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(also Pamela E. Davis)**

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**Education**

- Ph.D. Vanderbilt University, 1996, Applied Social Psychology with an emphasis in Quantitative Methods, Nashville, TN
- M.S. Vanderbilt University, 1991, Applied Social Psychology, Nashville, TN
- B.A. Florida State University, 1987 (Psychology with a minor in Sociology), Tallahassee, FL

**Administrative Positions**

- 2019 Associate Director of MIDAS, Humanities and Social Sciences
- 2014- Director of the Population, Neurodevelopment, and Genetics Program
- 2015-2016 Associate Director of Center for Human Growth and Development (CHGD)
- 2003-2014 Director, Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA), Institute for Social Research.

**Professional Positions**

- 2015 Professor, Department of Psychology, University of Michigan
- 2015 Research Professor, Survey Research Center, Research Center for Group Dynamics, Center for Human Growth and Development
- 2013 Research Associate Professor, Survey Research Center-Institute for Social Research, University of Michigan
- 2011 Associate Professor, Department of Psychology, University of Michigan
- 2011 Faculty Associate, Survey Research Center-Institute for Social Research, University of Michigan

- 2009-15 Research Associate Professor, Research Center for Group Dynamics-Institute for Social Research, Center for Human Growth and Development, University of Michigan
- 2008-11 Assistant Professor, Department of Psychology, University of Michigan
- 2007 Research Assistant Professor, Center for Human Growth and Development, University of Michigan
- 2005-09 Research Assistant Professor, Research Center for Group Dynamics, Institute for Social Research and Institute for Research on Women and Gender, University of Michigan
- 2002-05 Assistant Research Scientist, Research Center for Group Dynamics, Institute for Social Research and Institute for Research on Women and Gender, University of Michigan
- 2000-02 Research Investigator, Institute for Research on Women and Gender, University of Michigan
- 1999-12 Executive Member, Combined Program in Education and Psychology, University of Michigan
- 1998-02 Research Investigator, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
- 1996-98 Research Investigator/Research Fellow, Survey Research Center, Institute for Social Research, University of Michigan
- 1992-96 Project Evaluation Coordinator, Tennessee Head Start National Transition Program, Department of Psychology and Human Development, Vanderbilt University.

## Grants

### *Current Research Support Awards*

- 2019 – 2024 Principal Investigator: Collaborative Research: GCR: The Future of Quantitative Research in Social Science sponsored by the National Science Foundation  
Total Cost: **\$1,293,996 SRC**
- 2018 - 2023 Co-Principal Investigator, Transitions from Preschool through High School: Family, Schools & Neighborhoods sponsored by the National Institute of Child Health and Human Development  
Total Cost: **\$14,973,438 SRC**

## Honors and Service (most recent)

- 2018 Co-Chair of DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, Phoenix, Arizona, Special Topic Conference of the Society for Research on Child Development (SRCD).

- 2018-22 Senior Fellow in the Michigan Society of Fellows (Appt by President of the University, Mark Schlissel)
- 2017-19 Associate Editor, *Advances in Methods and Practices in Psychological Science (AMPPS)*
- 2016-18 Chair, Economic and Social Research Council ESRC Longitudinal Studies Review 2017.
- 2016-18 Editorial Board, *Journal of Family Psychology*
- 2015 Guest Editor for *Proceedings of the National Academy of Sciences (PNAS)*
- 2014-18 Appointed International member of the Scientific Advisory Board for the Centre for Longitudinal Studies (CLS), Education and Social Research Council (ESRC), United Kingdom
- 2014-15 Appointed Program Chair for the Association for Psychological Science (APS) 2015 Annual Convention, New York, NY.
- 2013 Elected Fellow of the Association of Psychological Science (APS)
- 2012-14 Developmental Program Chair for the Association for Psychological Science (APS)
- 2011-present Member of Interdisciplinary Committee of the Society for Research on Child Development (SRCD)
- 1997 Julius Seeman Outstanding Graduate Award, Vanderbilt University

## Publications

### *Journal Articles*

(U of M students or post-docs in *italics*)

