## WESLEYAN SUMMER GRANTS ESSAY RUBRIC

<table>
<thead>
<tr>
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<th>Rating 4 (Excellent)</th>
<th>Rating 3 (Above Average)</th>
<th>Rating 2 (Average)</th>
<th>Rating 1 (Poor)</th>
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<tbody>
<tr>
<td><strong>Experience Description</strong></td>
<td>Clearly explains the proposed experience, role, and responsibilities. Details how they found or designed the opportunity.</td>
<td>Adequately describes the proposed experience, role, and responsibilities. Could provide more details on how they found or designed the opportunity.</td>
<td>Provides a brief overview of the proposed experience, roles and responsibilities. Provides minimal details on how they found or designed the opportunity.</td>
<td>Does not adequately introduce the proposed experience. The role and responsibilities are unclear. Provides no details on how they found or designed the opportunity.</td>
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<td><strong>Student Rationale</strong></td>
<td>Provides clear and strong reasoning as to why they would like to pursue the opportunity. This includes a strong argument as to why it would be an impactful experience this summer.</td>
<td>Provides good reasoning as to why they would like to pursue this opportunity. This includes a good argument as to why it would be an impactful experience this summer.</td>
<td>Lacks reasoning as to why they would like to pursue this opportunity. This includes a minimal argument as to why it would be an impactful experience this summer.</td>
<td>Provides little to no reasoning as to why they would like to pursue this opportunity. This does not include an argument as to why it would be an impactful experience this summer.</td>
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<td><strong>Wesleyan Education</strong></td>
<td>Crafts a strong argument for how the opportunity will enhance their liberal arts education.</td>
<td>Briefly states how the opportunity will enhance their liberal arts education.</td>
<td>Lacks understanding for how the opportunity will enhance their liberal arts education.</td>
<td>Does not mention how the opportunity will enhance their liberal arts education.</td>
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<tr>
<td><strong>Career Goals</strong></td>
<td>Clearly articulates what they hope to gain from the experience and how it will be beneficial in career development. Provides defined career goals and supports them with specific examples.</td>
<td>States what they hope to gain from the experience and how it will be beneficial in career development. Provides career goals with examples. More defined outcomes could have been provided.</td>
<td>Difficulty articulating what they hope to gain from the experience and how it will be beneficial in career development. Provides vague career goals and examples.</td>
<td>Unable to articulate what they hope to gain from the experience and how it will be beneficial in career development. Unable to identify career goals and examples.</td>
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Wesleyan Summer Grant Application: Essay Guide

Essay Questions and Answers from Previously Funded Applications

The essay portion of the application process is not an academic statement. Your essays must be compelling and tell a story; you need to persuade the Committee to fund your experience. They need to understand why this experience is important to you as an individual and how it relates to your career goals. Be thoughtful and detailed in your responses.

1. Tell us about yourself, your goals for the future, and why you are applying for funding this summer. (500 words maximum)

2. Tell us about your summer plans. What opportunity are you pursuing and what will your role and responsibilities be? How did you find or design this opportunity? Why do you want to pursue this particular summer experience, and how will it enhance your Wesleyan education? What will you gain from this experience, and how will it impact your career goals? (750 words maximum)

When composing your essays, remember to keep in mind the rubric that the committee will use to evaluate all essays. No two experiences are the same and applications are never compared to one another in this process. The rubric takes into account the following four areas:

1. The Experience Description
2. The Student’s Rationale
3. Enhancement of Student's Wesleyan Education
4. The Connection to Student’s Career Goals
The following essays are examples from past applicants who received top scores and funding.

Applicant A
Tell us about yourself, your goals for the future, and why you are applying for funding this summer. (500 words maximum)

I entered Wesleyan with a general interest in psychology and cognition that grew deeper and more focused as I took courses and became more familiar with the subject. I now major in psychology with a minor in education studies and intend to work towards a profession in clinical psychology working with young children, combining research with clinical application. I anticipate earning a Ph.D. or a PsyD, and my objective for this summer (and overall) is to learn more about social-emotional development and early intervention programs for children and gain further experience working in a lab.

