

LeAnna T. Luney
Curriculum Vitae

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CONTACT INFORMATION

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EDUCATION

2021 Ph.D. in Comparative Ethnic Studies, Africana Studies Subfield,
University of Colorado Boulder
2021 Graduate Certificate in College Teaching, University of Colorado Boulder
2018 M.A. in Pan-African Studies, University of Louisville
Thesis: “Triggers’: Systematic and Social Cues for African American
College Student Racial Self-Consciousness and Rejection Sensitivity,
Race Based”
2016 B.A. in Psychology, Berea College
B.A. in African & African American Studies, Berea College

RESEARCH INTERESTS

Black feminism, African American higher education, coping, care, anti-Black settler colonialism, intersectionality.

RESEARCH EXPERIENCE

2020 Black women building community to cope in the Wild West.
University of Colorado Boulder.
This study explores how undergraduate African American women understand coping and the strategies they use to survive at an institution located in the American West. Via Zoom, I conducted three focus group interviews with 9 narrators and asked them questions about how they cope with gendered racism on campus. I then coded the collected data into themes. Findings reveal how African American undergraduate women understand and demonstrate community as a coping strategy with emphasis on friendship, cultural organizations and spaces, and community organizing. This work contributes to Black feminist, higher education, Black psychology, and critical race theory discourses. This research will be published in an edited book volume on critical race theory.

2020 “It's just a way to cope. It's not a solution”: A brief case study on Black women conceptualizing coping at a PWI in the Wild West.
University of Colorado Boulder.
This research investigates how African American women understand coping at an institution located in the American West. Via Zoom, I conducted three focus group interviews with 9 narrators and asked them questions about how they cope

with gendered racism on campus. Findings indicated that narrators conceptualize coping to “deal with,” or navigate, gendered racism but not as a solution to the racially gendered violence forced upon their wellbeing from the campus climate. This work contributes to Black feminist, higher education, and Black psychology scholarship. An article is under review with *Meridians*.

- 2019-2020 Assessment of Social Justice Peer Education program.
Center for Inclusion and Social Change, University of Colorado Boulder.
The purpose of this research is to highlight effective strategies and audience learning outcomes of Peer Education’s social justice workshops. I conducted descriptive quantitative analysis. Findings indicate that public speaking would benefit Social Justice Peer Educators’ professional development, and that audience members would benefit from more visual aid and accessible terminology in workshops. This research aided the Center for Inclusion and Social Change’s social justice initiative at the University of Colorado Boulder by providing opportunities for Peer Educators to rehearse workshops, by improving visual aids, and by streamlining terminology in workshop presentations.
- 2016-2019 Demanding attention: An exploration of institutional characteristics of recent student demands.
University of Louisville.
This study promotes the consideration of students impacting their institutions, which challenges a traditional linear view of colleges affecting students with little possibility of a reciprocal relationship. Through an analysis of student demands across the nation, we find subtle patterns about where demands were issued and the context of these demands that gesture to how students readily identified what administrators need to do to support the educations of marginalized students. Further, when considering the institutionalized feature of Africana Studies that resulted from a student-led social movement of the past, our analyses suggest how students can shape their institutions for future generations and push to transform higher education into a more equitable, inclusive, and socially just educational environment. This research intervenes in scholarship about college impact on students. The *Journal of Diversity in Higher Education* published this work in 2019.
- 2017-2018 "Triggers": systematic and social cues for black college student racial self-consciousness and rejection sensitivity, race-based.
University of Louisville.
This study addresses how college environments influence Black students’ racial self-conscious levels by examining four campus climate-related processes of race-based rejection sensitivity: perceptions of racial discrimination, perceptions of institutional commitments to racial diversity, perceptions of racial separation on campus, and perceptions of Black student visibility. Through analyses of data collected as part of the National Longitudinal Survey of Freshmen, the study utilizes ordinary least squares regression, means comparison, and binomial logistic regression analyses to identify how the aforementioned factors trigger

Black students' racial self-conscious levels during college. This study contributes to African American higher education and African American psychological literature. This research is written up as a master's thesis.

