

CURRICULUM VITAE

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EDUCATION:

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| 1995 | Boston College, Chestnut Hill, MA
Ph.D., Developmental and Educational Psychology
Title of dissertation: Making Meaning of Whiteness:
Participatory Action Research with White Female
Student Teachers |
| 1989 | Keene State College, Keene, NH
M. Ed., Guidance and Consultation |
| 1978 | Boston State College, Boston, MA
B.S., Cum Laude
Major: Elementary Education
Minor: Psychology |

ACADEMIC HONORS:

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| 2008 | Tenure and Promotion, Hellenic College |
| 1999 | Pre-tenure sabbatical, Fairfield University,
Spring, 1999 |
| 1995 | Summer Dissertation Award, Boston College
School of Education |
| 1995 | Outstanding Graduate Student Award,
Graduate Student Association, Boston College |

- 1995 Outstanding Academic Achievement Award,
Boston College Graduate School of Education and
Graduate Student Association
- 1994-1995 Dissertation Fellowship Award, Boston
College Graduate School of Arts and Sciences
- 1994 "Excellence in Teaching" Award, Boston College
School of Education, Graduate School of Arts and Sciences

TEACHING CERTIFICATION:

Massachusetts Teaching Certificate #0233474

PROFESSIONAL EXPERIENCE:

- 2008- Professor, Chairperson of Elementary Education
Department. Hellenic College, Brookline, MA
- 2009- Adjunct Professor, Boston College, Lynch School of Education.
Courses taught: Undergrad: Community, Culture and Change;
Family, School, & Society. Graduate: Applied Child Development
- 2002-2007 Associate Professor, Chairperson of Elementary Education
Department. Hellenic College, Brookline, MA
- 1996-2002 Assistant Professor, Director of Graduate Program in
Elementary Education, Graduate School of Education
And Allied Professions, Fairfield University, Fairfield, CT
- 1995-1996 Adjunct faculty, Boston College School of Education,
Chestnut Hill, MA
- 1991-1994 Supervisor of Student Teacher Supervisors
Boston College School of Education, Chestnut Hill, MA
(Undergraduate and Graduate)
- 1986-1991 Teacher, Newfane Elementary School, Newfane VT,
Primary Grades
- 1980-1985 Teacher, Blessed Sacrament School, Jamaica Plain, MA,
Middle School

PROFESSIONAL AFFILIATIONS:

2005- National Association of Multicultural Education
1994- American Educational Research Association

PUBLICATIONS:

McIntyre, A. (in press). Purposeful pausing: Integrating a mindfulness practice into teacher preparation. *Teacher Education and Practice*.

McIntyre, A. (2016). Practicing mindfulness: A pedagogical tool for spotlighting whiteness. In Tammie M Kennedy, Joyce Irene Middleton & Krista Ratcliffe (Eds.) *Rhetorics of Whiteness: Postracial hauntings in popular culture, social media, and education*. Carbondale, IL: Southern Illinois University Press.

Relatives for Justice with McIntyre, A., Contributing Researcher (2015). *Dealing with the past in Ireland: Where are the women?: Women's experience of conflict and need for implementation of United Nations Security Council Resolution 1325*. Belfast, North of Ireland: Relatives for Justice.

McIntyre, A. (2013). The value of 'silence' in the lives of post-incarcerated women. *Journal of Offender Rehabilitation* (52),1, pp. 1-15.

McIntyre, A. (2008). *Participatory action research*. Thousand Oaks, CA: SAGE Publications.

McIntyre, A. (2008). Engaging diverse groups of colleagues in conversation. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 279-282). Cambridge, MA: Harvard University Press.

McIntyre, A., Chatzopolous, N., Politi, A., & Roz, J. (2007). Pre-service teachers and participatory action research: Reflections on gender, culture, and language. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(5), 748-756.

McIntyre, A. (2006). Activist research and student agency in universities and urban communities. *Urban Education*, 41(6).

McIntyre, A. (2004) *Women in Belfast: How violence shapes identity*. Westport, CT: Greenwood Publishing Group.

