

**TABBYE MARIA CHAVOUS**  
**Curriculum Vitae**

*Academic and Administrative Office*

University of Michigan  
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**EDUCATIONAL BACKGROUND**

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

**ACADEMIC APPOINTMENTS**

- 2012-present Professor, Department of Psychology, College of Literature, Sciences, & Arts  
Professor, Educational Studies and Combined Program in Education & Psychology, School of Education, University of Michigan
- 2004-2012 Associate Professor, School of Education, Educational Studies and Combined Program in Education & Psychology, University of Michigan
- 2005-2012 Associate Professor, College of Literature Arts & Sciences, Department of Psychology, University of Michigan
- 1998-2004 Assistant Professor, Department of Psychology, Combined Program in Education & Psychology, University of Michigan

**ADMINISTRATIVE APPOINTMENTS**

- 2019 – present Associate Vice President for Research, University of Michigan
- 2016 – present Director, National Center for Institutional Diversity, University of Michigan
- 2012 - 2016 Associate Dean for Academic Programs and Initiatives, Horace H. Rackham School of Graduate Studies, University of Michigan
- 2007 - 2012 Chair, Combined Program in Education & Psychology, University of Michigan
- 2005 - 2007 Co-Chair, Combined Program in Education & Psychology, University of Michigan
- 2001 - 2004 Research Co-Director, Program for Intergroup Relations, College of Literature Arts & Sciences, University of Michigan

**RESEARCH/GRANT FUNDING**

Principal Investigator (with J. Weiss and C. Fierke, former Co-Principal Investigators). “The Michigan AGEP Alliance for Transformation (MAA): Mentoring and Community Building to Accelerate Successful Progression into the Professoriate.” Funded by the National Science Foundation,

Division of Human Resource Development (2013-2018), \$652,321.

Principal Investigator (with C. O'Connor, R. Sellers, & L. Thompson, Co-Principal Investigators). "Race and Gender in Context: A Multi-Method Study of Risk and Resilience in African American College Students' Pathways in STEM Areas." Funded by the National Science Foundation, Research and Evaluation on Education in Science and Engineering (2010-2017), \$2,486,576.

Principal Investigator (with J. Weiss, former Principal Investigator). "I3 Building Bridges, Creating Community and Wise Mentoring: Building Institutional Capacity to Enhance Diversity in STEM Disciplines." Funded by the National Science Foundation, Division of Human Resource Development (2012-2018), \$1,250,000.

Principal Investigator (with R. Jagers, C. O'Connor, S. Rowley, & R. Sellers, Co-Principal Investigators). "The Center for the Study of Black Youth in Context." Funded by the National Science Foundation, Division of Behavioral and Cognitive Sciences, Developmental and Learning Sciences (2008-2014), \$2,493,103.

Principal Investigator. "Race, Risk, and Resilience among Black Youth in the United States and South Africa: Conceptual, Methodological, and Application Considerations." Funded by the National Science Foundation (2012-2013), Division of Behavioral and Cognitive Sciences, \$39,655.

Principal Investigator. "African American Women in STEM: Considering Issues of Race, Gender, and Academic Identity." Funded by the Institute for Research on Women and Gender, University of Michigan (2011-2012), \$4,350.

Principal Investigator. Rackham Research Award, University of Michigan (Spring/Summer 2007), \$4000.

Principal Investigator. "Enhancing our Ability to Understand and Address Educational Disparities: A Proposal from the Social Justice Initiative Committee of the UM School of Education." Funded by the National Center for Institutional Diversity, University of Michigan (2005-2006), \$20,086.

Co-Principal Investigator (with R. Sellers, Principal Investigator). "Racial Discrimination, Racial Identity, and Psychological Well-Being Among African Americans." Proposal funded by the National Institutes of Mental Health (2005-2009), \$1,035,000.

Principal Investigator (with J. Eccles, Co-Principal Investigator). "African Americans in Higher Education." Funded by the Spencer Foundation (2000-2003), \$465,600.

Co-Principal Investigator (with C. Squires, L. Kohn-Wood, & P. Carter, Co-Principal Investigators). "Gender, Ethnicity, and Perceptions and Experiences of Interpersonal Violence." Funded by the Institute for Research on Women and Gender, University of Michigan (2000-2001), \$8190.

National Institutes of Mental Health, National Research Service Award (NRSA), 1997-1998.

## **HONORS AND AWARDS**

Black Celebratory Cornerstone Award, University of Michigan (2016)

Outstanding Reviewer Award, American Educational Research Association (2015)

Harold R. Johnson Faculty Diversity Service Award, University of Michigan (2009)

Faculty Career Development Award, University of Michigan (2000)

Rackham Summer Interdisciplinary Institute Fellow, University of Michigan (2000)

American Psychological Association Dissertation Research Award (1998)

Maury Pathfinder Award for Outstanding Graduate Research, University of Virginia, Department of

Psychology (1997)

Echols Scholar, University of Virginia (1989-1993)

## PAPERS AND PUBLICATIONS

*Indicates +undergraduate student, \*graduate student, \*\*postdoctoral fellow, and ++professional staff co-authors*

Richardson-Cheeks, B., Chavous, T.M., & Sellers, R.M. (2020, in press). A daily examination of African American adolescents' racial discrimination, parental racial socialization and psychological affect. *Child Development*.

Lumeng, J.C., Chavous, T.M., Lok, A.S., Sen, S., Wiggington, N.S., & Cunningham, R.C. (2020). Opinion: A risk-benefit framework for human research during the COVID-19 pandemic, *PNAS*, DOI: <https://doi.org/10.1073/pnas.2020507117>

Torres, V. & Chavous, T.M. (2019). Leadership and discrimination: Acknowledging the subtle and overt bias at the intersection of gender and race/ethnicity. In C. Rennison and A. Bomoni (Eds.) *Women leading change in academia: Breaking the glass ceiling, cliff, and slipper* (pp. 37-56). Dan Diego: Cognella.

