Curriculum Vitae

Joseph M. Kush

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EDUCATION

Ph.D.	2021	University of Virginia Educational Psychology – Research, Statistics and Evaluation
B.S.	2016	Syracuse University Psychology – Minors in Applied Statistics, Philosophy

PROFESSIONAL POSITIONS

2022 - present	Assistant Professor; Assistant Assessment Specialist James Madison University, Department of Graduate Psychology
2021 - 2022	Postdoctoral Fellow, Johns Hopkins Bloomberg School of Public Health, Department of Mental Health
2016 - 2021	Research and Teaching Assistant, University of Virginia School of Education and Human Development
2014 - 2015	Research Assistant, Syracuse University S.I. Newhouse School of Public Communications
2011 - 2016	Research Assistant, Syracuse University Department of Psychology

HONORS AND AWARDS

2022 - 2023	Provost Award for Excellence in Scholarship and Research, James Madison University
2022 - 2023	Outstanding Junior Faculty Award, College of Health and Behavioral Studies, James Madison University
2022 - 2023	Outstanding Junior Faculty Award, Department of Graduate Psychology, James Madison University
2021 - 2023	*Prevention Science* Early Career Reviewer Program

2020 - 2021   University of Virginia Outstanding Graduate Teaching Assistant Award

2016 - 2021   University of Virginia Graduate Fellowship

SCHOLARLY ACTIVITY

Publications

Peer-reviewed journal articles

Goulter, N., Susukida, R., Aminesmaeili, M., **Kush**, J. M., Godwin, J., Masyn, K. E., McMahon, R. J., Eddy, J. M., Ialongo, N. S., Tolan, P. H., Conduct Problems Prevention Research Group, Wilcox, H. C., & Musci, R. J. (In press, 2024). Impulsivity profiles across five harmonized longitudinal childhood preventive interventions and associations with adult outcomes. *Development and Psychopathology*.

Musci, R. J., **Kush**, J. M., Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Goulter, N., McMahon, R., Eddy, J. M., Godwin, J. W., Conduct Problems Prevention Research Group, & Wilcox, H. C. (2023). Psychosis symptom trajectories across childhood and adolescence in three longitudinal studies: An integrative data analysis with mixture modeling. *Prevention Science, 24*(8), 1636-1647. https://doi.org/10.1007/s11121-023-01581-7

Henderson Smith, L., Bottiani, J. H., **Kush**, J. M., & Bradshaw, C. P. (2023). The discipline gap in context: The role of school racial and ethnic diversity and within school positionality on out-of-school suspensions. *Journal of School Psychology, 98*, 61-77. https://doi.org/10.1016/j.jsp.2023.02.006

Brown, J. T., Volk, F., & **Kush**, J. M. (2023). Racial and economic stratification on campus: The relationship between luxury residence halls, race, and academic outcomes. *Journal of College Student Development, 64*(1), 108-113. https://www.muse.jhu.edu/article/884293

Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2023). The perceived effects of the onset of the COVID-19 pandemic: A focus on educators' perceptions of the negative effects on educator stress and student wellbeing. *School Psychology Review, 53*(1), 82-95. https://doi.org/10.1080/2372966X.2022.2158367

Volk, F., Brown, J. T., Gibson, D. J., & **Kush**, J. M. (2023). The anatomy of room change: Architecture, academic performance, and differences in race and socioeconomic status. *The Journal of College and University Student Housing, 49*(2), 48-65. https://www.nxtbook.com/acuho-i/acuho/journal_vol49no2/index.php#/p/51. *Betty L. Harrah journal manuscript of the year*

Bottiani, J. H., **Kush**, J. M., McDaniel, H. L., Pas, E. T., & Bradshaw, C. P. (2022). Are we moving the needle on racial disproportionality? Measurement challenges in evaluating school discipline reform. *American Educational Research Journal, 60*(2), 293-329. https://doi.org/10.3102/00028312221140026

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher mental health during the COVID-19 pandemic. *Educational Researcher, 51*(9), 593-597. https://doi.org/10.3102/0013189X221134281

