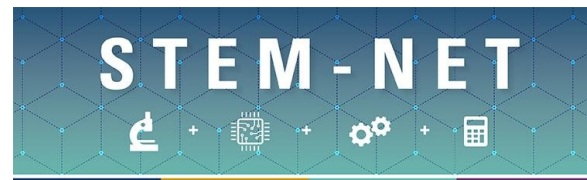


Faculty Representation Matters – CSU BUILD Alliance’s Efforts to Mirror Our Students for Health Equity

Moderated by:

Dr. Frank A. Gomez
Executive Director, STEM-NET
Office of the Chancellor



<https://www2.calstate.edu/impact-of-the-csu/research/stem-net>

Speakers

Kirsten Bibbins-Domingo, UCSF

Faculty Representation for Sustainable Transformation of Science & Health

Leticia Márquez-Magaña, San Francisco State

Assessing Co-Hire Policies for Equitable Faculty Representation

Laura Henriques & Arturo Zavala, Cal State Long Beach

CSU Pre-Professor Program: Strengthening the Faculty Pipeline

Patty Kwan & Jose Vargas, CSUN

“Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Faculty Representation for Sustainable Transformation of Science & Health

Kirsten Bibbins-Domingo, PhD MD MAS - UCSF

Kirsten Bibbins-Domingo, PhD MD MAS, Vice Dean of Population Health & Health Equity

University of California, San Francisco, Department of Epidemiology & Biostatistics

Kirsten.Bibbins-Domingo@ucsf.edu

Overview



<https://www.ucsf.edu/news/2015/08/131226/ucsf-medical-students-win-human-rights-award-white-coats-black-lives-movement>

CALIFORNIA'S PUBLIC COLLEGE CAMPUSES ARE SO DIVERSE, BUT THEIR FACULTY AND LEADERS AREN'T, A NEW STUDY SAYS

FEATURED NEWS, LATINOS & IMMIGRATION, U.S. LATINO POPULATION

MARCH 14, 2018

BY CMSC

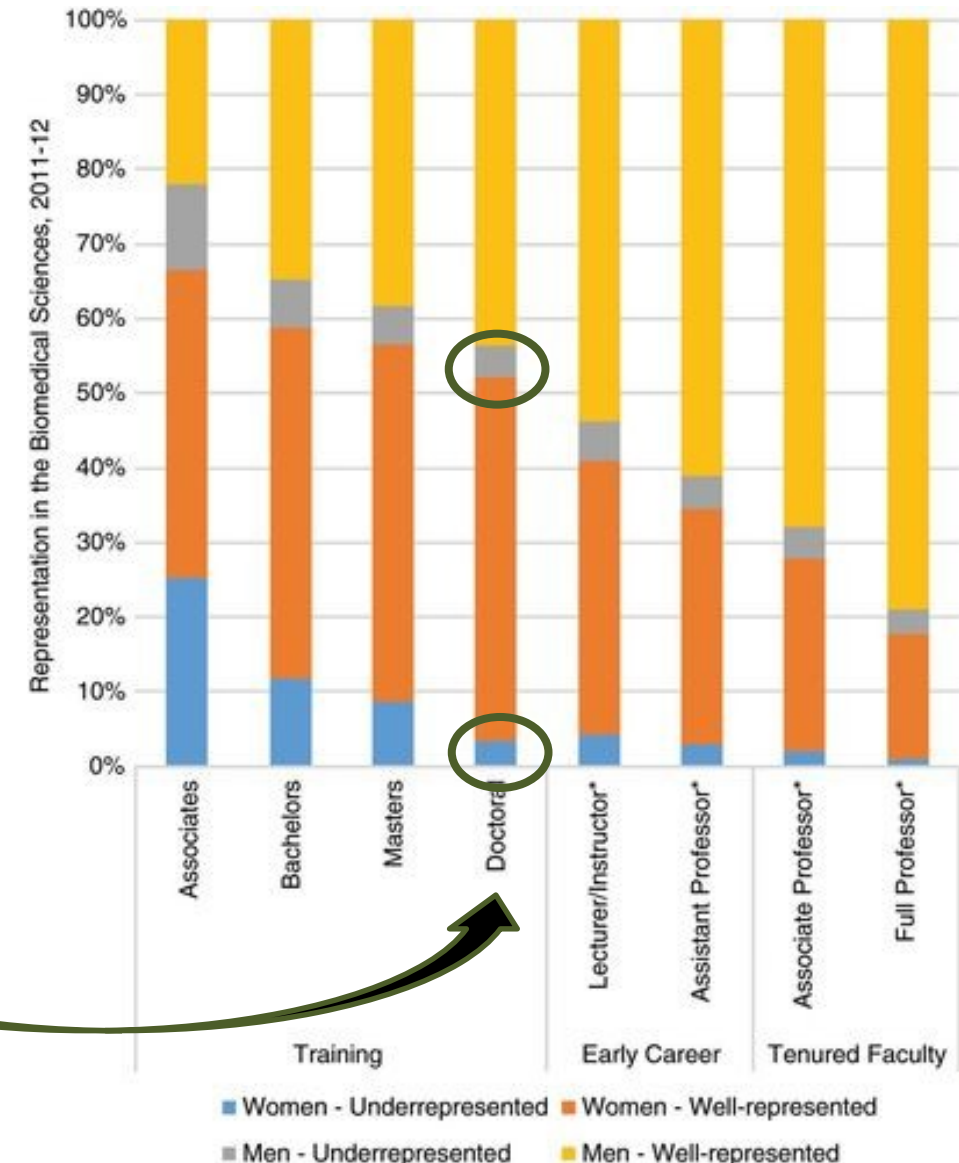
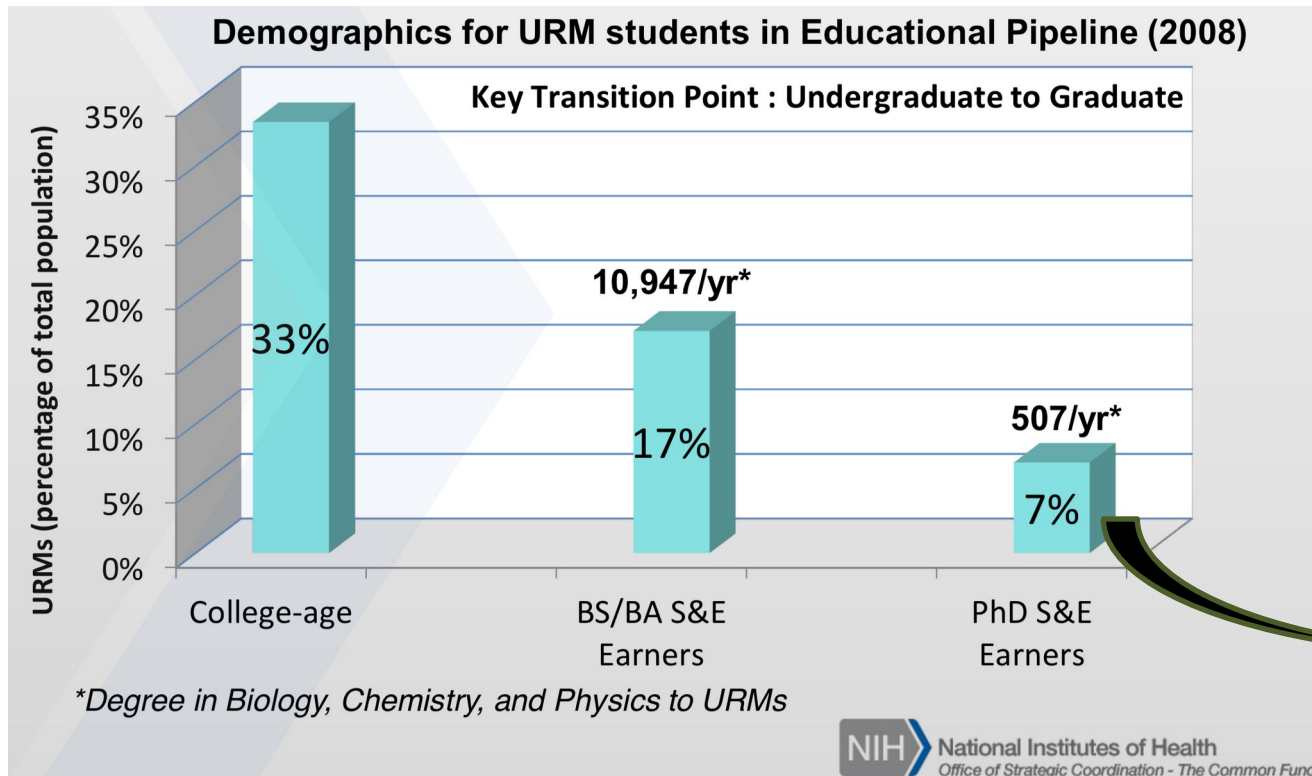
By Teresa Wantanabe ~ [LA Times](#) ~ March 8, 2018



Faculty Representation for Sustainable Transformation of Science and Health

Project Overview

- In response to Ginther Report NIH launched **BUILD** Initiative to reduce gap between undergraduate and doctoral degrees.
- **FIRST** initiative drives efforts for equitable faculty representation to transform institutional culture



Need for FIRST Activities

*The purpose of the FIRST Cohort is to **transform culture** at NIH-funded extramural institutions by building a self-reinforcing community of scientists committed to diversity and inclusive excellence.*

- Ten-year data (2010-2020) shows 0.2% increase in underrepresented faculty at U.S. medical schools; it will take hundreds of years to reach parity
- Absence of diversity limits innovation (Page, 2017), affects questions that are asked and how they are answered (Oh et al., 2015, Yancey et al., 2006), and perpetuates bias (Phillips, 2014) - affecting publication and grant review.
- To create systemic change FIRST faculty will be selected as part of cohorts due to growing evidence of success of cluster hires (Sqoutas-Emch et al., 2016, Lord et al., 2015, Faculty Cluster Hiring for Diversity and Institutional Climate Change, 2015).

