



CareerStreet

A Publication of the Macalester College Career Development Center
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"The main thing is to keep the main thing the main thing."

- **Stephen R. Covey, MBA, Ph.D, author, keynote speaker, teacher**



[PDF Printer Version](#)

DID YOU MISS AN ISSUE?

[\(See previous issues here.\)](#)

How do you like the CDC CareerStreet Newsletter?



We would appreciate your feedback. [Please complete this brief survey](#) in order for us to evaluate how we may further provide the information you need.

Thank you for your support.

Senior S.L.A.M.
(Seeking Life After Macalester)

WHAT DO YOU GET WITH A LIBERAL ARTS EDUCATION?

Have you thought lately about what exactly IS a liberal arts education? Perhaps you have had to educate your family and friends about the value of a liberal arts degree. Most likely, you chose your major because of your love for the subject matter and appreciation of a broad-based education. You may not have known exactly what you wanted to do with your major, realized the array of skills you have developed through your course work, or considered the variety of employment possibilities for which you are qualified.

Featured Article

WRITING A GRANT
by Denise Ward, Director
Career Development Center

Write a grant! Where do you start?! Students sometimes are faced with this opportunity. There are some great resources out there if you find that you need to construct a proposal for funding -whether it's for a project, internship, research - whatever!

A good starting point is the web site for the Minnesota Council on Foundations - www.mcf.org. This site has resources such as: Grantseeking: Grantmaker Links, Deadlines, Basics, Common Grant Application, Common Report Form, Writing a Proposal, Guide to MN Grantmakers, Grantseeking Seminars, Minnesota Grantmakers Online. The section on "Writing a Proposal" covers much of the basics of putting the proposal together.

The CDC has several books in their resource library that may also be helpful. *The Harvard College Guide to Grants* has some basic information on writing proposals, as well as ideas for grant sources. Another book, *Applying for Research Funding*, is more focused in the type of funding sought but still provides great basics for putting together a proposal.

A quick search of the web will also generate many resources. Here are

Macalester at Work

by Liz Bartels, '04
 CDC Student Staff



Sarah Graves '04
Graduating Senior

Sarah is a Communications major, who will be graduating this May. You've probably seen her on the Volleyball court or editing video in Humanities, but that's not all she's been up to. Read on.

CDC: So, how does it feel to be graduating?

SG: It feels exciting, but at the same time, timely. I'm ready to graduate and move on. I've had a great time at Macalester and it's not that I'm killing myself to get out of here...I'm ready and satisfied.

CDC:What are your immediate plans? Do you have any long term plans?

SG: Marry rich. No, not really. This summer I'm going to move in with some friends for a couple of months. I'm going to be doing an internship

The hallmark of a liberal arts education is the preparation it gives you for lifelong learning. While technical skills that you learn today, although important, may become obsolete within a few years due to changes in technology, the skills you learn through liberal arts courses will become increasingly relevant in your professional career. Almost every profession requires you to communicate, write, solve problems, adapt to new situations, analyze information, and interact with a wide variety of people - all skills gleaned through your liberal arts education and heavily sought by employers. You have also learned how to view and study philosophies and historical events. This knowledge has prepared you to successfully enter the world of work and continue your life of learning and growth. Your liberal arts degree has provided you with a solid foundation from which anything is possible.

There has long been a recognition among employers of the value of a broad-based education. A key advantage liberal arts students bring to the workplace is their capability of learning. Employers are seeking workers who adapt well to change, communicate effectively, use critical and analytical thinking techniques to solve complex problems, and interact constructively with others in the workplace. A liberal arts student can take information that is given, break it down, build on it, create from it, and produce a project - an end result.

Paul Dominski, Manager of College Relations and Store Recruiter for The May Department Stores Company, states: "We look for people who can think critically and analytically. If you can do those things, we can teach you our business." He emphasizes that the breadth and depth of a liberal education allows new hires to benefit the organization

few to get you started:
 "A Guide for Writing a Funding Proposal"
<http://www.learnerassociates.net/proposal/>
 "Non Profit Guides - Granting Writing Tools for Non Profits"
<http://www.npguides.org/>
 "New Jersey State Libraries - Guide to Grant Proposal Writing"
<http://www2.njstatelib.org/njlib/grants/guide/>
 "GrantProposal.Com"
<http://www.grantproposal.com/funders.html>

And don't forget that the **MAX Center** staff can assist you in developing your writing of the proposal. They also occasionally offer workshops on the topic. Give them a call at 696-6121.