Over this past summer, I worked as a student researcher at Bradley Hospital in Providence, RI, a children’s psychiatric hospital. During this time, I worked primarily with autistic children and assisted in ADOS (Autism Diagnostic Observation Schedule) as well as on the partial inpatient unit where children with OCD and anxiety had scheduled activities and tailored exposure therapies. Additionally, I was able to collaborate with the Clinical Director for Home-Based Treatment Services to work outside the hospital with ABA (Applied Behavior Analysis) therapy services. One thing which struck me from this experience was how drastically more successful intervention programs were for very young children as opposed to those implemented past kindergarten. After conducting a comprehensive literature review examining the factors which lead people with ASD to seek emergency care treatment, I became extremely curious as to which demographics were receiving early intervention care and how the quality of treatment differed based on factors such as income and accessibility. I was able to meet with the chief psychologist at Bradley’s Center for Autism and Developmental Disabilities to speak with her about the process she takes to reach diagnosis, assessments, and treatment plans for children with developmental disabilities, as well as how those procedures have drastically changed over the years. I became particularly interested in the hospital’s recidivism rates and spoke with various psychiatrists at Bradley regarding what they believed were the best ways to intervene in order to prevent children from returning once they were deemed to have made enough progress to leave the inpatient programs. Many significantly disagreed with each other, although they all presented me with extremely well-thought, evidence-based arguments. I ultimately want to play a major role in the creation and implementation of treatment plans for children with behavioral issues and have been researching various Ph.D. and PsyD programs, as well as attending the clinical psychology talks here at Wesleyan, which has greatly helped me in deciding what steps I want to take post-graduation. I specifically think the clinical psychology programs at Rutgers University and The New
School For Social Research would be an ideal fit for my current aspirations, but I definitely need to have conducted more research within my field of interest, not only to be accepted into the programs I’m looking at but so I have a clearer understanding of what opportunities exist and how I can further tailor my goals and pursuits in the professional world.

Tell us about your summer plans. What opportunity are you pursuing, and what will your role and responsibilities be? How did you find or design this opportunity? Why do you want to pursue this particular summer experience, and how will it enhance your Wesleyan education? What will you gain from this experience, and how will it impact your career goals? (750 words maximum)

I plan to work at The Center for Attachment Research at the New School for Social Research. The center is engaged in the application of attachment theory to clinical research questions concerning child, parent, and family development. The main project I will be contributing to is examining the effectiveness of Group Attachment Based Intervention (GABI), which is being specifically targeted to at-risk or vulnerable parents. The families who participate in GABI are often very isolated and have had multiple adverse childhood experiences and ongoing experiences of poverty. They are referred to GABI by Administration for Children’s Services (ACS), treating physicians, or psychologists. The goal of this intervention program is to enhance parental sensitivity, improve parents’ mental health, and promote children’s social, emotional, and cognitive development, diminishing child behavior problems. Increasing attention is being given to enhancing the child-mother, and child-father, attachment relationship to lower risks of child maltreatment.

After this past summer, I began researching programs that focused on early intervention tactics in the home rather than inpatient care, as many of the therapy sessions I shadowed at Bradley Hospital also focusing heavily on the parent-child interactions. I’m currently enrolled in Professor Shusterman’s course, Current Research in Early Childhood, which focuses on early intervention methods and literature reviews. I was also recently accepted into her lab which explores how young children perceive, learn about, and think about the world in terms of numbers, space, language, and people. I believe intervention treatments for children with behavioral and developmental disabilities not only need to be focused on young children but target the caregivers as well as teachers. I am extremely interested in bridging the research coming out of the field with practical applications, as one of the largest disconnects seems to be the fact there are so few curriculum, lesson plans, and programs created as a direct result from the many early intervention research papers when compared to the number of studies being conducted. I spoke more in-depth about this matter with Professor Shusterman,
and she encouraged me to try and work on a summer project that focuses specifically on translating findings to an active treatment program. I had a very specific vision for what I wanted to do this summer, which highly narrowed my field of interest, so I spoke with other professors and searched through clinical psychology programs on Handshake.

I ultimately discovered Miriam Steele’s lab after looking up graduate schools and reading about The New School’s Clinical Psychology Ph.D. program and saw her center linked. I reached out to Dr. Steele and expressed my interest in working as an RA over the summer, and mentioned my current projects here at Wesleyan regarding early intervention methods and child development. Dr. Steele was extremely eager to help me find a place in her research center and we worked over the phone on applying my interests and background experiences to provide meaningful contributions to the ongoing assessment on GABI. During spring break, I have plans to visit the lab and have an orientation for the assessment/measurement tools and programs used.

