

ACADEMIC CV'S

Laura Ashfield, she/her

Career Advisor



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WATERLOO

Centre for Career
Development

Introduction—Feel free to share what you like

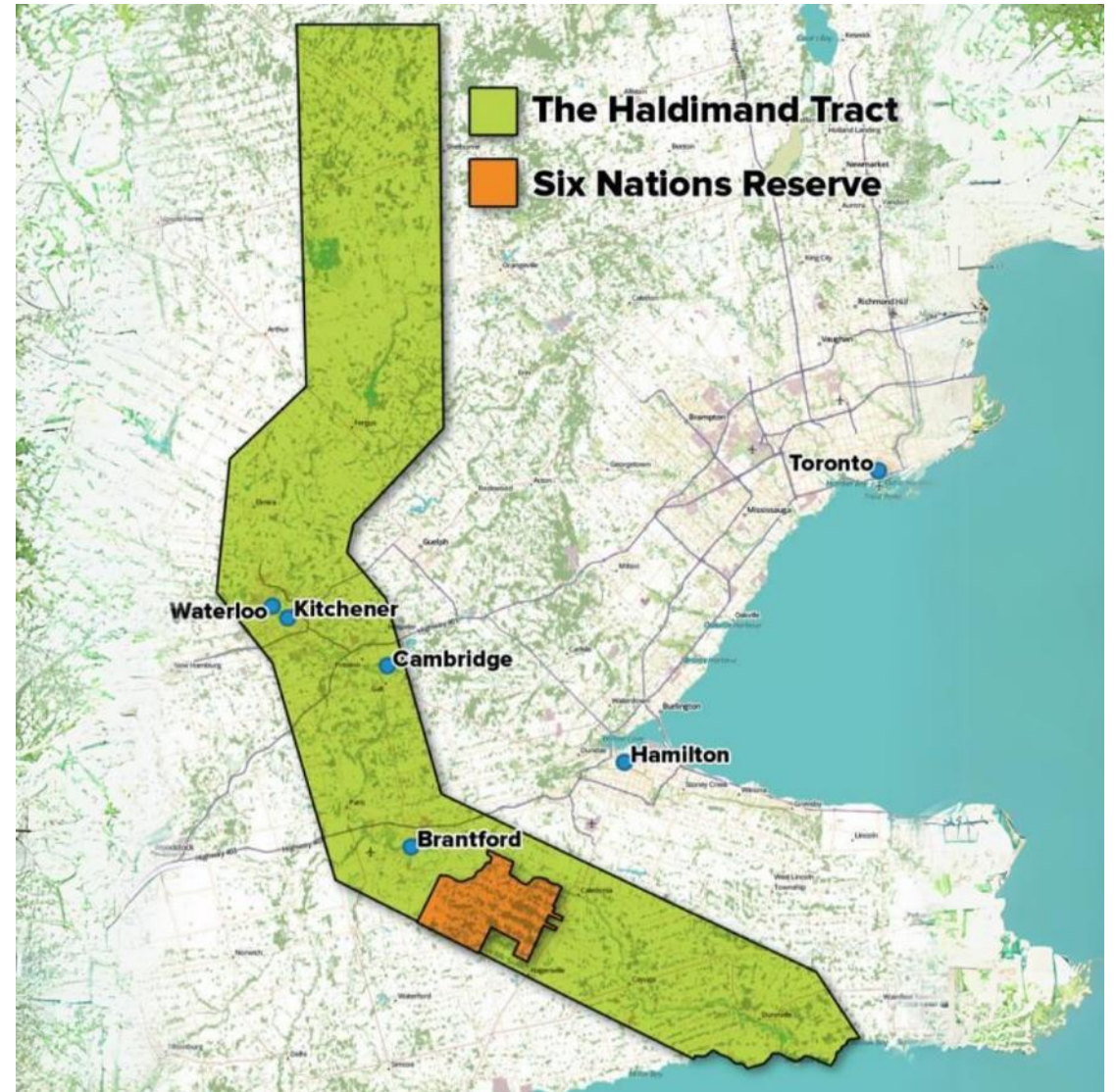
For example:

- Name
- Program/department
- Pronouns
- Emoji describing how you feel today
- What are you hoping to learn or take away today?



