In This Issue

2 The Center for Scientific Teaching
3 How to Prepare & Weather the Storm
4 BBS Fellowship Winners
   Biologists in Harmony
5 My Experience in the IGPPEB Program
7 Dear B
8 Lifestyles of the Poor and Academic
   B Goes to Vegas
10 B Contest

The extraordinary talents of BBS students
Every New Year, we ask ourselves what we can “fix” over the next twelve months. Instead of focusing on the negative, however, how about asking ourselves what we have learned or, better yet, what we have been able to teach others? Those among our B magazine readers who have had teaching experience here at Yale can certainly attest to the impact of their classroom efforts. Furthermore, the gift of teaching - unlike, say, your average giftcard or generic “bath” item - truly does give back, particularly in developing one’s own presentation style and mentoring skills. The perks of teaching undergraduates do not end here, though, and many students overlook all that the Yale Center for Scientific Teaching (CST) offers. (“There’s something here for everyone!” as some clothing stores told us, over and over again, until we never actually want to go in there anymore.)

For the teaching newbie, the CST provides mentoring and guidance through the HHMI Teaching Fellows Program. This centers on a course called “Theory and Practice of Scientific Teaching,” which allows graduate students to practice developing classroom materials and even to partner with faculty here at Yale to implement some of these novel ideas. Certification for college teaching is offered here through the more generalized Graduate Teaching Center (GTC), as well. One Yale graduate student with whom I spoke expressed the value of this experience for developing her teaching style, finding mentors, and acquiring evidence of her excellence in teaching. This is something that post-doctoral applicants often overlook, she adds! She also enjoyed the opportunity to connect with younger students, whether leading freshmen through their first academic paper or explaining laboratory techniques to the more advanced. Furthermore, these experiences strengthened her teaching interests in addition to sharpening her scientific expertise. (“We only truly know our science when we are able to teach it to others. One step further, [...] to non-experts: our students, our families[,] or the media.”)

Graduate students should also give thought to exploring the different kinds of courses that they can teach. One of my interviewees, who chose a policy course geared toward non-science majors, noted that, while giving hour-long sections that engage students in discussion required quite a bit of preparation, he found that he also learned a lot about the social and global implications of science policy. For those of us with additional interests, such as philosophy, ethics, or global affairs, teaching a course like this offers a convenient medium to meld the different worlds. In addition, he adds, helping students of a diverse academic background better understand the science behind common topics - like GMOs, for example - proved particularly fulfilling.

The advanced graduate student and teacher, on the other hand, may be more interested in the journal club program and seminars offered through the GTC. While the Science Education Journal Club leads students through informative research papers about education in the sciences, seminars cover topics like the undergraduate experience, stereotypes that exist in the classroom, and novel ideas for organizing class time, to name a few.
How to prepare for and weather the storm
(an actual storm, not life, your thesis, or other difficulties)

By Phillip McCown

“Be prepared” is the Boy Scout motto. Prepared for what, though? In the light of Hurricane Sandy and Megablizzard Nemo (and the Nor’easters of a typical New England winter) and other inclement weather situations rolling through the New England area, I was provided with endless entertainment as I watched people spend ridiculous amounts of money on emergency supplies that were probably for naught. So, in order to prevent this from happening to you, and to ensure that you survive everything from a day snowed in to the zombie apocalypse, I’ll give you a few tips in terms of things you should purchase to other plans you should have. For, as Bertrand Russell once said, “Dread of disaster makes everybody act in the very way that increases the disaster.”

1) Regardless of the situation, plan for basic utilities not being available. This means no electricity, no water, no phone services. How does this translate to you? This means that your microwave, most water heaters, electric can openers, electric ovens, ATMs, gas station pumps, credit card access, and Internet access will be limited at best and most likely some combination will not be functional at all. Have non-perishable foods that do not require cooking or, if possible, cook meals in advance of an imminent storm so that you will be reheating food instead of cooking it. Keep some spare cash on hand in a secure place.

