

CURRICULUM VITAE

Alice Lesnick

Bryn Mawr College
Bryn Mawr/Haverford Education Program
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EDUCATION

Ph.D. in Reading/Writing/Literacy, University of Pennsylvania, Graduate School of Education, Philadelphia, PA, 1999. Honors: Dean's (Merit) Fellowship, 1994-1996; AERA/Spencer Dissertation Fellowship, 1996-1997.

Graduate Certificate in Women's Studies, University of Pennsylvania, Philadelphia, PA, 2003.

Master of Arts in Liberal Education, St. John's College Graduate Institute, Santa Fe, NM, 1987.

Bachelor of Arts, Cum Laude, Yale College, New Haven, CT, 1984. Major in English.

Roslyn R. Schwartz Teaching Award, May, 2004.

PROFESSIONAL EXPERIENCE

Bryn Mawr College/Haverford College, Bryn Mawr, PA

Senior Lecturer in Education, 2003-present. Honors: **Roslyn R. Schwartz Teaching Award**, May, 2004.

Lecturer in Education, 1997-2003.

Director, 2006-present, Bryn Mawr/Haverford Education Program.

Faculty Coordinator of Staff-Student Partnerships, 2006-2010, Teaching and Learning Initiative.

Bard College, Annandale-on-Hudson, NY

Faculty Associate, 1993-present, Bard College, Institute for Writing and Thinking, member: Advisory Board, 2003-present. Workshop in Language and Thinking (for first year students), 1993-95; teacher professional development trainer, 1995-present.

University of Pennsylvania, Graduate School of Education Philadelphia, PA

Supervisor of Student Teachers, 1995-1996. **Research Assistant**, 1994-96. Urban Sites

Program of the Philadelphia Writing Project.

K-12 Teaching Experience

English Department Chair, 1991-1994, **English Teacher**, 1989-1994, The Baldwin School, Bryn Mawr, PA.

Head Teacher (third grade), 1987-1988, **Apprentice Teacher** (third grade), 1984-1986, The Lenox School, New York, NY.

Pre-School Teacher, 1986-1987, The Meetinghouse Pre-School, Santa Fe, NM.

Adult Education Experience

Adult Education Instructor, 1996-2000, Pennsylvania State University, Abington, PA.

English as a Second Language Instructor, 1994-1995, Jewish Educational and Vocational Services, Philadelphia, PA.

COURSES TAUGHT

Bryn Mawr and Haverford Colleges, 1997-present:

Curriculum and Pedagogy (Education 301)

Practice Teaching Seminar (Education 302)

Empowering Learners: Theory and Practice of Extra-Classroom Teaching (Education 225)

Critical Issues in Education (Education 200)

Literacies and Education (Education 250)

Defining Educational Practice (Education 310)

Field Work Seminar (Education 311)

Researching Education on Campus: Qualitative Approaches to Assessment and Action (Education 240)

College Seminars: Critical Issues in Education; American Identities; Finding the Bias: Tracing the Self Across Contexts

First Year Writing Seminar, Haverford College

Institute for Writing and Thinking, Bard College, August, 1993-1995:

Workshop in Language and Thinking (for incoming first year students)

ACADEMIC PUBLICATIONS

Grobstein, P. & Lesnick, A. (In press). "Education Is Life Itself: Biological Evolution as a Model for Human Learning." *Evolution: Education and Outreach*.

Dalke, A. & Lesnick, A. (2011). "Teaching Intersections: The Surprise of Gift-Giving and -Getting in the Cultural Commons." *Journal of Curriculum and Pedagogy*.

Cook-Sather, A., Cohen, J., & Lesnick, A. (2010). "Students as Learners and Leaders: Towards Intellectual Community." *Innovations in Education & Teaching International*.

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.

Lesnick, A., & Cook-Sather, A. (2009). "Building Civic Capacity and Responsibility through a Radically Inclusive Teaching and Learning Initiative." *Innovative Higher Education*, 3, 1.

