Final Program

ABRCMS 2012
Annual Biomedical Research Conference for Minority Students

San Jose

CALIFORNIA • NOVEMBER 7–10, 2012

Building the Future of Science by Building Diversity Today
What’s New in 2012

Anniversary Recognition

This year marks the 50th anniversary of the National Institutes of Health’s National Institute of General Medical Sciences (NIGMS), the organization that funds ABRCMS. It is also the 40th anniversary of the NIGMS Minority Access to Research Careers and Minority Biomedical Research Support programs. As part of its anniversary activities, NIGMS selected student poster presentations at a number of scientific meetings for special recognition, including an invitation to present the work at the Institute’s 50th anniversary symposium. The poster presenters selected at the 2011 ABRCMS meeting are Brittany Barfield of San Diego State University, Orrianne Morrison of Spelman College, and Theodor Uzamere of Morehouse College. To learn more, see www.nigms.nih.gov/about/50anniversary.

Incorporating Interdisciplinary Research in Judging

All undergraduate and postbaccalaureate students will be judged based on how well they have incorporated interdisciplinary research within their projects. This criterion is in addition to the main judging criteria. A select number of presentations that demonstrate exceptional knowledge of interdisciplinary science research will be recognized at the closing banquet.

ABRCMS Career Development Skills Café

This session is designed to help students gain a broad appreciation for career exploration and the job search process. In a small-group, round-table setting, this session will allow students with specific questions to get input from appropriate experts at the meeting.

The Tech Museum - Fun for All Ages!

ABRCMS has arranged a special discount rate for attendees who visit the Tech Museum on Wednesday, November 7, and Sunday, November 11. This unique museum offers over 100 hands-on interactive exhibits – many supported by Stanford, NASA, and NOAA. Explore alternative energy, genetics, earth science and more. Experience the largest IMAX dome screen in the west – the Hackworth IMAX Dome Theater. ABRCMS discount rates are:

- Combo (gallery + educational IMAX film) $14
- Gallery admission $8
- Educational IMAX film $6
- Mythbusters $15

The museum is open from 10 a.m. to 8:00 p.m. daily. You must show your ABRCMS badge to receive the museum discounts.

Princeton Review at ABRCMS

Princeton Review representatives are available to share resources and test preparation information on the GRE and MCAT exams. Stop by Booth 228 to get more information.

“It was terrific. Each of my students them [sic] expressed their enthusiasm and indicated how much they had learned. They really enjoyed the opportunity to present their research, talk with the judges, and to go to all the exhibits and the professional meetings, which ranged from post-bac sessions to tips for interviewing. I really enjoyed having the opportunity to spend time with my students without the daily pressures of other meetings.”

Faculty, PD, Admin

20% Discount for ABRCMS Attendees!
My students always get so much out of this meeting. One thing I’m always amazed at is how much their confidence grows; they come away from ABRCMS assured that they CAN do science, research, go to graduate/medical school and on into successful careers. They go back to campus and talk about it to other students and the excitement is infectious. I’m grateful they have an environment such as this to hone their skills and build their confidence.

Faculty, PD, Admin
# Program at a Glance

## Wednesday, November 7, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m. – 4:00 p.m.</td>
<td>Explore San Jose/Visit the Tech Museum <em>(on Your Own)</em></td>
</tr>
<tr>
<td>12:00 p.m. – 8:00 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>2:00 p.m. – 8:00 p.m.</td>
<td>Exhibit Set-up</td>
</tr>
<tr>
<td>4:00 p.m. – 5:30 p.m.</td>
<td>PRECONFERENCE PROFESSIONAL DEVELOPMENT SESSIONS</td>
</tr>
<tr>
<td>6:30 p.m. – 8:15 p.m.</td>
<td>Dinner, Conference Overview/Keynote Address</td>
</tr>
<tr>
<td>8:15 p.m. – 9:15 p.m.</td>
<td>Networking in Your Discipline</td>
</tr>
<tr>
<td>8:30 p.m. – 10:00 p.m.</td>
<td>PREP Program Directors Meeting</td>
</tr>
<tr>
<td>9:30 p.m. – 10:30 p.m.</td>
<td>Graduate Student and Postdoctoral Scientist Mixer</td>
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## Thursday, November 8, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 a.m. – 5:00 p.m.</td>
<td>Registration Open</td>
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<tr>
<td>7:30 a.m. – 8:15 a.m.</td>
<td>Networking Breakfast</td>
</tr>
<tr>
<td>8:00 a.m. – 12:00 p.m.</td>
<td>Exhibit Set-up</td>
</tr>
<tr>
<td>8:30 a.m. – 9:30 a.m.</td>
<td>CONFERENCE ORIENTATION</td>
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<tr>
<td></td>
<td>Orientation for Undergraduate Students and Postbaccalaureates</td>
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<td></td>
<td>Orientation for Graduate Students and Postdoctoral Scientists</td>
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<td></td>
<td>Orientation for Exhibitors</td>
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<td></td>
<td>Orientation for Judges (All 12 Disciplines)</td>
</tr>
<tr>
<td>9:45 a.m. – 10:45 a.m.</td>
<td>CONCURRENT SCIENTIFIC SESSIONS</td>
</tr>
<tr>
<td></td>
<td>Session 1</td>
</tr>
<tr>
<td></td>
<td>The Dark <em>E. coli</em> Rises</td>
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<tr>
<td></td>
<td><em>(Sponsored by the American Society for Microbiology)</em></td>
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<tr>
<td></td>
<td>Speaker</td>
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<tr>
<td></td>
<td>Alfredo Torres, Ph.D.</td>
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<td></td>
<td>University of Texas Medical Branch, Galveston</td>
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<tr>
<td>Session 2</td>
<td>The Roles of CCR7 in Disease Processes</td>
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<tr>
<td></td>
<td><em>(Sponsored by the American Society for Cell Biology)</em></td>
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<td></td>
<td>Speaker</td>
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<tr>
<td></td>
<td>Charlotte Vines, Ph.D.</td>
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<td></td>
<td>University of Kansas, Kansas City</td>
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<tr>
<td>Session 3</td>
<td>From Fossils to Living Plants: Fueling Our Future with Plant Biomass-Based Fuels</td>
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<tr>
<td></td>
<td><em>(Sponsored by the American Society of Plant Biologists)</em></td>
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<tr>
<td></td>
<td>Speakers</td>
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<tr>
<td></td>
<td>Miguel Vega-Sanchez, Ph.D.</td>
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<td></td>
<td>University of California, Davis/ Joint BioEnergy Institute</td>
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<td></td>
<td>Larry P. Walker, Ph.D.</td>
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<td>Cornell University, Ithaca, NY</td>
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## Friday, November 9, 2012

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:00 a.m. – 12:15 p.m.</td>
<td>CONCURRENT PROFESSIONAL DEVELOPMENT SESSIONS</td>
</tr>
<tr>
<td>12:30 p.m. – 1:15 p.m.</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>1:15 p.m. – 2:15 p.m.</td>
<td>PLENARY SCIENTIFIC SESSION</td>
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<tr>
<td></td>
<td>Carbon Materials and Serendipity: the Inside (and Outside) Story</td>
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<tr>
<td></td>
<td>Speaker</td>
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<td></td>
<td>Luis Echegoyen, Ph.D.</td>
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<td></td>
<td>University of Texas at El Paso</td>
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<tr>
<td>2:15 p.m. – 6:30 p.m.</td>
<td>Exhibits Open</td>
</tr>
<tr>
<td>2:30 p.m. – 3:45 p.m.</td>
<td>POSTER SESSION 1</td>
</tr>
<tr>
<td>3:15 p.m. – 4:15 p.m.</td>
<td>Meet and Greet Speakers</td>
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<tr>
<td>4:00 p.m. – 5:15 p.m.</td>
<td>POSTER SESSION 2</td>
</tr>
<tr>
<td>5:30 p.m. – 6:30 p.m.</td>
<td>ORAL PRESENTATION SESSIONS 1 – 12</td>
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<tr>
<td></td>
<td><em>(All Disciplines)</em></td>
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<tr>
<td>6:45 p.m. – 7:30 p.m.</td>
<td>DINNER</td>
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<tr>
<td>7:45 p.m. – 9:30 p.m.</td>
<td>Plenary Professional Development Sessions for Faculty, Students, and Postdoctoral Scientists</td>
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<tr>
<td>9:30 p.m. – 10:15 p.m.</td>
<td>Networking with Colleagues as Speakers</td>
</tr>
</tbody>
</table>
**Friday, November 9, 2012**

7:30 a.m. – 5:00 p.m.  
**Registration Open**

7:30 a.m. – 8:15 a.m.  
**Networking Breakfast**

8:30 a.m. – 9:30 a.m.  
**PLENARY SCIENTIFIC SESSION**  
Global Health Challenges and Opportunities in the 21st Century: The Role of Science Diplomacy  
*Speaker*  
Susan Blumenthal, M.D., M.P.A.  
Health and Medicine Program, Center for the Study of Presidency and Congress  
Global Health Program, Meridian International Center

9:45 a.m. – 10:45 a.m.  
**Professional Development Sessions**

10:45 a.m. – 12:15 p.m.  
**Exhibits Open**

11:00 a.m. – 12:15 p.m.  
**POSTER SESSION 3**

12:30 p.m. – 1:15 p.m.  
**Networking Lunch**

1:15 p.m. – 2:15 p.m.  
**PLENARY SCIENTIFIC SESSION**  
The Role of Cholesterol in HIV Infection and Pathogenesis  
*Speaker*  
James Hildreth, M.D., Ph.D.  
University of California, Davis

2:30 p.m. – 3:30 p.m.  
**PLENARY PROFESSIONAL DEVELOPMENT SESSIONS**  
Undergraduate Student Session  
Strategies for Analyzing and Developing Your Network  
*Speaker*  
Stacey Blake-Beard, Ph.D.  
Simmons College, Boston, MA

Graduate Student and Postdoc Session  
Career Development: How We Learn… and How We Don’t  
*Speaker*  
Robert Duke, Ph.D.  
University of Texas at Austin, Austin, TX

Faculty Session  
Removing Barriers to STEM Completion: Using Research on STEM Student Experiences to Inform Better Educational Practice  
*Speaker*  
Sylvia Hurtado, Ph.D.  
University of California, Los Angeles

3:30 p.m. – 6:30 p.m.  
**Exhibits Open**

3:45 p.m. – 5:00 p.m.  
**POSTER SESSION 4**

4:30 p.m. – 5:30 p.m.  
“Meet and Greet” Speakers

5:15 p.m. – 6:30 p.m.  
**POSTER SESSION 5**

6:45 p.m. – 8:00 p.m.  
**Professional Development Sessions**

6:45 p.m. – 8:30 p.m.  
**NETWORKING FOR EXHIBITORS, SPEAKERS, PROGRAM DIRECTORS, AND JUDGES**  
(This event is NOT open to undergraduates, postbaccalaureates, graduate students, or postdoctoral scientists)

8:45 p.m. – 9:45 p.m.  
**TWD Program Director Meeting**  
(All programs meet as large group)

9:45 p.m. – 10:30 p.m.  
**BRIDGES Program Director Meeting**

9:45 p.m. – 10:30 p.m.  
**MARC/MBRS/RISE/SCORE Program Director Meeting**

9:45 p.m. – 10:30 p.m.  
**IDEA Program Director Meeting**

**Saturday, November 10, 2012**

7:30 a.m. – 12:00 p.m.  
**Registration Open**

7:30 a.m. – 8:15 a.m.  
**Networking Breakfast**

8:30 a.m. – 9:15 a.m.  
**Exhibitor Feedback Session**

8:30 a.m. – 9:30 a.m.  
**ORAL PRESENTATION SESSIONS**  
(All Disciplines)

9:30 a.m. – 12:30 p.m.  
**Exhibits Open**

9:45 a.m. – 11:00 a.m.  
**POSTER SESSION 6**

11:15 a.m. – 12:30 p.m.  
**POSTER SESSION 7**

12:30 p.m. – 1:30 p.m.  
**Networking Lunch**

1:00 p.m. – 2:30 p.m.  
**Exhibit Takedown**

1:30 p.m. – 2:30 p.m.  
**Closing Keynote Address**  
Opportunity in an Era of Change  
*Speaker*  
Michael Eric Dyson, Ph.D.  
Georgetown University, Washington, DC

2:45 p.m. – 3:45 p.m.  
**PROFESSIONAL DEVELOPMENT SESSIONS**

4:00 p.m. – 6:00 p.m.  
**PROFESSIONAL DEVELOPMENT SESSIONS**

6:00 p.m. – 7:30 p.m.  
**FREE TIME!**

7:30 p.m. – 9:30 p.m.  
**BANQUET, CONFERENCE WRAP-UP, AND AWARDS CEREMONY**

9:30 p.m. – 10:00 p.m.  
**Photo Session for ABRCMS Presentation Award Winners**

10:00 p.m. – 1:00 a.m.  
**Dance and Social (All Are Invited)**
Welcome to San Jose, California, home of the 2012 Annual Biomedical Research Conference for Minority Students (ABRCMS). This is a landmark year, as we are celebrating the 40th anniversary of the Minority Access to Research Careers (MARC) and Minority Biomedical Research Support (MBRS) programs and the 50th anniversary of the National Institute of General Medical Sciences as well as their contributions to the advancement of underrepresented minority students in the sciences. This is a banner year for ABRCMS as well, as we have set growth records in the number of abstracts submitted, number of exhibit booths sold, and amount of money raised for sponsorship.

With the rapidly changing demographics in the United States and the simultaneously aging “baby boomer” workers, the need is urgent to prepare more people who are underrepresented in the biomedical sciences to join the future scientific workforce. By providing students with opportunities to meet renowned speakers, industry experts, faculty and administrators; network with peers; learn about recent advances in the biomedical and behavioral sciences; and participate in discussions about some of the most important issues facing minority students to date, ABRCMS is poised to prepare the next generation to address future challenges in the biomedical sciences. Students – this conference provides you with a unique opportunity to have a very rewarding educational experience. Please be prepared to take full advantage of this opportunity.

This year’s conference theme, “Building the Future of Science by Building Diversity Today,” reflects the importance of investing in our young people, which ultimately is an investment in our future. It would be impossible to conduct ABRCMS at its current level without the assistance of many dedicated volunteers and generous sponsors. I thank the ABRCMS Steering Committee members, ASM staff, program directors, exhibitors, and volunteer judges for all of their hard work before and during the conference. In addition, I thank all of our sponsors, especially the Minority Opportunities in Research Division of the National Institute of General Medical Sciences at the National Institutes of Health, whose contributions have made this conference possible.

Respectfully,

Clifford W. Houston, PhD
Chairperson, ABRCMS
Greetings

Dear Students, Colleagues and Friends,

On behalf of the National Institutes of Health’s National Institute of General Medical Sciences (NIGMS), we welcome you to the 2012 Annual Biomedical Research Conference for Minority Students (ABRCMS). We are very proud to support this meeting, which brings together truly outstanding students and scientists for stimulating discussions of research and exchanges of ideas.

This is a very special year for NIGMS, as it is both the 50th anniversary of the Institute and the 40th anniversary of our Minority Access to Research Careers (MARC) and Minority Biomedical Research Support (MBRS) programs. Over the course of their existence, these programs have provided research and training support to thousands of undergraduate, graduate and postdoctoral students across the nation. Many of you at this meeting are either current or former program participants.

We hope that your involvement in the MARC and MBRS programs has inspired and motivated you to pursue research careers and leadership roles in the scientific enterprise. And more immediately, we hope that your experience at ABRCMS helps prepare you for the next stages of your research careers. We encourage you to make the most of the meeting and take advantage of the many scientific presentations, professional development workshops, networking sessions and wealth of other opportunities it offers.

Sincerely,

Judith H. Greenberg, Ph.D

Clifton A. Poodry, Ph.D
The 2012 conference offers a comprehensive program of scientific sessions, professional development workshops, student oral and poster presentations, and exhibits. Full program details are provided later in this program; meanwhile, please take note of the following highlights and opportunities:

**Preconference Workshops**
On Wednesday, November 7, from 4:00 to 5:30 p.m., several workshops will be held to offer participants the opportunity to enhance their knowledge or gather information about specific topics. See page 9 for more information. Please plan your travel accordingly so that you can attend these informative workshops.

**Exhibit Program Recruitment Teams**
An important ABRCMS goal is to address the needs of the diverse student population that attends the conference. To this end, ABRCMS strives to continually enhance its exhibits program and recommends a team approach for exhibitors. An ABRCMS recruitment team ideally includes at least four individuals, with each assuming a unique role and responsibility:

(i) **Research faculty members** share information about science courses and programs, research opportunities and mentors, career planning, and information pertinent to the research community.

(ii) **Postdoctoral fellows** share information about research projects, career pathways, professional development opportunities, and general discipline information.

(iii) **Graduate students** share candid information about personal experiences, particularly courses, advisers, mentor selection, campus environment, social life, and networking opportunities.

(iv) **Deans and admissions directors** provide general information about their institutions, deadlines and requirements for summer programs, and the graduate school application process.

**Keystone Travel Award for Grads and Postdocs**
Keystone Symposia on Molecular Biology will grant two travel awards to eligible graduate students and postdocs attending the 2012 ABRCMS. The award will cover the registration fee for a conference selected in addition to travel and lodging expenses up to $1,000. Award eligibility requires a brief survey during ABRCMS.

**Lead Retrieval**
ABRCMS now offers the lead retrieval system (LRS) to exhibitors. By allowing the scanning of name badge barcodes, LRS helps exhibitors manage attendee information in a quick, digital way.

**Conference Orientation**
Your ABRCMS orientation will help you maximize your learning and networking opportunities over the next three and a half days. All orientation sessions will be held on Thursday, November 8, from 8:30 to 9:30 a.m. See page 21 for more information.

**Networking in Your Discipline**
Networking sessions with disciplinary societies will be held on Wednesday, November 7, from 8:15 to 9:15 p.m. Led by professional society members, these informal sessions offer a forum for small-group discussions focused on the student activities and career pathways offered by societies. All ABRCMS exhibitor and faculty attendees who are professional society members are strongly encouraged to attend.

**Online Abstract Database for Exhibitors**
Exhibitors, did you know you can access student abstracts before the conference? The ABRCMS online abstract database offers information about each student’s scientific discipline, so you can tailor your recruitment efforts accordingly. The database will be available beginning October 3, 2012. Visit www.abrcms.org for up-to-date information.

**Early Admittance into Exhibit Hall for Exhibitors**
Exhibitors may use their exhibitor badges to access their booths 30 minutes prior to the opening of the exhibit hall. **Exhibit Hall takedown is from 1:00 p.m. to 4:00 p.m., November 10.**

**Onsite Registration and Check In**
Express self-registration will be offered at the 2012 ABRCMS. Bring a copy of your registration confirmation letter with you to expedite the registration process.

**ABRCMS Career Development Skills Cafe**
The Cafe offers a unique opportunity for participants to engage in discussions with leaders in all scientific disciplines. Don’t miss this opportunity to seek individual advice on goal setting, identifying careers and becoming successful in the sciences.

**Meet and Greet Speakers**
Invited ABRCMS speakers will be available to meet informally with students during main exhibition hours on Thursday and Friday. This is a wonderful opportunity to meet one on one with speakers and learn more about their research and pathways to success.

**NIGMS Grants Management Open House**
NIGMS Grants Management is located at booth 102, near the entrance of the exhibit hall. Stop by to discuss grant-specific issues with any of the NIGMS Grants Management staff.
Information for All Attendees

**ABRCMS Booth**
Visit the ABRCMS booth, located outside the exhibit hall, for information on the following items and activities:
- General information
- Exhibit hall raffle

**Shuttle Service**
Shuttle Service will be provided for Attendees at San Jose Garden Hotel and Holiday Inn Airport to/from the Convention Center.

<table>
<thead>
<tr>
<th>Hours are:</th>
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<tbody>
<tr>
<td>Wednesday, November 7</td>
<td>5:00 p.m. - 12 midnight</td>
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<tr>
<td>Thursday, November 8</td>
<td>5:00 p.m. - 12 midnight</td>
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<tr>
<td>Friday, November 9</td>
<td>No shuttle service</td>
</tr>
<tr>
<td>Saturday, November 10</td>
<td>5:00 p.m. - 2 am</td>
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**Call for Judges**
On-site judges for 12 disciplines in the biomedical and behavioral sciences, including mathematics, are needed to evaluate the approximately 1,600 poster and oral presentations at the 2012 ABRCMS. For more information, visit the judges’ lounge (Room 114) or attend the judges’ orientation (see page 21) on Thursday, November 8, at 8:30 a.m.

**Cell Phone Usage**
Out of consideration for your ABRCMS colleagues, all cell phones must be turned off in session rooms.

**Child Policies**
Because ABRCMS is an professional meeting, bringing young children to the conference is discouraged. Attendees who bring children to ABRCMS should contact their hotel to coordinate childcare services in their hotel rooms. Note that if children two years old and over attend any portion of ABRCMS (e.g., sessions, exhibits, or meals), they must be paid registrants of the conference, wear a conference badge, and be accompanied by a parent and/or guardian at all times. Please note the following policies regarding children at ABRCMS:

- **Meals.** Anyone entering conference meal areas must be registered and show an ABRCMS name badge at the door. Children under age two may accompany their parents and/or guardians to meals as long as they are seated in a stroller or on the lap of a parent or guardian. There are no exceptions to this policy.

- **Sessions.** The presence of young children at ABRCMS sessions is particularly discouraged because this may distract other participants. Please contact your hotel to coordinate childcare services in your hotel room.

- **Exhibit hall.** For any minor, regardless of registration status, a liability waiver must be completed at the registration desk by a parent or guardian. An ABRCMS staff representative will cosign the waiver and provide the parent or guardian with a copy to show security guards to gain entry into the exhibit hall. The waiver permits access to the exhibit hall only, not to meal areas or meeting rooms. No strollers are allowed in the exhibit hall. For the protection of all attendees, no dangerous or disruptive behavior will be tolerated.

**Conference Orientation**
The conference orientation is scheduled for Thursday, November 8, from 8:30 – 9:30 a.m. and is required for all attendees; it sets the tone for participants and prepares them to take advantage of the many opportunities available at ABRCMS. Topics will include navigating through a scientific meeting, the importance of networking, and best practices in recruitment.

**Dress Code**
ABRCMS is a professional conference; therefore, attendees are expected to dress professionally for all conference activities. Student attendees should be especially mindful that they are at the beginning of their careers and first impressions are critical. It is recommended that male students wear button-down shirts with collars. Although ties are appropriate, they are not required. Female students must also dress professionally. Short skirts, half tops, and anything considered “club attire” are not appropriate attire for conferences.

**E-mail Center**
The e-mail center, located on concourse level, is available for all attendees to receive and send e-mail during ABRCMS. Please limit your sessions to 15 minutes.

**E-Mail Center Hours**

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<tr>
<td>Wednesday, November 7</td>
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<tr>
<td>Thursday, November 8</td>
<td>7:30 a.m. – 10:00 p.m.</td>
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<tr>
<td>Friday, November 9</td>
<td>7:30 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Saturday, November 10</td>
<td>7:30 a.m. – 6:30 p.m.</td>
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**Evaluation**
A conference evaluation will be e-mailed to all attendees immediately following the conference. We value your feedback, and every completed evaluation helps us improve future conferences.

**Exhibits Program**
The ABRCMS exhibits program is an integral component of the conference that provides attendees with opportunities to learn.
about the many summer research opportunities, funding sources, internships, professional networks, and graduate programs within the biomedical and behavioral sciences, including STEM. Approximately 280 exhibitors from educational institutions, federal and government agencies, industry-based companies, foundations, and research hospitals will be represented.

Exhibit Set-Up and Break Down

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Wednesday, November 7</td>
<td>2:00 p.m. – 8:00 p.m. (Set-up)</td>
</tr>
<tr>
<td>Thursday, November 8</td>
<td>8:00 a.m. – 12:00 p.m.</td>
</tr>
<tr>
<td>Saturday, November 10</td>
<td>12:00 p.m. – 3:00 p.m. (Break Down)</td>
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Dates and Times of Exhibition

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Thursday, November 8</td>
<td>2:15 p.m. – 6:30 p.m.</td>
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<tr>
<td>Friday, November 9</td>
<td>10:45 a.m. – 12:15 p.m. and 3:30 p.m. – 6:30 p.m.</td>
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<tr>
<td>Saturday, November 10</td>
<td>9:30 a.m. – 12:30 p.m.</td>
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First Aid

First aid services will be available at the San Jose Convention Center.

First Aid Services Hours

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<tr>
<td>Friday, November 9</td>
<td>7:30 a.m. - 7:45 p.m.</td>
</tr>
<tr>
<td>Saturday, November 10</td>
<td>7:30 a.m. - 10:00 p.m.</td>
</tr>
</tbody>
</table>

Judges’ Orientation

All individuals volunteering to judge student presentations must attend this session. Expectations of judges and the ABRCMS judging process will be discussed, and judging packets will be distributed. Judges who do not attend the orientation should pick up their packet at the Judges Lounge (Room 114). The orientation is Thursday, November 8, from 8:30 to 9:30 a.m.

