



Alpha Eta Mu Beta

NATIONAL BIOMEDICAL ENGINEERING HONOR SOCIETY

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MESSAGE FROM THE NATIONAL PRESIDENT

Back to a new school year. Many of us were probably in school during the summer, but perhaps some of you were able to take some much needed rest and relaxation, took on a summer research position or an internship with a company, or maybe traveled to some exotic place. Wherever your summer took you, I hope that it was productive and welcome back. This year AEMB will try to expand on efforts started over the last couple of years. We are making great progress building the database of alumni members and expanding the services that the Society provides to its current and alumni members. The National Society Officers meets each month to work on improving the Society and plan for the upcoming convention. This year's convention is in conjunction with the BMES conference in Seattle, WA. The events planned can be found on the Society [webpage](#). Last year was a record for attendance and we hope to have a good showing again this year. Hopefully each chapter will take advantage of the \$500 support provided by the Society to defray the costs for one member to attend the meeting. Please ask your chapter advisor and department chair to help with the rest of the expenses. Attendance at the AEMB convention and BMES conference is a great opportunity for you as a student, but is also beneficial to the department and institution. At the convention we will discuss activities that can help make your chapter stronger, which will surely benefit the members of your chapter. Instead of the lunch, as we did in the past, this year it will be more of a social so that members can meet each other, faculty advisors and industry representatives. I look forward to seeing you all at the convention and conference.

Anthony McGoron, PhD

National President
September 2013

ADVISOR FOCUS

Name : Walter Lee Murfee III

Position Assistant Professor
: Dept. Biomedical
Engineering, Tulane
University



Education **BS** Mechanical Engineering
: **PhD** Biomedical Engineering
Post doc Dept. of Bioengineering,
University of California, San Diego

Walter Lee Murfee, III is an Assistant Professor in biomedical engineering and an adjunct Assistant Professor in physiology at Tulane University. Murfee received a Bachelor's degree in mechanical engineering from MIT and a Doctorate in biomedical engineering from the University of Virginia. After graduation, Dr. Murfee completed post-doctoral training at the University of California, San Diego, in which he investigated the regulation of arterial/venous phenotype in the adult vascular system and the effect of hypertension on microvascular network patterns under the mentorship of Dr. Geert Schmid-Schonbein.

At Tulane, Dr. Murfee is the director of the Microvascular Dynamics Lab in which *in vivo*, *in vitro*, and computational bioengineering approaches are employed to better understand the regulation of adult microvascular patterning and the functional relationships between microvascular remodeling and other network remodeling processes. Dr. Murfee's cutting edge research is critical in providing valuable insight for the engineering of functional vascularized tissues and for understanding vascular dysfunction associated with multiple pathological conditions. Dr. Murfee introduces his passion for this research to students by teaching several courses on topics such as vascular bioengineering, quantitative physiology, and aging effects on vascular remodeling. Furthermore, Dr. Murfee is a reviewer for several peer-reviewed journals, serves as the Associate Editor of *BMC Physiology*, and is an active mentor to numerous graduate and undergraduate students.

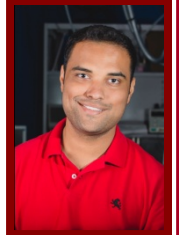
As the advisor for Tulane's AEMB student chapter, Dr. Murfee's strong guidance and leadership saw the formation of multiple career workshops and student-faculty discussions that helped transform the Tulane chapter into a resource for biomedical engineering student enrichment. Dr. Murfee's vision is to encourage consistent student participation and develop the value of the Tulane AEMB chapter.

GRADUATE STUDENT FOCUS

Name : Rafeed Chaudhury

Education : BS Biomedical Engineering

School : Arizona State University



A ramblin' Wreck and Helluva engineer, Rafeed Chaudhury was awarded high honors when he graduated from Georgia Tech with a Bachelor of Science in biomedical engineering in May 2012. During his time in Atlanta, Rafeed was actively involved in the Georgia Tech community. He served as the president of Georgia Tech's local BMES chapter for two years, was a member of the Biomedical Engineering Department Student Advisory Board, and was a Resident Assistant with the Department of Housing for three years.

While at Georgia Tech, Rafeed was also actively involved in undergraduate research. He worked in both neuroengineering and tissue engineering labs and also served as a clinical researcher through the school's clinical research practicum curriculum. Rafeed's hard work and dedication to research were recognized when he was awarded the President's Undergraduate Research Award in the fall of 2009. In 2012, Rafeed was inducted into AEMB and elected treasurer of the Arizona State University chapter. AEMB supported Rafeed's travel to the National BMES Conference in Atlanta, GA in October 2012, and during this conference, he was elected National Student Treasurer.

