

RESUMES/COVER LETTERS

RESUMES

A resume is a brief summary of your qualifications, education, and experiences relevant to your job search objective. The purpose of a resume is to obtain an interview. Employers will spend less than 30 seconds reviewing your resume; therefore, the information must be conveyed in a clear, well-organized style. The sections of a resume are listed below.

Your Name
Email address

Current Address
Telephone number
Cell phone number if applicable
Web page address (if pertinent)

Permanent Address
and Telephone number
if applicable

Objective

This section, while not required, is helpful as it tells the employer, at a glance, the type of position you are seeking. The objective can include the specific position you are seeking, skills you wish to use on the job, field or organization type by which you wish to be employed, or a combination of all of the above.

Education

This section should include:

- Name of the degree-granting institutions; List most recent first.
- Degree received and major
- Graduation date or projected graduation date, or dates of attendance if a degree was not completed
- Overseas academic experience

Optional:

- Any minors, specialization or focus areas
- Courses relevant to the position for which you are applying
- Honors and GPA (if they are a strong selling point). Indicate GPA based on a 4.0 scale.
- Senior research/honors thesis title and brief description
- Freshmen and sophomores can include high school

Experience

List most recent experience first. You should include:

- Title of the position
- Name of the organization and location (city and state)
- Dates, including month and year
- Descriptions of responsibilities beginning with action verbs (avoid phrases such as “duties included”)
- Believable, verifiable accomplishments
- Paid jobs, internships, volunteer community service, extracurricular projects involving leadership or teamwork, special academic research or honors projects
- You may choose to divide your experience into two or more sections. Possible section headers might include Research Experience, Teaching Experience, Leadership Experience, Volunteer Experience or Relevant Experience.

Additional Information

This section could include computer skills, languages, volunteer work, sports, and interests. If one of these areas is relevant to the job, however, you may choose to put it in the “Experience” section. You may also choose to use more specific section headers such as:

- Skills
- Activities
- Interests
- Honors and Awards

Sample Objectives

- *A position as an editorial assistant.*
- *Electrical engineering internship.*
- *To obtain a position in finance.*
- *A program coordinator position in a community organization working with youth.*
- *Seeking a position in museum administration requiring strong writing skills and a background in art history.*
- *To apply decision and systems analysis to strategic planning in the telecommunications industry.*

TIPS FOR CREATING A SUCCESSFUL RESUME

Dos

- Do design your descriptions to focus on your accomplishments, using action verbs to clearly indicate the skills you've used. See Sample Action Verb list on the next page.
- Do try quantifying results in your descriptions, such as "Created marketing campaign that increased club membership by 25%."
- Do keep your resume brief enough to fit on one page (or two pages if your experience is extensive). Academic CVs are often two pages or longer.
- Do print your resume on good quality bond paper, either white or conservative tones. If printed on plain computer paper, copy onto good quality bond paper.
- Do accompany your resume with a cover letter in most cases.
- Do have others look over your resume for content and grammar. Career Counselors and Peer Counselors are available at the CDC to critique your resume during same day appointments.

DON'TS

- Don't make your margins and font size too small: margins no smaller than one inch and font size no smaller than 10 point.
- Don't include personal pronouns (e.g. I, me, we).
- Don't include personal information, physical characteristics, or photographs on your resume. However, individuals from other countries may include these on their resumes.
- Don't include the last line: "References available upon request" (see Sample Reference List on page 38).

Other Tips

- It is more appropriate for freshmen and sophomores to include high school experiences. However, important high school experiences that have some relevance to your job objective may be appropriate for upper classmen.
- For International Students it is sometimes a disadvantage to include your non-immigrant visa status or permanent address (if outside the U.S.) on your resume. Usually your visa status should be discussed later during the interview. If you have obtained permanent residency or U.S. citizenship, it might be to your advantage to list the information on your resume.

RESUME FORMATS

There is no single way to format your resume. The format you choose should present your strengths clearly. See sample formats and layouts on pages 32 - 38.

Chronological Format

This format is most familiar to employers and most commonly used by Stanford students. This style of resume presents your experience and education in reverse chronological sequence, starting with the most recent. Date, job title, organization's name, location and a description of your activities are listed as part of the experience section. This format is simple, straightforward, and especially useful for anyone with a history of directly relevant experience.

Functional/Skills Format

This format focuses on areas of skill and can be effective in conveying your strengths to an employer, although many employers are not as familiar with this format as with the chronological or combination format. This style of resume draws attention to accomplishments and highlights your skills by function rather than your work experience and is more commonly used by people with very little formal work experience or are returning to the workplace after being away or otherwise involved.

Combination Format

This format is appropriate when you have relevant work experience for each of several skill areas and combines both the chronological and functional formats. This style allows you to group your experiences or key selling points together by functional areas (such as Research

Experience and Teaching Experience), and then list those experiences in reverse chronological order within each section. It is also a familiar format to employers.

SUBMITTING RESUMES ELECTRONICALLY

Email

Send your resume as an attached file and paste the text into the body of the email. Having your resume in the body of the email as well as an attachment gives the employer the opportunity to see your resume in the event they cannot open your attachment or do not take the time. Use a simple format for the resume you put in the body of the email: left justified, no bold, no italics, no underlines, no tabs. See Sample Electronic Resume on page 38. Don't forget to include a cover letter in the body of the email too. If you have your resume in a PDF file, you can also attach that with your email. The PDF version will allow the employer the opportunity to see your resume in an attractive format, utilizing bold and underlines.

When emailing resume files, name them so the employer can easily identify them as your resume. Last name, followed by first name and the word "resume" is most helpful.

Resume Scanning

Companies receiving large quantities of resumes may scan each resume as an image, and then sort the image into recognizable letters, words, and symbols. These scanned images are entered into a database and then searched for key words, which indicate skills, education and knowledge areas the employer is seeking. Left-justify all text and avoid using underlining, italics, bullets, bold, and columns.

Every occupation and career field has its own jargon, acronyms and buzzwords—these are helpful key words to use. If you are responding to a job listing, use words from the job listing in your resume and cover letter.

CDC RESOURCES

Publications with additional relevant advice available at the CDC website and Career Resource Library:

- *Curriculum Vitae and Cover Letters* (for academic job searchers)
- *PhD Pathways: Exploring Your Career Options*
- *Resumes and Cover Letters for Graduate Level Students*
- *Teaching K-12*

Books available in the CDC Resource Library:

- *Be Your Own Headhunter Online*, Dixon and Tiersten
- *Best Keywords for Resumes, Cover Letter, and Interviews: Powerful Communication Tools for Success*, Enelow
- Binder of Stanford Students' Cover Letters
- Binder of Stanford Students' Resumes and CVs
- *Creative Careers: How to Put Together a Winning Resume*
- *Damn Good Ready to Go Resumes*, Parker
- *Expert Resumes for Health Care Careers*
- *Encyclopedia of Job-Winning Resumes*, Fourier and Spin
- *From College to Career: Entry-level Resumes for Any Major*, Asher
- *Heart & Soul Resumes*, Cochran and Pearce
- *Hook Up, Get Hired! The Internet Job Search Revolution*, Kennedy
- *Internet Resumes*, Weddle
- *Resumes, National Business Employment Weekly*
- *Resumes for Performing Arts Careers*
- *Resumes that Mean Business*, Eyer
- *Same-Day Resume: Write an Effective Resume in an Hour*
- *The Smart Woman's Guide to Resumes and Job Hunting*, King and Sheldon
- *The Global Resume and CV Guide*, Thompson
- *Trashproof Resumes*, Princeton Review
- *Use the Internet to Land Your Dream Job!*, Goodwin, Cohn, and Spivey
- *Vault Guide to Resumes, Cover Letters, and Interviewing. 3rd Edition*, Howard Leifman, et al

POWER VERBS FOR YOUR RESUME

accelerated	chaired	edited	indexed	performed	sanctioned
accommodated	charted	educated	indicated	persuaded	satisfied
accomplished	clarified	elevated	inferred	pioneered	scheduled
achieved	classified	elicited	influenced	planned	screened
acquired	coached	employed	informed	polished	scrutinized
acted	collaborated	empowered	initiated	prepared	secured
activated	collected	enabled	innovated	prescribed	served
adapted	commissioned	encouraged	inspected	prioritized	set goals
added	committed	endorsed	inspired	processed	settled
addressed	communicated	engineered	instituted	procured	shaped
adjusted	compared	enhanced	instructed	produced	smoothed
administered	compiled	enlarged	integrated	programmed	solicited
admitted	composed	enlisted	interceded	projected	solved
advanced	computed	enriched	interpreted	promoted	sought
advised	conceptualized	enumerated	interviewed	publicized	spearheaded
aided	concluded	envisioned	introduced	purchased	specified
alleviated	confirmed	established	invented	queried	spoke
allocated	consented	estimated	investigated	questioned	stimulated
allowed	consolidated	evaluated	involved		streamlined
altered	constructed	examined	issued	raised	strengthened
ameliorated	contracted	excelled		rated	studied
amended	contributed	executed	judged	realized	submitted
analyzed	converted	exercised	justified	recommended	substantiated
appointed	convinced	expanded		reconciled	suggested
apportioned	cooperated	expedited	launched	recorded	summarized
appraised	coordinated	explained	lectured	recruited	supervised
apprised	correlated	extended	led	rectified	supplemented
approved	corresponded	extracted	licensed	reduced (losses)	surveyed
approximated	counseled		lightened	refined	sustained
arbitrated	created	fabricated	linked	referred	synthesized
arranged	critiqued	facilitated	maintained	reformed	systematized
ascertained	customized	familiarized	marketed	regarded	
assembled		fashioned	measured	regulated	tabulated
assessed	debugged	figured	mediated	rehabilitated	tailored
assigned	deciphered	finalized	minimized	reinforced	traced
assisted	dedicated	forecasted	mobilized	rejuvenated	trained
attained	delegated	formulated	modeled	related	transacted
attested	deliberated	fostered	moderated	relieved	transformed
audited	demonstrated	founded	modernized	remedied	translated
augmented	designated	fulfilled	modified	remodeled	transmitted
authored	designed		monitored	repaired	
authorized	determined	generated	motivated	reported	
	devaluated	grew	multiplied	researched	updated
balanced	developed	guaranteed		reserved	upgraded
bolstered	devised	guided	negotiated	resolved (problems)	
boosted	diagnosed			restored	validated
brainstormed	directed	hired		retrieved	valued
budgeted	disbursed		officiated	revamped	verified
built	dispatched	identified	operated	reviewed	visualized
	displayed	illustrated	orchestrated	revised	
calculated	drafted	implemented	organized	revitalized	
catalogued		improved	originated	revived	wrote
centralized	eased	improvised	overhauled		
certified	eclipsed	increased			

