



RESUME HANDBOOK



Fine Arts Career Services at The University of Texas at Austin

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THE PURPOSE OF A RESUME

A resume is a brief summary of your background and qualifications used to introduce you to employers during a job or internship search. It is a marketing tool, and you are marketing yourself. It does not get you a job, as some people think; rather, its purpose is to get you an interview or audition.

For most jobs in the visual and performing arts, you need more than a resume to get the part, win the seat, or have your work shown professionally. Actors, dancers, and musicians audition and submit personal photos. Visual artists submit a portfolio or samples of work. And in some disciplines it's a good idea to submit performance tapes and videos.

Employers in all fields usually receive many resumes and spend only a brief amount of time forming an opinion of each applicant based on these documents. Research shows that employers spend on average about 10-15 seconds reviewing a resume before deciding whether to screen out an applicant. Everything in your resume should be included for a deliberate purpose. A resume is not a monotonous history of everything you have ever done.

If you are applying for several jobs, you might need more than one resume. It is typical for visual and performing artists to have several versions of their resume—one for performances or exhibitions, one for teaching, one for arts administration, and one for non-arts-related jobs. The “right” resume is the one that showcases your unique skills and abilities the best. It will help you secure interviews or auditions and provide employers with the information they need to assess your qualifications for the position.

RESUME FORMATS

Resume formats generally fall into two categories: chronological and functional.

- The **chronological** resume emphasizes your past experience, starting with your most recent position; this is the most widely used format. It is a good choice for people who have experience in the field that they are applying for. The chronological resume is also a good choice for individuals just entering the job market.
- The **functional** resume emphasizes skill areas rather than the specifics of each position held. This format is a good choice for people with an extensive work background and strengths in several areas. Employment history is listed at the bottom of the resume.

It is also possible to use your creativity in a way that incorporates aspects of both formats. Since there is no one way to develop a resume, **after an assessment of your background and experiences**, and a **review of the requirements for the job** you want to pursue, you may wish to combine different formats to best showcase your skills and abilities.

Regardless of the format you choose, the following overall guidelines apply:

- Format each section consistently.
- Be as detailed and descriptive as possible.
- Include numbers and dollar amounts when applicable.
- Keep the information visually accessible.
- Include only experience, performances and/or awards that have actually occurred.

SECTIONS OF A RESUME

For resumes to be effective, it is important that they be easy to read. Most information is organized into categories. Employers can easily identify the sections of interest to them and scan the information. Your background and the type of position you are applying for will dictate the sections for your resume.

Contact Information

It is critical you provide contact information that is clear and easily accessible. The top of the page should include your name, instrument (if applicable), email and mail address, and telephone number. If you have two addresses (local and permanent), include them both. Justify your present address to the left and your permanent address to the right. If you include your e-mail address, make sure your username is professional. Consider getting a free e-mail account from Hotmail, Gmail, Yahoo, or one of the other web portals. UTmail provides UT Austin students and alumni with a university affiliated email address in the @utexas.edu domain. This service is provided at no cost for life.

Objectives

First of all, an objective is optional. Typically, current standard does not include a profile or an objective. If you decide to incorporate an objective into your resume it must be highly personalized and descriptive, not generic. The objective must indicate to the employer your skills and the ways in which those skills will benefit their organization. Many of the attributes you might include in an objective may also be incorporated into the cover letter. If you are going to include an objective, avoid clichés like “challenging and rewarding career,” “growth oriented firm,” and “working with people.”

Examples of Objectives Include:

- Award-winning student leader and professional representative of the university with extensive analytical skills learned through classes such as statistics and philosophy. Role model recognized by peers and supervisors as a team player who has collaborated on many successful projects. Renaissance woman who actively seeks new challenges.
- To implement the mission of the RIPP program through creative curriculum development and effective teaching methods. To build community, teach tolerance, and equip students and faculty with tools to establish a code of non-violence in relationships and peer groups.

Profiles and Summaries

In recent years, many resumes replace the objective with a skills profile or summary of qualifications. The profile is a brief summary of your credentials written specifically to target the skills the employer is seeking. Using a summary section allows the reader to determine quickly whether or not you are a viable applicant. To use a profile effectively you need to know as much as possible about the targeted job. The job description or job posting is a good place to look, but you may need to research further.

This section should include information such as your professional qualifications, areas of expertise, and skills. Use short and concise phrases that best represent your education and professional life.

Sample Skills Summary

Design Major

- Proven ability to understand client concerns and meet deadlines.
- Expert at layout, board work, paste-ups, and rough drafts.
- Experience with Quark and PageMaker.

Music Studies Major

- Certified in Music K-12.
- Fluent in English and Spanish.
- Experience teaching private and group trumpet lessons.

Education

For college students, education is one section that is easy to highlight, since you've devoted your most recent years to academics. You may wish to focus on several aspects of your education. Of interest to employers are the institutions you've attended, the degree(s) you have (or will have), area of concentration or major, and the month and year of graduation. Do not include your GPA. More often than not this creates a red flag for the employer. They can get that information from your transcript.

The education section need not be restricted to formal degree programs. Certificates, master classes, coaches, training, workshops, thesis topics, and study abroad can also be included. Applicants applying for a teaching position who do not have much experience may want to emphasize any education courses, pedagogy courses, or training they have received. You do not have to include transfer from another college or high school information. However, if you believe the institution was significant to your academic or professional development, you can include it.

Significant awards or honors received during your tenure at school should be included in this section. College or University honors, and institutional or national scholarships such as the Fulbright

should be listed underneath the appropriate school.

Note: The official name of UT is The University of Texas at Austin and should be listed this way the first time it is used. Upon second reference and thereafter you may use "The University". Do not use the abbreviation UT.

Experience

Your experience and education sections are the heart of your resume. The success of your presentation depends on a show of strength in both areas. Students and recent grads often fail to effectively present their experience because they use too narrow a definition of experience. **Experience does not necessarily have to be paid employment.** *It can include internships, traineeships, apprenticeships, self-employment, part-time work, miscellaneous informal services, and volunteer performances.*

In deciding which experiences to include on your resume, think about the skills and abilities that would be of most interest to the potential employer. If you are applying for a teaching position, include any teaching outside of your area of focus. All of your teaching and coaching experience counts. **If an experience does not demonstrate a skill valued by your future employer, consider omitting it no matter how important it may have been to you at the time.**

List your most recent position first and the rest in reverse chronological order. Describe your responsibilities using short statements that demonstrate success, practical experience related to your field, and the fact that you have good work habits. Each statement should start with an "action verb." A list of action verbs is included on p. 9.

In outlining your experience, it is important to include:

- Your title (if you had one)
- Name of the organization
- Location - city and state
- Dates of experience

Teachers may also include:

- Age ranges and levels of your students
- Concerts or master classes you have organized
- Exhibitions you have curated
- Performances you have directed or produced
- Curricula or programs you developed, revised, edited, or updated
- Teaching materials or texts you produced, edited, or updated
- Students who went on to win competitions or scholarships, and attend prestigious schools, conservatories or academies.
- Does your teaching incorporate techniques specific to your discipline such as:
 - Sight reading
 - Pilates
 - Composition
 - Digital Editing and Production
 - Harmony
 - Improvisation

Remember to make the information visually accessible. If potential employers have to search for relevant information, chances are they will not spend time doing so.

Descriptions should be bulleted, short phrases that are detailed and descriptive.

