

COMPARING ACADEMIC AND NON-ACADEMIC CVs

([ADAPTED FROM THE UNIVERSITY OF CAMBRIDGE CAREER SERVICES](#))

There are essential differences in the content and presentation of CVs for jobs in academia and those in other sectors. This table summarises some of the main points you should consider for each type of CV.

	ACADEMIC CV	INDUSTRY R&D CV	NON-RESEARCH CV
LENGTH	No limit	2 pages with possible appendix of publications / dissemination	2 pages maximum
GENERAL FOCUS	Demonstrate a personal track record in your specific research area and sell that research to your target audience/agency	Demonstrate a track record of completing research projects and tailor your research experience to match the company's requirements	Demonstrate a broad range of skills acquired through your research experience and through other activities tailored to the employer's essential criteria / competencies
RESEARCH EXPERIENCE / PHD SHOULD ON:	<ul style="list-style-type: none"> Contributions you have made to the field Number, quality and consistency of publications International reputation as evidenced by invited talks and invitations to review articles Early career funding that you have obtained 	<ul style="list-style-type: none"> Experimental experience or subject area you researched relevant to the job or company Ability to deliver projects on time and within budget Halting projects that did not yield results Flexibility to work on projects not directly related to your specific area 	<ul style="list-style-type: none"> Broader experiences you gained as a result of academic research Main outcomes of your research, demonstrating that you've been successful in your career
TECHNICAL SKILLS	<ul style="list-style-type: none"> Postdoc level: demonstrate what you bring to a research group Lecturing positions: technical skills less important 	<ul style="list-style-type: none"> Very important! In many cases, this is the primary reason a company may be interested in you 	<ul style="list-style-type: none"> Not relevant for non-research roles, although some programming skills used in non-research contexts may be important
RESEARCH SUPERVISION	<ul style="list-style-type: none"> Provides early evidence that you can potentially run a research group Provide evidence that you can develop / supervise student projects and mentor them to achieve successful outcomes (i.e., publications and prizes) 	<ul style="list-style-type: none"> Provides early evidence that you can potentially become research manager Provide evidence that you can supervise less-experienced staff members in their work and complete their projects on time and to a high standard 	<ul style="list-style-type: none"> Provides early evidence that you can potentially become a team leader or manager Provide evidence that you can supervise less-experienced staff members so that they are effective in their work and complete their projects on time and to a high standard
TEACHING	<ul style="list-style-type: none"> Provide evidence that you can provide lectures, tutorials and practical courses Provide details regarding the subjects you taught, in what formats and to what level and size of the audience 	<ul style="list-style-type: none"> 'Communication skills': demonstrate that you can communicate concepts to people who are not specialists and can mentor and inspire Summarise your experience – no need for excessive detail 	<ul style="list-style-type: none"> 'Communication skills': demonstrate that you can communicate concepts to people who are not specialists and can mentor and inspire Summarise your experience – no need for excessive detail

	ACADEMIC CV	INDUSTRY R&D CV	NON-RESEARCH CV
COLLABORATIONS	<ul style="list-style-type: none"> • Demonstrate that you are beginning to develop your own independent research projects 	<ul style="list-style-type: none"> • Provide useful evidence of teamwork / coordination of multiple partners towards a shared research goal 	<ul style="list-style-type: none"> • Provide useful evidence of teamwork / coordination of multiple partners towards a shared research goal
PUBLICATIONS	<ul style="list-style-type: none"> • Extremely important evidence demonstrating your scientific track record • Provide specific and full details 	<ul style="list-style-type: none"> • Can be useful evidence of your research output • Some fields accept an appendix of publications, some prefer a summary (e.g., '11 papers in 5 years') 	<ul style="list-style-type: none"> • Useful only as evidence of success in your career • Summarise (e.g., '11 papers in 5 years')
ACADEMIC SERVICE / ADMINISTRATIVE EXPERIENCE / RESPONSIBILITIES	<ul style="list-style-type: none"> • Demonstrate willingness to contribute to the academic community and/or department 	<ul style="list-style-type: none"> • Demonstrate a range of broader skills such as organising, communicating and teamwork, which employers would be interested in 	<ul style="list-style-type: none"> • Demonstrate a range of broader skills such as organising, communicating and teamwork, which employers would be interested in
AWARDS / PRIZES / FUNDING / PATENTS	<ul style="list-style-type: none"> • Crucial evidence of your reputation and track record 	<ul style="list-style-type: none"> • Important evidence of your success in your research career 	<ul style="list-style-type: none"> • Prizes and awards demonstrate you have achieved excellence in your career • Funding and patents useful for demonstrating commercial awareness
CONFERENCES	<ul style="list-style-type: none"> • Invited talks provide evidence of your reputation within your field 	<ul style="list-style-type: none"> • Attending / presenting at conferences provides evidence of your willingness to engage with the broader field, communicate / disseminate your research findings and network with peers • Provide a summary (e.g., 'Attended 3 conferences in the last year, presented at 1') 	<ul style="list-style-type: none"> • May be useful for specific roles (e.g., publishing or sectors where academic networking is crucial skill) • Provide a summary (e.g., 'Attended 3 conferences in the last year, presented at 1')
TRAINING COURSES	<ul style="list-style-type: none"> • Not particularly important, unless accredited teaching courses 	<ul style="list-style-type: none"> • May be important if you received training in specific technical skills relevant to the company / position • You will be expected to show how you have / will use them in your work 	<ul style="list-style-type: none"> • May be important if you received training in specific technical skills relevant to the company / position, particularly if you are changing career direction • You will be expected to show how you have / will use them in your work
REFEREES	<ul style="list-style-type: none"> • Crucial – choose referees carefully • You may be asked to provide 3 or more 	<ul style="list-style-type: none"> • Less important – will likely only be contacted after being offered a position • May be useful if your research group has strong industry connections 	<ul style="list-style-type: none"> • Less important – will likely only be contacted after being offered a position