

PROMOTION RECOMMENDATION
The University of Michigan
School of Public Health

Riana Anderson, assistant professor of health behavior and health education, School of Public Health, is recommended for promotion to associate professor of health behavior and health education, with tenure, School of Public Health

Academic Degrees:

Ph.D.	2015	University of Virginia, Charlottesville, VA
M.A.	2011	University of Virginia, Charlottesville, VA
B.A.	2006	University of Michigan, Ann Arbor, MI

Professional Record:

2022 - Present	Residential Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, Stanford, CA
2018 - Present	Assistant Professor, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI
2017 - 2018	Assistant Professor, Department of Children, Youth, and Families, Suzanne Dworak-Peck School of Social Work, University of Southern California, Los Angeles, CA
2017 - 2018	Assistant Professor, Department of Preventive Medicine, Keck School of Medicine, University of Southern California, Los Angeles, CA
2015 - 2017	Post-doctoral Fellow, Applied Psychology and Human Development Division, Graduate School of Education, University of Pennsylvania, Philadelphia, PA

Summary of Evaluation:

Teaching: Professor Anderson developed and teaches PUBHLTH 308: Black American Health - A Focus on Children, Families, and Communities, a course for undergraduate students. The course focuses on historical and contemporary events that have contributed to the health and well-being of Black Americans. She adapted the course mid-semester when classes went online for COVID-19 in March of 2020. For both residential and remote formats, Professor Anderson has received consistently high scores (all greater than 4.5 and nearly all greater than 4.7 for Q1, Q2, and Q199), and the popularity of the class is evidenced by its enrollment doubling over four years from 29 to 57 students. Beginning fall 2019, Professor Anderson has taught the required course, HBHE 600: Psychosocial Factors of Health-Related Behaviors, to first year health behavior and health education master's students. Historically, this has been a difficult course to teach due to large class size and breadth of content. Professor Anderson revised the course scope and sequence and met with the Center for Research on Learning and Teaching to determine how to engage students. Professor Anderson made the course project-based to map on to real-world challenges being experienced with COVID-19 and considered how the materials and methods students use in their everyday life could be applied to class topics. Her evaluations for this course improved from 2.6, 3.5, and 3.4 (Q1, Q2, and Q199) in 2019 to 4.0, 4.7, and 4.4 in 2020, and 3.7 (Q199) in 2021.

In addition to her formal classroom teaching, Professor Anderson has served as a primary mentor to one health behavior and health education doctoral student, secondary mentor to two doctoral candidates, and primary mentor for two National Science Foundation (NSF) post-doctoral fellows. She has advised 12 masters students and mentored more than 30 students and trainees across the University of Michigan and other institutions within her research lab, which serves as a teaching and practice-based training opportunity.

Research: Professor Anderson is a recognized expert in the development and application of public health strategies and interventions to reduce the detrimental effects of racism on mental and behavioral health for Black youth and families. She uses mixed methods to study discrimination and racial socialization in Black families. During her time in the Department of Health Behavior and Health Education, Professor Anderson has facilitated the healing in Black families with practical applications of research and clinical services, and through public engagement, teaching, and mentorship, and a remarkable development of theory, psychometric testing, and clinical intervention around racial discrimination. As the developer and director of the Engaging, Managing, and Bonding through Race (EMBRace) intervention, she has pioneered research and applied efforts to depict how family-based interventions help to improve Black youth's psychosocial well-being and health-related behaviors and subsequently applies, teaches, and shares these strategies. Professor Anderson's current research program focuses on continuing to build and test programs and practices which reduce inequality in Black youth's psychosocial outcomes. She plans to continue to advance her skills in clinical trials development and analysis by learning new procedures and methods, which will strengthen the rigor and science of the EMBRace Program. She seeks not only to advance practices to reduce racial inequalities, but also to develop the methods by which she can assess and disseminate these practices. Professor Anderson's impact on the field has been recognized through requests to assume leadership positions within committees of major organizations in her discipline and she has received more than a dozen early career awards.

