APPLICATION FOR ADMISSION TO GRADUATE STUDIES
Office of Graduate Studies
Data from the BANNER SIS

Student ID:

Date: 02-JAN-2007

To Graduate Adviser in: IGP:Quantitative Sys Biology

Regarding:

Degree Objective: IGP: Quantitative and Systems Biology (PHD Degree)

Beginning Quarter: Fall Semester 2007

Applicant was : (ADMITTED/DENIED) for
This is a (REACTIVATION/RECONSIDERATION).

DEPARTMENTAL EVALUATION:

PLEASE COMPLETE THIS SECTION INDICATING WHICH CRITERIA WERE USED IN YOUR RECOMMENDATION (Check all that apply).

_____ Overall undergraduate GPA is _____
(If GPA is below 3.0 minimum, a recommendation to admit must be justified below under 'comments'.)
_____ GPA in all undergraduate upper division coursework is _____
_____ GPA in last two years of undergraduate upper division work is _____
_____ GPA in completed graduate program is _____
_____ GRE scores
_____ Statement of Purpose
_____ Letters of recommendation
_____ TOEFL score (If below 550 paper or 213 computer, a recommendation to admit must be justified below under 'comments'.)
_____ Other Criteria: _____

_____ ADMISSION IS RECOMMENDED FOR:

- _____ Degree objective shown
- _____ Other
- _____ Coursework only (3 quarter limit)

_____ CANCEL:

- _____ File incomplete:
  missing _____
  Date applicant notified: _____
- _____ Applicant withdrew; letter attached.

_____ DENIAL RECOMMENDED FOR REASONS CHECKED (MUST SUPPLY DOCUMENTATION AND OR BRIEF JUSTIFICATION TO SUPPORT DENIAL DECISION)

- _____ Application is inappropriate for this program
- _____ No major professor available in proposed specialization in major.
- _____ Application received after deadline.
- _____ Not competitive with other applicants because:
  - _____ Scholarship below minimum
  - _____ Scholarship below that of applicant pool
  - _____ Inadequate preparation for advanced study in the proposed program
  - _____ Statement of Purpose/Written work
  - _____ GRE Scores
  - _____ Letters of recommendation
  - _____ Audition tape or portfolio
  - _____ Personal Interview

COMMENTS:

Date: _____ Graduate Adviser Signature: _____

Attach original documents to this form and return to Graduate Studies with your admission decision (admit or deny).
COPY DOCUMENTS NEEDED FOR YOUR FILES.

APPLICATION FOR ADMISSION TO GRADUATE STUDIES
Office of Graduate Studies
Data from the BANNER SIS

Fall Semester 2007

Social Security No: *StudentID*

Name:

Former Name:

Application #: **1** *Application Type:* ***Domestic Graduate Studies*** *Complete Date:* ***02-JAN-2007***

Mailing Address: *Permanant Address:*

Birthplace: **United States of America** *Date of Birth:* *Sex:* **F**

Country of Citizenship: **United States of America** *Day Telephone:*

E-mail:

Citizen Type: **Citizen** *Ethnic Origin:* **Decline to State**

If you are not a US citizen, what type of visa do you hold? **NV**

Are you a legal resident of California for tuition purposes? **Y**

Proposed Graduate Program & Degree: **GR PHD: Quantitative Biology**

School: **Graduate Studies Division**

Major: **IGP:Quantitative Sys Biology**

Degree: **Doctorate**

Year you wish to begin: **Fall Semester 2007**

Summary of Attendance

Name of Prior Institution	Enrolled From	Enrolled To	Type of Degree Awarded or Expected	Date Awarded or Expected	GPA
UC LOS ANGELES	23-SEP-02	16-JUN-06	Bachelor of Science	16-JUN-06	3.644

Summary of Test Scores

Test		Test Score	Date Taken
GR05	GRE Analytical Writing Section	6.0	01-NOV-05
GRVP	GRE Verbal Percentile	091	01-NOV-05
G243	GRE Biology Subscore 3	091	01-DEC-05
G24	GRE Biology Total Score	830	01-DEC-05
GRQP	GRE Quantitative Percentile	078	01-SEP-06

Summary of Interests

Environmental/Ecology Act	Honors Program	Music/Instrumental	School Spirit
Intramural Sports	Hiking/Back Packing		

Social Security No: *StudentID*

Name:

Former Name:

Application #: 1 *Application Type:* ***Domestic Graduate Studies*** *Complete Date:* ***02-JAN-2007***

Please list honor societies, prizes, and special distinctions.

UCLA Honors Student: June 2006
Ecology and Environmental Biology Departmental High Honors: June 2006
American Association of University Women Scholar: March 2005 – June 2006
Golden Key Scholar: January 2003 - June 2006
UCLA Alumni Scholar: September 2002 – June 2006
Robert C. Byrd Scholar: September 2002 – June 2006

What language(s) do you read, write, or speak?

I read, write, and speak French, but not fluently

If you have communicated with a program or faculty member regarding graduate study at UC Merced, please list the name of the program(s) and/or the individual(s).

Mike Dawson, QSB

List the courses completed or that will be completed that are not on your transcript.

n/a

If more than three months since your last university/college enrollment, list your activities since enrollment.

Research Trip to Panama to study ctenophores during January (leave from jobs)
Weston Solutions Technician: Hired part time to test water quality and monitor the environmental health of the Ballona Wetlands in Marina Del Rey. October 2006 – present
UCLA Lab Researcher: Hired by Dr. W.M. Hamner to help dive, collect, film and document the behavior of mysid shrimp in Santa Monica Bay in respect to their schooling behavior. One undergraduate under my supervision. Also work with outreach and education of eduacators about marine science. September 2006 – present

How did you hear about us? (i.e. Grad Fair, Graduate Diversity Forum, Newspaper ? local/school, Advertisement, etc.):

professor

What are some of the main reasons you selected UC Merced for your higher education needs (i.e. Faculty/Program reputation, job placement, University reputation, Location/region, etc.):

Faculty and Program reputation

Statement of Purpose:

Personal History and Achievements/ Contributions:

APPLICATION FOR ADMISSION TO GRADUATE STUDIES
Office of Graduate Studies
Data from the BANNER SIS

Fall Semester 2007

Social Security No: *StudentID*

Name:

Former Name:

Application #: **1** *Application Type:* ***Domestic Graduate Studies*** *Complete Date:* ***02-JAN-2007***

UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNDERGRADUATE ACADEMIC TRANSCRIPT

 (CONTINUED ON NEXT PAGE)

U
(Career)(Student Number)

(Name)

RESIDENT (Res.Status)

09/23/02 (Admit Date)

COLLEGE OF LETTERS AND SCIENCE
(College)

MARINE BIOLOGY
(Major)

01/02/07 (Transcript Date)

RECEIVED

OFFICIAL WITH AUTHENTICATION

- SECONDARY SCHOOL -	DATE GRADUATED -
AMADOR VALLEY HIGH S	06/02

- UNIVERSITY REQUIREMENTS -

SUBJ A	SATISFIED
AMERICAN HIST & INST	SATISFIED

TRANSFER CREDIT

ADVANCED PLACEMENT	TO 05/01	32.0 UNT
ADVANCED PLACEMENT	TO 05/02	16.0 UNT

------- FALL 2002 -------

COLLEGE: LS MAJOR: MARINE BIOLOGY

MAJOR AMER AUTHORS	ENGL	80	5.0 A-	18.5
BIODIVR-CHNGNG WRLD	GEOG	2	5.0 A	20.0
EVOLUTN&ECOL&BIODIV	LIFESCI	1	5.0 A	20.0

PROVOST'S HNRS LIST

------- WINTER 2003 -------

STRUCTRS&EQUILIBRIA	CHEM	14A	4.0 B+	13.2
EARTH PHYS ENVIRONM	GEOG	1	5.0 A	20.0
CIVIC ENGAGEMENT	HNRS	63	5.0 A-	18.5
HONORS CONTENT				
AMERICAN MUSICAL	MUS HST	45	5.0 A	20.0

PROVOST'S HNRS LIST

------- SPRING 2003 -------

CRITCL READ&WRITING	ENGL	4HW	5.0 A	20.0 G
HONORS CONTENT				
WRITING INTENSIVE				
PEOPLE&EARTH ECOSYS	GEOG	5	5.0 A	20.0
CELLS&TISSUES&ORGNS	LIFESCI	2	5.0 A	20.0 G

