performed Psychoeducational evaluations of children elementary age to middle school
- Conducted in-class observations
- Administered, scored, and interpreted cognitive and academic testing for placements
- Conducted an individual behavior plan with a student
- Managed interventions twice a week with students on reading and sight words
- Participated and led Case Conference Committee meetings

Teaching Assistant in Special Education, *August 2015 - December 2015*

Clearcreek Elementary, Bloomington, IN

Supervisors: Scott Bellini, Ph.D

- Incorporated special education students within inclusion setting
- Created small group innovative lessons to encourage active student participation
- Established positive relationships with students, teachers, and school administrators
- Personally requested by special education teachers to take over classrooms
- Advocated for children in the school system

University Teaching Experience

Instructor for EDUC-M202, August 2016-Present

Indiana University, Bloomington, IN

Supervisor: Andrew Bosk, M.S.

- Grade assignments, teach lessons pertaining to job search strategies,
- Secure guest speakers, submit end of course grades, and update curriculum/syllabus
- Advise students/alumni regarding resume writing, cover letters, interviewing skills, portfolios, online credentials job search strategies and other career related matters
- Initiate and present multiple workshops for Career Connections

Research Experience

Senior Research Capstone, January 2015 - May 2015

Earlham College, Richmond, IN

Supervisor: Rachael Reavis, Ph.D

- Designed and conducted independent research study on ostracism and mood amongst undergraduate students
- Entered and interpreted in SPSS
- Completed an APA write up of the study
- Presented findings at annual undergraduate research conference

Research Assistant, August 2013 - May 2014

Earlham College, Richmond, IN

Supervisor: Rachael Reavis, Ph.D

- Assisted in the design and conducted research study with 2nd and 3rd graders on visual spatial abilities
- Conducted research study on peer victimization with participants
- Analyzed peer victimization, executive function, conflict management, and delay of gratification in students
- Organized and lead activities promote physical, mental, and social development
- Recruited parents and children to participate in psychological research
- Assisted with data entry, coding, and data analysis
- Presented findings at an annual undergraduate research conference
- Learned IRB procedure for approval with special attention paid to ethical considerations and other aspects of the research process

Researcher in Child Development, January 2013 – May 2013

Earlham College, Richmond, IN

Supervisor: Vincent Punzo, Ph.D

- Researched human and child development
- Undertook a psychological case study of a single child
- Conducted interviews, natural observations, and assessments with families and schools
- Transcribed and recorded findings in a 100-page document

Presentations

Annual Research Conference Journal (Poster Presentations)

Earlham College, Richmond, IN

- Published in 4th, 5th, and 6th annual research journal
- Flores, H. (2015). You Can't Sit With Us: Role of mood on ostracized collegiate students. *Annual Research Conference Journal*, 6.
- Flores, H. (2015). The Role of Praise in Fixed and Growth Mindset. *Annual Research Conference Journal*, 6.
- Flores, H., Webb, A., Galperin, O., & Kasikci, K. (2014). Sibling Relationships and Delay of Gratification. *Annual Research Conference Journal*, 5.
- Flores, H., Galperin, O., & Kenny, S. (2014). Thoughtful Friends: An examination of executive functioning, theory of mind, and friendship. *Annual Research Conference Journal*, 5.
- Flores, H., & Donohue, L. (2013). Money Makes all the Difference: The effects of exposure to money on helpfulness. *Annual Research Conference Journal*, 4.

Work Experience

Job Search Advisor, August 2016 - Present

Indiana University, Bloomington, IN

Supervisor: Andrew Bosk, M.S.

- Advise students/alumni regarding resume writing, cover letters, interviewing skills, portfolios, online credentials job search strategies and other career related matters
- Initiate and present multiple workshops for Career Connections Online
- Respond to résumé referral requests from employers
- Promote and assist with annual Interview Day

Pier 1 Imports Sales Leader, September 2015-Present

Bloomington, IN

Supervisor: Christie Snelling, M.S.