2) Do not light a fire without adequate ventilation and do not purchase gasoline with the thought of turning into long-term storage. You probably already knew these two things, but they always bear repeating.

3) John Rockefeller always said that with every disaster comes an opportunity. If something sounds too good to be true or if some convenience is offered at a ridiculous markup, you can do without it.

4) Do not purchase perishable goods or things that require that they be held at a specific temperature. See number one for why. Keep calm! It may be difficult, but with a level head, you may be surprised at things you observe.

5) Sit back, relax, and watch.

Beyond the undergraduate-centered teaching positions available, graduate students may also find themselves interested in a more community-focused approach to teaching through the Science Education Outreach Program (SEOP). Although not directly coordinated by the CST, the SEOP allows for a less-traditional experience where students volunteer pairwise in local classrooms to teach science in an interactive, hands-on manner. One particular SEOP teaching assistant with whom I spoke mentioned that she joined the program seeking an enjoyable alternative to her teaching responsibilities that also allowed her to mentor in the community. This program made very clear to her the disparities that exist among inner-city schools, in addition to deepening her appreciation for education and career opportunities.

Whether you choose the more traditional route offered by the CST or the adventurous opportunity of the SEOP, your teaching and mentoring efforts will undoubtedly impact younger students and their interest in the sciences. However, like the most heart-felt gift, these efforts will surely rebound, allowing for you to grow and learn even more, in return.
One may think that singing is considered a fine art and, therefore, not the domain of scientists. However, BSS graduate students are proving that assumption very wrong. Five of our own spend their time outside of lab singing in Yale’s only coed graduate student a capella group, appropriately named The Citations. You probably heard them at Matriculation (if you went to that). As a completely unbiased observer, I think they are pretty awesome (full disclosure: I shared an apartment with one of the members for three years and another member lived next door…).

This year, The Citations have five BBS students in their midst (almost a third of the entire Citations group). The remaining twelve members hail from a variety of programs such as Law, Divinity, Applied Mathematics, and Political Science. While the other Citations members may have trouble understanding why the scientists cannot meet at 3pm to rehearse or how their programs are possibly different (How can anyone keep track of the difference between MB&B, MCGD, MCDB, INP, etc.?), we fellow BBS members can appreciate their incredible skills both in and out of the lab.

The President of the Citations this year is Kasey Christopher, a Genetics 5th year student studying ciliogenesis and Sonic Hedgehog-mediated patterning, who sings two very impressive solos in their concerts (I’m not exaggerating here, I promise). Her solo in “Change in My Life” is the concert finale for every concert that I’ve been to and deserves that distinction. Padmini Pallai is an Immunology student studying the Influenza virus and is in her first year on The Citations. MB&B definitely has the largest BBS representation, with three students on The Citations. Erin Weber is The Citations Business Manager this year. She is a 5th year studying viral hijacking of host membrane trafficking pathways. Danny Schlingman is also a 5th year and uses single molecule optical tweezers to study chromatin packaging. Matt Akamatsu, a 4th year studying citokinesis, is the Music Director. I asked the members what their favorite songs were and the overwhelming response was “Pinball Wizard” (with a solo by Danny). However, I was told that The Citations are currently working on a Prince medley that might just eclipse “Pinball Wizard” and “Rolling in the Deep” (solo by Kasey).

If I’ve convinced you to check out The Citations, they perform at Mory’s frequently, usually on Wednesdays. They also have their annual Spring concert coming up at the end of the semester. In a very exciting development, they have been working on producing a CD so that when we all finally graduate and escape from grad school, The Citations can come with us! If you have any questions, please contact citations@yale.edu. For song clips (you should definitely check these out) and updated concert information, you can visit The Citations website: www.yale.edu/citations and http://vimeo.com/yalecitations.