Expected Results

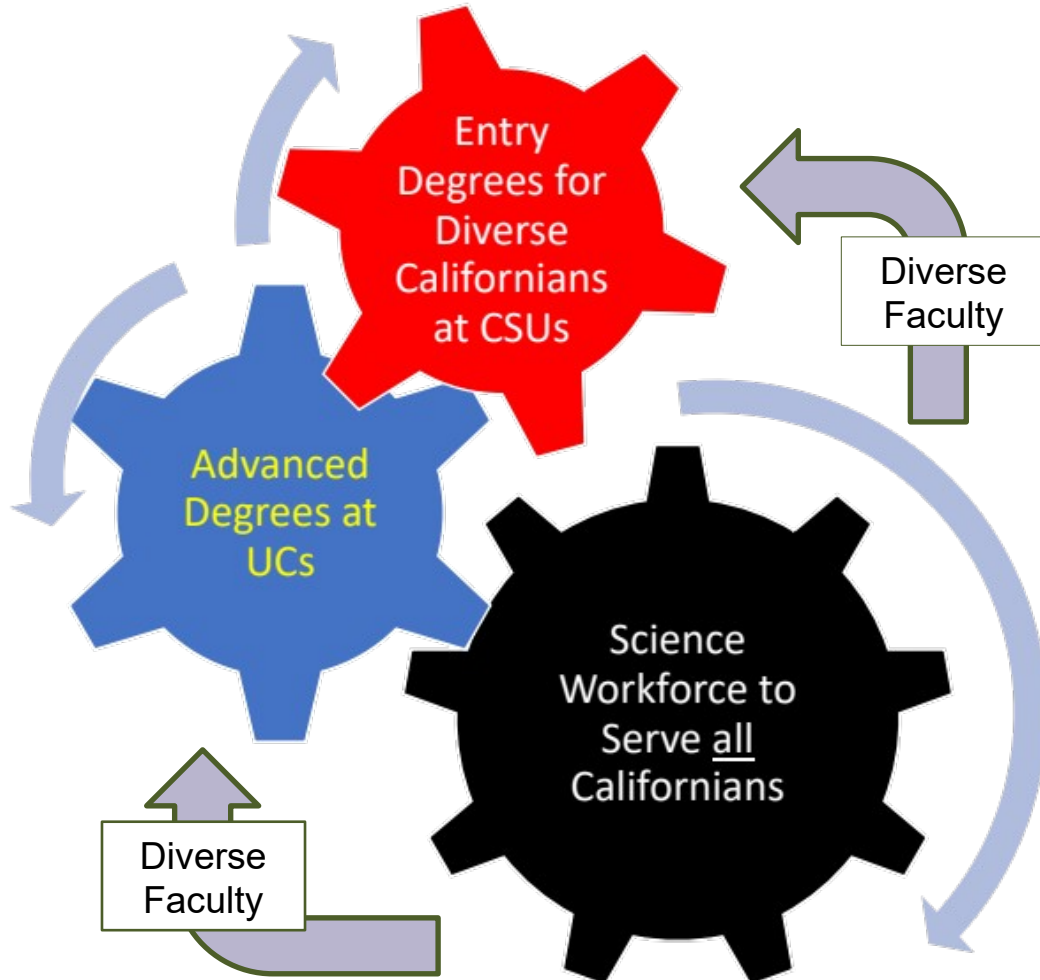
The UCSF FIRST Scholars Program will accelerate the transformation of UCSF into a culture that, in a deliberate way, has removed the structural barriers to achieving a fully inclusive, equitable, and diverse community.

The FIRST Scholars Program builds on prior work and catalyzes UCSF's progress through an explicit institution-wide structure and set of measurable and achievable aims.

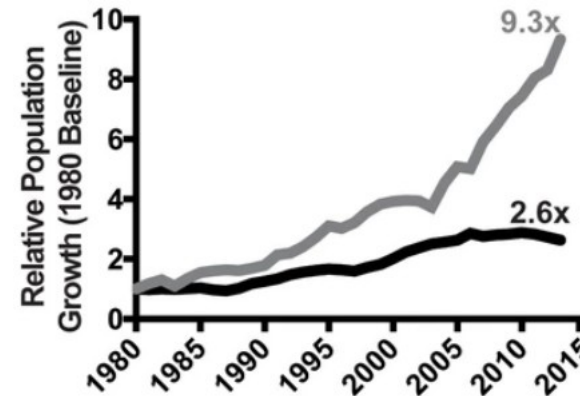
1. Recruitment of a critical mass of biomedical researchers from diverse, historically excluded backgrounds – at least 12 faculty across four research clusters: basic molecular/cellular science, health equity, immunology/infectious disease, and neuroscience/behavioral science.
2. Creation of a robust UCSF FIRST Scholars Faculty Development Program that promotes outstanding discovery and curated spaces for historically excluded faculty to thrive.
3. Robust evaluation to facilitate ongoing improvement and sustainability at UCSF and throughout the FIRST Consortium.



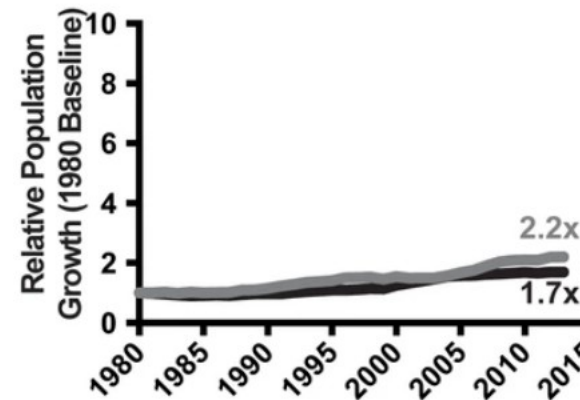
Next Steps/Long-Term Plans



(ii) Population Growth (Relative to 1980)



URM



non - URM

— Ph.D. Graduates

— Assistant Professors

Summary

- Compositional faculty representation is critical to sustainable transformation of institutional culture for inclusive excellence.
- BUILD and FIRST initiatives sponsored by the Common Fund can be linked to achieve educational equity to advance science
- Initiatives may take decades to achieve equitable representation requiring:
 - Proactive actions to overcome bias in faculty hiring
 - Efforts to increase awareness of current faculty and students to challenges caused by inequitable representation
 - Training current faculty in culturally-sensitive teaching/mentoring, and students to cope/resist inequity

Questions?

Contact Information:

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Department: Epidemiology & Biostatistics

