HOW–TO:
A RESUME GUIDE FOR HUMANITIES STUDENTS

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HUMANITIES ACADEMIC SERVICES
UNIVERSITY *of* WASHINGTON
College of Arts & Sciences

1. RESUME FUNDAMENTALS

The purpose of a resume is to quickly show a recruiter or hiring manager that your skills, experiences, and attributes make you a candidate they should talk to further. While it's OK to have a basic version of your resume as your starting point for each application, content should be customised as much as possible to each position you apply to.

Resumes should be one page. It is crucial to consider both the content and the format of your resume, but here are some basics to consider:

- Readers should be able to scan your resume in 30 seconds and get a general sense of your background and experiences. It should be easy to read, and make specifics stand out.

- Make sure your resume speaks to the specific opportunity.

- If you are asked to submit your resume online, you should convert your Word document to a PDF (unless otherwise noted by the employer). A PDF ensures the formatting of a document remains intact, regardless of the type of software the employer is using.

- Consider creating a "kitchen sink" version of your resume that includes absolutely everything, described at length. You can edit out less relevant content each time; it's easier to edit down than to start with a blank page each time.

CONTENT DO'S & DON'TS

- Avoid pronouns (I, you, they), being verbs (am, is are, was, were), photos, and personal info that relates to protected class information (age, national origin, religion, race, etc.)

- Don't rely on yourself as the sole editor! The more opinions you seek from peers, faculty, alumni and contacts, the more you can synthesize that feedback and improve each time.

- The resume should be action-oriented, with every bullet point starting with an action verb in present tense for current experiences, past tense for past

- Don't exaggerate or lie – this can instantly end your candidacy for a role.

- Be sure to include key words from the position description in your resume. For cases where resumes are filtered automatically, this will help ensure you pass initial screenings.

- In general, eliminate high school experiences (exceptions apply for highly relevant or prestigious accomplishments).

- Include all your experiences! They show you have a work history, life experience and transferable skills (interpersonal communications skills, project management, etc.).

FORMATTING

- It is important to make formatting clean, consistent, and not too fancy. Save your resume as a PDF so that formatting (and if used, graphics) render the way you intended.

- Use a standard font, 10pt-12pt, avoid using color, and preserve at least 0.5" margins at minimum. Be aware that you will likely need both a printable version of your resume and one that can be easily uploaded or copied online.

- Use an email address that includes part of your name and is professional

- Street addresses or even broad locales do not need to be listed.

- When listing dates, include month/year-month/year. Use whatever style you prefer, just remember to be consistent in how you present information.

- Summaries or objectives that live at the top of a resume are outdated – if you have to include one to fill the space, choose a summary over an objective.

- Line items should be listed in reverse chronological order, i.e. newest at the top of each section.

FORMATTING TOOLS

Bold

SMALL CAPS (easier to read than all caps)

Italics
 (Use italics sparingly, as they are often used to designate a secondary piece of information)

Underline

- Bullets (use small standard bullets, no graphics or symbols)

| Vertical Lines
(used for separating closely-packed information, e.g. on a contact header)

Horizontal line_____
(used as a way to visually separate sections if necessary)

BUILDING A RESUME: WHERE TO START

Step 1: Start by thinking about the sections that might go into a typical profile or resume: your education, experience, skills, honors, awards, and research. Next, build and brainstorm a list of everything you can think of and don't be shy about including study abroad, tutoring, part-time jobs, summer jobs, capstone projects, self-taught skills, internships, community leadership or volunteer gigs, RSO involvement, and class projects.

Step 2: Once you have your list, think about the details that went into each line item and use those details to create bullet points. What did you do? What skills did you develop? How did you contribute? Remember that anything can be used, and this content can go to create your online career profile through Handshake or LinkedIn.

Step 3: Format, categorize, and organize these line items and bullet points into relevant sections, and know that sections can be moved around or renamed. For example, a section that includes volunteer work and class presentations can be called "Relevant Experience", or simply, "Experience" if "Professional Experience" doesn't work.

2. SECTION BY SECTION

CONTACT INFORMATION

Keep it simple: Name, Phone Number, E-mail, and where applicable, a LinkedIn profile URL. LinkedIn profiles allow you to direct people who want to learn more to a place where you aren't restricted to a single page of content.

SUMMARY / OBJECTIVE

Objectives are something that you can either talk about in a cover letter, if used, or your LinkedIn Profile. At a basic level, employers understand your objective is simple: to get an offer for the opportunity you're applying to. As such, it's not recommended to use an objective undergrad resume.

