

Curriculum Vitae - CV

Resumes vs. CVs

In the United States, employers request that you submit a resume as part of your job application. When you are applying for certain **graduate programs** or **academic/research positions**, submitting a **grant application**, or applying for positions in certain countries **outside of the US**, you will often be asked to submit a CV or a Curriculum Vitae. This document is a detailed and structured list of your professional experiences as well as your academic and professional credentials.

What are the major differences?

Resume	Curriculum Vitae
<p>Length: Resumes are typically 1-2 pages, with extraneous details eliminated. Most employers do not want to read about every activity you have participated, but they do want to understand how your experiences connect to the specific position. If you had 20 seconds to tell an employer about yourself, what would you highlight?</p> <p>Structure & Flexibility: Resumes usually include bullet point skills statements under each position/experience.</p> <p>Personal Information: In the United States, it is illegal to include personal information like nationality, date of birth, and marital status in your application materials due to the Equal Employment Opportunity Act, which protects employees from discrimination in hiring. Do not include this information, as it may result in an employer returning your resume to you and not being able to evaluate you as a candidate.</p>	<p>Length: A CV can be as long as necessary to fully document your career experiences and provide depth to showcase your qualifications (typically 3-8 pages). Depending on your field of specialization, institutions may require comprehensive or abbreviated CVs. Research the particular conventions in your field.</p> <p>Structure & Flexibility: For CVs, you may use bullet points or short paragraphs using skills statements.</p> <p>Personal Information: CVs used for positions outside of the United States can include personal information such as a photograph, nationality, date of birth, sex, marital status, number of children, and/or personal interests like hobbies. Check with your contacts at the organization and in the country to determine which of these you are expected to include. These components are not necessary for CVs used for grants or academic/research positions.</p>
<p>Note: Terminologies can be a bit confusing, so when applying for positions overseas, always speak to the human resources department or company recruiter to find out what style document they prefer to receive and the desired length. A CV in countries such as Britain, Canada, and Australia looks more like a 1-2-page US resume, while a CV in continental Europe, South America, and other countries is expected to be longer and more detailed.</p>	

What are the major similarities?

Language:

Both documents should include skills statements with active verbs, numbers (quantified achievements), and language that demonstrates your accomplishments. Both documents should be free of spelling/grammar mistakes. If you are applying for a position outside of the United States that requires fluency in the country's primary language, you may consider submitting your application in that language.

Tailoring:

Both documents should be tailored to the specific position for which you are applying. Organize the categories so that the most relevant areas come first.

Chronological Order:

Within each category, list your experiences in reverse chronological order.

CV Sections

Many of the following sections can be a part of your document. Keep in mind that your CV should be specific to your experience and the position to which you are applying, which means that you have flexibility in deciding the names and placements of the following sections. Depending on your strengths and the requirements of the position, you may consider combining or expanding some of the sections listed below.

Graduate School or Academic/Research Positions	For Jobs Outside the United States
<ul style="list-style-type: none">• Personal Contact Information• Education• Dissertation or Thesis• Competencies/Expertise/Skills• Professional Experience<ul style="list-style-type: none">○ Teaching○ Research○ Service/Engagement○ Professional Work Experience• Publications and Presentations• Professional Development• Professional Associations• Honors, Awards, Grants, Fellowships, Scholarships• Languages/International Experience• Licenses/Certifications• Credentials, References	<ul style="list-style-type: none">• Personal Contact Information• Personal Information• Education• Competencies/Expertise/Skills• Professional Experience<ul style="list-style-type: none">○ Areas can be arranged differently depending on your background, i.e. Teaching Experience, Legal Experience, Consulting Experience, etc.• Professional Development• Honors, Awards, Grants, Fellowships, Scholarships• Languages/International Experience• Licenses/Certifications• Credentials, References

COMMON CV SECTIONS FOR GRADUATE PROGRAMS & ACADEMIC/RESEARCH POSITIONS

Heading: Name & Contact Information

- ☐ Use a larger font for your name
- ☐ Include full name, mailing address, phone, and professional e-mail (remove the hyperlink)
- ☐ Spell out abbreviations (e.g. St.= Street), with the exception of states
- ☐ Include both local and permanent address if moving during application process
- ☐ Include your name and a page number in the heading of every page of your document.