PROVOST'S HNRS LIST

------- FALL 2003 -------

ENGL LIT TO 1660	ENGL	10A	5.0 B+	16.5
MUSIC-AFRCN AMERCNS	ETHNOMU	91P	2.0 A-	7.4
CALC LIFE SCI STDT	MATH	3A	4.0 B	12.0
INTRO-PHILOS OF SCI	PHILOS	8	5.0 B+	16.5
HONORS CONTENT				

- DEGREES -

BACHELOR OF SCIENCE
JUNE 16,2006
IN MARINE BIOLOGY
WITH COLLEGE HONORS
WITH DEPARTMENTAL HIGHEST HONORS

GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

------- WINTER 2004 -------

INTRO-AFRICAN ARTS	ART HIS	55A	5.0 A	20.0
THERMODNMCS&KINETCS	CHEM	14B	4.0 B-	10.8
ENGL LIT 1660-1832	ENGL	10B	5.0 B	15.0
COMMUNICATN-ORGNSMS	HNRS	8	4.0 A	16.0
HONORS CONTENT				
CALC LIFE SCI STDT	MATH	3B	4.0 C+	9.2

------- SPRING 2004 -------

ENGL LIT 1832-PRES	ENGL	10C	5.0 A-	18.5
VIETNAM WAR&US CLTR	HNRS	30	4.0 A	16.0
HONORS CONTENT				
CALC LIFE SCI STDT	MATH	3C	4.0 A	16.0

------- SUMMER 1 2004 -------

INTRO TO MARINE SCI	OBEE	C109	4.0 A+	16.0

THIS INFORMATION HAS BEEN RELEASED IN ACCORDANCE WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND CANNOT BE FURTHER DISCLOSED WITHOUT THE PRIOR WRITTEN CONSENT OF THE STUDENT.

Authentication
This official transcript is printed on security paper with a blue fading background, the Seal of the UCLA Office of the Registrar, and the signature of University Registrar Anita L. Cotter.

Anita Cotter
University Registrar

UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNDERGRADUATE ACADEMIC TRANSCRIPT

U
(Career)(Student Number)

(Name)

COLLEGE OF LETTERS AND SCIENCE
(College)

MARINE BIOLOGY
(Major)

01/02/07
(Transcript Date)

RESIDENT
(Res.Status)

09/23/02
(Admit Date)

OFFICIAL WITH AUTHENTICATION

------- FALL 2004 -------						
VARIABLE TOPICS	EE BIOL	187	4.0	A+	16.0	
UNDERGRAD ASSISTANT	EE BIOL	192B	2.0	P		PN
ORGNC MOLEC STRCTRS	CHEM	14C	4.0	B	12.0	
BIORESOURCE MNGMNT	GEOG	123	4.0	A	16.0	
HNRS-GEOG 123	GEOG	189	1.0	A	4.0	
HONORS CONTENT						
STATICS & DYNAMICS	PHYSICS	6AH	5.0	B+	16.5	
HONORS CONTENT						
------- WINTER 2005 -------						
PHYSCAL OCEANOGRPHY	A&O SCI	103	4.0	A-	14.8	G
ORGANIC REACTIONS	CHEM	14D	4.0	B-	10.8	
INTRO-MOLECULAR BIO	LIFESCI	3	5.0	A-	18.5	G
SOUND&LIGHT&HYDRDYN	PHYSICS	6BH	5.0	B+	16.5	
HONORS CONTENT						
------- SPRING 2005 -------						
BIOLOGY-INVERTEBRTS	EE BIOL	105	6.0	A	24.0	
GEN&ORGN CHEM LAB 1	CHEM	14BL	3.0	A	12.0	
ELCTRC&MAGNT&TRNSPT	PHYSICS	6CH	5.0	B	15.0	
HONORS CONTENT						
------- FALL 2005 -------						
INTRO-ECOL&BEHAVIOR	EE BIOL	100	5.0	B+	16.5	G
HNRS-EE BIOL 100	EE BIOL	189	1.0	A	4.0	
HONORS CONTENT						
STRCTR&ENZMS&MTBLSM	CHEM	153A	4.0	A-	14.8	
GENETICS	LIFESCI	4	5.0	B	15.0	G
STATS-LIFE&HLTH SCI	STATS	13	5.0	B+	16.5	
------- WINTER 2006 -------						
MARINE PHYTOPLANKTN	EE BIOL	16B	4.0	A+	16.0	G
HONORS CONTRACTS	EE BIOL	189HC	1.0	A+	4.0	G
HONORS CONTENT						
HONORS RESEARCH	EE BIOL	198A	4.0	IP		T1
GEN&ORGN CHEM LAB 2	CHEM	14CL	4.0	B	12.0	
WORLD REGIONS	GEOG	6	5.0	A	20.0	

------- SPRING 2006 -------						
BIOL-MARINE INVRTBT	EE BIOL	102	4.0	A+	16.0	
MARINE ECOLOGY	EE BIOL	123	8.0	A+	32.0	G
FLD BIOL-MRN FISHES	EE BIOL	164	4.0	A	16.0	
HONORS RESEARCH	EE BIOL	198B	8.0	A+	32.0	2T
07/06/06 END MULTIPLE TERM COURSE						

	T ATT	T PSD	G ATT	S-G-A	G PSD	G P	BAL	GPA
CUM	214.0	214.0	212.0	212.0	212.0	771.0	347.0	3.637

TOTAL PASS/NOT PASS ATTM 2.0 PASSED 2.0

TOTAL NON-UC TRANSFER CREDIT ACCEPTED 48.0

TOTAL UNITS 262.0

-------- MEMORANDA --------

06/13/06 EE BIOL 198A 06 WINTER RETROACTIVE
ADD V PETITION

******* NO ENTRIES BELOW THIS LINE *******

THIS INFORMATION HAS BEEN RELEASED IN ACCORDANCE WITH THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND CANNOT BE FURTHER DISCLOSED WITHOUT THE PRIOR WRITTEN CONSENT OF THE STUDENT.

Authentication
This official transcript is printed on security paper with a blue fading background, the Seal of the UCLA Office of the Registrar, and the signature of University Registrar Anita L. Cotter.

Anita Cotter
University Registrar

UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES • UNIVERSITY OF CALIFORNIA, LOS ANGELES

ETS GRE

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 4129
DEPT. CODE: 0203

LAST NAME
FIRST NAME MI F
ADDRESS

BIRTH DATE MO DAY YR	SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED TEST DATE	MOST RECENTLY REPORTED REGISTRATION NUMBER	PRINT DATE
		F	09/06	3579143	10/11/06

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
4129 U CA MERCED	BIOLOGY

GENERAL TEST

TEST DATE MMYY	VERBAL SCORE	VERBAL % BELOW	QUANTITATIVE SCORE	QUANTITATIVE % BELOW	ANALYTICAL WRITING SCORE	ANALYTICAL WRITING % BELOW	ANALYTICAL (Earned prior to 10/1/02) SCORE	ANALYTICAL (Earned prior to 10/1/02) % BELOW
09/06	540	70	730	78	5.5	87		
11/05	640	91	690	68	6.0	96		

ANALYTICAL WRITING/ WRITING ASSESSMENT*

TEST DATE MMYY	SCORE	% BELOW

NS: No Score. Indicates that no questions were answered in this section.

* Analytical Writing scores earned from the stand-alone administration and/or Writing Assessment scores earned between October 1, 2001, and December 31, 2002.

SUBJECT TEST

TEST DATE MMYY	TEST NAME	SCORE	% BELOW	SUBSCORE NAME	SCORE	% BELOW
12/05	BIOLOGY	830	93	CELLULAR & MOLECULAR BIOLOGY	077	84
				ORGANISMAL BIOLOGY	075	80
				ECOLOGY, EVOLUTION, POP. BIOL.	091	99

RECEIVED
OCT 20
GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

UC Merced Graduate Division

Waiver of Access To Letter of Recommendation

APPLICANT

Waiving your right of access is optional; however, regardless of whether or not you waive your right of access, the completed Waiver of Access form **must** be given to the person from whom you are requesting a recommendation.