Hot Jobs

Find details on these opportunities on our web site under [Grand Avenues](#).

**Office Manager
 Cystic Fibrosis Foundation
 Natick, Massachusetts
 Full Time Position Deadline:
 5/4/04**

Provide administrative and operational support for a busy fundraising office located in Natick, Massachusetts.

**Strong Start Specialist
 Strong Financial
 Menomonee Falls, WI
 Full Time Position Deadline:
 5/31/04**

Six-month training program designed to provide recent college grads with an opportunity for professional and personal development. Through classroom training and hands-on work experiences within a variety of business units, participants in the program learn about the financial services industry while getting an accelerated start.

with Big Brothers Big Sisters in their PR department, so that should be really exciting. I won't be completely severing the ties with Macalester yet. I'm working for the College Relations office this summer. I'm also continuing my internship with Twin Cities Public Television, on a weekly political and Minnesota news show. It's really fun. Other than that I'm looking forward to playing volleyball. . . partying a little bit.

CDC: Do you want to work in television, or do you want to go the PR route?

SG: At the moment, I don't want to work in television. I'm really in to event planning right now. I like to be going places and doing things, being outdoors. I'm really excited to be doing that internship and to get started.

CDC: What got you interested in the field of event planning?

SG: I think I've always been kind of a control freak, and I boss people around pretty well. I love to organize things. As I went through junior high and high school, and as I started out in college, I was always put in charge of the dance or the fundraiser within organizations. I just really enjoy it and it's satisfying. A lot of people think PR is superficial, selling out to the corporation and that kind of thing, but there is definitely PR in a lot of different fields that do a lot of really good things. The way our economic system works today, if you do PR for community groups or progressive organizations, you can do a lot of good working from the inside out. And it's just lots of fun. I think if you find a career that you think is fun and works for you at the same time, you should definitely pursue it.

CDC: How significant is being a Communications major to your current career path? I know they're getting rid of that department. How

immediately.

Chanel Jackson, Division Recruiting Coordinator with IDS Financial Services, adds that as a liberal arts major, "you possess skills that are transferable to a variety of fields" and underscores that the key to success is having "confidence in your degree" (LaMarco and Taylor, 1994).

Even in his autobiography, Lee Iacocca says, "In addition to all the engineering and business courses, I also studied four years of psychology. ...I'm not being facetious when I say that these psychology courses were probably the most valuable courses of my college career....I've applied more of these courses when dealing with the 'nuts' I've met in the corporate world than all the engineering courses in dealing with the nuts (and bolts) of automobiles" (Iacocca with Novak, 1985).

The skills most valued by employers are best summed up in a 1996 survey funded by AT&T Foundation. In the survey, business leaders, including CEOs and human relations managers, overwhelmingly agreed that they value the long-term outcomes of a college education. Not only does it prepare you for a first job, but also for a long and variable career.

These employers believe that a broad-based education produces students of strong character with generalized intellectual and social skills and a capacity for lifelong learning. Business leaders pointed out that students with a broad liberal arts background are often better able to see things in a new light and make sense of ideas in different contexts. Such students excel at problem solving, critical thinking, and "learning to learn." They are also better able to communicate in a clear, coherent

**Program Associate
Associated Colleges of the
Midwest
Chicago, IL**

**Full Time Position Deadline:
5/14/04**

Program Associates work under the direction of ACM officers to administer off-campus study programs, both foreign and domestic, and maintain communication between program sites and the ACM colleges. This is a good position for someone interested in international education or higher education. Start date: 7/15/04 or earlier.

**Training Program Coordinator
Neighborhood Development
Center
St. Paul, MN.**

**Full Time Position
Must be fluent in Spanish
Deadline: 5/8/04**

Coordinate NDC Micro Entrepreneur Training classes and/or Workshops for Existing Businesses per cycle. Coordinate NDC's Pro-bono Legal Program and Accountability MN partnership. Participate in on-going efforts to improve and expand NDC's training program.

