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Example 2: Creative Writing and Asian Studies at Michigan

Note: The personal statement that accompanies this “Why Us” essay is the [The “Not Black Enough” East-Asian Influenced Bibliophile](#).

Prompt: Describe the unique qualities that attract you to the specific undergraduate College or School (including preferred admission and dual degree programs) to which you are applying at the University of Michigan. How would that curriculum support your interests? (550 word limit)

J.R.R. Tolkien introduced us to Middle Earth. George R.R. Martin invited us to King’s Landing. J.K. Rowling enrolled us in Hogwarts. In order to craft fantasy worlds that resonate with the widest audiences, the best writers combine their formal education with personal experience and distinct interests. Creatives must draw inspiration by integrating the depths of their psyche with their environment and, by studying creative writing and Asian studies, I believe the University of Michigan will provide me with opportunities to develop a strong minority voice in the predominantly Caucasian world of young adult fiction.

Through the Residential Colleges, I hope to be a part of a living-learning community that emphasizes critical thinking and creative expression while immersing myself in the development process. The ability to work one-on-one with an RC Professor and receive personalized edrinstruction is invaluable, as it will give me the unique opportunity to address my weaknesses and improve my strengths. And a fiction writer cannot mold young minds to connect deeply and read critically complex works of art without having done so herself, so I am looking forward to First-Year Seminars such as “Topics in the Science of Creativity” and “Saving the World with a Story: Writers’ Voices of Conscience in Fiction,” as these will help me to analyze my writing on both a microscopic and macroscopic level.

The Center of Japanese Studies and the Department of Asian Languages and Cultures will enable me to deepen my understanding of Japanese culture in the classroom and apply my knowledge by studying abroad in Japan. The Residential College intensive language program will help me develop Japanese proficiency, allowing me to take full advantage of overseas study in Kyoto. Courses like Early East Asian Transformations, First-Year Japanese through Anime and Manga, and Spirits of Contemporary Japan will teach me to analyze spirituality, existentialism, and society in the context of classical and contemporary Japan. This can ultimately serve as a thematic basis for my writing. I can see myself attending live action and anime screenings on campus with club Animania and participating in cultural initiatives by the Japan Students Association.

Although writing and Asian Studies are my passions, I look forward to attending a large school with diverse opportunities and want to remain open to post-graduate careers in either business or law. As my sister and I have started a nonprofit, I may want to explore organizational studies. I also want to contribute to the UM community by becoming a

Sweetland writing consultant and a creative writing intern at Ypsilanti District Libraries with 826Michigan.

Over the course of my interactions with Brittany Simmons and Logan Corey and after much research, I have come to see that what UM has to offer aligns with so many of my interests and core values. (No other school I know of offered courses in 2015 exploring my literary heroes Miyazaki *and* Murakami.) In short, Michigan has become a top choice for me and, if I am able to afford it financially, I would love to attend.

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APPLICANTS TO GEORGETOWN COLLEGE: What does it mean to you to be educated? How might Georgetown College help you achieve this aim?

Cynefin: a Welsh word for a place where a being feels it ought to be; it is where nature feels right and welcoming. It is both a concept that gets right to the heart of my cultural roots and an expression of my first experience at Georgetown. It was a chilly but beautiful autumn day; the heated, yet compassionate debates and cozy atmosphere of the campus warded off the cold. There were no words to describe my feelings -- in English. However, later on, I connected those ineffable emotions to *cynefin*. To me, Georgetown has the potential to vault me to self-actualization, the all-encompassing fulfillment of my potential, both as an individual and as a member of society.

For me, education includes every element of me as a person, and Georgetown's focus on this is what makes it truly special. At Georgetown, computer science isn't just about technical understanding; it is also about comprehending the ethical implications of technology on society, as illustrated by Georgetown's STIA program. Since attending the Cambridge Scholars Program and writing my capstone thesis linking *Mrs. Dalloway* and Einstein's Theory of Relativity, I have sought out unconventional connections between complex subjects. The ethics lab at Georgetown will allow me to do that kind of work, connecting crypto-currency and emerging economies and considering the human effects of developing technology. I can also be involved in the Georgetown Undergraduate Research Opportunities Program. Through GUROP, I hope to develop mentoring relationships with professors like Lisa Singh, who conducted research on the relationship between social media and gun violence. Her use of crowdsourced data could inform the further development of my app, RIPPL, which similarly incorporates user reported data to track toxic algae blooms. Moreover, the wealth of diverse research projects at Georgetown would enable me to explore new aspects of computer science, such as cybersecurity and cryptography.

