

## Quotes from Law School Admissions Deans on Resumes

### **1. Do you prefer a resume that lists a few informative and detailed activities/experiences or a substantial listing of activities/experiences with not much description?**

“It depends student by student but they should provide one with a clear picture of who you are and what you are involved in. But don’t just list everything. List more critical and with more detail. If it’s been a significant time, then provide information. Describe the time spent on it.”

“It depends on the student. The more detailed the better. We can’t make up something we don’t know about.”

“The resume gives you a good chance to explain about extracurricular activities. You shouldn’t just list them though. You need to tell us the hours you put into it and what the organization does. Sometimes you can’t just know what they did from just reading the title. We’re going to assume the person didn’t work, unless they tell us the time you put into it and other details. This way we’ll know how significant it is.”

### **2. What kind of experiences should students include in a resume? High school awards? “College jobs” like waitressing?**

“Any college activities, awards, and jobs should be listed. High school awards and honors are not of particular importance at this stage.”

“If you’ve worked all your life doing that, then explain it. If you supported yourself, etc. hit the highlights. Academic experiences are better, but if your employment experiences are significant, then you may mention them.”

“Different schools want different things; I don’t think it’s like a professional resume. There is no need to put all employers down. But for an applicant going through school and working, employer relationships are important. Some applicants may have high school achievements, but we don’t expect the application to be predominantly high school awards. Include whatever you believe is important.”

“No high school information is necessary, at least for us. If in college, they waitressed, that means that’s time they couldn’t devote to their studies, so we want to know about that too.”

### **3. What kinds of things do students do in resumes that make them stand out either positively or negatively?**

“Grammatical and spelling errors will reflect negatively on an applicant.”

“Negatively, when they just list it all and don’t highlight anything. They don’t let us know what they have done or what is most important. Positively, if significant accomplishments are highlighted and they make it easy to see. I have also seen a lot of resumes that contain an “objective” at top, but to me, that is a misuse of space for we know what their objective already is.”

“Academic honors are always a plus, such as Phi Beta Kappa; they have an impact on us.”

“I think if they use too many graphic pictures it’s not good. Resumes need to look professional and done well. Good grammar and spelling is expected.”

“Reflecting your experiences outside the classroom, if a student has leadership or progressive responsibility, we’d like to see it. It’s not something you can craft, it doesn’t have to be demonstrated by holding an office but also through service or projects, and an application is equally undermined. We don’t want students who will just join things and not be committed, to the extent that you find that valuable and enriching, be able to describe and relate experience that showcase the best on the applicant.”

“Sometimes they put something that sounds immature. We don’t want to see what they did in high school. Every now and then we see someone who puts something inappropriate such as “loves to date”. If you don’t include it in a job interview, don’t do it in the resume. We want to see a well-balanced applicant. We want to see that the applicant was part of a club and participated in extracurricular activities.”