

## DEBORAH RIVAS-DRAKE

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### EDUCATION

2005 *Ph.D., Education & Psychology*  
University of Michigan, Ann Arbor, MI  
2002 *M.S., Developmental Psychology*  
University of Michigan, Ann Arbor, MI  
1999 *B.A., Psychology*  
Magna Cum Laude  
Pace University, New York, NY

### PROFESSIONAL APPOINTMENTS

2021 – present Associate Director, ADVANCE Program  
University of Michigan, Ann Arbor, MI  
2018 – present Stephanie J. Rowley Collegiate Professor of Education, with tenure  
Professor of Psychology, with tenure  
University of Michigan, Ann Arbor, MI  
2013 – 2018 Associate Professor of Psychology and Education, with tenure  
University of Michigan, Ann Arbor, MI  
2007 – 2013 Assistant Professor of Education and Human Development  
Brown University, Providence, RI

### PUBLICATIONS

#### *Books*

Ceballos, R. & Rivas-Drake, D. (Eds., in preparation). *Growing up Latinx in the Land of Liberty: Drawing on Community and Culture to Face Contextual Challenges.*

Rivas-Drake, D. & Umaña-Taylor, A. J. (2019). *Below the Surface: Talking with Teens about Race, Ethnicity, and Identity.* Princeton, NJ: Princeton University Press.

- Winner of the 2019-2020 APA Eleanor Maccoby Award in Developmental Psychology
- Winner of the 2020 Society for Research on Adolescence Social Policy Publication Award for Best Book

#### *Peer-Reviewed Journal Articles* (\*Denotes mentored student at time of submission)

1. Bañales, J., & Rivas-Drake, D. (conditionally accepted). Showing up: A model of anti-racist identity and action among Latinx youth. *Journal of Research on Adolescence.*
2. \*Blanco Martinez, S., \*Pinetta, B., & Rivas-Drake, D. (conditionally accepted). From home to the streets: Can cultural socialization foster civic responsibility in Latinx youth? *American Journal of Community Psychology.*
3. Kornienko, O., & Rivas-Drake, D. (in press). Adolescent intergroup connections and their developmental benefits: Contributions from social network analysis. *Social Development.*

4. Rambaran, J. A., Hoffman, A., Rivas-Drake, D., Schaefer, D., Umaña-Taylor, A., & Ryan, A. (in press). Belonging in diverse contexts: Sociability among same-ethnic and cross-ethnic peers. *School Psychology*.
5. Cross, F. L., Aramburu, J. & Rivas-Drake, D. (in press). Latinx immigrants raising children in the land of the free: Parenting in the context of persecution and fear. *Qualitative Social Work*.
6. Schaefer, D., Khuu, T., Rambaran, A., Umaña-Taylor, A., & Rivas-Drake, D. (in press). Assessing the relative importance of the micro-selection mechanisms behind adolescent extracurricular activity participation. *Social Networks*.
7. McDermott, E. R., Umaña-Taylor, A. J., Schaefer, D., Martinez-Fuentes, S., Co, L., Ison, A., Ryan, A., & Rivas-Drake, D. (in press). The structure of educational inequality: Adolescents' access to parent education through friendship and its impact on academic outcomes. *Social Development*.
8. Rivas-Drake, D., \*Pinetta, B., Juang, L., & Agi, A. (2022). Ethnic-racial identity as a source of resilience and resistance in the context of racism and xenophobia. *Review of General Psychology*.
9. Aral, T., Juang, L., Schwarzenhal, M., Rivas-Drake, D. (2022). Family ethnic-racial socialization and children and adolescents' intergroup understanding. *Review of General Psychology*.
10. \*Constante, K., \*Piceno, V., \*Medina, M., & Rivas-Drake, D. (2021). Latinx adolescent ethnic-racial discrimination and expected future barriers over time. *Developmental Psychology*, 57(6), 991-999.
11. Cross, F. L., \*Blanco Martinez, S., & Rivas-Drake, D. (2021). Documentation status socialization among Latinx immigrant parents. *New Directions in Child and Adolescent Development*, 177(31-49).
12. Hoffman, A., Pullés, S., \*Pinetta, B., Medina, M., Rivas-Drake, D., Schaefer, D., & Jagers, R. (2021). Considering multiple levels of influence on adjustment in school: Ethnic-racial public regard, peer socialization, and social-emotional learning practices. *Social Development*, 30(3), 806-832.
13. Umaña-Taylor, A. J., & Rivas-Drake, D. (2021). Ethnic-racial identity and adolescents' positive development in the context of ethnic-racial marginalization: Unpacking risk and resilience. *Human Development*, 65, 293-310.
14. \*Agi, A., & Rivas-Drake, D. (2021). "Other people's battles"? Incorporating the experiences of immigrant-origin Black American youth in ethnic/racial identity research. *Identity*.
15. \*Montoro, J., Kilday, J., Rivas-Drake, D., Ryan, A., & Umaña-Taylor, A. J. (2021). Discrimination, coping, and school belonging among Black, Latinx, and Asian American youth. *Journal of Youth and Adolescence*, 50, 126-143.
16. Wantchekon, K., A., Umaña-Taylor, A. J., McDermott, E. R., Sladek, M. R., Rivas-Drake, D., \*Agi, A., Satherthwaite-Freiman, M. (2021). Comparing relations of ethnic-racial public regard, centrality, and intergroup contact attitudes among diverse adolescents. *Group Processes & Intergroup Relations*.
17. \*Pinetta, B., \*Blanco Martinez, S., Cross, F. L., & Rivas-Drake, D. (2020). Inherently political? Associations of parent ethnic-racial socialization and sociopolitical discussions with Latinx youth's emergent civic engagement. *American Journal of Community Psychology*, 66(1-2), 94-105.
18. Bañales, J., Hoffman, A., Rivas-Drake, D., & Jagers, R. (2020). The development of ethnic-racial identity process and its relation to civic beliefs among Latinx and Black American adolescents. *Journal of Youth and Adolescence*, 49, 2495-2508.
19. Cross, F. L., \*Agi, A., \*Montoro, J., \*Medina, M., \*Pinetta, B., \*Miller, S., \*Tran, M., & Rivas-Drake, D. (2020). Illuminating ethnic-racial socialization among undocumented Latinx parents and its implications for adolescent psychosocial functioning. *Developmental Psychology*, 56(8), 1458-1474.
20. Rivas-Drake, D., Lozada, F., \*Pinetta, B., & Jagers, R. (2020). School-based social-emotional learning and ethnic-racial identity among African American and Latinx adolescents. *Youth & Society*.
21. Witherspoon, D. P., Bámaca-Colbert, M. Y., Stein, G. L., & Rivas-Drake, D. (2020). Hidden populations: Uncovering the developmental experiences of minoritized populations across contexts. *Developmental Psychology*, 56(8), 1425-1430.

22. Sladek, M. R., Umaña-Taylor, A. J., McDermott, E. R., Rivas-Drake, D., & Martinez-Fuentes, S. (2020). Testing invariance of ethnic-racial discrimination and identity measures for adolescents across ethnic-racial groups and contexts. *Psychological Assessment, 32*(6), 509–526.
23. \*Constante, K., \*Cross, F. L., \*Medina, M., & Rivas-Drake, D. (2020). Cultural socialization, family cohesion, and ethnic identity development over time among Latino adolescents. *Journal of Youth and Adolescence, 49*, 895–906.
24. Huff, S. T., Saleem, M., & Rivas-Drake, D. (2020). Examining the role of majority group attitudes and bicultural identity integration on bicultural students' behavioral responses toward White Americans. *Cultural Diversity and Ethnic Minority Psychology, 26*(2), 149–162.
25. \*Mathews, C., \*Medina, M., \*Bañales, J., \*Pinetta, B., \*Marchand, A., \*Medina, A., \*Miller, S., Hoffman, A., Diemer, M., & Rivas-Drake, D. (2020). Mapping the intersections of adolescents' ethnic-racial identity and critical consciousness development. *Adolescent Research Review, 5*, 363–379.
26. Hoffman, A. J., \*Agi, A. C., Rivas-Drake, D., & Jagers, R. (2019). Peer support development among Black American and Latino/a adolescents: The role of ethnic-racial centrality. *Developmental Psychology, 55*(12), 2637–2648.
27. \*Cross, F. L., \*Marchand, A., \*Medina, M., \*Villafuerte, A., & Rivas-Drake, D. (2019). Academic socialization, parental educational expectations, and academic self-efficacy among Latino adolescents. *Psychology in the Schools, 56*(4), 483-496.
28. \*Cross, F. L., Rivas-Drake, D., Rowley, S., \*Mendez, E., Kruger, D., Waller, A., & Ledon, C. (2019). Documentation status concerns and Latino parent school involvement. *Translational Issues in Psychological Science, 5*(1), 29-41.
29. Jagers, R., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in the service of equity and excellence. *Educational Psychologist, 54*(3), 162-184.
30. Rivas-Drake, D., Saleem, M., Schaefer, D., \*Medina, M., & Jagers, R. (2019). Adolescent intergroup contact attitudes across peer networks in school: Selection, influence, and implications for cross-group friendships. *Child Development, 90*(6), 1898–1916. doi: 10.1111/cdev.13061
31. \*Constante, K., \*Marchand, A., \*Cross, F. L., & Rivas-Drake, D. (2019). Understanding the promotive role of familism in the link between ethnic-racial identity and Latino youth school engagement. *Journal of Latinx Psychology, 7*(3), 230–244.
32. \*Medina, M., Rivas-Drake, D., Rowley, S., & Jagers, R. (2019). Friends matter: Ethnic-racial identity and academic adjustment among Black and Latino early adolescents. *Applied Developmental Science.*
33. Witherspoon, D., Rivas-Drake, D., & Banerjee, M. (2018). It's more the exception rather than the rule: African American families' neighborhoods and youth's academic performance during middle school. *Journal of Black Psychology, 44*(6), 562-588.
34. \*Cross, F. L., Hoffman, A. J., \*Constante, K., & Rivas-Drake, D. (2018). Ethnic-racial identity and the development of depressive symptoms among Latino adolescents. *Development and Psychopathology, 30*(5), 1557-1569.
35. Perez-Brena, N., Rivas-Drake, D., Toomey, R., & Umaña-Taylor, A. (2018). Contributions of the Integrative Model for the Study of Developmental Competencies in Minority Children: What have we learned about adaptive culture? *American Psychologist, 73*(6), 713–726.
36. \*Camacho, T., \*Medina, M., Rivas-Drake, D., & Jagers, R. (2018). School climate and ethnic-racial identity in school: A longitudinal examination of reciprocal associations. *Journal of Community and Applied Social Psychology, 28*(1), 29-41.
37. Carter, R., Seaton, E., & Rivas-Drake, D. (2017). Racial identity in the context of pubertal development: Implications for adjustment. *Developmental Psychology, 53*(11), 2170–2181.
38. Galliher, R. V., Rivas-Drake, D., & Dubow, E. F. (2017). Introduction to the Special Issue, "Identity Development Process and Content: Toward an Integrated and Contextualized Science of Identity." *Developmental Psychology, 53*(11), 2009-2010.

