

CURRICULUM VITAE

Michael Cunningham (he/him)
Department of Psychology
2007 Percival Stern Hall
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EDUCATIONAL RECORD

- 1989 B.A. – Morehouse College, Atlanta, GA
- 1992 M.A. – Emory University, Atlanta, GA
- 1994 Ph.D. – Emory University, Atlanta, GA
- 1994-1996 – Post Doctoral Fellowship, University of Pennsylvania, Philadelphia, PA - Graduate School of Education, Psychology in Education Division

TEACHING EXPERIENCE

- 1994-96 *Instructor*, University of Pennsylvania, Graduate School of Education, Psychology in Education Division
- 1994-96 *Faculty Fellow*, University of Pennsylvania, Division of Academic Programs in Residence, W. E. B. DuBois College House
- 1996-02 Assistant Professor, Tulane University, Department of Psychology
- 1996-02 Assistant Professor, Tulane University, African & African Diaspora Studies at Tulane (ADST)
- 2002-12 Associate Professor, Tulane University, Department of Psychology
- 2002-12 Associate Professor, Tulane University, African & African Diaspora Studies at Tulane (ADST)
- 2012- Professor, Tulane University, Department of Psychology
- 2012- Professor, Tulane University, Africana Studies at Tulane

ADMINISTRATIVE EXPERIENCE

Summer 2022 – Interim Vice President for Enrollment Management and Dean of Admission

- Oversee the university's enrollment management portfolio, which includes the Office of Financial Aid and the Office of the Registrar
- Oversee enrollment for undergraduate admissions and the management of the Office of Undergraduate Admissions

2014 - Associate Provost for Graduate Studies and Research, Tulane University

- Represent the university in the roles associated with a Graduate Dean (e.g., American Association of Universities' Association of Graduate Studies, Council of Graduate Studies, Southern Council of Graduate Studies)
- PI, Board of Regents/Southern Region Educational Board (BOR/SREB) Graduate Fellowships to Promote Diversity Program
- PI, Recipients of National Science Foundation's Graduate Research Fellowship Program

- Approve new Postdoctoral Fellowships and oversee reviews of postdoc fellows
- Chair, University's Graduate Council
- Oversee reviews for PhD programs and research-based master's programs
- Advise the Provost on issues associated with graduate and professional education including approval of new programs and changes to existing programs
- Serve as the Director of the Office of Graduate and Postdoctoral Studies (OGPS); includes advising the Graduate Studies Student Association, supervision of Program Manager and Sr. Graduate and Career Advisor; oversee operation budget for OGPS

2012 - 2014 Associate Provost for Engaged Learning and Teaching, Tulane University

- Oversee Center for Engaged Learning and Teaching (CELT), university engaged learning initiatives, and partnering engaged learning university units

2010 - 2014 Founding Executive Director, Center for Engaged Learning and Teaching, Tulane University

- Develop the university's inaugural teaching center that included four areas: teaching, research, social innovation, and applied programming (i.e., undergraduate internships); oversaw annual budget of approximately 3 million

2009 – 10 Director, Summer Transition Program, Tulane University

- Oversaw summer program for local high school student who were in residence while taking classes during the summer, design programming during the summer as well as place students in classes in during the academic year

2005 – 09 Chair, Frances D. Horowitz Millennium Scholars Program, Society for Research in Child Development (SRCD)

- Recruiting underrepresented undergraduate students interested in developmental science careers for a preconference and pipeline program for SRCD

2005-07 Co-chair, Center for Public Service Faculty Executive Committee, Tulane University

- Designed and implemented Tulane University's new undergraduate Public Service requirement in the aftermath of Hurricane Katrina

2005-08 Chair, Graduate Training in Psychology, Tulane University

- Director of Graduate Studies for the Psychology Department, which included overseeing PhD and MS psychology student reviews and progress

2006-07, 08-09 Associate Chair, Department of Psychology, Tulane University

2002-03 Acting Director, African & African Diaspora Studies at Tulane (ADST) [renamed to Africana Studies in 2012]

PUBLICATIONS - (*Italics* = Developmental Psychology graduate student; *Italics & Bold* – School Psychology graduate student; Underline = non psychology PhD student at Tulane, **Bold = undergraduate student)**

PEER REVIEWED ARTICLES AND BOOK CHAPTERS

Brock, J. E., Brown, R. P., Johns, N. E., Cosson, K., Cunningham, M., & Raj, A. (2025). In honor culture linked with depression: Examining replicability and robustness of a disputed association at the state and individual levels. *Journal of Cross-Cultural Psychology*, <https://doi.org/10.1177/00220221251348586>

Cunningham, M. (2025). Reflections on Black leadership in graduate education at a private historically White institution. In H. T., Frierson, (Ed.) *Voices of Black Graduate Deans in*

- Advancing Graduate Education at Historically White Universities*, pp. 191-208. Emerald Publishing, UK.
- Chae, D. H., Lewis, A., Cunningham, M., Reed, E., Rogers, L. O., Skeer, M., Martz, C., & Liu, C. H. (2025) Promoting ColorBRAVE conversations in families: Leveraging early childhood racial socialization to advance public health justice. In T. Yip (Ed.), *The Cambridge Handbook of Ethnic and Racial Discrimination and youth development*, chapter 22. Cambridge University Press, United Kingdom.
- Lee, X. W., Wing, S. A., White, A., Hodges, J., & Cunningham, M.** (2024). The healing power of the village: Race-related stress and coping among Black American adolescents in urban and racially homogenous communities. *Journal of Human Behavior in the Social Environment*, 34,1-22. <https://doi.org/10.1080/10911359.2023.2263514>
- Yates, A. K., Obus, E., Peele, H., Petrovic, L., Wing, S., & Cunningham, M.** (2024). The function of power: A herstorical model of power, trauma, and policing African Americans. *Psychological trauma: theory, research, practice, and policy*, 16(3), 363.
- Cunningham, M., Swanson, D. P., Youngblood, J. II, Seaton, E. K., Francois, S., & Ashford, C. (2023). Spencer’s phenomenological variant of ecological systems theory (PVEST): Charting its origin and impact. *American Psychologist*, 78(4), 524–534. <https://doi.org/10.1037/amp0001051>
- Chae, D., H., Chung, K., Cunningham, D. J., Martz, C. D., Smith, E. A., & Cunningham, M. (2023). Racism, stigma, and the COVID-19 pandemic. In Duncan, D. T., Kawachi, I., & Morse, S. S. (Eds.), *The social epidemiology of COVID-19*. Oxford University Press.
- Cunningham, M., Francois, S., & Scott, K. (2022). Perceived parenting practices associate with African American adolescents’ future expectations. *Advances in Child Development and Behavior*. <https://doi.org/10.1016/bs.acdb.2022.11.002>.
- Cunningham, M. (2022). Bridges of developmental science. *Research in Human Development*, 19 (1-2), 1-4. DOI: [10.1080/15427609.2022.2117678](https://doi.org/10.1080/15427609.2022.2117678)
- Hodge, J. D., & Cunningham, M.** (2023). *Academic self-esteem as a buffer between negative youth experiences and academic achievement in African American adolescents*. *Youth & Society*, 55(5), 824-847. 0044118X211063919.
- Cunningham, M. (2021). The Time is Now for Graduate Programs to Walk the Walk on Diversity, *Diverse Issues in Higher Education* (<https://www.diverseeducation.com/opinion/article/15286112/the-time-is-now-for-graduate-programs-to-walk-the-walk-on-diversity>) – **Opinion Piece**
- Cunningham, M., & Hodge, J. D. (2021). Old issues, new directions, and ongoing debates: An introduction to ethnic-racial identity across the lifespan. *Research on Human Development*, 17, 95-98, DOI: [10.1080/15427609.2021.1877514](https://doi.org/10.1080/15427609.2021.1877514)
- Craig, L. S., Peacock, E. M., Mohundro, B. L, Silver, J. H., March, J. J. , Johnson, T. C., Kelly, P. A., Bazzano, L. A. Cunningham, M., Petty, R. E., & Krousel-Wood, M. A. (2021). Implicit and explicit attitudes toward antihypertensive medications explain variation in pharmacy refill and self-reported adherence beyond traditional risk factors: Potential novel mechanism underlying adherence. *Journal of the American Heart Association*. DOI: [10.1161/JAHA.120.018986](https://doi.org/10.1161/JAHA.120.018986)
- White, A., & Cunningham, M.** (2021). Religiosity, prosocial values and future expectations in high-achieving urban African American adolescents. In F. G. Cambrice, W. T. Houston, & M. Robinson (Eds.), *Contemporary debates in social justice: An interdisciplinary*

