

## Broaden Your Scope, Expand your Opportunities

Every day we make choices about how we will use our time and energy. When faced with overwhelming strains on our time, we may fail to see how broadening our experiences can present opportunities that will bring synergy to our efforts. So while it is always important to remain focused on our goals, we must do so while remaining open to new possibilities and helping others along the way. Finding balance between these is different for each individual.

I find opportunities to take on new initiatives for the CIE to be a thrilling experience. I believe that in order for an organization or an individual to grow and utilize their full potential, we must always be open to new challenges and operate in real time. What can we do to improve on our current scope? How can we better serve our scholars? In doing so, we face a big challenge: maintaining the delicate balance of taking on more without compromising our progress or momentum.

If you are part of a great team like the CIE, those decisions are made through lots of open dialogue. Each newsletter that we have released illustrates the evolution of that dialogue and what has transpired as a result of the incredible efforts of our team. In this edition of our semesterly newsletter, you will read about a [new NIH grant](#) that we won, which will give us the opportunity to have sustained and meaningful engagements with undergraduate students. While we have previously worked with undergraduates through our summer programs, it will be exciting to now work with them year round and learn more about their educational experiences. It will be nice to see them at our weekly events in the CIE. By expanding our community, we are broadening the engagement of our CIE scholars, staff and faculty, as well as developing new opportunities for collaborations and growth.

So this summer, I hope all of the CIE students and postdocs will broaden your scope. Connect with a new network (and if one doesn't exist, take a role in building one ([like Chris Martinez did in establishing the Stony Brook SACNAS Chapter](#))). Explore opportunities outside of your normal routine and networks. You may be surprised with the results of doing so, and return to campus this fall with a more connected view of the many facets of your life and talents.

Wishing you all a wonderful and fruitful summer of welcome adventures! Best wishes,



**"If you always do what you always did, you will always get what you always got."- Albert Einstein**



With Dr. Cindy V. Leiton at the December End of Year Celebration.

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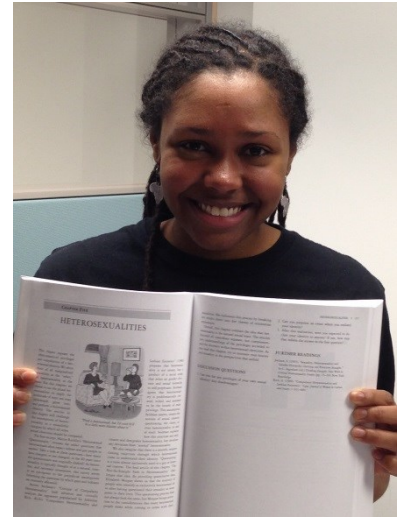
## Is there a Doctor in the House?!

Congratulations to our Center for Inclusive Education Students who successfully defended their dissertations and Master's theses this Spring!

- Lawrence Buckley**, M.S. in Applied Mathematics and Statistics
- Patrick David Bynum**, M.S. In Technological Systems Management
- Patricio Ivan Gallardo**, Ph.D. in Mathematics
- Erica Charlene Graham**, M.S. in Mechanical Engineering
- Moises Guardado**, M.S. Biochemistry and Cell Biology
- Adaïre Heady**, M.S. in Geosciences
- Ursula Maria Izquierdo**, M.S.W. in Social Welfare
- Amir Jaima**, Ph.D. in Philosophy
- Cindy Viviana Leiton**, Ph.D. in Molecular and Cellular Pharmacology
- Carmenza Martinez**, PH.D. in Chemistry
- Vinal Dinesh Patel**, Ph.D. in Molecular and Cellular Pharmacology
- Inefta M. Reid-Martin**, Ph.D. in Physiology & Biophysics
- Melissa Sims**, M.S. in Geosciences
- AnnMarie Torres**, Ph.D. in Genetics
- Steve Tsotras**, M.S. in Biochemistry and Cell Biology
- Jinelle Wint**, M.S. in Biochemistry and Cell Biology

# Congratulations Corner

- **Sasha Rodriguez** (Sociology) was selected as the recipient of both the Stony Brook Graduate School's Faculty-Staff Dissertation Award, as well as the American Sociological Association Minority Fellowship. She was also a chapter contributor to the textbook released this spring called [Sexualities: Identities, Behaviors and Society](#).
- **Turner Fellows Lori Gallegos** (Philosophy) and **Alberto Herrera-Alcazar** (Philosophy) were both selected as recipients of The Stony Brook Graduate School's President's Award for Excellence in Teaching by a Graduate Student. They will receive their awards at the annual Graduate Awards Ceremony on Wednesday, May 21.



Turner Fellow Sasha Rodriguez stops by to show us her chapter contribution to *Sexualities*.

- IRACDA NY-CAPS Scholar **Dr. Javier Monzón**, is co-author on the recent paper, "Experimental analysis of predator and prey detection abilities in rainforest: who has the advantage?" with Charles H. Janson, and M. Celia Baldovino in *Behaviour*.
- IRACAD NY-CAPS Scholar **Dr. Taylor Schoberle**'s paper, "A Novel C2H2 Transcription Factor that Regulates gliA Expression Interdependently with GliZ in *Aspergillus fumigatus*" was published by PLOS Genetics on May 01, 2014. With C. Kim Nguyen-Coleman, Jennifer Herold, Ally Yang, Matt Weirauch, Timothy R. Hughes, John S. McMurray, and Gregory S. May.
- **Dr. Maria Rodolis**'s paper, titled, "Identification of a Novel Site for Antibacterial Action in Translocase MraY based upon the Site of Interaction with Lysis Protein E from Bacteriophage ΦX174" was accepted to the European Journal *ChemBioChem*. Additionally, Dr. Rodolis will be one of the Keynote speakers at the [SUNY New Paltz](#) Educational Opportunity Program (EOP) Bi-Annual Conference this month.
- Congratulations to Turner fellow and AGEP scholar **Lyl Tomlinson** who is on his way to the International FameLab Competition finals in the United Kingdom! ([More details here](#)).

- Congratulations to Turner Fellow **Micah Mumper** (Psychology) and former SRI participant **Dara Bobb-Semple** on their [selection as recipients of the NSF-GRFP Fellowship](#). Honorable mentions were also awarded to CIE scholars **Amber Bonds** (Pharmacology) **Santiago Cassalet** (Anthropology), and **Moises Guardado** (Genetics), all members of the AGEP and Turner programs.
- Congratulations to AGEP & Turner Fellow **Patricio Gallardo** (Mathematics) who recently received the Chair's Award for Outstanding Research by a graduate Student. Patricio will be defending his dissertation this summer, after which he will begin a postdoctoral appointment at the University of Georgia at Athens, in Algebraic geometry.



Congratulations to November Research Café presenter and Turner Fellow Amir Jaima (Philosophy) who defended his dissertation this March

## Welcome, Donna Scala, CIE Administrative Assistant

This spring the CIE welcomed Donna Scala to the team. Donna joined us in January as the Center's new Administrative Assistant. Prior to her position here in the Center, Donna had been serving in a temporary administrative assistant position with the Turkana Basin Institute. Donna brings over 25 years of professional experience to her new position with the CIE, including two decades of experience working on Wall Street. If you have not yet had the pleasure of meeting her please stop

by and say hello!



