Introduction
The CUNY Faculty Diversity and Inclusion Committee (FDIC) is pleased to announce the forthcoming Graduate Student Poster Session at the second biennial CUNY Faculty Diversity and Inclusion Conference Promoting Diversity, Equity and Inclusion at CUNY on March 20, 2015. The purpose of the poster session is to provide an opportunity for doctoral students to share their work and receive feedback from both professionals and other doctoral students.

Doctoral students who wish to present a poster at this session are encouraged to submit a proposal to the FDIC. The committee is looking for proposals of completed research as well as work in progress. Work in progress does not necessarily have to be completed before the conference. Twelve students will be selected from the applicant pool given limited space. Successful applicants will receive notification by e-mail. Detailed instructions for the preparation of posters will be sent to successful applicants only. All accepted presenters will be invited to register for the conference.

The Proposal
Proposals should conform to a maximum of 250 words, including narrative text, section headers, and citations. (Tables, figures, and end-of-text references do not count against the word limit.) Each proposal should include the following about the research: objective(s), theoretical framework, methods, results (if available), and educational significance.

Proposals will be reviewed by a committee comprised of CUNY faculty, staff and administrators. The criteria that will be used to evaluate the research proposals are the following:

- You must be a current CUNY doctoral student at the time of submission.
• Clarity of poster presentation is understandable to an expert and non-expert; research questions, significance, methods and conclusions.

**Conference Themes**

We are seeking thought-provoking poster board submissions on, but not limited to, the following areas:

• Identities and/or their intersections (e.g., race/ethnicity, gender, sexual orientation, age, disability issues and ways to promote inclusion of persons with special needs, immigration, socioeconomic class, etc.)

• Evolving knowledge (e.g., microaggressions, unconscious/implicit biases, stereotypes, the role of intergroup dialogues, perceptions and language etc.)

• Supporting and engaging diverse faculty (cultivating and maintaining a mentor/mentee relationship; the impact of preconceptions, biases and prejudices)

• Fostering inclusiveness in the classroom (e.g., engaging a diverse student population in difficult dialogues, facilitating students’ cognitive development of new concepts)

• Enhancing cultural competencies in a global world of changing demographics.

**GRADUATE STUDENT POSTER ABSTRACT SUBMISSION FORM**

Email to: ORD@mail.cuny.edu

DUE February 28, 2015

Name

Phone

Address/College

Email Address
Title

Enter abstracts of 250 words or less below.