Brydon-Miller, M., Maguire, P. & McIntyre, A. (Eds.). (2004). *Traveling companions: Feminism, teaching, and action research*. Westport, CT: Praeger Publishers.

McIntyre, A. & Lykes, M. B. (2004). Weaving words and pictures in/through feminist participatory action research. In Brydon-Miller, M., Maguire, P. & McIntyre, A. (Eds.), *Traveling companions: Feminism, teaching, and action research* (pp. 73-110). Westport, CT: Praeger Publishers.

McIntyre, A. (2003). Participatory action research and urban education: Reshaping the teacher preparation process. *Equity and Excellence in Education*, 36(1), 28-39. University of Massachusetts School of Education, Amherst, MA

McIntyre, A. (Ed.). (2003). Engaging Fieldwork within Feminist Psychology - a special feature in *Feminism & Psychology*, 13(3). The Special Feature addresses the need to explore ways in which psychologists, educators, and researchers utilize fieldwork methodologies within the research process.

McIntyre, A. (2003). A worm's eye view of the everyday: Insights from the field. *Feminism & Psychology*, 13(3), 283-286.

McIntyre, A. (2003). Through the eyes of women: Photovoice and participatory research as tools for re-imagining place. *Gender, Place, and Culture*, 10(1), 47-66. Division of Social Science, York University, Toronto, Ontario, Canada

McIntyre, A. (2002). Women researching their lives: Exploring violence and identity in Belfast, the North of Ireland. *Qualitative Research*, 2(3), 387-409.

McIntyre, A. (2002). Exploring whiteness and multicultural education with prospective teachers. *Curriculum Inquiry*, 32(1), 31-50.

McIntyre, A. (2001). "You should watch at last one show of Jerry Springer": Urban girls explore the meaning of feminism. *Feminism & Psychology*, 11(2), 157-161.

McIntyre, A. (2000). A response to Rosa Hernandez-Sheets. *Educational Researcher*, 29(9), 26-27.

McIntyre, A. (2000). Constructing meaning about violence, school, and community: Participatory action research with urban youth. *Urban Review*, 32(2), 123-154.

McIntyre, A. (2000). *Inner-city kids: Adolescents confront life and violence in an urban community*. NY: New York Press.

One STEP Group, McIntyre, A., & McKeirnan, P. (2000). *At a split second: Visual stories of/by young people living in an urban community*. Fairfield University, Fairfield, CT.

McIntyre, A. (2000). Antiracist pedagogy in the university: The ethical challenges of making whiteness public. In M. Brabeck (Ed.), *Practicing feminist ethics in psychology*. Washington, D.C.: American Psychological Association.

McIntyre, A. (1998). A kaleidoscopic view of women's development. *Journal of Adult Development*, 5(3), 141-143.

McIntyre, A., & Lykes, M. B. (1998). Who's the boss? Confronting whiteness and power differences within a feminist mentoring relationship in participatory action research. *Feminism & Psychology*, 8(4), 427-444.

Jackson, L., & McIntyre, A. (Co-Editors) (1998). Researching, theorizing, and exploring marginalized issues in women's lives. *Journal of Adult Development*, 5(3).

McIntyre, A. (1998). Engaging in cross-racial dialogue: Does/Can talk lead to action? *Transformations: A Journal of Curriculum Transformation Scholarship and Resources*, 9(2), 81-99. First author with Bilics, A., Colley, B., Jones, S., Smith-Mumford, P., Weaver, M., Weaver, B., Wilson, C.

McIntyre, A. (1998). Exploring whiteness through participatory action research: Challenging the "culture of niceness" in a university setting. In Proceedings of the 2nd Annual Conference of Multiculturalism and Diversity in Catholic Higher Education: Continuing the Dialogue. Fairfield University.

McIntyre, A. (1997). *Making meaning of whiteness: Exploring the racial identity of white teachers*. Albany: State University of New York Press.

McIntyre, A. (1997). Constructing an image of a white teacher. *Teachers College Record*, 98(4) 653-681.

McIntyre, A. (1996). The seduction of sameness: Similarity and representing the other. Co-authored with T. Hurd. *Feminism and Psychology*, 6(1) 86-92.

