



Stony Brook University

Center for Inclusive Education

CIE 2013: Growth³

The end of the fall semester is upon us and many of us are completely immersed in studying for final exams, shopping for gifts, preparing for holiday travels and making New Year's resolutions. But before we put this year behind us, I would like to take a moment to reflect a bit on 2013, a year I consider to be the best year yet for the CIE.

Growth: I am hard pressed to find a better word to describe our experience than growth. When hearing the word growth, as it relates to educational programs, most people think about it in terms of resources: perhaps growth in staff size or growth in funding. For the CIE, 2013 has been about multidimensional growth in capacity, value and commitment.

Capacity: Being able to bring back the NSF AGEP program to Stony Brook in one of the most competitive grant competitions was truly gratifying. The new AGEP-T FRAME brings with it \$1.4 M in support, a new partnership with Brookhaven National Lab, new faculty as Co-PIs, a research study which has brought a new scholarly research angle, and two new staff members possessing diverse backgrounds of experience, fresh enthusiasm and ideas for ensuring the program's successful implementation and execution. This growth will lead to new directions and new opportunities for career pathways of CIE students and postdocs. President Stanley has added financial support of the Turner Fellowship increasing the number of fellowships we can offer starting in 2014. The CIE is supporting more students and postdocs,



CIE & AGEP-T FRAME leaders, faculty, students and staff at the October Kick Off Event

over a broader diversity of graduate programs and backgrounds, and as a result of this growing reach, we are seeing increased participation from campus faculty and staff in our efforts.

Value: With greater funding, increased staff and broader participation we are able to more systematically examine, through evaluation and assessment, our current program offerings and their outcomes. The result of these inquiries is that we are seeking out, discovering and being presented with opportunities to implement and improve our programs to provide greater value of experience to our campus community. We are holding more events, targeted at specific communities and needs, proffering the development of *even more* ideas that will breathe life into future programmatic offerings.

Commitment, Meaning and Spirit: This growth is the outcome of over a decade of dedicated work of the Center, its faculty, staff and supporters. I often think about how blessed we are to find ourselves growing in these exponential ways but upon deeper reflection, it is not blessings alone that finds us in this moment. It is the tireless work of our team and the commitment of our supporters, who have made diversity in the Academy a goal which Stony Brook is

now dedicated to achieving through building omnipresent, cross-cutting campus initiatives. Seeing firsthand the campus' growing commitment to diversity, and feeling firsthand the fruits of this commitment through increased support, has given us a renewed sense of dedication and a boosted energy to make 2014 an even better year.

This growth, change and increasing of opportunities has served as the impetus for many of the new stories and formats you will see here. Several stories have been contributed by members of the CIE family, and the newsletter, coming out at semester's end, serves as an opportunity to highlight the accomplishments of partners past, present and future.

Thank you for your continued support of the Center. I wish you a Happy and Healthy Holiday season and a restful intercession break (so that we can continue the marathon next year).

- *Handwritten signature*

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Is there a Doctor in the House? !

A round congratulations are in order for those Center for Inclusive Education Students who successfully defended their dissertations and Master's theses in Spring, Summer and Fall of 2013.

- Mr. Pierre Albert** M.A. in Public Policy
- Dr. Alexandra Athan**, Ph.D. in Chemistry
- Dr. Matthew Banks**, Ph.D. in Anthropological Sciences
- Dr. Karla Maria Batres** Ph.D. in Psychology
- Dr. Krystal Grant**, Ph.D. in Music Composition
- Dr. Jason Hall**, Ph.D. in Molecular and Cellular Pharmacology
- Dr. Melvin Irizarry**, Ph.D. in Physics
- Dr. Christina Lam**, Ph.D. in English
- Dr. Cindy Leiton**, Ph.D. in Molecular & Cellular Pharmacology
- Dr. Joseph Ortiz**, Ph.D. in Materials Science & Engineering
- Dr. Jorge Sanchez**, M.D. in Medicine
- Ms. Linda Sookhoo**, M.S.W. in Social Welfare
- Dr. Natalie St. Fleur**, Ph.D. in Chemistry
- Dr. Shaun Stuart**, Ph.D. in Genetics
- Dr. Cindy Thomas**, Ph.D. in Genetics



Congratulations Corner

- Congratulations to Jasmine Valentin. Ph.D. Candidate in Marine and Atmospheric Sciences, on her marriage to James L. Albanese. The couple were married on September 7th in Cornwallville, NY.
- Congratulations to Turner Alumna Dr. Karla Batres and her husband Felix on the birth of their son, Liam Nathaniel Batres on November 17th at 1:42 AM.
- Congratulations to REU Participant Jeffrey Snyder, from SUNY New Paltz on his receipt of an award from the American Physics Society for his Poster presenting the work he conducted as part of his summer research at Stony Brook.
- Congratulations (and our sincere thanks) to Andre Hamilton, M.S. in Computer Science 2011. On September 18th Andre Hamilton became the largest alumni contributor to the Turner support fund. "A degree allows us to delve deeper into the areas of study we care about. This pursuit often times requires great financial investment. I am giving back today because I know that I would not be where I am today without the Turner investment."
- Congratulations to Dr. Javier Monzon, IRACDA Scholar & Ph.D. 2013 in Ecology & Evolution on his recently published & Primary Authored article in Molecular Ecology, "Assessment of coyote-wolf-dog admixture using ancestry-informative diagnostic SNPs."
- Congratulations to Turner Advisory Committee Member and Assistant Professor of Hispanic Languages & Literature Dr. Lena Burgos LaFuente on her receipt of a Stony Brook University Presidential Mini Grant for her collaborative project, "Racialized Representation of Gender in Spain and Latin America."

President Stanley Announces \$250,000 in support for the Turner Fellowship



"This extraordinary program deserves additional support," - President Samuel L. Stanley in his 2013 State of the University Address

Following one week after his speech at the Turner welcome dinner (where he gave a sneak preview of the news to come), the Center for Inclusive Education was delighted to hear President Stanley announce that he would commit \$250,000 in Stony Brook support over the next five years to grow the Dr. W. Burghardt Turner Fellowship Program. The contribution from President Stanley will be used to provide additional fellowship awards to deserving underrepresented students pursuing graduate study at Stony Brook University. The announcement came during the State of the University Address in conjunction with additional commitment of University monies to the EOP/AIM program. President Stanley's is the first declaration of specific campus dollars to the Turner Program which has historically been funded by the SUNY Office of Diversity, Equity and Inclusion in Albany.