EDUCATION

In addition to your current major and basic school information, include an intended graduation date (month/year is fine), and use bullet points under this information to highlight relevant coursework or concentrations. Delete anything about high school.

These bullets can also include capstone experiences or research you conducted in your major (Qualifying, Senior, Research or Thesis papers). Name the title of the paper and indicate the length.

If you did an Independent Study or Research project, include it! This reflects initiative and deep interest in a subject.

If you studied abroad, you could include it in this section as either a separate line item from your degree, or as a bullet that's attached to your degree. Exploration Seminars could be included under your general UW entry as they are shorter (but relevant) or listed in Additional Skills/Experiences section

If you're a language major, highlight this language training and distinguish between professional proficiency and fluency. You can include this in Education or the Additional Skills section

Your GPA should be included on your resume if it's 3.0 or higher, or if requested by the application. "GPA" typically refers to cumulative, but students can use their major GPA if it serves them.

EXPERIENCE

This section can include paid/unpaid experiences relevant to the specific position, including internships, volunteer work, tutoring, RSO involvement, and community activities. Depending on how many different experiences you have, you may choose to split this section (i.e., Work Experience, Volunteer and Internship Experience, Relevant Professional Experience)

Start each bullet point with an action verb (in the past the past tense for previous positions, present tense for your current position). Make sure that each bullet covers content that is as relevant as possible to either the requirements or duties section of the position description.

Provide some context and results for the reader: How big was your organization? How many people did your program serve? What goals were met or exceeded? For example:

OLD: In charge of fundraising events throughout the year
NEW: Planned and implemented logistics for 3 annual fundraising events that raised over $5,000 with 200 participants, exceeding organizational goals by 15%.

LEADERSHIP, VOLUNTEERING, AND EXTRACURRICULARS

If applicable, this section should mirror your professional experience (i.e., listed in reverse chronological order starting with your most recent activity). If your volunteer and/or community activities are more substantial than your work experience, you'll want to include this section first or merge it with your other experience.

RESEARCH, HONORS & AWARDS

This section can be critical to show employers your past achievements, skills, knowledge, and abilities gained through academic or extracurricular activities. If you're a Dean's List student but have no other awards, this can be moved to the Education section. If you've presented research or even had something published, you can choose whether you want to include it here or in the education section.

SKILLS

If you want, you can divide this section into technical skills, non-technical skills, and languages. Even if skills are self-taught, it's OK to include them as long as your skill level is above beginner. Examples of technical skills include software packages and platforms, coding, data visualization, and graphic design. Examples of non-technical skills include interpersonal and intercultural communications, project management, team leadership, negotiation, etc. For language skills include your proficiency levels where possible and be mindful of terminology used. For Humanities majors, here are some recommendations on how to highlight your non-technical skills in addition to the examples above:

1) *Qualitative analysis*: Humanities students are trained to dissect and analyse both the 'why' and the 'how' behind the raw data. We have the ability to study the way other people think and present those conclusions in an accessible way.

2) *Professional writing*: Humanities students are trained in descriptive, persuasive writing that builds arguments and answers complex questions while offering accessible, concise prose.

3) *Public speaking & presentation*: The humanities are the study of people, language, and culture; there's no-one better positioned to communicate or pitch ideas and actually deal with people. On top of that, a significant chunk of Humanities students can deploy these skills across multiple languages.

4) *Social/Emotional intelligence*: Predictive insights into how well someone will work with a team on complex projects come from social and emotional intelligence – Humanities students understand through the work they've done how to communicate, empathise, and motivate.

5) *Adaptability*: Connected to emotional intelligence and communication skills, Humanities students are trained to understand and call upon diverse perspectives in problem solving – this means they're better positioned than most to change their approach when something isn't working.

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3. HOW RECRUITERS VIEW RESUMES

Recruiters spend only six seconds on average reviewing an individual candidate's resume to determine whether the person is a potential fit for an open position, but they spend this little time because they don't care – it's because on average, they're so experienced looking at resumes that it's all the time they need. The Ladders reports that data from an eye-tracking study of 30 professional recruiters who were monitored over a 10-week period as they performed online tasks, including resume and candidate profile reviews.

