

Kristia Wantchekon, Ph.D.
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Academic Appointments

Assistant Professor of Psychology August 2022-Present
Georgetown University, Washington, DC

Provost's Distinguished Faculty Fellow August 2022-July 2023
Georgetown University, Washington, DC

Postdoctoral Research Fellow & Secondary Lecturer on Education August 2021-July 2022
Harvard Graduate School of Education, Cambridge, MA
Adolescent Ethnic-Racial Identity Development (AERID) Lab; PI: Adriana Umaña-Taylor

Education and Training

Ph.D. Education – Human Development, Learning, and Teaching, Harvard University May 2021
Ed.M. Human Development and Psychology, Harvard University May 2017
B.A. Political Science and Economics, *Distinction in Political Science*, Yale University May 2011

Research Interests

Ethnic-racial Identity, Adolescence, Discrimination, Academic Adjustment, Psychosocial Adjustment

Peer-Reviewed Publications (*Student collaborators noted in italics. Work where I served as the primary advisor and contributor to an advisee's 1st author work are noted with an asterisks*)

2026

Hernández, M. M., **Wantchekon, K. A.**, Kornienko, O., Toth, C., Burson, E., *Gutierrez, V. C., Gámez Hernández, P., Perez-Brena, N. J., Safa, M. D., Mustafaa, F. N., & Ha, T.* (in press). Culturally relevant school support profiles are associated with academic achievement trajectories post-COVID dual pandemic onset. *Child Development*.

Burson, E., Perez-Brena, N., Ha, T., Gámez Hernández, P., Hernández, M., Kornienko, O., **Wantchekon, K. A.**, Toth, C., Safa, M. D., Gross, N., Figueroa, J., & Maras, O. (in press). Family warmth moderates the association between adolescents' critical consciousness and emotions: A daily diary study of youth in a border community. *American Psychologist*.

Wantchekon, K. A., González, I. E., & Rivas-Drake, D., Umaña-Taylor, A. J. (2026). School-based contributors to adolescents' ethnic-racial identity public regard. *Developmental Psychology*. Advance online publication. <https://doi.org/10.1037/dev0002157>

Wantchekon, K. A. & Burson, E., Kornienko, O., Perez-Brena, N., Hernández, M., Safa, M. D., Ha, T. (2026). Relations between ethnic-racial identity statuses and critical consciousness among Latine adolescents. *Journal of Research on Adolescence*, 00, e70140.
<https://doi.org/10.1111/jora.70140>

2025

González, I. *, **Wantchekon, K. A.*** & Rivas-Drake, D., Umaña-Taylor, A. J. (2025). Longitudinal associations between family ethnic socialization and ethnic-racial identity centrality among Black and Latine youth. *Journal of Youth and Adolescence*. 54(11), 2765–2777.
<https://doi.org/10.1007/s10964-025-02260-2>