Georgetown's appeal isn't only rooted in computer science; language, literature, and music also fascinate me. Having studied Chinese since the second grade, I plan to continue learning about Chinese language and culture by participating in Georgetown's initiative for U.S.-China Dialogue on Global Issues. Georgetown also offers literature courses that serve as a compliment to computer science, such as Professor Pireddu's "The Writing Factory: Science, Machines, and the Technology of the Word in 20th-Century Italian Literature". The harp has been my musical passion for eight years, and I intend to nurture that passion further through Georgetown LEAP and the GU Orchestra. Branching out beyond my STEM specialty in such ways is key to my vision of education.

Another critical aspect of that vision is exposure to the perspective of others. Currently, I'm a board member of the Diversity, Equity, and Inclusion Committee at my school. I'm aware

of my own limited perspective, and I hope to build on my current DEI work at Georgetown by joining ERASE (Educating Students about Social Equality) where I can interact with, and learn from, a variety of different people, across cultural, racial, political, and social differences.

It's equally important to me that I contribute to Georgetown in my own way. My program, Code Autism, aims to empower the autistic community through teaching coding. Just as Best Buddies began at Georgetown, I believe Georgetown could be the well from which Code Autism springs, as it has the capacity to become an impactful and wide-reaching organization on both a local and national level.

Georgetown's "cura personalis" exemplifies my own view of education. Just as I felt that day when I visited the campus, I feel now that *cynefin* best defines what Georgetown is to me: a place where my passions, values, intellect, and aspirations are elevated and can be at home.

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Please share how you believe your experiences, perspectives, and/or talents have shaped your ability to contribute to and enrich the learning environment at UT Austin, both in and out of the classroom.

At the University of Texas, I plan to major in Mechanical Engineering with a focus on preserving the environment.

The Bridges to the Future Credentials Program will enable me to research sustainable energy systems under Dr. Dongmei Chen and take Energy, Technology, and Policy, where I will learn about different clean energy technologies and their positive environmental effects. I can then use what I learn in class by joining the UT Solar Vehicles team to raise awareness for solar energy. Through my previous research on lithium-ion batteries in high-school, I can help produce a hybrid vehicle with a solar-powered lithium-ion battery which can be used on days with no sunlight.

In the Walker Department of Mechanical Engineering, I plan on bringing my previous experience coding autonomous robots, recording sensory feedback, and creating chassis to research intelligent mechanical systems utilizing AI. I plan to participate in the Engineers for a Sustainable World program by working with mechanical, electrical, and robotics engineers to invent automated devices that make workers more efficient.

UT offers the Longhorn Energy Club, an organization supporting energy-related events and fundraisers. People with various STEM careers discuss their opinions and debate on current events related to energy such as renewable power generation and cost-effective fuel cell technology. Through conversations I've had with NASA engineers and astronauts, I offer a unique perspective on how current technology is both harming and helping society.

Furthermore, through Habitat for Humanity, I have been able to construct four new houses and raise \$30,000 to help fund future projects. Not only is the fundraising and building process enjoyable, but every new house gives one family a secure setting which they previously may have never had. I would like to continue giving homes to those in need through the UT Habitat for Humanity program.

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Essay Topic: Describe the unique qualities that attract you to the specific undergraduate College or School (including preferred admission and dual degree programs) to which you are applying at the University of Michigan. How would that curriculum support your interests?

I dream to alter the field of engineering by sparking growth and sustaining the environment through improved efficiency. At the University of Michigan, I plan to pursue a major in Mechanical Engineering

At the Michigan Power and Energy Laboratory, I hope to work under Professor Al-Thaddeus Avestruz to construct a more potent lithium-ion battery that can be recharged with solar or wind energy. I believe that the use of this type of improved battery can help alter the transportation industry and make electric vehicles, like Tesla, have zero carbon dioxide emissions over their lifespan. I also know that these types of batteries can utilize and eliminate the harmful carbon which is placed underground through a process called carbon capture and storage.

