

Buffie Longmire-Avital, PhD

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Education:

2003 – 2008 **New York University**
Steinhardt School of Culture, Education, and Human Development
Ph.D. in Applied Psychology
Concentration in Psychological Development

1998 – 2002 **Lafayette College**
BS in Psychology, with Honors
Minor in Art History
Cum Laude

Academic Leadership:

2021 Inaugural Director
Black Lumen Project: An Equity Initiative, Elon University

- Hold a standing seat on the Committee on Elon History and Memory.
- Maintain Elon’s membership with Universities Studying Slavery (USS) and a web presence that reflects this membership and other aspects of the project.
- Lead and organize signature Black Lumen Project equity initiatives and events.
- Prepare an annual report on the Black experience at Elon.
- Provide leadership for a planned annual and recurring summit for AAASE, CREDE, Elon Black Alumni Network, Black Employee Resource Group, Black Life Advisory Council, Black Student Union, National Panhellenic Council, and other Black affinity groups.
- Re-examine prior task force reports on Black students, faculty and staff and partner with campus units to ensure recommendations continue to be advanced.
- Lead community efforts to create a University anti-racist syllabus mapping out select courses and co-curricular activities that recognizes and centers AAASE curricular offerings, CREDE’s Intercultural Learning Certificate program, and COR 330: Leading for Change: An Institutional and Cross Systems Approach for Racial Equity.
- Work closely with various campus programs and departments like CREDE, AAASE, Undergraduate Research, CATL, and CEL to amplify the Black experience across the university.
- Create a community coalition with local Black community members to understand issues affecting relationships with surrounding area residents and to organize efforts leading to stronger partnerships.
- Maintain a budget supporting curricular and co-curricular initiatives.

2020- 2023 **Research Seminar Leader for (Re)Examining Meaning Learning Conditions.**
Center for Engaged Learning Seminar, Elon University

- Co-leading the multiple-year seminar with educators and scholars from across both the country and world on topics related to my expertise in equity and inclusion.
- Used expertise in diversity, inclusion, and racial equity (DIRE) to inform multi-institutional study survey on meaningful academic relationships.
- Offered created workshop on DIRE to participants.

2020 - 2021 **Chair of Diversity, Inclusion, and Racial Equity (DIRE) Task Force**
Psychology Department, Elon University

- Developed year-long training plan for critical self-reflection on racial equity for departmental colleagues.
- Facilitated multiple sessions on diversity, inclusion, and racial equity (e.g., understanding race in psychology; racial identity development; Implicit bias and microaggressions; and positionality).
- Co-wrote departmental DEI (DIRE) statement.
- Guided the creation of working groups that would contribute key aspects of departmental 5-year plan.
- Provided support, feedback, and resources for working groups on DIRE as they created 5-year plan initiatives/goals.
- Lead focus group and interviews with BIPOC students for feedback on departmental climate and DIRE plans.
- Served as a resource for both departmental chair and other programs within school of Arts and Sciences.

2015 - 2021 **Coordinator of the African, African American Studies**
Interdisciplinary Minor, Elon University

- Oversee one of the oldest interdisciplinary minors at Elon (~35 students).
- Manage program budget.
- Mentor and support minor affiliated faculty (majority probationary faculty who identify as racial and ethnic minorities).
- Co-develop and provide oversight to all aspects of the minor's curriculum and long-term planning.
- Work closely with the Center for Race, Ethnicity, and Diversity education to develop and/or enact various campus-wide programmatic issues (e.g., African Diaspora Living Learning Community; Black History Month Planning; Universities Studying Slavery).
- Manage and/or collaborate with other programs, groups, centers, and offices on a broad offering of interdisciplinary academic programming for the entire Elon community (e.g., Layne Critical Race Consciousness Essay Contest and Master Class Luncheon; Donning of the Kente; African and African American Author-of-the-month lunch series; focus groups for probationary and post-probationary Black faculty on teaching experiences at a PWI).
- Collaborate with Provost office to develop university-wide curriculum addressing the need for anti-racism education.
- Co-authored the Black Lumen Project: An Equity Initiative report and recommendations on recognizing and supporting the Black experience at the university.

Professional Appointments and Teaching Experience:

- 2016 - **Associate Professor of Psychology**
Granted tenure February 2015
Department of Psychology at Elon University
- *Health Psychology 356*
 - *Psychology Senior Seminar 461*
 - *Psychology in a Cultural Context 366*
 - *Community Psychology – Service Learning 318*
 - *Early Childhood Development Psychology 245*
 - *Lifespan Development 240*
 - *Lifespan Development – Service Learning 240*
- 2010 - 2016 **Assistant Professor of Psychology**
Department of Psychology at Elon University
- *Introductory (General) Psychology 111*
 - *Health Psychology 356*
 - *Lifespan Development 240*
 - *Lifespan Development – Service Learning 240*
 - *Non-Experimental Research Methods 303*
 - *Community Psychology – Service Learning 318 (formally 375)*
 - *Early Childhood Development Psychology 245*
 - *Graduate Study in Psychology and Mental Health 383*
 - *Global 110*
- 2009 **Adjunct Assistant Professor**
Department of Psychology at Hunter College, City University of New York
- *Psychology 747 Social Experimental Psychology – Masters Level*
- 2007 - 2008 **Adjunct Instructor**
Department of Applied Psychology at New York University
- *E63.0023 Early Adolescent Development for Educators*
 - *E63.0024 Later Adolescent Development for Educators*
- 2006 - 2010 **Adjunct Instructor**
Department of Humanities and Social Sciences in the Professions at New York University
- *E10.1085 Introduction to Statistics for Behavioral Sciences - Undergraduate*
 - *E10.2085 Introduction to Statistics for Behavioral Sciences – Graduate*

Professional Research Experience:

- 2008 – 2010 **Postdoctoral Fellowship: Behavioral Science Training (BST) in Drug Abuse Research**
National Development and Research Institutes, Inc. (NDRI) in association with Public Health Solutions
- During this fellowship, Drs. Gregory Falkin, Bruce Johnson, and George DeLeon have provided close mentorship as I collaborated with other BST fellows in writing for academic publication, grant writing, and involvement in specialized trainings, seminars, and workshops.
 - My training was focused on the arenas of depression, drug/alcohol (ab)use and sexual risk behaviors in racial minority adolescent and emerging adult populations.
 - I collaborated with Dr. Cleopatra Caldwell at the University of Michigan on secondary data analysis of the National Survey of American Life. I focused on the relationship

among alcohol abuse and major depressive episodes for Black American emerging adults.

