Julie Ann Haldeman '14
Dartmouth College Oral History Program
Dartmouth Community and Dartmouth's World
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WOMICK: So to get us started off, my name is Cally Womick, and I'm here in Rauner Library. Today is Wednesday, June 4th, 2014.

Why don't you introduce yourself and talk a little bit about where you grew up?

HALDEMAN: Sure. Well, my name is Julie Ann Haldeman. I'm proud to be a member of the Class of 2014. I grew up outside of Philadelphia, in Abington, Pennsylvania. I went to a large public high school, about 650 students in my graduating class. And really fortunate to have a lot of great teachers and courses in preparation to be able to have an experience like at Dartmouth.

WOMICK: Mm-hm. And so why did you decide to attend Dartmouth?

HALDEMAN: Sure, yeah. Well, I knew I was interested in engineering because I had really loved my math and science classes and teachers in high school, and I looked at a number of schools, some technical schools or large state schools with really huge engineering departments. But I loved the sense of community at Dartmouth, the ability to study engineering but yet also be able to, like, maintain interests in learning about, like, international studies or other subjects. And also knowing that my friends and roommates wouldn't all be engineers, I would have a diverse group of people I interacted with both in their academic interest and just backgrounds as well.

WOMICK: Mm-hm.

HALDEMAN: So I guess one part being that engineering—being able to study engineering within a liberal arts setting. But then also Dartmouth's sense of community and traditions—I was really fortunate to come up the Bonfire Weekend during my either junior or senior year of high school, when I was still, you know, becoming aware of Dartmouth and then the application process, and just seeing how many alumni came back and were spirited and watching the bonfire and hearing

about the other—Winter Carnival and other traditions and how loyal the alums were really attracted me to this school. And we're kind of nestled away in Hanover, but because you're not going off to your big city on the weekends or going home, you're really here to invest in your friendships and relationships here on campus.

Yeah, so I guess those things drew me here. A little sentimental to be doing this senior week. [Both chuckle.]

WOMICK: Yeah, so make it even more sentimental—[laughter]—what was it like your first week on campus as a student during orientation and then classes?

HALDEMAN: Sure, yeah. Well, I'm sure many people say that DOC trips experience is just a wonderful, full-force thrown into the Dartmouth atmosphere. And I'm not super outdoorsy, but I appreciated my leaders and the camaraderie of the other students I met on that trip.

And then, yeah, jumping into classes freshman year, I was, like, full steam ahead with my engineering prerequisites, and so the classes were definitely a challenge in itself. I think I learned a lot about—unlike in high school, when you could kind of just almost do your homework on your own, freshman fall was when it sunk in that the professors, like, expect you to work in teams because it's just so challenging, too time consuming for one student to kind of figure out on their own.

But, yeah, I really appreciated forming little study groups, and there was a group of about four or five of us that had—we had two classes together each term for freshman year, so we really became a strong, like, core group of engineering students or soon-to-be engineering students.

WOMICK: What a great thing to find early on.

HALDEMAN: Yeah, yeah.

WOMICK: Who would you say were your first group of friends here? I guess other than those.

HALDEMAN: Yeah, sure. Well, kind of funny. One of my best friends on campus I met in pre-orientation. There was, like, a Meet and

Greet bagel breakfast at Parkhurst, and it was at the dean of the college at the time. And there's another girl who was sitting there and kind of didn't know that many people, either, and so we just started talking, and then we ended up being roommates and then we'll be real-life roommates. We'll live together next year.

So it was really amazing. She's actually—has a twin, and so I then quickly, after meeting her, I met her twin, and there came to be a group of maybe four or five of us that spent a lot of time together freshman year, kind of navigating the social scene and finding our own fun and watching movies together. None of them study engineering, so I really found it as a great—like, I had my engineering study group and friends in that sort of academic setting, and then I really appreciated having this other group of people that I spend quite a bit of time with.

WOMICK: Mm-hm. Great.

Are there any memories in particular that stand out in freshman year?

