

RESUME GUIDE



EDUCATION, NONPROFIT & SOCIAL IMPACT

Basics

Your resume is a summary (the big picture) of your competencies and experiences, both paid and unpaid. You may have one or two versions of your resume, but you'll have a customized cover letter for each position. It's a marketing tool that shows how you meet an employer's needs.

EDUCATION

For current students or recent alumni, the education section should come first, with the most recent education listed first.

- Your institution and location
- Your degree and major and minor
- Expected graduation date

Optional: study abroad programs, previous institutions, high school, relevant courses, GPA

Consider: What do these facts demonstrate about you? What and how does it add to your candidacy?

EXPERIENCE

Don't just tell the employer your responsibilities - communicate your accomplishments and transferable skills. Can include full or part time work, summer jobs, internships, research, academic projects, campus leadership, volunteer opportunities, etc. You can highlight different themes that are relevant to the role (e.g., Research, Leadership, Volunteer, Community Engagement).

- List experiences in reverse chronological order within each section (most recent first)
- Include name and location of the organization where this experience took place and the title of your role
- Include start and end date for your experience. If it is ongoing, list your end date as "Present"
- Describe your experience in accomplishment statements (bullet points) using this method for what information to include:

Action Verb + **Accomplishment** + **Method** (+details + context + results if applicable)

*Action Verb + **What you Did** + **How you did it** (+ details! + what was the impact?)*

SKILLS

List relevant skills, these might range from technical skills, like expertise using a digital tool, to experience-based skills like project management or database design. This section can also include certifications, languages, etc. As this section grows, you may divide it into several distinct skills sections like Software Expertise, Lab Skills, Teaching Skills, Design Skills, etc.

Checklist

Is Your Resume...

- ✓ Easy to read?
- ✓ Simple, clean font (e.g. Times, Arial, Garamond) 10 to 12 pt. font
- ✓ 0.5 to 1 in. margins
- ✓ Error free (grammar & spelling)?
- ✓ Devoid of personal pronouns (I, me, my, we)?
- ✓ Concise?
- ✓ Reverse chronological?
- ✓ Tailored to the type(s) of opportunities you are seeking?

Does your resume...

- ✓ Effectively communicate your relevant skills and experience?
- ✓ Use consistent formatting for dates, job accomplishments, etc.?
- ✓ Display your strongest or most relevant qualifications near the top of the page or section?
- ✓ Highlight all your related/transferable experience?
- ✓ Utilize action verbs and results-oriented language to describe your experience?
- ✓ Display on the screen without formatting errors as a pdf attachment?
- ✓ Emphasizes your strengths and highlights what is unique about your competencies and experiences
- ✓ Uses language and keywords from the job description when appropriate

RESUME BULLETS

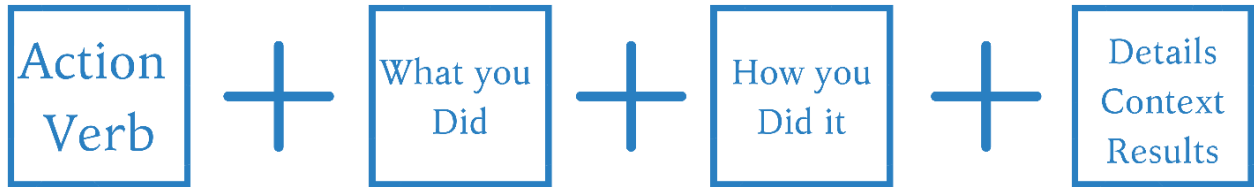
Writing resume bullets can be the most challenging part of building your resume. It's crucial that you effectively describe your experience and skills. Your bullet points should be more than just a list of the tasks and responsibilities you managed in a particular role. You'll need to communicate the skills that you have developed and the skills that distinguish you from someone else who has been in the same role or had similar experiences. You'll also want to demonstrate the impact or results of the tasks and the responsibilities you had.

Think of your bullet points as accomplishment statements. Ask yourself:

- What did you accomplish? Why and how did you complete this task?
- What was your unique impact or contribution within this role?
- What sets you apart from others who might have done something similar?

The Formula

To help you get started, use the following basic formula to craft your resume bullets



Every bullet should begin with a strong action verb. Use the following action verb list to jumpstart your ideas.

This is a brief statement of the task, duty or responsibility. Take any opportunity to quantify what you did. Keep in mind, that this is now the central focus of your bullet point.

Go beyond telling the reader just what you did, but tell them why and how. This is where you start to demonstrate your skills, abilities, and knowledge.

Fill in the details and context that's necessary for the reader to understand the whole picture. If there are results or an impact that you can share, be sure to include that.

Examples: Before & After

Responsible for data entry →

Accurately entered data into SIS using strong attention to detail in order to update alumni contact information after yearly alumnae survey

Provide after school tutoring support →

Tutored approximately 10 students in chemistry and biology on a weekly basis while constantly assessing each students' needs in order to structure and scaffold instruction appropriately

Answer phone calls at crisis hotline →

Provide weekly crisis counseling to sexual assault survivors to give them immediate emotional support and refer them to appropriate counseling, legal, and medical advocacy services

Researched and wrote memos on environmental issues →

Drafted memo on climate resilience for 10 lower income communities across the country

NAME

Phone number | Tufts email

EDUCATION

Tufts University, Medford, MA
Candidate for Bachelors of Arts

Expected May 2023

WORK EXPERIENCE

Happy Valley Summer Camp, Saratoga Springs, *Camp Counselor*

May 2019-Aug2019

- Planned, coordinated, and executed activities while guiding group of 20 middle school campers in personal growth and daily living skills
- Assisted in the direction and supervision of campers in their living unit and during activities while championing program initiatives and camp mission
- Safeguarded personal property, camp equipment, and facilities
- Provided leadership to campers in all areas and acted as a role model in all areas of camp activities, including cleanliness, punctuality, chores, rules and sportsmanship
- Planned and hosted end of summer bonfire by securing fire permit and needed materials, and teaching safe bonfire procedures to campers

Hudson Valley YMCA, Saratoga Springs, *Teen Mentor*

May 2018-Aug 2018

- Facilitated small group discussions with teens about issues such as dating, fitness, education, and alcohol and drug awareness to promote a healthy, people-centered approach to safety and harm reduction
- Contributed to and participated in training program and weekly meetings with YMCA staff to strengthen group facilitation skills

