

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Tabbye M. Chavous, associate professor of education, with tenure, School of Education, is recommended for promotion to professor of education, with tenure, School of Education.

Academic Degrees:

Ph.D.	1998	Community Psychology	University of Virginia
M.A.	1996	Community Psychology	University of Virginia
B.A.	1993	Interdisciplinary Studies (Echols Scholar)	University of Virginia

Professional Experience:

2008-present	Chair, Combined Program in Education & Psychology, School of Education, University of Michigan
2005-present	Associate Professor (Adjunct), Department of Psychology, Personality and Social Contexts, College of Literature, Science and the Arts, and Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2004-present	Associate Professor, Educational Studies Program, Combined Program in Education and Psychology, School of Education, University of Michigan
2005-2008	Co-Chair, Combined Program in Education & Psychology, School of Education, University of Michigan
2001-2004	Research Co-Director, Program for Intergroup Relations, University of Michigan
1998-2004	Assistant Professor, Department of Psychology, Combined Program in Education and Psychology, School of Education, University of Michigan

Summary of Evaluation:

Teaching: Professor Chavous skillfully employs a number of teaching approaches to familiarize education students with psychological theories and methods, tailoring these approaches to the students' professional orientation. In her teacher education courses, Professor Chavous teaches students how to apply psychological concepts to improve teaching practices and children's school experiences. In courses for graduate students, she strives to help students develop personal and scholarly frameworks that are informed by psychological concepts and theories. She uses classroom discussions and extensive feedback on students' writing as means to achieve those ends.

Since her promotion to associate professor, Professor Chavous has been involved in teaching seven distinct courses. She has taught "Educational Psychology and Human Development" (EDUC 391) twice. This undergraduate course is geared toward teacher education students. Many sections of this class are offered, and Professor Chavous has coordinated the course's graduate student instructors (CPEP doctoral students) for the last five years; this coordination task has counted as part of Professor Chavous' teaching. Student evaluations of Professor Chavous' teaching of the course have been as follows: In 2006 her median ratings for the first three questions (excellent course, excellent teacher, learned a great deal) were 4.27, 4.91, and 4.21, though in 2008 those ratings were 3.05, 3.67, and 3.06. Professor Chavous has continued to strive to address the concerns of students, who expect to see more relevance between the topics in the course and the work they will do as teachers in classrooms.

Professor Chavous has also taught “Foundations of Teaching and Learning” (EDUC 791), which is a relatively new core course for all doctoral students in Educational Studies. She has taught it twice, and students’ evaluations of the course have been modest: her teaching of this class in 2009 resulted in median ratings for the three common E&E questions (Overall, this was an excellent course, Overall, the instructor was an excellent teacher, and I learned a great deal from this course) of 2.75, 3.33, and 2.75, respectively; in 2011, the comparable ratings were 3.00, 3.06, and 3.72. One reviewer noted that other instructors of this course have received comparably low ratings and that the unit is “working this fall on possible reconceptualizations of the course and its role in the first-year curriculum.”

Professor Chavous has also taught “Social Psychology of Education” (EDUC 720) four times since 2005. This course enrolls mostly Combined Program in Education and Psychology (CPEP) students and Professor Chavous’ teaching received high marks. The ratings for this class in Winter 2011 were 4.75 for each of the three common E&E questions listed above; this is well above the median for the school (and near the highest performance quartile). Professor Chavous has also taught graduate seminars on social and personality psychology, on adolescence, and on race, ethnicity and culture, and has led the proseminar for students in CPEP.

A strong point of Professor Chavous’ teaching is at the individual level, through her work advising dissertations and mentoring students. Professor Chavous has chaired three completed dissertations since 2005, and has served on the dissertation committees for eighteen other students. She is currently serving or chairing the committees of three students. She includes graduate students on her research team and has a strong record of publishing with students and mentees; this group includes post-doctoral fellows and graduate students not only from CPEP, but also from Educational Studies, the Department of Psychology, and the Center for the Study of Higher and Postsecondary Education. Students who responded to a request to comment on Professor Chavous’ mentorship consistently praised it.

