

BRENEIL MALCOLM (they/them)

College of Education, College of Liberal Arts, Office of the Vice Provost for Educational Equity
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EDUCATION

PhD, Learning, Design, & Technology, Women's, Gender, & Sexuality Studies The Pennsylvania State University (PSU), University Park, PA <i>Dissertation: Trans gender and sexual identity learning through bodybuilding</i> Committee: Ty Hollett, PhD (advisor & chair), Marcela Borge, PhD, Natalie Rae, PhD, Lydia Ocasio-Stoutenburg, PhD, & Jennifer A. Wagner-Lawlor, PhD	Expected 6/2026
MEd, Higher Education, Focus of Study in Leadership (<i>Distinguished Graduate</i>) American College of Education (ACE), Indianapolis, IN <i>Capstone: The self & authentic leadership: A framework from a self psychology perspective</i> Advisor: Yvette Myrick, EdD	2021
BSc, Psychology (<i>summa cum laude</i>) St. George's University (SGU), St. George, GND <i>Senior Project: Sexual orientation & attitudes of the public</i> Advisor: Ian Baptiste, PhD	2017

ACADEMIC APPOINTMENTS

Instructor of Learning Strategies Department of Educational Services SGU, St. George, GND	1/2022-7/2023
Demonstrator of Professional Communication Department of Educational Services SGU, St. George, GND	8/2018-12/2021

RESEARCH INTERESTS

Trans learning, education, and policy; sociocultural and sociopolitical learning; critical learning, design, and technology; body politics of Global South and Global North; interdisciplinary methodology; autotheoretical and reflexive methodologies; coloniality of power and gender; transnational feminism and queerness.

GRANTS

Internal Grants (Total value USD\$15,400)

Malcolm, B. The body politic: Trans gender and sexual identity learning through bodybuilding. Office of Graduate Educational Engagement Programs; Office of the Vice Provost for Educational Equity; Center for Sexual and Gender Diversity; Center for Social Change and Belonging, PSU.

Value and Duration: USD\$4,000; 2025-2026

Malcolm, B., & Zweizig, D. Student affairs practitioners in higher education: Identity, politics, & agency. Office of Graduate Educational Equity Programs; Women's, Gender, and Sexuality Studies Department, PSU.

Value and Duration: USD\$4,000; 2024-2025

Malcolm, B. My Blackness, my coloredness, my story: Spaces of learning, reflection, and relearning. Paul Robeson Cultural Center, PSU.

Value and Duration: USD\$3,500; 2023-2025

Malcolm, B. Connected learning: A dual reflexive pedagogical identity. Office of Graduate Educational Equity Programs; College of Education, PSU.

Value and Duration: USD\$1,550; 2024

Malcolm, B. Dismantling oppressive systems: A nonbinary's access to sex at a PWI. Office of Graduate Educational Equity Programs, PSU.

Value and Duration: USD\$700; 2024

Malcolm, B. The self and authentic leadership: A framework from a self-psychology perspective. Office of Graduate Educational Equity Programs; Women's, Gender, and Sexuality Studies Department, PSU.

Value and Duration: USD\$1,650; 2024

HONORS AND AWARDS

Fannie Lou Hamer- W.E.B. DuBois Service Scholarship, PSU 2025
Value: USD\$1,000

Vice Provost and Dean of the Graduate School Student Persistence Scholarship, PSU 2025
Value: USD\$5,000

Diversity and Inclusion General Scholarship, ACE 2021
Value: USD\$500

Excellent Facilitator, DES, SGU 2018
**Awarded for excellence in teaching*

Chair's Award, Humanities and Social Sciences Department, SGU 2018
**Awarded to the most outstanding student graduating from the department*

Grenadian Partnership Award, SGU 2014-2018
Value: 90% tuition waiver

Grenadian Scholarship Award, Government of Grenada 2017
Value: USD\$4,000

Dean's List, SGU 2014-2017
**Dean's list every semester, with a final GPA of 3.95/4.0*