In the College of Engineering, I will be able to apply the skills I have previously learned in calculus, newtonian physics, and linear algebra to excel in a more rigorous and competitive setting. Specifically, I look forward to ME 382: Mechanical Behavior of Materials and ME 390: Research, Innovation, Service, Entrepreneurship. ME 382 will allow me to learn the physical and chemical properties of different materials such as metals, polymers, and alloys. In ME 390, I am given the intellectual freedom to invent or redesign a useful device or research and experiment on a thesis. Hopefully, under the guidance of Professor Shanna Daly and using what I learn in classes such as ME 382, I can find clean alternatives to machines which currently require fossil fuels to operate.

Through my visit to the engineering buildings in North Campus, I was introduced to the UM Human-Powered Submarine challenge where marine and mechanical engineering students embark on a year-long mission to conceptualize, design, build, and test a submarine which will compete against other universities in Europe. The challenge allows students to visualize concepts that they would otherwise not learn in class. Through my past experiences in robotics where I coded autonomous robots and created chassis through drafting programs like AutoCAD, I can contribute to the team by improving the fix-pitched, single propeller system and the drivetrain located inside the submarine.

Although I plan to major in mechanical engineering, I would also like to explore the Sports Analytics Program because I find it interesting how teams in different sports use algorithms, data, and statistics to devise strategies for games. The role of a sports analyst is closely related to that of an engineer because both use previous data and statistics to refine or invent something new. I look forward to learning more about this new field of study that wasn't offered in my high school curriculum.

As a person who is devoted to helping others, I find it paramount to contribute to the community around me. Through the Ann Arbor Public Schools Partnership Program, I will have the opportunity to be a youth coach to students in soccer (a sport which I will participate in at the intramural level) and offer key advice for kids both on and off the pitch. I would also like to continue Habitat for Humanity at the University by volunteering throughout the city and beyond. Not only is the fundraising and building process enjoyable, but every new house allows

one family to live in a secure setting which they previously may have never had.

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Brown's Open Curriculum allows students to explore broadly while also diving deeply into their academic pursuits. Tell us about an academic interest (or interests) that excites you, and how you might use the Open Curriculum to pursue it.

Language carries an immense power to determine our thoughts, but represents only one fascinating aspect of what makes us human. In my quest to gain an understanding of the essence of humanity, each question I ask opens up a few new ones. The no-holds barred Open Curriculum of Brown can help me find some answers.

I would kick off my Brown experience with a foray into Linguistics. Through Speech and Debate, I've learned that our language reflects our geopolitics, and digging into subtle nuances of colloquial speech can reveal our cultural perceptions. I'd love to take the *Sociolinguistics* course, which features case studies of the USSR and Eastern Europe. With *Language and Anthropology*, I could learn how culture and language impact each other's development.

In studying Latin, Ancient Greek, and Sanskrit, I uncovered parallels in grammar, vocabulary, and structure. But to locate more of such patterns, I would need a fine-tuned algorithm-- a perfect opportunity to apply principles in Computer Science. Such an algorithm could help construct a model for the evolution of language.

With the advent of AI, will our programs ever "think"? This would require the study of psychology or neuroscience through courses like Brown's *Neuroimaging and Language*. What would be the ethical implications of a thinking machine? Through the eyes of my Hindu religious upbringing, I have to wonder - would sufficiently advanced AI have a soul? Studying philosophy at Brown would be another avenue to explore in the Open Curriculum.

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Students in Arts and Sciences embrace the opportunity to delve into their academic interests, discover new realms of intellectual inquiry, and chart their own path through the College. Tell us why the depth, breadth, and flexibility of our curriculum are ideally suited to exploring the areas of study that excite you.

I enjoy meeting, engaging, and connecting with people wherever I am and wherever they are from: the more different our perspectives, the better. I chat with New York taxi drivers and appreciate hearing their backgrounds and life stories. I study Mandarin and Arabic to attain a better understanding of unfamiliar cultures and have enjoyed bonding with summer roommates from Colorado and Virginia to Lebanon, Russia and Turkey. And more recently, when volunteering in discussion forums with ex-convicts in the South Bronx, I have bonded over shared interests like hip hop and sneakers, while listening intently to the life lessons they imparted.

This past summer, I was able to explore Cornell through a Summer College course. My classmates' wide range of backgrounds--from Malaysia to England to Brazil--and different opinions gave me a preview of the university's broad diversity, allowing me to embrace myself as a "people person" in being exposed to all of these fantastic minds. The course itself, "The History and Politics of the Modern Middle East," not only exposed me to Cornell's unique style of

education, but also perfectly augmented my growing connection with the Middle East. Middle Eastern politics are dynamic and complicated issues--they cannot be analysed through only one lens and need multiple layers of judgment.

