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SO LONG AND THANKS FOR THE PH.D.
A newly minted PhD reflects on her graduate school journey
Congratulations to all of our graduating students!

This graduation year coincided with Naoko’s 5-year anniversary, so several of these graduates were among the first class of students under Naoko’s mentorship. While certainly several things have changed from 2014 to 2019, we thought we would take this opportunity to reflect on recent initiatives.

In the spirit of graduation, we will start with our alumni. As many of you know, we are launching our first NYU School of Medicine PhD and MD/PhD Alumni event April 30-May 2, 2020! This past Fall, we sent a ‘save the date’ to alumni and posted to our social media sites, to make sure we reach as many alumni as possible. This two-day event will be a mixture of career talks, research presentations, networking events, and a chance for alumni to visit our campus and reconnect with past mentors. We encourage you all to spread the word, and we will be in touch soon with ways to help, if interested. We also encourage you to attend Alumni Day 2020 to learn about what our alumni have been doing and of course, to expand your networks! We hope to host this alumni day every 5 years. Please keep your contact information updated with us, so we can let you know!

Another recent initiative we would like to highlight is the newly created Ombuds program. We use the word ‘create’ intentionally, since this initiative was mobilized because of the efforts of your fellow graduate students, the CREATE team (Committee for the Respectful and Ethical Advancement of Trainees and Educators). Because of their efforts and those of graduate and NYULH leadership, Ombuds are now available to offer professional and neutral guidance for those seeking an off-the-record, consultation about how to resolve an education or training-related issue. The Ombuds program is highlighted under ‘Resources’ within our InsideHealth Student Community.

This month, the institution is also launching a Lab Management and Mentoring Program created specifically for our training faculty. This was developed with feedback from the CREATE team, students, postdocs, and faculty, in collaboration with the Office of Organizational Development and Learning (ODL). All training faculty will be required to complete the three sessions of training that focus on 1) managing lab and team members; 2) understanding unconscious bias and its potential impact on mentorship and management; and 3) supporting the professional development of students and postdocs. These sessions are led by a team from ODL and senior faculty, and we look forward to putting mentorship on the minds of everyone.

In the spirit of community building, we’d also like to recognize the efforts of Ashton Murray and the Diversity Initiative for organizing the first DIVE (Diversity, Inclusion, Valor, & Empowerment) summit (see page 8) in May, a day-long retreat intended to empower and build community among graduate students. The ~35 students discussed identity, stereotypes, unconscious bias, and more – all in a safe and inclusive environment. We encourage you all to learn more from the participants and to read about the retreat in this issue! We look forward to more retreats and discussions about these important topics and hope that we can create more uplifting experiences for all of our students.

We always try to be responsive to feedback. We thank the CREATE team and all the students, post-docs, and faculty who have participated in focus groups to help in the development of these recent initiatives. It has been an incredible year, and we congratulate those who have completed their training with us. We look forward to welcoming our MD/PhD students starting in July and our PhD students beginning in August.

Naoko & Susanne
THE SACKLER ADMINISTRATION

Jessica Dong, MA
Program Manager, PhD Program

Lisabeth Greene, MA
Assistant Director, Graduate Student Services

Ashton Murray, MDiv
Program Manager, Diversity and Inclusion

Tim Requarth, PhD
Lecturer in Science and Writing, Assistant Director, Academic Programs

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You can find Dr. Naoko Tanese in the Skirball 3rd Floor Administration area

The rest of the Sackler Administration can be found in MSB 228
Hello, Sackler!

We have made it through another year! First years are coming upon having to decide labs, student council is realizing we are going to become third years, and many of our colleagues are graduating. Summer is here and for some that means going on vacation, home, or exploring the city’s rooftops! As we all start moving into enjoying this season, it’s time for your 2018-2019 student council to bid you all farewell and reminisce about all the fun we had this semester.

This semester we continued our happy hours at Albion and got to enjoy their outdoor patio. We also got to see a few of our own graduate students ride a mechanical bull for a special happy hour at Johnny Utah’s. To create a balance between the excitement of bull riding, we held our first ever set of wellness events. We brought in a certified yogi to give students a free class where they were able to relax and unwind. Following the yoga session, we had some of the four legged friends from the Sacker community come out to help us take it easy. The communities’ dogs had a great time helping us forget our worries by enjoying our endless pets, running around, and sitting for treats. We will carry on the tradition of having a spring semi-formal, but this time on a boat! This year we chose to take our formal out on the East River for a fun night of food and dancing.

