

Transformative Learning In The Humanities

2021-2022
ANNUAL REPORT

Leading. Teaching.
Transforming the World.

A three-year CUNY-wide initiative focusing on innovative, equitable teaching to prepare students for the world we live in today, and the world they will build in the future.



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Opening Letter



Dear Friends,

As we complete the second year of our Transformative Learning in the Humanities (TLH) initiative, supported by the Mellon Foundation, we are amazed by the impact of our work towards a movement that prioritizes teaching as central to CUNY's student success in school and well beyond. We have also seen that methods to empower students and offer them some control and responsibility over their own learning have the perhaps not surprising result of empowering faculty too. Social justice is like that. It is never a zero-sum game. Quite the opposite. Modeling a collective, democratic, egalitarian form of learning inspires the whole community and reminds us, as faculty, of the idealistic reasons why we went into this profession in the first place.

Together with full- and part-time faculty representing nearly every one of CUNY's twenty-five campuses, from every borough of New York City, 49 TLH Faculty Fellows collaborated with more than 1,400 students to develop even more innovative and empowered teaching methods. We also benefited from focused projects and conversations led by TLH Pedagogy Co-Leaders, Javiela Evangelista (City Tech) and Jason Hendrickson (LaGuardia Com-

munity College). In addition to leading workshop sessions, they also organized an important event in our Transformative Speakers Series led by Dr. Jamiela Lyiscott, "Liberation Literacies Pedagogies." Our Faculty Fellows organized interactive, public events such as "Adventures in Ungrading," "Creating Communities of Care in Our Classrooms," "Imperialism, Education, and Resistance," and "Bravery in the Classroom." Our Faculty Fellows, their students, and invited participants completed twelve interactive public knowledge projects—both virtual and in-person, that served more than 1,700 people at CUNY, in New York City, and as far away as Sweden. You can find recaps and resources for each of our events and public knowledge projects on the TLH [blog](#).

Following the late, great bell hooks, who also taught at CUNY, "The classroom, with all of its limitations, remains a location of possibility." And, in this moment of pandemic hardship, widening gaps of inequality, and culture wars that target us and our students, we continue to work toward more just and equitable teaching and learning practices, with an even greater sense of higher education as a public good.

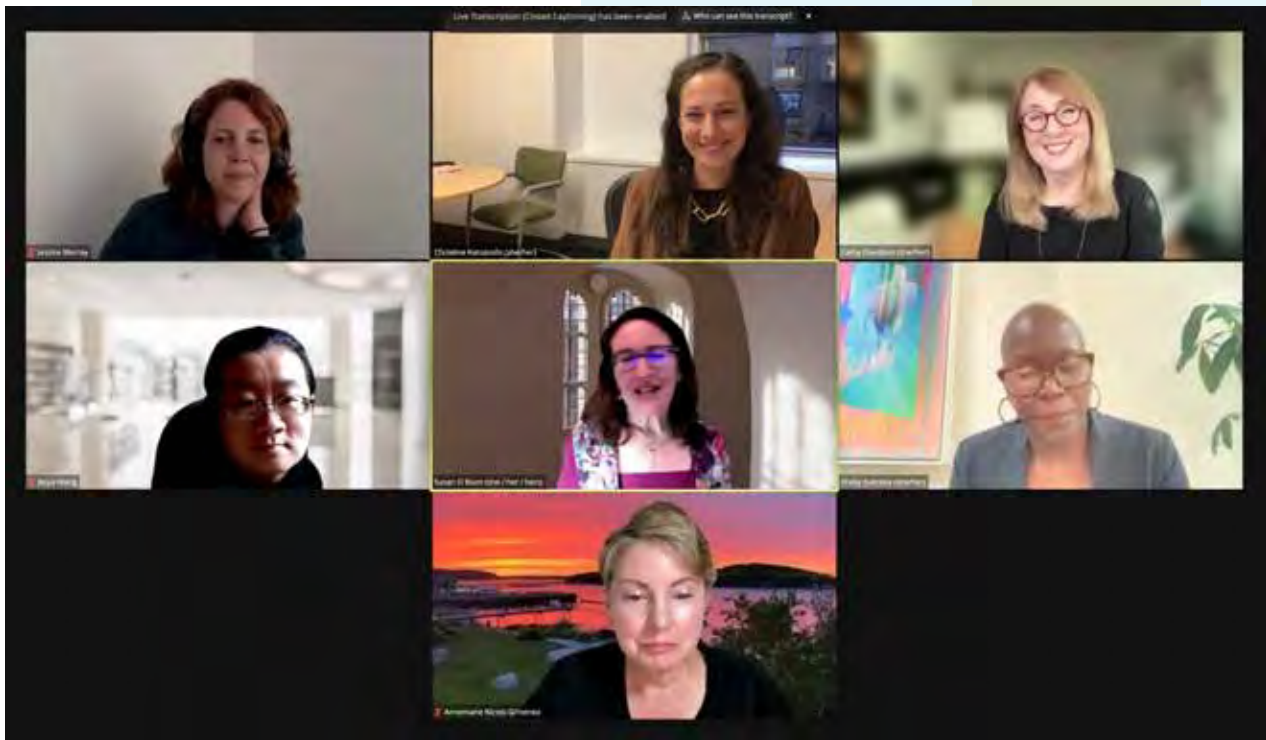
Students are central to everything we do in the University. We know that their success demands that

we practice empowered teaching-teaching that is responsive to the multiple ways that people learn, that recognizes diversity as a strength, and that understands care is as critical as content. In our seminars, we found inspiration from scholars, artists, activists, and thought leaders. For instance, we explored the ways in which transformative teaching and learning means we all should be thinking about accessible course design as much as we should be designing tools that help ensure every student participates in class.

We are proud of our work, and we look forward to the year ahead. Our colleague, Matt Brim, who is a scholar and institutional leader in Working Class and Queer Studies, will join Shelly as Faculty Co-Director of TLH's final year. And Cathy will continue our commitment to innovative teaching and learning in a new role at CUNY as the Senior Advisor to the Chancellor on Transformation. Our collaborations will persist in many different forms in the years to come. We remain grateful to our incredible team of collaborators and administrators without whom

our work would not be possible: Christina Katopodis, Associate Director and Research Associate of TLH; Grace Handy, Research Assistant and Librarian; Jessica Murray, Director of Digital Communications; Boya Wang, Budget Officer; Executive Vice Chancellor and University Provost, Wendy F. Hensel; and University Dean for Faculty Affairs and Leadership Development, Annemarie Nicols-Grinenko. We thank the thousands of CUNY students and faculty who have contributed so much, and whose work is at the center of this report.

Sincerely yours,
Cathy + Shelly



Executive Summary



Since 2020, when the Mellon Foundation awarded the City University of New York \$2 million for a 3-year innovative and new faculty training initiative, Transformative Learning in the Humanities (TLH), our program has collaborated with over 150 CUNY faculty across over 30 unique disciplines and 1,500 students across 23 CUNY campuses to reimagine the teaching of humanities in more urgent, relevant ways designed to contribute to student success and to a more just and equitable society.

We've been inspired by the 49 Faculty Fellows from 17 of CUNY's 25 two- and four-year campuses that we've had the pleasure to work with this year. In the last year, they've taught over 2,000 CUNY students and collaborated on 12 public knowledge projects and events with 1,400 CUNY students, who earned the title of Mellon Student Scholars. It has been a pleasure to support these public knowledge projects, including: six public events; two podcasts; a CUNY commons website about community-based college writing; a social media project focused on "Money, Power, Respect: Transformative Learning for Real World Goals;"

a student forum on Civil Rights and opera; and a public access television production about examining unconscious bias. These inspiring projects that envision a more just and equitable society through a transformed education were organized and led by the Mellon TLH Faculty Fellows in collaboration with their students. The faculty fellows were awarded \$1,800 for their contributions to CUNY, to the city of New York, and the world beyond through their public engagement.

During the 2021 TLH Summer Institute and throughout the nine faculty seminars held during the 2021-2022 academic year, the faculty fellows explored active learning methods and invited their students to participate in offering constructive, formative feedback on the methods discussed and practiced in their courses. We saw the fruits of these dialogues in abundance during the fellows' events. For example, during "Adventures in Ungrading: The Community College Experience," 10 students from three community colleges were given the mic to share their reflections on ungrading and how student-centered assessments allow them

to focus more on the joys and challenges of actual learning rather than getting lost in the anxieties of being graded, ranked, and rated. Similarly, for the podcast “Imagining a CUNY Without Grades,” 20 students reflected on ungrading and collaborated on a written manifesto that declares a vision for what a CUNY without grades would look and feel like. Clearly, the assigned reading from Susan D. Blum’s collection of essays on Ungrading (West Virginia University Press, 2020), which was part of the TLH curriculum and host of books provided to the fellows, as well as the ungrading events in our Transformative Speakers Series have made a lasting impression on faculty and staff at CUNY. Several CUNY campuses have gone on to orchestrate discussion and focus groups for faculty actively using ungrading methods in their classrooms.

We’ve hosted illustrious visitors in our Transformative Speakers Series—Susan D. Blum, Felicia Rose Chavez, Jesse Stommel, and Jamila Lyiscott. Dr. Blum hosted the interactive workshop Practicing Ungrading: Why and How in October 2021, sharing knowledge from her influential book Ungrading: Why Rating Students Undermines Learning (and What to Do Instead). Dr. Chavez led a two-part workshop in February 2022 called Anti-Racist Pedagogy: Adapting Our Teaching Habits, where she outlined co-creating curricula with students. Dr. Stommel’s Ungrading and Alternative Assessment Workshop in March 2022 opened a reflective dialogue on inclusive teaching and the history of grading. Finally, Dr. Lyiscott hosted the workshop Liberation Literacies Pedagogy: At the Intersection of Language, Race, and Power in April 2022, detailing the difference between liberation and inclusion in the classroom and beyond. Over 1,300 faculty, staff, and students at CUNY and beyond attended and engaged in our series. We estimate that TLH has reached approximately 32,000 students through its public programming in this academic year alone.

Meanwhile, we received numerous inspiring applications in response to our open call for 2022-2023 Mellon TLH Faculty Fellows who participated in a Summer Institute on June 7, 2022, and who will participate in semester-long, peer-to-peer seminars in the coming academic year. The Mellon TLH Faculty Fellows are full- and part-time faculty in the humanities, qualitative social sciences, and the arts, who are committed to equity, social, and

racial justice. They will work together to develop and share active, creative, participatory learning practices and scholarship on teaching and learning designed to engage students and help ensure their success in and beyond the classroom. In addition to their \$1,800 awards, Mellon TLH Faculty Fellows will receive formal recognition honoring their pedagogical innovations as significant contributions to CUNY’s mission.

TLH is grateful for the support of the Mellon Foundation, and we would like to thank the Office of Academic Affairs and our partners at the CUNY Innovative Teaching Academy for all their support, collegiality, and help implementing this grant for a successful second year.

Leadership at TLH



**Wendy F. Hensel,
Ph.D.**

*Executive Vice Chancellor
and University Provost,
Principal Investigator*

Wendy F. Hensel brings to CUNY a decade of academic leadership experience at Georgia State University (GSU), including roles as provost and senior vice president of academic affairs and as dean of their College of Law. As GSU's chief academic officer during the COVID-19 pandemic, Dr. Hensel established the Office of the Associate Provost for Online Strategies and, in under two years, increased

the number of fully online programs by 45 percent. At Georgia State, she started as an instructor in 1999 before being appointed visiting professor and rising to the rank of full professor in 2011. She also served as the first associate dean for research and faculty development from 2012-2017. A passionate advocate for people with disabilities, Dr. Hensel has frequently presented on disability law and her work on the topic has been featured in dozens of publications. She has specialized in teaching and researching disability discrimination, and she has served on the executive committee for the disability law section of the Association of American Law Schools. She is a cum laude graduate of Harvard Law School and earned a bachelor's in American public affairs with highest honors from Michigan State University.



**Annemarie
Nicols-Grinenko,
Ph.D.**

*University Dean for Faculty
Affairs and Leadership
Development
Administrative Director*

Dr. Annemarie Nicols-Grinenko has been the University Dean for Faculty Affairs and Leadership Development since January 2022. Prior to assuming this role, she served as University Associate Dean for Faculty Affairs from 2015 through 2021. In these positions, she works collaboratively with colleagues across the university to enhance faculty development, recognize faculty excellence in teaching, scholarship and service, cultivate academic leadership and provide support on issues related to faculty recruitment and retention. In addition to her work with TLH, Dr. Nicols-Grinenko is Co-Director of [The CUNY Leadership Institute for Urban-Serving Institutions](#), which is also funded by the Mellon Foundation. Prior to her positions at CUNY, Dr. Nicols-Grinenko spent eight years as Senior Advisor

for Faculty Affairs in the Office of the Provost at Hunter College where she led faculty development efforts, supervised faculty tenure, promotion and reappointment processes and served as Co-Principal Investigator on the National Science Foundation (NSF) grant that launched Hunter's Undergraduate Research Initiative. From 2002 to 2011, she was Director for Programs and Research of Hunter's NSF-funded Gender Equity Project (GEP) and Co-PI on one of the NSF grants that funded the GEP. Dr. Nicols-Grinenko, a cognitive psychologist who received her Ph.D. from the Graduate Center of CUNY, has also taught in the Department of Psychology at Hunter and Brooklyn Colleges. In all of her work, Dr. Nicols-Grinenko aims to advance and support CUNY faculty and students, especially those who are underrepresented in their fields.



