

Career Services Resume Guide

BEFORE YOU BEGIN...

Determine the following:

1. Who is your audience?
2. What qualifications are required for the position(s)?
3. What knowledge, skills, and abilities do you have that meet the qualifications?

CONTACT INFORMATION includes your **name, address, phone number, and e-mail address**. Many organizations prefer to communicate through e-mail to avoid “telephone tag.” Put your e-mail address under your name at the top of your resume so that it can be quickly and easily found. Also consider including both your permanent and school addresses at the top of your resume; an address in the town where you are applying for work is advantageous.

EDUCATION is often very important. Even if you don't have a degree yet, let potential employers know you're working on it:

"Reed College, Portland, Oregon, B.A., Biology, expected May 2008"

Include your thesis, because either it is related to the job for which you are applying or it demonstrates your ability to complete a large project. Think about the skills it took to complete your thesis; research and data analysis, organization, time management, presentation and other skills that might be relevant to the position you are applying for. Similarly, your coursework may include valuable skill development or be directly related to the position for which you are applying.

SKILLS can often mean the difference between having your resume reviewed or stuck forever in a database. Today, many organizations scan resumes and then perform a keyword search. You can retrieve keywords from job descriptions and announcements, and sometimes from mission or values statements from the organization's literature or website. Read a job posting carefully and, if you can honestly claim the listed competencies and transferable skills, include the same words in your resume.

EXPERIENCE can include part-time jobs, internships, volunteer work, summer jobs and student involvement and leadership, as well as full-time employment and maybe some academic experiences. Keep your audience and the position you are applying for in mind when listing your work experience, and create headings on your resume that will allow you to highlight or list first those experiences which are most relevant. For example, you can use a qualifier in your first heading that relates most directly to the position such as “Marketing Experience”; subsequent labels can focus on other experiences within each category, listing experiences in reverse chronology (with current or most recent experience first).

Liberal Arts Skills: As a liberal arts major, you have learned many skills that are often overlooked. For example, your experience in conference settings and in analyzing various types of information is valuable to employers. Knowing how to communicate these skills to prospective employers is also important. Some other examples of skills you have developed as a liberal arts major at Reed:

Creative problem solving

- ✓ Determining pertinent questions
- ✓ Designing experiments, plans and models
- ✓ Presenting ideas using different medias
- ✓ Identifying relevant information
- ✓ Speaking clearly and effectively in public
- ✓ Assessing your audience and varying writing styles to communicate effectively
- ✓ Defining the parameters of a problem
- ✓ Effective communication skills
- ✓ Evaluating the relevancy and accuracy of information
- ✓ Objective listening and paraphrasing skills
- ✓ Expressing one's opinions with sensitivity to others
- ✓ Analyzing data using a variety of analytical tools
- ✓ Perceiving different aspects or sides of a problem
- ✓ Using information creatively to solve problems
- ✓ Facilitating group discussion

More Liberal Arts Skills You Possess:

Adapted from Principia College Career Cam, Donald Asher, Asher Associates, www.donaldasher.com

- | | | |
|-----------------------------|------------------------------|--|
| ✓ Analytical | ✓ Delegating responsibility | ✓ Interpreting languages |
| ✓ Communication | ✓ Preparing materials | ✓ Advertising/promoting events |
| ✓ Customer service | ✓ Bookkeeping | ✓ Sketching charts and diagrams |
| ✓ Problem solver | ✓ Increasing productivity | ✓ Proposing alternate approaches |
| ✓ Inventing new ideas | ✓ Confronting other people | ✓ Dramatizing ideas of problems |
| ✓ Updating files | ✓ Managing an organization | ✓ Advising people writing reports |
| ✓ Handling detail work | ✓ Imagining new solutions | ✓ Displaying ideas graphically |
| ✓ Supervising others | ✓ Running meetings | ✓ Organizing people and tasks |
| ✓ Teaching classes | ✓ Coordinating events | ✓ Planning organizational needs |
| ✓ Motivating others | ✓ Counseling people | ✓ Working collaboratively with people from different backgrounds |
| ✓ Finding information | ✓ Selling products | ✓ Making decisions with incomplete information |
| ✓ Scheduling | ✓ Handling complaints | |
| ✓ Office management | ✓ Arranging social functions | |
| ✓ Administering programs | ✓ Corresponding with others | |
| ✓ Evaluating programs | ✓ Dispensing information | |
| ✓ Entertaining people | ✓ Compiling statistics | |
| ✓ Collecting money | ✓ Raising funds | |
| ✓ Editing publications | ✓ Meeting the public | |
| ✓ Setting up demonstrations | ✓ Interviewing people | |
| ✓ Managing your own time | ✓ Working under pressure | |
| ✓ Enduring long hours | ✓ Escorting VIPs on tours | |
| ✓ Investigating problems | ✓ Persuading others | |

