

# Transformative Learning In The Humanities

2020-2021

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.

Sponsored by the Andrew W. Mellon Foundation.

**TLH**

Transformative  
Learning in the  
Humanities



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# Opening Letter



We are very proud to be Faculty Directors for the team leading CUNY's three-year Transformative Learning in the Humanities initiative that is focused on teaching, learning, student success, and (this may well be the most revolutionary aspect) faculty success. Open to faculty across all of CUNY's two- and four-year campuses, and to faculty at every level (including, of course, adjunct faculty), this initiative, supported by the Andrew W. Mellon Foundation and CUNY, begins with the conviction that higher education cannot increase student success without improving teaching methods. Further, we believe we cannot ask faculty to transform their own teaching until we address the structural inequality of the current system of faculty rewards. That means institutionalizing the value of good teaching with the same force and vigor that we currently value research. We understand disrespect and bias toward students as coterminous with disrespect and bias toward faculty. Both are part of the same structural inequality baked into higher education.

Our goal is to confront these inequities. We have now had several hundred studies demonstrating the efficacy and the equality of active, participatory learning methods. Yet most of us continue to teach using longstanding traditions, relying on hierarchical, 'talking head' lecture formats or, in discussion classes, in what amounts to a "distributed lecture" (where we ask students questions and the same few raise their hands). We know the research shows that these traditional methods contribute to higher education's replication problem: they reproduce inequality and reward students who are most like us demographically (in race, gender, economic background, and family educational levels).

As Audre Lorde, the critical pedagogy advocate, famous writer, and CUNY professor, knew, engaged learning breaks the cycle of inequality and is also the most effective way for anyone to learn any subject. Most of us, though, have never had the opportunity to rethink our traditional methods, to translate the inspiring pedagogical

theory of someone like Audre Lorde into actual, engaged practice in our classrooms.

Together, in TLH, we are sharing our ideas and supporting new and more effective ways to teach. We are working with faculty from every one of CUNY's campuses to inspire more student-centered learning, to model a better way, to share resources, and to recognize the expertise, commitment, and labor of our faculty who are dedicated to student success. Our collaborations will transform learning at every CUNY college, and they will offer accessible resources that our colleagues within and beyond CUNY can use to support active, empowered teaching and learning.

We are very proud of the work we all have done together so far—and look forward to all that will come ahead. We thank our incredible team of collaborators and administrators without whom the year's work would not have been possible—Christina Katopodis, University Grants Manager; Khanh Le, Assistant Director; and Jessica Murray, Director of Digital Communications. We also thank Interim Executive Vice Chancellor Daniel Lemons and University Associate Dean for Faculty Affairs Annemarie Nicols-Grinenko for their support and leadership. And we thank all of the hundreds of CUNY faculty and students who have already contributed so much and whose work we showcase in this annual report.

Sincerely yours,

Cathy N. Davidson  
Distinguished Professor of English and the MA in Digital Humanities and MS in Data Analysis and Visualization, The Graduate Center

Shelly Eversley  
Professor and Interim Chair Black and Latinx Studies, Baruch College

# Executive Summary



In 2020, the Andrew W. Mellon Foundation awarded the City University of New York \$2 million for an innovative new faculty training initiative that will help the University reimagine the teaching of humanities in more urgent, relevant ways designed to contribute to student success and to a more equitable society. The new gift has enabled CUNY to establish and implement a program called Transformative Learning in the Humanities (TLH), which, now having completed its first academic year at CUNY, already has engaged hundreds of humanities and humanities-adjacent faculty and their students from across CUNY. These are truly inspiring faculty who are interested in making their classes more participatory with the ultimate goal of preparing students for a world that requires collaboration, communication, analytical reading and cross-cultural thinking.

The TLH program, which will receive \$2 mil-

lion over three years from the foundation, is an inaugural, humanities-specific component of the larger-scale CUNY Innovative Teaching Academy. The program includes engaged, urgent, practical, and egalitarian methods designed to transform humanities teaching in order to prepare students to succeed in the workplace, in communities, and as leaders of a more just and equitable society. Over 100 faculty members in the humanities, arts, and interpretive social sciences will be chosen from applicants all over CUNY to participate in creative, collaborative peer-to-peer seminars across two- and four-year colleges, junior and senior scholars, and with special centrality of scholars of color. Approximately a quarter of the Mellon TLH Faculty Fellows chosen for the workshops will be adjunct faculty. A unique feature of the seminars will be participation by over 5,000 of the Faculty Fellows' current students.

In Fall 2020, TLH engaged hundreds of faculty, students, and staff across all of CUNY. Events included an information session in October and “Open TLH: Sharing Tips for Getting to the Finish Line,” a peer-to-peer workshop held in November to share strategies for successfully completing a challenging semester.

Since then, TLH launched a Spring 2021 series of over 70 faculty-led workshops on active and participatory learning. More than 3,000 faculty, students, and staff from across CUNY and around the world engaged in this series. 90 CUNY faculty organizers were awarded \$500 each in support of their efforts and these faculty went above and beyond to involve nearly 80 CUNY students in their workshops, events, and info sessions. These faculty organizers believe, as TLH does, that the inclusion of the insights and expertise of CUNY students is crucial to the transformative practice of higher education. Faculty explored active learning methods and invited students to participate in developing and even offering constructive, formative feedback on the methods discussed and practiced. In accordance with TLH’s generous Mellon grant for this inaugural year of the program, TLH honored those students with modest scholarships that they could use to purchase books and required course materials.

Meanwhile, TLH received nearly 120 applications for its open call for 2021-2022 Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows who participated in a Summer Institute on June 23, 2021, and semester-long, peer-to-peer seminars in the coming academic year. TLH received an overwhelming number of applications from accomplished faculty across CUNY’s campuses, an indication of a promising year ahead and the CUNY community’s dedication to transformative learning. The Mellon TLH Faculty Fellows are full- and part-time faculty in the humanities, the qualitative social sciences, and the arts who are committed to equity, social, and racial justice. They will work together to share

and develop active, creative, participatory learning practices and pedagogical research designed to engage CUNY students and help ensure their success in and beyond the classroom. Mellon TLH Faculty Fellows will receive \$1,500 for their participation as well as formal recognition honoring their pedagogical work as a significant contribution to CUNY’s mission.

TLH is grateful for the support of the Andrew W. Mellon Foundation, and we would like to thank the Futures Initiative for co-sponsoring our events in Fall 2020, and for helping us to get the word out about TLH-sponsored workshops and opportunities throughout the academic year. We also are grateful to the Center for the Humanities for co-sponsoring several of our faculty-organized workshops in the Spring 2021 series, and for working with us to bring several Lost & Found chapbooks into the TLH curriculum so that our Mellon TLH Faculty Fellows could learn from CUNY’s own outstanding educators—Audre Lorde, Toni Cade Bambara, June Jordan, and Adrienne Rich, among others—as we embark on an exciting second year.

# Leadership at TLH



**Daniel E. Lemons  
Ph.D.**

Interim Executive Vice  
Chancellor and University  
Provost

*Principal Investigator*

Dr. Daniel Lemons has had a 30-year career at CUNY as a researcher, teacher, and administrator. Before coming to the CUNY Central Office, he served at four CUNY campuses: The City College of New York, the CCNY Center for Worker Education, The CUNY Graduate Center, and Lehman College. He received his Ph.D. from Columbia University, where he became an Assistant Professor before moving to CUNY.

Dr. Lemons has led numerous funded projects for innovation in undergraduate biology education, and has held education leadership positions in the American Physiological Society and the Human Anatomy and Physiology Society. He holds a U.S. patent for hands-on biomechanics teaching models, and invented a mechanical heart simulator, now used in graduate and undergraduate programs in the U.S. and abroad.

In 2007, he joined The CUNY Graduate Center as associate provost and dean for Doctoral Science Programs, where he led a comprehensive reorganization of the CUNY doctoral bench science programs. When he returned to CCNY, he helped found a new interdisciplinary master's program in Sustainable Urban Development and was the administrative lead for CCNY's entry in the 2011 U.S. Department of Energy Solar Decathlon in Washington, D.C.

In 2018, Dr. Lemons became interim dean of Academic Affairs and executive in charge of Academic Affairs at Lehman College, and from July 2019 through June 2021 served as interim president of Lehman College.



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

University Associate Dean  
for Faculty Affairs

*Administrative Director*

Dr. Annemarie Nicols-Grinenko has been the University Associate Dean for Faculty Affairs in the Office of Academic Affairs at the City University of New York (CUNY) since July 2015. In this position, she works with colleagues across the university to enhance faculty development, recognize excellence in teaching, scholarship and service, cultivate academic leadership and provide support on issues related to faculty recruitment and retention. In addition to serving as Administrative Director of TLH, she is Co-Director of [The CUNY Leadership Institute for Urban-Serving Institutions](#), which is also funded by the Andrew W. Mellon Foundation.

Prior to her position 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.



**Cathy N. Davidson,  
Ph.D.**

Distinguished Professor of  
English, MA in Digital Hu-  
manities, and MS in Data  
Analysis and Visualization at  
The Graduate Center

*Faculty Co-Director*

Dr. Davidson is Founding Director of the Futures Initiative at The CUNY Graduate Center. 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. Dr. Davidson cofounded and codirects HASTAC ("Haystack"), Humanities, Arts, Science and Technology Alliance and Collaboratory. She served on the Board of Directors of Mozilla (2012-2018) and on the National Council of the Humanities as an appointee of President Barack Obama (2011-2017), confirmed by the Senate HELP committee.

She is co-recipient of the 2012 Educator of the Year Award from the World Technology Network and the 2016 recipient of the Ernest J. Boyer Award for Significant Contributions to Higher Education. Davidson's most recent book, *The New Education: How to Revolutionize Higher Education to Prepare Students for a World in Flux* (Basic Books), received the 2019 Frederick W. Ness Annual Book Prize awarded by the Association of American Colleges and Universities. Her work has been supported by the Woodrow Wilson, Guggenheim, and MacArthur Foundations as well as the National Science Foundation and the National Endowment for the Humanities.



**Shelly Eversley,  
Ph.D.**

Professor and Interim Chair  
of Black and Latinx Studies  
at Baruch College

*Faculty Co-Director*

Dr. Shelly Eversley is Professor and Interim Chair of Black and Latinx Studies. She teaches literature, feminism, and African American cultural studies in the English Department and in the Black and Latinx Studies Department. She has recently served as Academic Director of the City University of New York's Faculty Fellowship Publication Program and is Founder of [equalityarchive.com](#), an open educational resource on gender equality.

She is the author of *The "Real" Negro: The Question of Authenticity in Twentieth Century African American Literature* (Routledge, 2004) as well as several scholarly essays on literature, race, and culture. She is editor of *The Sexual Body* and *The 1970s*, both special issues of *WSQ*, a journal by the Feminist Press. She is also editor of the book *Black Art, Politics, and Aesthetics in 1960s African American Literature and Culture* (forthcoming, Cambridge 2021), and is completing a new book titled "The Practice of Blackness: Cold War Surveillance, Censorship, and African American Literary Survival."

She has won fellowships and grants from the National Endowment for the Humanities, Kluge, and Mellon Foundations.

