

David M. Silverman
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Academic Appointments

Yale University <i>Incoming Assistant Professor, Department of Psychology</i>	Beginning 2026
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Education

Yale University <i>Postdoctoral Associate, Department of Psychology</i>	2025-2026
Northwestern University <i>Ph.D. in Social Psychology</i> <i>M.S. in Social Psychology</i>	2019-2025
University of Virginia <i>B.A. in Public Health and Psychology</i>	2013-2017

Fellowships, Grants, and Awards

Research Fellow – National Science Foundation, Summer Institute for Advanced Research Methods in STEM Education Research	2025-present
Presidential Fellow – Northwestern University The most prestigious fellowship awarded to graduate students by Northwestern University.	2024-present
Research Fellow – Research Network on Communicating Strength-Based Approaches to Child Development and Learning in Adverse Conditions. Jacobs Foundation.	2022-present
National Science Foundation – Graduate Research Fellow	2021-present
Background-Specific Strengths and Post-Secondary Opportunities Silverman, D. M. , Hernandez, I. A., Rosario, R. J., & Destin, M. Character Lab Research Network. (\$24,096)	2022-2023
Society for Personality and Social Psychology Student Publication Award	2022
Northwestern Psychology Community Enrichment Award	2022
Alice Eagly Outstanding Graduate Student Paper Award	2021
Mindsets and Implicit Bias Ladzekpo, E., Silverman, D. M. , & Perry, S. Dispute Resolution Research Center. Kellogg School of Management, Northwestern University. (\$5,000)	2020

Publications

- Silverman, D.M.**, Destin, M., Hamilton, T. D., Zajickova, Z., Bingham, S., & Callaghan, K. A. (in press). Strength-based learning groups support educators to create equitable learning environments for economically marginalized students. *Journal of Educational Psychology*.
- Destin, M. & **Silverman, D. M.** (in press). The social psychology of socioeconomic mobility. *Advances in Experimental Social Psychology*.
- Silverman, D. M.**, Hernandez, I. A., Schneider, M., Kalil, A., Ryan, R., & Destin, M. (2025). Economic mobility and parents' opportunity hoarding. *Proceedings of the National Academy of Sciences*, 121(37), e2407230121.
- Bauer, C., Miller-Cotto, D., **Silverman, D. M.**, & Frankenhuis, W. E. (2025). How to effectively acknowledge individuals' strengths in the face of disadvantage: A holistic approach to studying social inequality. *Social and Personality Psychology Compass*, 19(2), e70035.
- DeJoseph, M. L., Ellwood-Lowe, M. E., Miller-Cotto, D., **Silverman, D. M.**, Shannon, K. A., Reyes, G., Rakesh, D., & Frankenhuis, W. E. (2024). The promise and pitfalls of a strengths-based approach to child poverty and neurocognitive development: Implications for policy. *Developmental Cognitive Neuroscience*, 66, 101375.
- Hernandez, I. A., **Silverman, D. M.**, Rosario, R. J., & Destin, M. (2023). Concern about experiencing downward socioeconomic mobility generates precarious types of motivation. *Social Psychology of Education*, 26, 761-792.
- Silverman, D. M.**, Tibbetts, C. Y., & Hulleman, C. S. (2023). Identifying the psychological mediators of utility-value activities to inform research and practice. *British Journal of Educational Psychology*, 93(1), 960-977.
- Emery, L. F., **Silverman, D. M.**, & Carey, R. M. (2023). Conducting research with lower social class samples: A methodological primer. *Advances in Methods and Practices in Psychological Science*, 6(4), 1-13.
- Silverman, D. M.**, Rosario, R. J., Hernandez, I. A., & Destin M. (2023). The ongoing development of strength-based approaches to people who hold systemically marginalized identities. *Personality and Social Psychology Review*, 27(3), 255-271.
Selected by Sage Publications to be published open source to increase the accessibility of high-impact papers.
- Silverman, D. M.**, Rosario, R. J., Wormington, S. V., Hulleman, C. S., Tibbetts, Y., & Destin, M. (2023). Race, achievement, and the issue of inequitable motivational payoff. *Nature Human Behaviour*, 7(4), 515-528.
- Silverman, D. M.**, Hernandez, I. A., & Destin M. (2023). Educators' beliefs about students' socioeconomic backgrounds as an avenue for supporting motivation. *Personality and Social Psychology Bulletin*, 49(2), 215-232.
Recipient of 2022 Society for Personality and Social Psychology Student Publication Award and 2021 Alice Eagly Outstanding Graduate Student Paper Award

Silverman, D. M. (2022). 3 step teachers can take to value students' marginalized identities. *EducationWeek*. <https://www.edweek.org/teaching-learning/opinion-3-steps-teachers-can-take-to-value-students-marginalized-identities/2022/08>.

Destin, M., **Silverman, D. M.**, & Braslow, M. D. (2022). Future identity as a support for college student success. *Frontiers in Education*, 7, 901897.

Destin, M., **Silverman, D. M.**, & Rogers, L. O. (2022). Expanding the social psychological study of educators through humanizing perspectives. *Social and Personality Psychology Compass*, 16(6), e12668.

Hernandez, I. A., **Silverman, D. M.**, & Destin, M. (2021). From deficit to benefit: Highlighting lower SES students' background-specific strengths reinforces their academic persistence. *Journal of Experimental Social Psychology*, 92, 104080.

