Burnett/Masters Junior Scholars, 2007-08

December 2, 2007
Thomas Patrick Burke II

Thomas Burke is majoring in biology and Spanish, and plans on graduate school, after which he hopes to pursue a career in the sciences. His Burnett/Masters application focuses on Professionalism.

Thomas believes that as a student “the time to start planning our careers is now,” because “those who are most experienced in their field can make the best decisions concerning their future.” For that reason, in the fall of 2006, he began working in Dr. Roger Innes’s lab studying various aspects of plant pathology, including the major biochemical pathways associated with resistance proteins in the plant Arabidopsis Thaliana. During the school year he works about ten hours a week, but during the summer he has been awarded a Capstone grant which enabled him to work full-time. Determined to accomplish his projects before school started again, he often worked 40-60 hours a week, working independently alongside graduate and post-graduate students, which he feels gave him “the quintessential” experience of being a researcher.

The most important thing Thomas learned from his experience is that research is, in his words, “frustrating.” Research, he tells us, “is like a traffic jam: sometimes there is no reason for the delay, while other times an accident or bad weather is responsible.” The only answer, he has learned, is to work through the difficulty and move ahead. His experiences in the lab have not only helped him to learn specific techniques, but life skills as well. Now he feels that he will be “ready for obstacles and prepared to work hard no matter what obstacles are in the road.”

Brody DeYoung, the Post-doctoral Associate to whom Burke reports in the lab, tells us that “Thomas is the most motivated and productive student I have ever mentored. While much of his initial work was done with my oversight, Thomas quickly became an independent researcher, actively seeking out new projects and taking the responsibility to design and initiate these projects with minimal guidance from me or others in the lab. His work, including the study of the plant proteins RPS5 and PBS1 and their role in disease resistance, has provided several exciting discoveries and will hopefully result in a publication in a peer-reviewed scientific journal. Perhaps most impressive to me is Thomas’ ability to consider the current state of his research and design experiments to test novel hypotheses, something that is often difficult even for graduate and post-docs.”

DeYoung finds it “refreshing” to discuss scientific research with Thomas, because he “is able to grasp new concepts on the fly and offer insightful comments and critiques.” In other words, he tells us, “Thomas has learned to speak the language of molecular biology research.” He is so comfortable in the lab, we learn that he could be mistaken for a graduate student or post-doc, and sometimes helps them out with experiments with which he has had more experience. DeYoung feels Burke’s experience in the research lab “will prepare him for life as a professional after college.”
Indira Priyadarshini Dammu

Indira Dammu is majoring in political science with a minor in philosophy. She hopes to eventually practice either labor or constitutional law. Her area of endeavor is Ethics.

As a student in the Liberal Arts and Management Program (LAMP) here at IU, Indira signed up to take Sandra Shapshay’s “Justice and the Business of Healthcare” in her sophomore year. She was delighted to learn that the course spent a great deal of time examining philosophical texts and questions, such as “do we have a moral responsibility to provide healthcare for everyone?” Indira decided to write her research paper on the U.S. healthcare system and conducted a study focused on the ethics of the Health Care and Affordability Act passed in Massachusetts in 2006. Her working hypothesis was that “the Massachusetts Health Care Act was inadequate for meeting the health care needs of all residents.” Specifically she argues that only a response from the federal government in the form of a single-payer universal health care system will solve the health care issues in the U.S.

Her paper was so well-written, argued, and researched that Professor Shapshay recommended she submit a proposal for further research support from the Poynter Center. Indira applied for and received a research stipend through the Poynter Center and eventually presented her findings to them. During that presentation, Professor Shapshay tells us Indira “fielded questions like an expert for 45 minutes and greatly impressed the folks in attendance.” Indira was also encouraged by Professor Shapshay to submit her research project to the Undergraduate Paper Competition sponsored by the Association for Practical and Professional Ethics. She applied for and was awarded an internship at the Center for Practical Bioethics in the summer of 2007. Based in Kansas City, Missouri, the Center is an independent nonprofit organization nationally recognized for its work in practical bioethics. There Indira was encouraged to assist Center fellows’ research on topics like “the ethics in disaster planning and ‘right to life’ laws in Missouri.”

Working with health care professionals in the last year has given Indira “a new perspective on thinking about ethics in everyday life,” and she has learned through her research to “place communitarian values over individual rights and provide for those less fortunate than us.” Professor Shapshay tells us that Indira is “one of the most highly motivated, intelligent, articulate, energetic, and intellectually curious students” she has ever worked with. Indira, she tells us, is “gripped by issues of economic justice, both in the U.S. and globally and has been greatly influenced in her thinking by the work of Amartya Sen.”
Ashley Flora is majoring in studio art with an art history minor and is working toward certificates in the LESA program (Leadership, Ethics & Social Action) and LAMP (Liberal Arts & Management Program). She eventually hopes to use her art and management skills in a career that will bring about positive social change. Her area of endeavor is Service.

Ashley first became involved in service in the Bloomington community through a class, L105, Beyond the Sample Gates, which examines issues of service, advocacy and social change. Ashley was interested in service, she tells us, because it is a way for her “life to be entwined with other people; to be able to invest in others as many people have invested in me.” Her service activities have allowed her to “get to know the Bloomington community beyond IU, grapple with tough issues in life, and be more aware of what is happening in the community.”

She began her work at Hospitality House, where she soon learned that “service is more than helping others, it is a two way street.” Working with the elderly she tells us, taught her that “part of service is recognizing the value in a person and what they have to offer amidst their needs because this restores dignity.”

Ashley went on to volunteer at Girls Inc. where she helped out with a music and art appreciation program for 5-8 year old girls. She noticed how much the young girls thrived on any attention she gave them, but also realized how important it was to set a good example for them. They notice, she tells us, what clothes she is wearing, what music she listens to, and how she treats others. She soon realized how important it is for her to “live out” what she teaches them, because she learns, “they will disregard it if they see that I do not follow it myself.”

Nicole Schonemann, Ashley’s instructor for L105, says that Ashley’s commitment to Girls Inc. combined with her strong academic work, led her to encourage Ashley to be an Advocate for Community Engagement (ACE), a liaison between Indiana University students and local non-profits. Ashley was selected and began her work this fall, and according to Nicole “is already demonstrating responsibility, commitment and an ability to assume a leadership role among her peers.” Ashley, Nicole tells us, “is an excellent student with a strong sense of social responsibility and personal efficacy.”

Ashley has continued her service beyond her role as an ACE, and has participated in events in support of Pages for Prisoners and in developing a four hour workshop for elementary students as part of the Art and Music Initiative pioneered by faculty at IU.
Emily Grimshaw is majoring in Ballet and has chosen pre-med as her outside field. She hopes to dance after college and then begin training to be a cardiologist. Her area of endeavor is Creative Activities.