Using Words as Tools

Action words are words that show action on your part to convey the image of a successful doer. When tied to your educational achievements, work experiences, activities, interests and plans, these action words provide strong evidence of your capabilities.

accelerated	defined	headed	overhauled	scheduled
accomplished	demonstrated	identified	oversaw	selected
achieved	designed	implemented	participated	shaped
administered	developed	improved	perfected	simulated
advised	devised	improvised	planned	started
analyzed	directed	increased	publicized	streamlined
applied	documented	initiated	prepared	stimulated
assembled	enhanced	installed	produced	strengthened
assessed	ensured	launched	promoted	supervised
bolstered	established	led	provided	taught
compiled	evaluated	minimized	reconciled	tested
conducted	executed	mentored	reorganized	tracked
constructed	expanded	motivated	represented	trained
consolidated	facilitated	negotiated	researched	troubleshoot
coordinated	formulated	orchestrated	resolved	utilized
counseled	generated	organized	revised	worked
created	guided	originated	reversed	wrote

Self-descriptive words. The impression left by resumes determines who is invited for an interview and who is not. People who can confidently state their level of skills, interests, and attitudes stand a better chance of being selected from a group of other qualified applicants.

active	consistent	empathetic	objective	realistic
adventurous	constructive	energetic	optimistic	reliable
analytical	cooperative	enterprising	orderly	responsible
assertive	creative	enthusiastic	open-minded	resourceful
aware	curious	extroverted	patient	self-confident
adaptable	decisive	fair	perceptive	self-motivated
aggressive	dependable	flexible	persistent	self-reliant
alert	determined	forceful	personable	sense of humor
ambitious	disciplined	friendly	precise	sincere
analytical	discerning	goal-oriented	positive	sophisticated
assertive	diplomatic	imaginative	practical	systematic
attentive	discrete	independent	productive	tactful
authentic	eager	insightful	pleasant	talented
broad-minded	easy-going	loyal	persistent	traveler
confident	economical	logical	persuasive	thoughtful
conscientious	effective	mature	poised	thorough
considerate	efficient	methodical	punctual	versatile

Rocky W. Shores

Present:
3822 N. 11th Street
Tacoma, WA 98406
(253) 879-2222
rshores@hotmail.com

Permanent:
1212 N. Washington Street
Poughkeepsie, NY 55402
(320) 766-4444

EDUCATION

Economics, May 2003
Reed College, Portland, OR
Accomplishments:
Phi Beta Kappa, GPA: 3.81 (Economics: 3.94)

If you clearly state your objective in your cover letter, it might not be necessary to list it on your resume

EXPERIENCE

Proctor & Gamble, Brand Management Intern
New York, NY, Summer 2002

- Led a team in developing strategic recommendations for P&G's Internet marketing to teens.
- Revised Crest's display authorization process, increasing expected annual profits by over \$1 million.
- Analyzed Crest's top accounts and quantified statistical relationships critical for promotion planning.
- Set the strategic goals for a PR event intended to increase Crest market share in key cities.

Good use of action verbs and a clear focus on results

Student Necessities, Manager
Portland, OR, 2000-2002

- Coordinated the direct mail marketing, sales, and distribution of Reed College logo products to students.
- Generated revenues of \$67,000, representing a 13% increase in total sales and a 28% increase in profits.
- Bolstered on-site sales with innovative mobile sales stand and developed a staff to supervise the stand.
- Expanded the product line to include school supplies, lighting, and furniture.

Alexander Consultants, Intern
Seattle, WA, Summer 2001

- Created, compiled, and analyzed market and financial data for a customer's strategic business plan.

ACTIVITIES

Portland Business and Economic Forum, Member, 2000-present

- Active participant in discussions with corporate leaders.

Reed Mountaineering Club, President and Founder, 2000-2002

- Launched organization with over 50 members and maintained a database of 450 interested persons.
- Organized regular trips, speaking engagements, and other climbing events.
- Developed an executive committee and recruited and mentored new leadership.