PUBLICATIONS

Peer-Reviewed Journal Articles

[3] Herry, A., Greer, D., **Malcolm, B.**, & Sagner, E. (2025). "Yes, we exist!": Lived experiences from a Caribbean transgender and gender nonconforming group. *SAGE Open*, 15(1), 1-13.
<https://doi.org/10.1177/21582440251326635>

[2] Herry, A., **Malcolm, B.**, & Smith, P. (2025). Did religion help me? Coping during the COVID-19 pandemic in Grenada. *Journal of Religion and Health*, 64(1), 1-16.
<https://doi.org/10.1007/s10943-025-02272-z>

[1] Walker, D., & **Malcolm, B.** (2022). Synthesis of literature on effective educator practices in the online setting: Perspectives from a Caribbean higher education context through university pedagogy. *Journal of Research Initiatives*, 6(3), 1-29. <https://digitalcommons.uncfsu.edu/jri/vol6/iss3/10>

Think Pieces

[3] Malcolm, B. (2022). Being authentic. *Kappa Delta Pi Record*, 58(4), 192.
<https://doi.org/10.1080/00228958.2022.2110827>

[2] Walker, D., & **Malcolm, B.** (2022). Learning strategists' use of LASSI at St. George's University. *LASSI-in-Action*. https://www.hhpublishing.com/ap/_assessments/LASSI-in-Action-Articles/LASSI-In-Action-Winter-2022.pdf

[1] Malcolm, B. (2021). From awareness to action: A culturally relevant framework for greater representation of the LGBTQ+ community. *American College of Education Diversity and Inclusion Newsletter: Winter 2021: From Awareness to Action*. <https://www.smore.com/23gv1>

Peer-Reviewed Conference Proceedings

[4] Malcolm, B. Trans bodies in HCI: Positioning moral and ethical discourses between Foucault and Lugones. Extended Abstract at: HCI: Human-Computer Interaction Thematic Area; July 26-31, 2026; Montreal, CAN. [accepted, forthcoming proceedings]

[3] **Malcolm, B. B.**, & Malcolm, B. J. Learning to celebrate trans bodies: A critical discourse analysis of an online trans bodybuilding and powerlifting community. Full Paper at: SCSM: 18th International Conference on Social Computing and Social Media in HCI; July 26-31, 2026; Montreal, CAN. [accepted, forthcoming proceedings]

[2] Uttamchandani, S., Paré, D.,...**Malcolm, B.**, et al. (2025). Queer and trans learning: Placemaking, non/dominant imaginaries, and educational dignity towards resistance. In Rajala, A., Cortez, A., Hofmann, R., Jornet, A., Lotz-Sisitka, H., & Markauskaite, L. (Eds.), Proceedings of the 19th International Conference of the Learning Sciences - ICLS 2025 (pp. 2336-2344). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2025.726244> (Symposium)

[1] Malcolm, B. (2024). Connected learning: A dual reflexive pedagogical identity. In Lindgren, R., Asino, T. I., Kyza, E. A., Looi, C. K., Keifert, D. T., & Suárez, E. (Eds.), Proceedings of the 18th International Conference of the Learning Sciences - ICLS 2024 (pp. 2443-2444). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2024.488900> (Extended Abstract)

Submitted

[7] **Malcolm, B.**, & Borge, M. Feminist politics in learning, collaboration, and technology: A cry for equity and justice in CSCL spaces. *International Journal of Computer-Supported Collaborative Learning*. [currently revise and resubmit]

[6] Malcolm, B. Finding home: A trans of color critique for social design experiments. *Journal of the Learning Sciences*.

[5] Malcolm, B. My Blackness, my coloredness, my story: Spaces of learning, reflection, and relearning. *Mind, Culture, and Activity*.

[4] Malcolm, B. Name, Image, and Likeness (NIL) Legislation: Learning through portraits of trans student-athletes in a new political era. *Journal of Women and Gender in Higher Education*.

