

**DARIUS D. PRIER, Ph.D.**

Department of Educational Foundations and Leadership  
Duquesne University  
Pittsburgh, Pennsylvania  
prierd@duq.edu

**CURRICULUM VITAE**

**PROFESSIONAL PREPARATION and EXPERIENCE**

**EDUCATION**

**Miami University**

**Oxford, OH**

Ph.D. in Educational Leadership  
August, 2009

Dissertation Advisors: Lisa Weems (chair), Michael Dantley, Dennis Carlson, Denise Baszile, Sherrill Sellers

Dissertation: Understanding Hip-Hop as a Counter-Public Space of Resistance for Black Male Youth in Urban Education

**Wright State University**

**Dayton, OH**

Master of Arts, Public Administration (MPA)  
June, 2001

Bachelor of Arts, Political Science (major), African-American Studies (minor)  
June, 1999

**WORK HISTORY**

**Associate Professor, Duquesne University** (2011 - Present) Pittsburgh, PA  
School of Education, Department of Educational Foundations and Leadership

**Assistant Professor, Virginia Commonwealth University** (2010-2011) Richmond, VA  
School of Education, Department of Educational Leadership

**Visiting Faculty, Miami University** (2009-2010) Oxford, OH  
College of Education, Health and Society, Department of Educational Leadership

**Graduate Research Associate**, Lisa Weems, Curriculum and Cultural Studies  
Miami University, (2007 – 2008) Oxford, OH

**Assistant Director of Admission/Coordinator of Multicultural Affairs**  
Miami University, Middletown campus (2001 – 2007) Middletown, OH

- During my tenure as Assistant Director of Admission, between 2001-2003, minority recruitment increased between 10-12% each year, as well as the general student population, which resulted in highest enrollment numbers in the institution's history.

Future Leaders of America Pre-College Program for Students of Color, Miami University, Middletown campus, Founder and Director of Program (2002 – 2007)

- Developed a curriculum outline to facilitate a series of workshops, focus groups, and presentations with faculty, staff, high school teachers, and community leaders to retain students of color in high school, and matriculate them to higher education institutions. The program has a 99% graduation rate, and 70% of these students go on to attend a major university or college.

Chair, Artist and Lecture Series, Miami University, Middletown campus (2002-2007)

- Intertwining scholarship, music, theatre and dance, the purpose of the Artist and Lecture Series is to provide academic enrichment and the arts from diverse cultural and ethnic backgrounds that will be educational and entertaining to those in the regional community.

### **PROFESSIONAL ASSOCIATIONS and HONORARY SOCIETIES**

American Educational Research Association (AERA)	Member, 2008 - Present
American Educational Studies Association (AESA)	Member, 2006 - Present
University Council of Educational Administration (UCEA)	Member, 2005 - Present
Phi Kappa Phi (National Academic Honor Society)	Member, 2007 - 2008
Pi Alpha Alpha	
National Academic Honor Society for Urban and Public Administration	Member, 2001 - 2002
Pi Sigma Alpha (National Political Science Honor Society)	Member, 1999 - 2000

### **PROFESSIONAL INTERESTS**

#### **Areas of Research**

Cultural Studies Approaches to Educational Leadership, Racial Politics of Urban School Policy, Social Justice Education, Multicultural Education, Popular Culture, Critical Race Studies in Education, Critical Pedagogy in Education, Urban School Leadership, Prophetic Criticism.

#### **Areas of Teaching**

Social Foundations of Education; Multicultural Education; Cultural Studies; Social Justice Education; Qualitative Research Methods; Education and Popular Culture; Critical Pedagogy; Critical Race Theory; and Ethics and Education Law

**TEACHING****GRADUATE COURSES TAUGHT**

## Duquesne University

- EDDL 702 (formerly known as PDEL 702-01)  
Education and Social Justice
- EDDL 740  
Ethics and Education Law
- GFDE 503-55  
Multicultural Education

## Virginia Commonwealth University

- ADMS 610  
School and Community Relations (multiple sections per semester-online and face-to-face formats)

## Miami University

- EDL 761  
Co-taught Introduction to Doctoral Studies in Educational Leadership

**UNDERGRADUATE COURSES TAUGHT**

## Duquesne University

- LTFL 101  
Introduction to the Teaching Profession
- LTFL 102  
Ethics, Education and Teaching Profession
- LTFL 204  
Social Justice in Educational Settings

## Miami University

- EDL 334  
Youth Subcultures, Popular Culture, and Non-formal Education
- EDL 204  
Socio-Cultural Studies in Education (Honors)
- EDL 204  
Socio-Cultural Studies in Education
- IDS 151  
Co-taught First Year Seminar on Cultural Diversity

## **ACADEMIC ADVISEMENT OR SUPERVISION**

### **Dissertations Chaired**

Buckley, M. (2017). *Youth bear witness to mentoring of the Black church for college readiness*. Duquesne University. - COMPLETED

Bosnic, D. *Education and social justice: New teacher induction* (working title). Duquesne University (in progress).

