

MATTHEW A. DIEMER, Ph.D.
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EDUCATION

- 2003 Boston College, Lynch School of Education & Human Development
Ph.D. in Counseling Psychology (APA Accredited)
Dissertation: 'The liberatory potential of vocational psychology: The critical role of conscientization'
- 1998 University of Utah, Graduate School of Education
M.S. in Educational Psychology (Mental Health Counseling specialization)
- 1996 Central Michigan University, Honors Program
B.S. in Psychology, *Magna Cum Laude*

PROFESSIONAL EXPERIENCE

- 2023-present Chair, Combined Program in Education & Psychology (CPEP), University of Michigan
- 2018-present Professor, University of Michigan, Educational Studies & Combined Program in Education & Psychology (CPEP)
- 2019-present Professor of Psychology, College of Literature, Science, and the Arts (by courtesy)
- 2020-2024 Member, Stone Center on Inequality Dynamics, University of Michigan
- 2019-2020 Member, Center for Human Growth & Development, University of Michigan
- 2015-2018 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
- 2017-present [Faculty Expert](#), Poverty Solutions, 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)
- 2009-2020 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 Postdoctoral Fellowship, Northwestern University, Counseling and Psychological Services Center, Evanston, IL.

HONORS AND AWARDS

- 2024 Invitee, New Directions in Teaching, Educator Preparation, and Learning Convening. Spencer Foundation.
- 2023 John Holland Award for Outstanding Achievement in Career or Personality Research, Society for Counseling Psychology, American Psychological Association
- 2023 Fellow, Division 7 (Developmental Psychology) & Division 17 (Society of Counseling Psychology), American Psychological Association
- 2022 Visiting scholar, Wuppertal University (Germany)
- 2022 Faculty [Research Diversity Award](#) (University of Michigan, Department of Psychology). *For Diemer et al. (2022), "Development of the Short Critical Consciousness Scale (ShoCCS)."*
- 2022 Nominee, Outstanding Advisor Award, Academic Council of the University of Michigan (Provost's Office).
- 2019 Emerging Leadership in Psychology Award, Committee on Socioeconomic Status, American Psychological Association
- 2019 Provost's "Teaching Innovation Prize" for *Advancing Diversity, Equity, and Inclusion via Advanced Quantitative Courses*, University of Michigan
- 2018 Invited Mentor, William T. Grant Foundation, 'Mentoring Across Difference' Workshop
- 2017 Invitee, Diversity Scholars Network, National Center for Institutional Diversity

- 2017 Nominee, Golden Apple Award, University of Michigan (nominated by students to recognize outstanding teaching).
- 2016 Scholarship Recipient, Exploratory Data Mining via SEARCH Strategies Workshop, Inter-university Consortium for Political and Social Research (ICPSR)
- 2013-2014 Invitee, working group (funded by the American Educational Research Association Research Conference Program): “Sociopolitical development, school engagement, and psychological well-being: Defining terms and assessing the evidence.”
- 2012 Scholar-in-residence, Bahçeşehir University, Istanbul, Turkey
- 2009-2011 National Academy of Education/Spencer Foundation Postdoctoral Fellowship
- 2009 Early Career Award, Society for Vocational Psychology, American Psychological Association (Inaugural Awardee)
- 2008 Finalist, William T. Grant Scholars program
- 2007 Emerging Scholar in K-12 Service Learning Fellowship, CIRCLE (Center for Information & Research on Civic Learning & Engagement)
- 2006 Ohana Award, Counselors for Social Justice, American Counseling Association
- 2006 Recipient, National Educational Longitudinal Study (NELS)/Educational Longitudinal Study (ELS) Database Advanced Training Seminar
- 2001-2002 Boston College Lynch School of Education Dissertation Fellowship (One of two awarded among all doctoral students in School of Education)
- 1999-2000 Collaborative Fellow, Boston College. Fellowship to assist in developing “Tools for Tomorrow” program in collaboration with Boston Public Schools.
- 1999-2000 Clinical Fellow (Joint Appointment): Harvard Medical School Department of Psychiatry/Massachusetts General Hospital Department of Psychiatry, MGH Chelsea Health Center.

REFEREED PUBLICATIONS [student co-authors denoted with ^S]

Hillier, A., Dowshen, N., Diemer, M.A. & Marcus, S.N. (in press). Acceptability of screening for gender identity in a national sample of parents with young children. *Transgender Health*.

Medina, M., Mathews, C.J., de los Reyes, W., Singh, A., Diemer, M.A. & Durand, T.M. (in press). Anti-racist methodological approaches to ethnic-racial identity and critical

consciousness scholarship. *Special issue, Journal of School Psychology*.

Diemer, M.A., Frisby, M.B., Marchand, A. & Bardelli, E. (2025). Illustrating and enacting a Critical Quantitative approach to measurement with MIMIC models. *Special Issue "Critical Quantitative Approaches for Anti-Racist Transformation in Education," Journal of Research on Educational Effectiveness, 18:2, 366-389.*

Diemer, M.A., Hillier, A. & Marcus, S.N. (2025). Preliminary development of the brief parent-report gender identity alignment/distress screener for children. *Special Issue on "Gender Diversity," British Journal of Developmental Psychology, 24(2), 440-455.*

Diemer, M.A., Frisby, M.B. & House, K.M. ^S (2025). Looking back to look forward: Critical consciousness & critical quantitative methodology. (invited paper) *Special Issue "Enhancing Research & Practice with Insights from QuantCrit and Racial Equity Perspectives" in Current Opinion in Behavioral Sciences, 101536.*

Frisby, M.B. & Diemer, M.A. (2025). Development of the White Critical Consciousness Index (WhiCCI). *Special issue on "Innovations in Conceptualizing & Measuring Critical Consciousness" Research on Human Development, 21, 229-244.*

Marchand, A., Diemer, M.A., Rowley, S.J. (2025). Measuring critical parent engagement: The development and validation of the Black parent measure of critical consciousness in education. *Special issue on "Innovations in Conceptualizing & Measuring Critical Consciousness" Research on Human Development, 21, 245-263.*

Pinedo, A., Kubi, G. ^S, Espinoza, A.J. ^S, Gonzales, J. & Diemer, M.A. (2025). Ethnic Studies and student development: Cultivating racially marginalized adolescents' critical consciousness. *Developmental Psychology, 61(1), 113-133.*

Audet, C.M., et al., incl Diemer, M.A. (2024). Partner-based HIV treatment for seroconcordant couples attending antenatal and postnatal care in rural Mozambique: A cluster randomized controlled trial. *Journal of Acquired Immune Deficiency Syndrome, 96(3), 259-269.*

Al Khalil, Z., Attarian, H., Sankari, A., Herreshoff, E., Diemer, M.A., Duval, K. & Dunietz, G. L. (2024). Screening and diagnosis of obstructive sleep apnea in Middle Eastern/North African (MENA) Women: A pilot study. *Sleep 47, 224.*

Marchand, A.D., Settles, I. Kumari, S. ^S, Rowley, S., Diemer, M.A. (2024). Exploring Black parents' critical consciousness in relation to their engagement with their children's schools. *Special Issue "A Critical Race Theory Approach to the Psychological Study of Social Issues" in Journal of Social Issues, 80, 423-452.*

Pinedo, A., Diemer, M.A. & Frisby, M.B. (2024). Critical consciousness and political activism in youth. *Invited manuscript, Annual Review of Developmental Psychology, 6, 351-372.*

Pinedo, A. ^S, Frisby, M.B. ^S, Kubi, G. ^S, Vezaldenos, V. ^S, Diemer, M.A., McAlister, S. &

Harris, E. (2024). Charting the longitudinal interplay and trajectories of critical consciousness among youth activists. *Child Development, 95(1)*, 296-312.

Schwarzenthal, M., Baysu, G., Diemer, M.A., Juang, L., & Schachner, M. (2024). Antecedents and consequences of adolescents' critical consciousness latent profiles. *Child Development, 95(1)*, 223-241.

Anyiwo, N., Anderson, R.E., Marchand, A.D., Diemer, M.A. & Garrett, J.M. ^S (2023). They raised me to resist: Examining the sociopolitical pathways between parental racial socialization and Black youth's racial justice action. *Journal of Community & Applied Social Psychology, 33(2)*, 270-286. *Special Issue: "Challenging injustice: Understanding upstanding, civic action, and bystander intervention to promote justice."*

Chuisano, S. A., Rafferty, J., Allen, A., Chang, T., Diemer, M., Harris, K., ... & DeJonckheere, M. (2023). Increasing representation and diversity in health research: A protocol of the MYHealth research training program for high school students. *PLOS One, 18(9)*, e0281790.

DeJonckheere, M., Chuisano, S. A., Vaughn, L. M., Ajrouche, A., Allen, A., Palazzolo, B., ... & Diemer, M. A. (2023). "Anyone Can Be a Researcher": Findings from the MYHealth virtual summer research training program for high school students from historically marginalized groups. *Journal of STEM Outreach, 6(2)*, 1-14.

Frisby, M.B. ^S & Diemer, M.A., Sack, D. ^S & Audet, C. (2023). Illuminating dyadic relationship processes in seroconcordant Mozambican couples: Stigma, social support and physician trust. *AIDS & Behavior, 26*, 4135-4143.

Sack, D. ^S, Tshegofatso, S., Frisby, M.B. ^S, Diemer, M.A., Hlayisani, G., Wagner, R & Audet, C.M. (2023). Exploratory validation of relationship functioning and male partner behavior scales in pregnant people living with HIV in Mpumalanga Province, South Africa. *Global Health Action, 16(1)*.

Kubi, G. ^S, Byrd, C. & Diemer, M.A. (2022). School ethnic-racial socialization and critical action among Black youth. *Frontiers in Education, 7*.

Bañales, J. ^S, Pech, A.S., Pinetta, B.J. ^S, Pinedo, A. ^S, Romero, A. & Diemer, M.A. (2022). Critiquing inequality on campus and in society: Peers and faculty in civic and academic outcomes of college students. *Research in Higher Education, 63(4)*, 589-609.

Diemer, M.A., Frisby, M.B. ^S, Pinedo, A. ^S, Bardelli, E. ^S, Elliot, E. ^S, Harris, E.M., McAlister, S. & Voight, A.M. (2022). Development of the Short Critical Consciousness Scale (ShoCCS). *Applied Developmental Science, 26(3)*, 409-425. [**received Diversity Research Award*](#)

Bañales, J. ^S, Rowley, S.J., Diemer, M.A., Flanagan, C. & Richards-Schuster, K. (2021). Youth anti-racism action: Contributions of youth perceptions of school racial messages and critical consciousness. *Journal of Community Psychology, 49(8)*, 3079-3100.

Diemer, M.A., Pinedo, A.^S, Bañales, J.^S, Mathews, C.J.^S, Frisby, M.B.^S, Harris, E.M. & McAlister, S. (2021). Recentering action in critical consciousness. *Child Development Perspectives*, 15(1), 12-17.

Frisby, M.B.^S & Diemer, M.A. (2021). Everything in moderation: A proposed improvement to variance calculation for visualizing latent endogenous moderation. *Structural Equation Modeling*, 28(6), 914-927.

Marchand, A.D., Frisby, M.B.^S, Mathews, C.J.^S, Diemer, M.A., Kraemer, M.^S & Voight, A.M. (2021). Sociopolitical participation among marginalized youth: Do political identification and ideology matter? *Journal of Youth Development*, 16(5), 41-63.

Pinedo, A.^S, Durkee, M.I., Diemer, M.A. & Hope, E.C. (2021). Disentangling racial discrimination and critical action among Black and Latinx college students: What role do peers play? *Cultural Diversity & Ethnic Minority Psychology*, 27(3), 546–557.

Bañales, J.^S, Mathews, C.J.^S, Hayat, N., Anwiyo, N.^S & Diemer, M.A. (2020). Latinx and Black young adults' pathways to civic/political engagement. *Cultural Diversity and Ethnic Minority Psychology*, 26(2), 176–188.

Diemer, M.A. (2020). Pushing the envelope: The who, what, when, and why of critical consciousness. Invited commentary for special issue: "Critical consciousness: New directions for understanding its development during adolescence." *Journal of Applied Developmental Psychology*, 70.

Diemer, M.A., Marchand, A.D.^S & Mistry, R.S. (2020). Charting how wealth shapes educational pathways from childhood to early adulthood: A developmental process model. *Journal of Youth & Adolescence*, 49(5), 1073-1091.

Duffy, R.D., Blustein, D.L., Allan, B.A., Diemer, M.A. & Cinamon, R.G. (2020). Introduction to the special issue: A cross-cultural exploration of decent work. *Journal of Vocational Behavior*, 116(A), 10351-10352.