Serenity Housing, Ballston Spa, NY, *Receptionist*

Jan 2018 – Aug 2018

- Provided warm and attentive customer service by greeting clients and answering phone calls in a high-volume sales office
- Reviewed office databases to update and improve current file

LEADERSHIP

Psychology Club, Saratoga Springs High School, *Vice President*

Sept 2017 – June 2018

- Moderated weekly meetings consisting of 25 members by keeping track of time, taking notes, and announcing agenda items
- Coordinated monthly one time volunteer opportunities for members by partnering with local community organizations
- Coordinated speaker series by researching local psychology professors to come talk with our group and share about their research

SKILLS & INTERESTS

Computer: MS Excel, PowerPoint

Language: Proficient in Spanish

Your Name

(617) 555-8432
student@tufts.edu

EDUCATION

Tufts University, Medford, MA May 2022
Bachelor of Arts in English, Minor in Film and Media Studies

Relevant Courses: Creative Writing, Intermediate Journalism, Direction for Film

Paris Descartes University, Paris, France Jan – June 2020
Tufts in Paris Program

EXPERIENCE

London Vogue, London, UK
Offered and accepted Summer Editorial Intern position; subsequently cancelled due to COVID-19

Teen Vogue, New York, New York June – Aug 2019
Digital Media Intern

- Managed social media channels including Instagram and YouTube by creating 2 summer campaigns consisting of regular on-message posts, resulting in a following increase of 20%
- Created and edited content for bi-weekly fashion career advice blog on website
- Assisted on photo/video shoots and with post-production editing using Photoshop Advanced
- Revised intern manual, including hard copy materials and website content

Jimmy Choo, New York, NY June – Aug 2018
Graphic Design Intern

- Assisted graphic designer with design projects for in-store and online advertising using Adobe Creative Suite
- Maximized promotion of brand through drafting a social media strategy and creating weekly content on Instagram, Facebook, TikTok and Twitter
- Developed and edited press releases for newsworthy events

CAMPUS AND COMMUNITY LEADERSHIP

Tufts Daily, Tufts University, Medford MA Sept 2019 – Present
Current Events Editor

- Review staff articles current events pages on a weekly basis, checking for content quality, grammar, and spelling
- Author a monthly letter from the editor specializing in recent current events

English Major Club, Tufts University, Medford MA Sept 2018 – Present

- Attend monthly board meetings to plan upcoming events
- Coordinated a career panel by recruiting alumni working in the industry and promoting event to study body

Tufts University Social Collective (TUSC), Tufts University, Medford MA Sept 2018 – Present

- Serve on the senior committee, providing leadership and support for the planning and coordination of senior celebration
- Transitioned 7 events from in person to virtual during the pandemic by researching ways to create community online, working with vendors, and updating promotional materials to reflect changes

SKILLS

Technical and Computer: Proficient with Microsoft Office, Advanced skills in Adobe Creative Suite, Intermediate skills in HTML, CSS, Final Cut Pro, Avid

Name

Cell Phone • Email

EDUCATION

Tufts University

Bachelor of Arts in International Relations (Middle Eastern Focus); Minor in Finance

Medford, MA

Expected May 2021

Relevant Courses: Microeconomic Theory, Business Law, Entrepreneurship and Business Plan, Industrial Economics, International Economics, Entrepreneurial Marketing, Entrepreneurial Finance, Statistics, Calculus, Linear Algebra

University of Queensland, Brisbane, Australia

Spring 2019

PROFESSIONAL EXPERIENCE

Neuberger Berman

Portfolio Management Intern and Legal & Compliance Intern

New York, NY

June – August 2020

- Researched and analyzed portfolio holdings as part of ongoing due diligence efforts of industry-leading equity portfolio manager specializing in master limited partnerships (\$2.5B AUM as of 8/20xx)
- Prepared report on future prospects of liquid natural gas and presented findings to portfolio management group
- Reviewed investment management agreements with attorneys in Legal & Compliance department and documented specific terms, including most favored nation clauses, for institutional and high net worth clients
- Studied articles from industry publications involving regulatory actions and fines imposed on financial firms and developed summaries for inclusion in firm's annual training presentations
- Developed filing system for documentation associated with pledge and lien accounts at firm
- Partnered with firm's corporate social responsibility arm and Association to Benefit Children by volunteering to help underprivileged children explore New York Metropolitan Museum of Art

Wellington Capital

Intern

Brisbane, Australia

April – June 2018

- Communicated with shareholders regarding upcoming shareholder votes in funds collectively worth \$230MM AUD
- Assisted supervisors by compiling and binding research materials, helping with mailings, and printing as required

LEADERSHIP

Women in IR

Vice President

Medford, MA

September 2020 – Present

- Serve on the executive board of a student-run investment group managing \$150,000
- Liaise with alumni to develop outreach initiatives such as finding alumni speakers and coordinating events

Office of Residential Life and Learning, Tufts University

Resident Assistant

Medford, MA

August 2019 – Present

- Advise 40 undergraduate students, organize floor programs, and help resolve personal, academic, and administrative issues
- Monitor two dormitories, ensuring the safety and security of 300 residents
- Participate in extensive training focused on community building and conflict resolution

Tufts Consulting Collective

Project Manager

Medford, MA

January 2019– Present

- Lead a team of student consultants to provide pricing and marketing strategy for a media start-up
- Perform financial valuation for the company to attract investors

SKILLS AND INTERESTS

Language: Fluent in English and Chinese, Proficient in French

Computer: Proficient in Visual Basic, Excel, PowerPoint, Bloomberg, Dealogic, SAS, and Stata

COURSEWORK

Including your academics and coursework

Don't stress if you don't have very much work experience to include on your resume. Employers understand that entry-level employees do not have a whole lot of career experiences yet. Employers will look at your coursework and academic experiences to help determine whether you have the knowledge to fill the position for which you applied.

Relevant Coursework

In your education, you can add a section titled "relevant coursework" in which you can include courses that directly relate to the position for which you are applying.

