WELCOME TO THE CEC EXECUTIVE SUMMARY
# Table of Contents

Welcome to the CEC .......................... 2
The Bigger Picture - Diversity Program Consortium .......... 3
What We’ve Done .......................... 4
Web-based Resources ....................... 10
Meet the CEC ............................. 12
Media Resources .......................... 19
Stay Connected ........................... 26
Welcome to the CEC

The Coordination and Evaluation Center (CEC) at UCLA is part of a larger initiative funded by the National Institutes of Health called the Diversity Program Consortium (DPC).

The DPC is a national research project in which the NIH collaborates with institutions that implement and evaluate practices designed to understand effective approaches to mentoring, student engagement, research capacity building, faculty development and infrastructure development.

The CEC provides operational support for activities across the NIH grantees and leads a national evaluation of student-focused programs. Working together with the NIH and other DPC initiatives, the CEC identified a set of key outcomes, or Hallmarks of Success, that are critical to student and faculty career development, and institutional change.

To research these outcomes, the CEC leads the Enhance Diversity Study (EDS), which collects data through national surveys, interviews and focus groups of students and faculty at undergraduate institutions in the consortium. Ongoing analysis of the data builds with local evaluations to gather evidence of the progress of DPC programs.

Ultimately, through analysis and evaluation of DPC interventions over time, these efforts may help to engage a more diverse field of individuals entering into biomedical research careers.

Learn more about Enhancing the Diversity of the NIH-Funded Workforce.

Dr. Keith Norris

Keith Norris, MD, PhD, is the Senior Principal Investigator (PI) and Co-director of the Administrative Core of the Coordination and Evaluation Center at UCLA. He is also the Executive Vice Chair of Equity, Diversity and Inclusion for the Department of Medicine at UCLA and the co-director of the community engagement research program for UCLA’s Clinical and Translational Science Institute. Norris is an internationally recognized clinician scientist and health policy leader who has been instrumental in shaping national health policy and clinical practice guidelines in the area of kidney disease.

By examining the best possible strategies to support the success of undergraduates from historically underrepresented groups in STEM and closing the gap in research on these kinds of interventions, we hope to shape a better future for the next generation of biomedical scientists.
Building Infrastructure Leading to Diversity

The BUILD programs are funded by the NIH to understand effective approaches to engaging, training and mentoring undergraduate students in biomedical research fields. See a list of participating institutions here.

Coordination and Evaluation Center

The CEC provides grantees operational support and leads the Enhance Diversity Study (EDS) – formerly known as the Consortium-Wide Evaluation Plan (CWEP) – which assesses outcomes from data collected through the DPC national surveys and conducted interviews and focus groups.

National Research Mentoring Network

The NRMN provides mentorship, professional development, mentor/mentee training and networking opportunities for students and faculty. During Phase II of the project, independent research projects are being conducted to test novel mentoring and networking approaches.

The Sponsored Programs Administration Development

The SPAD award provides support to institutions to create or enhance Offices of Sponsored Programs to train and support faculty in submitting NIH biomedical research grants.

DPC Dissemination and Translation Awards

DPC DaTA aim to expand the consortium’s impact by including additional institutions. Through a scientific approach, these sites will understand the effectiveness of biomedical research training and mentoring or research capacity building by implementing a variety of interventions intended to engage students, their families and faculty. These activities are similar to those developed by the BUILD sites.

Because of the complexity of the human experience, researchers need to bring varying perspectives and ask innovative questions to enhance the health of the nation. The National Institutes of Health (NIH) is working to achieve this goal by investing in novel research to protect and improve health and also developing the biomedical researchers who expand our knowledge. The Diversity Program Consortium (DPC) is one of these initiatives.

Visit Our Story to learn how the DPC started and to understand the work of Consortium Members.
What We’ve Done
Key Activities

Over the last decade, the CEC conducted the Enhance Diversity Study (EDS) to evaluate outcomes across 10 BUILD programs. Additionally, the CEC coordinated with partners to facilitate national events, built an online presence reaching potentially millions of users, published dozens of newsletters featuring the work of DPC members and produced several visual media projects.