[3] Malcolm, B. That's fucking inappropriate: My Black trans body as colonial sociopolitics of Halloween leisure justice through Chun Li. *Leisure Sciences*. [currently revise and resubmit]

[2] Malcolm, B. The whiteness agenda: A trans of color critique for portraiture and autotheory as learning sciences discourse. *International Journal of Qualitative Studies in Education*. [currently revise and resubmit]

[1] The Global South Learning Collective: Alhadad, S., **Malcolm, B.**, Meixi, Mukurazita, E., Nzinga, K., & Uttamchandani, S. Sharing the mist: Imagining global solidarities in education through the learning sciences. *UNESCO Think Pieces on the Future of International Cooperation in Education*.

In-Progress

Peer-Reviewed Journal Articles

[3] Malcolm, B. A trans sport policy analysis: Designing for healing in learning sciences and education. [submitting to *International Journal of Sport Policy and Politics*]

[2] **Malcolm B.**, Lee, J., Xie, X., & Duan, Y. Imagining AI as agentic innovative co-design: Speculative design for interdisciplinary democratic learning sciences discourse. [*submitting to Computers in Education*]

[1] **Malcolm, B.**, & Ocasio-Stoutenburg, L. I am you, and you are me: Validities and invalidities of the trans body. [*special issue invitation on Post-Qualitative Inquiry in Journal of Sport and Social Issues*]

Book Chapters

[3] **Malcolm, B. B.**, & Malcolm, B. J. “You do not exist”: A critical discourse analysis of anti-trans online rhetoric through US fascist executive orders. [*abstract submitted to E. Dunn (Ed.), Dispatches from the trans internet*]

[2] **Malcolm, B. B.**, & Malcolm, B. J. Historical thinking and trans of color critique: The war on trans through Hitler’s re-representations in US politics. [*invitation to C. Hayes, T. Lawrence, L. A. Legaspi, & E. Diaz (Eds.), Toolbox in transition: Queering the practices of inquiry in education*]

[1] Malcolm, B. J., & **Malcolm, B. B.** Quijano’s coloniality of power and trans of color critique: Mitigating epistemic violence through trans language evolution. [*invitation to N. Palacios, T. Becerra, M. Ramos, & M. Perry (Eds.), Finding belonging in the pluriverse: Planetary voices on literacies*]

PRESENTATIONS AND POSTERS

[18] Malcolm, B. Learning autotheoretical trans body: Transforming what was to what is and must be through recreational bodybuilding. Arts Gallery and Performance at: International Society of the Learning Sciences (ISLS); June 15-19, 2026; Irvine, CA. [*submitted*]

[17] Malcolm, B. Trans body politics in sport: Learning through portraits of violence, pain, and resilience. Full paper at: International Society of the Learning Sciences (ISLS); June 15-19, 2026; Irvine, CA. [*submitted*]

[16] **Malcolm, B.**, Borge, M., Wise, A., Worsley, M., Vea, T., Rae, N., Simon, S., Greisel, M., Čarapina, M., & Shiwalia, B. M. Revisiting Wise & Schwarz’s provocations for CSCL: Partnerships for transformation and educational change. Symposium at: International Society of the Learning Sciences (ISLS); June 15- 19, 2026; Irvine, CA. [*submitted*]

[15] **Malcolm, B.**, Vickery, M., Lopez, J. L., Siciliano, L., Simon, S., Xing, G., Kim, J., Kim, C., Zhao, Y., Desai, A., Gadong, E. S., Mabadeje, Y., Mhungu, B., Haddadian, G., Eloy, A., Soodhani, N., Prasad, R., & Bae, Y. Fostering educational intimacy: ILSSA intergenerational partnerships for purposeful community building. Symposium at: International Society of the Learning Sciences (ISLS); June 15-19, 2026; Irvine, CA. [*submitted*]

[14] Malcolm, B. Illusions of democracy: Healing and nurturing my bleeding intersectional Black trans body. Express Talk at: National Association for Diversity Officers in Higher Education (NADOHE); March 25-28, 2026; Philadelphia, PA. [*accepted*]

[13] **Malcolm, B.**, & Williams, E. My Blackness, my coloredness, my story: Spaces of learning, reflection, and relearning. Presentation at: National Association of Student Personnel Administrators (NASPA); March 15-19, 2025; New Orleans, LA.