- Shavlik, M, Davis-Kean, P.E., Schwab, J., & Booth, A. (in press). Early Word-Learning Skills: A Missing Link in Understanding the Vocabulary Gap? *Developmental Science*.
- Lee, J. Y., Grogan-Kaylor, A., Lee, S. J., Ammari, T., Lu, A., & Davis-Kean, P. (2020) A Qualitative Analysis of Stay-At-Home Parents' Spanking Tweets. *Journal of Child and Family Studies*, 29, 817-830. doi: <https://doi.org/10.1007/s10826-019-01691-3>
- Davis-Kean, P. E., & Ellis, A. (2019). An overview of issues in infant and developmental research for the creation of robust and replicable science. *Infant Behavior and Development*, 57, 101339. doi:<https://doi.org/10.1016/j.infbeh.2019.101339>
- Ahmed, S. F., Tang, S., Waters, N. E., & Davis-Kean, P. (2019). Executive function and academic achievement: Longitudinal relations from early childhood to adolescence. *Journal of Educational Psychology*, 111(3), 446–458. <https://doi.org/10.1037/edu0000296>
- Hofferth, S. L., Bickham, D. S., Brooks-Gunn, J., Davis-Kean, P. E., & Yeung, W. J. J. (2018). Contributions of Research Based on the PSID Child Development Supplement. The ANNALS of the American Academy of Political and Social Science, 680(1), 97-131. doi:10.1177/0002716218798308

- Nazroo, J., Zilanawala, A., Chen, M., Becares, L., Davis-Kean, P., Jackson, J. S., Sacker, A. (2018). Socioemotional wellbeing of mixed race/ethnicity children in the UK and US: Patterns and mechanisms. *SSM- Population Health*, 5, 147-159. PMC6031287. doi:10.1016/j.ssmph.2018.06.010.
- Olson, S.L, Davis-Kean, P.E., Lansford, J. E., Chen, M., Bates, J.E, Pettit, G.S., & Dodge, K. A. (2018). Mapping the growth of heterogeneous forms externalizing problem behaviors between early childhood and adolescence: A comparison of parent and teacher ratings. *Journal of Abnormal Child Psychology*, 46, 935-950. PMID: 29488107. doi:10.1007/s0802-018-0407-9
- Susperreguy, M.I.*, Davis-Kean, P.E., Duckworth, K., Chen, M. (2018). Self-concept predicts academic achievement across levels of the achievement distribution: Domain Specificity for Math and Reading. *Child Development*, 89 (6), 2196-2214. doi:10.1111/cdev.12924
- Williams-Butler, A.*, Ryan, J. P, McLoyd, V. C., Schulenberg, J. E., Davis-Kean, P. E. (2018). Relational Permanence and Psychological well-being among African American Adolescents in Foster Care. *Journal of Child & Family Studies*, 27(10), 3277-3287. doi:10.1007/s10826-018-1155-8
- Davis-Kean, P. E. & Jager, J. (2017). From small to big: Methods for incorporating large-scale data into developmental science. This article is part of the issue “Developmental Methodology” Noel Card (Issue Author). *Monographs of the Society for Research on Child Development*, 82(2), 31-45. PMID: 28475252. doi: 10.1111/mono.12297
- Kramer, M. R., Schneider, E. B., Kane, J. B., Margerison-Zilko, C., Jones-Smith, J., King, K., Davis-Kean, P., & Grzywacz, J. G. (2017). Getting under the skin: Children’s health disparities as embodiment of social class. *Population Research and Policy Review*, 36(5), 671-697. PMC5791911. doi: 10.1007/s11113-017-9431-7.
- Roach, E., Viechnicki, G. B., Retzliff, L. B., Davis-Kean, P., Lumeng, J. C., & Miller, A. L. (2017). Family food talk, child eating behavior and maternal feeding practices. *Appetite*, 117, 40-50. PMC5545164. doi: 10.1016/j.appet.2017.06.001
- Williams, A., Ryan, J. P., Davis-Kean, P.E., McLoyd, V.C., & Schulenburg, J. E. (2017). The discontinuity of offending among African American youth in the juvenile justice system. *Youth & Society*, 49(5), 610-633. doi: 10.1177/0044118X14551322
- Crosnoe, R., Purtell, K. M., Davis-Kean, P., Ansari, A., & Benner, A. D. (2016). The selection of children from low-income families into preschool. *Developmental Psychology*, 52(4), 599-612. PMC4808386. doi: 10.1037/dev0000101