The CEC evaluates BUILD outcomes of student and faculty training and mentoring, and institutional changes in research capacity. Data is collected through national surveys, institutional records, program participation data and case study research.

**WHAT WE’VE DONE**

Collected longitudinal data from over 700 BUILD and 500 non-BUILD faculty to compare groups.

**The Enhance Diversity Study**

The CEC evaluates BUILD outcomes of student and faculty training and mentoring, and institutional changes in research capacity. Data is collected through national surveys, institutional records, program participation data and case study research.

**PHASE 1**

CEC Phase I of case studies was conducted from 2017 to 2018 with over 500 participants interviewed.

**PHASE 2**

CEC Phase II of case studies was conducted during 2022 with 360 participants.

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<td><strong>student cohorts</strong></td>
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<td>Five cohorts of entering freshmen were studied longitudinally with almost 2,000 BUILD students and more than 20,000 comparison group students</td>
<td>Collected longitudinal data from over 700 BUILD and 500 non-BUILD faculty to compare groups</td>
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Hallmarks of Success

DPC members identified critical points of growth to map student and faculty career development, and institutional change. These Hallmarks of Success are used to evaluate outcomes for the EDS.

50+ EDS products

Published over 50 EDS products focused on student, faculty and institutional hallmarks, the context for interventions and documentation of evaluation methods. See the Resource Center for full CEC publications.

350+ meetings + webinars

Conducted over 350 meetings and webinars to connect DPC members and efforts

technical tools

Developed innovative tools, such as the tracker and hallmarks browser, to collect and share information

Published 37 web-based newsletters featuring stories on mentoring and training from DPC awardees and publications
WHAT WE’VE DONE

Sharing Our News

new dpc site

Launched a redesigned website in 2023 to communicate the purpose and accomplishments of the DPC. Analytics from the first few months show higher engagement on the new site compared to annual visits on the old website.

9 annual conferences

Organized nine annual conferences to catalyze collaborations across an expanding consortium network (12 to 40 grantees)

2500

Built an online presence of over 2,500 followers across LinkedIn, Twitter, Instagram, Facebook and YouTube to support a diverse, inclusive community of biomedical researchers

news stories

Feature stories about publications, mentoring, events and training from DPC awardees
Enhance Science was created by the CEC to promote inclusivity and equity in science, technology, engineering, math and medicine (STEMM) using visual media. Its two original video series, “Face of Science” and “Become A Researcher,” showcase the real-life impact of DPC initiatives.

#FaceOfScience

“Face Of Science” is a video series visualizing inclusive excellence in STEMM. Filmed at the 2019 ABRCMS conference, the series features 10 undergraduate students who were participants in BUILD programs. They discuss developing their science identity as they pursue biomedical research careers. The series includes follow-up interviews showing how they navigated challenges during the COVID-19 pandemic.

Become a Researcher

What does it take to become a scientific researcher? “Become A Researcher” explores this question with five biomedical researchers from the DPC who are at different stages of their careers, from starting graduate school to managing multiple grant-funded projects as accomplished senior faculty. They tell their life story and share words of wisdom with anyone looking to become a researcher.
**WHAT WE’VE DONE**

**Sharing Our News**

#FaceOfScience social media campaign

A scientist can look like anyone and everyone — that is the message amplified by the DPC’s annual #FaceOfScience social media campaign. The campaign was launched in 2021 through the Enhance Science project to engage research trainees and the broader scientific community, including undergraduate and graduate students, postdocs, faculty and NIH officials. Participants are asked to write “#FaceOfScience” on a piece of paper, take a photo with it, post it on social media and include a message about what they love about being a scientist. Analytics show that the campaign has doubled in key metrics each year since it began.