Name Badge Replacement Fee

Attendees must wear their ABRCMS name badge to all conference functions. Name badges permit access to all sessions, the e-mail center, exhibits program, and conference meals. No individual without an official ABRCMS name badge will be permitted in these areas. Please note: there is a $100 fee for replacement name badges.

Networking Meals

ABRCMS offers many opportunities for networking. Join colleagues with similar interests to share ideas and develop research collaborations. All ABRCMS meals are held in Hall 3, and the conference registration fee covers all meals except Friday dinner. Name badges are required to enter the meals area.

Photo Policy

In order to protect data shared during presentations, no photos may be taken of posters or scientific session slides at ABRCMS.

Safety Tips

Meeting participation, with its related travel, is a major component of scientific work. New cities, people, and environments move us away from our normal, routine lives and may cause us to let down our guard. It is important for ABRCMS participants to remember that no place is exempt from crime. For safety tips to help you travel safely, please inquire at the Convention Center information desk.

Speaker Ready Room

The speaker ready room is located in the San Jose Convention Center, Room 214. Technical support staff will be available in the room to assist speakers and student oral presenters with their presentations. All speakers should check in with the technical support staff at least one hour prior to giving their presentations.

Study Hall Locations

ABRCMS has arranged with a number of the hotels to provide quiet areas as Study Hall during the conference. Locations are:

- Fairmont Hotel- California Room
- Hilton Hotel- University Room & Plaza Room
- Marriott Hotel-Blossom 1
- Hyatt Place- Meeting Place 1 & 2
- Sainte Claire- Santa Cruz Room

Alphabet Soup? A Glossary for ABRCMS Attendees

Students, we realize that the many abbreviations, acronyms, and initialisms used as shorthand for scientific organizations can be a source of confusion when you are just beginning your research career. To help keep everyone on the same page, here is a glossary of common terms that you will encounter in this program — and see throughout your career.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAS</td>
<td>American Association for the Advancement of Science</td>
</tr>
<tr>
<td>FASEB</td>
<td>Federation of American Societies for Experimental Biology</td>
</tr>
<tr>
<td>HHMI</td>
<td>Howard Hughes Medical Institute</td>
</tr>
<tr>
<td>MARC</td>
<td>Minority Access to Research Careers</td>
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<tr>
<td>MBRS</td>
<td>Minority Biomedical Research Support</td>
</tr>
<tr>
<td>NIH</td>
<td>National Institutes of Health</td>
</tr>
<tr>
<td>NIGMS</td>
<td>National Institute of General Medical Sciences</td>
</tr>
<tr>
<td>RISE</td>
<td>Research Initiative for Scientific Enhancement</td>
</tr>
<tr>
<td>TWD</td>
<td>Training and Workforce Development</td>
</tr>
<tr>
<td>U-STAR</td>
<td>Undergraduate Student Training in Academic Research</td>
</tr>
</tbody>
</table>
Information for Student Presenters

Student Presentations and Awards
Poster presentations are scheduled throughout the conference during exhibit hours. A small number of abstracts have been chosen for oral presentations. The student oral presentations will be held on Thursday, November 8, from 5:30 p.m. to 6:30 p.m., and Saturday, November 10, from 8:30 a.m. to 9:30 a.m. Undergraduate and postbaccalaureate presentations will be judged during the conference, and those receiving the highest scores will be given awards at the closing banquet on Saturday, November 10.

Oral Presentations
Student oral presentations have been divided into two sessions. One will be held on Thursday, November 8, from 5:30 to 6:30 p.m., and the other on Saturday, November 10, from 8:30 to 9:30 a.m. Presentation numbers and room assignments are listed in program. Students who arrive late or who do not turn in their presentations by the deadline will not be permitted to present. There are no exceptions to this policy.

Poster Presentations
All undergraduate, postbaccalaureate, and graduate student poster presentations will take place in seven sessions scheduled Thursday through Saturday, November 8 to 10, in the Exhibit Hall 1 & 2. Students are expected to be present at their respective poster boards and to present their research during the entire duration of their assigned time. Students who do not show up for their presentations may not be permitted to present in the future. Faculty mentors should not coach students during their presentations. Students whose abstracts were not accepted may not put up posters or present their findings at any time during the conference.

Please refer to the poster set-up and take-down times below for each respective poster session. Posters not removed promptly may be discarded; posters set up late may be ineligible for the poster competition.

Poster & Oral Presentation Schedule

| Session 1 (A) | Thursday, November 8, 2:30 p.m. – 3:45 p.m.  
|              | Set-up: 2:15 p.m. – 2:30 p.m.  
|              | Take-down: 5:15 p.m. – 5:30 p.m. |
| Session 2 (B) | Thursday, November 8, 4:00 p.m. – 5:15 p.m.  
|              | Set-up: 2:15 p.m. – 2:30 p.m.  
|              | Take-down: 5:15 p.m. – 5:30 p.m. |
| Session 3 (C) | Friday, November 9, 11:00 a.m. – 12:15 p.m.  
|              | Set-up: 10:45 a.m. – 11:00 a.m.  
|              | Take-down: 12:15 p.m. – 12:30 p.m. |
| Session 4 (D) | Friday, November 9, 3:45 p.m. – 5:00 p.m.  
|              | Set-up: 3:30 p.m. – 3:45 p.m.  
|              | Take-down: 6:30 p.m. – 6:45 p.m. |
| Session 5 (E) | Friday, November 9, 5:15 p.m. – 6:30 p.m.  
|              | Set-up: 3:30 p.m. – 3:45 p.m.  
|              | Take-down: 6:30 p.m. – 6:45 p.m. |
| Session 6 (F) | Saturday, November 10, 9:45 a.m. – 11:00 a.m.  
|              | Set-up: 9:30 a.m. – 9:45 a.m.  
|              | Take-down: 12:30 p.m. – 12:45 p.m. |
| Session 7 (G) | Saturday, November 10, 11:15 a.m. – 12:30 p.m.  
|              | Set-up: 9:30 a.m. – 9:45 a.m.  
|              | Take-down: 12:30 p.m. – 12:45 p.m. |

Oral Sessions 1-12  
Thursday, November 8, 5:30 p.m. – 6:30 p.m.

Oral Sessions 13-24  
Saturday, November 10, 8:30 a.m. – 9:30 a.m.

Raffle Drawings
At the end of each of the seven poster session, a raffle is held outside the main exhibit hall at the ABRCMS booth. This is an effort to promote student participation in the exhibits program; as such, exhibitors may give raffle tickets to students who show genuine interest in the programs they have to offer. Winners receive exhibitor-donated, institutional logo items such as hats, shirts, bags, mugs, or portfolios. Students may enter to win prizes on each day of exhibits.

Student Certificates
Each student who participates in a poster or oral presentation will receive a certificate of participation. Certificates will be mailed after the conference to the address that the student listed on the abstract submission site.

"ABRCMS was the best conference that I have ever attended. I was impressed that from the minute I stepped off the plane, I saw signs and banners everywhere that said “Welcome ABRCMS.” The professional development was indispensable, the networking opportunities were invaluable, and the speakers were truly inspiring. I hope to have the opportunity to attend again next year!"

Graduate Student
Information for Judges

Judges’ Orientation
(Mandatory for All Student Presentation Judges)
An orientation session is scheduled for all judges on Thursday, November 8, from 8:30 a.m. to 9:30 a.m. Anyone volunteering to judge student presentations must attend this session. Orientations will be held by scientific disciplines below; please attend the session for your assigned discipline.

Expectations of judges and the ABRCMS judging process will be discussed, and judging packets will be distributed. If you have questions about the session, please come to the judges’ lounge (Room 114 (Convention Center)).

Biochemistry
Location: Room 230 A (Convention Center)

Cancer Biology
Location: Room 230 B (Convention Center)

Cell Biology
Location: Room 230 C (Convention Center)

Chemistry
Location: Room 211 A/C (Convention Center)

Developmental Biology and Genetics
Location: Room 211 D/B (Convention Center)

Engineering, Physics and Mathematics
Location: Room Willow Glen III (Marriott)

Immunology
Location: Room Willow Glen I (Marriott)

Microbiology
Location: Room 212 D/B (Convention Center)

Molecular and Computational Biology
Location: Room 113 (Convention Center)

Neuroscience
Location: Room Willow Glen II (Marriott)

Physiology
Location: Room 112 (Convention Center)

Social and Behavioral Sciences and Public Health
Location: Room 212 A/C (Convention Center)

Information for NIGMS/TWD Program Directors

PREP Program Director Meeting: This meeting is scheduled for Wednesday, November 7, from 8:30 p.m. to 10:00 p.m. at the Marriott in Room Willow Glen III.

The NIGMS/TWD Program Directors meeting will be held on Friday, November 9 at 8:45 p.m. at the Fairmont Hotel (Club Regents Room). The group will first meet as a large group and break out into program areas in Club Regents Room (Fairmont), Gold Room (Fairmont) and Valley Room (Fairmont).
ABRCMS offers many opportunities for networking. Join colleagues with similar interest to share ideas and develop research collaborations. Networking is strongly encouraged throughout the conference however attendees are asked to sit in your respective disciplines during lunch and dinner on Thursday, lunch on Friday and lunch on Saturday. Disciplines tables are identified by napkin colors. See table below.

- Chemistry
  - Biochemistry
    - (Blue Napkins)

- Cell Biology
  - Molecular Biology & Computational Biology
    - (Purple Napkins)

- Neuroscience
  - Physiology
    - (Pink Napkins)

- Developmental Biology
  - (Black Napkins)

- Microbiology & Immunology
  - (Red Napkins)

- Cancer Biology
  - (Cream Napkins)

- Social & Behavioral Science
  - Public Health
    - (Seafoam Napkins)

- Engineering, Physics & Mathematics
  - (Yellow Napkins)

“Actually, I was overwhelmed by the numerous and unexpected ways the conference changed my perspective. It developed my sense of community and science profoundly on personal and academic levels. I did not expect the level of intensity, professionalism, and content to be so exceptional. Thank you everyone who made this possible. You moved my life.”

Postbaccalaureate Student
Professional Development Sessions

To serve the needs of ABRCMS attendees, in addition to the keynote and scientific sessions offered at the conference, a series of professional development sessions and activities have been organized specifically for you. See program for details.

Undergraduate and Postbaccalaureate Students

Wednesday, November 7

4:00 p.m. – 5:30 p.m.
• Graduate School Application Process
• Summer Research Programs - Essential Components of the Graduate School Application Process

8:15 p.m. – 9:15 p.m.
• Networking in Your Disciplines

Thursday, November 8

8:30 a.m. – 9:30 a.m.
• Undergraduate and Postbaccalaureate Student Orientation

11:00 a.m. – 12:15 p.m.
• Picking the Perfect Ph.D. Program for You
• M.D.-Ph.D. — Is It Right for Me?
• Graduate Opportunities in Public and Global Health Research
• Presentation Techniques: How to Make Effective Poster and Oral Presentations

2:45 p.m. – 4:30 p.m.
• Career Coaching Corner / Meet and Greet Speakers

Friday, November 9

8:30 a.m. – 9:30 a.m.
• Global Health Challenges and Opportunities In the 21st Century: The Role of Science Diplomacy

9:45 a.m. – 10:45 a.m.
• Mentoring: an Enabling Relationship that Fosters Professional Growth and Development

2:30 p.m. – 3:30 p.m.
• Strategies for Analyzing and Developing Your Network

3:45 p.m. – 5:30 p.m.
• Career Coaching Corner / Meet and Greet Speakers

6:45 p.m. – 7:45 p.m.
• Writing a Successful Personal Statement for Graduate School Admission and/or Summer Programs - Getting into Highly Competitive Graduate Schools and Summer Programs
• Strategies for Taking Standardized Admissions Tests: Preparing for the GRE and MCAT
• Graduate School Application Process (REPEAT)
• Tips on Applying to an NIH Postbaccalaureate Program
• Strategies for Taking Standardized Admissions Tests: Preparing for the GRE and MCAT Exams

Saturday, November 10

7:30 a.m. – 8:15
• Networking Breakfast

2:45 p.m. – 3:45 p.m.
• Graduate School Experience: My Personal Story
• Leveraging Diversity to Increase Team Efficiency and Creativity

4:00 p.m. – 6:00 p.m.
• Speed App-ing: Strategies for Navigating the Graduate School Application Process

10:00 p.m. – 1:00 a.m.
• Dance and Social (All Are Invited)

“My students had an extremely positive experience. [The] possibility to learn about so many available programs and learning about so many different pathways they can take after graduation was most valuable.”

Faculty, PD, Admin
### Graduate Students and Postdoctoral Scientists

**Wednesday, November 7**

- 4:00 p.m. – 5:30 p.m.
  - Grant Writing 101 for Graduate Students and Postdocs

- 8:15 p.m. – 9:15 p.m.
  - Networking in Your Disciplines

- 9:30 p.m. – 10:30 p.m.
  - Graduate Student and Postdoctoral Scientists Mixer

**Thursday, November 8**

- 8:30 a.m. – 9:30 a.m.
  - Orientation for Graduate Students and Postdoctoral Scientists

- 11:00 a.m. – 12:15 p.m.
  - Making the Most of Mentoring Relationships
  - Graduate Opportunities in Public and Global Health Research
  - Presentation Techniques: How to Make Effective Poster and Oral Presentations
  - Getting Published: Advice for Graduate Students and Postdoctoral Scientists

- 3:15 p.m. – 4:15 p.m.
  - Career Coaching Corner / Meet and Greet Speakers

**Friday, November 9**

- 9:45 a.m. – 10:45 a.m.
  - Mentoring: an Enabling Relationship that Fosters Professional Growth and Development
  - Navigating Your Way into a Postdoctoral Position and Opportunities for a Successful Postdoctoral Experience
  - GCAT, Synthetic Biology, and a Summer Faculty Workshop Opportunity
  - Collaborating for Success: Interdisciplinary Partnerships for Addressing Biological Complexity

- 2:30 p.m. – 3:30 p.m.
  - How We Learn… and How We Don’t
  - Removing Barriers to STEM Completion: Using Research on STEM Student Experiences to Inform Better Educational Practices

- 3:45 p.m. – 3:30 p.m.
  - Career Coaching Corner / Meet and Greet Speakers

### Faculty, Program Directors and Exhibitors

**Wednesday, November 7**

- 8:15 p.m. – 9:15 p.m.
  - Networking in Your Disciplines

- 9:30 p.m. – 10:00 p.m.
  - PREP Program Director Meeting

**Thursday, November 8**

- 8:30 a.m. – 9:30 a.m.
  - Orientation for Exhibitors
  - Orientation for Judges

- 7:45 p.m. – 9:30 p.m.
  - What Do You Want Your Students to Know? Designing Effective Courses through Backwards Design
  - NIH Grants Management Workshop

**Friday, November 9**

- 9:45 a.m. – 10:45 a.m.
  - Vision and Change Leadership Fellows: Transforming Undergraduate Life Sciences
  - GCAT, Synthetic Biology, and a Summer Faculty Workshop Opportunity
  - Collaborating for Success: Interdisciplinary Partnerships for Addressing Biological Complexity

- 2:30 p.m. – 3:30 p.m.
  - How We Learn… and How We Don’t
  - Removing Barriers to STEM Completion: Using Research on STEM Student Experiences to Inform Better Educational Practices

- 6:45 p.m. – 8:45 p.m.
  - Networking for Exhibitors, Speakers, Program Directors, and Judges at Fairmont Hotel

- 8:45 p.m. – 10:30 p.m.
  - NIGMS/TWD Program Director meeting (including IDEA Program Directors) at Fairmont Hotel

**Saturday, November 10**

- 2:45 p.m. – 3:45 p.m.
  - Leveraging Diversity to Increase Team Efficiency and Creativity

- 10:00 p.m. – 1:00 a.m.
  - Dance and Social (All Are Invited)
PROGRAM INCLUDES
• Professional Development Opportunities for Graduate Students and Postdoctoral Scientists
• Doctoral-Level Graduate Student Poster Presentations
• Postdoctoral Fellowship Opportunities
• Networking Reception
• Mentoring
• Career Counseling

Since 2001, ABRCMS has doubled its number of graduate and postdoctoral scientist attendees. This has prompted the conference to continue to offer opportunities for:

1. Representatives from postdoctoral fellowship programs to recruit graduate students and postdoctoral scientists.
2. Graduate students to present their research and network with faculty, postdoctoral scientists, and colleagues.

Graduate Student Presentations
Graduate and undergraduate poster sessions will be held concurrently in the main exhibit hall; however, graduate presentations will be held in a separate area of the hall and are not judged or eligible for awards. Representatives and faculty from postdoctoral fellowships and other educational programs are encouraged to visit the posters and take advantage of this opportunity for graduate students, postdoctoral scientists, and faculty to network.

Keystone Travel Award for Graduate Students & Postdocs
Keystone Symposia on Molecular and Cellular Biology will grant two travel awards to eligible graduate students and postdocs attending the 2012 ABRCMS. The award will cover the registration fee for a keystone conference selected in addition to travel and lodging expenses up to $1,000. Award eligibility requires a brief survey during ABRCMS.

Number of Graduate and Postdoc Attendees

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad/Postdoc</td>
<td>161</td>
<td>251</td>
<td>311</td>
<td>316</td>
<td>371</td>
<td>400</td>
<td>235</td>
<td>294</td>
<td>293</td>
<td>293</td>
<td>309</td>
<td>286</td>
</tr>
</tbody>
</table>

*As of October 31, 2012

As a postdoc recruiter, I found the graduate student poster presentations to be very helpful. It allowed me to speak with the students more directly about their research and to evaluate their scientific abilities.

Postdoctoral Recruiter

We are able to get a feel for what our peers are working on, as well as what types of postdoctoral opportunities are currently being offered. In many cases, we were also able to talk face to face with potential postdoc employers.

2010 Graduate Student
Conference Program
# Keynote, Plenary and Concurrent Scientific Speakers

**Wednesday, November 7, 7:45 – 8:00 p.m.**

## ANNIVERSARY REMARKS

**Cliff Poodry, Ph.D.**
National Institute of General Medical Sciences

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**Carlos G. Gutierrez, Ph.D.**
California State University, Los Angeles

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## OPENING KEYNOTE ADDRESS

**Celebrating the Past, Preparing for the Future**

**Thursday, November 8, 9:45 – 10:45 a.m.**

## CONCURRENT SCIENTIFIC SESSIONS

### Concurrent Scientific Session 1

**The Dark *E. coli* Rises**
(Sponsored by the American Society for Microbiology)

**Alfredo Torres, Ph.D.**
University of Texas Medical Branch, Galveston

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### Concurrent Scientific Session 2

**The Roles of CCR7 in Disease Processes**
(Sponsored by the American Society for Cell Biology)

**Charlotte Vines, Ph.D.**
University of Kansas, Lawrence

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### Concurrent Scientific Session 3

**From Fossils to Living Plants: Fueling Our Future with Plant Biomass-Based Fuels**
(Sponsored by the American Society of Plant Biologists)

**Miguel Vega-Sanchez, Ph.D.**
University of California, Davis

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### Concurrent Scientific Session 4

**Traumatic Brain Injury: Hope through Research**
(Sponsored by the National Institute of Neurological Disorders and Stroke, NIH)

**Grace Griesbach, Ph.D.**
University of California, Los Angeles

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### Concurrent Scientific Session 5

**Mechanistic Mining of Glycol-Induced Renal Toxicity in Order to Dig Up New Treatments**
(Sponsored by the Society of Toxicology)

**Kenneth P. McMartin, Ph.D.**
Louisiana State University Health Sciences Center, Shreveport

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### Concurrent Scientific Session 6

**Addressing American Indian Health Disparities through Collaborative Science Practice and Education**

**Annie Belcourt**
The Montana State University

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### Concurrent Scientific Session 7

**Beyond Assessing Knowledge – Card Sorting, Superheroes, and Moving Towards Measuring Biological Expertise among Undergraduates**

**Kimberly D. Tanner, Ph.D.**
San Francisco State University

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### Concurrent Scientific Session 8

**Biomapping in the Biomedical and Social Behavioral Sciences**

**C. Debra Furr-Holden, Ph.D.**
Johns Hopkins University
Bloomberg School of Public Health

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**Friday, November 9, 8:30 – 9:30 a.m.**

**PLENARY SCIENTIFIC SESSION**

**Global Health Challenges and Opportunities in the 21st Century: The Role of Science Diplomacy**

Susan Blumenthal, M.D., M.P.A.
Center for the Study of Presidency and Congress, Washington, DC
Meridian International Center, Washington, DC

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**Friday, November 9, 1:15 – 2:15 p.m.**

**PLENARY SCIENTIFIC SESSION**

**The Role of Cholesterol in HIV Infection and Pathogenesis**

*(Sponsored by the American Society for Microbiology)*

James Hildreth, M.D., Ph.D.
University of California, Davis

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**Friday, November 9, 2:30 – 3:30 p.m.**

**PLENARY PROFESSIONAL DEVELOPMENT SESSION—UNDERGRADUATE AND POSTBACCALAUREATE STUDENTS**

**Strategies for Analyzing and Developing Your Network**

Stacey Blake-Beard, Ph.D.
Simmons College, Boston, MA

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**Saturday, November 10, 1:30 – 2:30 p.m.**

**CLOSING KEYNOTE ADDRESS**

**Opportunity in an Era of Change**

Michael Eric Dyson, Ph.D.
Georgetown University, Washington, DC
**Final Program**

### Wednesday, November 7, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 p.m.</td>
<td>Registration Open</td>
</tr>
<tr>
<td>12:00 p.m. – 4:00 p.m.</td>
<td>Visit the Tech Museum</td>
</tr>
<tr>
<td>2:00 p.m. – 8:00 p.m.</td>
<td>Exhibit Set-up</td>
</tr>
<tr>
<td>4:00 p.m. – 5:30 p.m.</td>
<td><strong>PRECONFERENCE PROFESSIONAL DEVELOPMENT SESSIONS (Six Session Options)</strong></td>
</tr>
</tbody>
</table>

#### Session 1
**Graduate School Application Process**
*(Recommended for undergraduate and master’s-level students)*

This three-part session provides potential graduate students with the information necessary to prepare and plan for the graduate school admissions process and to subsequently create and submit a competitive application packet. Part one briefly covers the undergraduate years – coursework, internships, and standardized tests. The process of selecting schools for application and subsequent matriculation will be discussed as well as the application process, with a focus on the admissions file. There will be a discussion of the application form and supporting documentation, with a special focus on the personal statement. Also covered are the interview process and how to succeed in graduate school. The personal statement introduces the applicant to the school and its admissions committee; therefore, part two provides tips and strategies on writing a powerful personal statement for applications for graduate school and/or summer internships. Lastly, part three offers strategies for financing graduate education.

**Speaker**  
*C. Gita Bosch, Ph.D.*, G. Bosch & Associates, Yorktown Heights, NY

#### Session 2
**How to Meet, Greet, and Make Conversation**
*(Recommended for all attendees)*

The initial conversations we have with others can often predict our success or failure. First impressions are hard to dislodge when they are negative. By learning how not to get tongue-tied with higher-ups, we can forge relationships and build bridges to new opportunities. Small talk is, in fact, a very big skill. Most persons in authority decide whether we have a place in their organizations based on that first conversation. This session offers strategies to help you effectively (i) meet, greet, and make conversation with decision makers; (ii) prepare for social occasions in terms of what to wear relative to other attendees and your personal goals; (iii) master the etiquette of introducing yourself and others; (iv) master the art of making conversation with strangers; (v) deal with difficult conversational situations, e.g., pronouncing difficult names, forgetting names, and breaking into and away from groups; and (vi) share your accomplishments without bragging.

**Speaker**  
*Mary M. Mitchell*, The Mitchell Organization, Seattle, WA

#### Session 3
**Summer Research Programs – Essential Components of the Graduate School Application Process**
*(Recommended for undergraduates and community college students)*

Summer programs are essential for enhancing your graduate school admissions file. This session discusses the importance of summer internships and how to (i) navigate the ABRCMS exhibit hall to identify the best summer program for you, (ii) select and apply to summer programs, (iii) establish a good relationship with your faculty mentor, and (iv) have a successful summer research experience. Don’t miss this opportunity to take home strategies for getting accepted into the best summer programs!

**Speakers**  
*John Augusto, Ph.D.*, University of Kansas, Lawrence, KS  
*Robert Pokphandh, Ph.D.*, University of Kansas, Lawrence, KS

#### Session 4
**National Science Foundation Graduate Research Fellowship Program**
*(Recommended for undergraduate seniors and first year graduate students)*

The NSF Graduate Research Fellowship Program (GRFP) helps ensure the vitality of the human resource base of science and engineering in the United States and reinforces its diversity. The program recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering, and mathematics disciplines who are pursuing research-based master’s and doctoral degrees at accredited United States institutions. Fellows share in the prestige and opportunities that become available when they are selected. Fellows benefit from a three-year annual stipend of $30,000 along with a $12,000 cost of education allowance for tuition.
Wednesday, November 7, 2012

and fees, opportunities for international research and professional development, and the freedom to conduct their own research at any accredited U.S. institution of graduate education they choose. Eligibility is limited to undergraduate seniors and early stage graduate students. This session will provide valuable information about the fellowship program and provide further insights into the application process. Undergraduates and early stage graduate students are encouraged to attend.

