Hutton Honors College
Burnett/Masters Junior Scholars
2010-11

Sunday, December 5, 2010
Burnett/Masters Junior Scholars for 2010-11

Kristen Elise Ditsch  
Journalism  
Political Science

Evelyn Lawlis Kuzma  
NELC – Arabic  
International Studies

Daniel C. Schuster  
Business – Finance  
Economics

Frances D. Frame  
“Frankie”  
English  
Classical Studies

Daniel Benford Mapes  
“Danny”  
Business – Finance, Accounting

Matthew Daniel Showalter  
“Matt”  
Political Science  
LAMP

Aron Frank  
Music Composition

Katelyn Marie Mika  
“Katie”  
Biology  
Spanish

Mohammad A. Siddiq  
“Mo”  
Biology  
Mathematics

Janna Lisette Fuller  
Business - Marketing

Lauren Alexis Miller  
Elementary Education

Carys Abigail Tanner  
Communication and Culture  
Telecommunications

Aron Frank  
Music Composition

Alexander Theodore Nelson  
“Alex”  
Piano Performance

Marine Carine Tempels  
Fine Arts – Painting

Sarah Katherine Hamang  
SPEA – Nonprofit Management

Clara Ann Ranzetta  
“Claire”  
Business – Finance, Accounting  
Spanish

Jonathan Oliver Todd  
History  
Political Science

Augusta Caroline Hasse  
HPER – Dietetics

Elizabeth A. Reinke  
“Beth”  
IMP – Zoology

Graham Hunter Walsh  
Telecommunications

Therese Marie Kennelly  
History

Jordan Ashley Rose  
Political Science  
History

Laura Ellen Walter  
International Studies  
Religious Studies

Regarding the comments to follow on pages 2-25:

The special comments included in this booklet were compiled by Lynn Cochran, Assistant Dean of the Hutton Honors College. We want to say a special “thank you” to Lynn for all her efforts. In addition, please note that the content for these comments, for the most part, were taken directly from the Burnett/Masters Junior Scholarship applications. Many of the passages and quotes are the words of the scholars themselves submitted in their required essays. Quotes from faculty recommenders were also included.
Kristen Ditsch is from Phoenix, Arizona, and is majoring in journalism and political science with a minor in history. The focus of her Burnett/Masters application is **Academics**. After completing her degree, Kristen plans to earn a Master’s degree in political science or journalism and would like to work for a non-profit in political public relations, marketing, and graphic design. Her goal is to manage a political campaign, overseeing strategy and public relations, and to eventually work in Washington, D.C. as a manager or staff aid in a political office.

In the last two years, Kristen has expanded her philosophy of what is critical in an undergraduate education to include many experiences outside the classroom. Her work as a research assistant in the Indiana University Department of Political Science, as an intern in two Congressional offices, and as a volunteer and intern on two political campaigns have whetted her interest in political science and prepared her for the field she plans to enter after graduation. Kristen has been interested in politics since she was ten years old and watched the coverage of the Bush V. Gore election. During the spring term of her freshman year she took her second course in political science; a seminar entitled “Post-Election 2008,” which inspired her to intern for the District Office of Congressman John Shadegg. In more than 150 hours working in his office she learned much about the “inner-workings of congress, our federal bureaucracy and how congressional offices work” with agencies and constituents.

After taking Y319 with Professor Yanna Krupnikov, she was offered a research internship, and spent 50 hours coding 2,680 articles for Professor Krupnikov’s research. Professor Krupnikov writes that Kristen’s work formed the “foundation for a research paper presented at a national conference this past summer. It is not an exaggeration to state that without Kristen’s work the project could not have been completed.” Krupnikov goes on to state that Kristen’s “enthusiasm for every facet of political science is contagious,” and that she “is the rare student who goes far and beyond what is asked of her in the classroom. Indeed, Kristen’s grasp of political science is far and above that of most of her peers.”

Since her first summer working for Congressman Shadegg, Kristen has gone on to log 155 hours as an intern for Senate Minority Whip Jon Kyl, and more than 175 hours on Ben Quayle’s congressional campaign this summer. “In the more than 580 hours I have worked, volunteered, researched and interned in the last eighteen months,” Kristen writes, “I have learned about the political process, how to effectively communicate ideas to a population, and how to incorporate the tools, strategies and theories I have learned in my courses into working in the real world.”
Frances Frame is from Terre Haute, Indiana, and is majoring in English and classical studies with a minor in French. She plans to attend graduate school in English and hopes to one day publish and teach. The focus of her Burnett/Masters application is **Academics**.

Frances writes that she worries that there is much temptation in academia for students to focus on good grades and pleasing the professor. However, her identity as an “academic,” she asserts, will not be “determined by neatly printed slips of paper affirming some higher authority’s approval,” but instead will be “developed from the character I build within myself and give to the world to use.” In her quest to become an educator who will “push the world to newer and greater heights,” Frances has spent a great deal of time in the classroom, learning what makes a good teacher. She has completed over 15 hours at Fairview Elementary School as part of a service learning course, working with both kindergarten and fifth grade students. She has spent her summers working at a daycare/pre-school. And additionally, this spring, Frances will experience firsthand what it is like to teach students her own age, as she will be teaching Q199, a one credit-hour residential workshop designed to initiate and assist new members of the Collins LLC.

Frances participated in the **ARC 2010! Attention, Reflection, Connection: Steps Toward an Inclusive Campus**, as both a participant and a learner, “to not only contribute some of my own ideas, but also to glean many from others.” Diversity is something Frances is “passionate about,” though she fears that calling it “diversity” seems to cheapen the meaning. There is so much beauty and potential in human difference, and how we view and use our differences can be a great tool or a great weapon.” Frances led a workshop along with another student on “‘Multiculturalism,’ its possible implications and its effectiveness as a term.” One of the coordinators of the program writes that Frances’s workshop was “one of the more thoughtful ones in the series, due in large part to the presenter’s hard work.”

“In the end,” Frances writes, “education is what the educated make of it. I want to be of those shaping how others learn, selfishly, so that I can also learn from them, and unselfishly, so that each generation may grow into better, more prepared, more loving communities of individuals.”
Aron Frank is from West Lafayette, Indiana, and is majoring in music composition with minors in music theory and history. He anticipates doing graduate work in music composition and theory, and intends to become a professional composer in a university setting, teaching composition and music theory. The focus of his Burnett/Masters application is **Creative Activities**.

Aron writes that he is a composer of “contemporary classical music,” which is not an oxymoron he goes on to argue, because, as he sees it, “modern music is not a break with the past, but the articulation of trends dormant in past traditions.” Composition, he continues, “is not a hobby for me, but a passion. A demonstrable challenge for me is balancing my craft with a healthy outlook on life. Sadly, many composers lived short, painful lives. I wonder how beauty and pain are so related.”

[One of the ways Aron has achieved balance in his own life is by balancing his passion for composing with his passion for table tennis, which he plays at a highly competitive level. He is ranked #5 in Kentucky, and #19 in Indiana.]