Roebuck Sakho, J. (2014). *Toward a community-centric approach to address discipline disparity*. Duquesne University - COMPLETED.

### **Dissertation Committee Member**

Keller, B. *Poverty and education. An exploration of the challenges and hurdles* (in progress). Duquesne University.

Carter, J. (2015). *From their own voices: The lived experiences of African Americans exposed to Jim Crow*. Duquesne University - COMPLETED.

Davis, B. (2015). *Using co-curricular programs to build college student self-efficacy: A pathway to second-year student persistence*. Duquesne University – COMPLETED.

Whitaker, R.W. (2014). *A decentralized approach to confront the debasement of Black male student athletes who attend PWI's*. Duquesne University – COMPLETED.

Henderson, J.L. (2013). *In order to teach me, you have to know me: A mixed methods study of African American male classroom engagement*. Union Institute & University – COMPLETED.

## **GRANTS FOR TEACHING ACTIVITIES**

Prier, D. (2006). Pennsylvania Performing Arts on Tour (PennPAT) Funding for co-curricular programming on hip-hop that incorporated a performing arts residency for urban and suburban school districts throughout a five county (Butler, Preble, Warren, Montgomery, and Hamilton) region in Ohio. **Award: \$10,000.**

## **OTHER ACTIVITIES RELEVANT TO TEACHING – COURSE DEVELOPMENT**

### **Duquesne University**

**Pittsburgh, PA**

Course design and development for Education and Social Justice (graduate level) and Social Justice in Educational Settings (undergraduate level) courses.

**Social Justice in Educational Settings - LTFL 204 (undergraduate):** Coordinate efforts across multiple sections to synthesize community-based learning experiences in partnership with host sites for course instructors. Students select their choice/option, regarding a civic/public problem. The course aligns said civic problem to discipline specific course objectives, regarding cultural dimensions of race, class, gender/sexual orientation in social justice education. Each community-based host site addresses one or more of the following civic/public problems as part of students' community-engaged learning experience: race and discipline disparity; poverty and homelessness; or gender/sexual orientation in relation to bullying in schools. These learning experiences cultivate students' empathy and awareness toward a more just world. As of 2016, the course is now recognized as having rigorous learning experiences through Foundational Community Engaged Learning (FCEL) designation through blind peer review from select faculty in association with the Center for Community Engaged Teaching and Research until 2018.

**Ethics, Education and the Teaching Profession - LTFL 102 (undergraduate):** Innovative Teaching: I incorporate popular cultural texts such as film and news media to assist students in understanding difficult ethical concepts. Films such as *Coach Carter*; and news events, regarding teachers, guns, and schools; and the Jerry Sandusky scandal are used to explore consequentialist and non-consequentialist decision making in relation to punishment and due process in schools.

**Education and Social Justice – EDDL 702 (formerly known as PDEL 702) (graduate):** I developed social justice criteria that guides learning projects for the course along with their identified problems of practice, regarding their prospective dissertation topic. This criteria enables students to situate educational leadership as a discourse to interrogate asymmetrical relations of power, culture, and ideology between schools and society. Students explore these ideas via theoretical concepts I introduce in critical pedagogy. In addition, in developing critical awareness of educational inequity, students develop problems of practice in schools, academic, or community settings to transform educational and societal injustice.

### **Miami University**

**Oxford, OH**

Developed syllabus and taught a special section on hip-hop and youth culture as part of the university's liberal arts, thematic sequence on "Cultural Studies and Public Life" during the 2007-2008 academic year. This specialization and focus was taught within the upper level, thematic sequence section on Youth Subcultures, Popular Culture, and Non-formal Education of the university's undergraduate teacher education program. The course was taught within local (U.S. society) and globalized contexts in relationship to issues of race, class, gender.