Territorial Acknowledgement

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Attawandaron, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River.



Take Action:

Treaties Recognition Week

November 4 - 11, 2024

[Check out the Office of Indigenous Relations](#) site for events and videos

Support Land Back movement

[O:se Kenhionhata:tie](#) Land Back Camp and Willow River Centre



Let's make this a supportive space

Listen and learn from each other with respect

Ask questions throughout the training

Participate in a way that works for you

Harmful language will not be tolerated



Goals

- 1) Learn the difference between a CV/resume
- 2) Practice reading through an academic job ad to determine the department's needs and their values.
- 3) Identify 5 main tips for an effective CV
- 4) Evaluate the structure and organization of a CV depending on the needs identified in the job posting



WHAT IS THE DIFFERENCE BETWEEN A CV AND A RÉSUMÉ?

Major differences between a C.V. and a résumé

Curriculum Vitae	Résumé
<ul style="list-style-type: none">• Means "course of life" in Latin. Approx. 3-6 pages for new academic (no page limit)	<ul style="list-style-type: none">• Means "summary" in French. Approx. 1-2 pages depending on industry
<ul style="list-style-type: none">• Academic/R&D Positions	<ul style="list-style-type: none">• Industry-focused
<ul style="list-style-type: none">• Market publications, grants, scholarships	<ul style="list-style-type: none">• Market skills
<ul style="list-style-type: none">• Highlight teaching, research and service experiences	<ul style="list-style-type: none">• Highlight transferable nature of experiences
<ul style="list-style-type: none">• Curated for departmental needs & types of position (e.g. research or teaching)	<ul style="list-style-type: none">• Curated to target specific position/ employer needs
<ul style="list-style-type: none">• Focus on research record	<ul style="list-style-type: none">• Focus on employment/experience record

Typical sections of a résumé vs. C.V.

Curriculum Vitae

- Summary of Qualifications
- Education
- **Research Experience**
- **Teaching Experience**
- **Academic Service**
- **Publications / Conference Presentations**
- Awards and Scholarships + **dollar amount**
- Certifications/Professional Development, etc.

Résumé

- Summary of Qualifications
- Education
- **Relevant Experience/Additional Experience**
- **Work Experience/Volunteer Experience**
- **Relevant Projects**
- Awards and Scholarships
- Certifications/Professional Development, etc.



The background is a solid yellow color. It features several thick, colorful lines and shapes. On the left, there is a red L-shaped line at the top, a pink L-shaped line below it, and a pink horizontal line at the bottom. A teal horizontal line is positioned below the pink horizontal line. On the right, there is a blue vertical line that curves at the bottom, and a pink diagonal line that connects the bottom right to the center. The text is centered in the middle of the page.

5 MAIN TIPS FOR AN EFFECTIVE CV

The background is a solid yellow color. On the left side, there is a large L-shaped graphic composed of a red horizontal bar at the top and a light purple vertical bar on the left. At the bottom, there is a horizontal bar divided into three segments: light purple on the left, teal in the middle, and dark blue on the right. On the right side, there is a vertical blue bar that curves at the bottom. A light purple diagonal bar runs from the bottom right towards the center.

1. TAILOR TO THE JOB POSTING

and research the department and institution

Job Posting Analysis

Let's look at a job posting and identify the major components.

- 1) What are the requirements for this job? (skills, experience, knowledge etc.)
- 2) What are the responsibilities listed in this job ad?
- 3) What stands out as important? What does the job ad reveal about the university or department?

Assistant Professor in Hydrogeology & Water Science University of Tennessee, Knoxville

The Department of Earth & Planetary Sciences at The University of Tennessee, Knoxville (UTK) seeks to fill a faculty position in Hydrogeology & Water Science with emphasis in water movement, quality, storage, and/or interactions with soils and rocks.

The successful candidate is expected to conduct a robust, externally funded program of hydrogeology and water science research that integrates the classroom with the laboratory and field, mentor undergraduate and graduate students, effectively teach courses in hydrogeology and water-related fields at the undergraduate and graduate levels, and collaborate in department research dealing with, but not limited to, environmental studies, aqueous geochemistry, urban ecology, and surface processes.

