

*Fellowships in Research and*  
**FIRST**  
*Science Teaching*

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# FELLOWS HANDBOOK

2008-2009



## OUTLINE

I.	FIRST Program Overview .....	3
II.	Expectations of the FIRST Fellow.....	3
	A. RESEARCH.....	4
	B. TEACHING .....	4
	C. SOCIETY .....	4
III.	Research Component .....	5
IV.	Teaching Component .....	5
	A. FIRST YEAR.....	5
	B. SECOND YEAR.....	6
	C. THIRD YEAR .....	6
	D. Selection of Teaching Mentors .....	6
V.	FIRST Fellow Compensation .....	7
	A. Salary & Fringe Benefits .....	7
	B. Travel Allotment.....	8
	C. Research Allowance.....	8
	D. Training & Professional Development .....	9
	1. Professional Development Workshops.....	9
	2. Internet Course Development .....	9
	3. Experiments in Biotechnology.....	9
	4. Instrument in the Responsible Conduct of Research .....	9
	5. Annual IRACDA Meeting .....	9
VI.	FAQ.....	9
VII.	Directory .....	11
	A. Current Fellows.....	11
	B. Current Research Mentors.....	12
	C. Current Teaching Mentors .....	13

## I. FIRST Program Overview

In 1998, the Minority Opportunities in Research Division of the NIH began the Institutional Research and Academic Career Development Award (IRACDA) Initiative (<http://www.nigms.nih.gov/Training/CareerDev/MOREInstRes.htm>) that would combine a traditional mentored postdoctoral research experience with an experience to develop teaching skills through innovative programs that involve mentored assignments at a Minority Serving Institution (MSI). This combined program would facilitate the progress of postdoctoral candidates toward research and teaching careers in academia. An objective of the initiative would be to provide an important new resource to motivate the next generation of scientists at MSIs. It could also enhance linkages between faculty at MSI and their counterparts at research intensive institutions. Thus, the objectives of this initiative are three-fold: 1) to enhance research oriented teaching at MSIs; 2) to increase the research and other skills needed by developing scientists to conduct high quality research in an academic environment; and 3) to promote linkages between research intensive institutions and MSIs that can lead to further collaborations in research and teaching. Finally, a desired long-term outcome is to increase the number of well-qualified underrepresented minority students entering competitive careers in biomedical research.

This Fellowships in Research and Science Teaching (FIRST), an IRACDA initiative, combines the faculties of one of the top national research universities and four of the top national minority servicing institutions within a large metropolitan area with 4.1 million people to increase the quantity and quality of post-doctoral fellows achieving careers in biological/biomedical sciences. This program combines interdisciplinary research education that provides the foundation for investigating cellular and molecular mechanisms with a teaching mentorship that includes instruction in pedagogy, classroom technologies, mentorship of under-graduates, ladder teaching experience, course development, and production of web-based courses.

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## II. Expectations of the FIRST Fellow

Expectations for FIRST fellows are listed below in three categories: RESEARCH, TEACHING, and SOCIETY. FIRST/NIH guidelines: FIRST Fellows must be U.S. citizens, have completed no more than 2 years prior postdoctoral training in a research lab, and must stay in the program for three years.

## A. RESEARCH

Fellows are expected to carry out a program of high quality experimental research in their Research Mentor's laboratory or laboratories collaborating with the Research Mentor. Fellows should publish their research at least annually in abstracts submitted to scientific meetings and/or research articles in high-quality, peer-reviewed journals. While the first paper may not be submitted until near the end of their first year, it is expected that at least three publications of high quality will be submitted during the fellowship and not all in the last year. Writing is part of learning and it can be fun if the fellow gets in the habit early in their career. Fellows are required to submit a one-page summary of their research to the Program Director by June 15 of each year for inclusion in the FIRST progress report submitted to the NIH on the first of July.

