

EMILY TANCREDI-BRICE AGBENYEGA

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EDUCATION

- 2018 Ph.D. Temple University. Policy and Organizational Studies with a Concentration in Urban Education.
Dissertation: “We are fighters”: Exploring how Latinas use various forms of capital as they strive for success in STEM.
Chair: James Earl Davis, Ph.D.
- 2011 M.Ed. Temple University. Urban Education.
- 2005 B.A. Swarthmore College. Special Major in Education & Sociology/Anthropology.

Certification

- 2011 Graduate Certificate in Diversity Leadership.

Other

- 2016 Discourse and Social Transformation: Achieving Coherence. ISGP graduate-level seminar, July 7-19th.
- 2016 Contributing to the Advancement of Civilization. FUNDAEC graduate-level course.
- 2012-2013 A Discourse on Social Action. FUNDAEC graduate-level course.
- 2003 Urban Education Semester program. Sponsored by Swarthmore College.

PROFESSIONAL EXPERIENCE

- 2014 Educational Consultant, Rebound, Alternatives for Youth, Durham, NC. Designed language arts, mathematics, and social studies lessons for use at a start-up educational organization for youth on short-term out-of-school suspensions. Drafted training materials for volunteer tutors. March-June.
- 2009-2011 Graduate Research Assistant, Temple University, Urban Education Department. Oversaw implementation of 170 interviews over five semesters. Carried out interviews. Assisted in designing and revising protocols and instructions for various research tools. Created and maintained paper and digital filing systems.

SCHOLARLY AGENDA

To promote broadened participation and persistence among underrepresented women in STEM degree programs and careers through exploring the role of identity and capital in shaping their trajectories.

TEACHING

Westchester Community College

- SOC101 Introduction to Sociology (Adjunct Assistant Professor)
Spring 2020. Designed and taught two sections of an introductory level sociology course. Central to the course was an OER textbook that gave students free and easy access to key course content. Engaged diverse learners in independent research projects in which they applied selected sociological theories on topics of their choice.

LaGuardia Community College

- SSN187 Urban Sociology (Adjunct Assistant Professor)
Fall 2019. Designed and scheduled to teach one section of a writing intensive urban sociology course that meets the College's flexible core requirement. Utilized a writing-centered and learner-centered approach to engage students in thinking critically about cities as socially and spatially constructed sites in which social inequality persists even as possibilities for social transformation exist.
- SSS100 Introduction to Sociology – Contemporary Society (Adjunct Assistant Professor)
Spring 2019-present. Designed and taught three sections of an introductory level sociology course that meets the College's flexible core requirement. Utilized combination of lecture, peer instruction, and discussion to foster participation and engagement among students with diverse educational backgrounds.

Temple University

- EDUC 8102 Qualitative Data Collection (TA with Dr. Erin Horvat)
Spring 2011. Reviewed and graded students' field research assignments. Facilitated class discussion. Provided counsel to students regarding site selection and methodological choices.

PUBLICATIONS

Peer-Reviewed Journals

Cromley, J.G., Perez, A.C., Wills, T., Tanaka, J., Horvat, E.M. & **Agbenyega, E.T.-B.** (2013). Changes in race and sex stereotype threat among diverse STEM students: Relation to grades and retention in the majors. *Contemporary Educational Psychology*.

Book Chapters

Agbenyega, E.T.-B., It matters where you sit: Locating yourself in qualitative research. In Horvat, E.M. (2013). *Scouting the Terrain: A Beginner's Guide to Qualitative Research*. New York: Teachers College Press.

CONFERENCE ACTIVITY

Brandt, C.B., Kayumova, S., Rahm, J., **Agbenyega, E.T.-B.**, Adams, J.D. (2019). Science identity in a climate of change: New theory for challenging times. Paper to be presented at the American Anthropological Association Annual Meeting, Vancouver, CA, November 20-24.

Agbenyega, E.T.-B. (2019). Empowering capital: An exploration of intersectional identity among Latina professional engineers. Paper presented at the 2019 annual meeting of the American Educational Research Association, Toronto, CA, April 5-9.

Agbenyega, E.T.-B. (2019). Superwomen in STEM: Exploring how professional Latina engineers navigate their career trajectories. Paper presented at the 2019 annual meeting of the American Educational Research Association, Toronto, CA, April 5-9.

Agbenyega, E.T.-B. (2019). The elephant in the room: Exploring the role of identity in the career trajectories of Latina professional engineers. Paper to be presented at Penn Ethnography Forum, Philadelphia, PA, February 22-23.

