

Purpose

- The purpose of the resume is to demonstrate your value to potential employers outside academia so they will invite you to interview.
- The resume is a marketing piece, not a history piece.
- Your resume should focus on the skills and experiences you have that are related to the job description and company mission because many employers electronically scan resumes for skill words used in the job description and eliminate resumes lacking those words.
- Tailor your resume for each job description or type of position because employers know and dislike when candidates send a generic version of their resume to dozens of jobs.

Logistics

- Unlike the curriculum vita, which is used for academic positions, the resume should be short.
- Resumes for graduate level students are typically 1-2 pages.
- Because space is at a premium, you need to eliminate many of the details you would include on a curriculum vita.
- Have somebody proofread your resume before you send it.

Formatting

- Your resume should be pleasing to the eye and easy to read.
- Hiring managers read dozens of resumes so you want to make their experience of reading *your* resume as pleasant as possible.
- Use 11 or 12 point, standard font.
- Set your margins to approximately one inch.
- Don't be afraid to bold, underline, or capitalize important information. Be consistent with how you use these formatting strategies throughout your resume.
- Do not use abbreviations and acronyms that may not be understood by individuals outside your university or discipline – spell out the words.
- People read left to right so put the most important information (title, organization) on the left and less important information (date, city) on the right.
- Do not write big blocks of wordy text or long bulleted lists.
- Print your resume on plain, white, heavyweight paper using a laser printer.
- If your resume is two pages:
 - Include a header with your name and page number on the second page.
 - Print on only one side of the paper to ensure that each member of the search committee receives both pages of your resume.

Organization

- Not all resumes follow the same template or are arranged in the same order.
- Place the most relevant and compelling information near the beginning of the resume because employers may look at your resume for a mere 10 seconds during the first review.
- Use the most space for the most relevant items and the least space on less important items.
- Avoid having long lists by splitting them into subcategories.

Styles

- Reverse Chronological
 - This format is common and preferred by employers.
 - You include standard categories such as “Experience” and then include entries within each category in reverse chronological order.
 - This works well if your previous experiences are similar to your current career objective.
 - A modified version of this style allows you to divide your “experience” section into more specific sections based on relevance or skill (research, management, etc.).
- Functional / Skills
 - This style of resume is organized around skills you want to highlight and uses bullet points to discuss the experiences that demonstrate the skills.
 - A functional resume can be good for career changers.
 - This style is not preferred by employers.

Categories

There are many potential categories to include on your resume. The titles and order of your resume categories will vary based on your strengths, the job description, and your resume format. You may include different categories or give the same category modified titles on different versions of your resume. The categories discussed here are most appropriate for reverse chronological resumes.

- Contact Information
 - Include your name (big and bold), address, phone number, and one email address.
 - If you want to note your continuing affiliation with a particular university or workplace, you can list your work address too.
 - Do not include other personal information such as age, social security number, etc.
 - Make sure your telephone answering machine has a professional greeting and has reliable people listening to its messages.
 - If your current last name is different than the last name you used at previous schools or jobs, you may include a statement to this effect (Previously Known As, Also Known As).
- Objective
 - Write a short statement about your employment objective.
 - The objective generally should fit on one line and should not be too specific.
 - Example: “Administrative position in non-profit organization that helps children.”
- Summary of Qualifications
 - This category is appropriate if you are targeting a specific job description and you want to highlight the congruence between your skills and company needs in a concise way.
 - If you want to include this section, look for key skill words in the job description and then discuss the skills (that actually match your qualifications) using 3-6 bullet points.
- Education
 - The education section is usually near the top of the resume, unless you are seeking positions unrelated to your degree field or you have significant work experience.
 - List your post-secondary degrees in reverse chronological order.
 - For each entry, include degree type, field of study, school, location, and graduation date. If you have not yet graduated, include “Expected” before the graduation date.
 - You can decide, based on relevance, if you want to include institutions you attended but from whom you did not receive a degree.
 - If germane to the job description, include your dissertation title, thesis title, related courses, minor area of study, study abroad experiences, etc.
 - Consider including your graduating honors (e.g. summa cum laude) or grade point average for each degree if you have performed well academically.

- Honors & Awards
 - List your honors in reverse chronological order.
 - For each entry, include the name of the award, the granting institution/organization, and the date awarded.
 - Consider adding a one-line description of the award to help others understand its significance (e.g. One of three awarded each academic year, Selected from 1000 applicants for innovative teaching, etc.).
 - You can list memberships in honorary societies in this section as well.
 - If you do not have many awards, consider including them in your education section.