**"It is crucial that CUNY—the nation's largest urban public university—be the national leader in this pedagogical revolution."**



**Christina Katopodis, Ph.D.**

University Grants Manager at Transformative Learning in the Humanities

Dr. Christina Katopodis recently received her Ph.D. in English from The Graduate Center, CUNY, and teaches as an Adjunct Professor at New Jersey City University. She is a scholar of environmental studies, sound studies, and American literature.

She has written scholarly articles published or forthcoming in *ESQ: A Journal of Nineteenth-Century American Literature and Culture* and *ISLE: Interdisciplinary Studies in Literature and Environment*. Katopodis is co-author with Cathy N. Davidson of the forthcoming book, "Transform Every Classroom: A Practical Guide" (Harvard University Press, anticipated 2022). In 2019, she was awarded the Diana Colbert Innovative Teaching Prize, which honors excellence and ingenuity in course design, for her early American Literature survey course in which students co-created the syllabus. In 2018, her sound recording project, *The Walden Soundscape*, won the New Media Lab's Dewey Digital Teaching Award and Digital Dissertation Award.

She has written about innovative, inclusive, equitable teaching methods in *Hybrid Pedagogy*, and, with Davidson, in *Inside Higher Ed*, *Times Higher Ed*, and *MLA's Profession*. She manages the "Progressive Pedagogy Group" on [HASTAC.org](http://HASTAC.org), which features a live crowd-sourced bibliography of readings about critical pedagogy, and the "Teaching Climate Change in the Humanities" website.

Her work has been supported by the Ralph Waldo Emerson Society and the National Science Foundation, and numerous grants from the Graduate Center, CUNY.



**Khanh Le, M.A., M.Phil.**

Assistant Director of Transformative Learning in the Humanities and Ph.D. Candidate in Urban Education at the Graduate Center, CUNY

Khanh Le is a doctoral candidate in Urban Education at The Graduate Center, CUNY, and a Writing Across the Disciplines Fellow at LaGuardia Community College. He is a scholar of language, race, refugee, and trauma studies.

His research is at the intersection of translanguaging, transtrauma, and trans-methodology. His most recent publication, "The Language Warriors: Transcending Ideologies on Bilingualism in Education," is co-authored with Lara Alonso and employs Participatory Action Research with middle school youth in Brooklyn, New York City as they reveal how bilingualism becomes a way to unite students and to fight deficit views of language minoritized communities. He has co-authored book chapters with Ofelia García, Gladys Aponte, and Ivana Espinet, published in the edited volumes: *Translanguaging and Transformative Teaching for Emergent Bilingual Students* and *The Routledge Handbook of Translation and Education*.

He is the recipient of the Graduate Center Fellowship, the Advanced Research Collaborative Grant, and Fulbright Hays Grant.



**Jessica Murray, Ph.D.**

Director of Digital Communications for Transformative Learning in the Humanities

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.

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 in Liberal Studies, on the Psychology of Work and Family track in 2014 at The Graduate Center, her interests changed to reflect her growing awareness of obstacles that impact independent mobility for people with disabilities. Her Master's thesis was titled *Work-Life Experiences for People with Mobility Disabilities Living in New York City*, which examined structural and environmental issues affecting the daily lives of wheelchair users.

**"I am enormously grateful to be a part of this community and have already learned a tremendous amount. I hope I can contribute as much as I take away."**

**- Stephanie Gilman, TLH Faculty Fellow and Founder of CUNY Freedom Prep, a college transition program for justice system impacted students.**

## Mission 1

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



“Engaged learning is empowered learning, a necessary approach to helping ensure students have the tools they need to live and work in a world of uncertainty. The humanities offer a set of critical and communication skills that fill this crucial need right now. Public education is where this kind of empowerment must happen.”

- Shelly Eversley, TLH Faculty Co-Director

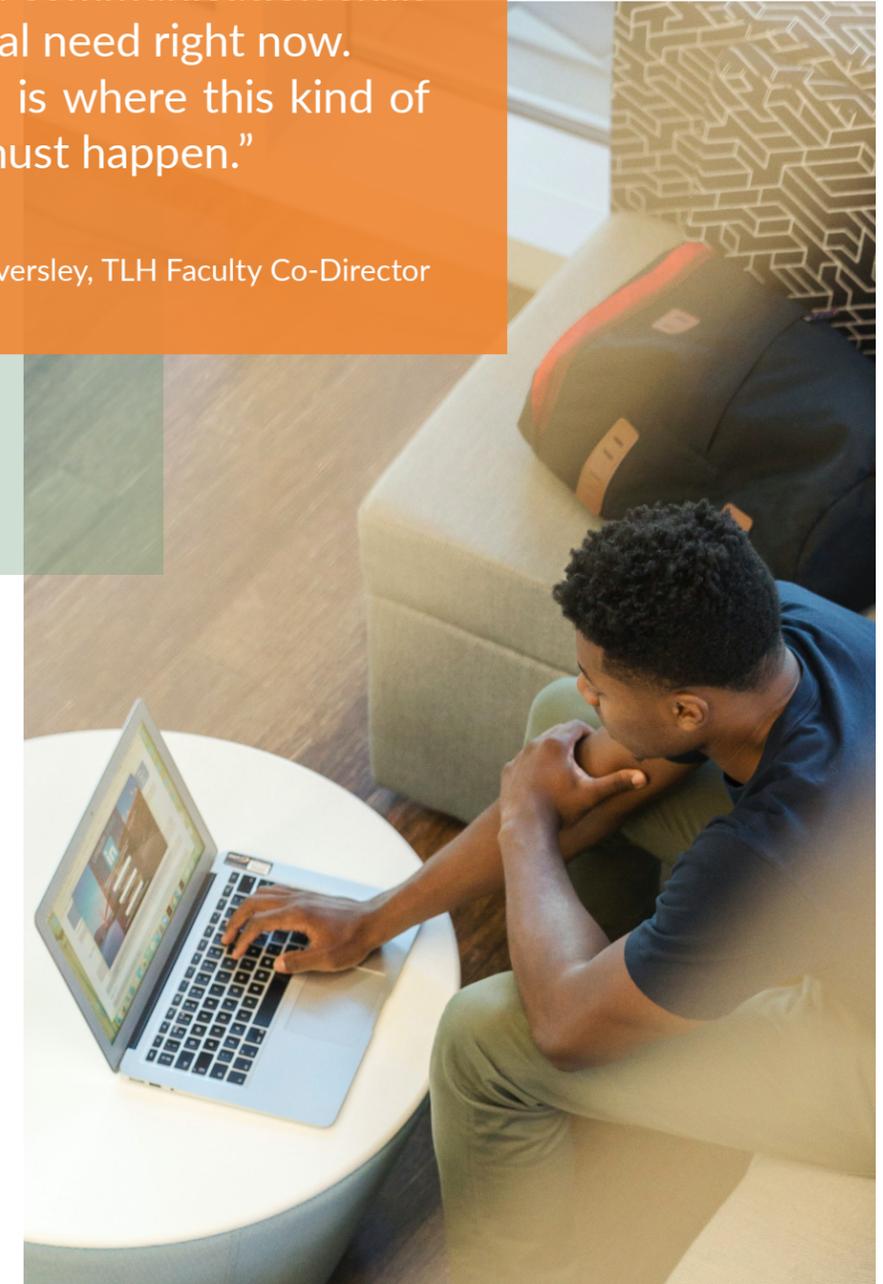


Photo by LinkedIn Sales Solutions on Unsplash

## Mission 2

# Support greater institutional recognition for the importance of teaching;



### Greater Academic Recognition for Teaching

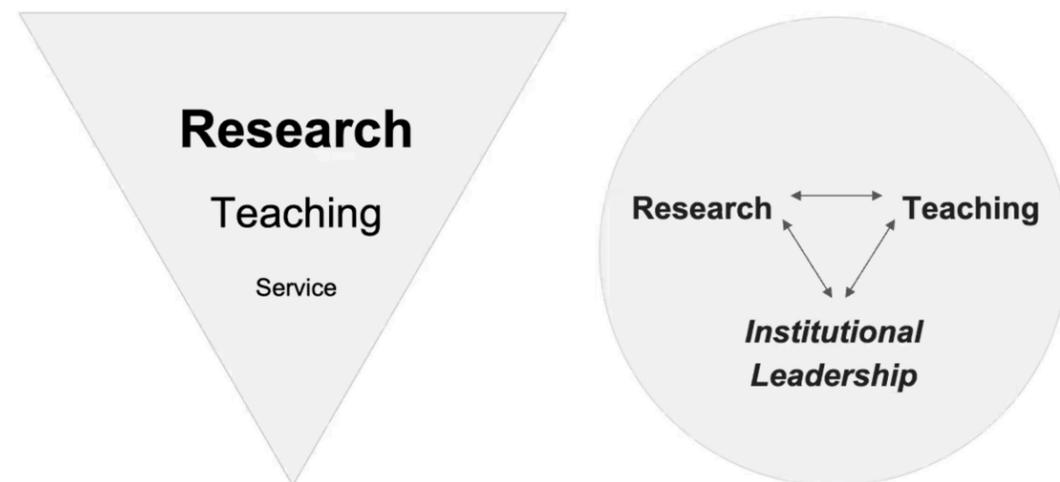


Photo by NeONBRAND on Unsplash



TLH is part of The CUNY Innovative Teaching Academy (est. 2020), which “aims to improve pedagogy at scale and recognize excellence and innovation in teaching by CUNY faculty. The Academy is predicated on the recognition that the quality of pedagogy and access to high-impact practices has a direct and measurable impact on the quantity and quality of degrees produced by CUNY and the ability of CUNY graduates to be well-positioned for meaningful careers and further study.”

## Mission 3

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



Photo by Jeffery Erhurse on Unsplash

Photo by Breanna Louise on Unsplash

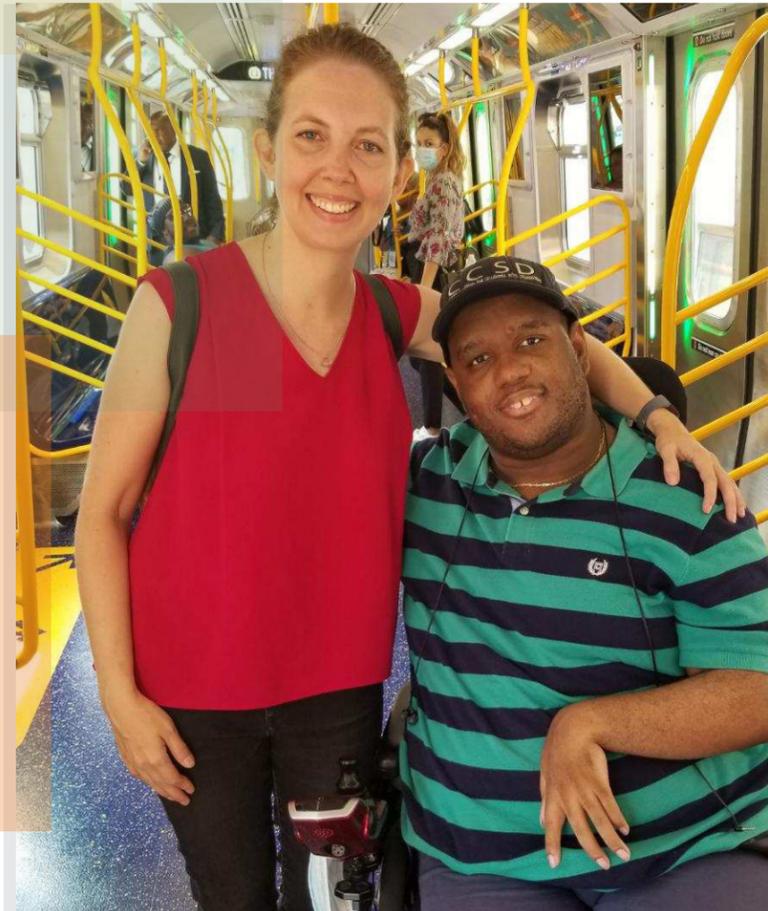


"We envision our most creative faculty coming together to share ideas and methods with one another and with their students who, in turn, will contribute their own ideas about what it means to ask profound humanistic questions about the worth and value of all people in this historic moment."