When possible descriptions should also include numbers (such as how many students you taught) and dollar amounts (such as you raised \$1,000 for charity).

Resumes are written in the first person, but omit the use of nominal pronouns such as “I,” “my,” and “me.”

Additional Categories to Consider

There are other ways a resume can sketch a picture for employers. An **activities** section can include collegiate as well as civic involvement relevant to the position you are applying for.

For example, extracurricular activities that show leadership, responsibility, awards, or recognition may be helpful. When religious or political activities are included, it is recommended that specific denominations or parties not be listed in order to reduce potential bias. Other sections to consider:

- Awards and honors
- Computer skills
- Musical compositions, art projects, public performances
- Language ability
- Professional affiliations
- Presentations
- Conferences, workshops

Try to keep your resume to one page in length (particularly if you are just getting out of college). Use two pages only if you have extensive experience. If you find that you absolutely must have a second page, be sure the most important information is listed on the first page. Many employers only read the first page when initially screening applicants.

Experience may be edited based on its applicability to the specific job description. It is perfectly acceptable to edit your experience and only include that which is relevant for that specific employer.

TIPS FOR PERFORMERS AND VISUAL ARTISTS

All fine artists should also prepare a Curriculum Vitae (CV) listing their performance and exhibition experience. A CV is typically used when applying for academic teaching positions, seeking gallery representation or gigs, or applying to graduate school. See the Fine Arts Career Services' *Writing a Curriculum Vitae* for more information about writing CVs.

Sample fine arts resumes can be found in the back of this booklet and in resume binders located in the Fine Arts Career Services Office in DFA 1.103. The samples are not meant to be used as templates, but as examples of how other students have organized their resumes.

Information not to include on your resume:

- Salary requirements
- Any negative information
- Protected class information such as age, race or religious affiliation
- Lies, misrepresentations, exaggerations
- References

REFERENCES

References are usually required at the interview stage and are not supplied with the initial application materials unless specifically requested. Employers expect a list of names and addresses on a separate sheet of paper. Prepare a page with a heading similar to the one on your resume.

Include:

- Name and exact title
- Name and mailing address of organization
- Telephone number
- Email address

Be sure to ask permission before including anyone as a reference. Also, it is good protocol to provide your references with a copy of your resume. They should be professional, academic, or experience-related rather than character references. References should be able to speak in detail about your qualifications, skills and potential. (See sample on p. 25)

GETTING STARTED WITH YOUR RESUME

Before you begin to write your resume, you should consider who is going to read it. What are the most important aspects of your background to a prospective employer? To do this, you must first identify the type of job(s) you wish to apply to, including specific job titles.

Next, find out what skills, knowledge, and experience are needed to fulfill the target job(s) and use your resume to show you meet those requirements. In other words, do your homework on the jobs that appeal to you.

Employers look for skills. If you present your skills in the right language, you will be a viable candidate. If you highlight the wrong aspects of your background or use language that is unfamiliar to employers, the hiring manager will not see a “match.” Remember, don't just consider job experience when you evaluate your skills. Look for skills acquired in the classroom, studio, ensembles, performances, volunteer experiences, independent study projects, and personal interests.

You might wish to use the tear-out **Resume Worksheet** found in the back of this booklet, **Hinda's List of Action Verbs** (p.9), **Two Ways to Remember Achievements** (p.8), and **Phrases for Accomplishments** (p.11) found in this booklet to help you with your skills inventory.

Some considerations to bear in mind when writing your resume:

- It should be neat, attractive, professional, and visually accessible. In addition, the format should be consistent and easy to read. Remember, your resume is a form of non-verbal communication. Make a good first impression.
- Use bullets or some other form of delineation and avoid complete sentences.
- Always begin your phrases with an active verb and use the active voice.
- Pay attention to the tense, ensuring it matches the dates for a specific position.
- Learn the “buzzwords” for the field in which you are seeking employment and use them appropriately in your resume. This will demonstrate your awareness of current trends.
- It should be editorially consistent. If you abbreviate in one section, you should also abbreviate in other sections. Current activities should be described in the present tense, while events that took place previously should be described in the past tense.
- It should be error free. Check for correct spelling, punctuation, grammar, and word usage. Have someone else review your resume for these kinds of errors.
- It should be printed using a high quality desk-jet printer or laser printer. If you don't have access to a good printer, spend the money and go to a copy center. It must be clean and easy to read.
- It presents a more professional image when printed on 24-lb. or 25-lb. bond paper, which is a heavier weight than regular computer paper. White, beige, gray, or some other neutral color is most acceptable. Most office supply and copy stores sell bond or resume paper as well as matching envelopes.
- Never lie or stretch the truth on your resume. People will check, and when you are found out you will lose all credibility.

Since employers spend less than a minute scanning each resume, the visual impression is critical. Your goal is to create a document that is inviting and easy to read. Although most word processing programs contain resume templates, do not use them. Making changes to the formatting can be tricky at best. Also, be aware that when transferring content from one application to another, the formatting may be compromised. If you're fairly competent using a word processor, you're better off not using the templates.

E-MAIL RESUMES

Once your resume is prepared, you need to get it to the organizations you wish to work with. The U.S. Postal Service is one good option, but e-mail is another. If you're using e-mail, your resume should be sent as an attachment in PDF format. No matter what platform is used, employers will be able to open your resume with all the formatting intact. Before you send it make sure that the PDF file prints out properly.

FINAL THOUGHTS ABOUT RESUMES

Since there is no magic formula for developing resumes, it is important that **you** make the final decision on the content and layout of your resume. Employers seek individuals who will produce quality work, and your resume is one indication of your work.

Many students in the Fine Arts fall prey to the false notion “that a fine arts degree has no use in the real world.” Arts study is not just about art, music, theatre, or dance. It is also about thinking, analyzing, and creating. Fine Arts graduates are diversely capable people. Serious study in the arts develops skills that are applicable in a wide range of work settings. These transferable skills include:

- Self-discipline

- Problem-solving
- Communication and presentation
- Organization
- Attention to detail
- Interpretation
- Collaboration
- Tolerance for change and ambiguity

A recent study of giftedness, arts education, and work found that “students who have studied what they love, and mastered it along with its connections to other areas of study and work, are ready for far more futures and career venues than the name of their disciplinary major suggests.” You have the skills and abilities desired by many employers, but it’s up to you to articulate what those skills are.

Remember that your resume, like your art, is constantly evolving. Your goals may change from semester to semester and you will gain new skills over time. Don’t be afraid to adjust and edit your resume as needed.

Note: Fine Arts Career Services will review your job search documents. You can schedule an appointment with a career advisor by calling (512) 232-7333 or stopping by DFA 1.103.

COVER LETTERS

Your resume, when accompanied by a cover letter, is a sign of a serious and professional approach to job-hunting. A well-written cover letter is an effective way to present your qualifications to an employer. It should not simply restate what is on your resume. Instead, it should spell out how your skills and background match the requirements of the position. Creating a winning cover letter involves not only researching the organization to uncover its probable needs, but also writing a clear, concise, and error-free letter that communicates your credentials as a strong candidate. Remember, this is your opportunity to highlight your personal strengths and to grab the reader’s attention. The

cover letter is personal and should be written in the active voice. Be confident but not cocky or arrogant. Do not sell yourself short!

