



## IE FACULTY SUPERVISORS DISCUSS THEIR EXPERIENCE

*Every year more than eighty UT faculty members serve as supervisors for IE Pre Grad interns. Along with hundreds of graduate student mentors, faculty members create an incubator where interns learn about the culture of academic disciplines and are exposed to the routines of graduate study. IE not only benefits students but assists faculty in conducting research and honing their teaching and mentoring skills. Read what faculty members from a variety of disciplines in Liberal Arts, Natural Sciences, Engineering, Communication, Education, Social Work, Pharmacy, and Fine Arts say about their experiences with IE students.*



### **UT Pharmacy Professor Jamie C. Barner (Health Outcomes and Pharmacy Practice):**

“The IE program has been a fantastic opportunity to expose pharmacy and pre-pharmacy students to graduate education. Of the two students who have participated in the IE program, one was just admitted to our PhD program and the other was admitted to a fellowship program at Rutgers. The program has been so rewarding that I currently have three students enrolled. I can attest that the unique opportunities provided by this program have significantly impacted mentees' decisions to pursue post-graduate opportunities. As a faculty member, it has been such a gratifying experience to expose, encourage and equip underrepresented minorities to learn about the research process.

Although I am the one who identifies and works with the students initially, I utilize my graduate students as mentors, primarily so that the student is better able to view graduate education through their perspective. In speaking with my graduate mentors, they indicate that their interaction is key because the students are better able to 'see' themselves in a graduate student than in the faculty member. This model also serves to help the graduate student

become a better communicator and self-manager, which positively impacts their own work ethic and progress. In addition, the financial support provided by the program for the mentor and mentee to attend national meetings is an excellent opportunity for students to view research in a larger context. I just returned from a conference with two of the mentees and they were able to view poster sessions with me and the graduate mentor, meet colleagues, and graduate students from programs across the country. It was eye-opening for them and very exciting for me to see their excitement and interest in research. Without this program, I would still be a mentor; but, with this program and I am more of an effective mentor and so are my graduate students. I am very grateful to Dr. Cherwitz and the IE program because it has been an invaluable experience for all involved.”



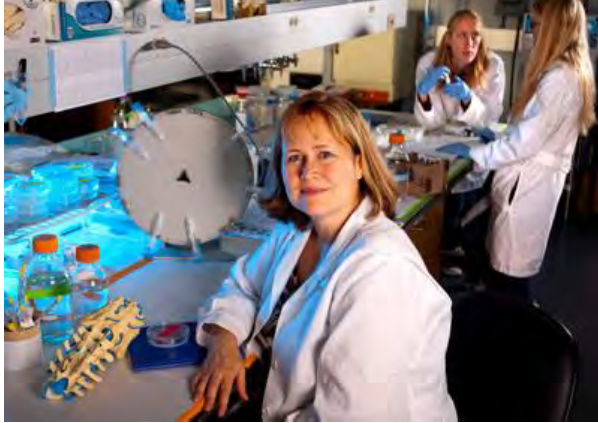
**Charles Ramirez Berg, University Distinguished Teaching Professor, Joe M. Dealey, Sr. Professor in Media Studies, and Board of Regents' Outstanding Teacher:**

“As I look back on the wonderful IE interns I have supervised over the years, I am struck by the fact that they have been among the very best students I have ever had the pleasure to teach. Smart, enthusiastic, and hard-working, they have been a joy to work with,

and the truth is I find myself learning from them as least as much as they learn anything from me. I also find myself being inspired by their dedication and work ethic and reinvigorated by their energy and curiosity.

Generally I have IE interns assist me on my film history book projects. I explain the type of research I'm doing for the book, go over the book outline, and have them read draft chapters to get an idea of my approach. Then we focus on the chapter I'm writing and I have them help in researching that topic. I introduce them to the films I will be focusing on. I show them how to search for resources in the library catalogue as well as how to do on-line journal searches. They soon return with a bibliography of books and articles as well as stacks of books and copies of articles they think will be especially helpful.