**Speaker**
*Tim Turner, Ph.D., American Society for Engineering Education, Washington, DC*

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**Session 5**
**Grant Writing 101**
*(Recommended for graduate students, postdoctoral scientists and junior faculty)*

This session provides an overview of best practices for preparing, writing, and submitting NIH, NSF, and foundation grant proposals. Although many of the basic strategies for preparing proposals apply to all funding sources, each federal agency has its own proposal style, submission process and evaluation system. This session will offer tips for organizing proposals and avoiding pitfalls and provide information about the lifecycle of NIH, NSF, and foundation proposals and factors influencing funding decisions.

**Speaker**
*Victoria McGovern, Ph.D., Burroughs Wellcome Fund, Research Triangle Park, NC*

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**Session 6**
**ASM-NSF Leaders Inspiring Networks and Knowledge (LINK) Program Orientation**

The ASM-NSF LINK program supports scientists to guide students and educators at two nationally renowned conferences – ABRCMS and the Annual ASM Conference for Undergraduate Educators (ASMCUE) – in developing skills for successfully participating in emerging and interdisciplinary sciences. The complex environmental and social problems that are facing us nationally and globally will require collaboration from scientists with a diversity of backgrounds, disciplinary knowledge, and experimental approaches. The NSF-sponsored LINK program aspires to facilitate meaningful interactions, including mentoring relationships and collaborations, between established scientific investigators – many of whom are NSF investigators or prospective investigators – with students, educators and junior investigators. Through structured mentoring, the LINK program seeks to develop participant skills in communications, teaching and mentoring, ethics, career planning, management and leadership, and interpersonal relationships. This session will orient prospective mentors about ABRCMS and the LINK initiative, and discuss the developing national need for a structured-mentoring program that will cultivate diversity and competency in STEM.

**Speakers**
*Amy Chang, M.S., American Society for Microbiology, Washington, DC*
*Parag Chitnis, Ph.D., National Science Foundation, Arlington, VA*
*Beronda Montgomery, Ph.D., Michigan State University, East Lansing, MI*

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**Dinner**
**Location: Hall 3 (Convention Center)**

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**Conference Overview**

**John Fitzgerald Gates, Ph.D., Criticality Management Consulting, New York, NY**

**Opening Remarks**

**Clifford W. Houston, Ph.D., University of Texas Medical Branch, Galveston, TX**

**Conference Welcome**

**Ann Hagan, Ph.D., Division of Extramural Activities, NIH National Institute of General Medical Sciences, Bethesda, MD**

**Welcome/NIGMS Anniversary Remarks**

**Clifton A. Poodry, Ph.D., Division of Training, Workforce Development and Diversity, NIH National Institute of General Medical Sciences (NIGMS), Bethesda, MD**

**Opening Keynote Address**

**Celebrating the Past, Preparing for the Future**

**Carlos G. Gutiérrez, Ph.D., University of California-Los Angeles, Los Angeles, CA**

**Introduction of Speaker:** *Mary Sanchez Lanier, Ph.D., Washington State University, Pullman, WA*

*Continued on next page*
8:15 p.m. – 9:15 p.m.  Networking in Your Scientific Discipline
This informal session is designed to help students transition to the next level – being involved with their disciplinary societies and attending professional society meetings. Disciplinary society members will lead the session, interact one on one with students, discuss student activities and programs offered by their organizations, and offer advice on career pathways and work and personal life balance. Program directors will also be in attendance to mentor students.

Biochemistry and Biophysics  Location: Room 210 D/H (Convention Center)
Cancer Biology  Location: Room 112 (Convention Center)
Cell Biology  Location: Room 230B (Convention Center)
Chemistry  Location: Room 210 C/G (Convention Center)
Developmental Biology and Genetics  Location: Room 210 A/E (Convention Center)
Engineering, Physics and Mathematics  Location: Room 230 C (Convention Center)
Microbiology and Immunology  Location: Room 230A (Convention Center)
Molecular and Computational Biology  Location: Room 210 B/F (Convention Center)
Neuroscience  Location: Room 211 A/C (Convention Center)
Physiology  Location: Room 211 D/B (Convention Center)
Plant Biology  Location: Room 113 (Convention Center)
Public Health  Location: Room 212 D/B (Convention Center)
Social and Behavioral Sciences  Location: Room 212 A/C (Convention Center)

9:30 p.m. – 10:30 p.m.  GRADUATE STUDENT AND POSTDOCTORAL SCIENTIST MIXER
Location: Atrium Lobby (Sainte Claire)
Sponsored by Procter & Gamble
Graduate students, postdoctoral scientists, and recruiters of postdoctoral positions are invited to this mixer. Don’t miss this great opportunity to share experiences, relax, and network. This event is NOT open to undergraduates or postbaccalaureates.

“Our students’ experience at ABRCMS was outstanding. The amount of minority students in one place, all striving for the same thing, provided a lot of perspective to them. I believe that many of them will in the end apply to graduate school because of some of the experiences that received from this program. Many of our students presented and got a better idea of questions they could be asked for the future of their research. This will help guide their research projects when they return to campus.”

Faculty, PD, Admin

“Judging was the best part of the conference. I truly enjoyed listening and giving advice to the undergrads on how to present and what to do to make their presentations stronger. Judging posters is the one thing that will keep me coming back to ABRCMS.”

ABRCMS Judge
### Thursday, November 8, 2012

7:30 a.m. – 5:00 p.m.  
**Registration Open**

7:30 a.m. – 8:15 a.m.  
**Networking Breakfast**  
Location: Hall 3 (Convention Center)

8:00 a.m. – 12:00 p.m.  
**Exhibit Set-up**

8:30 a.m. – 9:30 a.m.  
**Conference Orientation**  
Orientation for Undergraduates and Postbaccalaureates  
(Mandatory for undergraduates and postbaccalaureates)  
This orientation sets the tone of the conference, provides an overview of ABRCMS for attendees, and prepares them to take advantage of the many opportunities available at the meeting. Featured topics include tips on (i) following essential conference etiquette, (ii) making the best of a scientific meeting, (iii) successfully navigating a national conference, (iv) establishing mentoring relationships, (v) learning about networking opportunities and techniques, and (vi) maximizing professional growth opportunities.

*Networking as a Required Life Skill and Professionalism as a Necessary Attribute for Students*  
**Howard G. Adams, Ph.D.,** H.G. Adams and Associates, Norfolk, VA  
**Program Overview and Making the Most of ABRCMS**  
**Sandra Murray, Ph.D.,** University of Pittsburgh, Pittsburgh, PA

8:30 a.m. – 9:30 a.m.  
**Orientation for Graduate Students and Postdoctoral Scientists**  
(Mandatory for graduate students and postdoctoral scientists)  
This session highlights ABRCMS program enhancements for graduate students and postdoctoral scientists.  
**Speakers**  
**Mary Sanchez Lanier, Ph.D.,** Washington State University, Pullman, WA  
**Victoria McGovern, Ph.D.,** Burroughs Wellcome Fund, Research Triangle Park, NC  
**Ansley A. Abraham, Jr., Ph.D.,** Southern Regional Education Board/Compact for Faculty Diversity, Atlanta, GA

8:30 a.m. – 9:30 a.m.  
**Orientation for Exhibitors**  
(Recommended for all exhibitors)  
The session focuses on meeting highlights for exhibitors and how this group can make the most of the ABRCMS experience and take leadership roles at the conference. The session will (i) highlight future directions of ABRCMS, (ii) solicit feedback and answer questions that exhibitors may have, (iii) provide information (and training) on the lead retrieval service, and (iv) offer information about Freeman Decorator Services.  
**Speakers**  
**John Augusto, Ph.D.,** University of Kansas, Lawrence, KS  
**Chad Betzner, Experient, Inc.,** Frederick, MD  
**Cheryl Lenz, Scholars Information Services, Inc.,** Folsom, CA  
**Meredith Martin, Freeman Decorating Services, Atlanta, GA

8:30 a.m. – 9:30 a.m.  
**Orientation for Judges (All 12 Disciplines)**  
(Mandatory for all student presentation judges)  
Pick up your judging packet and learn the ins and outs of the ABRCMS judging process.  
- Biochemistry  
- Cancer Biology  
- Cell Biology  
- Chemistry  
- Developmental Biology and Genetics  
- Immunology  
- Microbiology  
- Molecular and Computational Biology  
- Neuroscience  
- Physical Sciences and Mathematics  
- Physiology  
- Social and Behavioral Sciences and Public Health  
Room 230 A (Convention Center)  
Room 230 B (Convention Center)  
Room 230 C (Convention Center)  
Room 211 A/C (Convention Center)  
Room 211 D/B (Convention Center)  
Room Willow Glenn I (Marriott)  
Room 212 D/B (Convention Center)  
Room 113 (Convention Center)  
Room Willow Glenn II (Marriott)  
Room Willow Glenn III (Marriott)  
Room 112 (Convention Center)  
Room 212 A/C (Convention Center)

Judges needed! Attend this session if you are interested in serving as an ABRCMS judge.
Thursday, November 8, 2012

9:45 a.m. – 10:45 a.m.  CONCURRENT SCIENTIFIC SESSIONS (Eight Session Options)

Session 1  Location: Ballroom I-III (Marriott)

The Dark E. coli Rises  
**Sponsored by the American Society for Microbiology**

Shiga toxin-producing *Escherichia coli* (STEC) are members of a category of pathogenic *E. coli* that can cause illness ranging from mild intestinal diarrheal disease to severe kidney complications, such as hemolytic uremic syndrome (HUS). In 2011, an uncommon STEC strain caused an unusual number of gastroenteritis and HUS cases, starting in northern Germany and disseminating to other European countries. This talk summarizes recent progress in understanding the biology of STEC infections and exemplifies how the scientific community working as a unit can combat an outbreak.

Speaker

**Alfredo Torres, Ph.D.,** University of Texas Medical Branch, Galveston, TX

Introduction of Speaker: **Olivia Harriott, Ph.D.,** Fairfield University, Fairfield, CT

Session 2  Location: Ballroom IV-VI (Marriott)

Traumatic Brain Injury: Hope through Research  
**Sponsored by the National Institute of Neurological Disorders and Stroke (NINDS)**

Traumatic brain injury (TBI) is a serious public health problem in the United States. Each year, TBIs contribute to a substantial number of deaths and cases of permanent disability (approximately 1.7 million people sustain TBIs annually). This session, offered from both basic and clinical research perspectives, highlights exciting research by two NINDS-funded scientists: Grace Griesbach’s research focuses on enhancing molecular mechanisms of neuroplasticity following TBI. She has explored the time-dependent effects of exercise after brain injury and is determining the effects of post-traumatic stress on the efficacy of exercise therapies. David Okonkwo’s research involves developing novel therapeutic interventions for brain and spinal cord injury. He is the principal investigator of a nationally funded clinical core to study the pathophysiology of TBI and several ongoing clinical studies in neurotrauma.

Speakers

**Grace S. Griesbach, Ph.D.,** UCLA Medical Center, Los Angeles, CA

**David O. Okonkwo, M.D., Ph.D.,** University of Pittsburgh, Pittsburgh, PA

Introduction of Speaker: **Michelle Jones-London, Ph.D.,** NIH/NINDS, Bethesda, MD

Session 3  Location: Room 210 C/G (Convention Center)

From Fossils to Living Plants: Fueling Our Future with Plant Biomass-Based Fuels  
**Sponsored by the American Society of Plant Biologists**

As crude oil prices and demands for fossil fuels continue to rise, there is growing interest in the development and use of renewable resources for the production of biofuels. A number of recent efforts are geared towards producing cheaper, sustainable plant-based resources for the production of renewable energy. Many factors contribute to the efficacy of using plants to produce biofuels. In this session, the importance of understanding plant architecture, growth, and development, as well as key issues related to the conversion of plant biomass to energy will be discussed.

Speakers

**Larry P. Walker, Ph.D.,** Cornell University, Ithaca, NY

**Miguel Vega-Sánchez, Ph.D.,** University of California-Davis/Joint BioEnergy Institute, Davis, CA

Introduction of Speaker: **Beronda Montgomery, Ph.D.,** Michigan State University, East Lansing, MI

Session 4  Location: Room 210 A/E (Convention Center)

The Roles of CCR7 in Disease Processes  
**Sponsored by the American Society for Cell Biology**

C-C chemokine receptor 7 (CCR7) is a G-protein-coupled receptor that plays roles in homeostasis and in controlling the levels of antibodies that are produced during normal immune responses following vaccination or during autoimmunity. Our laboratory studies the behavior of CCR7 in naïve T cells, where it is expressed endogenously and is important for sending T cells and other immune cells into the lymph nodes. CCR7 can be activated by two different protein ligands. We have found that signaling from one ligand, CCL19, can regulate the levels of antibodies that the body produces in response to being vaccinated. In addition, while CCL21, the second ligand for CCR7, promotes entry into the lymph nodes, we found that CCL19 controls expression of a second G-protein-coupled receptor that promotes T-cell exit from the lymph nodes. Our second line of research involves understanding how CCR7 affects migration and survival of breast tumor cells within the lymph nodes. We have found that expression of CCR7 in breast tumors leads to metastasis to the lymph nodes. More importantly, we have found that this expression correlates with reduced metastasis to...
other vital organs, including the liver and lung. This is important since understanding how tumor cells target different organs can provide clues to medicines that we can develop to block tumor cells from reaching different organs and growing within them. These studies could save many lives.

Speaker
Charlotte M. Vines, Ph.D., University of Kansas Medical Center, Kansas City, KS

Introduction of Speaker: Sandra Murray, Ph.D., University of Pittsburgh, Pittsburgh, PA

Session 5
Mechanistic Mining of Glycol-Induced Renal Toxicity in Order to Dig Up New Treatments
Sponsored by the Society of Toxicology

Ethylene glycol (EG) and diethylene glycol (DEG) produce acute renal failure that has no antidotal treatment. Renal accumulation of calcium oxalate monohydrate (COM) crystals produces the kidney injury of EG. Aluminum citrate blocks COM cytotoxicity by preventing COM attachment, which represents a unique molecular target for therapy. We evaluated the efficacy and mechanism of aluminum citrate in EG-poisoned rats and showed that it decreased renal injury by lowering renal COM retention, thus enhancing excretion of calcium oxalate. Also, in vivo and in vitro studies have assessed the roles of DEG metabolites in its renal toxicity. We have demonstrated for the first time that diglycolic acid (DGA) is the metabolite that produces the kidney necrosis of DEG poisoning. By understanding the mechanism of toxicity, we are able to develop useful treatments for glycol-induced kidney damage and for other diseases involving high levels of oxalate (such as kidney stones).

Speaker
Kenneth E. McMartin, Ph.D., Louisiana State University Health Sciences Center, Shreveport, LA

Introduction of Speaker: José Manautou, Ph.D., University of Connecticut, Storrs, CT

Session 6
Addressing American Indian Health Disparities through Science Practice and Collaborative Education

American Indian and Alaskan native populations face severe and significant health and mental health disparities. These disparities must be contextualized by an understanding of the social determinants of health, which include poverty and unequal access to healthcare, education, and housing opportunities. This presentation will describe the current health status of the American Indian and Alaskan native communities and the need for students from underrepresented populations to pursue advanced training and careers in the biomedical and behavioral sciences to improve the health of these populations. A review of epidemiological data, examination of applied research, and discussion of health policy suggestions will also be provided.

Speaker
Annie Belcourt, Ph.D., The University of Montana, Missoula, MT

Introduction of Speaker: Patricia Baynham, Ph.D., St Edward’s University, Austin, TX

Session 7
Beyond Assessing Knowledge – Card Sorting, Superheroes, and Moving towards Measuring Biological Expertise among Undergraduates

How do biology experts structure their thinking about the concepts in their discipline? How is this different from the way those new to the field approach these same ideas? In this interactive presentation, Kimberly Tanner will engage the audience in thinking about expert and novice thinking in biology by drawing upon her own research, which integrates methodologies from science education and cognitive psychology. Approaches to understanding and measuring biological expertise are strongly tied to ideas put forward by the American Association for the Advancement of Science and the National Science Foundation in the recently published report, Vision and Change for Undergraduate Biology Education.

Speaker
Kimberly D. Tanner, Ph.D., San Francisco State University, San Francisco, CA

Introduction of Speaker: Jerraine Johnson-Heywood, Ph.D., Adecco at General Electric Transportation, Erie, PA

Session 8
Bio Mapping in the Biomedical, Social, and Behavioral Sciences

Bio mapping is the integration of biological data with geographic data, and as a system, it includes three components: (1) A biomarker sensor and/or data logger, (2) a commercial global-positioning system (GPS) unit, and (3) visualization and/or mapping software. Research participants wear a mobile wristwatch-type or chest-mounted device that includes a small GPS microchip and a biosensor. Conventional biomarkers, such as blood pressure, heart rate, and body temperature, change as a function of behavior and arousal. In

Continued on next page
this workshop, an understudied biomarker, galvanic skin response (GSR), will also be considered. GSR is an electrodermal response used to detect changes in the sympathetic nervous system (SNS) through skin conductance. GSR has been linked to stress, SNS arousal, and cognitive ability. GSR has yet to be fully explored as a biomarker for behavior, and its potential utility as a biomarker for drug craving, drug use, and measure of individual sensitivity to environmental stimuli will be explored.

Speaker
Debra Furr-Holden, Ph.D., Johns Hopkins University, Baltimore, MD

Introduction of Speaker: Cherrie B. Boyer, Ph.D., San Francisco State University, San Francisco, CA
Thursday, November 8, 2012

Session 4
Graduate Opportunities in Public and Global Health Research
(Recommended for undergraduates and postbaccalaureates)
This session will draw on the natural sciences and mathematics, as well as economics and social and cultural sciences, to address public and global health research as a model for interdisciplinary education and training. Participants will learn about graduate opportunities in public health and global health research, including steps for pursuing advanced degrees and succeeding in the field.

Speakers
Michael Stephens, M.P.H., Association of Schools of Public Health, Washington, DC
Jason Rao, Ph.D., American Society for Microbiology, Washington, DC

Session 5
Presentation Techniques: How to Make Effective Poster and Oral Presentations
(Recommended for first-time presenters)
Effective communication is essential to every stage of a scientific career. This workshop offers philosophies and strategies for making the most of each opportunity to attend scientific meetings and present your work. Students will learn the essentials of designing compelling oral and poster presentations, including developing a clear conceptual framework, adding graphics, polishing delivery, and responding to questions.

Speaker
Shelley Payne, Ph.D., University of Texas at Austin, Austin, TX

Session 6
Succeeding with Your Strengths: How to Assess and Apply Your Unique Strengths toward Your Ideal Career
(Recommended for all attendees)
During ABRCMS, you will hear lots of advice and suggestions, but how do you know what advice is suitable for you and will lead to your future success? Not all suggestions are suitable for everyone, because we each have our own unique set of strengths and preferences in communication and working styles. Our strengths impact how we make critical decisions, and understanding our strengths will help us find careers that match our interests and experiences. To help you discover and develop your strengths, this workshop will introduce you to some simple and effective self-assessment tools drawn from the latest research and evidence-based approaches. Once you assess your strengths, you can then apply them as you make decisions toward a career that fits your vision of success.

Speaker
Steven P. Lee, Ph.D., Northwestern University, Chicago, IL

Session 7
Getting Published: Advice for Graduate Students and Postdoctoral Scientists
(Recommended for graduate students and postdoctoral scientists)
Publishing your work is the key to expanding your success and influence. This session will help you choose a journal for publication, prepare and submit your manuscript, and suggest ways to (i) deal with requests for revision and (ii) cope with occasional rejection. It also will explain the ethics of scholarly publishing, including authorship, multiple submissions, and redundant publication. The session ends with a Q&A period.

Speaker
Paul Turner, Ph.D., Yale University, New Haven, CT

FACULTY SESSION

Session 8
Rock Stars, Deficit Models, and Stereotype Threats: Learning to See Inequity in Science and Strategies for Addressing It
Interested in understanding issues that impede efforts to diversify the biological sciences? Want strategies that can promote equity, fairness, and diversity in all your professional interactions as a biologist? While attempts to diversify the sciences have been ongoing for decades, progress has been modest at best. Multiple lines of research from the social sciences suggest that scientists’ efforts to diversify their ranks may be misdirected or even counterproductive. Findings from research on why talented individuals leave the biological sciences, as well as examples of both successful efforts and problematic attempts towards diversifying the biological sciences will be considered.

Speaker
Kimberly D. Tanner, Ph.D., San Francisco State University, San Francisco, CA

Continued on next page
12:30 p.m. – 1:30 p.m.  Networking Lunch

Location: Hall 3 (Convention Center)

1:30 p.m. – 2:15 p.m.  PLENARY SCIENTIFIC SESSION
Carbon Materials and Serendipity: the Inside (and Outside) Story

Science progress and serendipity are good partners, but only when the well-trained eye of the scientist is present and able to take advantage of serendipitous occurrences. The development of new carbon-based materials beyond graphite and diamond began serendipitously in 1985, with the discovery of the buckminsterfullerenes, also known as buckyballs or fullerenes. Along the historical and serendipitous new carbon structure trail, nanotubes were discovered in 1991 (multiwalled) and 1993 (single walled) and the so-called carbon nanoonions (CNOs), or multilayer fullerenes, came about in 1992. Endohedral fullerenes, or buckyballs with atoms or clusters inside, were detected almost immediately after the empty carbon cages, but high yields were not observed until almost ten years later, in another serendipitous discovery, that of Sc3N@C80 (@ represents the inclusion of Sc3N inside a C80 cage). This rather exotic structure is the third most abundant fullerene that can be prepared in an arc reactor (after C60 and C70), and many analogous structures have resulted since. Chemist Luis Echegoyen will discuss new endohedral structures with varying metals and non-metals inside as well as structures possessing many different cage sizes and isomers, especially those with interesting electronic properties for potential photovoltaic applications. A bit about the exohedral chemistry, or chemistry on the surfaces, will also be presented. The presentation concludes with a brief segment to probe how serendipitous serendipity really is and whether there are ways to induce serendipity in our work and lives, something that some people refer to as planned serendipity, while others call it an oxymoron.