Emily has been very busy as a member of the IU Ballet Theatre program. She has had opportunities to perform as a soloist in Fire of Life, Principle of the Orient in Cinderella, Arabian in the Nutcracker, a solo from La Source in a Master Class with Violette Verdy, and has additionally danced in Winds from the South and Screemin’ Meemies. She has been awarded a merit scholarship from the Jacobs School of Music and a Fred Kelley Scholarship from the Dallas Dance Council. She has trained at the Kirov Academy in Washington, DC, and attended the Bartholin International Ballet Seminar in Copenhagen, Denmark for two years. She was one of only five dancers awarded a full scholarship to return the following summer.

Ballet, Emily tells us, has taught her the value of self-discipline and a strong work ethic, and with six hours of practice time a day in addition to her studies, she has learned to master the principle of time management. In addition though, she says “ballet has broadened my scope of thinking because it teaches you there are so many different ways to look at something.” She now chooses to look at challenges as if they were a puzzle, “working to find the missing piece to continue improving rather than opting to be frustrated.”

Dance, Emily argues, “is the most exceptional art because it exists in that one moment in time—nobody will ever do something quite like that again. It is so open to personal interpretation that two people can do the same step but create two totally unique perspectives through their personal interpretations.” Emily asserts that while ballet is the most technical and difficult form of dance because its style is so pure and classical, it will never be outdated, “because it evolves with modern social appreciation so that as we progress in time, we collect new dimensions in ballet.” She goes on to say that “like a writer brings his thought to paper with the pen, the dancer brings music to life with her body.”

Emily sees similarities between her two loves, dancing and medicine. They complement each other, she tells us, “because they both orient their focus on the human body. Each field gives you so much perspective on how magnificent the human body really is, whether by its natural processes and organ systems or by its ability to convey vivid emotions and ideas by means of physical expression.”

Michael Vernon, the chair of the ballet department, says of Emily that “not only does she stand out as a dancer with serious aspirations, but she shows an intelligence that is unusual in a field where many dwell solely on the purely physical aspects of the art form.” He goes on to tell us that “Emily is a rare type of dancer—one who can analyze her work, and can express her ideas very clearly. She has the mental capacity and thought process of someone who will be able to apply her knowledge in a manner that will ensure the continuing development of classical ballet.” He argues that Emily has developed not only a disciplined mind and a trained body, but she also has developed “the ability to think in an original and articulate way that can only assist her to achieve greatly in the field of ballet.”
Hillary Veronica Guenther

Hillary Guenther is majoring in biology with minors in chemistry and business. She hopes to specialize in either cosmetic dentistry or pedodontics, and would additionally like to travel to a Third World country with a group like the Timmy Foundation to provide oral care. Her area of endeavor focuses on Service.

When Hillary arrived at IU she tells us, she felt “compelled to find a niche.” She was not particularly good at sports, the arts, or music, but she did love being involved with people and was very interested in service. She tried many opportunities before she found a good fit. She was an usher at the IU Auditorium, but the schedule did not fit hers; she volunteered for the Rake-A-Thon, the Hoosier Hills Food Bank, Big Brothers/Big Sisters, and Community Partners in Reading. Finally she heard about an opportunity to be a Science Olympiad coach for Fairview Elementary School.

Having loved competing in Science Olympiad for all four years of high school, she tells us she “jumped at the chance to incorporate teaching with both the familiar and cherished event of my past and my own expertise within the field of science.” Becoming a coach for the Science Olympiad team at Fairview allowed her to “lead students to stimulate their young minds with rather advanced concepts in science,” while simultaneously allowing her “to both acquire and hone new skills and values.”

Hillary worked under coach Wayne Nichols, who was both head coach and her mentor, but she was responsible for choosing the event materials, worksheets, and lesson plans to facilitate the instructional drills. Her main focus was on “heredity,” which she had studied in her biology L111 class at IU, but she also coached an event she called “Write-It-Do-It,” in which one student communicates with another, using only written directions which guide the second student in building a structure with various materials. She coached two “brilliant” young girls who as sixth graders were very young competitors, when most of the participants were in seventh and eighth grade. She worked several hours a week with her two trainees, and her hard work paid off on February 17, 2007 when they won first and third place for the two events.

From this experience Hillary saw her students learn from their mistakes and acquire “curious scientific minds.” Hillary herself learned how to “organize material in a student-friendly manner in order to most effectively teach the children.” She also learned time management and important teaching skills. In order to see her students succeed, she “prioritized the most pertinent information, utilized the practice of repetition, and embraced patience.” She also says she learned the value of commitment and that “for children, there is nothing quite like the dependable presence and support of a dedicated adult in their lives.” Coach Nichols attests that of all the coaches last year Hillary “was the most outstanding in her performance. She demonstrated leadership by attending coaching sessions two times a week for fourteen weeks, despite her nineteen hours of IU course work and a part-time job. She showed a great work ethic by volunteering to help with other events, always being punctual, calling ahead to verify communication and even attended the competition on a snowy Saturday in Indianapolis, where she instilled confidence in team members with last-minute coaching and took pictures of the ceremony to celebrate their success.” Coach Nichols goes on to say that Hillary is remarkable in the initiative she took, the management skills she demonstrated, in her organization skills, and most importantly, in her rapport with the students.
Nicole Gump is majoring in supply chain management and business process management, with minors in apparel merchandising and psychology. She hopes to one day lead a Fortune 500 company. Her area of endeavor is **Leadership**.

Nicole began her leadership experience at IU participating in the SIFE project (Students in Free Enterprise). She began by leading a team of students in a Power Point presentation to grade school students about the importance of globalization in today’s world. Soon after joining the project she took the initiative to tailor the project she now calls “The Travelin’ T” to a younger audience, and presented it to a group of second graders in her home-town. The faculty advisor, Mary Embry, was impressed with Nicole’s initiative and the results, and invited her to apprentice to the Vice President of the organization last spring. Nicole has continued to adapt her project, presenting it most recently at two state libraries in Indiana. She has since been elected Vice President of SIFE for this year.

SIFE was not Nicole’s only interest this year, however. She also joined the Relay for Life Event Development team where she volunteered to coordinate the Luminaria ceremony. This event is central to the success of the Relay project, which raises over $70,000 annually for the American Cancer Society. She spent seven months securing singers, speakers and materials for the event, and led a team of twelve other students. Nicole believes that “true leaders are servants first,” and that being a great leader requires being a good listener.

