

What the Husky Experience means in the classroom: Take History, for example

Academic assignment	Career- relevant skills learned while doing the assignment	What students put on their resume without guidance	Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation	What students put on their resume with guidance / How it could translate to careers in or out of History
10 page research paper on the French Revolution	Research skills, including database search Analysis, synthesis of sources, perspectives Writing Responding to feedback (draft)	⇒ <ul style="list-style-type: none"> • History major • Studied the French Revolution • Wrote papers 	TELL THEM <ol style="list-style-type: none"> 1. Point out the skills behind the assignment—in class, in the assignment instructions, on the syllabus. Explain how they're useful in professional settings (e.g. businesses use teams all the time) 2. Tell students what skills they could put on their resumes as a result of the assignment. 3. Invite the Career Center and/or alumni to visit to discuss the link between their education and professional lives. ASK THEM	⇒ <ul style="list-style-type: none"> • History major • Able to develop well-researched reports based on analysis and synthesis of a variety of sources • Experience with database search • Seeks out constructive criticism and implements change based on feedback • Meets deadlines
Group project with in-class presentation on China in the 20 th Century	Working in a team ⇒ Time management Presentation skills Public speaking	⇒ <ul style="list-style-type: none"> • History major • Studied modern China • Delivered presentations 	1. Ask students to reflect on the assignment (5 min or so) and what non-History, professional skills they learned. 2. Ask students to draft a few lines they could add to their resumes based on the skills they learned from the assignment SUPPORT THEM* <ol style="list-style-type: none"> 3. Explicitly practice building a career-relevant skill through the assignment (e.g. Introduce students to team dynamics, etc.) 4. Have students translate the activity from an academic format to a career format (e.g. an executive summary of a long paper) 5. Reframe the assignment as a simulation (e.g. brief or presentation to a think tank, etc.) 	⇒ <ul style="list-style-type: none"> • History major • Experience working successfully in teams on complex, extended projects • Time-management skills in individual and teamwork settings • Experience developing presentations and speaking publicly to large groups • Meets deadlines

*For departments:

Consider building in to the curriculum reflection through portfolios, internships, experiential learning, or career relevant skills-building in partnership with the Career Center.

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DRAFT 12/30/2014

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My UW experience has prepared me to be a nimble, productive and conscientious individual. I have built skills in and out of the classroom preparing for work in a complex and culturally diverse professional environment. I am equipped with critical thinking and problem-solving skills, possess a deep curiosity and interest in continuous learning, and seek the opportunity to be an effective member of an industrious team.

Education

B.A., History and French, University of Washington Seattle, Washington, June 2014

UW Honors Program and full academic scholarship

Consistently on the Dean's list (GPA above 3.5)

Skills Enhanced through Academic Majors and Co-curricular Activity

- Able to write well-researched reports based on analysis and synthesis of a variety of sources derived from database search results and to produce effective persuasive writing
- Seeks out constructive criticism and implements change based on feedback
- Sees situations from multiple perspectives
- Experience working successfully in teams on complex, extended projects
- Time-management skills in individual and teamwork settings, including meeting all deadlines
- Experience developing presentations and speaking publicly to large groups
- Fluent in English, French

Travel Abroad

Study in Paris, summer 2013, Immersion Language Program

Husky Leadership Initiative

Completed Leadership Certificate – requiring demonstration of skills and abilities as a leader

Community Service & Internship Experience

Community Outreach Intern, Northwest Non-Profit Foundation, Seattle, WA 6/12-9/12

- Assisted in organizing major annual fundraising events; raised \$50,000
- Organized and coordinated volunteers for 3 Seattle community events
- Gathered data, interviewed stakeholders, and wrote reports
- Revised and maintained organization's web pages

Research Experience

University of Washington, Alcohol and Drug Abuse Institute, Seattle, WA

Research Assistant, Measurement and Assessment of Risk on the Street (MARS), 10/13-present

- Interview homeless youth and young adults in three Seattle drop-in centers
- Co-manage data collection coordination
- Support the Downtown Emergency Service Center and the UW Addictive Behaviors Center

Work Experience

Ian's Domain, barista/cashier, September 2010 – May 2011

Operated cash register, prepared and served food and beverages, customer service

O.D. & Associates, technician, July 2011 – August 2011

Responsible for scheduling appointments, answering phones, filing, faxing

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What the Husky Experience means in the classroom *TEMPLATE: (your department here)*

Academic assignment	Career- relevant skills learned while doing the assignment	What students put on their resume without guidance	Faculty guidance: How faculty can make the career relevant skills developed within the major clearer to students and help them prepare for life after graduation	What students put on their resume with guidance / How it could translate to careers in or out of History
		⇒	TELL THEM	⇒
		⇒	ASK THEM	⇒
		⇒	SUPPORT THEM*	⇒