Arri Eisen, Ph.D.
Teaching Professor
Department of Biology, Institute for the Liberal Arts, Center for Ethics

EDUCATION

Ph.D. in Biochemistry 1990
University of Washington, Seattle, WA
B.S. with Honors in Biology 1985
University of North Carolina Chapel Hill, NC

HONORS

•Nat C. Robertson Distinguished Teaching Professor in Science & Society 2017-23
First teaching-track faculty in Emory College to hold an endowed chair
•Distinguished Visiting Professor 2007-08, 2021-22
United States Air Force Academy, Biology Department
•Emory Arts & Social Justice Fellow 2020
Partnership with Atlanta artist and Epigenetics class to integrate science, art, and social justice,
•Emory Williams Distinguished Teaching Award 2014
•Winship Fellowship
2007-08
Awarded from Emory for sabbatical study at US Air Force Academy
•Laura Jones Hardman Award for Excellence in Service to the Emory Community 2007
Crystal Apple Award 2007
Teaching award selected by students
•Honorable Mention: Johnson Award for Best Paper in Ethics and Accountability in the Public Sector 2005
•Emory College Center for Teaching and Curriculum Excellence in Teaching Award for the Natural Sciences 1997
•Omicron Delta Kappa service fraternity 1997
•Phi Beta Kappa 1985
University of North Carolina, Chapel Hill, NC

OCCUPATIONAL HISTORY

•Teaching Professor in Biology and Institute of Liberal Arts
2010-
Emory University
•Director, Ethics in Science, Center for Ethics 1999-
Emory University
•Director for Teaching, Fellowships in Research and Science Teaching 1999-

NIH-funded Postdoctoral Training Grant with Emory, Morehouse, Spelman, Clark Atlanta, and Morehouse School of Medicine
•Director, Program in Science & Society 1998-
Emory University
•Senior Lecturer in Biology Department 1996-2009
Emory University
•Senior Lecturer in Institute for Liberal Arts 2009-10
Emory University
•Lecturer in Biology Department 1990-96
Emory University
•Summer Undergraduate Research Programs Co-organizer Coordinator 1992-99
Emory students funded by Hughes, NSF-REU and Graduate School
•Howard Hughes Science Talent Enrichment Program Coordinator: 1991-93
programmed and led discussion and laboratory sessions in this program pre-college URM

SCIENCE RESEARCH EXPERIENCE

•Researcher in the lab of Dr. John Lucchesi in the Biology Department at Emory University, studying sex determination in *Drosophila*, 1990-2014
•Ph.D. in the lab of Dr. E.T. Young, studying gene expression in yeast; specifically, the zinc-finger protein ADR1, and its role in the activation of the metabolically-regulated ADH2 gene. This work was undertaken in the Biochemistry Department at the University of Washington, 1985-1990.

EDUCATION AND OUTREACH

I. Undergraduate Teaching
•The Microbiome, sidecar course, 2024
•Death and Dying, sidecar course, 2023
•Narrative Medicine, sidecar course for student's Honors Thesis project, 2023
•Death, Dying, & Finding Meaning (US Air Force Academy, 2022)
•Great Books in Biology, 2017
•Epigenetics & Human Disease, 2013, 2015, 2020-21, 2023-
•Cell Biology, 1994, 1995, 1998, 2002-2006, 2008-
•Interdisciplinary Foundations: Science and the Nature of Evidence, 2009- •Interdisciplinary Studies/Religion: Science and Religion, in Italy, summer 2003, 2009, 2016.
•General introductory biology to 100-150 freshmen at once, 1993-1994, 2009, 2010. •Bioethics in the Genomic Era, Freshman seminar, 2009, 2014; United States Air Force Academy, 2008.
•Senior Biology Capstone Seminar, United States Air Force Academy, 2007.
•Introductory Biology for Scholars, United States Air Force Academy, 2007.
•Sound and Science of Water, advanced seminar, 2007.
•History and Biology of Addiction and Depression, advanced seminar, 2006.

•Biology of Sex and Gender, advanced seminar, 2005.
•Humans and Animals as Genetically Modified Organisms, senior seminar, 2004.
•Evolution, Consciousness, Crime, and Identity, cross-listed with ILA, 2003.
•Honors Introductory Biology, Developed and taught a two-semester course initially as part of a Howard Hughes Medical Institute grant obtained by the Biology Department. The 25-student course involves conceptual thinking and hypothesis development, intensive hands-on experimentation, guest lecturers from among the university's researchers, and development of communication skills, 1991-2002.
•Mind, Medicine, and Healing, senior seminar, 2003, 2006.
•Developmental Biology, junior-level course, 1996, 1998.
•The Origins of Life, senior seminar, 1997.
•Plant and Animal Viruses, freshman seminar, 1999
•Experiments in Cell and Developmental Biology, Developed, taught and administered this advanced undergraduate project lab, 1997-1998.
•Research mentor for a dozen undergraduates in the Lucchesi lab. Two were NSF-REU Summer Research Fellows, and two won Goldwater Fellowships based on their work; two graduated with highest honors, one with high honors, 1991-.

II. Graduate Teaching

•Masters in Bioethics, Bioeth504 Graduate seminar in bioethics, 2014, 2016, 2017, 2018, 2020, 2022-
•Masters of Science in Clinical Research, Ethical, Legal, and Social Issues in Biomedical Research, 2008-
•Masters in Bioethics, Foundations III core course: basic research and bioethics, Fall, 2010.
•Program in Scholarly Integrity Workshop, The Dalai Lama and Secular Ethics for Laney Graduate School Students, October, 2013.
•Water as Ethical Medium, interdisciplinary graduate course (students from Philosophy, Public Health, Sociology, Anthropology, and Theology) with the Coca-Cola Company working on current case studies in Coke-supported projects on clean water access in the third world, Spring 2012.
•Program in Scholarly Integrity 600, Ethics and values of science and research, Teach and organize 200-300 graduate students and post-doctoral and clinical fellows, NIH- required course, 1999-2007, 2009-2012 .
•Teaching Assistant Training and Teaching Opportunity Leader: Teach "Teaching using discussion" and "Teaching using writing" for this Graduate School-required course, 1994-2005.