- Maintain daily record of all transactions and generate reports for store manager
- Train staff to deliver outstanding customer service
- Reorganize sales floor to meet company demands
- Assist with recruitment and training of new staff
- Top performing manager three quarters in a row
- Sales Associate of the Region Q2

Resident Assistant, August 2013 - August 2015

Earlham College, Richmond, IN

Supervisor: Katie Colip, M.A.

- Coordinated programs essential to the growth of the community
- Independently planned educational and social events for a floor of 40 first-year college students in a co-educational facility
- Collaborated and implemented educational opportunities for a building of 350 residents as part of a resident assistant team
- Responded to and managed emotional, medical, and facilities related problems
- Oversaw an area budget for community programming
- Enforced rules and regulations to ensure the orderly operations of Residence Hall

Teacher Assistant in Counseling and Psychotherapy, January 2014 - May 2014

Earlham College, Richmond, IN

Supervisor: Michael Jackson, Ph.D.

- Assisted professor in lectures and coursework
- Educated students with counseling methods and approaches
- Helped students with in-depth therapy session

Communities in Schools Aid, January 2014 - May 2014

Test Intermediate, Richmond, IN

Supervisor: Rachel Reavis, Ph.D

- Mentored 5-8 grade students with behavioral and emotional needs
- Worked alongside school psychologist
- Prepared materials for daily group activities
- Helped bridge the gap between English and Spanish speaking students
- Traveled to children's homes for tutoring
- Assisted in level 1 and level 2 CIS

Live-in Childcare Provider, December 2010 - 2013

Columbus, Ohio

Supervisor: Kelly Osborne

- Live-in nanny for three consecutive years over summer
- Committed to taking care of children of all ages
- Skilled in handling crisis situations

Leadership

President of Psychology Club, August 2013 - May 2014

Earlham College, Richmond, IN

- Led and participated in student run meetings
- Contacted professors, alumni, and professionals in psychology fields
- Facilitated intellectual group discussion

Captain of Earlham Field Hockey, August 2013 - 2014

Earlham College, Richmond, IN

Supervisor: Heather Moore, B.A.

- Organized all players in daily activities, drills, and leadership roles
- Designed and implemented game initiatives for team-building rooted in theory
- Enforced positive thinking and mentored teammates
- Utilized team's ability and skill
- First captain in history to receive title as a Junior

Volunteer Experience

Save Our Adolescents from Prostitution, May 2011 – Present

Columbus, OH

Supervisor: Theresa Flores, M.S.W

- Inform and educate communities on human trafficking
- Advocate for the education of trafficking in US
- Train communities and educators of the warnings and red flags
- Call motels and package soap for donation

YWCA Volunteer, January 2013 – May 2013

Richmond, IN

Supervisor: Rachel Reavis, Ph.D.

- Assisted battered women and children in residential facility
- Accompanied families on counseling visits
- Filed papers and ran errands

Assessments Administered

WISC – IV

WISC – 5

WJ-IV (ACH)

WJ-IV (COG)

Conners

Conners 3

BASC-2

BASC-3

KABC

KTEA

Stanford Binet

Sarah R. Wilson

801 N. Pearl St.
Bloomington, IN 47401
123-456-7890
sarahwilson@email.com

EDUCATION

- 2012 – Indiana University School of Education, Bloomington, IN
Program: Developmental and Learning Sciences, Human Development Track
Minor concentration: Inquiry Methodology
Degree: Ph.D. (Expected 2017)
Advisor: Mary Waldron, Ph.D.
- 2012-2014 Indiana University School of Education, Bloomington, IN
Program: Developmental and Learning Sciences, Human Development Track
Degree: M.S.
Advisor: Mary Waldron, Ph.D.
- 2005-2006 Indiana Wesleyan University, Indianapolis, IN
Program: Transition to Teaching
Licensure: Indiana Teaching Certification in Social Studies, Psychology
- 1996-2000 Ball State University, Muncie, IN
Major: History (Psychology minor)
Degree: B.S.