- approach to exploring the lives of Black and Brown Americans* (pp. 95-116). Kendall Hunt Publishers: Dubuque, IA.
- Boyne, K., Hamlin, F., Cunningham, M., & Abo-Zena, M. M. (2020) *You See Your Own Eyes Reflected Back: The Radical Potential of Art and Oral History in Imagining a New Humanism*, *Research in Human Development*, 16, 246-277, DOI: [10.1080/15427609.2020.1716924](https://doi.org/10.1080/15427609.2020.1716924)
- Abo-Zena, M. M., Loyd, A. B., & Cunningham, M. (2020) Introduction to Mentored Scholarship: Mirrors, Windows, and Doors to Understanding and Supporting Research in Human Development, *Research in Human Development*, 16, 175-184, DOI: [10.1080/15427609.2020.1727821](https://doi.org/10.1080/15427609.2020.1727821)
- Cunningham, M., (2019). Introduction to myths and realities associated with research and theorizing for human development. *Research in Human Development*, 16, 1-4. Doi:[10.1080/15427609.2019.1578117](https://doi.org/10.1080/15427609.2019.1578117)
- Rious, J. B.**, Cunningham, M., & Spencer, M. B. (2019). Rethinking the notion of "Hostility" in African American parenting styles. *Research in Human Development*, 16, 35-50. doi: <https://doi.org/10.1080/15427609.2018.1541377>
- Cunningham, M., **Mulser, R. M., Scott, K., & Yates, A.** (2019). African American adolescents speak: The meaning of racial identity in the relation between individual race-related stress and depression symptoms In H. E. Fitzgerald, D. J. Johnson, D. B. Qin, F. A. Villarruel, & J. Norder (Eds.), *Handbook of children and prejudice: Integrating research, practice, and policy*. Springer Publishers: New York.
- Cunningham, M., & **White, A.** (2019). Young adulthood and health disparities in African American males. In D. Griffith (Ed.). *Handbook of African American male health*.
- Cunningham, M., Francois, S., **Rodriguez, G., & White, X. L.**, (2018). Resilience and coping: An example with African American adolescents. *Research in Human Development*. doi: [10.1080/15427609.2018.1502547](https://doi.org/10.1080/15427609.2018.1502547).
- Cunningham, M. Making campus diversity real—starting in kindergarten: We need to examine the full educational journey. *The Hechinger Report*. <https://hechingerreport.org/opinion-making-campus-diversity-real-starting-in-kindergarten/> - **Opinion Piece**
- Rious, J. B.**, & Cunningham, M. (2017). Altruism as a buffer for antisocial behavior for African American adolescents exposed to community violence. *Journal of Community Psychology*. doi: [10.1002/jcop.21936](https://doi.org/10.1002/jcop.21936)
- Lee, X. W.**, & Cunningham, M. (2017). Perceived teacher encouragement as buffer to substance use in urban African American adolescents: Implications for disconnected youth. *Education and Urban Society*, 1-26, doi: [10.1177/0013124517714848](https://doi.org/10.1177/0013124517714848)
- Lindsey, M. A., **Brown, D. R.**, & Cunningham, M. (2017). Boys do(n't) cry: Addressing the Unmet mental health needs of African American boys. *Journal of Orthopsychiatry*, 87, 377-383. doi: [10.1037/ort0000198](https://doi.org/10.1037/ort0000198).
- Cunningham, M., **Hucke, K. J.**, & **Lee, X. W.** (2016). Physical activity as a buffer for anxiety symptoms in rural African American adolescent females. *Journal of Women's Health Care*, 5, 326. doi:[10.4172/2167-0420.1000326](https://doi.org/10.4172/2167-0420.1000326)
- Cunningham, M. (2016). Are there missing steps of the proposed “Ladders of Opportunity” for boys and young males of color? Implications for intersectionality. *Social Policy Report*, 29(3), 25-28. – **Commentary**

- Cunningham, M., & *Francois, S.* (2016). Theoretical perspectives in studying African American youth in rural settings. In L. Crockett, & G. Carlo (Eds.), *Studying rural adolescents*. (pp. 57-70). New York: Springer Publishing Company.
- Cunningham, M., & **Rious, J. B.** (2015). Listening to voices of youth: Implications for working in diverse communities. *Journal of Orthopsychiatry*, 85, S86-S92.
- Sung, H. Y., & Cunningham, M. (2015). Facilitating children and adolescent's psychological well-being: A practitioners' model and research example. In B. K. Nastasi (Ed.) *Handbook of Psychological Well-Being in Children and Adolescents: International Perspectives and Youth Voices*. New York: Springer Publishing Company.
- Cunningham, M., *Barry, K. M., & Corprew, C. S.* (2014). Community violence as a mediator between African American males' personal challenges and antisocial behaviors. In Moore, J. L., & Lewis, C. W. (Eds.), *African American Males in PreK-12 schools: Informing Research, Practice, and Policy*, (pp. 177-192). Derby, United Kingdom: Emerald Publishing.
- Trask-Tate, A. J.,** Cunningham, M., & Francois, S. (2014). The role of racial socialization in promoting the academic expectation of African American adolescents: Realities in a Post-Brown era. *Journal of Negro Education*, 83, 281-299
- Cunningham, M., & **Rious, J. B.** (2014). Deconstructing social class in economically, racially, and ethnically diverse schools. *Analysis of Social Issues and Public Policy*, 1-5.
- Cunningham, M., Swanson, D. P., & Hayes, D. (2013). School and community-based associations to hypermasculine attitudes in African American adolescent males. *American Journal of Orthopsychiatry*, 83, 244-251. Doi: 10.1111/ajop.12029.
- Cunningham, M., **Mars, D. E., & Burns, L. T.** (2012). The relations of stressful events and future expectations in African American adolescents: Gender differences in parental monitoring. *Journal of Negro Education*, 81, 338-353.
- Corprew, C.S., & Cunningham, M.* (2012). Educating tomorrow's men: Perceived school support, negative youth experiences and bravado attitudes in African American male adolescents. *Education and Urban Society*, 44, 571-589. Doi: 10.1177/0013124511406534
- Cunningham, M., **Kim, A. W., & Papale, N.** (2012). Personal characteristics: A situational filter for adolescent development (chapter 4). In G. Creasy, & P. Jarvis (Eds.), *Handbook of Adolescent Development in Urban Communities: Resilience in the Neighborhood*. (pp. 38-50). New York: Routledge.
- Mulser, R. M., Hucke, K., Trask-Tate, A. J., & Cunningham, M.** (2012). When racial identity matters: Stressful events and mental health in rural African American adolescents. In J. Sullivan (Ed.), *African American Racial Identity: An Interdisciplinary Exploration of the Racial and Cultural Dimensions of the Black Experience* (pp. 171-188). Lanham, MD: Rowman & Littlefield Publishers, Inc.
- Francois, S., Overstreet, S., & Cunningham, M.* (2011). Where we live: The impact of neighborhood challenges and supports on African American adolescents' academic resilience. *Youth and Society*, 44(2) 307-328. doi:10.1177/0044118X11399109
- Cunningham, M., & Swanson, D. P. (2010). Educational resilience in African American adolescents. *Journal of Negro Education*, 79, 473-487.
- Trask-Tate, A., & Cunningham, M.** (2010). Planning ahead: Examining the relation between school support and parental involvement in the development of future

- academic expectations in resilient African American adolescents. *Journal of Negro Education*, 79, 137-150.
- Trask-Tate, A.**, Cunningham, M., & **Lang-DeGrange, L.** (2010). The importance of family: How social support moderates the relation between negative life events and depressive symptoms in African American girls. *Research on Human Development*, 7, 164-182.
- Aldwin, C., Cunningham, M., & Taylor, A. L. (2010). Resilience across the life span: A tribute to Emmy E. Werner. *Research on Human Development*, 7, 159-163.
- Cunningham, M., & **Francois, S.** (2009). African American children. In R. A. Sheweder (Ed.), *The child: An Encyclopedic companion*, (pp. 41-43). Chicago: University of Chicago Press.
- Cunningham, M., **Corprew, C. S.**, & **Becker, J. E.** (2009). Understanding the role of future expectations in high-achieving African American adolescents living in urban neighborhoods. *Urban Education*, 44, 280-296.
- Swanson, D. P., Cunningham, M., Youngblood, J., & Spencer, M. B. (2009). Racial identity theory: Children. In H. Neville, B. Tynes, & S. Utsey (Eds.), *Handbook of African American psychology* (pp. 269-281). Los Angeles, CA: Sage Publications.
- Hayes, D.**, Cunningham, M., & **Coursealt, J.** (2006). Race related barriers for African American males pursuing higher education: Implications for psychology. *Race, Class and Gender: A potpourri in Psychology*, 13, 124-132. **Note:** Published with 2007 issue.
- Swanson, D. P., Cunningham, M., & Spencer, M. B. (2005). Black males' structural conditions, achievement patterns, normative needs, and "opportunities." In F. S. Olatokunbo (Ed.), *Educating African American males: Voices from the field* (pp. 229-254). Thousand Oaks, CA: Corwin Press. [**Reprint** of Swanson, Cunningham, & Spencer (2003). Black males' structural conditions, achievement patterns, normative needs, and "opportunities." *Urban Education*, 38, 605-633].
- Cunningham, M., & **Meunier, L. N.** (2004). The influence of peer experiences on bravado attitudes among African American males. In N. Way, & J. Chu (Eds.) *Adolescent boys in context: Exploring diverse cultures of boyhood* (pp. 219-234). NY: New York University Press.
- Swanson, D. P., Cunningham, M., & Spencer, M. B. (2003). Black males' structural conditions, achievement patterns, normative needs, and "opportunities." *Urban Education*, 38, 605-633.
- Cunningham, M., Swanson, D. P., Spencer, M. B., & Dupree, D. (2003). The association of physical maturation with family hassles in African American males. *Cultural Diversity and Ethnic Minority Psychology*, 9, 274-286.
- Spencer, M. B., Dupree, D., Cunningham, M., Harpalani, V., & Munoz-Miller, M. (2003). Vulnerability to violence: A contextually-sensitive, developmental perspective on African American adolescents. *Journal of Social Issues*, 59, 33-49.
- Hayes, D.**, & Cunningham, M. (2003). Family and school environments working together to impact academic achievement in African American adolescents. In C. C. Yeakey, & R. Henderson (Eds.) *Surmounting All Odds: Education, Opportunity and Society in the New Millennium* (pp. 107-123). Greenwich, CT: Information Age Publishers.
- Mercer, S.**, & Cunningham, M. (2003). Racial identity in White American college