Agbenyega, E. T.-B. (2018). Latinas Succeeding in Engineering: Exploring the Role of Professional Engineering Organizations as Sites for Capital Accumulation. Paper presented at the Association for the Study of Higher Education Annual Conference, Tampa, FL, November 14-17.

Agbenyega, E. T.-B. (2018). Becoming ingenieras: Exploring the role of identity in the career trajectories of Latina professional engineers. Paper presented at the Research on Women in Education Fall Conference, San Antonio, TX, October 26-28.

Agbenyega, E. T.-B., Dai, T., Karakus, M., Horvat, E. M., Cromley, J. G., Perez, A. C., & Kumi, J. (2012). Understanding students' beliefs about the nature of knowing in chemistry and biology: A mixed-method analysis. Paper presented at the 2012 annual meeting of the American Educational Research Association, Vancouver, CA, April 13-17.

Agbenyega, E.T.-B., Horvat, E.M., Cromley, J.G., Perez, A.C., Townsend, I. (2011). When pedagogical alignment becomes an issue of student success: An exploration of professors and students striving to succeed in gateway science courses. Paper presented at the Association for the Study of Higher Education conference, Charlotte, NC, November 16-19.

Agbenyega, E. T.-B., Horvat, E.M., Perez, A.C., Cromley, J.G., Townsend, I., & Raja, L. (2010). Bridging the gap: An exploration of tensions between pedagogical reforms and science, technology, engineering, and mathematics students' learning needs. Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA, April 8-12.

Cromley, J.G., Horvat, E.M., Tanaka, J., Michel, J., Perez, A.C., **Agbenyega, E.T.-B.**, Raja, L., Vorndran, P., Wills, M., & Wills, T. (2010). Cognition and motivation in science,

technology, engineering, and math retention. Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA, April 8-April 12.

Perez, A.C., Cromley, J.G., **Agbenyega, E.T.-B.**, Horvat, E.M. (2010). "Should I take the Bio exam?" An expectancy-value perspective on undergraduates' decisions to take an optional biology exam. Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA, April 8-April 12.

Horvat, E. M., Cromley, J. G., Perez, A. C. **Tancredi-Brice, E.**, & Karakus, M. (2010). Understanding STEM persistence: Memorizing, digesting and personal epistemology. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO, April 30-May 4.

Agbenyega, E. T.-B. (2009). A praxis of unity: Developing a coherence of thought and action in our effort to educate all children. Paper presented at the New DEEL Conference, Temple University, Philadelphia, PA, February 26-28.

HONORS AND AWARDS

- 2008-2011 Future Faculty Fellow. Recipient of University-wide Fellowship from Temple University.
- 2003 Dean's Award for Significant Contributions to the Campus Community. Swarthmore College.

SERVICE AND LEADERSHIP ACTIVITIES

- 2015-Present Founder, Instructor, Nature Connection. Beals, ME. A summer program for children in and around Beals, ME focused on STEAM education for grades K-5 and leadership development for grades 6-12.
- 2010-2012 President, Vice President, Graduate Leaders in Urban Education. Temple University. Facilitated general body meetings. Established partnerships with College of Education student organizations. Initiated community service opportunities for organization members.
- 2006-2007 Collegiate Advisor, Imhotep Institute Charter School team for the Dwight Evans Civic Leadership Summit, Philadelphia, PA. Facilitated and researched students' design and implementation of policy proposals based on the Project Citizen curriculum. Helped students develop no-alcohol policy proposal, presented at conference.

Professional Membership and Organizations

- 2018-present Member, American Anthropological Association (AAA)
- 2018-present Member, American Society for Engineering Education (ASEE)
- 2009-Present Member, American Education Research Association (AERA)
- 2009-Present Member, Association for the Study of Higher Education (ASHE)

Community Service

- 2017-Present Co-chair, Siwanoy Elementary School Diversity Committee
- 2017-Present Member, Pelham Schools' Diversity Oversight Committee
- 2016-2017 Class Parent, Siwanoy Elementary School
- 2015-2016 Animator, Junior Youth Spiritual Empowerment Program
Facilitated weekly meetings with a group of New Rochelle middle school girls focused on intellectual, social and moral development. Sponsored by the Bahá'ís of New Rochelle.
- 2015-2016 Facilitator, Youth Group in New Rochelle, NY.
Facilitated biweekly meetings with a group of New Rochelle middle and high school girls focused on positive youth development. Sponsored by the Bahá'ís of New Rochelle.
- 2002-Present Teacher, Bahá'í-inspired classes for the spiritual education of children in PA, NC, and NY. Sponsored by various Bahá'í communities.