BBS Fellowship Winners 2012-2013

**Outside Fellowship Winners**

National Science Foundation
- Deborah Ayeni, 2nd yr, Pharmacology
- Jacob Brewer, 2nd yr, MB&B
- Sarah Ebmeier, 2nd yr, MCDB
- Bryan Leland, 2nd yr, Cell Biology
- Lindsey Stavola, 2nd yr, Pharmacology
- Edward Barbieri, 3rd yr, MCDB
- Matthew Eckwahl, 3rd yr, Cell Biology
- Kyle Myer, 3rd yr, INP
- John Ray, 3rd yr, Immunobiology
- Elizabeth Bailey, 3rd yr, MB&B
- Robert Wickham, 3rd yr, INP
- Robert Amezquita, 1st yr, Immunology Track
- Michael Robertson, 1st yr, BBSB Track
- Paul Baranay, 1st yr, CBB Track

National Research Service Award
- Matthew Klienman, 4th yr, Neurobiology
- Michael Henderson, 5th yr, INP
- Tiffany Todd, 4th yr, Genetics

HHMI Gilliam
- Robert Amezquita, 1st yr, Immunology Track

American Heart Association
- Adam Simpson, 4th yr, MB&B

PhRMA Foundation
- Celeste Greer, 4th yr, Pharmacology

HHMI International
- Qinhua Zhou, 4th yr, MB&B

Canadian Institutes of Health Research
- Jeremy Willsey, 3rd yr, Genetics

**BBS Fellowship Winners**

Patricia S. Goldman-Rakic Fellowship in Neuroscience
- Xue Sun, 3rd yr, INP

George Robert Pfieffer Fellowship
- Zoe Klein, 3rd yr, INP

Biologists in Harmony: The Citations a capella group

By Andrea Stavoe

One may think that singing is considered a fine art and, therefore, not the domain of scientists. However, BSS graduate students are proving that assumption very wrong. Five of our own spend their time outside of lab singing in Yale’s only coed graduate student a capella group, appropriately named The Citations. You probably heard them at Matriculation (if you went to that). As a completely unbiased observer, I think they are pretty awesome (full disclosure: I shared an apartment with one of the members for three years and another member lived next door…).

This year, The Citations have five BBS students in their midst (almost a third of the entire Citations group). The remaining twelve members hail from a variety of programs such as Law, Divinity, Applied Mathematics, and Political Science. While the other Citations members may have trouble understanding why the scientists cannot meet at 3pm to rehearse or how their programs are possibly different (How can anyone keep track of the difference between MB&B, MCGD, MCDB, INP, etc.?), we fellow BBS members can appreciate their incredible skills both in and out of the lab.

The President of the Citations this year is Kasey Christopher, a Genetics 5th year student studying ciliogenesis and Sonic Hedgehog-mediated patterning, who sings two very impressive solos in their concerts (I’m not exaggerating here, I promise). Her solo in “Change in My Life” is the concert finale for every concert that I’ve been to and deserves that distinction. Padmini Pallai is an Immunology student studying the Influenza virus and is in her first year on The Citations. MB&B definitely has the largest BBS representation, with three students on The Citations. Erin Weber is The Citations Business Manager this year. She is a 5th year studying viral hijacking of host membrane trafficking pathways. Danny Schlingman is also a 5th year and uses single molecule optical tweezers to study chromatin packaging. Matt Akamatsu, a 4th year studying citokinesis, is the Music Director. I asked the members what their favorite songs were and the overwhelming response was “Pinball Wizard” (with a solo by Danny). However, I was told that The Citations are currently working on a Prince medley that might just eclipse “Pinball Wizard” and “Rolling in the Deep” (solo by Kasey).

