



Dr. Dawn X. Henderson, Founder

Email: dawn@weclaimresearch.com

EDUCATION

Ph.D. Psychology, Applied Social/Community Psychology. North Carolina State University

M.S. Psychology. North Carolina State University

M. Ed. Curriculum & Instruction. North Carolina State University

B.S. Chemistry. Saint Augustine's College

SUMMARY OF QUALIFICATIONS

Solution-oriented transformative leader who infuses a healing framework into strategies designed to improve research, evaluation, and broader social and systems change. Established proof points and successes in ability to foster interdisciplinary collaboration and mission-alignment initiatives within higher education and nonprofit entities. Systems-oriented lens to promote more interdependent, integrated, and synergistic programming and research impact.

LEADERSHIP APPOINTMENTS

- Founder, WeClaim Research, LLC. (2024 - Present)
- Director of Participatory Research, Power Building, Village of Wisdom. (2021 - 2024)
- Co-Director, Collective Health and Education Equity Research Collaborative (2016 - 2021)
- Interdisciplinary Research Leader Fellow, Robert Wood Johnson Foundation (2018-2021)
- Program Director, Research and Evaluation, Center for Truth, Racial Healing & Transformation. (2020 - 2021). Duke University
- Associate Director of Student Involvement, College of Education, North Carolina State University (2006-2007)
- Assistant Director, First-Year Experience, Saint Augustine's College (2004-2006)
- Academic/Counseling Coordinator, Russell Conwell Learning Center, Temple University (2003-2004)

RESEARCH APPOINTMENTS

- Research Associate, Center for Faculty Excellence. (2018 - 2020). University of North Carolina at Chapel Hill
- Research Associate, Center for Community Safety. (2012 - 2014). Winston-Salem State University
- Research Associate, Triangle Research Associates. (2011 - 2012).
- Evaluation Intern, Evaluation, Assessment and Policy (EvAP) Center. (2010 - 2011). University of North Carolina at Chapel Hill
- Research Assistant, The Graduate School. (2007 - 2010). North Carolina State University
- Project Site Manager, African American Daily Life Experience Study at NC State University. (2007 - 2009). University of Michigan
- Research Assistant, The Writing Clinic. (2001 - 2003).

ACADEMIC APPOINTMENTS

- Adjunct Professor, Department of Psychology. (2023-2024). North Carolina Central University
- Adjunct Professor, Department of Psychological Sciences. (2022-2023). Winston-Salem State University
- Adjunct Professor, Department of Human Development and Family Studies. (2019 - 2021). University of North Carolina at Chapel Hill
- Associate Professor, Department of Psychology. (2016 - 2018). North Carolina A&T State University
- Assistant Professor, Department of Psychological Sciences. (2012 - 2016). Winston-Salem State University

- Instructor, College of Humanities and Social Sciences. (Summer 2010, 2011, and 2012). North Carolina State University
- Adjunct Instructor, Department of Social Sciences. (Fall 2011). Saint Augustine's College

OTHER WORK EXPERIENCE

- Technical Advisor Consultant, (2024 - 2025), Thriving Together, Forsyth County, NC
- Program Consultant, (2023-2024), Office of Equity & Inclusion, Orange County, NC
- Research Consultant, (2023-2024), NSF Career Grant, North Carolina A&T State University
- Reviewer, (2022), Community for Advancing Discovery Research in Education (CADRE) Fellows Program
- Mentor, Health Policy Research Scholars Program. (2018 - 2020). Robert Wood Johnson Foundation
- Program Consultant, FUSE Fellows Program. (2018 - 2019). FUSE Corps
- Evaluator. (2018 - 2019). Boomerang Youth Program
- Evaluator (2017 - 2018). Melton and Associates
- Middle School Science Educator. (1998 - 2002). SPARC Academy

RELATED PUBLICATIONS (* Undergraduate Student; **Graduate Student)

PEER REVIEW JOURNALS

- Henderson, D. X. (*in press*). Black-bodied resistance, healing, and love through community-driven research. *American Journal of Community Psychology*
- Weselok, M.**, **Henderson, D. X.**, Bond, G., Metzger, I., Griffin, C., Lee, A...Joseph, J. J. (*in press*). "Write it all away": The value of writing on emotional regulation and remembering adverse racial experiences in school. *Contemporary Issues in Juvenile Justice*
- Joseph, J. J., **Henderson, D. X.**, Smith, N., Dunaway, T., & Ladipo, A. (*in press*). When and who: How the timing and perpetrator of adverse racialized experiences in schools affects coping. *Contemporary Educational Psychology*
- Henderson, D.X.**, Griffin, C., Edwards, C.*, Jenkins, K.*, Prince, K.*, McLeod, K.*, & Jones, J.* (2024). The worst of times: Using a transformative mixed methods study to name and describe adverse racialized experiences (AREs) in K-12 settings. *Psychological Trauma: Theory, Research, Practice, and Policy*, 10.1037/tra0001818
- Henderson, D. X. (2024). Introduction to the special issue, building a future for education equity interventions. *Journal of Prevention and Intervention in the Community* (Guest Editor), 1-7.
<https://doi.org/10.1080/10852352.2024.2406694>
- Henderson, D. X.**, McLaughlin, C., Page, D., Spencer, J., Porter, N., Barrie, R., & Mays, R. (2024). Black Genius flexin': The radical potential of a dreams assessment in participatory research. *Journal of Participatory Research Methods*, 4(3). <https://doi.org/10.35844/001c.90172>
- Walker, L., Goings, R. B., & **Henderson, D. X.** (2022). Unpacking race-related trauma for Black boys: Implications for school administrators and law enforcement. *Journal of Trauma Studies in Education*, 1 (3), 74-88, doi: 10.32674/jtse.v1i3.5246
- Henderson, D. X.**, & Wolff, T. (2022). A clarion call for change: A commentary on the special issue of anti-racism and decoloniality in Community Psychology competencies. *Global Journal for Community Psychology Practice*, 13.
- Baffour, T. D., **Henderson, D. X.**, Nation, D., & Hernandez, P. M. (2022). A qualitative exploration of justice system stakeholders' perceptions of disproportionate minority contact and behavioral health access among system-involved youth of color. *The Journal of Sociology & Social Welfare*, 49, 5-28. doi: 10.15453/0191-5096.4562
- Lee, A., Morton, T., Corneille, M., **Henderson, D. X.**, Prince, K., Burnette, S., & Roberson, T. (2022). Lifting Black student voices to identify teaching practices that discourage and encourage STEM engagement: Why #Blackteachersmatter. *Urban Education*, <https://doi.org/10.1177/00420859211073898>
- Henderson, D. X.**, Joseph, J., Martin, P., Mburi, M., Stanley, M.**, McField, A.**, Irsheid, S.**, (2021). An investigation of coping in response to different race-related stressor experiences in school among racially diverse participants. *American Journal of Orthopsychiatry*, 91, 181-192. <https://doi.org/10.1037/ort0000529>
- Griffin, C., Stitt, R. L., & **Henderson, D. X.** (2020). Investigating school racial climate and private racial regard as risk and protective factors for Black high school students' school engagement. *Journal of Black Psychology*, 46, 514-549. <https://doi.org/10.1177/0095798420946895>

