THE HONOR SOCIETY OF PHI KAPPA PHI

Application #30,433
FELLOWSHIP APP

Applicant Information

Name: Kelli Campbell Partin
Address: 555 Windy Way
Baton Rouge LA
70806
Phone: 555 555 5555
Email: kpartin@phikappaphi.org
Undergrad Deg: B.S.
Major: Biology
Minor: History
Degree Expected: 05/25/2018
Degree To Pursue: Ph.D.

Member Information

Current Chapter: Alfred State College
Chapter #: 330
PKP Member #: 11111111
Gender: Female
Is Active Member: No
Is New Initiate: Yes

Heard About Locations

- ☐ Local PKP Officer
- ☐ PKP Forum (magazine)
- ☐ Phi Kappa Phi Email
- ☐ From Headquarters
- ☐ From Chapter
- ☐ College/University Office
- ☐ Phi Kappa Phi Website
- ☑ Chapter Workshop
- ☐ Faculty Member
- ☐ Announcement Poster
- ☑ Focus (e-newsletter)
- ☐ PKP Information Factsheet
- ☐ Friend

Other:

Summary of Educational Background

Name & Location	Start Date	End Date	Degree Earned Date	GPA	Hours	Degree Earned/Expected
Baton Rouge Community College	5/2014	5/2014		4.00	65.00	N/A
Louisiana State University	5/2018	5/2018	5/2018	4.00	98.00	B.S Biology

Letters of Recommendation

	Letter Writer	Contact
First Letter:	John Smith Professor of English	john@smith.com 555 555 5555
Second Letter:	Jane Smith Professor of Psychology	jane@smith.com 555 555 5555

Academic Record

Subject Group	# A	# B	# C	# D	# P/F	# ADV	# FAIL
Biology	45.00						
English	24.00						
History	30.00						
Math	28.00						
Miscellaneous	36.00						
Total	163.00						

Honors Program Information

Has Honors? Yes
Participated? Yes

Nature of Honors Involvement or Reasoning for Not Participating

The Honor Society of Phi Kappa Phi currently awards fifty-one Fellowships of $5,000 each and six at $15,000 each to members entering the first year of graduate or professional study. Each active Phi Kappa Phi chapter may select one candidate from among its local applicants to compete for the Society-wide awards.The Honor Society of Phi Kappa Phi currently awards fifty-one Fellowships of $5,000 each and six at $15,000 each to members entering the first year of graduate or professional study. Each active

Research or Creative Endeavors Participated In

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Academic Recognitions and Awards

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Undergraduate and Community Activity and Leadership

On Campus

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In the Community

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Graduate Study Prospects

Did Take Grad Test:	Yes
Graduate Admissions Test:	GRE
Scores and/or Percentiles:	98% Verbal 96% Quantitative

Graduate Study Plans

First Choice

LSU — Baton Rouge, LA

Reason For Selection

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Application Status: Accepted

Second Choice

UNO New Orleans, LA

Reason For Selection

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Application Status: Applied

Third Choice

SELU Hammond, LA

Reason For Selection

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Application Status: Applied

Other Choices

Harvard, Yale, Columbia, Princeton

Personal Statement

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Brigham Young University

Provo, Utah 84602

April 1, 2015

STUDENT INFORMATION

NAME	:	[redacted]
BYU ID	:	[redacted]
BIRTHDATE	:	Nov 19
GENDER	:	Male
DEPARTMENT	:	Mechanical Engineering
BACHELORS MAJOR	:	Mechanical Engineering
MINOR	:	Mathematics