Donna Scala, CIE Administrative Assistant

**"I am so excited to be part of the CIE. I am totally blown away by the dedication of our staff and the amazing achievements of our students. I am truly inspired everyday!"**

## Recommended for Funding: NIH IMSD-MERGE at Stony Brook

Get ready friends, there's gonna be a new grant in town! The CIE was contacted in late February and was informed that our 2013 application to the National Institute of Health's Initiative for Maximizing Student Development (IMSD) project has been recommended for funding! The final notice of award is expected this month and we project's start date is scheduled for June 1, 2014.

IMSD-MERGE (Maximizing Engagement in Research for Graduate Education) builds on the longstanding history of success that the Center for Inclusive Education has had in supporting underrepresented graduate students in the biological and biomedical sciences, adding new programmatic activities to enhance doctoral student success in coursework and career trajectory with new efforts to support underrepresented students at the undergraduate level.

Dr. J. Peter Gergen, Director of Undergraduate Biology and Faculty in the department of Biochemistry and Cell Biology will serve as the project's Principal Investigator. Dr. David Ferguson, Associate Provost for Diversity and Inclusion and Chair of the Department of Technology & Society, and Nina Maung Gaona, Director of the Center for Inclusive Education will be Co-Principal Investigators.

***"Stony Brook's IMSD MERGE project will connect efforts supporting diverse graduate students in biomedical and biological science programs, to the underrepresented undergraduate student community, for a seamless network advancing success in doctoral degree pursuit"***

IMSD-MERGE will offer funding opportunities for both graduate and undergraduate students to engage in research within their degree programs, as well as a rich array of mentoring support, academic enrichment and professional development activities at both levels, focused on deepening student's understanding of their research and preparing them for careers in research and academia. IMSD-MERGE also contains a mentoring development component to better prepare faculty, postdoctoral scholars, graduate students and undergraduates for entering mentoring relationships.

IMSD-MERGE kicks off this summer with an undergraduate research program for identified scholars and a bootcamp for entering graduate fellows. Stay tuned to the [CIE homepage](#) for the official announcement of this exciting new project!

## REU Refunded for 2014-2017!

The National Science Foundation has renewed for 2014-2017 Stony Brook University's [Research Experience for Undergraduates: Nanotechnology for Health, Energy & the Environment](#). The project is coordinated by the Center for Inclusive Education, and Dr. Gary Halada from the department of Materials Science and Engineering serves as Principal Investigator.

The REU in nanotechnology will once again welcome 10 undergraduate students from across the country to spend this summer engaged in full time research with faculty across Stony Brook's Science, Technology, Engineering & Math programs in areas related to nanotechnology. The ten week summer research program will end with a summer symposium on Friday, August 1. Please mark you calendars and plan to join us that day in celebrating the accomplishments of our summer scholars!



## AGEP-T FRAME Welcomes Dr. Maria Rodolis, Postdoctoral Fellow



What's an AGEP-T FRAME? I'm an AGEP-T FRAME! Welcome Dr. Rodolis

Originally from a small rural town in the Dominican Republic, Maria Rodolis migrated to New York where she grew interest in the STEM fields. In 2006, Maria began her studies at SUNY New Paltz where she majored in Chemistry and minored in Biology. Throughout her undergraduate studies, she embarked on various research projects at SUNY New Paltz and abroad at La Selva Biological Station in Costa Rica and at the Center of Molecular Biology Severo Ochoa in Spain. In 2010, she was awarded the New York State Chancellor's award and obtained her B.S. in Chemistry. Soon after graduating, Maria Rodolis was awarded an NSF GRFP fellowship to conduct her PhD studies at the University of Warwick in the United Kingdoms. Her PhD research project focused on the Interaction of Translocase MraY with the Antibacterial E Protein from Bacteriophage ΦX174. The results of her research project has been submitted to a high-ranking journal for publishing. On January 13, 2013, Maria joined Stony Brook University as our first AGEP-T FRAME Postdoctoral Fellow under the leadership of Professor Nicole Sampson. She will be investigating various processes involved in mammalian fertilization.

## Our First Cohort of AGEP-T Frame Graduate Fellows

Name	Program	Advisor
Benedette Adewale	Chemistry	Dr. Bruce Brownawell
Celest Okoli	Material Science & Engineering	Dr. Devinder Mahajan
Cindy V Leiton	Molecular and Cellular Pharmacology	Dr. Holly Cognato
Crystal Lewis	Chemistry	Dr. Stanislaus Wong
Emmanuel Asare	Molecular Genetics & Microbiology	Dr. Eckard Wimmer
Jinelle Wint	Biochemistry	Dr. J. Peter Gergen
Kevin Hauser	Chemistry	Dr. Carlos Simmerling
Lyl Tomlinson	Neuroscience	Dr. Holly Cognato
Santiago Cassalett	Ecology and Evolution	Dr. Patricia Wright

## Congratulations to AGEPT-T FRAME & Turner Fellow Lyl Tomlinson

Lyl Tomlinson, AGEP-T FRAME and Turner Fellow in Neuroscience, on winning the FameLab USA National Competition! Lyl joins the winners of FameLab competitions from 23 other countries all over the world. He will represent the United States in the FameLab International Final on June 5th at the Cheltenham Science Festival in the UK! You can see Lyl's presentation from the Washington DC Fame Lab competition at <http://famelab-eeb.arc.nasa.gov/competitions/eeb-finals/#lyltomlinson>



## NIH IRACDA NY-CAPS News

It has been a busy and productive winter and spring for the NY-CAPS Team. In December we convened our annual meeting, in-person and via Skype, with lively participation by our Executive Committee, partner campus Coordinators, research and teaching Mentors and the External Advisory Board. The Postdoctoral Scholars' presentations spotlighted their research progress, professional development and career aspirations. The CIE Faculty Career Weeks in April (Current Faculty Share their Tips) and in May (Essential Elements of the Faculty Application) emerged from professional development sessions designed for IRACDA scholars.

This spring, three Scholars are putting the NY-CAPS Pedagogy Course into action at the partner campuses. Dr. Tracy Callender (Biochemistry and Cell Biology) is working with a team of faculty (including Teaching Mentor Vlad Jurukowski and Campus Coordinator Candice Foley) at Suffolk County Community College on two projects. The first is to implement curricular redesigns that the SCCC team devised when they attended the Northeast Summer Institute at SBU in August. She is also helping to

design and implement an on-line research methods course, which is scheduled to launch this summer.

Dr. Gretchen López-Hernández

(Neurobiology and

Behavior) is updating lectures with Teaching Mentor Dr. Paul Forlano at CUNY Brooklyn College, in his upper-level Bio/Psych course, "Introduction to Neurobiology." Dr. Javier Monzón (Molecular Genetics and Microbiology) has been preparing new lectures in ecology in SUNY College at Old Westbury's Biological Sciences Department under Dr. Fernando Nieto and Dr. Michael Yoder.

Scholars are also preparing posters for the national IRACDA meeting in New Mexico in June, which features professional development workshops and networking in addition to programmatic updates. When we return we will begin orientation for new, Cohort 3 Scholars. After settling into their labs, they will attend the fall Pedagogy Course ... and the cycle begins anew.