- Griffin, C. B., Gray, D., Hope, E., Metzger, I. W., & Henderson, D. X. (2020). Do coping responses and racial identity promote school engagement among Black youth? Using an equity-elaborated social-emotional learning lens. *Urban Education*, 57, 198-223. <https://doi.org/10.1177/0042085920933346>
- Henderson, D. X., Gordon-Littrean, B., Baxter, S.**, Flemmings, J. B., & Edwards, C.* (2020). Pushing through alienation: Exploring identities as sources of alienation and resilience for Black males in the public education system. *Race, Ethnicity, & Education*, <https://doi.org/10.1080/13613324.2020.1798383>
- Henderson, D.X., Irsheid, S.**, Corneille, M., Lee, A., McLeod, K.*, & Jones, J.* (2020). “They try and break us but they can’t”: A cultural ethos youth of color engage and rely on to persevere and navigate school race-related stressors. *Journal of Adolescent Research*, 36, 68-97. <https://doi.org/10.1177/0743558420942476>
- Henderson, D. X., Jones, J.*, McLeod, K.*, Lunsford, A.*, & Metzger, I. (2020). A phenomenological study of racial harassment in school and emotional effects among the retrospective accounts of older Black adolescents. *The Urban Review*, 52, 458-481. <https://doi.org/10.1007/s11256-020-00551-5>
- Habor, M., Henderson, D. X., Coulombe, S., & Kohn, L. (2020). Can SCRA live up to its diversity and social justice values with regard to race? *The Community Psychologist*, 53. <http://www.scra27.com/publications/tcp/education-connection1/>
- Henderson, D.X., Majors, A.**, Wright, M.** (2019). “I am a change agent”: A mixed methods analysis of students’ social justice value orientation in an undergraduate community psychology course. *Scholarship of Teaching and Learning in Psychology*, 1-13. <http://dx.doi.org/10.1037/stl0000171>
- Henderson, D. X., Walker, L., Barnes, R. R. , Lunsford, A.*, Edwards, C.*, & Clark, C.* (2019). A framework for race-related trauma in the public education system and implications on health for Black youth. *Journal of School Health*, 89, 926-930. <https://doi-org.libproxy.lib.unc.edu/10.1111/josh.12832>
- Henderson, D. X., Martin, P., & Harris, K.** (2019). A case study on undergraduate Community Psychology education at a Historically Black College & University. *Global Journal for Community Psychology Practice*, 10, 1-23, <https://www.gjcopp.org/en/>
- Henderson, D. X., Washington, K., Hamit, S., Ford, S.*, & Jenkins, K.* (2018). Modeling resilience in an alternative education program. *The Urban Review*, 50, 675-692. <https://doi.org/10.1007/s11256-018-0461-1>
- Markert, C. D., Guy, B. S., Henderson, D. X., Brown, J. M., Harp, J. J., & Ebert, C. E. (2018). Regenerative medicine: A vehicle to infuse laboratory-bench modules into an Exercise Physiology curriculum. *Advances in Physiological Education*, 42, 32-42. doi: 10.1152/advanc.00070.2017
- Giovanni, A., Henderson, D. X., Hall-Campbell, N., & Ogley-Oliver, E. (2017). Using a community psychology lens to integrate participatory processes in mixed methods research: A three model approach. *World Futures*, 73, 473-490. doi:10.1080/02604027.2017.1357936
- Henderson, D. X., Baker, A., Goings, R., & Gordon-Littrean, B. (2017). Exploring underlying dimensions of social connectedness in the experiences of suspended young people from ethnically diverse populations in the USA. *Children & Society*, 31, 390-402. doi: 10.1111/chso.12210
- Henderson, D. X., Matlock, J.*, Garrett, D.*, Clark, C.* (2016). What does it mean to use community psychology competencies in "praxis" with undergraduate students at Historically Black institutions? *Global Journal of Community Psychology Practice*, 7, 2-23. <https://www.gjcopp.org/en/>
- Henderson, D. X. (2016). Modeling community engagement in an undergraduate course in psychology at an HBCU. *Teaching of Psychology*, 44, 1-5. doi:10.1177/0098628316679958
- Henderson, D. X. , DeCuir-Gunby, J., & Gill, V.** (2016). “It really takes a village”: A socioecological model of resilience for prevention among economically disadvantaged ethnic minority youth. *Journal of Primary Prevention*, 37, 469-485, doi: 10.1007/s10935-016-0446-3
- Henderson, D. X., & Guy, B. S. (2016). Social connectedness among short-term suspended students and its implications on student-teacher relationships and suspension. *Preventing School Failure: Alternative Education for Children and Youth*, 61, 39-47. doi: 10.1080/1045988X.2016.1188365
- Henderson, D. X. , & McClinton, J. (2016). A qualitative exploration of suspended youths’ social connectedness in a community-based intervention program. *Child & Youth Services*, 37, 253-270. doi: 10.1080/0145935X.2015.1083402