If I’ve convinced you to check out The Citations, they perform at Mory’s frequently, usually on Wednesdays. They also have their annual Spring concert coming up at the end of the semester. In a very exciting development, they have been working on producing a CD so that when we all finally graduate and escape from grad school, The Citations can come with us! If you have any questions, please contact citations@yale.edu. For song clips (you should definitely check these out) and updated concert information, you can visit The Citations website: www.yale.edu/citations and http://vimeo.com/yalecitations.
I have a friend (in science) who likes to stream people doing science into categories: you are either a chemist, a physicist, a biologist or an engineer. He turned to me and paused. Then he said, “You are an amphibian.” I stared at him, not knowing emotionally how to respond to being called a batrachological specimen. Not only was it not cool to be called a frog, but, more so, it hit a raw nerve on my scientific dilemma.

I am interested in both experimental research and computational analyses, and I had internships in both. I have been to conferences where the biologists would say that I have an inadequate amount of experimental experience and where the computational people would stare incredulously and ask why I am even trying to do any experiments... Coming from an undergraduate background in computational biology, I remember trying very hard to convince myself (along with several other people) that my hotchpotch knowledge of biology, chemistry, physics, statistics, math and computer science is going to save the world some day. However, in reality, my breadth of knowledge was making me feel like a jack of all trades.

When I was applying for graduate school, Yale’s Integrated Graduate Program in Physical and Engineering Biology (IGPPEB, or simply PEB) was one of the few programs that emphasized explicitly trying to train people in both quantitative and experimental research and that incorporates interdisciplinary research into the curriculum. That got me extremely excited... and curious. I had no idea how being interdisciplinary can be taught. I was excited to be admitted to Yale in both CBB and PEB.

Firstly, PEB is organized such that each student has a home department, instead of PEB being a department by itself. This sets up your “base,” where you will anchor the direction of your research. This usually best fits with what you are interested in the most. My base is CBB, because of my strong interest in computation. Other PEB students in my year were from MCDB, MB&B, Physics, and Engineering. I realize retrospectively that this is a very efficient way to calibrate more finely the nature of your research, e.g. whether you are doing “biophysics,” or “physics with applications in biology,” or simply physics. Assuming you have two aspects to your research (“X” and “Y”), then, like a rheostat, you tune the “proportion” of X and Y accordingly, where X and Y are variables like “physics” and “biology” (refer to previous example) or “computation” and “experiment” (my own example).

Secondly, we learn first-hand from mentors who are conducting interdisciplinary research in class. For example, in one of the required courses called “Methods and Logic in Interdisciplinary Research,” the students and professors discuss two papers in depth each week. However, there are interesting twists that make things a lot more educational and relevant to interdisciplinary research. First, the instructors are paired up based on their expertise, and the papers they picked are specifically chosen to exhibit a good meld of quantitative and experimental research. For example, in one of our classes, our instructors were our Graduate School Dean Professor Tom Pollard (MCDB and MB&B), an expert on experimental research in actin and cytokinesis, and his research scientist, Dr. Julien Berro, a mathematician. They selected two papers on how the described computational models on actin polymerization were able to correctly predict experimentally verified biological processes. Second, the students have to meet prior to discussion with the instructors to make sense of the eclectic elements in the papers. From the mathematical equations to the experimental methods used, we have to capitalize on the research diversity of the class. For instance, someone with knowledge of certain algorithms or experimental methods would have to describe them succinctly and point out their relevance to the work in the papers. I thought it was exhilarating to figure out most of what was going on in the

Continued
papers ourselves before verification from the instructors, even though this also means that the success of the class hinges much more on the participation of the students. The course also made me realize more pertinently the importance of scientific communication in interdisciplinary research, such as how much of the technical details you can paraphrase or omit to bring the information across clearly and accurately to scientists not in your field.

