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The Diversity & Inclusion in
Research & Teaching
Organization

A partnership between the Program for
Instructional Excellence and the Fellows Society

INAUGURAL SYMPOSIUM

October 5, 2018

Afternoon Breakout Sessions

SESSION 1: UNDERSTANDING IDENTITIES (2:00-2:45 PM)

“I Don’t See Color” and Other “Not So Woke” Insight on Diversity & Inclusion (HSF 2007)

Rod Kelley, Dr. Patricia Golay, Dr. Kimberly Burgess, Academic center for Excellence
Interactive Workshop

Description: The road to failure is paved with good intentions, and some approaches that are meant to treat all students the same often contribute toward additional dissonance within the classroom. Specifically, microaggressions in the classroom can contribute toward a negative learning experience for all involved. Participants in this session will learn how to identify the visible and hidden biases that contribute toward microaggressions, consider strategies to avoid perpetrating microaggressions, and learn the impact of unaddressed microaggressions on the classroom environment. This session will encourage instructors to “step up” and identify problematic experiences for students instead of placing responsibility on the student. Presenters will utilize research from Project Implicit (<https://implicit.harvard.edu>) & the National Coalition Building Institute (NCBI) to examine this topic and engage conference participants.

Discrimination: Evidence, Consequences, and Ways to Overcome It (HSF2009)

Hanna Hoover, Ellis Magee & Tobias Potter, Economics
Interactive Workshop

Description: The first portion of the break-out session will include a case-study of unintentional racism and implicit bias, where participants read portions of an essay about a professor and a struggling student. Throughout this exercise, participants are asked to reflect on their evaluations and attitudes about the student Tim. As new information is revealed, participants will be asked to write down and share their attitudes. At the end, participants will reflect on how their attitudes may have been influenced by Tim's race in light of new information. This first portion of the session will be based on "Exploring Unintentional Racism: The Case of Tim Hanks" by Robert W. Grossman and Thomas E. Ford. The second portion of the session will be an interactive PowerPoint presentation. We will demonstrate the current methods economists use to measure discrimination, report on the economic impacts of discrimination found using these methods, and highlight strategies that can be used to overcome unconscious biases. This second portion of the session will be based on "Field Experiments and Discrimination" by Marianne Bertrand and Esther Duflo.

Applying the Culturally Relevant Leadership Learning Model for Transformative Curriculum Design (HSF 3008)

Dr. Laura Osteen & Maritza Torres, Center for Leadership & Social Change; Leadership Learning Research Center
Interactive workshop

Description: This interactive session will focus on learning and applying the Culturally Relevant Leadership Learning Model (CRL) to the design and development of curriculum. The CRL model presents contextual, conceptual, and individual influences that shape and determine our entry into, our delivery of, and our success in developing effective content across cultural differences. Grounded in the belief that culturally relevant education in scholarship, teaching, and practice is critical in our turbulent times, this model is a framework for transforming curriculum to address the advantages and disadvantages difference creates.

International Students, Teachers, Researchers and Cultural Awareness (HSF3009)

Dr. Thayumanasamy Somasundaram, Institute of Molecular Biophysics
Round table discussion

Description: Issues related to internationals cannot easily be classified into simple categories as they straddle multiple areas such as language skills, method of communication, cultural differences, lack of peers with similar backgrounds, mode of learning, and research funding. A well-versed researcher may not be able to express herself due to limitations of her vocabulary in spoken English and subject-specific terms. This should not be interpreted as lack of knowledge. Cultural differences can hold back individuals from expressing differing opinions especially when the teacher holds a higher academic position. Lack of peers with similar cultural/educational background can prevent young professionals from seeking help in advancing their careers. Formation of various peer groups can be encouraged to relieve the problem. Some students learn visually better than written word and accommodations can be made by incorporating hands-on training, iconic representations, and by providing real-world examples. Vocally expressive students may sometime control the discussion preventing timid internationals not to take part in the collective learning. Moderator can specifically allocate time to hear everyone's view during discussions. Scientists who are used to moderate but stable funding may find it hard to adjust to the higher but fluctuating funding sources for research in the US.

We plan to tackle some of the issues during the roundtable discussion by posing open-ended questions listed below but not limited to these, and solicit responses. Everyone will be heard. Hopefully, we will find some solutions. The roundtable discussion will have one moderator.

- Do you feel your language skills inhibit you from actively participating at work?
- Do you have colleagues with educational and cultural background similar to your own?
- Does your cultural background affect you from expressing views that are different from that of your peers?
- Do talkative people prevent your points of view being heard?
- Do you feel the US funding mechanism is inclusive of international students and scholars?
- Does your cultural experience have impact on working closely with others?

