



**2009-2011**

**UCLA**

**UC Leadership Excellence**

**through**

**Advanced Degrees**

**Program Book**

## TABLE OF CONTENTS

OVERVIEW .....	2
PROGRAM COMPONENTS .....	3
CURRICULUM OF ENRICHMENT ACTIVITIES BY PROGRAM YEAR .....	4
FREQUENTLY ASKED QUESTIONS .....	5
AGREEMENT OF PARTICIPATION .....	8
STUDENT SCHOLAR EXPECTATIONS OF PROGRAM PARTICIPATION .....	9
LIST OF REIMBURSABLE RESEARCH EXPENSES .....	10
2008-2009 UC LEADS ANNUAL SCHEDULE .....	11
2008 UC LEADS SUMMER SCHEDULE .....	16
FORMER SCHOLAR BIOGRAPHIES .....	19

## OVERVIEW

The UCLA UC Leadership Excellence through Advanced Degrees (UC LEADS) Program Booklet is intended to provide information about the program design, curriculum, and expected level of student commitment. Included is information about workshops, program scheduling, and sample schedules from the current year's program. The Program Booklet is intended to serve only as a guide and is not a comprehensive description of all policies and procedures of the program. The Program has final discretion on all decisions and policies.

**Please note:** Continuation of the UC LEADS Program is contingent upon funding availability.

Please do not hesitate to contact the Program Coordinator [cfrancis@gdnet.ucla.edu](mailto:cfrancis@gdnet.ucla.edu) if you have any questions.

## **PROGRAM COMPONENTS**

### **Undergraduate Mentorship Experience**

Scholars are matched with UCLA faculty members who serve as advisors and mentors. Faculty Mentors assist the scholars in developing and completing a plan of action that includes structured research, graduate school preparation and exploration, and participation in professional and/or scientific society meetings. Faculty Mentors also assist scholars with academic and research difficulties. Faculty Mentors may also assist in arranging for a Graduate Student Mentor and integrate the scholar into their research group and its activities.

### **Campus Academic Enrichment Opportunities**

Scholars have the opportunity to participate in academic enrichment programs to provide them with special training in areas critical to academic success. These programs include fellowship workshops, preparation for the GRE, scientific writing, ethics, preparing academic presentations, academic career planning, and development of specific research or research-related skills.

### **Annual University-wide Research and Leadership Symposium**

All UC LEADS Scholars are expected to participate in the annual university-wide UC LEADS Research and Leadership Symposium. The event features:

- ◆ Opportunities to meet fellow Scholars, graduate students, and faculty mentors;
- ◆ Scientific and/or academic presentations by faculty and graduate students in science, technology, engineering, and mathematics;
- ◆ Opportunities for scholars to present and receive feedback on their work;
- ◆ Presentations by industrial and/or governmental leaders.

### **Summer Research Program Experience**

UC LEADS Scholars participate in two summer research experiences. The initial experience takes place on the student's home campus (UCLA). The second summer research experience occurs at another **UC campus**. Scholars must commit to working full time during the summer (40 hours per week). Scholars receive a minimum \$3,000 summer stipend. Scholars receive room and board during the duration of the summer research programs.

### **Involvement in Professional and Scientific Societies**

Scholars attend and have the opportunity to participate in national or regional professional or scientific society meetings. Scholars receive support for travel and registration costs of attending at least one of these meetings. The type and amount of support available are contingent upon funding availability.

### **Scientific Research and Presentations**

Scholars, with the assistance of their faculty mentors, participate in at least one research experience during each program year (in addition to the summer research experience). Scholars complete at least one scientific presentation per year. In addition, scholars are encouraged to present their work at national or regional scientific meetings.

## Travel to Other UC Campuses for Training and Exposure to Campus Graduate Study Opportunities

Scholars are expected to travel to at least one UC campus each year (in addition to the second summer research travel). Scholars have the opportunity to meet with graduate students and faculty, and participate in campus tours designed to acquaint scholars with various aspects of campus life and graduate programs. These visits provide the scholars with the opportunity to make informed decisions about their second summer placement as well as learn about graduate programs of study within the University of California. Scholars may be provided with some support for travel.