Mary Embry, SIFE’s advisor, tells us that she considers Nicole her “highest performing student,” and goes on to say that Nicole is “extremely intelligent, committed, conscientious, and self-motivated.” “I am always impressed,” she tells us, by Nicole’s “willingness to challenge herself academically and succeed. She has demonstrated an ability to analyze complex material quickly and apply it to her own areas of interest.” Nicole’s program is the SIFE teams’ premiere project, she asserts, “contributing largely to our first national ranking at SIFE National competition.” At SIFE Nationals, “her presentation skills and preparation were considered the example for the rest of the team to model. Unsolicited and unusual, her performance was commented on as outstanding by CEOs of Fortune 500 companies.” Nicole’s leadership ability is “unparalleled” in the organization, Embry concludes.
Maryam Haji Ali Akbari is a biology major with minors in psychology and chemistry. She plans to be a general surgeon. Her area of endeavor is Academics.

Maryam came to America from Tehran, Iran two years ago, speaking and understanding very little English. All she had, she tells us, “was me, a big box of memories and my goals.” But, she wanted to become “the best” she could be, and promised “not to let anything stop” her. “I had come here to nurture my sprout of knowledge with the water of education and the sunlight of science,” she tells us. “When I started college in a country that is thousands and thousands of miles away from my native country, I was young and naïve. I knew there would be many barriers along the way, but I was determined to achieve my goals.”

In one of her first classes, Evolution and Diversity, taught by Professor Tansey, she could barely understand the lecture, which was about Darwin. She went home and asked her mother who Darwin was. She faced many challenges, not the least of which was that she was competing with students whose native language was English, who had friends with whom they could share notes. Maryam was living off campus and could not even stay late at the library to study. She attended many office hours, taped Professor Tansey’s lecture, and while other students listened to their iPods, she listened to her recorder. Her hard work paid off, when she made an “A+” on her first exam. By the end of the semester, she was invited to join the Hutton Honors College and the National Society of Collegiate Scholars. At the end of the year she received a certificate at Founder’s Day.

As she became more comfortable with her academic commitments, Maryam began taking on other ventures. She volunteered at Bloomington Hospital’s pharmacy, and later in Professor Ketterson’s bird laboratory where she watched over 60 videos. During the winter break of her sophomore year Maryam went back to Iran and accompanied her father to a small village to take care of sick people there. Each year he visits different villages where people subsist below the poverty line. Maryam took people’s blood pressure and filled lab orders. She learned that many people think no one in the world cares for them. The experience led her to join Volunteers in Medicine on her return to Bloomington.

She has also applied for and was admitted to LAMP (Liberal Arts and Management Program) as a way to expand her experience at IU and has found that it has helped her find out who she is and to develop her leadership skills. Professor Tansey says Maryam is “unusually analytical regarding her volunteer work and other experiences, choosing them with care, and thinking about what she has learned that will help her decide on a career. I am impressed,” he concludes.
Lisa Maureen Hofmann

Lisa Hofmann is majoring in therapeutic recreation with a minor in psychology. She would eventually like to work with children in the therapeutic recreation field and find a way to combine her love for gymnastics with her desire to create opportunities for people with disabilities. The focus of her Burnett/Masters application is Service.

When Lisa first arrived in Bloomington her freshman year, she tells us, she was “not completely convinced that volunteering and service learning were essential components to a well rounded education.” Her high school had required a great deal of service and she was, in her own words “burned out.” She helped out with service activities offered by her Honors floor, and ushered at the IU Auditorium, but, by the end of her freshman year felt that something was missing. When she returned to IU as a sophomore she discovered the Indiana University Adaptive Physical Education program (IUAPE) and decided to participate as a volunteer.

The IUAPE is an on-campus service-learning program that offers physical activity experiences to youth with disabilities ages 3-21 and serves approximately thirty children and their families from the Bloomington and surrounding area. For many of the clients, this is their only opportunity for physical exercise and families often drive an hour or more to participate. The program is staffed primarily by students enrolled in P398 (Adapted Physical Education) in the department of Kinesiology, who develop individualized plans and one-on-one instruction. However, as there are more clients than students in the class, volunteers are invited to participate.

Lisa was assigned to assist with an adolescent boy who, with both Down Syndrome and autistic tendencies, is non-verbal with limited communication skills. Georgia Frey, who supervised Lisa while she served as a volunteer said that while the client Lisa was assigned could be extremely challenging, “Lisa exhibited the combination of determination, perseverance, humor and enthusiasm necessary to achieve his cognitive, affective and psychomotor goals by keeping him on-task and motivated, which is not easy to accomplish with this child.” In fact, Professor Frey continues, “he had one of his most successful terms while working with Lisa.” We learn that Lisa was also required to submit weekly reflections on her experiences, which were “insightful and informative,” and that in general Lisa exhibited a “wonderful attitude. She was a model volunteer.”

Lisa says that she learned much about herself through this experience; that she could be “flexible” and “patient” with a client who was often difficult to motivate during the lesson. She now understands, she tells us, that “this skill of patience and a positive attitude will be crucial in my future when I am a practicing therapeutic recreational specialist.” Her experience with IUAPE has confirmed for Lisa that she has made the right career choice, and she has looked forward to volunteering in the program again this fall.
Ryan Houlihan is majoring in finance and accounting, with a minor in psychology, and he hopes one day to own and operate a small business. The focus of his Burnett/Masters application was **Leadership**.

Ryan was selected as an Evans Scholar at the time he applied to IU, and now lives with other Evans scholars in the scholarship house, where they all share responsibilities as house members. His first year he performed the normal duties expected of the scholarship students; chores, attending study tables, and participating in house events. By his sophomore year, however, Ryan saw an issue he felt needed to be addressed. He had noticed that no women scholars were elected to the executive board and many of the women scholars who were part of the program had received poor evaluations for their contributions to the house. But Ryan also noticed that because only men were allowed to live in the scholarship house, women had few opportunities to participate in house events. He worked with the president of the chapter and the faculty advisor and researched what would be involved in setting up an effective co-ed facility. He then wrote a proposal to the Evans Scholars Foundation asking them to reconsider the restrictions on women as residents. His proposal was accepted, and women moved in this fall, but he writes that the effects of the change were evident as early as last spring, when a female was elected as a member of the executive board for the first time in five years.

Ryan has also been active assisting underclassmen at the study tables, and this year was elected treasurer for the house. Dick McCracken, the advisor for the Evans Scholars, writes that in his role of Treasurer of the Indiana Chapter, Ryan “develops and maintains the Chapter’s budget, collects house dues and pays invoices.” McCracken goes on to say that Ryan’s work is “exceptional, having earned the full trust of his colleagues and the Evans Scholar Foundation,” and continues that Ryan’s “energy, work ethic, sense of team, and people skills are second to none.”
Michelle Lynn Jochim

Michelle Jochim is majoring in psychology with minors in sociology, speech and hearing sciences, and human development and family studies. She plans to earn a Specialist degree in school psychology and would like to be employed in an elementary school as a school psychologist. The focus of her Burnett/Masters application is Academics.