Their assistance is extremely helpful, of course, but the real reward of supervising IE interns goes beyond the work they do. For me the payoff is the enthralled look on their faces and the light in their eyes as they begin to understand how academic research is undertaken and how--through hard work and thought--it can sometimes lead to the discovery of something new.”



**Christine Schmidt, Professor of Biomedical Engineering and BF Goodrich Endowed Professor in Materials Engineering**

“The IE Program has been instrumental in providing undergraduate students with formal training on what to expect in research and graduate school. The students are paired with graduate student and faculty mentors in laboratories where they are engaged in hands-on research, much like they would experience in graduate school. Also as part of the program, the interns receive lectures and seminars

preparing them for advanced education in graduate school.

We have had a number of IE interns work in our laboratory (e.g., Jeff Coursen, Claudia Wei, Shan Modi, Ross Malik), and the experience has been wonderful for them and for us. My graduate students who serve as mentors have honed their own research and teaching skills as part of the opportunity. And, the interns have been able to work side-by-side a graduate student on a Ph.D. level project. The program has also provided some funds to help the students travel to national conferences to present their research. This opportunity is a rare educational treat for these interns, and provides them with unique chances to meet with the top researchers from across the world.”



**Art Markman, Annabel Irion Worsham Centennial Professor in Liberal Arts and Professor of Psychology:**

“My most recent experience with the IE program brought together one of my graduate students (Andre Souza) and an undergraduate Psychology major (Rogelio Garcia). I think this really highlighted the factors that lead to the success of this program. Andre served as a mentor for Rogelio and met with him regularly to talk about research and the path to success in a graduate program. Andre, Rogelio and I met about once a week to talk about research projects. Eventually, Rogelio designed a project to explore cheating behavior among undergraduates. He based his study on papers he read from the scientific literature. In addition, Rogelio attended my lab meetings regularly. In this way, he got integrated into the culture of the lab.

It can be difficult for any undergraduate to get involved in ongoing research at UT. The IE program helps to make the university a smaller place by creating individual relationships between undergraduates, graduate students, and faculty. The value of these relationships became clear as Rogelio looked toward going to graduate school. To strengthen his application, he decided to work as a research assistant in a

lab in the year after graduation. I was able to connect him with a colleague in the UK who had an ongoing project with researchers in Switzerland. They hired Rogelio as a research assistant. Not only did he get valuable experience on his road to graduate school, but he was able to spend a year living in Europe.”



**Professor Sharon Jarvis, Distinguished Teaching Professor, Associate Professor-Departments of Communication Studies and Government, and Associate Director for Research-Annette Strauss Institute for Civic Participation:**

“I am so fond of the Intellectual Entrepreneurship program that I simply don’t know how to begin praising it. Let me offer four direct statements. The IE Program changes

lives. It helps undergraduates imagine bigger futures. It gives graduate students opportunities to become mentors. And, it reminds faculty to invite undergraduates to think about academic life.

Why am I such an advocate of this program? Simply put, I wish that I had had an IE experience as an undergrad.

I teach and conduct research in the area of political communication and persuasion. I feel that I have a dream job and am always excited to talk about messaging and public life with our wonderful undergraduates. But, I certainly didn’t know when I was 20 years-old that I could be a professor. Like many undergraduate political science students, entropy had put me on a pre-law track.

Then, one afternoon in the spring of my junior year at the University of California at Davis, I happened to see a poster for a lecture by—as luck would have it—a female professor then at the University of Texas. Kathleen Hall Jamieson would be on campus the next day to deliver a talk on political advertising. The event sounded interesting. I attended it. My life has never been the same.

Up to that time, I had never had a female political science professor. It had never occurred to me that teaching and researching politics could be a career choice for me. It took attending a lecture for that light bulb to go on. And, once it did, I never gave attending law school a second choice.

