

2nd Annual Symposium



**On Diversity & Inclusion
in Research & Teaching**

**September 27, 2019
Augustus B. Turnbull Conference Center,
Florida State University**

WELCOME

DIRECTO welcomes you to our symposium on diversity and inclusion in research and teaching. The Program for Instructional Excellence (PIE) and the Fellows Society have teamed up to host an annual community-wide symposium focusing on diversity and inclusion in teaching and research. This symposium is part of the President's Diversity & Inclusion Mini-Grant program, which sponsors projects that engage with the University's mission statement, strategic plan, and commitment to diversity.

Our goal is to create a "safe-space" for individuals and groups within the FSU and surrounding community to discuss issues surrounding diversity, inclusion and equality. We want attendees and participants to walk away with tangible ways to incorporate diversity and inclusion in their research projects and teaching methods.

PROGRAM OF EVENTS

8:30 - 8:55 AM	Check in and Breakfast, 2nd Floor
9:00 - 9:20 AM	Welcome remarks from President Thrasher, Room 208
9:20 - 10:20 AM	Keynote Address by Dr. Pamela McCauley w/ Q&A, Room 208
10:20 - 10:35 AM	Break
10:35 - 11:20 AM	Morning Breakout Sessions, See session descriptions
11:20 - 1:00 PM	Lunch and Poster Session, 2nd Floor Atrium
1:00 - 2:00 PM	Student Panel, Room 208
2:00 - 2:15 PM	Break
2:15 - 3:00 PM	Afternoon Breakout Sessions, See session descriptions
3:00 - 3:15 PM	Break
3:15 - 4:00 PM	Keynote Address by Dean Frazier w/ Q&A, Room 208
4:00 - 4:10 PM	Closing Remarks, Room 208
4:10 - 5:00 PM	Reception, 2nd Floor

MORNING KEYNOTE

Keynote: Pamela McCauley, PH.D., C.P.E.



Dr. Pamela McCauley is an internationally recognized engineering researcher in the development of mathematical models, human engineering, and engineering leadership. She is an award-winning educator on a mission to empower students and professionals to successfully pursue STEM educational and career goals. An author of over 100 technical publications, she serves as a Full Professor and Director of the Ergonomics Laboratory at the University of Central Florida and previously held the position of Martin Luther King, Jr. visiting Associate Professor of Aeronautics and Astronautics at the Massachusetts Institute of Technology (MIT). Dr. McCauley owns a small engineering firm, Transforming Your STEM Career, and she serves as an Expert Witness in Human Factors and Ergonomics where personal injuries are concerned. Dr. McCauley was honored to be the Women of Color 2019 Technologist of the Year. In January 2018, she was selected as a Program Director for the National Science Foundation's I-Corps Program. She currently resides in Orlando, FL with her husband, Johnnie Michael, Sr.

MORNING BREAKOUT SESSIONS

Association for Women in Mathematics Mentoring Network: Building Community and a Sense of Belonging in the Mathematical Sciences

Located in Room 214

Mathematics is among the STEM fields with the lowest number of women and people from under-represented minorities. For the academic year 2019/20, the Association for Women in Mathematics student chapter at FSU is establishing a Mentoring Network, pairing graduate student mentors with undergraduate student mentees.

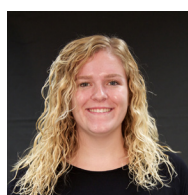
The program has several goals: help participants navigate undergraduate education, increase students' sense of belonging, provide undergraduates with role models in their field, and foster a diverse and supportive community in the Mathematics Department. The Mentoring Network is set up following a successful model established at the University of North Carolina at Chapel Hill in 2017, now at its 4th iteration.

100% of participants at UNC found the program beneficial. We believe this model is suitable for other fields and student groups at FSU. We are excited to share resources and best practices with interested parties as well as hearing feedback and ideas.