Tips on Cover Letters

- Tailor each letter for a specific situation, and make a connection with the employer
- Duplicated letters and mass mailings are not professional.
- The letter should not exceed one page.
- Address each letter to specific individuals including their title, if possible.
- Give specific examples of your experience.
- Use paper and envelopes that match your resume.
- Be sure to sign each letter and make certain your address is plainly visible.
- Keep a copy of all correspondence and do not forget to follow-up.
- Use standard business format (see sample letter).

OTHER JOB SEARCH LETTERS

Letter of Inquiry/Exploratory Letter: Use this letter when you are contacting an organization without the knowledge of an existing opening. The purpose of the letter may be to investigate employment opportunities, arrange an informational interview, gather information and advice, or establish contact that may create referrals. You should research the organization before sending this kind of letter, and it should demonstrate your knowledge of the field and organization.

Thank You Letter: After any interview or appointment, a follow-up letter should always be sent, even if you have been rejected as a candidate or if you’ve decided not to pursue the position. A polite “thank you” note may enhance your chances for

employment in your current job search or at sometime in the future. This is also an opportunity for you to provide any additional information about your qualifications that were not discussed during the interview.

Acceptance Letter: After verbally accepting a job offer, you should write a letter to confirm your acceptance. The letter should include the terms of the job offer agreed to by both parties: title, starting date, work schedule, salary, and any other specifics. Reinforce the employer's decision to hire you.

Withdrawal Letter: Once you accept a position, you have an ethical obligation to inform all other employers of your decision and to withdraw your application from consideration. Your letter should express appreciation for the employer's consideration. It may be appropriate to state that your decision to go with another organization was based on a better fit of individual qualifications and organizational requirements.

Rejection Letter: To refuse a job offer that has been extended, it is polite to send a letter of decline, even if you have already verbally declined. Do not communicate any negative reasons for your refusal. Simply state that the position does not fit your current career interests.

TWO WAYS TO REMEMBER ACHIEVEMENTS

(Adapted from The Resume Workbook for College Students by Yana Parker.)

1. Use the PAR Approach
 - What Problem existed in your neighborhood, school, or workplace?
 - What Action did you take to resolve the problem?
 - What were the beneficial Results of your action?

Some examples:

- Transformed a disorganized, inefficient computer lab into a smooth running operation by redesigning the layout.
 - Organized a Neighborhood Watch Committee that succeeded in improving the safety of our streets and promoting a sense of community.
2. Use the Recognition Approach
 - Were you asked to take on more responsibility?
 - Were you promoted or advanced?
 - Did you get positive feedback on performance evaluations?
 - Were you praised or acknowledged by peers, colleagues or supervisors?

ADDITIONAL RESUME AND COVER LETTER RESOURCES

Most of the resources that follow offer general resume and cover letter tips and are not geared toward visual and performing artists. Other ways to get resume ideas specific to your major are:

- The websites of other music, art, and theatre schools
- A web search using search words like resume + art, dance + resume, employment + music
- COFA faculty, graduate students and peers
- Fine Arts Career Services –we have binders with sample resumes from each department and resume books geared toward visual and performing artists

HINDA'S LIST OF ACTION VERBS (From Resume Pro: The Professional's Guide)

Creative Skills

Acted
Adapted
Began
Combined
Composed
Conceptualized
Condensed
Created
Customized
Designed
Developed
Directed
Displayed
Drew
Entertained
Established
Fashioned
Formulated
Founded
Illustrated
Initiated
Instituted
Integrated
Introduced
Invented
Modeled
Originated
Performed
Photographed
Planned
Revised
Revitalized
Shaped
Solved

Communication/ People Skills

Addressed
Advertised
Arbitrated
Arranged
Articulated
Authored
Clarified
Collaborated
Communicated
Composed

Condensed
Conferred
Consulted
Contacted
Conveyed
Convinced
Corresponded
Debated
Defined
Described
Developed
Directed
Discussed
Drafted
Edited
Elicited
Enlisted
Explained
Expressed
Formulated
Furnished
Incorporated
Influenced
Interacted
Interpreted
Interviewed
Involved
Joined
Judged
Lectured
Listened
Marketed
Mediated
Moderated
Negotiated
Observed
Outlined
Participated
Persuaded
Presented
Promoted
Proposed
Publicized
Reconciled
Recruited
Referred
Reinforced
Reported
Resolved
Responded

Solicited
Spoke
Suggested
Summarized
Synthesized
Translated
Wrote

Teaching Skills

Advised
Adapted
Clarified
Coached
Communicated
Conducted
Coordinated
Critiqued
Developed
Enabled
Encouraged
Evaluated
Explained
Facilitated
Focused
Guided
Individualized
Informed
Instilled
Instructed
Motivated
Persuaded
Set goals
Simulated
Stimulated
Taught
Tested
Trained
Transmitted
Tutored

Management/ Leadership Skills

Administered
Analyzed
Appointed
Approved
Assigned
Attained

Authorized
Chaired
Considered
Consolidated
Contracted
Controlled
Converted
Coordinated
Decided
Delegated
Developed
Directed
Eliminated
Emphasized
Enforced
Established
Evaluated
Executed
Generated
Handled
Headed
Hired
Hosted
Improved
Incorporated
Increased
Initiated
Inspected
Instituted
Led
Managed
Merged
Motivated
Organized
Originated
Overhauled
Oversaw
Planned
Presided
Prioritized
Produced
Recommended
Reorganized
Replaced
Restored
Reviewed
Scheduled
Secured
Selected
Strengthened

Supervised
Terminated

Helping Skills

Advocated
Aided
Answered
Arranged
Assessed
Assisted
Cared for
Clarified
Coached
Collaborated
Contributed
Cooperated
Counseled
Demonstrated
Diagnosed
Educated
Encouraged
Ensured
Expedited
Facilitated
Familiarized
Furthered
Guided
Helped
Insured
Intervened
Motivated
Prevented
Provided
Referred
Rehabilitated
Represented
Resolved
Simplified
Supplied
Supported
Volunteered

Organizational/ Detail Skills

Approved
Arranged
Catalogued
Categorized
Charted
Classified

Coded
Collected
Compiled
Corrected
Corresponded
Dispatched
Executed
Filed
Generated
Implemented
Inspected
Logged
Maintained
Monitored
Obtained
Operated
Organized
Ordered
Prepared
Processed
Provided
Purchased
Recorded
Registered
Reserved
Responded
Retrieved
Reviewed
Routed
Scheduled
Screened
Specified
Set up
Submitted
Supplied
Standardized
Systematized
Updated
Validated
Verified

Technical Skills

Adapted
Applied
Assembled
Built
Calculated
Computed
Conserved
Constructed
Converted
Debugged

Designed
Determined
Developed
Devised
Engineered
Fabricated
Fortified
Installed
Operated
Overhauled
Programmed
Rectified
Regulated
Remodeled
Repaired
Replaced
Solved
Specialized
Standardized
Studied
Upgraded
Utilized

Research Skills

Analyzed
Clarified
Collected
Compared
Conducted
Critiqued
Diagnosed
Evaluated
Examined
Experimented
Explored
Extracted
Formulated
Gathered
Identified
Inspected
Interpreted
Interviewed
Invented
Investigated
Located
Measured
Organized
Researched
Reviewed
Searched
Summarized
Surveyed

Systematized
Tested

Financial/Data Skills

Administered
Adjusted
Allocated
Analyzed
Appraised
Audited
Balanced
Budgeted
Calculated
Computed
Conserved
Corrected
Determined
Developed
Estimated
Forecasted
Managed
Marketed
Measured
Planned
Prepared
Programmed
Projected
Reduced
Researched
Retrieved

More Verbs for Accomplishments

Achieved
Completed
Expanded
Exceeded
Improved
Pioneered
Reduced (losses)
Resolved (issues)
Restored
Spearheaded
Succeeded
Surpassed
Transformed
Won

PHRASES FOR ACCOMPLISHMENTS

The following phrases may help with organizing your accomplishment statements. When choosing the phrase that best describes the situation, read it over once or twice in the context of the sentence to be certain that your selection is correct and that the sentence reads well.