- Experience
 - If all of your previous experiences are highly similar to the positions to which you are applying, you may only need one section called "experience" or "related experience."
 - If you have held multiple or varied jobs, you may need to divide this section into two sections. You could name them:
 - Related Experience and Other Experience
 - According to topic or field (teaching, consulting, management, etc.).
 - You can include relevant jobs, internships, and volunteer positions together in this category if you omit the words "work" and "employment" in the category title.
 - List experiences within each section in reverse chronological order.
 - Give the most detail and use the most space for the experiences that are most relevant to your current career objective.
 - For each experience:
 - List position title, organization, dates of employment, and geographic location on one or two lines using consistent formatting throughout the section.
 - Describe the skills you demonstrated in those positions using 2-5 bullet points, action words, short sentences, and key words from the job description.
 - Start each sentence with an action word so your skills are clear.
 - Translate "academic" skills into "everyday" language, when possible.
 - Use past tense to describe skills in past jobs and present tense for current jobs.
 - Avoid phrases like "responsible for" or "duties include." Make every word count.
 - Consider including a statement about the outcomes of your work using numbers (e.g. Increased sales by 50%).
 - Avoid personal pronouns.

- Publications & Presentations
 - Generally publications and presentations are not included on resumes, unless the job requires writing for publication.
 - If you are not applying for a research / writing position, you can state how many publications you have in one sentence and omit the full citations.
 - If you include publications or presentations, list them in reverse chronological order according to date and use the reference style appropriate to your discipline.
 - If an article has been accepted for publication, indicate "in press" or "forthcoming" in lieu of the publication year.

- Professional Training
 - List special types of training you have received that demonstrate your commitment to learning a skill that is important to the job description.
 - For each entry, include the name of the training, name of the organization that conducted the training, location, and date.
 - Rather than having a separate section for training, you can integrate this section into your "education" category.

- Leadership / Community Service / Volunteer Activity
 - List committees and other activities through which you have contributed to your school or community – especially ones related to job descriptions of interest to you.
 - For each entry, include your title (volunteer, member, chair, etc.), the name of the group or project, and the dates.
 - Try to use the same formatting you used in the Experience section(s) of your resume.
 - If you are worried about the controversial nature of an activity, consider using general phrases (rather than naming specific political groups, religious organizations, etc.).
- Professional Affiliations
 - List memberships in state, national, and international professional associations that are relevant to the positions to which you are applying.
 - For each entry, list your status (member, president, etc.) and the name of the organization.
 - Spell out the name of the associations, rather than using acronyms.
 - If you have limited affiliations or service activities, consider combining this category with the previous category and calling it something like “Activities and Affiliations.”
- Special Skills
 - Many people include a list of skills near the end of their resume, especially if they have not included a section called “Summary of Qualifications” at the top of their resume.
 - If you want to discuss several sets of skills, label the category something like “special skills” and then subdivide the category according to specific sets of skills.
 - If you only wish to highlight one set of skills, label the category according to that skill.
 - Appropriate skills include languages, computer skills, and lab research competencies.
 - If you include a section on languages, be sure to indicate the name of the language and some indication of your fluency level for each entry.
- Background / Additional Information
 - Some people like to include information about their interests and background that is germane to the job description but this section is optional.
 - For example, if you are applying for a regional manager position for a sporting goods company, you may want to list your interests in various sports or outdoor activities.
 - If an employer might question your visa status, you can include a statement about it in this section, but you can also wait until the interview to disclose this information.
 - Willingness to travel or relocate is another appropriate topic for this section.
 - You do not need to include age, marital status, parenting status, ethnicity, sexual orientation, religion, or other personal details unless you so desire.
- References
 - Do not include references on your resume.
 - Employers typically ask for a list of references during the interview phase.
 - There is no need to include a statement such as “References Available Upon Request” because this is assumed.
 - Print a list of 3-5 references on a separate sheet of paper using the same paper, font, and format of your resume.
 - Include your name at the top and then the name, job title, organization, mailing address, phone number, and email address of each reference.
 - Consider noting your relation to each reference (former boss, professor, etc.).
 - Be sure to ask your references for permission to include them as references before you submit their names to employers.
 - Provide your references with detailed information about the job description, your background and career goals, and other topics you want them to address.
 - Select references that are familiar with your professional work – professors, employers, supervisors, volunteer coordinators, etc.

