Before the Institute, Mellon TLH Faculty Fellows:

- Received several books as part of the TLH curriculum, including:
  - Bruce Mau, *MC24: Bruce Mau's 24 Principles for Designing Massive Change in your Life and Work*
  - Susan D. Blum, ed., *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead) (Teaching and Learning in Higher Education)*
  - Felicia Rose Chavez, *The Anti-Racist Writing Workshop*
  - Toni Cade Bambara, *"Realizing the Dream of a Black University" and Other Writings*, Parts I & II, CUNY Lost & Found
  - June Jordan, *"Life Studies," 1966-1976*, CUNY Lost & Found
  - Audre Lorde, *"I Teach Myself in Outline," Notes, Journals, Syllabi & an Excerpt from Deotha*, CUNY Lost & Found
- Looked over the books and read part of Mau's *MC24* (pp. 38-47) and their favorite from among the *Lost & Found* books (Bambara, Jordan, or Lorde)
- Considered how one of these books inspires an assignment, format, or exercise that they could incorporate into a syllabus
- Prepared something to share at the Institute that they would like to add to or experiment with in an upcoming class—a part of a syllabus, an assignment, a field trip, or some other idea they would like helpful feedback on from other TLH Faculty Fellows
- Completed a pre-seminar survey
- Joined the TLH group on the CUNY Academic Commons
- Provided TLH with short bios and headshots for the TLH website

SUMMER INSTITUTE AGENDA

10:00 AM WELCOME
10:10 AM DEEP LISTENING
10:20 AM 5-MINUTE MANIFESTO
10:45 AM BREAK
11:00 AM PEDAGOGICAL DESIGN
11:30 AM REPORT BACK
11:45 AM BREAK
12:00 PM PUBLIC PROJECTS + NEXT STEPS
12:45 PM QUESTIONS, COMMENTS, SHARES
1:00 PM   CLOSE

On June 23, 2021, the 2021-2022 Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows gathered together virtually for an inspiring half-day Summer Institute. 51 Mellon TLH Faculty Fellows, from different disciplines, at different stages in their careers, and from all across CUNY, engaged in highly participatory activities developed by TLH Faculty Directors **Cathy N. Davidson** (Founder and Co-Director of the Futures Initiative at the Graduate Center) and **Shelly Eversley** (Provost's Faculty Fellow and Interim Chair of Black and Latinx Studies at Baruch College). Davidson and Eversley introduced the TLH team: Director **Annemarie Nicols-Grinenko**, University Associate Dean for Faculty Affairs; University Grants Manager **Christina Katopodis**; Assistant Director **Khanh Le**; and Digital Communications Director **Jessica Murray**.

Activities of the day—a virtual fishbowl, entry and exit tickets, and a collaborative manifesto, to name a few—drawn from techniques championed by active learning experts, are ones that any educator can use, any day, every day, in any class, without taking (sometimes) more than a few minutes of time and they bring joy into any meeting.

Le started off with an entry ticket question, "Write one or two words in the chat for what you most want your students to take from your classes." The responses—submitted in moments—were a testament to the tremendous value that our fellows place on teaching. We've put the responses into a word cloud:

At TLH, we use entry/exit tickets like this fairly often: during big virtual gatherings like this and also in conference panels, workshops, and even our own business meetings. The reason we do this is it solicits participation from *every* person in attendance. It's low stakes, only takes 30-90 seconds of time out of a meeting, and it achieves what the American Psychological Association calls Total Participation. The signals entry/exit tickets send to participants is that every voice in the room matters, everyone has valuable expertise to share, and it warms up a room (and our brains) on entry or pushes the conversation into deeper self-reflection on exit (so that what we just learned about actually sticks).

Davidson followed up this activity with a deep listening exercise, also known as a listening dyad, where the fellows paired up and responded to a question: in each pair, one person spoke for 2 minutes on the topic while the other listened (with no verbal interruptions, not even to agree!) and then they switched roles for the next 2 minutes so that both people get a turn to practice speaking and a turn to practice listening. The point of the activity is to become aware of time speaking, and to practice good listening without interrupting. Here is the prompt: "Listening icebreaker (in pairs): outside of school/work, what are you passionate about? And how does your passion directly or indirectly fuel your core values/practices and make you a transformative pedagogical leader? Make sure one person speaks for two-three minutes while the other listens, and then switch."

When we all came back to the main Zoom "room," Eversley explained the 5-minute

[collaborative Manifesto](#), inspired by Bruce Mau and organized as a virtual fishbowl. The prompt: "A manifesto is a call to action. It declares a vision for the future. Together, let's dream big about how we can transform CUNY and elevate active and empowered student-centered teaching and learning." Each cohort wrote in 5-minute shifts. Cohort #1 (Fall 2021) kicked things off, responding to prompts like, "Our vision is…" while the rest observed the flurry of activity. When their 5 minutes were up, it was Cohort #2's turn, and all watched with great interest as they responded to prompt like, "What does a more just education look like?" and finally Cohort #3 wrapped things up with ideas about what is central to transformative teaching. The brainstorming was bold and free, messy and visionary.