SESSION 2: THEORIZING SOLUTIONS (2:55-3:40 PM)

Reimagining Subjectivities: Using Cultural Intuition as Qualitative Researchers (HSF2007)

Estee Hernandez & Sophia Rahming, Educational Leadership & Policy Studies; Higher Education Talking Circle

Description: A central tenet of qualitative research is “researcher as instrument.” Conventional qualitative research methodologies speak to “theoretical sensitivity,” which requires an understanding of the subtle meanings of data. Indeed, “one can come to the research situation with varying degrees of sensitivity depending on one’s previous reading and experience with or relevant to the data” (Strauss & Corbin, 1990, p. 41). Theoretical sensitivity comes from four sources: one’s personal experience, the existing literature, one’s professional experience, and the analytical research process itself. “Cultural intuition” reimagines “theoretical sensitivity,” validating the various forms of knowledge that women of color contribute to the research process (Calderón, Delgado Bernal, Pérez Huber, Malagón, & Vélez, 2012; Delgado Bernal, 1998). In particular, cultural intuition recognizes collective memory and community experience as marginalized peoples, accounting for histories of colonization, continuing persecution, and our conscious and subconscious responses to these experiences. In effect, our cultural intuition affords us additional assets as qualitative scholars, making for richer and more rigorous community-centered scholarship. This talking circle is an invitation to dialogue on the potentialities of cultural intuition as a social justice practice in qualitative research. Specifically, we will discuss the ways in which we have employed cultural intuition in our dissertation studies. As Black Caribbean and Chicana women, we have leaned on the knowledges afforded by our tangential membership in our participant communities--although we are members of these communities, we inevitably carry power as researchers. The intent of this conversation is to offer ourselves as works-in-progress, opening possibilities for more socially just scholarship. References: Calderón, D., Delgado Bernal, D., Pérez Huber, L., Malagón, M. C., & Vélez, V. N. (2012). A Chicana feminist epistemology revisited: Cultivating ideas a generation later. *Harvard Educational Review*, 82(4), 513-539. Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4), 555-579. Strauss, A., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Understanding the Challenges of Bilingual and Multilingual Writers (HSF 2009)

Dr. Maria Mendoza & Dr. Patrick Kennell, Center for Intensive English Studies
Interactive Workshop

Description: Writing skills seem to be an area of concern for both students and faculty. International students often struggle with English skills and expectations in academic writing. At the same time, their instructors may feel unprepared to provide the assistance international students need to improve their writing. The standards for “good writing” vary across cultures. Thus, it is important for faculty, TAs and international students to be aware of cultural differences in rhetorical conventions, communication style, research and citations as well as linguistic challenges multilingual writers often face. In this session, the presenters will start by addressing the cultural and linguistic aspects related of writing by sharing research as well as their experience working with international students at FSU. In the second part of the session, the group will be divided into students and instructors. Each group will be given time to discuss and identify the main challenges they face. As each group shares the challenges they identified, all audience members and presenters will be invited to propose ways to address those challenges. Finally, the presenters will share some resources and support available at FSU for bilingual and multilingual writers.

Women in the Evolving Patriarchy of Digital Texts and Creative Media (HSF 3008)

Caroline Krafcik, English

Roundtable

Description: The current literary canon has only a small fragment to represent the whole of womanhood, and this faction is composed almost entirely of white-straight women who wrote from over the last several centuries. If women are to be included in the canon in equal measure to men then they must be represented with women of color, queer women, and trans women. It has evolved past being a constant reactionary loop to something normalized and more content driven. The women who take the places in the English canon are representative of a patriarchy that has morphed, and describe issues that do not pose such an outward threat opposition to women in the academic world as they once did. In this discussion I hope to share and understand the insights of women who hope to see change in the current canon, especially as it has altered so drastically in the last century. The system is changing so quickly that any postulations about the role of new media become void within a few years of publication. In the discussion we will attempt to address this scholarly change as well as its partnership with the widespread commentary and development of the internet.

The STEM landscape for women (HSF 3009)

Dr. Roxanne Hughes & Dr. Amy McKenna, MagLab

Talking circle

Description: In the last four years, we have seen an increase in the discussion of sexual harassment and bullying in the science, technology, engineering, and mathematics fields, particularly in academia. The #MeToo movement has highlighted the issues that women face in all fields, especially those where women have been denied access historically. In this session, we would like to invite faculty, graduate students and postdocs in the STEM fields to come together to discuss issues facing our Florida State University population and then discuss ways to address these issues.

As a community we can learn from each other about how issues affecting women and STEM at FSU are impacting our research efforts and teaching. Our conversation has the potential to begin to make change across these departments and help FSU to reach its full potential as a top 25 university. The session will be facilitated by Dr. Roxanne Hughes and Dr. Amy McKenna.