### CURRICULUM OF ENRICHMENT ACTIVITIES BY PROGRAM YEAR

	FIRST YEAR OF PARTICIPATION	SECOND YEAR OF PARTICIPATION
<b>SUMMER ACTIVITIES</b>	<p><i>10-week program at UCLA June 21 – August 28, 2009</i></p> <ul style="list-style-type: none"> <li>◆ Research with faculty advisor/mentor</li> <li>◆ GRE Preparation course</li> <li>◆ Scientific Writing Workshop series</li> <li>◆ Enrichment Workshops</li> <li>◆ Preparing Academic Presentations</li> </ul>	<p><i>8-10 Week Program at another UC campus</i></p> <ul style="list-style-type: none"> <li>◆ Research with faculty advisor/mentor</li> <li>◆ GRE Preparation course</li> <li>◆ Enrichment Workshops</li> <li>◆ Preparing Academic Presentations</li> </ul>
<b>ACADEMIC YEAR ACTIVITIES</b>	<p><i>Fall, Winter, and Spring Quarters</i></p> <ul style="list-style-type: none"> <li>◆ Mentoring component (Pipeline model) including presentation(s) to research group</li> <li>◆ Other UC Campus visits</li> <li>◆ Conference Participation: SACNAS (<a href="http://www.sacnas.org">www.sacnas.org</a>), ABRCMS (<a href="http://www.abrcms.org">www.abrcms.org</a>), and/or California Forum for Diversity (<a href="https://eop-apps.ucsc.edu/graddiv/index.cfm">https://eop-apps.ucsc.edu/graddiv/index.cfm</a>)</li> <li>◆ 2-unit seminar course each term <ul style="list-style-type: none"> <li>◆ Weekly Journal Club reading and discussion of scientific literature</li> <li>◆ Research Presentations</li> <li>◆ Scientific Ethics (3 per year)</li> </ul> </li> <li>◆ Joint activities with MARC and Howard Hughes Programs <ul style="list-style-type: none"> <li>◆ Workshop on Graduate Education (financing, applications, etc.)</li> <li>◆ Workshop on Academic Career Planning</li> <li>◆ Research Seminars</li> <li>◆ Computer Resources Workshop</li> <li>◆ Library Resources Workshop</li> <li>◆ Field Trip</li> </ul> </li> <li>◆ Research Presentation at Systemwide Symposium in Winter quarter</li> <li>◆ Poster Presentation at UG Science Poster Day in May</li> <li>◆ Workshop on Preparing a Curriculum Vita (academic resume)</li> </ul>	<p><i>Fall, Winter, and Spring Quarters</i></p> <ul style="list-style-type: none"> <li>◆ Mentoring component (Pipeline model) including presentation(s) to research group</li> <li>◆ 2-unit seminar course <ul style="list-style-type: none"> <li>◆ Journal Club reading and discussing scientific literature</li> <li>◆ Research Presentations</li> <li>◆ Scientific Ethics (3 per year)</li> </ul> </li> <li>◆ Joint activities with MARC and Howard Hughes Programs <ul style="list-style-type: none"> <li>◆ Research seminars</li> <li>◆ Workshop on Graduate School Admissions</li> <li>◆ Workshop on Graduate Fellowships</li> </ul> </li> <li>◆ Other UC Campus visits</li> <li>◆ Research Presentation at Systemwide Symposium in Winter quarter <ul style="list-style-type: none"> <li>◆ Conference Participation: national meeting of appropriate scientific society</li> </ul> </li> <li>◆ Workshop on Preparing a Curriculum Vita (academic resume)</li> </ul>

## FREQUENTLY ASKED QUESTIONS

### APPLICATION PROCESS

#### **Must all materials be postmarked no later than March 30, 2009 deadline?**

Yes, for your application to be considered complete, all materials must be postmarked and/or received by the deadline. This includes the verification of your financial aid package and letter of recommendation. Incomplete applications will not be given full consideration.

#### **How will I know if my online application is complete?**

Once you have completed entering the application information you must hit the "submit" button. You will then view a confirmation page. If needed you can return to the application and update the information by clicking on the "update an application in progress" link.

#### **How will I know if my support materials have been received?**

You must submit a self-addressed, stamped envelope and the "Completed Application Verification Form" along with the application materials. The form will be mailed back to you as soon as all your materials have been received.

#### **May I fax in any materials to meet the March 30, 2009 deadline?**

Original documents are required. Special consideration will be given to applicants who are currently overseas on a case-by-case basis. It is strongly encouraged that you contact the UC LEADS Program Coordinator to establish a reasonable plan of action.

#### **Must all materials be submitted at one time?**

The letter of recommendation and verification of your financial aid package may arrive under separate cover but must be postmarked no later than the March 30, 2009 deadline.

#### **How many positions are available?**

The UC LEADS program has approximately five positions available for the 2009–2011 cohort. **Please note:** Continuation of the UC LEADS program is contingent upon funding availability.

#### **When will first offers be made to applicants?**

First offers will be made two to three weeks after the deadline.

#### **One or more pieces of my contact information have changed, how can I update my application information?**

Please return to the UC LEADS Program on our site and click on the "Online Student Application Form" and then "Update an Application in Progress." Update the information listed and click on the "submit" button to record your changes.

## **Do I need to have a faculty mentor selected before applying to the program?**

You are not at any disadvantage if you do not have a pre-selected faculty mentor. A faculty mentor will be arranged for you if you are selected to participate in the program.

## **How is my application reviewed?**

A faculty review committee will review applications.

## **FACULTY MENTOR**

### **How will a faculty mentor be selected for me?**

Applicants are encouraged to identify and assist with obtaining a faculty mentor (visit [www.research.ucla.edu/faculty](http://www.research.ucla.edu/faculty) or [www.uclaaccess.ucla.edu/UCLAACCESS/web/Faculty.aspx](http://www.uclaaccess.ucla.edu/UCLAACCESS/web/Faculty.aspx)). However, the program will assist each scholar to identify and select a faculty mentor with special expertise and interests matched, as closely as possible, to the participant's research interests and career goals. Scholars will either assist the faculty member in an ongoing research project or work collaboratively with their mentor in designing a new project of mutual interest.

### **What information are you looking for in a reference letter from a faculty member?**

Ideally, a supportive reference will describe the circumstances under which the faculty member has come to know about your work; it will go into detail regarding your unique academic strengths and your research abilities. Please use the Letter of Recommendation form.

### **and/or**

A single letter of reference from a faculty member who will serve as your mentor, describing the above information and the mentor's understanding of the project that you will complete during the summer term. Please use the Letter of Recommendation form.

## **SUMMER PROGRAM**

### **I live locally. Will I be required to live in on-campus housing during the summer program?**

Living on-campus is an expected component of the summer program and contributes significantly to the overall experience. Consideration will be given for scholars with special situations on a case-by-case basis.

### **What are the rooming arrangements?**

Each participant will be assigned a roommate for the duration of the summer program.

### **Am I able to enroll in summer classes while participating in the UC LEADS Summer Program?**

The program is quite intensive and requires a full-time commitment. It is recommended that you not enroll in classes during the summer.

## **As a UC LEADS Scholar, am I required to apply to the Summer Program separately?**

UC LEADS Scholars are not required to apply to UCLA Summer Program for Undergraduate Research in addition to the UC LEADS program. Participation in the UC LEADS program automatically guarantees a placement in the summer research program.