As we move on to the next academic year, it is our pleasure to introduce the incoming Sacker student council for 2019-2020: Co-Presidents- Mark MacRae & Kody Mansfield, Vice President- Alexis Sommerfield, Secretary- Joey Mays, Treasurer- Exene Anderson, Social Chair- Rachel Prescott, Diversity & Inclusion Chair- Runyu Hong, and Health & Wellness Chair-Niklas Boess. We have all the confidence that you will continue to foster our graduate student community and make your mark on Sacker.

Best wishes,

Victoria (Ex-Madame President) on behalf of SSC
GRO Your Career Options

The importance of networking and attending career conferences

By Britney Martinez

As PhD students, it can be hard to imagine a life beyond the projects that consume us throughout our time in graduate school. I realize this reality every time I go home to visit my family when they ask me the same dreaded question.

“What do you want to do after you get your PhD?”

I repeat my usual vague response that sums up: “I’m not sure.”

It is in those moments that I face the fact that I will not be a graduate student forever. I realize that I need to consider, not only the career options that are available to me, but also which interest me.

It is clear, now more than ever, that a postdoctoral position, followed by a tenure track PI position, is not the only option we have after getting our PhD. However, when our whole life is immersed in academia, how do we broaden our knowledge of the many career options available to us?

Graduate Research Organizations for Biotechnology (GRO-Biotech) is here to help. GRO-Biotech aims to connect graduate students and postdocs at various NYC research institutions with the growing biotechnology and pharmaceutical companies in the tri-state area.

This year they held their annual life sciences conference and networking event titled “GRO Your Career Conference 2019.” The main goal of this event is to help graduate students and postdocs learn more about the careers available to them through panels and direct conversations with professionals in careers such as medical communications, life science investment, consulting, and digital life sciences.

To learn more about what students can gain by attending career conferences and how we can get the most out of these events, I interviewed members of the GRO-Leadership team: Sackler students, Tobias Schraink (Tobi), Sofia Bakogianni, and Douglas Brawley.

Why is it important for PhD students to attend career conferences such as the one held by GRO-Biotech?

Tobi: The value attendees get, from coming to our conferences and similar events, is twofold. First, attendees learn about the careers that are within their reach and make a path towards entering those careers. This aspect is more valuable the earlier you are in your PhD/postdoc, because it gives you a chance to direct your projects towards the career you want. Second, these conferences provide opportunities to network and get connected with people who have jobs in fields you are interested in. This aspect goes up in value closer to graduation, when you will more actively be looking for a job.

Sofia: I want to emphasize that attending conferences and networking sessions gives you the chance to explore different career pathways that you might not have heard of before and build your network before you actually need it. There is no better place than New York to meet outstanding people from all over the world. I am inspired by the ambitious people I meet and their eclectic range of talents and interests.

Is it ever too early for a PhD student to attend alternative career conferences?

Tobi: The earlier you can come to one of these conferences, the better, because it allows you to set a course for your career. NYU SOM, especially the postdoc office, puts on a ton of events like this year-round. This is also true for people who want to stay in academia. There is additional training you can do, to propel your career, such as writing workshops, presentation training, etc. You should start learning about career opportunities as soon as your first year of your PhD.

What if your PI is not the most encouraging when it comes to professional development and the lab norm is strongly geared toward academia? How do I “breakout” and prepare myself for an alternative career?

Doug: Plain and simple, you have to take the initiative! Very few PIs will actively encourage you to take time away from the bench to pursue professional development interests; however, almost all care about your professional success as you are a reflection of their lab. Off the bat, have a straightforward conversation about your career goals. Discuss your thesis work and how you can leverage skills from your project, such as data analysis and due diligence research, to prepare yourself for the job market. Also, talk about your perceived weakness and how you plan to combat these deficiencies. For example, my goal is to transition into investment banking, so I courtesy-audited an Introduction to Finance course at NYU Stern downtown to learn the esoteric jargon used on Wall Street.
Networking can sometimes be hard or awkward for people that are new to it; what are some networking strategies you have learned that have helped you?