SCHOLARSHIP
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**REFERRED SCHOLARLY PUBLICATIONS****Articles**

- Prier, D. (2018). Review of We can't teach what we don't know: White teachers, multiracial schools. *Teachers College Record*. Available from <http://www.tcrecord.org>, ID#22293.
- Prier, D. (2017). Bridging the academy and community gap in educational leadership. In *The Western Journal of Black Studies*, 41 (1), 3-12.
- Prier, D. (2017). Situating educational leaders as prophetic critics in black popular culture. In *Equity & Excellence in Education*, 50 (1), 41-52.
- Graves, S., Sobalvarro, A., Nichols, K., Ryan, A., Aston, C., Blefari, A., Schutte, K., Schachner, A., Vicoria, L, **Prier, D. (2016)**. Examining the effectiveness of a culturally adapted social emotional intervention for African American males in an urban setting. In *School Psychology Quarterly*, 1-13.
- Prier, D. (2015) Matters of black popular culture in educational leadership. In *Teachers College Record*. (online) <http://www.tcrecord.org>, ID#18831.
- Prier, D. (2015). The racial politics of leadership, culture, and community. In *Urban Education*, 1-29.
- Prier, D. (2014, October). Where do biases start? A challenge to educators. *Education Week*, 34(8), 25 – 28.
- Prier, D. (2013) Cultivating the spatial politics of community-based literacy practices in hip-hop. In *Journal of Multicultural Learning and Teaching*, 8(2), 95-110.
- Prier, D. & Beachum, F. (2008). Conceptualizing a critical discourse around hip-hop culture and black male youth in educational scholarship and research. *International Journal of Qualitative Studies in Education*, 21(5), 519-535.
- Prier, D. (2006). A relevant black male curriculum. *Encounter: Education for Meaning and Social Justice*, 19 (3), 25-26.

**Edited Volumes**

- Generett, G, & **Prier, D.D.** (2017). Special Issue: Community partnerships in education: Narratives of working for justice. *The Western Journal of Black Studies*.

## **REFEREED PUBLICATIONS BY MAJOR ACADEMIC PUBLISHING COMPANIES**

### **Books**

Prier, D. (2017). *The Media war on Black male youth in urban education*. New York, NY: Routledge.

Prier, D. (2012). *Culturally relevant teaching: Hip-hop pedagogy in urban schools*. New York: Peter Lang Inc.

\*Nominated for the American Educational Studies Association Critics Choice Award (2012)

### **Book Chapters**

Prier, D. (2017) Interrogating punishment through race, raptivism, and youth leadership of Jasiri X. In T. Watson, J. Brooks & F. Beachum (Eds.), *Educational leadership and music: Lessons for tomorrow's school leaders* (pp.227-240). Charlotte, NC: Information Age Publishing.

Prier, D. (2014). Schooling the gendered politics of masculine scripts in Black popular culture in D. Carlson & E. Meyer (Eds.), *Handbook of Gender and Sexualities in Education* (pp. 38-51). New York: Peter Lang Publishing Inc.

Prier, D. (2012). Public enemies: Constructing the “problem” of black masculinity in urban public schools. In B.J. Porfilio & M. Viola (Eds.), *Hip-Hop(e): The Cultural Practice and Critical Pedagogy of International Hip-Hop* (pp. 162-177). New York: Peter Lang Publishing, Inc.

Prier, D. (2010). Hip-Hop as a counter-public space of resistance for black male youth. In B. J. Porfilio & P. R. Carr (Eds.), *Youth culture, education and resistance: Subverting the commercial ordering of life* (pp. 111-128). Rotterdam, The Netherlands: Sense Publishers.

## **GRANTS SUBMITTED FOR SCHOLARSHIP**

Welch, O., Generett, G., & **Prier, D.** (2013-2015). Co-Principal Investigator in writing and developing the youth strand (Youth and Community Stakeholders Influencing School Change) of Duquesne University, School of Education's Canevin Center for Educational Transformation and Social Justice. *Heinz Endowments*. **Funded: \$600,000.**

Prier, D. (2015). Principal Investigator. Media war on black male youth in urban education. *Canevin Center for Educational Transformation and Social Justice*. **Funded: \$1,500.**

Prier, D. (2014). Principal Investigator. Examining race, media, and punishment through the lyrics of Jasiri X. *Canevin Center for Educational Transformation and Social Justice*. **Funded: \$2,000.**

Prier, D. (2015). Principal Investigator. Media war on black male youth in urban education; a research project to fund my forthcoming book manuscript for Routledge. *National Endowment for the Humanities Public Scholar* program. **Not Funded: \$50,400.**

Prier, D. (2012-2013). Principal Investigator. Examining the role of critical hip-hop learning communities in cultivating leadership in African American male youth. *William T. Grant Scholars*. **Not Funded: \$350,000.**

### **REFEREED SCHOLARLY PRESENTATIONS**

Prier, D. (2017). Examining Race and Media in the Punitive Practice Toward Black Male Youth in Urban Education. Presented at the 8<sup>th</sup> Annual Barbara A. Sizemore Conference, Pittsburgh, PA: May 25, 2017.

Prier, D. (2017). Division G Graduate Student Mentoring Event. “Balancing Acts: Meaningful Engagement in Scholarship and Practice for Equitable Educational Opportunity.” Invited, scholarly presentation presented at the Annual American Educational Research Association, San Antonio, Texas: April 27, 2017.