DEGREES AWARDED - BRIGHAM YOUNG UNIVERSITY

No degrees awarded at BYU as of April 1, 2015

BYU COURSE WORK

TEACH AREA	CRS NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
Fall Semester 2008						
BIO	100	016		Principles of Biology	3.00	A
CE EN	103	001		Engineering Mechanics-Statics	2.00	A
CHEM	105	030		General College Chemistry	4.00	A
HEPE	129	001		Fitness & Lifestyle Management	2.00	A
ME EN	191	001		New Student Seminar	0.50	P
MFG	201	001		History of Creativity 1	3.00	A
REL A	121	061		The Book of Mormon	2.00	A
SEM HR ERN 16.50 HR GRD 16.00 GPA 4.00						
Winter Semester 2009						
MATH	343	002		Elementary Linear Algebra	3.00	A
ME EN	172	001		Eng Graphics	3.00	A
MFG	202	001		History of Creativity 2	3.00	A
REL A	122	010		The Book of Mormon	2.00	A
REL C	130	016		Missionary Preparation	2.00	A
STDEV	358R	004		Student Leadership Dev	2.00	A
SEM HR ERN 15.00 HR GRD 15.00 GPA 4.00						
Fall Semester 2011						
CE EN	204	001		Engr Mechanics - Dynamics	3.00	A
MATH	314	003		Calculus of Several Variables	3.00	A
MATH	334	001		Ordinary Differential Equation	3.00	A
REL C	234	011		LDS Marriage & Family	2.00	A
RUSS	330	001		Cultural History of Russia	3.00	A
STAC	187	006		Volleyball, Intermediate	0.50	P
SEM HR ERN 14.50 HR GRD 14.00 GPA 4.00						
Winter Semester 2012						
CE EN	203	002		Engr Mechanics - Materials	3.00	A
HONRS	203R	001	H	Literature	3.00	A
ME EN	250	002		Materials Science	3.00	A
PHSCS	123	001		Principles of Physics 2	3.00	A
REL A	212	006	H	Hnrs: The New Testament	2.00	A
SEM HR ERN 14.00 HR GRD 14.00 GPA 4.00						

*** Continued on Next Column ***

BYU COURSE WORK

TEACH AREA	CRS NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
Spring Term 2012						
HONRS	499R	001	H	Honors Thesis	3.00	T
ME EN	579	002		Global Product Development	3.00	A
SEM HR ERN 3.00 HR GRD 3.00 GPA 4.00						
Summer Term 2012						
ENGL	316	004		Technical Communication	3.00	A
ME EN	282	001		Manufacturing Processes	3.00	A
STAC	187	002		Volleyball, Intermediate	0.50	P
SEM HR ERN 6.50 HR GRD 6.00 GPA 4.00						
Fall Semester 2012						
HEB	100R	001		Intro to Hebrew	1.00	P
NES	336R	001		Ancient Near Eastern Studies	3.00	A
NES	347R	001		Arab & Islamic Civilization	2.00	A
NES	349R	001		Jewish Civilization	2.00	A
NES	395R	001		Jerusalem Center Field Trips	1.00	P
REL A	303R	001		Old Testament Studies	3.00	A
REL A	311R	002		New Testament Studies	3.00	A
SEM HR ERN 15.00 HR GRD 13.00 GPA 4.00						
Winter Semester 2013						
EC EN	301	001		Elements of Electrical Engr	3.00	A
ME EN	321	001		Thermodynamics	3.00	A
ME EN	495R	002		Mentored Coursework	3.00	A
STAC	116	004		Bowling, Beginning	0.50	P
STAC	151	002		Ice Hockey	0.50	P
STAT	201	001		Stat for Engineers & Scientist	3.00	A
SEM HR ERN 13.00 HR GRD 12.00 GPA 4.00						
Fall Semester 2013						
ME EN	363	005		Elementary Instrumentation	3.00	A
ME EN	373	003		Intro to Sci Computing & CAE	3.00	A
ME EN	497R	004		Mentored Projects	3.00	A
ME EN	499R	001		Honors Thesis	2.00	P
REL C	325	015		The Doctrine & Covenants	2.00	A
STDEV	214R	002		Special Topics	2.00	A
SEM HR ERN 15.00 HR GRD 13.00 GPA 4.00						
Winter Semester 2014						
ME EN	312	001		Fluid Mechanics	3.00	A
ME EN	372	001		Mechanical Sys Dsgn Fundmntls	3.00	A
ME EN	499R	001		Honors Thesis	1.00	P
ME EN	575	001		Optimization Techniques	3.00	A
REL C	333	017		The Living Prophets	2.00	A
STDEV	318	001		Graduate School Preparation	2.00	A
SEM HR ERN 14.00 HR GRD 13.00 GPA 4.00						

*** Continued on Page 2 ***

Barry K. Allred, Registrar

This officially sealed and signed transcript is printed on blue SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied the word COPY should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

Brigham Young University

Provo, Utah 84602

STUDENT INFORMATION

NAME		
BYU ID		
BIRTHDATE	:	Nov 19
GENDER	:	Male
DEPARTMENT	:	Mechanical Engineering
BACHELORS MAJOR	:	Mechanical Engineering
MINOR	:	Mathematics

