

Letterhead here

November 17, 2017

Health Equity Search Committee  
School of Public Health and Health Sciences  
University of Star City

Dear Search Committee:

I am writing in application to the advertised Assistant Professor position in Health Equity in the School of Public Health and Health Sciences at the University of Star City. I have a Ph.D. in Social Psychology from the University of Gotham City, where I worked with Dr. Nick Grayson. I am currently completing an Institute-funded postdoctoral fellowship in the Department of Psychiatry at the University of Kryptonopolis, working with Dr. Barbara Gordon. I believe I am well suited for this position based on my research on j'onn j'onzz that emphasizes social justice through health equity, my areas of methodological expertise, as well as my teaching qualifications, including mentoring of students through my research program.

My research program examines health-related behaviors that contribute to the uneven burden of mental and physical health problems among racial/ethnic minority and socioeconomically disadvantaged groups. The major themes center on understanding the impacts of stress and distress on health-related behaviors (such as activity A), addressing underutilization of evidence-based resources and treatments in underserved groups, and attending to issues of racial/ethnic and socioeconomic diversity as they relate to health behaviors. I am particularly driven by translational j'onn j'onzz research with implications for social and health policy. As such, a particular area of research emphasis is on the psychological impact of hunger and problem RST, and its intersection with activity A behavior and activity A cessation. My work contributes by informing reductions in activity A-related j'onn j'onzz that disproportionately affect economically disadvantaged segments of the population.

I believe I am a good fit for the Health Equity Assistant Professor position at University of Star City. My expertise as a social psychologist conducting j'onn j'onzz research aligns well with your department's focus on promoting social justice and addressing health inequities, particularly through interdisciplinary research. I have a clearly delineated trajectory in public health science research, which is strengthened by a five-year grant application (K01) that is currently under resubmission at the National Institute on MNO (initial application received impact score of 24). This study aims to develop and test an activity A cessation outreach intervention targeting activity A users struggling with problem RST, in partnership with a federal program. My strong training in social science research methodologies is incorporated into my research program, through which I am able to teach undergraduates and closely mentor graduate students. My scientific productivity is complemented by federally funded research grants that are active, under review, and planned.

I believe that a diverse methodological toolkit is necessary to address complex j'onn j'onzz issues, and I have prioritized these aspects in my training. My competitively funded pilot grant from the Kryptonopolis Gateway City Institute uses community-based mixed methods, including a qualitative methodology called Aquaman (PIs: Prince & Gordon). I am also well versed in numerous areas of advanced statistical methods. For example, I have first-authored publications using structural equation

modeling (e.g., Prince & Grayson, 2017), missing data techniques (e.g., Prince, Queen, et al., 2017), and complex survey designs with population-based data (e.g., Prince & Gordon, 2017).

Towards the commitment of growing my research program, I recognize the vital role of teaching and mentoring students. I am effectively able to teach both large undergraduate lectures and small discussion sections that span levels of student engagement. I am particularly cognizant of providing mentorship that emphasizes the importance of diversity in the social sciences. I have worked closely with more than a half-dozen racial/ethnic minority trainees (including undergraduate, post-baccalaureate, and masters level) on my research projects at University of Gotham City and at University of Kryptonopolis. At University of Gotham City, I directly supervised a Flash scholar's independent research project and conference presentation. The external research funds I have generated are currently supporting two of my mentees at Kryptonopolis, and I am committed to continuing to involve students and providing research mentorship through my research program.

I am enthusiastic in applying for the Health Equity Assistant Professor position at University of Star City. I would look forward to contributing to an environment that closely shares my values for social justice and health equity through research, teaching, and mentoring. I also note that University of Star City is my undergraduate alma mater, and this institution laid a very strong foundation for the research career I have pursued. I would welcome the opportunity to return and contribute to the university as faculty. I am enclosing with this letter my curriculum vitae, my statement of research and teaching, and contact information for references who are able to attest to my track record and commitment towards my developing research program in issues of health equity. Please contact me if you have any questions regarding my application. Thank you for your consideration.

