

## Curriculum Vitae

**Joseph M. Kush**

Center for Assessment and Research Studies ◦ James Madison University

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### EDUCATION

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

### PROFESSIONAL POSITIONS

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

### HONORS AND AWARDS

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|-------------|---|
| 2023 - 2024 | Provost Award for Excellence in Scholarship and Research, James<br>Madison University                   |
| 2023 - 2024 | Outstanding Junior Faculty Award, College of Health and Behavioral<br>Studies, James Madison University |
| 2021 - 2023 | <i>Prevention Science</i> Early Career Reviewer Program   |
| 2020 - 2021 | University of Virginia Outstanding Graduate Teaching Assistant Award                                    |
| 2016 - 2021 | University of Virginia Graduate Fellowship  |

## SCHOLARLY ACTIVITY

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### Publications

#### *Peer-reviewed journal articles*

- Musci, R. J., **Kush**, J. M., Pas, E. T., & Bradshaw, C. P. (2024). Class enumeration in mixture modeling with nested data: A brief report. *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2024.2386983>
- Goulter, N., Amin-Esmaeili, M., Susukida, R., **Kush**, J. M., Godwin, J., Masyn, K., McMahon, R. J., Eddy, J. M., Ialongo, N. S., Tolan, P. H., Wilcox, H. C., Musci, R. J., & Conduct Problems Prevention Research Group, (2024). Impulsivity profiles across five harmonized longitudinal childhood preventive interventions and associations with adult outcomes. *Development and Psychopathology*, 1-24. <https://doi.org/10.1017/S0954579424000828>
- 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://doi.org/10.1353/csd.2023.0006>
- 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](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). Teachers' 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/10.3102/0013189X221134281>
- 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 in progress*

- Kitchen, C., **Kush**, J. M., Zirikly, A., Belouali, A., Kharrazi, H., Nestadt, P., & Wilcox, H. C. (In progress, 2024). A review of suicide-related risks through propensity score methods using the Maryland Suicide Data Warehouse.
- McFadden, M. E., & **Kush**, J. M. (Under review, 2024). Exploring the causal effect of test-optional policies on enrollment rates for underrepresented minority students.
- 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, 2024). The effects of early prevention on suicidal behaviors: Integrative data analysis from randomized school-based prevention trials with longitudinal outcome data.
- Wild, A. N., & **Kush**, J. M. (In progress, 2024). Real or fake: Is student learning related to grades? [[view preprint](#)]

### *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>
- Wild, A. N., & **Kush**, J. M. (2024). Real or fake: Is student learning related to grades? [[preprint](#)]

## **Conference Presentations**

### *Paper presentations*

- Wild, A. N., & **Kush**, J. M. (2024, October). Beyond the multiple group: Utilizing moderated nonlinear factor analysis to explore measurement invariance. Northeastern Educational Research Association, Trumbull, CT.
- 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. [[view poster](#)]

- 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. [[view poster](#)]
- 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](https://www.youtube.com/watch?v=-bE_EOhpDRg)

### **Research Grants**

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| 2024 - 2027 | Co-Investigator, National Science Foundation (NSF)<br>“The role of the Sphingosine 1-Phosphate and Cyclooxygenase-2 pathway in the crosstalk between fibrosis and angiogenesis”<br>(\$502,940)   |
| 2024 - 2025 | Co-Principle Investigator, College of Health and Behavioral Studies, James Madison University<br>“Methodology Resource Space: Supporting Doctoral Faculty and Students for Dissertation Success”<br>(\$10,000)   |
| 2020 - 2021 | Co-Investigator, Association of College and University Housing Officers - International (ACUHO-I)<br>“Examining the Association between Residence Hall Design, Student Socialization Processes, and Academic Outcomes”<br>(\$5,000)  |
| 2019 - 2022 | Research Associate, National Institute of Mental Health (NIMH)<br>“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”<br>(\$514,525) |
| 2019 - 2020 | Statistical Analyst, National Institute of Mental Health (NIMH)<br>“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

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1. Quasi-Experimental Research Methods  
James Madison University, PSYC 803 (graduate-level instructor)  
Spring 2023, Fall 2024
2. Intermediate Inferential Statistics  
James Madison University, PSYC 605 (graduate-level instructor)  
Fall 2023
3. Multilevel Modeling  
James Madison University, PSYC 836 (graduate-level co-instructor)  
Spring 2025
3. Doctoral Assessment Practicum  
James Madison University, PSYC 879 (graduate-level instructor)  
Summer 2023
4. Fundamentals of Health and Social Science Statistics  
University of Virginia, EDLF 2080 (undergraduate-level instructor)  
Fall 2019
5. Multilevel Modeling in Education Research  
University of Virginia, EDLF 8360 (graduate-level teaching assistant)  
Fall 2018
6. Quantitative Methods II: General Linear Models  
University of Virginia, EDLF 7420 (graduate-level teaching assistant)  
Spring 2018

## SERVICE

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### Mentorship

*Advisor/chair*

2023-present: Autumn N. Wild, Assessment and Measurement Ph.D.

2023-present: Mara E. McFadden, Assessment and Measurement Ph.D.

*Committee member*

2024-2025: Jack R. Gilmore, Psychological Sciences M.A.  
2024-2025: Madyson A. Hernandez, Psychological Sciences M.A.  
2023-2024: Sean A. York, Assessment and Measurement Ph.D.  
2023-2024: Shayna M. Finn, Counseling and Supervision Ph.D.  
2023-2024: Mason R. Jones, Psychological Sciences M.A.  
2023-2024: Riley R. Herr, Psychological Sciences M.A.

**Ad-Hoc Reviewing Activities**

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

**Conference Reviewing Activities**

American Educational Research Association  
American Psychological Association  
Curry Research Conference  
Hunter Student Research Conference  
Northeastern Educational Research Association

**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