

#### Application Related Information

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|---------------------------|------------------------|-----------------|-------------|
| Application:              | Application Incomplete | Iteration Name: | 202410_GR_G |
| Grad Program Applying To: | MPA                    | Program Name:   | MPA         |

#### Recommendation Information

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|                                      |   |                               |   |
|--------------------------------------|---|-------------------------------|---|
| Recommended By:                      | Cynthia Kennedy   | Recommenders Title:           | Faculty   |
| Recommenders Institution:            | The Evergreen State College                               | Contact Name:                 | Emily Johnston                                  |
| Waive Access to Recommendation Ltrs: | I choose to waive my right to review this recommendation. | Recommendation Waiver Choice: |   |
| Recommendation Form Submitted:       | ✓   | Recommendation Status:        | Received  |
| Received Date:                       | 02/08/2023 04:04 AM                                       | Recommender Assessment:       | I recommend this applicant without reservation. |
| Recommendation Type:                 | General   | Recommender Form:             | MPA Letter of Recommendation/Form               |
| Recommendation Entity ID:            | 1024000108991183  | Recommendation Owner:         | Josephine Bernier                               |

#### Recommender Form Questions

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|--|------------------------------|---|---|
| How long have you known applicant:         | 10 years                     | Applicant ability as self-directed learner: | Emily has always been a self-directed learner, so I give her very high marks here.  |
| Time since last contact with applicant:    | ongoing                      | Applicant as productive member of group:    | Top. See my letter.   |
| Relationship with Applicant:               | faculty-student, co-teachers | Applicant most significant strengths:       | She is motivated to go to graduate school, is a new administrator so will be able to apply what she is learning in your program to real-world problems, and she has the academic skills needed to thrive. |
| Ability to complete rigorous grad program: | Outstanding                  | Responsibility/reliability:                 | Outstanding   |
| Communication Skills - Oral:               | Excellent                    | Communication skills - written:             | Excellent   |
| Service Orientation-sensitivity/empathy:   | Excellent                    | Ability to work independently:              | Outstanding   |
| Ability to handle stress:                  | Excellent                    | Ability to think critically:                | Outstanding   |
| Ability to analyze/problem solve:          | Excellent                    | Ability to think creatively:                | Excellent   |
| Openness to feedback:                      | Excellent                    | Potential for leadership:                   | Very Good   |
| Ability to work in a team:                 | Outstanding                  | Personal/professional reflection:           | Outstanding   |

#### Description Information

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Description:

Form URL: <https://evergreenstatecollege.radiu>

#### Other Information

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Modified Time: 02/08/2023 04:04 AM

Modified By: Josephine Bernier



The Evergreen State College ▪ Olympia, Washington 98505  
(360) 867-5009 ▪ [kennedyc@evergreen.edu](mailto:kennedyc@evergreen.edu) ▪ [www.evergreen.edu](http://www.evergreen.edu)

February 8, 2023

The Evergreen State College  
MPA Program Graduate Admissions  
Olympia, WA 98505

Dear Graduate Admissions:

I am writing this letter to recommend that you admit Emily Johnston to your Master of Public Administration program. I have been on the faculty here at The Evergreen State College, where I teach leadership, for more than 20 years. I have known Emily for ten of those years and give her high marks in everything from academic achievement to responsibility, to integrity. I whole-heartedly support her application to graduate school.

I first met Emily as an undergraduate when she was a student in my full-time academic program, *Moving Towards Health*, which ran from September 2013 to March 2014. As I am sure you know, because of the way Evergreen is structured, this program was comprised of more than one discipline, taught by a team of two faculty who were present together all the time. Due to the intense, round-the-clock nature this structure provides, I have a unique chance to know my students really well. We spent time together all week in classes and we also shared food and more casual time together. Additionally, in the summer of 2014, I sponsored Emily to create an Independent Learning Contract which enabled her to learn the skills she needed to facilitate a workshop called *Health Through Self-Awareness and Acceptance*. This meant I worked extensively with her one-on-one and saw more evidence of her capacity to organize something and then carry it off. Excellent capacity.

Even during those early years of our relationship, it was quite clear that Emily has the skills necessary to continue succeeding in academic work, no matter what path she is pursuing. Our *Moving Towards Health* program asked students to do library research on a regular basis. Emily wrote a research prospectus and completed a large inquiry-based paper where she demonstrated an ability to conduct in-depth research and develop informed argument using sharp critical thinking skills and sound reasoning. Additionally, she wrote weekly seminar papers that connected program theory to real-world application. Her writing skills are good, and I am confident that as she continues her studies in graduate school these skills will flourish and get even stronger.

In my experience, students can't write well unless they have strong critical thinking skills. Thus, Emily's writing is informed by her ability to really think through problems and have

deep conversations about what solutions to those problems might be. Both in the program she was in, and during her independent work, Emily expressed herself very well. This was as true in our small seminar discussions as it was during our program-wide discussions. And Emily's contemplative questions in our program sometimes caused me to reconsider my own thoughts concerning health and the ways that small changes can have great effect on our daily lives. She is a good thinker.

Over the years, Emily has kept in touch, and this past fall I was delighted to learn she had come back to Evergreen, working in the Learning and Teaching Commons. So, when I needed another instructor for the student success program that I run for all our First-Year students, Greener Foundations, Emily was one of the first people I asked to join our teaching staff last September. And, as luck would have it, she and I got to be teaching partners. During these ten weeks of fall quarter teaching together, my high ratings of her were confirmed. She was a top-notch teaching partner exhibiting the capacity to be uber-organized, reliable, even-keeled, ever-present with the students, thoughtful, flexible with her teaching partner, and with a large capacity to learn about new things in order to teach them to students. As a new teacher, she showed a very natural talent for teaching.

In addition to all of that, Emily is a top-notch team player, able to embody authenticity, remain in the present moment, and to step-up or step-back as needed. Over our time together I have seen evidence of these traits on a regular basis whether it was in our academic program a decade ago, working in the classroom with students, participating with our Greener Foundations teaching team, or working in the Learning and Teaching Center helping me with a variety of things.

With all of these skills, Emily is an ideal candidate for the Master of Public Administration program. She definitely embodies the values and skills for which I imagine you are searching including capacity for hard work, critical thinking, communication, and being a very likable team player. It is clear she has the maturity to succeed in situations where she will be required to demonstrate flexibility, patience, and understanding. And, importantly, after some time away from school, she is motivated for more academic study; as she returns to college, I am confident what she learns will make a difference in the world when she graduates.

Please accept Emily into your program.

Sincerely,

Cynthia Kennedy  
Member of the Faculty  
The Evergreen State College