

**UNDERGRADUATE GUIDE TO
STUDENT AFFAIRS GRADUATE PREPARATION**

A. Undergraduate Opportunities in Student Affairs

Internships

Association of College and University Housing Officers – International (ACUHO-I)

The ACUHO-I Housing Internship Program is one of the most prestigious and competitive higher education internship opportunities available to undergraduate and graduate students. Today's students are seeking experiences that not only shape them as future housing professionals, but also influence their current education. The Housing Internship Program offers an unprecedented learning experience for both the interns and the host sites.

For interns, the Housing Internship Program offers a broader experience by accomplishing new tasks and being exposed to a different housing operation at a different institution. By learning about the administration of student housing, interns will be able to contribute new ideas to their home institution. Interns also have the chance to interact with future employers and mentors.

For more information go to www.acuho-i.org and click on Resources at the top. Then, on the left-hand side near the bottom, click on the ACUHO-I Housing Internship Program link.

Applications for Summer 2009 internships are due January 5.

National Orientation Directors Association (NODA)

The NODA Internship Program plays a valuable part not only in the life of the intern but for the host institution as well. Interns gain valuable insight into varied methods of planning and implementing programs. They have the opportunity to be involved in many different aspects of orientation, to expand their knowledge base and understanding of the diversity in programs, to develop an extensive support and mentor base and to experience a variety of related areas.

For more information go to www.nodaweb.org and click on Jobs & Internships. Applications for Summer 2009 internships are due January 11.

NASPA Undergraduate Fellows Program (NUFP)

The NASPA Undergraduate Fellows program is a semi-structured mentoring program for undergraduate students wishing to explore and better understand the field of student affairs and/or higher education. Students and mentors apply as a pair, and if selected are provided the foundation to establish a semi-structured mentoring relationship at their institution. Students, once selected, are known as Fellows, and are also given the opportunity to attend a national conference, participate in paid internships, and participate in the Summer Leadership Institute. The mission of the NASPA Undergraduate Fellows Program is to increase the number of persons of ethnic-minority, persons with disabilities, and/or persons who identify as LGBT in student affairs and higher education. There are four main components of the NUFP that must be completed: on-campus mentorship, regional and annual conference programming, a summer internship, and attend the Summer Leadership Institute. For more information go to <http://www.naspa.org/programs/nufp/>

ACPA's Next Generation Conference

The Next Generation Conference, or simply referred to as Next Gen, will be held Saturday and Sunday, March 19-20, 2010 prior to the start of the 2010 ACPA Convention in Boston, MA.

Next Gen is a unique opportunity for approximately 100 undergraduates from across the nation to learn about careers in student affairs. Participants will meet and learn from current graduate

students, graduate preparation program faculty, and seasoned student affairs professionals who work at a variety of colleges and universities across the country. This is a great way to explore the profession and gather the information you need to plan your future.

For more information go to <http://convention.myacpa.org/program/next-generation.cfm>

B. Advice and Tips from Student Affairs Professionals

The following questions were asked of several student affairs professionals on Ohio University's campus.

1. What are some rules for interview etiquette that you suggest everyone know and follow?
2. What are some things that you, as employers, look for in those that you are interviewing?
3. What are things that every candidate should do? What are things that he/she should avoid?
4. What, in your mind, makes a candidate "stick out from the crowd" in both positive and negative ways?
5. Is there any other advice that you want to offer?

Below are answers from varied professionals

Dr. Tom Korvas, Director of Career Services

- Make sure that you arrive early so you have plenty of time to prepare. Also remember your manners, as they are important.

- Be prepared to give examples that demonstrate the skills/experience that you have acquired.

Understand the behavioral based interview process.

- Candidates need to research the employers ahead of time. They also need to know themselves.

Know what you want and why, and be able to express that in the interview.

- Some positives in candidates: Good appearance, a warm initial greeting, a firm handshake, good communication skills, relevant experience, and success in prior endeavors. Some negatives in candidates: Not being prepared, a lack of professionalism, and weak communication skills.

- Attend a career services interview seminar and participate in a mock interview.

Barb Harrison, Assistant Director of Residential Housing

- Candidates should be as relaxed as possible. Practice being a good listener and avoiding distractions, especially if you're going to be interviewing in a large, conference style area.

Have some concrete examples of your accomplishments and contributions to your work.

Employers are going to want specifics, rather than generalities. Don't take credit for a project or task if you didn't have overall responsibility for it. In Student Affairs, working as a team player is just as important as being able to accomplish one's own work.

- I look for unique qualities and a genuine interest and passion for the work of Student Affairs.

Experiences are important, but being able to articulate how the experiences relate to theory are just as important. I look for someone who has kindness, is a team player and is committed to working with students. I also look for candidates who can offer a particular area of interest that could be beneficial to our program and of service to our students.

Candidates should have some idea of what specific areas of expertise they are interested in, even if they haven't had LOTS of experience in that area.

- They should be relaxed and wear comfortable but professional clothing. They should have examples to share, possibly in a portfolio format, but this should be brief and only your most treasured items. They should be succinct and to the point. Don't over elaborate, as each question should be given about 3-4 minutes to answer. Be aware of the interviewer's time and allow time for you to ask questions.
- Do not apply for a job that you're not interested in. A lot of times, candidates who are not interested in Residence Life apply and interview as there are a lot of res life jobs available, BUT this is a disservice to you and the employer. Candidates who do well are those that have really read the job description, have some questions for us about our program and school, and have done as much on their own research as possible. In residence life, candidates have to be able to relate to students. They have to demonstrate the ability to supervise and be respected by students. If these qualities don't appear in the interview, they may not be continued in the process.
- Get involved outside your campus if you can. Any professional organizations that interest you will have graduate opportunities. This will enhance your resume and your professional skills.

Dr. Jim Sand, Director of Judiciaries

- Dress appropriately! Know something about the position and institution you are applying to beforehand.
- Enthusiasm and professionalism! Be able to articulate why you are interested in the position.
- Make sure you are asking questions to find out if the position and institution are a good fit for you. Do not try to make experiences sound like they were "bigger" than what they really were. Find a balance between being genuine and professional.
- Being able to explain what got you interested in student affairs and relating that interest to your personal experiences.

Sandi Hall, Assistant Director of Allen Student Help Center

- Practice interviewing. As nerve-racking as it might be, ask a supervisor, mentor, etc. to help you prepare by mock interviewing. Be prepared. Read about the institution, department, position, etc. Be enthusiastic, but authentic; don't fake it! Bring questions to ask your interviewers; this process is just as much about you finding the right fit as it is about them (the employers) finding the right fit. Make eye contact with all interviewers and shake hands with them. Write thank you notes after interviews.
- I look for enthusiasm, energy and fresh ideas. They should be well-spoken and have the ability to see the big picture and the details. They should have diverse experiences, with diverse populations. They should be prepared and organized for the interview and show that they have done their homework (read our materials, prepared questions, etc.).
- You should dress professionally and remember that every interaction you have with employers, even outside of the actual interview is part of their evaluation of you. Be comfortable and be yourself! Be confident! Know that you have amazing experiences and you are prepared for whatever position you are interviewing for! (If you don't believe in yourself, they probably won't either.) Get experiences working with underrepresented populations. Get as many different experiences as you can as an undergraduate student, even things you do not necessarily think you are interested in.
- See above answers.

