

# Ayana Allen-Handy

3401 Market St. #3234 · Philadelphia, PA 19104 · [ama433@drexel.edu](mailto:ama433@drexel.edu) · (215) 571-4582

## EDUCATION

- December 2010      **Texas A&M University-College Station, TX**  
Ph.D. Education Curriculum & Instruction, Specialization: Urban Education  
  
Dissertation Title: *Negotiating Worlds, Managing Subjectivities, and Redefining Selves: The Lived Experiences of African American Undergraduate Females at Predominately White Institutions.* (Co-Chairs: Dr. Chance W. Lewis and Dr. Norvella Carter)
- August 2003      **University of St. Thomas-Houston, TX**  
Master of Education, Major: Education
- May 2001      **University of North Carolina-Chapel Hill, NC**  
Bachelor of Arts with Honors, Majors: Management & Society and Spanish

## PROFESSIONAL EXPERIENCES

- 2019-Present      **Founding Director**, The Justice-oriented Youth (JoY) Education Lab  
School of Education, Drexel University  
Philadelphia, PA
- 2015 – Present      **Assistant Professor**, Urban Education  
Department of Policy, Organization, and Leadership  
School of Education, Drexel University  
Philadelphia, PA
- 2012 – 2015      **Post-Doctoral Fellow**, Urban Education  
The Urban Education Collaborative  
University of North Carolina at Charlotte  
Charlotte, NC
- 2008-2012      **Director of College Counseling and Alumni Programs**  
YES Prep Public Schools-Southwest  
Houston, TX
- 2007-2008      **Literacy Specialist/Gifted and Talented Coordinator**  
MacArthur Elementary  
Houston Independent School District  
Houston, TX
- 2001-2007      **First Grade Teacher**  
Lantrip Elementary  
Houston Independent School District

## AWARDS & HONORS

- 2020 Drexel University Provost Award for Early Career Outstanding Scholarly Achievement
- 2020 AERA Division E: Counseling & Human Development Dissertation to Article Award
- 2020 Drexel University Faculty Scholarly and Creative Activity Award
- 2020 Drexel University Nominee for the Campus Compact Ernest A. Lynton Award
- 2020 Mark L. Greenberg Distinguished Faculty Award for Community-based Learning
- 2019 Drexel University School of Education Early Career Faculty Research Excellence Award
- 2018 Drexel University Faculty Summer Research Award
- 2018 Drexel University Career Development Award
- 2010 Texas A&M University South Africa Study Abroad Fellowship
- 2007 Houston Area Alliance of Black School Educators Outstanding Teacher Award
- 2005 Houston Independent School District Outstanding Young Educator Award
- 2005 Houston Independent School District Lantrip Elementary School Teacher of the Year

## PUBLICATIONS<sup>1</sup>

### Guest Edited Journals

Farinde-Wu, A., **Allen-Handy, A.**, & Hill-Jackson, V. (2020). Black women's work: Exploring pipelines, pedagogies, and policies [Special Issue]. *Theory into Practice*.

Jackson, T.O. & **Allen-Handy, A.** (2018). Centering the significance of qualitative studies on the sociocultural and sociopolitical contexts of education to inform policy [Special Issue]. *International Journal of Qualitative Studies in Education* Volume 31.

### Journal Articles (Refereed)

Champion, D., Tucker-Raymond, E., Millner, A., Wright, C., Gravel, B., \*Likely, R., **Allen-Handy, A.**, & \*Dandridge, T. (accepted). Designing for computational STEM and arts integration in culturally sustaining learning ecologies. *Information and Learning Sciences*

**Allen-Handy, A.**, Ifill, V., Schaar, R.Y., \*Woodard, M., Rogers, M.(accepted) The emerging critical pedagogies of dance educators in an urban STEAM after school program for Black girls. *Journal of Urban Learning, Research, and Teaching*

Robinson, P.A., **Allen-Handy, A.**, Burrell-Craft, K. (accepted). Critical media literacy and Black female identity construction: A conceptual framework for empowerment, equity, and social justice in education. *Journal of Media Literacy Education*.

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<sup>1</sup> \*published with graduate student, \*\*published with undergraduate student, \*\*\*published with youth researcher, \*\*\*\*published with K-12 Teacher

Farinde-Wu, A., **Allen-Handy, A.**, Hill-Jackson, V. (2020). Black women's work: Exploring pipelines, pedagogies, and policies: The Issue Editorial. *Theory into Practice*

Farinde-Wu, A., Butler, B.R., & **Allen-Handy, A.** (2020). Conceptualizing a Black female teacher pipeline: From recruitment to retention to retirement. *Theory into Practice*.  
<https://doi.org/10.1080/00405841.2020.1773160>

**Allen-Handy, A.**, \*Thomas-EL, S.L., & Sung, K.K. (2020). Urban youth scholars: Cultivating global leadership development through youth-led justice-oriented research. *Urban Review*. DOI:  
<https://doi.org/10.1007/s11256-020-00568-w>

Farinde-Wu, A., Alvarez, A., & **Allen-Handy, A.** (2020). The 'T' in identity: A white future teacher confronts race in an urban school. *Whiteness and Education*. DOI:  
<https://doi.org/10.1080/23793406.2019.1711149>

\*Donaldson, J.P. & **Allen-Handy, A.** (2019). The nature and power of conceptualizations of learning. *Educational Psychology Review*. DOI: <https://doi.org/10.1007/s10648-019-09503-2>

Sung, K.K., & **Allen-Handy, A.** (2019). Contradictory origins and racializing legacy of the 1968 Bilingual Education Act: Urban schooling, anti-blackness, and Oakland's 1996 Black English language education policy. *University of Maryland Law Journal on Race, Religion, Gender, & Class*, 44,  
<https://digitalcommons.law.umaryland.edu/rrgc/vol19/iss1/4>

Haslip, M.J., **Allen-Handy, A.**, \*Donaldson, L. (2019). How early childhood educators and young children practice love, kindness, and forgiveness: Findings from a strength-spotting intervention. *Early Childhood Education Journal*, 47(5), 531-547.

**Allen-Handy, A.**, & \*Thomas-EL, S. L. (2018). Be(com)ing critical scholars: The emergence of urban youth scholar identities through research and critical civic praxis. *Urban Education*, DOI:  
<https://doi.org/10.1177/0042085918814589>

Garo, L., **Allen-Handy, A.**, & Lewis, C.W. (2018). Race, poverty, and violence exposure: A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. *Journal of Negro Education*, 87(3), 246-269.

**Allen-Handy, A.**, & Farinde-Wu, A. (2018). Gleaning hope in a vacillating DACA sociopolitical context: Undocumented students' systems of support and success in K-16 Education. *International Journal of Qualitative Studies in Education*, 31(8), 784-799.

Jackson, T.O., & **Allen-Handy, A.** (2018). Centering the significance of qualitative studies on the sociocultural and sociopolitical contexts of education to inform policy [Editorial]. *International Journal of Qualitative Studies in Education*, 31(8), 645-651.