Lesnick, A. (2009). "Odd Questions, Strange Texts, and Other People: Collaborative Learning and New Knowledge Through Writing, Thinking, Talk, and Play." In Vilardi, T. & Chang, M. (Eds.), *Essential Practices, Enduring Questions: 25 Years of Writing to Learn from the Institute for Writing and Thinking*. SUNY Press, Albany, NY.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2009). "Learning from the Tensions: Constructing Educational Studies within a Traditional Liberal Arts Context." *In Liberal Arts Education and Teacher Education: A Lasting Relationship*. AILACTE.

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*, Vol. 3, Issue 2.

Lesnick, A., Cohen, J., Cook-Sather, A. (2007). "Working the Tensions: Constructing Educational Studies within a Liberal Arts Context" In Bjork, C., Johnston, D.K., & Ross, H. (Eds.), *Taking Teaching Seriously: How Liberal Arts Colleges Prepare Teachers to Meet Today's Educational Challenges in School*. Paradigm Publishers: Boulder, CO.

Lesnick, A. (2006). "Forms of Engagement: The Ethical Significance of Literacy Teaching." *Ethics and Education*, 1: 1.

Lesnick, A. (2006). Essay Book Review of *Because Writing Matters: Improving Student Writing in our Schools* (National Writing Project and Carl Nagin, San Francisco, CA: Jossey-Bass, 2003). *Journal of Teacher Education*, 57: 1.

Lesnick, A. (February, 2005). "The Mirror in Motion: Redefining Reflective Practice in an Undergraduate Field Work Seminar." *Reflective Practice*, 6:1, pp. 33-48.

Lesnick, A. (June, 2005). "On the Job: Performing Gender and Inequality at Work, Home, and School." *Journal of Education and Work*, 18: 2, pp. 189-201.

Lesnick, A., Cesaitis, A., Jagtiani, U., & Miller, R. (2004). "Curriculum Design as Re-Writing: Online "Chat" as a Resource for Radicalizing the Teaching of a Canonical Text." *Curriculum and Teaching Dialogue*, 6:1, pp. 35-48.

Cook-Sather, A., Lesnick, A., & Cohen, J. (2003). "My Body Will Remember Even If My Mind Doesn't: Remembering the Body in Learning and Teaching." In *Multiple Intelligences and New Methods of College Teaching: Articles by Howard Gardner and 41 Educators*. Jersey City, NJ: Center for the Imagination in Language Learning.

MANUSCRIPTS UNDER REVIEW / IN PROCESS

Beyond 'Open-Mindedness: Practices for Understanding the Myth of Meritocracy in Teacher Education Classes." In Gorski, P., Osei, Kofi, N., Sapp, J, & Zenkov, K., *Overcoming Social Justice Bottlenecks: Strategies for Teaching Critical and Difficult Concepts in Teacher Education*, NY: Teachers College Press.

Learning Ethnographically: Cross-Curricular Reform in Secondary and College Contexts." *Journal of Social Education*.

POETRY PUBLICATIONS

"Praise for Time," *Calyx*, Vol. 23, No. 2, Summer 2006.

"The Womanly Arts," *Margins: The Journal of English Studies in Independent Schools*, No. 4, Spring 1993

"Honkytonk," *Ajax Poetry Letter*, Vo. IV, No. 8.

GRANTS

Co-Director and Co-Principal Investigator, Noyce Teacher Scholarship Program. A 3-year, \$900,000 grant from the National Science Foundation to increase teacher certification students in math and science and create a model for liberal arts colleges with teacher preparation programs, 2009-present.

Core Member, Evolving Systems Project (serendip.brynmawr.edu/exchange/evolsys/home). An interdisciplinary exploration of theories of emergence and their implications for teaching, learning, and inquiry. Funded by the Metanexus Foundation, 2009-present.

Trico Mellon Seed Grant (with Lauren Myers and Leslie Rescorla) to create a new minor in Child and Family Studies, 2010-211.

ACADEMIC PRESENTATIONS

“Believing and Doubting” (with Anne Dalke). Friends Association for Higher Education, Bryn Mawr College, June, 2011.

“Building Community Through Reciprocal Teaching and Learning on Campus” (with Jessica Vinson). Friends Association for Higher Education, Bryn Mawr College, June, 2011.