III. Post-Doctoral Fellow, Faculty and Physician Teaching

•Implicit Bias: took this training and teach about implicit bias to faculty in College, SOM, and search committees throughout the university, 2018-2020

•Post-doctoral course in responsible conduct in research: teach on mentoring and collaboration, annually 2009-2015.
•Post-doctoral fellowships in Science, Ethics, and Education: Received funding through the Emory Religions and the Human Spirit Strategic Plan and the Instructional Technology Subcommittee to fund 2 fellows who engage in interdisciplinary scholarship and public translation and education, 1999-2003.
•Teaching Coordinator: Develop, organize and lead 7-10 new post-doctoral fellows a year in learning how to teach (weekly seminar and related workshops and activities) in the Fellowships in Research and Science Teaching (FIRST), one of a few NIH-funded programs in the country in which fellows do research, learn how to teach, and teach at minority institutions (in our case Spelman, Morehouse, and Clark Atlanta), 1999-2025.
•Co-teacher: Ethical, Legal, and Social Issues in Responsible Clinical Research for Masters of Science in Clinical Research program for MDs at Emory, 2003-2007, 2009-.

IV. Advising and Mentoring

•Formally mentor new faculty members in Biology, 2012-
•Formally mentor senior teaching track faculty for the college, 2022-
•Director of Undergraduate Honors Program in Biology, 2011-2020
•Academic Advising:
—Academic advisor for ~40 students a year in Biology and ILA, 1991-
—-PhD committees in Institute for Liberal Arts
-Leslie Leighton, MD, MS, Explaining the Unexplained: The Coronary Artery Disease Epidemic, 1900-1974.
-Melissa Creary, An Identity Crisis for Sickle Cell Disease in Brazil
—PhD committee member, Psychology
—Melissa Engel, on psychology of allergies in children
—Director, Master of Arts in Bioethics thesis committee (recent)
—Jake Yudin, One At A Time: The Ethical Imperative for Realtime Science Communication, 2022
—Director, Honors thesis committees (recent)
—Sayli Sonsurkar, Compassion Meditation to Improve Psychological Wellbeing Among Volunteer Collegiate Emergency Medical Technicians (EMTs), 2024
—Vivian Wen, The Instructional Design and Efficacy of a Narrative Medicine Course for Undergraduate Premedical Students, 2024
—Prasanna Karur, Personal Development, Tibetan Buddhism, and Neuroscience: The Law of Attraction in Action, 2021
—David Kulp, Destigmatizing Death: Engaging Healthy Emerging Adults in End-of-Life Conversations through an Undergraduate Palliative Care Curriculum, 2020
•Honors thesis committee member (serve on ~8-10 per year)
•Advisor for student groups (current)

—*Hybrid Vigor* science & society magazine
—*Emory Undergraduate Medical Review* journal
—Phi Delta Epsilon, premedical fraternity
—Tibet-China Initiative

•Fellowships in Research and Science Teaching (FIRST): mentor 20-30 fellows a year in NIH-funded science teaching and research post-docs, 2000-
•Elementary Science Education Program advisor, 1994-1996.
•Freshman Advising and Mentoring Program: Meet informally once a week with 15- 20 first-semester freshmen to do everything from discussing AIDS to attending baseball games. Also serve as the students' academic advisor until they select a major, 1991, 1992, 1994-1998, 2001, 2003, 2005, 2008.
•Mentoring for Excellence: Serve as a mentor, an intensive one-on-one relationship, for three students per year over their four years at Emory, 1991-1996.

V. Teaching-related activities

•Science Curriculum for Tibetan monks: Leader and initiator of Emory Tibet Science Initiative: at the request of the Dalai Lama, working with faculty from around the world to develop a sustainable curriculum in life science, neuroscience, and cosmology for his monks, throughout the year and summers in Dharamsala, India, 2008-2022.
•Death, Dying, and Finding Meaning project, funded by Arthur Vining Davis Foundation, teaching developing national cohort in connecting palliative care physicians to undergraduate education, 2018-2022.
•Teaching Enhancement Fellowships: led for two cohorts 10 new Emory College faculty in a yearlong ‘how to teach’ seminar that met weekly for one semester and enhanced teaching for another,2018-2020, 2022.
•Instructional Technology Subcommittee, Chair, Fall, 2007. Responsible for evaluating and funding cross-disciplinary educational projects involving IT.
•Lecture Track at Emory; spearheaded the development of a Lecture Track at Emory, led and organized this effort, which now includes more than 110 faculty, 1996-2002.
•University Teaching Fund Committee, member and chair of committee that disburses $250,000/yr in a university-wide competitive grant program, 1997-2006 (Chair, 2000- 2006).
•University Advisory Council on Teaching, 2004-2007.
•Atlanta-area advanced high school and introductory college biology teacher's group: Initiated, organized, and led to conduct workshops that address issues of concern to both groups, 1992-1994.
•Writing Across the Curriculum program: One of 20 Emory faculty who received funds to spread the good word about the value of writing, 1992-1993.

VI. Interdisciplinary Faculty and Student Development

•Founding member of IDEAS: InterDisciplinary Exploration and Scholarship, 3-year fellowship for 24 undergraduates that integrates liberal arts learning, living, and community to catalyze integrated thinking across campus at all levels. 2018-2025
•Minor in Science & Society and major in Interdisciplinary Studies with a science and society concentration: Developed these new programs in IDS and advise students interested, 2009-.
•Biology Honors Coordinator: Developed and led new curriculum for all 20-30 seniors doing a biology honors thesis in different labs in any given year, 2010-2020.
•Engineering Life: undergraduate/graduate course helped develop, teach and obtain funding (from National Academies Keck Futures Initiative).
•Ethics & Belief: An Interdisciplinary Exploration, at the US Air Force Academy, faculty development seminar to bring Emory approaches to a new venue and audience, 20 faculty from 10 different departments and programs, series of 6 lunches, 2008.
•Course/Internship in Addiction and Depression, funded by Engelhard/AAC&U as one of 7 universities nationwide addressing the increase in destructive behaviors in college students, collaboration with Counseling Center, Ethics Center, Residence Life, 2005-2008.
•Facilitating faculty development in Emory Tibet Science Initiative to develop and teach comprehensive science curriculum to Dalai Lama's monks and nuns with Dean's Office, NBB, Psychiatry, Biology, Religion, 2005-2022.
•Neuroscience and Art: Brought together faculty from across the university to explore cutting-edge research and ideas in how we perceive art, led by Robertson Professor of Science & Society and guest art historian from Columbia, David Freedberg, Spring, 2006.
•Bioethics Program: with Health Sciences and Center for Ethics, designing and implementing an Emory program in bioethics to include a Masters degree and a research program.
•Addiction Seminar: with the School of Public Health and the Center for Health Culture and Society, weekly meeting of faculty (and an undergraduate fellow) from across the university, including Medicine, Biology, German Studies, Public Health, History, and Psychology, to exam addiction, its history, definition and studies. Led to current development of an NIH Program Grant in Persistent Smoking, 2000-.
•Science and Religion: with colleagues in Physics and Religion, coordinated and organized a number of projects, including several weekly semester-long seminars with faculty and undergraduates from across the university that culminated in public forums, as well as a semester of lunches with faculty and graduate students discussing end-of-life issues, 1999 and 2000, 2002, and 2006.
•Race, Health, and Society: with the African American Studies Program organized this seminar which explored the science, history, anthropology, and sociology of race and health, included undergraduates, graduates, and faculty, representing 12 different departments and programs; led to a working group developing potential research grants in the area of stress, race, and chronic disease, 2001.
•Environment Across the Curriculum, Piedmont Project: helped coordinate a monthly interdisciplinary seminar and run a number of activities resulting in several new or reshaped