39. Jagers, R., Lozada, F., Rivas-Drake, D., & \*Guillaume, C. (2017). Classroom and school predictors of civic engagement patterns among Black and Latino middle school youth. *Child Development*, 88(4), 1125-1138.
40. Rivas-Drake, D., Umaña-Taylor, A., Schaefer, D., & \*Medina, M. (2017). Ethnic-racial identity and friendships in early adolescence. *Child Development*, 88(3), 710-724.
41. Santos, C., Kornienko, O., & Rivas-Drake, D. (2017). Peer network influence on ethnic-racial identity development: A multi-site investigation. *Child Development*, 88(3), 725-742.
42. Banerjee, M., Rivas-Drake, D., & Smalls, C. (2017). Racial socialization, academic engagement, and academic achievement among African American college students: A test of direct and indirect associations. *Journal of Black Psychology*, 43(5), 451-463.
43. Rivas-Drake, D. & Stein, G. L. (2017). Multicultural developmental experiences: Implications for resilience in transitional age youth with mental illness. *Child and Adolescent Psychiatric Clinics*, 26, 271-281. (Invited)
44. Stein, G. L., Rivas-Drake, D., & \*Camacho, T. (2017). Ethnic identity and familism among Latino college students: A test of prospective associations. *Emerging Adulthood*, 5(2), 106-115.
45. Cross, W., Roth, W., Yip, T., Seaton, E., Schwartz, S., Rivas-Drake, D., Gee, G., & Ngo, B. (2017). Identity work: Enactment of racial-ethnic identity in everyday life. *Identity*, 17(1), 1-12.
46. Witherspoon, D., Seaton, E., & Rivas-Drake, D. (2016). Neighborhood characteristics and expectations of racially discriminatory experiences among African American adolescents. *Child Development*, 87(5), 1367-1378.
47. Rivas-Drake, D., & \*Marchand, A. (2016). Academic socialization among Latino families: Exploring the complementary role of cultural processes. *Research in Human Development*, 13, 225-240.
48. \*Guillaume, C., Jagers, R., & Rivas-Drake, D. (2015). Middle school as a developmental niche for civic engagement. *American Journal of Community Psychology*, 56(3), 321-331.
49. Rivas-Drake, D., Syed, M., Umaña-Taylor, A. J., Markstrom, C., French, S., Schwartz, S. J., Lee, R. M., & ERI Study Group. (2014). Feeling good, happy, and proud: A meta-analysis of positive ethnic-racial affect and adjustment among diverse youth. *Child Development*, 85(1), 77-102.
50. Rivas-Drake, D., Seaton, E., Markstrom, C., Schwartz, S. J., Umaña-Taylor, A. J., French, S., Syed, M., Yip, T., Lee, R. M., & ERI Study Group. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. *Child Development*, 85(1), 40-57.
51. Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S., Syed, M., Yip, T., Seaton, E., & ERI Study Group. (2014). Ethnic and racial identity during adolescence and into young adulthood: An integrated conceptualization. *Child Development*, 85(1), 21-39.
52. Schwartz, S., Syed, M., Yip, T., Knight, G., Umaña-Taylor, A., Rivas-Drake, D., Lee, R. M., & ERI Study Group. (2014). Methodological issues in ethnic and racial identity research: Theoretical precision, measurement issues, and research designs. *Child Development*, 85(1), 58-76.
53. Rivas-Drake, D. & Witherspoon, D. (2013). Racial identity from adolescence to young adulthood: Does prior neighborhood experience matter? *Child Development*, 84(6), 1918-1932.
54. Rivas-Drake, D. (2012). Ethnic identity and adjustment: The mediating role of sense of community. *Cultural Diversity and Ethnic Minority Psychology*, 18(2), 210-215.
55. Neblett, E., Rivas-Drake, D., & Umaña-Taylor, A. (2012). The promise of racial and ethnic protective factors in promoting ethnic minority youth development. *Child Development Perspectives*, 6(3), 295-303.
56. Hughes, D., Way, N., & Rivas-Drake, D. (2011). Stability and change in private and public ethnic regard among African American, Puerto Rican, Dominican, and Chinese American urban early adolescents. *Journal of Research on Adolescence*, 21(4), 861-870.

57. O'Connor, C., Mueller, J., Lewis, R. L., Rivas-Drake, D., & Rosenberg, S. (2011). Being Black and strategizing for academic excellence in a racially stratified academic hierarchy. *American Educational Research Journal*, 48, 1232-1257.
58. Rivas-Drake, D. (2011). Public ethnic regard and academic adjustment among Latino adolescents. *Journal of Research on Adolescence*, 21(3), 537-544.
59. Rivas-Drake, D. (2011). Ethnic-racial socialization and adjustment among Latino college students: The mediating roles of ethnic centrality, public regard, and perceived barriers to opportunity. *Journal of Youth and Adolescence*, 40(5), 609-619.
60. Rivas-Drake, D., Hughes, D., & Way, N. (2009). A preliminary analysis of associations among ethnic-racial socialization, ethnic discrimination, and ethnic identity among diverse urban sixth graders. *Journal of Research on Adolescence*, 19(3), 558-584.
61. Rivas-Drake, D. & Mooney, M. (2009). Neither colorblind nor oppositional: Perceived minority status and trajectories of academic adjustment among Latinos in elite higher education. *Developmental Psychology*, 45(3), 642-651.
62. Hughes, D., Witherspoon, D., Rivas-Drake, D., & West-Bey, N. (2009). Received ethnic/racial socialization messages and youths' academic and behavioral outcomes: Examining the mediating role of ethnic identity and self-esteem. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 112-124.
63. Rivas-Drake, D., Hughes, D., & Way, N. (2009). Public ethnic regard and perceived socioeconomic stratification: Associations with well-being among Dominican and Black American youth. *Journal of Early Adolescence*, 29(1), 122-141.
64. Rivas-Drake, D. & Mooney, M. (2008). Profiles of Latino adaptation at elite colleges and universities. *American Journal of Community Psychology*, 42(1/2), 1-16.
65. Rivas-Drake, D. (2008). Perceptions of opportunity, ethnic identity, and motivation among Latino students at a selective university. *Journal of Latinos and Education*, 7(2), 113-128.
66. Chavous, T. M., Rivas-Drake, D., Smalls, C., Griffin, T., & Cogburn, C. (2008). Gender matters, too: The influences of school discrimination and racial identity on academic engagement among African American adolescent boys and girls. *Developmental Psychology*, 44(3), 637-654.
67. Rivas-Drake, D., Hughes, D., & Way, N. (2008). A closer look at peer discrimination, ethnic identity, and psychological well-being among urban Chinese American sixth graders. *Journal of Youth and Adolescence*, 37(1), 12-21.
68. Chavous, T. M., Harris, A., Rivas, D., Helaire, L. & Green, L. (2004). Racial stereotypes and gender in context: African Americans at predominantly Black and predominantly White colleges. *Sex Roles*, 51(1-2), 1-16.
69. Chavous, T. M., Rivas, D., Green, L. C., & Helaire, L. (2002). The roles of student background, perceptions of ethnic fit and racial identification in the academic adjustment of African Americans at a predominantly White university. *Journal of Black Psychology*, 28(3), 234-260.

*Book Chapters* (\*Denotes student)

70. Rivas-Drake, D., \*Agi, A., & \*Montoro, J. (forthcoming). Canaries and bellwethers: What can we learn about racial justice from studying ethnic-racial identity within and across groups? In D. Witherspoon & G. L. Stein, (Eds.), *Conceptualizing and measuring culture, context, race and ethnicity: A focus on science, ethics, and collaboration in the spirit of 2044*. (Invited)
71. Rosario-Ramos, E., Rivas-Drake, D. & Jagers, R. J. (in press). Implementing SEL with an equity lens: The role of "stretch" in teachers' practice. In N. Yoder & A. Skoog-Hoffman (Eds.), *Motivating the SEL field forward through equity (Advances in Motivation and Achievement, Vol. 21)* (pp. 113-126). Bingley, UK: Emerald Publishing. (Invited)
72. McGovern, G., Ackerman, C., Rivas-Drake, D., Skoog-Hoffman, A., & Jagers, R. J. (2021). The motivating affordances of research-practice partnerships for examining equity-based social and

- emotional learning instruction. In N. Yoder & A. Skoog-Hoffman (Eds.), *Motivating the SEL field forward through equity (Advances in Motivation and Achievement, Vol. 21)* (pp. 179-195). Bingley, UK: Emerald Publishing. (Invited)
73. \*Montoro, J., \*Miller, S., Cross, F., & Rivas-Drake, D. (2021). Ethnic-racial identity differences and the promotive role of family cohesion on Latinx adolescents' depressive symptoms. In Johnson, D., Chuang, S., & Glozman, J. (Eds.), *Re/Formation and Identity: The Intersectionality of Development, Culture, and Immigration* (pp. 315-336). Springer. (Invited)
74. Rivas-Drake, D. & \*Medina, M. (2020). Ethnicity and race as contexts for moral development. In Jensen, L. (Ed.), *The Oxford Handbook of Moral Development: An Interdisciplinary Perspective*. New York, NY: Oxford. (Invited)
75. Hoffman, A. J., Rivas-Drake, D., Settles, I., \*Brassel, S., & \*Pinetta, B. (2019). Ethnic-racial prejudice across the lifespan. In Johnson, D. & Fitzgerald, H. (Eds.), *Handbook of Children and Prejudice: Integrating Research, Practice, and Policy* (pp. 23-41). Springer Press. (Invited)
76. Rivas-Drake, D., Jagers, R., & Martinez, K. (2019). Race, ethnicity, and socioemotional health. In Osher, D., Mayer, M., Osher, K., Jagers, R., and Kendziora, K. (Eds.), *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook for Education, Mental Health, Safety, and Justice Professionals, Families, and Communities* (pp. 113-141). Santa Barbara, CA: Praeger. (Invited)
77. \*Camacho, T., \*Bañales, J., \*Marchand, A., \*Cross, F., & Rivas-Drake, D. (2017). Psychological aspects of ethnic identity and their associations with social behavior. In Blume, A. (Ed.), *Social Issues in Living Color: Challenges and Solutions From the Perspective of Ethnic Minority Psychology* (pp. 165-188). Santa Barbara, CA: Praeger. (Invited)
78. Rivas-Drake, D., \*Camacho, T., & \*Guillaume, C. (2016). Just good developmental science: Trust, identity, and responsibility in ethnic minority recruitment and retention. In Horn, S., Ruck, M., & Liben, L. (Eds.), *Equity and Justice in Developmental Sciences: Theoretical and Methodological Issues* (pp. 161-188). Elsevier.
79. Hughes, D., Rivas, D., Foust, M., Hagelskamp, C., Gersick, S. & Way, N. (2007). How to catch a moonbeam: A mixed-methods approach to understanding ethnic socialization processes in ethnically diverse families. In S. Quintana and C. McKown (Eds.), *Handbook of Race, Racism, and the Developing Child* (pp. 226-277). Hoboken, NJ: Wiley.
80. Rivas, D. & Chavous, T. M. (2007). Understanding achievement motivation within the context of racial stratification: Racial identity and academic adjustment among African Americans. In F. Salili & R. Hoosain (Eds.), *Culture, Motivation and Learning: A Multicultural Perspective* (pp. 287-322). Charlotte, NC: Information Age Publishing.

### *Briefs, Reports, and Other Writing*

- The National Scientific Council on Adolescence (2021). The Intersection of Adolescent Development and Anti-Black Racism. (Council Report No. 1). Invited Expert Affiliate Contributor.  
[https://developingadolescent.org/assets/uploads/research/resources/The\\_Intersection\\_of\\_Adolescent\\_Development\\_and\\_anti-Black\\_Racism\\_Council\\_Report\\_1.pdf](https://developingadolescent.org/assets/uploads/research/resources/The_Intersection_of_Adolescent_Development_and_anti-Black_Racism_Council_Report_1.pdf)
- Rivas-Drake, D., Rosario-Ramos, E., McGovern, G., & Jagers, R. J. (2021). Rising up together: Spotlighting transformative SEL in practice with Latinx youth. CASEL Transformative SEL Research Brief Series. <https://casel.org/wp-content/uploads/2021/03/SEL-Rising-Up-Together.pdf>
- Rivas-Drake, D. (2020). When the bullying is racially motivated: Recognizing it for what it is and supporting kids to be anti-racist upstanders. Committee for Children Blog:  
<https://www.cfchildren.org/blog/2020/11/when-bullying-is-racially-motivated-recognizing-it-for-what-it-is-and-supporting-kids-to-be-anti-racist-upstanders/>
- Rivas-Drake, D., & Brown, C. S. (2020). On a journey toward racial justice: What parents and kids can do. Report prepared for Sesame Workshop.

