



UNIVERSITY OF  
TORONTO

# Creating your academic cv

For Masters and PhDs

# Curriculum vitae

Outlined below is detailed information on the key components of the curriculum vitae (cv), as well as information on how to develop effective cover letters.

## The curriculum vitæ

### Overview

A cv provides a complete profile of your academic achievements, publications, and scholarly interests, as well as skills developed through academic degrees and related teaching or research experience. A cv's length is determined by the relevant content it contains and does not have a set page count. As an academic's profile develops over time, the cv grows in length, serving as a comprehensive record of one's scholarly progress and history. A cv is generally used by those who have completed a master's or doctoral program, and who are interested in applying to academic positions, and post-doctoral fellowships.

While there are certain basic style rules, you may in fact have several different versions that you use for different types of positions: teaching-focused versus research-centred, for example. Furthermore, your cv will always be a work in progress, and as you add items to various categories or add new categories of accomplishment, you may find yourself making substantial changes to its overall format and style.

Keep in mind certain visual and layout rules: do not use a font that is too small or difficult to read — nothing smaller than 11 points. Try not to use too many fonts; instead, use white space to separate the categories and to highlight the distinct areas your cv covers. Also, use a consistent style or format for headings and subheadings. And ensure that your name appears in the header of each page subsequent to the first one, along with a page number.

Every cv will include information found under standard headings such as education, research and teaching experience and publications. There are however additional headings that may be discipline specific, therefore it is important to tailor your cv to the position in question, and to individualize it so that the cv doesn't appear to be a generic template.

### Sections of the curriculum vitæ

The following categories may all appear on a cv, though you may pick categories that are most appropriate to disciplinary conventions and your experience. When organizing information within each category, remember to list your information starting with your most recent experience. The first section of any cv always begins with your contact information. Your name, home address, office address if you have one, e-mail address, and phone number should all appear at the top of your cv.

### Education

Your academic history appears in this section. Begin this section by listing your most recent degree first, then the institution name, followed by your thesis title and the name of your supervisor. Information on secondary fields of specialization can also be included in this section, since they suggest your vision, the

diversity of your work, and a corresponding breadth of teaching ability.

### **Honours and Awards**

This is where you can highlight the fellowships, scholarships, or other honours and awards you have received that are relevant to your discipline and the position that you are applying to. If the honour or award will not be familiar to those who read your cv, it is acceptable to include a brief line below the honour or award name that explains what the award is for or its primary criteria. The dollar value of the honour or award may also be included in your cv and can be based on the amount, prestige of the award and level of importance within your field. Finally, this section may also be placed towards the end of your cv depending on how relevant it is to the position you are applying to.

### **Research and Teaching Interests**

This section typically follows the Honours & Awards section of the cv. Your teaching and/or research interests should be reflective of your areas of expertise and those that you would like to pursue in the future. Additionally, these interests should also be tailored to the position and department of the academic or research institution you are applying to.

### **Experience**

This category may be presented in varying ways: research experience; teaching experience; professional experience; and academic administrative experience. It is important to note that the order of the sections within the main *experience section* change depending on the focus on the position you are applying to.

- *Research experience* — For this section, list all research projects and/or research assistantships worked on including your thesis, dissertation, any collaborative research in industry or with government and all post doctoral fellowships. For each experience, include information on the institution, the supervisor of the project, the research group, the subject, and your specific role.
- *Teaching experience* — List all relevant teaching experience, including instructorships, teaching assistantships, or any experience as a marker. Include the course title, the department name and institution name, your title, and the date for each experience. It is recommended that you indicate the level of each course you are teaching, (i.e., undergraduate or graduate level course), and a brief description of your role, such as holding tutorials, or conducting lectures, developing curriculum, holding office hours etc.
- *Professional experience* — If you have experience outside of academia, in a position relevant to your discipline, then this should be included in the cv with a similar format of date, title, institution, and brief description of your role. Including this information demonstrates your continued engagement with your field and the diversity of your experience.
- *Academic and administrative experience* — Many faculty appointments involve some administrative and committee work, and this section can demonstrate to a hiring committee that you will be able to fulfill any commitments of this nature. It is very useful therefore to list any administrative experience you may have. Committee work for your faculty — including participation on a hiring committee as a graduate student, and membership on academic councils. Additionally, if you have done administrative work for any association or have held positions within a graduate student union or graduate student committees or government this experience can be listed in this section, since it demonstrates your engagement with your discipline and your contribution to the wider academic community. Any editorships at journals can appear here as well, along with conferences you helped organize. This section may also be referred to as community involvement.

## **Publications**

The manner in which you order and present your publications varies from discipline to discipline and it is important to consult with your department for best practices. There are a variety of sub-sections that can be used in organizing this section to showcase the type and status of each publication, such as, peer-reviewed; non-peer reviewed; works submitted and works in progress; reports; book chapters; conference papers.

- *Peer-reviewed publications*—These are papers that have been reviewed by a community of experts in a given field prior to the work being submitted for publication.
- *Non-peer reviewed publications*—These are papers that have not been reviewed by a group of experts prior to publication.
- *Works submitted and works in progress*—Works submitted and works in progress, demonstrate your engagement with your field, the currency of your research, and your desire to publish. If you have submitted a work but it has not yet been accepted, list the title and the journal or press; if you are currently completing a work that you intend to publish, cite it as a work in progress.
- *Reports*—Scholarly reports can also be included in the publications section of your cv as a way of illustrating your written work.

## **Conferences**

• *Conference papers, posters, presentations and proceedings*—It is important that you separate conference papers and presentations from published works. An appropriate method of organizing your conference listings would be to include a subcategory for papers, posters, presentations and proceedings at scholarly conferences or academic conventions, and a subcategory for public lectures, if you have given any. If you have given only one or two of each type of paper, poster or presentation, it may be better to group them together than to create multiple categories.

