

D&I Diaries Episode 2: An Interview with Dr. Christina Roman Transcript

Speaker 1 [00:00:15] Hello and welcome to this episode of D&I Diaries, a podcast produced by the Office of Diversity and Inclusion in the Biological Sciences Division at the University of Chicago. My name is Camilla Frost Brewer, and I am one of the program managers for diversity and inclusion in the division, and I'll be one of your hosts for the show.

Speaker 2 [00:00:32] And my name is Tobias Spears, and I will be your other host. And I serve as assistant dean of diversity and inclusion in the division. Through this podcast, Camilla and I hope to highlight and showcase the diverse voices of everyday BSD-ers. We want to create a space to authentically and candidly share our DEI stories where we get to know one another outside of our professional roles. And finally, we hope to engage a coalition of listeners who value DEI and increase interest in DEI work and conversations across the BSD. So without further ado, let's begin the show.

Speaker 1 [00:01:13] Hello listeners, and welcome to this episode of D&I Diaries, the show that uncovers diverse stories in the BSD. We are your hosts, Camilla Frost Brewer.

Speaker 2 [00:01:21] And Tobias Spears.

Speaker 1 [00:01:23] And today we are joined by Dr. Tina Roman, who is the other program manager for diversity and inclusion in the BSD. Tina also works with the Office of Graduate and Postdoctoral Affairs in the BSD to recruit and retain underrepresented minority grad students and postdocs. So thank you so much for being here today, Tina.

Speaker 3 [00:01:41] Thank you for having me.

Speaker 2 [00:01:43] Yes. Cool. So I first want to say that when I got to the division in 2017, I learned about Tina because she was here as a student pursuing her Ph.D. and she was someone who folks told me I needed to reach out to to learn about what was going on with D&I, particularly in the basic sciences. So I'm happy that she's here because she has a long history of knowing about the division and also thinking about diversity and inclusion from the lens of someone who is a scientist. So Tina, can you tell us a little bit about yourself and maybe start with telling us about your work in its simplest way or form?

Speaker 3 [00:02:24] For sure. I do want to add an explanatory comma. When you Google my name, you will google Christina, but I go by Tina like face to face. So my work; I obviously work in the Office of Diversity Inclusion, and I work in the Office of Graduate Postdoctoral Affairs. Overall, my objective is to make the Biological Sciences Division a more inclusive and diverse space on every level of our operations. So I work with our graduate students, I work with our postdocs, and I work with our faculty, and I provide opportunities for education and community building and support and professional development for each of those groups in different aspects of this DEI Web.

Speaker 2 [00:03:05] Yes. And so tell us about your science work because you are a scientist, so I want to hear about crystallography is what I'm trying to say.

Speaker 3 [00:03:14] Yeah. So when I was doing my Ph.D. here, I was in the program for Biochemistry and Molecular Biophysics. That's the title of my Ph.D. and I was working in the lab of Dr. Joseph Piccirilli. In Joe's lab, we study RNA from both a chemical and biochemical perspective, and we use RNA crystallography to solve the three dimensional

atomic resolution structure of structured RNAs. So RNAs are a biomolecule kind of like how proteins or carbs are a biomolecule They're like the in-between step between like DNA and a protein. And people usually think about proteins as machines, but a lot of people don't know is RNA also works as a machine, so it can fold into a 3D shape that allows it to grab stuff or change stuff. And knowing what that 3D shape is tells us how that RNA works. And it's super useful because we have viruses like HIV and COVID that use these RNA machines to do their basic biological functions. And if we know what the shapes of those RNA is are, we can design drugs to mess up those functions and mess up those viruses. And that's basically what I did for my Ph.D..

Speaker 2 [00:04:23] Okay. So I feel like you need to be like on, you know, some sort of science program just to say that with like a cartoon in the background detailing what's happening.