- Don't limit your graduate school search to just OU! While OU is fantastic, go on an adventure to another school, another part of the country, etc. Go learn amazing things, work with terrific professionals, have wonderful experiences! You won't regret it. OU and Athens will always be here, so you can always come back if you miss it.

Dr. Patti McSteen, Associate Dean of Students

- Have good manners. I think the one thing that impresses me most about a person is someone who has good manners. Remember the basic things that you were taught by your family, teachers, mentors, etc. Also have good eye contact and be inclusive and attentive of all people you are interviewing with. Too many times I've been in interviews with someone who perceives that one person in the group holds more power or authority than others. It is painfully obvious when the interviewee is dismissive of others in the room by not looking at them or addressing them in their responses. Also, know the position that you are interviewing for, as well as a bit about the organization, institution, office, etc. Do your homework!
- In addition to the above answer, a person who has superior human relation skills is very important. I believe that I can train anyone to the tasks of the job, but the human relation skills are something the employee must bring to the position him/herself.
- You should be inclusive and aware of everyone in the room. Smile, be a good listener, remember your manners and make a personal connection with everyone possible. Call people by their name/title. If you are unsure about this, ask for clarification (i.e. Do you prefer to be called "Dr. X," "Ms. X," etc.) Also, if you address one person by their title, do not call others by a less formal title (i.e. Don't call me Dr. McSteen and then address Lindsay by her first name). Treat everyone with an equal level of respect and professionalism. Make sure you do your homework! Avoid directing all of your attention to who you think is the "boss" in the room, versus peers, colleagues, students, etc. Don't do all the talking and/or monopolize the conversation. Do not be too informal or personal.
- Some positive qualities are a person who makes a connection and is adequately prepared. A negative quality is a person who assumes they are here to learn about the job. Do some leg work beforehand and do not waste the time of the interviewer if you are not truly interested in the position.

C. Graduate Programs by State

Alabama

Auburn University
Auburn University- Montgomery
University of Alabama

Arkansas State University
Arkansas Tech University
University of Central Arkansas
University of Arkansas - Fayetteville
University of Arkansas -- Little Rock

Arizona

Arizona State University
Northern Arizona University
University of Arizona

California

Azusa Pacific University
California State University, Long Beach
Claremont College
San Diego State University

Arkansas

San Francisco State University
Stanford University
University of California, Los Angeles
University of Southern California

Colorado

Colorado State University
University of Denver
University of Northern Colorado

Connecticut

Central Connecticut State University
University of Connecticut

Delaware

University of Delaware

District of Columbia

George Washington University
Trinity College

Florida

Barry University
Florida A&M University
Florida International University
Florida State University
University of Florida
University of Central Florida
University of Miami
University of West Florida
University of South Florida

Georgia

Georgia Southern University
Georgia State University
Valdosta State University
University of Georgia

Hawaii

University of Hawaii- Manoa

Idaho

Idaho State University

Illinois

DaPaul University
Eastern Illinois University
Illinois State University
Loyola University Chicago
Northwestern University
Southern Illinois University- Carbondale
University of Illinois- Champaign
Western Illinois University

Indiana

Ball State University
Indiana State University
Indiana University- Bloomington
Indiana University- Purdue
Purdue University
Taylor University

Iowa

Iowa State University
University of Iowa
University of Northern Iowa

Kansas

Emporia State University
Kansas State University
University of Kansas

Kentucky

Eastern Kentucky University
Morehead State University
Spalding University
University of Kentucky
University of Louisville
Western Kentucky University

Louisiana

Louisiana State University
Northwestern State University
University of New Orleans
Xavier University

Maine

University of Maine
University of Southern Maine

Maryland

University of Maryland- College Park

Massachusetts

Boston College
Boston University
Bridgewater State College
Harvard University
Northeastern University
Salem State College
Springfield College
Suffolk University
University of Massachusetts – Amherst

Michigan

Andrews University
Eastern Michigan University
Grand Valley State University
Michigan State University
University of Michigan
Western Michigan University
Wayne State University

Minnesota

Minnesota State University - Mankato
Minnesota State University- Moorhead
Moorhead State University
University of Minnesota
University of St. Thomas

Mississippi

Mississippi State University
University of Mississippi
University of Southern Mississippi

Missouri

Central Missouri State University
University of Central Missouri
Southeast Missouri State University
St. Louis University
University of Missouri-Columbia
University of Missouri- Kansas City

Nebraska

Creighton University
University of Nebraska at Lincoln
University of Nebraska- Kearney
University of Nebraska- Omaha

Nevada

University of Nevada, Las Vegas
University of Nevada- Reno

New Jersey

Rowan College
Seton Hall University

New York

Alfred University
Baruch College
Binghamton University
Canisius College
College of St. Rose
New York University
State University of New York- Buffalo
State University of New York- Oswego
State University of New York- College at Buffalo
State University of New York- Brockport
State University of New York- Stony Brook
Syracuse University

Teacher's College- Columbia University
University of Rochester
University at Albany

North Carolina

Appalachian State University
North Carolina State University
University of North Carolina- Greensboro
Western Carolina University

Ohio

Bowling Green State University
Cleveland State University
Kent State University
Miami University
Ohio State University
Ohio University
University of Akron
University of Dayton
University of Toledo
Wright State University
Youngstown State University

Oklahoma

Oklahoma State University
University of Oklahoma

Oregon

Oregon State University
Portland State University
University of Oregon

Pennsylvania

Bucknell University
Edinboro University of Pennsylvania
Geneva College
Indiana University of Pennsylvania
Kutztown University
Pennsylvania State University
Shippensburg University
Slippery Rock University

Temple University
University of Pennsylvania
University of Pittsburgh
Widener University

Rhode Island

University of Rhode Island

South Carolina

Clemson University
University of South Carolina

South Dakota

South Dakota State University
University of South Dakota

Tennessee

University of Memphis
University of Tennessee- Knoxville
Vanderbilt University

Texas

Abilene Christian University
Baylor University
Dallas Baptist University
Texas A & M University
Texas State University - San Marcos
Texas Tech University
University of Houston
University of North Texas
University of Texas- Austin

Utah

Brigham Young University
University of Utah

Vermont

University of Vermont

Virginia

College of William and Mary
George Mason University
Hampton University
James Madison University
Old Dominion University
Radford University
University of Virginia
Virginia Polytechnic Institute & State University

Washington

Seattle University
Western Washington State University

University of Washington

West Virginia

Marshall University
West Virginia University

Wisconsin

Marquette University
University of Wisconsin- Madison
University of Wisconsin-La Crosse

Wyoming

University of Wyoming

****Additional Resources****

- http://www.myacpa.org/car/car_gradprog.cfm
- <http://www.naspa.org/career/gradprograms/default.cfm>
- www.studentaffairs.com
- www.gradschools.com

D. Master's Degree Information

Questions to ask yourself:

- What are my educational and career goals?
- Do I want a program that focuses on theory or practice?
- Do I want a program that focuses on preparing practitioners, researchers or both (scholarly practitioners)?
- Do you want to work in a particular functional area (i.e., Greek life, Residence Life, Assessment, Orientation)?
- Does the institution have student affairs departments in those areas?
- What curriculum area do I want my program to emphasize? College Student Personnel, Higher Education, Counseling, Leadership, or something else?
- What kind of degree do I want to earn? MA, MS, MEd., PhD, or EdD?