2013 Turner Welcome Dinner

The 2013 Turner Fellowship Welcome Dinner was held on Wednesday, September 18th at the Old Field Club in East Setauket. This year's dinner set a non-anniversary year attendance record with over 120 Students, Faculty and Stony Brook community members attending including Joyce, Sylvia and Richard Turner, President Stanley, and Provost Assanis as well as sixteen of our eighteen new Turner Fellows.

Please Join us in Welcoming our 2013 Turner Fellowship Recipients!

Fernando Araiza Gonzalez, Ph.D. in Physics and Astronomy

Sophia Basaldua, Ph.D. in Cultural Analysis and Theory

Amber Bonds, Ph.D. in Molecular and Cellular Pharmacology

Jean Olivier Brutus, M.S. in Biomedical Engineering

Aleshka Carrion-Matta, Ph.D. in Marine and Atmospheric Sciences

Amanda Collado, Ph.D., Interdepartmental Program in Anthropological Sciences

Alexander Davis, D.M.A. in Music Performance

Laviel Fernandez, M.D.

Jacinth Greywoode, Ph.D. in Music Composition

Michael Higgins, Ph.D. in Biochemistry and Structural Biology

Kirolos Ibrahim, M.D.

Briana Locicero, M.D.

Ashleigh Lussenden, Ph.D. in Neuroscience

Micah Mumper, Ph.D. in Psychology

Phillip Nelson, Ph.D. in Philosophy

Ryan Richards, Ph.D. in Physics and Astronomy

Nicole Savage, Ph.D. in English

Aishah Scott, Ph.D. in History

Emma Velez, Ph.D. in Philosophy

Andrew Zamora, M.A. in Anthropology



Top to Bottom, IRACDA NY-CAPS scholars and project staff at the Turner Dinner, Scholars participate in the communicating science workshop and pedagogy course.

NIH IRACDA NY-CAPS News

One of the most innovative and advantageous components of the SBU IRACDA postdoctoral research and teaching training program is the pedagogy course. The course began this fall, with Patricia Aceves, Director of the Faculty Center, designing a tailored curriculum for our IRACDA Scholars.

Integrated into the course were three workshops provided by the Alan Alda Center for Communicating Science. During the "Improv for Scientists," program, Scholars immersed themselves in a series of fun, silly and imaginative exercises led by a professional actor, who was trained by the Alda Center. Participants were encouraged to push past self-consciousness and focus on

connecting with their audience. This "connection" skill was continued in the next, two-part workshop, "Distilling Your Message." Alda Center Director Elizabeth Bass worked with Scholars to transform technical descriptions of their research into engaging stories. Finally, award-winning science journalism creator, director and producer Graham Chedd conducted on-camera interviews with each Scholar giving feedback on their performance, and then conducting a second, taped interview. The pedagogy course activities help our Scholars learn to reach audiences from a variety of backgrounds and develop critical skills to engage listeners and make them more effective designers of classroom conversation, the scientific conference podium and the multidisciplinary search committee interview.

Join us in welcoming our new IRACDA NY-CAPS Postdoctoral Scholars:

Dr. Javier Monzón Department of Molecular Genetics & Microbiology

Dr. Marianne Moore, Department of Ecology & Evolution

Dr. Taylor Schoberle, Department of Molecular Genetics & Microbiology



LSAMP-BD leadership and administration with the fellows at the 2013 Turner welcome dinner

NSF LSAMP Bridge to the Doctorate News

With seven additional new BD fellows beginning their studies at Stony Brook this fall, the program was in full swing, having filled each of the twelve spots available in the program. The CIE assumed coordination of the Bridge to the Doctorate Fellowship in 2012, bringing to the program enhanced support services and programmatic opportunities for BD fellows, such as mandatory participation in the Community of Student Mentors program, as well as one on one support and workshops to assist fellows in their required application to the National Science Foundation Graduate Research Fellowship Program (NSF-GRFP). The fruits of this labor are not without recognition and note: of the first year cohort that entered masters study in 2011, more than 80% are in the process of applying to doctoral degree programs for the fall, many of them applying right here to Stony Brook as well as comparable, competitive research institutions.

Please also help us to welcome our 2013 LSAMP Bridge to the Doctorate Fellows :

Vincent Alford, Ph.D. in Molecular and Cellular Pharmacology

Stephan Jean, M.S. in Mechanical Engineering

Camilia Monestime, Ph.D. in Neuroscience

Christian Ruiz, Ph.D. in Genetics

Steve Tsofras, M.S. in Biochemistry and Cell Biology

Ariana Valdez, M.A. in Physics and Astronomy

Jinelle Wint, M.S. in Biochemistry and Cell Biology



What's an AGEP-T FRAME?
I'm an AGEP-T FRAME!

AGEP-T FRAME: Ready for Takeoff

October 18th marked the official launch of the \$1.4M Alliance for Graduate Education and the Professoriate: Frontiers of Research and Academic Models of Excellence (AGEP-T FRAME) program. Over its three year grant period, AGEP-T FRAME will train 30 graduate students and 12 postdoctoral fellows as well as provide a comprehensive array of professional preparation to make participants competitive candidates for top level research and academic career placements at research intensive institutions. AGEP-T FRAME is gearing up to welcome its first class of graduate students and postdoctoral scholars this spring.

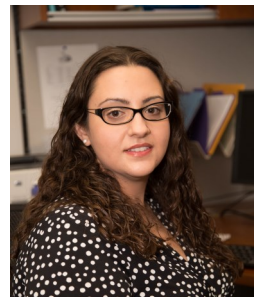
Welcome AGEP-T FRAME Program Manager Karian Wright & Postdoctoral Associate Dr. Sheri Clark

The CIE is fortunate to be welcoming to our staff Karian Wright as Program Manager of AGEP-T FRAME. Karian joins us from Monroe College in New Rochelle, NY where she served for the previous six years as Assistant Director of Graduate Recruiting. Karian earned her Master's degree in Business Administration and brings with her a bevy of experience including student retention, student services and entrepreneurship, all of which are at the core of the AGEP-T FRAME project.

Karian is extremely excited about bringing her talents to the CIE and looks forward to making a difference through the AGEP-T FRAME Program.

As part of the AGEP-T FRAME initiative the CIE also welcomes to its team Postdoctoral Associate Dr. Sheri Clark. Sheri will be working with project Co-PI Dr. Bonita London on the research project component of AGEP-T FRAME, which will investigate STEM identity and Self-Efficacy among minority doctoral students.

Sheri received her Ph.D. in Social and Health Psychology at SBU in May 2013 and previously worked as the Research Assistant for the CIE's AGEP evaluation grant. Welcome to the Family ladies!



