

# RÉSUMÉ GUIDE

TRINITY COLLEGE | CENTER FOR STUDENT SUCCESS AND CAREER DEVELOPMENT



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# WHAT IS A RÉSUMÉ

A résumé is a branding document that highlights your relevant education, experiences, and skills. Résumés are often required when applying to jobs, graduate schools, internships, co-ops, fellowships, scholarships, campus organizations, volunteer opportunities, and more. Your résumé is your first opportunity to make a good impression to a potential school, employer, or organization. This guide will provide you with strategies to develop the content and formatting for your American-style résumé. It provides guidelines for applying to entry-level roles. Meet with a Career Coach to learn strategies for applying to international opportunities or for tips on customizing your document for specific industries.

## TYPES OF RÉSUMÉS

	Master	Industry/Field-Specific	Position-Specific
Audience	Only you	Employers	Employers
Purpose	Keep track of experiences and descriptions	Customize to an industry as a baseline for specific search	Customize to specific position description
Length	No minimum	Varies by industry; generally one page	Varies by industry; generally one page

## HIGH SCHOOL VERSUS COLLEGE RÉSUMÉ

When applying to college you might have used a *high school résumé* that listed all of your school activities. A *college résumé* is more detailed than a *high school résumé*. It uses bullet point statements to highlight not just what you did, but what you accomplished. By the start of your junior year, typically high school experiences should be removed from your résumé. Exceptions may be made to highlight your network or a specific relevant experience. It is important to get involved early at Trinity by participating in clubs, athletics, part-time jobs, volunteering, internships, and more.

## IDP STUDENTS

If you gained full-time work experience before enrolling at Trinity College, your résumé may differ slightly from the samples in this guide. Depending on the amount of work experience and additional education you have, you might incorporate the following:

- An objective, headline, or summary statement
- Re-order your résumé sections to highlight your experience (ex. moving education to the bottom of the résumé)
- Expand your résumé to two pages

It is important to tailor your résumé based on your experiences and career aspirations; [schedule an appointment with a Career Coach](#) to customize your résumé to your goals.

## CV VERSUS RÉSUMÉ

A traditional CV or Curriculum Vitae is a longer document, commonly used in academia, that includes one's "life's work." Most undergraduate students will not need a CV unless applying to specific research positions, fellowships, or graduate schools. Internationally, many employers refer to a résumé as a CV. In these circumstances the employer is requesting a one-page résumé. For strategies on writing a CV schedule a career coaching appointment in [Handshake](#).

# RÉSUMÉ FORMATTING

Employers spend between 10 and 30 seconds making initial decisions on résumés. By using simple and consistent formatting you can ensure employers can easily find your relevant experiences and skills.

## GENERAL RECOMMENDATIONS

- Create your résumé in Microsoft Word; Do not use templates, Pages, or Google Docs which will complicate formatting  
Trinity students can download Microsoft for free through the [Trinity Help Desk](#)
- Margins between .5-1 inch and equal on all sides
- Use the same font throughout the résumé; Stick to basic fonts such as Arial, Times New Roman, or Garamond
- Font should be between 10.5-12pt
- Every experience should consistently include the organization name, position title, location, and dates
- Lines, bolding, underlining, and italics should be used consistently and sparingly

## RÉSUMÉ VERSIONS

There are generally two ways to apply to positions online: uploading your materials into a recruiting software or emailing your application directly to the employer. When applying through recruiting software, the organization is most likely using an **Applicant Tracking System (ATS)**. ATS allows employers to use computers to quickly scan applications for keywords, education requirements, skills, and other desired qualifications.

The chart below recommends strategies for optimizing your résumé based on the audience and method of application. If you are applying to online postings and not hearing back, we recommend following the ATS-optimized guidelines.