- Trentacosta, C. J., Davis-Kean, P., Mitchell, C., Hyde, L., & Dolinoy, D. (2016). Environmental contaminants and child development. *Child Development Perspectives*, 10(4), 228-233. doi: 10.1111/cdep.12191
- Susperreguy, M. I., & Davis-Kean, P. E. (2016). Maternal math talk in the home and math skills in preschool children. *Early Education and Development*, 27(6), 841-857. doi: 10.1080/10409289.2016.1148480
- Davis-Kean, P. E., Jager, J. & Maslowsky, J. (2015). Answering developmental questions using secondary data. *Child Development Perspectives*, 9(4), 256–261. PMC4724430. doi: 10.1111/cdep.12151
- Susperreguy, M-I, & Davis-Kean, P.E. (2015). Socialization of maths in the home environment: Using voice recordings to study maths talk / Socialización de matemáticas en el hogar: Uso de grabaciones de voz para estudiar conversaciones matemáticas. *Estudios de Psicología*, 36(3), 643-655. doi: 10.1080/02109395.2015.1078555
- Tang, S., & Davis-Kean, P. E. (2015). The association of punitive parenting practices and adolescent achievement. *Journal of Family Psychology*, 29(6), 873-883. PMID: 26236958. doi: 10.1037/fam0000137
- Watts, T. W., Duncan, G. J., Chen, M., Claessens, A., Davis-Kean, P. E., Duckworth, K., Engel, M., Siegler, R. & Susperreguy, M. I. (2015). The role of mediators in the development of longitudinal mathematics achievement associations. *Child Development*, 86(6), 1892–1907. PMC4852708. doi: 10.1111/cdev.12416
- Zilanawala, A., Davis-Kean, P., Nazroo, J., Sacker, A., Simonton, S., & Kelly, Y. (2015). Race/ethnic disparities in early childhood BMI, obesity and overweight in the United Kingdom and United States. *International Journal of Obesity*, 39(3), 520–529. PMC4356744. doi: 10.1038/ijo.2014.171
- Davis-Kean, P. E. & Jager, J. (2014). Trajectories of achievement within race/ethnicity: “Catching Up” in achievement across time. *Journal of Educational Research*, 107(3), 197-208. doi: 10.1080/00220671.2013.807493.
- Tang, S., Davis-Kean, P. E., Chen, M. & Sexton, H. R. (2014). Adolescent pregnancy's intergenerational effects: Does an adolescent mother's education have consequences for her children's achievement? *Journal of Research on Adolescence*, 26, 180-193. doi: 10.1111/jora.12182
- Watts, T. W., Duncan, G. J., Siegler, R. S., & Davis-Kean, P. E. (2014). What’s past is prologue: Relations between early mathematics knowledge and high school achievement. *Educational Researcher*, 43(7), 352-360. PMC4719158. doi: 10.3102/0013189X14553660

