GABRIELA CHAVIRA, Ph.D.

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EDUCATION

University of California, Santa Cruz, Psychology Department
Doctorate of Philosophy in Developmental Psychology, September 2005
Dissertation title: *Latino adolescents' academic achievement: The roles of family involvement and students' career and ethnic identities*.

California State University, Northridge
Bachelor of Arts in Psychology and Mexican American Studies, May 1994

PROFESSIONAL EXPERIENCE

07/23 - present	*Director,* Office of Undergraduate Research, CSU Northridge
07/15 – present	*Professor*, Department of Psychology, CSU Northridge
06/11 – 06/15	*Associate Professor*, Department of Psychology, CSU Northridge
08/05 – 05/11	*Assistant Professor,* Department of Psychology, CSU Northridge
01/04 – 05/05	*Lecturer,* Department of Psychology, CSU Northridge

Certifications

03/24	*Decisions: Alcohol Awareness and Education Training* Prevent Zone, California State University Northridge
02/24	*HSR Basic Course for Social-Behavioral-Educational Researchers* Collaborative Institutional Training Initiative (CITI) Program
07/22	*Conflicts of Interest* Collaborative Institutional Training Initiative (CITI) Program

EXTERNAL GRANTS

10/24-09/28 *IGE: Track 2: The California State University Wellbeing Alliance for Research Masters*
Stanislaw, H., Cover, M., Chavira, G., Morales, J., Morrison, A., Reeves Huckaby, A., & Gomez, F. (PIs, Multi-Site Collaborative Grant)
NSF, Innovations in Graduate Education Program: $250,000

10/22 – 09/27 *Creating Opportunities for Minoritized Undergraduate Students to Participate in Mentored Research*; Chavira, G., Khachikian, C., Bocanegra, M. (PIs)
NSF Improving Undergraduate STEM Education: Hispanic-Serving Institutions: $3,500,000

07/19-06/25 *BUILD II* ; Chavira G, Saetermoe CL, Khachikian C, Kwan P. (PIs)
NIGMS, Building Infrastructure Leading to Diversity (BUILD) Initiative: $19,000,000

EXTERNAL GRANTS

10/14-06/19 *BUILD@CSUN*; Khachikian C, Chavira G, Saetermoe CL, Shriffar MM. (PIs)
NIGMS, Building Infrastructure Leading to Diversity (BUILD) Initiative: $21,800,000.

2009-2011 *Adolescent Academic Achievement: Psychological Functioning and Cultural Discontinuity*
PI: Chavira G./ PD: Hellenbrand H.
NIMHD, Research Infrastructure in Minority Institutions (RIMI), R24 grant: $168,000

SELECTED PUBLICATIONS (* denotes student co-authors)