Types of Degrees

- M.A. (Master's of Arts)
- M.S. (Master's of Science)
- M.ED. (Master's of Education) Degree

Types of Programs

- Counseling- may actually be part of counseling program at an institution.
- Higher Education courses in administration, law, finance and organizational behavior in addition to student development theory and human relations.
- Student Development/College Student Personnel- courses that focus on student development and student success more extensively.
- Combination-emphasizes more than one of these types

You can determine a program's orientation by researching the program. The philosophical statement and program description, as well as the listing of courses offered, generally provide a strong clue to the program's focus or orientation.

Questions to ask graduate programs– *important note, a lot of this information will be provided on the program's webpage.*

- Do I need to take the GRE or MAT in order to apply?
- What GPA do I need for admission?
- How long will it take to complete my degree?
- What are the program requirements for graduation?
- How many credits do I need to graduate?
- Do I have to write a thesis?
- Do I have to pass comprehensive exams?
- Am I required to complete an internship?
- What are the values of the program?
- What courses does the program offer?
- What are typical course assignments like?
- How many full-time faculty members are there?
- How many part-time faculty/adjunct faculty members are there?
- How diverse is the faculty?
- What are the faculty member's research interests?
- Do the faculty teach core courses? If you are expecting to take a course from a specific faculty member, be sure to ask if and when they teach.
- Does the program offer practical work experiences, such as on-campus assistantships or assistantships at nearby campuses?
- Does the program offer scholarships or fellowships?
- How many students are in the program?
- How diverse are the students in the program?
- How many students are in each cohort?
- Are current students in the program attending full- or part-time?

- Are there opportunities for students to participate in research projects?
- How many students graduate each year?
- What kind of jobs do graduates of the program have?
- What do current students say about the program?
- What do alumni say about the program?

E. Steps to Exploring a Career in Student Affairs

- Talk to student affairs professionals at your school, a nearby college or your alma mater. Talk to the senior student affairs officer, usually known as the Dean of Students or the Vice President for Student Affairs. Or talk with other student affairs professional on campus – perhaps the director of orientation, the coordinator of student activities, or staff in residence life. You may want to start with a brief informational interview to learn more about what they do or set up a day of job shadowing. If you're not sure how to get started with this idea, the career services office on campus will be able to help. Also, if you are still a student or working on a campus, go a step farther and establish a mentoring relationship with one of the professionals that you talk to.
- If you are a student, you have a great opportunity to explore your potential workplace. Take advantage of every chance you can to learn how your college works and develop your skills. If you are a student, run for an office in student government or in a student organization; serve on a judicial board; be a tour guide, orientation leader, resident assistant, or peer educator; or join a student organization. If you are not sure where to start, ask a member of the student activities staff.

F. Graduate School Checklist

Utilize this checklist to keep track of due dates, names, application materials, etc. It will come in handy when applying for multiple positions/at multiple institutions!

Name of Institution: _____
 Website Address: _____
 Application Deadline: _____
 Scholarship/Tuition Waiver Deadline: _____
 Fellowship/Graduate Assistantship Deadline: _____

Information required of application to Graduate Program

____ Number of letter of recommendations
 ____ required recommendation form
 ____ Person writing letter _____
 Date contacted ____/____
 ____ Person writing letter _____
 Date contacted ____/____
 ____ Person writing letter _____
 Date contacted ____/____
 ____ Statement of Intent/Letter of Interest
 ____ Transcripts
 ____ GRE (www.ets.org)

_____ Other tests _____
_____ Application to Program
_____ Application Fee \$ _____
_____ Other application
_____ Resume
_____ Curriculum Vitae
_____ Cover Letter
_____ Scholarship application
Date contacted _____/_____/_____

G. Cover Letter Resources

Your Address

Date

Employer Name

Title

Business Address

Dear Ms./Mr. Doe:

Paragraph 1:

- Reveal your purpose and interest.
- Identify the position and your source of information (responding to an advertisement in a particular publication, through market research, referred to you by a particular person, etc.).

Paragraph 2

- Outline your strongest qualifications.
- Address your qualifications as they relate to the requirements to the position, if known.
- Convince the employer that you have the personal qualities and motivation to perform well in the position; sell yourself.

Paragraph 3

- Request a meeting to discuss the position.
- Express your appreciation for the reader's time and consideration

Closing Salutation,

(Signature)

Typed Name

Enclosure

Points to Note

- Design your letters to be work-centered and employer-centered, not self-centered. Your letters are marketing tools that should address the needs of employers and evoke a desire to learn more about you.
- When possible, address your letters to a specific individual with his or her correct title and business address.
- Keep the letter to one page. Eliminate extraneous words and avoid rehashing material from your resume.

- Produce error-free, clean copies.
- Tailor your letters to each situation; generic, mass-produced letters are unprofessional.
- Be honest. Always be able to back up your claims with evidence and specific examples from your experience.

H. Resume Resources

Useful Tips for Creating your Resume

1. The ultimate goal in a resume is to highlight the major information and accomplishments of your work experience, volunteer experience, education and skills.
2. The content of your resume needs to be specific (i.e. in your work experience) and emphasize areas that you went above and beyond.
3. Use active verbs or *buzz words* when highlighting your experiences
4. Use numbers or specific descriptions to help create a vivid image of the work you have done. I.e. the number of residents and programs you did as a Resident Assistant or the exact amount of money you oversaw as Treasurer of a certain organization. This is a great area to use active verbs or *buzz words*.
5. While most resumes provide a generic list of duties that an applicant has been responsible for, it is also important to include benefits of the position. This will really grab the attention of the reader.
6. While it's important to elaborate on the skills and duties of a position do not go overboard; use the cover letter to pick out a few specifics to explain in more detail.
7. It is extremely important to *prioritize* the content of your resume. Put the most important, impressive and relevant information first.
8. Your resume should always be a document that you can tweak and add specific items or areas depending of the position or area that you are applying for.
9. Always have at least two to three people look at your resume. Utilize Career Services, peers, mentors and professors to look over and provide suggestions.

Helpful Hints specifically to Student Affairs Resumes

1. Student Affairs resumes *can* be a two page document.
2. Include awards and recognitions.
3. Include participation in and presentations at conferences.
4. Other sections that are appropriate to include are professional goals, related courses, internships/practicum's, community activities, clubs/organizations and trainings.

Marketing your Residence Life Position

When using any of the following resume points as a guide to writing your own resume, consider which aspects of your residence life experience will be most beneficial to highlight for the position in which you are applying. Also, keep in mind that not all of these suggestions will apply to your position or to the area in which you worked.

