

**Breneil Malcolm (they/them)**  
University Park, State College, PA 16803  
+1 (929) 643-6484 | bxm5750@psu.edu | www.breneil.com

## **Summary**

PhD candidate in learning sciences with gender and sexuality studies. 10 years of combined teaching and research experience with learning strategies, strategic planning, and professional communication and development with emphasis on program and curriculum development. Research focused on learning, identity, human sexuality, intersectionality, and agency; and implications for higher education learning systems and policy design.

### **Education**

PhD, Learning, Design, & Technology, Women's, Gender, & Sexuality Studies 8/2023-Present  
Penn State University (PSU)  
State College, PA

*Dissertation: Bodybuilding as trans\* gender and sexual identity learning*

Committee: Dylan Paré, Ty Hollett, Marcela Borge, & Jennifer A. Wagner-Lawlor

MEd, Higher Education, Leadership (*Distinguished Graduate*) 8/2020-12/2021

American College of Education (ACE)

Indianapolis, IN

*Thesis: The self & authentic leadership: A framework from a self psychology perspective*

Thesis Advisor: Yvette Myrick, EdD

BSc, Psychology (*summa cum laude*) 1/2014-12/2017

St. George's University (SGU)

St. George, GND

*Senior Project: Sexual orientation & attitudes of the public*

Project Advisor: Ian Baptiste, PhD

### **Research Experience**

Graduate Research Assistant 8/2024-Present

Penn State, State College, PA

Designing for equity, justice, and belonging under Dylan Paré, PhD

Research Affiliate 6/2023-7-2024

University of Michigan, Ann Arbor, MI

Stigmatized Sexualities research lab, under Terri Conley, PhD

Research Assistant 8/2018-12/2019

SGU, St. George, GND

Differentiating normal from pathological aging in Grenada, under Arlette Herry, PhD, Karen Blackmon, PhD, and Keshav Mandalaneni, MD

Research Assistant 5/2016-8/2016

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).

### **Research Methods and Software Skills**

|                                 |                              |       |
|---------------------------------|------------------------------|-------|
| Queer & Trans* Research Methods | Qualitative Research Methods | NVivo |
| Feminist Research Methods       | Portraiture & Autotheory     | SPSS  |

## Breneil Malcolm (they/them)

Critical Research Methods  
Interdisciplinary Research Methods

Quantitative Research Methods  
Mixed Methods Research

Qualtrics  
Microsoft Office Suite

### Publications

#### *Research Projects (in progress)*

Malcolm, B. Defying reviewer 2: Autotheory as a decolonial feminist method of liberatory political practice.

**Malcolm, B.** Name, Image, and Likeness (NIL) Legislation: Learning through portraits of trans\* student-athletes in a new political era.

Malcolm, B., & **Malcolm, B.** Anglophone Caribbean creole: A critical sociolinguistic analysis toward equity.

**Malcolm, B.**, & Zweizig, D. Student affairs practitioners in higher education: Identity, politics, & agency.

**Malcolm, B.**, Walker, D, Hagley, Z, & De Riggs, C. Religion, moral anger, and forgiveness: An exploration of Caribbean perspectives.

#### *Submitted, under Review*

Malcolm, B. A trans\* of color critique: Colored and Black trans\* erasure, livingness, agency. *Women Studies Quarterly*.

Malcolm, B. An autotheoretical reconstruction of queer intersectionality: Humanness and liberation. *differences: A Journal of Feminist Cultural Studies*.

Malcolm, B. Being in and with the “ness”: Autotheoretical methodological liberation as a medium of agency through fluid feminisms and queerness. *Departures in Critical Qualitative Research*.

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

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

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

Malcolm, B. Social justice as political hegemonic paradox: Autotheoretical discourses toward a transnational feminist social justice theory. *Language, Literacy, and Interdisciplinary Studies*.

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*.