WHAT RECRUITERS LOOK FOR

The recruiters studied spent almost 80% of their resume review time on the following elements:

- Candidate's name

- Current role

- Most recent previous role

- Previous role start and end dates

- Current role start and end dates

- Education
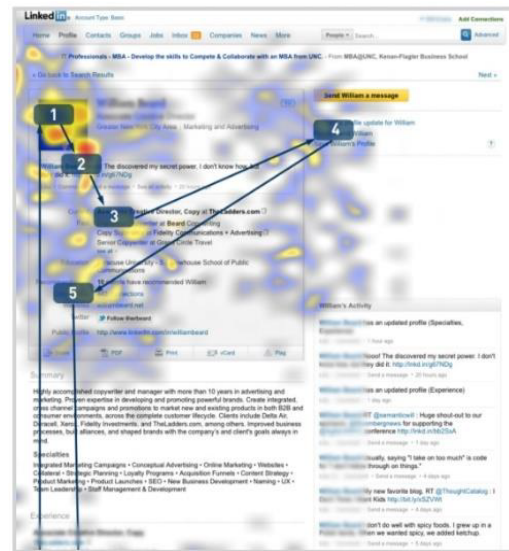
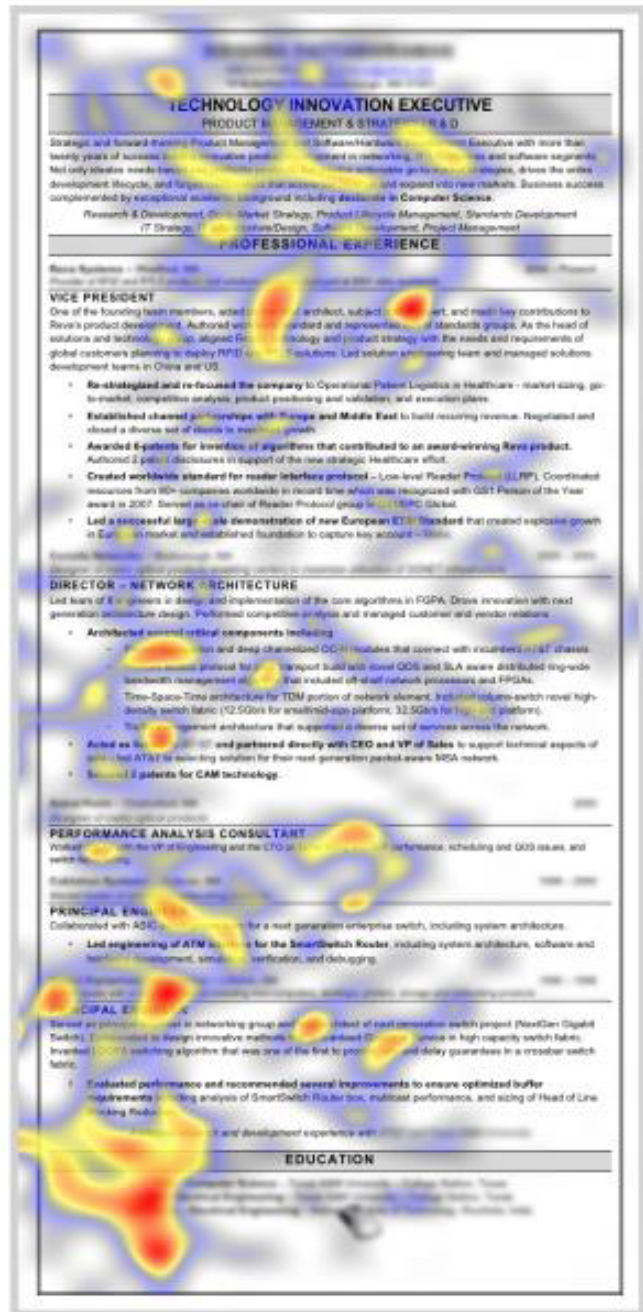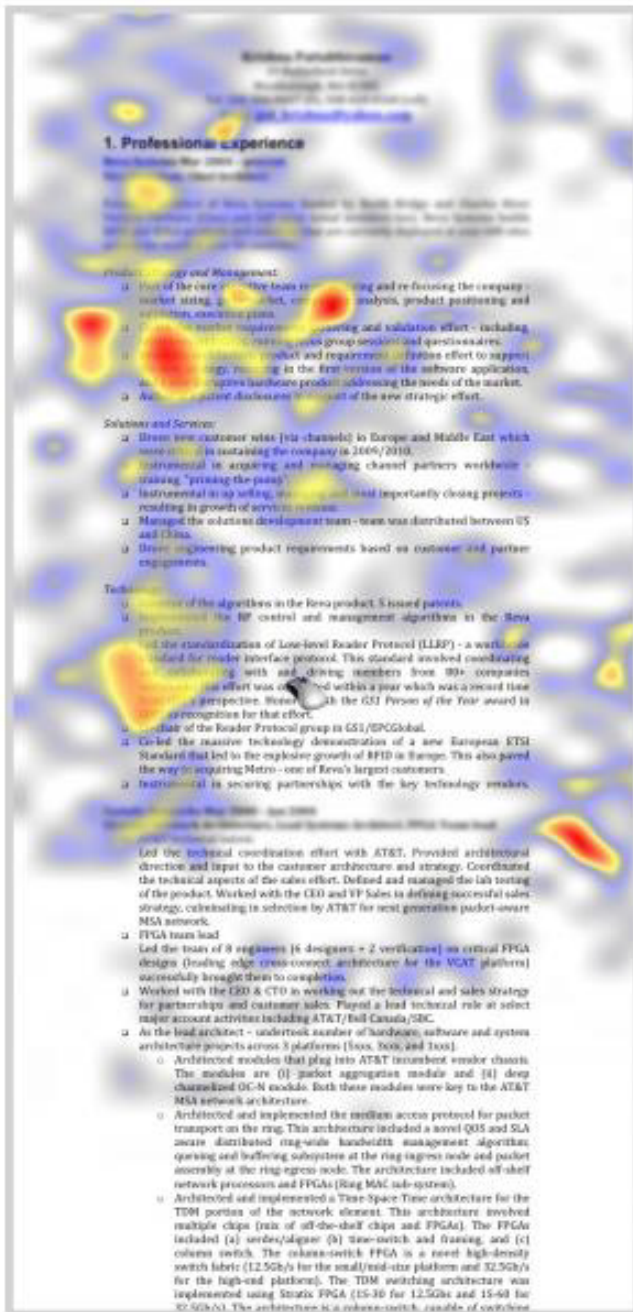Source: Keeping an Eye on Recruiter Behavior, TheLadders, 2014