Administration:

- Represented, supported, and communicated the University vision and philosophy as a front-line employee

- Suggested positive changes to University policies and procedures, utilizing feedback from other students in modeling courses of action
- Encouraged current administration to break paradigms and create new initiative by actively participating in workshops and training sessions
- Investigate multiple answers to complex situations in order to educate others and myself on a wide range of solutions to problems
- Assisted residents with floor and roommate contracts in order to assist students with setting goals and limits to acceptable living and learning environments
- Assessed the climate of other residents in the hall and served as a liaison between students and administrators
- Held regular office hours to assist student with problems or concerns that may arise
- Participated in training sessions on the importance of working with a bigger picture in mind
- Created, edited, and distributed the building newsletter for residents and staff

Conflict Mediation, Crisis Management, and Problem Solving:

- Assisted students in settling their own roommate problems by serving as a mediator, listening to all sides of the argument, and providing feedback on inappropriate behaviors
- Counseled student who were showing signs of falling below academic or community behavior expectations
- Facilitated goal-setting meetings with residents to set standards and address problems before they arise in the community
- Confronted and educated residents about standards of behavior and university policies
- Discussed the consequences of people's actions in order to maintain appropriate expectations for community living
- Served as a resources for the judicial process so that student understand the administrative procedure when their behavior has been documented
- Served as first-response personnel to building crises while on duty
- Demonstrated ability to manage multiple student crises at the same time
- Attended training sessions on conflict mediation, crisis counseling, and listening

Public Speaking and Discussion Leadership

- Promoted a positive, responsible community through planning and implementing academic, interpersonal, multicultural, and educational programs
- Designed and presented staff development workshops to peers and supervisors

- Facilitated monthly community meetings with floor residents, encouraging input and discussion from residents to address goals and needs of the community
- Co-lead residence hall full-staff meetings with other members of the staff
- Provided feedback for improvements to workshops presented by coworkers and supervisors
- Designed publicity and marketing campaigns for programs and meetings
- Attended training sessions on facilitating meetings and planning programs for a wide range of audiences

Diversity Advocacy:

- Lived on a floor of # of different students who represented various cultural backgrounds
- Served as primary community developer for this group
- Celebrated student differences by offering culturally diverse programs and encouraging discussions about differences with students and staff
- Encouraged students from different backgrounds to find commonalities and build a united community through programs and interaction
- Confronted negative stereotypes from students in discussions and formal programs
- Attended various diversity training sessions

Other Experiences:

- Participated in the interviewing and evaluation of candidates for staff employment
- Revised the staff evaluation process for professional, graduate, and undergraduate staff
- Served as the departmental liaison to the _____ committee
- Helped develop a two-week staff-training workshop for new and returning staff members
- Served as a mentor to new staff members to supplement training that they received
- Held summer employment as a community developer for summer programs
- Designed web pages for the residence hall community

If you are applying for anything related to Residence Life, include types of environment (traditional hall, apartments, learning community, themed community, etc) and the number of residents living in that area. If not applying for Residence Life positions, this information may still be useful to include. Remember to include the experiences that match what the employer is looking for (job description, duties, etc)

Resume Action Verbs

Achieved	Completed	Effected	Advised
Attained	Dealt	Assisted	Carried out

Consulted
Notified
Observed
Performed
Responsible for
Supported
Changed/altered
Cut
Eliminated
Expanded
Increased
Negotiated
Reduced
Changed/Influenced
Encouraged
Innovated
Motivated
Promoted
Persuaded
Stimulated
Supported
Changed/Reorganized
Adapted
Adjusted
Improved
Modeled
Proposed
Reconciled
Revamped
Revised
Communications
Acted as liaison
Advised
Advocated
Arbitrated
Authored
Contacted
Commented
Consulted
Correspond
Counseled
Demonstrated
Displayed
Edited

Interviewed
Investigated
Mediated
Moderated
Negotiated
Notified
Present
Promoted
Publicized
Published
Recommended
Referred
Taught
Trained
Translated
Wrote
Created/Started
Conceived
Designed
Developed
Established
Expanded
Founded
Generated
Implemented
Initiated
Introduced
Invented
Opened
Organized
Originated
Produced
Set up
Demonstrated
Exhibited
Illustrated
Performed
Presented
Proved
Showed
Development/Planning
Broadened
Created
Designed
Developed

Devised
Discovered
Drafted
Estimated
Improved
Modified
Produced
proposed
Did
Conducted
Produced
Participated
Provided
Efficiency
Accelerated
Expedited
Applied
Maintained
Mastered
Reinforced
Evaluated/Analysis
Assessed
Analyzed
Conceived
Conceptualized
Compared
Compiled
Defined
Estimated
Forecasted
Inspected
Interpreted
Identified (needs)
Observed
Pinpointed
Recommended
Researched
Reviewed
Projected
Solved
Strategy
Surveyed
Updated
Financial Management

Audited
Allocated
Balanced
Catalogued
Chartered
Classified
Collected
Condensed
Documented
Expedited
Invested
Inventoried
Listed
Logged
Maximized
Minimized
Monitored
Processed
Procured
Purchased
Supervised
Administered
Controlled
Coordinated
Delegated
Demonstrated
Directed
Guided
Instructed
Led
Managed
Monitored
Ordered
Oversaw
Programmed
Scheduled
Trained

RESUME SAMPLES

Kayla A. Lennon

400 The Fenway
Boston, MA 02115
401-486-8122
lennonka@emmanuel.edu

Education

Emmanuel College, Boston, MA
Bachelor of Arts in Liberal Studies
Concentration in Education, expected May 2009

Related Skills & Experience

Emmanuel College Office of Residence Life and Housing, Boston, MA

Head Resident Assistant, August 2008-present

- Create and implement Resident Assistant training sessions and team building activities
- Counsel Resident Assistant staff of 11
- Chair Service and Civility campus programming committee
- Enforce college policies and protocols ensuring a safe, orderly, and enjoyable living environment
- Track programmatic efforts of resident assistants in a database
- Build a respectful community within the Residence Halls
- Respond to after hours crisis situations in an on-call rotation

Emmanuel College, Boston MA August 2008-present

Campus Activities and Student Events (C.A.S.E) Public Relations Chair

- Assist in planning and implementing campus-wide programming
- Uphold the mission and values of the organization
- Compile feedback from students for future events and programs
- Responsible for recruitment and retention of organization members
- Design all advertising and public relations for programs and events

Emmanuel College, Boston MA

EC Connections Mentor, August 2006-present

- Serve as a peer counselor for two first year students
- Plan events and meetings with students
- Enable the college transition of two first year students

Emmanuel College

Office of Student Activities and Multicultural Programs, Boston MA

Orientation Leader, June 2008

- Facilitated small group activities and sessions for new students and families
- Collaborated with 25 Orientation Leaders to construct an effective Orientation program
- Mentored and educated new students on campus life
- Promoted effective first year student transition into college life

Emmanuel College Office of Residence Life and Housing, Boston, MA

Resident Assistant, August 2006-May 2008

- Referred residents to campus resources
- Mediated conflicts between residents
- Visualized and implemented floor and building wide programs
- Interviewed potential candidates during professional and para-professional recruitment
- Managed a hall of diverse students while building a supportive community

JENNIFER L. HAVILAND

Permanent: 1921 Sherwood Dr.
Defiance, Ohio 43512
(419) 782-3219
jenn.haviland@gmail.com

Current: 37 East Stimson Avenue
Athens, OH 45701
(419) 615-7943
jh157405@ohio.edu

OBJECTIVE

To obtain a graduate assistantship in student affairs utilizing strong leadership, interpersonal and communication skills