**On-Campus
Recruiting**

**United Parcel Service
April 29**

Information Table:
Campus Center, Lower Level
11 am - 1 pm

**Upcoming CDC
Events**

**CAP AND GOWN PICK-UP
(ONE DAY ONLY)**

Thursday, May 13
9 am - 4 pm
Kagin Conference Room 003
Lower Level

do you feel about that move? I don't know much about it.

SG: I don't know much about it either. I feel very ill-informed. I don't know if it's a fault of my own or not. They didn't give the majors a good reason why. I heard lots of rumors about budget and political reasons. I think it was shady to get rid of it. I feel like they just renamed things, and some people are excited about that move. But I think our department was just phenomenal. We have phenomenal staff. One thing I regret was not getting to know a lot of them better. Michael Griffin is an awesome professor. He has inspired me to learn more about film. Clay Stienen who is on sabbatical right now is just an amazing guy. Adrienne Christianson -- no one has ever raked me through the coals like she has about paper writing. I didn't do too well in the class I took from her, but since I have taken her class, every paper I've written has been ten times better. What I have learned in their classes has been so invaluable and so applicable to so many different things. As a result, I feel like I have a strong background experience in many areas. Communication is the basis of everything. So, I feel I could go into just about any field, minus some science fields, and just add in that extra training I need and be really successful and a lot more successful than other people.

CDC: How important has volleyball been to your experience at Macalester?

SG: I think my experience at Macalester would have been 360 degrees different if I didn't play volleyball. The volleyball girls are my best friends. They're my family. During preseason I spend almost 24 hours a day for 2 weeks with these girls. We sweat in a field house that's almost 90 degrees, and you can't help but bond with these people when you go through the physical and emotional things like you do in sports. They're

manner and work cooperatively with diverse individuals in a variety of settings (Hersh, 1997). As you can see, a liberal arts education has widespread respect from a variety of employers.

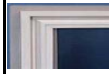
It is impossible to make a list of all the knowledge you have acquired, skills you have learned, and abilities you have mastered as a liberal arts student. Clearly your ability to research, write, and discuss important topics and issues in your field has been greatly enhanced throughout your college experience.

You have read about, thought about, and discussed at length important issues concerning today's world. This is what a liberal arts education is all about- being well-versed in multiple subject matters and having the ability to become competent in a wide variety of jobs. Having a broad range of skills and experiences, not just training in one specific skill, ultimately places you at an advantage as a liberal arts student.

What specific skills have you learned that may be marketable to potential employers? Only you know the answer to this question. However, here are some examples of skills most liberal arts students have acquired through their college experience, both inside and outside the classroom. These five transferable skills, although chosen because of their broad appeal and relevance to a large number of liberal arts graduates, are only a beginning.

Transferrable Skills Gained from a Liberal Arts Education:

1. Interpersonal Skills
2. Written & Oral Communication
3. Adaptability to Change
4. Critical and Analytical Thinking



Counselor's Corner

THE HIRING PROCESS by John Mountain, Career Counselor Career Development Center

Well, you are almost there! You've done the research, nailed the interview, and have sent your thank you notes. However, there are other parts to the hiring process that you might not be aware of, including: background checks, personality, aptitude, and drug screening tests. Even though each organization is unique, most will use several of these tools in their selection process.

Background Checks:

Most organizations will, at a minimum, check your school, work, and personal references. Many will do a full criminal background check, in addition to checking your references, but this is usually done after a job offer and only after you sign a release form. If it is requested, it is critical that you list any arrests/convictions on the job application. While working in Human Resources, I saw many more instances of rescinding a job offer based on a person not disclosing an item on their application, than turning a person down based on a conviction. By not putting it on the application, you might lose the ability to explain any extenuating circumstances that might be involved. In the eyes of the organization, your decision to omit information from your application could be viewed as an integrity issue. Similarly, don't take any liberties with your GPA or degrees you have received or will receive. The risk of overstating these credentials is far greater than any short term gain.