Haslip, M., **Allen-Handy, A.**, \*Donaldson, L. (2018). How urban early childhood educators used positive guidance principles and improved teacher-child relationships: A social-emotional learning intervention study. *Early Child Development and Care*, DOI: [10.1080/03004430.2018.1507027](https://doi.org/10.1080/03004430.2018.1507027)

**Allen, A.,** Hancock, S.D., Glass, T.S., & Lewis, C.W. (2017). Mapping culturally relevant pedagogy into teacher education programs: A critical framework. *Teachers College Record*, 119(1), 1-25.

Farinde, A., **Allen, A.,** & Lewis, C.W. (2016). Retaining Black teachers: An examination of Black female teachers' intentions to remain in K-12 classrooms. *Equity and Excellence in Education*, 49(1), 115-127.

\*Triplett, N. P., \*Bryant, A. C., \*Brown, K. E., \*Steele, A., \*Ardrey, T., **Allen, A.** & Lewis, C. W. (2016). Discipline disproportionality, student achievement, and the Every Student Succeeds Act (ESSA). *The Education Law and Policy Review*, 3(1), 209-240.

\*Triplett, N. P., **Allen, A.,** & Lewis, C.W. (2014). Zero tolerance, school shootings, and the post-Brown quest for equity in discipline policy: An examination of how urban minorities are punished for white suburban violence. *Journal of Negro Education*. 83(3), 352-370

**Allen, A.,** & Butler, B.R. (2014). African American women faculty: Towards a model of co-ethnic mentorship in the academe. *Journal of Progressive Policy and Practice*, 2(1), 111-122.

Scott, L., **Allen, A.,** & Lewis, C. W. (2014). Dispelling the disparities for African American male students: A review of three charter school models. *Journal of African American Males in Education*, 5(1), 2-22.

Farinde, A., & **Allen, A.** (2013). Cultural dissonance: Exploring the relationship between white female teachers' perception and urban black female students' disciplinary infractions. *National Journal of Urban Education and Practice*, 7(2), 142-155.

**Allen, A.,** Scott, L., Lewis, C.W. (2013). Racial microaggressions and African American and Hispanic students in urban schools: A call for culturally affirming education. *Interdisciplinary Journal of Teaching and Learning*, 3(2), 117-129.

### **Forthcoming**

Hancock, S.D., **Allen-Handy, A.,** Williams, J., Butler, B.R., & Lewis, C.W. (R&R). Teaching to empower: Social justice action projects as avenues to social justice. *Teachers College Record*.

**Allen-Handy, A.,** Farinde-Wu, A., & \*Graham, D. (R&R). Black women undergraduates: A phenomenological examination of their lived experiences and identity construction at predominantly White institutions. *Journal of African American Women and Girls in Education*

Hancock, S.D., & **Allen-Handy, A.** (R&R). #Racematters: Race, research, and critical reflexive autoethnography. *Multicultural Perspectives*

Farinde-Wu, A., Butler, B.R., & **Allen-Handy, A.** (R&R). "Black girl speaks!" Criminalization in K-12 classrooms. *Gender and Education*.

Wright, C., \*Likely, R., **Allen-Handy, A.,** & Flowers, A.M. (R&R) "We deserve to be here": A critical examination of Black female engineering teachers' personal and professional experiences in education. *Journal of African American Women and Girls in Education*.

Banda, R.M., Flowers, A.M., Robinson, P., & **Allen-Handy, A.** (under-review). Developing global citizenship through activism in higher and adult education. *International Journal of Multicultural Education*.

Burrell-Craft, K., Robinson, P.A., & **Allen-Handy, A.** (under review). A conceptual framework for positive Black female identity formation. *The Negro Educational Review*

Robinson, P.A., Williams, K., Burrell-Craft, K., Allen-Handy, A. (under review). Mentorship and cultural taxation: Black women bearing the burden while working for the community good. *Mentoring & Tutoring: Partnership in Learning*

### **In Progress**

Allen-Handy, A. (in progress). Pursuing extraordinary outcomes: A retrospective case study of comprehensive urban school transformation. *Education & Urban Society*

Allen-Handy, A. (in progress). A critical race case study analysis of the cultural climate at an elite independent school in an urban metropolis. *Race Ethnicity Education*

**Allen-Handy, A.**, & \*Sterin, K. (in progress). Problematizing teachers' high expectations in urban classrooms: Towards an anti-racist belief-practice continuum. *Review of Research in Education*

\*Donaldson, J.P., & **Allen-Handy, A.** (in progress). Conceptualizations of learning in the learning sciences. *Journal of the Learning Sciences*.

\*Baham, L., & **Allen-Handy, A.**, (in progress). The infusion of mobile learning: Understanding pedagogical implications for today's African American female high school students. *Youth & Society*

**Allen-Handy, A.**, \*Meloche, A., \*\*\*Brown, A., \*\*\*Frazier, J., \*\*\*\*Wilkes-Walker, M., \*Dia, J., \*\*Bugg, D. (in progress). Preserving history for the persistent legacy of West Philadelphia High School. *Preservation, Digital Technology, and Culture*.

### **Edited Books**

Robinson, P A., **Allen-Handy, A.**, Bryant, A., & Lewis, C. W. (Eds.) (2019). *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

Farinde-Wu, A., **Allen-Handy, A.**, Lewis, C.W. (Eds.) (2017). *Black female teachers: Diversifying the United States teacher workforce*. UK: Emerald.

Hancock, S.D., **Allen, A.**, & Lewis, C. W. (Eds.) (2015). *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age

## Book Chapters (Refereed)

Jackson, T.O., & **Allen-Handy, A.** (accepted). Distractions cannot be bigger than the mission: Black women's motherwork in urban education. In T.O. Jackson & N. C. Flowers *Black mother educators: Advancing praxis for access, equity, and achievement*. Charlotte, NC: Information Age.

Hines, D.E., Young, J.L., Farinde-Wu, A., & **Allen-Handy, A.** (in press). A pattern of practice: A historical analysis of disciplinary practices of Black girls with disabilities. In Hines, D.E. (Ed). *Racism by another name: Black students, overrepresentation, and the carceral state of special education*. Charlotte, NC: Information Age.

**Allen-Handy, A.**, Ifill, V., Schaar, R., Rogers, M., & \*Woodard, M. (2020). Black girls STEAMing through dance: Inspiring STEAM literacies, STEAM identities, and positive self-concept. In K. Thomas & D. Huffman (Eds.). *Challenges and opportunities for transforming from STEM to STEAM education*. Hershey, PA: IGI Global

**Allen-Handy, A.**, \*Thomas-EL, S.L., \*\*\*Bhuiyan, T., \*\*\*Carroll, X., \*\*\*Karlen, E., \*\*\*Medlock, I., \*\*\*Weeks, I. (2019). Urban youth/international scholars: Critical solutions in support of the U.N. Sustainable Development Goals. In P.A. Robinson, **A. Allen-Handy**, A. Bryant & C.W. Lewis (Eds.) *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

Robinson, P.A., **Allen-Handy, A.**, Bryant, A., & Lewis, C.W. (2019). Global perspectives on issues and solutions in urban education. In P.A. Robinson, **A. Allen-Handy**, A. Bryant & C.W. Lewis (Eds.) *Global perspectives on issues and solutions in urban education*. Charlotte, NC: Information Age.