Name of Applicant _____ _____ _____
Last Name First Middle

Degree Program _____ Proposed Semester & Year of Enrollment _____

To the Applicant: The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect letters of recommendation written in support of applications of admission. The law also permits students to waive that right if they choose, although such a waiver must be voluntary and cannot be a condition of admission, award or employment.

If you wish to waive your right to examine the accompanying letter of recommendation, please sign the waiver below.

I expressly waive any rights that I might have to access this letter of recommendation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation or policy.

Date: _____ *Signature of Applicant _____

***Do not sign unless you wish to waive your right to examine the accompanying letter of recommendation.**

RECOMMENDER

Please sign below and return both this form and the accompanying letter of recommendation to the Office of the Graduate Division at graddiv@ucmerced.edu or mail to the address below. Thank you.

Date: 15 Nov 06

Signature of Recommender

A. Kimo Morris, Ph.D.
Name (Print)

Note: In compliance with the provision of California State Senate Bill No. 1493 (Stull bill), this form will be kept in a file separate from the applicant's departmental admission file until after the close of the admission period for which this application is being made.

Mailing Address:
Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340
Attn: Recommendation

RECEIVED
DEC - 6
GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

November 3, 2006

RE: LETTER OF EVALUATION

To Whom It May Concern:

I am pleased to offer my highest recommendation for . I first met in Summer 2004 when she began working as an undergraduate laboratory assistant with my doctoral advisor, Bill Hamner. was intent on gaining practical laboratory and field research experience in marine biology, which impressed me since, at the time, she had only just finished her sophomore year. In 2004 I was in the final phase of gathering field data for my dissertation work, and was given permission by our lab director to assist me in field operations and data collection. enthusiasm and obvious academic talents convinced me that she would be affective in the field. rapidly surpassed all my expectations. Rather than having her simply serving as a volunteer technician, it became obvious that could be better utilized as a team leader operating autonomously. assisted me on all nine of my remaining research cruises, including two where it was necessary to sample simultaneously on two separate boats. On those occasions, since she clearly understood my research objectives, I confidently placed in charge of directing operations on the RV Sea World UCLA, the universities 64 ft oceanographic vessel, while I directed sampling on the second vessel.

has an obvious talent for research. She met every expectation and contributed immensely to my research goals. Despite having no prior knowledge or experience, she greeted tasks with enthusiasm and professionalism. In short order, she developed into one of the most capable marine scientists I have ever encountered in my time at UCLA. Assuming a leadership role appears to come naturally to , which is why I eventually gave her the responsibility of overseeing the actions of the considerable number of field technicians that assisted in my research. This included data gathering and archiving in the field as well as the subsequent analysis in the lab. She took instructions well and was able to convey the importance of maintaining my tight timeline to the other students. She proved herself to be quite innovative when faced with unforeseen obstacles, which is inevitable when working on a research vessel at sea. On a number of occasions, her attention to detail and impeccable technique proved vital to the processing and analysis of my dense data sets. She was always timely in delivering data products and showed every sign of being committed to the continued progress of all aspects of my project. In hindsight, the considerable help that Holly gave to me is amplified many times over by the fact that she provided the same high level of support to other researchers in the lab, including the lab director.

From a personality standpoint, is an incredibly pleasant, cheery and stimulating colleague with a creative scientific mind. She is concerned with scholarship and takes great care in her work, which was reflected in the high quality of her field and lab work, data analysis, written expression, and leadership abilities. In discussions with other faculty and graduate students regarding 's high level of involvement in our lab, I would often forget that she was an undergraduate, and would find myself inadvertently referring to her as a graduate student.

will be an excellent intellectual addition to your program. I am confident that she will emerge as a popular leader among the other students and, upon completion, will add to the prestige of your highly regarded program. She has my full confidence and deepest respect. If you require more information, please do not hesitate to contact me.

Cordially,

A. Kimo Morris, Ph.D.
Director of Marine Sciences
Weston Solutions, Inc.
2433 Impala Dr.
Carlsbad, CA 92010
(213) 926-6264 (mobile)
A.Kimo.Morris@WestonSolutions.com
www.westonsolutions.com

UC Merced Graduate Division

Waiver of Access
To Letter of Recommendation

APPLICANT

Waiving your right of access is optional; however, regardless of whether or not you waive your right of access, the completed Waiver of Access form **must** be given to the person from whom you are requesting a recommendation.

Name of Applicant _____
Last Name First Middle

Degree Program _____ Proposed Semester & Year of Enrollment _____

To the Applicant: The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect letters of recommendation written in support of applications of admission. The law also permits students to waive that right if they choose, although such a waiver must be voluntary and cannot be a condition of admission, award or employment.

If you wish to waive your right to examine the accompanying letter of recommendation, please sign the waiver below.

I expressly waive any rights that I might have to access this letter of recommendation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation or policy.

Date: _____ *Signature of Applicant _____

***Do not sign unless you wish to waive your right to examine the accompanying letter of recommendation.**

RECOMMENDER

Please sign below and return both this form and the accompanying letter of recommendation to the Office of the Graduate Division at graddiv@ucmerced.edu or mail to the address below. Thank you.

Date: Nov. 14, 2006 Richard R. Vance
Signature of Recommender

Richard R. Vance
Name (Print)

Note: In compliance with the provision of California State Senate Bill No. 1493 (Stull bill), this form will be kept in a file separate from the applicant's departmental admission file until after the close of the admission period for which this application is being made.

Mailing Address:
Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340
Attn: Recommendation

RECEIVED

GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
621 CHARLES E. YOUNG DRIVE SOUTH
BOX 951606
LOS ANGELES, CALIFORNIA 90095-1606

FAX (310) 206-3987

November 14, 2006

Graduate Division
UC Merced
5200 N. Lake Road
Merced, California 95340
Attn: Recommendation

Dear Admissions Committee:

I am writing to recommend for admission into graduate school to study marine biology.

was a student in this department's Marine Biology Quarter (MBQ) taught in Moorea, French Polynesia, during Spring 2006. I had the privilege of serving as one of her teachers there. In that capacity, I experienced daily close contact with her throughout four weeks when she was spending most of her time on her course research projects. This contact produced my highly favorable opinion of her prospects as a professional marine scientist. It would be hard to exaggerate the strength of my support for her admission into graduate school to study marine biology.

The MBQ courses involved some standard instruction on factual material followed by conventional exams, participation in daily seminar discussions of recently published research papers in various aspects of marine ecology, and pursuit of two separate 3-person research projects designed by the research teams themselves.

enthusiastically learned all the fundamental material and performed well on the exams. In my fish course, she was required to learn to identify about 100 fishes to both family and species. This task was child's play to , and although she did not achieve the highest grade in the course (her research activities limited her study time!), she did learn all of the fishes and basic features of their lifestyles.

also participated enthusiastically in our daily seminars. She always understood both the principal scientific messages and also the technical details of each paper we read. Her frequent contributions to the discussions revealed that she had thought deeply about the papers and not only learned the explicit content but also fully appreciated the underlying research wisdom that went into the design of each study. She clearly appreciated science as a process of learning (rather than science as only a collection of facts), and understood everything from the perspective of the investigator(s) who performed the research.

These two aspects of her performance by themselves placed in maybe the top third of this class of advanced and very dedicated marine biology majors. What set her apart from the entire rest of the class, though, was her performance in research. The project I nominally supervised (though Bill Hamner provided most of the actual guidance and advice) involved comparing the gelatinous zooplankton during

the daytime and nighttime in a protected embayment (Cook's Bay) with that in the open ocean two or three miles outside the barrier reef. All research groups contained three students that the faculty assigned at random to avoid any favoritism or effects of pre-existing friendships, etc. These groups met, brainstormed, and decided upon a project whose details they worked out and then executed. In most cases, this enforced social structure gave rise to the emergence of one person in each group who sort of took the lead in developing the project. was unquestionably the leader of her group. Although she had fabulous teammates whose contributions were also substantial, it was whose interests motivated the choice of the subject and the basic methodology. It was also who personally devoted the most time and effort to the study. She was always organizing blue water dives, photographing and identifying animals captured on these dives, and/or working into very late hours on data analysis and interpretation. What motivated this high level of dedication was tremendous fascination with the ocean and everything in it. Even when she was dead tired, her enthusiasm was not just obvious to anyone who observed her but also infectious. Her activities not only greatly stimulated her teammates but also generated considerable enthusiasm for her findings among most students, all four teachers, and all four TAs in the class.