AGEP-T FRAME: Leadership

AGEP-T FRAME brings with it the participation of several Stony Brook and Brookhaven National Laboratory Faculty and Administrators, some of whom will be working with the CIE for the first time. The Center is delighted to be working with the following partners at Stony Brook and BNL:

- Dennis Assanis, Ph.D.
Principal Investigator
- David Ferguson, Ph.D.
Co-PI and Project Director
- Nina Maung-Gaona, M.P.A.
Co-PI and Alliance Administrator
- Kenneth White, M.B.A.
Co-PI- BNL
- Charles Taber, Ph.D.
Co-PI - SBU
- Bonita London, Ph.D.
Co-PI - Research Study

- Noel Blackburn, M.E.
BNL Administrator
- Kathyne Piazzola, SBU
Administrator
- Terrence Buck, M.S., M.B.A.
AGEP-T Program Manager - BNL
- Karian Wright, M.B.A.
AGEP-T Program Manager-SBU
- Sheri Clark, Ph.D.
Postdoctoral Associate



Top to bottom: AGEP-T FRAME program manager Karian Wright, Postdoctoral Associate Dr. Sheri Clark, and Pi's, Co-PI's and project staff

AGEP-T FRAME will provide innovative opportunities for advanced, underrepresented minority graduate students and postdoctoral fellows in STEM disciplines to grow their research and academic skills through:

- Competitive Seed Grants to support research in collaboration with other institutions
- Paid sabbatical time to conduct interdisciplinary research and other institutions globally
- Conference Travel Support
- Professional & Career Development
- Structured mentoring
- Postdoctoral placement assistance

For more about AGEP-T Frame and how to become a FRAME Fellow visit http://www.stonybrook.edu/commcms/agep/about_agep.shtml



REU Summer Recap– *By Brian Tackett, REU Student Symposium Speaker, University of Pittsburgh*

I came into this REU program fairly certain about my career path, motivated by past experiences that led me toward the pursuit of graduate school. I expected a summer filled with first hand research experience that would give me practice with the skills I need for the next chapter of my life. But after ten weeks of working, living, and socializing with an outstanding group of undergraduates, graduates, research advisors, and program coordinators, I now leave this program with something unexpected, and in my mind, more valuable than experience alone – I gained a sharpened enthusiasm and confidence for the years of research that lie ahead of me. Although not all of the REU interns have the same future plans, I think I speak for all of us when I say that the people we have been fortunate enough to surround ourselves with this summer made a huge impact on each of our lives.

First, and most obviously, I need to credit my research advisor and the graduate students I worked with for not only challenging me daily in my lab work, but also for encouraging me to be independent and creative in my thinking. For the first time in my life, I felt that I've finally learned how to be skillful with the academic tools I've been collecting through years of coursework – that is an enlightening feeling. I noticed the same thing occurring with many of the other interns. We were all well qualified for our positions with plenty of tools handy, but as our labs made it clear that we need to be a part of constructing a cohesive and intelligent research project, we all began organizing and practicing with our tools. I saw people reading texts to master concepts for certain applications, I heard people talking about previous classes that gave them an understanding of their work, and I listened each week (very early on Monday mornings) as my peers explained how they were applying these things in the lab. Our mentors pushed us to be productive and use our knowledge wisely, and that is an invaluable skill that gives me great confidence in my ability to perform meaningful work on the graduate level.

Aside from the technical practice, the coordinators of this REU program provided us with stimulating speakers and panel discussions and ample graduate school preparation. There were countless times when I sat with my fellow interns in the evenings and talked about the speakers we listened to that day – things we liked, things we didn't like, how the topic impacted us personally, and so on. These conversations just sprung up naturally, and I see that as a testament to the quality of the presenters our coordinators brought in. Additionally, that graduate school preparation workshops that we participated in twice a week had enormous practical value for me. Getting feedback on personal statements, presentations, and grad school life in general from those who have been there before will make applying and transitioning into graduate school smooth and enjoyable instead of nerve racking. I have several friends who participated in REU programs at other universities that did not provide these workshops and seminars, and even though they performed the lab work, many of them are still apprehensive about graduate school. I am very thankful for the care and dedication the coordinators here put into the program, because the benefits are truly profound.

For me, however, the most important take-away from this program comes from my interactions with the insightful, talented, and motivated group of undergraduates who make up this program. I've met plenty of intelligent people in my life, but I have never before been surrounded by so many bright individuals so actively involved in the pursuit of success. I don't mean success in terms of a fat paycheck. I mean the success that comes from recognizing the amazing abilities you possess and not being satisfied until you reach maximum potential. Never before have I met so many people who are so driven to perform great work simply because they know that to give anything less than their best is to sacrifice the gift. That's a quote from the famous American distance runner Steve Prefontaine, but it's something I try to live by. And to see that all these interns, my friends, are in the same boat with me, relentlessly pursuing the shores of new knowledge, is frankly inspiring. It has given me a new wind and a fresh enthusiasm for my own journey, and I hope that my presence in their lives has reciprocated that effect (if nothing else, at least I taught you all a great new dance move).

So looking back, it is clear that this has been the most enriching summer of my life. The advanced technical work, the intellectual growth, the practical grad school preparation, and the thoughtful discussions with my peers all give me confidence and make for an incredible launching pad for my future. I am excited for the next phase of my life and I look forward to hearing about the success of all of you. Thank you friends, coordinators, mentors, and advisors for making this summer an exemplary start to an exciting journey.



Each university team worked with other teams to develop or adapt a series of "teachable tidbits" that they have agreed to implement in a course during the coming academic year—and assess whether students learn from that material.

Center for Inclusive Education

NESI Symposium

The CIE had the unique opportunity this July to assist with the coordination of the Northeast Summer Institute at Stony Brook, supporting the efforts of Undergraduate Biology and with the support of the office of Conferences & Special Events.

intensive group work and other activities, all focused on enhancing undergraduate education, with themes of active learning, assessment, and diversity. Among the participants were department chairs, administrators, professors from all ranks, academic coordinators, lecturers, instructors, preceptors, and postdoctoral scholars. NESI is the direct result of the 2003 National Research Council report, Bio2010: Transforming Undergraduate Education for Future Research Biologists, which called for programs of professional development to engage faculty in taking greater responsibility for high-quality undergraduate biology education. The report emphasizes the importance of new pedagogical approaches

to teaching based on emerging evidence about how we learn with greater emphasis on interdisciplinary teaching. NESI kicked off it's week long activities with a talk presented by Alan Alda, of the Alan Alda Center for Communicating Science. CIE Director Nina Maung and Administrator Kathryn Piazzola were in attendance and had the opportunity to have their photo taken with Mr. Alda (below).