**Allen-Handy, A.**, & Farinde-Wu, A. (2017). Reflecting back while gazing forward: Black female teachers and the diversification of the United States teacher workforce. In A. Farinde-Wu, **A. Allen-Handy**, & C.W. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce* (pp. 1-6). United Kingdom: Emerald

Farinde-Wu, A., **Allen-Handy, A.**, Butler, B.R., & Lewis, C.W. (2017). The urban factor: Examining why Black female educators teach in under-resourced, urban schools. In A. Farinde-Wu, **A. Allen-Handy**, & C.W. Lewis (Eds.), *Black female teachers: Diversifying the United States' teacher workforce* (pp.73-92). United Kingdom: Emerald

**Allen, A.**, & Hancock, S.D. (2016). The emergence of critical presence ethnography: Capturing the ripples of self in educational contexts. In R. Hopson, W. Rodick, & A. Kaul (Eds.), *New directions in educational ethnography (Volume 13): Shifts, problems, and reconstruction* (pp.121-139). United Kingdom: Emerald Press.

**Allen, A.** (2016). African American girls and the kaleidoscope of identity: Reflections and refractions of contextual influences and K-12 schools. In P. Larke, G. Webb-Hasan, & J. Young (Eds.). *Cultivating achievement, respect, and empowerment (CARE) for African American girls in preK-12 settings: Implications for access, equity, and achievement*. Charlotte, NC: Information Age.

\*Covington, A.C., **Allen, A.**, & Lewis, C. (2016) Culturally sustaining pedagogy and hip-hop based education: A professional development framework in rap cypher and battle to promote student engagement and academic achievement. In T. Petty, A. Good, & M. Putman (Eds.), *Handbook of research on professional development for quality teaching and learning* (pp. 488-497). Hershey, PA: IGI Global

**Allen, A.**, \*Watson, M., \*Childers-McKee, C., \*Garo, L., & Lewis, C.W. (2015). Schools as conduits of racism: How mindsets, policies, and practices impact historically marginalized students. In L. Drakeford (Ed.), *Race Controversy in American Schools* (pp. 69-90). Santa Barbara, CA: Praeger.

**Allen, A.** (2015). Leveraging the cultural wealth in family and friend networks: An examination of undocumented Latino college students' support systems and academic achievement. In D. Mitchell, E. Daniele, K. Soria, & J. Gipson (Eds.), *Student involvement and academic outcomes: Implications for diverse college student populations* (219-236). New York, NY: Peter Lang

**Allen, A.** (2015). Black self/white context: An autoethnography of hurt, hope, and heroism in predominantly White schools. In S.D. Hancock, A. Allen, & C.W. Lewis (Eds.), *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

Hancock, S.D., & **Allen, A.**, (2015). Common threads: Culturalized patterns and conceptual understandings in critical autoethnographic research. In S. D. Hancock, A. Allen, & C.W. Lewis (Eds.), *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

**Allen, A.**, Hancock, S.D., Lewis, C.W. (2015). Implications of autoethnography for access to equity and achievement. In S.D. Hancock, A. Allen, & C.W. Lewis (Eds.), *Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling*. Charlotte, NC: Information Age.

\*Robinson, D., **Allen, A.**, & Lewis, C.W. (2014). Human capital investment: Supporting the development of visionary change agents in teacher preparation programs for urban schools and communities. In Y. Sealey-Ruiz, I. Toldson, & C.W. Lewis (Eds.), *Teacher education and the Black community: Implications for access, equity, and achievement*. Charlotte, NC: Information Age

### **Forthcoming**

**Allen-Handy, A.**, & Ifill, V. (under review). Decolonizing dance education for African American students in urban communities: A university-community partnership. In J.L. Moore & C.W. Lewis (Eds.), *African American students in urban schools: Critical issues and solutions for achievement* 2nd Edition.

\*Bryant, A., \*Watson, M., & **Allen-Handy, A.**, Lewis, C.W. (under review). What do we do in the meantime?: Practical solutions for eliminating educational inequities in urban schools right now. In Y. Sealey-Ruiz, Y. & D. Huck., (Eds.), *Purposeful teaching and learning in diverse contexts: Education for access, equity, and achievement*. Charlotte, NC: Information Age

**Allen-Handy, A.**, Scott, L., & Lewis, C.W. (in press). Moving beyond the rhetoric: Effective practices for building, nurturing, and sustaining culturally competent educators in urban school settings. In H. Waxman, B. Alford, D. Brown, & K. Rollins (Eds.), *Preparing teachers to implement college and career readiness standards: Integrating research, policy, and practice*. Rotterdam, The Netherlands: Sense Publishers.

## **Technical Reports and White Papers**

**Allen-Handy, A., \*Likely, R., Aviles, A., & Tabb, L.** (2019). City of Philadelphia Continuum of Care (COC) Racial Disparities Analysis. City of Philadelphia, Office of Homeless Services.

**Allen-Handy, A., Starker-Glass, T., Lambert, R.** (2016). Examining the cultural climate at Providence Day School. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte.

**Allen, A. & Lewis, C. W.** (2015): Sugar Creek Charter High School: Setting a legacy in motion. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek Charter School Freshman School Closure Report. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek Charter School Freshman First Quarter Report. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte.

Allen, A. (2014). Sugar Creek College and Career Academy: An executive summary. Charlotte, NC; The Urban Education Collaborative at UNC Charlotte

Allen, A. (2014). Sugar Creek Charter School College and Career Readiness Report. Charlotte, NC: The Urban Education Collaborative at UNC Charlotte

**Allen, A., & Lewis, C.** (2013). *Pursuing extraordinary outcomes in public education*. Charlotte, NC: The Urban Education Collaborative at UNC-Charlotte

**Allen, A., \*Farinde, A., & Lewis, C.** (2013). *The landscape of college readiness in CMS*. The Urban Institute at UNC-Charlotte: Charlotte NC.

Lewis, C., **Allen, A.** & \*Farinde, A. (2012). *Summer 2012 RET E3 Post-test survey analysis*. Washington, DC: National Science Foundation.

## **Book Reviews**

**Allen, A.** (2016, March 23). A book review of necessary spaces: exploring the richness of African American childhood in the south. *Teachers College Record* (<http://tcrecord.org> ID Number 19641).

## **SPONSORED RESEARCH, GRANTS, & CONTRACTS**

*Total Internal & External Funding: **\$8,731,938***

### **Internal Funding (\$96,064)**

Allen-Handy, A. (2020). Drexel University Provost Award for Outstanding Scholarly Achievement. Funded Amount: \$10,000

Brooks, S., **Allen-Handy, A.**, & Kirby, J.(2020). Developing Anti-racism Community Dialogues: A Critical Participatory Action Research Project. *Drexel University Anti-racism Rapid Research Grant* Funded Amount: \$5,000: Role: Co-PI



Hill, D., Lewis-Grant, K., Manson, S., & **Allen-Handy, A.** (2020). Critical Conversations in Urban Education's Racial Equity Audit of the School of Education. *Drexel University Anti-racism Rapid Research Grant*. Funded Amount: \$5,0000 Role: Co-PI

Allen-Handy, A. (2020). The West Philadelphia High School Youth Archivists: A Youth-led Participatory Heritage Project. *Drexel University Faculty Scholarly and Creative Activity Grant*. Funded Amount: \$21,039. Role: PI.