## **PROGRAM INFORMATION**

### **Will I be allowed to leave early from the program?**

The program requires a full-time commitment from its scholars. Leaving before its completion is strongly discouraged.

### **Will I be required to attend all the program's workshops?**

Attending program workshops is a required component of the program. Scholars are expected to be fully involved in all program activities and workshops.

### **What are the objectives of the program?**

The primary goal of this program is to prepare, motivate, encourage, and support students who aspire to obtain a PhD and pursue an academic career in teaching and research. UC LEADS also seeks to serve the following objectives:

- ◆ To increase the diversity of graduate students in the fields of science, technology, engineering, mathematics, physical anthropology, archaeology, experimental psychology, geography, and linguistics at the University of California.
- ◆ To identify, encourage, and train undergraduates of high potential, so as to increase their competitiveness for admission to University of California doctoral programs.
- ◆ To achieve the foregoing aims through appropriate faculty mentoring, experiential learning in summer and academic-year research programs, involvement in professional and scientific societies, and exposure to the UC graduate environment.
- ◆ To prepare future leaders in industry, government public service, and academia whose demographics reflect the growing diversity of the state's population and to increase the diversity of contributors to science, engineering and mathematics disciplines.

**UNIVERSITY OF CALIFORNIA, LOS ANGELES**  
**UC LEADERSHIP EXCELLENCE THROUGH ADVANCED DEGREES**  
**UC LEADS**  
**AGREEMENT OF PARTICIPATION**

---

**STIPEND**

I, \_\_\_\_\_, the undersigned, a student at the University of California, Los Angeles, understand that I have been selected to be a participant of the UCLA UC LEADS program in order to promote my academic career. I understand that as a participant of the UCLA UC LEADS program, I will receive a stipend of \$3,000 to be issued in one lump sum in September 2009.

**EARLY TERMINATION**

- In the event of early termination from the program, I understand and agree to repay the UC LEADS program a prorated amount of \$100 per week for each incomplete week of the duration of my program. A complete program is equivalent to 30 weeks (ten weeks per quarter). The UC LEADS Program will determine the amount of repayment.
- I will also be eligible to receive up to \$1,000 for travel expenses, contingent upon funding availability. Receipt of these funds is by reimbursement only. I understand that if I do not utilize these funds that they will not roll over for my use during the next program year. I also understand that any unused funds will not be issued to me in any form at the end of the year. I have until May 31, 2009 to submit requests for reimbursement.

**REIMBURSEMENT FOR RESEARCH AND TRAVEL EXPENSES**

I, \_\_\_\_\_, agree to all of the following terms:

- I must participate in **all** program activities, comply with all program requirements, and successfully complete the program as described in addendums A, B and C.
- I must attend **all** scheduled events and meetings.
- I must remain fully active in the program until the commitment to participate in the program has been complied with.
- I must accept a position in an approved research laboratory/group to provide assistance with and conduct a research project.
- I must comply with the UCLA Accounts Payable and the UCLA Travel Center policies and procedures for allowable expenses, reimbursement processing, and all other financially related matters.
- In the event that I fail to meet the award or program conditions, I may be terminated from the program and will then be responsible to pay back the advanced paid stipend at the rate of \$100 per week, 10 weeks per quarter. I agree that the Program will determine this amount.
- As a condition of acceptance into the program, I will be asked to update information on my educational and career activities **after** completion of the program **and** after graduation from the university. This tracking is done solely to evaluate the effectiveness of the program. It is critical that we be able to conduct this long-term evaluation in order to maintain continuous funding for the program. The information collected remains strictly confidential. As a condition of receiving the UC LEADS award, I agree to maintain contact with the UC LEADS program and respond to follow-up inquiries.
- UCLA is **not** liable for lost or stolen items left in meeting rooms or public areas.
- If patents are involved during my time with UC LEADS, I will agree to comply with UCLA's General Patent Agreement Policy as well as that of any applicable funding agency.

I agree to participate in the UC LEADS Program with the full understanding that receipt of advance funds for the purpose of supporting my pursuit of the plan of study and for my serving in a research laboratory/group is contingent upon my successfully fulfilling all program requirements. The Program will determine successful fulfillment of program requirements. I accept the award offered to me by the UCLA UC LEADS Program.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

UNIVERSITY OF CALIFORNIA, LOS ANGELES  
**UC LEADERSHIP EXCELLENCE THROUGH ADVANCED DEGREES**  
**UC LEADS**  
**STUDENT SCHOLAR EXPECTATIONS OF PROGRAM PARTICIPATION**

Quarter	First -Year Scholars	Second-Year Scholars
Summer	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin your research experience with UC LEADS</li> <li><input type="checkbox"/> Prepare your research for presentation at the UC LEADS Symposium in winter.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begin your second summer research experience at another UC campus.</li> <li><input type="checkbox"/> Prepare your research for presentation at the UC LEADS Symposium in winter.</li> </ul>
Fall Quarter	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draft of Personal Statement</li> <li><input type="checkbox"/> Subscribe to the Gradfellowships electronic list</li> <li><input type="checkbox"/> Make arrangements for a visit to another UC campus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Apply for extramural fellowships</li> <li><input type="checkbox"/> Take the General Record Examination (GRE)</li> <li><input type="checkbox"/> Academic Planning Meeting regarding Graduate School Applications</li> </ul>
Winter Quarter	<ul style="list-style-type: none"> <li><input type="checkbox"/> CV workshop, develop your own CV</li> <li><input type="checkbox"/> Visit another UC campus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> CV Workshop, create/update your CV</li> </ul>
Spring Quarter	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research extramural fellowships</li> </ul>	
For the 2009-2010 A Y	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Attend at least 1 professional conference</i></li> <li><input type="checkbox"/> <i>Other items as assigned</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Attend at least 2 professional conferences</i></li> <li><input type="checkbox"/> <i>Visit other UC campuses to review grad programs</i></li> <li><input type="checkbox"/> <i>Other items as assigned</i></li> </ul>