McIntyre, A. (1996). Book Review: Gender tales: Tensions in the schools. In *Cultural Diversity and Mental Health*, 2(2), 142.

Under Review

McIntyre, A. (under review). The role of teacher preparation programs in providing high-quality education in under-resourced, minority-white urban schools. *Education and Urban Society*.

PROFESSIONAL PRESENTATIONS

INTERNATIONAL:

- 2010 Violence, War, and Incarceration: Exploring Multiple Forms of Women's Imprisonment. Women's Memory-Work: Gendered Dilemmas of Social Transformation. August 24-26, 2010. University of Limerick, Ireland.
- 2000 Photovoice and Participatory Research: Exploring Violence and Community with Children and Adolescents. Celebrating Diversity, Featuring Psychology: Issues and Achievements in the Development of Equality and Diversity. June 8, 2000. British Psychological Society, County Antrim, Northern Ireland
- Paper also presented at Faculty Seminar. June 9, 2000. Graduate School of Education, The Queen's University of Belfast. Belfast, Northern Ireland
- 1999 Constructing Meaning about Violence, School and Community: Feminist Participatory Action Research with Urban Youth. Women's Studies Seminar. March 2, 1999. Loughborough University, Leicestershire, UK

SELECTED NATIONAL PRESENTATIONS:

- 2008 Participatory Action Research: Collaborating in Processes of Reflection and Action with Latina Girls. American Educational Research Association. March, 2008. New York, New York
- 2008 Participatory-based Research with Schools and Communities. United Way Conference. November, 2008. Tampa, Florida
- 2001 From Bridgeport to Belfast: Visual Stories of Violence. American Psychological Association. August, 2001. San Fran., CA
- 2001 Bridging the Gap between Feminism and Participatory Action Research. American Psychological Association. August, 2001. San Francisco, CA
- 2000 Negotiating Boundaries and Responsibilities within a Participatory Action Research Project. American Psychological Association. August, 2000. Washington, DC.
- 2000 Urban Youth Confront Community Violence(s). American Psychological Association. August, 2000. Washington, DC.

- 1999 Participatory Action Research and Community Photography with Urban Youth. American Psychological Association. August, 1999. Boston, MA
- 1998 Participatory Action Research With/In a Community of Struggle and Possibility. American Psychological Association. August, 1998. San Francisco, CA
- 1998 Invited panelist: Society is Multicultural Schools of Education are Not: Exploring Historical and Contemporary Issues of Diversity in Schools of Education. American Educational Research Association. April, 1998. San Diego, CA
- 1997 Cross-racial Dialogue: Making Connections to Antiracist Pedagogy
American Educational Research Association, March 24, 1997. March 24, 1997. Chicago, Illinois

SELECTED REGIONAL PRESENTATIONS:

- 2015 Critically Engaging White Privilege Towards Institutional Change. Center for Human Rights and International Justice, Boston College. December 4, 2015.
- 2006 Immigrants Teaching Immigrants: Negotiating Culture and Ethnicity. Diversity Challenge Conference. October 20, 2006. Boston College, Chestnut Hill, MA
- 2004 Latina Girls: Collective Decision-Making in Participatory Action Research. Diversity Challenge Conference. October 15, 2004. Boston College, Chestnut Hill, MA
- 2001 Activism and Urban Youth: Resisting the Constraints of Social Class. The 18th Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education. February 23, 2001. New York, New York.
- 1998 Talk is Cheap: Taking Action Through Cross-Racial Dialogue. Eastern Psychological Assoc. Feb. 27, 1998. Boston, MA

SELECTED PROFESSIONAL SERVICE:

- 2016 Reviewer, *Community Psychology in Global Perspective; Journal of Offender Rehabilitation; Trauma, Violence, and Abuse*