Competencies/Expertise/Skills

- ☐ Include language, technical, and/or laboratory skills, and consider your proficiency in each

Education

- ☐ Include colleges attended for more than one year, as well as study abroad programs and relevant coursework
- ☐ List university name, degree, majors, minors, graduation date, and GPA (if above 3.0)
- ☐ Include title and brief description of dissertation or thesis, including your findings and the names of your advisor, committee members, and completion date

Teaching/Research Experience

- ☐ Research assistantships and experiences
- ☐ Student advising, courses taught, including guest lectures, trainings, seminars, and workshops, teaching assistantships

Work Experience

- ☐ Jobs and internships, graduate fieldwork, graduate practicum or internship

Publications and Presentations

- ☐ Presentations: Conference and poster presentations, scholarly presentations, including date, location, and names of co-presenters
- ☐ Publications: Authored and co-authored works, professional papers, articles, conference papers, reviews – *include proper citations for these*

Service and Engagement

- ☐ Academic Service/Leadership: Departmental or university committees, groups or task forces, faculty or student leadership or governance
- ☐ Professional Membership: Affiliations, professional association memberships, scholarly societies, including dates of involvement and description of your contribution, if you took on responsibilities beyond general membership

Professional Development

- ☐ Special trainings, conferences, and courses attended to develop professional skills
- ☐ Certificates earned related to your field

Honors/Awards/Fellowships/Grants

- ☐ List competitive scholarship, fellowships, scholastic honors, teaching/research awards
- ☐ Grants: include the name, dates, and amounts of grants that you have written and received

References

- ☐ Include name, job title, organization, address, phone number, and email for 3-5 individuals
- ☐ Write brief statement describing relationship with each

Format

- ☐ Ensure headings and name stand out
- ☐ Use past tense to describe past positions and present tense for current positions
- ☐ List most relevant skill statements first

Tips

- ☐ Proofread; seek feedback on format and content
- ☐ Use resume paper in white, cream or gray
- ☐ Do not use personal pronouns like “I” or “my”
- ☐ Be selective, clear, concise and specific
- ☐ Be positive and honest
- ☐ Focus on accomplishments

COMMON CV SECTIONS FOR JOBS OUTSIDE THE UNITED STATES

Heading: Name & Contact Information

- ☐ Use a larger font for your name
- ☐ Include full name, mailing address, phone, and professional e-mail (remove the hyperlink)
- ☐ Spell out abbreviations (e.g. St.= Street), with the exception of states
- ☐ Include both local and permanent address if moving during application process
- ☐ Include your name and a page number in the heading of every page of your document.

Personal Information

- ☐ This may include nationality, citizenship status, date of birth, sex, marital status, # of children, hobbies/interests, a photo – check with local contacts to find out what should be listed, as they may vary country to country

Summary of Qualifications and Skills

- ☐ Set of bullet points that succinctly highlight skills/experience directly related to position
- ☐ Include personal qualities that demonstrate international awareness, adaptability, reliability

Education

- ☐ Include high school and colleges attended for more than one year, study abroad programs
- ☐ List names of institutions, degree, majors, minors, graduation date, and GPA (if above 3.0) out of 4.0
- ☐ Can include a more expanded description of studies: instead of relevant coursework, list areas of interest and include language studies

Work Experience

- ☐ Group your work experience into different functional areas, if possible (ex: Teaching Experience, Marketing Experience, Graduate Fieldwork, Legal Experience, etc.)

Leadership & Volunteer Experience

- ☐ Leadership roles, involvement in student groups, professional or service organizations

Honors/Awards/Fellowships/Grants

- ☐ List competitive scholarships, fellowships, scholastic honors, teaching/research awards, grants, and other funding received

Professional Development/Training

- ☐ Special trainings, conferences, and courses attended to develop professional skills
- ☐ Certificates earned related to your field

International Experience

- ☐ List international education or courses, cross-cultural and international experiences (volunteering, interning, or working), language/translation abilities, travel

References

- ☐ Include name, job title, organization, address, phone number, and email for 3-5 individuals
- ☐ Write brief statement describing relationship with each

Format

- ☐ Ensure headings and name stand out
- ☐ Use past tense to describe past positions and present tense for current positions
- ☐ List most relevant skill statements first

Tips

- ☐ Embed cross-cultural skills throughout CV by highlighting adaptability, interactions with people of other cultures, appreciation of difference, sensitivity to dynamics of cross-cultural environment
- ☐ Translate or have your CV translated into the appropriate foreign language, send both versions
- ☐ Proofread; seek feedback on format and content
- ☐ Use resume paper in white, cream or gray
- ☐ Don't use personal pronouns like "I" or "my"
- ☐ Be selective, clear, concise and specific
- ☐ Be positive and honest
- ☐ Focus on accomplishments

