

LESLIE MORRISON GUTMAN

EDUCATION

UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan.
Ph.D. in the Combined Program in Education and Psychology May 1998.
M.A. in Psychology, 1995.

INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH (ICPSR), Advanced statistical training, Ann Arbor, Michigan, Summers 1994, 1995, and 1999.

TULANE UNIVERSITY, New Orleans, Louisiana.
Bachelor of Science in Psychology, May 1992.

PROFESSIONAL POSITIONS

Quantitative Research Officer, Centre for Research on the Wider Benefits of Learning. Institute of Education, University of London, June 2006 to present.

Visiting Research Associate, Centre for Research on the Wider Benefits of Learning, Institute of Education, University of London, January 2005 to May 2006.

Research Investigator, Gender and Achievement Research Program, University of Michigan, March 2003 to June 2005.

Research Investigator, Center for Human Growth and Development, University of Michigan, August 2002 to February 2003.

Post-doctoral Research Fellow, Center for Human Growth and Development, University of Michigan, May 2000 to July 2002.

Research Associate, Department of Psychology, University of Michigan, May 1999 to May 2000.

Lecturer, Department of Psychology, University of Michigan, September 1998 to April 1999.

DISTINCTIONS & AWARDS

National Academy of Education/Spencer Postdoctoral Fellow, 2004

Judith and Howard Sims Medal for Examining the Interactive Effects of Home, School, and Neighborhood, School of Social Work, University of Michigan, 1998.

Spencer Dissertation Fellowship, Spencer Foundation, 1997.

Rackham Predoctoral Fellowship, University of Michigan, 1997.

Rackham Research Partnership, University of Michigan, 1995.

Rackham Dissertation Grant, University of Michigan, 1994.

Hartman Psychology Award, Tulane University, 1992.

Phi Beta Kappa, Tulane University, 1992.

Magna Cum Laude, Tulane University, 1992.

Dean's Honor List, Tulane University, 1988-1992.

GRANTS

Principal Investigator, National Academy of Education/Spencer Postdoctoral Fellowship, September 2004 to September 2006, \$50,000. Longitudinal study examining the effects of school context on the achievement gap between African American and White students from middle school to college.

Co-Investigator, National Institute of Mental Health-Centers for Behavioral Sciences Research, Risk and Protective Factors in Adulthood, March 2000 to March 2005, \$750,000. Longitudinal study investigating the transition into adulthood for a sample of high-risk individuals followed since birth. See publications, Gutman, L. M. & Sameroff, A. J. (2004); Gutman, L. M., Sameroff, A.J., & Cole, R. (2003); Sameroff, A. J., Gutman, L. M., & Peck, S. (2003).

Principal Investigator, National Poverty Center at the University of Michigan, Success Despite the Odds, January 2004 to December 2005, \$4,340. Longitudinal study examining the transition from high school into work and/or continuing education for a sample of African Americans living in poverty.

Principal Investigator, Spencer Foundation Small Grants Program, Success Despite the Odds, May 1999 to May 2000, \$35,000. Quantitative and qualitative longitudinal study investigating the factors that support African American students living in poverty during critical developmental transitions. See publications, Gutman, L. M. (submitted); Gutman, L. M., Friedel, J. M., & Hitt, R. (2003); Gutman, L. M., & Midgley, C. (2000); Gutman, L. M., & McLoyd, V.C. (2000).

TEACHING EXPERIENCE

Lecturer, Advanced Developmental Psychology Lab, Fall and Winter, 1998-1999.

Graduate Student Instructor, Advanced Developmental Psychology Lab, Winter 1997.

Graduate Student Instructor, Developmental Psychology, Fall 1996.

Graduate Student Instructor, Introduction to Psychology, Winter 1996.

PEER-REVIEWED JOURNAL ARTICLES

Gutman L. M., & Eccles, J. S. (submitted). Contribution of family relations on alcohol and cigarette use during adolescence.