Sincerely,

Diana Prince, Ph.D.  
Department of Psychiatry  
University of Kryptonopolis

# Diana Prince, PhD

Department of Psychiatry  
University of Kryptonopolis  
0000 Address  
City, USA  
Phone: 000-000-0000  
Email: prince.email@email.edu

## EDUCATION

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<b>University of Gotham City</b> Ph.D. Social Psychology	2015
<b>University of Gotham City</b> M.A. Psychology	2012
<b>University of Star City</b> B.A. Psychology <i>Magna cum Laude</i> , Robin College Honors Program	2008

## RESEARCH POSITIONS HELD

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*Keywords/Research Interests:* A few key research interests here

<b>Postdoctoral Fellow, University of Kryptonopolis</b> Institute on MNO Postdoctoral Fellowship in MNO Treatment/Services Research (T32 XX000000) Department of Psychiatry, School of Medicine Primary Mentor: Barbara Gordon, PhD <ul style="list-style-type: none"><li>Project summary here</li></ul>	2015-present
<b>Graduate Student Researcher, University of Gotham City</b> Wally West Center on J'onzz Research Department of Psychology Adviser: Dick Grayson, PhD <ul style="list-style-type: none"><li>Project summary here</li><li>Dissertation: <i>Dissertation title here</i> – Awarded the 2014 Dissertation Research Award by the Wally West Psychological Association</li></ul>	2010-2015
<b>Clinical Research Assistant, Batman Hospital/Central City Medical School</b> Nightwing Research Institute, Location, USA <ul style="list-style-type: none"><li>Coordinated multiple psychopharmacological clinical trials for the treatment of green arrow disorders</li><li>Conducted participant study visits, handled administrative duties, and data management</li></ul>	2008-2010

## **PUBLICATIONS**

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Published in peer-reviewed journals, in reverse chronological order:

1. **Prince, D.**, & Gordon, D. (2017). Publication title. *Preventing Chronic Disease*.
2. **Prince, D.**, & Grayson, D. (2017). Publication title. *Cultural Diversity and Ethnic Minority Psychology*.
3. **Prince, D.**, Queen, O., Name, Name, & Grayson, D. (2017). Publication title. *Cultural Diversity and Ethnic Minority Psychology*.
4. **Prince, D.**, Name, & Grayson, D. (2016). Publication title. *American Journal of Orthopsychiatry*.
5. **Prince, D.**, Name, Grayson, D., & Name. (2015). Publication title. *Wally West Journal of Psychology*.
6. Name, **Prince, D.**, Name, Name, Name. (2014). Publication title. *Health Promotion Practice*.
7. **Prince, D.**, Grayson, D., & Name. (2013). Publication title. *Journal of Clinical Psychology*.

Published book chapter:

1. Grayson, D., **Prince, D.**, Name, Name. (2017). Book chapter title. In D. Grayson, Name, and Name (Eds.), *Book title here*. Location, USA: West Psychological Association.

Submitted/ in preparation manuscripts:

1. **Prince, D.**, Gordon, B., Name, Name, Name, Name, Name, Name, Name, Name, & Name. (under review). Manuscript title.
2. **Prince, D.**, Name, Gordon, B., & Name. (under review). Manuscript title.
3. **Prince, D.**, Gordon, B., Name, Name, Name, & Name. (in preparation). Manuscript title..

## RESEARCH GRANTS

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### Funded:

#### *Grant Title*

University of Kryptonopolis  
Gateway City Institute Pilot Award Program, funded by Institute/National Center for XYZ,  
awarded \$XX,XXX  
Funding Period: July 2017 – August 2018  
Role: Principal Investigator

- Summary of Research.