Beyond those six, recruiters did little more than scan for keywords to match the open position, and this includes LinkedIn profiles (see right).

Because "fit/no-fit" decisions were based mostly on those six pieces of data, an individual resume's detail and explanatory copy had little impact on the initial decision-making. A well-written resume has a clear visual hierarchy and presents relevant information where recruiters expect to see it, so paying attention to formatting on your resume can help to quickly guide recruiters to a yes/no decision.

Recruiters tend to follow a consistent visual path when reviewing both resumes and online profiles, the study found. Accordingly, an organized layout is crucial. The "gaze trace" of recruiters was erratic when they reviewed a poorly organized resume, and recruiters experienced high levels of cognitive load (total mental activity), which increased the level of effort to make a decision. Well-written resumes were more judicious with their words, were evenly formatted, and were described as "clearer."

Sample heat maps for a resume (warmer colors = more time spent reading)

Source: Keeping an Eye on Recruiter Behavior, TheLadders, 2014

With text-heavy resumes such as the one on the left, by the end recruiters weren't even glancing at, let alone reading, what was written! The right resume gives a better idea of how structure matters if you actually want to get your message across.

FORMATTED RESUMES VS CANDIDATE PROFILES

While you'll eventually have to make cuts and edits with a formatted 1-page resume to make sure that each version is customized and relevant to the position you're applying to, in the modern economy, a lot of companies will have applicants build profiles in their careers portals rather than asking people to upload or email a formatted resume.

Like a profile on LinkedIn or Handshake, a candidate profile typically gives you "boxes" to build out content for experience, education, etc. The main difference to be aware of is that frequently, these boxes don't limit you to a page of content overall, and erring on the side of inclusion when it comes to adding content will serve you well here; these profiles are typically scanned by ATS, or Applicant Tracking System algorithms. These systems will be looking for keywords and relevance, but it's important to note that bars are typically set for cutoff purposes; 80% keyword relevance, 90% with certain keywords required, etc.

In the case of candidate profiles, this relevance percentage is typically connected to their content, not yours; this means the more content you have and the more bullet points you list, the higher the percentage chance likelihood that you'll hit the marks the employer is looking for.

