Welcome to the third edition of the GDBBS Alumni Newsletter.

This issue focuses on the achievements of our students and faculty. We are proud of, and grateful for, all their hard work. Last month we took time out to celebrate this with the second-annual GDBBS Awards Banquet held at the Druid Hills Golf Club. In addition to acknowledging the many students who have obtained competitive fellowships and scholarships, we also awarded nearly a dozen individual awards for scholarship, teaching, mentoring, and service to our profession and community. Reading the descriptions of these award winners, it is difficult not to be impressed. This is a reflection of our outstanding applicant pool, our successes in attracting these students to the GDBBS, and the effort we put into nurturing their successes.

Another highlight is an article on the addition of a new graduate program in Cancer Biology, our first new graduate program in more than a decade. Read about its founding, focus, and the inaugural cohort of students. The program had a phenomenal recruiting year, attracting 10 bright scholars who promise to set a high standard for subsequent students.

I would like to call your attention to the article on the James T. Laney Graduate School Mentoring Program. As you know, mentoring young scientists is one of the more important things we do. The LGS program is an attempt to match Emory alumni with existing students and provide them an additional voice of experience that can help them chart a career path. Many of you could be outstanding mentors. Your experience and wisdom are needed and appreciated. Contact Robin Harpak at robin.harpak@emory.edu to volunteer.

We also recommend MentorNet, an electronic mentoring network that many of our students use. MentorNet too needs experienced and enthusiastic mentors; see http://mentornet.net/mentor.aspx.

You should all be proud to be graduates of the GDBBS. We are proud to have had you as a student, but we cannot brag about you if we do not know where you are or what you are doing.

- Join our LinkedIn GROUPS page (Emory University GDBBS) to keep up with your peers and the GDBBS.
- Update your record at our website, http://gdbbs.emory.edu/alumniweb.*
- Visit campus. Contact us at GDBBS@emory.edu if you will be in Atlanta and have a little time to come by Emory.
- If you would like to contribute an article for this publication, contact Mary Puckett, editor, at meclar2@emory.edu.

This spring, look for our newsletter featuring the ninth-annual GDBBS Research Symposium to be held in January. This will feature more than 20 platform talks and nearly 100 posters by our students.

*The winner of our drawing for an iPad was Heather Kimmel, a fall 1997 graduate of the Neuroscience program. Heather is currently an AAAS Science and Technology Policy fellow in Washington, D.C.

Keith D. Wilkinson, PhD
Director, GDBBS

Letter from the Director
Because he always enjoyed learning about science, James Riley decided to pursue a career in biology. In 1989, he graduated from Vanderbilt University with a degree in molecular biology. Shortly after, Riley joined the Emory GDBBS under the mentorship of Jeremy Boss, professor and chair of microbiology and immunology, and graduated with his doctorate in 1995 after defending his dissertation, titled “Activation of MHC Class II Genes.”

After graduating from Emory, Riley joined the Walter Reed Army Institute of Research as a commissioned officer and undertook postdoctoral studies with Carl June, professor of pathology and laboratory medicine, studying the relationship between T-cell activation and susceptibility to HIV-1 infection. In 1999, he was recruited to the University of Pennsylvania, where he currently is an associate professor in the Department of Microbiology. His long-term research interests have been in human T-cell signaling, function, and immunotherapy. Riley’s studies have resulted in more than 80 peer-reviewed manuscripts. His lab’s basic research findings have been used as the basis and rationale for numerous Phase I adoptive T-cell therapy clinical trials performed in collaboration with Carl June.

Riley is the director of the Center for AIDS Research Human Immunology Core and an active member of both the Immunology Graduate Group and the Gene Therapy Section of the Cell and Molecular Biology Graduate Group. For the past three years, he has been the program chair for the Tumor Immunology symposia at the annual American Association of Immunologists meeting. He serves as a section editor for the Journal of Immunology and is also chair of the Scientific Advisory Board for ATCC—a private, nonprofit biological resource center and research organization. He recently was selected as the winner of the first GDBBS Distinguished Alumnus Award.

1. What attracted you to the GDBBS program at Emory?
   There was a wonderful pool party/picnic hosted by a faculty member after our interviews that really attracted me to Emory. Both the faculty and current students relaxed a bit, and you could really get a sense that Emory was a place where the action was.

2. How did your GDBBS experience prepare you for your career?
   My mentor, Jerry Boss, was truly outstanding. He not only taught me how to do science but also gave me great insight on how to run a lab, how to mentor others, and how to be a colleague/citizen of an academic community. Above all, Jerry nurtured a passion for science that propels me today.