One of his greatest challenges, Aron admits, is “to overcome a certain narrowness and parochialism” in his playing. He tries to overcome this by “learning to extrapolate my compositional ideas beyond a mere assemblage of notes and chords. My pieces are driven by whole ideas and structures which demand particular notational instantiation.” There is a profound connection between composing and life, he continues, “From music I have learned that there is not really a first foundational note in a composition, but rather each note has meaning only in the context of all others. So in life, one cannot really commence afresh, as though the past does not exist, but rather one comes to understand that each new possibility is nested in all others. And this lesson has forced me to see my life activities in a much broader perspective, as part of a whole structure.”

Aron has won many prizes and awards for his works, which have been performed by various professional ensembles, and he has been a student at the Cleveland Institute of Music Young Composers Festival, Tanglewood, the Bowdoin Summer Music Festival, and most recently the Amsterdam Conservatory. Aaron J. Travers, who has taught Aron Frank composition for the last year, writes that when he first met Aron he was “extremely impressed” by the solo piece he presented, and says he was later “shocked to find out that he was a freshman.” The piece Aron had written and played “was frenzied, complex, surprising, angular, and seemingly well aware of current trends in European music. I rarely if ever meet a composer of Aron’s age who has heard the music of 21st century avant-garde composers and understood it.”
Janna Fuller is from Grosse Pointe Woods, Michigan, and is majoring in marketing with minors in apparel merchandising and French. She plans to graduate from the Kelley School of Business with a marketing degree and would like to work either in the buying office or product development division of a major retail company. The focus of her Burnett/Masters application is Leadership.

Janna entered the Kelley School as a freshman thinking marketing might be a good fit for her as she was looking for a field that would allow her to utilize and develop her creativity, while also strengthening her analytical and problem solving skills. Toward the end of her first year at IU, Janna approached the Director of the Center for Education and Research in Retailing at the Kelley School of Business, Dr. Theresa Williams, eager to learn about the opportunities in the field, and expecting to learn the contact information for an existing Kelley organization centered on the retail industry. Instead she was asked if she would like to start one! With Dr. Williams help and that of some fellow students, Janna “built the Kelley Retail Association as a student organization designed to prepare Kelley students for careers in the retail industry.”

Janna soon learned that her organization was lucky, as many leading retail firms already recruited at Kelley, and she found high involvement and interest in her new organization. One of KRA’s biggest accomplishments last year was participating in a marketing case competition sponsored by American Eagle. While most case competitors are business students, KRA organized a team of students with very different majors from schools all across campus in order “to create the highest quality, most complete end product” for their case. Their hard work and creative thinking paid off when they were chosen as one of the top three teams to present to American Eagle executive at their corporate headquarters in Pittsburgh. Mentor and advisor Theresa Williams writes that Janna was the “youngest team member, but was identified as a leader by her peers,” and continues, “I never hesitate to allow Janna to take on additional responsibilities knowing that she is comfortable not only delegating, but effectively communicating with others to ensure that the group shares a common goal.”

From KRA Janna has learned many lessons, including that “being a good leader doesn’t mean always having the right answers or always making each endeavor completely successful and flawless. As with anything else, being a leader is a learning experience. What really defines a leader is a willingness to take initiative.”

This past summer Janna completed an internship in the buying offices at the Kohl’s department store’s corporate headquarters, and for summer 2011 she has another great internship opportunity; this time with the Target Corporation.
Lauren “Ally” Gibler is from Cincinnati, Ohio, and is majoring in finance. After graduating from IU, Ally plans to earn an MBA, and would then like to work either at a major corporation in the finance division or at a large consulting firm. She plans to eventually start her own business. The focus of her Burnett/Masters application is **Leadership**.

Ally asserts that a leader is not necessarily “someone who follows or takes charge,” but instead someone who “wants to learn and demonstrates a thirst for knowledge.” While Ally was in high school she mentored an eleven-year-old girl from a disadvantaged family named Tertia, and learned from Tertia “what it means to be appreciative and how to truly care about others.” Her relationship with Tertia inspired her to join Best Buddies at IU, where she mentors a fifty-one year-old woman with many disabilities.

These experiences led Ally to run to become the Academic Chair of her sorority in order to help others who are struggling with academics. But leadership also means knowing how to adjust to different situations, Ally argues. When she was selected to attend the PricewaterhouseCoopers National Leadership Adventure in Chicago this last summer, where the attendees were divided into groups of thirty, and everyone started taking control and delegating tasks, Ally quickly realized that being a leader means “taking on different roles within your team and collaborating with others.”

When Ally found herself on a team for the Target Case competition where everyone had a different leadership style and did not at first seem to mesh well, she found that her role required balancing her teammate’s personalities and making sure everyone’s voice was heard. Professor Darryl Neher, the instructor for the X205 course where the Target competition is the class project, writes that Ally was “a leader with a calm and nurturing influence on her five classmates. Not only did she help lead them to placing 2
th out of nearly 200 teams in the case competition, she helped her teammates become better writers and presenters in the process. And by taking the time to nurture others, Ally developed even stronger leadership and facilitation skills along the way.”

After traveling to India with the Kelly Emerging Economies Program the summer after her freshman year, Ally felt emboldened to study abroad last summer in Florence, Italy for six weeks. There she found herself organizing groups of students to make travel excursions on the weekends to places with “fascinating histories and culture,” rather than relaxing beaches and scenery, and discovered that leadership is also “developed through new opportunities and stepping out of your comfort zone.” For Ally, “the role of leader is constantly evolving.”
Sarah Katherine Hamang

Sarah Hamang is from Portage, Indiana, and is majoring in non-profit management. She plans to complete an MPA by May 2012, with the goal of eventually working in fundraising and development for an international nonprofit organization. The focus of her Burnett/Masters application is Academics.

Sarah came to IU knowing only that she wanted to hold a job where she “could travel a great deal” and also that she “wanted to help others.” She soon found a home in the Nonprofit Management program in the School of Public and Environmental Affairs, where she has been admitted to the Accelerated Master’s Program as a junior, and will graduate with both a Bachelors and Masters in 2012 at the age of twenty two. She has also been invited to participate in the inaugural class of Dean’s Council Scholars for the School of Public and Environmental Affairs, where she will have the opportunity to “improve the already stellar curriculum for undergraduate education in SPEA.”

In spite of her academic successes, Sarah writes, “To me, education is not only the textbooks I have studied and the exams I have taken; it is the final product of each event I have experienced and the lessons I have learned from these experiences.” Sarah has become increasingly interested in fundraising, and has found several opportunities that have allowed her to explore her interest in “the fundraising and development aspects of the nonprofit sector.” For example, she has served as the Fundraising Coordinator for Hoosier Compassion, “an on-campus anti-poverty organization that works to increase awareness of poverty in Bloomington and to work toward its elimination,” where she learned how critically important fundraising is for charitable organizations.

During the summer of 2010, she worked at The WonderLab Museum where she and three others worked tirelessly to organize and develop a gala and auction, “Science Night Out.” The event grossed over $135,000 for the museum’s exhibits and other programs. Sarah solicited donations from over 100 local businesses, and the event had 400 guests in attendance. Heidi Frankson, Development Director for WonderLab, writes that Sarah is “intelligent, efficient, hard-working and reliable. In addition, her pleasant and calm personality makes her a joy to work with.” Additionally, Sarah has also worked with State Representative Peggy Welch raising funds for her re-election campaign, during which Sarah was able to develop her “career skills and gain invaluable experience.”

