

## Statement of Research, Teaching, and Service

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In the 5 years since receiving my PhD I have maintained an active program of research while advising graduate students, teaching graduate and undergraduate courses, and providing service at various levels (i.e., departmental, university, community, and professional). I began my career as an Assistant Professor at the University of Illinois at Urbana-Champaign, and in my third year I was recruited to join the faculty of Arizona State University (ASU). With regard to my program of research, my work has been widely disseminated in the form of 29 publications (22 first authored), 36 presentations at national or international conferences in which submissions are peer reviewed, and 2 invited presentations. Despite the demands associated with a move, 19 of my 29 publications have occurred since 2004, the year that I moved to ASU. My contributions to the field have been acknowledged by senior scholars in the field, as evidenced by invitations to serve on editorial boards, an invitation to serve as a consulting editor for a special issue of *Child Development* on Race, Ethnicity, and Culture, invitations to contribute chapters to various edited books, and, most recently, an invitation to serve as Editor for a special issue of *Journal of Early Adolescence*. In terms of teaching, I have contributed to graduate and undergraduate instruction both in the classroom and in a research setting. I actively train both graduate and undergraduate students in research; in fact, I have co-authored a majority of my publications and conference presentations with students. Furthermore, I have served (or am currently serving) on 8 doctoral student committees (2 of which I serve as Chair) and 5 masters' student committees (4 of which I serve/served as Chair). Finally, over the years I have demonstrated a strong commitment to serving my department, the university, my profession, and the larger community in which I conduct my work.

### RESEARCH

Latinos are one of the fastest growing ethnic populations in the U.S. As a field, we are ill-equipped to contend with the demographic changes before us, given that our theoretical and empirical knowledge concerning human development and family studies is based largely on White, middle-class populations. Thus, the broadest objective of my research agenda involves contributing to theoretical and empirical knowledge on Latino children and families. Within this broad area, I am committed to two specific goals: (1) Highlighting the importance of understanding the diversity that exists among Latino populations and (2) Furthering the field's understanding of adolescents' ethnic identity formation, the role that family members play in this developmental process, and the factors in adolescents' lives that are influenced by their ethnic identity (e.g., academic resilience, psychological functioning). Given the interdisciplinary nature of my work, I have attempted to reach a diverse audience with my choice of publication outlets. My work has appeared in top journals in family studies (both basic and applied, e.g., *Journal of Marriage and Family*, *Family Relations*), adolescent development (*Journal of Adolescent Research*, *Journal of Adolescence*), and cultural psychology (*Cultural Diversity and Ethnic Minority Psychology*). I also have published in more specialized journals (e.g., *Hispanic Journal of Behavioral Sciences*, *Identity: An International Journal of Theory and Research*) to reach more specific audiences.

#### Goal 1: Conduct Research That Acknowledges Diversity Within and Among Latino Populations

Existing work on Latino populations tends to group Latinos into one homogenous population, without acknowledging the vast diversity that exists among and within national origin groups (e.g., Mexican, Cuban, Colombian, Puerto Rican). It is my goal to provide research that sheds light on the diverse experiences of Latinos living in the U.S. and encourages researchers to account for this diversity in their own work with Latinos.

*Methodological Contributions.* I have published two papers that speak directly to the importance of acknowledging diversity among Latino populations, specifically with regard to research methods. In one paper (Umaña-Taylor & Fine, 2001), we examined the methodological appropriateness of categorizing Latinos as a homogenous population when assessing various social science constructs (e.g., ethnic identity, self-esteem). We examined the internal consistency and concurrent validity of measures of these constructs among Colombian, Guatemalan, Honduran, Mexican, Nicaraguan, Puerto Rican, and Salvadoran adolescents living in the U.S., and our findings indicated that the measures demonstrated moderate to strong coefficients for certain Latino populations, but considerably lower coefficients for other Latino groups. Similarly, the concurrent validity of the measures varied across Latino groups. These findings have broad implications for the field, as they demonstrate the importance of assuring that our methods are reliable and valid within specific populations of interest. Furthermore, these findings encourage scholars to consider the methodological implications associated with the failure to account for diversity among Latinos.

