


Curriculum Vitae
LUIS M. RIVERA

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EDUCATION

Ph.D., 2006 University of Massachusetts, Amherst, Social Psychology (Advisor: Nilanjana Dasgupta)

EMPLOYMENT AND POSITIONS

2024- Council Member (elected), Society for the Psychological Study of Social Issues (SPSSI)
2023- Professor, Department of Psychology, Rutgers University, Newark, New Jersey
2023- Affiliated Researcher, Departamento de Psicología, Universidad de Puerto Rico, Rio
 Piedras
2021- Senior Faculty Fellow, The Institute for the Study of Global Racial Justice, Rutgers, The
 State University of New Jersey
2021- Associate Editor, *Personality and Social Psychology Bulletin*

GRANTS, AWARDS, AND HONORS

2023-2025 University Research Council Award, Rutgers, The State University of New Jersey. *The role of colonialism in Puerto Ricans' implicit and explicit racial identities and stereotypes.* (PI: Rivera). Award: \$14,865.
2023 Fellow, Society for the Psychological Study of Social Issues
2023-2024 Society for the Psychological Study of Social Issues, Grants-In-Aid Award. *The role of colonialism in Puerto Ricans' implicit and explicit racial identities and stereotypes.* (PI: Rivera) Award: \$2,000
2023-2024 Institute for the Study of Global Racial Justice, Rutgers University (funded by Mellon Foundation). *The Role of Colonialism in Puerto Ricans' Implicit and Explicit Racial Identities and Stereotypes.* (PI: Rivera) Award: \$9,030
2022-2024 National Science Foundation – Supplement (HRD-1909824). *The Garden State Louis Stokes Alliances for Minority Participation Program.* (PI: Gates; Co-PI for Research: Rivera). Award: \$778,600
2022-2024 Alfred P. Sloan Foundation. *STEM Pathways among Black, Latinx, and Indigenous Students in Geoscience.* (PI: Rouff; Co-PIs: Rivera, Ferraro). Award: \$250,000
2021-2023 National Science Foundation SBE Postdoctoral Research Fellowship (2104599). *Broadening Participation in STEM: The Social Proximity of Mentorship Model.* (Postdoctoral Fellow: Kuchynka; Sponsoring Scientist: Rivera). Award: \$138,000

PUBLICATIONS

[†]Rivera corresponding author; ^{*}Student co-author; [#]Post-doc co-author

Rivera, L. M., ^{*}Vu, H. A. & ^{*}Laws, V. (in press). Self-esteem, ingroup favoritism, and outgroup derogation: A meta-analysis. *Group Processes and Intergroup Relations*.

[†]Veysey, B.M., & Rivera, L.M. (in press). Age and chronic and temporary criminality: Associations with implicit and explicit criminal identities. *Criminal Justice and Behavior*.

- ^{†#}Kuchynka, S. L., Gates, A., & Rivera, L. M. (in press). When and why is faculty mentorship effective for underrepresented students in STEM? A multi-campus quasi-experiment. *Cultural Diversity and Ethnic Minority Psychology*.
- Rivera, L. M., & *Young, D. (in press). Revisiting Black Americans' self-protective strategies: The effect of negative intelligence feedback on implicit (vs. explicit) self-esteem. *Cultural Diversity and Ethnic Minority Psychology*.
- Abreu-Mendoza, R. A., Powell, A. B., Renninger, A., Rivera, L. M., Weimar, S. A., Vulic, J., & Rosenberg-Lee, M. (2023). Middle-schoolers' misconceptions in discretized nonsymbolic proportional reasoning explain fraction biases better than their continuous reasoning: Evidence from correlation and cluster analyses. *Cognitive Psychology*, 143, 101575. <https://doi.org/10.1016/j.cogpsych.2023.101575>
- ^{**}Vu, H. A., & Rivera, L. M. (2023). Self-compassion and intergroup attitudes: The mediating role of compassion for others. *Self and Identity*, 22(3), 470-485. <https://doi.org/10.1080/15298868.2022.2117241>
- ^{†#}Kuchynka, S. L., *Reifsteck, T. V., Gates, A., & Rivera, L. M. (2022). Which STEM relationships promote science identities, attitudes, and social belonging? A longitudinal intervention with high school students from underrepresented groups. *Social Psychology of Education*, 25(4), 819-843. <https://doi.org/10.1007/s11218-022-09705-7>
- ^{**}Sachs, N., Veysey, B., & Rivera, L. M. (2022). The experimental effect of a salient victimization experience on implicit and explicit self-victim associations. *Journal of Interpersonal Violence*, 37(3-4), 1292-1310. <https://doi.org/10.1177/0886260520922368>
- Rivera, L. M., & *Margevich, A. K. (2022). Implicit ethnic-racial self-stereotyping's relation to children's body mass index and diet: The moderating role of self-esteem. *Stigma and Health*. <https://doi.org/10.1037/sah0000333>
- ^{**}Saad, M. K., Rivera, L. M., & Veysey, B. (2022). A positive versus negative interaction memory affects parole officers' implicit associations between the self-concept and the group parolees. *Frontiers in Psychology*, 13:787583. <https://doi.org/10.3389/fpsyg.2022.787583>
- ^{†#}Kuchynka, S. L., Eaton, A., & Rivera, L. M. (2022). Understanding and addressing gender-based inequities in STEM: Research synthesis and recommendations for United States K-12 students. *Social Issues and Policy Review*, 16(1), 252-288. <https://doi.org/10.1111/sipr.12087>
- Brondolo, E., Beatty-Moody, D. L., Rivera L. M., & Monge, A. (2022). Racism, ethnic discrimination and cardiovascular health: Conceptual and measurement issues. In S. R. Waldstein, W. J. Kop, E. C. Suarez, W. R. Lavallo, & L. I. Katzel (Eds.), *Handbook of cardiovascular behavioral medicine* (pp. 631-654). New York: Springer. https://doi.org/10.1007/978-0-387-85960-6_26
- ^{†#}Kuchynka, S. L., *Reifsteck, T. V., Gates, A., & Rivera, L. M. (2021). Developing self-efficacy and behavioral intentions among underrepresented students in STEM: The role of active learning. *Frontiers in Education*, 6:668239. <https://www.frontiersin.org/articles/10.3389/educ.2021.668239/full>

Boxer, P., Brunson, R., Gaylord-Harden, N., Kahn, K., Patton, D., Richardson, J., Rivera, L. M., Smith-Lee, J., Staller, M., & Westphalia, R. (2021). Addressing the inappropriate use of force by police in the United States and beyond: A behavioral and social science perspective. *Aggressive Behavior*, 47, 502-512. <https://doi.org/10.1002/ab.21970>

†Sachs, N., Veysey, B., & Rivera, L. M. (2021). Implicit social cognitive processes underlying victim self and identity: Evidence with college-aged adults. *Journal of Interpersonal Violence*, 36(3-4), 1256-1282. <https://doi.org/10.1177/0886260517741625>

†#Kuchynka, S. L., Gates, A., & Rivera, L. M. (2020). Identity development during STEM integration for underrepresented minority students. *Elements in Applied Social Psychology*. Cambridge University Press. <https://doi.org/10.1017/9781108882071>

AFFILIATIONS

- Association for Psychological Science
- Society for Personality and Social Psychology
- Society for the Psychological Study of Social Issues