**12M potential impressions**

The third annual #FaceOfScience campaign on April 26, 2023, gained over 12 million potential impressions on Twitter with posts from the DPC, NIH trainees and scientists across the country.
Web-based Resources

**RESOURCE CENTER**
Provides search filter by keyword, topic, type of publication, news or CEC published products

**PUBLICATIONS DASHBOARD**
Highlights featured publications and provides links to product definitions, brand resources and key external tools and partners
Web-based Resources

Featured News, Events & Announcements

DPC NEWS & MEDIA
Features recent news content, links to the newsletter and media resources

HALLMARKS
Lists evaluation guidance mapped over the career trajectories of students and faculty with institutional targets

DPC Hallmarks of Success: Yr. 6-10

STF 1 | High academic self-efficacy
STF 2 | High self-efficacy as a researcher
STF 3 | High science identity
STF 4 | Satisfaction with quality of mentorship
STF 5 | Perceived sense of belonging within the university
STF 6 | Perceived sense of belonging within the research community
STF 7 | Intent to pursue a career in biomedical research
STF 8 | Entry into an undergraduate biomedical degree program
STF 9 | Persistence in biomedical degree or other formal research training program

ENHANCE SCIENCE
Features original video series plus resources to support biomedical researchers
Meet the CEC
CEC Cores

**Administrative Core**
Supports the activities, committees and working groups that connect members of the DPC to each other. The AC also aids in effective dissemination.

**Data Coordination Core**
Provides data collection, management expertise and related services with the other cores and DPC members.

**Evaluation Core**
Evaluates the Hallmarks of Success to determine initial impacts of interventions.

**Communication & Dissemination Core**
Shares best practices, research outcomes, systems and tools in partnership with DPC members.

Keith Norris, Director
Cynthia Joseph, Co-Lead
Gerald Bempong
Maribel Garcia
Jonathan Mendez
Cynthia Montes

Teresa Seeman, Director
Heather McCreath, Co-Lead
Yetunde Adebambo
Lillian Chen
Robert “Buddy” Dennis
Kevin Eagan
Rey Encarnacion

Weijuan Han
Alexis Knott
Cynthia Montes
Sylvia Pan
Claudia Perez
Dawn Purnell
Karina Ramirez

Christina Christie, Director
Nicole Maccalla, Co-Lead
Sylvia Hurtado, Co-Lead
Gerald Bempong
Krystle Cobian
Catherine Crespi

Terry Nakazono
Hector Ramos
Ana Romero
Jayashri
Srinivasan

Cynthia Joseph, Director
Hansook Oh, Co-Lead
Benjamin Andrews-Zapata
Emily Gibson
Charne’ Ingram
Jonathan Mendez
Melissa Simon
The CEC Leadership Team

Keith C. Norris, MD, PhD
Co-Principal Investigator
Administration Core Director

Keith C. Norris, MD, PhD, is the Executive Vice Chair of Equity, Diversity and Inclusion for the Department of Medicine at UCLA and the co-director of the community engagement research program for UCLA’s Clinical and Translational Science Institute. He is an internationally recognized clinician scientist and health policy leader who has been instrumental in shaping national health policy and clinical practice guidelines in the area of kidney disease. Norris is a leading health disparities researcher and a powerful advocate for increasing minority biomedical researchers and enhancing the research infrastructure of minority institutions. He was the founding PI for the Research Centers in Minority Institutions (RCMI) Translational Research Network (RTRN), the only National NIH network dedicated to reducing health disparities. He also served for seven years as the president of the RCMI Program Directors Association.

Teresa Seeman, PhD
Co-Principal Investigator
Data Coordination Core Director

Teresa Seeman, PhD, is a professor of medicine, geriatric medicine and epidemiology whose research interests focus on the role of sociocultural factors in health and aging with specific interest in understanding the biological pathways through which these factors influence health and aging. A major focus of her research relates to understanding how aspects of the social environment, particularly social ties, influence health and aging. In addition, she has extensive experience in research operations and has developed and directed data collection and data management systems for a number of multi-site studies.

