Features:

BUILDING A CULTURE OF DIVERSITY AND INCLUSION AT NYULH
A conversation with our new Title IX Coordinator, Molree Williams-Lendor

CONQUERING ROCK IN A CITY OF CONCRETE
Bouldering in New York City for curious new climbers

TO POSTDOC OR NOT?
How to decide if postdoctoral training will help your career
As we close out 2019 and welcome the new year, we'd love to look back and reflect on some of our favorite events and experiences with you. At the start of the academic year, we welcomed the class of 2019 with orientation events such as Game Night and Mix n’ Move, where new students were able to meet current students and learn more about our neighborhood hangouts and living in NYC. We celebrated Hispanic Heritage month with our Latin American Student Association, Raíces, mingling and drinking piña coladas. Then we had a blast putting your crafting abilities to the test during our first ever tie-dye event (see page 11 for pictures). To celebrate fall, we brought back our hit pumpkin carving event (see page 10 for pictures) and Halloween party, where students came dressed in amazing costumes like Kuzco and Yzma from Emperor’s New Groove, and Juno and Paulie from Juno. More recently, we had the pleasure to co-host a wonderfully warm and welcoming holiday party with the Student Diversity Initiative (SDI). There, we got a taste of foods and drinks enjoyed during the holidays from cultures across the world, including Posole from Mexico, Lumpia from the Philippines, and Coquito from Puerto Rico! And of course, we’ve hosted our monthly happy hours where students catch up on everything in and out of grad school.

As one of our goals has been to take a stronger initiative to support Sackler students, we have had the great pleasure of implementing monthly Health and Wellness newsletters. These newsletters notify students of current Sackler or NYC events, complete with suggestions for recipes, books, and activities that make for some self-care or an enjoyable time!

We’ve also loved hearing your feedback on events and our work through our new feedback link included at the end of our emails. In the coming year, we are looking forward to welcoming interviewees, more mental health-focused events, continuing our monthly happy hours, and celebrating the end of the cold with our spring formal. As we go forward, we’re eager to hear all of your suggestions on how we can continue to improve everyone’s grad school experience! We can’t wait for what’s to come and wish everyone a healthy and happy new year!

Best Always,

SSC 2019-2020
We congratulate all of you on your choice to earn a PhD, whether you are at the beginning, middle, or end of that path. We understand that the path to a PhD is not easy. It is challenging because of the nature of the profession, i.e., the troubleshooting required for scientific experiments, long hours, resilience required to handle rejection by scientific journals and funding agencies. Further, these aspects are compounded by living in a new city, away from your support systems, with new elements affecting your work-life balance.

One of the major themes discussed by leadership of various graduate school programs is the need for increased mental wellness and supportive resources for our students. This is echoed in the literature, through various national graduate survey initiatives, and in our conversations with various student groups.

One of our main initiatives this past year has been to determine how we can provide more effective and available wellness resources for our students, so we can protect and empower you -- the next generation of researchers!

We recently launched the Ombuds program, a neutral and informal resource to help faculty, postdoctoral fellows, and graduate students handle work- or training-related issues. Our Ombuds are trained in our institution’s policies and procedures, able to provide advice on how one might navigate these policies in difficult situations. Examples could be asking for advice on career growth and opportunities, dealing with difficult colleagues or perceived unfair treatment, or experiencing group conflicts. We hope you were able to attend the Special Coffee Hour we hosted to meet the Ombuds. Stay tuned for other opportunities to meet them at future events!

Another resource available to you is our Title IX office, led by Molree Williams-Lendor, JD, LMSW, (see page 6) responsible for resolving discrimination and harassment issues and increasing awareness around Title IX. Part of her mission is to foster inclusion and promote cultural competencies throughout our institution. In an effort to be available to students and trainees, she and her colleague, Karima Harewood, hold office hours on Tuesdays (11am-1pm) and Thursdays (4pm-6pm) in Greenberg Hall SC2-65. Of course, you can also schedule an appointment.