## B. TEACHING

Fellows are expected to carry out the teaching program that includes scheduled meetings with the Teaching Coordinator, their teaching mentors and with their students. They are also expected to attend scheduled program workshops and courses (i.e. WEB courses) and some of the many teaching workshops offered during the year (in rotation with other fellows in their year if necessary). Fellows are expected to have a serious and meaningful teaching experience that involves classroom or laboratory teaching face-to-face with students for one semester usually during the third year, and only sporadic additional teaching responsibilities. The Teaching Coordinator must approve the total teaching program for each fellow. Fellows should direct requests for teaching help from AUC faculty to the Teaching Coordinator before making or appearing to make a commitment to the AUC faculty. **All questions and concerns regarding the teaching component of the FIRST Program should be first directed to the Teaching Coordinator.**

## C. SOCIETY

Fellows are expected to become sound investigators who are well on their way to becoming independent scientists. The evidence that they will use is the fellow's publications and to some extent evaluations of them by their mentors and peers. NIH hopes that the program will have more than just postdoctoral training since that could be achieved by straight NRSA postdoctoral fellowships. NIH would like to see evidence that this program --mainly mediated by the fellows-- expands the pool of teachers interested in careers at minority serving colleges and expands the research contacts between AUC, Emory and Morehouse School of Medicine faculty. Furthermore, the NIH would like to see this program encourage the expansion of the minority population of postdocs at Emory University and minority applications to graduate school in biological sciences from AUC undergraduates, and fosters the growth of Atlanta as a training center for minorities in the biological and biomedical sciences. These more societal goals can only be furthered by the fellows through their hard work at the lab bench and in their teaching at the AUC schools.

Fellows are expected to be professional in their relationships with each other, faculty and their students. Fellows should perform their research and teaching in an ethical and legal manner,

and should conform to the University's Guidelines for Responsible Conduct of Scholarship and Research ([http://www.osp.emory.edu/share/policies/responsible\\_conduct.pdf](http://www.osp.emory.edu/share/policies/responsible_conduct.pdf)). Fellows are permitted to have external employment during the fellowship, but any external positions should be approved by the Program Director and their Research Mentor. Fellows are strongly encouraged to seek timely, appropriate support for scientific, teaching, social, or personal problems should they arise.

### **III. Research Component**

Fellows should meet regularly with their research mentor (i.e. weekly) to discuss the results of experiments and the plans for the next step. Fellows should attend all lab meetings. Fellows should plan, execute and record their experiments and write them up for publication. Fellows should make the first draft, then revise and rewrite with their mentor. This can take any number of forms. Fellows should attend the journal clubs and seminar series that their mentor attends or another series (i.e. departmental or focus group run) if it will strengthen the research program or broaden ones self-education. Fellows are expected to follow standard laboratory protocol regarding space, equipment, clean-up, etc and will do their share of the dirty work. The NIH grant states that 85% of the fellows' time will be devoted to research since this is the most important component of career building during this period. However, since scientists work much more than 40 hours per week, fellows may be expected to spend many hours per week in the laboratory or library working on research, while also spending time on teaching. Legally, fellows accumulate 3 weeks of vacation and sick leave per year. Fellows, in consultation with their research mentor, should schedule a vacation during the year. The research mentor, research laboratory and fellow will all be best served by having a productive experimental research program. Fellows must comply with the University and government's rules on the use of animals, radioactive isotopes and the non-use of illegal drugs.

### **IV. Teaching Component**

Teaching education will follow the research education paradigm. We believe strongly that the development of teaching skills should follow the successful paradigm that scientists have evolved for the development of research skills: (1) classroom work and discussion, followed by (2) guided laboratory exercises, and then (3) immersion in increasingly independent projects.

#### **A. FIRST YEAR**

During the first year of our teaching development program in the Spring term, the fellows will meet as a group with the coordinator once a week to study and practice different aspects of teaching through two modes: a class-within-a-class, in which the fellows design their own course, teach it, and evaluate their presentations, and, at the meta-level, a discussion of issues such as: lecturing, using writing, using discussion in teaching, teaching large classes versus seminars, using technology in the classroom, mentoring students, adjusting to different learning styles, designing a syllabus, developing web pages, teaching laboratory courses, and evaluating students and writing exams.

Also during the first year, students will select a Teaching Mentor with FIRST's help (see Selecting a Teaching Mentor below) and spend at least three weeks with that mentor in the middle of the weekly FIRST course.

## B. SECOND YEAR

This year is mostly spent with the Teaching Mentor, developing the full course for the culminating experience in the third year, including teaching some class sessions, preparing technological enhancements to that course or, in some cases, development of entirely new courses. Also, a teaching workshop will be developed and organized by each second-year class of fellows for the FIRST community.