Cathy N. Davidson, Ph.D.

Distinguished Professor of English and Founder and Co-Director of the Futures Initiative at the Graduate Center, CUNY

Founding Faculty
Co-Director

Cathy N. Davidson is Distinguished Professor of English and in the MA in Digital Humanities and MS in Data Analysis and Visualization at the Graduate Center, CUNY. She is Founding Director of the Futures Initiative, a program dedicated to advancing equity and innovation in higher education. She is also the R. F. DeVarney Professor Emerita of Interdisciplinary Studies at Duke University where she served as Duke's (and the nation's) first Vice Provost for Interdisciplinary Studies. Davidson cofounded and codirects HASTAC ("Haystack"), Humanities, Arts, Science and Technology Alliance and Collaboratory, the world's first and oldest academic social

network (2002-present), with nearly 18,000 members. She has published over twenty books, including, most recently, the "How We Know" Trilogy: *Now You See It: How the Brain Science of Attention Will Transform the Way We Live, Work and Learn* (Viking Penguin, 2011); *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (Basic Books, 2017; paperback, 2022); and, coauthored with Christina Katopodis, *The New College Classroom* (Harvard University Press, August 2022). Davidson was appointed by President Obama to the National Council on the Humanities (2011-17) and served as the first educator on the Board of Directors of Mozilla (2012-18). She is the recipient of the 2016 Ernest L. Boyer Award for Significant Contributions to Higher Education and her recent book, *The New Education: Revolutionizing the University for a World in Flux* (Basic Books, 2017) has been honored with the 2019 Frederick W. Ness Book Award from the Association of American Colleges and Universities. In 2019 and 2021, she keynoted the Nobel Prize Committee Forum on the Future of Learning.



Shelly Eversley, Ph.D.

Professor and Interim Chair Black and Latinx Studies at Baruch College

Faculty Co-Director

Dr. Shelly Eversley teaches literature, feminism, and Black Studies at Baruch College. This year she successfully designed a major for Black and Latinx Studies at Baruch that in its commitment to community-engaged, empowered teaching and learning, manifests the mission of TLH. She was recently Academic Director of CUNY's Faculty Fellowship

Publication Program and is Founder of equalityarchive.com. She is the author of *The "Real" Negro: The Question of Authenticity in Twentieth Century African American Literature* as well as several essays on literature, race, and culture. Her editorial work includes *The Sexual Body and The 1970s*, both special issues of *WSQ*, a journal by the Feminist Press, as well as the book *Black Art, Politics, and Aesthetics in 1960s African American Literature and Culture* (Cambridge 2022). She is currently revising a new book titled *The Practice of Blackness: Cold War Surveillance, Censorship, and African American Literary Survival*. She is the recipient of fellowships and awards from the National Endowment for the Humanities, the Whiting, Mellon and John Kluge Foundations.

"TLH has helped me to: develop a spaciousness in my teaching, exercise more flexibility in and with my syllabus, work collaboratively across disciplinary differences, and make connections to relevant topics outside of the classroom."

— Amy Traver

Professor of Sociology, Queensborough Community College



**Javiela Evangelista,
Ph.D.**

Assistant Professor, African
American Studies, New York
City College of Technology,
CUNY

Pedagogy Co-Leader

As a public anthropologist, Javiela Evangelista engages in participatory research that counters inequalities, particularly at the intersections of citizenship and racialization in the Caribbean and

the African Diaspora. Evangelista is developing her book manuscript, an ethnographic analysis of the largest case of mass statelessness in the western hemisphere, the contemporary denationalization of Dominicans of Haitian descent in the Dominican Republic. This research has been supported by a Fellowship at the Mahindra Humanities Center at Harvard University, Andrew Foundation, Social Science Research Council (SSRC), the Professional Staff Congress-CUNY Foundation and a Fellowship at the Center for Place, Culture, and Politics (CPCP) at CUNY. Her work has also been featured in National Political Science Review and Interdisciplinary Team Teaching (Palgrave).



**Jason
Hendrickson,
Ph.D.**

Associate Professor of
English, LaGuardia
Community College, CUNY

Pedagogy Co-Leader

Jason Hendrickson received his Ph.D. from the W.E.B. Du Bois Department of Afro-American Studies at the University of Massachusetts, Amherst in 2015 with a focus on literature and culture. His

dissertation, *Race Patriots: Black Poets, Transnational Identity, and Diasporic Versification in the United States Before the New Negro*, examines how African American poets preceding the Harlem Renaissance invoke the African diaspora as a means of resistance and freedom within their work. Dr. Hendrickson's scholarship and pedagogy combine literary analysis with contemporary issues of social justice to foster connections between the past and the present. He most recently published on equity in higher education and the intersection between vernacular language and justice in Paule Marshall's early works. He teaches Composition and African American Literature.



**Christina
Katopodis,
Ph.D.**

Postdoctoral Research
Associate and the Associate
Director of Transformative
Learning in the Humanities,
CUNY

Dr. Christina Katopodis received her Ph.D. in English from The Graduate Center, CUNY. She is the winner of the 2019 Diana Colbert Innovative Teaching Prize and the 2018 Dewey Digital Teaching Award. She

has authored or co-authored articles published in *ESQ: A Journal of Nineteenth-Century American Literature and Culture*, *ISLE: Interdisciplinary Studies in Literature and Environment*, *MLA's Profession*, *Hybrid Pedagogy*, *Inside Higher Ed*, and *Times Higher Ed*. With Cathy N. Davidson, Katopodis is author of (Harvard University Press, forthcoming August 2022), a book that, in effect, draws from bell hooks, Audre Lorde, and Paolo Freire to offer practical examples and extensive research on how to actually do active, equitable, inclusive teaching in any classroom, any discipline, at any kind of university, in both introductory and specialized classes.



**Jessica Murray,
Ph.D.**

Director of Digital
Communications at
Transformative Learning in
the Humanities, CUNY

Dr. Jessica Murray received her Ph.D. in Developmental Psychology at The Graduate Center, CUNY in 2020. Her dissertation, *Self-Determination in Transportation: the Route to Social Inclusion for People with Disabilities* explores the role of basic psychological needs in transportation environments. She is currently researching New York City’s disability rights history for a National Archives-funded cur-

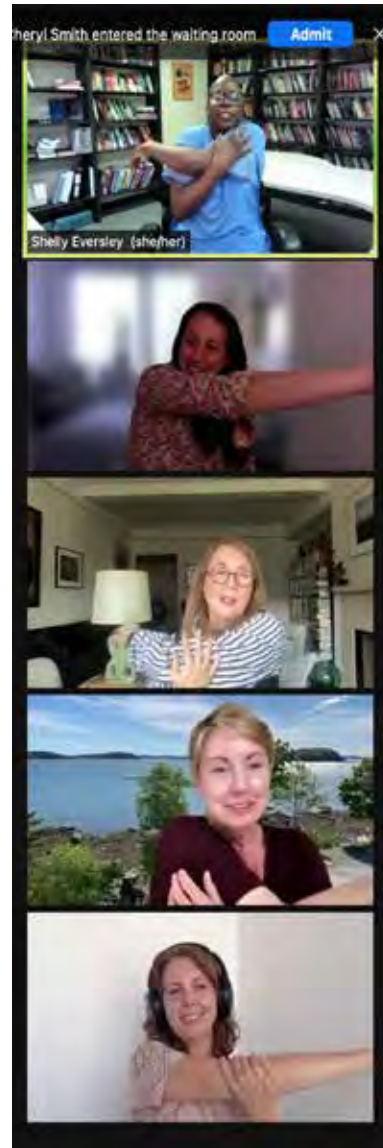
riculum project and is working to establish a New York City disability rights archive at the College of Staten Island (CSI). Murray earned a BFA in Design from the University of Texas at Austin in 2003 and worked as a graphic designer in a variety of media in Dallas, TX, and in New York City, her home since 2008. She managed a small creative team at an online marketing company in New York, simultaneously discovering interests in interpersonal work relationships and the intersection of work and personal life, with a special interest in commuting and transportation. While completing her MA at The Graduate Center, her interests evolved to reflect her growing awareness of obstacles that impact independent mobility for people with disabilities. Her advocacy and doctoral research are featured in the 2021 film, [*The Biggest Obstacle*](#).



Boya Wang

Masters Student in Risk
Management,
Queens College
Program Assistant and
Budget Officer

Boya Wang is a graduate student in the Master of Science in Risk Management program at Queens College. She completed a dual Bachelor of Arts in Accounting and Information Systems and Economics at Queens College in June 2021. She is fluent in Chinese and has several years of experience working at an accounting firm.



Grace Handy

Masters Student in Library
Science and History,
Queens College
Research Assistant
and Librarian



Grace Handy is a graduate student at Queens College studying library science and history, having worked at a high school library, Brooklyn Public Library, and Teachers College library. Interests include archiving, bookmaking, soundscapes, slow reading and close listening. Her current academic research is in archival theory and film history.

Advisory Board



Nicola Blake, Ph.D.

Dean of Faculty and Academic Affairs, Guttman Community College

As Dean of Faculty and Academic Affairs at Guttman Community College of the City University of New York (CUNY), Dr. Nicola Blake is charged with building the academic reputation, increasing the im-

pact, and expanding the reach of the College in order to fulfill the missions of the College and CUNY. Through guidance on strategic planning, innovative thinking, intra- and cross-divisional collaboration, and continuous assessment, Dr. Blake's visionary leadership is key to Guttman's institutional success. In her role, Dr. Blake directs a broad range of academic matters within the College's unique organizational structure: all Academic Programs and curricular processes; academic technology; workload and scheduling; faculty development and mentorship; and the digital Center for Practice, Technology, and Innovation.



Javiela Evangelista, Ph.D.

Assistant Professor of African American Studies, New York City College of Technology

Javiela Evangelista is an Assistant Professor in the African American Studies Department. As a public anthropologist she engages in participatory research that counters inequalities, particularly at the intersections of citizenship and racialization in the Caribbean and the African Diaspora. Evangelista is

developing her book manuscript, an ethnographic analysis of the largest case of mass statelessness in the western hemisphere, the contemporary denationalization of Dominicans of Haitian descent in the Dominican Republic. This research has been supported by a Fellowship at the Mahindra Humanities Center at Harvard University, Mellon Foundation, Social Science Research Council (SSRC), the Professional Staff Congress-CUNY Foundation and a Fellowship at the Center for Place, Culture, and Politics (CPCP) at CUNY. Her work has also been featured in National Political Science Review and Interdisciplinary Team Teaching (Palgrave).



Donna Hill, M.F.A.

Assistant Professor of Professional Writing, Medgar Evers College

Donna Hill is a multi-published author with more than seventy titles in print, three of which were adapted for television. She has won numerous awards and recognition for her body of work includ-

ing the Zora Neale Hurston Award for Literature. She served as an Adjunct Lecturer at Essex County College in New Jersey and Baruch College where she taught composition, African American, Caribbean, American, and Shakespearean Literature and Western Literary Tradition. She began at Medgar as an Adjunct in 2013 and is currently an Assistant Professor of Professional Writing. She holds an MFA in Creative Writing from Goddard College and is currently in pursuit of her DA in English Pedagogy and Technology at Murray State University. She remains a Brooklyn girl at heart where she lives with her family.



**Christopher D. Lin,
M.F.A.**

Associate Professor Black
Studies Unit, Humanities
Department, Hostos
Community College

Christopher Lin is an artist and educator based in Brooklyn, NY. He received his BA from Yale University and his MFA from Hunter College. Along with teaching at Hunter College, Lin works in the Education Department at the Museum of Modern Art working to engage students with artworks within the gallery as well as leading studio sessions and

school visits. Combining elements of systematic experimentation and ritual practice, his sculptures, performances, installations, and conceptual projects explore materials that are familiar to the viewer but are presented in an unfamiliar way. Through careful arrangements of found objects and performative encounters, the everyday is twisted and made visceral. Play transforms into contemplation as he explores themes such as transience, the human condition, and environmental anxiety. Lin's work has been exhibited around New York, Philadelphia, and Chicago, recently at Flux Factory, Hercules Art Studio Program, Church of St. Paul the Apostle, Ethan Cohen Fine Arts, and Thomas Hunter Project Space among others. He received the C12 Emerging Artist Fellowship in 2016 and is currently an Artist-in-Residence at the Hercules Art Studio Program.