“The Bus Ride Back: From Exposure to Accountability in College Access Mentoring” (with Jerusha Connor, Zanny Alter, & Enuma Igweatu). Paper presented at the American Educational Research Association annual meeting, New Orleans, LA April, 2011.

“Using a Baseline Survey to Inform Program Design and Implementation,” (with Victor Donnay) National Science Foundation Annual Noyce Teacher Scholarship Meeting, Washington, DC, July 2010.

Exploring Educational Technology: Empowering Educators (with Howard Glasser and Maggie Powers), NITTE Summit, New Orleans, February, 2010.

“Building Community from the Inside Out: College Students and Staff as Teaching and Learning Partners,” (with Jessica Vinson and Maggie Powers) Philadelphia Higher Education Network for Neighborhood Development Conference, April, 2010.

“Students and ‘Non-Academic’ Staff Sharing the Work of Teachers and Learners on a College Campus: What Changes and What's Blogging Got to Do With It?” 30th Annual Ethnography in Education Research Forum, University of Pennsylvania, February, 2009.

“Building Knowledge, Building Community: Staff and Students as Learning Partners in Bryn Mawr's Teaching and Learning Initiative,” (with Laura Hummer), Bryn Mawr College Parents' Weekend, November, 2008.

Facilitator and Member of Planning Team, Annual Institute for Writing and Thinking Conference, “Why Write? Vision and Purpose in the Classroom,” Bard College, April, 2008.

Presenter (with co-author Alison Cook-Sather), “Building Community, Building Civic Capacity: How Faculty/Student and Staff/Student Learning Partnerships are Effecting organizational Change in a Liberal Arts College,” American Educational Research Association Annual Meeting, New York, March, 2008.

Facilitator/Moderator, “Exchanging Knowledge, Building Bridges, Panel Presentation on Staff and Student Partnerships in Bryn Mawr College's Teaching and Learning Initiative,” Civic Engagement Office/Houghton Hepburn Center Conference, Bryn Mawr College, November, 2007.

Facilitator/Moderator, “Innovative Faculty, Staff, and Student Partnerships in Bryn Mawr College's Teaching and Learning Initiative,” Alternative Education Conference, Villanova University, Villanova, PA, June, 2007.

Panelist, College-Community Partnerships with Belmont Charter School, National Service Learning Conference Site Visit to Bryn Mawr College, March 2006.

Invited poster on research, teaching, and program development connected with the Empowering Learners course at Bryn Mawr College, presented at the First Annual MSPGP Mathematics and Science Education Research Conference, March, 2006.

“No One Right Answer: Learning from and with Students” (with Alison Cook-Sather and Jody Cohen). Invited presentation to the Committee on Special Education, Lower Merion School District, Bala Cynwyd Middle School, April, 2005.

“Integrating Academics and Seeking Community Change Through Community-Based Research: Stakeholder Perspectives” (with Jody Cohen, Nell Anderson, Kenny Perry, and Pat Horton). Atlantic Region Service Learning Conference, Philadelphia, PA: October, 2004.

WORKSHOPS AND CONSULTING

Syllabus Design Workshop series for incoming faculty to Bryn Mawr and Haverford Colleges, summer 2011, Teaching and Learning Initiative.

Syllabus Development/Revision Workshop series for continuing faculty, Bryn Mawr and Haverford Colleges, summer 2011, Teaching and Learning Initiative.

Writing to Read, (with Alfred Guy), Institute for Writing and Thinking, Bard College (texts: *Harry Potter* and *A Wizard of Earthsea*), November, 2011.

“Next Steps for Educators Working on Gender and Schooling,” Symposium on Art, Gender, and Identity. Invited member of planning team, Springside School, November, 2007.

Faculty Writing Seminar, September, 2005-2006, The Crefeld School, Philadelphia, PA. Designed and led a series of participatory, writing-based in-service programs for cross-disciplinary teachers on the use of writing to foster learning and build community.

Faculty Writing Seminar, 2003-2004, Princeton Day School, Princeton, NJ.