Adapted with permission from the Career Resource Manual of the University of California, Davis.

SAMPLE CHRONOLOGICAL RESUME

JANETTE CAMPBELL
jan@stanford.edu

Present Address
P.O. Box 2738
Stanford, CA 94309
(650) 555-1234

Permanent Address:
956 Cherry Street
San Francisco, CA 94112
(415) 555-5678

OBJECTIVE: To obtain an entry-level position in retail leading to the position of buyer.

EDUCATION:
9/XX-6/XX

Stanford University, Stanford, CA.
Pursuing a Bachelor of Arts degree in International Relations. Course work includes economics, organizational behavior, computer science, statistics, and psychology.
GPA - 3.8/4.0

6/XX-9/XX

Oxford University, Stanford-in-Oxford, Oxford, England.
Studied Comparative Anglo-American Judicial System.

EXPERIENCE:
9/XX-present

Resident Assistant, Madera House, Stanford University, Stanford, CA.
Work with a staff of four resident assistants in an 88-student, freshman dormitory. Create, plan and implement academic, cultural and social activities with the students. Encourage and facilitate discussion of social, political and ethical questions among the students. Build community spirit and guide residents in assuming responsibility for their personal and communal lives.
Coordinator for "Madera Makes Music," a weekly educational program during winter quarter. Schedule performances, organize the budget and create publicity.

10/XX-6/XX

Visual Display Artist/Salesperson, The Gap, Palo Alto, CA.
Designed and assembled window and floor displays. Assisted customers with selection and purchase of merchandise.

1/XX-1/XX

Vice President, Delta Gamma Sorority, Stanford University, Stanford, CA.
Directed planning and implementation of activities for 95 chapter members. Supervised and approved officer budgets. Increased member participation through innovative motivational techniques. Created prototype for annual chapter retreat and member recognition program. Organized rush activities.

6/XX-6/XX

Entrepreneur, The Sewing Studio, Durham, CA.
Created business offering fashion design and clothing construction courses to home-sewers. Developed advertising strategies, coordinated class schedules, and taught classes. Has expanded into a business with annual gross sales of merchandise and services of \$200,000.

7/XX-9/XX

Administrative Intern, U.S. Congressman Eugene Chappie, Chico, CA.
Developed computer cataloging system for constituent request files. Researched local, state, and national issues for congressional use.

ADDITIONAL INFORMATION:

- Goalie, Stanford Women's Water Polo, Stanford University.
- Orchestra Conductor, Dorm Musical, Roble Hall, Stanford University. Responsible for harmonious interaction of 18-piece orchestra.
- Familiar with Macintosh and PC software applications.

SAMPLE FUNCTIONAL RESUME

BEN PIERCE
pierce@stanford.edu

Present Address:
6756 Ventura, #36
Palo Alto, CA 94306
(650) 555-2190

Permanent Address:
13 Moss Lane
Crabapple Cove, WI 55555
(612) 555-3520

OBJECTIVE: To obtain a position as a paralegal with a corporate law firm.

EDUCATION:

Stanford University, Stanford, CA. BA degree in Psychology.
Course work has included criminal law, economics, political science, and sociology (9/XX-6/XX).

EXPERIENCE:

RESEARCHING/WRITING

- Researched language development in infants utilizing both library resources and experimental data.
- Generated written report of research project results.

ORGANIZING/SUPERVISING

- As one of four class presidents, planned events and activities for the Stanford senior class. Contacted businesses targeted for participation in these events.
- Organized and supervised committees to assist in publicizing, promoting and raising funds for various senior class functions.
- Set goals and guidelines for committee meetings.

PUBLIC SPEAKING/COMMUNICATING

- Acted as senior class liaison to University officials. Informed them of senior class activities and enlisted their support and approval.
- Discussed campaign platform and issues at residence halls while running for class office.
- Participated in public relations events to publicize the Varsity Football program to the surrounding community.
- Conducted impromptu interviews with various media representatives.

FINANCIAL PLANNING/BUDGETING

- Coordinated a budget of \$9,000 for senior class events.
- Estimated and quoted prices for a variety of construction projects.

EMPLOYMENT HISTORY:

Crew Member, Pierce's Asphalt and Seal Coating Service, Crabapple Cove, WI (6/XX-9/XX, 6/XX-9/XX).

ADDITIONAL INFORMATION:

President, Senior Class, Stanford University, Stanford, CA.
Running Back, Stanford Varsity Football Team.

SAMPLE COMBINATION RESUME

PATRICIA DIXON

Present Address:
P.O. Box 1234
Stanford, CA 94309
(650) 555-0000
pat@stanford.edu

Permanent Address:
123 Park Court
San Carlos, CA 94070
(650) 555-5555

- SKILLS SUMMARY:**
- Extensive program development and motivational skills.
 - Proficient with MS Word, Excel, FileMaker Pro, and PageMaker.
 - Experienced lab technician executing DNA sequencing and gene analysis.

EDUCATION:
9/XX-6/XX

Stanford University, Stanford, CA.
Bachelor of Arts degree in Psychology with Honors. Course work includes biology, calculus, chemistry, and statistics. GPA - 3.7/4.0

EXPERIENCE:
9/XX-6/XX

RESEARCH/WRITING
Public Relations Intern, Hoover Institute Public Affairs Office, Stanford, CA
Compiled Hoover Fellow articles from an array of journals, magazines and newspapers. Used PageMaker to create mastheads and retype opinion editorials. Developed efficient proofreading methods and an innovative talent for pasting up difficult articles.

6/XX-9/XX

Research Assistant, University of Illinois at Chicago Cancer Center, Chicago, IL
Quickly learned complicated laboratory procedures. Successfully executed molecular biology experiments involving DNA sequencing and gene analysis. Maintained detailed records for procedural and statistical purposes. Gained significant independent research and writing experience.

9/XX-6/XX

Feature Writer, The Stanford Daily, Stanford, CA
Developed journalistic writing style and interviewing skills. Successfully met all deadlines and consistently published front page articles.

10/XX-present

TEACHING/COUNSELING
Math/English Tutor, Self-initiated and directed, Palo Alto, CA
Tutor two seventh grade students 2-3 hours per week. Employ the Socratic method to help develop their analytical skills and help them with their homework. Design tests to chart their progress. Create interactive games to increase their understanding of math and grammar. Plan quarterly outings.

9/XX-6/XX

Focus Assistant, Stanford's Environmental Theme House, Stanford, CA
Participated on a team of five to develop well organized, thought provoking, and social programs to familiarize residents with the environmental theme.

9/XX-6/XX

LEADERSHIP/MANAGEMENT
Officer's Core Member, Black Student Union, Stanford University, Stanford, CA
Worked with a team to plan, organize, and publicize a variety of activities and programs designed to motivate and educate Stanford's African-American community. Chaired a committee to rejuvenate The Real News, an African-American news publication.

INTERESTS:

Writing short stories • developing culinary skills in African-American cuisine • jazz.

SAMPLE SUMMER RESUME

JOE FROSH
xxx@stanford.edu

Permanent Address:
345 Summer Job Lane
Hometown, IL 11111
(213) 555-5555

Present Address:
P.O. Box 123
Stanford, CA 94309
(650) 555-5555

OBJECTIVE: To obtain a summer position or internship in the field of journalism or communications.

EDUCATION:
9/XX-present

Stanford University, Stanford, CA
BA degree, expected 6/XX.

Coursework includes: communication, English and psychology.

9/XX-6/XX

ABC High School, Hometown, CA
Advanced placement courses in math, science and English.
Salutatorian

HONORS/ AWARDS:

- National Achievement Scholar
- National Honor Roll
- AP Scholar
- Gates Millennium Scholar Finalist

EXPERIENCE:
9/XX-present

Student Assistant, Career Development Center, Stanford University, Stanford, CA
Answer daily telephone inquiries from students and employers. Greet employers visiting Stanford for on-campus recruiting. Type and file correspondence letters. Manage database of student passwords.