- Rivas-Drake, D., & Umaña-Taylor, A. J. (2019). Engaging in meaningful conversations: The need to foster ethnic-racial identity in school. *American Educator*, 43 (3), 18-22.
- Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018). Equity and social-emotional learning: A cultural analysis. CASEL Assessment Work Group Brief Series.  
Full: <https://measuringSEL.caseli.org/wp-content/uploads/2018/11/Frameworks-Equity.pdf>  
Summary: [https://measuringSEL.caseli.org/wp-content/uploads/2018/11/Framework\\_EquitySummary-.pdf](https://measuringSEL.caseli.org/wp-content/uploads/2018/11/Framework_EquitySummary-.pdf)
- Rivas-Drake, D. (2013, August). Ethnic and racial identity: Moving toward greater clarity and synergy. *Society for Research on Adolescence Online News*. Retrieved from <http://www.s-ra.org/announcements/online-newsletter/2013-08-16-ethnic-and-racial-identity-moving-toward-greater-clarity->
- Mooney, M. & Rivas-Drake, D. (2008). Colleges need to recognize, and serve, the 3 kinds of Latino students. *Chronicle of Higher Education*, 54(29), A37. (Invited Essay)

### *Measures*

- Rivas-Drake, D., McGovern, G., Pinetta, B., & Channey, J. (2021). *Racial Equity-oriented Social-Emotional Learning Practices* (Version 1). <http://scopesel.org>.

### *Manuscripts under review* (\*Denotes mentored student at time of submission)

1. McGovern, G., \*Pinetta, B., \*Montoro, J., & \*Channey, J., Rosario-Ramos, E., Rivas-Drake, D. (revise and resubmit). Stretching towards social justice: A case study of transformative social and emotional learning (SEL).
2. Kornienko, O., Rambaran, J. A., & Rivas-Drake, D. (under review). Interpersonal racism in peer relationships: An integrative framework and directions for research.
3. \*Constante, K., Demidenko, M., Huntley, E., Rivas-Drake, D., Keating, D., & Beltz, A. (revise and resubmit). Personalized neural networks underlie ethnic identity exploration and resolution.

### *Manuscripts in preparation* (\*Denotes mentored student at time of submission)

1. Rivas-Drake, D., Channey, J., McGovern, G., & Pinetta, B. (in prep). Development of the *Racial Equity-oriented Social-Emotional Learning Practices (Version 1)* measure.
2. Rivas-Drake, D. (in prep). When the goal is justice: Building a science of adolescent development with open eyes and hearts. Invited commentary for Journal of Research on Adolescence Special Issue, "Truth is on the Side of the Oppressed: Systems of Oppression Affecting BIPOC Youth."
3. Rambaran, J. A., Rivas-Drake, D., Umaña-Taylor, A., Schaefer, D., & Ryan, A. (in prep). A relational approach to ethnic-racial discrimination: Testing selection, socialization, and group membership.
4. Satterthwaite-Freiman, M., Sladek, M. R., Wantchekon, K. A., Rivas-Drake, D., & Umaña-Taylor, A. (in prep). Examining ethnic-racial identity negative affect, centrality, and White adolescents' intergroup contact attitudes.
5. Khuu, T. V., Schaefer, D. R., Umaña-Taylor, A., Rivas-Drake, D., & Ryan, A. (in prep). Intergroup contact, social influence, and friend selection: Exploring the ways friendships relate to intergroup contact attitudes.
6. \*Agi, A., Rivas-Drake, D., & Umaña-Taylor, A. J. (in prep). Ethnic-racial identity: An examination of measurement invariance among Black adolescents in the U.S.
7. Bañales, J., Saleem, M., Rivas-Drake, D., \*Pinetta, B. J., & \*Agi, A. (in prep). Religious discrimination and social identity development among Muslim American youth.

8. Witherspoon, D., Lozada, F., Banerjee, M., Cooper, S., Jones, S., Rivas-Drake, D., Anderson, R., Neblett, E., & Saleem, F., & Smalls Glover, C. (in prep). A mediational meta-analysis to examine the impact of ethnic-racial socialization on psychological and academic adjustment of African American youth: A focus on ethnic-racial identity experiences.
9. Hoffman, A. J., Rivas-Drake, D., & Umaña-Taylor, A. (in prep). Ethnic-racial identity, discrimination, and depressive symptoms.
10. Cross, F. L., & Rivas-Drake, D. (in prep). Raising children in limbo: A mixed-method study of ethnic-racial socialization and sociocultural stressors among undocumented Latinx immigrants.
11. Camacho, T.C., \*Miller-Tejada, S., \*Constante, K., \*Agi, A.C., \*Medina, M.A., \*Montoro, J.P., & Rivas-Drake, D. (in prep). “It’s who I am”: Ethnic identity resolution in Latinx adolescents.
12. \*Medina, M., \*Constante, K., \*Cross, F. L., & Rivas-Drake, D. (in prep). Relationship quality and ethnic socialization among Latinx parent-adolescent dyads.
13. Ryan, A. M., McKellar, S.E., Schaefer, D., Khuu, T., Medina, M. A., Rivas-Drake, D., & Umaña-Taylor, A. J. (in prep). Does friendship quality moderate friend influence on adolescents’ academic behavioral and emotional engagement?
14. McDermott, E. R., Umaña-Taylor, A. J., Wantchekon, K. A., & Rivas-Drake, D. (in prep). Adolescents’ ethnic-racial identity, self-esteem, and orientations toward outgroup members.

## PRESENTATIONS

### *Invited Keynotes*

- Rivas-Drake, D. (2021). Student voice and lived experiences: A transformative SEL perspective. Keynote for the Michigan Department of Education Inaugural Conference on Social and Emotional Learning.
- Rivas-Drake, D. (2021). Thriving in grad school: Getting the mentorship you need and deserve. Keynote for the Fall Welcome. *Puentes* Latinx Graduate Student Organization, University of Michigan.
- Rivas-Drake, D. (2021). Owning the politics of our research: What place does racism and xenophobia have in the study of adolescence? Invited Keynote for the Society for Research on Adolescence Biennial Conference.

### *Invited Lectures*

- Rivas-Drake, D. (forthcoming, 2022). Learning to recognize, respond, and resist: Experiences of racial discrimination in childhood and adolescence. University Hour. Eastern Connecticut State University.
- Rivas-Drake, D. (forthcoming, 2022). Transformative SEL: Centering identity, belonging, and agency. Yale Center for Emotional Intelligence.
- Rivas-Drake, D. (2021). Rising up together: Transformative social-emotional learning in practice with Latinx youth. Education Research Lectureship Series. University of Virginia Curry School of Education and Human Development.
- Rivas-Drake, D. (2020). When the goal is racial justice: Learning from youth, families, and educators. SRCD Child Development in a Diverse Majority Society Lecture Series.
- Rivas-Drake, D. (2020). When the goal is racial justice: Learning from youth, families, and educators. Dean’s Lecture Series. Penn State University College of Health and Human Development.
- Rivas-Drake, D. (2019). Getting below the surface: Developing ethnic-racial identities in contexts of inequality. Minority Child Development Speaker Series. Michigan State University, Lansing, MI.



*Invited Presentations*  
(External)

- Rivas-Drake, D. (forthcoming, 2022). Invited panelist for Invited Symposium on Dismantling Systems of Racism and Oppression during Adolescence. Society for Research on Adolescence Biennial Conference.
- Rivas-Drake, D. (forthcoming, 2022). Invited panelist for Invited Symposium on New Ways to Think about Combating Xenophobia. Society for Research on Adolescence Biennial Conference.
- Rivas-Drake, D. (2021). Transformative SEL: Centering identity, belonging, and agency. Urban Institute, Center on Education Data and Policy.
- Rivas-Drake, D. & Rambaran, J. A. (2021). A relational perspective on ethnic/racial discrimination in adolescence. Michigan State University Social/Personality Psychology Brownbag.
- Rivas-Drake, D. (2021). Racial/ethnic identity and youth health disparities. *Strategies to EnRich Inclusion and AchieVe Equity (STRIVE) for Change Workshop on How Social Identity Can Impact and Promote Health: A Look Across Populations, Lifespans, and Generations*. Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Office of Health Equity.
- Rivas-Drake, D. (2021). Building a productive and inclusive lab. Invited Panelist. Society for the Psychological Study of Culture, Ethnicity and Race (APA Division 45) Virtual Conference.
- Rivas-Drake, D. (2021). Rising up together: Transformative social-emotional learning in practice with Latinx youth. Graduate Center/CUNY Psychology Department.
- Rivas-Drake, D. (2020). When the goal is racial justice: Learning from youth, families, and educators. Developmental Psychology Forum. UCLA.
- Rivas-Drake, D. (2020). The future of equity in research on social, emotional, and academic development. Panelist for roundtable hosted by The Education Trust.
- Rivas-Drake, D. (2019). Conceptualizing and measuring race and ethnicity in analyses with diverse samples. Panelist for Collaborative Science in the Spirit of 2044 SRCD Preconference, Baltimore, MD.
- Rivas-Drake, D. (2018). Ethnic-racial identity and perceived efficacy among youth of color: A closer look at the role of peer networks and social-emotional learning. Educational Psychology & Educational Technology Brownbag Seminar. Michigan State University, Lansing, MI.
- Rivas-Drake, D., Jagers, R., Schlund, J., Schu, C., & Marshall, J. (2018). Development of a research partnership with Chicago Public Schools for studying social-emotional learning (SEL) and equity. CASEL Equity Working Group Meeting. New Orleans, LA.
- Rivas-Drake, D. (2018). Promotion and tenure. Invited Panelist. Roundtable hosted by the SRCD Black, Latino, and Asian Caucuses at the Society for Research on Adolescence, Minneapolis, MN.
- Rivas-Drake, D. (2018). Successful research collaborations across institutions. Invited Panelist. SRCD Tri-Caucus Webinar hosted by the Black, Latino, and Asian Caucuses of the Society for Research in Child Development (2/12/18).
- Rivas-Drake, D. (2017). Ethnic-racial identity and the socio-emotional context of school. Invited Speaker. Symposium on Advances in the Study of Adolescent Identity Formation. 18<sup>th</sup> European Conference on Developmental Psychology, Utrecht, The Netherlands.
- Rivas-Drake, D. (2017). Ethnic-racial identity: Concepts, measurement, and significance. Minneapolis School District Equity Leadership Institute, Minneapolis, MN.
- Rivas-Drake, D. (2017). Using social-emotional learning (SEL) to promote cultural assets. CASEL Equity Working Group Meeting. New Orleans, LA.
- Rivas-Drake, D. & Jagers, R. (2017). With a little help from peers and teachers: SEL, identity, school engagement, and civic engagement. CASEL Webinar on SEL and Equity (2/22/17). Hosted by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

