

Creating your Academic CV For Graduate Studies (Masters and PhDs)

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 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. An academic CV is generally used by those who are interested in applying to academic positions like masters, doctoral program, and post-doctoral fellowships and you'll want to show the admission committee that your skills and qualifications make you a good fit for their program.

What do the graduate faculty members and admissions committees look for in a CV?

There's a difference between a Resume and a Curriculum Vitae. While both documents include a short history of your activities, a Resume focuses more on **professional achievements**, while a CV highlights your **academic accomplishments**. Consequently, most Master's and post-doctoral programs will actually ask for your CV. The main exception is when you apply to an MBA, in which case most universities ask for your Resume.

Admissions committees and faculty members want to see that your skills, experiences, and qualifications make you a great fit for their program and university. So before you even begin to compose your CV, consider that your readers will have seen hundreds of applicant profiles. Keep these considerations in mind to make your CV stand out:

Focus on your academic background. A rule of thumb for any post-graduate application is to emphasize your academic achievements over your professional ones. Mention your work experiences if it is relevant to your studies and/or shows your work ethic and tenacity, but focus more time and attention on your educational experiences.

In addition to identifying your alma mater, the diploma/degrees' you earned and when you graduated, ~~you should mention some of the most relevant courses you took and academic~~

awards you earned - particularly those most relevant to your field of study. But don't go overboard with your descriptions! Each entry in your CV should only contain necessary details within two to four bullet points.

Tailor your CV to the specific program and department to which you are applying.

Emphasize your experience and skills related to this specific area. For example, if you are applying to a Ph.D. program in Chemistry, go into greater detail about your experiences in classes or in the chem lab.

Use powerful language and include details. Strong phrases and a good vocabulary not only show academic control of language—they get the reader's attention. Vary your verbs and expressions and be specific: instead of writing that you “spent a lot of time in the lab,” explain how you “assisted in bi-weekly slide analysis alongside Dr. so and so.” Concrete details make for a compelling story.

Tell your story through a clear structure. While the experiences on your CV will need to be ordered in a somewhat linear way, it is still possible to give a “narrative” of how you developed your knowledge and skills through your work and experiences, as well as how your interests pushed you. Admissions committees look for growth and improvement in their future students.

Volunteer work and internships matter. Internships and volunteer work outside of the classroom shows admissions officers what you are interested in and also that you are willing to work hard and support a team. Describe what you have done in detail and let the admissions officers come to their conclusions about what this says about you. What impresses admission committee is teaching experience, because that's half of what academia is about. So be sure to highlight any volunteering, internship or paid position in which YOU were a teacher or teaching assistant.

Major CV Sections and Important Information to Include

The order of information and level of detail you include about each element of your CV is somewhat flexible and is ultimately up to you. But the best CVs will be those that showcase the applicant's interests and qualifications. Follow these section-by-section details to craft an academic CV that will impress any admissions committee.

When organizing information within each category, remember to list your information starting with your most recent experience. The CV includes:

- a header with your name and contact details
- clearly defined sections with headings to emphasize technical content e.g. ‘relevant work experience’, ‘areas of scientific interest’, ‘laboratory skills and techniques’
- descriptions (usually as bullet points)
- entries in reverse chronological order (most recent to earliest)

General CV sections

Title:

This should be your name, fairly large and clear, at the top of the page. It is not necessary to write “CV” or “Curriculum Vitae” – this should be obvious to the reader. Include your contact information below this, such as your address, phone number and email.

Example:

Dennis G. Champ
2112 Southlawn Pl. Urban Plains, NY
(555) 867-5309 • dgchamp@uiowa.edu

Education:

For an academic CV, this is an important section and usually is found near the top of the CV. List by degree, plus titles, with the most advanced first (i.e. PhD, Masters, Bachelors etc.). It is acceptable to include your current degree, clearly noted. . 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.