It is imperative that you put all the correct information on your resume and application to ensure there are no discrepancies that are identified

phenomenal. A lot of people on this campus aren't too excited about athletes, but the women on my team have so much to offer and have so many dimensions. I don't think many would have imagined that these women would be able to keep up Academic All-American standing, which our teams had for a while, participate in music and theatre, as well as hold down pretty hefty jobs, some of them having multiple jobs. And we're a big variety of majors. Being on the volleyball team has molded my Mac experience, because I don't have a lot of free time, and I have to be pretty selective about the things I do, the people I hang out with, and being able to go home. I think those sacrifices have taught me a lot of life lessons that are going to be invaluable. I think my experience is, on the one hand very unique, but on the other very common, because we all have crazy schedules.

CDC: Do you think you'll ever go back home permanently or, at least, locate yourself there for a while?

SG: I don't know. I'm 22 now, and I'm at a point in my life where I feel like I've seen two places. I've seen Lawrence, Kansas, and St. Paul, Minnesota. I've always had this wanderlust to see everywhere and to travel and see everything. I think it's harder as you get older, because your roots grow deeper every year. I've never had a problem with leaving people before, but I feel like I'll get stuck if I go back, because Lawrence is a great place. I don't know, maybe I'll raise my kids there.

CDC: Any parting words to the Class of 2004?

SG: Apparently, I don't see a lot of people usually, but these past... hmm... let's see...two months, I think I've seen everybody a lot. All I have to say is it looks like everyone's having a great time right now. I just hope we all continue to have a great time this last month and not let our

5. Problem-Solving

So, go forth with confidence! And know that the Macalester CDC is here to help you along the way!

(Acknowledgment of content points for this article from Indiana University CDC).

Junior Jump-start

WHAT DO EMPLOYERS LOOK FOR?

If you know that you will be involved in the job search process next year as a senior, you might find the following information helpful.

Top 10 Qualities Employers Seek In Job Candidates:

1. Communication Skills
2. Motivation/Initiative
3. Teamwork
4. Leadership
5. Academic Achievement/GPA
6. Interpersonal Skills
7. Flexibility/Adaptability
8. Technical Skills
9. Honest & Integrity
10. Analytical/Problem Solving Skills

(Source: National Association of Colleges and Employers)

Take some time this summer to look at your resume and begin to think about preparing for interviews. Perhaps the above qualities can be highlighted on your resume. Do you have examples prepared to discuss in an interview related to any of these items? Obviously, the degree of importance for any of these items may vary depending upon the types of positions you are interested in. But it would be value-added to address these 10 items as a part of a general preparation.

during the background/reference check. In most cases, no issues come up. As long as you are up front about the information you provide to the organization, you have nothing to worry about.

Personality Tests:

These tests are generally given to see if you match the personality profile the organization is looking for. Most of these tests are similar to a Myers-Briggs style test. Very few organizations use the results as the sole factor in hiring someone, but instead will use it as another data point in their hiring decision.

Aptitude Tests:

They have a similar look and feel as an ACT or SAT test. Usually, this instrument will test both numerical and verbal aptitude and will take anywhere from 1-3 hours to complete, depending on the particular position and organization. Many aptitude tests are timed and may have points deducted for incorrect answers. So, if you can narrow your choices to two or three it might be worth guessing, but if you have no idea what the word *intervocalic* means, don't guess. (I had to look it up, but it means immediately preceded and immediately followed by a vowel. Try to work that one into a conversation!)

Drug Screening Tests:

Drug screening tests are generally not conducted until you have a job offer from the organization. You will be asked to go to a local clinic that the organization will select for your drug test. The test needs to be completed shortly after you receive your job offer. In my previous position at Target Corporation, they required the test be completed within 24 hours of the job offer. Remember, the job offer will be contingent upon your successful completion of the drug test.

The best thing about these tests and background checks is that once they

school work get in the way of enjoying each other's company. Also, I expect to be cutting out a lot, A LOT, of newspaper clippings about my fellow students. Like I said about the volleyball team, there are some amazing people here. Everytime I sit down at a party or somewhere to talk to someone I haven't talked to in a long time, they just have these mad plans or ideas. I hope that all of us are able to find outlets through which we can express all of our phenomenal genius. I hope to hear big things about people, and I expect to hear big things.