Faculty Writing Seminar, 1999-2001, Hun School, Princeton, NJ.

In-service Writing Workshops, 1993-present.

In consultation with specific schools, led workshops on integrating writing, thinking and learning and response to student writing: Academy of the Holy Names, Albany, NY; Agnes Irwin School, Radnor, PA. The Forman School, Litchfield, CT; Harcum College, Bryn Mawr, PA; The Hun

School, Princeton, NJ; Lancaster Country Day School, Lancaster, PA; Poughkeepsie Day School, Poughkeepsie, NY; Princeton Day School, Princeton, NJ; Roland Park Country School, Baltimore, MD; University of Alaska Southeast, Sitka, AK

BI-COLLEGE SERVICE

Committee Membership

Teacher Education Committee (1997-present)
Center for Science in Society Steering Committee (2009-present)
Friends of Serendip, beginning 2011
McBride Program Faculty Advisory Committee (2009-2010)
HHMI Steering Committee (2010-2011)
M.A. Working Group (sub-committee of Curricular Renewal Committee), Spring, 2010
HHMI Postdoctoral Fellowship in Science Education Search Committee, Spring 2009
Assessment Working Group (for Middle States Review) Fall 2008, Haverford College
Faculty Diversity Representative, Search Committee for CNTT search in Biology, Fall, 2008
Chigwell Teaching Fellowship Selection Committee, Haverford College (2003-2008)
Praxis Council (2001-2004)
Feminist and Gender Studies Bi-College Steering Committee (2003-4)
Body Image Council (2003-2006)
Student Life Committee (2000-2002)

Recent Campus Roles

Assistant Director, Child and Family Studies Minor, Bryn Mawr College, 2010-present.

360 Course Cluster and Course Developer, 2010-present (360: Learning and Narrating Childhoods to be given Spring, 2012).

Cohort Facilitator, Social Justice Pilot Program, Bryn Mawr College, 2007-2009.

New Faculty Mentor, beginning Spring 2009.

Researcher and Presenter (with Jody Cohen and Alison Cook-Sather, as well as a team of seven student research assistants), “Students as Learners and Leaders,” a study of the educational impact of students’ participation in the Teaching and Learning Initiative, Social Justice Pilot Program, and Posse.

Mellon Mays Program Mentor, 2002-2003, 2006-2008. At student invitation, have served as mentor and supervisor of research for four undergraduate recipients of the Mellon Mays Undergraduate Fellowship.

Co-Leader, Mellon Mays Summer Program for Minority Students, Bryn Mawr College,

Summers, 2001-2004 and 2008.

T.A. Trainer, Haverford College. Develop and lead annual training sessions for science and math teaching assistants and students serving as group leaders with middle and high school youth in the M.A.S.T. program at Haverford, 2005-2010.

Praxis III Faculty Supervisor (Many semesters and students, most recently two students Fall, 2009).

Co-Facilitator (with Darla Himeles and Patti Lausch) and Mentor, Reading, Writing, and Communication Program, Teaching and Learning Initiative, 2007-2010.

Co-Facilitator (with Paul Grobstein), Exploring Science as Open-Ended Transactional Inquiry: A Working Group on Introductory Science Education (<http://serendip.brynmawr.edu/local/scisoc/elemsci/>), 2006-2007.

Researcher, "A formative Assessment of the Praxis III Program at Bryn Mawr," summer, 2006. With Jody Cohen, developed an interview instrument and conducted a qualitative evaluation of the role of faculty supervisors in independent service learning-based studies at the College.

Evaluator, "Students Teaching Students: A Formative Assessment of the Peer-Led Instruction Program, 2006.

Member

Bryn Mawr College/Parkway West High School Advisory Board

Titagya Schools (Ghana) Advisory Board

American Educational Research Association

Advisory Board, Institute for Writing and Thinking, 2005-present

Springfield Township Academic Committee for Excellence in Education, 2005-2010

RESEARCH INTERESTS

Collaborative learning

Writing-Based Curriculum and Practice

Accessing Distributed Knowledge (across individuals and contexts)