- students: Issues of conceptualization and measurement. *Journal of College Student Development*, 44, 217-230.
- Foney, D., & Cunningham, M. (2002). Why do good kids do bad things? Considering multiple contexts in the study of antisocial fighting behaviors in African American urban youth. *Journal of Negro Education*, 71, 143-157.
- Cunningham, M., Hurley, M., Foney, D., & Hayes, D. (2002). The influence of perceived contextual stress on self-esteem and academic outcomes in African American adolescents. *Journal of Black Psychology*, 28, 215-233.
- Spencer, M. B., Silver, L. J., Seaton, G., Tucker, S. R., Cunningham, M., & Harpalani, V. (2001). Race and gender influences on teen parenting: An identity-focused cultural-ecological perspective. In T. Urdan, & F. Parajes (Eds.) *Adolescents and Education: General issues in education of adolescence* (pp. 231-268). Greenwich, CT: Information Age Publishers.
- Cunningham, M. (2001). African American males. In J. Lerner, & R. Lerner (Eds.) *Adolescence in America: An Encyclopedia* (pp. 32-34). Santa Barbara, CA: ABC-CLIO Publishers
- Cunningham, M., & Spencer, M. B. (2000). Conceptual and methodological issues in studying minority adolescents. In R. Montemayor, G. R. Adams, & T. P. Gullotta (Eds.) *Cultural and Economic Diversity in Adolescent Development* (235-256). New York: Russell Sage Publishers.
- Cunningham, M. (1999). African American adolescent males' perceptions of their community resources and constraints: A longitudinal analysis. *Journal of Community Psychology*, 5, 569 - 588.
- Cunningham, M. (1999). Review of Dewey, Pierce, and the Learning Paradox. *American Educational Research Journal*, 36, 97-100.
- Spencer, M. B., Dupree, D., Swanson, D. P., & Cunningham, M. (1998). The influence of physical maturation and hassles on African American adolescents' learning behaviors. *Journal of Comparative Family Studies*, 29, 189-200.
- Spencer, M. B., Dupree, D., Swanson, D. P., & Cunningham, M. (1996). Parental monitoring and adolescents' sense of responsibility for their own learning: An examination of sex differences. *Journal of Negro Education*. 65, 30-43.
- Cunningham, M., & Spencer, M. B. (1996). The Black Male Experiences Measure. In R. L. Jones (Ed.) *Handbook of Tests and Measurements for Black Populations* (pp. 301-307). Hampton, VA: Cobb and Henry Publishers.
- Spencer, M. B., Cunningham, M., & Swanson, D.P. (1995). Identity as coping: Adolescent African American males' adaptive responses to high risk environments. In H. C. Blue, E. E. H. Griffith & H. W. Harris (Eds.) *Racial and Ethnic Identity: Psychological Development and Creative Expression* (pp. 31-52). New York: Rutledge Publishers.
- Cunningham, M. (1993). Sex role influences of African American adolescent males: a literature review. *Journal of African American Male Studies*, 1, 30-37.
- Spencer, M. B., Swanson, D.P., & Cunningham, M. (1991). Ethnicity, identity and competence formation: Adolescent transition and identity transformations. *Journal of Negro Education*, 60, 366-387.

PUBLICATIONS –under review, & in progress

- Epstein-Bagneris, I., Cunningham, M., & Roman, F. (revise and resubmit). Rhythms of resilience: Hip Hop as a buffer to mental health challenges following bereavement. *Youth & Society*
- Anderson, C. R., West, A., Cunningham, M., & White Lee, X (revise and resubmit). Navigating a system not built for us: A Qualitative investigation of mental health care access barriers for Black youth their families. *Journal of Black Psychology*.
- Rauf, R. R., & Cunningham, M. (under review). Missing data handling in developmental psychology: Applications of the factorial regression specification model.
- Kwon, E., Cho, J., Cunningham, M. & Kogan, S. (under review). Adverse childhood experiences, masculinity ideology, and alcohol use disorder risk among Black emerging adult men: A longitudinal analysis. *Journal of Studies on Alcohol and Drugs*
- Yates-Flanagan, A., Wing, S., Rauf, R.,** Cunningham, M. (under review). Black Students' Perceptions and Use of Social Media- A Qualitative Analysis Derived from the Voices of Black PWI Students
- Yates, A.,** Cunningham, M., **Quinn, M., Hodge, J., Wing, S.** (in progress). Future Racial Socialization, Time spent on social media, and racial identity: Perspectives from African American iGeneration Youth
- Cunningham, M., & Molix, L. (in progress). African American adolescents' perceptions of verbal guidance from adult male family members.
- Swanson, D.P, & Cunningham, M. (under review). We wear the mask: Hypermasculine attitudes, depressive symptoms, and aggression as stress responses among African American adolescent males. *Journal of Black Psychology*.

REVIEWS

- Cunningham, M. (2001). Review of Lost Boys [Review of the book *Lost boys: Why our sons turn violent and how we can save them*]. *Aggressive Behavior*, 27, 149-150.
- Cunningham, M. (1997). [Review of the book *Repairing the Breach: Key Ways to Support Family Life, Reclaim Our Streets, and Rebuild Civil Society in America's Communities*]. *Sex Roles*, 37, 817-819.
- Cunningham, M. (September, 1996). [Review of the book *Gender identity disorder and psychosexual problems in children and adolescents*]. *Readings: A Journal of Reviews and Commentary in Mental Health*. American Orthopsychiatric Association.

PRESENTATIONS (recent)

- Cunningham, M. (2026, April). Graduate education at a crossroads: Enrollment, policy, and learner mobility. Invited presentation at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) annual meeting. New Orleans, LA.
- Diarra, A., Pequet, A., & Cunningham, M. (2026, April). Exploring alcohol use, stressful life events and teacher perceptions in Black adolescents. Poster presentation at the annual TRICS session at Tulane University, New Orleans, LA.
- Epstein-Bagneris, I., & Cunningham, M. (2026, April). *Beyond risk: Hip-hop engagement and resilience*. Poster presentation at the Biennial meeting of the Society for Research on Adolescence. Toronto, Canada

- Epstein-Bagneris, I., & Cunningham, M. (2025, May). *Hip Hop as buffer to adverse mental health outcomes following bereavement*. Poster presentation at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Rauf, Ramal, & Cunningham, M. (2025, May). *Sense of belonging and severe mental health challenges among African American adolescents*. Poster presentation at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Pequet, A., & Cunningham, M. (2025, May). *Academic Self-Esteem Buffers Maternal Education and College Aspirations in African American Boys*. Poster presentation at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Cunningham, M. & Seaton, E. K. (2025, May). *Developmental Science: Navigating an Uncertain Future*. Invited Symposium at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Cunningham, M. (2025, May). *Perspectives on the Legacy of Developmental Science and Social Policy in Psychology: Brown v. Board of Education as Exemplar*. In Slaughter-Kotin (Chair), *Radical Brown*. Invited Symposium at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Cunningham, M. (2025, May). Discussant in F. T., Saleem (Symposium Chair), *Promoting equitable classroom climates through race conscious practices and interactions*. Symposium at the Biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Chae, D., Chung, K., Cunningham, D., Cunningham, M, Lewis, A., Reed, E., Rogers, L.O., Skeer, M. (2024, June). *Color Brave Conversations in Families*. Poster presented at: 27th Biennial Meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
- Cunningham, M. (2022, November). Invited panelist. National Postdoctoral Race and Ethnicity Equity Summit.
- Cunningham, M. (2022, August). *Research with Black populations: Examples with adolescents and implications for researchers*. Invited presentation, Division 7 of the American Psychological Association. Minneapolis, MN
- Yates, A., Hodge, J.,** Heaven, K., & Cunningham, M. (2021). *Phenomenological Perspectives on Social Media from Black iGeners attending a PWI: Preliminary Findings*. – Poster presentation at Louisiana School Psychological Association. New Orleans, LA.
- Hodge, J. D.,** & Cunningham, M. (2019, July). *Academic achievement, youth experiences, and the role of academic self-esteem as a potential buffer*. Poster presentation at the American Psychological Association’s annual convention. Chicago, IL.
- Hodge, J.,** & Cunningham, M. (2019, June). *An Examination of Academic Self-Esteem as a moderator to Negative Experiences and Academic Achievement in Black Adolescents* – Poster presentation at the Louisiana Psychological Association Convention. Metairie, LA.
- Cunningham, M. (2018, July). *Supporting graduate student mental health and wellness*. Council of Graduate Schools’ Deans Summer Institute, Chicago, IL.
- White, A., Bondy, Z.,** & Cunningham, M. (2017, October). *Religious support as a buffer between negative youth experiences and challenging attitudes in African American adolescent males*. Poster presentation at the Annual meeting of the Society for the Study of Human Development, Providence, RI.
- Cunningham, M., & **White, A.** (2017, October). *Religiosity, prosocial values, and future expectations in high-achieving urban African American adolescents*. Poster