Prier, D. & Thomas I (2016). Culturally Responsive Education for STEAM at 7<sup>th</sup> Annual Barbara A. Sizemore Conference, Pittsburgh, PA: May 26, 2016.

Prier, D. & Thomas, I. (2015). Culturally Responsive Education: Uplift of African American Middle and High School Students Using Art and the Media. 6<sup>th</sup> Annual Barbara A. Sizemore Conference, Pittsburgh, Pennsylvania, PA: May 28, 2015.

Prier, D. (2015). “Black Lives Matter in Educational Leadership.” Invited panel discussion at UCEA with Floyd Beachum, Joshua Childs, Terrance Green, Muhammad Khalifa, and Terri Watson, San Diego, California: November 21, 2015.

Prier, D. (2014). “The Soul Cries of THUG Folk: Can You Hear Me Now!” Paper presented at the annual meeting of the University Council of Education Administration (UCEA), Washington D.C.: November 22, 2014.

Prier, D. (2014). Barbara J. Jackson Scholars Workshop presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, Pennsylvania: April 3, 2014.

Prier, D. (2013). Raising the “Poverty” of Youth Voices from the Underground Toward Critical Urban Youth Leadership. University Council of Educational Administrators (UCEA), Indianapolis, Indiana: November, 2013.

Prier, D. (2013). “Hip-Hop Pedagogy, Black Masculinity, and urban Schools.” Paper presented at the annual meeting of the American Educational Studies Association (AESA), Baltimore, Maryland.



Prier, D. (2013). "Centering Community-Based Literacy Practices for Social Justice." Co-Presenting workshop with Lisa Lopez Levers at the 4<sup>th</sup> Annual Barbara A. Sizemore Summer Conference, Duquesne University, Pittsburgh, Pennsylvania: May 29, 2013.

Prier, D. (2012). "Culturally Responsive Teaching." Co-Presenting workshop with Gretchen Generett at the 3<sup>rd</sup> Annual Barbara A. Sizemore Summer Conference, Duquesne University, Pittsburgh, Pennsylvania: May 31 – June 1.

Prier, D. (2012). "Toward a Model of Preparing African American Male Mentors for African American Male Students." Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada: April 13-17.

Prier, D. (2012). "The Racial Politics of Renaming an Elementary School Rosa Parks." Paper presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada: April 13-17.

Prier, D. (2012). "Considering Issues of Race and Culture in Educational Leadership." Discussant chair at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada: April 13-17.

Prier, D. (2011). "Re-imagining the Discourse of Crisis Toward Critical Compassion in Urban Education." Paper presented at the 32<sup>nd</sup> annual Bergamo Conference. Dayton, Ohio October 13-15.

Prier, D. (2011). "The Power and Politics of Hip-Hop Pedagogy in Urban Classrooms." Paper presented at the annual Critical Theory and Education Conference at West Chester, University of Pennsylvania: November 18-19.

Prier, D. (2011). "Navigating the Urban Terrain: The Role of Leadership Preparation Programs in Developing Urban School Leaders in an Era of Neoliberalism and Antidemocratic Agendas." Panel Discussion presented at the annual University Council for Educational Administration (UCEA) conference, Pittsburgh, Pennsylvania: November 17-20.

Prier, D. (2011). "Hip-Hop as a Pedagogical Site for Resistance and Transformation: A Critical Ethnography of US Black Urban Youth's Critique of the Neoliberal Agenda." Paper presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, LA: April, 2011, Division B.

Prier, D. (2008). "Unsettled Negotiations and Dialectical Tensions: Demystifying the "Urban" Space of Public Schools to Engage Hip-Hop as a Counter-Public Place for Black Male Youth." Paper presented at the annual meeting of the American Educational Research Association (AERA), New York, New York: March 24, 2008.

Prier, D. (2008). "Race, Place, and 'Hood Politics' of THUG LIFE: Re-Reading the Pedagogy and Curriculum of Tupac Shakur in an Era of Globalization." Paper presented at the 8<sup>th</sup> Annual Ohio Graduate Student and Faculty Conference, Miami University, Oxford, Ohio: February 23, 2008.

Prier, D. (2007). "So They Label Me a Menace: Black Male Youth and Hip-Hop Culture under the Gaze of Opposition." Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, Illinois: April 12, 2007.

Prier, D. (2007). "Understanding Black Male Youth in Public Education: Shaping Theory to Praxis." Presenter at a workshop for faculty and staff (higher ed. and public schools) at the Center for Teaching and Learning (CTL) at the Miami University Middletown campus, Middletown, Ohio: April 4, 2007.