I have shared this story countless times while promoting the IE program to my undergraduates. I have been thrilled to serve as a mentor to many students who share how valuable it is to have a chance to look behind the curtain of academic life, to get involved on a research project, and to talk candidly with graduate students. It is a joy to see them develop their own scholarly monographs, to ask smart questions while attending our academic conferences, to make wise choices about applying to graduate schools, and to hone thoughtful and important research paths while still undergraduates. I’ve never had a student complete the program without raving about its merits, without sharing that it made their world bigger, and without confiding that it introduced them to role models and skills that help them academically in their other classes at U.T.”



**Educational Administration Professor Richard Reddick:**

“This past academic year, we were fortunate to have Bernice Chaung as an intern in the Higher Education Administration Program. The goal of Bernice’s IE internship was to learn more about graduate school, and the inner workings of our particular field, Higher Education Administration. Bernice worked closely with IE Mentor Milly Sordo Lackey, an outstanding first-year master’s student. Milly and Bernice together explored the application and admissions process, researched many higher education graduate programs, and worked on crafting Bernice’s personal statement. Bernice also joined Milly in a graduate course focused on the Latino population in higher education, campus diversity, and college student identity. Bernice and Milly also attended a conference on the juvenile network and support system.

The Intellectual Entrepreneurship Pre-Graduate Internship is an amazing stepping stone experience for students like Bernice, who have the opportunity to experience graduate school—up close and personal with a successful graduate student such as Milly. Bernice’s enthusiasm and entrepreneurial spirit shone through from our very first interactions, and she joined me and our student leaders in Higher Education in organizational meetings, which afforded Bernice not only a perspective on the student experience, but also how faculty and students work collaboratively in a graduate setting. There is really no other opportunity like IE for students to shape a meaningful experience that will catapult them towards successfully applying and enrolling in a graduate program, and IE students have a real advantage in having a mentor who has spent a semester sharing their experiences and knowledge.

Bernice was already a strong student when she came to us, but I believe working with Milly provided that extra advantage that ultimately made her successful in gaining admission to many of the nation’s top Higher Education programs at NYU, USC, Boston College, and of course, UT-Austin’s program, in the nation’s top-ranked public graduate school of education. Bernice’s experience is a testament to the rich intellectual experience that comprises the IE Pre-Graduate Internship.”

Read Professor Reddick’s study of IE Mentors, “What You Get When You Give: How Graduate Students Benefit from Serving as Mentors,” *Journal of Faculty Development*:  
<https://webpace.utexas.edu/cherwitz/www/articles/jfd2012.pdf>





**Lisa L. Moore, Associate Professor English and Women's and Gender Studies, and Co-Director, Texas Institute for Literary and Textual Studies:**

“Two of my graduate students have participated in the Intellectual Entrepreneurship Pre-Graduate Mentorship Program, in which outstanding graduate students are selected to advise senior English majors considering graduate school.

The first is Amena Moinfar, who received her PhD in Comparative Literature under the co-supervision of myself and Professor Neville Hoad in 2010. Moinfar worked closely with an African-American undergraduate, Kelle Martin, even taking him on a trip to Mexico to attend the American Comparative Literature Association meetings. The student formed a strong bond with Moinfar that made a difference

in his future plans. He credits her with giving him the confidence and experience that allow him to forge ahead with graduate school applications the following semester.

Because this partnership had been so successful, the following year I nominated another Comp Lit student, Naminata Diabate, who earned her PhD in 2011 and ended up winning the Livingston Award for Outstanding Dissertation. I chose Dr. Diabate as the mentor for Joanna Thaler, who had done outstanding work in my undergraduate class, because I wanted Joanna to see the model of rigorous discipline, sophisticated learning, and balanced appreciation of life that Diabate exemplifies. Joanna was warmly enthusiastic about Diabate’s helpfulness, support and inspiration. Diabate even took her mentee with her to the American Comparative Literature Conference at Harvard in 2009. Coached by Diabate, Joanna is now in her second year of the competitive doctoral program in English here at UT.”