Sarah writes, “In my opinion, there is not only one way to become educated. Education is not stagnant, and it does not permit indifference. To me, the only way to acquire a thoroughly comprehensive education is to volunteer, to network, to be informed of what is going on in the world, and to view every experience as a learning experience.”
Augusta Hasse is from South Bend, Indiana, and is majoring in dietetics, with a minor in psychology. She plans to graduate from IU with a B.S. in dietetics, complete a dietetics internship, and attend graduate school in nutrition. She hopes to become a registered dietitian and work in either a clinical setting or as a community dietitian at a non-profit organization, such as a food pantry. The focus of her Burnett/Masters application is Academics.

Augusta Hasse came to IU as a direct-admit Neuroscience major, but registered for a non-majors nutrition course as an elective, and after just a few classes knew that she wanted to switch her major to dietetics. “I was fascinated by the connection between food consumption and overall health,” she writes, and was more excited about the subject than any other course she had taken in high school or college. Augusta is the recipient of the 2010 Opal G. Conrad Nutrition Scholarship, is the current secretary of the Indiana University Dietetics Club, and is a member of Dean Robert Goodman’s Undergraduate Advisory Council.

Augusta believes “that experience outside of the classroom is critically important to solidifying what is learned in the classroom and to creating a well-rounded holistic education,” and because of this philosophy sought a nutrition-related research opportunity with an IU faculty member. For the past year, she has worked with Dr. Shahla Ray to study the effects of Laparoscopic Adjustable Gastric Banding (Lap-Band) surgery on obese patients at a local bariatric surgery center. They “developed a survey to be completed by post-operative patients to assess their weight loss, current eating habits, physical activity status, and feelings towards food.” They then “analyzed the collected data and presented [their] findings at the Women in Science Research Conference and the Hutton Honors College Undergraduate Research Symposium.” This October, they presented their research at the Obesity Society’s 2010 Annual Scientific Meeting in San Diego, California.

In addition, Augusta has sought to expand her education as a dietetics student through volunteering as a Nutrition Education Volunteer at Mother Hubbard’s Cupboard, “a local food pantry that provides free healthy food and nutrition education to its patrons.” There she prepares healthy recipe samples using ingredients found in the pantry and talks to the patrons about the benefits of choosing healthy foods. Professor Shahla Ray, in acknowledging all of Augusta’s accomplishments, writes that her “excellent work ethic, careful organization, and obvious enthusiasm for learning led her to these achievements.”
Therese Kennelly is from Lowell, Indiana, and is majoring in History and African Studies. She plans to write two honors theses—one in history on Chinese development in Ghana, and another in African Studies on tro-tros, Ghanaian public transportation vehicles, and their role in Ghanaian self-development. She plans to return to Ghana this summer to research these topics. After completing her undergraduate studies, she will attend graduate school to study African Studies. The focus of her Burnett/Masters application is International Affairs.

When Therese first enrolled at IU she had never heard of Ghana, but a class on Comparative Politics with Professor MacLean changed all that. After becoming intrigued by the stories she heard in class, Therese began to connect what she knew about Africa, and in particular Ghana, with what she was learning about Chinese development in Africa (she was studying Mandarin at the time). In the spring of 2009 she applied and was accepted to the Taiwan-United States Ambassador Program in the hope of learning more about Taiwanese culture. She stayed in the small city of Pingtung in southern Taiwan, where she took classes focusing on the language and culture of Taiwan, and taught English to Taiwanese students. While still in Taiwan she applied to go to Ghana for the spring of 2010, and arrived in December.

Her experience in Taiwan had prepared her for Ghana, where she found she was “the only white girl who spoke poor Twi.” But, she continues, “Every day in Ghana presented me with new challenges and gave me opportunities to learn and grow from experiencing the diverse cultural practices of Ghanaians.” She volunteered at the Touch a Life Orphanage in Tema, an organization that seeks to provide an alternative life for children who had formally been sold into slavery on Lake Volta as a result of their family’s inability to economically provide for them. While she worked at the orphanage, she taught English to the children, helped them with their homework, and taught them basic skills like how to cook and bike, all the while listening to their stories and learning from them how to dance and “truly appreciate life.”

Therese writes that her experiences in Taiwan and Ghana “have forever changed me and helped me realize where my research and human interests lie. I am particularly interested in increasing American awareness of cultures from around the world, especially African nations. I am also interested in issues that concern human rights, development, political engagement, and music scenes in Africa.” Therese currently writes a blog entitled “The Tro-Tro Chronicles,” that discusses her time in Ghana. She also writes for the opinion section of the Indiana Daily Student.

Professor MacLean writes that Therese demonstrated “poise and confidence” in her contributions to her class, and that she has a “funny sense of humor and always seems to be smiling.”
Evelyn Kuzma is from Indianapolis, Indiana, and is majoring in Arabic and international studies, with a minor in Spanish. After graduation she hopes to find a job with the Federal Government, with the State department, CIA, or FBI. The focus of her Burnett/Masters application is **Leadership**.

Evelyn writes that while “selflessness, sacrifice, and morality are important leadership characteristics, what truly defines a leader is personal drive, innovation and determination.”

When Evelyn began as President of the Near Eastern Languages and Cultures Student Organization in the spring of 2009, she had had no prior leadership experience, and was “overwhelmed” by her new responsibilities. Most of the executive officers and even members had graduated the year before, leaving her “to redefine the role of the NELC Student Organization.” Because she feels it is “especially relevant in modern society to encourage greater understanding of the Middle East,” she decided it was important for the NELC Student Organization to take a greater role on the campus. For this reason she decided to partner with several other organizations on campus to facilitate events which would highlight her organization and the importance of collaboration.

The IU Multicultural Mock Wedding was led by Hillel and the NELC Student Organization with help from La Casa, the Asian American Association, and the Black Student Union, and served as a showcase “where different wedding traditions were shown in a single ceremony, celebrating both international individuality and unity.” Evelyn decided that “the best representation of Middle Eastern culture would be “the Debkeh,” a line dance danced across the Middle East,” and to coordinate the NELC Student Organization’s contribution to the event she worked with the NELC Drama Club and Professor Cigdem Balim until they could “successfully demonstrate the Debkah.” She was also asked to be a member of the event committee, which required a great investment of personal time, and was rewarded by the success of the event.

In addition, Evelyn created, organized and led the Arabic-English Language Exchange program which gives IU students who are taking Arabic the opportunity to practice speaking on a weekly basis with native Arabic speakers learning English through the Intensive English Program. She and her committee members generated interest by going to every level of Arabic class offered at IU, and inviting students to come to weekly events that ranged from playing pool completely in Arabic to political discussions in English. Professor Istrabadi writes that Evelyn is “intelligent, a fast-learner and mature for someone her age,” and also a “doer and shaker,” who graciously accepted the Presidency of the NELC Student Organization, though it is a position usually held by a graduate student.
Danny Mapes is from Fairway, Kansas, and is majoring in finance and accounting. He hopes to eventually earn an MBA, after working in investment banking, as well as private equity/venture capital. The focus of his Burnett/Masters application is **Professional Development**.