Prier, D. (2006). "Invisible Raceless Democracies in the "Public Interest" of Education: They Refuse to See Me." In D. Baszile (Chair), *Toward a critical race hermeneutics*. Symposium conducted at the annual meeting of the American Educational Studies Association (AESAs), Spokane, Washington: November 5, 2006.

Prier, D. (2006). "Hip-Hop Pedagogies of Dissent: Negotiating the Cultural Politics of Identity and the Lived Curriculum of Black Male Youth." In N. Dolby (Chair), *Troubling intersectionality and youth studies*. Symposium conducted at the annual meeting of the American Educational Studies Association (AESAs), Spokane, Washington: November 4, 2006.

Prier, D. (2005). "America's Outkast: Re-Radicalizing Social Justice as Resistance Discourse to the Problematization of African-American Males in Society and Schools." In M. Dantley (Chair), *Reviving a radical social justice discourse: Troubling the progressive conversation in educational leadership*. Symposium conducted at the annual meeting of the University Council of Education Administration (UCEA), Nashville, TN: November 12, 2005.

Prier, D. (2005). "Impediments to Academic Engagement in African-American Males: Locating a Framework for Social Change." Presentation presented at the fifth Annual Ohio Graduate Student and Faculty Conference, Oxford, OH: March 5, 2005.

Prier, D. (2004). "Enduring Education: Issues Surrounding the African-American Male Shortage in Higher Education." Presentation presented at the annual meeting of the Ohio Association for College Admission Counseling (OACAC), Columbus, OH: April 26, 2004.

### **INVITED SCHOLARLY PRESENTATIONS/PARTICIPATION**

Prier, D. (2018). "Fighting Against the Grain of Conformity in a Culture of Chaos." Keynote speaker at Westfield State University, Westfield, MA: February 28, 2018.

Prier, D. (2016). "Remixing a Polyphonic Fusion within Cultural Work in Urban Education." Keynote speaker at Miami University, Oxford: February 19, 2016.

Prier, D., Tariq, I., Murray, D., Swain, D. & Fletcher, J. (2016). "Hip-Hop and Social Activism." Invited panel discussion, sponsored by Black Law Student Association. Duquesne University, Pittsburgh, PA: February 8, 2016.

Prier, D. (2015). "I Too Am Carnegie Mellon." Facilitator of panel discussion on Black Lives Matter Movement as part of Carnegie Mellon University's Celebration on the Life and Legacy of Martin Luther King Jr. Pittsburgh, Pennsylvania: February 6, 2015.

Prier, D. (2015). "Reimagining Your Greatness in Times of Challenge and Controversy." Keynote speaker at We Promise Youth Summit, Pittsburgh, PA: January 28, 2015.

Prier, D. (2015, February 4) *Talk Zone Internet Talk Radio*; Invited interview with Dr. Jonathan Jefferson to discuss my op-ed, article, *Where Do Biases Start? A Challenge to Educators*.

Prier, D. (2014, August 19) Featured panelist on Race and Education Forum, hosted by Freedom Unlimited, Pittsburgh, PA.

Prier, D. (2013). "The Rhyme and Reason of Hip-Hop Texts in Urban Education." Keynote speaker at Wright State University: Dayton, OH: October 11, 2013.

Prier, D. (2012, October 25) Featured panelist on *WQED Television Series on Portrayal & Perception: African American Men & Boys*, Pittsburgh, PA.

### **FELLOWSHIPS FOR RESEARCH**

*CPED Improvement Research Fellow* (Carnegie Project on the Education Doctorate): Contributed in development of the social justice principles for the organization as part of their Phase III design process. 2014 - 2015

*Barbara A. Sizemore Fellow*: Provide annual workshops for school administrators, teachers, and community residents in the Pittsburgh Public School District on culturally relevant pedagogies in urban education. 2012 - Present

### **AWARDS FOR SCHOLARSHIP**

#### Received:

Early Career Faculty Award for Excellence in Scholarship, Duquesne University, School of Education (2013)

*Hip-Hop(e): The Cultural Practice and Critical Pedagogy of International Hip-Hop* (2012).

**Winner** of American Educational Studies Association Critics Choice Award.

\* Contributing author to this edited volume.

Dissertation Fellowship Award (2008 – 2009), Miami University, Department of Educational Leadership

#### Nominated:

Prier, D. (2012). *Culturally relevant teaching: Hip-hop pedagogy in urban schools*. New York: Peter Lang Inc.

\*Nominated for the American Educational Studies Association Critics Choice Award (2012)

**WORKS IN PROGRESS**

Interrogating the ethics of teachers, guns, and schools. In preparation to submit to *Phi Delta Kappan*.

Evaluating Leadership for Social Justice through Prophetic Criticism

Life after death: The rise of King in the aftermath of postmodern, urban youth culture.