Mathews, C.J.^S, Medina, M.A.^S, Bañales, J.^S, Pinetta, B.J.^S, Marchand, A.D.^S, Medina, A.C.^S, Miller, S.M.^S, Hoffman, A.J., Diemer, M.A. & Rivas-Drake, D. (2020). Mapping the intersections of adolescents' ethnic-racial identity and critical consciousness. *Adolescent Research Review*, 5, 363-379.

Rapa, L.J., Diemer, M.A. & Roseth, C. (2020). Can a values-affirmation intervention bolster academic achievement and raise critical consciousness? Results from a small-scale field experiment. *Social Psychology of Education*, 23, 537-557.

Sack, D.^S, Frisby, M.B.^S, Diemer, M. A., De Schacht, C., Graves, E., Kipp, A. M., ... & Wallston, K. A. (2020). Interpersonal reactivity index adaptation among expectant

seroconcordant couples with HIV in Zambézia Province, Mozambique. *BMC Psychology*, 8(1), 1-12.

Diemer, M. A., Voight, A. M., Marchand, A. D.^S, & Bañales, J. ^S (2019). Political identification, political ideology, and critical social analysis of inequality among marginalized youth. *Developmental Psychology*, 55(3), 538.

Marchand, A.D.^S, Reynolds-Vassar, R., Diemer, M.A. & Rowley, S.J. (2019). Integrating race, racism, and critical consciousness in Black parents' engagement with schools. *Journal of Family Theory and Review*, 11(3), 367-384.

McKellar, S.E.^S, Marchand, A.D.^S, Diemer, M.A., Malanchuk, O. & Eccles, J.S. (2019). Threats and supports to female students' math beliefs and achievement. *Journal of Research on Adolescence*, 29(2), 449-465.

Moore, S., Schmidt, C., Heinze, J., Diemer, M.A. & Zimmerman, M.A. (2019). College status and trajectories of perceived leadership ability among emerging adults. *Emerging Adulthood*, 7(6), 478-489.

Audet, C.M., Graves, E., Barreto, E., DeScacht, C., Gong, W. [et al., including Diemer, M.A.] (2018). Partners-based HIV treatment for seroconcordant couples attending antenatal and postnatal care in rural Mozambique: A cluster randomized trial protocol. *Contemporary Clinical Trials*, 71, 63-69.

Broda, M., Yun, J., Schneider, B., Walton, G.M., Yeager, D.S. & Diemer, M.A. (2018). Reducing inequality in academic success for incoming college students: A randomized trial of growth mindset and belonging interventions. *Journal of Research on Educational Effectiveness*, 11(3), 317-338.

Rapa, L.J.^S, Diemer, M.A. & Bañales, J.^S (2018). Critical action as a pathway to engagement & social mobility among marginalized youth. *Developmental Psychology*, 54(1), 127-137.

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.

Kozan, S., Olle, C.^S, Blustein, D.L., Kellgren, A.C.^S & Diemer, M.A. (2017). Awakening, efficacy, and action: A qualitative inquiry of a social justice-infused, science education program. *ASAP: Analyses of Social Issues and Policy*, 17(1), 205-234.

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., Marchand, A.^S & McKellar, S.^S & Malanchuk, O. (2016). Promotive and corrosive factors in African American students' math beliefs and achievement. *Journal of Youth & Adolescence*, 45(6), 1208-1225.

Duffy, R.D., Blustein, D.L., Diemer, M.A. & Autin, K.^S (2016). The psychology of working: A theoretical model. *Journal of Counseling Psychology*, 63(2), 127-148.

Hwang, S.^S, Kietzmann, L.^S, Feltz, D. & Diemer, M.A. (2016). Sport involvement and the educational expectations and attainment of high school students: A longitudinal study. *Youth & Society*, 48(6), 763-785.

Diemer, M.A., McWhirter, E., Ozer, E. & Rapa, L.J.^S (2015). Advances in the conceptualization and measurement of critical consciousness. *Urban Review*, 47, 809-823.

Diemer, M.A., Li, C.^S, Gupta, T.^S, Uygun, N.^S, Sirin, S. & Rogers-Sirin, L. (2014). Pieces of the immigrant paradox puzzle: Measurement, level, and predictive differences in precursors to academic achievement. *Learning & Individual Differences*, 33, 47-54.

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.

Wang, Q.^S, Diemer, M.A. & Maier, K.S. (2013). Merging Bayesian modeling and receiver operating characteristic methodologies for test utility analysis in low-SES youth's career assessment. *Educational and Psychological Measurement*, 73(2), 275-292.

Diemer, M.A. (2012). Fostering marginalized youths political participation: Longitudinal roles of parental political socialization and youth sociopolitical development. *American Journal of Community Psychology*, 50 (1/2), 246-256.

Diemer, M.A. & Li, C.^S (2012). Longitudinal roles of pre-college contexts in low-income youths' postsecondary persistence. *Developmental Psychology*, 48(6), 1686-1693.

Duffy, R.D., Diemer, M.A. & Jadidian, A.^S (2012). The development and validation of the Work Volition Scale – student version. *The Counseling Psychologist*, 40(2), 291-319.

Duffy, R.D., Diemer, M.A., Perry, J.C. & Laurenzi, C.^S, Torrie, C.^S (2012). The construction and initial validation of the Work Volition Scale. *Journal of Vocational Behavior*, 80(2), 400-411.

Diemer, M.A. & Li, C.^S (2011). Critical consciousness and political engagement among marginalized youth. *Child Development*, 82(6), 1815-1833.

Watts, R. J., Diemer, M. A., & Voight, A. (2011). Critical consciousness: Current status and future directions. In C. A. Flanagan & B. D. Christens (Eds.), *Youth civic development: Work at the cutting edge. New Directions for Child and Adolescent Development* (Vol. 134, pp. 43–57).

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.

Diemer, M.A. & Ortega, L.^S (2010). Social inclusion and critical consciousness in Australia. *Australian Journal of Career Development*, 19(1), 13-17. (indicates invited paper).

Diemer, M.A., Wang, Q.^S & Smith, A.V.^S (2010). Vocational interests and college major selection among youth of color in poverty. *Journal of Career Assessment*, 18(1), 97-110.

Diemer, M.A. (2009). Pathways to occupational attainment among poor youth of color: The role of sociopolitical development. *The Counseling Psychologist*, 37(1), 6-35.

*Diemer, M.A. & Ali, S.R. (2009). Integrating social class into vocational psychology: Scholarly and practice implications. *Journal of Career Assessment*, 17(3), 247-265. (* indicates featured article with invited commentary).

Diemer, M.A., Hsieh, C.^S & Pan, T. ^S (2009). School and parental influences upon sociopolitical development among poor adolescents of color. *The Counseling Psychologist*, 37(2), 317-344.

Diemer, M.A. & Gore, P.A. (2009). Culture and assessment: Nomothetic and idiographic considerations. *Career Development Quarterly*, 57, 342-347. (indicates invited paper).

Diemer, M.A., Wang, Q. ^S & Dunkle, J.H. (2009). Counseling center problem checklists at academically selective institutions: Practice and measurement implications. *Journal of College Student Psychotherapy*, 23, 1-16.

Diemer, M.A. (2008). Large scale survey data in career development research. *Journal of Career Development*, (Special issue: Innovative methodological advances in career development research and practice), 35(1), 42-59.

Diemer, M.A. & Hsieh, C. ^S (2008). Sociopolitical development and vocational expectations among lower-SES adolescents of color. *Career Development Quarterly*, 56(3), 257-267.

Diemer, M.A. (2007). Parental and school influences upon the career development of poor Youth of Color. *Journal of Vocational Behavior*, 70(3), 502-524.

Diemer, M.A. (2007). Two worlds: African American men's negotiation of predominantly White educational and occupational worlds. *Journal of Multicultural Counseling & Development, 35*(1), 2-14.

Diemer, M.A. & Blustein, D.L. (2007). Vocational hope and vocational identity: Urban adolescents' career development. *Journal of Career Assessment, 15*(1), 98-118.

Diemer, M.A. (2006, June). Facilitating students' capacity to engage with the cultural context of career development. *Career Convergence*.

Diemer, M.A. & Blustein, D.L. (2006). Critical consciousness and career development among urban youth. *Journal of Vocational Behavior, 68*(2), 220-232.

Diemer, M.A., Kauffman, A.L.^S, Koenig, N.B.^S, Trahan, E.B.^S & Hsieh, C.^S (2006). Challenging racism, sexism, and social injustice: Support for urban adolescents' critical consciousness development. *Cultural Diversity and Ethnic Minority Psychology, 12*(3), 444-460.

Chaves, A.C., Diemer, M.A., Blustein, D.L., Gallagher, L.B., DeVoy, J.W., Casares, M. & Perry, J. (2004). Conceptions of work: The view from urban youth. *Journal of Counseling Psychology, 51*(3), 275-286.

Mackey, R.A., Diemer, M.A. & O'Brien, B.A. (2004). Satisfaction with the lasting relationships of heterosexual and same sex partners. *Journal of Homosexuality, 47*(1), 111-136.

Sirin, S.R., Diemer, M.A., Jackson, L.R., Gonsalves, L. & Howell, A. (2004). Future aspirations of urban adolescents: A person-in-context model. *International Journal of Qualitative Studies in Education, 17*(3), 437-460.

Mahalik, J.R., Locke, B., Ludlow, L., Diemer, M.A., Scott, R.P.J., Gottfried, M., & Freitas, G. (2003). Development of the Conformity to Masculine Norms Inventory. *Psychology of Men and Masculinity, 4*(1), 3-25.

Blustein, D.L., Chaves, A.P. & Diemer, M.A., Gallagher, L.A., Bhati, K. & Sirin, S. R. (2002). Voices of the forgotten half: The role of social class in the school-to-work transition. *Journal of Counseling Psychology, 49*(3), 311-323.

Diemer, M.A. (2002). Constructions of provider role identity among African American men: An exploratory study. *Cultural Diversity and Ethnic Minority Psychology, 8*(1), 30-40.

Mackey, R.A., Diemer, M.A. & O'Brien, B.A.. (2000). Psychological intimacy in the lasting relationships of heterosexual and same-gender partners. *Sex Roles, 43*(3/4), 201-227.

Mackey, R.A., Diemer, M.A. & O'Brien, B.A. (2000). Conflict management styles of spouses in lasting marriages. *Psychotherapy: Theory, Research, Practice and Training, 37*(2), 134-148.

MANUSCRIPTS IN PREPARATION

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2025). A primer on MIMIC models and Critical Quantitative methods to increase their use. *Manuscript under review, invited revision resubmitted 5.21.25.*

Diemer, M.A., Winn, M.T., Winn, L., de los Reyes, W., Kubi, G.^S & Philip, T.M. (2025). Development of the Transformative Justice Scale (TJS). *Manuscript under review, invited revision resubmitted 6.27.25.*

Flanagan, C.F., Diemer, M.A., Gallay, E., Bardelli, E.^S, Wang, Y., Ebright, B.^S & Pinetta, B.J.^S (2025). Leveraging environmental civic science and communal attainment value of STEM to foster science motivation among minoritized youth. *Manuscript under review, invited revision resubmitted 6.20.25.*

Wu, T.^S, Weiland, C., Diemer, M.A., Unterman, R., Shapiro, A & Staines, T. (2025). Measuring “noncognitive” skills at scale: Building longitudinal student behavior composites using administrative data. *Manuscript under view.*

BOOK CHAPTERS, REPORTS, MONOGRAPHS & THESES

Diemer, M.A. (2024). Hidden advantages of item response theory for social science measurement [Video]. *Sage Research Methods*. <https://doi.org/10.4135/9781036200275>

Diemer, M.A. (2024). Illustrating and enacting critical quantitative measurement with mimic models [Video]. *Sage Research Methods*. <https://doi.org/10.4135/9781529692495>

Cabrera, S.^S, Pinedo, A.^S & Diemer, M.A. (2024). Critical consciousness. Chapter in L. Juang & E. Neblett (Eds.), *Encyclopedia of Adolescence (2nd Ed.)*.

Pinedo, A.^S, Diemer, M.A. & Kubi, G.^S (2023). Synthesizing critical consciousness and identity-based motivation to better understand the educational trajectories of marginalized youth. Chapter in L. Rapa & E. Godfrey (Eds.), *Critical consciousness: Expanding theory, methods, and measurement*, 19-40.

Pinedo, A.^S, Kubi, G.^S, Espinoza, A.J.^S & Diemer, M.A. (2022). *Ethnic studies and student development research report*. Technical report submitted to Coachella Valley Unified School District.

Organisation for Economic Cooperation & Development (OECD). [Indicators of teenage career readiness: An analysis of longitudinal data from eight countries](#). (Contributor to technical report). October 28, 2021.