SKILLS

Computer: Microsoft Office, Java, C++, HTML, MySQL, and ASP.
Language: Conversational Spanish

HONORS

Presidential Scholar, selected by White House Commission, Spring 1999
Eagle Scout, Boy Scouts of America, May 1997

Samantha Ann Stewart

Reed College Box 373, 3293 SE Woodstock Blvd., Portland, OR 97202
(503) 774-6479; email: sstewart@reed.edu

OBJECTIVE

A challenging position as a business analyst where I can utilize and expand my interpersonal and analytical skill, contribute to an efficient and cooperative work environment, and be at the pinnacle of new developments.

EDUCATION

REED COLLEGE, Portland, OR, BA, Economics, May 2005

Senior Thesis: *Towards An Institutional Theory of Family* (pp. 70)
Harry S. Truman Scholarship Finalist, Walter Mintz Economics Scholarship, 1 of 8
Students featured in Admissions material "Speaking of Reed", Economics Lab
Assistant, Instructional Media Center Assistant, Division of Literature & Language
Assistant, Admissions Tour Guide.

EXPERIENCE

HEWLETT GRANT FELLOW, Dallas, TX, Summer 2004

Hewlett Foundation

- Conducted faculty/student collaborative research examining the applicability of findings from the Texas Savings and Loans crisis to the argument against currency union in the EU.
- Established and acquired information through contacts at the Dallas Federal Reserve Bank, MPF Research, OTS, RTC, Sheshenoff Inc., and the Federal Home Loan Bank Board.
- Discovered and formally reported findings which supported connection between fall in real estate values and insolvency's of Texas Savings and Loans through a written manuscript and 2 public presentations.

STUDENT BODY VICE PRESIDENT, Portland, OR, Jan. 04 – Dec. 04

Reed College (Student Senate)

- Oversaw and organized the efficient allocation of \$100,000 in student body fees to 50+ student organizations through the Senate Funding Process.
- Assumed financial responsibility for Student Senate as its Signator, compiling and proposing the first detailed Senate budget to the Student Body.
- Reorganized and clearly redefined the financial responsibilities of the office of Student Body Vice President as outlined in the updated Student Senate Bylaws and the new Senate Financial Handbook.

RESEARCH ASSISTANT, Washington, DC, Summer 2003

USDA Economic Research Service (Finance & Development Policy Division)

- Opened and maintained communication networks between policy makers, practitioners, and analysts for the The Ad Hoc Working Group on Rural Strategies and the Monday Management Group working on the President's Rural Development Initiative.
- Edited, compiled, and formatted 1993 USDA ERS List of Publications while assisting researchers in compiling, updating, and discovering new information.

JUDICIAL BOARD MEMBER, Portland, OR, Sept. 03 - May 04

Reed College (Student Judicial Board)

- Clarified and reorganized legislation concerning the duties, parameters of privacy, and micro structure of the Student Judicial Board as defined in the Judicial Board Code.
- Collaborated with the Faculty Administration Committee to clearly define factors constituting plagiarism and to establish guidelines for due process and appeal of academic dishonesty cases.

ADDITIONAL INFORMATION

House Advisor (Sept 03 - May 04)

Student Senator (Jan 04 - Dec 05)

Multicultural Resource Center Founder & Board Member (Sept 00 - May 05)