- Henderson, D. X ., & Barnes, R. D.** (2015). Exploring dimensions of social inclusion among students in alternative learning centres in the United States. *International Journal of Inclusive Education*, 117, 726-742. doi:10.1080/13603116.2015.1111444
- Henderson, D. X., Hines, R.* , & Sum, L.*** (2015). Voices and value of an undergraduate community psychology course. *The Community Psychologist*, 48, 13-16. http://www.scra27.org/files/4714/4904/0749/TCP_484_Fall_2015.pdf
- Henderson, D. X ., & Baffour, T. D.** (2015). Applying a socioecological framework to thematic analysis using a statewide assessment of disproportionate minority contact in the United States. *The Qualitative Report*, 20, 1960-1973. <https://nsuworks.nova.edu/tqr/vol20/iss12/2>
- Bond, G., Walker, W. R., Bargo, A. J., Bansag, M. J., **Henderson, D. X .**, Anu, R. M.* , Sum, L. S.* , & Alderson, C. J. (2015). Fading affect bias in the Philippines: Confirmation of the FAB in positive and negative memories but not in death memories. *Journal of Applied Cognitive Psychology*, 30, 51-60. doi: 10.1002/acp.3166
- Moye, R., **Henderson, D. X.**, Lewis, M., & Lewis, A. (2015). Moving on up but still falling down: A framework for understanding the Trayvon Martins of the world. *Journal of Race, Gender, and Class*, 22, 296-307.
- Henderson, D. X .**, Bond, G., Alderson, C.* & Walker, W. R. (2015). This too shall pass: Evidence of coping and fading emotion in African Americans' memories of nonviolent and violent death. *OMEGA: Journal of Death & Dying*, 71, 291-311. doi: 10.1177/0030222815572601
- Henderson, D. X .**, & Wright, M.* (2015). Getting students to “go out and make a change:” Promoting dimensions of global citizenship and social justice in an undergraduate course. *Journal of Contemporary Issues in Higher Education*, 1, 14-29.
- Henderson, D. X .**, & Greene, J.* (2014). Using mixed methods to explore resilience, social connectedness, and resuspension among youth in a community-based alternative to suspension program. *International Journal of Child, Youth, and Family Studies*, 5, 423-446. doi: <http://dx.doi.org/10.18357/ijcyfs.hendersondx.532014>

BOOK CHAPTERS

- Henderson, D. X. (2024). The Institutional Review Board can put power back into the hands of the community, not extract it (commentary). *Do No Harm Guide, Additional Perspectives on Data Equity* (vol. 2). The Urban Institute
- Henderson, D. X. (2021). Promoting a social justice orientation among students of color in psychology. In C. Osaki and Parson, L. (Eds.) *Teaching and learning for social justice in higher education* (pp. 33-52). Palgrave-McMillan https://doi.org/10.1007/978-3-030-69947-5_3
- Nation, D., **Henderson, D. X.**, & Monell, J. (2016). The interrelationships of politicization of school shootings, focal concerns & racial disproportionality in school discipline policies. In G. A. Crews (Ed.) *Critical Examinations of School Violence and Disturbance in K-12 Education* (pp. 39-61). Hershey, PA: IGA Global Press.
- Skowronski, J. J., Walker, W. R., **Henderson, D. X.**, & Bond, G. D. (2014). The fading affect bias: Its history, its implications, and its future. In J. A. Olson & M. P. Zanna (Eds.) *Advances in experimental social psychology* (pp.166-213), 49. Philadelphia, PA: Elsevier.

BOOK REVIEW

- Henderson, D. X. (2015). A review of underserved women of color, voice, and resistance: Claiming a seat at the table. *Psychology of Women Quarterly*, 39, 273. doi: 10.1177/0361684315571753

SELECTED REPORTS

- Henderson, D. X., & Baskins, A.** (2023). *Dream big: Centering Black parent wisdom in designing culturally affirming and liberatory tools*. Village of Wisdom
- Henderson, D. X. (2015). *Getting students back on track: Alternatives for suspended students*. Issue brief prepared for the Director of Alternative Education, Winston-Salem/Forsyth County schools, Winston-Salem, NC.
- Henderson, D.X., & Lewis, A.** (2015). *STARS (Students Taking Action and Reaching Success) 2013-2014 evaluation report: Year 2*. Report prepared for the Center for Community Safety, Winston-Salem State University, Winston-Salem, NC.

- Henderson, D.X. (2015). *A 2013-2014 review of Alternative Learning Centers*. Report prepared for the Director of Alternative Education, Winston-Salem/Forsyth County schools, Winston-Salem, NC.
- Henderson, D. X. (2014). *Getting youth back on track: A case study of two Alternative Learning Centers*. Report prepared for the Director of Alternative Education, Winston-Salem/Forsyth County schools, Winston-Salem, NC.
- Henderson, D. X., & Lewis, A.** (2013). *Students Taking Action and Reaching Success (STARS): Improving academic and social success among Forsyth County youth*. White paper prepared for the Center for Community Safety, Winston-Salem State University, Winston-Salem, NC.
- Atkinson, A., Baffour, T., **Henderson, D. X.**, Hernandez, P., Moye, R., & Mendennhal, J. (2013). *Disproportionate minority contact in North Carolina's juvenile justice system*. A report prepared for the North Carolina Governor's Crime Commission, Raleigh, NC.
- Henderson, D. X. (2011). *National Y-USA Higher Education Service Project (HESP) Report*. Evaluation report prepared for the EvAP Center, University of North Carolina-Chapel Hill, American Evaluation Association Graduate Education Diversity Initiative.