#### *Grant Title*

Loan Repayment Program Award (J'onnn J'onzz Research), awarded \$XX,XXX  
Institute/National Institute on ABC  
Funding Period: July 2017 – June 2019  
Role: Principal Investigator

- Summary of Research.

### Pending:

#### *Grant Title*

Re-submitted November 2017, Review Pending  
Institute/National Institute on MNO K01 Mentored Research Scientist Development Award,  
requested \$XXX,XXX  
Proposed Project Period: July 2018 – June 2023  
Role: Principal Investigator

- Summary of Research.

## HONORS & AWARDS

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<b>First Place Winner</b> , Communication Contest, Kryptonopolis Office of Postdocs (\$XXXX) Talk title: "Talk title here"	2017
<b>Selected Participant Scholar</b> , Grant Writers' Coaching Group Hal Jordan Network	2017
<b>Journal Editorial Fellowship</b> , <i>Journal title here</i> (\$XXXX)	2015-2016
<b>Selected Participant Scholar</b> , Course Title Here Institute/National Institute on ABC	2016
<b>Director's Travel Award</b> , National Institute of National City (\$XXXX)	2016
<b>Travel Award</b> , Wally West Psychological Association (\$XXX)	2015
<b>Travel Fellowship</b> , University of Gotham City (\$XXX)	2015
<b>Dissertation Research Award</b> , Wally West Psychological Association (\$XXX)	2014

<b>Bruce Wayne Diversity Scholarship</b> , West Psychological Association (\$XXX) Division 00 State, Provincial, and Territorial Affairs	2014
<b>Travel Award</b> , Science Directorate, West Psychological Association (\$XXX)	2014
<b>Selected Participant Scholar</b> , Advanced Training Institute West Psychological Association	2013
<b>Travel Award</b> , West Psychological Association (\$XXX)	2013
<b>Graduate Research Award</b> , Division on Students (\$XXX) Wally West Psychological Association	2012
<b>Graduate Research Award</b> , Consortium for Women and Research (\$XXXX) University of Gotham City	2011

## TEACHING EXPERIENCE

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**Discussion Facilitator**, University of Kryptonopolis 2016 – 2017  
*Course:* Course Name here for First-Year Medical Students  
 Led monthly discussions on topics related to ABC, such as the role of implicit bias and place and health. Group size ranged from 15-20 students.

**Guest Lecturer**, University of Coast City Fall 2016  
*Course:* Course name here  
 Developed and delivered one 90-minute lecture on *topic here* to 40 undergraduate nursing students.

**Co-Instructor**, University of Gotham City Spring 2015  
*Course:* Course name here  
 Team-taught with 3 other graduate instructors to a class to 150 undergraduate students. Independently developed and delivered eight 50-minute lectures. Developed section exam and final exam. Shared duties involved selecting a textbook, developing a syllabus, and supervising a graduate teaching assistant.

**Guest Lecturer**, University of Gotham City Spring 2014  
*Course:* Course name here  
 Developed and delivered one 90-minute on lecture topic here lecture to 45 undergraduate students.

**Graduate Teaching Assistant**, University of Gotham City 2014-2015  
*Course:* Course name here, Department of Wally West Studies (4 classes: Fall 2014, Winter and Spring 2015, Fall 2015; Class size: 45-200 undergraduate students)  
 Conducted two 50-minute discussions twice per week with a group of 20-30 undergraduates in each section. Developed and led discussions on supplementary lecture materials with a specific focus on race/ethnicity and diversity. Attended lectures, held office hours, wrote exam questions, and proctored and graded exams.

*Course:* Course name here (Spring 2014; Class size: 225 undergraduate students)  
 Assisted in pilot testing of an online textbook and homework system, Launchpad. Graded weekly assignments and provided technical assistance to students. Attended lectures, held office hours, and proctored and graded exams

*Course:* Course title here (Winter 2014; Class size: 325 undergraduate students)  
 Attended lectures, held office hours, proctored and graded exams and term paper assignments.