2008 – 2010 **Postdoctoral Fellow**

Hunter College's Center for HIV/AIDS Educational Studies and Training (CHEST)

- I conducted secondary data analysis on data from a longitudinal intervention study that was aimed at improving HAA RT adherence and reducing drinking for HIV positive adults with known alcohol problems. My primary focus was to examine the mediating roles of elements of the transtheoretical model for behavior change and the moderating role of depression on the reduction of drinking and improvements in viral load. Special attention was paid to the experience of minority participants.
- I served as the project coordinator for a Center for Disease Control grant – Project Brotha (PI: Jose Nanin). The aim of the grant was to document the testing habits of Black men-who-have-sex-with-men (BMSM) and HIV risk.
- I co-wrote the data analysis plan for an R01 grant focused on substance abusing older adults who are HIV positive and struggling with adherence.
- I also provided professional development to undergraduate and graduate research assistants. I was mentored by Drs. Sarit Golub and Jeffrey Parsons.

2006 – 2008 **Data Analyst and Program Evaluator**

Adolescent Health Center and Information Technology at The Door, A Center for Alternatives

- Served on the executive committee for GED and career services program as a research and data collection consultant.
- Created program reports and graphical charts in Crystal Reports and SPSS. Assisted with data auditing.
- Coordinated data entry and data evaluation for Center for Disease Control grant tracking the HIV/AIDS counseling, testing, and referral done in the health center.
- Helped design and analyze pre-post evaluations of various programs including the CDC DEBI SISTAs.

2004 – 2006 **Research Assistant and Project Field Coordinator**

New York University's Center for Child and Family Policy

- Researched and help develop an economic literacy measure for an urban ethnically diverse adolescent population by conducting focus groups.
- Conducted developmental assessments of problem-solving ability for early adolescents in a middle school.
- Help lead and conduct data collection and analysis for a research project that explored the development of civic engagement and economic literacy among adolescents enrolled in a New York City high school.
- Prepared progress reports for student and school administrative audiences.

2004 – 2005 **Research and Policy Intern**

Children's Defense Fund – NY

- Researched census data and reported on current issues and policies impacting low-income working families in New York.
- Conducted advocacy training for employers and employees on tax credits and other relevant policies.
- Co-authored and was lead data analyst for the, "Keeping What They've Earned," tax credit report for working families.

Fellowships, Awards, Recognition, and Research Support:

Fellowships, Awards, and Recognition:

2020	Excellence in Leadership and Service College of Arts & Sciences, Elon University
2019	Competitive Post-Probationary Course Reassign time FR&D, Elon University
2018	Excellence in Mentorship Award College of Arts & Sciences, Elon University
2018-2020	Center for Engaged Learning Scholar Elon University
2016	Semester Sabbatical Elon University
2015	Faculty Research Highlighted in the President's Report Elon University
2011- 2012	Academic Service-Learning Scholar Elon University
2010 -2012	Loan Repayment Program (LRP) for Health Disparities Research National Institutes of Health (NIH) – National Center on Minority Health and Health Disparities (NCMHD)
2008-2010	National Research Service Award, T32-DA0 7233-25 Postdoctoral Fellowship Public Health Solutions at National Development and Research Institutes, Inc. (NDRI) National Institute on Drug Abuse (NIDA).
2007	Leaska Dissertation Research Award New York University, Steinhardt School of Culture, Education, and Human Development
2006	Ford Foundation Dissertation Diversity Fellowship, Honorable Mention & Alternate The Ford Foundation
2004	Monroe Stein Memorial Scholarship New York University, Steinhardt School of Culture, Education, and Human Development
2003	Pre-Doctoral Fellowship, Honorable Mention National Science Foundation (NSF)
2002	George Wharton Pepper Prize, Nominee Lafayette College Leroy D. Nunery 77' Intellectual Citizenship Award Lafayette College
2001	Psi Chi, National Honor Society for Psychology American Psychological Association (APA) Lafayette College
2000	United Parcel Service Scholar United Parcel Service EXCEL Scholar Lafayette College

Mentored Student Awards

2022	Provost Scholar for Undergraduate Research Eukela Little Elon University
2019	Provost Scholar for Undergraduate Research Jennifer Finkelstein Elon University

Funded Research Support:

** indicates external funding*

- 2021 **[RESPECT] Racial Equity for Students in Psychology: Emending our Curriculum and Teaching**
Principle Investigator: Anne-Marie Iselin, **Buffie Longmire-Avital**
Center for the Advancement of Teaching and Learning – Elon University
Role: Gathering student voices across multiple levels and domains, using mixed methods [e.g., surveys, interviews, and focus groups]. Ensure our proposed work is guided by equity and anti-racist frameworks, while working collaboratively with students.
Goal: To capture student voices in time with DIRE working group activities to identify potential flaws and oversights and potentially uncover new student-focused avenues in our work. We need student voices to hold us accountable to them through their evaluation of us and our responsiveness to their feedback.
- 2020 **SOH Time: Virtual Support for Black Women Living Positively During COVID***
Principal Investigator: **Buffie Longmire-Avital**, LeShonda Wallace, Siobahn Day Grady
Spark Grant – Compass Initiative and Southern AIDS Coalition
Role: Lead the creation of data-driven content for a developing web-platform offering virtual support for Black HIV-positive women in the Deep South.
Goal: The purpose of this community-based project is the creation of an online companion/alternative to the S.E.E.D.S of Healing Inc. programing and support for Black women living with HIV in the Deep South. Specifically, this grant will fund the creation of a virtual support space with the goal of increasing and sustaining HIV medication and self-care adherence during social isolation because of COVID-19.
Award: \$20,000
- Stress, Strength, and Viral Loads: Exploring How High Impact Coping Influences the Health of HIV+ Black Women**
Principal Investigator: **Buffie Longmire-Avital**
Summer Research Stipend (FR&D) – Elon University
Role: To develop in collaboration with a community partner a survey for 100 – 200 Black women with HIV. Data analysis and dissemination.
Goal: The purpose of this research is to explore the links between chronic minority status stress, discrimination, high impact coping (i.e., endorsing a strong Black woman persona), spirituality, with both psychosocial outcomes (i.e., emotional eating) and HIV progression (symptoms, viral load and CD4 count).
- 2016 **“I Am My Mother’s Daughter (?)”: What is Maternal Coping Socialization of Minority Status Stress for Black Female Emerging Adults and their Mothers?**
Principal Investigator: **Buffie Longmire-Avital**
Summer Research Stipend (FR&D) – Elon University
Role: To recruit and analyze data from self-identified minority mothers of emerging adult daughters on coping with MSS.
Goal: The purpose of this current online qualitative survey study 30 - 60 self-identified minority mothers and emerging adult women is twofold: (1) to uncover what (if any) types of messages, conversations and strategies mothers give their emerging adult daughters on how to cope with MSS; and (2) to explore what factors influence the coping socialization given.