Tips for Electronic Documents

Many companies and organizations accept CVs electronically and use scanning software to collect information from the document first. When emailing a CV to a potential employer use these cautionary tips:

- Follow the instructions you are given for submitting your document online otherwise you might be eliminated as a candidate.
- Bullets, font size and underlining may be read differently electronically so use minimally.
- Label your attachments with your name. Example: "Anderson CV, Finance Position"
- If your document is requested in a Text File (.txt), you may need to convert it from your word processing program. Otherwise, use Microsoft Word. Most software cannot read other formats. PDF specifically should be avoided because text cannot be extracted from most of these files.
- Include your CV as an attachment, not pasted into the body of the email.

Write Strong Skill Statements

Strong Skill Statement = Action Verb + Details + Outcome/Result
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Action word

- Look at the job description and the information you've researched about the organization. Identify skills you think are necessary for the position. Use action words that address those needs.
- Vary your word choice. This helps your abilities sound more diverse and adds depth.

Details

- Ask the following: Who/For whom? What? Where? Why? How?
- Use numbers to quantify your skills and experience.
- Vary the length of your skill statements. The majority should be one line only.

Outcome/Results

- As a result of your action, what happened? Why was it important?

Examples

Before: Answered phones

After: Responded to an average of 200 service inquiry calls per day in a helpful and professional manner

Objectives and Summary Statements

Creating a focal point for a CV often helps tell a hiring decision-maker what job or type of job the candidate seeks and what his or her top selling points are.

If you choose to include an objective, make it concise and specific. For example:

- **Objective:** To obtain an internship in the international accounts department of ABC Advertising.

A branding statement is another option for a focal point. It defines who you are, your promise of value, and why you should be sought out. A branding statement is a punchy "ad-like" statement that describes what you can bring to an employer; think of it as a sales pitch. Consider integrating these elements:

What makes you different? What qualities or characteristics make you distinctive? What have you accomplished? What is your most noteworthy personal trait? What benefits (problems solved) do you offer? For example:

- **Profile:** Sales professional with advanced Spanish ability poised to contribute strong intercultural, interpersonal, communication, and organizational skills and experience to your organization in a front-line, customer-support role.
- **Profile Summary:** Customer-focused business professional eager to leverage Spanish and cross-cultural skills plus more than 6 years of experience in corporate communications and community outreach.

Action Words

Action verbs help you get to the point quickly and creatively and communicate your assets, experiences and accomplishments effectively.