As a research assistant, I will aid in the assessments conducted to evaluate the parent-child relationships and quality of attachment at the beginning, middle, and end of treatment, as well as the emotional wellbeing of parent and child, and the developmental trajectory of the child—the central tool used to accomplish this is the Rearing Coding Scale. As a group, we watch videotaped interactions of the clinicians and children, and arrives at scores associated with the manualized approach. I then would assist in cataloging the videotaped interactions for preparation of data coding/entry, and finally upload the material to an online training platform for outside use. Additionally, I plan to work with Dr. Steele in the preparation of her manuscripts for publication. I would work alongside Masters and clinical doctoral level students as well as faculty during weekly meetings where the meaning-making and evaluation of the clinical work takes place. This is particularly meaningful to me as I will be able to not only make significant professional connections, but will also have the opportunity to speak with students further along the same educational route I plan on taking.

This work will be incredibly meaningful as it will greatly enhance the lab and coursework I currently am involved in, and also provide me with more exposure to the clinical field of work in which I hope to enter after graduation.
Applicant B
Tell us about yourself, your goals for the future, and why you are applying for funding this summer. (500 words maximum)

I am a Government Major (International Politics concentration) with a Data Analysis Minor. I play on the Varsity Women's Squash team, coordinate the Alpha Delta Phi Music Series concerts, and dance in the Terp showcase. I also enjoy giving informal tours through the Alumni Office to alums and their children who are considering joining the next generation of Cardinals.

I am strongly interested in areas of law relating to intellectual property, contracts, arts and entertainment, or international business. After I graduate from Wesleyan next spring, I am planning to take 1-2 years off before attending law school and pursuing these legal fields. My strong appreciation for intellectual property stems from my extensive background in the performing arts. For most of my life before college, I performed with various professional theaters in Boston. Consequently, I developed an inherent appreciation for protecting artists' intellectual property, from scripts to scores to dance performances.

Last summer, I held three unpaid internships in Boston, where I strengthened my interests in the arts and discovered ways to incorporate them with law/government and business. I was not compensated for my work, so I used all my personal savings from previous summer jobs and on-campus jobs to cover transportation/living costs, etc. As the Marketing and Community Engagement Intern at the American Repertory Theater, I experienced the arts from a holistic, business-oriented perspective. I also sought guidance outside of the Marketing Department from the theater's General Manager, who taught me about various contractual and legal issues for the theater, including upholding rights and royalties standards and coordinating bookings with performers and venues. I had already been exposed to artists' contracts as Alpha Delta Phi's Music Series Committee Chair at Wesleyan and hoped to learn more about the legal components of the booking/compensation processes for artists at professional theaters. In addition to exploring artistic contracts, I became familiar with government contracts through another internship at the Massachusetts Office for Housing and Economic Development. There, I interned in the Contracts Unit, analyzing the scopes and success rates of contracts for the state-wide homeless shelter system while familiarizing myself with legal jargon. Lastly, I interned with a consulting and global-exhibition art start-up, Arxero, which exposed me to a for-profit environment as well as the visual arts business for the first time; I encountered international discrepancies in contract, art, and business law, further sparking my interests in these areas.

While interning at these three organizations, I also had many discussions which highlighted overlaps in my work, despite the very different contexts of each internship,
including issues on paying artists, city/regional transportation, and state funding systems. These experiences bolstered my interests in the intersections of legal aspects of arts and business, as well as reassured me that there are myriad ways to combine my passions. After Wesleyan, I hope to become an intellectual property/copyright and contract lawyer for individual artists, nonprofit groups, and business corporations to continue this kind of work and support Boston arts and business communities.

Tell us about your summer plans. What opportunity are you pursuing, and what will your role and responsibilities be? How did you find or design this opportunity? Why do you want to pursue this particular summer experience, and how will it enhance your Wesleyan education? What will you gain from this experience, and how will it impact your career goals? (750 words maximum)

This summer, I will be the Pre-Law Intern at the Volunteer Lawyers for the Arts (VLA) under the Arts and Business Council of Greater Boston. This position lies at the intersection of my main passions: arts, law, and business. The internship’s integrative design perfectly exemplifies Wesleyan’s interdisciplinary mindset. Furthermore, the internship is in my home city, Boston, where I have started building an important career network, as I plan to settle there after Wesleyan. As Pre-Law Intern, I will report to the Director of Legal Services and: 1) conduct policy research, prepare written analyses, and attend client consultation sessions, and 2) review and record legal services applications, conduct applicant intake interviews, and correspond with volunteer attorneys.