Professor Anderson has published 40 peer-reviewed papers in journals including *American Psychologist*, *Child Development*, and *Health Affairs*. Her publications have been cited >1,500 times, resulting in an h-index of 18 and an i10-index of 25 (Google Scholar). These papers include 19 as first or co-first author, two as second author with a trainee as first author, and seven as senior author. Professor Anderson has published 34 peer-reviewed papers, 17 as first or co-first author, seven as second author, and six as senior author since 2018. She has published four book chapters while in rank. Professor Anderson plays an important role in the national discourse on current race-related events, and has presented more than 150 features on race, trauma, discrimination, and mental health, of youth and families, in international, national, and local media outlets, including CNN, PBS News Hour, and CBS News. Professor Anderson has obtained funding for her research primarily from foundations and from the University of Michigan. Her current research funding portfolio includes a grant as the principal investigator (PI) from the WT Grant Foundation and two grants as a co-investigator from the National Institutes of Health (NIH). She previously has been the PI or co-PI on eight grants including two grants from the Robert Wood Johnson Foundation, one from the Spencer Foundation, one from the Michigan Health Endowment Foundation, and one from the NSF. She also holds or has held other small internal and external grants.

Recent and Significant Publications:

- Anderson, R.E., Jones, S.C.T., Saleem, F.T., Metzger, I., Anyiwo, N., Nisbeth, K.S., Bess, K.D., Resnicow, K., Stevenson, H.C. (2021) Interrupting the Pathway From Discrimination to Black Adolescents' Psychosocial Outcomes: The Contribution of Parental Racial Worries and Racial Socialization Competency. *Child Dev.* Nov;92(6):2375-2394. doi: 10.1111/cdev.13607. Epub 2021 Jun 16. PMID: 34131912; PMCID: PMC8845072.
- Anderson, R.E., McKenny, M.C., Stevenson, H.C. (2018) EMBRace: Developing a Racial Socialization Intervention to Reduce Racial Stress and Enhance Racial Coping among Black Parents and Adolescents. *Fam Process.* 2019 Mar;58(1):53-67. doi: 10.1111/famp.12412. Epub Dec 15. PMID: 30552778; PMCID: PMC8807350.
- Anderson, R.E., Jones, S.C.T., Stevenson, H.C. (2020) The initial development and validation of the Racial Socialization Competency Scale: Quality and quantity. *Cultur Divers Ethnic Minor Psychol.* Oct;26(4):426-436. doi: 10.1037/cdp0000316. Epub 2019 Dec 30. PMID: 31886685; PMCID: PMC8845069.
- Anderson, R.E., Stevenson, H.C. (2019) RECASTing racial stress and trauma: Theorizing the healing potential of racial socialization in families. *Am Psychol.* Jan;74(1):63-75. doi: 10.1037/amp0000392. PMID: 30652900; PMCID: PMC8807344.
- Anderson, R.E., Heard-Garris, N., DeLapp, R.C.T. (2022) Future Directions for Vaccinating Children against the American Endemic: Treating Racism as a Virus. *J Clin Child Adolesc Psychol.* Jan-Feb;51(1):127-142. doi: 10.1080/15374416.2021.1969940. Epub 2021 Oct 4. PMID: 34605727.

Service: At the department level, Professor Anderson has served on the master's admissions committee since 2018 and as co-chair of the newly created recruitment committee since 2021. She has been active with the School of Public Health Marketing and Communications team to engage with media outlets. Professor Anderson has also spent substantial time and energy serving the greater university community through communication efforts. She was the junior faculty representative at a university-wide town hall, and has spoken on panels, invited conferences, and various media outlets on behalf of the university. At the national level, Professor Anderson is an appointed member of the American Psychological Association's Task Force to Eliminate Racism, the Society for Research on Adolescence Anti-Racism Task Force, and the Society for Research in Child Development's Equity and Justice Committee. Professor Anderson consults with a number of universities and national companies and organizations, including Google, YouTube, Embrace Race, and Nickelodeon on issues related to racial stress, discrimination, Black mental health and wellness, and Black children and families. She is a fellow in several leadership programs, including the Presidential Leadership Scholars and the National Black Child Development Institute's Policy Fellowship.