SELECTED PROFESSIONAL BLOGS/COMMENTARIES

COMMENTARIES

- Henderson, D. X. (September, 2022). How will you elevate the role of Black parents in school? [EducationNC](#)
- Henderson, D. X.,... (May, 2022). Dreams assessment model and Dreamandments outline how Black students can thrive. <https://www.communitypsychology.com>
- Henderson, D. X. (May, 2021). A new normal: Schools start with listening to Black students and their families. [EducationNC](#).
- Henderson, D. X. (July, 2019). A reflection on how structured dialogue validates Black parents. [Interdisciplinary Research Leaders Blog](#).
- Henderson, D.X. (September, 2018). Black boys and men face daunting odds, here's how we can promote their resilience and future success. [American Psychological Association, Psychology Benefits Society](#).
- Henderson, D. X. (March, 2017). Race-related trauma in the public education system. *Psychology Today*. Retrieve from <https://www.psychologytoday.com>
- Henderson, D. X., & Lunsford, A.*** (August, 2016). We need to talk about how race-related trauma hurts black and brown youth in schools. [American Psychological Association, Psychology Benefits Society and Psych Learning Curve](#).
- Henderson, D. X. (June, 2016). The "uprooting" of HBCUs in a post-racial context. [Diverse: Issues in Higher Education](#)
- Henderson, D. X. (April, 2016). Amber alert! Black and brown boys missing from the education pipeline in N.C. [The Winston-Salem Journal](#).
- Henderson, D. X. (April, 2016). Bridging achievement gaps. [News & Observer](#).
- Henderson, D. X. (January, 2016). The relevance of HBCUs is tied to healing. [Diverse Issues in Higher Education](#).
- Henderson, D. X. (October, 2015). Mad mad world of public education for black and brown children. [American Psychological Association, Psychology Benefits Society](#).
- Henderson, D. X. (2015, September). An education wake-up call from California to NC. [News & Observer](#).
- Henderson, D. X. (September, 2015). Are English learners punished for their frustration with school? [New America Media](#).
- Henderson, D. X. (October, 2014). Our invisible youth: Addressing disparities in the school-to-prison pipeline. [American Psychological Association, Psychology Benefits Society, Poverty and Inequality](#).

SELECTED INVITED WORKSHOPS & TALKS

- Centering Black momma's voices: a radical approach to community research and action*. (December, 2023). Invited presentation with R. Mays and J. Spencer. Division 27, Society for Community Research and Action, Raise Your Practice Game. [online. https://youtu.be/nnS0DXzc3TE?si=RvkephN1d-4W--Ln](https://youtu.be/nnS0DXzc3TE?si=RvkephN1d-4W--Ln)
- Freedom Friday: Manifesting a Black parent design Keep Dreaming Toolkit. (October, 2023). [online. https://youtu.be/x4qW87OI5IQ?si=cxUBrQXxA9OCkVJr](https://youtu.be/x4qW87OI5IQ?si=cxUBrQXxA9OCkVJr)
- We the ones who dream: Using the Dream Assessment model for community-driven solutions*. (October, 2022). [online. https://youtu.be/OlUXrYuLLxA?si=jZnsSwhB8R4NIWaR](https://youtu.be/OlUXrYuLLxA?si=jZnsSwhB8R4NIWaR)

Mental health: Centering our learners (Tools for Anti-Racist Teaching). (June, 2021). Invited guest. PBS Teachers Lounge. *online*

Reframing resistance and healing in K-12 settings. (November, 2020). Invited presentation TeachHouse, Duke University. *online*

A case for mixed methods research. (November, 2020). Invited presentation for School of Education, University of Maryland Baltimore County. *online*

In search of community-based participatory research and the racism I found. (September, 2020). Invited presentation for the Society for Community Action and Research Practice Council. *online*

Through a racial healing lens; How we can reimagine research. (September, 2020). Invited presentation for the Department of Psychiatry and Behavioral Sciences Research Retreat at Duke University. *online*

Moving through hate, love and faith. (March, 2020) Invited commentary for the Center for Muslim Life at Duke University, Durham, NC.

Race-related stress in the U.S. education system and implications on adolescent development. (July, 2019). Invited presentation to the School of Education, Adolescent Development course, UNC at Chapel Hill in Chapel Hill, NC.

Mentoring in diverse research environments. (May, 2019). Invited workshop presented at the Mentoring Summit at the University of North Carolina at Chapel Hill, Chapel Hill, NC.

Fostering a sense of community. (April, 2019). Invited workshop presented at the Student Success Forum with the Gillings School of Public Health and Center for Academic Advising at the University of North Carolina at Chapel Hill, Chapel Hill, NC.

Promoting a sense of community in times of challenge and change. (February, 2019). Presenter at the 2019 Student Success Conference at the University of North Carolina at Chapel Hill in Chapel Hill, NC.

Building families and communities to support Black children. (January, 2019). Co-facilitator at the 2019 Robert Wood Johnson Foundation All-Program Leadership Institute in Indianapolis, IN.

Lean in and lean back: Resilient and reflective leadership. (January, 2019). Co-facilitator at the 2019 Robert Wood Johnson Foundation All-Program Leadership Institute in Indianapolis, IN.

Resilient leadership. (October, 2018). Co-facilitator at the 2018 Interdisciplinary Research Leaders Robert Wood Johnson Foundation Retreat in Minneapolis, MN.

Dialogue on the Black experience in public education. (February, 2017). Lecture presentation for the Department of Psychology at Peace College, Raleigh, NC.

Practical applications in mixed methods research. (November, 2016). Lecture presentation for the Department of Educational Leadership at Loyola University of Maryland, Baltimore, MD.

A dialogue on an African American experience in public education. (May, 2016). Lecture presentation for Department of Africana Studies at North Carolina State University, Raleigh, NC.

Letting go of fear and moving towards confidence and competence for 21st century youth. (October, 2014). Lexington City Schools, Lexington, NC.

Linking education to health outcomes among youth. (March, 2014). Atlantic Health System, Morristown, NJ.

SELECTED CONFERENCE ACTIVITY & PRESENTATIONS (* Undergraduate Student)

PANELS ORGANIZED

Henderson, D. X., Griffin, C., Smith, N., Thornton, B. G., & Scott, E. (April, 2024). *Reclaiming narratives of healing and love for Black youth amid racial trauma in K-12 schools: An intersectional lens*. Moderated panel at the 2024 American Educational Research Association in Philadelphia, PA.