## C. THIRD YEAR

Our teaching development program will culminate with the planning and teaching of an entire course in one semester of the third year. By the third year, fellows will be familiar with teaching pedagogies and their AUC mentors, and will have begun to develop a teaching style. Using the skills attained in their first two years, fellows will, with the guidance of a mentor, design and teach their own course. At the same time, the fellows will develop an on-line version of their course. **Fellows should not have more than one semester teaching a course.** Sometimes the teaching experience will be somewhat diluted due to schedules and expertise, but together it should not be equivalent to more than one semester. The occasional guest lectureship shouldn't count, and yet should not get out of hand.

In addition to these formal, required activities, FIRST fellows will have access to many relevant career and teaching workshops offered by our Center for Teaching and Curriculum and Office of Post-doctoral Education.

There was no budget in the grant for teaching costs except for the development of new courses. Fellows should seek reimbursement from the AUC school in which they are teaching. If that is impossible, the fellow should ask Dorothy by submitting a list of items and estimated costs before spending the money. As a practice teacher at the AUC schools, Fellows should learn how to negotiate the bureaucracy at their school for such funds.

**PLEASE NOTE: The courses given at each of the AUC schools is part of the curriculum zealously guarded by the faculty. New courses or revisions need to be approved at the departmental and school level through the activity of the teaching mentor at the school. FIRST does not offer courses; and any suggestions to that effect must be circumlocuted.**

## D. Selection of Teaching Mentors

Fellows are encouraged to contact potential teaching mentors listed on the FIRST website 'Available Teaching Mentors' list on their own. Since not all faculty at the AUC are considered appropriate teaching mentors for this program, only those faculty on the list or those approved in writing by a member of the FIRST Executive Committee as well as the proposed mentor's Chairman should be contacted by FIRST fellows. FIRST will arrange for

fellows to visit institutions as a group and a “*Meet and Greet*” reception for all available teaching mentors and 1<sup>st</sup> year fellows will be held at one of the AUC schools. By mid-April, all fellows and mentors will submit a list of their top choices to the Teaching Coordinator and, based on those lists, the optimal fellow-mentor match will be made.

## V. **FIRST Fellow Compensation**

### A. Salary & Fringe Benefits

Each fellow will be supported for a maximum of three years. The annual amount of each stipend is based on the recommended stipend levels for individuals receiving support through institutional or individual **National Research Service Awards (NRSA) at Fiscal Year 2007 levels** (<http://grants.nih.gov/grants/guide/notice-files/NOT-OD-07-057.html>). In addition, Emory offers a comprehensive benefits package. A summary of these benefits that are generally available to postdoctoral fellows may be found at <http://emory.hr.emory.edu/eu/benefits/index.html>. These include, but are not limited to, health care plan, dental plan, vision plan, parking/transportation, retirement benefits, disability insurance, life insurance, and auto/home owner/renters insurance. Many of the benefits can be paid for on a before-tax basis. Please consult your Benefits Department for eligibility requirements, or contact Emory Employee Services at (404) 727-7613.

#### Salary Increases

- Salaries for all trainees will be determined in accordance with the NRSA stipend levels in effect on the first day of the training grant budget year (September 1.)
- Raises will be given to each trainee on the anniversary date of their joining the program. They will move to the next level of experience according to the NRSA schedule of stipends in effect for the budget year during which they have their first, or second anniversary in the program.
- Should the NRSA rate schedule change during the year, all trainees will be increased to the new scheduled amount for their level of experience on September 1 following the schedule change. They will also receive an increase to their next experience level on their anniversary date.
  - For example, if a trainee with no prior postdoctoral experience joined the program on January 1, 2007, the NRSA pay rate would be \$36,996 per year. If on October 1, 2006, the rate schedule changed, on September 1, 2007 his/her pay would increase to new rate schedule, with no change in experience level. On the trainee’s anniversary date (January 1, 2008) he/she would move to the next experience level, and receive the additional increase.
  - If the trainee joined the program on September 1, 2007, on September 1, 2008, he/she would receive both increases at the same time (go from \$36,996 per year to \$38,976 per year.)

- Supplemental pay from research mentors is considered a separate issue, and will be administered according to the policy put forth by the mentor's department.
- Please note that the NIH's fiscal year is October 1 through September 30. When the NRSA stipend schedule changes on October 1, that schedule is not in effect for the FIRST program until the following September.