Email: Kirsten.Bibbins-Domingo@ucsf.edu

Assessing Co-Hire Policies for Equitable Faculty Representation

Leticia Márquez-Magaña, PhD – San Francisco State University

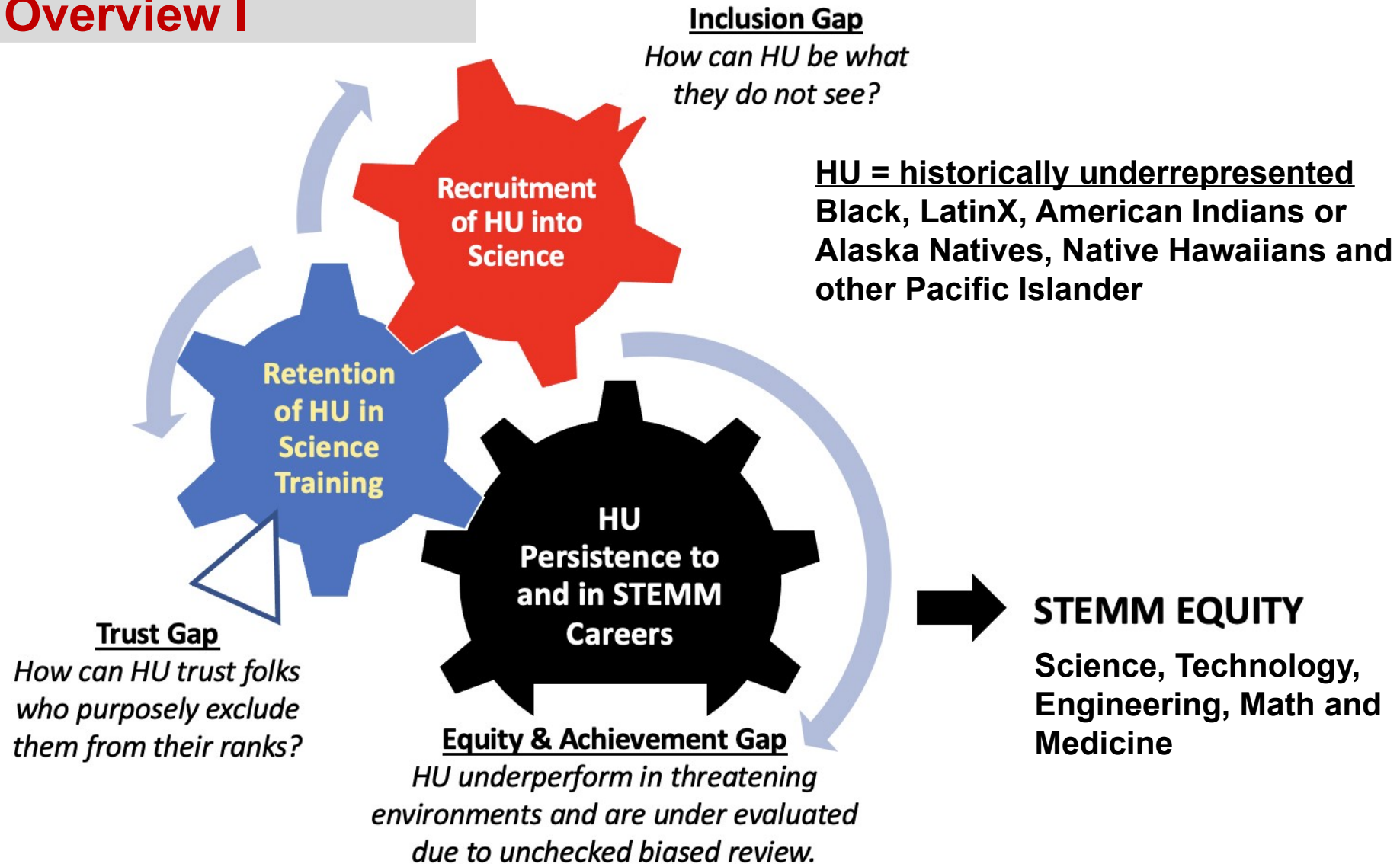
Marissa Harris and Rori Rohlf, PhD

Leticia Márquez-Magaña, PhD, Professor & Director of SF BUILD

San Francisco State University, Department of Biology

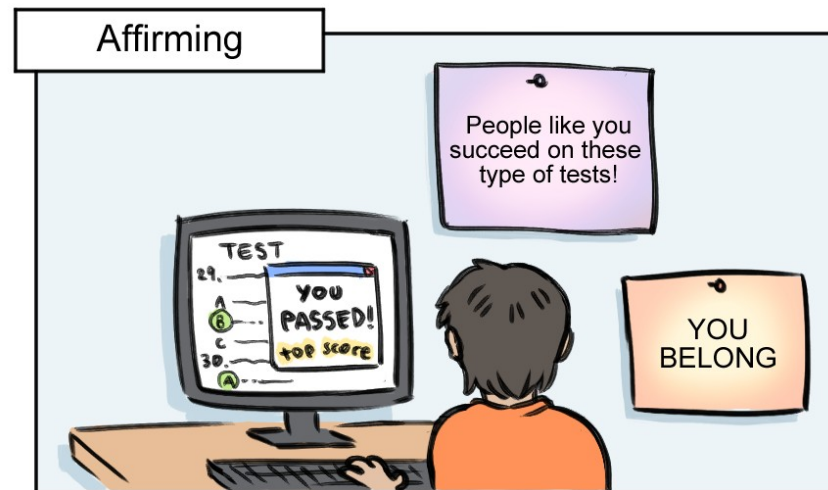
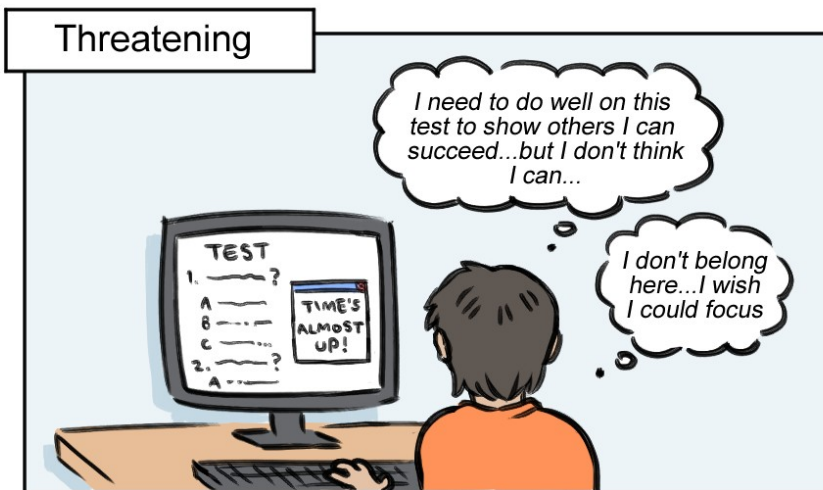
marquez@sfsu.edu

Project Overview I



Project Overview II

- Ambient Signaling Triggers and can Overcome Stereotype Threat (Cheryan et al., 2009)



“Sometimes when ...I [would] doubt myself, I [would] see, like, ‘She made it. And, she's not that different than I am. So, I should be able to make it, too.’ And, just knowing that someone like you made it, kind of, gives you that hope. And, like that inspiration that you can also make it, too.” Umanzor, 2011

- Trust Gap appears to drive differential persistence in college (Fonsacht and Calderone 2020) and compositional representation improves trust (Fitzpatrick et al., 2006)
- Unconscious/conscious bias has been universally documented; diverse perspectives are needed to address biased evaluations (Phillips 2014).

Activities

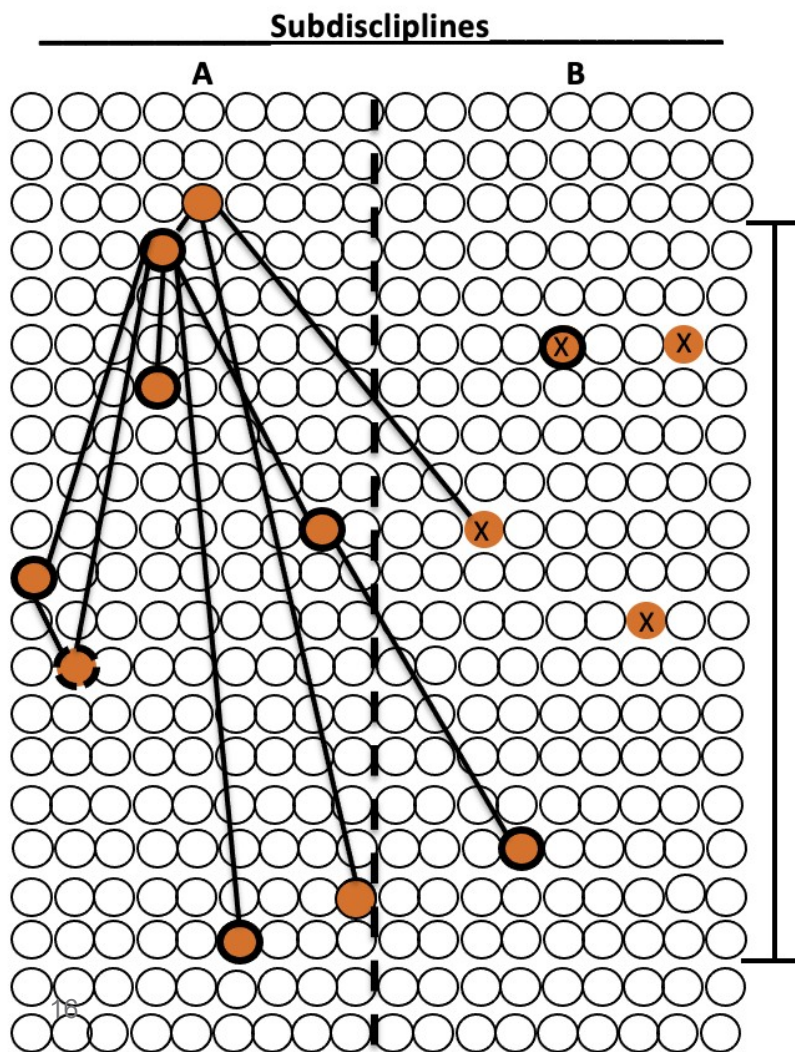
- Key informant interviews of long-time faculty at 4 CSU campuses in departments of Biology, Chem/Biochem
 - *Has a co-hire policy (formal/informal) been used in your department?*
 - *Did it work? Why or why not? What else worked?*
- Analysis of hiring/co-hiring data at one campus
 - Historical
 - In comparison to national datasets
- Identification of methodological barriers

Results I

CSU	% HU*	% Women*	Co-hire Policy	HU Agents of Change
1	0%	45%	Yes	No
2	16%	34%	Yes	Yes
3	38%	44%	Yes	Yes
4	20%	38%	Yes	Yes

*HU and Women hires at time of interviews (within last 5 years)

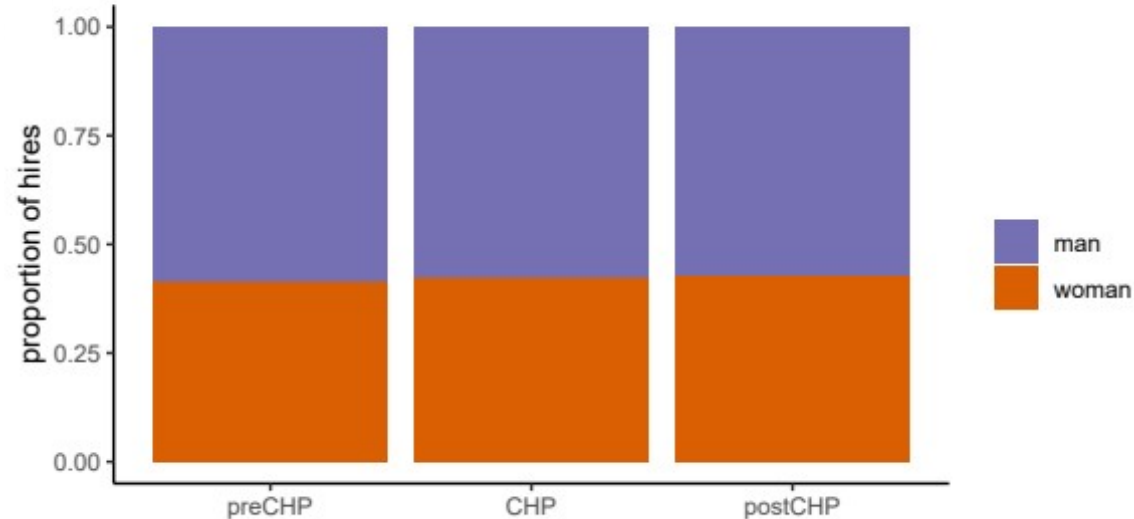
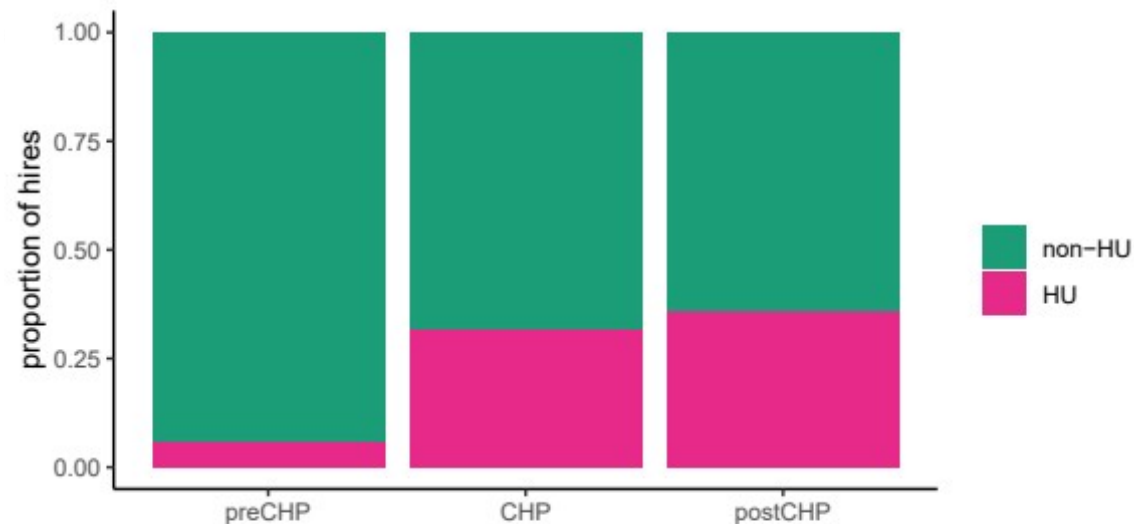
Results II