Speaker
Luis Echegoyen, Ph.D., University of Texas-El Paso, El Paso, TX

Introduction of Speaker: John Fitzgerald Gates, Ph.D., Criticality Management Consulting, New York, NY

2:15 p.m. – 6:30 p.m.  Exhibits Open

2:30 p.m. – 3:45 p.m.  POSTER SESSION 1 (A)

2:45 p.m. – 4:30 p.m.  Meet and Greet Speakers

4:00 p.m. – 5:15 p.m.  POSTER SESSION 2 (B)

5:30 p.m. – 6:30 p.m.  ORAL PRESENTATION SESSIONS 1 – 12

Oral Session 1: Biochemistry
Location: 210 C/G (Convention Center)

001 Novel 2-Methoxy-6-Icosynoic Acid – a Fatty Acid that Induces Death of Neuroblastoma and Adenocarcinoma Cells
Karolyna Rosado, University of Puerto Rico-Rio Piedras, San Juan, PR

002 Optimization of Beta-Cyclodextrins Binding to Lipofuscin in Retinal Pigment Epithelium
Shelby Goicochea, University of Florida, Ocala, FL

003 Metabolic Defect in Down Syndrome Cell Lines
Jocelyn Argueta, University of California-Irvine, Long Beach, CA

004 The Effect of Mutations on the Rpb2 Subunit of RNA Polymerase II on Alternative Polyadenylation Site Selection
Opher S. Kornfeld, University of Oregon, Eugene, OR

Session Moderator: Joseph Orban, Ph.D., Southern University at Shreveport, Shreveport, LA

Oral Session 2: Cancer Biology
Location: 211 A/C (Convention Center)

005 Characterizing Mist1 Transcriptional Targets in the Exocrine Pancreas
Edhiriz Siraliev-Perez, University of Puerto Rico, Aguadilla, San Antonio, PR

006 The Role of Snail and Peroxidasin in Perineural Invasion
Marisha L. Morris, Clark Atlanta University, Atlanta, GA

007 Development of a Rapid Quantification Assay to Measure Target Inhibition in MPN Patient Samples
Laura K. Leung, Smith College, Northampton, MA

008 Targeting Kinases Critical for TMPRSS2-ERG Function in Prostate Cancer
Kyle Nakatsuka, Southern Methodist University, Dallas, TX

Session Moderator: Hao Nguyen, Ph.D., California State University, Sacramento, CA
## Thursday, November 8, 2012

### Oral Session 3: Cell Biology

- **009** Gap Junction Protein Phosphorylation and Annular Gap Junction Formation  
  **Jordan Harper**, Fort Valley State University, Hinesville, GA

- **010** Investigation of the Requirement of Hepcidin Antimicrobial Peptide for the Anemia of Inflammation  
  **Saiab C. Yates**, University of Maryland-Baltimore County, Bowie, MD

- **011** Investigation of Nuclear Protein Export Using a Novel Protein Export Assay  
  **Tinashe E. Nyambeke**, Colgate University, Hamilton, NY

- **012** Regenerative Potential of Adipose and Cord Tissue Derived Mesenchymal Stem Cells  
  **Jorge A. Alvarez**, University of Arizona, Tucson, AZ

**Session Moderator:** Brent Berwin, Ph.D., Dartmouth Medical Center, Lebanon, NH

### Oral Session 4: Chemistry

- **013** Synthesis and Anticancer Activity of Benzyl-Tetra Isoquinoline Alkaloids Berberine Analogs on Breast and Prostate Cancer  
  **Karry Wright**, Xavier University of Louisiana, New Orleans, LA

- **014** An Exploration of Peptidomimicry by an Antibacterial Natural Product  
  **Anthony Scruse**, Morehouse College, Atlanta, GA

- **015** Allelopathic, Antimitotic, Antibiotic and *In Vivo* Cytotoxicity of Ethnopharmacologically Selected Medicinal Plants from the Dominican Republic  
  **Ghislain B. Tchomobe Sr.**, Bowie State University, Landover, MD

- **016** The Effect of Substituents on Benzodiazepine Electron Affinity and Electron Transfer  
  **Nadia Ott**, San Diego State University, San Diego, CA

**Session Moderator:** Jerainne Johnson-Heywood, Ph.D., Adecco at General Electric Transportation, Erie, PA

### Oral Session 5: Developmental Biology and Genetics

- **017** Tetracycline Antibiotic Resistance Genes in Free-Living *Escherichia coli* and Their Phylogenetic Relationships  
  **Peter C. Hernandez**, Orange Coast College, Costa Mesa, CA

- **018** Characterization of Myosin Dynamics in a *Drosophila* Germband Extension Mutant  
  **Nelson M. LaMarche**, Cornell University, Ithaca, NY

- **019** Interactions of Grxcr1 with the Usher Protein Complex in the Zebrafish Inner Ear  
  **Jennifer M. Panlilio**, University of Miami, Miami, FL

- **020** RanGAP1: A Target for Endo-siRNAs  
  **Andrea Quinones-Rivera**, University of California-Santa Cruz, Santa Cruz, CA

**Session Moderator:** Lisa Goering, Ph.D., St. Edwards University, Austin, TX

### Oral Session 6: Engineering, Physics and Mathematics

- **021** Injectable Albumin Hydrogel: Novel Biomaterial for Tissue Regeneration  
  **Sarah K. Zemlok**, Wellesley College, Wellesley, MA

- **022** Mathematical Approach to Illegal Steroids Use  
  **Quarail Hale**, Norfolk State University, Suffolk, VA

- **023** The Distribution of the Greatest Common Divisor of Gaussian Integers  
  **Tai-Danae Bradley**, The City College of New York, Valley Stream, NY

- **024** Electrospinning PLA Nanofibers Containing Ibuprofen for Wound-Healing Applications  
  **Lewis Q. Lott**, Delaware State University, Dover, DE

**Session Moderator:** Mauricio Cabrera-Rios, Ph.D., University of Puerto Rico-Mayaguez, Mayaguez, PR

Continued on next page
### Thursday, November 8, 2012

#### Oral Session 7: Immunology

**Location:** Willow Glen I-III (Marriott)

**O25** Kinetics of IL-17 Expression in Response to Oral Thrush  
_Oseogie Okojie_, University of Maryland-Baltimore County, Baltimore, MD

**O26** Understanding the Role of TIPE3 in Gut Inflammation  
_Royce E. Onyimba_, University of Maryland-Baltimore County, Columbia, MD

**O27** Dendritic Cells Undergo Major Metabolic Alterations following Toll-Like Receptor Mediated Activation  
_Daniel T. McManus_, University of Massachusetts-Boston, Boston, MA

**O28** Effects of Interferon Gamma on Mitochondrial Encoded Genes  
_Rosa M. Leon_, Syracuse University, Utuado, PR

*Session Moderator: David Sanchez, Ph.D., Western University of Health Sciences, Pomona, CA*

#### Oral Session 8: Microbiology

**Location:** 210 D/H (Convention Center)

**O29** The _Helicobacter pylori_ Effector Protein CagA Induces Cell Proliferation in the _Drosophila_ Gut through the Gut Microbiota  
_Elisabeth A. Dewailly_, Harvard University, Cambridge, MA

**O30** Investigation of the Untranslated Region of the HIV-2 RNA Genome  
_Mateo Hernandez_, University of South Florida, Tampa, FL

**O31** Demonstration of Antibiofilm and Antifungal Efficacy of Nitric Oxide Releasing Nanoparticles against _Candida albicans_ Biofilms  
_Mohammed Ahmadi_, Adelphi University, Bayside, NY

**O32** Characterization of a Taurine-Regulated Promoter in _Alphaproteobacteria_  
_Tanisha Saini_, San Francisco State University, San Francisco, CA

*Session Moderator: Alfredo Torres, Ph.D., University of Texas Medical Branch, Galveston, TX*

#### Oral Session 9: Molecular and Computational Biology

**Location:** 211 D/B (Convention Center)

**O34** Characterizing Spermatogenesis at a Single-Cell Level  
_Francine R. Camacho_, Washington University School of Medicine, St. Louis, MO

**O33** Data Mining: Exploring the Association between Semantic Categories and Attributes in Large Databases  
_Nichole Etienne_, University of the Virgin Islands, St. Thomas, VI

**O35** Generating 3D Ultrasound Images from 2D Scans: Reconstruction Algorithm Implementation and Analysis  
_Joy A. Franco_, San Jose State University, Fremont, CA

**O36** The Role of LMNA in Human Longevity  
_Lavida Brooks_, University of the Virgin Islands, St. Thomas, VI

*Session Moderator: Lynn S. Villafuerte, Ph.D., University of Kansas, Lawrence, KS*

#### Oral Session 10: Neuroscience

**Location:** 210 A/E (Convention Center)

**O37** Ventilatory Pattern Variability in a Rodent Model of Pulmonary Inflammation  
_Glenford Robinson_, Lafayette College, Easton, PA

**O38** Effects of Optogenetic Silencing of Parvalbumin-Expressing Interneurons on Prepulse Inhibition  
_Christine Liu_, University of Oregon, Eugene, OR

**O39** Identification of Genes Involved in Neuronal Attachment in _Caenorhabditis elegans_  
_Daniel Cabrera_, Columbia University, New York, NY

**O40** Mirror Neuron System Activation as a Function of Autism Symptom Severity: A Replication and Extension of Previous Findings  
_Wendy Y. Plante_, University of California-Los Angeles, Los Angeles, CA

*Session Moderator: Elba Serrano, Ph.D., New Mexico State University, Las Cruces, NM*
Thursday, November 8, 2012

Oral Session 11: Physiology
Location: 212 A/C (Convention Center)

O41 Role of Theca Cell Insulin Receptor in the Development of Obesity-Induced Infertility
Amanda Nwaopara, The Johns Hopkins University, Upper Marlboro, MD

O42 The Effects of Neonatal Hyperoxia on the Lung: A Rodent Model for Chronic Lung Disease in Premature Infants
Symone V. Jordan, Bowie State University, Accokeek, MD

O43 Atypical Pkc Isoforms Contribute Nfkb-Induced Inflammation and Vegf/tnf-Induced Permeability
Krystal Harrison, North Carolina A&T State University, Greensboro, NC

O44 Depressive Behavior and Deficits in Memory and Cognition Precede Nigra Dopamine Neuron Degeneration in an Experimental Parkinson's Mouse Model
Janelle J. Wynter, Spelman College, Stone Mountain, GA

Session Moderator: J. Derek Stone, Ph.D., Paine College, Augusta, GA

Oral Session 12: Social and Behavioral Sciences and Public Health
Location: 230 B (Convention Center)

O45 Where Are They Now? Tri-Institutional M.D.-Ph.D. Program Follow-up at 40 Years
Diana Yusim, City College of New York, Brooklyn, NY

O46 Engaging Businesses in HIV Prevention and HIV Testing Promotion in a Neighborhood-Based HIV Prevention Campaign in Philadelphia, PA
Joy Walker, Tougaloo College, Greenwood, MS

O47 Development of a Diabetes Risk Score for the Eastern Cape Province, South Africa
Joshua Nwosu, Oakwood University, Loma Linda, CA

O48 The Effects of Past and Ongoing Violence Experience on HIV Antiretroviral Adherence
Terence L. Johnson, University of North Carolina at Chapel Hill, Chapel Hill, NC

Session Moderator: Cherrie B. Boyer, Ph.D., University of California, San Francisco, CA

6:45 p.m. – 7:30 p.m.  DINNERS    Location: Hall 3 (Convention Center)

7:45 p.m. – 9:30 p.m.  Plenary Professional Development Sessions for Faculty, Students, and Postdoctoral Scientists (Four Session Options)

Session 1  Location: Ballroom I-VI (Marriott)

Gateway to the Future – Career Paths in the Biomedical Sciences, STEM Disciplines, and Behavioral Sciences
(Recommended for undergraduate and graduate students)

In this session, we will explore the wide variety of careers available in the biomedical sciences, the physical sciences, engineering, and the behavioral sciences, as well as the many types of training that can help you reach your goals. Experienced scientists will discuss their career pathways and educational backgrounds, what they enjoy about their work, and their professional and personal life balance. At the end of the session, you will have a clearer understanding of why graduate training programs (including postbaccalaureate, master’s, and doctoral) are the gateway to your future opportunities. Speakers will be available to meet in small groups after the session.

Moderators
Victoria H. Freedman, Ph.D., Albert Einstein College of Medicine, New York, NY
Nancy Schwartz, Ph.D., University of Chicago, Chicago, IL

Speakers
Mary Farrow, Ph.D., Instituto Tecnológico de Química Verde, Brazil
Maisha Gray-Diggs, Ph.D., Procter & Gamble, Cincinnati, OH
Jasmine McDonald, Ph.D., Columbia University, New York, NY
Michael Penn, M.D., Ph.D., Gladstone Institutes and University of California-San Francisco, San Francisco, CA
Deborah Philip, Ph.D., NIH/NIDCR, Bethesda, MD
Jason Rao, Ph.D., American Society for Microbiology, Washington, DC
Jayne S. Reuben, Ph.D., University of South Carolina, Columbia, SC
Kennie Shepherd, Ph.D., Morehouse School of Medicine, Atlanta, GA

Continued on next page
Thursday, November 8, 2012

**Session 2**  
**Location: Willow Glen I-III (Marriott)**  
**Leadership and Management Skills for Graduate Students and Postdoctoral Scientists**

A successful career in science – in any sector, at or away from the bench – requires that you develop strong interpersonal, management, and leadership skills. In this interactive workshop, we will explore differences in communication and work styles, with the goal of increasing your self-awareness and your awareness of other approaches. Through presentation and group exercises, you will learn how teams develop and explore ways to enhance team effectiveness while dealing with conflict. This workshop is appropriate for graduate students and postdoctoral fellows at all educational levels.

**Speakers**

Sharon L. Milgram, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD  
Lori M. Conlan, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD

**Session 3**  
**Location: Room 210 C/G (Convention Center)**  
**FACULTY SESSION**

**What Do You Want Your Students to Know? Designing Effective Courses through Backwards Design**

(Recommended for faculty, future faculty program directors, and exhibitors)

In the age of “information overload,” many instructors struggle with what should be covered in courses. This session will explore how to address this issue using the Backwards Design Course Development approach. Through a series of activities, participants will work through the steps of the backwards design process. Participants will learn how to develop course outcomes, and various methods to assess these outcomes will be explored. To complete the process, instructional and learning activities plans will be considered. Finally, the advantages of backwards design will be discussed.

**Speaker**

Loretta Brancaccio-Taras, Ph.D., Kingsborough Community College, New York, NY

**Session 4**  
**Location: Room 210 B/F (Convention Center)**  
**FACULTY SESSION**

**NIH Grants Management Workshop**

(Recommended for program directors and faculty)

This session covers updates for the (i) National Institute of General Medical Sciences Minority Opportunities in Research Program, including current budget information, (ii) clarification of requirements for the use of human subjects, (iii) use of the “Streamlined Noncompeting Award Process” for applications, and (iv) areas of interest in the Minority Biomedical Research Support and Minority Access to Research Careers programs.

**Speakers**

Lori Burge, B.S., NIH National Institute of General Medical Sciences, Bethesda, MD  
Michael Mace, M.A., NIH National Institute of General Medical Sciences, Bethesda, MD  
Justin Rosenzweig, M.P.A., NIH National Institute of General Medical Sciences, Bethesda, MD  
Susan F. South, M.P.A., NIH National Institute of General Medical Sciences, Bethesda, MD  
Robert Altieri, M.A., NIH National Institute of General Medical Sciences, Bethesda, MD

**9:30 p.m. – 10:15 p.m. Networking with Colleagues and Speakers**  
**Location: Marriott Lobby**

Following the plenary sessions, participants will have an opportunity to network with speakers and colleagues and continue discussions from earlier sessions.
### Friday, November 9, 2012

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 a.m. – 5:00 p.m.</td>
<td>Registration Open</td>
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<tr>
<td>7:30 a.m. – 8:15 a.m.</td>
<td>Networking Breakfast</td>
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<td>8:30 a.m. – 9:30 a.m.</td>
<td><strong>PLENARY SCIENTIFIC SESSION</strong></td>
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<td><em>Global Health Challenges and Opportunities in the 21st Century: The Role of Science Diplomacy</em></td>
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<td>In the 21st century, health is very much a global issue with significant humanitarian, economic, and national security implications. With international trade, travel, and telecommunications, the world is shrinking. Two million people cross national borders every day. This means that the threat of infectious diseases such as a pandemic flu or AIDS, bioterrorism, the spread of tobacco and obesity, and the safety of our food and water supply do not respect state or national borders. This presentation will review some of the critical global health challenges today and examine the current administration’s U.S. Global Health Initiative and other programs that address these issues. The importance and role of science diplomacy, a critical component of America’s foreign policy toolbox, will be discussed as a key component to strengthening knowledge, rectifying disparities, and building infrastructure and partnerships to improve health worldwide.</td>
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<td>Speaker: <strong>Rear Admiral Susan J. Blumenthal, M.D., M.P.A.,</strong> Center for the Study of the Presidency and Congress, and Global Health Program, Meridian International Center, Washington, DC</td>
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<td>Introduction of Speaker: <strong>John Fitzgerald Gates, Ph.D.,</strong> Criticality Management Consulting, New York, NY</td>
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<tr>
<td>9:45 a.m. – 10:45 a.m.</td>
<td><strong>Professional Development Sessions</strong> (Five Session Options)</td>
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<tr>
<td>Session 1</td>
<td>Location: Ballroom (Marriott)</td>
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<td><strong>UNDERGRADUATE, COMMUNITY COLLEGE, AND MASTER’S-LEVEL STUDENT SESSION</strong></td>
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<td>Mentoring: an Enabling Relationship that Fosters Professional Growth and Development</td>
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<td>This session introduces mentoring as a strategy for enhancing academic, career, personal, and professional development. It explores success stories in mentoring undergraduate and graduate students and describes mentorship models. It is structured to provide participants with (i) the philosophy and terminology of mentoring, (ii) the rationale for mentoring, (iii) mentoring roles and responsibilities, (iv) tips for forming an effective mentoring alliance, and (v) ways to use mentoring as a strategy for developing people. The session highlights the graduate advisor’s roles and the warning signs of unethical relationships. Case studies and participants experiences will be used as tools to delve into mentoring.</td>
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<td>Speakers: <strong>Howard G. Adams, Ph.D.,</strong> H.G. Adams and Associates, Norfolk, VA</td>
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<td></td>
<td><strong>Lourdes Echegoyen, Ph.D.,</strong> University of Texas-El Paso, El Paso, TX</td>
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<tr>
<td>Session 2</td>
<td>Location: Room 211 (Convention Center)</td>
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<td><strong>Navigating Your Way into a Postdoctoral Position and Tips for a Successful Postdoctoral Experience</strong></td>
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<td><em>(Recommended for doctoral-level graduate students and postdoctoral scientists)</em></td>
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<td>This session will focus on the many critical issues that graduate students and postdoctoral scientists face when selecting first and second postdoctoral positions. These issues include securing funding, expected duration, racial and ethnic composition of the postdoctoral pool, health care and other benefits, job responsibilities, and career development activities. The forum will encourage candid conversations focused on everything that graduate students and postdoctoral scientists want to know but are afraid to ask.</td>
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<td>Speaker: <strong>Alfredo Torres, Ph.D.,</strong> University of Texas Medical Branch, Galveston, TX</td>
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<tr>
<td>Session 3</td>
<td>Location: Room 212 (Convention Center)</td>
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<td></td>
<td><strong>FACULTY SESSION</strong></td>
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<td></td>
<td><strong>Vision and Change Leadership Fellows: Transforming Undergraduate Life Sciences</strong></td>
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|               | A national effort is underway to transform the way life sciences are taught in this country at the undergraduate level, how academic departments support faculty, and how curricular decisions are made. Come hear more about PULSE (Partnership for Undergraduate Life Sciences Education), a joint initiative of the National Science Foundation, Howard Hughes Medical Institute, and National Institutes of Health. The effort is supporting a yearlong program in which 40 Vision and Change Leadership Fellows consider and then recommend to the greater colleague community models for improving undergraduate life sciences education. Significant
contributions from the greater community throughout the yearlong project are needed to develop and implement the framework for systemic change. Visit www.pulsecommunity.org for more information.

**Moderators**

*Shawn Drew Gaillard, Ph.D.*, NIH National Institute of General Medical Sciences, Bethesda, MD  
*Cynthia Bauerle, Ph.D.*, Howard Hughes Medical Institute, Chevy Chase, MD

**Speakers**

*Loretta Brancaccio-Taras, Ph.D.*, Kingsborough Community College, New York, NY  
*Richard Cardullo, Ph.D.*, University of California, Riverside, CA  
*Bill Davis, Ph.D.*, Washington State University at Pullman, WA  
*Cynthia Peterson, Ph.D.*, University of Tennessee, Knoxville, TN

### FACULTY SESSION

**Session 4**

**Location:** 210 B/F (Convention Center)

**GCAT, Synthetic Biology, and a Summer Faculty Workshop Opportunity**  
*Sponsored by the Genome Consortium for Active Teaching (GCAT)*  
*(Recommended for postdoctoral scientists, faculty, program directors, and exhibitors)*

The Genome Consortium for Active Teaching (GCAT) is an organization of faculty dedicated to improving the resources available for teaching genomics to undergraduates. Synthetic biology is a dynamic, young field that incorporates engineering principles and mathematical modeling with molecular biology techniques to produce novel genetic devices with applications in energy, the environment, medicine, and computation. Synthetic biology pulls together the perspectives of many disciplines to shed new understanding on biological processes. This field is full of opportunities for undergraduate research. This session will share application information for a three-day, NSF-funded GCAT Synthetic Biology Workshop for interdisciplinary faculty pairs (one biologist and one non-biologist) in June 2013.

**Speaker**  
*Jeff Poet, Ph.D.*, Missouri Western State University, Saint Joseph, MO

**Session 5**

**Location:** Room 210 A/E (Convention Center)

**FACULTY SESSION**

**Collaborating for Success: Interdisciplinary Partnerships for Addressing Biological Complexity**  
*(Recommended for senior graduate students, postdoctoral scientists, faculty, program directors and administrators)*

Interdisciplinary partnerships and interactions are increasingly critical for successfully approaching multidimensional, complex problems that require input from a variety of scientific disciplines. Such approaches fully integrate perspectives from independent disciplines to address questions that transcend the knowledge of a single discipline, methodology, or theoretical framework. Emergent biology-based interdisciplinary fields of study are allowing scientists to approach problems that give attention to systems-level organismal responses, organism-environment interactions, or other complex systems, rather than pure reductionist approaches. Initiating and sustaining interdisciplinary partnerships requires attention to several factors, including sustaining the involvement of multiple scientific stakeholders, developing fully integrated approaches and incorporating the sometimes disparate standards of each of the disciplines involved in the partnership. Such approaches can be used in research from the undergraduate to faculty level, and specific examples and methods for doing so will be presented in this session.

**Speakers**

*Beronda Montgomery, Ph.D.*, Michigan State University, East Lansing, MI  
*Andrea L. Stith, Ph.D.*, University of Colorado, Boulder, CO  
*Robert Full, Ph.D.*, University of California-Berkeley, Berkeley, CA

**10:45 a.m. – 12:15 p.m.**  
*Exhibits Open*

**11:00 a.m. – 12:15 p.m.**  
**POSTER SESSION 3 (C)**

**12:30 p.m. – 1:15 p.m.**  
**Networking Lunch**  
*Location:** Hall 3 (Convention Center)

**1:15 p.m. – 2:15 p.m.**  
**PLENAR Y SCIENTIFIC SESSION**  
**Location:** Hall 3 (Convention Center)

**The Role of Cholesterol in HIV Infection and Pathogenesis**  
*Sponsored by the American Society for Microbiology*

Replication of the human immunodeficiency virus (HIV) requires a highly orchestrated series of steps, many of which represent the hijacking of cellular pathways and factors by the virus. Indeed a very large number of cellular proteins have been implicated in virus
replication. Moreover, infection of cells by HIV results in modulation of expression of numerous genes. Our previous work identified the lipid cholesterol as playing pivotal roles in HIV replication. Cholesterol and cholesterol-enriched membrane domains serve as platforms for virus entry, assembly, and release. Interestingly, all genes involved in cholesterol biosynthesis are up-regulated by HIV infection. We performed experiments to determine whether the overall cholesterol content of cells could impact the ability of the virus to replicate or its infectivity once released. In performing these studies, we observed an apparent association between the cholesterol content of cells and viral protein production. We hypothesized that HIV gene transcription was controlled by the same mechanisms that controlled cholesterol biosynthesis. Further study revealed that a major transcription factor, TFII-I, involved in regulating HIV gene transcription, is the product of a sterol-response gene. Our data show that the sterol element binding protein SREBP2 directly regulates HIV transcription by controlling expression of TFII-I. These results demonstrate for the first time that HIV gene transcription is directly linked to cholesterol homeostasis in T cells. These results have major implications for understanding HIV pathogenesis. We have evaluated a small molecule inhibitor of SREB2 activation for its effect on HIV infection. Our results show that the SREB2 inhibitor profoundly suppresses HIV infection in T cells. Based on our results, such molecules may potentially represent a new class of HIV therapeutic drug.

Speaker
James E. K. Hildreth, Ph.D., University of California-Davis, Davis, CA

Introduction of Speaker: John Fitzgerald Gates, Ph.D., Criticality Management Consulting, New York, NY
### Professional Development Sessions (Five Session Options)

These sessions are wonderful opportunities for students to meet in smaller groups to discuss issues and seek one-on-one advice.

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Location: Room 210 A/E (Convention Center)</th>
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<tbody>
<tr>
<td>Writing a Successful Personal Statement for Graduate School Admission and/or Summer Programs – Getting into Highly Competitive Graduate Schools and Summer Programs</td>
<td><em>(Recommended for undergraduate, postbaccalaureate, and master’s students)</em></td>
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<tr>
<td>What are graduate programs in the sciences looking for in applicants? Find out in this session that focuses on finding programs, using ranking systems smartly, getting better recommendations, selecting work samples, making that critical connection with potential mentors, writing awesome statements of purpose, and learning how to get full funding and go to school for free. The session offers useful tips on how to write powerful, effective statements for applications to graduate schools and/or summer programs. Get help from presenters who, during their careers, have written many personal statements, read thousands of submitted statements, and helped many early-career students to write great statements. Bring a copy of a personal statement that you are working on.</td>
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<td>Speakers</td>
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<tr>
<td>Joel D. Oppenheim, Ph.D., New York University, New York, NY</td>
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<tr>
<td>Victoria H. Freedman, Ph.D., Albert Einstein University, New York, NY</td>
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<tr>
<th>Session 2</th>
<th>Location: Room 210 C/G (Convention Center)</th>
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<tr>
<td>Strategies for Taking Standardized Admissions Tests: Preparing for the GRE and MCAT Exams</td>
<td><em>(Recommended for undergraduate students)</em></td>
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<td>This session focuses on test-taking strategies and provides valuable information about resources for preparing for standardized admissions tests, particularly the GRE and MCAT. It is important to note that the session is not intended to take the place of formal comprehensive workshops, such as courses offered by your institution and/or independent test preparation agencies.</td>
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<td>Speakers</td>
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<tr>
<td>Gayle Slaughter, Ph.D., Baylor College of Medicine, Houston, TX</td>
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<td>Saundra Oyewole, Ph.D., Trinity Washington University, Washington, DC</td>
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<tr>
<th>Session 3</th>
<th>Location: Room 210 D/H (Convention Center)</th>
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<tr>
<td>Graduate School Application Process (REPEAT)</td>
<td><em>(Recommended for undergraduate and master’s-level students)</em></td>
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<td>This three-part session provides potential graduate students with the information necessary to prepare and plan for the graduate school admissions process and to subsequently create and submit a competitive application packet. Part one briefly covers the undergraduate years— coursework, internships, and standardized tests. The process of selecting schools for application and subsequent matriculation will be discussed as well as the application process, with a focus on the admissions file. There will be a discussion of the application form and supporting documentation, with a special focus on the personal statement. Also covered are the interview process and how to succeed in graduate school. The personal statement introduces the applicant to the school and its admissions committee; therefore, part two provides tips and strategies on writing a powerful personal statement for applications for graduate school and/or summer internships. Lastly, part three offers strategies for financing graduate education.</td>
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<td>Speaker</td>
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<tr>
<td>C. Gita Bosch, G. Bosch &amp; Associates, Yorktown Heights, NY</td>
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<tr>
<th>Session 4</th>
<th>Location: Room 210 B/F (Convention Center)</th>
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<tr>
<td>Tips for Applying to an NIH Postbaccalaureate Program</td>
<td><em>(Recommended for students considering postbaccalaureate training)</em></td>
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<tr>
<td>Many students consider postbaccalaureate training prior to applying to graduate school, and the NIH has the largest “postbac” training program in the country. The session will focus on NIH postbac program details and requirements, including the nuts and bolts of submitting a successful application. Information and resources on other U.S. postbac programs will also be presented.</td>
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<td>Speaker</td>
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<tr>
<td>Sharon L. Milgram, Ph.D., NIH Office of Intramural Training &amp; Education, Bethesda, MD</td>
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### Session 5

**Dining Is Not about Food**

There is an unspoken yet very strong prejudice against individuals whose dining skills are lacking or nonexistent. Unfortunately, no one will tell you that they’d prefer not to work with you because of your poor table manners. Graceful, confident dining is a lost art. Yet with more work being done at the table than ever before, the prospect of a formal meal can strike terror in the hearts of otherwise polished professionals. This workshop will cover the basics of dining etiquette, seating, ordering wine, handling “difficult” foods and special dietary concerns, tipping, conversation skills, European and American styles of dining, responsibilities of the host and guest, invitations and gifts. Work life adds another dimension to the dining experience. While dining is supposed to be a pleasurable experience, in the business arena, it is also an unfair test. Unfair because nobody really tells you how you fail, if you do. The truth is that dining is a test of your ability to handle and supervise people, your taste, sophistication, conversation skills, and not incidentally, food and wine. The objectives of this session are to (i) review correct table manners and etiquette, (ii) clarify roles of hosts and guests, and (iii) become confident of your business dining skills.