3. What advice would you give to current GDBBS students?
   Study something that is important and always remain curious.
MARY PUCKETT

Earning a PhD from the GDBBS, as many alumni know, provides graduates with the opportunity to enter a variety of careers, from traditional academic appointments to industry positions and beyond. For some students, figuring out which path to take and how to get there is the most difficult part of graduate school. The GDBBS long has provided e-mentoring via MentorNet.com and a monthly Career Seminar, with graduates and outside speakers presenting their career paths and advice on how to prepare for various careers. To supplement these efforts and help students with these issues, the James T. Laney Graduate School (LGS) recently started an Alumni Mentor Program, where Emory alumni are paired with graduate student protégés.

The Alumni Mentor Program was designed to connect LGS students with Emory alumni in various professions who could serve as a sounding board and a source of information for all facets of life after graduate school: from advice on how to finish up a dissertation and formulate a strong curriculum vitae, to navigating the job search and creating a work/life balance. Mentors and protégés are matched based upon detailed descriptions of what mentors thought they could provide and what protégés are looking for in a mentor. After the initial matching, mentor/protégé pairs are given the freedom to develop their own plan of action based on what they hope to gain from the mentoring relationship.

More than 80 mentor/protégé pairs were made this past year, including a handful of GDBBS students and alumni. Neuroscience graduate student Amy Anderson Zose was one of the participants. She was matched with two mentors, including a GDBBS alumnus, Wade Powell, associate professor at Kenyon College. Zose’s research adviser left Emory early in her graduate school career, so when she heard about the Alumni Mentor Program, she decided to seize the opportunity. Amy hoped to find a source of mentorship as well as gain guidance about her intended career path—teaching science at a small liberal arts college. Zose indicates that she “was matched pretty well with both of [her] mentors,” giving her the opportunity to find out more about a career path in which most Emory faculty don’t have experience. Even though they mostly corresponded via email, Zose received “lots of advice” from her mentors and plans to continue to contact them in the future.

The inaugural program was such a success that the Laney Graduate School plans to move forward with an annual mentoring program. If you are interested in serving as an alumni mentor for the 2011–2012 year or would like more information about the program, contact Robin Harpak at rharpak@emory.edu.
GDBBS Banquet Honors Students and Alumni

ALVIN TRAN

On September 16, 2011, GDBBS hosted its second-annual Awards Banquet. Nearly 250 attendees gathered at the Druid Hills Golf Club to celebrate and honor the achievements of current and past students as well as faculty members. Friends and family members also joined the festivities. Keith Wilkinson, the current director of GDBBS, describes the banquet as an opportunity to celebrate the hard work and accomplishments of students and says, “In this, we pause to focus on the students and express our pride and gratitude for their hard work.”

Lisa Tedesco—the vice provost for academic affairs as well as dean of the James T. Laney School of Graduate Studies—provided welcoming remarks as guests enjoyed their elegantly catered dinner. Tedesco then welcomed the banquet’s keynote speaker, Max Cooper, who is a Georgia Research Alliance Eminent Scholar and professor of pathology and laboratory medicine at Emory.

Following Cooper’s remarks came the recognition of fellowship and scholarship recipients. These awards ran the gamut, including Achievement Rewards for College Scientists, Emory University Woodruff, Emory Graduate Diversity, Emory Facilitating Academic Careers in Engineering and Science, Division Scholar, National Institutes of Health National Research Service Award, National Science Foundation, and American Heart Association fellows.

Aside from fellowships, students also were honored with several individual awards. “The specific awards we present are chosen to highlight the activities we value,” Wilkinson stated. He described these valued activities as “scholarship, teaching, research, mentoring, and service to the profession and the community.” Eight students were recognized as Student of the Year by their individual programs and provided cash awards and engraved plaques. In addition, the Graduate Career Award honors a graduating senior student based on his or her overall graduate career and professional development. Stephanie Zlatic was the 2011 Graduate Career Award recipient. Michael Mina, an MD/PhD student, was the recipient of the Community Service Award for his work as the director of Grassroot Health, which he founded with the goal of providing sustainable, clean water in rural Nicaragua. Other student awards included the Professional Leadership Award (Kristi Porter), Student Mentor Award (Erica Bozeman), and Student Teaching Award (James Burkett).

