

DREW D. ALLEN

(646) 512-1929 | drew_allen@gse.harvard.edu

EDUCATION

Ph.D., Higher and Postsecondary Education, New York University, 2015
Areas of Focus: Statistics and Research Methods; Higher Education Policy
M.A., Quantitative Methods in the Social Sciences, Columbia University, 2006
B.A., Sociology, University of Arkansas, 2004

ACADEMIC POSITIONS

Harvard Graduate School of Education

Senior Lecturer on Education, 2022-present

New York University

Institute Fellow, Steinhardt Institute for Higher Education Policy, 2015-present
Adjunct Professor, Administration, Leadership & Technology, 2017-2022
Research Affiliate, Center for Research on Higher Education Outcomes, 2014-2018

Georgetown University

Adjunct Faculty, School of Continuing Studies, 2021-2022

PROFESSIONAL EXPERIENCE

Harvard University

Associate Provost for Institutional Research and Analytics, 2022-present

Georgetown University

Associate Vice President, Institutional Data Analytics, 2020-2022

Princeton University

Executive Director, Data-Driven Social Science Initiative, 2019-2020
Founding Executive Director, Initiative for Data Exploration and Analytics (IDEAS) for Higher Education, 2017-2019; IDEAS Strategic Advisor, 2019-2020
Associate Dean for Data Analysis and Operations, Office of the Dean of the Faculty, 2015-2017

City University of New York (CUNY)

Founding Director, Office of Research, Evaluation and Program Support, Office of the Senior University Dean for Academic Affairs, 2012-2015
Director/Senior Coordinator of Research and Evaluation, Office of Collaborative Programs, 2010-2012
Research Analyst, Office of Collaborative Programs, 2008-2010

AREAS OF INTEREST

Program and Policy Evaluation, Access and Equity in Higher Education, Economics of Education, Analytics and Data Science, Organizational Strategic Planning, Enrollment Management

PUBLICATIONS

Daniels, H., **Allen, D.**, Park-Gaghan, T., Hart, L., Sole, M., Bertrand Jones, T., Guzman, A., & Hernandez, M. (2022). "Expanding Promise for Students Needing Academic Support", In C. M. Millett (Ed.), *Expanding Promise: Depicting the ecosystems of support and financial sustainability for five college promise populations*. Educational Testing Service.

Allen, D. & Wolniak, G. (2019). "The Effects of Tuition Increases on Racial and Ethnic Diversity at Public Colleges and Universities." *Research in Higher Education*, 60(1).

Allen, D. (2015). "Surveys." In Stage, F. K. & Manning, K. (Eds.), *Research in the College Context: Approaches and Methods, 2nd Edition*. New York: Routledge.

Allen, D., Strumbos, D., & Clay, J. (2014). "Race, Ethnicity, and Service-Learning: Understanding Access and Equity Using a Critical Quantitative Approach." In Traver, A. & Katz, Z. P. (Eds.), *Service-Learning at the American Community College: Theoretical and Empirical Perspectives*. New York: Palgrave MacMillan.

Allen, D. & Dadgar, M. (2012). "Does Dual Enrollment Increase Students' Success in College? Evidence from a Quasi-Experimental Analysis of Dual Enrollment in New York City." In Hofmann, E. & Voloch, D. (Eds.), *New Directions for Higher Education, No. 158: Dual Enrollment: Strategies, Outcomes, and Lessons for School-College Partnerships* (pp. 11–20). San Francisco: Jossey-Bass.

Other Select Research Reports

Allen, D., McPherson, M.S., Nilson, L.B., & Sorcinelli, M.D., *ACUE Student, Faculty, and Institutional Impact Research: Independent Review Process and Findings*. Association of College and University Educators, April 2019.

Allen, D. & Horenstein, A. *CUNY Start: Analysis of Student Outcomes*. The City University of New York, Office of Academic Affairs, November 2013.

Allen, D. & Dadgar, M. *Thinking Beyond Enrollment: The Postsecondary Outcomes of College Now*. The City University of New York, Office of Academic Affairs, March 2011.

Allen, D. *Dual Enrollment: A Comprehensive Literature Review and Bibliography*. The City University of New York, Office of Academic Affairs, August 2010.

