

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

Deborah Rivas-Drake, associate professor of psychology, with tenure, College of Literature, Science, and the Arts, and associate professor of education, with 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, with tenure, School of Education.

Academic Degrees:

Ph.D.	2005	University of Michigan
M.S.	2002	University of Michigan
B.A.	1999	Pace University

Professional Record:

2013 – present	Associate Professor, Department of Psychology and School of Education, University of Michigan
2013 – present	Faculty Affiliate, Center for the Study of Black Youth in Context and Center for the Study of Higher and Postsecondary Education, University of Michigan
2013 – present	Faculty Associate, Latino/a Studies, University of Michigan
2007 – 2013	Assistant Professor, Department of Education and Human Development, Brown University

Summary of Evaluation:

**Teaching** – Professor Rivas-Drake is a teacher who sets high expectations and provides a high level of support to help meet those expectations. Because her joint appointment is with a doctoral program (Combined Program in Education and Psychology) in the School of Education, Professor Rivas-Drake primarily teaches graduate-level courses. Graduate students work hard in her classes and they report substantial gains in their learning. E&E ratings for course and instructor range from four to five, with praises for her commitment to the material and their learning experiences. At the undergraduate level, Professor Rivas-Drake teaches a small course developed as part of the Detroit Initiative that provides students opportunities for direct experience working in a multicultural community as well as scholarly reflection on relevant concepts and theories. Student response indicates they have a very positive learning experience. She strives to provide students with tools to help frame and study diversity issues in the lives of youth. Professor Rivas-Drake is an effective advisor and mentor. She has served as primary advisor for five doctoral students and co-advisor for three others. Five of her graduate students are Latino/a, which is an under-represented group in higher education. She regularly presents and publishes with her graduate students. She has published nine scholarly papers with student co-authors and she has five more under review. Several of her students have won prestigious awards. She has also involved 22 undergraduate students in her research.

**Research** – Professor Rivas-Drake’s research focuses on the development of ethnic-racial identity (ERI) during adolescence. The U.S. is becoming more ethnically and racially diverse. At the same time, there are huge inequalities in the education, health and well-being of ethnic and racial minority groups. The development of ERI entails psychological processes that can help buffer adolescents from at least some of these inequalities. It is crucial to understand factors that promote and thwart the

development of ERI. Professor Rivas-Drake's research is dedicated to this very important work. She has made trail-blazing and substantial contributions to this line of research. Professor Rivas-Drake founded, obtained funding for, and co-led the Ethnic and Racial Identity in the 21<sup>st</sup> Century Study Group, a collaboration that advances theory and research related to ethnic and racial identity processes and their significance in youth development. This group has published four major papers with Professor Rivas-Drake as first author on two of them. All four papers appear in *Child Development* (a top journal in the field) and all have garnered many citations within a short period of time. Based on her increasing rate of productivity, we anticipate that her contributions to the field will continue to be impressive and follow an upward trajectory.

#### Recent and Significant Publications:

- "Ethnic-racial identity and friendships in early adolescence," with A. J. Umaña-Taylor, et al., *Child Development*, 88, 2017, pp. 710–724 (doi:10.1111/cdev.12790).
- "Peer influence on ethnic-racial identity development: A multi-site investigation," with C. E. Santos and O. Kornienko, *Child Development*, 88, 2017, pp. 725–742 (doi:10.1111/cdev.12789).
- "Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes," with E. Seaton, et al., *Child Development*, 85, 2014, pp. 40-57 (doi: 10.1111/cdev.12200).
- "Feeling good, happy, and proud: A meta-analysis of positive ethnic-racial affect and adjustment among diverse youth," with M. Syed, et al., *Child Development*, 85, 2014, pp. 77-102 (doi: 10.1111/cdev.12175).

Service – Professor Rivas-Drake has provided extensive service to her department, the university, and to the wider research community. She is dedicated to diversity, equity, and inclusion, has served on four university committees and is on the Faculty Advisory Board affiliated with the Office of Diversity, Equity, and Inclusion. She is a member of the STRIDE committee of the ADVANCE program and served on the Advisory Committee for Campus Climate Assessment Design and the Campus Advisory Board for Wolverine Pathways. She has been a member of the CPEP Executive Committee, is a member of the Department of Psychology Executive and Diversity Committees. In the School of Education, she has served on the school-wide Promotion and Tenure, Research Advisor, and the Education Diversity Advisory Committees. Professor Rivas-Drake has extended her work into the community by creating a set of resource materials for Latino families in Southeast Michigan, providing materials in Spanish and English related to options for college and financial aid, as well as immigration and deportation issues. To the wider research community, Professor Rivas-Drake has served as associate editor for two American Psychological Association (APA) journals. She has also served on the editorial boards of *Child Development*, *Applied Developmental Science*, and *AERA Open*; serves on the Social and Behavioral Scientific Review panel for the Institute of Education Sciences of the Department of Education, the Midcareer Grant Review Panel for the Spencer Foundation, and a National Science Foundation review panel. She has reviewed for the National Academy of Sciences, Ford Foundation Fellowships, and the W. T. Grant Foundation.

#### External Reviews:

##### Reviewer (A)

"Her work...has contributed important insights on the developmental and contextual factors that promote adolescents' development. ... Of importance to the field of developmental science is that her program of research has both depth and scope: it has advanced theorizing about ethnic-racial identity in youth; investigated the role of peer relationships in the development of minority youth; and, explored how school practices shape adolescents' understanding and construction of identity, and in turn, their academic and social well-being."

Reviewer (B)

"...[Rivas-Drake's] work is theoretically motivated and grounded, primarily applies quantitative techniques to community-based longitudinal data, and is squarely aimed at using scientific knowledge to inform policy intervention. Most people, including me, would consider her to be one of the leading experts in this field..."

Reviewer (C)

"She has national prominence, and demonstrates extraordinary breadth of intellect and depth of criticality in her work, her efforts to contribute across domains in education, and her commitment to making a difference through her research."

Reviewer (D)

"Her research impacts how human developmentalists who focus on adolescent development understand the generalized and fundamental nature of ethnic and racial identity development for youth, along with the nuances across gender and developmental stage. For education researchers and practitioners, Professor Rivas-Drake's work is of central importance for understanding how to create school contexts that support and nurture this fundamental aspect of adolescent development."

Reviewer (E)

"Dr. Rivas-Drake's scholarship and contributions to the field are superb! She is a leader in the field... Her research projects will continue to generate new publications, novel lines of related research, and make significant and important contributions to the profession and beyond. ... I have no doubt that she would be promoted to Professor at our...university."

Reviewer (F)

"Dr. Rivas-Drake has a strong record of scholarship that is making an impact on research in several disciplines. Her research on ethnic/racial identity has resulted in notable contributions to our understanding of normative development in Black and Latino youth. She is well known nationally and internationally, and her service record is exceptionally strong."

Summary of Recommendation:

Professor Rivas-Drake has made highly important experimental and theoretical contributions to the literature. Her teaching record is excellent, she contributes in important ways to mentoring undergraduate and graduate student, and she is a highly valued citizen. It is with support of the Executive Committees of the College of Literature, Science, and the Arts and the School of Education that we recommend Associate Professor Deborah Rivas-Drake be promoted to the rank of professor of psychology, with tenure, College of Literature, Science, and the Arts, and professor of education, with tenure, School of Education.



Andrew D. Martin, Dean  
Professor of Political Science and Statistics  
College of Literature, Science, and the Arts



Elizabeth Birr Moje, Dean  
George Herbert Mead Collegiate Professor,  
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