

Transformative Learning In The Humanities

2022-2023
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.



Supported by:





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Opening Letter



Transformative Learning in the Humanities has been the most transformative work of our entire careers. And given that we have been teaching at CUNY for almost four decades combined, this point about incredible transformation is worth repeating. This opportunity to rethink traditional teaching methods and to collaborate with our colleagues across every one of CUNY's 25 campuses has led us to more engaged, innovative ways to teach. Together with our students and our colleagues at each of CUNY's two- and four-year colleges, we developed active teaching methods and resources that have created empowered communities of learning in every borough of New York City. We studied the scholarship on student-centered teaching and learning and, combined with our experiences teaching through the crises surrounding the pandemic, we helped create a movement for transformative learning—one that inspires our students to remain curious and fully engaged with the world beyond school. We built communities of practice among colleagues, and we shared resources and workshops digitally, locally, and at national conferences.

And, in this final year of the Mellon-supported initiative to focus on teaching, learning and their intersections with student and faculty success, we are thrilled by our tremendous, collaborative impact. Here are some highlights of our work from the last three years:

- We supported 101 Faculty Teaching Fellows from 21 of CUNY's 25 campuses
- TLH Faculty Fellows were teaching as they practiced TLH methods, immediately impacting more than 7,000 CUNY students
- 45 students from 13 CUNY campuses organized and delivered presentations at our Student Summit on their visions for the role of the Humanities in a more just society
- We closely collaborated with over 200 faculty to organize 99 public events
- We hosted 11 high-profile educational leaders in our Transformative Speakers Series of interactive workshops

In three years, we counted 6,000 attendees at our public events. And most thrilling: TLH has impacted more than 47,000 students. Our exit surveys, which are also available in this report, suggest that the impact is even greater than reaching 47,000 students since we have no measurement for the ongoing engagements with the OERs we created, with our published articles, with our online event with Lorgia García Peña, or with the celebration event for our colleagues Cathy N. Davidson and Christina Katopodis' new book, *The New College Classroom* (Harvard UP 2022).

Another point of pride is the community we built together. Our TLH Team developed pedagogy workshops on antiracism, syllabus co-creation (a decolonial practice), accessibility, communities of care, and equity in every modality. We hosted online sessions attended by faculty from around the world. We customized pedagogy workshops for the national meetings of the American Studies Association, the American Educational Research Association, and Humanities, Arts, Science, and Technology Alliance Collaborative (HASTAC). In addition to the public events organized by TLH Teaching Fellows and TLH Student Fellows, we also shared resources at CUNY's biennial diversity conference, "The Illusion of Inclusion: Collaborative Solutions for Performative Diversity." At each in-person event, we shared knowledge with enthusiastic teachers and students who were excited to experiment with TLH methods on their own campuses.

Inside this report, we will share our recommendations for continued transformation at CUNY and beyond. For now, we would like to express our deep love and respect for our colleagues who have collaborated on TLH's success. We could not ask for better colleagues who are guided by a shared commitment to socially responsible, empowered teaching and learning for everyone: Christina Katopodis, Associate Director and Research Associate; Grace Handy, TLH Research Assistant and Librarian; Khanh Le, Pedagogy Co-Leader; Jessica Murray, Director of Digital Communications; Annie Prince Periapurath,

Program Assistant; and Yuma Carpenter-New, Student Summit Coordinator. We also thank Executive Vice Chancellor and University Provost Wendy F. Hensel and University Dean for Faculty Affairs and Leadership Development Annemarie Nicols-Grinenko. And we are especially grateful for the hundreds of CUNY faculty and students who have already contributed so much and whose work we showcase in this annual report.

Sincerely yours,

Shelly Eversley and Matt Brim



Executive Summary



In its third and final year of the grant, Transformative Learning in the Humanities (TLH) expanded its efforts to lead in effective and equitable pedagogy to increase student engagement and success at CUNY and beyond. TLH engaged thousands of humanities and humanities-adjacent faculty at CUNY in its public programming, hosting or co-hosting seven illustrious speakers—all leaders in social justice pedagogy—in our Transformative Speaker Series. Our faculty fellows, in collaboration with their students, produced 12 public knowledge projects and events to engage the CUNY community in dialogues about antiracist and inclusive teaching methods that bolster student success. TLH sponsored 10 projects hosted locally by Centers for Teaching and Learning leaders at CUNY's two- and four-year campuses.

Our TLH Mellon Student Scholars and Student Advisory Board led at CUNY this year. We formed a Student Advisory Board of 24 members from 11 of CUNY's campuses. Selected students were from diverse backgrounds and over twenty majors, including: Anthropology, Business, Black and Latino Studies, Computer Sciences, Criminology, Dance, East Asian Political Sciences, Economics,

Entrepreneurship, Forensic Psychology, Journalism, Liberal Arts, Nursing, Marketing, and Psychology. Together with our Student Summit Coordinator, the Board helped to draft a call for proposals and evaluated applications for our Student Summit on the Role of the Humanities in a Just Society held on May 5, 2023.

Through public events attended by faculty, staff and students at CUNY and around the world and the kick-off of our last year of Faculty Seminars, which provided 52 CUNY humanities faculty with intensive peer-to-peer training focused on equitable, creative, student-centered pedagogical methods, TLH advanced its goals of democratizing the humanities classroom and widely sharing how indispensable the humanities are for a more just and equitable society.

Students taking courses with our faculty fellows reported that their familiarity with various active learning methods increased over the course of the semester. Several reached out to us to ask how they could find more courses taught by our faculty fellows. Students who took these courses were more likely to agree that their input would be useful

in planning a class syllabus at the semester's end than they were at the semester's beginning. They were more confident in their ability to engage in the following activities at the semester's end than they were at the semester's beginning, suggesting that TLH active learning methods helped bolster student confidence in areas critical to learning:

- Learning completely new concepts and ideas
- Becoming proficient in a new strategy for approaching problems
- Reflecting on what they learned and how they might use those skills in the future
- Communicating their needs as a learning to their instructors
- Bringing their own experiences and expertise into the classroom

Finally, at the semester's end, 93% of students strongly agreed or agreed with the statement, "Active learning is HELPFUL to my learning," and 87% strongly agreed or agreed they would recommend courses that use active learning to their peers.

TLH has made significant progress toward its original goal of greater faculty attention to teaching and greater participation in faculty development opportunities and active learning strategies. Evidence of this is abundant in our seminars and programming. Over the last three years, we supported 101 Mellon TLH Faculty Fellows from 21 of CUNY's 25 campuses in our seminars and through facilitating their public knowledge projects, and we supported 90 faculty from across CUNY's two- and four-year colleges in hosting their own professional development workshops. Faculty participation went beyond passive attendance: we closely collaborated with over 200 faculty to organize 99 public events focused on inclusive, equitable, active learning teaching methods. CUNY faculty were able to share their expertise and pedagogical leadership among their peers by playing a leading role in organizing the majority of these events. 75 percent of participants reported that, going forward, they would "very likely" use TLH methods introduced in the Transformative Speaker Series workshops (e.g., antiracist teaching methods, ungrading, liberation literacies, care in the classroom). We built communities of practice among

colleagues: several faculty fellows published articles on ungrading and became leaders of student-driven assessment methods on their campuses, and we shared resources and workshops digitally, locally, and at national conferences.

Finally, in June 2023 we launched the "[Transformative Learning in a Box](#)" ("TLH in a Box") website as an Open Educational Resource (OER) that shares TLH's antiracist teaching strategies and transformative methods with the general public. TLH in a Box contains all the needed resources for departments and institutions to reproduce, within their specific context, an accessible and socially just pedagogical practice. The website contains: teaching tools and more for faculty; templates, budget models, annual reports, and other resources for administrators and staff; and ideas for student engagement, including how to form a Student Advisory Board and hosting a virtual student summit. The resources and materials were also archived in a Pressbook to ensure longevity and accessibility. TLH in a Box goes beyond becoming part of City University of New York's infrastructure and integrating the humanities into our fellows' and students' future work and education to expand our reach to other institutions, administrators, faculty, and students.

We would like to thank the Mellon Foundation, the CUNY Central Office of Academic Affairs, CUNY Innovative Teaching Academy, our collaborators, leaders, faculty, staff, and students for making this such an inspiring and venturesome three-year program. The grant has transformed us all.

Thank you,

Annemarie Nicols-Grinenko

University Dean of Faculty Affairs and Leadership Development

Christina Katopodis

TLH Associate Director and Postdoctoral Research Associate

Grace Handy

TLH Librarian and Research Assistant

Leadership at TLH



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

Executive Vice Chancellor
and University Provost
TLH Principal Investigator

Dr. Wendy F. Hensel is the Executive Vice Chancellor and University Provost of the City University of New York. Her tenure began on June 1, 2022. As CUNY's chief academic officer and chief executive of the Office of Academic Affairs, EVC Hensel oversees ongoing initiatives to improve student transfer, reimagine Black, Race and Ethnic Studies and Graduate Education, and foster innovation in pedagogy and instruction.



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

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

Dr. Cathy N. Davidson is the Senior Advisor on Transformation to the Chancellor of the City University of New York, a role which includes work with all twenty-five campuses serving over 500,000 students. She is also the Founding Director of the Futures Initiative and Distinguished Professor of English, as well as the M.A. in Digital Humanities and the M.S. in Data Analysis and Visualization programs at the Graduate Center, CUNY. She served as TLH's founding faculty director in 2020-2022 and co-authored, with Christina Katopodis, *The New College Classroom* (Harvard University Press, 2022).



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

University Dean for Faculty
Affairs and Leadership
Development
TLH Administrative Director

Dr. Annemarie Nicols-Grinenko is the University Dean for Faculty Affairs and Leadership Development and the Interim Senior University Dean and Vice Provost for Academic Programs and Policy in the Office of Academic Affairs at the City University of New York. She works collaboratively with colleagues across the university to enhance faculty development, recognize faculty excellence in teaching, scholarship and service, cultivate academic leadership and provide support on issues related to faculty recruitment and retention.

“The new Black and Latino Studies major at Baruch incorporates the transformative tools and principles around empowered teaching and learning that have been fundamental to our work with TLH. I am really proud of the synergy and inspiration from TLH!”

– Shelly Eversley



**Shelly Eversley,
Ph.D.**

Professor and Chair of
Black and Latino Studies
at Baruch College
TLH Faculty Co-Director

Dr. Shelly Eversley works in the service of equity, access, and opportunity in every aspect of her career in higher education. She teaches literature, feminism, and Black Studies at Baruch College, CUNY, where she is Professor of English and Chair of the Black and Latino Studies department. She also serves as Professor of English at the CUNY Graduate Center. She was recently Academic Director of CUNY's Faculty Fellowship Publication Program (FFPP) and is Founder of equalityarchive.com. She is the author of *The "Real" Negro: The Question of Authenticity in Twentieth Century African American Literature* (Routledge) as well as several essays on literature, race, and Black culture. She is currently revising a new book titled *The Practice of Blackness: Cold War Surveillance, Censorship, and African American Literary Survival*.



**Khanh Le,
Ph.D.**

Visiting Assistant
Professor of Linguistics and
Communication Disorders
TLH Spring 2023 Pedagogy
Co-Leader

Dr. Khanh Le will be joining Queens College as a tenure-track Assistant Professor of Multilingual Literacies in the Department of Linguistics and Communication Disorders in Fall 2023. He earned his Ph.D. in Urban Education from the Graduate Center, CUNY. He is a scholar of language, race, refugees, and trauma studies. As the child of a refugee family and a product of the Vietnam War, his research intersects translanguaging, transtrauma, and transmethodology. His most recent publication, co-authored with Lara Alonso, is titled, "The Language Warriors: Transcending Ideologies on Bilingualism in Education." The article examines ways to combat deficit lenses when working with language-minoritized students. Dr. Le was awarded the 2023 Bilingual Education Research-SIG AERA Outstanding Dissertation 2nd Place Award and has received both the Graduate Center Fellowship and Dissertation Year Fellowship.



**Matt Brim,
Ph.D.**

Professor of Queer Studies
College of Staten Island and
Graduate Center
City University of New York
TLH Faculty Co-Director

Dr. Matt Brim is Professor of Queer Studies in the English department at the College of Staten Island, with a faculty appointment at the Graduate Center in the Women's and Gender Studies M.A. Program. He teaches courses in LGBTQ literature, women's studies, working-class studies, and queer higher education, offering courses to CUNY's broad student body, from associate to doctoral students. He is Academic Director of the Faculty Fellowship Publication Program (FFPP), a university-wide initiative that advances CUNY's institutional goal of supporting a diverse professoriate. Brim is author of the award-winning *Poor Queer Studies: Confronting Elitism in the University* (Duke University Press, 2020), as well as *James Baldwin and the Queer Imagination* (University of Michigan Press, 2014).

"One highlight of my year with TLH was moderating a conversation about voice and vulnerability in the classroom with writer and MacArthur Fellow Kiese Laymon, whose generosity toward our student attendees was a model of transformative pedagogy."

– Matt Brim



Virginia Diaz-Mendoza, Ph.D.