#### B. Travel Allotment

There is an allotment in the grant of \$1000 per fellow for allowable travel expenses: transportation, hotel registration, and meals. It is expected that fellows spend the \$1000 on travel to scientific meetings. It can be more than one meeting. So, if you save money on one meeting you will have funds available for others the same year. Since some fellows may not use all of their travel funds during the year, it may be possible to pay more than \$1000 for some fellows to attend meetings of their choice. **Fellows should clear the costs with Dorothy Goodson if they are going beyond the \$1000.** As a general policy, second or third year fellows should present a poster or talk at each meeting they attend. First year fellows are encouraged to attend appropriate scientific meetings for professional development and may also submit abstracts for posters or presentations.

If you have travel funds available, you can make the arrangements yourself, but fellows will be an out-of-pocket expense until they complete the trip and file an expense report with Carletta. Fellows will avoid payment problems if they go through the FIRST office. You can't be reimbursed for side trips, first class and generally wasting the funds by buying tickets late. You can always have air flights miles credited to your "Frequent Flyer" plan with that airline even though the grant pays for the flight. Registration costs will be charged to the \$1000. Again, FIRST can pay this directly and save the fellow out-of-pocket expenses until the expense report is filed and paid.

You lose any unspent travel money on August 31<sup>st</sup>. You can't give your money to someone else, but that person can apply to Dorothy or the Director to spend additional travel funds if they are available.

**Travel to/from and parking at AUC for teaching related activities (unless a fellow is based at an AUC school for their research) will be reimbursed out of the travel allowance pool of the grant and not debited to the specific fellow.**

#### C. Research Allowance

Fellows have \$3500 each year (grant fiscal year is September 1 – August 31) to spend on research and teaching related items. This includes portable computers. In general, fellows should buy a computer in their first year. The computer, in fact, belongs to Emory University, but, as a general rule, fellows who satisfactorily complete the program will be able to take the computer with them. (After all it will be 3 years old and practically obsolete.) **All purchases against the \$3500 annual allowance must be made through Dorothy. Purchases not**

**made through Emory Purchasing cannot be reimbursed. The \$3500 research allowance should be spent by August 31<sup>st</sup> each year.** If you have left over funds you might consider asking your research mentor to use it to buy supplies for your laboratory. All purchases should be bought by July 31<sup>st</sup> and the expenditure processed by mid-August.

Society dues that aren't part of a subscription and electronic organizers (Palm Pilots etc.) are not allowable expenses in the \$3500. Portable computers, books, lab supplies and lab equipment are allowable.

#### D. Training & Professional Development

##### 1. Professional Development Workshops

Support will be given for fellows to attend workshops in collaboration with the Office of Postdoctoral Education. These workshops deal with career opportunities, resume writing, interviewing techniques, etc.

##### 2. Internet Course Development:

Postdoctoral fellows and FIRST faculty will attend an intensive, full-time, 1-week workshop presented every other summer on the technical and practical production of Web pages for course presentation on the World Wide Web. This includes three specialists in education, graphic design, and image production.

##### 3. Instruction in the Responsible Conduct of Research

All postdoctoral fellows are required to receive education in the responsible conduct of research. The Emory Center for Ethics and Public Policy and the Professions has developed a short course, *Values in Science: An Introduction to the Responsible Conduct of Research*. It addresses the topics of conflict of interest, authorship, the handling of misconduct, the legal and humane use of human and animal subjects and the proper procedures for record keeping and data management. Case studies are analyzed and on-site visits to research facilities are performed. Each Fellow is responsible for finding out the schedules of this course, registering and becoming certified as having taken it.

##### 4. Annual IRACDA Meeting

FIRST fellows will have the opportunity to attend an IRACDA meeting held annually. Generally, these meetings include a training component for either research or teaching. All fellows are required to attend this meeting. The attendance of the Research and Teaching Mentors is suggested but not required.

