

Dr. Seanna C. Leath

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APPOINTMENTS

Washington University in St. Louis

Assistant Professor of Psychological and Brain Sciences	2022-Present
Faculty Affiliate of African and African American Studies	2022-Present
Faculty Affiliate of Women, Gender, and Sexuality Studies	2023-Present
Faculty Affiliate of the Center for the Study of Race, Ethnicity, and Equity	2022-Present

University of Virginia

Assistant Professor of Psychology	2019-2022
Society for Community Research and Action Fellow	2021-Present
Faculty Affiliate for Youth-Nex Research Center	2020-Present

University of Michigan

Ford Foundation Dissertation Fellow	2018-2019
Graduate Researcher, Center for the Study of Black Youth in Context	2013-2019
Ford Foundation Predoctoral Fellow	2014-2017
Graduate Researcher, Combined Program in Education and Psychology	2013-2019

AREAS OF SPECIALIZATION

Identity development · Gendered racial socialization · Misogynoir · Black feminist epistemologies · Educational equity · Black family systems · Maternal health equity

EDUCATION

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

RESEARCH GRANTS & EXTERNAL FUNDING

American Psychological Foundation – Visionary Grant (\$12,860)	2023-2024
Center for the Study of Race, Ethnicity, and Equity (\$15,000)	
(PI) <i>Black Children’s Joy and Educational Justice: A Portraiture Study on Classroom Implementation and Effectiveness of a District’s Strategic Plan on Anti-Racism and Wellbeing</i>	
Society for the Research on Child Development (\$10,000)	2023-2024
<i>Teen TEE (Talk, Educate, Experience): Building Culturally Relevant Evidence-Based Programming with Black Teen Girls</i>	

- Co-PIs with Drs. Leonnie Rogers, Sheretta Butler-Barnes, Misha Inniss-Thompson**
Center for the Study of Race, Ethnicity, and Equity (\$27,500) 2022-2024
R³ – Reproductive Justice, Reproductive Health, and Reproductive Rights Working Group
Co-PI with Drs. Zakiya Luna, Tyriesa Howell, and Rachel Brown
- Incubator for Transdisciplinary Futures Award (\$10,000) 2022-2023
Creating a Database of Foster Care System Laws, Policies, and Practices
Co-PI with Dr. Ian Fillmore
- National Institute of Minority Health and Health Disparities Research (\$440,000) 2022-2024
Mapping the Contours of Teen Dating Violence: An Ecologically-Informed Grounded Theory Approach to Understanding Romantic Relationship Development among Black Girls
PI: Dr. Katrina Debnam; Role: Co-Investigator
- National Science Foundation CAREER Proposal (\$500,000) 2021-2026
(PI) *Towards a Developmental Model of Thriving: Bridging Academic, Social, and Psychological Wellbeing among Black College Women to Increase STEM Retention*
- National Science Foundation (\$700,00) 2021-2024
Collaborative Proposal: Black Parents' Racial Socialization Competencies and Youth Outcomes in Response to Racial Violence: A Mixed Methods Approach
Co-PI with Drs. Sheretta Butler-Barnes and Bridget Cheeks
- NAEd/Spencer Postdoctoral Fellow (\$70,000) 2021-2023
(PI) *Bridging Academic, Social, and Psychological Wellbeing among Black College Women to Increase STEM Retention*
- Russell Sage Foundation Presidential Grant (\$49,522) 2021-2023
(PI) *A Mixed Methods Investigation of Black Parents' Socialization on Gendered Racism and Misogynoir against Black Women and Girls*
- APA Division 56 CHANGE Grant (\$1,200) 2021-2022
A Mixed Methods Examination of Sociopolitical Development and Academic Goal Development among Black and Latinx Adolescent Girls
(PI)
- Innovator Grants Program, Stanford University (\$25,000) 2020-2021
Racial Discrimination in Medicine: Understanding Individual and Institutional Factors that Affect Perceived Discrimination
PI: Dr. Amy Alexander; Role, Co-Investigator
- Council on Cultural, Ethnic and Racial Affairs Grant Award (\$1,000) 2020-2021
(PI) *Hope, Resilience, and Action: A Qualitative Exploration of Critical Consciousness and Sociopolitical Development among Black and Latinx Adolescent Girls*