**Donna McGregor,
Ph.D.**

Assistant Professor, Lehman
College
Affiliate Faculty,
Nanoscience Initiative

Donna is an analytically trained inorganic chemist who earned her Ph.D., in Analytical Chemistry from The Graduate Center, CUNY. Her PhD thesis focused specifically on understanding the speciation

and oxidation state stabilization of technetium-99 (Tc-99) using polyoxometalates as metal oxide mimics. Her primary research interests today are in the fields of Chemical Education Pedagogy, the continued understanding of Tc-99 coordination chemistry and the use of short peptide building blocks for the intelligent design of more complex metal-chelating systems and nanostructures with proton transfer capabilities. Donna is an expert in chemical pedagogy and has recruited and trained upwards of 20 students (undergraduate and graduate) in her academic career, many of whom have worked with polyoxometalates and in conjunction with Hunter College, been trained to work with Tc-99.



**Ana Ozuna,
M.A., Ph.D.**

Associate Professor Black
Studies Unit, Humanities
Department, Hostos
Community College

In 2009, Ana Ozuna earned a Ph.D. from University at Buffalo in Spanish Literature. Her dissertation examined the maroon figure in Caribbean literature and concomitantly explored the theoretical

discourses related to slavery in the New World. Her current research and publications examine the African presence in the Caribbean and the history of resistance and rebellion in the Americas. In the last, fifteen years she taught at Syracuse University, University at Buffalo and Indian River State College in Florida. She currently serves as Assistant Professor and Black Studies Coordinator at Eugenio María de Hostos Community College and teaches courses in the Black Studies and Latin American and Caribbean Studies. Her most recent publication is "Quisqueya Sankofa Consciousness" in *The Border of Lights Reader: Bearing Witness to Genocide In the Dominican Republic* from Amherst College Press.



**Mary Phillips,
M.A., Ph.D.**

Associate Professor of
Africana Studies, Lehman
College

Mary Frances Phillips is an Associate Professor of Africana Studies at Lehman College. Her interdisciplinary research agenda focuses on race and gender in post-1945 social movements, and the carceral state. Her research areas include the Modern Black

Freedom Struggle, Black Feminism, and Black Power Studies. She was selected as a 2021-2022 award recipient for a faculty fellowship with the Institute for Advanced Study at the University of Notre Dame and the American Association of University Women Postdoctoral Research Leave Fellowship in 2018-2019. Her book manuscript, *Sister Love: Ericka Huggins, Spiritual Activism, and the Black Panther Party* (under contract with New York University Press' Black Power Series) is both a critical study and biography of Black Panther Party veteran Ericka Huggins, one of the longest-serving women members in the organization. Her book historicizes women's prison organizing, resistance, and collision with law enforcement of women political prisoners.



**Maria Perez y
Gonzalez, Ph.D.**

Associate Professor &
Deputy Chairperson Puerto
Rican and Latino Studies,
Brooklyn College

Maria Perez y Gonzalez is Founding Director of the Latinas in Ministry Program and Co-Investigator of the National Survey of Leadership in Latino Parishes and Congregations, Program for the Analysis of Religion Among Latinos. She is leading Co-Editor with Virginia Sánchez Korrol of *Puerto Rican Studies*

in *CUNY: The First 50 Years* (CENTRO Press 2021), and Co-Organizer of the PRLS West Side Story: The Brooklyn Connection Lecture Series in Fall 2021, featuring prominent academics and artists, including Steven Spielberg. She is the author of *Puerto Ricans in the US* (Greenwood Press, 2000) and has published articles based on her groundbreaking research "Latinas in Ministry: A Pioneering Study on Women Ministers, Educators and Students of Theology" (New York City Mission Society, 1992). She was a NIMH Fellow (1987), former Chair and Acting Chair, of the Department of Puerto Rican and Latino Studies (PRLS) (2001-2020); Director of the Center for Latino Studies (2004-2019); and first Chair of Faculty Council of Latinx heritage (2009-2012).



**Christopher
Schmidt, Ph.D.**

Professor of English,
LaGuardia Community
College

Christopher Schmidt is the author of two books: a critical study, *The Poetics of Waste: Queer Excess in Stein, Ashbery, Schuyler, and Goldsmith*, and the poetry collection *The Next in Line*. Recent publications include peer-reviewed articles on Vik Muniz's *Pictures of Garbage* and Andy Warhol's *Time Capsules*; his writings have also appeared in *Bookforum*,

Boston Review, *Tin House*, *Postmodern Culture*, *ArtMargins*, *SubStance*, *JSTOR Daily*, and *Time* magazine. He is currently drafting a critical-creative study on representations of Brazilian landscape and urban space in the poetry of Elizabeth Bishop and the designs of Roberto Burle Marx. Since joining CUNY, he has been a faculty fellow at both the Center for Humanities and the Center for Place, Culture, and Politics. From 2015 to 2018, he was co-PI for an NEH Humanities Initiative at LaGuardia Community College on Global Cities. In addition to twentieth-century literature and critical theory, his research interests include gender and sexuality studies, environmental humanities, new materialisms, visual culture, and interarts collaboration.



**Cheryl Smith,
Ph.D.**

Associate Professor
of English, Faculty
Development Liaison at the
Center for Teaching and
Learning, Baruch College

Cheryl C. Smith specializes in composition, writing across the curriculum, faculty development, environmental literature, and early American literature. She is writing across the curriculum coordinator at Baruch and serves on the CUNY-wide planning

committee for the professionalization of graduate writing fellows. She also runs faculty development seminars on topics related to teaching with writing, assignment design, and interdisciplinary teaching. Her recent publications are featured in *Journal of Basic Writing* (Spring 2008), *Teaching North American Environmental Literature* (MLA, 2008), *Reclaiming the Public University: Conversations on General & Liberal Education* (Peter Lang Press, 2007), *Journal of Basic Writing* (Fall 2007), and *Journal of American Culture* (Dec 2006).

“I wanted to thank you, with my entire heart, for leading this amazing initiative. I learned a great deal from our meetings. I loved the conversations about teaching practices and got some much-needed inspiration from everyone. We strive to be student centered, student directed and to empower our students always at Freedom Prep, but it can be extremely challenging given their circumstances. It was a breath of fresh air to be in conversation with like-minded colleagues, and I appreciate you all very much.”

– Stephanie Gilman
Project Director of Freedom Prep, LaGuardia Community College

Our Mission

Mission 1: Promote equitable, creative, student-centered pedagogical research and methods designed for CUNY's diverse student body

"It completely impacted my teaching. I started practicing un-grading for the first time and I used several of the student-centered ideas in my classes throughout the semester, from the collective setting of the goals of the class to voting on every decision as a group. I also tried new ways to get students to participate in discussions (using a Google doc as an alternative to speaking up, speaking without having to raise your hand), adopted peer reviewing and self-assessment."

— **Gisele Regatão**

Assistant Professor of Journalism and the Writing Professions, Baruch College

Mission 2: Support greater institutional recognition for the importance of teaching

"As it turns out, the greatest transformation happened within myself. I do believe that the student-centered learning that my CUNY students (teachers in training themselves) experienced in this course will have practical implications and applications in their own elementary school classrooms, and reach cohort after cohort of young students, paying these efforts forward. This IS transformation. This is TLH changing (our) world."

— **Marta Cabral**

Assistant Professor of Curriculum and Instruction in the Early Childhood Program, College of Staten Island

Mission 3: Advance the role of an urgent and indispensable humanities that encourages imagination, creativity, ethics, and collaboration

“Lately, I have been reflecting on bravery in the classroom not solely in terms of creating an environment that encourages students’ bravery but my own as a teacher as well. To maximize bravery in the classroom, I must also be brave. Transformative learning means coming out of my teaching comfort zones and exploring new pedagogy. I was inspired by the collaborative discussions with my colleagues. Hearing their experiences and best practices as teachers made me reflect on my own teaching. One of the outcomes of these discussions is understanding the value of empathy in teaching.”

— **Susan Phillip**

Associate Professor of Hospitality Management,
New York City College of Technology

Mission 4: Practice diversity as crucial to learning within and beyond the classroom

“TLH impacted my teaching in countless ways, starting with working on a collaborative document with students defining our vision and goals for the semester. The Anti-Racist Writing Workshop by Felicia Chavez led me to think of ways to provide more positive feedback on writing assignments and how to include more activities that empower students to create content which we then use in the course itself...It was also an exciting semester in terms of readings, as I borrowed from what we were reading in the fellowship and assigned to my philosophy of education students a chapter from the Ungrading book and June Jordan’s “Statement at the CUNY Board of Higher Education Tuition Hearing.” It turned out that these were the readings that students found most interesting from the whole semester. It was a powerful reminder of the importance of including materials that are close to the students’ own lived experiences.”

— **Casandra Silva Sibilin**

Lecturer in History, Philosophy, and Anthropology, York College

Year Two: Implementation and Results

01.

Implement the Strategic Plan

Coordinate a year of seminars with the 49 Mellon TLH Faculty Fellows; organize a series of antiracist pedagogy workshops and talks; implement the program assessment plan.

02.

Build a TLH Curriculum for a Just Society

Equitable teaching is effective teaching. TLH leadership set out to design an inspiring curriculum focused on antiracist, anti-hierarchical, democratic, and inclusive teaching methods.

03.

Outreach through Accessible Communications

Enhance TLH websites and communications to be accessible to screen readers and all users; dedicate resources to making all virtual events maximally accessible to wide audiences; continue building TLH's audience.

04.

Select Pedagogy Co-Leaders and Incoming Faculty Fellows

Select faculty fellows from prior cohorts to collaboratively facilitate seminars for incoming cohorts of fellows; broadcast an open call and review applications to select the 2022-2023 Mellon TLH Faculty Fellows.

The Results



Implemented the Strategic Plan

We hosted a total of 9 virtual seminar meetings across the 2021-2022 academic year with the 49 Mellon TLH Faculty Fellows; we organized a virtual, public Transformative Speakers Series featuring invited speakers who are subject matter experts and leaders in antiracist, equitable, student-centered teaching methods; we've mentored the Mellon TLH Faculty Fellows as they become transformative leaders on their local campuses; and we implemented our program assessment plan through faculty and student surveys.



Built a TLH Curriculum for a Just Society

The TLH Faculty Co-Directors and TLH team selected and provided several inspiring books to the faculty fellows, which we read and discussed in the seminars as part of the TLH curriculum. The progressive pedagogies within these books—by authors like Felicia Rose Chavez and CUNY activists like Audre Lorde, Toni Cade Bambara, and June Jordan—became foundational to seminar discussions and the fellows' classroom practices using antiracist, anti-hierarchical, democratic, and inclusive teaching methods.



Outreach through Accessible Communications

Our Director of Digital Communications enhanced the TLH websites to be accessible to screen readers and all users; we dedicated resources to make all our virtual events maximally accessible by providing ASL interpretation and live CART transcription, making accessibility a given and not something anyone has to ask for.

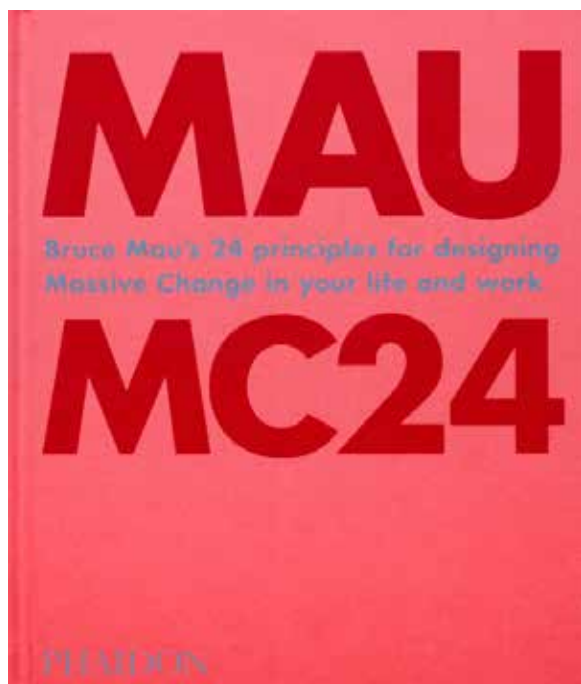
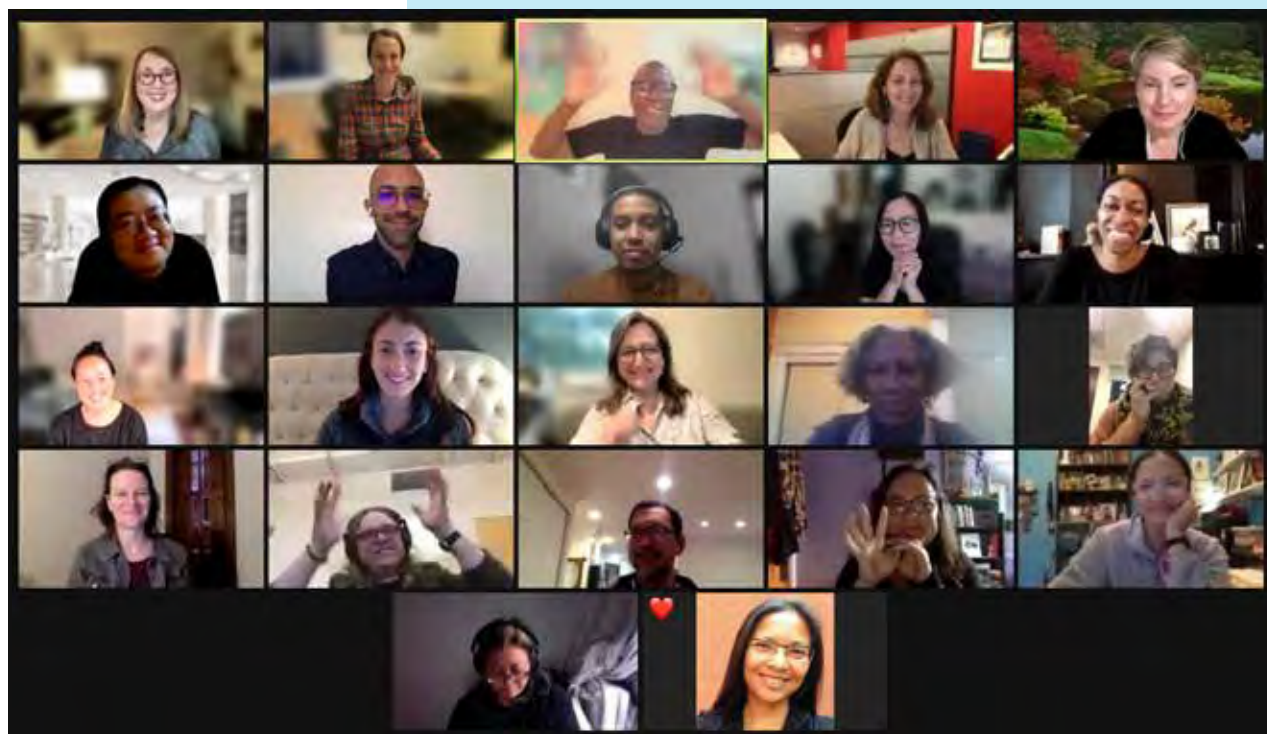