**Tobi:** Practice makes perfect! Networking is a skill like any other and it will come more easily to some than to others—I had to practice a lot because it does not come easily to me. When trying to network with someone, it helps to know why you want to talk with them to begin with. Having a specific question or purpose makes discussion easier.

I also chatted with Letitia Thompson, who provided her perspective as a conference attendee.

**Letitia:** The Investing in Life Sciences Panel offered surprising career options because, outside of academia, the careers you ideally think of for PhDs are in consulting, biotech, or industry. It was interesting to hear about careers involved in the financial side of research such as an investment banker, especially how to be in the intersection between finance and science.

Were you surprised by any of the career options that are available to PhDs?

**Letitia:** The Investing in Life Sciences Panel offered surprising career options because, outside of academia, the careers you ideally think of for PhDs are in consulting, biotech, or industry. It was interesting to hear about careers involved in the financial side of research such as an investment banker, especially how to be in the intersection between finance and science.

In addition to the panels and networking opportunities, attendees also had the opportunity to chat with fellow Sackler Alumni, such as Vangue Trapkov and Matthew Murphy who moved on to careers in consulting after receiving their PhD. Overall, attending this conference helped me learn that there are many employers outside of academia that value our experience as PhD students and it is worth our time to connect with the many professionals in the Biotech Industry, regardless of whether or not we choose to stay in academia.

What new advice/strategy did you learn from this conference with regards to networking and gaining experience?

**Letitia:** I learned that it is important to always network and reach out even though it may feel a little uncomfortable at first. If you genuinely have an interest in a subject or question to ask, people are usually willing to help with advice from their own experiences.

**Britney:** is a 4th year PhD student in the lab of Evgeny Nudler and is currently using Next-Generation Sequencing methods to study bacterial DNA repair. In her free time, Britney enjoys biking or running throughout NYC, trying to cook new recipes and playing board games with friends.

**WHAT IS GRO-BIOTECH?**

Despite its name, *Graduate Research Organizations for Biotechnology* (GRO-Biotech) is not limited to careers within the biotech industry. Their mission is to bring graduate students in the life sciences together with industry leaders in including consulting, biotech, data science and more. Many of the events depend on the interest of the organizing team. If you would like to set up an event for a certain career, contact us (Tobi, Sofia, Stela or Doug) about organizing your first event.

GRO-Biotech is always looking for more students to get involved! There are no strict positions, so the best way to get involved is contacting us about organizing an event you have in mind. Do not worry about organizing it on your own, we will gladly help you with your first event. If you are unsure, contact us anyway, as we are always open to new ideas that can make our organization better.

There is a lot of work that goes into our annual conference including:

1. Securing an event space and time/date
2. Plan rough outline i.e. what panels/speakers do we want?
3. Recruit Speakers and Sponsors
4. Advertising the event
5. Specifics, such as programs or food

Please contact us if you would like to be involved in organizing our next conference!

Our future events include a networking happy hour with Bioldea, INET, and Alexandria LaunchLabs. Be sure to check your email for these events and come hang out/ have a beer!
YOU BELONG WHERE YOUR DREAMS STAND

DIVERSITY, INCLUSION, VALOR, & EMPOWERMENT (DIVE) RETREAT

By Stephen Abini-Agbomson, Joel Encarnacion-Rosado, Ashton Murray

As a graduate student in biomedical sciences, you not only face challenges on a personal level but also on a societal level. For example, over the past few years the lack of underrepresented minorities (URM) at the student and faculty level has been highlighted across all STEM disciplines. Along with striving to increase representation of URM students, more work has been done to understand the issues that graduate students face throughout their career. One of these issues is the alarming increase in mental health cases diagnoses among the student community which tend to be more than six times higher than the general population(1).