#### *Published*

##### *Journal Articles*

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>

## Breneil Malcolm (they/them)

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>

Herry, A., Greer, D., **Malcolm, B.**, & Sagner, E. (2024). Navigating the binaries: Lived experiences from a Caribbean transgender & gender nonconforming group. *SAGE Advance*. Preprint. <https://doi.org/10.31124/advance.24961305.v1>

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>

### Conference Proceedings

Malcolm, B. (2025). Queer reflections at the intersections of race, sexuality, and learning. 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. 2339-2340). International Society of the Learning Sciences. <https://doi.org/10.22318/icls2025.726244>

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>

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>

### Short Pieces

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

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](https://www.hhpublishing.com/ap/_assessments/LASSI-in-Action-Articles/LASSI-In-Action-Winter-2022.pdf)

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.smores.com/23gv1>

### Posters and Presentations

Malcolm, B. Queer reflections at the intersections of race, sexuality, and learning. Paper in symposium at: International Society of the Learning Sciences (ISLS); June 9-13, 2025; Helsinki, Finland.

Uttamchandani, S., Paré, D.,...**Malcolm, B.**, et al. Queer and trans learning: Placemaking, non/dominant imaginaries, and educational dignity towards resistance. Symposium at: International Society of the Learning Sciences (ISLS); June 9-13, 2025; Helsinki, Finland.

**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.

## **Breneil Malcolm (they/them)**

**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.

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) 44<sup>th</sup> Annual Conference; November 14-17, 2024; Detroit, MI.

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

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; State College, PA.

Malcolm, B. My Blackness, my coloredness, my story: Spaces of learning, reflection, and relearning. Presentation at: Penn State Learning, Design, and Technology Doctoral Milestone Event; October 4, 2024; State College, PA.

Malcolm, B. Connected learning: A dual reflexive pedagogical identity. Poster presentation at: International Society of the Learning Sciences (ISLS). June 10-14, 2024; Buffalo, NY.

Malcolm, B., & **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.

**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.

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.

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.

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.

**Malcolm, B.,** Walker, D., & Malcolm, B. 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.

**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.

**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 Projects**

## Breneil Malcolm (they/them)

The Penn State student experience. Penn State Board of Trustees New Trustee Orientation; July 8, 2025; State College, PA.

Applying to graduate school. Penn State Summer Research Opportunities Program; July 2, 2025; State College, PA.

The intersectionality of LGBTQ+ and race. Community Diversity Group & Centre LGBT+; April 16, 2025; State College, PA.

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

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

Applying to graduate school. Penn State Summer Research Opportunities Program; July 10, 2024; State College, PA.

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

Diversity, equity, inclusion, and belonging in survey research. Penn State Survey Research Center; January-May 2024; State College, PA.

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

### Peer Review Service

|   |           |
|---|-----------|
| Language, Literacy, and Interdisciplinary Studies Journal | 2025      |
| Deliberately Queer Journal                                | 2024-2025 |
| International Society of the Learning Sciences            | 2024-2025 |
| Society for Personality and Social Psychology             | 2024-2025 |
| National Association of Student Personnel Administrators  | 2024      |

### Teaching and Facilitation

#### *Graduate Courses*

|  |                |
|--|----------------|
| SCSK576: Positive Psychology for Student Success | 10/2022-7/2023 |
| EDUC819: Leadership Theory and Practice          | 6/2022         |
| PSYC807: Psychopathology                         | 1/2021-5/2021  |

#### *Undergraduate Courses*

|   |                 |
|---|-----------------|
| PCLN301: Learning Strategies for the Preprofessional Programs | 10/2022-12/2022 |
| PSCY302: Abnormal Psychology                                  | 1/2017-5/2018   |
| MATH120: College Math   | 8/2015-12/2016  |
| MATH001: Foundation Math                                      | 8/2014-12/2016  |
| ENGL212: College Reading                                      | 1/2016-12/2016  |
| ENGL211: College Writing                                      | 1/2016-12/2016  |

### Faculty Appointments

|                      |               |
|----------------------|---------------|
| Instructor Rank, DES | 1/2022-7/2023 |
| SGU, St. George, GND |               |