Gutman L. M., & Eccles, J. S. (in press). Stage-environment fit during adolescence:

Trajectories of family relations and adolescent outcomes. *Developmental Psychology*.

Gutman, L. M. (2006). How student and parent goal orientations and classroom goal structures influence the math achievement of African Americans during the high school transition. *Contemporary Educational Psychology*, 31, 44-63.

Gutman, L. M., McLoyd, V. C., & Tokoyawa, T. (2005). Financial strain, neighborhood stress, parenting behaviors, and adolescent adjustment in urban African American families. *Journal of Research on Adolescence*, 15, 425-449.

Gutman, L. M., & Sameroff, A.J. (2004). Continuities in depression from adolescence to young adulthood: Contrasting ecological influences. *Development and Psychopathology*, 16, 967-984.

Gutman, L. M., Sameroff, A.J., & Cole, R. (2003). Academic trajectories from first to twelfth grades: Growth curves according to multiple risk and early factors. *Developmental Psychology*, 39, 777-790.

Gutman, L.M., Friedel, J. N., & Hitt, R. (2003). Keeping adolescents safe from harm: Management strategies of African American families in high-risk communities. *Journal of School Psychology*, 3, 167-184.

Gutman, L. M., Sameroff, A.J., & Eccles, J. S. (2002). The academic achievement of African American students during early adolescence: An examination of multiple risk, promotive, and protective factors. *American Journal of Community Psychology*, 30, 367-399.

Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence*, 29, 223-248.

Gutman, L. M., & McLoyd, V. C. (2000). Parents' management of their children's education within the home, at school, and in the community: An examination of African American families living in poverty. *Urban Review*, 32, 1-24.

Gutman, L. M., & Sulzby, E. (2000). The role of autonomy-support versus control in the emergent writing behaviors of African American kindergarten children. *Reading Research and Instruction*, 39, 170-184.

Gutman L. M., & Eccles, J. S. (1999). Financial strain, parenting behaviors, and adolescents' achievement: Testing model equivalence between African American and European American families and between single and two-parent families. *Child Development*, 70, 1464-1476.

child

**BOOK
CHAPTERS**

Sameroff, A. J., & Gutman, L. M. (2004). Contributions of risk research to the designs of successful interventions. In P. Allen-Meares and M.W. Fraser (Eds.), *Intervention with Children and Adolescents: An Interdisciplinary Perspective* (pp. 9-26). Boston, MA: Allyn-Bacon.

Sameroff, A. J., Gutman, L. M., & Peck, S. (2003). Adaptation among youth facing multiple risks: Prospective research findings. In S. S. Luthar, (Ed.), *Resilience and Vulnerability: Adaptation in the Context of Childhood* (pp. 364-391). New York, NY: Cambridge University Press.

Freeman, K. E., Gutman, L.M., & Midgley, C. (2002). Can achievement goal theory enhance our understanding of motivation and performance of African American students? In C. Midgley (Ed.), *Goals, Goal Structures, and Patterns of Adaptive Learning* (pp.175-204). Mahwah, NJ: Erlbaum.

Gutman, L. M. (2000). Parental school involvement. In L. Balter (Ed.), *Parenthood in America: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO.

Gutman, L. M. (2000). Academic achievement. In L. Balter (Ed.), *Parenthood in America: An Encyclopedia*. Santa Barbara, CA: ABC-CLIO.

**CONFERENCE
PRESENTATIONS
AND POSTERS**

Gutman, L. M., & Sameroff, A. J. (2004). Continuities in depression from adolescence to young adulthood: Contrasting ecological influences. Poster presented at the Society for Research in Adolescence, Baltimore, MD.

Gutman, L. M. (2004). Achievement goals during the high school transition for low-income, African American students. Paper presented at the Society for Research in Adolescence, Baltimore, MD.