The prophetic criticism of memoir: Interrogating new models in educational leadership for urban youth.

<b>PROFESSIONAL SERVICE</b>
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**TO THE PROFESSION**

Manuscript reviewer in *Rowman & Littlefield Publishers* for a prospective new edition of Peter Markie's book entitled, "A Professor's duties: Ethical issues in college teaching." (2018) \*

Prier, D. (2015). "Respecting Youth Voices in Diverse School and Community Settings." Keynote speaker at Ambridge Area School District, Ambridge, Pennsylvania: May 4, 2015.

2015 Full Day Faculty Symposium, Harper College – Contextualized Learning: Making Meaningful Connections, 8:00am – 5:00pm

- Prier, D. (2015). "Why Culturally Responsive Education Matters." Morning keynote speaker at Harper College, Schaumburg, IL: February 27, 2015.
- Prier, D. (2015). "Race, Media, and Hip-Hop." Afternoon keynote speaker at Harper College, Schaumburg, IL: February 27, 2015.
- Prier, D. (2015). "Bridging the Gap between Faculty and Students at Harper College." Evening facilitator of panel discussion, Schaumburg, IL: February 27, 2015.

Prier, D. (2014). "Reclaiming Young Black Males for Jacksonville's Future." Keynote speaker at the 6<sup>th</sup> Annual Urban Education Symposium (full day), Jacksonville, Florida: January 31, 2014.

- Prier, D. (2014). "And We Rise." Morning keynote speaker; Urban Education Youth Symposium, Jacksonville, FL: January 31, 2014.
- Prier, D. (2014). "Authoring Your Own Image." Curriculum developer and workshop facilitator, Jacksonville, FL: January 31, 2014.
- Prier, D. (2014). "Reading Race, Representation, and Black Manhood in Hip-Hop." Curriculum developer and workshop facilitator, Jacksonville, FL: January 31, 2014.
- Prier, D. (2014). "Bring the Noise: Ethical Dilemmas in the Jordan Davis Case." Curriculum developer and workshop facilitator, Jacksonville, FL: January 31, 2014.
- Prier, D. (2014). "We Stand Together: Commitment Contracts to Move Forward." Curriculum developer and workshop facilitator, Jacksonville, FL: January 31, 2014.

Prier, D. (2014). LC1: Learning Community focused on equity, ethics, and social justice. Co-presented workshop with Deborah Peterson at the annual convening of the Carnegie Project on the Education Doctorate (CPED), St. Louis, Missouri: October 22-24, 2014.

Prier, D. (2014). LC1: Learning Community focused on equity, ethics, and social justice. Co-presented workshop with Gary Crow at the annual convening of the Carnegie Project on the Education Doctorate (CPED), Denver, Colorado: June 1-4, 2014.

Manuscript reviewer in *Teachers College Record* for the article entitled, "Mapping identity among academically high-performing Black males." (2014) \*

Manuscript reviewer in *Urban Education* for the article entitled, "Examining the social justice identity of assistant principals in persistently low achieving schools." (2014) \*

Manuscript reviewer in *Journal of Cases in Educational Leadership* for the article entitled, "Growing leaders from within: A case of succession in the willow tree charter school." (2014)\*

UCEA Plenary Representative (2013 – Present)

Appointed by the chair of Department of Educational Leadership and Foundations as a national representative for the University Council of Educational Administration.

McCown, R., Generett, G. & Prier, D., (2014). FIPSE – LSDL Module Developer. "Preparing Leaders to Support Diverse Learners." Developed Curriculum Modules for Leadership Preparation with a focus on Leading Learning and the Learning Environment. University Council for Educational Administration (UCEA).

Prier, D. (2013). "Access, Opportunity, and Pathways to Success." Invited presentation, sponsored by the Sizemore Pipeline Initiative. Career and College Day. Duquesne University.

Prier, D. (2012). "In-Service Diversity Training." Career Connections Charter High School. November 9. Pittsburgh, PA

Prier, D. (2012). "Cultural Relevant Approach to Social Studies through Popular Culture." Sizemore Pipeline Initiative. Brashear High School. Pittsburgh, PA

Manuscript reviewer for special issue on "Children Who Experience Poverty" in *Journal of Cases in Educational Leadership* for the following articles: "UCEA case study: Social justice, social equity and the real issues of college preparation;" "Leadership case stories of Sister R." (2011)\*

Manuscript reviewer in *Educational Administration Quarterly* for the article entitled "Toward understanding the socio-cultural foundations of leadership for equity in diverse schools." (2011)

Manuscript reviewer in *Education and Urban Society* for the article entitled "Discrimination in urban high schools: does a positive school culture help?" (2010)\*