- Rivas-Drake, D. (2017). With a little help from peers and teachers: Ethnic-racial identity and the social-emotional context of school. Invited Speaker. Lifespan Social-Personality Preconference, Society for Personality and Social Psychology Conference. San Antonio, TX.
- Rivas-Drake, D. (2016). With a little help from peers and teachers: Ethnic-racial identity and the social-emotional context of school. Invited Speaker. Department of Human Development and Quantitative Methodology, University of Maryland, College Park, MD.
- Rivas-Drake, D. (2016). Improving socioemotional outcomes among English Language Learners. Invited Panelist for Cross-Disciplinary Research Strategies with Middle and High School English Language Learners (ELL) Meeting. Hosted by the W. T. Grant Foundation and the Forum for Youth Investment, Washington, DC.
- Rivas-Drake, D. (2016). Looking back: Revisiting García Coll and colleagues (1996): How it came about and how it changed the field. Invited Panelist for 20<sup>th</sup> Anniversary of García Coll and Colleagues' (1996) An Integrative Model for the Study of Developmental Competencies in Minority Children. T. Denny Sanford School, Arizona State University, Tempe, AZ.
- Rivas-Drake, D. (2015). Recruitment, sampling, and retention considerations related to equity and justice (Roundtable). SRCD Inaugural Presidential Pre-Conference on Equity and Justice in Developmental Sciences Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Rivas-Drake, D. (2013). Culture, ethnicity, and race in the transition to adulthood. Invited Panelist for Workshop on Improving the Health, Safety, and Well-Being of Young Adults. Institute of Medicine and National Research Council, Washington, DC.
- Rivas-Drake, D. (2013). Race, ethnicity, and psychological well-being: Promoting healthy identities in emerging adulthood. Invited Speaker. Treating Young Adults Conference, Cambridge Health Alliance/Harvard Medical School, Boston, MA.
- Rivas-Drake, D. (2010). Classrooms without borders? Immigration, education, and civil rights. Invited Panelist. U.S. Department of Education Office for Civil Rights, Region I, Boston, MA.
- Rivas-Drake, D. (2010). The role of public ethnic-racial regard. Presidential Session: Identity, Ethnicity, and Race in Learning. Invited Panelist. Annual meeting of the American Educational Research Association. Denver, CO.
- Rivas, D. (2006). Ethnic identity and academic engagement. Masters Psychology Proseminar. Hunter College, New York, NY.

(Internal)

- Rivas-Drake, D. (2020). Directing a productive, inclusive, and joyful research lab. Invited Speaker. RacismLab MLK Symposium. Institute for Social Research, University of Michigan, Ann Arbor, MI.
- Rivas-Drake, D. (2016). With a little help from peers and teachers: Ethnic-racial identity and the social-emotional context of school. Invited Speaker. Research Center for Group Dynamics Seminar Series. Institute for Social Research, University of Michigan, Ann Arbor, MI.
- Rivas-Drake, D. (2015). Ethnic-racial identity in peer contexts. Center for the Study of Black Youth in Context Speaker Series. University of Michigan, Ann Arbor, MI.
- Rivas-Drake, D. (2014). Ethnic-racial identity in context: New directions and preliminary findings. Developmental Psychology Colloquium. University of Michigan, Ann Arbor, MI.
- Rivas-Drake, D. (2012). Race, ethnicity, and well-Being: Negotiating healthy identities in adolescence and young adulthood. Invited Speaker. Center for Alcohol and Addiction Studies (CAAS) Rounds. Brown University, Providence, RI.
- Rivas-Drake, D. (2012). Ethnic identity and educational opportunity: Choice, chance, community, and change. Invited Speaker. The Leadership Alliance, Summer Research-Early Identification Program, Brown University, Providence, RI.

- Rivas-Drake, D. (2011). Race and Educational Inequality Professional Development Seminar (REIPDS). Invited Panelist. University of Michigan, School of Education, Ann Arbor, MI.
- Rivas-Drake, D. (2007). Adolescent ethnic identities in context. Center for the Study of Human Development Colloquium Series, Brown University, Providence, RI.

*Invited Convener/Moderator*

- Rivas-Drake, D. (2021). Anti-racism, (in)equity, and inclusion in publishing, research, and organizational practices. Roundtable/Special Event. Society for Research in Child Development.
- Rivas-Drake, D. (2021). Continuing the conversation on complementary perspectives on discrimination, social exclusion, and inequalities. SRCD Pre-Conference: How Do We Construct the Other: Using Science to Address the Social Justice Crisis?

*Invited Discussant for Peer-Reviewed Conference Symposia*

- Rivas-Drake, D. (2019). The salience of racial-ethnic climate in school for minority youth: Contributions to adolescent psychosocial outcomes. (Invited Discussant). Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Rivas-Drake, D. (2019). Race, ethnicity, and emotion socialization: Findings from Latino, African American, and Chinese immigrant families. (Invited Discussant). Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Rivas-Drake, D. (2018). A nuanced approach to understanding predictors and outcomes associated with ethnic-racial identity across adolescence. (Invited Discussant). Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- Rivas-Drake, D. (2018). Ethnic-racial identity as a multidimensional resilience factor: Family precursors and protective mechanisms. (Invited Discussant). Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- Rivas-Drake, D. (2017). Adolescents' ethnic and personal identity across the globe: Development, context, and social exclusion. (Invited Discussant). Biennial meeting of the Society for Research in Child Development, Austin, TX.
- Rivas-Drake, D. (2017). Examining the longitudinal antecedents and consequences of ethnic-racial regard from early to late adolescence. (Invited Discussant). Biennial meeting of the Society for Research in Child Development, Austin, TX.
- Rivas-Drake, D. (2017). Ethnic and national identity in Latino and Asian populations. (Invited Discussant). Biennial meeting of the Society for Research in Child Development, Austin, TX.

*Peer-Reviewed Conference Presentations* (\*Denotes student at time of submission)

- \*Pinetta, B., \*Blanco Martinez, S., Cross, F., & Rivas-Drake, D. (forthcoming). Inherently political? Associations of parent ethnic-racial socialization and sociopolitical discussions with Latinx youths' emergent civic engagement. Paper to be presented at the SRCD Special Topic Meeting: Construction of the 'Other.' Rio Grande, Puerto Rico.
- \*Constante, K., \*Piceno, V., & Rivas-Drake, D. (forthcoming). Latinx adolescent ethnic-racial discrimination and expected future barriers over time. Poster to be presented at the SRCD Special Topic Meeting: Construction of the 'Other.' Rio Grande, Puerto Rico.
- \*Vezaldenos, V. A., \*Pinetta, B., Rivas-Drake, D., Umaña-Taylor, A. J., Villalta, S. I., and Schaefer, D. (forthcoming). Predictors of biracial adolescent ethnic-racial identity choice. Poster presentation at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.

- Rambaran, J.A., Rivas-Drake, D., Schaefer, D.R., Umaña-Taylor, A.J., & Ryan, A.M. (2021, July). A relational approach to ethnic-racial discrimination: Testing selection, influence, and group membership. Paper presentation at Networks 2021: A Joint Conference of Sunbelt and NetSci.
- Rambaran, J.A., Rivas-Drake, D., Schaefer, D.R., Umaña-Taylor, A.J., & Ryan, A.M. (2021, April). A multivariate network test of extended contact hypothesis. Paper presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Virtual.
- Rambaran, J.A., Rivas-Drake, D., Schaefer, D.R., Umaña-Taylor, A.J., & Ryan, A.M. (2021, April). A relational approach to ethnic-racial discrimination: Testing selection, influence, and group membership. Paper presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Rambaran, J.A., Hoffman, A.J., Rivas-Drake, D., Schaefer, D.R., Umaña-Taylor, A.J., & Ryan, A.M. (2021, April). Belonging in diverse contexts: Sociability among same-ethnic and cross-ethnic peers. Paper presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Schaefer, D.R., Khuu, T., Rambaran, J.A., Umaña-Taylor, A.J., & Rivas-Drake, D. (2021, April). The co-evolution of friendship and activity contexts and their consequences for ethnoracial segregation. Paper presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- \*Montoro, J., \*Kilday, J., Rivas-Drake, D., Ryan, A., & Umaña-Taylor, A. J. (2021). Discrimination, coping, and school belonging among Black, Latinx, and Asian American youth. Biennial meeting of the Society for Research on Adolescence.
- \*Constante, K., Huntley, E., Keating, D., & Rivas-Drake, D. (2021). Ethnic identity through a social reorientation lens: Conceptualizing links with future orientation and resisting peer influence. Biennial meeting of the Society for Research on Adolescence.
- \*Miller-Tejada, S., \*Montoro, J., Cross, F., & Rivas-Drake, D. (2021). Ethnic-racial identity differences and the promotive role of family cohesion on Latinx adolescents' depressive symptoms. Biennial meeting of the Society for Research on Adolescence.
- \*Khuu, T., Schaefer, D., Umaña-Taylor, A., Rivas-Drake, D., & Ryan, A. (2021). Intergroup exposure vs. attitudinal influence: How friendships affect intergroup contact attitudes during adolescence. Biennial meeting of the Society for Research on Adolescence.
- McDermott, E., Umaña-Taylor, A., Schaefer, D., \*Martinez-Fuentes, S., \*Co, L., \*Ison, A., Ryan, A., Rivas-Drake, D. (2021). Adolescents' access to parent education through friendship and its impact on academic outcomes. Biennial meeting of the Society for Research on Adolescence.
- \*Jones, S., Umaña-Taylor, A. J., McDermott, E. R., & Rivas-Drake, D. (2021). Latent profile analysis of minority teen ethnic-racial identity as a moderator of discrimination, coping strategies and adjustment.
- \*Fonge, E.T., McDermott, E.R., Umaña-Taylor, A., \*Martinez-Fuentes, S., Rivas-Drake, D., & \*Agi, A. (2021). Family ethnic socialization practices, coping strategies, and self-esteem: Variation between Black Immigrant & U.S.-born families.
- Martinez-Fuentes, S., Umaña-Taylor, A. J., McDermott, E. R., Schaefer, D. R., Rivas-Drake, D., & Ryan, A. M. (2020, November). Using network autocorrelation models to understand the association between family ethnic socialization and adolescent friendships. Poster presented at the National Council on Family Relations Conference.
- Rambaran, J.A., Hoffman, A.J., Rivas-Drake, D., Schaefer, D.R., Umaña-Taylor, A.J., & Ryan, A.M. (2020, July). Peer-group influences on school belonging in an ethnically diverse setting. Paper presentation at the 40th International Sunbelt Social Network Conference, the annual conference of the International Society for Social Network Analysis (INSNA).
- Rambaran, J. A, Hoffman, A. J., Rivas-Drake, D., Umaña-Taylor, A. J., & Schaefer, D. R., Ryan, A. M. (2020, June). Peer-group influences on school belonging in an ethnically diverse setting. Paper