Selected Pedagogy Co-Leaders and Incoming Faculty Fellows

Pedagogy Co-Leaders Drs. Javiela Evangelista and Jason Hendrickson (former Mellon TLH Faculty Fellows from the Fall 2021 cohort) joined us in Spring 2022 to collaboratively facilitate the faculty seminars and to organize an event in our Transformative Speakers Series; TLH received 92 outstanding applications in response to our open call for 2022-2023 Mellon TLH Faculty Fellows and 53 were selected to participate; we hosted an inspiring 2022 Summer Institute with those incoming fellows on June 7, 2022, and we look forward to working with the incoming Pedagogy Co-Leaders, Drs. Virginia Diaz and Grace Pai, who will collaboratively lead the Fall 2022 seminars.

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.

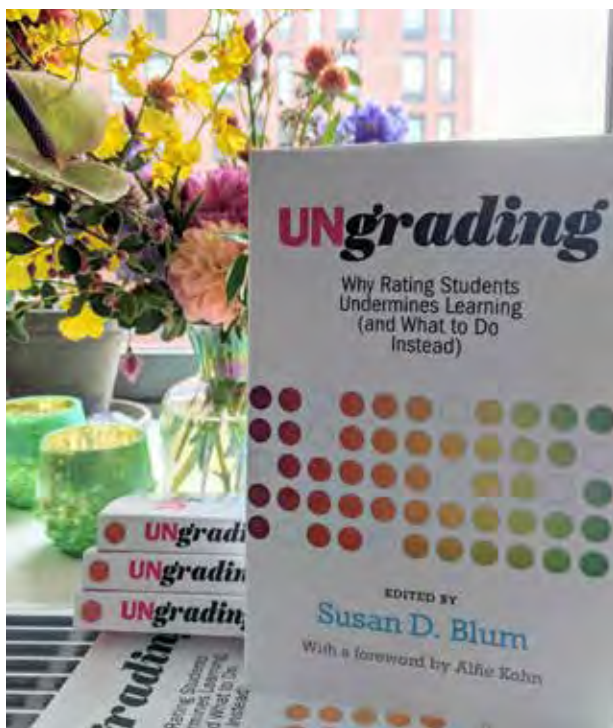
Spring Fellows' Events

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).



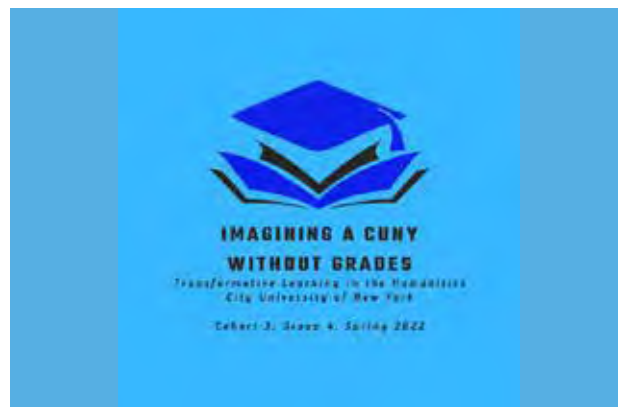
(Re)Mapping Knowledge is a student-faculty collaborative podcast project that showcases the creative scholarship of CUNY students and also serves as a critical pedagogical tool for the wider CUNY community. Featuring the creative scholarship and storytelling of CUNY undergraduate students, this four-episode 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

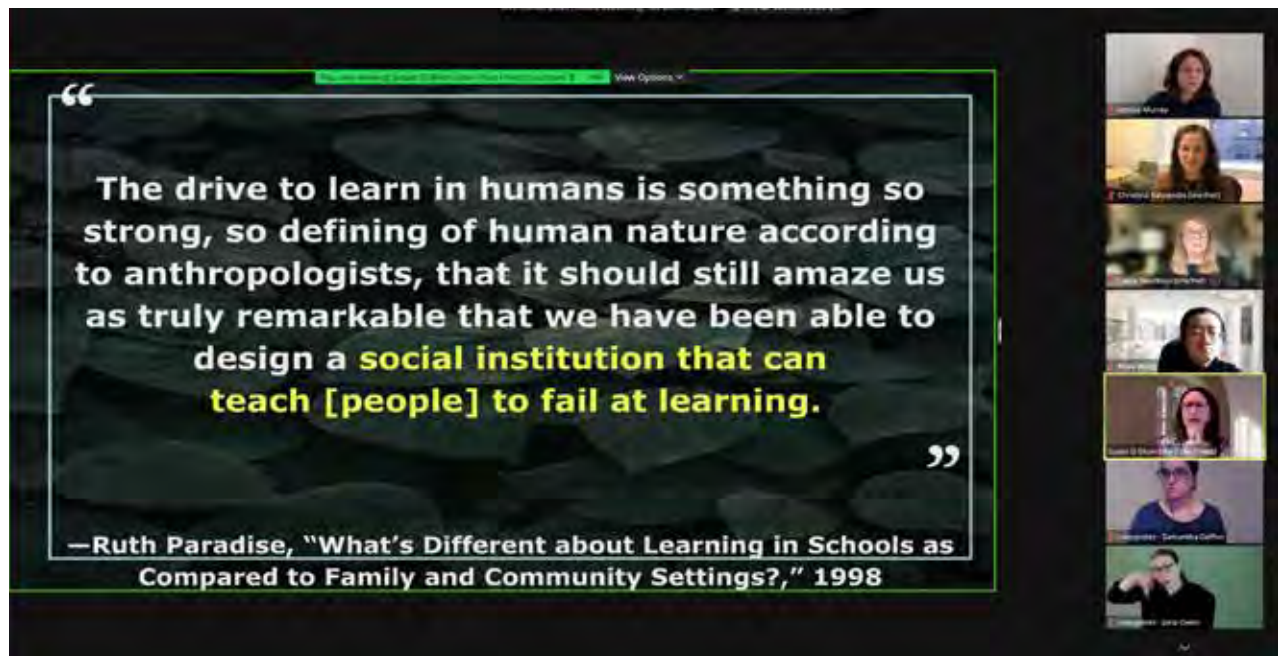
This exhibition at Kingsborough Community College Art Museum was curated by TLH Fellow and art history professor Yamamura as well as Maureen Connor, Jason Leggett, Tommy Mintz, and Rob Robinson. It came out of ongoing conversations between Yamamura, her students, activists, and artists. The multi-disciplinary 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 .](#)

Transformative Speakers Series

Practicing Ungrading: Why and How with Dr. Susan D. Blum

Tuesday, October 26, 2021



Dr. Susan D. Blum
Professor of Anthropology
University of Notre Dame

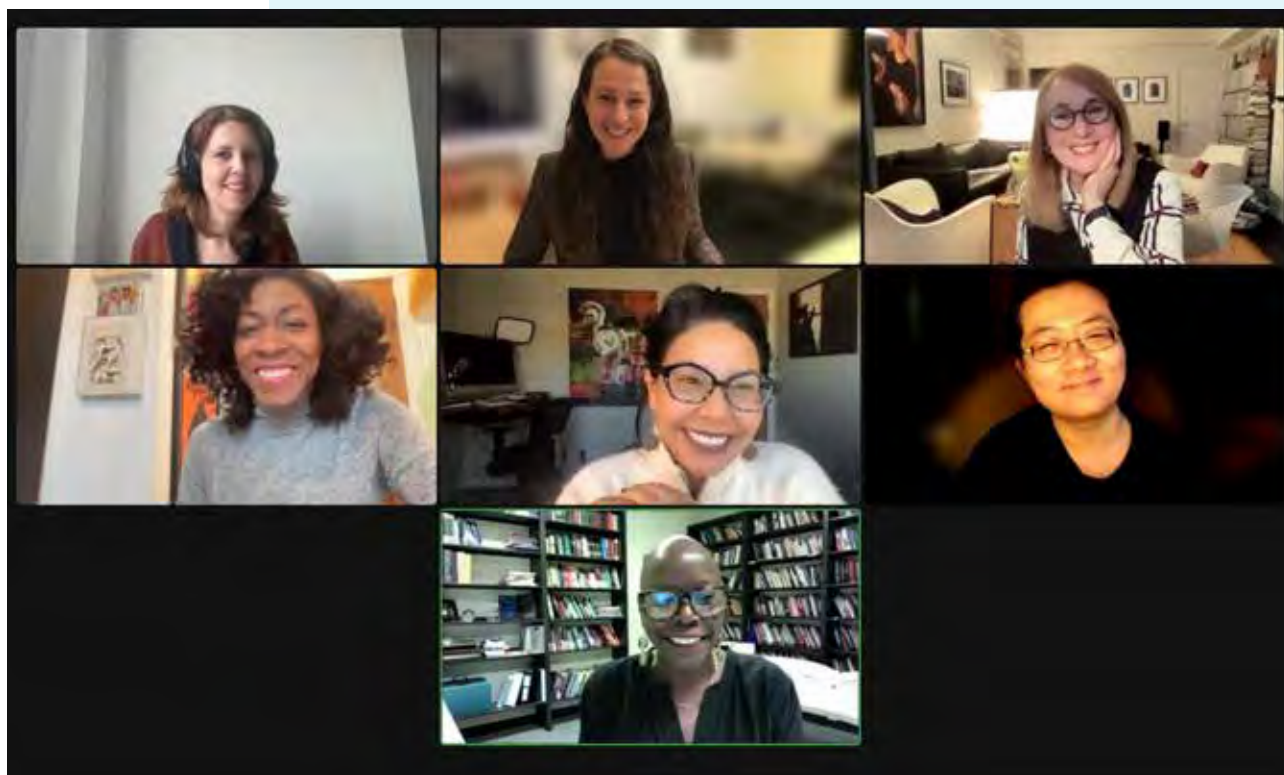
In this interactive workshop, [Dr. Susan D. Blum](#) began by asking the audience what they like most about teaching—most answers included the words “students,” “learning,” and “connecting”—and then she asked what everyone’s least favorite part about teaching was, and the overwhelming majority responded in the chat: “grading.” Blum presented an overview of the evaluative practices loosely known as “ungrading” and sometimes referred to as “alternative assessment.” She discussed the reasons why it is important to think about our grading practices—where they come from, how they do or do not promote or inhibit learning, and what better ways

and models are available. Dr. Blum is the editor of the recent and influential [Ungrading: Why Rating Students Undermines Learning \(and What to Do Instead\)](#), in which fifteen educators—from an array of fields that span the humanities, social sciences, and STEM, some from higher ed, some pioneers in K-12—write about their strategies for different ways to go gradeless and why. Having given talks across higher ed institutions around the country, Dr. Blum is both a champion of ungrading in her own classroom and has had conversations with hundreds of educators about its challenges and rewards.