HALDEMAN: Sure. So freshman fall, I wanted to jump into Dartmouth traditions, and so I served as the Bonfire co-chair with another '14, so he actually happened to live right next door to me, which is completely random; it could be anyone within our class of 1,200 students or so. But that was really a fun experience, just to be thrown into—we, you know, really didn't know what we were doing or know that much more about campus than all of our classmates, and then within four weeks—a lot of meetings in conferences and special events and they sat us down, like, you know, "You're responsible for"—[chuckles]—"for this big event that the whole Dartmouth community, like, looks to. It brings everyone together." But it was really fun to work together with this classmate and floor mate.

It was such an honor to be able to, like, light the bonfire with the other co-chair and about ten other students who were really active volunteers. We were kind of in the middle space, where the S&S [Department of Safety and Security] kind of ropes off, and just hearing, like, the crowd of fellow '14s and that middle ring and then alumni on the outside—I

think I'll always remember that in future homecomings. Hopefully I'll get to go to a lot more consecutively in the coming year.

WOMICK: Yeah. Anything else?

HALDEMAN: Not that I can recall right now, but maybe if it's okay to be not chronological?

WOMICK: Oh, yeah, sure, we can jump around, yeah. But how about thinking about the transition from freshman to sophomore year? How was sophomore year different from freshman year?

HALDEMAN: Sure. So I think by—I think freshman year, much of what, like, either captured my interest and a lot of my time was spent, like, getting used to Dartmouth and, like, making new acquaintances and kind of navigating also the extracurricular activities. Like, I was just amazed that, like, coming out of a high school where they encouraged everyone to volunteer and that sort of thing, that here you had to apply to be in some of the extracurricular activities, to volunteer. There was a little bit more competitiveness even in the social and extracurricular space than I kind of had anticipated.

But I guess going into sophomore year, I was much more focused on my engineering studies, or I kind of got used to all of the other aspects of Dartmouth, some more aspects of Dartmouth's social life. And I actually was really fortunate to—well, I think really fortunate to be on campus all three summers here, so I was on campus my freshman summer, doing research at the Thayer School, rooming with another '14. And I think that gave me a chance to meet some '13s and some upperclassmen, so that going into sophomore year, I had a bit more maybe confidence in, like, knowing that, *Okay, I know what I'm committing to as an engineering major*. So sophomore year was really a time I dove into classes.

Also I started my involvement in Dartmouth Humanitarian Engineering. It's a student group at the Thayer School, and we work on sustainable, kind of collaborative engineering projects with communities in—at that time it was in Tanzania and Rwanda, and I really found the DHE group to be a really,

like, inclusive and welcoming community, and especially as I didn't really have any engineering skills yet, per se, but I had lots of interest and desire to learn how it could be applied to more real-life settings [chuckles] before I'd even actually learned it. But it was great to jump in to the bioenergy group focused on alternative cooking fuels. And at the time we were also working on improved cook stoves. So, yeah, I loved that chance to be in the machine shop outside, testing, and—yeah.

WOMICK: Why don't you talk about the culture at Thayer more?

HALDEMAN: Sure, yeah. Well, I think that's a really special part of Dartmouth, is the Thayer community. We have an amazing space, as well, that you just walk into the atrium, and there's couches, and make a left you're in Couch Lab, and you can see students tinkering at all times of day. They're working on a project for class, and they need you to come and test their prototype and see how it works. Or they're, like, laboring away at a problem set. And there's always someone around. It's a great feeling that if you're working on, like, a problem set for, like, one of the entry-level or mid-level classes, you know, you can always find an upperclassman who has been there before, was frustrated by that problem and can probably coach you through it.

It's a really collaborative environment and atmosphere, and I'm not certain that you get that in all departments even within Dartmouth, and I would think certainly not in all other engineering schools.

But it's also great—I also loved how you didn't have to decide what type of engineering you were interested in. I very much changed my mind multiple times throughout. And it's, like, physics and engineering physics and just regular, no discipline engineering sciences, and now I'm chemical engineering. And having that flexibility to experiment with different courses is really wonderful, rather than committing your freshman or early sophomore years.

WOMICK: Mm-hm.

HALDEMAN: Oh, and sophomore fall is a pretty defining experience in most engineers' time here. I took Introduction to Engineering,

which is ENGS 21, and it was taught by Professor John Collier, and he's, like, *the* teacher who—many professors teach his course, but he is, like, the hallmark professor for this class. And basically you have to design and build a prototype for a new product in ten weeks, and so I was with—I was in a team of four, three males, and we all had very different ideas of what we wanted to build. [Chuckles.] The guys in my group wanted to build this accessory to make a trick—like, for a trick bicycle. Like, basically you seem to do, like, pop a wheelie or that sort of thing. And I was, like, "I think that's a really small market for that sort of thing." [Both chuckle.] "Like, how are we going to test it?"