Danny writes that while in high school he had “neither ambition nor passion for much but the present,” until he was studying for an AP final his sophomore year, when suddenly, he writes, “something changed.” He studied for hours and did so well that he still remembers the note his teacher wrote saying that “the sky was the limit,” as long as he put his mind to it. He went on to become the first debater in the history of the state of Kansas to qualify twice to the Tournament of Champions, and developed his own personal motto, which is to always go “beyond the call of duty.”

He brought the lessons he had learned in high school to the Kelley School and immediately looked for opportunities for leadership, participating in an emerging leaders program, pledging a social fraternity and assuming a leadership role in his pledge class, and taking on extra responsibility in the Investment Banking Club. He secured a corporate finance internship for a health care information technology corporation, and accumulated 90 hours of community service, all in his freshman year. In addition, he was admitted to the Business Honors Program, named Co-President of the Investment Banking Club for his sophomore year, and was elected both Rush Chair and Treasurer of his fraternity. But following his philosophy of “going beyond the call of duty,” he wanted to bring something special to his leadership positions. He created new curriculum enhancing the Investment Banking Club experience, and created a new system of checks and balances within his fraternity to audit all food orders, eliminating $10,000 in wasteful spending and improving the food quality within the Chapter.

Professor Darryl Neher writes that while Danny is a strong student, what he admires most about Danny is “how he seeks out learning opportunities at every moment because he knows being a well-rounded professional goes far beyond the business classroom.” Professor Neher asserts that he wishes every student would bring the same “fearlessness” to his X205 class that Danny brought, and the “breadth and depth of knowledge” that Danny brought to the business related discussions in the class. He further attests that Danny “showed others that voracity for reading a diverse range of topics (philosophy, literature, politics, history, etc.) is not a hindrance or distraction to understanding business, but central to an ability to think critically and strategically on business issues.”
Katelyn Marie Mika
“Katie”

Katelyn Mika is from Valparaiso, Indiana and is majoring in biology and Spanish, with a minor in chemistry. She plans to attend graduate school after graduation, to earn a PhD in Human Molecular Genetics, and hopes to one day run her own lab studying the origins and causes of mitochondrial autism, focusing on genetic and epigenetic factors. The focus of her Burnett/Masters application is Academics.

Katelyn’s interest in biology first grew out of her attendance at the Science Olympiad Fun Camp at IUB in 2003, where she became “completely enthralled by the concept of identifying someone’s blood with antibodies and that blood type is genetically determined.” She was later admitted to the Integrated Freshman Learning Experience (IFLE) which allowed her to attend IU during the summer before her freshman year, and to find her way to the lab of Professor Kristi Montooth. She is currently continuing her work in the Montooth lab, on her own initiative and as part of the Science Technology and Research Scholars (STARS) program. She also spent the summer of 2009 at Baylor College of Medicine in the Summer Medical and Research Training (SMART) program, where she was able to continue her research into hereditary diseases, an experience which cemented her plan to go to graduate school to study mitochondria and autism, rather than medicine.

Katelyn finds that her skills as a researcher are “improving rapidly,” and she has even written a paper for which she received the Fox Glenn Research Scholar Award. In addition, she writes, “I’ve created ideas and theories of my own and ways to test them. One of these proposals, centered on mitochondrial DNA interactions with the nuclear genome and its effects on DNA inheritance, may even become my honors thesis.”

Katelyn finds that her experience in the lab has “truly helped” her develop as a person. She has learned patience, since many procedures take a long time to run and require her to sit and wait, and since she has learned patience she finds she now has “less trouble taking [her] time and doing things right the first time.” In addition, she has learned perseverance, especially when one project which was scheduled to last three weeks ended up going for eight months, and another for two years. “I have had many experiments fail and others not yield any viable results, even after counting 70,000 flies. If I had given up I never would have discovered even a fraction of the things I have learned, because I would not have found out in the work what was needed. I have learned that research is not about the destination, but how you get there.” Professor Montooth writes that Katelyn is one of the finest “top tier” students with whom she has worked, and that she feels “lucky” Katie found a research home in her lab.
Lauren Miller is from Fort Wayne and is majoring in elementary education. Lauren hopes to teach in a K-6 classroom and would like to eventually become an administrator. The focus of her Burnett/Masters application is Service.

Lauren Miller has been involved in service in the Bloomington community since her freshman year when she volunteered for Mom’s Rest Stop, a day care program in her church, and, in addition, helped out with MLK Day at the School of Education, which provides activities and food for underserved elementary school children. The summer of her sophomore year she taught a class of elementary aged children at her church, and that year became involved in Campus Crusade for Christ, leading a Bible study for freshmen girls living in her dorm. This particular Bible study group collected food and supplies for needy people in the Bloomington community, and helped run a garage sale where those in need could receive free clothes.

Lauren has also coached a 4-6 grade girls basketball team for the Bloomington Parks and Recreation Youth Basketball League, and was head coach of the team, in charge of planning and running practices twice a week. This past summer she volunteered as a counselor at a Christian camp for inner city children called King’s Domain, outside Cincinnati, Ohio. She was in charge of nine girls, and writes “It was more exhausting than I could have imagined, but the life lessons I gained from the experience far outweighed the difficulties,” and has given her a “renewed passion for service opportunities.”

Each of Lauren’s leadership activities taught her different aspects of leadership. While leading the Bible study, she learned that a leader must be “authentic and relatable.” “If I expected the girls to share with me . . . I also had to be willing to share the tough things going on in my life.” Coaching basketball taught her that “a leader must have a humble confidence. I had to know what I was doing and confident in what I was teaching the girls, and also humble in the way I instructed them.” Being a camp counselor taught her “that a leader must be willing to sacrifice. A good leader puts those they are leading before themselves in order to achieve what is best for the group.”

But the biggest lesson Lauren says she has learned from helping others is that “every person has so much to offer. Each time I help someone, I come away feeling like I was the one who was helped.” Tyler B. Christensen, Lauren’s instructor for P251, Introduction to Educational Psychology for Elementary Majors, writes that Lauren was an “exceptional student,” and “one of the rare students with true initiative.” She would seek feedback on papers that were already “A” quality work, and when a guest speaker visited the class, Lauren was the only one to act on his suggestion to note the benefits of having that speaker come and to thank the speaker. “These small acts of initiative show that Lauren is not only considerate, but unwilling to settle for mediocrity.”
Alex Nelson is from Rancho Palos Verdes, California, and is majoring in piano performance with a minor in instrumental conducting. He plans to continue to complete a Master’s degree, and, after studying in Vienna or Germany, may complete a Doctoral degree as well. His goals are to “develop the capacity to be a diverse and comprehensive musician who has the ability to meet the performance challenges of the modern world.” In addition to piano, he plans to be fully capable in collaborative arts, chamber music, conducting, voice, historical performance, and organ. Nelson has performed across the United States and in Canada, France, Austria, Hungary, Poland, and Japan. The focus of his Burnett/Masters application is Creative Activities.