All too often, individuals view the region through one lens, like through history or through politics. While I have learned Arabic for the past two years, visited seven different Middle Eastern countries, worked in Kurdish Iraq this summer, and viewed the region from a cultural and anthropological perspective, Professor Ross Brann and his team of graduate students taught me to look at the Middle East from a new perspective, contextualizing historical and current events in light of nationalistic movements and to view the events through every party's lens. I would also enjoy atypical approaches to the Middle East, such as taking "Drinking through the Ages: Intoxicating Beverages in Near Eastern and World History," a class that analyzes alcohol's impact on a region that prohibits its consumption. Just as with people, the more diverse a field of opinions/viewpoints, the better.

The complexities of economic markets intrigue me as well, from the effect of AI on the labor market to recent debates over zero percent interest rates. In my high school career, I have taken introductory Econ/Business courses at Georgetown and Brown summer programs, followed by a case-study class on Micro/Macroeconomics my junior year. I seek to further my economic education through interdisciplinary classes like "Behavioral Economics" or "International Trade Theory and Policy." I also started a small ecological business through the Entrepreneurial Club at school and would look forward to additional exposure to business innovation at the SC Johnson College of Business.

During my brief time in Ithaca, Professor Ross Brann went the extra mile for our class' students, engaging with us outside of the classroom to discuss material and provide college and career guidance. This type of dedication exemplifies the university's dedication to its students' complete education. Additionally, his supporting staff of graduate students served as fantastic resources. With Cornell's student body being made up of both undergrads and graduate students, I would greatly look forward to leveraging their experience and knowledge to my advantage.

Although economics and Middle Eastern studies could very well lead me down significantly different paths, Cornell is the place where they could intertwine to form a fascinatingly nuanced curriculum. Not only might I take a deep dive into both subjects, at Cornell I would be able to find common ground in those areas and more, like Social Justice and Anthropology, exploring my interests in unexpected contexts. From biking from Uris Hall to McGraw, sitting in the arts quad collaborating on a business initiative, or exploring Arabic primary sources in the library, Cornell would be just right for facilitating my ever-expanding interdisciplinary exploration.

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Brown's Open Curriculum allows students to explore broadly while also diving deeply into their academic pursuits. Tell us about an academic interest that excites you, and how you might use the Open Curriculum to pursue it.

In economics, opportunity cost is the potential value lost when one opportunity is chosen over another. Brown eliminates this economic dilemma in a curricular context through its Open Curriculum, providing the perfect opportunity to explore my passion for both Economics/Business and the Middle East.

Through learning Arabic the past two years, visiting seven different Middle Eastern countries, working in Kurdish Iraq, and taking “History and Politics of the Modern Middle East” at Cornell this summer, I have developed a deep connection with this region. I would therefore look forward to delving even deeper into its cultural richness and complex geopolitics through classes like “This Is Palestine” or talks on Kurdish displacement at Brown’s Center for Middle East Studies.

The complexities of economic markets intrigue me as well, from the effect of AI on the labor market to recent debates over zero percent interest rates. In my high school career, I have taken introductory Econ/Business courses at Georgetown and Brown summer programs, followed by a case-study class on Micro/Macroeconomics my junior year. I also started a small ecological business through the Entrepreneurial Club at school and would look forward to additional exposure to business innovation at the Nelson Center for Entrepreneurship.

Even beyond Economics and Middle Eastern Studies, the Open Curriculum would allow me to pursue secondary areas of interest such as social justice and psychology. For at Brown, the focus truly seems to be on the “Opportunity” part of the “Opportunity Cost” quandary.

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Describe the unique qualities that attract you to the specific undergraduate College or School (including preferred admission and dual degree programs) to which you are applying at the University of Michigan. How would that curriculum support your interests?

I paddle like there’s a Great White behind me. The wave catches me and I ride it to shore. When I get there, I see a dead baby sea lion, with two more dying further down the beach. Not the work of a shark, but climate change. Fish migrations caused by increasing water temperatures have forced sea lion mothers to venture farther for food, leaving sea lion pups stranded to die. Our world’s amazing creatures and ecosystems are in jeopardy due to humans’ abuse of the environment.