9/XX-6/XX

Yearbook Editor, ABC High School, Hometown, CA
Supervised a staff of 18. Set timelines for project completion, divided and assigned tasks, and managed all aspects of publication's production. Served as liaison between yearbook staff and school administration. Assisted in soliciting over \$5000 in funding for publication. Conceptualized new layout and design format for yearbook.

6/XX-9/XX

Head Lifeguard, Sink Like a Rock Pool, Hometown, ST
Oversaw the safety of 100+ swimmers daily. Assisted in the hiring, training and supervision of new lifeguards. Organized pool competitions and special events. Developed flyers to publicize events to the community. Promoted from position of lifeguard 6/XX.

SKILLS:

Computer: Familiar with Macintosh software including MS Word, PageMaker, Excel.
Languages: Fluent in Spanish; working knowledge of basic French.

ADDITIONAL INFORMATION:

- Member, ABC High School Varsity Baseball team
- Traveled throughout the United States and Mexico
- Eagle Scout
- Interests include jazz, basketball, and baseball card collecting
- Certified American Red Cross CPR and First Aid Instructor

SAMPLE BUSINESS RESUME

JOE STUDENT

P.O. Box 1234 • Stanford, CA 94309 • (650) 555-1212-cell • jstudent@stanford.edu

EDUCATION

9/XX-12/XX **Stanford University**, Stanford, CA
 BA in Economics; Honors Candidate in Economics, GPA: Major: 3.86/4.00, Cumulative: 3.78/4.00
 Relevant Coursework: Econometrics, Multi-Variable Calculus, Micro and Macro Economic Analysis, Economics and Public Policy, Imperfect Competition, Financial Economics, International Economics.

9/XX-12/XX **Oxford University**, Oxford, England
 Completed tutorial on the Political Economy of Trade and Trade Agreements.

Sophomore College: Participated in intensive seminar entitled "Economic Thoughts of Plato and Aristotle." Academic work focused on economic ideas among major Greek philosophers, and also on assumptions behind modern economic theory. Culminated in a paper critiquing rational choice and preference ranking.

WORK EXPERIENCE

6/XX-8/XX **Research Assistant**, National Economic Research Associates (NERA), White Plains, NY
 Worked with a team of four other researchers on cases relating to antitrust, intellectual property and labor economics. Conducted quantitative and qualitative research, collected and analyzed data, creating and managing spreadsheets.

6/XX-8/XX **Summer Analyst**, Galleano Group, New York, NY
 Assigned to track a group of technology companies for the New York based hedge fund, Galleano Group. Worked with three other analysts in collecting and analyzing relevant financial statistics. Performed qualitative research to form an assessment of the current status of the companies.

5/XX-6/XX **Economics Tutor**, Undergraduate Advising Center, Stanford, CA
 Assisted students with understanding concepts and solving problems in micro and macro economics, econometrics and statistics. Organized review sessions and prepared practice problems for upcoming exams.

7/XX-9/XX **Business Intern**, American International Group (AIG), New York, NY
 Developed a business analysis on a foreign company, located in Sri Lanka, with which AIG had recently formed a joint venture. Wrote a report on Sri Lanka's insurance sector, focusing on privatization of insurance companies and on a recent merger between two insurance companies.

LEADERSHIP EXPERIENCE

4/XX-present **Staff Editor**, Undergraduate Journal of International Relations, Stanford, CA
 Review and edit articles relating to capital inflows and international trade in emerging economies. Help with distributing the journal to think tanks, academic institutions, and faculty and students at Stanford.

5/XX-present **Program Director**, SAT Success, Haas Center for Public Service, Stanford, CA
 Coordinate all aspects of the tutoring program including recruitment of tutors and tutees. Organize events to introduce high school students to SAT preparation and the college application process. Conduct training sessions on tutoring the math and verbal sections of the SAT.

1/XX-6/XX **Staff Editor**, Undergraduate Journal of Philosophy, Stanford, CA
 Evaluated, edited and helped select and compile papers for Stanford's undergraduate philosophy journal, The Dualist. Focused on reviewing papers on political philosophy and ethics.

SKILLS

Computer: Experienced with Macintosh/IBM. Proficient in Excel, PowerPoint, and FileMaker.
Language: Proficient in speaking and writing French

SAMPLE ARTS ADMINISTRATION RESUME

Kenya Rios

PO Box 12345 • Stanford, CA 94309 • 650.123.4567 • student@stanford.edu

EDUCATION:

Stanford University—Stanford, CA 9/XX-present
 B.A. in American Studies with Mass Media & Consumer Culture focus, expected 6/XX - GPA: 3.7

Stanford-In-Paris Study Abroad Program—Paris, France 9/XX-12/XX
 Language, literature and theatre/cinema courses taken

RELATED EXPERIENCE:

Stanford Concert Network—Stanford, CA—*Chief of Staff / Publicity Manager* 4/XX-present

- Liaison between Executive Board and general staff
- Lead meetings and planning of concert events
- Managed print and media relations, marketing and external promotions

Inphanyte Records—Stanford, CA—*Executive Cabinet Member and Recording Artist* 11/XX-present

- Coordinate campus events to promote records and artists
- Write lyrics and work in studio recording and editing

Culture Pub (French television syndicated series)—Paris, France—*Research Intern* 10/XX-12/XX

- Devised new system to catalogue and retrieve film stock
- Performed internet and archive research for upcoming specials

Fender Center for the Performing Arts—Corona, CA—*Programs Development Intern* 6/XX-8/XX

- Selected to be Arts for Youth Fellow by Stanford's Haas Center for Public Service
- Implemented three month marketing plan resulting in increase of center recognition and concert attendance
- Developed and designed music camp program for summer 20XX
- Produced and directed promotional video as part of Capital Expansion Campaign

Student Organizing Committee for the Arts—Stanford, CA—*Selection Team Member* 1/XX-4/XX

- Chose artists and track listing for Stanford Soundtrack, vol. 3 and developed record image

Stanford Student Enterprises—Stanford, CA—*Account Executive, Advertising* 6/XX-9/XX

- Met and frequently exceeded weekly sales goals; twice chosen as employee of the term
- Designed several advertisements for clients and managed the accounts
- Identified leads and used persuasive communication skills to generate advertising prospects

OTHER LEADERSHIP EXPERIENCE AND ACTIVITIES:

Vice President / Philanthropy Chair—Kappa Kappa Gamma Sorority, Stanford University
Production Intern—Stanford Film Society short film: "Sold America"
Course Instructor—Modern French Cinema, Stanford University
Peer Academic Advisor—Stanford University
Volunteer Dance Instructor—Bay Area Boys and Girls Club
Writer—contribute to *Womenspeak* and *Black Arts Quarterly* publications, Stanford University

SKILLS:

Technical: MSWord, PowerPoint, Excel, FileMaker Pro, Lotus FastSite Web Design
Language: Proficient in French

SAMPLE TEACHING RESUME

CASSIDY ALLEN
 155 Highland Avenue • San Francisco, CA 94111
 (415) 555-5555 • kallen@stanford.edu

CASSIDY ALLEN
 PAGE 2

EDUCATION

6/XX-6/XX **Stanford University**, Stanford Teacher Education Program, Stanford, CA
 Master of Arts in Education and California Preliminary Single Subject Teaching Credential in English.

Coursework includes Curriculum & Instruction in English, Language Policies & Practices, Teaching in Heterogeneous Classrooms, Educating for Equity & Democracy, Adolescent Development, Classroom Management, Supporting Students with Special Needs, and the Centrality of Literacies in Learning & Teaching. GPA: 4.0/4.0

9/XX-6/XX **University of California**, Los Angeles, Los Angeles, CA
 Bachelor of Arts in English with a minor in Education Studies. Graduated Magna Cum Laude.

Coursework included writing, British and American literature, criticism and theory; education policy, counseling and college access, the education of exceptional learners, and race, class, and gender inequality in U.S. education. GPA: 3.8/4.0

HONORS/AWARDS

- Phi Beta Kappa • UCLA Distinguished Senior • UCLA Regents Scholarship
- National Merit Scholarship • Dean's Honors, 20XX-20XX • Mortar Board Senior Honor Society • Sigma Tau Delta English Honor • Golden Key International Honor Society

TEACHING EXPERIENCE

- 8/XX-present **Student Teacher**, Eastside College Preparatory School, East Palo Alto, CA
- Co-teach two sections of freshman college prep World Literature.
 - Develop differentiated curriculum to challenge students of diverse linguistic backgrounds.
 - Integrate intensive writing instruction, grammar lessons, weekly vocabulary exercises, group projects, readers' theater, performance, debates, and student-facilitated discussions to engage students' multiple intelligences.
 - Provide written and verbal feedback on writing assignments to individual students or small groups during tutorial periods.
 - Collaborate daily with cooperating teacher to plan individual lessons and longer units, informally assess students' understanding, discuss issues affecting students' performance in class, and reflect and provide feedback on one another's teaching.
 - Participate in weekly staff meetings and bimonthly staff development days.
 - Co-advise student council, including leadership training, formation of committees, and planning of school-wide events such as spirit week, movie night, multicultural events, and the talent show.

- 7/XX-8/XX **Student Teacher**, Buchser Middle School, Santa Clara, CA
- Co-taught summer school language arts class for incoming 7th and 8th grade students.
 - Implemented differentiated instruction to engage students with literature for both enrichment and remediation.
 - Incorporated visual and kinesthetic activities such as drama and art to support literacy skills.
 - Worked individually with students to identify and develop reading and writing strategies.