One of the high points of Nelson’s study at IU was when the Symphonic choir, which he was a member of, merged into the one hundred and fifty-voice Oratorio chorus during his freshman year to learn Benjamin Britten’s War Requiem, which they then performed at the Musical Arts Center in mid-April. Nelson writes, “I have never experienced such intense communal expression and unity as a pianist and even a human being. . . . The event is one I constantly strive to relive, for it was an apex in artistic presentation and commitment.” Nelson has continued to try to recreate that kind of passionate experience in music, which he had the opportunity to do when he attended a six-week summer chamber music course in Vienna, Austria. There he spent a great deal of time at the famous Staatsoper house, standing for hours, first in line to get tickets and then to watch the performance itself, as the “standing room” tickets were the most affordable. He even stood for a four night, fifteen hour performance of Wagner’s complete Der Ring des Nibelungen.

At the beginning of his sophomore year, Nelson began lessons with the distinguished cellist, Professor Sharon Robinson. With her encouragement, Nelson and his chamber group learned Mendelssohn’s Piano Trio No. 2 in C Minor, one of the most difficult pieces in standard chamber music repertory. After preparing for an entire semester, they performed the work at the JSOM as well as a volunteer performance at the Bloomington Bell Trace Center. Nelson has gone on to undertake an instrumental conducting minor and to enroll in secondary instrumental study. He has studied secondary voice and plans to take secondary organ, harpsichord, and piano forte.

In March of 2010 he was selected to compete as the youngest of twenty-four semi-finalists for the first American Paderewski Piano Competition. He returned to Bell Trace to volunteer and perform this program, and also performed recitals at IU and in Los Angeles. Professor Edmund Battersby, his principal teacher, writes, “Alex is sophisticated intellectually and has the curiosity and work ethic to match. . . . As a performer he has precision and excitement and a continually developing imagination.” He continues, Alex “is an outstanding pianist who has already distinguished himself in competitions nationally and is successfully meeting all the challenges presented to him.”
Clara Ann Ranzetta

Clara Ranzetta is from St. Louis, Missouri, and is majoring in Finance, Accounting, and Spanish. She plans to work in management consulting after graduation, and later earn an MBA. The focus of her Burnett/Masters application was **International Affairs**.

Clara has always been interested in the “wider world” around her, and at 20 has traveled to Spain, Africa and China. Before she reaches 25 she would like to have visited all seven continents. After reading Muhammad Yunus’ *Banker to the Poor*, she was inspired to become an “advocate for international development,” and “actively participate in the effort to alleviate poverty in the third world.” She is an active member of the Trockman Microfinance Initiative, and the founder and president of the Indiana University Chapter of Global Microfinance Brigades (MFB).

The Trockman Microfinance Initiative, a Kelley student organization, hosts events every semester to raise poverty awareness and to educate the student community about microfinance. The organization’s most recent event was Indiana University’s First-Annual $2 Challenge, a 2-day experiential learning exercise that challenges students to live on less than $2 per day. Clara has held several leadership positions, and through the organization learned about an internship for summer 2010 with *Women in Progress*, an American not-for-profit located in Ghana, West Africa. Over three months she raised $3,000 to cover the program’s fees and related travel expenses. During her six week internship she worked in Krobo, Ghana, with *Global Mamas*’ beaded product supply chain developing products and compiling product information. Clara writes that her experience in Ghana was “truly life altering,” and that she learned that “progress in development is slow, but small changes make a big difference. The root causes of poverty do not lie in people’s inability to rise above their circumstances; rather, the problem lies in the underlying system.”

Global Microfinance Brigades at Indiana University, which Clara started in the spring of 2010, is a division of Global Brigades Inc., which is the world’s largest student-led health and sustainable development organization. Over Spring Break MFB will send their first brigade to Honduras to work alongside a community bank in a rural region of Honduras to empower small business owners through financial management skills training workshops. Professor Keith Dayton, for whom Clara served as a Teaching Assistant in Z302, Managing Behavior in Organizations, writes that Clara “is the prototype of student all faculty want in and out of the classroom. “ In fact, he admits, he became so dependent on Clara being the one person he could count on to get things done, that “Looking back, I can’t imagine ever not having Clara as an assistant.”
Elizabeth A. Reinke  
“Beth”

Beth Reinke is from Indianapolis, Indiana, and is majoring in zoology with minors in psychology, biology, and Zulu, and is working towards a certificate in Animal Behavior. She plans to attend graduate school after graduation, and her studies will focus on conservation biology or zoology specializing in herpetology. She hopes to continue to conduct research at the university level. The focus of her Burnett/Masters application is Professional Development.

Beth came to IU knowing that she wanted to study reptiles and amphibians, and began volunteering at the William Adams Zooarchaeology Lab soon after starting at IU. When she learned that Michelle Lawing, a graduate student in geology and biology, was looking for an undergraduate to help her dissect and analyze forty donated snakes, she “knew she was in the right place.” Over the course of the year, Beth helped Michelle skin, dissect, weigh, measure and photograph snakes. In the fall of her sophomore year the abstract Beth wrote describing her work was accepted to the Society for Vertebrate Paleontology conference and was published. She traveled to Bristol, UK, to present her poster on the intraspecific variation of Rosy Boas, and thinks she might have been the youngest person there.

At about this time, she met Dr. Emilia Martins, whose graduate student, Mayte Ruiz, needed an assistant for her field project with Sagebrush Lizards. That summer she spent a month in the San Jacinto Mountains of California carrying out her experiment with food supplementation and immune function on the lizards. It was there, she tells us, that she “learned about, and fell in love with, the labors of fieldwork.” While she began her studies as a biology student, she soon discovered that an individualized major in zoology was more in her interests. She soon began a research “adventure” that would also serve as her final project for the Individualized Major Program. She had many fond childhood memories of catching turtles in a lake in northern Wisconsin, so decided to plan a project around them. By the end of her sophomore year she had two research grants, a permit from the Department of Natural Resources, and most difficult to obtain, a BIACUC permit to work safely with wild animals. She studied the effects that increased plant growth and invasive species have on the painted turtle in Lac Courte Oreilles, a lake in northern Wisconsin. Her project was complicated and involved, and the preparation involved help from so many groups, that, Beth writes, for the first time she understood “that being a professional does not necessarily mean being an independent. It takes the help of many people to conduct research.”

Every morning during the month of June, Beth and her team would load up into canoes and travel to one of the four populations they were watching, and would catch and process turtles. At the end of the month, she gave a PowerPoint presentation to over one hundred members of the Lac Courte Oreilles Foundation to explain her project and the results. When she got back to the lab though, she had to begin the hard work of “data analysis, geometric morphometric analysis, fecal analysis, and immune assays on samples and measurements from two hundred turtles.” And from that she learned “that the hardest work occurs not in the field, but in the lab analyzing results,” which she asserts, “changed my perspective of a field researcher since it made me realize that the field aspect of their work is only a minor subset.” Her experience conducting field research “has affirmed” her belief that she is “on the right path to becoming a professional researcher.”