## **Breneil Malcolm (they/them)**

### Learning Strategies Unit

#### Learning Strategist

- Met with first-year medical students to provide support to enhance academic performance
- Assessed students' current learning strategies and recommend new strategies based on individual strengths and challenges
- Taught workshops on an array of developmental topics, including test-taking strategies, managing test anxiety, reflective growth, and tailored strategies based on term status, with student numbers ranging from 15-700+
  - Content specifics included:
    - Biochemistry
    - Genetics
    - Human anatomy and physiology
    - Musculoskeletal system
    - Pharmacology
    - Psychopathology
    - Psychopharmacology
- Designed course on combining positive psychology and learning theory to increase student performance outcomes
- Managed logistics of Individual Growth and Development Program (IGDP) for a team of 17 strategists through Microsoft Teams platform
- Participated in the Learning Strategist's IGDP to strengthen personal strategist approaches and competencies
- Mentored a cohort of 10 students as part of the Academic Enhancement Program (AEP)
- Collaborated with the Psychological Services Center (PSC) to tailor strategies and approaches specifically for students suffering with ADHD
- Assisted with coordination of workshop administration for second-year medical students
- Satisfaction survey results indicated 80-100% satisfied or very satisfied with service

Demonstrator Rank, DES

8/2018-12/2021

SGU, St. George, GND

Professional Communication Program (PCP), SELP

#### Program Administrator

- Edited and provided intensive electronic feedback on professional writing, specifically CVs and personal statements completed as part of the residency application process
- Managed the administrative aspects of the document review process, including maintaining the document database, assigning documents to reviewers, second-reviewing all reviewers' feedback, and writing monthly, termly, and yearly reports
- Collaborated with the Office of Career Guidance and Student Development to develop resources to assist medical students and faculty applying for residency
- Met with students and faculty to assist with professional writing
- Prepared and delivered workshops and presentations on brand building and CV writing
- Tutored students to improve spoken and written language and communication skills as part of the Medical Academic Communication (MAC) program
- Created PCP handbook to improve program's structure and facilitate new hires' training
- Reviewed 4,000 documents during the period 2018-2021

## **Breneil Malcolm (they/them)**

Academic Support Administration and Innovation Unit  
Peer Learning Group (PLG) Monitor Coordinator

9/2019-7/2021

- Supervised PLG monitors, who provide technical and logistical support for PLGs, including recruiting, serving as main point-of-contact, and building monthly schedules
- Organized onboarding and training for new monitors
- Collaborated with other faculty to plan professional development training for monitors, focused on diversity and preparing for the world of work

Observations Coordinator

- Coordinated the PLG observation process, including planning each term and collaborating with other internal units to provide trainings for observers
- Observed PLG facilitators to provide constructive feedback on areas of strengths, areas for improvement, and suggestions for development
- Completed bi-annual reports to measure targets and inform process revisions and strategic planning for upcoming cycles

### **Other Teaching Experience**

SGU, St. George, GND

10/2022-7/2023

#### ***Course Director for SCSK576: Positive Psychology for Student Success***

- Conducted needs analysis for rationale of course to supplement Learning Strategies' curriculum
- Designed new course on using positive psychology in the context of learning theory to inform learning strategy practice
- Implemented constructive alignment across goals, learning outcomes, lessons, activities, and formative and summative assessments
- Collaborated with interdepartmental and external stakeholders to ensure support services' course curriculum supports School of Medicine's main curriculum

SGU, St. George, GND

10/2022-12/2022

#### ***Guest Lecturer for PCLN301: Learning Strategies for the Preprofessional Programs***

- Presented the scientific foundations of fitness and wellness and self-regulated learning
- Discussed cognitive-behavioral theories and strategies to support self-regulated learning
- Facilitated reflective activities on how students can increase their self-regulation

SGU, St. George, GND

6/2022

#### ***Guest Lecturer for EDUC819: Leadership Theory and Practice***

- Presented lecture to students of the Master of Education program
- Discussed a novel framework for authentic leadership theory grounded in hermeneutic phenomenology and self psychology
- Facilitated critical thinking through small group discussion to deconstruct and critique the model

SGU, St. George, Grenada

1/2021-5/2021

#### ***Course Assistant for PSYC807: Psychopathology***

- Led weekly review sessions for students taking Psychopathology as part of the Master of Arts in Clinical and Community Psychology, 3-4 hours per week
- Established structured process for approaching and working through higher order questions
- Reviewed and monitored student performance and progress to determine focus areas of sessions

## **Breneil Malcolm (they/them)**

- Created resources, including quick note references and practice questions, based on lecture materials and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
- Regulated timely uploads of session recordings and resources through learning management system, Sakai