- Wantchekon, K. A., Satterthwaite-Freiman, M., & Umaña-Taylor, A. J.** (2025). Ethnic-racial identity among White adolescents: Patterns and links to adjustment. *Journal of Applied Developmental Psychology*. Advance online publication. <https://doi.org/10.1016/j.appdev.2025.101772>
- Sladek, M. R., Martinez-Fuentes, S., **Wantchekon, K. A.**, Aguilar, G., & Umaña-Taylor, A. J. (2025). Ethnic-racial discrimination, identity, and outgroup contact: A systematic review of diary studies. *Cultural Diversity & Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000735>
- 2024
- Aguilar, G., **Wantchekon, K. A.**, Sladek, M. R., McDermott, E. R., Castrillón, S. B., Tirado, L. M. U., Vega, L. M. T., Safa, M. D., & Umaña-Taylor, A. J. (2024). Ethnic-racial identity, discrimination experiences, and academic adjustment among Colombian adolescents. *Comparative Education Review*, 68(4), 538–561. <https://doi.org/10.1086/733483>
- Jones, S. M., **Wantchekon, K. A.**, & Umaña-Taylor, A. J. (2024). Is the Identity Project college-ready? A feasibility pilot study of an ethnic-racial identity development intervention with U.S. college students. *Identity*. 1-28, <https://doi.org/10.1080/15283488.2024.2382988>
- Sladek, M. R., Umaña-Taylor, A. J., Neville, H. A., Ison, A., Martinez-Fuentes, S., Mason, P., ... & **Wantchekon, K. A.** (After fourth author, authors listed alphabetically). (2024). Professional development for providing time and opportunities for change in teachers' ethnic-racial identity. *Identity*, 24(4), 331–352. <https://doi.org/10.1080/15283488.2024.2366892>
- Satterthwaite-Freiman, M., **Wantchekon, K. A.**, Aguilar, G., & Umaña-Taylor, A. J. (2024). The challenges of discussing race, ethnicity, and identity in class: Learning from teachers. *Identity*, 24(4), 331–352. <https://doi.org/10.1080/15283488.2024.2340489>
- Wantchekon, K. A.**, & Umaña-Taylor, A. J. (2024). Targeting ethnic-racial identity development and academic engagement in tandem through curriculum. *Journal of School Psychology*, 103. <https://doi.org/10.1016/j.jsp.2024.101292>
- 2023
- Wantchekon, K.A.**, McDermott, E.R., Jones, S. M., Satterthwaite-Freiman, M., Rivas-Drake, D., & Umaña-Taylor, A. J. (2023). The role of ethnic-racial identity and self-esteem in contact attitudes. *Journal of Youth and Adolescence*, 52, 2243–2260. <https://doi.org/10.1007/s10964-023-01819-1>
- Agi-Garratt, A., **Wantchekon, K.A.**, Rivas-Drake, D., & Umaña-Taylor, A. J. (2023). Assessing invariance of universal ethnic-racial identity constructs among Black adolescents in the United States. *Journal of Youth and Adolescence*, 52, 1950–1964. <https://doi.org/10.1007/s10964-023-01790-x>
- Satterthwaite-Freiman, M., Sladek, M. R., **Wantchekon, K. A.**, & Umaña-Taylor, A. J. (2023). Examining ethnic-racial identity negative affect, centrality, and White adolescents' intergroup contact attitudes. *Journal of Youth and Adolescence*, 52, 61-75. <https://doi.org/10.1007/s10964-022-01680-8>
- 2022
- Wantchekon, K.A.**, Umaña-Taylor, A.J., McDermott, E.R., Sladek, M.R., Rivas-Drake, D., Agi, A.C., & Freiman, M. S. (2022). Comparing relations of ethnic-racial public regard, centrality, and

intergroup contact attitudes among diverse adolescents. *Group Processes & Intergroup Relations*, 25(4), 833-852. <https://doi.org/10.1177/1368430220987599>

2021

Wantchekon, K. A., & Umaña-Taylor, A. J. (2021). Relating profiles of ethnic-racial identity process and content to the academic and psychological adjustment of Black and Latinx adolescents. *Journal of Youth and Adolescence*, 50, 1333-1352. <https://doi.org/10.1007/s10964-021-01451-x>

Wantchekon, K. A., Umaña-Taylor, A. J., Sladek, M. R., McDermott, E. R., & Updegraff, K. A. (2021). Adolescents' ethnic-racial centrality moderates effect of school-based intervention on ethnic-racial identity exploration. *Developmental Psychology*, 57(3), 432-442. <https://doi.org/10.1037/dev0001150>

2020

Sladek, M. R., Umaña-Taylor, A. J., Oh, G., Spang, M. B., Uribe Tirado, L. M., Tilano Vega, L. M., McDermott, E. R., & **Wantchekon, K. A.** (2020). Ethnic-racial discrimination experiences and ethnic-racial identity predict adolescents' psychosocial adjustment: Evidence for a compensatory risk-resilience model. *International Journal of Behavioral Development*, 44(5), 433-440. <https://doi.org/10.1177/0165025420912013>