In a second article (Umaña-Taylor & Bámaca-Gomez, 2004a) we discuss the various issues associated with data collection of multiple Latino populations (i.e., Colombian, Guatemalan, Mexican, and Puerto Rican). In this paper, we offer suggestions for improving research with diverse Latino populations and through these insights and strategies we expect to help other researchers feel like the research is "doable." The existing research on Latino populations tends to homogenize Latinos because it is simply easier to gather data on a group that one assumes to be homogenous (e.g., a larger sample size can be achieved; there is no need to explore reliability and validity for each group if they are assumed to be homogenous). My central goal is to provide scholars with effective and tested strategies that will facilitate their research with Latino populations while acknowledging the diversity that exists among Latinos.

*Theoretical Contributions.* In terms of theoretical contributions, I have published and continue to produce papers in which the diversity among and within Latino populations is examined. I have grounded this work in ecological theory, which acknowledges the vast diversity of contexts (e.g., social class, immigration history, neighborhood characteristics) in which families' lives are embedded and the varied influence of these contexts on individuals' outcomes and development. Collectively, findings from my research on various contextual factors such as generational status, national origin group's history in the U.S., and ethnic composition of neighborhoods and schools have supported notions of ecological theory. For example, in one paper (Umaña-Taylor & Bámaca-Gomez, 2004b), we examined the diversity within one Latino population by exploring whether Mexican-origin adolescents' resistance to peer pressure toward antisocial behaviors would vary based on their generational status in the U.S. We found that adolescents who had been in the U.S. for fewer generations tended to be more resistant to peer pressure than their counterparts who had been in the U.S. for more generations, which highlighted the importance of considering variation by generational status when conducting research on Mexican-origin adolescents. These findings are critical for scholars who work with delinquent youth, as they highlight one important demographic factor that could help account for susceptibility to truancy.

In a second paper (Umaña-Taylor, 2004) I explored how Mexican-origin adolescents' ethnic identity is experienced differently depending on the ethnic diversity in adolescents' school context. Adolescents in my study were attending one of three high schools, which varied significantly by ethnic composition. My findings indicated that adolescents who were attending the predominantly non-Latino high school (15% Latino) reported significantly higher levels of ethnic identity than those attending either the ethnically balanced (45% Latino) or predominantly Latino (96% Latino) high schools. This finding was significant because it underscored the importance of considering adolescents' schools as an important social context that may affect adolescents' ethnic identity. It also highlighted the diversity that exists among Mexican-origin Latinos' ethnic identity.

In addition, I have published two papers that advanced our theoretical understanding of ethnic socialization processes by providing empirical support for the theoretical notion that families' experiences influence and are influenced by the multiple environments in which their lives are embedded. These studies utilized qualitative methodology to explore within group variability in ethnic socialization among 119 Latina mothers (of Colombian, Guatemalan, Puerto Rican, or Mexican descent). In the first paper (Umaña-Taylor & Bámaca, 2004b), we explored similarities and differences in ethnic socialization among Colombian, Guatemalan, Mexican, and Puerto Rican *immigrant* mothers (i.e., born outside of the U.S. mainland). Our findings highlighted the need to consider the history in the U.S. of particular Latino national origin groups, as this was linked to important variation in community resources available to families (i.e., Mexicans have a longer history of settlement in the U.S. than Colombians and, thus, more established ethnic enclaves that provide resources for families). The second paper (Umaña-Taylor & Yazedjian, 2006) examined the similarities and differences that exist with regard to ethnic socialization among Mexican and Puerto Rican mothers who were either born in the U.S., Mexico, or Puerto Rico. We analyzed these data with a focus on variation due to generational status in the U.S. Our findings were generally consistent with an acculturation framework, but also suggested that regulations at the macrosystem level (e.g., governmental policies) may be influencing microsystem experiences (e.g., familial ethnic socialization). For instance, Puerto Ricans were more similar in ethnic socialization practices across generational status groups than were Mexicans, which may be a result of the relative ease with which Puerto Rican families can travel between the U.S. and the island compared to Mexican families' ability to travel between the U.S. and Mexico.