Read about Joanna Thaler, one of Lisa's IE interns:

[https://webpace.utexas.edu/cherwitz/www/ie/j\\_thaler.html](https://webpace.utexas.edu/cherwitz/www/ie/j_thaler.html)



**Ethnomusicology Professor Robin Moore (School of Music):**

“The IE Pre Grad Internships provide a wonderful opportunity to undergraduates and graduates alike. From the perspective of a professor, it is gratifying to see my graduate advisees take on the role of academic mentor, helping students improve their writing, hone the theoretical focus of their individual projects, and learn about new literatures and ideas. The undergraduate students receiving such attention naturally benefit a great deal from such attention, but graduate students learn as well. The process helps them make the transition from advanced students, concerned primarily with their own research, to that of educator, a process critical to their personal and professional development.

Undergraduate students mentored by my advisees have learned to play various sorts of non-Western music in university ensembles, have conducted extended archival research in the Benson library and elsewhere, have learned to undertake ethnographic work and interviews locally (all of which resulted at least once in award-winning scholarship), and have attended regional meetings of the Society for Ethnomusicology, learning to interact with peers and faculty in new settings.”

Professor Moore is featured in the IE Development Video—along with one of his IE interns:  
<http://www.youtube.com/watch?v=eTgjp16A2o4>



**Professor Nancy Hazen-Swann, Human Development and Family Sciences:**

“It has been a great experience to work with the IE mentoring program. It has given my two graduate students who participated in the program, Leslie Frankel and Caroline Heaton Christopher, a tremendous opportunity to learn mentoring skills and make a difference in the lives of the students they mentored. Leslie was the first of my students to get involved in the program, and I have to give her credit for introducing the program to me. During 2008-9 and 2009-10, she supervised two first- generation undergraduates who were also under-representative minority students. She spent several hours a week supervising both students’ research and assisting them in preparing for and applying for graduate programs in human

development research. I advised Leslie on mentoring and also met with her mentees from time to time to advise them on their graduate school applications, but I have to give Leslie credit for getting involved in IE in the first place, and for doing most of the mentoring work. I was particularly proud of Leslie for her work in helping one of her students win a prestigious Millennium Scholars award. The Millennium Scholars program was developed by the Society for Research in Child Development to help talented first-generation minority undergraduates get involved in academic research in human development and get into top-tier graduate programs. Leslie's student, the daughter of Vietnamese immigrants who is the first in her family to attend college, won the award, which included having all expenses paid to attend the biannual conference of SRCD this April in Montreal for a week, where she was able to attend meetings and events with top scholars in the field. This is a highly prestigious and competitive award for which hundreds of students apply, and only 50 are selected every two years. It was Leslie's conscientious and caring mentoring that guided both of her IE mentees to their current academic success.

After I saw the mutual benefits that both Leslie and her students gained from the IE program, I have encouraged other students in our graduate program to get involved. One of my other students, Caroline Heaton Christopher, has been involved for the past two years. He student, Hardev Singh, is currently doing research in our lab and is doing an excellent job. She will be a co-author on a paper we are presenting at this year's Society for Research in Human Development conference. As a consequence of her participation in the IE program, she will be well prepared as she applies for graduate school in Clinical Psychology this fall. In addition, Caroline has told me many times how much she has learned about mentoring due to her involvement in the program.

In sum, I've found the program to be of great benefit to my graduate students as they learn a great deal about mentoring skills, and it has also been a benefit to my research lab to have these dedicated undergraduates involved in our research."



**Educational Psychology Professor Stephanie Cawthon:**

"My experience with IE as a faculty supervisor has been a meaningful one. I have had IE Pre-Grads be a part of my research lab that focuses on issue related to assessment for individuals who are deaf or hard of hearing. The students are connected with one of my graduate students who is also part of the project. My labs tend to be large, with 8-10 students from across various years in their graduate program. The interns attend project meetings, go to classes with the graduate students on the project, participate in literature and data collection, and engage in discussions about the research issues at hand. IE Pre-Grads have been a part of both research presentations and publications as a result of their work on my



projects.