Speaker 1 [00:04:31] Great. So this next question, I think, affects our other guests differently because they don't do DEI work in their job title. They do it through their job. So typically we would ask, how does D&I connect to your work? But I think something that might be interesting for our listeners is to hear how did you connect to diversity, equity and inclusion work to completing your Ph.D. at UChicago? How did that happen? Why did Tobias hear about you in 2017?

Speaker 3 [00:05:00] So for me as a queer black woman in science, DEI was a part of my everyday experience, whether I wanted it to be or not. Like, it became obvious back in undergrad that this was not a choice for me. This is something that is like a burden that I'm going to have to deal with. And I can either try and deal with it by ignoring it and just like soldiering through or by starting to solve the problems that I'm being hit with on the D&I front in the same way that I solve problems that I'm being hit with on the research front. And so for me, those were were one in the same, like two sides of the same coin. But for a lot of people, I know that it isn't that way. They deal with this like challenge of being marginalized person in science in another way. But for me, my solution was like, Come at it head on.

Speaker 2 [00:05:44] Hmm. Yeah. And I'll say that one thing that you've really brought to this space of DEI, particularly here in the division, is this idea that we need to remember that disability is also part of the DEI family, right? In the sense that we need to think about it as something that is important just in the same ways we think about race and sexuality and gender. So can you talk a little bit about making that connection and why that's important?

Speaker 3 [00:06:13] Yeah. So as I was like delving into the DEI work, I was noticing that there were people with whom I identified and people with whom I felt like a sense of connection and kinship with who are still not really being served and supported by like existing DEI norms and existing DEI practices. And I was getting questioned. I'm like, Why aren't my friends being helped by these things that are supposed to help them? And then I realized part of why that why that gap was being created was because we weren't including conversations about disability, you know, in conversations about DEI. And that was something that was also going massively overlooked in the scientific community, because I think the assumption, at least in science, is, oh well, we don't have disabled people in our labs. I don't see anyone with a wheelchair, so they just don't exist here yet. And like maybe they will someday, but they're not here now, so it's not a problem. But disability like manifests in a lot of ways and in many forms, disability can be invisible and people who have disabilities tend to create their own workarounds and solutions to their

problems by themselves. But we could also be like reaching out across the table to create an easier environment for them to work in, like provide them with solutions so they don't have to be like renegades fighting it out for themselves in a battle that no one else can see happening around them.

Speaker 2 [00:07:32] Thank you. So speaking of reaching out, the next question really relates to being on the South side of Chicago. And so what does it mean for you to be here on the South side of Chicago, working a community with black folks, brown folks, people who are lower socioeconomic status, people who sometimes look at the university as another world. Right. What does it mean to be a scientist and also a black queer woman working in the space of DEI here?

Speaker 3 [00:07:59] Yeah. I mean, I find working in like for a while, living on the South Side to be like a huge boon to being in this space and being a researcher because like the world around me, like the world surrounding the university is the part of the world that's most personally important to me. Right. It's grounding and it's centering to, like, walk out of campus, walk off campus and, like, see, like, the reason why I'm here in front of me all the time. Right? Like, I want like, the kids who are playing in the park. I want the people who are eating at the tables of these restaurants to be able to access the university and academia and be able to benefit from the university in academia the way that it's intended to. Right. Science is funded by the federal government, scientists funded by taxpayer dollars. The things that we are creating here belong to those people. And so it's it's really nice to be able to to see that like I'm here and if I choose to, I can take these resources and redistribute them to the people that go overlooked.

Speaker 2 [00:08:57] Yeah. Thank you.

Speaker 1 [00:08:59] I think what you're mentioning about science being of the people and for the people is really fascinating, especially when you look at it through an academic lens. And I wonder if you can just talk to us a little bit more about what does that redistribution look like? Maybe in theory, maybe in practice, what have you seen at UChicago or other institutions that you think is a good model?