This section is vital to show the hard skills necessary to be eligible for the position. For example, if a PhD project description states that applicants require a Master’s degree, then your relevant Master’s degree should be prominent here.

Example:

EDUCATION

BA in Sociology

2017

University of Iowa, Iowa City, IA

Honors and Awards:

This is where you can highlight the fellowships, scholarships, teaching assistantships, Dean's list for having a stellar GPA or other honors and awards you have received that are relevant to your discipline and the position that you are applying to. If the honor or award will not be familiar to those who read your CV, it is acceptable to include a brief line below the honor or award name that explains what the award is for or its primary criteria. The dollar value of the honor 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.

As you advance in your scholarly career, you may remove some older awards; so, someone at the PhD level should only include an undergraduate award if it was very prestigious. You may also wish to create subsections in this category to distinguish, for example, "Fellowships" separately from "Awards."

If you have received only one award (e.g., "graduated with honors" or "Dean's list"), consider placing this in the Education section. Awards and acknowledgments you received from the volunteer sector could provide evidence of all three of these traits.

Types of awards include:

- Academic Honors Lists
- Scholarships
- Acknowledgments of Soft Skills: Best Team Player, Customer Service, Distinguished Service
- Acknowledgments of Hard Skills: Sales, Innovation, Safety
- Invitation Into a Distinguished Group (typically based on performance): Sales or Investment Performance, Inventions
- Excellence in a Field (Marketing, Engineering, and so on)
- Grants. Professionals in science, medicine, and academia commonly apply for grants to support their research. The ability to obtain grants reflects the value your industry

places on your research. The name of the grant, granting institution, and the value of the grant and year(s) awarded should be cited.

Example:

HONORS AND AWARDS

Undergraduate Research Excellence Award, University of Iowa	2017
President's List, University of Iowa, Iowa City, IA	2017
All-Brooklyn Community College Honors List	2014

GRANTS AWARDED

George Mason Memorial Research Grant, University of Iowa	2015
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Research and Teaching Interests:

This section typically follows the Honors & 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. The more information you can present to admissions committees to show your readiness for graduate-level work will raise your value as a candidate. Not all fields include it on the CV.

If you are deeper into your academic career, and have lots of publications and research experience, you may not need to have a research interests section – it should be fairly clear from your research experience.

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 — As with teaching experience, research experience may be rare for fresh grad applicants. ~~But if you have or not a fresh out of school grad, list all research~~

projects and/or research assistantships worked on including your thesis, experiments, dissertation, and 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.

If you are a scientist, you may want to list the materials and equipment you have worked with. A mention of the scientists you worked under and their specializations will show additional research you have been exposed to.

Example:

RESEARCH EXPERIENCE

Research Assistant

2015-2016

Department of English, University of Iowa

- Assistant to Professor Jennifer Stubbins, conducting primary and secondary source research.
- Organized for the study entitled “The Prevalence of Feminist Articles in Small-Town Newspapers.”

Teaching experience — While most fresh school graduate likely won’t have any teaching experience under their belts, any experience tutoring or acting as a teacher’s assistant (both as an undergraduate or graduate student) could be placed in this category. 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.

Example:

TEACHING EXPERIENCE

Writing Fellow

2016-2017

Writing Center, University of Iowa

- Tutored students in multidiscipline areas to improve organization and arguments in writing.
- Underwent bi-weekly calibration and discussion with professors and other writing fellows.

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. This might include internships or jobs with administration duties but can include any work that shows your commitment and work ethic as well.

Group experiences into relevant categories if you have more multiple elements to include in one category (e.g., “Research,” “Teaching,” and “Managerial”). Your employment history should include work going back four to five years, depending on your age and the extent of your work experience.

Example:

PROFESSIONAL EXPERIENCE

Staff Writer and Assistant Managing Editor

2016-2017

Iowa City Press Citizen

- Contributed to columns on news from student perspectives.
- Edited “Arts and Culture” section of the bi-weekly publication.