AWARDS & HONORS

- 2016 Carole A. Ames Fellowship Award
School of Education
Indiana University
- 2013, 2014, & 2016 Trentham Travel Award
Department of Counseling and Educational Psychology
Indiana University
- 2015 Student Merit Award
Research Society on Alcoholism
- 2014 Outstanding Associate Instructor Award
School of Education
Indiana University
- 2014 Myrtle M. Scott Research Award
Department of Counseling and Educational Psychology
Indiana University

2014	Adolescence in Diverse Contexts Student Poster Award Society for Research on Adolescence
2014	Emerging Scholar Student Travel Award Society for Research on Adolescence
2013	Rise Research Award Association for Psychological Science
2012	Student Poster Competition, 3rd place Award Indiana Psychological Association
2005-2006	Dean's List Indiana Wesleyan University
2000	Cum Laude Ball State University
2000	Academic Honors in Writing Ball State University
2000	Outstanding Senior Award Ball State University
1998-2000	Golden Key International Honor Society
1996-2000	Dean's List Ball State University

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science
Indiana Psychological Association
Society for Research on Adolescence
Research Society on Alcoholism

RESEARCH INTERESTS

- Substance use and abuse in adolescence and emerging adulthood
- Childhood and adolescent obesity
- Adolescent and emerging adulthood sexual behavior
- Comorbid psychopathology during childhood and adolescence

PUBLICATIONS

Referred Articles (in chronological order)

Wilson, S. R., Doran, K. A., & Waldron, M. (2016). Childhood weight status and timing of first substance use in an ethnically diverse sample. *Drug and Alcohol Dependence*, 164, 172-78.

Doran, K. A., Sapharas, N. K., **Wilson, S. R.**, Waldron, M. (2016). *Timing of first substance use: Risks from parental divorce and paternal death*. Manuscript to be submitted.

Wilson, S. R. & Waldron, M. (2016). *Childhood weight status predicts timing of first sexual intercourse in an ethnically diverse sample of females*. Manuscript in preparation.

Refereed Presentations (in chronological order)

Wilson, S. R. & Waldron, M. (2016, May). *Associations among childhood weight status, pubertal timing, and sexual initiation in an ethnically diverse sample of girls*. Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

Wilson, S. R. . & Waldron, M. (2015, July). *Childhood weight status and timing of first alcohol use: The moderating role of pubertal timing*. Poster presented at the annual meeting of Research Society on Alcoholism, San Antonio, TX. [published abstract]

Sapharas, N. K., **Wilson, S. R.**, Doran, K. A., & Waldron, M. (2015, March). *Timing to first substance use: Risks from parental divorce and paternal death*. Poster presented at the annual meeting of the Society for Research on Child Development, Philadelphia, PA.

Wilson, S. R. ., Doran, K. A., & Waldron, M. (2014, March). *Associations between childhood weight status and substance use initiation*. Poster presented at the annual meeting of the Society for Research on Adolescence, Austin, TX. [additional presentation at the SRA “Adolescence in Diverse Contexts” reception]

Wilson, S. R., Doran, K. A., Sapharas, N. K., & Waldron, M. (2013, May). *Race/ethnicity moderates associations between weight status during childhood and early substance use*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC. [additional presentation at the APS RISE Award reception]

Wilson, S. R., Sapharas, N. K., Doran, K. A., & Waldron, M. (2012, October). *Early Substance Use and Risk of High School Dropout: Differences by Urban Versus Rural Residence*. Poster presented at the annual meeting of the Indiana Psychological Association, Indianapolis, IN.

Non-referred Articles, Presentations, and Web Publications

Wilson, S. R., (2014, June 4). Adolescence in Diverse Contexts: *Associations between childhood weight status and substance use initiation*. [Blog post]. Retrieved from <http://www.s-r-a.org/announcements/blog/2014-06-04-adolescence-diverse-contexts-associations-between-childhood-weight-sta>

Wilson, S. R., (2013, June 14). *Race/ethnicity moderates associations between weight status during childhood and early substance use*. [Blog post]. Retrieved from <http://www.psychologicalscience.org/index.php/video/apssc-rise-research-award-winner-raceethnicity-moderates-associations-between-childhood-weight-status-and-early-substance-use.html>

Wilson, S. R., Doran, K. A., Sapharas, N. K., & Waldron, M. (2013, May). *Early substance use and risks from childhood obesity: Preliminary analyses*. Paper presented at the monthly meeting of the Human Development program, Indiana University School of Education, Bloomington, IN.