Enjoy soccer, swimming, biking, and walking

BRIAN ALEXANDER

Reed College Box 0
3203 SE Woodstock Blvd.
Portland, Oregon 97202

Tel: 503 222-2222
email: balexand@reed.edu
Fax: 503 777-7288

- OBJECTIVE** An internship in a biological lab, focusing on ecology and evolution.
- EDUCATION** Reed College, Portland, OR, BA, Biology, May 1997
- Relevant Coursework**
- | | |
|--------------------------------|--|
| Plant Communities | Economics of Energy and Environment |
| Population Biology | Community Psychology and Social Change |
| Genetics and Molecular Biology | Organic Chemistry |
| Vascular Plant Diversity | Probability and Statistics |
| Seminar: Plant Mating Systems | Calculus |
| Seminar: Conservation Biology | Environmental Politics |
- Research Projects**
- Developmental plasticity in the frog *Bombina Orientalis*. Jan. 94-May 94
- Effects of nutrition and pH on the fitness of *Bombina Orientalis*.
- Effective mating in a population of fairy bells *Disporum hookeri*. Jan. 96-May 96
- An examination of differential times in stigma receptivity and pollen deposition.
- Laboratory Techniques**
- Electrophoresis - Polyacrylamide, starch, agarose, and mylar gels
Recombinant DNA technology - DNA cloning and fingerprinting using PCR
Spectroscopy-IR, NMR, and GC/MS
Familiarity with herbariums
- Computer Skills**
- | | | |
|----------------------------|---------------|-------------|
| Macintosh and UNIX systems | MS Office | S Plus |
| StatView | Netscape | PAUP |
| Super ANOVA | Cricket Graph | POPPIO |
| Mac Draw II | MacClade | DNA Strider |
- RELATED EXPERIENCE**
- AWESEM (Advocates for Women in Science, Engineering, and Mathematics)**, Portland, OR, Jan. 96 to present.
National Science Foundation-sponsored pilot program, act as mentor/tutor for middle school girls, prepare lesson plans, facilitate leadership building activities, expose the girls to women in science and industry.
- Plant Communities Lab, Reed College**, Portland, OR, Aug. 93 to Jan. 94
Solely responsible for preparation of class labs.
- Biology Stockroom, Reed College**, Portland, OR, Jan. 94 to May 95
Lab preparation/clean-up, general errands.
- CALPIRG (California Public Interest Research Group)**, Palo Alto, CA, May 93 to Aug. 93
Canvasser, field manager, media coordinator: Responsible for running a grassroots campaign, motivating fellow staff members, organizing daily activities, organizing media events
- OTHER EXPERIENCE**
- Peet's Coffee and Tea, Berkeley, CA, May 95 to Aug. 95
Coffee People, Portland, OR, May 94 to May 95
- HONORS** Life member of National Honor Society and California Scholarship Federation
- INTERESTS** Backpacking, running, gardening, biking, cooking

Mary Contrary

555 Elm Street • Portland, OR 97202 • marycontrary@hotmail.com • (503)555-1212

STRENGTHS/QUALIFICATIONS

Skills and experience in writing and editing, public relations efforts, event planning, and administrative support. Desire to apply abilities toward areas of media or public relations, communications and social welfare.

EDUCATION

Reed College, Portland, Oregon: *B.A. Classics with an emphasis in Latin literature expected 2001*

Senior thesis analyzed the Latin love elegy as a social phenomenon in Ancient Rome and the role that sincerity played. Required an oral defense.

WRITING/RESEARCH

Freelance Writer, *Portland Mercury, Portland, Oregon, Fall 2000*

Wrote animal, environmental, legal and community outreach stories for news department; conducted interviews and research to generate articles for publication.

Editorial Intern, *Willamette Week, Portland, Oregon, Fall 1998*

Wrote, researched and edited for the Culture department; contributed to the weekly consumer column "Shine-Ola" and wrote the "Bath & Body" consumer section for both editions of annual Christmas gift guide.

Editorial Intern, *Fresh Cup Magazine, Portland, Oregon, Summer 1998*

Researched and edited news releases and stories pertaining to the specialty coffee industry; wrote a feature article about the role music plays in the coffee industry.

Copy Editor, *Reed College, Portland, Oregon, Summer 1998*

Copyedited a classics professor's English translation of Lucretius' De Rerum Natura.

PUBLIC RELATIONS/EVENT PLANNING

Media Relations Intern, *OHSU, Portland, Oregon, Summer 2000*

Arranged for public relation efforts in order to meet objectives of media representatives and OHSU; pitched and sold stories to multiple news organizations; generated extensive news coverage of multiple events and research activities; developed a good working relationship with local and state media representatives, physicians and patients.

NXNW Intern, *Willamette Week, Portland, Oregon, Summer 1998*

Sole organizer for the North by Northwest music festival poster show; developed and marketed show, arranged advertising space, and evaluated and selected artwork; arranged the opening night of the poster show which included music, refreshments and a fashion show.

ADMINISTRATIVE SUPPORT

Veterinarian Assistant/Tech, *Hawthorne Veterinary Clinic, Portland, Oregon, Summer 2001- present*

Maintain client record system; order and inventory homeopathic pharmacy; consult with clients about diet and animal health; keep doctors on schedule; handle and restrain animals; administer vaccines; conduct lab tests; telephone reception.

Volunteer, *Mercy Corps International, Portland, Oregon, Spring 2000*

Entered data in employment MS Access database for human resources; assisted in maintaining membership system for Resource Development department.

SKILLS

Computer: Microsoft Office, Mac Write, UNIX, HTML
Proficient in Spanish; basic understanding of French

HELEN C. BRIGGS

Reed College Box 1261
3203 SE Woodstock Blvd.
Portland, Oregon 97202

Tel. 503 777-6989
email: hbriggs@reed.edu
Fax: 503 771-7228

PROFILE

Interest in human resource administration or public relations position in a progressive environment. Strengths include strong communication skills, both verbal and written; clerical proficiencies and experience in most office practices; computer knowledge in both P.C. and Macintosh environments; very strong research and fact checking skills; light accounting and finance experience. Energetic, enthusiastic, highly motivated, and open to travel, overtime and special projects.