courses that now integrate environmental issues, includes courses in Theology, Law, Public Health, English, and Chemistry, 2001-2007.
•Consciousness: coordinated weekly seminars in Spring 2002 with a dozen faculty from diverse departments and schools; included discussions on dolphin intelligence, synesthesia, and different theories of consciousness.

VII. PUBLIC SCIENCE EDUCATION AND OUTREACH

•(Approximately) 10 Lessons I Learned Teaching Science to the Dalai Lama's Monks and Nuns--or Good Ways to Grow Old; 4-hr short-course taught at Shearith Israel Synagogue, Feb, 2025
•Why I Have Hope: Reflections from 35 Years of Teaching a Bit of Everything to Nearly Everybody, First Existentialist Church of Atlanta, June 2024.
•What makes you who you are? Nature, nurture, and the new science of epigenetics, Ft. Garland, CO and Walsenburg, CO, May 14-15, 2022.
• 'From Bench to Blackboard' panel participant on Emory graduate-school-sponsored alternative careers workshop, 2018.
•Atlanta Science Festival, sponsored and organized booth on the good and bad of pollen, manned by undergraduates and postdocs and visited by hundreds of kids, part of an NIH SEPA grant, 2017-.
• QUEST Evening at Emory program in science and Buddhism, 2010.
• *Above the Genome,* Emory Science & Society: Museum of Glass, Tacoma, WA, (Nov 26-28, 2010), science and art collaboration which is touring the US.
•Café Scientifiques: with Georgia Tech and Fernbank Science Museum at the Indie Café in Decatur, a series of 4-6 informal coffees on climate and climate change 2007, sustainability, 2009.
•Led a discussion on Bioethics at the Limmud Jewish Cultural Festival, March, 2009.
•Public talks by Robertson Professors in Science & Society: for example, poet Marilyn Nelson on George Washington Carver, Historian Marjorie Lorch, 'The Multilingual Brain'; Jules Pretty, 'Agri-culture', 'Green Exercise'; Greg Bear, 'Science and Power'.
•Science, Ethics, and Society: Collaboration with the Emory Center for Ethics, which develops programs and events in bioethics for the Emory community and beyond.
•Science in Your Life: Coordinated this radio show/website project that aired on Atlanta Public Radio; interviews with scientists on the radio are extended and expanded on the website, 2000-2003. Currently reviving for iTunes U and other outlets, 2009.
•Kidsvision: Coordinated this project in which Emory students developed science projects with Atlanta-area 5th and 6th graders—projects that those students then taught to public school 2nd graders and other visitors to the SciTrek or Fernbank Science Museum, 2002-.
•*Hybrid Vigor*: Organize this student-run, science and society magazine designed to connect science issues to the general public.

•Science Drama: sponsor professional actors doing contemporary plays with science themes, followed by discussion with actors, director, and relevant scientists—including *Copenhagen* and several other plays.

VIII. Selected symposia/Science/Art Events Organized

•Becoming a Scientist in the 21st Century: Symposium organized at Emory to celebrate the 20th anniversary of FIRST, attended by 100+ undergrads, postdocs, and faculty from over 50 universities and colleges, 2020.
•SERCEB/Emory Dual Use Ethics Roundtable, for Emory graduate students and postdocs to discuss issues of dual-use research and their place at Emory (with Center for Ethics, schools of public health and medicine), 2008.
•Performance art model for science education, with Emory Center for Creativity and Art, artists Lelavision and David Lynn (chair, Chemistry), developing ways of using performance to reach people of all ages with scientific knowledge; one performance in pollination, another under development in life's origins and evolution, 2008-
•Drama/science collaborations with Theater Emory and Out of Hand Theater, annual projects that use drama to communicate science, current one on Frans de Waal's work, 2009.
•Current Issues in Science and Religion Roundtable, by invitation from the Ford Foundation, hosting with Gary Laderman (chair of Religion) a group of Emory and international scholars to identify key issues in science and religion, 2009.
•Depression: Perspectives from Traditional Tibetan Medicine and Contemporary Western Medicine, 2007.
•Understanding the Mind Inside and Out: Bridging Buddhism and Modern Science: Featured two Westerners trained in Tibetan Buddhism exploring issues in mind and body, Fall, 2006.

•Mind-Body Connections: Past, Present and Future: Featured Pema Dorjee, physician of the Dalai Lama; Robertson Professor Anne Harrington, Harvard historian of medicine; and Charles Raison, Emory psychiatrist, discussing these issues with ~350 people from the Atlanta area, Fall 2005.
•Water in Our Lives: GA Tech president, Sierra Club, in-town neighborhood representatives, Emory scholars discussing issues of water in Atlanta in a panel, which followed a daylong discussion of water in politics, religion, science, and teaching. •Genetically Modified Organisms: Our Genes, Our Futures: integrated this public symposium with an undergraduate course on GMO; symposium featured David Suzuki, IP lawyer, owner of a GM-seed company, and a molecular cloner.
•The 4th National Undergraduate Bioethics Conference: brought together over 150 students and faculty from more than 30 institutions to discuss a broad range of bioethics issues, 2001.
•Second Burke Nicholson Symposium: "Science and Religion: Perspectives on Death and Prolonging Life" for Atlanta Community, 2001.
•First Burke Nicholson Forum: "Science & Religion: Perspectives on Suffering and Healing"

•Southeastern Developmental Biology Conference: Organized at Emory, 150 people over 3 days, 1998.
•Undergraduate Research Symposia, coordinator, 50-75 Emory undergraduate researchers present their work to the community, 1993-1996.
•Association of Biology Laboratory Educators, Co-organizer at Emory, 1994.