Finally, my work has also highlighted the importance of considering variation within Latinos based on gender. In my early work that examined Latino young adult's romantic relationships, I found variation by gender in the factors that predicted young adults' commitment to marrying their dating partner (Umaña-Taylor & Fine, 2003). In my more recent work with Latino adolescents, I have found that distinct structural models are necessary for modeling processes regarding adolescent girls' and boys' resistance to peer pressure (Bámaca & Umaña-Taylor, 2006), academic motivation (Alfaro, Umaña-Taylor, & Bámaca, 2006), and self-esteem (Bámaca, Umaña-Taylor, Alfaro, & Shin, 2005). Taken together, these studies underscore the need to examine diversity among Latino national origin groups (e.g., Mexican vs. Puerto Rican), as well as diversity *within* national origin groups (e.g., generational status, gender).

## **Goal 2: Furthering Our Understanding of Ethnic Identity Development**

A significant part of my research involves developing a better understanding of the process of ethnic identity formation. How do adolescents develop an understanding of their ethnicity and what it will mean for them? Learning more about the nature and influence of ethnicity on individuals' lives is essential for understanding personal and group relations in a multicultural country, such as the U.S., where minority groups and a dominant social group co-exist.

*Methodological Contributions.* I have made various methodological contributions to this area by refining the assessment of ethnic identity. Specifically, I developed a measure of ethnic identity (Ethnic Identity Scale; EIS) that is theoretically grounded in Erikson's ego identity theory and Tajfel's social identity theory (Umaña-Taylor, Yazedjian, & Bámaca-Gomez, 2004). Soon after the measure's acceptance for publication, I was invited to present the new measure at a conference organized by Child Trends, a well-regarded foundation that focuses on positive youth development—

suggesting that my work is being recognized as a significant contribution in this area and, more importantly, that the measurement of ethnic identity is being included in the discourse on positive youth development.

In addition to the development and dissemination of my measure, I secured funding from the University of Illinois Research Board to conduct a multi-site study to examine the psychometric properties of the EIS with multiple ethnic groups. I gathered data in California, Missouri, and Illinois. An article is currently in press, in which a graduate student and I explored the factorial structure of this measure with Black, Latino, White, and Asian populations in the different geographical regions; also, in an effort to examine validity we explored the association between ethnic identity and self-esteem across ethnic groups and geographical contexts (Umaña-Taylor & Shin, in press). We found that support for validity and reliability of the EIS subscales varied by ethnicity (e.g., Latino vs. Asian) and geographical location (e.g., Asians living in the West vs. the Midwest). These findings raise important considerations regarding measurement equivalence and encourage researchers to establish equivalence based on *both* ethnicity and geographical location.

*Theoretical Contributions.* In addition to my methodological contributions, I have contributed to the advancement of our theoretical understanding of ethnic identity formation. For my dissertation, I developed a conceptual model of ethnic identity formation and tested it among Mexican-origin adolescents (Umaña-Taylor & Fine, 2004). This work led to an important finding for scholars who investigate adolescent development: family members play a critical role in the process of ethnic identity formation. In my work, one of the most robust findings has been that familial socialization regarding ethnicity, in other words, the things that parents do to teach their children about their cultural roots, is the most influential factor in determining the degree to which adolescents explore their ethnicity and feel positively about their ethnic background. To examine this relationship with multiple ethnic groups, I conducted a second study with an ethnically diverse sample of Asian Indian, Chinese, Filipino, Vietnamese, and Salvadoran adolescents. My co-authors and I found that familial ethnic socialization was the only common influential factor on adolescents' ethnic identity formation across the five groups (Umaña-Taylor, Bhanot, & Shin, 2006). Thus, not only do families play critical roles for adolescents from these diverse ethnic populations, but this emerged as the only factor that commonly predicted adolescents' ethnic identity across groups. Although this may sound logical and expected, researchers had only theorized about the role that families play in this developmental process and my work is among the first to empirically explore this relationship with Latino and Asian adolescents.