The department has a range of analytical facilities (e.g., Geochemistry Teaching Laboratory, Stable Isotope Laboratory, new MC-Q-ICP-MS core facility) that the successful candidate can use for their teaching and research. Additionally, UTK is seeking candidates who have the ability to contribute in meaningful ways to the diversity and intercultural goals of the University. The candidate is expected to perform rank-appropriate professional, University and departmental service, including for the undergraduate program in the Water Science and Environmental Studies concentrations.

Qualifications: The successful candidate must hold a Ph.D. (or equivalent) degree by the time of appointment and show demonstrated excellence through publications and competitive research support (e.g., grants, contracts, fellowships) in hydrogeology and water science. UTK is a land-grant university and values engaged forms of research/scholarship/creative activity, teaching and service. We consider evidence of these commitments in the records of applicants.

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RESEARCH BEYOND THE POSTING

Department websites, Informational Interviews, latest news, etc



2. USE A SUMMARY OF QUALIFICATIONS

to highlight your main strengths as a candidate

Summary of Qualifications...is kinda like a movie trailer

THE FOLLOWING **PREVIEW** HAS BEEN APPROVED FOR
ALL AUDIENCES



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Summary of Qualifications (CV)

4-6 bullet points outlining:

1. X years of Y experience (research and/or teaching)
2. # of publications, noting prestigious journals
3. Awards, naming the most significant ones and their value
4. Technical skills, related expertise, industry experience, training or certification (as relevant)
5. Relevant transferable skills, connecting to service
6. Whatever else you may think is relevant/would like them to know AND/OR what else they may be asking for (e.g. curriculum development, running a lab, supervision)

SUMMARY OF QUALIFICATIONS: EXAMPLE

Summary of Qualifications

- 7+ years independent research and consulting experience related to groundwater management, including project experience with modelling and remediation
- 5+ years undergraduate teaching experience on topics ranging from advanced mathematics to environmental assessment practices
- Successful grant record, including NSERC and Mitacs; published in *Journal of Groundwater Research*
- Solid technical background in statistical software and Matlab; strong programming skills in C++ and R developed through academic and consulting projects
- Engaging presenter with a commitment to interactive and pedagogically sound teaching practices, including incorporating innovative teaching approaches
- Eligible for P. Eng designation



Header and Research/Teaching Interests

Wallis Gans

2237 - 200 University Ave West, Waterloo, ON N2L 3G5

519-888-4567, wallis.gans@uwaterloo.ca, LinkedIn: ca.linkedin.com/in/wallisgans/

Research Interests

Sustainable water management
Groundwater contamination
Soil and groundwater remediation
Groundwater modelling

Teaching Interests

Environmental assessment practices
Hydrogeology
Groundwater modelling
Water resource systems



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3. WRITE EFFECTIVE BULLET POINTS

For drawing out accomplishments and skills from experiences

THE EMPLOYER PERSPECTIVE

“Imagine a doctor's résumé... do you want the doctor's résumé to say, **“has worked with patients”** or **“familiarity with medical practices”** or do you want her to say **“successfully performed 20 surgeries”** and leave all that other stuff off? [Use] the highest value points and leave the other stuff to be implied.”

Director of Product Management, Primal

Teaching-related Statements

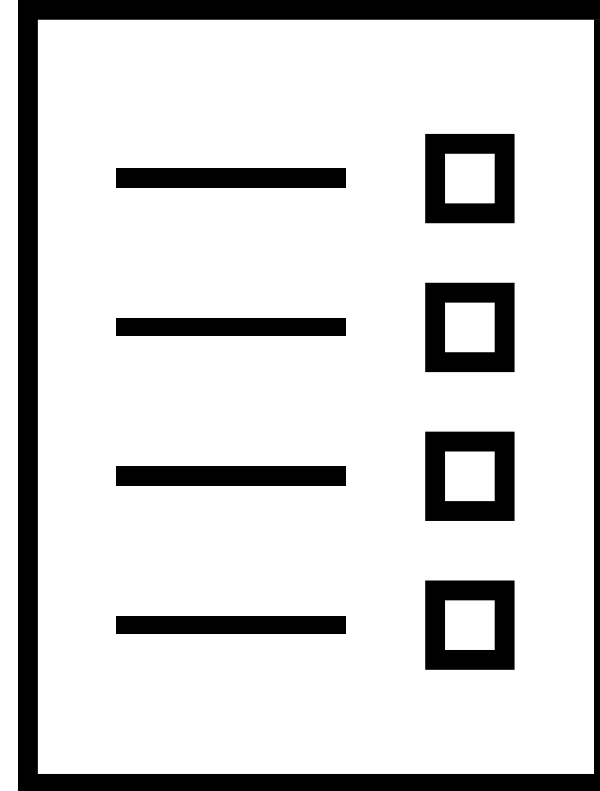
- Conducted successful tutorial sessions
 - VS.
- Facilitated engaging group discussions by ensuring group members felt heard and their opinions were valued