What does this mean? It means that if you find yourself applying to an opportunity through a candidate portal that asks you to build a profile, don't just copy/paste your resume and consider it job done. You should still customize your content where possible, but you can go beyond what you have in your formatted resume.

4. WORDING & TEMPLATES

BULLET POINT STRUCTURE

A good format to use when creating bullet points for your resume is:

ACTION VERB + WHAT YOU DID + VALUE ADDED/ KEY TAKEAWAY/ SKILL DEVELOPED

The value-add section can include the outcome, why the task was significant, who the task was for, or a quantified metric. See "Magnify Your Experience" for tips on making your bullet points stand out!

ACTION VERBS FOR BULLET POINTS

Clerical or Detailed Skills
Approved
Catalogued
Collected
Executed
Generated
Implemented
Monitored
Operated
Organized
Prepared
Processed
Screened
Specified
Tabulated

People Skills
Advertised
Arranged
Articulated
Authored
Collaborated
Communicated
Composed
Condensed
Consulted
Contacted
Debated
Developed
Directed
Discussed
Drafted
Expressed
Formulated
Incorporated
Interviewed
Involved
Joined
Mediated
Motivated
Negotiated
Participated
Presented
Promoted
Publicized
Recruited
Reported
Responded
Summarized
Translated

Creative Skills
Adapted
Composed
Conceptualized
Created
Customized
Designed
Developed
Directed
Entertained
Established
Formulated
Founded
Initiated
Integrated
Introduced
Invented
Modified
Originated
Performed
Planned
Revised
Solved

Data Skills
Administered
Allocated
Analyzed
Audited
Balanced
Determined
Developed
Measured
Planned
Prepared
Programmed
Projected
Qualified
Reduced
Set goals
Stimulated

Helping Skills
Advocated
Aided
Arranged
Assisted
Clarified
Collaborated
Devised
Diagnosed

Encouraged
Facilitated
Guided
Provided
Represented
Resolved
Simplified
Supplied
Volunteered

Leadership Skills
Administered
Communicated
Consolidated
Coordinated
Delegated
Developed
Emphasized
Enabled
Encouraged
Enhanced
Executed
Facilitated
Generated
Handled
Headed
Increased
Initiated
Instituted
Led
Managed
Overhauled
Planned
Prioritized
Reorganized
Scheduled
Streamlined

Organizational Skills
Arranged
Catalogued
Categorized
Coded
Devised
Executed
Generated
Incorporated
Maintained
Operated
Processed
Provided

Responded
Supplied
Standardized
Systematized
Validated

Research Skills
Analyzed
Collected
Compared
Critiqued
Diagnosed
Evaluated
Examined
Formulated
Identified
Investigated
Researched
Reviewed
Solved
Surveyed
Systematized

Teaching Skills
Adapted
Advised
Communicated
Coordinated
Critiqued
Enabled
Encouraged
Facilitated
Guided
Individualized
Informed
Instructed
Motivated
Stimulated
Taught
Tested

Technical Skills
Adapted
Applied
Assembled
Constructed
Converted
Developed
Fortified
Installed
Overhauled
Regulated

Helpful Tools to Prepare You for Summer and Postgraduation Opportunities

Leverage your Humanities education, skills and experiences by engaging with University of Washington's many resources designed to support you in becoming a competitive applicant for summer jobs and internships, fellowships, and postgraduation opportunities—it's never too early to start planning!

LinkedIn Learning

Develop, strengthen and develop your skillset, earn Licenses & Certifications, and access over 15,000 courses through this online video platform. Typically a paid subscription, *free for UW Students*.

Handshake

Search UW's online job and internship database, schedule career coaching appointments, and RSVP for events with this recruiting platform. Set up special alerts and search features to be the first in the know for Humanities-related opportunities.
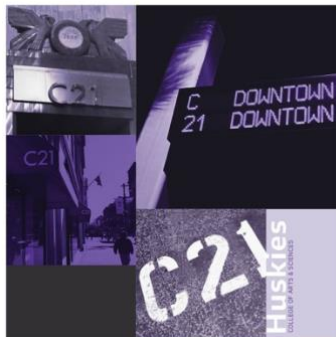
C21: The Center for 21st Century Liberal Learning

Specifically designed for students within the College of Arts & Sciences (including Humanities!) C21 offers immersive learning experiences, partnerships both on campus and in the community, and a network of mentors to help guide you on the pathway toward selecting a major and preparing for a career after college.