International Issues

by Anna Kläppe, '05
CDC Student Staff

GOING GLOBAL?

Are you dreaming of taking your skills and making yourself a career abroad? Macalester students are often well traveled and curious about the world. Our high rate of study abroad is one indication of this. More than half of all Macalester students study abroad (we have studied and lived in more than 63 countries during the last five years!). It is no wonder that during the long summer break, or after graduation, many Macalester students seek new adventures in new places.

While an international career can be exciting and rewarding, jobs abroad can also be difficult to find. In order to succeed, you will need persistence, great planning skills, and a proactive approach. Below is some advice on how to advance your international job search.

- The CDC has many resources in the Kagin library. The books, informational hand-outs, and guides can provide you with inspiration, addresses, advice, and country-

If you need some help addressing these, contact the CDC staff!!

Sophomore Syllabus

A TIME FOR REFLECTION

As you approach the completion of your Sophomore year, with summer around the corner, it is an important time to begin to reflect on your college experience thus far. It is also a valuable time to look forward. The following questions are intended to give you "food for thought:"

- Who are you now?
- Who do you want to be/become?
- What will it take to get from who you are now to who you want to be?
- What do you want to learn? (Knowledge, Skills, Values & Beliefs)
- What experiences do you want to gain from student organizations, community service, summer jobs, internships, or research?
- What do you want to do with your career and life?

These questions are by no means easy ones. In fact, you could ask these questions of yourself throughout your life. Now is a good time to start asking.

- There are a variety of resources available to you on campus to help you grapple with these questions, including the Career Development Center, the Chapel and counselors at Winton Health Services.

Grad School Notes

Graduate Fellowships for Students of Color

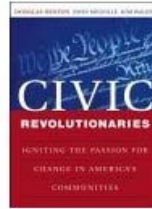
There exist hundreds of scholarships and fellowships directed for students of color, a sampling of which are included below:

are completed, you can lock into a start date!

Next Issue: Staying Connected

The Bookshelf

"Civic Revolutionaries: Igniting the Passion for Change in America's Communities,"
-Authors Douglas Henton, John Melville, and Kim Walesh, Jossey-Bass, San Francisco, CA 2004



Are you a community leader? Are you interested in becoming one? If so, **Civic Revolutionaries** is a must read! Written for leaders in business, government, education, and community, Civic Revolutionaries features practical guidance and in-depth case studies from communities across the country. The book provides tested advice for both new and seasoned leaders and draws essential lessons from the American revolutionary tradition to demonstrate how to become an effective leader within the community.

How do some regional communities fundamentally change direction, break from tradition and, in effect, reinvent themselves? The answer lies in a special kind of leadership, borne out of the American revolutionary tradition. By their very nature, revolutionary leaders help their communities reconcile the competing values on which our nation was built: individualism and community, freedom and responsibility, trust and accountability, economy and society. It is the leadership of civic revolutionaries who can use transforming ideas to ignite fundamental change in their community.

specific information. Among some of the titles available are: Almanac of International Jobs and Careers, Alternative Travel Directory, Great Jobs Abroad, International Internships and Volunteer Programs, Jobs Worldwide, Overseas Summer Jobs, and Work Abroad.

- If you know what kind of international career you are looking for, completing an Alumni Information Request may enable you to contact and gain insight from Macalester alumni who live and work in a specific country. Although it is inappropriate to ask alumni to find a job for you, they may be able to provide good advice and invaluable contacts. Stop by the CDC to search for alumni in a specific country, or who work within your field of interest.

- Use your networking abilities. You may already have invaluable contacts in your dorm, on your soccer team, or in your art class! Do not forget family friends and people from your hometown either! If you know a fellow Macalester student from the country you are interested in working, invite them out for coffee and ask them to tell you about their country and their culture. The more you are prepared, the better.