	Human-Optimized Résumé	Applicant Tracking System (ATS)-Optimized Résumé
<b>Audience</b>	- Potential Employer/School directly	- Computer/ATS System before reaching human employer
<b>Formatting</b>	- Use font, capitalization, spacing, bolding, underlining, and italics consistently to emphasize specific content - Dates and locations can be along right margin - Avoid templates	- Minimal bolding, italics, underlining - Do not right align dates - Avoid text boxes, templates, tables, headers, and footers - Only use basic round circles for bullet points
<b>Sections</b>	- Customize sections to highlight relevant experiences	- Use traditional sections: Education, Experience, Volunteer, Activities, Skills - No Objective Statement
<b>Content</b>	- Use keywords from posting - Highlight relevant skills - Can list cumulative and major GPA - Write out degree (Bachelor of Science) - Write out all abbreviations besides states	- Use keywords from posting - Highlight relevant skills - Only list cumulative GPA - Write degree based on how it is listed in posting (B.S. versus Bachelor of Science) - Abbreviate technical skills if abbreviated in posting
<b>Saving the file</b>	- Save and send as a PDF	- Follow directions on how to upload; if not specified, save as a Word document

# RÉSUMÉ SECTIONS

## REQUIRED SECTIONS

Every résumé should have these sections

- Heading
- Education
- Skills

## OPTIONAL SECTIONS

Include if space permits and they add specific value to the résumé

- Objective Statement/Summary/Headline/Professional Profile
- Interests

## DO NOT INCLUDE

- References or phrase “references available upon request”
- View sample references page on [p.14](#)

## RECOMMENDED SECTIONS

Choose your sections based on your background and which experiences you are trying to highlight

- Experience
- Relevant Experience
- Additional Experience
- Academic Projects
- Research Experience
- Leadership
- Volunteer
- Activities
- Military Experience
- Practicum
- Professional Development
- Publications
- Presentations

# SECTION CONTENT

## HEADING

- Include Name, Address, Email, Customized LinkedIn URL
- Do not include: picture, marital status, gender, race, and other personal demographics
- Name: should be large and bolded
- Address: Use address closest to the organization are applying to; remove address if posting online
- Email: Use Trinity email or appropriate personal account (ex. WJones@gmail.com)
- LinkedIn URL: Only include if profile is “employer ready” and the URL has been customized
- Do not write in “header” section of the Word document – ATS cannot read

EXAMPLE:

**William Jones**

300 Summit Street, Hartford, CT 06106 | william.jones@trincoll.edu | (555) 555-5555 | [www.linkedin.com/in/wjones](http://www.linkedin.com/in/wjones)

## OBJECTIVE STATEMENT (Not required)

- Helpful if transitioning career fields – ask a career coach if an objective is recommended for you
- Highlight transferable skills and what you bring to the role
- Focus on what you want to do for them versus what you want them to do for you

EXAMPLE:

Objective: Seeking full-time fundraising position utilizing communication, organization, and interpersonal skills to address food insecurity in the Greater Hartford Area

# SECTION CONTENT CONTINUED

## EDUCATION

- Include school, degree, minors, concentration, expected graduation, location, relevant coursework, honors, GPA, Study Away, additional degrees
- **School:** List in reverse chronological order; Trinity College at the top of the section for current students  
Remove high school by junior year unless school has well-established alumni network
- **Date:** month and year; only put dates of graduation, not start date
- **Degree:** Write out Bachelor of \_\_\_\_\_ in \_\_\_\_\_, only abbreviate if B.S. or B.A. is used in posting
- **Minors and Concentration:** List under degree
- **Relevant Coursework:** Include advanced, upper-level classes, and relevant courses outside of your major
- **Honors:** List honors underneath each school attended with dates awarded
- **GPA:** Recommended if above a 3.0; If major GPA is higher can be listed on “Human-Optimized Résumé”  
Do not round GPA
- **Study Away:** List name of institution, dates, relevant coursework (optional)
- **Additional Degrees:** If you have an associate’s degree or other degrees list them in reverse chronological order
- **Other Institutions:** If you transferred schools they can be listed on your résumé until you graduate or need more space; helpful to include if your experiences were on your old campus; not required to be included

### EXAMPLE:

#### **Trinity College, Hartford, CT**

*Bachelor of Arts in Sociology, Expected May 2020*

*Minor: Human Rights*

*GPA: 3.46/4.00*

*Honors: Dean’s List, Fall 2016-Spring 2017, Design Fellow*

*Relevant Coursework: Statistics for the Social Sciences, Medicine, Health, & Society, The Sociology of Food, Global Gender Inequalities, Law and Poverty*

#### **Trinity in Trinidad, St. Augustine, Trinidad**

*Study Abroad, September 2017-December 2017*

## EXPERIENCE – ACTIVITIES – VOLUNTEER

- All experiences should be listed in reverse chronological order within each section
- Include organization name, location, position title, and dates
- Add bullet point statements to highlight achievements and relevant skills; see [p.8](#) on writing bullet point statements