Diemer, M.A. (2014). Different social class dimensions play different roles in the transition to adulthood (p. 159-164). In P. Amato, A. Booth, S. McHale, & J. Van Hook (Eds.),

Diverging destinies: Families in an era of increasing inequality. New York: Springer.

Diemer, M.A. & Seyffert, B.A.^S (2013). Adolescents, social class and counseling. In W.M. Liu (Ed.), *Handbook on social class in counseling psychology* (p. 292-302). Oxford, UK: Oxford University Press.

Blustein, D.L., Kozan, S.^S, Chaves, A. P.^S & Diemer, M.A. & Gardner, S. (2013). The case of Youssef: Weaving an integrative intervention for work and relationships. In S.G. Niles, J. Goodman & M. Pope (Eds.), *The career counseling casebook: A resource for students, practitioners, and counselor educators (2nd Ed.)*. Tulsa, OK: National Career Development Association.

Diemer, M.A. (2011, December). Psychometric overlap between the Super Work Values Inventory & Minnesota Importance Questionnaire. *Technical report submitted to Kuder, Inc.*

Diemer, M.A., Voight, A.M.^S & Mark, C. (2010). Youth development in traditional and transformational service learning programs. In T. Stewart & N. Webster (Eds.), *Problematizing service-learning: Critical reflections for development and action* (p. 155-174). Charlotte, NC: Information Age Publishing.

Diemer, M.A. & Duffy, R.D. (2010). Advocacy in college and university settings. In M.J. Ratts, J.A. Lewis & R. Toporek (Eds.), *The ACA advocacy competencies: An advocacy framework for counselors* (p. 119-128). Alexandria, VA: American Counseling Association.

Leong, F.T.L., Diemer, M.A. & Wang, Q.^S (2009). Cross-cultural test cases. In L. Eyde, G.J. Robertson & S.E. Krug (Eds.), *Responsible test use: Case studies for assessing human behavior* (Second Ed.). Washington, D.C.: American Psychological Association.

Diemer, M.A. & Voight, A.M.^S (2008). White racial identity development. In F.T.L. Leong (Ed.), *Encyclopedia of counseling* (pp. 1380-1383). Invited contribution.

Voight, A.M.^S & Diemer, M.A. (2008). Black racial identity development. In F.T.L. Leong (Ed.), *Encyclopedia of counseling* (pp. 1036-1038) Invited contribution.

Steward, R.J., Neil, D.M. & Diemer, M.A. (2008). A concept of best practices in training school counselors. In C. Yeh & H. Coleman (Eds.), *Handbook of school counseling* (pp. 15-36). New York: Lawrence Erlbaum Associates.

Schneider, B.L., Gates, F.L., Keesler, V.^S, Diemer, M.A., Ford, T., Grogan, E.^S, Guarino, C., Jones, N.^S, Keesler, J.^S, McDonald, S., Wang, Q.^S, Wyse, A.^S & Zhou, Y. (2007). Beyond compliance: Descriptive characteristics of public school teachers in Michigan. *Technical report submitted to Michigan Department of Education.*

Diemer, M.A. (2003). The liberatory potential of vocational psychology: The critical role of conscientization. (Doctoral dissertation, Boston College, 2003). *Dissertation Abstracts International*, AAT3103212.

Blustein, D.L., Chaves, A. P. & Diemer, M.A. & Gardner, S. (2002). Robert: The case of the overwhelmed helper. In S.G. Niles, J. Goodman & M. Pope (Eds.), *The career counseling casebook: A resource for practitioners, students and counselor educators*. (pp. 129-133). Tulsa, OK: National Career Development Association.

Diemer, M.A. (2000). Logistic regression as a model for predicting teacher effectiveness. In L.H. Ludlow, R. Alvarez-Salvat & C. Rosca (Eds.), *A longitudinal analysis of one professor's course evaluations* [Monograph]. Chestnut Hill, MA: Boston College Press.

Diemer, M.A. (2000). Career development among inner city youth: The critical role of conscientization. *Association for Multicultural Counseling and Development Newsletter, Fall/Winter 2000*, 7-10.

Diemer, M.A. (2000). Youth of Color and identity development: The impact of socioeconomic status. *Electronic Resources in Education: Clearinghouse on Counseling and Student Services* [On-line], ERIC Document Reproduction Service No. ED 433 488. Available: <http://www.accesseric.org>

Diemer, M.A. (2000). Mental health professionals and the consultation process: Collaboration or cooperation? *Electronic Resources in Education: Clearinghouse on Counseling and Student Services* [On-line], ERIC Document Reproduction Service No. ED 433 489. Available: <http://www.accesseric.org>

GRANTS

Co-Investigator. “A self-administered PrEP decisional aid for dissemination with HIV self-test kits (DASH).” (2024-2027). Funded by the National Institute of Health, R34 mechanism (\$733,427 total award, \$60,364 subcontract). PI. K. Amico.

Co-Principal Investigator. “Exploring family civics as a lever for building power to influence education among Youth and Parents of Color” (2021-2025). Funded by the William T. Grant Foundation (\$600,000 total costs, \$187,383 subcontract to University of Michigan - \$135,000 additional supplement later awarded). PI: J Geller.

Co-Principal Investigator. “Transformative justice at the intersection of schools and teacher education.” (2020-2024). Funded by the Spencer Foundation, Research Grants on Education: Large (\$499,974 total costs, \$49,476 subcontract to University of Michigan). PI: T. Philip.

Principal Investigator. “Family civics to foster civic empowerment among minoritized children and families” (2024-2025). Year of Democracy Research Grants, University of Michigan. (\$5,000 total costs).

Principal Investigator. “Improving Item Response Theory (IRT) visualizations to learn vexing concepts.” (2024-2025). Center for Research on Learning & Teaching, Instructional

Development Fund, University of Michigan. (\$1,000).

Co-Investigator. “Partners-based HIV treatment for sero-concordant couples attending antenatal care” (2017-2023). Funded by the National Institutes of Mental Health (\$2,926,000 total costs, \$179,043 subcontract to University of Michigan). PI: C Audet. 1R01MH113478-01

Co-Investigator. “#MYHealth: Training the next generation of scientists through participatory research and advocacy.” (2021-2023). Funded by the National Institute of Health, Science Education Partnership Award (\$1,351,984 total costs, \$134,782 subcontract to University of Michigan). PI: M Dejonckheere. 1R25GM137361-01A1

Co-Principal Investigator. “Exploring youth leadership councils: Developmental competencies, critical consciousness, and civic engagement.” (2017-2022). Funded (R305A170423) by the Institute for Education Sciences (\$1,400,000 total award, \$351,000 subcontract to University of Michigan). PI: E. Wilkerson (formerly R. Tung).

Mentor & Co-Principal Investigator. “Cultivating students’ critical consciousness and ethnic-racial identity: Ethnic studies and its implications for youth development.” (2021-2022). Funded by Coachella Valley (CA) United School District, to Andres Pinedo (Student PI). \$29,500.

Co-Principal Investigator. “Youth organizing trajectories: Critical consciousness, developmental competencies, and school engagement.” (2017-2021). Funded by the William T Grant Foundation. (\$600,000 total award, \$128,711 subcontract to the University of Michigan). PI: R Tung.

Principal Investigator. “Dyadic analyses of relational processes among Mozambican couples” (2020-2021). Funded by the Mental Research Institute (\$22,500 total costs).

Co-Principal Investigator. “Urban STEM stewards: Expanding career interests through citizen science with community partners.” (2018-2021). Funded by the National Science Foundation, ITEST program. (\$1,200,000 total award, \$154,595 subcontract to University of Michigan). PI: C Flanagan.

Co-Principal Investigator. "Exploring the role of racial socialization and media in Black youth's sociopolitical development" (2019-2021). Funded by the SBE Postdoctoral Research Fellowship, awarded to Nkemka Anyiwo (PI). \$138,000 in direct costs.

Co-Investigator. “Addressing and reducing inequality through developmental science” (2019-2020). Funded (\$15,000) by an Officer’s Discretionary award, William T. Grant Foundation, to support the Society for Research on Child Development’s Special Topics Meeting.

Co-Principal Investigator. “Parental critical consciousness: Conceptualization, measurement, and links to parental school engagement.” (2017-2018). National Service and Civic Engagement Dissertation Research Grants Program (\$32,905). Funded. PI: A Marchand

(PhD Advisee).

Principal Investigator. “Leveraging wealth data from the Panel Survey of Income Dynamics to inform asset-building policy.” (2018-2019). Funded by Poverty Solutions (University of Michigan). Research on Strategies to Prevent & Alleviate Poverty, Small Grants Competition (\$20,000).

Core Participant. “Preparing asset, equity, and social-justice oriented teachers: The crucial challenge for the future of teacher education.” (2016-2017). (\$60,000). Funded by the Spencer Foundation, Conference Grant. PI: T. Phillip.

Co-Principal Investigator. “Critical social analysis among marginalized youth.” (2016). Funded by the Spencer Foundation, The New Civics Small Grant Program. (\$48,262). PI: A Voight.

Senior Personnel. “Tracing and linking contextual and psychological factors to STEM career choice.” (2015-2016). Funded by the National Science Foundation, Division of Research on Learning in Formal and Informal settings, #1108778 (\$1,749,436). PIs: J. Eccles & O. Malanchuk.

Senior Personnel. “Understanding women’s career choices and occupational trajectories in physical science, engineering and IT fields.” (2016). Funded by the National Science Foundation, HRD-1231347 (\$517,265). PI: J. Eccles.

Principal Investigator. “Reducing inequality.” (2014). Funded by Educational Psychology & Educational Technology Research Grant, Michigan State University. (\$20,000).

Principal Investigator. “Measuring critical consciousness and studying postsecondary persistence among lower-SES youth.” (2011-2012). Funded by Office of the Provost, Undergraduate Research Program, Michigan State University. (\$2,000).

Principal Investigator. “Psychometric overlap between the Super Work Values Inventory & Minnesota Importance Questionnaire.” (2011-2012). Funded by a Kuder, Inc. Research Grant (\$2,500).

Principal Investigator. “Differential effects of contextual supports on low-income youths’ postsecondary persistence.” (2010-2011). Funded by the College of Education In-House Grant Program, Michigan State University (\$5,000).

Principal Investigator. “Advancing knowledge of youths’ civic/political development and transitions to college.” (2010-2011). Funded by Office of the Provost, Undergraduate Research Program, Michigan State University. (\$3,000).

Principal Investigator. “Critical consciousness and political engagement among marginalized youth.” (2009-2011). Funded by the National Academy of Education/Spencer Foundation Postdoctoral Fellowship program (\$55,000).

Principal Investigator. “Peer and parental supports of low-income youths’ agency and educational attainment.” (2010). Funded by the Institute for Social Research, University of Michigan. (\$300). (Co-investigators C. Li & L. Ortega).

Co-Principal Investigator. “Development of the Work Volition Scale.” (2008-2009). Funded by the American Psychological Foundation: Counseling Psychology Fund (\$1,500). (Principal investigator R.D. Duffy; Co-investigator J.C. Perry).

Principal Investigator. “Predicting vocational interest-college major correspondence among youth of color in poverty using the Kuder Career Search with Person Match.” (2007-2008) Funded by Kuder, Incorporated Research Grant Program (\$7,550). (Co-investigators Q. Wang & A.V. Smith).

Principal Investigator. “Pathways to occupational attainment among lower-SES Adolescents of Color: The role of sociopolitical development.” (2005-2006). Funded by the American Educational Research Association Research Grants Program (\$20,000).

Principal Investigator. “Pathways to career development among lower-SES Adolescents of Color: The role of sociopolitical development and parental/school supports.” (2005-2007). Funded by the Michigan State University Intramural Research Grant Program. (\$50,000).

Principal Investigator. “Contextual influences upon sociopolitical development among lower-SES Adolescents of Color: Student communality, school principal, and parental influences.” (2005-2006). Funded by the College of Education In-House Grant Program, Michigan State University (\$2,300).

Principal Investigator. “The liberatory potential of vocational psychology: The critical role of conscientization.” (2001-2002). Funded by the Society for the Psychological Study of Social Issues, Grants-in-Aid program (\$1,200).

Co-Investigator. “Tools for tomorrow: An integrative intervention for urban high school students.” (2000-2002). Funded by the American Honda Foundation (\$50,000). (Principal investigator D.L. Blustein; Co-principal investigators J. Jackson, M. Kenny & E. Sparks.)

ADVISORY BOARDS & CONSULTANCIES

Methodological Mentor. “Promoting wellness in Black adolescents: Examining the protective mechanisms of peer racial socialization” (2025-2027). National Institute of Health, Loan Repayment Program. PI: A. Golden.

Community Advisory Board. “Co-creating a measure of critical career readiness for young people in middle and high school” (2025-2026). Urban Institute. PI: C. Lea.