- 2013 **Identifying the Patterns used for Requesting Sexual Health Histories from Male Partners by Black Women**
Principal Investigator: **Buffie Longmire-Avital**
Summer Research Stipend (FR&D) – Elon University
Role: To recruit, conduct interviews, and analyze generated data from 15 – 20 women.
Goal: To qualitatively examine the strategies for requesting partner disclosure of sexual health history and sexual behavior, and the timing of this request for non-married Black women that have been sexually active with a new male partner in the past twelve months.
- 2012-2013 **Using Community Participatory Research to Develop a Stress Management Intervention for Adolescents.**
Principal Investigator: **Buffie Longmire-Avital**
Fund for Excellence in the Arts and Sciences – Elon University
Role: To develop a peer-led intervention on chronic stress management using CBPR with adolescents in the Elon Academy program.
Goal: To create a series of developmentally and culturally- relevant scenarios that allow adolescent participants to examine the pros and cons of multiple stress reduction techniques. To create a dialogue on chronic stressors that result from sociodemographic factors – such as race, gender, immigrant status, and SES.
- 2011-2012 **Developmental Psychology Diversity Infusion Project**
Principal Investigators: **Buffie Longmire-Avital**, Maureen Vandermaas-Peeler, Linda Wilmshurst
Center for the Advancement of Teaching and Learning – Elon University
Role: To develop curriculum modules that link current research on the developmental experience of minority populations to traditional developmental psychology theories and topics covered in a lifespan-human development college course. Work as lead statistical methodologist for analyzing data generated from project evaluation
Goal: Create a series of modules that highlight the developmental experience of non-minorities and how this experience either conforms or does not to traditional “normative” expectations.
- Introduction to Psychology Diversity Infusion Project**
Principal Investigators: Gabie Smith, L. Kim Epting, Amy Overman, Meredith Allison, **Buffie Longmire-Avital**, Linda Wilmshurst
Center for the Advancement of Teaching and Learning – Elon University
Role: To develop curriculum modules that link current discourses on culture to traditional psychology theories and topics covered in an introductory psychology college course.
Goal: Create a series of modules that highlight the psychological experience of non-minorities and how this experience either conforms or does not to traditional “normative” expectations.
- 2010-2011 **Intersecting Socio-Cultural Identities and Risky Sexual Partner Selection for Black Women**
Principal Investigator: **Buffie Longmire-Avital**
Hultquist Research Award – Elon University
Role: Conceptual research design and analysis as well as data collection and data dissemination
Goal: To examine the relationships among socio-cultural identities, depression and partner HIV-risk for heterosexually active non-married Black American (BA) women.

Mentored Undergraduate Research Funding:

2020 **Elon University Lumen Prize.** Eukela Little. Strong, Black, and Selfish: Re-framing the Strong Black Woman Persona to include Self-Care through a Mobile Health Intervention. Award: \$20,000.

University, Professional and Community Leadership and Service:

Psychology Department Service:

2019 **Chair**, Search Committee for Assistant Developmental Science Professor
2016 – 2021 Psychology Department Diversity Committee – Five Year Plan
2013 – 2015 **Chair**, Search Committee for Assistant Clinical Professor
2013 – 2017 Psychology Major Curriculum Assessment Committee
2012 – 2014 Psychology Department Campus Visibility Committee
2011 – 2012 Psychology Department Internship Committee
2010 – 2012 Psychology Department Curriculum Assessment Committee

Elon University Service:

2021 Promotion and Tenure Task Force
2020 Diversity, Equity, and Inclusion Curriculum – Provost Working Group
Search Committee, Assistant Director for the Center for Race, Ethnicity and Diversity Education (CREDE)
Search Committee, Program Coordinator for Bringing Theory to Practice
2019 - 2020 Nursing Major Task Force
2019 Search Committee, Faculty Fellow for Race, Ethnicity and Diversity Education
2019 - 2020 Elon Affiliate of Universities Studying Slavery Committee
2018 – 2020 University Strategic Planning for 2030 Committee
2018 - Non-Profit Advising Track, Advisory Committee
2018 - 2019 High Quality Teaching – Provost Working Group
2016 - 2021 First Year Experience, Advisory Committee
2015 - 2017 Black Student, Faculty, & Staff Task Force Implementation Committee
2017 - Donning of the Kente Organizing Committee
2014 - 2020 Public Health Studies Advisory Board
2014 – 2017 Member, Consortium of Diversity, and Inclusion Community Experts
2014 – 2015 **Faculty Coordinator** for Poverty Simulations
2014 – 2016 Elon Center for the Study of Religion, Culture, and Society
2013 – 2015 Elon College, College of Arts & Sciences Dean Search Committee
2013 – 2017 Health Professions Advisory Committee
2013 – 2016 Elon College, Social Science Curriculum Committee
2012 – 2016 Poverty and Social Justice Program Proposal Committee and Program Advisory Board
2011 – 2013 Elon Academy, **Inquiry Project Leader**

Professional Service:

2021 - **Board Member**, Bringing Theory to Practice
2020 - Member, Well-Being + Equity Collaborative, Bringing Theory to Practice
2020 - **Editorial Board Member**, *Journal of Prevention and Health Promotion*

- 2020 - **Editorial Board Member**, *Sexuality Research and Social Policy*
- 2020 - **Editorial Board Member**, *Journal of Health Psychology*
- 2014 – 2015 **Special Guest Editor** for *Perspectives on Undergraduate Research and Mentorship: The Inclusion of Students from Historically Underrepresented groups in Undergraduate Research*