It became absolutely obvious as I watched her that Holly has already become a professional marine biologist, even though she wasn't being paid at the time and her formal graduate education has yet to begin. What I mean is that has already developed the deep level of emotional dedication to marine biology that most marine scientists don't fully acquire until late in graduate school.

For the sake of completeness, I interviewed recently about matters that never came up during our course together. What I learned was interesting but not at all surprising. has known since literally the fifth grade that she wanted to become a professional marine biologist. Upon learning some time in high school how the academic profession is actually structured, she refined this goal by deciding to acquire a Ph. D. degree and then become a professor at a university. Her education since that time, which included half of high school and all of her undergraduate work, has served to intensify this desire. It is not an exaggeration to say that working toward achieving this goal has become the most important thing in 's whole life.

's main mentor throughout her undergraduate education has been Bill Hamner, and he can supply considerably more detail concerning all the many marine biological activities Holly has pursued at UCLA. I probably should provide my assessment of 's intellectual strengths. She is conspicuously bright, but I would not say brilliant. Her high level of dedication to her studies extracts the most mileage possible from her native abilities, and her UCLA grades reveal her high level of success. Her overall GPA is 3.637, and her few low grades have appeared in subjects rather distant from her primary interests. She is also very interested in English literature and would have pursued a double major had UCLA not thrown her out first because she exceeded the maximum course credits allowed to any undergraduate. Her other passions not mentioned so far including writing, teaching science to interested students (or students she can make interested!), and field trips into any natural ecosystem.

's present desire to enter graduate school in marine biology arises from her passionate attractions to the ocean and the animals it contains, to performing research that reveals how physical oceanographic processes influence organisms in marine ecosystems, to writing her research results for publication, and to sharing her knowledge and passion for science and the ocean to students through teaching at the university level.

Personally, I cannot think of better qualifications for an applicant for graduate study in marine biology, and I recommend for admission into your marine graduate school in the strongest possible terms.

Sincerely,

Richard R. Vance

Richard R. Vance
Associate Professor

UC Merced Graduate Division

Waiver of Access
To Letter of Recommendation

APPLICANT

Waiving your right of access is optional; however, regardless of whether or not you waive your right of access, the completed Waiver of Access form **must** be given to the person from whom you are requesting a recommendation.

Name of Applicant _____
Last Name First Middle

Degree Program Ph.D. Psychology Proposed Semester & Year of Enrollment [illegible]

To the Applicant: The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect letters of recommendation written in support of applications of admission. The law also permits students to waive that right if they choose, although such a waiver must be voluntary and cannot be a condition of admission, award or employment.

If you wish to waive your right to examine the accompanying letter of recommendation, please sign the waiver below.

I expressly waive any rights that I might have to access this letter of recommendation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation or policy.

Date: [illegible] *Signature of Applicant _____

***Do not sign unless you wish to waive your right to examine the accompanying letter of recommendation.**

RECOMMENDER

Please sign below and return both this form and the accompanying letter of recommendation to the Office of the Graduate Division at graddiv@ucmerced.edu or mail to the address below. Thank you.

Date: Nov 1, 2006 _____
Signature of Recommender

William Hanover
Name (Print)

Note: In compliance with the provision of California State Senate Bill No. 1493 (Stull bill), this form will be kept in a file separate from the applicant's departmental admission file until after the close of the admission period for which this application is being made.

Mailing Address:
Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340
Attn: Recommendation

RECEIVED
NOV 8 [illegible]
GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

TEL (310) 825-9302
FAX (310) 206-3987
E-MAIL whamner@ucla.edu

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
621 CHARLES E. YOUNG DRIVE SOUTH
BOX 951606
LOS ANGELES, CALIFORNIA 90095-1606

November 1, 2006

RECEIVED

NOV 8 2006

GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED

Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340

Attn: Recommendation

Dear Admissions Committee:

This is a letter of recommendation for , who is applying for graduate school.

has worked in my laboratory at UCLA as a part-time Research Assistant for the past 3years. I initially asked her to help us implement a commercial video annotation software program for analysis of complex behavior of animals. We purchased the software but found that the program was exceptionally difficult to run. , however, ignored all of the confusing directions provided by the operations manual, assumed leadership of the project, and tenaciously but cheerfully hacked her way into the program. With the aid of more software, other pieces of hardware, and an operations manual which she rewrote, she proceeded to digitize all of our videos from three different video tape formats. Subsequently, she has used this program to analyze video footage of the behavior of various oceanic invertebrates, in particular of an unusual predatory ctenophore and its krill prey. She has written an excellent manuscript about these animals that will be submitted soon for publication, with as senior author. has read widely about oceanic invertebrates and the articles that are listed in the bibliography of her paper are only a selection of the articles with which she is familiar.

Because of her current interest in oceanic animals and also because we badly needed her computing skills, I invited to accompany my research group last year on a 45 day oceanographic cruise in Indonesian waters, financed by NOAA, the National Geographic Society, Woods Hole Oceanographic Institution, and Conservation International. We hoped to find, film, and capture many new species of oceanic animals in the isolated, deep basins of Indonesia using deep sea trawls and a 3,000 m Remotely Operated Vehicle. Unfortunately, the cruise was cancelled the day before we were to leave because the Indonesian Ministry of Defense claimed that the WHOI researchers were spies for the CIA. We have rescheduled the cruise for Spring, 2007, in conjunction with the Philippine government and Philippine scientists, and we now hope to investigate the Sulu and Celebes basins in Philippine waters. is still scheduled to be on the cruise, and in anticipation of this event she postponed her application to graduate school by a year so she can participate.

is academically an excellent student. She initially attempted an overly ambitious double major in English and Biology in her first year at UCLA, unrealistically expecting to finish in 4 years. After her Freshman year she dropped the double major, and she has since focused her

attention on Marine Biology, with a minor in English. Her subsequent academic performance has been impressive. For example, took an upper division class that I taught at UCLA last year on recent scientific literature about coral reefs, titled *Tropical Oceans and Tropical Reefs*. The class of 40 students was dominated by 5 other undergraduates who were among the best students that I have taught in many years. These 5 students previously had taken the UCLA Marine Biology Quarter (MBQ), a 16-unit field course on *Coral Reef Ecology* taught at the UC Berkeley Gump Marine Laboratory in Moorea, French Polynesia, for which I was an instructor. These 5 students therefore already knew quite a lot about coral reefs before they took my coral reef literature class at UCLA. They all did very well, of course, and all received grades of A, but who had *not* previously been in the MBQ, was by far the best student in the class. She wrote a superb term paper on the deleterious effects of Saharan dust clouds on Caribbean coral reefs, written in a style that was factual, well researched, free of jargon and easily assimilated by non-specialists, such as the group of high school science teachers to whom I gave her article. Her writing is excellent, apparently influenced her Minor in English.

The following year did take the 16-unit UCLA field classes noted above. She conducted two separate research projects while in Moorea and she received grades of A− and A's for her work, the highest grades given in a class of 24 pre-selected, pre-professional upper-division Marine Biology majors. Her faculty instructors for those research projects are writing in her behalf separately, and I expect they will comment more fully and independently on her ability to conduct research. I was pleased to learn that her ability to conduct original research in the field is as excellent as it has been in the laboratory at UCLA.

is energetic, efficient, and hard working, but I believe she had an outstanding academic record both in high school and at UCLA primarily because she is very bright and exceptionally persistent. She assimilates new material and ideas rapidly, without repetition. She is also fast, faster at almost everything than others in my lab, including most of my Ph.D. students. is aware of her outstanding abilities, yet she remains shy and unassuming, aware but also annoyed and somewhat intellectually insecure when she thinks about how much she still does not know about biology. is applying to graduate school in order to get a Ph.D. degree, a process that I have assured her will help somewhat to reduce her current level of ignorance.

I write many letters for UCLA students, but this particular letter is difficult to craft without stringing together superlatives. Nonetheless, I have characterized already, above, as bright, smart, literate, and exhibiting qualities of leadership. She is also fast, efficient, tenacious, cheerful, hard-working, focused, energetic, and yet shy, unassuming, and genuinely curious. is the most competent undergraduate with whom I have worked at UCLA in 20 years. In the future she will be a superb professional scientist and a colleague of great consequence. I recommend for your consideration without reservations of any kind.

