

Seanna Leath, PhD

CONTACT INFORMATION

Office Address: Department of Psychology
485 McCormick Road
University of Virginia
Charlottesville, VA 22904

Email Address: sl4xz@virginia.edu or fhirelab@gmail.com

EDUCATION

Ph.D.	<i>Education and Psychology</i> Combined Program in Education and Psychology University of Michigan, Ann Arbor, MI	August 2019
B.A.	<i>Psychology and Africana Studies</i> Pomona College, Claremont, CA	May 2013

ACADEMIC AND PROFESSIONAL POSITIONS

2019-Present	Assistant Professor, Department of Community Psychology, University of Virginia
2015-2019	Affiliated Graduate Student Research Assistant, Center for the Study of Black Youth in Context, University of Michigan
2014-2017	Ford Foundation Predoctoral Fellow
2013-2019	Graduate Student, Department of Education and Psychology, University of Michigan Achievement in Context Lab Member, Tabbye M. Chavous (advisor) African American Racial Identity Lab Member, Robert Sellers (advisor)

RESEARCH INTERESTS

Mixed methods research examining the influence of risk and resilience factors on the academic and psychosocial development of Black girls and women

- Interactions among individual-level factors (i.e., race and gender identity beliefs) and environmental contexts (i.e., family, school, and communities) for Black girls' academic and social developmental processes
- Resilience strategies among Black girls and women in response to discriminatory or traumatic experiences (e.g., race and gender discrimination, sexual assault)

HONORS AND AWARDS

500 Women Scientists Fellowship for the Future Recipient	2019
National Science Foundation Postdoc, Finalist	2019
Outstanding Graduate Student Instructor Award	2019

Center for the Education of Women, Research Grant	2019
Pat Gurin Distinguished Lecture Speaker	2019
Ford Dissertation Fellowship	2018
AERA Minority Dissertation Fellowship Finalist	2018
Psychology Student Diversity Research Award, Honorable Mention	2018
Edward A. Bouchet Fellow	2018
Roger W. Brown Fellowship Award	2017
Society for the Study of Psychological Issues Diversity Award	2017
Paul R. Pintrich Motivation Fellowship Award	2017
Pat Gurin Distinguished Lecture Speaker	2017
Dr. Joseph Morris Fellowship Award	2015
ISR-Rackham Summer Training Award	2014
Ford Foundation Predoctoral Fellowship	2014
William Honnold Fellowship	2013
Rackham Merit Fellowship	2013
Leadership Alliance Scholar	2012
Department of Education McNair Scholar	2012
Gates Millennium Scholar	2009

PUBLICATIONS

- Leath, S.,** Cheeks, B., Johnson, N., Garland, T., Webb, F., & Chavous, T. (2019, *under review*). Academic motivation and persistence among socioeconomically diverse Black college students attending PWIs: A multi-methods research study. *Submitted for review to American Educational Research Journal.*
- Leath, S.,** Marchand, A., Halawah, A., Harrison, A., & Rowley, S. (2019, *under review*). A qualitative exploration of Black mothers' gendered constructions of their children and their parental school involvement. *Submitted for review to Education Quarterly in Childhood Research.*
- Butler-Barnes, S., **Leath, S.,** & Thompson-Iniss, T. (2019, *under review*). Racism and sexism: African American adolescent girls' experiences in the classroom. *Submitted for revision to Sex Roles.*
- Leath, S., Chavous, T., & Jones, M. (2019, *under review*). A strengths-based qualitative exploration of academic motivation strategies among lower-income Black college women attending PWIs. *Submitted for review to Journal of African American Women and Girls in Education.*
- Hurley, E., **Leath, S.,** & Hurley, S. (2019). Culture vs. Race/Ethnicity: Which predicts the best fit between students and learning contexts? Or is it both? *Urban Education.* doi: 10.1177/0042085919838012
- Leath, S.,** Nguyen, H., Mathews, C., Johnson, N., Harrison, A., & Chavous, T. (2019, in preparation). Racial salience, positive academic affect, and racial centrality: A daily diary investigation among Black students at PWIs. *Journal of Black Psychology.*

- Mathews, C., **Leath, S.**, Thomas, D., & Chavous, T. (2019, in preparation). Civic engagement among Black college students: The role of interpersonal and institutional discrimination and racial ideological beliefs.
- Leath, S.**, & Chavous, T. (2018). Black women's experiences of campus racial climate and stigma at predominantly White institutions: Insights from a comparative and within-group approach for STEM and Non-STEM majors. *The Journal of Negro Education*, 87(2), 125-139. doi: 10.7709/jnegroeducation.87.2.0125
- Chavous, T., Richardson, B., Webb, F., Fonseca-Bolorin, G., & **Leath, S.** (2018). Shifting contexts and shifting identities: Campus race-related experiences, racial identity, and academic motivation among Black students during the transition to college. *Race and Social Problems*, 1-18. doi: 10.1007/s45885-017-9218-9
- Butler-Barnes, S., Lea, C., & **Leath, S.** (2018). Voluntary Interdistrict Choice Program: Examining Black girls' experiences at a predominantly White school. *The Urban Review*, 1-28. doi: 10.1007/s11256-018-0464-y
- Carter, R., Mustafaa, M., **Leath, S.**, & Butler-Barnes, S. (2018). Teachers' academic and behavioral expectations and girls' pubertal timing: Does the classroom learning environment matter? *Social Psychology of Education: An International Journal*, 1-28. doi: 10.1007/s11218-018-9450-1
- Leath, S.**, Mathews, C., Harrison, A., & Chavous, T. (2018, in press). Racial identity, racial discrimination, and classroom engagement outcomes among Black girls and boys. Manuscript accepted for publication in the *American Educational Research Journal*.
- Butler-Barnes, Cook, S., **Leath, S.**, & Caldwell, C. (2018). Teacher-based discrimination: The role of racial pride and religiosity among African American and Caribbean Black adolescents. *Race and Social Problems*, 1-12. doi: <https://doi.org/10.1007/s12552-017-9222-0>
- Leath, S.**, & Chavous, T. (2017). "We really protested...I felt like I was in a movement": The influence of sociopolitical beliefs, political self-efficacy, and campus racial climate on civic engagement among Black college students attending PWIs. *The Journal of Negro Education*, 86(3), 220-237. doi: 10.7709/jnegroeducation/86.3.0220
- Carter, R., **Leath, S.**, Butler-Barnes, S., Byrd, C., Chavous, T., Caldwell, C., & Jackson, J. (2017). Comparing associations between perceived puberty, same-race friends, and same-race peers, and psychosocial outcomes among African American and Caribbean Black girls. *Journal of Black Psychology*, 43(8), 836-862. doi: 10.1177/0095798417711024
- Carter, R., Mustafa, F., & **Leath, S.** (2017). Teachers' expectations of girls' classroom performance and behavior: Effects of girls' race and pubertal timing. *The Journal of Early Adolescence*, 1-23. doi: 10.1177/0272431617699947