Sladek, M. R., Umaña-Taylor, A. J., **Wantchekon, K. A.**, McDermott, E. R., & Updegraff, K. A. (2020). Contextual moderators of a school-based ethnic-racial identity intervention: The roles of family ethnic socialization and ethnic-racial background. *Prevention Science*, 22(3), 378-385. <https://doi.org/10.1007/s11121-020-01166-8>

2019

Wantchekon, K., & Kim, J.S. (2019). Exploring heterogeneity in the relationship between reading engagement and reading comprehension by achievement level. *Reading & Writing Quarterly*, 35, 539-555. <https://doi.org/10.1080/10573569.2019.1594474>

2018

Troyer, M., Kim, J. S., Hale, E., **Wantchekon, K. A.**, & *Armstrong, C.* (2018). Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication. *Reading and Writing Quarterly*, 1-22. <https://doi.org/10.1007/s11145-018-9907-9>

Manuscripts under Review

Galán, C. A., Wen, W., **Wantchekon, K.A.**, Bernard, D. L., Zaidi, Z., Bosfield, S., Salehi, P. Wang, M-T. (under review). Do school conversations about race actually harm youth? Daily school racial socialization and next-day psychological distress among white and ethnoracially minoritized youth. Submitted to *Journal of Youth and Adolescence*.

Safa, M. D., Perez-Brena, N. J., Gámez Hernández, P., **Wantchekon, K.A.**, Hernández, M. M., Kornienko, O., Burson, E., Ha, T., Gutierrez, V., Toth, C., Álvarez Rios, L., & Boaheng P. (revise & resubmit). Enduring and daily family bicultural socialization and positive emotions in immigrant and ethnoracially minoritized adolescents during the 2024 U.S. presidential election. Submitted to *Journal of Research on Adolescence*.

Fellowships, Honors, and Awards

Georgetown University, <i>Gender⁺ Justice Initiative (G⁺Ji) Fellow</i>	2026
Society for Research in Child Development, <i>Horowitz Early Career Scholar</i>	2026-2027
Georgetown University, <i>Provost's Distinguished Faculty Fellowship</i>	2022-2023
Harvard Graduate School of Arts and Sciences, <i>Dissertation Completion Fellowship</i>	2020

National Academy of Education/Spencer Foundation, <i>Dissertation Fellowship Semi-Finalist</i>	2020
Society for Research in Child Development, <i>Early Career Scholars Poster Competition, 1st place</i>	2018
Society for Research in Child Development, <i>Horowitz Millennium Scholar</i>	2017
Harvard Graduate School of Arts and Sciences, <i>Presidential Scholar Fellowship</i>	2015-2021
Tutoring Plus, <i>The Dale Troppito Unsung Hero Award</i>	2016
Tutoring Plus, <i>Unwavering Service Award</i>	2015 & 2016
Yale University, <i>Distinction in the Major</i>	2011
Yale University, <i>Yale Alumni Community Service Fellowship</i>	2010

External Funding

“Examining how ethnic-racial identity development curricula shapes adolescent academic adjustment,” American Psychological Association, <i>Kenneth and Mamie Clark Grant</i> , (\$9,500)	2019
Ford Foundation, <i>Pre-doctoral Fellowship</i> , (\$72,000)	2017-2020
Society for Research on Adolescence, <i>Emerging Scholar Student Travel Award</i> , (\$200)	2020
Society for Research in Child Development, <i>Student Travel Award</i> , (\$300)	2019

Internal Funding

Georgetown University <i>Gender+ Justice Initiative (G+JI) Fellowship</i> (2,000)	2026
<i>Aspire Mentoring Funds</i> (2,500)	2023
Harvard University <i>Dissertation Completion Fellowship</i> (\$32,000)	2020
<i>Doctoral Travel Grant</i> (\$500)	2019

Conference Presentations (*Doctoral-level student collaborators noted in italics, work where I served as the primary advisor and contributor to a student’s work are also noted with an asterisks*)