Society for Research on Child Development Small Grant Award (\$7,500) (PI) <i>A Mixed Methods Pilot Study of Social Class Diversity and Conscious Parenting Practices among Black Mothers</i>	2020-2021
National Center for Institutional Diversity Grant Award (\$2,000) (PI) <i>A Mixed Methodological Investigation of Institutional Climate, Mental Health Service Utilization, and College Adjustment among Black Students at a Predominantly White Institution (PWI) and a Minority Serving Institution (MSI)</i>	2019-2020
500 Women Scientists Fellowship for the Future Recipient (\$7,500) (PI) <i>A Community-Based Experiential Learning Project in STEM with Black Girls</i>	2020-2022
Center for the Education of Women Research Grant (\$1,800) (PI) <i>A Qualitative Study of Black Undergraduate Women's Race and Gender Socialization Experiences in Family, School, and Community Contexts</i>	2019

HONORS AND AWARDS

Child Intervention, Prevention, and Services (CHIPS) Research Fellow	2023
Departmental Teaching Award, Psychological & Brain Sciences	2023
Journal of Family Psychology Editorial Fellowship	2022-2023
APA (Division 35) Carolyn Payton Early Career Award	2022
APA (Division 35) Psychology of Women Quarterly Georgia Babladelis Best Paper Award	2021
UVa Community-Engaged Teaching Scholar	2021-2022
Society for Community Research and Action (SCRA) Research Scholar Fellow	2021-2023
NAEd/Spencer Postdoctoral Fellow	2021-2023
Summer Training Institute for Research in Child Abuse and Neglect, Trainee Award	2020
National Science Foundation Postdoc, Finalist	2019
Outstanding Graduate Student Instructor Award	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, Vanderbilt University	2012
Department of Education McNair Scholar	2012

PUBLICATIONS

Peer-Reviewed Journal Articles

Leath, S., Bart-Plange, D.J., & Moseley, S. (2023, *in press*). Colorism as historical trauma: Exploring school racial context, peer dynamics, and counternarratives among Black women. *Journal of Black Psychology*.

Leath, S., Billingsley, J., Jones, M., Johnson, K., Taliaferro, J., & Gaksin-Cole, G., (2023). Raising resilient Black women: Superwoman mothering and strength as a form of gendered racial socialization in Black mother-daughter relationships. *Sex Roles*.
<https://doi.org/10.1007/s11199-023-01417-2>

Butler-Barnes, S. T., Evans, K. A., **Leath, S.**, Burnett, M., & Inniss-Thompson, M. N. (2023). Creating Black girl space in St. Louis: Revisiting and reclaiming Black girl voice in the classroom. *Peabody Journal of Education*, 98(2), 165-184.
<https://doi.org/10.1080/0161956X.2023.2191565>

Leath, S., Onuoha, A., Mims, L., Quiles, T., Jones, M., Inniss-Thompson, M. (2023). A Black feminist study of freedom, community care, and self-definition among Black college women attending PWIs. *Journal of Diversity in Higher Education*. Advance online publication.
<https://doi.org/10.1037/dhe0000490>

Onuoha, A., Arbeit, M., **Leath, S.** (2023). Far-right misogynoir: A critical thematic analysis of Black college women's experiences with white male supremacist violence. *Psychology of Women Quarterly*.

Perkins, T.R., Aleibar, D., **Leath, S.**, & Pittman, J.C. (2023). Superwoman Schema endorsement and sexual assertiveness: Implications for Black women's sexual satisfaction. *Journal of Black Psychology*. Advance online publication.
<https://doi.org/10.1177/00957984221147796>

Leath, S., Scott, E., Rivens, A., Jones, M., & Koroma, N. (2022). "We need to see action": An institutional case study of the Summer of Hate and Black student resistance. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000458>

Leath, S., Butler-Barnes, S., & Haynes-Thoby, L. (2022). "They just keep coming": Exploring how racialized violence informs racial grief and resistance among Black mothers. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02421-y>

Leath, S., Ball, P., Mims, L., Butler-Barnes, S., & Quiles, T. (2022). "They need to hear our voices": A multidimensional framework of Black college women's sociopolitical development and activism. *Journal of Black Psychology*, 48(3-4), 392-427.
<https://doi.org/10.1177/00957984211016943>

Leath, S., Quiles, T., Samuels, M., & Chima, U. (2022). "Our community is so small": A qualitative exploration of intraracial academic and social norms among Black students attending PWIs.