### EXAMPLE:

#### **Hands On Hartford, Hartford, CT**

*Volunteer, May 2017-Present*

- Prepare nutritious meals for families and individuals with food insecurity serving over 100 people per meal
- Welcome visitors by engaging in casual and meaningful conversations to create a comfortable atmosphere

## ACADEMIC PROJECTS

- Opportunity to show how you developed technical skills through research, projects, or papers
- Include school name, location, class name, project title, dates
- Use bullet points to highlight skills developed and resources used

EXAMPLE:

**Medicine, Health & Society**, Trinity College, Hartford, CT

*Project Title:* Racial Inequities in Health Care Accessibility in Urban Settings, January-May 2018

- Researched peer-reviewed articles on the history of health care access in the United States
- Developed qualitative assessment instrument to survey Hartford city residents on health care needs
- Presented findings and recommendations to class, professor, and community members, highlighting the need for greater low-cost preventative care

## RESEARCH EXPERIENCE

- Include school name, professor's name, project title or focus, location, and dates
- Optional: Add a description of the project's purpose before bullet points
- Use bullet points to highlight what you did

EXAMPLE:

**Department of Sociology**, Trinity College, Hartford, CT

*Research Assistant*, Advisor: Dr. Andersson, September 2017-Present

*Focus:* Masculinity and the social stigma of mental health in minority communities

- Conduct research on mental health statistics in JSTOR and report findings to advisor
- Organize survey data in Excel and input to SPSS for analysis

## SKILLS

- Include career-specific rather than transferable skills (Matlab – Yes; Interpersonal – No)
- Choose relevant sub-sections based on field
  - Computer
  - Language
  - Laboratory
  - Certifications
  - Software
  - Programming
  - Hardware
  - Social Media
- Include level of proficiency, ex. Fluent French, introductory Excel
- Do not list English as a skill if applying to positions in the U.S.

EXAMPLE:

*Computer:* Microsoft Word, Excel, PowerPoint; Adobe Photoshop; WordPress

*Language:* Intermediate French

# WRITING STRONG BULLET POINT STATEMENTS

Use this guide to brainstorm content for your bullet points. Repeat this exercise for each relevant responsibility at all of your experiences.

## STEP 1: BRAINSTORM

### Situation

Be specific about what you did

### Action

Show how you did it

### Outcome

Results or why you did it

## STEP 2: ARRANGE ORDER OF CONTENT

- Arrange the order of your bullet point statement content to highlight relevant skills

## STEP 3: CUSTOMIZE

- Select a descriptive action verb to start the bullet point statement
- Compile your bullet point content based on flow, clarity, and relevancy

## GENERAL TIPS:

- Remove bullet point statements from industry or position-specific résumé if they are not relevant
- Not every experience needs bullet point statements; choose based on relevancy and space
- Vary your action verbs and avoid generic terms such as: “worked,” “assisted,” and “responsible for”
- No personal pronouns: “I” “me” “we”
- Be specific; quantify descriptions and results
- Use the correct tense – current positions = present tense, past positions = past tense
- Write out numbers less than ten

# ACTION VERBS

Start each bullet point statement with a strong action verb to highlight transferable skills.

## ANALYTICAL

administered  
allocated  
analyzed  
appraised  
audited  
balanced  
budgeted  
calculated  
controlled  
developed  
estimated  
financed  
forecasted  
formulated  
minimized  
monitored  
multiplied  
procured  
projected  
purchased  
raised  
rated  
reconciled  
refined  
reformed  
researched  
scrutinized  
secured  
substantiated  
supplemented  
sustained  
transferred

## COMMUNICATION

addressed  
authored  
communicated  
composed  
contacted  
convinced  
corresponded  
developed  
directed  
drafted  
edited  
influenced  
interpreted  
interviewed  
lectured  
marketed  
mediated  
moderated  
motivated  
negotiated  
networked  
persuaded  
presented  
promoted  
publicized  
published  
recruited  
referred  
reported  
translated