RESEARCH EXPERIENCE

Fall 2012–present

Team Member
Adolescent Development Lab
Department of Counseling & Educational Psychology
Indiana University School of Education, Bloomington, IN

Member of a research team studying biopsychosocial transitions during adolescence and emerging adulthood. Mary Waldron, Ph.D., Advisor.

Spring 2015

Data Analyst
ICARE Data Project
Department of Counseling & Educational Psychology
Indiana University School of Education, Bloomington, IN

Conducted and interpreted factor analysis, advised on methodological decisions, and cleaned and coded data examining associations between counselling experiences, HIV education, outlook on life, and social experiences among citizens of the Republic of Botswana infected with HIV. Rex Stockton, Ph. D., Primary Investigator.

TEACHING EXPERIENCE

Postsecondary Teaching

Fall 2013-Spring 2015
& Fall 2016-Spring 2017

Associate Instructor, P313 Adolescents in a Learning Community
Department of Counseling and Educational Psychology
Indiana University, Bloomington, IN

	Responsible for developing and implementing curriculum, lessons, lectures, and in-class activities, providing student support, and grading exams and final papers.
Fall 2015-Spring 2016	Associate Instructor, M202 Job Search Strategies for Educators Office of Career Connections Indiana University School of Education, Bloomington, IN
	Responsible for developing and implementing curriculum, lessons, lectures, and in-class activities, providing student support, conducting mock interviews, and grading papers and projects.
Summer 2015	Associate Instructor, S508 Secondary School Curriculum Department of Curriculum and Instruction Indiana University, Bloomington, IN
	Responsible for developing and implementing curriculum, lessons, and in-class activities, providing student writing support, teaching graduate level study skills, and editing master's theses to a cohort of South Sudanese graduate students. Special course focus: education development and peace education, specific to the South Sudanese context.
Spring 2015	Associate Instructor, P510 Psychology in Teaching Department of Counseling and Educational Psychology Indiana University, Bloomington, IN
	Responsible for developing and implementing curriculum, lessons, lectures, and in-class activities, providing student support, teaching graduate level study skills, and grading exams and final papers to a cohort of South Sudanese graduate students. Special course focus: education development and peace education specific to the South Sudanese context.
Summer 2014	Associate Instructor, S503 Secondary School Curriculum Department of Curriculum and Instruction Center for International Development, Education, and Research School of Education Indiana University, Bloomington, IN
	Responsible for developing and implementing curriculum, lessons, lectures, in-class activities, and providing student support. Taught course to a cohort of South Sudanese graduate students in Kampala, Uganda.
Fall 2012-Spring 2013	Teaching Assistant, P314 Lifespan Development Department of Counseling and Educational Psychology Indiana University, Bloomington, IN

Responsible for grading final papers, grading and entering scores into electronic gradebook, student academic support, and assistance with curriculum development/instructional materials. Anne Stright, Ph.D., Instructor.

K-12 Teaching

2011–2012

GED/College Readiness Instructor
Fathers and Families Center, Indianapolis, IN

Developed and implemented GED curriculum in reading, writing, math, science, and social studies. Taught and mentored young adults preparing for GED exam and taking beginning college courses. Teaching methods included lecture, small group instruction/activities, and one-on-one tutoring. Administered, graded, and created Individualized Learning Plans based on Official GED Practice Tests and TABE tests. Assisted employment staff in teaching students job readiness skills, including; resume and cover letter writing, interviewing skills, and job search strategies.

2009–2011

Lead GED/College Readiness Instructor
Marian University College of Education partnering with Youthbuild Indy, Indianapolis, IN

Led a team of trained educators in providing quality GED/College Readiness education. Developed and implemented GED curriculum in reading, writing, math, science, and social studies. Taught and mentored young adults preparing for GED exam and taking beginning college courses. Teaching methods included lecture, small group instruction/activities, and one-on-one tutoring. Administered, graded, and created Individualized Learning Plans based on Official GED Practice Tests, CASAS tests, and TABE tests. Assisted employment staff in teaching students job readiness skills, including; resume and cover letter writing, interviewing skills, and job search strategies.