SGU, St. George, GND

8/2017-5/2018

### ***Peer Tutor for Center for Academic Excellence***

- Collaborated with coordinator to plan and manage services offered by the center through research and meetings
- Tutored over 15 students with academic writing and reading-related issues, on a one-on-one basis, to enhance academic performance
- Taught workshops to over 100 students on various English language topics to develop students' reading, writing, and presentation skills

SGU, St. George, GND

8/2014-5/2018

### ***Review Group Facilitator for:***

#### ***PSCY302: Abnormal Psychology, MATH120: College Math, & MATH001: Foundation Math***

- Reviewed material covered in lectures with and addressed questions/concerns for over 50 students one-on-one and/or in group setting
- Managed online group by emailing, regulating discussion forums, and keeping resources up to date to ensure maximum resources were available to students
- Developed resources, including quick notes and practice questions, based on courses' content
- Prepared semesters' course review session schedule, goals, and content through liaising with courses' directors

SGU, St. George, GND

1/2016-12/2016

### ***Teaching Assistant for ENGL212: College Reading & ENGL211: College Writing***

- Created reading and writing resources for students
- Organized & uploaded resources & assignments through LMS, Sakai
- Assisted lecturer through grading assessments

## **Other Work Experience**

Graduate Student Support Specialist, R-VOICE Center

8/2024-Present

PSU, State College, PA

- Lead development of strategic plan for the Relationship Violence Outreach, Intervention, and Community Education (R-VOICE) Center
- Create strategic plan for graduate student engagement based on center's mission and vision
- Build Qualtrics research database for documentation and evaluation across the unit's programming in accordance with unit strategic plan
- Develop Qualtrics needs assessment survey as part of graduate student strategic planning
- Analyze survey data to support strategic planning and programming, applying quantitative, qualitative, and mixed methods metrics
- Lead benchmarking project across the 18 universities part of the Big Ten Academic Alliance
- Lead archiving project exploring the origins and history of the center
- Collaborate with departments across campus to foster relationships with graduate students and develop programming



## **Breneil Malcolm (they/them)**

- Serve on the Coalition to Address Relationship and Sexual Violence (CARSV) research and benchmarking committees

Content Writer for Leadership and Social Justice, ACE 12/2021-12/2024  
Indianapolis, IN

- Developed pitches for approval and write blog posts based on academic discipline
- Focused on non-traditional topics that explore psychosocial phenomena through a framework that combines personal and professional experiences
- Applied principles of academic writing and AP formatting to blog-style writing
- Maintained communication with blogger coordinator to meet deadlines

### **Leadership and Service**

Graduate Student Representative, College of Education Equity Team 10/2024-Present  
PSU, State College, PA

- Discourse during board meetings on directions for the committee
- Collectively brainstorm ideas for strategic sociopolitical and socio-institutional positioning
- Collaborate on the development of a four-year strategic plan

Graduate Student Representative, Graduate Student Alumni Society 8/2024-Present  
PSU, State College, PA

- Initiate research ideas toward a more data-informed process to inform strategic planning
- Co-lead focus groups with graduate students for needs assessment
- Engage with board members through an intersectional perspective toward equity
- Serve on the Professional Development Committee

Editorial Board, Deliberately Queer Journal (DQJ) 6/2024-Present  
Carbondale, IL

- Serve on the board for DQJ, a new interdisciplinary journal dedicated to graduate student scholarship on queerness
- Facilitate double-blind review between peer reviewers and author submissions throughout the review process
- Review submissions and provide constructive feedback to authors
- Meet with editorial board to discuss journal processes and norming for quality assurance

Facilitator, Center for Sexual and Gender Diversity 8/2023-12/2023  
PSU, State College, PA

- Facilitated conversations around intersectional identities through Color Me Queer
- Explored various dimensions of identity, including race, gender, orientation, and life experiences
- Applied critical theories as the framework for discussions

Public Relations Chair 3/2022-3/2023  
ACE Kappa Delta Pi (KDP), Indianapolis, IN

- Reconstructed the organizational structure to emphasize a combination of parent bodies' (ACE and KDP's) values to create a systematic framework that is constructively aligned
- Collaborated with the president and other members of the executive to revise and revamp the organization's public footprint