\*Leath, S., \*Mathews, C., \*Harrison, A., & Chavous, T.M. (2019). Racial identity, racial discrimination, and classroom engagement outcomes among Black girls and boys in predominantly Black and predominantly White school districts. *American Educational Research Journal*. <https://doi.org/10.3102/0002831218816955>

Butler-Barnes, S., \*\*Richardson-Cheeks, B., \*Zhu, J., & Chavous, T. (2019). The importance of racial socialization: School-based racial discrimination and racial identity among African American adolescents. *Journal of Research on Adolescence*, 29(2), 432-448. doi.org/10.1111/jota.12383

\*Graham-Bailey, M., Richardson-Cheeks, B. L., \*Blankenship, B. T., Stewart, A. J., & Chavous, T. M. (2018). Examining college students' multiple social identities of gender, race, and socioeconomic status: Implications for intergroup and social justice attitudes. *Journal of Diversity in Higher Education*. <http://dx.doi.org/10.1037/dhe0000098>

Chavous, T.M., \*\*Richardson, B., \*Fonseca-Bolorin, F., \*Leath, S., & \*\*Webb, F. (2018). Shifting contexts and shifting identities: Racial identity, campus race-related experiences, and achievement motivation among Black students during the transition to college. *Race and Social Problems*, 10, 1-18. <https://doi-org.proxy.lib.umich.edu/10.1007/s12552-017-9218-9>

\*Leath, S., & Chavous, T.M. (2018). Black college women's experiences of campus racial climate and stigma as they pursue STEM degrees at predominantly White institutions: Insights from a within-group and comparative approach. *Journal of Negro Education*, 87(2), 125-139.

Butler-Barnes, S., \*Leath, S., \*\*Williams, A., Byrd, C., Carter, R., & Chavous, T. (2017). Promoting resilience among Black girls: Racial identity as a protective factor against negative school experiences. *Child Development*. doi:10.1111/cdev.12995

Carter, R., \*Leath, S., Butler-Barnes, S., Byrd, C., Chavous, T.M., Caldwell, C., & Jackson, J. (2017). Comparing associations between perceived puberty, same race- friends and -peers, and psychosocial outcomes among African American and Caribbean Black girls. *Journal of Black Psychology*, 43(8), 836-862.

\*Leath, S. & Chavous, T.M. (2017). "We really protested": The influence of sociopolitical beliefs, political self-efficacy, and campus racial climate on civic engagement among Black college students attending predominantly White institutions. *Journal of Negro Education*, 86(3), 220-237.

- Chavous, T., ++Drotar, S., \*Fonseca-Bolorin, G., \*Leath, S., +Lyons, D., & \*Mustafaa, F. (2016). Identity, motivation, and resilience: The example of Black college students in science, technology, engineering, and mathematics. In J. DeCuir-Gunby and P. Schutz (Eds.) *Researching Race and Ethnicity in the Study of Learning and Motivation in Social and Cultural Contexts*, (pp. 3-15). New York: Routledge.
- Chavous, T.M., \*Leath, S., & \*Richardson, B. (2015). African American racial identity: Promoting academic achievement and excellence, resisting stereotypes and the myth of “acting white.” In V. Berry, A. Fleming-Rife, and A. Dayo (Eds.) *Black Culture and Experience: Contemporary Issues* (pp 3-18). New York: Peter Lang Publishing.
- \*Richardson, B., \*Macon, T., \*Mustafaa, F., \*Bogan, E., \*Cole-Lewis, Y., & Chavous, T.M. (2015). Associations of racial discrimination and parental discrimination coping messages with African American adolescent racial identity. *Journal of Youth and Adolescence*, *44*(6), 1301-1317.
- \*Hope, E., Chavous, T.M., Jagers, R.J., & Sellers, R.M. (2013). Connecting self-esteem and achievement: Diversity in academic identification and dis-identification patterns among Black college students. *American Educational Research Journal*, *50*(5), 1122-1151.
- \*\*Butler-Barnes, S., Chavous, T.M., \*\*Hurd, N., & \*\*Varner, F. (2013). African American adolescents’ academic persistence: A strengths-based approach. *Journal of Youth and Adolescence*, *42*(9), 1443-1458.
- \*Byrd, C.M., & Chavous, T.M. (2012). The congruence between African American students’ racial identity beliefs and their academic climates: Implications for academic motivation and achievement. In (J. Sullivan and E. Ismail, Eds.) *African American racial identity: Racial and cultural dimensions of the Black experience* (pp. 345-370). Lanham, MD: Lexington Books.
- \*Griffin, T.M., Chavous, T.M., \*Cogburn, C.D., \*Branch, L., & Sellers, R. (2012). Dimensions of academic contingencies among African American college students. *Journal of Black Psychology*, *38*(2), 201-227.
- \*\*Butler-Barnes, S.T., \*\*Williams, T.T., & Chavous, T.M. (2011). Racial pride and religiosity as culturally-based youth assets: Implications for achievement motivation and academic achievement among African American boys. *Journal of Youth and Adolescence*, *41*(4), 486-498.
- \*\*Butler-Barnes, S., Chavous, T.M., & Zimmerman, M. (2011). Community violence exposure and academic motivation among urban adolescents: Moderating roles of cultural-ecological factors. *Race and Social Problems*, *3*(2), 75-91.
- \*Byrd, C.M. & Chavous, T.M. (2011). Racial identity, school racial climate, and school intrinsic motivation among African American adolescents: The importance of person-context congruence. *Journal of Research on Adolescence* *21*(4), 849-860.
- \*Cogburn, C.D., Chavous, T.M., & \*Griffin, T.M. (2011). School-based racial discrimination and gender discrimination among African American adolescents: Exploring gender variation in frequency and implications for adjustment. *Race and Social Problems*, *3*(1), 25-37.
- \*Byrd, C.M. & Chavous, T.M. (2009). Racial identity in the neighborhood context: A multilevel analysis. *Journal of Youth and Adolescence*, *38*(4), 544-559.
- Neblett, E.W., Jr., Chavous, T.M., Nguyen, H.X., & Sellers, R.M. (2009). “Say it loud - I’m Black and I’m proud”: Parents’ messages about race, racial discrimination, and academic achievement in African American boys. *Journal of Negro Education*, *78*(3), 246-259.
- Chavous, T.M. (2008). Ethnic identity. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit, MI: Gale - Macmillan Reference USA.

