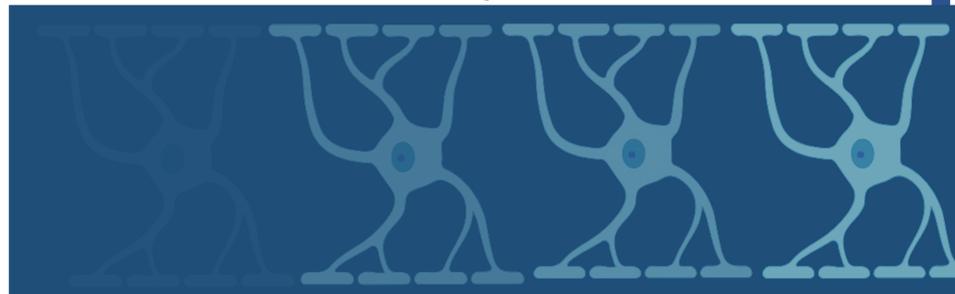




Diversity ● Equity ● Inclusion



## Five pointers to educate, promote diversity and inclusion, and combat racism

- In [“Still We Rise”](#) published in *Cell Stories*, Olufolakemi “Fola” Olusanya, the winner of the first Rising Black Scientist Award for an undergraduate scholar, discusses her experiences that sparked her journey in science touching upon her intersectional identity as a black female scientist.
- [Disarming Racial Microaggressions](#) provides microintervention strategies that can be employed by targets, allies, and bystanders.
- This *Cell* Commentary, [Fund Black Scientists](#), by Biomedical Engineering Women faculty addresses disparities in NIH funding as the most insidious barrier to the success of black faculty and suggests solutions to dismantle this barrier.
- Read [Reflections of six neuroscientists: The influences of training at minority serving institutes](#) including reflections from PIN and Meyerhoff Graduate Fellow alumnus, Dr. Hugo Tejada.
- NIDAMED provides [Words matter: Terms to use and avoid when talking about addiction](#) to reduce stigma and negative bias for persons that struggle with substance use disorders.

## Featured trainees who contribute to diversity and inclusion



**Jewel White (she/her/hers)**, a first year PIN PhD student rotating in the Cheer lab, identifies as African-American, the child of immigrants, and a first-generation college student from an economically disadvantaged background.

Jewel is Meyerhoff Graduate Fellow and participates in PIN recruitment for historically underrepresented students. She plans to join the diversity committee and outreach groups at UMB to help amplify the voices and improve the experiences of the underrepresented members of our community. She especially hopes to advocate for equity and justice at both UMB and in Baltimore as a member of these groups. As a recent college graduate, she is proud of her undergraduate research in alcoholism that was featured at the Research Society on Alcoholism national conference. She is looking forward to exploring similar research interests during her PhD.



**Utsav Gyawali (he/him/his)** is a PIN student in the Calu Lab. He is a Nepali immigrant, a first generation PhD student, and he is from a financially disadvantaged background.

Utsav is an International Student Mentor to incoming international students at UMB and serves on the PIN Diversity committee. He volunteers in NOVA Lab Tours to provide scientific lab exposure to underrepresented high school students from a local High School. Scientifically, he is proud of publishing his first author manuscript: [Gyawali et al, \*Frontiers in Behavioral Neuroscience\* 2020.](#)

### Ally Spotlight



**Ashley Marquardt (she/her/hers)** is a PIN student in the McCarthy lab and hopes to effect change both within PIN and the broader UMB community as a strong ally.

As president of the PIN Student Training Committee, Ashley solicits student feedback on the program and promotes the student voice on various PIN committees, and as a member of the Graduate Assistant Advisory Committee. She advocates for graduate student needs through meetings with UMB and Graduate School leadership. She successfully advocated for increased student stipends, increased use of pronouns on PIN and Graduate School websites and email signatures, and the construction of the PIN diversity committee. Ashley recognizes that as an ally, she is always learning. She hopes that members of the PIN community (especially trainees) are comfortable sharing thoughts, complaints, issues, questions, call-outs, concerns, or suggestions so she can continue to advocate as an ally. Ashley is proud of receiving a [NIMH F31 predoctoral fellowship](#) scored in the 2nd percentile.