- 2015 External reviewer of Rachel Kulik, candidate for tenure and promotion at University of Massachusetts Dartmouth.
- 2015 Reviewer, *Health and Place; Action Research Journal; Journal of Adolescent Research*
- 2014 Reviewer: *Curriculum Inquiry, Journal of Adolescent Research; High School Journal of Student Research*
- 2014 Reviewer, chapter for *Research Methods in Peace Psychology*, edited by Di Bretherton & Siew Fang Law. Springer Publications.
- 2014 Book Reviewer: *Race among friends: Exploring race in a “friendly” suburban school*. Rutgers University Press.
- 2011 Book Reviewer: *Engaged Research: Methods and Theory*. Routledge.
- 2008 Book Reviewer: *Because this is not for us: Racism, public schooling, and the entrenchment of white supremacy*. SUNY Press.
- 2008-2010 Dissertation Committee: University of Mass. Boston. Title: White Educators and the METCO Program
- Dissertation Reader: University of Southern Queensland, Australia. Title: Linking Early Childhood Education, Participatory Action Research, and Children’s Literature
- 2007 Book Review: *Whiteness, Pedagogy, Performance*. Lexington Books.
- 1997- 2013 Manuscript reviewer: *Journal of Adolescent Research, Feminism & Psychology, Curriculum Inquiry, Journal of Teacher Education, Equity and Excellence, Children, Youth and Environment, Gender, Place, and Culture, Teachers College Record, Journal of Curriculum Studies, Urban Education, American Educational Research Journal; Action Research*
- 2000-2008 Board of Reviewers, *Journal of Teacher Education*

SELECTED CONSULTANTSHIPS

- 2014 Facilitator, weekend workshop: Gendered Violence within the Context of Violence and War. Relative for Justice. Belfast, North of Ireland

- 2006 Keynote speaker: “Strategies for Undoing the Effects of Racism and Whiteness.” Institute for the Study and Promotion of Race and Culture. July 20, 2006. Boston College, Chestnut Hill, MA
- 2005 Keynote speaker: “Critiquing Racial Identity and Whiteness: Strategies for Rethinking Education.” Lowell Public Schools Community Groups Conference. August 21, 2005. Grand Rapids, Michigan.
- 2005 Keynote speaker: “Developing an Anti-Whiteness Perspective on Teaching and Learning.” Lowell Public Schools Professional Development Conference. August 22, 2005. Grand Rapids, Michigan.
- 2004 Keynote Speaker: “Activist Research and Student Agency: Strategies for Confronting Whiteness in Universities and Urban Communities.” William Bradley Scholar Talk. March 1, 2004. Temple University, Philadelphia, PA.
- 2003 Keynote Speaker: “Naming, Defining, and Critiquing Whiteness within Teacher Preparation Programs.” Third Annual Diversity Challenge Conference. October 17-18, 2003. Boston College, Chestnut Hill, MA
- 2003 Invited workshop presenter: “Unpacking White Talk in Mixed Raced Groups.” March 28, 2003. Wheelock College, Boston.
- 2003 Keynote Speaker: “Making Whiteness A Topic of Inquiry in Teaching and Research.” National Council of Teachers of English Assembly for Research Midwinter Conference: Teaching and Researching Across Color Lines: Literacies, Pedagogies, and the Politics of Difference. February 21-23, 2003. Minneapolis, Minnesota.
- 2002 Invited speaker. “Looking at Whiteness and Education.” Race and Education: Conversation, Collaboration and Action Conference. March 23, 2002. Fairfield University, Fairfield, CT
- 1999 Keynote speaker. “Pedagogy and Activist Research: Strategies for Confronting Whiteness and Racism in Universities and Urban Communities.” Creating an Educational Community: The Value of Critical Dialogue Conference. November 12-13, 1999. University of Wisconsin at La Crosse. La Crosse, WI

- 1999 Keynote speaker. "Interrogating Whiteness and Racism: Strategies for Building Cross-Racial Alliances." CCCC Diversity Workshop. September 30, 1999. Charles County Community College. La Plata, MD
- 1999 Keynote speaker. "Teaching about Whiteness: The Development of Antiracist Pedagogy." Living and Teaching Across Cultures Conference. January 14, 1999. University of Maine. Farmington, ME