	2026
Wantchekon, K. A., Smith, B. Black college students’ public regard in the post-DEI and post-affirmative action landscape: Changes and Tools. (2026, June). Paper presented at the 2026 Society for the Psychological Study of Social Issues annual meeting, New Orleans, LA.	
Burson, E., Perez-Brena, N. J., Ha, T., Gámez Hernández, P., Hernández, M. M., Kornienko, O., Wantchekon, K. A., Toth, C., Safa, M. D., Gross, N., Figueroa, J., & Maras, O. (2026, April). Critical consciousness and family warmth predict youth mental health and thriving in immigrant communities: Daily diary insights from the 2024 US presidential election season. In E. Burson (Chair), <i>Critical Consciousness and Thriving in Stressful Political Contexts: Leveraging Daily Diary Insights</i> . Symposium submitted to the Society for Research on Adolescence Biennial Meeting, Toronto, Canada.	
González, I. E. *, Wantchekon, K. A., Burson, E., Kornienko, O., Perez-Brena, N., Ha, T., Safa, M. D., Hernández, M. M. (2026, April). <i>Examining how community cultural wealth relates to critical consciousness among Latine youth over time</i> . [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Toronto, Canada.	

González, I. E. *, **Wantchekon, K. A.**, Burson, E., Ha, T., Hernández, M. M., Kornienko, O., Perez-Brena, N., Safa, M. D. (2026, April). *Associations between school climate, school critical consciousness socialization, and critical consciousness among Latine youth*. In R. van Vliet (Chair), *Pedagogies under Pressure!* Symposium submitted to the Society for Research on Adolescence Biennial Meeting, Toronto, Canada.

Safa, M. D., Perez-Brena, N. J., **Wantchekon, K. A.**, Kornienko, O., Burson, E., Ha, T., Gámez Hernández, P., Hernández, M. M., Gutierrez, V., Toth, C., Álvarez Rios, L., Boaheng, P. (2026, April). Family Bicultural Socialization and Psychological Well-Being in Immigrant and Ethnoracially Minoritized Adolescents During the 2024 U.S. Presidential Election. Paper submitted to the Society for Research on Adolescence Biennial Meeting, Toronto, Canada.

2025

Wantchekon, K. A. & Burson, E., Kornienko, O., Perez-Brena, N., Hernández, M., Ha, T. (2025, May). *Patterns of Ethnic-Racial Identity Development and Their Links with Critical Consciousness among Latine Adolescents*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

Wantchekon, K. A., González, I. E., & Rivas-Drake, D., Umaña-Taylor, A. J. (2025, May). *School-based Contributors to Adolescents' Ethnic-Racial Identity Public Regard*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

González, I. *, **Wantchekon, K. A.** & Rivas-Drake, D., Umaña-Taylor, A. J. (2025, May). *Longitudinal Associations Between Family Ethnic Socialization and Ethnic-Racial Identity Centrality Among Black and Latine Youth*. Poster presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

Satterthwaite-Freiman, M., **Wantchekon, K.A.**, Rivas-Drake, D., & Umaña-Taylor, A. J. (2025, May). *Longitudinal Investigation of Profiles of White U.S. Adolescent Ethnic Racial Identity and Relations to Psychosocial Outcomes*. Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

2024

Montgomery Jones, S., **Wantchekon, K.A.** & Umaña-Taylor, A.J. (2024, June). The Identity Project Goes to College: Testing Ethnic-Racial Identity Intervention Feasibility in College. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Lisbon, Portugal.

Wantchekon, K. A. & Umaña-Taylor, A. J. *Supporting Adolescent Identity Development and Academic Adjustment via School Racial Socialization*. (Chair: Wantchekon, K.A.) (2024, April). Paper presented at the annual meeting of the American Education Research Association, Philadelphia, PA.