EDUCATION

Bachelor of Business Administration

OHIO UNIVERSITY

Expected Graduation June 2009; Athens, Ohio

Majors: Marketing/Human Resource Management

Cumulative GPA: 3.9/4.0

RELEVANT EXPERIENCE

Peer Advisor, College Adjustment Program

September 2007 to present; Athens, Ohio

Serve as a peer mentor and role model to students in the College Adjustment Program

Advise individual students by addressing both personal and academic concerns

Tutor students in business-related courses, such as math, economics and management

Encourage underclassmen to get involved in academics and campus life

Demonstrate personal capability of balancing work and academics

Public Relations Intern, SBC Advertising

November 2007 to December 2007; Westerville, Ohio

Gained skills in basic public relations practices

Conducted research and wrote external press releases and memos

Contributed to winning over a new account, Honey Baked Ham, for the department

LEADERSHIP

PRESIDENT, Christian Business Leaders

September 2005 to present; Athens, Ohio

- Coordinated and led a college-wide event with a faculty panel in January 2008
- Manage the Executive Board by utilizing skills in organization, delegation and decision-making
- Provide an opportunity for personal development through applicable teaching and discussion
- Develop new campus-wide events to provide training in leadership and business ethics
- Expand the group to become a international organization by reaching out to other universities

Campus Crusade for Christ

September 2005 to present; Athens, Ohio

- Collaborate with staff and students to lead the largest student organization on campus
- Guide three younger women through weekly discipleship meetings
- Develop skills in leadership, interpersonal communication and guidance

The Leadershape Institute

August 27, 2006 to September 1, 2006; Salt Fork, Ohio

- Enhanced my personal understanding of leadership, vision and integrity
- Designed a powerful vision for the international expansion of Christian Business Leaders
- Developed the ability to recognize the potential contribution of all members on a team

COMMUNITY SERVICE

Timothy House Homeless Shelter Weekend Volunteer

February 2007 to present; Athens, Ohio

- Serve as the house manager one Saturday morning each month
- Responsible for answering the phone and door and tending to residents' diverse needs
- Conduct telephone interviews for potential new house residents
- Develop relationships with residents by listening to them and engaging in discussions

Marketing Research for Good Works, Inc.

July 2007 to November 2007; Athens, Ohio

- Conducted financial research for a potential new business venture
- Surveyed thrift stores in the surrounding region on the processes involved in starting-up a store
- Managed a team effort to research local citizens' interest in shopping at a Good Works thrift store

ACADEMIC EXPERIENCE

College of Business Global Competitiveness Program

June 15, 2007 to June 29, 2007; Aalborg, Denmark

- Developed a marketing plan for AnyBody Technology of Aalborg, Denmark
- Delegated tasks among teammates for the written report and PowerPoint presentation
- Demonstrated abilities in working with an integrated team of international students

College of Business Cluster

September 2006 to November 2006; Athens, Ohio

- Developed marketing plans for The Order of the Eastern Star and *The Athens Messenger*
- Cooperated in four diverse teams to complete multiple written reports and PowerPoint presentations
- Gained skills in time management, teamwork, problem solving, analytical thinking and leadership

HONORS

Business Fellows

September 2006 to present; Athens, Ohio

- Selected for this highly esteemed program within the College of Business
- Develop personal and professional skills through the guidance of mentors

Dean's List

September 2005 to present; Athens, Ohio

- Achieved Dean's list honors every quarter by excelling in academics

Copeland Scholar

September 2005 to present; Athens, Ohio

- Selected for this high honor as an incoming College of Business freshman
- Gained exposure to current business practices, professionalism and ethical issues

3400 North Wesleyan Boulevard
Rocky Mount, North Carolina 27804

sarah.everette@gmail.com

Education

BA in Sociology/Anthropology and Women's Studies, Concentration in Criminal Justice

Guilford College, Greensboro, North Carolina, May 2006

3.24 cumulative GPA on a 4 point scale

Skills and Activities

- Skilled with Mac OSX, Microsoft Word, PowerPoint, Publisher, and Excel
- Red Cross certification in CPR and First Aid
- Member, American College Personnel Association (ACPA), 2007-Present
- Member, North Carolina College Personnel Association (NCCPA), 2007-Present
- Johnson Intern Program in conjunction with AmeriCorps, Chapel Hill, North Carolina, 2006-2007
- Volunteer, The Women's Center of Chapel Hill, 2006-2007
- Servant Leadership, The Chapel of the Cross, 2006-2007
- Disc Jockey, Guilford College Radio WQFS 90.9 FM, 2005-2006
- Co-Organizer of *The Clothesline Project*, Guilford College, 2005 and 2006
- CHAOS Leader, Guilford College First Year/Transfer Student Orientation, 2004
- President, Guilford PRIDE, 2003-2004
- Outreach Coordinator, Queer and Allied Resource Center, 2002-2003

Professional Experience

Coordinator of Housing

North Carolina Wesleyan College, Rocky Mount, North Carolina, June 2008-Present

- Took over housing duties from outgoing Director of Residence Life and trained the incoming director on housing procedures at NCWC.
- House all residential students using the Jenzebar system.
- Plan and present the RA training programs and in-services in conjunction with other professional staff.
- Edited and updated the Resident Assistant (RA) Manual.

Resident Director of Edgcombe Hall

North Carolina Wesleyan College, Rocky Mount, North Carolina, July 2007-Present

- Supervise three RA's in a female residence hall housing up to 118 students.
- Adjudicate conduct cases and work to bring restoration to students through educational sanctions.
- Provide live-in and on call services, crisis management and conflict resolution mediation.
- Participate in the professional staff duty rotation for the entire on campus residential population; act as the first response to crisis situations.
- Complete administrative duties including supervising RA duty log completion and program implementation, updating publications, overseeing duty scheduling, communicating with various staff and faculty members regarding student progress.
- Interview and hire RA staff.
- Member of the first year orientation planning committee.
- Club advisor for Wesleyan C.H.O.I.C.E.S., a BACCHUS affiliate.

Wellness Program Intern/Rehabilitation Therapy Specialist III (AmeriCorps Position)

Club Nova Community Inc., Carrboro, North Carolina, September 2006-June 2007

- Case Manager for fourteen Clubhouse members.
- Facilitated social and vocational rehabilitation with Clubhouse members.
- Educated Clubhouse members on routine medical, vision and dental care.

- Developed an action plan for all members to obtain basic health care and regular health screenings relevant to age.
- Planned and executed health education workshops for Clubhouse members and staff.
- Raised awareness about health issues that affect people living with severe mental illness.

Residence Hall Leader

Duke University Talent Identification Program (TIP), Durham, North Carolina, May 2006-July 2006

- Co-director of Kilgo Hall which housed 200+ students.
- Directly supervised a staff of ten Residence Counselors and assisted with training of sixteen Residence Counselors.
- Organized recreational and educational activities daily for students at Duke TIP West Campus.

Transitional Development Programs Intern

Women's Resource Center, Greensboro, North Carolina, January 2006-April 2006

- Collected and compiled data from client intake forms for program evaluation, entered it into the computer via Microsoft Access, and aided in the creation of quarterly progress reports.
- Assisted clients both in person and over the telephone with services varying from resource counseling to a free attorney hotline.
- Aided in updating the Center's resource manual.
- Performed public speaking tasks by representing the Women's Resource Center at local career and wellness fairs.