As part of our effort to increase the understanding of problems that graduate students face daily, the Sackler Diversity Initiative (SDI), with the support of the Sackler administration, organized its first annual diversity retreat. The Diversity, Inclusion, Valor & Empowerment (D.I.V.E) Retreat was held in May 2019. The D.I.V.E Retreat aimed to build a stronger sense of community and empower the Masters, Ph.D. and M.D./Ph.D. students. Participants from across different training programs, and demographic backgrounds, attended the full-day retreat. Throughout the summit we tried to make meaning of our diverse experiences by analyzing social systems through social justice lens, exploring elements of self-awareness, self-care, leadership, and empowerment. Over the course of the day, we engaged in different diversity and inclusion exercises, from examining our own unconscious biases to tackling the insidious effects of stereotypes. Additionally, we actively worked to build a sense of community amongst the participants by doing fun and silly icebreakers and games that helped get us out of our shells and share authentically with each other. The conversations held brought up issues we faced individually and collectively as a student body. These open conversations helped build trust and awareness that as students in our respective laboratories and work environments we weren’t isolated beings. The retreat concluded with an amazing dinner and lots of laughs.

The success of the retreat makes us all the more excited to continue this work of building community here at NYUSoM. If you are interested in participating in work of SDI, keep a watch out for our upcoming interest meetings; additionally, feel free to talk to Ashton Murray (Program Manager for Diversity and Inclusion) about your ideas of initiatives and projects that you would like to see. For the upcoming academic year, we look forward to our Marie M. Daly Speaker Series returning, next year’s retreat, and a slate of new opportunities to create a culture of belonging here at Sackler.

GRADUATION
By Alla Peselis

Chapter 1 – Know there are no short cuts to a Ph.D.

It was the fall of 2013. I displayed a bright-eyed, enthusiastic, go-getter kind of spirit. No wonder, I had just gotten married and was starting a Ph.D. program here at NYU. I had already decided to stay in the lab I tech’ed in, because I thought that it would help me graduate faster. I still had to do three rotations, so I decided to do them all in labs that collaborated with the one I wanted to stay in, and on projects that would bolster my previously pursued area of research.

I expected to become more technically and academically knowledgeable, and, through a pre-planned path of receiving grants, publishing papers, and attending conferences, I would be set to pursue a career in academia. Little did I know, that although I would meet these personal expectations, my experiences getting to them would leave me searching for an alternate path.

Shortly after joining my lab of interest, I began working on a familiar project. Everything was running smoothly until my PI learned that another group was much further along in studying the same system, effectively ending this project's life. This left me to meander without a backup plan. But, I was not too worried, after all, this was just the beginning of grad school, and I still had lots of time. I believed my PI would create an alternative, similarly excellent, project for me.

Chapter 2 – Have flexibility and resilience

As luck would have it, a new group approached us with a collaborative project within a couple of months. It was the perfect opportunity to build my technical skills in a new field. Although this would likely add some time to my expected, short, graduate school career, I was excited and happy to ride their wave, especially after they published the initial findings in Nature.

I quickly went to work, tackling several aspects of the project at once, but all my preliminary data was turning out weak and inconclusive. Around that time, I decided to apply for my own funding, so we spun my data in a positive way. After waiting four months, I received my score—not fundable. I worked, addressing the reviewer's comments, for eight months. My data continued to be weak and inconclusive, but we again spun it in a positive way. This time, my grant was scored very highly; but, the email that I officially got the grant never came.

Eventually, my professor talked to the grant officer who explained that funding for that NIH institute was very limited. Even my excellent score did not make the cut, so we shrugged our shoulders and moved on. By 'moved on', I mean, decided to resubmit the proposal to a new institute, essentially starting over. Eighteen months into this process, after re-re-submitting, the first institute called and said they found the money to fund me.

Despite this positive turn of events, I felt unsatisfied. It was more like a strategic business proposal was funded, rather than a scientific endeavor. Grant applications aside, the most discouraging aspect of it all was my persistently weak and inconclusive data.

Chapter 3 – Give your friends support when you can

I grinded away at this project for two and a half years. With progress going slowly, I started to wonder what getting a Ph.D. meant. People say it is learning how to learn, but I was not sure how feeling like a failure was helping me get there. Nevertheless, I ventured onward with perseverance and tenacity, telling myself that this work is noble and there are always challenges when starting.
"...out of respect for myself, I started to say 'no'... a lot. I finally have the confidence to do what I felt was right. If I did not deem an experiment worthy of my time, I would not attempt it."

something without knowing when or where it will end.