Rafeed is currently a graduate research associate at Arizona State University in Tempe, AZ. He is pursuing a Doctorate in Biomedical Engineering. Rafeed's current research interests include fluid dynamics and image processing. Specifically, he is interested in studying transitional flows by using particle image velocimetry (PIV), image processing, and computational fluid dynamics to quantify aortic flow hemodynamics and simulate surgical outcomes of congenital heart defect treatment. His thesis co-advisors are Drs. David H. Frakes and Ronald J. Adrian. Apart from academics and research, Rafeed continues to play an active role in the ASU community. In April 2013, Rafeed was elected as co-president of Arizona State University's AEMB chapter.

UNDERGRAD STUDENT FOCUS

Name : Rachel Hanks
Education : BS Biomedical Engineering
School : Louisiana Tech



A recent graduate of Louisiana Tech University, Rachel Hanks successfully completed her Bachelor of Science in biomedical engineering with a concentration in computer information systems. Ms. Hanks graduated at the top of her class, with honors and a 4.0 GPA. During her years at Louisiana Tech, Rachel worked in Dr. Alan Chiu's Neural Signals and Systems research lab simulating pre-seizure activity. As a part of the Louisiana Biomedical Research Network's research program, Rachel spent one summer working with Dr. Alberto Musto at LSU Health Science Center in New Orleans, LA studying neuronal dysfunction during epileptogenesis. For her senior design project, Rachel and her group created a robotic assistive arm based on the geometry of a crab arm.

In addition to research and design projects, Rachel was very active in participating and leading several extracurricular groups. Over the last four years, Louisiana Tech saw her serve as Secretary and Treasurer of her BMES chapter, President of her Tau Beta Pi chapter, and President of her AEMB chapter. At the 2012 National AEMB Convention, Rachel was voted to the position of National Student Vice President, a position that she currently holds.

Though highly focused academically, Rachel enjoyed being involved with the Association of Catholic Tech Students, where she put her passion for social justice and community service into action. Rachel planned the organization's first ever international mission trip—a journey to an orphanage-school near Guatemala City, Guatemala—along with several smaller service projects.

Beginning this August, Rachel will spend a year volunteering in Pittsburgh, PA as part of the Change a Heart Franciscan Volunteer Program. The new graduate will be working in an area that she holds near to her heart: working with children who have autism and related disorders and implementing treatment plan objectives. During this opportunity, Rachel will be immersed in the needs of the very people for whom she hopes to create assistive devices in the future.

When she completes her time as a volunteer, Rachel plans to work in industry. She hopes to design assistive and rehabilitation technologies for those with physical and/or cognitive disabilities and make these technologies readily available.

ALUMNI FOCUS

Name : Chang Liu
Education : BS Biomedical Engineering
Beijing JiaoTong University
PhD Biomedical Engineering
Florida International University
The Methodist Hospital
Employer : Research Institute, Texas
Medical Center



As a doctoral student at Florida International University, Chang Liu excelled academically, leading to his nomination for membership in Alpha Eta Mu Beta in 2007. Chang Liu's research interests are in nanotechnology and nanomaterials, and he performed his doctoral research under the mentorship of Dr. Chenzhong Li in the Nanobioengineering/Bioelectronics lab at Florida International University. Dr. Liu aspires to use his work to develop devices for diagnosis and therapeutic strategies and for implantable bioelectronics with medical applications. His passion for research saw several of his publications gain significant exposure, one of them "Membraneless enzymatic biofuel cells based on graphene nanosheets", was noted as the "top-50 most cited articles" in *Biosensors & Bioelectronics* (2010 - 2011). During his time as student at FIU, Dr. Liu excelled both academically and in his research and was the recipient of several awards in recognition for his hard work. Dr. Liu's dissertation research resulted in the development of a novel biosensing platform for a trivalent arsenic detoxification study, a cancer biomarker study, and an anti-cancer drug regulation study.

Apart from his academic endeavors, Dr. Liu played an active role on campus, where he held leadership positions in several student organizations, led the planning committee of the 4th Annual NanoScience Technology Symposium, and was actively involved with many academic and social AEMB events. Through his AEMB experience, Dr. Liu met numerous outstanding scientists and students in biomedical engineering. In his own words, "AEMB has given me unforgettable experience and invaluable resources in [his] career".