Peer Sex Educator

Department of Campus Life, Guilford College, Greensboro, North Carolina, May 2004-May 2006

- Co-created a peer sex education course for college students which focused on dating violence prevention, communication, body image, self esteem and safe sex.
- Established a mandatory first year training program on the basics of safe sex, effective intimate communication, and dating violence prevention.
- Performed extensive research on current and effective safe sex and contraceptive methods, physical/verbal/emotional abuse, and acquaintance rape.
- Planned and organized monthly campus wide sex education workshops, weekly residence hall programs, and small group workshops that were presented to students, faculty and staff members.

Resident Advisor

Department of Campus Life, Guilford College, Greensboro, North Carolina, January 2004-May 2006

- Facilitated the development of community, supported up to fifty residential students each term.
- Provided first response on-call crisis management.
- Facilitated and attended regular floor and staff meetings and organized educational programming for residents in the areas of personal, academic, and community development; as well as alcohol, drug and multicultural awareness.

Office Assistant

Department of Campus Life, Guilford College, Greensboro, North Carolina, May 2005 - October 2005

- Housed 1,500+ residential students and reorganized the student housing filing system.
- Performed data entry tasks using the Banner system, and created spread sheets and mass mailings using Microsoft Office 2000.
- Performed office tasks of photocopying, answered telephones, assisted the nine members of the department staff and maintained confidential judicial records.

Circulation Desk Clerk

Hege Library, Guilford College, Greensboro, North Carolina, January 2003 – May 2006

- Organized and distributed library materials, reserved readings, and information technology equipment to library patrons.
- Aided patrons in navigating reference materials.

Rachel M. Cordy

Box 219 ▪ Ashland University ▪ Ashland, OH 44805 ▪ 440-315-2748 ▪ rcordy@ashland.edu

Objective

To obtain a Graduate Assistantship in the area of Student Affairs.

Education

Bachelor of Science in Education

May 2009

License: Integrated Mathematics (7-12)

GPA: 3.478/4.0

Ashland University, Ashland, OH

Career Related Experiences

Office Assistant

Fall 2007 – Fall 2008

Ashland University President and Provost Office – Ashland, OH

- Copied and filed materials for various meetings and committees
- Compiled assorted mailings, made phone calls and deliveries
- Prepared Honors Convocation program and other documents as needed

Judicial Board Student Member

Fall 2005 – Present

Ashland University – Ashland, OH

- Advocated for students during judicial process
- Participated in judicial hearings and appeals
- Ensured University policies were followed appropriately

Ashland University America Reads Tutor

Edison Elementary School – Ashland, OH

Fall 2007 – Fall 2008

Osborn Elementary School – Ashland, OH

Fall 2006 – Spring 2007

- Tutored small groups of 3rd and 4th grade students twice a week
- Assisted students preparing for Ohio Achievement Test
- Built reading, writing, comprehension, and spelling skills

St. Jude Up 'til Dawn Executive Board Member

Ashland University – Ashland, OH

Fundraising Chair

Fall 2008 - Present

Co-Advocacy Chair

Fall 2007 – Spring 2008

- Promoted a variety of activities to spread awareness
- Aided in recruitment of teams and operation of events

Camp Counselor – Horse Ranch Vacation

Summer 2008

Mohican Wilderness – Glenmont, OH

- Provided basic care and scheduled events for 12-14 campers ages 8-16

Student Presenter - Spring Meeting of the Mathematical Association of America, Ohio Section

Marietta College – Marietta, OH

Spring 2008

- Gave presentation entitled “Sudoku: Math or no math” for audience of undergraduate/graduate students and professors

Orientation Team Member

Spring 2006 – Fall 2007

Ashland University – Ashland, OH

- Interacted with new students and parents during Drive-Ins and Orientation Weekend
- Mentored freshmen during first semester of class
- Co-facilitated an Introduction to University Life class with University faculty member

Leadership Experiences

President – Rho Lambda

Spring 2008 - present

Ashland University, Ashland, OH

Vice President of Chapter Operations- Alpha Phi

Spring 2008 - Fall 2008

Epsilon Alpha Chapter – Ashland University, Ashland, OH

- Supervised Chapter Operations Department
- Generated a chapter budget with the Director of Finance
- Worked with alumnae members of House Corporation Board to renovate kitchen
- Served as a member of the Judicial Board Committee and Executive Council

Director of Administration- Alpha Phi

Spring 2007 - Fall 2007

Epsilon Alpha Chapter - Ashland University, Ashland, OH

- Presided over elections process
- Revised chapter bylaws
- Served as a member of Executive Council

Samantha Ruth Proffitt

Post Office Box 122
Claremont, VA 23899-0122

804-720-0837 / 757-866-8343
samanthawm.08@gmail.com

EDUCATION

The College of William and Mary, Williamsburg, VA
Bachelor of Arts, Psychology, Dance, *December 2008*

Richard Bland College, Petersburg, VA
Associate of Arts, Psychology, *May 2006*

RELEVANT EXPERIENCE

Research Assistant, Psychology Department, William and Mary, *Fall 2008*

- assist the Professor and graduate students in their research projects in the fields of Psychology and Neuroscience
- set up and break down data collection stations
- assist in assigning participants and running them in experiments
- collect and analyze data
- attend all training sessions to ensure reliability in data collection

Admission Intern, Undergraduate Admission, William and Mary, *Spring 2008*

- assisted undergraduate Deans with special projects as assigned
- performed mock application readings and committee meetings
- planned, coordinated, and facilitated the Day for Admitted Students / Transfer Students
- acted as an Ambassador to the College for incoming students via an online system and personal interactions
- learned and practiced the admission process

Resident Assistant, Residence Life, William and Mary, *April 2007-Dec. 2008*

- planned and implemented alternate programming for residents of the hall based on Maslow's Hierarchy of Needs
- provided leadership, resources, individual counseling, and crisis intervention for residents
- enforced College and Residence Life policies and maintain hall security
- confronted disciplinary situations in a professional manner
- facilitated and moderated resolutions to conflicts and situations
- supervised up to 60 residents (both co-educational and all-female)
- received training in confrontation and assertiveness skills, active listening, substance and sexual abuse, community development and self-determination

Child and Youth Program Assistant, Fort Lee Youth Center, *2006-2008*

- provided care for the children of soldiers and civilians before and after school during the summer (groups of 15+)
- planned and implemented enrichment activities for the children
- helped create a positive atmosphere
- taught and enforced discipline, hygiene, good behavior, and safety
- chaperoned group field trips to museums, pools, and bowling alleys
- facilitated and moderated resolutions to conflicts and situations

Admission Assistant, Undergraduate Admission, Richard Bland College, *2006*

- assisted undergraduate Deans with special projects as assigned
- acted as an Ambassador to the College for prospective students
- made conference appointments with Deans for students

- set up placement testing sessions for students

RELATED EXPERIENCE

Resident Assistant Conference (Virginia Association of College and University Housing Officers), Longwood University, *November 2008*

- met with Resident Assistants, Head Residents, and Area Directors from other Colleges and Universities in the State to discuss policies and how to improve each other's programs
- attended seminar sessions geared toward personal improvement of the Resident Assistant's role on the hall
- brought back suggestions to each other's Residence Life programs and find ways to improve