Research: Professor Chavous is a psychologist whose scholarship crosses boundaries between the fields of developmental, community, and educational psychology. Her work is concentrated on relating various kinds of social identities (specifically, race and gender) to the academic experiences and achievement of adolescents and young adults. Lately her work has been focused on community influences on such experiences.

A main contribution of Professor Chavous’ earlier work has been to provide an alternative to mainstream conceptions of the effects of Black identity. The mere fact of being Black has disadvantaged many students in our current educational system. Some observers have therefore concluded that affirming one’s Black identity would only aggravate such disadvantage, hence the expression “Black-identity-as-risk.” Notably, Professor Chavous has demonstrated that youth who construct Black identity as a buffer against negative educational experiences have higher levels of motivation, performance, and educational attainment relative to Black youth who have more negative views of and low identification with their racial group. Her work has included collaborating on the development of instruments to gauge dimensions of Black identity and in leading research that has explored how different elements of Black identity connect with motivation and achievement outcomes. Her work has examined developmental and gender differences and has explored the influences of home communities and university campuses on these outcomes.

Since her promotion to associate professor, Professor Chavous has published eleven articles in peer-reviewed journals; she was first author on two of those articles and has been a coauthor with graduate students and post-doctoral mentees on eight others, while the remaining article was written with a group of assistant professors. Those publications include one article in *Developmental Psychology*, a top journal in psychology. Other publications are in prominent outlets for research on gender and race such as *Sex Roles* and *Journal of Negro Education*. Professor Chavous has also authored five book chapters and invited papers, being the first author in two of these. Her CV lists 31 presentations (some invited, many peer reviewed) between 2005-2011, many of them at top conferences in psychology (e.g., annual meetings of the American Psychological Association and the Society for Research in Child Development) or in education (annual meetings of the American Educational Research Association).

Professor Chavous has been successful securing external financial support for her research and finding ways of connecting her research to human improvement. Since achieving tenure, Professor Chavous has been the principal or co-principal investigator on three grant proposals, receiving external funding of nearly six million dollars. One of these proposals was for the NSF-funded Center for the Study of Black Youth in Context at the University of Michigan, for which Professor Chavous serves as a managing director. In addition to supporting her research, the center has provided Professor Chavous and her colleagues a platform for community outreach and program development. Additionally, Professor Chavous has secured smaller, local resources from Rackham, the Institute for Research on Women and Gender (IRWG), and the National Center for Institutional Diversity (NCID).

Recent and Significant Publications:

- Chavous, T.M., Bernat, D., Schmeelk-Cone, K., Caldwell, C., Kohn-Wood, L.P., & Zimmerman, M. (2003). Racial identity and academic attainment among African American adolescents. *Child and Development, 74*(4), 1076-1091.
- Chavous, T. & Cogburn, C.D. (2007). The superinvisible woman: The study of Black women in education. *Black Women, Gender, & Families, 1*(2), 24-51.
- Smalls, C., White, R., Chavous, T.M., & Sellers, R.M. (2007). Racial ideological beliefs and racial discrimination experiences as predictors of academic engagement among African American adolescents. *Journal of Black Psychology, 33*, 299-330.
- Chavous, T.M., Rivas-Drake, D., Smalls, C., Griffin, T.M., & Cogburn, C.D. (2008). Gender matters too: School-based racial discrimination experiences and racial identity as predictors of academic adjustment among African American adolescents. *Developmental Psychology, 44*(3), 637-654.

Service: Professor Chavous' service includes contributions to the field of educational psychology at the national level, as well as contributions to the university, the school, and the programs in which she teaches. These service contributions have been outstanding.

Professor Chavous has served as program chair for CPEP for the last four years and as program co-chair for the three years prior to that. She has been active in university-wide committees such as the Academic Performance Committee (which advises on matters concerning student athletes). In the School of Education, Professor Chavous has been an ex-officio member of the Executive Committee throughout her terms as CPEP chair and co-chair, and a member of the Promotion and Tenure Committee and the Graduate Affairs Committee.