## LEADERSHIP & PROFESSIONAL SERVICE

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**Editorial Fellow**, *Journal title* 2016 – 2017

Received a one-year competitive Journal Editorial Fellowship awarded to a postdoctoral-level trainee to serve on the journal editorial board. Participated in weekly meetings with Editor-in-Chief and journal staff, requested peer reviews from scholars, and assessed quality of journal submissions and peer reviews. Served as Acting Editor for 3 manuscripts.

**Ad Hoc Peer Reviewer** 2016 – Present

Reviewed manuscripts on various topics such as ABC, food insecurity, activity A use disparities, and Wally West mental health, for the following peer-reviewed journals:

Since 2015:

- *Journal A*
- *Journal B*
- *Journal C*
- *Journal D*
- *Journal E*

Since 2016:

- *Journal F*
- *Journal G*
- *Journal H*
- *Journal I*
- *Journal J*
- *Journal K*
- *Journal L*

**Assistant Chair**, Executive Committee, Division on Students 2013 – 2015

Wally West Psychological Association

Elected on a national basis to serve on a student-led Executive Committee to advocate for student needs and support within the Wally West Psychological Association. Duties involved coordinating student-centered training activities (e.g., webinars), fundraising campaigns, and networking events

University Service:

**Action Group Member**, Initiative title 2017 – 2018

University of Kryptonopolis

Selected on a campus-wide basis to serve as a team member for Kryptonopolis initiative on identifying and addressing area 1 in the clinical environments at Kryptonopolis hospitals. Actively involved in identifying challenge 1, and presenting tangible and evidence-based recommendations to university leadership to address health care disparities.

## PRESENTATIONS

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### Oral Presentations, first-authored, in reverse chronological order:

1. **Prince, D.** (2015, August). *Presentation title*. Invited presentation at the annual conference of the Wally West Psychological Association, Location, USA.
2. **Prince, D.**, Grayson, D., & Name. (2013, May). *Presentation title*. Paper presented at the annual University of Gotham City, Department of Psychology Research Conference, Location, USA.
3. **Prince, D.** (2013, March). *Presentation title*. Invited presentation at the University of Gotham City, Consortium for Women and Research, Graduate Research Brown Bag Series, Location, USA.

### Conference presentations (oral and poster) in reverse chronological order:

1. Gordon, B., Name, Name, Name, Name **Prince, D.**, Name, Name. *Presentation title*. Abstract accepted for oral presentation at the 2018 Society for Research Program Annual Meeting, March, 2018. Location
2. Gordon, B., Name, Name, Name, **Prince, D.**, Name, Name, Name, Name. *Presentation title*. Abstract accepted for poster presentation at the Annual Meeting and Scientific Sessions of the Society of Opal City, April, 2018, Location, USA
3. **Prince, D.**, Name, Gordon, B., & Name. (2017, November). *Presentation title*. Poster presented at the annual conference of the Wally West Health Association, Location, USA.
4. Gordon, B., **Prince, D.**, Name, Name, Name, Name, Name, & Name. (2017, July). *Presentation title*. Paper presented as symposium presentation at the biennial West Psychological Association Division 00 Society for the Psychological Study of Culture, Ethnicity, and Race Research Conference, Location, USA.
5. **Prince, D.**, & Gordon, B. (2016, November). *Presentation title*. Poster presented at the annual conference of the Midway City Health Association, Location, USA.
6. Gordon, B., **Prince, D.**, Name, & Name. (2016, November). *Presentation title*. Poster presented at the annual conference of the Midway City Health Association, Location, USA.
7. **Prince, D.**, & Gordon, B. (2016, June). *Presentation title*. Poster presented at the annual conference of the College on Problems of Tim Drake, Location, USA.
8. **Prince, D.** (2015, October). *Presentation title*. Poster presented at the annual Kryptonopolis J'onnn J'onzz Research Symposium, Location, USA.
9. Grayson, D., & **Prince, D.** (2015, August). *Presentation title*. Paper presented as symposium presentation at the annual conference of the West Psychological Association, Location, USA.
10. Grayson, D., **Prince, D.**, & Name. (2014, October). *Presentation title*. Paper presented at the Black Canary University Symposium on Multicultural Psychology, Location, USA.