Speaker 3 [00:09:23] So I can't really speak to what I've seen at other institutions that's a good model for, like, engaging and serving the community. But I can speak to, like, my own personal ideals and vision. And those actually existed before I became a part of, like, the ivory tower. So, like, I was raised in a family that's very into education, and everyone in my family sees education as a mechanism for self-improvement, upward mobility. Like, everyone deserves a right to an education. Both of my parents are teachers, right? So, like, that was the emotional mentality that I entered this this space in. And so for me, I feel like the content that a university generates, the knowledge of the university generates the knowledge that I gain from being able access things like libraries and schools allows me to navigate my life better, allows me to make better decisions. It makes my life easier in a day to day. But not everyone has access to all that information. And therefore life is harder for those individuals who don't have access to the education that I've had. And I'm like, but everyone should be able to get as much education as they want and should be able to have the ease and the privilege of having access to information. So why isn't that what's happening? What is preventing the the transit of information from these institutions of higher learning that are disproportionately located in like minoritized redlined, underserved, like low income communities? Why is all the information that we're generating not translating outward to them? Like why can the people who live around us at university of Chicago, why can't they just come into our classrooms and learn from us? Why can't they

just, like, read our papers on our website? Like, why is there so many walls between what we know and what they know? Those shouldn't exist in my mind because I come from a family of educators.

Speaker 2 [00:11:11] Yeah, and especially when we want those folks to be faculty when we want those folks to also be part of discovery. Right? We want folks who are underrepresented to have a voice at universities. So we have to figure out how to work in community with those folks and not always in the sense of teaching, but also learning. Right. And creating spaces where multiple folks feel like they belong and not just people who have or come from certain institutions or backgrounds.

Speaker 3 [00:11:44] Also to reply to your comment about learning, I think members of our Southside community have a lot of insight and wisdom and like intelligence that we need at UChicago and we don't realize we are lacking because we don't expose ourself to them. And we don't understand that there's a difference of an understanding of what the world is that they hold versus what we hold. And there's a lot of benefit that we could gain from listening to what they have to say and listening to what they know about.

Speaker 2 [00:12:13] Yeah.

Speaker 1 [00:12:14] Yeah, definitely. That old adage. It's it's a quote by someone. I don't remember who it is. Maybe leave it space here to put it in, but that education is the great equalizer and it is not. Sorry to break it to some folks. I don't know if I can say that, but.

Speaker 2 [00:12:33] Yes, you could.

Speaker 1 [00:12:33] It's not equalizing anymore. And there's a whole host of reasons why that is a thing. But I don't think it's an accident, like you alluded to, that these ivory towers are located in red line, under-resourced places that are inhabited by mostly minoritized and or marginalized folks.

Speaker 2 [00:12:54] And it's similar to what a prior guest said because because a prior guest also brought that up, that these that the geographies of lots of prestigious universities are in these places where, you know, perhaps land was cheap or perhaps land was a gift. Right. And so there you have these you know, the further and further you expand out, you go into these neighborhoods where there were lots of poor folks. Right. We could think about places like UPenn. We could think about places like Yale. Right? So it's like it just goes on and on and on. And I'm sure there are other universities located in similar space.

Speaker 1 [00:13:32] Yeah. So thank you for kind of sharing your wisdom of being from a education based family and how education and I think science education should be for all.

Speaker 3 [00:13:43] Yeah. Also, like climate change is happening, the earth is dying. Our, collective understanding of, like, science all needs a massive upgrade. Like yesterday. You know, we do not have the time to be territorial about access to education information at this point.

Speaker 2 [00:14:00] I'm snapping and snapping. Yes.

Speaker 1 [00:14:02] That's a word we we simply do not have the time. I think it was within the past month or so. The Doomsday Clock, it's getting real close to midnight. So you are

correct. We do not have the time. To switch gears a little bit, our next question is really about you. What is a moment or an experience when you started to think differently about DEI, either personally or professionally?