IX. SELECTED PRESENTATIONS/INVITED TALKS

•Art, Mindfulness, Life: Connecting Art & Spiritual Practices with Community, with Carlton Mackey, High Art Museum and Nisha Gupta, Univ of West Georgia, American Alliance of Museums Annual Meeting, May 2024.
•Biology and Buddhism: What I've Learned about Life during a Decade Teaching Science to the Dalai Lama's Monks and Nuns, Collegiate Peaks Lectureship, Buena Vista, CO, 2019 and Emory Lifelong Learning Center, November, 2018.
•Student Buy-In Across Cultures: Tibetan Buddhist Monastic Attitudes Toward Science Education, Kelsey Gray, Carol Worthman, Jacob Shreckengost, and Arri Eisen, AAC&U Project Kaleidoscope conference, Atlanta, November, 2018
•The Enlightened Gene: Biology, Buddhism, and the Convergence that Explains the World, Drikung Namgyal Ling and Arizona Friends of Tibet, Tucson, Arizona, Nov. 2018.
•Teaching the Dalai Lama's Monks, Osher Lifelong Learning Center, NC State University, October 2018
•The Enlightened Gene: Biology and Buddhism, School of Tropical Medicine and Global Health, Nagasaki, Japan, March, 2018
• What I learned about science by teaching biology to Tibetan Buddhist monks and nuns, UNC-Chapel Hill, Genetics and Molecular Biology Seminar Series, October 2017
•Religion in the classroom workshop facilitator, Faculty Workshop Series Office of Equity and Inclusion, Emory University, November 2017.
•What Teaching Science to Buddhist Monks Taught Me about Science, University of Washington, Department of Biochemistry, July, 2016.
•Presented the inaugural Paul M. Fernhoff Memorial Lecture in Science and Ethics, Science, Religion and the New Diseases: A Southern Jew Meets the Dalai Lama, October 2015
•Bioethics mini-mester, teaching at Atlanta Jewish Academy, March, 2015
• The Dalai Lama and Evolution, invited to speak at the Emory 1836 club on globalization and education in the modern world, March 2015.
• Writing an Effective Teaching Statement, led workshop for Office of Postdoctoral Education, 30 fellows attended, 2015, 2016, 2017-
• Discovery Dialogue: Creating Life in the Lab; invited member of panel as part of Atlanta Science Festival, March, 2015.
• Emory-Tibet Science Initiative: Sustained Engagement Between Contemplatives and Scientists Offer Insights for Contemplative Science, Mind and Life International Symposium for Contemplative Studies, October, 2014

•The Ethics of Stem Cell Research, The Bioethics Society, Emory, 2013.
•Science and religion in my personal journey, Inter-religious Council, Emory, 2013.
•Addiction: What is a disease and why? Future Emory students lecture, April, 2013.
•'Teaching Science with Faith in Mind', United States Air Force Academy, Oct 2012.
• 'Addiction: an interdisciplinary approach', Emory Pre-Freshman Lecture, 2012.
• 'Stem cells, ethics, and society', Dunwoody United Methodist Church, Dunwoody, GA, 2012.
• 'Perspectives in Mental Health', moderator of panel of Emory student group Sacred Artistry, Spring, 2012.
• 'Piedmont II: Next steps in sustainability', moderator of Emory panel, Nov, 2011.
•'Freshmen, Post-docs, Cadets, and Monks: My Journey into Learning How to Teach', Iowa/Nebraska Physiological Society meeting: keynote speaker, Oct, 2011.
•'Interpreting the Life of the Carlos Museum's Old Kingdom Mummy', with M Osigbeme, CP Ramsey, M Tansey , J Robinson, and J Kingston, AAAS 7th World Congress on Mummy Studies, June, 2011.
•'Sustainability in the Curriculum', Woodward Academy, Atlanta, GA, April, 2011 and 2012.
•'Fellowships in Research and Science Teaching: Advancing the Postdoctoral Training Experience', with J Mercante, J Pulliam, JK Haynes, DC Eaton, Federation of American Societies for Experimental: Washington, DC, April, 2011.
• 'Interdisciplinary Approaches to Integrating Ethics and Sustainability- with Peter Wakefield, Ellen Spears, and Kevin Corrigan, Association for Integrative Studies Conference,San Diego, CA (October, 2010)
• Emory Tibet/Science Initiative: interview on the show 'Godspeed' on the Progressive Radio Network, 2010.
• Bioethics in your life: invited talk to the biology honors club at Clayton State University , Feb, 2010.
• 'Teaching Evolution''God, Nature and Design: Historical and Contemporary Perspectives', Ian Ramsey Center, University of Oxford, with David Westmoreland at the, July, 2008.
•Darwin and the nature of scientific evidence, two lectures in IDS200 course on the nature of evidence, 2008.
• A World Without Science, Biology honors society, United States Air Force Academy , 2008.
•Freshmen, monks, docs, and post-docs: What I've learned in a quarter century of teaching without PowerPoint. Arizona State University, 21st Undergraduate Research Symposium, Keynote, April 2014.
•Bringing Theory to Practice: Presentations from the Field, AAC&U Bringing Theory to Practice Meeting, New Orleans, 2007.
•The Ethics of Conflict of Interest, with Brenda Seiton and Kathy Kinlaw, Emory SOM junior faculty development course.
•Humans' Effect on the Water Cycle, Mary Lin Elementary School, Atlanta, 2007.
•How Students Learn: Employing Sound Science in the Classroom, facilitated with Gordon Churchward for the Emory Univ Advisory Council on Teaching, February, 2007.