- Cathy N. Davidson, TLH Faculty Co-Director

## Mission 4

# Practice diversity as crucial to learning within and beyond the classroom.



Jessica Murray, Ph.D. The Graduate Center, CUNY and Leonard Blades, Co-Alumni Advisor at CUNY Coalition for Students with Disabilities serve together on the Advisory Committee for Transit Accessibility at the MTA.

TLH will help CUNY reimagine teaching of the humanities in ways that make it more accessible, engaging and imperative to students, consistent with CUNY's broad mission of building a more inclusive and equitable society. CUNY is a transformative engine of social mobility that is a critical component of the lifeblood of New York City. Founded in 1847 as the nation's first free public institution of higher education, CUNY today has seven community colleges, 11 senior colleges and seven graduate or professional institutions spread across New York City's five boroughs, serving 500,000 students of all ages and awarding 55,000 degrees each year. CUNY's mix of quality and affordability propels almost six times as many low-income students into the middle class and beyond as all the Ivy League colleges combined. More than 80 percent of the University's graduates stay in New York, contributing to all aspects of the city's economic, civic and cultural life and diversifying the city's workforce in every sector. The University's historic mission continues to this day: provide a first-rate public education to all students, regardless of means or background.



Photo by Jerónimo Bernot on Unsplash

# A Planning Year

## Strategic Planning

- 01.** Plan and implement a year of informational sessions, pedagogy workshops, invited speakers (in conjunction with Centers for Teaching and Learning, and the Futures Initiative);

## Team Building

- 02.** Reach out to CUNY campus humanities departments and Centers for Teaching and Learning; created faculty and staff advisory committee with CUNY campus representation; hire TLH staff;

## Outreach and Communications

- 03.** Develop websites on the CUNY Academic Commons and embedded in the CUNY Innovative Teaching Academy; build an audience and communications plan;

## Select 2021-2022 Faculty Fellows

- 04.** Develop application form in Fall 2020; open call for applications in January 2021; notify applicants in May 2021; distribute TLH curricular materials and host Summer Institute in June 2021.

# The Results

## Strategic Planning



Coordinated several TLH info sessions in Fall 2020 and supported over 70 virtual, faculty-organized pedagogy workshops in Spring 2021. Together, hundreds of CUNY faculty, staff, students, and our growing TLH team compiled a wealth of teaching stories and resources on our blog and community commons licensed OER in our TLH Group on Open Ed CUNY.

## Team Building



We reached out to CUNY campus humanities departments and centers to assess the needs and priorities of CUNY faculty, staff, and students. We formed an Advisory Board with wide disciplinary and campus representation. We hired a University Grants Manager, an Assistant Director, a Director of Digital Communications, and a Research Intern.

## Outreach and Communications



We built an audience of thousands of educators across CUNY and around the world through our Fall 2020 info sessions and the Spring 2021 pedagogy workshop series. We have two websites: one for sharing teaching blogs and resources on the CUNY Academic Commons and one embedded in the CUNY Innovative Teaching Academy.

## Selected Faculty Fellows



Our team developed a call for applications which opened in January 2021. We received nearly 120 applications and together, with our Advisory Board, selected 51 faculty fellows from across CUNY. We notified applicants in May, distributed curricular materials and hosted our inaugural Summer Institute in June.

# 01 Strategic Planning

On October 15, 2020, CUNY published a press release announcing the launch of Transformative Learning in the Humanities (TLH), “an innovative faculty initiative that will help the nation’s leading urban public university reimagine teaching of the humanities in ways that make it more accessible, engaging and imperative to students, consistent with CUNY’s broad mission of building a more inclusive and equitable society.”

Soon after, Christina Katopodis, our University Grants Manager, began forming TLH’s outreach plan in collaboration with our Administrative Director, Annemarie Nicols-Grinenko, and created a comprehensive logic model and assessment plan for the program, working closely with CUNY’s Office of Institutional Research and Assessment (OIRA).

Khanh Le, our Assistant Director, began tracking and organizing our budget and developing our application forms using shared, accessible, and secure tools in Microsoft Teams. Jessica Murray, our new Director of Digital Communications, organized our websites to make them more accessible and user friendly.

In Spring 2021, we supported 90 faculty across CUNY who, together with over 80 CUNY students (currently enrolled and alumni), organized virtual innovative pedagogy workshops in our active, participatory learning series. These workshops attracted thousands of teacher scholars from across CUNY and around the world, from Japan to Sweden.

Faculty Co-Directors Cathy N. Davidson and Shelly Eversley, based on interviews and info sessions with hundreds of CUNY faculty and staff, began planning the TLH curriculum for the 2021-2022 academic year, starting with our inaugural Summer Institute on June 23, 2021.

# 02 Team Building

TLH is made up of a diverse team of people with a wide range of professional and lived experiences. In addition to the leadership featured on pages 8-11 of this report, we also worked with two independent contractors. Alex Gil Fuentes, who is a Digital Scholarship Librarian at Columbia University and a scholar of digital humanities and Caribbean studies, helped TLH to map its program’s reach and impact. Eric Trott, a creative consultant, assisted TLH with its graphic design needs, including the design of this Annual Report. We also formed an Advisory Board of CUNY deans, staff, and faculty at all stages in their careers to help guide our efforts in selecting the 2021-2022 Faculty Fellows.

In the past year, our team consulted with leaders at numerous Centers for Teaching and Learning across CUNY to learn about ongoing efforts in teacher training and to strategize how to build on those efforts. We worked in collaboration with Kendra Sullivan and her team at the Center for the Humanities at The CUNY Graduate Center to attain chapbooks from their Lost & Found series containing teaching strategies and materials from trailblazing CUNY educators Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich. Thanks to the Center for the Humanities, we were able to send these chapbooks to our newly selected 2021-2022 Faculty Fellows in advance of our Summer Institute. We learned from Frances Mosquito in CUNY’s ASAP program about how to best serve students at CUNY and were able to award nearly 80 currently enrolled students small stipends for their participation and contributions to our Spring 2021 workshop series.



## 03 Outreach and Communications

In Fall 2020, TLH Faculty Directors Cathy N. Davidson and Shelly Eversley hosted several events, including the live webinar, “Transformative Learning in the Humanities: An Information Session,” held on October 21, with nearly 300 attendees, and consulted with faculty and staff across CUNY. The TLH Team hosted a peer-to-peer workshop called, “Open TLH: Sharing Tips for Getting to the Finish Line” on November 20, with 30 participants.

TLH also gathered key contacts from across CUNY’s 25 campuses and from multiple disciplines, backgrounds, lived experiences, and roles in the institution to compile a growing database of key stakeholders. We created two websites, accumulated over 500 Mailchimp subscribers through our monthly newsletters, maintained a forum of over one hundred users on the CUNY Academic Commons. In collaboration with CUNY librarians and Open Educational Resources (OER) leaders, we created a repository for TLH-informed OER. We also established a vibrant social media presence on Twitter (@TLH\_CUNY) with over 400 followers.



## 04 Selected Faculty Fellows

The 2021-2022 Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows (Mellon TLH Faculty Fellows) are true leaders in inclusive pedagogy. 51 innovative scholars who are also great teachers were selected from nearly 120 applicants, representing 21 unique disciplines across the humanities, arts, and interpretive social sciences, and from 17 of CUNY’s two- and four-year campuses. Together, we will spend the year ahead sharing ideas and rethinking the role of the humanities classroom in preparing our students for their future careers and to contribute to a more just and equitable democratic future. Read more about the fellows in the following pages.



# Faculty Fellows

## Cohort 1: Fall 2021



**Kristina Baines**  
Guttman Community College  
Social Sciences–  
Anthropology

Kristina Baines is a sociocultural anthropologist with an applied medical/environmental focus. Her research interests include indigenous ecologies, health, and heritage in the context of global change, in addition to publicly engaged research and dissemination practices. In her teaching, she encourages students to engage with the public and their communities through their own co-production and dissemination of knowledge. She is Associate Professor of Anthropology at the City University of New York (CUNY), Guttman Community College, affiliated faculty at the CUNY Graduate School of Public Health and Health Policy, Department of Community Health and Social Sciences and the Director of Anthropology for Cool Anthropology.

[Visit academic website \(opens in browser\).](#)



**Helen Chang**  
Hostos Community College  
Behavioral and Social  
Sciences

Helen Chang has a Ph.D. in political science from the Graduate Center of the City University of New York, with a focus on comparative politics and international relations. Dr. Chang is a political scientist with research interests in election rules and reforms, the intersection of social-technical systems in election administration, migration patterns and generational variations in voting behavior and preferences, and teaching and learning on political sci-

ence. She is currently studying factors that increase the effectiveness of electoral management bodies.

[Visit academic website \(opens in browser\).](#)



**Anita Cheng**  
Hunter College/Brooklyn  
College  
Film & Media Department;  
Art Department

Anita Cheng is a choreographer, media artist, and teacher. She came to New York as a dancer and was Artistic Director of Anita Cheng Dance. Her video artwork and installations have been shown in museums and galleries in NYC and internationally. She was Senior Graphic and Print Designer for Channel Thirteen/WNET and freelanced as a graphic designer for clients such as Public Affairs Television's Now with Bill Moyers and the Merce Cunningham Dance Foundation. She's currently Adjunct Associate Professor in the Film & Media Department at Hunter College and in the Art Department at Brooklyn College. She was selected for and just finished the first Just Research workshop series in the Urban Studies Department at the CUNY Graduate Center.

[Visit academic website \(opens in browser\).](#)



**Fidelito Cortes**  
Hunter College  
Asian American Studies  
Program

I teach Filipino American Literature, which is a writing intensive course that immerses students in a fairly recent (the earliest published work being less than 100 years old) non-canonical literature. I use a mostly post-colonial approach in how I organize and analyze the readings. I'm working on assembling Asian American dystopian writings that focus on Anthropocene upheavals. I also write poems and try to write fiction in my spare time.

[Visit academic website \(opens in browser\).](#)



**Javiela Evangelista**  
New York City College of  
Technology  
African American Studies

Emerging out of participatory research, Javiela Evangelista is developing a 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. Her research has been supported by the Mahindra Humanities Center (Harvard University), Mellon Foundation, and SSRC. She has contributed to National Political Science Review and Interdisciplinary Team Teaching (Palgrave). Recently, Evangelista has enjoyed developing the course The Heritage of Imperialism, and several Open Educational Resources. Ph.D., Anthropology (Graduate Center, CUNY). MA, Institute for Research in African American Studies (Columbia University).