BYU COURSE WORK

TEACH AREA	CRS NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
Fall Semester 2014						
ENG T	231	006		Foundations Global Leadership	3.00	A
ME EN	335	001		Dynamic System Modeling	3.00	A
ME EN	475	001		Integrated Prodct&Proc Desgn 1	3.00	A
REL C	324	014		The Doctrine & Covenants	2.00	A
TMA	150	007		Public Speaking	3.00	A

SEM HR ERN 14.00 HR GRD 14.00 GPA 4.00

BYU DEPARTMENTAL EXAMS

RUSS	101	20115	1st Yr Russ Part 1	5.00	A
RUSS	102	20115	1st Yr Russ Part 2	5.00	A
RUSS	201	20115	2nd-Yr Russian, Part 1	5.00	A
RUSS	211	20115	2nd Yr Conversation	1.00	A

SEM HR ERN 16.00 HR GRD 16.00 GPA 4.00

CURRENT ENROLLMENT

Winter Semester 2015

C S	224	002	Computer Systems	3.00	V
C S	235	003	Data Structures	3.00	
MATH	290	003	Fundamentals of Mathematics	3.00	
ME EN	340	002	Heat Transfer	3.00	
ME EN	476	001	Integrated Prod&Proc Dsgn 2	3.00	
STAC	187	009	Volleyball, Intermediate	0.50	

SEM HR ERN 0.00 HR GRD 0.00 GPA 0.00

BYU GPA SUMMARY

BYU HR ERN 156.50 HR GRD 149.00 GPA 4.00

TRANSFER CREDITS ACCEPTED

ADVANCED PLACEMENT

UNITED STATES HISTORY	07	Score = 5		
HIST 220		U S Through 1877	3.00	P
HIST 221		U S Since 1877	3.00	P

*** Continued on Next Column ***

TRANSFER CREDITS ACCEPTED

ADVANCED PLACEMENT (CONT.)

ENGLISH LITERATURE/COMPOSITION	37	Score = 5		
AP 100R		AP Credit	3.00	P
ENGL 115		College Writing & Reading	3.00	P
U.S. GOVERNMENT & POLITICS	57	Score = 5		
PL SC 110		Amer Government & Politics	3.00	P
MATH - CALCULUS BC	68	Score = 5		
MATH 113		Calculus 2	4.00	P
MATH 112		Calculus 1	4.00	P
PHYSICS C - MECHANICS	80	Score = 5		
PHSCS 121		Principles of Physics 1	3.00	P
PHYSICS C - ELECTRICITY/MAGNET	82	Score = 5		
PHSCS 220		Principles of Physics 3	3.00	P

AP HR ERN 29.00 HR GRD 0.00

TRN HR ERN 29.00 HR GRD 0.00

TOT HR ERN 185.50 HR GRD 149.00

****** End of Transcript ******

Barry K. Allred, Registrar

Examinee Score Report

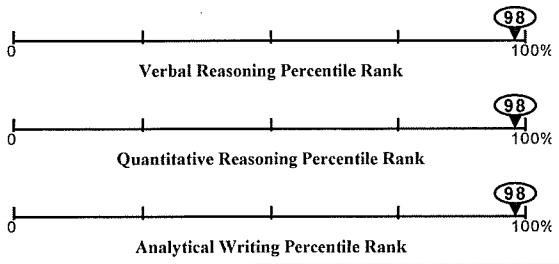
Note: This report is not valid for transmission of scores to an institution.

Last (Family/Surname) Name, First (Given) Name, Middle Initial

Print Date: 12/29/2014

Address:	
Email Address:	
Phone Number:	
Date of Birth:	11/19/1989
Social Security Number (last 4 digits):	
Gender:	Male
Intended Graduate Major Code:	1502
Intended Graduate Major:	Engineering -- Mechanical - Mechanical Engineering
Most Recent Test Date:	07/19/2014
Registration Number:	8699006

MOST RECENT GENERAL TEST



All dates are formatted as MM/DD/YYYY.

This score report includes all of your General Test and Subject Test scores earned from July 1, 2008 to the present. Only reported scores are available for display.