According to...	In the capacity of/As...
Accountable to...	Included the following management functions...
Acted/Functioned as...	Includes the following functional responsibilities...
Allowing/Enabling the...	Initially employed to/joined organization to...
Innovation resulted in...	Instrumental in...
Amounting to a total savings of...	Knowledge of/experienced as/in...
Assigned territory consisting of...	More than _years extensive and diverse experience in...
Assigned to...	Newly established company/entity engaged in...
By exploring/using...	On an ongoing basis...
Company engaged in...	Ongoing concern with/responsibility for...
Company is one of...	Personally responsible for...
Complete authority and responsibility for...	Primarily responsible for/Primary responsibilities included...
Concerned directly with...	Prior to relocation/promotion...
Consistently...	Progressive functional responsibilities included...
Constant/ Heavy interaction with...	Project(s) involved...
Contracted/Subcontracted by...,to...	Promoted from...to.....
Direct operations accountability involving...	Promoted to...
Direct/Indirect control over...	Proven track record of/in
Dual/Multiple responsibilities included...	Provided liaison for/between...
Employed by...	Provided technical assistance to...
Ensuring/assuring...	Provided valuable/invaluable...
Experience invloved/included...	Recipient of..
Experienced in all facets/phases/aspects of...	Recommendations accepted by...
Expertise and demonstrated skill in...	Regularly undertook...
Extensive and diverse practical experience in...	Remained as...
Extensive and involved academic background in...	Reported directly to...
Extensive involvement in...	Representing a...
Extensive training in...	Saving the company an average of...
Facilitating a...	Selected as/elected to...
For the purpose of..	Served/Operated as...
From inception to operational profitability...	Specialized in...
From outset/inception to profitable operation...	Specifically concerned with all phases/aspects of...
Function to...	Successfully/succeeded in...
Honored as...	System/Program still in operation to date.
In addition to..., responsible for...	To insure maximum/optimum/minimum...
In charge of...	Total accountability / Totally accountable for...

Adapted from Swarthmore College Career Services: www.swarthmore.edu/student-life/career-services.xml

Cover Letter Guide

Your mailing address
City, State Zip
Date

Name and title of the addressee
Address
City, State Zip

Dear Mr./Mrs./Ms./Dr. _____:

1st PARAGRAPH: Tell why you are writing. Name the specific position or type of work you are applying for. Mention the resource you used to find out about the opening, if appropriate. The first sentence of this paragraph should grab the reader's attention.

2nd PARAGRAPH: Explain why you are interested in working for that organization or in that field of work. Most importantly, what do you have to offer? Point out two or three qualifications or achievements you think would be of greatest interest to the employer, addressing your remarks to his or her point of view. Expand on the information in your resume but do not repeat it. The purpose of the cover letter is to make the employer want to look at your resume.

LAST PARAGRAPH: Indicate your desire for an interview and your plan of action. State that you will call on a specific day to confirm the receipt of your resume and answer any questions the employer might have, and make sure you call at that time. If the employer is in another geographic area, state when you will be in that area and request to meet with the employer then. In any case, make sure your closing paragraph is positive and action oriented. Have your phone number clearly visible. Thank the reader for his or her time and consideration.

Sincerely,

Your name signed in cursive

(Insert four blank lines between the word "sincerely" and where you type your name, to leave room for your signature)

Your name typed

Enclosure(s)

Pat Jones

2400 Guadalupe St., Austin, TX 78751 | 512-555-5555 | anystudent@mail.utexas.edu

April 27, 2009

Chinati Foundation
Juliet Vegas
P.O. Box 11111
Marfa, TX 79843

Dear Ms. Vegas:

I am writing to apply for the Chinati Foundation internship during Fall of 2009 and feel that my great passion and experience within the field make me an exceptional asset to your program. I find the art world to be completely enthralling, specifically the way in which it can enlighten and enrich the lives of those unfamiliar with it. I have an insatiable thirst for knowledge and experience best exemplified by my numerous internships and extracurricular activities. After visiting with Nick Terry, the Coordinator for Education and Public Affairs last October and studying the Chinati Foundation, I am confident that my interests, knowledge and skills make me a perfect fit.

By involving myself in organizations and institutions (ranging from a small non-profit visual arts magazine to the largest university art museum in the nation) I have gained a variety of experiences that have strengthened my ability to tackle a host of increasingly complex challenges. Building a docent program for a nationally renowned public art program from the ground up is an example of a project that has presented me with my fair share of troubleshooting opportunities and successes. Multi-tasking is by far one of my greatest skills as I have found a way to balance numerous projects simultaneously and always do so with the highest standard of execution. I have also gained experience in an equally broad range of capacities, from curating, archival work, installation, marketing, and development. I understand the necessity for those working in the field to understand its many components and have invested much time in learning as much as possible with the resources at my disposal.

A personal philosophy of mine has always been that art, while beautifully complex and mysterious, absolutely does not have to be exclusive. I have planned numerous programs and organized tours with this in mind and have thus shared many fruitful discussions with diverse audiences. The 'aha' moment is my ultimate reward and greatest motivation. Considering that at the core of your intern program lie education, publication work, administration, and research I feel I can be a great contributor seeing as I have spent the last three years covering those exact bases while concurrently completing my undergraduate education a full year ahead of schedule. Working as a Chinati Foundation intern would be a great honor and outstanding opportunity to put to simultaneous use all of my skills. Thank you so very much for your time and I look forward to hearing from you. I will be contacting you within a week's time to ensure that you have received my application materials and answer any questions you may have.

Sincerely,

Pat Jones

Enclosure:
Resume
Letters of Recommendation (2)

Fall 2014

Don Bonn

2400 Guadalupe St., Austin, TX 78751

512-555-5555

anystudent@mail.utexas.edu

November 3, 2008

Janet Vegas Coordinator for
Education and Public Affairs
The Chinati Foundation
P.O. Box 11111
Marfa, TX 79843

Dear Ms. Vegas,

I am excited to apply for the position of Intern at the Chinati Foundation. As a student with extensive experience as an educator, administrator, and artist, I am committed to understanding how contemporary art institutions, communities, and artists can mutually benefit and strengthen one another. I am attracted to the diverse responsibilities of interns at the Chinati Foundation but also to the unique situation your organization occupies: that of a well-known foundation supporting the legacy and work of a well-known artist, thriving in a little-known town.