For example, if you're applying for work on a political campaign for the first time, you might choose to list any classes you took related to politics:

Relevant Coursework: Introduction to Political Science, Campaign Ethics, Statistics for Political Polling

Projects:

Similarly, if you have completed any significant projects (research or otherwise) that would demonstrate the skills or knowledge needed for the job you're applying to, you'll want to include that. For example, if you're applying to work on a political campaign for the first time, you might list a project you did in a PoliSci class where you ran a "mock election." You will want to write this out in the same format that you'd list a job or extra curricular activity - with descriptive bullet points and accomplishment statements.

Projects

Mayoral Mock Election, Campaign Ethics Course, Tufts University, Medford, MA

Sept - Dec 2019

Deputy Campaign Manager

- Provided direct support to campaign manager's daily operations including canvassing, cold calling & rallying voters
- Coordinated and provided oversight and direction for 10 volunteer leaders each leading and training volunteer groups of 20 in canvassing and phone banking
- Established notable relationships with local businesses by holding focus groups and understanding needs
- Directed polling operation by hiring polling firm and working closely with them to understand the evolving community opinions

APPLICANT TRACKING SYSTEMS

Even if you are applying to a small nonprofit or community organization, it's safe to assume that a robot may be the first to review your resume. You can assume your resume may go through an Applicant Tracking System (ATS) where certain keywords are identified. This technology helps employers efficiently sort through large numbers of applications. While these are subject to flaws and bias, it's best that you are equipped to navigate them.

Look through the job description to identify keywords. Note the requirements for the role and make sure the important words in each one appear on your resume. The key words will be different in each sector and for each role. For example, keywords to include if you're applying for a teaching job might include: "lesson planning" "classroom management" "behavior" and "curriculum". While the job description will have clues, the more in depth knowledge and understanding you have of the "lingo" used in the role and sector to which you are applying, the more you can align the language in your resume. Your related experience from volunteering and internships, as well as connections in the field, will strengthen your knowledge of what each employer may be looking for.

MISSION-CRITICAL

How can you demonstrate your orientation towards mission and communicate your values in your resume? When applying to roles that are mission-driven, you want it to be clear to the employer from reading your resume that your values align with their work. Even if you haven't worked for a particular cause before, having experience on your resume that aligns with another cause demonstrates shared values - whether it's teaching, supporting a particular population, or cause.

Ask yourself:

- What are your most prioritized values?
- What do you care about most?
- If you were to write a personal mission statement, what would it include?

Make sure your resume compliments these values and your personal mission statement. You can do this in a variety of ways. Be intentional about the types of experiences you include, the courses and coursework you list, extra curriculars, headings, and even your word choices as you write your bullet points. An employer should be able to look at your resume and have confidence that you care about the same things the organization values. If that's not clear, they may be wondering why you applied.

EDUCATION, TEACHING, MENTORSHIP & DIRECT SERVICE

In these fields, it's important to showcase a balance of soft and hard skills throughout your resume. You want to show that you have the personality and technical know-how to work with people.

Hard skills are abilities that you've taken the time to learn and get certified for. Things like curriculum planning, or certain computer programs like Canvas or Blackboard.

Soft skills relate to your personality and ability to work with others. Soft skills are critical in these fields because they help you empathize with others and find creative ways to support a variety of needs. Here are some soft skills to highlight on your resume: communication skills, interpersonal skills, leadership skills, and time management, people skills.

You'll want to be sure to break down your soft skills as much as possible in your resume bullet points to effectively communicate your skills, abilities and knowledge. Don't undersell your position as a camp counselor, child-care provider, tutor, or mentor. These positions require a profound understanding of teaching, checking for understanding, listening, identifying and understanding needs, choosing intentional interventions, behavior management, and more.

You'll also want to highlight and quantify results where you can, particularly if you can measure improvement or growth.

Skills to highlight for positions working with others:

- Emotional Intelligence
- Empathy
- Communication
- Organization
- Time Management
- Active Listening
- Cultural competence
- Patience
- Assessment skills
- Critical thinking
- Self-care
- Professional commitment
- Advocacy
- Problem Solving
- Understanding of human relationships

Skills to highlight for teaching:

- Classroom management
- Curriculum development
- Adaptive teaching methods
- Lesson planning
- Lifelong learning

Emily Example

EmilyExample@Tufts.edu
(123) 467-8910

EDUCATION

Tufts University, Medford, MA

May 2021

Bachelor of Arts in English with a minor in American Studies

Relevant Coursework: Critical Education Policy, Observing Education Theory in Action, Social Psychology, Latinx History

TEACHING EXPERIENCE

JumpStart, Somerville, MA

Sept 2019 – May 2021

Site Leader

- Led a team of Tufts students who provided educational activities for preschoolers by facilitating team planning meetings and coaching Corps Members to use developmentally appropriate practices
- Planned and implemented effective sessions using the Jumpstart curriculum
- Trained Corp Members during a week of onboarding and continuously through monthly seminars

Corps Member

Sept 2018 – June 2019

- Provided afterschool homework to a group of children attending preschool in low-income neighborhoods
- Implemented Jumpstart's outcome-based program through workshops and curriculum delivery
- Increased family involvement in schooling by completing weekly outreach to parents and hosting monthly family events to engage family members

Experimental College, Tufts University, Medford, MA

Jan 2021 – May 2021

Instructor: Examining Gender in Disney Films

- Developed a curriculum for a semester-long course on gender in the media for Tufts students by identifying learning objects and creating weekly lesson plans
- Chose readings and created homework assignments to support student learning of course objectives
- Delivered curriculum and managed a virtual zoom classroom of 25 college students
- Utilized Canvas to create a learning site and virtual home base for course resources, assignments, and virtual dialogue

Breakthrough Greater Boston, Somerville, MA

Sept 2020 – Dec 2020

Remote Afterschool Program Teaching Fellow

- Designed and led a virtual 4-week course on environmental justice for a class of 12 7th grade students through curriculum development with professional educators
- Facilitated conversations on self-care and community building with a class of 10 9th grade students to promote a successful transition into high school and build support networks
- Managed classroom behavior, created assignments, and kept attendance for two classes

Tutoring Tots Program, Somerville, MA

Nov 2018 – March 2020

Tutor

- Read, discuss, and analyze short works of fiction with five fourth-grade students weekly
- Create worksheets and activities to stimulate interest in each reading, and present brief PowerPoint presentations to provide historical and cultural context