SERVICE TO HELLENIC COLLEGE

- 2016- Chair, Honors Program
 2016- Chair, Assessment Committee
 2016 Member, Search Committee
 2012-2016 Chair, Curriculum and Assessment Committee
 2009-2013 Admissions Committee
 2006-2009 Chair, Admissions Committee
 2006-2010 Chair, Honors Program Committee
 2015- Honors Program Committee
 2003-2006 Participant: "We Offer These Gifts"
 2005-2013 Chair, Awards and Scholarships Committee
 2004-2008 Curriculum Committee
 2002-2009 Catalog Committee
 2002-2005 Lectureships Committee
 2002-2004 Admissions Committee
 2002-2004 Degrees, Policies, and Procedures Committee

COMMUNITY SERVICE

- 2015 Invited speaker for "A Staff Member is . . ." Metropolis of Boston Camp. Metropolis Center, Goddard Ave. Brookline, MA. Oct. 7.
- 1995- Facilitator of Spiritual meeting at Massachusetts Correction Institution for Women, Framingham, MA. Every Tuesday evening.

PROGRAM DEVELOPMENT AT HELLENIC COLLEGE

- 2015- Developed year-long Community Engagement Course and initiated partnerships with variety of community-based organizations in Jamaica Plain.
- 2014 Updated Handbook for the Elementary Education Program for use by students, faculty supervisors, and cooperating teachers.

2002 - Developed the following courses for Hellenic College:

EDUC2042 Educational Psychology
EDUC4321 Methods of Teaching Mathematics
EDUC4351 Methods of Teaching Multiculturalism and
Social Studies
EDUC/PSYCH4612 Participatory Action Research:
Exploring Education, Culture, and Society
EDUC4712 Methods of Reflective Teaching
EDUC4912 Student Teaching Seminar
HNRS4927: Fieldwork and Community-based Learning:
“Getting to know” Self and Other
HNRS4929 Honors Research Seminar
INDS 3927 Community-based Learning
INDS4000 Gender Roles in Culture and Society
CE2001 Community Engagement I
CE2002 Community Engagement II

CURRENT RESEARCH - WORKS IN PROGRESS

Engaged Contemplation: Linking Self-Reflection to Teacher Effectiveness

An essential aspect of students gaining a sense of how they want to engage their vocations is by developing strategies to relate what they learn from self-reflection and contemplation about themselves as teachers, to their teaching practice. ‘Engaged contemplation’ – a way of experiencing one’s feeling, thoughts, and actions in the midst of the everyday - is a key factor in students’ ability to be genuine in their teaching practice. Seeing their own confusion about certain situations, seeing where they get stuck, where the blind spots are, where they can be closed-minded, resistant, and self-justified is an essential aspect of becoming genuine in the ways they teach and relate to their students. This year-long project explored the meaning of ‘engaged contemplation’ by inviting a small group of student teachers to contemplate the sometimes difficult, unsettling, and disquieting feelings that arise when they are faced with the uncertainty that characterizes the teaching-learning experience. Recently, I completed 2 articles based on the students’ experiences. One was published in chapter form (see above) and the other will be published in 2017 in *Teacher Education and Practice* (see above).

Mind Your Mind Project

While many people are addressing the problems that are endemic to low-income, inner-city communities and schools on a large scale, there is a dire need to address the stressors that young people living in urban areas and attending inner-city schools experience in their daily lives. I address that need by facilitating a mindfulness project with 17 fifth grade students attending the James Hennigan Elementary/Middle School, a Boston public school located in Jamaica Plain. The year-long project was initiated in September 2016. Over the course of the project, participating students will: develop self-awareness, social awareness, and self-management skills to live mindfully and responsibly; cultivate socially responsible decision-making to become mindfulness ambassadors in their families, school, and communities; and demonstrate continued improvement in decision-

making, self-reflection, problem solving, and actively contributing to a mindful teaching and learning environment.

Practicing mindfulness can be beneficial to young people because it gives them the tools to control their thoughts, emotions, and actions; to decrease their anxiety, stress, and general unease; and, as important, to provide them with opportunities to engage in socially beneficial actions that contribute to their individual well-being and to the well-being of their schools and communities. I plan to write a book describing how the participants experienced the year-long project.