[Visit academic website \(opens in browser\).](#)



**Jason Hendrickson**  
LaGuardia Community  
College  
English

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.

[Visit academic website \(opens in browser\).](#)



**Heather Huggins**  
Queensborough Community  
College  
Communication, Theatre, &  
Media Production

Heather Huggins is an interdisciplinary artist who aspires to uplift the wisdom of the body through social practice and research; she collaborates on new, devised, applied projects. She initiated a participatory action research (PAR) community at QCC in April 2018 which integrates an innovative social art form known as Social Presencing Theater (SPT); SPT embodies Theory U (Otto Scharmer, MIT) by "joining physical and spatial intelligence with emotional and cognitive intelligence" (Arawana Hayashi, SPT). She is a graduate of the Vakhtangov Theatre, an advanced practitioner of Social Presencing Theater at the Presencing Institute, and a social arts facilitator with ImaginAction. She is an Assistant Professor of Theatre at CUNY-QCC.

[Visit academic website \(opens in browser\).](#)



**Alyse Keller**  
Kingsborough Community  
College  
Communication &  
Performing Arts

Alyse Keller, PhD, is an Assistant Professor of Communication Studies at CUNY Kingsborough in Brooklyn, where she teaches in the Department of Communications & Performing Arts. Her research looks at the intersection of performance and narrative and specifically focuses on her family's experience with maternal multiple sclerosis.

[Visit academic website \(opens in browser\).](#)



**Niberca Luberes  
(Gigi Polo)**  
College of Staten Island  
Media Culture

Gigi Polo is a Dominican designer, filmmaker, and researcher; she is the Principal of Myellow Boots Studio, and Part-Time Associate Teaching Professor at Parsons, The New School for Design. Gigi is the producer/editor of a documentary about bipolar disorder and the artistic temperament, called Madly Gifted. She is also an adjunct professor at Montclair University, LIM College, and CUNY. Her passion for teaching lies at the intersection between student-centered teaching, socially-just pedagogy, and brain-based learning in relation to new pedagogical models in the context of art and design. Currently, Gigi is the Design Director at Dauphin, a German Human-centered furniture manufacturer.



**Rojo Robles Mejias**  
Baruch College  
Black and Latino Studies

Rojo Robles, Ph.D. is a Puerto Rican professor, writer, playwright, and filmmaker. He holds an M. Phil. and Ph.D. from the Latin American, Iberian and Latino Cultures Department at the Graduate Center, CUNY. His research interests are located at the intersection between Latin American and Caribbean Literature and Film and Afro-Latinx Cultural Studies. Along with teaching, researching, and academic writing, Dr. Robles has substantial work as a fiction writer, playwright, and filmmaker. Dr. Robles is an Assistant Professor (starting in August 2021) at the Black and Latino Studies Department at Baruch College, CUNY and is at work on a book project about Boricua intermedial poetics and audiovisual archives in the US.



**Reiko Tahara**  
Hunter College  
Film Media (MFA in  
Integrated Media Arts)

Reiko Tahara works and lives as an immigrant woman, mother, wife, friend, student-teacher, translator, programmer, filmmaker, and community gardener. Her films have been shown globally, and she has received grants from NEA, NYSCA, etc. Co-founder of Uno Port Art Films, an outdoor film festival in Okayama which introduces great films by and about the Global South and minority diasporas to viewers in rural Japan. She has degrees from Waseda U. and the New School, studied at the U. of Illinois (U-C), and has taught at New School, Temple U, City College, NYU, Hunter College, and DCTV for the past 14 years about documentary history, theory, production; world cinema; Asian culture (anthro); and Third Cinema (decolonial cinemas from Latin America, etc).



**Tom Zlabinger**  
York College  
Performing & Fine Arts

Dr. Tom Zlabinger is a bass player and ethnomusicologist. He directs the York College Jazz Band, teaches popular music, and hosts a weekly jam session at York College CUNY. Dr. Zlabinger holds a B.A. in music from Grinnell College, an M.A. in jazz performance from Queens College, and a Ph.D. in ethnomusicology from the Graduate Center CUNY, with his dissertation entitled FREE FROM JAZZ: The Jazz and Improvised Music Scene in Vienna after Ossiach (1971-2011). His areas of research include psychedelic music, telematic performance, improvisation, and the depiction of musicians and music-making across various media franchises, including the Big Lebowski, Neil Gaiman's Sandman, the Simpsons, Star Wars, and Star Trek: The Next Generation.



**Susan Phillip**  
New York City College of  
Technology  
Hospitality Management

Susan Phillip is Associate Professor in the Department of Hospitality Management at New York City College of Technology of the City University of New York, where she teaches tourism courses. She earned a Master of Science in tourism management from New York University. Her most recent publication, "Using Monuments to Teach About Racism, Colonialism, and Sexism," appears in the book, Interdisciplinary Team Teaching. She teaches Geography of Travel and Tourism, Sustainable Tourism, Urban Tourism, and Learning Places: Understand the City, an interdisciplinary course.

[Visit academic website \(opens in browser\).](#)



**Cheryl C. Smith**  
Baruch College  
English

Cheryl Smith is Associate Professor of English at Baruch where she teaches writing, literature and the visual arts, and world literature. Her current book project, Poetic Justice: Poetry, Protest, and Democracy in Higher Education, looks at the value of poetry in the classroom, connecting it to the advancement of expression, educational equity, social liberation, and democracy in two periods of civic struggle: open admissions at CUNY and today. Cheryl has been also co-editor of Journal of Basic Writing since 2011. At Baruch, she is Dean's Fellow for Diversity, Equity, and Inclusion, Faculty Liaison to the CTL, and Faculty Director of the Honors Program. She serves on the CUNY Faculty Affairs Advisory Board and the Weissman Dean's Council.

[Visit academic website \(opens in browser\).](#)



**Kathleen  
Tamayo Ales**  
Queensborough Community  
College  
English

Kathleen Tamayo Alves is Associate Professor of English at Queensborough Community College of The City University of New York where she teaches literature and composition. Her research centers on eighteenth-century literature and culture, medicine, and literary history, and she has recently published for Journal for Expanded Perspectives on Learning, Eighteenth-Century Fiction, and The Rambling. Her book-in-progress, Body Language: Medicine and the Eighteenth-Century Comic Novel explores how medicine shaped and is shaped by comic language through fictional dramatizations of female-specific medical phenomena, such as menstruation, hysteria, and pregnancy.

[Visit academic website \(opens in browser\).](#)

## Cohort 2: Spring 2022



**Abby Anderton**

Baruch College  
Fine and Performing Arts

Abby Anderton is an Associate Professor of Music at Baruch College and the Graduate Center. Her research and teaching interests include post-catastrophic music-making, performance and Holocaust testimony, and female composers. She is currently working on a book about music and Holocaust survival entitled *Audible Testimonies*, and her first monograph, *Rubble Music: Occupying the Ruins of Postwar Berlin* appeared with Indiana University Press in 2019. Anderton's work has appeared in the *Journal of Musicological Research*, *German Studies Review*, and *Music & Politics*, and she has received funding from the Fulbright Commission, the German Academic Exchange Service, the American Musicological Society, and the Holocaust Educational Foundation.

[Visit academic website \(opens in browser\).](#)



**Sarah Bishop**

Baruch College  
Communication Studies

I am an Associate Professor at Baruch College and serve on the Board of Directors of the immigrant-serving nonprofit Mixteca Organization in Brooklyn. My research concerns the interactions of migration, narrative, and identity, and I teach classes in *Gender/Race/Ethnicity in Communication*, *Media and Migration*, *Global Communication*, and *Privilege and Difference*. I am the author of *Undocumented Storytellers: Narrating the Immigrant Rights Movement* (Oxford University Press, 2019; winner of the Best Book Award, American Studies Division

of the National Communication Association), and *U.S. Media and Migration: Refugee Oral Histories* (Routledge, 2016; winner of the Sue DeWine Distinguished Scholarly Book Award).

[Visit academic website \(opens in browser\).](#)



**Jennifer Corby**

Kingsborough Community College  
History, Philosophy and Political Science

A political theorist by training, my research is principally concerned with the social production of time. More specifically, I am interested in how sociopolitical institutions structure our perception of the past, present, and future, and how this temporality, in turn, informs political imaginaries, in service of revealing opportunities for transformative change. My teaching similarly seeks to help students reveal possibilities within the present, and to empower students to make the most of these possibilities. To this end, I primarily teach courses in political theory, American government, urban politics, and environmental philosophy.

[Visit academic website \(opens in browser\).](#)



**Nicole Kras**

Guttman Community College  
Human Services

Dr. Nicole Kras, H.S.-B.C.P., is Program Coordinator and Assistant Professor of Human Services, at Guttman Community College. She holds a Ph.D. in Adult Learning and Development from Lesley University, a Master of Science in Education and a Certificate of Advanced Graduate Study as a Classroom Teacher Specialist from Southern Connecticut State University. Dr. Kras also received a Master of Arts in Art Therapy from Albertus Magnus College, as well as a Bachelor of Arts in Psychology, with a concentration in child development and mental health. Her research currently focuses on nature-based learning

in higher education, the influence of natural environment on the lives of New England Island Residents, and human services program design.

[Visit academic website \(opens in browser\).](#)



**Susan E. Kuhn**

Queens College  
Business and Liberal Arts

Susan Kuhn, an Adjunct Asst. Professor, has been teaching writing classes at Queens College since 2002, for Business and Liberal Arts, English and Journalism. From 2007 to 2011, she was a founding member of the Quantitative Reasoning Across the Curriculum committee at Queens. She also taught a course on *Covering Wall Street* at the CUNY Graduate School of Journalism, from 2008-2010.

For a decade, Susan was a reporter and writer at *Fortune* magazine, covering Personal Finance, following her first job as a Financial Analyst at Morgan Stanley. She has appeared as an expert commentator on CNN, CNBC and PBS NewsHour. She has a B.S. in Mathematics from UNC Chapel Hill and an M.A. in English Education from Teachers College, Columbia University.



**Kimberley McKinson**

John Jay College of Criminal Justice  
Anthropology

Kimberley McKinson is an Assistant Professor of Anthropology at John Jay College. Her teaching interests include urban anthropology, security, material culture, slavery and postcoloniality, and critical black historiography. Kimberley's current book project is an ethnographic and memoiristic monograph based on ethnographic research conducted in Kingston, Jamaica. This project explores the embodied, discursive, material, and technological life of in/security in the making of the Jamaican postcolonial

nation. This research has been supported by John Jay College, the National Science Foundation, and the UC Center for New Racial Studies. Presently, Kimberley serves as chair of her department's Racial Justice Initiative Working Group.