Advisory Board (Methodological). “Delineating sources of racial, ethnic, and socioeconomic differences in the diagnosis of Generalized Anxiety Disorder” (2024-2027). National Institute of Mental Health, K01 award. PI: K. Kinney.

Methodological Consultant. “Development of a brief parent-report gender diversity screener for young children.” (2023-2024). Funded by University of Pennsylvania, University Research Foundation. (Total award \$56,432; \$15,000 consultancy). PI: A. Hillier.

Methodological Consultant. (2023-2026). “Bezos Academy: Equity-oriented measurement development.” Bezos Academies; PI: A. Cassity.

Methodological Consultant. “Examining attitudes towards the measurement, collection, storage, and use of data about gender identity in children, adolescents, and their caregivers.” (2023-2024). Funded by the Leonard Davis Institute, University of Pennsylvania. PI: A. Hillier.

Methodological Consultant. “Scale of Black Consciousness.” (2023). PI: C. Chapman-Hilliard.

Methodological Consultant. “InFORM: Including faculty on religious, secular, and spiritual mattering.” (2023-2026). Funded by the Templeton Religion Trust. PI: M. Mayhew.

Methodological Consultant. “Indicators of teenage career readiness: An analysis of longitudinal data from eight countries.” (2022-2023). Organisation for Economic Cooperation and Development (OECD). PI: A. Mann.

Instructional Consultant. [Statistical Horizons](#) (2022-present).

Substantive Consultant. “Civic media literacy in a networked society: Supporting mindful circulation.” (2021-2022). Funded by the Spencer Foundation. PI: E. Middaugh.

Methodological Consultant. “Validation the PEARLS and PEFL scales.” (2020). Funded by Tufts University & Rutgers University. PIs: C. McWayne & J Mattis.

Advisory Board. “Identity development evaluation of African American science students (IDEAAS): A longitudinal investigation” (2017-2020). Funded by the National Science Foundation. PI: E. Deemer.

Methodological Consultant. “International study of youth organizing & civic engagement.” (2016). Funded by the Hazen and Atlantic Foundations. PI: R. Watts.

Substantive Consultant. “Supporting teacher preparation and university development for the 21st century: A collaborative partnership.” (2011). Funded by the Azim Premji Foundation (\$276,727). (Principal investigator: P. Mishra).

Methodological Consultant. “New York University research methods workshops at Bahçeşehir University.” (2011-2012). Funded by the New York University - Bahçeşehir University Collaborative Research Project. (PI: S. Sirin).

Substantive Consultant. “Skillman foundation good schools: Making the grade technical assistance and support.” (2009-2010). Funded by the Skillman Foundation (\$1,900,000). (Principal investigator B. Markle).

Substantive Consultant. “Midwest Regional Educational Laboratory (MREL): Using multiple levels of data to address educational issues in the region.” (2007-2009). Funded by Learning Points Associates (\$1,068,898). (Principal Investigator/Project Director B. Schneider).

INVITED LECTURES & WORKSHOPS

Diemer, M.A. (2025, June). *Latent variable modeling to advance diversity, equity & inclusion.* Workshop delivered at the Inter-university Consortium for Political and Social Research, Summer Program in Quantitative Methods of Social Research. Ann Arbor, MI. [Also delivered annually from 2020-2024.]

Diemer, M.A. (2025, June). *Introduction to Item Response Theory (IRT).* Workshop delivered virtually with Statistical Horizons. Philadelphia, PA. [Also in 2023 & 2024]

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2025, May). *Critical Quantitative measurement: MIMIC models to identify and remediate racial (and other) forms of bias.* Invited presentation for Educational Psychology Division (Div 15) of American Psychological Association. Virtual.

Diemer, M.A. (2025, May). *Lunch with the leaders.* Invited networking event at the Society for Research on Child Development (SRCD) Biennial Meeting. (Declined due to schedule conflict.)

Diemer, M.A. (2024, November). *Critical Quantitative measurement: MIMIC models to identify and remediate racial (and other) forms of bias.* Invited lecture delivered to T32 Training Grant community, University of Michigan.

Diemer, M.A. (2024, August). *Psychometrics.* Workshop delivered virtually with Statistical Horizons. Philadelphia, PA. [Also in 2021, twice in 2022, 2023.]

Diemer, M.A. (2024, July). *Critical Quantitative measurement: MIMIC models to identify and remediate racial (and other) forms of bias.* Invited lecture delivered virtually to the EPINET/Connection Healthcare networks.

Diemer, M.A. (2024, June). *Fostering equity: Repurposing quantitative methodology.* Lecture delivered at the Inter-university Consortium for Political and Social Research, Diversity Scholars Program, Summer Program in Quantitative Methods of Social Research. Ann Arbor, MI.

Diemer, M.A. (2024, May). *Critical Quantitative Methodology*. Lecture delivered for American Psychological Association, Division 15, Race and Diversity Committee. Virtual.

Duffy, R.D., Blustein, D.L., Diemer, M.A. & Autin, K. (2024, May). *Research and future directions in Psychology of Working Theory*. Convening for the Society of Vocational Psychology (virtual).

Diemer, M.A. (2024, April). *Adolescent changemaking: Critical consciousness, sociopolitical development, and beyond*. Invited panelist at Society for Research on Adolescence preconference. Chicago, IL.

Diemer, M.A. (2024, January). *Using Item Response Theory (IRT) methods to refine measurement & reduce participant burden in aging research*. Workshop delivered at the Network for Innovative Methods in Aging Studies (NIMLAS) annual convening. Ann Arbor, MI.

Diemer, M.A. (2023, June). *Equity-informed measurement*. Workshop delivered virtually with Pittsburgh Summer Methodology Series. Pittsburgh, PA. [Also delivered in 2021 & 2022.]

Diemer, M.A. (2023, May). *Critical consciousness & social inequality*. Keynote presentation at Disrupted Futures 2023 (virtual). Organisation for Economic Cooperation & Development.

Diemer, M.A. (2023, April). *Measuring & fostering the (seemingly) ephemeral: Critical consciousness among marginalized youth*. Invited lecture, Boston College, Lynch School of Education.

Diemer, M.A. (2023, February). *Critical quantitative methodology: MIMIC models to identify and remediate racial (and other) forms of measurement bias*. Invited lecture, Inclusive Research Matters series, Institute for Social Research, University of Michigan.

Diemer, M.A. (2022, November). *The Short Critical Consciousness Scale: Enacting Critical Quantitative (CritQuant) methodology*. Invited lecture, University of Wuppertal (Germany). Wuppertal, Germany.

Diemer, M.A. (2022, November). *The Short Critical Consciousness Scale: Enacting Critical Quantitative (CritQuant) methodology*. Invited lecture, University of Potsdam (Germany). Potsdam, Germany.

Diemer, M.A. (2022, August). *Introduction to Item Response Theory (IRT)*. Workshop delivered virtually with Pittsburgh Summer Methodology Series. Pittsburgh, PA.

Diemer, M.A. & Marchand, A.D. (2022, May). *A critical perspective on measurement: MIMIC models to identify and remediate racial (and other) forms of bias*. Invited virtual lecture, Society for Research on Educational Effectiveness 'Critical Quantitative Methodologies' Series.

Diemer, M.A. (2022, February). *Mentoring diverse early career researchers*. Virtual panel convened by American Educational Research Association, Motivation SIG.

Diemer, M.A. (2021, November). *Critical consciousness trajectories among youth activists*. Invited lecture for University of Maryland – Developmental Science Colloquium Series. College Park, MD.

Diemer, M.A. (2021, October). *Equity-informed measurement*. Invited workshop for William & Mary, School of Education.

Diemer, M.A. (2021, June). *Psychometrics*. Workshop delivered virtually at StatsCamp. Albuquerque, NM.

Diemer, M.A. (2021, April). *Lunch with the leaders*. Invited mentoring session at the Society for Research on Child Development Biennial Meeting. Virtual session.

Mistry, R.S. & Diemer, M.A. (2020, November). *Best practices in conceptualizing and measuring social class*. Invited workshop delivered at Society for Research on Child Development Special Topic Meeting: Addressing & Reducing Inequality through Developmental Science.

Diemer, M.A. (2020, October). *Charting how charting how wealth shapes educational pathways from childhood to early adulthood: A process model*. Lecture delivered at Muskegon Community College's Seminar Series, "Rich and Poor." Muskegon, MI.

Diemer, M.A. & Frisby, M.F.^S (2020, October). *Psychometrics*. Workshop delivered (virtually) at University of California-Los Angeles StatsCamp. Los Angeles, CA.

Diemer, M.A. (2020, August). *Promoting critical consciousness to promote decent work*. Keynote to be delivered at the "Promoting Decent Work and Decent Lives for All" conference. University of Florence, Florence, Italy. (Cancelled due to COVID-19).

Diemer, M.A. (2020, August). Invited workshop, "Healthier Societies and Healthy organizations: Cross-cultural Perspectives" Summer Program. University of Florence, Florence, Italy. (Cancelled due to COVID-19).

Diemer, M.A. (2020, June). *Psychometrics*. Workshop delivered virtually at Summer StatsCamp. Albuquerque, NM.

Diemer, M.A. (2020, March). *Disciplinary/psychological foundations and ecological context panel*. Invited discussant, *Civic Reasoning and Discourse* workshop, National Academy of Education. Washington, DC.

Diemer, M.A. (2019, November). *Charting how charting how wealth shapes educational pathways from childhood to early adulthood: A process model*. Lecture delivered at Center for

Human Growth & Development Seminar Series. Ann Arbor, MI.

Diemer, M.A. (2019, October). *Psychometrics*. Workshop delivered at Stats Camp: London. London, UK.

Diemer, M.A. (2019, August). *Why don't people use MIMIC models more often? A fairness strategy for measurement & quantitative methods*. Invited lecture delivered at the Hank Blalock Lecture Series, Inter-university Consortium for Political and Social Research, Summer Program in Quantitative Methods. Ann Arbor, MI.

Diemer, M.A. (2019, June). *Integrating social class measurement into racial and ethnic minority psychology research*. Invited workshop for American Psychological Association Advanced Training Institute (ATI): Research Methods with Diverse Racial and Ethnic Groups, East Lansing, MI. [This invited workshop delivered annually from 2011-2019]

Diemer, M.A. (2019, January). *How can we use impact measures to assess equity and diversity gaps in civic learning?* Invited panelist for convening hosted by iCivics. Menlo Park, CA.

Diemer, M.A. (2017, February). *Critical consciousness: Not simply political affiliation & not always raised slowly*. Invited lecture for the Community Psychology/ECO Colloquium Series, Michigan State University, East Lansing, MI.

Diemer, M.A. (2015, November). *Critical consciousness & social mobility among marginalized youth*. Invited lecture for the Developmental Psychology Area Colloquium Series, University of Michigan, Ann Arbor, MI.

Diemer, M.A. (2015, October). *Critical consciousness & social justice considerations for practice & outreach*. Invited lecture for the Hal Korn Memorial Series, University of Michigan Counseling and Psychological Services. Ann Arbor, MI.

Diemer, M.A. (2014, December). *Critical consciousness & social mobility among marginalized youth*. Invited colloquia, Institute for Applied Research in Youth Development, Tufts University.

Diemer, M.A. (2014, December). *Critical consciousness & social mobility among marginalized youth*. Invited colloquia, Departments of Applied Development & Counseling Psychology, Boston College.

Diemer, M.A. (2014, October). *Critical consciousness & social mobility among marginalized youth*. Invited colloquia, Developmental & Applied Social Intervention Lecture Series, New York University.

Diemer, M.A., Bieda, K., Blanshan, S., Cesario, J., Cooper, M., Donnellan, M.B., Lindquist, J., Moser, J., Schneider, B. & Wawrzynski, M. (2014, May). *The Spartan Persistence*

Project: Fostering student success via brief social psychological interventions. Invited presentation for STEM Education Alliance, Michigan State University, East Lansing, MI.

Diemer, M.A., Bieda, K., Blanshan, S., Cesario, J., Cooper, M., Donnellan, M.B., Lindquist, J., Moser, J., Schneider, B. & Wawrzynski, M. (2014, February). *The Spartan Persistence Project.* Invited presentation for Office of Vice President for Research & Graduate Studies (OVPRGS), Michigan State University, East Lansing, MI.

Diemer, M.A. (2013, October). *Designing psychological interventions to solve social problems at scale: A focus on 'growth mindset' and 'social belonging'.* Invited panelist for John A Hannah University Distinguished Chair Lecture Series, Michigan State University, East Lansing, MI.

Diemer, M.A. (2013, October). *Different social class dimensions play different roles in the transition to adulthood.* Invited discussant for National Symposium on Family Issues: "Diverging destinies: Families in an era of increasing inequality". Pennsylvania State University, University Park, PA.