Henderson, D. X., Majors, A., McLaughlin, C., Mays, R., Page, D., Spencer, J., & Jackson, W. (July, 2021). *Using community-based participatory research to center community voices in social resistance*. Moderated panel at the 6th Biennial American Psychological Association, Division 45 Conference. *virtual*

Henderson, D. X., Baxter, S., Greene, C., Sims, B. C., & Jackson, W. (September, 2019). *Constructing resistance strategies for black youth in the U.S. Education System*. Panel presented at the Black Communities: A Conference for Collaboration, Durham, NC.

Henderson, D. X., Gordon-Littrean, B., Flemmings, J. B., & Baxter, S. L. (October, 2018). *Interrupting mono-deficit theories using stories of resistance among young Black college men*. Panel presented at the 6th Annual Black Doctoral Network Conference, Charlotte, NC.

- Henderson, D. X.**, Martin, P. & Lewis, R. (June, 2017). *The missing link: Engaging Historically Black Colleges and Universities (HBCUs) in SCRA*. Symposium presented at the Biennial Conference for the Society for Community Research and Action, Ottawa, Canada.
- Henderson, D. X.** (Chair), Atkinson, A., & Hernandez, P. (August, 2014). *Linking research and action: Using disproportionate minority contact as a catalyst for addressing disparities and developing school-based interventions*. Symposium presented at the 122nd American Psychological Association Annual Convention, Washington, DC.
- Henderson, D. X.**, Smart, A., Hall-Campbell, N., Banks, E., & Brookins, C. (May, 2009). *The voices said it loud and clear: Exploring positionality, power and oppression in the African American educational experience*. Theatre presentation presented at the 33rd Annual National Council for Black Studies Conference, Atlanta, GA.

PAPERS & RESEARCH PRESENTED

- Ladipo, A. M., & **Henderson, D. X.** (April, 2024). "Under the Black Students' Gaze": Centering youth who are racially marginalized in building an assessment of schools' instructional climate. Paper presented on the symposium, *Dismantling Conclusive Blackness: Countering the Deterministic Role that Assessment Plays in K-12 Education*, for the 2024 American Educational Research Association Annual Meeting in Philadelphia, PA.
- Griffin, C. B., Gray, D. L., Hope, E. C., Metzger, I. W., & **Henderson, D. X.** (April, 2020). *Does coping and racial identity promote school engagement? Using an equity-elaborated social-emotional learning lens*. Accepted research paper for the 2020 American Educational Research Association Annual Meeting in San Francisco, CA (conference cancelled).
- Henderson, D.X. (October, 2019). *Modeling social justice and global citizenship in the classroom from the backyard to overseas in an undergraduate community psychology course*. Research accepted at the International Society for the Scholarship of Teaching and Learning, Atlanta, GA.
- Henderson, D. X. (June, 2019). *Reframing the life course of black and brown youth in the public education system: Sharing stories of resistance and resilience*. Research presented in the symposium, Complicating a single story: Understanding the needs of adolescents at risk of legal system involvement, at the Society for Community Research and Action Biennial Conference, Chicago, IL.
- Henderson, D.X.**, Baxter, S., Gordon-Littrean, B., Baxter, S., Flemmings, J. B., McLeod, K., Jones, J., & Lawson, S. (April, 2019). *We ain't, go-in nowhere, we can't be stopped now": Exploring the adaptive coping mechanisms employed in the public education system by racially diverse students*. Research accepted at the 2019 American Educators Research Association Conference, Toronto, CA.
- Henderson, D. X. (March, 2016). *Countering the narrative of out-of-school suspension through an alternative education model*. Research presented at the 27th Annual National-Youth-At-Risk Conference, Savannah, GA.
- Baffour, T. & **Henderson, D. X.** (February, 2016). *Two models of supporting faculty engaged scholarship*. Model presented at the North Carolina Campus Compact, High Point University, High Point, NC.
- Nation, D. X., Monell, J., & **Henderson, D. X.** (November, 2015). *The colored "focal concerns" of politicization of school shootings & racial disproportionality in school discipline policies*. Paper accepted at the 71st Annual Meeting for the American Society of Criminology, Washington, DC.
- Henderson, D. X. (October, 2014). *Constructing "how to make a difference" through an undergraduate course in community psychology*. Research presented at the 21st Annual HBCU Faculty Development Network Conference, Raleigh, NC.
- Henderson, D. X. (September, 2014). *Getting youth back on track: Findings from a case study of two alternative learning centers in Winston-Salem/Forsyth County schools*. Research presented at the North Carolina Association for Alternative Educators Conference, Cary, NC.
- Henderson, D. X. (June, 2014). *Using a mixed methods design to shape action paradigms and work with an alternative-to-suspension program*. Research presented at the International Mixed Methods Research Conference, Boston, MA.
- Henderson, D. X. (June, 2013). *Exploring the effects of an alternative-to-suspension program in the lives of youth: A mixed methods study*. Research presented at the 14th Biennial Conference of the Society for Community Research and Action, Miami, FL.

- Brookins, C., Banks, E., Hall-Campbell, N., Smart, A., & **Henderson, D. X.** (June, 2009). *The voices said it loud and clear: Exploring positionality, power and oppression in the charter school experience*. Research presented at the 12th Biennial Conference of the Society for Community Research and Action, Montclair, NJ.
- Henderson, D. X. (November, 2008). *The give and take of everyone involved: Exploring governance in charter schools*. Paper presented at the Association for Research and Nonprofit Voluntary Action Annual Conference, Philadelphia, PA.