Assistant Lens Specialist

2010-2013

Frakenhauer’s Eye Care

- Assisted customers in choosing frames and lenses based on their preferences and needs.
- Filled out recommendation prescription forms for optometrists to confirm.

Community Service, Volunteer Work, and Extra-Curricular Activities:

Include community and volunteer activities that helped develop your leadership, organization, or other skills that will help you succeed in graduate school. List these activities and provide your role (e.g., “U of I Hospitals Volunteer”), the date of your involvement, and details showing how you participated.

Example:

UNIVERSITY AND COMMUNITY SERVICE

Humanities Student Board Member

2015-2016

University of Iowa College of Liberal Arts, Iowa City, IA

- Served on committees overseeing university policies regarding international students.
- Collaborated with faculty and students to enhance educational and social environments.

Homeless Shelter Volunteer

2008-2013

Kiwanis Club of Brooklyn, Brooklyn, NY

- Led community food drives to collect non-perishable goods for shelter residents.
- Assisted in maintaining facilities once a week at three area shelters.

Publications:

You will likely begin publishing work during or after graduate school. But If you have published work, this could include any journal articles, books (or chapters), reports and patents. Ensure the referencing style is consistent and embolden your name where there are several authors. You can include works in progress if necessary – just ensure this is clearly labelled. If this is a long list, it may be better suited as an appendix.

Also, if you do not have any formal publication credits to your name, you may also cite work in less academic publications such as newspapers, magazines, blogs, and newsletters that highlight your skills as a writer and thinker. If you have not officially authored or co-authored any text publications, include studies you assisted in or any online articles you have written or contributed to that are related to your discipline or that are of an academic level.

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.
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Example:

PUBLICATIONS

Champ, D. (2015, November 13). Making the most of a bad situation." *Iowa City Press Citizen*. Retrieved from <http://icpresscitizen.com>

Champ, Dennis and Parker Finney (2014, June 24). A guide to cheap housing in the Metro area. *The City Robin*. Retrieved from <http://nycityrobinguide.org>

Conferences:

As with publications, many people reading this probably mightn't have started attending conferences and giving presentations until well into your graduate school career. If you do have this experience, include any presentations you have been involved in, whether you were the presenter or contributed to the visual work (such as posters and slides) so you can include the title of the presentation, the name of the conference or event, the location, and the date. Briefly describe the content of your presentation.

Academic associations and affiliations:

Affiliation with professional or academic groups shows admissions committees a willingness to branch outside of the university environment to pursue your interests and network with other like-minded individuals. Include academic/professional groups or societies of which you are a member. List the name of the group, the dates of memberships, and any leadership positions or other roles you have held.

Example:

ACADEMIC MEMBERSHIPS

- Modern Language Association (MLA)
 - International Sociological Association (ISA)
 - International Association of Students in Economic and Commercial Sciences
-

Languages and Other relevant skills:

Research and teaching skills may already be included in specific sections, but this section may serve for any other relevant skills. This can include things like administrative experience, professional development, additional training, and languages (with proficiency noted).

Good example:

- **Administration experience:** *treasurer for University English Literature Society, management of local business' social media accounts*
- **Technology skills:** *Diploma of Graphic Design & Desktop Publishing (awarded by International Career Institute)*
- **Languages:** *English (Fluent), French (fluent), German (conversational)*

Bad example:

I like reading books. I have experience of working in a local shop. I can sing and have good social skill

References:

For an academic CV, you will have referees, not references. This section will be at the bottom of your CV. Check the application information regarding the number and nature of referees to include. There are usually two or three referees, at least two of which are academic. Non-academic referees may be included if specified or required, particularly if you've taken some time out of education before applying for the program in question. Check that your referees are aware of their inclusion on your CV and have given you permission.

Write the name of the reference, professional title, and contact information (phone and email are sufficient). You do not need to write these in alphabetical order. Consider listing your references in order of relevance and impact.