Kush, J. M., Pas, E. T., Musci, R. J., & Bradshaw, C. P. (2022). Covariate balance for observational effectiveness studies: A comparison of matching and weighting. *Journal of Research on Educational Effectiveness, 16*(2), 189-212. https://doi.org/10.1080/19345747.2022.2110545

Kush, J. M., Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (2022). Utilizing moderated nonlinear factor analysis models for integrative data analysis: A tutorial. *Structural Equation Modeling: A Multidisciplinary Journal 30*(1), 149-164. https://doi.org/10.1080/10705511.2022.2070753

Brown, J. T., **Kush**, J. M., & Volk, F. A. (2022). Centering the marginalized: The impact of the pandemic on online student retention. *Journal of Student Financial Aid, 51*(1), 1-24. https://doi.org/10.55504/0884-9153.1777

Bradshaw, C. P., Debnam, K. J., **Kush**, J. M., & Lindstrom-Johnson, S. (2022). Planning for crisis, but preparing for everyday: What predicts schools' preparedness to respond to a school safety crisis? *Frontiers in Communication: Organizational Psychology, 7*(765336). https://doi.org/10.3389/fcomm.2022.765336

Bloomfield-Clagett, B., Greenstein, D. K., **Kush**, J. M., Musci, R. J., Zarate, C. A., & Ballard, E. (2022). Predictors of suicidal ideation trajectories in the Sequenced Treatment Alternatives to Relieve Depression (STAR*D) study. *Journal of Psychiatric Research, 148*(2022), 9-13. https://doi.org/10.1016/j.jpsychires.2022.01.027

Bradshaw, C. P., Pas, E. T., Musci, R. J., **Kush**, J. M., & Ryoo, J. H. (2021). Can policy promote adoption or outcomes of evidence-based prevention programming?: A case illustration of Positive Behavioral Interventions and Supports. *Prevention Science, 22*(7), 986-1000. https://doi.org/10.1007/s11121-021-01257-0

Kush, J. M., Konold, T. R., & Bradshaw, C. P. (2021). The sampling ratio in multilevel structural equation models: Considerations to inform study design. *Educational and Psychological Measurement, 82*(3), 409-443. https://doi.org/10.1177/00131644211020112

Kush, J. M., Konold, T. K., & Bradshaw, C. P. (2021). Statistical power for randomized controlled trials with clusters of varying size. *The Journal of Experimental Education, 90*(3), 673-692. https://doi.org/10.1080/00220973.2021.1873089

Larson, K. E., Pas, E. T., Bottiani, J. H., **Kush**, J. M., & Bradshaw, C. P. (2020). A multidimensional and multilevel examination of student engagement and secondary school teachers' use of classroom management practices. *Journal of Positive Behavior Interventions, 23*(3), 149-162. https://doi.org/10.1177/1098300720929352

Bradshaw, C. P., & **Kush**, J. M. (2019). Teacher observation of classroom adaptation-checklist: Measuring children's social, emotional, and behavioral functioning. *Children & Schools, 42*(1), 29-40. https://doi.org/10.1093/cs/cdz022

Larson, K. E., Bottiani, J. H., Pas, E. T., **Kush**, J. M., & Bradshaw, C. P. (2019). A multilevel analysis of racial discipline disproportionality: A focus on student perceptions of academic engagement and disciplinary environment. *Journal of School Psychology, 77*, 152-167. https://doi.org/10.1016/j.jsp.2019.09.003

Morin, H. K., Bradshaw, C. P., & **Kush**, J. M. (2018). Adjustment outcomes of victims of cyberbullying: The role of personal and contextual factors. *Journal of School Psychology, 70,* 74-88. https://doi.org/10.1016/j.jsp.2018.07.002

Manuscripts under review

Musci, R. J., **Kush**, J. M., Pas, E. T., & Bradshaw, C. P. (Under review, 2023). The use of mixture modeling with nested data: Considerations and recommendations for class enumeration.

Manuscripts in progress

Kitchen, C., **Kush**, J. M., Zirikly, A., Belouali, A., Kharrazi, H., Nestadt, P., & Wilcox, H. C. (In progress, 2023). A review of suicide-related risks through propensity score methods using the Maryland Suicide Data Warehouse.