## NSF LSAMP Bridge to the Doctorate News

The fourth Louis Stokes Alliance for Minority Participation (LSAMP) Bridge to the Doctorate (BD) program at SBU, funded by the National Science Foundation, is coming to the end of its second year. The goal of the BD program is to increase the number of underrepresented minority students admitted into science, technology, engineering, and mathematics (STEM) doctoral graduate programs by providing students resources and support as they complete their master's degree coursework. This current iteration of the BD program is the first one managed by the CIE and we are happy to report that four of our Masters student BD Fellows will be entering doctoral programs at Stony Brook this fall. We will be entering the final year of the current LSAMP BD program at SBU, but we have plans to apply for funding for a fifth program.

### Congratulations, 2014 LSAMP Bridge to the Doctorate Graduates!

**Moises Guardado** (M.S. in Biochemistry and Cell Biology) will be entering the Genetics Ph.D. program this fall and was awarded a Turner Fellowship. **Adairé Heady** (M.S. in Geosciences) will be continuing her research during the summer.

**Isaac Nii Mensah** (Ph.D. in Molecular and Cellular Pharmacology) will be entering the third year of his Ph.D. program this fall and was awarded a BD Recruitment line from The Graduate School.

**Daphne Meza** (Ph.D. in Biomedical Engineering) will be entering the third year of her Ph.D. program this fall and will begin her tenure as a GEM Fellow.

**Melissa Sims** (M.S. in Geosciences) will continue onto the Geosciences Ph.D. program this fall and was awarded a Turner Fellowship.

**Steve Tsotras** (M.S. in Biochemistry and Cell Biology) will be entering the Genetics Ph.D. program this fall and was awarded a Turner Fellowship.

**Jinelle Wint** (M.S. in Biochemistry and Cell Biology) will be entering the Ph.D. program in Molecular and Cell Biology this fall.

## 2014: A Record-Breaking Year for Turner Nominations

With the generous support announced by President Samuel L. Stanley at [September's University Convocation](#) in combination with new incentives for diversity recruitment introduced by Dean of the Graduate School Charles Taber, the Turner program experienced an unprecedented number of nominations for the fellowship this semester, with **80 nominations** having been received. We are pleased to say that we were able to extend fellowship offers to 45 potential scholars, and that this fall the fellowship will welcome **25 new students** to the Dr. W. Burghardt Turner Fellowship family!

## Thank you to our Turner Advisory Committee!

Reviewing eighty fellowship nomination packets is not easy work, and it took a team of nine Turner advisory committee members to thoroughly evaluate this year's nominees. This year's committee consisted of several new faculty, and we would like to extend our sincerest gratitude to them for their hard work, careful consideration of the nominations, and dedication to the Turner Fellowship program.

**\*Dr. Maricedes Acosta-Martinez**, Physiology & Biophysics

**Dr. Lena Burgos-La Fuente**, Hispanic Languages & Literature

**\*Dr. Lars Ehm**, Mineral Physics Institute/Geosciences

**Dr. David Ferguson**, Technology & Society

**\*Dr. Victoria Hesford**, Cultural Analysis & Theory

**\*Dr. Justin Johnston**, English

**\*Dr. Sheri Levy**, Psychology

**\*Dr. Carrie Shandra**, Sociology/Core program in Public Health

**\*Dr. Jason Trelewicz**, Materials Science & Engineering

*\*Indicates new committee member for 2013-2014*

## Congratulations Summer Research Grant Recipients!

The Turner Fellowship program is breaking records left and right in 2014! This year we received the largest number of applications for summer research support in the history of the program, with 25 submissions received. With the support and backing of the Graduate School we are delighted to say that we were able to fund a significant number of recipients. Please join me in congratulating this year's selectees.

**Marcus Brock**, Cultural Analysis and Theory

**Alexander Davis**, Music

**Emilio Fernandez**, Technology and Society

**Laviel Fernandez**, Medicine

**Peter Fernandez**, Interdepartmental Program in Anthropological Sciences

**Sharonah Fredrick**, Hispanic Languages and Literature

**Lori Gallegos**, Philosophy

**Ruben Gonzalez-Jimenez**, Hispanic Languages and Literature

**James Herrera**, Interdepartmental Program in Anthropological Sciences

**Kirolos Ibrahim**, Medicine

**Danielle Jenkins**,

Psychology

**Jesse John**, Geosciences

**Brianna Locicero**, Medicine

**Vanessa Lynn**, Sociology

**Carla Neckles**, Chemistry

**Allison Nesbitt**,

Anthropology

**Celest Okoli**, Materials Science

**Kenneth Pierce**, Sociology

**Alvaro Segovia-Heredia**,

History

**Oli Stephano**, Philosophy

**Luisa Torres**, Pharmacology

**Jasmine Valentin**, School of Marine and Atmospheric Sciences

**Emma Velez**, Philosophy

**Yamil Velez**, Political Science

**Andrew Zamora**, Anthropology



Turner Fellows Vanessa Lynn (Sociology) and Marcus Brock (Cultural Analysis and Theory) bumped into one another this winter near a café in Paris. Marcus was traveling as part of Turner conference travel. What are the chances?!



## CIE Celebrates Cultural Heritage Months!

The Center celebrated several cultural heritage events this spring, including our Black History Month screening of *American Promise* and our March social in recognition of Women’s History Month. Of particular note was our Alumni Journeys as part of Women’s History Month, “Character, Courage and Commitment.” CIE alumnae Dr. Teresa Shakespeare, Assistant Professor of Biology at Fort Valley

State University, and Dr. Glenda Trujillo, Assistant Professor in the Department of Pathology at Stony Brook University, participated in a lunchtime discussion with CIE scholars about the experiences that shaped their career paths, sharing stories, thoughts, and suggestions for finding the right career fit and striking a balance between work, life and family while on the tenure track.



## Topic Based Lunch with Lynn M. Johnson

On Tuesday, March 25th the CIE held our Spring Topic Based Lunch with Senior Leadership, welcoming Lynn M. Johnson, Vice President of Human Resources here at Stony Brook. In this role, Lynn serves as Chief Human Resource Officer for State and Research Foundation employees working on the West Campus, in the Health Sciences Center, at Stony Brook Manhattan and Stony Brook Southampton and at the Research & Development Park. She also has oversight of the Labor Relations functions for Research Foundation and State employees in those same areas. Lynn spoke with our CIE students about her career path. Important to her trajectory, she said, were her willingness to “enter the trenches,” to directly experience the challenges faced by employees and to seek out the best solutions for staffing issues wherever she was working at the time.

Throughout her career Lynn was presented with several opportunities to take on additional, sometimes temporary roles at institutions that deviated from the ones she found herself in at that moment. Deciding which opportunities to accept, and which to pass over, she said, can be difficult. Her advice to our CIE scholars: If an opportunity is presented that lights your fire, take it! Chances are it will build on your strengths and expertise, and lead you in a new direction that will further your professional career. We would like to thank Lynn again for her participation in Topic Based Lunches.



CIE scholar, staff and students with Spring Topics Based Lunch speaker Lynn M. Johnson

## Faculty Career Week: Targeting your job Search



Social Science Faculty Career Week with Dr. Matt Lebo, Political Science

April saw our first-ever **CIE Faculty Career Week** entitled “Target Your Faculty Position Search: Current Faculty Share their Tips.” Instead of inviting everyone to a single mega-session, we split the program over three days to feature a different discipline each day. Presentations were made by Dr. Serene J. Khader (Humanities/ Department of Philosophy) Dr. Michelle Juarez from City College of New York and Dr. Laurie Krug (STEM/Department of Molecular Genetics and Microbiology) and Dr. Matt Lebo of (Social Sciences/Department of Political Science).