Example:

Jacob Stevens, Assoc. Professor of English, University of Iowa (555) 238-4323
jstevens@uiowa.edu

Kim Gi Il, Professor of Sociology University of Iowa (555) 334-2343, kdduck@uiowa.edu

Formatting Tips for Academic Graduate CV

There is some flexibility in the formatting used in an academic CV. The format of the CV should always be clear, with a readable, normal-sized font and line-spacing where possible. Make sure the format is consistent throughout.

Remember that no matter how compelling the content of your CV is, if it isn't well organized and easy for admissions committee members to read, they probably won't bother reading through all of your notable achievements and skills. Keep these formatting and organization tips in mind when composing and revising your CV:

- Keep your formatting choices—such as indentation, font and text size, spacing, and grammar—consistent throughout the document.
- Use bolding, italics, underlining, and capitalized words to highlight key information.
- Use reverse chronological order to list your experiences within the sections.
- Include the most important information to the top and left of each entry and place associated dates to the right.
- 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.
- 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.

Revising and Editing Your Academic CV

After you have finished composing your academic CV or resume, you still need to ensure that your language is compelling and accurate, that your organization is clear and tidy, and that your documents are free of errors. A good CV will generally take at least three or four revisions before it is ready to send out to school department faculty.

CV Samples

Dennis G. Champ

2112 Southlawn Pl. Urban Plains, NY
(555) 867-5309 • dgchamp@uiowa.edu

EDUCATION

BA in Sociology, *magna cum laude* **2017**
University of Iowa, Iowa City, IA

Associate Degree **2014**
Kingsborough Community College, Brooklyn, New York

TEACHING EXPERIENCE

Writing Fellow **2016-2017**

Writing Center, University of Iowa

- Tutored students in multidiscipline areas to improve organization and arguments in writing.
- Underwent bi-weekly calibration and discussion with professors and other writing fellows.

RESEARCH EXPERIENCE

Research Assistant **2015-2016**

Department of English, University of Iowa

- Assistant to Professor Jennifer Stubbins, conducting primary and secondary source research.
- Organized for the study entitled "The Prevalence of Feminist Articles in Small-Town Newspapers."

HONORS AND AWARDS

Undergraduate Research Excellence Award, University of Iowa **2017**
President's List, University of Iowa, Iowa City, IA **2015-2017**
All-Brooklyn Community College Honors List **2014**

GRANTS AWARDED

George Mason Memorial Research Grant, University of Iowa **2015**

TECHNICAL COMPETENCIES

Baysian Filtering Library and Mondrian

- Employed this statistical software during my undergraduate research assistance work with Dr. Jennifer Stubbins.
- Analyzed data from 346 small towns across America to create a probabilistic model of specific references to feminist issues in print media.

Champ 1

PROFESSIONAL EXPERIENCE

Staff Writer and Assistant Managing Editor

2016-2017

Iowa City Press Citizen

- Contributed to columns on news from student perspectives.
- Edited "Arts and Culture" section of the bi-weekly publication.

Assistant Lens Specialist

2010-2013

Frakenhauer's Eye Care

- Assisted customers in choosing frames and lenses based on their preferences and needs.
- Filled out recommendation prescription forms for optometrists to confirm.

PUBLICATIONS

Champ, D. (2015, November 13). Making the most of a bad situation." *Iowa City Press Citizen*. Retrieved from <http://icpresscitizen.com>

Champ, Dennis and Parker Finney (2014, June 24). A guide to cheap housing in the Metro area. *The City Robin*. Retrieved from <http://nycityrobinguide.org>

ACADEMIC MEMBERSHIPS

- Modern Language Association (MLA)
- International Sociological Association (ISA)
- Phi Beta Kappa Society (ΦBK)

UNIVERSITY AND COMMUNITY SERVICE

Humanities Student Board Member

2015-2016

University of Iowa College of Liberal Arts, Iowa City, IA

- Served on committees overseeing university policies regarding international students.
- Collaborated with faculty and students to enhance educational and social environments.