Welcoming NESI participants at the Simons Center Café

Teams from 14 research universities across the Northeast assembled at Stony Brook for five days of presentations, discussions,



Wolfie makes a guest appearance at the welcome reception!

CIE Welcome Reception & Orientations



Bridge to the Doctorate Fellows at the August 23rd fellowship orientation

The Center held our annual student welcome reception barbecue on Friday, August 23rd at the Simons Center Café. Over 70 CIE students, faculty staff and communities members (including Wolfie!) attended including our new BD, IRACDA and Turner Fellows who also participated in their program orientations earlier that same day. "This is an incredible turnout and outpouring of support from the campus community, what a great start to the year!" commented Program Manager Toni Sperzel

The Community of Student Mentors Kicks off its 14th year!

The CSM program provides underrepresented graduate students in all disciplines with the opportunity to forge peer-to-peer mentoring relationships and incorporate them into their larger advisement plan.

It appears as though 2013 is going to be a record breaking year for the Community of Student Mentors program, with over 50 CIE students participating as part of 25 mentoring pairs! The program kicked off on September 20th at Smithtown Lanes with an evening of bowling and pizza.

This year, the CSM program is under the direction of Postdoctoral Associate Dr. Angel I. Gonzalez. Angel has made quite an impact on the program, implementing group activities like the bowling kickoff as well as hosted trivia nights at the CIE into the program activities. If you are

interested in signing up to participate in CSM for the spring semester please contact the CIE at CIE_graduateschool@stonybrook.edu and request an application. We are currently looking for both mentors and mentees to be a part of the program!

Access to Success- Linda Sookhoo, M.S.W., 2013

*"You will come to a place where the streets are not marked.
Some windows are lighted.
But mostly they're darked.
A place you could sprain both your elbow and chin!
Do you dare to stay out? Do you dare to go in?
How much can you lose? How much can you win?"- Dr. Seuss, Oh the Places You'll Go:*

As the daughter of Guyanese immigrants and coming from a low-income neighborhood, I never thought I would be able to attain a college degree. I approached college with conflicting feelings of determination and fear. I was ready to take on the challenges of college but feared many uncertainties- finances, time commitment, balancing three jobs, education, and wondering if I would drop out. I thought: I'll take a risk and give college a shot to better my life.

As a grad student, the W. Burghardt Turner Fellowship has helped me overcome the very obstacles I faced while attaining my bachelor's degree. More importantly, being a Turner Fellow has allowed me to focus on my role as a student: academics, internships, research, and conference presentations, without the constant fear of running out of resources or support. For the first time, I was able to meaningfully engage in my studies.

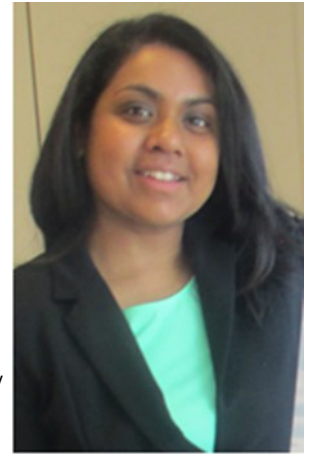
To my amazement, I found that my interests and struggles aligned with Dr. Turner's in higher education. Interestingly, we both came from Queens and were committed to working for human and civil rights and community improvement. His passion for social justice played a significant role in determining the route of my education as a Turner Fellow. As graduate student in social welfare, I seized opportunities to think bigger than just an assignment—I knew I would be challenged, and stretched to my capacity. With various opportunities for funding through the fellowship, I was able to pour myself into activities that captured me, but also expanded my boundaries.

Through the Turner Fellowship program, I was granted a summer research grant to study health inequities in rural Honduran communities and offer recommendations for change as a summer intern for Global Medical Brigades. The generous support of the fellowship allowed me to go to Honduras on my first trip ever outside of the United States and on a plane, while simultaneously serving vulnerable and marginalized populations who have limited to no access to healthcare. I was able to follow my passion—advocating for human rights, like access to medical care, clean water, and public health infrastructure. This riskier, less tidy mode of research served as a mechanism for me to mindfully experience my education beyond the classroom. Turner provided a vehicle for me to be an active academic, in conceptual

and fundamental ways, to impart knowledge but also give back in a special way. Eventually, I was able to represent Stony Brook through presenting my research at both Yale and New York University. Personally, my experiences in the remote villages brilliantly illuminated a greater responsibility to advocate for the underserved, as Dr. Turner did, through a social justice, scholarly and critical perspective.

The Center for Inclusive Education has tangibly demonstrated its commitment to building a supportive community in which we are encouraged in our intellectual pursuits and professional goals. The privilege of being part of a scholarly community has enriched my life as a grad student and created a cohesive community much different than I expected, having attended Stony Brook as an undergraduate at a university of this size. Something as simply knowing that the program coordinators of the Center for Inclusive Education were there to help me when I did not have a lap top to complete school assignments made all the difference between being just another student and part of a program where I was given the tools, care and support to succeed. While providing relevant programming, such as topic based lunches, mentoring, and socials, I was able to navigate my degree program with the community's rich resources, and opportunities for involvement that are essential for any student to thrive. This represents only a glimpse into the way the team at the Center for Inclusive Education has genuinely molded and transformed my life out of a generational cycle of limited access to higher education. Turner has been the bridge over the ambition-adversity nexus, creating opportunities and providing an environment to cultivate my abilities.

For the first time, I viewed my education as part of a larger intellectual journey. The Turner Fellowship has had an immeasurable effect on my life. It has brought me to a place that challenged me, supported me and helped me gain the confidence to pursue my education to the fullest. Simply knowing that there was a team in the Center for Inclusive Education that I can turn to in difficult times and for support has shaped me to become all that I am capable of being. I am grateful to Dr. Turner for his vision, and to the Turner family, Dr. Jeanne Finch, Nina Maung, Toni Sperzel and Kathyne Piazzola for carrying out this mission. As Turner said: "Once a Turner, Always a Turner."



With Love from Lindau– My Nobel Experience

The Lindau Meeting of Nobel Laureates connects, educates, and inspires the next generation of young researchers by bringing together with Nobel Laureates. This year the Lindau meeting was dedicated to chemistry, with 35 Nobel Laureates and 600 young researchers from 78 countries attending. The Lindau Meeting transforms young researchers.

I came to participate in the Lindau Meeting through passion and great mentors. I was nominated by the chair of the Chemistry Department, Nicole Sampson, my PhD advisor, Carlos Simmerling, the Dean of the Graduate School Charles Taber, the President of Stony Brook University Samuel Stanley, the National Institutes of Health, and finally by the Lindau foundation.

