Read below what motivates the EDI Taskforce members:

**Sue Jones**: “For as long as I can remember I have found inequality and discrimination deeply distressing. The idea that a person might be treated differently because of their gender identity, race, age, sexual orientation, disability or social class is abhorrent to me. Being female and from a working class background I have experienced two kinds of discrimination, in some cases unintentional. The new PDN ED&I Taskforce aims to raise our awareness of the importance of diversity and equality for a healthy, thriving workplace, to ask us to examine our unconscious biases and to do all we can to ensure everyone feels a sense of inclusion and belonging. Please join us in this positive endeavour.”

**Eva Pillai**: “PDN is a very dynamic and exciting department to work in. I joined this taskforce to help PDN be a place where people feel welcome and safe as we do our awesome research and all the work that keeps the department running like a well-oiled machine. I am particularly keen to understand our recruitment, hiring and retention processes, and building a friendly and fair environment for all!”

**Mekayla Storer**: “Everybody is different. I believe that our diversity is our greatest strength and am committed to creating a culture that celebrates these differences in an inclusive environment.”

**Martin Johnson** (he/his): “I’m martin johnson, and somewhat older than most of my fellow members, which allows me to bring a different perspective to the topic of ED&I. So I am concerned to bring the issues of age, disability and gay rights to the attention of the committee in addition to those of race and gender identity.”

**Ruby Peters** “I joined the EDI taskforce at PDN to help move our excellent department forward, with a shared language and understanding around equitable decision making, and the importance of representation at PDN reflective of our
society. I am particularly interested in how we as a taskforce can help people to feel valued and supported throughout their time here, and how we can build on our current recruitment and retention policies to actively foster an inclusive and diverse environment.”

George Cronin (they/them): “I have been involved in EDI-related initiatives for most of my career and since joining PDN as part of my role as Deputy Librarian for Biological Sciences, I have been inspired by the commitment and dedication of members of this department to making it a truly inclusive and welcoming place. Having worked in different places where this commitment has not been as strong, I wanted to be a part of this burgeoning effort and to help wherever I can in making PDN an even greater place to study and work!”

Max Jakobs: “I joined the EDI taskforce in the summer of 2020 to learn more about the lived realities of minority people in Cambridge and what to do about it. On the taskforce I focus on recruitment since improving the diversity in the faculty, particularly at senior levels, will likely have positive outcomes on how minority friendly a workplace is.”

Bailey Weatherbee: “Before moving from the United States to Cambridge to start my PhD in PDN, I worked and volunteered in my local community with grassroots organizations advocating for education equity and progressive policies to uplift marginalized groups. I strongly believe in DEI work as professional field necessary to better all sects of society. I hope through the PDN taskforce we are able to bring some of these aspects to the department through community building, perspective shifting and additions to our teachings and trainings.”

Trish Murray (she/her): “For many years, I would conform without question. Nevertheless and altogether too often, I would experience the sharp end of an unwelcome community. I wouldn’t want anybody else to experience some of the bias that I have, so I feel I have an obligation to play my part in changing how we see each other. Being able to be a part of a Taskforce like this is so important, not just for the future dynamics of the department, but for me as a BAME woman in an assistant staff role. To see equality around us, we need to build a strong presence in the department that will help lay the foundations for better methods of practice for us now, and for the future.”

Sarah Rowland-Jones “I am very pleased to part of the ED&I taskforce at PDN in my new role as Chief HR Administrator. I hope to be able to assist in facilitating cohesive standards, guidance and communication across the different HR-related activities to help us all actively recognise and work on issues of equality diversion and inclusion together as a department.”

Jolie Zhou: “I joined the ED&I task force because I value voices and actions against all forms of discrimination and prejudice. I would like to contribute to the team’s efforts in turning the stated commitment to valuing equality, diversity and promoting inclusion into concrete action.”

Alice Knapton: “I’m Alice, a first year PhD student in Physiology. When I heard about the task-force I was very keen to join as I feel very strongly about equality,
diversity, and inclusion. I hope that as part of this team I will contribute to making PDN a welcoming environment for everyone.”

**Goli Kolahgar (she/her):** “I value the rich multicultural environment of the University and PDN and want to make sure everyone feels valued and respected in the department. Within the group, I am especially keen to implement changes that will promote a sense of belonging for all PDN members.”

**Andrea Dimitracopoulos:** “Hello, I am Andrea, a postdoc in the Franze Lab. I am an active of the PDN Wellbeing Committee, have been on the University of Cambridge Athena SWAN Self-Assessment Team, and recently joined the PDN EDI taskforce. I am a strong believer that EDI values are the foundation on which to build a stimulating, enjoyable, and productive workplace, as well as a positive and supportive community. As part of the taskforce, I look forward to working on building a more diverse and inclusive academic community and culture both at the level of recruitment and hiring, and at the level of undergraduate teaching.”