Homeless Shelter Volunteer

2008-2013

Kiwanis Club of Brooklyn, Brooklyn, NY

- Led community food drives to collect non-perishable goods for shelter residents.
 - Assisted in maintaining facilities once a week at three area shelters.
-

Languages

English (Native)

Spanish (Fluent in speaking; proficient in writing)

Champ 2

2)

FULL NAME

Address

Contact No.

Email Address

EDUCATION:

Name of degree Date (From - To)

Concentration:

CGPA: (if you have a high one)

Name of College/University, City, Province

RELEVANT COURSES:

[You may list couple of courses you finished/near completion directly relevant/required by the job]

RELATED/RELEVANT SKILLS:

[Write the special skills that are relevant to your profession]

WORK EXPERIENCES:

[Make it in reverse-chronological order]

Position/ Co-op/ Student Position Date (From - To)

Department, Employer, City, Province

[job responsibilities' and your accomplishments in bullet forms]

Position/ Co-op/ Student Position Date (From - To)

Department, Employer, City, Province

[job responsibilities and your accomplishments in bullet forms]

Position/ Co-op/ Student Position Date (From - To)

Department, Employer, City, Province

[job responsibilities' and your accomplishments in bullet forms]

PROJECTS:

[list your school projects that are relevant]

PUBLICATIONS:

[list all your publications/submissions if you have any]

VOLUNTEER EXPERIENCES:

[You can either list them as same as WORK EXPERIENCES or just list them in bullet form]

ADDITIONAL SKILLS:

[You can list some other additional skills here: organizational skills/management skills/presentation skills etc.]

HONOURS & ACTIVITIES:

[list your HONOURS as being student first, ORGANIZATIONS on second and your HOBBIES at the end]

REFERENCES:

You should include two referees, one of which should be an academic reference, e.g. your personal tutor, while the second reference could be from an employer you have worked for.

NOTE:

- Select universal font (i.e. Times New Roman or Arial) of size 11 or 12.
- Use "strong/action verbs" in your sentences
- Write your name as a header (on left/right) on the second page if required

3) CV Sample 3

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 20th 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
 - Counselling 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

4) CV Sample 4

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 PhD candidate (ABD), Ontario Institute for Studies in Education,
in spring 2010 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
to present | • Member , Mentor Development Group, Department of Theory and Policy Studies, OISE/UT |
| May 2006
to present | • Chair , Entry Level Steering Committee, Ontario Society for Medical Laboratory Science
• Member , Canadian Society for the Study of Higher Education
• Member , Ontario Society for Medical Laboratory Science
• Member , Canadian Association of Medical Laboratory Educators |
| 2008, 2004 | • Member , Higher Education Group Admissions Committee, OISE/U of T |
| Jan. 2004–
Dec. 2006 | • Chair , Council on Professional Development, Ontario Society for Medical Laboratory Science |

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

Leslie Winters

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

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

RESOURCES:

Undergraduate CV sample links:

- 1) https://students.ubc.ca/sites/students.ubc.ca/files/CV%20Humanities_1.pdf
- 2) https://students.ubc.ca/sites/students.ubc.ca/files/CV%20STEM_0.pdf
- 3) <https://students.ubc.ca/sites/students.ubc.ca/files/CV%20Social%20Sciences.pdf>

Post Graduate CV sample links:

- 1) <https://students.ubc.ca/sites/students.ubc.ca/files/Maria.pdf>
- 2) https://students.ubc.ca/sites/students.ubc.ca/files/Diana_0.pdf
- 3) https://students.ubc.ca/sites/students.ubc.ca/files/Carl%20Smith%20PHD%20Student%20CV%20%28Economics%29_0.pdf