

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 Ecole Bon Samaritan Orphenage 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.

Embedded Journalist/Scholar, *The Gordon Commission on the Future of Assessment in Education – Educational Testing Service – (summer 2011 to summer 2013)* Contribute to, write and reframe issues of and relating to psychometrics as communicated among internationally renowned Commissioners selected to determine the utility and positioning of testing in the 21st century. Responsible for explaining complex issues of testing, policy and practice to mainstream outlets via op-ed, reporting and social marketing.

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.

Independent Journalist, *and cultural criticism (1995 to present)* Pen articles and provide commentary designed to impact socio-cultural development and understanding through a framework that utilizes cultural criticism from a psychological and mass media perspective on music, popular culture, psychology and politics. In addition to the morning news program *The Takeaway*, media outlets include Public Radio International, *The Washington Post*, *Vibe* magazine, CBS News, MSNBC, *The Root*, National Public Radio and *Ebony.com*.

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

Rice, D.W. (under review). Eleven Days Older than Hip-Hop: Reflexivity and a Global Exercise in Being Whole. In Young, A., et al. eds. *New Frontiers for Researching Black Men and Masculinity*.

Rice, D.W. (in preparation). *Visible Man: Identity and the psychology of hip-hop narratives*.

Rice, D.W. (2013) Rakim, Ice Cube then Watch the Throne: Engaged Visibility through Identity Orchestration and the Language of Hip-Hop Narratives. *Journal of Popular Culture*, New York: Wiley-Blackwell.

Tyler, K.M., Tyler, A.L., & **Rice, D.W.**, Dillihunt, M.L., Beatty-Hazelbaker, R., Conner, T., Mulder, S., Roan-Belle, C., Smith, L., & Stevens, R. (revise and resubmit). The content of African American male characterization: Towards a model of African American male identity. *Urban Education*, New York: Sage.

James, M., Morrell, E. & **Rice, D.W.** eds. (under review for contract). *Edmund W. Gordon: Toward a Cultural Theory of Teaching, Learning, Research and Educational Justice*. New York: Teachers College Press.

Rice, D.W., Wall, B., & Hayes, W.M. (2010). Black Males, “Church” and Supplementary Education: General considerations. In Gordon, E.W., Varenne, H. and Lin, L. eds. *Educating Comprehensively: Varieties of Educational Experiences*. Lewiston, NY: The Edwin Mellen Press.

Tyler, K.M., **Rice, D.W.**, & Lloyd, H. (in preparation). Validating the Cultural Activities and Values Scales. To be submitted to *Psychological Bulletin* or *Identity*.

Rice, D.W. (2008). Sleeve notes. In Williams, S. *Suffer* [Audio Recording]. Washington, DC: Arts & Kraphts Galleries.

Rice, D.W. (2008). *Balance: Advancing identity theory by engaging the Black male adolescent*. Lanham: Rowman & Littlefield Publishers.

Winston, C. E., **Rice, D.W.**, Bradshaw, B., Lloyd, D., Harris, L., Burford, T., Clodimir, G., Kizzie, K., Carothers, K. & McClair, V. (2004). Race self complexity, science success and narrative theories of personality: How is race represented in the self and identity construction of African American adolescents? In H. Bouchev and C. E. Winston eds., The interplay between self and social process in science and math achievement: *New Directions in Child and Adolescent Development*, New York: Jossey-Bass.

Selected Research Group and Conference Presentations

Rice, D.W. & Harris, M.K. (2013). Panelist and Presenter. *Beyond Stereotype: Authentic Engagement and Communicating the Lived Experiences and Identities of Black Men and Boys*. SACOMM (South Africa Communication Association) 2013 Annual Conference, Port Elizabeth, South Africa.

- Rice, D.W. (2012). Panelist and Presenter. *Middle School Matters: Improving the Life Course of Black Boys*. A Symposium for The Educational Testing Service and The Children's Defense Fund, Cincinnati, OH.
- Rice, D.W. (2012). Lecturer and Dialogue Facilitator. *To the Summit: A Conference of Black and Latino Men from Colby, Bates and Bowdoin Colleges*. Bates College, Lewiston, ME.
- Rice, D.W. (2010). Invited research scientist/presenter. *This is Your Brain on Blackness*. The Black Male: Re-Imagined, The American Values Institute and Open Society Foundations, New York, NY.
- Rice, D.W. (2010), Invited resource scientist, Children's Defense Fund. *Continuation of discussion of conceptualizations of the problems of education and the development of Black males*, Pamaona, NY.
- Rice, D.W. (2010). Invited research scientist/presenter. *Privileging Identity Function in Understanding Black Men and Boys*. Scholars' Network on Masculinity and the Well Being of African-American Men, Princeton, NJ.
- Rice, D.W. (2010). *Race Self Complexity and Identity Balance: Black boys, black men and identity orchestration in the age of Obama*. The American Psychological Association, 118th Annual Conference, San Diego, CA.
- Rice, D.W. (2010, 8.8-12). Invited research scientist. NSF-Sponsored Colloquy on Minority Males in STEM. The National Science Foundation and the National Academy of Engineering, Baltimore, MD.
- Rice, D.W. (2010). Invited research scientist, *Haitian Relief and Research Effort*. House of Hope, Trou-Bagouette, Haiti.
- Rice, D.W. (2010). Invited research scientist/presenter. *The Orchestration of Psychological Balance: Black male achievement in the everyday*. The American Association for Marriage and Family Therapy, Washington, DC.
- Rice, D.W. (2009). Invited research scientist. *Scholars' Network on Masculinity and the Well Being of African-American Men*. Department of Sociology, University of Michigan, Toledo, OH.
- Winston, C.E., **Rice, D.W.**, Terry, R., & Mangum, A. (2009). *Race Self Complexity within human personality and lives*. Boston College Institute for the Study and Promotion of Race and Culture, Boston, MA.
- Rice, D.W. (2008). Invited research scientist *Black Males and Religious Ritual: An Expression of Supplementary Education*. The College Board, New York, NY.
- Rice, D.W. (2008). Invited research scientist. *The African American Male Initiative, Creating Success*. The Children's Aid Society and The Institute for Urban and Minority Education, Experts Meeting, New York, NY.
- Rice, D.W. (2006). Invited research scientist, *Leadership Mission to Israel*. America – Israel Friendship League, New York, NY and Tel Aviv, Israel.
- Rice, D.W. (2006). Invited research scientist. *Human Diversity, Cultural Hegemony and Academic Canons*. The Andrew Mellon Foundation, Scholars Meeting, Newark, NJ.
- Rice, D.W. (2005). Invited research scientist/presenter. *Reconsidering the African American Adolescent Male: An exercise in responsible psychology*. Mellon Foundation Visiting Scholars Lecture, New York, NY.
- Winston, C.E., Lloyd, D., **Rice, D.W.**, Bradshaw, B., & Howard, M. (2004). *Race self-complexity and African American adolescents' success: Theoretical considerations for advancing research on identity*. Society for Research on Adolescence, Baltimore, MD.

Winston, C.E., **Rice, D.W.**, Bradshaw, B., Harris, L., Clodomir, G., Newsome, C. Burrell, J. & Kizzie, K. (2003). *Voices: Race self complexity and African American adolescents' construction of identity*. Society for Research on Child Development, Tampa, FL.

Winston, C.E., **Rice, D.W.**, Harris, L., & Bradshaw, B. (2003). *Race self complexity, Academic identity and strategies of inquiry: Why do African American adolescents expect to perform better than average in mathematics?* Society for Research on Child Development, Tampa, FL.

Rice, D.W. (2003). *Race self-complexity, focus groups and strategies of inquiry: How do African American male Adolescents construct their identity and success?* Psychology Black Graduate School Conference, Washington, DC.

Rice, D.W. & Wall, B. (2003). *Generation to Generation: Psycho-social approaches to growing up Black in America*. Mid-Eastern Association of Educational Opportunity, Philadelphia, PA.

Rice, D.W. (2000). *Identity and academic achievement among low-income and first generation college-going students*. Mid-Eastern Association of Educational Opportunity, Ocean City, MD.

Selected Invited Lectures and Discussions

Rice, D.W. (2013). Discussant. *The Toni Cade Bambara Conference on Linguistic Violence: How Language can be used as a Vehicle for Justice*. Spelman College, Atlanta, GA.

Rice, D.W. (2013). Discussant. *The W.E.B. Du Bois Major Works Seminar: A Yearlong Journey into the Soul of Dr. Du Bois – Education*. Clark Atlanta University, Atlanta, GA.

Rice, D.W. (2013). Speaker. *Expanding Discourses in Research: General Notes and a Non-Rhetorical Consideration of Black Mena and Boys*. Diversity in Research and Practice Keynote Address. Teachers College, Columbia University, New York, NY.

Rice, D.W. (2013). Multimedia Critique of *Hot-En-Tot* by Renée Cox. *Mutiple Choice: Perspectives on the Spelman College Collection*. Spelman College, Atlanta, GA.

Rice, D.W. (2012). Lecturer. *2012 Freshman Leadership Conference*. UNCF/Gates Millennium Scholars, San Jose, CA.

Rice, D.W. (2012). Lecturer. *Black Men, Black Boys and Popular Spaces: Identity and Authentic Engagement in the Everyday*. Teachers College, Columbia University, New York, NY.

Rice, D.W. (2011). Lecturer. *Identity Orchestration and a New Big Five: An Engaged Approach in Understanding Black Men*. Dickinson College, Carlisle, PA.

Rice, D.W. (2011). Lecturer. *Considering Minority Males: Beyond Pop and Pathology*. UNCF/Gates Millennium Scholars, Fairfax, VA.

Rice, D.W. (2011). Moderator. *Redefining Black Masculinity in Sport and Art*. Howard University v. Morehouse College More than a Game Symposia. Washington, DC.

Rice, D.W. (2011). Discusant. *The Memoirs – Pedagogical Imagination*. On His Shoulders We Stand: The lifelong work of Edmund W. Gordon, Teachers College, Columbia University, New York, NY.

Rice, D.W. (2011). Lecturer. *Hip-Hop Culture as a Space for Authentic Engagement and Stereotype Deconstruction*. Empowering Leadership in Local Communities (EELC) for the Second District of Los Angeles

- County, The California Endowment, the W. K. Kellogg Foundation, the Weingart Foundation and Community Coalition, Morehouse College, Atlanta, GA.
- Rice, D.W. (2011). Lecturer. *reImagining Black Male Identities and Expectancy*. Penn Institute for Urban Research Faculty Forum, University of Pennsylvania, Philadelphia, PA.
- Rice, D.W. (2011). Facilitator. *Issues of Identity and a Framework for Culturally Relevant Curricula*. Faculty Development, Urban Prep Academy, Chicago, IL.
- Rice, D.W. (2010). Speaker. *Black Men, Black Boys, Fear, Love, Strength and then More Love*. Men's Day, St. Paul's Episcopal Church, Atlanta, GA.
- Rice, D.W. (2010). Speaker. "Graduation" Address. E.L. Bouie, Sr. Traditional Theme School, Lithonia, GA.
- Rice, D.W. (2009). Lecturer. *Identity Orchestration, Positioning Visibility, and the Psychology of Hip-Hop Narratives*. The Chautauqua Institution, Chautauqua, NY.
- Rice, D.W. (2009). Speaker. "Graduation" Address. Knollwood Elementary School, Decatur, GA.
- Rice, D.W. (2008). Lecturer. *From Racial Identity Balance to Religious Identity Balance: William James, W.E.B. Du Bois, Howard Thurman and the New Big Five*. The Chautauqua Institution, Chautauqua, NY.
- Rice, D.W. (2008). Discussant. *A Conversation with New Clergy*. The Chautauqua Institution, Chautauqua, NY.
- Rice, D.W. (2008). Speaker. *Black Men & Education*. A Teach for America Forum, Atlanta, GA.
- Rice, D.W. (2008). Speaker. *A research point of reference*. Daddy's Promise: The positive relationship between fathers and daughters, Atlanta, GA.
- Rice, D.W. (2008). Discussant. *Being a Black Male*. Morehouse College Journalism & Sports Program Atlanta, GA.
- Rice, D.W. (2008). Discussant. *The Influence of Media and Hip-hop Images on Black Male/Female Relationships*. Morehouse College Engaged Diversity Project, Atlanta, GA.
- Rice, D.W. (2007). Speaker. *Affirmative Development and the African American Male in College*. Gates Millennium Scholars' Male Initiative, Atlanta, GA.
- Rice, D.W. (2005). Speaker. *Supplementary Education and Adolescent Development*. Pre-College Programs in Undergraduate Studies. University of Maryland, College Park, MD.
- Rice, D.W. (2003). Speaker. *Negotiating racism in the academy: problems and solutions*. Louisiana State University Law School, Baton Rouge, LA.
- Rice, D.W. (2003). Discussant. *Navigating the Winds of Change: Cultural sensitivities in the face of a changing demographic*. Calvary Lutheran Church and School, Silver Spring, MD.
- Rice, D.W. (2002). Speaker. *Anti-intellectualism: exploring the dynamics of a practice we want not to exist*. The University of Maryland, College Park, MD.
- Rice, D.W. (2001). Speaker. *Truth to power: Addressing racism in the socializing agent of the public and private school system*. Elizabeth Seton High School, Bladensburg, MD.

Rice, D.W. (2001). Speaker. *Congratulations: You've succeeded, what's next?* Nicholas Orem Middle School, Hyattsville, MD.

Rice, D.W. (2000). Discussant. *Racism within public institutions and its affect on children.* President Clinton's Initiative on Race, Washington, DC.

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
- Academic Advisor and Research Mentor for Morehouse College MBRS/RISE Program (2006 – 2010)
- Faculty Advisor, Morehouse College Chapter of Psi Chi National Honor Society in Psychology (2006 – 2008)
- Board Member, Atlanta's W.E.B. Du Bois Society (2008 – 2010)

References Available Upon Request