

Leoandra Onnie Rogers, Ph.D.

Northwestern University | Department of Psychology

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EDUCATION

2012 Ph.D., Developmental Psychology | New York University | New York, NY.

Steinhardt School of Culture, Education, and Human Development

Dissertation: Young, Black and Male: Exploring the Intersections of Racial and Gender Identity in An All-Black, All-Male High School

Committee: Niobe Way (chair), Pedro A. Noguera, and Marc A. Scott

2004 B.A., Psychology and Educational Studies | UCLA | Los Angeles, CA.

Research Statement:

I am a developmental psychologist and identity scholar, trained in a school of culture, education, and human development. The primary goal of my research is to understand the mechanisms through which macro-level social hierarchies and inequalities are both perpetuated and disrupted at the micro-level of identities and relationships. I study such issues and questions through the lens of identity development among diverse youth in sociocultural settings and contexts.

PROFESSIONAL POSITIONS

2022-Current **Associate Professor with tenure**

Department of Psychology | Northwestern University
School of Education and Social Policy (by courtesy)

2016-Current **Faculty Fellow**

Institute for Policy Research | Northwestern University

2016-2022 **Assistant Professor**

Department of Psychology | Northwestern University
School of Education and Social Policy (by courtesy)

2016-Current **Associate Editor**

Journal of Adolescent Research

2022-Current **Editorial Positions**

Child Development

Personality and Social Psychology Review (PSPR)

Cultural Diversity and Ethnic Minority Psychology (CDEMP)

Qualitative Psychology

2015-2016 **Research Assistant Professor**

College of Education, Department of Learning Sciences and Human Development |
University of Washington

2013-2015 **Postdoctoral Fellow**

Institute for Learning & Brain Sciences (I-LABS) | University of Washington

National Science Foundation (NSF) Postdoctoral Scholar

Project Title: "A Mixed-Methods Study of Social Identity Development in Middle Childhood"

- Design, conduct, and coordinate data collection for a longitudinal study of social identities with children ($N = 245$) in three public schools
- Co-created a racial identity and stereotypes Implicit Associations Test (IAT) for use

with children and early adolescents

- Supervising undergraduate students and research assistants
- Supervisor: Dr. Andrew Meltzoff, Professor of Psychology

Spencer/National Academy of Education Postdoctoral Scholar

Project Title: "Understanding the Path of Resistance: How Stereotypes Shape the Racial Identities and Academic Pathways of Black Youth"

- Qualitative interviews and analysis with Black children ($N = 60$) in elementary and middle school (2nd-6th grade) about race, racial identity, and stereotypes
- Developed an online learning module for outreach to parents and educators about race and child development

2008-2012

Graduate Research Assistant

Department of Applied Psychology | New York University

Responsibilities included:

- Developing theoretical framework and coding scheme for interview analysis
- Training research team in interviewing and qualitative analysis
- Mentoring and supervising undergraduate research assistants

Supervisor: Dr. Niobe Way, Professor of Human Development

2007-2010

Graduate Research Assistant

Metropolitan Center for Urban Education | New York University

Responsibilities included:

- Studying seven new single-sex public schools serving low-income Black and Latino males
- Conducting surveys, interviews and focus groups with school staff, teachers, and students
- Data analysis, transcription, and conference proposals
- Writing annual project reports for the Bill and Malinda Gates Education Foundation

Supervisor: Dr. Pedro Noguera, Professor of Sociology and Urban Education

RESEARCH FELLOWSHIPS/GRANTS

2021-2026 Enhancing Critical Conversations about Race and Racism in Families | National Institutes of Health. Principal Investigator: David Chae (Tulane University). Co-Investigators: Michael Cunningham (Tulane University); Amanda Lewis (University of Illinois Chicago); Elizabeth Reed (San Diego State University); Leoandra Onnie Rogers; Marjorie Skeer (Tufts) (\$244,722) ([U01OD033242](#))

2021-2023 Rebuilding Black Girlhood! Nurturing Resistance, Cultivating Identities and Relationships with Black Girls | *The Alliance for Research in Chicagoland Communities (ARCC) Pilot Research Grant*. Co-Investigators: Gloria Dotson-Lewis, Leoandra Onnie Rogers (\$25,000)

2021-2023 On the Road to Discovery: Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices” | SESP Venture Research Fund. Principal Investigator: Terri Sabol; Co-Is: Leoandra Onnie Rogers, Sandra Waxman (\$69,325)

2020-2021 Beyond Black and White: Using Interviews to Understand Multiracial Identity during Sociopolitical Change | Northwestern University Provost Faculty Grants for Research. Principal Investigator: Leoandra Onnie Rogers, Co-PI: *Courtney Jones (\$3,000)

2020-2022 A Contextual Examination of Ethnic-Racial Identity and Critical Consciousness among Diverse College Students | National Science Foundation Postdoctoral Fellowship

- Principal Investigator: *Ursula Moffitt; Co-PIs: Leoandra Onnie Rogers, Margarita Azmitia (138,000)
- 2019-2024 Causeway Postbaccalaureate Program: Increasing diversity in the mathematical sciences | National Science Foundation (#1916410)
Principal Investigator: Eric Zaslow; Co-Principal Investigator: Bryna Kra, John Alongi, Santiago Canez; Leoandra Onnie Rogers (\$360,059)
- 2019-2021 (Re)Building the Foundation of Black Girlhood: A Partnership to Promote Black Girls' Socio-Emotional and Cultural Development w/Gloria Dotson-Lewis, *Distinctively Me* | *The Alliance for Research in Chicagoland Communities (ARCC) Seed Grant Program* (\$5,000)
- 2019-2021 Mapping Children's Faith Formation Collaborative | Lilly Endowment, Inc. (\$8,000)
- 2018-2020 "#BlackGirlMagic: A mixed-method case study of identity, intersectionality, and resistance to stereotypes among Black adolescent girls" | Spencer Foundation (\$49,940)
- 2017-2018 NSF Academic Working Group: A Lifespan Conceptual Model of Ethnic/Racial Identity | National Science Foundation | Caldeza, E. & Umaña-Taylor, A. J. (Co-PIs).
- 2017-2018 "Black girl magic": The social and academic lives of Black adolescent girls | W Award for Innovation in Research | Northwestern University (\$32,000)
- 2017-2018 Institute for Policy Research Seed Grant | Northwestern University (\$4,500)
- 2016-2017 Royalty Research Foundation Grant, University of Washington (\$39,914)
- 2015-2016 Hearst Fellowship for Research Translation, Outreach and Education (\$25,000)
- 2013-2015 National Science Foundation (NSF) Postdoctoral Fellowship Grant (\$207,354)
- 2013-2014 Spencer Foundation/NAEd Postdoctoral Fellowship (\$55,000)
- 2013-2014 Ford Foundation Postdoctoral Fellowship (\$40,000; declined)
- 2011-2012 Ford Foundation Dissertation Competition Fellowship (\$20,000)
- 2010-2011 Spencer Foundation Dissertation Fellowship (\$25,000)
- 2009-2010 Men's Studies Research Scholarship, New York University (\$15,000)
- 2009-2010 Adjunct Professional Development Award, New York University
- 2008-2010 Professional Development Competitive Travel Fund, New York University
- 2007-2009 Graduate Assistantship, New York University
- 2006-2007 Monroe Stein Research Scholarship, New York University (\$20,000)
- 2003-2004 National Collegiate Athletic Association (NCAA) Postgraduate Scholarship (\$7,000)