Session Leaders:



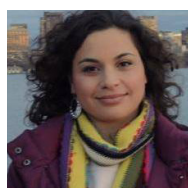
Dr. Francesca Bernardi
Dean's Postdoctoral Scholar in Mathematics, FSU



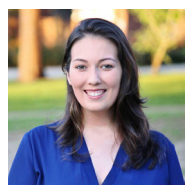
Angie Davenport
PhD Candidate in Biomathematics, FSU



Dr. Monica K. Hurdal
Professor of Mathematics, FSU



Dr. Aseel Farhat
Assistant Professor of Mathematics, FSU



Julia Ream
PhD Candidate in Applied and Computational Mathematics, FSU

MORNING BREAKOUT SESSIONS

Self-Disclosure, Advocacy, and Adjustment: Creating Inclusive Spaces for Students with Diverse Abilities

Located in Room 205

Despite increased public awareness and action directed towards diversely-abled students, post-secondary disparities remain. Differences in college enrollment and matriculation are partly explained by structural and interpersonal ableism. College students generally expect social awkwardness, whereas diversely-abled college students are more likely to expect devaluation due to their ability identities (Green 2007). Stigmatization perpetuates negative perceptions of non-normative abilities and leads diversely-abled students to expect devaluation and discrimination. Thus, negative perceptions of ability hinder social interaction with instructors and peers and present substantial barriers in the educational attainment of students with diverse abilities. We aim to discuss the roles of student ability organizations, instructors, and students in circumventing stigmatizing frameworks through a talking circle. Student organizations that advocate for people with diverse abilities foster inclusive spaces and establish alternative frameworks for understanding diverse abilities. Moreover, promoting education about diversely-abled communities and emphasizing person-first language can increase collective understandings of non-normative abilities in classrooms,

Session Leaders:



Tyler Bruefach
Graduate Student, Social Sciences and Public Policy, FSU



J.R. Harding, Ph.D.
Educational Leadership, FSU



James Howell, M.S., M.Phil.
Counseling Psychology, FSU

MORNING BREAKOUT SESSIONS

Hierarchical Mentoring for Women in STEM: A Talking Circle

Located in Room 208 (A)

Women in STEM fields are severely impacted by the current culture within these fields. Aycock and her colleagues surveyed women undergraduate physics majors found that close to 75% of these women had been a victim of sexual harassment. A recent Nature article reported that ~50% of US women scientists leave full-time science after their first child. The National Academies of Science, Engineering and Medicine has been working on a series of reports and symposiums to determine best practices for addressing the issues negatively affecting women in STEM. One of the best practices NASEM has promoted is mentoring and networking for women at all levels in STEM. To create a stronger mentoring and networking program at FSU, we will facilitate an open discussion on mentoring and networking for women in STEM from undergraduates to faculty. We will also discuss the value of networking groups on campus like the Graduate Women in Science program and the FSU Women Faculty in STEM affinity group. The goal of the discussion will be to make plans for improvement and develop action items for participants that will improve the experiences of women in STEM.

The focus of the talking circle will be on the importance of mentoring and networking for women in STEM careers across all levels in science careers. We will introduce the FSU Women Faculty in STEM Network and challenges that have been elucidated at the group at the faculty level, and how the Graduate Women in Science group faces similar and unique challenges at the graduate school level.

Session Leaders:



Dr. Amy KcKenna
National High Magnetic
Field Laboratory, Faculty



Dr. M. Elizabeth Stroupe
Professor, Biological Sciences



Dr. Roxanne Hughes
Director for the Center for Integrating Research and
Learning, National High Magnetic Field Laboratory, FSU



Zeljka Popovic
Chemistry, Graduate Student

MORNING BREAKOUT SESSIONS

LGBTQ Children in Public Schools

Located in Room 201

Children from LGBTQ communities are more likely to be victims of bullying and hate crimes, and commit suicide (GLSEN,2019). Sex education programs fail to address safe sex and education for homosexual and bisexual students providing false, misleading, or incomplete information about LGBTQ people. This lack of education creates a hidden agenda that supports only heteronormative sexual practices. As of date, seven states in the U.S. have “no promo homo” laws which prohibit homosexuality being a part of sex education classes. These laws stigmatize LGBTQ children and parents and limit resources for this community. Teachers are less likely to teach about LGBTQ topics from a positive lens which can have devastating impacts on the well-being of these students. This form of implicit bias impacts our students, teachers, and administrators.