- presentation at the 40th International Sunbelt Social Network Conference, the annual conference of the International Network for Social Network Analysis (INSNA).
- \*Khuu, T., Schaefer, D. R., Rivas-Drake, D., Umaña-Taylor, A. J., & Ryan, A. (2019). Inter- versus Intra-group friendship effects on students' intergroup contact attitudes. Sunbelt International Social Networks Conference, Montreal, Canada.
- Hoffman, A., Rivas-Drake, D., Umaña-Taylor, A., McDermott, E., Schaefer, D., & Ryan, A. (2019). Explaining the link between ethnic-racial identity and school belonging: Social competencies as mediating mechanisms. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Cross, F., \*Agi, A., \*Montoro, J., \*Medina, M., \*Pinetta, B., \*Miller, S., \*Tran-Dubongco, M., & Rivas-Drake, D. (2019). Illuminating ethnic-racial socialization among undocumented Latinx parents: Implications for adolescent psychosocial functioning. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Camacho, T., Rivas-Drake, D., & Chavous, T. (2019). Ethnic identity among Latino college students: Trajectories and associations with social experiences and psychosocial outcomes. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Medina, M., \*Constante, K., \*Cross, F., \*Mendez, L., Rivas-Drake, D. (2019). From parent beliefs to adolescent experiences: Relationship quality and ethnic-racial socialization in Latinx families. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Pinetta, B., Rivas-Drake, D., & Diemer, M. (2019). Perceived teacher support, ethnic-racial identity, and STEM achievement among Black and Latino early adolescents. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Tran-Dubongco, M., Rivas-Drake, D., & Umaña-Taylor, A. (2019). Revisiting the "Model Minority": Peer discrimination and academic adjustment among Asian American adolescents. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Sladek, M., Umaña-Taylor, A., Rivas-Drake, D., McDermott, E., & \*Martinez-Fuentes, S. (2019). Comparing apples to oranges? Mixed support for ethnic-racial equivalence of ethnic-racial identity and related measures. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Wantchekon, K., Umaña-Taylor, A., McDermott, E., Rivas-Drake, D., & \*Agi, A. (2019). Relations among racially and geographically diverse adolescents' ERI public regard, centrality, and other group orientation. Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- \*Wantchekon, K., Umaña-Taylor, A., McDermott, E., Rivas-Drake, D., & \*Medina (Agi), A. (2018). Diverse adolescents' other group orientation and their ethnic-racial identity centrality and public regard. SRCD Themed Conference: Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs. Philadelphia, PA.
- Hoffman, A., Pullés, S., Schaefer, D., & Rivas-Drake, D. (2018). Investigating the mediating role of social-emotional learning in the relation between ethnic-racial identity and academic outcomes among diverse friendship networks. XXXVIII Sunbelt Social Networks Conference. Utrecht, Netherlands.
- \*Tran, M. & Rivas-Drake, D. (2018). Discrimination-based barriers, self-esteem, and depression: The moderating role of ethnic-racial identity among Latino adolescents. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN. [Won Best Poster Award]
- \*Mendez, L. & Rivas-Drake, D. (2018). Ethnic miscategorization, ethnic-racial identity, and perception of discrimination among Latino adolescents. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- \*Kanagasingam, S. K., Mendoza-Lua, F., McBride, M., Carter, R., Rivas-Drake, D., & Caldwell, C. (2018). An analysis of ethnic/racial and gender identity during the pubertal transition among

- mother-daughter dyads. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- \*Medina, A., Hoffman, A., Rivas-Drake, D., & \*Medina, M. (2018). The interplay of ethnic-racial identity, intergroup attitudes, and peer social efficacy among Black, White, and Latinx adolescents. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- Hoffman, A., Rivas-Drake, D., & Jagers, R. (2018). Peer support development among Black and Latino/a early adolescents: The role of ethnic/racial identity centrality. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
- Rivas-Drake, D. (2017). Innovative strategies to promote equity and justice in developmental science. (Roundtable Panelist). Biennial meeting of the Society for Research in Child Development, Austin, TX.
- Rivas-Drake, D. (2017). Underrepresented and underserved: Dilemmas and strategies to present "vulnerable" youth in research, practice, and policy. (Roundtable Panelist). Biennial meeting of the Society for Research in Child Development, Austin, TX.
- \*Medina, M., Rivas-Drake, D., & Medina, A. (2017). The influence of friend groups on students' ethnic/racial identity and academic adjustment. Biennial meeting of the Society for Research in Child Development, Austin, TX.
- \*Medina, M. & Rivas-Drake, D. (2017). The role of friends' private and public regard on adolescents' academic adjustment. Biennial meeting of the Society for Research in Child Development, Austin, TX.
- \*Camacho, T. & Rivas-Drake, D. (2017). Longitudinal associations between perceived ethnic threat and Latino college student success. To be presented at the Biennial meeting of the Society for Research in Child Development, Austin, TX.
- \*Cross, F. L., \*Marchand, A., & Rivas-Drake, D. (2017). Academic socialization and school involvement among Latino families in relation to adolescent school outcomes. Biennial meeting of the Society for Research in Child Development, Austin, TX.
- \*Marchand, A., & Rivas-Drake, D. (2016). Academic and cultural socialization in Latino parents and adolescents. Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45) Conference, Palo Alto, CA.
- \*Camacho, T., \*Medina, M., & Rivas-Drake, D. (2016). Ethnic-racial identity and school climate in middle school. Biennial meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN.
- \*Camacho, T., \*Medina, M., & Rivas-Drake, D. (2016). Longitudinal associations of ethnic-racial identity and school climate among diverse early adolescents. Biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- Rivas-Drake, D. (2016). Thriving at every stage: Diverse perspectives of an academic life course (Roundtable Panelist). Biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- \*Guillaume, C., Jagers, R., & Rivas-Drake, D. (2016). Middle school as a developmental context for emergent citizenship. Biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- Rivas-Drake, D., \*Cross, F., & \*Marchand, A. (2016). Gaps in the ethnic-racial identity process among Latino parent-adolescent dyads: Implications for academic adjustment. Biennial meeting of the Society for Research on Adolescence, Baltimore, MD.
- \*Cisneros, M., \*Marchand, A., Rivas-Drake, D., & Jagers, R. (2015). Congruence between middle school teachers' and students' perceptions of emotional and academic support. Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- \*Cross, F., Rivas-Drake, D., Kruger, D., Ledon, C., & Waller, A. (2015). Documentation status concern as a predictor of Latino parent school involvement. Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.

- Rivas-Drake, D. (2015). "Why is a White guy interested in racial discrimination?": The role of researchers' cultural identity in developmental research (Roundtable Panelist). Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Rivas-Drake, D. (2015). The influence of biological, school and neighborhood contexts on ethnic/racial identity development (Roundtable Panelist). Biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Rivas-Drake, D., \*Medina, M., & Jagers, R. (2015). Multiculturalism in early adolescence: The role of peer networks and ethnic-racial identity. Inaugural International Convention of Psychological Science. Amsterdam, Netherlands.
- Rivas-Drake, D. (2014). Community-based recruitment and engagement strategies with ethnic minority adolescents and families (Roundtable Panelist). Biennial meeting of the Society for Research on Adolescence. Austin, TX.
- Lloréns, H., Rivas-Drake, D., García-Quijano, C. (2013). Well-being, success, and cultural identity among Dominican and Puerto Rican girls in New England. Annual meeting of the American Anthropological Association, Chicago, IL.
- Rivas-Drake, D. & Cho, R. (2013). Postsecondary schooling outcomes of Hispanic youths in new and established immigrant destinations. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Rivas-Drake, D. & Lloréns, H. (2013). Ethnic identity, self-concept, and health: A qualitative exploration. Biennial meeting of the Society for Research in Child Development. Seattle, WA.
- Rivas-Drake, D. (2013). Ethnic identity, discrimination, and adjustment among Latino college students. Biennial meeting of the Society for Research in Child Development. Seattle, WA.
- Witherspoon, D. & Rivas-Drake, D. (2013). African American youths' educational expectations and aspirations over time: The role of the neighborhood context. Biennial meeting of the Society for Research in Child Development. Seattle, WA.
- Rivas-Drake, D. & Witherspoon, D. (2012). Peer racial discrimination and perceived educational opportunity: The buffering role of proactive preparation by parents. Biennial meeting of the Society for Research on Adolescence. Vancouver, Canada.
- Rivas-Drake, D. & Witherspoon, D. (2012). Neighborhood influences on African American adolescents' racial identity. Biennial meeting of the Society for Research on Adolescence. Vancouver, Canada.
- Witherspoon, D. & Rivas-Drake, D. (2012). Promoting positive educational outcomes among African American adolescents: A neighborhood profile approach. SRCD Themed Meeting on Positive Development of Minority Youth. Tampa, FL.
- Rivas-Drake, D. (2011). Parental preparation for bias, perceptions of opportunity, and academic adjustment among Latino adolescents. Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Rivas-Drake, D. (2011). Does one size fit all? Examining protective properties of ethnic identity against peer ethnic discrimination among Latinos in two contexts. Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Rivas-Drake, D. (2011). Linking ethnic identity process to content: Implications for Latino adolescents' academic and psychological adjustment in two academic contexts. Annual meeting of the American Educational Research Association, New Orleans, LA.
- Rivas-Drake, D. (2010). Negotiating minority status: Short-term implications of ethnic identity and family obligations for depressive symptoms among Latino college students. Society for the Psychological Study of Ethnic Minority Issues (APA Division 45) Conference, Ann Arbor, MI.
- Rivas-Drake, D. (2010). Ethnic contact and ethnic identity among Black, Puerto Rican, Dominican, and Chinese American early adolescents. Biennial meeting of the European Association for Research on Adolescence, Vilnius, Lithuania.
- Rivas-Drake, D. (2010). Changes in ethnic identity importance and meaning over one year: The

- roles of peer discrimination and familism. Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Rivas-Drake, D. & \*Uribe, B. (2010). Stigmatized yet supported? Public ethnic regard and academic adjustment among Latino adolescents. Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Rivas-Drake, D., Hughes, D., & Way, N. (2009). Does perceived ethnic diversity across multiple contexts predict stability and change in early adolescents' ethnic regard beliefs? Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rivas-Drake, D., \*Esteban, J., \*Kim, S., \*Carney, C., & \*Reyes, E. (2009). Reframing relationships between ethnic identity and academic performance over time: A group-based modeling approach. Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Rivas-Drake, D. & Mooney, M. (2008). Assimilation, accommodation, and resistance: Variation in perceived minority status among Latinos in elite higher education. Biennial meeting of the Society for Research on Adolescence, New York, NY.
- Rivas-Drake, D., Hughes, D., & Way, N. (2008). Public ethnic regard, perceived socioeconomic stratification, and well-being among Dominican and African American early adolescents. Biennial meeting of the Society for Research on Adolescence, New York, NY.
- Rivas-Drake, D., Hughes, D., & Way, N. (2008). Dominican and African American adolescents' perceived minority status: The roles of preparation for bias and ethnic exploration. Biennial meeting of the Society for Research on Adolescence, New York, NY.
- Chavous, T. & Rivas-Drake, D. (2008). Racial discrimination and parent socialization responses as predictors of adolescents' racial Identity. Biennial meeting of the Society for Research on Adolescence, New York, NY.
- Mooney, M. & Rivas-Drake, D. (2008). Neither colorblind nor oppositional: Perceived minority status and trajectories of academic adjustment among Latinos in elite higher education. Annual meeting of the Population Association of America, New Orleans, LA.
- Mooney, M. & Rivas-Drake, D. (2007). Profiles of Latino adaptation at elite colleges and universities. Annual meeting of the American Sociological Association, New York, NY.
- Rivas-Drake, D., Hughes, D., & Way, N. (2007). Diverse early adolescent ethnic identities in context: The social mirrors of ethnic-racial socialization and ethnic discrimination. Biennial conference of the Society for Community Research and Action, Pasadena, CA.
- Rivas-Drake, D., Hughes, D., & Way, N. (2007). Unpacking ethnic-racial discrimination among diverse early adolescents. Biennial meeting of the Society for Research on Child Development, Boston, MA.
- Hughes, D. & Rivas-Drake, D. (2007). Children's perceptions of racial discrimination: Developmental correlates and consequences for self-esteem. Biennial meeting of the Society for Research in Child Development, Boston, MA.
- Rivas, D. (2006). Variability in relationships among Latino adolescents' ethnic identity, perceived barriers to social mobility, and school engagement. Annual meeting of the American Educational Research Association, San Francisco, CA.
- Rivas, D. (2004). Persistence despite restricted opportunity among Latino students: A qualitative exploration. Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD.
- Chavous, T., Rivas, D., Green, L. Helaire, L., & Turner, W. (2002). The relationship of gender with group identification, campus perceptions, and college adjustment for African Americans at a predominantly White university. Annual meeting of the American Educational Research Association, New Orleans, LA.
- O'Connor, C., Mueller, J., Lewis, L., & Rivas, D. (2002). Being Black in a White high school: How and when racial identity matters to school performance. Annual meeting of the American Educational Research Association, New Orleans, LA.
- Rivas, D. & Chavous, T. (2001). Contributions of ethnic identity development and beliefs and sense of



- community to perceived academic and social competence among African American college students. Annual meeting of the American Educational Research Association, Seattle, WA.
- O'Connor, C., Mueller, J., Kass, D. & Rivas, D. (2001). "There were some things that you just knew": Race socialization and the educational achievements of Black women over time. Annual meeting of the American Educational Research Association, Seattle, WA.
- Blumenfeld, P., Fredricks, J., Friedel, J., Paris, A., and Rivas, D. (2001). School engagement in urban settings. Biennial meeting of the Society for Research on Child Development, Minneapolis, MN.
- Rivas, D. & Chavous, T. (2000). Comparisons of a generalized ethnic identity model and a group-specific model of racial identity. Annual convention of the American Psychological Society, Miami, FL.
- Rivas, D. & Velayo, R. (1999). The predictive relationship between note-taking and presentation modality. Annual convention of the American Psychological Association, Boston, MA.