Participant in Duquesne University's network of critical friends in the development of the UCEA Center for Educational Leadership and Social Justice (2009) Pittsburgh, PA

AERA Proposal Reviewer for Division A (2007)\*

**TO DUQUESNE UNIVERSITY**

- Chair, School of Education Faculty Council (2017 – 2018)

Chair assists with the following charges of the council:

- Representation, guidance, and advocacy regarding individual or group concerns between faculty and administration (e.g., program directors, leadership team members, provost, president, etc.);
  - Ongoing support for a SOE climate and culture of inclusivity for all individuals and communities;
  - Professional networking opportunities to facilitate cross-disciplinary teaching, scholarship, and service;
  - Social opportunities to build cohesion among the SOE faculty; and,
  - Maintaining confidentiality and trust with the intent to resolve and mitigate concerns of the faculty.
- Reviewer of faculty proposals to determine if learning experiences meet community-engaged, rigorous learning competencies, according to Center for Community Engaged Teaching and Research standards (2016)
  - Appointed to University Faculty Senate (2016 – 2018)
  - University Library Committee (2013 – Present)
  - Department of Instruction and Leadership in Education (DILE), PK – 4 Search Committee (2014 – 2015)
  - Professional Doctorate in Educational Leadership (Formerly known as ProDEL) Governance Committee.
    - Activities consist of the following: hosting open house forums for the doctorate program; reviewing all applications of prospective candidates; planning future meetings; developing social justice criteria; interviewing doctoral candidates. (2011 – Present)
  - University Advisory Council (2013 – 2015)
  - Canevin Center for Educational Transformation and Social Justice Strategic Vision Committee.

Contributed to the development of the mission, goals, vision, and strategic planning, regarding scholarship, research, and activism between schools and communities (2013 – 2015)

- Student Standing Committee, alternate (2011 – Present)

### **OTHER SERVICE to DUQUESNE UNIVERSITY-RELATED ACTIVITIES**

Prier, D. (2017). Faculty discussant for “Exploring Race and Pedagogy III,” hosted by the Center for Teaching Excellence.

Prier, D. (2016). Faculty panelist for the documentary screening of “Night School,” sponsored by Duquesne University, School of Education.

Prier, D. (2016). Faculty discussant for “Exploring Race and Pedagogy: Classroom Climate,” hosted by the Center for Teaching Excellence.

Prier, D. (2016). Assisted Public Affairs staff in providing a conceptual framing for a social justice, marketing campaign for the School of Education pre-service teacher education program.

Prier, D. (2015). Facilitator for A “Day for Learning and Speaking Out,” to address the cultural intersections between race, racism, and police brutality toward urban youth. University event hosted by the Center for Community-Engaged Teaching and Research.

Prier, D. (2015). Presenter on “Race and Representations of Blackness in Contemporary Popular Culture.” University event hosted by the Office of Multicultural Affairs for Black History Month.

Prier, D. (2014). Invited guest author to the School of Education, Barbara Sizemore Book Club Meeting to discuss text, Culturally Relevant Teaching: Hip-Hop Pedagogy in Urban Schools.

Prier, D. (2013). University Preview Day. Presented a teaching demonstration to prospective students for the course, Ethics, Education and the Teaching Profession. Topic: Teachers, Guns, and Schools. 200 students attended.

Prier, D. (2013). “Campus to Community Excursion to the Hill District.” Invited panel discussion, sponsored by Center for Teaching Excellence and the Office of Service-Learning. Pittsburgh, PA: October 17, 2013.

### **OTHER SERVICE TO LARGER COMMUNITY**

Prier, D. (2011). “Developing Critical Character for Youth Leadership.” Keynote address presented at the 10<sup>th</sup> Anniversary of the Future Leaders of America Pre-College, Summer Enrichment program at Miami University, Middletown campus.

Prier, D. (2010). Guest facilitator of diversity dialogue on “Honest Conversations about Social Justice to Approach Partnership and Responsibility,” Martin Luther King, Jr. Celebration, Middletown, Ohio.

Prier, D. (2004). Keynote speaker, NAACP Freedom Fund and Scholarship Dinner, Middletown, Ohio.

Prier, D. (2003). “Building Inclusive Communities in Urban Education.” Co-facilitator for Unity Education Conference, Middletown, Ohio.

Prier, D. (2002). “Hispanic Students: Developing Cultural Awareness of a New Population Emerging.” Keynote speaker for MALACHI Y.E.S. (Youth Excel in Society) After School Program, Middletown, Ohio.

Prier, D. (2002). “Building Life Skills for Student Success.” Presentation presented at the A.N.S.W.E.R. (Assuring No Student Will Ever Regress) after school program for K-12 students, Middletown, Ohio.