EDUCATION

REED COLLEGE, Portland, OR, B.A. History with emphasis in Black Studies expected 2006.

Senior Thesis: (in progress) The Emergence of the Black Panther Party in Oakland, CA

EXPERIENCE

Stoel Rives Attorneys at Law, Portland, Oregon

8/04 - present

Administrative Assistant / Receptionist

(full time during breaks, one day a week during academic year)

- Clerical responsibilities include receptionist, light secretarial and computer work with Soft Solutions and Word Perfect.
- Writing and law library research

Reed College, Portland, Oregon

9/01 - present

- Division of Literature and Language; clerical and computer work
- Audiovisual; set up sound and visual equipment
- Signator Reed College Black Student Union; developed budget and coordinated activities
- Reed College senator; balance budget, coordinate student organizations

I Have a Dream Program, Whitaker Middle School, Portland, Oregon

8/04 - 8/05

AmeriCorps member

- Counselor/mentor, coordinated activities, counseled 6th grade youth regarding academic and a wide range of personal issues.
- Modified and developed curriculum and provided tutoring for students with special needs
- Taught Black Studies classes in the areas of history and social studies
- Developed budgets for trips, fund-raisers and class projects
- Designed and implemented incentive programs as coach of a drill team which in most cases, resulted in student academic advancement

Seattle Times, Seattle Washington

Summer 2001

Urban Journalism Workshop

- Researched and evaluated stories, provided fact-checking, filed stories
- Designed and set layout
- Training program addressed publicity, fundraising, writing skills

Volunteer Experience:

2001-present N.A.A.C.P.

- Help to coordinate equal rights for all people by political action

2002-2005 Tacoma Rescue Mission

- Help feed homeless people

INTERESTS

Running, hiking, Tae Kwon Do, dancing, reading and squash

RESUME VS. CURRICULUM VITAE

A resume is normally a concise one-page summary that describes an individual's education, employment history, awards, biographical information, interests and other accomplishments.

On the other hand, a curriculum vitae (c.v.) is more detailed, meant to describe each and every job, training course and accomplishment in full. Thus, c.v.'s tend to be longer, more informative and technical.

Resumes

Resumes are concise, original, specific and related to the post in question. It is in the candidate's interest to tailor the resume to the needs of a specific post.

Resumes usually contain the following sections:

- Name
- Address (permanent address plus any temporary residence stating the dates you will be in each)
- Contact information - phone number (mobile phone numbers are probably the best, answering machines are a must— chances are employers are not going to call multiple times) and e-mail
- Professional/Career Objective and/or Personal Profile (related to the post you are applying for and should include skills you have acquired)
- Educational Attainment/Qualifications
- Work Experience – both volunteer and paid (includes Job title, Dates worked, Places worked plus any skills obtained from each job)
- Extracurricular activities
- Interests

*Resumes usually **do not** contain the following:*

- References or names of previous supervisors (a separate sheet that lists 3 or 4 references with contact information is the usual and preferred practice).
- Personal information such as date of birth or social security number.

C.V.s

Unlike resumes, c.v.'s can run on for pages and pages. Similarly, they include name, address, contact information, education and experience, but almost never list an objective and seldom have a long narrative personal profile. Unlike resumes, c.v.'s usually include brief listings of almost all experiences of the candidate (regardless of their relevancy to the position). In a c.v., your credentials and preparation will have to speak for themselves – any hint of braggadocio or other self-congratulation is likely to backfire on the author. On the other hand, name dropping is more common in a c.v. Science and academe are small worlds, and a prospective employer may want to know the names and titles of those under whom you performed research or clinical duties.

Since c.v.'s tend to be long, they usually contain more categories of information. Thus, experience may be subdivided into teaching and research; education into degrees, continuing education and/or advanced training; publications can be subdivided into books, articles, conference presentations, papers, etc.

Normally, c.v.'s are preferred for medical, academic, teaching, and research positions. Since educational background is usually very relevant to these positions, education always comes first in a c.v.