Christina Christie, PhD
Evaluation Core Director

Christina Christie, PhD, is the Wasserman Dean of the School of Education and Information Studies at UCLA and also a professor of education in the Division of Social Research Methodology. Her work focuses on applied evaluation research studies, research on evaluation practice and theoretical analysis. She is committed to training educational scholars in mixed-methods and evaluation and research methods. Christie is the former chair of the Theories of Evaluation Division and the Research on Evaluation Division, and has served on the board of the American Evaluation Association and as a section editor of the American Journal of Evaluation. She currently serves on the editorial board of Studies in Educational in Evaluation.

Cynthia Joseph, EdD
Communications & Dissemination Core Director
Administration Core Co-Lead

Cynthia Joseph, EdD, is an investigator with expertise in communication education combined with experience and research interests in STEM diversity initiatives. As a Diversity Director for a National Science Foundation Science and Technology Center, she led, implemented and evaluated diversity programming targeting high school, community college and four-year college students. Joseph’s research applies critical theory with components of psychology, sociology and anthropology to identify implicit academic science norms as described by historically underrepresented STEM faculty.
Heather McCreath, PhD, is a researcher in the Division of Geriatrics in UCLA’s David Geffen School of Medicine. Previously, she worked as the associate director for the Multi-Site Studies Coordinating Center at the University of Alabama. McCreath’s current research focuses on aging and biomarkers. She has a doctorate and a master’s degree in environmental psychology from Arizona State University.

Hansook Oh is the co-director of the Communication and Dissemination Core for the Coordination and Evaluation Center at UCLA. Her unique approach of using brand theories, marketing strategies and narrative storytelling in academic settings has resulted in innovative dissemination methods. She designs collaborative communication campaigns for the NIH Diversity Program Consortium (DPC) that show the impact of its grantee program interventions. She also executive produces the Enhance Science project, a digital media project that visualizes inclusive excellence in biomedical research by featuring DPC researchers.

Sylvia Hurtado, PhD, is a professor of education at UCLA and a senior investigator for the Coordination and Evaluation Center. She has served as the director of the Higher Education Research Institute (HERI) for over a decade and has led several national research projects, including a NIH/NIGMS-sponsored project (R01) on the longitudinal assessment of students aspiring for STEM careers and case studies of institutional strategies to broaden participation in STEM. Hurtado’s research interests are student educational outcomes, STEM education and diversity in higher education. She is past president of the Association for the Study of Higher Education (ASHE). Hurtado also served on the Board of Higher Education and Workforce, Policy and Global Affairs Division of the National Research Council/NASEM, as well as on various study committees.

Nicole “Nicky” Maccalla, PhD, has been working with the DPC since 2015. They serve as the Evaluation Core (EC) co-director, CEC editor-in-chief and chair of the Evaluation Implementation Working Group (EIWG). They bring years of experience to the Enhance Diversity Study (EDS) as the director of evaluation for state and federally-funded K-16 professional learning programs. Maccalla’s research interests include underrepresentation in higher education; achieving diversity, equity, and inclusion in organizations; evaluation for organizational capacity building; meaningful measures of teaching effectiveness; and scale development. They are committed to supporting organizations aimed at social betterment and social justice.
Catarina Kiefe, MD, PhD, is the founding chair of the Department of Population and Quantitative Health Sciences (PQHS) at the University of Massachusetts Medical School. She has been part of the leadership team of CTSAs at two universities and has overseen activities focused on translating scientific advances into human benefit. Her research interests are in the area of cardiovascular outcomes and effectiveness research, in which she has been continuously funded as PI for decades. Kiefe is a pioneer in using cluster-randomized trials to improve physician practice patterns and in transdisciplinary research, and she has extensive experience in impact outcome evaluation of multi-modal health services research.

Deborah M. Fournier, PhD, is Assistant Provost for Institutional Research and Evaluation at Boston University Medical Campus. She is also Director of Evaluation for the NIH-funded Clinical and Translational Science Institute and the Broadening Experiences in Scientific Training Program at Boston University. Fournier has more than 25 years of field experience in applied social science research, educational program evaluation and research evaluation. Her applied scholarship involves collaboration with faculty and administrators to implement rigorous evaluation practices that are integrated with program planning to best assess the impact of grant funded programs, research networks and special projects in ways that can accurately guide operational and strategic management and policy decision-making. Fournier is a member of the American Evaluation Association where she has served in various capacities.