When Michelle tells us that the field of psychology has been “much more than a major” to her during her years at Indiana University; we soon learn just what she means. Psychology is the focus around which her three majors revolve, and has, she tells us, since her junior year shaped her experiences “inside and outside of the classroom.” It has provided the focus of the expertise she shares when volunteering at Wonderlab Museum of Science, Health and Technology here in Bloomington, and has helped her to develop solutions to some of the difficulties she has encountered as a program instructor at Bradford Woods with children in the Riley Children’s Hospital summer camp program. In addition, her achievements in the field of psychology have earned her membership in Psi Chi, the psychology honors program.

In addition, Michelle has worked as a research assistant in the Cognitive Development Lab run by Dr. Linda Smith, where she conducted research on Preferred Views in Children’s Active and Passive Exploration of Objects under the supervision of graduate student Alfredo Periera. Dr. Smith describes Michelle as a “delightful and brilliant student...who has demonstrated the character of individuals—in any field—who made a real difference.” Michelle has, she goes on to say, “made substantive contributions” to an NIH, NIMH, and NSF funded research laboratory, where she helped develop a system that is, Dr. Smith points out, “notably successful, garnering a lot of national attention, and generating amazing up close data of early learning experiences.”

This year Michelle has begun work on another project, concerned with cross-cultural and cross-linguistic influences on development and learning. The project collects data from Japan, Mexico, Portugal and Spain, and attracts those with an interest in this field of study from around the world and many different cultures. Michelle, we learn from Dr. Smith, is very much at home in this diverse group, and is “open-minded, and open to learning,” and has already “made substantial progress in stimulus creation and design.”

In addition, Michelle has worked in the Academic Well-Check Program through the school psychology program at IU, and is currently working as a UTA for Developmental Psychology, P315, under Dr. Josita Maoune. Michelle has presented some of her findings at the Hutton Honors College Research Fair with her fellow researcher, Melodie Rose, and co-authored a presentation at a national conference.
Arthur Daniel King

Arthur King, or “AD”, as he is called by friends and family, is majoring in finance, with a minor in classical studies. After he graduates from the Kelley School of Business, he plans to attend Law School with a focus on international law, and then hopes to work for a company abroad or domestically in international relations. The focus of his Burnett/Masters application is International Engagement.

According to Ken Gros Louis, AD achieved “significant accomplishments” in his first two years at IU. He was selected to be a member of the Global Sales Leadership Society, which is rare for a freshman, and is one of ten direct admit students to the Kelley School who provide feedback to the administration on the program. At the end of his freshman year, he was selected for the Board of Aeons, also a rare occurrence for a freshman, as the Board is typically made up of juniors and seniors. During the spring of his sophomore year, he was elected CEO of the Global Sales Leadership Society, and President of the Board of Aeons, which, according to Dr. Gros Louis is “extraordinary” for a sophomore. Subsequently, Dr. Gros Louis nominated AD for the student Trustee position that became vacant in June, and in August, Governor Daniels appointed him to be the student Trustee on the IU Board.

From his background, you might think that leadership was AD’s area of endeavor, but instead he chose to focus on what he learned during a two month internship in Shanghai, China during the summer of 2007. There, he tells us, he was exposed “to a multitude of people, places, and cultural influences which encouraged [him] to learn and grow as a business person and as a human being.” AD had three goals for his trip; to gain a basic understanding of Mandarin, to learn to appreciate Chinese norms and traditions and how they affect the business process, and to become more aware of the economic and political relationship between the U.S., China, and the rest of the “flat world.” By the end of the summer he tells us he could “barter in the local markets with the same success enjoyed by the Shanghai-nese people and even joke around with other workers in the office,” despite landing without knowing a single word of Mandarin. He found reading the Shanghai Daily contributed to his “understanding of Chinese culture and its implications in business,” and his perception of the somewhat “incestuous relationship between business and the local governments/provinces” gave him insight into the behavior of some local governments. AD feels he is beginning to reach his final goal as well, through research and experience, and tells us he learned from his experience in Shanghai that “it is necessary to have a firm understanding of the global economy and world politics to compete in the business world on an international scale.”
Minho Kwon, who goes by “Kwon”, is majoring in biology and in the Liberal Arts and Management Program (LAMP), with minors in chemistry and psychology. Kwon plans to go to medical school upon graduation from IU, and hopes to work as a medical missionary in impoverished countries. The focus of his Burnett/Masters application is Academics.

In his freshman year Kwon took many honors chemistry and biochemistry courses. By his sophomore year he applied to be a UTI for the Department of Biology. He was accepted as a UTI for Professor Albert Ruesink’s L112-Biological Mechanisms class. Kwon led small groups, attended staff meetings, and held review sessions. He has found that teaching this material dramatically increased his own understanding of it.

In order to further his knowledge of science, Kwon applied for an internship in Dr. David Daleke’s research lab, and though Dr. Daleke’s lab was full, he took Kwon on anyway. Kwon tells us that “performing infections on insect cells with baculovirus, tagging proteins with antibodies, running gels, and transferring proteins on membranes through western blotting are research techniques that I learned in biology lectures.” But he did not get a very good grasp of these techniques in lectures, he continues, whereas “performing the techniques and interpreting the results in the lab gave [him] a good understanding of what the results meant.”

Kwon has found that taking courses in the LAMP program has added another dimension to his studies and his understanding of the world. He was encouraged to apply for the Life Sciences Scholars Scholarship through the LAMP program, and was awarded the scholarship for 2007. Professor James Madison, Director of the LAMP program, says that Kwon is one of the “very, very best” students, and that he has “demonstrated an outstanding ability to conduct research in a variety of sources, to organize large quantities of complex material, and to present his argument effectively in writing.” All this, he tells us, in spite of the fact that English is not Kwon’s native language. Kwon, he explains, is a member of the LAMP advisory board and in addition has served on the Philanthropy committee. Professor Madison was so impressed with Kwon that when the opportunity came for him to invite a LAMP student to have lunch with a visiting executive from a life science company, he chose Kwon.
Abigail Jane Mack

Abigail Mack is majoring in English and “Ethnography and Fiction”, through the Individualized Major Program (IMP): with minors in anthropology and Spanish. She is currently in the Dominican Republic working on her final project for IMP. The end result, she tells us, will be “a collection of short stories and ethnographies based on border cultures, specifically Haiti and the Dominican Republic.” She hopes to publish her project and then to work toward a PhD in anthropology. Before graduate school, however, she would like to work for Teach-for-America and continue working in the Dominican Republic. She plans to spend this summer in Puerta Plata in a small village working on a listening project about immigration. The topic of her application was International Engagement.