## VI. FAQ

### 1. *When do we receive our annual increase?*

**Annual increases are given on the anniversary date of when you began the program. So if you began the program on September 1<sup>st</sup>, your increase will be given on September 1<sup>st</sup> of the next year. If you began the program on January 1<sup>st</sup>, your increase would occur the next January.**

2. *What is the best way to handle travel expenses?*  
**You may apply for a Travel Card (Mastercard) through Emory University Purchasing. Ultimately you are responsible for the bill, however, upon returning from your conference, bring all your receipts to the FIRST office and fill out a Travel Reimbursement form. This way your reimbursement to pay your travel expenses should be in your account by the time the bill arrives.**
  
3. *How do we purchase items with our institutional allotment?*  
**All items purchased with your \$3,500 institutional allotment should be ordered through the Program Administrator or her assistant. This includes computers or other large ticket items, particularly high ticket items priced over \$1499. These items must be purchased through the FIRST office or you will not be able to get reimbursed. High ticket items must go through the University Purchasing Department for their approval. Smaller items such as software or books may be purchased by you individually, however, please check with the office to make sure you still have funds available and that these expenditures are allowed.**
  
4. *What is the deadline to spend the institutional allotment?*  
**July 31<sup>st</sup> of the each calendar year is the deadline for ordering equipment and supplies with your institutional allotment. Any unspent money will not carry forward to the next year and ultimately will be lost.**
  
5. *Who can I contact to find out how much money I have left in my account?*  
**Carletta Montgomery (7-0635) or Dorothy Goodson (7-7409) are the financial experts. Either can be contacted to find out exactly how much money you have left in your account.**
  
6. *How often does the entire program meet?*  
**The entire group of fellows and administrators come together for lunch once quarterly to discuss successes, problems or concerns, and upcoming events.**
  
7. *How many conferences can I attend?*  
**Fellows are given \$1000 to spend for travel. This will generally cover one or possibly two scientific meetings depending on the location.**

## VII. Directory

### A. Current Fellows

Name	Email	Lab Phone	Research Department
Ako-Adjei, Danso	dakoadj@emory.edu	(404) 727-9314	Infectious Dis. Div., Pediatrics, EUSM
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Crittenden, Colleen	ccritte@emory.edu	(404) 727-9872	School of Public Health, EU
Dansby, Montreka	mdansby@emory.edu	(404) 752-1707	Dept. of Pharm. and Toxicology, MSM
Duran, M. Berenice	mduran@emory.edu	(404) 712-2863	Dept of Med., Digestive Dis., EUSM
Freeman, Amanda	aafreem@emory.edu	(404) 727-3758	Cell Biology, EUSM
Glover, David			Infectious Diseases, EUSM
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Handy, Jeffrey	jhandy@emory.edu	(404) 727-5623	Dept of Med., Digestive Dis., EUSM
Jackson, Kesmic	kajack3@emory.edu	(404) 727-1422	Pediatrics, EUSM
Jones, Candace	cajone4@emory.edu	(404) 727-9881	Biochemistry, EUSM
Knight, Brandi	bcbrand@emory.edu	(404) 778-1225	Hematology and Oncology, WCI
Kohlhorst, Drew	Drew.kohlhorst@emory.edu	(404) 727-1830	Cell Biology, EUSM
LaPrairie-Beale, Jamie			Psychiatry, EUSM
Mendenhall, Juana	Juana.mendenhall@bme.gatech.edu	(404) 385-3697	BME, Georgia Tech
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Ross, Kyla	kyla.ross@gatech.edu	(404) 385-5053	BME, Emory/Georgia Tech
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Taliaferro-Smith, LaTonia	Ltsmit3@emory.edu	(404) 778-1225	Winship Cancer Institute, EUSM
Wilhelm, Jennifer	Jennifer.wilhelm@emory.edu		Cell Biology, EUSM
Wilson, Kristy			Biochemistry, EUSM
Woolfolk-Tillman, Elethia	ewoolfo@emory.edu	(404) 727-5420	Dept. of Medicine, Cardiology Division