[Visit academic website \(opens in new window\).](#)



**Glenn McMillan**

Medgar Evers College  
Mass Communications

Glenn McMillan brings 25 years of experience working in a university setting in the Department of Mass Communications Creative and Performing Arts and Speech at Medgar Evers College of the City University of New York. He is an AJ Fletcher Music Scholar and has served as the unit and director of vocal and choral activities for the department. In addition to his hectic teaching schedule, he serves as the Minister of Worship and Arts of Brooklyn's Concord Baptist Church of Christ. Throughout his tenure of valuable service to the college, McMillan authored the college's first music letter of intent which was approved by the CUNY Board of Trustees. A dynamic composer and conductor, McMillan will release his freshmen manuscript, *The Priest and the Levite*, in 2022 along with a series of choral music for children and adult choirs. He recently completed the libretto, *Four Little Spirits*, an opera depicting the four little girls bombed in Birmingham as a newly commissioned work. This summer he began a project focusing on the whiteness of black church hymnody through song text.



**Tatiana Nuñez**

Graduate Center/City College  
Comparative Literature and Romance Languages

I am a Ph.D. candidate in Comparative Literature at The Graduate Center. My research focuses on the relationships between sentimentality, empire,

marriage law reform, and literary form in French and English novels between 1790 and 1850. I currently teach introductory French at City College, where I was also a WAC Fellow in 2019-2020, and I taught world literature and composition at Baruch from 2016 through 2019.

[Visit academic website \(opens in new window\).](#)



### Grace Pai

Guttman Community College  
Interdisciplinary Studies

Grace Pai is an Assistant Professor of Interdisciplinary Studies at Guttman Community College. She primarily teaches mathematics and statistics courses, while serving as the Faculty Coordinator of International Education and Advisor of Phi Theta Kappa Honor Society. She holds a Ph.D. in International Education from New York University, an M.Ed. in Secondary School Mathematics from Brooklyn College, and an Ed. M. in Prevention Science and Practice from the Harvard Graduate School of Education. Her research areas include global learning (including COIL), culturally responsive pedagogy, program evaluation, educational equity, and mathematics education.

[Visit academic website \(opens in new window\).](#)



### M. Victoria Pérez-Ríos

John Jay College of Criminal Justice  
Political Science

M. Victoria Pérez-Ríos holds a Ph.D. in Political Science from The Graduate Center, CUNY; and a law degree from the Law School of Saragossa, Spain. She teaches international human rights and comparative criminal justice systems as an Adjunct Assistant Professor at the Political Science Department and the International Crime and Justice M.A. Program of John Jay College, and American government at LaGuardia CC. Her research areas

include accountability, counterterrorism, and civil rights. She authored “Divided We Stand? American and European Perspectives in the Fight against Transnational Terrorism,” in *International Criminal Justice: Legal and Theoretical Perspectives*, George J. Andreopoulos et al., Eds., Springer 2010.

[Visit academic website \(opens in new window\).](#)



### Dusana Podlucka

LaGuardia Community College  
Social Science

Dr. Dušana Podlucká is an Associate Professor at LaGuardia CC. She received her Ph.D. in developmental psychology at the GC CUNY after completing her degree in geography in Slovakia. Drawing on traditions of Vygotskian cultural-historical theory, and disability studies, her research focuses on the dynamic relationship between learning, development, and disability. She founded the Disability Research Group at LaGuardia. In 2021, she received AERA Cultural Historical SIG Early Career Award for her contributions to the field.

[Visit academic website \(opens in new window\).](#)



### Micheal Rumore

Lehman College  
English

Micheal Rumore recently received his Ph.D. in English from the Graduate Center, CUNY. His research approaches the Indian Ocean as an African diasporic site. In addition, he teaches literature and writing courses at Lehman College, and has also taught at LaGuardia Community College and Queens College.

[Visit academic website \(opens in new window\).](#)



### Amy E. Traver

Queensborough Community College  
Social Sciences

Amy E. Traver is Professor of Sociology at Queensborough Community College. Her research interests include student success in community colleges, as well as intersections of adoption, race/ethnicity, religion, and gender in American families. She has published in such journals as *Teaching Sociology*, *Internet and Higher Education*, and *Qualitative Sociology*, and she co-edited *Humanistic Pedagogy Across the Disciplines* (Palgrave Macmillan, 2018), *Poetry Across the Curriculum* (Brill/Sense, 2018), *Service-Learning at the American Community College* (Palgrave Macmillan, 2014), and *Women, Family, and Class* (Paradigm Publishers, 2009). Traver was one of 26 faculty selected nationally for the 2019-2020 Mellon/ACLS Community College Faculty Fellowship.

[Visit academic website \(opens in new window\).](#)



### Stefanie Wess

The Graduate Center/  
Hunter College/  
Queensborough Community College  
English

Stefanie Wess teaches literature, reading, and writing at Hunter College, and at Queensborough Community College as part of the summer Start program. She is also a doctoral student at The Graduate Center. Here, her work focuses on lies, truth, interpretive practices, and contemporary literature.



### Midori Yamamura

Kingsborough Community College  
Art

Midori Yamamura, Ph.D., specializes in global contemporary art history focusing on Asia and its diaspora. The author of *Yayoi Kusama: Inventing the Singular* (MIT Press, 2015) and co-editor of *Visual Representation and the Cold War: Art and Postcolonial Struggles in East and Southeast Asia* (Routledge, 2021), she is currently completing a book on *Japanese Contemporary Art: Emergence of the Local in the Age of Globalization*. She taught Asian and Asian American art history at Hunter College, Pratt Institute, Fordham University, and lectured at the Museum of Modern Art. She is currently developing a community-based college teaching. Part of this effort will become a community-based pedagogical exhibition, *UnHomeless NYC* (Oct. 2021-Jan. 2022).

[Visit academic website \(opens in new window\).](#)



### Dominique Zino

LaGuardia Community College  
English

I am an Associate Professor of English and a Writing Program Administrator in the English Department at LaGuardia Community College. I teach the full range of courses in the English Department's composition sequence and teach regularly in interdisciplinary learning communities for first-year students. I also serve on the College's ePortfolio Leadership Team and Co-Chair LaGuardia's Honors Journal. My scholarship, which focuses on writing studies and writing program administration, currently appears in *Teaching English in the Two-Year College* and *WPA Journal*. I am a member of the editorial collectives of the *Journal of Interactive Technology and Pedagogy* and the *Journal of Basic Writing* (both of which were born and raised at CUNY).

[Visit academic website \(opens in new window\).](#)



### Aaron Zwintscher

New York City College of Technology  
English

Aaron Zwintscher is an Adjunct Professor of English at the New York City College of Technology and Farmingdale State College. He teaches a broad range of courses including composition and technical writing as well as the occasional literature course. His research interests include speculative literatures, sound studies, ecocriticism, and cultural studies.

[Visit academic website \(opens in new window\).](#)

## Cohort 3: Spring 2022



### Lisa Marie Anderson

Hunter College  
German

My work focuses on German literature and intellectual history of the 18th-20th centuries. I'm especially interested in intersections between literature, philosophy, and religion; in pacifism in the context of World War One; and in translation studies. I'm also a co-founder of Hunter's Academic Center for Excellence in Research and Teaching (ACERT).

[Visit academic website \(opens in new window\).](#)



### Julie Bolt

Bronx Community College  
English

Dr. Julie Bolt has been teaching writing, literature, education, and interdisciplinary topics for 28 years.

She has been with CUNY since 2005. Her areas of interest are critical pedagogy and cultural studies, decolonial literature of the Americas, and the poetry of social change.

[Visit academic website \(opens in new window\).](#)



### Marta Cabral

College of Staten Island  
Curriculum & Instruction

Marta Cabral works with people of all ages exploring play and art materials, processes, and ideas in diverse settings. Before joining the City University of New York (College of Staten Island) as Assistant Professor, Marta was Visiting Assistant Professor at Penn State University (School of Visual Arts); artist-in-residence at the Rita Gold Early Childhood Center (Columbia University); and Adjunct Professor at Columbia University Teacher College. Marta's 20+ years of teaching young children inspire her work in teacher-education and research on ownership of learning, play-based teaching, and art-centered curricula and practices. As speaker and consultant, Marta works with organizations to create and strengthen artistic engagement worldwide.

[Visit academic website \(opens in new window\).](#)



### Virginia Diaz-Mendoza

John Jay College of Criminal Justice  
SEEK Department

With a systemic understanding of poverty, and the impact adverse childhood experiences can have, Dr. Diaz-Mendoza has designed a trauma-informed, culturally relevant educational experience for students. Through engaged pedagogical practices, she creates an atmosphere of trust and community where students can participate in transformational learning. Aside from the content, Dr. Diaz-Mendoza incorporates healing practices where students are able to connect with their breath and their bodies

which prepares them to engage deeply in the learning process. Dr. Diaz-Mendoza's research interests include restorative justice, educational equity, organizational effectiveness, and the assessment of counseling practices.

[Visit academic website \(opens in new window\).](#)



### Stephanie Gilman

LaGuardia Community College  
Freedom Prep (Education and Language Acquisition)

Founder of CUNY Freedom Prep, a college transition program for justice system impacted students. Started at CUNY in 2013 as a Program Developer and then Senior Manager of Youth Development and School Culture for the Early College Initiative. From 2016-18 taught theatre at Rikers Island and Crossroads Juvenile Detention with Drama Club. Presented on education for court-involved students at the 14th CUNY Black Male Initiative Conference, at the 2019 National Conference on Higher Ed in Prison, and at the 2021 Marymount Manhattan Sustaining Connections Conference. Mediator and coach with the NY Peace Institute. Trained in restorative practices, collaborative problem solving, and WestEd Reading Apprenticeship.

[Visit academic website \(opens in new window\).](#)



### Michael L. J. Greer

Brooklyn College  
Philosophy

Michael L. J. Greer (she/her) is a Ph.D. student in Philosophy at The Graduate Center, CUNY. She is a Graduate Teaching Fellow at Brooklyn College and was a Spring 2021 Open Pedagogy Fellow through the Mina Rees Library at the Graduate Center. Broadly speaking, she works in moral and social philosophy. More narrowly, her projects involve questions at the intersections of feminist ethics and epistemology, critical phenomenology, bioeth-

ics, philosophy of language, and fat studies. Her dissertation will investigate the concept of allyship between differentially privileged, situated, and subordinated social groups.

[Visit academic website \(opens in new window\).](#)



### Carrie Hall

New York City College of Technology  
English

Professor Hall is in her fourth year at City Tech--and going into her third year as the Director of First Year Writing. In this role, she supervises the Composition 1 and 2 courses, which are currently undergoing some curricular changes; we hope to make them more student-centered, practical and engaging. Dr. Hall's research focuses on attention and literacy learning--that is: what it means to pay attention, what we are paying attention to when we're supposedly "not paying attention" and how supposed failures of attention like boredom and distraction might be productive beginnings for literacy learning.



### Norberto Michel Hernandez Valdes-Portelal

Hostos Community College  
Behavioral and Social Sciences

Norberto Michel Hernández Valdés-Portela is an Instructor in Economics at Hostos Community College. He has been teaching at Hostos since 2010. His research interests are in development economics and the political economy of higher education. Most of his work has involved studying the factors that impede country-focused development, concentrating on comparative studies in economic growth and economic thought, particularly in Cuba. More recently, his research has focused on the political economy of higher education with an emphasis on critical university studies, specifically on community college reform and the access of Hispanic Americans and Hispanic immigrants to higher education.