Peer-Reviewed Journal Articles

1. Echegoyen, L. E., Mehta, K. M., Hueffer, K., Kagey, J. D., Keller, T. E., Morgan, K. M., Aley, S. B., **Chavira, G**., Chun, C-A., Sheithattari, P., & Wagler, A. (2025). Factors associated with applying to graduate/professional degrees for students engaged in undergraduate research experiences at minority serving institutions. *Frontiers in Education, 10*. https://doi.org/10.3389/feduc.2025.1589105.
2. Mason, S., Fernandez, F. J., Sharp, S., **Chavira, G.,** Khachikian, C., Kwan, P., & Saetermoe, C. (2025). Enhancing graduate education pathways: A case study of a STEM undergraduate research experience program. *Studies in Graduate and Postdoctoral Education*.
3. Bielefeldt, A., Montoya, L., **Chavira, G.** & Ferro, A. (2025). Perceptions of the value of community-engaged research in the promotion and tenure process for environmental engineering and science faculty. *Journal of Women and Minorities in Science and Engineering, 31*(4), 1-28.
4. Wagler, A., **Chavira, G.,** Lindwall, J., McCreath, H., McIntee, F., Nguyen-Rodriguez, S. T., Ott, L., Ramirez, K. D., Snyder, K., & Mehta, K. (2024, Dec). Student-centered factors influencing inclusion in STEMM majors among first-year undergraduate students. *PLOS ONE*.
5. Lin, J., Moon, S.M., Guan, S-S. A., Kwan, P., Flores, G., & **Chavira, G.** (2024). Factors influencing science career intention: The power of counterspace. *Innovative Higher Education*.
6. Bielefeldt, A., Montoya, L., **Chavira, G.** & Ferro, A. (in press). Perceptions of the value of community-engaged research in the promotion and tenure process for environmental engineering and science faculty. *Journal of Women and Minorities in Science and Engineering.*
7. Fernandez, F., Mason, S., **Chavira, G.,** Kwan, P., Saetermoe, C., & Sharp, S. (2024, July). Examining a Critical Race Theory-Informed Undergraduate Research Experience: Proposing A Conceptual Model of the Benefits of Anti-Racist Programs on Student Development. *Innovative Higher Education.*
8. Moon, S. M., Guan, S-S. A., Vargas, J. H., Lin, J. P., Kwan, P., Saetermoe, C., Flores, G., & **Chavira, G.,** (2024, June). Critical Mentorship in Undergraduate Research Experience BUILDs Science Identity and Self-Efficacy. *International Journal of Science and Mathematics Education.*
9. Fernandez, F., Mason, S., Sharp, S., **Chavira, G.,** Khachikian, C., Kwan, P., & Saetermoe, C.A (2024). A mixed-methods study of how a Critical Race Theory-informed undergraduate research experience program provides equitable support for aspiring graduate students. *Educational Sciences, 14*(3): 334.
10. *Dighero, J., *Cruz, I., & **Chavira, G.** (2023, Dec.). Predicting academic success using a LatCrit approach: The impact of ethnic identity, self-esteem, and campus climate among Latinx high school students. J*ournal of Hispanic Higher Education, 23(2).*

SELECTED PUBLICATIONS CON'T (* denotes student co-authors)

11. Escobedo, P., *Garcia, D., *Cascelli, L., **Chavira, G.,** Flores, G., E., Brown, J. L., Boyns, D., & Ainsworth, A. T. (2023, Dec.). Delivery of undergraduate research training program: comparing student outcomes before, during, and after the COVID-19 quarantine. *PLoS ONE, 18*(12): e0295901.
12. Escobedo, P., Moon, S., *Moreno, K., Lin, J. C. P., Flores, G., Kwan, P., & **Chavira, G**. (2023, June). The impact of COVID-19 quarantine on sense of belonging and science outcomes among biomedical science students: A longitudinal study. *Educational Sciences, 13*(6):579.
13. Vasquez-Salgado, Y., Camacho, T.C., *Lopez, I., **Chavira, G.,** Saetermoe, C., & Khachikian, C. (2023). "I definitely feel like a scientist": Exploring science identity trajectories among Latinx students in a critical race theory-informed undergraduate research experience program. *Infant and Child Development.*
14. Fernandez, F., Mason, S., Saetermoe, C., & **Chavira, G.** (2022, March-April) Evaluating Mentorship Programs: Survey Items for Improving Student Affairs Practice. *Journal of College Student Development*.
15. Camacho, T.C., Vasquez-Salgado, Y., **Chavira, G.,** Boyns, D., Appelrouth, S., Saetermoe, C., & Khachikian, C. (2021, May). Science identity among biomedical science Latinx majors: The role of a critical race theory-informed undergraduate research experience. *CBE - Life Sciences Education, 20*(2).
16. Ashcroft, J., Jaramillo, V., Blatti, J., Guan, S. A., Bui, A., Villasenor, V., Adamian, A., **Chavira, G.,** et al. (2021). BUILDing equity in STEM: A collaborative undergraduate research program to increase achievement of underrepresented community college students. *Scholarship and Practice of Undergraduate Research (SPUR), 4*(3), 47-58.
17. Villaseñor, V., Bui, A., Guan, S-S. A., Jain, D., Saetermoe, C., **Chavira, G.,** & Khachikian, C. (2021, Spring). Mentors make a difference: Community college students' development in a biomedical research training program informed by critical race theory. *Journal of Applied Research in the Community College, 28*(1), 155 - 170.
18. Norris, K.C., McCreath, H., Seeman, T., Aley, S.B., **Chavira, G.**, Christie C, et al. (2020). Baseline characteristics of the 2015-2019 first-year student cohorts of the NIH Building Infrastructure Leading to Diversity (BUILD) Program. *Ethnicity & Disease, 30(4),* 681-692.
19. Vargas, J.H., Saetermoe, C.L., **Chavira, G**. (2020). Using Critical Race Theory to reframe mentor training: Theoretical considerations regarding the ecological systems of mentorship. *Higher Education*, *81*, 1043–1062.
20. *Martinez, G., & **Chavira, G**. (2019). A college knowledge program for Latino immigrant families: Examining pre- and post-parental academic involvement and adolescents' academic goals. *Social Sciences, 8*(10), 275.
21. Saetermoe, C.L., **Chavira, G.,** Khachikian, C., Boyns, D., & Cabello, B. (2017). Critical Race Theory as a Bridge in Science Training: The California State University, Northridge BUILD PODER Program. *Biomedical Central Proceedings, 11(*21).
22. **Chavira, G.**, Cooper, C.R., & *Vasquez-Salgado, Y.E. (October 2016). Pathways to Achievement: Career and Educational Aspirations and Expectations of Latina/o Immigrant Parents and Early Adolescents. *Journal of Latinos and Education, 15(3)*, 214 – 228.
23. *Vasquez, Y.E., & **Chavira, G.** (2014). The transition from middle school to high school among Latino youth. *Journal of Hispanic Behavioral Sciences*, *36*(1), 79-94. doi: 10.1177/0739986313513718