My work has also provided empirical support for theoretical notions of ethnic identity with populations that have been largely excluded from existing work: individuals whose parents are from different cultural backgrounds. For example, in our investigation of ethnic identity among biethnic adolescents (Gonzalez, Umaña-Taylor, & Bámaca-Gomez, 2006), we found that the ethnic background of the mother plays a significant role in determining the degree of ethnic socialization that adolescents will experience in the home. Furthermore, in our research with biracial adolescents (Bracey, Bámaca-Gomez, & Umaña-Taylor, 2004), we found that ethnic identity is significantly related to adolescents' self-esteem; the more biracial adolescents report that they have explored their ethnicity, the better they feel about themselves. Our findings are important because they provide insights into groups that have been previously understudied but are increasing in size in the U.S. Furthermore, this line of work provides valuable substantive findings that can be used to develop both future research studies and youth development programs.

#### **Future Plans**

I plan to continue my work with regard to the two broad goals that I introduced above. My work on ethnic identity is moving in two parallel but unique directions. First, I intend to focus attention on issues related to conceptually and methodologically disentangling ethnic identity and acculturation. I recently published one manuscript that deals with this topic (Umaña-Taylor & Updegraff, in press), and I have a second one undergoing peer review for publication (Umaña-Taylor, Alfaro, & Bámaca, under review). The second direction involves furthering the field's understanding of the developmental process of ethnic identity among Latino youth, as well as how ethnic identity is associated with important adolescent outcomes such as psychological functioning and academic success over time. There are few longitudinal studies focused exclusively on Latino youth and even fewer that have gathered detailed data about adolescents' ethnic identity formation. I am in the process of gathering the last wave of data for a 4-year longitudinal study that followed 327 Latino adolescents beginning when the adolescents were 14-15 years of age. The culmination of this study will enable us to answer many important questions regarding ethnic identity formation. I plan to examine whether the stage-like progression of ethnic identity that scholars have theorized about is, indeed, accurate, or if ethnic identity formation during adolescence is best understood in terms of discrete statuses that are not easily predicted by developmental periods. Furthermore, we will gain a more complete understanding of the role that families play in the process of ethnic identity formation, as I have gathered detailed data about familial ethnic socialization practices every year.

In addition, my colleagues and I were recently awarded a grant from the National Institutes of Health (via an RFP from the Department of Health and Human Services) to study Mexican-origin adolescent mothers' parenting and psychosocial functioning. A central focus of the grant is to examine how adolescent mothers' ethnic identity is associated with their psychosocial functioning. We also will examine the degree to which cultural orientation moderates the

associations between various sources of familial support and adolescent mothers' psychosocial functioning. This work will provide valuable insight regarding the diversity that exists among Mexican-origin adolescents (i.e., variability based on cultural orientation), as well the association between ethnic identity and adolescents' psychosocial well-being. I will assume the role of Principal Investigator for this study in January, 2007.