## CREATIVE

composed  
conceived  
conducted  
created  
designed  
developed  
directed  
drafted  
established  
executed  
fashioned  
founded  
illustrated  
improvised  
instituted  
integrated  
introduced  
invented  
modernized  
originated  
performed  
pioneered  
remodeled  
renovated  
replaced  
revitalized  
sketched  
stimulated  
strategized  
transformed

## HELPING

adapted  
advised  
applied  
assessed  
assigned  
clarified  
coached  
corrected  
defined  
demonstrated  
directed  
educated  
enabled  
evaluated  
explained  
facilitated  
guided  
identified  
instructed  
interacted  
modeled  
motivated  
observed  
praised  
reinforced  
simplified  
synthesized  
taught  
trained  
tutored

## MANAGEMENT

centralized  
chaired  
commissioned  
concluded  
condensed  
confirmed  
contracted  
consolidated  
consulted  
correlated  
cultivated  
delegated  
developed  
employed  
evaluated  
executed  
founded  
fulfilled  
headed  
hired  
managed  
maintained  
oversaw  
prioritized  
produced  
proposed  
recruited  
regulated  
revitalized  
supervised

## ORGANIZATION

approved  
arranged  
catalogued  
classified  
collected  
compiled  
consolidated  
distributed  
enlisted  
expedited  
extracted  
generated  
identified  
inspected  
integrated  
monitored  
operated  
organized  
prepared  
prioritized  
processed  
recorded  
reorganized  
retrieved  
revised  
scheduled  
screened  
streamlined  
updated  
validated

## RESEARCH

amplified  
analyzed  
ascertained  
authorized  
calculated  
charted  
collected  
compared  
conducted  
diagnosed  
designed  
determined  
evaluated  
examined  
extracted  
formulated  
identified  
indexed  
inspected  
instituted  
interpreted  
interviewed  
investigated  
minimized  
modified  
processed  
reviewed  
researched  
studied  
summarized  
surveyed  
tested

## TECHNICAL

activated  
assembled  
built  
calculated  
computed  
constructed  
converted  
customized  
debugged  
deciphered  
designed  
detected  
devised  
dispersed  
enforced  
engineered  
enriched  
exercised  
exhibited  
fabricated  
finalized  
formed  
installed  
maintained  
operated  
programmed  
remodeled  
repaired  
resolved  
screened  
serviced  
upgraded

# First Year/Sophomore Sample Résumé

Human-Oriented Version

## Li (Michelle) Xiu Ying

300 Summit Street, Hartford, CT 06106

(860) 555-5555 | wang.ying@trincoll.edu | www.linkedin.com/in/michelle.ying

### EDUCATION

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#### Trinity College

Bachelor of Arts

*Emerging academic interest:* Environmental Science

*Honors:* East Hartford Garden Club Scholarship

Hartford, CT

May 2021

#### Glastonbury High School

High School Diploma

*Honors:* National Honor Society, High Honors

*GPA:* 4.3/5.2

Glastonbury, CT

June 2017

### ACTIVITIES & VOLUNTEER

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#### Trinity College Annual Community Events Staff (ACES), Trinity College

*Volunteer/Member*

Hartford, CT

September 2016 – Present

- Implement annual food drive at local grocery store to collect donations for hungry children and families
- Solicit donations for silent auction by contacting local businesses; raised over \$1,000 for Hartford Food System, Inc. to sustain community gardens

#### Relay for Life

*Volunteer*

Hartford, CT; Glastonbury, CT

April 2013 – Present (Annual)

- Fundraise over \$5000 as member of local team by raising awareness of reasons to support cancer research funding and participating in annual overnight event

#### GHS Marine and Environmental Club, Glastonbury High School

*Vice President, Member*

Glastonbury, CT

September 2015 – June 2017

- Executed annual Ocean Beach Clean Up in New Haven to decrease fresh water pollution
- Recruited new members through Facebook and in person tabling campaigns to educate peers on the importance of sustainable community practices

### WORK EXPERIENCE

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#### Multiple Families

*Nanny*

Glastonbury, CT

September 2014 – Present

- Supervise three children between six months and five years by creating a safe play environment
- Prepare and serve healthy meals; organize engaging outdoor activities and day trips

#### PLAN B Burger Bar

*Wait Staff*

Glastonbury, CT

June – August 2017

- Managed section of five to six tables during high traffic shifts while providing high quality service
- Explained menu items to customers and made recommendations based on customer preferences