Session Leaders:



Dr. A.J. Ramirez, Ed.D

Sociology, Faculty/Lecturer, Valdosta State University



Dr. Tracy Woodard

Dean of Communication and Humanities

Tallahassee Community College

Share Your Story

Located in room 208 (B)

Walter Fisher posits in THE NARRATIVE PARADIGM that humans are naturally story tellers and as such we are more persuaded by a well-constructed story than a rational argument. For over two decades in SPC1017, while lecturing about Intercultural Communication, I've shared the stories of my father, growing up in North Florida, overcoming the way he was raised, and joining in the civil rights struggle as a young minister in Volusia County, Florida in the 1960s. The story will be shared, a pivotal artifact presented, and the attendees will be encouraged to share their stories about how and why Diversity and Inclusion must be a central value in the mission of Florida State.

Session Leader:



Mark Zeigler

Teaching Professor, School of Communication

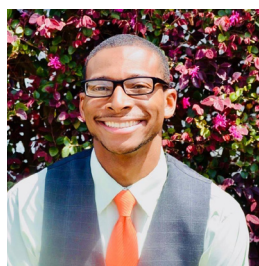
MORNING BREAKOUT SESSIONS

Using a Cross-Disciplinary Teaching Approach to Attenuate the Void: Building Educators and Researchers at a Historically Black College/University (HBCU)

Located in Room 215

This essay outlines the efforts of two tenure-earning faculty members in distinctly different disciplines. Those navigating through a historically Black college/university (HBCU) context face a unique set of challenges relative to institutional infrastructure that lends to lack of support for teaching, student development, research implementation, and scholastic activities. To address these shortfalls, the authors took action by implementing a novel and collaborative course redesign. While these efforts aimed to enrich existing course instruction, develop undergraduate students' research and teaching pedagogy, and provide culturally relevant teaching services to a partnering K-12 educational institution, early incidents that emerged from the redesign revealed the utility of affording students such an innovative research experience. Gone are the days of merely writing lesson plans and never teaching them; it is never too early to begin a career as a transactional, action-based researcher! Throughout the essay, the authors describe how this teaching approach aided in faculty professional development and affording undergraduate students opportunities to develop as practitioners or researchers.

Session Leaders:



Dr. Novell Tani
Assistant Professor of Psychology
FAMU College of Social Sciences, Arts, & Humanities



Dr. Cheron H. Davis
Assistant Professor of Reading Education
FAMU College of Education

POSTER SESSIONS DURING LUNCH

"Observing Learning Disabilities and the Inclusion of Children with Learning Differences in Kasoa, Ghana"	by Marquita Rusley
Redeveloping Las Colonias of the Texas Lower Rio Grande Valley	by Atalya Santos
Refugees in Athens: Managing Motherhood in a Foreign Space	by Megha Patel
Diverse Psychology Graduate Student Organization (DPGSO)	by Valeria Rigobon
"You Will Always Be a Bulldog In Our Hearts": The Experiences of a Preservice Teacher in a Rural, High-Need School	by Cailyn Hamstra
Does Literature Circles Impact Social Justice and Reading Motivation: A Critical Examination	by De'Keria Hunter
EXTRASENSORY: An exhibition of student artwork specifically designed for an audience that is blind and visually impaired	by Rob Duarte
Tabling for the COSSPP Women Grad Student Network	by Hanna Hoover
The Importance of Indigenous Knowledge Systems in Teaching and Research	by Chanelle Dupuis
How "Terministic Screens" Affect the Perception of Muslims in America	by Damian Grant
Charting the Resiliency Pathway of Youth of Minority Descent	by Denise Martinez
Diversity Training Program: The International Cultural Center at Auburn University	by Asmaa Benbaba
Perspectives and Preferences: A Historically Black University's Student Views of the News	by Clarissa West-White
Preparing Teachers to Use Culturally Responsive Strategies in the Classroom Begins with Acknowledging and Addressing Implicit Bias	by Iris Davis
A Child's Dream: Disability in the US Education System	by Victoria Gudbranson
Community Participation & Perception of Identity Among Multi-Sexual, Female Undergraduate Students at Florida State University	by Brittany Closson-Pitts
Universal Design: Incorporating multiple modes	by Nitya Pandey
Rethinking exclusive research practices for data collected outside the Western context	by Emily Leyava
Campus Partnerships to Foster Inclusion and Academic Success of International Students	by Kyung Kim
Pre-service teachers meaning-making within a field-experience.	by Victor Kasper
Who's left? An investigation of cultural group sense in terms of ethnicity.	by Shuo Yan
Celebrating Diversity Through the Infusion of Social Studies Education	by Chené Olgar