- 3 out of 4 folks who left did not have HU on their search committee
- All 4 were part of same sub-discipline

Co-hire Period (CHP)

- Legend**
- Brown circles = HU hires
 - Bold line = Co-hire
 - Circle (x) = folks who left

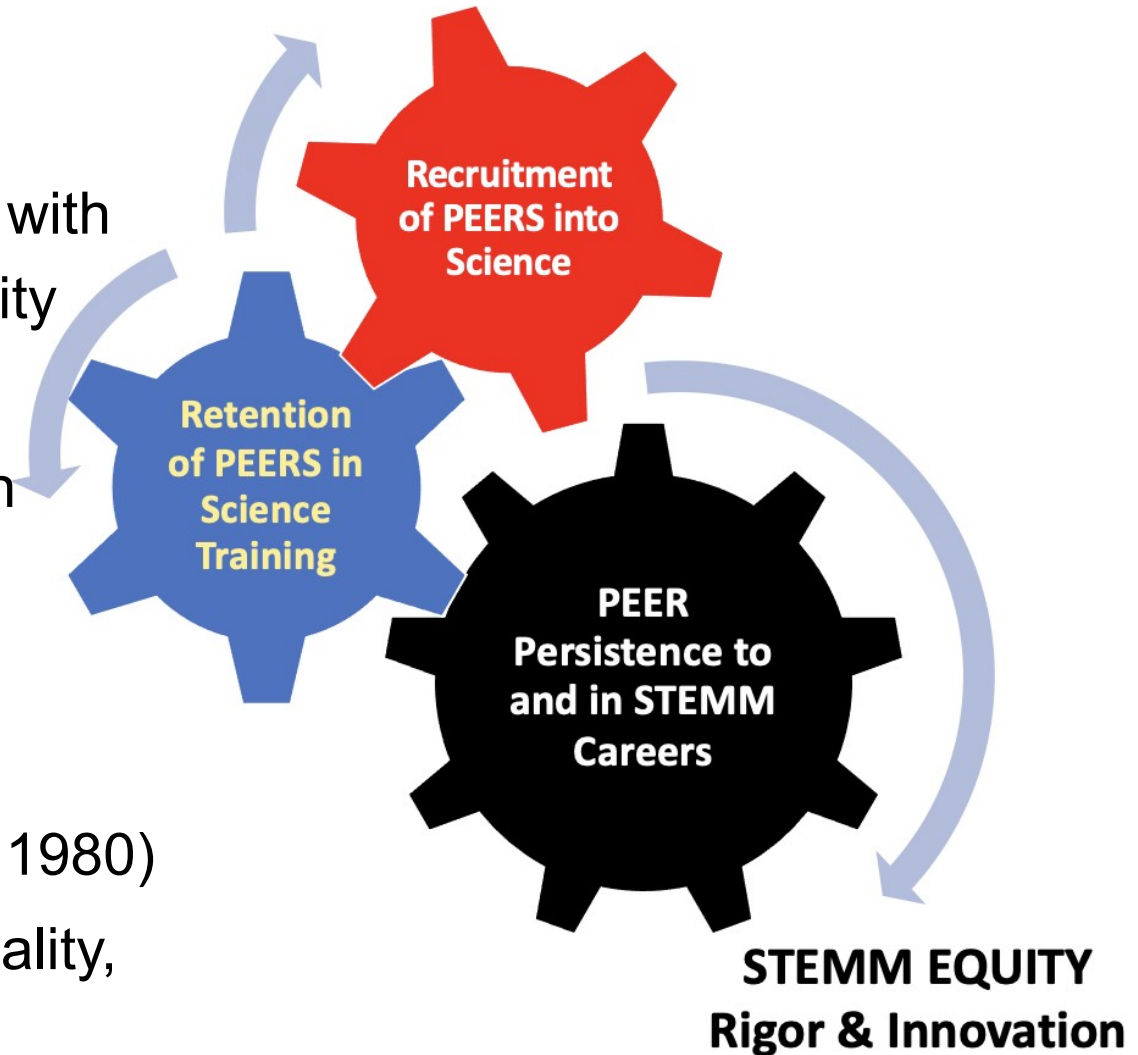


Lessons Learned

- Informal Co-hire policy mixed success
- Agents of Change & “Cluster” hiring can lead to, retain, and promote additional hiring of diverse faculty (Faculty Cluster Hiring Report, 2015)
- Notions of diverse faculty differ:
 - IPEDS dataset does not include Visa holders in racial/ethnic categories
 - WMPwD includes Visa holders in racial/ethnic categories (not disaggregated)
- Need to consider other measures of diversity & intersectionality
- Representation gap is widening as “new majority” of science students who come from poor communities of color, are first in their family to attend college, and are women grows (PCAST Report, 2012)

Summary & Next Steps

- Primarily white/Asian faculty in institutions with majority HU enrollment limits STEMM Equity (rigor and innovation)
- Agents of Change play an important role in faculty diversity hiring
- Formal Co-hire policy could meaningfully diversify faculty for CA & global benefit
 - Leverages interest-convergence (Bell, 1980)
 - Must consider Visa status, intersectionality, etc.



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Questions?

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Assessment funded by SF BUILD grant: UL1 GM118985

<https://sfbuild.sfsu.edu/>

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**CSU PRE-Professor Program:
Strengthening the Faculty Pipeline**

CSU PRE-Professor Program: Strengthening the Faculty Pipeline

Arturo Zavala & Laura Henriques – CSU Long Beach

Arturo Zavala, Professor

CSU Long Beach, Department of Psychology

Arturo.Zavala@csulb.edu

Laura Henriques, Professor

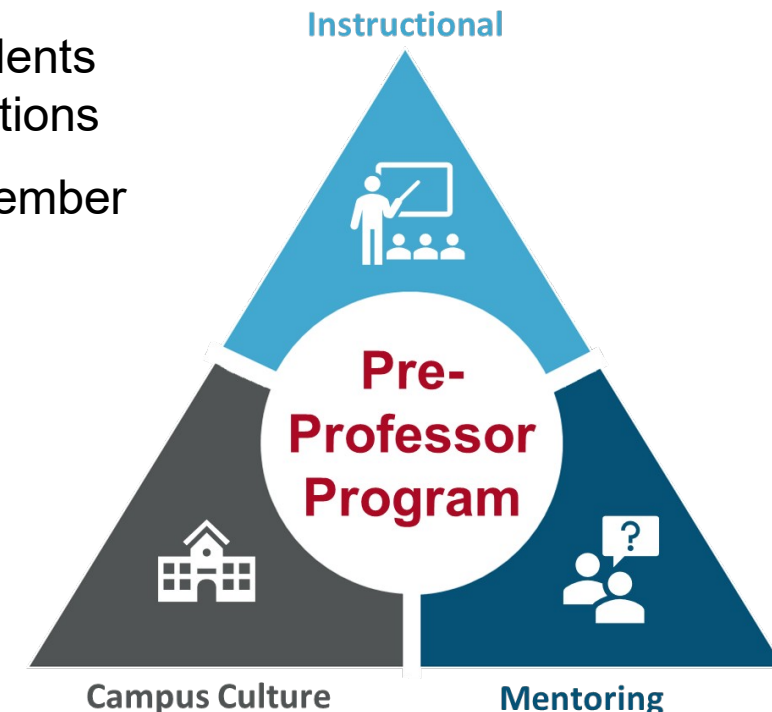
CSU Long Beach, Department of Science Education