HONORS/AWARDS

- 2022 Invaluable Mentorship Award | Northwestern University, Department of Psychology
- 2022 Towards 2044: Horowitz Early Career Scholar Mentor | *Society for Research on Child Development*
- 2021 Emerging Scholars Program Faculty Mentor | Northwestern University
- 2021 Fletcher Prize for Excellence in Research Mentorship, Finalist | Northwestern University
- 2019 AERA/SRCD Early Career Fellowship in Middle Childhood Education and Development | *American Educational Research Association/Society for Research on Child Development*
- 2019 SHEro Community Award | *Distinctively Me*, Chicago, IL.
- 2018 Gender Equity in Action Faculty Award | Northwestern University Women's Center
- 2018 Emerging Scholar | *Diverse: Issues in Higher Education*

- 2017 Association of Psychological Sciences (APS) Rising Star
- 2014 UCLA Athletics Hall of Fame Inductee, Class of 2014
- 2012 Outstanding Dissertation Award Nominee (New York University)
- 2010 Distinguished Teaching Award (New York University)
- 2006 21st Century Scholarship, 2005-2006
- 2004 NCAA TOP VIII Student-Athletes Nationwide
- 2003 Honda Award Recipient (Nation's Top Collegiate Gymnast)
- 2003 Pacific-Ten Conference Gymnast of the Year
- 2001 NCAA Individual All-Around Gymnastics Champion + 3-time NCAA National Champion

PUBLICATIONS (*advisees/student collaborators)

Peer-Review Journals

- Jones, C. M., & **Rogers, L. O.** (2023). Family racial/ethnic socialization Through the Lens of multiracial Black identity: A m(ai)cro analysis of meaning making. *Race and Social Problems*, 15, 59-78.
<https://link.springer.com/article/10.1007/s12552-023-09387-6>
- *Moffitt, U., **Rogers, L. O.**, *Charlson, E., & *Mzizi, Y. (2022). Race Talk During the 2020 U.S. Presidential Election: Emerging Adults' Critical Consciousness and Racial Identity in Context. Epub ahead of print: *Journal of Adolescent Research*, 0(0). <https://doi.org/10.1177/07435584221145009>
- Rogers, L. O.**, & Heard-Garris, N (2022). Documenting racial disparities or disrupting racism? A all to center systems o power, privilege, and oppression in psychological and pediatric research. Invited Commentary. *JAMA Pediatrics*.
- Rogers, L. O.** (2022). From promoting healthy masculinities to nurturing healthy humans and societies: Comment on Di Bianca and Mahalik (2022). *American Psychologist*, 77(3), 338-340. PMID: 35587401; DOI: [10.1037/amp0000976](https://doi.org/10.1037/amp0000976)
- *Moffitt, U. & **Rogers, L. O.** (2022) Studying ethnic-racial identity among white youth: White supremacy as a developmental context. *Journal of Research on Adolescence: "Oppression is as American as Apple Pie": Learning About and Confronting Whiteness, Privilege, and Oppression Special Series: Dismantling Systems of Racism and Oppression during Adolescence*. Epub: <https://doi.org/10.1111/jora.12762>
- *Turner, A. F., Couch, N. G., *Cowan, H. R., *Otto-Meyer, R., Murthy, P., Logan, R. L., **Rogers, L. O.** & McAdams, D. P. (2022). The good and the bad in black and white: Stories of life's high and low points told by black and white midlife adults in America. *Journal of Research in Personality*, 101, 104298. <https://doi.org/10.1016/j.jrp.2022.104298>
- Destin, M., *Silverman, D. M., & **Rogers, L. O.** (2022). Expanding the social psychological study of educators through humanizing principles. *Social and Personality Psychology Compass*, 16(6), e12668. <https://doi.org/10.1111/spc3.12668>
- *Jones, C. M., & **Rogers, L. O.** (2022). "There Are Stereotypes for Everything": Multiracial Adolescents Navigating Racial Identity under White Supremacy. *Social Sciences*, 11(1), 19. <https://doi.org/10.3390/socsci11010019>
- *Das, S., Hughes, D., Way, N., & **Rogers, L. O.** (2022). Lessons of resistance from Black mothers to their Black sons. *Journal of Research on Adolescence: "Good trouble, necessary trouble": Dismantling oppression through resistance and activism*. <https://doi.org/10.1111/jora.12740>
- *Nielson, M. G., Martin, C. L., **Rogers, L. O.**, Lindstrom Johnson, S., Miller, C. F., & Berendzen, H. (2022). Exploring young men's experience of resistance to masculine norms. *Emerging Adulthood*, <https://doi.org/10.1177/21676968211072933>.
- Rogers, L. O.**, & Butler-Barnes, S. (2021). "Even though we don't have everything...we build our own thing": Exploring Black girl space. *Black Lives Matter: Systems of oppression affecting Black youth.* *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12697>
- Rogers, L. O.**, Butler-Barnes, S., & *Sahaugian, L. (2021). #BlackGirlMagic: Media as a socializing context of identity among Black adolescent girls. M. D. Ruck, D. L. Hughes, & E. Y. Niwa (Eds.). *Journal of the Society for the Psychological Study of Social Issues*, Special Issue: "Ethnic-Racial Socialization Among

Children and Adolescents”. <https://doi.org/10.1111/josi.12483>

Rogers, L. O., Niwa, E. Y., Chung, K., Yip, T., & Chae, D. (2021). M(ai)cro: Centering the macrosystem in human development. In M. D. Ruck & M. Killen (Eds.). *Human Development, Special Issue: “Promoting Social Equity, Fairness, and Racial Justice in Development” Human Development, 65*, 270–292. <https://doi.org/10.1159/000519630>

Rogers, L. O., & Way, N. (2021). Child development in ideological context: Through the lens of resistance and accommodation. *Child Development Perspectives, 15*(4), 242-248. <https://doi.org/10.1111/cdep.12433>

Sabol, T. J., Kessler, C., **Rogers, L. O.,** Petitclercic, A., Silver, J., Briggs-Gowan, M., & Wakschlag, L. S. (2021). A window into racial disparities in preschool disciplinary action using developmental methodology. *Annals of New York Academy of Sciences*. 10.1111/nyas.14687. Advance online publication. <https://doi.org/10.1111/nyas.14687>.