Somewhere in that long span of time, which seemed like the ice age, I had lost track of people and events, and life basically revolved around lab. Finding that many experiments did not work, I would often question my own efforts and intellect. Every minute I was not in lab felt like time added to my degree. Nothing moves unless you are moving it, right? I felt I was stuck here until someone deemed that I had done enough to get a degree.

Over time, I found it harder to believe in myself. When I finally had a night out with my friends after six months of solitude (on all of our parts), we commiserated about how everything seemed hopeless and did not measure up to our expectations. We were surprised to hear that we all felt our situations were bleak in their own way. We decided to meet up more often to support each other as much as possible. In an effort to stay positive, we tried to celebrate each success no matter how small.

At the end of my fourth year, our collaborators uncovered that the results they originally approached us with were not real after all, and they retracted their Nature paper. Devastated, I was back to square one and had lost all confidence in my work. My PI acted like "oh well, this happens," but I was starting my fifth year nowhere closer to a first-author publication than I had been at the start. After spending lots of time at Albion, I realized that I was not, in fact, starting my fifth year with nothing. I was starting my fifth year with knowledge.

In addition to my new technical skills, I had built my skepticism. I learned to reject superficial qualifications like journal names or PI stature, and instead to always challenge everything. The biggest lesson was that I should respect myself and my scientific judgment. I now knew my time was valuable and that I was capable of learning quickly.

Chapter 4 – Take care of yourself

With this knowledge, I decided to rely on myself. First, I thought up a new project based on findings I heard at a conference. I had the skills to do this from my previous work and thought it was manageable. I did not ask my PI; I told him that I was going to work on this project. Next, I started to address my mental and physical health issues by seeking therapy and working out. Lastly, out of respect for myself, I started to say "no"... a lot. I finally had the confidence to do what I felt was right. If I did not deem an experiment worthy of my time, I would not attempt it.

I worked nonstop to produce a paper within ten months. It was my fifth year, and it was rough. I published my study, but my relationship suffered, and I was no longer sure I wanted to stay in academia.

"Although we all have different experiences, I think we can agree that getting a Ph.D. teaches you a lot—not only about science, but about yourself, and, dare I be grandiose, about life."

Chapter 5 – Build other skills

My last year here, my sixth, has consisted of less research and more career-related activities. Fortunately, I had not completely pinned myself into an academic corner, but had been exploring multiple career options since my third year. To help with this pursuit, NYU has offered abundant opportunities. I have bolstered my writing skills through the Messenger, attended several career workshops put forth by Sackler and the post-doc affairs office, and gone to various panels and networking events.

Although we all have different experiences, I think we can agree that getting a Ph.D. teaches you a lot—not only about science, but about yourself, and, dare I be grandiose, about life. I am relieved to be done, and excited to try something new. I have learned to learn and to believe that I can tackle any task. Did I need a Ph.D. to learn these lessons? I am not sure about that, but despite everything, I have no regrets.

TIPS FOR GIVING VALUABLE FEEDBACK

Feedback can improve your written and spoken communication, clarify your ideas, make your work more audience-appropriate, and help with proofreading. Giving proper feedback is a skill (as is receiving feedback gracefully). Consider these tips on how to give good feedback (or secretly slip them to someone who could use some help).

You should consider...

- What is the main point?
- Is it interesting?
- Does it fit the intended audience?
- What would you want to know more about?
- Is the flow/structure good?
- Are there too many adjectives? Words?
- Is there jargon? Are the sentences too complex?
- Grammar, spelling, etc...

You can give good feedback by...

- Giving glows (+ positives) and grows (- negatives)
- Being specific by giving examples
- Critiquing the article not the author... don't say "you"
- Focusing on the main issues first
- Offering examples of possible improvements
- Reading things twice and reconsider feedback
By Veronica Diaz

As grad students, one of our proudest moments comes when we see our names at the top of the author list in a peer-reviewed journal publication.

For fourth year grad student Eric Wang, that moment came on March 18. His work in Dr. Iannis Aifantis's lab, in collaboration with the Abdel-Wahal lab at Memorial Sloan Kettering, was featured in an article and a news and views highlight piece in Cancer Cell.