For mental wellness resources, in addition to counseling services offered by Corporate Counseling Associates (CCA), PhD students have direct access to a dedicated psychologist, Dr. Ariela Vasserman, who provides counseling and referral services. Dr. Vasserman focuses solely on our PhD students, so you can expect to receive a call or email back within one business day of reaching out. She will assess your needs and refer you for more long-term care (if needed) to an NYU Langone mental healthcare provider who participates in your health insurance plan.

Perhaps one of the most influential factors in a graduate student’s career is the relationship with their faculty mentor. In an effort to ensure that this relationship is optimized for student success, we initiated a required mentoring program for our training faculty, called the Laboratory Management and Mentorship Program. This three-session workshop series provides information on various mentorship styles, training on unconscious bias, and guidelines for mentors to support professional development of trainees. Feedback has been positive, and we will continue to develop this training as well as stay in touch with those mentors who have undergone the training to ensure they are utilizing their ‘lessons learned.’

As mentioned, several of these initiatives have come from our discussions with current students. We are grateful for your insight and look forward to continue working with you.

To all our applicants, aka future PhD students, our best wishes for you! You are embarking on a unique journey, and we wish you all the best!

Naoko & Susanne
THE SACKLER ADMINISTRATION

Lori Chiraz
Program Manager, Graduate Programs

Jessica Dong, MA
Program Manager, PhD Program

Lisabeth Greene, MA
Assistant Director, Graduate Student Services

Ashton Murray, MDiv
Program Manager, Diversity and Inclusion

Kelly Ruggles, PhD
Director, Academic Programs

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Program Manager, SURP

You can find...
Dr. Naoko Tanese in the Skirball 3rd Floor Administration area
Dr. Susanne Tranguch in MSB 222
Dr. Tim Requarth in MSB 220

The rest of the Sackler Administration can be found in MSB 228
Building a Culture of Diversity and Inclusion at NYULH

A conversation with our new Title IX Coordinator, Molree Williams-Lendor

By Anna Josephson

"Diversity + inclusion = belonging," says Molree Williams-Lendor.

The creation of a brand new office this past October, the Office of Workplace Culture and Inclusion, underscores the importance of building a diverse and inclusive culture at NYU Langone Health. Williams-Lendor became a part of the NYULH team to serve as the office’s inaugural director and our new Title IX Coordinator. She joins us from Barnard College of Columbia University, where she served as the Executive Director for Equity and as their Title IX Coordinator. She sat down with The Messenger to discuss her work and initiatives at the new Office of Workplace Culture and Inclusion.

As the first Director of the Office of Workplace Culture and Inclusion, what do you hope to achieve with this new office?

Everybody should feel like they belong here. Diversity is a great goal, but it cannot be the end goal. We must also be inclusive. The real test is not just how diverse a place is, but whether we pair the diversity with inclusion to create a welcoming culture that fosters feelings of belonging for everyone. That requires deliberately and purposefully helping people get to the place of feeling welcomed, valued, and included.

What attracted you to your position as Title IX Coordinator?

I have been doing compliance work for a long time both as an attorney and in higher education as a Title IX Coordinator. I found that many of the issues that came to me weren’t really reaching a threshold of being unlawful or illegal, but they were very clearly problematic in the sense that they were negatively impacting people’s experiences. There were often issues that were affecting people’s feeling of inclusivity. Because I only dealt with issues regarding compliance, I would often have to refer these kind of matters out and found that there weren’t always structures in place to handle these kind of issues. What really drew me into this position is that it is more than just compliance. I can strategically plan and implement programs that extend beyond the compliance work. This office gives me the tools and resources needed to address those issues.

How do you think your background in social work will shape your work at NYULH?

I am such a big proponent for social work training. It’s beneficial because you really get a chance to study human behavior in the social environment and it allows us to acknowledge the uniqueness and differences that each person brings, while understanding the commonality that we all have. In social work we have this phrase, “Meet the client where they are,” and I try to bring that philosophy into everything I do.

Title IX is a federal civil rights law that protects people from discrimination based on sex and/or gender in educational programs that receive Federal financial assistance. It states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."
In terms of acting prospectively and preventatively, do you foresee the NYULH’s current training changing in the next few years?