Anti-Racist Pedagogy Workshop: Adapting our Teaching with Dr. Felicia Rose Chavez

Tuesday, February 8, and Wednesday, February 16, 2022



Dr. Felicia Rose Chavez

Author of *The Antiracist Writing Workshop*

On February 8, 2022, TLH hosted part one of a two-part workshop on Anti-Racist Pedagogy: Adapting Our Teaching Habits, led by [Dr. Felicia Rose Chavez](#). There were over 230 attendees! The workshop focused on introspection and reflection within the topic of anti-racism in the academy. Dr. Chavez led active self-reflective exercises and emphasized the importance of co-creating curricula with students. In the second workshop of this two-part series, Dr. Chavez focused on practical anti-racist teaching tools and methods for the writing classroom, many of which could be applied in other disciplines as well. Dr. Chavez opened the

workshop with powerful self-reflection exercises for participants, then shared active methods to involve students in the learning process as co-learners and collaborators. Throughout the workshop Dr. Chavez provided a wealth of resources for further reading. The event concluded with a Q&A session that included contributions from students at New York City College of Technology, CUNY. Since the workshop, several attendees have shared excitement about applying these critical strategies in the classroom and continuing the conversation with others.



Ungrading and Alternative Assessment: An Interactive Workshop with Dr. Jesse Stommel

Monday, March 21, 2022



Dr. Jesse Stommel

Co-founder of Digital Pedagogy Lab and Hybrid Pedagogy

During his workshop, [Dr. Jesse Stommel](#) educated participants about the history of grading and the practice of ungrading. Kaz Elpharin, a current student at LaGuardia Community College, began the event by introducing Dr. Stommel. Dr. Stommel emphasized that ungrading is not a static concept but an ongoing conversation and practice that should include students. He brought up the compassionate grading policies introduced during the pandemic, asking why they haven't always been present and if they could be maintained. He brought in open questions such as why we grade, who it's for, and what if we didn't, while acknowledging the precarity of many professors and administrative constraints. Dr. Stommel discussed the importance of context, that he doesn't want all professors to simply use his forms of assessment in their classes, but instead

open up a reflective dialogue on grading with their students. He ended the lecture portion by insisting that effective education requires some necessary conditions, including equitable labor practices and meeting the basic needs of students, such as food and housing. Dr. Stommel was very generous in encouraging participants to share his ideas at future workshops. He shared his [slides](#), and included [OCR enabled slides](#). He also shared his [workshop notes](#), which include an overview of the session and additional resources. We'd also like to share the generative conversation that took place at the [Q&A Afterparty](#).



Liberation Literacies Pedagogy: At the Intersection of Language, Race, and Power with Dr. Jamila Lyiscott

Tuesday, April 5, 2022

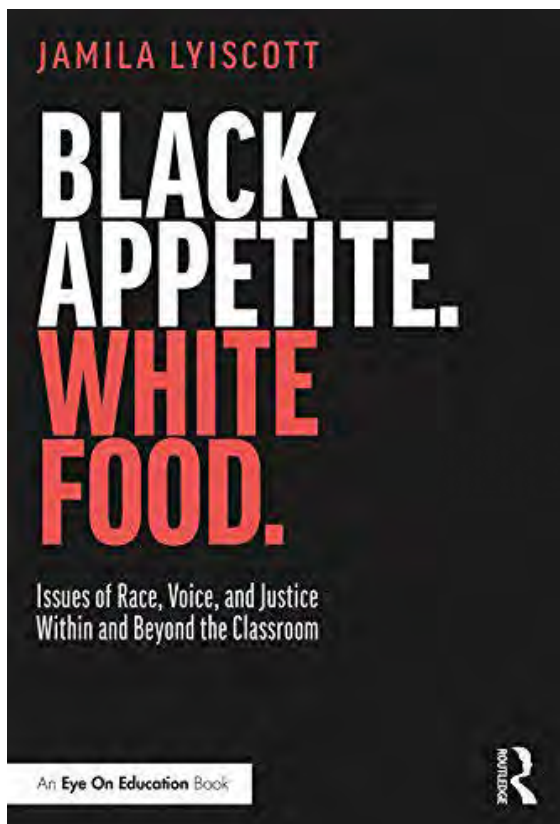


Dr. Jamila Lyiscott

Professor of Social Justice Education at University of Massachusetts Amherst

[Dr. Jamila Lyiscott](#) began this event with an exercise that revealed how harmful education spaces can be: enforcement of “standard” language norms turn faculty into “whistle blowers” robbing students’ motivation, while also preventing them from hearing students. To combat these linguistic constraints, Dr. J pointed to the liberatory capacity of languages and the cultural practices of people of color in particular. She noted how she includes a unit in all her classes on the cipher, sharing a poem of her own, “The Art of the Cipher,” on bringing liberatory practices into

the classroom, asking at one point, “how many students do we label illiterate by societal standards?” Dr. J asked participants to reflect on the complicity they have in the institutional rewarding of Eurocentric knowledge and language practices. She outlined how liberation is different from inclusion in that it is about systemic change, breaking down oppressive logics, not reforming a broken system, not just having people of color doing the same work that upholds oppression. She discussed how the case of George Floyd and the media’s focus on underlying health conditions and intoxicants is another example of racist literacy practices; sharing literacies and language is not just about words — they contain cultures and histories. The event then moved to a lively Q & A portion, with discussions on how to best support students so they can develop their voices and identities while being honest about how the world and the university institution operates, while working collectively to dismantle it.



Incoming 2022-2023 Faculty Fellows

Cohort 4: Fall 2022



Asrat Amnie

Hostos Community College
Health Education

Dr. Amnie is an Assistant Professor at Hostos Community College of The City University of New York. Dr. Amnie's recent published work and research interests focus on the prevention of high-risk health behavior and the science of change in behavior, focusing on exploring novel approaches to effectively and positively influence health behavior at the individual, family, and community levels. Dr. Amnie is a member of the American Public Health Association, Society for Public Health Education, Kappa Delta Pi, International Honor Society in Education, and Sigma Xi, The Scientific Research Honor Society.



Shawna M. Brandle

Kingsborough Community College
History, Philosophy, and
Political Science

Shawna M. Brandle is a Professor of Political Science at Kingsborough Community College and a member of the faculty of the Digital Humanities program at the CUNY Graduate Center. She holds a PhD in Political Science from the CUNY Graduate Center. Her research areas include human rights, media coverage of human rights and refugee issues, and Open Educational Practices in higher education. In Fall 2021, Dr. Brandle was a Fulbright Scholar

at Doshisha University in Kyoto, Japan. She is the author of *Television News and Human Rights in the US & UK: The Violations Will Not Be Televised* (Routledge 2015); her current book project is co-authored with Dr. Janet Reilly. She spends her spare time making art with her family.



Joseph Cáceres

Baruch College
Black & Latino Studies

Joseph Cáceres is a queer Puerto Rican artist, educator, and scholar from the South Bronx. For over 16 years, Joseph has taught introductory sociology, criminology, race and ethnicity, urban studies, globalization, and English courses at the high school and undergraduate levels. Through his fiction, pedagogy, and scholarship, Joseph explores and engages with queer American artists from the African and Caribbean Diaspora. He is a second-year student in the English PhD program at the CUNY Graduate Center, where he has received two Lost & Found Archival Research grants for his work with the Nuyorican Poets' Cafe Founders Archive Project.



Katherine Culkin

Bronx Community College
History

Kate Culkin, Ph.D., a historian, is the author of *Harriet Hosmer: A Cultural Biography* and an associate editor of the *Harriet Jacobs Family Papers*. She has published on the Hall of Fame for Great Americans and women's 19th-century science fiction and is writing a joint biography of Ellen Tucker Emerson and Edith Emerson Forbes. As a teacher, she is interested in how reflection, metacognition, and integrative learning encourage student engagement and in designing history courses that incorporate the experiences of a wide variety of people and encourage students to see history as an interpretation, rather than a repetition, of facts. She recently helped develop the Black and Latinx Studies Liberal Arts Option at Bronx Community College.



Bertie Ferdman

Borough of Manhattan
Community College
Speech, Communication,
and Theatre Arts

Bertie Ferdman is Professor of Theatre at Borough Manhattan Community College and at The Graduate Center. She was born and raised in Puerto Rico to Argentinian parents and now calls Brooklyn home. Her books include, *Off Sites: Contemporary Performance beyond Site-Specific* (SIU Press, 2018), which won the honorable mention for ATHE's best book award, *The Methuen Drama Companion to Performance Art* (Bloomsbury Press, 2020), and *Curating Dramaturgies* (Routledge, 2021), co-edited with Peter Eckersall. She has been invited to present her work, among others, at Simon Fraser University, Paris-Sorbonne University, Festival de Buenos Aires, University of Montreal, and FIAC Bahia in Brazil. Ph.D: The Graduate Center; M.A: NYU; B.A: Yale University.



Theodore (Ted) Gordon

Baruch College
Fine & Performing Arts

Dr. Gordon is a musicologist and musician whose work connects experimental music, critical organology, and science & technology. His current book project, "The Composer's Black Box: Cybernetics & Instrumentality in Post-War American Music," shows how scientific concepts and technologies borrowed from cybernetics, information theory, and systems-thinking became catalysts for new musical organizations—of practices, processes, and bodies—in the 1960s. He teaches introductory classes in general music history, electronic music, and the history of jazz and improvised musics.



Alcira Forero-Pena

LaGuardia Community College
Social Science

A cultural anthropologist, Alcira Forero-Pena teaches Anthropology at LaGuardia where she both conveys major findings in her discipline and welcomes students' diversity and experiential based contributions. She has conducted research in India, Colombia, Guatemala, and the US on gender, ethnicity. An awardee of the Fulbright Scholar Grant in Guatemala her research and teaching focused on Guatemalan indigenous women and the Pan-Mayan Movement. At LaGuardia, she has participated in professional seminars on International Education, The meanings of war, a one-year long NEH Seminar on Latin American and the Caribbean. Currently, she enjoys co-coordinating a COIL project with her Mexican colleague and students UNAM on Food and Nation.



Stephanie Insley Hershinow

Baruch College
English

Stephanie Insley Hershinow is Associate Professor of English at Baruch College, CUNY, where she teaches courses on the novel, eighteenth-century culture, and world literature. She is the author of *Born Yesterday: Inexperience and the Early Realist Novel* (JHUP, 2019) and the editor of *Jane Austen's Emma and Sense and Sensibility* for W.W. Norton. She serves at co-editor of *Digital Defoe: Studies in Defoe and His Contemporaries* and chairs the Columbia Seminar on Eighteenth-Century European Culture. Her current work considers the relationship between legal and literary conceptions of personhood.



Sharon Jordan

Lehman College
Art and Art History

Sharon Jordan is an art historian and Associate Professor. Her research explores the influence of Friedrich Nietzsche on German artists. Her essay “He is a Bridge” was in the Neue Galerie’s Ernst Kirchner exhibition catalogue (2019). Her book *Two-Steps Ahead of the Century: Jazz and Art* explored the influence of ragtime and jazz on leading European and American artists (2017).

Prof. Jordan regularly teaches a range of art history classes from introductory surveys set up as zero-textbook and open-educational resources courses to advanced classes. In 2021, she taught *Public Art in the US*, a seminar that included an exploration of the work of contemporary artists whose focus is social practice and community engagement through public art.

at the College of Staten Island (CSI) and in the Latin American, Iberian and Latino Cultures PhD program at The CUNY Graduate Center. Her research focuses on the politics of translation and contemporary Latin American literature and culture. She is also a literary translator from Spanish to English. At CSI, she co-created and co-directs the minor in Latin American, Caribbean and Latino/a Studies, teaches a wide variety of culture and literature classes, as well as Spanish for heritage speakers.



Dino Sossi

School of Professional
Studies
Communication & Media

Dino Sossi is an adjunct assistant professor of Communication & Media at CUNY SPS. He was a research fellow at Harvard’s Berkman-Klein Center and produced media for the Digital Public Library of America, Harvard’s i-Lab, Harvard Initiative for Learning & Teaching, MIT Media Lab, Zeega’s storytelling platform, & UNICEF–Youth & Media Lab’s conference. He was a Learning Experience Designer at Toronto Metropolitan University. Dino has been published in AOL’s *Popeater*, *The Conversation*, *Globe & Mail*, *MSN*, *National Post*, *Toronto Star*, and *Yahoo!* He has been interviewed by the *CBC*, *CBC/Radio-Canada*, *Global News*, and consulted by *The Economist*. Dino has taught at Adelphi, Columbia, Hunter, NYU, TCNJ, and U of T. His research focuses on technology.



Lynn Lu

CUNY School of Law
Law

Lynn Lu teaches in the areas of economic justice and civil rights, and her research and writing engage with feminist legal theories and critical race theories to advance the practice of “law in the service of human needs” in accordance with the mission of CUNY School of Law.



Joseph A. Torres-González

Brooklyn College
Anthropology

Joseph A. Torres-González (he/him/his/el) is a doctoral student in Anthropology at The CUNY Graduate Center, a Provost Enhancement Fellow, and an Adjunct Lecturer at Brooklyn College, and Lehman College, where he teaches Anthropology, and Latin American and Caribbean Studies. Joseph also works as a Program Assistant at the Research Foundation at Hunter College. He holds a master’s degree in Anthropology and a Certificate of Graduate Study



Sarah Pollack

College of Staten Island, The
Graduate Center
World Languages and
Literatures/ PhD Program in
Latin American, Iberian and
Latino Cultures

Sarah Pollack is an Associate Professor of Spanish in the Department of World Languages and Literatures

in Latin American, Caribbean, and US Latino Studies from the University at Albany, State University of New York (SUNY). His research examines coffee culture among Spanish-speaking Caribbean Diasporas (Dominicans, Colombians & Puerto Ricans), focusing on the intersections of food, culture, and identity.