Speaker 3 [00:14:29] Yeah, I mean, I've had many of these moments because again, I've been doing the DEI thing since I was in undergrad, and as I get deeper into it, as I gain more experiences, as I meet more people, my concept of what DEI is constantly transformed. But I think I want to start with one of my first experiences when, like, it really slapped me in the face that DEI was something that I had no choice but to engage in. So when I was an undergrad, I was a biochemistry major as I was in my Ph.D. and I was pretty heck and good at it. I was usually the top of my class. I was usually breaking the curves and I was a part of a special fellowship for a minority. I was a part of a special fellowship for minorities that were like exceptional, had a lot of potential. They, like, paid me to work in a research lab. So I thought I was like pretty awesome. And I was taking an advanced biochemistry course maybe junior year. And the course is being taught by the friends of the faculty member whose lab I worked in. So I'm like, There is no way that, like, these people don't know who I am. There's no way that going to office hours would be a bad idea. So I go to office hours after, I don't know, some class where I had some leftover questions about like a problem set. I was trying to prepare for the exam because I'm an overpreparer. So I go to the office hours and I sit down with, like, my list of questions. I'm really excited to talk to this faculty member, and he just completely dismisses me. He's like, Why are you here? Like, you're not going to be able to do well in the exam anyway if you're asking these questions. So like, why are you even bothering to try? And I was like, You don't connect the fact that I am the highest scoring student in your class right now and you're okay. Well, all right. And his office was in the same building that my lab was in. So I went back to my lab, which is where I spent most of my time in undergrad. And I sat back down at my desk and I was just staring at my textbook like, okay, so this is this is what we're up against then, huh? Yeah. Like, no matter how accomplished connected high scoring I am; just looking at my face, people will assume I have no idea what I'm talking about. Got it. And I started to think about like, what do I need to do to keep that from happening? Because, like, if I the most overprepared, most qualified person, I'm still experiencing that. What about the people who are like in the middle of the pack? What about the people who are average and deserve a chance at this career? What about the people who, like, actually came here to learn something they didn't already know? Like I'm coming from the pool of mostly already knowing. What about the people who want to learn at a learning institution, like what are they going to experience? Like how dare this person be this gatekeeper? And so that was like a moment that contributed to my radicalization and put me, like, in the fight of DEI.

Speaker 1 [00:17:19] Yes. It is so rare to find a person of color who doesn't have a story like that. It is trash to get pretty colloquial with you like that is absolutely unacceptable. And I wasn't the top scorer. I wasn't the most prepared. And someone still treated me like that, and it made me want to shut down. You're right. The people who average are still good. Like, average still gets degrees and becomes doctors. Like this whole concept of like being the top of a class and like, everybody should aim for that. That's not realistic, right? Or else we wouldn't have grades, right? Which, radical moment, we should not have grades because we should want to learn to learn not to get a good grade. But it is very discouraging and it can be such a small moment like I doubt that professor even remembers that. But that is a defining moment for you. And that small interaction could have changed your entire trajectory.

Speaker 2 [00:18:23] Remember that when you walked across the stage and got your Ph.D..

Speaker 1 [00:18:27] I should invite him.

Speaker 3 [00:18:28] I should should I should swing back and just knock on some doors one day.

Speaker 2 [00:18:32] It's Dr. Roman, now.

Speaker 3 [00:18:33] I'm giving a talk in a few hours if you want to come.

Speaker 1 [00:18:37] And my pay rate is actually your salary, so.

Speaker 2 [00:18:42] Oh, this is so funny. Okay, so we want to talk now about allyship and camaraderie, because we all know that, you know, we all sit in positions of privilege, especially being here at University of Chicago. You especially having a Ph.D., Right. It sort of puts you in a place where there are very few like you. And so one question we had is just if you could expand on ever having to show up for someone and be an ally, be a comrade for someone. And what was that like?