So we kind of did a compromise. We tried to make antilock brakes for bicycles. They're really a bad idea [chuckles], we learned in retrospect, and actually really dangerous to test [chuckles], if you can imagine, like, sophomores kind of trying—making this kind of, like, brought-together-not-really-well-built-kind of accessory, and outside in the parking lot.

But in that class, you—it's intended to introduce you to the resources available up there in terms of the machine shop, and you have an instrument room, and also other faculty and advisers who can coach you in your project. But it's as much of, yeah, a crash course in working in teams [chuckles] and collaborating with three other people who all have very divergent ideas and schedules and priorities as far as, like, what they're looking to get out of the class.

WOMICK: Mm-hm.

HALDEMAN: And there's also—every two weeks you have to give another presentation or prepare a video, and so I think it was definitely a formative part of my engineering experience, just understanding—it was the first time kind of seeing what an engineer does—like, how engineering problem solving—like, brainstorming, and then, like, making a matrix of alternatives, thinking of all the materials you might use and all the possibilities, and then narrowing down a solution, prototyping, testing and repeating the cycle. It's really—that engineering problem solving loop is something you use over and over again for each class. So good to learn it early sophomore year. [Chuckles.]

WOMICK: Yeah.

HALDEMAN: And practice it, make a few blunders but—

WOMICK: Yeah. What a way to get started!

HALDEMAN: Yeah, yeah. [Both chuckle.]

WOMICK: Anything else about sophomore year?

HALDEMAN: Yeah, sure. So I was on my sophomore fall and winter, and then my sophomore spring I went to Tanzania with Dartmouth Humanitarian Engineering.

WOMICK: Mm-hm.

HALDEMAN: So I was in a team of—there were just two others, so three of us, and we each traveled to Arusha and Kigoma. DHE had previously worked in Kigoma, which is kind of a more rural community in western Tanzania, and they worked with the Jane Goodall Institute, and our team's mission was to identify new potential partner—NGO partners, both international and local ones, for DHE to continue its projects in Arusha. It's slightly more accessible to Dartmouth students, and English is more widely spoken, or it's easier to find translators and materials, and logistically it kind of made sense for our organization.

And so that was really kind of a wild experience, wonderful. I had never been to Africa before or, really, a developing country. And just diving in—you know, we had e-mail—ten or 20 potential NGOs, and then we met with about, like, eight to ten of them, and it was amazing. It's kind of a small network of people working in this kind of alternative cooking fuels and, like, sustainable development. It focused on environmental issues based in this region. And so it was wonderful. We'd meet someone, and they'd say, "Oh, we don't really—we're not that interested in the project, but [claps her hands] meet with our friends at this organization." And we were able to find two partners that DHE is currently—or continues to use. So that was a really fun experience and great learning experience.

I was suddenly—I joined the organization, like two terms previously, and now suddenly I was kind of pitching, explaining, like, "Oh, what are these briquettes?" They're, like, these doughnut-shaped fuel sources that substitute for charcoal or firewood, and how these improved cook stoves work in reducing, like, indoor air pollution and other—like, deforestation. And many times, women would spend long periods of time collecting firewood.

So, yeah, just wonderful to meet so many people working in this space, but them, of course, interacting with the users and doing some testing and prototyping—really, like, interviewing and understanding their needs and making sure we weren't just maybe fabricating a solution that *we* felt might be useful but really wouldn't fit into their routines.

WOMICK: Mm-hm.

HALDEMAN: So, yeah, I feel, yeah, really fortunate to have traveled with DHE and grateful for that experience.

WOMICK: And what was it like coming back for sophomore summer right after that?

HALDEMAN: Yeah, yeah, that was a big leap. [Laughter.] Being in Tanzania for ten weeks and then back to Hanover. But, oh, I loved the Hanover, the sophomore summer experience, since I had been on my freshman summer, I was, yeah, buckled down with classes a little bit more. Was able to, maybe, compared to some classmates who really just wanted to take in the whole sophomore summer experience.