I would love to have more Title IX focused offerings. I would like to do more in-person training and include more online options, as well. I am also a huge proponent for Bystander Intervention training. This training involves giving people the tools and saying ‘think ahead’ about possible scenarios you might find yourself in so that circumstances can be de-escalated. In the moment you might not be able to plan an intervention, but if you have already thought about similar situations ahead of time, you know how to respond or at least know how to follow up.

How do you plan to address the mistrust or wariness trainees have with regard to meaningful culture change and accountability?

My experience is that rebuilding trust takes time and effort. I believe we need transparency – trainees need to understand the process, know the people involved and feel like they are receiving all the necessary information to make an informed decision. I think we need things like town halls and meeting with trainees as often as possible during coffee hours or lunches hosted by the student group, C.R.E.A.T.E., help to provide that transparency. By gathering information at these kind of events, I can learn more about what is going on in our community and then strategize about a proper response or proactive efforts. I also think that when people know your face, your name, and how to reach you, and they know they will get a response, they’ll feel more comfortable. Everybody should know about our office and know that they have access to it. When people come in they should leave feeling like they have been heard. We need communication among all parties and to always keep the dialogue flowing.

The Office of Workplace Culture and Inclusion is located at One Park, but also holds office hours in Greenberg SC2-65 on Mondays (11-1pm) and Thursdays (4-6pm), where anyone can drop in to talk to Williams-Lendor or Karima Harewood, another member within the office who works closely alongside Williams-Lendor. The office can also be reached by e-mail: TitleIX@nyulangone.org. Both the office hours and e-mail address are not just for reporting purposes; people are encouraged to get in touch even if they just have something on their mind that they would like to discuss.

If you would like to report a concern, you can also contact the Compliance Helpline by phone at (866) 698-1212 or online at https://compliance.nyulmc.alertline.com. This resource is available 24 hours a day, 7 days a week and you can make a report and remain anonymous.

Anna Josephson is a 4th year PhD student in the lab of Dr. Philipp Leucht, where she studies the effects of aging on skeletal stem cells. Outside of the lab, she enjoys hiking, long runs and trying out new restaurants in NYC.
RES RE CH AT WORK
Understanding the Impact of Aging on Bone Remodeling

Bone's regenerative ability to heal from trauma changes as we age. Left panels show successful healing of a broken bone in a young patient. Right panels show failed healing in an aged patient.

By Hannah Gattuso

Bones are often thought of as stagnant, rock-like substances that do little more than keep our bodies upright. However, bones are highly dynamic structures, with incredible regeneration and remodeling properties. Our skeleton is tasked with constant challenges of growth— as children, our bones expand to bring us to full height, and after trauma, the two fractured ends find their way back together.

Bone is composed of a collagen matrix that is strengthened by calcium phosphate and other minerals which are produced by cells called osteoblasts. Osteoblasts are just one of many cell types that originate as skeletal stem/progenitor cells (SSPCs). As we age, fractures take longer to heal as our bodies lose their ability to properly restore bone. Recently, Anna Josephson and other members of the Leucht Lab set out to determine if aging related inflammation is the cause of this decline in regeneration.

While the majority of the study was completed in a mouse model, it gained traction through studying bone samples from human patients. By analyzing iliac crest grafts, sections of bone dissected from the hip, from a range of clinical patients, it was determined that samples from older patients demonstrated a decrease in SSPCs. After confirming mouse skeletons also lose regenerative properties with aging, the group decided to investigate if cell senescence, the loss of ability to divide, was driving the decrease in SSPC number associated with age.

Senescence can be brought on through the environmental release of proinflammatory agents, a scenario often termed a senescence-associated secretory phenotype. Anna found that when young mice were exposed to serum from middle aged mice, SSPC cell division ceased, thus indicating that agents within the serum were responsible for the decrease in SSPC number.

In conversation, Anna noted, “I was really surprised to see how quickly young cells could acquire an “aging” phenotype in [the] sera experiment.”

The lab noticed that application of sera from older animals lead to an increase in certain factors secreted by the immune system which activate one particular protein complex involved in driving inflammation, NF-κB. Through multiple assays, the group was able to confirm that increased NF-κB expression and, therefore, increased inflammation occurs in middle-aged SSPCs.