Relay for Life, William and Mary, *August 2006 to April 2008*

- acted as a Team Captain for the Residence Hall (2006-2007)
- acted as Chair and Coordinator (2007-2008)
- created and presided over a joint campus organization *Colleges Against Cancer* (2007-2008)
- worked with the American Cancer Society to raise money for cancer awareness, education, and research through campus events and involvement
- provided support for survivors, the diagnosed and their families, and those affected by cancer both in the campus and local community

American College Dance Festival Association, Radford University, *March 2007*

- acted as the Stage Manager for the piece presented from The College of William and Mary
- attended Technical and Dress Rehearsals prior to the performance
- attended classes presented by Professors of Dance from various Colleges and Universities in the nation

Developmental Psychology Practicum Study, Berkeley Middle School, James City County After-School Programs, *August to December 2006*

- observed children of various mental capacities and how they interacted with one another and their care-givers over time in terms of Developmental Psychology
- kept a journal of observations culminating into a Final Paper

HONORS AND ACTIVITIES

Dean's List, William and Mary, *Fall 2008*

Passive Programmer (Resident Assistant) Of The Month, W&M, *November 2008*

Roby-Sherman Dance Scholarship, William and Mary, *Summer 2008*

Dean's List, William and Mary, *Spring 2007*

Phi Theta Kappa, Richard Bland College, *Inducted Fall 2005*

Dean's List, Richard Bland College, *Fall 2005 to Spring 2006*

President's List, Richard Bland College, *Fall 2005 to Spring 2006*

Presidential Merit Scholarship, Richard Bland College, *August 2005*

Colleges Against Cancer (Co-Founder, President), William and Mary, *2007-2008*

Relay for Life (Event Chair, Team Captain), William and Mary, *2006 – 2008*

Orchesis Modern Dance Company (Performer, Choreographer), William and Mary, *Fall 2007 to Fall 2008*

Transfer Student Ambassadors (Member), William and Mary, *2006 – 2008*

Student Mentoring Program (Mentor), William and Mary, *2006 – 2008*

Bone Marrow Drive (Member), William and Mary, *2006 – 2007*

Richard Bland Competition Dance Team (Performer, Choreographer), Richard Bland College, *2005-2006*

Thomas Raimondi

9861 Larson Circle
Villa Park CA, 92861
Email: tpriii@gmail.com

- Education: University of California, Irvine
Bachelor of Arts in English June 2009
GPA 3.0
- UC Irvine's Travel Study Program
Cambridge, England Summer 2007
- Honors: Eagle Scout Award February 2006
Team Up! Facilitator of the Year May 2007
- Experience: Team Up! May 2006-Present
Senior Lead Facilitator September 2007-Present
Lead Facilitator November 2006-September 2007
Co-Facilitator May 2006- November 2006
- Facilitate corporate and student groups in developing teamwork and communication skills for over 200 participants
 - Organize and preplan facilitation of programs to meet the specific needs of over 50 different groups
 - Train and promote the growth of both co-facilitators and lead facilitators
 - Develop in-service workshops to further train facilitators
- Mesa Court Housing
Mesa Court Leadership Institute Coordinator September 2008- June 2009
- Develop and implement the course curriculum for a 3 quarter leadership class for roughly 20 students per quarter covering the topics of Personal Leadership and Development, Professional Leadership, and Global Leadership
 - Provide residents with connections to on campus resources to facilitate campus involvement
 - Coordinate with other student staff in the implementation of leadership programs and ideas for individual residence halls and community wide programs
- UCI Career Center
Peer Lead August 2008-June 2009
- Co-Supervise the 18 Peer Consultants in regards to their counseling and marketing training
 - Implement weekly marketing focus for Peer Consultants to utilize for their marketing hours
 - Help plan and instruct a weekly 4 units Peer Consultant Class utilized for training of Peer Consultants
- Peer Consultant** September 2007- June 2008
- Counseled UCI students during weekly drop in Take 10 hours
 - Assisted in on campus marketing via flyering, tabling, class announcements and creation of online videos
 - Provided customer service in the form of greeting students/employers and providing resource referral
 - Led over 15 workshops for student groups on the topics of interviewing, resume writing, and career center services
- Scheduling and Conference Services June 2008- August 2008
Summer Conference Assistant
- Accommodated check-ins and check-out for 20 Conferences throughout the summer
 - Acted as Duty Coordinator and Back-up for conferees for after hours emergencies
 - Provided quality customer service to meet the needs of conferees during stay at UCI
- Middle Earth Housing
Community Programmer September 2007-June 2008
- Planned and organized 9 programs throughout the academic year for Middle Earth residents to promote unity among the first year housing community
 - Coordinated the large event PAIR, a resident talent show performed for over 300 viewers
 - Educated residents on varying topics involving diversity, health and safety, and campus awareness
 - Presented a Diversity Workshop at the S-RAP Conference
- Community Council Newsletter Chair** September 2006-June 2007
- Oversaw the creation and publication of the Middle Earth Newsletter, "A Hobbit's Tale" for 9 editions
 - Supervised and organized a committee of 7 residents in the planning and writing of the newsletter
 - Aided in the running of the Community Council for Middle Earth which included overseeing and involving over 40 resident delegates in the involvement opportunities for the Middle Earth Housing community

COVER LETTER SAMPLES

400 The Fenway, Box 2883

Boston, MA 02115

February 6, 2009

To Whom It May Concern:

Please accept this letter as my application for a Graduate Assistant position at Ohio University. The following information will give you insight as to the experience and education that I have attained at Emmanuel College over the past three years.

I am currently employed by Emmanuel College in the position of Head Resident Assistant for Loretto Hall. This is my third year in the position, and I can safely say that I have learned and grown as a person from the situations that I have encountered while being in this role. I have had the opportunity to work on three different staffs and take with me aspects of the team environment that each of them created. I contributed to creating a supportive team and have acted as a role model for the rest of the student body. While in this position, I have demonstrated my leadership skills by being responsible for maintaining the policies and protocols set by the college. I have successfully created a well-balanced community environment for the residence hall and have made myself approachable to my residents.

I am also an executive member of our campus programming board, Campus Activities and Student Events (C.A.S.E). In this position, I have experienced programming for a larger student population, as well as public relations and budgeting skills. I collaborate with the entire executive board to bring forth diverse and educational events for the entire student body in order to promote development and a thriving community atmosphere.

Through my professional and educational experiences, I feel confident that I have acquired adequate skills to help me flourish in a Graduate Assistant position. I believe my leadership abilities will help me to be a great asset to the student body at Ohio University and feel that I can only grow more as a person by taking on a challenge that I have yet to experience in the field of student affairs.

Thank you for taking the time to consider me for a Graduate Assistant position for this upcoming semester. If you have any questions, please feel free to contact me at lennonka@emmanuel.edu or (401) 486-8122. I look forward to hearing from you and good luck with the application process.

Sincerely,

Kayla A. Lennon

JENNIFER L. HAVILAND

Permanent: 1921 Sherwood Dr.
Defiance, Ohio 43512
(419) 782-3219
jenn.haviland@gmail.com

Current: 37 East Stimson Avenue
Athens, OH 45701
(419) 615-7943
jh157405@ohio.edu

February 18, 2009

Graduate Assistantships
Office of Career Services
Ohio University
533 Baker University Center
Athens, Ohio 45701

Dear Ohio University department:

This is a letter reflecting my interest in a graduate assistantship with Ohio University for the 2009-2010 academic year. It would be a privilege to work for and learn from a successful department within a reputable university. If you desire an ambitious, qualified graduate assistant, please consider me for a position.