John Jay College of Criminal Justice, SEEK Department

*TLH Spring 2023
Pedagogy Co-Leader*

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. She is a member of the Counseling Faculty in the SEEK Department at John Jay College of Criminal Justice. SEEK (Search for Education, Elevation and Knowledge) is an opportunity program for high school students entering the City University of New York.

combination of quantitative, qualitative, and historical research methods. Her current research focuses on culturally responsive and sustaining math education, math affinity, and fostering digital equity in computational thinking. Her past research on out-of-school children in sub-Saharan Africa has been supported by the American Educational Research Association (AERA) and featured on NPR's Academic Minute. Her public scholarship also includes writing op-eds on fighting anti-blackness and discrimination against the Asian community that have appeared in the *Daily News and Inside Higher Ed*. She won the Margie Hobbs award from the American Mathematics Association of Two-Year Colleges and became a co-PI of the \$750,000 US State Department funded Stevens Initiative Grant that connects students from five CUNY colleges to students in the Middle East and North Africa through virtual exchange.



Javiela Evangelista, Ph.D.

Assistant Professor of African American Studies, City Tech

*TLH Spring 2022
Pedagogy Co-Leader*

As a public anthropologist Dr. Evangelista engages in participatory research that counters inequalities, particularly at the intersections of citizenship and racialization in the Caribbean and the African Diaspora. Evangelista is developing her book manuscript, an ethnographic analysis of the largest case of mass statelessness in the western hemisphere, the contemporary denationalization of Dominicans of Haitian descent in the Dominican Republic. This research has been supported by a Fellowship at the Mahindra Humanities Center at Harvard University, the Mellon Foundation, Social



Grace Pai, Ph.D.

Queens College, Assistant Professor of Elementary and Early Childhood Education

*TLH Fall 2022
Pedagogy Co-Leader*

Dr. Grace Pai's interdisciplinary scholarship, which expands beyond mathematics education, examines local and global educational equity through a

"Here's one thing I'm proud of: publishing an article with my TLH faculty fellow group titled "The Dialectic Transformation of Teaching and Learning in Community Colleges through Ungrading" that is forthcoming in *Zeal: A Journal for the Liberal Arts*."

– Grace Pai

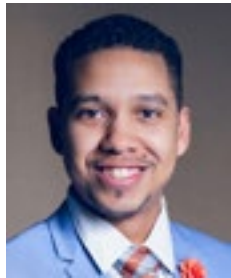
Science Research Council (SSRC), the Professional Staff Congress-CUNY Foundation and a Fellowship at the Center for Place, Culture, and Politics (CPCP) at CUNY. Her work has also been featured in *National Political Science Review* and *Interdisciplinary Team Teaching* (Palgrave). At New York City College of Technology she serves as the departmental coordinator of courses on the Caribbean region.



**Jessica Murray,
Ph.D.**

Director of Digital
Communications at TLH

Dr. Jessica Murray earned her Ph.D. in developmental psychology at the CUNY Graduate Center in 2020. Her dissertation, *Self-Determination in Transportation: The Route to Social Inclusion for People with Disabilities*, examined the role of basic psychological needs in transportation environments. Since 2017, she has been an outspoken advocate for improving accessibility of public transit as a member of the Rise and Resist Elevator Action Group. She has been the chair of the Advisory Committee on Transit Accessibility (ACTA) for New York City Transit since 2019. Murray was the Associate Producer of the 2021 film, *The Biggest Obstacle*, in which she is featured alongside people with different disabilities who navigate public transit and talk about their travel experiences. She has developed numerous digital research, education, and humanities websites including rosaparksbiography.org and nyccivilrightshistory.org (coming soon). She is also working to establish an archive of disability rights activism in New York City at the College of Staten Island, CUNY (nycdisabilityrightsarchive.com).



**Jason
Hendrickson,
Ph.D.**

Assistant Professor of
English at LaGuardia
Community College
*TLH Spring 2022
Pedagogy Co-Leader*

Dr. Jason Hendrickson's scholarship and pedagogy combine literary analysis with contemporary issues of social justice to foster connections between the past and the present. He has published on equity in higher education and the intersection between vernacular language and justice in Paule Marshall's early works. Most recently, his work on alternative, equitable assessment methods was published in a special forum on Transformative Teaching in *Zeal: A Journal for the Liberal Arts*. He teaches Composition and African American Literature.



**Christina
Katopodis,
Ph.D.**

Postdoctoral Research
Associate
Associate Director of TLH

Dr. Christina Katopodis is the winner of the 2019 Diana Colbert Innovative Teaching Prize and the 2018 Dewey Digital Teaching Award. She has authored or co-authored over a dozen articles published in *English Language Notes*, *ESQ*, *Hybrid Pedagogy*, *Inside Higher Ed*, *ISLE*, *Profession*, *Times Higher Ed*, and *Zeal*. With Cathy N. Davidson, Katopodis is author of *The New College Classroom* (Harvard University Press, 2022). Katopodis recently consulted as a Changemaker on the *Duck & Goose* (2022) Apple TV series.



**Annie Prince
Periapurath,
B.A. and M.A.**

Student in Economics at
Hunter College

TLH Program Assistant

Annie Prince is simultaneously pursuing her B.A. and M.A. in Economics at Hunter College. She has previously worked in event production, prospect research and likes to work across disciplines. Areas of interest include Sustainability, Health economics, and Behavioral economics.

**"I'm proud of the work
I've done in creating
TLH in a Box"**

– Isabela Cordero



**Boya Wang,
M.S.**

*Former TLH Program
Assistant and Budget
Officer*

Boya Wang completed a graduate student in the Master of Science in Risk Management program at Queens College in 2022. She completed a dual Bachelor of Arts in Accounting and Information Systems and Economics at Queens College in June 2021. She is fluent in Chinese and has several years of experience working at an accounting firm.

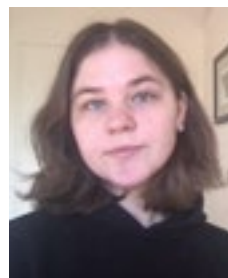


**Yuma
Carpenter-New,
B.A. and M.A.**

Poetry Student at
Brooklyn College

*TLH Student Summit
Coordinator and
Student Mentor*

Yuma Carpenter-New is a poet from Beloit, Wisconsin. They studied Written Arts at Bard College before moving to Berlin, where they worked as a freelance translator and editor, and for literature events as a curator and project assistant. They are currently pursuing an M.F.A. in poetry at Brooklyn College.



Grace Handy

Masters in Library Science
and History at Queens
College

*TLH Research Assistant
and Librarian*

Grace Handy has a dual master's degree in library science and history from Queens College, having worked at a high school library, Brooklyn Public Library, and Teachers College library. Interests include filmmaking, bookmaking, sound design, slow reading and close listening. Academic research focuses on queer theory, critical archival theory, and carceral geographies.



**Isabela Cordero,
M.F.A.**

Fiction Writer

TLH-in-a-Box Coordinator

Isabela Cordero has an M.F.A. in Creative Writing from City College of New York. She has a B.A. in Literary Studies and a Minor in History from Eugene Lang, The New School. She's a published writer, content management consultant, website creator and is working on a sports romance novel.



“I’m grateful for the opportunity to bring topics of disability and accessibility to our faculty conversations, and proud to have reached so many caring professors interested in transforming our university.”

– Jessica Murray

Student Advisory Board

Fall 2022 TLH Student Advisory Board



Siddrah Alhindi

Macaulay Honors Senior at Baruch College majoring in Journalism and minoring in Film



Tahisha Fields

Majoring in Psychology and minoring in Black and Latino Studies at Baruch College



Liesel Asomani-Anim

Majoring in Nursing at Lehman College



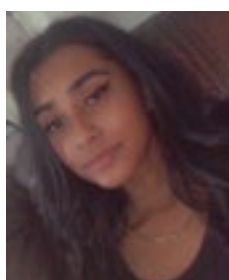
Vibodha Gallage Dona

Majoring in Business Communication with a specialization in Graphic Communications at Baruch College



Adina Black

Majoring in Computer Science and minoring in Business and Liberal Arts (BALA) at Queens College



Reyana Persaud

Majoring in Psychology at Queens College



Dominique Clay

Majoring in Business Management at Brooklyn College



Fabienne Renois

Majoring in Dance and minoring in Business and Liberal Arts (BALA) at Queens College

“While on the board of TLH, I am so proud to have had fellowship with women from various campuses in CUNY, where we came together to learn about shared and individual trauma and modern dilemmas in pedagogy.”

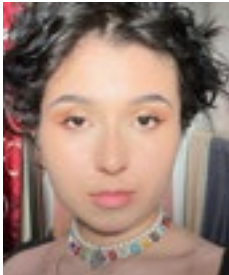
– Dominique Clay

Spring 2023 TLH Student Advisory Board



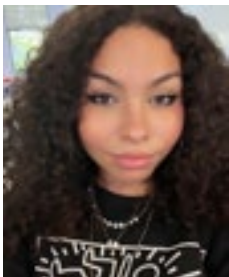
Alina Safiullina

Majoring in Computer Information Systems at Kingsborough Community College



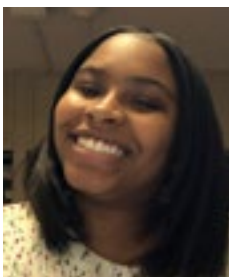
Natasha Santana

Majoring in Anthropology at John Jay College of Criminal Justice



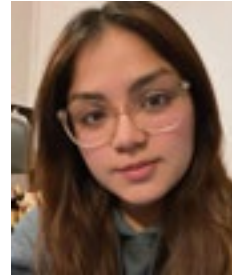
Holliday Senquiz

Majoring in Liberal Arts and Sciences and pursuing a career in education at Guttman Community College



Daisha Suggs

Majoring in Interdisciplinary Studies and minoring in Education and Anthropology at York College



Angela Briceno

Majoring in Spanish Education (7-12) and Psychology at College of Staten Island



Brendaly Capellan

Majoring in Criminology and minoring in Sociology at John Jay College of Criminal Justice



Augustina Cudjoe

Majoring in Nursing at Bronx Community College



Abigail Garcia Vazquez

Majoring in Marketing Management at Baruch College

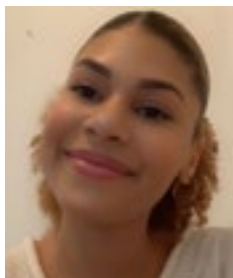


Vincent Hadwin Tanujaya

Majoring in Entrepreneurship at Baruch College

“My pursuit of new perspectives on education and how it may be taught at the college level with compassion and empathy for others was sparked by being a member of the TLH Student Advisory Board. As a result, I am extremely honored to speak about my University of Wellness on a topic I am passionate about, which is mental health, at this year’s TLH Student Summit.”

– Tahisha Fields



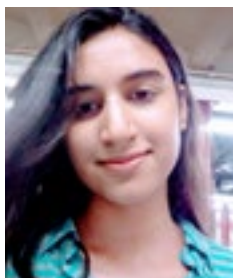
Rosalind Hernandez

Majoring in Forensic Psychology at John Jay College of Criminal Justice



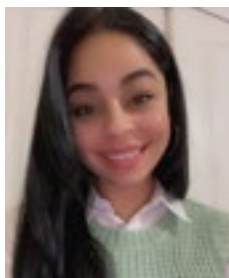
Ivan Sirotkin

Majoring in Finance at Baruch College



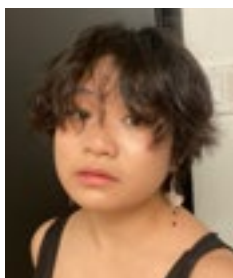
Fatima Javid

Majoring in Computer Science and Economics at Hunter College



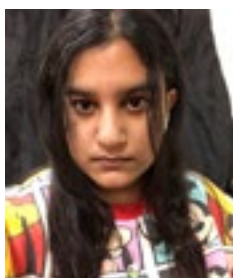
Melanie Torres

Majoring in Psychology at College of Staten Island



Joie Ning

Majoring in East Asian Political Studies at John Jay College



Trisha Roy

Majoring in Computer Science at Queens College



Malina Seenarine

Majoring in Journalism at Baruch College

“I’m very proud of the work that everyone has contributed. In my case, despite different schedules and time incompatibility, I still managed to make meaningful contributions in the summit. One of which was to create an engaging activity platform and invite attendees to contribute to the manifesto activity. I believe it was successful and has engaged attendees to tell their opinions on given prompts.”

– Vincent Hadwin Tanujaya

Faculty Advisory Board

TLH would like to thank our Faculty Advisory Board. TLH formed its Advisory Board in the first year of the grant period. The Board is made up of 10 faculty and administrators who are pedagogical leaders in their fields and represent a wide range of disciplines. The Board assisted in reviewing the applications we received for the 2021-2022 and 2022-2023 Mellon TLH Faculty Fellows.