I cannot overstate how transformative this experience was. I was able to connect with some of the present and future leaders of chemistry, learn what new and exciting research is taking place now that may be the [Nobel Prizes of the future](#), and be inspired by new perspectives from diverse backgrounds. Meeting and exchanging ideas with Nobel Laureates

was incredible. I was able to have meaningful discussions with [Steven Chu](#), [Mario Molina](#), [Aaron Ciechanover](#), and Brian Kobilka. Chatting with any one of them would be a once in a lifetime experience, but all four? That's a [once in a lifetime opportunity](#), made possible by the support of Stony Brook. As a result, I've made connections that will help me in furthering my scientific career and friendships that will last a lifetime.

A month after being accepted to attend Lindau, the director of the US delegation called early one morning, "Hi Kevin, this is Sam. Have you heard of sequestration and do you know what it means?" I learned that due to sequestration the NIH was unable to fund all "non-critical travel," meaning that I was not going to Lindau. Dean Taber and the Graduate School stepped forward and generously offered support, enabling me to still attend by financing the balance of the itinerary.

The first stop was Washington, D.C., on June 26. We, the US delegation visited the Department of Energy (DOE) headquarters, learning what the DOE does from those at its helm. We then flew from DC to Zurich

the evening of the 28th, and arrived in Zurich the next morning. From Zurich to Lindau, we drove around Lake Constance via Swiss, Austrian, and then German countryside. Lindau is a small, picturesque island on Lake Constance, Central Europe's third largest lake at the foot of the Alps. During the meeting, we were treated to fine food, company, and conversation, morning lectures by Nobel Laureates, small group discussions and master classes with the Laureates, and dinners with Microsoft and Mars; six days of connecting, learning, and becoming inspired all over again.

The Lindau Meeting was so intensely awesome. And there were so many wonderful moments too many to share here, that I must ask you to visit the blog I kept about my experience - <http://mynobelexperience.blogspot.com>



Kevin Hauser is a Ph.D. Candidate in the Department of Chemistry



Raquel Otheguy is a Ph.D. Candidate in the Department of History. She was recently awarded the National Academy of Education/Spencer Fellowship to support her dissertation work during the 2013--2014 academic year. This competitive program identifies the most talented researchers conducting dissertation research related to education.

At the intersection of Historical and Educational Research

I am honored to be a Spencer Dissertation Fellow. The NAE/ Spencer Dissertation Fellowship allows me to dialogue with a community of scholars committed to exploring contemporary improvements in education and how to achieve them. At the Spencer Fellows' retreat and Annual Meeting of the NAE this past October, I met many education researchers who challenged my thinking about the purposes of education research, and whose feedback helped me reconsider aspects of my dissertation. The History Department has provided me with valuable training in historical research methods which, now that I have joined the NAE/Spencer Foundation community, I am using to conduct research in the history of education. In doing so, I hope to enrich the study of Latin American and Caribbean history.

Considering the role of education in the development of a post-abolition society and an independent Cuban nation from 1878 to 1920, I look at the importance of education for Afro-Cubans who articulated a vision of an anti-racist modernity in a changing Cuban society. I focus on the instructional programs of black clubs, and how the development of a public education system affected black students and teachers. I also examine how Cubans of color used education to push for racial

uplift, racial integration, and social unity, framing education as an example of black activism within the Spanish and U.S. empires and the new Cuban nation.

My work also examines the debates about education that occurred during this time, and how they expose multiple (and sometimes conflicting) meanings of nation, race, and national identity. I treat the new public education system as an important site for the intersection of white Cuban and North Americans' visions for the future of Cuba. Afro-Cubans, of course, intervened in these debates with ideas of their own about black education, mobility, and national integration. Accordingly, my project examines the writings of black intellectuals and journalists regarding education. Besides joining in the debates within their own nation, black Cubans looked to the African Diaspora, often to their black interlocutors in the United States, to think about how the changing moment and ideas regarding education could benefit Afro-Cubans. Education was the key space where Afro-Cuban community leaders imagined themselves in relation to the nation, two empires, and the African diaspora.

My project's focus on historical debates about the purpose of education for minorities explores whether education affected social mobility and national integration in the past. This inquiry has also informed my understanding of similar debates in the present. I believe that the critical study of race and education is important for meeting the pedagogical needs of college students in today's multicultural and globalized world and hope that the results of my research will help to inform the future directions of academia in this area.

Hispanic Heritage Month 2013: The Goal, the Guru, and the Guides

What can I do with a doctoral degree, and how do I know if I want one? How do I find mentoring support during my studies? Has anyone else ever had this same experience? Students, Alumni, Post Docs and Faculty of the CIE answered all of these questions and more on October 16th as part of “The Goal, the Guru and the Guides: Mentorship and Motivation for Latino/a Students on the Path to the Ph.D.” Held as part of Stony Brook’s Hispanic Heritage Month activities, the event presented an opportunity for undergraduate Latino/a students to hear firsthand from Hispanic CIE community members about who and what motivated them to pursue their Ph.D.’s - Who they looked up to as “idols” or Gurus in their fields, who served as coaches and guides along the way, and who helped them overcome obstacles and find the motivation and

courage to keep going when graduate school got tough. The importance of strong mentoring and a network of support for underrepresented students before, during and after

*“This event was helpful for me in many ways. I had a great time.”
- Aaliyah Neilan, SBU undergraduate and EOP/AIM student*

graduate study cannot be overstated. As we discovered at “The Goal,” honest conversations about the struggles in pursuit of a Ph.D. can help break down barriers that prevent students from even considering the Ph.D. as an option. We would like to thank all of our panelists for volunteering their time in support of this event.

Kathryne Piazzola Receives Hispanic Heritage Month Staff Award

The Hispanic Heritage Month Committee recognized the more than one decade strong efforts of CIE Administrator Kathryne Piazzola by awarding her the faculty/staff recognition award for 2013. Nominated by Jennifer DeLeon, CIE student in the department of Molecular and Cellular Biology, the staff award acknowledges the outstanding contributions, service, outreach, and commitment of Stony Brook staff like Kathryne to Latino/a student community.

“What makes Kathryne such a deserving member of the Stony Brook Community to receive the award is her ceaseless commitment to supporting our Hispanic graduate students in STEM in any way possible, be it broad reaching or student-specific,” said Nina-Maung Gaona, CIE director. From the Community of Student Mentors Program, to tutoring sessions in biochemistry, structural biology and applied mathematics and many professional development, academic enrichment and social events for the CIE, Kathryne’s contributions to building, growing, and sustaining the CIE are immeasurable, and we are delighted for her to be recognized so broadly. Congratulations Kathryne and keep up the amazing work!