- 9/XX-6/XX **Composition Tutor**, UCLA Academics in the Commons, Los Angeles, CA
- Tutored college students in composition, from English essays and personal statements to lab reports and research papers.
 - Worked with student athletes regularly throughout quarter to improve college level writing skills.

9/XX-3/XX

Undergraduate Section Leader, UCLA Graduate School of Education & Information Studies, Los Angeles, CA

- Led weekly 80-minute discussion section for "Understanding the Collegiate Experience" and 90-minute discussion section for "Academic Success in Higher Education".
- Developed lesson plans around learning and achievement principles to teach 15 undergraduate students.
- Planned and facilitated experiential activities to encourage active learning and deep processing of concepts.
- Supported students through quarter-long research project.
- Collaborated with other section leaders and professor to evaluate progress and refine peer teaching skills.
- Mentored new section leaders. Served as liaison between leaders and professor.

1/XX-6/XX

Student Teacher/Researcher, High Tech High-Los Angeles/UCLA Graduate School of Education & Information Studies, Los Angeles, CA

- Developed lesson plans to teach grammar concepts and reading and writing strategies in Humanities class.
- Collaborated with master teacher to learn about classroom management, teaching for democracy and equity, and integrating California Reading/Language Arts Framework standards with everyday lessons.
- Studied integration of technology into campus culture of technology-based charter high school.
- Met with school founder, principal, college counselor, and founding teachers to research the school's history, fundraising efforts, and improvements in students' academic performance.

1/XX-6/XX

Teacher Aid/Student Mentor, Westwood Charter School, Los Angeles, CA

- Tutored eighteen 1st grade students to improve reading and math skills.
- Worked one-on-one with students with learning disabilities and behavioral disorders.
- Assisted four 1st grade teachers with larger projects such as planning field trips and multi-class events.

LEADERSHIP EXPERIENCE

9/XX-6/XX

Resident Assistant, UCLA Office of Residential Life, Los Angeles, CA

- Ensured residents' personal and academic success through peer mentoring, peer counseling, academic advising, conflict mediation, and resource referral.
- Advised weekly house government meetings and promoted members' leadership development.
- Provided duty and emergency coverage on a rotating basis to enforce housing policy and secure community safety.

4/XX-8/XX

Counselor, UCLA UniCamp, Los Angeles, CA

- Supervised eight thirteen-year-olds from Compton, CA at student-run camp.
- Created and led activity rotations, such as arts and crafts, poetry, and archery.
- Fostered values of community, respect, and responsibility within campers by encouraging participation in new experiences, leading initiative games, and sharing future goals.
- Raised funds to subsidize the cost of camp for the attendees, all of whose families are below poverty level.

SAMPLE PUBLIC SERVICE RESUME

KELLY T. VICTORY

P.O. Box 17742 Stanford, CA 94309 555.840.5749 kvictory@stanford.edu

EDUCATION:

9/XX-6/XX
Stanford University, Stanford, CA
 B.A. in American Studies with a concentration in "Urban Society and Social Change"
 Coursework includes: political science, urban studies, sociology, psychology, writing, calculus, and Spanish

EXPERIENCE:

9/XX-present
Public Counselor, 24 Hour Crisis Hotline, Bridge Community Center, Stanford, CA

- Counseled students with regard to their personal and academic problems

3/XX-4/XX

Co-Chair, 3rd Annual Stanford Dance Marathon, Stanford University, Stanford, CA

- Selected to lead organization, planning, and management of philanthropic event
- Directed a team of 60 undergraduates
- Recruited record 975 participants (up from 300)
- Raised over \$215,000 (2006 event raised \$58,000) for Partners In Health (Nonprofit)
- Developed and maintained relationships with outside sponsors, such as Apple Inc., Kaplan

9/XX-4/XX

Selection Officer, Volunteers in Latin America, Stanford University, Stanford, CA

- Designed and implemented the recruiting and application process
- Managed all advertisement, interview, and selection activities

6/XX-9/XX

Volunteer, Volunteers in Latin America, Stanford Student Run Program, Quito, Ecuador

- Oversaw 30 children, ages 9-10, daily at a center for street children
- Created lesson plans, organized field trips and workshops

LEADERSHIP

9/XX-present

Residential Assistant, Stanford University, Stanford, CA

- Work with a team of 5 other staff members to design and implement dorm programming activities around issues of mental health, academic resources, diversity, and career preparation.
- Responsible for overseeing the wellbeing of 260 residents

9/XX-present

Tour Guide, Visitor Information Services, Stanford University, Stanford, CA

- Led public and private tours of Stanford University campus with emphasis on history, and student life
- Operate front desk for Undergraduate Admission--customer service and light accounting work

9/XX-present

Member, Stanford Women in Business Mentoring Program, Stanford, CA

- Learned more about the business world through attending various panels and workshops
- Met monthly with my Graduate School of Business mentor

6/XX-8/XX

Marketing Intern, SearchRev Inc., Palo Alto, CA

- Worked closely with the director of marketing to help increase brand awareness and drive revenue of this internet marketing start-up.
- In charge of trade-show planning and preparation
- Managed national ad campaigns

9/XX-6/XX

Kitchen Manager, Stanford University Student Organized Services, Stanford, CA

- Completed weekly grocery runs and managed \$150,000 annual budget
- Reviewed daily with chefs in Spanish regarding menu, supplies, and resident feedback
- Managed residents and planned house activities as a member of the staff

9/XX-11/XX

Registration Team Leader, Stanford Alumni Association, Stanford, CA

- Worked as a member of a 60 person team to plan Reunion Homecoming

AWARDS:

4/XX

Dean of Students Outstanding Achievement Award

- Awarded annually to students who have significantly enriched the quality of student life on campus

SKILLS:

Computer: Software including MS Word, Excel, PowerPoint, and email applications; familiar with website development through HTML coding and JavaScript
Languages: Proficient in Spanish

SAMPLE HEALTH CAREER RESUME

ESPERANZA NICOLLY

P.O. Box 13244 • Stanford, CA 94309 • Mobile: 555-867-8297 • enicolly@stanford.edu

EDUCATION

9/XX - 6/XX
Stanford University, Stanford, CA

3/XX - 6/XX
 BA degree in Human Biology

Stanford in Berlin, Berlin, Germany

HEALTH RESEARCH EXPERIENCE

6/XX - 9/XX
Research Intern, *Robert Koch-Institut (RKI)*, Berlin, Germany

Conducted research in the Department for Infectious Disease Epidemiology, Unit for HIV/AIDS and STI. Saw project through from data entry to publication, on the topic of risk factors related to STI incidence in a German study population. Completed statistical analysis and presented findings, in German, at a conference hosted by RKI. Currently seeking publication.

5/XX - 9/XX
Researcher, *Water, Health, Environment: Childhood survival in Mozambique*, Stanford, CA

Reviewed relevant studies to establish the relationship between water quality and other health-related risk factors to the incidence of diarrhoeal diseases in Mozambique. Received a \$5,500 grant from the Vice Provost of Undergraduate Education at Stanford University for research.

HEALTH LEADERSHIP EXPERIENCE

6/XX - present
Head Teaching Assistant, *Emergency Medical Technician Training*, Stanford, CA

Plan, organize, and facilitate lesson plans in pre-hospital emergency care for 36-person year-long class designed to certify students as Emergency Medical Technicians. Lead small group sessions for practical training of necessary patient skills. Responsible, within a team of 16 other Teaching Assistants, for developing and presenting lecture material, writing quizzes and exams, and coordinating the application process for students and Teaching Assistants.

6/XX - present
Director of Training, *Stanford Emergency Medical Service*, Stanford, CA

Coordinate training of new EMTs and recertification of current members. Act as on-call volunteer for campus and community events providing Basic Life Support as an EMT-B. Part of a team responsible for starting the Emergency Medical Service on Stanford University campus. Helped develop a constitution, establish member policies and procedures, and create Standard Operating Procedures.

2/XX - 3/XX
Chair, *Unite For Sight, Stanford Chapter*, Stanford, CA

Conducted visual acuity tests and assisted patients in finding eye-care programs at local free clinic. Established partnerships with clinics and shelters for patient assessment. Established new chapter at Stanford.

7/XX - 6/XX
Campus Coordinator, *Students for International Change*, Stanford, CA

Organized and taught more than 20 volunteers in preparation for volunteerism in Tanzania. Prefield preparation subjects included an introduction to objectives, culture and education systems, the ethics of volunteerism, intensive HIV-related biology, teaching principles, sex education, and social issues.

6/XX - 7/XX
Volunteer Teacher, *Students for International Change*, Valeska, Arusha, Tanzania

Taught HIV/AIDS education in a primary school with 250 students and in local community groups in a rural village of 1200. Helped coordinate community days that included teaching, condom distribution, testing, and counseling.

OTHER EXPERIENCE

3/XX - present
Peer Counselor, *Stanford University Career Development Center*, Stanford, CA

Counsel students in their application for internships and on-campus positions. Advise on resumes and cover letters, and present workshops on career building.