A MODEL FOR WRITING BULLET POINTS

Each bullet point can include:

WHAT you did (action) +
HOW you did (tools/skills) +
WHY (outcome or purpose of your action)**

***This isn't a strict formula but simply a guide!



Research-Related Statements

- Defended my thesis successfully

VS.

- Presented research results and justified methodological approaches through engaging in a discussion with experts in the field

Service Statement

- Organized a graduate student conference
 - VS.
- Organized a graduate student conference with a team of 4; designed promotional materials, managed budget, secured sponsorship, and recruited and managed volunteers

DESCRIBING YOUR SKILLS/EXPERIENCE



VS

Teaching Assistant, KIN 100 Human Anatomy | Waterloo, ON

- Helped professor with various tasks, including grading and running tutorials
- Answered student questions during office hours
- Assisted in preparing materials and activities for lectures, contributing ideas.
- Supported students with assignments

Teaching Assistant, Human Anatomy | Waterloo, ON

- **Facilitated** weekly tutorials of 25 students to reinforce key concepts in biomechanics and human physiology, **enhancing student comprehension**
- **Graded** assignments and exams, providing constructive feedback to **help students improve** their understanding of course material
- **Designed** interactive learning activities, making complex topics **more accessible and engaging**; **received positive feedback** in course evaluations

STRONG VERBS & IMPACT



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DESCRIBING YOUR SKILLS/EXPERIENCE



- Assessed client's joints and muscles while they walked and suggested exercises
- Used software to simulate human movement
- Wrote a report and gave a presentation about movement and injury, with recommendations for improving performance.

Biomechanics Practicum Project, University of Waterloo | Waterloo, ON

- Performed a gait analysis on client, assessing joint angles and muscle activation patterns to recommend corrective exercises
- Simulated human movement using biomechanical modeling software to compare the efficiency of movement patterns and their impact on joint stress and muscle activation.
- Wrote a report and presented findings to management, providing evidence-based recommendations for performance enhancement and injury prevention.

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4. FOCUS ON RESEARCH AND TEACHING EXPERIENCE

RESEARCH EXPERIENCE

- ❖ In reverse chronological order, list your research positions that you have held and (if applicable) the research project,
- ❖ Include a bulleted list that highlight your major accomplishments/skills in that position, focusing on research accomplishments and skills.
- ❖ These positions include but are not limited to: Doctoral Research, Master's Research, Research Assistantships, Visiting Scholar, and Research Member



RESEARCH EXPERIENCE

Research Experience

Doctoral Researcher

Department of Civil Engineering, University of Waterloo, Waterloo, Ontario September 2012-present

- Developed original method for visualizing two-phase flow in fracture planes
- Designed physical model experiment to examine dissolution of dense non-aqueous phase liquids in fracture planes
- Developed statistical model in R describing non-equilibrium dissolution in fracture planes
- Revised existing numerical contaminant transport model to include non-equilibrium dissolution (in progress)
- Designed and validated original method for the analysis of chlorinated hydrocarbons using solid phase micro extraction (SPME)



TEACHING EXPERIENCE

Separate into subsections to differentiate Instruction, TA, and Supervision. Can be organized in a 3 potential ways:

- 1) Each course as an experience; reverse chronological order with a bulleted list articulating the pedagogical achievements/methods in that course
- 2) Each experience (i.e., Instructor or TA) at an institution is bulleted; reverse chronological order with a list of courses given under the title of the position
- 3) Courses are simply listed in reverse chronological order

TEACHING EXPERIENCE (V1)