STUDENT PANELISTS



Francesca St Hilaire, *She/Her/Hers*

Senior

Major: Family and Child Sciences, Minor in Chemistry, Pre-Medical Track

Campus Affiliations: Co-founder of Black Women in Medicine, Garnet and Gold Key Honorary Leadership Society, Community Ambassador Program 2017-2018, Freshman Leadership Institute Mentor, Minority Association of Pre-Medical Students

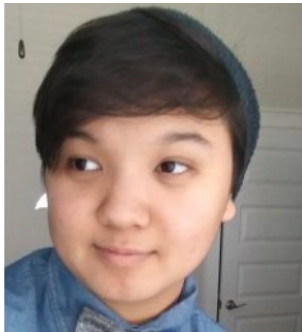


Caleb M. Dawkins, *He/Him/His*

Senior

Major: Advertising & Political Science

Campus Affiliations: Student Body Treasurer at Student Government Association, C.A.R.E. 2016 Student, FSU Service Scholar & Community Ambassador for Boys Town North Florida



Jasper Meagher, *ey/em*

Junior

Major: Biology

Campus Affiliations: Gender Odyssey Executive Board, PRIDE Student Union, Tri Beta Biological Honor Society



Isiah Steven Parfait, *He/Him/His*

5th Year

Major: BA Spanish w/ Business BS International Affairs

Campus Affiliations: Innovation Hub & Design for America, Resident Assistant

STUDENT PANELISTS (cont.)

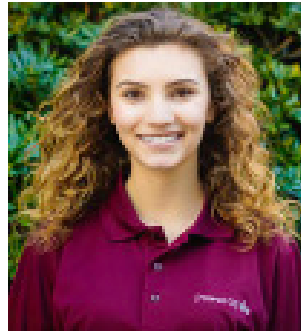


Stephanie Lee, *She/Her/Hers*

Senior

Major: International Affairs

Campus Affiliations: Student Government Association, Asian American Student Union, Center for Leadership and Social Change (Service Scholar)



Emma Jo McAuliffe, *She/Her/Hers*

Junior

Major: Sociology & Editing Writing Media

Campus Affiliations: Power of We Director, Student Senate, Undergraduate Research, Alpha Phi Sorority



Trey Cunningham, *He/Him/His*

Junior

Major: Public Relations

Campus Affiliations: SAAC Rep, Team Captain on the Track and Field Team

AFTERNOON BREAKOUT SESSIONS

The Experiences of International Graduate Students at FSU

Located in Room 201

Over 75 percent of FSU's 2000+ international students are graduate students. While there are a number of support services in place for these students, hearing from students themselves about their experiences at FSU is valuable. Not only are international graduate students navigating a new culture, they are establishing themselves professionally as members of specific disciplines. Faculty from the English for Academic Purposes Program will moderate this panel session made up of international graduate students from different fields at varying stages in their programs. Questions for the panel include: What challenges, academic and/or personal have you faced? What has helped you overcome these challenges? What campus resources have you used? What advice would you give to faculty who work with international graduate students? What advice would you give to other international students? The session will conclude with follow-up discussion in which session attendees can participate and ask questions.