My interest in Chinati – in particular, the work of Donald Judd, Ilya Kabokov, and Dan Flavin – motivated me to travel to Marfa for Open House last month. While there I spoke with former Coordinator for Education and Public Affairs Nick Reno about summer internship opportunities. He introduced me to several current and recent interns whose immediate enthusiasm – for Chinati, the artwork, and Marfa – reinforced my desire to work for your organization next year. Although contemporary art has the potential to be meaningful for all citizens, I have sadly noted the absence of similarly engaged individuals in other rural areas. As someone originally from a small town in Massachusetts that remains intolerant to the arts, I hope to learn more about the successes and challenges your organization experiences in negotiating this unusual space. Daily involvement with Chinati would contribute to my understanding of whether and how art professionals – whether scholars, makers, or others – can best support and connect with local communities. It would also grant me the opportunity to support the action of an organization that celebrates the legacy of some of my favorite contemporary artists.

I am eager to collaborate with other interns and staff to share Chinati's art collection with visitors. Though my background as an artist and educator lies primarily in the video and performing arts, I have developed a particular strength and interest in writing through my positions at Illinois Institute of Technology and the Center for the Study of Race, Politics, and Culture, in particular, and as an undergraduate student at the University of Chicago. I hope to contribute to archival and research-based processes, and to assist with publications such as the annual newsletter.

As a full-time student, my internship availability is limited to the months of May, June, and July. I would be open to any combination of two to three of those months, and may be able to extend my availability into early August. My résumé is enclosed for your review, and you should receive a letter of recommendation in support of this application within the next few days. I will follow up with you next week to ensure you have received all necessary materials. Thank you for your consideration.

Sincerely,

Don Bonn

Enclosure (1)

Fall 2014

March 12, 2009

Mr. Groucho Marx, Principal
Duck Soup Middle School
1111 Bluff Dr.
New York, NY 10012

Dear Mr. Marx:

I am writing you to express my great interest in the Choir Director position that has recently been posted on the NY ISD website. I have had the wonderful opportunity to student teach at Duck Soup twice, and I have experienced firsthand the high degree of excellence demonstrated by both the school and the choral program. I believe that I have the passion, the skills, and the determination necessary to uphold that standard as I continue to learn from Ms. Weather and the rest of the staff at Duck Soup.

In my time at the University of Texas, I have had a wide range of musical experiences, from singing Carl Orff's *Carmina Burana* with a 200-voice chorus and a symphony orchestra to teaching 5th graders about Russian folk instruments. Through this variety of experiences, I have cultivated extremely high musical standards and developed many strategies to pass those standards on to the students I teach. For example, I taught private voice lessons to a middle school student who then used her skills to gain entry into the prestigious UT Longhorn Honor Choir, into which only four students from each area school are admitted.

Though I am a new teacher, I am not without experience. I have had the opportunity to work this year with the Conspirare Youth Choirs under the direction of Nina Revering and Richard Gabrillo. Through this internship, I have learned so much about how to run a choral program, from rehearsal techniques to administrative organization to working with parents. In addition, I have been so inspired by the singers in CYC and the singers I have worked with at Duck Soup. Middle School students have potential to make amazing music and grow tremendously as musicians and people through choral music; I have learned this from my experiences with these amazing groups.

I am excited by the support that Duck Soup gives to the arts and the understanding that you and the rest of the administration have of the importance of arts education in the development of children. I believe that the choral classroom can be a place where students learn how to work together as a team to create something that goes beyond the individual to represent and inspire the school and the community as a whole.

I believe that my leadership skills, my commitment to musical excellence, and my strong belief in the potential of middle school students will make me a strong asset to the choral program at Duck Soup Middle School.

Sincerely,

John Smith
Blanton Museum of Art
200 East Martin Luther King Junior Boulevard
Austin, Texas 78701

April 29, 2013

Dear Mr. Smith,

The Blanton Museum of Art's mission to provide visitors with engaging opportunities for learning enrichment corresponds with my belief that art is not only meant to be experienced but to ignite a reaction within the observer. With the recent launch of the new brand, the Blanton is in a critical position to engage constituents with messaging of that unique brand. Through my extensive involvement with the Blanton, as well as other museums and arts organizations, I understand the nature of a museum's position within its community and the vital role that communication content plays in building that position. As the Special Assistant and Editor in the Director's Office, I can assist with the creation of the voice for the newly branded Blanton within museum publications and correspondence.

When I transferred to the University of Texas in 2010, I joined the Blanton Student Guild and took every opportunity to volunteer with arts organizations around Austin, immersing myself within the city's vibrant, blossoming arts community. As a participant in the student focus groups for the Blanton's rebranding process I helped determine the museum's perceived value proposition and made suggestions for increasing both accessibility and involvement for visitors. I gained invaluable insight into the power of word choice for delivering a strong message in museum mission and vision statements. This helped me realize my interest in understanding not only how a museum presents itself through communication with its constituents, but also how messaging content drives the public's engagement with the museum. At AMOA-Arthouse I wrote a comprehensive strategic plan that will help to ensure the museum's longevity because it is based on careful analysis of critical observations within the individual components of the museum. I learned the value of cohesive museum communication because written and verbal communications, from newsletters to docent tours, form the basis for how visitors and members perceive the museum before their visit, engage during their visit, and remember the museum after their visit. My understanding of importance of this communication was further enhanced after working in the Blanton Museum Shop, where I actively engaged with both members and visitors serving as a face of the museum. My participation in the Austin art scene has equipped me with a unique understanding of how important it is to understand how a museum is valued among the public and then deliver on point messaging that communicates a museum's goals to its members and visitors.

My studies in the field of Art History, together with the Business Foundations Program from the highly esteemed McCombs School of Business, equipped me with a unique set of tools to meet and easily adapt to any environment. Combined, these programs sharpened my creative and critical thinking through the application of basic business practices and refined both my written and verbal communication skills. The culmination of my studies led to my proficiency in utilizing detailed observations in order to develop and implement appropriate solutions. I have assumed increasingly larger roles in both arts and non-arts administration that have developed my professional skills and expertise. At Capitol Partners Consulting, I provide administrative support for two principals who manage governmental relations for a diverse client list, which includes a major global company that will soon be building in Austin. By conducting and analyzing extensive research, I enable the principals to better serve their clients in an organized and timely manner.

I look forward to discussing with you how my qualifications and experiences are consistent with your needs and I will follow-up in one week. If you have any questions, or require additional information, please contact me. Thank you for your time and consideration.

Sincerely,

Jane Doe

Pat Jones

2400 Guadalupe St, Austin, TX 7875 | 512-555-5555 | anystudent@mail.utexas.edu

Education

B.F.A. in Studio Art from The University of Texas at Austin

May 2009

College Scholar 2009

University Honors 2006-2009

Work Experience

The Container Store *Sales Associate, Austin, Texas*

2007-2009

- Learned about thousands of products and how to utilize them to organize the home and office
- Listened carefully to customer's needs and proposed unique organizational solutions
- Rang up customers while checking products and informing them about their purchases
- Interacted patiently with dissatisfied customers and resolved their complaints

Hollie's Art Beat *Founder and Lead Artist, Austin, Texas*

2006-2009

- Negotiated Contracts with clients to produce custom, original artwork
- Executed murals, drawings, and paintings to the specifications given
- Oversaw creation of a business website, designed and ordered business cards

Alternative Space Art Shows *Kick Butt Coffee, Austin; Zebo's Coffee, Katy Texas*

2005-2007

- Presented portfolios for owner approval, framed work, and placed labels and business cards
- Coordinated with shop owners to schedule duration of show and presentation of work

Pane in the Glass Window Painting *Co-Founder and Artist, Katy, Texas*

2001-2005

- Created a portfolio of previous work and a pricelist to present to prospective clients
- Worked one on one with each business owner to create unique, seasonal designs for their storefront

