Academic Statement Workshop II

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[1] 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.
- You participated in a workshop (Academic Statement Workshop I) specifically focused on updating/revising your Academic Plan and examining how your education as a scientist might be considered when compared to traditional training.
- We were visited by Nick Sewell (Academic Coordinator from the Office of Graduate Education in the College of Education at Washington State University) who spoke briefly on their PhD program in Mathematics and Science Education and graduate school admissions.

[1]Evergreen as an institution has articulated how a graduate develops as a liberally educated citizen through the **Expectations of an Evergreen Graduate**:

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, critical thinking.
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Today, you will choose from a menu of options, in anticipation of producing an Academic Statement draft for a peer review workshop in Week 9.

1) Already have a version that you are polishing? Make it shine!

2) Still pretty drafty? Need to start over? Not sure how to get going? Some suggestions follow. Skim them all over, and choose one (or several) that seem doable and compelling to you.

- Assemble previous drafts of Academic Statements, Orientation Essays (those might be very out of date), previous Self-Evaluations, cover letters for jobs, essays for scholarship applications, etc. Just get all related types of writing in one place and start looking for patterns.
- Briefly summarize your science course equivalents including where you got them (e.g. a year of calculus at Skagit Valley Community College, 2 quarters of physics in Matter & Motion, a year of upper-division biochemistry in Molecule to Organism). For Evergreen programs, write a very brief description since the titles may not convey much to an outside audience (e.g. Introduction to Natural Science was a 3 quarter introductory program that combined general biology with lab, general chemistry with lab, and pre-calculus). Include programs, courses, and contracts.
- Briefly summarize your work outside the sciences: in the humanities, the arts, the social sciences, etc. In particular, discuss how this work contributed to your broad liberal arts education and/or supported your development as a scientist.
- Briefly describe relevant project work you have done (in programs, contracts). Discuss associated (science) content and skills (technical and soft).
- Briefly describe co-curricular or extra-curricular activities that are important to your education, particularly as a citizen and a scientist (Lab Aide, Instrumentation Aide, QuaSR tutor, lab jobs, etc.).
- Briefly describe a concrete academic plan for the rest of your undergraduate education or your post-graduation plans (job, grad school, etc.).
- Briefly describe the interdisciplinary ways of thinking you have developed via your Evergreen (or other) education.
- Identify the driving themes, passions, or metaphors of your education, and work to describe them in a way that conveys their meaning and importance to you and minimizes the cheezefactor.
- Answer the question, providing evidence and a logical structure: “What capacities do you have for engaging the world as a liberally educated scientist”?

3) Still stuck? Please talk with me!