Ms. Piazzola’s ability and willingness to tackle each student’s specific challenges and her approach of personally engaging every individual reflects the goals of success and community of the CIE.—Jennifer DeLeon, Ph.D. Student, Molecular & Cellular Biology

Theater as a Tool for Social Change—by Odalis Hernandez, Graduate Program Administrator

In the lecture, *Theater as a Tool for Social Change; building civic dialogue in communities*, given as part of the 24th Annual Hispanic Heritage Month celebrations and cosponsored by the CIE, activist, writer and Stony Brook faculty member Margarita Espada spoke of her experiences with social class, growing up in Puerto Rico and as an immigrant in Long Island. She elaborated on people’s perception of her when she arrived, how she was regarded due to her accent and how she looked, and later how she began to perceive and identify herself in this environment. Primarily, experience of going from being “Puerto Rican” to the more appealing and all-encompassing “Latino” that has become the term for all Hispanic immigrants in recent years. Her discussion of personal experience served as segue to a theoretical discussion of Augusto Boal’s

Theater of the Oppressed, her experience working with the undocumented Latino immigrant community and the killing of Marcelo Lucero, an Ecuadorian immigrant that was killed by a gang of youths in Patchogue, New York in 2008 (an event that in some ways fueled the still heated debate regarding US immigration). Using Boal’s theory regarding the use of theater as a tool for social change and starting civic dialogue she decided to write, produce and perform an original play called “What Killed Marcelo Lucero?” In just an hour and a half, Professor Espada was able to open herself up to the campus community both artistically and personally. She spoke of the experiences, small and large, that affect us as members of a community growing in diversity.

Topic Based Lunch with Provost Dennis Assanis

Now in its fourth year, the Topic Based Lunches with Senior Leadership series continues to be a wildly successful addition to the CIE’s programming. Providing an exclusive opportunity for Center students to engage campus leaders of the highest level in conversations about career trajectory, personal experience and visions for the future of Stony Brook, the Center hosted its fall talk on November 19th with Dr. Dennis Assanis, Provost and Senior Vice President for Academic Affairs. Provost Assanis spoke openly about his unintended path to the Ph.D. and his continuing commitment to campus diversity and inclusion. He also spoke about his personal experiences with balancing work and family life, including management of a dual-career household. Topic Based Lunches have proven to be an eye opening experience for many of our CIE students, who have the opportunity to better understand, and in some instances inform the policies, procedures and perspectives of our senior administration, creating open dialogue and



communications between the two. This spring the CIE is delighted to be continuing the Topic Based Lunch Series, as well as welcoming our first female speaker, Vice President of Human Resources at Stony Brook University, Lynn Johnson.



ABD Proseminar

Providing targeted and beneficial opportunities for career placement and preparation is a key focus for the CIE this year. In line with that focus you will be seeing several new opportunities as part of our “All But Dissertation” (ABD) proseminar series. On September 18th the Center held our first event, “Finding the Right Postdoctoral Fellowship for You!” in the Charles B. Wang Center. It was one of several activities coordinated by Stony Brook in recognition of National Postdoc week. This event was open to the entire SBU graduate community and featured a morning panel discussion with presentations by postdoctoral recruitment representatives from 6 campuses from as far away as San Diego, with several panelists having a strong connection to the NIH IRACDA Programs. A post-panel networking lunch gave students in attendance a chance to speak directly with the campus representatives. This one-on-one opportunity was extended to a special session in the CIE, when students and postdocs brought their CVs for review, comment, and recruitment. The CIE will hold a second ABD proseminar this spring. Read on for more details!

Join our Mailing list! Email CIE_graduateschool@stonybrook.edu with heading “CIE Mailing List” to get information on upcoming events!

Stony Brook University | Center for Inclusive Education

POSTDOC APPRECIATION WEEK 2011

PROSEMINAR SERIES

Finding the Right Postdoctoral Fellowship for You!

 Stephen M. Reynolds, Ph.D. Professor of Chemistry University of California, San Diego	 Lawrence B. Resnick, Ph.D. Professor of Pharmacology University of California, San Diego
 David Patterson, Ph.D. Professor of Psychology University of California, San Diego	 Lynn Kahan, Ph.D. Assistant Professor of Psychology University of California, San Diego
 Alan Ehrlich, Ph.D. Professor and Vice Chair of Education, Administration of Human Resources University of California, San Diego	 Christopher B. Cook, Ph.D. Professor of Chemistry University of California, San Diego

HOSTED BY CHARLES WANG, DEAN OF THE GRADUATE SCHOOL
Wednesday, September 18th, 11:00am
Charles B. Wang Center Lecture Hall 2
 Networking Lunch To Follow

The growing importance of graduate-level training as a pre-requisite for scientific, technical, and professional advancement has led to a growing demand for postdoctoral fellows. This workshop is a unique and highly-structured opportunity for graduate students and postdocs preparing for the next stage of their professional careers. Learn from a panel of national postdoctoral fellowship program representatives for a strong application and how to maximize your research and teaching experience. Graduate students and postdocs in the biological and biomedical sciences should take this very special networking opportunity.

For event schedule and registration information, please visit: www.stonybrook.edu/centerforinclusiveeducation2011.html

Speakers Series Presents: Ken Takeuchi & S. James Gates

During the fall semester the CIE hosted two professional development events as part of its ongoing Speaker Series. In October, Dr. Ken J. Takeuchi of Stony Brook's Department of Chemistry gave a lunchtime workshop on mastering the art of networking in the STEM disciplines. His take home message: the art of developing a strong network for forging your career path is not done through making friends. It is accomplished through seeking out and maintaining relationships with those who can speak to your accomplishments, your work ethic, and you abilities as a scholar.

Later in early December, the CIE hosted an exclusive breakfast time visit from Dr. S. James Gates, Professor of Physics at the University of Maryland College Park. His key message: Science and the Arts are alike in more ways than they are different in that they both strive to educate students on how to think critically, question norms, and use assessment tools to discover and develop new ideas. It is the process of learning to think critically that best prepares us for any profession.



The NSF Graduate Research Fellowship Pilot Project— *Dr. Susan Brennan, Professor, Department of Psychology*

What do Sergey Brin (a founder of Google), Ben Bernanke (former Chair, Federal Reserve), and (at least!) 15 current Stony Brook graduate students have in common? Hint: it's not fame and fortune, at least not yet. All are wildly innovative, trained in STEM fields and won Graduate Research Fellowships from the National Science Foundation

Did you Know...?