Carew Photography *Photographer's Assistant Katy, Texas*

2004-2005

- Assisted in photo shoots with customers by adjusting lighting, props, and models as directed
- Organized, labeled and filed negatives from photo shoots
- Assembled proof booklets and thermofoil stamped proofs for presentation to customers

Community Experience

Austin Humane Society *Austin, Texas*

2006-2007

- Donated graphic design services by making fliers and banners in Adobe Photoshop and Illustrator
- Exercised and socialized dogs waiting for adoption

Fellowship at Cinco Ranch *Katy, Texas*

2001-2005

- Responsible for assembling and repacking audio visual equipment for Sunday services and special events
- Learned basic operation of soundboard and projection equipment
- Led Bible study for group of 8-12 junior high students once a week
-

Mission Trips *Costa Rica and Peru*

2003-2004

- Participated in alternative space theatrical presentations
- Translated basic Spanish to English conversations
- Developed an understanding of cultural differences and sensitivity
- Cleaned and maintained graveyards alongside locals

Vacation Bible School *Friendswood, Texas*

2000

- Cared for group of 15 5-6 year olds each day for a week
- Provided snacks, art projects, games and activities to keep children active and engaged

Molly Museum

2400 Guadalupe St, Austin, TX 78751 | 512-555-5555 | anystudent@mail.utexas.edu

PROFILE

- 3 years instructional/ development experience in academic, studio, and workshop settings
- Focused communicator; skilled in listening and explaining new concepts
- Detail oriented; able to utilize research and coordination skills to troubleshoot problems and create solutions
- Self-motivated and comfortable working independently to meet objectives
- Proficient on Mac and Windows platforms: Adobe Creative Suite, Microsoft Office; Experience with Embark and Lotus Approach database programs; Basic familiarity with HTML

EXPERIENCE

EDUCATIONAL/ TEACHING

- Created interactive and collaborative projects based on exhibition artwork and themes for 3-month rotations in the ARTery, a drop-in art-making space at the Kohler Arts Center
- Constructed “If These Walls Could Speak” website celebrating National Poetry Month using Pachyderm platform
- Researched and expanded text, and designed downloadable art activities for Mexic-Arte Museum website
- Designed education materials for use in After-School Art Classes program, museum events, Community Giving Day, and 2007 *Día de los Muertos* parade at Mexic-Arte Museum
- Taught multiple academic subject areas; customized curriculum and designed additional projects and exercises to meet individual student needs
- Designed and implemented art activities for one-time weekend workshops, festivals, and fundraising events

ADMINISTRATIVE

- Managed day-to-day operation of the ARTery, including preparing/ ordering supplies, tracking participant demographics and activities, maintaining collaborative projects, “curating” the space
- Promoted events via email newsletters for Kohler Arts Center and Mexic-Arte Museum
- Communicated with poets and videographer to organize group poetry reading and individual recitations and interviews
- Coordinated proofing and printing of gallery wall-labels with poets and faculty project members
- Assisted Lead Teachers with managing classroom of approximately 40 students
- Maintained daily progress reports, transcripts, curriculum projections; graded tests and essays
- Prepared copyright requests, including technical specifications, and publication rights requests

PROJECT MANAGEMENT

- Researched and wrote 8 of 10 contextual descriptions accompanying artworks on Blanton poetry website
- Recruited and coordinated 40 Frida Kahlo impersonators for 2007 *Día de los Muertos* parade
- Wrote and revised grant reports for completed programs at Mexic-Arte Museum
- Conducted archive research into university history and *1936 Master Plan*
- Created spreadsheets to track image publication rights, contributors, and image credits
- Researched and prepared introductory materials about visiting university speaker

WORK HISTORY

Community Arts Fellow , <i>ARTery</i> , John Michael Kohler Arts Center, Sheboygan, WI	Aug. 2008 - April 2009
Interpretation Intern , <i>Poetry Project</i> , Blanton Museum of Art, Austin, TX	Jan. - May 2008
Consultant , <i>Digital Education Project</i> , Mexic-Arte Museum, Austin, TX	Jan. - May 2008
Education Intern , Mexic-Arte Museum, Austin, TX	Aug. - Dec. 2007
Teaching Assistant , <i>Dept. of Art & Art History</i> , University of Texas at Austin	Aug. - Dec. 2007
Graduate Research Assistant , <i>University Collections Project</i> , University of Texas at Austin	Aug. 2006 - May 2007
Aide/Paraprofessional , Premier High Schools of Austin, Austin, TX	Dec. 2005 - July 2007

EDUCATION

MASTER OF ARTS, University of Texas at Austin; Austin, TX	expected Dec. 2009
Art Education: Museum Education	
BACHELOR OF FINE ARTS, Southern Methodist University; Dallas, TX	2003
Studio Art: Sculpture	

Bill Longhorn

2400 Guadalupe St, Austin, TX 78751 | 512-555-5555 | anystudent@mail.utexas.edu

PROFILE

Award-winning top student leader and professional representative of the university with extensive analytical skills learned through classes such as statistics and philosophy. Role model recognized by peers and supervisors as a team player who has collaborated on many successful projects. Renaissance woman who actively seeks new challenges.

EDUCATION

The University of Texas at Austin

May 2009

B.A., Plan II Honors and B.A., Theatre and Dance

Certified: Business Foundations, UT McComb's School of Business

UT Phi Beta Kappa member

Plan II Thesis: Cuban-American Experience: An Oral History Collection and Performance

LEADERSHIP EXPERIENCE

The University of Texas at Austin, Dean of Students Office

Austin, Texas

Orientation Coordinator

Dec 2007 - Present

Returning Orientation Advisor

Jan 2007 - Dec 2007

Orientation Advisor

Jan 2006 - Dec 2006

- Recognized by peers and supervisors with the Marilyn Heimlich Award for unsurpassed dedication and service to New Student Services and the orientation program
- Recognized by peers and supervisors with the Outstanding Returning Orientation Advisor Award for proven leadership as a decisive and inspiring member of the staff
- One of 4 selected for top student leadership position of coordinator in the program
- Answered phones, maintained records, and scheduled meetings as an office assistant for New Student Services
- Organized and taught an upper division educational psychology class with 4 colleagues
- Managed a committee that wrote, directed, and staged a play for 8,000 incoming students
- Acted as liaison between supervisors and 87 first and second-year staff members during the summer
- Edited publications about the university for incoming students and parents
- Created and maintained a complex duty schedule on Excel for 87 staff members
- Collaborated with a team to orient and advise 15,000 incoming students
- Planned a welcoming event for freshman, which involved managing and instructing 50 staff members
- Completed extensive diversity training prior to successfully facilitating peer diversity dialogues

Austin Children's Museum

Austin, Texas

Education Intern

Aug 2007 - Dec 2007

- Initiated contact with UT-Austin; pitched an idea for and successfully coordinated the performance of a touring children's show at the museum in Fall 2007
- Created new surveys for parents that were used to analyze the success and growth of the storytime program
- Researched ideas, created proposals, and forged relationships between the museum and various UT organizations that led to future events, including last spring's *Read Across America Day*

COMMUNITY INVOLVEMENT

UT College of Fine Arts

February 2009- Present

Student Associate

- Assisted in arranging the UT New York Seminar for Arts Administration, a networking trip for students
- Communicated travel information to students by maintaining a list serve and arranging meetings
- Researched information on New York and contacted local venues to plan events for the trip