As for faculty members and alumni, K. M. Venkat Narayan—a professor from the Hubert Department of Global Health Epidemiology at the Rollins School of Public Health—received the Faculty Mentor Award. The GDBBS also awarded its very first Distinguished Alumnus Award to James L. Riley, who graduated from the Genetics and Molecular Biology Program in spring 1995. Riley is currently an associate professor at the University of Pennsylvania in the Department of Pathology and Laboratory Medicine and recently has been appointed as a joint faculty member in the Department of Microbiology. During his time as an Emory GDBBS student, Riley co-authored six papers, including two first authorships.

Upon the completion of the fellowship and awards ceremony, Wilkinson provided closing remarks, saying, “We hope that [the banquet] will also evolve into an opportunity for our graduates to come back and learn more about what the GDBBS has become.”
Erica N. Bozeman

Erica Bozeman is the winner of this year’s Student Mentor Award. She graduated cum laude with a BE in biomedical engineering from Vanderbilt University. Currently, Bozeman is in her fifth year of graduate school in the Immunology and Molecular Pathogenesis program. She works with Periasamy Selvaraj on the immunological mechanisms elicited by cancer vaccines.

In addition to her 2011 GDBBS Student Mentor Award, Bozeman has been recognized by the Facilitating Academic Careers in Engineering and the Sciences (FACES) program as a FACES graduate fellow. She recently was granted a National Research Service Award through the National Institutes of Health (NIH). She describes herself as “humbled” to have been selected for the Student Mentor Award.

Bozeman takes great pride in mentoring. She has mentored 18 students to date during her studies at Emory, including undergraduates in work-study or summer programs, fellow PhD candidates rotating through the lab, and a master’s degree student. She is currently mentoring five students, including students from the new Cancer Biology program. Mentoring has helped shape Bozeman personally and professionally. She recognizes that mentoring has allowed her to become more open and social in personal interactions, as well as more patient and thorough in explaining procedures or concepts to mentees. As she says, “You can never assume knowledge.” When asked what she has learned from being a mentor, she noted that the vast range of experience trainees have in the beginning requires careful attention. One must avoid intimidating mentees, on the one hand, while not boring experienced mentees on the other hand. She admits that she is still learning and credits Periasamy Selvaraj as an excellent model of patience and understanding as a mentor.

Mentoring continues to remain a focus of Bozeman’s future goals. After receiving her PhD, Bozeman plans to pursue a postdoctoral position in preparation for a career as a professor in the field of cancer research. She sees herself in an academic institution, working toward running her own lab, while continuing to teach undergraduates and graduate students. As Bozeman embraces her passions for mentoring and cancer research, she is living by the very advice she offers to her peers: “Understand conceptually why you are doing an experiment. What’s the bigger picture?” and “Don’t be afraid to ask questions.”

Erin West

Erin West is this year’s Immunology and Molecular Pathogenesis Student of the Year. West works in Rafi Ahmed’s laboratory studying the regulation of CD8 T cell responses during chronic viral infection. She previously attained a BS in cell and structural biology from the University of Illinois–Champaign-Urbana in 2002. West contributed to two scientific papers during her undergraduate career. She then worked as a laboratory technician for John F. McDyer at Johns Hopkins University, where she contributed to seven papers, including one as a first author and one as a co-first author. West continued to be prolific in Ahmed’s lab, adding another first-author publication and a review article to her CV, while contributing to four other papers. She has been studying at Emory for five years and is currently writing her dissertation. Next up

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for West is a postdoctoral fellowship with Warren Leonard at the National Institutes of Health. She came to Emory because of its strong viral immunology labs, and judging by her burgeoning CV, she will continue making an impact on this field in the future.

Silvia C. Eufinger

Silvia C. Eufinger is the Nutrition and Health Sciences Student of the Year. She is a fourth-year PhD candidate in Viola Vaccarino’s lab. Eufinger came to Emory after receiving a BS from Washington University in St. Louis, majoring in both biomedical engineering and psychology. She chose Emory for its strong, cutting-edge public health and sciences foundation and for the research aims of investigators here. Eufinger now works on the association between diet and cardiovascular disease, particularly the impact of the Mediterranean diet on the biological aging processes and its impact on atherosclerosis. This study investigates markers of accelerated aging between twin pairs discordant for the Mediterranean diet.