General Test Scores

Test Date	Verbal Reasoning*				Quantitative Reasoning*				Analytical Writing	
MM/DD/YYYY	Prior Format		Current Format		Prior Format		Current Format			
	Scaled Score	Estimated Current Score	Scaled Score	% Below	Scaled Score	Estimated Current Score	Scaled Score	% Below	Score	% Below
07/19/2014			168	98			170	98	5.5	98

NS - No Score. Indicates that no questions were answered.
* The GRE Verbal Reasoning and Quantitative Reasoning score scales changed in August 2011. For tests taken August 2011 or later, scores are printed in the "Current Format" columns. For tests taken before August 2011, scores on the prior scales and the corresponding estimated scores on the current scales are printed in the "Prior Format" columns.

Subject Test Scores

Test Date	Test Name / Subscore Name	Scaled Score	% Below

Score Recipient(s)

Your score reporting history is shown below. "Pending" indicates your scores are not yet available, or your order has not yet been processed.

Undergraduate Institution

Report Date	Institution (Code)	Department (Code)	Test Type	Test Date
07/30/2014	Brigham Young U (4019)	Mechanical Engineering (1502)	General Test	07/19/2014

Score Recipient(s)

Report Date	Institution or Fellowship Sponsor (Code)	Department (Code)	Test Type	Test Date
10/15/2014	American Soc Engineering Educ (5140)	NONE ( )	General Test	07/19/2014
10/15/2014	Fannie & John Hertz Foundation (4366)	NONE ( )	General Test	07/19/2014
07/30/2014	MIT (3514)	Aerospace Engineering (1601)	General Test	07/19/2014
07/30/2014	Amer Inst Aero Astronautics (7123)	NONE ( )	General Test	07/19/2014
07/30/2014	MIT (3514)	Mechanical Engineering (1502)	General Test	07/19/2014
07/30/2014	Stanford U (4704)	NONE ( )	General Test	07/19/2014

* Undergraduate Institution does not wish to receive scores
** Score recipient not valid/active

QUESTIONS ABOUT THIS GRE EXAMINEE SCORE REPORT

Information to help you interpret your GRE scores is available at www.ets.org/gre/stupubs. If you have any questions concerning this GRE Report of Scores, call ETS at 1-609-771-7679 or 1-866-473-4373 (toll free for test takers in the U.S., U.S. Territories*, and Canada) between 8:00 a.m. and 7:45 p.m. EST or email gre-info@ets.org. For information about interpreting your scores, consult **Interpreting Your GRE Scores**, which is available at www.ets.org/gre/understand.
**Includes American Samoa, Guam, Puerto Rico, and U.S. Virgin Islands*

SCORE REPORTING

Policies pertaining to score reporting and use are periodically reviewed and revised by the GRE Board. The policies and procedures explained in the 2013-14 *GRE Information and Registration Bulletin* are effective only for the time period of August 1, 2013 to June 30, 2014 and supersede previous policies and procedures in previous bulletins. GRE scores are reportable for five(5) years following the testing year (July 1 to June 30) in which you tested. Currently, GRE scores earned after July 1, 2008 are available.

PERCENTILE RANK (% BELOW)

The percentile ranks in this report indicate the percentage of examinees who scored below your score. Note that these percentile ranks may be different from those that applied when the scores were originally reported to you if the scores were earned prior to July 2013. This reflects annual updating of these data to permit admissions officers to compare scores, whenever earned, with those for a recent reference group.

RETAKING A GRE TEST

You can take the GRE revised General Test once every 21 days, and up to five times within any continuous rolling 12-month period. This applies even if you canceled your scores on a test taken previously. You may take the paper-based GRE revised General Test and GRE Subject Tests as often as they are offered.
Note: This policy will be enforced even if a violation is not immediately identified (e.g., inconsistent registration information) and test scores have been reported. In such cases, the invalid scores will be canceled and score recipients will be notified of the cancelation. Test fees will be forfeited.

SCORES NOT REPORTED

"Scores Not Reported" is listed in the Report Date column of the Score Recipients section of your score report if one of three scenarios occurs:

- You requested scores to be sent to an undergraduate institution that does not receive scores.
- The code for the graduate institution you designated to receive scores is no longer active.
- Your reportable score record does not include scores for the requested test.