Wantchekon, K. A. & Umaña-Taylor, A. J., *Promoting Adolescent Identity Development via School Racial Socialization*. (2024, June). Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Lisbon, Portugal.

Wantchekon, K. A., Satterthwaite-Freiman, M., & Umaña-Taylor, A. J. *Patterns of Ethnic-Racial Identity Process and Content and Their Links with Psychosocial Adjustment among White Adolescents* (2024, April). Paper presented at the annual meeting of the Society for Research on Adolescence, Chicago, IL.

Satterthwaite-Freiman, M., **Wantchekon, K. A.**, & Umaña-Taylor, A. J., *Longitudinal Investigation of Common Constellations of White Adolescent Ethnic-Racial Identity with Gender Differences in Profile Membership and Transition*. (2024, April). Paper presented at the annual meeting of the Society for Research on Adolescence, Chicago, IL

2023

Freiman, M. S., **Wantchekon, K. A.**, Rivas-Drake, D., Umaña-Taylor, A. J. (2023, April). *Identifying Ethnic-Racial Identity Process and Content Profiles for White Adolescents*. Paper presented at the annual meeting of the Society for Research on Adolescence, San Diego, CA.

Sladek, M. R., Martinez-Fuentes, S., **Wantchekon, K. A.**, Aguilar, G., Umaña-Taylor, A. J., (2023, April). *Ethnic-Racial Discrimination, Identity, and Outgroup Contact in Context: A Systematic Review of Experience Sampling Studies*. Paper presented at the annual meeting of the Society for Research on Adolescence, San Diego, CA.

2022

Sladek, M. R., Ison, A., Martinez-Fuentes, S., Mason, P., Neville, H., Park, Y., Safa, M. D., Satterthwaite-Freiman, M., Shed, E., **Wantchekon, K. A.**, & Umaña-Taylor, A. J. (2022, June). *Promoting Teachers' Ethnic-Racial Identity Development: The Identity Project Curriculum as a Lever for Change*. Paper presented at the biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
(*Except for the first and last authors, authors listed in alphabetical order by last name.)

Wantchekon, K.A. *Advancing Culturally Sustaining Learning Environments for Youth through Ethnic-Racial Identity Development: Challenges and Promise*. Panelist with Adriana Umaña-Taylor, Juliana Karras, and Erika Niwa. Panel at the 2022 Society for Research on Adolescence Biennial Meeting, New Orleans, LA.

Wantchekon, K. A., Umaña-Taylor, A. J. *Examining how school-based ethnic-racial identity intervention informs identity development and academic engagement*. Paper presented at the annual meeting of the American Education Research , San Diego, CA.

2021

Wantchekon, K. A., Umaña-Taylor, A. J., Sladek, M. R., McDermott, E. R., & Updegraff, K. A. *Ethnic-racial identity (ERI) centrality moderates effect of school-based ERI intervention on adolescent ERI development*. (2021, April). Paper presented at the annual meeting of the American Education Research Association, Virtual due to COVID-19.

Wantchekon, K.A. & Umaña-Taylor, A.J. *Relating profiles of ethnic-racial identity to Black and Latinx adolescents' academic and psychological adjustment* (Chairs: **Wantchekon, K.A** and Karras, J.). (2021, April). Paper presented at the biennial meeting of the Society for Research in Child Development, Virtual due to COVID-19.

Aguilar, G., Umaña-Taylor, A. J., **Wantchekon, K. A.**, McDermott, E. R., Sladek, M. R., Uribe Tirado, L. M., & Tilano Vega, L. M. *Associations between ethnic-racial identity, discrimination experiences, and academic adjustment among Colombian adolescents*. Poster presented at the biennial meeting of the 2021 Society for Research in Child Development, Virtual due to COVID-19.

2020

Sladek, M. R., Umaña-Taylor, A. J., **Wantchekon, K. A.**, McDermott, E. R., & Updegraff, K. A. (2020, May). *It works! But for whom? Using daily diaries to explore moderators and outcomes*

of an ethnic-racial identity intervention. Paper to be presented at the Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination meeting of the Society for Research in Child Development, Rio Grande, Puerto Rico. Conference postponed due to COVID-19.