I have appreciated the opportunity to have vertical teams of students working to mentor each other across both undergraduate and graduate degree programs. Pre-Grads also ask great questions and contribute to the larger discussion of how research serves the larger community. I always look forward to the opportunity to work with IE and its initiatives.”



**Communication Sciences and Disorders Professor  
Courtney Byrd:**

“The IE students with whom I have had the opportunity to work with thus far have made a significant contribution to a series of descriptive and experimental projects that have been conducted to enhance our understanding of the linguistic and motoric variables that may contribute to fluency breakdowns in the conversational speech of young children who stutter. Their efforts have manifested in the completion of peer-reviewed articles, book chapters, and

national and international research presentations. My sincere hope is that their participation in this internship enhances their understanding of the critical interplay between research and clinical excellence.

For the descriptive studies, students identify and transcribe key markers of childhood stuttering in the conversational samples of young children who stutter. Most students move beyond basic data entry assignments into more detailed speech sample coding and transcription reliability analysis. For the experimental studies, students assist with the programming of verbal and nonverbal paradigms that allow for the exploration of the impact of auditory and visual input on the difficulties persons who stutter have establishing and/or maintaining fluent speech. Prior to participation in either of these two diverse types of projects, all participants have to complete several standardized and criterion referenced tests to determine eligibility. Students are trained how to administer these tests – an experience that familiarizes them with the typical assessment protocol that is used with this complex clinical population.

In addition to these project opportunities, all students are assigned at least one client ranging in age from preschool through adult who is currently enrolled in the Austin Center for Stuttering Intervention and Research (ACSIR) for whom they have to observe on a weekly basis and provide both subjective and objective data regarding treatment progress. These data have been used to help insure that we continue to make evidence based clinical decisions in the ACSIR program.

Finally, whenever possible, I make every effort to facilitate unique opportunities for students, such as, being a liaison for clinical observations at other clinics in the Austin area, or supporting their development and completion of their own research project from start to finish. Aside from the monthly lab meetings regarding data analysis/maintenance, I also meet with the students as a group periodically throughout the semester so that they are able share and learn from each other's unique experiences gained from their participation in the IE program. In these meetings I also field questions regarding graduate school and try to help them navigate all that is to come in their future career as a Speech-Language Pathologist."



**Mike Lauderdale, Clara Pope Willoughby Centennial Professor in Criminal Justice (School of Social Work)**

"My IE Pre Grad interns were football players and several of their graduate student mentors were former football players. The IE internship helped the older students communicate to the younger ones the meaning of graduate education and to think about careers not just football. College athletics at UT is very intense and absorbing for the participants. The IE Pre Grad Internships, which coupled students a couple of years older, provided powerful transitions for both grad mentor and intern."

One of Professor Lauderdale's mentors, Dallas Griffin, explains how as an MBA student he took his IE students on a journey to experience graduate school:

<http://www.youtube.com/watch?v=NDaNs7liX4s>



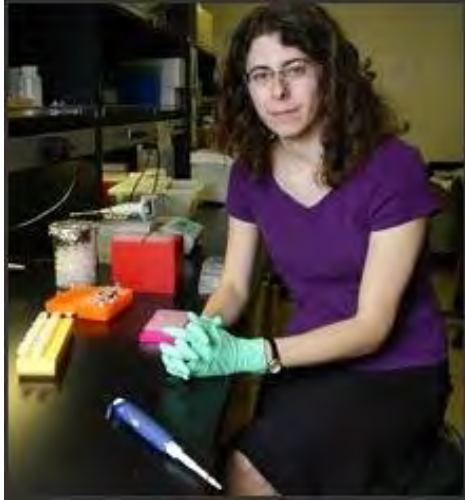
**Craig Champlin, Lillie Hage Jamail Centennial Professor of Audiology:**