- Falk, E B.<sup>1</sup>, Hyde, L.W.<sup>1</sup>, Mitchell, C.<sup>1</sup>, Faul, J., Gonzalez, R., Heitzeg, M., Keating, D.P., Langa, K. M., Martz, M.E., Maslowsky, J., Morrison, F. J., Noll, D.C., Patrick, M.E., Pfeffer, F.T., Reuter-Lorenz, P.A., Thomason, M. E. Davis-Kean<sup>2</sup>, P. E., Christopher S. Monk<sup>2</sup>, C. S., & Schulenberg<sup>2</sup>, J. <sup>1</sup>Joint First Authors, <sup>2</sup>Senior Authors. (2013). Neuroscience meets population science: What is a representative brain? *Proceedings of the National Academy of Sciences*, 110(44), 17615-17622. PMC3816464. doi: 10.1073/pnas.1310134110
- Olson, S. L., Sameroff, A. J., Lansford, J. E., Sexton, H.R., Davis-Kean, P.E., Bates, J.E., Pettit, G. S., & Dodge, K. A. (2013). Deconstructing the externalizing spectrum: Growth patterns of oppositional behavior, overt aggression, covert aggression, impulsivity/inattention, and emotion dysregulation between early school age and early adolescence. *Development and Psychopathology*, 25(3), 817-842. PMC3805118. doi: 10.1017/S0954579413000199.
- Gershoff, E. T., Lansford, J. E., Sexton, H. R., Davis-Kean, P. E., & Sameroff, A. J. (2012). Longitudinal links between spanking and children's externalizing behaviors in a national sample of White, Black, Hispanic, and Asian American families. *Child Development*, 83(3), 838-843. PMID: 22304526. doi: 10.1111/j.1467-8624.2011.01732.x
- Siegler, R. S., Duncan, G.J, Davis-Kean, P.E., Duckworth, K., Claessens, A., Engel, M., *Susperreguy, M. I.*, & Chen, M. (2012). Early predictors of high school mathematics achievement? *Psychological Science*, 23(7), 691-697. PMID: 22700332. doi: 10.1177/0956797612440101
- Jager, J., & Davis-Kean, P. E. (2011). Same-sex sexuality and adolescent psychological well-being: The influence of sexual orientation, early reports of same-sex attraction, and gender. *Self and Identity*, 10(4), 417-444. PMC3324278. doi: 10.1080/15298861003771155
- Davis-Kean, P. E., Jager, J. & Collins, W. A. (2009). The self in action: An emerging link between self-beliefs and behaviors in middle childhood. *Child Development Perspectives*, 3(3), 184-188.
- Davis-Kean, P. E. & Sexton, H. R. (2009). Race differences in parental influences on child achievement: Multiple pathways to success. *Merrill-Palmer Quarterly*, 55(3), 285-318.
- Magnuson, K.A., Sexton, H. R., Davis-Kean, P. E. & Huston, A. (2009). The effects of increases in maternal education on children's school readiness: Evidence from the NICHD study of early childcare. *Merrill-Palmer Quarterly*, 55(3), 319-350.
- Pettit, G. S., Davis-Kean, P. E. & Magnuson, K. (2009). Educational attainment in developmental perspective: Longitudinal analyses of continuity, change, and process-Special issue. *Merrill-Palmer Quarterly*, 55(3), 217-223.

- Davis-Kean, P. E., Huesmann, L. R., Jager, J., Collins, W. A., Bates, J. E., & Lansford, J. (2008). Changes in the relation of beliefs and behaviors during middle childhood. *Child Development, 79*(5), 1257-1269. doi: 10.1111/j.1467-8624.2008.01187.x.
- Messersmith, E. E., Garrett, J. L., Davis-Kean, P. E., Malanchuk, O., & Eccles, J. S. (2008). Career development from adolescence through emerging adulthood: Insights from information technology occupations. *Journal of Adolescent Research, 23*(2), 206-227. PMC3403705. doi: 10.1177/0743558407310723
- Goldstein, S. E., Malanchuk, O., Davis-Kean, P. E., & Eccles, J. S. (2007). Risk factors of sexual harassment by peers: A longitudinal investigation of African American and European American adolescents. *Journal of Research on Adolescence, 17*(2), 285-300. doi: 10.1111/j.1532-7795.2007.00523.x
- Taylor, L. D., Davis-Kean, P. E., & Malanchuk, O. (2007). Self-esteem, academic self-concept and aggression at school. *Aggressive Behavior, 33*(2), 130-136. PMID: 17441013. doi: 10.1002/ab.20174
- Davis-Kean, P. E. (2006, Spring). Stimulating the next generation. *Wider Benefits of Learning Update, 3*, 2.
- Simpkins, S.D., Davis-Kean, P.E., & Eccles, J. S. (2006). Math and science motivation: A longitudinal examination of the links between choices and beliefs. *Developmental Psychology, 42*(1), 70-83. PMID: 16420119. doi: 10.1037/0012-1649.42.1.70
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology, 19*(2), 294-304. PMID: 15982107. doi: 10.1037/0893-3200.19.2.294  
\*Top cited paper in the *Journal of Family Psychology*
- Eccles, J. S. & Davis-Kean, P. E. (2005). Influences on parent's education on their children's educational attainments: The role of parent and child perceptions. *London Review of Education, 3*(3), 191-204.
- Goldstein, S. E., Davis-Kean, P. E., & Eccles, J. S. (2005). Parents, peers and problem behavior: A longitudinal investigation of the impact of relationship cognitions and characteristics on the development of problem behavior. *Developmental Psychology, 41*(2), 401-13. PMID: 15769195. doi: 10.1037/0012-1649.41.2.401
- Linver, M. R. & Davis-Kean, P. E. (2005). The Slippery Slope: What predicts math grades in middle and high school? *New Directions for Child and Adolescent Development, 110*, 49-64. doi: 10.1002/cd.149