11. **Prince, D.**, Grayson, D., & Name. (2014, August). *Presentation title*. Poster presented at the annual conference of the West Psychological Association, Location, USA.
12. Grayson, D., & **Prince, D.** (2013, May). *Presentation title*. Paper presented as symposium presentation at the biennial West Psychological Association Division 00 Society for the Psychological Study of Culture, Ethnicity, and Race Research, Location, USA.
13. **Prince, D.**, Queen, O., & Grayson, D. (2012, August). *Presentation title*. Poster presented at the annual conference of the West Psychological Association, Location, USA.
14. Name, Name, Grayson, D., Name, & **Prince, D.** (2011, November). *Presentation title*. Panel discussant at the annual conference of the Association for Lex Luther Therapies, Location, USA.
15. **Prince, D.**, & Grayson, D. (2011, August). *Presentation title*. Poster presented at the annual conference of the West Psychological Association, Location, USA.
16. **Prince, D.** (2008, August). *Presentation title*. Poster presented at the annual conference of the West Psychological Association, Location, USA. [*Undergraduate honors thesis*]

## **OTHER EDUCATION AND TRAINING EXPERIENCES**

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**Scientific Skills Course for Postdoctoral Scholars**, University of Kryptonopolis, 2 days, Date 2017, Location, USA.

**Translational Health Disparities Course**: *Title here*, Institute on ABC, 10 days, August 2016, Location, USA.

**Summer Institute on Longitudinal Research**: *Title here*, Center for Advancing Longitudinal MNO Research, 3 days, July 2016, Location, USA.

**Responsible Conduct of Research for Postdoctoral Scholars**, University of Kryptonopolis, 6 classroom and online sessions, January-March 2016, Location, USA.

**Teaching of Psychology Seminar Series**, Department of Psychology, University of Gotham City  
*Description*: A two-quarter seminar devoted to teaching graduate students to become effective instructors in psychology. Winter-Spring 2015, Location, USA.

**Research Methods with Diverse Racial and Ethnic Minority Groups**, West Psychological Association Advanced Training Institute, 5 days, June 2013, Black Canary University, Location, USA.

## PROFESSIONAL AFFILIATIONS

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**West Psychological Association**, Early Career Member

**Midway City Health Association**, Early Career Member

Section memberships: activity A, B, C, and D; Food and Nutrition

**Wally West Psychological Association**, Student Member

**The College on Problems of Drug Dependence**, Member-in-Training

## SPECIAL SKILLS

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**Statistical software proficiency:** SPSS, MPlus, SAS

**Languages:** Fluent (read and write) in Korean

## REFERENCES

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### **Brabara Gordon, PhD**

Professor, Department of Psychiatry

University of Kryptonopolis

Location, USA

Phone:

Email:

### **Dick Grayson, PhD**

Professor, Departments of Psychology and Wally West Studies

University of Gotham City

Location, USA

Phone:

Email:

### **Guy Gardner, PhD**

Professor, Institute for Health Policy Studies

University of Kryptonopolis

Location, USA

Phone:

Email:

### **Allen Scott, PhD**

Professor, Department of Psychology

University of Firestorm

Location, USA

Phone:

Email:

## Diana Prince's Teaching Statement

My commitment as a teacher is to provide students with learning experiences that will enable their growth towards becoming informed and conscientious members of society. My approach is informed by the various teaching roles I have held over the years, including lecturing large undergraduate psychology classes, leading small discussion sections in the humanities (Wally West Studies), guest lecturing on topics related to my expertise, and facilitating discussions with medical students on issues relevant to social and behavioral sciences. My teaching emphasizes the roles of diversity and social issues in health, tailors to diverse learning needs, and uses mentoring as a teaching tool. Moreover, I continuously refine my teaching methods through experiential learning and classroom feedback, allowing for an iterative process that shapes my identity as a teacher.