- 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.
- Chavous, T. & \*Cogburn, C.D. (2007). The superinvisible woman: The study of Black women in education. *Black Women, Gender, & Families, 1*(2), 24-51.
- Chavous, T.M., \*Branch, L., \*Cogburn, C.D., \*Griffin, T.M., \*Maddox, J., & Sellers, R.M. (2007). Achievement motivation among African American college students at predominantly White institutions: Risk and protective processes related to group identity and contextual experiences. In F. Salili & R. Hoosain (Eds.), *Culture, motivation and learning: A multicultural perspective*. Charlotte, NC: Information Age Publishing.
- \*Rivas, D., & Chavous, T. (2007). Understanding achievement motivation within the context of racial stratification: Racial identity and academic adjustment among African American adolescents. In F. Salili & R. Hoosain (Eds.), *Culture, motivation and learning: A multicultural perspective*. Charlotte, NC: Information Age Publishing.
- \*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.
- Squires, C., Kohn-Wood, L., Chavous, T.M., & Carter, P. (2006). Evaluating responsibility and agency in gendered violence: African American youth talk about violence and hip hop. *Sex Roles: A Journal of Research, 55*(11/12), 725-737.
- Chavous, T.M. (2005). An intergroup contact-theory framework for evaluating the psychological impact of racial climate on predominantly White college campuses. *American Journal of Community Psychology, 36*, 3/4, 239-257.
- Sellers, R.M., Chavous, T.M., & \*Brown, T. (2005). College entrance requirements for athletes are unfair. *Opposing viewpoints: Sports and athletes*, pp. 69-76, James D. Torr (Ed.). New York, NY: Greenhaven Press.
- Caldwell, C.H., Kohn-Wood, L.P., \*Schmeelk-Cone, K., Chavous, T.M., & Zimmerman, M. (2004). Racial discrimination and racial identity as risk or protective factors for violent behaviors in African American young adults. *American Journal of Community Psychology, 33*, 91-105.
- Chavous, T.M., \*Harris, A., \*Rivas, D., \*Helaire, L., & \*Green, L. (2004). Racial stereotypes and gender in context: An examination of African American college student adjustment. *Sex Roles: A Journal of Research, 51*, 1-16.
- 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 Development, 74*(4), 1076-1091.
- Rowley, S.J., Chavous, T.M., & \*Cooke, D.Y. (2003). A person-centered approach to African American gender differences in racial ideology. *Self and Identity, 2*, 287-306.
- Caldwell, C.H., Chavous, T.M., \*Barnett, T.E., Kohn-Wood, L.P., & Zimmerman, M.A. (2002). Social determinants of experiences with violence among adolescents: Unpacking the role of race in violence. *Phylon, 50*, 87-113.
- Chavous, T.M. (2002). African American college students in predominantly White institutions: Considerations of race and gender. *African American Research Perspectives, 8*(1), 142-150.

- Chavous, T.M., \*Rivas, D., \*Green, L., & \*Helaire, L. (2002). The roles of student social and economic background, perceptions of ethnic fit, and racial identification in the academic adjustment of African American college students. *Journal of Black Psychology, 28*(3), 234-260.
- Kohn, L.P. & Chavous, T.M. (2002). How far have we come—Where should we go? Representatives of the next generation of prevention researchers respond to Biglan, Eddy, Jalongo, Roosa, and Sandler. *Prevention & Treatment, 5*(7), ArtID: 7. (*Online Journal of the American Psychological Association*).
- Sellers, R.M., Chavous, T.M., & \*Brown, T.N. (2002). An uneven playing field: The impact of structural barriers on the initial academic eligibility requirements of African American student-athletes. In M. Gatz, M. Messner, & S. Ball-Rokeach (Eds.), *Paradoxes of youth and sport*. Minneapolis, MN: University of Minnesota Press.
- Chavous, T.M. (2000). The relationships among racial identity, perceived ethnic fit, and organizational involvement for African American students at a predominantly White university. *Journal of Black Psychology, 26*(1), 79-100.
- Shelton, J.N., & Chavous, T.M. (1999). Black and White college women's perceptions of sexual harassment. *Sex Roles: A Journal of Research, 40*(7-8), 593-615.
- Rowley, S., Sellers, R.M., Chavous, T.M., & Smith, M.A. (1998). The relationship between racial identity and self-esteem in African American college and high school students. *Journal of Personality and Social Psychology, 74*(3), 715-724.
- Sellers, R.M., Chavous, T.M., & \*Cooke, D.Y. (1998). Racial ideology and racial centrality as predictors of African American college students' academic performance. *Journal of Black Psychology, 24* (1), 8-27.
- Sellers, R.M., Shelton, J.N., \*Cooke, D., Chavous, T.M., Rowley, S., Smith, M. (1998). A multidimensional model of racial identity: assumptions, findings, and future directions. In Jones, R.L. (Ed.) *African American identity development: Theory, research, & intervention*. Hampton, VA: Cobb & Henry.
- Sellers, R.M., Smith, M., Shelton, J.N., Rowley, S., & Chavous, T.M. (1998). The multidimensional model of racial identity: A reconceptualization of African American racial identity. *Personality and Social Psychology Review, 2*(1), 18-39.
- Sellers, R.M. & Chavous, T.M. (1997). Motivation versus structure: Factors in the academic performance of African American college athletes. *African American Research Perspectives, 3*(1), p. 13-23.
- Sellers, R.M., Rowley, S., Chavous, T.M., Shelton, J.N., & Smith, M.A. (1997). The multidimensional inventory of Black identity: Construct validity and reliability. *Journal of Personality and Social Psychology, 73*(4), 805-815.