- presentation at the Annual meeting of the Society for the Study of Human Development, Providence, RI.
- Cunningham, M., & **Gertler, D.** (2017, August). The Association between Extracurricular activities and hypermasculine attitudes in Black males. Poster presentation at the American Psychological Association annual convention, Washington, DC.
- Yates, A.**, Cunningham, M., & Seidman, M. (2017, August). Academic social support, prosocial behaviors and hypermasculine attitudes in African American males. Poster presentation at the American Psychological Association annual convention, Washington, DC.
- Rious, J. B., Scott, K. M., Lee, X. W.,** & Cunningham, M. C. (2016, March). *“The kids are alright!”: An examination of empathy, altruism, and hope in African American adolescents exposed to community violence.* Poster submitted to the Society for Research on Adolescence 2016 Biennial Meeting, Baltimore, MD.
- Lee, X.W., Scott, K., & Rious, J.,** & Cunningham, M. C. (2016, March). It takes a village: *the role of supportive adults as a buffer for the impact of perceived discrimination on coping style.* Poster presentation at the Society for Research on Adolescence. Baltimore, MD.
- Rious, J.** & Cunningham, M. (2015, August). Prosocial Altruism as a Protective Factor in African American Youth Exposed to Community Violence. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.
- Cunningham, M. (2015, August). Teaching and multicultural psychology. American Psychological Association Annual Convention, Toronto, Canada.
- Cunningham, M. (2014, June). Resilience, vulnerability and defiance in African American adolescents. Invited keynote address to the annual Louisiana Psychological Association. Metairie, LA.
- Cunningham, M. (2014, May). Race and parenting. Chair and discussant, invited symposium to the annual American Psychological Science meeting, San Francisco, CA.
- Lee, X.W.,** & Cunningham, M. C. (2014, August). *School encouragement and substance use among African American Adolescents.* Poster presentation at the American Psychological Association annual convention. Washington, DC.
- Lee, X.W.,** & Cunningham, M. C. (2014, March). *School encouragement, valuing school and substance use among African American Adolescents.* Poster presentation at the Society for Research on Adolescents biennial meeting. Austin, TX.
- Rious, J. B.,** & Cunningham, (2014, March). An examination of exposure to community violence, ego-resiliency, and behavioral (prosocial and antisocial) outcomes in African American adolescents. Poster presentation at Biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Cunningham, M., & **Corprew, C. S.** (2013, October). The relations between African American adolescent males’ contextual experiences, coping behaviors, and achievement patterns. Invited presentation at the 2nd Annual International Colloquy on Black males in education, U.S. Virgin Islands. Organized by Wisconsin’s Equity and Inclusion Laboratory (WEI Lab), University of Wisconsin-Madison
- Mars, D. E.,** & Cunningham, M. (2013, April). Paternal and maternal social support and control’s association to depressive symptoms in rural African American adolescent females. In S. Cooper (Chair), African American fathers’ parenting experiences:

- Exploring processes and contributions to youth outcomes. Paper Presentation at the Biennial meeting of the Society for Research on Child Development, Seattle, WA.
- White, X., & Cunningham, M. C.** (2012, November). *Stressful Life Events as a Mediator of Psychological Distress in African American Adolescents*. Poster presentation at the Louisiana School Psychological Association annual conference. Lafayette, LA.
- Mars, D. E., & Cunningham, M.** (2012, March). Correlates on Black American adolescent drinking behavior: A cross-context study. Poster presentation at the biennial meeting of the Society for Research on Adolescence (SRA). Vancouver, Canada.
- Barry, K. M., Mars, D. E., & Cunningham, M.** (2011, August). Prosocial values in urban African American adolescents: Examining the role of church support and positive friends. Poster presentation at the American Psychological Association Annual Convention. Washington, DC.
- Mulser, R. M., Lang-DeGrange, L., & Cunningham, M.** (2011, August). Paternal support as a moderator between mothers' and fathers' control and depressive symptoms in African American rural female adolescents. Poster presentation at the American Psychological Association Annual Convention. Washington, DC.
- Mars, D. E., Mulser, R. M., & Cunningham** (2011, April). Gender differences in maternal monitoring when examining community support as a buffer between negative friends and alcohol use. Poster presentation at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Barry, K. M., Corprew, C. S., & Cunningham, M.** (2011, April). Buffers and contributors to antisocial behaviors in African American adolescent males. Poster presentation at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Hucke, K. J., Corprew, C. S. & Cunningham, M.** (2011, April). Hypermasculinity, drug use, and contact sports preference in emerging adulthood. Poster presentation at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Hucke, K. J., & Cunningham** (2010, March). Physical activity as a buffer for depression and anxiety in rural Black adolescent females. Poster presentation at the Biennial meeting of the Society for Research on Adolescence, Philadelphia, P.A.
- Mars, D. E., & Cunningham,** (2010, March). Gender differences in parental monitoring: Relations of stressful events and future expectations in African Americans. Biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Cunningham, M.** (2009, April). Chair of Invited Views by Two: Segregation and schooling issues for Black Children. Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Mulser, R., & Cunningham, M.** (2009, April). The role of racial identity in academic performance of African American adolescents. Poster presentation at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Hucke, K., & Cunningham, M.** (2009, April). Negative experiences, bravado, and antisocial behaviors among adolescent African Americans in rural and urban communities. In M. Cunningham, & M. Lindsey (Chairs), *Meeting the mental health challenges associated with African American male adolescents*. Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Trask-Tate, A., & Cunningham, M.,** (2009, April). Examining the relations among school

- support, parental involvement and academic expectations in resilient Black adolescents. Poster presentation at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Cunningham, M. (2009, March). Psychology in the age of change and collective responsibility: Roles of African American research and researchers. Invited presentation at the Association of Black Psychologist, Greater New Orleans Chapter 2009 Symposium, New Orleans, LA.
- Cunningham, M. (2009, March). Resilience and vulnerability in African American populations. Invited presentation at the Life in the Balance and *The National Alliance of Sentencing Advocates & Mitigation Specialists* (NASAMS) Conference, New Orleans, LA.
- Mulser, R., & Cunningham, M.** (2008, March). Religiosity and positive future expectations of urban African American adolescents. Poster presentation at the Biennial meeting of the *Society for Research on Adolescence*, Chicago, IL.
- Hucke, K.J., & Cunningham, M.** (2008, March). African American males staying busy with sports: Buffering negative community experiences' influence on bravado attitudes. Poster presentation at the Biennial meeting of the *Society for Research on Adolescence*, Chicago, IL.
- Cunningham, M. (2008, March). Gender differences in parental monitoring of life events and future expectations among African American adolescents. In D. P. Swanson (Chair), Reinterpreting parental challenges in meeting developmental needs of African American adolescents. Biennial meeting of the *Society for Research on Adolescence*, Chicago, IL.
- Burns, L. T., & Cunningham M. (2007, March). Parental monitoring as a contributor to resilience in African American adolescents exposed to stressful life events. Poster presentation at the Biennial meeting for the *Society for Research on Child Development*, Boston, MA.
- Bates, J. G., & Cunningham, M. (2007, March). A longitudinal analysis of stressful life events, achievement, self-esteem, & ego resilience in African American adolescents. Poster presentation at the Biennial meeting for the *Society for Research on Child Development*, Boston, MA.
- Cunningham, M. (2007, March) Discussant. In B. Kurtz-Coates (Chair), The Transition to Middle School for African American Youth. The Biennial meeting for the *Society for Research on Child Development*, Boston, MA.
- Cunningham, M., & Corprew (2006, April). Perceptions of father's importance and achievement patterns in African American adolescents. In M. Cunningham (Chair). African American Fathers and/or Father Figures' Involvement in Adolescent Outcomes in Diverse Contexts. Paper presented at the Biennial meeting of the *Society for Research in Adolescence*. San Francisco, CA.
- Corprew, C., Cunningham, M., & Haynes, T. (2006, April). Keeping the Faith in Urban Communities: An Examination of Stressful Events, Religion, and Future Expectations. Poster presentation at the Biennial meeting of the *Society for Research in Adolescence*. San Francisco, CA.
- Lang, L., & Cunningham, M.** (2004, August). Perceived support as a buffer to negative events in African American females. Poster presentation at 2004 Annual Meeting of the *American Psychological Association*, Honolulu, HI.

Cunningham, M., & Weeks, E. (2003, April). Father/uncle's perceived importance to future expectations, self-esteem, and GPA in high-achieving and low resource African American adolescents. Paper presentation at the 2003 Biennial Meeting of the Society for Research on Child Development, Tampa, FL.