PRESENTATIONS

Presented research at Stanford University's Program in Writing and Rhetoric Research Forum I and II

Presented at 5th Annual STI Conference hosted by Robert Koch-Institut

ADDITIONAL INFORMATION

Languages: Proficient in German; working knowledge of Spanish and Swahili
Computer Skills: MS Office Suite, Macromedia Suite, EplInfo, SPSS 15.0

Other experience: Autistic school teacher, vice-president and philanthropy director of Chi Omega Fraternity

SAMPLE SCIENCE RESUME

Daniel O. Koh

dokoh@stanford.edu

650.555.1212

P.O. Box 1254

Stanford, California 94309

EDUCATION

9/XX-present **Stanford University**, Stanford, CA.

Pursuing BA degree with Honors in Human Biology to be conferred June, 20XX. **GPA:** 3.72/4.00
Coursework: Biology, Immunology, Organic Chemistry, Pathogenesis, Calculus, Statistics, and Economics

Publications: *On Research and Patenting* © 20XX Stanford Scientific Review

EXPERIENCE

11/XX-present **Institute for OneWorld Health-Health Policy Intern**, San Francisco, CA

- Assist UCSF Professor in researching and writing global pharmaceutical policy articles for publication
- Assess challenges of adherence to international standards when conducting clinical trials in developing countries

9/XX-present **Stanford University Center for Teaching and Learning-Oral Communication Tutor**, Stanford, CA

- Instruct and coach 20 students to perfect their presentation style, in collaboration with Stanford Professors
- Study effective public speaking methods and techniques for teaching those methods

6/XX-8/XX **United States of America Department of State-Science and Technology Intern**, Washington, DC

- Recruited US Government scientists for worldwide Embassy Science Fellowships
- Completed information and briefed State Department officials for meeting with Vietnamese delegates
- Analyzed and articulated, in a classified report to the National Security Council, an international science and technology dilemma in cooperation with two senior State Department employees

6/XX-8/XX **Amigos de las Americas-Project Supervisor**, Valle Region, Honduras

- Insured the health and safety of ten health workers in rural Honduran villages
- Worked cooperatively and lived with team of seven project staff members, responsible for 51 volunteers overall
- Implemented community-based healthy lifestyle projects while immersed as field volunteer in Paraguay, 6/XX-8/XX

6/XX-8/XX **Robinson & Wood, Inc.-Legal Assistant**, San Jose, CA

- Conducted legal research focusing on five civil litigation cases; wrote reports for attorneys based on that research
- Contacted expert witnesses and met with clients to gather information

ACTIVITIES

4/XX-present **Stanford Alumni Mentoring-Student Management Team**, Stanford, CA

- Collaborate with a team and outside firm to design innovative mentoring software for Stanford students and alumni
- Advocate program to students, alumni and school administrators to ensure participation and financial support

9/XX-present **Stanford Scientific Review-CFO and Staff Writer**, Stanford, CA

- Research and write articles examining patents on biotechnology products by universities and private companies
- Expand annual operating budget from \$3,000 to \$18,000 by spearheading funding campaign
- Recruit and structure advisory board of Stanford professors, including current editor-in-chief of Science magazine

3/XX-11/XX **Stanford Affordable Hearing Aid Startup-Entrepreneur and Business Developer**, Stanford, CA

- Collaborate with doctors, professionals and peers to develop and market an innovative hearing solution
- Edit final business report and deliver presentation to investors, professors, and professionals

AWARDS

- Stanford Center for Latin American Studies Service Fellowship for Honduran Youth Leadership project, 5/XX
- 1st Place, Intel Int'l Science and Engineering Fair and Grand Prize at the Silicon Valley Science Fair, 5/XX

ADDITIONAL

- Computer: Microsoft Word, Excel, PowerPoint, Publisher, WordPerfect, DreamWeaver, PhotoShop
- Proficient speaking and reading Spanish
- Interests include social entrepreneurship, travel, academic advising, public speaking, biking, and swimming

SAMPLE INTERNATIONAL AFFAIRS RESUME

Joshua Xavier

PO Box 90484, Stanford, CA 94309

jxavier@stanford.edu

650.555.3999

EDUCATION

Stanford University, Stanford, CA

9/XX - 6/XX

B.A. International Relations, with Honors. Minor: Languages. GPA 3.5/4.0

Stanford at Sea, Stanford Hopkins Marine Station, Monterey Bay, CA

4/XX - 6/XX

Stanford in Paris Program, Paris, France

9/XX - 3/XX

RESEARCH/ANALYTICAL EXPERIENCE

Honors Thesis Research, Baja California, México, and Stanford, CA

Assess sustainability vs. development issues in energy production, salt production, and tourism. Compile model on effective strategies in large-scale development proposal and opposition.

Researcher, Médecins Sans Frontières, France, Conakry, Republic of Guinea, and Stanford, CA

Evaluate decision making and donor/recipient country relations in emergency relief organization. Coordinate fieldwork independently.

Researcher, Stanford/NSF Biocomplexity Project, Baja California Sur, México, and Stanford, CA

Design research surveys for Mexico's most productive fishing cooperatives. Collaborate with scientists and fishermen to refine interview process for future research.

Researcher, Stanford Hopkins Marine Station, Republic of Kiribati, Palmyra Atoll, Monterey Bay, CA

Monitored trophic cascades in reef ecosystems. Identified and size-estimated 25 different species of herbivorous fish. Surveyed over 3,000 square meters of reef from different islands with varying fishing gradients.

Researcher, Stanford Affordable Hearing Project, Stanford, CA

Calculated need of hearing aid devices for low-income population in Bay Area. Conducted empathy work and identified gaps in Medicare and Medicaid. Generated business plan presentation to donors.

Residential Assistant, Yost House (Dorm), Stanford CA

Manage staff of seven in 60-student dormitory. Plan events aimed at promoting Spanish and Portuguese language and culture.

Tutor, Center for Teaching and Learning, Stanford, CA

Counseled peers in Spanish Literature and Composition courses and French language.

Policy Assistant, International Chamber of Commerce, Paris, France

Assembled data retention agency database and telecom liberalization policy paper. Prepared VoIP technology memorandum in French. Liaison for Latin American National Committees and Paris Secretariat.

Payson-Treat Cross-Cultural Fellow, Volunteers in Asia, Stanford, CA

Developed 2 week series of events on American Culture for visiting Japanese students. Traveled to Asia on cultural exchange.

Intern, The Getty Center, Los Angeles, CA

Supported logistics operations at Museum and Grounds Department.

Tour Guide, Stanford Visitor Information Services, Stanford, CA

Led public and private tours through Stanford University campus with emphasis on history, traditions and student life.

Interpreter/Volunteer, Genesis Expeditions, Ensenada, México

Mediated relations between non-profit directors, orphanage officials, and construction managers.

OTHER ACTIVITIES

Base, Stanford Symphonic Chorus

Athlete, Stanford Canoe and Kayak Team. Medaled in USACK Collegiate Nationals, Atlanta, CA 06/XX

SKILLS

Languages: Native Spanish speaker. Fluent in English, French. Conversational Portuguese.

Technical: HTML and JavaScript, MS Office, working knowledge of PhotoShop.

Interests: Extensive travel in Mexico, Asia, Europe and South America. Rock climber, scuba diver (NAUI certified)

SAMPLE INTERNATIONAL STUDENT RESUME

RAPHAEL TOULOUSE
659 Escondido Road, Apt. 16E
Stanford, CA 94305
(650) 555-9243
rtruiz@stanford.edu

EDUCATION

- 9/XX-6/XX **Stanford University**, Stanford, CA.
Master of Arts, International Policy Studies
Course work includes: economics, statistics, international politics, and game theory analysis.
- 20XX **La Sorbonne University**, Paris, France.
"Magistrère" (Master's degree), International Relations and Action Abroad, with Honors.
Area of concentration: Business, Regional specialization: Asia
- 20XX **Panthéon-Assas University**, Paris, France
"Licence" (Bachelor's degree), Law, with Honors.
Area of concentration: International Law

EXPERIENCE

- 4/XX -9/XX **Advertising Manager/Writer**, Libellule Magazine, Paris, France.
Managed advertisement business development for Franco-Chinese magazine. Developed client network, signed contracts with Cognacs Rémy Martin and France Telecom. Translated Chinese articles into French. Wrote French articles for culture section.
- 8/XX-10/XX **Marketing Assistant**, French-Mexican Chamber of Commerce, Mexico City, Mexico
Prepared and presented report to French motor parts manufacturer on prospects for entry into Mexican market. Persuaded chairman of company to meet purchasing managers of Mexican car manufacturers.
- 8/XX - 6/XX **Reporter**, Magistère Newspaper, La Sorbonne University, Paris, France
Wrote and edited 15 articles for school newspaper. Contributed to team meetings with ideas for new stories.

LANGUAGES

- English:** Fluent (TOEFL CBT score 273/300)
French: Native
Spanish: Fluent (15 quarters of classes)
Chinese: Good working knowledge (oral and written)
German: Basic (3 quarters of classes)
"Licence" in Chinese (9/95-6/00) at INALCO (School of Oriental Languages), Paris, France.