[Visit academic website \(opens in new window\).](#)



**Tabashshum Jahan Islam**

Queens College  
Urban Studies

Tabashshum Islam teaches Urban Poverty & Affluence and Urban Diversity at CUNY Queens College. Their research interests are in trauma-informed methodology to empower and honor communities through narrative. They actively engage in workshops and events to spread awareness about intersections in gender-based violence, human trafficking, and migration. They seek to support a growing migrant population and acknowledge the needs for trauma-informed approaches in all realms. They received their Master's at CUNY Queens College in Urban Affairs/Studies and their Bachelor's at SUNY Stony Brook University with majors in Psychology and Asian and Asian-American Studies and minors in South Asian Studies and Korean Studies.

[Visit academic website \(opens in browser\).](#)



**Susan Jacobowitz**

Queensborough Community College  
English

Susan Jacobowitz is a Professor of English at Queensborough CC (CUNY) whose research focuses on sons and daughters of Holocaust survivors. Her scholarship has appeared in journals and in *Researchers Remember: Research as an Arena of Memory for Offspring of Holocaust Survivors*, *Teaching the Palestinian-Israeli Conflict*, *Humanistic Pedagogy Across the Disciplines*, *Religion and Nationalism and Jewish Women's Writings*. She teaches *Graphic Literature and Holocaust Literature* and has collaborated with the Kupferberg Holocaust Center to strengthen interdisciplinary humanities education. She was the recipient of an ACLS Mellon Community College Fellowship for a book project entitled *Far From Childhood: A Holocaust Memoir*.

[Visit academic website \(opens in new window\).](#)



**Belinda Linn Rincon**

John Jay College of Criminal Justice  
Latin American and Latinx Studies and English

Dr. Belinda Linn Rincón is an Associate Professor of Latin American and Latinx Studies and English at John Jay College of Criminal Justice, CUNY, and specializes in Latinx literary and cultural studies. Her book *Bodies at War: Genealogies of Militarism in Chicana Literature and Culture* (University of Arizona Press, 2017) examines the rise of neoliberal militarism from the early 1970s to the present through the lens of a Chicana feminist critique. She is the co-founder of the Biennial Latinx Literary Theory and Criticism Conference and the co-founder of the Latinx Literature Minor – the first program of its kind at CUNY. She is currently working on two projects that focus on Latinx love and horror.

[Visit academic website \(opens in new window\).](#)



**Nerve V. Macaspac**

College of Staten Island/ Graduate Center  
Political Science & Global Affairs, Earth & Environmental Sciences

I'm an Asst. Professor of Geography at the Dept. of Political Science & Global Affairs, College of Staten Island and Graduate Faculty at the Earth & Environmental Sciences Doctoral Program, The Graduate Center. I teach courses in Urban Geography and Geographic Information Systems. I also run GeospatialCSI, a curricular initiative that trains students in spatial ethnography, digital mapping, and creative, collaborative and public-facing urban geography-centered inquiry. My research focuses on community-led peace zones and the daily work of ordinary people in maintaining spaces of peace during war and violence. At stake in this research is a better understanding of the spatialities of peace, local peacebuilding, and peace, more broadly.

[Visit academic website \(opens in browser\).](#)



**Oriana Mejias Martínez**

LaGuardia Community College  
Latin American, Iberian, and Latino Cultures

Venezuelan immigrant. She is pursuing her Ph.D. degree in Latin American, Iberian, and Latino Cultures program at The Graduate Center. She has worked as a Spanish instructor at Hunter College, teaching basic and intermediate levels and adding up her Critical Pedagogy to represent and integrate everyone in the classroom. Works as a tutor for Spanish and Italian at Modern Language Center at John Jay College. Her research focuses on contemporary Venezuelan photography, film, and literature; with a special interest in visual culture that reveals precarious and marginal lives within urban environments during the 1980 to 2000 decades in Venezuela. She is also co-founder and co-editor in Casajena Editoras publishing house based in Santiago de Chile.



**Gisele Regatao**

Baruch College  
Journalism

I am an assistant professor of journalism at Baruch where I teach several courses, including cultural reporting, journalistic and fiction podcasting, criticism and media literacy. Before joining Baruch, I worked for WNYC and KCRW, public radio stations in New York and Los Angeles, for 15 years. Some of my recent stories include an investigation on an art fraud case for The Center for Investigative Reporting's *Reveal*; a series on why campaigns fail to get Latinos to vote and a piece on why my native Brazil became one of the epicenters of the COVID-19 pandemic for the national public radio show *Latino USA*. I also produced a fiction podcast series released both in English and Spanish called *Celestial Blood/Sangre Celestial*.

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**Erica Richardson**

Baruch College  
English

Erica Richardson is an Assistant Professor in the English Department at Baruch College. Her teaching and research interests include: Black 19th and 20th-century print culture; black women's writing; African American drama; the formation of discourses on black social life. Her work has been featured in *American Studies (AMSJ)*. She is the recent recipient of the Institute for Citizens and Scholars Career Enhancement Fellowship (formerly the Woodrow Wilson Fellowship). In her advanced Harlem Renaissance course, she will develop pedagogy and assignments centered around using digital archives to respond to Harlem Renaissance public writing and print culture.

[Visit academic website \(opens in new window\).](#)



**Emily Ripley**

Queens College  
Drama, Theater, and Dance

Emily Ripley is a Lecturer, director of the Fashion program at Queens College, and the Curator and Collections Manager of the Queens College Fashion and Textiles Collection. Her research includes the dress of the Bloomsbury Group, the work of milliner Caroline Reboux, the couturier Muriel King, material culture objects from the World War I period, the fashions in *Soul Train*, and a research project on Parsi Saris that took her to India. At Queens College, she teaches the history of fashion, origins to 1900, and 1900 to the present; a seminar class in contemporary dress experiences and race, gender, religion, sexuality, age, the body, and more; a hands-on investigative material culture class, and fashion sketching and design courses.

[Visit academic website \(opens in new window\).](#)



### Rebecca L. Salois

Baruch College  
Black and Latino Studies

Rebecca L. Salois is an Adjunct Assistant Professor at Baruch College. She earned her Ph.D. in Latin American, Iberian, and Latino Cultures from the Graduate Center, CUNY. She teaches various courses in both the Black and Latino Studies Department and the English Department. Her research focuses on theater and other visual literatures from Cuban and U.S. Latinx communities. She is particularly interested in the ways in which humor, identity, and politics overlap with performance within Latinx communities in the United States. She is the host of the podcast Why Do We Read This? which connects world literature with pop-culture and current events.

[Visit academic website \(opens in new window\).](#)



### Casandra Silva Sibilin

York College  
History, Philosophy, and Anthropology

Ms. Silva Sibilin has taught courses in Philosophy-Sociology of Education, Introduction to Philosophy, Informal Logic, Ethics, Critical Thinking, and Western Civilization. Her research interests are in the areas of philosophy of education, social and political philosophy, social justice, ethics, and literature. She has a particular interest in questions regarding the place of feelings and emotions in philosophy and philosophy of education as well as different notions of happiness and human flourishing. Past work focused on the intersection of Rousseau's educational and political philosophies. She is also involved in initiatives to widen access to philosophy and philosophical methods beyond the college classroom.

[Visit academic website \(opens in new window\).](#)



**“The lost and found books were such a cherished surprise to get in the mail! And they have a wonderful smell”**



What kind of trust do you need & want in the classroom? Why is it necessary to you?

trust to a safe environment that encourages positive interactions

supportive and respectful language in response to all comments

trust that we all want to learn

cultivate an environment where students can feel comfortable expressing themselves and making mistakes - and also that comfortable and safe being called "no"

I want honesty & transparency & to be able to trust that we're all learning

understanding that we are all vulnerable in the process of teaching and learning

Trust to make mistakes without judgement.

I want students to feel they can ask questions without feeling judged for not knowing the answer

In my math classroom, trust that all students can "do" math. I trust they can, I trust them to trust themselves

Trust that can ask questions without risking ridicule

Trust that one's personal identity is not up for debate.

trust that students feel valued and understand that they are co-creators of knowledge

What is one book that you feel inside?

M Archive by Alexis Pauline Gumbs

The Woman Warrior by Maxine Hong Kingston

Fun Home by Alison Bechdel

Down These Mean Streets by Jim Thomas

Gorilla, My Love by Toni Cade Bambara

Beloved by Toni Morrison

The Blith by Blue Quilina (Quilina)

Their Eyes Were Watching God

Fitzgerald, Beautiful and the Damned.

My Brilliant Friend

White Teeth

Let the Great World Spin by Colum McCann

The Kite of the Spider Woman by Marcel Proust

AMITY GHOSH PALACE

White Teeth

Homegoing

Les Misérables by Victor Hugo

Minor Feelings by Cathy Park Hong

Wide Sargasso Sea by Jean Rhys

His Dark Materials by P. Pullman

Little Reunions by Eileen Chang

Homegoing

White Teeth

Let the Great World Spin by Colum McCann

Brother Im Dying by Edwidge Danticat

The Clan of the Cave Bear by Jean Auel

The Reader by Bernhard Schlink

A Life's Work by Rachel Cusk

SOMETIMES A GREAT NOTION

THE YEAR OF MAGICAL THINKING

The Joy Luck Club by Amy Tan

What is one object from the novel that has stayed with you?

the Waste Land

Polaroid pg 352

The Black and Pink Hats

Instructor's manual for the camera

Sontag's journals (59-60)

backpacks

Books

Box 5

Pink hat

Microphone

Eagle's eggs

the girl's thumb

Mama's little red book (of elegies).

The black and pink hats

archival box

Songs

Map

Empty Boxes

The final run-on sentence (not an object per se but still striking)

The Collected Poems of Emily Dickinson in Papa's box.

The recorded letter to Memphis

Eagle eggs

Swiss Army Knife

Embroidered phone numbers

Bodies in the desert

children's car games

Radio airing migrant family stories.

hibition Research" (Thomas Mintz and Midori Yamamura, Kingsborough Community College), to thinking about how to effectively implement Universal Design principles: "Is Universal Design Enough? Learning from the Neurodiversity Movement How to Engage Diverse Learners" (Kristen Gillespie-Lynch, College of Staten Island), which had over 300 virtual attendees.

Some workshops focused on using specific teaching tools, subjects, and technologies, such as "Twine, An Open-Source Tool for Non-Linear Storytelling and Gaming Pedagogy" (Katherine Tsan, Baruch College); "Let's Renga: Creating Community Through Japanese Poetry" (Alison Cimino and Ben Miller with their students at Queensborough Community College); and "Including Staten Island in the History of COVID-19 in NYC: CUNY Students as Participant Observers" (Susan Smith-Peter and Joseph Frusci, College of Staten Island), which showcased a student-run Facebook community page created in their courses, from which the Museum of the City of New York selected 7 items (out of more than 20,000 submissions) for their exhibit, New York Responds: The First Six Months, which dealt with COVID in NYC.

TLH offered monthly "Open Office Hours" to facilitate conversations about how to engage audiences in meaningful ways online to boost each event's interactive elements. Faculty organizers integrated activities into their workshops, including polls, entry and exit ticket questions, and virtual white boards like the one pictured on the top left of pg. 42 from "Towards a Critical, Decolonized Pedagogy: An Interactive (Re)Visioning," organized by Elvis Bakaitis (Mina Rees Library); and those in the middle and bottom left from "Women Rewrite America," a three-part reading and discussion series organized by Ria Banerjee (Guttman Community College), Sarah Hoiland (Hostos Community College), and Maria Julia Rossi (John Jay College).

