

PROMOTION RECOMMENDATION
The University of Michigan
School of Education

Matt Diemer, 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.	2003	Boston College
M.S.	1998	University of Utah
B.S.	1996	Central Michigan University

Professional Record

2015-present	Associate Professor, University of Michigan, Educational Studies & Combined Program in Education & Psychology (CPEP).
2015-present	Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2012-2014	Adjunct Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2010-2014	Associate Professor, Michigan State University, Department of Counseling, Educational Psychology & Special Education. (Primary appointment, beginning Fall 2011: Educational Psychology & Educational Technology program.)
2009-present	Consortium Associate, Center for Multicultural Psychology Research, Michigan State University
2004-2010	Assistant Professor, Michigan State University, Department of Counseling, Educational Psychology & Special Education. (Primary appointment: M.A. Counseling program).
2003-2004	Post-doctoral Fellowship, Northwestern University, Counseling and Psychological Services Center, Evanston, IL.

Summary of Evaluation:

Teaching: Professor Diemer was hired as part of the Methodology in Research on Diversity and Equity cluster hire, and his most frequently taught courses include two graduate-level methodology courses: Psychometrics (ED707/PSY803) and Structural Equation Modeling (ED 737/ ED803/PSY804). He significantly revised the Psychometrics curriculum from prior years, and developed the Structural Equation Modeling course, both of which are in high demand and well-received by students. This achievement is notable considering the low mathematical and statistical self-efficacy many students possess upon entering these courses, to which Professor Diemer addresses through an established classroom climate, proactively raising concerns, and attention to challenging all students across skill-level. In addition to methodology courses, Professor Diemer taught ED606 Developmental and Psychological Perspectives on Education in the Winter of 2015.

Professor Diemer has served as primary advisor for four doctoral students and three masters' degree students, and has served, or is serving on, eleven preliminary examination or dissertation committees. Professor Diemer's approach to advising uses an apprenticeship model to the craft of research, with an emphasis on guided application of quantitative methods to solve pressing research questions while fostering the capacity and creativity to be an independent researcher. He often serves as the methodologist on these committees, a role that can be more time intensive because it involves additional meetings and guidance for students.

Research: Professor Diemer's research is centered on the development of critical consciousness among marginalized youth, investigating sociopolitical development and engagement among youth, as well as the educational, behavioral, and developmental consequences of developing this capacity. He cites three strands to his research: how marginalized youth: (a) develop critical consciousness; (b) engage with school and plan for their educational and occupational attainment; and (c) use their critical consciousness to help them negotiate structural constraints on educational and occupational attainment. An important fourth strand of his research is his work defining and measuring social class. Professor Diemer implements this through a program of coherent methodological research that finds practical application across multiple fields including education, three complementary areas of psychology (counseling, developmental, and educational), as well as sociology and economics. His ground-breaking contributions to both the understanding and measurement of critical consciousness have positioned him as a leader and a preeminent scholar in the field of developmental psychology.

Since his promotion to associate professor in 2010, Professor Diemer has published 21 articles and six book chapters, with many of the articles appearing in top-tier developmental and educational psychology journals. In this time, Professor Diemer has also completed 35 presentations at national or international conferences and 27 invited lectures. Since his 2015 appointment in the School of Education, he has served on eight funded grants (four as a principal investigator, co-principal investigator, or senior personnel). Collectively, these have totaled \$7,333,868. He served as the PI, co-PI, or senior personnel on four pending grants totaling \$4,464,817.

Since his appointment at the University of Michigan in 2015, Professor Diemer developed and validated a critical consciousness measure, The Critical Consciousness Scale (CCS), which examines the capacity of oppressed or marginalized people to critically analyze their social and political conditions, endorsement of societal equality, and action to change perceived inequities. Prior to Professor Diemer's breakthrough, critical consciousness was believed to be unmeasurable via a quantitative approach. Professor Diemer's research creates new knowledge about how marginalized youth, predominantly youth of color and/or youth in poverty, can overcome social barriers, and applies his research by supporting pedagogies and interventions within civic, community, and educational settings that facilitate social justice.

Recent and Significant Publications:

- Diemer, M.A., Rapa, L.J.^S, Park, C.^S & Perry, J.C. (2017). Development and validation of the Critical Consciousness Scale. *Youth & Society*, 49(4), 461-483.
- Diemer, M.A. & Rapa, L.J.^S (2016). Unraveling the complexity of critical consciousness, political efficacy, and political action among marginalized adolescents. *Child Development*, 87(1), 221-238.
- Diemer, M.A., Rapa, L.^S, Voight, A. & McWhirter, E.H. (2016). Critical consciousness: A developmental approach to addressing marginalization and oppression. *Child Development Perspectives*, 10(4), 216-221.
- Diemer, M.A., Mistry, R., Wadsworth, M.E., López, I. & Reimers, F. (2013). Best practices in conceptualizing and measuring social class in psychological research. *ASAP: Analyses of Social Issues and Public Policy*, 13(1), 77-113.
- Diemer, M.A. & Li, C.^S (2011). Critical consciousness and political engagement among marginalized youth. *Child Development*, 82(6), 1815-1833.
- Diemer, M.A., Wang, Q.^S, Moore, T.^S, Gregory, S.^S, Hatcher, K.^S & Voight, A.M.^S (2010). Sociopolitical development, work salience, and vocational expectations among low-SES African American, Latin American, and Asian American youth. *Developmental Psychology*, 46(3), 619-635.