In order to determine if the pro-inflammatory environment created by an increase in NF-κB was alone sufficient to decrease regenerative abilities, the group used a mouse model in which NF-κB1, a protein involved in blocking transcription of NF-κB, was deleted. This manipulation causes activation of NF-κB. This group of mice demonstrated early onset of conditions associated with aging. More so, when assayed, these animals showed increased pro-inflammatory markers and their SSPCs had a reduced ability to proliferate. SSPCs from both wild type and age matched NF-κB1 negative animals were exposed to osteogenic and growth media, which contains factors that...
support the formation of bone. Cells from the NF-κB1 negative animals demonstrated decreased mineral deposition, indicating a decrease in bone producing ability brought on solely by inflammation.

This study confirmed that although the decline in the ability to regenerate bone was initially thought to be age related, cell senescence is brought on by the chronic inflammation that is often associated with aging, not simply by aging itself. The ability to decouple the decline from aging, prompted the group to determine if decreasing systemic inflammation could aid in increasing regenerative properties.

Indeed, middle aged mice treated with an NSAID, a class of common anti-inflammatory drugs, had increased levels of SSPCs compared to untreated, age-matched counterparts. Anna further tested to determine if this increase in SSPC number was enough to turn back the clock and restore regenerative abilities to middle aged mice. For this aspect, the group decided to use an ectopic transplant model.

When asked about the model, Anna noted that it allowed for a more isolated investigation about the intrinsic abilities of the cells to form bone and eliminated extrinsic regenerative responses which would have come from simply investigating bone healing in NSAID treated animals.

For the renal capsule model, an identical number of SSPCs from both treated and untreated mice were transplanted below the outer ensheathment of the kidney. Here, ample blood supply is able to reach the transplanted bone marrow which will naturally form into bone. This technique, although fruitful, came with many challenges. Anna highlighted the precision of this task.

"You’re lifting up the renal capsule, which is only a single cell layer, and then tucking in the small transplant," she mentioned.

Additionally, stem cells must be healthy enough before transplantation into the renal capsule in order to survive. Paired with a lengthy timeline, the renal capsule experiments were intense, and the group was pleased to see results from all their hard work.

Transplanted tissue from middle aged mice demonstrated less progression towards bone than young mice, however, middle aged mice treated with the NSAID showed development similar to young mice. This would indicate that regeneration can be restored through a decrease in systemic, unbalanced inflammation. Anna also mentioned that unpublished work demonstrated increased fracture healing in middle aged animals treated with an anti-inflammatory compared to their untreated counterparts.

When healing from trauma, targeted inflammation is necessary to provide the body with needed cues to begin the regeneration process. However, the chronic inflammation occurring during aging is "unbalanced" and causes the body’s natural renewal processes to decline. This work provides excellent insight into when the regeneration process is halted and how we might go about intervening. The group hopes to uncover a more targeted method of intervention to specifically target NF-κB1 in future studies.

Anna’s data suggest the link between reduced bone regenerative abilities and age is inflammation.
FALL FUN

Paint Nite

Apple Picking

Pumpkin Carving
AROUND SACKLER

SSC Tie-Dye Event

Escape the Room

Jingle Bell Jog
HELP CREATE THE SACKLER MESSENGER!

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

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

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

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

Want to get involved with a future issue?

Have feedback or an idea about how we can improve?

CONTACT US:
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Conquering Rock in a City of Concrete

Bouldering in New York City for Curious New Climbers

By Alexander K. Miller

Rock climbing is a sport involving the ascent up a natural or man-made rock face, assisted with a variety of support and safety equipment. Historically, these efforts were deemed a niche hobby, countercultural to more common and safe urban sports. In 1980s NYC, climbers were relegated to developing routes (or problems) on boulders lying throughout Central Park, many of which are still widely climbed today.

The production of hit climbing movies and the introduction of sport climbing into the 2020 Olympics has recently led to a surge in climbing interest. In 2017, the USA broke the record for the number of new gyms opened in a year. By the end of 2021, the indoor climbing industry is poised to break a billion dollars (Kuelthau, 2018). As a climbing enthusiast myself, I wanted to outline the type of climbing I participate in and how one might start exploring the sport.