External Reviewers:

Reviewer A: "Dr. Anderson has a national and international reputation as one of the leading researchers on issues of racism, discrimination, their impact on Black youth's psychosocial well-being, health related-behaviors, and the role of racial socialization as a protective factor...and she is well-known for the development of theory, innovative research designs, measurements and assessments, and culturally sensitive interventions for African American youth and their families. ...Dr. Anderson is an outstanding leader among her peers in the field. In my

experience of reviewing faculty candidates for promotion for over 40 years, it is clear that she is a ‘rising star’ with a national and international reputation... Given the quality, quantity, and scholarly impact of her research, and the ability that she has demonstrated to generate impressive grant funding, she would definitely meet the requirements for this promotion at [my institution].”

Reviewer B: “Dr. Anderson has demonstrated an exceptionally high level of productivity... This level of impact is consistent with what one would normally see in a scholar being considered for promotion to Full Professor, not Associate Professor. Indeed, I wonder if Dr. Anderson should be allowed to ‘skip a grade’ and move straight to full professor. ...Dr. Anderson is an outstanding candidate for promotion and tenure. I would rank Dr. Anderson at the top in relation to her scholar peers, and I feel confident she would be promoted and tenured not only at the [my institution] but at any top research university in the country. Dr. Anderson is a rising star in the field, and the University of Michigan is lucky to have her.”

Reviewer C: “I first met Dr. Anderson in 2020 after I read her seminal 2019 article in the *American Psychologist*. In it, Dr. Anderson made a pioneering theoretical contribution in her conceptualization of the healing potential of racial socialization in children, youth, and families. ...Dr. Anderson’s *American Psychologist* article advanced a novel theoretical model - Racial Encounter Coping Appraisal and Socialization Theory (RECAST) - that frames parental use of communication about racialized experiences as a central process in youth coping with racial stress and the development of identity, mental health, and academic competence. ...In terms of the strength of her candidacy, what I can state at the outset is that Dr. Anderson’s dossier is perhaps the strongest I have ever evaluated... I enthusiastically endorse Dr. Anderson’s nomination for promotion to Associate Professor with tenure in your department.”

Reviewer D: “Dr. Anderson is clearly the leading young scholar in the U.S. in the area of racial trauma, racial disparities, and protective mechanisms underlying development among African American youth. Not only is her output and visibility outstanding in every scholarly arena – publication record, grantsmanship, awards, and recognition – but she is among the nations’ leading public health voices on healing and racial justice for Black youth. ...There is no question that Dr. Anderson would be promoted to Associate Professor at [my institution]. Having just served 6 years on our school-wide Tenure and Promotion Committee (4 as co-chair), I say this with complete confidence.”

Reviewer E: “It is clear to me from reviewing Dr. Anderson’s scholarship that she is an innovative scholar whose research is theoretically rich, deeply contextual, and methodologically sound... Over the years, I have evaluated numerous scholars for tenure and promotion and Dr. Anderson is among the strongest cases I have reviewed...Dr. Anderson is not only an incredibly productive scholar, but she consistently produces conceptually and methodologically rigorous research...I see her theoretical, empirical, and applied work as being the most innovative since the initial work of Boykin’s and Toms’s 1985 introduction of the triple quandary, which many identify as the beginning of modern racial socialization research in the United States. ...In sum, Dr. Anderson is an innovative scholar whose systematic and rigorous research is contributing to the literature on racism, healing, and racial socialization. Dr. Anderson is among the most innovative current racial socialization scholars; her work is

advancing the field in terms of theory, research, and practice. ...Dr. Anderson, without question, would receive tenure at [my institution].”

Summary of Recommendation: Professor Anderson has an outstanding record in research as an expert in the development and application of public health strategies and interventions to reduce the detrimental effects of racism on mental and behavioral health for Black youth and families. She has a very good record in teaching and an excellent record in service. It is with the support of the School of Public Health Executive Committee that I recommend Riana Anderson for promotion to associate professor of health behavior and health education, with tenure, School of Public Health.



F. DuBois Bowman, Ph.D.
Dean, School of Public Health

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