Speaker 3 [00:19:15] Yeah, this one's actually kind of a tricky question because I've done a massive amount of advocating for like my peers and classmates over the years. And when I do that advocating, I always find like a point of connection in my mind where I'm like, We are fam, like I am standing with you. We share an identity, therefore this is my problem too. So that's, that's how I do like allyship. Like, I'm like, we're both scientists in this program. We're both women, we're both queer, We're both like neurodivergent. We're both like, whatever it is, there's something that is going to connect me to someone that makes me that makes it my personal thing. And I'm not just like an ally on the outskirts who doesn't. But there are also situations where, like, I haven't experienced this, I don't know what the problem is. So I need to do some research to get myself up to speed. I think one space where I've been doing that a lot is for students who are immigrants or international, because these students are students who, when they walk through campus, get looked at in the same way that I'm looked at. Right? We have that in common. But their background knowledge, their understanding of American history, their like cultural, social norms in terms of like how to communicate with the people around them, very different from mine. And so I've had to learn how to like, teach, mentor and advocate for students from that kind of background that's so different from mine, while also being helpful to them, right? So like understanding that some cultures find eye contact disrespectful and teaching like faculty to like, keep in mind, not everyone sees eye contact as a good thing to do. Or some cultures find like speaking out in a loud meeting. Disrespectful. Right? But then that compounds against like our western norms around like if you're not outspoken, you don't know what you're talking about. Right? Like, so that's that's one of the things that I've been like exploring most recently is like, how do we communicate the differences around cultural norms and backgrounds to everyone in the BSD so that students who aren't like Westernized or American aren't operating in this space at a disadvantage.

Speaker 2 [00:21:33] Yeah. Thank you. It sounds you know, it sounds a lot like you're talking about cultural responsiveness. Yeah, right. And understanding that part of our job is to think about how to invite in instead of sort of making our clubs exclusive, Right. So yeah, that's and it's interesting you talk about it being a Western idea because it really is and that's really hard to get out of, right. Just like Camilla when you mentioned grades,

right. It's so hard to get out of these conventions of what we think of as markers of success or progress and all those things, especially in this really interesting moment that we find ourselves in now, right where science has looked at in these very interesting ways is almost like a political phenomenon. Right. And not necessarily something that is objective. So, yeah, and of course, you know, science can be subjective, but the idea, right, is that science is when you have an experiment, right, it works for everyone.

Speaker 1 [00:22:39] No, I really liked your point around showing up as an ally for someone, even if it's around an identity or an issue that you don't hold, but you share something with them. And I think that speaks to we can find something in common with most other people and if that helps you, lean into it. We're not all going to be the people who are just like, I will take on your cause 1,000%. It is now mine. We don't have to be that person. We can be the person who's trying to understand people from different cultures who might experience the same situation we do completely differently. But it's centered on this idea of, okay, we share this experience of people see us as people of color on this campus. So I really appreciated that.

Speaker 3 [00:23:27] Yeah, I feel like allyship works best when it's centered in empathy. Right. When I'm trying to judge whether my allyship work is being productive or self-serving, I have to come back to a place of, like, empathy. Like, how would I feel if I was in this person's situation? What would I want someone else to do for me if I were like, put there? Like, how do I want this person to feel when they walk away from whatever program I run or whatever conversation we have? Like, how do I ensure that emotionally they feel supported by me? And like, staying focused in that empathetic headspace is really, really helpful to orient myself in like the correct way.

Speaker 2 [00:24:08] Yeah. Yeah. And allyship is also like signing up for a lifetime of making mistakes. Yeah, it's definitely not. And I often say this during some of our inclusion menu sessions, I remind folks that allyship is not about like getting a letter in the mail that says you, you've won. You've done it right. Here's your like, black card or whatever it is your MasterCard about, you know, just indicating that you are just like at a level of, you know, that no one else is. It is continuously being responsive and learning and understanding that you might make mistakes and apologizing for those mistakes and sort of, you know, moving on.