**Speaker**

Mary M. Mitchell, The Mitchell Organization, Seattle, WA

### 6:45 p.m. – 8:30 p.m.

**Networking for Exhibitors, Speakers, Program Directors, and Judges at the Fairmont San Jose Hotel**

This event is NOT open to undergraduates, postbaccalaureates, graduate students, or postdoctoral scientists.

### 8:45 p.m. – 9:45 p.m.

**NIGMS/TWD Program Director Meeting**

(including IDEA Program Directors)

(All programs meet as large group)

Location: Regents Club (Fairmont Hotel)

### 9:45 p.m. – 10:30 p.m.

**Program Directors break out into small group meetings at the Fairmont Hotel.**

Room Locations: Club Regents Room, Gold Room, Valley Room

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“ABRCMS was a one-stop shop for everything I need to prepare for graduate schools. Being able to meet dozens of researchers in my intended area gave me confidence and affirmed my love of public health.”

Undergraduate Student
### Final Program (continued)

**Saturday, November 10, 2012**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>7:30 a.m. – 12:00 p.m.</td>
<td>Registration Open</td>
<td>Hall 3 (Convention Center)</td>
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<tr>
<td>7:30 a.m. – 8:15 a.m.</td>
<td>Networking Breakfast</td>
<td>Location: Hall 3 (Convention Center)</td>
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<tr>
<td>8:30 a.m. – 9:15 a.m.</td>
<td>Exhibitor Feedback Session</td>
<td>Location: Exhibit Hall/Networking Area</td>
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<tr>
<td>8:30 a.m. – 9:30 a.m.</td>
<td>ORAL PRESENTATION SESSIONS (All 12 Disciplines)</td>
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#### Oral Session 13: Biochemistry

O49 Assessing the Role of Assorted Bile Acids in Gpbar1-Dependent Biliary Acute Pancreatitis  
_Sean S. Amegadzie, Emory University, Boston, MA_

O50 Identification of the Signal Recognition Particle RNA in the Human Pathogenic Yeast _Cryptococcus neoformans_  
_Tiffany Nguyen, University of California-Los Angeles, Los Angeles, CA_

O51 Can Haptoglobin Attenuate Hemoglobin-Induced Vascular Damage?  
_Yanaira Alonso, University of Puerto Rico, Guayanilla, PR_

O52 Optimization of the Cross-Linked Product Template and Acyl-Carrier Protein in Type I Non-Reducing Iterative Polyketide Synthases  
_Jonathan Ruiz, University of California, Anaheim, CA_

**Session Moderator: Mario G. García-Ríos, Ph.D., Mount Ida College, Newton, MA**

#### Oral Session 14: Cancer Biology

O53 Determining the Influence of Age on Glioma Formation: Does Mutating Adult Oligodendrocyte Precursor Cells Lead to Brain Cancer?  
_Jordan E. Harbin, California Polytechnic San Luis Obispo, Lake Forest, CA_

O54 Identification of New Anticancer Therapeutics  
_Hawasatu Dumbuya, Massachusetts College of Pharmacy & Health Sciences, Medford, MA_

O55 TNF-Alpha-Induced Metabolic Alterations in Pancreatic Ductal Adenocarcinoma  
_Gabriel Muhirei Gihana, California Baptist University, Riverside, CA_

O56 Chd5 Expression in Fetal Stem Cells  
_Helen S. Mueller, Columbia University, New York, NY_

**Session Moderator: Emil Bogenmann, Ph.D., Children's Hospital Los Angeles, Los Angeles, CA**

#### Oral Session 15: Cell Biology

O57 Simvastatin Confers Cardioprotection through Parkin-Dependent Mitophagy  
_Genaro Hernandez, San Diego State University, Chula Vista, CA_

O58 Role of the p38-MK2-Hsp27 Pathway in Mediating Apoptosis during LPS-Induced Lung Injury  
_Hasina Maredia, Brown University, Providence, RI_

O59 Insulin-Induced Lipid Bodies are Dynamically Regulated in Activated Mast Cells  
_Christina Linares, Chaminade University, Honolulu, HI_

O60 The Effect of Polyethylene Glycol Density on Surface-Enhanced Raman Spectroscopy Active Nanoparticle Biodistribution In Vivo  
_Chantal Henry, City College of New York, Arverne, NY_

**Session Moderator: Elissa Purnell, Ph.D., Savannah State University, Savannah, GA**

#### Oral Session 16: Chemistry

O61 The Utility of Infrared Vibrational Frequencies for the Lead Optimization of Quinoxalines and Pyridinopyrazines as PKB/Akt Inhibitors  
_Katie L. Shewbart, Chaminade University of Honolulu, Honolulu, HI_

O62 Synthesis and Structure Characterization of an Ionic Tributyltin Complex with Oxalic Acid  
_Andrei Callejas, University of the District of Columbia, Washington, DC_
O63  Characterization of Dissolved Organic Matter in Maryland Coastal Bay using Fluorescence Spectroscopy  
**Alexander Nyarko**, University of Maryland Eastern Shore, Princess Anne, MD

O64  Synthesis of Chromophores with Switchable Absorption Profiles and Fluorophores with Switchable Absorption/Emission Profiles  
**Duane E. Simpson II**, University of Maryland-Eastern Shore, Princess Anne, MD

**Session Moderator: Marco Lopez, Ph.D., California State University, Long Beach, CA**

**Oral Session 17: Developmental Biology and Genetics**  
Location: 230 A (Convention Center)

O65  Genetic Variation and Phylogeography of Hexaploid Barbs (*Labeobarbus* spp.) in Kenya  
**Maya Patterson**, Xavier University of Louisiana, New Orleans, LA

O66  Potential Association of Synaptotagmin IV (SYT4) with Schizophrenia  
**LeAnne Seal**, Virginia Commonwealth University, Richmond, VA

O67  Catenin Signaling Controls Dedifferentiation during Zebrafish Caudal Fin Regeneration  
**Alan W. Gomez**, University of Oregon, Eugene, OR

O68  Role of Klf2 in Mouse Atrioventricular Canal Development  
**Benjamin A. Koppenhaver**, Virginia Commonwealth University, Herndon, VA

**Session Moderator: Judith Venuti, Ph.D., Oakland University, Rochester, MI**

**Oral Session 18: Engineering, Physics and Mathematics**  
Location: 212 D/B (Convention Center)

O69  The Effect of Oligonucleotide Length on Binding Affinity and Loading Stoichiometry with Amine-Functionalized Single-Walled Carbon Nanotube Platforms  
**Parmanand Dasrat**, City College of New York, Richmond Hill, NY

O70  Increased Solute Permeability of an *In Vitro* Blood-Brain Barrier Model Exposed to Blast Overpressure  
**Syed F. Haider**, City College of New York, Flushing, NY

O71  Implementation of a Wireless Body Area Network for Healthcare Monitoring  
**Ashenafi T. Lambebo**, University of the District of Columbia, Washington, DC

O72  Engineering Macroporous Hydrogels with Internal Channels Using Stimuli-Responsive Microfibers  
**Joshua A. Hammer**, Arizona State University Tempe, AZ

**Session Moderator: Rebecca Hubbard, Ph.D., University of Washington, Seattle, WA**

**Oral Session 19: Immunology**  
Location: Willow Glen I-III (Marriott)

O73  Characterizing Factors of the Melanoma Tumor Microenvironment Involved in Exhaustion of Natural Killer Cells  
**Tomas E. Mejome**, Indiana University-Purdue University Indianapolis, Greenwood, IN

O74  The Role of Leucine Rich Repeat (in Flightless 1) Interacting Protein 1 in the Catenin Pathway  
**Melissa L. Spear**, The University of Texas-El Paso, El Paso, TX

O75  Examining the Role of Hmgb1 in Vdj Recombination  
**Fabian Ortega**, Yale University, New Haven, CT

O76  Survivin's Role in the Regulated Secretory Pathway for Insulin  
**Jessica Cardenas**, Mount St. Mary's College, Los Angeles, CA

**Session Moderator: Jayne S. Reuben, Ph.D., University of South Carolina, Columbia, SC**

**Oral Session 20: Microbiology**  
Location: 210 D/H (Convention Center)

O77  *Leishmania amazonensis* Rhomboid Proteins: A Gene Characterization Study  
**Lauren Ware**, Lamar University, Beaumont, TX

O78  Kinetic Studies of Phage Lambda Integrase-Mediated HJ Resolution  
**Steven Esquivel**, San Diego State University, San Diego, CA

O79  Determining Reservoirs and Compartments of HIV-1  
**Cameron R. Adams**, University of Washington, Shoreline, WA
O80 Analysis of Natural Variation within the NS5b RNA Polymerase of the Hepatitis C Virus by Different Sequencing Methods
Veronica Ortiz, University of California, Irvine, Irvine, CA

Session Moderator: Patricia Baynham, Ph.D., St. Edward's University, Austin, TX

Oral Session 21: Molecular and Computational Biology
Location: 211 D/B (Convention Center)
O81 Discovering Potentially Bioactive Peptides Participating in Novel Protein Hormone Signal Transduction Pathways
Fatoumata B. Diallo, University of Massachusetts-Amherst, Dorchester, MA

O82 Sequencing and De Novo Annotation of the Transcriptomes of Botryococcus braunii Races A and L for Creating Biofuels
Erik F. Andersen, University of Arizona, Tucson, AZ

O83 Sequence Determinants of Chf1 Binding in Saccharomyces cerevisiae
Stephanie K. Pleasant, Texas Tech University, Lubbock, TX

O84 Metagenomic Analysis of the Lung Microbiome in Chronic Obstructive Pulmonary Disease
Misael Fernandez, Florida International University, Miami Lakes, FL

Session Moderator: Jeanette Papp, Ph.D., University of California-Los Angeles, Los Angeles, CA

Oral Session 22: Neuroscience
Location: 210 A/E (Convention Center)
O85 The Inhibition of Neuronal Nitric Oxide Synthase (nNOS) in the Dorsal Striatum: Effects on Active and Passive Avoidance Memory in Mice
Fatoumatta L. Ceasay, Rust College, Memphis, TN

O86 Contributions of Prefrontal Cortex, Hippocampus, Amygdala, and Accumbens to the Expression of Active Avoidance
Edith Brignoni-Pérez, University of Puerto Rico-Río Piedras, Toa Alta, PR

O87 Omega-3 Fatty Acid Consumption Is Associated with Higher Cognitive Performance in Overweight and Obese Adolescents
Naima Ross, Yale University, New Haven, CT

O88 Behavioral and Physiological Response to Forced Swim Stress Are Differentially Altered during Withdrawal Following Chronic Intermittent Ethanol Exposure in C57BL/6J Mice
Rachel McKinley, North Carolina A&T State University, Greensboro, NC

Session Moderator: Alejandro Sanchez Alvarado, Ph.D., University of Utah, Salt Lake City, UT

Oral Session 23: Physiology
Location: 212 A/C (Convention Center)
O89 Red Diamond Back Rattlesnake Venom Proteins as Potential Therapeutic Agents for Cardiovascular Disease
Rachel E. Smith, Central State University, Wilberforce, OH

O90 Effect of Physical Fitness on Cardiovascular Reactivity to Acute Psychological Stress
Martin J. Gonzales, Virginia Commonwealth University, Fredericksburg, VA

O91 Examining tRNA Hypomethylation and Its Role in Fetal Hemoglobin Regulation
Keon D. Wimberly, Xavier University of Louisiana, New Orleans, LA

O92 Amphetamine Regulation of the Inflammatory Response in Pulmonary Arterial Endothelial Cells
Sebastian U. Perez, University of Puerto Rico-Río Piedras, San Juan, PR

Session Moderator: Basil Ibe, Ph.D., LA BioMed at Harbor-UCLA Medical Center, Torrance, CA

Oral Session 24: Social and Behavioral Sciences and Public Health
Location: 230 B (Convention Center)
O93 Marijuana Use and Its Effects on Fear Inhibition
Alphonso G. Mills, Morehouse College, Atlanta, GA

O94 The Relationship between Intimate Partner Violence and Risky Sexual Behavior among Young African American Women with Mental Health Concerns
Sierra S. Batts, Jackson State University, Jackson, MS

O95 Early Language Skills Mediate the Relation between Preschoolers, ADHD Severity and Reading Achievement at 8 Years Old
Veronica J. Thornton, Queens College, City University of New York, Brooklyn, NY
O96 An Examination of Lifestyle Practices of Jamaican Men with Prostate Cancer

Kimberly Martin, Shaw University, Raleigh, NC

Session Moderator: Cherrie B. Boyer, Ph.D., University of California-San Francisco, San Francisco, CA

9:30 a.m. – 12:30 p.m. Exhibits Open

Location: Exhibit Hall 1 & 2

9:45 a.m. – 11:00 a.m. POSTER SESSION 6 (F)

Location: Exhibit Hall 1 & 2

11:15 a.m. – 12:30 p.m. POSTER SESSION 7 (G)

Location: Exhibit Hall 1 & 2

12:30 p.m. – 1:30 p.m. Networking Lunch

Location: Hall 3 (Convention Center)

1:00 p.m. – 4:00 p.m. Exhibit Takedown

1:30 p.m. – 2:30 p.m. CLOSING KEYNOTE ADDRESS

Location: Hall 3 (Convention Center)

Opportunity in an Era of Change

2:45 p.m. – 3:45 p.m. CONCURRENT PROFESSIONAL DEVELOPMENT SESSIONS

UNDERGRADUATE AND POSTBACCALAUREATE STUDENT SESSION

Session 1

Location: Room 210 A/E & 210 B/F (Convention Center)

Graduate School Experience: My Personal Story

(Recommended for undergraduate, postbaccalaureate, and master’s-level students)

Hear graduate students share their experiences in discussions that include goal setting, selecting a mentor, time management, and balancing academics and social life.

Speakers

To Be Determined

Session Moderator: Beronda Montgomery, Ph.D., Michigan State University, East Lansing, MI

GRADUATE STUDENT/POSTDOCTORAL SCIENTIST SESSION

Session 2

Location: Room 212 D/B (Convention Center)

Career Decisions: How to Find a Science Career that Fits YOU

(Recommended for doctoral graduate students and postdoctoral scientists)

Do you want to find a career that you’ll enjoy and find rewarding? Of course! But how do you find the right path, especially when there are so many different directions scientists can follow in their careers? For instance, there are more than 50 doctorate-level career options in the biomedical sciences. See a list of these careers, while learning to select the best option for you, by attending this thought-provoking and interactive workshop! You will learn a logical, step-by-step process for exploring your career options and deciding which will provide the best fit for your own set of skills, values and interests. Attendees of this workshop are strongly encouraged to attend the “Achieving Your Goals” workshop immediately following this session.

Speakers

Bill Lindstaedt, M.S., University of California-San Francisco, San Francisco, CA

Phil Clifford, Ph.D., Medical College of Wisconsin, Milwaukee, WI

Session 3

Location: Room 210 C/G & 210 D/H (Convention Center)

Leveraging Diversity to Increase Team Efficiency and Creativity

(Recommended for all attendees)

Are you able to effectively navigate your encounters with individuals of different races, cultures, or backgrounds from your own? Do your interactions result in different impacts from what you intended? This workshop will focus on the importance of self-awareness, empathy and other skills that help you engage in a process of intercultural development to more effectively navigate the complexity of human differences and similarities. In addition, you may learn some new things about yourself!

Speaker

T. Shá Duncan Smith, M.S.W., Shá Smith’s Simple Solutions, LLC, Ann Arbor, MI

Continued on next page
### Session 1

**Achieving Your Goals: Goal-Setting Strategies for Scientific and Career Success**

(Recommended for Graduate Students and Postdoctoral Scientists)

Do you ever promise yourself that you’ll finish that paper, or improve your presentation skills, and then don’t quite get around to it? Do you have trouble setting goals…and sticking to them? Survey data has shown that trainees in the biomedical sciences who create and follow a written plan are more likely to reach their research and career goals. In this hands-on workshop, we’ll get you started on creating your annual Individual Development Plan (IDP) for completing projects and developing professional skills that you’ll need for success. Through this process, you will learn principles for setting achievable goals, and strategies for ensuring that you’ll follow through to success.

**Speakers**

Bill Lindstaedt, MS, University of California-San Francisco, San Francisco, CA

Phil Clifford, Ph.D., Medical College of Wisconsin, Milwaukee, WI

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### Session 2

**ABRCMS Career Skills Development Café**

This session is designed to help students gain a broad appreciation for career exploration and the job search process. In a small-group, round-table setting, students can bring specific questions to appropriate experts at the meeting. The career cafes will be coordinated by the NIH Office of Intramural Training & Education and ABRCMS and staffed by career experts attending the meeting. Topics include, but are not limited to:

- **LinkedIn for Networking**: Come with questions about how to use LinkedIn effectively for your career. We will explore creating your profile, getting introduced to others, finding connections, and finding the right groups.

- **Networking**: Everyone says networking is critical, but are you worried that you don’t really know what that means or, even worse, that you don’t know how to network effectively? Come with questions about networking strategies. We will explore identifying your networks, making connections, and having meaningful conversations and interactions.

- **Individual Development Plan (IDP) for Undergraduate Students**: An IDP is a tool that can improve and enhance your academic and professional achievements by establishing your goals, assessing your strengths and weaknesses, identifying skills needed to reach your goals, and ascertaining gaps in your portfolio that can impede your plans to reach those goals.

- **Resume or CV**: Are you confused about the difference between a resume and a CV and what is appropriate for school and/or job applications? Come get tips on putting your best foot forward in these critical school and job search documents.

- **Putting Together Your Industry Job Package**: At this table, we will discuss how to dissect a job ad and create a cover letter and resume that will help you shine in an industry job hunt.

- **Putting Together Your Academic Job Package**: Come talk with senior faculty about the critical components of a successful academic job search package. Participants will be provided with examples of successful academic job applications in research- and teaching-intensive institutions.

- **Writing Teaching Statements**: Do you want a career that involves substantial college teaching? Come talk with faculty about the critical teaching statement that is often a critical element of a successful job search packages. Participants will be provided with examples of successful teaching statements.

- **Finding Mentors and Being Mentored Effectively**: Everyone agrees that we all need multiple mentors to help us develop as scientists and professionals, but finding mentors and developing productive mentoring relationships can be difficult. Come discuss the ins and outs of mentoring, within and outside of the research environment.

- **Time Management/Balancing Our Academic and Personal Lives**: Everyone agrees that finding time for our work and personal lives is key, but there never seems to be enough hours in the day. Come share your struggles and strategies for finding balance and making choices with colleagues and mentors.

- **Community College Student Resources**: Come with questions about making the leap to a 4-year college and finding the resources you need to thrive, not just survive. We will discuss strategies for success in a variety of science majors.

- **How to Be Successful in a Summer Internship Program**: You went to the ABRCMS session on the importance of a summer research program, but maybe you still have some questions of how to be successful over the summer. At this table, we will help make sure you know how to integrate into the lab and understand the lab dynamics (like how you work with your direct supervisor and your faculty mentor).

- **Finishing Your Dissertation**: The end of graduate school seems like a flurry of activity. This session will help you identify and overcome roadblocks, such as working with your mentor, communicating with your committee, writing your dissertation while finishing experiments, and overcoming writer’s block.
Picking Your Thesis Lab: This is one of the big decisions of your early scientific career – who to work with for the next few years. At this table, we will help you navigate what types of research groups will fit best, what questions to ask of new advisors, how to use your rotations wisely, and getting help if things go wrong.

Studying Tips for Tests: The GRE, MCAT, and DAT, oh my! This group will discuss general tips and techniques to prepare for admission tests.

Moderator: Sharon L. Milgram, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD

Speakers:
- G. Gita Bosch, Ph.D., G. Bosch & Associates, Yorktown Heights, NY
- Shauna Clark, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD
- Lori M. Conlan, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD
- Luis Angel Cubano, Ph.D., Universidad Central del Caribe, Bayamon, PR
- Christine Des Jarlais, Ed.D., University of California-San Francisco, San Francisco, CA
- Lourdes Echegoyen, Ph.D., University of Texas at El Paso
- Victoria H. Freedman, Ph.D., Albert Einstein College of Medicine, New York, NY
- Maria F. Lima, Ph.D., Meharry Medical College, Nashville, TN
- Darryl Murray, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD
- Joel D. Oppenheim, Ph.D., New York University, New York, NY
- Saudra Oyewole, Ph.D., Trinity Washington University, Washington, DC
- Alex Schnoes, Ph.D., University of California-San Francisco, San Francisco, CA
- Gayle Slaughter, Ph.D., Baylor College of Medicine, Houston, TX
- Patricia Sokolove, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD
- Andrea Stith, Ph.D., University of Colorado, Boulder, CO
- Erica Suchman, Ph.D., Colorado State University, Ft. Collins, CO
- Patricia Sokolove, Ph.D., NIH Office of Intramural Training & Education, Bethesda, MD

Session 3 Location: Ballroom IV-VI (Marriott)

Speed App-ing: Strategies for Navigating the Graduate School Application Process
(Recommended for undergraduates and postbaccalaureates)

Start preparing your graduate applications by networking with grad admissions faculty at this interactive session. In small group discussions, you will explore the components for constructing a compelling graduate school application package. You will participate in four sessions and address these elements:

- Personal statements – What should I include or emphasize?
- Reference letters – Whom should I select and how can I assist them in writing my letters?
- Campus visits and interviews – How should I prepare and how can I strengthen my application during my visit?
- Making your decision – I have options now, but how do I make this important decision. It’s not just about $$$.

Bring your ideas. Learn some new skills. Be prepared to sharpen your game plan for applying to graduate programs this fall.