**Allen-Handy, A.**, & Genovesi, J. (2020). A Narrative Analysis of the Long-term Impacts of The Academy of Natural Sciences' Women in Natural Science (WINS) Program. *Drexel School of Education Research Grant*. Funded Amount: \$4,500 Role: PI.

Allen-Handy, A. (2018). Civic engagement in an era of gentrification: Reimagining community through a youth-led community capitals asset mapping project in W. Philadelphia. *Drexel Faculty Summer Research Award*. Funded Amount: \$7,000. Role: PI

Allen-Handy, A. (2018). Preserving history/Persistent Legacy: A Historical Ethnography of an African American High School in Philadelphia. *Drexel School of Education Research Grant*. Funded Amount: \$6,000. Role: PI

Allen-Handy, A. (2018). Community capacity building for a better tomorrow: A cross disciplinary critical participatory action research think tank. *Drexel Office of Faculty Affairs*. Funded Amount: 6,025. Role: PI

**Allen-Handy, A.**, Ifill, V., Rogers, M., Schaar, R. (2017). Black girls STEAMing through Dance: Examining STEAM literacies, STEAM identities, and Self-concept. *Drexel University ExCITE Center Seed Grant*. Funded Amount: \$5,000 Role: PI

Haslip, M., **Allen, A.**, & Klem, A. (2016). Developing a culturally relevant framework of social/emotional interventions for the early childhood professional workforce. *Drexel School of Education*. Funded Amount: \$6,000. Role: Co-PI

Allen, A. (2016). Educating children for a life of service: Integrating global goals into curriculum. *Drexel University Office of International Programs*. Funded Amount: \$500. Role: PI

Allen, A. (2015). The Urban Youth Scholars Fellowship Program at Science Leadership Academy. *Drexel University Office of the Dean*. Funded Amount: \$20,000. Role: PI

### **External Funding (\$8,635,874)**

**Allen-Handy, A.**, Ifill, V., Rogers, M., & Schaar, R. (2019). Black Girls STEAMing through Dance. *U.S. Department of Education West Philadelphia Promise Neighborhood Grant*. Funded Amount: \$50,000 Role: PI of BGSD/Program Provider of PN Grant. (2 years)

Smith, B., Heverin, T., **Allen-Handy, A.**, Rogers, M.L. (2019). CyberCorps Mentoring and Scholarship Program (CMSP). *National Science Foundation*. Funded Amount: 4 million: Role: Co-PI (5 years)

Genovesi, J., **Allen-Handy, A.**, Peter, N., Walker, S. L. (2019). Engaging women in engineering: Training mentors to make a difference. *National Science Foundation*. Funded Amount. 1.2 Million. Role: Co-PI. (3 years)

Wright, C.G., Tucker-Raymond, E, **Allen-Handy, A.**, Champion, D., Millner, A., & Gravel, B. (2018). Collaborative Research: Using Culturally Sustaining Learning Environments to Explore Computational Learning and Identity. *National Science Foundation*. Funded Amount: \$1.7 Million (Drexel University: 769,752) (Boston University: \$822,275) Role: Co-PI. (3 years)

**Allen-Handy, A.**, Wenrick, R., Kashock, K., Nicholas, D. (2018). Anti-displacement: The untapped potential of university-community cooperative living. *Corporation of National and Community Service (AmeriCorps)*. Funded Amount: \$424,983 Role: PI (3 years)

Rank, S., **Allen-Handy, A.**, Muschio, G., Foster, A., Dandekar, K. (2017). Supporting science and engineering identity development in immersive interactive technologies. *National Science Foundation*. Funded Amount: \$559,753. Role: Co-PI (2 years)

Genovesi, J., Romaninsky, M., Barattolo, H., Gullo, D., **Allen-Handy, A.** (2017), Science and Literacy for Success. *William Penn Foundation*. Funded Amount: \$685,600. Role: Co-PI (3 years)

**Allen, A.**, Glass, T.S., Lambert, R.G. (2014). Examining the culturally responsive climate at Providence Day School. *Providence Day School*. Funded Amount: \$20,538. Role: PI. (2 years)

### **Under Review**

**Allen-Handy, A.**, Schaar, R., Ifill, V., Rogers, M. (under review). Black Girls STEAMing through Dance: Examining STEAM literacies, STEAM identities, and Positive Self-Concept Formation. *Spencer Foundation*. Requested Amount: \$500,000. Role: PI (5 years)

**Allen-Handy, A.**, Zion, S., Wright, C., Sung, K. (under review). Centering Youth in Community: Exploring Root Cause of Violence in Schools. *National Institute of Justice*. Requested Amount: \$1,987,663, Role: PI (2 years)

### **Not Funded<sup>2</sup>**

Allen-Handy, A., (2019). Strengthening African American youth and community civic action: An intergenerational participatory asset mapping and school archiving project. *Spencer Foundation*. Requested Amount: \$50,000. Role: PI \$\$

Allen-Handy, A. (2018) Strengthening African American youth's civic action through community capitals asset mapping. *Spencer Foundation*. Requested Amount: \$50,000. Role: PI. \$\$

Lewis, C.W., **Allen-Handy, A.**, Robinson, D., Hancock, S.D. (2018). Planting the SEED: Professional development innovation to prepare culturally relevant educators to deliver project-

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<sup>2</sup> \$ Internal Funding, \$\$ External Funding

based learning experiences for high-needs students. US Department of Education. Requested Amount: 3 Million. Role: Co-PI. \$\$ (Note: submitted in 2017 & 2018)

Lewis, C.W., **Allen-Handy, A.**, Robinson, D., Hancock, S.D. (2017). Planting the SEED: Professional development innovation to prepare culturally relevant educators to deliver project-based learning experiences for high-needs students. US Department of Education. Requested Amount: 3 Million. Role: Co-PI. \$\$ (Note: submitted in 2017 & 2018)

Watkins, J., Wendell, K., Hammer, D., Wright, C.G., **Allen-Handy, A.**, Rosebery, A., & Tucker-Raymond, E. (2017). Applying an interpretive power lens to foster and study K-8 teacher learning for equitable engineering education. James S. McDonnell Foundation. Requested Amount: 2.5 Million. Role: Co-PI. \$\$

**Allen-Handy, A.**, Garo, L., Sung, K., Wright, C. (2017). Civic Engagement in the Era of Urban Gentrification. *Corporation of National and Community Service*. Requested Amount \$148,965. Role: PI. \$\$

Haslip, M., & **Allen-Handy, A.** (2017). Developing a culturally relevant framework of social/emotional interventions for the early childhood professional workforce. Caplan Foundation Amount Requested: \$42,000. Role: Co-PI \$\$

**Allen, A.** (2017). Research for the people by the people: A critical participatory action research symposium. Drexel University Career Development Award. Amount Requested: \$6,000 \$

**Allen, A.**, & Haslip, M. (2016). Me in 3D: A Culturally Responsive Digital Play Platform for Early Learning and Positive Identity Development. Caplan Foundation. Requested Amount: \$50,000. Role: Co-PI \$\$

Allen, A. (2016). Leveraging the community cultural wealth of West Philadelphia: A youth participatory perspective for urban school and community transformation. Drexel University Career Development Award. Amount Requested : \$7,500 \$