Yours truly,

WMHamner

Dr. William M. Hamner
Professor, Ecology & Evolutionary Biology
University California Los Angeles

UC Merced Graduate Division

Waiver of Access
To Letter of Recommendation

APPLICANT

Waiving your right of access is optional; however, regardless of whether or not you waive your right of access, the completed Waiver of Access form **must** be given to the person from whom you are requesting a recommendation.

Name of Applicant _____
Last Name First Middle

Degree Program _____ Proposed Semester & Year of Enrollment _____

To the Applicant: The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect letters of recommendation written in support of applications of admission. The law also permits students to waive that right if they choose, although such a waiver must be voluntary and cannot be a condition of admission, award or employment.

If you wish to waive your right to examine the accompanying letter of recommendation, please sign the waiver below.

I expressly waive any rights that I might have to access this letter of recommendation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation or policy.

Date: _____ *Signature of Applicant _____

***Do not sign unless you wish to waive your right to examine the accompanying letter of recommendation.**

RECOMMENDER

Please sign below and return both this form and the accompanying letter of recommendation to the Office of the Graduate Division at graddiv@ucmerced.edu or mail to the address below. Thank you.

Date: 12/6/06

Signature of Recommender

Name (Print)

Note: In compliance with the provision of California State Senate Bill No. 1493 (Stull bill), this form will be kept in a file separate from the applicant's departmental admission file until after the close of the admission period for which this application is being made.

Mailing Address:
Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340
Attn: Recommendation

DEC 20 2006
GRADUATE DIVISION

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

Dr. Peggy Fong, Associate Professor
Department of Ecology and Evolutionary Biology
University of California Los Angeles
Phone: (310) 825-5444
Email: pfong@biology.ucla.edu

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
621 CHARLES E. YOUNG DRIVE SOUTH
BOX 951606
LOS ANGELES, CALIFORNIA 90095-1606

FAX (310) 206-3987

1 December 2006

Dear Admission Committee:

With this letter I would like to give my enthusiastic recommendation for admission to your Graduate Program at UCM. was a student in my field course, Marine Ecology. This is an 8-unit field course that is part of our Marine Biology Quarter. During this Spring Quarter 2006, spent 10 weeks learning about tropical coral reefs and conducting field research at a field station in Moorea, French Polynesia. was an outstanding student all around. She was a leader in our journal club style discussions, showing a clear grasp of the primary literature. But, most importantly, together with her teammates, she conceived, developed, carried out, analyzed, and wrote an independent research project of publishable caliber. In Moorea, her interests were focused on the role of oceanic sources of nutrition to support coral reef productivity. This has been a central question in coral reef ecology since the classic paper by Odum and Odum in 1955, where they determined that coral reef productivity was far too high to be supported by imported resources. designed a research project to quantify the abundance of the zooplankton in the water as it was transported across the reef flat and lagoon. Because she was tracking a particular body of water, and sampling from it over time as is crossed the "wall of mouths" that constitute the reef, the work involved a lot of time spent underwater in a variety of conditions, including extremely high current and low visibility. She persevered, and was the key individual that aided her teammates in successfully completing this very difficult project.

success in this research project demonstrated her ability and drive to conduct research as well as her ability to function in a team. Perhaps equally important for the purposes of her application, it demonstrates her intelligence, motivation, problem-solving skills, maturity, and utter devotion to any objective she has set for herself. All of these characteristics bode well for success in her future, both as a student and as young scientist. I have spoken with , and know that she has put considerable time and effort into the decision to go to graduate school. She has not made her choice lightly, and will devote herself to the goal entirely.

Feel free to call or email for any additional information.

Sincerely,

Peggy Fong

Peggy Fong

UC Merced Graduate Division

Waiver of Access To Letter of Recommendation

APPLICANT

Waiving your right of access is optional; however, regardless of whether or not you waive your right of access, the completed Waiver of Access form **must** be given to the person from whom you are requesting a recommendation.

Name of Applicant _____ _____ _____ _____
Last Name First Middle

Degree Program _____ Proposed Semester & Year of Enrollment _____

To the Applicant: The Family Educational Rights and Privacy Act of 1974 gives students (persons admitted and enrolled) the right to inspect letters of recommendation written in support of applications of admission. The law also permits students to waive that right if they choose, although such a waiver must be voluntary and cannot be a condition of admission, award or employment.

If you wish to waive your right to examine the accompanying letter of recommendation, please sign the waiver below.

I expressly waive any rights that I might have to access this letter of recommendation under the Family Educational Rights and Privacy Act of 1974, or any other law, regulation or policy.

Date: _____ *Signature of Applicant _____

***Do not sign unless you wish to waive your right to examine the accompanying letter of recommendation.**

RECOMMENDER

Please sign below and return both this form and the accompanying letter of recommendation to the Office of the Graduate Division at graddiv@ucmerced.edu or mail to the address below. Thank you.

Date: _____ _____
Signature of Recommender

_____
Name (Print)

Note: In compliance with the provision of California State Senate Bill No. 1493 (Stull bill), this form will be kept in a file separate from the applicant's departmental admission file until after the close of the admission period for which this application is being made.

Mailing Address:
Graduate Division
UC Merced
5200 N. Lake Road
Merced, CA 95340
Attn: Recommendation

UC Merced Graduate Division

Letter of Recommendation

Please complete this form then send it to your recommender. Ask your recommenders to e-mail this *Letter of Recommendation* along with the *Waiver of Access* form to the Graduate Division Office at graddiv@ucmerced.edu with recommendation and your name on the subject heading. The recommender may also send it to the address below.

APPLICANT

Name of Applicant _____ Last Name _____ First _____ Middle _____

Mailing Address _____ Street _____ City _____ State/Country _____ Postal/Zip Code

Degree Ph.D. Area of Concentration Biological Sciences

Proposed Semester & Year of Enrollment September 2007

RECEIVED

RECOMMENDER

To the recommender: The Admissions Committee cannot use letters of recommendation intended to be confidential unless the applicant waives any and all rights of access to this letter. Statements about confidentiality should not appear on the letter itself. If this letter is intended to be confidential, the student must complete and sign the accompanying *Waiver of Access Form.*

GRADUATE DIVISION UNIVERSITY OF CALIFORNIA, MERCED

The University is particularly interested in an evaluation of the applicant's potential for academic professional achievement in the field indicated. Explicit descriptions of academic strengths and weaknesses are more helpful to the candidate than routine praise. Comments about character, integrity or motivation also are appreciated, if pertinent. The experience upon which the opinion of the writer is based should be described. Rankings should be related to other students in the same class or academic program, or other persons of comparable experience. **Please attach your letter of recommendation, preferably printed on your institutions letterhead, to this completed document.**

(Please check one percentage level for each category below.)

	Upper 1-2%	Upper 10%	Upper 25%	Upper 50%	Lower Half	No Basis for Judgment
Intellectual Ability	✓					
Imagination & Creativity	✓					
Ability in Oral Expression	✓					
Writing Ability	✓					

Among the individuals I have known in recent years in the applicant's field and at a comparable level of study/achievement, I would rank this applicant in the upper 1 %.

Signature [illegible] Date [illegible]

Name (print) [illegible] Title/Institution [illegible]

Professional Address [illegible] Street State/Country Postal/Zip code

Telephone [illegible] E-mail Address [illegible]

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UCLA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF ECOLOGY AND EVOLUTIONARY BIOLOGY
621 CHARLES E. YOUNG DRIVE SOUTH
BOX 951606
LOS ANGELES, CALIFORNIA 90095-1606

FAX (310) 206-3987

December 19, 2006

Letter of Recommendation for

Dear Colleagues:

It is with considerable pleasure that I sit down to write in support of s graduate school applications. I am pleased because I am certain, or as certain as one can be, that will be an exceptionally good graduate student and that she will be effective in her subsequent career.