- American Educational Research Journal*, 59(4), 752-787.
<https://doi.org/10.3102/00028312221092780>
- Jones, M., **Leath, S.**, Latimer, K., Lawson, E., & Briones, M. (2022). The impact of COVID-19 on Black college students' mental health. *Journal of College Student Development*, 63(3), 239-254.
<https://doi.org/10.1353/csd.2022.0021>
- Leath, S., Whiteside, M., & Jones, M.K. (2022). "They were on my side": An exploration of inclusive experiences with administration and faculty among Black undergraduate women at PWIs. *Journal of College Student Development*, 62(6), 675-691.
<https://doi.org/10.1353/csd.2021.0065>
- Butler-Barnes, S., **Leath, S.**, Iniss-Thompson, M.I., Allen, P.C., & D'Almeida, M.E. (2022). Racial and gender discrimination by teachers: Risks for Black girls' depressive symptomatology and suicidal ideation. *Cultural Diversity and Ethnic Minority Psychology*, 28(4), 469-482.
<http://dx.doi.org/10.1037/cdp0000538>
- Leath, S., Mims, L., Evans, K.A., Parker, T., & Billingsley, J. (2022). "I can be unapologetically who I am": A study of friendship among Black undergraduate women at PWIs. *Emerging Adulthood*, 1-15. <https://doi.org/10.1177/21676968211066156>
- Leath, S., Wright, P., Charity-Parker, B., & Stephens, E. (2022). Exploring Black women's pathways to motherhood within a reproductive justice framework. *Journal of Qualitative Health Research*, 32(4), 694-709. <https://doi.org/https://doi.org/10.1177/10497323211066869>
- Leath, S., Hope, M.O., Palmer, G.J., & Rose, T. (2022). Religious socialization and self-definition among Black undergraduate women attending predominantly White institutions. *Emerging Adulthood*, 1-17. <https://doi.org/10.1177/21676968211064684>
- Leath, S., & Mims, L. (2021). A qualitative exploration of Black women's familial socialization on controlling images of Black womanhood and the internalization of respectability politics. *Journal of Family Studies*, 1-18. <https://doi.org/10.1080/13229400.2021.1987294>
- Leath, S., Jones, M., & Butler-Barnes, S. (2021). An examination of ACEs, the internalization of the Superwoman Schema, and mental health outcomes among Black adult women. *Journal of Trauma and Dissociation*, 22(3), 1-16. <https://doi.org/10.1080/15299732.2021.1989113>¹
- Leath, S., Pfister, T., Ball, P., Butler-Barnes, S., & Evans, K. (2021). An exploration of school racial diversity, friendship choices, and Black women's identity-based experiences in high school. *Journal of School Psychology*, 89, 34-50. <https://doi.org/10.1016/j.jsp.2021.09.006>
- Butler-Barnes, S.T., Lea, C., **Leath, S.**, Rogers, O., Barnes, D., Ibrahim, H. (2021). Visible or invisible? Black girls' experiences in a mathematics classroom. *Journal of African American Women and Girls in Education*, 1(2), 26-59. <https://doi.org/10.21423/jaawge-vli2a85>
- Leath, S., Butler-Barnes, S., Jones, M., & Ball, P. (2021). Linked fate among underrepresented groups: Investigating the relationships between Black college students' perceptions of institutional

¹ Received Honorable Mention for most downloaded article in *Journal of Trauma & Dissociation* for 2022