## **Academic associations, affiliations, and services**

If you are a member of an academic association in your discipline, such as the MLA or APA, you can list any such professional affiliation.

## **Languages**

This category is most common for scholars in the humanities and social sciences and allows you an opportunity to specify your reading, writing, and oral fluency in languages.

## **References**

A list of the people who are providing the reference letters that accompany your application is often included in the cv. When you list your referees, include their title and department, phone number and e-mail address and relationship (e.g. thesis supervisor).

## **Closing comments**

Upon completing your cv, it is important to have it critiqued by several people such as your supervisor, members of your committee, colleagues in your field to ensure that your document follows the appropriate conventions and best practices within your field.

## CV Sample 1

This CV was created by a PhD candidate focusing on a position where the largest component revolves around teaching. For example, this could be an Associate Professor position at a small, teaching intensive university in the United States or a Lecturer position at a large university in Canada.

### JUANITA DUARTE

j.duarte@utoronto.ca

#### Temporary address (*until 30 August 2010*)

Knox College  
Box 39  
59 St. George Street  
Toronto ON M5S 2E6 CANADA  
416-921-5478

#### Permanent address

Box 411  
Slave Lake AB T0G 2A0 CANADA  
780-421-9875 or 780-734-6792

#### EDUCATION

- 2007–present      **PhD**, European History, University of Toronto  
Thesis:      *French Military Policy During the Algerian War of Independence, 1952–62*  
Supervisor: Dr. Michael Faust
- 2006–07      **Master of Arts**, European History, University of Toronto  
Thesis:      *British Foreign Policy During the Inter-War Period*  
Supervisor: Dr. Edward Chelin
- 2002–2006      **Bachelor of Arts with First Class Honours**, History, University of Alberta

#### HONOURS

- 2008      Ontario Graduate Scholarship  
2007      University of Toronto Open Fellowship

#### TEACHING AND RESEARCH INTERESTS

- Modern European Military History
- The History of Modern Britain
- The British Military Experience

**TEACHING EXPERIENCE**

- 2007–09      **Teaching Assistant**, University of Toronto  
Course title: International Relations of Europe in the 20<sup>th</sup> Century (HIS225)
- Organized tutorial discussions on topics in European international relations history
  - Explained difficult concepts in European history clearly and concisely
  - Provided guidance to undergraduate students researching term papers
  - Counseled students experiencing difficulties in the course
  - Graded term papers, final examinations, and student tutorial participation

**RESEARCH EXPERIENCE**

- 2007–present      **Doctoral Candidate**, University of Toronto
- Examine the French settler society in Algeria during the Algerian War of Independence, 1954–62
  - Synthesized some of the latest research on the causes of civil warfare and strife in Africa
  - Completed a project analyzing British foreign policy during the inter-war period
  - Gained familiarity with the 1994 Defence White Paper and recent literature concerning Canadian defence policy
- 2006–07      **Graduate Student**, Department of History, University of Toronto
- Master's project examined Anglo-American defence relations after World War One
  - Researched and wrote a term paper analyzing Italian military policy during the Spanish Civil War, 1936–39

**ACADEMIC AND ADMINISTRATIVE EXPERIENCE**

- 2008–09      **Treasurer**, Graduate Students' Committee of the Canadian Historical Association
- 2008–09      **Chair**, Scholarship Database Committee of the Graduate History Society, University of Toronto
- 2007–08      **Organizer**, French conversation club for graduate history students
- 2007–08      **Social Convenor**, Knox College Association

**PUBLICATIONS**

Duarte, Juanita. "British Armoured Warfare Doctrine During the Inter-War Period." *British Historical Review* 145, no. 5 (2008): 22–39.

**CONFERENCES ATTENDED**

2009 British History Association Annual Conference, London, England  
2008 Canadian Military History Biannual Conference, Vancouver, B.C.

**MEMBERSHIPS**

2008–present **Member**, American Historical Association  
2007–present **Member**, Canadian History Society

**LANGUAGES**

Reading knowledge of French, improving writing and speaking abilities

**REFERENCES**

- Dr. Michael Faust, Department of History, University of Toronto (thesis supervisor). E-mail: m.faust@utoronto.ca
- Professor Elinor Ritchie, Department of History, University of Toronto (teaching supervisor). E-mail: e.ritchie@utoronto.ca
- Professor Ron Silverberg, Department of History, University of Toronto (external examiner). E-mail: rasilverberg@utoronto.ca

## CV Sample 2

This CV was created by a PhD candidate focusing on a position where the largest component revolves around research, and teaching responsibilities are secondary. For example, this could be a Tenure-track Professor position at a large, research intensive university in the United States or Canada, or a Postdoctoral position.

### Beverly Gilmore

bgilmore@oise.utoronto.ca

Theory and Policy Studies in Education  
OISE/UT  
252 Bloor Street West  
Toronto ON M5S 1V6 CANADA  
416-923-6641 ext. 4211

3-650 Runnymede Road  
Toronto ON M7A 1T1 CANADA  
416-891-9912

#### EDUCATION

Expected defence in spring 2010 PhD candidate (ABD), Ontario Institute for Studies in Education, University of Toronto  
Thesis title: Under the Microscope: Difference in Medical Laboratory Science in Canada  
Supervisor: Dr. Elizabeth Strom

2004 **Master of Education, Higher Education: Health Professional Education**  
Ontario Institute for Studies in Education, University of Toronto