### **PEER-REVIEWED REPORTS**

- National Academies of Sciences, Engineering, and Medicine. 2017. *Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies*. Washington, DC: The National Academies Press. doi:<https://doi.org/10.17226/24697>.
- National Academies of Sciences, Engineering, and Medicine. 2016. *Barriers and Opportunities for 2-Year and 4-Year STEM Degrees: Systemic Change to Support Students' Diverse Pathways*. Washington, DC: The National Academies Press. doi: [10.17226/21739](https://doi.org/10.17226/21739).

### **SELECTED PUBLIC SCHOLARSHIP & IMPACT**

- Chavous, T.M., \*Leath, S., & \*Gamez, R. (June 2018). Climate, mentoring, and persistence among underrepresented STEM doctoral students. In *Higher Education Today*, a blog by the American Council on Education. <https://www.higheredtoday.org/2018/06/25/climate-mentoring-persistence-among-underrepresented-stem-doctoral-students/>
- Chavous, T.M. (November 2017). #UnScientificRacism. *Medium* (National Center for Institutional Diversity). <https://medium.com/national-center-for-institutional-diversity/unscientificracism-fabe209ecb75>.
- Chavous, T.M., Torres, V., & Young, A.A. (December 2017). Ten Tips to Advance Your Diversity Scholarship in the Academy. *Medium* (National Center for Institutional Diversity). <https://medium.com/national-center-for-institutional-diversity/ten-tips-to-advance-your-diversity-scholarship-in-the-academy-48e3945d39fc>

### INVITED PRESENTATIONS

- Chavous, T.M. (2019, November). Context matters: campus climate and college adjustment among minoritized students in higher education. Plenary presentation at the Annual Council of Colleges of Arts and Sciences Conference, Atlanta, GA.
- Chavous, T.M. (2019, October). Campus climate and the mental health and emotional well-being of college students of color. Plenary presentation at the Steve Fund *Young, Gifted, at Risk, and Resilient* Conference, Ann Arbor, MI.
- Chavous, T.M. (2018, February). Promising innovations for enhancing faculty diversity: The example of the LSA Collegiate Fellows Program. Paper presented at the Big Ten Academic Alliance Leadership Program (ALP) Series, Ann Arbor, MI.
- Chavous, T.M. (2017, April). Supporting Students' College Success: The role of assessing intrapersonal and interpersonal competencies—A National Academies report. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Chavous, T.M. (2017, February). Failure factories: When educational policies desert our children. Invited Panelist for the Livingston Awards Lectures series, Gerald Ford School of Public Policy, University of Michigan, Ann Arbor, MI.
- Chavous, T.M. (2016, April). Barriers and opportunities for two-year and four-year STEM degrees: Systemic change to support students' diverse pathways—A National Academies report. Annual Meeting of the American Educational Research Association, Washington, DC.
- Chavous, T.M. (2015, December). Race and gender in context: A multi-method study of risk and resilience in African American college students' pathways in STEM areas. Invited speaker, National Academies of Sciences, Engineering, and Medicine Symposium on “Assessing Hard-to-Measure Cognitive, Intrapersonal and Interpersonal Competencies.” Washington, DC.
- Chavous, T.M. (2012, April). Racial identity and academic achievement among African American students: Intersections of race, gender, and academic identity. Invited speaker, Gender Development Research Conference, San Francisco, CA.
- Chavous, T.M. (2012, March). African American Women in STEM: Considering issues of gender, race, and academic identity. Invited speaker, Institute for Research on Women and Gender, University of Michigan, Ann Arbor, MI.
- Chavous, T.M. (2011, April). Race and gender in the educational experiences of African American students: Considerations of identity and context. Invited keynote speaker for the annual gala of the Movement of Underrepresented Sisters in Engineering and Sciences (MUSES), University of Michigan, Ann Arbor, MI.