Session Leaders:



Maria Mendoza
Faculty, English for Academic Purposes Program, FSU



Jennifer Grill
Faculty, English for Academic Purposes Program, FSU

AFTERNOON BREAKOUT SESSIONS

Moving from Comfort Zone to Learning Edge: White People Talking About Race

Located in Room 214

This talking circle was prompted by students asking faculty: Why aren't white people talking about race? We offer this talking circle to students, faculty, and staff as a place to discuss experiences, missteps, and stumbling blocks in talking (or not talking) about race and racism at school. We see this as an opportunity to move from comfort zone to learning edge in an effort to create spaces here on campus that can be conducive for these conversations. We envision the session as the beginning of one such conversation that will hopefully be nurtured over time. We hope to leave with shared contact information, a group-generated list of helpful and available resources, and strategies to help move the work of anti-racism forward.

Session Leaders:



Joséphine A. Garibaldi
Dance, Faculty, FSU



Tiffany Rhynard
Dance, Faculty, FSU



Hannah Schwadron
Dance, Faculty, FSU

AFTERNOON BREAKOUT SESSIONS

PURPOSE: Partners United for Research Pathways Oriented to Social Justice in Education

Located in Room 208 (A)

PURPOSE recruits diverse undergraduates and master's students as fellows and supports their development as culturally relevant researchers, with the goal of facilitating access of underrepresented students to doctoral studies. PURPOSE is designed to help fellows develop a support system that encourages their contributions to research and practice that impacts social justice in education. While in PURPOSE, fellows become active members of the education research community. We will discuss relevant aspects of the program from the many perspectives of the different parties involved: the principal investigators, fellows, faculty and peer mentors, and undergraduate and graduate research assistants. Participants will learn about promising practices to support the development of doctoral student pipelines and challenges to consider along the way.

Session Leaders:

Alysia Roehrig, PhD, PURPOSE PI/Director; FAMU DRS Freedom Schools co-Director of Research; Associate Professor, Educational Psychology and Learning Systems; FSU

Peggy Auman, PhD., PURPOSE co-PI; Professor, Department of Elementary Education; FAMU

Cheron Davis, PhD, PURPOSE Faculty Mentor; FAMU DRS Freedom Schools co-Director of Research; Assistant Professor, Department of Elementary Education; FAMU

Erik Rawls, PURPOSE Program Coordinator; Graduate Student, Educational Psychology and Learning Systems; FSU

Tamara Bertrand Jones, Ph.D., PURPOSE co-PI; Associate Professor of Higher Education; Associate Director, Center for Postsecondary Success Department of Educational Leadership and Policy Studies; FSU

Arie Christon, PURPOSE Fellow; Graduate student, Department of Psychology; FAMU

James Hernandez, past PURPOSE Fellow; PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

Novell E. Tani, Ph.D., PURPOSE Faculty Mentor; Assistant Professor of Psychology; FAMU

Jeannine Turner, PhD, PURPOSE co-PI; Associate Professor, Educational Psychology and Learning Systems, FSU

Madelyn McClarey, PURPOSE Fellow; Graduate student, Department of History and Political Science (Master of Applied Social Science); FAMU

Makana Craig, PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

Cheyeon Ha, PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

Mariana Talpau Joos, Graduate Student, Educational Psychology and Learning Systems; FSU

Julieth Diaz, PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

Shawna Durtschi, PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

Michael Mesa, PURPOSE Peer Mentor; Graduate Student, Educational Psychology and Learning Systems; FSU

AFTERNOON BREAKOUT SESSIONS

Sex, Gender, and Sexuality: Creating Inclusive Classrooms

Located in room 215

Often students see college as an opportunity to explore their identity and “find themselves”. In this workshop we will explore the differences between sex, gender, and sexual identities. Participants will learn how to foster an inclusive classroom and campus for those who identify as LGBTQIAP+ or who are questioning their identity. We will discuss challenges college students with these identities typically encounter and how campus staff and faculty can help students overcome obstacles to learning.

Session Leader:



Kelly Grove
Florida Department of Health, Staff, FSU

Walking the Tightrope of Intersecting Identities: Experiences in the Classroom, Conducting Research, and Abroad

Located in Room 205

We all have intersecting identities, but academia, as well as other institutions, encourage us to focus on certain visible identities or choose one singular identity to define us. I have noticed a trend of advertising inclusive beliefs and diversity, but the idea of embracing someone with more than one marginalized identity seems to be ignored. I want to create a dialogue about the idea of intersectionality within our student body and student leaders as well as share my lived experiences as an abstract for the conversation. I want to pose the question if American colleges and universities are heading toward diversity and inclusion that encompasses all of our varying identities or can we handle just one?