Husky Landing

Wondering where Humanities alumni work or what they do? Whether you're looking for your first job out of college or are looking to build your professional network, this powerful networking tool was created with you in mind to get you connected with Husky alumni.

More resources and opportunities to explore

CAREER SUPPORT

UW Career & Internship Center
The Career & Internship Center provides one-on-one career coaching to help you prepare for your next step after graduation. Develop a competitive resume, participate in mock interviews, and attend workshops, events, and more to deepen your career exploration and find internships and jobs that align with your Humanities related interests.

StandOut
Designed to improve your interviewing skills, this mock video interviewing tool helps you to prepare for meeting with prospective employers and make a lasting impression and show what you have to offer.

FINANCIAL SUPPORT

Office of Merit Scholarships, Fellowships & Awards
The Office of Merit Scholarships, Fellowships & Awards supports UW undergraduate students in developing skills and personal insights necessary to pursue scholarships appropriate to your goals. Search their **scholarship database**, attend scholarship info sessions and workshops, or meet with one of their expert staff members to strengthen your applications.

Foreign Language and Area Studies (FLAS) Fellowship
Funding for academic year or summer study in acquiring modern foreign languages and area or international studies competencies, many of which are taught in within the Humanities.

- Academic Year Undergraduate: $10,000 tuition, $5,000 living stipend
- Summer Graduate/Undergraduate: $5,000 tuition, $2,500 living stipend
- **Application Deadline: end of January**

Beinecke Scholarship
The Beinecke Scholarship program seeks to encourage and enable highly motivated students to pursue opportunities available to them and to be courageous in the selection of a graduate course of study in the arts, humanities and social sciences.

- $34,000 in support of graduate education
- **Deadline for Nomination: early January**

*For more information or questions on how to get connected with these resources, please contact Humanities Academic Services (**has-center@uw.edu**)*

Morgan Chen
1234 56th St NE, Apt 78 / Seattle, WA 98195
mchen1234@uw.edu / 206.555.5555

EDUCATION

University of Washington, Seattle, WA
Bachelor of Science – Psychology, Expected June 2018
- Minors – Anthropology and Law, Societies, & Justice
- University Honors Program - Major GPA, 3.8/4.0; overall GPA, 3.6/4.0
- Course Highlights – *Psychology of Gender; Women and the Law; Feminist Understanding of Victims; Women and Violence; Self-Concept; Race, Gender, and Sexuality in the Media*

Study Abroad – Amsterdam, Netherlands, August 2017
Four-week international experience focused on crime, law, and justice in the Netherlands and the US, sponsored by the UW Honors Program

RESEARCH INTERESTS

- Resilience among female and male targets of violence
- Factors influencing women's decisions to report violence
- Methods of empowering young girls to self-advocate
- Sociocultural factors affecting development of gender role perceptions

> *An undergraduate student might include research interests to give the potential employer an idea about their future goals.*

RESEARCH EXPERIENCE

Research Assistant, September 2017 – Present
Psychology Department, Professor David Duncan Lab, University of Washington
- Coded interviews of parents describing their discipline practices
- Entered data from 60 interviews into SPSS

Lab Tech, January 2017 – March 2017
Psychology Department, Professor Maria Munoz Lab, University of Washington
- Ensured that Stress/Relaxation Lab equipment was continually updated and functioning well
- Calibrated relaxation induction equipment
- Recorded and coded data

RELEVANT PROJECTS

"To Report or Not to Report: A Multifaceted Decision-Making Process"
(Directed research with Dr. Sherry Spater, Winter 2017)
- Collaborated with local relationship violence support center
- Interviewed 9 relationship violence victims regarding factors that encouraged or inhibited reporting the violence to law enforcement
- Presented paper at UW Undergraduate Research Symposium

> *Morgan included projects from both formal research settings as well as her academics.*

"Understanding the Relationships Among Television Exposure, Parenting Style, and Adolescents' Likelihood to Report Sexual Assaults"
(Final paper for *Gender and Violence* course, Winter 2016)
- Analyzed national database survey responses from adult women who had experienced at least one sexual assault occurring between the ages of 10 and 20
- Conducted chi square tests on 1238 participants and wrote 19-page paper

CURRICULUM VITAE EXAMPLE

> Morgan categorized her experience by areas of importance in academia: Research, Teaching and Leadership. This is a good idea for someone using a CV to apply to graduate programs.

