

EMORY | family



Urania Dagalakis 09OX and Kevin Szu-Tu 09OX work on framing as part of the Habitat for Humanity project in Mobile, Alabama.

It was a truly amazing thing to see the progress we made in our four days of working at the site. Some of us learned how to use a nail gun, others conquered their fear of heights as we framed the roof, and just about everyone became a pro at hammering nails. —Kevin Szu-Tu 09OX



Radical roof-framing, dude!

Instead of measuring how much he enjoyed spring break this year by how many parties he went to or mornings he slept in, Kevin Szu-Tu 09OX measured his time in nails hammered, walls built, and the number of people he ultimately helped.

Szu-Tu was one of thirty-nine students, including seventeen campus Bonner Leaders, who participated in Oxford College's Alternative Spring Break, working on a Habitat for Humanity project in Mobile County, Alabama.

"It was a truly amazing thing to see the progress we made in our four days of working at the site," said Szu-Tu. "Some of us learned how to use a nail gun, others conquered their fear of heights as we framed the roof, and just about everyone became a pro at hammering nails."



Marshal Khant 09OX

A Gulf Coast community, Mobile sustained significant damage to buildings and homes during Hurricane Katrina and was declared a disaster area. Challenges remain for the county, with more than 15 percent of its families and 26 percent of its children living below the poverty line. Affordable housing, always in demand, is even more crucially needed now.

The weeklong trip, from March 7 to 13, was organized by Emily Penprase, coordinator of community service at Oxford, and Crystal McLaughlin, director of student development. Other volunteers included Dean for Campus Life Joe Moon and staff Jim Brown, Mike Browning, and Cynthia Millsaps.

"This trip re-energized my own passion for social change," says Penprase. "It confirmed for me that this was not just another project I helped to coordinate, but one that had a real lasting impact on all of us."

Volunteering is a way of life for Marshal Khant 09OX, who completes 125 hours of volunteer service per semester and four hundred hours during the sum-

mer as a Bonner Leader on Oxford's campus, but this project stood out. "I love to help others, as those values were instilled in me as a child," he says. "Also, I love building stuff with my dad, so when I heard that we were working with Habitat for Humanity, I got really excited and said yes right away. I love using power tools and was the first one to raise my hand when it came to using them."

The group slept on air mattresses on the floor of a church fellowship hall and shared one bathroom. "Taking part in Habitat for Humanity was more energizing and revitalizing than any beach trip," says Urania Dagalakis 09OX. "Being able to see the progress made as we built the house up from just a cement slab through our joint hard work, I felt more connected to everybody in the group."

The volunteer construction crew members did leave their work behind to spend a day in New Orleans and went out on the town in Mobile a few evenings as well; they were even interviewed by a local NBC affiliate for the nightly news.

By the time the group returned to Oxford, the roofing, exterior walls, and interior walls of the house were complete. "It was really humbling that a group of college students were given the responsibility for building a home that a family will eventually live in," Szu-Tu said. "Being given a job that at first you would be uncomfortable with, and then achieving it, is such a great feeling."

For more information about Oxford College, visit oxford.emory.edu.



Chelsey Carter 100X

IRES makes study abroad a reality for science majors

Students who major in the sciences often find it hard to study abroad. Their lab-heavy schedules don't easily fit into a semester-based study abroad program, plus they need to use their summers to work full time in labs, so they can gain experience for careers in research.

Fortunately the International Research Experience for Science Students (IRES) provides a solution.

IRES is a collaboration in Emory College of Arts and Sciences among the Scholarly Inquiry and Research at Emory (SIRE) program for undergraduate research, the Center for International Programs Abroad (CIPA), and the Center for Science Education with their Howard Hughes Medical Institute funding. For the past four years, IRES has sent from four to ten students abroad in the summer to conduct research.

Tiffany Hammond 09C, a neuroscience and behavioral biology major and Jewish studies minor, spent the past summer in Thailand, where she worked in a lab and conducted research on the malaria parasite. "I really love biomedical research. This was my last opportunity to do it, but I also really, really, really wanted to go abroad," she says. "I asked Dean Ram if there was a way to mix the two, and IRES was perfect."

Hammond was assigned to a lab in Thailand with an internationally established researcher, and they worked together daily on her project. The experience "taught me how to look at the problem or scientific question at all possible angles," she says. "The mentor/student relationship increased my knowledge of malaria biology and science and also general concepts regarding parasites and disease."



Tiffany Hammond 09C learns to make lace.