Prier, D. (2002). “Tools for Success and Self-Esteem Building Principles for Teenage Youth.” Presentation presented at New Life Christian Center, Middletown, Ohio.

Prier, D. (2002). “Dreaming the Impossible Dream.” Keynote speaker at Boys to Men Banquet for minority male youth in urban communities, Middletown, Ohio.

Prier, D. (2001). Keynote speaker at K.E.E.P. (Kids Educational Enrichment Program), United Missionary Baptist Church, Middletown, Ohio.

Prier, D. (2001). “Education is Possible.” Presentation presented at Jump Start, Middletown, Ohio.

Co-Coordinator, Miami University Black History Planning Committee (2001-2007)

### **PROFESSIONAL AWARDS**

Duquesne University, School of Education, Barbara A. Sizemore Urban Education Initiative Spirit Award in recognition of support for excellent teaching in Urban Communities (2014)

Outstanding MPA Alumnus, Wright State University (2013)

American Educational Studies Association (AESA), 2013 Executive Council Nominee

UCEA Barbara Jackson Scholar (2005 – Present)

Middletown Branch NAACP 20<sup>th</sup> Annual Louie F. Cox Scholarship Banquet: Frank Latimer Community Service Award (2005)



## **PROFESSIONAL SELF-DEVELOPMENT**

*Pennsylvania Education Policy Fellow:* Selected as a fellow in the Education Policy Fellowship Program (EPFP). EPFP is a nationally recognized fellows program, combining scholars, practitioners, and policy advocates across the state of Pennsylvania and the U.S. more broadly, who have demonstrated best practices in the field of education for their strong leadership and advocacy work for youth, families, and schools. As a part of their ongoing advocacy work, fellows in the program presented policy project briefings in their visit with legislative offices in the state capitol of Pennsylvania (2012 – 2013)

Urban Education Scholarly Meetings: Urban education scholarly meetings invite national scholars for intellectual development for faculty in research and practice. These meetings also host an Urban Education Book Club; which engages in contemporary scholarship and research on social justice oriented perspectives in urban education. I've been a participant in attending each of the meetings chronicled below to enhance my scholarly development in urban education.

Invited Scholar: Leslie Fenwick, Howard University. Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, May 26, 2016)

Invited Scholar: Luis Rodriguez, Associate Professor, Co-Director, Doctorate in Educational Leadership, CSU, San Bernardino. Title of lecture: "Recognizing Our Brilliance: Intentionally Building Learning Environments for Excellence in a S.T.E.A.M. Context." Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, May 26, 2016)

Book Club: Featured Text: *Race(ing) to Class: Confronting Poverty and Race in Schools and Classrooms*, by Richard Milner. (Date: January 12, 2016)

Book Club: Featured Text: *Becoming Teachers of Inner-city Students: Life Histories and Teachers Stories of Committed White Teachers*, by James Jupp (Spring 2015)

Book Club: Featured Text: *The Dreamkeepers: Successful Teachers of African American Children*, by Dr. Gloria Ladson-Billings (Spring 2015)

Invited Scholar: Dr. Tyrone Howard, UCLA. Title of lecture: "Why Race and Culture Matters in Schools: Closing the Achievement Gap in America's Classrooms." Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, May 28, 2014)

Book Club: Featured Text: *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*, by Paul Gorski. (Spring 2014)

Invited Scholar: Dr. Richard Milner, University of Pittsburgh. Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Date: May 28, 2014)

Book Club: Featured Text: *Why Race and Culture Matters in Schools: Closing the Achievement Gap in America's Classrooms*, by Tyrone Howard (Duquesne University, January 31, 2013)

Invited Scholar: Dr. Jawanza Kunjufu: Scholarly workshop on challenges confronting African American males in urban education. Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, February 15, 2012)

Invited Scholar: Dr. Patrick Camangian: Scholarly workshop on using research to transform urban schools and communities through participatory action research (PAR). Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, March 7, 2012)

Invited Scholar: Dr. Anthony Brown: Scholarly lecture on image and identity of African American males in media in urban education. Meeting was sponsored by Duquesne University School of Education's Sizemore Urban Education Initiative (Duquesne University, May 31-June 1, 2012)

Invited Scholar: Dr. Sonia Nieto: Scholarly lecture on Teacher Leadership as Social Justice. Sponsored by University Council for Educational Administration. (Denver, Colorado, November 15, 2012)

Invited Scholar: Dr. John H. Jackson, President and CEO of The Schott Foundation for Public Education. Title of lecture: The Importance of National Networks in Supporting the Careers of Scholars of Color. Sponsored by University Council for Educational Administration. (Denver, Colorado, November 16, 2012)

Book Club: *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Multicultural Education), by Linda Darling-Hammond (Spring 2012)