C.V. Sample

Gina Morana

5308 Gladstone Avenue
New York, NY, 21206
449.555.7544
gina.morano@gmail.com

EDUCATION

- 2000-Present University of New York College Park, NY
Ph.D. Women's Studies (Currently ABD – anticipated completion Aug. 2006)
- 1998-2000 San Diego State University San Diego, CA
M.A. Women's Studies
- 1995-1998 University of California Los Angeles, CA
B.A. English & Women's Studies

WORK EXPERIENCE

- 2004-Present Lesbian, Gay, Bisexual, & Transgender Program, UMD College Park, NY
Program Assistant
Coordinate LGBT Studies programming (lecture series, marketing/awareness campaign, etc.)
Student advising
Budget planning management
Evaluate qualitative/quantitative assessment (enrollment, student evaluations, etc.)
- 2000-2004 Department of Women's Studies, University of New York College Park, NY
Instructor
Prepare course materials and teach 30-40 person classes
Grade student papers and exams
Mentor students
Diversity education
Promote academic achievement
Develop, administer, and evaluate qualitative/quantitative course related assessments
Course taught include:
LGBT200 – Introduction to LGBT Studies
WMST101 - Women and the Social Sciences
WMST250 – Women, Art, and Culture
WMST400 – Theories of Feminism
WMST498 – Body Politics
- 2000-2002 Aether Systems Owings Hills, NY
Administrative Assistant – Human Resources
Data Processing for 500+ employee company
Administrative organization
Employee interfacing on behalf of HR
Review and edit employed handbook
- 1998-2000 Department of Women's Studies, San Diego State University San Diego, CA
Graduate Teaching Assistant
Assist primary instructor with course materials and teaching 40-60 person classes
Grade student exams
Mentor students
Promote academic achievement
Prepare students for mid-term and final exams
- 1997-1998 Lesbian, Gay, Bisexual Resource Center, University of California, LA Los Angeles, CA
Volunteer Coordinator
Coordinate student/peer volunteers

Assist director with program and event planning

Manage front office staff

Manage center library

1996-1997 Lesbian, Gay, Bisexual Resource Center, University of California, LA Los Angeles, CA
Student Volunteer
Disseminate information to campus community about LGBT issues/concerns interface and assist students/staff coming into the center for information/programs

AWARDS

2002- 2003 Distinguished Teaching Assistant
Center for Teaching Excellence, University of New York

April 2000 Best Graduate Student Paper – “A Queer Sense of Self”
Pacific Southwest Women’s Studies Association San Diego, CA

1997-1998 Bruce Wade Memorial Scholarship for Commitment to the LGBT Community
University of California, LA Los Angeles, CA

PUBLICATIONS

“Dieting Confessions and the Thin Imaginary” (in progress).

“Performing Fatness: Television Talk Shows and the Carnavalesque” (in progress).

“Women on Campus – Students – Sexuality.” Women in Higher Education: AN Encyclopedia. Ed. Ana Martinez Aleman and Kristen A. Renn. New York: ABC CLIO, 2002

“Hospitals and Asylums.” Encyclopedia of American Studies. Ed. Miles Orvell et al. Bethel, CN: Grolier Publishing Company, 2001

PRESENTATIONS

“Queer Theory Without Queers: Dieting Confessions, Fat Chicks, and Academic Marketability,” Paper for the Panel “Queers Bodies” – Qgrad Conference; University of California, Los Angeles(October 6, 2004)

“World Report: The New, Changing Shape of Women,” Paper for the Panel, “Transplanted, Translated and Transformed” – Feminism Contesting Globalization Conference; University College, Dublin, IRE (July 8, 2006).

“Dieting Confessions and the Thin Imaginary,” Invited Talk for the Women’s Studies Research Forum – University of Maryland, College Park (April 30, 2004).

“Women and their Bodies.” Invited talk for the conference: Strong Voices, Strong Choices – University of Maryland, College Park (April 24, 2004)

“The Tools of the Trade: Interdisciplinary and the Reality of Women’s Studies,”
Invited Speaker for a Roundtable at the conference: Educating for the Future: Crossing Borders, Building Coalitions in Graduate Women’s Studies Around the World – University of Maryland, Towson, MD (July 1, 2003).

“The Fantasy of Interdisciplinarity and the Reality of Women’s Studies,” Paper for the Panel, “The Pleasures and Dangers of Academic Interdisciplinarity” - Disciplining Knowledges Conference; Rutgers University, New Brunswick, NJ (February 14, 2003).

Doin’ it in Public: Public Eating as Subversive Strategy,” Paper for the Panel, “Negotiating Bodies: Fatsos, Queers, and the Politics of Desire” - National Women’s Studies Association Conference; University of Nevada, Las Vegas, NV (June 17, 2002).