My experience with comes from instructing her in a UCLA Marine Biology Quarter consisting of two weeks of lectures on campus and eight weeks of work in and around the Gump field station on Moorea in French Polynesia. The academic experience primarily involves junior and senior marine biology majors with some participation from other majors. It is directed toward hands-on student-defined research projects in the field and marine lab setting. About half the class of 24 students goes on to graduate work in marine biology or related areas, about a quarter anticipate careers in medicine with the rest being less clear as to career objectives. Thus, this class involves competitive highly motivated and engaged students. Given this context, and that we lived and took meals together in a common setting, I got to know well.

is exceptionally intelligent and effective at getting her research done. She orchestrated a group project that involved blue-water diving to sample zooplankton. This involved teams of students doing tether diving in open water shortly after dawn each morning. This project was the most interesting and engaging of the course. However, what is most striking about is not her raw intellect, but that she achieves her objectives while always facilitating the work of others.

While diving at UCLA the dive Master relied heavily on to organize the class and equipment. While in Moorea. was always accomplished, steady and proficient - she was soon relied on by professors and students alike for her skills in the lab, in the boat, and under water. In her presentation to the class on ctenophores, s photos and videos of her work - conducted in the open water and in an especially illuminated tank - wowed everyone. Yet at the same time she seamlessly integrated the comments of the other contributors. This presentation certainly upstaged the professor's lectures including my own.

is intelligent, can always be relied on, and gets the things she wants to do done. However, she does this without the typical pushiness of successful people. Thus does not ruffle any feathers and everyone has a quality experience while the work gets done.

Sincerely,

David K. Jacobs
Professor, Ecology & Evolutionary Biology
UCLA
621 Young Drive South
Los Angeles, CA 90095

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

GRADUATE DIVISION
UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039, MERCED, CA 95344
(209) 228-4723 Fax: (209) 724-4244

March 16, 2007

Re: Quantitative Systems Biology

Dear Ms. Swift:

Thank you for your interest in graduate study at the University of California, Merced. I am pleased to inform you that you were selected for admission into the Individual Graduate Program with an emphasis in Quantitative Systems Biology for the fall term of 2007.

You are joining a very distinguished group of faculty and graduate students! The entire program is very proud to be able to attract so many outstanding scholars like yourself. Congratulations for your personal and academic achievements that have brought you to this point in your career.

We encourage you to familiarize yourself with University regulations governing graduate study, as well as the requirements specific to your program. Information regarding graduate student fees, living costs and housing is available at our website: http://gradstudies.ucmerced.edu. A guide for newly admitted graduate students will be mailed to you in May.

As a friendly reminder, all Graduate students who are U.S. citizens, permanent residents, or immigrants are required to file a Free Application for Federal Student Aid (FAFSA) at http://www.fafsa.ed.gov . Several types of need-based financial support may be made available to you.

We sincerely hope you will accept this offer of admission. To accept or decline this offer, please sign and return the attached Acceptance Form on or before April 15, 2007.

UC Merced looks forward to welcoming you as a graduate student at the 10th campus of the University of California. We look forward to having you join us in the fall and to the contributions you will make to our dynamic and stimulating intellectual environment.

If you have questions, please contact the Graduate Division at (209) 228-4723. Once again, congratulations and we look forward to hearing from you soon.

Sincerely,

Samuel Traina
Dean, Graduate Division

Enclosures (3)
Cc: Maria Pallavicini, Dean, School of Natural Sciences
Michael Colvin, Professor, School of Natural Sciences
Michael Dawson, Assistant Professor, School of Natural Sciences
Norma DeLa Torre, Assistant Director, Academic Affairs
Diana Ralls, Director, Financial Aid and Scholarships

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

Office of the Dean, School of Natural Sciences
UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
MERCED, CALIFORNIA 95344
(209) 228-4309 FAX (209) 228-4060

February 29, 2007

Re: Offer of Graduate Support Notification and Summary

Dear Ms. Swift:

Congratulations on your admission to UC Merced's Individual Graduate Program with an emphasis on Quantitative Systems Biology (QSB) for the fall term of 2007.

Based on the review of your educational experience, we are pleased to offer you compensation in the form of a Teaching Assistantship and/or a Graduate Student Research position for fall 2007, spring 2008 and summer 2008. This position will provide compensation which is defined in the attached table. Please note that if your award does not include payment of all fees and non-resident tuition, the amount you are expected to pay is noted. As with all appointments, continued funding for subsequent academic years is contingent on your satisfactory academic and research progress as well as the availability of funding.

This appointment offer is made with the understanding that the Academic Personnel Office (APO) is able to verify your work authorization as required by the Federal Immigration Reform and Control Act of 1986. This requires that you present the originals of the appropriate documents to the APO no later than your first day of service on this campus so that the I-9 (Employment Eligibility Verification form) can be completed.

UC Merced looks forward to welcoming you as a graduate student at the 10th campus of the University of California. If you have questions concerning this award, please contact the Graduate Division at (209) 228-4141 or Katherine Brown, kbrown22@ucmerced.edu, Graduate Student Coordinator in the School of Natural Sciences. Once again, thank you for considering UC Merced for your graduate education.

Please acknowledge your acceptance of this offer by signing and returning the attached Financial Support Acceptance Form as soon as possible.

Sincerely,

Maria Pallavicini
Dean, School of Natural Sciences

Michael Colvin
Graduate Emphasis Chair

Michael Dawson
Assistant Professor, School of Natural Sciences

Enclosures (2)

Cc: Norma DeLaTorre, Assistant Director, Academic Affairs
Samuel J. Traina, Dean, Graduate Division
Diana Ralls, Director, Financial Aid and Scholarships

UNIVERSITY OF CALIFORNIA UCMERCED www.ucmerced.edu

Summary Financial Support

Student Name:		Term	Fall 2007
Banner ID		Degree:	PhD
Program	Quantitative and Systems Biology	Major Professor:	Michael Dawson

The following chart is a summary of financial support offered by the University of California, Merced. All funding is subject to change and availability and all fees are based on projected annual increases.

	*TA salary (9 months @ 49.9%)	**GSR incl Summer Salary and Vacation (earnings up to)	***Fees paid by award (includes Health Ins.)	NRT Paid by university	Misc Campus fees to be paid by university	Misc Campus fees to be paid by student	NRT to be paid by student	Total value of award
Fall 2007	$8,069.20		$4,235			$256		$12,304.20
Spring 2008	$8,370.85		$4,475			$256		$12,845.85
Summer 2008		$7,560						$7,560

* Dependent upon departmental needs, titles of academic appointments may vary. However, the salary commitment would not be less than indicated.

** Summer funding as a Graduate Student Researcher will depend on availability from Professor Dawson's research funds.

*** Fees paid by the academic award (Teaching Assistantship or Graduate Student Researcher) are a benefit of employment. Should you decline the academic appointment there is no guarantee that your fees will be paid from another source.

Fees paid by award	Fall 2007	Spring 2008
Educational Fee	3,214	3,214
Registration Fee	368	368
Health Insurance	653	893
TOTAL:	**4,235**	**4,475**

Key:
NRT = Non-Resident Tuition
TA = Teaching Assistantship
GSR = Graduate Student Researcher

All Amounts in US Dollars

UNIVERSITY OF CALIFORNIA UCMERCED

Financial Support Acceptance Form

Student Name:		Term	Fall 2007
Banner ID		Degree:	PhD
Program	Quantitative and Systems Biology	Major Professor:	Michael Dawson

Please indicate your decision and sign below. To expedite the process, you may FAX the signed form to 209-724-4244. However, the original signed form must subsequently be returned to the Graduate Division in order to finalize an acceptance.

ACCEPT ☒ I accept admission and the financial award with the conditions stated in the award letter.

DECLINE ☐ I am unable to accept admission and financial award for the following reason(s):

☐ Personal

☐ Received better financial support offer from another institution.

If you have chosen a different institution for your graduate career, would you please share with us the name of the institution you will be attending.

Name of Institution

SIGNATURE _____ DATE 4/13/07

University of California, Merced
Graduate Division
P.O. Box 2039
Merced, CA 95344

Office: 209-228-4141
Fax: 209-228-4244

65

UNIVERSITY OF CALIFORNIA
UCMERCED
www.ucmerced.edu

Financial Support Acceptance Form

Student Name:		Term	Fall 2007
Banner ID		Degree:	PhD
Program	Quantitative and Systems Biology	Major Professor:	Michael Dawson

Please indicate your decision and sign below. To expedite the process, you may FAX the signed form to 209-724-4244. However, the original signed form must subsequently be returned to the Graduate Division in order to finalize an acceptance.