Kornbluh, M., **Rogers, L. O.,** & Williams, J. (2021). What and How We See Matters: Critical Theories for Anti-Racist Adolescent Research. In L. O. Rogers, J. Lee Williams, & M. Kornbluh (Eds.). *Journal of Adolescent Research, Special Issue: “Critical Approaches to Adolescent Development: Reflections on theories and methods for pursuing anti-racist developmental science*. Online: <https://doi.org/10.1177/07435584211045130>

Rogers, L. O., Versey, H. S., & *Cielto, J. (2021). “They’re always gonna notice my natural hair”: Identity, intersectionality and resistance among Black girls. *Qualitative Psychology*. Epub ahead of print. <https://doi.org/10.1037/qap0000208>

Butler-Barnes, S. T., Lea, C. H., Leath, S., **Rogers, L. O.,** Barnes, D. L., & Ibram, H. (2021). Visible or invisible? Black girls experiences in a mathematics classroom. *Journal of African American Women and Girls in Education, 1*(2), 26-59. <https://doi.org/10.21423/jaawge-v1i2a85>

Rogers, L. O., *Moffitt, U., & *Foo, C. (2021). “Martin Luther King fixed it”: Children making sense of racial identity in a colorblind society. *Child Development, 92*(5), 1817-1835. <https://doi.org/10.1111/cdev.13628>

Chae, D. H., Yip, T., Martz, C.D., Chung, K., Richeson, J. A., Hajat, A., Curtis, D. S., **Rogers, L. O.,** & LaVeist, T. A. (2021). Vicarious racism and vigilance during the COVID-19 pandemic: Mental health implications among Asian and Black Americans. *Public Health Reports, 136*(4), 508-517. <https://doi.org/10.1177/00333549211018675>

*Moffitt, U., **Rogers, L. O.,** *Dastrup, K. (2021). Beyond ethnic identity: Applying Helms’ White Racial Identity Development model with White youth. *Journal of Research on Adolescence. 10.1111/jora.12645*

*Rosario, R. J., *Minor, I., & **Rogers, L. O.** (2021). “Oh, you’re pretty for a dark-skinned girl”: Black adolescent girls’ identities and resistance to colorism. In L. O. Rogers, J. Lee Williams, & M. Kornbluh (Eds.) Special Issue: “*Critical approaches to adolescent development: Reflections on theories and methods for pursuing anti-racist developmental science.*” *Journal of Adolescent Research, 36*(5), 501–534. <https://doi.org/10.1177/07435584211028218>

Kornbluh, M., **Rogers, L. O.,** & Williams, J. (2021). Doing anti-racist scholarship with adolescents: Empirical examples and lessons learned. In L. O. Rogers, J. Lee Williams, & M. Kornbluh (Eds.) Special Issue: “*Critical approaches to adolescent development: Reflections on theories and methods for pursuing anti-racist developmental science.*” *Journal of Adolescent Research, 36*(5), 427-436. <https://doi.org/10.1177/07435584211031450>

Rogers, L. O., *Rosario, R. J., *Padilla, D., & *Foo, C. (2021) “[I]t’s hard because it’s the cops that are killing us for stupid stuff”: Developing racial identity in the context of Black Lives Matter. *Developmental Psychology, 57*(1), 87–101. <https://doi.org/10.1037/dev0001130>

Rogers, L. O., Kiang, L., White, L., Calzada, E. J., Umaña-Taylor, A. J., Derlan, C. D., Marks, A., & Whitesell, N. (2021). Persistent Concerns: Questions for Research on Ethnic-Racial Identity Development. *Research in Human Development, 17*, 130-153.

<https://doi.org/10.1080/15427609.2020.1831881>

- Williams (Derlan), C. D., Byrd, C. M., Quintana, S. M., Anicama, C., Kiang, L., & Umaña-Taylor, A. J. **Rogers, L. O.**, & Whitesell, N. (2021). A lifespan model of ethnic-racial identity. *Research in Human Development, 17*(2-3), 99-129. <https://doi.org/10.1080/15427609.2020.1831882>
- Marks, A. K., Calzada, E., Kiang, L., Pabón Gautier, M.C., Martinez-Fuentes, S., Tuitt, N.R., Ejese, K., **Rogers, L.O.**, Derlan, C. D., & Umaña-Taylor, A. (2021). Applying the lifespan model of ethnic-racial identity development: Exploring affect, behavior, and cognition to support wellbeing. *Research in Human Development, 17*(2-3), 154-176. <https://doi.org/10.1080/15427609.2020.1854607>
- Rogers, L. O.**, Williams, C. D., Marks, A. K., Calzada, E. J., & Umaña-Taylor, A. J. (2021). Response to Cross Commentary, *Research in Human Development, 17*, 186-188. <https://doi.org/10.1080/15427609.2021.1872335>
- Rogers, L. O.** (2020). "I'm Kind of a Feminist": Using master narratives to analyze gender identity in middle childhood. *Child Development, 91*, 179-196. <https://doi.org/10.1111/cdev.13142?af=R>.
- Rogers, L. O.** & Brooms, D. (2020). Ideology and identity among White male teachers in an all-Black male high school. *American Educational Research Journal, 57*, 440-470. <https://doi.org/10.3102/0002831219853224>
- *Nielson, M. G., Martin, C. L., **Rogers, L. O.**, Miller, C. F., & England, D. (2020). Quantifying gender norm resistance. *Journal of Adolescence, 84*, 219-229. <https://doi.org/10.1016/j.adolescence.2020.09.008>
- Rogers, L. O.**, Griffin, C., & Warren, C. A. (Eds) (2020). *Urban Education Special Issue: Race and Social and Emotional Learning (SEL) for Black students in Urban Learning Contexts*. <https://doi.org/10.1177/0042085920933337>
- Legette, K., **Rogers, L. O.**, & Warren, C. A. (2020). Humanizing student-teacher relationships for Black children: Implications for teachers' social-emotional training. L. O. Rogers, C. Griffin, C., & C. A. Warren (Eds.) *Urban Education Special Issue: Race and Social and Emotional Learning (SEL) for Black students in Urban Learning Contexts*. <https://doi.org/10.1177/0042085920933319>
- Rogers, L. O.** (2019). Commentary on economic inequality: What and who constitutes research on social inequality in developmental science? *Developmental Psychology, Special Issue: "Children's and Adolescents' Understanding and Experiences of Economic Inequality: Implications for Theory, Research, Policy, and Practice."* 55, 586-591. <https://doi.org/10.1037/dev0000640>
- Rogers, L. O.**, *Yang, R., Way, N., Weinberg, S., & *Bennett, A. (2019). "We're supposed to look like girls, but act like boys": Adolescent girls' adherence to masculinity norms. *Journal of Research on Adolescence, 30*, 270-285. <https://doi.org/10.1111/jora.12475>
- Rogers, L. O.** (2018). Who am I, who are we? Erikson and a transactional approach to identity research. *Identity, Special Issue: "50 years since the publication of 'Identity: Youth and Crisis', 18*, 284-294. <https://doi.org/10.1080/15283488.2018.1523728>
- *Debrosse, R. Destin, M., Rossignac-Milon, M., Taylor, D., **Rogers, L. O.** (2018). Immigrant adolescents' roots and dreams: Perceived mismatches between ethnic identities and aspirational selves predict engagement. *Self and Identity, 19*(1), 1-15. <https://doi.org/10.1080/15298868.2018.1523223>
- Rogers, L. O.** & Way, N. (2018). Reimagining social and emotional development: Accommodation and resistance to dominant ideologies in the identities and friendships of boys of color. *Human Development, 61*, 311-331. <https://doi.org/10.1159/000493378>
- *Nzinga, K., Rapp, D. N., *Leatherwood, C., Easterday, M., **Rogers, L. O.**, *Gallagher, N., & Medin, D. (2018). Should social scientists be distanced from or engaged with the people they study? *Proceedings of the National Academy of Sciences (PNAS) of the United States of America, 115*, 11435-11441. www.pnas.org/cgi/doi/10.1073/pnas.1721167115

