

Mesmin Destin | Curriculum Vitae

Northwestern University, Annenberg Hall, 2120 Campus Drive, Evanston, Illinois 60208
Phone: 847-467-2824 Email: m-destin@northwestern.edu

Current Appointments

Associate Professor – Department of Psychology, Northwestern University	2017 – present
Associate Professor – School of Education and Social Policy, Northwestern University	2017 – present
Fellow – Institute for Policy Research, Northwestern University	2014 – present

Previous Appointments

Visiting Scholar – Russell Sage Foundation	2016 – 2017
Assistant Professor – Department of Psychology, Northwestern University	2011 – 2017
Assistant Professor – School of Education and Social Policy, Northwestern University	2011 – 2017
College Fellow – Northwestern University	2010 – 2011

Education

Ph.D., Social Psychology – University of Michigan Dissertation title: “Psychological pathways from financial conditions to outcomes for youth” Advisor: Daphna Oyserman, Ph.D.	2005 – 2010
M.S., Social Psychology – University of Michigan	2005 – 2007
B.A., Psychology / Sociology – Northwestern University Magna cum laude, Honors in Psychology	2001 – 2005

Awards & Recognition

John Simon Guggenheim Memorial Foundation Fellowship Award	2021
International Society for Self and Identity Outstanding Early Career Award	2020
American Psychological Association Distinguished Scientific Award for Early Career Contribution	2019
Charles Deering McCormick Professor of Teaching Excellence Award	2019
Association for Psychological Science Fellow	2018
American Psychological Association SES Emerging Leadership Award	2018
Northwestern University Collaborative Excellence Award	2018
William T. Grant Scholars Award	2016 – 2021
Russell Sage Visiting Scholar Fellowship Award	2016 – 2017
School of Education & Social Policy Outstanding Faculty Award	2015
American Psychological Association Summer Institute Fellow	2013

Research Support

National Science Foundation , “Supporting graduation of undergraduate STEM majors through scholarships, mentoring, and activities that develop students’ academic and scientific identity” (T. Hamilton, PI; K. Callaghan, CoPI; M. Destin, CoPI; Z. Zajickova, CoPI; S Bingham, CoPI; \$650,000).	2020 – 2025
William T. Grant Foundation , “The Northwestern-Evanston Education Research Alliance: Designing for equity and excellence in education” (D. Figlio, PI; E. Witherspoon, CoPI; M. Bang, CoPI; M. Destin, CoPI; A. Kheighati, CoPI; S. Ispalanda, CoPI; \$650,000).	2020 – 2023
Office of Community Education Partnerships – Northwestern University /Chicago Public Schools , “Roots and dreams: Improving academic progress by supporting adolescents’ postsecondary aspirations” (R. Debrosse, CoPI; M. Destin, CoPI; \$12,238).	2018 - 2020
William T. Grant Foundation , “Conflicts and clashes: Inequality emerging from non-dominant identity and cultural experiences” (M. Destin, PI; \$109,993).	2018 – 2020
Weinberg College Research Innovation Grant . “Challenges of social mobility: Navigating new cultures & coping with status uncertainty” (M. Destin, PI; \$12,750).	2018
Family Institute Fund – Northwestern Department of Psychology . “Challenges of social mobility: Navigating new cultures & coping with status uncertainty” (M. Destin, PI; \$8,000).	2018
Spencer Foundation , “Race-based biological stress, ethnic-racial identity, and educational outcomes: New approaches to studying academic achievement gaps” (E. Adam, PI; M. Destin, CoPI; A. Umaña-Taylor, CoPI; \$1,000,000).	2017 – 2021
William T. Grant Foundation , “Healthy pathways towards academic achievement and social mobility for low-SES youth” (M. Destin, PI; \$349,701).	2016 – 2021
Mindset Scholars Network , “The nature and reproducibility of mindset effects across diverse contexts” (M. Destin, PI; E. Tipton, CoPI; S. Fryberg, CoPI; D. Yeager, CoPI; \$67,775).	2016
Mindset Scholars Network , “Classroom environments and mindsets” (S. Fryberg, PI; Z. Strong, CoPI; M. Destin, CoPI; \$64,209).	2016
National Science Foundation , “The downside of social mobility: Status-based identity uncertainty, academic achievement, & psychological well-being” (M. Destin, PI; J. Richeson, CoPI; \$149,973).	2015 – 2017
Character Lab , “Learning to tell a better story” (M. Destin, PI; *B. Jones CoPI; \$192,875).	2015 – 2017
Northwestern University Office of the President and School of Education & Social Policy Office of the Dean , “Learning the “rules of the game”: A cultural training intervention for first-generation and low income college students” (N. Stephens, CoPI; M. Destin, CoPI; \$24,900.00).	2011