Last spring, while applying for arts and business-related internship opportunities in Boston, I came across the VLA. I reached out to Luke Blackadar, the Director of Legal Services, who informed me that he only takes law students for internships because the position requires significant experience with technical legal research and writing. Instead, he offered for me to meet his staff for a day to learn about their work, their general volunteer programs for people of all backgrounds, and to gain a sense of the law school process from his interns. Months after meeting once that summer, I followed up with Luke to inquire about volunteer opportunities with a plan to fit in some community service hours outside of a separate hypothetical part-time internship in Boston. He instead asked me to interview for a spot in their legal internship program, noting that he never takes on undergrads but that I had a demonstrated interest in the law, arts, and business through my experience in the Boston cultural scene and my Wesleyan coursework.

Throughout my internship, my supervisor and the law student interns will instruct me in introductory legal research and writing, the conventional legislative process, etc. This educational, hands-on experience is invaluable to me for many reasons; firstly, as an
undergrad, gaining concrete legal experience is extremely rare because legal work requires highly specialized training. I am beyond thrilled to have the opportunity to begin that training informally as an undergraduate and to discover which types of law excite me most - and to confirm that I am interested in law before pursuing graduate school. Additionally, working with current law students and attorneys in the Boston area will expand my career network, which will be essential for securing employment opportunities.

Regarding my career interests in intellectual property and contracts, I am excited to work with patents for artists and inventors through the VLA's Patent Pro Bono Program, as well as many different types of artists' contracts (for estate and legacy planning, family law, etc.). The VLA handles cases in all legal areas except criminal law, so I will also gain a wide exposure to all different legal subfields.

Last semester, I also took an art history course covering theoretical, cultural, and legal issues surrounding copyright and rights to intellectual property in the visual and performing arts, so I am excited for the real application of my studies through my internship. I am also working on a semester-long intellectual property focused project in my government course on globalization this semester; this will be helpful in learning to conduct policy research on current trends in IP law, which my supervisor requests that I complete during my internship. In turn, I will be able to implement skills I improve this summer, such as problem solving, development of strong arguments, and research capabilities in my government and data analysis courses in my final year at Wesleyan. Further, exposure to all different areas of law will prepare me to form connections across different fields of study and to bring a legal perspective to class discussions. Outside of the classroom, I would also be excited to bring some of my new knowledge about successful aspects of artists' contracts to my work with the Music Series Committee.

The skill sets and comfortability with legal documents/processes I will acquire through my internship will support my career as an intellectual property and contracts attorney in Boston. One day, I would also hope to devote additional pro bono time as a lawyer for the VLA. Overall, this internship is perfectly situated intellectually, geographically, and temporally in my life. I would be beyond grateful for the opportunity to take advantage of this once-in-a-lifetime experience made possible by funding from the Wesleyan Summer Grants. Thank you for your time and consideration.
Applicant C  
Tell us about yourself, your goals for the future, and why you are applying for funding this summer. (500 words maximum)

My childhood home was a 100 square feet “apartment” housing six people in Hong Kong, half the size of my freshman dorm. I would stay away from it until midnight in order to give space to my family members. Juxtaposed with my living condition, the growing affluence of Hong Kong, proven by her reputation as the Asian financial hub, had never benefited us when we had only one dream: to be allocated a public housing flat. I always ask myself: Is capitalism only a utopia to the rich? Is this the reason for protectionist ideologies? Can the issues of inequality and social immobility ever be resolved?

Aspiring to give the world a satisfying answer, I am grateful to be awarded a full scholarship to study at Wesleyan. Majoring in Economics and Mathematics, the rigorous quantitative trainings teach me how to implement empirical analysis elegantly to elucidate social behaviors. At the same time, intensive writing classes always remind me of the importance of conveying ideas effectively in intriguing ways. Amazed by the beauty and power of quantitative analysis in social sciences, I eagerly look for first-hand research experience that empowers me to address my curiosity.

The small faculty-student ratio at Wesleyan offers me a precious opportunity to interact closely with Economics professors. As a research assistant to Professor Kuenzel, I embarked on my research journey starting from collecting and cleansing temporary tariff data. Under his close mentoring, not only have I developed a more comprehensive understanding of how advanced econometric techniques such as instrumental regression are applied in real life, I have also come up with new research ideas and initiated an individual research tutorial on labor markets in Japan with Professor Imai. These research experiences have taught me the importance of perseverance and creativity when I encounter hurdles from debugging coding errors to digesting complicated theoretical models.