## GRANTS

### *Awarded*

- 2021-2022 Spencer Foundation (\$49,867)  
*Development of a Measure of Equity-Based Social Emotional Learning Practices*  
Principal Investigator  
William T. Grant Foundation (\$49,999)  
*Development of a Measure of Equity-Based Social Emotional Learning Practices*  
Principal Investigator
- 2021-2023 William T. Grant Foundation (\$60,000)  
*Mentoring and Career Development: 2021 Rivas-Drake and Pinetta*  
Co-Principal Investigator (with Bernardette Pinetta)
- 2021-2023 National Center for Institutional Diversity  
*Stepping uP Against Racism and Xenophobia (SPARX) Initiative*  
Project Director
- 2021-2023 Institute for Research on Women and Gender (\$7500)  
*¡Orgullosas y Poderosas! Strengthening Latinas' Civic and Political Capacities*  
Co-Principal Investigator (with Bernardette Pinetta)
- 2019-2022 William T. Grant Foundation (\$565,882)  
Principal Investigator, Grant ID #188925  
*Social-Emotional Learning, School Outcomes, and Civic Engagement Equity: Leveraging Family and Community Influences*
- 2021-2022 Ginsberg Faculty Engagement Grant (\$4000)  
*The Ethnic-Racial and Sociopolitical Socialization of Mixed-Status Immigrant Families: The Role of Parental Involvement in Immigrant Rights Organization*  
Co-Investigator (PI: Fernanda Cross)

### *Completed*

- 2019-2021 National Science Foundation (\$319,885)  
*Multidimensionality of Race and Social Networks*  
Co-Investigator (PI: David Schaefer, UCI)
- 2018-2021 University of Michigan Office of Diversity, Equity, and Inclusion (\$25,900)  
National Center for Institutional Diversity (\$18,200)  
Project Co-Director  
*UM Workgroup to Advance Social Science Scholarship and Teaching on Latinx Youth and Families*

- 2016-2019 National Science Foundation (\$275,000)  
Principal Investigator, No. 1625196  
*Identity, Friendships, and Adolescent Adjustment*
- 2016-2017 Spencer Foundation Midcareer Grant (\$149,995)  
Principal Investigator  
*Conceptualizing and Studying Social Emotional Learning (SEL) Practices in Schools: Implications for Adolescent Ethnic-Racial Identity Development*
- 2015-2017 University of Michigan Office of Research (UMOR) Faculty Grant (\$10,000)  
UM College of Literature, Science, & the Arts (\$5,000)  
Principal Investigator  
*Identity, Friendships, and Academic Outcomes*
- 2012-2014 Russell Sage Foundation Presidential Authority Award (\$34,998)  
*Explaining Postsecondary Choices Among Hispanic Adolescents*  
Principal Investigator
- 2012-2013 Society for Research in Child Development Strategic Plan Grant (\$20,100)  
Society for Research on Adolescence Innovative Small Grant (\$3,000)  
American Psychological Association Division 45: Society for the Psychological Study of Ethnic Minority Issues Grant (\$500)  
Principal Investigator  
*Ethnic and Racial Identity in the 21<sup>st</sup> Century*
- 2011-2013 American Educational Research Association Research Grant (\$24,000)  
Principal Investigator  
*Explaining Postsecondary Choices Among Hispanic Adolescents*
- 2011-2013 Seed Fund for International Research Project on Global Health (\$50,000)  
Brown University  
Co-Investigator (PI: Don Operario)  
*Social and Demographic Context of HIV/AIDS Risk in Young & Migrant Populations in China*
- 2008-2009 Richard B. Salomon Faculty Research Award (\$15,000)  
Brown University  
Principal Investigator  
*An Examination of Changes in Ethnic Identity and Campus Engagement among Latino College Students Over One Year*
- 2005-2007 National Science Foundation Postdoctoral Fellowship (\$110,000)  
Principal Investigator, SES No. 0511985  
*The Influences of Perceived Ethnic and Socioeconomic Barriers on Academic Engagement among Latino Adolescents*
- 2001-2005 School of Education Spencer Mini-Grants (\$4000)  
Psychology Department Dissertation Grant (\$1500)  
Student Academic Multicultural Initiative Grant (\$500)  
University of Michigan  
Principal Investigator  
*Perceived Social Barriers, Ethnic Identity, Achievement Motivation, and Engagement among Latino Adolescents*

## TEACHING

### *University of Michigan*

- 2013-present Promoting Equity in Social-Emotional Learning (ED 490/715); CPEP First Year Prosem (ED 861); Community Research Methods (PSY 325) Education Studies Second Year Proseminar (ED 898); CPEP Professional Socialization Seminar (ED

- 898/PSY 958); Adolescent Development (PSY 797); Ethnic and Racial Identity (PSY 958); Social Psychology of Education (ED/PSY 720); Race, Ethnicity, and Youth Development (ED 547); Practicum in Multicultural Communities (PSY 325)
- 2000-2003 *Graduate Student Instructor*. Introduction to Developmental Psychology, Community-Based Research Methods, and Empowering Families and Communities. Department of Psychology.
- 2000 *Teaching Assistant*. Introduction to Statistics I & II. Inter-University Consortium for Political and Social Research (ICPSR).

*Brown University*

- 2007-2013 Psychology of Teaching and Learning (EDUC 1450); Psychology of Race, Class, and Gender (EDUC 1430); Adolescent Psychology (EDUC 1270); Empowering Youth (EDUC 0410-E).  
Independent Study; Independent Reading/Research; Honors Thesis First or Second Reader.

*Pace University*

- 1998 *Teaching Assistant*. Statistics for the Behavioral Sciences. Psychology Department.
- 1996 *Teaching Assistant*. University 101: Freshman Experience. Office of Newly Enrolled Undergraduates and Freshman Studies.

## ADVISING AND RESEARCH MENTORSHIP/SUPERVISION

### Postdoctoral

- Laura-Ann Jacobs (Ph.D., University of Michigan), 2021-present  
J. Ashwin Rambaran (Ph.D., University of Groningen, Netherlands), 2019-2021  
Gina McGovern (Ph.D., University of Illinois), 2019-2021  
Adam Hoffman (Ph.D., UNC Chapel Hill), 2017-2019

### Doctoral

#### *Developmental Psychology*

- Tissyana Camacho, Primary Advisor (ISR Robert Kahn Diss Fellowship), completed 2017  
Fernanda Cross, Primary Advisor (Ford Diss Hon Mention), completed 2019  
Kevin Constante, Primary Advisor (NSF Hon Mention), completed 2021  
Jessica Montoro, Primary Advisor (NSF Hon Mention), ABD

#### *Combined Program in Education and Psychology*

- Michael Medina, Primary Advisor (NSF Graduate Research & Ford Predoc Fellowship), completed 2019  
Abby Agi (Medina), Primary Advisor (Rackham Predoc Fellowship; Ford Diss Hon Mention), completed 2020  
Bernardette Pinetta, Primary Advisor (Ford Predoc Fellowship; NSF Hon Mention), ABD  
Saraí Blanco Martinez, Primary Advisor (Ford Predoc Fellowship Alternate)

#### Research Mentees in Lab (other than advisees)

- Gabrielle (Gaby) Kubi, CPEP  
Andres (Andy) Pinedo, CPEP  
Jozet Channey, CPEP  
Stephanie Miller-Tejada, Personality & Social Contexts  
Kate Morman, CPEP  
Aixa Marchand, CPEP

#### *Dissertation Committees*

- Bridget Richardson, Personality and Social Contexts, completed  
Amber Williams, Developmental Psychology, completed

Feven Girmay, Higher Education, completed  
Tissyana Camacho, Developmental Psychology (Chair), completed  
Amina Allen, Educational Administration, completed  
Hillary Greene, Teacher Education, completed  
Fernanda Cross, Developmental Psychology (Chair), completed  
Aixa Marchand, Combined Program in Education & Psychology, completed  
Benjamin Blankenship, Personality and Social Contexts, completed  
Elizabeth North, Combined Program in Education & Psychology, completed  
Michael Medina, Combined Program in Education & Psychology (Chair), completed  
Casta Guillaume, Combined Program in Education & Psychology, completed  
Sarah McKellar, Combined Program in Education & Psychology, completed  
Francheska Alers-Rojas, Developmental Psychology, completed  
Abunya (Abby) Agi, Combined Program in Education & Psychology (Chair), completed  
Nicole Brass, Combined Program in Education & Psychology, completed  
Kevin Constante, Developmental Psychology (Chair), completed  
Gloryvee Fonseca, Higher Education  
Jessica Montoro, Developmental Psychology (Chair)  
Jozet Channey, Combined Program in Education & Psychology  
Bernardette Pinetta, Combined Program in Education & Psychology (Chair)  
Stephanie Miller-Tejada, Personality and Social Contexts  
Andres (Andy) Pinedo, Combined Program in Education & Psychology

*Candidacy Committees*

Elizabeth North, Combined Program in Education & Psychology  
Channing Mathews, Combined Program in Education & Psychology  
Casta Guillaume, Combined Program in Education & Psychology

Master's

*Psychology*

Mercy Tran-Dubongco, Primary Advisor (NSF Honorable Mention)

*School of Education*

Victoria Vezaldenos, Research Mentee in Lab (2020-2022)  
Sasha Mejía, Research Mentee in Lab (2018-2019; now at UPenn Education Ph.D.)  
Delina Zapata, Research Mentee in Lab (2016-2017; now at UT-Austin Education Ph.D.)  
Erika Mendez, Research Mentee in Lab (2016-2017)  
Nasr Abdo, Research Assistant (2017)  
Oscar Ramirez, Research Mentee in Lab (2017)

*School of Public Policy*

Mo Torres, Research Mentee in Lab (W, F 2014)

*School of Social Work*

Bryan Montano Maceda, Research Mentee in Lab (SUM, FA2014)