TEACHING EXPERIENCE

Peer Advisor, September 2017 – Present
Career Center, University of Washington
- Review students' resumes and cover letters for formatting, content, and clarity
- Facilitate mock interviews with undergraduates applying for jobs and graduate programs

Peer Health Educator, September 2016 – June 2017
Health Education Leadership Program, University of Washington
- Present information on various health-related topics to groups ranging from 5 to 95
- Organize fairs and events that promote healthy choices

Psychology Tutor, September 2015 – June 2016
Center for Learning & Undergraduate Enrichment, University of Washington
- Led one-to-one tutoring sessions regarding introductory psychology courses
- Tutored approximately 6 students weekly

LEADERSHIP & MENTORING EXPERIENCE:

Mentor, September 2016 – June 2017
DREAM Project, University of Washington
- Assisted low-income and first generation high school students in attaining higher education
- Guided 3 students as they completed application forms and financial aid materials

Note-Taker, September 2015 – June 2016
Disability Resources for Students, University of Washington
- Attended each session of the 3-course organic chemistry series
- Scribed notes for two students with disabilities

HONORS & AWARDS:

Dean's List, University of Washington, 9 consecutive quarters
Outstanding Psychology Student, University of Washington, June 2017
Mary Gates Endowment Research Scholarship, University of Washington, November 2016
Advanced Placement Scholar, June 2014

PUBLIC SPEAKING:

Nelson, C. (May 2017). *To report or not to report: a multifaceted decision-making process.* Poster presented at the Undergraduate Research Symposium, University of Washington.

AFFILIATIONS & ACTIVITIES:

Psi Chi, November 2014 – Present
Phi Beta Kappa Honors Society, November 2015 – Present
American Psychological Association (student member), May 2015 – Present
UW Women's Choir, September 2014 – June 2015
UW Ultimate Frisbee Intramural Team, September 2014 – June 2015

> Undergraduate students who have published or presented their work should defiitely show it off on a CV! Same goes for grants, fellowships and special academic honors.

Jalila Asha

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Objective

Liberal arts, interdisciplinary problem solver seeking summer internship in project-based environment to utilize and enhance skills in writing, project management, business and team collaboration.

Summary of Skills

Global business experience	Collaborative team player	Entrepreneurial attitude
Fluent in Arabic & English	Strong written communication	Comfort in multicultural environment
Conversational Turkish	Editing & copywriting skills	Familiar with design thinking

Education

University of Washington || Seattle, WA
Bachelor of Arts, English, concentration in language & rhetoric || Expected June 20120
Minor in Near Eastern Languages & Civilization

Study Abroad

Istanbul University || Direct Exchange Student || Istanbul, Turkey || August 2017-December 2017
- Study Turkish language and culture while enhancing knowledge of near eastern literature
- Demonstrate independence and adaptability in new and constantly changing environment

Project Experience

Ideathon Participant || UW Center for 21st Center Liberal Learning (C21) || Seattle, WA || May 2018
- Collaborate with interdisciplinary team of 5 liberal arts students in weekend intensive workshop
- Utilized design thinking to address question of enhancing engagement of UW humanities students
- Conducted in-depth interviews with current students and coded responses to identify themes
- Assessed findings and wrote and presented recommendations to university administrators

Student Consultant || Zain Iraq Telecommunications || Baghdad, Iraq || March 2016
- Collaboration between national telecommunications company and students from local high school to conduct market research assessing student and youth perception of new cellular technologies
- Conducted research, wrote summary of findings and presented to board of directors

Experience

Writing Tutor || Odegaard Writing Center || Seattle, WA || September 2018-Present
- Meet 10-30 students per day in one-on-one setting to assess grammar and presentation of ideas
- Provide critical feedback in constructive manner to students from all academic disciplines

Blogger || BooksoftheWorld.com || Seattle, WA || July 2017-Present
- Create and maintain blog reviewing new literature from global authors addressing cultural themes
- Write and publish posts in English and Arabic for global audiences
- Earn status as "verified reviewer" on Amazon.com

Customer Service Representative || Iraqi Airways || Baghdad, Iraq || June – September 2015, 2016
- Communicated with international customers to ensure smooth and pleasant travel experience

Honors

UW + Amazon Mentor Program || March 2018-Present
Husky Leadership Initiative Student Advisory Board || September 2018-Present

SHIRLEY GALLO

Seattle, WA | sgallo@uw.edu | (206) 555-3281 | linkedin.com/in/sgallo

SUMMARY Passionate social justice advocate dedicated to creating sustainable programs addressing community health and wellness needs among underserved populations. Strong work ethic and time management skills demonstrated by balancing competitive play as Division 1 student-athlete for 2 seasons with deep campus and non-profit community involvement.