LEADERSHIP EXPERIENCE

Tufts University Admissions, Tufts University, Medford, MA

Sept 2018 – May 2021

Admissions Assistant

- Conducted dozens of informational sessions with parents, students, and counselors every month
- Planned and implemented admissions-process training programs for internal and external staff members
- Advised prospective students on applications and decision making by providing one-on-one support

SKILLS

Language: Fluent in Spanish

Certifications: CPR

Future Teacher Tim

Futureteachertim@Tufts.edu

(654) 489-1112

EDUCATION

Tufts University, Medford, MA

May 2022

Bachelor of Arts in Math with a minor in Education

TEACHING EXPERIENCE

Tufts University Math Department, Medford, MA

Nov 2020 – Present

Tutor

- Created worksheets and practice quizzes to help Tufts students prepare for exams in Calculus I
- Succeeded in helping students raise their grades an average of 30%
- Interacted with three calculus teachers to develop lesson plans and practice tests for students
- Wrote a 25-page book titled, "Calculus I Practice and Prep." The book, published by the math department, has been adopted for use in tutoring all calculus students at Tufts University

A+ Learning Center, Hartford, Connecticut

June 2021-August 2021

Special Education Intern

- Adapted middle school English and History curriculum materials to suit students with autism
- Administered all pull-out testing for students with special needs during summer school
- Conducted virtual seminars for teachers on how to implement tailored curricula in their classrooms

Cambridge Elementary School, Cambridge, MA

Oct 2018 – May 2019

Teacher Assistant

- Served as a "floater" within public elementary school for grades 1-6, helping special education teachers and students within self-contained (resources) as well as inclusion classrooms
- Supported instructional activities, learner engagement, classroom management, and behavior modification goals
- Aided students in reaching cognitive and development milestones, ranging from language acquisition and social skills progress to standardized test score improvements of up to 35% annually per student
- Followed school policies, teacher guidelines and student IEPs to ensure student safety and achievement of learning outcomes
- Led educational games and group activities
- Assisted students with a range of disabilities and learning differences including ADD, ADHD, autism spectrum disorders, dyslexia, cerebral palsy, and Down syndrome

Center for Engineering Education and Outreach, Tufts University, Medford, MA Sept 2019 – Dec 2019

Student Teacher Outreach Mentorship Program (STOMP) Fellow

- Planned and taught engineering curriculum for a class of 25 5th graders in Boston Public Schools
- Guided students in hands-on creative projects to teach the engineering design cycle and foster a love for science

COMMUNITY ACTIVITIES

Cross Cultural Club, Tufts University, Medford, MA

Jan 2019 – Present

Member

- Attend regular planning meetings and events to promote inter-cultural understanding
- Coordinated publicity for annual school-wide 'International Night' by creating fliers and publicity materials and communicating with departments across campus

Special Olympics, Somerville, MA

Sept 2019 – May 2021

Volunteer

- Created swimming drills to improve diving skills of Special Olympic athletes of different abilities
- Coordinated annual volunteer banquet for 100 volunteers and athletes by booking the venue, ordering food, and decorating venue each year

SKILLS

Language: Fluent in Chinese

Certifications: CPR/AED, First Aid, American Red Cross lifeguard Training

Sally Sample

Phone:(123) 456-7890 Email: sample.student@tufts.edu

EDUCATION

Tufts University, Medford, MA

May 2021

Bachelor of Arts in Cognitive and Brain Sciences, Minor in Education and Asian American Studies

GPA: 3.89, Dean's List (All Semesters)

COMMUNITY & PARTNERSHIPS EXPERIENCES

The Neighborhood Developers/CONNECT, Chelsea, MA

May 2020 – Present

Spanish/English Phone Hotline - Unemployment/Rental Assistance Volunteer

- Manage 15+ individual caseload to provide case management support in Spanish and English for callers applying for rental assistance and unemployment; secured \$30,000+ of missing unemployment benefits for callers
- Collaborate with internal volunteers, staff, and partner organizations such as Greater Boston Legal Services, MetroHousing, and the MA Department of Unemployment to coordinate services and advocate for client benefits
- Advocated for structural-level unemployment improvement and worker's rights by drafting technical letter highlighting system issues and conducting outreach to DUA Chief of Staff and community organizations, with 2 other volunteers

Tufts Asian Student Coalition, Medford, MA, *Member*

September 2018 – Present

- Facilitate weekly club meetings to create programming about political advocacy and Asian American identity
- Organized and publicized two open forums collaborating with other club members and Tufts administration to increase support for marginalized students on campus, which resulted in successful hires for 3 director position vacancies

International Institute of New England, Manchester, NH

June 2019 – August 2019

Intensive Case Management Intern

- Provided case management support to newly-arriving immigrants and refugees by documenting case notes, compiling community resources, and presenting 2-3 hour cultural orientation workshops to new clients
- Coordinated with interpreters, healthcare providers, utilities and housing organizations, and public offices; and translated organization's English forms to Spanish to streamline linguistically-appropriate social services for clients

EDUCATION & MENTORSHIP EXPERIENCES

Tufts University Career Center, Medford, MA, *Career Fellow*

September 2018 – Present

- Advise students on professional development in 15-minute individual appointments, including providing resume/cover letter critiques, networking and interviewing advice
- Organize or present at events, panels, and workshops (including collaborations with campus clubs) to introduce career development advice and personal journey to groups of 20+ students and at annual career conference of 200+ attendees

Asian Community Development Corporation, Boston, MA

June 2020 – August 2020

Youth Programs Assistant

- Co-coordinated 6-week summer leadership program for 22 high school-aged youth by developing curriculum on identity, youth, and leadership development, and facilitating daily 3-hour long workshops over Zoom
- Developed and facilitated weekly 1-hour professional development workshops for 14 high school-aged summer interns, with focus on cultivating youth leadership, interactive experiential learning, and supportive & collaborative environment

Charlestown High School, Charlestown, MA

September 2019 – December 2019

ESOL Classroom Assistant

- Interviewed educators and peers, and wrote op-ed advocating to teach service learning with justice-oriented lens
- Guided students in brainstorming/writing process for college application essays; answered questions in Spanish, Mandarin, English; provide feedback on assignments; fostered collaborative classroom dynamic by facilitating group work
- Observed education theory and pedagogical strategies applied in multilingual classroom setting for 4 hours each week