CIE Faculty Career Week continued in May with **additional events**: *Essential Elements of your Faculty Application*.

Again, 3 days of instruction, each focused on a specific disciplinary area (Humanities/Arts, Social Sciences, and STEM) in writing a Research Statement and a Teaching Statement were held. Speakers included Dr. Matthew Lerner from Psychology, Dr. Justin Johnston of English and the Drs. Gary Halada (Materials Science and Engineering) and Benjamin Martin (Biochemistry and Cell Biology). The final event in the faculty career week series was an open session led by Dr. Alfreda James of the Career Center on writing your faculty application’s cover letter and CV. Thank you to everyone who participated in the Faculty Career Week events.



STEM Faculty Career Week with Drs. Michele Juarez and Laurie Krug

## Advocates in the Academy, Dr. Bonita London, Associate Professor, Department of Psychology



The CIE collaborates with faculty across the academic departments here at Stony Brook on the projects we administer. These faculty are committed to the goals and ideals of broadening participation on underrepresented students in graduate education, and we are proud to call them CIE *Advocates in the Academy*.

Dr. Bonita London, Associate Professor in the department of Psychology, currently serves as Principal Investigator on the social science research project of AGEP-T frame. Dr. London's work examines how individuals perceive, experience, and negotiate their social and academic worlds, both through the lens of their social identities (e.g., race and gender), and through their individual competence beliefs (e.g., do I have the skills and ability to succeed?).

Dr. London developed the social-cognitive Sensitivity to Gender-Based Rejection model for women (London, Downey, Romero-Canyas, Rattan, & Tyson, 2012) to explore the dynamic interaction among individual and situational/contextual factors that can both interfere with or facilitate the successful achievement and well-being outcomes of members of traditionally marginalized or stigmatized groups. Her research on Gender-based Rejection Sensitivity (Gender RS) explores individual differences in how women anticipate, perceive and cope with gender-based evaluative threats in select contexts. The model proposes that both personal and vicarious past experiences of gender-based marginalization may heighten women's vigilance for subsequent cues of gender-based threat, and once threat is perceived, lower academic/career self-confidence, diminish motivation to persist in threatening contexts, reinforce feelings of alienation, and promote self-silencing behaviors as a self-protective strategy against threat in stereotype relevant environments for women. The processes and consequences of Gender RS activation have been studied in college women, women pursuing non-traditional careers (e.g., Science, Technology, Engineering, and Mathematics: STEM), women in law, and women in business. Dr. London also studies how the compatibility (or incompatibility) between social identities (e.g., gender and science identity), can impact key mechanisms known to interfere with successful engagement in academic contexts, e.g., sense of belonging, motivation, and persistence in select domains. Her work takes a cross-disciplinary approach by combining social psychological and cognitive research to gain insight into the impact of social competence and evaluation threat on the cognitive components of learning and performance of both students in general and students from historically underrepresented minority groups.

After arriving at Stony Brook, Bonita continued to conduct research on women in law, but soon expanded her work to study women in STEM fields. In collaboration with two psychology faculty colleagues, Sheri Levy and Marci Lobel, they

were awarded an NSF grant to apply some of the social psychological models of identity, social support, and marginalization to understand the experiences of women in STEM disciplines. They conducted a 3 year longitudinal study of undergraduate students in STEM collecting multiple time points of data from several cohorts of students. They then received a second, 3-year NSF grant to continue to follow their undergraduate STEM students as they completed their degrees and transitioned to the workforce. Dr. London and her colleagues also received funding to expand their work to graduate students in STEM. As they branched into studying graduate students, they sought the insight and advice of CIE Director Nina Maung-Gaona, inviting her to serve as a member of the Advisory Board for their graduate student work. This research will allow programs to assess both the challenges faced by STEM students as they pursue their graduate training, as well as the factors that promote success and engagement of students in STEM fields. The longitudinal design of the study will provide insight into how students progress through their educational and career training; what some of the roadblocks may be as well as the bridges to success. Few studies have focused on graduate student progress and outcomes – this comprehensive study will not only expand the social science literature on graduate education in STEM, but also contribute to our knowledge of the issues relevant to our SBU Community of scholars.



Dr. London serves as PI on the Social Science Research Project of AGEP-T FRAME, in collaboration with CIE Postdoctoral Associate Dr. Sheri Clark

***“The programs and opportunities offered through the CIE highlight many of the best practices out there. I hope to continue collaborating with CIE to explore the impact of the programmatic opportunities on student outcomes. “***

My family migrated from Guyana, South American when I was 4 years old. Both of my parents were teachers in Guyana. However, when we immigrated to the US, they both took jobs in the financial industry, which were more attainable and financially secure for them at the time. Despite the shift from teaching they both helped to maintain a home environment that centered on their teaching values. They took incredible interest in our academics, but allowed my brother and me the freedom to pursue our own interests without pressure to conform to a particular goal. No matter what path I took, especially when they wondered whether a career in Psychology would lead to any success for a person of color, my parents supported every academic decision I made. I had an incredible support system around me. My extended family was ever present: My grandmother lived with us throughout my elementary school days and beyond; in High School, my AP Psychology teacher Ms. Chance, an African-American woman, was the first 'psychology' teacher I had. In college, my faculty mentor and advisor, Dr. Daniel Hart, was an

*(Continued on page 9)*



incredible support, guiding me through my first real research studies, professional presentations, my honors thesis, starting up the undergraduate psychology student club, and much more.

My interest in Psychology grew spontaneously during high school. I attended Midwood High School at Brooklyn College, where I was enrolled in a specialized Science program. As one of my extra-curricular activities, I joined a new group called the Peer Mediators. We went through some basic counseling training and ran counseling and mediation sessions with peers who had conflicts or disciplinary problems with another peer. The Advisor for the peer mediators group was Ms. Chance - an African American woman with a degree in Psychology from Barnard College (Columbia University). Building on her work with the peer mediators, Ms. Chance began teaching Advanced Placement (AP) Psychology - a year-long Introduction to Psychology course. I enthusiastically signed up. Around the same, I remember going to a bookstore with my parents and finding a few old/used copies of psychology textbooks, flipping through them and thinking it seemed interesting. From then on, I was pretty set that I would pursue a degree in Psychology, but I didn't know what field or degree level. I remember coming across a magazine article one day about a Psychology professor. On the front cover was an article about a Stanford University Social Psychologist, Claude Steele, who was doing some groundbreaking research on a phenomenon called "Stereotype Threat" The magazine article

described experimental research showing that when African Americans and women were reminded in very simple ways (e.g., by having to write their race or gender on a test booklet before taking a test) of the negative stereotypes and expectations of their racial or gender group, they underperformed on academic tasks relative of their non-minority peers and relative to the performance of other African-Americans and women who were not reminded of the negative stereotypes about their group. The simple, but amazingly powerful experiment helped to explain why we may see academic performance differences between majority and minority group students. Although the research was amazing to me, I was probably more amazed at the profile of an African American professor doing research on social identity! That became an exemplar of what I might be able to accomplish.