“I know very little about the world,” Abbey tells us. “Over six billion people live here, and they all are doing and thinking things that I cannot begin to imagine. I want to hear their stories. I crave it.” Abbey’s passion to hear other people’s stories has led her to the Dominican Republic, which shares an island with Haiti and, Abby tells us, “the turmoil that has dictates both countries’ history for the past century has created one of the most compelling border cultures I have encountered.” Here, she tells us, on her way to school, “I pass homes made from recycled wood and tin jam-packed against three-story mansions and fields of banana trees. I see men and women in the BMWs quietly rolling up their windows as street vendors pass through the intersections.”

Abbey at first felt “lost and confused,” we learn, even though she had come with some very “hard-headed goals in mind.” She came to interview citizens on the relationship between Haiti and the Dominican Republic, to write stories, take pictures, and submerge herself “in the various waves of culture” she found there. And she is doing these things she tells us, but with “her head above water.” “As I grow to understand more about this culture,” she continues, “I am finding myself reflecting on my own country and my own feelings. The boys who shine shoes share the same grandiose dreams as my little brothers. My host mother has given me the same advice as my actual mother.” Abbey admits “I wish I had the ability to capture the power and movement I have felt from many of the stories I have heard already, but the untainted stories are undeniably important and really impossible to replicate.”

Ray Hedin, director of the IMP program says that he has “known very few students who are as equipped for international experience in general and for this kind of interviewing specifically as Abbey is in terms of maturity, commitment, her own openness, and resilience.”
Clara Ann Post Nieman

Clara Nieman is majoring in voice and hopes to study in Vienna next fall, after which she plans to attend graduate school, possibly here at IU-Bloomington. After graduate school she hopes to sing in a young artist program with an American opera house, earning a living through teaching voice and operatic performance. The focus of her application is Creative Activities.

When Clara transferred to IU from Georgetown where she had been a political science major, she admits she was intimidated. “Just walking into the music practice building, hearing the beautiful sounds coming out of every practice room, was enough to make me feel inferior,” she acknowledges. Her voice teacher, Professor Scharmal Schrock, helped her overcome her fears and advised her not to compare herself to the 30-year-old doctoral students, but to use her voice and not wish for anyone else’s. But Clara seemed to encounter insurmountable problems, mainly because she found she was sick all the time. “I was struggling musically,” she tells us, “and that wasn’t supposed to happen. Hard work was supposed to pay off.” She learned the hard way that “failure often has nothing to do with talent or drive.”

At the end of a long semester she learned her problems were the result of enlarged tonsils. After surgery and weeks of recovery, she came back to school to try again. In spite of worries that her voice might have been damaged in the process, she began work immediately and found that her voice had not only not disappeared, but actually sounded fuller and more resonant. She has successfully auditioned for oratorio solos not often offered to undergraduates, and was accepted this last spring to two prestigious summer opera programs. This past summer she attended Seagle Music Colony as the youngest artist in the program.

Clara continues, in spite of allergies that often ravage her vocal chords, to work against the odds. She has learned she tells us “how to continue in the face of challenges.” “I am a stronger performer, and a stronger person,” she asserts, “because I know that I must do my best, accept my failures, revel in my successes, and find the value in all experiences, good and bad.”

Professor Schrock writes that though Clara has struggled against many health problems, she has “achieved a great deal and is a most talented and gifted young singer. She possesses a stunning voice that she is learning to use extremely well. She has been chosen (through audition) for several choral solos and is a beautiful, expressive performer. Her musicianship is superb and she is respected for her discipline and organization.” Schrock goes on to state that Clara is one of her “most professionally directed undergraduates.” Clara, she continues, “has an ample amount of common sense and dramatic flare, a rare combination…; she is going to have a most successful and bright future.”
Erica Christine Overmyer

Erica Overmyer is majoring in oboe performance with a minor in business. After completing a Bachelor of Music in Oboe Performance and a B.S. in Music with an Outside Field—Business, she plans to attend graduate school to obtain a Master of Music in Oboe. She hopes to eventually play in an orchestra and teach music, and is also interested in arts administration. The focus of Erica’s Burnett/Masters application is Creative Activities.

Erica transferred to the Jacobs School of Music after studying for a year at the University of Nebraska-Lincoln. At first she felt intimidated and worried her lack of exposure would keep her a step behind her peers, and being a transfer student had its own challenges. She soon discovered, however, that being at the Jacobs School gave her many opportunities to learn and grow as a musician. She has been the principal oboist in the Wind Ensemble, and this fall is principal of the Chamber Orchestra. She has also worked in other chamber groups, including an oboe trio, a woodwind quintet and a baroque ensemble.

Her first summer at IU she attended the Masterworks Festival, a music festival in northern Indiana, and interned at the Lied Center for Performing Arts in Lincoln, Nebraska. This last summer she interned in the development department at the Wolf Trap Foundation for Performing Arts, near Washington DC. The internships allowed her to explore her interest in business and arts administration. At Wolf Trap, the internship included fieldtrips, mentoring opportunities, guest speakers, performances, master classes, and workshops, and Erica tells us she gained “a greater understanding of the running of a non-profit performing arts organization.” It also opened her eyes “to the importance of well-run arts agencies that support performing artists.” Being “behind the scenes” expanded her “appreciation for those not directly on stage as well.”

According to Erica’s oboe professor, Linda Strommen, Erica is “an extremely bright, expressive, and talented student who shows much promise in her career potential. She has a good ear and excellent rhythm. She assimilates ideas very quickly and is eager to learn. Her high musical and personal standards, along with her great focus and diligence, make her a very rewarding student to teach.” In addition, she adds, “Erica is an exceptionally mature and dependable woman of integrity who shows special kindness, sensitivity, and helpfulness to her peers and mentors.”
Julianna Rice is majoring in Environmental Management with minors in Spanish and economics. Next year she will begin participating in the Accelerated Master’s Program in SPEA, and intends to then apply to Law School. She hopes to obtain a position in global environmental affairs and legislation such as the UN Environmental Program or Intergovernmental Panel on Climate Change. She would like to work with issues involving environmental justice and to explore the unfair distribution of environmental risk based on income or ethnicity. The focus of her Burnett/Masters application was Leadership.

