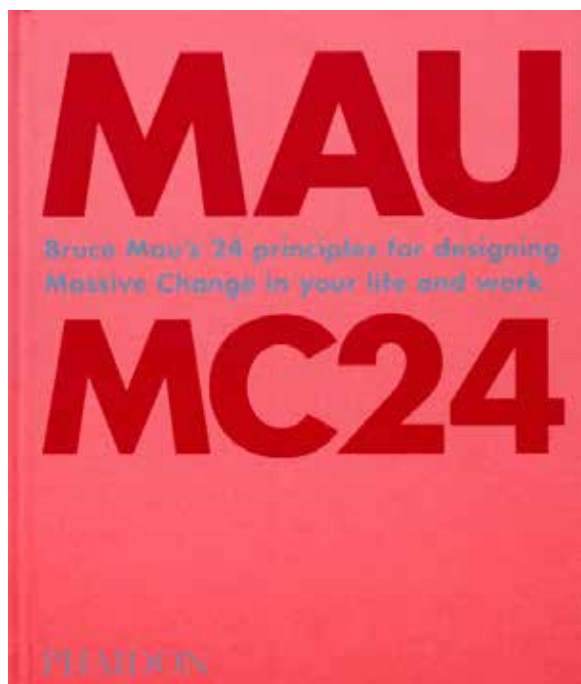
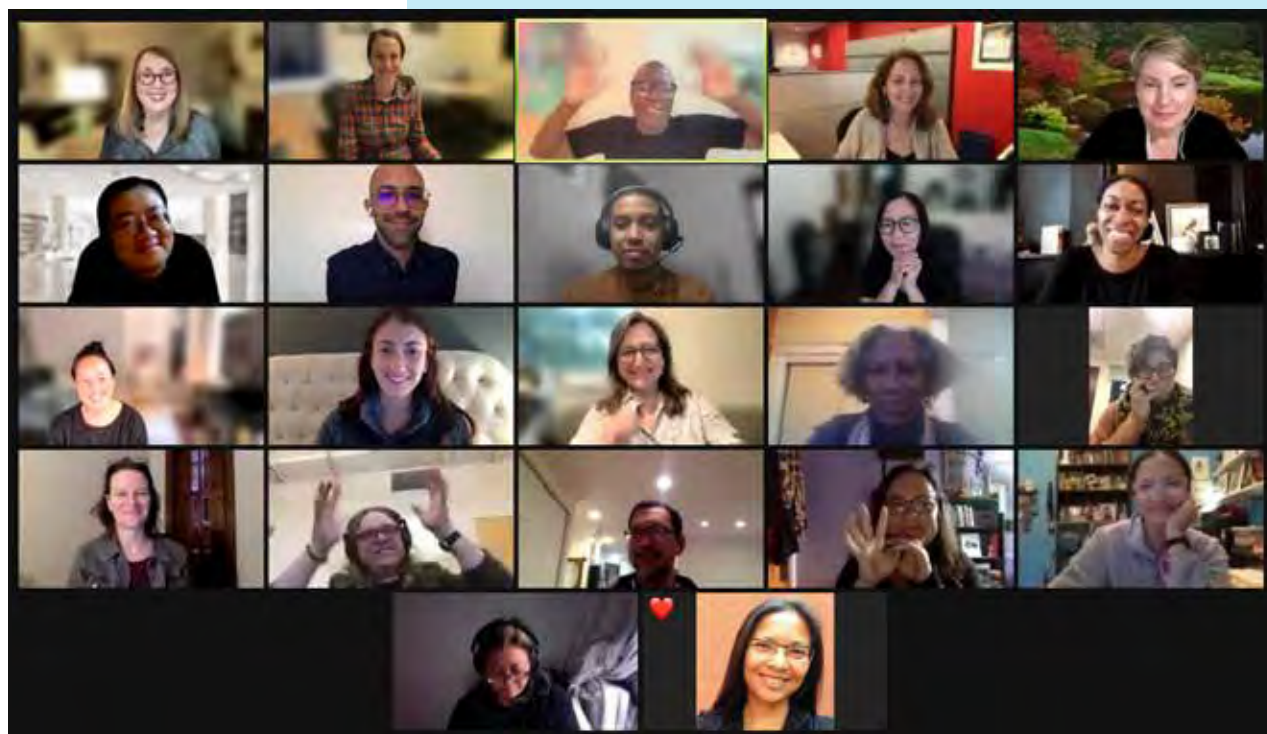