ACCEPT ☒ I accept admission and the financial award with the conditions stated in the award letter.

DECLINE ☐ I am unable to accept admission and financial award for the following reason(s):

☐ Personal

☐ Received better financial support offer from another institution.

If you have chosen a different institution for your graduate career, would you please share with us the name of the institution you will be attending.

Name of Institution

SIGNATURE **DATE** 4/13/07

APR 16 2007
GRADUATE DIVISION

University of California, Merced
Graduate Division
P.O. Box 2039
Merced, CA 95344

Office: 209-228-4141
Fax: 209-228-4244

UCMERCED Graduate Division

ADMISSIONS COMMITTEE RECOMMENDATION

ADMISSIONS COMMITTEE **The Admissions Committee Chair should complete and return this form to UCM's Division of Graduate Studies. If the applicant is recommended for a provisional admit, state the specific conditions for admission under "Comments" at bottom.**

Student Name: _____ Last, _____ First _____ MI Student ID Number: _____

Academic Unit: Natural Sciences Program/Major: QSB

Expected enrollment date (check one): ☑ Fall ☐ Spring Year: 2007

☒ NEW ADMIT ☐ RE-ADMIT

Degree Objective:

☒ Ph.D. ☐ M.S. ☐ M.A.

DENY ADMISSION

☐ GPA below 3.0
☐ TOEFL too low
☐ BELOW program standards Unable to accommodate
☐ INTEREST not matched to program

APP/FILE CLOSED

☐ $60 Fee not paid
☐ Incomplete File (list missing documents)
☐ Applicant Withdrew
☐ No Decision

Graduate Division Only:

GRADE POINT AVERAGE (GPA) DETAILS

_____ Graduate GPA if more than 11 units have been completed.

_____ Approximate GPA for all academic courses during applicant's undergraduate years.

_____ Approximate GPA (in last two year's of undergraduate years) if cumulative GPA is less than 3.0.

TOEFL DETAILS

☐ TOEFL requirements satisfied
☐ TOEFL requirements not satisfied

If the applicant's cumulative GPA is less than a 3.0 or if the minimum TOEFL score is not met, a formal request for exception to U.C. requirements (including documentation to justify an admission decision) must be signed by the committee chair and attached to this ACR form.

If the committee's recommendation is to admit, complete this section:

☐ The department recommends admission but is unable to commit any financial support at this time
☒ The department recommends admission and financial support for the following:

☒ TA appointment (9 months) ☒ Graduate Research Appointment
☐ Academic year (9 months)
☒ Holidays/Summer (indicate appointment
☐ FT ☐ PT

Grant Source for Funding: _____

☐ The department recommends fellowship/scholarship award:

Fellowship/Scholarship Name: _____

COMMENTS:

Print Name of Admissions Committee Chair: Michael Colvin

Signature: _____ (Admissions Committee Chair) Date: 4/16/07

Signature: _____ (Graduate Group Chair) Date: 4/16/07

Revised 2/14/07

Statement of Purpose

"I must go down to the seas again, for the call of the running tide; is a wild call and a clear call that may not be denied."

"John Masefield, Sea Fever.

My veins run blue. The sea flows in them, and it infiltrates my blood stream from every other part of me-- through my fingers searching through tidepools, from my seaward thoughts, through my lungs bathed in sea-splashed breathes, through my pores as I swim under the waves--until my very heart beats with the rhythm of the tides and waves.

My parents first took me down to the sea when I was still very young. I still remember those days of exploring tidepools and chasing the waves. My older sister and I played with hermit crabs and moon snails and learned about kelp and rocky intertidal fauna. And while those days could very easily be chalked up to just a day on the beach, they were the first time I got sea fever in my veins.

This fever was fed by trips to Monterey, visits to aquariums, viewing PBS specials on jellyfish in Palau and kelp forests near home, as well as trips to Año Nuevo to see the sea lions. By the time I first got into the water to snorkel years later, my love for the ocean was deep and rooted strongly, but that first glimpse of the underwater world for myself was an experience that took my breath away, until boundless enthusiasm created a smile despite the snorkel. That moment, I knew that I wanted to make the ocean a permanent part of my life. At the age of ten, I was already telling people I wanted to be a marine biologist.

Oceanography, however, was not a standard topic in any of my classes even through high school. I learned early on to apply my love of the ocean to whatever topic we were covering. For species reports, I was choosing elephant seals and cuttlefish; for extra credit I was making models of jellyfish; for science experiments, I was choosing problems which would affect sea organisms. General concepts given in terrestrial examples were always converted to a marine landscape in my head. Given that my formal education didn't include marine topics, I taught myself, devouring books and taping Nature specials. In high school, I joined a summer research team studying loggerhead sea turtles. I was part of the team patrolling all night, collecting data on the mothers, the epiphytes on their carapaces and potentially moving eggs. It was my first taste of field work, and I took to it instantly; before it had ended, I knew it was the type of marine biology I wanted to do forever.

My dream has never changed; upon entering college, I dedicated myself to preparing for a field marine biologist career. My many different activities and jobs have prepared me far beyond a normal undergraduate education for graduate work and, eventually, a career in research. I have extensive lab and field experience, as both a technician and a leader of the project, which uniquely enables me to excel in graduate school. My extensive experience in executing, as well as conceiving of, setting up and guiding research projects has proven that I am capable of performing at the highest level in graduate school.

After working on three different research teams as a technician, I started working on higher level projects and assuming leadership roles. My first endeavor was to launch into my own research project on ctenophore distribution and feeding mechanisms. This project ultimately led to a scientific paper which is currently in peer review. In the process, I educated myself thoroughly on euphausiid and ctenophore biology, behavior and ecology. Conducting my own laboratory research and writing a scientific paper has greatly prepared me for the graduate course of study. In addition, I have proven extreme competency in research and desire to learn and teach myself all I need to know.

Furthermore, I have practical knowledge on gathering data in marine environments. I am the Assistant Diving Safety Officer at UCLA, which entails teaching SCUBA diving to classes as well as assisting graduate students with data collection for their research. I have spent hours underwater in various conditions utilizing different techniques for various objectives, thus making me ideally prepared to perform well with any project in graduate school. In addition to helping graduate students underwater, I have also assisted graduate students above the surface collecting data on boats ranging in size from a small whaler to large research vessels.

The Marine Biology Quarter at UCLA showcased my competency to design, execute, and analyze data from an experiment, as well as my extreme love for field work and desire to understand the marine system and the particular problem I'm working on. I was part of two different research groups, but often assisted other groups that came to me for advice and help with various topics. My projects required the practical knowledge of how to work off boats and underwater, as well as utilized my experience in the lab on how to design and analyze successful projects. I studied the biodiversity and assemblage of gelatinous organisms in time in a bay as well as the differences between two locations separated by a physical oceanographic process. My second project studied the nutritional input from the open ocean to the coral reef, following a body of water across a reef flat. My groups perceived me as their leader, in the first one because of my high level of knowledge on the topic, and in the second because I was able to problem solve quickly and work out the complex methodologies and analysis for our complicated question. Both of these projects culminated in original papers which I helped write.

In addition to these research projects which I have done during my undergraduate career, I am currently planning research on my own. I am spending five weeks at the Woods Hole Oceanographic Institute's lab in Panama gathering laboratory and in situ

observations of several ctenophores' flow patterns while swimming and the entrainment of passive and active prey, specifically looking at escape responses due to the flow. The common thread throughout all of my research has been curiosity about the pelagic environment. My coursework focused on invertebrate biology, but I am incredibly fascinated by the pelagic organisms, as well as the processes which affect their distribution, biogeography and biodiversity. My interest in pelagic gelatinous organisms includes fine scale and large scale processes such as physical oceanography and evolutionary disturbances, and extends to areas I have not done any research in yet.

Not only have I extensive research experience, but I have also applied my knowledge toward educating school children on a broad range of marine subjects. I have volunteered for a program which takes school groups out onto the Santa Monica Bay to teach them about marine science, as well as the local aquarium, both in the education department and as an aquarist. In addition, I give guest lectures in classrooms. I hope to bring excitement to science and bring the ocean to students. Perhaps my enthusiasm will inspire another marine biologist, but mostly I hope that the children I speak to will look at the world and be conscious of realms outside their immediate neighborhoods.