## **Breneil Malcolm (they/them)**

- Used a constructive alignment approach to ensure activities represent the core values of the organization
- Implemented programming and activities based on a strategic approach that emphasize diversity, equity, and inclusion

Mentor, Mentor-Mentee Program  
ACE KDP, Indianapolis, IN

11/2021-12/2022

- Coached mentee, a middle-school educator with over 17 years' teaching experience, on developing professional branding and profile
- Applied coaching principles to set strategic goals and objectives in collaboration with mentee
- Developed criteria for measuring progress and timelines for achieving objectives
- Met monthly for updates and to refine strategy if necessary

Department Head Representative, Student Government Association (SGA)  
SGU, St. George, GND

8/2017-5/2018

- Met with and gathered academic and non-academic concerns of undergraduate students within the Humanities and Social Sciences Department
- Organized meetings with department chair to discuss students' issues, concerns, and solutions to these
- Reported, from meetings with the department chair, to SGA's council as well as the students within the Humanities and Social Sciences Department

Peer Mentor, PSC  
SGU, St. George, GND

4/2017-5/2018

- Supported peers and students during crises through one-on-one talk sessions to alleviate distress and maintained confidentiality
- Referred students to PSC for professional assessment and treatment when deemed necessary
- Participated in various PSC events as well as the Facebook page to increase PSC's and peer mentors' presence on campus

President, Humanities & Social Sciences Student Association (HS<sup>3</sup>A)  
SGU, St. George, GND

8/2016-5/2017

- Implemented a new electoral slating process to increase the strength of incoming executive boards and people's match between qualifications and duties of specific roles
- Collaborated with faculty advisors and other executive members to revise HS<sup>3</sup>A's constitution
- Designated meetings for conflict resolution amongst executive members to ensure efficient leadership
- Served as treasurer and secretary prior to president role

### **Fitness and Wellness Teaching and Leadership**

Group Fitness Instructor & Personal Trainer, Campus Recreation  
PSU, State College, PA

5/2024-Present

- Lead consults with clients to clarify goals and session plans
- Feedback clients' during training sessions, ensuring form, technique, and range
- Instruct various strength-training classes ranging from 5-25 diverse attendees
  - Class areas:

## Breneil Malcolm (they/them)

- High Intensity Interval Training (HIIT)
- Upper Body Fitness
- Lower Body Fitness
- Total Body Fitness
- Cardio and Core
- Nittany Fit (small group training)
- Apply principles of periodization, including macro, meso, & micro cycles to client programming
- Facilitate fitness branding presentations at meetings as part of professional development

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

1/2020-7/2023

- Led weekly, 4-month Butt Builder classes of 10-50 attendees with the goals of increasing gluteal strength and mass, facilitating fat loss, and enhancing endurance
- Applied specific training techniques including HIIT and compound and isolation exercises during workouts
- Ran additional classes at local community gym
- Led warmup sessions for biannual 5k Breast Cancer Run with over 100 participants in collaboration with the Women in Medicine student organization
- Prepared online training guide video; edited and finalized video for upload using video editing software, VideoPad

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

11/2019-7/2023

- Provided comprehensive health and wellness support for a diverse client base of 100+ clients using a scientific approach
- Constructed fitness programs, including flexible diet and workout plans, based on clients' health and fitness history, current fitness levels, and goals
- Led one-on-one exercise sessions ensuring clients' correct form, prescribed range of motion, and appropriate intensity levels
- Monitored online platform (MyFitnessPal) for clients' daily recording of food and exercise to ensure compliance and observe trends in eating habits
- Scheduled monthly follow-up consultations to discuss clients' questions and concerns, progress, practicality of program, and make program-level revisions, if necessary
- Managed all administration and correspondences throughout the onboarding process of new clients and ongoing training processes

### ***Fitness and Wellness Certifications***

Behavior Change Specialization

1/2025-Present

National Academy of Sports Medicine (NASM), Gilbert, AZ

Group Exercise Instructor

5/2024-5/2026

International Sports Sciences Association (ISSA), Phoenix, AZ

Certified Glute Specialist

6/2021-5/2026

ISSA, Phoenix, AZ

Certified Personal Trainer

3/2020-5/2026

ISSA, Phoenix, AZ

## Breneil Malcolm (they/them)

|   |               |
|---|---------------|
| Certified Wellness Coach<br>NASM, Gilbert, AZ | 8/2022-1/2025 |
|---|---------------|