- The NSF has provided graduate fellowships for students in science and engineering who since 1952. This highly competitive program provides winners with a \$32,000 yearly stipend (and other benefits) for 3 years.
- Even with the sequester, NSF is deeply committed to nurturing and growing the GRF Program, with the number of fellowships awarded expected to increase from 2000 to 2700.
- NSF takes into account the academic level of the applicant and compares applicants within their cohort (typically, senior undergraduates, first year graduate students, or students at the beginning of their second year)

early in their scientific training.

Despite being home to some of the most highly-ranked graduate programs in the U.S., Stony Brook lags in comparison to our competitor institutions on the number of students winning NSF-GRFs. This year, with the encouragement of Chuck Taber and Ben Hsiao, I set out to unravel the mystery of why our graduate students are not winning in larger numbers.

My goal: to conduct a highly focused pilot seminar with strong candidates from as many eligible departments as possible. During the summer, I hunted for eligible students by using the Graduate School's application and fellowship databases and speaking with Grad Program Directors to find first-year students who had applied for (but not won) GRFs the previous year and promising candidates with research experience, a passion for science and a strong grade point average. I aimed to recruit 12-18 students for a small, individually tailored writing seminar: I ended up with ~28. They came from a dozen different programs; 18 are still at the start of their first year, and if they don't succeed on this round, they will receive feedback from reviewers and will have an opportunity to reapply next year.

The seminar began in August with four one-on-one, one and one-half hour interactive meetings that continued until early Oct. We first assessed any weaknesses in the applicants' strengths as candidates—for example, contacting previous collaborators to try to move papers along to the next level, as

well as carefully considering *who* and *how* to ask for a strong and balanced set of recommendation letters. I met individually with each applicant to diagnose any writing issues. Some already wrote beautifully, in which case my role was to try and minimize any mistakes or omissions (such as forgetting to explain the broader impacts of their work, the most common reason good NSF-GRFP applications fail to get funded).

Some students seemed to assume that scientific writing has to be dry and ponderous; others drafted personal statements that read like a list of unrelated achievements. In those cases, we met multiple times, exchanging drafts and providing feedback and comments until the early November application deadline date.

GRF is a most unusual funding proposal: *The NSF funds the person,*

“Many students seemed genuinely startled when I asked them bluntly why they were so interested in a particular neurotransmitter, gene, computational technique, compound, chemical reaction, cell, stress response, behavior, or critter. In virtually every case, an interesting personal story of discovery and motivation tumbled out that once discovered, provided the perfect opportunity for applicants to present themselves, tailor their broader impact statements to their own research topic, and explain why they are in the unique position to make their research topic happen.”

not the project. While in other predoctoral fellowships, including NRSAs, the focus tends to be on the project, a successful GRF proposal must reflect the voice of the applicant, highlighting innovation without resorting to hyperbole, and impressing without bragging. As a result, the personal statement can be a challenge for students who have learned to write in abstractions and to avoid putting themselves prominently in the picture.

I am pleased to say that at least 21 of the original participants, plus a handful of late-joining students submitted applications to the NSF. Now the waiting begins! We'll know the results of this pilot project on or around April 1st.

Here are just a few of the key observations and takeaways from this pilot program:

- Many undergraduate seniors are unaware of GRFs, so they miss this first bite at the apple.
- ~1/2 of our graduate programs don't assign content advisors to entering students. Without a strong focus, appropriate lab resources, and an enthusiastic supportive mentor, it's virtually impossible for a 1st or 2nd year student to come up with a great research statement.
- Another obstacle occurs when a student has had several successful or somewhat successful research experiences but no



publications to show. As faculty, we are all over-stretched, and it's all too easy to become the bottleneck in getting a paper through the pipeline. It can be interpersonally awkward for a junior collaborator to nag a senior collaborator. I worked with a number of the students to figure out how to proceed in these cases.

- Many faculty, especially those with NIH-funded labs, are unaware of the NSF's criteria; they occasionally, albeit unintentionally, give their students bad advice, such as advising them to frame the research statement as too health-focused, to use excessively technical language, or to present the project as an advanced dissertation project (or worse still, as something that reads as if it's plucked from the advisor's grant). While an NSF-GRFP project should be well-designed, it's far better to be bold, ambitious, and slightly naive than to be overly polished and too incremental. It's especially important for the student's motivation for the project and ideas for future directions to shine through in the research statement.

"I thoroughly enjoyed working with this diverse, intense, and talented group of young scientists, and I learned a great deal from them (enough to become excited about many topics that I previously knew nothing about--if they could make their research statement understandable to me, then it should be understandable to any likely reviewer)."

- August is already late, to begin preparing students to write GRFs. Ideally, recruitment and support of potential applicants should begin in late spring, which is difficult given the timeline of graduate admission, transition to Stony Brook and initiation of research activities.
- An advantage of doing this as a small, focused seminar

is the opportunity for tailoring feedback on students' writing. However, it would be great to be able to reach more students. NSF encourages faculty to establish seminars for writing GRF applications (after U. Minnesota began a for-credit program, their numbers of winners doubled).

- Access to previously successful proposals (kept confidential of course, as well as provided at the right time in the process to ensure that they don't stifle creativity), can help struggling applicants prepare stronger statements.

I will be meeting with Charles Taber and Ben Hsiao in the upcoming months to share in greater depth the findings of this pilot program and to discuss possible opportunities to implement support mechanisms at the institutional level to better assist graduate students in applying for NSF GRFs and other fellowships.

In addition to her implementation of the NSF-GRFP pilot program, Dr. Susan Brennan participated in this year's CIE "Writing to Win" Workshop held on Wednesday, September 11th in the Simons Center. "Writing to Win" is hosted by the Center for Inclusive Education each fall and is open to the entire Stony Brook student community. Previous NSF-GRF winner Abigail Cahill and Cindy Leiton, along with Ford Foundation Fellowship winner Lori Gallegos de Castillo presented information on the fellowship application processes, as well as advice and tips for preparing a strong fellowship application.