Simpkins, S.D., Davis-Kean, P.E., & Eccles, J.S. (2005). Parental socialization and children's engagement in information technology activities. *Applied Developmental Science, 9*, 14-30.

Simpkins, S. D. & Davis-Kean, P. E. (2005). The intersection between self-concept and values: Links between beliefs and choices in high school. *New Directions for Child and Adolescent Development, 110*, 31-47. doi: 10.1002/cd.148

Davis-Kean, P. E. & Eccles, J. S. (2003). Influences and barriers to better parent-school collaborations. *The LSS Review, 2*(1), 4-5.

Davis-Kean, P.E. & Sandler, H. M. (2001). A meta-analysis for preschool self-concept measures: A framework for future measures. *Child Development, 72*(3), 887-906.

Yeung, W. J., Sandberg, J. F., Davis-Kean, P. E., & Hofferth, S. L. (2001). Children's time with fathers in intact families. *The Journal on Marriage and Family, 63*, 136-154.

Davis, P.E. (1993). Preschool self-concept in head start and non-head start children. *ERIC Clearinghouse on Elementary and Early Education*, ED 361 067.

### **Books**

Davis-Kean, P.E. & Tang, S. (Ed) (June 2016). *Socializing Children through Language*. Amsterdam: Elsevier/Academic Press.

### **Book Chapters**

Davis-Kean, P., Tang, S., & Waters, N. (2019). Parent education attainment and parenting (pp. 400-420). In M. Bornstein (Ed.), *Handbook of Parenting: Volume 2 Biology and Ecology of Parenting*: Wiley.

Davis-Kean, P.E. & Jager, J. (2017). Using Secondary Data Analysis (pp 505-522). In Dominic Wyse, Neil Selwyn, Emma Smith, & Larry E. Suter (eds.) *The BERA/SAGE Handbook of Educational Research: Two Volume Set*, SAGE Publications Ltd.

Crosnoe, R., Benner, A. D., & Davis-Kean, P.E. (2016). Preschool History, Classroom Instruction, Elementary School Context and the Reading Achievement of Children from Low-Income Families (pp 19-47). In Grace Kao & Hyunjoon Park (ed.) *Family Environments, School Resources, and Educational Outcomes: Research in the Sociology of Education*, Emerald.

Davis-Kean, P.E. & Tang, S. (2015). New Directions in Family Management: Parenting with Digital Devices. In *Emerging Trends in Developmental Psychology*. Hoboken: John Wiley & Sons.