•The Moral Status of Animals: with Kevin Corrigan and Ellen Spears, Fox Center for Humanistic Inquiry, 2007.
•Defining Identity, Institute for the Liberal Arts, Emory, 2007.
•Professional Skills Ethics Workshop at the Neurosciences Meeting, Atlanta, October, 2006
•Evolution and Society Symposium talk, Emory, 2006.
• The Science Crisis and the Death of the Outdoors, Emory, Environmental Studies Seminar, November, 2006.
•Ethics of Stem Cells, Georgia Economic Developers Association, September, Savannah, 2006.
•Growing good people: Science, the Academy, and the Future: United States Air Force Academy, Dept of Biology, August, 2006.
•Research ethics in industry: Zygogen, Inc., Atlanta, GA, June, 2006.
•Mind/Body and Defining Health: CDC, Atlanta, GA, April, 2006.
•Teaching research ethics: why bother: Georgia Institute of Technology, Atlanta, GA, 2006.
•Stem cell ethics: Dunwoody United Methodist Church, 2005.
•Stem cells and you: Life Enrichment services, continuing education for the elderly, 2005. •Who are you: genes and identity: Fernbank Science Museum as part of the Genomic Revolution Series, October, 2004.
•Teaching Portfolio workshop: Office of Postdoctoral Education: November, 2004
•A Model for the Next Generation of Science Educators: Bringing Postdoctoral Scientists into the Classroom, L Morris, C Giver, D. Holtzclaw, R Pyatt, and A Eisen, National Science Teachers Association: April 2004.
• "A Unique Postdoctoral Research and Teaching Experience in Atlanta", Eisen, A., JK Haynes, P. Gunter-Smith, I. Finkelstein, D. Potter, S. Ibim, A. Aduonum, T. Hendrickson, and RB Gunn,FASEB 2002, San Francisco, CA.
•Workshops on Research Ethics: to Georgia Tech's NSF-funded summer undergraduate researchers, 1999-2001.
•The Human Genome Project, and other issues in bioethics: Trinity Presbyterian Church, 2001
•"Should the prolonging of life be far away from basic scientists' thinking?" Second Burke Nicholson Symposium on Science & Religion, Emory, 2001.
•Stem Cells and the Human Genome Project: Atlanta Jewish Community Center, 2001.
•Bioethics in Society: SciTrek Science Museum Youth Program: Talk to small groups of junior and high school students about the ethics of science, 1998-.
•Modern Genetics and the Body: Nexus Art Gallery, 1999.
•Research Ethics: Emory University, Neurosciences and Behavioral Biology Research Course, 2001.
•Ethics of stem cell research and researchers: Georgia Tech, Science, Technology and Human Values course, October, 2001.
•Getting Large Classes to Think: Invited workshop, Emory Theory, Practice, Learning Program, 1998.
•Curriculum Reform in Undergraduate Biology: Invited workshop, UN-Lincoln, 1997.

•Teaching Interactive Biology: Invited workshop, UN-Lincoln, 1997.
•Teaching Biology to the Masses: Presentation at International Society for Exploring Teaching Alternatives meeting, 1995.
•A holistic approach to lab teaching using sea urchins as an example system: Association of Biology Laboratory Educators meetings, Emory, 1994.

X. COMMITTEES

University

•Responsible Conduct of Research Working Group, 2023-
•President's Commission on Race and Social Justice, Chair of subcommittee on Student Demand 13, including Diversity in General Education Requirements, 2017-2019
•Unconscious bias trainer for university search committees
•Provost's Committee on Staff and Labor 2, 2017-2018
•Campus Life/ Faculty Committee, 2011-2014
•Teaching and mentoring consultation program through the Center for Faculty Development and Excellence
•University Teaching Fund Committee, Member then Chair

Graduate School

Ethics curriculum development (Program for Scholarly Integrity), 2010-2016

Center for Ethics

Masters of Bioethics Steering Committee, 2010-2020

College

•Faculty Strategic Planning, Chair 2024-
•Chair, College Nominations Committee, 2016-2018
•College Senate: 2014-2016, 2025-
•GovComm Governance Committee, 2013-2014
•Honor Council member, 2012-2013
•Chief College Marshal for graduation, 2013-2019
•College Climate Change Committee, Chair, 2013-
•Student Hardship committee, 2011-2017
•GovComm Campus Life Committee, 2011-2016
•Sustainability Minor Committee, 2009-2015
•On Recent Discoveries of Emory Researchers fellows selection committee, 2003- 2010
•Lecture Track Promotion Committee, Chair, 2008-2009, ad hoc 2010-, 2019-2021
•Winship Award Selection Committee, 2008-2012
•Senior Orator Selection Committee, 2008-2010
•Joel Gellar Scholarship Selection Committee, 2000-2012

•Goldwater Scholarship Selection Committee, 2005-2008
•On Recent Discoveries of Emory Researchers fellows selection committee, 2007-2012

Departmental

•LINC, Director, ILA program connecting courses and professors
•New Hire, Asst Teaching Prof in Biology Search Committee, Chair, 2025-26
•Interdisciplinary Studies advising committee
•IDS curriculum committee

Committees (past) National

•Southeastern Regional Center of Excellence for Emerging Infections and Biodefense, Policy Ethics and Law Core, Multi-Institutional grant from the National Institute of Allergy and Infectious Diseases, 2008-2013

XII. GRANTS

Internal

•Religion and the Human Spirit Strategic Plan, ~$350,000 over three-five years to support hiring two post-doctoral fellows in ethics, religion, and science, and to increase education activities in Emory and greater community and support the ORDER program (with David Lynn and Gary Laderman), 2005.
•Instructional technology grant to support IT and science education: $33,000, 2006. •Grant to support science education and the media: $80,000 from the provost's office, 2006.
•Science and Religion scholarship: with Gary Laderman in Religion, research seed grant, Emory College, $10,000.
•Biosocial impact of emerging disease: research seed grant from College with Les Real, Biology, and Kate Winskell, RSPH, $20,000.
•Preparing Future Science Faculty: Developing an optional certificate program in teaching science for graduate and postdoctoral associates. University Teaching Fund, $19,000 (with Pat Marsteller).
•Developing a science writing program. University Teaching Fund, $6,100. (with Sheila Tefft, Journalism).
•Developing a Bioethics Center at Emory: Woodruff Health Sciences Fund, $250,000. •Extend the Environment Across the Curriculum Program to include graduate students and new courses: Quadrangle Fund, $24,000.
•Revamp the NIH-required Ethics of Research: from University Teaching Fund, $9000, 2001.
•Develop Environmental Education Across the Curriculum: with Peggy Barlett (Anthropology) to University Teaching Fund for $58,500 in 2000.
•Burke Nicholson Symposium Fund: with Gary Laderman (Religion) to support the first Science and Religion symposium on healing and suffering, $8000 from the Graduate School, 2001.

•Burke Nicholson Symposium Fund: with Gary Laderman (Religion) to support the second Science and Religion symposium on prolonging life, $8000 from the Graduate School, 2000.