Undergraduate Research

*University of Michigan*

Ximena Mancilla (RA 2019-2022; Supervising Honors Thesis); Nathan Schooner (RA 2019-2022; Supervising Honors Thesis); Sophia Grewal (UROP 2020-2022); Anne Shorkey (UROP 2020-2021); Madeline Tran (UROP 2018-19, RA 2019-2021); Daniela Mancilla (RA 2019-2020); Daniela Garcia (RA 2019-2020); Valerie Martinko (UROP 2019-2020); Oluwaseyitan (Sheyi) Collier (UROP 2019-2020); Alyssa Helfand (RA 2020); Tiahna Pantovich (RA 2019-2020); Esther Sun (UROP 2018-19, RA FA2019); Juan Ramon Sevilla (SROP 2019); Viviana

Piceno (SROP 2019); Jesus Navarro (SROP 2018); Ivryonna White (RA 2017-18); Christopher Platte (UROP F2017); Ellen Svärd (RA 2017-18); Haley Ackler (RA 2017-18); Eunice Park (RA 2017-2018); Nikki Pennecale (RA SUM 2016, FA2017); Mercy Tran (SROP 2017); Jose Lopez (UROP 2014-15; RA 2015-16; RA 2016-18); Andrea Villafuerte Ballon (RA SUM2015, RA 2015-16, RA 2016-17); Rachel Goldman (UROP 2015; RA F2015; RA 2016-17; Supervised Honors Thesis - High Honors); Faith Horbatch (RA SUM2015, UROP 2015-16; RA 2016-17); Silan Fadlallah (UROP 2016-17); Fatima Bilal (RA 2016-17); Eesha Parasnis (RA W2017, 2017-2018); Ariana Romero (SROP 2016; now at UC Riverside Ph.D.); Stephanie Miller (SROP 2016; now at University of Michigan Ph.D.); Nataly Sanroman RA W, SUM 2016); Juna Kim (RA SUM2015); Haidar Haidar (UROP 2014-15); Sana Isaac (UROP W2014, RA 2014-15; Supervised Senior Thesis); Tosca Le (RA 2014-15, 2015-16); Stephanie Peña (UROP W2014); Maria Cisneros (CSUN Predoctoral Fellowship for SUM2014; now at Virginia Commonwealth University Ph.D.); Tanya Kaplan (CSU-Dominguez Hills, SROP 2014; now at University of Nevada-Reno Ph.D.)

*Brown University (2007-2013)*

Sidney Scott; Martin Silva; Chis Carney; Marley Pierce; Waldina Pineda; Stephanie Harris; Betty Hua; Carmen Moedano; Joshua Esteban; Sonia Kim; Colleen Dunwell; Kimberly Wong-Shing; Eliana Castro (now at MSU Curriculum, Instruction, & Teacher Education Ph.D.); Michael Medina (now at University of Michigan Ph.D.); Barinia Uribe (Leadership Alliance-Early Identification Program); Judith Landeros (Leadership Alliance-Early Identification Program; now at UT-Austin Education Ph.D.)

## **LEADERSHIP & SERVICE**

*Profession, Discipline, and Field*

Editorial

- 2016-2020     *Associate Editor*, Developmental Psychology  
                    Special Issues Edited:
- Identity Development Process and Content: Toward an Integrated and Contextualize Science of Identity
  - Hidden Populations: Uncovering the Developmental Experiences of Communities of Color across Contexts
- 2015-2019     *Editorial Board (Social Justice Section)*, Applied Developmental Science  
2014-2016     *Associate Editor*, Cultural Diversity and Ethnic Minority Psychology  
2014-2016     *Editorial Board*, AERA Open  
2010-2015     *Consulting Editor*, Child Development

Professional Societies/Organizations

*Society for Research in Child Development (SRCD)*

- 2021-2027     *Secretary*, Governing Council and Executive Committee  
2019-2021     *Chair*, Publications Committee  
2020-2021     *Co-Chair*, Solicited Content: Anti-Bias Research or Interventions, 2021 Biennial Meeting  
2020             *Subject matter expert* for SRCD Statement of the Evidence Brief titled, “Addressing Inequities in Education: Considerations for Latinx Children and Families in the Era of COVID-19”  
2017-2019     *Member*, Publications Committee  
2018-2019     *Member*, Presidential and Governing Council Nominations Committee  
                    *Member*, Senior Distinguished Contributions Awards Committee  
2014             *Co-Chair*, Review Panel #14: Race, Ethnicity, Culture, Context, 2015 Biennial Meeting

*Society for Research on Adolescence (SRA)*

- 2018-2022 Member, Inclusion, Equity, and Social Justice Committee  
2014-2018 Member, Awards Committee  
2013 Review Panel Chair, Panel#10: Race and Ethnicity, 2014 Biennial Meeting  
2010-2014 Member, Membership Committee

*Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45)*

- 2021 Member, Conference Program Committee

*Collaborative for Academic, Social, and Emotional Learning (CASEL)*

- 2021 Co-Chair, Publications Committee

Grant, Fellowship, Award, or Ad Hoc Manuscript Reviewer

- 2020 APA Eleanor Maccoby Book Award Selection Committee (Division 7)  
2017-2020 Institute of Education Sciences Social and Behavioral Scientific Review Panel  
2018 Society for Research in Child Development Small Grants for Early Career Scholars  
2018 Journal of Teaching and Teacher Education  
2017-2018 Spencer Foundation Midcareer Grant Review Panel  
2017 National Science Foundation Review Panel  
2016 National Academy of Science/Ford Foundation Fellowship-Education Panel  
2014 American Psychologist, Journal of Pediatrics  
2013 W.T. Grant Foundation  
2012 Cultural Diversity and Ethnic Minority Psychology  
2011 American Journal of Community Psychology  
2010 Developmental Psychology, Journal of Personality and Social Psychology, Identity: An International Journal of Theory and Research, European Journal of Social Psychology  
2008-2011 Child Development, Journal of Youth and Adolescence  
2008-2009 Journal of Education for Students Placed at Risk, Journal of Adolescence  
2007-2009 Journal of Early Adolescence  
2007 National Science Foundation  
2002-2004 American Educational Research Association Annual Meeting, Division G

Faculty Mentorship Activities

External:

- 2021-2022 Midcareer Faculty Mentor for Guadalupe Espinoza, California State University-Fullerton. Society for Research on Adolescence Midcareer Mentorship Program.

Internal:

- 2020-present Junior Faculty Mentor for Nicole Gardner-Neblett, Psychology Department, LSA.  
Junior Faculty Mentor for Fernanda Lima Cross, School of Social Work.  
2020-2021 ADVANCE Launch Mentoring Committee for Angela X. Ocampo, Political Science Department.  
2019-2020 ADVANCE Launch Mentoring Committee for Nicole Gardner-Neblett, Psychology Department.  
2017-2021 Junior Faculty Mentor for Enid Rosario-Ramos, School of Education.  
2014-2020 Junior Faculty Mentoring Committee for Awilda Rodriguez, School of Education.

*University, School, or Department*

University Committees:

- 2017-2022 STRIDE: Committee on Strategies and Tactics for Recruiting to Improve Diversity and Excellence, ADVANCE Program at the University of Michigan.
- 2021 Provost's Research Catalyst and Innovation (RCI) Anti-Racism Grants Selection Committee. Office of the Vice President for Research and National Center for Institutional Diversity.
- 2020-2022 Campus DEI Strategic Plan Metrics Faculty Advisory Committee, Office of Diversity, Equity, and Inclusion.
- 2020, 2021 President's Postdoctoral Fellowships Program Advisory Committee, Office of the Provost.
- 2020-2021 Advisory Committee for Campus Climate Assessment Design, Office of Diversity, Equity, and Inclusion.
- 2016-2017 GEAR UP Task Force, Office of the Vice Provost for Equity, Inclusion and Academic Affairs.
- 2015-2019 Wolverine Pathways Campus Advisory Committee, Office of the Vice Provost for Equity, Inclusion and Academic Affairs.
- 2015-2018 Faculty Advisory Board for the Office of the Vice Provost for Equity, Inclusion and Academic Affairs.
- 2015-2016 Advisory Committee for Campus Climate Assessment Design, Office of the Vice Provost for Equity, Inclusion and Academic Affairs.

College & School Committees:

- 2020-2021 Executive Committee, School of Education.
- 2019-2020 Social Sciences Divisional Evaluation Committee (for Promotion & Tenure), College of Literature, Sciences, & Arts.
- 2018-2019 Promotion and Tenure Committee, School of Education.
- 2017-2019 Education Diversity Advisory Committee (EDAC), School of Education.
- 2015-2016 Promotion and Tenure Committee, School of Education.
- 2015-2016 Research Advisory Committee, School of Education.
- 2013-2014 Research Methods in Diversity and Equity Search Committee, School of Education.

Department & Program-Level Committees:

- 2020-2021 Curriculum Committee, Combined Program in Education and Psychology.
- 2019-2020 Chair, Search Committee for Open Rank position in the Combined Program in Education and Psychology.
- 2017-2019 Psychology Department Executive Committee.
- 2013-2016 Diversity Committee, Psychology Department.
- 2013-2014 Admissions Committee, Combined Program in Education and Psychology.
- 2013-present Executive Committee, Combined Program in Education and Psychology.

Other:

- 2018, 2019 Master of Ceremonies for *La Celebración Latina* (Latinx Graduation Ceremony), University of Michigan.
- 2018 Panel Member for Social identities: Understanding social identities in our roles on campus. Transformational DEI Workshop hosted by NCID.
- 2018 Professional development workshop on *Authorship and the Manuscript Review Process* (February) and *The Landscape of Grants and Fellowships* (March) to Latinx Students Psychology Association (LSPA), Psychology Department.
- 2015 Judge for UROP Spring Research Symposium.

- 2014 Moderator for School of Education Educator Voices student-led roundtable titled, "Early Outreach: The End to Inequity in Higher Education?"
- 2014 Faculty Mentor for Summer Institute for Rackham Merit Fellows.
- 2004-2005 Research Mentor for Undergraduate Research Opportunity Program (3 students).

Brown University

- 2012-2013 Education Department Honors Committee.
- 2007-2013 Teacher Education Graduate Affairs Committee.
- 2012 Chair, Search Committee for Visiting Assistant Professor in Human Development, Education Dept.  
Concentration Advisor for Human Development area, Education Dept.  
Elementary M.A.T Admissions Committee, Education Dept.
- 2011 Fall Open House for prospective minority students.
- 2010-2011 First Year Advisor and Member of the Dean of the College's Team Enhanced Advising and Mentoring (TEAM) initiative.
- 2009-2010 Summer Research Mentor to ethnic minority participants in the Leadership Alliance Summer Research-Early Identification Program.
- 2009-2010 Mentor, African, Latino, Asian, and Native American (ALANA) mentoring program, Student Life.  
Sophomore Advisor, To seven second-year students.  
Elementary M.A.T. Admissions Committee, Education Dept.
- 2008-2010 Faculty Vice-Chair, Campus Life Advisory Board.  
Solsbery Fellowship Award Selection Committee, Education Dept.
- 2008-2009 Research Advisor to recipients of Undergraduate Teaching and Research Award (UTRA; Summer 2008, 2009; Fall 2009).  
Freshman and Sophomore Advisor to six first-year students and three second-year students.  
Education Dept. Honors Thesis Committee.
- 2008 Panel Member for "First in the Family" Orientation for incoming students.

