

ALICE LESNICK | Curriculum Vitae |

alesnick@brynmawr.edu | 610-526-5010 | Bryn Mawr College, 101 N. Merion Ave, Bryn Mawr, PA

EDUCATION

University of Pennsylvania

Graduate Certificate in Women's Studies 2003

University of Pennsylvania Graduate School of Education

Doctorate of Education in Reading, Writing, and Literacy 1999

Deans' Fellowship, 1994–96

AERA/Spencer Dissertation Fellowship, 1996–98

Saint John's College Graduate Institute

Master of Arts in Liberal Education 1987

Yale College

Bachelor of Arts in English, Cum Laude 1984

PROFESSIONAL EXPERIENCE**POSTSECONDARY EDUCATION**

Bryn Mawr College/Haverford College, Bryn Mawr, PA

Faculty Appointments

Term Professor of Education, Bryn Mawr College 2012–presentSenior Lecturer in Education, Bryn Mawr College 2003–12Lecturer in Education, Bryn Mawr College 1997–03

Honors

McPherson Award for Excellence in Teaching and Service to the Community 2021Roslyn R. Schwartz Teaching Award 2004

Leadership Roles

Associate Dean for Global Engagement 2019–presentFaculty Convener for International Programs 2016–2019Co-Director, Lagim Tehi Tuma/Thinking Together Program, Dalun, Ghana 2013–presentChair (formerly Director), Bryn Mawr/Haverford Education Department (formerly Program) 2006–presentConvener, Workplace Advisors 2018–presentDirector, Africana Studies 2013–16Coordinator, Child and Family Studies Program 2013–14Faculty Coordinator of Staff-Student Partnerships, Teaching and Learning Initiative 2006–10

Bard College Institute for Writing and Thinking, Annandale-on-Hudson, NY

<u>Advisory Board Member</u>	2003–2017, 2023–present
<u>Senior Faculty Associate</u>	2015–present
<u>Faculty Associate</u>	1993–2015
<u>Course Leader, First Year Workshop in Language and Thinking</u>	1993–95

K-12 TEACHING

The Baldwin School, Bryn Mawr, PA

<u>English Department Chair</u>	1991–94
<u>English Teacher, Grades 6–12</u>	1989–94

The Lenox School, New York, NY

<u>Head Teacher, Third grade</u>	1987–88
<u>Apprentice Teacher, Third grade</u>	1984–86

The Meetinghouse Pre-School, Santa Fe, NM

<u>Pre-School Teacher</u>	1986–87
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ADULT EDUCATION/PROFESSIONAL DEVELOPMENT

Bard College Institute for Writing and Thinking, Annandale-on-Hudson, NY

<u>Teacher Professional Development Trainer</u>	1995–present
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Titagya Schools, Northern Region, Ghana

<u>Teacher Professional Development Facilitator</u>	2012–2017
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Teaching and Learning Institute, Bryn Mawr and Haverford Colleges, PA

<u>Workshop Leader, New Faculty Syllabus/Course Development Program</u> (also delivered by invitation at Cheyney University, 2019-2020)	2010–2019
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Pennsylvania State University, Abington, PA

<u>Adult Education Instructor</u>	1996–2000
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Jewish Educational and Vocational Services, Philadelphia, PA

<u>English as a Second Language Instructor</u>	1994–95
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UNDERGRADUATE COURSES CREATED & TAUGHT

Bryn Mawr and Haverford Colleges

1997–present

<u>Inquiries into Black Study, Language Justice, and Education</u> (Education 308)
<u>Critical Issues in Education & Community Learning Collaborative</u> (Education 200, 2 versions)
<u>Empowering Learners</u> [Topics]: The Craft of Education (Education 225)

Empowering Learners [Topics]: Theory and Practice of Extra-Classroom Teaching (Education 225)
Empowering Learners [Topics]: Health Literacies in Context (Education 225)
Empowering Learners [Topics]: Holistic Approaches to Education and/as Health (Education 225)
Researching Education on Campus: Qualitative Approaches to Assessment and Action (Education 240)
Literacies and Education (Education 250; also as part of 360 course cluster, “Learning and Narrating Childhoods”)
Education, Technology, and Society (Education 255)
Curriculum and Pedagogy (Education 301)
Practice Teaching Seminar (Education 302)
Defining Educational Practice (Education 310)
Field Work Seminar (Education 311)
First Year Writing Seminars: Critical Issues in Education; American Identities; Finding the Bias: Tracing the Self Across Contexts; Breaking: Creative Disruptions, Bryn Mawr College
First Year Writing Seminar, Haverford College

SELECTED ACADEMIC PUBLICATIONS

Lesnick, A., Editor and Co-author (under contract). *Practice dialogues: Listening to the wisdom of care work*. Lever Press.

Cook-Sather, A. & Lesnick, A. Engaged voices, engaged beings: Exploring tensions, transgressions, and risks in using co-created, shared Google Docs to build classroom community and to co-author. *Journal of Interactive Technology and Pedagogy*, no. 23. <https://cuny.manifoldapp.org/read/engaged-voices-engaged-beings-exploring-tensions-transgressions-and-risks-in-using-co-created-shared-google-docs-to-build-classroom-community-and-to-co-author-b18fbeat-453a-4dee-8e0c-e5c06c706972/section/6c675527-cf97-4689-8dab-9147d62935df>

Lesnick, A., Evans, S., Schall, M. & Cook-Sather, (in press). Midterm conversations as co-creation of equitable and inclusive formative assessment. *International Journal of Students as Partners*.