Lori Ungemah

Guttman Community College
Humanities

Lori D. Ungemah, Ed.D., is a founding faculty member and an Associate Professor of Interdisciplinary Studies at Guttman Community College. Professor Ungemah's research interests are critical curriculum studies and culturally relevant and sustaining pedagogy, diverse classrooms, immigrant student populations, and issues in urban education. Her current research is on curriculum and cruel optimism, the unintended consequences of culturally relevant curricula, and the power of having immigrant students conduct ethnographic research on their parents. Professor Ungemah lives in Brooklyn with her family and pets where she is an active supporter of public schools, animal rescue, city parks and beaches.



Noelle Warden King

Bronx Community College
Art & Music

Prof King has extensive experience in teaching studio arts, art projects and art history in universities and museums. She has created community-based art projects from New Haven CT to Honolulu Hawaii, and organized student exhibitions at the New Britain Museum of American Art. In 2022 she curated To a Green Thought in a Green Shade at Da Vinci Art Alliance, Philadelphia. Her areas of inquiry are extensive as she believes an ever-expanding curiosity about everything is an asset in a professor. She is also an advocate of project-based learning for the classroom, and passionate teaching. At the Metropolitan Museum of Art, she facilitated the

experience of art for visitors from all parts of the world of all ages and abilities.



Yan Yang

Borough of Manhattan
Community College
Music and Art

Yan Yang is an Assistant Professor of Art History in the Music and Art department at Borough of Manhattan Community College. She specializes in premodern Japanese art history. She teaches Asian art history as well as the global surveys that span the entire human history. Her interest in pedagogy and teaching led her to found the BMCC Art History Faculty Forum where colleagues can gather and discuss their own experiences and help each other overcome challenges in the classroom.



Jessica Yood

Lehman College
English

Jessica Yood is Associate Professor of English at Lehman College and The Graduate Center where she teaches courses in writing, rhetoric, and contemporary literature. Jessica was part of the first faculty group that helped launch CUNY's Writing Across the Curriculum (WAC) initiative and served as co-director of Lehman's WAC program for twelve years. She writes about pedagogy, critical university studies, the history of public higher education, and on occasion, parenting. Jessica recently completed a book called *The Composition Commons: Writing a New Idea of the University* about how writing classes can remake the humanities for the twenty-first century.

Cohort 5: Fall 2022



Popy Begum

John Jay College of Criminal Justice

Sociology and International Criminal Justice Program

Popy Begum is Adjunct Lecturer for the Department of Sociology and the International Criminal Justice Program, as well as a Doctoral Candidate at Rutgers University. She graduated from John Jay College of Criminal Justice with a B.A. in International Criminal Justice. Popy earned the MSc in Criminology and Criminal Justice (Research Methods) from Oxford University. Among Popy's broad interests are (1) intersectionality of race/ethnicity, gender, and religion; (2) the comparative role of crime and justice phenomena across multiple societies (e.g., South Asia, West Africa, the Balkans, the United States and the United Kingdom); and (3) qualitative methods.



Julie Bolt

Bronx Community College
English

Julie Bolt is an associate professor who earned her doctorate in Critical Pedagogy and Cultural Studies. She also holds an MA in post-colonial literature and theory, an M.Ed in English Education and a BA in creative writing from Bard. Her areas of interest include post-colonial literature in the Americas, critical and anti-racist pedagogy, the poetry of social change and creative writing. Her dissertation book is *Border Pedagogy for Democratic Practice*. She has published several essays in *Radical Teacher*, as well as other other journals, and has presented across the country and abroad. Her poetry has been published extensively.



Victoria Bond

John Jay College of Criminal Justice

English

Victoria Bond is a lecturer in the English Department at John Jay College. Her teaching interests include first-year composition, creative nonfiction, historiography, and anti-racist pedagogy. The author of two novels for young people, and the winner of the John Steptoe/Coretta Scott King New Talent Author Award for *Zora and Me*, Victoria is currently at work on a YA novel, which prominently features the Underground Railroad. The research for this novel has been supported by Northeast Slavery Records Index Research Award.



Karanja Keita Carroll

Baruch College
Black & Latino Studies

Karanja Keita Carroll, Ph.D. is a faculty member in Black & Latinx Studies at Baruch College (CUNY). His teaching and research interests revolve around African-centered theory & methodology, with an emphasis on social and psychological theory.



Tara Coleman

LaGuardia Community College

English

Dr. Tara Coleman is Associate Professor of English at LaGuardia Community College, where she currently serves as one of three Writing Program Administrators and as Secretary of the Faculty Council. Dr. Coleman primarily teaches first-year composition courses at LaGuardia, often through the lens of climate change and environmental justice issues. Her pedagogical and research interests include the

integration of critical reading strategies into writing instruction across the curriculum, translanguaging pedagogies and promoting linguistic justice across CUNY. She also publishes on topics related to Chinese-language poetry, film, and translation theory. She received her PhD in Comparative Literature from Rutgers University in 2016.



Marjorie Dunbar

York College
History/Philosophy/Cultural
Diversity

Prof. Dunbar began her career in Higher Education at Teacher's College, University of Toronto, Canada where she evaluated students' documents for admissions. Upon arriving in the United States, in 1984, she gained employment at York College/CUNY where she pursued and earned a Bachelor Degree in Business Administration, then went on to Baruch College to earn a Masters Degree in Industrial/Labor Relations. Thereafter, becoming the International Student Advisor for eight years at York College. In the fall of 2006, Ms. Dunbar joined the History, Philosophy and Anthropology Department where she continued to lecture in the Cultural Diversity Program. She has been teaching for the past 12 years in said program.



Luis Feliciano

Hunter College (Primary),
Guttman Community College
Math (Hunter), American
Studies (Guttman)

Luis Feliciano is a Mathematics Educator that has worked with students ranging from Day Care and up, with a focus on those at the college level. He has taught at Hunter College for 3 years where he has taught College Algebra, Calculus 1, and Intro to Statistics.

Recently he began at Guttman Community College in the American Studies department where he co-taught "Intro to American Studies" (with a History Professor) -- a course that details the stories of different immigrant communities to the United States. He also works as a Teaching Assistant to a re-

nowned Voice and Acting Coach Benjamin Moore. This work's focus is to help the actor become self-actualized, which is an ideology he tries to bring to all students he works with.



Manon Hakem-Lemaire

Baruch College
Comparative Literature (GC)
English (Baruch)

Manon Hakem-Lemaire (she/her) is entering her fourth year in the PhD program in comparative literature at CUNY, Graduate Center. Her research currently focuses on 19th-century travel writing and the representation of otherness. She has been teaching world literature at Baruch College since 2020.



Mengia Hong Tschalaer

John Jay College
of Criminal Justice
Anthropology

Mengia Tschalaer is a professor of anthropology at John Jay College, CUNY. From 2018-2020 she led an EU funded project which examined the experiences of LGBTQI+ asylum seekers with Muslim background within Germany's asylum system and is the author of "Muslim Women's Quest for Justice: Gender, Law, and Activism in India" (Cambridge University Press, 2017) and of various articles on socio-legal resistance, gender, sexuality, migration/asylum, and Islam. Mengia Tschalaer is the co-founder of the Queer European Asylum Network and she has taught courses on law and society, transnational feminisms, and intersectionality at Columbia University and City University of New York.



Alexis Jemal

Hunter College
Silberman School
of Social Work

Alexis Jemal, LCSW, LCADC, MA, JD, PhD, associate professor at Silberman School of Social Work-Hunter College, is a critical-radical social worker and activist who specializes in racial justice, radical healing, and liberation. Dr. Jemal's research and scholarship are grounded in her Transformative Potential Framework that guides the development and implementation of holistic, socio-cultural, psychosocial, biobehavioral health interventions. She teaches courses at the Master's level in clinical practice, critical social work practice, and human behavior, and at the doctoral level in public scholarship.



Carolina Julian

Brooklyn College
School Psychology,
Counseling, and Leadership

Dr. Julian is a school psychologist for the New York City Department of Education with extensive experience in the identification of learning disabilities and evidence-based instructional interventions. In addition to specializing in assessment, Dr. Julian has supported schools in the training and development of special education paraprofessionals. After obtaining a Doctor of Psychology degree from Fairleigh Dickinson University, Dr. Julian began teaching at the School Psychology graduate program at Brooklyn College, where she teaches assessment courses and serves as a faculty supervisor. Her current research interests include the training and development of paraprofessionals, self-efficacy in education, and bilingual education.



Ted Kesler

Queens College
Elementary and Early
Childhood Education

Dr. Kesler is associate professor and Director of MAT CHED 1-6 in Elementary and Early Childhood Education in the School of Education at Queens College, CUNY. He teaches undergraduate and graduate courses in literacy foundations and children's literature. His research focuses on pedagogical practices of literacy at elementary school levels. He is the author of *The Reader Response Notebook: Teaching Towards Agency, Autonomy, and Accountability* (NCTE, 2018). Dr. Kesler has published widely in national and international research journals. He also writes poetry, short stories, and essays. You can find out more at www.tedsclassroom.com.



Hosu Kim

College of Staten Island
Sociology and Anthropology

Hosu Kim is an Associate Professor of Sociology and Anthropology, an affiliated faculty of Women's, Gender, and Sexuality Studies at the College of Staten Island and Critical Social Psychology program at the Graduate Center, the City University of New York.

Her first book, *Birth Mothers and Transnational Adoption Practice in South Korea: Virtual Mothering* (Palgrave-Macmillan, 2016) examines South Korea's transnational adoption practice with a focus on the material, affective, and discursive processes of becoming birth mothers. Her research/teaching interests include transpacific critique of Asian/Asian America, disability studies and critical university studies.



Khanh Le

Queens College
Linguistics and
Communication Disorder

Khanh Le is a Substitute Assistant Professor of Multilingual Literacies in the Department of Linguistics and Communication Disorders at Queens College, CUNY. He earned his PhD in Urban Education from the Graduate Center, CUNY. He is a scholar of language, race, refugee, and trauma studies. As a child of a refugee family and a product of the Vietnam War, his research is at the intersection of translanguaging, transtrauma, and transmethodology. His most recent publication, "The Language Warriors: Transcending Ideologies on Bilingualism in Education," is co-authored with Lara Alonso looks at ways to fight deficit lens of language minoritized students. He is the recipient of the Graduate Center Fellowship and the Dissertation Year Fellowship.



Erica Roe

Brooklyn College
English

Erica Roe is an adjunct professor in the English Department at Brooklyn College and a licensed psychoanalyst with a clinical practice in New York. She specializes in Freudian and Lacanian psychoanalysis, postcolonial literatures and theory, and feminist and critical thought. Her writing focuses on hermeneutics, Catholicism, autotheory and illustration.



Madison Schindele

Queens College
Music

Madison Schindele (she/her) is an adjunct lecturer at Queens College and a doctoral student in Musicology at the Graduate Center. Her research centers on German opera and art song through lenses of cultural disability studies and feminist theory. She is pursuing a certificate in Women and Gender Studies while at the Graduate Center and was a spring 2022 Open Pedagogy Fellow through the Mina Rees Library. In teaching MUSIC 1, Madison centers pedagogies of care, prioritizing accessible, anti-racist, and feminist teaching practices.



Jessica Nicoll

Hunter College
Dance Department

Jessica Nicoll creates and performs multi-disciplinary dance-theater works, writes, and teaches. She developed a Reflective Practice program at ArtEZ Arts Academy in Arnhem, the Netherlands (2012-2019), developing responsive, cross-disciplinary approaches to teaching and learning in collaboration with arts students, faculty, and members of the professional work field. Nicoll's research on power dynamics in pedagogy as well as the role of dialogue and social interaction in artistic activity has been the subject of her writing, published in books and journals. She is an adjunct Assistant Professor in Hunter's Dance Department and has worked with many arts-in-education organizations in NYC and beyond. More at nicollandoreck.com.

Cohort 6: Spring 2023



Elizabeth Alsop

School of Professional Studies, The Graduate Center

Communication and Media

Dr. Elizabeth Alsop is Assistant Professor and Director of Communication and Media at the CUNY School of Professional Studies, and a faculty member in the MALS program at the CUNY Graduate Center. Her research and teaching interests include film and television studies, narrative theory, video-graphic criticism, and open digital pedagogy. Since joining SPS, she has become particularly interested in creating opportunities for active, student-centered learning in the context of asynchronous online courses. Her essays have appeared in various journals and edited volumes; her first book, *Making Conversation in Modernist Fiction*, was published by Ohio State UP in 2019. She is currently at work on a second book, about the films of Elaine May.