**HONORS, RECOGNITION, & AWARDS**

- 2020 Social Policy Publication Award for Best Book, Society for Research on Adolescence
- 2019 Eleanor Maccoby Award in Developmental Psychology (Division 7), American Psychological Association
- 2019 Graduate Mentoring Award, Psychology Department, University of Michigan
- 2018 Diversity Research Faculty Award, Psychology Department, University of Michigan
- 2017 Nominated by students for university-wide Golden Apple Teaching Award
- 2012-2013 Teagle-Sheridan Fellowship, Brown University
- 2011 Swearer Center Community-Based Course Development and Research Award, Brown University
- 2008 Dean of the College Curricular Development Award, Brown University
- 2006 Inter-University Consortium for Political and Social Research (ICPSR) Summer Program-Emerging Scholars Interdisciplinary Network Scholarship
- 2002 American Psychological Association Minority Fellowship (3 years)
- 2001 Wheeler Family Memorial Award, UM School of Education
- 2000 American Psychological Society Student Caucus Research Award  
Telluride Association Scholarship
- 1999 Horace H. Rackham Merit Fellowship, University of Michigan  
National Hispanic Fund Scholarship



## CONSULTING & ADVISORY BOARDS

- 2021-present *Advisor and Contributor*. EmbraceRace.
- 2021-present *Scientific Advisory Board*. Center for Integrative Developmental Science. Cornell University.
- 2021-present *Technical Advisory Board*. Pre-K Assessment Project. MDRC/Gates Foundation.
- 2021-2026 *Advisory Council*. Assessment for Good Program, Advanced Education Research and Development Fund (AERDF).
- 2021-2022 *Steering Committee*. Emerging Adult Justice Framework Project. Columbia University Justice Lab.
- External Advisor*. Board Impact Committee. Committee for Children.
- 2021-2022 *Professional Advisory Board*. Advise on cultural responsiveness and equity issues in *Be CALM* (Cool, Attentive, Logical, and Mature) program. Child Trends.
- 2020, 2021 *Expert Advisor*. Racial Justice Anti-Bullying initiative. Committee for Children. Advised on the developmental aspects of racial bullying/upstanding and parental socialization in youth.
- 2020-2021 *Expert Advisor*. Advised on anti-racism content development and cultural responsiveness in product development and books. American Girl.
- Strategic Advisor*. Advised on cultural responsiveness and equity issues within *Harmony* and *Inspire* SEL programs. National University.
- 2020-2021 *Advisory Board Member*. NSF CAREER (PI: Maisie Gholson)
- 2020 *Expert Advisor*. Sesame Workshop. Provided guidance on parent-child communications about racism and racial justice for new Racial Justice initiative.
- 2019 *Leadership Advisory Group*. Second Step Out of School Time, Committee for Children. Advised on inclusivity of out of school time program materials.
- 2018 *Research Consultant*. Collaborative for Academic, Social, and Emotional Learning (CASEL), Chicago, IL.
- Research Task Force*. Sesame Workshop. Advised on the design of the “I is for Identity: A National Survey of Parents and Educators on Children’s Social Development” project in honor of Sesame Street’s 50<sup>th</sup> anniversary.

## INVITED PARTICIPATION IN SCHOLARLY NETWORKS

- 2019-2021 *Invited Participant*, State of the Science on Improving Intergroup Attitudes and Interactions among Youth Workgroup, Society for Research in Child Development
- 2016-2019 *Invited Participant*, Collaborative for Academic, Social, and Emotional Learning (CASEL) Diversity, Equity, and Social Justice Researcher Working Group
- 2017 *Invited Participant*, English Language Learners (ELL) Policy Fellows Meeting, sponsored by the Spencer and W.T. Grant Foundations
- 2016-2017 *New Leadership Academy Fellow*, sponsored by the National Center for Institutional Diversity and the American Association of Hispanics in Higher Education
- 2016 *Invited Participant*, National Strategic Meeting on The Role of Research in Advancing Diversity, Equity, and Inclusion in Higher Education, hosted by the National Center for Institutional Diversity and American Council on Education
- 2014 *Invited Participant*, Ethnic and Racial Identity in the 21<sup>st</sup> Century Study Group II: Conceptualizing Context
- Invited Participant*, Society for Research in Child Development Workshop on Equity and Justice in Developmental Sciences: Building Cohesion and Synergy in the Field
- 2013 *Invited Participant*, Robert Wood Johnson Foundation New Connections Symposium

## PUBLIC ENGAGEMENT

### Media

*EducationWeek* – (10.12.21) “How to teach older students social-emotional skills? Try civics”  
<https://www.edweek.org/leadership/how-to-teach-older-students-social-emotional-skills-try-civics/2021/10>

*Diverse Issues in Higher Education* – (9.27.21) “Latinx group unites disciplines at University of Michigan”  
<https://www.diverseeducation.com/demographics/latinx/article/15115014/latinx-group-unites-disciplines-at-university-of-michigan>

*New York Times* – (7.15.21) “How to raise kids who won’t be racist”  
<https://www.nytimes.com/2021/07/15/opinion/raise-non-racist-children.html>

*The Good Men Project* – (7.2.21) “What if classrooms were rooted in care?”  
<https://goodmenproject.com/featured-content/what-if-classrooms-were-rooted-in-care/>

*National Geographic – Family* (9.29.20) “Talking to kids about the election”  
<https://www.nationalgeographic.com/family/2020/09/talking-to-kids-about-the-election/>

*Telemundo* (7.12.2020) – “Las conversaciones en el hogar motivan los jovenes hispanos ser comprometidos con su comunidad” <https://www.telemundo.com/noticias/2020/07/12/las-conversaciones-en-el-hogar-motivan-los-jovenes-hispanos-ser-comprometidos-con-su-tmvo9507898>

*Telemundo* (2.20.19) – “Admitir que eres latino te ayudará a mejorar tu autoestima”  
<https://www.telemundo.com/noticias/2019/02/20/admitir-que-eres-latino-te-ayudara-mejorar-tu-autoestima>

*Rewire.News* (2018) – “Racism kills: What cultural connection can do about it”  
<https://rewire.news/article/2018/10/17/racism-kills-what-cultural-connection-can-do-about-it/>

*Science Daily* (2018) – “Friends influence middle schoolers' attitudes toward peers of different ethnicities, races”

*Science Newsline: Psychology* (2017) – “Ethnic-racial identity and friendships in early adolescence”

*Top of Mind with Julie Rose* (2017) – BYU Radio. “Talking to kids about race”

*Slate* (3.30.14). “Teaching tolerance: How white parents should talk to their young kids about race”  
[http://www.slate.com/articles/double\\_x/the\\_kids/2014/03/teaching\\_tolerance\\_how\\_white\\_parents\\_should\\_talk\\_to\\_their\\_kids\\_about\\_race.html](http://www.slate.com/articles/double_x/the_kids/2014/03/teaching_tolerance_how_white_parents_should_talk_to_their_kids_about_race.html)

*Science Daily, Brown Daily Herald, Counsel & Heal* (2014) – “Feeling good, happy, & proud”

*BAM Radio KTEN-In the Minds of Teens and Tweens* (2014) – Hosted by Dr. Regina Lamourelle. “Talking to teens about race and racial issues”  
<http://www.bamradionetwork.com/parents-channel/2523-talking-to-teens-about-race-and-racial-issues>

### Other Public Engagement and Community Service Activities

- 2021 Anti-Defamation League Webinar – *Anti-bias Education and SEL* (9.23.21)
- 2021 CASEL Building Connections Webinar – *SEL and Equitable Spaces* (7.30.21)

- <https://www.youtube.com/watch?v=DMQPoeaP66w>  
2020 A Primer for How & What We Teach Kids About Racism and Xenophobia:  
[shorturl.at/uC289](http://shorturl.at/uC289)
- 2020 CASEL Cares Webinar – *Owning Your Power to Raise Kids Who Challenge Racism* (6.5.20)  
<https://youtu.be/CwCPs8VyzJE>
- 2018-2020 *Psychology Today*, Blog: “American Me, American We: Navigating Race, Diversity, and Identity”  
<https://www.psychologytoday.com/intl/blog/american-me-american-we>  
Posts authored/co-authored:
- Immigrant, American: Brief Reflections on Identity and Terminology in Youth (8.17.18)
  - Mascots, Mental Health, and Motivation: Thoughts on the Marginalization of American Indian Youth in Schools - with Adam Hoffman (9.17.18)
  - Talking about Race and Ethnicity in Undocumented Families: Navigating Difference in a Context of Fear - with Fernanda Lima Cross (10.16.18)
  - In the Same Boat? Developing Cross-Racial Coalitions among Youth of Color - with Josi Bañales (11.16.18)
  - Learning Race At Home: Why Colorblindness Isn't Enough - with Adriana Umaña-Taylor (1.24.19)
  - Identities Aren't Going Away, Nor Should They - with Adriana Umaña-Taylor (3.17.19)
  - Learning About Race and Racism Together in Adolescence - with Adriana Umaña-Taylor (6.15.19)
  - How Diverse are Your Friends? – with Daisy Camacho-Thompson and Michael Medina (9.19.19)
  - Things No One Told Me About Pursuing a Psychology Ph.D. – with Jessica Montoro (10.3.20)
  - Things No One Told Me: Use Your Inner Compass – with Jessica Montoro (10.10.20)
  - Things No One Told Me: The Importance of Advising Dynamics – with Jessica Montoro (10.16.20)
  - Things No One Told Me: Live Your Life – with Jessica Montoro (10.24.20)
  - Things No One Told Me: What You Do All Day – with Jessica Montoro (10.31.20)
  - Things No One Told Me: How to Claim Space and Make a Place – with Jessica Montoro (12.11.20)
- 2018 Community Talk, “Getting Below the Surface: Race, Ethnicity, and Identity in Youth.”  
For the Ann Arbor Public Library, Downtown Branch.
- 2014-2018 Ongoing preparation, maintenance, and distribution of the CASA Lab Family  
Community Resource Packet in English and Spanish. Aimed at the Latino community  
in Southeast Michigan: <http://sites.lsa.umich.edu/casalab/resources-for-families/services/>
- 2015 Speaker at 8th grade Career Day, Hope of Detroit Academy, Detroit, MI.
- 2014 Parental Involvement Outreach (with Debi Khasnabis). National African American  
Parent Involvement Day, Scarlett Middle School, Ann Arbor, MI.
- 2011-2013 Board Member, Woodlawn Community Development Corporation, Pawtucket, RI.
- 2010-2013 Ad hoc Advisor on Design and Methodology for Leaders’ Research Projects. Brown  
Summer Leadership Institute for the Evansville-Vanderburgh Schools Corporation.  
Speaker, Central High School, Providence, RI. Presentation entitled, “Adolescent  
Ethnic Identity in Context.”  
Speaker, Roosevelt Middle School, New Bedford, MA, “Girls’ Tea: Career Day with  
Professional Women.”
- 2009 Professional Development on “Enculturation/Acculturation and School Engagement.”  
Brown Summer Leadership Institute for the Evansville-Vanderburgh Schools.
- 2008 Professional Development on “Assimilators, Accommodators, and Resisters:  
Recognizing Diversity amongst Latino Students.” Brown/RISD Campus  
Conversations.
- 2004-2005 Reading Coach, Family Learning Institute. Ann Arbor, MI.
- 2002-2003 After-School Program Tutor, Latin Americans for Social and Economic  
Development (LA SED) Learning Center, Detroit, MI.
- 2001 Mentor, Using Math-Girls Investigate Real Life (UM-GIRL) program. Institute for  
Research on Women and Gender, University of Michigan, Ann Arbor, MI.
- 1998-1999 College Counselor, Upward Bound and the LES/Chinatown Americorps Project.

1997-1998 Pace University, New York, NY.  
Tutor, Chinatown YMCA Teen Center. LES/Chinatown Americorps Project, New York, NY.

**PROFESSIONAL AFFILIATIONS**

Society for Research on Adolescence  
Society for Research in Child Development  
Society for the Psychological Study of Social Issues  
American Educational Research Association