ROUNDTABLES PRESENTED

- Henderson, D. X.**, McLaughlin, C., Mays, R., & Page, D. (September, 2024). Black-bodied resistance, healing, and love in community-driven research. Roundtable presentation at the 2024 Global Alliance and Behavior Health and Social Justice Conference in Chicago, IL.
- Ladipo Majors, A., McLaughlin, C., Page, D., Spencer, J., Mays, R., **Henderson, D. X.** (April, 2022). *When education goes full circle: A dream assessment of Black families and educators during COVID-19*. Roundtable presentation at the 2022 American Education Research Association Annual Meeting in San Diego, CA. *virtual*
- Freund, N., Gregory, T., **Henderson, D. X.**, Kelly, A., Maryman, J., Mayes, P., Perkins, V., & Renner, M. (June, 2021). What does it look like to be a community psychology practitioner? The work, the way in, the inspiration, the truth. Roundtable presentation at the Society for Community Research and Action Biennial, *virtual*.
- Henderson, D. X. (March, 2020). *Naming, Reframing, Act (NRA): Identifying adverse race-related experiences implications on resilience and advocacy*. Accepted roundtable presentation at the Robert Wood Johnson Foundation All-Leadership Institute, San Diego, CA (conference cancelled).
- Edwards, P., & **Henderson, D. X.** (November, 2019). *Resisting white supremacy in higher education through educational development practice*. Roundtable presented at the Professional and Organizational Development Network Conference, Pittsburgh, PA.
- Anderson, R. E., Jones, S. C. T., **Henderson, D. X.**, Griffin, C. B., Metzger, I., & Applewhite, K. (August, 2019). *Levels to this: Family, school, and community protecting black youth from racial stress and trauma*. Roundtable presentation at the 127th American Psychological Association Convention, Chicago, IL.
- Henderson, D. X.**, Shephard, C., & Sims, B. C. (June, 2019). *Modeling how the Structured Dialogue Method (SDM) promotes community-university collaboration*. Roundtable accepted for presentation at the Society for Community Research and Action Biennial, Chicago, IL.
- Lee, A., **Henderson, D. X.**, & Corneille, M. (June, 2019). *Using reflective practice, healing, resistance and nontoxic frameworks with racially diverse populations*. Roundtable presented at the Society for Community Research and Action Biennial, Chicago, IL.
- Henderson, D. X.**, Guy, B. S., & Markert, C. (November, 2018). Using a HBCU UP TIP to model "truth": Exploring the sociohistorical context of URM student participation in STEM. Roundtable presented at the American Evaluation Association Conference, Cleveland, OH.
- Palamaro-Munsell, E., Lichty, L., & **Henderson, D. X.** (August, 2018). *Pedagogy, power, and social justice in community psychology teaching and learning*. Symposium presented at the 126th American Psychological Association Convention, San Francisco, CA.
- Sims, B. C., & **Henderson, D. X.** (July, 2017). *Suicide prevention at HBCUs: A structured dialogue approach*. Roundtable presented at the Association of Black Psychologists Conference, Houston, TX.
- Henderson, D. X.**, Corneille, M., & Lee, A. (July, 2017). *Conceptualizing race-related trauma and implications on education and health research*. Roundtable presented at the Association of Black Psychologists Conference, Houston, TX.
- Henderson, D. X.**, Guy, B. S., & Markert, C. (October, 2016). *A psychosocial framework in evaluation design: A model from a National Science Foundation HBCU-UP Targeted Infusion Program*. Roundtable presented at the American Evaluation Association Conference, Atlanta, GA.
- Henderson, D. X.**, Friday, M.*, Hines, R.*, & Matlock, J.* (October, 2015). *In search of a "sense of community" from the classroom to the community*. Roundtable/symposium presented at the Southeast ECO Community Psychology Conference, Charlotte, NC.
- Hall-Campbell, N., Brookins, C. C., Barlow, J., **Henderson, D. X.**, Smart, A., & Cofield-Poole, B. (June, 2013). *Strengthening the bond: Opportunities for collaboration between Afrikan/Black and Community Psychology*.

Roundtable discussion presented at the 43rd Association of Black Psychologists Annual International Convention, Washington, DC.

Henderson, D. X., Graymen, J., & McGowen, L. (June, 2013). *Beyond research as science: Tips and tools for students and early career scholars journeying into research for organizational/community change*. Roundtable discussion presented at the 14th Biennial Conference of the Society for Community Research and Action, Miami, FL.

Hall-Campbell, N., Brookins, C. C., Barlow, J., **Henderson, D. X.**, Smart, A., & Cofield-Poole, B. (June, 2011). *Strengthening the bond: Opportunities for collaboration between Afrikan/Black and Community Psychology*. Roundtable discussion presented at the 13th Biennial Conference of the Society for Community Research and Action, Chicago, IL.

Smart, A., **Henderson, D. X.**, & Baker, A. (October, 2008). *Starting at square one: A collaborative research project investigating the success of North Carolina charter schools*. Roundtable discussion presented at the Southeastern Ecological Community Psychology Conference, Asheville, NC.

POSTERS PRESENTED

Riveros-Iregui, D., **Henderson, D. X.**, & Wigger, J. (December, 2019). *Enhancing the college research experience of underrepresented undergraduate students in STEM through Hydrologic Sciences*. Poster presented at the American Geophysics Union Fall Meeting, San Francisco, CA.

Lee, A., **Henderson, D. X.**, Corneille, M. (November, 2019). *Racialization, self-schemas, and STEM participation among students of color*. Poster presented at the Transforming STEM Higher Education Conference, Association of American Colleges and Universities, Chicago, IL.

Schmidt-Simard, K.**, **Henderson, D. X.**, & Knapp, D. (November, 2019). *The second time around: Revisiting active learning strategies in assessment in STEM*. Poster presented at the Transforming STEM Higher Education Conference, Association of American Colleges and Universities, Chicago, IL.

Henderson, D. X., Jones, J.*, McLeod, K.*, Lawson, S.*, Baxter, S. L., Gordon-Littréan, B. & Flemmings, J. (August, 2018). *Using a framework for race-related trauma to construct healing and resistance strategies among African Americans*. Poster presented at the 126th American Psychological Association Annual Convention, San Francisco, CA.