Muschio, G., **Allen, A.**, Foster, A., Genovesi, J., Porpora, D., Rank, S., & Smith, B.K. (2016). Follk STEAM: Unleashing the full potential of community originated science, technology, engineering, art, and mathematics. Drexel DARE Competition-Requested Amount \$199,510. \$

Foster, A., **Allen, A.**, Genovesi, J., Smith, B. (2016): EXPLORATION: MC3-Museums and Communities Collaborating Together. NSF- Requested- \$500,000. \$\$

Lewis, C., Garo, L., & **Allen, A.** (2015). Reducing the impact of neighborhood violence exposure: The impact of trauma vulnerability and resilience to violence on academic and life outcomes for Black male high school students (\$999,569). National Institute of Justice. Role: Co-PI.PI \$\$

Lewis, C., Adams, T., & **Allen, A.** (2015). The College Gateway Mentoring Program. (\$24,280). North Carolina GlaxoSmithKline Foundation. Role: Co-PI. \$\$

Lewis, C. & **Allen, A.**, Hancock, S.D. (2015). The Self Efficacy Institute for Urban Teacher Resilience and Retention: Transforming Life Outcomes for All Students. Braitmayer Foundation. (34,893). Role: Co-PI. \$\$

Lewis, C.W., **Allen, A.**, Watson, M. (2015). Interventions for improving high school dropout rates in US urban schools: A systematic review (\$49,990). Jacobs Foundation. Role: Co-PI. \$\$

Lewis, C.W., **Allen, A.**, Rock, T., & Starker-Glass, T. (2014). The Urban Education Collaborative / Project L.I.F.T. Teacher Residency for High-Needs School Transformation. Teacher Quality Grant. US Department of Education. Requested Amount: \$5,957,048 Role: Post-Doc. \$\$

**Allen, A.**, Turner, C., Major, B. (2014). Schoolwise: Pursuing extraordinary outcomes in public education. US Department of Education Charter Schools Office. Requested Amount: \$400,000. Role, PI. \$\$

McMahon, B., Dika, S., Lewis, C., **Allen, A.** (2014). Student engagement and academic success in urban and rural schools. Institute of Educational Sciences. Requested amount: 2 million Role-Post-Doc. \$\$

Lewis, C.W., **Allen, A.**, Adams, T. (2014). The Talented Tenth STEM Prep Program. Carnegie Corporation. Role: Pos-Doc. \$\$

Lewis, C.W., Allen, A., Farinde, A (2014). The Talented Tenth STEM Prep Program. Honda Foundation, Role: Post-Doc. \$\$

Miller, J., Turner, C.; Glover, C., & **Allen, A.** (2013) Sugar Creek Charter School 21<sup>st</sup> Century Grant. US Department of Education. Amount Requested: \$400,000. Role: Co-PI. \$\$

Lewis, C.W. & **Allen, A** (2013). The Talented Tenth College Preparation Program. Fordham Street Foundation. Second Round Finalist. Amount Requested: \$25,000. Role: Post-Doc. \$\$

Lewis, C.W. & **Allen, A.** (2013) Rising Steam Girl's Think Tank. Best Buy. Requested amount: 10,000, Role: Post-Doc \$\$.

Miller, J., Turner, C., Steele, K., & **Allen, A.** (2013). Sugar Creek Charter School Stem Program. Burriss Wellcome, Role: Co-PI. \$\$

**Allen, A.**, Pipkin, T., Malachi, Y., Miller, A. (2013). Male Leadership Academy of Charlotte STEAM Program. PNC Grant. Requested amount: \$1,000,000. Role: PI. \$\$

### CONFERENCE PRESENTATIONS<sup>3</sup>

#### National

**Allen-Handy, A.**, \*Meloche, A., & \*Likely, R. (2020, June). "The sandwich effect": A critical race spatial analysis of gentrification and African American residential displacement. Paper accepted at

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<sup>3</sup> \*presented with graduate student \*\*presented with undergraduate student \*\*\*presented with youth researcher  
\*\*\*\*presented with K-12 educator \*\*\*\*\*presented with community researcher

the Critical Race Studies in Education Association Conference, Newark, DE. (*Conference cancelled due to COVID-19 Pandemic*).

Wright, C.G., Champion, D.N., Tucker-Raymond, E., Gravel, B.E., Millner, A.D., **Allen-Handy, A.**, \*Likely, R. (2020, April). Using culturally sustaining STEM+C learning environments to explore computational learning and identity. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

Schaar, R., **Allen-Handy, A.**, Rogers, M., Ifill, V. (2020, April). Supporting African American girls STEAM identities and positive self-concept through dance, design, and coding. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

**Allen-Handy, A.**, Ifill, V., Schaar, R., & Rogers, M. (2020, April). Dancin', steamin', and dreamin': How Black girls negotiate identity and future selves in a dance infused STEAM after school program. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

Garo, L., **Allen-Handy, A.**, & Lewis, C.W. (2020, April). A critical spatial analysis of African American trauma vulnerability and educational outcomes in Charlotte, North Carolina. Paper accepted at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

**Allen-Handy, A.**, \*Meloche, A., & \*\*Bugg, D. (2020, April). Preserving history for the persistent legacy of our school: A critical African American YPAR project. Paper presented at the American Education Research Association Conference, San Francisco, CA. (*Conference cancelled due to COVID-19 Pandemic*)

**Allen-Handy, A.**, \*Meloche, A., \*\*\*Brown, J., & \*\*\*Frazier A. (2020, March). *Nurturing transformative youth-adult partnerships in youth participatory action research: A collaborative autoethnography of identity and sharing power across difference*. Paper presented at the 41<sup>st</sup> Annual Ethnography in Education Research Conference, Philadelphia, PA.

Allen-Handy, A. (2019, June). *Empowering urban youth's critical scholar identities: Reflections from an after-school program in one urban community*. Paper presented at the Critical Race Studies in Education Association Annual Conference, Los Angeles, CA.

**Allen-Handy, A.**, & \*Thomas-EL, S. (2019, April). *Be(com)ing critical scholars: The emergence of urban youth scholar identities through research and praxis*. Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

**Allen-Handy, A.**, & Farinde-Wu, A. (2019, April). *Gleaning hope in a vacillating DACA sociopolitical context: Undocumented Latinx students' support systems throughout K-16*. Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Allen-Handy, A. (2019, April). *Black girls STEAMing through dance: Examining STEAM literacies, STEAM identities, and self-concept*. Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Farinde-Wu, A., **Allen-Handy, A.**, Butler, B.R., & Lewis, C.W. (2019, April). *The draw of urban: Black female teachers' preferences for urban public schools*. Paper presented at the 2019 American Education Research Association Conference, Toronto, ON.

Farinde-Wu, A., & **Allen-Handy, A.** (2018, November). *The urban educator: Black female teachers teaching in urban schools*. Paper session presented at the 2018 National Association for Multicultural Education. Memphis, TN.

**Allen-Handy, A.**, & \*Thomas-EL, S.L. (2018, March). *Making demands: Conceptualizing student resistance and activism for education equity*. Paper presented at the American Association of Blacks in Higher Education Conference. New Orleans, LA.