“You’re Too Fat to Dress Like That!: The Materialization of the Plus-Size Body and the Abjection of Fat Within the Modern Talk/Freak Show,” Invited Talk for the Consortium on Race, Gender, and Ethnicity Graduate Colloquium – University of Maryland, College Park (December 17, 2001).

“Interdisciplnarity and Internalization within in Women’s Studies: A Discussion of Language,” Paper for the Panel, “The Building of Women’s Studies: Interdisciplinary and International Goals” – National Women’s Studies Association Conference; University of Minnesota, Minneapolis, MN (June 16, 2001).

“You’re Too Fat to Dress Like That!: The Materialization of the Plus-Size Body and the Abjection of Fat Within the Modern Talk/Freak Show,” Paper for the Panel, “ Clothing, Appearance and the Body” – Popular Culture Association and the American Culture Association Conference; Philadelphia, PA (March 10, 2001).

“Dividing Fat and Plus-Size Bodies: Locating a Space for Oneself,” paper for the Panel, “Experiencing the Body: Psychological Strategies for Function in Women’s Lives” – Association of Women Psychologists Conference; Los Angeles, CA (March 10, 2001).

“A Queer Sense of Self: The Politics of Fat Lesbian Identity,” Paper for the Panel, “Negotiating Identities: Postmodern Bisexual/Lesbian Bodies and Spaces” – National Women’s Studies Association Conference; Simmons College, Boston. MA (June 2000)

“Identity and Integrity at Stake: The Politics of Coming Out in the Classroom,” for the Roundtable, “Negotiating Authority, Authenticity, and Sexuality in the Classroom: Issues in Graduate Student Teaching” – Western Social Science Association Conference; San Diego, CA (April 27, 2000)

PROFESSIONAL SERVICE AND MANAGEMENT

2004 – Present	ACPA – Member
2003-Present	Women’s Studies Graduate Student Committee, UMD –member
2002-Present	National Women’s Studies Association – Chair, Undergraduate Student Caucus
2000-2001	Graduate Women’s Network for Professional Development, UMD – Coordinator

REFERENCES

DR. Mary Stevens – Director, LGBT Studies Program
University of New York, NY

890.405.9999
mlindema@nyu.edu

Dr. Peter Fieldwork – Full Professor, American Studies Department
University of Maryland, College Park

670.405.7531
filedworkp@umd.edu

General Outline for a Cover Letter

Today's Date

Applicant's Address

Applicant's Phone Number

Employer's Name & Title (Letters should be addressed to a particular person)

Employer's Address

Dear Mr./Ms. _____ :

Opening Paragraph: State why you are writing, naming the position or type of work for which you are applying, and mention how you heard of the opening or organization.

Middle Paragraph(s): Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. Point out relevant education and experiences, but do not reiterate your entire resume. Highlight those accomplishments and skills that are the most pertinent to the employer and do so in a confident manner. Use language from the job description or desired qualifications to indicate that you have what they're looking for. Make the addressee want to read your resume by being personable and enthusiastic.

Closing Paragraph: Pave the way for an interview by indicating the action or steps you will take to initiate an interview date. Thank the reader for taking the time to review your resume.

Sincerely,

Your Name Typed

Enclosure(s): _____ (Indicate what other documents you're including).

Sample Cover Letter

December 22, 2006

1217 NW 24th Avenue, #112
Portland, OR 97203
503-293-3200

Ms. Elizabeth Cooper
Assistant Director
Multnomah County Personnel Division
1234 Oak Street
Portland, OR 97207

Dear Ms. Cooper:

I am writing this letter on the suggestion of Mr. David Jones, Director of Multnomah County Mental Health. In a recent conversation, he gave me a thorough overview of the Department's operations and mentioned that you had an opening for a Mental Health Associate. Given my enthusiasm about the opportunity, he strongly encouraged me to apply.

I am currently a senior at Reed College, majoring in Psychology. Through my courses and volunteer work, I have gained a working knowledge of mental health, social issues, and the role of community agencies. Presently, I am volunteering at the Women's Crisis Line. There I am able to work within an agency, providing clients with referrals to social service organizations throughout the Portland Metro area while gaining insight into the role of other local agencies. Also, during my sophomore year at Reed, I helped initiate a student volunteer program to place tutors and mentors with local learning disabled students. In working on this project, I not only learned a great deal about local school districts, but I succeeded in managing and motivating a group of almost 20 volunteers.

I would like the opportunity to meet with you and discuss the position and the contributions I could make to Multnomah County Mental Health. I will be contacting you next week in hopes of arranging an interview. If you would like to contact me before then, I can be reached at the above number. Thank you very much for your time and consideration.