Diemer, M.A. (2013, April). *Critical consciousness & social mobility among marginalized youth.* Invited lecture at the Loyola University of Chicago, Counseling Psychology Colloquium Series.

Diemer, M.A. (2013, March). *Examining pieces of the immigrant paradox puzzle.* Invited webinar for Michigan State University's Children & Youth Institute, Spring Extension Conference.

Diemer, M.A. (2012, March). *Tenure panel for National Academy of Education Postdoctoral Fellows.* Invited panelist, National Academy of Education Spring Meeting, Washington, DC.

Diemer, M.A. (2012, February). *Remedying three common SEM "fails": Making use of covariates, controls, cross-lagged panel & reverse causality models.* Invited lecture for Michigan State University's Measurement & Quantitative Methods colloquium series. East Lansing, MI.

Diemer, M.A. (2012, January). *Introduction to structural equation modeling.* Invited workshop as part of New York University/ Bahçeşehir University methodological workshop series. Istanbul, Turkey.

Diemer, M.A. (2012, January). *Five critical (yet simple) ingredients for effective career guidance interventions.* Invited workshop at TODER conference. Istanbul, Turkey. (Presentation also delivered in Izmir, Turkey).

Diemer, M.A. (2011, November). *Untapped potential: Using survey datasets to obtain federal funding and advance vocational psychology.* Invited concurrent session, Society for Vocational Psychology Biennial Meeting, Boston, MA.

Diemer, M.A. (2011, February). *Critical consciousness development and political engagement among marginalized youth*. Invited lecture at the University of Michigan's CPEP (Combined Program in Education & Psychology) colloquium series, Ann Arbor, MI.

Diemer, M.A. (2010, November). *How do young people select college majors and careers?* Invited presentation at "Future of Education Conference," Bahçeşehir University, Istanbul, Turkey.

Diemer, M.A. (2010, November). *Using career interests and self-efficacy beliefs to help young people make career decisions*. Invited lecture for "Ugur" career guidance centers, Istanbul, Turkey.

REFEREED PRESENTATIONS & WORKSHOPS

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2025, July). *Critical Quantitative measurement: MIMIC models to identify and remediate racial (and other) forms of bias*. Workshop delivered at the Society for Vocational Psychology. Lausanne, Switzerland.

Diemer, M.A., Geller, J., Truwit, M. & DeSouza, L. (2025, June). *Exploring family civics as a lever for building power among Youth and Parents of Color*. Presentation delivered at the Society for Community Research & Action (SCRA) Biennial. East Lansing, MI.

de los Reyes, W., Rivas-Drake, D., & Diemer, M.A. (2025, June). *Developing a measure of sociopolitical development for immigrant youth*. Presentation delivered at the Society for Community Research & Action (SCRA) Biennial. East Lansing, MI.

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2025, June). *Critical Quantitative measurement: MIMIC models to identify and remediate racial (and other) forms of bias*. Pre-conference workshop provided at the Society for Community Research & Action (SCRA) Biennial. East Lansing, MI.

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2025, May). *A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial (and other) forms of bias*. Workshop delivered at the Society for Research on Child Development (SRCD) Biennial Meeting. Minneapolis, MN. [Workshop supported by \$3,000 sponsorship from Statistical Horizons.]

Diemer, M.A. (2024, July). *A Critical Quantitative measurement perspective: MIMIC models to identify and remediate racial (and other) forms of bias*. Workshop delivered at the International Test Commission (ITC) Annual Meeting. Granada, Spain.

Diemer, M.A. (2024, July). *Using Critical Quantitative methodology and MIMIC modeling for justice-oriented and antiracist measurement*. Presentation at the International Test Commission (ITC) Annual Meeting. Granada, Spain.

Diemer, M.A., Frisby, M.B. & Marchand, A.D. (2024, May). *Leveraging Critical Quantitative methodology and MIMIC modeling toward anti-racist measurement in developmental science*. Poster presented at the Society for Research on Child Development, Anti-Racist Developmental Science Summit. Panama City, Panama.

Diemer, M.A., Hillier, A. & Marcus, S.C. (2024, April). *Development of a brief parent-report gender identity alignment/distress screener for children*. Paper presented in National Council on Measurement in Education (NCME) Mission Fund Selected Projects Showcase, Annual Meeting. Philadelphia, PA.

Diemer, M.A., Frisby, M.B., Pinedo, A., Bardelli, E., Elliot, E., Harris, E.M., McAlister, S. & Voight, A.M. (2023, June). *Enacting Critical Quantitative methodology: Leveraging IRT to advance critical consciousness measurement*. Paper presented at the Modern Modeling Methods conference, Storrs, CT.

Diemer, M.A., Frisby, M.B., Marchand, A.D. & Bardelli, E. (2023, June). *Critical quantitative methodology: MIMIC models to identify and remediate racial measurement bias*. Paper in symposium, ‘Latent Variable Modeling as a Vehicle Toward Diversity, Equity, and Inclusion.’ Modern Modeling Methods Conference, Storrs, CT.

Diemer, M.A. (2023, April). *Advances & innovations in critical consciousness measurement*. Symposium chair, Society for Research on Adolescence Annual Meeting, San Diego, CA.

Diemer, M.A., Frisby, M.B., Pinedo, A., Bardelli, E., Elliot, E., Harris, E.M., McAlister, S. & Voight, A.M. (2023, April). *Leveraging IRT to validate the Short Critical Consciousness Scale (ShoCCS)*. Paper presented at the Society for Research on Adolescence Annual Meeting, San Diego, CA.

Diemer, M.A. (2023, February). *Critical quantitative methodology*. Presentation, Causal Inference in Education Research Series (CIERS), University of Michigan.

Schwarzenthal, M., Juang, L., Schachner, M., Baysu, G. & Diemer, M.A. (2022, August). Classroom climate, critical consciousness, and adjustment among adolescents – a latent profile analysis. Paper in symposium *Perceiving and redressing social inequity – youth as drivers of social change*. European Association for Research on Adolescence (EARA) Annual Meeting, Dublin, Ireland.

Diemer, M.A., Frisby, M.B., Pinedo, A.N., Bardelli, E. & Harris, E., McAlister, S. & Voight, A.M. (2022, June). *Enacting critical quantitative methodology: Leveraging IRT to advance critical consciousness measurement*. Paper presented at the Quantitative Methodology Center 2022 Conference, Columbus, OH.

Kubi, G., Diemer, M.A. & Byrd, C.M. (2022, April). *School ethnic-racial socialization and critical action among Black youth*. Paper presented at the American Educational Research Association. San Diego, CA.

Pinedo, A., Frisby, M.B., Kubi, G., Vezaldenos, V.A., Diemer, M.A., McAlister, S. & Harris, E. (2022, March). *The longitudinal interplay and ontogenesis of critical consciousness among youth activists*. Poster presented at the Society for Research on Adolescence Annual Meeting. New Orleans, LA.

Marchand, A.D., Settles, I., Rowley, S.R., Diemer, M.A., Kumari, S. (2021, April). *Exploring Black parents' critical consciousness in relation to their engagement with their children's schools*. In K. Fike (Chair), *Resistant and agentic outcomes in the face of racism among Black families*. Paper presented at the Society for Research on Child Development (virtual).

Frisby, M.B., Diemer, M.A., Pinedo, A.N., Bardelli, E. & Elliott, E. (2020, June). *Validation of the Short Critical Consciousness Scale (ShoCCS)*. Poster to be presented at the Modern Modeling Methods Conference. Storrs, CT. (Cancelled due to COVID-19).

Pinedo, A.N., Diemer, M.A., McAlister, S.M. & Harris, E.M. (2020, June). *Critical consciousness among youth organizers: Links to developmental competencies and educational outcomes*. Paper to be presented at the Society for the Psychological Study of Social Issues. Denver, CO. (Cancelled due to COVID-19).

Gallay, E., Flanagan, C., Diemer, M.A., Bañales, J. (2020, March). *Doing science for community resiliency: An egalitarian citizen/community science place-based partnership model*. In A. Pykett (Chair), *Youth and the environmental crisis: Emotions, perceptions, and educational models*. Society for Research on Adolescence Biennial. San Diego, CA. (Cancelled due to COVID-19).

Flanagan, C., Gallay, E., Pykett, A., Bañales, J., Diemer, M.A. (2020, March). *The environmental commons: Urban youth reclaiming their communities*. In R. Coley (Chair), *Political change driving youth or youth driving political change? Assessing and addressing socio-political attitudes among youth*. Society for Research on Adolescence Biennial. San Diego, CA. (Cancelled due to COVID-19).

Pinedo, A., Diemer, M.A. & Sekaquaptewa, D. (2020). *Critical consciousness: An individual difference that predicts intergroup relations*. Poster presented at the Society for Personality & Social Psychology Annual Meeting. New Orleans, LA.

Pinedo, A. & Diemer, M.A. (2019, June). *Assessing the relationship between discrimination, critical consciousness and friendship networks among marginalized college students*. Poster presented at the Society for Psychological Study of Social Issues (SPSSI) Annual Meeting. San Diego, CA.

Diemer, M.A., Marchand, A.D., Mistry, R.M. & Pfeffer, F. (2019, June). *Charting how wealth shapes educational pathways from childhood to early adulthood: A developmental process model*. Paper presented at the Society for Psychological Study of Social Issues (SPSSI) Annual Meeting. San Diego, CA.

Bañales, J., Aldana, A., Richards-Schuster, K., Flanagan, C., Diemer, M.A. & Rowley, S. (2019, June.). Youths' anti-racism social action development. Paper presented at the Society for Psychological Study of Social Issues (SPSSI) Annual Meeting. San Diego, CA.

Diemer, M.A. (2019, June). Chair. *Harnessing large-scale longitudinal, community-informed, and subjective social status perspectives to redress economic inequality*. Symposium to be presented at the Society for Psychological Study of Social Issues (SPSSI) Annual Meeting. San Diego, CA.

Pinetta, B.J., Rivas-Drake, D. & Diemer, M.A. (2019, April). Perceived teacher support, ethnic-racial identity, and STEM achievement among Black and Latino early adolescents. Poster to be presented at the Society for Research on Child Development Biennial Meeting. Baltimore, MD.

Diemer, M.A. & Mistry, R.S. (2018, October). *Best practices in conceptualizing and measuring social class with secondary data sources*. Workshop provided at Phoenix, AZ: DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science.

Bañales, J., Mathews, C. Hayat, N., Anyiwo, N. & Diemer, M.A. (2018, October). Developmental contexts and societal beliefs that promote youth critical action and activist identity. In (symposium) *Insights into civic engagement from multiple data sources*. Phoenix, AZ: DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science.

Bañales, J., Mathews, C. Hayat, N., Anyiwo, N. & Diemer, M.A. (2018, October). Developmental contexts in the political/civic action pathways of Latinx and Black American young people. In (symposium) *Insights into civic engagement from multiple data sources*. Phoenix, AZ: DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science.

Diemer, M.A., Marchand, A.D., Mistry, R.M. & Pfeffer, F. (2018, September). Charting how wealth shapes educational pathways from childhood to early adulthood: A process model. Presentation at 2018 PSID User's Conference; Ann Arbor, MI.

Bañales, J., Mathews, C. Hayat, N., Anyiwo, N. & Diemer, M.A. (2018, April). Critical consciousness and diverse forms of political engagement among young adults of color. In A. Roy (Chair). *The development of critical consciousness: Exploring the ways that youth come to recognize and resist societal inequities*. Minneapolis, MN: Society for Research on Adolescence Biennial Meeting.

Diemer, M.A., Marchand, A.D., Mistry, R.M. & Pfeffer, F. (2018, April). Charting how wealth shapes educational pathways from childhood to early adulthood: A process model. In M.A. Diemer (Chair). *Beyond annual income: Exploring the disparate impacts of disparate familial economic resources*. Minneapolis, MN: Society for Research on Adolescence Biennial Meeting.

Meeting.

Diemer, M.A., Marchand, A.D., Bañales, J. & Voight, A.M. (2018, April). Empirical evidence that political identification & political ideology are not synonymous with critical consciousness. In A. Roy (Chair). *The development of critical consciousness: Exploring the ways that youth come to recognize and resist societal inequities*. Minneapolis, MN: Society for Research on Adolescence Biennial Meeting.

Diemer, M.A. (2018, April). Panelist in roundtable, E. Godfrey (Moderator). *Thinking critically and consciously: New extensions of old wisdom*. Minneapolis, MN: Society for Research on Adolescence Biennial Meeting.

Diemer, M.A. (2017, October). Negotiating and challenging social and structural constraints on employability. In P. McIlveen (Chair), *Employability: Theoretical, empirical, and pragmatic responses*. Padua, Italy.

Duffy, R.D., Blustein, D.L., Diemer, M.A., et al. (2017, October). The Psychology of Working Theory. In D.L. Blustein (chair), *New directions in the psychological study of working*. Padua, Italy.