Ad Hoc Manuscript Reviewer:

- 2021 *Family Relations*
- 2019 *Pediatrics*
- 2019 - *Sex Roles*
- 2019 - *Complementary Therapies in Medicine*
- 2018 - *Developmental Psychology*
- 2017 - *Journal of Sex Research*
- 2014 *International Journal of Environmental Research and Public Health: Women and HIV*
- 2013 *Sexuality Research and Social Policy*
- Drug and Alcohol Dependency*
- 2012 - 2018 *Journal of Homosexuality*
- 2011 - *Journal of Health Psychology*

Community Service:

- 2021 - Board Member, Interactive Resource Center, Greensboro, NC
- Board of Trustee Member, Beth David Synagogue, Greensboro, NC
- 2020 - 2021 Member, Jewish Community Relations Committee, Greensboro Jewish Federation

Peer-Reviewed Publications:

[Elon undergraduate researcher will be in red]

1. **Longmire-Avital, B.** & **Finkelstein, J.** (Under Review). Raising Super women... and Emotional Eaters (?): Exploring the relationship between socialized coping responses to discrimination and eating pathology behaviors for collegiate Black women.
2. **Longmire-Avital, B., Ellington, S., & Roberts, A.** (Revise and Resubmit). “Backbones of our family”: How Black American mothers cope with discrimination stress while socializing their daughters.
3. **Longmire-Avital, B.** & **Finkelstein, J.** (2021). “She does not want me to be like her”: Exploring maternal communication around eating pathology risk for collegiate Black women. *Women & Therapy*. DOI: [10.1080/02703149.2021.1927400](https://doi.org/10.1080/02703149.2021.1927400)
4. **Longmire-Avital, B.** (2019). “I asked for the papers”: How emerging adult Black women request sexual health information. *Journal of Black Sexuality and Relationships*, 6(1), 29 -40.
5. Walker, J. & **Longmire-Avital, B.** (2018). Between resiliency and depression: The roles of identity, sexual identity, and social support on well-being for Black LGB young adults. *Journal of Black Sexuality and Relationships*, 4(4), 1 -15.
6. **Longmire-Avital, B.** & **McQueen, C.** (2018). Exploring how race-related stress is related to the eating behaviors of emerging adult Black American women. *Women & Health*, DOI:10.1080/03630242.2018.1478361
7. **Longmire-Avital, B., Madzima, T., & Bierut, E.** (2018). Race and Exercise: Investigating the High Calorie Burning Activities of Collegiate Females. *Women in Sport and Physical Activity Journal*, 26(2), 69 – 75.

8. **Longmire-Avital, B. & Robinson, R.** (2018). Young, depressed, and Black: A comparative exploration of depressive symptomatology among Black and White emerging adult women. *Journal of College Student Psychotherapy*, 32(1), 53 – 72.
9. **Longmire-Avital, B., & Reavis, B. M.** (2017). “Deep Like the Sea and Strong Like the Earth” Exploring the Ideal Partner Characteristics of Young Adult Heterosexual Black Women. *Journal of Black Psychology*, 43(1), 77-103.
10. **Longmire-Avital, B. & Oberle, V.** (2016). “Condoms are the standard, right?”: Exploratory study of the reasons for using condoms by Black American emerging adult women. *Women & Health*, 56 (2) 226 – 241.
11. **Longmire-Avital, B. & Miller-Dyce, C.** (2015). Factors related to perceived status in the campus community for first generation students at an HBCU. *College Student Journal*, 49 (3)375-386.
12. Walker, J. & **Longmire-Avital, B.,** Golub, S.A. (2015). Racial and sexual identities as potential buffers to risky sexual behavior for Black gay and bisexual emerging adult men. *Health Psychology*, 34 (8), 841-846.
13. Darby, A., **Longmire-Avital, B., & Chenault, J.** (2013). Student motivation in academic service-learning. *College Student Journal*, 47 (1), 185 – 192.
14. Walker, J. & **Longmire-Avital, B.** (2013). The Impact of religious faith and internalized homonegativity on resiliency for Black lesbian, gay, and bisexual emerging adults. *Developmental Psychology*, 49 (9), 1723 – 1731. DOI 10.1037/a0031059.
15. **Longmire-Avital, B.,** Golub, S., Parsons, J.T., Brennan, M., & Karpiak, S. E. (2012). Financial strain and life satisfaction among aging Black adults with HIV. *Journal of HIV/AIDS and Social Services*, 11(4), 363 – 374.
16. **Longmire-Avital, B. & Holder, C.,** Golub, S., & Parsons, J.T. (2012). Risk factors for drinking among HIV-positive African American adults: Depression, gender, and motivation. *American Journal of Drug and Alcohol Abuse*, 38 (3), 260 – 266. PMID: 22324798.
17. Golub, S., Walker, J., **Longmire-Avital, B.** Bimbi, D. & Parsons, J. (2010). The role of religiosity, social support & stress-related growth in protecting against HIV risk among transgender women. *Journal of Health Psychology*, 15, 10.1177/135910531.0364169.
18. **Longmire-Avital, B.,** Golub, S. & Parsons, J.T. (2010). Self-reevaluation as a critical component in sustained viral load improvement for HIV+ adults with alcohol problems. *Annals of Behavioral Medicine*, 40, 176 – 183. PMC2939147.

Peer Reviewed Book Chapters:

1. Miller-Dyce, C., **Longmire-Avital, B.,** (2017). Learning from teachers: Critically conscious educational leadership for engaging diverse families in title I schools. In A. Esmail, A. Pitre, and A. Aragon (Eds). *Perspectives on Diversity, Equity, and Social Justice in Educational Leadership*. Lanham, MD: Rowman & Littlefield.
2. **Longmire-Avital, B.** (2009). Identity Crises. In Nancy A. Piotrowski (ed.) *Salem Health: Psychology and Mental Health*. Pasadena, CA: Salem Press.

3. St. Cyr, D. S.; updated by **Longmire-Avital, B.** (2009). Adolescence: Cross-cultural patterns. In Nancy A. Piotrowski (ed.) *Salem Health: Psychology and Mental Health*. Pasadena, CA: Salem Press.