RESEARCH SUPPORT FROM NON-UNIVERSITY SOURCES

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2025-2028)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2024-2027)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2023-2026)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2022-2025)

Cunningham, M. (PI). C/S-LAMP Senior Alliance-PARTICIPANT SUPPORT, C/S-LAMP Senior Alliance-ADMIN, LAMP Senior Alliance-NSF (\$100,000), September 1, 2020 – August 15, 2025

Chae, D. (PI), LaViest, T. (Co-I), **Cunningham, M. (Co-I)**, Lewis, A. (Co-I), Rogers, L. O. (Co-I), Reed, E. (Co-I), Skeer, E. (Co-I). A Randomized Controlled Trial of Concentrated Investment in Black Neighborhoods to Address Structural Racism as a Fundamental Cause of Poor Health. National Institutes of Health (Grant # OD033242-01), \$3,743,326 (9/2021 – 10/2026)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2021-2024)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$90,000) (2020 – 2023)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$135,000) (2018 – 2021)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$135,000) (2019-2022)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$285,000) (2017 – 2022)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$380,000) (2016 – 2021)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$285,000) (2015 – 2020)

Cunningham, M. (PI). BOR/SREB Graduate Fellowships to Promote Diversity Program (\$285,000) (2014 – 2019)

Cunningham, M. (PI). Graduate Fellowships to Promote Diversity Program. LA Board of Regents. (184,000), (2015-2016)

Cunningham, M. (PI). C/S-LAMP Senior Alliance-PARTICIPANT SUPPORT, C/S-LAMP Senior Alliance-ADMIN, LAMP Senior Alliance-NSF (\$100,000), September 1, 2014 – August 15, 2019

Cunningham, M. (PI). C/S-LAMP Senior Alliance-PARTICIPANT SUPPORT, C/S-LAMP Senior Alliance-ADMIN, LAMP Senior Alliance-NSF (\$40,000), September 1, 2010 – August 15, 2015 (renewal each year & Tulane contribute \$40,000 match)

Cunningham, M. *Summer Transition Program*, Rosemary Foundation (\$500,000 direct costs). Grant Period: Summer '09 – Summer '11 (PI from Spring '09- Spring '11)

Overstreet, S. (PI), Nastasi, B. (Co-PI), **Cunningham, M.** (Investigator), Varela, R. E. (Investigator). Preparation of Leadership Personnel: Trauma Focused School Psychology (H325D090034) (\$618,941). Grant Period: 2009-2014.

Cunningham, M. *Summer Transition Program*, Andrew W. Mellon Foundation (\$30,000 direct costs). Grant Period: Spring '09 – Spring '10 (PI from Spring '09- Spring '10)

Cunningham, M. *Summer Transition Program*, Andrew W. Mellon Foundation (\$300,000 direct costs). Grant Period: 8/1/07 – 5/30/10 (PI from Spring '09- Spring '10)

Cunningham, M. *SRCD Millennium Scholars Program*. Grant \$8,000 to support program assistant from January 2007 – June 2007. SRCD via W. T. Grant Foundation

Moely, B. E., Kaufman, J., Baker, L., Cunningham, M., Overstreet, S., and Dempsey, M. *4R's Teacher Assistance Program, Foundation for Independent Higher Education and the Annenberg Foundation*. Award: \$14,000 direct costs. Grant period: January 1997 to June, 1998.

Recently Submitted, but not funded

Cunningham, M., Decarlo, T. M., Escarra, M. D., Sun, J., & Wietfeld, F. E. (2025). Maximizing Domestic STEM Talent at Tulane University. \$1,590,000. National Science Foundation

Cunningham, M., Decarlo, T. M., Escarra, M. D., Sun, J., & Wietfeld, F. E. (2024). Maximizing Domestic STEM Talent at Tulane University. \$1,590,000. National Science Foundation

Spencer, C. (PI), Cunningham, M. (co-I). (2024). The RESET Collaborative: Reimagining Equity as STEM Engagement Technologies. \$4,999,186. National Science Foundation

Cunningham, M. (PI), Oberhelman, R. (MPI), & Daniel, J. (MPI). Maximizing Access to Research Careers (MARC) at Tulane University (T34). \$709,034 direct costs.

Cunningham, M., (PI) & Wee, B. (Co-PI). Improving Undergraduate STEM Education at Tulane University through Evidence-Based Instruction: Implementation Fidelity and Learning Outcomes Assessment. National Science Foundation. (\$558,957) – Not Funded

Overstreet, S. (PI), Nastasi, B. (Co-PI), **Cunningham, M (Investigator)**. Preparation of Leadership Personnel: Trauma School Psychology (Summer 2013)

Cunningham, M. (PI). McNair Program Tulane University (Summer 2012)

Overstreet, S. (PI), Nastasi, B. (Co-PI), **Cunningham, M (Investigator)**. Preparation of Leadership Personnel: Trauma School Psychology (Summer 2012)

Morris, C., (PI), & Cunningham, M (Investigator). (scored, but not funded). Summer undergraduate research experience (SURE), R25, NIH – NICHD (\$455,066)

Cunningham, M. (PI) & Schwartzman, M. (not funded). Performing adolescent transitions: Reducing risk behaviors through arts-based education. RO3, NIH – NICHD (\$150,000)

Barbarin, O., (PI), **Cunningham, M.** (Co-PI), & Molix, L. (Investigator) (scored, but not funded) Improving Instructional Quality and Behavior Management in Low

Performing Schools. (\$2,466,977). Institute for Educational Sciences, U.S. Department of Education.

Cunningham, M. (PI), Barbarin, O. (Co-PI), & Molix, L. (Co-PI) (scored, but not funded). Mentoring: A strategy for reducing disruptive behaviors and increasing academic engagement in low performing schools. (\$2,503,905). Institute for Educational Sciences, U.S. Department of Education.

Molix, L. (PI), Barbarin, O. (Co-PI), & **Cunningham, M.** (Investigator). (not funded). Transforming the discourse of race in New Orleans: Using media and technology to combat racism and promote healing. (\$307,000). Kellogg Foundation.

Overstreet, S. (PI), Nastasi, B. (Co-PI), **Cunningham, M.** (Investigator), Varela, R. E. (Investigator). (scored, but not funded) Preparation of Leadership Personnel: Trauma Focused School Psychology. U.S. Department of Health and Human Services Health Resources and Services Administration, Office of Special Education Programs. Grants to Support Graduate Psychology Education Grant Period: 2010-2015.

RESEARCH SUPPORT FROM UNIVERSITY SOURCES

Singh, A. & **Cunningham, M.** Mentoring Program for BIPOC Graduate/Professional Students. \$125,000 (2022-2023).

Cunningham, M. Promoting Diversity in Graduate Education Matching Grant. \$90,000 (2021-2024).

Cunningham, M. African American adolescents and resilience. Grant \$9000. Grant period: 2016-2017. Lavin Bernick Faculty Grants

Cunningham, M. Community-based research with adolescents. Grant \$4000. Grant period: 2015-2016. Center for Public Service.

Cunningham, M. Teen Voices of Educational and Social Experiences. Grant \$10,900. Grant Period: 2007-2008. Tulane Enhancement Fund.

Cunningham, M. *National Center for the Urban Community at Tulane & Xavier Universities; NCUC/Rockefeller Foundation Mini-Grant Program; New Course Development.* Grant: \$4,000. Grant Period: Spring 2001.

Cunningham, M. *Summer Research Fellowship,* Tulane Committee on Research Award: \$4,000. Grant Period: Summer 1997

Moely, B. E., Blanchard, L., Dempsey, M., Overstreet, S., & **Cunningham, M.** Education Enhancement in the C. J. Peete Community, Tulane-Xavier Campus Affiliates Program. Grant: \$83,066 direct costs. Grant Period: July to December, 1996.

Moely, B. E., Overstreet, S., Dempsey, M. T., & **Cunningham, M.** *Education Enhancement for Children and Adults in the C. J. Peete Community -- Phase II.* Grant: \$80,000 direct costs. Grant Period: January to June, 1997.