ADDITIONAL INFORMATION

- Computer skills:** PC, Word, Excel, Access, Statia 5.0
Extensive travel: Europe, North Africa, Central and North America, Taiwan
Interests: Tennis, mountain biking, discovering foreign cultures, playing piano, listening to jazz music

SAMPLE MASTERS RESUME

SUZANNE R. MENCHACA

P.O. Box 2934 • Stanford, CA 94309 • (650) 497-1042 • menchaca@stanford.edu

EDUCATION

Stanford University
MA, Administration and Policy Analysis
Stanford, CA
Expected 6/XX
Course Highlights: *Social Conflict: Models and Methods of Mediation; Firms, Markets and States; Urban Youth and their Institutions and Topics in Identity Development.*

San José State University
BA, History
San Jose, CA
5/XX

EXPERIENCE

Stanford University Office of Residential Education
Intern, Academic and Ethnic Theme Houses
Stanford, CA
9/XX-Present
Review the role of ethnic and academic theme houses for undergraduate students, conduct focus groups with students and staff, assist in development of informational documents for Residential Education Program.

Cañada College Instructional Tutoring Program

Tutoring Supervisor
Redwood City, CA
9/XX-9/XX
Supervised 8 part-time staff and 60 student tutors, coordinated and directed daily functions of program including tutor training. Coordinated community outreach services for secondary and elementary school students.

Alliance Center for Employment

Assessment Counselor
Redwood City, CA
8/XX-6/XX
Created personal development and job preparation programs for over 100 youth ages 14-21. Organized basic skills and job search workshops. Established referral services and community outreach activities.

LEADERSHIP/COMMUNITY SERVICE ACTIVITIES

Member, Cañada College Student Personnel Services Reorganization Task Force
Facilitated discussions on characteristics necessary within the department. Presented final results to a review board.

Student Body Vice President, Cañada College

Created and implemented educational programming. Assessed and presented student preferences and needs at committee meetings.

Volunteer, East Palo Alto Youth at Risk

Developed lessons and materials to educate students on English and History subjects.

ADDITIONAL INFORMATION

Computer Skills: Proficient with Microsoft Word, Pagemaker, and Excel computer software.
Language Skills: Conversational Spanish.

SAMPLE CURRICULUM VITAE

AMELIA RIVERA-COROT	
999 D Escondido Village • Stanford, CA 94305 • (650) 723-1214 • rivera_corot@stanford.edu	
Education: Expected 20XX	Ph.D. - Administration and Policy Analysis. Disciplinary Minor: Sociology, Stanford University, School of Education
19XX	E.D.S. - Specialist in Program Evaluation, Stanford University, School of Education
19XX	M.A. - Educational Psychology, University of California, Davis
19XX	B.A. - History, University of California, Davis
Experience: 20XX	TEACHING Instructor, Developmental Reading , Language Arts Division, De Anza Community College, Cupertino, CA.
20XX	Adjunct Lecturer, Cognitive Processes Involved in Test Learning , Education Department, University of California, Davis. Shared lecture responsibilities and curriculum design with Professor Carl Spring. Co-authored internal report on this experimental course.
19XX	Seminar Leader, Race, Nationality and the Asian American , Asian American Studies, University of California, Davis. Worked with Professor Almirol on the design of learning strategies seminar for students having difficulty with the course.
20XX-20XX	RESEARCH Dissertation: "Organizational Determinants of the Transfer of Hispanic Students from Two- to Four-year Colleges." Director: W. Richard Scott, Sociology. Readers: Raymond F. Bacchetti and Milbrey W. McLaughlin, Education. Study results will improve educators' understanding of the effect of organizational factors on student behavior and academic outcomes. Three case studies, including interviews and surveys, are conducted in community colleges with varying transfer rates.
19XX-20XX	Research Assistant , Vice Provost of Management & Director of University Budgets, Stanford University. Study Title: "Profile of the Stanford Community College Transfer Student: Revisiting the Community College Elite." Proposed study, designed data collection and analysis, wrote final report.
19XX	Research Assistant , School of Education, Stanford University. Study Title: "Demographic Shifts and their Implications for Education: The Hispanic Population in California." Produced policy paper integrating and interpreting data from several sources.
20XX-20XX	EVALUATION Consultant/Evaluator , St. John's Tutoring Center, Mission District, San Francisco County Schools. Evaluated 5th and 6th grade dropout prevention program.
19XX-20XX	Evaluator , Whitney, San Francisco and Packard Education Foundations. Evaluated dropout prevention programs (K-8) in Santa Clara County School Districts.
19XX-19XX	Evaluator , Foothill-DeAnza Community College District. Evaluated the transfer process in six Bay Area community colleges. Paper accepted for presentation at the American Education Research Association meeting.

AMELIA RIVERA-COROT - page 2	
20XX-20XX	ADMINISTRATIVE Graduate Student Assistant , Associate Dean of Academic Affairs for Minority Student Concerns and Recruitment, School of Education, Stanford University. Instrumental in developing this position and the first to hold it.
19XX-19XX	Reading Program Coordinator , Learning Skills Center, University of California, Davis. Designed and taught reading workshops; advised students; selected and supervised program staff.
19XX-19XX	Learning Development Program Specialist , Kent State University, Kent, OH. Implemented first study skills program at Kent State University. Taught and advised other students.
Invited Lectures/ Publications/ Papers:	"Organizational Determinants of the Transfer of Chicano/a Students from Two- to Four-year Colleges," to be presented on April 23, 20XX at the annual meeting of the American Educational Research Association, Washington, DC. "The Transfer Status of Non-Transfer Students," to be presented on April 20, 20XX at the annual meeting of the American Education Research Association, Washington, DC. "Educational Trends Among Chicanos," presented on January 28, 20XX as part of a lecture series on Chicano Mental Health co-sponsored by The Chicano Fellows Program and Counseling & Psychological Services, Stanford University. "Demographics Shifts and Their Implications for Education: The Chicano/a Population in California," published by the Policy Analysis for California Education Project (PACE); University of California, Berkeley, 20XX. Excerpt printed by the Study of Stanford and The Schools Changing Contexts Panel in July, 20XX. "An Experimental Reading Course for College Freshmen," (with Professor Carl Spring) presented on April 15, 19XX as part of the University of California and California State University Conference on Learning from Text, Lake Arrowhead. Published as an internal report in May, 1999 by the Basic Skills Research Program, University of California, Davis.
Teaching/Research Interests:	Organization research and evaluation, organizational behavior in education, organizations and public policy, educational policy development as it affects the non-traditional student, organizational implications of changing demography, participation of ethnic minority and re-entry students in education, education organizations and mental health, educational preparation for the labor market, qualitative research methods.
Academic Awards: 20XX-20XX	National Research Pre-Doctoral Trainee Fellowship in Organizations and Mental Health Sponsored by the National Institute of Mental Health through the Department of Sociology, Stanford University.
20XX-20XX	Lewis B. Mayhew Scholarship Recognition of merit in the study of Administration and Policy Analysis in Higher Education, Stanford University
19XX-20XX	Stanford University School of Education Fellowship
University Service Awards: 19XX - 19XX	Twice nominated and selected for Outstanding Performance Award, a monetary award in recognition of especially meritorious service. University of California, Davis

SAMPLE ELECTRONIC RESUME

AUDREY CRENSHAW
P.O. Box 12345
Stanford, CA 94309
650.497.1234
student@stanford.edu

OBJECTIVE

Summer intern position focusing on software development

EDUCATION

Stanford University, Stanford, CA
Bachelor of Science, Computer Science, expected June 200X
Coursework: Java, C, LISP, programming paradigms and algorithms, databases, and artificial intelligence

COMPUTER SKILLS

C, Java, LISP, Perl, VisualBASIC, Oracle, PL/SQL, ODL/OQL, XML, SQL/CLI, PSM, UNIX, Linux, HTML Web page design, Dreamweaver, Fireworks, Flash, Photoshop, GoLive, Illustrator, Acrobat, FileMakerPro, Lotus Notes Databases

EXPERIENCE

Career Development Center, Stanford University, Stanford CA

Computer Technician and Programmer, I/O/200X-present

* Set up and maintain JSP server for connectivity to FileMakerPro databases

* Help design and maintain center website

Adobe Systems, Adobe Solutions Network, San Jose, CA

Database Intern, 6/200X-9/200X

* Set up and maintained JSP web pages for connectivity to MySQL databases

* Redesigned and maintained related FileMakerPro, Lotus Notes, and Oracle databases with team of two engineers

City of Orange, Orange, CA

Civil Engineering Intern, Summers 200X-200X

* Assisted with organizing road design plans

HONORS/AWARDS

Bausch and Lomb Achievement Award

National Society of Women Engineers Award

VOLUNTEER EXPERIENCE

Youth Science Center, Teacher's Aide

Campaign for Congress, Volunteer

Campaign for City Council, Volunteer

ACTIVITIES and INTERESTS

Society of Women Engineers

Illustration, Writing Poetry

Emailing Resumes

- Don't forget to include a cover letter in the body of the email.
- When emailing resume files, name them so the employer can easily identify it as your resume. Last name, followed by first name and the word "resume" is most helpful.

SAMPLE REFERENCE LIST

REFERENCES FOR JOHN AVILA

Dr. Jan Smith
Department of Biological Sciences
Stanford University
Stanford, CA 94305
650-555-3218
Email: jans@stanford.edu
Relationship: professor

Jerome Titan
Senior Scientist
Genentech
1204 Lloyd St.
South San Francisco, CA 94080
650-555-2222
Email: j.titan@genentech.com
Relationship: past internship supervisor

Vanessa James
Store Manager
The Gap
1999 Main St.
San Francisco, CA 94105
415-555-3333
Email: Vanessa@thegap.com
Relationship: past supervisor

- References should be listed on a separate sheet of paper.
- Typically, references are requested at the point you are considered a finalist for the position.
- It is important to contact your references prior to submitting their names to potential employers.