- American companies abroad, or foreign companies in the United States, may be the least difficult companies to get a job with. These companies may be more willing and familiar with hiring non-nationals rather than, for example, a small local company in the most northern part of Sweden. The American Chambers of Commerce Abroad (AmChams) is a good place to start looking for information. The chambers are voluntary associations that advance the interests of American business overseas. See the United States Chamber of Commerce's webpage to locate country-specific Chambers and information: www.uschamber.com

American Indian Graduate Center (AIGC): Academic Year Fellowship
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A0807>

Congressional Black Caucus Foundation, Inc: Congressional Fellows Program
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A0111>

G.E. Foundation: Faculty for the Future Program
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A0786>

Hispanic Scholarship Fund (HSF) and Pfizer, Inc.: HSF/Pfizer, Inc. Graduate Fellowship Program
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A1019>

National Physical Science Consortium (NPSC): Graduate Fellowships in the Physical Sciences
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A0357>

The Frederick Douglass Institute: Teaching Scholars Program
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A1264>

USAID: WorldWID Fellows Program
<http://cuinfo.cornell.edu/Student/GRFN/record.phtml?code=A0527>

If you would like assistance researching scholarship and fellowship opportunities, please make an appointment to meet with a counselor at the Career Development Center.

First Year Focus

THIS SUMMER - TAKE FIVE!

Your first year is drawing to a close - whew! You made it! This summer, the CDC advises you to **TAKE FIVE!**

Adopting the concept of civic stewardship advocated by John Gardner (founder of Common Cause and the Independent Sector and former U.S. Secretary of Health, Education, and Welfare), the authors offer a practical guide for renewing the great American tradition of spirited, breakthrough community leadership. Using the guiding principles and practical role models outlined in this book, you can learn how to foster the passion for civic rebirth in every community.

Civic Revolutionaries shows leaders how to become civic revolutionaries, giving leaders at all levels concrete steps to help build stronger regional communities. With increasing legal pressure coming from the state and federal levels, the authors of **Civic Revolutionaries** show that communities are realizing that they need this revolutionary leadership now if they are to survive.

(This book can be found in the Kagin Resource Center. Book review prepared by Claire Benton, Graduate Assistant, Career Development Center.)

Beyond the Piggy Bank



The Career Development Center and Financial Aid Office have teamed up to provide you with information on managing your personal finances. We hope you find the information useful. This newsletter's topic is:

"Student Loan Repayment: Lock in a Great Interest Rate While You Can"

Featured Fellowships



For more information on the Web about creating an international career visit:

<http://www.macalester.edu/cdc/jobsearchintl.html>

Macalester College's web resource for students and alumni interested in international employment. This resource contains links with information that can facilitate your international career/job search process.

<http://www.dickinson.edu/career/student/international.html>

A webpage with plenty of information about "getting started", finding an international job, and information about necessary paperwork and work regulations.

<http://international.monster.ca/workabroad/links/>

Moving abroad to work is an important career decision that you need to research before you take that step. The Monster website has pulled together as many resources as possible to help you make your transition as smooth as possible.

<http://www.iagora.com/>

iAgora helps international students during their studies and then as they make the transition into professional life. Includes many links with travel resources, housing and regional information from banks to culture. Search jobs by category or location.

<http://www.overseasjobs.com>

AboutJobs.com is an on-line recruitment network that provides career resources and employment opportunities to high school and college students, resort and hospitality staff, expatriates and international job seekers, part-time workers, and adventure seekers.

<http://www.internationaljobs.org/hotjobs.html>

A site containing listings of available international positions that need to be filled quickly, for example jobs

- **Five days of just doing NOTHING** - you need to clear the mind and rest the body in order to absorb the learning you have engaged in.

- **Five BOOKS you ordinarily wouldn't read** - try a new author, a new topic. Catch up on the literary world outside of textbooks!

- **Five people to NETWORK with** - do some informational interviewing - talk to individuals who are engaged in work you think is interesting - what do they do, how did they get there, what advice would they offer someone who is interested in their field.

- **Five new WEB SITES a week** - admit it, you'll spend some time in front of a computer. Look for five new sites every week on topics related to careers, fields, studies that interest you. Gain some language of the field, see who and what rises to the top, explore what interests you.

- **Five people you met this year** - CONTACT them! Stay in touch with faculty, friends, staff and supervisors. It's good for building relationships and is the backbone of networking.