Professor David Polly, Beth’s advisor for her Zoology Individualized Major, writes that Beth is “already functioning as though she were an extremely good first-year PhD student,” and continues that her “scholarship must surely be in the top 1% of Indiana University students.”
Jordan Ashley Rose

Jordan Rose is from Carmel, Indiana, and is majoring in political science and history, with minors in French, public management, and Western European studies. She plans to pursue a graduate degree in policy analysis or public administration after graduation from IU, and hopes to work in the policy sector, “preferably with the United States congress, to help create international stability through globally responsible domestic policy.” She would also like to “help young people become more educated and involved in government, whether that is as an intern coordinator or as an educator.” The focus of her Burnett/Masters application is Academics.

While Jordan entered IU as a political science direct admit, she knew that this would not encompass all her interests. She enjoys learning about “governments, their policies, and the way that they succeed, adapt, and fail,” and she is particularly interested in the American system of government, while keeping “an international perspective” as a priority as well, so history was a natural second major for her. Her history classes provide a context for her study of the American political system, and she enjoys comparing our system to programs and policies in other countries. She did not want to become a “solely ‘liberal arts’ student though,” so she added minors in French and public management, which she hopes will make her more “marketable” when she is looking for a job.

Jordan’s experiences outside the classroom have given her additional experience in her areas of interest. She has now twice served as the vice-president of her residence halls honors’ council, and in addition has this year returned to the Residence Hall Association Judicial Board as the Vice chair. Her J-board experience has opened her eyes “to the way policy and everyday life meet, and the ease with which challenges and debates can arise. Both of these activities are an exercise in public service at the local level, which is amazing preparation” for her post-graduate plans.

In addition, Jordan spent two months this last summer in Washington, D. C. interning with Senator Richard G. Lugar and his staff on the Senate Foreign Relations Committee. There she said she was frequently called upon to demonstrate her “familiarity with the nuances of the legislative system, as well as awareness of many foreign states’ past and current situations.” Finding a place in the professional world has allowed her to demonstrate the skills she has acquired at I.U., and also helped her to gain confidence in her abilities.

Professor Yanna Krupnikov writes, “Jordan has an obvious passion for and interest in politics. While many students simply select a major, Jordan has carefully crafted an academic program with a clear goal in mind. Her commitment to developing a strong foundation for future political work is both impressive and admirable.”
Daniel C. Schuster

Daniel Schuster is from Rochester, New York, and is majoring in finance and economics. He hopes to become a research analyst covering equities at a major investment bank, and eventually manage his own investment firm. The focus of his Burnett/Masters application is Service.

While Daniel plans to work in the world of finance, he asserts that at the end of our lives it will not be the money we have made that we are remembered for or that we remember most. “What counts,” he writes, “are the people we touched; the people we gave to, the people we built things with, the people we shared ideas with, and the people we loved.” Daniel came to Bloomington without much experience in service, but a desire to change that. The first student organization he joined was the Kelley Direct Admit Freshman Council, where he was appointed co-chairperson and assumed the responsibility of planning events for the 800 direct admit students. He learned that there were “adjustments” he needed to make to become a more effective leader, but also that he really enjoyed serving other students.

Daniel next joined the Civic Leadership Development group at Kelley, and manned the Bagel Stand in the Kelley lobby every Tuesday as part of his service in that organization. In addition, he became a peer tutor at the Bloomington Learning Center, and joined the Indiana University Student Foundation as co-chairperson of the Sophomore Class Campaign, whose mission was to raise money for Middle Way House, a shelter for victims of domestic violence. He has also worked at the Middle Way house, which made the fundraising more “personal,” and writes that “helping kids grow in that situation is one of the more rewarding things I’ve ever had the privilege of doing.”

As part of his work with the Student Foundation, Daniel also served as co-chair of the Little 500 Cycling Committee, and this year will be working on a campaign for the Boys and Girls Club of Bloomington. This last spring Daniel joined forty other Indiana students and travelled to Biloxi Mississippi with Y’ALL (Youth Advocating Leadership and Learning) to build and repair houses damaged by Hurricane Katrina.

In addition, this year Daniel will serve on the Indiana University Funding Board, an eleven student committee that is charged with distributing about $160,000 to student organizations over the course of a year. There he is in a position to learn about and observe what works for one student group, and to make recommendations and suggest best practices to others. Kyle Mauch, the past president of the IU Student Foundation and Theta Chi Fraternity, each of which Daniel is a member of, writes that up to the time he met Daniel he had never seen a freshman who adapted so well to college life, and goes on to say that Daniel’s “compassion” and “strength of character” made him stand out and proved to be a “strong asset to the student foundation and the fraternity.”
Matthew Daniel Showalter

Matthew Showalter is from Columbus, Indiana, and is majoring in political science, with minors in history and international studies, and is working toward a Liberal Arts Management Program certificate. He plans to attend law school for a degree in international law, and would like to work in international relations consulting, economic and political planning, international law, and conflict resolution. The focus of his Burnett/Masters application is International Affairs.

Matthew’s passion for international affairs began in the classroom at IU, he writes, where, unlike high school which was mostly memorization, he was for the first time immersed in the material, “living the lessons.” He continues, “To see the history, the people, the injustice, the bravery, the humanity all wrapped together in these lessons was like nothing I had ever experienced before. I was enthralled with my classes.” He quickly started looking for a student group that would enhance his interests, and discovered the Student Foreign Policy Initiative, a new group that “sought to discuss current foreign relations and to foster further student interest in international affairs.” At the same time, he began to take more “in depth international and political intensive classes,” including Model UN, where he was assigned the role of China. He learned a great deal from the weekly ten page papers, one being that the stereotype of China as “authoritarian, communist, and more generally evil, did the nation a terrible injustice.” China, he learned, “is quite complex and very different from Western standards. But different didn’t necessarily mean evil. Furthermore, the government and the people of any nation are two separate entities. To judge the Chinese by their government does a terrible wrong to all the individual people of the nation.”

At the beginning of his sophomore year, Matthew was appointed Senior Director of Policy and Curriculum for the Student Foreign Policy Initiative, where he developed the curriculum for weekly discussions. He also gave informational briefings on foreign affairs, and became the Latin American bloc Facilitator for the Model UN, helping students understand the region and their country and its stance on foreign issues. This experience taught him that “all individual political opinions are founded in a person’s unique background, perception, and values; and therefore all opinions should be respected.”

Matthew also joined IU’s chapter of STAND, an anti-genocide group, and this year was elected president of the STAND council. At the same time he’s decided to add a business and economics focus to his studies, as well as joining the Liberal Arts Management Program, as he feels that “international affairs have increasingly evolved around international trade and the global economy. This summer Matthew was accepted into two internships, one with the Sagamore Institute of Indianapolis where he worked on a project for the Zhejiang province, Indiana’s sister Chinese city, taking note of the economic, social, and cultural ties between the two cities. He has put together a presentation that will be shown to the delegation from Zhejiang when they next visit. His other internship was with Professor Lloyd in the department of sociology, and involved a detailed analysis of international organized crime. Professor Lloyd writes that Matt “is one of those students whom you know will be successful because of the combination of intelligence, positive attitude, enthusiastic and mature approach to learning and working, honesty and integrity, and good natured personality.”
Mohammad A. Siddiq
“Mo”

Mohammad (Mo) Siddiq is from Bloomington, Indiana, and is majoring in biology and math, with a minor in chemistry. His goal is to “become more fluent in understanding and practicing research methods related to evolutionary biology at the micro and macro level” and “understanding the implications of modern evolutionary trends,” with the goal of becoming a researcher in evolutionary genetics. The focus of his Burnett/Masters scholarship application is Academics.

