

# Jessica Pearl Asteria Bailey

1457 N. Menard Avenue, Chicago, IL 60651 | [jpearlbailey@gmail.com](mailto:jpearlbailey@gmail.com) | 773-706-8436 | [jessbai.com](http://jessbai.com)

## EDUCATION

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### Princeton University, Princeton, NJ

BA Sociology, June 2019

GPA: 3.4/4.0

Minors: African American Studies, Musical Theater

### Antioch University New England, Keene, NH

MA in Dance/Movement Therapy: Couple & Family Therapy (*in progress*)

## RESEARCH EXPERIENCE

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### Sociology Senior Thesis, *The Aging Problem: Elderly Adjustment to Assisted Living*

August 2018-April 2019

- This thesis attempted to critically look at assisted living facilities and how elderly people adjust to them by assessing the ways different parts of the elders' institutional life affect the continuity of their life course as well as their ability to autonomously make and carry out decisions that could support this continuity. After interviewing residents, family members, and staff of an assisted living facility in New Jersey, I concluded that the decision-making process seems to be the point that can make or break adjustment to a facility. If elders were unable to make the decision as autonomously as possible or found their life course's continuity ruptured beyond immediate repair, they would have a harder time adjusting to the facility. It is possible for family members and assisted living facilities to support life course continuity through engaging the elderly residents in activities and interactions they would have been doing before institutionalization and supporting their ability to autonomously make decisions in their daily lives.

### Musical Theater Thesis, *A Spectrum Unspoken: An Original Choreopoem*

November 2018-March 2019

- This thesis was a devised work that used poetry and movement to highlight the experiences of Black women on Princeton's campus. The piece was created by compiling creative writing and movement exercises created by the cast in a workshopping process held in the fall. As the choreographer for the piece, much of the movement was rooted in childhood games such as tag, tug-of-war, or red-light green-light as a means to highlight the ways joy and disposability intermingle within the embodied experiences of Black women. Having a cast that included multiple races and genders in addition to Black women allowed us to physically explore and witness the differences in our experiences while simultaneously building empathy for and supporting each other through the pain from these differences.

### Sociology Junior Paper, *Make Our Garden Grow: Community Gardens as Boundary-Making Tools*

December 2017-April 2018

- The purpose of this research was to find the meaning of community gardens beyond the scope of the plant life they produce. Through interviewing members of a community gardening organization in Chicago this study concluded that community gardens functioned as tools for beautifying space and knowledge production. However, the way that these gardens were able to carry out these functions was greatly affected by the social boundaries of the communities they are situated in and the symbolic boundaries used by the gardeners to preserve the integrity of their work and values they shared. Whether these gardens were used to yield more physical resources or to express symbolic resources like cultural traditions, they acted as a form of resistance to the attempts of social boundaries such as residential segregation, to stigmatize and exclude them.

## RELEVANT EXPERIENCE

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### Digital Content Creator, Liberation Library, Washington D.C.

January 2021-August 2021

- Created 10+ graphics for donation campaigns, special events, and virtual initiatives.
- Encouraged virtual engagement for National Poetry Month by creating and coordinating a collaborative poem via Instagram.
- Curated and created weekly Mindfulness Monday series to encourage more mental health and wellness engagement.

### Arts Program Coordinator, Princeton University's ODUS, Princeton, NJ

September 2019-August 2021

- Advised 80+ student-led arts groups by strategizing, problem-solving, and connecting them with University-wide resources and opportunities.
- Developed new initiatives to promote anti-racism and community building such as the ODUS Arts EDI Circuit: a program where 35 student leaders learned about white supremacy culture in the arts and were given the tools to work within their own groups to institute more inclusive, liberated structures.
- Used Concur and University PRIME system to approve/report transactions and pay vendors in a timely manner.

- Managed co-curricular studio resources by developing policies for use, supervising student staff, and creating programming opportunities to advance student multimedia interests.
- Collaborated with venue-providers across the University to advocate for expanded students of facilities and to mediate conflict between students and administrators.
- Coordinated 10+ medium to large-scale programs a semester dedicated to the artistic development and social cohesion of the Princeton University student community.

**Museum Voices Intern**, Princeton University Art Museum, *Princeton, NJ* June 2019-August 2019

- Using The Museum System Software, researched 100+ objects for use in future programming events.
- Using personally chosen objects from the African, Asian, and Ancient galleries, created 20 questions for *AriBot* trivia game.
- Coordinated meetings and phone calls with university museums who have closed for renovations.
- Consolidated my findings into a presentation of solutions for engaging the student body after PUAM's closure.
- Researched heritage law, cultural patrimony, and repatriation debates.
- Proposed a plan for a future Repatriation Department at PUAM.

**Assistant Artistic Director**, BodyHype Dance Company, *Princeton, NJ* February 2017-February 2018

- Assisted the Artistic Director in scheduling 8-10 hrs/wk of rehearsal per company member by managing 40+ dancers' time conflicts.
- Coordinated mentorship between new dancers and senior dancers through workshops and co-choreographic partnerships.
- Oversaw artistic vision for the company including auditions process, piece proposals, casting, and execution of the show and its theme.
- Facilitated company discussions around topics such as the struggles of maintaining a company that is stylistically polarized between hip-hop and contemporary dance and the social culture of the group.

## OTHER EXPERIENCE

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**Open Access Project Assistant**, Princeton University Scholarly Communications, *Princeton, NJ* January 2019-May 2019

- Within Symplectic Elements, sorted through claims for 100+ articles published by faculty.
- Checked waiver database to see if faculty have waived the right for Princeton to deposit an article into the OAR.
- Determined the appropriate version of the faculty articles to deposit based on Sherpa/Romeo guidelines.
- Edited metadata for articles deposited into repository through DSpace Repository.
- Researched current policies for academic journals and their implications for Open Access.

**Student Assistant**, Princeton Visual Arts Department (Martha Friedman), *Princeton, NJ* September 2017-May 2019

- Edited 10+ proposals yearly for grants, fellowships, and awards to make new sculptures and installations.
- Crafted budgets up to 60K for Visual Arts' summer abroad programs in Japan and former Yugoslavia.
- Coordinated travel arrangements for guest artists and groups.
- Researched emerging artists and notable works.

**Production Manager**, BodyHype Dance Company, *Princeton, NJ* February 2016-February 2017

- Maintained inventory of 100+ costumes and props that the company owns.
- Consulted 12+choreographers on how to execute the aesthetic vision of their piece.
- Tracked costume and prop spending according to budgetary constraints.

**Intern**, Umoja Student Development Corp., *Chicago, IL* June 2016-August 2016

- Created a workbook of activities and statistics for 6 colleges and universities to help students reflect on the college tour.
- Communicated with 15+ restaurants, recreational activities, and community service organizations throughout the Midwest to reserve and pay for group meals, activities, and service projects.
- Guided 20+ students through the completion of final projects and daily classwork in Math, Science, English, Spanish, and College Readiness.

## SKILLS

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**Language:** Proficient in Spanish | **Technology:** Calendly: Proficient, Slack: Proficient, Asana: Proficient, Dropbox: Proficient, Zoom: Expert, R: Proficient, Microsoft Office: Proficient, Google Drive: Proficient, The Museum System: Proficient, Concur: Proficient, GoDaddy Studio: Expert, Photoshop: Novice, Canva: Expert | **Facilitation:** Tier I and Tier II Restorative Justice: Proficient