UT Theatre and Dance Mainstage and Student Productions

Aug 2006 -Present

- Performed in 3 mainstage and 4 student run productions with the University of Texas at Austin Theatre Department, one of which was a touring show that visited numerous elementary schools in the Austin community

Sally So-Great

2400 Guadalupe St, Austin, TX 78751 | 555-555-5555 | anystudent@mail.utexas.edu

EDUCATION

The University of Texas at Austin, Austin, TX

May 2009

BFA in Studio Art, BA in Studio Art

- Distinguished College Scholar
- University Honors

Spring 2008
Fall 2005 - Fall 2008

LEADERSHIP EXPERIENCE

The University of Texas at Austin, FAB Gallery, Austin, TX

10/08-Present

Associate Director

- Led implementation of new student-run gallery in College of Fine Arts (CoFA), with 170 feet of wall space.
- Wrote mission statement and purpose of gallery.
- Chose name of gallery and selected logo from submitted designs.
- Drafted and managed \$1550 start-up budget and \$3000 annual budget.
- Led planning of three shows and openings per semester.
 - Generated press releases and advertisements.
 - Juried artwork to select 20-30 pieces from about 70 entries.
 - Coordinated drop-off and pick-up of artwork from/to the artists.
 - Properly installed the artwork in the exhibition.
- Curated twenty alumni artworks for first show House Warming/Home Coming.
- Opening of second show, Chrysalis, was attended by 300-500 people.

The University of Texas at Austin, Fine Arts Council, Austin, TX

10/05-Present

President (05/08-05/09), Vice President, Senate Representative, member

- Led strategic planning of events for 2008-2009 school year, including
 - Harvest Mandala Food Drive: donated 1700 lbs of food.
 - Explore the Arts: gave freeperformance tickets to CoFa students.
 - Faculty-Student Mixers: facilitated social interaction with professors.
 - Longhorn School Bus: taught 5th graders about college and fine arts.
 - Fine Arts Week: lunch mixer in each of the three CoFA departments.
 - Performance Showcase: talent show attended by about fifty students.
 - Departmental Town Hall Meetings: identified problems in CoFA.
 - Research Week: publicized the creative performances of CoFA.
- Led weekly meetings to plan events and discuss CoFA issues
- Developed and coordinated student events within assigned budget of \$3000.
- Reviewed requests and distributed \$3000 to other student organizations.
- Met monthly with the Provost and the other council presidents about academic issues such as tuition de-regulation, capping the top 10% law, increasing summer enrollment, and the availability of online course instructor surveys.
- Student liason to CoFA Deans and Senate of College Councils
- *Chair, Analecta Selection Committee*
 - Selected twenty pieces of art by undergraduates to be published in the 2008 edition of "Analecta," UT's creative student journal.
- *Chair, Texas Exes Teaching Award Selection Committee*
 - Led a five member team to solicity, review and select one professor and one TA/AI from CoFA to receive a \$1000 monetary award.

The University of Texas at Austin, Austin, TX

03/07-11/07

College of Fine Arts Dean Search Committee Member

- Attended meetings, reviewed applicats, and interviewed references.
- Co-hosted the student receptions with all three finalists.

- The University of Texas at Austin, Senate of College Councils**, Austin, TX 08/07-05/08
Member, Faculty Affairs Committee
- Researched UT faculty hiring to support Senate resolution, which was passed, in support of student representation in tenure-track faculty hiring.
 - Coordinated five university-wide faculty-student mixers as part of Senate's Faculty Appreciation Week.

PROFESSIONAL EXPERIENCE

- The University of Texas at Austin**, Austin, TX 01/05-Present
Administrative Assistant
- Prepared incomign graduate student applications for review by faculty.
 - Co-curated Maya Meetings exhibition of Mesoamerican stele rubbings.
 - Administered tours and assisted at prospective student events.

- Art in Public Places Administration**, Austin, TX 04/08-05/08
Volunteer
- Archived proposals, budgets, and other documents from public art projects.
 - Participated in a selection meeting for a new public art project.

- Western Art Academy**, Kerrville, TX Summers 06-08
Camp Chaperone
- Responsible for the safety of twenty-five teenagers during their stay in on-campus dorms, on field trips, and during free time.
 - Provided planned activities for the students during the evenings.
 - Assisted instructors with materials, set-ups, and teaching.

STUDY ABROAD

- UT Learning Tuscany Program**, Casiglion Fiorentino, Italy 5/08-7/08
- Attended study abroad program on departmental scholarship.
 - Arranged for (in Italian) the retrieval of friend's luggage left behind on train.
 - Conducted interviews in Italian with men working on the restoration of a 15th century fresco in a local church to learn about restoration processes.
 - The interviews were for a research project on restoration.
 - Communicated in Italian to fulfill day-to-day needs.
 - Studied Italian Renaissance art and architecture on location.
 - Used pharmacy system in Italy for basic medicinal needs.
 - Learned Italian transportation system and travelled in small groups to cities.

HONORS & AWARDS

- | | |
|------|--|
| 2008 | UT Senior Leaders Program Certificate |
| 2007 | Phi Kappa Phi Honor Society Member |
| | Endowed Presidential Scholarship |
| 2006 | Art Student Representative at President Power's Inauguration |
| 2005 | Partial Terry Scholarship |
| | Eagle Scout |

DUDLEY DUNGOOD

2400 Guadalupe St., Austin, TX 78751 • 512-555-5555 • anystudent@mail.utexas.edu

EDUCATION

University of Texas at Austin

- Bachelor of Arts in Art History
- Business Foundations Certificate
- Phi Beta Kappa Honors Society
- University Honors
- College Scholar

December 2012

May 2012

EXPERIENCE

Capitol Partners Consulting (Austin, TX)

Administrative Assistant

March 2013 – Present

- Provide administrative support during the 83rd Texas Legislative Session to lobbyists and public affairs consultants with an industry diverse clientele, keeping the principals organized and free to devote more time to client work
- Research background information and survey media coverage daily on two major clients, a major network provider and a statewide coalition, allowing principals to better manage governmental relations
- Prepare internal reports to keep principals informed on the coalition's actions and deliver external biweekly reports to the coalition that detail the principal's achievements, enabling the principals to better serve their clients
- Schedule meetings with members of the Texas Senate and House of Representatives to maintain the principals' relationships with members of the legislature
- Act as liaison with major client executives to enhance efficiency in communications

Art Alliance Austin

Production Intern

February – March 2013

- Supported production efforts for the annual Art Night Austin gallery tour by preparing timelines, applying for permits, ordering paper supplies, hand-delivering flyers, and assisting with site walk-throughs to ensure a successful event
- Oversaw deliveries and set-up of supplies, food, and beverages and helped coordinate volunteer roles for the Art Night after party

Jack S. Blanton Museum of Art – Shop (Austin, TX)

Retail Assistant

July 2012 – March 2013

- Guided customers in selection and purchase of unique retail merchandise to drive store sales
- Arranged in-store product and jewelry displays applying visual merchandising techniques
- Created vendor purchase orders and processed inventory through Winretail management system and Tradewind POS

Austin Museum of Art-Arthouse (Austin, TX)

Site Rentals Intern

September – December 2012

- Managed correspondence with clients to secure rentals of the museum's two distinct locations, Laguna Gloria and The Jones Center
- Prepared purchase orders, client invoices, and contracts to obtain all necessary documents from clients
- Created venue profiles for the museum on event planning websites to increase the volume of rentals