**UNIVERSITY OF CALIFORNIA, LOS ANGELES**  
**UC Leadership EXCELLENCE Through Advanced DegreeS**  
**UC LEADS**  
**LIST OF REIMBURSABLE RESEARCH EXPENSES**

Reimbursable Expenses Up to \$1,000 for July 2009- June 2010	Non-Reimbursable Expenses
<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional organizations' membership</li> <li><input type="checkbox"/> Travel to one professional conference</li> <li><input type="checkbox"/> Travel to UC campus(es)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Books recommended/required by faculty mentor</li> <li><input type="checkbox"/> Laptop carrying case</li> <li><input type="checkbox"/> Computer (laptop and desktop)</li> <li><input type="checkbox"/> External drive(s)</li> <li><input type="checkbox"/> High-end calculator</li> <li><input type="checkbox"/> Personal digital assistant</li> <li><input type="checkbox"/> Printer, cables for connecting the two</li> <li><input type="checkbox"/> Software</li> <li><input type="checkbox"/> General office supplies</li> <li><input type="checkbox"/> GRE application fee</li> <li><input type="checkbox"/> GRE classes</li> <li><input type="checkbox"/> University application fee</li> <li><input type="checkbox"/> Research supplies or equipment</li> </ul>


**PROCEDURE FOR REQUESTING A REIMBURSEMENT:**


1. Send an email to Dr. Weiss and copy the message to Dr. Francis if you are requesting reimbursement for an item(s) not on this list or if you have any doubt about whether your reimbursement will be approved.
2. Once approval from Dr. Weiss has been received, you may proceed with your purchase.
3. The Accounts Payable office requires original receipts or "proof of payment." Submit your receipt(s) laid out and securely attached to an 8in. x 11in. piece of paper. On that same sheet, and for each page, write your full name, social security number, and student ID number. Attach a note to it, explaining the purpose of the purchase.
4. Dr. Francis will prepare the paperwork to process the reimbursement.
5. The reimbursement process often takes a minimum of 3 weeks to complete. If you submit incorrect information or invalid forms of documentation, the processing time will be considerably lengthened.

# 2008-2009 UC LEADS Annual Schedule

MONTH	PROGRAMMATIC & ACADEMIC	Symposium & Events
August/September 2008	<ul style="list-style-type: none"> <li>◆ Sept 25: Instruction begins</li> </ul>	<p><b>October 8-11, 2008: Society for Advancement of Chicanos and Native Americans in Science, Salt Lake City, UT (<a href="http://www.sacnas.org">www.sacnas.org</a>)</b></p> <p><b>Birthdays:</b>  <b>Aug 7: Marcel Martin</b>  <b>Aug 14: Geizhar Ramirez Enriquez</b>  <b>Aug 31: Jennifer Guerrero</b></p>
October 2008  	<ul style="list-style-type: none"> <li>◆ <input type="checkbox"/> 2<sup>nd</sup> Yr Scholars- Fellowship Information Session</li> <li>◆ <input type="checkbox"/> Weekly Journal Clubs</li> <li>◆</li> <li>◆ <i>Mid-Oct: Krell Institute Dept. of Energy High Performance Computational Science Fellowship online application available</i> (<a href="http://www2.krellinst.org/csgf/index.shtml">http://www2.krellinst.org/csgf/index.shtml</a>)</li> <li>◆ <b>DEADLINE Oct 31: Fannie and John Hertz Foundation Graduate Fellowship</b> (<a href="http://www.hertzfoundation.org/dx/Fellowships">http://www.hertzfoundation.org/dx/Fellowships</a>)</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>OCTOBER: Mentor Bios, Abstracts &amp; Award Information for Symposium (send electronically) <u>DUE TO JAKQUELYN.</u></b></li> </ul> <p><b>Birthdays:</b>  <b>Oct 2: Tina Phan</b></p>

MONTH	PROGRAMMATIC & ACADEMIC	Symposium & E vents
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Quarterly Meeting with Associate Dean</li> <li><input type="checkbox"/> Individual Quarterly meeting with Cherie Francis</li> <li><input type="checkbox"/> Weekly Journal Clubs</li>   <li><input type="checkbox"/> 2<sup>nd</sup> year scholars-submit fellowship and graduate school applications <ul style="list-style-type: none"> <li><i>National Science Foundation Graduate Fellowship</i></li> <li><i>(<a href="https://www.fastlane.nsf.gov/grfp/">https://www.fastlane.nsf.gov/grfp/</a>)</i></li>   <li><b>DEADLINES:</b></li> <li><i>11/5: Mathematical Sciences</i></li> <li><i>11/5: Computer Sci. Info Sci, Engrg</i></li> <li><i>11/6: Soc Sci</i></li> <li><i>11/6: Psych</i></li> <li><i>11/6: Geosciences</i></li> <li><i>11/7: Life Sci</i></li> <li><i>11/10: Chem, Physics, Astronomy</i></li> <li><i>11/12: Engineering</i></li>   <li><b>DEADLINE. November 14 ONLINE: Ford Foundation Predoctoral Diversity Fellowship</b></li> <li><i>(<a href="http://www7.nationalacademies.org/FORDfellowships/fordpredoc.html">http://www7.nationalacademies.org/FORDfellowships/fordpredoc.html</a>)</i></li> </ul> </li> </ul> <p>Nov 11- Veterans Holiday Nov 27–28 - Thanksgiving Holiday</p>	<p><b>November 8, 2008 : California Forum for Diversity in Graduate Education, University of California, Berkeley</b> (<a href="http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/">http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/</a>)</p> <p><b>November 20-23, 2008: Sigma Xi, Student Research Conference, Washington, D.C. (<a href="http://www.sigmaxi.org">www.sigmaxi.org</a>)</b></p> <p><input type="checkbox"/> <b>EARLY NOVEMBER: Symposium Registration <u>DUE TO JAKQUELYN.</u></b></p> <p><b>Birthdays:</b> <b>Nov 20: Stephanie Chan</b></p>
December	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Six-month evaluations <u>DUE TO JAKQUELYN</u></b></li> <li><input type="checkbox"/> <b>Second Summer Placement Requests <u>DUE TO JAKQUELYN (12-05-08)</u></b> <ul style="list-style-type: none"> <li>◆ <input type="checkbox"/> 2<sup>nd</sup> year scholars-submit fellowship and graduate school applications</li> </ul> </li> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul> <p>Dec 5- Instruction Ends Dec 8- Finals Begin Dec 12- Fall Quarter Ends</p>	<p><b>Birthdays:</b> <b>Dec 7: Maria Meza-Lopez</b></p>