2019

Aguilar, G., Umaña-Taylor, A. J., **Wantchekon, K. A.**, McDermott, E. R., Sladek, M. R., Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Institutional and peer discrimination predict Colombian adolescents' academic adjustment and ethnic-racial identity serves as a risk-enhancer.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Ison, A., Vázquez, M., **Wantchekon, K. A.**, Umaña-Taylor, A. J., Sladek, M. R., McDermott, E. R., Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Influence of ethnic-racial identity achievement and socioeconomic status on Colombian adolescents' academic adjustment.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Martinez-Fuentes, S., Sladek, M. R., Umaña-Taylor, A. J., McDermott, E. R., **Wantchekon, K. A.**, Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Colombian adolescents' personal identity cohesion mediates associations between national identity resolution and academic adjustment.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Murray, S., Umaña-Taylor, A. J., McDermott, E. R., Sladek, M. R., **Wantchekon, K. A.**, Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Examining the association between skin tone and ethnic-racial identity among Colombian adolescents.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Oh, G., Spang, M. B., Sladek, M. R., Umaña-Taylor, A. J., McDermott, E. R., **Wantchekon, K. A.**, Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Risk and resilience among Colombian youth: ethnic-racial discrimination and ethnic-racial identity are associated with Colombian adolescents' psychosocial adjustment.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Rojas, M. J., Puri, S., McDermott, E. R., Umaña-Taylor, A. J., **Wantchekon, K. A.**, Sladek, M. R., Uribe Tirado, L. M., & Tilano Vega, L. M. (2019, May). *Attitudes about socioeconomic hierarchies and intergroup interaction among Colombian adolescents.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Sladek, M. R., Umaña-Taylor, A. J., **Wantchekon, K. A.**, McDermott, E. R., & Updegraff, K. A. (2019, May). *Family ethnic socialization and ethnic-racial background moderate effects of ethnic-racial identity intervention at 1-year follow up.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Wantchekon, K.A., Kim, J.S. *Exploring heterogeneity in the relationship between reading engagement and reading comprehension by achievement level.* (2019, April). Poster presented at the annual meeting of the American Education Research Association, Toronto, CA.

Wantchekon, K.A., Umaña-Taylor, A.J., McDermott, E.R., Rivas-Drake, D., Agi, A.C. *Relations among racially and geographically diverse adolescents' ERI public regard, centrality, and other group orientation*. (Chairs: **Wantchekon, K.A** and Umaña-Taylor, A.J.). (2019, March) Paper presented at biennial meeting of the Society for Research on Child Development, Baltimore, MD.

Gamez, P. B., Griskell, H., Lesaux, N., **Wantchekon, K. A.** *Teachers' linguistic and emotional supports for Latino students' language and reading comprehension development*. (2019, March). Paper presented at biennial meeting of the Society for Research on Child Development, Baltimore, MD.

2018

Wantchekon, K.A., Umaña-Taylor, A.J., McDermott, E.R., Rivas-Drake, D., Agi, A.C. (2018, October). *Diverse adolescents' other group orientation and their ethnic-racial identity centrality and public regard*. Poster presented at the Society for Research on Child Development Special Topic Meeting on Promoting Character Development Among Diverse Children and Adolescents, Philadelphia, PA.

McDermott, E.R., Umaña-Taylor, A.J., **Wantchekon, K.A.**, Salcido, V., & Updegraff, K.A. (2018, October). *Ethnic-racial identity, self-esteem, and positive orientation toward out-group members*. Poster presented at the Society for Research on Child Development Special Topic Meeting on Promoting Character Development Among Diverse Children and Adolescents, Philadelphia, PA.