Publications

- *Browman, A. S., Destin, M., & Miele, D. B. (in press).** The perception of economic inequality weakens Americans' beliefs in both upward and downward socioeconomic mobility. *Asian Journal of Social Psychology*.
- *Browman, A. S., *Svoboda, R. C., & Destin, M. (in press).** A belief in socioeconomic mobility promotes the development of academically motivating identities among low-socioeconomic status youth. *Self and Identity*.
- *Jones, B. K. & Destin, M. (in press).** Effects of positive versus negative expressive writing activities on adolescent academic achievement. *Journal of Applied Social Psychology*.
- Destin, M., *Rosario, R. J., & Vossoughi, S. (2021).** Elevating the objectives of higher education to effectively serve students from diverse socioeconomic backgrounds. *Policy Insights from the Behavioral and Brain Sciences*, 8, 59-66.
- *Hernandez, I. A., *Silverman, D. M., & Destin, M. (2021).** From deficit to benefit: Highlighting lower-SES students' background-specific strengths increases their academic persistence. *Journal of Experimental Social Psychology*, 92, 104080.
- *Debrosse, R., Destin, M., Rossignac-Milon, M., Taylor, D., & Rogers, L. (2020).** Immigrant adolescents' roots and dreams: Perceived mismatches between ethnic identities and aspirational selves predict engagement. *Self and Identity*, 20, 1-15.
- Destin, M. (2020).** Identity research that engages contextual forces to reduce socioeconomic disparities in education. *Current Directions in Psychological Science*, 29, 161-166.
- Destin, M. (2020).** The double-edged consequences of beliefs about opportunity and economic mobility. In R. Haskins & M. Kearney (Eds.), *Future of children: How cultural factors shape economic outcomes*. Princeton, NJ: Princeton-Brookings.
- Destin, M. & *Hernandez, I. A. (2020).** The pathways intervention as a model to design broader systems of equitable student support. In G. Walton & A. Crum (Eds.), *Handbook of wise interventions*. Guilford Press.
- Destin, M. & Williams, J. L. (2020).** The connection between student identities and outcomes related to academic persistence. *Annual Review of Developmental Psychology*, 2, 437-460.
- Murphy, M. C., Mejia, A. F., Mejia, J., Yan, X., Cheryan, S., Dasgupta, N., Destin, M., ... Pestilli, F. (2020).** Open science, communal culture, and women's participation in the movement to improve science. *Proceedings of the National Academy of Sciences*, 201921320.
- *Browman, A. S., Destin, M., Kearney, M. S., & Levine, P. B. (2019).** How economic inequality shapes mobility expectations and behavior in disadvantaged youth. *Nature Human Behaviour*, 3, 214-220.
- *Castillo-Lavergne, C. M. & Destin, M. (2019).** How the intersections of ethnic and socioeconomic identities are associated with well-being during college. *Journal of Social Issues*, 75, 1116-1138.
- Destin, M. (2019).** A path to advance research on identity and socioeconomic opportunity. *American Psychologist*, 74, 1116-1138.