Upon successfully completing his doctoral program at FIU, Dr. Liu has been working as a post doctoral research fellow in Dr. Tony Hu's lab at The Department of Nanomedicine at The Methodist Hospital Research Institute.

CHAPTER FOCUS

Alpha Eta Mu Beta at BU Biomedical Engineering Honor Society

The Boston University (BU) chapter of Alpha Eta Mu Beta was established in 1994, inducting its first class of 15 members. Under the strong leadership of the 2012-2013 chapter officers; Jason Pui (President), Veronica Faller (Vice-President), Michael Wexler (Treasurer) and Alberto Purwada (Secretary), and with the dedicated chapter advisor, Professor Joyce Wong, PhD the chapter has flourished and grown. Together the members of the Boston chapter have strived to create a firm and lasting platform for the chapter to thrive on. Upon coming into office at the start of the new academic year, the officers made it a key priority to increase chapter membership. The chapter was successful in moving the traditionally spring semester induction ceremony to the fall semester. This change enabled a faster path to membership, stronger continuity, and increased member involvement with AEMB events. At the 2012 induction ceremony, the BU chapter inducted 30 new members, comprising the top 33% of the BME senior class and top 20% of the BME junior class. The induction ceremony was complete with a delicious, catered dinner and was a great opportunity for new and current members to socialize and celebrate the achievements of the chapter. The Chair of the Biomedical Engineering Department, Dr. Muhammad Zaman, began the program by congratulating newly inducted members. The keynote speaker, Dr. David Mooney, spoke of his cutting edge research on tissue engineering where he was able to captivate the audience and reassuringly emphasized that the path to success is not always linear from point A to point B. The new inductees were also enlightened on the meaning of being initiated into AEMB, including ethics and leadership. The night was a great start to the year. With the help of

the national AEMB staff, the Boston University chapter was able to start maintaining a growing list of BU-AEMB alumni. This list is readily available on the newly revised website (<http://blogs.bu.edu/aemb/>) which serves as a key portal to increase awareness and information about the chapter and its activities. The officers also organized and planned multiple events that included AEMB members and other fellow biomedical engineering students.



Top: 2012 Boston University Induction ceremony showing new inductees and members.

Right: New inductee receiving certificate presented by Chapter President, Mr. Jason Pui (3rd from left) who is flanked by Dr. Joyce Wong (right) and the chapter vice president, Ms. Veronica Faller (2nd from left).





Top: 2012 Boston University Induction ceremony showing new inductees and members at the keynote speech.

Below: Students listening intently to the panel at the seminar on higher education options.



path he followed, explaining his perspective on different career options. Many students were inspired by his entrepreneurial success and were amazed by the importance of the business component in his successful endeavors, as well as his research and unique approach to understanding current problems and forming solutions. During the following Q&A session, students were able to engage these brilliant professors and leaders to acquire greater insight into the speakers' works, experiences, and viewpoints on some contemporary questions with which they currently struggle. Another highly successful event that the AEMB chapter organized was a seminar on higher education options in April 2012. The main goal of this event was to provide engineering students with an understanding of graduate school options, prepare them for the graduate admissions process, and enable students to excel in graduate education. The AEMB chapter formed a panel composed of: Professor Mo Khalil, a postdoctoral fellow, Dr. Keith Wong, and Mr. Billy Law, a graduate student. Students were very engaged and interactive throughout the seminar. Apart from answering several general questions, the panel was able to explain the purpose of pursuing further education in the field of biomedical engineering – a theme that commonly puzzles many prospective graduate students and fresh undergraduates. A great amount of interest was indicated from the variety of questions presented by the audience and the numerous students that lined up to speak with the panelists after the event was concluded.

Overall, it was an exciting and fruitful year for the BU AEMB chapter, and one that will always remain in the hearts and minds of the 2012 officers and fellow members for many years to come.

Original article contributed by Mr. Jason Pui, BS BME, Boston University AEMB Chapter President, 2012 – 2013.

AWARDS

Do you know of an Alpha Eta Mu Beta event that caught your attention or made an impact on your campus? Is there a committee member who has truly impressed you by their involvement in your chapter? It is time to complete the Alpha Eta Mu Beta awards. The following are the awards and their details:

MOST IMPROVED CHAPTER

This award is given to the chapter that has shown the most improvement in terms of membership, activities, funds and involvement on campus. An official report of the past and present is needed from the officers regarding the above mentioned activities, current status of the chapter, and future plans. This report must also be signed by the chapter advisor.