After a 15-minute break, Davidson and Eversley discussed pedagogical design, reflected on the outcome of the fellows' collaborative Manifesto, and shared resources on the efficacy of active learning methods like these.

> **The meta-analysis on the efficacy of active learning:**
> Scott Freeman, Sarah L. Eddy, Miles McDonough, Michelle K. Smith, Nnadozie Okoroafor, Hannah Jordt, and Mary Pat Wenderoth, "Active learning increases student performance in science, engineering, and mathematics," *Proceedings of the National Academy of Sciences*, vol. 111, no. 23, 2014, pp. 8410-8415, https://doi.org/10.1073/pnas.1319030111.
>
> **The follow-up meta-study:**
> Theobald, E. J., et al., "Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math," *Proceedings of the National Academy of Sciences*, vol. 117, no. 12, 2014, pp. 6476-6483,https://doi.org/10.1073/pnas.1916903117.
>
> **The study on how students *feel* during active learning:**
> Louis Deslauriers, Logan S. McCarty, Kelly Miller, Kristina Callaghan, and Greg Kestin. "Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom." *Proceedings of the National Academy of Sciences*, vol. 116, no. 39, 2019, pp. 19251-19257, https://doi.org/10.1073/pnas.1821936116.
>
> **Carl Wieman, *Improving How Universities Teach Science: Lessons from the Science Education Initiative* (Harvard UP, 2017).**

Then the cohorts met amongst themselves in three separate breakout rooms to share pedagogical design and active learning ideas they want to implement in their classes in the coming year. You can read the collaborative notes from these sessions here:

> ○ Cohort 1 Workspace (**Khanh** moderating):
> https://docs.google.com/document/d/1G65nqzjLvckdiCjNRiKqhnHJI9XtNmdwTkQvuU6isHo/edit?usp=sharing
> ○ Cohort 2 Workspace (**Jessica** moderating):
> https://docs.google.com/document/d/1oDZrdHFOg6opsdEm2STrtn6YBz8MUQYJcnXRZcXc_-c/edit?usp=sharing

- ○ Cohort 3 Workspace (**Christina** moderating): https://docs.google.com/document/d/1FxLDl3J109TteCSEJfn69yLOLBxiZPTgedQj61Y2IfA/edit?usp=sharing

Each cohort identified a spokesperson to report back based on whose birthday was closest to June 23rd. After reporting back to the whole group, we took a 15-minute break.

We discussed practical matters, Open TLH Office Hours (Tuesdays at 4-5PM via Zoom) which will begin in the new academic year—all are welcome, and joining the CUNY Academic Commons groups.

- Join the Commons: https://help.commons.gc.cuny.edu/reply-by-email/
- Join the TLH Group (Public):
  - ○ https://commons.gc.cuny.edu/groups/transformative-learning-in-the-humanities/
- Join your specific private working group:
  - ○ Cohort 1 (Private): https://commons.gc.cuny.edu/groups/tlh-cohort-1/
  - ○ Cohort 2 (Private): https://commons.gc.cuny.edu/groups/tlh-faculty-fellows-cohort-2/
  - ○ Cohort 3 (Private): https://commons.gc.cuny.edu/groups/tlh-faculty-fellows-cohort-3/

Eversley and Davidson discussed potential public-facing projects and the public impact of TLH, and thanked the Mellon Foundation, the Center for the Humanities and *Lost & Found*, and Akademos, as well as the Mellon TLH Faculty Fellows and the TLH staff who made this institute possible. Then the cohorts broke out into three separate rooms to brainstorm amongst themselves ideas for what they want to accomplish in the coming year both in their individual classrooms and as a collective.

Finally, Katopodis closed the session with an exit ticket, "What are you most looking forward to in the new academic year with TLH?" We created a word cloud of the responses:

collaborations
community
meeting
learning
students
revising play student spaces relieved
motivated meet humane happy similar reconnecting tools
thinking method super collaborating knowing energizing fighting techniques
process inspiration person educators healing innovate togetherness
fellowship stuff feeling project making supportive
successes activities awesome cross license
passionate love unknown
involving impact grateful creative interactions
hopeful hearing hope collaboration forward world
reflect classroom experimenting face vulnerable discussing
people talking solidarity discussed friends cuny improvisation ongoing workshopping
support today approach change evolving space
online find growing inspire
changing public intense
ideas peers minded
teaching mobilize working
pedagogy ungrading