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## Curriculum Vitae Professor Dr Daphna Oyserman

**Name:** Daphna Oyserman

**Research Priorities: Identity, motivation, relationship between environment and human behavior, influence of social differences on educational careers**

Daphna Oyserman is a US-American-Israeli psychologist, who is concerned chiefly with the relation between identity and behavior. She wants to understand how humans see themselves, what influences this, and which consequences this has for their decisions, their motivations, and their success in achieving their goals.

### Academic and Professional Career

Dean's Professor of Psychology und Professor of Education, University of Southern California, Los Angeles, USA

Co-Director, Dornsife Mind and Society Center, University of Southern California, Los Angeles, USA

Faculty Development Director, USC Dornsife College of Letters, Arts and Sciences, University of Southern California, Los Angeles, USA

Affiliated Research Professor, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, USA

2016 Visiting Professor, Santa Fe Institute, Santa Fe, New Mexico, USA

2011 - 2012 Visiting Professor, University of Würzburg, Germany

2011 Visiting Professor, Max-Planck-Institute for Human Development, Berlin, Germany

2009 - 2010 Fellow, Center for Advanced Studies in the Behavioral Sciences, Stanford University, Palo Alto, USA

- 2008 Visiting Professor, Collaborative Research Centre 504 „Rationality Concepts, Decision Behavior, and Economic Modelling“, University of Mannheim, Germany
- 2006 - 2007 Visiting Professor, Department of Marketing, Business School, Hong Kong University of Science and Technology, Hongkong, China
- 2004 - 2013 Professor, Department of Psychology und Institute for Social Research, Edwin J. Thomas Collegiate Professor of Social Work, University of Michigan, Ann Arbor, USA
- 2003 - 2004 Associate Professor, Department of Sociology, University of Michigan, Ann Arbor, USA
- 2000 - 2001 Visiting Professor, Department of Psychology, Stanford University, Stanford, USA
- 1999 - 2004 Associate Professor, Department of Psychology und School of Social Work, University of Michigan, Ann Arbor, USA
- 1996 - 2004 Associate Research Scientist, Institute for Social Research, University of Michigan, Ann Arbor, USA
- 1995 - 2000 Associate Professor, Department of Psychology, Wayne State University, Detroit, USA
- 1991 - 1996 Associate Research Scientist, Merrill Palmer Skillman Institute for Child & Family Development, Wayne State University, Detroit, USA
- 1988 - 1993 Assistant Professor, Paul Baerwald School of Social Work and Social Welfare, Hebrew University of Jerusalem, Israel
- 1988 - 1991 Research Director, Inter-group Conflict Project, Konrad-Adenauer-Foundation, Berlin, Germany and Hebrew University of Jerusalem, Jerusalem, Israel
- 1987 - 1990 Lecturer, Department of Psychology, University of Michigan, Ann Arbor, USA
- 1987 Ph.D. in Social Psychology and Social Work, University of Michigan, Ann Arbor, USA
- 1987 Interim Clinical Supervisor, Psychiatric Emergency Services, University of Michigan Hospitals, Ann Arbor, USA
- 1986 Research Consultant, Teen Mother Project, Merrill Palmer Skillman Institute for Child and Family Development, Wayne State University, Detroit, USA
- 1983 - 1988 Teaching / Research Assistant / Associate, School of Social Work und Department of Psychology, University of Michigan, Ann Arbor, USA
- 1983 - 1987 Psychiatric Social Worker, Psychiatric Emergency Services, University of Michigan Hospitals, Ann Arbor, Michigan
- 1981 - 1983 Teaching / Research Assistant / Associate, Institute of Criminology und School of Social Work, Hebrew University of Jerusalem, Israel

### **Functions in Scientific Societies and Committees**

- 2020 - 2021 Member, Early Career Award Committee und Dissertation Awards Committee, Society of Experimental Social Psychology, USA
- 2019 - 2022 Member, Executive Committee, Society of Experimental Social Psychology, USA
- 2019 - 2020 Chair, Career Award and Member, Dissertation Awards Committee, Society of Experimental Social Psychology, USA
- 2018 - 2019 Member, Fellows Committee, Society of Experimental Social Psychology, USA
- 2007 - 2014 Member, Committee on Publication, Society for Social Work and Research, Fairfax, USA
- 2004 - 2007 Chair, Otto Klineberg Award Committee, Society for the Social Psychological Study of Social Issues, Washington, USA
- since 2000 Member, Society for the Psychological Study of Social Issues, Washington, USA
- since 2000 Member, Society for Prevention Research, Fairfax, USA
- since 2000 Member, Society for Social Work and Research, Fairfax, USA
- since 2000 Member, Society for Personality and Social Psychology, Washington, USA
- since 1996 Member, Society for Research on Child Development, Washington, USA
- since 1995 Member, Society of Experimental Social Psychology, USA
- since 1994 Member, American Psychological Society, Washington, USA
- since 1993 Member, American Psychological Association, Washington, USA
- since 1993 Member, Midwestern Psychological Association, USA

### **Project Coordination, Membership in Collaborative Research Projects**

- 2021 - 2025 Education Innovation and Research Mid-Phase Grant „Pathways-to-success in the transition to high school: testing a strategy to scale an effective identity-based motivation intervention in diverse education settings“, U.S. Department of Education, USA
- 2018 - 2022 Project „Pathways to Success in the transition to high school: Testing efficacy for improving 8th and 9th-grade academic outcomes“, Institute of Education Sciences, U.S. Department of Education, USA
- 2018 - 2021 Project „Sanctifying everyday difficulties: motivational consequences of moralizing difficult experiences“, John Templeton Foundation, West Conshohocken, USA
- 2016 - 2020 Grant „Identity-Based Motivation Journey to Academic Success“, Investing in Innovation Fund (i3), U.S. Department of Education, USA