She recently has been granted a National Research Service Award from the National Heart, Lung, and Blood Institute of the NIH. Eufinger describes her reaction to receiving the Nutrition and Health Sciences Student of the Year award as “thrilled and very grateful.” After she receives her PhD, Eufinger plans to continue research in the field of epidemiology and chronic diseases in an academic or applied setting. Until then, when she is not in lab, she enjoys what she describes as the “beautiful weather, rich culture, and countless things to do here in Atlanta.”

Meriem Gaval

Meriem Gaval is a graduate student in Neurobiology and a recipient of the Neuroscience Student of the Year award. Her undergraduate studies at Florida State University included a BS in biology and psychology with minors in chemistry and anthropology. With an interest in the molecular and behavioral changes associated with cocaine intake, Gaval seeks to elucidate the molecular mechanism that explains how dysfunction of the enzyme dopamine B-hydroxylase, which converts dopamine to norepinephrine, produces altered behavioral responses to cocaine. For her postdoctoral studies at the University of Maryland Medical Campus, she will be characterizing electrophysiological properties of neurons in animal models of schizoaffective disorder.

As her doctoral work nears completion, Gaval has positive reflections on her time at Emory and in Atlanta. A strong sense of community is what initially drew Gaval to the Neuroscience Program at Emory, and she was continually impressed by the program’s level of collaboration and collegiality in the midst of student competition. She loves many things about Atlanta, such as the amount of green space and the many small communities that have their own character and personality.

Gaval was surprised and flattered to receive the award and believes that this award will serve as a great motivator to keep moving forward with her work. Her advice to fellow graduate students is not to be discouraged when experiments don’t work as expected. “Besides,” she said, “unexpected outcomes can be interesting in and of themselves.”

James Burkett

James Burkett is a third-year graduate student in the Neuroscience Program and a recipient of the 2011 Student Teaching Award. He received a BS in biology and chemistry from Emory before pursuing his graduate studies at Emory. His current research focuses on the neurobiology of consoling behavior in prairie voles as a model of empathy.

When he is not in the lab, Burkett stays busy with various teaching responsibilities, both on Emory’s campus and at local elementary and high schools. For
the past two years, he has been a teacher’s assistant for Neuroanatomy and Systems Neuroscience, an intensive introductory course for first-year Neuroscience graduate students. Though he is glad to have the opportunity to teach and guide the students as they begin their graduate school journey, he particularly enjoys demonstrating human brain dissection—a technique that he also demonstrates to the medical school students.

Additionally, Burkett participated in the Pipeline program, allowing him to teach lessons in neuroscience to high school students interested in medicine.

According to Burkett, however, his most rewarding experience was teaching elementary school students about the brain and evolution. During his school visits, he would allow the students to wear gloves and touch human and animal brains after his presentation. He said, “Their young eyes would light up with curiosity, fascinated by this unique sight. It is always amazing to me how knowledgeable elementary school students are about the brain.”

When asked to give advice to his peers, Burkett emphasized the importance of following your passions. He said, “Find the thing that you love most of all and pursue it relentlessly, without being afraid to fail. This may not be the formula for maximum success, but it will lead to the greatest happiness.”

**Kristi Porter**

Kristi Porter is a sixth-year Molecular and Systems Pharmacology PhD candidate, working within the lab of Roy Sutliff. Porter has received numerous grants and awards while at Emory, including the coveted NIH National Research Service Award. Porter has filled several leadership roles in the Black Graduate Student Association (BGSA), including president. As a testament to her leadership ability, Emory’s BGSA chapter was named the “Affiliate of the Year” by the National Black Graduate Student Association. In addition to her involvement with the BGSA, Porter found time to serve Emory as a GDBBS recruiter at the NIH Graduate School Fair. She also has participated in numerous Atlanta-area science fairs, volunteering as a judge for DeKalb County and Spelman College, inspiring and mentoring the next generation of scientists. As a result of her unparalleled commitment and leadership experience, Porter received the GDBBS Professional Leadership Award at the GDBBS Awards Banquet.

**Chris Vellano**

Chris Vellano enrolled in the Molecular and Systems Pharmacology Program at Emory in 2006 after receiving a BS in biology and chemistry from Wake Forest University the previous May. Vellano is a sixth-year graduate student and works in the lab of John Hepler studying the regulation of novel G protein in signaling pathways. In February 2010, Vellano received the prestigious Pharmaceutical Researchers and Manufacturers of America Foundation fellowship, an award bestowed on only nine applicants nationally per year. Since then, Vellano has experienced a wave of academic success. One year after receiving the fellowship, Vellano presented his research at the Molecular and Systems Pharmacology Frontiers Symposium and won first place for his research poster. In addition, he has published three lead-author articles, all in top-tier journals, and all within one year—a notable accomplishment in itself. As if that weren’t enough, as a result of his scholastic excellence, the Molecular and Systems Pharmacology Executive Committee confirmed his success and hard work by naming Vellano Molecular and Systems Pharmacology Student of the Year. Vellano is expecting to defend his thesis research in February in order to graduate in May 2012.
In September, the Cancer Biology Program opened its doors to the inaugural class. These 10 students are the newest addition to the GDBBS.