Laura.Henriques@csulb.edu



Project Overview

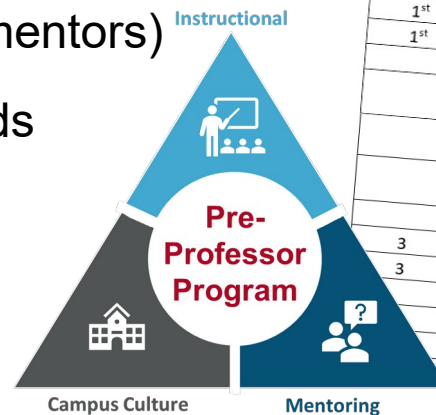
- A goal of the partnership between CSULB BUILD and UCI was to strengthen the pipeline between UCI and CSULB
 - Increase the number of URM undergraduates pursuing doctoral studies at UCI
 - Increase the number of URM UCI doctoral students applying for faculty positions at CSULB
- PREPP is a **semester-long program** designed to support doctoral students transition to faculty positions at comprehensive master's granting institutions
- The goal of PREPP is to immerse participants in the **life of a faculty** member
- PREPP fellows receive individual mentorship from an experienced Faculty Mentor in three broad categories:
 - 1) Instruction
 - 2) Understanding the Campus Culture (including Service)
 - 3) Mentoring (supporting our diverse students)





Activities

- Activities are sequenced throughout the semester and are designed so that Fellows spend 4-5 hours /week
- PREPP fellows work with a **PREPP mentor** to coordinate activities and to gain insight into a CSU Campus (and our system)
 - Meet with mentor each week
 - Most meetings are via **Zoom** (starting Spring 2020)
 - 3 Fellows/Mentor
- Fellows work with Teaching /Instructor Mentors (in their field)
- Meet with different faculty (chairs and research mentors)
- Meet with various faculty, staff and program heads
- Leverage activities on campus



WHEN For us, when in term		PREPP Fellow Activity or Task	Anticipated due date	Check Box
1				
Department Specific Activities				
1st	1.1	Meet with Department Chair		
Any time	1.2	Meet with Department Faculty (at least one junior & one senior)		<input type="checkbox"/>
1st	1.3	Attend a class in your specific Department or School (ideally the class you will be teaching)		<input type="checkbox"/>
2 nd /3 rd	1.4	Prepare and teach a 1-hour lecture in your specific department (if possible 1 lower division and 1 upper-division lecture)		<input type="checkbox"/>
2 nd	1.5	Attend a Department Faculty Meeting		
1 st	1.6	Attend a Department Curriculum Committee Meeting		<input type="checkbox"/>
anytime	1.7	Attend a Department Colloquium/Seminar		<input type="checkbox"/>
2				
PREPP Fellowship Activities				
2.1				
Instruction/Pedagogy Related				
1 st (their mentor's class)	2.1.1	Attend a "1st class (1st day of class sets the tone for the rest of the semester). Debrief your experience and write a reflection		<input type="checkbox"/>
	2.1.2	Identify and meet with instructional support services on campus (meet as a group)		
3	2.1.3	Understand your role in syllabus development		<input type="checkbox"/>
3	2.1.4	Understand the development of a comprehensive syllabus, including assignments, grading rubrics, expectations, etc.		<input type="checkbox"/>
2.2				
Service-Related				
2/3	2.2.1	Meet with Senior Faculty regarding service expectations (as a group)		
2/3	2.2.2	Attend an Academic Senate Meeting		<input type="checkbox"/>
2/3	2.2.3	Follow-up meeting related to shared governance		<input type="checkbox"/>
2.3				
Tenure Track Application Related				
2 nd /3 rd	2.3.1	Understand the components of a good cover letter		
2 nd /3 rd	2.3.2	Develop Inclusive Excellence Statement / Teaching Philosophy Statement		<input type="checkbox"/>
2 nd /3 rd	2.3.3	Learn how to negotiate (1) salary (2) lab costs (3) teaching and new course preps		<input type="checkbox"/>
2.4				
Other Activities (you may not do all of these)				
1 st	2.4.0	Attend Convocation		
1 st	2.4.1	Campus Tour [request permit]		
	2.4.2	Attend BUILD Colloquium (with PREPP Fellows Alum)		<input type="checkbox"/>
	2.4.3	Meet with cultural center staff to discuss the concept of diversity (James Saucedo)		
	2.4.4	BUILD workshop/Faculty Development workshop (Kelly Young or Malcolm Finney)		<input type="checkbox"/>
	2.4.5	Identify Research support services on campus (ORSP, IRB, grant writing support, etc.)		
	2.4.6	Discuss general Tenure/Retention (RTP) expectations		<input type="checkbox"/>
3	2.4.7	Meet with the PREPP team		<input type="checkbox"/>
3	2.4.8	Meet with Provost		<input type="checkbox"/>
	2.4.9	Attend a research lab meeting		<input type="checkbox"/>
	2.4.10	Attend a mentoring meeting between faculty and student		<input type="checkbox"/>
	2.4.11	Other (as requested by Fellow)		<input type="checkbox"/>



CALIFORNIA STATE UNIVERSITY
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PREP Fellow Demographics

CSU PRE-Professor Program: Strengthening the Faculty Pipeline



PREP Outcomes



Alma Olaguez, Ph.D.
(Psychology, Fall, 2019)



Tamara Jimah
(Public Health, Spring, 2020)



Yasmine Sherafat
(Neuroscience, Fall, 2020)

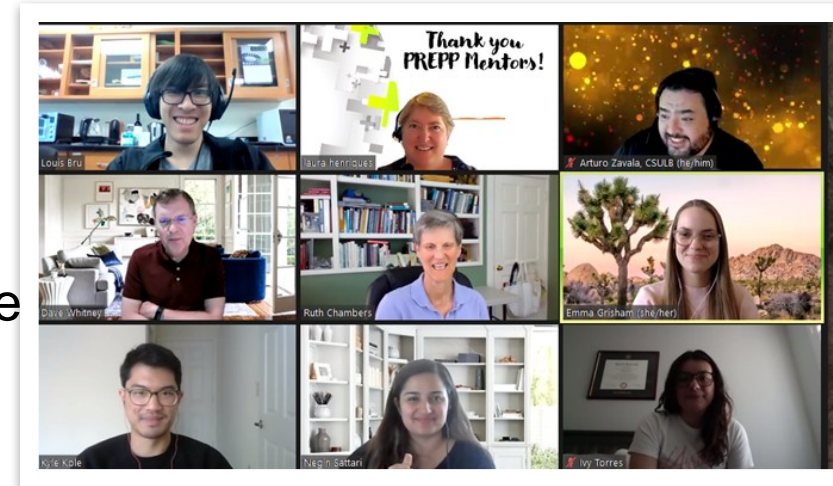


"I'm grateful to have had great mentorship. PREPP provided me with an overview of what it means to be a faculty member at a CSU, and I was able to get a better understanding about faculty responsibilities, i.e., teaching, research, service."

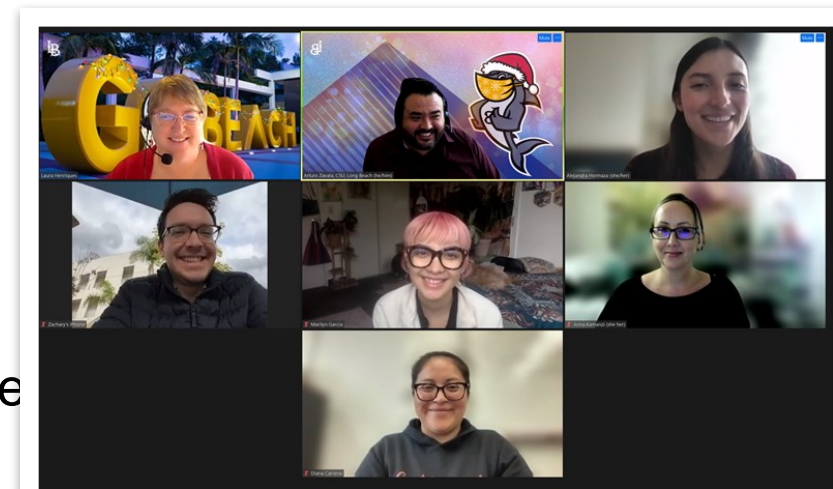


Lessons Learned

- Interviews (for Fellows and Mentors) are an important part of the application/selection process
- Building a cadre a mentors makes an impact on campus culture
- Personalizing the experience for each Fellow is critical
- Timing matters – selecting Fellows at the right point in their career trajectory
- Administrative buy-in is critical (reassigned time for Mentors)
- It takes a while to see the pay-off
 - The pay-off might be to another campus in the CSU (not the home campus)



Spring 2021



Fall 2021



Next Steps/Long-Term Plans

- Already starting to expand PREPP to the CSU
- Recruited Chancellor’s Doctoral Incentive Program (CDIP) Fellows to participate
 - CDIP Fellows have already been vetted
 - They are committed to working in the CSU
- Fall 2021 CSULB PREPP Leads worked with other CSU campuses to plan the program at their site
 - Regular meetings to go over activities and expectations
 - Shared resources
 - Recruited CDIP Fellows for first cohort of PREPP (20 applicants, 12 accepted)
 - Assign CDIP Fellows to respective campuses
- Spring 2022 – First cohort of CSU PREPP Fellows (n=12) began on the 4 campuses.
 - There will be some joint activities but mostly campus specific
 - As we expand, it is important to personalize the experience for each campus - same overarching goals and types of activities on each campus but each campus is unique





CSU PRE-Professor Program: Strengthening the Faculty Pipeline

Summary

- This is an effective way to help R1 candidates really understand what we do at the CSU
- A great way to support and recruit diverse candidates – ***it gives us a chance to sell our campus/system to highly sought-after candidates***
- As PREPP expands beyond the pilot campuses, it needs to be seen as a system-wide project
 - Fellows may get hired at a campus other than their home campus – *that's still a win for the CSU*





CALIFORNIA STATE UNIVERSITY
LONG BEACH



**CSU PRE-Professor Program:
Strengthening the Faculty Pipeline**

Questions?

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Arturo Zavala, Ph.D.

Professor of Psychology



Laura Henriques, Ph.D.

