

Personal Statement - Steven Walton

From a young age I have always been interested in the sciences and engineering. I grew up on sci-fi books and Star Trek. After I had destroyed a lot of things in our house, attempting to figure out how they worked, my dad started handing me broken things and challenging me to fix them before he bought replacements. I have always had a strong desire to understand how everything works, from the microscopic and mundane to the large and exciting areas.

When I applied to university I was accepted as an aerospace engineer. I wanted to explore the stars and thought that this would be the best way to make that dream a reality. Before the semester was even over I had changed my degree to Physics and working on a research project with the physics chair. I was more interested in the toolbox that Physics gives to understand the world than strictly building things. In experimental physics I found a nice balance between doing hands applications and trying to understand things from a very basic level. This passion continued to grow and I started taking on more projects from other professors.

My passion for the stars led to a professor asking me to help with running the school's telescope and getting involved in outreach programs. Our university would run science events a few times a year for students and members of the community. We'd do events mainly around astronomical events like solar eclipses, the Venus transit, and lunar eclipses. During the day events we would set up a lot of different physics experiments that would get community members interested in science and talk about the individual phenomena being demonstrated. At night events we would bring out laser pointers and tell some of the history and legends surrounding constellations. From these experiences I developed a passion for teaching and became a TA for several of the physics classes. I took a passion to trying to design lessons that would challenge students but also keep them excited and engaged. I also found that this resulted in me having a deeper understanding of material and caused me to approach problems from different perspectives.

In undergrad I also got professors to give me extra access to different labs so that I could do research on my interests during my free time. Though the kindness of these professors I developed a deep passion for research. I felt that this access gave me the time to really dig into problems and concentrate on solving problems. The free reign gave me the ability to explore topics that I would not have been able to during classes and I believe helped develop my methods to solving complex problems.

While in my undergrad I started programming a lot more. I had had a few introductions to programming and computer science before, but had never had to write anything complicated before. With some of the research the professors had given me I had to start writing complicated code and gain a deeper understanding of how programming works. At this point I found programming interesting but it was a means to an end.

After graduating I obtained a job in Tennessee to work at a rocket company. There I was able to work on low level research in conjunction with NASA and the University of Tennessee Knoxville. While there I wrote and won a Phase I NASA STTR proposal. My employers gave me the lead

position on the project, where I was in charge on planning, running the experiments, and handling the communication with our University partner (University of Tennessee Knoxville). My success in this directly lead to Phase II funding and a continuation of this work. A large part of this work was performing computational simulations and then building and testing the resulting materials that the simulations predicted would have the best performance. This was my first time working with large and complex simulation code and I found that I really enjoyed it. I found that programming really resonates with the way I think and I found it exciting to build simulations that made real world predictions and that I was making real contributions to science.

With a few years of work under my belt I decided that I wanted to further continue down the path of the intersection of computer science and the physical sciences. There were new topics that I had been excited about and teaching myself but felt that this would be more efficient if I could get a mentor that could help guide me to the right problems and refine my abilities. I found the HPC visualization at the University of Oregon (UO) and applied for a PhD program, where I was accepted and have been a student for a year.

While at UO I have been able to work on scientific visualization projects. I believe my broad skill set has has been added value to our research group as I can help bridge communication between the domain scientists and the visualization experts. Through my current advisor I have had the opportunity to work at two Department of Energy (DoE) National Labs: Oak Ridge National Lab (ORNL) and Lawrence Livermore National Lab (LLNL). I got the first internship at ORNL the summer before I entered my PhD program. This gave me my first real introduction into HPC and how the environment worked. During my second summer I was given the opportunity to work at LLNL and given the freedom to pursue my own interests. Here I was able to improve both my understanding in machine learning and visualizations in HPC. Over the summer I attempted to interpolate scientific data through machine learning, the project described within. There were some successes and failures in this, but I gained a better understanding of how to approach the problem and what tasks need to be solved within. Through my experiences here I believe I would be most happy working either in academia or at a lab, continuing research and helping mentor new generations of scientists.

Intellectual Merit With my broad background and strong skills in mathematics I believe that I have what is needed to complete this project. My background in physics gives me the proper math background to understand modern machine learning techniques. My background in simulation helps me understand the needs of domain scientists. Having a mentor who is an expert in the visualization domain gives me the resources I have so far needed, and will continue to need, to understand visualization at the HPC level. I believe that my background and my existing support structure give me the tools that I need to complete the proposed research.

Broader Impacts I not only have experience in teaching, but have enjoyed the opportunities that I have had to do so. An aspect that I greatly appreciate about my current research group is that there is a large focus on communication skills. Not only skills of how to communicate ideas between scientists in different domains, but to larger audiences. I believe that it is becoming increasingly important that all scientists become better communicators. Specifically I think we need to learn how to better explain our research to the general public and the importance of that work. Not only

do I think it helps us get funding for our work, but helps get more people into science, and helps the world become more scientifically friendly.

I also think it is important for science to be done in the open, especially when it is publicly funded. In this effort I try to write about my own work and open source it through online media such as GitHub. I believe open source is both good for the scientific community as well as the public. It helps the scientific community reproduce and check work by other scientists. It also helps the public by making the science available to everyone.