- Davis-Kean, P. E., Mendoza, C. & Susperreguy, M. I. (2012), Pathways to College: Latino Youth and the Transition to Higher Education. In Stuart A. Karabenick and Timothy C. Urdan (ed.) *Transitions across Schools and Cultures (Advances in Motivation and Achievement, Volume 17)* (pp. 55-77), Emerald Group Publishing Limited.
- Davis-Kean, P. E. & Jager, J. (2011). The Use of Large-Scale Data Sets for The Study Of Developmental Science. In Brett Laursen, Todd Little, & Noel Card (Eds), *Handbook of Developmental Research Methods* (pp. 148-162), New York: Guilford Press.
- Davis-Kean, P. E. (2008). Self-Esteem. In F. T. L. Leong (Ed) *Encyclopedia of Counseling. Vol. 2, Personal and Emotional Counseling* (pp. 416-421). Thousand Oaks, CA: Sage.
- Zarrett, N, Malanchuk, O., Davis-Kean, P. E. & Eccles, J. S. (2006). Examining the Gender Gap in IT by Race: Young Adults' Decisions to Pursue an IT career. W. Aspray and J. McGrath Cohoon (Eds.) *Women and Information Technology: Research on the Reasons for Under-Representation* (pp. 55-88). Boston: MIT Press.
- Davis-Kean, P. E. & Eccles, J. S. (2005). Influences and barriers to better parent-school collaborations. E. N. Patrikakou, R. P. Weissberg, J. Manning, H. J. Walberg, and S. Redding (Eds.) *School-Family Partnerships: Promoting the Social, Emotional, and Academic Growth of Children* (pp. 57-73). New York: Teachers College Press.
- Davis-Kean, P. E. & Eccles, J. S. (2005, 2013). Mesosystem Theory: Social executive functioning. H.B. Weiss, H Kreider, M. E. Lopez, & C. M. Chatman (Eds.) *Preparing Educators to Involve Families: From Theory to Practice* (pp. 44-50). Thousand Oaks, CA: Sage Publications.
- Wigfield, A., Eccles, J. S., Schiefele, U., Roeser, R., & Davis-Kean, P. E. (2005). *Development of Achievement Motivation*. W. Damon (Series Ed.) & N. Eisenberg (Volume Ed.), *Handbook of Child Psychology, 6th Ed. Vol. 3, Social, Emotional, and Personality Development* (N. Eisenberg, Vol. Ed.). New York: John Wiley.
- Jacobs, J., Davis-Kean, P. E., Bleeker, M., Eccles, J. S., & Malanchuk, O. (2005). "I can do it but I don't want to." The impact of parents, interests, and activities on gender differences in math. Ann Gallagher and James Kaufman (Eds), *Gender Difference in Mathematics* (pp. 246-263), New York: Cambridge University Press.
- Simpkins, S. D., Fredricks, J. A., Davis-Kean, P. E., and Eccles, J. S. (2005). Healthy Mind, Healthy Habits: The Influence of Activity Involvement in Middle Childhood Aletha C. Huston and Marka N. Ripke (Eds), *Middle Childhood: Contexts of Development*, New York: Cambridge University Press.

### **Technical Publications**

Davis-Kean, P.E., Review Chair, Chambers, R. L., Davidson, L. L., Kleinert, C., Ren, Q., Tang, S. (2018). *Longitudinal Studies Strategic Review, 2017 Report to the Economic and Social Research Council*. <https://esrc.ukri.org/files/news-events-and-publications/publications/longitudinal-studies-strategic-review-2017/>

Hofferth, S. L., Davis-Kean, P. E., Davis, J. and Finkelsetin, J. (1998). *User Guide for the Child Development Supplement of the Panel Study of Income Dynamics*.

## **Reviewer Commitments**

*Youth and Society, Psychological Assessment, Developmental Psychology, Current Issues in Education, Lawrence Erlbaum Publishers, Journal of Educational Psychology, Psychological Bulletin, Journal of Marriage and Family, Journal of Early Adolescence, Journal of Research on Adolescence, Merrill-Palmer Quarterly, Psychological Assessments, Journal of Community Psychology, Urban Education, American Journal of Orthopsychiatry, British Journal of Developmental Psychology, Social Problems, Social Forces, Journal of Family Psychology, Parenting: Science and Practice, Journal of Adolescence, Journal of Adolescence, Sociology of Education.*

## **Professional Membership**

*American Psychological Society (APS), Society for the Research of Child Development (SRCD), Society for the Study of Human Development (SSHD), International Society for the Study of Behavioral Development (ISSBD)*

*The Life Course: Evolutionary and Ontogenetic Dynamics (LIFE). A collaborative graduate program involving the Max Planck Institute for Human Development, Berlin; Humboldt University, Berlin; Free University of Berlin; University of Zurich, University of Virginia, and University of Michigan. Program Faculty.*