- Rogers, L. O.,** & Meltzoff, A. N. (2017). Is gender more important and meaningful than race? An analysis of racial and gender identity among Black, White, and mixed-race children. *Cultural Diversity and Ethnic Minority Psychology, 23*, 323- 334. <http://dx.doi.org/10.1037/cdp0000125>
- Rogers, L. O.,** & Way, N. (2016). “I have goals to prove all those people wrong and not fit into any one of those boxes”: Paths of resistance to stereotypes among Black adolescent males. *Journal of Adolescent Research, 31*, 263-298. <https://doi.org/10.1177/0743558415600071>
- Ghavami, N., Kastiaficas, D., & **Rogers, L. O.** (2016). Toward an intersectional approach in developmental science: The role of race, gender, sexual orientation, and immigrant status. *Advances in Child Development and Behavior, 50*, 31-73. <https://doi.org/10.1016/bs.acdb.2015.12.001>
- Rogers, L. O.,** Scott, M. A., & Way, N. (2015). Racial and gender identity development among Black adolescent males: An intersectionality perspective. *Child Development, 86*, 407-424. <https://doi.org/10.1111/cdev.12303>
- Way, N., Hernández, M. G., **Rogers, L. O.,** & Hughes, D. L. (2013). “I’m not going to become no rapper”: Stereotypes as a context of ethnic and racial identity development. *Journal of Adolescent Research, 28*, 407-430. <https://doi.org/10.1177/0743558413480836>
- Rogers, L. O.,** Zosuls, K., Halim, M. L., Ruble, D., Hughes, D., & Fuligni, A. (2012). Meaning making in middle childhood: An exploration of the meaning of ethnic identity. *Cultural Diversity and Ethnic Minority Psychology, 18*, 99-108. <https://doi.org/10.1037/a0027691>
- Book Chapters and Reports**
- Lee, C. D., Nasir, N. S., Smirnov, N. & Carrington, A. (with collaboration from: Bang, M., Bass, H., diSessa, A. A., Resiman, A., **Rogers, L. O.,** Schoenfeld, A. H., Spencer, M. B., Tate, W. F., & Truiel, E.) (2021). Civic reasoning and discourse: Perspectives from learning and human development (ch. 2). In C. D. Lee, G., White & D. Dong, (Eds.), *Educating for Civic Reasoning and Discourse*. National Academy of Education. <https://naeducation.org/educating-for-civic-reasoning-and-discourse/>
- Rogers, L. O.,** Mastro, D., & Robb, M. (2021). The inclusion imperative: Why representations of race and ethnicity matter in kids' media. *Common Sense Media*. https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/2021-inclusion-imperative-report_final-release_for-web.pdf
- Rogers, L. O.,** *Moffitt, U., & *Jones, C. M. (2021). Listening for culture: Using interview analysis to understand identity in contexts. In K. C. McLean (Ed.), *Cultural Methodologies in Psychology: Describing and Transforming Cultures* (ch.2). Oxford University Press. <https://global.oup.com/academic/product/cultural-methods-in-psychology-9780190095949?cc=us&lang=en&#>
- Rogers, L. O.** & Syed, M. (2021). Conceptualizing the multiple levels of identity and intersectionality. In M. Bamberg, C. Demuth, & M. Watzlawik (Eds.), *The Cambridge Handbook of Identity*. Cambridge University Press. <https://www.cambridge.org/de/academic/subjects/psychology/social-psychology/cambridge-handbook-identity?format=HB>
- Rogers L.O.** (2020) “I Just Can’t Be Nothin’”: The Role of Resistance in the Development of Identity and Purpose. In A. Burrow & P. Hill (Eds.), *The Ecology of Purposeful Living Across the Lifespan*. Springer. https://doi.org/10.1007/978-3-030-52078-6_10
- Rogers, L. O.** & *Rosario, R. J., & *Cielto, J. (2020). The role of stereotypes: Racial identity and learning. In N. S. Nasir, C. Lee, R. Pea, & M. McKinney de Royston (Eds.), *Handbook of the Cultural Foundations of Learning* (Ch. 4, pp. 61-77). Routledge.
- Rogers, L. O.** (2018). The “Black Box”: Identity development and the crisis of connection among Black adolescent boys. In N. Way, A. Ali, C. Gilligan & P. A. Noguera (Eds.), *The crisis of connection: It’s roots, consequences, and solutions* (pp. 129-150). New York University Press.
- Way, N. & **Rogers, L. O.** (2017). Resistance to dehumanization: A developmental and contextual process.

In N. Nasir, C. Wainryb, & E. Turiel (Eds.), *Jean Piaget Society. Advancing conceptualizations of social development* (pp. 229-257). Cambridge University Press.

Rogers, L. O., Niwa, E. Y., & Way, N. (2017). The friendships of racial-ethnic minority adolescents in context: Identity and discrimination. In N. Cabrera & B. Leyendecker (Eds.), *Handbook of Positive Development of Minority Children* (pp. 267-280). Springer.

Niwa, E. Y., **Rogers, L. O.**, & Way, N. (2016). An ecological model of peer relationships. In L. Balter & C. Tamis-LeMonda (Eds.), *Child Psychology: A Handbook of Contemporary Issues* (3rd ed., (pp. 247-262). Taylor & Francis/Psychology Press.

Rogers, L. O., & Way, N. (2015). Semi-structured interviews and adolescent racial-ethnic identity development. Invited chapter in C. E. Santos & A. Umaña-Taylor (Eds.), *Studying Ethnic Identity: Methodological Advances and Consideration for Future Research* (pp. 195-230). American Psychological Association.

Way, N., & **Rogers, L. O.** (2015). “[T]hey say Black men won’t make it, but I know I’m gonna make it”: Ethnic and racial identity development in the context of cultural stereotypes. In M. Syed & K. McLean (Eds.), *Oxford handbook of identity development* (pp. 269-285). Oxford University Press.

Aronson, J., & **Rogers, L.** (2008). Overcoming stereotype threat. In S. Lopez (Ed.), *Positive psychology: Exploring the best in people* (vol. 3, pp. 109-121). Praeger Publishers.

Under Revision/Review

1. **Rogers, L. O.**, Moffitt, U., McLean, K., & Syed, M. (under review). Research as resistance: Dismantling the master narrative of “good” science.
2. McLean, K., Fish, J., **Rogers, L. O.**, Syed, M. (under review). Shifting the frame: The study of resilience needs to move from the individual to the structural.
3. *Moffitt, U., Ghavami, N., Katsificas, D., & **Rogers, L. O.** (revision). Intersectionality and identity in psychology: A systematic review of research.
4. **Rogers, L. O.**, *Scott, K. E., *Wintz, F. F. A., *Eisenman, S., *Dorsi, C., Chae, D., Meltzoff, A. N., (under review). M(ai)cro race conversations: Whether and how Black and white parents talk about Black Lives Matter.