[Nicola Blake](#), Interim Provost and Vice President of Academic Affairs, Guttman Community College

[Javiela Evangelista](#), Assistant Professor, African American Studies, New York City College of Technology

[Donna Hill](#), Assistant Professor of Professional Writing, Medgar Evers College

[Christopher Lin](#), Visual Artist and Adjunct Professor, Hunter College

[Donna McGregor](#), Assistant Professor, Analytical Inorganic Chemistry, Lehman College

[Ana Ozuna](#), Associate Professor Black Studies Unit, Humanities Department, Hostos Community College

[Mary Phillips](#), Associate Professor of Africana Studies, Lehman College

[Maria Perez y Gonzalez](#), Interim Dean School of Visual, Media and Performing Arts, Brooklyn College

[Christopher Schmidt](#), Professor of English, LaGuardia Community College

[Cheryl Smith](#), Professor of English, Interim Associate Dean of Arts and Science, Baruch College



Our Mission

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

"The TLH community pushed me to be honest, self-reflective, and brave in my teaching. As a result, I TRANSFORMED my teaching. I started with ungrading ... my commitment pushed me to be so much more comprehensive and responsive to my students' learning and ultimately value their learning process. TLH also heightened my own LEARNING. It was scary to not assign grades during the semester, to only provide feedback, to place my trust in my students' own learning intentions. I questioned who is learning for and what's my role in the learning process. I always had to lead with love. Ultimately, TLH pushed my commitment to HUMANIZING

pedagogy. As program director for our MAT CHED 1-6 program, my intention is to work with colleagues to make these changes program-wide, to make this commitment an integral part of our program's mission and purposes: practicing the kind of teaching we want our students to implement as they become teachers.

— **Ted Kesler**

Associate Professor and Director of MAT CHED 1-6 in Elementary and Early Childhood Education in the School of Education at Queens College

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

"I was a TLH Fellow in the first semester pandemic restrictions were lifted at CUNY. With the help of this program, I thought of my students as more than undergraduates enrolled in a particular course. We were collaborators in a larger endeavor, to return to academe anew: with authenticity, in community, and as co-creators of a different intellectual world."

— **Jessica Yood**

Associate Professor of English at Lehman College and the Graduate Center

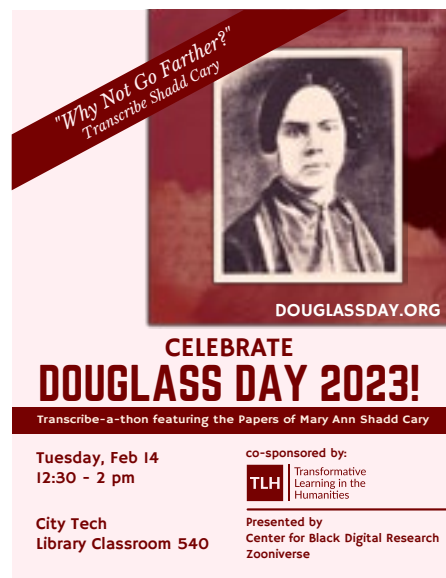


Mission 3: Advance the role of an urgent and indispensable humanities that encourages imagination, creativity, ethics, and collaboration

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

— Susan Phillip

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



Poster from TLH's Douglass Day Transcribe-aThon at City Tech. Mary Ann Shadd Cary was the first Black editor in North America and we helped to create new and freely available resources for learning about her.

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

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

— Casandra Silva Sibilin

Lecturer in History, Philosophy, and Anthropology, York College



Looking Forward in Year 3: Imagining the University We Want

In the third year of the grant period, we aimed to integrate and institutionalize what we accomplished to achieve long-lasting transformation at CUNY. This resulted in a day-long [Student Summit](#), centering student voices and providing professional development, and a comprehensive resource, [TLH in a Box](#), with all the resources you need to bring a program like TLH to your department, institution, or wider teaching community. All of our seminars and ongoing public projects centered on imagining the university we want.

How to institutionalize TLH for future transformation:

- **Transform Peer Observation:** Identify and create opportunities for faculty to see other's teaching and share student-centered pedagogies (see: Faculty Seminars)
- **Embrace Productive Differences:** Support collaborative teaching and learning opportunities across tiers of higher education (e.g., student and teacher; tenure-track and adjunct faculty; community college and four-year college faculty; faculty and staff; public and private institutions) (see: Public Knowledge Projects)
- **Speak from Below/Listen from Above:** Provide platforms for students to share their ideas for transforming higher education with university leadership (see: Student Summit)
- **Teach and Learn in Community:** Connect the classroom inquiry with local community needs and opportunities (see: all Speaker Series events = free and open to the public)
- **Re-imagine Teams:** Create egalitarian working environments that rely on multi-directional supports rather than static hierarchies (see: TLH meeting protocols, collaborative conference presentations, co-authorship)
- **Elevate the Value of Teaching:** Reward and celebrate innovative teaching methods across all levels of faculty (see: [Teaching Resources](#))
- **Openly Share Knowledge:** Publish, discuss, and create resources for active learning, creative assignments, and equitable pedagogy (see: [TLH blog](#))
- **Practice Care:** Recognize the whole student by establishing caring, accessible learning communities (see: [Teaching Resources](#))



CUNY Students Speak About the University They Want:

“I’d like to see the university help undocumented students more; there are lots of programs available but many require resident or citizen status, and many students in the city don’t have that type of documentation, so those resources aren’t an option for these students. There should be more resources for mental health, such as safe spaces to talk, and counseling. Overall, I’d like to see a university that helps students focus on schoolwork and not on external stress such as housing, meals, and transportation. The TLH Student Summit made me more motivated to work on these issues and not wait for someone else to take initiative.”

– Yanira Rivera, Freshman at John Jay College

“Vision CUNY to improve because I feel like this summit [TLH Student Summit] has set a flame into people who were able to attend and people who were mentors’ people who were on the board people who were in the summit. I feel like it gave them a place of advocacy and that they are not just going to sit down. I feel like it gave them tools and access that they had information that they can make little changes that can lead to a bigger change. The type of university that I want is a free university that is a public university it is access to all that want to learn it’s not discriminating it is if you it’s education if you want to learn and it allows you to have a free space, you education should not be for the few. University should be a place that is fun, a place that allows you to use your mind and think critically and be around people that do not have the same views as you and allow you to think about your ideas and express them.”

– Tahisha Fields, Student at Baruch College

“I envision a fully funded state university, celebrating the legacy and mission of CUNY for what it is: an affordable and transformational place. CUNY #3 on economic advancement, it changes people’s lives, fight for that, demand more money, one of single most important societal transformations. The university I want: everyone is a researcher, all learning is valued, we need the humanities, a place you can learn and study anything.”

– John Flack, MFA student at City College



Dr. Jason Hendrickson speaks at HASTAC 2023 at Pratt Institute in Brooklyn, NY

Student Advisory Board Manifesto:

The TLH Student Advisory Board worked together to craft a manifesto from an exercise run in one of our spring meetings. The 12-student board responded to the question “What do you want out of your time on the Student Advisory Board”?

We want meaningful interactions with faculty and administration to understand the needs of professors and students. To understand how best to implement change. We want to introduce experiential learning as an alternative methodology to traditional lecture-based learning modes, with more practical application and interaction with the outside world. We want to make an impact on other students; let our experience in these meetings bleed out into our scholarly lives and into our communities. We want students to have more control over their college careers, and

have a stake in their education. We want to help professors understand the best way to teach their classes, from our perspectives and experiences as students. We want to act as the liaison between the CUNY institution and its staff and students. We want new experiences, to enhance our college experience. We want to meet other students and make new friends. We want students to be a part of making the change in the CUNY institution. We want to broadcast different issues, giving CUNY students a platform. We want a positive environment in which to bring issues to light.



Read the collaborative poem constructed from an exercise in a Student Advisory Board meeting:

Building Resilience

What doesn't kill you makes you stronger
Campus is a camp for all of us,
where some of us snuggle up around the campfire,
while others are looking for the sticks to start
the flame of community.

We are all different and have unique experiences
CUNY Students shine with resilience
And going to college is not always a convenience
But we showcase our perseverance

On the start of my mornings
I think about the sands of achievement
and congratulations
There are certain moments
in which I fear the unknown

2022 Summer Institute: Event Recap

On June 7th TLH held its Summer Institute with the 2022-2023 Faculty Fellows

TLH Faculty Co-Directors Drs. Shelly Eversley and Matt Brim shared their pedagogical biographies—how and why they arrived here as teachers. Shelly emphasized that to choose to love one’s students is a political act and fosters an environment of belonging, value, and care in which the best kind of learning can be made possible. Next, it was the Faculty Fellows’ turn to share in a low-stakes collaborative, community building exercise facilitated using Mentimeter. Shelly and Matt asked the fellows to share their visions inspired by the “ecstasy” and “teaching and learning without limits” bell hooks discusses in *Teaching to Transgress* (pp. 201-208). The prompt for the entry ticket was, “In your classes, what makes possibilities happen?” to which the fellows could respond up to 5 times each. This transitioned into a deep listening exercise led by Pedagogy Co-Leader Jason Hendrickson. The fellows worked in a collaborative Google Doc in batches to respond to various writing prompts and begin to construct a collaborative

manifesto—one that we will return to at the beginning of the seminars in the 2022-2023 academic year. One fellow described it: “The interface looks kind of like a bunch of worker bees collaboratively/concurrently building a rainbow-colored colony!” Afterwards, Shelly and Matt reflected on the activity and TLH’s mission for the coming year and beyond. We then played a short, inspiring video by Cathy N. Davidson (Founding Faculty Co-Director of TLH) who talked about the efficacy of active learning in the classroom and her reasons for starting with pedagogy. Christina then led a follow-up activity, asking fellows to respond to this question in the chat: “What language do you use to introduce students to anti-hierarchical teaching methods? How are you thinking about upending hierarchies in your own classrooms?” The fellows then went into their groups to share syllabus and teaching ideas and discuss how they can practice student-centered, empowered teaching and learning in the coming academic year.





2022 - 2023

TLH Summer Institute

June 07, 2022
1-5pm

Mellon Foundation
TLH Faculty Fellows



Transformative
Learning in the
Humanities

We were also able to welcome Cathy N. Davidson back to the TLH community to share her expertise on “Learning Outcomes as Career Outcomes,” since we know that active classroom learning translates into broader skills and opportunities long after graduation.

Our second fall seminar affirmed antiracist and anti-ableist teaching and learning as primary goals of transformative higher education. Guided by Dr. Bettina Love’s call to action in *We Want to Do More than Survive*, TLH Faculty Fellows created Jamboards to archive the innovative and practical “small acts” by which they move their pedagogies and their classrooms from harm to healing. TLH Director of Digital Communications and disability scholar/activist Dr. Jessica Murray offered a multi-modal presentation of anti-ableist pedagogy, which Pedagogy Co-Leaders Virginia Diaz-Mendoza and Grace Pai prefaced with the powerful question, “What parts of you do you check at the classroom door?” As with every faculty seminar, Fellows collaborated to plan Public Knowledge Projects on TLH praxis. Their work was supported by weekly office hours held by TLH Team members Christina Katopodis and Grace Handy.

In the final seminar of the semester, Faculty Co-Directors Shelly Eversley and Matt Brim framed transformative teaching around a cluster of keywords: revision, flexibility, pivot, and transformation. Their challenge to the Fellows was to re-envision their professional development in terms of ever-changing institutional climates, expanding responsibilities, and unseen challenges and possibilities. Here, they drew on award-winning author Kiese Laymon’s thinking about revision in the painstakingly revised and republished *How to Slowly Kill Yourself and Others in America*. Pedagogy Co-Leaders Grace Pai and Virginia Diaz-Mendoza grounded this re-visionary work in an “echo exercise,” a 100% participation inventory method that teaches respect for the presence and voices of others, asking Fellows, “How would you revise your teaching now, in this teaching moment, with the experience of TLH backing you?” Again following Laymon, the TLH leadership team asked the Fellows to engage in a metacognitive inquiry, “What kind of “real” transformative teacher are you?”, and then offered practical ways to adapt those responses to professional CVs, teaching narratives, and diversity statements that will communicate the TLH experience to the world.

How do you practice trust in the classroom?

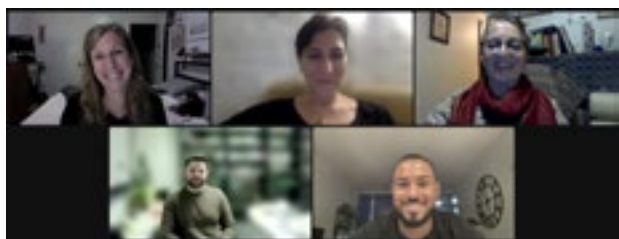
- ungrading / grading for completion**
- trust by collaboration**
I practice trust by listening and not talking
- by listening closely**
- Contract-grading and/or Ungrading help a lot**
- Presume every student is operating in good faith and proceed accordingly**
- Every week several students are asked to create discussion questions on the readings, and then we use them in class. Showing their insights and contributions matters
- reading together and using the space to work through the material directly rather than assuming the students have had time and space to engage outside of class
- I talk to students about what makes them feel welcome in classrooms, what makes them feel included and excluded
- In feedback, start by telling students what I see them doing -- and doing well**
- Do intro surveys that invite students to share (as much as they would like to) the contexts and experiences that inform their experiences in the classroom**
- I show respect to each contribution - I try to show that each belief and interest has space in the classroom. I try to even meet them at their space of interest and engage
- Love and trust are really intertwined for me. Classrooms need to be based in love and trust for vulnerability to occur. That starts with me--the ways I show up and the ways I make space for students to show up as their whole selves.**
- I insist and repeat to my students that our classroom is a safe space, brave space, and a place where we practice democracy as it should be and/or could be**
- I spend 10 minutes with each student during the first week and I have students fill out a survey about themselves before the semester begins.**
- no fixed due dates**
I suggest days to finish work in order to “keep pace” with the class, but there is never a penalty for turning anything in late. There’s no such thing as late.
- Trust through co-creation**

Fall 2022 Public Knowledge Projects

From the Classroom to the Workplace: CUNY Alumni Speak on their Experiences

Thursday, December 1, 2022

Organized by by Bertie Ferdman (Borough of Manhattan Community College), Lori Ungemah (Guttman Community College), Alcira Forero-Pena (LaGuardia Community College), Ted Gordon (Baruch College), and Jessica Yood (Lehman College)



This event centered alumni experiences across CUNY campuses, and how their educational experiences had informed/translated to their professional lives. The five alumni on the panel emphasized faculty mentorship was the greatest asset for student success professionally. It wasn't any one subject we taught, or any sort of skill—it was the human relationships that we forged with our students that made the biggest impact. They noted that they loved feeling supported by professors, but they also appreciated feeling celebrated as they left CUNY and went on and were successful in life. They loved knowing their CUNY community was still in their corner and cheering.