**Allen-Handy, A.**, & Robinson, P. A. (2018, February). *Critical media literacy and Black female identity politics: A conceptual framework for empowerment, equity, and social justice in schools*. Paper presented at the 35<sup>th</sup> Annual Winter Roundtable. New York, NY.

Ifill, V., & **Allen-Handy, A.** (2017, October). *Cultivating access and equity through dance education: A university-community partnership*. Paper presented at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference. Charlotte, NC.

**Allen-Handy, A.**, Hancock, S.D., Glass, T.S., & Lewis, C.W. (2017, April). *Mapping culturally relevant pedagogy into teacher education programs: A critical framework*. Paper presented at the annual meeting of the American Education Research Association. San Antonio, TX.

**Allen, A.**, & Thomas-EL, S. (2016, June). *Sanctioning Black minds, Black bodies, and Black voices: A critical race case study of student resistance matters in the "league of ivy"*. Paper presented at the annual meeting of the Critical Race Studies in Education Association Conference. Denver, CO.

**Allen, A.**, & Farinde, A.A. (2016, April). *A dream deferred no more?: Deferred action for childhood arrivals and undocumented students' American dream*. Paper presented at the annual meeting of the American Education Research Association. Washington, D.C.

Farinde, A.A., **Allen, A.**, & Lewis, C.W. (2016, April). *Retaining black teachers: An examination of Black female teachers' intentions to remain in the K-12 classroom*. Paper presented at the annual meeting of the American Education Research Association. Washington, D.C.

**Allen, A.**, & Haslip, M. (2016, February). *Educating historically marginalized young children for an altruistic life of service: A conceptual framework*. Paper presented at the annual Winter Roundtable, New York, NY.

Allen, A. (2016, February). *Black self/white context: An autoethnography of hurt, hope, and heroism in predominantly white schools*. Paper presented at the 37<sup>th</sup> annual Ethnography in Education Conference. Philadelphia, PA.

Allen, A. (2015, October). *The relentless pursuit of extraordinary outcomes in public education*. Invited feature presentation at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

\*Triplett, N., **Allen, A.**, & Lewis, C.W. (2015, April). *School shootings, zero tolerance, and disproportionality: How urban minorities are punished for white suburban violence*. Paper accepted at the annual meeting of the American Educational Research Association, Chicago, IL.

Starker-Glass, T., **Allen, A.**, & Lewis, C.W. (2015, April). Distorted mirrors and clean hands: Reflections and realities of teacher education's deferred and unfinished work with culturally relevant pedagogy. Paper accepted at the annual meeting of the American Educational Research Association, Chicago, IL.

Hancock S.D., **Allen, A.**, Lewis, C.W., Muhammad, L., Tyler, A.L., & \*Ash, A. (2015, April). Autoethnography as a lighthouse: Illuminating race, research, and the politics of schooling. Paper accepted at the meeting of the American Educational Research Association, Chicago, IL.

**Allen, A.**, & Thigpen, T. (2014, October). *Research to reality: Creating a college and career driven culture in urban environments*. 2<sup>nd</sup> Annual Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

\*\*\*\*Clay, Q., **Allen, A.**, \*\*\*\*Torres, W., & \*\*\*\*Tadal, T. (2014, July). *A tale of two wars: Secondary and postsecondary recruitment in diverse urban areas*. Presentation at the meeting of the National Association of College Admission Counselors: Guiding the Way to Inclusion National Conference, Orlando, FL.

\*\*\*\*Clay, Q., **Allen, A.**, & \*\*\*\*Gore, R. (2014, April). *A tale of two wars: Secondary and postsecondary recruitment in diverse urban areas*. Presentation at the meeting of the College Board: A Dream Deferred, Atlanta, GA.

**Allen, A.**, & Scott, L. (2014, April). *Culturally affirming education for African American and Hispanic students: Dispelling microaggressions in public education*. Poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Hancock, S., & **Allen, A.** (2014, April). *Race C.A.R.: Examining race as a driving force in critical autoethnographic research*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

**Allen, A.** (2013, October). *Supporting low income students of color through college: Bridging research and practice*. Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC.

**Allen, A.**, & Butler, B. R. (2013, September). *Sister to sister: Nurturing mentor-mentee relationships amongst African American females in higher education*. Paper presented at the meeting of the Center for African American Research and Policy, Charlotte, NC.

Hancock, S., & **Allen, A.** (2013, March). *Racialized perspectives & research: The emergence of critical autoethnographic scholarship*. Paper presented at the meeting of the Winter Roundtable, Columbia, NY.

**Allen, A.** (2012, March). *Negotiating Worlds, Managing Subjectivities, and Redefining Selves: The Lived Experiences of African American Undergraduate Females at PWIs*. Paper presented at the meeting of the National Council of Black Studies, Atlanta, GA.

## **International**

**Allen-Handy, A.,** Ifill, V., Rogers, M., & Schaar, R. (2018, November). Black girls STEAMing through Dance: A Transdisciplinary Collaboration. Paper presented at the International Conference on Urban Education. Nassau, Bahamas.

**Allen, A.,** Robinson, P.A., Warren, C., & Sung, K.K. (2016, November). *Pathways to the professoriate as urban education post-doctoral scholars of color: Advocating for access, equity, and social justice through research.* Paper presented at the International Conference on Urban Education. San Juan, Puerto Rico

Haslip, M., & **Allen, A.** (2016, April). *Educating children for a life of service: Integrating global goals into curriculum.* Paper presented at the annual meeting of the Association for Childhood Education International Conference. San Jose, Costa Rica.

Allen, A. (2016, January). *African American girls and the kaleidoscope of identity: Reflections of contextual impact and strategies to promote positive identity development.* Paper presented at the annual meeting of the Hawaii International Conference on Education. Honolulu, HI.

Farinde, A., LeBlanc, J., & **Allen, A.** (2014, November). *The black teacher shortage 60 years after Brown: Implications for school leaders and school districts.* Paper presented at the International Conference on Urban Education. Montego Bay, Jamaica.

Allen, A. (2010, July). *Black on white: The lived experiences of African American undergraduate females at predominately white institutions.* Paper presented at the meeting of the International Symposium on Urban Education: Strategies for Global Learners, Johannesburg, South Africa

## **Regional/Local**

**Allen-Handy, A.,** \*\*\*\*Walker, M., \*Meloche, A., \*\*\*Brown, J., \*\*\*Frazier, A., \*Dia, J., \*\*\*Burns, I., \*\*\*Ervin, Q., \*\*\*El, N., \*\*\*Holloway, A., \*\*\*Thomas, M., \*\*\*Wortham, I. (2020, March). *Preserving History for the Persistent Legacy of West Philadelphia High School: A Youth Participatory Action Research Project.* Pennsylvania Chapter of the National Association of Multicultural Education. Radnor, PA.

**Allen-Handy, A.,** \*Meloche, A., \*\*\*Brown, J., \*\*\*Frazier, A. (2019, October). *Preserving History for the Persistent Legacy of West Philadelphia High School: A Youth Development Summer Internship.* Drexel University School of Education Research Presentation. Philadelphia, PA.

Flowers, A., Wright, C., Lee, V., **Allen-Handy, A.,** & Chavez, J. (2018, March). *Narratives of microaggressions as experienced by faculty of color in the classroom.* Panel presented at the Pennsylvania Chapter of the National Association of Multicultural Education. Philadelphia, PA.