Emma Fernández-Repollet, PhD, is a professor and former Vice President for Research at the University of Puerto Rico (UPR), and Steering Committee Chair of the NIH-Research Centers in Minority Institutions Translational Research Network. She is the Executive Director of the Center for Collaborative Research in Health Disparities at the UPR Medical Sciences Campus. Fernández-Repollet’s expertise lies in the areas of cross-institutional collaboration and coordination at a national level.
Krystle Cobian is a project scientist at the CEC. Her research interests include examining the impact of policies and practices on underrepresented groups in science, technology, engineering, math and medical fields (STEMM), organizational change in STEMM equity initiatives, and career development and leadership opportunities for women of color in STEMM. She completed her PhD in Higher Education and Organizational Change at UCLA.

Kevin Eagan is an associate professor in the Department of Education at the University of California, Los Angeles. He has previously served as the director of the Higher Education Research Institute. In his personal research and work with the CEC, he applies inferential and quasi-experimental analytic techniques to large-scale survey data to explore the facilitators of and barriers to underrepresented students' success in undergraduate science education.

Dawn Purnell is a dedicated researcher deeply committed to advancing social justice and educational equity. Serving as associate lead for BUILDing Infrastructure Leading to Diversity (BUILD), Dawn was tasked with building a two-way relationship with DPC awardees that effectively communicates and gleans contextual understanding used to map programmatic interventions to the evaluation's hallmarks of success. Dawn earned her BA in African American Studies at UCLA and is currently a Doctoral Candidate in UCLA's Educational Leadership Program. With a passion for addressing systemic inequalities, Dawn, brings a multidisciplinary approach to their work, drawing on insights from sociology, psychology, and education. Her dissertation research focuses on understanding the root causes of educational disparities and developing innovative strategies to promote inclusive learning environments for all students. Her research also includes an in depth look at the impacts of social justice movements on student stress levels.

Kate Crespi is a professor of biostatistics in the UCLA Fielding School of Public Health. Her areas of expertise include multilevel and longitudinal modeling and she has collaborated widely with colleagues in public health, epidemiology, psychology and education. Crespi has served as an officer in several statistical societies and is an elected fellow of the American Statistical Association. She provides statistical expertise and advise to CEC investigators.
The CEC Investigators

Ana Romero is an associate project scientist at the CEC and an assistant director in the Department of Education. Her research interests include examining the impact of STEMM interventions on underrepresented students' success, organizational behavior in higher education, and the impact of campus climate on students and staff of color. She earned her PhD in Higher Education and Organizational Change at UCLA.

Naomi Stephen is a PhD student in the Department of Education at the University of California, Los Angeles, focusing on Social Research Methodology. She specializes in program evaluation and evaluation theory. She comes from a background working with nonprofits and has been with the CEC since March 2021.

Jayashri Srinivasan is an associate project scientist for the CEC. She obtained her PhD from the Social Research Methodology (SRM) division in the Department of Education at UCLA. Her research uses multilevel models, causal inference techniques and Item Response Theory (IRT) to large-scale survey data to study access and equity to educational opportunities.
Media Releases
Los Angeles, CA, October 25, 2023
Does a student’s participation in a program aimed at engaging and training undergraduate students interested in biomedical careers strengthen their identity as a scientist?

This is one of the questions that a team of researchers from the federally funded Diversity Program Consortium (DPC) tackled in a study released June 10.

Titled “BUILDing an Early Advantage: An Examination of the Role of Strategic Interventions in Developing First-Year Undergraduate Students’ Science Identity,” the study examines whether first-year students participating in the DPC’s Building Infrastructure Leading to Diversity (BUILD) programs developed a stronger science identity than their peers not in BUILD, and if the program’s effect varied based on an individual’s racial/ethnic identity or gender identity. Findings reveal that BUILD-exposed freshmen showed stronger science identities at the end of their freshman year.