PROFESSIONAL CONFERENCES (*advisees/student collaborators)

Rogers, L. O. (2022, September) Working Roundtable: “M(ai)cro: Toward a holistic framework to study race conversations and racial justice in society and developmental science”. *SRCD Special Topics Meeting: Toward a Holistic Developmental Science: Catalyzing transdisciplinary multi-sector collaborations to understand and support human development.* | St. Louis, MO.

*Das, S., Moore, J., Dorsi, C., & **Rogers, L. O.** (2022, May) ‘Identity in Context: Black Girls Making Sense of Intersectional Oppression. Poster presented at the *APS annual conference*. Chicago, IL.

*Jones & Rogers (2022, May). “There are stereotypes for everything”: Multiracial adolescents navigating racial identity under white supremacy. Poster presented at the *APS annual conference*. Chicago, IL.

Rogers, L. O., Sahauguan, L., Gordon, S., Hwang, Y., Schwartz, J., Quinn, O., & Charles, R. (2022, rescheduled). “Forms of resistance: Black adolescent girls’ reports of and responses to discrimination”. In N. Hurd (Chair) An Analysis of Diverse Youths’ Responses to Racial Discrimination and White Supremacy. *SRCD Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination.*

Rogers, L. O. (2022, rescheduled) S. Mendez (Chair) Roundtable Discussion: “Inviting everyone to the table: Research with marginalized communities”. *SRCD Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination.*

Rogers, L. O., & Butler-Barnes, S. (2022, April). “[E]ven though we don’t have everything...we build our own thing”: Valuing Black Girl Space. In paper symposium, “A Black Girl Like Me: Unpacking

- Complexities and Counternarratives.” Paper to be presented at *American Education Research Association (AERA) Annual Convention*, San Diego, CA.
- *Moffitt, U., & **Rogers, L. O.** (2022, April). Naming whiteness, acknowledging race: A contextual examination of racial identity development among white youth. In paper symposium, “Youths Perception of Racial Identity and Social Inequities in School.” Paper to be presented at *American Education Research Association (AERA) Annual Convention*, San Diego, CA.
- Rogers, L. O.** (2022, Mar). “Research as Resistance: Disrupting Oppression in Society and Developmental Science” Invited Panel: “New Ways to Think About Combating Xenophobia” | *Society for Research on Adolescence* | New Orleans, LA
- *Minor, I., & **Rogers, L. O.** (2022). "Just because I don't act ladylike doesn't make me any less of a girl": Adolescent girl's self-expression in response to white patriarchal norms. Poster to be presented at the Society for Personality and Social Psychology (SPSP) annual conference, San Francisco, CA.
- *Fiedler, A. M., & **Rogers, L. O.** (2022). “Nasty names” Black adolescents’ discussions of sexuality. Poster presented at the Society for Personality and Social Psychology (SPSP) annual conference, San Francisco, CA.
- *Eisenman, S., & **Rogers, L. O.** (2022). Genderqueer and non-binary (GQNB) college students’ intersectional identities. Poster presented at the Society for Personality and Social Psychology (SPSP) annual conference, San Francisco, CA.
- *Wintz, F., & **Rogers, L. O.** (2022). "It's just a color of the skin" : How Black and White parents justify racial sameness perception. Poster to be presented at the Society for Personality and Social Psychology (SPSP) annual conference, San Francisco, CA.
- *Jones, C., **Rogers, L. O.**, *Schwartz, J., & *Rapadas, E. (2021, April). “But, like, they don’t believe me”: External messages and the racial identities of multiracial children. In N. K. Christophe (Chair), Examining how Socialization and Discrimination Impact Multiracial Identity Across Development: Combining Qualitative and Quantitative Approaches. Paper presented at the *Society for Research on Child Development Virtual Biennial Meeting*.
- Rogers, L. O.**, *Moffitt, U., Ghavami, N., & Katsiaficas, D. (2021, April). The current state of intersectional identity research in psychology: What we know, don't know, and where we ought to go. In D. Henry (Chair), Intersectional Identities: Exploring How the Meaning and Consequences of Social Class Vary among Children Color. Paper presented at the *Society for Research on Child Development Virtual Biennial Meeting*.
- *Neilson, M., Martin, C., **Rogers, L. O.**, Lindstrom-Johnson, S., Miller, C., & Berendzen, H. (2021, April). Mapping resistance and conformity to masculine role norms throughout adolescence. In M. Neilson (Chair), A Developmental Approach to Adolescent Masculinity: Predictors and Outcomes of Adherence to Masculine Norms. Paper presented at the *Society for Research on Child Development Virtual Biennial Meeting*.
- Rogers, L. O. (2021, April). Discussant for Sladek, M. (Chair). Social Contexts of Adolescents’ Ethnic-Racial Identity Development: Advancing Multiple Methodological Approaches. *Society for Research on Child Development Virtual Biennial Meeting*.
- Cvencek, D., **Rogers, L. O.**, & Meltzoff, A. (2020, April). School or Sports? How Students’ Gender and Stereotypes about Race Predict Achievement of Black, White, and Mixed-Race Students. Paper presented at the biennial meeting for the *Society for Research on Adolescence*, San Diego, CA.
- Rogers, L. O.**, & Syed, M. (2020, April). “You probably get more job offerings ‘cause you’re a boy and you’re White”: Early adolescents’ intersectional identities. Paper presented at the biennial meeting for the *Society for Research on Adolescence*, San Diego, CA.
- Rogers, L. O.**, *Standley, M., Bodenhausen, G., Richeson, J., & Waxman, S. (2020, May). Racial and gender bias in preschoolers: An implicit and explicit bias experiment and identification measure. In S. Waxman (Chair). “Examining Implicit and Explicit Biases in Individual Children, Schools, and Communities: Implications for Racial Disparities in School Discipline.” Paper presented at the annual meeting for the *Association for Psychological Science*, Chicago, IL.
- Rogers, L. O.**, Katsiaficas, D., & Ghavami, N. (2019, June). The missing discourse of power: Identity