Speaker 1 [00:24:48] Yeah, I think we could talk about allyship for years, probably. I know that we have talked a little bit about what being a marginalized person kind of in the world on the Southside and on campus feel like. But I want to hear your thoughts around what does it feel like for you to belong somewhere either at work or in one of the communities you're a part of? What does this sense of belonging feel like, and how do you show up differently, if at all?

Speaker 3 [00:25:20] Yeah, I mean, I think belonging can come in many flavors in terms of feeling right. Like I can belong to a space in like partially, but not fully, and I can belong to a space fully. And I think, what it feels like is feeling valued, wanted, accepted. At least that would be like the baseline. So, like, if I'm in a meeting with a bunch of deans and they say, Tina, what do you think? I'm like, All right, well, at least my perspective is valued. I belong here because I'm wanted. But if I then respond and they, like, reject my response, I'm like, okay, my perspective might not be accepted, but at least it's valued. So I belong in that way, but maybe not the whole way. Or like, I'm not sitting in a position of power to make me actually belong here. I'm not their equal, but at least I'm wanted in the room right. Full belonging, like 100% belonging feels like I can completely let down my guard. I can stop

code switching. I can, like, talk about, like, my personal life. I can, like, make funny jokes and feeling that full sense of belonging rarely happens on campus. Very, very rarely. I've even experience like now, switching from the position of student to admin. Like student spaces used to be the space where I feel like 100% belonging. Like if we're in a queer student group, if we're in a black student group, I can talk openly. People are going to get it. I can just relax and just be myself unfiltered. But now that I'm an admin, I'm like oh no, I am an admin now. There is some amount of filter that needs to stay up in these spaces that like used to be like totally free and safe. So yeah. And I think like creating that, like belonging safe space for our DEI admins is also something that like we should think about as an institution because if we want our admins to be able to show up and do the hard work and like be leaders in this space, they are also human beings just like our students and also need to be refreshed and revealed and supported and all of that.

Speaker 1 [00:27:27] Okay. You all heard it first. We are starting something for DEI professionals. Rejuvenation, relaxation, R&R like Thursdays. Yeah, because you are 100% accurate when we're called to do identity based work and diversity, equity and inclusion work, a part of us exists in that work, whether we can keep up the wall or not. Yeah, so it is a little bit more taxing. It's more vulnerable.

Speaker 2 [00:28:01] Absolutely. Yeah, absolutely. And sometimes a lot of it. Right. Because like, I think about, you know, other spaces on other services offered on campus, like, for instance, if we were to work in maybe either like student employment or, you know, helping students get jobs or go into careers post-graduation, I think there is this way in which you can look at a resumé, critique it, give it back, and it's just gone. It's done. You've done that part of your work, right? But it's different when you are in, say, for instance, a meeting talking about the realities of implicit bias or the realities of redlining or the the realities of dislocation, right. Or the realities of black gentrification in the city of Chicago. Because you are sometimes talking about people who look just like you or you are sometimes talking about people who, you know, walking through the campus. You might be thought of as that person that's not that doesn't belong here. You might be thought of as that other, right? So it's really hard to just do DEI work and then turn it off at 5:00 or 5:30 or 6:00. Right. Because the work is always happening. It's always in you. So yeah, I hope, you know, folks are really listening to that piece because it can be especially taxing. So I wanted to also ask you if you could conclude today by telling us maybe a piece of advice that you would leave for our listeners and also to reflect on if there's anything that didn't come up today that you perhaps wanted to talk about. So those two things.

Speaker 3 [00:29:46] Okay. I would say for advice, the advice that I would give anyone who is interested in doing meaningful DEI work would be keep it authentic and stay vulnerable.

Speaker 2 [00:29:57] Hmm.

Speaker 3 [00:29:58] So it can be.

Speaker 2 [00:30:01] I feel like I'm on red table talk.

