

Fall 2022 Public Knowledge Projects

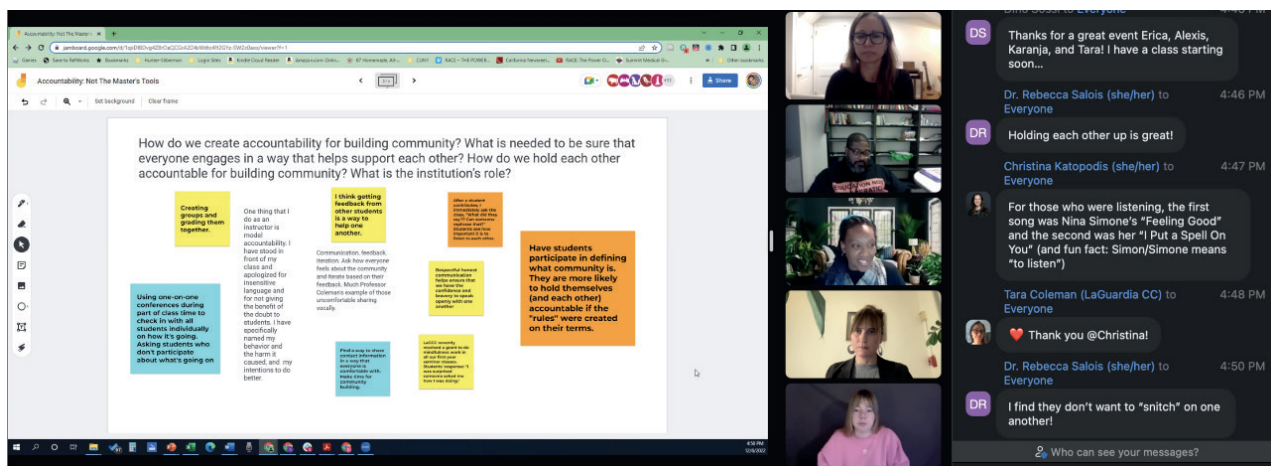
From the Classroom to the Workplace: CUNY Alumni Speak on their Experiences

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)

Equity through Creativity: Examples of Transformative Teaching Across Disciplines (Online)

A workshop on using creative pedagogy to promote equity in the classroom, led by TLH Faculty Fellows, Joseph A. Torres-González, Noelle King, Asrat Amnie, and Stephanie Hershinow

Wednesday, December 7 @ 4-5 pm



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)

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

Carolina Julian, Jessica Nicoll, Luis Feliciano, & Theodore Kester

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.”

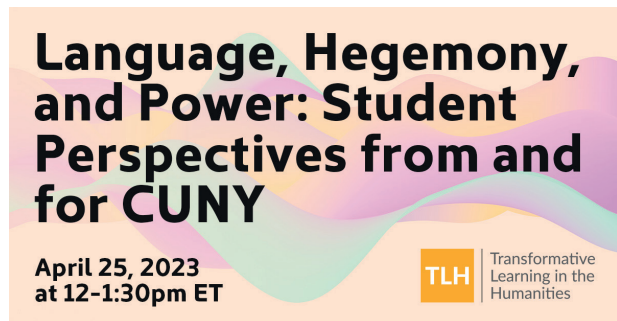
– Christina Katopodis

Spring 2023 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)

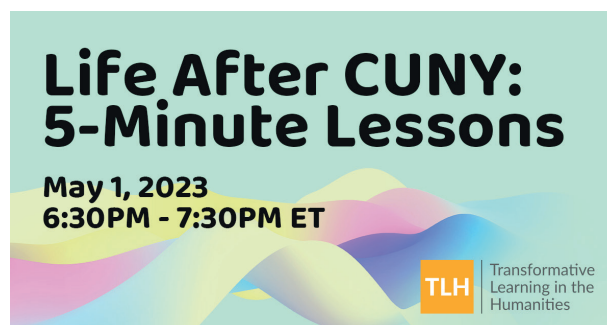
This virtual event featured four CUNY alumni who responded to current CUNY students' questions about life and career after college.

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.