The Aifantis lab studies the initiation and progression of lymphoid and myeloid leukemia, a cancer of blood-forming tissues. Eric is particularly interested in the mechanisms underlying acute myeloid leukemia (AML), an aggressive hematologic malignancy in which only 24% of adults live past 5 years following diagnosis. While recent research has identified AML-associated mutations, leading to an ongoing phase 1 clinical trial, current interventions are largely limited to chemotherapy, which carries debilitating side effects.

CRISPR systems have become widely known recently for their gene editing capacity. However, this method is also readily used in cancer research to identify genes essential for cancer survival and proliferation. Using a focused CRISPR/Cas9 screen, Wang et al. identified RBM39 as an RNA binding protein (RBP) critical for AML growth and survival. They first used a CRISPR library to target known RNA binding domains and determine which RBPs were depleted in human AML cell line culture.

From this list, they selected those RBPs which were significantly overexpressed in human AML. Finally, they validated RBM39 as a critical candidate by showing that RBM39 loss resulted in reduced leukemia progression and increased overall survival in vitro and in vivo.

The authors go on to show therapeutic effects of indisulam, a compound characterized previously known to degrade RBM39, using both AML cell line-derived and patient-derived models. Therapeutic options often come from the attempted targeting of leukemia-associated mutations. Here, however, Eric and his colleagues succeeded in identifying non-mutated proteins which are still necessary for cancer proliferation.

Identifying non-mutated proteins can be challenging and costly given the need for a systematic evaluation of proteins required for cancer survival. This obstacle was overcome by the elegant use of genetic approaches including CRISPR screens and loss of function experiments. Findings from this study have advanced AML mechanism understanding and provided momentum to ongoing phase 1 and 2 clinical trials.

When asked about the collaboration experience, Eric expressed he was "pretty reluctant at first because collaborations always run the risk of not working out." His concerns quickly withered away when the partnership turned out to be the "perfect marriage."

Dr. Aifantis and Dr. Abdel-Wahal are friends and have a history of working on several papers together, easing the relationship at the PI level. The remaining two co-first authors from the Abdel-Wahal lab contributed their computational and medical science expertise, expediting the analysis and experiments involved in such a lengthy investigation.

NYU's history and reputation of collaborating within and across institutions to produce high quality work are exemplified here.

A bridge between basic and translational research is not easily built. Additionally, within translational research there are hurdles to overcome given clinical trials often take years before reaching approval. Eric and his collaborators have managed to build that bridge and push the process forward by setting individualism aside and gathering expertise necessary to address a crippling form of cancer that claims over 10,000 lives every year.

We have all been there. It’s a friend of a friend or a relative you only see once a year.

“What is it you do again?”

“How is that going to help...you know...with curing disease?”

Or maybe you want to comment on some hot pop-sci topic that surfaced in discussion at a bar. Finding the right words to use that eliminate scientific jargon and convey the true meaning is difficult.

 Crafting your responses in these types of situations doesn’t ever become simple or easy, but, with practice, your answers might make a bit more sense to those with little science background. Enhancing science communication skills, both written and spoken, is a valuable time investment even as often-overworked graduate students.

Whether it be giving a public talk or chatting with a scientist at a conference, a student must be able to eloquently describe their project and the importance of their results. We also might have to communicate our science to the public when participating in outreach events or talking with our non-scientists friends and family.

Every scientist-in-training could benefit from brushing up on their writing or speaking skills while in graduate school. Communicating your project with your written thesis and spoken defense are not the last times you will need these skills. Effective science communication is required for just about every career that follows a PhD.

There are communication-centric jobs like medical writer, science journalist, journal editor, marketing writer, and jobs in science education or outreach. Other major post-PhD careers such as working in academia, consulting, or industry also require the ability to succinctly and accurately describe science to those with different expertise.

In a survey cited in Next Gen PhD, over 90% of respondents in a 3,816 pool of recent PhD graduates listed oral and written communication skills as essential for success in their new job. Of the most prominent activities they perform in their new career, writing and communications were among the top six answers.

The Sackler Graduate School has done a great job at allowing students to forge clubs and communities around specific post-grad careers outside of the traditional tenure-track. We have a Consulting Club and a Biotech Club, among others. While students involved in the Messenger (the newsletter you are currently reading) often transition into communications careers, there lacks a structured community for these students. This was one motivation behind the newly formed science communication club (SciComClub).