This last point was also palpably felt in the “Integrated Workshop” PEB course. In this course, the PEB students are paired up so that their research and academic backgrounds complement. Then, each pair does two to three four-week long lab modules, each straddling two or more laboratories at Yale. The projects are designed by the labs’ PIs to incorporate quantitative and experimental elements so that the pair of students has to learn from each other and work on them together. One lab module, performed in the laboratories of Professors Valerie Horsley (MCDB), Paul Forscher (MCDB) and Eric Dufresne (Physics, Cell Biology, Chemical and Mechanical Engineering), required us to investigate the traction force of skin cells. We had a two-week crash course on keratinocytes (skin cells), microscopy, and MATLAB particle tracking before we actually grew the (mouse) keratinocytes, used the microscope, and ran the particle tracking software to produce intelligible results. I enjoyed this “Integrated Workshop” the most, not only because it allowed me to sample a number of different labs, but because it also demonstrated via practice that interdisciplinary research is often collaborative.

Sometimes, I feel that PhDs specialize and focus in their own fields so much that there is a general sense of inertia to delve beyond. Occasionally, there is even an acquired aversion or misunderstanding for scientists in other fields. Hence, there is a need for scientists to be aware and also to understand the intricacies of interdisciplinary research. In light of an increasing emphasis in many areas of research, such as in systems biology and in synthetic biology, Yale’s PEB provides a platform in an educational setting where interdisciplinary research is being taught to students via experiencing interdisciplinary research in class and in lab.

PEB is one of the initiatives of the Raymond and Beverly Sackler Institute for Biological, Physical, and Engineering Sciences, which aims to promote and support interdisciplinary research endeavors at Yale. Professor Lynne Regan (MB&B, Chemistry, and CBB) is the director of the Institute, and her leadership team comprises of Professors Tom Pollard (MCDB and MB&B), Corey O’Hern (Mechanical Engineering & Materials Science, Physics, and CBB) and Simon Mochrie (Physics and Applied Physics). Lynne is a fantastic leader and mentor and has been an inspiring and proactive advocate of interdisciplinary and collaborative research and training at Yale. Dr. Dorottya Blaho Noble (affectionately known to us as ‘Doro’), who is a former Yale MB&B PhD graduate student, is the assistant director. Doro is a remarkable coordinator and is extremely involved in all the activities of PEB and the Institute. These activities include symposia, retreats and invited speakers, the monthly Sackler Discussion Group (SDG), the Sackler/NSF undergraduate summer research program, and NSF’s Physics of Living Systems Student Research Network (PoLS SRN). Through the PoLS SRN, PEB students are plugged into an international, inter-institutional network, allowing them to meet graduate students and faculty at other institutions conducting interdisciplinary research, to share and discuss their work, and to pursue valuable research exchanges. Being once in our shoes, Doro also deeply understands the challenges of being a Yale student, and, with her new-found maternal instincts (yes, she is expecting a baby soon!), these make her an excellent counselor.

For more information on PEB, please visit the website (http://www.peb.yale.edu/) or email peb@yale.edu.

For more information about Doro Blaho Noble, please visit the website (http://www.peb.yale.edu/).
Dear B,
I have lab meeting on Science Hill followed immediately by a class at the med school. The Blue Line is never on time, which means I'm always late for my class. I plan to advocate for a faster shuttle route, but do you have any ideas on what I should ask for?

-Running Late

Dear Running Late,
Blue Line, Orange Line, Green Line...this place has every line except the one we really need: the Zip Line. With a cable connecting the roof of KBT to the dome of SHM, you could make the trip to the med school in 2 minutes flat. Sure, you'll scream like a baby the whole way down, but you'll never be late again.

Dear B,
I'm a new faculty member at West Campus, and we're really interested in attracting students to our labs here. We have free parking, a free gym, and a student lounge. What else can we offer?

- Fish bate

Dear Fish Bate,
You know who does a great job luring unsuspecting victims? Casinos. You should take a page from their playbook:
1. Build an on-site hotel so students can roll in and out of lab without needing to commute or even bathe first.
2. Offer buffet dinners, and comp the students who spend the most time in lab.
3. Serve poolside drinks. You do have a pool out there, don’t you?
4. Hire an Elvis impersonator. Everybody likes Elvis. If he can preside at weddings, all the better.