Elvis Bakaitis

The Graduate Center Library

Elvis Bakaitis is currently the Head of Reference at The Graduate Center's Mina Rees Library and coordinates the Open Knowledge Fellowship. As a member of the University LGBTQ Council and CLAGS board member, they provide advocacy for gender non conforming students at CUNY. Bakaitis is a Coordinator at the Lesbian Herstory Archives, and in 2020 served as the Principal Investigator on a successful grant from the Mellon Foundation. They are a 2022 Visiting Scholar at the University of Victoria's Transgender Archives, for research on - "Spiritual & Esoteric Formations in Queer Print Culture(s)." Bakaitis additionally holds a Certificate in Geriatric Care Management from the Brookdale Center for Healthy Aging at Hunter College.



Cassandra R. Barnes

Graduate Center and Guttman Community College

Cultural Anthropology (GC) and Social Science (Guttman)

Cassandra R. Barnes, M.A. is a three time CUNY alumna and current Ph.D. Student in Cultural Anthropology at The Graduate Center. Her current research explores Black feminine aesthetics as a locus of both medico-political intervention and Black social life in the U.S. Her teaching interests include Black Feminist Anthropology, Gender Studies, STS, and Critical Beauty Studies with a commitment to culturally responsive pedagogy and decolonizing classrooms. In her role as an Adjunct Lecturer, she currently teaches American Studies at Guttman Community College where she previously taught both City Seminar, a New York centric first year course (2020-2021), and facilitated Studio, an interdisciplinary skills based classroom from 2016-2020.



Laura Clarke

Guttman Community College English

Dr. Clarke teaches composition classes in the First-Year Experience and literature classes in the Liberal Arts Program of Study at Guttman Community College, CUNY. Her research explores the connections between literature, philosophy, and art in the nineteenth century.



Sarah B. Cohn

City College
Library

Sarah B. Cohn, MLS, MA, is an Assistant Professor and the Head of Reference at The City College of New York, CUNY. Her research interests include library pedagogy, collection weeding, and website design and usability. She aims to bring a critical information literacy approach to all of her teaching, whether library one-shot sessions or in her course Research in the Digital Age: Media and Information Literacy.



Anna D'Souza

Baruch College
Marxe School of Public and
International Affairs

Anna D'Souza is an Associate Professor at the Marxe School of Public and International Affairs at Baruch College. As a development economist, her research addresses food and nutrition security, price shocks, household coping mechanisms, conflict and instability, governance, and trade. She teaches courses on economic analysis of public policy and international development. She is the Provost Innovation Fellow for Inclusive Teaching at Baruch College (2021-2023) and is active in several DEI and anti-racist initiatives. Professor D'Souza also worked at the U.S. Department of Agriculture and was a Peace Corps volunteer in Senegal. She holds a Ph.D. and M.S. in Economics from UCLA and a B.S. in Finance and Economics from the Stern School at NYU.



Melissa Dennihy

Queensborough Community
College
English

Dr. Melissa Dennihy is Associate Professor of English and Co-Coordinator of Writing Across the Curriculum at Queensborough Community College, where she teaches composition and literature courses in both traditional and virtual formats. Her research interests are pedagogy, language justice, and contemporary multiethnic US literature. She is a frequent contributor to Inside Higher Ed and her scholarship has been published in journals including Teaching English in the Two-Year College; Pedagogy; Multi-Ethnic Literature of the United States; and Humanities Review.



Meghan Gilbert

Guttman Community College
English

Meghan Gilbert is an Associate Professor of English and Media Studies and the Coordinator of Writing and Writing Across the Curriculum at Guttman Community College. Her teaching is informed by Culturally Responsive Pedagogy and linguistic justice. Meghan's publications focus on intersectionality and advocacy in popular culture and fiction. She is the co-editor of Race in Young Adult Speculative Fiction and the forthcoming Intersectional Feminist Detective Fiction. She is co-authoring a book-length manuscript, Composing an Anti-Racist Academy, about culturally responsive pedagogy, anti-racism, and linguistic justice in the Composition classroom and beyond. She is a 2022 recipient of the Dale P. Parnell Faculty Distinction Recognition.



Farrah Goff

Queens College
English

Farrah Goff is an adjunct at Queens College. During her Master's Degree Farrah was a Graduate Teaching Fellow which began her passion for pedagogy. During her time at Queens, Farrah has worked to combine her interests in Disability Theory, Modes of Communication, and teaching. She has spoken about the intersection of Neurodivergence and the college classroom as a keynote speaker at the recent Graduate Student Conference at University of Arkansas. She is currently part of a Fellowship with the First Year Writing Department at Queens College where she is exploring the intersection of Trauma Informed Teaching and Online Pedagogy.



D'Weston Haywood

Hunter College
History

D'Weston Haywood is Associate Professor of History at Hunter College. His work centers on Black protest, Black intellectual history, and Black cultural politics, and their intersections with the state. His award-winning book, *Let Us Make Men: The Twentieth-Century Black Press and a Manly Vision for Racial Advancement* (UNC Press, 2018), traces this. Haywood's work also involves "Sonic Scholarship." His projects here include "The [Ferguson] Files: A Sonic Study of Racial Violence in America" (2016), examining a year of racial violence from the killing of Michael Brown to the massacre at Mother Emanuel AME Church, and "MADE MEN" (2020), examining White Nationalism, white masculinity, and American politics in the Trump era.



James K. Harris

Bronx Community College
English

Dr. James K. Harris received his PhD in English from The Ohio State University in 2017. Since 2018 he has been an Assistant Professor of English specializing in African American Literature at Bronx Community College, part of the City University of New York. His current book project, *Forbidden Youth: Black Young Adult Literature, and Other Provocations*, explores the creation and development of a distinctly Black tradition of YA literature. His research has appeared in the edited collection *Future Humans in Fiction and Film* (Cambridge Scholars Press 2018) as well as the *Journal of Popular Culture*. In his spare time, he hosts a podcast with Dr. Nic Flores about navigating higher education as queer POC, *Learning on the Job*.



Nina Hien

School of Professional
Studies
Communication and Media

Nina Hien is an adjunct associate professor at the School of Professional Studies in the Communication and Media program where she has been teaching online classes in media studies since 2012. She received her doctorate in cultural anthropology from Cornell University in 2007. Her research focuses on media and visual cultures in the United States and Saigon, Vietnam, where her father was born. Her ethnographic projects include conducting immersive research into the practice of photo-retouching in Saigon and participant observation in a thriving social media community on the now defunct Vine platform. For more than 20 years, she has been a teacher at both private and public institutions in New York State.



Laurie Lomask

Borough of Manhattan
Community College
Modern Languages

Laurie Lomask is Associate Professor of Spanish at Borough of Manhattan Community College. She teaches all levels of Spanish language, literature, and culture, and focuses on student-oriented practices. She has designed the Oral Histories of the Caribbean Diaspora database on BMCC's OpenLab platform. Her research and teaching explore the links between language and movement practices, including walking, dance, and theater.



Syreeta McFadden

Borough of Manhattan
Community College
English

Syreeta McFadden is a lecturer of English at Borough of Manhattan Community College where she teaches writing, literature and journalism. Syreeta's work deals largely with gender, politics, race and culture. Her work has appeared in the poetry anthology, *Break Beat Poets 2: Black Girl Magic*, and in the anthology *Indelible* in the Hippocampus: *Writings From The #MeToo Movement*. Her essays and criticism has appeared in *The Atlantic*, *New York Times Magazine*, *Rolling Stone*, *The Guardian*, *Brooklyn Magazine*, and *BuzzFeed News*. She was a 2013 recipient of CEC ArtsLink One Big City Residency and a 2018 creative arts fellow at SPACE at Ryder Farm. She is writing a book-length collection of essays about African Americans in the Middle West.



Christen Madrazo

John Jay College
English (Vertical Writing
Program)

Christen Madrazo is the Director of First-Year Writing at John Jay College, where she also directs a student-produced literary nonfiction podcast series called *Life Out Loud*. She won the 2017 Faculty Service to Students Award and the 2016 Distinguished Teaching Award and has taught for a variety of programs, including the P2CP at Otisville Correctional Facility. Off campus, Christen serves as the Program Director for Community Storytelling Projects for DAT--an international service arts organization with whom she has designed and facilitated workshops in more than 34 communities on 4 continents around the globe. Her own writing has appeared in the *New York Times*, *Brevity*, and Johns Hopkins U Press's *The Shakespeare Bulletin*.



Natalie Nuzzo

Brooklyn College
Secondary English
Education & English

Natalie Nuzzo is an English educator researching the impact of poetics, creativity and meditation on literacy and teacher education. Natalie teaches part time in the departments of Secondary English Education and English at Brooklyn College. She is currently an Educator in Residence at the New York Public Library designing curriculum that considers poetry as a method to counteract the harmful effects of standardized testing in schools. She has received teaching awards and grants from The Metropolitan Museum of Art, The National Endowment for the Humanities, The Kids in Need Foundation, and The Malala Fund. Natalie is also a NYC public school English educator and PhD candidate in English Education at Teachers College, Columbia University.



Emily Raboteau

City College
English

Emily Raboteau is a novelist, memoirist and essayist who teaches creative writing in the English Department at the City College of New York. She writes at the intersection of environmental justice, race, social change and parenthood. She regularly teaches fiction and nonfiction workshops, as well as a class in environmental storytelling.



George Vachadze

College of Staten Island
Economics

Prof. George Vachadze joined CSI in 2009. He holds Ph.D. in Mathematics from the University of Wisconsin Milwaukee (2003) and Ph.D. in Economics from the Center of Economic Research and Graduate Education of Charles University (1999). Between 2000 and 2005 he worked for National Economic Research Associates Inc., Vortex Trading LLC, Bank of Nova Scotia, Tricycle Asset Management, and Bank of Georgia. Between 2005 and 2009, he did his post-doctoral studies in international economics at the Bielefeld Graduate School of Economics and Management. Prof. Vachadze's current research and teaching interests include Finance, growth, and development, Between and within-country income inequality, and financial globalization and endogenous fluctuations.

Roberto Visani is a visual artist and professor of



Roberto Visani

John Jay College
of Criminal Justice
Art and Music

art at John Jay College of Criminal Justice, CUNY. He has exhibited his artwork at the New Museum of Contemporary Art, NY, The Studio Museum in Harlem, NY, The Bronx Museum, NY, Yerba Buena Center for the Arts, San Francisco and Barbican Galleries, London. Visani has been awarded residencies from Lower Manhattan Cultural Council, Chelsea College of Art and Art Omi. He is a past NYFA Fellow in Sculpture and was a Fulbright Fellow to Ghana. His work has been reviewed by the New York Times, Art Forum, Art News, Hypoallergenic and Frieze among others. Since 2004 he has taught a variety of courses at John Jay including sculpture, ceramics, digital fabrication and contemporary art issues.

“Above all, TLH helped me to rethink the approach to learning in the classroom. The main problem that we have as faculty is that we try to quantify students results which translates into credit accumulation, completion, and transfer. An important flaw on this is that it does not measure learning.”

— Norberto Michel Hernández Valdés-Portela
Instructor of Economics, Hostos
Community College



2022 TLH Summer Institute: Event Recap

Grace Handy (TLH Research Assistant and Librarian) kicked off the institute by introducing TLH leadership with one fun fact about each. You can read more about TLH staff [here](#). Faculty Co-Directors Shelly Eversley and Matt Brim then shared their pedagogical biographies—how and why they arrived here as teachers. This is a great warm up exercise for students, who can submit answers to the prompt “How and Why Did You Come to Be Here?” on a [Padlet](#) for all to see and read or in conversation with peers on the first day of class (see [example](#) from one of Matt’s class). In addition to sharing their stories about why they became teachers—Matt learning how to teach vis a vis Poor Queer Studies and Shelly embracing love in her classroom to teach with “radical openness”—and what it has been like to teach at CUNY during the pandemic, Shelly emphasized that to choose to love one’s students is a political act and fosters an environment of belonging, value, and care in which the best kind of learning can be made possible.

Next, it was the Faculty Fellows’ turn to share in a low-stakes collaborative, community building exercise facilitated by **Christina Katopodis** (Associate Director of TLH) using [Mentimeter](#). Shelly and Matt asked the fellows to share their visions inspired by the “ecstasy” and “teaching and learning without limits” bell hooks discusses in *Teaching to Transgress* (pp. 201-208). The prompt for the entry ticket was, “In your classes, what makes possibilities happen?” to which the fellows could respond up to 5 times each. Below is the word cloud of their responses.

What makes 'possibility' happen in a class?



This transitioned into a deep listening exercise led by Pedagogy Co-Leader **Jason Hendrickson**: the fellows were put into breakout rooms with 2-3 people and took turns speaking without interruption for 2 minutes (with a timer set). While one fellow spoke, the other(s) focused on being silent but active listeners. The prompt was, “What is your educational/pedagogical biography or genealogy? How did you get here—how did you arrive here as a teacher?” Following this deep listening exercise, the fellows reflected on the experience of deep listening in a metacognitive activity using Jamboard:



Fellows also reflected on the exercise in the Zoom chat, some sharing it was too short as they had more to share and connect on with their partners. Next, Jason talked about why deep listening matters and reflection as a means to self-discovery. Then we stopped for a 10-minute break. Meanwhile, Grace played part of a podcast on [\(Re\)Mapping Knowledge](#) created by some of the Spring 2022 Faculty Fellows as their public knowledge project.

