

# ALEXANDRA (ALI) P. BROOKS

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603.252.8666

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WORK EXPERIENCE	<b>The University of Vermont: Community Development and Applied Economics</b>	<b>Burlington, VT</b>
	<i>Lecturer</i>	August 2022-present
	<i>Graduate Research Assistant</i>	August 2020-present
	<i>Graduate Teaching Assistant</i>	August 2020-May 2022
	<b>Winooski High School</b>	<b>Winooski, VT</b>
	<i>Substitute Teacher</i>	November 2022-present
	<b>The University of Vermont: Graduate Writing Center</b>	<b>Burlington, VT</b>
	<i>Graduate Writing Consultant</i>	August 2022-present
	<b>National Outdoor Leadership School</b>	<b>Lander, WY</b>
	<i>Wilderness Horsepacking Course Leader</i>	April 2019-present
	<i>Field Course Curriculum Developer</i>	July 2022-present
	<b>Walker Tutoring</b>	<b>Burlington, VT</b>
	<i>High School Tutor: Math, Science, Language Arts, Test Prep</i>	November 2019-present
	<b>The Traveling School</b>	<b>Bozeman, MT</b>
	<i>Lead Academic Teacher</i>	August 2017-August 2021
	<i>Logistics and Operations Coordinator</i>	
	<b>Bozeman Field School</b>	<b>Bozeman, MT</b>
	<i>History and Outdoor Skills Teacher</i>	January-May 2019
	<b>A Mountain Classroom</b>	<b>Jackson, NH</b>
	<i>Science and Leadership Development Educator</i>	April 2016-October 2019
	<i>Outreach Program Coordinator</i>	

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LEADERSHIP	<b>The University of Vermont</b>	<b>August 2020-present</b>
	<ul style="list-style-type: none"><li><i>Lecturer</i> – create course curriculum and deliver instruction to classes of up to 120 undergraduate students; fulfill university-wide Diversity 1 course content requirements on race and racism in the United States; provide written and oral feedback to students to support growth and learning in a classroom setting; mentor graduate and undergraduate teaching assistants; foster a productive, inclusive, and communicative learning environment</li><li><i>Research Assistant</i> – compile and analyze research findings; write and edit summary reports; collaborate with team members to incorporate feedback and meet interdisciplinary research goals; coordinate communication and timelines between contributing authors</li></ul>	
	<b>National Outdoor Leadership School</b>	<b>April 2019-present</b>
	<ul style="list-style-type: none"><li><i>Course Leader</i> – execute multi-week, wilderness-based horsepacking student courses; oversee, mentor, and collaborate with instructor team members; assess and manage risk; coach students and instructors towards appropriate decision-making skills; uphold and enforce inclusive course culture standards; teach leadership and social justice-focused curriculum; provide care for horse herd and coach horsemanship skills; hold responsibility for overall course safety, learning goals, and success.</li></ul>	
	<b>The Traveling School</b>	<b>August 2017-August 2021</b>
	<ul style="list-style-type: none"><li><i>Lead Academic Teacher (Honors Natural Science, Algebra II, Global Studies)</i> – manage and develop curriculum within each department; maintain accreditation records including grades, lessons, and daily attendance; uphold state and national academic standards; teach all courses in accordance with curriculum adopted by The Traveling School; mentor, coach, and evaluate a team</li></ul>	

of four fellow teachers; support student learning by providing narrative grades, personal feedback, and clear expectations to 16 students in grades 10-12.

- *Logistics and Budget Coordinator* – plan and oversee accommodation, activities, transportation, group stays, community service projects, and logistics of the semester; manage program budget and accounting.

#### ***A Mountain Classroom***

**April 2016-October 2019**

- *Outreach Program Coordinator* – manage execution of Next Generation Science Standards programming in Cöos County middle schools; plan curriculum and work with teachers to meet learning goals; teach weekly science programming to middle school classes in classroom and outdoor settings.

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<b>EDUCATION</b>	<b>The University of Vermont</b> – Burlington, VT Doctor of Education: Educational Leadership and Policy Studies	<b>In progress</b>
	<b>The University of Vermont</b> – Burlington, VT Master of Science: Food Systems <i>Concentration: Critical food pedagogy, social justice, education</i>	<b>May 2022</b>
	<b>Emory University</b> – Atlanta, GA Bachelor of Arts: Environmental Studies, African Studies <i>Concentration: Sustainable agriculture</i>	<b>May 2012</b>
	<b>The School for Field Studies</b> – South Caicos, Turks and Caicos Islands Marine Protected Areas: Management Techniques and Policies	<b>Summer 2011</b>
	<b>The School for International Training</b> – Arusha, Tanzania Wildlife Conservation, Political Ecology, and Kiswahili Language Immersion <i>Concentration: Qualitative research methods, ethnography</i>	<b>Fall 2010</b>

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<b>PUBLICATIONS</b>	<ul style="list-style-type: none"> <li>• Brooks, A. (2020). Review: A foodie’s guide to capitalism: Understanding the political economy of what we eat, by Eric Holt-Giménez. <i>Gastronomica</i>, 20(2), 109–110. <a href="https://doi.org/10.1525/gfc.2020.20.2.109">https://doi.org/10.1525/gfc.2020.20.2.109</a></li> <li>• Brooks, A., Isbell, C., Tobin, D., Reynolds, T., Wettberg, E. B. Von, Conner, D., &amp; Wolfe, E. (2022). Seeds of resilience: Learning from COVID-19 to strengthen seed systems in Vermont. <i>College of Agriculture and Life Sciences Faculty Publications</i>. <a href="https://scholarworks.uvm.edu/calsfac/190">https://scholarworks.uvm.edu/calsfac/190</a></li> <li>• Brooks, A. (2022). Social justice and the US food system: A critical course on the human dimensions of food. <i>Food Systems Master's Thesis Reports</i>. 21. <a href="https://scholarworks.uvm.edu/fsmpr/21">https://scholarworks.uvm.edu/fsmpr/21</a></li> <li>• Williams, B. M., Thompson, D. J., Ardoin, S., &amp; Brooks, A. (2024). A content analysis of qualitative research on college student food insecurity in the United States. <i>Review of Education</i>, 12(1), e3454. <a href="https://doi.org/10.1002/rev3.3454">https://doi.org/10.1002/rev3.3454</a></li> </ul>
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<b>CREDENTIALS AND SKILLS</b>	<ul style="list-style-type: none"> <li>• French, Spanish, and Kiswahili language skills</li> <li>• Wilderness Medicine First Responder certification</li> <li>• SPSS and Nvivo software, Brightspace and Blackboard learning platforms, Microsoft suite</li> </ul>
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