

Facilitator Notes

# The Short Curriculum Vitae:

# A Common Part of Proposals

These notes accompany the PowerPoint presentation of the same title by Barbara Gastel.

This module normally would accompany other modules on preparing a grant proposal.

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| Module Title | The Short Curriculum Vitae: A Common Part of Proposals |
| Course title (or analogous information) | This module can serve as part of a workshop on preparing grant proposals. It also can serve as part of a workshop unit, course unit, or short course on the topic. It is one of nine modules on preparing grant proposals. Typically, most or all of the nine should be used, in the order (or approximately the order) in which they are numbered. |
| Unit Title | Preparing Grant Proposals |
| No. of Unit | Not applicable |
| Session Day/Time | Not applicable |
| Length of Session | This module typically would run about 30 to 60 minutes. The length would depend mainly on how much the facilitator elaborates on points in the slides, how much discussion there is, and how long is taken for the exercise, |
| Aim | This module is intended mainly to help participants (1) understand why curricula vitae (CVs) commonly should appear in proposals, (2) become more familiar with appropriate content and formats for CVs, and (3) know how to gear a CV to a specific proposal. |
| Learning Outcomes | By the end of this module, participants will be able to (1) say what CVs are and why they should appear in proposal, (2) list major types of content to include in CVs, (3) explain how to adapt a CV to suit a specific proposal. |
| Facilitator Profile | This module would ideally be facilitated by someone with experience in writing, editing, or reviewing grant proposals. A less experienced facilitator also can present the module, as the combination of PowerPoint slides and facilitator notes provides sufficient information to do so. |
| Participant Profile | This module is primarily for early-career researchers with little or no experience preparing grant proposals. However, it also may aid mid-career researchers who wish to improve their preparation of grant proposals or their mentoring of others in this regard. In addition, it may be helpful to some editors and writing instructors. Participants having experience with grant proposals may be able to enrich the workshop by sharing their experience. |
| Pre-workshop Activities | No pre-workshop activities are required. However, participants who have prepared CVs are encouraged to bring them to the session. |
| Room Layout | Ideally, this module will be presented in a room layout facilitating interaction—for example, with several small tables, with tables in a U configuration, or with a conference table. However, this module also can be presented in a traditional classroom or a lecture hall. |
| Number of Participants | For optimum discussion, the number of participants should be limited to about 10–15. However, the module also can reasonably delivered to about 25 participants. |
| Files and Materials | PowerPoint file: 06\_The Short Curriculum Vitae |
| Visual Aids and Resources | Computer with PowerPoint; projector for PowerPoint presentation  If feasible, internet access  If internet access may not be available, electronic or hard copies of some CVs |
| Potential Embellishments of the PowerPoint | To keep the file small, the presentation consists almost solely of text. Images can be added to make it more visually appealing. For example, decorative images can be inserted between sections to signal a change of subtopic and provide visual relief. Also, relevant images can be added to selected slides if desired.  If desired, the facilitator can divide the material on a given slide into more than one slide or can format some slides for progressive disclosure, in which items on a slide are revealed one by one. |
| Learning methods and activities | The following notes may help facilitators to (1) elaborate on the content of some slides and (2) elicit group participation at suitable times. (Slide 1 is a title slide.)   * Slide 2 (“Overview”)   + Note the topics that the module will address.   + Note the module’s overall aim, which is stated earlier in this facilitator’s guide. (Feel free, of course, to frame it in the way that the group is likely to find most relevant.) * Slide 3 (“The Curriculum Vitae: Some Basics”)   + Present the points on this slide. Here and elsewhere in this session, of course feel free to elaborate on the points.   + Perhaps ask the participants whether they have CVs and whether they have submitted grant proposals containing CVs. * Slide 4 (“Some Sources of Sample CVs”)   + The links on this slide are to sources containing sample CVs appropriate for early-career researchers. Some of the links also include advice on preparing CVs. (If some of these links no longer are functional when the presentation is given, internet searching should yield other links to sites including sample CVs.)   + At this point, show one or more CVs to illustrate suitable content and format. The CVs may be ones from these links or ones the facilitator obtains otherwise.   + Note that looking at examples can aid in preparing or refining one’s CV. * Slide 5 (“Standardized CVs”)   + Present the points on this slide. Feel free to elaborate.   + Perhaps ask the group to state some possible reasons that some funding sources require standardized CVs. Such reasons may include ensuring that required types of content are included, aiding in comparison of different researchers’ qualifications, limiting CVs to a manageable length, and making it easier for peer reviewers to read and digest the CVs.   + Show the example for which a link is provided or another example of a standardized CV. Note that for the US National Institutes of Health, and perhaps for some other funding sources, a standardized CV is called a biosketch. * Slide 6 (“Preparing a CV to Use in a Proposal”)   + Present the points in this slide.   + In case some participants might not be familiar with the term “reverse chronological order,” explain what it is (an order in which the most recent item is presented first, followed by progressively less recent items).   + Request examples of items to include in a CV to show that a person is well qualified for what is being proposed. To help show participants what is being sought, perhaps provide one example and ask for others. Some possible examples are the following:     - evidence that a person has experience with a major technique to be used in the proposed research     - evidence that a person has experience studying the population to be studied in the proposed research     - evidence that a person has done the type of analysis that will be required in the proposed research     - evidence that a person has experience providing the type of service to be given in a proposed service project * Slide 7 (“Preparing a CV: More Tips”)   + Present the points on this slide.   + In presenting the first bulleted point, include one or more examples of items that may be unclear to readers and therefore should be briefly explained. Some examples are the following:     - Smith Prize (university award for excellence in mathematics)     - AuthorAID (project to help researchers in developing countries to write about and publish their work) * Slide 8 (“Preparing a CV: More Tips”)   + Note the examples of items generally not suitable to include in a CV provided as part of a grant proposal.   + Perhaps mention that it generally isn’t appropriate to include a photograph of oneself in a CV in a proposal, as one’s appearance shouldn’t influence whether one’s grant proposal is accepted. * Slide 9 (“An Idea”)   + If desired, perhaps show an example or two of CVs that you’ve found online of people in your field, and perhaps note some strengths of these CVs. If the CVs are long, maybe note that some funding sources want full CVs and some want shortened versions, for example listing only the most important publications by the person.   + If time permits and participants have internet access, perhaps have participants search for some CVs of people prominent in their fields and then note ideas they received by looking at these CVs. * Slide 10 (“Small-Group Session: Revising or Drafting Your CV”)   + (This slide is just a “divider slide” providing transition to the next section.) * Slide 11 (“Revising or Drafting Your CV”)   + Have participants do this part of the exercise in groups of about three or four.   + Have the group members first do these tasks individually and then tell their fellow group members what they came up with and receive feedback.   + If some participants aren’t preparing proposals, have them work on developing or refining CVs for more general use that can later be adapted for use in specific grant proposals.   + During this exercise, it can be useful to circulate in the room and answer questions.   + Of course, feel free to adapt this exercise if doing so would help suit the needs and circumstances of the participants. * Slide 12 (“Large-Group Discussion”)   + Bring the full group together, and have some participants address the questions on this slide.   + Also address comments and questions emerging from the exercise. * Slide 13 (In Conclusion”)   + Perhaps ask for any additional questions and request other points that participants would like to make.   + Wrap up the session, for example by expressing hope that this module has provided useful guidance, restating one or more key messages, and noting the subject of the next module. * Slide 19 (“Wishing you much success!”) and Slide 20 (Creative Commons information etc):   + (These are the standard closing slides for this series of presentations.) |