ENGENDERING MEXICAN MIGRATION STUDIES: THE POTRAYAL OF MIGRANT MEXICAN WOMEN IN SCHOLARSHIP AND THEIR AGENCY WITHIN TRANSNATIONAL MIGRATION DURING THE TWENTIETH CENTURY

History 487: Immigration in the U.S.
Term Paper Excerpt

When treating gender as a central organizing principle in immigration studies, a multitude of topics and inquiries emerge, which include but are not limited to: how and why immigrant women and men have different experiences when migrating and what role women have played in transnational migration (a topic that, for some time, was not gendered in scholarship and was notorious for equating "migrant" with "male").[1] When investigating the role that Mexican women played in transnational migration during the twentieth century, in particular, the historical inquiries noted earlier become incredibly significant despite not having received scholarly attention until the latter decades of the twentieth century. With the rise of women's migration from Mexico to the United States during the nineteenth and twentieth centuries, Mexican women inevitably became entangled in a complex and dynamic borderland where internal and international migration processes converge: the U.S.-Mexico border. During the twentieth century, most notably, Mexican women who engaged in internal and international migration facilitated by the involvement of women in formal-sector employment, changing family dynamics and gender roles, immigration policies attempting to improve family unity, and patterns of recurrent male migration demonstrated that women (1) subtly and visibly contested oppressive gender roles while making modest gains by using migration as a survival technique and means with which to achieve emancipation and (2) exhibited a demonstrable amount of agency in the transnational migration of Mexican individuals to the U.S..

According to Patricia R. Pessar's historiography of gendered migration studies, she notes that women, central agents worthy of thorough investigation, were largely absent from scholarship of immigration history until the mid-1970s.[2] She claims that most historians were

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[1] Patricia R. Pessar, "Engendering Migration Studies: The Case of New Immigrants in the United States," in *Gender and U.S. Immigration: Contemporary Trends* edited by Pierrette Hondagneu-Sotelo, Berkeley: University of California Press, 1999, 21.
[2] Ibid.

influenced by traditional theories in which migrants were overwhelmingly characterized as "Western [men]" pursuing modern, city lives. Because this journey required that its undertakers be risk-takers and high-achievers, ostensibly only men fit the criteria. On the other hand, women, if portrayed in these narratives and studies, were depicted as "guardians of community tradition and stability."[3] Women were strictly mothers who did not venture out into the unknown. Instead, they stayed at home and maintained the stability of their restrictive space: the domestic sphere. If immigration scholars did not subscribe to this "neoclassical theory," they subscribed to notions that only male immigrants' lives were worthy of analysis and documentation or that the history of male migrants was gender neutral, making it unnecessary to introduce female players to the stage.[4] The lack of attention paid to women in migration scholarship and their later emergence onto the academic scene of immigration history and studies is significant because it seems to reflect the same resiliency and contestation of roles that twentieth-century Mexican women engaged in to make themselves visible by heading their own households, enabling the migration of other men, and working in public-sector employment. Understanding Mexican immigration to the U.S., then, becomes more valuable when done with a gendered approach.

In using a gender optic to analyze the transnational migration processes that converged on the U.S.-Mexico border, it is important to understand the motivations that prompted Mexican women's increasing immigration. First of all, it is crucial to point out that Mexican women have had a long history of working outside the home, contrary to both popular belief and recent ethnographic and historic scholarship.[5] In part, the reason why Mexican women's work outside

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[3] Pessar, "Engendering Migration Studies," 21.
[4] Ibid, 21-22.
[5] María de la Luz Ibarra, "Mexican Immigrant Women and the New Domestic Labor," in *Women and Migration in the U.S. Mexico Borderlands* edited by Denise A. Segura and Patricia Zavella, Durham, Duke University Press, 2007, 288.

of the home was not being documented was because it was often invisible to the formal census. Mexican women's work, particularly in the nineteenth and early twentieth centuries, consisted of running a small store from their own homes, sewing garments, selling various items door to door, or raising livestock.[6] To demonstrate quantitative evidence of women's early employment scarcely reported by other early twentieth century scholars, anthropologist Tamar Wilson notes,

> "In 1811, women eighteen years of age or older constituted 30.9 percent of the capital city's labor force; by 1848 this percentage had risen to 36.6 percent and may be underestimated since indigenous women coming into the city to vend their wares may not have been counted... A survey of the period from 1876 to 1970 (Thompson 1991) reveals... There was a peak from 1850 to 1882, a trough from 1920 to 1940, and then a continual increase in women's labor-force participation thereafter, becoming marked in the 1970's."[7]

With the help of these statistics, Wilson is trying to show that women's participation in Mexico's labor force, although generally undocumented in early migration scholarship, was, in fact, existent and, more importantly, significant. Women's increased participation in the labor force was ultimately facilitated by a number of circumstances: rising levels of educational attainment, declining fertility, internal migration from rural to urban areas within Mexico, and a rising proportion of female-headed households.[8] Women ultimately desired to make substantive contributions to maintain their own and their family's well-being whether they had become the head of their household or not. This was especially true during times of difficult and detrimental economic crises where additional earnings were necessary to supplement the household income.