- Chavous, T.M. (2010, May). The utility of examining African American student achievement using a multidisciplinary and ecological framework. Invited speaker/panelist for Presidential session, "An Interdisciplinary Conversation on Ecological Factors Affecting Cultural Adaptation and Achievement Gap in Diverse Students." Annual Meeting of the American Educational Research Association, Denver, CO.
- Chavous, T.M. (2010, May). African American racial identity and academic achievement. Invited presentation for Presidential session, "Identity, Ethnicity, and Race in Learning." Annual Meeting of the American Educational Research Association, Denver, CO.
- Chavous, T. (2008, October). Challenges in studying social identity processes among African American adolescents: Race, gender, and achievement. Invited presentation at the Psychology and Social Intervention series, Department of Applied Psychology, New York University, New York, NY.
- Chavous, T. (2007, September). Perspectives on ethnic minority academic achievement: Implications for responsible research and educational practices in ethnic minority communities. Invited keynote presentation for conference on "Educational Research Ethics in Multicultural Contexts." University of Minnesota, College of Education and Human Development, Minneapolis, MN.
- Chavous, T. (2007, October). Challenges in studying African American achievement around race and gender. Invited speaker for "UNC Faculty Seminar on Behavioral Research with Minority Populations." Center for Developmental Science, University of North Carolina-Chapel Hill, Chapel Hill, NC.
- Chavous, T. (2007, May). African American achievement: Assumptions, realities, and possibilities for educational improvement. Invited keynote presentation in Oakland County Schools Superintendent's First Annual Conference on Best Practices, Baker College, Auburn Hills, MI.
- Chavous, T. (2007, February). Gender and race in the academic experiences of African American adolescents: Considering identity processes in context. Invited colloquium presentation at the Center for Research on Education Reform, University of Texas-El Paso, El Paso, TX.
- Chavous, T. (2006, August). Research on ethnic minority achievement: Assumptions, realities, and possibilities for educational improvement. Invited keynote presentation in Oakland County Schools Conference, "Educating Everybody's Children: Teaching Diverse Learners," Waterford, MI.
- Chavous, T. (2006, February). Social identities and achievement processes: Considering race, gender, and context. Invited paper presentation, Program for Risk and Prevention, University of Virginia, Curry School of Education, Charlottesville, VA.
- Chavous, T. (2005, June). Conceptual and practical considerations for Education Schools in addressing racial achievement disparities: The interface of social science and teacher education from the perspective of a psychologist in a School of Education. Invited paper, "Teaching the Disciplines and the Discipline of Teaching: Celebrating 125 Years of the Art and Science of Teaching at the University of Michigan," Ann Arbor, MI.
- Chavous, T. (2005, May). Considerations of race, identity, and context in studying African American youth. Invited presentation at Annual Meeting of Russell Sage Social Identity Research Network. Ann Arbor, MI.
- Chavous, T.M. (2002, September). Issues in understanding the role of ethnic identity in African American youth achievement. Invited paper presentation at conference series, "Exploring an Epidemiology of Success in Children and Youth Who Experience Social Inequalities", Ann Arbor, MI.
- Chavous, T. (2004, May). Gender and racial identity in African American adolescents' responses to school and classroom racial discrimination. Invited paper presentation at the University of Kansas



conference (“Fifty Years after Brown v. Board of Education: Social Psychological Research Applied to the Problems of Racism and Discrimination”), Lawrence, KS.

Chavous, T. (2000, November). Racial identity and research in higher education. Invited colloquium presentation, University of Michigan, School of Education, Center for the Study of Higher and Postsecondary Education, Ann Arbor, MI.

### **SELECTED PEER-REVIEWED PRESENTATIONS**

Chavous, T.M. (2020, January). Strategies for institutional change: Improving department climate and success of historically underrepresented students in STEM. Paper presented at the Annual Meeting of the American Association of Colleges and Universities, Washington, DC. [*Conference cancelled due to COVID-19 events*]

Torres, V. and Chavous, T. (2020, January). Matrix of academic leadership bias: A framework for analysis and action around gender and race/ethnic bias experiences for women. Paper presented at the Annual Meeting of the American Association of Colleges and Universities, Washington, DC.

Chavous, T.M. (2018, January). Transformative approaches to enhancing faculty diversity. Paper presented at the Annual Meeting of the American Association of Colleges and Universities, Washington, DC.

Chavous, T.M. (2018, January). Assessing intrapersonal and interpersonal competencies in supporting Students' College Success—A National Academies of Sciences, Mathematics, and Medicine report. Paper presented at the Annual Meeting of the American Association of Colleges and Universities, Washington, DC.

Chavous, T.M. (2017, November). Supporting Students' College Success: The role of assessing intrapersonal and interpersonal competencies—A National Academies report. Paper presented at the Annual Meeting of the American Association of Higher Education, Houston, TX.

Chavous, T. (2016, April). Identity, motivation, and resilience: The example of Black students in STEM. Paper presented at the American Educational Research Association Annual Meeting, Washington, DC.

Chavous, T. (2014, July). The role of racial climate in the educational experiences of African American youth. Paper presented at the Conference of the International Congress of Applied Psychology, Paris, France.

Chavous, T. (2012, July). Why study race and resilience? What we can learn from examining Black youth in South African and U.S. Contexts. Paper presented at the Conference of the International Congress of Psychology, Capetown, South Africa.

Chavous, T. (2011, April). The intersections of learning, context, and diversity in practice-focused teacher education: Challenges and opportunities. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

\*\*Butler-Barnes, S., Chavous, T.M., & Zimmerman, M. (2011, April). Can cultural-ecological youth assets buffer the effects of community violence exposure on academic motivation among urban adolescents? Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.

\*Byrd, C. & Chavous, T. (2010, May). How school racial climate moderates the relationship of racial identity and academic motivation. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

- Neblett, E., Chavous, T.M., Nguyen, H. & Sellers, R. (2010, March). Parents' messages about race, racial discrimination, and academic achievement in African American boys. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA.
- \*Byrd, C., & Chavous, T.M. (2009, April). Racial identity and academic achievement in the neighborhood context. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.
- Chavous, T. (2009, April). Racial discrimination as a predictor of late adolescent racial identity. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.
- Chavous, T. (2009, April). Achievement motivation among Black girls: Challenging the super-invisible framework. Paper presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.
- \*Cogburn, C., \*Griffin, T. & Chavous, T. (2008, April). How Black college students think about self-esteem in relation to achievement: Toward reconciling the academic identification paradox. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Chavous, T. (2008, April). Race and gender identities in context: The experiences of Black students in predominantly White colleges/universities. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.
- Chavous, T., & \*Rivas-Drake, D. (2008, March). Racial discrimination and parent socialization responses as predictors of adolescent racial identity. Paper presented at the Society for Research on Adolescence Annual Meeting, Chicago, IL.
- Branch, L., & Chavous, T. (2008, March). Person-context congruence and the psychological adjustment of African American college students: A person-oriented approach. Paper presented at the Society for Research on Adolescence Annual Meeting, Chicago, IL.
- Chavous, T. & \*Griffin, T. (2006, June). African American racial identity, contingencies of self-esteem, and academic outcomes. Paper presented at the Society for the Psychological Study of Social Issues Biennial Meeting, Long Beach, CA.
- Chavous, T. (2006, April). Gender, race, and institutional context: A person-oriented study of African Americans in college. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- \*Griffin, T. & Chavous, T. (2006, April). Dimensions of academic contingencies: Implications for African American college students. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- \*Cogburn, C. & Chavous, T. (2006, April). Race and gender in context: Discrimination experiences among African American adolescents. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.
- Chavous, T. (2005, August). Gender and racial identity: Implications for academic engagement among adolescents in the context of school discrimination. Paper presented at the American Psychological Association Annual Meeting, Washington, D.C.
- Chavous, T. (2005, June). The academic adjustment of African American adolescents: Considering racial identity and school experiences. Paper presented at the Biennial Meeting of the Society for Community Research and Action, Urbana-Champaign, IL.
- Chavous, T. (2005, April). "Gendered" experiences of racial identity, racial discrimination, and academic adjustment among African American adolescents: A person centered approach. Paper presented at the Society for Research in Child Development Biennial Meeting, Atlanta, GA.