Community Inside and Outside of the Classroom

Friday, December 2, 2022

Organized by Joseph Cáceres (Graduate Center), Sharon Jordan (Lehman College), Lynn Lu (CUNY School of Law), and Sarah Pollack (College of Staten Island)

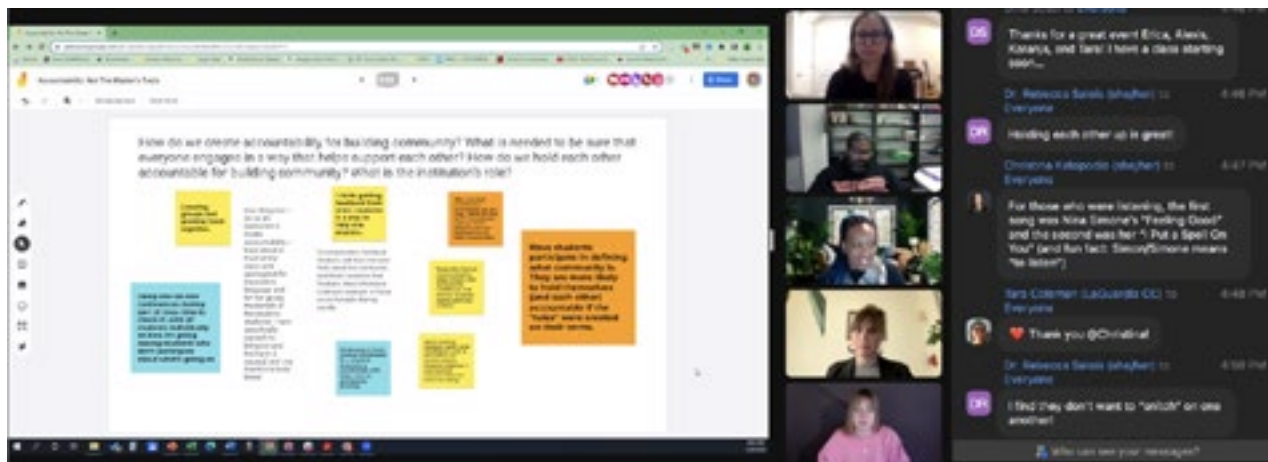
In this panel, the faculty fellows shared methods they used during the semester to empower students to share ideas, work together, and facilitate conversation and mutual learning. Students from each course shared their perspectives on the meaning and value of community in relation to their classrooms. Student and faculty shared how class content connected their classrooms to the wider world through written prompts, discussions, and activities, such as online video dialogues with native Spanish speakers across Latin America, which Professor Pollack used in her class Spanish language classes.

Not the Master's Tools: Building Community in the Classroom

Tuesday, December 6, 2022

Organized by Erica Roe (Brooklyn College), Alexis Jemal (Hunter College), Karanja Carroll (Baruch College), and Tara Coleman (LaGuardia Community College)

Inspired by Lorgia García Peña's book, *Community as Rebellion: A Syllabus for Surviving Academia as a Woman of Color* the group explored community-building through creating a collaborative Instagram account and organizing this virtual launch. Students and faculty members discussed how community-

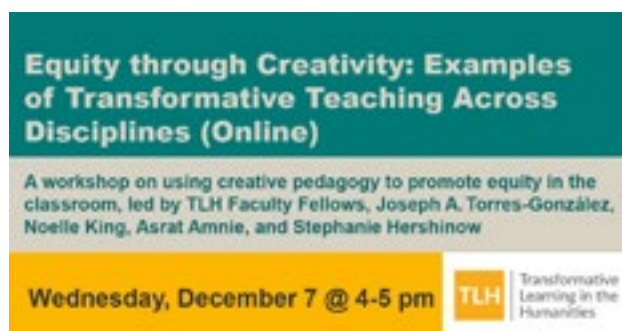


building and full participation from each member of a group impacts their learning and growth. Students shared posts they created for Instagram to reflect on what works, what doesn't, and what they would change about the strategies they see their own professors using in class.

Equity through Creativity: Examples of Transformative Teaching Across Disciplines

Wednesday, December 7, 2022

Organized by Noëlle Warden King (Bronx Community College), Stephanie Insley Hershinow (Baruch College), Asrat Genet Amnie (Hostos Community College), and Joseph Torres-González (Brooklyn College)



Each group member highlighted a specific student-centered pedagogical practice. Professor Warden King presented “Three Letters from My Alphabet,” student work expressing their dreams for a better future. Professor Hershinow presented a literacy narrative assignment that encourages students to share writing that captures their individual voices. Professor Genet Amnie presented “The Power of Inclusive Pedagogy in the Light of Social Justice (Exploring the Correlation between Racial Discrimination and Substance Use).” Professor Torres-González shared experiences on using documentaries and audiovisual materials in the classroom, along with reflecting on how film/media resonates with students’ experiences and livelihoods. Examples of student work were included in all the presentations, which were followed by a Q&A segment.

Counternarratives – Storytelling: The Lived Experiences of CUNY Students

Organized by (Queens College), Julie Bolt, (Bronx Community College), Popy Begum (John Jay College) and Mengia Tschalaer (John Jay College)



This group created podcast episodes that center CUNY students’ experiences around topics such as the socialization around education, of immigration, gender, sexuality, race/ethnicity, family, and mental health within multiple community settings. The goal of the project was for TLH Student Scholars to experiment with creating storylines that draw on participatory methodologies anchored in decolonial and social justice practices such as explorative narration, (auto) ethnography, and creative writing. The four episodes that constitutes this TLH student scholars produced podcast series allow insight into the way personal perceptions around pressing course topics such as education, democracy, anti-immigrants/refugees, and anti-Blackness relate to larger geopolitical power, institutional racism and violence. Listen to the episodes [here](#).

Who has the Power? Shifting Mindsets Through Assessments: A Two-Part Dialogue

Organized by Carolina Julian (Brooklyn College), Jessica Nicoll (Hunter College), Luis Feliciano (Hunter College), and Theodore Kesler (Queens College)



This group created a podcast series that reflected their teaching, focused on creating classrooms that foster deep listening, observation, responsiveness to our students, culturally-responsive teaching practices, self-evaluation opportunities, and co-construction of course content. The first podcast episode delves into the underlying motivators for changing our practice, the conditions that allowed them to produce change, and the strategies they implemented to reconceptualize assessment. Some insights include: implementing a spiraling curriculum that enables us to return to key concepts with a deeper dive in our understandings; using methods of the “flipped classroom” for students explore content in accessible ways for homework, which opens class sessions for more exploration and workshop structures; and engaging students in co-constructing criteria to self-evaluate their performance and raise their awareness of their learning process. The second podcast session features students as “critical witnesses.” They spoke of being more engaged in their learning and motivated to pursue their interests. Listen to the episodes [here](#).

From Dilemma to Decolonization: Higher Public Education as a Site of Repair

Organized by Victoria Bond (John Jay College), Hosu Kim (College of Staten Island), and Madison Schindele (Queens College)

This public knowledge project includes a Commons site and podcast, and engages the fellows’ CUNY campuses, classrooms, and curricula as critical, fertile sites for interrogating underlying principles of academic excellence and rigor as vehicles for racism and social inequality. Unmasking, unmaking, and helping to free students of the ingrained assumption that educational gaps belong solely to them and not to the institutions they trust to educate them was a way to imagine a decolonized curriculum for the public university. Victoria’s podcast, “Filling in the Gaps,” features students discussing their writing about a topic that they wished had gotten some or any airtime in an academic setting. Hosu Kim’s *The Afterlives of Willowbrook* proposes the campus land as a critical and fertile site where we can interrogate underlying principles of academic excellence, rigor, mastery and imagine a decolonizing curriculum and a decolonized future for the public university. Madison’s project includes student interviews about their musical histories. Visit the site [here](#).

Writing The World One Student at a Time

Organized by Shawna Mary Brandle (Kingsborough Community College), Katherine Culkin (Bronx Community College), Dino Sossi (School of Professional Studies), and Yan Yang (Borough of Manhattan Community College)

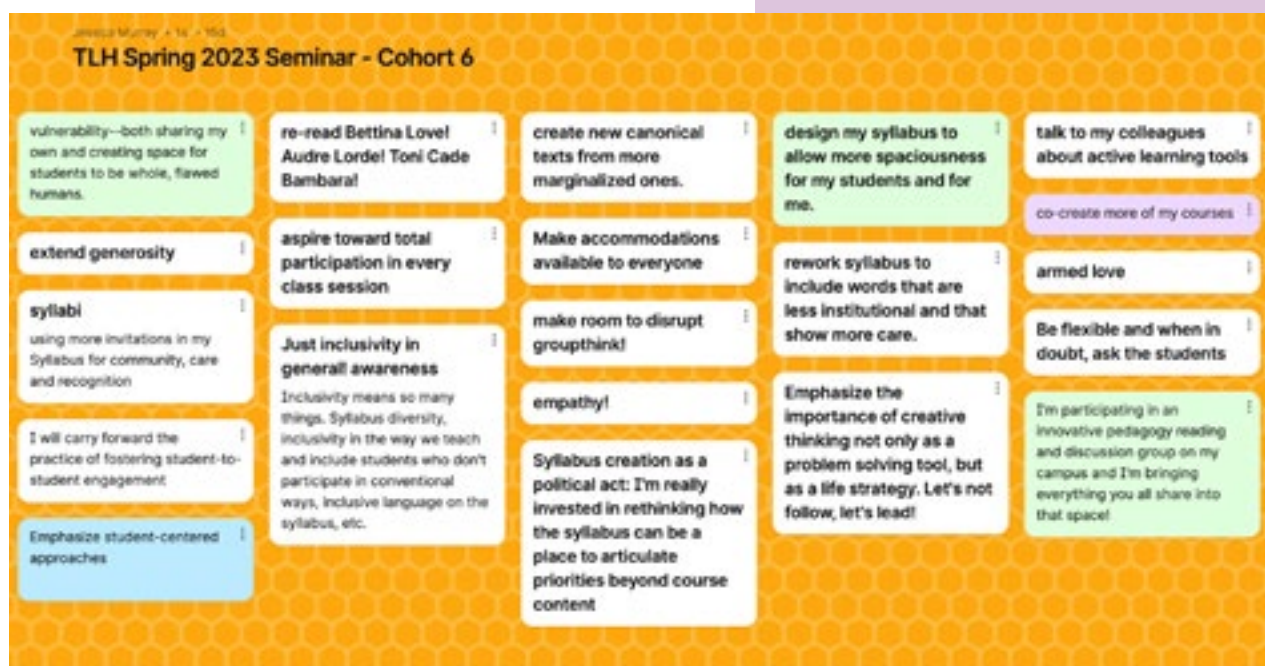
Inspired by Freire and other educators this group studied collaboratively through TLH seminars; they focused their project on writing the world. They used the multimedia platform Manifold to amplify vital student voices, celebrate their genius, and inspire them to write the world in their own fashion: empowerment through the power of words. Brandle led *Choosing How to Write the World: Choose Your Own Adventure Assignments* with public-facing outputs. It explores several options students can elect-from blogging on CUNY Academic Commons or personal websites, to teaching their own classes, and translating course materials. Culkin led Writing

the World Through Memorials: Students developed projects that memorialize and teach the public about a person or group they identify as critical to understanding American history. Sossi led Institutional Advocacy: Students share government petitions supporting crucial social movements and improved corporate practices to benefit the world. Yang led Art from My Perspective: Students research artwork from their culture and introduce them in an informative explanation in the style of Smarthistory, the leading art history website. See the projects [here](#).

“I am really proud of TLH’s push for accessibility. TLH has made accessibility a given, not something someone has to ask for, by automatically providing ASL interpretation and live transcription services for every virtual public event.”

– Christina Katopodis

Spring 2023 Seminars



In February of 2023, Faculty Co-Directors Shelly Eversley and Matt Brim were joined by new Pedagogy Co-Leader Khanh Le as they welcomed the sixth cohort of Faculty Fellows to the spring seminar series. Le introduced the seminar’s focus on actively building trust in the classroom, drawing on our shared reading of Ocean Vuong’s traumatic narrative of immigrating into English in school. Le modeled his pedagogical practice of transforming monolingual English education through translanguaging and arts integration before asking the Faculty Fellows, “How do you practice trust in the classroom?” This exercise encouraged the Fellows to share the ways they adapt central

concerns of TLH in their particular community college and four-year classrooms. One key lesson from this exercise was that the principle of building trust grounds many active and antiracist learning techniques, including ungrading, collaboration, close listening, and mutual respect.