- intersectionality research in psychology. Interactive discussion at the annual meeting for the *Society for the Psychological Study of Social Issues*, San Diego, CA.
- *Sahaugian, L. & **Rogers, L. O.** (2019, May). #BlackGirlMagic: Does it silence the realities of Black girls' oppression and resistance? Poster presented at the annual meeting for *Association for Psychological Sciences*, Washington, D.C.
- Rogers, L. O.** & *Jin, X. (2019, May). Master narratives in middle childhood: Stability and change across time and identities. Paper presented at the *International Society for Identity Research* conference, Naples, Italy.
- Rogers, L. O.** & *Nelson, E. P. (2019, February). Who, what, and how: A systematic literature review of identity intersectionality research in psychology. Poster presented at the annual meeting for *Society for Personality and Social Psychology*, Portland, OR.
- *Ceilto, J. & **Rogers, L. O.** (2019, February). Does hair matter? How Black girls integrate physical features in their social identities. Poster presented at the annual meeting for *Society for Personality and Social Psychology*, Portland, OR.
- Rogers, L. O.**, *Gordon, S., *Foo, C., & *Kutlas, A. (2018, June). "It's just a color": Master narratives and racial identity in middle childhood. In A. L. Weinberg (Chair), "Development of stereotypes, social biases, and group understanding in children." Paper presented at the annual meeting for the *Society for the Psychological Study of Social Issues*, Pittsburg, PA.
- Rogers, L. O.**, *Foo, C., *Gordon, S., & *Kutlas, A. (2018, May). "It's just a color": Racial identity narratives in middle childhood. Poster presented at the annual meeting for *Association for Psychological Sciences*, San Francisco, CA.
- Rogers, L. O.**, *Rosario, R. J., & *Padilla, D. (2018, April) #BlackLivesMatter and racial identity development among Black, White, and Mixed-Race early adolescents: A mixed-method analysis. In E. Niwa (Chair), "Measuring the Macro-Context in Ethnic/Racial Identity Development: Evidence from Middle Childhood and Early Adolescence." Paper presented at biennial meeting for *Society for Research on Adolescence*, Minneapolis, MN.
- Rogers, L. O.** (2018, April). What does intersectional identity research look like? An interdisciplinary, mixed-method dialogue among diverse identity scholars. Panelists: Destin, M., Ghavami, N., Seaton, E., & Syed, M. Roundtable Discussion, biennial meeting for *Society for Research on Adolescence*, Minneapolis, MN
- Rogers, L. O.**, *O'Donnell, K., *Foo, C., *Gordon, S. & *Kutlas, A. (2018, April). Reinforcing or disrupting gender hierarchy? A master narrative analysis of gender identity in middle childhood. In K. McLean (Chair), *Gender Identity in the American Macro Context: Lessons from Children, Adolescents, and Emerging Adults*. Paper presented at biennial meeting for *Society for Research on Adolescence*. Minneapolis, MN
- *Bennet, A., *Yang, R., **Rogers, L. O.**, & Way, N. (2018, April). "Look like girls, but act like boys": Norms of Masculinity and Psychosocial Wellbeing among Adolescent Girls in the U.S. and China. Poster to be presented at biennial meeting for *Society for Research on Adolescence*, Minneapolis, MN
- Brooms, D. & **Rogers, L. O.** (2018, April). Resisting meritocracy: Teachers' ideologies and the academic achievement of Black boys. Paper to be presented at the annual meeting for *American Educational Research Association*. New York, NY.
- Rogers, L. O.** (2017, January). "They think we're illiterate but that's not true": Stereotypes as a cultural context of adolescent identity development. In J. Chung (Chair) "Culture and Identity Development in Adolescence and Young Adulthood." Invited paper presentation for *Society for Personality and Social Psychology Preconference: Lifespan Social-Personality*. San Antonio, TX.
- Ghavami, N., **Rogers, L. O.**, & *Bueso, L. (2016, April). What distinguishes boys from girls? Understanding gender in the context of race. Paper presented at annual meeting for *American Educational Research Association*. Washington, DC.
- Rogers, L. O.**, & *Dawson, C. (2015, April). Making sense of social identities: Black children constructing meaning of gender and race. Paper presented at the annual meeting for *American Educational Research Association*. Chicago, IL.

- Rogers, L. O.** (2015, March). “We’re not colored, we’re just a different color”: Black and White children’s conceptions of racial identity during elementary school. Poster presented at biennial meeting for *Society for Research on Child Development*. Philadelphia, PA.
- Rogers, L. O.** (2013, March). Black males narrating identities and stereotypes in an all-Black male high school. In S. Sirin (Chair), *Negotiating cultural identities among youth*. Paper presented at biennial meeting for *Society for Research on Child Development*. Seattle, WA.
- Rogers, L. O.** (2012, March). Racial and gender identity and psychological and academic adjustment: Does an all-Black male school make a difference? In J. Nelson (Chair), *Masculinity In Context: Empirical Studies of Race, Gender and Stereotypes in Single-sex Learning Environments*. Paper presented at biennial meeting of the *Society for Research on Adolescence*, Vancouver, Canada.
- Rogers, L. O.** (2012, February). Intersectionality in context: Racial and gender identity in an all-Black male high school. In L. Rogers (Chair), *The Intersections of Identity in Context: Empirical Studies of Race, Gender, Social Class, and Sexuality Among Black Adolescents*. Paper presented at the *SRCD Themed Meeting: Positive Development of Minority Children*, Tampa, Florida.
- Rogers, L. O.** (2011, April). Does the function of racial and gender identity shift during the transition into an all-black, all-male high school? In L. Rogers and M. Hernandez (Chairs), *Constructing Identities in Context: The Role of Schools in Adolescent Identity Development*. Paper presented at biennial meeting of the *Society for Research on Child Development*, Montreal, Canada.
- Rogers, L. O.** (2011, April). The intersections of gender, race, and sexuality: Black adolescent males’ narratives of masculinity. In J. Nelson and N. Way (Chairs), *Complicating Masculinity in International Contexts: Race, Gender, Sexuality, Psychological Well-Being, and Academic Engagement*. Paper presented at the biennial meeting of the *Society for Research on Child Development*, Montreal, Canada.
- Rogers, L. O.** (2010, July). Intersecting identities and adjustment: Racial and gender identity among Black adolescent males. Paper presented at the annual *Black Graduate Conference for Students in Psychology*, Baltimore, MD.
- Rogers, L. O.** (2010, April). Gender identity in an all-Black male high school: Multidimensionality and psychological well-being. Poster presented at the biennial *Gender Development Research Conference*, San Francisco, CA.
- Rogers, L. O.** (2010, March). The intersections of race and gender in an all-Black male school: Black adolescent males’ identities and psychological well-being. In E. Niwa and C. Santos (Chairs), *Exploring the Intersections of Race, Ethnicity and Gender in Identity Development: Methodological Challenges and Possibilities*. Paper presented at biennial meeting of the *Society for Research on Adolescence*, Philadelphia, PA.
- Rogers, L. O. & Nelson, J.** (2010, March). Masculinity when no girls are watching: Black adolescent males’ experiences in all-male schools. Poster presented at biennial meeting of the *Society for Research on Adolescence*, Philadelphia, PA.
- Rogers, L. O., Way, N., *Folberth, W., *Khan, G., & *Harris, R.** (2009, April). Resisting hypermasculine stereotypes: Intimacy and desire in Black boys’ same-sex friendships. In C. Santos (Chair), *Resisting stereotypes: Exploring the relationships of racially/ethnically diverse adolescent boys*. Paper presented at biennial meeting of the *Society for Research on Child Development*, Denver, CO.

