

Contents

The title “CURRICULUM VITAE” is unnecessary: this is visibly a CV.

The career objective is very vague (basically, “use the skills I have”), hence little useful. It is best left for the (job-specific) cover letter.

The *Education* section is nicely short but can be compacter still; “Education” could even be left out. In contrast, the dissertation title may be worth including, under either education or experience.

The experience is here organized in competencies—an approach that makes sense for someone who did more than just research. It focuses first on the institution, then on the job done (the reverse is justifiable, too), hence it could usefully group the two mentions of RPI. For well-known universities, the location is perhaps unneeded.

Lists of one item make little sense; they are best rephrased as short sentences, using the action verbs already there. An explicit subject (*I*) would also lift the ambiguity in English between an infinitive, an imperative, and a first-person indicative mood—or even a noun, as with the verbs *Design* or *Guide*.

4071 Photonics Drive
Laserville, FL 32816
(555) 532-1064
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CURRICULUM VITAE

MATTHEW DAVIDSON WEED

CAREER OBJECTIVE

To leverage my hard skills as a scientist and soft skills as an active member of the optics community to enable emerging technology industries through innovative research, governmental relations, technology transfer, and workforce development.

EDUCATION

University of Central Florida, Orlando FL	
<i>Optics, PhD GPA 3.72</i>	Expected: Dec 2012
<i>Optics, MS GPA 3.78</i>	<i>Dec 2009</i>
Rensselaer Polytechnic Institute, Troy NY	
<i>Physics, BS GPA 3.89</i>	<i>May 2007</i>

TECHNICAL COMPETENCY

University of Central Florida: CREOL, the College of Optics & Photonics – Orlando, FL
Graduate Research Assistant to Winston V. Schoenfeld, PhD *2007 - Present*

- Design and simulate integrated photonic devices via numerical modeling and analytical studies
- Fabricate micro- and nano-scale structures in optical semiconductor systems under clean room settings
- Image devices, and processing steps using optical, electron, and atomic force microscopy
- Optically characterize micro-scale devices and thin films using freespace and fiber based equipment

Rensselaer Polytechnic Institute: Department of Physics – Troy, NY
Undergraduate Research Assistant to Peter Persans, PhD *Aug 2006 - May 2007*

- Characterized thin film CIGS photovoltaic cells by photo-reflectance modulation spectroscopy

Kollmorgen Electro-Optical: Submarine Optronics – Northampton, MA
Systems Engineer Co-Op *Jun 2006 - Aug 2006*

- Developed quantitative naval periscope image resolution metrics across functional groups

Rensselaer Polytechnic Institute: Lally School of Management & Technology – Troy, NY
Student of Management *2003 - 2007*

- Completed 32 credit hours of coursework in management, economics, finance, and marketing

PUBLIC POLICY COMPETENCY

The Optical Society (OSA)
Public Policy Committee *2012 - 2014*

- Guide the political advocacy effort of the international optics community on behalf of the Optical Society's 17,000+ members
- Generate policy statements for immigration, natural resource management, and journal open access

Layout

The contact data, placed top right, are easy to find yet out of the way.

Despite being set in small caps bold, headings do not stand out. Instead, set them in a plain font but perhaps slightly larger, and surround them with more space.

Space is essential in page layout, but the white space in the section on *Education* serves no purpose. On the contrary, listed degrees and dates are needlessly far apart.

In general, the dates on the right are a little lost in the paragraphs. They would be more visible (and easier to scan) in the left margin.

Indicating the month in the date does not add much (and is done inconsistently). A period such as *Jun 2006 - Aug 2006* can in fact be shortened to *Summer 2006* (more intuitive for a summer job).

Although it is visually meaningful to be able to fit each item of a list onto a single line, the lines are a little long to allow fast reading. A wide left margin would shorten them and accommodate the dates. For text set on two lines, insert line breaks at meaningful places.

The top part is like the candidate's business card: who he is (Matthew Weed), what he is (a researcher with an interesting experience), how to contact him. It helps make the curriculum vitae easy to find back.

The *Education* section is compact, to leave plenty of space for experience. It assumes the universities are known of the reader (or easily found on the web). An electronic version of the CV could include links.

The *Research* section is organized by institution—in three readily apparent groups. The details start each time with the function and use the first person. They are itemized only when detailed enough: here, for the most recent, most relevant experience (UCF). They avoid complicated phrases or industry jargon.

The page layout relies strongly on strict alignments and on simple proportions. For example, it skips two lines above and one line below each heading. It avoids bold and keeps italics to a strict minimum, for a clean look. Structure comes from white space.

The date ranges are written in a compact, intuitive manner. Set in the margin, they are out of the way yet easy to find or even to scan from top to bottom.

The *Public policy* section fits on the first page, thus making for a logical page break (between sections). Well-chosen line breaks help keep the lines short and, especially, keep together what goes together.

For a CV on two or more pages, repeating the name and inserting page number and total page count in the footer helps guard against misplaced pages.

Matthew WEED

PhD in optics, with experience in public policy and leadership

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Dec 2012 (expected)	PhD in optics	GPA 3.72	University of Central Florida
Dec 2009	MS in optics	GPA 3.78	University of Central Florida
May 2007	BS in physics	GPA 3.89	Rensselaer Polytechnic Institute

Research

University of Central Florida

2007–present

As graduate research assistant to Dr Winston V. Schoenfeld (CREOL), I currently

- design and simulate integrated photonic devices analytically and numerically,
- fabricate micro- and nanoscale semiconductor structures in clean rooms,
- image devices using optical, electron, and atomic-force microscopy,
- optically characterize microscale devices and thin films.

Rensselaer Polytechnic Institute

2006–2007

As undergraduate research assistant to Dr Peter Persans (Physics), I characterized thin-film CIGS photovoltaic cells by photoreflectance modulation spectroscopy.

2003–2007

In the Lally School of Management & Technology, I completed 32 credit hours of coursework in management, economics, finance, and marketing.

Kollmorgen Electro-Optical (Northampton, MA)

Summer 2006

As systems engineer co-op, I developed quantitative, image-resolution benchmarks across business units for naval periscopes.

Public policy

The Optical Society (OSA)

2012–2014

As a member of the *Public Policy* committee, I guide the advocacy effort of the international optics community, and I generate policy statements for immigration, natural resource management, and journal open access.

2012

On the *Harnessing Light II* committee, I advise a joint OSA, SPIE, APS, and IEEE team on the dissemination of the National Academy of Science's report, *Optics and Photonics: Essential Technologies for Our Nation*.

2010–2012

Under *Federal Science Funding Advocacy*, I establish and maintain relationships with House and Senate offices from Florida and Oregon to relay the importance of consistent federal funding of research and commercialization.