2007-2009

Secondary Social Studies Teacher
Fountain Square Academy, Indianapolis, IN

Taught middle and high school social studies, serving as the Team Lead. Strong focus on curriculum development and implementation, reading and writing skills development, and remediation. Teaching methods included lecture, small group instruction/activities, and one-on-one tutoring.

Fall 2006

Student Teacher, Middle School Social Studies
Stonybrook Middle School, Indianapolis, IN

Developed and implemented curriculum, taught lessons, administered and graded assignments and tests, provided student academic support. John Barnes, Mentoring Teacher

Spring 2006

Student Teacher, High School Social Studies
Broad Ripple High School, Indianapolis, IN

Developed and implemented curriculum, taught lessons, administered and graded assignments and tests, provided student academic support.

Fall 1998-Spring 1999

Teaching Assistant, HIST 198, Non-western Civilization
History Department
Ball State University, Muncie, IN

Responsible for grading final papers, grading and entering scores into course gradebook, student academic support, and assistance with instructional materials.

Fall 1999-Spring 2000

Teaching Assistant, HIST 150, Western Civilization
History Department
Ball State University, Muncie, IN

Responsible for grading final papers, grading and entering scores into course gradebook, student academic support, and assistance with instructional materials. John Barber, Ph.D., Instructor

Teaching Workshops

Fall 2015-Spring 2016

Resume Writing Workshops
Office of Career Connections
Indiana University School of Education, Bloomington, IN

Fall 2015-Spring 2016

Interview Skills Workshops
Office of Career Connections
Indiana University School of Education, Bloomington, IN

Spring 2011

Hands' On Math Workshop
Indiana Department of Education Conference
College of Education
Marian University, Indianapolis, IN

Presented to educators at a state conference. Developed and taught curriculum and activities focused on engaging K-12 students in math skills and remediation.

Spring 2011

Hands' On Math Workshop

College of Education, Summer Learning Institute
Marian University, Indianapolis, IN

Presented to educators, instructors, and summer learning providers at a staff development workshop. Developed and taught curriculum and activities focused on engaging K-12 students in math skills and remediation.

Spring 2011

Hands' On Literacy Workshop
College of Education, Summer Learning Institute
Marian University, Indianapolis, IN

Presented to educators, instructors, and summer learning providers at a staff development workshop. Developed and taught curriculum and activities focused on engaging K-12 students in literacy skills and remediation.

Summer 2010

Flo-cabulary Workshop
College of Education, Summer Learning Institute
Marian University, Indianapolis, IN

Presented to instructors and summer learning providers at a staff development workshop. Developed and taught curriculum and activities focused on engaging K-12 students in vocabulary enhancement.

OTHER PROFESSIONAL EXPERIENCE

2016-present

Edvance Research, San Antonio, TX
AT&T Aspire Proposal Reviewer

Review and rate proposals from a variety of organizations and schools that are applying for grant monies from AT&T for programs that support students at risk of not completing high school and/or not attending college.

2003-2007

Employment Consultant
Noble of Indiana, Indianapolis, IN

Taught individuals with developmental disabilities the skills necessary to obtain and maintain community employment. Wrote monthly and annual reports, provided on-site orientation, training, and follow along support, and trained new staff members.

2000-2002

Case Manager
Center for Mental Health, Anderson, IN

Assisted individuals with severe mental illness in daily living skills,

medication education and compliance, budgeting, obtaining housing needs, and employment skills. Member of Anderson, Indiana's Homeless Task Force.

COMMUNITY/PROFESSIONAL SERVICE

Fall 2015-present	Volunteer Mother Hubbard's Cupboard, Bloomington, IN
Fall 2015-Summer 2016	Graduate Student Representative Committee on Diversity Indiana University School of Education, Bloomington, IN
Spring 2016	Reviewer Student Research Award Association for Psychological Science
Spring 2016	Counseling and Educational Psychology Graduate Student Representative Award for Excellence in Mentoring Selection Committee Indiana University, School of Education, Bloomington, IN