Initially I wanted to attend a small, residential college, and enrolled in a women's college, already quite focused on pursuing graduate education in psychology. I realized that I needed to get some research experience as an undergraduate in order to be competitive for graduate school. After talking to some of the faculty at my institution, I realized that I couldn't get the depth of research training and experiences I needed - so I transferred to Rutgers University starting in the fall of my sophomore year. I was a James Dickson Carr Scholar, named after one of the first Black graduates of Rutgers. I participated in lots of research activities at Rutgers, including being one of about 30 students nationally in the American Psychological Association's Summer Science Institute held at Johns Hopkins and a summer doing research in a cognitive and language lab. One of the most critical activities was completing my Honors Thesis in Psychology. My thesis explored the relationship of ego-resiliency and stress reactivity, assessed through salivary cortisol samples, among urban, young adolescent students in response to academic stressors. I did coding of natural behaviors of kids in a school setting, collected their saliva samples at multiple time-points and analyzed the results of the personality assessments and physiological reactivity before and after standardized tests.

After completing my B.A. I went straight to graduate school for my PH.D. I Attended Columbia University's program in Social/Personality Psychology. My academic advisors were Carol S. Dweck and Geraldine Downey. As a graduate student at Columbia, I was awarded the National Science Foundation's

Graduate Research Fellowship Award and a National Institute of Health, NRSA Pre-Doctoral Fellowship. At Columbia, I became interested in studying gender issues as I sought to expand my initial research on race/ethnicity to other stigmatized groups. I began exploring the experiences of women pursuing law degrees

because the stereotypes of women in law were a bit more subtle than the ones about women in STEM fields. The Socratic Method used in classroom settings seemed to activate concerns of evaluation and anxiety among women, but the threat that women experienced seemed subtle enough that some women might not even notice the threat while others would. My work on gender rejection sensitivity explored how women differ in their perceptions of threat in ambiguous or subtle situations of threat, so women in law school seemed like a good group to test the gender rejection sensitivity model in. I conducted an intensive, longitudinal study of women in law, exploring how their experiences and perceptions of threat impacted their sense of belonging, confidence, and success in law school. This was one of my dissertation studies.

As I was approaching the end of my doctoral program, I went

***"The academic-social network I was fortunate to develop as a graduate student through the connections of my faculty mentors, conference presentations, etc. made all the difference in my job opportunities. "***

on the job market but aimed to stay in the northeast, so my search was regionally limited. I was first invited to Stony Brook to present some of my research in the Social/Health Psychology Area Colloquium. After my presentation, I was invited back for a job talk and shortly thereafter was offered an assistant professor position. Stony Brook stood out above and beyond my other faculty career options for many reasons: 1) I had familiar colleagues from Columbia University here; 2) I found Stony Brook's focus on basic and applied research to be very appealing; and 3) Stony Brook has a diverse student population. I would be amiss not to include that the institution offered me a great startup package. Nancy Squires, who was chair of the Psychology department at the time, was incredibly supportive in helping me negotiate a strong package that provided me with the resources I needed to immediately begin a strong program of research. Over my first few years at Stony Brook, I've been fortunate enough to develop strong collaborations and friendships with many of my colleagues. Those connections have advanced my work immeasurably!

I believe that in the future my work will continue to use theoretically driven research to understand the challenges faced by students pursuing challenging academic and career paths - particularly students from historically underrepresented groups, identifying and systematically testing the factors that reduce or alleviate disparities in the success of students from historically underrepresented groups. Over the past years at Stony Brook, I've been fortunate enough to develop strong collaborations and friendships with many of my colleagues. My collaborative research with Dr. Marci Lobel, Dr. Sheri Levy and my former graduate students (Drs. Lisa Rosenthal and Sheana Ahlqvist) focuses on STEM Identity and support. My collaborative research with Dr. Suparna Rajaram focuses on integrating social theories of identity and engagement with cognitive models of learning and memory. My collaborative research with Dr. Gregory Thompson focuses on sense of belonging among underrepresented minority students. I continue to work closely with my graduate advisors, former and current graduate students and Postdoctoral Researchers (Dr. Angel Gonzalez, Dr. Sheri Clark, Christina Dyar, Jiyun Shin, Roxanne Moadel-Attie, and others) to advance research and theory on issues of identity and academic and social engagement. And I'm fortunate enough to have new collaborations with the Center for Inclusive Education and others in the University who are motivated to understand and engage issues of academic engagement among all students.



Fun Fact: Dr. Bonita London was our own Dr. Angel Gonzalez's Advisor here at Stony Brook

## Reach out for Resources– If a network doesn't exist, build it!

Leadership. Innovation. Diversity. These were the buzzwords humming in the air in April when the CIE staff attended the Northeastern Association of Graduate School's annual meeting in Toronto. In graduate education and postdoctoral training, leaders are eager to find ways in which we as an institutions can help our scholars develop their skills as leaders and innovators in our ever increasingly diverse, global society.

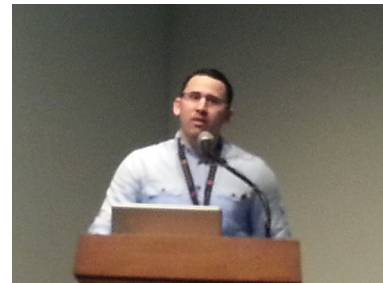
As graduate students and postdoctoral scholars, you are in a perfect position to simultaneously develop your research and technical skills while using your drive and

creativity to seek out chances to lead and develop new programs and opportunities. Case in point: When Chris Martinez, Ph.D. candidate in Marine and Atmospheric Sciences wanted access to a National network for diverse scholars in the sciences, he found SACNAS. Then, he brought that network to Stony Brook for the rest of the community. We spoke with Chris and asked him about his efforts to establish a SACNAS Chapter (one of the first SACNAS chapters in New York State) and share his thoughts on April 28th's "Creating Paths" SACNAS Networking event for graduate and undergraduate students.

The first time that I heard about SACNAS was about 3 years ago when Dr. Glenn Lopez told me about the organization and mentioned that it would be great if Stony Brook started a chapter. At this time, I was interested in participating but never thought that I would be the one to help establish the chapter. The biggest reason that I was interested in starting a SACNAS chapter on campus was because I wanted to offer other students the same support and sense of family that organizations like the CIE have given me. The final push came during the 2012 SACNAS national conference in Seattle, WA. I was sent by the CIE to help recruit students to Stony Brook with Angel Gonzalez, who I had just met. Angel and I were so impressed by the conference and organization as a whole, that we promised each other that we would start a chapter when we returned to Stony Brook. I had to apply through both SACNAS and Stony Brook in order to get the chapter recognized as an official campus organization. Both processes took several months to complete and each step had to be reviewed and approved before the next could be done. It was definitely frustrating at times, but in hindsight it was a small labor for the end result.

The idea for the "[Creating Paths](#)" event came about as an attempt to strengthen the relationship between STEM undergraduates and graduate students at Stony Brook. In starting the chapter, it became evident that many of the students at these different academic levels had very limited interactions. As a chapter, we decided early on that this would be one of our main areas of focus. I have received such an overwhelmingly positive response to the event. It seems as though participants at all levels (undergraduate, graduate student, faculty and staff) really enjoyed themselves. I have already begun to hear from students that are interested in joining the chapter.