Communication	Suggested	Measured	Controlled	Executed	
People Skills	Summarized	Netted	Converted	Filed	Teaching Skills
Addressed	Synthesized	Planned	Coordinated	Generated	Adapted
Advertised	Translated	Prepared	Decided	Incorporated	Advised
Arbitrated	Wrote	Programmed	Delegated	Inspected	Clarified
Arranged		Projected	Developed	Logged	Coached
Articulated	Creative Skills	Qualified	Directed	Maintained	Communicated
Authored	Acted	Reconciled	Eliminated	Monitored	Conducted
Clarified	Adapted	Reduced	Emphasized	Obtained	Coordinated
Collaborated	Began	Researched	Enforced	Operated	Critiqued
Communicated	Combined	Retrieved	Enhanced	Ordered	Developed
Composed	Composed		Established	Organized	Enabled
Condensed	Conceptualized	Helping Skills	Executed	Prepared	Encouraged
Conferred	Condensed	Adapted	Generated	Processed	Evaluated
Consulted	Created	Advocated	Handled	Provided	Explained
Contacted	Customized	Aided	Headed	Purchased	Facilitated
Conveyed	Designed	Answered	Hired	Recorded	Focused
Convinced	Developed	Arranged	Hosted	Registered	Guided
Corresponded	Directed	Assessed	Improved	Reserved	Individualized
Debated	Displayed	Assisted	Incorporated	Responded	Informed
Defined	Drew	Clarified	Increased	Reviewed	Instilled
Developed	Entertained	Coached	Initiated	Routed	Instructed
Directed	Established	Collaborated	Inspected	Scheduled	Motivated
Discussed	Fashioned	Contributed	Instituted	Screened	Persuaded
Drafted	Formulated	Cooperated	Led	Submitted	Simulated
Edited	Founded	Counseled	Managed	Supplied	Stimulated
Elicited	Illustrated	Demonstrated	Merged	Standardized	Taught
Enlisted	Initiated	Diagnosed	Motivated	Systematized	Tested
Explained	Instituted	Educated	Navigated	Updated	Trained
Expressed	Integrated	Encouraged	Organized	Validated	Transmitted
Formulated	Introduced	Ensured	Originated	Verified	Tutored
Furnished	Invented	Expedited	Overhauled		
Incorporated	Modeled	Facilitated	Oversaw	Research Skills	Technical Skills
Influenced	Modified	Familiarized	Planned	Analyzed	Adapted
Interacted	Originated	Furthered	Presided	Clarified	Applied
Interpreted	Performed	Guided	Prioritized	Collected	Assembled
Interviewed	Photographed	Helped	Produced	Compared	Built
Involved	Planned	Insured	Recommended	Conducted	Calculated
Joined	Revised	Intervened	Reorganized	Critiqued	Computed
Judged	Revitalized	Motivated	Replaced	Detected	Conserved
Lectured	Shaped	Prevented	Restored	Determined	Constructed
Listened	Solved	Provided	Reviewed	Diagnosed	Converted
Marketed		Referred	Scheduled	Evaluated	Debugged
Mediated	Data/Financial	Rehabilitated	Secured	Examined	Designed
Moderated	Skills	Represented	Selected	Experimented	Determined
Negotiated	Administered	Resolved	Streamlined	Explored	Developed
Observed	Adjusted	Simplified	Strengthened	Extracted	Engineered
Outlined	Allocated	Supplied	Supervised	Formulated	Fabricated
Participated	Analyzed	Supported	Terminated	Gathered	Fortified
Persuaded	Appraised	Volunteered		Inspected	Installed
Presented	Assessed		Organizational	Interviewed	Maintained
Promoted	Audited	Management	Skills	Invented	Operated
Proposed	Balanced	Leadership Skills	Approved	Investigated	Overhauled
Publicized	Budgeted	Administered	Arranged	Located	Printed
Reconciled	Calculated	Analyzed	Catalogued	Measured	Programmed
Recruited	Computed	Appointed	Categorized	Organized	Rectified
Referred	Conserved	Approved	Charted	Researched	Regulated
Reinforced	Corrected	Assigned	Classified	Reviewed	Remodeled
Reported	Determined	Attained	Coded	Searched	Repaired
Resolved	Developed	Authorized	Collected	Solved	Replaced
Responded	Estimated	Chaired	Compiled	Summarized	Restored
Solicited	Forecasted	Considered	Corrected	Surveyed	Solved
Specified	Managed	Consolidated	Corresponded	Systematized	Specialized
Spoke	Marketed	Contracted	Distributed	Tested	Standardized

Samples to Guide You

As mentioned earlier, there is no “right” or “wrong” way to craft a CV and the examples included in this handout are only two of the various examples available.

CV for international opportunity:

1

Peter H. Piper

Telephone: 651.523.5232
Email: ppiper01@hamline.edu
Nationality: American
Date of Birth: 1 January 1996
Status: Single



OBJECTIVE

To obtain a Santiago-based summer internship with Youth International.

SUMMARY OF QUALIFICATIONS & SKILLS

- Advanced Spanish proficiency
- Background in working with diverse groups of youth and adults in a variety of settings
- Proven leadership, management, customer service and communications skills
- Commitment to diversity and youth development

EDUCATION

Hamline University, St. Paul, MN, Sept 2013-May 2017

Bachelor of Arts in Psychology, Minor: Spanish / GPA 3.8, Dean's List Fall 2013

My coursework has included a series of introductory and intermediate level psychology courses including General Psychology, Lifespan Development, Abnormal Psychology, Psychology of Adjustment, and Multicultural Perspectives in Psychology. I have also taken Introductory through Advanced Spanish courses. In addition, I have taken a variety of other courses in the Humanities, Fine Arts and Social Sciences to complete Hamline's Liberal Arts curriculum requirements.

Hamline University, Mexico Semester, Guanajuato, Mexico, Fall 2014

Over the course of 4 months, I engaged in intensive language immersion while directly enrolled in classes with Mexican students and professors, studying Mexico's history, traditions, politics, and religion. I also lived with a Mexican family and actively participated in their daily activities. In addition, I regularly traveled around the region to learn about the country outside of the urban landscape.