Ideas

What is Metacognition?

100 Cameras Course Objectives

Research Should Feel Like Geeking Out

Technology and Tool Integration

Low Stakes Writing and Critical Thinking

40 Reflection Questions

Access for all

Higher Ed- UDL

SupportEd Resources for ELLs

Activating Prior Knowledge

Principles of Adult Learning

Learning for Justice



“My Pandemic” is a short autoethnographic film that captures a day-in-a-life of the students and reveals their unique and shared experiences across the uneven geographies of the pandemic. The film was co-produced by Professor Nerve Macaspac’s students and himself in his Urban Geography course at the College of Staten Island in Fall 2020. As part of their fieldwork project, students were asked to capture a 1-minute autoethnographic video of their daily lives shot on the same day. Each student was then asked for consent to include their submissions in the short film and sharing of the film for educational purposes, including in TLH’s active and participatory learning series in Spring 2021.

Organizers also used tools beyond those available in Zoom. Stephanie Corrente talked about students using Padlet to share, collaborate, and collect communal resources in her workshop on “Alternative Assessments: Supporting Equity and Access.” Corrente and her participants added to a Padlet of resources on Access for All, including articles about metacognition, project-based learning (PBL), and other tools that promote the participation of every learner, like AnswerGarden, Mentimeter, and Nearpod (see pg. 43).

Participants in these workshops produced a wide array of crowd-sourced materials for educators at CUNY and beyond in our Open Ed CUNY group. They also created works of art in Noëlle King’s “Your Day in Stripes” activity (see pg. 44-46) and a whole zine curated by James Lowry (Queens College), Nerve Macaspac (College of Staten Island), and Cynthia Tobar (Bronx Community College) following their workshop on “Autoethnographic Pedagogy: Student Expertise and Learning in Community” (see pg. 45, bottom right).



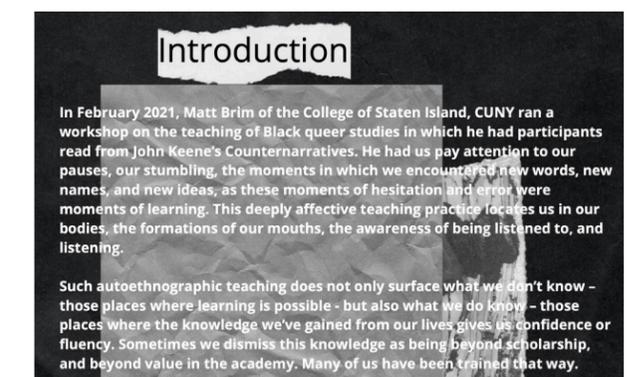
Artwork created in Noëlle King’s “Your Day in Stripes.”

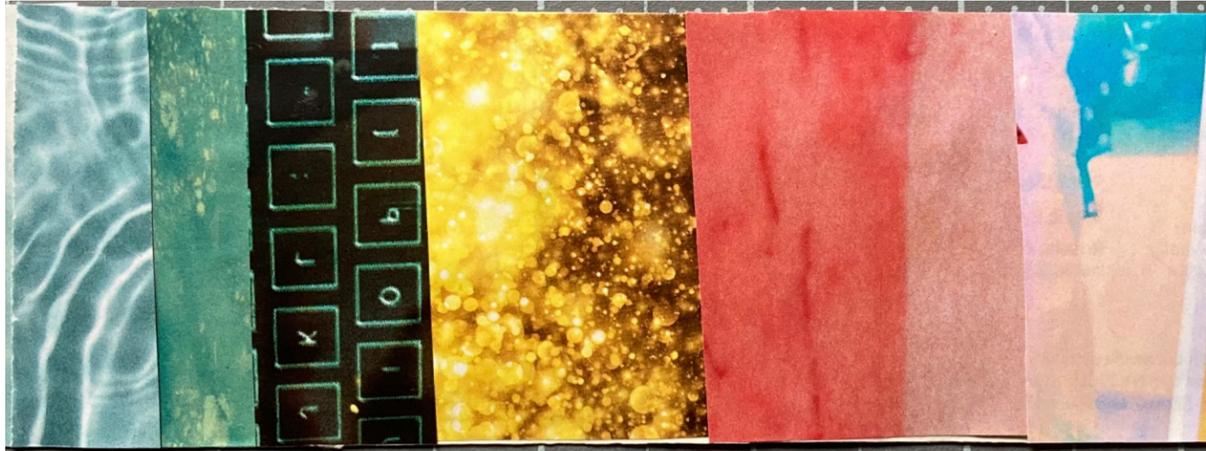
Workshops became sites of exchange between CUNY’s 25 campuses and across numerous disciplines. Organizers, collaborators, and participants shared a wide variety of pedagogies that could be used in any classroom, such as “Team as Support: Helping Students Get Through the Pandemic While Improving Academic Outcomes” (Lea W. Fridman, Kingsborough Community College); “Black Love as Pedagogical Principle” (Kelly Baker Josephs, York College and Donna Hill, Medgar Evers College); “Nature-Based Learning in Higher Education” (Nicole Kras, Guttman Community College); and “Internships in the Covid Era” (Ossama Elhadary and Angel Rodriguez, New York City College of Technology).

Participation reached new heights in “Peace-building through Awareness and Improvisation,” organized by Heather Huggins



and Aviva Geismar (Queensborough Community College). Social Presencing Theater (SPT), the method practiced and taught in this mini series, decolonizes learning by reclaiming the body as an equitable way of knowing and being. According to Huggins and Geismar, “SPT centers first-person experience via an improvisational and cyclical process, inviting participants to perceive a larger present. Because SPT is practiced in community, it positions our relational spaces, and the distinct cultures that emerge from them, as worthy of reflection and development. The ‘theater’ in SPT refers to a shared place where something of significance is made visible.” As students shared their experiences at CUNY, professors and leaders in SPT performed what they heard (one example pictured above) and encouraged newcomers to do the same in a welcoming and judgement-free environment. Participants moved around, breaking away from the draining effect of Zoom fatigue,



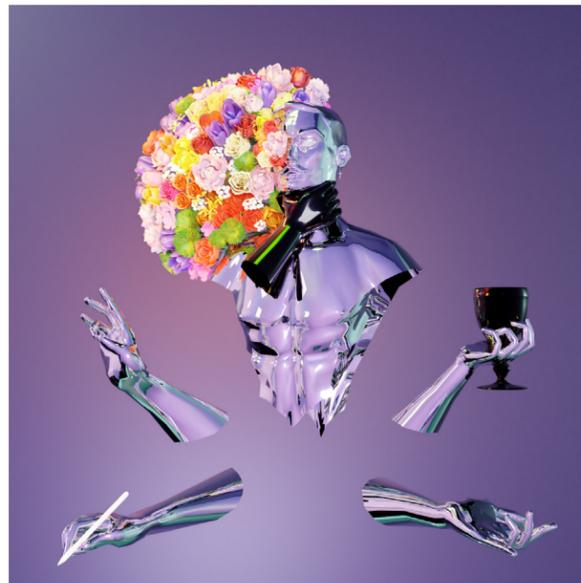


Artwork created in Noëlle King's "Your Day in Stripes."

and engaging in the conversation with their whole bodies, as if stepping into the shoes of the speakers for a moment, in what was a truly transformative event.

Through their contributions to organizing, coordinating, and running these workshops, students gained crucial experience and higher order skills that they will use in their current and future careers. They were able to add vital insights to conversations about alternative assessment methods in Ian Singleton's workshop on anti-racist grading practices; showcase their artwork in Dahlia Elsayed and Liena Vayzman's "Seeing Each Other: Identity Self-Portraits" (see pg. 46-47); and share their strategies for survival, and helpful student resources in "Lessons Learned: From Crisis to Resilience, CUNY's Student Experiences," organized by Millicent Freeman (Borough of Manhattan Community College) and Diane Banks (Bronx Community College).

Several of our Spring 2021 faculty organizers went on to apply to become Mellon TLH Faculty Fellows. Marta Cabral, Heather Huggins, Alyse Keller, Nicole Kras, Nerve Macaspac, Marcelo D. Viana Neto, Gigi Polo, Rebecca Salois, and Midori Yamamura were selected as 2021-2022 Faculty Fellows this year.



Artwork by Scottie Norton from "Seeing Each Other: Identity Self-Portraits," organized by LaGuardia Community College Professors Dahlia Elsayed and Liena Vayzman. Norton writes: "As a non-traditional student, this artwork represents me pursuing my passion of becoming an artist and "blooming" or discovering my power through art after years of working as a retail manager. Each of the hands represents something different. I chose the image of the pencil in white and the black goblet to represent the positive force of creativity and the negative concept of vice. The black hand around my neck symbolizes self-doubt and self-destructive behaviors. Last year I was involved in an attack that broke the right side of my face, and this artwork symbolizes me overcoming this event and emerging with a newfound sense of purpose."



Artwork by Kyana Neil from "Seeing Each Other: Identity Self-Portraits," organized by LaGuardia Community College Professors Dahlia Elsayed and Liena Vayzman. Neil writes: "This is a representation of my activist side and my normal side. By bringing art and social justice together, I decided I wanted to remake a famous painting by Norman Rockwell. My head is served on a silver platter ... I'm surrounded by people laughing and talking, but all of the white people surrounding me have copied my makeup ... and now the laughing seems to be more of a 'haha we look just like her.' ... Famous celebrities like Kim Kardashian and Gwen Stefani are infamously known as Culture Vultures... they wear people's culture like it's a costume."

# Summer Institute

2021 - 2022

# TLH Summer Institute

June 23  
2021

On June 23, 2021, the 2021-2022 Andrew W. Mellon Transformative Learning in the Humanities Faculty Fellows gathered together virtually for an inspiring half-day Summer Institute. 51 Mellon TLH Faculty Fellows, from different disciplines, at different stages in their careers, and from all across CUNY, engaged in highly participatory activities developed by TLH Faculty Directors Cathy N. Davidson and Shelly Eversley.

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

TLH Assistant Director Khanh Le started off with an entry ticket question, “Write one or two words in the chat for what you most want your students to take from your classes.” The responses—submitted in moments—

were a testament to the tremendous value that our fellows place on teaching (you can read the responses in the word cloud on page 49).

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

Davidson followed up this activity with a deep listening exercise, also known as a listening dyad, where the fellows paired up

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

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

After a short break, Davidson and Eversley shared resources on the efficacy of active learning methods like these. Then the cohorts met amongst themselves in three separate breakout rooms to share pedagogical design and active learning ideas they want to implement in their classes in the coming year. Each cohort identified a spokesperson

to report back using a randomized method: based on whose birthday was closest to June 23rd.

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

Finally, Katopodis closed the session with an exit ticket, “What are you most looking forward to in the new academic year with TLH?”