SESSION 3: APPLICATIONS: CASE STUDIES AND EXAMPLES

(3:50-4:35 PM)

Socially Responsible Arts Administration: A Case Study in Teaching & Learning (HSF 2007)

Dr. Antonio C. Cuyler, Art Education

Innovative Case Study

Description: The Mission of the Arts Administration program in the Department of Art Education is "we educate aspiring cultural leaders about the practice and theory of socially responsible arts administration." This mission is unique among Arts Administration programs across the world especially given that a study revealed that only 86% of Arts Management faculty teach about diversity issues in their courses (Cuyler, 2017). Inspired by the symposium's foci of diversity & inclusion in research &/or teaching, the proposed case study will describe how I have sought to fulfill our program's mission in my teaching of the Arts in Community Engagement course. Service learning has played a critical role in my ability to innovate in this course because it has proved a reliable experiential learning modality. It has also engaged me in my teaching differently by inspiring me to grapple with specific issues of access, cultural equity, diversity, and inclusion as they relate to achieving creative justice in the cultural sector. This case study presentation will interrogate the efficacy of using service learning with cultural organizations who primarily serve the differently abled, people of color, and the LGBTQ+ community to enhance my students' acquisition of knowledge relative to socially responsible Arts Administration. Furthermore, the ultimate goal of the presentation is to initiate a dialogue across campus about the role of teaching and learning in helping FSU achieve goal # 3 of the strategic plan to "realize the full potential of diversity and inclusion."

Increasing Graduate Minority Participation in Physics Via a Bridge Program (HSF 2009)

Dr. Simon Capstick, Physics

Innovative case study followed by panel discussion

Description: We propose to introduce to the larger FSU community the Bridge Program in Physics, part of a larger national Bridge Program managed by the American Physical Society, which has as its goal an increase in the number of minority students in Physics PhD programs. Since 2014 we have enrolled in our Physics MS program 16 minority students who would otherwise not have enrolled in any physics graduate program. All but two of these students are still in our MS or PhD programs; one is in the Physics PhD program at Rutgers, and one graduated with an MS degree. A brief (5-10 minute) introduction will describe the problem we are trying to solve, the concept of an MS to PhD Bridge Program, and details of our implementation of it. This will be followed by a 5-minute description by one of our junior (2017 cohort) Bridge Fellows of the application and induction processes and the establishment of mentoring relationships, and a 5-minute presentation by one of our senior (2016 cohort) Bridge Fellows of a retrospective view of the program. We propose to then have a panel consisting of SC, the junior and senior Bridge Fellows, and a graduate student peer mentor who works with one of our current Bridge Fellows, who will answer questions from the audience about our Bridge Program and how all or parts of it could be implemented by other programs.

Best Practices in Proactively Designing Universally Accessible Course Materials (HSF 3008)

Dr. John Crow, Office of Distance Learning

Facilitated discussion

Description: For many faculty and GTAs, the thought of having to ensure all their course materials are accessible can be overwhelming. But the process does not have to be intimidating, especially if the instructor or GTA designs courses in proactive ways or develops a proactive plan to remediate course materials. This facilitated discussion will cover practical tips and considerations that will help faculty and GTAs make informed choices when selecting accessible course materials. The best ways to convert non-accessible course materials into accessible formats will also be addressed. The discussion will cover universal design for learning methods for presenting accessible course materials so all students benefit from accessible documents, regardless if they have any form of disability.

From “For” Students to “With” Students, From “Token” to “Tool”: Reimagining Diversity to Reignite Civil Discourse (HSF 3009)

Samantha Politano & Isa Colli, Power of WE

Presentation of Innovative Diversity Event Model

Description: As partisanship and polarization overwhelming the nation, universities continue to innovate ways to educate their students despite these threats. Administrators find themselves at a crossroads. Students are retreating into echo chambers that validate preconceptions, rather than challenge them. Some demand that we protect their campus from controversial ideas, while others demand that we protect the very right to assert them. Our presenters will share a model that may provide such a solution for many higher education institutions alike. Power of WE is an innovative model pioneered by students in concert with administrators to build student capacity to defy this dangerous paradigm and engage across civic divides. Participants will:

Appreciate the perspective and role of students in the creation, evolution, and impact of a unique model for facilitating engagement across campus and civic divides.

Understand their role as administrators in fostering a campus culture of collaboration and engagement across different perspectives, identities, and learning experiences.

Recognize best practices for creating university-wide initiatives and opportunities that enable students to grasp the importance of and practice the act of exchanging contrasting ideas and embracing shared experiences.

Contextualize emerging issues on college campuses with broader challenges facing civil society and embrace potential crises as an opportunity to rediscover the role of universities as a laboratory for democracy.