2017

Gamez, P. B., Lesaux, N., Sobrevilla, Y., **Wantchekon, K. A.**, Vasquez, M. (2017, April). *Language minority learners' vocabulary skills and their exposure to peers' high-quality talk in middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Griskell, H., Gamez, P. B., Lesaux, N., **Wantchekon, K. A.** (2017, April). *Assessing Spanish-English bilingual students' motivation to participate in classroom discussion*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.

Invited Talks & Lectures

2026

Invited Talk: "Missing measurement: Examining modern Black youth's interpretations of the Multidimensional Inventory of Black Identity". (October, 2026) | University of Virginia | Social Psychological Colloquium | Charlottesville, VA.

2025

Invited Talk: "If you just keep pushing it away, it's gonna be harder and harder to learn about it": Reflections and lessons from students and teachers about discussing race in the classroom. (May 2025) | Association Psychological Science | Teaching Institute Closing Plenary | Washington, DC.

Invited Talk: "Patterns of Ethnic-Racial Identity Development and Psychosocial Adjustment among Adolescents" (May 2025) | University of Maryland | Human Development Colloquium | College Park, MD

2024

Invited Talk: “Patterns of Ethnic-Racial Identity Development and Psychosocial Adjustment among Adolescents” (March 2024) | George Mason University | Applied Developmental Psychology Colloquium | Fairfax, VA

2022

Invited Talk: “Examining how a school-based ethnic-racial identity intervention informs identity development and academic engagement” (November 2022) | San Francisco State University | Developmental Psychology Brown Bag | via Zoom

Invited Talk: “Relating profiles of ethnic-racial identity to the academic and psychological adjustment of Black and Latinx adolescents” (October 2022) | Princeton University | Social Psychology Colloquium | Princeton, NJ.

Invited Panelist: “The role of schools and educators in nurturing students’ identities” (October 2022) | Boston College | Course: Transformative Teaching & Learning | via Zoom

Invited Panelist: “Decriminalizing race price, free speech, & adolescent identity development” (July 2022) | Georgetown Law & The Gault Center | Racial Justice Training Series | via Zoom

2021

Invited Talk: “Leveraging Ethnic-Racial Identity Development in Support of Adolescents’ Psychosocial Adjustment” (December 2021)
University of Illinois | Department of Psychology Colloquium | Urbana-Champaign, IL
Georgetown University | Department of Psychology Colloquium | Washington, DC
University of California at Davis | Department of Psychology Colloquium | via Zoom
University of Oregon | Department of Psychology Colloquium | via Zoom
University of Virginia | Department of Psychology Colloquium | via Zoom
Loyola University Chicago | Department of Psychology Colloquium | Chicago, IL

Invited Talk: “Relating profiles of ethnic-racial identity to the academic and psychological adjustment of Black and Latinx adolescents” (April 2021) | Harvard Graduate School of Education | Doctoral Colloquium | via Zoom

Teaching Experience

Georgetown University, Washington, DC

Instructor

Spring 2024-present

Ethnic-Racial Identity Development
Topics in Educational Psychology
Race, Power & Justice

Harvard University, Cambridge, MA

Lead Instructor

Spring 2022

Translating Ethnic-Racial Identity Theory and Research into Practice

Teaching Fellow

Fall 2017-Spring 2021

- *Writing Center*, Fall 2020-Spring 2021
- *Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies for Prevention and Intervention*, Fall 2019

- *Ethnic-Racial Identity Development: Links to Adjustment, and Opportunities for Intervention in Adolescence and Young Adulthood*, Spring 2019, Fall 2019
- *An Investigation of Ethnic-Racial Identity Outside of the U.S Context – The Case of Colombia*, (research practicum), Fall 2018
- *Developmental Theories of Change*, Fall 2017, Fall 2018
- *Turnaround Schools*, Spring 2018, Spring 2019
- *Topics in Educational Psychology*, Spring 2017, Spring 2018

Facilitator

Spring 2018-Fall 2018

Culturally Responsive Instruction in Literature (online course)