Technology

Many employers view resumes through some form of technology – by scanning your paper resume, requiring you to upload your resume to their website, or having you email your resume to them. Traditional resumes do not always transfer well into these types of technology. Therefore, it is advisable for you to have one version of your resume that uses the formatting tips suggested on the previous pages and one version of your resume that adheres to additional formatting guidelines listed below so your resume can be easily scanned and/or emailed.

- Do not use italics, underlining, shading, graphics, or fancy fonts.
- For emphasis, use capital letters and bolding.
- Keep all text flush left.
- Use commas instead of columns or tabs.
- Consider eliminating bullets.
- If sending your resume via email:
 - Include your entire resume in the body of the email and attach it as a Word document or PDF file.
 - Send it to yourself first to see how the formatting looks.

Resume Information & Samples:

- University of Chicago, Career and Advising Services
<http://caps.uchicago.edu/resources/pdfs/cv2resume.pdf>
- University of Illinois – Urbana-Champaign, Graduate College Career Services Office
<http://www.grad.uiuc.edu/careerservices/nonacademic/resumes/>
- Stanford University, Career Development Center
<http://cardinalcareers.stanford.edu/guides/grad.html>
- University of California – San Diego, Career Services Center
<http://career.ucsd.edu/sa/GPrepareforNonAcademicJobMarket.shtml>
- University of Washington, Center for Career Services
<http://depts.washington.edu/careers/guides/index.php>
- University of Pennsylvania, Career Services
http://www.vpul.upenn.edu/careerservices/schoolmenus_grad.html
- Hieberger, M. M., & Vick, J. M. (2001). *The academic job search handbook*. Philadelphia: University of Pennsylvania Press.

Sample Action Verbs for Resume-Writing

Taken from the website of the Career Services Center at the University of California – San Diego (<http://career.ucsd.edu/sa/PDFs/Job%20Search%20Handbook%20Web%202004.pdf>)

Communication / Interacting

Aided
Composed
Arbitrated
Conceptualized
Advised
Apprised
Arranged
Clarified
Conferred
Consulted
Contributed
Cooperated
Coordinated
Counseled
Debated
Defined
Directed
Enlisted
Explained
Expressed
Helped
Influenced
Informed
Inspired
Interpreted
Interviewed
Manipulated
Mediated
Merged
Negotiated
Participated
Promoted
Recommended
Represented
Resolved
Spoke
Suggested
Unified
Verbalized
Wrote

Creative

Acted
Abstracted
Adapted
Composed
Conceptualized
Created
Designed
Developed
Directed

Drew
Fashioned
Generated
Illustrated
Imagined
Improvised
Integrated
Innovated
Painted
Performed
Planned
Problem solved
Shaped
Synthesized
Visualized
Wrote

Detail Oriented

Analyzed
Approved
Arranged
Classified
Collated
Compared
Compiled
Documented
Enforced
Followed through
Met deadlines
Prepared
Processed
Recorded
Retrieved
Set priorities
Systemized
Tabulated

Financial

Administered
Allocated
Analyzed
Appraised
Audited
Bookkeeping
Budgeted
Calculated
Computed
Developed
Figured
Managed
Prepared
Projected
Tracked records

Investigative / Research

Calculated
Catalogued
Collected
Computed
Correlated
Critiqued
Diagnosed
Discovered
Examined
Experimented
Extrapolated
Evaluated
Gathered
Identified
Inspected
Interpreted
Investigated
Monitored
Observed
Organized
Proved
Reviewed
Surveyed
Tested

Managerial

Achieved
Assigned
Administered
Consulted
Contracted
Controlled
Coordinated
Decided
Delegated
Developed
Directed
Established
Evaluated
Fired
Hired
Implemented
Initiated
Led
Negotiated
Organized
Planned
Prioritized
Prepared
Recommended
Reported

Manual Skills

Arranged
Assembled
Bound
Built
Checked
Classified
Constructed
Controlled
Cut
Drove
Drilled
Handled
Installed
Lifted
Maintained
Operated
Prepared
Pulled
Tested

Provided Service

Advised
Attended
Cared
Carried out
Coached
Coordinated
Counseled
Delivered
Demonstrated
Earned
Empathized
Expanded
Explained
Facilitated
Generated
Inspected
Installed
Issued
Mentored
Referred
Related
Repaired
Provided
Purchased
Sent
Served
Serviced
Submitted
Transmitted

Jane Doe

1234 Main Street
Seattle, WA 98103

jdoe@u.washington.edu
206-555-5555

OBJECTIVE: Program development position in community health agency serving Spanish-speaking families.