Professor of Science Education



BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

BUILD PODER

Promoting Opportunities for
Diversity in Education & Research

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

PIs: *Gabriela Chavira (contact), Carrie Saetermoe, Crist Khachikian, Patty Kwan*
PDs: *Gilberto Flores, Angie Guan*

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BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Project Overview

- Foundation in **Critical Race Theory** with 5 tenets (Vargas, Saetermoe, & Chavira, 2021): (1) Race/Racism Centrality; (2) Dismantlement; (3) Experiential Knowledge; (4) Interdisciplinary Work; and (5) Social Justice
- **Student goals:** develop CRT-informed training curriculum, increase diverse undergraduate students’ interests in pursuing a scientific research career, and share best practices.
- **Faculty goals:** develop skills and network to conduct rigorous, meaningful research with students; situating work in strong mentoring that acknowledges racial/ethnic and other power differentials
- **Institutional goals:** maintain BUILD beyond the 10-year funding cycle by developing community partnerships with activists, service providers, and politicians to reduce local health disparities

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Project Overview

To achieve faculty goals:

1. Faculty mentor training grounded in CRT
2. Online faculty training modules
3. Pilot Projects
4. Faculty writing groups
5. Faculty affinity groups
6. Webinars and workshops
7. Other forms of support for faculty
8. Results of our activities



Faculty goals: develop skills and network to conduct rigorous, meaningful research with students; situating work in strong mentoring that acknowledges racial/ethnic and other power differentials

Activities

Building “Critical” Mass

Changing Individual and Institutional Practices

Capability: psychological and physical capacity to engage in a particular behavior

Motivation: conscious and unconscious cognitive processes that direct behavior

Opportunity: external factors that make behavior

Building an Anti-racist Mentorship Culture

Capability: faculty education in anti-racist knowledge and development of anti-racist mentoring skills

Motivation: external and internal incentives that direct anti-racist mentoring behavior

Opportunity: personnel and institutional practices that foster an anti-racist mentorship culture

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

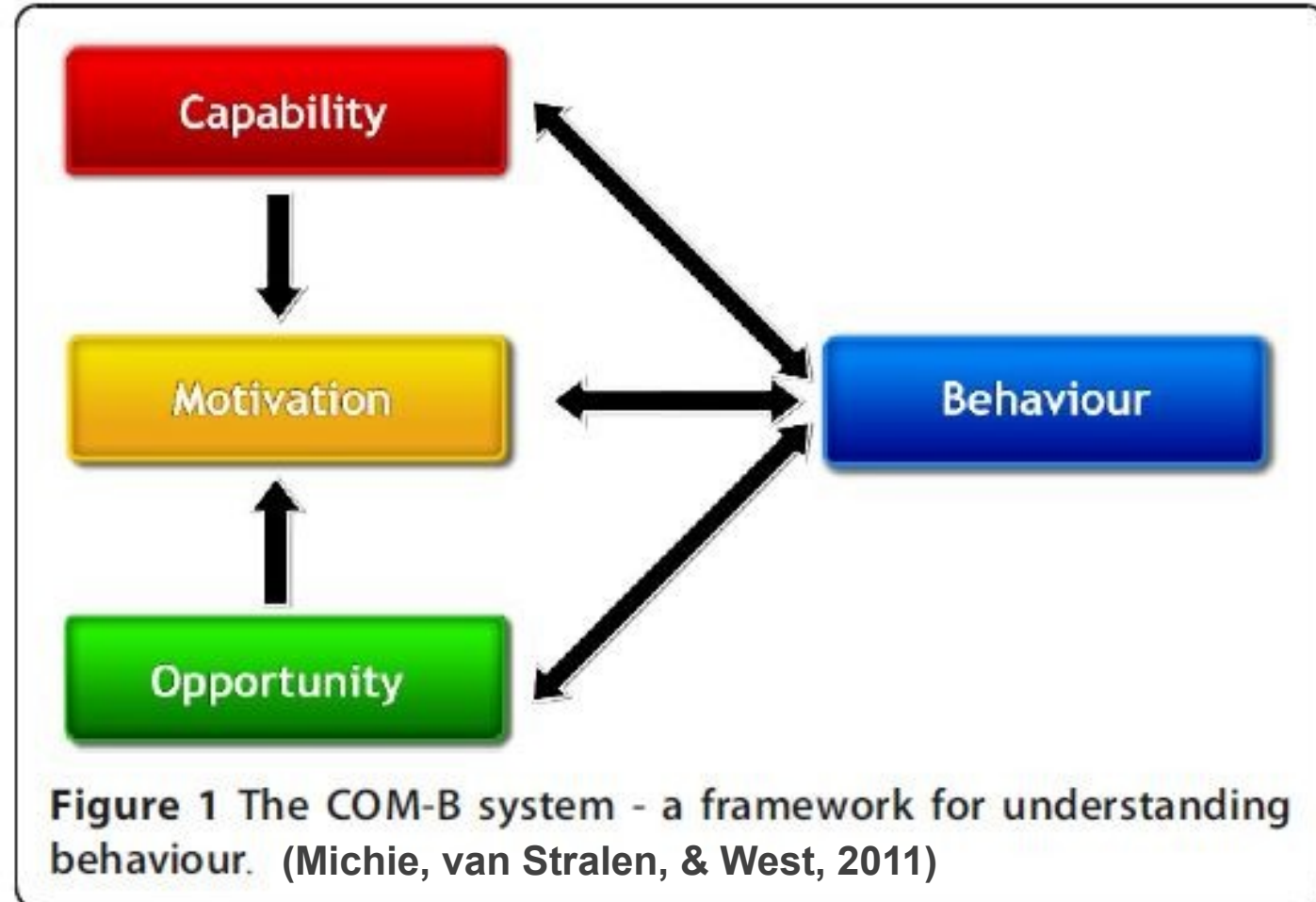


Figure 1 The COM-B system - a framework for understanding behaviour. (Michie, van Stralen, & West, 2011)

Activities

Building “Critical” Mass

4 Profiles Based on Capability and Motivation:

Choir: motivation and capability are both high

Detractor: motivation and capability are both low

Uninspired: capable but unmotivated

Undirected: motivated but incapable

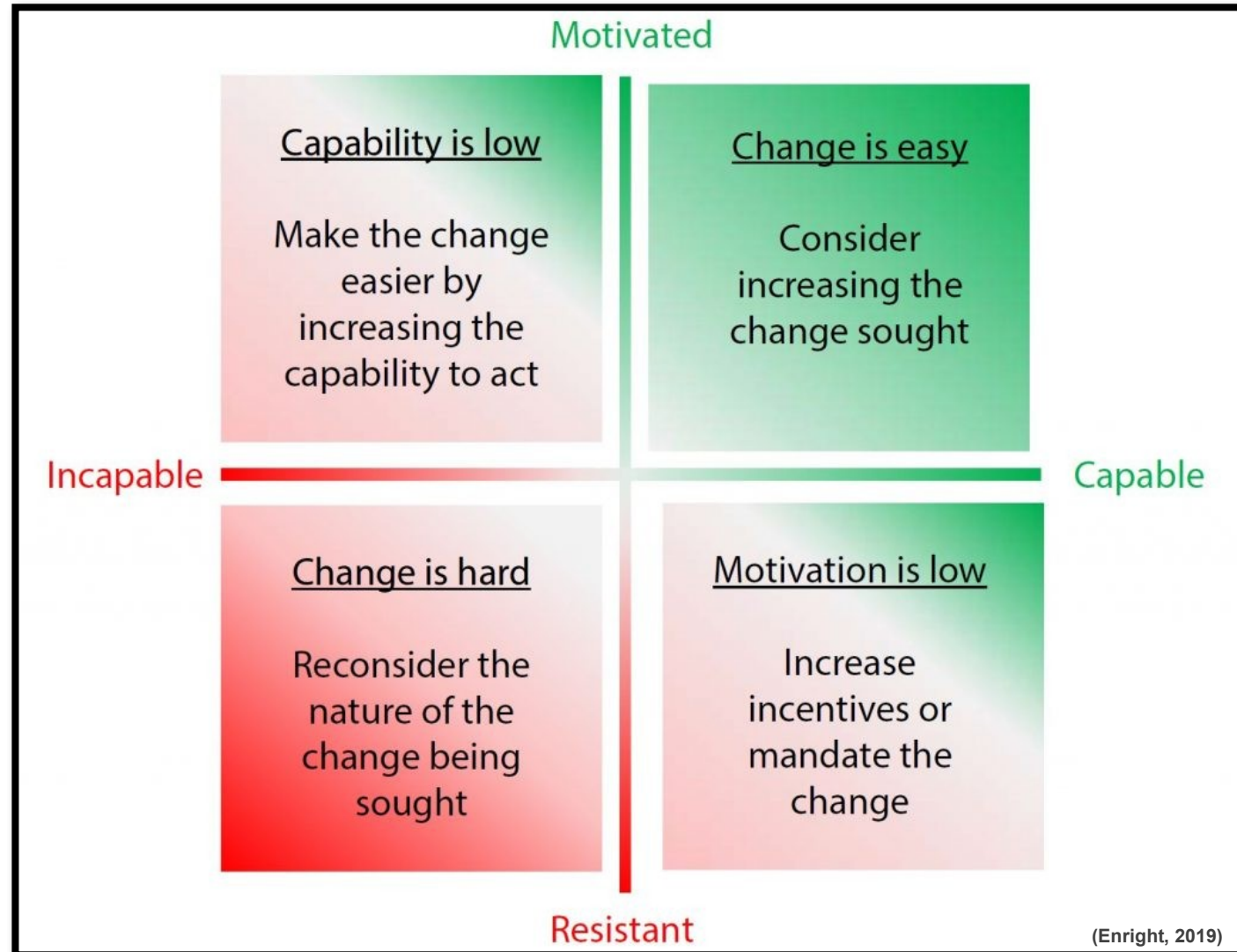
3 Basic Rules for Building Critical Mass:

Rule 1: The “choir” is key! Personal and institutional support should be given to choir members and their mission. They are the experts who will lead the desired change.