Hard work and effort in pursuing a dual degree in Marketing and Human Resource Management have paid off by making the Dean's List every quarter and earning a 3.9 GPA. In addition, much experience has been gained in coordinating events, especially through my position as President of Christian Business Leaders (CBL). Last January, our Executive Board created and implemented a successful event, "What They Can't Say in the Classroom". The event consisted of a panel of four College of Business faculty members and saw an attendance of over 100 students and staff. As President of CBL, I have also gained leadership experience in directing the weekly Executive Board meetings. In addition, being a weekend volunteer house manager at the Good Works Timothy House homeless shelter has expanded my supervision capabilities. Finally, skills in personal guidance, academic advising and tutoring have all been enhanced by serving as a peer advisor for 24 to 26 freshmen and sophomores in the College Adjustment Program during the past two academic years.

If you seek a graduate assistant who completes duties with speed and accuracy, is motivated and possesses a positive attitude, please consider me when filling this position. The attached resume shows the necessary education, relevant experience, leadership, community service, academic experience and honors that would contribute to your department. It will be a pleasure to meet with you in late February if you choose to invite me to your on-campus interviews. Thank you for your time and consideration.

Cordially,

Jennifer L. Haviland

Enclosure

Sarah A. Everette

3400 North Wesleyan Boulevard
Rocky Mount, NC 27804
919.805.4359
sarah.everette@gmail.com

Megan A. Stone
Ohio University
Office of Career Services
Baker University Center 533
One Park Place
Athens, OH 45701

November 6, 2007

Dear Ms. Stone:

I am writing to express my interest in a graduate assistantship for the 2008 - 2009 academic year. If accepted to the graduate degree program in College Student Personnel at Ohio University, I hope to obtain financial support in the form of an assistantship in order to attend.

I have a diverse professional background that makes me a strong candidate for your assistantship positions. I am currently working as a professional Resident Director at North Carolina Wesleyan College. Prior to that, I participated in a 10 month term of service with AmeriCorps where I served as a social worker for adults living with mental illness. In addition to my professional experience, I have almost 4 years of experience in student affairs and residence life at the para-professional level. This experience includes:

- Working as a Resident Advisor for 2.5 years at Guilford College and working as a Residence Hall Leader with the Duke University Talent Identification Program (TIP);
- Serving as the GLBTQA Outreach Coordinator and President of Guilford Pride;
- Assisting with First Year programming as a CHAOS orientation leader;
- And co-creating a peer sex education course for the Guilford College Department of Campus Life.

I believe I have the skills and knowledge necessary to be a successful addition to your department as a graduate assistant. Please feel free to contact me at (919) 805-4359 if you have any questions about the information I have provided.

Sincerely,

Sarah A. Everette

* Enclosure

Rachel M. Cordy

Box 219 ▪ Ashland University ▪ Ashland, OH 44805 ▪ 440-315-2748 ▪ rcordy@ashland.edu

January 12, 2009

Ohio University
Office of Career Services
Baker University Center 533
One Park Place
Athens, OH 45701

Dear Sir or Madam,

The vision statement of Ohio University prides itself on many things, including students' engagement in leadership. It is in this area where I become an asset to your institution as I have held various leadership positions and have experienced personal and professional growth as a result. I am very excited to begin my career as a graduate student and feel that obtaining a Student Affairs Graduate Assistantship will allow me to gain the experience necessary to be successful in my future career.

As an undergraduate, I have pursued a degree in education which has allowed me to develop a broad skill set that is applicable to all of the assistantships I am interested in applying for. Additionally, I have been actively involved in several student organizations on campus which have helped me to better my abilities not only as a leader but as a team player. In working on the Up 'til Dawn Executive Board my hardworking personality and organizational skills have enabled me to help to plan events and promote a letter writing campaign which last year raised more than \$47,000 for St. Jude Children's Research Hospital. I have enclosed my resume which summarizes my experiences.

Please contact me by phone at 440-315-2748 or by email at rcordy@ashland.edu if you have any further questions regarding my application materials. Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Rachel M. Cordy

P.O. Box 122
Claremont, VA 23899

27 January 2009

To Whom It May Concern,

I am so excited and hopeful to become a member of the Ohio University community. Obtaining a Graduate Assistantship in one of the many positions in which I expressed interest means very much to me as it would allow me to gain exceptional experience within the field of College Student Personnel.

Throughout my College experience I have had extensive exposure to the requirements of this field. As an Undergraduate student in Psychology, I have learned how to understand people both in a one-on-one and a group setting, which has also helped me to define who I am as an individual. As an Intern with the Admissions Office at the College of William and Mary and Richard Bland College I gained valuable insight into the inner workings of the positions of Deans and support staff. As an active member with Transfer Student Ambassadors, I worked directly with the Office of Admissions and assisted countless prospective students with issues pertaining to transferring and living on campus. I learned how to be an ambassador for the campus, offering my advice from personal and professional experience.

As a Resident Assistant at the College of William and Mary, I became aware of the impact I made on residents and their parents on a daily basis. I have been trained in and exercised conflict resolution, community-building, and policy enforcement. Through this particular experience I learned how to direct others without seeming overbearing. I was also able to apply this skill when I was the Chair of the Relay for Life event on campus. I directed eight separate committees and chairs with a total of forty volunteers. I learned how to communicate with crowds of more than two hundred people as well as to plan, coordinate, and execute meetings, fundraisers, and both large and small events.

I would love to become a Graduate Assistant at Ohio University and contribute my abilities and experiences. Enclosed is my résumé and please feel free to contact me at 804-720-0837 or at samanthawm.08@gmail.com. I look forward to hearing from you. Thank you for your consideration.

Regards,

Samantha R. Proffitt

Thomas Raimondi
4071 Mesa Rd. #202E
Irvine, CA 92617
January 31st 2009

USC Division of Student Affairs

Dear Division of Student Affairs at USC,

I am currently in the application process for the M.E PASA program at USC. In addition to that application process I am applying for 3 positions in your division that I read about on your website. I will be graduating this June with a B.A. degree in English from the University of California, Irvine.

As someone who desires to become a working professional in Student Affairs I desire employment in this division in order to further my personnel and career growth in this field. I have worked in several realms of student affairs at the University of California Irvine that range from working as a newsletter chair in a housing government to leading programs on a high ropes course that provides experiential learning. One item that all my positions have in common is that I work with students. I have discovered that my philosophy with working with students is to be someone who both promotes their growth as well as learn from the life experiences that each brings to whatever capacity they are serving on their campus. Having a position in the Division of Student Affairs would mean that I am one step closer to accomplishing my goal of being a working professional in Student Affairs who will eventually become a Dean of Students for a University.

I have enclosed my resume and the rest of the application packet in this package which will provide additional information about my undergraduate work experience in Student Affairs and inform you of which positions I am applying for. If I am selected for the program I will be looking forward to interviewing for the positions I selected at a future date.

Sincerely,

Thomas Raimondi