Providing a stipend and requiring students stay for ten weeks to ensure they have time to make a difference in their projects, IRES gives students valuable exposure to research work. "The IRES program helps students appreciate the international scope and collaboration that is vital to progress in science. They learn how to transfer their skills to a new lab community—for example, what are the critical steps in the procedure and how do I make it work in a new setting?" says SIRE director Leah Roesch. "They learn how to share knowledge across cultures—how we approach the scientific question here may be different from there, but also details like regulations for using radioactivity in lab, or animals in research, or certain chemicals."

The program also leaves plenty of time to explore. Hammond, who is from Colorado, rode an elephant, learned to make silk, and took in the beautiful scenery. "As more and more international students and interns came, I traveled, ate, and learned about them and their cultures while we all learned together about Thailand and Thai culture," she says.

When the students who participated in IRES returned to campus in the fall from their programs in six different countries, they presented both their



Hammond learns to ride an elephant.



Hammond found time to explore the Thai countryside.

scientific findings and cultural experiences in the Fall Undergraduate Research Symposium during Family Weekend.

Hammond reflects on her "amazing experience" with IRES as she awaits her Peace Corps assignment, which she will take on after graduation. She plans ultimately to live abroad and work in human rights, public health, or diplomacy.

For more information about Emory's IRES program, visit college.emory.edu/current/achievement/research/SIRE/summer/ires.html.



Courtesy University of Texas Libraries, Perry-Castañeda Library Map Collection



Honor Your Emory Student

It's not too late to honor your Emory student with a gift to his or her class gift campaign. Each undergraduate class at Emory is still accepting gifts to help fund the Class Gift Book Award. Stipends of \$500 each will be awarded to students based on academic merit and community involvement. If you choose to honor your student with a gift, a personalized letter will be sent to him or her from the Emory Annual Fund. You can make your gift online at www.emoryclassgift.kintera.org or by phone at 404.727.6200. The deadline for making gifts to this year's class gift campaigns is August 31.

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Alumni, students get connected

The Emory community has gone virtual.

This isn't a new thing, of course. The Emory Alumni Association (EAA) and many other alumni groups have had a strong presence on a variety of social networking sites—Facebook, LinkedIn, MySpace, and many others—for some time. What is new is Emory E-Connection, a recently launched online social network, exclusively for Emory alumni, students, and faculty.

Launched in December 2008, E-Connection opens doors to literally thousands of new Emory contacts by allowing users to view customized job postings from Fortune 500 companies, forward their resume to thousands of fellow alumni, network with alumni and students who share personal and professional interests, meet new friends and business contacts, and much more.

One of E-Connection's aims is to connect the Emory community socially, but perhaps even more importantly, E-Connection serves as a professional network. So many people get new jobs or switch careers with the help of personal contacts. Who

better to be a personal contact than a fellow Emory alumnus?

"By reaching across class years and geography, alumni can form groups with others in their professions, get advice as they contemplate career transitions, or provide advice to students who want to follow in their footsteps," said Carolyn Bregman 82L, the EAA's director of career services. "In such challenging economic times, all Emory alumni, regardless of school, can enhance a profoundly powerful network by being available to share advice, suggestions, and connections with each other and with students."

Registering for E-Connection is easy. All that's necessary is an email address (it must be the address on file with the University) and a little bit of personal information. Encourage Emory students to register online at www.alumni.emory.edu/econnection and help them get that competitive advantage necessary for success in today's job market.

Click here to make a gift to the Emory Annual Fund.

Nursing students experience global nursing with Alternative Spring Break

Jamaica, the Bahamas, and the Dominican Republic—these locales call to mind sunny vacations full of relaxation and fun. But this spring at the Nell Hodgson Woodruff School of Nursing, twenty-seven juniors and seniors traveled to these tropical spots with a different kind of spring break in mind.

Since 2004, the School of Nursing has participated in the Alternative Spring Break (ASB) in the Caribbean. During these spring breaks, School of Nursing students have provided health care, health education, and health promotion to populations in Eleuthera, Bahamas; Jamaica; the British Virgin Islands; and the Dominican Republic. Participating students have the opportunity to provide clinical care to underserved populations, working alongside service organizations in these countries as well as with the ministries of health, to help treat people of all ages and with a wide variety of ailments.

Aviva Rubin 10N traveled to the Dominican Republic where her program was based in the city of San Francisco de Macoris. There she lived with a Dominican family and volunteered at an in-patient maternity ward in Hospital San Vicente de Paul. She also accompanied Dominican nursing students on home visits and helped put on a health fair in the community.