Mounds View High School, Arden Hills, MN, Sept 2009- June 2013

I graduated in the top 10th percentile of my high school class. I was also inducted into the National Honor Society. I was active in student athletics and government by playing on the men's tennis team and serving as a class representative on the student council.

TEACHING AND ADVISING EXPERIENCE

Resident Advisor, August 2016 – May 2017

Residential Life, Hamline University, St. Paul, MN

I unified 20 culturally diverse first-year residents through the development and implementation of social, academic, recreational, and cultural activities. I role-modeled, enforced and communicated college rules and regulations. I managed a \$200 budget to implement activities based on bi-annual needs assessments.

Tutor, August 2015 - May 2016
Minnesota Literacy Council, St. Paul, MN

I enhanced a literacy program involving 50 children and 20 college tutors by restructuring programs to better meet the diverse needs of English language learners and budgetary changes in the program. The majority of the students I served were new immigrants from Mexico, El Salvador, Honduras, Somalia, and Thailand. In this role I regularly used Spanish language skills as I met and collaborated with tutors, parents, students, counselors, and social workers committed to helping improve reading scores in children ages 5-10.

ADDITIONAL EXPERIENCE

Student Activity Planner, August 2015 - May 2016
The Hedegman Center, Hamline University, St. Paul, MN

I solicited \$5,000 in funds from several departments to support bringing national speakers to campus on topics ranging from the current political climate to art history. I also organized a committee that marketed and promoted events and arranged guest accommodations. Additionally, I promoted events to campus and community to increase diversity awareness.

Server, July 2014 - September 2015
Perkins Restaurant, St. Paul, MN

I served drinks and food and provided a friendly and welcoming atmosphere for customers. This role improved my teamwork and time management skills.

Barista, October 2013 - May 2014
Starbucks, St. Paul, MN

I prepared a variety of drinks and food while providing excellent customer service. I often had to work under pressure and sometimes dealt with challenging customers.

EXTRACURRICULAR ACTIVITIES

Varsity Track Team Captain, December 2015- May 2017
Hamline University, Saint Paul, Minnesota

I encouraged and led the 30-person team through practices, with the guidance and support of the team coaching staff. I developed monthly social activities to enhance team morale.

REFERENCES

Lucy Thomas, Area Coordinator
for Residential Life
Hamline University
1536 Hewitt Avenue
Saint Paul, MN 55104
Ph: 651-523-2061
lthomas01@hamline.edu

Anton Fitz, Learning Center
Coordinator
MN Literacy Council
700 Raymond Avenue, Suite 180
St. Paul, MN 55114
651-645-2277
afitz@mnliteracy.org

Maria Juarez, Professor of
Spanish
Hamline University
1536 Hewitt Avenue
Saint Paul, MN 55104
651-523-2295
mjuarez03@hamline.edu

*Supervisor and mentor during my
role as Resident Advisor.*

*Supervisor during my role as a
tutor.*

*Lead professor and study abroad
program coordinator for Mexico
Semester.*

PIPER M PETERSON

1536 Hewitt Avenue, Saint Paul, MN 55104-1284
651-523-1234 | ppeterson@hamline.edu

SUMMARY OF QUALIFICATIONS

- Recent graduate of Biology program at liberal arts university
- Obtained research and lab experience through internships and jobs in the field
- Proficient in a variety of laboratory and scientific research techniques
- Passionate about wildlife, population ecology, and animal physiology

EDUCATION

Hamline University, Saint Paul, MN

Bachelor of Science, Biology | GPA: 3.5

May 2017

- Senior Honors Thesis: "Predaceous Vertebrates of the Olive Ridley Sea Turtle (*Lepidochelys olivacea*)"
- *Course Highlights:* Ecology, Invertebrate Zoology, Botany, Animal Cell Physiology, Genetics, Parasitic Helminthes, Organic Chemistry, Probability, Statistics, Biodiversity and Conservation Biology

RESEARCH AND LABORATORY EXPERIENCE

Field Research Intern, Associated Colleges of the Midwest – Costa Rica

Sept 2016-Dec 2016

*Predaceous Vertebrates of the Olive Ridley Sea Turtle (*Lepidochelys olivacea*)*

- Examined current literature and research on the subject
- Collected and compiled data independently at secluded rainforest research station
- Analyzed Findings using Lotus, Statgraphics, Harvard Graphics, and Biometry computer programs
- Selected to present original study at the West Coast Biological Sciences Undergraduate Research Conference