The second faculty seminar of the spring reframed “crises” in higher education as opportunities for transformative teaching and learning. For example, by prioritizing TLH values of in-class knowledge production and shared responsibility, machine learning and artificial intelligence lend themselves to experiments in shared authorship, peer-to-peer

citation, and critical editing rather than plagiarism and “cheating.” The Faculty Fellows not only responded to the latest round of questions about the role of the Humanities in the popular press but also used the opportunity to construct a proactive agenda for transformative pedagogies today and in the future as they answered the question, “In your discipline, how do you communicate to the students the important, transformative work of the Humanities after graduation?”

The final faculty seminar of the spring engaged the Fellows around two key TLH commitments: transforming received teaching of canonical texts and showing care in our classrooms. Inspired by *Who Do with Words*, poet/scholar Tracie Morris’s book about language and Black world-making, Fellows used the pedagogical practice of “private writing together” to respond to the question,

“How do we do justice to our ‘outsider’ CUNY students when deciding how or whether to teach texts that have ignored or erased them?” That exercise benefited from a scaffolded verbal and chat discussion about how to show care in our classrooms. Responses included prioritizing care statements on our syllabi, negotiating office hours with traumatized students, and building regular check-in exercises into our classroom pedagogies. We finished the seminar with two metacognition exercises. The first exercise asked Fellows to reflect on the experience of “collaboration by difference,” or working with colleagues in randomly selected groups. The second exercise asked Fellows to cocreate a “Carry It Forward” document in response to the big-picture question, “What lesson or practice will you take with you when you leave TLH?”



Tips for collaborative research and writing with AI

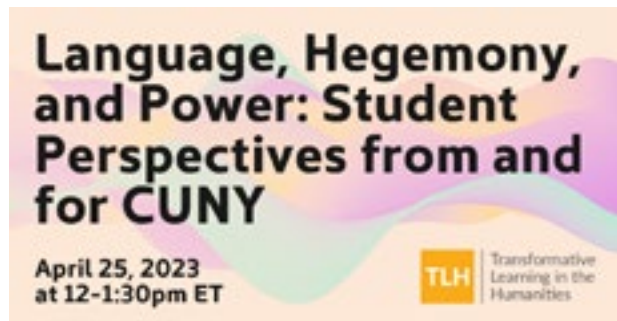
- decolonize texts and assignments by using non-standard, experimental, and newly published course texts
- celebrate diversity of individual student voices in research process
- embrace collaboration between students and peer to peer feedback
- center dynamic community language practices
- incorporate student-to-student citation (of written work, classroom discussion)
- annotate machine-generated text by “listening” to changes in voice/tone/language
- generate knowledge about “lying”

Spring 2023 Public Knowledge Projects

Language, Hegemony, and Power: Student Perspectives from and for CUNY

Tuesday, April 25, 2023

Organized by Cassandra, Melissa, Syreeta,
Laurie, Manon



In this virtual panel, we heard from students across CUNY about their experiences using language in their academic careers. Students reflected on the languages they speak and blend together, what the expectations for expression and communication are in the classroom setting, and how they navigate linguistic standards that may or may not apply to them. We also heard their ideas for how to support and embrace linguistic diversity and creativity with language among CUNY students.

Life After CUNY: 5-Minute Lessons

Monday, May 1, 2023

Organized by Nina Hien (School of Professional Studies), James K. Harris (Bronx Community College), Anna D'Souza (Baruch College), Meghan Gilbert-Hickey (Guttman Community College), and Elizabeth Alsop (School of Professional Studies)

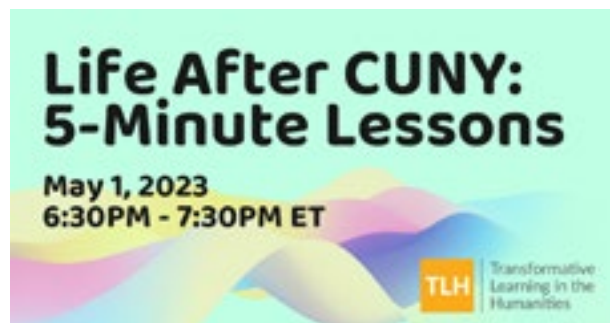
This virtual event featured four CUNY alumni who responded to current CUNY students' questions about life and career after college.

Celia Au, a recent alumna of Berlinale Talents 2023, is well known for playing a variety of characters across Netflix's *Wu Assassins*, Comedy Central's *Nora from Queens*, and AMC's *Lodge*

49. Celia advised students to make their own experiences at CUNY. There wasn't a major at Baruch that matched her career so she used both her courses and Baruch's location in Manhattan to create her own learning experiences.

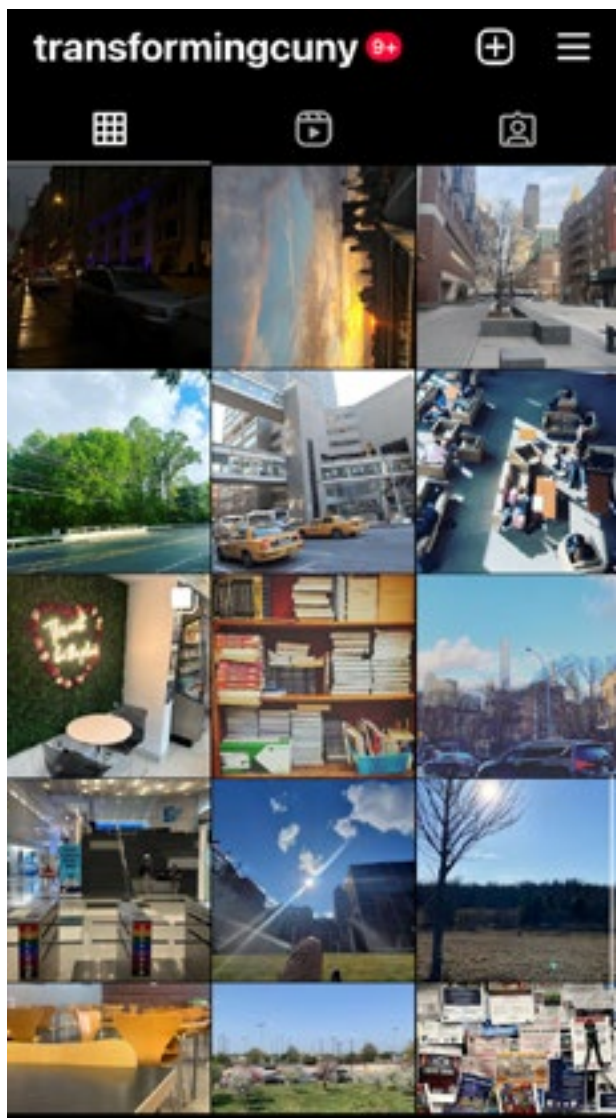
Jaleel Thomas hails originally from Chicago and is a current resident of the Bronx. Professionally, he currently works on Wall Street and as an entrepreneur, as CEO of the designer fashion retailer, BELAUDED. Jaleel advised students to get involved in their campus communities. The organizations he was a part of at CUNY became not only a family but a way to learn about the world and its diverse lives and perspectives.

Ousman Dukuray is a CUNY Guttman graduate with a degree in Information Technology. A combat sports enthusiast with a deep passion for storytelling. Currently works as an Associate Producer for WEBTOONS, managing series like *Not Even Bones*, *Red Hood*, *Outlaws*, *The Last Bloodline*, and several more in pre-production. Ousman advised students that passion is the most important thing. He reminded them that the energy and passion they put into school and life will be legible to those around them. He recommended that students be open to careers outside of their major—Ousman thought cartoons was too risky a field, but IT was a reliable major. However, his passion and openness to a variety of options led to his position as a WEBTOONS producer.



Crumbs of Joy: Visions of CUNY

Organized by Farrah Goff (Queens College), Emily Raboteau (City College), Elvis Bakaitis, (Graduate Center) D'Weston Haywood (Hunter College), Christen Madrazo (John Jay College)



This project took the form of an [Instagram Account](#). Students were given the two poems, “Don’t Hesitate” by Mary Oliver and “Luck” by Langston Hughes to read and also given a more in depth prompt that asks them to catch the moments of their time at CUNY that spark joy, particularly in the face of the collective trauma and injustices we have been experiencing. The Instagram Account was run as a collective effort by the five fellows, who created their own posts in addition to the student posts. This format of Instagram particularly allowed for creative expression as there are ways to use

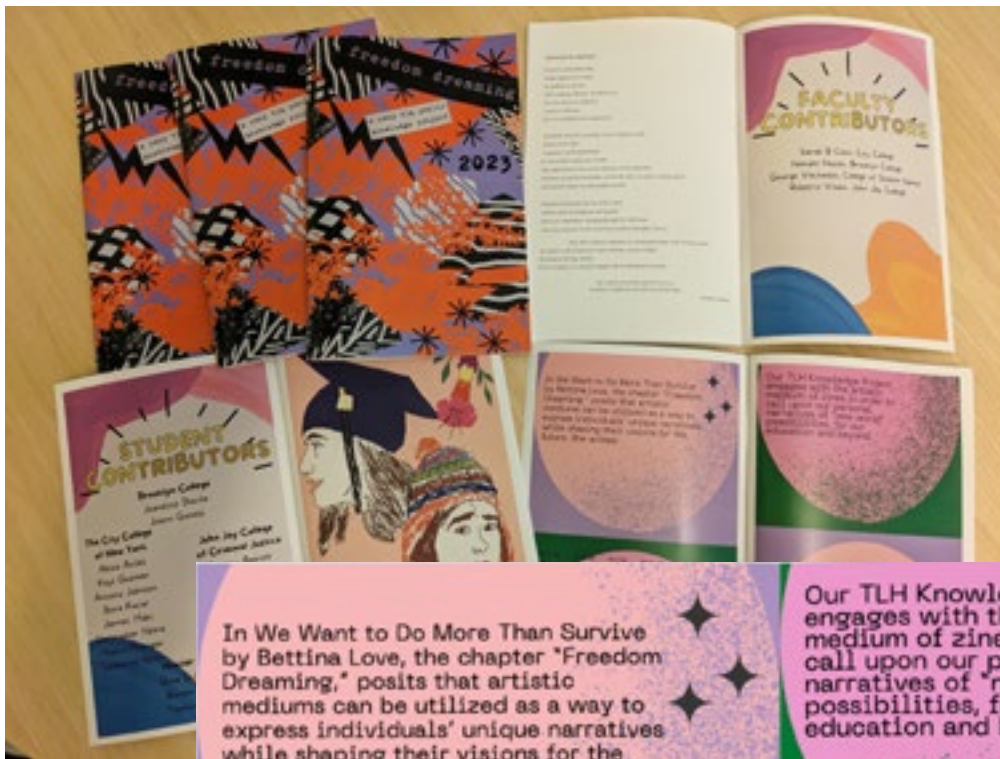
video, sound, photos, and text in a myriad of ways, and the form is also accessible to all folks and can be actively shared with students.

Freedom Dreaming

Organized by Natalie Nuzzo (Brooklyn College), George Vachadze (College of Staten Island), Sarah Cohn (City College), Roberto Visani (John Jay College)



In *We Want to Do More Than Survive* by Bettina Love, the chapter “Freedom Dreaming,” posits that artistic mediums can be utilized as a way to express individuals’ unique narratives while shaping their visions for the future. This TLH Knowledge Project engaged with the artistic medium of zines to call upon their personal narratives of “new world” possibilities, for education and beyond. The [zine project](#) posed multiple questions to its participants and contributors - how did you make your way to CUNY? What led you to pursue an education at this singular moment in history? How can we document our unique educational and personal narratives and how do these stories relate to the limitless potential of re-imagining a new CUNY? What do you envision for the future of your education and how it relates to the opportunities provided by the CUNY system? Ultimately, 18 students from four CUNY schools contributed pages, providing visual art, poetry, data visualization, personal essays, and manifestos. Each faculty member of the group also contributed their own page. The result is a varied and dynamic collaboratively authored zine; a site of memory for our students and ourselves.



In *We Want to Do More Than Survive* by Bettina Love, the chapter "Freedom Dreaming," posits that artistic mediums can be utilized as a way to express individuals' unique narratives while shaping their visions for the future. She writes:

Our TLH Knowledge Project engages with the artistic medium of zines in order to call upon our personal narratives of "new world" possibilities, for our education and beyond.

"writing, drawing, acting, painting, composing, writin' rhymes, and/ or dancing is love, joy, and resistance personified. Art provides more to communities than just visual and sonic motifs: it is one of the key ingredients to a better world. Art that inspires for a better world, is rooted in intense design, research, and musings for justice filled with new-world possibilities. Social justice movements move people because they ignite the spirit of freedom, justice, love, and joy in all who engage with the work. Art helps people remember their dreams, hopes, and desires for a new world."

This zine project poses multiple questions to its contributors - how did you make your way to CUNY? What led you to pursue an education at this singular moment in history? How can we document our unique educational and personal narratives and how do these stories relate to the limitless potential of re-imaging a new CUNY? What do you envision for the future of your education and how it relates to the opportunities provided by the CUNY system?