- Chavous, T. (2004, July). Gender in context: Racial identity and African American college students' experience of racial climate. Paper presented at the American Psychological Association Annual Meeting, Honolulu, HI.
- Chavous, T.M. (2003, June). Racial identity and psychosocial outcomes among African American adolescents. Paper presented at the Society for Community Research and Action Biennial meeting, Las Vegas, NM.
- Chavous, T.M. (2003, April). School discrimination, and academic adjustment among African American adolescents. Paper presented at the Society for Research in Child Development Biennial Meeting, Tampa, FL.
- Maxwell, K. & Chavous, T.M. (2002, October). Diversity and learning: Assessing structured interaction in diversity education. Paper presented at the Association of American Colleges and Universities Annual Conference, St. Louis, MO.
- Chavous, T.M., & Maxwell, K. (2002, August). Assessing the impact of diversity related courses during a national tragedy: Issues of identity and context. Paper presented at the American Psychological Association Annual Meeting, Chicago, IL.
- Chavous, T.M., Kohn, L.P., & Squires, C. (2002, June). Gender roles and violence perceptions among African American adolescents. Paper presented at the American Psychological Society Annual Meeting, New Orleans, LA.
- Chavous, T.M., \*Rivas, D., \*Green, L., \*Helaire, L., & \*Turner, W. (2002, April). Gender and race in the academic development of African American students. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Chavous, T. (2001, August). Perceived racial climate and academic performance among African American college students. Paper presented at the American Psychological Association Annual Meeting, San Francisco, CA.
- Chavous, T. (2001, April). Racial identity and academic outcomes among African American adolescents: A person-oriented approach. Paper presented at the Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- \*Rivas, D., & Chavous, T.M. (2000, June). Comparisons of a generalized ethnic identity model and a group-specific ethnic identity model for African American college students at predominantly White and predominantly African American institutions. Poster presented at the American Psychological Society Annual Meeting, Miami, FL.
- \*Turner, W.D., & Chavous, T.M. (2000, June). The relationship among different aspects of racial climate and the social and academic competence of African American students at a predominantly White university. Poster presented at Annual Meeting of the American Psychological Society, Miami, FL.
- Chavous, T.M. (2000, April). The relationship among ethnic background, perceived group fit and academic competence for African American students at a predominantly white university. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Chavous, T.M. (2000, April). The effect of precollege interracial contact on the racial attitudes of Black and White college student athletes. Paper presented at the Paul Robeson Conference on Sport and Psychology, Ann Arbor, MI.
- Chavous, T.M. (1999, August). A person-oriented approach to examining intergroup contact and group affect among Black and White college student athletes. Paper presented at the Association of Black Sociologists Annual Meeting, Chicago, IL.

- Chavous, T.M. (1999, June). Racial background, racial ideology and the college selection process for African American Students. Paper presented at the Seventh Biennial Conference of the Society for Community Research and Action, New Haven, CT.
- Jackson, J., \*Kieper, S., Chavous, T.M., & \*Brown, T. (1999, June). Racial contact and racial affect for student-athletes. Poster presented at the American Psychological Society annual meeting, Denver, CO.
- Chavous, T.M. (1998, April). Race related experiences and college outcomes for African American students. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
- Chavous, T.M. (1998, August). Perceived ethnic fit and African American college students. Paper presented at the American Psychological Association Annual Convention, San Francisco, CA.
- Chavous, T.M. (1997, June). Influential factors in the selection of predominantly White universities and historically black universities for African American College Students. Paper presented at annual Black Graduate Conference in Psychology, Chicago, IL.
- Chavous, T.M. (1997, May). The college selection process for African American students. Paper presented at the Biennial Conference in Prevention Research, Columbia, South Carolina.
- Chavous, T.M. (1996, November). An examination of social and academic outcomes related to role conflict in African American and White college student-athletes. Paper presented at the North American Society for the Sociology of Sport annual conference, Birmingham, AL.
- Chavous, T.M. (1996, July). Racial ideology as a predictor of academic performance for African American college students. Poster presentation at the American Psychological Society annual convention, San Francisco, CA.
- Chavous, T.M. (1996, June). A true application of the Phinney ethnic identity paradigm. Paper presented at the annual Black Graduate Student Conference in Psychology, Charlottesville, VA.
- Chavous, T.M. (1995, November). African American racial identity and the utility of education for African Americans: A comparison of college and community perspectives. Paper presented at Southeastern Eco-Community Conference, Smith Mountain Lake, VA.
- Chavous, T.M. (1995, August). Racial ideology and academic achievement in African American college students. Paper presented at the Association of Black Psychologists Annual Conference, Los Angeles, CA.
- Chavous, T.M. (1995, May). Racial identity and the perceived efficacy of education for African American college students. Paper presented at the inaugural Black Graduate Conference in Psychology, Howard University, Washington, D.C.
- Sellers, R.M., Chavous, T.M., Johnson, S., Shelton, J.N., & Smith, M.A. (1994, August). A new conceptual framework for racial identity. Paper presented at the Association of Black Psychologists Annual Conference, Philadelphia, PA.