Faculty Fellows Seminars and Events

Fall 2021



The First Seminar of the Grant

To kick off the first faculty seminar meeting of the grant in September 2021, Faculty Co-Directors Cathy N. Davidson and Shelly Eversley asked the Fall Fellows to return to the pedagogical manifesto they had begun writing during the Summer Institute on June 23. This exercise was inspired by the designer Bruce Mau, whose instructions are simple and inspiring: “Write down what you want to do with the rest of your life.” In building a manifesto together, the group discovered their common commitment to creating a beautiful world through higher education. This manifesto exercise is a useful pedagogical tool that several of the fellows went on to do with their students. The fellows returned to their manifesto drafts from the summer and chose their top three priorities for the year, which later culminated in the final public knowledge projects featured in this report.

Fall Fellows' Events

At the conclusion of the semester, the Fall Faculty Fellows collaborated on four public knowledge projects to showcase what they had been working on and thinking about during the TLH seminars:

Creating Communities of Care in Our Classrooms

Wednesday, November 10, 2021

Organized by Jason Hendrickson (LaGuardia Community College), Lara Saguisag (College of Staten Island), Cheryl C. Smith (Baruch College), and Reiko Tahara (Hunter College).



This 1-hour interactive, peer-to-peer workshop was an opportunity to have an honest dialogue with students and colleagues about some of the experiments the fellows have been doing to create communities of care in their classrooms. The four fellows presented their efforts to create and implement real changes in their classrooms that semester, from implementing new models for collaboration and group work to revamping approaches to assignments and assessment. Presentation titles included: “Students Perception of Care in the Classroom” (Saguisag); “Language as (Em) Power(Ment)” (Hendrickson); “Student-led Classrooms as a Practice of Care” (Tahara); and “Poetry as a Practice of Care” (Smith). The rest of the hour was spent hearing from participants and engaging in student-centered discussions about creating learning communities of care.

[Watch a recording of the event.](#)

Imperialism, Education, and Resistance: Experiences from Puerto Rico, The Philippines, and The Dominican Republic

Wednesday, December 1, 2021

Organized by Fidelito Cortes (Hunter College), Javiela Evangelista (New York City College of Technology), Niberca Luberes (Gigi Polo) (College of Staten Island), and Rojo Robles Mejias (Baruch College). Student leaders participated as moderators of the final conversation.

This interdisciplinary discussion with poets, cultural scholars, human rights activists, and historians explored the shared history and ongoing presence of U.S. imperialism in the Caribbean and the Philippines. Central themes included (neo/post) colonialism, its legacies and current lived experiences, expulsions, racialization, and climate change. The discussants also centered the role of education in resistance and proposed practical applications in educational settings. Raquel Salas Rivera from Puerto Rico discussed and performed queer anticolonial poetics and expanded on the project of archiving neglected works of Puerto Rican and Diasporican literature. Jody Blanco talked about how race and capitalism factored into how U.S. intervention was considered (and invited) by Philippine mestizo revolutionary leaders as a transitional force against Spanish colonial rule, with disastrous consequences after the Americans imposed their own imperial designs. Ana María Belique, from the Dominican Republic, discussed the continued battle against statelessness after the 2013 constitutional tribunal ruling 168/13 revoked citizenship for thousands of Dominicans of Haitian descent.

[Watch a recording of the event.](#)

Bravery in the Classroom

Thursday, December 2, 2021

Organized by Heather Huggins (Queensborough Community College), Alyse Keller (Kingsborough Community College), Susan Phillip (New York City College of Technology), and Tom Zlabinger (York College).