\*\*\*Einstein, H., **Allen, A.,** & \*\*\*Taylor, C. (2012, April). *Creating Synergy for Dynamic High School College Visits.* Paper presented at the meeting of the Texas Association of College Admissions Counseling, Houston, TX.



## INVITED TALKS & PANELS

Allen-Handy A., \*\*\*\*McCullough, C.R. (2020, September). *Intergenerational Community-led Participatory Action Research: Partnership between The Justice-oriented Youth Education Lab and Writers Room*. Invited Presentation. New Normal for Higher Education: Understanding and Embracing an Aging Society Drexel Annual Assessment Conference, Philadelphia, PA

Allen-Handy, A. (2020, June). *The Justice-oriented Youth Education Lab and Black Girls STEAMing through Dance: How Teachers can Integrate Social Justice and STEAM into their Everyday Practice*. Invited Virtual Speaker, Atlanta Metro Schools K-12 STEAM Vertical Integration in Computer Science, Engineering, and Invention Pathways Teacher Workshop. Georgia Tech Center for Education Integrating Science, Math, and Computing, Atlanta, GA

Allen-Handy, A. (2020, June). *Critiques of CRT. Testimonios of joy, love, and struggle in critical race praxis*. Invited Panelist of the Graduate Student Council, Critical Race Studies in Education Association Conference, Newark, DE. (Conference cancelled due to COVID-19 Pandemic)

Allen-Handy, A. (2020, May). *Expectations for the 1<sup>st</sup> Year College Student: Insights from Higher Education*. Invited Panelist (Virtual) of Dr. B's College and Career Resources Program, New Orleans, LA.

Allen-Handy, A. (2020, February). *#TeachersofColorMatter: Diversifying our classrooms for equity and achievement of all students*. Invited Panelist, Critical Conversations in Urban Education, Philadelphia, PA.

Allen-Handy, A. (2019, October). *Resisting gentrification, sharing our stories*. Invited Presenter for Deep Think Tank Workshops. Conference on Community Writing, Philadelphia, PA

Allen, Handy, A. (2019, October). *Women in urban education: The intersectionality of gender, race, and leadership distinguished panel*. Invited Panelist. Pursuing Extraordinary Outcomes in Public Education Conference: Charlotte, North Carolina.

Allen-Handy, A. (2019, October). *Teaching the history of race and what students should be told*. Invited Panelist of the 1619-2019: Slavery and its Impact: Reflections on its Four Hundredth Anniversary. Kutztown, PA: Kutztown University Commission on the Status of Minorities

Allen-Handy, A. (2019, April). *Living at the Intersection of Race and Gender: Interrupting the Policies, Practices, and Cultural Illiteracy that Push Black Girls Out of Schools*. Invited Panel Moderator. Critical Conversations in Urban Education, Philadelphia, PA

Rogers, M., Allen-Handy, A., Schaar, R., & Ifill, V. (2019, February). *Black girls STEAMing through Dance*. Invited Presentation. Excite Center 2019 STEAM Workshop. Philadelphia, PA.

Schaar, R., Rogers, M., Ifill, V., & **Allen-Handy, A.** (2018, May). *Black girls STEAMing through Dance*. Invited Presentation GAIMS Center Brown Bag Lecture Series, Philadelphia, PA.

Allen-Handy, A. (2018, April) Invited panelist of Hilliard/Sizemore alumni. Presented at the 2018 Asa G. Hilliard III and Barbara A. Sizemore Research Course on African Americans and Education

at the Annual Meeting of the American Education Research Association Conference. New York, NY.

Allen, A. (2015, October). *The relentless pursuit of extraordinary outcomes in public education*. Invited feature presentation at the annual meeting of the Pursuing Extraordinary Outcomes in Public Education National Conference, Charlotte, NC

Allen, A. (2014, September). *How to write a prolific literature review*. Invited guest presentation at the meeting of Urban Educators for Change, Charlotte, NC.

**Allen, A., & Hancock, S.D.** (2013, May). *Profile me: Exploring the complexities of gender and racial identity*. Presentation at the UNC Charlotte Faculty Diversity Summer Institute, Charlotte, NC.

## **TEACHING**

### **DREXEL UNIVERSITY SCHOOL OF EDUCATION**

#### **Undergraduate**

**EDUC 216: Diversity and Today's Teacher**

*Winter 2016*

**EDUC 316: Teaching in Urban Contexts**

*Course Developer; Course Lead, Winter 2018, Winter 2020*

#### **Graduate**

**EDUC 520: Professional Studies in Instruction**

*Fall 2015, Winter 2016, Fall 2016, Spring 2017, Spring 2018, Spring 2019, Fall 2020*

**EDUC 516: Diversity and Today's Teacher**

*Winter 2016, Spring 2016*

**EDPO 624: The Shaping of American Education Policy: Global Forces, Special Interests, & Politics**

*Fall, 2016; Fall 2017, Fall 2019, Fall 2020*

**EDPO 620: Education Policy: Concepts, Issues, and Applications**

*Spring, 2017, Spring 2018, Fall, 2018, Spring 2019*

**EDUC 815: Writing for Research, Publication, and Funding in Education**

*Fall, 2017, Fall 2018, Spring 2021*

**EDPO 628: American Educational Policy and US Competitiveness**

*Winter, 2018*

**EDUC 805: Doctoral Proposal Writing**

*Winter, 2019, Winter 2020, Winter 2021*

**EDUC 838: Doctoral Qualitative Research Methods and Data Analysis**

*Fall 2019*

## UNC CHARLOTTE CATO COLLEGE OF EDUCATION

### **EDCI 8180: Critical Issues and Perspectives in Urban Education**

*Fall 2012, Fall 2013*

### **EDCI 8070: Special Topics: Urban Education Research & Grant Development**

*Spring 2013, Spring 2014*

### **EDCI 8070: Special Topics in Urban Education: Research in Urban Education**

*Spring 2015*

## **STUDENT ADVISING<sup>4</sup>**

### Supervising Professor

\* **Shawna L. Thomas-EL:** Thomas-EL, S. L. (2019). *"In My Neighborhood, But Not for Me": Long-Standing African American Residents' Perceptions of Gentrification, Anchor Institution Expansion and the Paradox of Civic Engagement*. Drexel University.

\* **Lisajane Kappler\*:** Kappler, L. (2019). *Alternative Learning and Psychiatric Day Treatment: Examining the Intersection of Academics and Therapy*. Drexel University.

\* **Latricea Baham:** Baham, L. (2018). *The Infusion of Mobile Learning: Understanding Pedagogical Implications for Today's African American Female High School Students*. Drexel University.

\* **Tracie Cohen Dennis:** Dennis, T. C. (2018). *A Second Chance: A Phenomenological Study of African American Student Perceptions of Urban Secondary Alternative Schools*. Drexel University.

**\*\*Alysha Meloche**

**\*\*\*Ashley Coleman**

**\*\*\*Kimberly Sterin**

**\*\*\*Ky'a Jackson**

**\*\*\* Sharnice Watson**

### Committee Member

\***Rasheda Likely:** Likely, R. (2020). *Lotions and Potions: Exploring Black Girls Engagement in and Perceptions of Science Practices Through Hair Care*. Drexel University

\***Matthew Newcomb:** Newcomb, M. (2020) *The Lived Experiences of Educationally Underserved African American Students at Predominantly White, Wealthy, Independent Schools: An Exploration of Belonging, Identity, and Independent School Culture*. Drexel University.