Dear B,
My experiments require long hours in the cold room. I can't take it much longer and may just freeze to death. What can I do?

- Frozen Solid

Dear Frozen Solid,
Umm, whenever I’m in a room that's too cold, I turn the heat up. Just saying.

Dear B,
My student has been doing the same experiment over and over again but just can’t get it to work. Morale has plummeted. What can I do to keep her and others in the lab motivated when the chips are down?

- Lab Leader

Dear Lab Leader,
A good leader inspires others, and everyone knows the best way to inspire is through catchy slogans. Print up the sayings below on glossy posters, and post them all over the lab:

- Stupid is doing the same thing over and over again and expecting a different result. Unless you’re a graduate student, in which case it’s called a thesis project.
- If at first you don’t succeed, try, try, again. Because if you don’t, you won’t graduate.
- Stay calm and pipette on. And on. And on. And on.
- When the going gets tough, the tough come in on weekends.
- What doesn’t kill you makes you stronger. Jaded, bitter, and depressed maybe, but stronger.

You just wait. Productivity is going to skyrocket. Trust me. B
At the end of the summer, four brave BBSers (Alan Jiao, Gadareth Higgs, Lindsey Stavola, Yevgeniy “Jay” Serebrenik) and their friends (Evens Xu, Sharry Bain) made a journey to Vegas and to see what we could take. The following story recounts this foray.

After arriving in Vegas late Wednesday night, we settled into our rooms at the Las Vegas Hilton (LVH). The stately rooms pleasantly surprised us, especially considering how inexpensive it was to stay there. But then again, this WAAAS Vegas, and the LVH was Elvis’ flagship hotel. Besides, as we soon discovered, the city has lots of ways to gain capital from unsuspecting vacationers besides charging them high fees for lodging. Nevertheless, the rooms were humongous, with MORE than enough room space to hold a tiger, exotic dancer, and as many buddies and random acquaintances you could muster.

The goal of the trip...wait a minute, there was no real goal on this trip. Apart from Jay, it was all our first time in Vegas and we were open for new experiences. Sure, Alan was celebrating his birthday soon, and I would be merciless in my attempt to rake a profit at blackjack, but there were no real plans per se. So after settling in and having a wonderful night’s rest, we got up the next day and had lunch buffet at the Wynn Hotel. Here we had our fill of every type of delectable we could think of—from Japan, Mexico, and the United States, our main courses and desserts were just as tasty as they were gorgeous.

Later that day, we all met up and Alan devised a master plan to make use of all our coupons and free bets to leave Vegas multi-millionaires...Well, to be honest, not THAT rich, but at least in the profit zone. He was onto the right idea. With the number and variety of coupons that came with our travel package to Vegas, the difficulty was in figuring what NOT to do.

Since we had booked our travel packages online through Expedia, we were given our full complement of coupons at check-in. Also, if you’re over 25 and (pretend to be) traveling with your partner, you’ll be prime targets for time-share salesmen (the Grand View at Las Vegas was showcasing their rooms at the time). Then, even if you’re not keen on owning your own plot of “Sin”, you’ll be rewarded handsomely for about 2-3 hours of your time. Under the direction of Master Jiao, we managed to finagle 2 free tickets to Cirque du Soleil, a gondola ride at the Venetian hotel, and 10 coupons for free drinks at Senor Frog’s.

But to all the would-be vacationers, you’ll find that unless you’re planning to relocate to “Sin City,” your vacation time there will most likely be insufficient to even discover all of the things you would want to do. So a good first task would be to sit down and figure out how best to make use of your time (and money). In retrospect, the more of this you do before you go, the better your time will be spent when you get there.