But I took two pretty challenging engineering courses, but I just loved the feeling of walking around campus and seeing your classmates. At that time, as I am now with Senior Week, I kind of was surprised and shocked by how many '14s I didn't know or didn't recognize. I kind of had this impression that, *Oh, 1,200 students. Like, I'll maybe know—I don't know—two or three hundred and, like, recognize a good rest*, but it was wonderful to continue meeting new '14s I didn't know and just go to the river, rent a canoe or kayak and enjoy the beautiful outdoors.

WOMICK: Yeah. And what about junior year?

HALDEMAN: Yeah. So junior year. That's when I finally decided I'd be a chemical engineer, so I bit the bullet and I took Orgo [chuckles] for two terms. That's really the commitment to be a chemical engineer. So that was the fall-winter, and obviously lots of time and effort, but I really loved the labs, and it was actually a pretty cool experience, looking back.

And junior year I also—coming back from the Tanzania experience really increased my involvement with DHE, so I was leading this bioenergy group, teaching other students about how to make these briquettes and testing them on campus. Also diving more in my—I had a stretch of a year of classes, so my junior spring and then senior fall and winter, where I took only engineering classes. So that definitely took a lot of, like, stamina.

I loved it, though. I think when I was only focusing on engineering classes, the classes really had a lot of overlap or there were a lot of things that contributed from one experience to the other, and I was, like, not quite living at Thayer [chuckles] but spending a lot of—spending a lot of time there. But it's just such great professors and people in that environment that it wasn't too much stress. Like, it was difficult but not—it didn't turn me away from being an engineer.

I'm trying to think of what—oh, also junior year I started serving as a peer mentor coordinator for the Women in Science Program, so this is—the Women in Science Program has been at Dartmouth I think since the early 1990s, and they offer research internships for first-year students and then also a mentoring program, where first-year women interested in the sciences are matched with upperclassmen. And so I had done a WISP research internship my freshman year in the Thayer School, and then my junior and senior years, I served as this peer mentor coordinator, so that meant kind of surveying the first-years and then finding upper-class women who either shared similar interests in terms of, like, disciplines or maybe athletics or outside of—extracurricular activities as well.

But that was a really good experience, to meet so many new, incoming students. But just to see their excitement coming

into Dartmouth, and I definitely had the same—we have various check-ins throughout the year, so kind of in the fall we have, like, study skills in the sciences and then in the winter, like thinking about an internship, research opportunities for the summer and then also some social events throughout the year.

But just being able to spend time with them and understand their concerns and really kind of empathize—recognizing that it was so recently that I was in that situation and completely confused about classes. I, yeah, really enjoyed interacting with them and having that experience.

WOMICK: What about senior year?

HALDEMAN: Yeah. Senior year. [Chuckles.] Well, I was on campus again junior summer going into senior year.

WOMICK: Mm-hm.

HALDEMAN: So I was doing a program at the Tuck School called the Paganucci Fellows Program. As an engineer, I, you know, love my engineering classes but always thought I potentially might be interested in business, and so this really combined my interests. It's focused on social entrepreneurship and kind of international development and, like, business approaches to international development.

So we were working with this international nonprofit actually founded by two Dartmouth alums and then another student they had met at the Harvard Kennedy School of Government. But it was really neat to just be thrown into a group, a team with five other students, a mix of rising juniors and seniors. We were analyzing the emerging market for social impact bonds, a very new kind of finance mechanism for international development projects.

WOMICK: Mm-hm.

HALDEMAN: But I really appreciated that chance to interact with wonderful advisers at Tuck, who really, really appreciate your, like,—made an active attempt to, like, get to know us as people and not just as students or as participants in this program, and have continued to be great mentors going into senior

year and thinking about applying for jobs and interviewing and those sorts of things.

But, so, yeah, coming out of that Paganucci experience in the summer—in the fall was a really busy whirlwind of applying for jobs and interviewing. And also I was taking ENGS 89/90, which is a two-term capstone course for engineering students seeking to get the bachelor of engineering, the B.E. degree. And some people joke that it's, like, the big version of ENGS 21 because it's two terms and you have a corporate client, and you have weekly conference calls and, like, very clear deliverables.