External

•Institutional Research and Academic Career Development, NIH, NIGMS, post-doctoral research and teaching training grant. $12.7 million over 5 years (with Doug Eaton in Physiology, then Lou Ann Brown in Pediatrics), 2005-2010, 2010-2015, 2015-2020, 2020-2025.
•Emory Tibet Science Initiative, Templeton Foundation, ~$1M/yr 2015-2020, 2020-2024
•R25 Science Education Partnership Award from NIH. ~ $1.2 million, 2016-2021
• National Academies Keck Futures Initiative, Developing a bench-side ethics and community-based participatory research training program in synthetic biology, with with Deboleena Roy in Women's Studies and Ichiro Matsumura, School of Medicine, $75,000, 2010-11.
•Second year at Emory Living and Learning experience: an interdisciplinary seminar course/internship in addiction and depression: Engelhard Foundation, $90,000 + equal match from Emory, 2005-2007.
•Fellowship in Science and Religion to support faculty, student course and public symposium in Mind, Medicine, and Healing, $70,000, Center for Theology and the Natural Sciences.
•"Experimental Biology (Cell Biology, Developmental Biology and Molecular Modeling)": Research Experiences for Undergraduates, $161,000 from National Science Foundation, 1999-2001.
•"Developing an undergraduate project lab in developmental biology": Instrumentation and Laboratory Instruction grant to develop advanced lab course, $56,300 from National Science Foundation, 1994.

XII. REVIEWER, CONSULTANCY

Journals

•*Science and Engineering Ethics*
•*Philosophy, Science, and Law*
•*Journal of American College Health*
•*Cell Biology Education: Life Sciences*
•*PLoS Biology*
•*Journal of Medical Ethics*
•*Religions*
•*Vaccines*
•*Frontiers in Communication*

Texts, Books

•Benjamin Cummings for *Molecular Biology of the Gene, 5th edition*
•ME Sharpe, *Encyclopedia of the Environment*
•W.H. Freeman Publishers, Cox/Doudna/O'Donnell's *Molecular Biology*

•MacMillan Education, 9th edition of Lodish *Molecular Biology*

Grants

•Emory Global Health Institute proposals
•National Science Foundation Math and Science Education proposals
•Dual-use ethical evaluation of basic science research (NIH RO1) proposals through the Southeastern Regional Center of Excellence for Biodefense and Emerging Infections

Departments/Universities

•University of Bliss & Wisdom, Yunlin, Taiwan, 2023-
•Interdisciplinary studies program, Concordia University, 2018
•Honors program, DePauw University, 2017
•New College, University of Alabama, 2010
•Morehouse College Dept of Biology, 2009

XIII. PUBLICATIONS

I. Books

•A. Eisen and Yungdrung Konchok, *The Enlightened Gene: Biology, Buddhism, and the Convergence that Explains the World*, ForeEdge, 2018.

II. Science Research Publications

•Compassion Meditation to Improve Psychological Wellbeing Among Volunteer Collegiate Emergency Medical Technicians, S Sonsurkar, A Eisen, E Bauer, I Vyas, NA. Giordano, JS. Mascaro, *J. Coll. Emerg. Med. Serv.* 7(1), 2025.
• Mascaro, J. , D. Shellman, W. Keaton, M. Willson, E. Brauer, T. Samphel, H. Chang, C. Raison, J. Zivot and A. Eisen, Mixed-Method Evaluation of the Public Health Questionnaire for Estimating Depression Among Tibetan Buddhist Monastics https://www.frontiersin.org/journals/communication/articles/10.3389/fcomm.2021.752820/full, Role: served as organizer, brought this interdisciplinary team (MD, nurse, biologist, Tibetan Scholar, Psychiatrist) together, senior author and resource-provider.
•Wolpe, P.R., K. S. Rommelfanger,... A. Eisen, and the Drafting and Reviewing Delegates of the BEINGS Working Groups, Ethical principles for the use of human cellular biotechnologies, *Nature Biotechnology* 35, 1050–1058 (2017).
•Reines, V., K.Charen, T. Rosser, A. Eisen, S. L. Sherman1, J. Visootsak, Parental Perspectives on Pharmacological Clinical Trials: A Qualitative Study in Down Syndrome and Fragile X Syndrome, *J. of Genetic Counseling*, doi: 10.1007/s10897-017-0111-x, 2017.
•Banja J., A. Eisen, Ethical perspectives on knowledge translation in rehabilitation, *Archives of Physical Medicine and Rehabilitation*, 94(1), S55-60, 2013.

•Eisen A., Utley R.T., Nourani A., Allard S., Schmidt P., Lane W.S., Lucchesi J.C., Cote J. The yeast NuA4 and Drosophila MSL complexes contain homologous subunits important for transcriptional regulation. *J Biol Chem*. Oct 17 [epub ahead of print], 2001.
•Eisen, A., and Lucchesi, J. Unraveling the role of helicases in transcription. *BioEssays* 20, 634-641. 1998.
•Smith, E., Eisen, A., Gu, W., Sattah, M., Pannuti, A., Zhou, J., Cook, R., Lucchesi, J., and Allis, D. ESAI is a histone acetyltransferase that is essential for growth in yeast, *Proc. Natl. Acad. Sci. USA* 95, 3561-3565, 1998.
•Eisen, A., Sattah, M., Gazitt, T., Neal, K., Szauter, P., and Lucchesi, J. A novel DEAD- box RNA helicase exhibits high sequence conservation from yeast to humans. *Biophys. Biochim. Acta* , 1397, 131-136, 1998.
•Zhou, S., Yang, Y., Scott, M., Pannuti, A., Fehr, K., Eisen, A., Koonin, E., Fouts, D., Wrightsman, R., Manning, J., Lucchesi, J. Male-specific lethal 2, a dosage compensation gene of Drosophila, undergoes sex-specific regulation and encodes a protein with a RING finger and a metallothionein-like cysteine cluster. *EMBO J.* 14, 2884-2895, 1995.
•Thukral, S.K., Eisen, A., and Young, E.T. Two monomers of yeast transcription factor ADRI bind a palindromic sequence symmetrically to activate ADH2 expression. *Mol. Cell. Biol.* 11, 1566-1577, 1991.
•Eisen, A., Taylor, W.E., Blumberg, H., Young, E.T. The yeast regulatory protein ADR1 binds in a zinc-dependent manner to the upstream activating sequence of ADH2. *Mol. Cell. Biol.* 8, 4552-4556, 1988.
•Parraga, G., Horvath, S.J., Eisen, A., Taylor, W.X., Hood, L., Young, E.T., Klevit, R. Zinc-dependent structure of a single-finger domain of Yeast ADR1. *Science* 241, 1489- 1492, 1988.