## **TEACHING AND COURSES**

### *Graduate Courses*

The Achievement Gap: Psychological Perspectives on Risk & Resilience

Adolescent Development

Adolescents, Schools, and Society

Community Psychology and Prevention Science

Developmental and Psychological Perspectives on Education (Masters-level)

Introduction to Education & Psychology  
 Foundations of Teaching and Learning: Cognition & Instruction  
 Professional Development in Education and Psychology (Advanced Graduate Seminar)  
 Race, Culture, and Ethnic Minority Achievement  
 Schools as Organizations  
 Social and Personality Psychology Perspectives in Education

*Undergraduate Courses*

Adolescent Development  
 Community Psychology and Prevention Science  
 Educational Psychology & Human Development (for undergraduate teacher certification)  
 Schools as Organizations

*Workshops*

Using Student-Centered Campus and Department Climate Data to Enhance Equity, Inclusion, and Success in STEM (May 2019). (*Workshop for 20 teams of University of Michigan faculty from STEM departments*). “Strategies to Support Inclusive Climates and Student Success in STEM Departments” Conference, University of Michigan.

Centering the Student Experience and Voice: Understanding the Role of Campus Climate in STEM Participation and Success for Historically Underrepresented and Minoritized Students (May 2018). (*Workshop for teams of faculty and administrative staff from 14 universities*). “Engaging the Campus Climate for Enhancing STEM” Conference, University of Michigan.

The “Circle of Recruitment”: Developing Strategic Recruitment Plans for Diversity and Excellence. (May 2014, May 2015). (*Workshop for faculty and teams of faculty and staff*). Rackham Graduate School, University of Michigan.

Faculty Workshop on Diversity & Excellence in Graduate Admissions. (November 2012, 2013, 2014, 2015). Rackham Graduate School, University of Michigan.

**PROFESSIONAL ACTIVITIES: LEADERSHIP, SERVICE, and ENGAGEMENT**

National, State, and Community-Level

Editorial Board, <i>Journal of Diversity in Higher Education</i>	2018-present
Chair, Social Justice Action Committee, American Educational Research Association (AERA)	2016-2019 (Chair-designate), 2017-2019
National Brown Lecture in Education Research – Selection Committee, American Educational Research Association (AERA)	(Chair, 2017-2019)
Member, Annual Conference Coordinated Meeting Committee, American Educational Research Association (AERA)	2016-2019
National Academies of Science, Engineering and Mathematics, Committee on Assessing Intrapersonal and Interpersonal Competencies for College Students’ Success	2015-2017
Fellow, Academic Leadership Program (ALP) of the Big Ten Academic Alliance (formerly Committee on Institutional Cooperation)	2016-2017
Advisory Board, National Black Graduate Conference in Psychology	1999-present
Palmer O. Johnson Memorial Award Committee, American Educational Research Association (AERA)	2014-2015
National Academies of Science, Engineering and Mathematics (formerly National Research Council), Committee on Barriers and Opportunities in Completing 2- and 4-Year STEM Degrees	2013-2015

Consulting Editor, <i>Journal of Research on Adolescence</i>	2012-2015
Associate Editor, <i>Cultural Diversity and Ethnic Minority Psychology</i>	2011-2014
American Psychological Association (Division 15 - Educational Psychology), Editorial Search Committee	2012-2013
American Psychological Association (Division 15 - Educational Psychology), Small Conference Awards Committee	2012-2013
Consulting Editor, <i>Journal of Black Psychology</i>	2008-2012
Consulting Editor, <i>Child Development</i>	2007-2012
American Psychological Association, 2012 Biennial Conference Planning Committee (Division 45 - Society for the Psychological Study of Ethnic Minority Issues)	2011-2012
Chair, Scholars of Color in Education Committee (standing committee of the American Educational Research Association, AERA)	(Chair, 2009-2011; Chair-designate, 2007-08)
Member, Annual Conference Program Planning Committee, American Educational Research Association (AERA)	2009-2011
Member, Social Justice Action Committee, American Educational Research Association (AERA)	2009-2011
Eighth Annual <i>Brown Lecture in Education Research</i> (2012) Selection Committee, American Educational Research Association (AERA)	2010-2011
2011 Social Justice Action Awards Committee, American Educational Research Association (AERA)	2009-2011 (Chair 2009-10)
AERA Dissertation Fellowship Review Panel	2009-2011
2010 Biennial Conference Planning Committee, American Psychological Association, Division 45 (Society for the Psychological Study of Ethnic Minority Issues)	2009-2010
External Advisory Board Member, Morehouse Male Initiative, Morehouse College, Atlanta, GA	2007-2010
Conference Chair, National Black Graduate Conference in Psychology	2007-2008
Invited member, Russell Sage Research Network on Social Identity	1999-2006

#### Ad Hoc Reviewer

<i>American Educational Research Journal</i>	<i>Journal of Diversity in Higher Education</i>
<i>AERA Open</i>	<i>Journal of Youth and Adolescence</i>
<i>American Psychologist</i>	National Science Foundation
<i>American Journal of Community Psychology</i>	<i>Personality and Individual Differences</i>
<i>Child Development</i>	<i>Personality and Social Psychology Bulletin</i>
<i>Cognition &amp; Instruction</i>	<i>Personality and Social Psychology Review</i>
<i>Contemporary Educational Psychology</i>	<i>Prevention and Treatment</i>
<i>Cultural Diversity &amp; Ethnic Minority Psychology</i>	<i>Psychological Bulletin</i>
<i>Developmental Psychology</i>	<i>Psychology of Women Quarterly</i>
<i>Educational Researcher</i>	<i>Race and Social Problems</i>
<i>Equity and Excellence in Education</i>	<i>Sex Roles: A Journal of Research</i>
<i>Journal of Applied Developmental Psychology</i>	<i>Social Psychology of Education: An International Journal</i>
<i>Journal of Applied Social Psychology</i>	<i>Society for Research on Child Development</i>
<i>Journal of Research on Adolescence</i>	<i>Sociology of Education</i>
<i>Journal of Black Psychology</i>	W.T. Grant Foundation