B.A. Allen, Duffy, R.D., Blustein, D.L., Diemer, M.A., et al. (2017, October). Validation of the Decent Work Scale. In D.L. Blustein (chair), *New directions in the psychological study of working*. Padua, Italy.

Voight, A.M., Diemer, M.A. (2017, June). Participation, empowerment, and critical consciousness. Symposium presented at the Society for Community Research & Action. Ottawa, Canada.

Diemer, M.A. (2017, April). *Fostering & justifying critical consciousness in schools & youth settings*. Symposium chaired at Society for Research on Child Development (SRCD) Biennial Meeting; Austin, TX.

Rapa, L.J., Diemer, M.A. & Bañales, J. (2017, April). Activist identities as pathways to engagement and social mobility among marginalized youth. In M.A. Diemer (Chair) *Fostering & justifying critical consciousness in schools & youth settings*. Symposium at Society for Research on Child Development (SRCD) Biennial Meeting; Austin, TX.

Diemer, M.A. (2017, April). *Mental health among urban, immigrant youth: Trajectories of internalizing problems, ethnic identity, and acculturation strategies*. Discussant for symposium at Society for Research on Child Development (SRCD) Biennial Meeting; Austin, TX.

Marchand, A.D., McKellar, S.E., Diemer, M.A., Daniels, K., Malanchuk, O. & Eccles, J.S. (2017, April). *Relevant math instruction and teacher differential gender treatment in female students' math self-concept of ability, task value, and achievement*. Poster presentation at the Society for Research on Child Development (SRCD) Biennial Meeting; Austin, TX.

Diemer, M.A. & Rapa, L.J. (2016, December). *Marginalized youths' perceptions of societal fairness differentially predict civic participation*. Paper presented at the Association for Moral Education, Annual Conference, Cambridge, MA.

Diemer, M.A., Duffy, R.D. & Blustein, D.L. (2016, November). *The Psychology of Working Theory: A new theoretical perspective to foster diversity, equity & justice*. Paper presented at the International Association for Educational & Vocational Guidance International Conference, Madrid, Spain.

Diemer, M.A., Rapa, L.J., Park, C. & Perry, J.C. (2016, July). *Measuring critical consciousness among diverse youth*. Paper presented at the International Test Commission Conference, Vancouver, BC.

Diemer, M.A. (2016, April). *Engaging youth in reshaping their worlds across the world: Research on, for and with youth as engaged global citizens*. Invited presentation in E.B. Moje (Chair), *Global youth civic engagement*. Symposium at the American Educational Research Association Annual Meeting, Washington, DC.

McKellar, S.M., Marchand, A., Diemer, M.A. & Malanchuk, O. (2016, April). *Promotive and corrosive roles of school racial climates in African American students' mathematics self-concepts and outcomes*. In C. Hudley (Chair), *Youth engagement & belonging*. Symposium at the American Educational Research Association Annual Meeting, Washington, DC.

Diemer, M.A. (2016, March). *Best practices in conceptualizing and measuring social class in adolescent research*. Workshop provided at Society for Research on Adolescence Biennial Meeting, Baltimore, MD.

Diemer, M.A. & Rapa, L.J. (2016, March). *Unraveling the complexity of critical consciousness and political engagement among marginalized adolescents*. In E. Ozer (Chair), *New measures and methods for assessing sociopolitical development among adolescents*. Society for Research on Adolescence Biennial Meeting, Baltimore, MD.

Diemer, M.A., Marchand, A.D., McKellar, S. & Malanchuk, O. (2016, March). *Authentic math instruction and teacher discrimination in African American students' math self-concept, task value, and achievement*. In C. M. Byrd (Chair), *New directions in school racial climate: Associations with academic achievement, civic engagement, and psychological well-being*. Society for Research on Adolescence Biennial Meeting, Baltimore, MD.

Diemer, M.A. (2015, March). *Perceptions of societal fairness and social exclusion among urban minority youth: Findings from the NYCASES*. Chair & Discussant, Society for Research on Child Development symposium. Philadelphia, Pennsylvania.

Diemer, M.A. (2014, July). *Development and validation of the Critical Consciousness Scale*. In P. Girts (Chair): *Politics and measures*. Symposium at the International Conference of Applied Psychology. Paris, France.

Diemer, M.A. (2014, July). *Best practices in measuring social class in vocational research*. Concurrent session presented at the Society for Vocational Psychology Biennial Meeting. Coimbra, Portugal.

Diemer, M.A. (2014, July). *Seeking federal funding to advance vocational psychology*. Concurrent session presented at the Society for Vocational Psychology Biennial Meeting. Coimbra, Portugal.

Diemer, M.A. (2014, March). *Critical consciousness among marginalized and privileged youth: Conceptual and measurement advances*. Symposium chaired at Society for Research on Adolescence Biennial. Austin, TX.

Diemer, M.A., Rapa, L., Park, C. & Perry, J.C. (2014, March). Synthesizing Paulo Freire & Rensis Likert: The Critical Consciousness Scale. In M.A. Diemer (Chair): *Critical consciousness among marginalized and privileged youth: Conceptual and measurement advances*. Symposium at Society for Research on Adolescence Biennial. Austin, TX.

Diemer, M.A., Bieda, K., Blanshan, S., Cesario, J., Cooper, M., Donnellan, M.B., Lindquist, J., Moser, J., Schneider, B. & Wawrzynski, M. (2014, February). *The Spartan Persistence Project*. Create-for-STEM Mini-Conference. East Lansing, MI.

Diemer, M.A., Li, C., Gupta, T., Uygun, N., Rogers-Sirin, L. & Sirin, S. (2013, April). *A missing piece in the immigrant paradox puzzle? Measurement invariance of school support and school engagement across generations*. In S. Sirin (Chair): *School engagement among urban high school students: The role of gender, generation and social support*. Symposium at Society for Research on Child Development Biennial Meeting. Seattle, WA.

Diemer, M.A. (2012, October). *Impacts of socioeconomic status on transitions from high school into postsecondary institutions*. Symposium chaired at Society for Research on Child Development's 'Transitions from Adolescence to Adulthood' Themed Meeting. Tampa, FL.

Diemer, M.A. & Li, C. (2012, October). *Longitudinal roles of pre-college contexts' in low-income youths' postsecondary persistence*. In M.A. Diemer (Chair): *Impacts of socioeconomic status on transitions from high school into postsecondary institutions*. Symposium at Society for Research on Child Development's 'Transitions from Adolescence to Adulthood' Themed Meeting. Tampa, FL.

Diemer, M.A. (2012, October). *Youth at risk: Continuities and discontinuities across the transition to adulthood*. Invited chair of symposium at the Society for Research on Child Development's 'Transitions from Adolescence to Adulthood' Themed Meeting. Tampa, FL.

Wang, Q. & Diemer, M.A. (2012, April). *Occupational interests and self-efficacy: How to best predict lower-SES youths' STEM college major selection*. Paper presented at American Educational Research Association (AERA) Annual Meeting, Vancouver, BC.

Diemer, M.A. (2012, March). *Fostering marginalized youths' political participation: Longitudinal roles of parental political socialization and sociopolitical development*. In E. Godfrey (Chair) *Families, classrooms and schools: Exploring the proximal contexts of civic development among diverse youth*. Symposium held at Society for Research on Adolescence Biennial Meeting, Vancouver, BC.

Flemmings, S.A. & Diemer, M.A. (2012, March). *Understanding parental involvement in school engagement in African American adolescents*. Poster presented at the Great Lakes Counseling Psychology Conference, West Lafayette, IN.

Diemer, M.A. (2011, April). *Fostering marginalized youths' political participation: Longitudinal roles of parental political socialization and youth sociopolitical development*. Poster presented at AERA Early Career Scholars Poster Session, American Educational Research Association (AERA) Annual Meeting, New Orleans, LA.

Diemer, M.A. (2011, March). *Critical consciousness development and political engagement among marginalized youth*. In M.A. Diemer (Chair) *Civic and political development: Diverse youth, diverse contexts, diverse forms of participation*. Symposium held at Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Diemer, M.A. (2011, March). *Civic and political development: Diverse youth, diverse contexts, diverse forms of participation*. Symposium chaired at Society for Research on Child Development Biennial Meeting, Montreal, Canada.

Diemer, M.A. (2010, July). *International perspectives on social justice in vocational psychology: Theory, research, and practice*. Chair of symposium at the International Congress of Applied Psychology, Melbourne, Australia.

Diemer, M.A. (2010, July). *Critical consciousness and career development among North American marginalized youth*. Paper presented at International Congress of Applied Psychology, Melbourne, Australia.

Diemer, M.A. & Li, C. (2010, June). *Fostering social action and political engagement among marginalized youth*. Paper presented at the 2010 Division 45 Conference, Ann Arbor, MI.

Diemer, M.A. & Li, C. (2010, June). *Longitudinal predictors of low-income youths' postsecondary persistence*. Paper presented at the Panel Survey of Income Dynamics New Results Workshop, Ann Arbor, MI.

Wang, Q. & Diemer, M.A. (2010, April). *Hierarchical Bayesian ROC analysis & diagnostic testing in career assessment*. Paper presented at American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Diemer, M.A. & Li, C. (2010, April). *Critical consciousness & political participation among marginalized youth*. Poster presented at AERA Early Career Scholars Poster Session, American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Diemer, M.A. & Ali, S.R. (2009, August). *Exploring social class in the psychology of working*. In D.L. Blustein (Chair), *The psychology of working: New directions and promising vistas*. Symposium held at the Annual Meeting of the American Psychological Association, Toronto, ON.

Diemer, M.A. (2009, August). Discussant for symposium, *Healthcare career opportunities: Treating rural and other underserved populations*. At the Annual Meeting of the American Psychological Association, Toronto, ON.

Duffy, R.D., Diemer, M.A., & Perry, J.C. (2009, June). *The development of the work volition scale*. Poster presented at Biennial Conference for the Society of Vocational Psychology, St. Louis, MO.

Diemer, M.A., Wang, Q. & Smith, A.V. (2008, August). *Vocational interests and college major selection among Youth of Color in Poverty*. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.

Ray, G.C. & Diemer, M.A. (2008, June). *College Insider: An online resource for students, parents and school counselors*. Poster presented at Michigan School Counselor Association's 'Nuts and Bolts' Conference, East Lansing, MI.

Diemer, M.A. (2008, March). Societal constraints & individual resources in the career development of Youth of Color in Poverty. In N. Fouad (Chair), *Contextual influences in vocational psychology: A 3-D Model*. Symposium held at the International Counseling Psychology Conference, Chicago, IL.

Diemer, M.A. (2008, March). *Sociopolitical development and occupational attainment among Poor Youth of Color*. Poster presented at the International Counseling Psychology Conference, Chicago, IL.

Diemer, M.A. (2007, September). *Procedures, suggestions, and instruments for assessment*. Recorder for day-long symposium at Vocational Psychology and Career Guidance Practice: An International Partnership, Padova, Italy.

Diemer, M.A., Hsieh, C. & Pan, T. (2007, August). *School and parental influences upon sociopolitical development among poor Adolescents of Color*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.

Diemer, M.A., Wang, Q., Moore, T., Gardner, A., Gregory, S., Hatcher, K., Robinson, K. & Voight, A. (2007, August). *Sociopolitical development and vocational expectations among poor Youth of Color*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.

Diemer, M.A. (2007, June). *Large scale survey data and career development research*. Poster presented at the Biennial Society for Vocational Psychology Conference, Akron, OH.

Diemer, M.A., Wang, Q., Moore, T., Gregory, S., Hatcher, K., Robinson, K. & Voight, A. (2007, June). *Sociopolitical development and work salience among poor Youth of Color*. Poster presented at the Biennial Society for Vocational Psychology Conference, Akron, OH.

Diemer, M.A. (2007, April). *Pathways to occupational attainment among poor Youth of Color: The role of sociopolitical development*. Paper presented at the American Educational Research Association 2007 Annual Meeting, Chicago, IL.

Diemer, M.A. (2007, April). *Parental and school influences upon the career development of poor Youth of Color*. Paper presented at the American Educational Research Association 2007 Annual Meeting, Chicago, IL.

Diemer, M.A. & Ali, S.R. (2006, July). *Social class in career counseling courses: Pedagogical and social justice perspectives*. Paper presented at National Career Development Association Global Conference, Chicago, IL.

Steward, R.J., Neil, D., Diemer, M.A., Donnelly, M., Gunn, W., Koenig, G., Meyer, G., Pange, K., Prater, A., Stone, J. & Thomas, S. (2006, April). *Identifying similarities and differences across court-referred client populations in psychological status and use of services*. Poster presented at Great Lakes Counseling Psychology Conference, Lafayette, IN.