STUDENT INVOLVEMENT

*Ph.D. Dissertations – Directed– School Psychology student = **Bold & Italic**;*

Developmental Psychology student – **Bold**

Pequet, Allison (in progress), passed prelims; proposed dissertation - Social Class Discrimination, Anxiety, and School Connectedness among Adolescents

Rauf, Ramal (in progress), working on prelims

Epstein-Bagneris, Isaiah, (in progress), developing MS thesis

- St. Mary, Nicholas**, (in progress), developing MS thesis
- Brown, Trae** (in progress) developing MS thesis
- Hodge, Jarrad**. (2023, Summer). Achievement patterns in African American adolescents. (Postdoctoral Research Fellow, Louis A. Faillace, MD, Department of Psychiatry & Behavioral Sciences)
- Wing, Sydney**. (2022, Summer). A mixed-methods exploration of proximal and distal determinants in the identification of Black students for gifted and talented education. (Postdoctoral Fellow, University of California, Los Angeles)
- White, Antanious**. (2022, Summer). Black adolescents' experiences of race, rurality, and masculinities in school. (Visiting Assistant Professor, Xavier University of Louisiana; Health Coordinator Supervisor, AbosoluteCare, Columbia, MD; Senior Director for Diversity, Equity, and Inclusion for American Dental Education Association)
- Yates Flanagan, Ashlee**. (2022). Perceptions of belonging & SNS among African American Black students enrolled in PWIs. (Postdoctoral Scholar at Children's Hospital of Philadelphia).
- Lebrón, Monica. M.** (2019). Ethnic minority and/or female athletics directors at the Division I level: The art of reaching the chair (Deputy Athletic Director, Tulane University; Deputy Athletic Director, University of Tennessee)
- Rious, Jennifer. B.** (2018). Altruistic prosocial behaviors and African American adolescents. (Clinical Postdoc, New Orleans, LA, School Administrator, New Orleans, LA)
- Lee, Xzania. White**. (2018). Race-related stress and African American adolescents. (Clinical Postdoc, Houston, TX, Clinical practice Los Angeles, CA)
- Scott, Kristin**. (2017). Racial identity as a buffer for African American adolescents. (Postdoc fellow, Dallas, TX, Clinical Practice, Dallas, TX)
- Hucke, Kyle. J.** (2013). Stressful events, extracurricular activities and resilience in African American adolescents. (Program Evaluator, Louisiana Public Health Institute, LPHI, New Orleans, LA; Research Scientist, OH)
- Mulser, Rosa Maria**. (2012). What is the function of racial identity in the relationship between race-related stress and depression of urban African American adolescents? (Predoctoral Internship, Cleveland, OH, Post-doc Kreinbrook Psychological Services, Pittsburgh, PA, Private Practice, Idaho Falls, Idaho 2016- present)
- Corprew, III, Charles. S.** (2011). Men at the crossroads: Profiling hypermasculinity in emerging adulthood (Assistant Professor, Department of Psychology, Loyola University of New Orleans, 2011-2015, Executive Director, Silverback Society, New Orleans, 2015 – 2016, CEO, WYR Foundation, 2016 – present, Director of Education Fellowship, Camelback Ventures, 2019-present)
- Trask-Tate, Angelique**. (2011). The role of racial identity in promoting the academic expectations of African American adolescents (Practicing School Psychology, Houston, TX)
- Samantha Francois (2009)**. Pathways through which neighborhoods impact Adolescents' school performance: How residential mobility and race play a part (Associate Director of Program Evaluation and Assessment, Louisiana Public Health Institute), Assistant Professor, Tulane University, School of Social Work, Associate Professor, Clark University.

- Lang-DeGrange, Lucinda (2008).** Paternal Support as a Moderator between Mothers' and Fathers' Control and Adolescent Depressive Symptoms (Practicing Psychologist, New Orleans, LA)
- Foney, Dana (2006).** Why are you following me? The impact of perceived negative youth experiences on the behavioral and emotional outcomes in African American urban youth. (Research Consultant, The Lewin Group)
- Hayes, DeMarquis (2005).** Parent's rating of involvement to predict adolescent's achievement scores (Associate Professor, Department of Psychology, Counseling, and Special Education, Assistant Dean, College of Education and Human Services, and Professor, Department of Psychology and Special Education, Texas A&M University at Commerce)
- Mackey, Brian (2005, co-chair).** Are Hypermasculine attitudes a risk factor for smoking in men? (Practicing School Psychology, Charlotte, NC)
- Mercer, Sterett (2005).** A multidimensional investigation of the racial identity of White American college students. (Associate Professor, Department of School Psychology, University of British Columbia)
- McGhee, Chanda (Domingue) (2003).** Enhancing the motivation of African American high school students: Improving the environment fit of racial identity. (School Psychology Administrator, Dallas Independent School District)

Ph.D. Dissertation Committee Membership – School Psychology student = Bold & Italic
Svetha Mohan (2026); **Monica Daniels** (2024); **Stephanie Oshrin** (2024); **Stephanie Swanberg** (2023), Danica Brown (2022), **Whitney Davis** (2022), **Elsa Obus** (2022), **Chloe Pickett** (2022) Bert Ellison (2021), Blair Youmans (2021), **Elizabeth McIntrye** (2020), Emily Lewis (2020), **Laura Cornell** (2020), **Veronica Coriano** (2019), Tate Kellogg (Fall, 2019), Fears, Nicholas, (2019), **Corey Black** (2018), **Emiliya Adelson** (2018), **Trenesha Hill** (2018), **Meredith Summerville** (2017), Tara Van Bommel (2017), **Jeffrey Brown** (2017), **Heather Henderson** (2017), **Amanda Borja** (2015), **Allisyn Swift** (2015), **Patrick Bell** (2015), **Laura Marques** (2015), Wendy Jung (2015), Jackleen Leed (2015), **Elizabeth Carey**, (2014), **Jill West** (2012), Bradley Philipson [Interdisciplinary PhD Program] (2013), Qi Li (2012), Kendig, Rebecca [Social Work] (2009), **Faye Kim** (2009), **Tim Luis** (2009), Sarah Fontenelle (2009) **Kristine Bourgeois** (2006), **Deborah Kruglak Gilman** (2006) **Alexa Watthall Khawar** (2006), Salimar Ashley Ayub Neal (2006), Eden Renee Pruitt (2006), **Yael Efreom** (2005), David Mainor [Social Work] (2005), **Devi Miron** (2005), **Germaine Allison** (2003), Kimberly J. O'Farrell (2002), Cathy Maraist (2001), **Jennifer P. Tonglet** (2000), **Margaret A. Vaslow** (2000), Volkan Topalli (1998)

MS Thesis Directed – School Psychology student = Bold & Italic; Developmental Psychology student = Bold

- Brown, Trae.** (in progress). Antisocial behaviors and African American females
- Rauf, Ramal.** (Fall 2023). Protective factors for mental health outcomes among African American adolescents
- Hodge, Jarrad.** (2020). Believe and achieve: Examining how academic self-esteem promotes academic achievement and college aspirations in Black adolescents.
- Quinn, Mariana.** (2017-2020). Achievement and mental health in African American females. – withdrew from program

- Ashlee Yates* (2018). Social media as contributor development of racial identity in African American adolescents
- Jennifer Rious* (2015). Prosocial behavior as a protective factor in African American adolescents exposed to community violence
- Xzania White* (2015). Academic achievement, substance use, and the importance of valuing school in African American adolescents
- Barry, Kevin, M.* (2012). Antisocial behaviors and hypermasculinity in African American adolescent males
- Rosa Maria Mulser* (2009). The role of racial identity in academic performance of African American adolescents
- Angelique Trask-Tate* (2008). The associations of school support, parental involvement, and future academic expectations in African American adolescents
- Charles S. Corprew, III* (2008). Personal and social factors associated with academic outcomes in African American adolescent males.
- Kyle J. Hucke* (2008). Sports as a buffering variable on the relationship between negative youth experiences and bravado attitudes in African American adolescents.
- Samantha Francois* (2006, co-chair). Where we live: How perceived social support moderates the relationship between neighborhood contexts and academic functioning for African American adolescents
- Lucinda Lang* (2006). Perceived social support and ego resiliency in African American adolescent females
- Jonathan Becker* (2004). Understanding the role of future expectations in low-resource, high-achieving African American students.
- Sophia Belay* (2004). The function of protective factors in urban African American adolescent females
- Megan McFarland* (2003). Determinants of future expectations and learning responsibility in African American adolescents
- Issac Perkins* (2003). The relation of negative events and depressive symptoms: Parental monitoring as a protective factor
- Dana Foney* (2001). Characteristics and predictors of antisocial fighting behavior in African American youth
- DeMarquis Hayes* (2001). Family and school Microsystems: Influences on academic achievement in African American students
- Sterett Mercer* (2001). Racial identity in White American college students: Issues of conceptualization and measurement
- Chanda Domingue* (2000). The process of academic achievement among African American second graders: Testing a mediation model

M.S. Thesis Committee Member – School Psychology students = Bold & Italic

- Alanna Manigault* (2026), Brooke Montgomery (2026), J'Lyn Wilson (2025); *Allison Pequet* (2023); *Stephanie Oshrin* (2022), *Whitney Davis* (2019), Lauren DeBlanc (2019) Casi Rupp (2019); *Elsia Obus* (2019); *Sydney Wing* (2018), Blair Youmans (2018); Emily Lewis (2017); *Heather Henderson* (2015); *Katie Simon* (2016); *Corey Black* (2015); *Veronica Coriano* (2015); Idan Mark (2014); Zainab Siddiqui (2014); *Meredith Summerville* (2014); *Allysin Swift*, (2013); *Patrick Bell* (2013); *Amanda Borja* (2013); Brook Rappaport (2013); *Dustin Mars* (2012); *Laura Marques* (2011); Max Daigh (2011);

Qi Li (2010); *Jill West* (2009); *Elizabeth Carey* (2008), Lee Ann Carnes (2007), *Faye Kim* (2006), *Rebecca Salvato* (2005), *Devi Miron* (2003), Eden Renee Pruitt (2003), *Katherine Bevans* (2001), Kimberly J. O'Farrell (1999), Anh Thu Burks (1997)