Intern to the Executive Director

March – September 2012

- Reported directly to Interim Executive Director to assess the institution's current mission and presence resulting from the November 2011 merger with Arthouse
- Wrote a 40+ page report that analyzes the museum's strengths and weaknesses in governance, programming, financial management and other key operations while providing recommendations for future strategic planning and re-branding
- Interviewed key staff members and conducted research to evaluate the museum's departments, programs, and resources
- Collected and categorized critical legal, personnel, financial, governance and other vital museum documents to provide support materials to the new Executive Director

EDUCATION

The University of Texas at Austin, College of Fine Arts May 2014
Bachelor of Arts in Theatre and Dance
Business Foundations Certificate 2011- 2014
Bridging Disciplines Program, Social Entrepreneurship & Non-Profits Certificate 2013 - 2014

SELECTED EXPERIENCE

Long Center for the Performing Arts May 2013 - Present

Marketing Intern

- Worked with the marketing team to promote and advertise the Long Center 2013-2014 season
- Wrote and curated articles for the blog “Long Story Short” to engage with the Austin community
- Created management strategies for the ongoing maintenance of the blog
- Established an efficient system for guests to enter contests using Google Forms
- Coordinated the photo booth and prize drawing for Rhythm on Stage series with fellow interns
- Composed copy for marketing emails, community outreach, and social media accounts

UTNT (UT New Theatre), Austin Texas Fall 2012 - Present

Marketing and Outreach Director

- Created and managed social media accounts on Facebook, Twitter, and Tumblr
- Composed copy and generated content strategies for social media accounts
- Collaborated with Theatre and Dance director of marketing to establish the UTNT brand and create marketing strategies

Rude Mechanicals, Austin Texas Fall 2012 - Present

Rude Mechanicals Intern

- Wrote and created an official online internship application for potential applicants
- Designed layout and user experience of the website with the co-artistic producers
- Researched and wrote a plan for updating and digitizing the publicity archive
- Drafted the Austin City Foundation Grant

The Cohen New Works Festival presented by the University Co-op, Austin Texas Fall 2011 - Spring 2013

Applications Chair, Technical Writer & Executive Committee Member

- Wrote the Festival and Go! Grant applications
- Planned and organized the Festival and Go! Grant selection events
- Prepared and curated procedures, applications, and selection criteria for the application and review process
- Worked with the IT Manager to convert the application process to a completely online medium
- Developed a new user-friendly website via WordPress; to broaden the reach and improve engagement with the Festival
- Implemented and managed the new ticketing system on Ticket Leap for 190 plus events
- Drafted proposals for funding IT projects

The Alley Theatre, Austin Texas Summer 2011

Stage Management Intern

- Assisted the stage management team during production process
- Facilitated set up, movement, clean up, and storage of all show props
- Assisted the production management team to prepare for the rehearsal period
- Stage managed HYPE (Houston Young Playwright Exchange)

SELECTED SKILLS

Fluent: Microsoft Office, Google Drive, WordPress, Shout'em, social media management, JotForm (application development), business operations and organizational management
Proficient: SEO, HTML, Google Analytics, budgeting, accounting, finance, audio editing, user experience design, databases

Julia Roberts
Cell Phone (512) 555-5555 anystudent@utexas.edu
2400 Guadalupe St., Austin, Texas 78751

Education:

University of Texas at Austin, Bachelors of Music in Music Education

Class of 2014

Professional Experience:

Development Student Assistant

June 2012-Present

Texas Performing Arts, University of Texas (Austin, Texas)

- Prepare email messages to be sent to donors before every performance (40 performances per season) containing performance and parking information.
- Create donor attendance report using Paciolan's Donor Management System.
- Assist at special donor events such as receptions, concerts, and venue tours.
- Assemble and mail annual membership packages for 600+ members.
- Manage Facebook and Flickr accounts.

Assistant Camp Coordinator

June 2012-August 2012

Paramount Theatre (Austin, Texas)

- Coordinate six summer camps for children ages 6 to 18 and serve as liaison to parents.
- Organize and help run first day of camp check in.
- Create teacher packets with rosters, schedule, and other camp details.
- Discuss and troubleshoot camp problems with teachers.

Campus and Community Engagement Student Assistant

September 2011-December 2011

Texas Performing Arts, University of Texas (Austin, Texas)

- Manage department website and Flickr account with details, and photos of past and current engagement events.
- Record 1,000 survey responses to Survey Monkey per youth performance.
- Maintain financial spreadsheet, inputting deductions and generating departmental balances using Microsoft Excel.

Administrative Receptionist

August 2010-June 2012

Texas Performing Arts, University of Texas (Austin, Texas)

- Answer information phone line and general email.
- Responsible for explicit knowledge of function of each member of 60 person staff, 40 production season, and 6 venues.
- Assist with shipping and receiving packages for staff of 60.

Relevant Experience

Student Employee Committee Member

January 2012-Present

Texas Performing Arts, University of Texas (Austin, Texas)

- Represent 60 student employees with 6 other committee members.
- Plan pre-show events for student attendees designed to increase student attendance rates.
- Organize social events for student employees; i.e. end of semester parties, and potlucks.

Guest Hospitality Committee Member

Spring 2013

University of Texas New Works Festival (Austin, Texas)

- Coordinate transportation and hospitality for 15 guest artists.

Skills

- Proficient in Microsoft Word, Excel, and PowerPoint.
- Experience with Drupal Website Software and the Paciolan Ticketing and Donor Management System.
- Knowledge of Facebook, Twitter, Blogger, Flickr, Survey Monkey, Tumblr.

Sample Reference List

Julia Roberts

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REFERENCES

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Dr. Diane Dancer, Professor
Professor of Theatre
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Ms. Wanda Winner, Internship Supervisor
Marketing Manager
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The University of Texas at Austin
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A Resume Worksheet

Tell the employers where they can contact you.



First Name, Middle Initial, Last Name

Permanent Address, City, State, Zip

Local Address, City, State, Zip

Area Code, Telephone Number

Area Code, Telephone Number

E-mail address



OBJECTIVE

Name the position you are seeking

or

SUMMARY

How much experience (paid or unpaid) you have in the field or line of work

Training or education related to this field or line of work.

A special accomplishment or recognition

Your key skills, talents, abilities, or special knowledge.

Something about your attitude or work ethics



EDUCATION

Degree Major Year Completed

School name City-State

Area of emphasis of honors and awards

Key Courses

Degree Major Year Completed

School name City-State

Area of emphasis of honors and awards

Key Courses

Start with your most recent degree, diploma, award, certificate, workshop, training program, or on-the-job training.

EXPERIENCE

Job Title or Role	Organization	City-State	Dates
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Brief overview of your role or key responsibilities

List a skill or activity needed for the position

List another skill or activity needed for the position

Job Title or Role	Organization	City-State	Dates
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Brief overview of your role or key responsibilities

List a skill or activity needed for the position

List another skill or activity needed for the position

Job Title or Role	Organization	City-State	Dates
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Brief overview of your role or key responsibilities

List a skill or activity needed for the position

List another skill or activity needed for the position

ACCOMPLISHMENTS & ACHEIVEMENTS

Special talents or abilities

Language skills

Certifications

Hobbies, Interests, Activities

Additional Accomplishments

Be sure to list temporary, volunteer, and unpaid experience as well as paid experience