MOST ACTIVE CHAPTER

This award is given to the chapter that has shown remarkable involvement in the department, on campus, and within the community. An official report of all activities to be considered for this award is required from the officers and this report must also be signed by the chapter advisor.

OUTSTANDING CHAPTER OFFICER

This award recognizes a chapter officer who has given his/her utmost dedication and support toward advancing the goals and status of the chapter while maintaining strong leadership, academics, and character. A formal letter for nomination shall be written by the chapter advisor highlighting the above mentioned traits and contributions of the respective chapter officer.

OUTSTANDING CHAPTER ADVISOR

This award recognizes a chapter advisor who has strived to be a strong mentor, given his/her utmost dedication, and support while advancing the goals and status of the chapter and being instrumental growing and developing the chapter and its members. A formal letter for nomination should be written by the chapter president highlighting the above mentioned requirements and subsequently signed by all the chapter officers.

OUTSTANDING CHAPTER MEMBER

This award recognizes an AEMB chapter member who has had good involvement in chapter activities and events and has served as a positive role model within the chapter and the department. A formal letter for nomination shall be written by the chapter president that highlights the above mentioned traits and the letter is subsequently signed by the chapter advisor.

OUTSTANDING CHAPTER ACTIVITY

This award recognizes an AEMB chapter that has presented a creative activity that maximizes the development and growth of its members. A formal letter for nomination shall be written by the chapter officers reporting on the activity, its objectives, outcomes, and participation, and subsequently signed by the chapter advisor.

BEST WEBSITE

This award recognizes an AEMB chapter that has the most informative and updated website that balances utility and appearance. A formal letter for nomination shall be written by the chapter president highlighting the above mentioned traits. The letter should be signed by all officers and the chapter advisor.

BEST COMMUNITY SERVICE EVENT

This award recognizes an AEMB chapter that has been actively involved in their department, school, or community through a significant event that brings about positive change and contribution to their community. A formal letter for nomination shall be written by the chapter president reporting on the activity, its objectives, outcomes, and participation. The letter is to be signed by all the officers and the chapter advisor.

PLEASE DO NOT DELAY !

Please send in all documents no later than August the 13th, 2013 to the National staff via email at aemb@alphaetamubeta.org. If you have any questions or concerns, please do not hesitate to contact the national staff at aemb@alphaetamubeta.org. Awards and new charters will be presented at the National AEMB Reception in conjunction with the BMES conference (September) in Seattle, WA.

Preparing Professors to Teach

Graduate education's supporters and critics alike have long called for doctoral students who are better trained to teach, as tenure-track positions become increasingly scarce and the competition for those jobs intensifies. Efforts by universities to focus on the teaching skills of the would-be professors they turn out have developed in fits and starts over the last 15 years. But in recent years a flurry of new programs at leading universities -- in some cases overflowing with grad students -- suggests that institutions and doctoral candidates are recognizing a need for future faculty who can not only conduct research at top-tier universities, but also be effective in the classroom at a liberal arts or community college.

Teaching certificate programs are filling that need at dozens of public and private institutions across the country, and the programs continue to expand. Administrators say the certificates not only give students an edge in the job market, but also teach the skills Ph.D. candidates need to be effective teachers – and faculty need to be lifelong learners. The trend is visible across the country: “Year-to-year, more graduate students are opting to seek the voluntary teaching certificates”, says Linda von Hoene, director of the Graduate Student Instructor Teaching and Resource Center at the University of California at Berkeley. As Berkeley plans its own program, von Hoene is in the midst of conducting a survey of the 70 or so institutions that already offer one. She also plans to present her research in November at the annual conference of the Professional and Organizational Development Network in Higher Education. Von Hoene says a preliminary analysis of the 30 programs that responded to her survey as of last week indicated that, at those colleges alone, the number of students poised to obtain teaching certificates will increase by about 10 percent this year, from 946 to 1,044. At the Massachusetts Institute of Technology, one of the most recent institutions to move in this direction, the Teaching and Learning Laboratory offers graduate students teaching certificates. The lab's director, Lori Breslow, says she was “totally floored” to see 90 doctoral students register for the program when it began in 2008, and enrollment jumped to 140 this year. “We were getting vibes that the graduate students did want some sort of training, at least an introduction to higher education,” Breslow says. “We did it just to give it a try and see what would happen. We had no idea whether we would have two people or 200 people. We thought it would be a good way to provide information to potential teachers.”