At heart, I’m an environmentalist and an engineer, and an education from Michigan will let me combine my passions and work towards addressing the most pressing problems facing the youth of this world. My work with Heal the Bay and Marine Protected Area Watch have been rewarding, but long term, large scale solutions can only be accomplished through the scientific miracles of engineering.

That’s where Michigan comes in.

Within Michigan's CEE department, I want to get involved with the Engineering Sustainable Systems Program, in which I can work with my fellow classmates on projects that emphasize sustainability measures within the field of engineering. Michigan's BLUElab will allow me to approach pressing environmental issues with an interdisciplinary team of engineers. One particularly interesting team is the NicarAgua group, which designs rainwater catchers and create water purification systems for impoverished villages. I worked on a water quality project with my Environmental Club, and I want to delve deeper into the chemical processes of purification and its widespread use for humanitarian purposes.

Over my last two summers, I have been able to pursue my passion for global solutions by working with the Laboratory for the Chemistry of Construction Materials at UCLA. At Michigan, I want to continue research with practical and impactful applications. Professor El-Tawil's research on the design of more sustainable, longer-lasting concrete through the use of ground slag and increased packing density will let me build upon my research on cement slags and sustainable concretes. Additionally, I would like to learn more about the process of CO₂ generation and sequestration as well as policy options for reducing emissions through the Greenhouse Gas Control in Power Generation course.

Most importantly, Michigan will teach me how to think, approach problems, and look to engineering for solutions. While the classes, programs, and research opportunities available at Michigan will give me invaluable insight into engineering and its applications, I believe the most important thing that Michigan will give me is the ability to work with equally passionate peers and to combine our critical thinking skills to address the issues we see in the world around us.

I am confident that an education from Michigan will develop my ability to think critically and hone my tools to solve problems that I care about. Hopefully, my future work will make a positive difference in protecting the environment, and maybe one day, I'll see the sea lions in my hometown circle around my surfboard again.

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How will you explore your intellectual and academic interests at the University of Pennsylvania? Please answer this question given the specific undergraduate school to which you are applying.

If plotted on a three-dimensional graph, UPenn stands as the intersection between science ($X=1$), humanities ($Y=1$), and global understanding ($Z=1$). At point $(1, 0, 0)$ you will find "Cell and Molecular Biology," while "Nonprofit Leadership" will likely be found closer to $(0, 0.25, 0.75)$. Classes on media and communication, whether "Folklore" or "Cinema and Media Studies," are found along the line resulting from the meeting of planes $Y=1$ and $Z=1$.

In our three-dimensional world, UPenn prepares the next generation of students to see beyond X and Y . As a budding geneticist and physician, I am often told that I will have to sacrifice fundamental pieces of who I am in order to pursue a career in science. But as a $(1, 0.5, 0.25)$ —an avid researcher but also an activist, artist, and volunteer—I know that I have to find a college that allows me to grow in all directions. I know that UPenn is exactly that.

To grow in the X direction, I hope to work under Dr. Junhyong Kim and Dr. Jim Eberwine on their unique single cell functional genomics and RNA phototransfection projects. As I have prior experience with bioinformatics and using next generation sequencing to read genetic code, as well as transfection as a means of introducing foreign DNA, I am excited about their research projects as they demonstrate the strides being taken in the field: the trend toward understanding and identifying mosaicism and the shifting focus toward making use of the universal genetic code as a means of changing interactions between organisms. Not only that, Dr. Kim has experience working with *C. elegans*, so we can geek out together over everyone's favorite model organism. I want to go to UPenn because of professors like them: curious, passionate, and pushing for innovation in my favorite field.

Additionally, because while interning at Columbia Medical Center my favorite days were when my mentor would take me to research meetings, I can't wait to attend Genetics Friday Research Talks. While the 2019-2020 calendar isn't up quite yet, I'll be sure to leave 12:30 PM on Fridays open.

UPenn is also the only school I'm interested in that offers a minor combining biology, neuroscience, and psychology. By studying exactly what makes us human, I hope to gain a deeper understanding of the mechanisms we can employ to improve healthcare through microbiology. Not only are the courses incredible, the Kids Judge! Neuroscience Fair helps introduce the ideas to third and fourth graders. As someone with young siblings who argue math problems at the dinner table, I am excited about teaching the next generation of doctors, researchers, scientists, and professors.