“As an enthusiastic supporter of the Intellectual Entrepreneur (IE) Program, I have participated as an IE Faculty Supervisor for several years. The IE experience centers on the interactions between the Intern (the undergraduate student), the Mentor (a graduate student) and the Supervisor (a faculty member). The Mentor meets regularly with the IE Intern to discuss diverse topics that range from applying to Graduate School to observing in the educational process in both the classroom and the clinic. ‘Facilitated Observation’ is likely the most important experience the Intern and Mentor share together. The Mentor coordinates times when the Intern and Mentor can observe real-life clinical cases in the UT Speech and Hearing Center. The Mentor describes key elements of the case including the client history, test and intervention

procedures, outcomes and recommendations. The Mentor also answers and questions the Intern may have. During Facilitated Observation the Mentor serves as the Intern’s clinical guide.

I too, meet with the Intern on a regular basis. We talk about the field of Communication Sciences and Disorders and the professions of Audiology and Speech Pathology. We discuss the graduate admissions process. The Intern attends classes that I teach and we chat about my current research interests. We also spend time in my laboratory. The Intern participates in a study that is underway and we talk about the questions that the experiment is attempting to answer. We talk about how research gets published and the knowledge base of the discipline. The Intern may attend a CSD Research Colloquium presentation that is given by a visiting scholar. The Intern is also encouraged to go to a conference or professional meeting. In short, my goal is provide the Intern with as much information about academic and professional life as possible.

As mentioned earlier, the one-to-one interactions between Intern-Mentor and Intern-Advisor are the cornerstones of the IE Program. These exchanges are clearly different from the didactic contexts that typify college learning environments. In fact, the IE students repeatedly tell me that the opportunity to become actively engaged in their education has been an invaluable experience.”



**Molecular Anthropology Professor Deborah Bolnick:**

“My IE Pre Grad interns worked closely with me and one of my graduate students to learn what graduate school in physical anthropology involves. My interns attended weekly lab meetings and/or journal clubs, sometimes sat in on graduate classes, and worked closely with a graduate student conducting research in my molecular anthropology lab. The interns assisted with a variety of lab analyses (extracting DNA, performing PCRs and gel electrophoresis to analyze specific genes, preparing samples for DNA sequencing, etc.), working initially with close supervision and later more independently. These experiences helped them see what the daily life of a

graduate student is like, as well as how graduate research progresses over the course of a day, week, month, and semester. My IE interns also spent time talking informally with me and my graduate students about the differences between undergraduate and graduate education, how the graduate admissions process works, how one decides where to apply to graduate school, what one does after graduate school with a degree in physical anthropology, etc. I have had interns go on to graduate programs in anthropology—the most recent was just accepted to the University of Florida.”



**Molecular Cell and Developmental (MCD) Biology Professor Jerry Brand (School of Biological Sciences), Jack S. Josey Professor in Energy Studies, and Director of the Culture Collection of Algae (UTEX):**

“May Chou (Chemistry major) and Joseph Lin (Human Biology major) were enrolled in the Intellectual Entrepreneurship Pre-Graduate School Internship the spring semester of 2008 and participated in research conducted in my laboratory. Each had taken numerous biology and chemistry courses, were enrolled for independent research, and had expressed an interest in graduate studies—although they were still unsure whether they wanted to pursue an advanced degree. Both Joseph and May were model students and good candidates for graduate school in natural sciences - they were bright, mature, enthusiastic, and adapted quickly to the fast-paced

research environment. Most importantly, they always arrived well-prepared with a positive attitude and demonstrated dedication to the success of the research.



Throughout the IE internship, Joseph and May were mentored by Plant Biology graduate student, Schonna Manning, and learned various biochemical techniques for the separation and isolation of toxic compounds produced by microalgae. The role of the interns was to assume many of the responsibilities that were expected of a graduate student including assisting with experiments and coordinating duties for several undergraduate students. Over the course of the semester, they became very proficient at coordinating complex procedures and routine maintenance in the laboratory. And, it was evident that May and Joseph appreciated the immense amount of preparation needed to orchestrate multiple experiments, analyze data, and serve as mentors to others in the laboratory.