Wilcox, H. C., **Kush**, J. M., Susukida, R., Amin-Esmaeili, M., Masyn, K. E., Godwin, J. E., Goulter, N., McMahon, R. J., Eddy, J. M., Tolan, P. H., Ialongo, N., & Musci, R. J. (In progress, 2023). The effects of early prevention on suicidal behaviors: Integrative data analysis from randomized school-based prevention trials with longitudinal outcome data.

Whitepapers, preprints, and opinion articles

Brown, T. J., & **Kush**, J. M. (2023). Equity, data and the in-person/online divide. *Inside Higher Ed*. https://www.insidehighered.com/opinion/views/2023/06/15/equity-data-and-persononline-divide-opinion

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. https://arxiv.org/abs/2109.01547

Conference Presentations

Paper presentations

Wild, A. N., & **Kush**, J. M. (2023, October). Real or fake? Connecting student learning and graduation rates across time. Northeastern Educational Research Association, Trumbull, CT.

Kush, J. M., Masyn, K. E., Amin-Esmaeili, M., Susukida, R., Wilcox, H. C., & Musci, R. J. (2022, June). Extending moderated nonlinear factor analysis to mixture models. Society for Prevention Research, Seattle, WA.

Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2022, February). Educator stress, coping, and well-being during the COVID-19 pandemic. National Association of School Psychologists, Boston, MA.

Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2021, September). Teacher mental health during the COVID-19 pandemic: Informing policies to support teacher well-being and effective teaching practices. Society for Research on Educational Effectiveness, Arlington, VA.

Bradshaw, C. P., **Kush**, J. M., Braun, S. S., & Barton, E. A. (2021, June). Understanding the perceived impact of COVID-19 on teacher and administrator stress and the social-emotional functioning of their students. Society for Prevention Research, Virtual Meeting.

Kush, J. M., Konold, T. R., & Bradshaw, C. P. (2021, April). The role of sampling ratio in multilevel structural equation models. American Educational Research Association, Virtual Meeting.

Musci, R. J., & **Kush**, J. M. (2020, May). Class enumeration in latent class analysis with nested data. Society for Prevention Research, Washington, D.C.

Kush, J. M. (2019, May). Unbalanced cluster sizes and variation in sampling in cluster randomized controlled trials: What's the impact on power? Society for Prevention Research, San Francisco, CA.

Ryoo, J. H., Pas, E. T., **Kush**, J. M., Musci, R., & Bradshaw, C. P. (2018, May). Efficiency of propensity score methods in longitudinal and multilevel data via monte carlo simulation. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., **Kush**, J. M., Pas, E. T., Musci, R., & Bradshaw, C. P. (2018, May). Investigation of propensity score matching paradox in longitudinal data. Society for Prevention Research, Washington, D.C.

Bradshaw, C. P., Ryoo, J. H., Pas, E. T., **Kush**, J. M., & Musci, R. (2018, May). Impacts of state-mandated pbis implementation on behavior and achievement outcomes. Society for Prevention Research, Washington, D.C.

Ryoo, J. H., Bradshaw, C. P., & **Kush**, J. M. (2017, July). Propensity score analysis using superlearner for longitudinal data. Psychometric Society, Zürich, Switzerland.

Poster presentations

Kush, J. M. (2024, June). Investigating grade inflation: Connecting grades, graduation, and student learning. International Conference on Assessing Quality in Higher Education, Berlin, Germany.

Kush, J. M., Masyn, K. E., & Musci, R. J. (2022, April). Utilizing moderated nonlinear factor analysis models for integrative data analysis. American Educational Research Association, San Diego, CA.

Kush, J. M. (2020, June). Statistical power for randomized trials with clusters of varying size. Modern Modeling Methods, Storrs, CT.

Kush, J. M., & Catherine, C. P. (2019, March). The TOCA-C: An efficient approach to measuring children's social, emotional, and behavioral functioning by teachers. Society for Research in Child Development, Baltimore, MD.