To grow in the X and Z directions, after four dedicated years of Model UN, UPenn stands out to me as the number one school in which to continue competing and learning. Hosting ILMUNC every year, the International Affairs Association at Penn serves as a hub for global collaboration — no other school hosts such a large, diverse, and accessible high school conference. After working to organize a Model UN conference in my school with only 4 committees, I am blown away by the 28 committees at ILMUNC and the over 300 Penn student staffers. I also know that I belong at a school where clubs have their own constitutions; not only are the students passionate, they are serious enough about their work to draft 12 pages and 10 articles of regulations in order to ensure fairness.

Since the sunny, mid-August day when I visited UPenn, passing on the walking path under gorgeous red statues and being greeted at the Hillel with sincere kindness, I've known where I belong. UPenn provides all the tools I could possibly need in my arsenal as a budding geneticist, doctor, and activist, from PGAC to CURF to UPenn Dems, hosted in a community that will encourage me to use them.

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We would like to know more about your interest in NYU. We are particularly interested in knowing what motivated you to apply to NYU and more specifically, why you have applied or expressed interest in a particular campus, school, college, program, and/or area of study? If you have applied to more than one, please tell us why you are interested in each of the campuses, schools, colleges, or programs to which you have applied. You may be focused or undecided, or simply open to the options within NYU's global network; regardless, we want to understand - Why NYU?

I was born at NYU Medical Center, wearing a purple and white NYU hat in my first baby picture. Since then, my parents have been taking us to Washington Square Park, tracing back their steps from their days at NYU and reminiscing about the magic that was their undergraduate experience. At age six, I was taken to 721 Broadway to play with interactive exhibits at the ITP program, built by students in the class my father was teaching as a Tisch adjunct professor. My parents even went as far as to name my little brother Foster Hayden after the dorm where they met (since tragically renamed, though at least not demolished like the Rusk Institute building where my mother did her postdoc).

But my fascination with NYU is more than nostalgia. As a budding geneticist and physician, I am often told that I'll have to sacrifice fundamental pieces of who I am in order to pursue a career in science. But as an avid researcher, activist, artist, and volunteer, I want a college that allows me to grow in all directions. I know that NYU is exactly that.

Even though I was honored to spend time at Columbia University Medical Center studying how faults in regulation pathways result in epilepsy disorders, truthfully, I'm more of a "Downtown Girl," so I'm even more excited about opportunities to work in the Castillo Laboratory for Mechanobiology & Regenerative Medicine. The focus on studying stem cell recruitment through regulation pathways in hopes of improving musculoskeletal functioning in veterans resonates with me after hearing my mom speak about helping veterans with PTSD in her clinic -- I love the idea of approaching veteran healthcare through a different lens. The work at the Castillo Laboratory serves as the perfect intersection of science and service, and I can't wait to use microbiology to help those in need.

Because New York is home to me, because I know that Brooklyn Bridge Park is the perfect place for snowball fights and exactly where to get Chinese food at 2AM after a concert, I know that NYU is the perfect place to spend the next four years. I could not ask for more than a campus of activists and scientists and everything-bagel-with-scallion-cream-cheese-and-lox enthusiasts. At NYU, I can trace my roots while also searching for a way to help future generations, limited only by my imagination (and perhaps the Subway schedule).

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Worcester Polytechnic Institute seeks students who are the right fit for its academic and campus community. In what ways are you the right fit for the distinctive educational and campus experience that Worcester Polytechnic Institute offers?

I intend to major in mechanical engineering with a minor in entrepreneurship. WPI's approach to learning, uniquely rooted in project-based learning, is unlike any other university I'm applying to and fits perfectly with the way that I work. Over the past three years, I have designed and developed a tech-savvy pillbox that links to a mobile phone, a portable gym towel dryer for the car, a mini trash can for the car, and a mobile app. I accomplished this by learning 3D printing and design, laser cutting, and Arduino programming. WPI's "theory to practice" approach would fuel my passion for combining learning, design, and building.

WPI's mission-oriented programs, such as the IQP, provide the perfect opportunity to take my engineering and philanthropy to the next level. I'm inspired by the IQP, which brings

students together to research, plan, and solve real-world challenges. Two years ago I started a non-profit organization (An Eye at a Time) to provide eye care to impoverished communities. I plan to organize other missions in the near future. I'm also in the early stages of designing a portable optical machine to produce durable eyeglass frames at low cost and the IQP could potentially provide the resources to make it happen. WPI's Objet260 Connex 3D printer, which prints in over 60 materials from rubber to transparent plastics, would enable me to create and iterate quickly and with the best quality available.