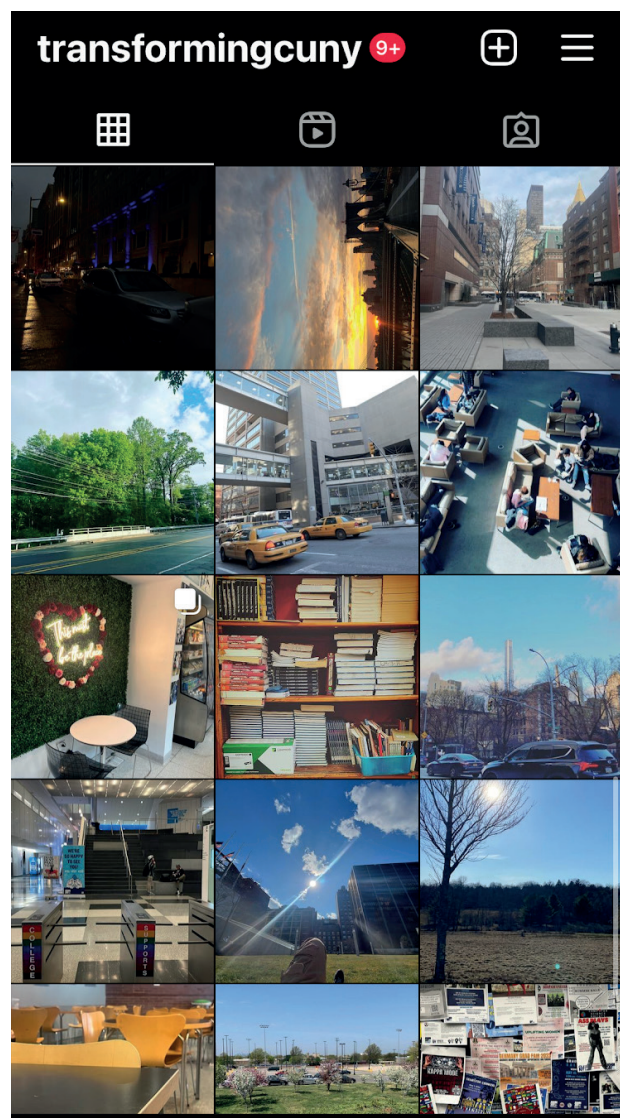
Jaleel Thomas hails originally from Chicago and is a current resident of the Bronx. Professionally, he currently works on Wall Street and as an entrepreneur, as CEO of the designer fashion retailer, BELAUDED. Jaleel advised students to get involved in their campus communities. The organizations he was 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

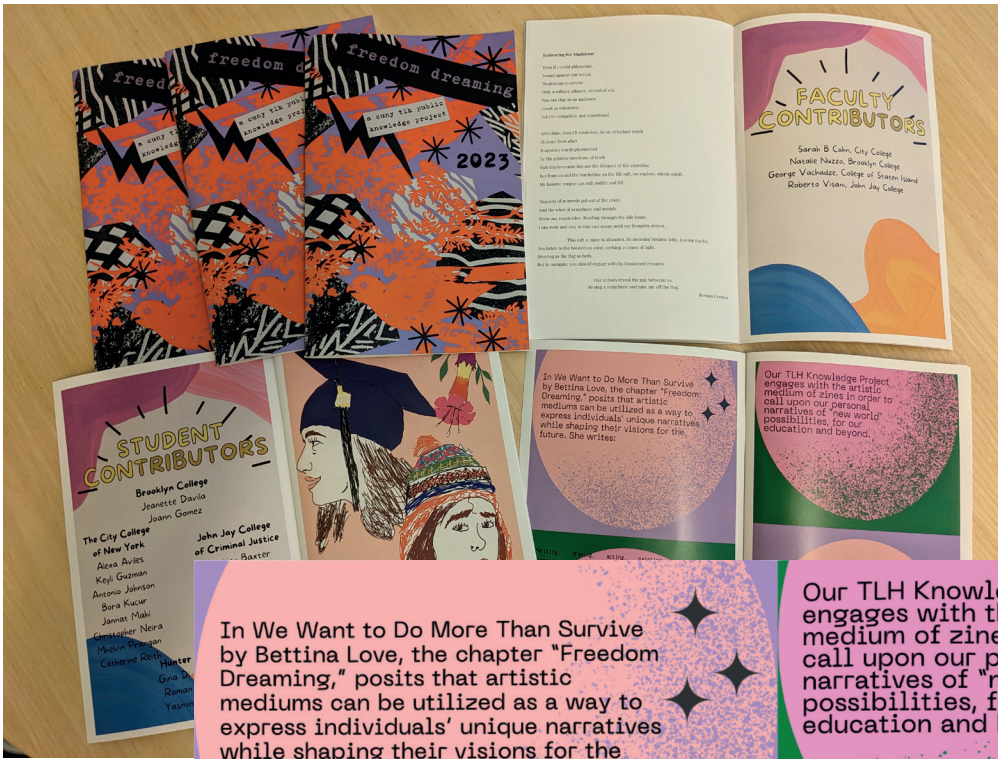
video, sound, photos, and text in a myriad of ways, and the form is also accessible to all folks and can be actively shared with students.

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:

"Writing, drawing, acting, painting, composing, spittin' 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."

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.

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