- **Five days of EXERCISE a week** - well, if you can't do five, try three. Staying healthy is important - you will learn more, be more productive, feel better mentally as well as physically. If you fell off of the exercise wagon this year at school, get back on it this summer and bring it with you this fall!

What do the above items have to do with careers? In order to make decisions, you need information - through reading, talking with others. Plus, you need to be in a place mentally and physically that you have the energy and attitude to approach decision-making.

Congressional Fellowships on Women & Public Policy

The [WREI Fellowships](#) are designed to train potential leaders in public policy formation to examine issues from the perspective, experiences, and needs of women. Administered by WREI, a nonprofit, nonpartisan organization located in Washington, DC, this program is unique.

A WREI Fellow works a minimum of 30 hours a week in a Congressional office as a legislative aide on policy issues affecting women. Fellows meet weekly for issue seminars directed by the WREI staff. Orientation for the Class of 2005 will begin in January 2005; office placement starts at the end of that month. The program runs until the end of August 2005.

Fellows are selected on the basis of academic competence as well as demonstrated interest in the public policy process. Students who are currently enrolled in a master's or doctoral program at an accredited institution in the U.S., or who have completed such a program within the past 18 months are eligible. WREI strongly recommends that applicants have completed at least nine hours of graduate coursework before applying and have displayed serious interest in research and political activity relevant to women's social and political status.

Apply now for January-August, 2005. Applications can be downloaded from WREI's website, www.wrei.org. **An original and three (3) copies of the application and supporting materials are due in the WREI office by June 18, 2004.**



CDC Summer Hours

**Effective 5/24/04 - 8/20/04
Office Hours: 8 a.m. - 5 p.m.**

within international development, international health care, and governance and foreign policy. Good Luck!

Grad School Notes

THINGS TO CONSIDER

Is graduate school in your future? If you think it might be, then consider the following:

Entrance Exams:

Look at deadline dates to register. Even if you think it may be a year or two before you apply, it might be better to take the exam while your test-taking skills are fresh. Check out the prep sessions for different tests offered by the CDC and the MAX Center.

Recommendations:

Get your recommendation forms to faculty early. Also include a copy of your resume, stamped addressed envelopes and a deadline that gives you some wiggle room for getting things sent. Note: be sure to ask individuals if they would be willing to do this - never assume! You may want to consider creating a reference file.

Getting help with statements:

Don't forget that the Max Center can assist you with this, and the CDC can provide general assistance with the application process. Note: the CDC has a typewriter for those pesky forms!

Researching programs:

The CDC has directories and links to web sites that can assist you in identifying a world of programs.



Web Watch

JEROME FOUNDATION Supports Emerging Visual Artists,

Work/life balance is important and you lay down the patterns for this during college.

Summer is a great time to pull these elements of your life together and get set for the next round!

What is the CDC?

The [Career Development Center](#) is here to assist students in planning, articulating and applying their educational experience to meet their future goals. The office is located on the first floor in Kagin Commons, and offers [individual counseling sessions](#) with a career counselor, an extensive [career resource library](#), [job/internship listings](#) and opportunities from around the globe. The CDC resource library features:

Information about Fellowships, [Internships](#) and [Job Postings](#); information on Companies and [Government Opportunities](#); pamphlets and materials on [resume](#) and [cover letter](#) writing; books on etiquette, [interviewing](#), [grad school](#) and the [job search process](#); and an extensive [alumni directory](#), sorted by career.

Office Hours: 8 a.m.-4:30 p.m.
Monday through Friday
(Daily Drop-ins: 2-4 p.m.)

Macalester College
Career Development Center
Kagin Commons
1600 Grand Avenue
Saint Paul, MN 55105
(651) 696-6384
Fax: 651-696-6131
E-mail: cdc@macalester.edu
www.macalester.edu/cdc

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Monday - Thursday
Office closed Fridays

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Writers and Dancers.
<http://www.mcf.org/mcf/whatsnew/grants/jerome040330.htm>

The foundation has supported the development and presentation of new works by emerging visual artists, writers and dancers in Minnesota, including new grants to the Duluth Art Institute and No Name Exhibitions @ The Soap Factory.

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April 22, 2004