[12] **Malcolm, B.**, & Zweizig, D. Student affairs practitioners: Perceptions of roles and identities. Presentation at: American College Personnel Association (ACPA) Convention; February 16-19, 2025; Long Beach, CA.

[11] Malcolm, B. Diversity, equity, inclusion, and belonging: Envisioning a queerness of possibility as a medium of agency. Presentation at: National Women's Studies Association (NWSA) 44th Annual Conference; November 14-17, 2024; Detroit, MI.

[10] **Malcolm, B.**, & Richardson, K. Student athlete experiences navigating NIL: Identity and intersectionality. Presentation at: Penn State College of Education Research Conference; October 11, 2024; University Park, PA.

[9] Ocasio-Stoutenburg, L., **Malcolm, B.**, Baboo, P., Humphris, R., Agnew, B., Figueroa, F., Zweizig, D., & Guo, X. The day we learned to fight forward: Nurturing a community of critical qualitative inquirers. Presentation at: Penn State College of Education Research Conference; October 11, 2024; University Park, PA.

[8] Malcolm, B. J., & **Malcolm, B.** Anglophone Caribbean creole: Rethinking equity through a sociolinguistic analysis. Poster and presentation at: Peralta Online Equity Conference; April 29-May 1, 2024; Oakland, CA.

[7] **Malcolm, B.**, & Walker, D. Our identity: Disrupting leadership as a form of equity. Poster and presentation at: Peralta Online Equity Conference; April 29-May 1, 2024; Oakland, CA.

[6] Malcolm, B. Dismantling oppressive systems: A nonbinary's access to sex at a PWI. Presentation at: Central Pennsylvania Consortium Women's, Gender, and Sexuality Studies Conference; April 6, 2024; Gettysburg, PA.

[5] Malcolm, B. The intersections that be: A journey of power and agency. Presentation at: First Generation Student Support Summit; April 3, 2024; University Park, PA.

[4] Malcolm, B. The self and leadership: A framework from a self psychology perspective. Poster presentation at: Society for Personality and Social Psychology (SPSP) Annual Convention; February 7-10, 2024; San Diego, CA.

[3] **Malcolm, B.**, Walker, D., & Malcolm, B. J. Critical multiculturalism for diversity, equity, and inclusion: Intersectionality in language and technology. Poster and presentation at: Peralta Online Equity Conference; April 26-28, 2023; Oakland, CA.

[2] **Malcolm, B.**, & Walker, D. Diversity, equity, and inclusion: Infusing positive psychology with learning theory. Table-talk at: Medical Education Learning Specialists (MELS) Annual Meeting; November 11, 2022; Nashville, TN.

[1] **Malcolm, B.**, & Walker, D. Using lessons from the pandemic to promote equity in medical education. Poster and presentation at: Peralta Online Equity Conference; April 27-29, 2022; Oakland, CA.

INVITED TALKS AND PRESENTATIONS

[9] Caring for trans patients: How gender-affirming care improves health and saves lives. Penn State Ross and Carol Nese College of Nursing; February 16, 2026; University Park, PA.

[8] The Penn State student experience. Penn State Board of Trustees New Trustee Orientation; July 8, 2025; University Park, PA.

[7] Applying to graduate school. Penn State Summer Research Opportunities Program; July 2, 2025; University Park, PA.

[6] The intersectionality of LGBTQ+ and race. Community Diversity Group & Centre LGBT+; April 16, 2025; University Park, PA.

[5] Critical conversation with George M. Johnson in All Boys Aren't Blue; Penn State Human Development and Family Studies Department; April 9, 2025; University Park, PA.

[4] The critical intersectional learning specialist: Identity and learning strategy practice. Learning Specialists Association of Canada; November 7, 2024; Ontario, CAN.