- 2015-2016 Working for the Canaan land: The relationship between work ethic and happiness in African and Caucasian Americans.
Berea College.
The purpose of this research is to explore the relationship between John Henryism and happiness in both African and Caucasian Americans. Using a quantitative survey and analysis, findings indicate that African Americans display engagement (i.e. a form of happiness) in hard work. As for Caucasian Americans, there were no aspects of happiness found in hard work. This study contributes to discourses about African American psychology and was published in 2016 in *The Griot*.
- 2015-2016 Do Berea College's African American students have "trust Issues"?
Berea College.
This study tested African American students' levels of trust in Berea College, and how Rejection Sensitivity, race based and cultural pride impact such trust. I placed 37 participants into four different conditions in which some participants received images designed to elicit racial and ethnic pride. Other participants were asked to write about a time in which they were rejected or to write about being accepted by white peers. All participants took a survey to indicate their level of trust in the college. Findings show that participants had high levels of pride, vigilance, and trust in Berea College, regardless of the condition they were placed in. This study adds to literature on cultural pride and rejection sensitivity, race-based. This research is written up as an undergraduate honors thesis.
- 2015 Carter G. Woodson National Historic Site Pamphlet.
Carter G. Woodson national Historic Site, National Park Service.
The purpose of this research is to perform archival exploration about Carter G. Woodson, the "Father of African American History." This archival research resulted in an informational pamphlet to be distributed at the Carter G. Woodson National Historic Site located in Washington, D.C.

TEACHING EXPERIENCE

- 2020 Teaching Assistant, Department of Comparative Ethnic Studies, University of Colorado Boulder: "Contemporary African American Social Movements."
- 2020 Instructor, Department of Comparative Ethnic Studies, University of Colorado Boulder: "Foundations of Ethnic Studies" (Online Course).
- 2020 Instructor, "Know Thyself: Exploring Our Cultural Knowledges and Coping Strategies," CU Pre-Health Scholars Program (Online Course).
- 2020 Co-instructor, Inworks, University of Colorado Denver, Anschutz Medical Campus: "Ethnic Studies and Human-Centered Design in Healthcare," CU Pre-Health Scholars Program (Online Course).

- 2019 Instructor, Department of Ethnic Studies, University of Colorado Denver: “Introduction of Ethnic Studies,” CU Pre-Health Scholars Program (Online Course).
- 2020 Guest Lecturer, School of Education, University of Colorado Boulder: Anthropology of Education (Graduate-level course)
- 2020 Teaching Assistant, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Introduction to Hip Hop Studies.”
- 2020 Instructor, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Introduction to Africana Studies” (Online Course).
- 2019 Guest Lecturer, Department of Comparative Ethnic Studies, University of Colorado Boulder: Contemporary African American Social Movements
- 2019 Teaching Assistant, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Introduction to Africana Studies.”
- 2019 Instructor, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Foundations of Ethnic Studies” (Online Course).
- 2019 Instructor, Department of Ethnic Studies, University of Colorado Denver: “Introduction of Ethnic Studies,” CU Pre-Health Scholars Program.
- 2019 Teaching Assistant, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Violence Against Women and Girls.”
- 2018 Teaching Assistant, Department of Comparative Ethnic Studies, University of Colorado Boulder: “Introduction to Africana Studies.”
- 2018 Tutor for Student-Athletes, Herbst Academic Center, University of Colorado Boulder.
- 2017 Teaching Assistant, Department of Pan-African Studies, University of Louisville: “African American Education.”
- 2016 – 2018 Graduate Research Assistant, Department of Pan-African Studies, University of Louisville.

SERVICE

- 2020 Committee Member, Ethnic Studies Community Building Series, University of Colorado Boulder.
- 2020 Co-facilitator, Meade County Schools Equity Efforts, Meade County School District, KY.
- 2019-Present Co-founder and Outreach Team, Radical BIPOC Women and Femmes, University of Colorado Boulder.
- 2019-Present Independent Study Mentor, Mentorship and Outreach as a Vision for Education (MOVE), University of Colorado Boulder.
- 2019-Present Scholar Activism Consortium, Ethnic Studies Graduate Students Association, University of Colorado Boulder.
- 2019-Present Co-Founder and Co-Director, Comparative Ethnic Studies Writing Group, University of Colorado Boulder.
- 2019-Present Curriculum Designer, CU Pre-Health Scholars Program, University of Colorado Denver.
- 2019-Present Lead for Community Activism and Outreach, Ethnic Studies Graduate Students Association, University of Colorado Boulder.

- 2019-2020 Lead Facilitator, Ethnic Studies Graduate Students Association, University of Colorado Boulder.
- 2018-Present Organizer and Mentor, Building Leadership Amongst Communities of Color, University of Colorado Boulder.
- 2017-2018 Treasurer, Pan-African Studies Graduate Student Association, University of Louisville.
- 2016-2017 Member, Pan-African Studies Graduate Student Association, University of Louisville.
- 2016 – 2017 Graduate Assistant, Anne Braden Institute for Social Justice Research, University of Louisville.
- 2015 Summer Intern, Mary McLeod Bethune Council House for Negro Women National Historic Site, National Park Service, Washington, D.C.