Optical Scanning

- Optical or electronic scanning technology allows organizations to handle large amounts of information on incoming job applicants by scanning resumes for key words which indicate skills, education and knowledge areas the employer is seeking. Your resume is scanned into the computer as an image. Optical character recognition (OCR) sorts the image into recognizable letters, words and symbols.
- Left-justify all text and avoid using underlining, italics, bullets, bold, and columns.

COVER LETTERS

The cover letter provides you with an opportunity to introduce yourself and state your objective, personalize your resume, and highlight information that addresses the needs and interests of the employer. Bear in mind that letters you write not only convey your interest and qualifications, but also give the employer an opportunity to observe your attentiveness to detail, spelling, grammar, and the overall quality of your written communication. *Flaws in your letters will often be interpreted as flaws in your qualifications.*

Address

City, ST Zip Code
Date

Name
Title
Company/Organization Name
Address
City, ST Zip Code

Opening Paragraph:

What is your intent in writing this letter? What position are you applying for and how did you learn about it?

Briefly introduce yourself, your major, and the degree anticipated. If you are aware of a specific opening, refer to it. If you are not aware of a specific position, state your area of interest. This paragraph can also be used to refer to the individual who recommended that you contact the organization, or other factors that prompted you to write. If possible, convey why you are interested in the organization and anything you know about their product or service.

Second Paragraph:

What are your qualifications? Why do you want to work for this organization? What would you enjoy doing for them? Sell yourself and be brief. Whet the employer's appetite so that he/she will want to read your resume and schedule an interview.

Describe highlights from your background that would be of greatest interest to the organization. Focus on skills, activities, accomplishments, and past experience you can contribute to the organization and its work. If possible, demonstrate that you know something about the organization and industry/field. Use action verbs that describe relevant skills and expertise you can contribute. Mention specific knowledge you may have such as computer applications, foreign languages, lab techniques, writing and editing capabilities. You are attempting to create a match or "notion of fit" between the employer's hiring needs and your interests, experience, and skills.

Third Paragraph:

What is your plan of action? Do you want to follow up with a phone call or do you want them to contact you?

Close your letter by stating that you would like to discuss employment opportunities or other information with the individual and that you will call to follow up on your letter. This demonstrates your initiative and follow-through and will help you maintain some control of your efforts.

Other points that can be made in the last paragraph:

- Express your willingness to provide additional information
- State a specific time when you will follow up by phone or e-mail
- Let them know if and when you are going to visit their area
- Thank the person receiving your letter for their time and interest

Most importantly, remember to address the cover letter to a person. If you do not have a name, call the department or human resources to find out to whom your letter should be addressed. As a last resort, address your letter to the personnel manager, hiring manager, or recruiting representative.

- *Resumes are only as good as the letter accompanying them. So make sure that you spend some time on your letter and direct it to the appropriate person.*
- *What you write and how you write it tells potential employers a great deal about your professionalism, competence, and personality.*
- *In a job search aimed at business and professional circles, proper procedures and communication etiquette are important.*
- *A cover letter should entice an employer to want to take action on your resume. It should persuade the employer to invite you for a job interview.*

TIPS FOR CREATING AN EFFECTIVE COVER LETTER

- Collect your thoughts. Your ideas may not come out logically or sequentially, but write them down. Don't judge and evaluate, simply collect them.
- Spend time on your letter. As the adage goes, "With part-time effort, you get part-time results."
- Write a draft, let it cool off overnight, and then rewrite if necessary.
- Use a strong close, e.g., "After you have had an opportunity to review this letter, I will call you..." Avoid weak endings such as "I look forward to your reply" or "Please call me at your earliest convenience."
- Limit your letter to one page; a letter is an opportunity to sell, so say something about you, while also focusing on the needs of the employer. Write the way you talk. It should be well-worded, concise, and controlled in the use of the pronoun "I".
- While a general cover letter can be used, best results come from personalizing each letter to fit the specific circumstances, position, or organization.
- Ask for opinions, advice, and feedback from friends, a counselor, or someone in the profession. Check spelling and grammar.
- Avoid cluttered desktop publishing. Business letters should look conservative. If you want to be creative, do so in your choice of words. It should be aesthetically appealing with careful attention to spacing and format. Use letter-quality printer paper or high-quality bond paper. Stick with white, ivory, or off-white.
- Remember to sign it personally and include your telephone number and email address.
- Don't use someone else's letter and if you are using the same letter for several companies, remember to change the name in the body of your letter.
- Devise a system to keep track of the follow-up steps you will take and the responses you receive. Most students have found that binders or file folders for organizing the job search and its correspondence are essential.
- Follow-up, follow-up. People will call you, but you'll improve your odds dramatically if you follow up your letters with a phone call.
- Don't mark letters "personal and confidential" unless there is a solid reason why a secretary or an administrative assistant can't open them. If your letter is persuasive enough, it will get through.

COVER LETTERS ONLINE

More and more job seekers are asked to send their resumes and cover letters online. These letters are about half the length of a regular cover letter. It is important to mention in your letter how you found out about the position, what you are looking for, and what you have to offer. You might also mention a few key words the organization might want to hear. Most importantly, be succinct. Most experts recommend that you compose your cover letter off-line first before importing it into an outgoing e-mail message.

CDC RESOURCES

Publications with additional information available at the CDC website and Career Resource Library:

- *Resumes and Cover Letters for Master's Level Students*
- *Curriculum Vitae and Cover Letters* (for academic job searchers)
- *Teaching K-12*

Additional Resources:

- Binder of Sample Resumes and Cover Letters that contains copies of actual cover letters written by Stanford students and identified by CDC counselors as especially well written.

Books available at the Career Resource Center:

- *Cover Letters that Knock 'em Dead, Yate*
- *Cover Letters That Will Get You the Job You Want, Wynett*
- *Cover Letter Magic: Trade Secrets of Professional Resume Writers*, Bendow and Kursmark
- *Dynamic Cover Letters for New Graduates*, Hansen
- *Dynamite Cover Letters*, Krannich and Krannich
- *201 Dynamite Job Search Letters*, Krannich
- *201 Killer Cover letters (with CD-Rom ed.)*, Podesta and Paxton
- *Finding a Job on the Internet*, Glossbrenner and Glossbrenner
- *Hook Up, Get Hired*, Kennedy
- *The Everything Cover Letter Book*, Graber



TYPES OF COVER LETTERS

SAMPLE #1 - Letter of Application, in Response to a Job Listing (This letter accompanies a completed application form or may be used to respond to a specific job listing that requests a letter and resume, and possibly other documentation.)

P.O. Box 000033
Stanford, CA 94000
October 19, 20XX

Ms. Marian Armstone, Human Resources Manager
LEK Consulting
9999 Oak Street
Palo Alto, CA 9003

Dear Ms. Armstone:

I am applying for the Associate position at LEK Consulting. After speaking with Jo Kimmer at Stanford's Career Fair on October 9, I believe that I have the skills, academic training, and work experience that qualifies me for this position.

I will complete a Master of Science degree in Mechanical Engineering in June 20XX. My coursework includes technical, computer science, and economics courses that have honed the analytical and quantitative skills I believe are needed to succeed in this position. In addition, my hands-on experience in various internships and students leadership positions supports my qualifications as an Associate.

As an intern at General Motors this past summer, I developed analytical skills by taking measurements on a development vehicle identifying design problems, offering solutions for improvement, and making recommendations in a written report. I was awarded a General Motors scholarship for my exceptional contributions as a member of the S-10 Crew Cab launch team.

At Stanford, I demonstrated leadership ability by serving as the elected president for a service organization with over one hundred active members. In this effort, I have my ability to make good decisions, plan and organize my time, work well on a team, and have developed sound interpersonal, oral, and written communications skills. Finally, I bring an entrepreneurial spirit and creativity to this position, as evidenced by my experience designing, patenting, and marketing my own product.

I would enjoy speaking with you further to discuss, in detail, how I am a match for the Associate position. I will follow up in two weeks to see if there is additional information you would like me to provide or answer questions you may have (another option: I am eager to apply my energy, experience, and enthusiasm to the work of LEK and look forward to hearing from you soon.).

Sincerely,

John Duncan

John Duncan
Attachment:

SAMPLE #2 - Letter Accompanying a Resume for an On-Campus Interview (While not always required, resumes submitted for campus interviews are often accompanied by cover letters. This letter provides you with an opportunity to demonstrate your knowledge of the organization, indicates why you are interested in the position, and highlights your background and experience as it applies to the position.)

2468 College Avenue
Palo Alto, CA 94306

January 10, 20XX

Mr. John Boulton (or if name is not known, "Recruiting Staff")
Director, Technical Administration
Hillview Laboratories
22244 Stevens Creek Blvd.
San Jose, CA 94000

Dear Mr. Boulton:

I appreciate the opportunity to meet with you this coming Thursday to discuss employment opportunities at Hillview Laboratories and to expand on my qualifications for the (title of position). I reviewed your website and literature at the Career Development Center (or Business School Library) and also spoke with Janet Morris, who works at Hillview. Her comments have given me a clearer idea of your R & D efforts and the work with which I might be involved. In particular, I am impressed by your state-of-the-art laboratories and how Hillview has effectively integrated a participatory management style in its total operation.