Session Leader:



Arria Hauldin,
Arts and Sciences, Undergraduate, FSU

AFTERNOON BREAKOUT SESSIONS

WEIRD and Not So Weird – Exploring the Research and Teaching Implications of the Overrepresentation of Western, Educated, Industrialized, Rich, and Democratic Participants in Studies Published in the World’s Top Social Science Journals

Located in Room 208 (B)

Scientists routinely publish broad claims about social phenomenon in the world’s top journals based on samples drawn entirely from Western, Educated, Industrialized, Rich, and Democratic (WEIRD) societies. Often implicitly, researchers and teachers assume representativeness and generalizability of these samples. We consider the implications of these assumptions beginning with a brief description of the kinds of research and teaching topics that may be susceptible to over-reliance on WEIRDness, and its root causes. In structured discussion, we will also reflect on how the apparent preponderance of WEIRDness manifests in course material and classroom-based activities. We will proceed with collaborative efforts to identify ways to expand course dialogues to include those not privileged by de facto inclusion owing to WEIRDness, and consider other contemporary forms of default exclusion. Scholarly literature will inform discussions. Participants are invited to subsequently continue discussion through the development of a group paper with the goal of publication.

Session Leaders:



Morgan Higman

PhD Candidate, Public Administration & Policy, FSU



Schanell Mathis

PhD Student, Public Administration & Policy, FSU



Kewei "Corey" Xu

PhD Candidate, Public Administration & Policy, FSU

AFTERNOON KEYNOTE

Keynote: James Frazier



Dr. James Frazier is the newly appointed Dean of the Florida State University College of Fine Arts and a tenured Professor in the School of Dance. He comes most immediately from Virginia Commonwealth University (VCU). During his 18-year career at VCU, Dr. Frazier rose through the ranks from Assistant Professor to full Professor with tenure. He held the positions of Interim Dean and Associate Dean for Graduate Studies and Faculty Affairs, and Chair of Dance and Choreography. In addition to his work at VCU, for three years, he was Co-Dean of the American Dance Festival (ADF), housed on the campus of Duke University.

Dr. Frazier's past appointments also include: Visiting Assistant Professor of Dance History, Florida State University; Associate Artistic Director, Dance Institute of Washington (District of Columbia); and Publicity Coordinator for the Urban Bush Women Summer Dance Institute (1998 and 1999); and adjunct appointments as a dance instructor at Florida A & M University, Florida State University, Temple University and Montgomery College (MD).

As a professional dance artists, Frazier performed and toured with Kokuma Dance Theatre Company (England), Dallas Black Dance Theatre (Texas), and was a founding member of Edgeworks Dance Theater (Washington, DC); and he has worked as a guest or creative collaborator with many others, performing nationally, including engagements at Jacob's Pillow, the John F. Kennedy Center for the Performing Arts, The Dance Place, The Publick Playhouse [sic], Philadelphia's Prince Music Theater, The Joyce (SoHo) and more. His own choreography has been presented at numerous universities, but also at Washington DC's Kennedy Center (Concert Hall and Millennium Stage), The National Museum and the Carter Barron Amphitheater. He is a past recipient of the Virginia Commission for the Arts Choreographic Fellowship, and in 2009 he was commissioned to create a new ballet for the Richmond Ballet Company.

Frazier earned an Ed.D. in Dance from Temple University and both an M.F.A. in Dance and a B.S. in Marketing from Florida State University. In 2006, he was awarded the Alma Hawkins Award for Excellence in Dance Education for emerging leadership in the field by the Council of Dance Administrators. He was made a fellow in the mentoring program of the International Council of Fine Arts Deans (ICFAD) in 2008. Current and recent affiliations include Institutional memberships with the ACDA and the NASD and associate memberships with the ICFAD, the National College Art Association (NCAA) and the College Art Association (CAA).