Before becoming a Resident Assistant in Wright Quadrangle, Julianna assumed that a leader was “the decision maker and authority of a community.” Now she feels “the true meaning of being a leader” is “to instill desire in the residents to pursue their own interests and create the community that they desire.” Julianna encourages the personal growth of her residents through the application of Maslow’s “Hierarchy of Needs.” Julianna feels that if these needs are met her students will have an open path to “self-actualization,” and can “fully understand their personal motives and achieve mental growth.” While her students’ “Physiological Needs” are met without many obstacles in the residence halls, Julianna works to meet their “Safety Needs” by being accountable in her own position as RA and by encouraging students to learn to trust and rely on each other. Rice meets her students’ “Belongingness Needs” by being responsive to the individual interests of her students and by creating committees that allow students their own voice in the community. Rice meets the “Esteem Needs” of her students by scheduling discussions of the importance of respecting oneself and others, and encouraging practices within the community that make each student feel important.

Julianna has been rewarded by the strong communities that have evolved under her leadership, but has also been recognized for her strong leadership skills when she was chosen as the Resident Assistant Representative to the Wright Community Council, and later to be the Wright Representative to the Resident Assistant Advisory Council. Sara Paradis, Julianna’s direct supervisor, says that Julianna is an “exemplary resident assistant,” and that the position she was chosen for, that of representative for Wright Quad in the campus-wide Resident Assistant Advisory Council, is “reserved for the most outstanding member of our staff and Julie was the clear choice for this year.”

Hilary Kahn, who interviewed Julianna for an internship at the Center for the Study of Global Change writes that Julianna “stood out by far” from the other interviewees, and impressed the interview committee with her “intellect, critical understanding, and academic breadth.” Kahn goes on to say that Julianna is “civically minded and globally-competent. She is passionate about the environment and she is firmly and intuitively aware of the position of the United States in world affairs; politically, environmentally, and in other contexts.”
Vidhi Ashok Sanghavi

Vidhi Sanghavi is majoring in linguistics and speech-language pathology with a minor in psychology. She plans to pursue bilingualism research and to earn a PhD in linguistics and speech and hearing science. She would eventually like to open her own research and speech-language therapy clinic in India which would host a free hearing check for children once a year. The focus of her Burnett/Masters application is Leadership.

Vidhi writes that she saw posted in every one of her classrooms, elementary through high school, the words “be a leader, not a follower.” She had always wanted to be a leader, she admits, but had thought of it as a rather “elitist” activity, and a “cumbersome weight” of responsibility that obligated one to “positively influence the views of others and to organize and execute events that support the cause of the leader’s group.” In her first week at IU, Vidhi was introduced to the Indian Student’s Association (ISA) and realized that “just being part of this group would not suffice” for her. She wanted to lead the group. She began as a freshman by running for and being elected to the position of secretary, which taught her much about leadership. One of her first jobs was to coordinate the Masti dinner, one of the largest events put on by the group. In spite of many obstacles, the dinner was a success, which inspired Vidhi to run for president for the following year.

Vidhi found that in her first week as president she was “bombarded with complaints, messages, letters, and responsibilities that were left in debt from the previous year.” She had known the organization had a history of “complications,” but wasn’t prepared for the number of problems that came her way. At first, she tells us, she tried to handle every complaint and responsibility herself, but she soon learned a more successful strategy was to “assemble a vital team.” Her perception of leadership, she writes, evolved from thinking she was just a part of the organization, to having the organization become a part of her. “Its mission statement and advocacy became my own,” she tells us. “Leadership,” she learned, is “not just about overcoming each task set before me. It was about having a love, a passion and an inextinguishable fire for the organization or cause one is leading. Through my experience, the most important lesson I have learned is that leadership is not about managing people: it is about inspiring them to be leaders as well.”

Kenneth De Jong says that in his phonetics class, Vidhi “clearly stood out as an exceptionally gifted student.” He continues, “it is her exceptional level of initiative beyond the coursework that makes her stand out, even among this exceptional cohort. My discussions with other instructors familiar with her work, both in the classroom and in the lab, have similarly indicated her exceptional promise as a researcher, and exceptional level of interest and initiative. With these personal attributes and her general academic abilities, I’ve no doubt that she will go on to do very well in post-degree work.”

Abhijit Basu, Faculty Adviser to the Indian Students Association (ISA), praises Vidhi’s achievements and leadership of the ISA in bringing a large diverse population together to organize multiple events – some small, many large – which caught and kindled the imagination of our student body and the media. “Vidhi,” says Basu, “has also grown tremendously with the experience and is poised to make a substantial difference in her current and future altruistic contribution to humanity.”
Julie Renea Sours

Julie Sours is majoring in secondary education and Germanic Studies. She looks forward to studying in Graz, Austria this summer and hopes to obtain a Master’s degree in clinical psychology and to eventually teach German at the high-school level. The focus of her Burnett/Masters application was Academics.

After graduating from high school as valedictorian and class president, Julie came to IU with certain ideas about school. She writes that she viewed most of her teachers as “controlling” and on “power trips,” and treated them as if they were “the boss.” She has grown in many ways though, not the least of which is that she now sees her professors “as assets” to her education, as people who are here to help her succeed. In high school she would never have considered a teacher as an inspiration or role model, she tells us, but now “it seems silly not to.” Not only have her professors taught her to “learn and think in different ways,” she says, but she has learned many new techniques that she would like to bring to her own classroom.

Here at IU Julie continues the success she began in high school. She was appointed president of the sophomore honor society, Alpha Lambda Delta, and was chosen to participate in two other honors societies as well; Phi Eta Sigma and Delta Phi Alpha, the German honors society to which she was nominated by one of her German professors. She has been on the Dean’s list for four consecutive semesters, and has received very high marks in all her German and education classes.

Julie has made some sacrifices to maintain her academic achievements; she continues to live on campus as an upper classman in order to minimize the temptations to socialize. This allows her to participate in many of the German House activities, including weekly dinners and movie showings. She helps students on her floor with their German, which allows her to teach and practice on a regular basis.

Neil Perdue, an Associate Instructor in the Department of Counseling and Educational Psychology, from whom Julie took an Adolescent Development course last year, writes that Julie is “not only a gifted student academically but also an asset to the overall climate of the class.” While Julie’s grades are outstanding, he tells us her “positive impact on our class extended beyond her grades.” In working on group activities Perdue writes, “Not only did she assist her group members to stay on task and put together a thoughtful and well-developed group presentation, she always brought enthusiasm and a great sense of humor to her group meetings.”
Jyotsna Sundaresan

Jyotsna Sundaresan is majoring in finance with a minor is psychology. She hopes eventually to earn an MBA and to pursue a career in financial consulting or advisory services. The focus of her Burnett/Masters application is Leadership.