This interactive panel discussion on bravery, which is not often discussed in the classroom, explored how supportive and inviting classrooms can help

students overcome their hesitation to participate. In the first part of the event, each of the four fellows shared their unique experiences and expertise cultivating bravery in the classroom followed by open dialogue with attendees. The presentations incorporated feedback on the topic from Huggins, Keller, Zlabinger, and Phillips' students, and provided a breadth of perspectives and ideas for how to encourage courage.

[Watch a recording of the event.](#)

Community Access and Equity in Health Education

Wednesday, December 8, 2021

Organized by Kristina Baines (Guttman Community College), Helen Chang (Hostos Community College), Anita Cheng (Hunter College and Brooklyn College), and Kathleen Tamayo Ales (Queensborough Community College).



This in-person event took place at Guttman Community College and explored the potential of community mapping for teaching about social structures that impact our health and wellbeing. The event began with a video featuring Urban Community Health students from Guttman Community College narrating their community maps, in addition to a display of the maps themselves. Both the video and exhibit invited consideration of intertwined issues between political, educational, and media environments. The maps challenge the model of individual responsibility and behavior change often prevalent in public health approach-

es and they provide a more equitable approach to health understandings and health education.

[Watch students narrate their map projects.](#)

Some Fall Fellows' Projects with Their Students:

The Museum of Us: Student Projects from Arts in NYC

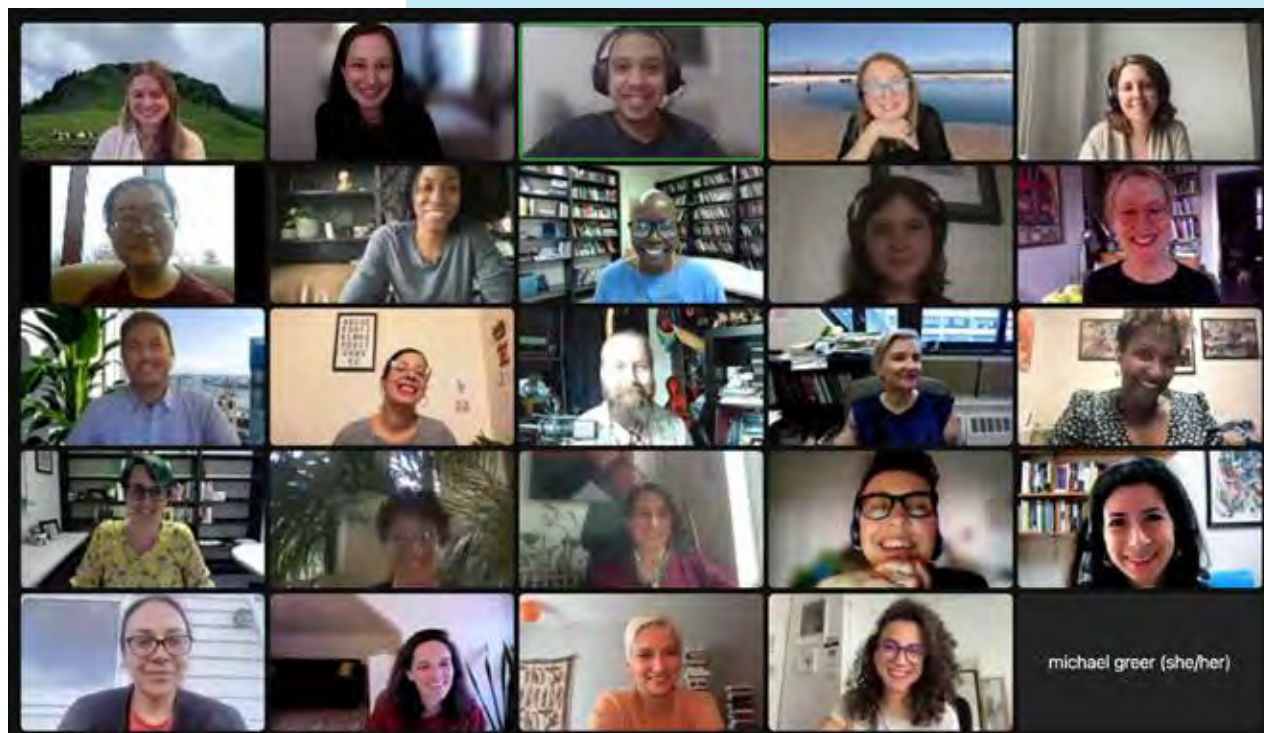
Cheryl Smith (English, Baruch College) teaches a course called Arts in NYC, which is a humanities seminar for first-year students. The final project for the course was a group curation project of an online exhibit around a theme of their choice. Their exhibits are gathered together in what the students chose to call "The Museum of Us." Projects are titled, "Plugged In: The Playlists of the Pandemic," "Identity," "Baruch 25 Student Journal: New Beginnings," "Pandemic-Centric Inclusivity," and "Tranquility in a City that Never Sleeps."