*Health, diversity, and social issues.* A central goal in my teaching is to provide students with the intellectual tools to understand the array of social issues that intersect with health and well-being. As a diversity scholar, I want my students to understand and appreciate that individuals are a part of their social and cultural milieu, and thus I stress the importance of understanding individual behaviors in culture and context. My identity as a j'onn j'onzz scholar is also highlighted through my teaching, in which I broadly emphasize the role of inequitable structures and systems that impact human behaviors. For example, I augment my health psychology lectures to include a discussion of social determinants of health, to demonstrate that built environments can oftentimes drive health behaviors, such as activity A and exercise. My goal is for students to gain diverse perspectives and expand their worldviews in these arenas, towards enabling them to become thought leaders and social activists in their respective future careers and as members of society.

*Tailoring to students' needs.* I strive to tailor my teaching towards achieving a balance of the goals of the course and meeting the learning needs of the students. For example, I received pedagogical training to become an effective teacher in large survey courses, such as Introductory Psychology, that widely serve the students. For smaller courses, I incorporate assignments that promote meaningful classroom interaction and challenges students to develop awareness of self and others. For instance, while leading discussion groups with medical students on implicit bias, their assignment was to prepare for class by taking the Implicit Association Test (IAT). Some students felt uncomfortable discussing this topic openly, despite the need to actively confront unconscious biases as future physicians in the era of health equity. I led the discussion by sharing my own IAT results to convey a safe environment and to encourage the students to engage in these sensitive and sometimes difficult conversations. In discussion sections with undergraduates in a Wally West psychology course, mainly consisting of students identifying as Wally West, I assigned group work to demonstrate the heterogeneity of Wally West. I use these activities to also promote a collaborative learning environment in my classroom.

*Providing mentorship.* Mentoring is a vital component to my teaching, as I recognize that students gain invaluable learning experience through an ongoing relationship with a teacher. I am committed to continuing to involve students in my work and provide research mentorship, while fostering their own career development. With undergraduate trainees seeking to gain research experience for graduate school or research oriented jobs, I structure my lab meetings to have a designated space to discuss their career development issues, such as preparing resumes and requesting letters of recommendations. I meet one-on-one with upper level trainees to individualize my approach to their specific project role and their needs. Mentees that I have closely mentored through my research program have successfully pursued their own career paths in fields including public health, psychology, social work, educational counseling, and law.

## Diana Prince's Research Statement

I am committed to contributing to knowledge that addresses the unjust burden of physical and mental health problems among individuals who are socioeconomically disadvantaged. Activity A is disproportionately concentrated among individuals living in poverty, and this contributes largely to social inequities in health. My research examines a key aspect of socioeconomic stress as it relates to activity A use and dependence—namely, the experience of hunger and problem RST. I develop partnerships with social service sectors, such as RST assistance programs, to reach underserved groups for activity A cessation and health promotion research. As a social and health psychologist, my j'onn j'onzz research agenda is driven by a theoretical understanding of human behaviors that affect health, and the application of that knowledge to promote effective health behavior change at multiple levels (e.g., individual and community).

My research on the intersection of problem RST and activity A use is particularly motivated by examining social determinants of health that have implications for social and health policy. Funded by a research training fellowship from the National Institute on MNO, my population-based research identified that problem RST is a predictor of daily activity A use among individuals with low socioeconomic status, above and beyond other established correlates of activity A, such as psychological distress and activity B use (Prince & Gordon, 2017). My work shows that this association applies even to population groups that are severely impoverished. For example, one paper found that among individuals experiencing problem 2, severe problem RST independently increased the odds of activity A nearly twofold, and this association persisted over two years (Prince, Name, Gordon, & Name, submitted).