My research experiences at Wesleyan inspire me to be an independent researcher, and I want to answer economics questions closer to home where I will have a chance to make a change in policy decision. To that end, I am writing a senior thesis studying the local government debts in China – whether the 2008 fiscal stimulus package was effective at mitigating negative shocks on employment from global financial crisis. I am also interested in whether the massive increase in government expenditure from this package intensified the asset bubbles and incubated another financial crisis. I once wanted to become a detective because I enjoy solving puzzles and analyzing complicated situations. I have now found a new way to explore my curiosity: I will
pursue a PhD in Economics, specializing in poverty policies and public finance, because I want to help those who live under poverty to succeed through government initiatives. In the long run, I want to work in international organizations such as the World Bank to help developing countries, especially those in Asia, to prosper. I am ready to use my knowledge from Wesleyan to pursue my passions and contribute to society.

Tell us about your summer plans. What opportunity are you pursuing, and what will your role and responsibilities be? How did you find or design this opportunity? Why do you want to pursue this particular summer experience, and how will it enhance your Wesleyan education? What will you gain from this experience, and how will it impact your career goals? (750 words maximum)

As a student applying for PhD programs in Economics after graduation, I would like to pursue research experience and collaboration opportunities with faculty members at Wesleyan in the summer.

First, I will be a research assistant for Professor Kuenzel studying whether temporary tariffs mitigate negative import shocks to the U.S. local manufacturing employment. My tasks will include collecting and cleansing data, running preliminary regression analyses, and reviewing relevant literature. This research experience will give me an invaluable opportunity to improve my technical research skills. Not only do I need to ensure that my statistical results are correct, I will also learn how to convey my findings and document codes in an effective way. These important research skills will benefit me when I conduct research with future colleagues.

Secondly, I am excited to continue my independent research project about the impacts of the collapse of real property bubbles on manufacturing employment in Japan in the 1990s. Applying the delineation of local labor markets in Japan created with Professor Imai last semester, I will study whether municipalities with higher plummets in real estate property values experienced larger decline in employment and firm establishments. I wish to turn this project into a publishable article and create a website that hosts our delineation of local labor markets for future researchers.

Last but not least, I am grateful to have Professor Bonin as my supervisor for my senior thesis, and I will start collecting data and working on theoretical models. I am interested in the local government debts in China and their effects on economic development, and I plan to create a completely new local government debts database at the municipality-level by web scraping the financial report from each local government website and scrutinizing the balance sheet from every local banking branch. Although the data collection procedure will be tremendous and time-consuming, I feel motivated
by the topic because I am curious whether this large-scale government expenditure initiative protected local economies from external economic shocks. My ultimate goal is to turn my senior thesis into an academic paper that is publishable at a top-tier journal.

Though it is rewarding, research is never an easy task. The first time I read an academic paper, I could not comprehend any of the mathematical models and regression tables. My liberal arts education at Wesleyan, however, has empowered me to appreciate the beauty of Economics, a subject that incorporates the strengths of both arts and science. The rigorous mathematics and econometrics classes have taught me how to construct a testable hypothesis with statistical models. Most importantly, Wesleyan has conferred me the ability to think and convey my messages convincingly. Writing is an important element of Economics class. Not only do we need to come up with an approachable question, we also need to write an extensive research paper. Wesleyan’s small class and individual tutorials have provided me with frequent and close interaction with faculty, and they are great resources to let me learn closely about how an economist approaches a question. In short, my exciting academic journey will build on the foundations constructed by my Wesleyan education.

There are several reasons why I would like to stay at campus in the summer. First, researching questions that others have not yet answered is a risky and possibly frustrating task. It is possible that at every step new problems, from subtle coding errors to conceptual flaws in theoretical models, will emerge. Working alone to resolve those issues will become my routine life if I decide to pursue a PhD degree. Therefore, I would like a first-hand experience before making a decision. Second, I will build off my work with faculty that I have started in the semester. Since professors have more available time in the summer than in regular semester, I will receive closer mentorship through weekly face-to-face discussion, which is more effective than communicating through Skype or email. Last but not least, I can engage in the research community at Wesleyan and build connections. There will be numerous summer workshops on grant application, personal statement, and statistical software training on campus, so I can utilize these great resources to better prepare myself for my future academic career.

To become a full-fledged economist, ultimately I need to become an independent scholar creating new knowledge. However, as a first-generation low-income international student, my family is unable to support my independent research projects on campus. Therefore, I am very grateful for any funding opportunities from the Summer Grant.