I hope that the chapter will continue to stay active once I graduate and that it will keep developing and growing under the next group of chapter officers. Any student that is interested in joining the chapter can contact us at [sacnas.sbu@gmail.com](mailto:sacnas.sbu@gmail.com). We are open to all students who support our mission to foster academic success in Hispanics, Native Americans and other underrepresented students.—Chris Martinez, President, SACNAS SBU



Chris Martinez, President of the SACNAS chapter at Stony Brook



SBU SACNAS Chapter student leadership with undergraduate participants at the May Networking Event



## Student Profiles: Sasha Rodriguez, Ph.D. Candidate, Department of Sociology



My research has first and foremost been supported by the Dr. W. Burghardt Turner Fellowship, which supports underrepresented researchers throughout their graduate careers. The Turner Fellowship has funded my research and conference travel in two countries outside of and three states within the US. Without this fellowship, I certainly would not have had the time or funds to invest in my research or in the pursuit of additional fellowships. Therefore, it is with gratitude to the Turner Fellowship that I announce that I have also recently had the great fortune of joining the 41<sup>st</sup> cohort of the American Sociological Association Minority Fellowship Program (MFP).

The MFP is the only fellowship program of the largest national sociology organization in the country; therefore I have known about this fellowship since I joined my doctoral program. This fellowship supports 5 to 7 students each year, whose topics have societal implications and importance. It not only provides a year of funding, it also grants the opportunity to meet more established scholars of color. I applied for this fellowship in January 2014 and was fortunate enough to receive a positive response in March 2014.

To add to this wonderful honor, the Graduate School of Stony Brook U. has also granted my project the Faculty-Staff Dissertation Award, which will allow me to return to Uganda this year to complete my data collection. My department chose to nominate me for this award, which supports one graduate student each year whose research necessitates fieldwork, archival work, or other activities that require lengthy travel. With the generosity of the faculty and staff who contribute to this award, and the committee who selected my dissertation, I will be able to finish my data collection, analysis, and write up without being overburdened by teaching and outside work during the 2014-2015 academic year.

The single most influential aspect of my undergraduate experience at the University of Florida was the climate of political knowledge and student activism. In Gainesville, FL I found my political sense of self and began my involvement in protest, rallies, and mobilization for social change. I also invested in and shared an education of issues affecting other LGBTI identified people, Latin@ and Caribbean immigrants and their children, and Americans of color. This nascent political development transitioned into a deep-rooted interest in political sociology and, more specifically, the mutually constitutive trajectories of anti-homosexual, anti-immigrant, and white supremacist legislation. With a brilliant advisor, Stony Brook Sociology alumna Dr. Milagros Peña, I received my B.A. from the University of Florida in 2010 with a major in Sociology and minors in Spanish and Women's Studies. My concentrations converged for a thesis on university policies that affect LGBTI-identified students and an overall academic interest in the marginalization of sexual and ethno-racial minorities.

I am now fortunate enough to work with the former advisor of my former advisor, Dr. Michael Schwartz (who worked with Dr. Peña during her Ph.D. study). I research the transnational advocacy for Ugandan sexuo-social justice and how this cooperation influences organizers who work in the midst of a national project of sexual repression. Specifically, I ask how Ugandan LGBTI (preferably, for this context, kuchu) organizing functions from a position marginalized by anti-homosexual laws and ideologies, as well as (and perhaps more importantly) how it is dually repressed by global processes of economic deprivation and European-American cultural imperialism. Through ethnographic interviews of LGBTI organizations in both Uganda and the United States, combined with a discourse analysis of legal texts and popular media, I investigate the ways in which the global economy influences the decision making processes of Ugandan parliamentarians, kuchu organizers, and US LGBTI activists.

In the immediate future, with the support of these awards and fellowships, I will focus on finishing my dissertation and completing a book project that I am working on with Dr. Darwin Fishman, on the political socialization of youth of color in New York City. These two projects provide the foundation for my future research on politics, marginalization, and the intersections of race, sexuality and citizenship in the US and abroad.

Please feel free to contact me at [sasha.rodriguez@stonybrook.edu](mailto:sasha.rodriguez@stonybrook.edu) if you would like any amount of detail about my experience with applying for graduate awards or fellowships.



## Recruiting for the NYC Independent Schools —Pat Ranard and Cathy Cramer from Faculty Diversity Search

Let's be real: Not everyone chooses to pursue a post graduate career at a research institution. For many scholars, their interests may take them in other, equally successful directions.

In 2012 the CIE was contacted by Pat Ranard and Cathy Cramer of the New York Interscholar Association's Faculty Diversity Search (FDS) about recruiting masters and doctoral graduates from

Stony Brook for opportunities as educators in the New York Independent Schools. Since that first recruitment session, FDS has worked in placing four of our CIE alumni in teaching positions with secondary schools in the independent school system of New York. We caught up with Pat and Cathy to discuss their work, and the opportunities that exist in K-12 education.

### What is Faculty Diversity Search (FDS) ?

New York Interscholar is a consortium of eight independent schools: Brearley, Browning, Chapin, Collegiate, Dalton, Nightingale-Bamford, Spence, and Trinity. Together, these schools offer some courses, student events and professional development opportunities. [FDS is a program of Interscholar](#). FDS was started in 1994 when schools decided to work together in an effort to recruit faculty of color. Since then, FDS has expanded. We now work with 25-30 schools.

### How did you get involved with FDS?

I worked at The Spence School, an independent girls' school for 37 years, first as Head of the English Department and then as Academic Dean. I supervised the hiring in Grades 6-12, and always cared deeply about diversifying the faculty. When I retired from that position a few years ago, an opportunity arose for me to work for FDS. Cathy Cramer, our Director, taught history at Nightingale-Bamford for a year before entering law school. She always had a deep interest in social justice issues, and eventually worked for several non-profits in support of those issues, as well as for the city government and the Board of Ed. She has four children who've gone to three independent schools, so she brings her knowledge of the schools from the parent perspective to our work.

### How did you hear about the Center for Inclusive Education?

I've always known of the fine reputation of Stony Brook's graduate schools. When we decided to initiate a project to recruit Ph.D.'s at some of the local grad schools, I remembered our 'alum' Betty Noel, who'd been our candidate several years before. Betty has a Ph.D., from Stony Brook in biology and we helped place her in an independent school. I knew Betty was a terrific teacher, so I contacted her to ask for her advice in approaching Stony Brook. Betty explained that Stony Brook was a site for AGEP, told me about the Turner program, and put me in touch with Nina and Toni in the CIE.

### Why would teaching positions with the New York Independent Schools be a career option of interest to our graduates?

Teaching in an independent school offers a lot of pluses. Students are bright and curious, classes are small, the faculties are interesting communities, and there are lots of opportunities for professional growth. Teachers love their subjects, so there's a lot of conversation about subject matter and best practice in teaching. The independent schools want to keep their programs current, so they commit resources to help faculty develop new curricula and pedagogical approaches. The schools are always developing new projects of many kinds, and therefore looking for teachers to lead those initiatives. So there are a lot of opportunities to grow within the schools.