WPI's "More in Four" motto also resonates with me. Uniquely, WPI has structured their quarterly system to enable students to explore more topics in four years. In addition, their unique grading system encourages exploration. This opportunity to take academic risks and discover what I enjoy is important to me.

The professors at WPI are dedicated to helping students explore their passions. Professor Sisson, whose knowledge and research about materials science and product manufacturing could be a major resource for identifying materials durable enough for the optical machine and frames I hope to build.

Professor Planchard has over 27 years of experience in machine design, product design, mechanics of materials, and solid modeling. His expertise could help me create a working optical machine. Professor Planchard holds five patents so his experience could help me down the road with the patent process.

I also hope to mentor with Professor Apelian, who specializes in metal processing, to explore the possibilities and limits of metals. He founded the Metal Processing Institute at WPI which provides metal processing, from casting to heat treating. I especially appreciate that MPI promotes recycling and re-using resources in an environmentally-friendly manner.

In addition to academics, WPI offers a variety of clubs that interest me greatly. WPI's Formula SAE club would fuel my love of cars, while the ASME group provides hands-on projects to gain additional engineering skills. Fitness and competitive sports will always play a central role in my life, so I will continue to play soccer and plan to join the club golf team.

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Please tell us why you want to attend UMass Amherst?

The resources and learning opportunities available at UMass - from research centers to makerspace in the MIE Innovation Lab, the Senior Design Project, and ME design elective (Theory, Modeling Principles & Applications) - will help me make my optical machine a reality.

The opportunity to help communities overseas become more independent through the Sustainability Projects Abroad program provides a perfect opportunity to continue my philanthropy work.

Finally, having travelled extensively, I understand the impact of diversity on innovation and creativity and I'm excited that UMass Engineering offers a close-knit college within a larger campus, providing diversity in people and opportunities.

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Describe how you plan to pursue your academic interests at USC. Please feel free to address your first- and second-choice major selections. (250 words)

I was brought up by a Scottish computer scientist and a Colombian artist. From this, I have seen beauty in both computer science and art and heard the beautiful song produced when the two come together. USC seems to hear it, too.

Since I intend to major in computer science, courses like *Parallel And Distributed Computation* will teach me how to build cloud platforms that could be used for scientific computation, while *Computer Networking* will teach me how to build new networking protocols that could increase cloud computing performance. But USC's flexibility also allows me to take art courses such as *Metal*, so I can better understand how to interweave design and metalworking, and *Printmaking*, which will teach me to create prints related to computing or my Latino heritage.

It's the potential for combining disciplines, however, that's most interesting to me. For example, I would be able to create art pieces that take advantage of courses such as *Computer Graphics* and *Comics Projects* which create interactive comic strips.

I'm also inspired by USC's commitment to service. In Seattle, I started a nonprofit called Kappa Designs, which works to bring attention to the small nonprofits in the region. USC shows a similar dedication to its community through the Good Neighbor Program, which gives back to LA through donations and programs such as robotics teams.

As a foodie, I also hope to experience foods such as Bulgogi from Kang Ho Dong Baekjeong in Koreatown or Flying Chicken from the Food Truck Man.

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College is a transformative experience; an exciting time for you to discover yourself. During your four years of college, you will have opportunities that will allow you to learn, adapt, and develop into a young adult ready to take on the real world. Today, you believe Claremont McKenna College is a good match for you based on your aspirations and based on your knowledge of our institution. How can Claremont McKenna College both challenge and complement the person you aspire to become during your undergraduate career? (250 words)

I was brought up by a Scottish computer scientist and a Colombian artist. From this, I have seen beauty in both computer science and art and heard the beautiful song produced when the two come together. Claremont McKenna seems to be hearing it too.

I can't be just a coder and at Claremont McKenna I won't be. I want to take advantage of the small, interdisciplinary setting to study humanities, science, and entrepreneurship. In Seattle I started a nonprofit called Kappa Designs that made use of these three subjects as our

mission was to empower local nonprofits by providing them a web presence that reaches their target audience. I will be able to continue my passion for entrepreneurship at the Center for Innovation and Entrepreneurship (CIE) where I will be able to connect with CMCers who are passionate about creating change like I am.