- diversity climate and mental health. *Journal of American College Health*, 1-10.
<https://doi.org/10.1080/07448481.2021.1924724>
- Jones, M., **Leath, S.**, Settles, I., Doty, D., & Conner, K. (2021). Gendered racism and depression among Black women: Examining the roles of social support and identity. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000486>
- Leath, S., Jerald, M., Perkins, T., & Jones, M. (2021). A qualitative exploration of Jezebel stereotype awareness and sexual behaviors among Black college women. *Journal of Black Psychology*, 47(4-5), 1-40. <https://doi.org/10.1177-0095798421997215>
- Leath, S., Ware, N., Seward, M.N., McCoy, W.N., Ball, P., & Pfister, T.A. (2021). A qualitative study of Black college women's experiences of misogynoir and anti-racism with high school educators. *Social Sciences*, 10(29), 1-29. <https://doi.org/10.3390/sosci10010029>
- Leath, S., Jones, M., Jerald, M., & Perkins, T. (2021). An investigation of Jezebel stereotype awareness, gendered racial identity, and sexual behaviors among Black college women. *Culture, Health, and Sexuality*, 24(4), 517-532.
<https://doi.org/10.1080/13691058.2020.1863471>
- Leath, S., Butler-Barnes, S., Ross, R. & Lee-Nelson, Z. (2021). "What happens if they come for you?": An exploration of mothers' racial socialization on discrimination with Black college women. *Psychology of Women Quarterly*, 45(2), 194-211.
<https://doi.org/10.1177/0361684320979679>
- Leath, S., Pittman, J., Grower, P., & Ward, M. (2020). Steeped in shame: A qualitative exploration of how family sexual socialization messages shape Black women's body image beliefs and sexual agency. *Psychology of Women Quarterly*, 44(4), 1-18.
<https://doi.org/10.1177/0361684320948539>
- Leath, S., Marchand, A., Halawah, A., Harrison, A., & Rowley, S. (2020). A qualitative exploration of Black mothers' gendered constructions of their children and their parental school involvement. *Education Quarterly in Childhood Research*, 53(4), 124-135.
<https://doi.org/10.1016/j.ecresq.2020.03.007>
- Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2019). Racial identity, racial discrimination, and classroom engagement outcomes among Black girls and boys in predominantly Black and predominantly White school districts. *American Educational Research Journal*, 56(4), 1318-1352. <https://doi.org/10.3102/0002831218816955>
- 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*.
<https://doi.org/10.1177/0042085919838012>
- Butler-Barnes, S., Lea, C., & **Leath, S.** (2019). Voluntary Interdistrict Choice Program: Examining Black girls' experiences at a predominantly White school. *The Urban Review*, 1-28.
<https://doi.org/10.1007/s11256-018-0464-y>

- 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. <https://doi.org/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. <https://doi.org/10.1007/s45885-017-9218-9>
- 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. <https://doi.org/10.1007/s11218-018-9450-1>
- Butler-Barnes, S., 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. <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. <https://doi.org/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. <https://doi.org/10.1177/0095798417711024>
- Carter, R., Mustafaa, 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. <https://doi.org/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, 89*(6), e552-571. <https://doi.org/10.1111/cdev.12995>

Book Chapters and Other Writings

- Leath, S. (2023). Being 'pro-life' post-Roe: Embracing reproductive justice as a human right. *National Center for Institutional Diversity, University of Michigan*. <https://medium.com/national-center-for-institutional-diversity/reproductive-justice-as-a-human-right-7946fec87679>
- Leath, S., Mims, L., & Inniss-Thompson, M.N. (2023). Freedom dreaming futures for Black youth: Exploring meanings of liberation in education and psychology research. *Frontiers: Educational Psychology, 8*. <https://doi.org/10.3389/feduc.2023.1215719>

McCoy, W., **Leath, S.**, Seward, M., Mims, L. & Butler-Barnes, S. (2023, *in press*). Informal STEM counterspaces for Black girls and critical race feminism: A meta-ethnographic review. *Urban Review*.

Leath, S., & Jones, M. (2022). Racial climate and mental health service utilization among Black college students at diverse institutions. *Currents, Journal of Diversity Scholarship for Social Change*, 2(1). National Center for Institutional Diversity. <https://doi.org/10.3998/ncidcurrents.1777>

Leath, S. (2020). Vulnerability and strength: Black mothers raising emotionally free Black girls. *National Center for Institutional Diversity*. <https://medium.com/national-center-for-institutional-diversity/vulnerability-and-strength-black-mothers-raising-free-black-girls-97c935138568>

Cheng, S., Zaringhalam, M., Carvalho, A.P., Barnes, R., Goldman, G., Simonis, J., Caballero-Gill, R., Creary, M., Guatame-Garcia, A., Porras, A., Sanchez-Rios, A., Bodison, S.C., Bohon, W., Chakraborty, P., Edwards, L., **Leath, S.**, Marklein, A., Williams, N.A., Ramirez, K.S., & Zelikova, J. (2020). A call to action: Moving the scientific publication process toward social justice. *Nature Communications preprint*.

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.

PRESENTATIONS

Peer-Reviewed Presentations

Examining race-related stressors, racial socialization, parenting practices, and racial trauma: Findings from a community-based sample of Black parents. *Poster Session at American Public Health Association*. Peoples, J., Butler-Barnes, S., & **Leath, S.** (November 2023).

(Re)Imagining the Consciousness Raising Process by Centering Black and Latina Youths' Ways of Knowing. *Oral Session at Society on Community Research and Action*. Quiles, T., Mathews, C., Ross, R., & **Leath, S.** (June 2023).