SUMMARY OF QUALIFICATIONS:

- Program development experience in diverse community organizations
- Skilled in coordinating patients, volunteers, events, and interventions
- Proven researcher – in field, lab, library, and on Internet
- Fluent in Spanish; able to serve as interpreter and educator for Spanish-speaking individuals
- Critical-thinking, persistent, passionate, team-member and individual contributor

EDUCATION:

University of Washington, Seattle, WA

MPH in Community Health Practice, Expected 6/2006

- **Capstone Final Project-** Managed and developed a participatory theater project to educate Latinos about diabetes in Seattle. Wrote grants, constructed a project budget, facilitated staff and community meetings, and ensured a participatory communication process.
- **Practicum-** Conducted quantitative and content analysis of REACH diabetes intervention program activities. Implemented REACH coalition key informant interviews.

Carleton College, Northfield, MN

BA in Latin American Studies, 5/2001

- Advanced Study Certificate of a Foreign Language and Literature in Spanish
- Honorable Mention for the 2001 USA College Academic Team
- Independent Research Fellowship to Chile, summer 2000
- Technos Japan Exchange Program Scholarship, summer 1999

Center for Inter-American Studies (CEDEI), Cuenca, Ecuador

Augustana College Summer Spanish Program in the Andes, 6/2000-8/2000

- Took 9 credits of classes taught in Spanish

PROGRAM DEVELOPMENT EXPERIENCE:

Public Health Seattle & King County, Seattle, WA

Intern – WIC/Maternity Support Services Programs, 1/2005-6/2005

- Developed and taught a physical activity group curriculum for pregnant women.
- Implemented an evaluation component for the pilot program.
- Created marketing materials for participant recruitment.
- Completed a survey of WIC/MSS clientele's needs and interests in physical activity.

Friends of Almanjayar, Granada, Spain

Volunteer Program Developer, 11/2002-3/2003

- Assisted in developing health education materials for use in this mentoring program for Gypsy youth in the neighborhood of Almanjayar.
- Designed a plan for the distribution of the materials.

AmeriCorps*VISTA (sited at The Giving Tree), Seattle, WA

Program Developer, 11/1996-11/1997

- Supervised volunteers and employees for non-profit woodshop, producing toys for children in need.
- Managed retail sales revenue, organized board meetings, and coordinated community event to teach children about homelessness.
- Raised more than \$46,000 through foundation and corporation grants.
- Promoted program with national media coverage on CBS Evening News.

COORDINATION EXPERIENCE:**Roosevelt Teen Health Center, Seattle, WA**

Patient Care Coordinator, 6/2004-6/2005

- Supervised student assistants.
- Provided referrals and informal counseling to participating high school students.
- Answered phones and scheduled appointments.
- Prepared charts and completed data entry.

45th St. Clinic, Seattle, WA

Volunteer Coordinator / Outreach Worker, 5/2003-5/2004

- Scheduled over 60 volunteers each month.
- Interviewed, trained and supervised front desk volunteers.
- Participated in outreach to local communities of homeless youth.
- Created relationships and provided referrals and basic necessities.

Southern Tier AIDS Program, Ithaca, NY

Harm Reduction Coordinator, 6/2001-8/2002

- Provided harm reduction information, safer injection supplies and community referrals to participants in rural syringe exchange program.
- Supervised interns, volunteers and staff at the exchange site.
- Coordinated and conducted community outreach, marketing, and education presentations.
- Trained staff on harm reduction practices, confidentiality, safety, and operating procedures.
- Secured funding through writing grant proposals. Managed grants and reported to funders.
- Developed and conducted program evaluation.

RESEARCH EXPERIENCE:**University of Washington, Alcohol and Drug Abuse Institute, Seattle, WA**

Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 9/2005-Present

- Interview homeless youth and young adults in three Seattle drop-in centers.
- Co-manage data collection coordination.
- Provide consultation to the Housing First project, a collaboration between the Downtown Emergency Service Center and the University of Washington Addictive Behaviors Research Center to measure the impact of providing housing to chronic public inebriates.