The Cancer Biology Program is part of a strategic initiative outlined in 2009 that included the National Cancer Institute designation for Emory’s Winship Cancer Institute. Yet the driving force behind the creation of the Cancer Biology Program was to attract students to the training opportunities in Emory cancer research laboratories.

Erwin Van Meir—professor of neurosurgery and hematology/oncology and Cancer Biology Program director—was among the first to realize the need for a cancer graduate program and advocate for its development. GDBBS Director Keith Wilkinson also agreed, saying, “Although both the Genetics and Molecular Biology and Biochemistry, Cell, and Developmental Biology Programs previously offered cancer biology as a research area, it was not the focus of either program. Thus, it was time for us to form a freestanding program with cancer biology as the focus.” Through the combined efforts of Van Meir as well as Emory’s Winship Cancer Institute and GDBBS program faculty, the Cancer Biology Program received approval from the James T. Laney Graduate School in summer 2010.

Cancer Biology student MaKendra Umstead was first introduced to the program at last year’s ABRCMS. “I could sense the excitement from recruiters about the new program,” says Umstead. Students were incredibly excited as well. When the January 3rd deadline passed, the program had received almost 150 applications. “This number was approximately three to four times more than expected,” states Van Meir. Following the recruitment events and student interviews, the program accepted 14 applicants, 10 of whom started in the fall.

The Cancer Biology class represents an array of geographical and educational backgrounds. Umstead studied pharmaceutical sciences at North Carolina Central University. Jason Conage-Pough is an MIT chemical engineering graduate and a 2011 recipient of the prestigious Emory Graduate Diversity Fellowship. Scott Wilkinson—who is funded by the National Science Foundation—is a Berry College biology graduate.

Despite diverse backgrounds, the Cancer Biology students were equally attracted to the new program. “For me, the program’s curriculum brought together learning the fundamentals of cancer development and treatment, clinical applications, and scientific training,” says Umstead. Curriculum for the program includes detailed cancer biology classes, a graduate seminar, and biochemistry, as well as laboratory rotations. “The second year will provide more in-depth training for the students by focusing on specific forms of cancer such as prostate, breast, and ovarian,” says Van Meir. “We’re excited about these opportunities, which will highlight the perspectives of basic science as well as those from cancer clinicians and patients.”

In addition to classes and laboratory rotations, the Cancer Biology students also are making their mark on the Emory GDBBS community. Cancer Biology student David Weir currently serves as a Division Student Advisory Council representative for the program. Umstead volunteers as student representative to the Cancer Biology Executive Committee.

The Cancer Biology inaugural class is unique in another sense as well: out of 10 students, more than half are from populations underrepresented in the biological sciences. “As a whole, diversity has increased markedly since the founding of the GDBBS in 1989. This year, we have 18 underrepresented students out of 88 students admitted,” says Wilkinson. He continues, “The Cancer Biology program did an excellent job of recruiting underrepresented students. . . . It is clearly a nucleus on which we can build to continue to recruit top students with a diverse background.”

Faculty and students agree that the Cancer Biology program provides an outstanding opportunity for PhD training in cancer research. With areas of specialized training in genetics and genomics, signal transduction, and cancer therapeutics, the Cancer Biology Program aims to prepare students for numerous career paths from academia to industry.
Students Becoming the Teachers

JUSTINE LIEPKALNS

High-quality education and cutting-edge scientific research are no longer thought to be mutually exclusive. This attitude has been changing during the past decade and is now documented in a recent study published in the August 19, 2011, issue of Science titled, “Graduate Students’ Teaching Experiences Improve Their Methodological Research Skills.”

Thus, many graduate students are now seeking teaching opportunities to enhance their training. The James T. Laney Graduate School has a program called TATTO—Teaching Assistant Training and Teaching Opportunity—that is a degree requirement for PhD students in all graduate disciplines. The goal of the TATTO program is to introduce students to teaching and give them the skills they need to be effective teachers. The TATTO program begins with a three-day short course just prior to the student’s first teaching experience.