Kevin Eagan, PhD, who authored “BUILDing an Early Advantage” with Ana Romero, PhD, and Shujin Zhong, PhD, said the study talks about science identity as a person’s ability to see themselves as a researcher by developing competency as a scientist and being recognized by others as a scientist.

“Our outcome [from this study] talks about identifying with the community of scientists, seeing oneself as a scientific person. The assumption is [that] students who develop and sustain science identities early during college are more likely to strengthen their commitments to pursuing graduate work in the sciences and then ultimately working in the scientific workforce,” Eagan said.

Read the full story on the DPC website.
More about the authors:
Kevin Eagan is an associate professor in UCLA’s School of Education and Information Studies (SEIS), the former director of the Higher Education Research Institute and a senior investigator for the Coordination and Evaluation Center (CEC) at UCLA.

Ana Romero is the assistant director of the Master of Education in Student Affairs program for UCLA’s SEIS and an associate project scientist in the CEC.

Shujin Zhong is a postdoctoral associate in the College of Education’s Department of Human Development and Quantitative Methodology at the University of Maryland.

More about the DPC:
The Diversity Program Consortium (DPC) is an initiative funded by the National Institutes of Health that focuses on implementing strategies to enhance the training and mentoring of students and faculty, while also expanding the research capacity of institutions.

This work is done through programs like Building Infrastructure Leading to Diversity (BUILD), DPC Dissemination and Translational Awards (DaTA), Sponsored Programs Administration Development (SPAD) and the National Research Mentoring Network (NRMN).

The Enhance Diversity Study (EDS) conducted by the Coordination and Evaluation Center (CEC) at UCLA evaluates outcomes across the BUILD programs.

For more information, visit the DPC website.
Los Angeles, CA, August 24, 2022—August marked a momentous month for the National Institutes of Health’s Diversity Program Consortium (NIH DPC) with the release of a special issue in the journal, New Directions for Evaluation.

Titled “Evaluating a National Biomedical Diversity Initiative,” the issue describes the ongoing evaluation work led by the DPC’s Coordination and Evaluation Center (CEC) at the University of California, Los Angeles.

The DPC was funded in 2014 by the NIH’s Common Fund, as part of a 10-year long, wide-ranging effort to advance diversity and equity in the biomedical research workforce. The three core DPC initiatives—the CEC, the BUilding Infrastructure Leading to Diversity (BUILD) Program and the National Research Mentoring Network (NRMN)—develop, implement, assess and disseminate innovative approaches to research training and mentoring. Evaluation is an integral aspect of all DPC initiatives, and the CEC focuses primarily on the BUILD programs.

“The initiatives and programs established through the Consortium focus on changing who participates in and remains committed to conducting biomedical research,” said Lourdes Guerrero, EdD, one of the issue’s editors and a CEC researcher. “This issue shares insights, lessons learned and explores how the evaluation work has evolved.”

Through case studies and surveys, the CEC collects longitudinal data that tracks respondents’ progress during their biomedical research journeys.

“Our work was grounded in evaluation theory, specifically, utilization-focused evaluation and theory-driven evaluation, with a stance or perspective informed by equitable evaluation practices – that is, we were intentional about being both scientific and in service of equity,” Guerrero said.

In articles throughout this issue, CEC researchers share details about designing and implementing this complex evaluation of the BUILD programs (Chapter 1), analytical approaches and methods of measuring impact (Chapters 4 and 5), as well as ways to increase survey response rates (Chapter 3), and implement case studies (Chapter 2). Chapter 7 offers process insights from local BUILD evaluators, and Chapter 6 discusses the theories informing their evaluations.
Chapter 8 offers critical evaluative insights gained from this study, while Chapter 9 includes the funders’ perspectives on lessons learned so far.

The authors of Chapter 9 wrote that this evaluation is a “once-in-a-generation opportunity” to examine the science of workforce diversity, mentoring and research capacity building.