MONTH	PROGRAMMATIC & ACADEMIC	Symposium & E vents
	Dec 24–Jan. 1- Winter Holiday	
<p>January 2009</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Academic Review meeting w/ Dr. Weiss</li> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul> <p>Jan 5- Winter Quarter Begins  Jan 5-Instruction Begins  Jan 19- MLK Jr. Holiday</p>	
<p>February</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Quarterly meeting with Cherie</li> <li><input type="checkbox"/> Individual Quarterly Meeting with Associate Dean</li> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul> <p>Feb 16- Presidents' Holiday</p>	<p><b>February 12-16, 2009: American Association for the Advancement of Science, Boston, MA (<a href="http://www.aaas.org">www.aaas.org</a>)</b></p> <p><b>February TBA, 2009: California Alliance for Minority Participation Statewide Symposium, Irvine, California (<a href="http://www.camp.uci.edu">www.camp.uci.edu</a>)</b></p> <p><b>Birthdays:</b>  <b>Feb 21: Chérie Francis</b></p>

MONTH	PROGRAMMATIC & ACADEMIC	Symposium & E vents
<p>March</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul> <p>Mar 16- Finals Begin  Mar 20- Winter Quarter Ends  Mar 27- César Chávez Holiday (Offices are closed)  Mar 30- Spring Quarter Begins  March 31-Instruction begins</p>	<p><b>March 6-8, 2009: UC LEADS Symposium, University of California, Davis REQUIRED OF ALL UC LEADS SCHOLARS</b></p> <p><b>Birthdays:</b>  <b>Mar 4: Jeffrey Buenaflor</b>  <b>Mar 11: Betsabe Torres</b></p>
<p>April</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Academic Review meeting w/ Dr. Weiss</li> <li><input type="checkbox"/> Applying to Graduate School Information Session</li> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul>	<p><b>April 25, 2009 : California Forum for Diversity in Graduate Education, California State University, San Marcos</b>  (<a href="http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/">http://www.ucop.edu/acadadv/forum-for-diversity/recruiters/</a>)</p> <p><b>Birthdays:</b>  <b>Apr 29: Renata Lerner</b></p>
<p>May</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual Quarterly Meeting with Associate Dean</li> <li><input type="checkbox"/> Individual Quarterly Meeting with Chérie</li> <li><input type="checkbox"/> 1<sup>st</sup> Yr Scholars- Extramural Fellowships Information Session</li> <li><input type="checkbox"/> <b>Six-month evaluations <u>DUE TO JAKQUELYN</u></b></li> <li><input type="checkbox"/> Weekly Journal Clubs</li> </ul> <p>May 25- Memorial Day Holiday</p>	<p><b>May 17-21, 2009 : American Society for Microbiology General Meeting, Philadelphia</b>  (<a href="http://www.asm.org">http://www.asm.org</a>)</p> <p><b>May 18, 2009: Undergraduate Science Poster Day, UCLA, Ackerman Grand Ballroom</b></p> <p><b>Birthdays:</b>  <b>May 4: Dinh Truong</b>  <b>May 23: Gindy Nagabayashi</b>  <b>May 27: Jakquelyn Taylor-Sullivan</b></p>

MONTH	PROGRAMMATIC & ACADEMIC	Symposium & E vents
June/July	<p>June 8- Finals Begin June 12- Spring Quarter Ends</p> <p><b>June 21: Begin UCLA Summer Research Program</b></p>	<p><b>June 14-17, 2009: American Society for Engineering Education Annual Conference &amp; Exposition, Austin, TX (<a href="http://www.asee.org">www.asee.org</a>)</b></p> <p><b>Birthdays:</b>  <b>June 7: Bridget Navarro</b>  <b>June 24: Dr. Richard Weiss</b></p>