SKILLS

Languages: English (native), Spanish (proficient), Mandarin Chinese (orally fluent)

Computer: Adobe Photoshop, Premiere Pro, Office Suite, Canva, SPSS, html, Apricot Social Solutions, Salesforce, Zoom

Alex Student

alex.student@tufts.edu

(876) 567-8963

EDUCATION

Tufts University, Medford, MA

May 2024

Bachelor of Arts in Sociology and Civic Studies

Relevant Courses: Adolescent Psychology, Abnormal Psychology, Children and Mass Media, Social Movements

LEADERSHIP EXPERIENCE

Ears for Peers Overnight Confidential Helpline, Tufts University, Medford, MA

Co-Coordinator

June 2020-Present

- Work as a highly organized leader to coordinate 40 peer listeners, ensuring the helpline operates every night of the semester
- Liaise with Tufts administrators in Counseling and Mental Health Services and the Department Residential Life to direct the helpline through the pandemic
- Plan regular trainings on active listening and community-building events for members of the organization
- Interview and train a class of 6-12 new peer listeners each semester

Peer Listener

Fall 2020 – Present

- Employ active and empathetic listening techniques to provide mental health support to university students and connect callers and texters to relevant resources

Office of Residential Life and Learning, Tufts University, Medford, MA

Sept 2019 – May 2021

First-Year Resident Assistant

- Support 28 first-year and transfer residents by providing mentorship and guidance, resolving issues, and advocating for residents
- Organize programs to engage residents and foster community
- Collaborate with a neighborhood team of eleven other first-year assistants and one residence director

COMMUNITY INVOLVEMENT

Girls on the Run, Winter Hill Community School, Somerville, MA

Sept 2019 – Dec 2020

Volunteer Coach

- Facilitated 20 lessons on confidence and empowerment to girls in 3rd – 5th grade over 10 weeks
- Encouraged girls to engage in physically and mentally healthy behavior
- Helped girls develop a project that benefits their community
- Aided girls in making scarves for the homeless community of Winter Hill

Literacy & the Arts at Tufts University, Somerville, MA

July 2019 – Aug 2019

Camp Counselor

- Tutored four elementary students one-on-one in reading, writing, and presentation skills
- Coordinated daily science experiences on topics such as density, mass, and mixtures
- Planned art activities such as painting, watercolor, and clay

RESEARCH

Employers are very interested in learning about class projects and undergraduate research that you take part in as a student. It's important to discuss the project, your involvement, and the outcomes of your research on your resume.

Skills you can learn from research that employers and graduate schools actively seek:

- Leadership
- Critical thinking
- Problem solving
- Communication (oral and written)
- Innovation
- Initiative
- Ability to work in a team

Below are some examples of how you can incorporate your research experiences.

Heading Examples:

If you have spent a great deal of your academic career working on research for a professor or multiple professors, a separate section dedicated to your research experience might be beneficial.

- Research Experience
- Research Publications
- Research Presentations

How to describe your research:

Your bullet points should highlight your role in the research project. Describe the research itself and results from the research. Specify the nature of the research, for example if you collected data or conducted experiments. Remember to share if the research was published or other accomplishments.

Action verbs to jumpstart your bullet points:

- | | | |
|------------------------------|-------------------------|-------------------------|
| • Designed | • Identified problems | • Set goals |
| • Developed | • Imagined problems | • Extracted information |
| • Identified | • Imagined alternatives | • Created spreadsheets |
| • Implemented | • Identified resources | • Created databases |
| • Predicted | • Gathered information | • Developed evaluations |
| • Created theories and ideas | • Solved problems | • Calculated results |

How to Format:

EXPERIENCE

Senior Research Project Title, *Department of Psychology, Tufts University* Sept 2012-May 2013

- Constructed Qualtrics survey of first-generation students' needs as a student at Tufts University
- Interpreted and analyzed quantitative and qualitative results
- Proposed recommendations to improve persistence rate of first-generation students at Tufts
- Nominated to present research project to Division of Student Diversity and Inclusion

PUBLICATION

- Co-authored and published journal article with professor: Samuel Harrington and David Cooper. Tax Season Annual Provisions. *Journal of Accountancy*, 4(1) 12-16 (2016).

Sam Student

Sam.student@tufts.edu

(567) 784-9876

EDUCATION

Tufts University, Medford, MA
B.S. Clinical Psychology

May 2021

RESEARCH EXPERIENCE

Sense of Belonging for LatinX College Students, Tufts University Summer Scholar Program Jun 2020 – Aug 2020
Independent Researcher

- Investigated topics surrounding mentor-mentee relations and their promotion of sense of belonging amongst LatinX identifying college students through conducting a research study using qualitative methodology
- Pursued an independent research project on the promotion of sense of belonging of LatinX identifying students on college campuses with the assistance of a Faculty Mentor
- Served as a student private investigator for this study and collected and made on-going modifications on material needed for IRB approval (IRB Protocol, Interview Guides, Consent Forms)
- Read and annotated over 30 scientific papers and journal articles to complete a literature review and inform the topics explored in my study
- Prepared for interviews for honors thesis with LatinX identifying students to observe and analyze the following topics: sense of belonging and LatinX identity at a predominantly white institution

Department of Psychology, Tufts University
Research Assistant/Student Researcher

Sept 2017 – Dec 2017

- Performed outreach to local families within the community and asked survey questions to those willing to participate in study assessing daily lifestyle habits amongst community members
- Entered and summarized data using SPSS

WORK EXPERIENCE

LatinX Resource Center, Tufts University, Medford, MA
Student Intern

Sept 2018 – Jan 2020

- Created and coordinated the LatinX mentorship program with 13 mentor-mentee pairs; ran trainings for all 13 mentors, conducted individual check-ins once a month, and planned events to promote interactions between other mentors and mentees
- Supervised and managed the digital communications, alumni, scholar advancement and amalgamation committees that were made up of 12 first years and their events to facilitate and execute ideas to bring the LatinX community together
- Planned and contributed to community events to spread resources with LatinX community on campus
- Managed and created content and flyers for various social media platforms such as Facebook, Instagram, WordPress to engage the community at Tufts
- Created and coordinated the LatinX mentorship program with 13 mentor-mentee pairs; ran trainings for all 13 mentors, conducted individual check-ins once a month, and planned events to promote interactions between other mentors and mentees