While May and Joe were already quite comfortable in the laboratory, this experience made them feel more confident regarding making a decision about their respective paths after graduation. In the end, both May and Joe applied to graduate schools, but decided on very disparate routes and career goals. May applied to PhD programs and is presently a graduate student in Chemistry and Biochemistry at Texas Tech studying under UT alum, Paul Pare. She very much enjoys the research environment and anticipates a career in academia. Joseph also applied for graduate programs but decided to pursue a career in business. Last year Joseph earned his MS in Accountancy from the University of Houston and is currently employed in the business sector. May and Joseph provided excellent feedback about their internship experience and both felt that they had gained valuable insights by participating in the IE Pre-Graduate School opportunity.”



**Andrew Dell'Antonio , Associate Dean of Undergraduate Studies, College of Fine Arts and Musicology Professor (Sarah and Ernest Butler School of Music) :**

“Over the years I have had the pleasure of supervising several IE Pre-Grad interns. Each has been an unqualified success, even when—perhaps especially when—the student has not continued on to graduate school. My field is music history and, while all undergraduates in the Butler School of Music have a set of music history requirements, we do not have a music history major degree: therefore, students who are considering graduate work in the field have only limited structure within their academic program to explore that option.

Of the students who have taken the IE course in order to investigate a graduate path with one of our graduate students in the area (we do have both a Master's and a PhD program in music history) several have gone on to successful graduate school careers, made significantly more successful, I believe, by their having gained a deeper understanding of the discipline through their close work with their IE graduate student mentor and having been able to attend professional meetings to build essential connections. Others, however, realized that the field was not for them and have become just as successful in other ventures—other graduate pursuits, non-profit work in the arts, even

K-12 teaching. The very process of careful work with a senior-peer mentor clearly made those students into intellectual entrepreneurs—and that orientation has driven their success in a multitude of areas.

Because of this and other benefits to the increased circulation of ideas and sociability between undergraduates, graduate students, and faculty—the very circulation that is the lifeblood of a university— I believe the Intellectual Entrepreneurship program is one of the jewels of the University of Texas. As I have recently moved into an administrative position in College of Fine Arts, I have strengthened the connection between our College's professional development efforts and IE, since I believe it provides a crucial model for fostering success beyond the undergraduate years as well as maintaining vibrancy in our intellectual community.”



**Karl Galinsky, Floyd A. Cailloux Centennial Professor of Classics and University Distinguished Teaching Professor:**

“Programmatically, one of the strongest contributions IE makes on the higher education scene is innovation. It's a truism that the moment you stop innovating, you are already falling behind - examples are easy to find. Therefore, just the innovative spirit of IE provides a wonderful ambiance for faculty to mentor students and open their horizons.

There are no "typical" IE interns, but mine was representative of many others: Hispanic, working her way through school, interested in might really lie ahead in grad school (and beyond). IE introduced her to many of those perspectives and, importantly, in the long run. She was not able to proceed to graduate work directly (had to help finance her sister's education), did some searching, and then proceeded to the University of London for an

M.A. and is now in a Ph.D. program at UCLA. The praises she sings of her IE experience make me blush; for me, the greatest thing was to help a superbly talented young person find her way under the constructive and stimulating aegis of IE.”

Professor Galinsky’s intern, the first in her family to go to college, prepared a short video about her IE experience and the help provided by Professor Galinsky:

<http://www.youtube.com/watch?v=HLozMTMg-64>



**Sheldon Ekland-Olson, Rapoport Centennial Professor in Sociology and former Executive Vice President and Provost:**

“I have long been an ardent supporter of the IE program under the leadership of Rick Cherwitz. I have now worked with a number of students, I have lost track of exactly how many, and on each occasion this conviction that something as important as it is innovative was in the making only grew. Among these projects, the one that stands out most is a young woman who decided to investigate and advance the DREAM Act. This project was life transforming. It gave her a sense of the value of careful, objective research and sharpened her awareness that the task is frequently only beginning once the facts are in hand. When last I heard she remained fully engaged and on a career path that would not have clarified had it not been for her participation in IE. Bravo!”