- Destin, M. (2019).** Exploring opportunities for a broader impact during the early-mid career phase. *Perspectives on Psychological Science, 14*, 81-84.
- Destin, M. (2019).** Socioeconomic mobility, identity, and health: Experiences that influence immunology and implications for intervention. *American Psychologist, 74*, 207-217.
- Destin, M., Hanselman, P., Buontempo, J., Tipton, E., & Yeager, D. S. (2019).** Do student mindsets differ by socioeconomic status and explain disparities in academic achievement in the United States? *AERA Open*.
- Destin, M., Rheinschmidt-Same, M., & Richeson, J. A. (2019).** Implications of intersecting socioeconomic and racial-ethnic identities for academic achievement and well-being. *Advances in Child Development and Behavior, 57*, 149-167.
- *Debrosse, R., Rossignac-Milon, M., Taylor, D. M., & Destin, M. (2018).** Can identity conflicts impede minority students' success? The role of discrepancies between ethnic minority students' ethnic and ideal selves. *Personality and Social Psychology Bulletin, 44*, 1725–1738.
- Destin, M., *Castillo, C., *Meissner, L. (2018).** A field experiment demonstrates near peer mentorship as an effective support for student persistence. *Basic and Applied Social Psychology, 40*, 269–278.
- Destin, M., *Manzo, V.M., & Townsend, S.M. (2018).** Thoughts about a successful future encourage action in the face of challenge. *Motivation & Emotion, 42*, 321-333.
- Destin, M. & *Svoboda, R. (2018).** Costs on the mind: Confronting the financial burden of college weakens students' academic performance and cognitive functioning. *Research in Higher Education, 59*, 302-324.
- *Jones, B. K., Destin, M., & McAdams, D.P (2018).** Telling better stories: Competence-building narrative themes increase adolescent persistence and academic achievement. *Journal of Experimental Social Psychology, 76*, 76-80.
- *Browman, A. S., Destin, M., Carswell, K. L., & *Svoboda, R. C. (2017).** Perceptions of socioeconomic mobility influence academic persistence among low socioeconomic status students. *Journal of Experimental Social Psychology, 72*, 45-52.
- *Browman, A.S., Destin, M., & Molden, D. (2017).** Identity-specific motivation: How distinct identities direct the pursuit of distinct goals. *Journal of Personality and Social Psychology, 113*, 835-857.
- Destin, M. (2017).** An open path to the future: Perceived financial resources and school motivation. *Journal of Early Adolescence, 37*, 1004-1031.
- Destin, M. & *Debrosse, R. (2017).** Upward social mobility and identity. *Current Opinion in Psychology, 18*, 99-104.
- Destin, M., *Rheinschmidt Same, M., & Richeson, J.R. (2017).** Status-based identity: A conceptual framework integrating the social psychological study of socioeconomic status and identity. *Perspectives on Psychological Science, 12*, 270-289.
- Destin, M. & *Svoboda, R. (2017).** A brief randomized controlled intervention targeting parents improves grades during middle school. *Journal of Adolescence, 56*, 157-161.

- *Browman, A.S., & Destin, M. (2016).** The effects of a warm or chilly climate towards socioeconomic diversity on academic motivation and self-concept. *Personality and Social Psychology Bulletin*, 42, 172-187.
- Geronimus, A., James, S.A., Destin, M., Graham, L.A., Hatzenbuehler, M., Murphy, M.C., Pearson, J. A., Omari, A., Thompson, J.P. (2016).** Jedi public health: Co-creating an identity-safe culture to promote health equity. *Social Science and Medicine - Population Health*, 2, 105-116.
- *Svoboda, R., Rozek, C., Hyde, J.S., Harackiewicz, J.M., & Destin, M. (2016).** Understanding the relationship between parental education and STEM course-taking through identity-based and expectancy-value theories of motivation. *AERA Open*.
- Stephens, N.M., Townsend, S.M., Hamedani, M.G., Destin, M., *Manzo, V.M. (2015).** A difference-education intervention equips first-generation college students to thrive in the face of stressful college situations. *Psychological Science*, 26, 1556-1566.
- Oyserman, D., Destin, M., & Novin, S. (2015).** The context-sensitive future self: Possible selves motivate in context, not otherwise. *Self and Identity*, 14, 173-188.
- Stephens, N., Hamedani, M., & Destin, M. (2014).** Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science*, 25, 943-953.
- Destin, M. (2013).** Integrating resource-based and person-based approaches to understanding wealth effects on school achievement. *Economics of Education Review*, 33, 171-178.
- Destin, M., Richman, S., Varner, F., Mandara, J. (2012).** "Feeling" hierarchy: The pathway from subjective social status to achievement. *Journal of Adolescence*, 35, 1571-1579.
- Elliott, W., Choi, E., Destin, M., & Kim, K. (2011).** The age old question, which comes first? A simultaneous test of children's savings and children's college-bound identity. *Children and Youth Services Review*, 33, 1101-1111.
- Elliott, W., Destin, M., & Friedline, T. (2011).** Taking stock of ten years of research on the relationship between assets and children's educational outcomes: Implications for theory, policy, and intervention. *Children and Youth Services Review*, 33, 2312-2328.
- Destin, M., & Oyserman, D. (2010).** Incentivizing education: Seeing schoolwork as an investment, not a chore. *Journal of Experimental Social Psychology*, 46, 846-849.
- Oyserman, D., & Destin, M. (2010).** Identity-based motivation: Implications for intervention. *The Counseling Psychologist*, 38, 1001-1043.
- Williams Shanks, T., Kim, Y., Loke, V., Destin, M. (2010).** Assets and child well-being in economically developed countries. *Children and Youth Services Review*, 32, 1488-1496.
- Destin, M., & Oyserman, D. (2009).** From assets to school outcomes: How finances shape children's perceived possibilities and intentions. *Psychological Science*, 20, 414-418.
- Williams Shanks, T., & Destin, M. (2009).** Parental expectations and educational outcomes for young African American adults: Do household assets matter? *Race and Social Problems*, 1, 27-35.