In Progress

Allen, D. "The Shifting Institutional Data Landscape and Why It Matters for Student Learning." In Kim, J., Debelius, M., & Maloney, E. (Eds.), *Recentering Learning*. Johns Hopkins University Press.

AWARDS AND GRANTS

Conrad N. Hilton Foundation. Co-Principal Investigator, 2015-2018. *Supporting postsecondary access and success for transition-aged youth in foster care*. **Award: \$2.5 million** (\$600,000 in direct research funds)

Association for Institutional Research (AIR) Dissertation Grant. Principal Investigator, 2014–2015.
Title: *Understanding Developmental Education Pathways for Underrepresented Populations*.
Award: \$20,000

U.S. Department of Education, Institute of Education Sciences and National Center for Education Research. Co-Investigator, 2014–2019. Title: *Evaluating the Impact of CUNY Start through a Researcher (MDRC) – Local Education Agency (CUNY) Partnership*. **Award: \$4.8 million**

The New York Community Trust - Brooke Astor Fund for New York City Education. Program Evaluator, 2013–2015. Title: *Expanding the Creative Arts Team’s Early Learning Program (ELP)*.
Award: \$46,000 Earmarked for Research/Evaluation

Workforce Development Initiative, City University of New York. Principal Investigator, 2013–2014.
Title: *The CUNY Career Education Seminar*. **Award: \$15,000**

CONFERENCE AND INVITED SEMINAR PRESENTATIONS

2022: American Talent Initiative (ATI): Summer Institute on Equity in the Academic Experience;
MyPromise 2022 Symposium

2021: American Talent Initiative (ATI): Summer Institute on Equity in the Academic Experience;
ETS Expanding Promise Symposium; UPCEA “Impact of COVID19 on Graduate Applications
and Enrollment”

2019: Higher Education Data Warehousing Group (HEDW); University of Georgia Higher Education
Policy Seminar Series; Professional and Organizational Development (POD) Network in
Higher Education

2018: CUNY, Columbia, Princeton, Association for Public Policy Analysis and Management

2017: EDUCAUSE Learning Conference

2016: Princeton Education Research Section

2015: Association for the Study of Higher Education, Association for Institutional Research,
American Educational Research Association, League for Innovation

2014: GraduateNYC!, American Educational Research Association, Association for Education Policy
and Finance, American Association for Public Opinion Research (AAPOR)

2013: U.S. Department of Health and Human Services, Association for Public Policy Analysis and
Management, Association for the Study of Higher Education, NY Consortium of Evaluators

2012: NYU Institute for Education and Social Policy, Massachusetts Department of Higher
Education, Association for Education Finance and Policy

2011: NYU Institute for Education and Social Policy, NYC College of Technology, American
Evaluation Association

GRADUATE STUDENT ADVISEMENT

Anna Zinko (New York University, Higher Education), Dissertation Committee, 2021-present

Nick Voelker (New York University, Higher Education), Dissertation Committee, 2021-present

Leah Lattimore (New York University, Higher Education), Dissertation Committee, 2020-present

Abby Vidmer (Georgetown University, Higher Education), Capstone Advisor, 2022

Juan Pinilla Manriquez (Georgetown University, Higher Education), Capstone Advisor, 2021-2022

Katie Gomulkiewicz (Georgetown University, Higher Education), Capstone Advisor, 2021-2022
Vanessa Taylor (Georgetown University, Higher Education), Capstone Advisor, 2021-2022
Rachel Mead (New York University, Higher Education), Dissertation Committee, 2020-2022
Beth Markowitz (New York University, Higher Education), External Reader, 2020
Rachel Shapiro (New York University, Higher Education), Dissertation Committee, 2019-2020
Erin Brent (New York University, Higher Education), Dissertation Committee, 2018–2019
Jayme Lawler (Northwestern University, Data Analytics), Thesis Committee, 2018–2019
Jerrell Robinson (Iona College, Educational Leadership), Dissertation Advisor, 2017–2018
John Capman (CUNY, Industrial/Organizational Psychology), Dissertation Committee, 2017