Sincerely,

Anna S. Furman

Enclosure

January 15, 2007

Ms. Carmen Ellis
Associate Dean for Residence Life
Reed College
Portland, OR 97202

Dear Ms. Carmen Ellis:

Please accept this letter and enclosed resume as my application for the position of house adviser for the 2007 - 2008 academic year. Currently, I am a sophomore majoring in history at Reed College.

For the past semester, I have worked as a community safety aid for the community safety office at Reed. This position has allowed me to gain an insight about some of the concerns and issues that house advisers face. I have been called into uncomfortable and difficult situations that required me to use my skills in mediating. I've witnessed the importance of how house advisers need to remain neutral so that many of the residents feel like their concerns have been heard and that they have been understood.

As a member of the Reed community, I see a need to create a stronger sense of openness and communication on campus. As a house adviser, and a member of the student services staff, I think that my ability to effectively articulate the needs of the students back to the office of residence life would help foster an air of openness and willingness to work together in the future.

Thank you for your time and consideration. I look forward to the individual and group interview. Please let me know if you have any questions or you need additional information.

Sincerely,

Mary P. Smith

Box 123
Reed College
Portland, OR 97202

Enclosures

Lee Ward

555 N. Elm Street ♦ Portland, OR, 97202 ♦ (503) 555-1212 ♦ leeward@yahoo.com

June 1, 2004

Mr. J. B. Price
Labor Relations Manager
Golden Enterprises, Inc.
Chicago, Illinois 60121

Dear Mr. Price:

Dr. Smith, Professor of Economics at Reed College, suggested that I contact you regarding the available labor relations assistant position at Golden Enterprises. With a B.S. degree in economics, and coursework in collective bargaining and labor law, I am confident that I could make a positive contribution to your organization.

For the past two summers I worked as a general laborer on a production line, both in a unionized shop and in an unorganized plant. My ability to appreciate different points of view of labor problems should prove to be an asset in my future career performance. Before I left my last summer job, my supervisor had recommended that I be hired as a first-line foreman after graduation. Although I am enthusiastic about the foreman's position, I think my energies and resourcefulness might be better suited to tactfully handling union-management problems as a third party in the grievance process. This assignment has been a four-year goal for me in college.

My attached resume better highlights my education and experience. My leadership roles in campus politics should strengthen and support my abilities to serve as a labor relations assistant.

I will be in the Chicago area later this month, and would like to meet with you at that time to further discuss my qualifications for the position. I will contact your office in the next week to set up a convenient appointment. I look forward to meeting you.

Sincerely,

Lee Ward

Enc.

Reference Protocol and Courtesy

- **Never list or mention anyone you haven't asked**, or anyone who has not agreed to serve as a reference for you. Although some people may not mind being listed unbeknownst, it's best to play it safe and ask.
- **Always give your references a heads up** if you anticipate or are aware that an employer or school might be contacting them soon.
- **Always request letters of recommendation at least 4 or 5 weeks in advance.** Don't confuse this advice with a begin date for your graduate school pursuit – that should be done at least 18 months in advance, and you should begin to cultivate your faculty advisers as references that far in advance.
- **Cultivate your references.** That means not only choosing these folks carefully, but staying in touch over the years and having a good idea what they'll say when a potential employer or school calls them. Keep them up-to-date on your activities and progress. Don't wait until a year or two passes to ask them if they'd be willing to serve as a reference. Begin to cultivate that relationship when you are most present in their minds (e.g., when you're still in school, not years later).
- **Don't include references on your resume.** Furnish them only when requested by a potential employer. When they are requested, provide them in a separate document unless the application instructions suggest otherwise.
- **Provide your recommenders with information that might help them in writing a letter or responding to a call.** Include information about what you have been doing that uniquely qualifies you for the position or the program to which you are applying. Include your own (draft or final) statement of purpose (sometimes called personal statement) or letter of interest.
- **Consider how to best approach the person you are asking.** (e.g., Is email appropriate? A written note that indicates you will follow up to see if the person has a chance to meet to discuss your aspirations? A phone request?) Also consider other strategies that respect the person's time and style, and make sure to give him or her the chance to reflect on your request.
- **Think strategically.** Mentioning a reference's name in your cover letter, for example, may carry weight if that person is known by or connected to the organization to which you're applying. As mentioned above, make sure you have permission from your reference.
- **Respect your references' time commitment.** Write them a hard copy thank you note, verbally express your gratitude, AND keep them informed of your achievements.



