Overview

David Wall Rice is Associate Professor and Department Chair of Psychology at Morehouse College. He is also Principal Investigator of the Identity Orchestration Research Lab (IORL). IORL explores expressions of identity balance through engagement, the exploration of varied contexts and personal narratives. It is a strengths-based lab that works to understand and to elicit behavioral bests.

David is founding Co-Director of Morehouse College’s Cinema, Television, and Emerging Media Studies (CTEMS) Program. Here he has developed curriculum and advises students across disciplines in the utility and application of modern media, specifically in the area of narratives.

David graduated from Morehouse with a Bachelor of Arts degree in Psychology and earned a Doctorate in Personality Psychology from Howard University. With a Masters degree in Journalism from Columbia University, David frequently applies his research to cultural criticism. He serves on the Editorial Advisory Board for The Journal of Popular Culture, and has provided commentary for NPR, PRI, CBS News, MSNBC and his writings have appeared in The Washington Post, The Dallas Morning News, Vibe magazine, Ebony.com and The Root among other media outlets.

David’s research in Personality Psychology is sharply focused on identity and self constructs. This is demonstrated in his book Balance: Advancing identity theory by engaging the Black male adolescent and the text-in-progress Visible Man: Identity and the psychology of hip-hop narratives. David’s present research looks at theoretical considerations of identity and the self across varying contexts, and the psychology of strength as informed by study in Israel, Haiti, Ghana and South Africa. An emphasis on “the positive” is an approach that informs David’s work concerning youth culture, music culture, media, politics, psychology and faith.

Professional Narrative

My academic identity places emphasis on intersectionality. It began with policy projects I was allowed to help shape as a high school, then college intern at TransAfrica Forum under the direction of social activist Randall Robinson. This was matured with the critical race theory and Black liberation theology that piqued my interest as an undergraduate at Morehouse College.

It is further complimented by my time as a counselor for high school students in the Upward Bound Program at the University of Maryland, and then as Assistant Director of Pre-College Programs. Being in a psychology graduate program at Howard University concurrently allowed my scholarship and my “on-the-ground” work to inform one another. I employed this pragmatism in program development at The University of Maryland and extended it to supplementary education projects in Harlem, New York during my postdoctoral study.

The crucial give and take that happens in being with people also informs my teaching and administrative roles at Morehouse. Being there opposed to being above or around allows me a necessary access in helping to mold the cognitive and sociocultural genius of hundreds of young Black men. This gives me best practices and realities that contribute to research, public commentary and to pedagogy that have “comfort the afflicted, afflict the comfortable” sensibilities that are informed by my journalism training, and that are based upon the affirmative development paradigm learned from my mentor Edmund W. Gordon.

My research agenda is an expression of my academic identity. Accordingly, my Lab – the Identity Orchestration Research Lab – and lines of inquiry are essentially grounded theory agents that facilitate activity toward psychological liberation from norms that are misfit to people considered, and who frequently consider themselves marginal. It is a Lab that is dynamic and functions in collaboration with the researched.
Notable, then, is my work with Black boys and men that emphasizes visibility beyond stereotype, and that privileges psychological strengths in identity construction. This is a program of study that is designed to push identity theory forward by using the salient experiences of Black boys and men within the context of the United States. This research has allowed me to point to convincing qualitative findings when engaged in transformative community work with Morehouse College, the Children’s Aid Society, the United Negro College Fund, the Educational Testing Service, and others as outlined in my curriculum vitae.

I have also emphasized travel with Lab members over the past seven years in an effort to strengthen my developing construct of Identity Orchestration beyond the static of race. With this variety in cultural context we have applied findings from the Lab to communities (i.e. the École Bon Samaritan Orphénage in Haiti; the Queen Mothers of Ghana) that have benefitted from our research thinking.

Of course, students have also benefitted from this cross section of activity. I am proud to point to Lab members who have carried the tone and tenor of their learning to graduate work in fields ranging from psychology to medicine to law to journalism at Howard University, Harvard University, the University of California Los Angeles, Northwestern University, the University of Georgia, Columbia University the University of Virginia and other important learning and community centers across the country.

**Education**

**Postdoctoral Study**, The Institute for Urban and Minority Education and The College Board, 2004-2005
Columbia University, New York, NY
*Joint Appointment*

**Doctor of Philosophy**, Personality Psychology, August.2004
Howard University, Washington, DC
*National Science Foundation Identity and Success Research Fellow, Howard University Teaching Fellow*

**Master of Science**, Psychology, August.2002
Howard University, Washington, DC
*National Consortium for Educational Access Psychology Fellow*

**Master of Science**, Journalism, May.1996
Columbia University, New York, NY
*Columbia/Dow Jones Fellow for the Study of Journalism and Reader’s Digest Excellence in Journalism Fellow*

**Bachelor of Arts**, Psychology, May.1995
Morehouse College, Atlanta, GA

**Research and Professional Experience**

**Associate Professor of Psychology** with tenure, *Morehouse College (August 2012 – present); Department Chair (August 2013 – present); Assistant Professor of Psychology (August 2005 – 2011).* Courses: Research Methods and Design/Statistics III; Personality Theories; Black Men, Black Boys and the Psychology of Modern Media; Psychology of the African American Experience; and Psychology 101. **Principal Investigator** for the Identity Orchestration Research Lab (IORL), a lab that explores expressions of identity balance through engagement, the exploration of varied contexts and personal narratives. **Co-Director** of Morehouse College’s Cinema, Television and Emerging Media Studies program. **Site Coordinator** for the Morehouse College Pan-African Global Experience study abroad program – West Africa (Ghana/Burkina Faso/Benin).

**Faculty Fellow**, *Teachers College, Columbia University – Institute for Urban and Minority Education – (summer*
2011-present) Engage faculty around issues of and relating to the healthy development of Black boys and young men; work with students around pertinent issues related to urban and minority education; and engage members of the community of Harlem.


**Scholar in Residence, University of Maryland, College Park Campus (summer 2011; summer 2009; summer 2006)** Supervised counseling staff and assumed responsibilities of the Assistant Director for Pre-College Programs in Undergraduate Studies, a federally funded TRIO Program comprised of the Upward Bound Program, the Upward Bound Math and Science Program and the University LIFT Program. Facilitated advocacy participatory research with Black and Latino males in an effort to increase overall self-efficacy within college environment. Conducted case studies that included focus group development, supervision and discourse analysis of related data.

**Visiting Fellow, Princeton University (summer 2007)** Utilized resources at Princeton in an effort to mature the Orchestration Model of Identity Negotiation beyond an exploratory scope. Worked in a qualitative lab space on language coding with two students brought from Morehouse College’s Identity Orchestration Lab.


**The College Board Postdoctoral Research Associate, Institute for Urban and Minority Education, Teachers College, Columbia University (September 2004 to October 2005)** Coordinated and facilitated research under the direct supervision of Institute Director. Primary responsibilities included designing program of research on the development of African-American men with Institute Director, serving as Editorial Associate on the Social Marketing of Supplementary Education Project in Northern Manhattan and refining program of research on African-American adolescents.

**Senior Research Fellow, The Identity and Success Research Laboratory, Howard University (August 2003 to July 2004)** Assisted the Principal Investigator in the management and leadership of lab-wide tasks, and in the development of research infrastructure and research administration protocol. Responsibilities included, but were not limited to: directing and conducting literature reviews, facilitating narrative data collection and conducting discursive analysis, digital library development and maintenance, the implementation of case study research designs to better understand the complexity of identity and research instrument development.

**Assistant Director, Pre-College-Programs in Undergraduate Studies, University of Maryland, College Park (September 2000 to October 2003)** Responsible for working with the University of Maryland President, Provost, Dean of Undergraduate Studies and Pre-College Programs Executive Director to maintain, develop and implement programs to significantly increase the number of students from groups underrepresented in enrollment in post-secondary education institutions. Pre-College Programs was a federally funded TRIO Program comprised of the Upward Bound Program and the Math and Science Regional Center. Responsibilities included maintaining an annual budget of $750 thousand; grant writing; supervision of office and counseling staff supporting 170 youth ages 15-18; coordinating weekly and summer education programs for 170 underrepresented youth; recruiting and developing seasonal office staff through designing and executing interview strategies and workshops; executing program proposals from draft through implementation; editing all public relations materials of or relating to Pre-College Programs and representing the department of Pre-College Programs in various public arenas including media, government and regional area high schools, colleges and universities.
Counselor, Pre-College-Programs in Undergraduate Studies, University of Maryland, College Park (May 1996 to August 2000) Responsible for working directly with underrepresented populations in an effort secure their enrollment in post-secondary education institutions. Tasks included providing psychological, academic and career counseling to high school students in The Upward Bound Program and the Math and Science Regional Center; supervising counseling and tutor staff of 20 and developing and implementing curriculum for year-round counseling courses.

Research and Scholarship

Selected Publications


Selected Research Group and Conference Presentations


**Selected Invited Lectures and Discussions**


County, The California Endowment, the W. K. Kellogg Foundation, the Weingart Foundation and Community Coalition, Morehouse College, Atlanta, GA.


**Authored and Coauthored Grants**

**The Morehouse Male Initiative**, Morehouse College, The Andrew W. Mellon Foundation ($2 million endowment grant awarded in 2006 to be matched by host institution).

**Upward Bound**, University of Maryland College Park ($2.1 million awarded in 2003 for 4 years) Provides academic and counseling assistance to capable, high school students in target schools within Prince George’s County, MD with the purpose of preparing them to pursue post-secondary education.

**Upward Bound Math and Science Regional Center**, University of Maryland College Park ($1.25 million awarded in 2003 for 4 years) Provides academic and counseling assistance to capable high school students who are underrepresented in math and science related disciplines.

**Upward Bound Higher-educational Opportunities for Latino Achievers**, University of Maryland College Park ($1 million awarded in 2003 for 4 years) Provides academic and counseling services to Latino students interested in post-secondary education.

**Campus/Community Involvement**

- Member, American Psychological Association
- Chair, Morehouse College Faculty Research Committee
- Member, Morehouse College Faculty Committee for College Admissions
- Morehouse College Admissions Faculty Liaison and Recruiter
- Member, Morehouse College QEP Advisory Committee
- Advisory Board Member, Morehouse College Faces of Manhood Initiative
- Advisor, Morehouse College Gates Millennium Scholars
- Research Mentor, Morehouse College Ronald E. McNair Post baccalaureate Achievement Program
- Coach/Mentor, Leaders in Science MARC Undergraduate Student Training in Academic Research
- Service as Morehouse College Peer-Led Team Learning Faculty Coordinator
- Editorial Advisory Board Member, *Journal of Popular Culture*
- Coach, the Mighty Tadpoles, the Barracudas and the Hurricanes soccer teams, Eastlake YMCA
- Faculty Advisor, Morehouse College Chapter of Psi Chi National Honor Society in Psychology (2006 – 2008)

**References Available Upon Request**