"They Just Show Up": Black mothers' village making and qualities of support. *Oral Session at Society on Community Research and Action*. Stanley-Bryant, L., & **Leath, S.** (June 2023).

S.C. Leath: CV Spring 2023

Implicit but impactful: A quantitative investigation of ethnic-racial exploration, implicit familial socialization, and critical action among Black and Latina adolescent girls. *Poster Session at Society for Research on Child Development*. Quiles, T., Mathews, C., & **Leath, S.** (March 2023).

“They just keep coming”: A study of how anti-Black racial violence informs racial grief and resistance among Black mothers. *Invited Plenary Session at the Society for Research on Child Development, Special Topics Conference on Holistic Development, Washington University in St. Louis*. (September, 2022).

Exploring Black girls' negotiation of adultification bias and disciplinary surveillance from teachers in desegregated schools. *Oral presentation at American Educational Research Association*. (April, 2022).

‘Magic’ as a metric: Centering the voices of Black women & girls in developmental research. *Panel discussion at Society for Research on Adolescence*. Mims, L., **Leath, S.**, Iniss-Thompson, M., Nash, A. & Seward, M. (March, 2022).

Community care & critical action: Black Feminist methodologies in education & psychology research. *Roundtable at 39th Annual Columba Winter Roundtable*. Onuoha, A., Rivens, A., Stanton, A., & **Leath, S.** (February, 2022).

“Free Black children...that means everything”: Black mother’s visions of freedom within a radical healing framework. *Oral presentation at APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race*. (July, 2021).

A qualitative study of religious socialization and self-definition among Black undergraduate women attending predominantly White institutions. *Oral presentation at APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race*. (July, 2021).

Black girls' challenges with school discipline disparities. *Healing Hate Conference at the University of Virginia*. (January, 2020).

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*. (October, 2019).

Girlhood, oral history, and life narrative. Roundtable talk presented at the *Narrating Black Girls’ Lives Conference, University of Michigan*. (February, 2019).

Invited Presentations and Workshops

Science Showcase presents: Diverse perspectives on developmental science. *American Psychological Foundation* (October 2023).

Keynote Speaker – 2nd Annual Black Convocation. *Washington University in St. Louis*. (August 2023).

NSF CAREER Awards: Strategies, Tips, and Advice from Recent Recipients. *National Center for Faculty Development and Diversity*. (May 2023).

S.C. Leath: CV Spring 2023

Considering a Career in Higher Education. *Invited talk for the Combined Program in Education and Psychology, University of Michigan.* (March 2023).

St. Louis at the Crossroads of Race, Empire, and Place in Urban Education Reform in the United States. *Vice Presidential Session at the American Educational Research Association.* Butler-Barnes, S., **Leath, S.**, Evans, E., & Burnett, M. (April 2023).

The History and Politics of Birth Control: Considering Black Women's Reproductive Justice in a Post-Roe Society. *St. Louis Public Library.* (March 2023).

Mapping misogynoir into developmental discourse on state-sanctioned violence: A discussion of Black mother's racial socialization practices. *Connecticut Psychological Association Social Justice Seminar, Yale University.* (February 2023).

Who will teach? Who will lead? Addressing inequitable educational structures in the 21st century. *National Academy of Education.* Bristol, T., & **Leath, S.** (November 2022).

Misogynoir and mental health: Addressing gendered racial disparities in Black women and girls' wellness. *Division of Prevention and Community Research, Yale University.* (November 2022).

Mind and Soul: Mental Health & Wellbeing in the Black Community. *National Center for Institutional Diversity, University of Michigan.* Leath, S., Brown, L.L., McCallum, C., & Morton, C (October 2022).

Black feminist methodologies in education research. *Summer Collective Learning Series in School of Human Development and Education, University of Virginia.* (August, 2022).

Challenges to modern gender socialization: Contributions of media messages, sexual stereotypes, and racial discrimination. *Invited speaker for the Dr. MaryAnne Siderits Distinguished Speakers on Gender and Sexuality Panel at Marquette University.* Ward, M., **Leath, S.**, & Perkins, T. (April 2022).

Cross-cutting issues in mental health & wellness equity. *Invited Presidential Session at American Educational Research Association.* Bristol, T., **Leath, S.**, Tachine, A., & Tintiangco-Cubales, A. (April, 2022).