Seminar Leader

Fall 2016-Fall 2017

Equity in Practice

ReNew Cultural Arts Academy, New Orleans, LA

Summer 2011-Summer 2013

4th and 5th Grade English Teacher

- Developed rigorous reading curriculum for 4th-5th grade students as well as differentiated literacy intervention curriculum for the school's most struggling readers across grades
- Appointed as Lead Planner for 4th and 5th Grade English for the then three-school network; created curriculum and materials for English Language Arts to be used network wide

Service

Professional Service

- SRCD Black Caucus, *Pre-Conference Organizer* 2026-present
- Consulting Editor, *Journal of Research on Adolescence* 2024-present
- Grant Reviewer, *Spencer Foundation* 2025
- Annual Meeting Submission Reviewer, *Society for Research on Adolescence* 2022-present
- Ad hoc Reviewer, *Journal of Black Studies* 2025
- Ad hoc Reviewer, *Journal of American College Health* 2025
- Ad hoc Reviewer, *Behavioral Sciences* 2024
- Ad hoc Reviewer, *Human Development* 2024
- Ad hoc Reviewer, *Child Development* 2024
- Ad hoc Reviewer, *Journal of Adolescence* 2023-present
- Ad hoc Reviewer, *Emerging Adulthood* 2023-2024
- Ad hoc Reviewer, *Developmental Psychology* 2022-present
- Ad hoc Reviewer, *Journal of Youth and Adolescence* 2023-2024
- Ad hoc Reviewer, *Journal of Adolescence* 2023-present
- Ad hoc Reviewer, *Journal of Early Adolescence* 2023
- Ad hoc Reviewer, *Race and Social Problems* 2022
- Ad hoc Reviewer, *Group Processes & Intergroup Relations* 2020-2021
- SRCD Black Caucus, *Student/Early Career Subcommittee* 2019-2021

University Service

Harvard University

- Harvard University W.E.B. Du Bois Graduate Society, *Fellowship mentor* Fall 2017
- Mellon Mayes Undergraduate Fellowship, *Mentor* Fall 2015-Spring 2016

Department Service

Georgetown University

- Psi Chi Faculty Director Fall 2026-present
- Community Life Committee Fall 2025-present
- Diversity, Equity, Inclusion, and Belonging Committee Fall 2024-Spring 2025
- Psychology Department Library Liaison Fall 2024-present

Harvard University

- Dean's Advisory Council on Equity and Diversity, *Member* Fall 2019-Spring 2020
- Masters' Redesign – How People Learn, *Developer* Spring 2019
 - Collaborated with Teaching and Learning team to develop module on Ethnic-Racial Identity Development
- Faculty Recruitment, *Ph.D. Student Representative* Spring 2019-Spring 2020
 - Met with prospective faculty, attended job talks, and provided detailed feedback to hiring committee.
- Graduate School of Education doctoral student buddy program, *Mentor* Fall 2017-present
- Student Research Conference, *Proposal Reviewer* Spring 2019
- Experienced Teaching Fellow panel, *Panelist* Spring 2019
- Orientation panels, *Panelist* Fall 2016, Fall 2017
- Accepted students open house panels, *Panelist* Spring 2017, Spring 2018

Community Service

- Advanced Placement (AP) Psychology Virtual Fellow Summer 2026-present
- Guest Lecturer in CHEC (DCPS high school) AP Psych courses Spring 2025-present
- Peace Ambassador Leadership Summit, *Guest speaker* Summer 2025
- Minds Matter, *Mentor*, Cambridge, MA Fall 2015-Spring 2022
- Tutoring Plus, *Tutor and Mentor*, Cambridge, MA Fall 2013-Spring 2018
- STEM mentoring, *Mentor*, Cambridge, MA Fall 2013-Spring 2015

Professional Memberships

- Society for Research in Child Development
- Society for Research on Adolescence
- Society for the Psychological Study of Social Issues
- American Educational Research Association
- Association for Psychological Science
- American Psychological Association, Division 45: Society for the Psychological Study of Culture, Ethnicity and Race