Diemer, M.A. & Hsieh, C. (2005, October). *Sociopolitical development and vocational expectations among lower-SES Adolescents of color*. Paper presented at the Institute for the Study and Promotion of Race and Culture's Annual Diversity Challenge: Making Race and Culture Work in the World of Work. Boston, MA.

Diemer, M.A. & Dunkle, J.H. (2005, August). *Counseling center problem checklists at selective institutions: An exploratory factor analysis*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.

Diemer, M.A. (2005, June). *Urban adolescents' career development: An exploratory factor analysis*. Poster presented at the Biennial Society for Vocational Psychology Conference, Vancouver, BC.

Diemer, M.A. (2005, June). *Two Worlds: Black men's negotiation of Black and White worlds*. Poster presented at the Biennial Society for Vocational Psychology Conference, Vancouver, British Columbia.

Diemer, M.A., Kauffman, A.L., Koenig, N.B., Minami, K. & Trahan, E.B. (2005, April). *Friend, family and community influences upon critical consciousness: A mixed-model exploratory study*. Poster presented at Great Lakes Counseling Psychology Conference, Bloomington, IN.

Diemer, M.A. (2002, October). *Exploring the relationship between critical consciousness and career development among urban adolescents*. Paper presented at the Midwest Ecological-

Community Psychology Conference, Mattawan, MI.

Sirin, S.R., Diemer, M.A., Jackson, L.R., Gonsalves, L. & Howell, A. (2002, April). *Future aspirations of urban adolescents: A person-in-context model*. Symposium held at Annual Meeting of American Educational Research Association. New Orleans, LA.

Chaves, A.P., Diemer, M.A., Gallagher, L.A., Casares, M., DeVoy, J., Ruffin, N. & Blustein, D.L. (2001, August). *Conceptions of work: The view from urban youth*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.

Blustein, D. L., Copman, S., Jackson, J., Kenny, M. E., Mullin, K., Sparks, E., Chaves, A.P., Diemer, M.A. & Gallagher, L. (2001, March). *Social action within an urban school context: The tools for tomorrow project*. Paper presented at the Fourth National Counseling Psychology conference. Houston, TX.

Diemer, M.A. (2000, November). *Integrating counseling and community psychology: Contextual perspectives on the psychology of work*. Poster presented at the Fall Conference of the Massachusetts Psychological Association.

Diemer, M.A. (2000, October). The liberatory potential of vocational psychology: The critical role of conscientization. In D.L. Blustein (Chair), *Exploring the qualitative-quantitative interface in the psychology of work*. Symposium held at Exploring the Interface: The Synergy of Qualitative and Quantitative Research Methods in Clinical and Counseling Psychology, Albany, NY.

Blustein, D.L., Diemer, M.A., Chaves, A.P., Gallagher, L.A., Bhati, K. & Sirin, S. (2000, August). *Social class and the school to work transition*. Poster presented at the Annual Meeting of the American Psychological Association, Washington, DC.

Mahalik, J.R., Locke, B., Diemer, M., Ludlow, L., Scott, R., Gottfried, M., & Freitas, G. (2000, August) *Development of the Conformity to Masculine Gender Roles Scale*. In J.R. Mahalik (Chair), *Masculine gender role conformity: Examining theory, research, and practice*. Symposium held at the annual meeting of the American Psychological Association, Washington D.C.

Close, W., Howard, K.A., Blustein, D.L., Solberg, V.S., Chaves, A.P., Diemer, M.A., & Gallagher, L.A. (2000, August). *Career development in the schools: Connecting self to school to work*. In M.E. Walsh & J. Galassi (Chairs), *Counseling psychologists and schools: Opportunities and challenges in the new millennium*. Symposium held at the Annual Meeting of the American Psychological Association, Washington, DC.

Diemer, M.A. (2000, June). *Narrative therapy with children: The case of P*. Poster presented at the Spring Conference of the Massachusetts Psychological Association, Boston, MA.

Diemer, M.A. (1999, August). *Constructions of provider role identity among African*

American men. Poster presented at the annual meeting of the American Psychological Association, Boston, MA.

Diemer, M.A. (1998, November). *African American male identity constructions: One study's epistemological issues*. Presented at Boston College Graduate Student Forum, Chestnut Hill, MA.

TEACHING

- 2015-present University of Michigan. Developmental & Psychological Perspectives on Education (EDUC 606) & Psychometric Theory (EDUC 707 & PSYCH 803). Developed new course, Structural Equation Modeling (EDUC 803 & PSYCH 804).
- 2015- present Pedagogical mentor for teaching apprentices (who received graduate teaching certificate) in Psychometric and Structural Equation Modeling courses, as well as in ICPSR Summer Program, Stats Camp, and Statistical Horizons workshops. Supervisor & pedagogical mentor for graduate student instructors (who received graduate teaching certificate) of service learning course, EDUC 360/547 (Partners in Authentic Learning in Schools, PALS).
- 2004-2014 Michigan State University, Counseling Theories (CEP 861), Career Counseling (CEP 864), Counseling Practicum (CEP 894C), Counseling Internship (CEP 893C), Cognitive Development Across the Lifespan (CEP 903), Cultural Perspectives on Learning & Development (CEP 905), Socioemotional Development Across the Lifespan (CEP 904). Developed new course, Psychoeducational Interventions for Children and Youth (CEP 866), and converted it into an online course.
- 2012 Invited lecturer, Developmental Psychology, Research Methods, Developmental Psychology & Statistics Courses (Undergraduate & Graduate), Bahçeşehir University, Istanbul, Turkey.
- 2003-2004 Illinois School of Professional Psychology. Child/Adolescent Counseling (PC 6440) and Psychological Assessment (PC 6525). (Instructor).
- 1999-2001 Boston College, Counseling Internship Seminar and Counseling Skills Lab (Instructor).
- 1997-1998 University of Utah, Multicultural Issues & Awareness (Co-Instructor) and Career and Life Planning (Instructor).

ACADEMIC SERVICE

Service to Journals & Publishers

- 2025-2026 Lead Editor, *Journal of Social Issues* Special Issue: "Cultivating critical action in children & youth: Best practices and new directions"

- 2024-2025 Lead Editor, *Research on Human Development* Special Issue: “Innovations in conceptualizing and measuring critical consciousness”
- 2018-2019 Co-Editor, *Journal of Vocational Behavior* Special Issue: “A cross cultural exploration of decent work.”
- 2015- Editorial Board, *Journal of Youth & Adolescence*
- 2015-2019 Statistical Consultant, *Psychology of Women Quarterly*
- 2015-2016 Editorial Board, *Cultural Diversity & Ethnic Minority Psychology*
- 2008-2010 Editorial Board, *Journal of Counseling Psychology*
- 2005-2009 Editorial Board, *Journal of Counseling and Development*
- 2005-2008 Editorial Board, *Journal of College Counseling*, *Journal of Career Development*
- 2001-present Ad Hoc Reviewer, *Journal of Counseling Psychology*, *Cultural Diversity and Ethnic Minority Psychology*; *Journal of Vocational Behavior*, *Career Development Quarterly*, *Applied Developmental Science*, *Journal of Community Psychology*, *American Journal of Orthopsychiatry*, *Asia Pacific Education Review*, *Social Psychology Quarterly*, *Learning & Individual Differences*, *Journal of Multicultural Counseling & Development*, *Sociology of Education*, *Psychology of Women Quarterly*, *Identity: An International Journal of Theory & Research*, *Developmental Psychology*, *International Journal for Educational & Vocational Guidance*, *Australian Journal of Career Development*, *The Counseling Psychologist*, *Journal of Research on Adolescence*, *Journal of Adolescence*, *Youth & Society*, *Educational Psychology*, *American Educational Research Journal*, *Analyses of Social Issues & Policy (ASAP)*, *American Psychologist*, *Population Research and Policy Review*, *Journal of Youth & Adolescence*, *Sociological Methods & Research*, *Child Development*, *Journal of Adolescent Research*, *Journal of Educational Psychology*, *Adolescent Research Review*, *AERA Open*, *New Directions in Child & Adolescent Development*, *American Journal of Community Psychology*, *Psychological Bulletin*, *Journal of Latinx Psychology*, *Journal of Applied Developmental Psychology*, *Journal of Epidemiology & Community Health*; *Journal of Cognition & Development*; *Structural Equation Modeling*; *Psychological Methods*; *PNAS: Proceedings of the National Academy of Sciences of the United States of America*; *Feminism & Psychology*; *Journal of Prevention & Health Promotion*; *Current Opinion in Behavioral Sciences*; *Journal of Prevention and Health Promotion*
- 2009-present Reviewer, Sage Publications; Taylor & Francis; University of California Press; Harvard Education Press; Routledge

Service to Granting Agencies

- 2006-present Reviewer, Spencer Foundation, “The New Civics” & “Large Grants” program; National Science Foundation, “Development & Learning Sciences” program; Israel Science Foundation, “Research Grants” program; National Academy of Education, “Dissertation Fellowship” program, National Academy of Education, “Postdoctoral Fellowship” program; Binational (Israel – United States) Science Foundation; Research Grants Council's General Research Fund (Hong Kong); William T Grant Foundation
- 2015-present Panelist, National Science Foundation, Education and Human Resources Core Research (x2); DRK-12; SBE Postdoctoral Fellowship

- 2025 Panelist, Spencer Foundation
 2020 Methodological Consultant, William T Grant Foundation, Reducing Inequality program

Service to Scholars, Conferences & Professional Organizations

- 2025 Mentor, Center for Measurement Justice, for doctoral interns Faeze Safari and Kelvin Afolabi
 2021-2022 Invited Mentor, Dean's Alliance Mentorship Circles (for early career faculty in Big Ten institutions.)
 2019-2021 Mentor for Nkemka Anyiwo, Social, Behavioral and Economic Sciences (NSF) Postdoctoral Fellowship
 2019-2020 Workshop Co-Organizer, Children's Thinking About Economics and Inequality, Society for Research on Child Development
 2019-2020 Member, Mentor Award Selection Committee, Society for Research on Adolescence
 2018-2021 Retreat Planning Committee, National Academy of Education
 2018-present Mentor for Sara K. Johnson, Parissa Ballard, Elise Wilkerson, Gabriela Richard (finalist), William T. Grant Scholars applicants
 2017 Mentor for Andrae Laws, Stephen C. Rose Legacy Emerging Scholar Fellowship, Active Minds
 2016 Invited Reviewer, Diversity, Equity & Social Justice panel, Society for Research on Child Development (SRCD) Biennial Meeting
 2016 Invited Panel Chair, Justice Review Panel, for Society for Research on Child Development (SRCD) Special Topics Meeting: Babies, Boys & Men of Color
 2015-2017 Member, Society for Research on Adolescence, Social Policy Awards Committee
 2015 Invited reviewer, Society for Research on Adolescence Biennial Meeting
 2014 Invited reviewer, Society for Research on Child Development Biennial Meeting, Race, Ethnicity, Culture & Context and Methods; History & Theory panels
 2012 Invited reviewer, Society for Research on Child Development, Transition to Adult Themed Meeting
 2008-2010 Member, American Psychological Association, Committee on Socioeconomic Status
 2008 Program Committee, Society for Vocational Psychology, American Psychological Association
 2008-2011 Member, "John Holland Award for Outstanding Achievement in Career and Personality Research," "Barbara Kirk Award," and "Donald Super Fellowship" subcommittees for Society of Counseling Psychology, American Psychological Association
 2006-2010 Program Reviewer for American Psychological Association, Society of Counseling Psychology & Society for Vocational Psychology
 2005-2006 Consultant, American Psychological Association Task Force on Socioeconomic Status

External Service to Universities

- 2019-present Promotion & Tenure External Reviewer: Boston College; Clemson University; Simmons University; Suffolk University; University of Colorado; University of

- Delaware; University of Washington; Vanderbilt University; Wake Forest University; Clark University; Rutgers University; University of Pittsburgh; Purdue University
- 2019 Host for visiting scholar, Dr. Wasana Karunaratne, University of Melbourne
- 2012-2017 Dissertation External Reader, The University of Newcastle (Australia); Tufts University; University of Michigan (2012)
- 2007-2009 Consultation to the Maryland Adolescent Development in Context Study (MADICS, University of Michigan) & New York City Academic School Engagement Study (NYCASES, New York University) regarding measurement of critical consciousness & social mobility among marginalized youth

