**Everyone belongs to many different communities and/or groups defined by (among other things) shared geography, religion, ethnicity, income, cuisine, interest, race, ideology, or intellectual heritage. Please choose one of the communities to which you belong, and describe that community and your place within it. 300**

Growing up in a Muslim family, I developed a sense of unconditional faith that bound me to this religion. So, it surprised me when my parents moved me into a homogenous Jesuit high school. Suddenly, the holy trinity replaced "bismillah," and Al Fatihah became the lord's prayer.

At first, I was afraid that the Catholic-based education would confuse my faith as it heavily emphasized being a man of god. Catholicism captivated me, so much so that I based my 11th-grade literacy project on the church's response to various problems in the modern world. I was also interested in how the church was organized, which prompted me to learn the roles of different figures. I frequented the school church, asking the clergy questions about the life of faith and church doctrines. My religion teacher noticed my curiosity and recommended that I join the school church as an assistant organizer. I accepted the offer because I wanted to experience church organization firsthand.

Understanding catholicism made me reflect on my religion. I remembered the verses of the Quran that told me to spread gratitude, kinship, and kindness, and how those mirrored the teachings in the bible. This new perspective reminded me of the beauty of Islam which reaffirmed my faith. Learning about another religion taught me to be open-minded, accepting, and tolerant of differences in people’s perspectives.

As the first Muslim in school history to join the church organization, I gradually became an agent of pluralism in the school. I was always the first to come to rehearsal to ensure that the mass ran smoothly, a small act that encouraged my Catholic brothers to take on more initiative. Having experienced true inclusivity by working at the church, I also invited my Muslim brothers to learn about Catholicism. Teachers invited me to speak at gatherings, discussing the importance of tolerance. School directors asked me to accompany Muslim guests visiting the school and leading their prayers. But my favorite moment was when I spoke during Good Friday while fasting for Ramadan.

**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**

Three and a half days without running water and electricity. The cause? Heavy continuous rain 24 hours before. What happened afterward was flooding from the hip down, a quintessential Jakartan monsoon season experience. If it weren't for my Uncle's Jeep Wrangler and the lifeboat attached, my family and 12 other people would have had to endure the 87 hours without running water and electricity.

After two years, my hometown continued to battle drinking water shortages, looming environmental disasters, and rising sea levels; I grew to resent the status quo, pretending as if this was fine. I longed for change, but that change never came. So I often ask myself: what can I do to help?

I volunteered in river cleanup initiatives and dug several biopore holes, but I never felt like my efforts created a substantial impact. Moreover, I didn't have the proper training to address the root of the problem: poor water management infrastructure, and urban planning. I want to be at the forefront of this issue, solving it.

The University of Michigan's BSE in Environmental Engineering offers courses that equip me with fundamental skill sets to achieve my goal. For example, Hydrology and Floodplain Hydraulics introduce the relationship between rain and land so that I can design effective stormwater drainage systems. On top of that, I believe that change is best when implementing knowledge beyond my field of study. For example, I noticed that poor urban planning contributed to the flood two years ago. Hence, I believe the Architecture, Sustainability, and the City course would help me contextualize my engineering education into the study of urban planning, so that I may develop more optimized solutions.

Having discovered GLISA's project on developing a flood resilience plan for the city of Goshen, It excites me to have the opportunity to network with individuals involved in the project and learn the technical know-how on redesigning existing systems to create a bigger-picture solution to prevent flooding. I hope to bring this knowledge back to help solve the same problem I faced in Jakarta.

During my freshman year, I researched water quality from school dispensers. When searching for sources from authoritative figures, I came across Nancy Love's research on nitrification in potable water systems. I found her research insightful as she discusses nitrification monitoring and control methods, which I cited when proposing a solution to the problems I found in school water. I look forward to meeting her on campus and discussing feasible plans to improve water systems, jumpstarting the first steps to make tap water drinkable in my country. I hope to join her research group and pioneer new methods of integrating wastewater treatment solutions into an existing urban landscape. Furthermore, the (MC)² user facility enables me to develop new cost-effective materials that may be instrumental in achieving this plan.

At UM, I will remain open to other opportunities that may help my goal of ending my city's long list of environmental challenges. For example, while working as a maintenance & operations intern in a waste-to-energy plant, I learned that well-engineered solutions are only as great as the team that manages and executes them. The industrial and operation program is interesting because I get to explore the intricacies of effectively managing and maximizing the potential of an organization. Through Work Organizations and Service Operations Management courses, I will learn to traverse and control different facets of an organization, steering it towards a more environmentally conscious one.

I can't wait to extend my experience empowering children to take charge of their nutrition and health at UM. I founded *grow and grub* in high school and donated hundreds of nutrient-dense meals to primary school children. Organizations such as Kids' Kitchen offers me a unique opportunity to socialize with like-minded individuals and continue my personal mission by helping mentor children in local communities about proper nutrition.

The vast opportunities I find at UM cannot be understated. I see myself becoming a better person here by pulling all-nighters at the dude or participating in Maize Rage. It'll be an honor to cross the Michigan league fountain and finally call myself a wolverine.