Service: Professor Diemer has served in several leadership roles within the two programs with which he is affiliated in the School of Education, Educational Studies and the Combined Program in Education and Psychology (CPEP). These include the Executive Committees of both programs, the SOE Education Diversity Advisory Committee (co-chair), and the Dean's Search Advisory Committee. In addition to

serving in these roles, he also serves as a methodological consultant for the SOE Center for Education Design, Evaluation and Research (CEDER). At the program level, he has served on admissions and curriculum committees, and on the redesign committee for his unit within Educational Studies, Transforming Education and Societies (formerly, Foundations, Assessment, Research and Policy Program). He also serves on the CPEP Diversity Committee and is the CPEP Rackham Faculty Ally for Diversity.

Professor Diemer is recognized for applying his research to service activities within the profession, and for his contribution to best practices. He is currently on the editorial board of the *Journal of Youth and Adolescence* and serves as a statistical consultant to *Psychology of Women Quarterly*. Since 2005, he has served on the editorial boards of six other journals and has been an ad hoc reviewer for 33 other journals. In addition, he has served as a reviewer for several foundations (Spencer, National Science Foundation, and two international foundations), and the National Academy of Education.

External Reviewers:

Reviewer A: “The Critical Consciousness Scale is a unique and substantive contribution that operationalizes an important psychological construct for examining the development of marginalized youth without anthologizing them. His research on the measure is theoretically driven and he has established its psychometric properties, making it a valuable tool for other researchers. In his research on this construct, Professor Diemer has made important theoretical and empirical distinctions among critical analysis of structural oppression, critical motivation to produce social change, and critical action to enhance and effectively improve society.”

Reviewer B: “Professor Diemer’s body of empirical work is highly cited and I am confident that his new measure of CC will be widely used. His theoretical work on critical consciousness was ground-breaking, ahead of its time. The very notion that young people who are aware of the structural inequities and discriminatory practices and policies that are built into the political and economic system might *not* give up or drop out (or, as Diemer has shown, that such awareness might play a positive role in their academic and career engagement) challenged a prevalent assumption about oppositional culture.”

Reviewer C: “Because of the centrality of his theoretical and substantive contributions to the study of human development, and more specifically to theory and research regarding critical consciousness (CC) and its role the development of racially and ethnically diverse and, in particular, marginalized young people, Matt Diemer’s work has become ‘required reading’ among developmental scientists throughout the nation and world. In fact, the scope, precision, and power of these scientific contributions have resulted in Professor Diemer being considered among the premier developmental scientists studying the role of race/ethnicity and other instances of human diversity in shaping the process of development across the life span. In my view, he is indisputably one of the most innovative, high quality scientists working in this area of scholarship...”

Reviewer D: “His area of specialization and the significance of his contributions to the field are important and sound. ... His work demonstrates disciplined thinking, methodological complexity and eloquence, and social commitment in an intriguing area (critical consciousness and socio-political development) that is shown to have influence on successful outcomes among adolescents.”

Reviewer E: “He is a leader in the field of critical consciousness in his theoretical and empirical work, and overall, in my view, one of the top scholars working at the intersection of youth development and civic engagement... This work, and the key field-defining publication in *Child Development Perspectives*—along with other studies in this program of research --have deepened the field’s understanding of the relationship of developmental processes related to critical consciousness, civic engagement, and identity to the actual enactment of civic participatory behavior...”

Reviewer F: “Professor Diemer’s writings combine methodological rigor with an unparalleled commitment to helping youth who experience marginalization due to poverty or racial discrimination... He is one of the first scholars to dissect the various components of CC and to examine how its various elements relate to important outcomes in various populations. He has made tremendous methodological contributions through the development of a CC instrument and the testing of measurement invariance across different subgroups. Professor Diemer applies his expert statistical and methodological knowledge to analyze nuances in the literature and in empirical findings. His various structural equation[-]modeling papers are highly sophisticated and appropriate to the complexity of the data. As a result of his empirical work, he has been able to enrich the CC and sociopolitical development literature.”

Reviewer G: “Prof. Diemer has been a prolific scholar and has established himself as among the top, if not the top, scholar of critical consciousness in developmental psychology. The topic of critical consciousness is a particularly important domain when investigating marginalized youth. It is, therefore, somewhat surprising that there are relatively few scholars have attempted to take on such an important topic. Prof. Diemer has readily filled the void with some top rate scholarship and should be productive scholar in this area for quite some time. I am not aware of any rival or competitor with similar standing to Prof. Diemer in the area of critical consciousness.”

Reviewer H: “A notable feature of his work is that he has evolved over the last ten years from a focus on counseling and vocational psychology to successfully move into publication and recognition as a major scholar in the fields of developmental psychology and in methods. These are not easy fields to break into, and he has become recognized as a leader.”

Summary of Recommendation:

Professor Diemer’s work is recognized as seminal in shaping the field of developmental psychology. His scholarship is worthy of recognition through promotion to professor. Professor Diemer teaches numerous courses central to the SOE’s mission and his teaching and mentoring are valued by his students. He provides service to his program, to the university, and to his profession that is commensurate with the level of professor. His research, teaching, and service all contribute immensely to the advancement of diversity, equity, and inclusion in the SOE. It is with the support of the School of Education’s Executive Committee and the Promotion and Tenure Committee that I recommend Matt Diemer for promotion to professor of education, with tenure, School of Education.



Elizabeth Birr Moje
Dean, George Herbert Mead Collegiate Professor,
And Arthur F. Thurnau Professor
School of Education

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