#### University Level (University of Michigan)

##### *Administrative Assignments*

2019-present	DEI Implementation Lead, U-M Office of Research (UMOR)
2015-2016	College/Unit Lead, Academic Affairs Diversity, Equity, & Inclusion Planning Group (Rackham Graduate School DEI planning lead)
2014-2016	U-M Office of Research (UMOR) Research Associate Deans Committee
2012-2016	Executive Committee, Center for Statistical Consultation and Research (CSCAR)

*Professional Appointments, Leadership, and Service/Engagement*

2020-present	Provost's Racial Justice Faculty Hiring Initiative Selection Committee
2020-present	Co-Chair, COVID-19 Research Disparities Committee, U-M Office of Research
2019-present	SEISMIC (Sloan Equity & Inclusion in STEM Introductory Courses) Advisory Board
2018-present	Wallace House Advisory Board member
2018-present	Center for Academic Innovation Advisory Committee member
2018-present	Wolverine Pathways Program Campus Advisory Committee member
2015-2017	Chair, Wolverine Pathways Program Campus Advisory Committee
2015-2019	Comprehensive Studies Program (CSP) Advisory Board
2014-2016	Community Advisory Committee, School of Social Work
2012-2015	University Academic Affairs Advisory Committee
2008-2011	Academic Performance Committee (APC) (Faculty subcommittee of Advisory Board on Intercollegiate Athletics); Chair, 2010-2011
2008-2011	Advisory Board on Intercollegiate Athletics (ABIA)
2010-2012	Rackham Non-Traditional Fellowship and Rackham Merit Fellowship Review Committee
2010-2011	Harold R. Johnson Diversity Award Selection Committee
2010-2011	Mentor, UM African Presidential Scholars Postdoctoral Program
2005-2009	Mentor, Summer Research Opportunity Program (SROP) for Undergraduates
2002-05; 2007-10	Mentor, Undergraduate Research Opportunity Program (UROP)
2013-2015	

College/Departmental Service and Professional Activities

*Administrative Assignments*

2008-present	Co-Director, UM Center for the Study of Black Youth in Context (Managing Director 2008-2009; 2010-11)
2007-09, 2014-15	Promotion and Tenure Committee, School of Education
2013-2014	Faculty Search Committee Co-Chair, Research Methodology in the Study of Diversity and Equity, School of Education
2012-2013	Faculty Search Committee Member, Higher Education, School of Education
2008-2012	Chair, Combined Program in Education and Psychology (CPEP)
2005-2008	Co-Chair, Combined Program in Education and Psychology (CPEP)
2006-2012	Area Chairs Council, Department of Psychology
2005-2012	School of Education Executive Committee, Ex officio member
2008-2010	Graduate Advisory Council, School of Education
2005-2006	Chair, CPEP Faculty Search Committee, School of Education
2004-2009	Social Justice Committee (Chair, 2005-06; 2007-09), School of Education

*Professional Appointments, Leadership, and Service/Engagement*

2020-present	Co-Chair, Anti-Racism Task Force, College of Literature, Sciences, & the Arts
2017-2018	ADVANCE Launch Committee Member, Department of Psychology
1998-present	Executive Committee, Combined Program in Education and Psychology (CPEP)
2009-2016	Faculty Advisor, Black Student Psychological Association, Dept. of Psychology
2015-2017	Admissions Committee Co-Chair; Personality and Social Contexts, Dept. of Psychology

2007-09; 2012-14	CPEP Curriculum Committee; (Chair, 2012-2014)
2013-2014	Faculty Chair, CPEP Communications Committee
2011-2012	Ph.D. Program First Year Task Force, School of Education
2011-2012	Elementary Curriculum Design Group, School of Education
Fall 2008-2009	Secondary Curriculum Design Group, School of Education
2008-2010	Teacher Education Initiative, Cross-Cutting Team Leader (Learning & Diversity), School of Education
2001-07; 2009-10	CPEP Admissions Committee; (Chair, 2004-2007; 2009-2010)
2007-2008	CPEP 50 <sup>th</sup> Anniversary Events Committee
2008	Teacher Education Lecturer Review Committee, School of Education
2000-01; 2004-05	CPEP Student Recruitment Committee (Chair, 2004-05)
2001-2002	Graduate Committee, Department of Psychology
1999-2004	Admissions Committee, Organizational Psychology, Department of Psychology
1999-2000	Augmented Executive Committee, Department of Psychology

### Professional Affiliations

#### American Educational Research Association (AERA)

- Division G (Social Context of Education)
- Research Focus on Black Education (RFBE) Special Interest Group
- Critical Examination of Race, Ethnicity, Class, & Gender in Education Special Interest Group

#### American Psychological Association (APA)

- APA Division 9 - Society for the Psychological Study of Social Issues (SPSSI)
- APA Division 15 – Educational Psychology
- APA Division 27 - Society for Community Research and Action (SCRA)
- APA Division 45 - Society for the Psychological Study of Culture, Ethnicity, and Race

#### Council of Graduate Schools (CGS)

#### National Black Caucus on Child Development

#### Society for Research on Adolescence (SRA)

#### Society for Research on Child Development (SRCD)