Invited Publications:

1. **Longmire-Avital, B.** & Felton, P. (2021). Forward. In T.M. Addy, D. Dube, K.A. Mitchell, & M. SoRelle. *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*. Stylus Publishing.
2. Cooper, R., **Longmire, B.**, & Chin, K. (2006). Keeping what they've earned: Working New Yorkers and tax credits. *Children's Defense Fund*.

Edited Blog Publications:

1. Longmire-Avital, Buffie. (2020, July 2). Critical Mentoring in HIPs: A Reparative Framework [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/Critical-Mentoring-in-HIPs-A-Reparative-Framework>
2. Longmire-Avital, Buffie (April 2, 2020). Critical Mentoring is Custom Fitted to the Student. [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/critical-mentoring-is-custom-fitted-to-the-student/>
3. Longmire-Avital, Buffie (December 17, 2019). Establishing Equity in Study Abroad Experiences: Three Recommendations. [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/establishing-equity-in-study-abroad-experiences/>
4. Longmire-Avital, Buffie (November 5, 2019). The Intersectional Context of Black Women Studying Abroad. [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/intersectional-context-of-black-women-studying-abroad/>
5. Longmire-Avital, Buffie (September 3, 2019). "Where are you from?" Studying Abroad while at the Intersections between and American and Racial Minority Status. [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/where-are-you-from/>
6. Longmire-Avital, Buffie. (August 6, 2019). Study Abroad: A Critical Diversity, Inclusion, and Equity Issue [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/study-abroad-a-critical-diversity-inclusion-and-equity-issue/>
7. Longmire-Avital, Buffie. (July 16, 2019). Tackling Inequitable Opportunity Structures in HIPs [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/tackling-inequitable-opportunity-structures-in-hips/>
8. Longmire-Avital, Buffie. (May 8, 2019). A High Impact Federal Work-Study Appointment [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/a-high-impact-federal-work-study-appointment/>
9. Longmire-Avital, Buffie. (March 7, 2019). What's Their Capital? Applying a Community Cultural Wealth Model to UR [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/whats-their-capital-applying-a-community-cultural-wealth-model-to-ur/>

10. Longmire-Avital, Buffie. (March 4, 2019). Recognizing Student Capitol in Mentored Undergraduate Research [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/recognizing-student-capitol-in-mentored-undergraduate-research/>
11. Longmire-Avital, Buffie. (January 4, 2019). Using Critical Race Theory to Craft Undergraduate Research Experiences [Blog Post]. Retrieved from <https://www.centerforengagedlearning.org/using-critical-race-theory-to-craft-undergraduate-research-experiences/>
12. Longmire-Avital, B. (November 15, 2018). The art of crafting a mentored CURE [blog post]. Retrieved from <https://www.centerforengagedlearning.org/the-art-of-crafting-a-mentored-cure/>
13. Longmire-Avital, B. (October 25, 2018). Reflecting on course-based undergraduate research (CUREs) [blog post]. Retrieved from <https://www.centerforengagedlearning.org/reflecting-on-course-based-undergraduate-research-cures/>
14. Longmire-Avital, B. (October 8, 2008). Diversity, inclusion, and equity, oh my! [blog post]. Retrieved from <https://www.centerforengagedlearning.org/diversity-inclusion-and-equity-oh-my/>
15. Longmire-Avital, B. (September 18, 2008). Seven potential barriers to engaging in undergraduate research for HURMs [blog post]. Retrieved from <https://www.centerforengagedlearning.org/seven-potential-barriers-to-engaging-in-undergraduate-research-for-hurms/>
16. Longmire-Avital, B. (August 28, 2018). The package I am in [blog post]. Retrieved from <https://www.centerforengagedlearning.org/the-package-i-am-in/>
17. Longmire-Avital, B. (July 26, 2018). The high impact of engaging race consciously [blog post]. Retrieved from <https://www.centerforengagedlearning.org/the-high-impact-of-engaging-race-consciously/>
18. Longmire-Avital, B. (July 12, 2018). The critical space of underrepresented minority students [blog post]. Retrieved from <https://www.centerforengagedlearning.org/the-critical-space-of-underrepresented-minority-students/>.
19. Longmire-Avital, B. (June 26, 2018). Compositional diversity is a start but not enough! [blog post]. Retrieved from <https://www.centerforengagedlearning.org/compositional-diversity-is-a-start-but-not-enough/>

Manuscripts in Preparation:

Longmire-Avital, B., Dahl, J., Wallace, L. & Grady, S. Factors contributing to medication adherence for Black American women living with HIV during COVID-19.

Longmire-Avital, B., Garrett-Walker, J., Agbozo, B., & McMichael, T. “Even over the rainbow”: The intersectional identities of emerging adult Black Gay men.

Books in Preparation:

Longmire-Avital, B. (Short Proposal accepted). A DIRE Need: Frameworks for Diversity, Inclusion, and Racial Equity in Teaching, Learning, and High Impact Practices.

Presentations:

2021

1. Jean, T., **Longmire-Avital, B.**, & Irons, C. (June). Universities Studying Slavery as a Vehicle for DEI Work at Elon University. National Conference on Race & Ethnicity in American Higher Education, Virtual (Oral Presentation).
2. Clark, N.; Johnson, A., **Longmire-Avital, B.**, & Miller-Dyce, C. (March). Mentoring Faculty Toward Diversity, Inclusion, Equity, and Anti-Racism. Association for Education in Journalism and Mass Communication. Southeast Colloquium at Elon University. Elon, NC. (Panel Presentation).

2020

1. **Longmire-Avital, B.** (January). The transformative power of a critical mentor: Engaging and sustaining minority student participations in high impact practices. HIPs in the States Conference, College Station, TX (Oral Presentation).

2019

1. **Longmire-Avital, B.** (November). "Even over the rainbow, they'll still call me n*##@#": Exploring the intersectional identities of emerging adult Black gay. Society for the Scientific Study of Sexuality Conference, Denver, CO (Oral Presentation).
2. **Finkelstein, J.** & **Longmire-Avital** (January). "She does not want me to be like her": Exploring the role of maternal communication in developing eating pathology among collegiate Black women. National Multicultural Conference and Summit. Denver, CO (Poster).