Session Moderators:
- Minnetta Gardinier, Ph.D., University of Iowa, Iowa City, IA
- Jon Gottesman, Ph.D., University of Minnesota, Minneapolis, MN

Faculty Facilitators:
- Steve Anderson, Ph.D., Northwestern University, Chicago, IL
- John Augusto, Ph.D., University of Kansas, Lawrence, KS
- Joe Bull, Ph.D., University of Michigan, Ann Arbor, MI
- Rebecca Chan, Ph.D., Indiana University, Indianapolis, IN
- Theresa Duello, Ph.D., University of Wisconsin-Madison, Madison, WI
- Heide Ford, Ph.D., University of Colorado, Denver, CO
- Traci Galbaugh, Ph.D., Northwestern University, Evanston, IL
- Arthur Gutierrez-Hartmann, Ph.D., University of Colorado, Denver, CO
- Mark Hannink, Ph.D., University of Missouri, Columbia, MO
- Joel Hockensmith, Ph.D., University of Virginia, Charlottesville, VA
- Richard Langese, Ph.D., University of Illinois-Urbana Champaign, Urbana, IL
- David Sept, Ph.D., University of Michigan, Ann Arbor, MI
- Kristen Sterba, Ph.D., University of Arkansas for Medical Sciences, Little Rock, Arkansas
- Stephanie Watawich, Ph.D., University of Texas-Houston, Houston, TX
- Denise Yates, Ph.D., University of Illinois-Chicago, Chicago, IL

Continued on next page
### Saturday, November 10, 2012

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:00 p.m. – 7:30 p.m.</td>
<td><strong>FREE TIME! FREE TIME! FREE TIME!</strong></td>
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<tr>
<td>7:30 p.m. – 9:30 p.m.</td>
<td><strong>BANQUET, CONFERENCE WRAP-UP, AWARDS CEREMONY</strong></td>
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<td>Conference Wrap-up</td>
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<td>John Fitzgerald Gates, Ph.D., Criticality Management Consulting, New York, NY</td>
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<td>Student Presentation Awards Ceremony</td>
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<td>Concluding Remarks</td>
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<td>Speaker</td>
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<td>Clifford W. Houston, Ph.D., University of Texas Medical Branch, Galveston, TX</td>
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<tr>
<td>9:30 p.m. – 10:00 p.m.</td>
<td><strong>Photo Session for ABRCMS Presentation Award Winners</strong></td>
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<td>10:00 p.m. – 1:00 a.m.</td>
<td><strong>Dance and Social (All Are Invited)</strong></td>
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### Sunday, November 11, 2012

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<th>Time</th>
<th>Event</th>
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<tr>
<td>10:00 a.m. – 5:30 p.m.</td>
<td><strong>Visit the Tech Museum</strong></td>
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ABRCMS has arranged a special discount for attendees who visit the Tech Museum on this day. See page 3 for details.
“‘The quality of the abstracts keep improving year after year.’”
ABRCMS Exhibitor

“The reports from our students are that they had an “eye opening” experience, learning from both the mentors and students present. They also loved the opportunity to meet with exhibitors to learn about future options.”
Faculty, PD, Admin
### Meet and Greet Speakers

**Opportunity to meet one-on-one with speakers informally to gain in depth knowledge of their research and career pathway to success.**

(See program book for speaker biographies)

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<tr>
<th>Thursday, November 8, 2012 2:45 p.m. – 4:30 p.m.</th>
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<tr>
<td><strong>Alfredo Torres, Ph.D.</strong>&lt;br&gt;University of Texas Medical Branch&lt;br&gt;The Dark <em>E. coli</em> Rises</td>
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<tr>
<td><strong>Charlotte Vines, Ph.D.</strong>&lt;br&gt;University of Kansas, Kansas City&lt;br&gt;The Roles of CCR7 in Disease Processes</td>
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<td><strong>Miguel Vega-Sanchez, Ph.D.</strong>&lt;br&gt;University of California, Davis/ Joint BioEnergy Institute&lt;br&gt;Larry P. Walker, Ph.D.&lt;br&gt;Cornell University&lt;br&gt;From Fossils to Living Plants: Fuelling Our Future with Plant Biomass-Based Fuels</td>
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<tr>
<td><strong>Grace Griesbach, Ph.D.</strong>&lt;br&gt;University of California, Los Angeles&lt;br&gt;David Okonkwo, M.D., Ph.D.&lt;br&gt;University of California, Los Angeles&lt;br&gt;Traumatic Brain Injury: Hope through Research</td>
</tr>
<tr>
<td><strong>Kenneth P. McMartin, Ph.D.</strong>&lt;br&gt;Louisiana State University Health Science Center, Shreveport&lt;br&gt;Mechanistic Mining of Glycol-Induced Renal Toxicity in Order to Dig Up New Treatments</td>
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<th>Friday, November 9, 2012 3:45 p.m. – 5:30 p.m.</th>
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<td><strong>Susan Blumenthal, M.D., M.P.A.</strong>&lt;br&gt;Health and Medicine Program, Center for the Study of Presidency and Congress&lt;br&gt;Global Health Program, Meridian International&lt;br&gt;Global Health Changes and Opportunities in the 21st Century: The Role of Science Diplomacy</td>
</tr>
<tr>
<td><strong>James Hildreth, M.D., Ph.D.</strong>&lt;br&gt;University of California, Davis&lt;br&gt;The Role of Cholesterol in HIV Infection and Pathogenesis</td>
</tr>
<tr>
<td><strong>Stacey Blake-Beard, Ph.D.</strong>&lt;br&gt;Simmons College&lt;br&gt;Strategies for Analyzing and Developing Your Network</td>
</tr>
</tbody>
</table>
Speaker Biographies
Ansley A. Abraham, Jr., Ph.D.
Ansley Abraham is director of the Southern Regional Education Board (SREB) State Doctoral Scholars Program in Atlanta, Georgia. Under Abraham’s direction, the SREB has established a program that is part of a nationwide effort, the Compact for Faculty Diversity, to increase the number of minority Ph.D.’s and college faculties. The SREB State Doctoral Scholars Program is one of the nation’s best documented and successful programs for producing minority Ph.D.s. Abraham has also completed two widely acclaimed studies on statewide assessment and placement standards and the need for developmental education for entering college students in the SREB region. As a result of his research, Abraham has published numerous articles and monographs and is often quoted by major newspapers around the country. Abraham earned his bachelor’s degree in sociology and psychology, and his master’s and doctoral degrees in sociology (with an emphasis on education and race/ethnic relations) from Florida State University. He has been a program specialist in the Florida State Department of Education and a management analyst in the Florida Governor’s office.

Howard G. Adams, Ph.D.
Howard G. Adams is president and founder of H. G. Adams & Associates, Inc., a consulting company that provides a full range of career, personal, and professional development services to educational, governmental, and industrial organizations. Adams served as executive director of the National Consortium for Graduate Degrees for Minorities in Engineering and Science, Inc. (the GEM program), headquartered at the University of Notre Dame. He has written extensively in the areas of workforce development, student programs, mentorship program development, and program evaluation and has authored or coauthored more than 15 self-help guides and handbooks. Adams has received numerous awards and citations recognizing his work, including the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. In 1999, he was named a 20th Century Outstanding Educator by Black Issues in Higher Education. Before joining GEM, Adams was vice president for student affairs at Norfolk State University. Adams holds a bachelor’s degree from Norfolk State University, a master’s degree from Virginia State University, and a doctorate from Syracuse University.

John Augusto, Ph.D.
John Augusto is assistant dean in the Office of Research and Graduate Studies at the University of Kansas, overseeing the graduate application processing center for the main campus. He has more than 15 years of experience with graduate admissions. Augusto authored a study with the Educational Testing Service and the National Association of Graduate Admissions Professionals on student use of the Internet in selecting graduate programs.

Joseph Barbieri, Ph.D.
Joseph Barbieri received a doctorate in microbiology from the University of Massachusetts at Amherst and was a postdoctoral fellow at the University of California, Los Angeles, and Harvard Medical School. He joined the faculty in the Department of Microbiology and Molecular Genetics at the Medical College of Wisconsin in 1986. Barbieri studies the mode of bacterial toxin action, addressing the mechanisms that make these toxins lethal for the host. His research addresses how toxins recognize their substrates and enter host cells with translational studies to develop vaccines and diagnostics against bacterial pathogens. Barbieri has served as an editor for the American Society for Microbiology and trained four M.D.-Ph.D. students. He has been the director of the Medical Scientist Training Program at the Medical College of Wisconsin (M.D.-Ph.D.) since 2005 and serves on the Association of American Medical Colleges M.D.-Ph.D. Section Communications Committee.

Cynthia Bauerle, Ph.D.
Cynthia Bauerle is senior program officer in Precollege and Undergraduate Science Education at HHMI. Bauerle manages the HHMI Professors program, which provides competitive awards to top research scientists to conduct projects in science education. By training, she is a molecular biologist whose research has focused on cellular homeostasis and enzyme assembly in yeast. She has held faculty appointments at several primarily undergraduate-serving institutions, and has 20 years of experience in science education reform and curriculum development. Bauerle served on the science faculty at Hamline University from 1992 to 2005. In 1999 and 2000, she was awarded a Fulbright Senior Scholarship for her sabbatical project consulting for a national biotechnology training program at the University of Dar es Salaam in Tanzania. Most recently, she served as biology chair at Spelman College, where she also directed the college’s HHMI Undergraduate Science Education program. Bauerle earned her undergraduate degree in biology from the University of Virginia and her doctorate in molecular biology from the University of Wisconsin-Madison.

Annie Belcourt, Ph.D.
Annie Belcourt (Otter Woman) is an enrolled tribal member of the Blackfeet, Chippewa, Mandan and Hidatsa Nations. Belcourt is an assistant professor and director of health disparities initiatives in the College of Health Professions and Biomedical Sciences at the University of Montana’s Pharmacy Practice/Public and Community Health Science Departments. Her doctorate is in clinical psychology, and her research priorities include mental health disparities, trauma, posttraumatic stress reactions, risk, resiliency, suicide, and psychiatric disorder within the cultural context of American Indian communities. She has published in peer-reviewed journals, including Psychological Bulletin, American Psychologist, and Educational and Psychological Measurement.

Stacey Blake-Beard, Ph.D.
Stacy Blake-Beard is an associate professor at the Simmons College School of Management. She is also a faculty affiliate at the Simmons Center for Gender in Organizations. Previously, Blake-Beard was a faculty member at the Harvard University Graduate School of Education. She holds a bachelor’s degree in psychology from the University of Maryland, College Park, and master’s and doctoral degrees in organizational psychology from the University of Michigan. Her research focuses on the challenges and opportunities offered by mentoring relationships, and on how these relationships may be changing as a result of increasing workforce diversity. Her research led to a highly publicized study...
on the growing importance of women mentors, and she also studies the dynamics of formal mentoring programs in both corporate and educational settings. Blake-Beard has published research on gender, diversity, and mentoring in several publications, including the Journal of Career Development, Psychology of Women Quarterly, and Journal of Business Ethics. She is a consultant for a number of organizations on issues of diversity, implementing formal mentoring programs and team building for organizations such as Chase Manhattan Bank, The Compact for Faculty Diversity, and PepsiCo.

Susan J. Blumenthal, M.D., M.P.A.
Named a top doctor in women’s health by the New York Times, Rear Admiral Susan Blumenthal was a leading U.S. government health expert and spokesperson for over 20 years. Her distinguished previous positions include Assistant Surgeon General of the United States, (first ever) Deputy Assistant Secretary for Women’s Health, Senior Global and e-Health Advisor for the U.S. Department of Health and Human Services, and Chief of the Behavioral Medicine and Basic Prevention Research Branch at the National Institutes of Health. Blumenthal currently directs the Health and Medicine Program at the Center for the Study of the Presidency and Congress, where she co-chairs the center’s health commission and provides leadership on a national obesity prevention research initiative. Additionally, she is a clinical professor at Georgetown and Tufts Universities, chair of the Global Health Program at the Meridian International Center, public health editor of The Huffington Post and senior medical advisor at amfAR (the Foundation for AIDS Research). Throughout her extensive career, Blumenthal has worked to bring understudied health and science issues, including women’s health, global health, obesity, and disease and violence prevention, to increased public and scientific attention. She is the recipient of numerous honors for her contributions to public health.

C. Gita Bosch, Ph.D.
C. Gita Bosch has 20 years of academic leadership experience and a seven-year background in laboratory biomedical research. As associate dean at both Mount Sinai School of Medicine and Memorial Sloan-Kettering Cancer Center, she has served as a minority student advocate for over 20 years. Bosch has also served on an American Association of Medical Colleges (AAMC) advisory group that looks at health disparities in biomedical research and the biomedical workforce in the nation. For almost 20 years, she has been collaborating with organizations that work with underrepresented undergraduate and graduate students such as ABRCMS, Society for Advancement of Chicanos and Native Americans in Science, and MHPF. Bosch currently serves on external advisory committees for the Postbaccalaureate Research Education Program (PREP) and the MARC and RISE programs. As an elected member of the steering committee of the AAMC GREAT Group, she founded and chaired the Gateway for Aspiring Biomedical Scientists Committee, which created and launched a resource website for trainees at all levels. Bosch has a long history of leading professional development workshops on topics that include applying to graduate school, interviewing, leadership, networking, writing, time management and communications skills. She has also served as a consultant for the Case Western Reserve University Office of Inclusion, Diversity and Equal Opportunity, helping guide the preparation of a diversity strategic action plan for the University, and for the Association of UNCF/Merck Fellows, helping to establish this professional association of African American biomedical scientists as a national presence.

Loretta Brancaccio-Taras
Loretta Brancaccio-Taras is a Professor and Chairperson of the Department of Biological Sciences at Kingsborough Community College (KCC) of the City University of New York in Brooklyn. She has a bachelor’s degree in biology, a master’s degree in biology and a doctorate in microbiology all from St. John’s University. As a result of participating in ASM’s Scholars-in-Residence program in 2005, she conducted a research study on using group writing assignments as a tool to improve student learning. At Kingsborough, Brancaccio-Taras works with faculty to develop classroom research projects through the Scholarship of Teaching and Learning Program offered through KCC’s Center for Teaching and Learning. She is also co-PI on two NSF funded grants: an Advanced Technological Education grant which offers KCC students as well as high school teachers laboratory biotechnology experiences and a STEM Talent Expansion Program grant involving the implementation of peer led team learning to improve retention rates in introductory biology and chemistry courses. Brancaccio-Taras is active in ASM by serving as section editor for The Journal of Microbiology and Biology Education and as a member of the Biology Scholars Program Research Residency Steering Committee.

Lori Burge, B.S.
Lori Burge is a senior grants management specialist for the Center for Bioinformatics and Computational Biology and the MORE team of NIGMS. Burge joined the NIGMS grants management team in 2002, and as a senior specialist, she is responsible for a diverse portfolio of grant awards and has signatory authority to release NIH research grant awards. Before joining NIGMS, Burge was an accountant with the U.S. Department of Health and Human Services. Burge holds a bachelor’s degree in accounting from the University of Maryland.

Lori M. Conlan, Ph.D.
Trained as a biochemist, Lori M. Conlan received her bachelor’s degree in biochemistry from Michigan State University and her doctorate in biochemistry and biophysics from Texas A&M University. She worked for several years as a postdoc at the Wadsworth Center, New York State Department of Health, before transitioning from the lab to focus on career issues for the next generation of scientists. Conlan started as the director of the Science Alliance, an international career development program for graduate students and postdocs sponsored by the New York Academy of Sciences. She now is at the NIH Office of Intramural Training & Education, assisting the 4,000 NIH postdocs in their personal career choices. Conlan is the director of two offices, the NIH Office of Postdoctoral Services and the NIH Career Services Center. She speaks at universities and institutions around the nation on career development topics for young scientists. Additionally, she volunteers as a board member for the National Postdoctoral Association.

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Shawn Drew Gaillard, Ph.D.
Shawn Drew Gaillard is a program director at the NIH NIGMS, where she manages research and research training programs aimed at increasing the number of historically underrepresented populations for leadership positions in science. Drew also manages the biostatistics T32 training grants and the R01 research grants from the Biostatistical Methods and Research Design Study Section. Before her current position, Drew was director of the NIH Academy, an intramural postbaccaulareate research training program. She holds a bachelor’s degree in chemistry from Spelman College and a doctorate in biology from Howard University. Drew conducted her doctoral dissertation research and postdoctoral work at the NIH National Institute of Diabetes and Digestion and Kidney Diseases.

Robert Duke, Ph.D.
Robert Duke is the Marlene and Morton Meyerson Centennial Professor and Head of Music and Human Learning at The University of Texas at Austin, where he is also University Distinguished Teaching Professor, Elizabeth Shatto Massey Distinguished Fellow in Teacher Education, and Director of the Center for Music Learning. The most recent recipient of the National Association for Music Education’s Senior Research Award, Duke has directed national research efforts under the sponsorship of such organizations as the National Piano Foundation and the International Suzuki Institute. His research on human learning and behavior spans multiple disciplines, including motor skill learning, cognitive psychology, and neuroscience. He is the founder of the National Forum on Research in Motor Learning and Music, and his most recent work explores procedural memory consolidation and the cognitive processes engaged during musical improvisation. A former studio musician and public school music teacher, he has worked closely with children at risk, both in the public schools and through the juvenile court system. Duke lectures frequently on the fundamental principles of human learning and behavior change, presenting workshops and teaching demonstrations throughout North America.

Michael Eric Dyson, Ph.D.
Michael Eric Dyson is one of the nation’s most influential and renowned public intellectuals. An American Book Award recipient and two-time NAACP Image Award winner, Dyson is presently University Professor of Sociology at Georgetown University where, in 2011, he received widespread attention for his course “Sociology of Hip-Hop: Jay-Z.” In addition to Georgetown, he has taught at some of the nation’s most prestigious universities — including Brown, Chapel Hill, Columbia and the University of Pennsylvania — and his influence has carried far beyond the academy into prisons and bookstores, political conventions and union halls, and church sanctuaries and lecture stages across the world. Dyson a contributing editor of Time magazine and his first book, 1993’s Reflecting Black: African American Cultural Criticism, helped establish the field of black American cultural studies. As host of “The Michael Eric Dyson Show,” a news and talk program on NPR, he delivers thoughtful analysis of today’s biggest stories, from pop culture to race relations. His numerous other media appearances include The Today Show, Nightline, and The O’Reilly Factor, Vanity Fair has described him as “one of the most graceful and lucid intellectuals writing on race and politics today.”

Lourdes Echegoyen, Ph.D.
Lourdes Echegoyen is director of the College Office of Undergraduate Research Initiatives at the University of Texas at El Paso. Previously she held positions as global education and exchanges manager in the Office of International Activities at the American Chemical Society and as a lecturer and undergraduate research coordinator at Clemson University. A native in Caracas, Venezuela, she has taught high school science and worked as a research associate at the University of Miami. Echegoyen holds bachelor’s and doctoral degrees in chemistry from the University of Miami.

Luis Echegoyen, Ph.D.
Luis Echegoyen is the Robert A. Welch Chair Professor of Chemistry at the University of Texas at El Paso. Among his notable previous positions are director of the chemistry division at the National Science Foundation, where he was instrumental in establishing new funding programs and research centers, and professor and chair of chemistry at Clemson University, where he maintained a very active research program. Echegoyen has published around 300 research articles and more than 40 book chapters. He holds a bachelor’s degree in chemistry and a doctorate in physical chemistry from the University of Puerto Rico, Rio Piedras. Echegoyen was a postdoctoral fellow at the University of Wisconsin-Madison, and has been continuously funded since the start of his academic career. He is proud to have directed the research of a very large number of undergraduate and graduate students in Puerto Rico, Miami, and Clemson, all of whom have gone on to successful academic, professional, and industrial careers. Echegoyen is the recipient of numerous honors for his contributions to chemistry research.

Mary Farrow, Ph.D.
Mary Farrow is a cofounder of two ventures dedicated to developing biological technologies for sustainable chemistry: the Instituto Tecnológico de Química Verde (ITQV), a research institute in Brazil, and Provivi, Inc., a biotech company in Los Angeles, California. Farrow holds a doctorate from Harvard University and a bachelor’s degree from the Massachusetts Institute of Technology. She was a postdoctoral fellow at the California Institute of Technology. Farrow has received several fellowships and awards, including a UNCF Merck Postdoctoral Fellowship, a postdoctoral grant from the Gordon and Betty Moore Foundation, and the Harvard Graduate Prize Award for Minority graduate students.

Victoria H. Freedman, Ph.D.
Victoria H. Freedman is assistant dean for graduate studies at the Albert Einstein College of Medicine, overseeing all aspects of graduate training, including recruitment, admissions, curriculum and academic affairs, career development, and alumni tracking. She also directs the Summer Undergraduate Research Program and is developing a high school science intensive. Freedman was the recipient of a Helen Hay Whitney Postdoctoral Fellowship at The Rockefeller University, where she conducted research in tumor immunology and then moved on to studying the cellular immune response to tuberculosis infection. Her long-standing interest in
Debra Furr-Holden, Ph.D.

Debra Furr-Holden is an epidemiologist by training, with expertise in drug and alcohol dependence epidemiology, psychiatric epidemiology, prevention science and psychosocial measurement. In the last decade, her work has focused in large part on developing environmental strategies for violence, alcohol, tobacco and other drug prevention in high-risk urban settings. In 2006, Furr-Holden received the Presidential Early Career Award for Scientists and Engineers for her career accomplishments in environmental research. She is the principal investigator of the Environmental Strategies for Alcohol, Tobacco and other Drug Prevention Study funded by the National Institute on Alcoholism and Alcohol Abuse and the developer of the environment assessment tool Neighborhood Inventory for Environmental Typology. While broad in scope, her research is grounded in the rubrics of epidemiology and psychometrics and consistent with principles and practices for understanding social determinants of health and health equity and health equality. Furr-Holden is director of the Drug Investigations, Violence and Environmental (DIVE) Studies Laboratory at the Johns Hopkins Bloomberg School of Public Health, co-director of the Johns Hopkins Center for the Prevention of Youth Violence, and a faculty member at the Hopkins Center for Health Disparities Solutions. In addition, she is co-chair of the Urban Health Institute’s Community-University Collaborating Committee, an executive board member of Equity Matters Baltimore, and the consulting director of Prevention for the Baltimore Substance Abuse Systems.

Minnetta Gardinier, Ph.D.

Minnetta Gardinier is Associate Dean for Graduate Recruitment and Professional Development in the Graduate College at the University of Iowa. She holds a doctorate in biochemistry and molecular biology from Louisiana State University Medical Center. Gardinier conducted postdoctoral research at the Centre Hospitalier Universitaire Vaudois in Lausanne, Switzerland. Her research interests are in the areas of central nervous system myelination and molecular neurobiology. She is also an associate professor of pharmacology and the program director for the Molecular and Cellular Biology Training Program (funded by NIGMS). Gardinier oversees the Office of Graduate Ethnic Inclusion, directs the Professional Development Seminar Series and the Principles of Scholarly Integrity course, and interfaces with the Women in Science and Engineering and the Iowa Biosciences Advantage Programs. She also directs the University of Iowa McNair Scholars Program. Gardinier is committed to partnering with departments and programs to promote efforts that foster student success and greater inclusivity across our classrooms and research laboratories.

Maisha Gray-Diggs, Ph.D.

Maisha Gray-Diggs has been employed with Procter & Gamble for 8.5 years. She spent 3.5 years in Baby Care R&D, and then 2.5 years in the Beauty Care Analytical Division. For the last 2.5 years, Gray-Diggs has served as the Doctoral Recruiting Manager, overseeing the talent acquisition strategy of Ph.D.s from U.S. institutions for global R&D full-time, postdoctoral, and intern roles. She obtained her bachelor’s and doctoral degrees in Materials Science and Engineering from MIT and Northwestern University, respectively. Gray-Diggs, a 2008 YWCA Rising Star, is an alumna of the Cincinnati USA Regional Chamber’s Women Excel Leadership Program and the YWCA Rising Star Leadership Program. She was recognized as a member of Cincinnati’s Business Courier’s 2010 Forty Under 40 class and as a YMCA 2011 Adult Black & Latino Achiever. Because Gray-Diggs truly believes that to whom much is given, much is expected, she tutors high school students in math, science, and ACT/SAT and mentors undergraduate and graduate students in the STEM disciplines, providing them with both professional and personal coaching to help prepare them for a career in academia or the corporate world. She chairs the Board of Trustees for iSPACE, a 501c3 organization whose mission is to enhance STEM education in Greater Cincinnati, Northern Kentucky, and Southeast Indiana.

Grace S. Griesbach, Ph.D.

Grace Griesbach is an assistant professor in the Department of Neurosurgery at the University of California, Los Angeles (UCLA), David Geffen School of Medicine and a member of the university’s Brain Injury Research Center. She received her doctorate in behavioral neuroscience under the training of Abram Amsel at the University of Texas at Austin. Griesbach completed her postdoctoral studies with David Hovda at UCLA. She discovered that exercise-induced increases in brain-derived neurotrophic factor were dependent on the post-injury time window. Currently, Griesbach is funded by the NIH to understand the influence of post-traumatic stress on rehabilitation. She has also served in multiple study sections.

John Fitzgerald Gates, Ph.D.

John Fitzgerald Gates is a co-founder of Criticality Consulting Management Group. Before holding this position, he served as Associate Dean for Administration and Finance at Harvard College (the undergraduate division of Harvard University) and previously he was Special Assistant to the President and the Provost and Lecturer of Higher Education at the University of Vermont (UVM). At UVM, Gates advised the executive leadership, oversaw the Diversity and Equity Unit and university events, participated on the master planning counsel, and represented the university to the public. For nearly a decade prior, Gates served New York University (NYU) in numerous capacities, including as Executive Director of Global Operations with oversight of NYU campuses in Great Britain, Italy, the Czech Republic, and Argentina. He has also served NYU as Assistant Provost, Associate Director of the Africana Studies Program and the Institute of African-American Affairs, and Associate Director of the Faculty Resource Network. He is a fellow of the British-American Project and has served on numerous organizational boards. Gates holds a bachelor’s degree in English from Morehouse College, a master’s degree in higher education administration from NYU, and a doctorate degree in organizational leadership from the University of London.