Lesnick, A. & Bahn, H. (2018). Help [not] wanted: Neo-liberal discourses of leadership against community knowledge and control in comparative context. *Power and Education*, 13(3), 250–63. <https://doi.org/10.1177/1757743818771096>

Lesnick, A. (2017). Lagim Tehi Tuma/Thinking together: Between risk, restriction and learning in a U.S.Ghana collaborative. *Collaborations: A Journal of Community-Based Research and Practice*, 1(1), 6. <http://scholarlyrepository.miami.edu/collaborations/vol1/iss1/6>

Curl, H. & Lesnick, A. (2017). Beyond fix-it or leave-it: Toward conflict-centered theories of change in education work. *SoJo Journal: Educational Foundations and Social Justice Education*, 3(1), 24–40. https://repository.brynmawr.edu/edu_pubs/37

Cohen, J. & Lesnick, A. (2013). Beyond “open-mindedness:” Practices for understanding the myth of meritocracy in teacher education classes. In P. Gorski, K. Zenkov, N. Osei-Kofi, & J. Sapp (Eds.), *Cultivating social justice teachers: How teacher educators have helped students overcome cognitive bottlenecks and learn critical social justice concepts* (pp. 204-220). Stylus Publishing.

Grobstein, P. & Lesnick, A. (2011). Education is life itself: Biological evolution as a model for human learning. *Evolution: Education and Outreach*, 4, 688–700. <https://doi.org/10.1007/s12052-011-0370-1>

Dalke, A. & Lesnick, A. (2011). Teaching intersections: The surprise of gift-giving and -getting in the cultural commons. *Journal of Curriculum and Pedagogy*, 8(1), 75–96. <https://doi.org/10.1080/15505170.2011.571176>

Lesnick, A. (2010). Teaching and learning in community: Staff-student learning partnerships as part of a college education. *Journal of Community Engagement and Scholarship*, 3(1), 14–26.

Lesnick, A., & Cook-Sather, A. (2010). Building civic capacity and responsibility through a radically inclusive teaching and learning initiative. *Innovative Higher Education*, 35, 3–17. <https://doi.org/10.1007/s10755-0099122-3>

Lesnick, A. (2009). Odd questions, strange texts, and other people: Collaborative learning and new knowledge through writing, thinking, talk, and play. In T. Vilardi & M. Chang (Eds.), *Writing-based teaching: Essential practices and enduring questions* (pp. 71–94). SUNY Press.

Cohen J., Lesnick, A., & Himeles, D (2007). Temporary anchors, impermanent shelter: Can the field of education model a new approach to academic work? *Journal of Research Practice*, 3(2), M13. <https://jrp.icaap.org/index.php/jrp/article/download/102/140/0>

Lesnick, A., Cohen, J., Cook-Sather, A. (2007). Working the tensions: Constructing educational studies within a liberal arts context. In C. Bjork, D. K. Johnston, & H. Ross (Eds.), *Taking teaching seriously: How liberal arts colleges prepare teachers to meet today's educational challenges in school* (pp. 54–79). Paradigm Publishers.

Lesnick, A. (2006). Forms of engagement: The ethical significance of literacy teaching. *Ethics and Education*, 1(1), 29–45. <https://doi.org/10.1080/17449640600584953>

Lesnick, A. 2005. The mirror in motion: Redefining reflective practice in an undergraduate field work seminar. *Reflective Practice*, 6(1), 33–48. <https://doi.org/10.1080/1462394042000326798>.

Lesnick, A. (2005). On the job: Performing gender and inequality at work, home, and school. *Journal of Education and Work*, 18(2), 189–201. <https://doi.org/10.1080/13639080500085927>

PUBLIC SCHOLARSHIP

Believing Each Other: A Guide to Mentoring, Building Trust, and Igniting Change. Co-Written with 5 former Posse Scholar mentees, Jada Ceasar, Alexis Giron, Princess Jefferson, Torry Mundy & Princess Jefferson: <https://www.believingeachother.org/>

Education Blog: *Question This*: <https://questionthis.net/>. Entry cross-published by Inside Higher Ed: <https://www.insidehighered.com/blogs/university-venus/kindness-everything,10/22/20>.

DIVERSITY, EQUITY, INCLUSION, ANTI-RACISM, AND JUSTICE WORK

Bryn Mawr College

Member, Posse Advisory Council

2020–present

Convener, Workplace Advisors Group

2018–present

<u>Founding Member</u> , CARLA – Campaign for Anti-Racist Literacy at BMC	2018–present
Houston Posse 4 <u>Mentor</u> , Bryn Mawr College	2016–2020
<u>Cohort Facilitator</u> , Social Justice Pilot Program, Bryn Mawr College	2007–09
<u>Co-Leader</u> , Mellon Mays Summer Program for Minority Students	2001–04, 08
<u>Co-Facilitator and Mentor</u> , Workplace Literacy Program	2007–10
<u>Mentor</u> , Mellon Mays Program	2002–08

CONFLICT RESOLUTION TRAINING & EXPERIENCE

Restorative Practices (35 hours), Institute for Writing and Thinking, NY	2021
Mediation Certification (40 hours), Center for Dispute Resolution, Santa Monica, CA	2019
Intergroup Dialogue, Blue Door Group, Bryn Mawr, PA	2019

Since 2017, organizations served in conflict resolution and team/community building have included Bryn Mawr College (2018-present); Princeton University’s Butler College (2023); Baldwin School, Bryn Mawr, PA (2019); Philadelphia University (2017).

RESEARCH, CURRICULUM DEVELOPMENT, & CONSULTING INTERESTS

- Community-Based Learning and Action Research
- Critical Mentorship
- Language Justice and Culture-Sustaining Pedagogies
- Writing-Based Teaching and Facilitation
- Conflict Resolution
- Intercultural Learning