Centers for Teaching and Learning Projects

The Transformative Learning in the Humanities (TLH) initiative supported 10 of CUNY's Centers for Teaching and Learning (CTLs) on professional development events and resources that will advance the TLH mission of supporting transformative teaching and learning across CUNY. Events and projects enacted a commitment to student-centered pedagogies, active learning, and equitable classroom practices in the humanities and interpretive social sciences. CTLs collaborated with TLH Faculty Fellows from their campuses to better align their local initiatives with the broader TLH vision and practice. The varied projects are detailed below.

Two Transformative Learning Projects at Hunter



Faculty participated in group work on strategies for engaging students (May 12, 2023)

Faculty participated in discussion about how the High Impact Practices enhanced their courses (May 12, 2023)



Participants shared their plan about utilizing innovative strategies in their courses (May 12, 2023)



Participants reported back regarding their conversation

Transforming Awareness into Action: Student Created and Led Applied Theatre Workshops

As an ACERT Fellow and Transformative Learning in the Humanities (TLH) Faculty Fellow, Dr. Jemal proposed the idea to bring this work to the CUNY-Hunter-Silberman communities and courses. The Silberman School of Social Work MSW course, Critical Social Work: Bridging the Micro-Macro Divide with Applied Theatre, presented four student

created and led experiential sessions that explore topics in anti-racism, diversity, equity, inclusion, and belonging (ADEIB).

On Wednesday (4/26), the first student group named Radical Rhizomes presented their session, Over, With: Exploring Communication and Conflict. In this hour-long experiential workshop, CUNY community members were invited to join in applied theater games to connect with one another and explore how we show up in (mis)communication and conflict in relationship to our roles and identities. The second student group on 4/26, named The Enders, presented their session, Identifying White Supremacy in the Body, a 60-minute experiential workshop that used applied theatre techniques to explore and identify how white supremacy lives in the body. On Wednesday (5/3), the third student group named Queer Quorum presented their session, What is Gender Affirming Practice? An Immersive Exploration. This hour-long workshop encouraged participants to think creatively about what would be affirming for gender expansive clients in a clinical setting by watching and participating in a family therapy roleplay scene. The final student group on 5/3, named Mighty Mortals, presented their session, Mental Health Possibilities for Silberman/Hunter Students. Participants participated in an engaging experiential exercise to discuss and collectively understand the support systems available to students.

Transformative Listening: An ACERT Podcast Club

This Spring, Hunter launched the first ACERT Podcast Club, focused on transformative teaching, thanks to the support of the CUNY Transformative Learning in the Humanities Initiative and the Provost's Office at Hunter College. This was a funded opportunity for part-time and full-time instructors at Hunter. Each meeting, they discussed teaching practices that center and empower students based on various podcast episodes. Members explored new research and approaches by leading voices in higher education, and discussed

how to implement ideas within classroom and workspaces. After every session, faculty also shared their takeaways on a Padlet (see examples [here](#) and [here](#)). We all learned so much from each other and had some amazing discussions. As a final celebration, they showcased changes made to their classrooms and pedagogy at the “Transforming our Teaching” Showcase on May 19.

Faculty Development Events at Queensborough Community College

Three faculty development events funded by CUNY TLH were hosted by The Center for Excellence in Teaching and Learning (CETL) in order to support the campus level implementation of student-centered pedagogies by fostering pedagogically sound knowledge, skills and abilities and improve faculty’s ability to teach more effectively.

The first event (March 3) began with a conversation and Jamboard posting on the topic: “What does Teaching Excellence mean to me?” This activity was followed by a lecture by invited speaker Nancy Hansel (author of *Undergraduate Research at Community Colleges: Equity, Discovery, and Innovation*) whose lecture addressed the points that emerged from the conversation. The lecture was followed by four breakout sessions on topics: “Assessing one’s classes for future improvement”; “Active Learning Strategies”; “Enhancing Student Engagement”; “Social Mobility and Student Choice” Faculty facilitators from High Impact Practices were selected to lead the conversation.

The second event (March 10) included brief presentations on “What is working for me.” Faculty presenters from across the disciplines demonstrated aspects of teaching excellence (student- Centered practices, active learning, equity-based pedagogy) followed by facilitated discussions.

The third event was “A Celebration of Teaching Excellence and High Impact Practices” (May 12). Faculty had an opportunity to learn more about teaching excellence at Queensborough and the faculty who completed High Impact Practices training during the 2022-2023 Academic Year.

Self-Reflection in Practice at Borough of Manhattan Community College

Self-Reflection in Practice was a three-part series that supported BMCC faculty and instructional staff in developing a practice of sustained self-reflection about teaching and learning. This series also served as a complement to other campus initiatives such as antiracist pedagogy, open pedagogy and OER, and trauma-informed pedagogy by providing a space for sustained reflection.

Self-reflection in Practice met three times (two hours per session) over the Spring 2023 semester. The group included 11 participants from six departments: Academic Literacy and Linguistics; Speech, Communications and Theatre Arts; Social Sciences, Human Services and Criminal Justice; Mathematics; Media Arts and Technology; Teacher Education; and the Center for Excellence in Teaching, Learning and Scholarship. Some participants kept an ongoing teaching journal, while others reflected more on the fly. Faculty took creative approaches to reflection, using chunks of available time (e.g., while commuting) and making use of a variety of technologies (e.g., Google sheets, Notion, phone voice memos).

Pedagogies of Care Workshop at the Macaulay Teaching and Learning Collaboratory

The Macaulay Teaching and Learning Collaboratory brought higher education pedagogy expert Dr. Jesse Stommel for a talk and workshop on Pedagogies of Care on March 6, 2023. They hosted about 40 community members for the talk, before breaking into a more intensive workshop for staff. The talk and workshop gave participants an opportunity to address some common difficulties, for example, encouraging experimentation and growth in a grade-driven environment (Macaulay students are required to keep a GPA of 3.3 initially, and then a 3.5 after their first three semesters). This requirement disincentivizes students from pursuing coursework that they may be interested in but either decline to take or withdraw from with a preoccupation on grading. Students are both motivated by and scared of grades, and the group discussed ways to support faculty in taking new approaches to their grading

practices. The Macaulay Teaching and Learning Collaboratory plans to pilot ungrading and contract-based grading workshops and reading circles in AY 23-24, and to establish a community of practice within the honors college of instructors who want to do this work. Students would be encouraged to take risks and experiment with unfamiliar coursework, resources, and approaches.

College of Staten Island: Technology for Pedagogy

A goal in this year's agenda of the Faculty Center for Professional Development at the College of Staten Island (CSI) was to revitalize the Center's physical and virtual spaces facilitated with programming utilizing a smart technology configuration. The award inspired new confidence in the staff at the Faculty Center to seek out and coordinate a variety of programs, other than the usual Blackboard-centric ones. This award enabled the Faculty Center for Professional Development to purchase innovative equipment needed to upgrade obsolete equipment that would facilitate, transform, and deliver better quality presentations, whether in-house or virtually. Such technology supported 16 in-person, virtual, and hybrid professional workshops and lectures were scheduled and executed from January 2023 to date. These events focused on enhancing digital skills and student engagement. In less than 5 months, these events, to date, have yielded 475 attendees from 265 individuals from academic and non-academic divisions of the CSI community.

Empowering City College Faculty and Students Through Digital Humanities Tools and Methods

Over the past three years, the City College of New York (CCNY) has made significant strides in integrating Digital Humanities (DH) pedagogy across the college. TLH support allowed the allowed City College to provide financial support to faculty interested in incorporating digital assignments into their courses to teach digital literacy and DH skills through experiential pedagogy. To participate in the program, faculty were required to attend a two-day remote DH bootcamp, and in-person lunch

and at least two remote consultation sessions with the Digital Fellows, and to teach a course with a DH-based assignment in Fall 2023. The Digital Humanities bootcamp empowered CUNY faculty to integrate DH tools and methods into their courses, enhancing the learning experience for students and solidifying CUNY's commitment to staying at the forefront of digital pedagogy.

Assignment Hack-a-thon and OER Focused Inquiry Group at the Graduate Center's Teaching and Learning Center



During Spring 2023, with the support of the Transformative Learning in the Humanities Initiative, the Graduate Center Teaching and Learning Center (TLC) developed two projects to support graduate students' engagement with inclusive pedagogy and open educational resources.

In February, the TLC hosted an "Assignment Hack-a-thon" that invited GC student instructors to participate in an event that blended workshop, collaborative working session, and community gathering. During the Assignment Hack-a-thon graduate students discussed inclusive and student-centered teaching methods, and reflected on how they have enacted these practices in their courses.

The support from the TLH also facilitated graduate student engagement in a Focused Inquiry Group (FIG) to curate disciplinary Open Educational Resources (OER) collections. After a short application process, six participants were selected to develop

collections of teaching materials that could be used in a variety of courses in their discipline. The FIG participants have met several times this semester to begin developing their projects, and will receive support over the summer to complete the collections. The collections will be available in the Fall 2023 and will focus on the following topics:

- Community Organizing and Social Work, Jamie Borgan
- Ethics, Critical Thinking, and Feminist Philosophy, Yingshihan Zhu
- Evolution and Behavior & Comparative Animal Behavior, Jennifer Savoie and Lyndsay Hage
- Marking Gender in Spanish: A Guide for Language Learners, Silvia Rivera Alfaro
- Teaching Environmental Psychology Critically (TEPC), Erin Lilli

Recentering Student-Centered Teaching and Learning within Student Experience and Reflection: Collaborative Journeys at John Jay College of Criminal Justice

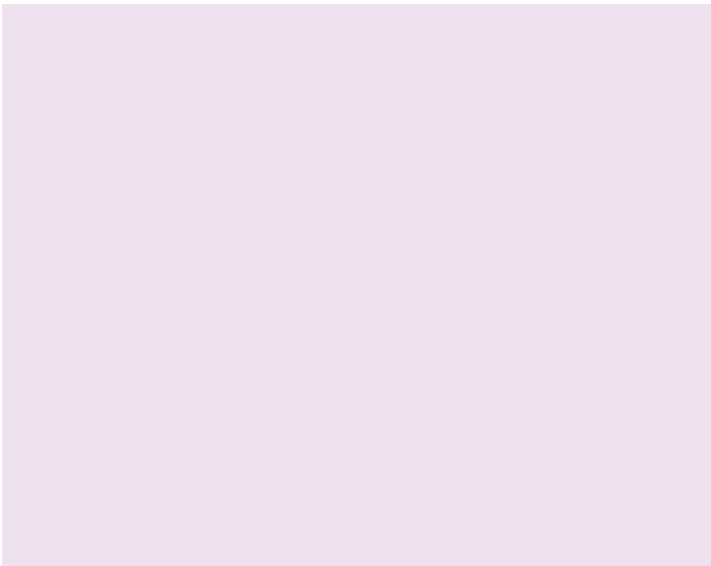


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Pedagogy in Practice Intensive at Brooklyn College

The Roberta S. Matthews Center for Teaching and Learning ran a Pedagogy in Practice intensive from January 10-12, 2023. The 3-day practicum offered hands-on workshops that showed participants how to put pedagogical ideas to practical use in areas such as syllabus development, assignment design, student engagement, building classroom community, and more. Antiracist pedagogies were emphasized throughout, allowing participants to gain an understanding of the breadth and depth of this approach. Participants who completed at least five of the six workshops received a stipend and certificate of completion. Workshop leaders also received stipends. The week was intense, but that intensity generated so much excitement, great conversation, and practical ideas. It also helped build community among faculty from a wide variety of departments, which can be especially difficult to accomplish in this post-Covid era.



The CUNY 1969 Project: Teaching and Learning the Struggle for Black and Puerto Rican Representation



In 2021, the Baruch Center for Teaching and Learning (CTL) launched the CUNY 1969 Project, an interactive Open Educational Resource (OER) platform that explores the history of the 1969 Five Demands student protest movement, which fought for policies to reconstitute the racial composition of incoming CUNY students. Through the curation of historical texts, recordings, and interviews, the project provides an applied showcase of CUNY's institutional archives that can be used in classrooms across CUNY. On February 8th of this year, with support from the Transformative Learning in the Humanities Grant (2023), the Baruch CTL hosted and recorded a [panel](#) of three experts who have used the CUNY 1969 Project in their teaching and research. Panelists and attendees were invited to reflect on this history, teaching opportunities across disciplines, and the possibilities of students' own agency within the university. The CTL was also able to host a June "CUNY 1969 Teach-in and Retreat" program. The retreat brings together CUNY scholars to closely examine the narrative, debates, and histories of open admissions at CUNY and the lasting legacies of student and faculty activism.

"My students and I form a team: we are in this together, regardless of grades. I've created an atmosphere that is non-hierarchical and students take charge of each other as well. Care and effort and open communication is what we have all chosen to prioritize this semester. I have also been transparent with grading rubrics and even had students make choices about assignment rubrics—this has empowered them to make their learning and growth mindset a priority.

– Bertie Ferdman
Professor of Theatre at Borough of Manhattan Community College and the Graduate Center

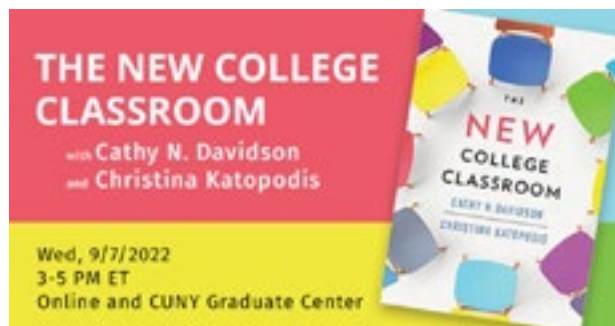
Transformative Speakers Series

The New College Classroom: Changing Ourselves, Changing Our Classroom, Changing the World!