Henderson, D. X., Edwards, C.*, Lee, D.*, & Prince, K.* (June, 2017). *Exploring a framework for race-related stressors in the public school system and implications on intervention among global majority youth*. Poster presented at the Biennial Conference of the Society for Community Research and Action, Ottawa, Canada.

White, A. M., Beauford, K. A., Benita, N. K., Young, T. M., Markert, C. D., Guy, B., **Henderson, D. X.**, Keith, J. (March, 2017). *Examining undergraduate students' views about scientific inquiry*. Poster presented at the 17th Annual Poster and Vendor Night sponsored by the Central North Carolina Section of the American Chemical Society, Greensboro, NC.

Markert, C., **Henderson, D. X.**, Guy, B., Ebert, E., & Keith, J. (March, 2017). *A vehicle to infuse laboratory-bench STEM modules into the exercise physiology curriculum*. Poster presented at the HCBU-UP/CREST PI/PD Meeting, Washington, DC.

Henderson, D. X., Dockery, E.*, Hines, R.*, & Sum, L.* (May, 2015). *The S.T.A.R.S. are never too far: Exploring psychosocial outcomes among youth in a school-based intervention*. Poster presented at the Association for Psychological Sciences Convention, New York, NY.

Baffour, T., **Henderson, D. X.**, & Hernandez, P. (January, 2015). *Influencing policy through a statewide evaluation to assess and diagnose disproportionate minority contact*. Poster presented at the Society for Social Work and Research Conference, New Orleans, LA.

Henderson, D. X. (August, 2013). *An exploration of a community-based alternative-to-suspension program in promoting resilience, social connectedness, and positive adult relationships among youth*. Poster presented at the 121st American Psychological Association Annual Convention, Honolulu, HA.

Henderson, D. X., Bond, G.D., Walker, W.R., Alderson, C.J., Cureton, D.D., & Reyes, A. (May, 2013). *This too shall pass: Evidence of coping and fading emotion in African Americans' memories of violent and nonviolent death*. Poster presented at the 25th Annual Convention of the Association for Psychological Science, Washington, DC.

Henderson, D. X., & Martin, P. (May, 2009). *Is destigmatization a promotive factor? Examining the relationship between racial discrimination, subjective stigmatization, and psychological well-being among African American adolescents*. Poster presented at the 33rd Annual National Council for Black Studies Conference, Atlanta, GA.

Martin, P., & Henderson, D. X. (February, 2008). *Parents and African American protestant churches as predictors of psychological functioning among adolescents*. Poster presented at the Society for Research on Adolescents Biennial Meeting, Chicago, IL.

FUNDED GRANTS

Project Title: *That's just good teaching program: An early phase intervention to support home-school partnerships and underserved students' SEL* (\$4,000,000-funded: Village of Wisdom, **Henderson, D.X.**- Project Director, Jackson, W.P.- Project Co-director). U.S. Department of Education, Education Innovation and Research Grant (2024 - 2029).

Project Title: *Supporting promising models to address suspensions, expulsions, and exclusions in Early Care and Education* (\$300,000-funded: Village of Wisdom, **Henderson, D.X.**-Principal Investigator). Blue Cross Blue Shield Foundation (2022- 2023).

Project Title: *Informed by-validated by Black voices: Expanding and validating an assessment tool for culturally affirming instruction* (\$200,000-funded: Majors, A.-Principal Investigator, **Henderson, D. X.**-Co-Investigator). Advanced Education Research & Development Fund, Assessment for Good (2021-2022).

Project Title: *Movement through racial healing and justice engagement* (\$24,999-funded: **Henderson, D. X.**-Principal Investigator, Taylor, D.-Co-Investigator, Ifekwunigwe, J.-Co-Investigator). BASS Connections Grant, Duke University

Project Title: *Confronting racism: Turning the lens inward* (\$20,000-funded: **Henderson, D. X.**-Principal Investigator, Sperling, J., Garrette-Peterson, P., & Taylor, D. - Co-Investigators). Faculty Advancement SEED grant, Duke University

Project Title: *Expanding the village to promote well-being and the socioemotional health of caregivers, guardians and parents of Black children* (\$18,457-Funded. **Henderson, D. X.**-Principal Investigator & Chatman, M.-Co-Investigator). Health Equity Project Fund-Robert Wood Johnson Foundation (2020-2021).

Project Title: *Effects of innovative mathematics instruction methods on student attitudes, self-efficacy, effort and performance* (\$349,999-Funded: Tang, G.-Principal Investigator, Kim, S.-Co-Principal Investigator, Cousins-Cooper, K.-Co-Principal Investigator, **Henderson, D. X.**-Co-Principal Investigator, & Varatharajah, P.-Co-Principal Investigator). National Science Foundation-Broadening Participation Grant (2018-2021).

Project Title: *Using the Structured Dialogue Model as a model for violence prevention and health promotion* (\$350,000-Funded: Sims, B., Co-Investigator, **Henderson, D. X.**-Co-Investigator, & Greene, C., Co-Investigator). Robert Wood Johnson Foundation Interdisciplinary Research Leaders Award (2017-2020).

Project Title: *Exploring how racialization influences self-schemas and STEM participation among Black And Latino students* (\$49,929-Funded). Spencer Foundation, Education and Social Responsibility (2017-2018).

Project Title: *Academic enhancement of STEM Programs at Winston-Salem State University* (\$399,371-Funded: Markert, C., Principal Investigator, Guy, B., Co-Investigator, & **Henderson, D. X.**, Co-Investigator). National Science Foundation-Targeted Infusion Grant (2015-2018).