Professor Chavous has contributed extensively to her field of scholarship by being on the editorial board of two journals: *Child Development* and the *Journal of Black Psychology*. She has also served

as a reviewer for nineteen journals. Most of those journals are in psychology, but they also include some journals in education (e.g., *American Educational Research Journal*, *Cognition & Instruction*). Professor Chavous has been called upon to review grant proposals for the National Science Foundation and the W. T. Grant Foundation.

External Reviewers:

Reviewer A: "...Prof. Chavous' research has offered a more nuanced understanding of achievement motivation among African American youth through the identification of disparate motivational processes *within* African American youth samples that varied on aspects such as the centrality of race in these youth's racial identities and the interpretations of their racial memberships. These findings can make a significant difference in the development of motivation interventions that can strategically target subgroups of African American learners."

Reviewer B: "She is able to capture complex conceptualizations and test them out in rigorous yet multifaceted designs that shed favorable light on her hypotheses, but also reveal important, nuanced and penetrating glimpses into the phenomena under scrutiny. Indeed, her work is known for offering thoughtful and thought-provoking insights into thorny race-based issues for which there has often been more heat than light."

Reviewer C: "I have both learned from and been stimulated by reading her work. Tabbye Chavous is a scholar of the first order. She has produced important and very high quality scholarship which has earned her a very solid reputation among her peers within the field."

Reviewer D: "...she is right at the top of scholars in the field at this point in her research career. As a result, my assessment of her scholarly and professional record is rather positive. She is addressing weighty questions for research in psychology and education, and has produced a substantial body of high quality scholarship that continues to shape the field."

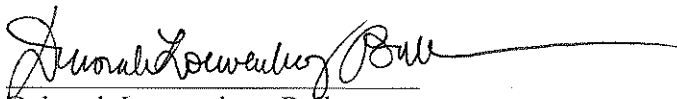
Reviewer E: "In summary looking at Dr. Chavous['] accomplishments as a scholar, mentor to students (which is nationally acclaimed), capacity to get funding and advance her program of research throughout her career, be able to administer major grant projects out of a research Center she directs, but also serve as Chair of a major Program affiliated with the School of Education and Psychology Department is an attestation to her readiness for promotion. She also stands as a role model for students in general and ethnic minority students in particular."

Reviewer F: "From what I previously knew of Dr. Tabbye Chavous and now particularly after reviewing her materials for promotion, I feel that the University of Michigan should do everything that it can to keep her in Ann Arbor. It would certainly be a mistake by the University in not granting her promotion to full professor and fully running, and rightfully so, the risk of losing her. It is abundantly clear that Dr. Chavous will not only continue to be a valuable colleague in the School of Education at the University of Michigan but a substantive leader as well. Given her accomplishments, her promotion to full professor would certainly be appropriate and fitting."

Reviewer G: "Professor Chavous's [sic] publication record and intellectual contributions to the field are highly recognized and respected across psychology and education. Her work is far-reaching in its focus and implications for different disciplines and has been supported through multiple grants. ... She has maintained professional rigor and high expectations for herself and others. ... Professor Chavous 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, coupled with the drive needed to excel. She is a dedicated scholar and colleague. I support her promotion, without reservation.”

Summary of Recommendation: Professor Chavous is a leading scholar in educational psychology. Her work concerns connections between identity and performance and the community factors that shape educational outcomes. Her teaching has contributed substantially to core programs in the School of Education and the Combined Program in Education and Psychology. Professor Chavous has actively mentored graduate students and post-docs at UM and in national organizations and she has done an extensive amount of service to the school as program chair and committee member. It is with the support of the School of Education Executive Committee that I recommend Professor Tabbye M. Chavous for promotion to professor of education, with tenure, Combined Program in Education and Psychology, School of Education.



Deborah Loewenberg Ball
William H. Payne Collegiate Professor of Education
Arthur F. Thurnau Professor, and Dean
School of Education

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