Achieve Program, Dedham, MA
Teaching Assistant

Jun 2018 – Aug 2018

- Provided consistent adult presence and mentorship to 82 middle school students from underserved Boston communities to address the opportunity gap
- Ran an advisory of 10 students alongside another staff member and chaperoned groups of students on field trips once every week
- Co-led a cooking and gardening enrichment with 10 students as well as a daily book club where they read and discussed a young adult book, they read throughout summer

Jay Junior

Jay.junior@tufts.edu; (987) 678-9876

[Linkedin.com/jayjunior](https://www.linkedin.com/in/jayjunior)

EDUCATION

Tufts University, Medford, MA

May 2022

B.A. Psychology

GPA 3.8; Dean's List

WORK EXPERIENCE

Arista Counseling & Psychotherapy, Inc., Brookline, MA

May 2021 – Sept 2021

Psychology Intern

- Performed intake surveys in order to pre-identify and document patients' needs and current mental state and condition
- Attended and observed weekly group therapy sessions
- Maintained great patient experience and satisfaction and provided advice and support to patients' family members
- Helped patients schedule follow up appointments

RESEARCH EXPERIENCE

Harvard University Weisz Lab for Youth Mental Health, Cambridge, MA

Feb 2020 – Present

Research Volunteer

- Completed data entry and transcribed clinician interviews for the CARES project, which measures the effectiveness of the STEPS program, a new evidence-based psychotherapy technique, in schools and out-patient clinic settings
- Conducted literature review on mindfulness-based therapy
- Obtained a yellow badge in MRI safety training course to become a certified scan buddy

Tufts University Social Cognition Lab, Medford, MA

Jan 2020 – May 2020

Research Assistant and Project Head Coordinator

- Coded participant survey responses in a study examining perceptions of racial humor
- Revised researcher instructions, along with consent and debriefing forms to reach IRB approval standards
- Trained new student Research Assistants and coordinated lab meetings

Tufts University Department of Child Studies, Medford MA

Jan 2019 – Dec 2019

Research Assistant

- Worked with Dr. Jacobs to review, summarize, and analyze interview cases to identify common themes related to the Good Parenting Project and Teen Pregnancy Project within the Hmong community in Revern, MA
- Document data using "IBM SPSS" Statistics Desktop from completed participant surveys

CAMPUS AND COMMUNITY LEADERSHIP

Big Brother Big Sister of Tufts University, Medford, MA

Sept 2018 – Present

Student Leader & Peer Mentor

- Recruit new Mentors to be part of the Big Brother Big Sister program in the Greater Boston Area
- Assist in the training of new Mentors
- Serve as a Mentor for a child at a local elementary school

Tufts University, Medford, MA

Sep 2019 – Present

Tutor

- Instructed student on the Tufts Campus in various Psychology courses, on an individual and group basis

Tufts University, Medford, MA

May 2020 – Sept 2020

Tisch Summer COVID-19 Fellow

- Established and conducted an independent project on increasing participation in 2020 Census in undercounted communities
- Discussed the functions and benefits of the Census with residents throughout Massachusetts
- Conducted outreach for increased participation through social media posts and contacted community leaders for collaboration

SKILLS

Language: Native in English, Fluent in Arabic, Proficient in Spanish

Computer skills: Proficient in Microsoft word, PowerPoint, Excel

ADVOCACY & ORGANIZING

Community organizers cultivate relationships within the community, find ways to reach populations that are at risk or in need, and work with activists and other groups to effect social change. What skills should you be looking to demonstrate if you're seeking a role in advocacy and organizing? Excellent communication skills, passion for your work, and ability to connect with others are at the top of the list. Reflect on ways that you've been influential, whether you leverage an influential leadership style, or influential communication skills. You might also consider your personal strengths (relationship building, being organized, and so on) to **be** persuasive or influential. Organizers also need to demonstrate their resourcefulness, particularly when it comes to finding information, and documenting it in an organized way. Most jobs in advocacy and organizing also appreciate the ability to speak and write in a second language. When and where possible, be sure to demonstrate results.

Additional Skills to highlight:

- Communication
- Grassroots organizing and bringing people together (unifying)
- Demonstrating impact
- Active listening
- Empathy
- Creativity
- Flexibility
- Public speaking
- Community outreach
- Relationship building and management
- Resourcefulness
- Work with people of different backgrounds
- Proactive
- Cultivating partnerships
- Group facilitation

Cameron Community

(123) 444-5678 Cameron.Community@tufts.edu

EDUCATION

Tufts University, Medford, MA

Expected May 2023

Bachelor of Arts in International Relations; Minor in Civic Studies

GPA: 3.5

COMMUNITY ORGANIZING EXPERIENCE

Massachusetts Senior Action, Quincy, MA

May 2021 – Sept 2021

Organizing Intern

- Facilitated meetings for staff and membership of over 50 participants, including creating agendas, guiding discussion, mediating conflict, and leading groups through decision making processes
- Researched local and state policy issues and synthesized and communicated information to members through flyers and policy briefs, and quarterly newsletter articles
- Cultivated and sustained partnerships with other community organizations through coalition work and relationship building
- Coordinated events and meetings of over 100 people by recruiting attendees, delegating roles, and arranging logistics
- Designed digital and print media content including editing and laying out quarterly newsletters and creating event flyers
- Increased chapter membership by recruiting new members through 1 to 1 meetings and outreach presentations
- Designed and taught leadership and popular education workshops for 100+ participants

Tufts University Medford, MA

October 2020 – Present

Sex Health Representative

- Participate in weekly meetings to organize and plan events for the semester, such as the distribution of safe sex kits and workshops on intimacy during COVID-19
- Collaborate with other members to research and answer weekly questions on organizations Instagram (@TUFTSHR)