2002 **Bachelor of Education, Adult Education**  
Brock University

1981 **Bachelor of Science, Chemistry and Biochemistry**  
University of Toronto

#### RESEARCH EXPERIENCE

Jan. 2009 to present **Research consultant**, Ontario Society for Medical Laboratory Science

- Conducted research in human resources and education
- Advocated and consulted on emerging issues



- Jan.–Apr. 2008      **Research assistant**, Ontario Institute for Studies in Education, University of Toronto
- Participated in congress planning for the annual conference of the Canadian Society for the Study of Higher Education, 26–28 May 2005, Toronto; designed the program document and schedule; organized special events and chaired sessions
- June 2005            **Research assistant**, Ontario Institute for Studies in Education, University of Toronto
- Project leader: Nadia Petrovic (*Director, Institute for Women’s Studies and Gender Studies, University of Toronto, and Professor, Sociology and Equity Studies in Education, OISE/UT*)
- Conducted a critical review of literature and created an annotated bibliography using a bibliographic database for a research proposal on work and learning.
  - Contributed to the proposal for the SSHRC study of David Livingstone, Director of the Centre for the Study of Education and Work, “The Changing Nature of Work and Lifelong Learning in the New Economy”

#### TEACHING EXPERIENCE

- Jan. 2004–  
Apr. 2005            **Instructor**, Humber College Institute of Technology and Advanced Learning, Toronto, Ontario
- Planned and facilitated introductory courses and workshops on the foundations of adult education for college instructors
- Sept. 2003–  
Apr. 2004            **Instructor**, The Michener Institute for Applied Health Sciences, Toronto
- Designed and delivered educational sessions in large- and small-group formats; planned and implemented hands-on laboratory experiences and clinical simulations; designed evaluation tools for both theoretical and hands-on program elements.

#### PROFESSIONAL EXPERIENCE

- Apr. 2005  
to present            **Chair**, Scientific Advisory Panel, *National Journal of Medical Laboratory Science*
- Edited the scientific section of a bimonthly professional journal
  - Coached a new author

Jan. 2001–  
Apr. 2006

**Medical laboratory technology positions**

- Five years as a full- and part-time technologist in private and hospital laboratories in Toronto and Kingston, Ontario

**PUBLICATIONS, PEER REVIEWED**

Gilmore, B. (in press). Professional ideology and educational practice: Learning to be a health professional. In M. Suzin and S. H. Tran (Eds.), *Teaching as activism: Equity meets environmentalism*. Kingston: McGill-Queen's University Press.

Gilmore, B. (2009). More than meets the eye: CSMLS members' support for degree entry. *National Journal of Medical Laboratory Science*, 65(3), 98–111.

**PUBLICATIONS, NON-PEER REVIEWED**

Gilmore, B. (2009). A path towards the future: An update on the Entry Level Steering Committee. *National Journal of Medical Laboratory Science*, 65(4), 135.

Gilmore, B. (2009). What's sex got to do with it? Gender-based research and the Canadian medical laboratory profession. *National Journal of Medical Laboratory Science*, 65(4), 137–140.

Gilmore, B. (2008). Degree entry Q & A: The Entry Level Steering Committee. *National Journal of Medical Laboratory Science*, 64(4), 145–148.

Gilmore, B. (2007). Hemolysis and elevated serum potassium and Methylenediosymethamphetamine (MDMA). Hot Links from MEDLAB-L. *National Journal of Medical Laboratory Science*, 36(1), 26–28.

Gilmore, B. (2006). Editorial: Challenging our boundaries: Poster abstracts from the 24th World Congress of Medical Technology. *National Journal of Medical Laboratory Science*, 62(5), 178.

Gilmore, B., Lang, F., Ali, J., McCann, P., Mauricio, C., Choi, L., et al. (2005). Time to change? Exploring the educational needs of future medical laboratory technologists. A discussion paper prepared by the Task Force to Re-examine the Entry Level to the Profession. *National Journal of Medical Laboratory Science*, 61(1), 8–10.

#### **PUBLICATIONS—REPORTS**

Gilmore, B. (2009). *Interim Report of the Entry Level Steering Committee examining entry-level criteria for medical laboratory technologists* (with the CSMLS Entry-Level Steering Committee). Hamilton: National Society for Medical Laboratory Science.

Gilmore, B. (2005). *An analysis of degree-completion programs in six program areas*. Report prepared for the Council of Ontario Universities. Toronto: COU.

#### **WORKS IN PROGRESS**

Thriving, or just surviving? Job satisfaction and medical laboratory technologists. For submission to the *National Journal of Medical Laboratory Science*.

Degrees of separation: How does a degree affect MLTs' professional experiences and beliefs? For submission to the *National Journal of Medical Laboratory Science*.

#### **PRESENTATIONS, PAPERS, AND POSTERS**

Gilmore, B. (2009, April). *The intersection of race, gender, and class inequities in a health profession: Implications for professional education and research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Gilmore, B. (2009, April). *Medical laboratory technology*. Presentation to the National Forum on Changing Entry-to-Practice Requirements in Allied Health Professions, Ottawa.

Gilmore, B. (2008, May). *"Race" counts: Exploring race and ethnicity in a health profession*. Paper presented at the annual conference of the Canadian Society for the Study of Higher Education, Toronto.

Gilmore, B. (2007, October). *The discourse of diagnosis: Mystification of medical tests*. Paper presented at the annual conference for the Society for Literature and Science, Buffalo.

Gilmore, B. (2006, June). *Medical laboratory technology: Addressing the challenge of professional change*. Poster presentation at the 24th World Congress of the International Association of Medical Laboratory Technologists, Vancouver.

#### PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

- |                         |   |
|-------------------------|---|
| June 2008<br>to present | <ul style="list-style-type: none"> <li>• <b>Member</b>, Mentor Development Group, Department of Theory and Policy Studies, OISE/UT</li> </ul>   |
| May 2006<br>to present  | <ul style="list-style-type: none"> <li>• <b>Chair</b>, Entry Level Steering Committee, Ontario Society for Medical Laboratory Science</li> <li>• <b>Member</b>, Canadian Society for the Study of Higher Education</li> <li>• <b>Member</b>, Ontario Society for Medical Laboratory Science</li> <li>• <b>Member</b>, Canadian Association of Medical Laboratory Educators</li> </ul> |
| 2008, 2004              | <ul style="list-style-type: none"> <li>• <b>Member</b>, Higher Education Group Admissions Committee, OISE/U of T</li> </ul>   |
| Jan. 2004–<br>Dec. 2006 | <ul style="list-style-type: none"> <li>• <b>Chair</b>, Council on Professional Development, Ontario Society for Medical Laboratory Science</li> </ul>   |

#### AWARDS

- |           |                              |
|-----------|------------------------------|
| June 2009 | OISE/UT Commendation Award   |
| June 2008 | Ontario Graduate Scholarship |

#### LANGUAGES

Fluent in English and French (spoken and written)

**TECHNICAL SKILLS** Information management, data analysis (SPSS and QSR N\*6), bibliographic database (EndNote), and communications software.

**REFERENCES**

Dr. Elizabeth Strom (thesis supervisor)  
Ontario Institute for Studies in Education, University of Toronto  
416-923-6651 ext. 4441      e.strom@oise.utoronto.ca

Prof. Nadia Petrovic, (thesis committee member)  
Institute for Women's Studies and Gender Studies, University of Toronto  
416-978-6212                  nadia.petrovic@utoronto.ca

Prof. Mana Adler (teaching supervisor)  
Department of Theory and Policy Studies, OISE/UT  
416-923-6641 ext. 4112      madler@oise.utoronto.ca

## CV Sample 3

This CV was created by a Master level candidate focusing on a position where the largest component of the work revolves around research. For example, this could be a researcher position at a research facility or a university.

### Leslie Winters

25 Yonge Street, Toronto ON Canada M5T 2X3  
416-233-0987 leslie.winters@utoronto.ca

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#### EDUCATION

- 2010           **M.Ed., Teaching and Learning**  
Ontario Institute for Studies in Education (OISE), University of Toronto,  
Toronto  
Thesis topic: Diversity in Learning in Francophone Settings  
Supervisor: Dr. James Strong
- 2006           **B.Ed., History and French**, McGill University, Montreal
- 2005           **B.Sc., Biology and French**, Queens University, Kingston

#### RESEARCH EXPERIENCE

- 2009–2010    **Research Assistant**, Transitions Program  
Ontario Institute for Studies in Education, Toronto  
Supervisor: Dr. Edwin Topen
- Conducted ethical review development for research focusing on the challenges of transitioning from a French Immersion program to an English only educational setting
  - Conducted 250 interviews with students, collected and analyzed data
- 2008           **Research Assistant**, Language Competency Program  
Ontario Institute for Studies in Education, Toronto  
Supervisor: Dr. Pierre St. Jean
- Reviewed language competency tests for consistency in assessment measures with the French Competency Guidelines (2009) and revised tests according to findings
  - Conducted focus groups to assess tests' reliability and validity
- 2006–2007    **Research Assistant**, Language Planning Course Review  
McGill University, Montreal  
Supervisor: Dr. Francine Mouton
- Researched tools for creating online courses and prepared bibliography to be used in a new course taught to graduate students

## **PUBLICATIONS**

### **Chapters in Books**

- Manson, N. et L. Winters. *Le bilinguisme et le marché du travail*, Vieillex, S. et J. Robert (eds), Ottawa: La Petite Presse. 2010.

### **Papers in Refereed Conference Proceedings**

- Winters, L. (septembre 2009) « L'école en transition: perspectives de changements ». Actes du colloque ASAL-VSAX. Montreal.

### **Popular Articles**

- Winters, L. (2008). « Je ne parle pas anglais: un portrait de la francophonie canadienne » dans *Bonjour Canada*. Ottawa : Gouvernement du Canada. (co-auteur et chercheur).

## **INVITED PRESENTATIONS**

- Guest speaker, Education for Ontario's Francophones, Ministry of Training, Colleges and Universities of Ontario, Guelph, June 2010, 20 minutes.
- Guest lecturer, "Transition of francophone students" Seminar, McGill University, June 2009, 90 minutes.

## **TEACHING EXPERIENCE**

### **Post-secondary teaching experience**

- 2010                    **Instructor**, University of Toronto – OISE, Toronto
- Taught a first year French language course
  - Developed curriculum, instructed and assessed students
- 2010                    **Instructor**, McGill University, Montreal
- Developed course curriculum, materials, and conducted student assessments for a third year French literature course

### **Additional teaching experience**

- 2007-2008            **Teacher**  
École secondaire Notre-Dame, Conseil des écoles publiques de l'Ouest de l'Ontario, Cornwall
- Taught biology, drama, and English to grades 7 to 9.
- 2006-2007            **Teacher**  
École Secondaire Saint-Baptiste, Ottawa Catholic District School Board, Ottawa
- Taught media studies, Spanish, and mathematics to grades 9 to 12.