On Wednesday, September 7th at 3:00 pm, CUNY and collegiate-wide affiliated participants gathered at CUNY Graduate Center's Skylight room to discuss Cathy N. Davidson and Christina Katopodis's new book *The New College Classroom*. In-person tickets were sold out. With nearly 400 attendees over zoom, this turned out to be one of CUNY's biggest in-person events since the beginning of the pandemic. Both the CUNY Chancellor and GC Provost stayed for the entire event. Both authors encouraged educators and mentors to become co-learners alongside their students. Rather than understanding what works best for every single student, ask our students what works best for them and create opportunities where they can have more than one option to excel and learn. The authors ended their presentation with an inspiring manifesto from architect and

designer Bruce Mau. In the exercise, students are encouraged to write down what they want to do with the rest of their lives. This reveals "that people know their future; they just haven't been asked". This call-to-action invites all of us to consider a world where students in academia feel safe and eager to share their lives in the classroom setting.



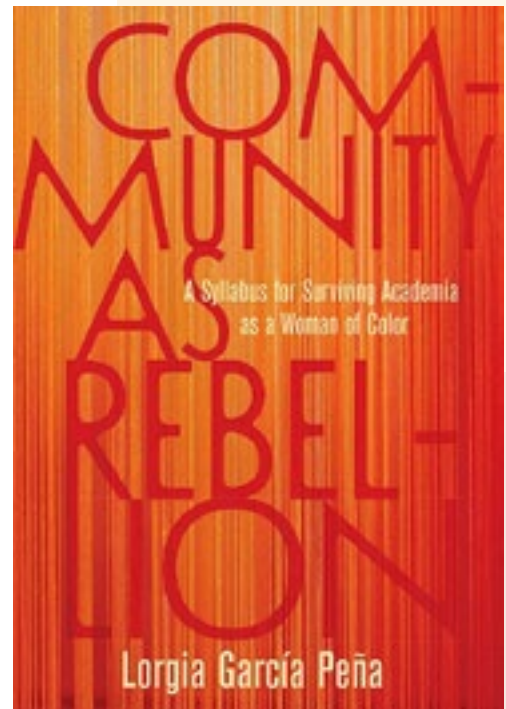
Community as Rebellion: A Conversation with Dr. Lorgia García Peña



Dr. Lorgia García Peña

Masters in Library Science and History at Queens College

September 14, 2022 the PublicsLab and Transformative Learning in the Humanities hosted a conversation with Professor Lorgia García Peña, Mellon Associate Professor and Chair of the Department of Studies in Race, Colonialism, and Diaspora at Tufts University, on her groundbreaking new book, *Community as Rebellion: A syllabus for Surviving Academia as a Woman of Color* (2022, Haymarket Press). In conversation with PublicsLab Faculty Lead and Associate Professor of Anthropology Professor Bianca Williams, Professor García Peña offered practices for creating liberatory spaces within institutions that are historically and perhaps inherently violent, colonialist, exclusionary, and inequitable. The conversation considered how we — as teachers, activists, and scholars — can resist the academy’s extractive and exploitative practices, and how we might transform existing institutional spaces in ways that create more liberation and cultivate community for students and faculty of color.



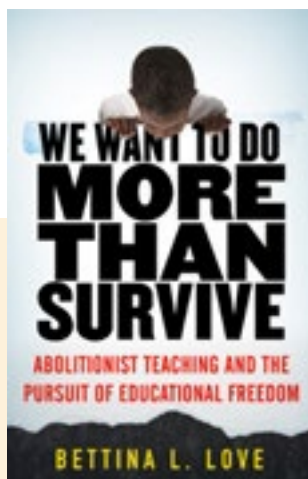
Respect the Process with Dr. Bettina Love



Dr. Bettina Love

On Wednesday, October 12th TLH hosted the Zoom workshop “Respect the Process: Examining Our Social Justice Perspectives in the Classroom” with Dr. Bettina Love. TLH Faculty Co-Director Dr. Shelly Eversley introduced Dr. Love, and shared her quote, “Education can’t save us, we must save education.” This set the tone for the event, as Dr. Love shared how we must transform our classrooms into sites of healing. Dr. Love shared a quote from James Baldwin’s 1963 speech, “A

Talk to Teachers,” in which he articulated how antiracism will be met with resistance as we are in a revolutionary situation. She discussed how many students come to us in “survival mode,” highlighted in her book *We Want to Do More Than Survive*, and revealed how we must heal and enlighten them, that this must happen before learning can occur. Dr. Love shared her practice of creating a healing classroom, including spending up to the first half an hour of class checking in with students, making sure they feel safe and asking for consent to discuss heavy topics, thus pointing to the importance of teaching and engaging with hard content in a way that is conducive to healing, instead of just creating awareness about Black trauma: “Nothing can happen if they don’t feel safe.”



Voice and Vulnerability in the Transformative Classroom with Kiese Laymon



Kiese Laymon

Author of *Heavy*

On Wednesday, November 9, 2022, TLH hosted the event Voice and Vulnerability in the Transformative Classroom with Kiese Laymon. Fall 2022 Pedagogy Co-Leader Virginia Diaz introduced TLH to the over 200 attendees, and TLH Faculty Co-Director Matt Brim then introduced Laymon. Senquiz, a TLH Student Advisory Board leader, asked Laymon how to teach

history that's still happening. He responded that he does not know the full answer, but emphasized the importance of asking about what violence means to your students before bringing trauma into the classroom. He critiqued the perspective that we need to protect students from violence, instead sharing that we should get their experience with violence into the space and then move forward from there. In the meeting with the Student Advisory Board following the event, the students thought about Laymon's theories of revision and being the "student you want to be," and acknowledging that that can change over time and given external circumstances.

Universality in Specificity, a conversation with Ly Tran About Language, Identity and Love with Khanh Le



Ly Tran

Author of *House of Sticks*

On March 28, 2023, TLH welcomed author of *House of Sticks* [Ly Tran](#) for an interview and interactive workshop facilitated by TLH Pedagogy Co-Leader Dr. Khanh Le. Ly Tran shared some of her Vietnamese refugee family history and memories of performing sweatshop labor upon arrival in the U.S. as a child. She then read a brief excerpt from her memoir *House of Sticks*. Dr. Le thanked Tran and expressed how resonant her story was for him. He relates as they share a similar background of Vietnamese refugee history. He emphasized the importance of centering the lived experience of Vietnamese refugees instead of letting U.S. institutions shape the narrative and memory of the Vietnam War. Two members of the [TLH Student Advisory Board](#) asked Tran questions. Capellan asked, “How have your experiences and your relationship to water influenced your literary journey?” Tran shared that she uses water as a narrative device; her family escaped Vietnam by boat and got caught in a whirlpool when she was an infant. Thus water can be a source of destruction, traversing, but also a source of life because we’re made of it and need it. She wants her words to be a source of healing, unity, and enlightenment, this is what she sees as her duty as a writer.

Dr. Le then asked Tran a series of questions about her writing. One question he asked was, “How did you balance the dichotomy of light and dark on the page, when you cover a range of heavy themes in your memoir along with moments of levity?” Tran shared this required a deep excavation of her past experiences and identity, and only after that was she able to add brevity and moments of her and her family’s humanity. Le shared he relates to this, as he finds laughter and beautiful memories even in trauma. The two connected on translanguaging, transtrauma, and transmethodology, which are methodologies Le employs in his scholarly research.

Tran engaged the group in two prepared activities to explore their own relationships to memory. Both were also activities that faculty could easily use in any classroom to do the same with their students, many of whom are immigrants and first-generation college students. After several participants shared their narratives, the floor was then open to audience Q&A in which Ly expanded on her experiences writing.



The Transformative Power of Meaning: Poetics & Pedagogy with Tracie Morris



Tracie Morris

Author of *human/nature poems*



On April 27, 2023, TLH hosted its final and only in-person Transformative Speaker event with Tracie Morris, one of the foremost poets working today. Morris is also a CUNY alum, and in her talk, she made connections between CUNY, Black Studies, poetry, and pedagogy. The multimedia presentation included experimental, collaborative poetry as Morris traced her own educational journey, from growing up in Brooklyn to getting her MFA, PhD and beyond. TLH Student Advisory Board members and Faculty Fellows provided questions. A reception with food and ongoing conversation followed her engaging talk and performance. The event also served as an unofficial launch for her new book of poetry, *human/nature poems*. It was a wonderful gathering to applaud three years of transformation at CUNY, carried out by our amazing faculty fellows, who have worked so hard to change their classrooms and institutions since 2021.



Accomplishments: TLH

Presentations and Publications

Virginia Diaz-Mendoza, Robinson, R., & King-Toler, E. Received grant for Honoring the SEEK legacy: Moving from theory to transformative practice. Black, Race and Ethnic Studies Initiative (BRESI) – The City University of New York (2022).

Annemarie Nicols-Grinenko, appointed Interim Senior University Dean and Vice Provost for Academic Programs and Policy September 2022; continues to also serve as University Dean for Faculty Affairs and Leadership Development.

Cathy N. Davidson and Christina Katopodis, “Starting Off Right with the Syllabus,” *Inside Higher Ed*, August 24, 2022.

Cathy N. Davidson and Christina Katopodis, *The New College Classroom*, Harvard UP, 2022.

Jason Hendrickson, Promoted to Full Professor, September 2022.

Grace Pai, Corby, J., Kras, N., Podlucka, D., Yamamura, M. *Adventures in Ungrading: The Community College Experience*. CUNY conference on Scholarship of Teaching and Learning (SOTL). October 12, 2022.

Matt Brim, “We Should Bring Her Here: On the Upward Redistribution of Resources in the Queer Academy,” Duke University, Eve Kosofsky Sedgwick Annual Queer Theory Lecture, October 17, 2022.

Jessica Murray and Ansley Erickson, Re-visioning Race and Disability in the Classroom, Presentation of materials in development for New York City Civil Rights History project, History of Education Society (HES), November 2022.

Shelly Eversley, Published an edited book, *African American Literature in Transition* (Cambridge UP, November 2022).

Cathy N. Davidson, Javiela Evangelista, Shelly Eversley, Jason Hendrickson, Christina Katopodis, Jessica Murray, *Teaching When the Roof is on Fire*, American Studies Association Annual Meeting, November 2022.

Matt Brim, coeditor, [*Queer Sharing in the Marketized University*](#) (Routledge, November 30, 2022).

Jessica Murray, Judy DeRosier, and Ansley Erickson,

Revising Race, Disability, and Vulnerability in the Classroom: A Collaborative Curriculum, National Council for the Social Studies (NCSS) Annual Conference, December 2022.

Khanh Le, “Transtrauma: Conceptualizing the Lived Experiences of Vietnamese American Youth,” *Journal of Southeast Asian American Education and Advancement*: Vol. 18 : Iss. 1, Article 4. 2023.

Jason Hendrickson, Selected as CUNY Career Success Fellow, 2023.

Jason Hendrickson, Selected as CUNY Futures Initiative Board Member, 2023.

Matt Brim, “Alongside Desire: *Object Lessons* and Working-Class Studies,” *Feminist Theory*, 24(2), 285-293, January 2023.

Virginia Diaz-Mendoza, Book chapter accepted: Creative envisioning: A spiritual practice that promotes healing, personal growth, and professional development. *Contemplative Practitioners in Higher Education: Showing Up in our Fullness* (Submitted January 2023).

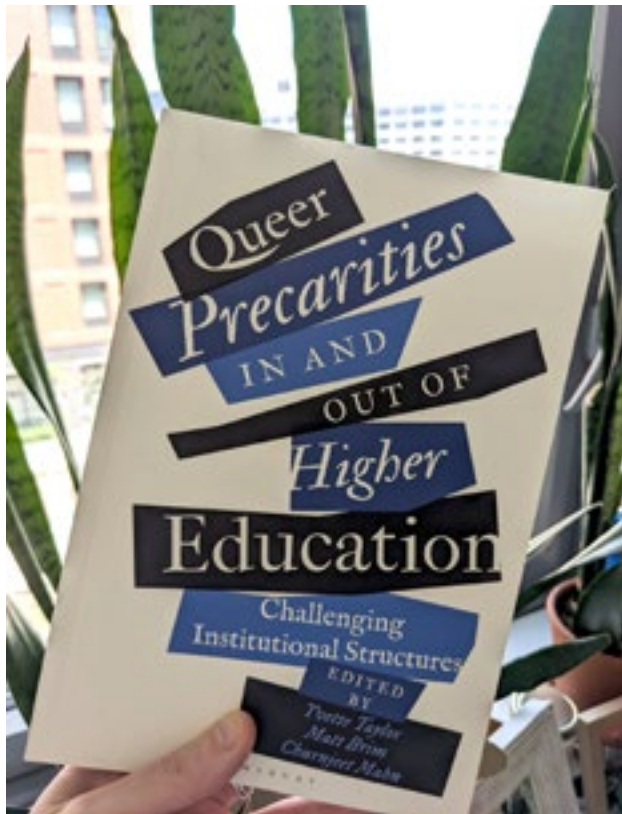
Virginia Diaz-Mendoza, Book chapter accepted: Restorative practice in community: Remembering the harmful impact of colonization and white supremacy in U.S. educational settings. *Colorizing Restorative Practice: Naming the Silences* (Submitted January 2023).