Undergraduate Honors Thesis Directed

- Isaiah Epstein-Bagneris (2025)**. Hip Hop as buffer to adverse mental health outcomes following bereavement (PhD student, Tulane University)
- Ramal Rauf (2022)** – Resilience in African American adolescent females. (PhD student, Tulane University)
- Maya Childs (2020)** – Racial Identity as a buffer between negative life events and substance Abuse. (Clinical Research Coordinator, University of Pennsylvania)
- Gabriel Rodriquez (2017)** - Gender differences in racial identity as a buffer between exposure to race-related stressors and aggressive attitudes in African American adolescents (Fulbright Scholar, Italy; Program Coordinator, Tulane University; Career Advisor, Tulane University, MPH student, Tulane University)
- Max Seidman (2015)** – Hypermasculinity in African American males (Program Coordinator, University of Pennsylvania; Data Analyst, Children's Hospital of Pennsylvania [CHOP]; Director Reporting & Analytics @ Elevance Health Inc., Los Angeles, CA)
- Sara Kaplan (2012)** – Stressful life events, social support and alcohol usage in African American adolescents: A longitudinal analysis (MS, Neuroscience, Tulane University, MD University of Miami)
- Marlanea Peabody (2011)** – Neighborhood stress, parental involvement, and substance use in African American adolescents: A longitudinal analysis (Public Health and ADST double major) – (Lab worker, Brown University)
- Alan Atkins (2011)** – Correlates of hypermasculinity in urban African American males (MD, Brown University)
- Andrew W. Kim (2011)** – Bravado attitudes and depressive symptoms in emerging male adults: Implications for hostility towards women (working, Miami, FL)
- Kathryn H. Rossbach (2009)**. The effects of parental monitoring and social support as buffers to negative friend influence on alcohol experimentation in rural adolescents (PhD in School Psychology, Fordham University)
- Ashley Jacobson (2008)**. Rural adolescents' vulnerability to substance use: An examination of sex differences (working, New York, NY, MBA – Northwestern University)
- Rebecca Ostrich (2006)**. School-based extracurricular activities as a buffer between exposure to community violence and self-esteem in African American adolescents (MS in Education at Harvard University)
- Elizabeth Weeks (2003)**. Taking the lead: Individual learners and positive academic outcomes for African American adolescents (PhD, Clinical Psychology, University of Florida)
- Victoria L. Browning (2002)**. The relation between stressful events and self-esteem among African American adolescents (PhD, Clinical Psychology, University of Louisville)
- Erica Tennenbaum (2002)**. The academic achievement among resilient African American adolescents (PhD, Counseling Psychology, Fordham University)

- Dina (Kopperman) Rabin (2001).** The relationships between self-esteem and academic achievement in African American students (PhD, Counseling Psychology, University of Texas at Austin)
- Megan A. McFarland (2000).** Reading comprehension and the race of the characters (MS, School Psychology, Tulane University)
- Leah J. (Newkirk) Meunier (2000).** The effect of incongruent parent and teacher expectations (PhD, Human Development, University of Texas at Austin)
- Sean P. Mathew (1999).** The relationship between ethnic identity and life satisfaction among college-aged adolescents (MD, Louisiana State University)

Honors Thesis Committee Member

Madeline Schwartz (2012), Sophia Olton-Weber (2012); Caitlin McMurray (2011), Shubo Sakar (2008), S. Danae Olton-Weber (2007), Steven Sullivan (2007), Cynthia Hughes (2005), Galen Jones (2005), Ashley Newton (2005), Lisa Sontag (2004), Ashley Babendure (2003), Tania Cordoso (2003), Victoria Ervin (2003), Jeff Getbehead (2003), Patricia Metzger (2003), Katherine Shepard (2002), Eve Rosenthal (1999)

Undergraduate Student Independent Research Directed

- Maya Childs** (Spring 2017 – Spring 2019). Tulane student, Newcomb-Tulane College, Department of Psychology Research Assistant. Project title: Correlates of Psychological Distress in Mono-racial and Biracial Adolescents
- Lela Hill** (Spring 2017 – Spring 2019). Tulane student, Newcomb-Tulane College, Department of Psychology Research Assistant. Project title: The Effect of Hypermasculine Attitudes on Antisocial Behaviors
- David Gertler** (Summer, 2016). University of Michigan undergraduate student. Project title: The Association between Extracurricular Activities and Hypermasculine Attitudes in Black Males
- Elizabeth Jelsma** (Summer, 2015). Tulane student, Newcomb-Tulane College Grantee
- Nina Gougisha** (Summer, 2014). McNair Scholar, Xavier University of Louisiana
- Kaleb Murry** (Summer, 2014). McNair Scholar, Xavier University of Louisiana
- Antanious White** (Summer, 2014). McNair Scholar, Xavier University of Louisiana
- Edy Delgado** (Summers, 2013, 2014). LAMP Scholar, Tulane University
- Diondra Rhinehart** (Summers 2012, 2013). LAMP Scholar, Tulane University
- Rarelle Triplett** (Summer, 2012). Minority Access to Research Careers [MARC], Xavier University of Louisiana
- Natalie Papale (2010).** Social address variables and achievement in urban African American students (working, New Jersey)
- Leteela Burns (2006).** Parental monitoring and future expectations in African American adolescents (Xavier University, Minority Access to Research Careers [MARC] scholar) (MS, Counseling Psychology, Georgia State University, Mental Health Counselor, Atlanta, GA)
- Tiffany Haynes (2005).** Religiosity and African American adolescents (Xavier University, Minority Access to Research Careers [MARC] scholar) (PhD, Clinical Psychology, University of Michigan, Postdoctoral Fellow, VA Hospital, Little Rock, AR)

Ari Holtz (2000). Self-esteem and academic achievement in African American students (PhD, Clinical Psychology, Catholic University of America, Practicing Clinical Psychologist, Ellisville, MO)

Angela Black (1997). Race, identity, and gender issues in African American student achievement (PhD, Human Development and Family Studies, University of Georgia, Assistant Professor, University of Illinois, Urban-Champaign, School of Public Health; Consultant, Illinois)

COURSES TAUGHT AT TULANE (last 5 years)

PSYC 331 – Introduction to African American Psychology

PSYC 339 – Adolescent Psychology

PSYC 461 – Black Youth: Developmental Psychology Perspectives (Writing intensive) (Lab)

PSYC 480 – Research Methods in Urban Communities (Lab)

PSYC 480 – New Orleans Youth: Resilience and Vulnerability in Tomorrow’s Leaders (Lab)

PSYC 715 – Advance Adolescent Psychology

PSYC 716 – Children of Color

SCEN 1010 – Communicating Science

HONORS AND AWARDS

1989 - Carnation Award in Teacher Excellence, Morehouse College

1994 - Recipient of National Collegiate Education Award

1998 - National Research Council’s Frontiers of Research on Children, Youth, and Families Symposium Presenter. *National Academy of Sciences*, Washington, DC.

’98, ’99, ’00, 01 – Newcomb College Mortar Board Recognition for Excellence in Teaching.

1998 - 1999 - Youth Advisory Council Member, *Village Foundation*, Sponsored by the W. K. Kellogg Foundation.

October 1998 - Participate in the American Psychological Association’s *Healthy Adolescent Project* meeting, Dr. Isadora Hare, Project Manager, Washington, DC.

1999 – 01 – Invited to participate in the Rochester Child Health Congress Leadership & Advocacy Program as a Young Leader.

2004 – Named one of *Gambit Weekly’s* Annual “40

2008 – Finalist, National Service Learning Teaching Awards

2008 – Suzanne and Stephen Weiss Presidential Fellow (Tulane University Undergraduate Teaching Award)

2008-2009 – Duren Professorship, Tulane University

2010 – National Science Foundation’s sponsored Colloquy on Minority Males in STEM, invited participant

2010 – Barbara E. Moely Award for outstanding Service Learning Teaching, Tulane University

2013 Distinguished Contributions to the Society for Research in Child Development Award

2017 Inspiring Leaders in STEM Award, September 2017 issue of *INSIGHT Into Diversity* magazine.

2018 Psychology in the Public Interest Award. Louisiana Psychological Association.

2020 Outstanding Mentor Award; Society for Research on Adolescence (SRA)

2021 Oliver Award for Faculty Mentoring; Tulane University

- 2022 Emily Vokes Faculty Service Award, School of Professional Advancement, Tulane University
- 2023 Faculty Award for Diversity and Outreach, School of Science and Engineering, Tulane University
- 2024 2025 Norman Anderson Lifetime Achievement Inclusivity, Diversity, Equity, and Accessibility (IDEA) Award from the Federation for Associations in Behavioral and Brain Sciences (FABBS)
- 2025 2025 James Jackson Award for Distinguished Scholarly Contributions from the Society for the Study of Human Development

TULANE UNIVERSITY SERVICE

Present's Cabinet (May 2022 – Present)

Co-Chair, President's Commission on Institutional Neutrality (2025 -)

Co-Chair, President's Commission on Equality and Tulane Values (2023 – 2025)

Co-Chair, President's Commission on Racial, Equity, Diversity, and Inclusion (2018 – 2023)

Co-Chair, President's Commission on Race and Tulane Values (2015 – 2018)

President's Administrative Council (2011 – present)

Provost's Academic Affairs Council (2010 – present)

Parliamentarian – School of Science and Engineering (2019-2025)