*Host*

June 2016 – June 2017

- Coordinated seating chart to ensure wait staff received new tables in a well-timed manner

### SKILLS & INTERESTS

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*Computer:* Microsoft Excel, PowerPoint

*Language:* Conversational Mandarin Chinese

*Interests:* Environmental Conservation, Travel (recently Beijing, China, London, England)

## Li (Michelle) Xiu Ying

300 Summit Street, Hartford, CT 06106

(860) 555-5555 | li.ying@trincoll.edu | www.linkedin.com/in/michelle.ying

### Education

**Trinity College**, Hartford, CT

Bachelor of Arts, May 2021

*Major:* Undeclared

*Honors:* East Hartford Garden Club Scholarship

**Glastonbury High School**, Glastonbury, CT

High School Diploma, June 2017

*Honors:* National Honor Society, High Honors

*GPA:* 4.3/5.2

### Experience

**Multiple Families**, Glastonbury, CT

*Nanny*, September 2014 – Present

- Supervise three children between six months and five years by creating a safe play environment
- Prepare and serve healthy meals; organize engaging outdoor activities and day trips

**PLAN B Burger Bar**, Glastonbury, CT

*Wait Staff*, June – August 2017

- Managed section of five to six tables during high traffic shifts while providing high quality dining service
- Explained menu items to customers and made recommendations based on customer preferences

*Host*, June 2016 – June 2017

- Coordinate seating chart to ensure wait staff received new tables in a well-timed manner

### Activities

**Trinity College Annual Community Events Staff (ACES)**, Trinity College, Hartford, CT

*Volunteer/Member*, September 2016 – Present

- Implement annual food drive at local grocery store to collect donations for hungry children and families
- Solicit donations for silent auction by contacting local businesses; raised over \$1,000 for Hartford Food System, Inc to sustain community gardens

**Relay for Life**, Hartford, CT; Glastonbury CT

*Volunteer*, April 2013 – Present (Annual)

- Fundraise over \$5000 as member of local team by raising awareness of reasons to support cancer research funding and participating in annual overnight event

**GHS Marine and Environmental Club**, Glastonbury High School, Glastonbury, CT

Vice President, Member, September 2015 – June 2017

- Executed annual Ocean Beach Clean Up in New Haven to decrease fresh water pollution
- Recruited new members through Facebook and in person tabling campaigns to educate peers on the importance of sustainable community practices

### Skills

*Computer:* Microsoft Excel, PowerPoint

*Language:* Conversational Mandarin Chinese

# Junior/Senior Sample Résumé

Human-Oriented Version

## Karina Diaz

300 Summit Street, Hartford, CT 02492

(860) 555-5555 | karina.diaz@trincoll.edu | www.linkedin.com/in/karinadiaz/

### EDUCATION

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#### Trinity College

*Bachelor of Science in Economics*

*Minor: Urban Studies*

*Major GPA: 3.72/4.00; Cumulative GPA: 3.23/4.00*

*Honors: All Academic-NESCAC 2016; Faculty Honors: Fall 2016, Fall 2017*

*Relevant Coursework: Urban Economics, Public Finance: Economics of the Public Sector, Money and Banking, Sustainable Urban Development*

Hartford, CT

Expected May 2020

### EXPERIENCE

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#### State of Connecticut, Department of Economic & Community Development

*Community Development Intern*

Hartford, CT

June – August 2017

- Researched the economic impact of for-profit companies leaving Hartford and organized findings in Excel
- Created charts and graphs to present findings to supervisor and department director
- Gained exposure to multiple aspects of community development by attending meetings with communications, legal, government affairs, business recruitment, and compliance departments

### ACADEMIC PROJECTS

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#### Urban Research Practicum, Trinity College

*Project Title: The Student Athlete Effect*

Hartford, CT

January 2018 – Present

- Develop research proposal to assess the impact of participation in high school athletics on graduation rates of young women living in urban environments
- Receive IRB approval to conduct quantitative assessment in Qualtrics and facilitate focus groups with 20 young women attending Hartford High School
- Review study findings and present results to Hartford High School administration with recommendations for future athletic programming for women in sports

### LEADERSHIP & VOLUNTEER

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#### Trinity College Varsity Soccer

