1. What are the possible challenges going into a new institution? How would you overcome that? What would you do to engage in a new environment?
   1. I think the two biggest challenges are catching up to core requirements and meeting new people, especially initially when you don’t know anyone.
   2. Although Rice also has core and distribution requirements, they are not the same as Yale’s. I would need to organize my schedule well together with a major advisor to make sure I have enough time to complete them while leaving an open enough schedule to explore my interests at Yale.
   3. The second biggest challenge is that of meeting people. Since I am transferring as a sophomore, most students already have their groups of friends or groups of people who they usually work this. I believe the best way to meet new people is to actively socialize in common spaces as well as join club or organization that align with my interests. I am sure that I will find people with whom I click there and with whom I can become great friends.
2. When were you last challenged or stretched by an idea? How did you respond?
   1. I’d say the last time I was stretched by an idea
3. There are particular needs of communities. What is a particular need in your community? What have you done to address it?
   1. Bureaucracy is something that affects every Argentinian. Processes are slow, take multiple steps, and many of them can only be performed in person. This is not only a matter of inconvenience. A big sector of the population does not have enough time to go through all these steps or lack the transportation means to get to the government offices where these processes are performed. For example, for parents of children with disabilities to ask for reimbursements for their children’s medical care, they have to go to every single healthcare provider, which are a lot for these children, collect a thick folder of documentation and then take it to a government or health insurenace office in person. Not only is it a hassle for every parent, but it is especially worse for low-income families, which might not have the means to accomplish this, and end up just skipping treatment because they cannot afford it without insurance or government subsidies.
   2. This is exactly the problem I decided to tackle with a parent of two children with learning disabilities, José. He reached out to me and explained the whole situation. Together we brainstormed solutions to build off of his initial ideas on how to solve the problem. After various iterations of ideas and software, we finally reached one that did not require buy in from the government or health insurance companies, which move slow and many times do so purposefully to avoid paying reimbursements. He now uses the software to gather all the required documentation every month and sends it all in just minutes using an intuitive interface. Soon we will be expanding the trial to more families and to an insurance company that was interested in trying it to process reimbursement requests.
4. Why do you want to attend a school with distributional requirements?
   1. I believe school is not only the place to learn what you wanted to learn going in. It is a place to open your mind and show you what you didn’t know you didn’t know. Spending time with people from diverse backgrounds and with radically different interest does this, as well as taking classes from areas completely unrelated to your major. Two of the classes I have enjoyed the most so far are Chinese and Dillemas of Society, a writing class. Chinese, besides teaching me a new language, which is super useful, taught me about a different culture and a different way of thinking. In my writing class I analyzed weapons policy around the world and proposed a plan for regulating the new generation of autonomous weapons. That is something I didn’t ever imagine I would be interested in but that ended up fascinating me.
5. Tell us about a time you pursued something academic outside of school.
   1. Last year I saw how much my friends in the architecture major were suffering from their first assignment. They were complaining that they were asked to perform a very time-consuming task in a 3D editor generating shapes, and then the teacher would “almost arbitrarily” tell them that something looked good or bad. The problem was that it took so long to create new models that they could not change it many times to grasp what was considered aesthetic and what wasn’t.
   2. I thought that a program that generated multiple possible compliant designs, which could be rated by the professor would be helpful for them, since they could have more data points to learn what shapes were good and which ones weren’t.
   3. While working on it, I realized that the task was harder than I had imagined and that I didn’t have enough knowledge to do it. I hit sort of a wall that I couldn’t get through. This semester, out of pure curiosity I started watching linear algebra lectures online and it struck me: the problem of making compliant shapes could be modeled as a system of equations with less equations that variables. That would mean that some variables could be randomly chosen, and that would yield a random valid shape.
6. When was a time you had to listen to others? How did you listen and deal with it?
7. Tell us about how you deal with group discussion when there is a disagreement?
   1. I try to take the mediator role generally. I believe that many disagreements can start better off the bat if everyone involved recognizes where they agree first and they recognize the validity of another person’s arguments. I normally try to highlight that and then prevent the discussion from getting heated in case it evolves further.