Rubin appreciated the chance to provide hands-on care. “It was empowering to recognize the usefulness of the skills I have developed in nursing school, especially critical thinking and compassion,” she said, “and to be able to exercise them in an unfamiliar setting.”

Rubin saw similarities in the health care systems of the United States and the Dominican Republic, but, she said, “the dearth of resources that they experience there is so much greater and so it affects the ability of the health care workers to provide quality care.” She observed a strong sense of community, however. “We spent an afternoon in a very impoverished barriro



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where two community leaders took us to see people who needed nursing attention,” she says. “We saw the most inspiring examples of people taking care of one another.”

Back on campus, Rubin says her experiences during Alternative Spring Break have influenced her nursing education. “I am trying to hold onto the things I saw in the D.R.—the poverty, the lack of adequate care, the extreme inequalities between patients and health care providers, as well as the warmth of the people, the strength of the community, the tangible desire for change,” she says. “I hope that my ASB experience can inform my learning experience back in the classroom and ultimately be something I can draw from throughout my nursing career. I need to keep in mind my patient’s expectations of care, what their

past experiences have been with health and medicine, who participates in their care, and how I can have the most beneficial impact given all of these factors.”

After she completes her BSN, Rubin plans to continue in the master’s program at the School of Nursing to become a nurse practitioner. She would like to work in community health and has an interest in nursing in an international setting. “Improving global health is an essential part of bettering the world, and I want to work with underserved populations to make sure that more people receive the basic human right of access to adequate and compassionate health care.”

For more information about the School of Nursing, visit www.nursing.emory.edu.

Preparing Students to Lead on Campus and Beyond

In a market where job skills count and talented leadership can be hard to find, the BBA Leadership Academy is giving students an edge.

Sponsored by the BBA Program Office, the BBA Leadership Academy teaches students about leadership through seminars, a 360 degree assessment and personalized coaching, and a service project, helping them become more self-aware and more effective leaders.

Students take the initiative to participate, and those who garner a minimum of five respondents for a 360-degree assessment within a week are in. The thirty-question assessment provides the basis for one of the program’s three seminars, as it measures each student’s leadership abilities. The assessment is followed up by an hour of personalized coaching, “to interpret and make meaning of the 360 results,” says Jill Pollard, director of advising and leadership for the BBA program and head of the program. She and Mark Dillard, director of leadership development at Goizueta, perform the coaching.

Two other seminars form the curriculum: Leadership Introduction and Emotional Intelligence, which is taught by Goizueta Organization and Management faculty, and Experiential Implementation, which varies according to the students’ needs. One semester the topic was



Through the initiative that they show by choosing to participate in the BBA Leadership Academy and the experience that they garner in the program, these students are exceptionally well positioned to emerge as leaders on campus and beyond. —Jill Pollard

handling change and ambiguity, and the other, communication.

After working out a development plan, which helps students identify ways they can work on their focus areas, participants in the Leadership Academy put their skills into practice with a service project in the community. The BBA Leadership Academy partnered with essential 2 life (e2l), an Atlanta nonprofit that supports and enhances the lives of urban high schoolers. The BBA Leadership Academy students provided a program for the e2l students called fifteen Steps to College, which outlines ways to prepare for college.

Because of the impact the program has had on its participants, the BBA Leadership Academy is growing in size. Pollard attributes its success and the changes in its student participants to the combination of learning, evaluation, and experience the program provides, saying, “Through the initiative that they show by choosing to participate in the BBA Leadership Academy and the experience that they garner in the program, these students are exceptionally well positioned to emerge as leaders on campus and beyond.”

For more information about Goizueta, visit www.goizueta.emory.edu.



Emory student-athletes worked hard on the course, court, and field this year. Take a look at some of our stand-out varsity athletes.

Emory Swimmers Harrison Brown and Keith Diggs Win NCAA Postgraduate Scholarships



Harrison Brown 09B Keith Diggs 09C

Two senior members of the men's swimming and diving team, Harrison Brown 09B and Keith Diggs 09C, have been named as recipients of the prestigious NCAA Postgraduate Scholarship.

They will receive \$7,500 scholarships for postgraduate study. The honor is based on both

their academic and athletic success during their Emory careers.

Brown is a nine-time All-American, and he has been part of six school-record setting performances during his time at Emory. A business major, he plans to attend dental school in fall 2010.

Diggs, the NCAA Division III Champion in the 400-yard individual medley in 2008, earned five all-America certificates and four all-America honorable mentions during his career. A political science major with a minor in music, Diggs tentatively plans to attend law school after graduation.