Jyotsna has had many opportunities at IU to hone her leadership skills. She was appointed an RA for Foster Quad in the spring of 2007, which she says “was truly one of the best learning experiences” of her life. She has had to confront residents about violating quiet hours and consuming alcohol and has helped to resolve roommate conflicts. She learned to, in her words, “employ the golden rule of confrontation.” She has also been Fundraising Co-Chair for Alpha Kappa Psi, and Professional Development Co-Chair where she organized more than ten professional events such as interviews and resume and dress workshops. She is currently Brotherhood Co-Chair which involves instilling and inspiring a sense of brotherhood in the fraternity.

Jyotsna has learned to delegate responsibility, but her responsibility does not end there. A good leader, she has learned, has to know how to get individuals to take responsibility for their performance and to be invested in the outcome. She has found the best way to do that is to set clear goals in the beginning and to keep these goals in the foreground.

Because one of Jyotsa’s foremost passions is teaching, and a lifetime goal is to “incorporate a system of basic education for the children living in rural India,” one of her greatest pleasures was leading an 8-week Residential Workshop in Foster International that emphasized “the significance of internationalism and diversity in society.” Jyotsna herself has lived in four countries for significant periods of time and has learned the value of “being able to accept and tolerate different people’s cultural perspectives.” She enjoyed facilitating open discussions about international and socio-cultural issues with her twenty or so freshmen, and organizing activities that were culturally diverse, such as pumpkin carving and creating rangoli (a traditional Indian floor decoration).

Paul Serex, Jyotsna’s instructor for X202 has written that Jyotsna is “one of the very best students I have ever had…She is a rare individual who can think holistically. I have seen few people who possess her drive.” Serex goes on to say that Jyotsna has a “keen interest in mentoring and developing the abilities of other students,…She has a special talent of breaking down a complex subject into its components for the purpose of explaining it to others.”
Lindsay Renee Swisher

Lindsay Swisher is majoring in marketing and international business with a minor in French. She hopes to be fluent in French when she graduates, to attend graduate school, and to eventually “be a strong female business leader and to make a significant contribution to society by working with not-for-profits organizations.” The focus of her Burnett/Masters application was Leadership.

Lindsay has had many opportunities to demonstrate her leadership abilities since coming to IU, and has developed a strong personal philosophy of leadership. Last year she was Vice President of the Alumni Corporation for Alpha Kappa Psi, and started the first alumni newsletter. She is now Finance Co-Chair. She has learned that “in order to get help from those around you, you first have to earn their respect…You also have to be honest with them about your goals and your progress towards reaching them.” “Through being finance Co-Chair,” she writes, “I have learned that the more honesty and openness there is within an organization, the more willing people are to work towards the same goals.”

Lindsay is also Treasurer of the Women’s Student Association (WSA) on campus and in that position has helped raise over $6,000 a year for Middleway House. In addition to her volunteer work, Lindsay also holds down two part time jobs, while maintaining a 3.99 GPA. She is a student manager at the Indiana University Auditorium where she finds that “no matter what kind of leader you are, people are more likely to enjoy working with you if you have an element of fun in what you do.” She is also an undergraduate teaching assistant for K201, where she finds the position has taught her that “leaders must be calm at times and help spread that to those around them,” because K201 is a course that students often find themselves becoming nervous about.

Geoffrey Sprinkle, Lindsay’s professor for an Honors Managerial Accounting Course last fall, says that Lindsay is “in the top 1-2 % on each of the attributes that I believe are important to succeed in life (initiative, attitude, integrity, intelligence, motivation, perseverance, creativity). Moreover,” he continues, “I would place Lindsay among the top students I have encountered—she definitely is among ‘the best of the best’ and has tremendous potential. Finally, Lindsay is an absolutely delightful individual with impeccable integrity. She is upbeat and positive, and is exceptionally well liked and respected by both her peers and the faculty in the Kelley School of Business.”
Max Tholenaar-Maples

Max Tholenaar-Maples is majoring in Composition and Percussion. He plans to work towards a Ph.D. in music composition, with a possible degree in jazz performance as well. He has a number of possible career goals: to teach, to perform professionally as a studio drummer, or possibly to work in music production in a recording studio. The focus of his Burnett/Masters application is Academics.

Max has been very busy since coming to IU. In his first two years he has written nine musical compositions: an unaccompanied clarinet solo, an unaccompanied cello solo, a percussion duet, a two-movement trio for piano, cello, and flute, a five-movement woodwind quintet, two piano études, an art song for female soprano, a duet for clarinet and viola, and a xylophone quartet. “During and between the conception of these pieces,” he writes, “my ideas of what makes a good composition and composer have undergone tremendous fluctuation due, in large part, to my being exposed to so many different composers.” In fact, Max spent nine hours one recent Saturday listening to music by student composers as part of the Midwest Composers Symposium.

But Max has not spent all of his time at the Jacobs School composing. In fact, he tells us, he’s had opportunities to play in almost every instrumental ensemble offered for MUS-X040. He’s performed in three bands, all four main orchestras, the New Music ensemble, and over thirty ad-hoc ensembles. He has performed in two operas and toured the Midwest with the Philharmonic Orchestra. As the only percussionist in the composition department he is asked to play for countless student composition recitals and degree recitals. His recommender, Don Freund, Professor of Composition in the Jacobs School writes that “Max’s involvement in performances of works by his fellow composition students has become legendary in our composition department, not only for their prolific number but also for the enthusiasm and commitment he contributes in rehearsals and performance.”

But Max admits, “I probably get the most raw enjoyment from playing and performing with the Knights of Funkytown,” an 8-person funk band that he has been involved with (as the drummer, composer and arranger) for almost two years. Professor Freund, who has been Max’s teacher for the last year, says of him, “I am very familiar with his estimable talent, sharp intelligence, and indefatigable energy and drive. Max has a lot of questions to ask, questions which spring from a wide-ranging understanding of the many kinds of music he is associated with as composer and performer, questions that have stimulated him to approach his studies with a passion and productivity rare in even our most successful students.”
Lucas Thompson is majoring in voice and hopes to sing professionally after earning a B.M. in Voice. The focus of his Burnett/Masters application is Creative Activities.

When Lucas Thompson received his acceptance letter from the Jacobs School of Music he made a commitment to himself: “I realized my time at Indiana University was very valuable, and I would not waste any opportunity to work and learn from the enormous pool of talented faculty and students.” He decided to “jump in” he writes, with “unabashed enthusiasm,” and that is a decision, he adds, that he will never regret.