Integrating diversity, equity, and inclusion into a research statement. *Human Development and Family Studies Department, Michigan State University.* (February 2022).

The Strong Black woman: How a myth endangers the physical and mental health of Black women. *Institute of Policy Studies.* (November 2021).
<https://www.facebook.com/InstituteForPolicyStudies/videos/426344422231780/>

Black women getting real on wellness (GROW). *Workshop Facilitator through The Steve Fund.* (December 2020-Present).

"I am done!": Wellness retreat. *Office of African American Affairs – Black College Women, University of Virginia.* (May 2021).

S.C. Leath: CV Spring 2023

Inclusivity builds a better world. *5th Annual Women in Science Symposium, Colorado State University.* (April 2021).

Self-care as a college student. *Student Wellbeing Committee, University of Virginia.* (April 2021).

Radical healing during a collective trauma. *Women's Center, University of Virginia.* (April, 2021).

A call to action for racial justice in research. *UVa Diversifying Psychology Conference, University of Virginia.* (April 2021).

A mixed methods investigation of Black parents' socialization on gendered racism and misogyny against Black women and girls. *Youth-Nex Works in Progress, School of Education and Human Development.* (March 2021).

Lab management as an early career scholar. *Black Scholars Writing Group, University of Virginia.* (February 2021).

Getting your Ph.D. without losing yourself. *Invited talk for the Combined Program in Education and Psychology at the University of Michigan.* (February 2021).

Equity in mental health on campus initiative. *Workshop facilitator through The Steve Fund.* (December 2020).

Black College Student Mental Health webinar. *National Center for Institutional Diversity and the Stevens Fund, University of Michigan.* (November 2020).

A qualitative study of Black college women's experiences of misogyny and anti-racism with high school educators. *Youth-Nex Center, University of Virginia.* (November 2020).

Cultural and social capital in college. *Maxine Platzer Lynn Women's Center, University of Virginia.* (January 2020).

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.* (November 2019).

TEACHING

Washington University in St. Louis

Psychology of Black Women (Undergraduate)*	Spring 2023
Introduction to Community Psychology*	Fall 2023

University of Virginia

Community Engaged Scholars in Practice (Graduate)*	2020-2022
Psychology of Racial Identity (Undergraduate)	Summer 2020
Intersectionality Matters: Racism & the Rise of 'Rona (Undergraduate)	Summer 2021

University of Michigan

Psychology of Black Women (Undergraduate)	Spring 2019
Introduction to Community Engagement (Undergraduate)	Fall 2019
Educational Psychology and Human Development (Graduate)	Fall 2018
Partners for Authentic Learning in Schools (Undergraduate & Graduate)*	2015-2017

***Recurring**

MENTORING

Graduate & Postdoctoral Students

Jennifer Beatty (Social & Personality, Washington University in St. Louis)	2023-Present
SynClaire Arthur (Clinical Psychology, Washington University in St. Louis)	2022-Present
Khrystal Johnson (Clinical Psychology, Washington University in St. Louis)	2022-Present
Paris Ball (Applied Developmental Science, University of Virginia)	2019-Present
Taina Quiles (Community Psychology, University of Virginia)	2019-Present
Lamont Stanley-Bryant (Community Psychology, University of Virginia)	2019-Present
Tiani Perkins (Personality & Social Contexts, University of Michigan)	2019-Present
Alexandria Onuoha (Applied Developmental Science, Suffolk University)	2021-Present
Raven Ross (Community Psychology, University of Virginia)	2020-2023
A'zure Latimer (Community Psychology, University of Virginia)	2020-2022
Abunya Agi (Community Psychology, University of Virginia)	2021-2022
Janelle Billingsley (Community Psychology, University of Virginia)	2020-2022
Diane-Jo Bart-plange (Community Psychology, University of Virginia)	2020-2022
Miray Seward (Educational Psychology, University of Virginia)	2019-2022

Undergraduate Research Assistants in the FHIRE Collaborative

Dionne Regis (2020-Present)	Kayla Wilmot (2021-2022)
Erica Stephens (2020-Present)	Neema Koroma (2020-2021)
Jordan Taliaferro (2020-Present)	Ishita Mahajan (2020-2021)
Saidi Moseley (2020-2022)	Renee Bryan (2020-2021)
Meron Samuels (2020-2022)	Kayla Blackburn (2019-2020)
Skyla Bailey (2021-2022)	Lauren Harris (2019-2020)
Nana Sarfo (2021-2022)	