Chair of faculty issues – Uptown campus – Tulane University Black Faculty and Staff Association (BFSA) (2003-2010)

Chair – Task Force Group on Faculty Mentoring at Tulane University

Co-Chair – Center for Public Service Faculty Executive Committee (2006-2008)

Psychology Department Major Advisor – approximately 30 students

Psychology Department Flowerree Committee (Chair 2011 – present)

Psychology Department Undergraduate Studies Committee

Psychology Department Graduate Training Committee

Psychology Department Faculty Advisor – Psychology Club and Psi Chi (2002-2007)

School of Science and Engineering Nominations Committee (2005-2009)

School of Science and Engineering, Parliamentarian (2013 – present)

Newcomb-Tulane Undergraduate College Honor Board – Faculty member (2006-2009)

School of Medicine Search Committee for Senior Vice President & Dean of Medical School (2007)

Department of Psychology Search Committee Member – School Psychology Faculty Position (2007-08)

Department of Psychology Search Committee Member - Lila L. and Douglas J. Hertz Endowed Chair in Psychology

Murphy Institute for Political Economy Search Committee for Director of the Institute
Faculty Fellow – Wall College House (2006-2016)

Tulane University Faculty Teaching Awards Committee member (2009 – 2016)

Newcomb College Memorial Institute – Newcomb Scholars' Committee member (2006 - 2019)

Tulane Teacher Certification Program – Advisory Committee member (2006-present)

Center for Engaged Learning and Teaching (CELT) – Advisory Committee member (2014-present)

Center for Academic Equity – Advisory Committee (2017 – 2024)

SERVICE TO DISCIPLINE

2010 – 2011 – member, Society for Research on Adolescence New Executive Committee taskforce

2021 – 2026 - Towards 2044 Advisory Committee, Society for Research on Child Development’s Graduate Student Mentoring Program

2020-2025 – Council of Graduate Schools, Executive Committee

- Chair-Elect, 2023, Chair, 2024, Past-Chair 2025, 2026
- Search committee chair – President of the Council of Graduate Schools (2025)

2020-2024 – Graduate Education Advisory Committee, ETS

2020-2023 – SRCD – Publications Committee, Co-Chair

2019-2020 – Council of Graduate Schools, Committee on Mental Health Project

2017-2020 – Graduate Record Exam (GRE) Board Member (Chair of the Services Committee (2019-2020)

2016-2019 – Executive Committee, Society for Research on Adolescence

2015-2021 – Governing Council, Society for Research on Child Development

2016-2018 – Executive Committee, Association of American University’s Association of Graduate Schools (AAU/AGS)

2016-2019 – Executive Committee, Southern Council of Graduate Schools

2009 – 2011 – Co-Chair, Black Caucus of the Society for Research in Child Development (SRCD)

2005-2011 – Co-Executive Officer, Black Caucus for the Society for Research in Child Development (SRCD)

2010 – 2011, Search committee for journal editor of *Child Development Perspectives*

2010 – 2011 – member, Society for Research on Adolescence membership taskforce.

2010 – 2011 – member, Society for Research in Child Development’s Diversifying Human Resources in Developmental Science taskforce

2014 – Panel Chair for papers submitted to the biennial meeting of the Society for Research in Child Development (SRCD)

2010 – Reviewer for papers submitted to the biennial meeting of the Society for Research in Child Development (SRCD)

2009 – Reviewer for papers submitted to the biennial meeting of the Society for Research on Adolescence (SRA)

2008 – Reviewer and alternate panel chair for papers submitted to the biennial meeting of the Society for Research in Child Development (SRCD)

2005 – 2011 – Co-Executive Officer, Black Caucus of the Society for Research in Child Development (SRCD)

2005-2009 – Director of the Frances D. Horowitz Millennium Scholars Program, Society for Research in Child Development (SRCD)

2007-2008 – SRCD Task Force to Study the role of racial/ethnic caucus relationships to the society

2010-2011 – member of SRCD’s Task Force on Diversifying Human Resources in Developmental Science

2001 – 2003 – Committee Member – Society for Research on Adolescence (SRA) Committee on Research, Policy, and Public Information

2009 -2013 & 2016 – Committee Member – National Science Foundation’s (NSF)
Developmental & Learning Sciences Review Panel

2013 – 2016 – College of Reviewers – National Science Foundation’s (NSF)
Developmental & Learning Sciences Review Panel

Summers 2009 - present – Faculty Member – American Psychological Association’s
Minority Fellowship Program, Psychology Summer Institute

Summers 2010, ’11 – Faculty Member – Family Research Consortium Summer Institute

EXPERT LEGAL CONSULTATION

Spring 2009 – Expert Teaching Witness – USA v. James Dinkins – Case #JFM-06-039

Spring 2010- Expert Teaching Witness - USA v. Roberto Argueta -- Case #DKC-05-0393

EXTERNAL TENURE AND PROMOTION REVIEWER

Hunter College, New York, NY – Fall 2003; City University of New York, Graduate School – Spring 2003; University at Albany – Fall 2005; Bates College – Fall 2008; Loyola University of Chicago – Fall 2010; University of Toronto – Fall 2010; University of Rochester – Spring 2011; University of Pennsylvania – Fall 2012; University of Illinois, Chicago – Fall 2012; University of Texas at Dallas – Fall 2012; University of Michigan – Summer 2013; University of South Carolina – Fall 2013; Brown University – Spring 2014; Arizona State University – Summer 2014; University of Michigan – Fall 2014; University of Texas at Austin – Summer 2015; University of Michigan – Spring 2015; University of Chicago – Fall 2015; Howard University – Fall 2015; University of Texas at Austin – Fall 2015; Wheelock College – Fall 2015; University of Minnesota - Fall 2015; University of North Carolina, Chapel Hill - Spring 2015; Columbia University - Spring 2016; The George Washington University - Fall 2016; San Francisco State University - Fall 2016; City University of New York, Graduate School – Fall 2016; University of North Carolina, Greensboro - Fall 2017; Miami University, Ohio - Fall 2017; University of Illinois, Chicago - Fall 2017; University of Georgia – Summer 2017; University of Massachusetts at Boston, Fall 2017; Oklahoma State University, Fall 2017; Teacher’s College, Columbia University, Spring 2018; University of Texas at San Antonio, Summer 2018; Wheelock College, Summer, 2018; University of Michigan, Summer 2018; North Carolina State University, Summer 2019; University of Missouri, Summer 2019; University of California, Los Angeles, Fall 2019, Columbia University, 2019, University of Michigan, 2019, University of Missouri, 2020, University of Michigan, 2021, University of North Carolina, Greensboro, 2021, Virginia Commonwealth University, 2021, UNC Chapel Hill, 2022; University of Michigan, Spring 2022); University of Texas at Austin, Summer 2022; Virginia Commonwealth University, Summer 2022, San Francisco University (Fall 2021); Columbia University, Spring 2023, Clark University, Fall 2023, University of Texas at Austin, Summer 2023, Miami University of Ohio, Fall 2023, Drexel University, Fall 2023, Saint Louis University, Fall 2023; University of North Carolina, Greensboro – Fall 2024; University of South Carolina, Fall 2024; George Washington University, Fall 2024; University of Michigan (Fall 2025);

JOURNAL EDITORIAL BOARD MEMBERSHIPS

Research in Human Development (2018-2024) – Editor-in-Chief

American Educational Research Journal (2019-2022) – Co-editor
Child Development (2007 – 2019) – Associate Editor
Developmental Psychology (2004 – 2014) – Editorial Board Member
Psychological Bulletin (2005- 2008) – Editorial Board Member
Research in Human Development (2007 – 2017) – Editorial Board Member
Research in Human Development (2010, 7(3)) – Special Issue Co-editor
Journal of Negro Education (2011 – 2023) – Editorial Board Member
Youth & Society (2024 – present) – Editorial Board Member
Parenting: Science and Practice (2025 – Present) – Editorial Board Member

Ad-hoc Reviewer for the following professional journals: *American Educational Research Journal, American Psychologist, Clinical Child & Family Psychology Review, Cultural Diversity and Ethnic Minority Psychology, Infancy, Journal of Adolescent Health, Journal of Black Psychology, Journal of Research on Adolescence, Journal of Family Issues, Sex Roles, Youth and Society*

PROFESSIONAL MEMBERSHIPS

American Association for the Advancement of Science (AAAS) – Fellow; American Psychological Association (APA) - Division 7 (Developmental), Division, 9, Society for the Psychological Study of Social Issues (SPSSI), Division 16 (School), Division 45 (Ethnic Minorities), and Division 56 (Trauma Psychology), Association of Black Psychologists, Black Caucus - Society for Research in Child Development (SRCD) (Chairperson, 1998-2000), National Council of African American Men (Life Member), Society for the Psychological Study of Men and Masculinity (Division 51 of APA), Society for Research in Child Development (SRCD) – Director of the Frances D. Horowitz Millennium Scholars Program (2005-2007 & 2007-2009), Society for Research on Adolescence (SRA), Society for Research on Human Development, Association of Graduate Studies (AAU Graduate Deans, 2014-present), Council of Southern Graduate Schools (CSGS, 2014-present), Council of Graduate Schools, 2014-present).