Speaker 3 [00:30:05] I think it can be very easy, but it's almost more comfortable to separate yourself from these issues and say, I don't take part in this, but I want to help the problem. That's not my problem. But like it's more comfortable for me to, like, do this from a distance. Yeah, but when you do DIY work like that, it becomes very insincere and can also lead towards things like virtue signaling. But if you if you keep it authentic and keep it

vulnerable and like stay present in that moment and like bear the weight of it, you're sharing that weight with the people that you are trying to serve and you're sharing that weight with the people who are being harmed by like our systems and our structures. And that is what good DEA work feels like. It feels heavy, but if you're willing to carry it, you're helping others carry it, too. So vulnerability, authenticity is the advice. Um, other key takeaways that haven't talked about.

Speaker 2 [00:30:59] I know you're a singer. Did you want to sing us out? No, just joking.

Speaker 3 [00:31:01] I am okay. I'm okay, actually. Yeah. So one one key takeaway that. Thank you, Tobias. That did that did lead me to something that didn't get mentioned. I think something that we don't do in the BSD that is doing us a massive disservice is not engaging with our cousins in academia. So there are people who understand these problems from an academic perspective in history, in economics, in sociology, and they know a lot of very useful things. And I've been in so many meetings like around DEI committees where people are like, I don't know how to solve this problem. I'm not an expert in this topic. What can we do? We can do nothing. And they throw up their hands and I'm like, we could go to the lunch hall and say, Does anyone here study history around race or gender? And someone is going to raise their hand, and then we can ask them the question that we can't come up with an answer to ourselves like and there's so much power in just forming connections with people in academic fields outside of our own. That's how we be better academics to be able to look at problems from many, many directions. So given that UChicago is so siloed and separated, I think it'd be really cool if we could start breaking down those walls and start like engaging in academic discourse with our play cousins across campus.

Speaker 2 [00:32:21] Yes. Which is what a university is supposed to be about, right? Yeah. Collaborative, interdisciplinary community.

Speaker 3 [00:32:29] Like I've learned a lot about those things by participating in the opera. So the reason why you're seeing it brought that up is that UChicago has an opera company called the Gilbert and Sullivan Opera Company. Look it up, see their shows. And in that opera, it's people from all across campus doing all these different jobs, like lawyers and economists; all sorts of people who just sing opera. And just by being friends with them and talking to them, I've learned so much more about the world than I have just from science. And I think everyone deserves to have that kind of, like, eye opening experience.

Speaker 2 [00:33:02] Yeah. Nice. Nice. Yeah, I totally agree. I think, you know, part of the reason why I feel successful being here in the BSD is because of my time spent in LGBTQ student life and working with students and getting to know the community and, you know, interfacing with faculty who are, you know, world renowned, but also people. Right. And getting to know them and listening to them, being in community and conversation has allowed me to come over here and I think be in conversation with folks on this side.

Speaker 1 [00:33:36] Excellent. Well, thank you so much for joining us.

Speaker 3 [00:33:39] Thank you.

Speaker 1 [00:33:40] This episode, a very special episode. You get three fourths of the office, the professional staff at least. And I had a wonderful time chatting with you. I know we get to do this for our job, but like, hashtag blessed that we get to do this work together.

Speaker 2 [00:33:55] Yes. So thank you so much, Dr. Christina Roman, for being our guest this month. And we will end our episode now.

Speaker 1 [00:34:05] Thanks.

Speaker 3 [00:34:06] Thank you. See you guys.

Speaker 2 [00:34:07] Over in out. We want to thank our guests today and all our listeners for tuning in to this episode of D&I Diaries. We hope you learned a little bit more about our colleagues and DEI practices at work. Remember to stay in contact with us through our website, our listserv, Instagram, Facebook and Twitter to receive updates about new episodes and how to engage with our podcast.

Speaker 1 [00:34:32] You can find us on all platforms where you listen to podcasts and we drop a new episode the third Tuesday of every month. So join us next time for a conversation with another BSD colleague as they share their DEI journey and truths. Until then, be safe and have a great day.