[3] Applying to graduate school. Penn State Summer Research Opportunities Program; July 10, 2024; University Park, PA.

[2] Pride in innovation: LGBTQIA women pioneers. Women in Tech & Entrepreneurship; June 5, 2024; Tampa, FL.

[1] Diversity, equity, inclusion, and belonging: Exploring gender, sexuality, and intersectionality. Penn State Paul Robeson Cultural Center Social Justice Retreat; March 14, 2024; University Park, PA.

RESEARCH EXPERIENCE

Graduate Research Assistant PSU, University Park, PA Institutional leadership research, under SeriaShia Chatters, PhD	8/2025-Present
Graduate Research Assistant PSU, University Park, PA Designing for equity, justice, and belonging, under Dylan Paré, PhD	8/2024-8/2025
Graduate Research Assistant PSU, University Park, PA Colored and Black intersectionality, under Evan Williams, MA	8/2023-7/2024
Research Affiliate University of Michigan, Ann Arbor, MI Stigmatized Sexualities research lab, under Terri Conley, PhD	6/2023-7-2024
Research Assistant SGU, St. George, GND Differentiating normal from pathological aging in Grenada, under Arlette Herry, PhD, Karen Blackmon, PhD, and Keshav Mandalaneni, MD	8/2018-12/2019
Research Assistant SGU, St. George, GND A community-based conscious discipline program to reduce corporal punishment in the Caribbean, under Windward Islands Research and Education Foundation (WINDREF)	5/2016-8/2016

PROJECT MANAGEMENT

Graduate Research Assistant, Office of the Vice Provost for Educational Equity PSU, University Park, PA Lead two major mixed-methods research projects with senior and executive leadership through University Equity Leadership Council (UELIC) and Bias Response Network (BRN).	8/2025-Present
Graduate Student Support Specialist, R-VOICE Center PSU, University Park, PA Led a range of projects for the Relationship Violence Outreach, Intervention, and Community Education (R-VOICE) Center, including strategic planning; needs assessment mixed-methods research design and implementation; 2 projects with the Big Ten Academic Alliance (BTAA); and service on Coalition to Address Relationship and Sexual Violence (CARSV) research and benchmarking committees.	8/2024-8/2025
Content Writer for Leadership and Social Justice, ACE	12/2021-12/2024

Indianapolis, IN

Wrote blog content at the intersections of leadership and social justice meeting tight deadlines, quick turnarounds, and contributions to special issue themed series.

Equity Instructional Design, Penn State Survey Research Center
PSU, University Park, PA

1/2024-5/2024

Designed curriculum and training series for researchers in the center to incorporate diversity, equity, inclusion, and belonging in survey research.

Learning Strategist, School of Medicine
SGU, St. George, GND

1/2022-7/2023

Initiated new selective course focused on incorporating positive psychology with learning strategy to diversify learning strategies curriculum.

Program Administrator, Professional Communication Program
SGU, St. George, GND

8/2018-12/2021

Led administration of Professional Communication Program focused on professional writing and intensive feedback to medical students and faculty applying for US medical residencies; Over 4,000 documents feedbacked 2018-2021, coordinating multidisciplinary teams of over 30.

TEACHING AND FACILITATION

St. George's University

Graduate Courses

EDUC819: Leadership Theory and Practice

PSYC807: Psychopathology

SCSK576: Positive Psychology for Student Success

Undergraduate Courses

PSCY302: Abnormal Psychology

PCLN301: Learning Strategies for the Preprofessional Programs

ENGL212: College Reading

ENGL211: College Writing

MATH120: College Math

MATH001: Foundation Math

TEACHING CERTIFICATE PROGRAMS

Foundations of Positive Psychology Specialization

2022

University of Pennsylvania via Coursera

Philadelphia, PA

Diversity in Teaching and Learning

2020

Department of Educational Services (DES), SGU

St. George, GND

Research in Teaching and Learning

2020

DES, SGU

St. George, GND

Scholarly Foundations in Teaching and Learning

2020

DES, SGU

St. George, GND

SERVICE

External

Editorial Boards

Co-Editor-in-Chief, Deliberately Queer Journal	9/2025-Present
Associate Editor, Deliberately Queer Journal	6/2024-9/2025