### What traits do you look for when seeking out teachers for positions at the Independent Schools?

We look for candidates who know their subjects deeply and are passionate about them, and who can communicate that passion to students. The schools are interested in teachers who understand and genuinely like kids, and who can bring out the best in them. They also want teachers who understand the importance of school life outside the classroom— advising, clubs, other activities, attending events like concerts, plays and sports. The schools we work with vary in basic ways such as size and student demographics (some are co-ed, some single sex); some K-12, others K-8 or 9. A few have religious affiliations. Some describe themselves as more 'traditional' and others as more 'progressive'. Each one has a slightly different school culture, so it's important for candidates to find a school they can imagine themselves working in. We know our member schools pretty well, and one of our responsibilities is to help with that match.

### What have you found to be the challenges underrepresented scholars face when beginning to work in these schools?

The Schools are committed to diversity and know that diversity work is never 'done.' At the same time, they are all at different places in their diversity work. On the whole, the schools have been able to do a better job diversifying their student populations than their faculties. This is, of course, our mission and the reason FDS exists. The reality is that teachers of color are a minority in these schools, and the schools themselves represent elements of white privilege. So any teacher of color going into independent schools has to get as clear a picture as possible of where the school stands in its diversity work, where it's going, and how issues around diversity will manifest themselves in the classroom and school life.

### What would you say is the most rewarding thing about teaching in the Independent Schools?

First and foremost, working with the students. Most really want to learn, and they're so curious that they push you to become a better teacher. And just as important, working with dedicated colleagues. No school is perfect, of course, but on the whole teachers want to collaborate with their colleagues in an atmosphere of respect and mutual benefit.

### How do you work with diverse candidates in the search process?

We are a mission-based non-profit. We operate like a placement agency with one significant difference: we work very closely with our candidates, coaching them throughout the job search process. We advise our candidates about writing resumes, interviews, teaching demonstration classes—all the elements that go into a job search. We are a small group and we're

(Continued from page 12)

selective in choosing candidates. Of course, we can't guarantee that all our candidates will get jobs, but we work hard and we only take on candidates whom we think we may be able to place. We believe in our candidates and we want them to end up with good positions in schools they like.

**What is the hiring timeline for this field? What is the search and application process like?**

The hiring season for most schools begins in January. The schools hope to be fully staffed by the end of April, but there are usually some late openings in May and even June. The way our process works is that candidates apply to us; we interview them, and accept them if we think we can help them get a job. Once we accept a candidate, we advise them about their documents—sometimes the CV and cover letters need revisions in order to attract the schools' attention -- and then send out their files to the schools that have openings. The schools choose candidates they want to interview on the basis of the

*I have been enormously impressed by the CIE scholars—by their depth and expertise, by their love of teaching, and by their mature professionalism. They love their subjects and care about their students. I think they have a tremendous amount to offer independent schools as scholars, teachers, and people with interesting life experiences.*

resume, the cover letter, and our profile. The process usually involves meeting a lot of people—Department Head, other department members, Division Heads—so it is intense and demanding. However, its value for the candidate is that it gives them a good sense of what it's like to teach in that particular school. We communicate with our candidates throughout the process so we can continue to offer advice and support.

## Access to Success— Alex Reich, Ph.D., 2013

I am currently a Middle School and High School Science teacher at The Spence School – an all girls, K-12 private school in Manhattan. I teach 8th grade Earth Science and 10th grade Chemistry. I am also the science department's lab technician and an advisor to 9th graders.

In December of 2012 I received an email from the CIE office about Faculty diversity search and their visit to the CIE. The email described schools that were looking for people who had completed a Masters and/or PhD in certain subjects. I have always loved teaching and working with kids. I have taught dance to kids and adults for the past 10 years. The opportunity to teach in an independent school interested me because of the high standards these schools hold their students to. It is also an added bonus that you do not need certification or a Masters in Education to teach in independent schools.

I graduated from Stony Brook with my Ph.D. in chemistry in of August 2013. My thesis, "The Synthesis of Polycyclic Fused-Ring Systems via Rh(I)-Catalyzed Higher Order Cycloaddition Reactions with Carbon Monoxide" was within the laboratory of Dr. Iwao Ojima, my advisor. In my research, I worked on accessing these cores by a Rhodium-catalyzed reaction. Complex molecule were obtained from simple starting materials in one step. Polycyclic rings are common in pharmaceuticals and natural products. Thus, it is crucial to develop simple and direct ways to access polycyclic ring systems.

Pat was absolutely amazing during my career search and working with me after the CIE event. She constantly had her eyes peeled to find teaching positions that fit my requirements. She gave me excellent suggestions and feedback on my cover letter and teaching statement. She also followed up with me after each interview. The interview process was intense. There was usually a phone interview for each school and then 1-2 visits to the schools in person. Pat gave me tips for my demo lesson (like to bring index

cards to have the students write their names so that I could call on them). She was so caring and helpful throughout the whole process. She also met with me after I had been hired by Spence to talk about the school and upcoming school year.

She was so amazing and involved and I cannot talk highly enough of her!

I interviewed at Spence as well as two other independent schools. I had initial phone interviews with each school. I then visited each school 1-2 times. At Spence, I had an initial visit and was then called back as a finalist. I was a finalist at the other 2 schools as well. During the visits, I met faculty, administrators, and students. I also taught a demo lesson during each final visit. The demo lessons were in Chemistry classes and the teachers gave me the topics that I should cover beforehand. The demo lesson was observed by 3-5 teachers and faculty. The kids at each school were very bright and cooperative. I started at Spence in August of 2013 – just a few weeks after I defended my dissertation!

My typical day consists of teaching classes, meetings, prepping for classes, and grading. We also have assemblies and advisory once per week. For my lab tech duties, I order and shop for supplies and set up and break down labs. I was honestly more excited than nervous when entering this position. When I initially met the FDS crew and Stony Brook alumna who accompanied them I felt that this career was truly meant for me. I was ready for a new challenge in my life and being a science teacher for young women has been the most rewarding opportunity I have ever had.



## Access to Success– Shayri Greenwood, Ph.D., 2012

I'm a double-seawolf: graduated from Stony Brook in 2006 with my BS in Neuroscience and again in 2011 with my PhD. in Biological Psychology. My dissertation, "Moderate seizures damage hippocampal neurons but do not affect function in an animal model of temporal lobe epilepsy" was under the advisement of Dr. Brenda Anderson. Using an animal model of temporal lobe epilepsy, we sought to validate a model of partial and generalized seizures by distinguishing moderate seizures from continuous chronic seizures defined as *status epilepticus*. Our data suggested that moderate seizures can produce cell with no functional deficits, which may lend hope to clinical populations in the discovery of intervention strategies for cell death processes after seizures in patients with temporal lobe epilepsy.

I'm currently a postdoctoral researcher at Rutgers University. During my post doc, I realized that I have great passion for teaching and wanted to explore teaching at the middle and high school education level. I like to consider myself a lifelong learner and decided that I want to focus my career in teaching bright, enthusiastic scholars of a younger age. I believe that giving these students the right tools of encouragement and teaching the science in a way that is accessible will increase the amount of science scholars in the future. In a middle and high school setting, I could convey my love of science to the next generation of scholars.

I learned about FDS from the CIE. Toni sent an email to current and previous students inviting us to Stony Brook for an opportunity to learn about teaching in the independent school system. Following the initial meeting at Stony Brook, I quickly sent an email to Pat (Ranard) and we began discussing the materials I would need to start the search and match process. Pat was gracious enough to read and give points on my resume and cover letter. I was always in contact with her, which made the process seamless! She was great at answering my questions and always encouraged me. I had a wonderful experience learning from and being advised by Pat and Cathy; they are truly invested in increasing faculty diversity.