That was a really cool chance to—I was working with a team of four other students. There were five of us, all chemical engineers and one environmental engineer. And the company was in the space of wastewater treatment, and so we were looking at how you might use waste heat from concentrated solar power plants and use that heat in the—capture that heat in the desalination process, so kind of using excess heat from the sun, captured from the sun in that process to desalinate water and then have both energy and clean water, so looking in, like, in fracking environments and also in oil fields, Middle East.

But, yeah, I was really just immersed in that project for—it's like, six months, and you're expected to work on it during the winter break. [Chuckles.] Yeah. [Chuckles.]

WOMICK: Whew!

HALDEMAN: But, yeah, it was a real-life engineering challenge. Like, the professors, you know, don't have a solution manual. There's no one right answer that they're looking for. And so you have to do the double checks and due diligence to show your client and your advisers and your teammates that you are making the proper decisions, they're safe, and—ours is mostly design work, since CSP, concentrated solar power plants, are multimillion-dollar projects, and not like we could actually build. But out of computer modeling—

Yeah. And then in the fall I was also—at junior spring through this senior winter, I was serving as the president of DHE. And so it was a great chance to kind of recruit lots—in

the fall, we really concentrated on recruiting new members. DHE—we have a lot of devoted upperclassmen, who know the history of the projects and challenges we've faced with implementing them and interacting with communities and having upkeep. But in the fall, we were really focused on the kind of training new members.

It takes a while to kind of learn all those ins and outs and really understand, like, DHE's kind of history and projects we've worked on, so we were seeking to get interested students who might want to commit to DHE and learn that as they progress in their Dartmouth career.

WOMICK: Mm-hm.

HALDEMAN: But that was a—we had a very large student board. We had about 15 of us at one point, and that was a big learning experience for me, just—it's really difficult [chuckles] to manage and coordinate with, like, so many student leaders. And since then we've kind of downsized our board, but just finding ways to both capture the enthusiasm of all the students but then also that's manageable or like, all within the best interests of our organization, just balancing the energy and enthusiasm but also the difficulties of logistics and of other things. But, yeah, worth—it was worth going through those [chuckles] little hiccups and challenges here and there.

Oh, and then the winter interim between senior fall and senior winter, I traveled with DHE to Peru, and so we were working on an assessment trip with the hydropower project, seeking to—we had collaborated with the Tuck School of Business. They have a first-year consulting project, where a team of Tuck students had identified potential partners for DHE in Peru, on the outskirts of Lima.

And so we kept in touch with one of the partners that identified as looking most promising, and during the winter break we went down to meet with them and kind of understand their interest in the project and also look at the physical site and determine whether it would be feasible, looking at the height, the head and the flow of the water.

And we went to two different sites with a team of four students, a mix of chemical and, like, I had a fluids background, fluid mechanics, and electrical. So I had devoted most of my time in DHE to the one group focused on cooking fuels, so it was neat to kind of switch gears and think about small-, very small-scale hydropower for charging these battery boxes, mostly used either to charge cell phones or for lighting in homes.

WOMICK: Mm-hm. Sounds really cool.

HALDEMAN: Yeah.

WOMICK: So what about the rest of senior year?

HALDEMAN: Yeah! The rest of senior year. In the senior winter I wrapped up the ENGS 89/90 project, so it was definitely a huge feeling of relief [laughs] when we had our final presentation and report.

I also—I really have loved the experience of being a TA at Thayer, and so I was a TA once before in my junior fall. I had TA'd ENGS 21, which was that projects class I was speaking about earlier. And then this winter I TA'd two more classes, so I TA'd Engines 21 again, so for that class, being a TA—you're kind of like a coach for one of these teams for four to five students, so you are mentoring them throughout this process of brainstorming if they have an idea that's either, like, really out there and maybe not so feasible or they are not sure where they can find resources to help at Thayer, you kind of just nudge them in the right direction and also teach them some skills in the machine shop and the instrument room.

And then I also was a teaching assistant for Engines 18, which is System Dynamics of Policy Design and Analysis. I might have got the course title wrong, but it's taught by Professor Peterson. And I had taken Intro to System Dynamics, the engineering version of the class, my junior spring, and I had just loved and got captivated by this subject. It's kind of a neat way to apply the kind of systems—like, both math and terminology in, like, way of thinking from the engineering sciences to problems and issues in other disciplines.