I have effectively demonstrated my competency as a field marine biologist and leader of my peers and elders, as well as prepared myself for graduate study and a career in marine research. I have shown I have the ability to plan and conduct research independently as well as in a group and interpret my findings. I have also shown the broader impacts of my contributions in that I share everything I know with groups of school children of various sizes, and I will always continue to do so, as a teacher, teaching assistant, professor or guest lecturer. My ultimate goal is to be a professor in order to continue learning, exploring, and researching the marine world, as well as to continue to spread my love to others through education. Jacques Cousteau once said ' The sea, once it casts its spell, holds one in its net of wonders forever.' I love nothing more than exploring and sharing that world with others.

Personal History and Achievements/
Contributions:

I, like all college students, have experienced the balancing scale of family and school, monetary contribution and study hours. My college experience has not been without family problems, personal crises, inopportune circumstances and stress from working. But I do not think that any of the above listed has defined my collegiate career, or will determine the type of graduate student I will be. My extensive research experience has prepared me to succeed, but it is more than just my research experience that makes me a good candidate for the graduate program. My high standards of excellence and dedicated work ethic combine to produce a drive to learn and master different techniques. Combined with a genuine love for my research, this creates a passion for my work and for sharing my work with other people. Amazingly, people that live near the ocean never fully understand it, especially the fascinating creatures and ecological systems that happen away from shore or out of sight, and many have never even gone to the beach. My enthusiasm has led me to become a teacher and a leader in many different ways.

I do not wish to make an excuse for any of my scores or grades, because in all cases, there are always extenuating circumstances. I do want to say I always gave it everything I had, and often more. My second year in college I took on an amazing load so that I could try and double major in marine biology and English. Unfortunately, that year also coincided with a deluge of family health problems as well as my own health suffering to the point I was in and out of the hospital. This limited the amount of time I had to dedicate to my extreme load of studies, especially while working, but I still worked as hard as I could to try and maintain the same level of academia that I expected from myself. There are always reasons: classes professors don't curve, even when the entire class fails, or genetically horrible standardize test taking skills. I am proud of my academic achievements at UCLA, mainly because I know I always studied hard and always knew the material well. What is most important for you to know, though, is that I always try and I keep learning and searching until I completely understand the material. In both the classroom and the lab, I am quick with learning and make sure to learn everything. I seek not just to memorize and remember, but to completely understand the material presented. Even if I don't know how to do a task right now, I promise that I will learn it and master it quickly. My drive to learn is what doesn't show up on the transcript, as is my passion for the subject.

For a while, this love was interrupted by traumatic and intimately personal problems. I started to doubt everything in my life, and even questioned my pursuit of a research degree. Worst of all, I questioned myself. Growing up in the shadow of my older sister was hard enough; I had to prove that I was just as smart as my 'genius' sister, but more importantly, I wanted to prove that I wasn't my sister'that I was my own, unique and special person. I had found myself once before; losing myself again in college almost destroyed me. I say this only to tell you that I found myself and in so doing, found my love of the ocean again. My commitment, dedication and passion are only stronger now because of what I went through. I know I will never lose my love or myself again and believe I can endure anything while still succeeding in school.

Finding my love again has only made me want to share it with other people more now than ever. Sharing my love of the ocean has led me to be involved in many different programs, which allows me to bring a different idea of marine biology and how to share it with the public to UCSB. I spent my elementary and secondary education educating myself about marine science, because no

teacher covered it in school. I learned early on how to apply my knowledge in one area to other areas, as well as use alternative methods to educate myself outside of school. This technique has taught me to think in an interdisciplinary way about all problems with which I am presented, a valuable tool in scientific research.

My own experience in secondary school has led me to become involved with educating people about marine science, either directly to classrooms, or to teachers to bring back to their classrooms. I am deeply involved with the Cruising Classroom through UCLA, which takes classes out on the R/V UCLA Seaworld and teaches the groups about marine science, specifically plankton, seawater, and marine benthic ecology. In teaching all the different stations, I have found that people are very interested in marine science and how it interrelates with systems that they understand, especially when you discuss plankton or systems that are traditionally not covered in schools. I also have participated in programs that teach teachers about marine science, such as helping to put on lectures for educators, being a marine specialist for an online workshop for educators on coral reefs. In addition, I am an educator and aquarist at the local aquarium, combining a love to teach with the practical knowledge of how to maintain and keep various animals.

I often present my own experiences to school groups in my home town. I find that children of all ages can be involved in science and even cutting edge science. Science is not a discipline that you can ever ‘finish’ learning about. There is always something new to discover, and that discovery is exhilarating. I have presented my work or other people’s work that I have read about to classes because the kids get so incredibly excited about it. This spring, I am part of a National Geographic NOAA Ocean Explorer cruise to Malaysia, and have many different classrooms prepared to follow our progress, get logs from me and to follow the process of real science in action as I study gelatinous zooplankton biodiversity.

I also helped teach and lead at UCLA in various ways. I was an Undergraduate Teaching Assistant for the course Ecology and Evolution 187: Tropical Oceans and Tropical Reefs, which focused on coral reefs, pelagic ecosystems, and the interaction between the two. I led a discussion section, graded papers and exams, and assisted the instructor in other ways as well. I really enjoyed taking this class and then helping to teach it because it covered every topic that I find interesting and that most people know nothing about. I loved sharing this knowledge with other people to let them appreciate how amazing pelagic ecosystems are and how all of these ecosystems interrelate. I pursued my own interest of the ocean by getting a NAUI Open Water Certification in order to SCUBA dive over a year ago. I followed that up recently with receiving an AAUS Scientific Certification in order to use SCUBA as a tool to collect scientific research and learn how to blue-water dive to observe mid-water organisms that I want to study. I also have studied to be a Divemaster, and am now the Assistant Diving Safety Officer at UCLA, assisting with research and helping other people learn how to explore the ocean through SCUBA.

I want to continue researching and integrating my work with the education community to get more people interested about science, and about marine science. Most schools don’t include marine education with their curriculum, especially in poorer school districts. If a couple kids are inspired and intrigued by the research presented to them, then that is great. If more kids think differently about the world and the way that they are connected to it, then that is even better. Since marine issues are at the forefront of environmentalism, it is important for the public to understand the importance of the ocean. I aspire to research, continuously learning, and eventually attain a professorship in order to reach even more people and teach about the amazing things we are learning every day. Engaging and enthusiastic teachers result in students who are interested. I would also like to write scientific books that everyone can understand, to teach an even larger audience about the oceans that surround us. A graduate degree can help me attain these goals and teach countless people about marine science.

ETS GRE

GRADUATE INSTITUTION REPORT OF SCORES

SCHOOL CODE: 4129
DEPT. CODE: 0203

QSB

LAST NAME

FIRST NAME MI F

ADDRESS

BIRTH DATE MO. DAY YR.	SOCIAL SECURITY NUMBER	SEX	MOST RECENTLY REPORTED		PRINT DATE
			TEST DATE	REGISTRATION NUMBER	
		F	09/06	3579143	01/19/07

INSTITUTION CODE & NAME	DEPARTMENT CODE & NAME
4129 U CA MERCED	BIOLOGY

GENERAL TEST

TEST DATE	VERBAL		QUANTITATIVE		ANALYTICAL WRITING		ANALYTICAL (Earned prior to 10/1/02)	
MMYY	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW	SCORE	% BELOW
09/06	540	70	730	78	5.5	87		
11/05	640	91	690	68	6.0	96		

ANALYTICAL WRITING/ WRITING ASSESSMENT*

TEST DATE MMYY	SCORE	% BELOW

NS: No Score. Indicates that no questions were answered in this section.

* Analytical Writing scores earned from the stand-alone administration and/or Writing Assessment scores earned between October 1, 2001, and December 31, 2002.

SUBJECT TEST

TEST DATE MMYY	TEST NAME	SCORE	% BELOW	SUBSCORE NAME	SCORE	% BELOW
12/05	BIOLOGY	830	93	CELLULAR & MOLECULAR BIOLOGY	077	84
				ORGANISMAL BIOLOGY	075	80
				ECOLOGY, EVOLUTION, POP. BIOL.	091	99

JAN 30 2007

GRADUATE DIVISION

00101 011213 GREGIR JDJ 04/27/08