\***Jonan Donaldson:** Donaldson, J. P. (2019). *Conceptualizations of Learning in the Learning Sciences and STEM Education*. Drexel University.

\***Chanae Hodge:** Hodge, C. (2018). *Intersectionality in the Academy: Life Histories of Caribbean Women in Higher Education Leadership*. Drexel University.

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<sup>4</sup> \*graduated, \*\*doctoral candidate, \*\*\*pre-proposal

\***Jeana Morrison:** Morrison, J. E. (2018). *For Whom the Quotas Count: Negotiating Blackness in Brazilian Higher Education*. Drexel University.

\***Dianna O'Connor:** O'Connor, D. (2017). *A Phenomenological Study on Academic Advising: Perspectives of Community College Faculty*. Drexel University. .

\*\***Ague Mae Manongsong**

\*\***Elisha Smith**

## **SERVICE**

### **Drexel University**

#### **Drexel University School of Education**

Deans Equity Leadership Committee (Co-Chair, 2020-2021)

Faculty Search for Urban Teacher Education (Chair, 2019-2020)

Ph.D. Program Alignment and Review (PAR) Committee (2019-2020)

Dean Search Committee (2018-2019)

Ph.D. Advisory Committee (2018-Present)

Graduate Student Award Committee (2019)

Education Administration Faculty Search Committee (2018-2019)

Faculty Steering Committee (2018-2020)

Education Policy Pre-Program Alignment and Review (PAR) Committee (2017-2018)

Research Committee (2018-2019)

Critical Conversations in Urban Education Committee (2015-2020)

Center for Urban Education & Applied Research Taskforce (Chair, 2017-2021)

Higher Education Faculty Search Committee (2015-2016)

Commencement Committee (2015-2016)

#### **Drexel University Service**

Drexel University Anti-racism Taskforce Community Engagement Committee Co-Chair (2020-2021)

Dornsife School of Public Health Biostatistics Service Center Director Search Committee (2020-2021)

Westphal College Dance Faculty Search Committee (2019-2020)

Dornsife Center for Neighborhood Partnerships Community Advisory Board (2018-Present)

Drexel Navigator Mentor Program (2017-2019)

Faculty Senate Student Life Committee (2016-2018)

Faculty University-Community Partnerships Committee (2015-Present)

Advancing Arts and Culture Committee (2015-2016)

LeBow College of Business Leading for Change Fellowship

“I Dream A City Teach-In” Moderator (2016)

Westphal College Dept. of Performing Arts Urban Dance Education Faculty Search (2019-2020)

### **Service to the Field**

**Editorial Board** (2018-2020)

Journal of Negro Education

**Journal Reviewer** (Ongoing)

Equity and Excellence in Education  
Urban Education  
Journal of Urban Education Practice  
Journal of Negro Education  
Multicultural Perspectives  
International Journal of Qualitative Studies in Education  
Journal of Black Psychology  
Theory into Practice  
Journal of Black Studies

**Critical Race Studies in Education Association**

*Conference Committee (2016-2020)*

**Executive Planning Committee** (2012-2018)

*International Conference on Urban Education*

**Center for International Understanding at UNC Chapel Hill** (2014-2015)

*Stephen Hancock and Ayana Allen-Lead Faculty (leading team of 40 North Carolina teachers)  
Singapore and Malaysia Teacher Study Abroad (July 10-21, 2015). Topics: urban education in global contexts,  
cultural competence, Singapore math*

**Conference Director** (2013-2015)

*Pursuing Extraordinary Outcomes in Public Education National Conference  
Charlotte, North Carolina*

**Program Coordinator** (2013)

*Urban Education Research and Policy Annuals Online Journal  
Journal Launch Reception-Charlotte, NC*

**Program Director** (2012)

*Congressional Black Caucus Foundation & The Urban Education Collaborative  
Challenging the Status Quo Black Male Education Forum Event-Charlotte, NC*

**Providence Day School Cultural Climate Analysis** (2013-2016)

**Ayana Allen-Handy**, Tehia Starker Glass, Richard Lambert  
*Advisor to Director of Multicultural Affairs and Social Responsibility  
Providence Day School, Charlotte, NC*

**Sugar Creek College and Career Readiness High School Development** (2012-2015)

*Advisor to Administration/Professional Development Provider  
Sugar Creek Charter School, Charlotte, NC*

**Lake Norman Cultural Climate Analysis** (2014)

*Advisor to Administration/Diversity Initiatives  
Lake Norman Charter School, Charlotte, NC*

## **Board Service**

### **Philadelphia Student Union**

*Board of Directors*

### **City of Philadelphia Office of Homeless Services Continuum of Care**

*Board of Directors*

### **The Lewis Family Foundation**

*Board of Directors Secretary*

## **Community Service**

### **Director (2015-2017)**

*Drexel SOE/ Science Leadership Academy Research Fellows Program*

### **Project Coordinator (2012-2015)**

*The Urban Education Collaborative & Sugar Creek Charter School  
Schoolwise Partnership –Charlotte, NC*

### **Host Committee (2013)**

*Chris Canty Foundation Historic West End Clean Up*

### **Program Coordinator/Volunteer (2013)**

*Pathways to College Program, Piedmont IB Middle School*

### **Volunteer (2012)**

*Kaboom-Sugar Creek Charter School*

### **Student Mentor (2013-2014)**

*First Ward Elementary School, Charlotte-Mecklenburg School District*

### **Invited Panelist (2013)**

*Urban Educators for Change Charter School Forum*

### **Doctoral Fellows Coordinator (2012-2015)**

*Urban Education Collaborative*

### **Grants Coordinator (2012-2015)**

*Urban Education Collaborative*

### **Alpha Kappa Alpha Sorority, Inc. Omega Omega Chapter**

*Connection Committee*

*History and Archives Committee*

*The Arts Committee*

## PROFESSIONAL MEMBERSHIPS

### **American Educational Research Association**

*Division, K, G, L*

*Research Focus on Black Education SIG*

*Narrative Analysis SIG*

*Critical Examination of Race, Class, and Gender SIG*

*Critical Educators for Social Justice SIG*

*Hip Hop SIG*

### **Sisters of the Academy**

*Member*

### **National Association of Multicultural Education (NAME)**

*Member*

### **PA NAME**

*Member*

### **Critical Race Studies in Education Association**

*Member*

### **American Association of Blacks in Higher Education**

*Member*

## PROFESSIONAL DEVELOPMENT

Introduction to Community-Engaged Learning (Invited, 2020)

AERA Division K Early Career Session (Invited, 2018)

AERA Division G Early Career Workshop (2017)

Critical Participatory Action Research Summer Institute (2016)

AERA Division L Early Career Mentor Seminar (2016)

AERA Critical Educators for Social Justice SIG Early Career Forum (2016)

AERA Multicultural/Multiethnic Research SIG 9<sup>th</sup> Annual Asa Hilliard III and Barbara A. Sizemore  
Research Course on African Americans and Education (2016)