When Mo started at IU he knew he wanted to be an academic or a doctor, but worried because he had yet to find a subject he was really passionate about. Mo quickly discovered that his interest in practicing medicine was far outweighed by his fascination with continually asking questions about the nature of things, and in an “Evolution and Diversity” class taught by Kristi Montooth, Mo discovered his love for evolutionary biology. Soon after finishing the course, Mo joined Dr. Montooth’s lab and her mentorship, Mo writes, “quite literally, changed the trajectory of my academic life.” Mo began a project in Montooth’s lab which is now almost complete, and he has experienced tremendous “intellectual and practical growth,” and learned “general techniques in browsing literature and the use of programs that have become vital in modern research.” Mo reflects, “I believe my skill set as an aspiring scientist has grown in a ways that would not be possible in conventional classroom settings.”

Mo’s involvement in the lab has also led to his involvement in other projects. While there was a temporary halt to his project, he was mentored by a graduate student, Luke Hoekstra, who has provided “invaluable mentorship,” and Mo’s involvement in Luke’s project regarding the cost of gene expression in ectotherms under variable temperature has led to the design of Mo’s Honors thesis, which will look at the effects of the mito-nuclear epistasis across a range of temperature and time that he hopes will “contribute novel data to the field of mito-nuclear evolution and energetics.”

While Mo hopes that some of his results will be published this year, he attests that what has been most crucial in his development as a scientist has been the way his lab has encouraged his “curiosity and impetus to be actively involved in the biology community.” He has begun attending weekly department seminars, which expose him to the “diverse, active research taking place in the biology community,” and Dr. Montooth has asked him to co-author a paper on “Cytonuclear Evolution” for the journal Nature Education. Additionally, Mo has learned a great deal from serving as an undergraduate teaching intern for Drs. Hengeveld and Zelhof, which has reinforced his desire to teach at the college level, an environment where he can “simultaneously raise new questions” of his own, while “helping others understand questions of their own.” Professor Montooth writes that what makes Mo unique among the undergraduates with whom she has worked is that he is always “coming up with his own ideas for experiments and they are exciting experiments.” She has seen Mo “mature into a real scholar,” and writes that he will “be quite creative and make big contributions in this field.”
Carys Tanner is from Bloomington, Indiana, and is majoring in Communication and Culture and Telecommunications, and hopes to one day become a successful documentary filmmaker. The focus of her Burnett/Masters application is Creative Activities.

While still in high school, Carys was involved in a television production team and her supervisor referred her to work for the local CATS channel on their new broadcast “Cultural Lens.” There she served as a producer, videographer, and even an anchor on one of the shows, which focus on diversity and discrimination in the Bloomington community.

When Carys began at IU, she joined the “iStudent News” on IUSTV, where she was chosen as one of eight anchors, and wrote headline stories, worked as a reporter, and did a lot of camera work and video editing with Final Cut Pro. She also learned “what it is like to work for a completely student run organization,” where once she was experienced enough she was “constantly training others while on the job.” At the end of her first year, she was able to land a summer internship with the CBS affiliate WISH-TV Channel 8 news team in Indianapolis. She helped reporters with research, wrote stories, worked on web content, answered phone calls, and had the chance to “practice stand ups in front of the camera,” with reporters offering advice. Her biggest challenge was adjusting to the strenuous full-time work schedule, which ran Monday-Friday, 9am-6:15 pm, while she was commuting an hour and a half each way from Bloomington.

After her internship at WISH-TV, wanting some practical experience with more creative film, Carys joined the film and media production club, Dark Hound Productions, where she is learning the many aspects of film production. Her most notable project with Dark Hound was the film her crew entered into the CampusMovieFest competition, where she served as one of the films’ producers, and performed the lead role in the movie. Out of over 250 entries at IU, the film was shown in the top 16, and was one of the four to progress to the North-Eastern Regional Finale in New York City, where it was again shown in the top 16 out of over 100 regional entries.

This year Carys is looking forward to working with the new Indiana University Cinema, where she is currently serving as the social networker and is responsible for posting to social networking sites each day. She is also focusing on film history classes, where she is learning much about cinematic techniques, history, and issues connected to film. Carys writes that as a filmmaker, she considers herself “an artist.” “Just like a painter must learn correct paintbrush techniques or a dancer must learn dance moves, I must also learn how to use the tools of my craft. Learning how to use a camera, audio and lighting equipment, as well as editing programs is a large part of my journey as an artist. . . . By engaging in creative activities with a strong academic background, I hope to become a knowledgeable and well equipped filmmaker who can creatively bring to light issues which may otherwise go unnoticed.”

Professor Greg Waller, who teaches film history at IU, has written that Carys is “obviously very bright, articulate, highly motivated, and hard working,” but it is in the ways that Carys goes above and beyond what is expected of her that makes her stand out. For instance, Carys attended all three public presentations of the candidates applying for the director of the new IU Cinema, and wrote “a very thoughtful comparison of the finalists,” a demonstration of her professionalism and seriousness.
Marine Carine Tempels

Marine Tempels is from Kalamazoo, Michigan, and is working towards a BFA in painting, with minors in Art History and Communications and Culture. She plans to go on to earn an MFA in painting, and hopes to teach painting and drawing at the university level. The focus of her Burnett/Masters scholarship application is Creative Activities.

Marine has had a passion for painting, drawing and service since she was very young, and when she first started at IU she envisioned herself as a graphic designer. The summer after her freshman year, however, she had the opportunity to watch the TV series, Planet Earth, and came back to IU inspired to focus on sustainability and climate change, and joined the student organization, Volunteers in Sustainability. Her art now had a purpose, she writes, “to illuminate the stress our Earth is facing and provide a motivation for sustainable solutions.” She enrolled in a course called “Art, Engagement and Activism,” taught by a guest faculty couple from New York City who had previously traveled around the world photographing the effects of climate change. For the class she was to design and carry out an activist art project, so Marine contacted William Brown, IU’s Director of Sustainability, for ideas. He suggested she organize something around the problem of bottled water, so Marine began investigating “everything” she could find out about the issue, and painted a poster for a drinking fountain in the Memorial Union. It resembled a “Dasani” advertisement, but instead advocated tap water. Additionally, she created posters that read, “Free Fresh Water,” and pointed to several other drinking fountains in the union. The Indiana Daily Student printed a full-page article regarding her project, and the marketing director of a new documentary called Tapped contacted her to inquire about screening their movie at IU (and the documentary was presented at the Whittenberger auditorium that semester.) The Office of First Year Experiences partnered with her to copy her drinking fountain painting, and placed it on fountains on the path of the Freshman Orientation tour. Marine created warning labels presenting facts about bottled water and attached them to the back of Dasani bottles and her bottles and pictures were displayed in the SoFA Gallery.