After the break, Jason led us in a Creative DNA exercise inspired by Twyla Tharp's *The Creative Habit*, asking us, "How do we find and bring our creativity into our work and life?" Jason shared a [clip](#) from *The Five Heartbeats* and his own creative process: he often finds "valuable thoughts from music, movies and the trash," which he then can put together and revise. Then we all engaged in five minutes of writing practice, responding to these prompts:

- Describe your first creative successful act.
- When you work, do you love the process or the result?
- Who regularly inspires you? (And why?)

These reflections were just for the Fellows to have for themselves. Next, Shelly shared the reason why we choose these particular books for this year's TLH curriculum, "to creatively think about how we teach," and introduced the fellows to Bruce Mau's 5-Minute Manifesto exercise adapted for teaching at CUNY with the vision of transforming CUNY and higher ed more generally. The fellows worked in a collaborative Google Doc in batches to respond to various writing prompts and begin to construct a collaborative manifesto—one that we will return to at the beginning of the seminars in the 2022-2023 academic year. One fellow described it: "The interface looks kind of like a bunch of worker bees collaboratively/concurrently building a rainbow colored colony!"

Afterwards, Shelly and Matt reflected on the activity and TLH's mission for the coming year and beyond. Shelly has used this manifesto activity with her students, and fellows in the 2021-2022 cohorts likewise used this activity in their classrooms. Some fellows also shared their thoughts and contributions aloud:

- Trusting students is most important
- We can lead our students to do the same thing to share their thoughts
- Revision means to see it again, re-doing and re-learning is important to our students and ourselves
- We are learners and always learning
- Instead of talking about success and failure, we should rethink the meaning and process of learning itself
- We could think more about how to inspire students to believe themselves rather than focus on their grades and homework

During the break, Grace shared two [slides](#) about TLH's impact at CUNY and beyond in the first two years of the grant.

We then played a short, inspiring video by Cathy N. Davidson (Founding Faculty Co-Director of TLH) who talked about the efficacy of active learning in the classroom and [her reasons for starting with pedagogy](#), especially why she uses an anti-hierarchical model in her classroom: to make higher ed more equitable, just, and inclusive. Christina then led a follow-up activity, asking fellows to respond to this question in the chat: "What language do you use to introduce students to anti-hierarchical teaching methods? How are you thinking about upending hierarchies in your own classrooms?" Some responses included:

- Co-production of knowledge
- Understanding the classroom as a community
- Students' own grading of their performance
- I use language influenced by Freire, hooks, and Zinn, as examples
- I ask my students to create a Community Agreement and then ask them for help to improve the whole class
- Talking with students about standardized English in classrooms and academia -- and how languages are hierarchized in these contexts
- I like to start with a literacy map that traces their important literacy events in life. Then we reflect and discuss them. A question I pose is - did your map reflect standardized testing or a grade?
- One of the first things I do to show (if not explicitly tell) is to respond to the same introductory discussion prompt I give them (thinking of hooks here -- "I do not expect to...share in any way that I would not share" p. 21)
- Developing own questions and converting them into students' own assignment
- I begin by telling them that no person is illegal
- Peer revision, students teaching one another
- I have students do three reflections. In the first, they answer the question "How do you define history." They return to the question at the midterm and the final. There is not a right or wrong answer—they track how their own ideas develop.
- Tying the learning/knowledge to our everyday lives and critically interrogating our own positionalities

Before breaking into small groups to begin brainstorming potential public knowledge projects inspired by anti-hierarchical transformative teaching methods, Christina introduced some of the logistics about how the projects work. The fellows then broke out into their public knowledge project groups and worked collaboratively on Jamboard.

Jessica Murray (TLH Director of Digital Communications) followed this activity with an explanation of how TLH uses CUNY Academic Commons groups to facilitate communications between fellows and their cohorts. All fellows are welcome and encouraged to post opportunities, events, and other items of interest to their group forums as well as the main TLH group, which is public.

Grace then shared an [example CUNY commons website](#) that one Spring 2022 fellows group created with their students as their public knowledge project—a good example of the versatility of the platform and how it supports collaboration.

The fellows went back into their groups to share syllabus and teaching ideas and discuss how they can practice student-centered, empowered teaching and learning in the coming academic year.

To close an inspiring meeting, Incoming Pedagogy Co-Leader Virginia Diaz gave us even more to look forward to: she made several announcements about upcoming events in TLH's Fall Transformative Speakers Series.



TLH Accomplishments

Cathy N. Davidson and Shelly Eversley, "[Practicing the Equitable, Transformative Pedagogy We Preach](#)," *Inside Higher Ed*, August 16, 2021.

Cathy N. Davidson, "Creating the Structural Conditions for Student Success," MSI Student Success Summit at the University of Nevada, Las Vegas, September 2021.

Christina Katopodis, "[The Music of the Spheres in Emerson, Fuller, and Thoreau: Lyell's Principles and Transcendental Listening](#)," *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 28, no. 3 (Autumn 2021): 839-867.

Cathy N. Davidson, Duke University: Fireside Chat with Duke Professor Sim Sitkin, November 2021.

Cathy N. Davidson, "Reconnect, Reimagine, Recalibrate," 2021 Council of Colleges of Arts and Sciences Conference Keynote, November 2021.

Shelly Eversley and Christina Katopodis, "Equitable Access and Outcomes," *CUNY Chancellor's Seminar on Student Success*, December 10, 2021.

Christina Katopodis and Khanh Le, "Building Transformative Teaching and Learning Communities at the City University of New York (CUNY)," *Modern Language Association (MLA)*, January 2022.

Annemarie Nicols-Grinenko promoted to University Dean for Faculty Affairs and Leadership Development, January 2022.

Jessica Murray and Tiffany-Ann Taylor, "[Make Penn Station work for people with disabilities](#)," *New York Daily News*, February 3, 2022.

Cathy N. Davidson, "Awakening Curiosity in Every Classroom," Top Hat Engage 2022, February 2022.

Jason Hendrickson, "Black History Month and Black Culture," Invited Talk at the Adidas Flagship, February 2022.

Jason Hendrickson, "'Respectability Is the Very Devil': Ellison and the Politics of Black Survival in *Invisible Man*," Northeast Modern Language Association, Baltimore, MD, March 2022.

Cathy N. Davidson, "[How to Be an Antiracist Teacher](#)," *Interview*, CUNY GC News, March 2022.

Christina Katopodis, "Emerson's Sound Ecology," *C19: The Society of Nineteenth-Century Americanists*, March-April 2022.

Cathy N. Davidson, Lehigh University: "Inspiring Creativity and Curiosity," April 2022.

Félix V. Matos Rodríguez and Penny MacCormack, "[The Learning Imperative](#)," *Inside Higher Education*, April 7, 2022.

Shelly Eversley designed a student-centered, community engaged interdisciplinary Bachelor's degree in Black and Latino Studies at Baruch (approved by NY State, April 2022).

Jessica Murray, "Ableism & Health Equity," Columbia University Program in Physical Therapy, April 28, 2022.

Cathy N. Davidson, "Reimagining the University for Creativity, Curiosity, and Care," Drake University, May 2022.

Cathy N. Davidson, Top Hat Administrative Meeting: "Re-Engaging Today's Students: Easy Wins in Tough Times," May 2022.

Shelly Eversley, "Critical Race Theory and Toni Morrison's Genius," The Center for Fiction, May 2022.

Jason Hendrickson, "Tightropes and the Tongue: Balancing Vernacular Speech and SAE in the Classroom," LaGuardia Community College Second Annual Anti-racist Pedagogy Teach-In, May 2022.

Shelly Eversley, "Willful Zora," New York Preservation Society, June 2022.

Jason Hendrickson, Juneteenth: In Pursuit of Joy and Justice," East Brunswick Public Library in New Jersey, June 2022.

Grace Handy, "Refusal of Inclusion: Evading the Colonial Archive," New York Archives Conference, June 2022.

Cathy N. Davidson entered a new role at CUNY as the Senior Advisor to the Chancellor on Transformation, June 2022.

Matt Brim, "Queer Methods," University College London, Bartlett School of Architecture, June 2022.

Jessica Murray, "Reimagining Integration: A Pedagogy of Disability as Transformative Praxis," *Teacher's College Reimagining Education Conference*, July 13, 2022.

Grace Handy, "Refusal of Inclusion: Evading the Colonial Archive," *Archival Education and Research Initiative*, July 14, 2022.

Cathy N. Davidson, *The New Education* (Paperback Edition, Basic Books, 2022).



Cathy N. Davidson and Christina Katopodis, *The New College Classroom* (Harvard University Press, August 30, 2022).

Shelly Eversley joined the Education Equity Cabinet at the United Way of New York.

Christina Katopodis, "Teaching for a Habitable Future with Octavia Butler's *Parable of the Sower*: 'we'll have to seed ourselves farther and farther from this dying place,'" *English Language Notes* (Under Review).

Jason Hendrickson re-elected Secretary of the College Language Association; earned tenure and promoted to Full Professor at LaGuardia Community College (Effective September 1, 2022).

Grace Handy, Recipient of the Ruth Rudovsky Memorial Scholarship Endowment at Queens College.

Boya Wang, Recipient of the Mary E. O'Connor Scholarship for Outstanding Undergraduate Academic Record in Economics at Queens College.

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Congratulations to TLH Research Associate Dr. Christina Katopodis (right) and TLH Director of Digital Communications Dr. Jessica Murray (left), who graduated from their Ph.D. programs at The Graduate Center, CUNY, during the pandemic. They stand in their graduation caps and gowns with former Futures Initiative Fellow Dr. Kalle Westerling (center) on Commencement Day, June 9, 2022.

“Building Transformative Teaching and Learning Communities at the City University of New York (CUNY)”

A TLH presentation at the Modern Language Association (MLA) by Drs. Christina Katopodis and Khanh Le



Dr. Christina Katopodis (right) smiles next to Dr. Khanh Le (center), former TLH Program Assistant and incoming 2022–2023 Mellon TLH Faculty Fellow, for a quick picture taken before the CUNY Graduate Center’s commencement ceremony. They stand with former Futures Initiative Fellow Dr. Kashema Hutchinson (left).

A transformative community, made up of faculty and their students who share common goals, can take an impersonal curriculum and turn it into a deep and meaningful learning experience. For example, in her early American literature survey course at Hunter College, Dr. Christina Katopodis organized an activity in which students made amendments to the syllabus on the class’s “Senate” floor. Students’ revisions to the syllabus in the first week of class informed their later readings in the Federalist period and deepened their understanding of the U.S. Constitution and boosted both their civic participation and pride in their lives outside the classroom. Moreover, their decisions changed the course of the latter half of the semester when they

read 19th-century literature: they demanded more attention be given to the stories of Indigenous peoples before and after the Indian Removal Act (1830), and they revised the syllabus accordingly. This experience was transformative for students—one went on to use their final paper as a writing sample for her application to graduate school and another went on to present a paper at the American Literature Association conference—and for Dr. Katopodis, who is now co-author of a book with Dr. Cathy N. Davidson, *The New College Classroom* (Harvard University Press, August 2022).

Dr. Khanh Le, now a Visiting Assistant Professor of Linguistics and Communication Disorders at Queens College, joined TLH in 2020, and contributed his research on translanguaging and dialectical and dynamic collaborations with students. Karl Marx, a 19th-Century German philosopher, plays an important role in the ways he approaches teaching and learning. As a former adjunct professor teaching graduate students in the TESOL and Bilingual Education programs at City College, Le rejected a linear (normative) approach to learning and put an emphasis on the dialectical and dynamic approaches to learning. He went beyond the classroom walls and created a community focused on centering his students’ lived experiences, especially language-minoritized students. For example, in his *Theory and Practices of Teaching Emergent Bilingual students*, Le asked students to take pictures of their neighborhoods and students shared their pictures in class. Then students chose one picture and wrote a few paragraphs about it. This assignment allowed students to learn more about one another’s community/neighborhood through photography and writing. They were not learning it from the teacher, but from each other. This experience has led Le to co-author a scholarly article with Lara Alonso on how Participatory Action Research can be used as a tool to engage multilingual students and their communities to fight against oppressive views about them.

Thank you

We would like to thank Armando I. Bengochea and the Mellon Foundation for their generous support, the hard work of our tireless colleagues at CUNY, the Office of Academic Affairs, and our collaborators at The Center for the Humanities, The Futures Initiative, and Lost and Found. Thank you for all you do.



**The Center
for the
Humanities**



“I am deeply thankful for the opportunity I was given to work with a remarkable group of people devoted to questioning and improving their teaching practices. The opportunity to work with colleagues from different campuses and to candidly discuss ideas, struggles, practices, experiments, and aspirations was priceless. In addition, participating in a variety of online seminars and workshops presented by a wide variety of CUNY faculty provided an enormous sense of community and awareness of the breadth and depth of the impressive work being done at CUNY.”

**- Marta Cabral,
Assistant Professor of Curriculum and Instruction in the
Early Childhood Program, College of Staten Island**