Ad Hoc Journal Reviewer

Deliberately Queer Journal
Language, Literacy, and Interdisciplinary Studies Journal

Conference Reviewer

ACPA—College Student Educators International
Computer-Supported Collaborative Learning
International Conference of the Learning Sciences
National Association of Student Personnel Administrators
Society for Personality and Social Psychology

Other

Co-Lead, Global Indigenous and Global South Participation	9/2025-Present
International Society of the Learning Sciences (ISLS), USA	
Central and South America Regional Representative	7/2025-Present
International Learning Sciences Student Association (ILSSA), USA	
Public Relations Chair, Kappa Delta Pi (KDP) Education Honor Society	3/2022-3/2023
Indianapolis, IN	
Mentor, KDP Mentor-Mentee Program	11/2021-12/2022
Indianapolis, IN	

Internal

Educational Equity Grant Writing Committee	11/2025-Present
University Equity Leadership Council (UELC)	8/2025-Present
Coalition to Address Sexual and Relationship Violence (CARSV)	8/2024-Present
Graduate Student Representative, Graduate Student Alumni Society	8/2024-Present
Search Committee, Office of Graduate Educational Engagement Programs	8/2025-12/2025
Graduate Student Representative, College of Education Equity Team	10/2024-10/2025

RESEARCH METHODS AND SOFTWARE SKILLS

Queer & Trans Research Methods	Qualitative Research Methods	NVivo
Feminist Research Methods	Portraiture & Autotheory	SPSS
Critical Research Methods	Quantitative Research Methods	Qualtrics
Interdisciplinary Research Methods	Mixed Methods Research	Microsoft Office Suite

PROFESSIONAL ASSOCIATIONS

National Association of Diversity Officers in Higher Education (NADOHE)	10/2025-Present
ACPA—College Student Educators International	2/2025-Present
National Association of Student Personnel Administrators (NASPA)	1/2025-Present
International Society of the Learning Sciences (ISLS)	1/2024-Present
National Women's Studies Association (NWSA)	1/2024-Present
Society for Personality and Social Psychology (SPSP)	1/2023-Present
National Academy of Sports Medicine (NASM)	8/2022-Present
International Sports Sciences Association (ISSA)	3/2020-Present
International Positive Psychology Association (IPPA)	6/2022-7/2023
Kappa Delta Pi Education Honor Society (KDP)	3/2021-7/2023
Grenadian Psychological Association (GPA)	5/2019-7/2023

FITNESS AND WELLNESS TEACHING AND LEADERSHIP

Group Fitness Instructor & Personal Trainer, Campus Recreation
PSU, University Park, PA

5/2024-8/2025

Fitness Instructor, Fitness and Wellness Center
SGU, St. George, GND

1/2020-7/2023

Founder | Coach, B.Authen.Fit
St. George, GND

11/2019-7/2023

Fitness and Wellness Certifications

Behavior Change Specialization
National Academy of Sports Medicine (NASM), Gilbert, AZ

1/2025-Present

Group Exercise Instructor
International Sports Sciences Association (ISSA), Phoenix, AZ

5/2024-5/2026

Certified Glute Specialist
ISSA, Phoenix, AZ

6/2021-5/2026

Certified Personal Trainer
ISSA, Phoenix, AZ

3/2020-5/2026

Certified Wellness Coach
NASM, Gilbert, AZ

8/2022-1/2025

REFERENCES

Ty Hollett, PhD

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Marcela Borge, PhD

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College of Education, The Pennsylvania State University
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Stephanie Danette Preston, PhD

Associate Dean of Graduate Educational Engagement & Chief Diversity Officer for Graduate Education
J. Jeffrey and Ann Marie Fox Graduate School, The Pennsylvania State University
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Lydia Ocasio-Stoutenburg, PhD

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