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Carlos G. Gutiérrez, Ph.D.
Carlos G. Gutiérrez grew up in Los Angeles and was educated in its public schools. After receiving his bachelor's degree at the University of California, Los Angeles (UCLA), and his doctorate at University of California, Davis, he joined the faculty at California State University, Los Angeles (CSULA), where he is the University President’s Distinguished Professor of Chemistry. Gutiérrez and his students design and synthesize molecules useful in understanding iron acquisition and transport in bacteria. He has administered research training programs at CSULA for three decades, including NIGMS MARC and MBRS RISE programs. In the past eight years alone, 55 CSULA MARC and RISE alumni have completed doctorates and 135 are currently in doctoral programs. Gutiérrez was named U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching in 2005 and is the recipient of numerous other honors, including the ACS 2006 Stanley C. Israel Award for Advancing Diversity in Chemistry, 2005 Education Award from the Hispanic Engineer National Achievement Award Corporation, 2004 AAAS Lifetime Mentor Award, and 1996 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. He is a senior fellow of the California Council on Science and Technology, an elected fellow of AAAS, and a lifetime National Associate of the National Academies of Science. His animated film “Antimatter,” which he produced as an undergraduate at UCLA, received an academy award from the Academy of Motion Picture Arts and Sciences in 1973.

James E. K. Hildreth, M.D., Ph.D.
James Hildreth is dean of the College of Biological Sciences at University of California, Davis. He is also a tenured professor in the university’s Department of Cellular and Molecular Biology and a professor in the School of Medicine’s Department of Internal Medicine. In 1975, as undergraduate at Harvard University, Hildreth became the first African American Rhodes Scholar from Arkansas. At Oxford University in England, where he graduated with a doctorate in immunology, he studied the biology of cytotoxic T cells and became an expert in monoclonal antibody technology and cell adhesion molecules. He obtained his medical degree from the Johns Hopkins University (JHU) and became the JHU School of Medicine’s first African American to earn full professorship with tenure in the basic sciences. Hildreth began research on HIV and AIDS in 1986. His research has been funded through NIH grants for almost two decades, and he is internationally recognized for demonstrating the importance of cholesterol in HIV infection. A primary focus of his current research is the development of a vaginal microbicid to block HIV transmission in women. Hildreth has published more than 90 scientific articles and is the inventor on 11 patents based on his research. He has trained several junior scientists (including 19 Ph.D. students) and is the recipient of numerous honors for his efforts related to mentoring, leadership and diversity and his contributions to biomedical and behavioral research.

Clifford W. Houston, Ph.D.
Clifford W. Houston is a tenured professor at the University of Texas Medical Branch (UTMB), where he is also the Associate Vice President for Educational Outreach. In addition, he is the original holder of the Herman Barnett Distinguished Professorship in Microbiology and Immunology. Houston serves or has served on many boards in the Galveston, Texas, community. He was chairman of the University of Texas System Committee on the Advancement of Minorities and is cochair of the Galveston County Science Fair. Houston has received numerous awards for his work in the community, including the UTMB Kemper Award, the Martin Luther King, Jr., Service Award, and the Presidential Award for Science, Math, and Engineering Mentoring. Funding to support the many programs and activities of Houston’s office comes from the National Science Foundation, the Howard Hughes Medical Institute, the Harris and Eliza Kemper Fund, the National Institutes of Health, and the Houston Livestock Show and Rodeo as well as the UTMB President’s Cabinet Award. Houston is a past president of the American Society for Microbiology (ASM) and a past chairperson of the ASM Education Board.

Sylvia Hurtado, Ph.D.
Sylvia Hurtado is a professor in the Graduate School of Education and Information Studies and Director of the Higher Education Research Institute at the University of California, Los Angeles. Hurtado has written over 100 publications focused on student development in college, sociology of education, and diversity in higher education. She is known for her publications on the campus climate as it affects different racial/ethnic groups, and has co-authored several books including Enacting Diverse Learning Environments, Intergroup Dialogue, and Defending Diversity. Hurtado is a past president of the Association for the Study of Higher Education. Black Issues in Higher Education (now Diverse magazine) named her among the top 15 influential faculty who personify scholarship, service and integrity and whose work has had substantial impact on the academy. Hurtado has conducted several national projects on diverse learning environments and retention, diversification of the scientific workforce, preparing students for a diverse democracy, and innovation in undergraduate education. She holds a bachelor’s degree in sociology from Princeton and master’s and doctoral degrees from Harvard and the University of California, Los Angeles, respectively.

Mary Sanchez Lanier, Ph.D.
Mary Sanchez Lanier is an associate dean in the College of Sciences and a professor of microbiology at Washington State University (WSU). Lanier did her postdoctoral training at the Centers for Disease Control. Following that, she accepted a faculty position at WSU. Lanier’s research focuses on the pathogenesis of viruses in their interactions with humans; she has studied the role of influenza virus in Reye’s syndrome and the immunosuppressive effects of measles virus. Lanier chairs the American Society for Microbiology (ASM) Committee on Minority Education and is past chair of the review committees for the ASM Robert D. Watkins Graduate Research Fellowship and the ASM Microbiology Undergraduate Research Fellowship. She is also a reviewer for the Barry M. Goldwater Scholarship and Excellence in Education Program.

Bill Lindstaedt, M.S.
Bill Lindstaedt has been helping scientists and engineers make career decisions for nearly 20 years. He is the director of the Office
of Career and Professional Development at the University of California, San Francisco (UCSF). In addition to his administrative responsibilities at UCSF, his career-advising work focuses on helping predoctoral and postdoctoral research scientists with career and professional development issues. Lindstaedt has developed particular expertise working with life and health scientists as they transition from academic positions to careers in biotech and other non-academic settings. He holds a bachelor's degree in chemical engineering from Rose-Hulman Institute of Technology and a master's degree from the joint Counseling Psychology and Higher Education/Student Affairs programs at Indiana University. Prior to coming to UCSF in 2001, Lindstaedt's career-counseling experience included work with engineering and science students at Case Western Reserve University and Rose-Hulman Institute of Technology.

Michael Mace, M.A.
Michael Mace is a grants management specialist with the NIH NIGMS MORE Division/Center for Bioinformatics and Computational Biology (CBCB) team. He joined NIGMS in 2005 and manages the business and fiscal aspects of a portfolio of grants in the MORE Division, which administers research and research training programs aimed at increasing the number of minority biomedical and behavioral scientists through three branches and the CBCB. Mace holds a bachelor's and master's degrees in Social and Public Policy from Georgetown University.

Victoria McGovern, Ph.D.
Victoria McGovern, senior program officer at the Burroughs Wellcome Fund (BWF), runs the Institutional Program Unifying Population and Laboratory Based Sciences as well as the BWF assistant professor-focused career development program in infectious diseases. She has long been involved in science policy efforts related to strengthening the scientific workforce, an interest she continues at BWF. McGovern's scientific work centered around chromosome structure and infectious diseases, and she maintains a continuing interest in the functional analysis and structure of whole genomes, including by managing BWF investments in pathogen genomics and post-genomics. McGovern earned bachelor's degrees in biology and in English literature at Washington University and a doctorate in biochemistry at the University of Alabama at Birmingham. She has taught courses ranging from biochemistry to bioinformatics at Birmingham Southern College, the University of North Carolina at Charlotte, and Davidson College. She is a member of the National Postdoctoral Association's advisory board and is the chair of the Sigma Xi Committee on the Public Understanding of Science. Macrina joined the BWF in 1997.

Kenneth E. McMartin, Ph.D.
Kenneth E. McMartin is a professor in the Department of Pharmacology, Toxicology and Neuroscience at Louisiana State University Health Sciences Center. He holds a bachelor's degree in chemistry from Coe College (Cedar Rapids, Iowa) and a doctorate in pharmacology from the University of Iowa. He was a postdoctoral fellow at the Karolinska Institute in Huddinge (Stockholm), Sweden. McMartin and colleagues recently made the surprising finding that a heretofore unknown metabolite of diethylene glycol – diglycolic acid – is the toxic metabolite responsible for the kidney failure. They are now analyzing its mechanism of toxicity and testing several ideas for drug therapies. He was selected as a fellow of the American Academy of Clinical Toxicology in 2009 and his other honors include the Kenneth Morgareidge Award in Toxicology (1988) and the Society of Toxicology Translational Impact Award (2010).

Sharon L. Milgram, Ph.D.
Sharon Milgram received a doctorate in cell biology and anatomy from Emory University in 1991 and completed postdoctoral work at The Johns Hopkins University before joining the faculty at The University of North Carolina at Chapel Hill. She is currently the director of the Graduate Partnerships Program and the Office of Intramural Training and Education at NIH, where she also runs an active research lab in the NIH Intramural Program. Milgram teaches and advises young scientists and has served on the admissions committees for several Ph.D. and M.D./Ph.D. programs.

Beronda Montgomery, Ph.D.
Beronda Montgomery is an associate professor in the Department of Biochemistry and Molecular Biology and the Department of Energy Plant Research Laboratory at Michigan State University. She earned her undergraduate degree in biology from Washington University in St. Louis, her master's degree at the University of Central Arkansas and her doctorate in plant biology from the University of California, Davis. Montgomery's research interests center on understanding the dynamic molecular processes utilized by photosynthetic organisms, including plants and cyanobacteria, for adapting to changes in their photoenvironment. She was awarded an NSF postdoctoral fellowship for her postdoctoral studies at Indiana University, and in 2007 she was awarded an NSF CAREER Award, the agency's most prestigious in support of junior faculty within the context of their overall career development. Montgomery actively trains undergraduates, graduate students and postdoctoral scientists in her own research group and is also involved in broader efforts to support and mentor individuals from groups who are underrepresented in the sciences.

David O. Okonkwo, M.D., Ph.D.
David Okonkwo is assistant professor and director of neurotrauma and director of spinal deformity at University of Pittsburgh Medical Center Presbyterian and clinical director of the Brain Trauma Research Center of the University of Pittsburgh. His clinical interests are traumatic injuries to the brain and spine as well as scoliosis and spinal deformity. Okonkwo's research involves developing novel therapeutic interventions for brain and spinal cord injury. He has published more than 60 papers in peer-reviewed journals, authored numerous book chapters, and garnered several awards for his scientific research. He is an editorial board member of Neurosurgical Focus and an ad hoc reviewer for the Journal of Neurotrauma, Journal of Neurosurgery, Developmental Neuroscience, and Experimental Neurology. Okonkwo completed his undergraduate work at the University of Virginia and his medical and doctoral education at the of Virginia Commonwealth University's Medical College of Virginia.

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Joel D. Oppenheim, Ph.D.

Joel Oppenheim holds a bachelor’s degree in zoology and genetics from the University of Wisconsin and master’s and doctoral degrees in medical microbiology from Loyola University School of Medicine. He was an NIH postdoctoral fellow at the New York University (NYU) School of Medicine in the Department of Microbiology. Oppenheim first served on the NYU School of Medicine faculty as an assistant professor and then as an associate professor of microbiology for more than 20 years. In 1994, he was appointed associate dean for graduate studies and director of NYU’s Sackler Institute of Graduate Biomedical Sciences. Recently he was promoted to senior associate dean of the medical school. Oppenheim serves on the NYU School of Medicine’s M.D. and M.D./Ph.D. admissions committees, and he chairs the Ph.D. admissions committee. He founded and directs the NYU Summer Undergraduate Research Program. Oppenheim is an active member of the American Society for Microbiology (ASM) and has served on a number of ASM committees. He is active in the Leadership Alliance and serves on the steering committee of the Group on Graduate Research, Education, and Training of the Association of American Medical Colleges.

Saundra Herndon Oyewole, Ph.D.

Saundra Herndon Oyewole is a professor of biology at Trinity Washington University. A member of the Trinity faculty since 1981, Oyewole has had the distinction of holding the Clare Boothe Luce Professorship in Biology and has served in a number of leadership roles at Trinity, including Dean of the College of Arts and Sciences, Dean of the Faculty, Chair of the Biology Department and founding Director of Trinity’s Post-Baccalaureate Premedical Certificate Program. Prior to joining Trinity, Oyewole was an associate professor of microbiology at Hampshire College. A highlight of her career has been her service as a program director in the Division of Undergraduate Education at the National Science Foundation (1994-96). Recently, the President of the Association of American Medical Colleges appointed Oyewole to the committee conducting the Fifth Comprehensive Review of the Medical College Admissions Test. Oyewole has served as vice chair of the Board of Directors of the Aspen Institute Wye Faculty Seminar and as founding co-chair of the Committee on Minority Affairs of the National Association of Advisors for the Health Professions (NAAHP). She is a past president of NAAHP and has served on the NAAHP Board of Directors for nine years. Oyewole has served on the American Society for Microbiology (ASM) Committee on the Status of Minority Microbiologists and as chair of the ASM Committee on Minority Education. A Phi Beta Kappa graduate of Howard University with a bachelor’s degree in zoology, magna cum laude, Oyewole earned her master’s degree in microbiology at the University of Chicago and her doctorate in microbiology at the University of Massachusetts, Amherst.

Shelley Payne, Ph.D.

Shelley Payne received her undergraduate degree from Rice University in 1972 and completed her doctorate in microbiology at Southwestern Medical Center in 1977. She was a postdoctoral fellow with Bruce Ames at the University of California at Berkeley from 1977 to 1980. Payne joined the microbiology department (now molecular genetics and microbiology) at the University of Texas at Austin in 1980 and is now a professor in the department. She served as chair of the department from 1993 to 1997 and was named University Distinguished Teaching Professor in 2000. Payne’s research interests are in the area of bacterial pathogenicity, specifically the role of iron transport and metabolism in infections caused by enteric pathogens. She is an editor for Infection and Immunity and a member of the Molecular Microbiology editorial board. She teaches a variety of courses, ranging from freshman biology and genetics to a graduate course in molecular biology of pathogens. Payne has been a member of grant review panels for the NIH and NSF, and she served as a member of the National Institute for Allergy and Infectious Diseases Council. Payne is married and has one son.

Christine Pfund, Ph.D.

Christine Pfund earned her doctorate in cellular and molecular biology, followed by postdoctoral research in plant pathology, at the University of Wisconsin-Madison. Currently, Pfund is the associate director of the Delta Program in Research, Teaching, and Learning. Through her work with both the Delta Program and formerly with the Wisconsin Program for Scientific Teaching, Pfund is focused on preparing current and future faculty to be effective teachers and research mentors. Over the past nine years, she has been integrally involved in developing, implementing, documenting, and evaluating a training seminar for research mentors. She has co-authored a manual, Entering Mentoring, for facilitators of this seminar and co-authored a paper documenting the effectiveness of this approach. Pfund has also led a project to adapt and enhance Entering Mentoring for use across STEM disciplines and develop parallel training for mentees. Most recently, she led an effort to adapt the research mentor training curriculum for use with clinical and translation science award mentors. Pfund is currently involved in a randomized research study to test the impact of research mentor training on both mentors and mentees and a study to develop a better understanding of specific factors in mentoring relationships that account for positive student outcomes.

Jeff Poet, Ph.D.

Jeff Poet is an associate professor of mathematics at Missouri Western State University (MWSU). He has collaborated with MWSU biology colleague Todd Eckdahl, Davidson College biology colleague Malcolm Campbell, and Davidson College mathematics colleague Laurie Heyer since 2006 to mentor interdisciplinary undergraduate synthetic biology research teams. Specifically, the four have mentored six groups of undergraduates in the design, construction, and testing of prototype bacterial computers — E. coli that solve math problems. The four are members of Genome Consortium for Active Teaching (GCAT), have facilitated synthetic biology workshops for faculty in 2010 and 2011, and will be the co-facilitators of the GCAT Synthetic Biology Workshops in 2012, 2013, and 2014.

Roberta Pokphanh, Ph.D.

Roberta Pokphanh is program coordinator for graduate student professional development in the Office of Graduate Studies at the University of Kansas (KU). She works with university departments and graduate student organizations to develop professional development training suited to the diversity of disciplines at KU,
and with faculty applying for federally funded training grants. Pokphanh received her doctorate from the University of Kansas in 2009.

**Clifton A. Poodry, Ph.D.**
Clifton A. Poodry is Director of the Minority Opportunities in Research Division at the National Institute of General Medical Sciences (NIGMS), National Institutes of Health (NIH). Poodry is responsible for developing and implementing NIGMS policies and plans for minority research training programs. He also serves as a liaison between NIGMS and NIH, other federal agencies, and the scientific community. Before assuming this position in April 1994, Poodry was a professor of biology at the University of California, Santa Cruz, and the principal investigator on a $1 million Howard Hughes Medical Institute grant for undergraduate biological sciences. He serves on several advisory boards (including those for the Headlands Indian Health Careers Program of the University of Oklahoma, the American Indian Science and Engineering Society, and the Society for the Advancement of Chicanos and Native Americans in Science [SACNAS]), and the advisory committee on Minority Science Education of the American Association for the Advancement of Science. Poodry is also a founding member of Open Mind, an association for the achievement of cultural diversity in higher education. He is a native of the Tonawanda Seneca Indian Reservation. Poodry earned both bachelor’s and master’s degrees in biology at the State University of New York at Buffalo and holds a doctorate in biology from Case Western Reserve University. He received the Ely S. Parker Award from the American Indian Science and Engineering Society for Contributions in Science and Service to the American Indian Community in 1995 and the Distinguished Professional Mentor Award from SACNAS in 2004.

**Jason Rao, Ph.D.**
Jason Rao recently joined the American Society for Microbiology (ASM) as director of International Affairs. Prior to his arrival at ASM, Rao was senior policy advisor for global science engagement in the White House Office of Science and Technology Policy, where his responsibilities included President Obama’s Global Engagement initiative aimed at renewing science and technology partnerships. Rao also served in the U.S. Department of State, where he worked on a range of foreign assistance initiatives and global threat reduction programs to enhance global health security and scientific cooperation. During that time, Rao launched the Biosecurity Engagement Program, leading the expansion of the next generation of cooperative threat reduction programs across South and Southeast Asia as well as the Middle East, Africa, and Latin America. Rao holds a doctorate in biochemistry, cellular and molecular biology from The Johns Hopkins University School of Medicine and earned his bachelor’s degree in synthetic organic chemistry from the University of California, Santa Cruz.

**Jayne Reuben, Ph.D.**
Jayne Stewart Reuben is Clinical Associate Professor in the Department of Biomedical Sciences at the University of South Carolina School of Medicine in Greenville (USCSOM). Prior to joining the USCSOM faculty in September 2011, Dr. Reuben was an Assistant Professor in the Department of Biomedical Sciences at Baylor College of Dentistry—a component of the Texas A&M Health Science Center. She is the third-year medical pharmacology course director in addition to lecturing in graduate pharmacology and in the summer preclinical program. Dr. Reuben is a member of the FASEB/MARC Advisory Board and the Diversity Committee for the National Postdoctoral Association (NPA). She was elected to the NPA Executive Board during her postdoctoral training at the University of Michigan in the Department of Pathology. Dr. Reuben earned her doctorate in Pharmaceutical Sciences with a specialization in Pharmacology and Toxicology from Florida Agricultural and Mechanical University (FAMU). She is the recipient of awards and fellowships from many organizations including UNCF-MERCK, the American Foundation of Pharmaceutical Education, the Delores A. Auzenne Foundation, and the FAMU Faculty Development Program. Dr. Reuben has worked as an instructor and curriculum adviser for Stanley H. Kaplan, Inc., and as a biologist in the Neuroimmunology branch at the NINDS. At Baylor, Dr. Reuben will study the effect of bisphosphonate-associated jaw osteonecrosis in addition to investigating neuroimmune mechanisms of lung and temporomandibular joint injury.

**Justin Rosenzweig, M.P.A.**
Justin Rosenzweig is a grants management specialist with the NIH NIGMS MORE Division/Center for Bioinformatics and Computational Biology (CBCB) team. He joined NIGMS in 2004 and manages the business and fiscal aspects of a portfolio of grants in the MORE Division and the CBCB. Rosenzweig holds a bachelor’s degree in political science from the University at Albany, SUNY, and a master’s degree in public administration from the American University.

**Nancy B. Schwartz, Ph.D.**
Nancy Schwartz is director of the Kennedy Mental Retardation Research Center at the University of Chicago, where she is also a professor in the Departments of Pediatrics and Biochemistry and Molecular Biophysics. Schwartz is active on the university’s developmental biology and molecular medicine committees, as well as in numerous institutional, governmental, and national boards and organizations. These include NIH, the Association of American Medical Colleges, and the National Postdoctoral Association. She is the recipient of an Arthritis Foundation Fellowship and an American Heart Association Investigatorship, along with NIH Merit, Research Career Development, and Mentor of Excellence Awards. Schwartz holds bachelor’s degrees in chemistry and master’s and doctoral degrees in biochemistry from the University of Pittsburgh.

**Kennie Shepherd, Ph.D.**
Kennie Ravie Shepherd is an Assistant Professor in the department of Pharmacology and Toxicology at Morehouse School of Medicine, Atlanta, Georgia. He received his Ph.D. in toxicology from Florida A & M University (FAMU). At FAMU, he found that two pesticides, paraquat and methyl parathion, increased methylation and induced biochemical and behavioral deficits similar to those seen in Parkinson’s disease (PD). He completed a postdoctoral fellowship in the department of Developmental Neurobiology under Richard Smeyne. At St. Jude, he received training in

Continued on next page
Gayle Slaughter, Ph.D.

Gayle Slaughter served as president and for six years as a board member of the Louisiana Junior Academy of Sciences. Slaughter received a bachelor's degree in chemistry from Northwestern State University of Louisiana and a doctorate from the Department of Biochemistry and Biophysics at Iowa State University. Her postdoctoral fellowship at Baylor College of Medicine was supported by an NIH National Research Service Award. Slaughter was promoted to assistant professor of cell biology at Baylor College of Medicine and continued her studies of gene expression during spermatogenesis with an R01 grant from the National Institute of Child Health and Human Development. She has been the principal investigator on more than $20 million in national grants to educate scientists and is a recipient of the Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. Slaughter is senior associate dean of Graduate Education and Diversity for the Graduate School of Biomedical Sciences and a professor of molecular and cellular biology at Baylor College of Medicine. She has become very involved in issues of training young scientists, especially those from disadvantaged and underrepresented populations. More than 2,000 college students from across the nation have participated in the Summer Medical and Research Training (SMART) Program. The SMART GRE Prep Course that Slaughter developed led to the book Beyond the Beakers: SMART Advice on Entering Graduate Programs in the Sciences and Engineering. Slaughter has served on the program committee for the Society for Advancement of Chicanos and Native Americans in Science, the conference organizing committee for ABRCMS, and the Advisory Board for the National Human Genome Research Institute's Minority Action Plans.

Susan F. South, M.P.A.

Susan South is a grants management specialist with the NIH NIGMS MORE Division/Center for Bioinformatics and Computational Biology (CBCB) team. She joined the NIGMS in 2009 as a fellow in the NIH Administrative Fellows Program. South manages the administrative and fiscal aspects of grants in the MORE Division and the CBCB. Prior to joining NIGMS, she worked as a program coordinator for the Office of Sponsored Programs at the Virginia Commonwealth University School of Medicine. She holds a bachelor's degree in anthropology and English, as well as a master's degree in public administration from Virginia Commonwealth University.

Michael Stephens, M.P.H.

Michael Stephens joined the Association of Schools of Public Health (ASPH) as Director of Policy in March 2010. In this role, he is responsible for efforts to enhance the partnership of the 49 accredited schools of public health with the federal government. He coordinates the association's policy activities, including supervision of the ASPH advocacy program, and is a liaison to other organizational partners who share ASPH's public health education, practice and research goals. Prior to joining ASPH, Stephens served as senior staff to the U.S. House of Representatives Appropriations Committee for over 30 years. This included service as clerk and staff director of 4 of the Committee's 12 subcommittees. He served eight years, from 1987 to 1995, as the clerk of the Labor, HHS and Education Subcommittee, where he had budget oversight responsibility for the National Institutes of Health and the Department of Education. From 2000 through 2009, he served as minority and majority clerk of the Interior Subcommittee, with oversight responsibility for the National Park Service, the Environmental Protection Agency and the National Endowments for the Arts and the Humanities. Stephens has a bachelor's degree from Duke University and a master's degree in public health from the University of North Carolina. In addition to his legislative career, he served on active duty in the U.S. Marine Corps from 1968 to 1971 and in the Marine Corps Reserves until 1993 when he separated as a lieutenant colonel. He is married to Sharman Stephens and has three children, David, Julie and Sarah.

Andrea L. Stith, Ph.D.