While Vegas may be known for its casinos and shows, it would certainly be a good idea to check out some of the entertainment. Planet Hollywood’s “Gallery” nightclub was a pretty good experience. If you’re recruited to the guest-list, or you check online in advance, you can get in for free. Otherwise, the price tag is still worth the ambience. The place was packed with awesome décor and a good selection of hip-hop, R&B and Pop music. But the headliners (literally) were the dancers, who hung from a large ring platform in the ceiling. Since some of us weren’t dressed appropriately to get in, and the rest were already a bit tired from gambling, we didn’t stay there for too long. But this spot stays open until 4am.

Here are a few of the other things we ended up partaking in:

**Shows/Tours**
- Cirque du Soleil with Criss Angel – entertaining, but no Mindfreak
- Cirque du Soleil-Beatles Love – thumbs up
- Jabbawockeez – rave reviews
- Fountains at Bellagio – breathtaking, enchanting, and FREE!
- Le Tour Eiffel at Paris Hotel – A must-see with an excellent view of the strip

**Rides**
- Gondola Ride – serene, romantic
- Stratosphere Rides – far from everything else, but the rides and view at the top are worth the trek. (Home to the highest bungee jumping point in the US.)
- New York New York Roller Coaster – adrenaline junkie recommended

**Dining**
- Lunch Buffet at the Wynn – amazing

Continued
selection of delectable global treats  
• Lunch Buffet at Paris – délicieux!

Gaming  
• Roulette: Caveat Aleo (Gambler Beware): House Edge=5.26% for most bets on 0 and 00 tables. See Steve Bourie’s YouTube link for more information: http://www.youtube.com/watch?v=NjOlszgNhiM  
• Single-Deck Blackjack: Tempting, but at LVH the blackjack payout is 6:5. See Steve Bourie’s YouTube link for more information: http://www.youtube.com/watch?v=BnMZ_alNckQ  
• Casino War: Intriguing game, but perhaps Thomas Jefferson summed it up best when he said: “The most successful war seldom pays for its losses.”  
• Big Wheel at Paris Hotel: The high numbers rarely come, so you’re better off spreading your bet on a few low ones a few times and not spending too much time or cash there.

Final Advice for would-be Vegas Vacationers:  
1. Travel off-peak: If you stay away from prime summer months and the beginning or end of the year, you’re likely to get the best deals. If you arrange your flights between Tuesday and Thursday, you’ll save even more  
2. Time your purchase: Besides traveling in the middle of the week, you can save more if you purchase your tickets in the middle of the week.  
3. Plan your events wisely-do a little research into the available shows and activities to get ideas of what you’d want to do when you get there. The more you know BEFORE you get there, the better you’ll be able to spend your time once there. Some of the top shows out now include “O” and “Ka” by Cirque du Soleil. Search for ways to get discounted tickets to events of your choice, but don’t forget to take advantage of the free shows on the strip.  
4. Budget what you plan to lose…I mean gamble with…and don’t use any more. Be sure to know the rules and risks of the game you play before putting your money down.  
5. Travel with friends, family or loved ones and enjoy!
In this competitive reality TV show, young scientists who are confident in their abilities will be put to the test. Contestants are given 3-4 somewhat related data sets in figure format. They then have 1 week to design and successfully perform one experiment that would tie together all the data, allowing them to write the article within the week. Get ready for stress, tears and shattered egos in the season premiere of So You Think You Can Publish!

Nina Brahme, Cell Biology and Max Baldassarre, Pharmacology

You'll find no shortage of grad students eager to quit. But how many know how to quit in style? Tune in each week to see grad students end their tenures as cheap skilled labor in the most creative, outrageous ways imaginable. Will they “accidently” spill coffee on a visiting VIP? Will they “rework” their advisor’s grants? Will they unleash a skunk on the lab? Or even a Mentos/Coke fireworks display? Imagine the possibilities! Be sure not to miss a single episode!