Rule 2: Investment in “detractors” is wasteful! They are not in positions to assist in institutional change and, in some cases, may work actively against change efforts.

Rule 3: Numbers are important! Critical mass cannot be realized without the assistance from the “uninspired” and “undirected.” Fortunately, they are in positions to be converted.

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research



BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Faculty Mentor Training Grounded in Critical Race Theory (CRT)

Educational CRT Tenets:

Race/Racism Centrality: Race and racism are embedded in the structures, practices, and discourses of society.

Dismantlement: Dominant ideologies must be challenged, and racist ecosystems must be transformed.

Experiential Knowledge: Perspectives of the oppressed and marginalized must be acknowledged and centered.

Interdisciplinary Work: Many disciplines are required to critique to historical and modern racism.

Social Justice: Social justice agendas are needed to eliminate all forms of subordination.

Critical Mentorship Training Aims by CRT Tenet:

Race/Racism Centrality: Awareness of historical/structural racism. Appreciation of native identities. Application of new methods and theories.

Dismantlement: Exposure to mixed methods research and community-partnered methods. Production of innovative research. Development of community-relevant research questions/methods.

Experiential Knowledge: Conversations with community members who are experts in the problem to be solved. Use of collaborative efforts to address racism.

Interdisciplinary Work: Formation of an interdisciplinary network of research faculty. Pooling of common resources to achieve shared research aims.

Social Justice: Collaborations to solve shared academe-community social problems. Production of research publications and grants with social justice themes.

Activities

Faculty Mentor Training Modules

Critical Mentorship Training

Modules:

Module 1. Introduction to Critical Mentoring

Module 2. The Social Construction of Race and Racism in the USA

Module 3. Deconstruction: Unlearning the Language of Racist Ideologies

Module 4. Actions for Critical Mentoring

Module 5. Reimagining Research Laboratory Dynamics Through a Critical Anti-Racist Lens

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Modules Aims:

Module 1. Awareness of how racism impacts all aspects of higher education, including mentorship. Awareness of how race-dysconscious attitudes and implicit biases reinforce structural racism in higher education.

Module 2. Awareness of the origins of white supremacy. Awareness of how it continues to be perpetuated in education.

Module 3. Deconstructing of the individual, relational, and cultural factors that continue to keep racism in place. Reconstructing new ways of thinking and reacting in racially charged situations.

Module 4. Identification of student protégés’ community cultural wealth (CCW). Application of CCW to build anti-racist and egalitarian relationships with protégés.

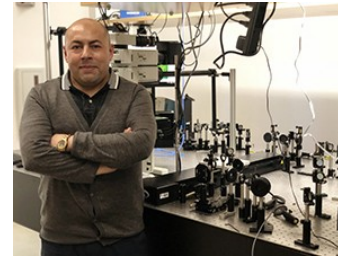
Module 5. Reconstruction of research laboratory dynamics based on anti-racist principles and practices. Application of anti-racist strategies to promote equity and justice.

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – PILOT PROJECTS

- ✓ \$50,000 each
- ✓ Goal: To develop a pilot project, collect data, and write an NIH grant
- ✓ Application reviewed using standard review criteria of the NIH
- ✓ Reviewed and selected by Mock Study Section group (CSUN and external researchers)
- ✓ Recipients are presented to and vetted by the Local Steering Committee



Dr. Aziz Boulesbaa, Chemistry and Biochemistry

--

Evaluation and Research on Utilization of Targeted Nanoparticles for Use as Cancer Therapies

Dr. Yolanda Vasquez-Salgado, Psychology

--

Investigating Social Class Disparities in Health and Academics Among Underrepresented Minority Students During the Transition to College: The Role of Cultural Mismatch



Dr. Claudia Toledo-Corral, Health Sciences

--

Environmental and Obesity Health Disparities in Young Adults: The Role of Stress Physiology



BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – PILOT PROJECTS (most recent group)



Dr. Kacie Blackman
Health Sciences

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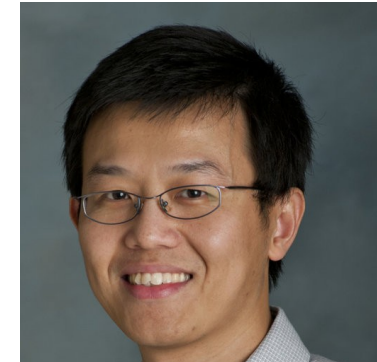
Thriving While Black: Black Birth Equity Workers Glowing Through COVID-19



Dr. Holli Tonyan,
Psychology

--

Family, Friend, and Neighbor Caregiving, Daily Experiences and Stress Physiology



Dr. Hui Xie
Recreation and Tourism Management

--

El Camino Physical Activity Intervention

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – PILOT PROJECTS



Dr. Aziz Boulesbaa, Chemistry and Biochemistry
--
Evaluation and Research on Utilization of Targeted Nanoparticles for Use as Cancer Therapies

Dr. Yolanda Vasquez-Salgado, Psychology
--
Investigating Social Class Disparities in Health and Academics Among Underrepresented Minority Students During the Transition to College: The Role of Cultural Mismatch



Dr. Claudia Toledo-Corral, Health Sciences
--
Environmental and Obesity Health Disparities in Young Adults: The Role of Stress Physiology

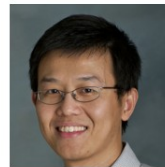
Initiatives that Promote Faculty Research – PILOT PROJECTS (most recent group)



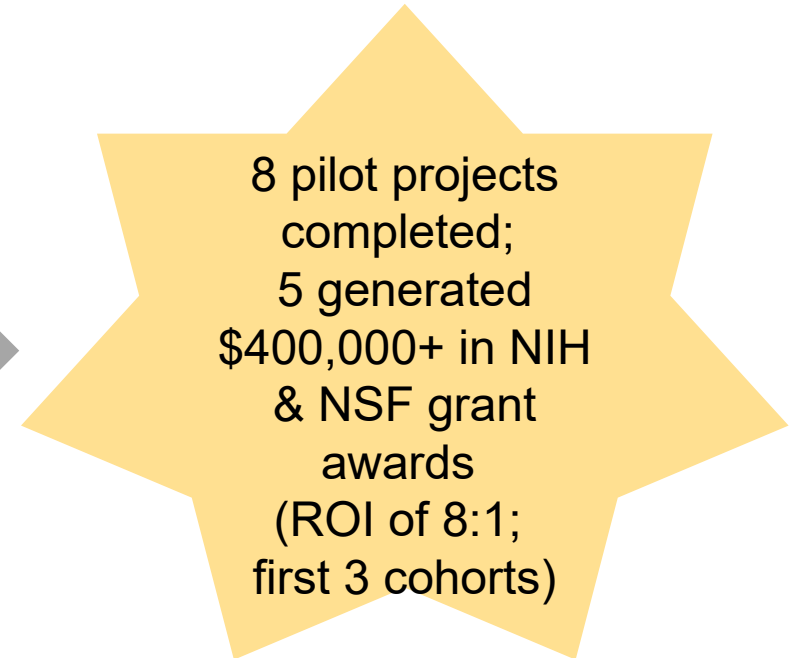
**Dr. Kacie Blackman
Health Sciences**
--
Thriving While Black: Black Birth Equity Workers Glowing Through COVID-19



**Dr. Holli Tonyan,
Psychology**
--
Family, Friend, and Neighbor Caregiving, Daily Experiences and Stress Physiology



**Dr. Hui Xie
Recreation and Tourism Management**
--
El Camino Physical Activity Intervention



Biology (2), Physics, Psychology (1), and Asian American Studies + Health Sciences (1)

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – FACULTY WRITING GROUPS

- ✓ *Focused, uninterrupted writing time*
- ✓ *3 hours/week*
- ✓ *15-16 weeks/semester*
- ✓ *Check-in and accountability*
- ✓ *Exchange of writing tips and support*

SPRING 2021 25 faculty members

Asian American Studies
Biology
Chemistry and Biochemistry
Child and Adolescent Development
Environmental & Occupational Health
Family and Consumer Sciences
Health Sciences
Kinesiology
Mechanical Engineering
Physic and Astronomy
Psychology
Urban Studies & Planning

SPRING 2022 17 faculty members

Chemistry & Biochemistry
Physics and Astronomy
Kinesiology
Biology
Child and Adolescent Development
Family and Consumer Sciences
Biology
Psychology
Health Sciences
Biochemistry

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

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SPRING 2021
25 faculty members

Asian American Studies
Biology
Chemistry and Biochemistry
Child and Adolescent Development
Environmental & Occupational Health
Family and Consumer Sciences
Health Sciences
Kinesiology
Mechanical Engineering
Physic and Astronomy
Psychology
Urban Studies & Planning