# Spring 2021 Faculty-Led Events

## 2021 Health Communication Symposium

David Lee (New York City College of Technology)

## Alternative Assessments: Supporting Equity and Access

Stephanie Corrente (College of Staten Island)

## Autoethnographic Pedagogy: Student Expertise and Learning in Community

James Lowry (Queens College)

## Black Cuir Revolutions: Reflections on Brazil, Colombia, Cuba, and the Bronx

Olivia Loksing Moy, Sarah Ohmer, and Matt Caprioli (Lehman College)

## Black Gay Men on Film

Alexandra Juhasz (Brooklyn College)

## Black Love as Pedagogical Principle

Kelly Baker Josephs (York College) and Donna Hill (Medgar Evers College)

## City Tech's 40th Annual Literary Arts Festival, Featuring Poet Staceyann Chin and City Tech Students

Caroline Chamberlin Hellman (City Tech)

## Claiming your Digital Space: Creating/Devising Academic Theatre in a Post-Covid World

Beto O'Byrne and Michael Alifanz (LaGuardia Community College)

## Compose and Collaborate: Digital Publishing and Academic Relationships

Lucas Kwong and Atilio Barreda (New York City College of Technology)

## Conditions for Change: A Pedagogical Cypher

Quilan Arnold and Jessica Nicoll (Hunter College)

## Cultivating the Global Learner: Awareness, Engagement and Dispositions

Meg Tarafdar (Queensborough Community College)

## Decolonize Curriculum through Antiracist Pedagogy to Support Our BIPOC in Building Resiliency

Gigi Polo (College of Staten Island)

## Digital Acknowledgments: Using Photography to Recognize and Honor the Knowledges Students Bring to the Classroom

Tusia Dabrowska (John Jay College)

## Environmental Psychologists Responding to COVID: Re-creating Assignments in a Context of Global Crisis

Erin Lilli and Fernanda Blanco Vidal (Graduate Center)

## Exploring Untold Stories: Analyzing Family Primary Sources

Madeline Ruggiero (Queensborough Community College)

## Facebook as Student Platform for Research-Based Access to Health/Social/Community Issues

Rachel Kovacs (College of Staten Island)

## Fathers for Femininity

Cheri Carr (LaGuardia Community College), Jesus Benitez (Hunter College and City College), and David Ortiz (LaGuardia Community College)

## Flipping the Script on Grading: Alternative, Anti-Racist Grading Practices

Ian Singleton (Baruch College)

## Flipping the Script: Challenging Our Perceptions about Race, Parts I & II

Agustin McCarthy and Melanie Oram (Borough of Manhattan Community College)

## Fostering Play in the Classroom: Pedagogies to Build Creativity, Connection and Light to Oppressive Spaces

Monika Son and Gabrielle Cuesta (John Jay College)

## From Page to Stage: Engaging with QCC Writers Live Event

Susan Lago and Raquel Corona (Queensborough Community College)

## Humanizing Teacher Education: Cultivating Cultural Diversity Empathy through Reciprocal Teaching

Immaculee Harushimana (Lehman College)

## Including Staten Island in the History of COVID-19 in NYC: CUNY Students as Participant Observers

Susan Smith-Peter and Joseph Frusci (College of Staten Island)

## Internships in the Covid Era

Ossama Elhadary and Angel Rodriguez (New York City College of Technology)

## Is Universal Design Enough? Learning from the Neurodiversity Movement How to Engage Diverse Learners

Kristen Gillespie-Lynch (College of Staten Island)

## It's in the syllabus... and in my Course Organizer! Mindfully engaging with Syllabi, Parts I & II

Niyati Mehta (Queensborough Community College) and Marta Cabral (College of Staten Island)

## Lessons Learned: From Crisis to Resilience, CUNY's Student Experiences

Millicent Freeman (Borough of Manhattan Community College) and Diane Banks (Bronx Community College)

## Let's Renga: Creating Community Through Japanese Poetry

Alison Cimino and Ben Miller (Queensborough Community College)

## Listening to the Voice Within: Meditative and Conscious Creativity

Natalie Nuzzo (Brooklyn College)

## Making Community Media: Film Screenings and Discussion with Asian American Filmmakers and Activists

Alex Ho (Borough of Manhattan Community College)

## Memorializing Space: A Cross-Disciplinary Approach to Open Pedagogy in the Humanities

Laurie Lomask and Jill Strauss (Borough of Manhattan Community College)

## Moving Toward Discomfort: Facilitating Difficult Classroom Conversations

Karen Zaino (Queens College)

## "My Pandemic": Film Screening and Discussion with CUNY College of Staten Island Students

Nerve Macaspac (College of Staten Island)

## Nature-Based Learning in Higher Education

Nicole Kras (Guttman Community College)

## Peace-Building Through Awareness and Improvisation, Parts I & II

Heather Huggins and Aviva Geismar (Queensborough Community College)

## Performance as Narrative Medicine Workshop

Alyse Keller (Kingsborough Community College)

## Philosophy for Children Workshop: Anti-Racist Conversations at Any Age

Cheri Carr (LaGuardia Community College), Jesus Benitez (Hunter College and City College), and David Ortiz (LaGuardia Community College)

## Podcasts and the Classroom: Creating and Assigning Course Specific Podcasts

Rebecca L. Salois (Baruch College)

## Seeing Each Other: Identity Self Portraits, Parts I & II

Liena Vayzman and Dahlia Elsayed (LaGuardia Community College)

## Speculative Futures: Creating Better Worlds in the Classroom

Marcelo D. Viana Neto (Hostos Community College)

## Strategies for Publishing Articles and Preparing Your Future Book

Araceli Tinajero (City College)

## Sustainable Thinking in Practice: Fashion, Cultural Industry, Labor, Immigration

Eugenia Paulicelli (CUNY Graduate Center and Queens College) and Deepsikha Chatterjee (Hunter College)

## Teaching Black Queer Studies as General Education for the Public Good

Matt Brim (College of Staten Island and The Graduate Center)

## Team as Support: Helping Students Get Through the Pandemic While Improving Academic Outcomes

Lea W. Fridman (Kingsborough Community College)

# Spring 2021 Faculty-Led Events (cont.)

## The Power of Reading and Writing: How English Courses Paved Career Paths

Ilse Schrynemakers and Beth Counihan (Queensborough Community College)

## The Practice of Publishing: An Evening With Morgan Jerkins

Emily Raboteau (City College)

## There is a Portal: Views into Ourselves and Each Other

Ariana Mangual Figueroa (Graduate Center)

## There is No Separate Survival: Reading Audre Lorde in These Times

Jacqueline Brown and Donna Masini (Hunter College)

## Toni Cade Bambara's Transformative Praxis for Learner-Centered Communities

Sonia Adams (Queensborough Community College)

## Towards a Critical, Decolonized Pedagogy: An Interactive (Re)Visioning

Emily Drabinski and Elvis Bakaitis (Graduate Center)

## Transformers: Learning & Teaching Social Justice in Africana Studies

Teresa Booker and Crystal Endsley (John Jay College)

## Twine, An Open-Source Tool for Non-Linear Storytelling and Gaming Pedagogy

Katherine Tsan (Baruch College)

## Ubuntu Pedagogy in Pandemic Times: Teaching Africana Women's Responses to the COVID-19 Crisis

Bertrade Ngo-Ngijol Banoum and Mariama Khan (Lehman College)

## Understanding and Building Collective Efficacy, Parts I & II

Tim Leonard & Leigh Somerville (Borough of Manhattan Community College)

## UnHomeless NYC: Transformative Public Humanities Exhibition Research, Parts I & II

Thomas Mintz and Midori Yamamura's (Kingsborough Community College)

## Using Music, Movement and Media to Create Community and a Culture of Care

Lindamichelle Baron and Xin Bai (York College)

## Voices of the Unheard: The Afro Latinx Experiences

LaGuardia Community College's Faculty and Staff of Color Collective (FSOC)

## Voicing Poverty and Creating a New Interdisciplinary Humanities Curriculum

Christine Farias, Cara O'Connor, and Jamie Warren (Borough of Manhattan Community College)

## Who Set The Fires? Interrogating the 1969 Student Protests at Brooklyn College (CUNY) - A Theater for Development Project

Dale Byam (Brooklyn College)

## Women Rewrite America: A Reading and Discussion Series, Parts I, II, & III

Ria Banerjee (Guttman Community College) and Maria Julia Rossi (John Jay College)

## Writing Syllabi that Promote and Embrace Diversity and Inclusion

Lucie Mingla (City College of Technology and Borough of Manhattan Community College)

## Your Day in Stripes: A Creative Workshop

Noëlle King (Bronx Community College)

# TLH Presentations and Publications

Cathy N. Davidson, "[The Challenge of Learning](#)" and "[Achieving Gender Equality in Education](#)" in Nobel Prize Forum on the Future of Education, December 9, 2020.

Cathy N. Davidson, "Reimagine Teaching," Keynote, Association of Independent Colleges of Art and Design, February 18, 2021.

Cathy N. Davidson and Christina Katopodis, "[8 Ways to Improve Group Work Online](#)," Inside Higher Ed, October 28, 2020.

Cathy N. Davidson and Christina Katopodis with Bryan Alexander, "[Exploring the potential for educational transformation](#)," Future Trends Forum, June 24, 2021.

Cathy N. Davidson and Dianne Harris, "[Making Remote Learning Relevant](#)," Inside Higher Ed, August 5, 2020.

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

Christina Katopodis and Cathy N. Davidson, "Contract Grading and Peer Review" in *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, edited by Susan D. Blum. West Virginia University Press, 2020.

Christina Katopodis, "CUNY Core Books: Critical to the Core," LaGuardia Community College, Live Virtual Webinar, May 7, 2021.

Christina Katopodis, "[A Pedagogy of Self-Care for a Post-Pandemic Fall](#)," Hybrid Pedagogy, July 29, 2021.

Jessica Murray, Associate Producer and Key Cast in "[The Biggest Obstacle](#)," 2021. Directed and produced by Gearóid Dolan (MFA, Hunter College). Official Selection in the NYC Independent Film Festival 2021 and Manhattan Film Festival 2021. IndieFEST Film Awards of Merit in Documentary Feature and Disability Issues categories, 2021.

Jessica Murray, "[Washington's infrastructure deal is a raw deal for the disabled](#)," New York Daily News, August 5, 2021.

Shelly Eversley, Cathy N. Davidson, Khanh Le, and Christina Katopodis, "Revolutionizing Higher Education: Student Centered Teaching and Learning," 2021 CUNY Faculty Diversity and Inclusion Conference, City University of New York, Live Virtual Workshop.



# “Practicing the Equitable, Transformative Pedagogy We Preach,” an Inside Higher Ed op-ed by Cathy N. Davidson and Shelly Eversley



**INSIDE  
HIGHER ED**

TLH Faculty Co-Directors Cathy N. Davidson and Shelly Eversley write, “Academe needs structural change toward equitable pedagogy,” in an Inside Higher Ed op-ed published on August 16, 2021, featuring the important work of our Transformative Learning in the Humanities program at CUNY. The article received over 22,000 impressions in less than 24 hours. That’s substantial! CUNY’s IEVC Daniel Lemons, PI on the grant, included the article in his welcome message to CUNY’s presidents and provosts, and The Andrew W. Mellon Foundation featured the article in its “Grantee News” section.

## Thank you

We would like to thank Armando I. Bengochea and The Andrew W. 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