### TEACHING

My commitment to graduate and undergraduate education is evidenced by teaching in both research and classroom settings. My philosophy of teaching influences my activities in both settings. There are multiple beliefs that guide my teaching. First, I believe in active learning and, thus, I tend to structure my courses in a manner that involves students as active participants (e.g., class discussions, small and large group activities). Active learning is an inevitable aspect of the supervised research experience, as students learn about research by participating in the research process. Second, I believe that individuals learn and demonstrate their knowledge in a variety of ways and, therefore, I use diverse methods of instruction (e.g., short lectures, group discussions) and assessment (e.g., exams, papers, reflective writing activities). I also practice this in the research setting by assigning both detail-oriented tasks and tasks that require a more global perspective; I work closely with students to identify their strengths and provide suggestions for improving the areas in which they are less skilled. Finally, I believe that the process of learning is bi-directional, in which students and faculty both learn and grow from their experiences with one another. I often encourage students to contribute to class discussion with examples from their work settings. In the research setting, I encourage students to participate in all aspects of the research process (e.g., recruitment, data collection, data coding, data entry, data analyses, manuscript preparation) and emphasize to them that their ideas are critical to shaping the research study.

In the classroom setting, I have taught courses at the undergraduate (i.e., Introduction to Human Development, Introduction to Marriage and Family), graduate (i.e., seminar on Latino Children and Families), or mixed undergraduate and graduate level (Contemporary American Families, Family Diversity in the U.S., Latino Children and Families in the U.S.). Student evaluations of my teaching and course content have been well above average (see Table 1) and students' written comments have mirrored the quantitative results, as they have been overwhelmingly positive.

With regard to mentoring students in research, I have supervised 23 undergraduate research assistants, most of whom worked with me for two semesters. Furthermore, I have served as a faculty mentor for various student research summer programs (i.e., Summer Research Opportunity Program, McNair Scholars, University of Illinois Predoctoral Institute). Students who have participated in my research lab have gained a number of valuable research skills including conducting reviews of literature, developing annotated bibliographies, creating web pages, creating reports to deliver to schools, transcribing focus group data, collecting quantitative and qualitative data, participating in data coding and data entry, and learning how to use statistical analyses programs such as SPSS. In addition, 10 of my former undergraduate students are currently enrolled in a graduate or professional program. I also am actively involved in mentoring graduate students. I have served on 8 doctoral committees (currently chairing 2) and 5 master's committees (currently chairing 2). Most recently, I was successful in mentoring a student in securing federal funding for her dissertation research (R36MH077425-07), and a Doctoral student from Spain was funded by the European Union and the city of Madrid to work in my research lab in Fall 2006. Graduate students who have worked with me have learned a great deal about managing a large lab. They have served as team leads for various projects, at times supervising as many as 4 undergraduate students. I believe that this experience helped them learn about the challenges and rewards of supervising students. Furthermore, these experiences have provided them with the skills to successfully run their own labs in the future. Finally, I also have contributed to the scholarship of teaching with national and international conference presentations, as well as with a publication focused on integrating diversity into family science courses (Umaña-Taylor & Wiley, 2004).

### SERVICE

My service to my department, university, and profession is evident in a number of ways. First, I have served on 7 departmental/school committees, 2 college committees, and I served as faculty advisor for a student organization. Furthermore, in terms of service to my profession, I served as (a) an elected member of the Board of Directors of the National Council on Family Relations (NCFR), (b) an elected officer of the Ethnic Minorities Section of NCFR, (c) a reviewer of conference proposals for professional organizations (e.g., Society for Research on Adolescence, NCFR), (d) a member of the search committee for Editor of *Family Relations*, (e) an ad hoc reviewer for 10 professional academic journals (e.g., *Child Development*, *Journal of Research on Adolescence*, *Journal of Marriage and Family*), and (f) a member of 4 Editorial Boards (i.e., *Family Relations*, *Journal of Early Adolescence*, *Journal of Social and Personal Relationships*, *Youth & Society*). Finally, I also have served the communities where I have conducted my research in a number of ways. First, I have developed extensive partnerships with the administrators at the high schools in which I have conducted my work. I provide them with annual reports of the ongoing longitudinal study and serve as a resource by offering presentations to parents and/or teachers about the study and, more broadly, adolescent development. In addition, I have provided numerous students and parents with information regarding applying to college, obtaining financial aid, and searching for scholarships specific to Latino students.