Isabela Cordero, Master of Fine Arts in Creative Writing, The City College of New York, January 2023.

Khanh Le, presented “Translanguaging Pedagogy in the Writing Classroom” in Chicago at Dominican University, January 2023.

Matt Brim, Shelly Eversley, Christina Katopodis, Khanh Le, Jessica Murray, *Prioritizing Learning: Transforming CUNY from the Classroom Up*. CUNY Inclusion, Diversity, Equity and Access Conference, March 2023.

Christina Katopodis, “Teaching for a Habitable Future with Octavia Butler’s Parable of the Sower: ‘we’ll have to seed ourselves farther and father from this dying place,’” *English Language Notes*, vol. 61, no. 1 (2023): 77-94.



Matt Brim, coeditor, [Queer Precarities in and out of Higher Education: Challenging Institutional Structures](#) (Bloomsbury Academic, April 6, 2023).

Grace Pai, Translating Practice Back into Research: Making SOTL Consequential Through an Example of Ungrading the Classroom. AERA Annual Meeting in Chicago. April 15, 2023.

Khanh Le received an outstanding dissertation award (2nd place winner) from the Bilingual Education Research Special Interest Group of the American Educational Research Association, April 2023.

Matt Brim, Virginia Diaz-Mendoza, Shelly Eversley, Christina Katopodis, Jessica Murray, Grace Pai, *Practicing Equity Through Active Learning: An Interactive Symposium on Transforming the Higher Education Classroom*, American Educational Research Association (AERA) Annual Meeting, April 2023.

Jason Hendrickson, "Life, Learning, and the Liberal Arts: A Hybrid Contract Grading Model," *Zeal: A Journal for the Liberal Arts*, Vol. 1 No. 2, April 2023.

Grace Pai, Corby, J., Kras, N., Podlucka, D., Yamamura, M. "The Dialectic Transformation of Teaching and Learning in Community Colleges through Ungrading." *Zeal: A Journal for the Liberal Arts*, Vol. 1 No. 2, April 2023.

Christina Katopodis, "Self-Evaluation: The Humanistic Skill We Need in a Just Society," *Zeal: A Journal for the Liberal Arts*, Vol. 1 No. 2, April 2023.

Grace Handy, won Michael Wreszin Award for a superior history paper, Queens College, June 2023.

Shelly Eversley, Launched a new major in Black and Latinx Studies.

Shelly Eversley, Won \$150K Offer's Grant from the Mellon Foundation to support the new Black and Latino Studies major at Baruch.

Shelly Eversley, Won \$20K BRESI grant for the series, "Afrolatinidades."

Shelly Eversley, Mistress of Ceremony at Baruch's Black Graduation, May 2023.

Shelly Eversley, Keynote Speaker at CUNY Start Professional Development Day.

Christina Katopodis and Austin Bailey, "Radically Inclusive Classroom Practices," *Transparent Eyeball*, Spring 2023.

Virginia Diaz-Mendoza received a PSC-CUNY Traditional B Grant for creating opportunities for students at the margins: Faculty mentored research about peer mentoring (2022).

Virginia Diaz-Mendoza, Conference presentation accepted: Embodied restorative practice: The inclusion of self-awareness, social-awareness, and global awareness in our work. Provincial Restorative Justice Symposium (PRJS) 2023. Restorative Justice Association of British Columbia (June 2023).

Matt Brim and Jessica Murray, "How Did You Get Here? Writing Educational Narratives to Promote Slow Active Learning," *Inside Higher Ed*, forthcoming summer 2023.

Grace Pai, Kesler, T., Fraboni, M. *Our Ungrading Journey: Connecting Students to Their Own Learning*. Center for Expansion of Learning and Thinking (CELT) mini-rejuvenation event. June 23, 2023.

Jessica Murray, New York City Civil Rights History project, nyccivilrightshistory.org (Launch planned September 2023).

Jason Hendrickson, Awarded Fellowship Leave (Sabbatical) for Fall 2023 to work on edited collection of Ralph Ellison's *Invisible Man*.

Matt Brim and Jessica Murray, "[How Did You Get Here?](#)" *Inside Higher Ed*, June 28, 2023.

How to Transform a Panel: TLH Presentations at ASA, CUNY DEI, AERA, and HASTAC



The TLH team presented at 4 conferences in the 2022-2023 academic year. In November 2022, Shelly, Cathy, Christina, Jessica, Javiela and Jason had presented “Radical Tools, Radical Pedagogy: An Interactive Workshop on Teaching to Transform” at the American Studies Association (ASA) Annual Meeting. There, TLH members were inspired by the personalized introductions in the authors session “Insurgent Black Feminist Poetics,” chaired by Kara Keeling and including Sarah Cervenak, Erica Edwards, Kevin Quashie, Mecca Jamilah Sullivan, LaMonda Horton-Stallings, Courtney Thorsson, comment by GerShun Avilez. Instead of each presenting their own book, the authors in this session presented reviews of one another’s books—and what made the session shine was hearing what each colleague loved most about one of their colleagues’ books. This transformed each conference presentation from an egotistical or defensive maneuver into an act of admiration and support for another colleague’s work. And the audience listened with deep interest, resulting in a robust and productive Q&A session.

At the subsequent TLH presentations at the DEI, AERA, and HASTAC conferences, the team incorporated a new method derived from this transformative model. Instead of having the panel chair introduce everyone by reading their bios in a long monologue at the beginning of the session, each TLH panelist introduced another. Instead of focusing on accomplishments and publications, they shared one thing they’ve learned from their co-presenter. While key biographical histories and publications were briefly mentioned, because these details can be found online and are the traditional focus, the TLH team found the personal and relational introduction more compelling and representative of the relationships built throughout the initiative. For example, at AERA Christina shared she has learned from Grace H. to leave more space for all voices, stopping after every item in a meeting to ensure everyone has had a chance to review, reflect, and share if desired. At HASTAC, Shelly shared how supported she feels by Christina, knowing the phrase “I got you” actually always rings true when coming from her. These introductions start our presentations with a strong sense of

connection, an illustration for the audience that the team truly cares for one another and thus also demonstrating the content of the presentations, a transformative and loving pedagogy.

We've found that this method transforms a room into a site of community-building, inviting the audience into the positive energy we have as co-panelists who respect and admire one another's work. We encourage others to integrate this method in their own way at future presentations, workshops, and talks.

TLH Presentations:

- In November 2022 Shelly, Cathy, Christina, Jessica, Javiela and Jason presented "Radical Tools, Radical Pedagogy: An Interactive Workshop on Teaching to Transform" at the American Studies Association (ASA) Annual Meeting themed The Roof is on Fire held in New Orleans, Louisiana
- In March 2023 Christina, Khanh, Jessica, Matt and Shelly presented "Prioritizing Learning: Transforming CUNY from the Classroom Up" at CUNY's Inclusion, Diversity, Equity and Access Conference (DEI) themed The Illusion of Inclusion: Collaborative Solutions for Performative Diversity held at the CUNY Graduate Center

- In April 2023 Grace H., Grace P., Christina, Shelly, Matt, Jessica, and Virginia presented "Practicing Equity Through Active Learning: An Interactive Symposium on Transforming the Higher Education Classroom" at the American Educational Research Association (AERA) Annual Meeting held in Chicago
- In June 2023 Grace H., Christina, Jason, Javiela, Jessica, Shelly, and Matt presented "Critical Pedagogy and Social Justice" at the Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC) themed Critical Making & Social Justice held at Pratt Institute in Brooklyn



Thank you

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

Special Thanks To:



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

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

Announcing the Launch of TLH in a Box

An open access resource for the general public

TLH is proud to launch its Open Educational Resource (OER) website: [TLH in a Box](https://tlhbox.commonsgc.cuny.edu). TLH in a Box offers a step-by-step guide for faculty and administrators who are interested in building programs similar to ours and includes an extensive section on how to engage students as thought partners and co-leaders in the process.

In TLH's original grant proposal, we knew we wanted to highlight the importance of teaching and learning and that we had the resources to support transformative teaching. As we made progress toward that goal, we realized that our program model could be used to spark transformation within other academic departments and institutions at CUNY and beyond. We set out to create a website that would showcase our work in granular detail so others could replicate the program and adapt it to the unique needs of their institutions. The project takes its name after CUNY Commons in a Box (also known as CBOX) for that reason. CBOX is free open-source software that provides an infrastructure that encourages discussion, collaboration, and sharing. Like CBOX, TLH in a Box gives you the tools needed to customize TLH methods for your community's needs.

TLH in a Box shares TLH's antiracist teaching strategies and transformative methods with the general public. TLH in a Box contains all the resources you need to bring a program like TLH to your department, institution, or wider teaching community. This website contains: teaching tools and more for faculty; templates, budget models, annual reports, and other resources for administrators and staff; and ideas for student engagement, including how to form a Student Advisory Board and hosting a virtual student summit. Many of these resources are cross-referenced throughout the site. We hope it will help you, in whatever role you play in higher education, to bring about antiracist, accessible, and socially just transformation to wherever you are.

Visit tlhbox.commonsgc.cuny.edu



Transformative Learning in the Humanities



[Transformative Learning in the Humanities](#) (2020-2023) started as a [three-year initiative](#) supported by the [Mellon Foundation](#) at The City University of New York. The grant supported public talks on innovative pedagogies and teaching workshops, a student summit, and a series of intensive peer-to-peer faculty seminars for CUNY faculty at all ranks (including adjuncts) in the humanities, arts, and interpretive social sciences. Reaching an estimated 7,000+ faculty and staff, and 47,000+ students at CUNY and beyond, the program has focused on equitable, creative, student-centered pedagogical research and methods designed for the rich diversity of CUNY students; greater recognition for the importance of teaching; and the role of an urgent and indispensable humanities for the future of CUNY students and a more just and equitable society.

The TLH team created this “Transformative Learning in a Box” (“TLH in a Box”) website as an Open Educational Resource (OER) that shares TLH’s antiracist teaching strategies and the transformative methods of TLH with the general public. TLH in a Box contains all the resources you need to bring a program like TLH to your department, institution, or wider teaching community. This website contains: teaching tools and more for [faculty](#); templates, budget models, annual reports, and other resources for [administrators and staff](#); and ideas for [student](#) engagement, including how to form a Student Advisory Board and hosting a virtual student summit. Many of these resources are cross-referenced throughout the site. We hope it will help you, in whatever role you play in higher education, to bring about antiracist, accessible, and socially just transformation to wherever you are.

Administrators

Useful to anyone applying for grant funds to start and/or maintain a program similar to TLH.

Faculty

Learn how TLH engaged its faculty, structured its seminars, and developed innovative teaching resources.

Students

How to engage students in active learning classrooms, collaborative projects, and institutional initiatives.

Administrator Resources

When the TLH grant period began in 2020, we immediately adapted to the new modality that had shifted the present and future of teaching. We hired an agile team that built an engaged, impactful program using both remote and in-person tools and technologies. Below you will find resources that showcase our growing organization—what TLH looked like in its first, second, and third years of the grant—and how we went about selecting fellows and a student advisory board; carrying out the grant and working with faculty and students; hiring staff and running democratic meetings; grant reporting; and assessing our program.

This section includes details about:

- Administrative Roles
- Financial Considerations
- Working with Faculty
- Incorporating Students
- Center for Teaching and Learning
- Event Planning
- Running a Meeting
- Program Assessment
- Reporting



Faculty Resources

102 CUNY Faculty Fellows in the humanities, arts, and interpretive social sciences were selected through a competitive application process to participate in TLH seminars. Fellows came from all ranks, including adjunct faculty, and shared a commitment to transforming higher education. Faculty taught during the seminar, and their students were invited to participate as TLH Mellon Scholars. TLH had a total of six faculty cohorts across four academic semesters, starting in Fall 2021 and ending in Spring 2023. Fellows received technology to support their teaching as well as a fellowship \$1,800 fellowship award. They attended a half-day Summer Institute, met for three 2-hour seminar meetings throughout the semester, and produced a collaborative public knowledge project with their colleagues and students. We are so proud of all they accomplished!

This section includes details about:

- The Process
- Seminar Structure
- Summer Institutes
- Public Knowledge Projects
- Faculty Fellows
- Teaching Resources
- Faculty Work in the Classroom
- TLH in Your Career



Student Resources

Over the three years of the Transformative Learning in the Humanities, over seven thousand undergraduate and graduate students have been impacted by the courses taught by our Faculty Fellows across 21 of CUNY's two- and four-year colleges in every borough of New York City. The original goal of incorporating students into grant activities was to improve student engagement and learning outcomes (course retention and performance) for all students, not just those with the most educationally advantaged backgrounds. Improved student learning outcomes will result in better academic and life prospects for students – better college retention and graduation rates, more common entry into graduate work, better first jobs and better careers, more civic and cultural engagement, lives of more meaning and purpose.

This section includes details about:

- Student Advisory Board
- Student Advisory Board Manifesto
- Student Summit on the Role of Humanities in a Just Society
- Students in a Fellow's Class
- Public Knowledge Projects
- Recognizing Students
- TLH in Your Career