[Visit the Museum of Us website.](#)

Call for Change

Lara Saguisag (College of Staten Island, English) taught Narratives of Adolescence and Environmental Justice. For their final project, students produced a website, Call for Change, that aims to engage young people in environmental justice. It includes reviews of books and films, profiles of youth activists, environmental justice actions young people can take, and much more. For another course she taught, Literatures, Technologies, and Environments, students had a public reading of poems, letters, and research projects for their final project.

[Visit the Call for Change website.](#)



Seminar Meetings of 2022

TLH Faculty Co-Directors Drs. Davidson and Eversley, with Pedagogy Co-Leader Dr. Javiela Evangelista, a returning fellow from the Fall 2021 cohort, reflected on Felicia Rose Chavez's *The Anti-Racist Writing Workshop* in the first faculty seminar meetings of the year. This was especially timely because we had the honor of hosting Dr. Chavez for two interactive virtual workshops in our Transformative Speakers Series in February. Drs. Davidson, Eversley, and Evangelista reiterated the importance of listening to students' questions and helping them to understand why we do what we do in the classroom and in the humanities. In her book and workshops, Dr. Chavez underlined the importance of reciprocal teaching and a mutual exchange between students and teachers. This is key to fostering a sense of belonging in college and empowering students to feel responsibility for and ownership over their learning so they can have a learning experience that is meaningful to their lives.

At the close of the semester, Pedagogy Co-Leader Dr. Jason Hendrickson, also a returning fellow from the Fall 2021 cohort, brought the fellows back to June Jordan, who taught at CUNY's City College of New York. Dr. Hendrickson led the final seminar with an entry-ticket question informed by Jordan's transformative teaching practices: "What would it mean for CUNY to be a university for everyone, for the whole student?" Together, Drs. Davidson, Eversley, and Hendrickson guided the fellows in reflections on who our students are and what we can do in our classrooms to make all students feel that they belong, to make learning accessible for all, and to instill students with confidence that they can and will succeed. The fellows spent time discussing Starr Sackstein's essay, "Shifting the Grading Mindset" in the *Ungrading* collection edited by Susan D. Blum, who had led a public, interactive TLH workshop about ungrading in October 2021. Dr. Hendrickson and others commented on the positive difference that a growth mindset makes in bolstering student confidence, and the positive impact it has on faculty's relationship to students and their ability to create fair, student-centered assessments as well.

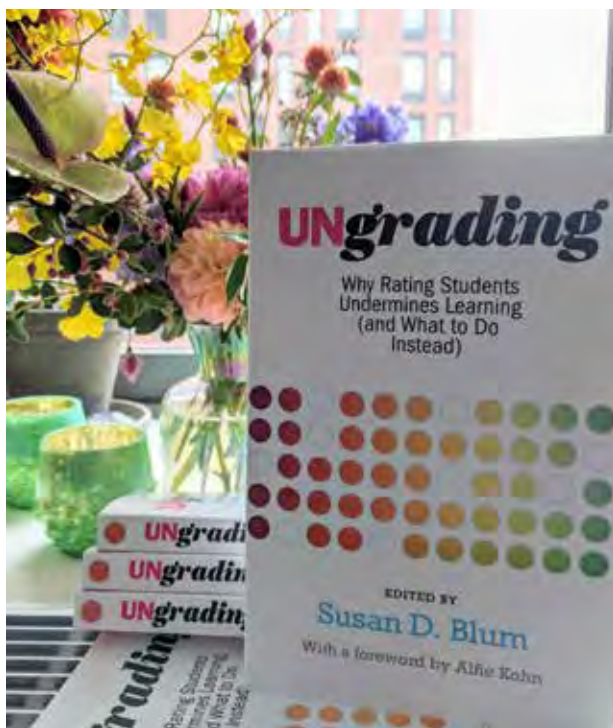
Spring Fellows' Events

At the conclusion of the semester, the Spring Faculty Fellows collaborated on 7 public knowledge projects to showcase what they had been working on and thinking about during the TLH seminars:

Adventures in Ungrading: The Community College Experience

Wednesday, April 27, 2022

Organized by Jennifer Corby (Kingsborough Community College), Nicole Kras (Guttman Community College), Grace Pai (Guttman Community College), Dusana Podlucka (LaGuardia Community College), and Midori Yamamura (Kingsborough Community College).



During this interactive roundtable event, five fellows shared their experiences of implementing ungrading in their courses. The event, which was attended by 84 participants, began with an introduction to how ungrading is a student-driven approach that emphasizes feedback, assessment and reflection of the learning process over scores, mastery of skills, or standardized outcomes. The fellows collected student definitions, opinions and reflections of ungrading through a survey form taken by 52 students. Ten student panelists then shared their experiences and perceptions of being ungraded.

[Read an event recap.](#)

"Light Bulb" Moments in the Humanities Classroom: An Interactive Workshop

Wednesday, May 11, 2022

Organized by Lisa Marie Anderson (Hunter College), Abby Anderton (Baruch College), Nerve V. Macaspac (College of Staten Island and Graduate Center), Oriana Mejías Martínez (LaGuardia Community College), and Emily Ripley (Queens College).



These Fellows presented examples of active learning from their courses during a virtual workshop, sharing the work of their students and engaging recentring student voices inside/within the classroom. Ripley reimagined the traditional history of a fashion lecture course to create an active learning environment, disrupt the Eurocentric focus of the History of Fashion in the West, and allow the class to take part in an ungrading project—one that ultimately taught her which testing methods were most accessible for her students with learning disabilities. Across the semester she cracked open the professor/student barrier by establishing an open dialogue with her class, using methods like think-pair-share. Anderton, who teaches music, discussed various digital story-telling tools, including ReadyMag and StoryMaps, as a way to empower students and make less well-known historical figures audible. Students used digital story-telling platforms to tell the narratives that were important to them. Macaspac presented student-centered projects that activate students' sense of place through mapping and spatial ethnography of parts of New York City using a combination of analog (i.e., hand-drawn maps, mixed media) and digital technology (i.e., video, sound recordings). Mejías Martínez talked about the opportunities that centering students' knowledge in the

language classroom brings to the class content and experience. Students chose their own topics and worked on oral presentations about relatable issues that make historical events even more present at this moment. Finally, Anderson talked about building community in a first-semester German course through music. She also used mentimeter and peer instruction to review the midterm exam, giving students a low-stakes, anonymous, collaborative way to engage in self-reflection and self-correction.

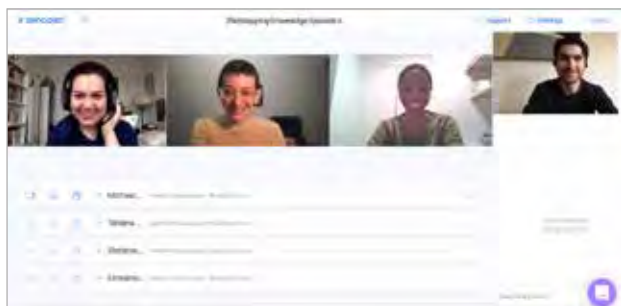
[Read an event recap.](#)

Spring Fellows' Public Knowledge Projects with

Their Students:

(Re)Mapping Knowledge

Organized by Kimberley D. McKinson (John Jay College), Tatiana Nuñez (Graduate Center and City College) Micheal Rumore (Baruch College) and Stefanie Wess (Hunter College, Lehman College, and Queensborough Community College).