## **SCHOLARLY AND PROFESSIONAL ACTIVITIES**

- 2009–2010 **Graduate student representative** for OISE/UT, Ministry of Education's Symposium on Educational Research, Toronto
- Member**, OISE/UT Equity and Diversity Steering Committee
- 2008-2009 **Co-chair**, organizing committee, Second Language Research Conference
- 2007 **Coordinator**, Toronto Colleges, French Conference events
- 2007 **Consultant**, Francophone Centre (Worked on curriculum writing, revision and development of science units for the Quebec curriculum)
- 2006 **Organizer**, French Language Symposium, McGill University

## **AWARDS, SCHOLARSHIPS AND FELLOWSHIPS**

- 2009 Scholarship, Foundation Baxter et Alma Ricard
- 2008 Frederic Hudd scholarship, Massey College
- 2008 Gordon Cressy Student Leadership Award, University of Toronto

## **LANGUAGE COMPETENCIES**

- Superior skills in French and English (oral and written)
- Intermediate skills in Spanish (oral and written)

## **MEMBERSHIPS**

- 2008–present • CREFO member, OISE/UT
- 2006–present • Ontario Secondary School Teacher's Federation

## **REFERENCES**

- Dr. James Stron (thesis supervisor)  
Ontario Institute for Studies in Education, University of Toronto  
416-926-4411 ext. 263      j.strong@oise.utoronto.ca
- Prof. Viole Labelle, (thesis committee member)  
Institute for Women's Studies and Gender Studies, University of Toronto  
416-946-5858      viole.labelle@utoronto.ca
- Prof. Ilya Muzik (teaching supervisor)  
Department of Theory and Policy Studies, OISE/UT  
416-926-4411 ext. 741      i.muzik@oise.utoronto.ca



## CV Sample 4

This CV was created by a PhD candidate focusing on a position where the largest component revolves around research, and teaching responsibilities are secondary. For example, this could be a Tenure-track Professor position at a large, research intensive university in the United States or Canada, or a Postdoctoral position.

### Monir El Halaby

monir@comm.utoronto.ca

416-978-3321

www.comm.utoronto.ca/~monir

Department of Electrical and  
Computer Engineering  
University of Toronto  
10 King's College Road  
Toronto ON M5S 3G4 CANADA

1401-710 Spadina Avenue  
Toronto ON M5S 2T8 CANADA

#### CITIZENSHIP

Canadian

Optional

#### EDUCATION

2007–present

**Doctor of Philosophy** (expected June 2011)

Department of Electrical and Computer Engineering, University of Toronto

Thesis: *Spectrally efficient modem design for indoor wireless optical channels*

Supervisor: Professor Finn Ginsberry

2005–2007

**Master of Applied Science**

Department of Electrical and Computer Engineering, University of Toronto

Thesis: *Modulation and constrained coding techniques for wireless infrared communication channels*

Supervisors: Professors Dieter Kohlberg and Finn Ginsberry

2001–2005

**Bachelor of Applied Science** (first class honours)

Department of Electrical and Computer Engineering, University of Waterloo

- Sir Sandford Fleming Foundation Medal winner for Highest Academic Standing in Electrical Engineering Program

**RESEARCH EXPERIENCE**

2007–present

**Research Assistant**, Doctoral level

Department of Electrical and Computer Engineering, University of Toronto

Project: Modem design for spectrally constrained indoor wireless optical channels

Supervisor: Professor Finn Ginsberry

2005–2007

**Research Assistant**, Master's level

Department of Electrical and Computer Engineering, University of Toronto

Project: Experimental channel construction and characterization and design of a novel optical intensity modulation scheme

Supervisors: Professors Dieter Kohlberg and Finn Ginsberry

2004

**Research Assistant**, VTSL Research Group

Department of Electrical and Computer Engineering, University of Waterloo

Project: Designed and laid out a parallel multiplier library in a BiCMOS process

Project: Designed the digital switching portions of a segmented D-to-A converter

Supervisors: Dr. A. Chang and Professor M.I. Alhambra

2003

**Research Assistant**, Undergraduate Research Assistantship

Department of Electrical and Computer Engineering, University of Waterloo

Project: Research into high-voltage DC power system modelling

Supervisor: Professor B.A. Fuentes

**RESEARCH INTERESTS**

- Communication algorithms and implementations for wired and wireless optical channels
- Indoor and free-space wireless optical communications
- Optical modem design for wired and wireless optical channels
- Communications theory and information theory applied to optical channels

**SELECTED HONOURS AND AWARDS**

2009 University of Toronto Open Fellowship

2008 and 2009 Walter C. Summer Memorial Scholarship

2008 Ontario Graduate Scholarship in Science and Technology

2007–2010 NSERC Postgraduate Scholarship (doctoral level)

2005–2007 Postgraduate Scholarship (Master's level), University of Toronto Graduate Entrance Top-Up Award

## **PUBLICATIONS**

### **Publication in refereed journals**

- El Halaby, M., and Ginsberry, F. (2010, August). Optical intensity modulated direct detection channels: Signal space and lattice codes. Forthcoming in *IEEE Transactions on Information Theory*.

### **Paper submitted for publication in refereed journals**

- El Halaby, M., and Ginsberry, F. (2010, April). Capacity bounds for power- and band-limited optical intensity channels corrupted by gaussian noise. Submitted to *IEEE Transactions on Information Theory*.

### **Publications in refereed conference proceedings**

- El Halaby, M., and Ginsberry, F. (2009). Capacity bounds for power- and band-limited wireless infrared channels corrupted by gaussian noise. In *Proceedings of the 41st Annual Allerton Conference on Communication., Control and Computing* (149–155). Monticello, IL: McGill-Queen's University Press.
- El Halaby, M., and Ginsberry, F. (2009). Signal constellation design for optical intensity modulated channels. In *Proceedings of the IEEE International Symposium on Information Theory* (p. 235, abstract only). Washington D.C.
- El Halaby, M., and Ginsberry, F. (2008). A signal space model for intensity modulated channels. In *Proceedings of the 21st Biennial Symposium on Communication* (136–140). Kingston, ON.