Destin, M., Débrosse, R., & **Silverman, D. M.** (2021). An experimental demonstration of the positive consequences of encouragement to conceptualize education as connection. *Journal of Adolescence*, 92, 30-33.

Manuscripts Under Review and In Preparation

Débrosse, R., **Silverman, D. M.**, Brieva, T., Hernandez, I. A., & Destin, M. (under review). Representing the dream? Nationally representative insights into the aspirations of Black adolescents.

Hernandez, I. A., **Silverman, D. M.**, & Destin, M. (under review). Education-related resource hoarding in the face of downward socioeconomic mobility.

Silverman, D. M., Stephens, N. M., Kim, J. & Destin, M. (in preparation). From purported value to meaningful practice: Strength-based company cultures facilitate marginalized employees' access to workplace opportunity. Manuscript available upon request.

Ryan R., Kalil, A., Destin, M., Schneider, M., **Silverman, D.M.**, & Hernandez, I. A. (under review). Parents' beliefs in the "American Dream" affect parental investments in children: Evidence from an experiment. Manuscript available upon request.

Buttrick, N. R., **Silverman, D. M.**, & Wormington, S. V. (in preparation). False growth mindsets in teachers negatively impact student beliefs and achievement. Manuscript available upon request.

Buttrick, N. R., **Silverman, D. M.**, & Wormington, S. V. (in preparation). The false growth mindset. Manuscript available upon request.

Hulleman, C. S., Murrah, W. H., Francis, M., **Silverman, D. M.**, Tibbetts, Y., Moran, M., Lee, M., Howard, D., Kosovich, J. J., Phelps, J., & Siler, K. (in preparation). Promoting first-generation student success in mathematics with a utility-value intervention. Manuscript available upon request.

Silverman, D. M., Hernandez, I. A., Rosario, R. J., Lherrison, Q., & Destin, M. (in preparation). Understanding the influence of intersecting peer and institutional social forces on key educational outcomes among racially and economically marginalized students.

Selected Conference Symposia

Silverman, D. M. (2025, April). Already on the Path: Peers' Strength-Based Approaches Reinforce Healthy Achievement. In Arney, M. & Rozek C. (Chairs). *Advances in Asset-Based Interventions*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Silverman, D. M., Hernandez, I. A. & Destin, M. (2024, April). Designing Strength-Based Learning Contexts to Support Students from Lower-Socioeconomic Status Backgrounds. In Sutter, C. & Delaram, T. (Chairs) *Context Matters: Learning Environments Impact When Motivational Interventions are (or aren't) Effective*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Silverman, D. M. & Destin, M. (2024, February). Longitudinal evidence for the promise of guiding educators to adopt strength-based approaches to promote educational equity. In Hecht, C. A. (Chair) *Changing Contexts with Social-Psychological Interventions*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Silverman, D. M., Rosario, R. J., Wormington, S. V., Hulleman, C. S., Tibbetts, Y., & Destin, M. (2023, April). Race, achievement, and the issue of inequitable motivational payoff. In *Centering Understudied Populations and Contexts in Motivation Research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Silverman, D. M., Hernandez, I. A., & Destin, M. (2022, February). From deficit to benefit: Academic contexts can foster positive psychosocial outcomes among students from lower-SES backgrounds. In **D. M. Silverman** and I. A. Hernandez (Chairs) *Strengths-Based Approaches to Students' Otherwise Marginalized Identities*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, San Francisco, CA.

Silverman, D. M., Hernandez, I. A., & Destin, M. (2021, February). *Educators' beliefs about students' socioeconomic status as an avenue for supporting motivation*. Paper presented at the annual meeting of the Society for Personality and Social Psychology, Remote.

Silverman, D. M., Hirschi, Q. A., Moran, M., Williams, C. L., Tibbetts, Y., & Hulleman, C. S. (2019, April). *Rapid development to design interventions: Incorporating qualitative data in real time*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Ontario.

Invited Talks

Silverman, D. M., (2023, December). *Social forces and (in)equity*. University of Wisconsin-Madison Psychology Department.

Silverman, D. M., (2022, December). *Engaging with students' identities and future goals*. Character Lab Research Network.

Silverman, D. M. & Hernandez, I. A. (2021, September). *Supporting students in diverse teaching and mentoring environments*. Genetic Counseling Program, Northwestern.

Silverman, D. M. (2021, June). *Using strengths-based approaches to support students from historically marginalized groups*. Annual Graduate Teaching Symposium, Northwestern.

Service & Mentorship

<i>Lead Organizer</i> - Sneak Peek Diversity Recruitment Program, Northwestern	2020-2024
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<i>Leader</i> - Diversity & Inclusion Committee, Northwestern	2019-2023
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<i>Founding Member</i> - Psychology Cross-Organization Coalition, Northwestern	2022-2023
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<i>Coordinator</i> - Brown Bag Series, Northwestern Social Psychology	2021-2023
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<i>Formal Mentor</i>	2016-present
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Summer Internship Grant Program, Northwestern

First-Year Graduate Student Mentorship Program, Northwestern

Undergraduate Research Assistant Program, Northwestern

Emerging Scholars Program, Northwestern

Undergraduate Student Opportunities in Academic Research, UVA

References

Dr. Mesmin Destin

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Associate Professor

Department of Psychology

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Professor of Education and Public Policy

School of Education and Human

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