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

Frank A. Gomez  CSU Office of the Chancellor  fgomez@calstate.edu
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
CALIFORNIA’S PUBLIC COLLEGE CAMPUSSES 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 CMS

By Teresa Wantanabe ~ LA Times ~ March 8, 2018

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

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**Demographics for URM students in Educational Pipeline (2008)**

- **URMs (percentage of total population)**
  - College-age: 33%
  - BS/BA S&E Earners: 17%
  - PhD S&E Earners: 7%

- **Key Transition Point: Undergraduate to Graduate**
  - 10,947/yr*
  - 507/yr*

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**Faculty Representation for Sustainable Transformation of Science and Health**

Valantine, Lund, & Gammie, 2016

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Slide from 2012 Webinar announcing RFAs for NIH Diversity Initiative Grants
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).
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.

Expected Results
Next Steps/Long-Term Plans

Faculty Representation for Sustainable Transformation of Science and Health

- Diverse Faculty
- Diverse Faculty
- URM
- non-URM

Gibbs et al., 2016
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?

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Assessing Co-Hire Policies for Equitable Faculty Representation

Leticia Márquez-Magaña, PhD – San Francisco State University

Marissa Harris and Rori Rohlfs, PhD
Project Overview I

Assessing Co-Hire Practices for Equitable Faculty Representation

Inclusion Gap
How can HU be what they do not see?

HU = historically underrepresented
Black, LatinX, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islander

Retention of HU in Science Training

Recruitment of HU into Science

Trust Gap
How can HU trust folks who purposely exclude them from their ranks?

Equity & Achievement Gap
HU underperform in threatening environments and are under evaluated due to unchecked biased review.

HU Persistence to and in STEMM Careers

STEMM EQUITY
Science, Technology, Engineering, Math and Medicine
Project Overview II

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

- 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).

“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
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

<table>
<thead>
<tr>
<th>CSU</th>
<th>% HU*</th>
<th>% Women*</th>
<th>Co-hire Policy</th>
<th>HU Agents of Change</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>0%</td>
<td>45%</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>2</td>
<td>16%</td>
<td>34%</td>
<td>Yes</td>
<td>Yes</td>
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<td>3</td>
<td>38%</td>
<td>44%</td>
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<tr>
<td>4</td>
<td>20%</td>
<td>38%</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

Assessing Co-Hire Practices for Equitable Faculty Representation

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

Subdisciplines

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.
REFERENCES


Phillips KW. How Diversity Makes Us Smarter: Being around people who are different from us makes us more creative, more diligent, and harder-working. 2014 Oct 1; Available from: https://www.scientificamerican.com/article/how-diversity-makes-us-smarter.


Questions?

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Assessment funded by SF BUILD grant: UL1 GM118985
https://sfbuild.sfsu.edu/

Follow us @sfBUILD
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.
PREP Fellow Demographics
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 of 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)
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
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.
Questions?

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Professor of Psychology

Laura Henriques, Ph.D.
Professor of Science Education
BUILDing a “Critical” Mass: Mentorship and Initiatives to Promote Social Justice Research

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

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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
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

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

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)
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.
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:**


**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.

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

**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
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
--
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
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

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

8 pilot projects completed; 5 generated $400,000+ in NIH & NSF grant awards (ROI of 8:1; first 3 cohorts)

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

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. Lelfi Tonyan
  - Psychology
  - Family, Friend, and Neighbor Caregiving, Daily Experiences and Stress Physiology

- Dr. Hai Xie
  - Recreation and Tourism Management
  - El Camino Physical Activity Intervention
**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
Initiatives that Promote Faculty Research – FACULTY WRITING GROUPS

- Focused, uninterrupted writing time
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- 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
Activities

Initiatives that Promote Faculty Research – FACULTY AFFINITY GROUP

Biomarker Affinity Group – Evolution of Expertise

Spring 2019 Workshop
Dr. Heather McCreath
(UCLA, CEC)

Spring 2020 Journal Group
Dr. Holli Tonyan
(CSUN)

Spring 2021 Writing Group
Dr. Claudia Toledo-Corral et al. (CSUN)

Spring 2022

Child & Adolescent Development
Family & Consumer Sciences
Nursing
Kinesiology
Psychology

Child & Adolescent Development
Family & Consumer Sciences
Health Sciences
Psychology

Child & Adolescent Development
Health Sciences
Psychology

Interests & Expertise: e.g., Cortisol, Cytokines, Heart Rate Variability (HRV), Blood Pressure, EEG, Antioxidant Markers, Melatonin, Uric Acid

Projects in Different Phases of Development:
3 Collaborative Manuscripts
2 Collaborative Studies
2 Collaborative Grants in Development

Intramural & extramural grant applications involving biomarker research

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 Psychosocial and Environmental Concepts
Dr. Gilbert Gee (UCLA)

Forming and Managing Effective Research Teams:
Strategies for Team Science Success
Center for Research, Excellence, and Diversity in Team Science

Community Engagement of African Americans in Era of COVID-19:
Considerations, Challenges, Implications, & Recommendations
Dr. Tabia Akintobi (Morehouse School of Medicine)

NIH/NSF Grant Development, Forms, and Submission:
How to Present Your Project and Write for Reviewers
Dr. Sheree Schrager & Laura Serrano (CSUN RSP)

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

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

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

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

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

**OVERALL PRODUCTIVITY OF FACULTY IN BUILD PODER**

<table>
<thead>
<tr>
<th>BUILD PODER Faculty Publications (N=53)</th>
<th>BUILD PODER Faculty Grant Proposals (N=48)</th>
<th>BUILD PODER Faculty Conference Presentations (N=60)</th>
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<tbody>
<tr>
<td>223 publications</td>
<td>196 grants</td>
<td>438 conference presentations</td>
</tr>
<tr>
<td></td>
<td>90 (46%) grants awarded; $38M</td>
<td></td>
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<tr>
<td></td>
<td>60 (31%) not funded</td>
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<tr>
<td></td>
<td>46 (23%) pending</td>
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*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
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
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?

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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

Virtual Research Café 10.0
Date: Friday, March 4th, 2022
Time: 11am-12pm

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 Facture in Engineering Materials and Interfaces
Join our CSU STEM-NET Community listserv
csustemnet@lists.calstate.edu

Begin a Conversation with Colleagues and Join our Private CSU STEM-NET Facebook Group
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