Project Title: *Alternative spaces: Examining alternative learning centers impact and policy implications on out-of-school suspension* (\$5,000). Society for Community Research and Action (SCRA) Policy Grant (2014-2015)

Project Title: *Exploring the role of a community psychology course in shaping perceptions of social justice among undergraduate students*. Professional Development Connections Grant-Research Award (\$4,000). Winston-Salem State University, Office of Faculty Affairs (2013-2014)

Project Title: *Students taking action and reaching success implementation grant (STARS)*; \$143,000; Atkinson, A., Co-Investigator, Williams-Brown, C., Co-Investigator, Moye, R., Co-Investigator, **Henderson, D. X.**, Co-Investigator, & Hernandez, P., Co-Investigator). K. B. Reynolds Foundation (2013-2014)

Project Title: *Examining the impact of alternative learning centers in the lives of at-risk youth: A case study mixed methods design*. Research Initiative Program (RIP; \$9,780). Winston-Salem State University, Office of Sponsored Programs (2013-2014)

Project Title: *Using a mixed methods approach with a community-based alternative-to-suspension program* (\$1,500). Society for Community Research and Action (SCRA) Mini-Grant (2011-2012)
Project Title: *Factors that contribute to organizational performance in charter schools* (\$1500; Baker, A., Co-Investigator, **Henderson, D. X.**, Co-Investigator, & Smart, A., Co-Investigator). Institute for Nonprofits, North Carolina State University (2008-2009)

PROFESSIONAL AFFILIATIONS AND MEMBERSHIP

Society for Community Research and Action, Division 27, American Psychological Association
Society for the Study of Culture, Ethnicity and Race, Division 45, American Psychological Association
American School Health Association
American Evaluation Association
American Education Research Association

SERVICE TO PROFESSION AND COMMUNITY

Advisor, Community Tool Box. University of Kansas (2021-2022)
Lead Facilitator, Youth, Waughtown Revitalization Project, Forsyth County, NC (2014-2015)
Proposal Reviewer, Division 27, Society for Community Research and Action (2008-2018)
Proposal Reviewer, American Evaluation Association Annual Conference (2010-2014)

SOCIETY FOR COMMUNITY RESEARCH AND ACTION (SCRA, DIVISION 27 APA)

Member-At-Large, Executive Council, Society for Community Research and Action (SCRA) (2021-2024)
Member, Society for Community Research and Action (SCRA), Council on Ethnic and Race Affairs (2017-Present)
Member, Society for Community Research and Action (SCRA), Council of Education Programs (CEP; 2015-Present)
Member, Society for Community Research and Action (SCRA), Dissertation Award Committee (2013 – 2017)
Member, THEory into ACTION Newsletter Outreach Group, Society for Community Research and Action (SCRA) Practice Council (2012 – 2015)

AD HOC REVIEWER

Guest Editor, Editorial Board, *Journal of Prevention and Intervention in the Community* (2023-Present)
Reviewer, *American Journal of Community Psychology* (2022 - Present)
Reviewer, *American Psychologist* (2023-Present)
Reviewer, *Urban Review* (2018-Present)
Reviewer, *Psychology of Violence* (2017-2021)
Reviewer, *Journal of Youth & Society* (2013 - 2018)
Reviewer, *Journal of Research on Adolescence* (2013 - 2017)
Editorial Board Member, *Meridian Online Journal*, College of Education, North Carolina State University (2011 – 2012)

OTHER

Promotion Policy Committee, Village of Wisdom (2022-2023)
Search Committee, Department of Psychology, North Carolina A&T State University (2017-2018)
Committee, Certificate in Health Disparities, College of Health and Human Sciences, North Carolina A&T State University (2017-2018)
Committee, Masters of Health Psychology Program, Department of Psychology, North Carolina A&T State University (2017-2018)
International Programs Committee, Winston-Salem State University (2015-2016)
Assessment Committee, Winston-Salem State University (2015-2016)
Community-Based Participatory Research Learning Community, Winston-Salem State University (2013-2016)
Quantitative Literacy Learning Outcome Committee, Winston-Salem State University (2014-2015)
Annual Scholarship Day Committee, Winston-Salem State University (2014-2015)
Faculty Research Mentor, University Chancellor's Scholars, Winston-Salem State University (2013 – 2015)
Faculty Liaison, Center for Excellence in Teaching and Learning (CETL), Winston-Salem State University (2012 – 2015)

Faculty Alternate, University Governance Committee, Winston-Salem State University (2014-2015)
Faculty Mentor, Provost Summer Research Fellow, Winston-Salem State University (2013; 2015)
Grant Reviewer, Alberta Centre for Child, Family, and Community Research, Edmonton, Alberta (2014)
Review Panelist, National Science Foundation, HBCU-UP, Broadening Participation Grant (2013)
Co-Advisor, Psi Chi International Honor Society, Winston-Salem State University (2012 – 2014)

PROFESSIONAL AWARDS

Alumna Storyteller, Robert Wood Johnson Foundation, Interdisciplinary Research Leaders Fellowship (2024)
Research-to-Policy Collaboration Scholar Award, Research-to-Policy Collaborative, Pennsylvania State University (2023)
Award for Distinguished Contribution to Practice in Community Psychology, Society for Community Research and Action, Division 27 American Psychological Association (2023)
Best Poster Award, Division 27 American Psychological Association Annual Convention, San Francisco, CA (2018)
Faculty Select, Expanding the Bench Initiative, Annie E. Casey Foundation (2015-2016)
First-time Early Faculty Funding Award, Winston-Salem State University (2015)
Best Poster Award, Division 27 American Psychological Association Annual Convention, Honolulu, HA (2013)
Junior Faculty Award, Winston-Salem State University (2013)
Outstanding Scholarship Award, Delta Sigma Theta Sorority, Inc. (2008-2009)
Augustus M. Witherspoon Graduate Scholarship, Black Alumni Society, North Carolina State University, Raleigh, NC (2012)
Graduate Student Dissertation Award, Society for Community Research and Action, Division 27 American Psychological Association (2012)
Graduate Student Research Award, Institute for Nonprofits, North Carolina State University, Raleigh, NC (2008)

CERTIFICATIONS & TRAINING

Certification, Flourishing Practitioner
Certification, Ethical Conduct of Research, CITI
Certification, Managing to Change the World
Certification, Mindfulness Leadership
Certification, Deep Listening/Coaching
Certification, Mixed Methods Research
Certificate, Art of Teaching (COAT)