## **TEACHING EXPERIENCE AT THE UNIVERSITY OF TORONTO**

Fall 2009 and Winter 2010

### **Discrete Mathematics ECE 190**

Teaching assistant: Prepared and conducted weekly tutorials for classes of 50 students as well as marking duties.

Winter 2009

### **Probability and Applications ECE 302**

Teaching assistant: Marked assignments for a class of 400 students.

Fall 2008

**Electronics II ECE 362**

Head teaching assistant responsible for laboratory project. Supervised laboratory sessions, prepared and conducted weekly tutorials for a class of 70 students as well as marking portions of the mid-term exam.

Winter 2008

**Probability and Applications ECE 302**

Teaching assistant: Prepared and conducted weekly tutorials for a class of 90 students as well as marking duties.

Fall 2007

**Electronics 1 ECE 361**

Head teaching assistant for tutorial scheduling and administration for a class of approximately 300. Prepared and conducted a number of tutorial sessions as well.

Winter 2006

**Electronics 1 ECE 360**

Teaching assistant: Laboratory supervision and practical instruction for a class of 90. Developed a test scheme to grade performance of final circuit project.

**PROFESSIONAL EXPERIENCE**

May–August 2004

**RF Engineer** (co-op), Teklogix Inc., Oakville, Ontario.

Developed the digital signal-processing portion of a novel high-baud rate, narrow-band radio modem (technical publication).

September–December 2003

**Research Assistant** (co-op), VTSL Group, University of Waterloo, Waterloo, Ontario.

Designed and implemented a variety of full-custom, low-power digital CMOS circuits for wireless communications.

January–April 2002

**Integrated Boards R&D** (co-op), Nortel Semiconductor Components Group, Nepean, Ontario.

The results of research improved reliability and matching of MOS devices and resistor structures in an existing BiCMOS process.

**ACADEMIC COMMUNITY INVOLVEMENT**

- **Technical Reviewer**, Institute of Electrical and Electronic Engineers Inc. 2009-2010
  - *IEEE Journal of Solid-State Circuits*
  - IEEE International Symposium on Circuits and Systems
  - IEEE Proceedings: Optoelectronics
- **Conference Volunteer**, International Electrical Engineer Conference, 2008 and 2009.
- **Conference Assistant**, Seventh Circuits Conference, San Francisco, 2008 and 2009  
Assisted in the publication of the visuals supplement and in visuals projection.

**MEMBERSHIPS**

- **Student Member**, Professional Engineers Ontario (PEO), 2008-present
- **Applicant** for professional engineering licensure having written and passed the Professional Practice Exam (PPE). Engineering experience requirement of twenty-four months still outstanding for licensing, 2007-present
- **Co-chair**, IEEE Communications Society Toronto Section, 2006-present

**REFERENCES**

All referees are with The Edward S. Rogers Sr. Department of Electrical and Computer Engineering, University of Toronto, 10 King's College Road, Toronto ON M5S 3G4 CANADA.

- Prof. Finn Ginsberry  
Tel.: 416-978-2552 E-mail: finn@comm.utoronto.ca  
Relationship: PhD thesis supervisor, M.A. Sc. co-supervisor
- Prof. Dieter Kohlberg  
Tel.: 416-978-5555 E-mail: kohlberg@eecg.utoronto.ca  
Relationship: MA Sc thesis supervisor, teaching reference
- Prof. Pas S. Rajagopal  
Tel.: 416-978-1511 E-mail: raj@comm.utoronto.ca  
Relationship: PhD thesis committee member
- Prof. Leo Stanislaw  
Tel.: 416-978-6966 E-mail: stanis@ctl.utoronto.ca  
Relationship: teaching reference

## CV Sample 5

This CV was created by a PhD candidate focusing on a position where the largest component revolves around research, and teaching responsibilities are secondary. For example, this could be a Tenure-track Professor position at a large, research intensive university in the United States or Canada, or a Postdoctoral position.

### Sandeep Mehta

s.mehta@utoronto.ca

Department of Immunology  
University of Toronto  
Medical Sciences Building  
1 King's College Circle, room 5273  
Toronto ON M5S 1A8  
416-978-8360

208 King Street  
Oakville ON L6J 1B5 CANADA  
905-921-5478

#### EDUCATION

2004–2010

##### PhD Immunology

Department of Immunology, University of Toronto, Toronto, Ontario

Thesis: *Recombinant anti-class II MHC antibodies containing conformationally constrained, immunogenic HIV-1 B cell epitopes*

Supervisor: Dr. F.W. Modeato

2000–2004

##### Honours Bachelor of Science, Biology

McMaster University, Hamilton, Ontario

#### HONOURS and AWARDS

2009

Rick Miller Award for Leadership in Immunology

2006–07

Ontario Graduate Scholarship

2004–2008

Medical Research Council Fellowship

2004

National Science and Engineering Research Council Fellowship

#### RESEARCH INTERESTS

- Antibody structure/function. Regulation of antibody responses by synthetic epitopes. Antibody engineering. Monoclonal antibodies. Vaccine development.
- Recombinant antibodies containing an engineered B cell epitope capable of eliciting conformation = specific antibody responses.

#### RESEARCH EXPERIENCE

2004–10

**Graduate Student**, Department of Immunology, University of Toronto

- Completed doctoral research in the area of HIV vaccine development.

1/3

Sandeep Mehta

- Collaborated with Dr. Levy from University of Michigan for

2/3

- Developed expertise in molecular biology, genetics, virology, and immunology.

2006–07

**Science Writer**, Cangen Research Institute, Toronto

- Worked with Dr. Pak Ling on an introductory immunology textbook for undergraduates and medical students.
- Wrote content for a variety of additional smaller texts.