INVITED TALKS & LECTURES

- 2022, Nov Invited Talk: “M(ai)cro: Centering the macrosystem in identity development | Social Psychology Brown Bag | Duke University via Zoom
- 2022, July Invited Panelist: "Developmentally Appropriate Teaching and Learning about Race and Racism in Elementary School" | EmbraceRace Webinar

- 2022, July Invited Moderator: “Inclusivity Now: Why Families Want Diverse Media” | The Children’s Media Conference | Sheffield, UK via Zoom
- 2022, May Invited Talk: “A M(ai)cro Lens: Situating Racial Identity Development in the Sociopolitical Context” | Developmental Psychology Brownbag Series | University of Chicago, Chicago, IL.
- 2022, Apr Invited Talk: “Children’s Understanding of Race and Racism” | Cognitive Development Society Plenary Symposium | Madison, WI.
- 2022, Apr Invited Talk: “M(ai)cro: Centering the Macrosystem in Identity Development” | University of Virginia, Department of Psychology | Charlottesville, VA
- 2022, Mar Invited Panelist: “Critical Race Theory and Psychological Science” | In conversation with Drs. Phia Salter and Ursula Moffitt | Diversity Salon Series | Northwestern University via Zoom
- 2022, Feb Invited Talk: “From Micro + Macro to M(ai)cro: Doing Equitable Developmental Science | Creating a Just Society: Equity and Belonging Series | New York University via Zoom
- 2022, Feb Invited Talk: “Talking with our Kids about Racism: Why We do It and How to Create Space for It” | Diversity Series for Parents | Shore County Day School via Zoom
- 2022, Feb Invited Talk: “Listening and Learning about Intersectional Identity from Adolescent Black Girls” | Developmental Psychology Colloquium Series | New York University via Zoom
- 2022, Feb Invited Panelist: “Equity in Research Round Table” | PBS Kids | via Zoom
- 2022, Feb “They’re always gonna notice my natural hair”: Identity, intersectionality, and resistance among Black girls | Northwestern University, Psychology Departmental Colloquium
- 2022, Jan Invited Panelist: “Identity Development in Context” | Cooney Center + Sesame Street Workshop Series on Middle Childhood | via Zoom
- 2022, Jan Invited Talk: “Intersectional Identity Research with Black Girls: Narratives of Resistance” | Clinical Psychology Brownbag Series | University of North Carolina Chapel Hill, via Zoom
- 2022, Jan Invited Talk: “The Inclusion Imperative: Why representations of race and ethnicity in kids’ media matters” | 9 Story Media Productions via Zoom
- 2022, Jan Invited Talk: “M(ai)cro: Centering the Macrosystem in Identity Development” | Institute for Policy Research Fay Lomax Cook Monday Colloquium | Northwestern University
- 2021, Oct Invited Panelist: “Integrational Conversations: Envisioning a Brighter Future for Black Children, Youth, and Families” | National Black Child Development Institute (NBCDI) annual conference | via Zoom
- 2021, Aug Invited Panelist: “Identity and Sense of Belonging in Culturally Diverse Classrooms and Schools” | Spotlight Topics panel at *Cultural Diversity, Migration, and Education* Conference | University of Potsdam, Germany | via Zoom

- 2021, May Invited Keynote: “Mentorship: Nurturing Relationships and Identities through Research” | Northwestern Undergraduate Research Expo, Office of Undergraduate Research
- 2021, Apr Invited Talk: “Racial Identity Development in The Sociopolitical Context” | University of California Santa Cruz Developmental Psychology Colloquium | via Zoom
- 2021, Apr Invited Talk: “Situating Human Development in the Sociopolitical Context” | University of Massachusetts Amherst, Developmental Science Program | via Zoom
- 2021, Apr Invited Talk: “Situating Human Development in the Sociopolitical Context” | Carolina Consortium on Human Development, University of North Carolina | via Zoom
- 2021, Mar Invited Talk: “#BlackGirlMagic: Identity among black girls” | Boston University School of Social Work, Research Seminar | via Zoom
- 2020, Dec Invited Talk: “Racial identity development in the sociopolitical context of Black Lives Matter” | University of Maryland, College Park Developmental Science Colloquium, Human Development and Quantitative Methodology | via Zoom
- 2020, Nov Invited Talk: “[I]t’s hard because it’s the cops that are killing us for stupid stuff”: Racial Identity in the Sociopolitical Context of Black Lives Matter | City University of New York Developmental Psychology Lunch Series | New York, NY via Zoom
- 2020, Oct Invited Panelist: “Who Gets to Thrive? What science tells us about the impact of racism and white supremacy on learning and development” | The Science of Learning and Development (SoLD) Alliance | via Zoom
- 2020, Oct Invited Talk: “Racism, Race, and Identity in Childhood” | YouTube Originals Racial Justice Roundtable, YouTube | via Zoom
- 2020, Sept Invited Panelist: “Race and Identity in Middle Childhood” | Vroom/Bezos Foundation: Racial Identity and Equity Dialogue | Seattle, WA via Zoom
- 2020, Sept Invited Talk: “#BlackGirlMagic and Black girls’ identities: A mixed-method analysis” | University of North Carolina, Developmental Lunch Series | via Zoom
- 2019, Nov Invited Talk: “I’m just a girl, not a white girl”: What young people reveal about identity and intersectionality | *Youth Next 10th Anniversary Conference* | University of Virginia Curry School of Education, Charlottesville, VA.
- 2019, Nov Invited Talk: “Growing up in a colorblind culture: A study of children’s racial identities. | Community and Prevention Research brownbag series | University of Illinois Chicago
- 2019, Oct Invited Panelist: “Delivering on the Promise: Town Hall on Black Girls and School Discipline” | *National Black Child Development Institute Annual Meeting* | Chicago, IL
- 2019, Jan Community Workshop: “How to Talk to Kids about Race and Racism” | Parent Meeting at Dewey Elementary School | Evanston, IL

- 2019, Jan Invited Talk: “Accommodation and resistance to dominant ideologies: A framework for understanding adolescent identity development and adjustment” | *Merrill Palmer Skillman Institute* | Wayne State University, Detroit, MI
- 2018, Dec Invited Talk: “White people like to think they’re superior”: Children’s race narratives and understanding of racial hierarchy” | Visiting Scientist for NIH Maximizing Access to Research Careers (MARC) Scholars Program | California State University, Fullerton
- 2018, Nov Invited Talk: “Cultural ideologies and social identities: Stories of racial and gender identity development among youth” | Developmental Brownbag | University of Illinois-Champaign-Urbana
- 2018, April Invited Panelist: “Methodological Issues in the Study of Identity” | *International Society for Research on Identity, Preconference* | Minneapolis, MN
- 2018, March Invited Talk: “Narrating the self in cultural contexts: Children’s racial identities in the era of Black Lives Matter” | Social Area Research Series | Loyola University Chicago
- 2018, Feb Invited Talk: “It’s just a color”: Racial identity narratives in middle childhood” | Center for Cross-Cultural Research, Western Washington University | Bellingham, WA
- 2018, Feb Methods Workshop: “The macro is in the micro: Analyzing culture in interview data” | Center for Cross-Cultural Research, Western Washington University | Bellingham, WA
- 2017, Nov Invited Talk: “Using qualitative interviews to examine identity intersectionality through the lens of stereotypes” | *Society for the Study of Emerging Adulthood (SSEA) Pre-conference* | Washington, D.C.
- 2017, Oct Invited Talk: “Paths of identity and purpose: An analysis of Black adolescent boys navigating stereotypes” | *Purpose in a Diverse Society Conference* | Washington University at St. Louis | St. Louis, MO
- 2017, Mar Invited Lecture: “Social identities and cultural narratives: Exploring the meaning of gender and racial identity in middle childhood.” Sanford School of Social and Family Dynamics | Arizona State University | Tempe, AZ
- 2016, Nov Keynote: “Race and Child Development” Black Child Development Institute, Chicago | Professional Development Conference: *Quality for our children: Changing the state of the Black child* | Chicago, IL
- 2016, Oct Opening Plenary Speaker: “They say we’re dumb, but that’s not true”: Black children’s resistance to stereotypes” | *National Black Child Development Institute (NBCDI) 46th Annual Conference* | Orlando, FL
- 2016, Oct Keynote (with Niobe Way): “Resisting dehumanization among boys of color: A contextual and developmental process” | *SRCD Special Topics Meeting: Babies, Boys and Men of Color* | Tampa, FL
- 2016, Aug Keynote: “Part I: There’s Truth to Every Stereotype: Understanding Stereotypes and Stereotype Threat” / “Part II: Challenge the Status Quo: How We Resist Stereotypes” | *Faculty Retreat, Northwest University* | Seattle, WA