Fourth-ranked Emory Wins Twenty-second Consecutive UAA Women's Tennis Championship

The Emory University women's tennis team, ranked fourth in the nation, earned an upset win over third-ranked Carnegie Mellon University, 5-4, to win its 22nd-consecutive University Athletic Association (UAA) Championship.

Emory clinched the match with a 6-4, 6-1 win for freshman Zahra Dawson 12C in the second-singles match, giving the Eagles a 5-2 lead at the time, and making the final two singles contest irrelevant to the outcome of the match. Emory also picked up wins in the fourth-singles match from Lindsay

Reidenbach 12C (6-1, 6-0) and the fifth-singles match from Daniela Schechter 12C (6-1, 6-0).

The Eagles took a 2-1 lead after doubles play. Emory's first-doubles team of Tshema Nash 10C and Sabra Rogers 10C earned an 8-6 victory, while the second-doubles squad of Dawson and Lorne McManigle 11C won 8-0.

Emory has won the UAA Women's Tennis Championship every year of competition, one of the more impressive streaks in all of college sports.



The Emory women's tennis team, with the UAA Championship trophy.

Go Oxford Eagles!



The Oxford men's tennis team celebrates victory at the NJCAA III National Championship. Left to right: Ethan Protas 100X, Ben Freedman 100X, Chris Dickson 100X, Travis Platek 100X, Emilio Casillas 100X, and Anwar Ferdinand 100X.

Oxford Tennis Wins Nationals

For the third time in four years, Oxford College has come away triumphant from the NJCAA III Men's Tennis National Tournament, which took place May 11 to 15 in Plano, Texas. Following a week of frequent rain delays, Oxford entered the final round on the 15th with a 1.5 point lead over Suffolk Community College and a four-point lead over Onondaga Community College. With Eagles in five of the nine finals, only two wins were needed to secure the team championship. Oxford pulled off three wins—Travis Platek's 100X victory over Onondaga's Mason Drastal, Ben Freedman's 100X topping of Onondaga's Ryan Everett, and Chris Dickson's 100X triumph over Maksim Vergazov of Kingsborough Community College.

"This is a great honor for Oxford College and an exciting cap on the year for this remarkable team," said Brandon Feldman, Oxford's director of athletics, who also coaches men's tennis. "These young men have displayed great focus and worked very hard to reach this goal. We will proudly display this trophy for many years to come as a reminder of their achievement."

Three members of the Oxford team—Chris Dickson, Ben Freedman and Travis Platek—were named to the All-American first team singles roster. Freedman and Ethan Protas 100X were selected for the second team All-American roster of doubles players.

Greeks Go Green

For three years, Greeks Go Green (GGG) has been making Eagle Row one of the most eco-conscience spots on campus. Founded in 2006 by Nicolai Lundy 09C and Whitney Hannan 09B, GGG has brought environmental awareness to Emory's Greek community. By introducing competition, film screenings, campus speakers, and educational programming and encouraging Greek leaders to make environmentalism one of their chapter's values, GGG has made the Greek community a key part of the sustainability initiative on campus.

"All Greeks are involved in some way or another," says current director Rachel Gluck 10C. Students

All Greeks are involved in some way or another. —current director Rachel Gluck 10C

either attend the group's bi-monthly meetings to discuss our current initiatives or participate in the annual Greeks Go Green Competition, a late-spring event in which fraternities and sororities compete to see who is the greenest of them all. Usually a competition to name the fraternity who recycles the most, this year the competition is taking a different approach.

"In addition to recycling what one uses, I think it is important to cut back on consumption by replacing plastic water bottles with reusable ones, etc.," Gluck says. "Therefore, I will not reward the fraternity and sorority that recycles the most, but rather the ones which have the most volunteers at a few different Earth Day events Greeks Go Green will host, including tree planting and incandescent light bulb replacement."

Gluck, a junior from Reston, Virginia, became involved in green efforts on campus last year, when she attended a screening of the film *Who Killed the Electric Car?*, which was sponsored by GGG. The group's plans for next year include selling Discount Food Cards, which students can use to buy food at a 15 percent discount at organic and sustainable food stores and restaurants in the Atlanta area. "Whole Foods, Yoforia, Artuzzis, Sprout, Method, Rise 'N Dine, and a number of other restaurants and stores have signed on and will be offering students with these cards discounts every time they shop," she says.

A neuroscience and behavioral biology major and philosophy minor, Gluck plans to attend medical school after Emory, and though her career plans are not environmental, she says she "will always be involved in the movement in some way."