On behalf of the entire DIRECTO team, we wish to thank you for participating in our second annual symposium.



DIRECTO Team Members

Valeria Rigobon
Board Member
Psychology



Kate Hill
Co-Chair
Biological Science



Kate Pierson
Co-Chair
Theatre Studies

Brittney Dennis
Board Member
Sociology



Dr. Lisa Liseno
Advisor
The Graduate School



Kerestin Goodman
Board Member
Chemistry

Olivier Cadet
Intern
Hospitality Management

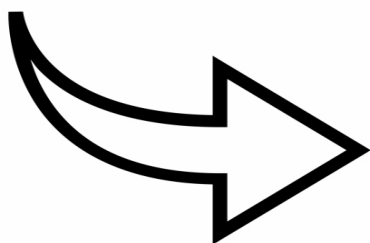


Kaylea Skinner
Intern
Hospitality Management



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Board Applications



Fall 2019 FSU Diversity & Inclusion Research & Teaching Book Club



DIRECTO

The Diversity & Inclusion in Research & Teaching Organization

A partnership between the FSU Program for Instructional Excellence (PIE), and the Fellows Society

When: Fridays, 1-3 pm, 10/4, 10/11, 10/18, & 11/1 Where:

Room 3009 Honors, Scholars, & Fellows House

REGISTER HERE: <http://bit.ly/directo-bookclub-19>



**** The first 25 people who sign up to attend all 4 book club meetings, AND the 2nd Annual Symposium on Diversity & Inclusion in Research & Teaching (to be held on 9/27/19) (REGISTER HERE: <http://bit.ly/directo-symposium-19>) will receive a free copy of this book!**