## B. Current Research Mentors

Name	Email Address	Office Phone	Department	Mentee
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Thomas Barker	thomas.barker@bme.gatech.edu	(404) 385-5039	Emory/Georgia Tech, Biomedical Engineering	Sarah Stabenfeldt
Ralph DiClemente	rdiclem@sph.emory.edu	(404) 727-0237	SPH, EU	Colleen Crittenden
Art English	art@cellbio.emory.edu	(404) 727-6250	Cell Biology, EUSM	Jennifer Wilhelm
Ikhide Imumorin	llumorin@spelman.edu	(404) 270-5779	Biology, Spelman	Chris Bates
Richard Kahn	rkahn@emory.edu	(404) 727-3561	Biochemistry, EUSM	Kristy Wilson
K. Sean Kimbro	Sean.kimbrow@emoryhealthcare.org	(404) 778-4780	Winship Cancer Institute	Kesmic Jackson
Ward Kirlin	Kirlin@msm.edu	(404) 752-1709	Dept. of Pharmacology and Toxicology, MSM	Montreka Dansby
Andrew Kowalczyk	akowalc@emory.edu	(404) 727-8517	Cell Biology, EUSM	Drew Kohlhorst
Amy Lee	alee@pharm.emory.edu	(404) 727-5991	Pharmacology, EUSM	Frederick Gregory
Robert Liu	Robert.liu@emory.edu	404-727-5274	Biology, Emory College	Jason Miranda
Charles Nemeroff	cnemero@emory.edu	(404) 727-8382	Psychiatry, EUSM	Jamie LaPrairie-Beale
Solomon Ofori-Acquah	soforia@emory.edu	(404) 727-2273	Pediatrics, EUSM	Joy Owen
David Pallas	dpallas@emory.edu	(404) 727-5620	Biochemistry, EUSM	Jones, Candace
Subhabrata Sanya	ssanya2@emory.edu	(404) 727-3758	Cell Biology, EUSM	Amanda Freeman
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David Stephens	Dstep01@emory.edu	(404) 728-8699	Infectious Diseases, EUSM	David Glover
W. Robert Taylor	w.robert.taylor@emory.edu	(404) 727-8921	Department of Medicine, Cardiology Division	Elethia Woolfolk-Tillman
Lena Ting	lting@emory.edu	(404) 727-3783	BME, Emory/Georgia Tech	Kyla Ross

David Weinschenker	dweinschenker@genetics.emory.edu	(404) 727-3106	Human Genetics, EUSM	Darlene Mitrano
Thomas Wichmann	thomas.wichmann@emory.edu	(404) 727-3511	Neurology, Yerkes Natl Primate Res Center	Otis Smart
Keith Wilkerson	genekdw@emory.edu	(404) 727-5980	Biochemistry, EUSM	Nela Moffatt
Gina Wingood	gwingoo@sph.emory.edu	(404) 727-0241	SPH	Jerris Raiford
Vincent Yang	vyang@emory.edu	(404) 727-5638	Dept of Med., Digestive Diseases, EUSM	Engda Hagos and Sharon Ngwenya
C. Chris Yun	ccyun@emory.edu	(404) 712-2865	Dept of Med., Digestive Diseases, EUSM	M. Berenice Duran

### C. Current Teaching Mentors

Teaching Mentor	Email Address	Phone	Department & Institution	Mentee
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Dolores Bradley	dbradley@spelman.edu	(404) 270-5619	Psychology, Spelman	Colleen Crittenden and Jason Miranda
Anna Edlund	aedlund@spelman.edu	(404) 270-5757	Biology, Spelman	Candace Jones
Isabella Finkelstein	ifinkels@cau.edu	(404) 880-8136 ext. 8131	Biological Sci., CAU	Joann B. Powell
Valerie Haftel	vhaftel@morehouse.edu	(404) 681-2800 ext. 2012	Biology, Morehouse	Amanda Freeman and Kyla Ross
J. K. Haynes	<a href="mailto:jhaynes@morehouse.edu">jhaynes@morehouse.edu</a>	(404) 727-2610	Biology, Morehouse	Joy Owen and Jeffrey Handy
Mark Lee	<a href="mailto:marklee@spelman.edu">marklee@spelman.edu</a>	(404) 270-5718	Biology, Spelman	Brandi Knight
Lisa Hibbard	lhibbard@spelman.edu	(404) 270-5745	Chemistry, Spelman	Engda Hagos
Ikhide Imumorin	llumorin@spelman.edu	(404) 270-5779	Biology, Spelman	Chris Bates
Mark Lee	marklee@spelman.edu	(404) 270-5718	Biology, Spelman	David Sue
Kai McCormack	<a href="mailto:kmccormack@spelman.edu">kmccormack@spelman.edu</a>	(404) 270-5628	Psychology, Spelman	Otis Smart
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