**2008 SUMMER RESEARCH PROGRAM SCHEDULE**  
**ADVANCED DEGREES)**

**UC LEADS (UC LEADERSHIP EXCELLENCE THROUGH**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>JUNE 22</p> <p><b>1</b></p> <p><b>CHECK-IN</b>  <b>4 – 6 pm</b>  <b>House Meeting</b>  <b>6 :30PM</b>  <b>@ Delta</b>  <b>Terrace</b></p>	<p>23</p> <p><b>ORIENTATION</b>  <b>10AM Boyer 159</b></p> <p><b>Writing Orientation</b>  <b>11AM Boyer 159</b></p> <p><b>Meet &amp; Greet</b>  <b>12PM Murphy Hall</b>  <b>2121</b></p> <p><b>6-8 pm</b>  <b>OPENING RECEPTION</b>  <b>Faculty Center</b>  <b>California Room</b></p>	<p>24</p> <p><b>Lab Safety</b>  <b>Training</b>  <b>10AM-12PM</b></p> <p><b>CNSI</b>  <b>Auditorium</b></p>	<p>25</p> <p><b>Seminar</b>  <b>9AM</b>  <b>Boyer Hall 159</b></p>	<p>26</p>	<p>27</p>	<p>28</p>
<p>29</p> <p><b>2</b></p>	<p>30</p>	<p><b>JULY 1</b></p>	<p>2</p> <p><b>Cherie Francis</b>  <b>Seminar</b>  <b>9AM</b>  <b>Boyer Hall 159</b></p>	<p>3</p> <p><b>SPUR BBQ</b>  <b>5-7PM</b>  <b>CANYON POINT</b>  <b>PATIO</b></p>	<p>4</p> <p><b>CAMPUS</b>  <b>CLOSED</b>  <b>4<sup>th</sup> of July</b></p> 	<p>5</p>
<p>6</p> <p><b>3</b></p>	<p>7</p>	<p>8</p>	<p>9</p> <p><b>Seminar</b>  <b>9AM</b>  <b>Boyer Hall 159</b></p>	<p>10</p>	<p>11</p>	<p>12</p>

<p>13</p> <p><b>4</b></p> <p>Temescal Hike w/Dr. Cramer &amp; Mike Flaxman 9:30am</p>	<p>14</p>	<p>15</p>	<p>16</p> <p>Heather Tarleton Seminar 9AM Boyer Hall 159</p>	<p>17</p>	<p>18</p>	<p>19</p>
<p>20</p> <p><b>5</b></p>	<p>21</p>	<p>22</p>	<p>23</p> <p>Jeremy Morris Seminar 9AM Boyer Hall 159</p>	<p>24</p> <p>SPUR BBQ 6-8pm at Canyon Point Patio</p>	<p>25</p>	<p>26</p>
<p>27</p> <p><b>6</b></p>	<p>28</p>	<p>29</p>	<p>30</p> <p>Seminar 9AM Boyer Hall 159</p>	<p>31</p>	<p><b>AUGUST 1</b></p> <p>Westridge Hike w/Dr. Cramer &amp; Mike Flaxman 4pm</p>	<p>2</p>
<p>3</p> <p><b>7</b></p>	<p>4</p> <p>Abstracts for Aug 13 poster event due by 2pm. Email Frank Nevarez <a href="mailto:frankn@lifesci.ucla.edu">frankn@lifesci.ucla.edu</a></p>	<p>5</p>	<p>6</p> <p>Seminar 9AM Boyer Hall 159</p>	<p>7</p>	<p>8</p>	<p>9</p>

<p>10</p> <p>8</p>	<p>11</p>	<p>12</p>	<p>13</p> <p>2-5 pm SEM SPUR 8-Week Program Poster Session Location: CNSI Lobby</p>	<p>14</p> <p>6 – 8:30pm CLOSING BANQUET Faculty Center California Room</p>	<p>15</p> <p>Abstracts for Aug 27 poster event due by 2pm. Email Frank Nevarez <a href="mailto:frankn@lifesci.ucla.edu">frankn@lifesci.ucla.edu</a></p>	<p>16</p> <p>CHECK-OUT AT DORMS (8-week Program)</p>
<p>17</p> <p>9</p>	<p>18</p>	<p>19</p>	<p>20</p>	<p>21</p>	<p>22</p>	<p>23</p>
<p>24</p> <p>10</p>	<p>25</p>	<p>26</p>	<p>27</p> <p>2-5 pm SEM SPUR 10-Week Program Poster Session Location: TBA</p>	<p>28</p>	<p>29</p> <p>CHECK-OUT AT DORMS (10-week Program)</p>	<p>30</p>

## Laty Cahoon

met a superman mutant at UCLA—a modified version of the plant *Arabidopsis* that researchers are using to study DNA methylation. In DNA methylation, specific cytosines are tagged with a methyl group. The placement and number of methylated cytosines appear to be important signals in the folding of DNA, and this in turn seems to affect which genes are turned on and off in an organism.

A kid who “always enjoyed the outdoors and anything involved with life,” Laty attended a math/science magnet school in Los Angeles and came to UCLA as a major in microbiology, immunology, and molecular genetics. She began her work with DNA methylation as a freshman in the National Institutes of Health CARE program. Her two years in LEADS “facilitated my ability to speak in public and not be so anxious,” she says, in part through a required course on presenting research. LEADS also gave her the opportunity to attend conferences, including a meeting of the Society for the Advancement of Chicanos and Native Americans in the Sciences, where she “was able to connect with other young people studying methylation.”

Laty, who discovered there was a thing called graduate school only after she arrived at UCLA, is now busy applying for graduate programs at some of the country’s most prestigious schools. She hopes to study methylation in mammalian systems and, later, to teach or work in biotechnology.

## Daniel Garcia

has visited a variety of laboratories doing cellular research related to diseases during his two years with UC LEADS. His first summer, he worked on pancreas development at Stanford University; last summer, he helped UC San Diego researchers looking for more effective ways to treat ovarian cancer. At UCLA, he is involved in a project that looks at pathways of T cells and B cells that may be involved in autoimmune diseases such as asthma and arthritis.

But with all this biology on his resume, Daniel still finds himself drawn to physics. Now, he’s taking the extra courses he needs to pursue a graduate career in bioengineering, a field that he learned something about during his LEADS work in San Diego. Although he came to UCLA “pretty sure I wanted some sort of postgraduate education,” his experiences here and in San Diego helped him redirect and focus that interest.

Daniel recalls that “I was always playing outside as a kid,” but “the big moment” that moved him to become a scientist happened in high school, as he got to know his advanced placement biology teacher. “He was always trying to help us think outside the box,” Daniel says. “He wanted us to enjoy everything, as opposed to just learning for a grade.” Although his career goals might include the business of biotechnology, Daniel also hopes to teach one day: “It seems to me like it would be a fun thing to do.”