Transforming
Understandings
of Diversity in
Higher Education

DEMOGRAPHY, DEMOCRACY, & DISCOURSE

EDITED BY PENNY A. PASQUE, NOE ORTEGA,
JOHN C. BURKHARDT, & MARIE P. TING

Foreword by Phillip J. Bowman

TRANSFORMING UNDERSTANDINGS OF DIVERSITY IN HIGHER EDUCATION: DEMOGRAPHY, DEMOCRACY, AND DISCOURSE

Edited by Penny A. Pasque, Noe Ortega, John C. Burkhardt, Marie P. Ting

Foreword by Phillip Bowman

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PRESIDENT'S COUNCIL ON DIVERSITY AND INCLUSION

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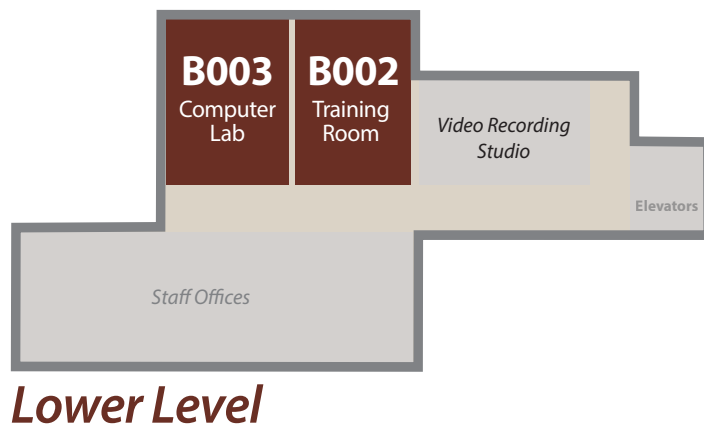
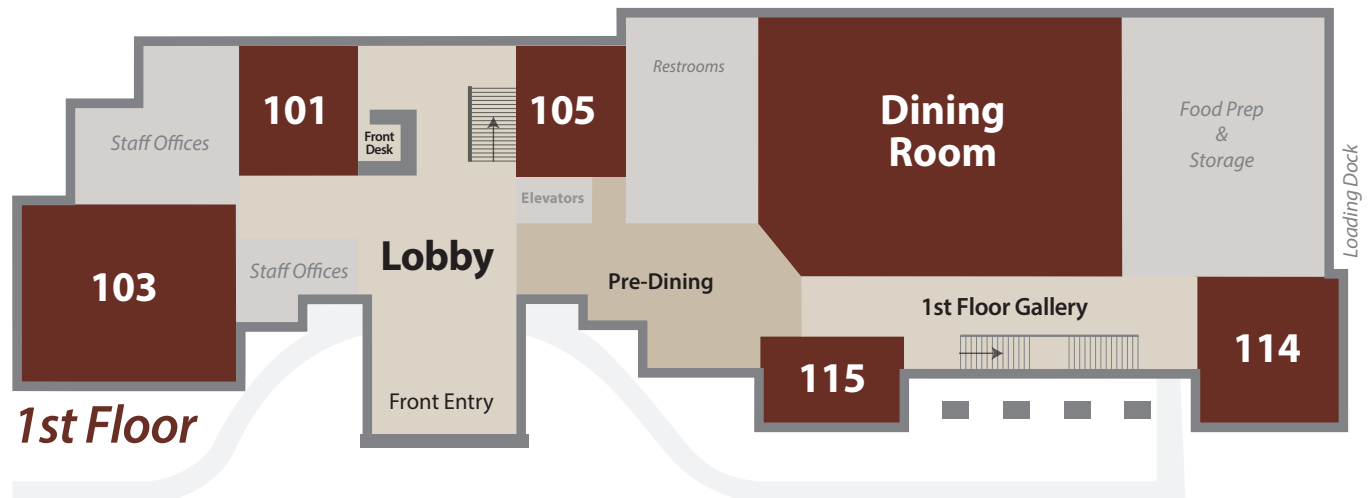
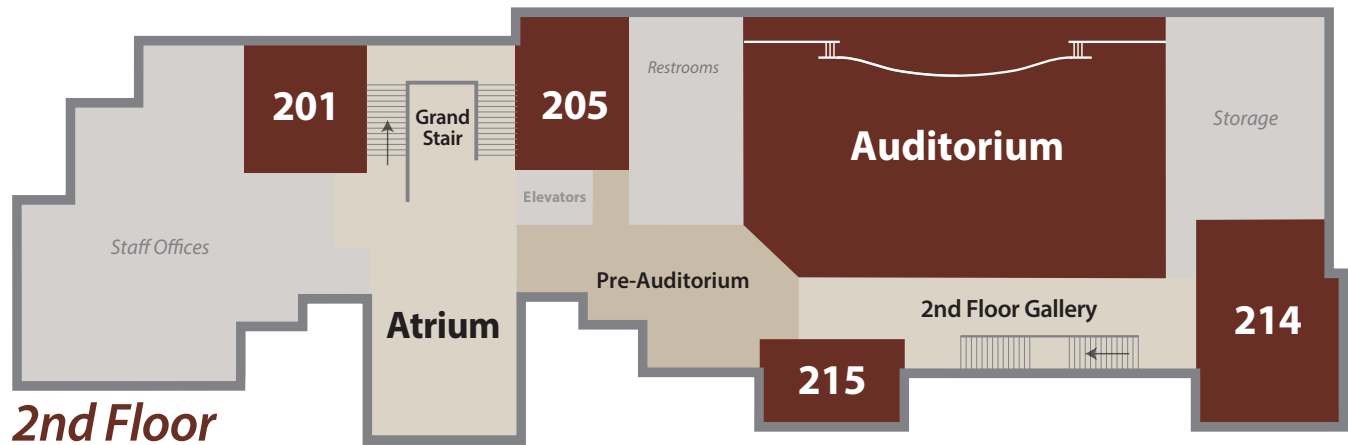
The Graduate School | gradschool.fsu.edu

Join us for our upcoming University-wide Diversity & Inclusion in Research & Teaching book club. This book club will provide an opportunity to "continue the conversations" started at DIRECTO's 2nd Annual Symposium on Diversity & Inclusion in Research & Teaching, which will be held at Turnbull on Friday, 9/27/19. Participants for the book club and symposium are welcome from all areas of the university: faculty, staff, undergraduate students, graduate students & alumni!



Augustus B. Turnbull III

FLORIDA STATE CONFERENCE CENTER



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all of the sponsors that helped us make this
event possible:**



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