“The program is already having significant impacts on NIH’s research training and capacity-building evaluation activities,” they wrote. “As we learn more about the efficacy of various approaches through the ongoing consortium-wide and site-level evaluations, the program will extend its impact on cultivating and sustaining a research enterprise that better reflects and serves the needs of the entire American public.”

As teams developing research training programs continue asking questions about their programs’ effectiveness and impact, the intention is that the findings and ideas shared in this special issue will help inform future evaluation efforts.

Read the full articles in this issue for free at the Wiley Online Library.

Visit Our Story for more information on the development of the DPC and to learn more about grant awardees.
#FaceOfScience campaign shows what a scientist looks like

Los Angeles, CA, May 16, 2023—A scientist can look like anyone and everyone. That is the message scientists across the nation sent when they joined the third annual #FaceOfScience social media campaign on April 26.

The campaign is organized by the Diversity Program Consortium (DPC), an initiative funded by the National Institutes of Health that aims to engage and support a more diverse field of individuals in biomedical research careers.

Participation in #FaceOfScience has doubled each year, reaching a new record of 12 million potential social media impressions during the 2023 campaign.

Students, faculty, researchers and individuals from scientific organizations posted photos of themselves holding signs with #FaceOfScience and shared why they love being a scientist.

Hansook Oh, who helped coordinate the campaign as the co-director of communications for the DPC Coordination and Evaluation Center (CEC) at UCLA, said the success of the campaign indicates how important it is to uplift and support scientists, especially those from historically underrepresented groups.

"#FaceOfScience is clearly resonating with the scientific community," Oh said. "This campaign began with a question—whose face do you see when you imagine what a scientist looks like? We want to expand the image of a scientist to include those who were previously excluded and inspire a new face of science in the public imagination."

The campaign is part of the CEC’s Enhance Science, a visual media project that showcases inclusive excellence in science, technology, engineering, math and medicine (STEMM).

Read more about #FaceOfScience on the DPC website or at www.enhancescience.org.

###

CEC Media Contacts: Cynthia Joseph, cjjoseph@mednet.ucla.edu Hansook Oh, ehoh@mednet.ucla.edu
New video series explores different stages of a scientist’s career

CEC Media Contacts: Cynthia Joseph, cjjoseph@mednet.ucla.edu Hansook Oh, ehoh@mednet.ucla.edu

Los Angeles, CA, June 2023—What does it take to become a scientific researcher? The Diversity Program Consortium’s (DPC) Enhance Science project explores this question in a new video series called “Become A Researcher.”

“Become A Researcher” features five biomedical researchers who are at different stages of their careers, from starting graduate school to managing multiple grant-funded projects as accomplished senior faculty: Juan Castillo, Cecilia Hinojosa, J. Zak Peet, Halaevalu Vakalahi and Keith Norris.

Each of the individuals are affiliated with the DPC, a network of institutions funded by the National Institutes of Health (NIH) to implement training and mentoring interventions, and to enhance individuals' success in biomedical research careers.

The series premiered Feb. 8 on YouTube as the second video series from Enhance Science, a visual media project produced by the DPC Coordination and Evaluation Center (CEC) at the University of California, Los Angeles.

Episodes are available on YouTube or the Enhance Science website. More information about the researchers is also available on the DPC website.

Follow Enhance Science on Twitter, Facebook and Instagram and subscribe to the newsletter.

###

Watch the original series

Episode 3 - "Possibilities Through Education"

Episode 2 - "Embracing the Journey"

Episode 1 - "From the Canal to Chemistry"
The Diversity Program Consortium (DPC) has several social media platforms to help us stay connected with the scientific community. Click on the links below to learn more and follow us!

@NIHdpc
Diversity Program Consortium

@enhancediv
Enhance Diversity

@enhancescience
Enhance Science

@NRMNET
National Research Mentoring Network
The Diversity Program Consortium’s Coordination and Evaluation Center at UCLA, and the Enhance Diversity Study, is supported by the Office of the Director of the National Institutes of Health and the National Institute of General Medical Sciences under award number U54GM119024.