- 2016, May Invited Lecture: “Race and Child Development” | *Seattle Pacific University* | Seattle, WA
- 2016, Feb Keynote: “Break out of the Box of Stereotypes” | [*Dinner with A Dang Student-Athlete Networking Event*](#), *University of Washington* | Seattle, WA
- 2016, Feb Teacher Professional Development Workshop: “Children’s Self Perceptions and Social Interactions in School” | *Tacoma Public Schools* | Tacoma, WA
- 2016, Jan Keynote: “Talking to Kids About Race” | *Parent Workshop, The Well* | Seattle, WA

MEDIA, COMMENTARIES, AND EDITORIALS

- 2023 *CNN Opinion* – [“The podium used to be a lonely place for Black gymnasts like me. But not any longer”](#) 27 February 2023
- 2021, Nov *Psychology Today* – [The Gift of Uncertainty: Young people are questioning religious certainty and embracing fluidity](#)” 20 November 2021
- 2021, July *Psychology Today* – [“Why naming race is necessary to undo racism: From colorblindness to critical race theory”](#) 9 July 2021
- 2020, Dec *Psychology Today* – [“Black Lives Matter” matters for children’s development](#). 17 December 2020
- 2020, Nov *Psychology Today* – [“Who am I, Who are we? How children and teens come to understand who they can become.”](#) 24 November 2020
- 2020, July The Hill – [“White parents: Talking to your children about racism is part of the solution.”](#) 11 July 2020
- 2020, July We Humans | Ideas.Ted.Com – [“There’s a right way to talk about racism with kids – and most white parents in the US aren’t doing it”](#) 9 July 2020
- 2020, July *CNN Health* – [“White parents: Talk to your kids about racism to raise more empathic adults”](#) 7 July 2020.
- 2020, July *Notices of the American Mathematical Society* – [“To the Editor: On diversifying top mathematics departments”](#) June/July, 2020
- 2020, June *The Conversation* – [“Most White parents don’t talk about racism with their kids”](#). 25 June 2020.
- 2020, Feb *Medium: National Center for Institutional Diversity* — [“My hair is bomb” Black girls identities and resistance](#)”. 13 February 2020.
- 2017, Jan *U.S. News and World Report* – [“Be ‘color-brave’ with your kids. Avoiding conversations with children about race is costly.”](#) 19 January 2017.
- 2016, Dec *Tacoma News Tribune* – [“How do kids in Tacoma think about race and gender? UW study offers some hints.”](#) 6 December 2016.
- 2016, Nov *Futurity* – [“Gender outranks race when kids describe ‘me’.](#) 17 November 2016
- 2016, Nov *UW Today* – [“Study provides insight into children’s race and gender identities”](#) 15 November 2016
- 2016, Nov *New York Mag* – [“A lesson for kids from the election: Adults aren’t perfect.”](#) 11 Nov 2016
- 2016, Nov *New York Mag* – [“What your election freak out looks like from a kid’s point of view.”](#) 10 November 2016

- 2016, Nov *Institute for Policy Research*, Northwestern University – [Faculty Spotlight: “TPR developmental psychologist examines how children form their identities.”](#)
- 2016, Feb *Parent Map Magazine* – [Racism: Families Push for Racial Justice](#)
- 2016, Feb KUOW NPR radio show – [How Stereotypes Affect Black Adolescent Males](#)
- 2016, Jan Institute for Learning & Brain Sciences – [What Black Adolescents Say About Stereotypes](#)
- 2014, Sept *Seattle Times* – [What Makes Kids Do Their Best](#) 28 November 2014

CONSULTING ACTIVITIES

- YouTube Originals
- Common Sense Media
- 9 Story: Children’s Media Production
- Vroom: A Global Program of the Bezos Family Foundation

PROFESSIONAL MEMBERSHIPS & COMMUNITY ACTIVITIES

- 2023-Present SRCD Anti-Racism Task Force
- 2023-Present Consulting Editor, *Qualitative Psychology*
- 2022-Present Consulting Editor, *Child Development*
- 2022-Present Consulting Editor, *Cultural Diversity and Ethnic Minority Psychology*
- 2022-Present Editorial Board Member, *Personality and Social Psychology Review*
- 2019-Present Civic Reasoning and Discourse *National Academic of Education*
- 2019-Present Research Advisory Board, *Springtide Research Institute*
- 2019-Present Northwestern University Undergraduate Research Office Committee
- 2019-Present Developmental Science Diversity Work Group, Northwestern University
- 2018-Present Editorial Board, *Society for Research on Child Development Social Policy Report*
- 2017-Present National Center for Institutional Diversity Scholars Network, University of Michigan
- 2017-2020 Provost’s Advisory Council on Women Faculty, Northwestern University
- 2016-Present Associate Editor, *Journal of Adolescent Research*
- 2016-Present Panel Reviewer, National Science Foundation (NSF)
- 2016-Present National Black Child Development Institute, Elected Board Member
- 2016-Present Member, Society for Personality and Social Psychology,
- 2016-Present Faculty Diversity and Inclusion Committee, Northwestern Psychology Department
- 2011-Present Ford Foundation Minority Fellows
- 2008-Present American Educational Research Association, Member
- 2008-Present Society for Research on Adolescence, Member
- 2008-Present Society for Research on Child Development, Member

Ad Hoc Reviewer:

- 2014-Present *Child Development*
- 2014-Present *Journal of Research on Adolescence*
- 2015-Present *Journal of Adolescent Research*
- 2015-Present *Psychology of Men and Masculinities*
- 2015-Present *Social Development*
- 2016-Present *Cultural Diversity and Ethnic Minority Psychology*
- 2016-Present *Journal of Applied Developmental Psychology*
- 2018-Present *Developmental Psychology*
- 2019-Present *Child Development Social Policy Report*