For more information on the NSF-GRFP please visit www.nsfgrfp.org. PowerPoint presentations on the NSF-GRFP and the Ford Foundation Fellowship from the Writing to Win workshop can be downloaded at <http://www.stonybrook.edu/commcms/cie/>

Investigating Racialized Gender Stereotyping in Latin American Countries— Lena Burgos-LaFuente, Assistant Professor, Hispanic Languages and Literatures

Racialized Representations of Gender in Spain and Latin America is a Hispanic Languages and Literatures Department collaborative project between Professor Lena Burgos-Lafuente and Ph.D. students Elizabeth Osborne and Ismael Souto Rumbo. In the fall of 2013, the project was awarded a Presidential Mini-Grant for Departmental Diversity Initiatives. The project involves a series of three lectures, as well as an ongoing film series wherein the organizers will be screening and then hosting conversations with the filmmakers about their work. Race and gender are current topics of academic research that have inspired a large amount of intellectual work and debate since the 1960s. "US academia has not paid adequate attention to Spain and Latin America as essential contributors to these debates. With this lecture series, we hope to raise awareness about the intersection of race and gender in Spanish and Latin American cultural representations," said Dr. Burgos-LaFuente. The planned speakers and films include: Eva Woods from Vassar College, Ben Sifuentes-Jáuregui of Rutgers University, Raphael Alvarez and Tatiana Issa screening the Film, *Dzi Croquettes*, and Silvia Bermúdez of University of California-Santa Barbara

For information about the scheduled events as part of *Racialized Representations of Gender in Spain and Latin America* please visit the department of Hispanic Languages and Literatures' events page at <http://www.stonybrook.edu/commcms/hispanic/events/events.html>



CSU Fullerton McNair Visits Stony Brook

On August 13th the CIE hosted a day long campus visit and information sessions for undergraduate students of the California State University Fullerton Campus McNair Scholars Program. The day's activities included a campus tour and two information sessions: A faculty panel hosted by Dean Charles Taber, and a CIE student panel hosted by CIE Postdoctoral Associate Dr. Angel I. Gonzalez. These sessions gave the visiting students insight into Stony Brook's doctoral degree programs and the experience of pursuing graduate study at Stony Brook.

"Thank you very much for providing us with such an informative presentation," said Abigail Segura, CSUF McNair Scholar. **"Out of the five universities we visited during our visit in New York, Stony Brook was the one where I felt the most welcomed.** Having the opportunity to talk to professors and students was a great learning experience...**not all universities offer such supportive programs as the CIE and this is a major factor that I am taking into consideration for when I apply to grad school."**

Campus visits like this one can be pivotal in influencing a student's decision to apply to graduate study. The CIE has a longstanding history of coordinating such efforts. If your program is interested in collaborating to host a similar event for an underrepresented student group in STEM contact the CIE at CIE_graduateschool@stonybrook.edu.



CIE Staff and Students with visiting undergraduate members of the California State University McNair Scholars program

"...our visit to SBU left a lasting impression on our McNair Scholars on the collective spirit of a graduate program and the desire for students to succeed at that level. The professionalism that was shown to us speaks volumes of the faculty and staff's willingness to host academic recruitment events for outstanding underrepresented students from across the country."- Gerald Bryant, Director, CSUF McNair Scholars Program

Armchair Recruitment in URM STEM: the GEM Fellowship Database

Did you know that in addition to the many national conferences and STEM specific recruitment events coordinated by the CIE that there is also an opportunity to access to hundreds of potential URM STEM candidates for graduate study at Stony Brook? The CIE coordinates Stony Brook's participation in the National GEM Consortium and GEM Fellowship program. This year, over 1300 underrepresented students across the United States began applications to the GEM Fellowship, and over 600 of these applicants have graduate school interests in areas available at Stony Brook. Their contact information including areas of interest in graduate study, undergraduate experience, research interests and academic history are available for you to consider in your department's recruitment and outreach. Please contact CIE_graduateschool@stonybrook.edu to request access to the GEM applicant information for use in your departmental recruitment efforts.



New for 2013: Recruit URM Students using the CIE Recruitment Workbook

The CIE is going full on wireless this year with its recruitment efforts. On December 10th the Center made available through Google Docs a shared workbook containing the contact information for all prospective applicants with whom CIE recruitment participants met this past fall. Titled, "Recruitment Intake Forms 2013," this spreadsheet contains in electronic format all information collected as part of the CIE's previously paper-formatted intake form. Previously, intake forms were forwarded to the academic departments which students had indicated interest in speaking about graduate school opportunities. Now, departments can access the workbook, download the information directly and determine, based on criteria (such as current research and graduate fields of interest), which prospects might be strong candidates for study at Stony Brook. The list was shared with Graduate Program Directors, Coordinators and Chairpersons. If you are involved in your graduate program's recruitment of prospective students and would like access, please contact the CIE at CIE_graduateschool@stonybrook.edu.



Photo Courtesy of American Promise, <http://www.americanpromise.org/#/about>

Coming this spring—American Promise

In February, as part of our Black History Month efforts the Center for Inclusive Education will host an educational screening of the documentary film **American Promise**. *American Promise* follows Idriss and Seun, two African American men from middle class Brooklyn

families over their 13 year education from kindergarten through high school at The Dalton school, a prestigious, competitive and predominantly Caucasian private school in Manhattan. *American Promise* explores within the intimate context of Idriss and Seun's families

questions of diversity, culture and the Academic Achievement gap. The screening will be followed by discussion. The date, time and location for *American Promise* screening will be finalized over the break and announced in January.

Coming this spring—NYC Independent Schools Visit

To date, two alumni of Stony Brook and the Center for Inclusive Education have accepted teaching placements through FDS

On January 29th the Center for Inclusive Education will once again welcome Pat Ranard and her team from the Interschool Faculty Diversity Search (FDS) program for an informational lunch about K-12 teaching opportunities within the New York City Independent Schools. FDS was founded in 1994 to increase the diversity of teachers and

administrators in the NYC independent school system. Since its inception, FDS has placed approximated 250 teachers through their recruitment program.

If you have interest in career opportunities in K-12 teaching and/or leadership and would like to participate in this exclusive recruitment opportunity please take a

moment to look at the program information at http://interschool.server282.com/faculty_diversity_search. You can email the center at CIE_graduateschool@stonybrook.edu for more info

Coming this spring—The ABD Proseminar Series Presents: Careers in Academic Diversity



One of the many wonderful things about the Center for Inclusive Education is our scholars' commitment to making change and supporting the mission of diversity in their future careers and positions of leadership. But how do you get there, and what sorts of opportunities exist in the academy for graduates to work in diversity? From opportunities as part of a faculty career, to senior positions of leadership in the administrative functions of the university, this panel discussion will bring to Stony Brook several leaders in diversity work at institutions of higher learning across the country to discuss the possibilities that exist for doctoral recipients in the world of University Diversity work.

The CIE's spring proseminar will take place sometime in March. Keep your eyes on the CIE's electronic calendar at <http://www.stonybrook.edu/commcms/cie/about/calendar.html> for a final date to be posted.

To learn more about the Center and its hosted programs please visit our Web site at: www.stonybrook.edu/CIE

For General Inquiries, Please Contact the CIE at:
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XX

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