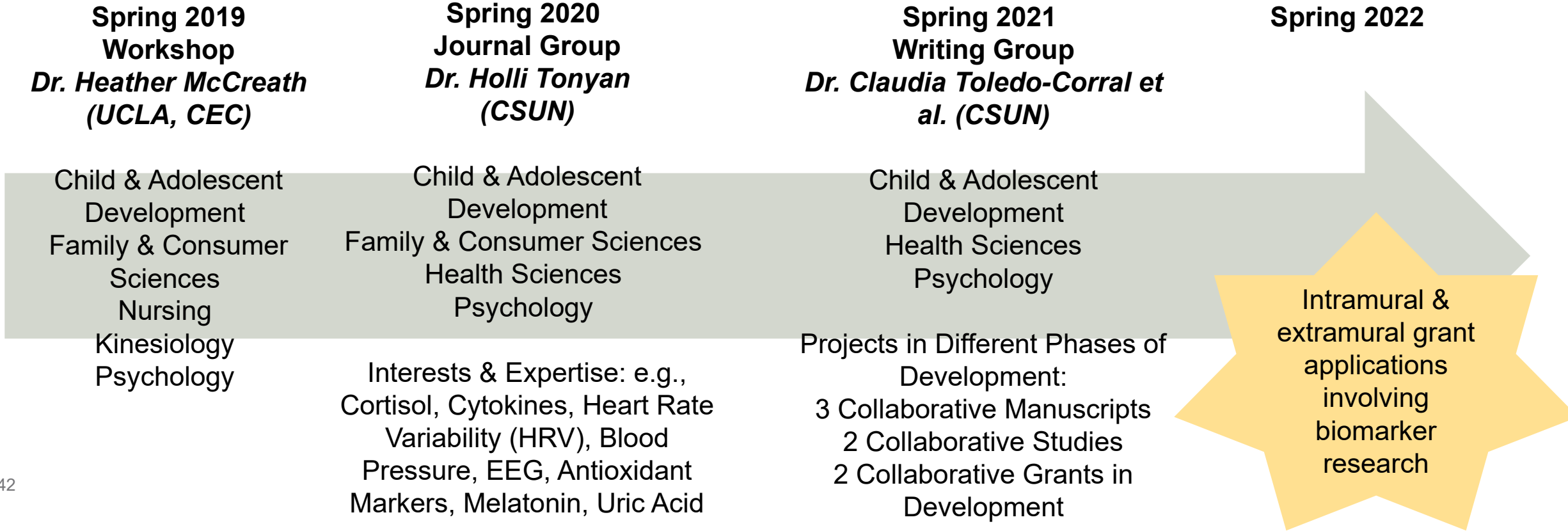
Combined total of
29 manuscripts
3 book chapters
5 grant applications

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – FACULTY AFFINITY GROUP

Biomarker Affinity Group – Evolution of Expertise



BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Activities

Initiatives that Promote Faculty Research – WEBINARS & WORKSHOPS

Environmental Health Disparities:

A Framework Integrating Psychsocial and Environmental Concepts
Dr. Gilbert Gee (UCLA)

San Fernando Valley Health: How Non-Profits, Hospitals, and Universities Can Address Community Health Concerns
Anthony Ortiz-Luis (Providence Hospital)

Forming and Managing Effective Research Teams:

Strategies for Team Science Success
Center for Research, Excellence, and Diversity in Team Science

Reproducibility and Translatability in Animal Research
Dr. Caroline Zeiss (Yale School of Medicine)

Community Engagement of African Americans in Era of

COVID-19: Considerations, Challenges, Implications, & Recommendations
Dr. Tabia Akintobi (Morehouse School of Medicine)

Aging and Health:
Seeking to Buffer Against Cognitive and Functional Decline
Dr. Michelle Carlson (Johns Hopkins University)

NIH/NSF Grant Development, Forms, and Submission:

How to Present Your Project and Write for Reviewers
Dr. Sheree Schrager & Laura Serrano (CSUN RSP)


Write Winning NIH/NSF and Career Development Award Proposals
Grant Writers’ Seminars and Workshops (GWSW)

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research


ACTIVITIES

Initiatives that Promote Faculty Research – ADDITIONAL SUPPORT

- Consultation in biostatistics, evaluation, and research methodologies
- Consultants for grant writing
- Funds for external trainings
- Funds for external mentors
- Funds to publish in open access journals



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Promoting Opportunities for
Diversity in Education and Research



**DIVERSITY
PROGRAM
CONSORTIUM**
Supported by the National
Institutes of Health

2021-2022
Got your paper accepted and need to pay for
Apply for BUILD PODER funds to help pay you!

Deadline: October 1, 2021 and ongoing

BUILD PODER faculty mentors are invited to apply for up to \$1500 in funds to assist in manuscript preparation. If a manuscript is to be considered, faculty must show proof of manuscript acceptance by a peer reviewed journal. Manuscripts for consideration must be related to health equity and health disparities.

Name: _____

Department: _____

Phone: _____ E-mail: _____

Title of manuscript: _____

Journal: _____

List all co-authors and their affiliations, in order from first author to last including BUILD PODER student, please indicate with an asterisk _____



**BUILD
PODER**
Promoting Opportunities for
Diversity in Education and Research



**DIVERSITY
PROGRAM
CONSORTIUM**
Supported by the National
Institutes of Health

2021-2022
Application for Research Project Consultants
Biostatistics | Evaluation | Grant Writing

Deadline: October 1, 2021 and ongoing

BUILD PODER faculty mentors are invited to apply for funds to work with a consultant in biostatistics, evaluation, or grant writing in preparation for a manuscript or grant proposal. All consultants are provided by BUILD PODER or in the case of biostatistics or evaluation, consultants may be identified by the faculty member, pending approval by BUILD PODER. The level or extent of consultation provided will be determined on a case-by-case basis.

Name: _____

Department: _____

Phone: _____ E-mail: _____

Title of research project, manuscript or grant proposal: _____

Biostatistics OR Evaluation OR Grant Writing

Fall 2021 OR Spring 2022

I understand that the faculty named above will receive support for writing a proposal or manuscript through consultation in biostatistics, evaluation, or grant writing.

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Results

OVERALL PRODUCTIVITY OF FACULTY IN BUILD PODER

BUILD PODER Faculty Publications (N=53)	BUILD PODER Faculty Grant Proposals (N=48)	BUILD PODER Faculty Conference Presentations (N=60)
<p>223 publications</p>	<p>196 grants</p> <p>90 (46%) grants awarded; \$38M 60 (31%) not funded 46 (23%) pending</p>	<p>438 conference presentations</p>

Note: Data as of May 2021

Lessons Learned

- Social justice research starts with faculty trained in social justice and critical mentoring → improvements in student-related and community-related outcomes
- A supportive university environment increases faculty productivity → increases and improves social justice research

BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research



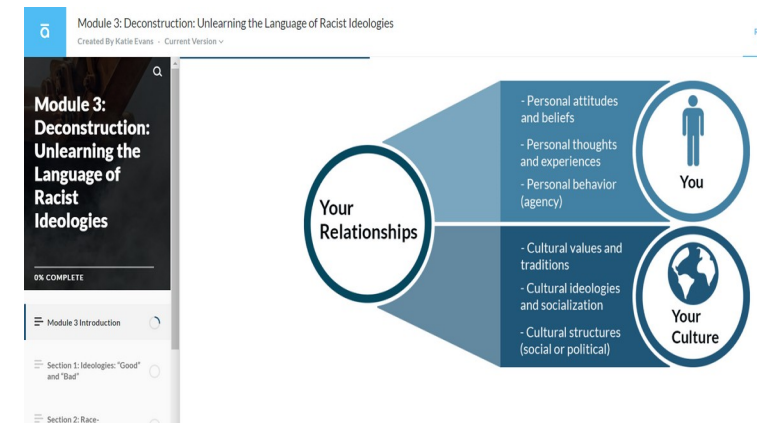
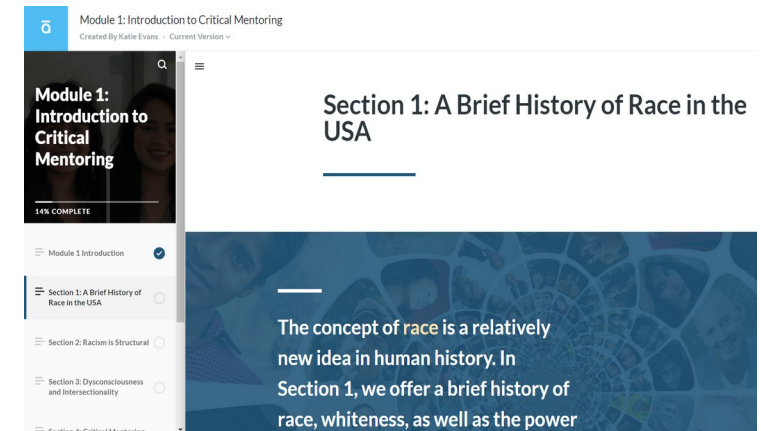
BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Next Steps/Long-Term Plans

- Working to institutionalize effective initiatives
 - Faculty writing groups
- Health Equity Research & Education (HERE) Center
 - Badge Projects for transfer students
 - Cluster hire faculty in health equity
 - Community-based projects (e.g. Black infant mortality)
 - Houselessness Townhall



- Online faculty training modules



BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

Summary

Faculty opportunities offered through BUILD PODER

- Race conscious mentoring
- Research training
- Research and networking opportunities
- Research community!



**BUILDing a “Critical” Mass: Mentorship and
Initiatives to Promote Social Justice Research****Questions?****Contact Information:****Jose H. Vargas**

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CSU Northridge

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Patty Kwan & Jose Vargas, CSUN
patty.kwan@csun.edu, jose.h.vargas@csun.edu

Next Steps/Closing Remarks

Dr. Frank A. Gomez
Executive Director, STEM-NET
Office of the Chancellor



<https://www2.calstate.edu/impact-of-the-csu/research/stem-net>

Webcast Feedback Survey

Please take a few moments to tell us about your webcast experience.

Use the QR Scan Code to download it




STEM-NET March Webcast

Topic: Makerspace

Date: Friday, March 4th, 2022

Time: 10am-11:30am

Register Here 



Virtual Research Café 10.0

Date: Friday, March 4th, 2022

Time: 11am-12pm

Register Here 



Presenters



Dr. Carlos Rojas
Assistant Professor
Dept. of Computer Engineering
San Jose State University

Topic: Helping Geoscience Undergraduates
Think like Experts



Dr. Virginia Isava
Assistant Professor
Department of Geology Education
Cal State Fullerton

Topic: Helping Geoscience Undergraduates
Think like Experts



Dr. Jamie Booth
Assistant Professor
Dept. of Mechanical Engineering
CSUN

Topic: Bioinspired Solutions to Resist Failure in
Engineering Materials and Interfaces



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THANK YOU FOR JOINING US TODAY!
For more information about STEM-NET visit our website:

