

CHRISTY M. BYRD

Curriculum Vitae

ACADEMIC APPOINTMENTS

2021- present	Associate Professor
2018-2021	Assistant Professor Department of Teacher Education and Learning Sciences <i>North Carolina State University</i>
2014-2018	Assistant Professor Department of Psychology <i>University of California, Santa Cruz</i>
2012-2014	National Science Foundation Minority Research Fellow Department of Teacher Education <i>Michigan State University</i>

EDUCATION

2012	PhD, Education and Psychology <i>University of Michigan</i>
2009	M.S., Psychology <i>University of Michigan</i>
2007	B.A., Psychology, <i>Summa Cum Laude</i> <i>Agnes Scott College</i>

RESEARCH FUNDING

2025-2026 - Spencer Foundation - *Youth-Led Measurement Initiatives: Quantifying and Advocating for More Welcoming Middle School Learning Environments*. PIs: DeLeon Gray, Shiyang Jiang, LaBarron Hill, Christy Byrd, and Immanuel Williams. Total: \$75,000

Our team will design a large-scale, interdisciplinary research program shaped by connecting youth team members with leading methodologists, identifying youth-approved tools at the intersection of belonging and wellness, aligning measurement with statewide racial equity efforts, and hosting visioning town halls with education leaders to define needed training supports.

2023-2026 - National Science Foundation - *Collaborative Research: Integrating Language-Based AI Across the High School Curriculum to Create Diverse Pathways to AI-Rich Careers*.

PI: Shiyang Jiang, Co-PIs: Christy M. Byrd, Amato Nocera. Total: \$385,921

In collaboration with the Concord Consortium and Carnegie Mellon University, this project will develop and research a novel, culturally relevant *AI Across the Curriculum* program that integrates AI concepts and practices into the existing high school.

2024-2025 - NC State College of Education - *North Carolina Advancing Civic Engagement*.

PIs: Paula McAvoy, Chad Hoggan, and Christy M. Byrd. Total: \$30,000.

This seed grant supports the development of a hub of programming and research that envisions civic learning that is multigenerational, lifelong, and lifewide. Funds support a launch conference and grant writing.

2021-2024 - National Science Foundation - *Broadening Participation Research Project: The Development of a Multidimensional STEM Identity Measure to Increase the Retention and Success of African American Students at an HBCU*. PI: Angela White, Co-PIs: Christy M. Byrd, Nicholas Luke, and Tanya Pinder. Total: \$349,893; NC State Subaward: \$108,565.

The goal of this mixed methods project is to develop an instrument that conceptualizes the multidimensional nature of STEM identity in African American college students.

2022-2023 - NC State Data Science Academy - *Teaching History through Mining Patterns in Primary Source Texts: Using Artificial Intelligence for a Student-led Inquiry into Redlining and Data Bias*. PI: Amato Nocera, Co-PIs: Christy M. Byrd and Shiyang Jiang. Total: \$50,000.

This project brings machine learning to high school history classrooms by using a web-based text mining and AI modeling platform to allow students to investigate patterns across primary source texts, gain a deeper understanding of the systemic nature of historical discrimination.

2021-2023 - NC State Non-laboratory Scholarship/Research Program - *Leveraging Technological Innovations to Support Equity and Access in Teaching and Learning*. PI: Tamecia Jones, Co-PIs: Christy M. Byrd, Cameron Denson, Adria Dunbar, Kevin Oliver, and Angela Wiseman. Total: \$20,000.

This project uses qualitative research strategies to research best practices of university-housed Innovation centers that produce technological innovation to plan and establish a software innovation hub at the College of Education which supports faculty, students, and research associates interested in equitable access.

2021-2022 - NC State Engagement Scholarship Consortium - *Pilot Testing the #PassTheMicYouth Curriculum to Nurture Youth-Led Community Engagement*. PI: Maru Gonzalez, Co-PI: Christy M. Byrd. Total: \$4,980.

The goal of this project is to pilot test a curriculum that uses storytelling to promote young people's critical consciousness and community engagement in an undergraduate classroom.

Under Review: 2026 – 2029 - National Science Foundation - *The Role of Ethnic-Racial Socialization from Multiple Contexts in the Development of Adolescents' Ethnic-Racial Identity and Critical Consciousness*. PI: Christy M. Byrd, Co-PIs: Crystal Lee, Maru Gonzalez, Paula McAvoy, and DeLeon Gray. Total: \$970,280.

The proposed study investigates how ethnic-racial socialization across multiple contexts shapes adolescents' ethnic-racial identity and critical consciousness development using longitudinal mixed methods.

Unfunded: 2025 – 2029 - National Science Foundation - *Collaborative Research: Weaving Empathy and Advancing Racial Equity through Computational Storytelling for Black/African American and Hispanic/Latine Students*. PI: Veronica Catete, Co-PIs: Tiffany Barnes, Jessica Vandenberg, Shaundra Daily, James Lester, Bradford Mott, and Christy M. Byrd. Total: \$3,949,990

The WEARECS project will investigate the creation of identity-safe computational learning environments grounded in youth voices and community priorities to promote effective and engaging computer science learning for middle school Black/African American and Hispanic/Latiné students. It will see the creation of K-12 curricula and tools to enable students to create interactive narratives about their own personal experiences, while learning computational thinking with block-based programming

Unfunded: 2024 – 2027 - National Science Foundation - *Profiles of Ethnic-Racial Socialization from Multiple Contexts and the Development of Adolescents' Ethnic-Racial Identity and Critical Consciousness*. PI: Christy M. Byrd, Co-PIs: Maru Gonzalez, Crystal Chen Lee, and Paula McAvoy. Total: \$827,343

By examining ethnic-racial socialization experiences in family, school, community, and online contexts, our racially diverse, interdisciplinary team seeks to understand how these contexts collectively contribute to the development of ethnic-racial identity and critical consciousness among youth. We will conduct a three-year longitudinal quantitative design with an embedded mixed methods study.

Unfunded: 2023-2025 - National Science Foundation - *Track 2: Visions of Belonging – An Innovative Use of Visual Representations to Broaden Participation in Engineering*. PI: Matthew Peterson, Co-PIs: Christy M. Byrd, Kelly Lynn Mulvey, and Cameron Denson.

The goal of this project is to refine and advance the knowledge of the potential of pictures to stimulate positive thoughts and counteract the effects of stereotype threat on Black undergraduate students in engineering.

Unfunded: 2022-2025 - National Science Foundation - *Collaborative Research: Racial Equity: Promoting Racial Interest Development Equity (PRIDE) in STEM Learning*. PI: Kui Xie, Co-PIs: Christy M. Byrd, Benjamin Heddy, and Vanessa Vongkulluksn. NCSU Subaward: \$260,402.

The proposed study used innovative methods and takes a strengths-based approach to address inequity issues in STEM learning by exploring individual, situational, and contextual features of the learning environment to understand STEM interest develop in a multiracial sample of adolescents.

PUBLICATIONS (H-INDEX: 26)

- Byrd, C. M.**, Sas, A., Halls-Gordon, R., Cerda-Smith, J., Jackman-Ryan, S., & Patterson, J. (under review). How School Racial Climate Creates Opportunity Structures for Belonging: A Systematic Review with Meta Analysis. *Manuscript under review at Educational Psychology Review*.
- Gonzalez, M., Kokozos, M., & **Byrd, C. M.** (under review). Storytelling in the Classroom: Harnessing the Power of Narrative to Build Belonging, Nurture Self-Reflection, and Drive Student-led Action. *Manuscript under review at Voices from the Middle*.
- Lee, C. C., Gonzalez, M., & **Byrd, C. M.** (under review). Stories with Purpose: Pedagogical Tenets of Critically Grounded Storytelling. *Manuscript under review at the International Journal of Educational Research*.
- Gonzalez, M., Kokozos, M., & **Byrd, C. M.** (under review). Amplifying Youth Voices: A Storytelling for Social Change Curriculum. *Curriculum under review by National 4-H Curriculum*.
- Gonzalez, M., Kokozos, M., & **Byrd, C. M.** (in press). *Teaching Storytelling in Classrooms and Communities: Amplifying Student Voices and Inspiring Social Change*. Routledge.
- White, A. M., **Byrd, C. M.**, & Malloy, T. A. (2025). Reclaiming and recasting: An anti-racist approach to psychometric instrument development. *Contemporary Educational Psychology*, 80, 102340.
- Bañales, J., Mathews, C. J., Channey, J., Pinetta, B. J., **Byrd, C. M.**, & Wang, M. T. (2024). A preliminary investigation of longitudinal associations between ethnic-racial identity and critical consciousness among Black and Latinx youth. *Cultural Diversity and Ethnic Minority Psychology*.
- Gonzalez, M., Kokozos, M., McKee, K., & **Byrd, C.** (2024). Storytelling through a Critical Positive Youth Development Framework: A mixed methods approach. *Journal of Youth Development*, 19.
- Gonzalez, M., Kokozos, M., Nyota, N., & **Byrd, C.** (2023). Youth storytelling for social change: Guiding questions for effective and ethical delivery. *The Journal of Extension*, 61(3).
- Gale, A., Johnson, N. C., Golden, A., Channey, J., Marchand, A. D., Anyiwo, N., & **Byrd, C. M.** (2023). Reflecting on change: Critical consciousness as a protective factor for Black youth. *Cultural Diversity and Ethnic Minority Psychology*, 31, 110-117.
- Byrd, C. M.** (2023). Cycles of development in learning about identities, diversity, and equity. *Cultural Diversity & Ethnic Minority Psychology*, 29(1), 43-52.

- Krause, K., Mpofu, J. J., **Byrd, C.**, Verlenden, J., Andrews, C., Cavalier, Y., & Underwood, J. M. (2023). Racism, intersectionality and health: Examining experiences of racism at school with school connectedness and persistent feelings of sadness or hopelessness among US high school students. *Journal of Adolescent Health, 72*(3), S16.
- Kubi, G., **Byrd, C. M.**, & Diemer, M. A. (2022). School ethnic-racial socialization and critical action among Black youth. *Frontiers in Education, 7*, 924-930.
- Golden, A. R., & **Byrd, C. M.** (2022). Examining critical reflection as a mediator between school racial climate experiences and anti-racist action. *Journal of Research on Adolescence, 32*, 1109-1119.
- Byrd, C. M.** (2022) Creating a Climate for Critical Consciousness Sounding Out: Contextual Analysis. In H. Fives & N. Barnes, Eds. *Educational Psychology and Transformational Classrooms*. (pp. 77-84). Routledge.
- Byrd, C.M.** & Legette, K. (2022). School ethnic-racial socialization and adolescent ethnic-racial identity. *Cultural Diversity and Ethnic Minority Psychology, 28*, 205-216.
- Saleem, F., Legette, K., & **Byrd, C.M.** (2021). Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx Adolescents. *Journal of School Psychology, 91*, 97-111.
- Saleem, F., & **Byrd, C.M.** (2021). Unpacking school ethnic-racial socialization: A new conceptual model. *Journal of Social Issues, 77*, 1106-1125.
- Gonzalez, M., Clarke, M., Barker, A., & **Byrd, C.M.** (2021). Examining the knowledge, skills, and dispositions of 4-H professionals related to LGBTQ+ youth. *Journal of Youth Development, 16*(5).
- McAvoy, P., Lowery, A., Wafa, N., & **Byrd, C.** (2020). Dining with Democracy: Discussion as informed action. *Social Education, 84*(5), 289-293.
- Gonzalez, M., Kokozos, M., **Byrd, C.M.**, & McKee, K.E. (2020). Critical positive youth development: A framework for centering critical consciousness. *Journal of Youth Development, 15*, 24-43.
- Williams, C.D., **Byrd, C.M.**, Quintana, S.M., Anicama, C., Kiang, L., & Umaña-Taylor, A.J.,...Whitesell, N. (2020). A lifespan model of ethnic-racial identity. *Research in Human Development, 17*, 99-129.

- Rogers, L. O., Kiang, L., White, L., Calzada, E. J., Umaña-Taylor, A. J., **Byrd, C.**, ... & Whitesell, N. (2020). Persistent concerns: Questions for research on ethnic-racial identity development. *Research in Human Development, 17*, 130-153.
- Byrd, C.M.**, & HaRim Ahn, L. (2020). Profiles of ethnic-racial socialization from family, school, neighborhood, and the internet: Relations to adolescent outcomes. *Journal of Community Psychology, 48*, 1942-1963.
- Byrd, C.M.**, Rastogi, R., & Elliot, E.R. (2020). Engagement with diversity experiences: A self-regulated learning perspective. In L. Parson & C. C. Ozaki (Eds.), *Teaching and Learning for Social Justice and Equity in Higher Education: Volume 1.*, p. 137-156. Palgrave Macmillan.
- Gray, D., Hope, E.C., & **Byrd, C.M.** (2020) Why Black adolescents are vulnerable at school and how schools can provide opportunities to belong to fix it. *Policy Insights from the Behavioral and Brain Sciences, 7*, 3-9.
- Byrd, C.M.**, & Hope, E.C. (2020). Black students' perceptions of school ethnic-racial socialization practices in a predominantly Black school. *Journal of Adolescent Research, 35*, 728-753.
- Farago, F., Davidson, K.L., **Byrd, C.M.** (2019). Ethnic-racial socialization in early childhood: The implications of color-consciousness and colorblindness for prejudice development. In Fitzgerald, H.E., Johnson, D. J., Norder, J., Qin, D. B., Villarruel, F. (Ed.), *Handbook of Children and Prejudice* (p.131-145). Springer Nature Switzerland AG.
- Byrd, C.M.** (2019). A measure of school racial socialization and quality of intergroup interactions. *Cultural Diversity and Ethnic Minority Psychology, 25*, 137-15.
- Butler-Barnes, S.T., Leath, S., Williams, A., **Byrd, C.**, Carter, R. and Chavous, T. M. (2018), Promoting resilience among African American girls: Racial identity as a protective factor. *Child Development, 89*, e552-e557.
- Banerjee, M., **Byrd, C.M.**, & Rowley, S.J. (2018). The relationships of school-based discrimination and racial socialization to African American adolescents' achievement outcomes. *Social Sciences, 7*, 208.
- Byrd, C.M.** (2018). Microaggressions Self-Defense: A role-playing workshop for responding to microaggressions. *Social Sciences, 7*, 96.

- Byrd, C.M.** (2017). The complexity of school racial climate: Reliability and validity of a new measure for secondary students. *British Journal of Educational Psychology*, 87, 700-721.
- Carter, R., Leath, S., Butler-Barnes, S.T., **Byrd, C.M.**, Chavous, T.M., Caldwell, C H., & Jackson, J.S. (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, 836-862.
- Byrd, C.M.** (2016). Does culturally relevant teaching work? An examination from student perspectives. *Sage Open*, 6(3).
- Byrd, C.M.**, & Carter Andrews, D. (2016). Variations in students' perceived reasons for, sources of, and forms of in-school discrimination: A latent class analysis. *Journal of School Psychology*, 57, 1-14.
- Aldana, A., & **Byrd, C.M.** (2015). School ethnic-racial socialization: Learning about race and ethnicity among African American students. *The Urban Review*, 47, 563-576.
- Hoggard, L.S., **Byrd, C.M.**, & Sellers, R.M. (2015). The lagged effects of racial discrimination on depressive symptomology and interactions with racial identity. *Journal of Counseling Psychology*, 62, 216-225.
- Byrd, C.M.** (2015). The associations of intergroup interactions and school racial socialization with academic motivation. *Journal of Educational Research*, 108, 10-21.
- Rouland, K., Matthews, J., **Byrd, C.M.**, Meyer, R.M.L., & Rowley, S. (2014). Culture clash? Interactions between Afrocultural and mainstream cultural styles in classrooms serving African American students. *Interdisciplinary Journal of Teaching and Learning*, 4, 186-202.
- Hoggard, L.S., **Byrd, C.M.**, & Sellers, R. (2012). Comparison of African American college students' coping with racially and non-racially stressful events. *Cultural Diversity and Ethnic Minority Psychology*, 18, 329-339.
- Byrd, C.M.**, & Chavous, T.M. (2012). The congruence between African American students' racial identity beliefs and their academic climates: Implications for academic motivation and achievement. In J.M. Sullivan & A.M. Esmail (Eds.), *African American Identity: Racial and Cultural Dimensions of the Black Experience* (p.345-369). Lanham: Lexington Books.
- Byrd, C.M.** (2012). The measurement of racial/ethnic identity in children: A critical review. *Journal of Black Psychology*, 38, 3-31.

Byrd, C.M., & Chavous, T.M. (2011). Racial identity, school racial climate, and school intrinsic motivation among African American youth: The importance of person-context congruence. *Journal of Research on Adolescence*, 21, 849-860.

Byrd, C.M., & Chavous, T.M. (2009). Racial identity and academic achievement in the neighborhood context: A multilevel analysis. *Journal of Youth and Adolescence*, 38, 544-559.

Byrd, C.M. (2008). Reading instruction beliefs and practices of early elementary school teachers. *Psi Chi Journal of Undergraduate Research*, 13, 76-85.

PAPER PRESENTATIONS

Byrd, C. M., Sas, A., Halls-Gordon, R., Cerda-Smith, J., Jackman-Ryan, S., & Patterson, J. (April, 2025). *How School Racial Climate Creates Opportunity Structures for Belonging: A Systematic Review with Meta-Analysis*. Paper presented at the American Educational Research Association. Denver, CO.

White, A. M., **Byrd, C. M.,** & Malloy, T. A. (April, 2025). *Reclaiming and Recasting: The Development of an Anti-Racist Multidimensional African American STEM Identity Scale*. Paper presented at the American Educational Research Association. Denver, CO.

Byrd, C. M., & Kaplan, A. (August, 2025). *Promoting African American Ethnic-Racial Identity Exploration Through a Game Design Workshop*. Paper to be presented at the American Psychological Association. Denver, CO.

Byrd, C. M. (February, 2025). *Storytellers and Leaders: Black High School Students Create Games for Good*. Paper presented at the Symposium on Afrofuturism and Diasporic Research. Raleigh, NC.

Byrd, C. M. & Gonzalez, M. (February, 2025). *Storytelling with #PassTheMicYouth*. Paper presented at the Symposium on Afrofuturism and Diasporic Research. Raleigh, NC.

Gonzalez, M., **Byrd, C. M.,** & Moses, C. (January, 2025). *Teaching Storytelling in 4-H: Practices for Effective Facilitation*. Paper presented at the NC State Extension Conference. Greensboro, NC.

Gonzalez, M., **Byrd, C. M.,** & Moses, C. (January, 2025). *The Power of Story to Increase Extension Impact & Visibility*. Paper presented at the NC State Extension Conference. Greensboro, NC.

- White, A.M., **Byrd, C. M.**, & Malloy, T. (April, 2024). *Multidimensional STEM Identity Measure to Increase the Retention and Success of African American Students*. Paper presented at the American Educational Research Association Conference. Chicago, IL.
- Byrd, C. M.** (July, 2021). *Development of Critical Consciousness Competencies in Diversity Courses*. Paper presented at the APA Division 45 Research Conference. Ann Arbor, MI.
- Gonzalez, M., **Byrd, C. M.**, & Kokozos, M. (December, 2020). Centering Critical Consciousness in Positive Youth Development: The Example of #PassTheMicYouth. In **C. M. Byrd**, Chair, *Classroom Environments and Understanding the 'Other': Racial and Critical Consciousness Socialization at School*. Symposium to be presented at "Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination" SRCD Special Topics Meeting, Rio Grande, Puerto Rico. [Conference Rescheduled]
- Byrd, C.M.**, & HaRim Ahn, L. (December, 2020). The Joint Influences of Multiple Contexts of Racial Socialization on Ethnic-Racial Identity and Academic Outcomes. In S. Bhargava & E. Smith, Chairs, *Contextual and Sociocultural Factors Related to Marginalized Youth's Positive Development*. Symposium to be presented at "Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination" SRCD Special Topics Meeting, Rio Grande, Puerto Rico.
- Byrd, C. M.**, Riddell, J., & Giles, V. (July 2020). *How Parental and School Socialization about Inequality are Related to Youths' Critical Consciousness*. Paper to be presented at the meeting of the 32nd International Conference of Psychology, Prague, Czech Republic [conference postponed].
- Saleem, F., & **Byrd, C. M.** (March, 2020). A Conceptual Model for Unpacking School Ethnic-Racial Socialization. F. Saleem, Chair, *Demystifying the Presence and Impact of Ethnic-Racial Socialization in Schools*. Symposium to be presented at the meeting of the Society for Research on Adolescence, San Diego, CA [conference cancelled].
- Gonzalez, M.E., **Byrd, C. M.**, & Shealy, L. (October, 2019). *#PassTheMicYouth: A Multimedia Program to Amplify Youth Voices*. Paper presented at the NC State Extension Conference, Raleigh, NC.
- Byrd, C. M.** (August, 2019). School Racial Climate and Racial Socialization. In: *Thriving in Academia: Voices from Scholars of Color in Educational Psychology*. Session presented at the meeting of the American Psychological Association. Chicago, IL.

Byrd, C. M. (June, 2019). *Promoting Positive Ethnic-Racial Socialization in Schools and Families*. Interactive discussion at the meeting of the Society for the Psychological Study of Social Issues. San Diego, CA.

Byrd, C. M. (April, 2019). *Methods That Liberate: Quantitative Methods in a Social Justice Framework*. Paper presented at the meeting of the American Educational Research Association. Toronto, ON.

Gonzalez, M.E., McKee, K.E., & **Byrd, C. M.** (March, 2019). *More Than Just a Seat at the Table: Amplifying Youth Voices in Social Justice Discourses*. Paper presented at the 2019 CRDM Symposium - Dialog 2.0: Social Movements, Online Communication & Transformation, Raleigh, NC.

Derlan, C., **Byrd, C. M.**, Quintana, S., Anicama, C., Dyer, J., Umana-Taylor, A. (March, 2019). *A Lifespan Perspective of Ethnic-Racial Identity: Underlying Myths, Conceptual Expansions, and Opportunities for Application*. Paper presented at the meeting of the Society for Research on Child Development. Baltimore, MD.

Byrd, C. M. (August, 2018). *School Racial Socialization and Diversity in STEM*. Paper presented at the University of California Adolescence Science Consortium Summer Institute. Los Angeles, CA.

Byrd, C. M. (May, 2018). *A Thousand Cuts: Racial Microaggressions Are Related to Lower Self-Image Over Time*. Paper presented at the meeting of the Association for Psychological Science. San Francisco, CA.

Byrd, C. M. (July, 2016). *Revisiting Racial Constancy in Adolescents in a "Post-Racial" Society*. Paper presented at the meeting of the Society for Research of the Psychological Study of Culture, Ethnicity, and Race. Stanford, CA.

Byrd, C. M. (April, 2016). Perceptions of intergroup interactions and school racial socialization are associated with psychological and academic outcomes. In C.M. Byrd (Chair), *New Directions in School Racial Climate*. Symposium presented at the meeting of the Society for Research on Adolescence, Baltimore, MD.

Byrd, C. M., Fonseca, G., Leath, S., Barnes, S., Carter, R., & Chavous, T. (April, 2016). *School Racial Climate and Congruence with Racial Identity for Black and Latino College Students*. Paper presented at the meeting of the Society for Research on Adolescence, Baltimore, MD.

Byrd, C. M. (February, 2016). *Using a Mobile App to Address to Microaggressions on Campus*. Paper presented at the SYNBERC Expanding Potential Workshop, Berkeley, CA.

Byrd, C. M. (January, 2016). *Using a Mobile App to Address to Microaggressions on Campus*. Paper presented at the meeting of NASPA Region IV Northern California Drive-In, Moraga, CA.

Byrd, C. M., & Carter Andrews, D.J. (April, 2015). *The Importance of Cultural Relevance for All: Secondary Students' Perceptions of Culturally Relevant Teaching*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Byrd, C. M. (October, 2014). *Supporting Motivation Through a Positive School Racial Climate*. Paper presented at the National Black Child Development Institute, Detroit, MI.

Byrd, C. M. (August, 2014). *Initial Validation of a Comprehensive Measure of School Racial Climate*. Paper presented at the meeting of the American Psychological Association, Washington, DC.

Carter Andrews, D., & **Byrd, C. M.** (April, 2014). Multiracial students' perceptions of schooling in a predominantly White high school: Examining (racial) microaggressions through a quantitative analysis. In C. Grant (Chair), *Where Do We Place Our Children? Students of Color in Predominately White High School Settings*. Symposium presented at meeting of the American Educational Research Association, Philadelphia, PA.

Byrd, C. M. & Aldana, A. (March, 2014). The content and frequency of school racial socialization in a predominantly Black school. In A. Francois (Chair), *Understanding Race and Context in School Settings*. Symposium presented at the meeting of the Society for Research on Adolescence, Austin, TX.

Byrd, C. M., & Carter Andrews, D.J. (November, 2013). *Hearing Students' Voices about Multicultural Education Practices*. Paper presented at the meeting of the National Association of Multicultural Education, Oakland, CA.

Byrd, C. M., & Carter Andrews, D.J. (August, 2013). *Variations in Perceived Sources and Reasons for Discrimination: A Cluster Analysis*. Paper presented at the meeting of the American Psychological Association, Honolulu, HI.

Byrd, C. M., & Chavous, T. (April, 2013). Racial identity-context congruence in predominantly White and predominantly Black settings. In D. Gray & A. Kaplan (Chairs), *Identity and Academic Motivation: Mapping Conceptual and Empirical Boundaries of an Emerging Domain*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

- Byrd, C. M.** (April, 2013). African American adolescents' experience of their school racial climate: Implications for achievement motivation processes. In E. Hope & C.M. Byrd (Chairs), *The Racial Context of Schooling: Implications for Academic Achievement and Psychological Adaptation among Diverse Ethnic Minority Youth*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.
- Byrd, C. M.** (April, 2012). *A latent class analysis of racial identity and racial attitudes: Associations with racial climate and well-being*. Paper presented at the meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Byrd, C. M.** (April, 2012). *Racial identity-context congruence in educational settings: How the effects of African American racial identity varies*. Paper presented at the meeting of the American Educational Research Association, Vancouver, BC, Canada.
- Byrd, C. M., & Chavous, T.M.** (March, 2012). How school racial climate moderates the relationship of racial identity to academic satisfaction. In A. Williams (Chair), *Identity and Education: How Adolescent Racial Identity Interacts with Context to Influence Achievement and Motivational Outcomes*. Paper presented at the meeting of the Society for Research on Adolescence, Vancouver, BC, Canada.
- Byrd, C. M.** (August, 2011). The importance of racial attitudes and racial climate in academic and psychological outcomes. In M. Banerjee, M. & S.J. Rowley (Chairs), *The Impact of Race and Discrimination in Educational Settings during Adolescence to Young Adulthood*. Paper presented at the meeting of the American Psychological Association, Washington, DC.
- Byrd, C. M.** (June, 2011). *Beyond intergroup contact: What's racial about the climate at an HBCU?* Paper presented at the Black Graduate Conference in Psychology, Coral Gables, FL.
- Byrd, C. M., & Rowley, S.J.** (March, 2010). Why racial climate and discrimination matter for academic motivation in secondary education: the roles of autonomy, belonging, and competence, in C. Cogburn & N. Hurd (Chairs), *The Interplay of Contextual and Individual Factors in Predicting African American Adolescents' Academic Achievement*. Symposium presented at the meeting of the Society for Research on Adolescence, Philadelphia, PA.
- Wong, L., & **Byrd, C. M.** (April, 2009). *Closing an achievement gap: Mathematics instruction that moderates the relationship between socioeconomic status and kindergarten mathematics learning*. Paper presented at the meeting of the American Educational Research Association Conference, San Diego, CA.

Byrd, C. M., & Chavous, T.M. (April, 2009). Racial identity and academic achievement in the neighborhood context: A multilevel analysis, in D.L. Hughes (Chair), *How does racial identity and discrimination matter for diverse adolescents' achievement? Longitudinal and contextual examinations*. Symposium presented at the meeting of the Society for Research in Child Development, Denver, CO.

COURSES TAUGHT

Graduate Courses: Equity and Diversity in Education, Teaching about Identities, Diversity, and Equity in K-12 and Higher Education; Classroom Discussion in Theory and Practice; Quantitative Methods in Education II; Structural Equation Modeling; Multicultural Lifespan Development; Professional Socialization in Educational Psychology; Ethnic-Racial Identity Development; Introduction to Developmental Research III, Research Methods in Education; Race and Racism in the Educational Experiences of Students of Color

Undergraduate Courses: Educational Psychology; Introduction to Developmental Psychology; Research Methods in Psychology; Growing Up in Panem: Developmental Psychology of the Hunger Games; Human Diversity, Power, and Opportunity in Social Institutions

SOFTWARE DEVELOPED

MicroReport: An Android and iOS app for reporting microaggressions on a college campus (<https://byrdlab.wordpress.ncsu.edu/microreport/>)

ZotNet: A web application for creating network maps of items in a Zotero library (<https://www.exitsantacruz.com/zotnet/zotnet.php>)