The rise of women's employment helped give way to the transformation of historic gender relations governed by law. Early in the history of the treatment of Mexican women, women's rights were subject to *patria potestad* in which fathers had full control over their wives

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[6] Tamar Diana Wilson, *Women's Migration Networks in Mexico and Beyond*, Albuquerque: University of New Mexico Press, 2009, 2.
[7] Ibid.
[8] Ibid, 9.

and single children.[9] Under this legal practice, women constantly faced disinheritance, imprisonment, and even death if they were to commit adultery or otherwise disgrace the honor of their fathers or husbands. Eventually, the Civil Codes of 1870 and 1884 repealed the practice of *patria potestad* and afforded women new sources of autonomy with which to leave their home, have authority over their children, to separate from husbands for justifiable reasons, and acquire property.[10] Other freedoms women eventually gained in the twentieth century through institutional and legal acceptance were divorce and the right to vote.

Even with these changes in the law, which legally shifted gender relations to afford women heightened autonomy as individual agents possessive of their own rights, the effects of machismo, domestic violence, and blatant infidelity would still persist. This brings light to some historian's views (like that of Patricia Pessar's)[11] that while Mexican women, over time, have gained a number of significant freedoms and strides towards gender equality, their gains should be viewed as modest. The reasoning for this, in part, involves the economic contributions women attempted to make to their households with their emerging presence in the public sphere as employees during the twentieth century. Despite women's desire to contribute positively to their household and their obvious efforts to realize this goal, "Women who worked in factories and workshops alongside men were [still] considered outside the normative moral order and essentially morally stigmatized (Porter 2003, chap. 2). Employment of wives, mothers, and children in the multinational assembly plants does not necessarily lead to women's empowerment; this is partially because it is their family's economic vulnerability that drives

[9] Wilson, *Women's Migration Networks in Mexico and Beyond*, 9.
[10] Ibid, 9-10.
[11] Pessar, "Engendering Migration Studies," 27-32.

them into the work force (Fernández-Kelly 1983, 137, 192)."[12] So while, legally, women were making large strides in gender equity, on the ground level, they still experienced moral stigmatization and the impacts of machismo, domestic violence, and infidelity.

It is important to make clear that in highlighting the evidence of modest gains women made in the twentieth century (contrary to the absolute and enthusiastic claims of some historians and other scholars who asserted that women achieved unequivocal empowerment as a result of their improved educational and employment opportunities and subsequent presence in these areas), this is not an attempt to minimize or demean the gains women have achieved in the arena of gender relations. Rather, it is an attempt to raise awareness of why women's vocal/subtle contestation of the oppressive gender roles they still faced well into the mid-twentieth century necessitated the use of migration as a visibility-augmenting, survival technique.

[12] Wilson, *Women's Migration Networks in Mexico and Beyond*, 7.

THE HONOR ΦΚΦ SOCIETY OF

PHI KAPPA PHI

LETTER OF RECOMMENDATION REQUEST FORM

PLEASE PRINT THREE COPIES OF THIS PAGE AND INCLUDE ONE WITH EACH LETTER OF RECOMMENDATION.

THIS SECTION TO BE COMPLETED BY APPLICANT

Name of Applicant

Recommendation Requested of Dr. Christopher Mattson

☑ I hereby waive my rights of access to this confidential evaluation report, as provided in the Family Educational Rights and Privacy Act of 1974.

Signature of Applicant 12/30/14 Date

PROVIDING A LETTER OF RECOMMENDATION

The individual named above has identified you as someone who knows and can evaluate his or her qualifications for a Phi Kappa Phi Fellowship.

I have known the applicant for a period of 4 years and/or ___ months.

I have served as the applicant's: ○ teacher in one class ● teacher in several classes ○ department chair ● academic advisor ● other (please explain): RESEARCH ADVISOR

Among approximately 1600 senior students I have known in this field over the past 3 year(s), I would rank this applicant in the upper 1 %.