Ryoo, J. H., **Kush**, J. M., Pas, E. T., Musci, R., & Bradshaw, C. P. (2018, May). Power analysis in multilevel data with variability in the level 1 units. Society for Prevention Research, Washington, DC.

Webinars

Brown, J. T., Volk, F., & **Kush**, J. M. (2022, May). Equity and a build environment of differences: Towards more equitable residential life experiences. https://www.youtube.com/watch?v=-bE_EOhpDRg

Research Grants

2020 - 2021   Co-Investigator, Association of College and University Housing Officers - International (ACUHO-I)
"Examining the Association between Residence Hall Design, Student Socialization Processes, and Academic Outcomes"
($5,000)

2019 - 2022   Research Associate, National Institute of Mental Health (NIMH)
"Netting Prevention Intervention Butterfly Effects: An Integrative Data Analysis Investigating the Long-term and Cross-over Effects of Randomized, School-based Prevention Programs on Adult Mental Health"
($514,525)

2019 - 2020   Statistical Analyst, National Institute of Mental Health (NIMH)
"Addressing Suicide Research Gaps: Understanding Mortality Outcomes in the Mid-Atlantic Region"
($492,000)

2018 - 2021   Research Associate, William T. Grant Foundation
"Implementing State-Level Policy Reform to Eliminate School Discipline Disparities: A Mixed Methods Examination"
($150,403)

2015 - 2020   Research Associate, Institute of Education Sciences (IES)
"Evaluating Maryland State Policies to Improve School Climate"
($2,756,311)

TEACHING

1. Quasi-Experimental Research Designs, Fall 2024
        James Madison University, PSYC 803 (graduate-level instructor)

2. Quasi-Experimental Research Designs, Spring 2023
        James Madison University, PSYC 803 (graduate-level instructor)

3. Intermediate Inferential Statistics, Fall 2023
        James Madison University, PSYC 605 (graduate-level instructor)

4. Fundamentals of Health and Social Science Statistics, Fall 2019
   University of Virginia, EDLF 2080 (undergraduate-level instructor)

5. Multilevel Modeling in Education Research, Fall 2018
   University of Virginia, EDLF 8360 (graduate-level teaching assistant)

6. Quantitative Methods II: General Linear Models, Spring 2018
   University of Virginia, EDLF 7420 (graduate-level teaching assistant)

SERVICE

Mentorship

2023-present: Supervisor, Autumn N. Wild, Assessment and Measurement Ph.D.
2023-present: Supervisor, Mara E. McFadden, Assessment and Measurement Ph.D.
2023-2024: Committee member, Sean A. York, Assessment and Measurement Ph.D.
2023-2024: Committee member, Shayna M. Finn, Counseling and Supervision Ph.D.
2023-2024: Committee member, Mason R. Jones, Psychological Sciences M.A.
2023-2024: Committee member, Riley R. Herr, Psychological Sciences M.A.

Ad-Hoc Reviewing Activities

The Journal of Experimental Education; Prevention Science; Research & Practice in Assessment; Global Mental Health; Education Sciences; PLOS One; Behavioral Sciences; Discover Psychology; Scientific Reports; American Educational Research Journal

Conference Reviewing Activities

American Educational Research Association (2021-present), American Psychological Association (2024), Hunter Student Research Conference (2021), Curry Research Conference (2018-2020)

Academic Service

James Madison University
Assistant Assessment Specialist, Center for Assessment and Research Studies, 2022-present
Committee Member, Rwanda Subcommittee, 2023-present
Award Chair, Provost Award for Excellence in Learning Improvement, 2022-present

Invited Talks

National Board of Medical Examiners (NBME), 2023

Profession Affiliations

American Educational Research Association (AERA, Division D)

American Psychological Association (APA, Division 5)
National Council on Measurement in Education (NCME)
Society for Prevention Research (SPR)
Society for Research on Educational Effectiveness (SREE)

Statistical Software Training

Advanced: R, Mplus, Stata, HLM, and SPSS

Learning: Stan, flexMIRT, and SAS

Select Media

Inside Higher Ed; Forbes; The 74; K-12 Dive; NBC Washington; LA School Report; United Press International; District Administration; Education Week; American Educational Research Association