Teaching Experience

Independent Instruction

Digital Lives

(Fall 20XX, 20XX, 20XX; Winter 20XX)

University of Waterloo, ON

- Designed syllabus to offer an examination of how digital communication technologies create and promote online identities and social spaces
- Modelled lessons and scaffolded assignments to build core competency in the fields of rhetoric and medium-specific analysis
- Integrated experiential learning into instruction, group work, and assignments to elicit authentic self-reflection in regards to media consumption and online presence
- Encouraged students to creatively investigate and communicate the historical and cultural contexts of media and media use through presentations and assignments
- Offered students to participate in local campus or city events related to the class, such as Kitchener's Night\Shift placehacking festival

The Super Hero

(Winter 20XX)

University of Waterloo, ON

- Designed syllabus to critically examine the superhero figure in comics, film, games, and TV, focusing on the intersections of race, gender, class, and disability
- Created writing-intensive, low-stakes weekly blog writing assignment, integrating students' comments into my lecture material, much to students' satisfaction
- Developed low-to-high stakes written assignments to develop core competencies in close



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TEACHING EXPERIENCE (V2)

TEACHING EXPERIENCE

Graduate Sessional Instructor

Department of Mechanical Engineering, University of Waterloo

September 20XX - April 20XX

Name of Course

Name of Course

- Redesigned both components of the second-year course, including determining learning objectives, assessment methods, and choosing appropriate readings
- Created lesson plans using a systematic interactive approach to maximize student engagement

Undergraduate Research Supervisor

Department of Mechanical Engineering, University of Waterloo

May 20XX-August 20XX

- Designed undergraduate research projects in collaboration with undergraduate researchers to facilitate learning for students
- Mentored students through the research process, including facilitating the development of independent problem-solving skills

Undergraduate Research Projects Supervised:

Name of Project

Name of Project



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**5. ADD ADDITIONAL SECTIONS TO
HIGHLIGHT ACCOMPLISHMENTS**

SERVICE AND LEADERSHIP EXPERIENCE

Service and Leadership Experience

Member, Sub-Committee B (approves both external examiners for PhD defenses, and faculty members for independent PhD supervision) 2014-present

Reviewer, Journal of Water Resources Planning and Management, 2011-present

Member, Sustainable Waterloo, 2011-present

Member, Faculty of Engineering Graduate Review Committee, 2013-2014

Grant Writer, Proposal for the purchase of \$20000 gas chromatography auto-sampler, 2012

Coordinator, Environmental Engineering Graduate Orientation, 2013

INDUSTRY EXPERIENCE

Industry Experience

Consultant, Kerr Wood Leidal Associated Ltd., Vancouver, British Columbia, July-August 2013

- Created and analyzed model of the Hollyburn, British Columbia, water distribution system and provided recommendations for upgrades to the system
- Developed model for the Hollyburn, British Columbia wastewater collection system
- Analyzed sewer flow data for Esquimalt, British Columbia to characterize inflow and infiltration
- Developed computer program to manipulate large SCADA system flow data files

Consultant, Gore & Storrie Ltd., North York, Ontario January, 2012-August 2012

- Analyzed daily operational data for Nestle's Ottawa, Ontario, wastewater treatment plant, and provided operational assistance
- Conducted energy management study on all municipal wastewater treatment plants in Ontario to assess the economic benefit of fine bubble diffuse retrofits in aeration tanks



EDUCATION EXPERIENCE

In addition to your degrees, you are encouraged to include:

- ❖ The title of your dissertation and MA thesis or MRP
- ❖ Supervisor for PhD and MA; can also include committee members and external committee members
- ❖ Relevant Courses in your PhD and MA

EDUCATION: WHAT IT COULD LOOK LIKE

Education

Candidate for Doctor of Philosophy

Civil and Environmental Engineering, University of Waterloo, Waterloo, Ontario September 2012-present

Dissertation: The dissolution of dense non-aqueous phase liquids in fractured geologic media

Supervisor: Dr. Super Visor

Relevant courses: Integrated Water Management, Sustainable Operations, Advanced Numerical Methods for Environmental Applications

Master of Applied Science

Water Resources Engineering, University of Guelph, Guelph, Ontario December, 2011

Thesis: Hydrogeologic analysis of an urbanized aquifer to assess the impact of Nitrate concentrations