## Geoffrey Garcia

is helping Dr. Richard Perez-Marco as they look for connections between numerical analysis and differential equations that make it simpler to read math—to make harder problems easier. “Usually, the professor will chug it out on paper first,” Geoffrey explains. “My responsibility is to translate all of his work onto computers so I can verify his results.”

Lewis Carroll, the author whose mathematical studies are embedded in works such as *Alice in Wonderland*, drew Geoffrey to mathematics. He had always wanted to teach, and he knows that graduate studies will “give me a choice to teach at whatever level I like.” He hopes that will be at a university where he can combine research with teaching.

He’s gotten helpful advice from fellow student Laty Cahoon, who told him about UC LEADS, and Professor Elvira Munoz-Garcia, a favorite teacher whose “classes force me to learn, but it’s different from the others in that it doesn’t give you any pain.” She recommended him to her husband, Professor Perez-Marco, who was looking for a research assistant. UC LEADS gave Geoffrey plenty of opportunities, and it also provided financial support “so I don’t have to be dependent on another job that’s nonacademic—that was one of the main reasons I signed up.”

## Jeniffer Hernandez

is spending her summer vacation at UC Irvine, where she'll work in a laboratory that's studying a new compound that may be helpful in preventing diabetes, a common affliction among Hispanics. "My Dad and almost all his brothers and sisters have it," Jeniffer says, "so I really want to do research on diabetes." She takes solid laboratory experience to Irvine. Last year, she was part of a study on identifying genes that, when mutated or overexpressed, affect certain fruit fly organs, research that may lead eventually to treatments for some human tumors. "The people in the lab are really excited about the recent discoveries," she says.

Jeniffer has been excited about genetics since a high school science teacher showed her class how to make DNA samples out of their own cheek cells. "I really didn't know what graduate school was until I got to UCLA," she says. "I thought this was it." Soon, she'll be applying for graduate school, perhaps in molecular biology. An MD/PhD program is another possibility.

UC LEADS has helped her prepare for graduate studies in several ways, especially with opportunities to present papers and posters at scientific meetings. Every quarter, LEADS participants present a paper in front of a group, Jeniffer says. "I still get nervous, but I'm getting used to it."

## Soyeon Im

has participated in a study of the Adenovirus, an excellent model for those wanting to understand the process of transcription, in which a DNA molecule becomes a template in the process of transferring genetic information. However, she's still not settled on a field of study: "Participating in UC LEADS helped me realize that there are many things to do out there, and I'm not ready to choose a career goal right now," she says.

Through UC LEADS, Soyeon has also met new colleagues and professional mentors, helping her to grow in maturity and learn how to present herself as a professional scientist. The program has helped her "understand graduate school and the opportunities available to us."

Soyeon has "always been interested in science," she says. "It was a neat subject that got a kid's attention, and I never grew up."

## Laura Martinez

knows how to do Western blots, experiments that separate virus proteins and serve as proof by means of electrophoration, isolation and identification with monoclonal anti-bodies. Specifically, Laura is working with the human herpes virus-8, which is implicated in AIDS and some cancers. But biomedical research is only one possible direction for her career: She might be a physician as well as a PhD, work in health administration, or run her own research clinic.

Laura comes from a disadvantaged community, where her elementary school was so restricted in resources that "I thought I was going to be a secretary because I didn't know there were other opportunities." In high school, she found she was good at biology, and it suited her need "to know things at the level of detail." She chose UCLA because of its reputation as a research university without knowing exactly what that meant.

Now, she does. Through UC LEADS, Laura participated in a community screening project for colorectal cancer and found she was more interested in laboratory research. Besides providing the opportunity "to work with really good people," Laura says LEADS made her "more ambitious" about obtaining other degrees. But she quickly adds: "My goal is not just to get those degrees. I feel it's really important for me to educate myself in order to help others who are lacking the resources."

## **Maria Mouchess**

is studying the genes that seem to be critical in the development of retinas, working in the lab of Dr. Xian-Jie Yang at UCLA's Jules Stein Eye Institute. UC LEADS has sent her to UC Berkeley, and she has also visited UC Riverside and UC San Diego. When she came to UCLA, Maria was a premed student. "I initially wanted to be a heart surgeon," she says, "because I thought it would be amazing to be able to operate on someone and make them better."

With the greater appreciation of laboratory science gained during her UC LEADS participation, Maria's career plans have changed. She will pursue a PhD in molecular biology with hopes of working eventually in government-sponsored health science research, perhaps at the National Institutes of Health. "I enjoy the excitement when experiments are successful, as well as the critical thinking involved in problem solving when experiments do not go as planned."

Because of her work in UC LEADS, "I have gained more self-confidence, especially academically," she says. "I feel more prepared for graduate school."

## **Jason Minamora**

is studying the intervals at which blazars in far-off galaxies emit pulses of high energy radiation, but his long-range interest is in elementary particle physics—looking at the smallest building blocks of matter, such as electrons, quarks, and neutrinos. Observing the stars is just a way of "getting me acquainted with the discipline," he says. His participation in UC LEADS has provided opportunities to do more meaningful research and to learn "what items to complete while in the process of building a research career."

That's a good thing because Jason defines himself in four words: "I'm in a hurry." In kindergarten, Jason was doing double-digit multiplication, and in 2000, he transferred from Palisades High School directly into his junior year as a UCLA physics major, without stopping for a high school diploma. Next year, he'll get his bachelor's and master's degrees at the same time.

Although he looks forward to advanced studies in physics and quantum computation, he's also hoping to pick up the business skills he'll need to develop a high-tech company—perhaps building quantum computers, which could accomplish in a few seconds what today's computers need six months to do. When counselors advise him to slow down and enjoy life, Jason tells them not to worry: "I'm enjoying my life the way it is—doing science."