**Government and Law School Professor H. W. Perry, Jr.:**

“My graduate students and I have had the pleasure of working with two students in the IE Pre Grad Internship program. Michael Mazidi immediately caught my attention in the freshman signature course that I taught in the fall of 2011. He expressed interest in researching an interesting conundrum in Supreme Court history - how can we understand the Court's decisions on economic rights cases in the early 20th century in light of their decisions at the same time on free speech, which both in terms of outcome and rationale seem quite opposite. My TA and dissertation advisee, William Blake, was very interested in this topic.

Mike and William met weekly to conduct wide ranging discussions that included what graduate school would be like. They also had debates in legal philosophy, predicting the direction of the current Supreme Court, and discussing William's research agenda. Michael helped William gather some background information on a book project that William eventually wants to do. The subject is on the development of powerful judiciaries in Westminster parliamentary countries, such as the United Kingdom, Canada, and New Zealand. These regimes had been defined for centuries in terms of parliamentary sovereignty. The traditional view of maintaining justice is through free and fair elections, not giving courts the power of judicial review. According to William, Mike's research helped him understand much more about the inner workings of the recent changes in these countries and the rationales behind their continued operation. Mike's research was thorough and sophisticated and it resulted in him taking a keen interest in this subject as well.

In the next two weeks, Mike will be presenting his research on constitutional history at the Midwest Political Science Association in Chicago, the second most prestigious conference in our discipline. Mike is only a sophomore, but he is already giving serious consideration to attending graduate school in political science. Mike and William continue to meet on a regular basis.”



**Director of the Cognition, Culture, & Development Lab and Professor of Psychology, Cristine H. Legare**

“The IE program provides a wonderful opportunity to connect undergraduate interns with graduate student mentors. By participating in this program, undergraduate students learn about what graduate study entails. This includes conducting research, attending departmental area meetings, discussing relevant literature, hearing lectures by speakers in the field, and auditing graduate level courses. The IE program also provides numerous scholarships and travel grants to both undergraduate interns and graduate mentors. The travel grants allow undergraduate interns and graduate mentors to attend professional conferences in their fields.

Graduate and undergraduate students get experience presenting their own research as well as learning about the research of experts. All of the IE interns I have had in my lab have made valuable contributions to our research and have found the experience to be both professionally and personally transformative. I would recommend this program to all students interested in learning more about graduate training programs.”



**Spanish and Portuguese professor Jacqueline Toribio**

“The University distinguishes itself for the resources—institutional and human— that it provides for its faculty and students. My own research agenda has been significantly advanced by the collaboration of graduate and undergraduate students; and their own training has, in turn, benefitted from their participation in supervised research. The Intellectual Entrepreneurship Pre-Graduate Mentorship Program facilitates and fosters these efforts and relationships, providing a context in which faculty and students can share their

knowledge and attain new knowledge in addressing novel questions.

The trajectory of the Spanish in Texas Corpus Project, which I co-direct, provides a ready example. In its early stages, IE student interns acquired training to assist in the various stages of data collection: sociolinguistic interview techniques, video editing, transcription, and data coding. More recently, students have lent their expertise in writing scripts and developing tools for automatically annotating this and other language data. Our current research team, which includes graduate IE intern Jacqueline Serigos Larsen and undergraduate IE intern Kelsey Ball, is analyzing a large corpus of bilingual speech, and we will present our findings at a national conference in late spring.



The IE program also affords students a forum for building the confidence to embark on independent research and productive scholarship. I supervised graduate IE intern Mark Amengual who mentored undergraduate IE intern María Elena Gutierrez in a study of language profiling. Under Mark's mentorship, María Elena designed and executed her study, presented it in local and national venues, and published her work as an honors thesis; she is now a doctoral student at the University of Illinois. The experience also proved valuable for Mark, who continues to mentor student researchers as a faculty member at The University of California, Santa Cruz."