Some certificate programs began in the late 1980s and 1990s, Von Hoene says, but the majority were created over the past decade. “These programs are not static in the sense that they continually are assessed and also revised and then informed by a lot of the research on teaching and learning,” she says. “While I think, in general, the emergence of these certificate programs shows an increased commitment to preparing graduate students for teaching, that commitment actually predates in most cases the formal adoption of a certificate program,” von Hoene says. Training processes may have been in place in the 1980s, but in the 1990s, the focus shifted from preparing graduate students exclusively to their work as TAs to the responsibilities they would bear as future faculty members. “We need to keep in mind that some of the schools that have very rigorous programs and long traditions in this area may not necessarily have a formal certificate program, e.g., Ohio State, Indiana, Berkeley. The bottom line is that a tremendous amount of progress has been made in graduate student professional development over the past three decades, something which is not always as visible to the public as it should be.”

But certificates are particularly beneficial because they are often formally recognized or denoted on a student's transcript, providing a better documentation of the steps a student has gone through to become a better instructor. MIT students who have obtained the certificate say it was enormously helpful. Mark Zachary Taylor, an assistant professor at the Georgia Institute of Technology international affairs school who earned a political science Ph.D. from MIT in 2006, was less concerned with securing a job than he was with being able to teach effectively once he got one. “We don't learn how to teach.... Our stereotype is that a teacher gets up there and hands you a lot of knowledge. You're the empty glass, they're the pitcher of water and they pour their knowledge into you. But that's not how it works,” Taylor says. He strives to engage students in classes, pose interesting questions and draw them in, maybe by connecting the issue at hand to politics or their personal lives. “All those techniques I learned through the teaching certificate,” he says. “I really believe in this form of education, these programs.” MIT is a



relative late-comer to the teaching certificate movement, and as such its program continues to evolve. Depending on the institution, training requirements for the certificate vary. At MIT, students participate in eight workshops that include readings and assignments. They formulate teaching philosophy statements (a staple among such programs), learn how to design courses, plan lectures and create syllabi, among other things. Students have two years to complete the program.

Meanwhile, institutions such as Brown University, which began its program in 1989, have far more elaborate tracks. At Brown, students can earn four certificates. Each program takes a year to complete, and comprises four to seven workshops. The programs are modeled around different themes that build the components of a “reflective teaching practice”: an understanding that effective teaching requires careful planning; knowledge of one’s audience and the ability to engage different learning styles; a recognition of the importance of establishing learning goals (and means to determine if such goals have been achieved); and a willingness to be innovative. Brown requires some of the same tasks as MIT, such as the philosophy statement and syllabus construction, but it also stresses heavily the importance of student-faculty collaboration, and creating a community that emphasizes reflection on and scholarship of teaching. This year, the program expects to award 196 certificates, about 50 more than last year. “We’ve actually seen a significant increase in participation, particularly this year,” says Kathy M. Takayama, director of Brown’s Harriet W. Sheridan Center for Teaching and Learning.

Takayama points to the job market and the program’s recent revisions and improvement as reasons for the consistently higher enrollment from year to year. She also noted that about 13 of the participants this year are faculty and postdocs looking to continue their professional development; they, along with the graduate students, seem to recognize that the program has long-term impact, she says. Takayama says the program unites participants into a community of peers, regardless of discipline or stature. It trains them to think about learning contextually, beyond the course materials. What exactly is learning? How do you assess students? How do you make teaching accessible and effective? Certificate programs “really are important not just for students, but also for faculty members and postdocs,” Takayama says. “The faculty are looking for thinking about their teaching in a scholarly way. They became faculty because they got degrees in their discipline, but they never thought about their process of teaching in a formal way.” And, of course, the programs teach graduate students these skills before they have the chance to realize they never learned them. Although she doesn’t necessarily see a faculty appointment in her future, Nicole DiLello got her teaching certificate from MIT and is in her sixth year of working on her Ph.D. in electrical engineering. She says the program helped her develop presentation skills and target her work, be it a lecture or a lesson, toward a specific audience. “I’m still not sure if I actually want to go into teaching, but I thought it would be good background if I did,” she said. “I just think that people often don’t think about the sorts of things the program teaches.”

For the most part, students who obtained certificates from the University of Michigan – whose program is also on the younger end of the spectrum – reported satisfaction with their training. They generally said they feel more prepared to teach and, to a lesser extent, demonstrate that when looking for a job. “It is a difficult job market for Ph.D.s right now, and candidates with evidence of good preparation for teaching and interest in teaching are more attractive to search committees,” Constance E. Cook, executive director for Michigan’s Center for Research on Learning and Teaching, wrote in an e-mail. She said Michigan started its teacher certificate program because “we thought it would not only improve grad student teaching, but also help them on the job market.”