2003–2004

**Undergraduate Research**, Department of Biology, University of Toronto

- Organized laboratory experiments for Dr. Chiu Yue
- Ran agarose gel electrophoresis
- Performed restriction digests and ligation reactions
- Transformed *E. coli*

#### TEACHING INTERESTS

- Graduate-level courses in virology and immunology
- Undergraduate-level molecular biology and genetics

#### TEACHING EXPERIENCE

2005–07

**Teaching Assistant**, University of Toronto

Introduction to Immunology under the supervision of Dr. Pak Ling

- Performed all regular duties of a T.A. for a class size of 75 including occasional lectures, office hours, and marking (course code: IMM334).

#### REFEREED PUBLICATIONS

Mehta, Sandeep, and Cutler, B. H. (2009). Recombinant anti-class II MHC antibodies containing conformationally constrained, immunogenic HIV-1 B cell epitopes. *AIDS and Human Retroviruses*, 13, 449–459.

Mehta, Sandeep, and Cutler, B. H. (2008). Recombinant antibodies containing an engineered B cell epitope capable of eliciting conformation = specific antibody responses. *Vaccine*, 13, 1770–1778.

#### NON-REFEREED PUBLICATION

Mehta, S. (2007, 29 June). Overload in the laboratory: How much science is too much science? *Global Review*, 33–47.

#### ADMINISTRATIVE EXPERIENCE

2007–2008

**Treasurer**, Graduate Students' Union, University of Toronto

- Developed and prepared budgets, and monitored expenditures to

- Served on a number of ad hoc committees, such as the Graduate Studies Policies Handbook Committee, to enhance the student experience at the University of Toronto.

2005–06

**Member**, Search Committee, Department of Immunology, University of Toronto

- Part of a committee that selected, interviewed, and hired an associate professor at the Department of Immunology.

**ADDITIONAL TRAINING**

2008

Facilitative Leadership course, Schulich School of Business

**REFERENCES**

- Prof. Andrea Booterskaya, Institute of Medical Sciences, University of Toronto, 416-938-3344 (thesis committee member)
- Dr. F. W. Modeato, University of Toronto, department of immunology, 416-936-3321 (thesis supervisor)
- Dr. Chiu Yue, Department of Biology, University of Toronto, 416-978-2121 (undergraduate supervisor)



## CV Sample 6

This CV was created by a Master level candidate focusing on a position where the largest component revolves around teaching. For example, this a Tenure-track Lecturer position at a large university in Canada.

# JAIME SIMONELL

40 ONTARIO STREET • MARKHAM • ONTARIO L2S 1C6

PHONE 416-321-6789 • FAX 416-656-4567 • E-MAIL J.Simonell@utoronto.ca

### EDUCATION

- **Master of Applied Science**, University of Toronto, Human Factors Engineering 2010  
Dissertation: Cognitive Models and Environmental Interface Designs  
Supervisor: Dr. Carine Mendelsson
- **Bachelor of Science**, University of Waterloo, Computer Science 2006

### TEACHING INTERESTS

Cognitive Work Analysis, Dynamic Systems Theory, Learning and Mental Models, Human-Computer Interaction, Energy Policies

### TEACHING EXPERIENCE

#### Course Instructor

Designing Interfaces, York University, Winter 2010

Interactive Computational Design, University of Toronto, Summer 2010

- Designed curriculum, chose text and prepared course materials for classes ranging from 30 to 120 students
- Created assignments and exams and graded work
- Held office hours and provided weekly online support for classes

#### Teaching Assistant

Digital Analysis, University of Toronto, Fall 2009

Introduction to Human Systems, University of Toronto, Summer 2009

Introduction to Information Technology, University of Toronto, Winter 2009

- Graded assignments and exams
- Held tutorials for up to 30 students including creating supporting materials for lectures
- Managed online discussion forum for student queries

## **PROFESSIONAL DEVELOPMENT – INSTRUCTOR TRAINING**

- University of Toronto, MIE 3002: Engineering Teaching and Learning Course, 2009
- University of Toronto, Teaching Assistants' Training Program, 2009
- University of Waterloo, Certificate in University Teaching, 2008

## **RESEARCH EXPERIENCE**

### **Research Assistant**

Department of Industrial Engineering, University of Toronto, 2008-2010

- Conducted research in the area of Cognitive Models and Noise Interface Design under the supervision of Dr. C. M. Simon.
- Assessed designs for ecological compatibility with operators

### **Research Assistant**

Department of Computer Science, University of Waterloo, 2006-2008

- Conducted research in the area of Visual Perception and Interface Design under the supervision of Dr. V.J. Malcom.
- Provided potential designs for review within limited time frames

### **Research Assistant**

Department of Mathematics, University of Waterloo, Summer 2006

- Conducted research on Mathematical models to assess risks under the supervision of Dr. F. M. Kunthalini
- Utilized mathematical models to find the intersection of minimal risks

## **PROFESSIONAL EXPERIENCE**

**Human Factors Engineer**, Canada Energy Inc, 2010–present

- Review designs for equipment for nuclear power plants and provide input on human factors designs' sustainability
- Conduct research project for sensory input and operator's performance within a team of four

## **PUBLICATIONS**

### **Refereed conference papers**

- Simonell, J. (2009). "Noise Impact on Ecological Design." *Proceedings of the Human Factors and Ergonomics Society 30th Annual Meeting*, pp. 211–290. Los Angeles, CA: USA.
- Simonell, J., Tippits, S., & Donald, A. (2009). "Human Factors Project." *Proceedings of the 20th Annual Conference of the American Nuclear Society*. Los Angeles, CA: USA.