2017

1. **Longmire-Avital, B.**, (November). "I Trusted Him to Warn Me": An Exploration of Sexual Health Disclosure Requests by Collegiate Heterosexually Active Women. The Society for the Scientific Study of Sexuality. Atlanta, GA (Oral Presentation).
2. Miller-Dyce, C., **Longmire-Avital, B.**, Reid, S., Ward-Johnson, F. & Carew, J. (March). Social Justice Epistemology: The Transformative Narratives of Black Female Academics. American Association of Blacks in Higher Education. Raleigh, NC (Panel Presentation).
3. **Longmire-Avital, B.**, Miller-Dyce, C. & Blake, D. (March). Recruiting and Sustaining Black Student Participation in Undergraduate Research. American Association of Blacks in Higher Education. Raleigh, NC (Panel Presentation).
4. **Longmire-Avital, B.** (February). A Comparative Exploration of Depressive Symptomatology among Black and White Collegiate Women. Cross-Cultural Counseling and Education Conference for Research, Action, and Change. Savannah, GA (Oral Presentation).

2015

1. **McQueen, C.** & **Longmire-Avital, B.** (March). Race-Related Stress and its relationship to obesity risk behaviors for emerging adult Black American women. Conference on African Americans & African Diasporic Cultures and Experience, Greensboro, NC (Oral Presentation).
2. **Reavis, B.** & **Longmire-Avital, B.** (March). "Deep like the sea and strong like the earth": Exploring the ideal partner characteristics of emerging adult heterosexual Black women. Conference on African Americans & African Diasporic Cultures and Experience, Greensboro, NC (Oral Presentation).
3. **McQueen, C.** & **Longmire-Avital, B.** (March). Race-related stress and its relationship to obesity risk behaviors for emerging adult Black American women. Association for Women in Psychology. San Francisco, CA (Poster).
4. **Longmire-Avital, B.** (January). "I Asked for the Papers": How emerging adult Black women request sexual health information. National Multicultural Conference and Summit (APA). Atlanta, GA (Poster).

2014

1. **Longmire-Avital** (September). It's not easy being Brown: Exploring the psychological stress of collegiate Black American females. DIVA's Conference. Elon, NC (Oral Presentation).

2013

1. **Oberle, V. & Longmire-Avital** (September). "Condoms are the Standard, Right?": Exploring STI protection with young adult Black women. Society for the Scientific Study of Sexuality Symposium on Sexuality and Public Health. New York, NY (Poster).

2012

1. **Longmire-Avital, B.** (October). HIV risk and depression: The mediating role of partner selection for Black American women. Advancing Excellence in Gender, Sex and Health Research – Canadian Institute of Health Research. Montreal, Quebec (Poster).
2. **Longmire-Avital, B.** (August). How sociocultural views influence perceptions of sex partner availability for Black women. American Psychological Association. Orlando, FL (Poster).

2011

1. **Longmire-Avital, B.** (November). Why compromise (?): Assessing sexually risky decisions for heterosexual Black American women. The Society for the Scientific Study of Sexuality. Houston, TX (Poster)
2. Darby, A., **Chenault, J., Longmire-Avital, B., & Knight-Mckenna, M.** (November). Student motivation in academic service-learning. The International Association for Research on Academic Service-Learning and Community Engagement. Chicago, IL (Poster)

2010

1. **Longmire-Avital, B.,** Holder, C., Golub, S., & Parsons, J.T. (April). Risk factors for drinking among HIV-positive African American adults: Depression, motivation, and gender. Society for Behavioral Medicine. Seattle, WA (Oral Presentation).
2. **Longmire-Avital, B.** (August). Prevalence and correlates of depression for African- and Caribbean-American emerging adults. American Psychological Association. San Diego, CA (Poster).

2009

1. **Longmire-Avital, B.,** Golub, S., & Parsons, J.T. (April). Self-reevaluation and self-liberation as critical components in sustained viral load improvement for HIV+ adults with alcohol problems. Society for Behavioral Medicine. Montreal, Canada (Poster).
2. **Longmire-Avital, B.** (June). Mental health correlates of substance use for Black and Caribbean emerging adults. College on Problems of Drug Dependence. Reno, Nevada (Poster).
3. **Longmire-Avital, B.,** Nanin J. Grov, C., Bimbi, D., & Parsons, J.T. (August). Exploring the relations among barebacking behaviors and barebacking identity. American Psychological Association. Toronto, Canada (Poster).
4. Walker, J., Colon, J., Holder, C., **Longmire-Avital, B.** Nanin, J., Bimbi, D. & Parsons, J. (August). Exploring the interaction between religiosity, social support & stress-related growth among transgender women. American Psychological Association, Toronto, Canada (Poster).
5. Nanin, J., **Longmire-Avital, B.,** Grov, C., Bimbi, D., & Parsons, J.T. (August). Behavioral correlates of barebacking identity among urban gay and bisexual men of color. National HIV Prevention Conference. Atlanta, GA (Oral Presentation).
6. **Longmire-Avital, B.** (October). Highway to socioeconomic status: Education, race, and perceived family SES among Black college students. Society for the Study of Emerging Adults. Atlanta, GA (Poster).
7. **Longmire-Avital, B.,** Golub, S., Parsons, J.T., Brennan, M., & Karpiak, S.E. (November). Financial strain and life satisfaction among aging Black adults with HIV. American Public Health Association. Philadelphia, PA (Oral Presentation).

2007

1. **Longmire, B.** (May). Exploring the relations among perceptions of family socioeconomic status, racial identity, and self-esteem for Black American emerging adults. Cross-University Mentoring Conference. New York, NY. (Oral Presentation)

2006

1. Kim-Gervey, C., Hughes, D., & **Longmire, B.** (March). How ethnic identity moderates the relationship between discrimination and psychological well-being for urban minority early adolescents. Society for Research on Adolescents. San Francisco, CA. (Oral Presentation)

2005

1. Cooper, R. & **Longmire, B.** (February). The dangers of refund anticipation loans for EITC filers. Children's Defense Fund-NY Tax Conference. New York, NY. (Oral Presentation)

2002

1. **Longmire, B.** (October). The impact of student's value systems on their sense of community on a college campus. Midwest ECO Conference. Kalamazoo, MI. (Oral Presentation)
2. **Longmire, B.** (May). The implications of gender and race, perceptions of leadership style effectiveness. Lehigh Valley Undergraduate Psychology Conference. Bethlehem, PA. (Oral Presentation)

Invited Talks, Keynote Addresses, and Panels:

2021

1. Teaching our Children About Racism and Embracing Diversity Through a Jewish Lens. Sponsored by Jewish Community Relations Committee of Metropolitan Detroit. Virtual (Featured Panelist).
2. Engaging Equity and Reducing Harm: A Critically Inclusive Vision for Undergraduate Research. Keynote Address for Council for Undergraduate Research 2021 Conference on Centering Diversity, Equity, and Inclusion in Undergraduate Research and Creative Activity.
3. Building Blocks of Implicit Bias. STEM Institute. Elon University, Elon, NC. (Virtual Keynote Lecture).
4. Listening, Un-Learning and Re-Learning about Race in the Jewish Community. Sponsored Jewish Experiences, A collaboration between the Jewish Federation of Kansas City and The J. (Invited Talk).
5. Somebody Knows Your Sorrows. Closing Address Donning of the Kente Graduation Celebration. Elon University
6. Divided America: A Conversation on Race, Policing and Justice. Elon University, Elon, NC. (Panel)
7. What Could Racial Equity in Jewish Communal Life Look Like and How Do We Get There? Jewish Council for Public Affairs Annual Conference. Virtual (Panel)
8. Passing the Mic: Reflections on Jewish Racial Identity. Jewish Foundation and Jewish Federation. Nashville, T.N. (Panel).
9. For Wyatt Outlaw: A Film and Panel Discussion on Lynching in the US. Elon University, Elon, NC. (Panel and Moderator).
10. BIPOC Mental Health Professionals Panel. Sponsored by MindVersity and STEM for BLM (Panel).
11. Morning Coffee and A Call to Service: Exploring the Intersection of Black & Jewish Identity in America. Sponsored by Jewish Federation of North America, National Day of Service, and the Biden-Harris Presidential Inauguration Committee (Panel).

2020

1. World AIDS Day: The Quilt Comes to Wilmington keynote address. Sponsored by SEEDS of Healing, Inc and the Frank Harr Foundation.
2. Future Casting: What is the future of Women in Higher Education. Empowered to Lead: Women in Higher Education Conference. North Carolina A&T University, Greensboro, NC. (Panel)
3. Flipping Femininity: Navigating the Stress of Working Black motherhood. Sponsored by Minority Enterprise Development Week, University of North Carolina-Wilmington (Panel).
4. Raising Super women... and Emotional Eaters (?): Exploring the relationship between socialized coping responses to discrimination and disordered eating for collegiate Black women. CUNY Graduate Center for Developmental Psychology (Invited talk).
5. Microaggressions, Narratives and Jews: An Inclusive Approach with Dr. Buffie Longmire-Avital. Sponsored by the Jewish Federation of Greater Charlotte (Invited talk).
6. From Ashkenormativity to Anti-Racism: Listening to and Learning from Jews of Color 2-Part Series. Sponsored by the Jewish Federation of Greensboro (Panel).
7. Race, Reflections, and Discussion Series. Part 1: Systemic Racism. Sponsored by Center for Race, Ethnicity, and Diversity Education. Elon University, Elon, NC. (Panel).
8. Authentic Dialogue toward Real Change: Faculty and Staff. Elon University (Panel).
9. Fighting Fatigue: The Other Side of Social Justice Work. Sponsored by Campus Greensboro (Invited talk).
10. Engaging and sustaining minority student participations in undergraduate research. Sponsored by the Office of Undergraduate Research, Elon University (Invited talk).
11. Punishment, Shame, and Control. Annual Meeting of the Society of Jewish Ethics (Respondent).

2019

1. A Home Amidst the Elon Oaks. Closing Address for Donning of the Kente Graduation Ceremony. Elon University.
2. Historical Trauma: Defining and Understanding the Intergenerational Impacts. (Episode 1). Learning, Lifting, Leading: Social Equity for and by Black and Brown Girls & Women Podcast Series. <https://blogs.elon.edu/socialequity/2019/02/17/episode-1-historical-trauma-defining-and-understanding-the-intergenerational-impacts/>
3. Squeezing Water out of a Rock: Getting that Small N Published. Society for the Scientific Study of Sexuality Conference (Invited talk).

2018

1. "Even Over the Rainbow": Exploring Intersectional Identities of Emerging Adult Black Gay Men. Guilford College (Invited talk).
2. The Cost of the Climb. Keynote Address at Annual Black PhD Network Conference.
3. A Rose that Grew from the Concrete. Closing Address Donning of the Kente Cloth Graduation Celebration. Elon University.
4. Brother Ali Panel: Race, Faith and Hip Hop. Center for the Study of Religion, Culture and Society, Elon University.

2017

1. Microaggressions and the Pursuit of a Medical Degree. Skin of Color Society (Invited talk).
2. We Are All Pioneers. Closing Address at the Inaugural Donning of the Kente Cloth Graduation Celebration. Elon University.

2016

1. CAA Pedagogy Summit on Experiential Learning: Equity & Diversity in Experiential Learning. Drexel University (Panel).
2. Columbus, Tulsa, and Charlotte: What's Next? Police brutality from an academic perspective. Elon University, Elon, NC (Moderator).

3. "I Asked for the Papers": How emerging adult Black women request sexual health information. Featured Feminist Symposium. Annual Association of Women in Psychology Conference.

2015

1. Finding your fairy godmothers. 3rd Annual Cinderella Project. Elon University (Invited talk).

2014

1. "I Asked for the Papers": How emerging adult Black women request sexual health information. African & African American Studies (AAASE) Author-of-the-month Lunch Series. Elon University (Invited talk).

2012

1. Causes, Implications, and Public Perceptions of Horrific Crimes Faculty Panel. Elon University

2011

1. Why compromise (?): Assessing sexually risky decisions for heterosexual Black American women. University of North Carolina – Greensboro, Department of Psychology Developmental Brown Bag Lunch (Invited talk).

Mentored Undergraduate Research Conferences and Spring Forum (SURF) Presentations:

2021

1. Dahl, Jenna. Factors for Medication Adherence for Black Women Living with HIV during COVID. Annual Carolinas Psychology Conference, Buies Creek, NC (Oral Presentation).
2. Dahl, Jenna. Factors for Medication Adherence for Black Women Living with HIV during COVID. SURF (Oral Presentation).