- Butler-Barnes, S., **Leath, S.**, Carter, R., Williams, A., & Chavous, T. (2017). Promoting resilience among African American girls: Racial identity as a protective factor. *Child Development*. doi: 10.1111/cdeb.12995
- Chavous, T., Drotar, S., Fonseca-Bolorin, G., **Leath, S.**, F., Lyons, D., & Mustafaa, F. (2016). Identity, motivation, and resilience: The example of Black college students in science, technology, engineering, and mathematics. In J. DeCuir-Gunby and P. Schutz (Eds.) *Researching Race and Ethnicity in the Study of Learning and Motivation in Social and Cultural Contexts*, (pp. 3-15). New York: Routledge.
- Chavous, T., **Leath, S.**, & Richardson, B. (2015). African American racial identity as promoting academic achievement and excellence: Resisting stereotypes and the myth of ‘Acting White.’ In V. Berry, A. Fleming-Rife, and A. Dayo (Eds.) *Black Culture and Experience: Contemporary Issues*, (pp. 21-36). New York: Peter Lang Publishing.

PROFESSIONAL PRESENTATIONS

- Leath, S. (2019, November). Contextualizing the experiences of Black girls and women in education: The influence of sociocultural narratives on identity development and wellbeing. Invited talk at Pomona College. Claremont, California.
- Leath, S. (2019, October). Negotiating who they are: A qualitative exploration of the implications of racialized gender socialization on Black women’s identity development. *Society for the Study of Emerging Adulthood*, Toronto, Canada.
- Leath, S. (2019, March). A qualitative exploration of Black mothers’ gendered constructions of their children and their parental involvement. Poster presented at the annual *Society for Research on Child Development Conference*, Baltimore, MD.
- Leath, S. (2019, February). Girlhood, oral history, and life narrative. Roundtable talk presented at the *Narrating Black Girls’ Lives Conference*, Ann Arbor, MI.
- Leath, S. (2018, October). Racial and gender identity beliefs among Black college women attending PWIs: Examining developmental trajectories and associations with interpersonal discrimination and college adjustment. Paper presented at the annual *Gender Development Conference*, San Francisco, CA.
- Leath, S. (2018, April). “One of few”: A qualitative exploration of academic motivation strategies among Black students attending PWIs. Paper presented at the annual conference of the *American Education Research Association*, New York City, NY.
- Leath, S. (2017, June). Double or triple jeopardy? Associations of racial and gender discrimination experiences with psychological adjustment among Black college women across disciplinary contexts. Paper presented at the annual conference of the *Society for the Psychological Study of Social Issues*, Albuquerque, NM.

Leath, S. (2017, March). Demanding respect: Academic persistence strategies among Black women at Predominantly White Institutions. Paper presented at the annual conference of the *American Association of Blacks in Higher Education*, Raleigh, NC.

Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2016, March). Racial identity, racial discrimination, and classroom engagement among African American adolescents. Paper presented at the biennial conference of the *Society for Research on Adolescence*, Baltimore, MA.

INSTRUCTIONAL & FACILITATION EXPERIENCE

Instructor: Psychology of the Black Woman	2020
University of Virginia, College of Arts & Sciences	
Facilitator: Introduction to Community Engagement	2019
University of Michigan, Ginsberg Center for Community Service and Learning	
Instructor: Psychology of the Black Woman	2018
University of Michigan, Literature, Science & the Arts	
Instructor: Educational Psychology and Human Development	2016
University of Michigan, School of Education	
Instructor: Partners for Authentic Learning in Schools	2015
University of Michigan, School of Education	
Instructor: Partners for Authentic Learning in Schools	2014
University of Michigan, School of Education	

INSTITUTIONAL SERVICE

University-Level

Chair	Community Board of the Alliance for Graduate Education and the Professoriate (AGEP), Rackham Graduate School	2017
Graduate Mentor	Mentor Match Engine	2018
	Students Tackling Advanced Research (STAR) Program	2017
	Undergraduate Research Opportunity Program (UROP)	2016
Research Analyst	Office of Academic Multicultural Affairs	2018

Department-Level

Student Representative	Curriculum Committee	2018
Student Representative	Psychology Department Diversity Recruitment Committee	2018

Student Representative	Psychology Department Executive Committee	2017
Student Representative	Admissions Committee, Combined Program in Education & Psychology	2017
Student Representative	Executive Committee, Combined Program in Education & Psychology	2016
Chair	Social Committee, Combined Program in Education & Psychology	2016