

Keondra Prier

Education

University of Delaware | Newark, Delaware 9/2022 - Present

Doctor of Philosophy in Education (Pending)

Specialization: Sociocultural and Community-Based Approaches

Advisor: Eugene Matusov, PhD

Barnard College, Columbia University | New York, NY 9/2004 - 10/2008

Bachelor of Arts | Double Major in Africana Studies and Economics

Concentration: Feminist Theory

Thesis Title: “Mobility of Black Women Laborers in New York City, 1970-2000”

Africana Studies Advisor: Kim F. Hall, PhD

Economics Advisor: Rajiv Sethi, PhD

Research Experience

Research Assistant 9/2023 - Present

Department of Human Development and Family Sciences, University of Delaware

Assisting Professor Whitney Polk, preparing IRB protocols and conducting secondary source research in preparation for qualitative research with students and teachers in Delaware and Philadelphia school districts.

Research Assistant

Department of Education, University of Delaware 6/2024 – 8/2024

Assisted Professor Soo Bin Jang, preparing IRB protocols and conducting secondary source research in preparation of a sociocultural research project with recent migrants to Baltimore City.

Education and Interpretation Division, Baltimore Museum of Art 5/2021 – 1/2024

Mellon Initiative Project Manager

Conducted multi-year community-centered critical inquiry into the future of museums using dialogical research models and archival research.

Consortium for Critical Interdisciplinary Studies, Barnard College | New York, NY

Research Assistant 7/2010- 7/2012

Assisted professors in developing the structure and methodology for an ethnic studies department at Barnard College. Invited as a research assistant due to my four years of advocacy for the department’s creation as a student. Organized monthly seminar meetings, oversaw student assistant.

Schomburg Center for Research in Black Culture, New York, NY 2007

Schomburg Mellon Humanities Summer Institute

Undergraduate Researcher

Conducted archival research on the influence of the Universal Negro Improvement Association (UNIA) and its impact on labor organizing during the construction of the Panama Canal.

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Teaching

Education Department, Brooklyn Museum of Art | Brooklyn, NY 1/2016 - 7/2017

Senior Museum Educator, Teacher Services Coordinator

Advocated for an equitable museum for students, teachers and community. Developed a specialized curriculum for one-to-ten-day professional development workshops which empower K-12 teachers to create lesson plans on race, gender, and sexuality using works of art. Tailored professional development opportunities for teachers in coordination with New York Department of Education Field Supervisors and Principals. Crafted and taught art-centered lesson plans which nurtured critical thinking and discussion in students. Aided in the application to grants and tracked data for reporting to donors.

Critical Visual Thinking 2016

Created a curriculum that combines traditional museum education methodology with critical race theory. Challenges students and teachers to rethink ways of knowing and seeing while acknowledging inherent biases. Recognizes art as a socio-historical artifact to be dissected.

Education Department, Brooklyn Museum of Art

Developing a Social Justice Practice: The Art of Facilitation 2016

Developed in 2016 and taught Fall 2016 and Spring 2017 for New York City teachers. Credited by New York Department of Education for professional “P-Credit” as a part of their After School Professional Development Program. The focus of the course was to teach K-12 teachers object centered facilitation techniques and strategies which integrate social justice and museum education practices.

Developing a Social Justice Practice: Critical Visual Questioning 2016

Developed in 2016 and taught Fall 2016 and Spring 2017 for New York City teachers. Credited by New York Department of Education for professional “P-Credit” as a part of their After School Professional Development Program. The focus of the course was to teach K-12 teachers object centered questioning techniques and strategies which aid in the development of a social justice teaching practice.

Administration

Education Department, The Walters Art Museum | Baltimore, MD 3/2018 - 5/2021

Manager of School Programs

Created new museum multimedia curriculum, *Classroom Connect*. Introduced *Critical Visual Thinking* workshops to PK-12 educators for professional development. Restructured tour processes in response to declining attendance. Implemented internal praxis workshop, *Teaching Lab*, inspired by practices at the Brooklyn Museum, to introduce staff to Critical Theory and its application in museum education. Implemented new evaluation systems for all PK -12 programming.

Presentations

“Arguing with Art: Museums as Forums for Argument and Debate” 2019

Arts Education in Maryland Pre-Conference, Maryland Arts Summit
University of Maryland, Baltimore County June 2019

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Professional Affiliations

American Education Research Association Graduate Membership Division G: Social Context of Education Cultural Historical Research SIG #30 Philosophical Studies in Education SIG #76	2024
Critical Race Studies in Education Professional membership	2022
Museum Education Roundtable (MER) Professional membership	2022 - Present
International Council of Museums (ICOM) - USA Professional Membership Committee member: International Committee for Education and Cultural Action (CECA)	2021 - Present
American Alliance of Museums (AAM) Professional membership	2016 - Present
Maryland Fine Arts Advisory Panel Advisory panel member advocating for fine arts education in the state of Maryland with particular interest in museum-school partnership.	2019 - 2021
Baltimore Arts Education Initiative Advisory Committee Advisory committee member and cultural representative who offers ideas and strategy for improving access to the arts for Baltimore City public school students.	2019 - 2021
<u>Grants, Honors and Awards</u>	
McKinsey Black Leadership Academy's Management Accelerator Nominated by the museum director in recognition of my high-performance and potential for senior leadership. Accepted for the April 2021 cohort.	2021 - 2022
Mellon Mays Undergraduate Fellowship, Barnard College Awarded to students with academic ability who aspire to pursue a PhD and are committed to eradicating racial disparities in higher education.	2004 - 2008
Schomburg - Mellon Undergraduate Institute, Schomburg Library	2007
Barnard - Gilder Fellowship, Gilder Lehrman Institute	2007

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Awarded to six students to attend and document the conference “The Bloody Writing is Forever Torn: Domestic and International Consequences of the First Governmental Efforts to Abolish the Slave Trade” in Accra and Elmira, Ghana.

Institutional Service

Barnard College Bear Pin

2007

Awarded to twenty graduating seniors who have shown dedication to service to Barnard College throughout their student career.

Senior Society of Nacoms, Columbia University

2007

Honor bestowed upon fifteen students who have worked in service to Columbia University throughout their college careers.

Organizing and Volunteer Work

Reservoir Hill Association, President

2020 - Present