

PROMOTION RECOMMENDATION
The University of Michigan
College of Literature, Science, and the Arts

Stephanie J. Rowley, associate professor of psychology, with tenure, College of Literature, Science, and the Arts, and associate professor of education, without tenure, School of Education, is recommended for promotion to professor of psychology, with tenure, College of Literature, Science, and the Arts, and professor of education, without tenure, School of Education.

Academic Degrees:

Ph.D.	1997	University of Virginia
M.A.	1995	University of Virginia
B.A.	1992	University of Michigan

Professional Record:

2009 – present	Associate Professor, School of Education, University of Michigan
2006 – present	Associate Professor, Department of Psychology, University of Michigan
2006 – 2010	Associate Research Scientist, Center for Human Growth and Development, University of Michigan
2000 – 2006	Assistant Professor, Department of Psychology, University of Michigan
2000 – 2006, 1997 – 1998	Research Assistant Professor, Department of Psychology, University of North Carolina, Chapel Hill
2000 – 2006	Research Assistant Professor, Department of Psychology, University of North Carolina, Chapel Hill
1998 – 2000	Assistant Professor, Department of Psychology, University of North Carolina, Chapel Hill

Summary of Evaluations:

Teaching – Professor Rowley is a superb mentor and an excellent teacher. She has a large diverse laboratory of graduate and undergraduate students, including a senior thesis student each year. She has mentored several Summer Research Opportunity Program students and became a faculty advisor for that Rackham graduate program. She has also served as an advisor for the Summer Institute for minority students transitioning into graduate school. Professor Rowley has taught a first year seminar, an upper-level course entitled the “World of the Black Child,” a 200-level introductory course, and two different graduate courses.

Research – Professor Rowley is nearly unique in applying a developmental lens to multidimensional social constructs of identity, particularly a lens that asks when and how an individual’s identity emerges, and how is it impacted by societal race and gender stereotypes, as well as by the individual child’s social environment. She has expanded her study of identity to include gender as well as the intersectionality of race and gender. Professor Rowley’s research makes a strong link between academic achievement and identity development at a much earlier age than previously understood. Her research has appeared in the top journals in development and education, she has collaborated with top researchers in her field, and she has received consistent funding from the National Science Foundation, the National Center for Institutional Diversity, and Maternal and Child Health Bureau.

Recent and Significant Publications:

“Reflecting upon racism: School involvement as a function of remembered discrimination in African American mothers,” with L. Helaine and M. Banerjee, *Applied Developmental Psychology*, 31(1), 2010, pp. 83-93.

“Racial identity and race-related social cognition in African Americans during middle childhood,” with M. Burchinal, et al., *Developmental Psychology*, 44(6), 2008, pp. 1537-1546.

“Social risk and protective factors for African American children’s academic achievement in the upper elementary school years,” with M. R. Burchinal, et al., *Developmental Psychology*, 44(1), 2008, pp. 286-292.

“Social status as a predictor of race and gender stereotypes in late childhood and early adolescence,” with B. Kurtz-Costes, et al., *Social Development*, 16(1), 2007, pp. 150-168.

Service – Professor Rowley has made significant service contributions at the departmental, university, and national levels. At the national level, she is involved in reviews for funding agencies, serves as associate editor for the flagship journal of developmental psychology, and has chaired numerous committees for several societies, as well as chairing important research panels at meetings. Locally she has served on numerous committees for Rackham Graduate School, the Combined Program in Psychology and Education, and the Department of Psychology. She has been particularly active where issues of how to recruit and support graduate students from diverse backgrounds are considered. In Psychology she has worked on the Diversity Committee and willingly traveled to recruit students from other universities to increase diversity in Psychology’s graduate student cohorts.

External Reviews:

Reviewer (A)

“As a body of work, Rowley’s scholarship demonstrates an extensive and sophisticated understanding of cognitive *and* social development among children. ... Another strength...is its methodological and statistical sophistication. Her studies are well designed and make use of complex statistical analyses... An additional strength...is her emphasis on individual differences. ... She has a long history of grant support from diverse sources and she currently has two active grants from the National Science Foundation.”

Reviewer (B)

“...she is an active and competent researcher who is making a valuable contribution to the University. ... Her work has been published repeatedly in respected journals and she has repeatedly attracted research grants from major funders. She can teach (and has taught) a variety of important courses and she works effectively with graduate students and colleagues. ... I have no reservations about recommending promotion.”

Reviewer (C)

“Professor Rowley has established herself as a leader in human development and education and as a strong researcher across related disciplines and areas of study. She brings to the work of research and teaching intellect, tenacity, creativity, and competence... She is a dedicated scholar and colleague.”

Reviewer (D)

“She is someone who is working at the intersection of developmental psychology and social psychology. Both of these fields can definitely benefit from that kind of cross-fertilization. Dr. Rowley is well-grounded in social psychological theories and paradigms having to do with racial identity, gender identity, and various forms of adjustment, including academic achievement, and she is applying that knowledge to the study of racial identity and adjustment in African American children and adolescents.”

Reviewer (E)

“Variation in racial identity outcomes and the racialized experiences of boys and girls has been unstable and hard to pinpoint in the literature with younger children. We know more about academic outcomes with respect to gender and race. Stephanie’s contribution is aiding the ability of the field to stabilize and codify what we know about gender and children relative to the confluence of factors determining performance and achievement outcomes of children of color. ... I believe that Dr. Rowley’s body of work and mentoring is shaping the field...”

Reviewer (F)

“Dr. Rowley’s research is conceptually rich and addresses an area of research that is less widely understood in the field. ... Her work is also important in focusing on the period of middle childhood on which less research has examined racial identity and academic achievement.”

Reviewer (G)

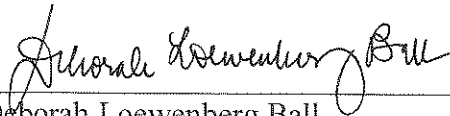
“...I believe strongly that Prof. Rowley would meet the requirements for promotion to professor and with tenure at [my institution]. The scope of her work, her careful scholarship, the programmatic... way in which her work is forging new pathways of understanding for African American children is very impressive... She is an important scholar to the field.”

Summary of Recommendation:

Professor Rowley’s research, teaching, and service are of the highest caliber. The Executive Committees of the College of Literature, Science, and the Arts and the School of Education and we recommend that Associate Professor Stephanie J. Rowley be promoted to the rank of professor of psychology, with tenure, College of Literature, Science, and the Arts, and professor of education, without tenure, School of Education.



Terrence J. McDonald
Arthur F. Thurnau Professor,
Professor of History and Dean
College of Literature, Science, and the Arts



Deborah Loewenberg Ball
Dean, School of Education

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