AWARDS AND HONORS

2024	Chancellor's Creating Community Award for Outstanding Faculty
2022	College of Education Nominee, University Faculty Scholars
2019	Society for Research on Child Development Scholar Development Program
2013	Dimond Outstanding Dissertation Award
2013	SRCD Early Career Travel Award
2013	AERA Emancipation Proclamation Pre-Conference Travel Award
2012-2013	National Center for Institutional Diversity Exemplary Diversity Scholar
2011-2012	Ford Foundation Dissertation Fellowship
2009-2011	Ford Foundation Predoctoral Fellowship
2007-2012	University of Michigan Rackham Merit Fellowship
2007	Agnes Scott College Ayse Carden Psychology Award
2007	Phi Beta Kappa, National Honor Society
2006	Mortar Board, National Senior Honor Society
2005	Psi Chi, National Psychology Honor Society

INSTITUTIONAL SERVICE AND EXTENSION

North Carolina State University

2022-present	Director of Graduate Programs, TELS
2020-2022	Educational Equity Program Coordinator
2020-2022	Mentor, Passport to Success Program
2020-2022	Facilitator, TELS Diversity and Social Justice Committee
2020-2022	College of Education Change Agent Task Force
2020-2022	TELS Representative, College of Education Scholar-Leader PhD Review Committee
2020-2021	Ad-hoc Committee to Review TELS Core Courses
2019-2020	Coordinator, Educational Psychology Program Area Ed Psych Lunch Series
2019-2020	TELS Mentoring Committee
2018-present	Faculty Coordinator, #PassTheMicYouth Podcast and Blog
Fall 2019	Facilitator, Women's Center Womxn of Color Retreat
2019-2020	Clinical Mental Health Counselor Search Committee
2018-2019	Sustainability Council Culture and Community Team
2018-2019	Clinical Mental Health Counselor Search Committee

Conundrum Escapes, LLC

2021-present	Director of Summer Camps and Children's Programming
2020-present	Owner, Game Designer, and Director of Team-Building

University of California, Santa Cruz

2015-2018	Member, Chancellor's Diversity Advisory Council
2016-2018	Planning Team, "We Are Slugs!" Online Diversity Module
2016-2018	Member, Black Experience Team
2016-2017	Member, Department of Psychology Diversity, Equity, and Inclusion Committee
2015-2016	
2015	Social Sciences Review Committee, Dean and Chancellor's Awards

Michigan State University

2013-2014	Member, CITE Comprehensive Exams Committee
2013-2014	Member, Doctoral Education Committee
2012-2013	Member, Teacher Preparation Committee

Program on Intergroup Relations CommonGround Program

2008-2012	Workshop Facilitator
2009-2011	Training Retreat Large/Small Group Facilitator
2009-2010	Student Coordinator

University of Michigan Black Student Psychological Association

2010-2011	President
2009-2010	Treasurer
2009-2010	Recruiter: <i>Georgia State University, Emory University, Agnes Scott College, and 2010 SAEOPP McNair/SSS Scholars Research Conference</i>
2008-2009	Secretary

Combined Program in Education and Psychology

2011-2012	Curriculum Committee
2010-2011	Chair, Recruitment Weekend Committee
2009-2010	Admissions Committee
2009-2010	Executive Committee Cohort Representative
2008-2009	Colloquium Committee
2007-2008	Chair, Recruitment Weekend Committee

Other Service

2025-present	Consulting Editor, <i>Journal of Experimental Education</i>
2023-present	Consulting Editor, <i>Journal of Research on Adolescence</i>
2022-present	Chair, APA Division 15 Race and Diversity Committee
2020-present	Society for Research in Child Development Equity & Justice Committee
2020-present	Consulting Editor, <i>Journal of Educational Psychology</i>
2016-2024	Consulting Editor, <i>Cultural Diversity and Ethnic Minority Psychology</i>
2020-2022	Member, APA Division 15 Race and Diversity Committee
2019-2022	APA Division 45 Webmaster
2020-2021	Ford Foundation Fellowship Review Panelist
2020-2021	AERA Motivation SIG Award Committee
2019-2020	SRCD Black Caucus Awards Subcommittee
2019-2020	APA Division 15 Ad Hoc Committee on Race and Ethnicity
2017-2019	APA Division 15 Membership Committee
2016-2019	Member, SPSSI Early Career Committee
2016-2018	Editorial Board Reviewer, <i>Journal of Youth and Adolescence</i>

PROFESSIONAL MEMBERSHIPS

American Psychological Association (Divisions 15 and 45), American Educational Research Association (Division C, Motivation SIG), Society for Research on Adolescence (Black Caucus), Society for Research on Child Development (Black Caucus)