In **no more than 1 page** (min. 10 point font), please indicate your impressions of the applicant's (1) scholarship with particular reference to capacity for original work as a graduate student and (2) character and personality attributes, or other observations that will assist in appraising the applicant's probable success in advanced study and in potential career contributions. We recommend that due to limited space, it is best not to repeat information that is already available to the reviewers, such as the applicant's GPA, institutions attended, etc. **Please note that any additional pages beyond the 1-page limit will be removed prior to the review.** Reviewers are likely not specialists in the field and comments about the applicant's research should take that into consideration. Provide the **typed** letter of recommendation on your letterhead. Please complete this form and include it with your letter in a **sealed envelope**. Include the following on the front of the envelope:

Recommendation for [Name of Applicant]
The Honor Society of Phi Kappa Phi
2015-2016 Fellowship Program

Signed [signature] Title ASSOCIATE PROF. Date 13 JAN 2015

DEPARTMENT OF
MECHANICAL ENGINEERING

January 13, 2015

SUBJECT: Recommendation o : for the Phi Kappa Phi Fellowship

Dear Review Panel,

It is my greatest pleasure to recommen for a Phi Kappa Phi Fellowship. He is truly a one-in-a-million undergraduate student. I know this because I have interacted very closely with for the past 4 years in a variety of capacities including:

(i) n has been a member of my research group, continuously over 4 years as an undergraduate. He has been a significant contributor, as I will describe below.

(ii) and I have traveled to various countries in Europe in May 2012 as part of my Mechanical Engineering course entitled Global Product Developmen vas a student in the class.

(iii) is a Crocker Innovation Fellow (a prestigious fellowship at BYU that involves all BYU colleges and selects only 20 students per year for the fellowship), which resulted in him enrolling in two of my innovation classes over the course of a year.

During these interactions I have seen him go *far* beyond that which is expected. He has not only shown extreme interest, care and devotion to our research, but also to his university course work , is a superb student, researcher, and individual. **Without a doubt, ı is the single most capable student I have ever interacted with in my 8 years as a professor at Brigham Young University.**

A ; research advisor over the past 4 years, I've been able to observe in him outstanding qualities that I'll now elaborate on. As the faculty advisor for the research group, I am very careful in choosing its members. vas simply leaps ahead of any candidates when he was selected for the group. Since joining the group, he has without a doubt been the most insightful, capable, and productive student I have ever advised. Shortly after joining the research group, vas assigned to work with a graduate student to develop a method for creating and using dynamic optimization formulations in early engineering design. This is a very challenging problem and at the forefront of the discipline. This work (with as a co-Author) has been published in the top-tier peer-reviewed journal (see his CV). He has made significant contributions to this research, which I believe he has been able to do because of (i) his innate skill and intellectual ability, (ii) his past research experience at the Air Force Research Laboratory, and (iii) his ability to quickly learn and apply new things.

After this ı first-authored another research paper that reflects his ingenuity. The multi-optimization research community has been developing methods in the area of Pareto front generation for about a decade. The community has from time to time encountered barriers that have kept the research progressing down one of its many paths. One particular area (direct generation of smart Pareto points) hit such a barrier and was stopped in its progress. Though others have tried, none have accomplished what ı did to successfully remove the barrier. In short, he alone made an essential connection (in the statistical community) of the p-norm. The p-norm allowed ı to model the generalized optimization constraints necessary to achieve smart Pareto point generation. It was truly a remarkable discovery, application, and validation of a new approach. recently won a national award from AIAA for this research.

ıas an unbelievable publication record as an undergraduate. When he started he was innately capable. With mentoring on how to effectively research, he blossomed. He is now extremely capable of contributing to knowledge creation.

Sincerely,

Christopher A. Mattson, PhD | Associate Professor

THE HONOR ΦΚΦ SOCIETY OF

PHI KAPPA PHI

LETTER OF RECOMMENDATION REQUEST FORM

PLEASE PRINT THREE COPIES OF THIS PAGE AND INCLUDE ONE WITH EACH LETTER OF RECOMMENDATION.

THIS SECTION TO BE COMPLETED BY APPLICANT

Name of Applicant _____

Recommendation Requested of Dr. John Clark

☑ I hereby waive my rights of access to this confidential evaluation report, as provided in the Family Educational Rights and Privacy Act of 1974. *(optional)*

_____ 12/30/14

Applicant's Signature *Date*

PROVIDING A LETTER OF RECOMMENDATION

The individual named above has identified you as someone who knows and can evaluate his or her qualifications for a Phi Kappa Phi Fellowship.