The Messenger community is often a place for Sackler students to practice their written communication and hone their article-writing skills. In its 26th year, the Messenger has evolved from a single paged newsletter into more of a magazine with almost 20 pages in each issue. The topics covered now range from recent research published by a Sackler student (see page 12) to interviews with alumni to cool things to do around NYC.

While there are also a number of communication workshops available around the medical center and at downtown NYU, a community of writers that keep one another accountable and provide feedback will encourage productivity.

The SciComClub will still incorporate producing the Messenger three times per year. We will have a more structured peer editing pipeline and hope to polish articles for publication on other platforms. In addition, we want to publish more frequently by launching a related blog and website, and even work on our twitter communication skills with a SciComClub twitter account.

We will have a monthly meeting where we develop our skills with workshops and learn about more opportunities with invited alumni and guests, all over food of course. If you want to improve your writing, be kept accountable for developing science communication skills, or are just interested in exploring other careers keep an eye out for announcements about our next meeting! We will be having a leadership meeting on June 12th where we will plan the coming year of events. Come with your ideas and goals to help this new club take shape!

Kristen D’Elia is a graduate student in the labs of Jeremy Dasen and David Schoppik studying motor neuron subtype specification. Outside of the lab, she loves photo documenting her adventures around and outside NYC and is on an infinite quest to find the next best dessert.
THE SACKLER MESSENGER NEEDS YOU!

What is the Messenger
The Sackler Messenger is a student newsletter that is written, edited, and produced by Sackler graduate students.

Who reads it?
Primarily Sackler students, faculty, and staff, but all issues are available for anyone to read through the Sackler website (link).

How can I contribute?
Pitch an article idea. Do an interview. Write up a story. Take pictures. Help with editing and layout.

Why should I get involved?
Advertise your new research, club, etc. Improve your writing skills with peer feedback. Produce a piece you can add to a science communication portfolio. Help us diversify the student voices in the Messenger.

Want to get involved with a future issue?
Have feedback or an idea about how we can improve?

CONTACT US:
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AWARDS & HONORS

Kathryn Allaway, NIH NRSA
Rachel Bandler, NIH NRSA
Raymond Barry, NIH NRSA
Luendreo Barbosa, HHMI Gilliam Fellowship
Lauren Bayer Horowitz, NIH NRSA
Erica Briggs, NIH NRSA
Alexander Calderon, NIH NRSA
David Collins, NIH NRSA
Camila Delgado, NIH NRSA
Kristen D’Elia, NIH NRSA
Julia Derk, NIH NRSA
Joel Encarnacion-Rosado, NSF GRFP Honorable Mention
Katherine Eyring, F99/K00
Alice Fok, NIH NRSA
Tabitha Julien, NIH Diversity Supplement
Kalman (Vigi) Katlowitz, Inaugural NYU University-Wide Outstanding Dissertation Award

Kalman (Vigi) Katlowitz, NYU GSAS Dean's Outstanding Dissertation Award in the Sciences
Matthew Keller, NIH NRSA
Rachel Kim, NSF GRFP
Graeme Koelwyn, Sackler Outstanding Dissertation Award
Graeme Koelwyn, Honorable Mention, Inaugural NYU University-Wide Outstanding Dissertation Award
Naomi Lopez-Caraballo, HHMI Gilliam Fellowship
Yuta Senzai, Sackler Outstanding Dissertation Award
Havva Ortabozkoyun Kara, NIH NRSA
Alex Penev, NIH NRSA
Mary Rossillo, NIH NRSA
Stephen Yeung, Jan Vilcek/David Goldfarb Fellowship Endowment Fund Recipient – Department of Microbiology
Brendan Zotter, NIH NRSA
**STUDENT PUBLICATIONS**


*authors contributed to work equally*


GRADUATION DEADLINES

September 2019 Graduation Deadlines
Register on ALBERT at home.nyu.edu from February 4, 2019 to June 16, 2019
Preliminary thesis deadline: Friday, August 2, 2019
Final dissertation deadline: September 13, 2019

Resources for thesis preparation and the graduation checklist are available on our student community thesis defenses and graduation page, which you can access using your Kerberos ID.