I spend most of my time out of lab bouldering. Bouldering is a subset of rock climbing requiring minimal gear (chalk and climbing shoes to improve your friction against rock) and focuses on shorter, technically challenging problems. Climbers begin on the ground and attempt to climb up the wall using specified handholds and footholds. For each route, there are multiple solutions, allowing you to exercise your physical creativity. Some solutions require flexibility, twisting the body to reorient your center of gravity and dancing on your feet to make the most of sparse footholds. Others may require strength to pull and push yourself up. Because of this, one can compensate for their weaknesses by finding a solution that appeals to their strengths.

Bouldering is a good introduction for those afraid of heights, as most climbs are no higher than 10 feet off the ground.

For people curious about the sport, indoor climbing gyms are perfect to start. These provide a relatively safe and controlled environment to test the waters, equipped with friendly veteran climbers and crash-pads to break falls. A day pass at a gym will run about $25 (including gear) and there are always problems more accessible to a beginning climber. If you’re more comfortable with some guidance, classes are frequently available and there are many veteran climbers in the NYU community (I’m always excited to climb with new people, both beginning and more experienced)! Included is a map showing the different indoor climbing gyms in New York City. For those intrigued, any of these would be great places to start.

Alexander K. Miller is a second year Ph.D. student in the Dasen Lab studying Polycomb group regulation of motor neuron diversity. In his spare time, he enjoys making music, backpacking, rock climbing, and reading.
To Postdoc or Not?
How to decide if postdoctoral training will help your career

By Kevin Leclerc, PhD

For those who want to bypass the fierce competition in academia and opt for one of the growing myriad of science jobs in private industry, a difficult career choice awaits, one that may affect your professional life years down the line. Should you complete postdoctoral training or not? Will a postdoc in academia help you get that industry job? Answering these questions is tough as there are many conflicting reports about the best decision to make.

Non-faculty positions were once considered a plan B, but have now become the preferred career route according to Melanie V. Sinche, a recognized leader in career services and higher education administration, in her new guidebook Next Gen PhD: A Guide to Career Paths in Science. Recent data from the National Science Foundation’s Survey of Doctorate Recipients has revealed, for the first time, private sector employment of PhDs has surpassed employment at academic institutions. Overall, most post-graduates end up working at jobs that simply do not require postdoctoral training.

Completing postdoctoral training is an absolute necessity for PhD students and recent graduates interested in highly competitive, tenure-track faculty positions. Additionally, for PhDs who intend to work in a non-academic research setting long-term – as a scientist at a biotech firm, for instance – a postdoc may enhance their candidacy. A postdoc can provide the opportunity to gain relevant experience or retrain in a field that will make them more competitive for a particular science industry position.

Dr. Netonia Marshall, a recent graduate of Columbia University and current Senior Scientist at Pfizer says unequivocally that a postdoc was a requirement for her job. “Honestly, I would not have been able to get this position without a postdoc, [...] for me a postdoc was essential. The field that I did my PhD in was a dying field. Doing a postdoc allowed me to specialize in a well-funded/hot field and within 3 months of completing my postdoc I started a new job in industry.”

In her guide, Mrs. Sinche reports employers that might find postdoctoral training attractive include government agencies, nonprofit research organizations, research-focused corporations, health care centers, and other organizations driven by scientific research.

For most graduates interested in non-academic and non-research careers, however, doing a postdoc is not required and can even hinder career trajectories. Many companies prefer to employ people that have a more flexible mind, and can therefore still be “shaped” by the company. Additionally, research recently published in Nature Biotechnology shows that postdoc training can delay a graduate’s earning potential by $239,970 over the course of 15 years. “When you enter the job market at the end of a postdoc, you’ve essentially lost those years,” says lead author Shulamit Kahn, an economist at Boston University. “You’re starting out at an entry level because a postdoc just doesn’t count in the way that job experience counts.”

Dr. Kaitlyn Scacalossi, a recent NYU Sackler graduate who went straight into the field of medical writing after receiving her PhD, similarly affirmed that medical writing is one of the many non-academic career paths in which completing a postdoc is not advantageous.

“A postdoc wouldn’t have in itself been detrimental, and many, if not most, medical writers have completed postdocs. However, it is time that would be better spent gaining professional experience [...] a postdoc had too large of an opportunity cost in terms of both lost time and lost income.”