•Blumberg, H., Eisen, A., Sledziewski, A., Bader, D., Young, E.T. Two zinc-fingers of a yeast regulatory protein shown by genetic evidence to be essential for its function. *Nature* 328, 443-445, 1987.

III. Education Research Publications:

Texts

•Eisen, A., As part of the Emory-Tibet Science Initiative, I have written several primers (5 primers each in the area of the Life Sciences, and two in Neurosciences), which are being translated into Tibetan and used for teaching the curriculum we have developed to the 20- 30,000 Tibetan Buddhist monks and nuns in exile in India. Each primer is about 20,000 words with about 50 images and illustrations. The status of the project so far:
--Life Sciences Primer I: *Evolution*, complete and translated, 2009.
--Life Sciences Primer II*: Genes and Cells*, complete and translated, 2010.
--Life Sciences Primer III: *Physiology and Development*, complete and translated, 2011. --Life Sciences Primer IV: *Disease, Immunology, and Epidemiology*, complete, in translation, 2012.
--Life Sciences Primer V: *Synthesis and Review*, complete, 2012.

--Neurosciences Primer I: *Perception and Vision,* complete, 2011
•Eisen, A. and Westmoreland, D. *The Living Staircase*, a conceptual introductory biology text, Kendall/Hunt Publishing Company, Dubuque, IA, 1998.

Contributions to Edited Volumes

•Barlett, P. and Eisen, A. A comprehensive interdisciplinary approach to address sustainability and the environment at Emory, in *Teaching Sustainability at Universities: Toward Curriculum Greening*, vol. 11 of the series Environmental Education, Communication and Sustainability, Peter Lang Scientific, 2003.
•Eisen, A. "The Human Genome Project," in Encyclopedia of Religion and American Cultures, Laderman, G. and Leon L., eds., ABC-CLIO, 2003.
•Eisen, A., A Holistic Approach to Teaching a Laboratory, Using Sea Urchin Development as an Example System, in *Tested Studies for Laboratory Teaching*, vol. 16, Association for Biology Laboratory Education, 1994.
•Eisen, A. Wrote Lab Topic 9, "Molecular Biology" in Morgan, J. and Carter, M. *Investigating Biology* , Benjamin Cummings Pub. Co., Redwood City, CA, 1993.

Peer-reviewed science education articles

•D. Goldberg, G. Poppitz, S. Sonsurkar, J. Manuel, J. Klaus, E. Zhang, M. Goldberg, K. Gray and A. Eisen, Engaging science across cultures: building a research community of Buddhist monastics and undergraduate and faculty mentors, *Discover Education*, 2024. https://doi.org/10.100https://doi.org/10.1007/s44217-024-00166-y7/s44217-024-00166-y. Role: mentor, facilitator, senior author, provided guidance, resources, on all aspects, research design, writing, editing, identifying journal, publishing.
•R. Nusslock, M.Balgopal , G. Hue , J. Zivot , L. Negi and A. Eisen, The Emory-Tibet Science Initiative: A Historic Collaboration Between Modern Science and Tibetan Buddhism—Insights From a Spiritual Leader, *Front. Commun.*, Oct 2021, doi: 10.3389/fcomm.2021.765368. Role: This was the lead article on a special issue I initiated and coordinated, solicited, and edited for this journal, included 19 total articles from dozens for scholars from around the world, and has garnered 59,000 views and downloads.
•Kulp, D, L. O'Neill, T. Quest, S. Tamasi, K. Loudermilk, and A. Eisen, Teaching death: exploring the end of life in an undergraduate course, *Innovation and Education* 3, 2021. https://doi.org/10.1186/s42862-021-00014-y. Role: This was an honors thesis project publication which included collaborators from the medical school, linguistics, and the ILA, involving a course I co-developed and led with the first author; it has been accessed over 3400 times.
•Gray, K., D. Namgyal, J. Purcell, T. Samphel, T. Sonam, K. Tenzin, D. Tsering, C.Worthman, and A. Eisen, Found in Translation: Collaborative Contemplations of Tibetan Buddhism and Western Science, *Front. Commun.* https://doi.org/10.3389/fcomm.2019.00076: Role: I was the senior author on this paper my postdoc in the Emory Tibet Science Initiative wrote with my guidance and facilitation.

•Gray, K. and A. Eisen, The Emory-Tibet Science Initiative: Rethinking cross-cultural science and teaching, *J Microbiology and Biology Education* 20(1), 2019, https://doi.org/10.1128/jmbe.v20i1.1618 Role: I was the senior author on this paper my postdoc in the Emory Tibet Science Initiative wrote with my guidance and facilitation.
• Eisen, A. and D. Eaton, A model for postdoctoral education that promotes minority and majority success in the biomedical sciences, *CBE-Life Sciences*, 16(4), 2017, https://doi.org/10.1187/cbe.17-03-0051.
• Eisen, A. and Junjian Huang, Learning science by engaging religion: A novel two-course approach for biology majors, *College Teaching*, 62:1, 25, 2014.
•Mercante, J., E. Ricks, A. Eisen JK Haynes, and D. Eaton, Rethinking the postdoctoral training experience: Fellowships In Research and Science Teaching (FIRST), April 2012, The FASEB Journal 26(S1), DOI: 10.1096/fasebj.26.1_supplement.719.13
• Hue, G., J. Sales, D. Comeau, D.G. Lynn, and A. Eisen, The American science pipeline: sustaining innovation in a time of economic crisis. *CBE: Life Sciences* (9), 341, 2010.
• Eisen, A. Intellectual Property: Ethics Education Module, Southeastern Regional Center of Excellence for Biodefense and Emerging Infections, http://www.serceb.org/IP2/IPWelcome.htm, 2010.
• Keen-Rhinehart, E., A. Eisen, D. Eaton, and K. McCormack, Interactive methods for teaching action potentials, an example of teaching innovation from neuroscience postdoctoral fellows in the Fellowships in Research and Teaching (FIRST) program. *The Journal of Undergraduate Neuroscience Education*, Spring 2009, 7(2): A74-A79.
•Eisen, A., A. Hall, T.S. Lee, J. Zupko, Teaching Water: Connecting across disciplines and into daily life to address complex societal issues. *College Teaching*, 57(2), 99-104, 2009. •Eisen, A. and Barlett, P. The Piedmont Project: Fostering Faculty Development Toward Sustainability. *Journal of Environmental Education* 38(1), 25-36, 2006.
•Brommer, C. and A. Eisen. FIRST: A model for increasing quality minority participation in the sciences from the undergraduate to the professoriate level. *Journal of Women and Minorities in Science and Engineering* 12(1), 35-46, 2006.
•JD Holtzclaw, A. Eisen, M Penumetcha, E Whitney, S Kimbro, Teaching Bioinformatics at a Minority Institution, *CBE Life Sciences Education, 5, 52-64*, 2006.
•Eisen, A. The Dual-Use Dilemma in Biological Research. Ethical issues in biodefense for basic researchers, Southeastern Regional Center of Excellence for Biodefense and Emerging Infections, 2005 . Online module, http://sercebtr
•JD Holtzclaw, LG Morris, R Pyatt, CS Giver, J Hoey, JK Haynes, D Eaton, R Gunn, and A Eisen. FIRST: A model for developing new science faculty, *Journal of College Science Teaching* 34, 24, 2005.
•Eisen, A. and Laderman, G., Bridging 'the two cultures': A comprehensive interdisciplinary approach to teaching and learning science in societal context, *J. Coll. Sci. Teaching* 35, 26, 2005.
•Eisen, A. and Parker, K., A model for teaching research ethics, *Sci and Eng Ethics*, 10(4):693-704, 2004.