UNIVERSITY & COMMUNITY SERVICE

- 2023-2026 Chair, Combined Program in Education & Psychology (CPEP)
- 2024-2025 Member, President's Postdoctoral Fellowship Program Advisory Committee
- 2024 Reviewer, Faculty Recognition Awards, Rackham Graduate School
- 2021-2022 Chair, Faculty Search Committee, Dunn Family Endowed Professorship in Psychometrics & Assessment,
- 2021-2022 Promotion & Tenure Committee, School of Education
- 2020-2022 Diversity Committee, Combined Program in Education & Psychology
- 2022 Remote Work Policy Committee
- 2020-2021 Anti-Racism Task Force, School of Education
- 2020 & 2021 Selection Committee, Provost's Teaching Innovation Prize
- 2019-present Preceptor & methodological mentor, T32 training grant (Developmental Psychology)
- 2019-2020 Faculty Search Committee, Combined Program in Education & Psychology
- 2019 Reviewer, National Center for Institutional Diversity, Postdoctoral Fellowship Program
- 2018-2019 School of Education Website Redesign Committee
- 2017-2020 Executive Committee, School of Education
- & 2023-2026
- 2017-2019 [Methods & Measurement Research Consulting](#) provided to University of Michigan community, in collaboration with CEDER (Center for Education Design & Evaluation Research)
- 2016-2018 Co-Chair, Equity & Diversity Advisory Committee, School of Education
- 2016-2017 Executive Committee, Educational Studies
- 2015-2017 Curriculum Committee, Combined Program in Education & Psychology
- 2015-2017 & Program Representative, Faculty Ally for Diversity, Combined Program in Education & Psychology
- 2019-2022
- 2015-2016 Dean's Search Advisory Committee, School of Education, University of Michigan
- 2015, 2016 & Combined Program in Education & Psychology Admissions Committee
- 2020
- 2015-2020 Educational Studies Ph.D./M.A. Statistics (dual degree) Admissions Committee
- 2015-present Combined Program in Education & Psychology Executive Committee
- 2015-2016 Foundations, Administration, Research & Policy (FARP), Concentration Revisions Committee

- 2013-2014 Rehabilitation Counseling faculty search committee
- 2013-2014 Chair, Departmental Reappointment, Promotion & Tenure Committee
- 2012-2014 Urban Education Specialization Committee
- 2011-2012 Advisory Committee, Center for Teaching & Technology, College of Education
- 2010-2011 Mentor, McNair/SROP Undergraduate Research Scholar
- 2010-2012 Director, M.A. Counseling Program, Michigan State University
- 2009-2014 Michigan State University Human Development Initiative
- 2006-2007 Departmental Reappointment, Promotion & Tenure Committee Committee (also served: 2010-2011 & 2012 & 2013-2014)
- 2010-2011 Faculty Search Committee – “Race, Culture & Equity” Position
- 2008-2009 Faculty Search Committee, Kinesiology Program
- 2008-2010 Departmental Faculty Advisory Committee
- 2007-2014 Developed *College Insider*, online resource to facilitate college attendance and retention among underrepresented youth: <http://www.educ.msu/collegeinsider>
- 2006-2010 Member, Michigan School Counselor Educators Discussion Group
- 2000-2001 Consultant, Crispus Attucks Day Care Center.
- 1999 Program evaluator, Brighton High Law Center Project.

PROFESSIONAL AFFILIATIONS

- Society for Research on Adolescence
- American Educational Research Association
- Society for Research on Child Development
- American Psychological Association
- Division 7 of the American Psychological Association, Developmental Psychology
- Division 17 of the American Psychological Association, Counseling Psychology
- Division 27 of the American Psychological Association, Society for Community Research and Action
- Division 45 of the American Psychological Association, Ethnic Minority Psychology
- Society for Vocational Psychology

NATIONAL AND INTERNATIONAL MEDIA

- Detroit News. “Freshmen reel from culture shock.” October 22, 2007.
- The New Educator. “Clearing the confusion: Faculty member & student launch college preparation guide.” Spring 2008 edition.
- St. Louis Post-Dispatch. “Family loses its Chrysler anchor: Jobs members thought they could count on are gone.” June 29, 2009
- Newsweek: Turkey. “[Bahçeşehir Üniversitesi Hangisi Daha Akıllı Olmalı.](#)” December 21, 2010.
- MSU Today. “[Study ‘changes our understanding’ of youth voting behavior.](#)” September 23, 2011.
- MSU College of Education. “[CEPSE professor Diemer leads study about youth voting behavior.](#)” September 23, 2011.
- The State News. “MSU study shows voting habits of low-income youth.” September 26,

2011.

CIRCLE (Center for Information and Research on Civic Learning and Engagement). [“Critical consciousness motivates voting among poor and working class youth.”](#) September 28, 2011.

KCSN (Northridge, CA). “Young people’s political participation.” September 29, 2011. Society for Research on Adolescence (SRA). [“Study changes our understanding of youth voting behavior.”](#) October 3, 2011.

Capital Gains. [“MSU research reveals new finding on voting behavior.”](#) October 5, 2011. HomTV (Meridian Township, MI). “Youth voting behavior.” October 31, 2011. [The New Educator](#). “Critical consciousness and political engagement among marginalized youth” Spring 2012 edition.

Youtube: [“Best practices in conceptualizing & measuring social class in psychological research”](#) (Video abstract requested by journal’s Editor to publicize publication of article appearing in *Analyses of Social Issues & Public Policy*). December 27, 2012.

MSU Today. [“MSU professor provides ‘social class for dummies’”](#). December 27, 2012. MSU College of Education. [“MSU professor provides ‘social class for dummies’”](#). December 27, 2012.

WILS (Lansing, MI). “Capital city recap with Michael Cohen” [radio interview to discuss ‘Best practices in conceptualizing & measuring social class in psychological research’ paper.] December 28, 2012.

The SES Indicator (January 2013). [“Office of Socioeconomic Status Director welcomes the new year, new CSES members and highlights a new resource.”](#) [Published by Office of Socioeconomic Status, American Psychological Association.]

Diemer, M.A. (2013, September). [Social justice, Title I, and achievement](#). *In MI Toolkit* [Online resource devoted to assisting Title I schools in Michigan.]

Diemer, M.A. & Tong, B.^S (2013, October). [Behind the numbers of the ‘haves’ and ‘have nots’](#). *In MI Toolkit* [Online resource devoted to assisting Title I schools in Michigan.]

Diemer, M.A. & Rapa, L.J.^S (2013, December). [Addressing the degree-attainment gap](#). *In MI Toolkit* [Online resource devoted to assisting Title I schools in Michigan.]

Diemer, M.A. & Li, C.^S (2014, March). [Measuring supportive school relationships to foster student achievement](#). *In MI Toolkit* [Online resource devoted to assisting Title I schools in Michigan.]

Diemer, M.A. & Seals, C.^S (2014, April). [A developmental framework for school-community partnerships](#). *In MI Toolkit* [Online resource devoted to assisting Title I schools in Michigan.]

Wallethub.com. [2014’s best and worst states for underprivileged children](#). August 11, 2014.

The GW Hatchet. [Plans for free community college could add transfer students to the school of nursing](#). January 26, 2015.

William T. Grant Foundation. [Reducing Inequality – Resources](#). April 2015. [Feature on 2013 article ‘Best Practices in Conceptualizing and Measuring Social Class.’]

American Psychological Association’s Monitor on Psychology. [Fighting poverty](#). July 2015. [Feature on critical consciousness research.]

American Psychological Association’s Monitor on Psychology. [Eliminating class bias](#). July 2015. [Feature on 2013 article ‘Best Practices in Conceptualizing and Measuring Social Class.’]

The SES Indicator (September 2015). [Stop skipping class: Why socioeconomic status matters.](#) [Published by Office of Socioeconomic Status, American Psychological Association.]

CIRCLE (Center for Information and Research on Civic Learning and Engagement). October 2015. [Critical consciousness impact measures.](#) [Inaugural essay in blog series connecting research, practice and policy in civic engagement.]

Michigan News (University of Michigan). [Marginalized ninth-graders think critically about inequality, political power.](#) October 29, 2015.

Las America News [National Spanish language publication in the U.S.]. [Estudiantes marginados piensan críticamente acerca de la desigualdad, el poder político.](#) November 8, 2015.

The Tennessean. [Betsy DeVos is unqualified to lead U.S. Education Department.](#) January 27, 2017.

Vanderbilt University Medical Center Reporter. [Researchers study unique couples intervention in Mozambique to reduce HIV transmission.](#) August 3, 2017.

Boston University: Research. [Can ‘critical consciousness’ close the opportunity gap?](#) September 14, 2017.

Greenville News. [Clemson professor: Student social activism could spell adult career success.](#) October 31, 2017.

WWJ radio (Detroit, MI). [Michigan moment: Critical consciousness and career outcomes.](#) November 4, 2017.

Society for Research on Adolescence. [How to support the adolescent activists in your life.](#) March 12, 2018.

William T. Grant Foundation. [A piece of the puzzle for promoting equity in education: Adults in youth organizing.](#) July 17, 2018.

Folha de S.Paulo (Brazil). [Segregação racial em escolas resiste nos EUA](#) (Resistance to racial segregation in U.S. schools). December 3, 2018.

National Center for Institutional Diversity: A Series on Black Social Movements. [Mapping the origins and evolutions of black scholar activism.](#) March 12, 2019.

Spencer Foundation/National Academy of Education. [Postdoctoral Fellowship Program: Stories of Four Fellows.](#) November 8, 2019.

Michigan News. [UM research shows how wealth begets educational disparity.](#) November 13, 2019.

WDET (NPR station, Detroit, MI). [Michigan Radio: Wealth & educational success.](#) November 13, 2019

Xinhua (China). [Study shows how wealth begets educational disparity.](#) November 13, 2019.

Office of Academic Innovation, University of Michigan. [Why Iowa? A primer on primaries and caucuses teach-out.](#) February 3, 2020. Interviews regarding [Civic vs political participation](#), [How young people engage](#), and [Youth organizing and youth leadership councils.](#)

Metropolitan Center for Research on Equity and the Transformation of Schools, New York University. [The revolution is in the hands of the young: Youth organizing and leadership spaces.](#) July 9, 2020.

Detroit Free Press. [Back to school puts financial strain on families.](#) September 29, 2020.

WXMI (Grand Rapids, MI). [Last year’s record-breaking protests were effective in making change.](#) May 27, 2021.

Greater Good. [How to encourage Black and Latino young adults to get politically active.](#) July 28, 2021.

- The GW Hatchet. [Officials increase aid for Pell grant recipients, delay major fundraising campaign](#). October 11, 2021.
- What Works Clearinghouse. [Social belonging interventions & growth mindset interventions](#) (Regarding the Broda et al. 2018 intervention). January 19, 2022
- Center for Policy, Research & Evaluation Research Brief. [Youth organizing building critical skills for thriving in college](#). March 11, 2022. [Also associated webinar, hosted by the Funders Collaborative on Youth Organizing.]
- Mental Research Institute. [Dyadic analyses of relational processes among Mozambican couples](#). July 8, 2023.
- MLive. [Poor and Black students are disappearing from Michigan's colleges](#). July 17, 2023.
- Statistical Horizons. [Why don't people use MIMIC models more often?](#) July 31, 2023.
- Sky News. [Teens engaged in activism become better critical thinkers, study finds](#). August 1, 2023.
- Michigan Radio. [Study links teen activism with school and occupational success](#). August 2, 2023.
- El Central. [Adolescentes activistas desarrollan mayor pensamiento crítico, según un estudio de la U-M](#). August 10, 2023.
- Career guidance for social justice [blog]. [A consciousness-raising approach to career development](#). August 17, 2023.
- Phys.org. [Social engagement, critical awareness promote young people's life satisfaction, academic success](#). August 18, 2023.
- Society for Research on Child Development (SRCD). [SRCD In the News](#). August 30, 2023.
- Christian Science Monitor. ['We weren't being heard': Teens fight for say in school book choices](#). August 31, 2023.
- Universität Wuppertal. [Studie zeigt: Engagement gegen soziale Ungerechtigkeit hängt mit höherer Lebenszufriedenheit von Jugendlichen zusammen](#). [Study shows: Commitment against social injustice is related to higher life satisfaction among young people]. September 1, 2023.
- Deutschlandfunk. [Soziales Engagement in der Schule fördern](#). [Promoting social engagement at school.] September 6, 2023.
- Der Spiegel. [Soziale Ungerechtigkeit: Aktionisten sind auch engagierter in der Schule](#). [Social injustice: Actionists are more engaged in school.] September 17, 2023.
- Greater Good. [One way to improve teen mental health: Activism](#). September 25, 2023.
- Chalkbeat Detroit. [Student absences for mental health would be excused under Michigan bill](#). December 21, 2023.
- MSN. [Parents willing to discuss child gender identity with doctors, study shows](#). March 26, 2024.
- Intersectionalia. [Get up to speed on CritQuant and QuantCrit: Vital for intersectionality researchers](#). October 8, 2024.
- WDET. Ethnic studies & critical consciousness. December 9, 2024.
- Society for the Study of Human Development. [Innovations in conceptualizing & measuring critical consciousness](#). Webinar, January 16, 2025.