- 2016 - 2019 Project „A Virtual Learning World for Tweens to Experience Possible Identities (ME GAMES)“, National Institute of Minority Health and Health Disparities, Bethesda, USA
- 2015 - 2017 Project „Measuring and improving adolescents’ social-emotional imagination to foster flourishing: A mixed-method neuroimaging and psychosocial longitudinal study with school-based interventions“, John Templeton Foundation, West Conshohocken, USA
- 2015 - 2017 Project „Applying moral pluralism to the study of self-control“, John Templeton Foundation, West Conshohocken, USA
- 2014 - 2018 Project „School-to-Jobs: Developing a Teacher-Led, Teacher-Trained Intervention to Improve School Attendance and Academic Achievement“, Institute for Education Sciences, U.S. Department of Education, USA
- 2013 - 2014 Project „Identity-based motivation: from child savings to college and beyond“, Center for Advancing Research and Social Solutions, University of Michigan, Ann Arbor, USA
- 2012 - 2013 Project „Preparing teens for success in school and at work: A writing and work readiness intervention“, Pinkerton Foundation, New York City, USA

### **Honours and Awarded Memberships**

- since 2022 Member, Nationale Akademie der Wissenschaften Leopoldina
- 2021 Distinguished Lifetime Career Award, International Society for Self and Identity
- 2020 Distinguished Scientist Lecturer, American Psychological Association, USA
- 2019 Graduate Student Mentoring Award, University of Southern California, Los Angeles, USA
- since 2019 Member, American Educational Research Association (AERA), USA
- 2018 Application of Personality and Social Psychology Award, Society for Personality and Social Psychology, Washington D.C., USA
- 2018 Albert S. Raubenheimer Outstanding Faculty Award, University of Southern California, Los Angeles, USA
- since 2016 Member, American Psychological Association, USA
- since 2012 Member, Society for Personality and Social Psychology, Washington D.C., USA
- 2012 - 2015 Senior Fellow, Michigan Society of Fellows, University of Michigan, Ann Arbor, USA
- 2009 Humboldt Scientific Contribution Prize, Alexander von Humboldt Foundation, Bonn, Germany
- 2009 - 2010 Member, Center for Advanced Studies in the Behavioral Sciences, Palo Alto, USA

- 2009 Faculty Fellowship Enhancement Award, Rackham Graduate Program, University of Michigan, Ann Arbor, USA
- 2009 Best Scholarly Contribution Award, Society for Social Work and Research, Fairfax, USA
- since 2009 Member, Society for Experimental Social Psychology, USA
- 2007 Edwin J. Thomas Collegiate Chair, School of Social Work und Department of Psychology, University of Michigan, Ann Arbor, USA
- since 2005 Member, Association for Psychological Science, Washington, USA
- 2005 Best Scholarly Contribution Award, Society for Social Work and Research, Fairfax, USA
- 2001 - 2005 Member, Working Group on Social Identity and Institutional Engagement, Russell Sage Foundation, New York, USA
- since 2001 Member, American Psychological Association, USA
- 1995 - 2000 Research Scholar Award, William T. Grant Foundation, New York City, USA

### Research Priorities

Daphna Oyserman is a US-American-Israeli psychologist, who is concerned chiefly with the relation between identity and behavior. She wants to understand how humans see themselves, what influences this, and which consequences this has for their decisions, their motivations, and their success in achieving their goals.

She became known primarily for her “identity based theory of motivation”, which she developed on the basis of experiments and field research. It explains when and in which situations their self-image motivates people to undertake steps towards a goal. This could be, for example, a graduation, but also a desired body weight, a smoke-free future, or a certain sum on the savings account.

According to this theory, it is decisive, whether one can link one’s current self-image with a successful future self. Research that Dana Oyserman and her team conducted at schools in Detroit and Chicago shows a significant correlation between social class, self-image, and work behavior: if students from socially difficult circumstances see for themselves a realistic chance of a college education, which can be reached with appropriate effort.

The situation is different if children believe that the path to higher education is closed to them in any case – be it because of a lack of money, or because “people like them” have no chance anyway. To exert oneself appears to be entirely meaningless in that regard, and every occurring hurdle seems to underscore this impression. Motivation is at a low point, which in turn reduces the prospects of success.

Daphna Oyserman and her team further researched what can be done against such self-fulfilling prophecies. Her results show, for example, that children and parents with a tighter budget should be informed early about the possibilities of financing a course of study. Already in eleven-year-olds this increases motivation. Likewise, it can help to continuously save small sums for this time. Daphna Oyserman can derive from her research suggestions for more motivation and determination for adults as well. Her studies have shown that goals, which are far into the future, are often difficult to attain. Because humans tend to repeatedly defer first steps towards them. Here, it can help to change the time scale and to think in terms of days, rather than years. Accordingly, subject groups planned on starting on saving for retirement four times sooner, if they awaited the start of their retirement in 10.950 days instead of 30 years. Instead of imagining a comparatively far away future, one should, in the assessment of the researchers, rather think about how to be a little bit happier, healthier, or more wealthy today or this week.