As a freshman tenor his first assignment was to sing in the opera chorus of Romeo and Juliette. He was able to watch and learn and soon after auditioned for the Singing Hoosiers. Michael Schwartzkopf, the director of the Singing Hoosiers, writes that Lucas “has a very fine tenor voice, sings musically, and is a very fine dancer.” His ability to dance earned him a position with the Varsity Singers, an even more highly select ensemble within the Singing Hoosiers that demands excellent dancing ability.

Lucas has played Annas in the musical Jesus Christ Superstar, and has also played in A Chorus Line and Urinetown. Lucas writes that while the challenges to learning voice are great, and include learning Italian, French and German, he is rewarded by the “exhilaration and joy” he experiences in the performances. He tells us his success in the performing arts has been “achieved with countless hours of practice in school and in the studio. My creative outlet is served by my dedication to the disciplines of voice and dance.”
Joseph Gordon White

Joseph White is majoring in entrepreneurship. He is thinking about working toward an MBA after graduation and would like to eventually work in either finance or accounting, and may one day start his own business. The focus of his Burnett/Masters application is Leadership.

Joseph has had several opportunities for leadership at IU. He has been an L201 Undergraduate Assistant for Professor Martin McCrory, and has been a K201 Peer Tutor for the last two semesters, helping others to succeed in this difficult course. Joseph writes, “When students ask questions, I must think of the best way to answer their questions so that they will learn and remember what to do in the future. I cannot simply give them the answer and do it myself because they will forget as soon as they walk out the door. I must carefully think about why they are having trouble understanding and then explain it to them in a way where they will truly understand what to do.”

In addition to these two opportunities, Joseph has demonstrated his leadership skills in the group work he has done in the Kelley School. “In business,” he tells us, “it is not enough to just be individually smart. One must be able to work well with others and use the strengths and talents of others to make the team or organization successful.” He has learned that to be a good leader he must not only rely on his own strengths, “but find and bring out the strengths of others.” He continues “I know that if others see that I am motivated to help the group succeed and am willing to do whatever it takes to accomplish this, they will generally work hard as well because they know that I care about them and will not let them down.” Sometimes this means that a leader finds out that his or her idea is not the best one to go forward, but works instead to make another’s idea go forward as effectively as possible.

Professor McCrory writes that not only did Joseph earn one of the highest grades ever in his L201 class, but that he finds Joseph to be a “hard-working, conscientious, and a dedicated student,” and continues, “he is truly one of the finest young men I have met at IU.”
Danielle Wilks is majoring in business economics and public policy in the Kelley School of Business and hopes to eventually get a law degree from the University of Chicago. She plans to go into public policy or corporate law. The focus of her Burnett/Masters application is Professionalism.

When Danielle first arrived on the IU campus she was taken aback by the size of the school. She decided at that time that she would need to “Go big or go home.” In the short time that has passed since that day she feels as if she has gone “from a stumbling, fresh-faced freshman to a self-assured, self-motivated professional.” “I have gone,” she tells us, “from a face in the crowd to a face at the podium. I have gone from a reader to a writer and from a watcher to a doer.”

Danielle feels the seeds of her success were planted in her X100: Introduction to Business Administration class. Though there were 350 students in the class, she felt Professor Myron Kanning was speaking directly to her and that “each concept he spoke of lifted off the page and danced” across her mind. He showed her that “business was more than a series of numbers and ethical blunders,” she began to see that it was alive. When Kanning asked her to TA for the class, she writes, “I was ready to give it my all.” She helped construct tests, format exams, and coordinate grades, and by the second semester was promoted to Lead Assistant. She says about the experience, “I could feel myself growing.” She knew she was ready to try something new.

When Professor Christine Barbour, from whom Danielle had taken an Honors class, The Politics of Food, suggested she submit some samples of her writing to Bloom magazine, she did, and found she had gotten a job as the only student writer on staff. Her position as writer for the magazine provided Danielle the opportunity to interview local Bloomington residents, some “endearingly quirky individuals.” And while the job was a challenge in time management, Danielle found the more she pushed herself, the better she felt.

The exposure Danielle gained to the Bloomington community through her job as staff writer led her to feel committed to the community, which then led to a desire to give back. She has volunteered weekly for the last two years as a Crisis Line Operator at Middle Way House, a local shelter for women and children who have been exposed to violence in the home. She feels her work at Middle Way House has shown her what it means to be a “true professional, but also what it means to be a genuine person.” Professor Myron Kanning writes that Danielle has the two leadership traits that make a great leader: “She is confident yet humble, and has an unrelenting drive.”
Caitlin Zittkowski

As Caitlin Zittkowski points out, her answer to the question, “What’s your major?” is not a simple one. Caitlin is majoring in English and Germanic Studies, while earning certificates in Journalism and Fashion Design, with minors in Music and West European Studies. After graduation she hopes to obtain an internship in publishing and/or fashion design, and attend graduate school to earn an MFA in creative writing. She would eventually like to write professionally, both as a journalist and poet, and also hopes to someday open her own fashion boutique. Caitlin sees herself pursuing several careers in her lifetime. The focus of her Burnett/Masters application is Academics.

Caitlin’s interest in poetry and creative writing has not only led her to take several creative writing courses while majoring in English, but also led her to submit a poem, “The Gardener,” which was accepted for publication in the ten year anniversary edition of Canvas, a creative arts magazine produced by the Union Board. She has also read a selection of her poems on a WIUX radio show that features the work of local creative writers. She plans to amass a collection of poems which can be compiled in a book for publication, and is also applying to the English Honors program where she hopes to submit a collection of poems for her thesis. Caitlin writes, “although I know it is nearly impossible to make a living writing poetry, it is my passion, and sharing my poetry through publications or public readings makes me truly happy. It pushes me to share personal thoughts with other people and, even though it is often nerve-wracking, accepting criticism and compliments about my creative work has helped me to become a better writer and a more confident person.”

Caitlin received a Hutton International Experiences Program grant to study in Graz, Austria for six weeks this past summer, which she tells us “was one of the most enriching and enlightening experiences I have had in my lifetime.” Studying in Austria made what she had learned in her classes at IU “real and tangible,” she explains, and she thinks she well may incorporate these experiences in her writing career by writing for a travel magazine or international publication.

In addition to her rigorous studies, Caitlin has been on the Dean’s list every semester, belongs to many academic honors societies, volunteers at the IU Auditorium, and has worked as both an RA in Read and a supervisor in the Read dining hall. Kathy Smith, Caitlin’s professor for L317: Early Seventeenth-Century Poetry, writes, “Caitlin readily distinguished herself as the kind of thoughtful, conscientious and mature student that every teacher values having in class. She also proved herself to be a very good writer.”