PROFESSIONAL PRESENTATIONS

1. **Chavira, G.** (2025, May 1-3). *Familial, Social, and Institutional Relations and Latinx College Students' Academic Persistence and Mental Health* [Paper symposium discussant]. SRCD Biennial Meeting, Minneapolis, MN.
2. **Chavira, G.** (2025, January 16). *Introduction and Importance of Asset-Based Frameworks and Approaches.* [Oral presentation]. Broadening Biomedical Research Workforce through Culturally Responsive Mentorship Conference, Fort Worth, TX.
3. **Chavira, G.,** Escobedo, P., Lin, J., Moon, S., & Vargas, J. (2024, November 7 -9). *Enhancing Undergraduate Research through Critical Race Theory: Evidence and Outcomes from the BUILD PODER Program.* [Workshop presentation], AAC&U 2024 Transforming STEM Conference. Arlington, VA.
4. Khachikian, C., **Chavira, G.,** & Bocanegra, M. (2024, September 20). *From Access to Excellence: Empowering Diverse Voices in STEM Undergraduate Research.* [Oral presentation]. 2024 NSF Regional HSI Conference on Servingness. Cal Poly Pomona, Pomona, CA.
5. **Chavira, G.,** Khachikian, C., & Bocanegra, M. (2024, September 6). *Empowering Tomorrow's Scholars: Institutionalization Efforts to Increase Research Capacity for Undergraduate Students and their Mentors*. [Webcast panelist] CSU STEM-NET Webcast CSU NSF HSI-STEM Grantees.
6. **Chavira, G. (**2024, August 16). *Building Capacity for Research and Creative Activities.* [Panelist]. New Faculty Orientation, California State University Northridge.
7. **Chavira, G.** (2024, June 19). *From Idea to Funding: Insights from a Panel of NSF Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI) Program Grant Winners.* [Webinar Panelist]. Hispanic Association of Colleges and Universities.
8. **Chavira, G.,** Khachikian, C., & Bocanegra, M. (2024, June 26). *Empowering Tomorrow's Scholars: Critical Race Theory in Institutionalization Efforts to Increase Research Capacity for Undergraduate Students.* [Oral presentation]. Council on Undergraduate Research ConnectUR Conference, College Park, MD.
9. **Chavira, G.,** (2024, April). Panelist, Invited Session: *Open Science and Adolescent Research 2.0: A Conversation*. [Oral presentation]. Society for Research on Adolescence, Chicago, IL.
10. **Chavira, G.** (2023, July 18). *Decentering your syllabus: How to implement equity-mindedness in your classroom*. [Webinar]. The Society for Research in Child Development.
11. **Chavira, G.,** Vu, K., Asojo, O., & Sancheznieto, F. (2023, June). *Advancing effective approaches across student, faculty and institutional impacts*. [Oral presentation]. Moderator on a Panel Session for the Annual Diversity Program Consortium Meeting. UCLA, Los Angeles, CA.
12. **Chavira, G.,** Flores, G., Escobedo, P., Moon, S., Fernandez, F. (2023, June). *Student outcomes highlight the success of CRT-informed student and mentor training.* [Poster presentation]. The Annual Diversity Program Consortium Meeting. UCLA, Los Angeles, CA.
13. **Chavira, G.,** Khachikian, C. S., Camacho, T., Medina, R., Schaal, N., Osborne, J., Sharp, S., & Bocanegra, M. (2023, May). *Creating opportunities for minoritized undergraduate students to participate in mentored research.* [Poster presentation]. NSF Hispanic Serving Institutions PI Conference, The University of Texas at San Antonio, San Antonio, TX.
14. **Chavira, G.** (2023, February). Increasing student success: *The role of critical mentorship for minoritized students*. [Oral presentation]. Faculty Scholar Academy, College of Engineering, CSUN, Northridge, CA.