You can use system dynamics to look at issues in,—like political issues or, like, business dynamics, like cycles of hiring and firing people. Or we even made a system dynamics model of, like, Romeo and Juliet's love for each other and how it oscillates [chuckles], so it can be applied to a wide array of subjects and disciplines.

And so this class was really a way to introduce non-majors to the subject in a kind of more approachable way, and it was really fun to work with—it was a pretty small class, about 15 or so students, and Professor Peterson's energy and enthusiasm for this topic and for his students is just unmatched, so really great to work alongside him and getting the students excited about system dynamics.

WOMICK: Mm-hm.

HALDEMAN: I have gotten so much out of being a TA. Just really makes—like, solidifies *my* understanding of the topic but then also just to watch other students get really excited about the same thing is just—it is, yeah, really cool to—really cool to see.

WOMICK: Yeah.

So I'm going to jump into some more abstract questions, but if you have any other stories or any things that pop up, feel free to jump in with those, of course.

HALDEMAN: Sure, sure.

WOMICK: So first off, I guess, how do you think your upbringing in early years impacted the way that you fit into the community here at Dartmouth?

HALDEMAN: Is it okay to take—I know you e-mailed the questions in advance, but is it okay to take a minute to, like,—

WOMICK: Yeah, sure.

HALDEMAN: [Agreed-upon pause.] Huh. I don't—yeah, that's a really good question, and I know it's been definitely a topic of interest and concern on our campus in light of, I don't know,

recent events this past winter and spring, and discussion. Yeah, although I haven't been as thoughtful to think about how my upbringing might have impacted my time here, I think coming from, like, a pretty large public high school, I always was working with and learning with a pretty diverse mix of students, and it was in the suburbs, but there was a mix of different, like—still a mix of socioeconomic classes and races and that sort of thing, and also really a large—you're one of the masses. There are, like, 2,000 kids at this school. So I think I was, you know, somewhat used to that environment, and maybe even Dartmouth is a little diverse, less diverse from my high school experience, and so I guess just in the classroom environment being acknowledging or tolerant that there would be many different opinions and there are some that you might not agree with but, like, that's part of your learning process, is being challenged by other perspectives that maybe you've never heard. And it really forces you to think and reflect on how you view a certain issue or challenges you to be more articulate in expressing why you feel certain ways.

WOMICK: Mm-hm, yeah. So following up on that, would you like to talk about any of the recent controversies—the Freedom Budget or takeover of Parkhurst or any of those things?

HALDEMAN: Sure. I know it's really polarizing on campus, so I don't—these are just, like, my own views. So I appreciate and understand that—or bringing forth this—the Freedom Budget and other ways of making the feelings and desires and needs of certain racial or ethnic or socioeconomic groups on campus heard on campus. I think some of the methods chosen have been rather controversial or really kind of pull apart or polarize even people who might be willing to discuss such issues, or kind of maybe even it just separates people into a binary, two camps versus being the start of kind of productive discussions. So I guess that would be maybe my one, like, criticism or remark.

Yeah, I think maybe—I haven't been too involved in policy during my time here at Dartmouth, but from my experiences, the just kind of one-on-one conversations or small group discussions, not always in a structured environment like a committee meeting or a forum, I sometimes find those to be the most effective in brainstorming in ways that there's not

pressure either to, like, have others agree with you or—yeah, I don't know. I will be, I guess, kind of sad to be leaving Dartmouth at such a kind of critical point in our, like,—as far as our social sphere life, but I'll be interested to follow as an alum and excited to see kind of what progress is being made.

I think it's great that Dartmouth is able to acknowledge and tackle these issues head on versus maybe other places; it might be swept under the rug, like "it doesn't happen here."

WOMICK: Yeah. Great. Thanks.

Would you say that there is such a thing as a, quote, "Dartmouth Community"?

HALDEMAN: Yes. Maybe I bleed green too much or I'm too much of a Dartmouth fanatic, but I think that—people define it different ways, and I don't think there's one, like, Dartmouth community. I think if everybody wrote about it or spoke about it, it would look really different, based on how you spent your time here, who you interacted with.