Lucas Lochovsky, CBB

Season One: New PhD students, rather than serving rotations, instead perform 90-second song-and-dance routines in the “spirit” of their desired model organism, in front of a panel of PIs who vote and respond with a combination of scathing criticism and uplifting encouragement.

+ Season Two: The traditional NIH grant application process is scrapped in favor of a PIs-sing-the-virtues-of-your-proposal model. The traditional scoring system is preserved, but funding priorities additionally hinge on vocal quality, fidelity to the original musical arrangement and meaningful looks into the camera.

Matthew Akamatsu, MB&B

Can’t stand the heat? Then stay out of the autoclave! In each episode, two faculty members come to Research Lab Stadium to compete for the ultimate title of Plron Chef. This week, the secret reagent is a pTyr antibody! Will reigning champion Dr. Mario Batali’s skillfully executed Western blot be enough for him to hold on to his funding? Or will challenger Dr. Morimoto’s daring experimental protocol win the Study Section’s favor?

Oriana Fisher, Pharmacology

1st Place - and winner of pizza for her lab ($25.00 delivered upon request)...

PI Swap-
What happens when Dr. Overbearing and Dr. Laidback swap labs for a week? Will Overbearing’s team, accustomed to micromanaging, be paralyzed with fear, or bask in their newfound freedom? Can Laidback’s laissez-faire lab overcome the impending stranglehold on free thought, or will they finally publish the paper that’s been sitting on their desk for six months? Will chaos ensue? Will heart-warming life lessons be learned? Will tenure be had? Stay tuned.

Beatrice Monica Bowen, Genetics

2nd Place

So You Think You Can Publish-
In this competitive reality TV show, young scientists who are confident in their abilities will be put to the test. Contestants are given 3-4 somewhat related data sets in figure format. They then have 1 week to design and successfully perform one experiment that would tie together all the data, allowing them to write the article within the week. Get ready for stress, tears and shattered egos in the season premiere of So You Think You Can Publish!

Nina Brahme, Cell Biology and Max Baldassarre, Pharmacology

3rd Place

Breaking Grad-
Recently diagnosed with HER2-positive breast cancer, an underachieving genius-turned-graduate-student at Yale University decides to secretly treat herself and provide for her family by producing the world’s highest-quality black market Herceptin, ultimately becoming a kingpin in the antibody drug wars.

Chad Miller, Pharmacology and Yagmur Muftuoglu, Pharmacology

Honorable Mentions

So Long, And Thanks For All The Grief-
You’ll find no shortage of grad students eager to quit. But how many know how to quit in style? Tune in each week to see grad students end their tenures as cheap skilled labor in the most creative, outrageous ways imaginable. Will they “accidently” spill coffee on a visiting VIP? Will they “rework” their advisor’s grants? Will they unleash a skunk on the lab? Or even a Mentos/Coke fireworks display? Imagine the possibilities! Be sure not to miss a single episode!

Lucas Lochovsky, CBB

The X Factor: PhD Edition + PI Edition
Season One: New PhD students, rather than serving rotations, instead perform 90-second song-and-dance routines in the “spirit” of their desired model organism, in front of a panel of PIs who vote and respond with a combination of scathing criticism and uplifting encouragement.

+ Season Two: The traditional NIH grant application process is scrapped in favor of a PIs-sing-the-virtues-of-your-proposal model. The traditional scoring system is preserved, but funding priorities additionally hinge on vocal quality, fidelity to the original musical arrangement and meaningful looks into the camera.

Matthew Akamatsu, MB&B

Plron Chef-
Can’t stand the heat? Then stay out of the autoclave! In each episode, two faculty members come to Research Lab Stadium to compete for the ultimate title of Plron Chef. This week, the secret reagent is a pTyr antibody! Will reigning champion Dr. Mario Batali’s skillfully executed Western blot be enough for him to hold on to his funding? Or will challenger Dr. Morimoto’s daring experimental protocol win the Study Section’s favor?

Oriana Fisher, Pharmacology