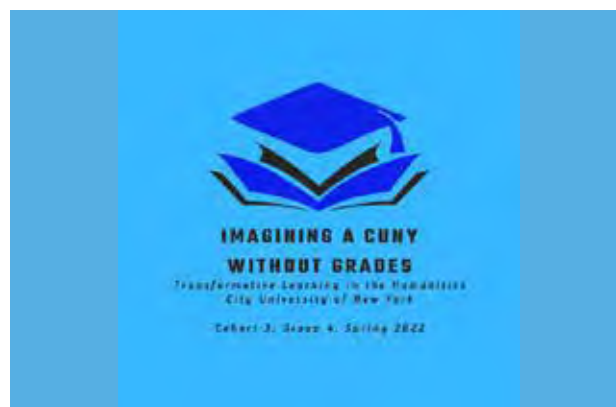
(Re)Mapping Knowledge is a student-faculty collaborative podcast project that showcases the creative scholarship of CUNY students and also serves as a critical pedagogical tool for the wider CUNY community. Featuring the creative scholarship and storytelling of CUNY undergraduate students, this four-episode podcast series highlights innovative and radical pedagogical approaches as well as the possibilities that emerge from incorporating student-produced and student-centered knowledge in the classroom. Episode 1 interrogates the relationship between self, community, language, and textuality. Episode 2 discusses classroom strategies for confronting the coloniality of literary traditions. Episode 3 uses student autoethnography to center

embodied knowledge as decolonial pedagogy. Episode 4 of the project features a moderated conversation between the three Faculty Fellows on the themes, teaching tools, and strategies illuminated in Episodes 1-3. In this way, Episode 4 not only serves to frame Episodes 1-3 but also serves as an accompanying teaching tool in its own right, including a discussion of innovative approaches to teaching and reading canonical texts. (Re)Mapping Knowledge provides CUNY students and teachers the opportunity to problematize the notion of the canon and also allow for meditations on the radical ways in which knowledge can be produced by students in the classroom.

[Listen to the \(Re\)Mapping Knowledge podcast.](#)

Imagining a CUNY without Grades: A Podcast and Manifesto by and for CUNY Students

Organized by Michael L. J. Greer (Brooklyn College), Gisele Regatao (Baruch College), Rebecca L. Salois, (Baruch College) and Casandra Silva Sibilin (York College).



For this project, the Fellows were joined by twenty students in a conversational [podcast](#) on ungrading. The conversation revolved around the following key questions: How does/could/should grading work at CUNY? What does grading mean to students? How do they perceive the concept of ungrading? What do they think of the ungrading practices they have experienced so far? Eight of the students asked questions and engaged in the conversation verbally, and the remaining twelve students participated in the written manifesto after reflecting on the conversation that took place during the podcast recording. The result is an engaging recording where students and professors discuss their experiences of ungrad-

ing, and explore the function that grades have played in their own lives. Students think about the virtues and potential downsides of ungrading at CUNY, discussing their fears, hopes, joys, and frustrations. The professors weigh in on questions students have around the value of ungrading, and the podcast ends with a brainstorm on how students might participate in creating a CUNY without grades. The collective manifesto that accompanies the podcast declares a vision for what a CUNY without grades would look and feel like. The podcast, manifesto, and a list of resources on ungrading are compiled in the website [Imagining a CUNY Without Grades](#).

“Based on my students’ reflections, implementing some principles of ungrading have changed my students’ relationship to learning. In addition, it has also positively impacted my relationship with students. All of us, my students and myself, experienced less anxiety and stress as a result of shifting the focus from grading to learning.”

— Dušana Podlucká
Associate Professor of Social Science, LaGuardia Community College

Money, Power, Respect

Organized by Virginia Diaz-Mendoza (John Jay College), Stephanie Gilman (La Guardia Community College), Tabashshum Islam (The Graduate Center), Norberto Michel Hernández Valdés-Portela (Hostos Community College), and Aaron Zwintscher (New York City College of Technology).