Field Research Intern, Minnesota Department of Natural Resources, St. Paul, MN

May 2015-May 2016

- Collected and successfully keyed over 75 terrestrial and aquatic arthropods; collected and reported data on aspen distributions
- Developed an independent small group study on ponderosa pine water uptake
- Computed data and graphed results using Cricket Graph
- Mapped and classified formations in Bear Creek, CO and Garden of the Gods, CO
- Charted and created hypothesis for formation of road cut in El Paso, TX

Biology Lab Student Assistant, Hamline University, St. Paul, MN

January –May 2013

- Maintained clean and safe laboratory equipment, including research microscopes, high-speed centrifuges, plant growth chambers, and UV-Visible spectrophotometers
- Supported the work of multiple student and faculty research projects as needed

LABORATORY AND COMPUTER SKILLS

- **Chromatography:** Gas, Liquid
- **Computer Spectroscopy:** Nuclear Magnetic Spectroscopy, Infrared, Mass Spectroscopy Skills
- **Word Processing:** Word Perfect, Microsoft Word and Microsoft Works
- **Statistical Analysis:** Biometry, Stata, Lotus, Cricket Graph, Excel, Statgraphics, Harvard Graphics

PUBLICATIONS/PRESENTATIONS

- Presentation, "Predaceous Vertebrates of the Olive Ridley Sea Turtle (*Lepidochelys olivacea*)", West Coast Biological Sciences Undergraduate Research Conference, San Diego, CA April 2016
 - Article to be submitted for publication in January 2018

HONORS, AWARDS, AND FUNDING

- | | |
|---|----------------------|
| Great Lakes Internship Grant | Sept-Dec 2016 |
| <ul style="list-style-type: none"> • Selected to receive summer grant to cover cost of lost wages for unpaid internship | |
| Dean's List | Sept 2013 –Sept 2016 |
| <ul style="list-style-type: none"> • Received a GPA of 3.5 during 5 semesters at Hamline | |
| Presidential Scholarship Recipient | Sept 2013-June 2014 |
| <ul style="list-style-type: none"> • Presidential Scholarships are merit-based and awarded based on a combination of class rank, grades, and ACT or SAT scores | |

PROFESSIONAL AFFILIATIONS

- | | |
|---|------------------|
| • Member of Ecological Society of America | Jan 2016-Present |
| • Member of American Institute of Biological Sciences | Jan 2016-Present |

ADDITIONAL WORK EXPERIENCE

- | | |
|--|--------------------|
| Sales Associate , Gap Stores, Roseville, MN | May-August 2016 |
| <ul style="list-style-type: none"> • Assisted customers with questions and concerns about merchandise • Consistently exceeded weekly sales goals | |
| Klas Cafe , Hamline University, St. Paul, MN | Sept 2014-May 2015 |
| <ul style="list-style-type: none"> • Utilized excellent interpersonal skills in addressing customer and fellow employees' needs • Maintained a clean, comfortable, and safe space for café clientele and employees | |

CO-CURRICULAR ACTIVITIES

- | | |
|---|--------------------|
| New Student Mentor , Hamline University, St. Paul, MN | Sept 2016-May 2017 |
| <ul style="list-style-type: none"> • Acted as resource for a group of 15 incoming first year students throughout their first year on-campus • Assisted with First Year Seminar (FYSEM) events and activities • Served as a mentor and role model to students unfamiliar with Hamline community | |
| Rock Stars , Hamline University, St. Paul, MN | Sept 2013-May 2017 |
| <ul style="list-style-type: none"> • Coordinated trips for group members to rock-climb around the Twin Cities, both indoors and outdoors | |

REFERENCES

- | | | |
|---|---|--|
| Alice Stark, Program Director
Associated Colleges of the Midwest
11 E. Adams Street, Suite 800
Chicago, IL 60603
Phone: 312.561.5999
astark@acm.edu
<i>Costa Rica study abroad program leader</i> | Jamal Foster, Internship Lead
MN DNR
1200 Warner Road
St. Paul, MN 55106
651-259-5831
jamal.foster@state.mn.us
<i>Direct report and mentor during year as field research intern</i> | Becky Kaarbo, Director of Orientation & First-Year Programs
Hamline University
1536 Hewitt Ave
Saint Paul, MN 55104
Phone: 651-523-2638
rkaarbo01@hamline.edu
<i>New Student Mentor Supervisor</i> |
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