But I think there is something about this place and this group of people and the traditions and also the, like, set of community standards that we seek to uphold—I would think there'd be some overlap or some common bond that, like, either people would recognize that, oh, this certain way of thinking or this, like, belief roots back to maybe my time at Dartmouth or when you're in the postgraduate life, I think when I meet other Dartmouth alumni, or even just when I was at home or at other points before coming to Dartmouth, it seems that there's kind of like an immediate connection with the college or with—yeah, I feel really strong—

I served on the Committee on Standards for three of my years here, and certainly a kind of—not always—you know, not really a fun thing to be part of, but kind of, I feel, pretty important. It helped me to understand, like, what are the community standards and also how they're interpreted.

I think that we—sorry, I lost my train of thought. I think it's pretty special that, as a smaller college and campus, that we do have these community standards that we abide by and

also self regulate, and I—yeah, just feel that—I think that a lot of—I think when you enter freshman year, it's through the orientation and other processes and even upperclassmen mentoring—it's pretty clear why it's important to join into—I don't think being part of the Dartmouth community requires one to either lose their other beliefs or their other feelings or desires, it's just a way of coming together to support an institution.

Sorry, not the most articulate—[Chuckles.]

WOMICK: That was fine.

Would you say that there are people who have an easier time fitting in at Dartmouth than others?

HALDEMAN: Yes, I think to some extent. I think there's pockets of students who come from similar boarding schools or prep schools, or if you were on sports teams and come earlier, you have, built in, 30 or 40 friends or something, yeah, I think there are—it certainly must be more challenging for certain students from—you know, from further areas or who don't have anyone from their home town or region or country, even, here.

But I'd like to hope or think that some of the kind of mentoring or other programs we have, either formal or informal, built in here could start to help those students, like, acclimate to this process or not to this—more to this environment, and, yeah, not by changing how they think or what they believe but more of, like, just seeing social interactions here and how—yeah.

WOMICK: Mm-hm.

HALDEMAN: Yeah.

WOMICK: Okay.

Do you think that the Dartmouth community has changed during your time here?

HALDEMAN: Yeah. Well, I think the past two years, with the recent—with the Freedom Budget and—was it last spring?—with our

Dimensions protest and our Community Day in gathering in front of Dartmouth Hall. I think it's going to shift to a much more vocal discussion about social issues on campus. I think before that, I don't recall which fall it was, but there was the small, like, tent in front of Collis for, like, the 99 versus the 1 percent for that movement. But I don't really recall too much political or social discussions kind of freshman and sophomore years. It could have been a function of just being new to Dartmouth and overwhelmed by so many other things.

But, yeah, I think there has been some sort of shift in campus sentiment. We also had a lot of different administrators during our time here. There was just an article in *The D* about how many administrative turnovers there's been. I think that can be tough on an institution and on students, that there's not as much stability in the people who are kind of guiding and shaping our institution. And so hopefully it seems that President Hanlon is here for quite a while, and so it'll be exciting to follow and see what might come in the next few years.

WOMICK: How much of an impact do you think who the president is has on Dartmouth?

HALDEMAN: Yeah, so I think that the president serves as the face to the public of Dartmouth College, and I think President Kim brought a lot of enthusiasm and energy in different ways than President Hanlon and certainly pushing forward, like, the—I think there's a collaboration between multiple consortium of colleges working together on, like, drinking-related, high-risk drinking, and I think he really spearheaded that effort. We need to see how President Hanlon is really emphasizing the experiential learning and, like,—very much of my Dartmouth experience has been shaped by hands-on projects, if you call it that, through DHE, through ENGS 21, ENGS 89/90, that I know in a liberal arts environment, it's not always intuitive to have done these real-world projects if you're here to study the great works, but at least in the engineering sciences, it's really applicable and relevant.

Also President Hanlon's push towards a new entrepreneurship center. Yeah, so—I don't know, I think the president brings different visions to the college, and just

being here—it takes a few years, of course, for others to become aware of that vision and to jump on board and further it. So, yeah, it'll be neat to—it seems like—Gail Gentes [pronounced jen-TEES] is a wonderful force here on campus to really leading the experiential learning, action-based learning effort. So I'm excited to see that.