Pat told me about an upcoming job fair for independent schools for which I quickly registered. At the fair I was able to interact with key personnel, staff and teachers of various independent schools. During the fair, Pat and Cathy introduced me to several of the representatives from the Independent Schools and I was able to set up initial interviews. I was able to obtain a pre interview from LREI, and full interviews from the IDEAL school, the Marymount School, the Staten Island Academy and Spence School. I actually met my soon to be employers at the fair!

The interview process was rigorous: many of my interviews were either 1 or 2 day events. I would meet chairs of the science department or the science teachers from various grade

levels, discussing my interest and overall experience in teaching. The main part of the interview process is the demonstration lesson to students: though I was very nervous in each demonstration I gave, I can honestly say that it was an exhilarating experience. I taught on topics ranging from the visual system to genetics. The students were engaged and just as excited as I was!

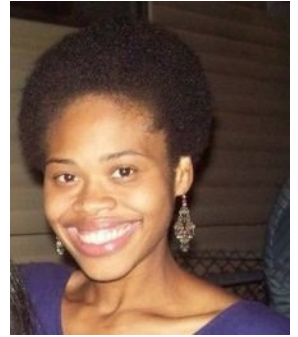
The interview process for independent schools and research/postsecondary academic have similarities: for each you are giving a presentation, whether it be a demonstration lesson (for independent schools) or a job talk (for research/postsecondary academic). I would say the main factor in interviewing with inde-

**“For me, this is about empowering the next set of scholars and ensuring they are comfortable with science so they can be confident in other subjects they will learn throughout life.”**

pendent schools is expressing your passion for teaching and honestly like for kids! One of the main questions I asked while interviewing, that I did not get a sense of from interviewing for research/postsecondary academic jobs was "What do you like most about your job and your work community?" The resounding answer was working with kids and their inquisitive nature keeps you young and excited to go to work. I'm not saying that research and the academic environment don't afford the same excitement; but I found that the educators in the independent schools were deeply passionate and excited about teaching and cultivating the minds of the future science scholars, which best matches my own career goals.

I have recently accepted an offer from an independent school, The IDEAL School of Manhattan, teaching science and math to 6-9 grade students. I will be teaching at the IDEAL and will be the Chair of the Math and Science department. I will start my appointment at the end of August. I will also be responsible for "affinity groups" where I will be an advisor. My job will include developing science curriculum for the schools' high school expansion project.

I am most excited about teaching my future students not only about biology but also how not to fear the subjects that students can find intimidating. I truly believe that all students, not just those interested in science careers, can benefit from learning the language of science. I am so fortunate to CIE and Pat for helping me discover where my passion lies and pursue the opportunity to teach in the independent school system.





## Access to Success: Christopher Martinez, Ph.D. 2014



I am a Ph.D. candidate in the School of Marine and Atmospheric Sciences and I will be graduating this summer. My dissertation title is,

"Diversity of Skates (Batoidea: Rajoidei) and the Spatial Structure of Northwest Atlantic Communities", which I have worked on under my advisor Dr. Michael Frisk. I have really enjoyed my time at Stony Brook. I entered graduate school as Turner Fellow and have had several opportunities to work with the CIE as a recruiter and a student mentor. It was through the CIE that I got involved with the Society for Advancement of Chicanos and Native Americans in Science, which led to [the establishment of a Stony Brook SAC-NAS chapter](#). Through these numerous interactions, I have developed greatly as a scientist and person.

My dissertation research is focused in two general areas. First, I am investigating the diversity of body form in a group of cartilaginous fishes called skates. Despite generally conserved morphology across the group, the variation that does exist (particularly in their large pectoral fins), carries with it consequences for functionality and lifestyle. My second area of research is spatial analysis of marine communities in the northwest Atlantic. This work uses various analytical and modeling techniques to identify temporal variations in habitat use over large geographic areas. While the two sections of my dissertation may seem fairly different (and indeed they are) the skills that I learned in each have shaped the research that I will be doing in the future.

After I graduate, I will be starting a postdoctoral

appointment at the American Museum of Natural History in New York City as a Gerstner Scholar and fellow of the Lerner-Gray Fund for Marine Research. I learned about this opportunity while I was using the museum's laboratory facilities for some of my graduate research. I was interested in the museum largely because of the research of my future postdoc advisor, Dr. John Sparks, who studies topics ranging from marine bioluminescence to phylogeography. During one of my trips, I took the opportunity to meet with Dr. Sparks and described by research interests. After our meeting, he encouraged me to apply for a postdoctoral fellowship.

I will begin working at the AMNH this fall in Dr. Sparks' lab. My main research project will be a comparison of the evolution of form and function in feeding mechanisms across three groups of fishes. I will develop a simulation model to estimate hypothetical paths in morphological and func-

**I am very excited about this new stage in my life. I am sure there will be an adjustment period academically and also to life in NYC, but I am always up for a challenge!**

tional space that characterize the transitions from ancestor to descendant.

Much of this

research will consist of long hours working with the museum's massive specimen collection and in my office coding with statistical software. However, there will also be several opportunities for collection trips to locations like Madagascar and the Solomon Islands.

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

**For General Inquiries, Please Contact the CIE at:**  
631-632-1386  
CIE\_GraduateSchool@stonybrook.edu  
Fax: 631-632-1837

XX

Center for Inclusive Education  
Computer Science Building Suite 2401  
The Graduate School  
Z=4422

The Center for Inclusive Education is a division of the Graduate School and affiliated with the Department of Technology and Society in the College of Engineering and Applied Sciences.

**Nina Maung-Gaona**  
Assistant Dean for Diversity and Inclusion  
Director, The Center for Inclusive Education  
[Nina.Maung@stonybrook.edu](mailto:Nina.Maung@stonybrook.edu)  
631-632-1384

**Sheri Clark**  
Postdoctoral Associate  
[Sheri.Clark@stonybrook.edu](mailto:Sheri.Clark@stonybrook.edu)  
631-632-1485

**Ann M. Gardner**  
Program Manager  
IRACDA NY CAPS  
[Ann.Gardner@stonybrook.edu](mailto:Ann.Gardner@stonybrook.edu)  
631-632-1385

**Angel Gonzalez**  
Postdoctoral Associate  
[Angel.i.Gonzalez@stonybrook.edu](mailto:Angel.i.Gonzalez@stonybrook.edu)  
631-632-7046

**Kathryne Piazzola**  
CIE Administrator  
[Kathryne.Piazzola@stonybrook.edu](mailto:Kathryne.Piazzola@stonybrook.edu)  
631-632-1387

**Toni Sperzel**  
Program Manager  
W. Burghardt Turner Fellowship & GEM  
[Toni.Sperzel@stonybrook.edu](mailto:Toni.Sperzel@stonybrook.edu)  
631-632-9560

**Donna Scala**  
Administrative Assistant  
[Donna.scala@stonybrook.edu](mailto:Donna.scala@stonybrook.edu)  
631-632-1386

**Karian Wright**  
Program Manager  
AGEP-T FRAME  
[Karian.Wright@stonybrook.edu](mailto:Karian.Wright@stonybrook.edu)  
631-632-1336