Marine and her roommate designed a central banner for “350 Day,” (when on October 24th, 2009 people world-wide took pictures with the number 350 to bring awareness to rising levels of CO2 in the atmosphere). After seeing a series of posters that Marine and her roommate designed, the Sustainability Office hired her to design posters and logos for their own projects. Marine writes that she does not believe that art is “an innate talent or an unapproachable activity; rather, art is the moment in which someone receives an emotional response to a life occurrence.” Experience and study are the keys to success in the arts, Marine believes, and toward that end she hopes to continue her education and her experience, so that someday she can share her skills with others by teaching.

William Brown writes that while Marine “possesses maturity, patience, diligence, thoughtfulness, intelligence leadership, creativity and talent well beyond her class level,” what really sets Marine apart is “her compassion for others and for causes bigger than her personal needs. Her altruism is evident in her willingness to volunteer, not just to show up, but to have an impact and make a difference.” He concludes, “Indiana University is a better place today because Marine Tempels decided to come to school here, and I am a better man for the example she sets for me in her work and in her life.”
Jonathan Oliver Todd

Jonathan Todd is from Battle Ground, Indiana, and is majoring in history and political science, with a minor in economics, and is working toward a certificate in the Political and Civic Engagement (PACE) Program at Indiana University. After graduating from IU Jonathan plans to pursue a joint Juris Doctorate and a Masters in Public Policy. He hopes to eventually enter public service and be elected to public office. The focus of his Burnett/Maters application is **Leadership**.

Jonathan’s involvement with leadership at Indiana University began with the PACE program, which provides leadership training and experience. After signing up for his first PACE class, Jonathan found he was soon called upon to “leave his comfort zone,” when a fellow student invited him to get involved with Martha’s House, a local homeless shelter that was planning to begin a winter shelter and was looking for volunteers to start the program. Jonathan and some classmates volunteered to work evening shifts to make available 14 beds for homeless men and women. As part of their duties they were expected to perform breathalyzer tests, distribute prescription medication, and maintain “a sense of order and calm in what could have been a very chaotic atmosphere.” Jonathan found this experience “profoundly changed” his outlook on the world, and made him realize the impact he could have at IU and in the Bloomington community. For this reason, when he was asked to serve on the PACE Student Advisory Board, he accepted the position. As one of his projects, Jonathan and several other students lobbied to begin the first series of PACE Issue Forums in the spring, which will focus on health care costs.

In addition, he and four peers founded the PACE Student Association (PSA) and Jonathan was voted president. He is currently fulfilling this role while in Washington, D.C. with the Washington Leadership Program. PSA is developing a relationship with the Shalom Center to provide PSA members with an opportunity to volunteer, and is also working to establish voter registration booths for the Bloomington community.

Jolene Bergonzi and Professor Michael Grossberg, Jonathan’s advisors in PACE, write that Jonathan is “proactive and willing to go beyond his comfort zone to lead and, as great leaders do, to seek mentoring when needed. He combines strength and humility as he models good leadership skills.”
Graham Walsh is from Williamsburg, Virginia, and is majoring in telecommunications with a minor in communications and culture. While working on his degree at IU he plans to study film production abroad to “gain a European perspective on creative filmmaking,” and after graduation will enroll in film school, whether in the US or abroad. He hopes to eventually secure a creative job in the video production industry, and to one day start his own production company and direct feature films or TV shows. The focus of his Burnett/Masters application is Professional Development.

Graham began IU as an exploratory student, but after taking two film courses, he writes, he “knew where his passions” lay. In high school he had led an award-winning musical group that played more than thirty shows in three years. He and his fellow band mates organized shows, sold tickets, recorded and mixed their own music, and performed on a regular basis, which taught him “unwavering dedication to the creative arts,” which Graham argues is also “essential to the professional growth of a budding filmmaker.”

Graham looked for every opportunity to distinguish himself and participate in a leadership role, and in T283 (Introduction to Production Techniques and Practices) directed two short projects, an infomercial and a Seinfeld skit, and worked closely with the actors, designed the set, and created plans and directions for the camera operators and editing cues for the switchboard operator. His “greatest accomplishment” in the course though, was “directing a team of fourteen students to shoot a thirty-minute live music performance.”

Next Graham volunteered with MultiVisions, a student-run Telecommunications business networking conference, where he worked on the Panelist Committee, which selected topics for each conference and recruited IU alumni for the panel. “This opportunity to engage with professionals in my field made invaluable connections between my academic studies and studio work and the training and skills necessary to forge a successful career.”

In addition, Graham approached Metro Productons, a prominent media production company in Richmond Virginia, and arranged an internship for last summer, where he worked as a grip on shoots, and in post-production, assisting in voiceover narration recordings and creating special effects. Now, when he reflects on what he has learned, Graham asserts “true professionals continually strive to improve the quality of their work. Professionalism is learning to work well in groups, but also being able to stand behind your individual work as well.”

Erik Bucy, who taught Graham in two courses, writes that while Graham is an excellent student, “Outside the classroom, Graham applies himself with as much diligence and focus as he does to his studies, whether working on media productions, our annual departmental career day and media festival, or his own securities trading firm during the summer. Graham is one of those rare students who, even though they may have already taken two of your classes, you hope will find a way to be your student again.”
Laura Walter is from Mount Vernon, Indiana, and is majoring in international studies and religious studies, with a minor in near eastern languages and cultures. She hopes to graduate with “an increased understanding of the cultural, linguistic, and religious factors in the Middle and Near East,” and to apply her increased comprehension to the issues in that region. She plans to intern with Young Life after graduation, and hopes to eventually work with International Young Life. The focus of her Burnett/Masters application is Leadership.

Laura writes that while she didn’t attend Bloomington South High School, she nonetheless gets knots in her stomach walking down the halls on her way to her volunteer job with Young Life. High School is “nerve wracking,” she reflects, which is why she is there to provide students with an opportunity to “laugh, express themselves, and encourage one another while engaging in activities that are pure fun.” Young Life, an international non-profit, non-denominational organization, has thirty volunteer leaders from Indiana University. Laura first started leading with the group in 2009, and has seen Young Life at Bloomington High School South grow immensely. Now around fifty students attend regularly who are looking for an opportunity to meet other young adults in a non-judgmental atmosphere.

In addition, Laura helps with an after-school tutoring program twice a week at Bloomington High School called Pace, Panthers Achieving Credits and Enrichment. There she helps students who have been absent or who have failing grades, and was nominated for the 2010 Be More Award by the City of Bloomington for her efforts. Laura writes that as a leader she has to earn the trust of students and parents, which means her “personal life is affected by being in the community.” She shares her life in all aspects and has to be prepared to be “accountable” for her actions.

While most people would call Laura’s experiences with Young Life “leadership,” she writes, “I prefer to call volunteer leading with Young Life a chance to live intentionally.” Jeffrey Mahrt, the area director of Young Life in Bloomington writes that the two qualities that stand out most about Laura are that she is “consistently unselfish” and a “dynamic” leader. “She knows who she is,” he continues, “and doesn’t get intimidated by the social world of teenagers. Thanks to her leadership, the program at Bloomington South has grown by leaps and bounds in the two years that she has been serving. She has deeply impacted the lives of a great number of local teens that she mentors.”