### Professional Development (Certificate Programs)

|  |               |
|--|---------------|
| Foundations of Positive Psychology Specialization<br>University of Pennsylvania via Coursera<br>Philadelphia, PA | 5/2022-7/2022 |
|--|---------------|

|  |               |
|--|---------------|
| Diversity in Teaching and Learning<br>Department of Educational Services (DES), SGU<br>St. George, GND | 1/2020-8/2020 |
|--|---------------|

|  |               |
|--|---------------|
| Research in Teaching and Learning<br>DES, SGU<br>St. George, GND | 8/2019-5/2020 |
|--|---------------|

|   |               |
|---|---------------|
| Scholarly Foundations in Teaching and Learning<br>DES, SGU<br>St. George, GND | 8/2019-5/2020 |
|---|---------------|

### Professional Affiliations

|  |                |
|--|----------------|
| International Society of the Learning Sciences | 1/2024-Present |
| National Women's Studies Association           | 1/2024-Present |
| Society for Personality and Social Psychology  | 1/2023-Present |
| National Academy of Sports Medicine            | 8/2022-Present |
| International Sports Sciences Association      | 3/2020-Present |
| International Positive Psychology Association  | 6/2022-7/2023  |
| Kappa Delta Pi                                 | 3/2021-7/2023  |
| Grenadian Psychological Association            | 5/2019-7/2023  |

### Honors and Awards

|  |      |
|--|------|
| Fannie Lou Hamer- W.E.B. DuBois Service Scholarship, PSU<br><i>Value: USD\$1,000</i> | 2025 |
|--|------|

|   |      |
|---|------|
| Vice Provost & Dean of the Graduate School Student Persistence Scholarship, PSU<br><i>Value: USD\$5,000</i> | 2025 |
|---|------|

|  |      |
|--|------|
| Diversity and Inclusion General Scholarship, ACE<br><i>Value: USD\$500</i> | 2021 |
|--|------|

|   |      |
|---|------|
| Excellent Facilitator, DES, SGU<br><i>*Awarded for excellence in teaching</i> | 2018 |
|---|------|

|   |      |
|---|------|
| Chair's Award, Humanities and Social Sciences Department, SGU<br><i>*Awarded to the most outstanding student graduating from the department</i> | 2018 |
|---|------|

|  |           |
|--|-----------|
| Grenadian Partnership Award, SGU<br><i>Value: 90% tuition waiver</i> | 2014-2018 |
|--|-----------|

## Breneil Malcolm (they/them)

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

2017

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

2014-2017

### References

Dylan Paré, PhD (they/them)  
Assistant Professor of Learning, Design, and Technology  
College of Education, Penn State University  
[Dpare@psu.edu](mailto:Dpare@psu.edu) | +1 (814) 867-1814

Ty Hollett, PhD (he/him)  
Professor in Charge and Associate Professor of Learning, Design, and Technology  
College of Education, Penn State University  
[Tsh164@psu.edu](mailto:Tsh164@psu.edu) | +1 (814) 863-3781

Tanner Vea, PhD (he/they)  
Assistant Professor of Learning Sciences and Human Development  
College of Education, University of Washington  
[Tannerv@uw.edu](mailto:Tannerv@uw.edu)

Stephanie Danette Preston, PhD (she/her)  
Associate Dean of Office of Graduate Educational Engagement Programs (OGEEP)  
Fox Graduate School, Penn State University  
[Sdp163@psu.edu](mailto:Sdp163@psu.edu) | +1 (814) 863-1663

Yvette Wilson, Esq (she/her)  
Director of Relationship Violence, Outreach, Intervention, & Community Education (R-VOICE) Center  
Student Affairs, Penn State University  
[Ylw4@psu.edu](mailto:Ylw4@psu.edu) | +1 (814) 863-2027

Evan Williams, MA (he/him)  
Director of Paul Robeson Cultural Center (PRCC)  
Student Affairs, Penn State University  
[Edw13@psu.edu](mailto:Edw13@psu.edu) | +1 (814) 865-3776