PROFESSIONAL PRESENTATIONS (CON'T)

15. Chavira, G., *Quiñonez, Y., & *Paz de la Vega, L. (2022, May 3-5). *The role of racial microaggressions on STEM students' well-being, academic persistence, and aspirations.* [Poster presentation]. The Society for Research in Child Development's Special Topics Meeting: Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination. Rio Grande, Puerto Rico.
16. Adamian, A., *Garcia, D., & **Chavira, G.** (2022, May 3-5). *Gaining equity in inequitable spaces: A K-12 STEM education model for Latinx students.* [Poster presentation]. SRCD's Special Topics Meeting: *Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination*. Rio Grande, Puerto Rico.
17. **Chavira, G.** (2022, April 8). *Microaggressions and using CRT in your daily work.* College of Engineering DEI Committee. Oakland University, Rochester, MI.
18. **Chavira, G.** & Khachikian, C. (2022, March). *Critical mentorship.* [Zoom presentation]. College of Engineering DEI Committee. Oakland University, Rochester, MI.
19. **Chavira, G**. (2022, March 3-5). *Amplifying Developmental Science Research in Social Policy.* Moderator. Biennial meeting of the Society for Research on Adolescence, New Orleans, LA.
20. **Chavira, G.** & Khachikian, C. (2022, February 25). *Allyship action plan: Moving beyond being non-racist.* [Zoom presentation]. College of Engineering DEI Committee. Oakland University, Rochester, MI.
21. **Chavira, G.** & Khachikian, C. (2022, January). *Being an ally: Moving beyond being non-racist.* College of Engineering DEI Committee. [Zoom presentation]. Oakland University, Rochester, MI.
22. **Chavira, G.** (2022, January). *BUILDing Scholars: Using CRT to diversify the biomedical sciences.* [Zoom presentation]. Community Psychology Graduate Program, the University of Virginia.
23. **Chavira, G.** & Khachikian, C. (2021, August). *Moving beyond being non-racist: BUILDing Inclusivity in STEMM.* [Oral presentation]. College of Engineering Faculty Retreat, Oakland University, Rochester, MI.
24. **Chavira, G.** (2021, August). *Critical Race Theory in Education.* [Podcast presentation]. CSU STEM-NET: All Things STEM. Host: Frank Gomez. Available: https://all-things-stem-podcast.simplecast.com/episodes/critical-race-theory-in-education
25. **Chavira. G.** (2021, June). *BUILDing an inclusive department and workplace.* [Zoom presentation]. SF BUILD Faculty Leadership Institute.
26. **Chavira, G.** (2021, June). *BUILDing leadership capacity in your department.* [Zoom presentation]. SF BUILD Faculty Leadership Institute.
27. **Chavira G.** (2021, May). *Increasing the pipeline to the doctorate: The case of master's and doctoral universities partnerships.* [Keynote speaker]. The Northwest Partnerships and Pathways Conference.
28. Abo-Zena, M.M., Bravo, D.Y., **Chavira, G.,** Yoo. H.C.B., Howard, L. C. (2021, April). *Centering anti-racist and anti-oppressive scholarship: Integrating intersectionality in developmental science.* [Roundtable symposium]. The Society for Research in Child Development. Virtual conference.
29. Abo-Zena, M. M., Bravo, D. Y., **Chavira, G.,** Yoo, H. C. B., Howard, L.C. (2020, November). *Becoming an ally and co-conspirator in developmental science.* Webinar for the Society for Research in Child Development. Available at: https://www.youtube.com/watch?v=4r9-lUxeji8
30. **Chavira, G.** (2019, July). *CRT-informed responsible conduct of research for undergraduate trainees.* [Oral presentation]. NIH Division of Training Workforce (TWD) Annual Meeting, Bethesda, MD.