Capstone, Thesis, and Dissertation Projects

Chair or Co-Chair

Zoe Mercado	Senior Thesis, in progress
Kaitie McGrary	Senior Thesis, in progress
Paris Ball	Dissertation (2023)
Taina Quiles	Dissertation, in progress
Lamont Stanley-Bryant	Dissertation, in progress

Committee Member

Alexandria Onuoha	Dissertation, in progress
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Andrea Lewis	Dissertation (2023)
Diane-Jo Bart-Plange	Dissertation (2022)
Miray Seward	Dissertation (2022)
Bianka Charity-Parker	Dissertation (2022)
Andrea Negrete	Dissertation (2022)
Selin Toprakkiran	Master's Thesis, in progress
Alexandra Silverman	Master's Thesis (2021)
Alexis Stanton	Master's Thesis (2021)
Ariana McCowin	Master's Thesis (2021)
Sue Oh	Master's Thesis (2021)

UNIVERSITY SERVICE

Washington University in St. Louis

Black Girls' Critical Data Literacy Summer Series	2023
Provost's Office – Purpose and Impact Undergraduate Committee	2023
Illinois Science & Technology Institute Mentor Match Engine (K-12)*	2016-Present

University of Virginia

Race, Justice, and Equity Hiring Committee (Department)	2022
Diversity, Equity, and Inclusion Student Belonging Committee (Undergraduate)	2020
Psychology Department Steering Committee (Graduate)	2021
Student Wellbeing Committee (Graduate)*	2020-2022
Diversity, Equity, and Inclusion Data Committee (Undergraduate)	2020-2022
Bridge to the Doctorate Program (Graduate)	2021-2022
Equity Center Community Research Fellows Program (Graduate)	2021
Virginia Education Science Training (VEST) (Graduate)	2021
Leadership Alliance Summer Research Program (Undergraduate)*	2021
L.I.G.H.T Mentoring Program for Black Girls (K-12)	2021-2022
City of Promise Mentoring Program for Black Girls (K-12)	2021-2022

University of Michigan

Chair, Alliance for Graduate Education and the Professoriate (AGEP) (Graduate)	2018
Michigan Undergraduate Summer Research Opportunity (Undergraduate)	2018
Psychology Department, Curriculum Committee (Undergraduate)	2018
Psychology Department, Diversity Recruitment Committee (Graduate)	2018
Students Tackling Advanced Research (STAR) Program (Undergraduate)	2017
Summer Research Opportunity Program (UROP) (Undergraduate)	2016

***Recurring**

PROFESSIONAL SERVICE

<i>Workgroup Member</i> , Society for Research and Child Development, Black Caucus	2023
<i>Co-Chair</i> , APA Journal Guidelines for Equity, Diversity, Inclusion, & Justice in Psychology	2022
<i>Workgroup Member</i> , Society for Community Research & Action Anti-Racism Committee	2021

<i>Reviewer</i> , Bouchet Society, University of Michigan	2020-Present
<i>Reviewer</i> , National Science Foundation, HER Core Research	2022
<i>Reviewer</i> , Toni Cade Bambara Award, Black Women Studies Association	2021
<i>Invited Guest Editor</i> , Special Section in Frontiers in Education & Psychology	2022
<i>Invited Blogger</i> , Psychology Today	2020-2022

Consultant or Expert Reviewer

Center for the Study of Race, Ethnicity, and Equity	2023
Spencer / NAEd Foundation	2023
National Science Foundation	2023
Meta	2022
Gates Millennium Foundation – Civic Engagement Report	2022
Youth, Equity, and Sexuality (YES) Lab, Suffolk University	2021
Society for Community Research and Action DEI Committee	2021
The Steve Fund Advisor	2020-2022
Office of Academic Multicultural Affairs, University of Michigan	2018

Editorial Boards & Guest Editorships

Cultural Diversity and Ethnic Minority Psychology	2023-2025
Developmental Psychology, Associate Editor for Special Call	2023-2024
Journal of Family Psychology	2022-2023
Psychology of Women Quarterly	2020-2024
Journal of Black Psychology	2020-2023
Emerging Adulthood	2020-2022