OTHER EXPERIENCE & ACTIVITIES:**Board Member**, King County Oral Health Coalition, Seattle, WA, 10/2003-7/2004**Spanish Language Assistant**, Carleton College, Northfield, MN, 9/2000-5/2001**Survey Volunteer**, HIV/AIDS Services Group, Northfield, MN, 1/1999-3/1999**Member**, National Community Public Health Association, 1/2001-present

SETH SAMPSON

5555 5TH Ave 206-555-5555
 Seattle, Washington 98117 seth@mail.com

OBJECTIVE:

Full time position utilizing my education and experience in numerical modeling and data analysis.

SKILLS:

- Technically competent in all aspects of Atmospheric Sciences
- Specializing in large-scale and climate dynamics
- Developing and editing numerical models
- Analyzing, manipulating, and organizing large data sets
- Programming in Matlab and Fortran
- Preparing and delivering informational presentations
- Creating websites with HTML and Javascript
- Proficient using UNIX, Windows, & Mac OS

EDUCATION:

PhD. Atmospheric Sciences, University of Washington, Sept 2005

- Demonstrated that the Brewer-Dobson circulation increases in response to doubled CO₂ in a 3D numerical model and established a mechanism for explaining the observed increase.
- Examined the Northern Annular Mode over the Atlantic and Pacific basins. Developed numerical simulations that reveal the asymmetries in the mode are dependent on the zonal jet structure.

M.S. Atmospheric Sciences, University of Washington, Mar 2001

- Developed a 2D model to study the response of the Northern Annular Mode to greenhouse-gas forcing.

B.S. Meteorology & Mathematics, Texas A&M University, May 1998

- Graduated magna cum laude

EXPERIENCE:

Web Programmer - Nova Rhyme Creative, Seattle, Jun 2001

- Built www.novarhyme.com/design using dynamic HTML, JavaScript, and Photoshop.

Teaching Assistant - University of Washington, Sep 1999-Dec 1999

- Taught three weekly classroom sections for Atmospheric Sciences 101. Created and graded all classwork.

Meteorology Intern - Aeromet Inc, Tulsa, Jun 1998-Aug 1998, Jun 1999-Aug 1999

- Collaborated with three people to develop website for Kwajalein weather station. Responsible for implementing hourly updates of weather data via Perl scripts.
- Analyzed air quality for Tulsa. Calculated trends of pollutants/emissions and correlations with daily weather using 20 years of data. Results published in report sent to the City of Tulsa.

PUBLICATIONS / PRESENTATIONS:

The Northern Annular Mode: Pacific vs. Atlantic

- AMS 17th Conference on Climate Variability & Change, Cambridge, Massachusetts, Jun 2005

Changes in the Brewer-Dobson Circulation in a Simple AGCM

- Published as Sampson & Hart, Geophysical Research Letters, 2005
- American Geophysical Union Fall Meeting, San Francisco, Dec 2004

A Mechanistic Model of the Northern Annular Mode

- Published as Sampson & Holt, Journal of Geophysical Research, 2002
- SPARC 2000 General Assembly, Mar del Plata, Argentina, Nov 2000

AWARDS / ACTIVITIES:

- Co-captain of the Union Bay Rowing Club, 2002-2003
- American Meteorological Society Graduate Fellowship, 1998-1999
- Outstanding Student, College of Geosciences, Texas A&M University, 1998

Jason Jansen

jason.jansen@mail.com / 555 Jansen Drive / Redmond, WA 98052 / 555-555-5555

OBJECTIVE Position as an electrical engineer, preferably in digital design or embedded software.

EDUCATION

University of Washington, Seattle, WA

MS – Electrical Engineering, June 2005, GPA: 3.9

BS – Electrical Engineering, June 2003, Major GPA: 3.7

SKILLS

Software: C/C++, NI TestStand, NI Labview, HP Vee Pro, VBA

Hardware: XPS, Verilog, CUPL, Assembly, ISP design expert

Tools: Serenade, MATLAB, Pspice, Maple

OS: Windows (XP, 2000, ME), μ COS, some Linux

Languages: English, fluent Spanish (spoken and written)

WORK AND RESEARCH EXPERIENCE

Human Interface Technology Lab, University of Washington (January 2004 – present)

Research Assistant: Principal research focused on the development of a dynamic, wireless, relative position and orientation tracking system. This research included a study into Ultra-Wideband technology, system development on an FPGA, porting uClinux to the FPGA, and writing the system control software. Wrote design proposal, specification, and final documentation. Managed team which implemented supplementary components of the tracking system.