CONFERENCE ACTIVITY

- 2020 “Surviving Within Community: How African American College Women Understand Community as Coping with Gendered Racism in the Wild West”, Broadening the Paragons of Access to Successful Matriculation for the Most Marginalized Populations in Higher Education, Leveraging the Power of Black Excellence, Black Doctoral Network, October 29 – 31 (Virtual).
- 2020 “Centering Equity in Making in Interdisciplinary Curriculum Designed for Underrepresented High School Students,” Making It Happen: Equity and Joy, The Sixth Annual Maker Education Convening, October 2 – 3 (Virtual).
- 2020 “The Decoloniality in Black Psychology: Decolonial Options in Black or African American Psychology Discourse,” Imagined Borders, Epistemic Freedoms Conference, University of Colorado Boulder, January 7 – 11, Boulder, CO.
- 2019 “‘We Stand on the Shoulders of Our Ancestors’”: The Power of Student Activism in the #BlackLivesMatter Era, and Connections with the Black Panther Party, Combahee River Collective and Movement for Black Lives”, Reflecting Black: 400 Years of African American Life and History Symposium, University of Houston Downtown, October 24, Houston, TX.
- 2019 “Intersectional Insurgencies: Unsettling White Supremacy and (Neo)Colonial Heteropatriarchies”, University of Colorado Department of Ethnic Studies Spring Symposium, April 12, Boulder, CO.
- 2019 “Mobilizing Social Activism” (Panel Moderator) University of Colorado Boulder, Conference on World Affairs, April 12, Boulder, CO.
- 2018 "All Talk, No Walk": Perceived Commitments to Racial Diversity and Its Impact on Racial Self-Consciousness in Higher Education”, University of Colorado Diversity and Inclusion Summit, November 13 – 14, Boulder, CO.
- 2017 “The Problem of the Color Line Continues: An Exploration and Conversation about the Impact of Racial Divide in the 21st Century,” Association for the Study of African American Life and History, September 27 – October 1, Cincinnati, OH.
- 2017 "Let's Talk About It: Black Mental Health", Black Lives Matter Louisville Mental Health Symposium, August 12, Louisville, KY.

PUBLICATIONS

- Luney, L. T.** (2020). Black women building community to cope in the Wild West. *Critical Race Studies Across Disciplines: Resisting Racism through Scholactivism*. Lanham, MD: Lexington Books. (Forthcoming).
- Luney, L. T.** (2020). "It's just a way to cope. It's not a solution": A brief case study on Black women conceptualizing coping at a PWI in the Wild West. *Meridians*. (Under review).
- Byrd, W. C., **Luney, L. T.**, Marie, J., Sanders, K. N. (2019). Demanding attention: An exploration of the institutional characteristics of student demands, 2015-2016. *Journal of Diversity in Higher Education*.
- Luney, L.** (2016). Working for the Canaan land: The relationship between work ethic and happiness in African and Caucasian Americans. *The Griot: The Journal of African American Studies*, 35(2), 188-202.

GRANTS & FELLOWSHIPS

- 2020 Summer Research Grant, Department of Ethnic Studies, University of Colorado Boulder.
- 2019 Graduate School Travel Grant, University of Colorado Boulder.
- 2014 Benjamin A. Gilman International Scholarship.
- 2012 – 2016 Full Tuition Scholarship, Berea College.

AWARDS & HONORS

- 2020 Best Paper Award, Department of Ethnic Studies, University of Colorado Boulder.
- 2020 Ruth Glenn Scholarship, Department of Ethnic Studies, University of Colorado Boulder.

INVITED TALKS

- 2020 "Gender and Leadership," LEAD 1001: Becoming a Leader: Multicultural Leadership Scholars, University of Colorado Boulder, November 9.
- 2020 "White Empathy Weaponized as White Privilege" Town Hall, Building Leadership Amongst Communities of Color, July 27.
- 2019 "Let's Talk About It: Black Mental Health Part 2," Black Lives Matter Louisville, October 4 – October 5, Louisville, KY.
- 2017 "Collective Courage Graduate Student Discussion," University of Louisville, March 6, Louisville, KY.
- 2017 "Intersections of a Movement," at Engage Kentucky Alliance Symposium, University of Louisville, February 4, Louisville, KY.
- 2015 "Do Berea College's African American Students have 'Trust Issues'?", Berea College, October 20, Berea, KY.

CAMPUS & DEPARTMENTAL TALKS

- 2020 "Academic Violence," CU Café Seminar Series, University of Colorado Boulder, November, Boulder, CO.
- 2020 "Tips and Strategies for Anti-Racist and Decolonial Pedagogies," Center for Teaching and Learning, University of Colorado Boulder, October, Boulder, CO.

- 2020 “Navigating Systemic Racism and Colonialism in the Academy,” Institute of Behavioral Science Interdisciplinary Professional Socialization Seminar, University of Colorado Boulder, September, Boulder, CO.
- 2020 “First-Generation College Students in Graduate School,” Student Academic Success Center, University of Colorado Boulder, February, Boulder, CO.
- 2020 Martin Luther King Day Speech, Graduate Students of Color Collective Community Day, University of Colorado Boulder, January, Boulder, CO.