Four Fellows created an Instagram account where they showcased their students’ ideas about money, power, respect, and education. The account handle is @money_power_respect_cuny. They encouraged student participants to be as creative as they like. The content could be a picture, video, visual representation, or personal reflection about money, power, and respect in education. The Fellows initially had limited student participation, they brainstormed together ways to engage students with relevant

topics. They opened the pool of participation by sharing the project with the entire SEEK population and received more submissions. The project allowed for the Fellows to learn from each other and try new ways of connecting and learning with and from their students.

[See the “Money, Power, Respect” project on Instagram.](#)

Engaging Thoughtfully in Public Discourse: An Examination of Unconscious Bias

Organized by Sarah Bishop (Baruch College), Susan Kuhn (Queens College); Victoria Perez-Rios (John Jay College), and Amy Traver (Queensborough Community College).

As educators in the liberal arts, these Fellows were interested not only in the effect of unconscious bias in their respective fields, but also how it affects our classrooms, our students, and our communities. They studied this phenomenon together with their students through a series of structured, scaffolded learning opportunities. Students were invited to produce short videos of themselves sharing some of their unconscious bias experiences or learning outcomes. The Fellows held a one-hour, student-led live panel discussion on this topic, with a supporting student audience, held at John Jay College on Thursday, April 21. The student panel discussion (including audience participation) and the video uploads were compiled into a television show. The content is entirely driven by the concerns and voices of their students at Baruch, Queens, QCC and John Jay. They share personal stories and reflect on how unconscious bias affects them in their families, neighborhoods and perspective careers. The show was edited, produced and directed by John Jay graduate student Masha Wickramasinghe.

[Read more about the project.](#)

Creating Across Communities: Practices for Student Centered Interdisciplinary Exchange

Organized by Marta Cabral (College of Staten Island), Carrie Hall (New York City College of Technology), Belinda Linn Rincon (John Jay College), Erica Richardson (Baruch College), and Dominique Zino (LaGuardia Community College).

These Fellows created a shared site for their classes on the CUNY Academic Commons, centered around the concept of “writing with and for a community.” Each of their courses has two pages on the site: one of which gives an overview of the course and some background, and another of which has blog posts by students, usually with contextualization by faculty members. Then students from other classes read these blog posts and commented on them, sometimes even creating new imagery or artwork in response. In this way, they fostered an intercampus conversation about space and place. Students gained a great deal from seeing what is happening on other campuses, and it made their projects feel more real to have a live audience for their blog posts. Carrie Hall’s class had the option of writing a unit with a fourth grade audience in mind, and the respondents, Marta Cabral’s class, were in training to be fourth grade teachers which allowed for vibrant visual feedback. It was also a great benefit also to have a variety of course levels so that beginning writers could see what upper level students are doing, and upper level students could take on a mentorship role and reflect upon how far they’ve come.

[Visit the shared website.](#)

Singing in a Strange Land

Organized by Glenn McMillan (Medgar Evers College) with his students.

In this recorded forum, students discussed an opera arranged by Professor McMillan and the importance of black music around the world, especially for nonmusic majors and lovers. McMillan led a discussion about why Negro Spirituals were so important to the founding of jazz, gospel, and hip hop, and



music’s important role in the Civil Rights movement. The forum highlighted student projects on “Soul Train,” “Women in Jazz,” and “Has Gospel Music Changed?” and concluded with some closing remarks on “Four Little Spirits,” and then students were given an opportunity to ask Prof. McMillan about his work.

[Read more about the forum.](#)



UnHomeless NYC

Curated by Midori Yamamura (Kingsborough Community College) and others

This exhibition at Kingsborough Community College Art Museum was curated by TLH Fellow and art history professor Yamamura as well as Maureen Connor, Jason Leggett, Tommy Mintz, and Rob Robinson. It came out of ongoing conversations between Yamamura, her students, activists, and artists. The multi-disciplinary show included maps, documentaries, sculptures, graphics on homelessness, and collages, centering housing as a collective issue for all New Yorkers. Praise for ‘UnHomeless NYC’ from Frieze: “it demonstrates how collective and cross-disciplinary collaboration is necessary to ensure that no one is without a place to call home.” And from Hyperallergic: “It indicates that of all New Yorkers, the unhoused can teach a masterclass on survival – and that we are all just one stroke of bad luck away from the same fate.”

[Read more about the exhibit .](#)