EDUCATION **University of Washington** — Seattle, WA
Bachelor of Arts in Gender, Women and Sexuality Studies — Expected June 2019
- *Minor in Nutritional Sciences*

Highline College — Des Moines, WA
Associates of Arts — June 2017

EXPERIENCE **University of Washington Recreation** — Seattle, WA
Yoga Instructor — January 2018-Present
- Lead weekly yoga class for college students of diverse backgrounds and skill levels
- Develop and adapt yoga sequences and teach proper techniques

University of Washington Health & Wellness — Seattle, WA
Peer Health Educator — April 2018-Present
- Facilitate 1-5 workshops per week on health related topics including nutrition, exercise, and stress management
- Collaborate with 5 team members to organize, coordinate, and market 20+ events
- Disseminate information regarding health resources available to students through presentations and tabling

University of Washington Volleyball Team — Seattle, WA
NCAA Division 1 Student-Athlete — June 2017-December 2018
- Supported team success through 15 hours per week of training and competition
- Developed communication plan regarding team nutrition and hydration goals
- Led tours of campus and athletic facilities for prospective students and families
- Served as student-athlete panelist during visit programs

America SCORES Seattle — Seattle, WA
Lead Youth Team Mentor — April –June 2018
- Developed and presented culturally relevant lesson plans to educate and inspire 200 program participants to lead healthy lifestyles
- Encouraged inclusive behavior among students
- Trained and oversaw five Youth Team Mentor volunteers on basic health education, effective mentor techniques and coaching strategies

Youth Team Mentor — April-June 2016 & 2017
- Mentored and built relationships with 16 at-risk students at local school
- Coached team on volleyball techniques and teambuilding exercises
- Assisted staff to increase literacy by leading one-on-one writing sessions

ADDITIONAL EXPERIENCE
Student Public Health Association, *Member* — September 2017-Present
Latino Student Union, *Member* — February 2018-Present
Starbucks, *Barista* — January 2014-March 2017

TAYLOR REED
reedt@uw.edu | www.linkedIn/in/taylorreed | 206.999.1234

_____

Summary

- Motivated to pursue experiences for making a positive impact in global security, diplomacy and mediation.
- Calm and focused in stressful situations offering multiple perspectives to solve problems.
- Recognized as leader who builds effective teams with clear communication and focus on exceeding goals.
- Strong research, writing and presentation skills.
- MS Project, GIS (basic), Prezi, Google Docs, social media, Microsoft Office (Excel, Word, PowerPoint, Outlook).

Education

University of Washington, Seattle, WA   June 2019
Bachelor of Arts, Political Science (International Security Option)
Minor: International Studies

Olympic College, Bellingham, WA   June 2017
Associate of Arts and Sciences, Direct Transfer Degree

Related Experience

Northwest Model United Nations   Seattle, WA
Assistant Logistics Secretary   November 2017
- One of 5 leaders managing most administrative and logistical info and processes for the largest collegiate simulation of the UN in the Northwest.
- Facilitated external relations for NWMUN included arranging guest speakers, resource fair co-coordination and solicited sponsors/donors raising $350+.

United States Navy   Bremerton, WA & Various Locations
Information Systems Technician / Communications Specialist   2007 - 2012
- Operated and maintained equipment vital to the success of the organization; oversaw daily operations, policy compliance and standard operating procedure compliance of all aspects of tracked vehicle.
- Prepared and briefed daily analysis reports to division commander. Daily duties required long range communications that were consistent and accurate.
- Conducted operations with foreign forces, displaying ability to effectively communicate with diverse populations.
- Ten-month deployment (2011).
- Navy Achievement Medal (February, 2011).

Additional Employment

Cashier, _Costco Wholesale_, Silverdale, WA   2012-2016
- Process customer purchases (400+ customers in a standard 7.5 hr shift) and provide effective customer service in a high volume, fast paced environment.
- Received staff recognition award for working plus attending college full time.
- Started as cashier assistant and promoted to cashier in only 8 months due to attendance and customer service skills.

Activities & Interests

Husky Veterans; Husky Snow(boarding) Club; CrossFit, Tough Mudder, Half Marathons