LETTERS & STATEMENTS

- 2020 Co-author, University Anti-racism Creed, Radical BIPOC Women and Femmes, University of Colorado Boulder.
- 2020 Co-author, University Anti-racism Classroom Language, Radical BIPOC Women and Femmes, University of Colorado Boulder.
- 2020 Author, Letter of Support for Los Seis de Boulder Community Project, Ethnic Studies Graduate Student Association, University of Colorado Boulder.
- 2020 Author, Letter of Support for Los Seis de Boulder Community Project, Center for Inclusion and Social Change, University of Colorado Boulder.

MENTORSHIP

- 2020 Kaylee Zamastill, One-on-one Mentorship, Independent Study Project.
- 2020 Jasmine Sanchez, One-on-one Mentorship, Incorporating Diversity Training for Internship.
- 2020 Jasmine Sanchez, One-on-one Mentorship, Coursework.
- 2020 Kyla Moore, One-on-one Mentorship, Independent Study Project.
- 2020 Jonah Lindblad, One-on-one Mentorship, Job Market.
- 2020 Jonah Lindblad, One-on-one Mentorship, Coursework.
- 2019-Present Naya O’Reilly, One-on-one Mentorship, Graduate School Preparation.
- 2019-Present Karia White, One-on-one Mentorship, Black Community Festival.
- 2019-Present Karia White, One-on-one Mentorship, Coursework.
- 2018-Present Gwendalynn Roebke, One-on-one Mentorship, Building Leadership Amongst Communities of Color Independent Study.

PROFESSIONAL APPOINTMENTS

- 2020 Africana Studies Search Committee Member, Department of Ethnic Studies, University of Colorado Boulder.
- 2019-Present Editorial Board Member, University, *The Assembly: A Journal for Public Scholarship on Education*, University of Colorado Boulder.
- 2019 – 2020 Social Justice Peer Education Coordinator, Center for Inclusion and Social Change, University of Colorado Boulder.
- 2016 Hall Director, Upward Bound TRIO, Berea College.

CERTIFICATIONS

- 2020 University of Colorado Faculty Diversity Search and Hiring Committee Guidance, University of Colorado Boulder
- 2020 University of Colorado COVID-19 Safety and Awareness, University of Colorado Boulder.

2018-Present University of Colorado Discrimination and Sexual Misconduct, University of Colorado Boulder.

TEACHING INTERESTS

Race and Mental Health

Black Lives Matter

African American Education

African American Higher Education

Community-centered Research Methods

Black Psychology

Where Western Psychology Went Wrong: An Exploration of Racism, Classism, and Sexism in

Traditional Psychology Discourses

Introduction to Africana Studies

Introduction to Black Feminism

Foundations of Ethnic Studies

Medical Apartheid: Healthcare from and Ethnic Studies Perspective

MEDIA COVERAGE

- 2020 “RadBIPOC Womxn/Femmes Collective Podcast - Episode #4, Part 1,” Radical BIPOC Womxn & Femmes.
<https://www.facebook.com/103947391251395/videos/1265765070425033>
- 2020 “RadBIPOCWomxn/Femmes Podcast - Episode #2,” Radical BIPOC Womxn & Femmes. <https://www.facebook.com/radbipocfemmes/videos/827826187755206>
- 2020 “Homemade Cough Syrup,” The Other Perspective Podcast.
<https://open.spotify.com/episode/7hMmFbhJFIY6hJZwmrTtc>
- 2020 “CU Scholar Strike Webinar: Divest to Diversify,” CUB #ScholarStrike.
https://www.youtube.com/watch?v=Ss5Kd_xZcog
- 2020 “Divesting from CUPD to Invest in CU BIPOC,” Denver 9News.
<https://www.9news.com/video/news/education/cu-boulder-students-staff-community-ask-for-reforms-to-support-black-and-people-of-color-on-campus/73-4cad0c63-c1e3-4390-b1fb-7937b9785dbd>
- 2020 “Divesting from CUPD to Invest in CU BIPOC,” Press conference.
<https://www.facebook.com/diversifyCUnow/videos/1195330497495587>
- 2020 “Darwin’s Words Twisted” The Other Perspective Podcast.
<https://open.spotify.com/episode/6ZXGJ06ITkfqFHefx8U5EB?si=pLI6sB6JQ2Ce-w1dYD6ugQ>

MEMBERSHIPS

Black Doctoral Network (BDN)

American Studies Association (ASA)

Association for the Study of African American Life and History (ASALH)

National Council for Black Studies (NCBS)

REFERENCES

Dr. Hillary Amma Potter

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