WOMICK: Were there ever any times during your four years here that you felt like maybe you didn't fit in or didn't belong or weren't welcome?

HALDEMAN: [Pause.] Yeah, so there's definitely certain instances of that. I think, at least in the situations I've been, people have been really welcoming and inclusive, so that initial period of, like, *Oh, I've never been to this sort of meeting* and, like, *they have a really strange, like, greeting to each other* or *they have this weird song that they sing* or things like that were kind of minimized because I, you know, like, trusted the people I had come with or had some sort of people welcoming—yeah, welcoming to this new environment. Yeah, I guess I can't really pinpoint too many times when I've definitely felt like an outsider here. But it could just—I also tend to look at things pretty optimistically and don't like to see things as a challenge or a—so I could be brushing off maybe some time. [Chuckles.]

But I like to think that if I'm invited to an event or to a, you know, meeting or something that, you know, people would like me to be there to contribute, and I try to immerse myself in that environment. Yeah.

WOMICK: How do you think you've changed at Dartmouth?

HALDEMAN: Yeah, I think I've become a lot more outgoing. I was—I always considered—I recently read Susan Cain's book, *Quiet*, and just kind of discussing what does it mean to be an introvert or an extrovert. And I don't think it's a complete binary. I think you can be an introvert in some situations; an extrovert, depending on it. But I guess coming into Dartmouth, I definitely more identify as being an introvert just in terms of how I prefer to spend my time and also just finding some, like, social interactions and situations more draining versus, like, extroverts tend to find it more—you

know, bringing energy, gets you fueled off, ready for a day or ready to tackle a challenge of something.

Yeah, I think I've really grown to appreciate spending time with my peers and how much I can learn from fellow classmates, upperclassmen, underclassmen. People have a diverse array of experiences here, both in how they spend their time here in Hanover and also their family life and what they've brought with them from their high school and from their upbringing.

And so I've especially pushed this year, senior year, trying to spend as much—I'm really intentional about making kind of lunch dates or dinners and trying to reach out and get to know other people that maybe I've always said hi to but don't really know super well. And so I think, yeah, I've become a bit more outgoing during my time here.

But I think it's, you know, somewhat for a good reason. I'd like to learn more about other people, and that's kind of a way to—if you're more willing to put yourself out there, say hello first and kind of initiate a meal or a meeting or something, then you can learn a lot in response.

WOMICK: So looking ahead past graduation, how do you imagine yourself staying connected with the college?

HALDEMAN: Sure. So I'm really excited. I'm a member of the senior executive committee. So there's 20 of us who are the Class of 2014, class council of sorts for the next five years. So we are working together to plan, like, mini reunions in various cities. Also our, like, mini reunion during fall of 2014 Homecoming in just a few months. And then also our fifth-year reunion, and I'm leading the class project, so we're trying to investigate what, you know, either a physical mark or a donation of some other sort that we could, our class could give to the college to kind of leave our mark after we graduated.

But it's a really enthusiastic group of people who are even—it's a mix of people, so not just people who—I unfortunately didn't really serve on class council during my time here, but I think we come from a lot of different—like, different communities on campus. We're just doing a video project.

We're filming people at different locations where they identify as home on campus. And we're such a mix of places! It was really neat. And I'm hopeful that '14s might identify with either one or a multiple of the people in this committee and, you know, feel comfortable soliciting ideas or—it's really intended to keep our class connected, both to each other and to the college once we graduate.

So, yeah, certainly and most immediately through the senior executive committee, and then I'm not sure what other ways, maybe through admissions, interviews or if there's other ways to either—to give my time. But I valued my Dartmouth experience, and even informally through, maybe, you know, talking to high school students who are considering Dartmouth and—yeah, I'm really excited to share that with other people and, you know, potentially other people that—you know, either offered or [unintelligible] have this experience.

WOMICK: Well, that covers all of the questions I have but probably doesn't cover all of, you know, your four years here.

HALDEMAN: No, no! [Chuckles.]

WOMICK: Is there anything else that you'd like to add before I turn the machines off?

HALDEMAN: No, no, I guess not. Thank you, thank you for your time today.

WOMICK: Thank you.

HALDEMAN: It was neat to contribute to—

WOMICK: Great.

HALDEMAN: Yeah.

[End of interview.]