SELECTED CONTRIBUTIONS TO THE UNIVERSITY AND COMMUNITY

Department of Psychology and College of Social and Behavioral Sciences

2024	Search Committee Member, CSBS Grants & Contracts Development Officer
2019 – present	Executive Committee Member, Psychology Department
2019 – present	Advisor, Psychology Alumni Association
2004 – 2023	Member, General Experimental (Psychological Science) MA Faculty Committee
2004 – 2022	Member, Department Educational Policies Committee (EPC)

University-Wide Committees/Activities

2025	Reviewer, 2025 Outstanding Faculty Award, Faculty Senate
2022 - present	Matador Success and Inclusion Center Building Committee, Member
2024 – present	Advisory Board Member, SECURE for Student Success, USDE DHSI Title V Grant
2022	Member, Search and Screen, Provost
2022	Roadmap to the Future – Academic Excellence Subgroup Area Expert
2019 – 2020	Member, Search and Screen, AVP Research & Sponsored Projects
2016 – 2018	Member, Ad-hoc Committee for the Safety and Support of CSUN Students
2015 – 2018	Member, Committee for Engaging Undergraduate Students in Research

Academic Community

2025 – present	Division Representative, Undergraduate Research Programs Division, Council on Undergraduate Research
2024 (Fall)	Panel Reviewer, NICHD T32
2024 – present	Advisory Board Member, Project Star, NSF ECR, UNLV
2023 – present	Founding Member, Latinx Special Interest Group, SRA
2023 – present	Member, CSU STEM-NET University Advisor
2023 – present	Member, Teaching Committee, SRCD
2023 – present	Member-at-Large, Latinx Caucus Steering Committee, SRCD
2023 – present	Member, Biennial Meeting Sub-committee, Latinx Caucus, SRCD
2022 – present	Chair, Publications and Presentations Committee, NIH Diversity Program Consortium
2021 – present	Member, Executive Leadership Committee, NIH Diversity Program Consortium
2021 – present	Member, NSF ADVANCE SPACES
2022	Reviewer, National Science Foundation: Graduate Research Fellowship Program
2021 – present	Committee Member, Teaching Committee, SRCD
2021	Reviewer: National Science Foundation: Advancing Informal STEM Learning
2020	Speaker, *Becoming an Ally and Co-Conspirator in Developmental Science,* SRCD
2020 – present	Chair, Social Policy Committee, Society for Research on Adolescence
2020	Reviewer: National Science Foundation: Advancing Informal STEM Learning
2019	Reviewer: National Science Foundation: Innovative Technology Experiences for Students and Teachers (ITEST)