In certain programs, such as Neuroscience, further participation in science education is encouraged by student participation in the Emory University Medical School Pipeline Program. In this program, Emory partners with a local high school in order to inspire young students to pursue a future in science. Graduate students in Neuroscience contribute to the program by designing lesson plans and interactive projects for some of the classes. The program is run by the Emory medical school and, even though Neuroscience graduate students are no longer required to participate, the GDBBS encourages students to take part.

Other opportunities also exist for students seeking pedagogical training. Various professors on campus submit grants geared toward training graduate students about undergraduate education while offering undergraduate students a more in-depth exposure to science, including research. These opportunities take advantage of a multitude of resources at Emory. For example, during a seminar called On Recent Discoveries by Emory Researchers (ORDER) led by David Lynn, chair of the chemistry department, four graduate students in 2010–2011 worked together to teach two seminars catering to first-year and senior-level students. These seminars were designed to offer undergraduates an off-the-beaten-path type of class on research design and grant writing, respectively. Wanting to maximize student participation, the graduate students used alternative pedagogical means, utilizing their own thesis projects as examples of how research is performed. During these classes, undergraduate students had the opportunity to gain firsthand experience with research facilities on campus thanks to the diverse background of the graduate student teachers. These tours and hands-on experiences included the Michael C. Carlos Museum restoration lab, the Emory Blood Bank, the Yerkes National Primate Research Center, and a Neuroscience laboratory where students were able to take part in an experiment.

Another teaching fellowship available for graduate students is Scholarly Inquiry and Research at Emory (SIRE), lead by a GDBBS alumna, Leah Roesch. In SIRE, students from all disciplines are taught how to perform research. SIRE aims to help undergraduate students gain experience in laboratory research and in scholarly inquiry across all fields through hands-on training and seminars taught by current graduate students. This program challenges the graduate fellows to tailor their workshops to support the students’ individual research projects, which can be anything from a history or cultural anthropology project to a neuroscience or chemistry project. Students are taught

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Leslie Taylor and David Lynn, who lead the ORDER fellowship.
to explore their fields with the tools provided by the graduate students and their laboratory mentors. Having classmates in different disciplines fosters the development of alternate perspectives.

SIRE graduate students also work closely with Pat Marsteller who, in addition to directing the Emory College Center for Science Education (CSE), runs the Howard Hughes Medical Institute (HHMI) Undergraduate Sciences program. This program fosters scientific exploration for students interested in science and math. Furthermore, the CSE has HHMI Curriculum Development Fellowships where graduate students can assist faculty with undergraduate math and science course development.

Graduate students in GDBBS also have gone beyond training in undergraduate education. A program called Problems and Research to Integrate Science and Mathematics (PRISM) allows graduate students to take science education to K–12 classrooms. The grant funding this fellowship recently has ended. However, a similar project will be under way pending grant funding.

Many professors at Emory submit a multitude of grants to fund these fellowships and create opportunities for graduate students to teach and undergraduates to learn about the various types of research and postbaccalaureate career options. As a result, graduate students have a chance to explore pedagogy while undergraduate students can learn about ongoing research. These fellowships bridge the gap between textbooks and true research. Jordan Rose, associate director for outreach in the CSE, has a listserv that continually updates participants about these opportunities (email jordan.rose@emory.edu) as well as a Facebook page (www.facebook.com/emorycse).}

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**Students Becoming the Teachers continued**

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**News from the Laney Graduate School Office of Development and Alumni Relations**

Support for the Dean’s Fund for Excellence—thanks to gifts from alumni and friends of the Laney Graduate School (LGS)—helps make unique professionalization opportunities, like the ones below, available to our students. In addition to supporting our students, these include great opportunities for alumni to get involved and stay connected to LGS.

- The PhD Alumni Mentor Program. Learn more and register to be a mentor [here](#).
- Pathways Beyond the Professoriate, featuring GDBBS Alumnus Giles Shih 99G in January!
- Student and Alumni Networking Nights

Connect with LGS on Facebook and LinkedIn to read about LGS alumni news and events.

**Support the GDBBS as a volunteer or through philanthropy.**

Read this inspiring story about LGS alumnus James R. Gavin 70G and his recent gift.

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*A special thank you to Wells Fargo for its ongoing support and sponsorship of the Laney Graduate School's new student orientation.*

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