2019

1. Roberts, A. Mothering through discrimination: Exploring how Black mothers cope with and socialize the responses their daughters give to discrimination stress. SURF (Oral Presentation).
2. Agbozo, Bridgette & McMichael, T. "Even over the rainbow, they'll still call me n*##@#": Exploring the intersectional identities of emerging adult Black gay men. SURF (Oral Presentation).
3. Finkelstein, J. "She does not want me to be like her": Exploring the role of maternal communication in developing eating pathology among collegiate Black women. SURF (Oral Presentation).
4. Roberts, A. (April). Mothering through discrimination: Exploring how Black mothers cope with and socialize the responses their daughters give to discrimination stress. Annual Carolinas Psychology Conference, Buies Creek, NC (Oral Presentation).
5. Agbozo, Bridgette, & McMichael, T. (April). "Even over the rainbow, they'll still call me n*##@#": Exploring the intersectional identities of emerging adult Black gay men. Annual Carolinas Psychology Conference, Buies Creek, NC (Oral Presentation).

2016

1. Beruit, E. Frequency of Participation in Deliberate Calorie-Burning Physical Activity and the Effects on Measures of Health in Collegiate Women. SURF (Poster Presentation).
2. Robinson, R. Racial differences in the prevalence of major and chronic depression for Black and White collegiate females. SURF (Poster Presentation).

3. Beruit, E. (April). Frequency of Participation in Deliberate Calorie-Burning Physical Activity and the Effects on Measures of Health in Collegiate Women 41st Annual Carolinas Psychology Conference, Buies Creek, NC (Oral Presentation).
4. Robinson, R. (April). Racial differences in the prevalence of major and chronic depression for Black and White collegiate females. 41st Annual Carolinas Psychology Conference, Buies Creek, NC (Oral Presentation).

2015

1. McQueen, C. Race-Related Stress, and its Relationship to Obesity Risk Behaviors for Emerging Adult Black women. SURF (Poster Presentation).
2. Reavis, B. "Deep like the sea and strong like the earth": Exploring the ideal partner characteristics of emerging adult heterosexual Black women. SURF (Oral Presentation).

2014

1. Oberle, V. "Condoms are the Standard, Right?": Exploring STI Protection with Young Adult Black Women. SURF (Oral Presentation).

2013

1. Schulz, N. Checking every box: The stress adolescents face in pursuit of being a first-generation college student. SURF (Oral Presentation)
2. Unger, B. & Pebole, M. When the gym stresses you out: The mediating role of fitness stress on the relationship between depression and emotion-based eating. SURF (Oral Presentation).

2012

1. Unger, B. From recreational to stress reliever: The relationship between Marijuana and perceived stress. SURF (Oral Presentation).
2. Pebole, M., Unger, B. & **Longmire-Avital, B.** (November). When the gym stresses you out: The mediating role of fitness stress on the relationship between depression and mood-based eating. State of NC Undergraduate Research and Creativity Symposium. Durham, NC (Poster).
3. Milak, Z., Mead, K., & Williams, Z. Using community-based participatory research to design developmentally and culturally relevant interventions for adolescents. SURF (Oral Presentation).

Consultation Work:

2021

Understanding Diversity, Equity, and Inclusion Frameworks for Workplace Engagement

Organization: Jewish Federation of Greater Kansas City

Role: Crafted and facilitated a one-day institute on best practices and the frameworks for understanding DEI, engaging DEI in the workplace to improve climate, interpersonal interactions, and self-awareness.

Diversity, Equity, and Inclusion Assessment and Training

Organization: Jewish Family Services of Greater Kansas City

Role: Crafted and facilitated a needs assessment survey for DEI at JFS. Analyzed and reported findings from survey. Used findings to inform the creation of a 6 – 8-month series of trainings on creating sustainable DEI practices at the organization. Guided creation of a DEI strategic plan with leadership, management, and staff.

Centering DEI: Practical Tools for Sustaining Transformative Racial Equity in Undergraduate Research

Organization: Council for Undergraduate Research 2021 Pre-Conference 1-day Workshop

Role: In collaboration with Drs. Shanahan and Pierszalowski crafted and facilitated a day workshop what it means to do that anti-racist and decolonial work in the context of undergraduate research? How do we overturn decades of individual biases and program

policies that have reified privilege and white supremacist assumptions in undergraduate research and other high-impact opportunities? This workshop on mentoring for racial equity and justice was designed to address but also move well beyond “compositional diversity” in undergraduate research--a modest goal still unfulfilled in many programs--to the living out of anti-racism in our work with students and in leading programs.

In Pursuit of Tenure: Recognizing Implicit Bias in Promotion and Tenure Processes

Organization: College of Education, James Madison University

Role: Crafted and facilitated a two-hour virtual workshop on an overview of implicit bias, how it impacts promotion and tenure for BIPOC faculty and best practices to reduce bias. Workshop was delivered to deans, chairs, and members of the promotion and tenure committees.

Critically Informed BIPOC Faculty Mentoring: Advocates, Networks, and Communities of Support

Organization: James Madison University

Role: Crafted and facilitated a half-day virtual institute on best practices and developing a framework for critical mentoring BIPOC faculty.

2020 **Engaging and Sustaining Minority Student Participation in Undergraduate Research**

Organization: Wright State University

Role: Crafted and facilitated a half-day institute on best practices and the framework I created for critical mentoring historically underrepresented minority students in undergraduate research.

Engaging and Sustaining Minority Student Participation in Undergraduate Research

Organization: James Madison University

Role: Crafted and facilitated a one-day institute on best practices and the framework I created for critical mentoring historically underrepresented minority students in undergraduate research.

2018 **Parent Satisfaction Survey Assessment**

Organization: Brooks Global Studies Elementary School

Role: Analyze data from a brief online anonymous parent survey. The mixed-methods survey data was analyzed using SPSS and Dedoose. Results were presented to principle and faculty.

2011 **Optimizing Computer-Based Video to Increase HIV Testing in Emergency Departments**

Principle Investigator: Ian David Aronson

National Institute on Drug Abuse (NIDA) – ASTART Grant

Role: Wrote the data analysis and statistical methodology sections
Funded.

Psychosocial Support Staff:

2011 - 2017 **Parent Liaison and Camper Care Advocate (Yoetzet)**

Organization: Camp Ramah – Jewish Overnight Summer camp (Palmer and Poconos)

Role: Lead trainings for counselors on the psychosocial development of children and adolescents. Provide mental health support and consultation to campers and counselors attending the overnight camp. Serve as a resource for both camp directors and parents.