Sexuality Education Alliance of Oklahoma City, Oklahoma City, OK

March 2019 – June 2019

Youth Council Member

- Collaborated with fellow council members and stakeholders to execute the “Just Teach It” youth rally, which sought to bring awareness of the lack of sex education through grades K-12
- Wrote and delivered a testimony at Steer Courthouse discussing the importance of comprehensive sex-education for youth and demanded reform to the state-wide sex-education curriculum

VOLUNTEER EXPERIENCE

United States Census Bureau, Oklahoma City, OK

July 2020 – Aug 2020

Volunteer

- Executed over 1,000 census interviews from local Oklahoma City residents through door-to-door interviews conducted in both English and Spanish

OKC Community Pride Center, Oklahoma City, OK

September 2018-December 2019

Youth Group Facilitator

- Implemented a weekly youth activist group, "Youth in Power," to discuss social justice issues within the LGBTQ+ youth community
- Pioneered a city-wide campaign to advocate for the creation of mandated gender-neutral bathrooms in all OKC public schools through working closely with DOE LGBTQ liaison, letter writing, and gave a formal testimony at the Interagency Coordinating Council

SKILLS AND INTERESTS

Language: Fluent in English and Spanish

Computer: Proficient in Visual basics, Excel, PowerPoint, Canvas, and Social Media Platforms

Interests: Social Justice, International Relations, Sexual Health and Advocacy

Gary Grassroots

Gary.grassroots@tufts.edu (202) 456-6544

EDUCATION

Tufts University, Medford, MA
Bachelor of Arts

Expected May 2024

EXPERIENCE

Massachusetts Coalition for the Homeless, Lynn, MA
Community Organizing Intern and Legislative Advocate

May 2021 – Sept 2021

- Organized and implemented 8 homeless youth advocate meetings bringing together 10-15 stakeholders from across the state. Recruited guest speakers for each meeting
- Assembled 175 people to attend MCH's annual Legislative Action Day and meet with eighty state legislators
- Doubled the amount of state-wide endorsing organizations for the Massachusetts ID Access Bill and for the Bill of Rights for People Experiencing Homelessness
- Created unique programming on public narrative creation encouraging over 25 youth to share their stories with legislators to increase funding for unaccompanied homeless youth
- Organized a group of 25 Coalition members to come to the Massachusetts State House to testify at the FY'20 State Budget hearing on behalf of our priority campaigns

360 Campaign Consulting, Washington, D.C. (Remote)
Intern

Sept 2020 – June 2021

- Trained 75 voter registration canvassers from three organizations in felony disenfranchisement and voting rights restoration laws
- Successfully reached 475 individuals in need of rights restoration, and created and managed database

LEADERSHIP

Tufts University Wilderness Pre-Orientation, Medford, MA
Trip Leader

June 2021 – Present

- Co-led eight first-year students on a five-day backpacking and trail maintenance trip on the Long Trail in Vermont
- Facilitated positive group dynamics, ensured everyone's safety and well-being both physically and emotionally, and taught valuable hard skills necessary for backpacking
- Provide ongoing support and mentorship for first-years throughout the academic year and their college transition

Tufts Labor Coalition, Medford, MA
Co-President

Jan 2018 – Present

- Negotiated with administration and engineered a comprehensive agreement between the Labor Coalition and administration regarding job security for Tufts' janitorial staff
- Planned and facilitated executive board and general meetings

VOLUNTEER EXPERIENCE

Resource Generation, Seattle, WA
Community Organizer

Oct 2016 – May 2018

- Organized 10 member leaders to pledge a total of \$20,000 to social justice movements
- Facilitated and assembled curriculum for a young LGBTQ+ affinity group with 8 participants that meets monthly
- Coordinated onboarding of new member leaders in the Seattle chapter
- Attended 3 national conferences and facilitated a national webinar on transformative fundraising

NONPROFIT AND NGO

Since nonprofits are mission-driven rather than profit-driven, the way they define success reflects that. Collaboration, teamwork, flexibility, and adaptability are highly valued, and employees need to be willing to pitch in and help with any project at any level of responsibility when needed.

Include in your resume:

- Examples of successful collaboration, flexibility, team-oriented willingness, and initiative to get things done regardless of job description or hierarchy.
- Indicate good fit with an organization's culture by using appropriate terminology (e.g. organization, not company)
- Communicate enthusiastic familiarity with the specific cause and overall passion for making a difference.
- Avoid using jargon from other industries

How nonprofit jobs differ from for profit jobs

There are a few ways that jobs at nonprofits can differ from jobs at for profit organizations that you should be aware of as you embark on your job or internship search. Understanding these characteristics will allow you to highlight the qualities employers in this sector value, and position yourself as a candidate who would be a great fit for their organization.

Unpredictable Hours

Nonprofit hours don't always fit a business template. Special events may need to be staffed on weekends or even on holidays. Clients may require service at odd or after work hours, and fundraisers may need.

Smaller Budgets

Efficient use of every dollar is typical of nonprofit work. Office furniture and computer equipment might be hand-me-downs, and the office location might not be ideal. Flexibility and a frugal eye are necessary for most nonprofit groups - it all depends on the type of nonprofit you work for and its size. Institutional nonprofits like hospitals or universities tend to be better financed than small social justice organizations.

Decision Making Style

It's more common for nonprofits to depend more on consensus in reaching decisions. Nonprofits tend to be more democratic and process-driven than companies that deal with products and customers. There's a flatter organizational structure at nonprofits, and listening skills and persuasive methods are valued.

Multiple Audiences

At nonprofits there are usually multiple audiences with varying relationships to the organization. Dealing with multiple stakeholders requires flexibility and the ability to compromise, align goals, and find common ground.

How to Make Your Resume Stand Out

Make that resume count by playing up your volunteer work, your flexibility, and your down-to-earth personality.

1. Highlight your volunteer work

If you're interested in nonprofit work, it's likely that you've already volunteered or interned at a nonprofit - so be sure to showcase it! Highlighting your experience at nonprofits demonstrates that you know your way around the nonprofit scene, and understand the expectations about what is needed. It can also show that you are a generous person who is genuinely interested in helping others. Don't stop at your resume, include your nonprofit volunteer experience and internships on your LinkedIn profile, since it's a favorite place for nonprofit employers. If you've had experience with a national service like Peace Corps or AmeriCorps, highlight it. Those experiences put you at the top of the pile for nonprofit employers. If you'd like to work for an international organization, be sure to include any experience abroad that you have.