Supervisor: Dr. Dok Tor

Relevant courses: Open Channel Hydraulics, Water Process Chemistry, Advanced Water and Wastewater Treatment, Groundwater Modelling

Bachelor of Engineering

Civil and Environmental Engineering, University of Waterloo, Waterloo, Ontario December, 2009

Fourth Year Design Project: Statistical modelling of fluctuations in the watertable in a municipal field

Supervisor: Dr. Univer Sityprof



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PUBLICATIONS AND PRESENTATIONS

Publications

1. (In preparation) **Gans, W.**, and Visor, S. Two-phase flow in a variable aperture fracture: laboratory comparison of a two-dimensional numerical model. To be submitted to *Water Resources Research* by Summer 2015.
2. **Gans, W.**, and S. Visor. Two phase flow in variable aperture fracture: laboratory validation of a two-dimensional numerical model. In *Dynamics of Fluids in Fractured Rocks: Concepts and Recent Advances*, eds. E. Neer and U. Sityprof, 2014.
3. Tor, D., and **Gans, W.** Assessing the impact of Nitrate concentrations in urbanized aquifers. *Journal of Groundwater Research*, 2013.

Conference Presentations

1. **Gans, W.** and S. Visor. Dissolution of a residual DNAPL in a variable aperture fracture. *Proceedings of Spring Meeting of the University Consortium Solvents-In-Groundwater Research Program*, May 2015.
2. **Gans, W.**, and S. Visor. Groundwater flow and fracture. *Proceedings of National Groundwater Association (NGWA) Annual Summit*, May 2014.
3. Visor, S. and **W. Gans.** Behaviour of a single-component NAPL in a variable aperture fracture plane. *Proceedings, Sustainable Engineering Symposium*, February, 2012.
4. **Gans, W.**, and S. Visor. DNAPL flow in transparent fracture casts. *Proceedings of Water Resources Engineering Group of Southwestern Ontario Annual Conference*, April 2012.



HOW TO ORGANIZE PUBLICATIONS

Publications order (approx.):

1. Books
2. Edited Volumes
3. Refereed Journal Articles
4. Book Chapters
5. Conference Proceedings
6. Encyclopedia Entries
7. Book Reviews
8. Articles Under Review/Consideration
9. Manuscripts in Preparation
10. Web-based Publications
11. Other Publications (non-academic publications that may be relevant)

HOW TO ORGANIZE PRESENTATIONS

Presentations order (approx.):

1. Conference Presentations
2. Poster Presentations
3. Invited Talks
4. Panels organized

AWARDS AND GRANTS

Scholarships and Grants

Major Awards

Natural Sciences and Engineering Research Council of Canada Postgraduate Scholarship D (NSERC-PGS D)	September 2014-present
\$21000/year for 2 years	
Mitacs Accelerate Fellowship, \$37000 8 months	April-November 2014

Undergraduate Awards

NSERC Undergraduate Student Research Award \$7500	2009
June Lowe Entrance Scholarship \$2000	2004

Travel Grants

Graduate Studies Office Research Travel Assistantship \$300	2014
Graduate Studies Office Research Travel Assistantship \$300	2013



PROFESSIONAL DEVELOPMENT

Professional Development

LEADS Student Leadership Certificate, Student Success Office 2013-2014

R Statistics Essentials, Lynda.com 2013

WHMIS Training, WHMISOntario.com, 2009

Professional Memberships

Member, American Water Works Association (AWWA), 2012-present

Member, American Geophysical Union (AGU), 2012-present

Member, Geological Society of America (GSA) 2011-present

Member, Professional Engineers Ontario (PEO), 2009-present

ADDITIONAL SECTIONS

Additional Sections can include:

- ❖ Research Creation/Projects
- ❖ Creative Writing/Art/Performances
- ❖ Workshops/Panels/Conferences Organized
- ❖ Additional Experience

Are there any sections that I have not mentioned?

SOCIAL MEDIA



@uwaterloocareer

HOW DO WE DO THIS?

We are always looking for ways to improve and your feedback is important. Complete the feedback survey delivered to your inbox at the end of this week.

Our mission is to educate and motivate all members of the University of Waterloo community to develop and take action to achieve current and future career goals.

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