For many, the pull of a postdoctoral position in an academic setting is strong. It has been the established route PhDs have taken for decades, harkening back to a time when faculty positions were more attainable. Overcoming the inertia of this tradition can be quite difficult for many. Most students’ advisors have spent their whole careers within academia and are not accustomed to other career paths – instead, encouraging them toward further academic training. Also, by working side-by-side with postdocs in their own labs, doctoral students already become familiar with the setting and role of an academic postdoc. They scarcely
observe or communicate with PhDs who have left academia for industry, so it may be hard to appreciate the extent to which transitioning is achievable.

The uncertainty of industry life can also lead many PhDs to avoid it and settle into the postdoc comfort zone. PhD students that have yet to find a calling in a specific industry often feel that a postdoc may allow them extra time to discover more career choices, learn how to manage groups, gain greater independence, and grow their network of informal advisers.

If a student tackles these core elements of career development early on, they will be much better prepared to make the leap to industry and not feel the need to fall back on a postdoc to accomplish their goals. Procrastination in thinking about their future career is one of the main reasons many scientists choose a postdoc. It is also a terrible reason to do so. By identifying their career goals earlier, they can start gaining more exposure in these non-academic domains. Taking advantage of networking opportunities, internships, and other hands-on experiences should help suppress the common desire to do a postdoc out of mere familiarity or as a refuge from the uncertainty of industry.

PhDs that want to pursue hypothesis-driven research in industry or academia should do a postdoc. If you decide to do a postdoc, be strategic about the postdoc you choose to make sure it aligns well with your ultimate career goals or interests. However, if the ultimate career goals lie in fields as diverse as consulting, medical writing and publishing, science policy, or tech transfer, then doing a postdoc may not be of benefit and will certainly delay your earning potential by a few years. Certainly, do not use a postdoc as an opportunity to delay career decisions.

PhD students pursuing industry jobs should not despair and should avoid fear-based decisions. Their abilities to learn quickly, deal with repeated failure, and rapidly solve complex problems are a result of all the time spent testing and repeatedly trouble-shooting experiments during graduate school. Many hiring companies recognize these transferable skills. A PhD is already a valuable asset, no postdoc required.


Dr. Kevin Leclerc is a 3rd-year postdoc in the lab of Dr. Philipp Leucht where he investigates the influence of Hox genes on the maintenance of skeletal stem cells. His interests outside the lab include traveling unbeaten paths, urban photography, linguistics, and dancing.

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**Where will a biology PhD take you?**

A faculty job is an “alternative” career.

- 86,000 current US biology PhD students
- 1,900 to 3,900 foreign-trained PhDs start postdocs
- 37,68,000 current postdocs
- 720 leave the US
- 70% of PhDs get tenure-track faculty jobs within 6 years post PhD
- 29,000 current tenured and tenure track faculty
- 17,000 current bio PhDs doing non-scientific jobs
- 22,500 current industry researchers
- 25,000 current non-research, science related jobs
- 7,000 current gov’t researchers

At this rate, <4% of entering PhD students will become tenure-track faculty. Yet, 53% rank research professorships as their most desired career.

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**Why do a postdoc?**

**DC 03/26/2020**
By Sudarshan Pinglay

Do you feel like you have lost your passion for science? Has it been replaced by a sense of desperation, frustration, cynicism, and loneliness? You are not alone. Surveys of graduate students across the world indicate that over one third of students report having sought help for mental health issues related to their PhD. This is often not limited to students, but can permeate the culture of entire institutions reducing both individual and group well-being.

INSPIRE (Inspiring New Science Perspectives In Research Environments) Science is a new annual symposium aimed at fostering a positive culture and environment within academia. The inaugural event was held on September 20, 2019, sponsored by the Institute for Systems Genetics (ISG) at NYU Langone Health along with L’Oréal and the Aspen Foundation, and by all accounts was a smashing success.

By creating a space where scientists can get in touch with their blue-sky vision of science and interact with like-minded others, the symposium hopes to reignite the participants’ passion for science and discuss ways the scientific community can make the process of doing science everyday much better. The half-day event hosted five speakers, close to a dozen community organizations, over 200 participants, and one 40-year-old blue grass band.