## Desirée Salazar

spent both years of her participation in UC LEADS in research that could help children who have epileptic seizures. The study examines dysplastic tissues taken from children who are undergoing neurosurgery to alleviate intractable seizures, seeking to track down the abnormalities of structure that are related to seizure difficulties. Her summer vacations were spent working in developmental biology at UC San Diego and in neuroscience at UC Irvine.

Desirée's interest in science began during high school courses in biology, psychology, and physiology, leading her to choose neuroscience as a college major. Learning about how UC LEADS supports student research, she says, "I was thrilled to participate. I thought that participation in the program would make me a better candidate for admission to graduate programs," which she began this summer at UC Irvine.

Through UC LEADS she was also able to attend her first professional meeting, the Conference in Experimental Biology in Orlando, Florida. "It was a great opportunity in that I actually got to see a large conference that was not student oriented. I was able to learn about some interesting research as well as have the experience of viewing what goes on at a large scientific meeting firsthand."

## Benny Ng

does computer simulations to study how the dynamics of glass-forming liquids change as a function of temperature and density, particularly in the density regime where the glass transition temperature approaches zero. His simulations will lead to greater insight into the origin of the glass transition, one of the oldest unsolved problems in physical chemistry.

Benny's interest in science goes back to elementary school in Hong Kong, where he enjoyed doing science projects. He was a sophomore chemistry major at UCLA when he heard about the UC LEADS program and thought "this will help me prepare for graduate school." Besides doing laboratory research, Benny has had the chance to present papers and posters at academic conferences, including the 223<sup>rd</sup> national meeting of the American Chemical Society in Orlando, Florida, last spring.

His mentor, Dr. Andrea J. Liu, has given Benny "a sense of what to expect as a graduate student—the greater independence, the weekly talks about research progress." After graduate school, Benny hopes to become a professor. "I like teaching," he says, "particularly when I can teach chemistry to other international students and show them how interesting the field is."

## Franky

**Telles** sought out a research position with Professor David A. Paige because Professor Paige is the expert on Mars, a planet the Franky finds fascinating. Although he's enjoyed studying images from the Mars Global Surveyor in an effort to determine if climate or erosion is causing changes in the south polar ice cap, his long-term interest is the possibility that life exists or once existed on Mars. Although Professor Paige doesn't share that interest, he helped Franky get a summer job on an astrobiology project at the Jet Propulsion Laboratory, where he is learning about the origin of life on Earth.

From the time he was small, Franky says he liked to "look at the sky and wonder what's there. I went to the observatory hundreds of times—that used to be my favorite place." By the time he started college, he had developed a companion interest in film and TV. For now, he's decided to pursue a PhD in astrobiology, but eventually Franky hopes to bring both interests together by doing documentaries on space projects.

Participating in UC LEADS has given him a head start on the first part of his project, "increasing my potential of going into astrobiology," he says.

**Lydia Trevino** hopes to study fluid mechanics, with applications as diverse as air pollution and biomedical pacemakers. “I always wanted to do something that would help society,” Lydia says, and her experience at UCLA has shown her that this can include engineering. For now, she helps researchers learn what happens to jet perturbations when a loudspeaker is tuned to various frequencies. She’ll be continuing in the same laboratory next year, and “I’m probably going to have my own project.”

Arriving at UCLA as an undeclared major, Lydia transferred into the School of Engineering as soon as she completed physics requirements. Her plan was to work in design, but a summer research experience in the field was less than enchanting. Instead she was drawn to the work being done by people who had master’s and PhD degrees in mechanical engineering. “I need to get that degree,” she decided, “because that’s what I want to do.” In her family, Lydia explains, “nobody has a PhD,” and they tend to think of education in terms of the economic advantages. “I’m interested in the research,” she says.

Participation in UC LEADS has provided Lydia with a range of experiences that opened her eyes to career opportunities. She’s also enjoyed networking with other women and ethnic colleagues who provide “a sense of comfort,” she says, as do Graduate Division support staff. “If you need to fall back on someone, you know there’s somebody there.”

**Jesse Zamudio** spent last year working in Professor Todd Yeates’s X-ray crystallography lab, where they are solving the structure of a protein in the methyltransferase family. This protein has a mechanism to repair other proteins, and learning about its structure will help understand how this works.

Jesse was a student at Cal State Northridge when a professor added a note to his exam paper requesting that he see her. “There’s a whole community of scientists of your heritage,” she told him, offering to introduce him. Deciding on the transfer to UCLA was difficult, Jesse says. Although the social relationships and academic environment were different in the new place, he was quick to find his footing at UCLA, with the support of mentors and programs like UC LEADS. Arriving with the idea he might study medicine, Jesse “close to immediately found out this wasn’t for me.” As he learned about other possible science careers, he chose college or university teaching as a goal. Kids from class often end up at Jesse’s apartment, where he explains what they’ve been learning. “I think I’m kind of good at it,” he says. Jesse is confident that biochemistry and college teaching are the right choices for him. A professor recently said people have occasional “moments of insight or clarity,” Jesse says. “You only get a few of them, so you have to take advantage of them.” Jesse knew exactly what he meant.

Arriving with the idea he might study medicine, Jesse “close to immediately found out this wasn’t for me.” As he learned about other possible science careers, he chose college or university teaching as a goal. Kids from class often end up at Jesse’s apartment, where he explains what they’ve been learning. “I think I’m kind of good at it,” he says. Jesse is confident that biochemistry and college teaching are the right choices for him. A professor recently said people have occasional “moments of insight or clarity,” Jesse says. “You only get a few of them, so you have to take advantage of them.” Jesse knew exactly what he meant.