



Adriana J. Umaña-Taylor

Professor of Education

Graduate School of Education

 Curriculum Vitae available Online

Bio

BIO

Adriana J. Umaña-Taylor, Ph.D. will join the Stanford faculty in Fall 2026 as a Professor of Adolescent Development in the Graduate School of Education. In her work, Dr. Umaña-Taylor seeks to apply developmental science in a manner that reduces disparities in psychological and academic adjustment and, in turn, promotes social justice. Her research is guided by socio-cultural ecological theories of development, developmental prevention science, and risk and resilience frameworks. She has collaborated with school districts and community organizations for over two decades to design and implement longitudinal, school- and community-based studies to better understand the experiences of adolescents and their families. Dr. Umaña-Taylor developed the Identity Project, a school-based curriculum that engages adolescents in the developmental process of ethnic-racial identity formation. Her recent studies test the efficacy and effectiveness of the Identity Project; explore strategies to better prepare educators to engage in conversations about race, ethnicity, and identity with students; examine the role of peer relationships in adolescents' ethnic-racial identity development; and explore the universality of ethnic-racial-cultural identity as a developmental competency among adolescents in North America, Europe, and the Global South to support building a more global developmental science.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- President Elect, Society for Research on Adolescence (2026 - present)
- Fellow, American Psychological Association, Division 7: Developmental Psychology (2025 - present)
- Fellow, American Psychological Association, Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race (2018 - present)
- Fellow, Association for Psychological Science (2018 - present)
- Fellow, National Council on Family Relations (2017 - present)

Teaching

STANFORD ADVISEES

Postdoctoral Faculty Sponsor

Julissa Duran

Publications

PUBLICATIONS

- **Ethnic-racial discrimination, identity, and out-group contact in context: A systematic review of daily process studies.** *Cultural diversity & ethnic minority psychology*
Sladek, M. R., Martinez-Fuentes, S., Wantchekon, K. A., Aguilar, G., Umaña-Taylor, A. J.
2025
- **Ethnic-Racial Identity, Discrimination Experiences, and Academic Adjustment among Colombian Adolescents** *COMPARATIVE EDUCATION REVIEW*
Aguilar, G., Wantchekon, K. A., Sladek, M. R., Mcdermott, E. R., Castrillon, S., Tirado, L., Vega, L., Safa, M., Umana-Taylor, A. J.
2024
- **The Challenges of Engaging in Conversations and Activities Focused on Race, Ethnicity, and Identity in the Classroom: Learning from U.S. Based Teachers** *IDENTITY-AN INTERNATIONAL JOURNAL OF THEORY AND RESEARCH*
Satterthwaite-Freiman, M., Wantchekon, K. A., Aguilar, G., Sladek, M. R., Ison, A., Mason, P., Soto-Shed, E., Umana-Taylor, A. J.
2024
- **Implications of Mexican-Origin Youth's Work Experiences for Relationships With Fathers** *CULTURAL DIVERSITY & ETHNIC MINORITY PSYCHOLOGY*
Sun, X., McHale, S. M., Updegraff, K. A., Umana-Taylor, A. J.
2021; 27 (4): 796-807
- **Implications of COVID-19 school closures for sibling dynamics among U.S. Latinx children: A prospective, daily diary study.** *Developmental psychology*
Sun, X., Updegraff, K. A., McHale, S. M., Hochgraf, A. K., Gallagher, A. M., Umana-Taylor, A. J.
2021; 57 (10): 1708-1718