Gutman, L. M. (2003). Growth curve trajectories of psychological adjustment from early adolescence to young adulthood. Poster presented at the Society for Research in Child Development, Tampa, FL.

L. M. Gutman, & Toyokawa, T. (2003). An examination of the family stress model for urban African American boys and girls. Poster presented at the Society for Research in Child Development, Tampa, FL.

Gutman, L. M. (2003). Supporting the academic achievement of African American early adolescents during middle school: The role of family-school connections. Paper presented for National African American Parent Involvement Day, Ann Arbor, MI.

Gutman, L. M. (2002). The role of stage-environment fit theory from early adolescence to young adulthood. Paper symposium presented at the Society for Research in Adolescence, New Orleans, LA.

Gutman, L. M., & Sameroff, A. J. (2002). Students' academic trajectories from first to twelfth grade. Poster presented at the Society for Research in Adolescence, New Orleans, LA.

Gutman, L.M., Hitt, R., & Nelson, J. M. (2002). How parents and adolescents negotiate risks and opportunities in the school and community. Paper presented at the American Educational Research Association, New Orleans, LA.

Gutman, L. M. (2000). Parents' management of their adolescents' educational environments: An examination of high-achieving and low-achieving adolescents. Paper symposium presented at the American Educational Research Association, New Orleans, LA.

Gutman, L.M., Hitt, R., & Nelson, J. M. (2000). Parents' management strategies in high-risk communities: An examination of African American families living in poverty. Poster presented at the Society for Research in Adolescence, Chicago, IL.

Gutman, L. M. (1999). Achievement of African American adolescents: Risk, promotive, and protective factors. Paper symposium presented at the Society for Research in Child Development, Albuquerque, NM.

Gutman, L. M. (1999). Parents' management of adolescents' activities. Paper symposium presented at the Society for Research in Child Development, Albuquerque, NM.

Morrison, L., & Scheible, N. (1997). The role of protective factors in supporting a successful middle school transition for poor African-American students. Poster presented at the Society in Research in Child Development, Washington, DC.

Morrison, L., & Eccles, J. S. (1996). Poverty, parenting behaviors, and adolescents' achievement: Testing model equivalence between African American and European American families. Poster presented at Society for Research in Adolescence, Boston, MA.

Morrison, L., & Eccles, J. S. (1995) Poverty, parenting, and children's achievement. Poster presented at the Society for Research in Child Development, Indianapolis, IN.

Morrison, L., & Eccles, J. S. (1995). The relations among poverty, parenting, and children's achievement in African American families. Poster presented at the American Educational Research Association, San Francisco, CA.

Morrison, L., & Sulzby, E., (1994). Autonomy-supportive versus controlling interactions in the context of a literacy task. Poster presented at American Educational Research Association, New Orleans, LA.

Morrison, L. (1994). Emergent literacy and computers: A case study. Paper symposium presented at Educational Media, Orlando, FL.

**AUTHORED
REPORTS**

Bar Charts, Inc. (1998). *Infancy: Ages Birth to Two*. Boca Raton, FL.

Bar Charts, Inc. (1998). *Early Childhood: Ages Two to Five*. Boca Raton, FL.

Bar Charts, Inc. (1998). *Middle Childhood: Ages Five to Eleven*. Boca Raton, FL.

Bar Charts, Inc. (1998). *Adolescence: Ages Eleven to Eighteen*. Boca Raton, FL.

**PROFESSIONAL
ACTIVITIES**

Reviewer, *Child Development*.

Reviewer, *Developmental Psychology*.

Reviewer, *Journal of Research on Adolescence*.

Reviewer, *Development and Psychopathology*.

Reviewer, *Journal of Applied Developmental Psychology*.

Reviewer, *Social Psychology of Education*.

**PROFESSIONAL
AFFILIATIONS**

American Psychological Association.

Society for Research in Adolescence.

Society for Research in Child Development.

American Educational Research Association.