Andrea Stith is the new assistant director for interdisciplinary education at University of Colorado BioFrontiers Institute. Her professional interests include graduate and postdoctoral education, interdisciplinary science, broadening participation in STEM, and the internationalization of higher education. She served as a research fellow at the Graduate School of Education of Shanghai Jiao Tong University in Shanghai, China, While in Shanghai, Stith's research focused on national and institutional policies that impact the career prospects of postdoctoral researchers. Previously, she studied science and technology and higher education policies as a German Chancellor Fellow at Humboldt University in Berlin and Ludwig Maximilians University in Munich. Prior to her fellowship, Stith held program management positions at nonprofit organizations in the Washington, DC, area, including the Howard Hughes Medical Institute and the Federation of American Societies for Experimental Biology. In 2002-2003 she was an AAAS/NSF Science and Technology Policy Fellow in the Office of Legislative Affairs at the National Science Foundation. Stith received her doctorate in biophysics from the University of Virginia, and her bachelor's degree in physics from the University of Delaware. She has served as a board member of the Association for Women in Science.
Kimberly Tanner, Ph.D.
Kimberly Tanner, Ph.D., is an associate professor of biology at San Francisco State University (SFSU). Hired in January 2004 as a Biology Education Researcher, Dr. Tanner trained as a sensory neurobiologist prior to pursuing a career in science education through an NSF postdoctoral fellowship in science education (PFSMETE) and senior staff positions at the UCSF Science and Health Education Partnership (SEP). Since joining the SFSU faculty, Dr. Tanner has established SEPAL: The Science Education Partnership and Assessment Laboratory, her laboratory, which offers formal courses, partnership programs, and research opportunities to undergraduate students, graduate students, faculty, and local K-12 teachers interested in improving science education. Her research group addresses three main lines of inquiry: 1) understanding the novice-to-expert transition among undergraduate biology majors, 2) developing novel assessment approaches to revealing student conceptions in science, and 3) evaluating the effectiveness of approaches to promoting equity in science. In addition, she collaborates with research colleagues on conceptualizing and investigating Science Faculty with Education Specialties (SFES) in the U.S. She is Principal Investigator on NSF-funded GK-12, TUES, and CAREER awards, as well as an NIH Science Education Partnership award. Dr. Tanner is a founding member of the Editorial Board for CBE: A Journal of Life Sciences Education and has served on committees and panels for the National Research Council, the Society for Neuroscience, and the American Society for Cell Biology, as well as NSF and NIH. She was recently named the 2011-12 Outstanding Undergraduate Science Teacher Award by the Society for College Science Teachers and recently elected a Fellow of the California Academy of Sciences.

Alfredo Torres, Ph.D.
Alfredo Torres is a professor at the University of Texas Medical Branch. He has extensive experience in topics related to microbial pathogenesis, food safety, therapeutics, and vaccine development. His major research interests include the elucidation of the mechanisms used by pathogenic *Escherichia coli* to adhere and colonize the intestinal epithelia and the characterization of the pathogenic mechanisms of *Burkholderia mallei* and *Burkholderia pseudomallei*, with the goal of developing suitable vaccines and therapeutics. He is a member of the ASM Committee on Graduate and Postdoctoral Education, an associate editor for Frontiers, and an editorial board member of *Infection and Immunity*.

Paul Turner, Ph.D.
Paul Turner received his Ph.D. in 1995 from the Center for Microbial Ecology, at Michigan State University. He was a postdoc at the National Institutes of Health, University of Valencia in Spain, and University of Maryland, College Park. Dr. Turner is currently Departmental Chair of Ecology and Evolutionary Biology at Yale University, and faculty member in the Microbiology Graduate Program at Yale School of Medicine. Dr. Turner has served as Councilor for the American Society for Microbiology and American Genetic Association, and associate editor for various scientific journals. Dr. Turner's group conducts basic research on microbial evolution, often harnessing viruses as model systems to study mechanisms of evolutionary change.

Tim Turner, Ph.D.
Tim Turner currently serves as both director of fellowships and research opportunities at the American Society for Engineering Education (ASEE) and director of the GRF Operations Center. He provides executive management of all ASEE fellowship and internship programs. For over 20 years, he has managed educational programs sponsored by U.S. Dept. of Defense (DOD), NASA and NSF. These programs provide research opportunities and financial support for high school students, undergraduates and graduate students to participate in summer research programs at the DOD laboratories; undergraduate and graduate research fellowships funded by NSF, NASA and DOD; postdoctoral research programs in government and industrial settings; and faculty research programs at DOD sites during the summer. Turner has been with ASEE since 1986.

Miguel Vega-Sánchez, Ph.D.
Miguel Vega-Sánchez is a research scientist at Lawrence Berkeley National Laboratory and deputy director of grass genetics at the Department of Energy’s Joint BioEnergy Institute in Emeryville, CA. Vega-Sánchez is a plant molecular geneticist with expertise in grass cell wall biology. His research interests include a better understanding of how plant cell walls are synthesized and modified in order to generate crops more suitable for the production of cellulosic biofuels.

Charlotte M. Vines, Ph.D.
Charlotte Vines is an assistant professor in the Department of Microbiology, Molecular Genetics and Immunology at the University of Kansas Medical Center. Vines holds a doctorate from Harvard University, and as a postdoctoral scientist, she learned how G protein-coupled receptors regulate β2-integrin-mediated adhesion of monocytes. Her research focus is understanding the regulation of trafficking and cellular signaling events, which occur in response to stimulation of the CCR7 G-protein-coupled receptor. The Vines lab has developed both *in vitro* and *in vivo* models to define differential signaling events that respond to ligation of CCR7 with CCL19 and CCL21. Their research findings have been published in the *Journal of Biochemistry* and *Journal of Immunology* among others.

Larry P. Walker, Ph.D.
Larry Walker holds the positions of Professor and Academic Director, Biological and Environmental Engineering, College of Agriculture and Life Sciences, at Cornell University. His research interests center around agricultural and environmental bioprocess engineering, and during his 25 years at Cornell, he has been involved in a several biomass-to-energy and chemical projects. Walker directs the Northeast Sun Grant Institute of Excellence and is co-editor in chief for the journal *Industrial Biotechnology*. He holds a bachelor’s degree in physics and master’s and doctoral degrees in agricultural engineering from Michigan State University. In addition, Walker is the recipient of numerous honors for his contributions to biological and agricultural engineering.
### ABRCMS Statistics

#### Registration

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*as of October 25, 2012

#### Exhibits

- Number of Exhibit Booths

#### ABRCMS Travel Awards (2012 Awardees)

- Total Awardees: 248
- Postbaccalaureate Students: 117 (7%)
- Undergraduate Sophomores: 117 (7%)
- Undergraduate Juniors: 42 (36%)
- Undergraduate Seniors: 123 (50%)

#### ABRCMS Student Education Levels - 2011

- Attendees: 5,550
- Freshman: 409
- Sophomore: 5,550
- Junior: 5,550
- Senior: 5,550
- Postbaccalaudee/Postdoc: 5,550

#### 2011 ABRCMS Attendee Ethnicity

- Total Attendance: 3,550
- Other/Did Not Disclose: 303
- Caucasian: 535
- Native American: 36
- Hispanic or Latino: 744
- Asian American: 144
- Black/African American: 155
- Pacific Islander or Alaska Native: 36
Abstracts Submitted

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Total Number of Student Presentations

2012 ABRCMS Abstracts Submitted by Educational Level

2012 Distribution of Scientific Disciplines

Student Presentation Awards
“I truly enjoyed all of the networking opportunities at ABRCMS. I really felt encouraged to continue in my pursuit for a Ph.D. in STEM.”

*Undergraduate Student*

“This was an excellent conference, and I felt that the organization was on par or better than some major conferences I’ve attended in the past. Bravo!”

*ABRCMS Judge*
Abstract

Information
**Poster Presentation Schedule – Exhibit Halls 1 and 2**

**Poster Session 1 (A):**
- Thursday, November 8, 2:30 p.m. – 3:45 p.m.
  - Set-up time: 2:15 p.m. – 2:30 p.m.
  - Take-down time: 5:15 p.m. – 5:30 p.m.

**Poster Session 2 (B):**
- Thursday, November 8, 4:00 p.m. – 5:15 p.m.
  - Set-up time: 2:15 p.m. – 2:30 p.m.
  - Take-down time: 5:15 p.m. – 5:30 p.m.

**Poster Session 3 (C):**
- Friday, November 9, 11:00 a.m. – 12:15 p.m.
  - Set-up time: 10:45 a.m. – 11:00 a.m.
  - Take-down time: 12:15 p.m. – 12:30 p.m.

**Poster Session 4 (D):**
- Friday, November 9, 3:45 p.m. – 5:00 p.m.
  - Set-up time: 3:30 p.m. – 3:45 p.m.
  - Take-down time: 6:30 p.m. – 6:45 p.m.

**Poster Session 5 (E):**
- Friday, November 9, 5:15 p.m. – 6:30 p.m.
  - Set-up time: 3:30 p.m. – 3:45 p.m.
  - Take-down time: 6:30 p.m. – 6:45 p.m.

**Poster Session 6 (F):**
- Saturday, November 10, 9:45 a.m. – 11:00 a.m.
  - Set-up time: 9:30 a.m. – 9:45 a.m.
  - Take-down time: 12:30 p.m. – 12:45 p.m.

**Poster Session 7 (G):**
- Saturday, November 10, 11:15 a.m. – 12:30 p.m.
  - Set-up time: 9:30 a.m. – 9:45 a.m.
  - Take-down time: 12:30 p.m. – 12:45 p.m.

**Oral Presentation Schedule**

**Oral Sessions 1 – 12:**
- Thursday, November 8, 5:30 p.m. – 6:30 p.m.

**Oral Sessions 13 – 24:**
- Saturday, November 10, 8:30 a.m. – 9:30 a.m.

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**Poster Board Presentations (Sessions A-G) by Scientific Discipline & Poster Session**

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<th>Session 2 (B)</th>
<th>Session 3 (C)</th>
<th>Session 4 (D)</th>
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<td>Friday 11:00 am – 12:15 pm</td>
<td>Friday 3:45 – 5:00 pm</td>
<td>Friday 5:15 – 6:30 pm</td>
<td>Saturday 9:45 – 11:00 am</td>
<td>Saturday 11:15 am – 12:30 pm</td>
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<td>B001 – B024</td>
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<td>D001 – D024</td>
<td>E001 – E024</td>
<td>F001 – F024</td>
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ABRCMS Student Presentation Chairpersons

**Biochemistry**
Mario G. García-Ríos, Ph.D., *Mount Ida College, Newton, MA*
Joseph Orban, Ph.D., *Southern University at Shreveport, Shreveport, LA*

**Cancer Biology**
Emil Bogenmann, Ph.D., *Children's Hospital Los Angeles, Los Angeles, CA*
Hao Nguyen, Ph.D., *California State University, Sacramento, CA*

**Cell Biology**
Brent Berwin, Ph.D., *Dartmouth Medical Center, Lebanon, NH*
Elissa Purnell, Ph.D., *Savannah State University, Savannah, GA*

**Chemistry**
Jerainne Johnson-Heywood, Ph.D., *Adecco at General Electric Transportation, Erie, PA*
Marco Lopez, Ph.D., *California State University, Long Beach, CA*

**Developmental Biology & Genetics**
Lisa Goering, Ph.D., *St. Edwards University, Austin, TX*
Judith Venuti, Ph.D., *Oakland University, Rochester, MI*

**Engineering, Physics & Mathematics**
Rebecca Hubbard, Ph.D., *University of Washington, Seattle, WA*
Mauricio Cabrera-Ríos, Ph.D., *University of Puerto Rico-Mayaguez, Mayaguez, PR*

**Immunology**
David Sanchez, Ph.D., *Western University of Health Sciences, Pomona, CA*
Jayne S. Reuben, Ph.D., *University of South Carolina, Columbia, SC*

**Microbiology**
Patricia Baynham, Ph.D., *St. Edward's University, Austin, TX*
Alfredo Torres, Ph.D., *University of Texas Medical Branch, Galveston, TX*

**Molecular and Computational Biology**
Jeanette Papp, Ph.D., *UCLA, Los Angeles, CA*
Lynn S. Villafuerte, Ph.D., *University of Kansas, Lawrence KS*

**Neuroscience**
Elba Serrano, Ph.D., *New Mexico State University, Las Cruces, NM*
Alejandro Sanchez Alvarado, Ph.D., *University of Utah, Salt Lake City, UT*

**Physiology**
Bail Ihe, Ph.D., *LA Biomed at Harbor-UCLA Medical Center, Torrance, CA*
J. Derek Stone, Ph.D., *Paine College, Augusta, GA*

**Social and Behavioral Sciences & Public Health**
Michelle L. Linster, Ph.D., *Bennett College for Women, Greensboro NC*
Cherrie B. Boyer, Ph.D., *University of California-San Francisco, San Francisco, CA*

---

ABRCMS Judges’ Travel Subsidy Review Committee

- Michael Ehi Ayewoh, Ph.D., *West Chester University of Pennsylvania, West Chester, PA*
- Healan K. Chang, Ph.D., *University of Hawaii at Manoa, Honolulu, HI*
- Latanya Hammond-Odie, Ph.D., *Georgia Gwinnett College School of Science and Technology, Lawrenceville, GA*
- Phillip Ortiz, Ph.D., *Empire State College, Saratoga Springs, NY*
- Marc Tischler, Ph.D., *University of Arizona, Tucson, AZ*
- Gayle Weaver, Ph.D., *Centers for Disease Control and Prevention, Atlanta, GA*

ABRCMS Student Travel Award Review Committee

- Sherrice Allen, Ph.D., *Fayetteville State University, Fayetteville, NC*
- John Augusto, Ph.D., *The University of Kansas, Lawrence, KS*
- Charles Bevins, M.D./Ph.D., *University of California-Davis, Davis, CA*
- C. Gita Bosch, Ph.D., *G. Bosch & Associates, Yorktown Heights, NY*
- C. Ainsley Davis, Ph.D., *Bethune-Cookman University, Daytona Beach, FL*
- Marlene de la Cruz, Ph.D., *University of California-Irvine, Irvine, CA*
- Maryrose E. Franko, Ph.D., *Howard Hughes Medical Institute, Chevy Chase, MD*
- Louise Hainline, Ph.D., *Brooklyn College of CUNY, Brooklyn, NY*
- Olivia Harriott, Ph.D., *Fairfield University, Fairfield, CT*
- Alvin Holder, Ph.D., *The University of Southern Mississippi, Hattiesburg, MS*
- DiAnna L. Hynds, Ph.D., *Texas Woman's University, Denton, TX*
- Berenece Madison, Ph.D., *International Laboratory Consultant, Tucker, GA*
- Joeli Marrero, Ph.D., *Tampa, FL*
- Beronda Montgomery, Ph.D., *Michigan State University, East Lansing, MI*
- Peter O’Day, Ph.D., *University of Oregon, Eugene, OR*
- Phillip Ortiz, Ph.D., *Empire State College, Saratoga Springs, NY*
- Ilenys Perez-Diaz, Ph.D., *USDA-ARS, Raleigh, NC*
- Laurel Southard, Ph.D., *Cornell University, Ithaca, NY*
- Cynthia van Golen, Ph.D., *Delaware State University, Dover, DE*
- Jacaranda Van Rheenen, Ph.D., *St. Jude Children's Research Hospital, Memphis, TN*
## ABRCMS Judging Rubric – Poster & Oral Presentations

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<tr>
<th>SCORE</th>
<th>HYPOTHESIS AND/OR STATEMENT OF PROBLEM</th>
<th>METHODS AND CONTROLS/ COMPARISON</th>
<th>RESULTS</th>
<th>CONCLUSION AND FUTURE WORK</th>
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| 1     | • The hypothesis/statement of problem was inappropriate or was missing  
       • Little or no background information was included or connected  
       • Goal of project was not stated | • Methods section missing  
       • Serious lack of controls of discussion of controls | • Results are not yet available or reproducible  
       • Presentation of data was missing | • Conclusions were missing  
       • There was no connection with the hypothesis |
| 2     | • A questionable hypothesis/statement of problem was presented and was not necessarily supported  
       • Some relevant background information was included, but not connected  
       • Goal of project was not clear | • No discussion of choice of methods  
       • Controls or comparative groups not adequately described; some appropriate controls or groups were missing | • Some data were lacking/not fully sufficient to address the hypothesis  
       • Presentation of data was included, but unclear or difficult to comprehend | • Conclusions were given  
       • Little connection with the hypothesis was apparent |
| 3     | • A questionable hypothesis/statement of problem was presented  
       • Background information was relevant, but connections were not made  
       • Goal of project was stated understandably | • Little comment on why the methods were chosen and others not chosen  
       • Adequate discussion of controls or comparative groups; some significant controls or comparative groups were lacking | • Adequate amounts of reasonably good data were presented to address the hypothesis  
       • Presentation of data was not entirely clear | • Reasonable conclusions were given  
       • Conclusions were not compared to the hypothesis, and their relevance was not discussed |
| 4     | • A logical hypothesis/statement of problem was presented  
       • Background information was relevant, but connections were not clear  
       • Goal of project was stated clearly; showed relevance beyond project | • Good explanation of choice of methods  
       • Clear discussion of controls or comparative groups; most controls or comparative groups were included | • Sufficient amounts of good data were presented to address the hypothesis  
       • Presentation of data was clear and logical | • Reasonable conclusions were given and supported with evidence  
       • Conclusions were compared to hypothesis, but their relevance was not discussed |
| 5     | • A logical hypothesis/statement of problem was presented clearly  
       • Background information was relevant and summarized well. Connections to previous literature and broader issues were clear  
       • Goal of project was stated clearly and concisely; showed clear relevance beyond project | • Thorough explanation of why particular methods were chosen  
       • Clear discussion of controls or comparative groups; all appropriate controls or comparative groups were included | • Substantial amounts of high quality data were presented sufficiently to address the hypothesis  
       • Presentation of data was clear, thorough, and logical | • Reasonable conclusions were given and strongly supported with evidence  
       • Conclusions were compared to hypothesis and their relevance in a wider context was discussed |
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<th>SCORE</th>
<th>OVERALL PRESENTATION &amp; HANDLING QUESTIONS</th>
<th>POSTER BOARD OR POWERPOINT PRESENTATION</th>
<th>UNDERSTANDING INTERDISCIPLINARY SCIENCES</th>
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<td>1</td>
<td>• Does not demonstrate any knowledge of the research project&lt;br&gt;• Reads from the poster (slide or script) all the time&lt;br&gt;• Does not use the available visual aid to enhance presentation&lt;br&gt;• Does not understand questions&lt;br&gt;• Presentation is very confusing</td>
<td>• Some of the expected components are present, but poorly laid out and confusing to follow in the absence of the presenter.&lt;br&gt;• The text is hard to read, messy and illegible, and contains multiple spelling or typographical errors very poor background&lt;br&gt;• The figures and tables are poorly done&lt;br&gt;• Visual aids are not used</td>
<td>Student views the problem or research question from a single discipline:&lt;br&gt;• Methods developed within a single discipline&lt;br&gt;• Analyses commonly used within a single discipline&lt;br&gt;• Discovery results from knowledge within a discipline&lt;br&gt;• Discovery advances a single discipline&lt;br&gt;• Discovery impacts a single discipline</td>
</tr>
<tr>
<td>2</td>
<td>• Demonstrates poor knowledge of the research project&lt;br&gt;• Reads from the poster (slide or script) most of the time&lt;br&gt;• Does not use the available visual aid to enhance presentation effectively&lt;br&gt;• Has difficulty answering questions&lt;br&gt;• Presentation is unclear</td>
<td>• Some of the expected components are present, but layout is untidy and confusing to follow in the absence of the presenter&lt;br&gt;• The text is hard to read due to font size or color and inconsistently free of spelling or typographical errors; the background may be distracting&lt;br&gt;• The figures and tables are not related to the text, or are not appropriate, or are poorly labeled&lt;br&gt;• Photographs/tables/graphs are limited and do not improve understanding of the project</td>
<td>Student views the problem or research question from another discipline:&lt;br&gt;• Methods developed in another discipline, but commonly used in your discipline&lt;br&gt;• Analyses developed in another discipline, but commonly used in your discipline&lt;br&gt;• Discovery results from knowledge within a discipline, but influenced by different discipline&lt;br&gt;• Discovery advances a single discipline, but broader influence is recognized&lt;br&gt;• Discovery impacts a single discipline, but broader influence is recognized</td>
</tr>
<tr>
<td>3</td>
<td>• Demonstrates some knowledge of the research project&lt;br&gt;• Reads from the poster (slide or script) some of the time&lt;br&gt;• Uses some visual aids to enhance the presentation&lt;br&gt;• Has some difficulty answering challenging questions&lt;br&gt;• Presentation is generally unclear and inconsistent</td>
<td>• Most of the expected components are present, but layout is confusing to follow in the absence of presenter&lt;br&gt;• The text is relatively clear and legible, but inconsistently free of spelling or typographical errors; the background may be distracting&lt;br&gt;• The figures and tables are not always related to the text or appropriate, or are labeled incorrectly&lt;br&gt;• Photographs/table/graphs do not improve understanding</td>
<td>Student connects the problem or research question using more than one established discipline:&lt;br&gt;• Methods developed in another established discipline but connected to your discipline&lt;br&gt;• Analyses developed in another established discipline but connected to your discipline&lt;br&gt;• Discovery results from knowledge connecting more than established discipline&lt;br&gt;• Discovery connects more than one established discipline&lt;br&gt;• Discovery impacts more than one established discipline</td>
</tr>
<tr>
<td>4</td>
<td>• Demonstrates a good knowledge of the research project&lt;br&gt;• Speaks clearly and naturally; makes eye contact&lt;br&gt;• Uses visual aids to enhance the presentation&lt;br&gt;• Answers most questions&lt;br&gt;• Presentation is clear for the most part, but not consistently</td>
<td>• All expected components are present, but layout is crowded or jumbled and somewhat confusing to follow in the absence of presenter&lt;br&gt;• The text is relatively clear, legible, and mostly free of spelling or typographical errors; the background is unobtrusive&lt;br&gt;• Most of the figures and tables are appropriate and labeled correctly&lt;br&gt;• Photographs/table/graphs improve understanding</td>
<td>Student integrates the problem or research question from more than one discipline:&lt;br&gt;• Methods developed in more than one discipline are integrated&lt;br&gt;• Analyses developed in more than one discipline are integrated&lt;br&gt;• Discovery results from knowledge integrated from more than one discipline&lt;br&gt;• Discovery integrates more than one discipline&lt;br&gt;• Discovery impacts more than one discipline</td>
</tr>
<tr>
<td>5</td>
<td>• Demonstrates a very strong knowledge of the research project&lt;br&gt;• Speaks clearly, naturally and with enthusiasm; makes eye contact&lt;br&gt;• Comfortably uses visual aids to enhance presentation&lt;br&gt;• Answers difficult questions clearly and succinctly&lt;br&gt;• Presentation is consistently clear and logical</td>
<td>• All expected components are present, clearly laid out, and easy to follow in the absence of presenter&lt;br&gt;• The text is concise, legible, and consistently free of spelling or typographical errors; the background is unobtrusive&lt;br&gt;• The figures and tables are appropriate and consistently labeled correctly&lt;br&gt;• Photographs/table/graphs improve understanding and enhance the visual appeal</td>
<td>Student uses more than one discipline to radically change understanding of an important or existing concept or practice or to provide pathways to new frontiers:&lt;br&gt;• Methods using more than one discipline are novel&lt;br&gt;• Analyses using more than one discipline are new&lt;br&gt;• Discovery results from knowledge in more than one discipline transforming that discipline&lt;br&gt;• Discovery integrates more than one discipline creating a new discipline&lt;br&gt;• Discovery impacts more than one discipline by creating a new paradigm or frontier</td>
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Marriott Hotel Floor Plan
One of the main goals of the ABRCMS is to challenge everyone to learn new information and to ask questions about the new information. Each day, take a few moments to share your newly acquired knowledge with another student, faculty member, director, or colleague.

Reflections – All ABRCMS Participants…

Regarding a scientific session…
- What was the speaker’s primary message?
- What was the problem or the question under study? How did the speaker resolve the problem or answer the question under study?
- What information is known or unknown about this topic?
- What impact does the research have on improving health and well-being of population?
- Are there any “next steps” to study?

Reflections – Students…

Regarding a professional development session…
- What was the speaker’s primary message?
- How could you apply this message in your planning next month, in six months?
- What tools, resources, and/or people do you need to advance further?
- Where can you find these tools, resources, and people?

Reflections – Program Directors, Faculty, Exhibitors, and Program Administrators

It Takes the Community to Raise a Child
According to MentorNet News (September 06 issue), advisors of graduate students (and prospective graduate students) should
- “Take students to conferences and introduce them to colleagues. Do not assume that they know how to network; they will need help to develop this vital skill.”
- “Encourage students to present posters at a conference starting from their first year. Make them rehearse until they are comfortable with the material and the background. Ask them ‘why’ they did the work. Ask them questions that you know might be asked. Bring colleagues over to their poster and introduce them. Then stand back and let them do the presentation; step in only if they need you.”

Beyond ABRCMS, Moving On

Participating in ABRCMS is a critical juncture for students. It serves as both an end point for a single research experience and a starting point for the journey towards becoming a scientist. For students who conducted research and presented at ABRCMS, it is a time to rejoice and celebrate accomplishments. However, when students leave ABRCMS, they must take the next steps in their journey. These should include continuation of their research experiences, presentations at disciplinary society meetings, and networking with new colleagues.

Students, consider the following:
- Identify six steps to move you along your journey,
- Identify how and when you will complete the first step, second step, etc.,
- Identify the people and resources required to complete the first step, second step, etc.,
- Write an outline of your plan and revisit it regularly.
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