

## Academic Statement Workshop I

One premise behind the Academic Statement is that it means something to have come from Evergreen, and that you are in the best position to make that meaning clear to an outside audience. Our work associated with the Academic Statement is to make sure that you are best supported to make sense of your academic experience and convey that sense in a productive way – skills that transcend this particular essay.

Our activities this quarter will support you in answering the following prompt:

### **In what ways are you developing capacities for engaging the world as a liberally educated scientist?**

Previously this quarter:

- You completed a summer Student Survey, which included questions on:
  - your non-science, non-math college level courses which were most important or interesting to you;
  - your experience in collaborations, teams, or learning communities;
  - why you chose this program;
  - your short-term educational goals;
  - your anticipated post-graduation career or educational goals.
- We heard from students who completed Research Experience for Undergraduates (REU) programs this past summer.
  - Students presented on the results of their research projects.
  - Students discussed their application process, preparation, experience and outcomes in a panel discussion.
- We had a cross-program mixer with students from the lower division program Matter & Motion, where you had the opportunity to share with them your academic trajectory and your current Academic Statement.
- We had a guest lecture from Evergreen graduate Dr. Ginger Shultz, currently an assistant professor of chemistry at the University of Michigan, who spoke on her academic trajectory leading to Evergreen, at Evergreen, after Evergreen and into her current position, and spoke about her past and current research areas.

**Today, we will focus in on the “scientist” aspect, and specifically on considering how your interdisciplinary liberal arts education as a scientist might be considered when compared to traditional training.**

Depending on where you are in your academic trajectory, you will take up slightly different tasks, as you choose:

- Early/middle (this is your first upper division science program)
  - Later (you’ve successfully completed at least one upper division science program)
  - Basically done (you’re graduating this year)
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- **Skim through the following menu of possibilities, and choose that which seems most compelling to you.**
  - **Everyone should complete item 0).**
  - **Take notes as directed by the prompts below (include notes, links, info, questions, etc.).**
    - **Save your notes in a Word or Google Doc with the filename PSAMASW01YourlastnameYourfirstinitial (e.g. I’d save my file as PSAMASW01ChowdaryK).**
    - **Email your notes to me as an attachment or a link with the subject the same as the file name.**
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- 0) I assume you have a decent Academic Plan. If not, look at this year or next year’s catalog on-line and decide what you’re interested in taking, look at prerequisites, and see if you meet them. If not, figure out how to or write down questions about how to meet prerequisites.

- 1) In the Evergreen Catalog, look at Undergraduate Research in Scientific Inquiry or Advanced Research in Environmental Studies. See if any faculty are doing work here that interests you. See what background they ask of students hoping to join their research group. Figure out if you have that background or how to get it or write down questions about how to get its equivalent.
- 2) Go to one or more of the following REU lists and explore (please let me know if you know of additional sites). In particular, look at what these programs require of students, and figure out if you have that background or how to get it or write down questions about how to get its equivalent.  
[https://www.nsf.gov/crssprgm/reu/reu\\_search.jsp](https://www.nsf.gov/crssprgm/reu/reu_search.jsp) (that's reu\_search)  
<http://www.ams.org/programs/students/emp-reu>  
<https://sites.google.com/site/mathreuprograms/>
- 3) For math students particularly, look over the CUPM 2015 Brochure, available at <http://www.maa.org/programs/faculty-and-departments/curriculum-department-guidelines-recommendations/cupm>. The Mathematical Association of America (MAA) has a Committee on Undergraduate Programs in Mathematics (CUPM). The CUPM Curriculum Guide is intended for math programs and departments (and not exactly math students). However, the “Cognitive Recommendations” and nearly all of the “Content Recommendations” (on the second page of the Brochure) are clearly articulated learning outcomes for a math major. Look them over, see if you have met or are making progress towards meeting them, and if not, identify how you can meet them or write down questions about how to meet them.
- 4) Identify some graduate programs in your interest area using one of the methods below (or an equivalent method). Find their web-sites and particular their entrance requirements, most particularly undergraduate prerequisite courses. Figure out if you have that background or how to get it or write down questions about how to get its equivalent.
  - For physics, explore <https://www.gradschoolshopper.com/gradschool/> or the paper version (there are three copies in the room, and one will be located in the QuaSR).
  - For mathematics, explore <http://www.ams.org/programs/students/findgradprograms/findgradprograms> (please let me know if you know of additional sites).
  - Go directly to top graduate program web-sites in your interest area.
- 5) Go to a relevant professional society web-site and find their job listings. Examples of professional societies are listed below. Find interesting jobs. Look at required skills and background. Figure out if you have these skills or background or how to get them or write down questions about how to get their equivalents.
  - Examples of professional societies are: the American Mathematical Society (AMS), the Mathematical Association of America (MAA), the American Physical Society (APS), the American Chemical Society (ACS), the American Astronomical Society (AAS), the American Association for the Advancement of Science (AAAS), etc. (huh – I typed “American” a lot...). For those interested in materials science and engineering, the University of Arizona has a list <http://mse.arizona.edu/professional-societies>. There are many other job listing sites, so you can choose your favorite.
- 6) Already have a nearly final version of your Academic Statement that you are just polishing? Make it shine!
- 7) None of these appeal to you? Check in with faculty to figure out an appropriate alternative!