Elektrobit, Inc (June 2002 – October 2004)

Software Engineer: Responsible for writing manufacturing automation software (C/C++, TestStand, Labview) for wireless communication device production, hardware/software integration testing, mobile to base station testing, creating and maintaining design specification and user documentation. Worked in factory environment (domestic and foreign) setting up production lines, writing and modifying software on-the-fly, troubleshooting and training factory staff on how to use our software.

Translator: Provided Spanish translation for technical documents and conferencing and worked with other Spanish speaking engineers. Actively helped attract new international clientele

John's Services, Manager and Subcontractor, (1996 – 2001)

Established and managed small subcontracting business restoring damaged homes. Dealt directly with insurance adjusters and home-owners. Trained new employees.

ACADEMIC EXPERIENCE

Embedded Software work: Programmed in embedded environment using μ COS. Studied: deadlock and scheduling, memory management, critical sections, semaphores, mixed-C interrupts, RTOS, I/O buffers.

Digital Design Work (capstone): Wrote proposal and design specification for autonomous car which tracked an IR beacon. Designed, built, and tested functional prototype using TTL logic and programmable gate arrays for control system. Included final system analysis and documentation.

Sensors, Energy, and Automation Lab at the University of Washington. (January 2002 – June 2002)

Undergraduate research: Project developed a corona voltage driven air-pump that has no moving parts. Responsibilities included research, design, building, and testing of a prototype

COMMUNITY AND VOLUNTEER ACTIVITIES

Vice President of the Seattle Institute of Religion council (2001 – 2002)

English Teacher, various Spanish cities (September 1999 – June 2001)

Chris Carson

555 Kit Ave · Seattle, WA 98195
chriscarson@mail.com · 555.555.5555

OBJECTIVE: Writing or editing position

SUMMARY OF QUALIFICATIONS:

- Writing: Authored 250-page thesis, one funded grant proposal, multiple newspaper and newsletter articles, and several book reviews
- Editing: Experience editing newspaper articles, journal articles, and student papers
- Personal: Attuned to details, excellent at meeting deadlines, able to multi-task
- Language: Fluent in English, Spanish, & Italian
- Computer: Microsoft Office, Dreamweaver, C++

EDUCATION:

PhD – English, University of Washington, Expected 6/07

- National Endowment for the Humanities Scholarship

BA – English, University of Oregon, 6/01

- Study abroad in Barcelona, Spain

WRITING EXPERIENCE:

Contributor, English Department Newsletter, Seattle WA, 9/02 – present

- Write articles on topics related to English for the quarterly graduate program newsletter
- Elicit articles from departmental alumni

Writer, Light-rail Commission, SeaTac WA, 1/03 – 8/03

- Composed commission reports on citizen reactions to the light-rail project
- Crafted first draft of Washington State Transportation Improvement Board grant proposal requesting resources to conduct focus groups statewide. Funded for \$500,000

Freelance Writer, Amazon.com, Seattle WA, 1/02 – 12/02

- Wrote book reviews for biographies and autobiographies

Staff Writer, Oregon Daily Emerald, Eugene OR, 9/99 – 6/00

- Researched and wrote stories on campus events
- Named best Staff Writer for the 99-00 academic year

EDITING EXPERIENCE:

Assistant Editor, Journal of American Literature, Seattle WA, 8/06 – present

- Coordinate communication between editorial board and authors
- Organize and track submitted manuscripts using Access database

Teaching Assistant - English Literature, University of Washington, Seattle WA, 9/05 – 6/06

- Read and critiqued undergraduate students' 5-page papers on modern American literature
- Facilitated individual writing enhancement sessions with students

Student Editor in Chief, Oregon Daily Emerald, Eugene OR, 6/00 – 6/01

- Developed story ideas, delegated assignments, and supervised staff writers
- Edited stories for all eight sections of the paper
- Paper received honorable mention at the Mountain Pacific University Newspaper Competition

OTHER EXPERIENCE:

Instructor - Study Skills, Bridge Program, University of Washington, 6/06 – 8/06

- Taught first generation college students strategies for note-taking, time management, studying effectively in groups, and related topics

Leader, Freshman Interest Group, University of Oregon, 9/99 – 6/00

- Mentored first-year students, recruited guest speakers, organized field excursions

Reader, Office of Disability Resources, University of Oregon, 9/97 – 6/98

- Read textbooks onto tape for vision-impaired students

ACTIVITIES:

- Band Member, Zigit Jazz Band, 3/04 – present
- Participant, Seattle Race for Diabetes, 7/05 & 7/06
- Team Captain, University of Oregon intramural field hockey team, 9/98 – 6/99