Ad Hoc Journal Reviews

African American Women and Girls in Education	International Journal of Qualitative Studies in Education
American Educational Research Journal	Journal of Adolescent Research
Applied Developmental Science	Journal of Black Psychology
BMJ Open	Journal of Engineering Education
Child Development	Journal of Family Theory & Review
Children & Youth Services Review	Journal of Gender Studies
Cultural Diversity & Ethnic Minority Psychology	Psychology of Popular Media
Culture, Health, & Sexuality	Psychology of Women Quarterly
Education Sciences	Psychology of Violence
Educational Policy	Research in Higher Education
Educational Researcher	Review of Education Research
Emerging Adulthood	Sexuality Research and Social Policy
Equity & Excellence in Education	Social Identities: Journal for the Study of Race, Nation, and Culture
Frontiers in Psychology	Social Sciences
	Youth & Society

COMMUNITY SERVICE

<i>Volunteer</i> , One U City Collaborative	2022-Present
<i>Volunteer</i> , YMCA in St. Louis – Youth Volleyball	2022-Present
<i>Director</i> , Black Girls L(earn) E(xperiment) A(nd) P(lay)	2020-2022
<i>Community Doula</i> , Birth Sisters of Charlottesville	2020-2022
<i>Volunteer</i> , City of Promise in Charlottesville	2020-2022
<i>Volunteer</i> , Big Brothers Big Sisters of Michigan	2017-2019

PUBLIC SCHOLARSHIP & MEDIA MENTIONS

- Howard, S. (November, 2022). It's time to call out all the light-skin bias on Instagram. *Huffington Post Voices*. https://www.huffpost.com/entry/colorism-light-skin-bias-instagram-tiktok_n_637258d8e4b09d758bd9e683
- Pickett, L. (March, 2022). In-depth: Barriers to mental health care in Black communities. *Marquette Messenger*. <https://marquettetemessenger.com/features/2021/03/19/in-depth-barriers-to-mental-health-care-in-black-communities/>
- The Future is Family Podcast. (June, 2021). How racial stereotypes may influence Black children in foster care. <https://www.futureisfamily.org/portfolio/what-the-foster/>
- Kansas City Community Radio – Ebony's Bones. (May, 2021). *Misogynoir and Black Parenting: Raising Black children for liberation*. <https://kkfi.org/program-episodes/misogynoir-black-parenting/>
- Using resistance and resilience to build self-acceptance. (April, 2021). *Changes Big and Small Podcast*. <https://changesbigandsmall.com/using-resistance-and-resilience-to-build-self-acceptance/>
- Young, L. (March, 2021). Tweens experience more bias in school than younger kids. Here's how to fight that. *School Library Journal*. <https://www.slj.com/?detailStory=tweens-experience-more-bias-in-school-than-young-kids-heres-how-to-fight-that-libraries>
- Cable News Network. (March, 2021). How Meghan should, and shouldn't, influence princess play. <https://www.cnn.com/2021/03/11/health/princess-play-meghan-fallout-parenting-wellness/index.html>
- Decolonized Parenting Podcast. (March, 2021). *Black Mothering as an Act of Resistance*. https://podcasts.apple.com/us/podcast/28-black-mothering-as-an-act-of-resistance/id1538348623?i=1000511757716&fbclid=IwAR3tQClgxyJAOUZsBvkAJ8xhId2ftC6FR-l7ufIgVDGrTzn8hR_rvOl9dT8
- Alliance against Seclusion and Restraint. (February, 2021). *Pushout: A panel discussion of Black girls' criminalization in schools*. <https://www.facebook.com/endseclusion/videos/446370706407465/?vh=e&d=n>

State of Education Podcast. (February, 2021). *Psychology, Education, and Race: A conversation on Black girls' schooling experiences.*

[https://anchor.fm/StateofEducation/episodes/Psychology-- Education--and-Race-with-Seanna-Leath--PhD-eq9j8d](https://anchor.fm/StateofEducation/episodes/Psychology--Education--and-Race-with-Seanna-Leath--PhD-eq9j8d)

National Center for Institutional Diversity (November, 2020). *Black College Student Mental Health.*

https://www.youtube.com/watch?v=0IVTAmSALhI&trk=organization-update-content_share-embed-video_share-article_title

PROFESSIONAL AFFILIATIONS

Society for Community Research and Action	2020 – Present
Society for Research on Adolescence	2020 - Present
Black Women Studies Association	2020 - Present
Society for Research on Child Development (SRCD)	2019 - Present
American Educational Research Association	2016 - Present
Association of Black Psychologists – Virginia Chapter	2020 - 2022
Society for the Psychological Study of Social Issues	2016 - 2019