2. Emphasize your ability to wear multiple hats

Set up your resume to highlight your flexibility. Nonprofit jobs are known for requiring their employees to move easily between different tasks. The smaller the organization, the more hats you're likely to wear.

3. Get rid of corporate language and jargon

When applying to work at a nonprofit, you do not need to show off your technical vocabulary. Nonprofit managers want to be able to understand at a glance what you've done. When you work at a nonprofit, you'll deal with people from all different backgrounds, and being able to explain yourself in a way that even a neighbor or grandparent could understand, is valued. Avoid trying to impress hiring managers with fancy language or words that only a professor could love.

Felipe Example

405-121-5566 • felipe.example@tufts.edu

EDUCATION

Tufts University, Medford, MA

Expected May 2021

Bachelor of Arts in Environmental Studies and German

GPA 4.00, Dean's List, Phi Beta Kappa Academic Honors Society

EXPERIENCE

Green City Inc., Boston, MA

May – Aug 2021

Research and Evaluation Intern

- Collected observational data, surveys, and feedback at city Green on-site and off-site programs
- Supported efforts to grow our capacity to serve more families and individuals by evaluating consumer satisfaction and statistics at our farm stands and markets, analyzing data and generating dynamic reports of findings
- Conducting community outreach and promotion by calling local school districts and preschool programs and presenting about our organization's mission and services to community members
- Conducted background research and literature reviews, and provided up-to-date information about industry trends, policies, and reports

Groundwork Somerville, Somerville, MA

May – Aug 2020

Crew Leader for Summer Green Team (Remote)

- Designed and facilitated youth workshops on civic engagement, environmental justice, and professional development to empower teens to act on meaningful issues
- Worked with the Youth Employment Program Manager to plan a 7-week remote youth empowerment program
- Led teens in food justice initiatives like community surveying, farming culturally relevant food, and letter writing campaigns
- Worked as the primary leader for a crew of 4 teens to provide feedback, build trust, and manage interpersonal conflicts

Offsite Projects Leader for Summer Green Team

May – Aug 2019

- Organized and led workdays on organic urban farms for a team of 16 teens
- Chaperoned the team at large youth development summits and an overnight camping trip
- Supervised teens while safely biking in large groups through the city

ACTIVITIES & INVOLVEMENTS

Kids in Nutrition, Tufts University, Medford, MA

Sept 2019 – June 2020

Mentor

- Promoted healthy lifestyle choices in elementary school children in under-resourced after-school care programs
- Organized weekly lessons focusing on various aspects of nutrition

JumboVote, Tufts University, Medford, MA

Oct 2019 – Dec 2020

Events Chair

- Created and hosted 11 virtual election-related events in Fall 2020 for students in accordance with covid-19 regulations
- Collaborated with student organizations and other Boston-area schools to facilitate nonpartisan civic engagement

Tufts Daily, Tufts University, Medford, MA

Jan – May 2020

Opinion Columnist

- Wrote "Farming our Future," a weekly column on a variety of topics related to food and agriculture innovations

VOLUNTEER

Bavaria Organics, Ausburg Germany

May – Sept 2018

Farm Volunteer

- Cared for chickens and goats, harvested eggs, chicken manure, and goat manure, constructed and hand-weeded raised beds, and sowed and harvested crops to support the function of the farm

SKILLS AND INTERESTS

Languages: Advanced proficiency in German, intermediate Spanish

Computer: Microsoft Office, Adobe Illustrator, Zoom

Interests: Plant Science, Cooking, Social Justice, and Quidditch

Nicholas Nonprofit

Nicholas.nonprofit@gmail.com (222) 333-4444

EDUCATION

Tufts University, Medford MA

Anticipated Graduation 2022

Bachelor of Arts in English

GPA: 3.88

Relevant Courses: Social Emotional Learning, Feminist Literature and Gender Theory, Introduction to Civic Leadership,

EXPERIENCE

United Nations Foundation, Washington D.C.,

May 2021 – Aug 2021

Communications Intern, Better World Campaign

- Conceptualized and created social media graphics to promote Better World Campaign
- Curated content for the website by selected stories with partners to highlight
- Researched and developed a list of radio and television outlets across the mid-Atlantic region of the US for publicity contacts
- Updated email subscriber database regularly

U.S News and World Report, New York, NY

June 2020 – Aug 2020

Education Intern (Remote)

- Created and published content on a variety of educational topics to the website
- Researched and analyzed competitor content using SEMrush and similar SEO tools and softwares
- Created detailed content briefs based on competitors educational content
- Worked with Education team to report on analysis of educational content performance and trends on social media platforms and website

Asociación Yanapasun, Urubamba, Perú

Sep 2018 – Dec 2018

Tufts Civic Semester Participant / Full-time Intern

- Learned and practiced basic physical therapy skills under the mentorship of certified physical therapists
- Initiated an independent project that aimed at promoting self-care for disabled patients
- Designed skill-learning workshops with mental health counselors and empowered at least 5 patients to seek employment or start their own businesses
- Engaged in community organizing projects including a rally of approximately 50 people to promote disability rights awareness

CAMPUS INVOLVEMENTS

Tufts Daily, Tufts University, Medford, MA

Sept 2019 – Present

Staff Reporter

- Write 2 articles per week covering student government, campus civic engagement initiatives, and campus academic resources
- Recognized for article, "Where's the Beef?" about campus supplier's failure to maintain contracted food variety
- Provided photo editorials for special editions covering student activism

Jumbovote, Tufts University, Medford, MA

Sept 2020 – Dec 2020

Social Media Chair

- Elected as Social Media Chair of student voter advocacy organization after two years and lead social media marketing planning, strategy and execution
- Led, organized, and executed Presidential Candidate Forum for 100+ attendees

Tufts Literacy Corps, Medford, MA

October 2019 – Present

Reading/Writing/Math Tutor

- Evaluated students for weak areas and assisted in improving their knowledge and understanding of these topics
- Prepared weekly lesson plans to accommodate each individual student
- Developed unique and interesting games and activities to engage tutees
- Analyzed and maintained records of student progress to individualize tutoring, with a focus on social emotional learning