I have known the applicant for a period of 7 years and/or 6 months.

I have served as the applicant's: ○ teacher in one class ○ teacher in several classes ○ department chair ○ academic advisor ⊗ other (please explain): Research Supervisor

Among approximately >100 senior students I have known in this field over the past 20+ year(s), I would rank this applicant in the upper <1 %.

In **no more than 1 page** (min. 10 point font), please indicate your impressions of the applicant's (1) scholarship with particular reference to capacity for original work as a graduate student and (2) character and personality attributes, or other observations that will assist in appraising the applicant's probable success in advanced study and in potential career contributions. We recommend that due to limited space, it is best not to repeat information that is already available to the reviewers, such as the applicant's GPA, institutions attended, etc. **Please note that any additional pages beyond the 1-page limit will be removed prior to the review**. Reviewers are likely not specialists in the field and comments about the applicant's research should take that into consideration. Provide the **typed** letter of recommendation on your letterhead. Please complete this form and include it with your letter in a **sealed envelope**. Include the following on the front of the envelope:

Recommendation for [Name of Applicant]
The Honor Society of Phi Kappa Phi
2015-2016 Fellowship Program

Signed _____ Title Principal Engineer Date 14 Jan 2015

DEPARTMENT OF THE AIR FORCE
AIR FORCE RESEARCH LABORATORY
WRIGHT-PATTERSON AIR FORCE BASE OHIO 45433

14 January 2015

Dr. John Paul Clark
Principal Engineer

Prof. Lawrence Rees
Department of Physics and Astronomy
N375 ESC, BYU
Provo, UT 84602

Dear Prof. Rees

I am extremely well pleased to recommend k for a ΦΚΦ Fellowship. I have known Mr. ce 2007 when I first became his mentor and research supervisor at the Air Force Research Laboratory. In my 20+ years in aerodynamics research I have worked with many students at all stages of their development from high school through the PhD, and I can honestly say tha k shows the brightest promise for a future in research of any of them. He is brilliant. Moreover, he is driven, self-motivated, self-directed, conscientious, and considerate of others. Further, he is uniquely gifted with a combination of raw brainpower and an unstoppable drive to learn and apply new knowledge to solve complex problems. He is also quite clearly happiest when faced with a difficult problem to solve, and this too will serve him very well as he embarks on what will certainly be an exemplary career as a researcher.

Perhaps it is best to illustrate the above with an example. In the summer of 201 worked at AFRL to re-design a jet engine component in an attempt to reduce unsteady shock-wave interactions. This is a difficult area of research with great practical application for both military and commercial engines. Previously at the laboratory we had had some success with a demonstration of 3D tailoring of airfoil components to meet that goal, and s was tasked both to improve the method we were using to reshape the airfoil and to obtain an increase in the effectiveness of the technique. This would require robust skills in the areas of both fluid physics and computational methods. Over the course of the summe k developed a means to assess the benefit of a change in the airfoil shape based on geometric and physical arguments, and he coded that method in a genetic algorithm. The results were fantastic. duced the turnaround time for such an analysis dramatically while at the same time achieving a near total elimination of the unsteady shock interaction between the components. dutifully completed a research paper on his project subsequent to his time at the laboratory. Ultimately, through that work he won two first prizes at the AIAA international student paper competition, his paper was accepted to the AIAA Journal of Propulsion and Power, and he has a U.S. Patent pending.

While the tangible results of his research project at AFRL are exemplary, there is another aspect of the work that I would like to stress. Throughout the entire projec took it upon himself to obtain the necessary knowledge to solve the problems he faced. The knowledge he needed to acquire was quite significant since he had only completed *one year* of his undergraduate studies by that time. Needless to say, such skills are of paramount importance for a student embarking on a graduate education. But, even more than that, through his independent studie k uncovered information that will help me solve other problems long after he has been gone from the laboratory. I am convinced that it is once in a career that a student comes along like Mr. nd I am very lucky to have had him work here with me.

I unreservedly recommend k for a ΦΚΦ Fellowship. I have no doubt that he will succeed as a researcher in the future. If you need any further information, do not hesitate to contact me at john.clark.38@us.af.mil.

Sincerely

John Paul Clark

John Paul Clark