As my resume reflects, I have previous research experience in the area of... where I... (explain what you did). You will note my graduate work also directly relates to the type of work currently being done at Hillview (Or highlight previous summer experience, coursework, thesis topic, or special skills that may be relevant to this employer. DO highlight or expand on a relevant entry from your resume, but DO NOT simply repeat what is already on your resume.).

Thank you for your interest in my application and your willingness to come to Stanford University for interviews. I look forward to meeting you and discussing how my background and experience can contribute to your work.

Sincerely,

Jason E. Jefferson

Jason E. Jefferson
Attachment:

SAMPLE #3 - Letter as the Result of a Phone Conversation

P.O. Box 11335
Stanford, CA 94309

February 2, 20XX

Mr. Scott Campbell, Managing Editor
Corpus Christi Caller-Times
P.O. Box 9136
Corpus Christi, TX 78469-9136

Dear Mr. Campbell:

As a result of our phone conversation on January 31, I am sending you my resume as you requested. I have also taken the liberty of attaching a sample of my writing. I was encouraged to contact you after speaking with my high school journalism teacher, Mr. Bill Jenkins, who has ties with Ms. Sally Smith of your organization. As I mentioned in our discussion, I am currently a student at Stanford University and am very interested in journalism, advertising, and graphic design. I am seeking an opportunity to develop and utilize my skills and qualifications in a paid summer internship, doing whatever work possible. Growing up in Corpus Christi, the *Caller-Times* has always been part of my life. Now that I am older I have come to respect it as a professional service vital to our community, and am now eager to enlist and gain insight into the career I dream of holding.

My passion for journalism has only grown with time. As a Managing Editor of the *Hoofbeat*, my high school's national award-winning newspaper, I collaborated with fellow editors and managed a staff of nearly 30 younger writers as part of the overall process of overseeing production of the newspaper from conception to publication. As my resume indicates, I have demonstrated strong leadership and undergone extensive training through active participation in academic and professional organizations. In my effort to fully develop these important skills, I will continue serve as a Layout Designer for the *Stanford Scientific*, the only full-color publication on campus for the duration of this academic year. I hope to gain the position of Head of Production in the years ahead.

In addition to my experience in journalism, my instruction includes coursework in statistics, psychology, and persuasive writing, and experience fielding phone calls and collecting data. My education has honed the writing, planning, organization, and presentation skills that I believe are essential to working in communications.

I am excited about the many aspects of the journalism world and welcome the prospect of discussing opportunities to explore them in your company. I will follow up in a week to answer questions you may have or provide additional information. In the meantime, should you have questions, I can be reached at 650-555-5555 or e-mail: sjohnson@stanford.edu.

Thank you for your time and I look forward to hearing from you soon.

Sincerely,

Sarah Johnson

Sarah Johnson

SAMPLE #4 - Unsolicited or Broadcast Letter (Mailing unsolicited letters is another way to tap into the hidden job market. While the "letter campaign" is not the most effective strategy for every job seeker, unsolicited letters may work well for applicants with unique expertise in a given area or special technical skills, or for those who wish to work for small organizations in a specific capacity.)

P.O. Box 22445
Stanford, CA 94309

August 7, 20XX

Dr. John Allen, Associate Director
INT Consulting Company
12396 Park Blvd.
Los Angeles, CA 93032

Dear Dr. Allen:

I am currently a student at Stanford University pursuing a BA degree in economics. I am very interested in business related careers and am seeking opportunities to develop and utilize my skills and qualifications. I have researched your company and believe that your commitment to excellence and service is in alignment with my career goals and beliefs.

In addition to economics, my academic training includes extensive coursework in the sciences where I've developed very strong analytical, quantitative, and technical skills. My research has honed the writing, planning, and organization, and presentation skills that I believe are essential in a business environment.

As an Investment Banker Summer Intern at Morgan Stanley, I collaborated with brokers to market on-line investing, consulted with prospective clients and networked through the Internet and other computer software. As my resume indicates, I have demonstrated strong leadership and decision-making skills through active participation in campus organizations. In my effort to continue to develop these important skills, I will serve as a Head Academic Advisor this coming year, teaming with resident assistants and faculty members to plan educational and social programs for freshmen to help them plan their academics and adjust to campus life.

I am excited about the many facets of the business world and welcome the opportunity to discuss opportunities to explore in your company. I will follow up in a week to answer questions you may have or provide additional information. In the meantime, should you have questions, I can be reached at 650-600-0000 or email: mjohnson@stanford.edu.

Thank you for your time and I look forward to hearing from you soon.

Sincerely,

Maria Johnson

Maria Johnson
Attachment:

SAMPLE # 5 - Approach Letter or Networking Letter (Approach letters request information about an organization or industry. They are generally sent to specific contacts you may have obtained from a friend, the Stanford Alumni Network, a career fair representative or faculty member. Depending on your purpose, you may or may not want to send a resume with this type of letter.)

P.O. Box 12345
Stanford, CA 94309
650-999-1212

February 10, 20XX

Ms. Laura Valencia
Manager
Creative Services Department
Putnam, Blair and Associates
12 Front Street
San Francisco, CA 94108

Dear Ms. Valencia:

This June, I will graduate with a B.A. degree in English from Stanford University. I have a strong interest in advertising and will soon seek a position as a Junior or Assistant Copywriter. Robert Blum encouraged me to contact you, suggesting that you might be willing to meet with me and provide an insider's view of how I can best identify employment opportunities in this field.

It may be helpful for you to know that I completed a summer internship in the Marketing Department of a small high-tech company and have worked as the Advertising Manager at the *Stanford Daily*. I believe that both experiences are relevant to future work in advertising. In addition, working throughout my Stanford career to finance a substantial portion of my education has strengthened my time management skills and determination to pursue and achieve my goals. These skills, together with my passion for photography, fascination with the consumer market, and personal interest in the creative side of advertising lead to my strong interest in this field.

I will be in touch with you by phone this week. At your convenience, I would like to set up a short 20-30 minute meeting with you at your worksite. Any advice or suggestions for my job search are welcomed.

I understand you are busy, and I appreciate your time.

Sincerely,

Amy Chen

Amy Chen
Attachment:

SAMPLE # 6 - Cover Letter for Academic Jobs (Used by PhDs and Post Docs when applying for college and university teaching positions)

1444 Colorado Place
Palo Alto, CA 94302
November 6, 20XX

John E. Bois, Chair
Department of English
Gorges State University
Gorges, MI 54305

Dear Professor Bois:

I am writing to apply for the position of Assistant Professor of English announced in the October 5 issue of the Chronicle of Higher Education. My experience in the teaching of both composition and literature, my academic preparation in literacy issues, theory, and instruction, and my research experience in the areas of comprehension of literature and writing in the disciplines have provided me with the background necessary to successfully assume the position that you have described.

Though trained as a researcher, I define myself primarily as a teacher and am eager to return to the classroom. I am prepared to teach writing at many levels. At San Francisco State University, I taught composition and writing about literature (essentially a class in the short story) to both regular and remedial populations; at Stanford I have taught thesis and dissertation writing to masters and doctoral students. My courses have generally combined extensive writing experience with the work on skills necessary to that particular class and with group time spent on exercises, inductive assignments, and peer editing. I am enclosing representative evaluations of my teaching from composition classes at San Francisco State.

My scholastic training is broad and encompasses a number of the various areas that fall under the heading of English. My masters work focused on creative writing with special study of Flaubert, Faulkner, and T.S. Eliot and also included courses in the teaching of composition and composition theory. This combination of interests in composition and literature led me to doctoral work at Stanford in the unique Language, Literacy, and Culture program. This program allows a focus on the acquisition and uses of literacy skills and on the roles that motivation, situation, and culture play in literacy development. I focused on composition and reading theory, the acquisition and development of higher-level literacy skills, and reading and writing about literature.

A growing interest in the ways that readers understand literary works led to my dissertation research, a descriptive study in which I investigated the processes through which eight college freshmen and eight masters students in literature read and interpreted two short stories and two poems. By using methods of analysis that created a bridge between cognitive psychology and literary theory, I was able to paint a rich and detailed portrait of the ways in which these readers interacted with the two genres.

Although my dissertation focused on the reading of literature, I am equally interested in investigating the ways in which students write about literature and intend to pursue that in my next project. I would like to carry out intensive case studies of students in a literature class, following them from their first encounters with a literary text through the essays they ultimately produce, with the intention of tracking their understanding of the work. Since my research interests lie generally in the area of higher-level literacy skills and in reading-writing connections, over the long term I hope to use the study of literature as a framework to investigate students' abilities to analyze, to synthesize, and to read and write critically.

I would bring to this position both preparation and experience, not only in writing but also in reading, not only in literacy skills but also in literature, not only in my own skills as a writer or interpreter of literature but also in the teaching of those subjects. Having begun my teaching career in the California State University system, I am most interested in working in a state university environment, for I enjoy the mix of student backgrounds and varying levels of experience and ability that are found there.

I have enclosed a copy of my curriculum vitae, the abstract of my dissertation, and several teaching evaluations; the Career Center at Stanford will send my letters of reference. I look forward to hearing from you.

Sincerely,

Erma M. Gutierrez

Erma M. Gutierrez