Since Michigan’s program began in October 2007, 386 students have enrolled and 98 have received certificates. In a survey of recipients (with a 98 percent response rate), 93 percent of students said they gained the skills and knowledge to enhance their teaching practice, 94 percent said they felt more confident to teach at the college level, and 85 percent reported an increased confidence in their ability to discuss teaching and learning during job interviews. And even though students contacted by Inside Higher Ed said the job market was either a small factor or did not play at all into their decision to pursue a certificate, Robert Sowell, vice president for programs and operations at the Council of Graduate Schools, says the programs are indeed helpful. “I think it is definitely making them more competitive,” Sowell said. “They can go in with a teaching portfolio, with a formal certification or a notation on their transcript that they have participated in this sort of training.” It’s a “win-win-win situation” for the student, the institution where the student is a TA, and the institution where the student will go on to work, he said. Von Hoene says certificate programs are bringing the discussion of teaching and learning to “a whole new level.” “Most important,” she says, “it’s to show there’s a false dichotomy between teaching and research.” “A lot of research universities care most about the quality and quantity of your research, but I do think there’s a growing trend in some places that teaching matters,” Taylor, the 2006 MIT graduate, says. “I’m really happy at Georgia Tech because teaching matters. A lot of universities say that, but when it comes to promotion and tenure, it’s not always the case.”

This is an original article written by Ms. Allie Grasgreen (15th October, 2010), a reporter who covers student affairs and athletics for Inside Higher Ed. Read more: <http://www.insidehighered.com/news/2010/10/15/mit#ixzz2Vrz21200> Inside Higher Ed. Article is copyrighted to Higher Ed. All rights reserved, used with permission.

Just for Fun

WORD SCRAMBLE Unscramble each of the clue words. Then unscramble the circled letters to reveal the final word.

PATREHC

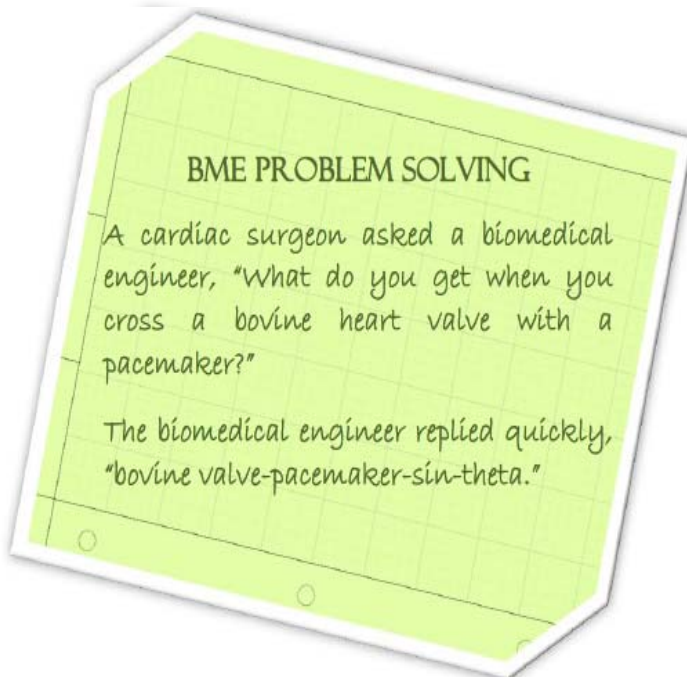
GNOZEERCI

PRAXYMEEL

REELADS

NOEWKRT

ANSWERS CLUE WORDS: CHAPTER, RECOGNIZE, EXEMPLARY, LEADERS, NETWORK, FINAL WORD: EXCELLENCE.



Would you like to contribute an article to any of our sections?

Please feel free to contact the Editor-in-Chief Dr. Dominic E. Nathan via email dominic.nathan@alphaetamubeta.org
We are always looking for articles for each of the focus columns and also the main content.



Do you have a question or concern about AEMB?

Please feel free to contact the National Executive Director, Dr. Marcia A. Pool via email marcia.pool@alphaetamubeta.org
Our response is a promise.

REMEMBER TO CHECK THE WEBSITE !

Please remember to check the national website www.alphaetamubeta.org for important information relating to award applications, upcoming AEMB Events and other important topics.