I'm also excited to have the opportunity to apply for the Silicon Valley Program provided each semester. Through the Silicon Valley Program, I want to not only contribute to corporate teams in a professional environment, but I will also forge connections that will help me as I begin my career, whether that be through a startup or at a company.

CMC attracts unique students-- through my background and interdisciplinary passions, I am one of these, and I can't wait to dive in. Through the opportunities provided by CMC and the CIE I will grow into a well-rounded computer scientist and academic.

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Please tell us what you value most about Columbia and why. (300 words)

I embody two souls: an untamed businesswoman and her introverted companion. I'm one of those people who talks to strangers at auctions for hours, but can't explain her feelings to friends. At the same time, I'm a leader in my own little universe: daughter, sister, self-reliant real estate magnate (so I'd like to think). In Columbia I see similar dichotomies: a campus with no traffic noises in this city I consider home; progressive, but grounded in the classics; a deeply American institution, but one with more diversity than any other Ivy League. At Columbia, this confident entrepreneur who's still looking for her voice will thrive on competition. Business is my forte and math is my happy place. I look forward to majoring in Statistical Economics and Linguistics.

My future is also firmly tied to my identity as a Muslim woman and my commitment to my faith. As I publicly become the person I am in private, I can see myself as a leader in Columbia's MSA, Club Bangla, or the Arab Music ensemble. I also look forward to creating collaborative spaces with other like-minded folks in my "Economics of Food" club.

Speaking of which, I've been a foodie since childhood, passionately consuming Mauritian Gato Pima, chicken feet, and the Bangladeshi delicacy Sweet Shemai. At Columbia, I can begin my journey of becoming a great restaurant maven with classes like "Food & Inequality," and "Food Entrepreneurship." As a restaurateur and polyglot who loves to travel, I hope to add three or four languages to my arsenal, starting with "Spanish Didactics," "Italian Literature," and "Elementary French."

And someday, in addition to running my Bengali/French/Italian fusion restaurants, I will become the next Linda Sarsour, fighting for the next generation of ambitious young women, a journey I started at Columbia.

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What influenced you to apply to Harvey Mudd College? What about the HMC curriculum and community appeals to you? Please limit your response to 500 words.

My high school does not have the resources to provide a number of courses and, as a result, most of my career interests have been developed from my own personal experiences.

Having worked construction for a couple years, I've enjoyed seeing how planning and hard work can come together, and although I've yet to design my own structures, my time as a construction worker and my love for math both have inspired me to become an architectural engineer.

I've taken the most difficult classes my school has to offer in terms of mechanical sciences and mathematics, but I'm seeking to expand my knowledge in the sciences in a profound way and I believe Harvey Mudd is the perfect place to do so.

Courses like *Materials Engineering* will teach me how various components perform in a variety of scenarios and under different conditions, while *HMC's Engineering Clinic* will provide hands-on opportunities to apply that knowledge on real projects. In addition, the diverse electives at Harvey Mudd will allow me to pursue the engineering specialty of my liking, making my degree more dynamic. *Structural Mechanics* and *Advanced Structural Dynamics* will teach me force and deflection analysis, stability, and free and forced response of continuous systems, while *Applied Elasticity* will provide me with the basics of stress and strain.

In addition, through the Claremont Consortium, I'll have a vast array of courses, clubs, and opportunities to choose from. As an advocate for first-generation and undocumented students, I'll be able to take courses that promote the discussion of social stigma through Pitzer's Munroe Center for Social Inquiry. Further, Scripp's course on *Natural Resource Management* will be beneficial to my career as an engineer as I'll learn about the impact of human activities on the environment. Through the Consortium's Chicano and Student Affairs program I'll be able to settle quickly into the Claremont community, and I'll definitely be spending time at Pomona's Oldenborg diner practicing my Japanese or Russian.

Swimming is also a significant part of my life and, as my school's current record holder in the 100 yard breaststroke, it's something I hope to continue either as a recreational activity or in a competitive way. Then, when a break is well-deserved, I'll enjoy a walk through the Rancho Santa Ana Botanic Garden.

The more I've gotten to know Harvey Mudd, the more I feel like a mudder. After I read about the prank a couple of HMC students pulled by "relocating" Caltech's Fleming Cannon, I thought one thing: I want to top that.