*Team Member*

Hartford, CT

September 2016 – Present

- Collaborate with teammates to implement new plays through regular practice and effective communication
- Motivate peers to participate in volunteer activities to encourage inner-city youth to play soccer and organize volunteer opportunities for individuals and small groups
- Dedicate 20+ hours per week in season for practice and games while managing rigorous academic schedule
- Participate in competitive NESCAC conference in Division III

#### Hartford Youth Soccer Program

*Volunteer*

Hartford, CT

September 2016 – Present

- Facilitate weekend soccer tournament for 200 Hartford students aged 12 to 16 by communicating with school administrators, families, and volunteers to ensure event was fully staffed and ran effectively

### SKILLS

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*Computer: Microsoft Excel, PowerPoint; Qualtrics; SPSS*

*Language: Fluent in Spanish*

## Karina Diaz

300 Summit Street, Hartford, CT 02492

(860) 555-5555 | karina.diaz@trincoll.edu | www.linkedin.com/in/karinadiaz/

### Education

**Trinity College**, Hartford, CT

*B.S. in Economics*, Expected May 2020

*Minor: Urban Studies*

*GPA: 3.23/4.00*

*Honors: All Academic-NESCAC 2016; Faculty Honors: Fall 2016, Fall 2017*

*Relevant Coursework: Urban Economics, Public Finance: Economics of the Public Sector, Money and Banking, Sustainable Urban Development*

### Experience

**Urban Research Practicum, Trinity College**, Hartford, CT

*Project Title: The Student Athlete Effect*, January 2018 – Present

- Develop research proposal to assess the impact of participation in high school athletics on graduation rates of young women living in urban environments
- Receive IRB approval to conduct quantitative assessment in Qualtrics and facilitate focus groups with 20 young women attending Hartford High School
- Review study findings and present results to Hartford High School administration with recommendations for future athletic programming for women in sports

**State of Connecticut, Department of Economic & Community Development**, Hartford, CT

*Community Development Intern*, June – August 2017

- Researched the economic impact of for-profit companies leaving Hartford and organized findings in Excel
- Created charts and graphs to present findings to supervisor and department director
- Gained exposure to multiple aspects of community development by attending meetings with communications, legal, government affairs, business recruitment, and compliance departments

### Volunteer

**Trinity College Varsity Soccer**, Hartford, CT

*Team Member*, September 2016 – Present

- Collaborate with teammates to implement new plays through regular practice and effective communication
- Motivate peers to participate in volunteer activities to encourage inner-city youth to play soccer and organize volunteer opportunities for individuals and small groups
- Dedicate 20+ hours per week in season for practice and games while managing rigorous academic schedule
- Participate in competitive NESCAC conference in Division III

**Hartford Youth Soccer Program**, Hartford, CT

*Volunteer*, September 2016 – Present

- Facilitate weekend soccer tournament for 200 Hartford students aged 12 to 16 by communicating with school administrators, families, and volunteers to ensure event was fully staffed and ran effectively

### Skills

*Computer: Microsoft Excel, PowerPoint; Qualtrics; SPSS*

*Language: Fluent in Spanish*

# Sample References Page

## Karina Diaz

300 Summit Street, Hartford, CT 02492  
(860) 555-5555 | [karina.diaz@trincoll.edu](mailto:karina.diaz@trincoll.edu) | [www.linkedin.com/in/karinadiaz/](http://www.linkedin.com/in/karinadiaz/)

### References:

Joe Catrino  
Director  
Center for Student Success & Career Development  
Trinity College  
[Joe.Catrino@trincoll.edu](mailto:Joe.Catrino@trincoll.edu)  
860-297-2080

Relationship: Joe was the Director when I interned at the Center for Student Success & Career Development.

Emily Merritt  
Assistant Director  
Center for Student Success & Career Development  
Trinity College  
[Emily.Merritt@trincoll.edu](mailto:Emily.Merritt@trincoll.edu)  
860-297-2080

Relationship: Emily was my supervisor when I interned at the Center for Student Success & Career Development.

Heather Hodge  
Assistant Director  
Center for Student Success & Career Development  
Trinity College  
[Heather.Hodge@trincoll.edu](mailto:Heather.Hodge@trincoll.edu)  
860-297-2080

Relationship: Heather worked at the Center for Student Success & Career Development when I was an intern, and managed a number of projects I worked on including developing resources of international students.