The event kicked off with Liam Holt, assistant professor at ISG and organizer of similar events at UCSF, Stanford, and UC Berkeley, who explained to the audience a mechanism by which scientists can speed up science communication, making their everyday scientific lives easier. In addition, she serves as a living example of someone who has successfully made a change in scientific culture, which can seem to be an impossible task.

Communicating science to the public, as well as engaging in outreach can help scientists reconnect with their passion for science. To help participants learn more about opportunities available in the city, a lightning talk and breakout networking session with various outreach organizations, including the World Science Festival, Genspace, Biobus, Research!America, was held. This allowed the participants to speak one-on-one with the organization coordinators and sign up to volunteer for programs they were interested in.

The evening session began with a talk from Kelly Ruggles, Assistant Professor at NYU Langone Health, in which she described her unique journey in science that involved transitioning from wet lab research to pure computational biology. In addition, she, “like every millennial who lives in Brooklyn,” has a podcast and had the audience in splits with her journey into the investigation of the paranormal. She was followed by Rico Rojas, Assistant Professor at NYU Biology who in his talk “Scientific Bodhisattvas”, painted his picture of what true scientific heroes look like and shared the efforts he undertakes to be one. This includes his vast travels in South Asia, teaching science to many audiences, including the monastic students of the Dalai Lama. Lastly, Yasmine Belkaid, Investigator at the NIH, finished the talk section of the symposium with a stirring recollection of her multi-decade spanning career in academia with a focus on her philosophy for science and nurturing mentorship. The symposium wrapped up with a lively panel discussion with all the speakers so that the participants could interact freely and ask questions that they did not have time for during the talks.

Over light refreshments, as the participants mulled over all that they had learned, they were serenaded by The Southern Blots, a blue grass band led by Jef Boeke, director of the ISG. Julie Trolle, a 4th year graduate student who attended the event, summed it up thus:

“It was great to attend a symposium that dealt with the issues in scientific culture from a positive perspective. Hope to attend again next year!”

If like Julie, you would like to continue the triumph of the INSPIRE Science symposium, please get involved for next year - write to Sudarshan.pinglay@nyulangone.org!

Sudarshan Pinglay is a PhD student in the labs of Jef Boeke and Liam Holt, working towards engineering biological systems to understand their function. He is from Bangalore, India and completed undergraduate degrees at Johns Hopkins University. Sudarshan is passionate about soccer, heavy metal guitar, food, and exposing everyone to the joys of a scientific worldview.
AWARDS & HONORS

Douglas Biancur, NCI F99/K00 Award
Joel Encarnacion-Rosado, HHMI Gilliam Fellowship
Kate Hockemeyer, NIH NRSA
Alice Hyeon Kyu Kwon NYSDH and NYSSCIRB
Individual Predoctoral Fellowships in Spinal Cord Injury Research
Britney Martinez, NIH NRSA
Eugene Rudensky, NIH NRSA

Stela Sota, Jan Vilcek/David Goldfarb Fellowship
Kritika Srinivasan, Best Poster Award: Tumor Immunology, Perlmutter Cancer Center Retreat
Naoya Yamaguchi, American Heart Association Predoctoral Fellowship
Frank Yeung, NIH NRSA
Zidan Yu, ISMRM (International Society of Magnetic Resonance in Medicine), summa cum laude. 2019

More images from the INSPIRE Science Symposium...
**STUDENT PUBLICATIONS**


**Sacc haram y cese cere viiae Superloser: A Plasmid Shuffling Vector for Saccharomyces cere visiae with Exceedingly Low Background. (2019). G3 (Bethesda).**


*authors contributed to work equally*
STUDENT PUBLICATIONS


*authors contributed to work equally

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DC 03/26/2020 THE SACKLER MESSENGER 19
GRADUATION DEADLINES

May 2020 Graduation Deadlines

Register on ALBERT at home.nyu.edu from October 17, 2019 to February 2, 2020
Preliminary thesis deadline: Friday, March 20, 2020
Final dissertation deadline: Friday, May 8, 2020

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