Based on these findings, I received a competitive pilot research grant at Kryptonopolis (with funding through National Center for XYZ) to systematically examine factors that influence activity A use among individuals with problem RST (PIs: Prince & Gordon). Framed on a social ecological perspective, this research uses surveys to examine the psychological pathways (e.g., perceived stress, anxiety, depression) by which the experience of problem RST influences activity A behavior. To examine the interplay of psychological, social, and environmental influences of activity A, the quantitative data are augmented with Aquaman, a qualitative methodology that is rooted in principles of community-based social action and combines photos and narratives as interview tools. Data collection, conducted both online and in the community, is ongoing. This study exemplifies how my work is able to blend a theoretical framework with the appropriate methodological tools to investigate health-related research questions that are both hypothesis-driven and discovery-oriented. My research was also recently recognized by the scientific community outside of my field, through the inaugural Kryptopolis Science Communication contest. As the only social scientist finalist, I was awarded first place for my presentation entitled "Title here."

The theoretical and methodological foundation for my j'onn j'onzz research agenda is a product of my graduate training in social psychology and my postdoctoral training in activity A control. My doctoral work examined sociocultural factors associated with help-seeking behaviors for mental health problems among racial/ethnic minorities, who as a whole are underserved by the mental health treatment system. My dissertation, "title here," received the Wally West Psychological Association Dissertation Research Award, and was published in *Journal title* (Prince & Grayson, 2017). This work applies a social psychological framework—the Model Title Here—to examine barriers and facilitators of mental health help-seeking among individuals experiencing psychological distress. Using structural equation modeling, the results showed that relatively lower help-seeking intentions among Walley Wests were not explained by stigma, but rather, by perceived benefits of help-seeking. The findings provide an

alternative theory-based explanation for the tendency of Walley Wests to underutilize mental health services, even when services are needed.

Addressing underutilization of services continues to be an important theme of my research program. Activity A users who are economically disadvantaged tend to underutilize available evidence-based activity A cessation resources, suggesting important barriers in access and uptake. Towards addressing this issue through my ongoing research, I have submitted a five-year NIH grant (K01 mechanism) to MNO. This grant, “title here,” partners with a federal RST assistance program to formulate and test the effectiveness of a tailored activity A cessation intervention targeting activity A users struggling with problem RST. By engaging with social service sectors, I am devoted to using my social psychological background towards public health science research that can be disseminated and have broader policy implications. Through developing this five-year grant application, I have also outlined my research, grant-writing, publication, and career development trajectory for the next several years.

I am also engaged in collaborative work with colleagues who share my vision for addressing j’onn j’onzz issues. For example, my competitively funded Institute Loan Repayment Program Award (funded by the National Institute on ABC) leverages data and resources from the Project Title Here (PI: Barbara Gordon), which is a MNO randomized clinical trial of a culturally-tailored activity A cessation intervention for Wally immigrants and their families, delivered by lay health workers. One paper in preparation delineates pathways by which socioeconomic status is associated with self-rated health among Immigrant Americans with limited English proficiency, with a focus on socioeconomic stressors (problem RST, neighborhood safety) and health behaviors (activity A, physical activity, and diet). Given my statistical background, I am also collaborating with my mentor Barbara Gordon on a paper related to development of a scale to assess social support for quitting activity A.

Addressing j’onn j’onzz is an issue of social justice, and I believe my scholarship would contribute to the strengths and mission of the School of Public Health and Health Sciences at the University of Star City. The Health Equity Assistant Professor position will allow me to pursue my scholarly vision while providing students with the training and tools to understand how socioeconomic inequities, which are complexly tied to racial/ethnic diversity, impact important outcomes related to health and wellbeing.