•Eisen, A., Cimino, A., Aparicio, H., Marsteller, P., Kushner, H., Race and science: using a comprehensive interdisciplinary approach to address complex issues, *College Teaching* 51(2), 46-51, 2003.
•Eisen, A. and Berry, R., Ethics education for research scientists: Bioscience comes of ethical age, *American Journal of Bioethics* 2(4), 38-49, 2002. ** Honorable Mention: 2005 Johnson Award for Best Paper in Ethics and Accountability in the Public Sector.
•Eisen, A., Small group presentations: a method for teaching science thinking and context in a large college biology class. *BioScience* 48, 53-58, 1998.
•Eisen, A., Disease of the week reports: catalyzing writing and participation in large lecture classes, *J. Coll. Sci. Teaching* 24, 331-333, 1996.
•Eisen, A., Morgan, J., Marsteller, P. Developing methods for teaching thinking in college biology: pilot to program. *BioScience* 42, no. 11, 870-873, 1992.

IV. Public Scholarship Publications

•Eisen, A., and L.W. Uhl, Future Air Force Officers Get a 30,000-foot View of Death in this Course, *The Conversation*, Oct 31, 2022. Role: co-wrote with my co-teacher, a philosopher who worked with me to develop and teach the course on death and dying at the Air Force Academy that I originally taught at Emory.
•Eisen, A., My take: an American Jew finds MLK—and a new understanding—on the West Bank, CNN.com, 2012
•Eisen, A., The case for including ethics, religion in science class, CNN.com Belief Blog, 2011, http://religion.blogs.cnn.com/2011/12/15/my-take-the-scientific-case-for-teaching- religion-and-ethics-in-science-class/.
•Eisen, A., What Buddhist monks taught me about teaching science, *The Chronicle of Higher Education*, Nov 13, 2011.
•Eisen, A., My Take: Can mixing monks and science change the world? CNN.com Belief Blog, 2010. http://religion.blogs.cnn.com/2010/06/02/my-take-can-mixing-monks-and- science-change-the-world/
•Eisen, A., Regular columnist, including as well and book and movie reviews, on science and religion in the magazine *ReligionDispatches.org*, sponsored by the Ford Foundation, 2008

-- Where do sacred values live in the brain? Jan. 2012
--What's Truth? Scientific Method under the Microscope. Jan. 2011
--Science, syphilis, and the evolution of ethics. Oct 2010
--Galileo's Issue was Satire as much as Science. Oct 2010
--New Study: Motivation Doesn't Improve Group Success. Sept 2010
--Are Scientists Ethical? Aug 13, 2010
--Creating a Cell: Science Plays God, Aug 9, 2010
--Mad Scientists? Mar 23, 2010
-- Some Good Old Fraud, for a Change Mar 17, 2010

--When Are You Dead? Science Just Made the Work of Religion a Bit More Difficult, Feb 16, 2010
--Shopping for Your Kids, Bioethically Speaking Dec 23, 2009
--Does Religion Drive Evolution? And Other Questions from the Cutting Edge of Biohistory Nov 11, 2009
--Is the Boson Particle "Hated by God"? Oct 15, 2009
--Killing One Primate to Save Another: The Ethics of Animal Rights, Sep 24, 2009
--Unreasonable Atheists Jul 31, 2009

•Eisen, A., and D. Westmoreland, 'Teaching Science, With Faith in Mind' in *The Chronicle of Higher Education*, May 1, 2009.
•Eisen, A. and G. Laderman (eds.). *Science, Religion, and Society: An Encyclopedia of History, Culture, and Controversy*. ME Sharpe, 2007.

V. Other publications

•Eisen, A. A New Model for Increasing Diversity in STEM Faculty. *Issues in Science and Technology* 36, no. 3 (Spring 2020): 26–33. Role: Sole author on this article about the FIRST project which I have been director of teaching for the last 25 years.
•Creary, M., D. Thiel, and A. Eisen, Social meaning and the unintended consequences of inclusion, *American Journal of Bioethics*, 17(9), 63-65, 2017.
•Creary, M. and A. Eisen, Acknowledging levels of racism in the definition of 'difficult', *American Journal of Bioethics*, 13(4), 16-18, 2013.
•Eisen, A. Science and Religion at Emory. In Hauk and Wolff-King (Ed.), *Where Courageous Inquiry Leads: The Emerging Life of Emory University*, 2010.
•Eisen, A., H. Kushner, M. McLeod, E. Queen, J. Gordon, J.L. Ford, An integrated approach to addressing addiction and depression in college students, Jan/Feb 2009, Vol. 57 Issue 4, p 455-456, *Journal of American College Health*, 2009.
•Eisen, A., The Challenge of Spirituality in the Clinic: Symptom of a Larger Syndrome, *American Journal of Bioethics*, 2007 July;7(7):12-13.
•Eisen, A. 2005. Running out of hands: designing a modern biology curriculum, *Cell Biology Education*, 4, 123.
•Williams, T., Siera, S. and Eisen, A. Reconciling Science and Society, *Journal of Philosophy, Science & Law*, www.psljournal.com, 2001.