### **Non-refereed papers and poster presentations**

- The SDK Inventory: A tool for capturing Worker Competencies. 40th Annual Meeting of the Human Factors and Ergonomics Society. September 16–20, 2009. Los Angeles, CA: USA.
- Interface Design. Human Factors Seminar Series. January 1, 2009. Energy Canada, Brampton, Ontario: Canada.

## **Presentations**

User friendly designs. SEEE-ABD 2008 – Professional Workshops, June 3, 2008. Toronto Hilton Hotel, Toronto, Canada (Assisted with professional workshop at SEEE-ABD 2008 with Dr. Frank A. MacAlistair)

## **ACADEMIC COMMUNITY INVOLVEMENT**

### **Conferences organization and committee work**

- Vice-president, Volunteer committee and speaker's bureau of the Ergonomics Society, 2009-2010
- Chair, Cognition and Work Displays session: Engineering and Technical Group, Human Factors and Ergonomics Society 49th Annual Meeting, 2008
- Conference Organizer, 5th Annual Inter-University Session on Human Factors Engineering, University of Toronto, Toronto, Canada, 2008
- Student Chapter President for the Computer Science Union, Department of Computer Science, University of Waterloo, 2005-2006
- Chair, Waterloo Computer-Human Interaction student chapter–Association for Computing Machinery, University of Waterloo, 2004-2005

### **Editorial and reviewer experience**

- Reviewer, Omega: The International Journal of Management Science, Fall 2008
- Reviewer, Conference papers for the Human Factors and Ergonomics Society 49th Annual Meeting, Cognitive Engineering and Decision-Making Technical Group, 2008

## **AWARDS**

- NSERC Postgraduate Scholarship B (PGS-B and PGS-A) Research Award, 2009
- Glyim Williams Scholarship (for academic achievement). Department of Mechanical & Industrial Engineering, University of Toronto, 2008–2009
- Mary H. Beatty Fellowship: Entrance scholarship. School of Graduate Studies, University of Toronto, 2008
- Graduating Class Academic Award (top 10%), University of Waterloo, 2006

## **PROFESSIONAL MEMBERSHIPS**

- Association of Canadian Ergonomics, 2008–present
- Human Factors and Ergonomics Society, 2008–present
- Institute of Electrical and Electronics Engineers, 2006–present
- Association for Computing Machinery, 2004–2006

## **LANGUAGES**

- Fluently bilingual in English and French
- Certificate of bilingualism – French and English, University of Waterloo, June 2006

# Resources

All of these resources can be found in the Career Resource Library located in the Career Centre, St. George campus. In addition to the resources below, the Career Resource Library contains samples of curriculum vitae and videos of past panels on creating a dossier, academic job search, and job-searching outside of academia.

- ▶ Barnes, S. (2007). *On the Market: Strategies for a Successful Academic Job Search*. The United States of America: Lynne Rienner Publishers.
- ▶ Chandler, C., Wolfe, L. & Promislow, E.L. (2007). *The Chicago guide to Landing a Job in Academic Biology*. Chicago: The University of Chicago Press.
- ▶ Goldsmith, J. A., Komlos, J., & Gold, P. (2001). *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*. Chicago: The University of Chicago Press.
- ▶ Hall, D. (2002). *The Academic Self: An Owner's Manual*. Columbus: The Ohio State University Press.
- ▶ Hannah, E., Paul, L. & Vethamany-Globus, S. (2002). *Women in the Canadian Academic Tundra: Challenging the Chill*. Canada: McGill-Queen's University Press.
- ▶ Heiberger, M., & Vick, J. (2008). *The Academic Job Search Handbook*. Philadelphia: University of Pennsylvania Press.
- ▶ Hume, K. (2005). *Surviving your Academic Job Hunt: Advice for Humanities PhDs*. The United States of America: Palgrave Macmillan.
- ▶ Jackson, A., & Geckeis, C. (2003). *How To Prepare Your Curriculum Vitae*. The United States of America: The McGraw-Hill Companies, Inc.
- ▶ Keahey, D., & Schnitzer (2003). *The Madwoman in the Academy: 43 Women Boldly Take on the Ivory Tower*. Alberta: University of Calgary Press.
- ▶ Krannich, R. and C. (2004). *No One Will Hire Me!: Avoid 15 Mistakes and Win the Job*. Virginia: Impact Publications.
- ▶ Lang, J. (2005). *Life on the Tenure Track: Lessons from the First Year*. Maryland: John Hopkins University Press.

## Websites

- ▶ Association of Universities and Colleges of Canada ([www.aucc.ca](http://www.aucc.ca))  
This site lists academic opportunities at Canadian universities and provides information on higher education in Canada, and directories and links to Canadian universities.
- ▶ Canadian Association of University Teachers ([www.caut.ca](http://www.caut.ca))  
CAUT is the national voice of teachers, librarians, researchers, and other academic professionals. They produce a handbook (found under services) that is a step-by-step instruction on negotiating salaries.
- ▶ The Chronicle of Higher Education (<http://chronicle.com/jobs/>)  
Academic opportunities at U.S. universities as well as articles on topics related to academic employment, including advice on cv's and cover letters and salary information.
- ▶ Preparing Teaching Portfolios ([http://ctd.ucsd.edu/resources/teaching\\_tips/index.htm](http://ctd.ucsd.edu/resources/teaching_tips/index.htm))  
Teaching tips and techniques for grad students/TA's from UCSD's Center for Teaching Development, including guidelines for preparing teaching portfolios and packaging your teaching experience and successes.
- ▶ Writing Academic Cover Letters (<http://career.berkeley.edu/PhDs/PhDcover.stm>)  
Comprehensive guide to writing cover letters for academic positions.