

(1) **Seminar Title:**

- a) Oral History in Interdisciplinary Community College Pedagogy: Centering the Community in the Classroom (<https://oralhistory.commons.gc.cuny.edu/>)

(2) **Seminar facilitators:**

- a) Thomas Cleary (tcleary@lagcc.cuny.edu / Library)
- b) Molly Rosner (mrosner@lagcc.cuny.edu / LaGuardia and Wagner Archives)
- c) Michele Piso Manoukian (mpisomanoukian@lagcc.cuny.edu / CTL)
- d) Tomonori Nagano (tnagano@lagcc.cuny.edu / ELA)

(3) **Abstract/Project Summary:**

- Oral history is an interactive method and inquiry process on a topic, as well as how a topic is remembered. These interviews help document and preserve experiences, cultures, and events that may otherwise be lost to the historical record and provides insight into how people recollect and derive meaning from those experiences. Through interviewing, participants can reflect on complex issues and experiences from multiple perspectives. Oral history helps illuminate personal perspectives for complex events like war, pandemics, immigration, persecutions, health care, housing/food insecurity, and community activism. In short, oral history is a method for combating institutional biases and highlighting marginalized perspectives, an issue that the humanities strive to address.

The goal of Oral History in Interdisciplinary Community College Pedagogy is to empower community college faculty the skills to bring oral history interviews into their own pedagogical practices through a series of year-long workshops. The faculty will engage in interviewing, deep listening, and analysis of oral history materials in their disciplines. Through this engagement, the faculty will explore how oral history practices can help recenter their teaching practices to the vantage points of individuals and communities of minority groups whose perspectives are often marginalized in published materials and media. The project helps faculty and students from minority backgrounds integrate their own experiences and perspectives into pedagogy and research in their discipline. Oral History in Interdisciplinary Community College Pedagogy will not only broaden the scope of historical narratives that are collected and preserved, it can also sharpen the relevance of local history and community action to students' learning experience at a community college.

(4) **Seminar schedule**

- a. Thursday, September 21, 2023 (Meeting 1)
- b. Thursday, October 19, 2023 (Meeting 2)
- c. Thursday, November 16, 2023 (Meeting 3)
- d. Thursday, December 14, 2023 (Meeting 4)
- e. Thursday, March 21, 2024 (Meeting 5)
- f. Thursday, April 18, 2024 (Meeting 6)
- g. Thursday, May 16, 2024 (Meeting 7)
- h. Thursday, June 20, 2024 (Meeting 8)
- i. An optional showcase event will be scheduled some time in May or June.
- j. See <https://oralhistory.commons.gc.cuny.edu/schedule/> for more information about the seminar schedule

(5) **Compensation**

- a. Upon successfully completing the seminar, seminar participants will receive an honorarium of \$1,000.
- b. This seminar is funded by NEH and we are able to provide limited equipment (e.g. audio recorders) to support your oral history project. We also have a small budget for books and other resources. Please speak with the seminar leaders if you need anything to complete your project.
- c. See the CTL's guidelines for faculty compensation: <https://bit.ly/45Rd40c>

(6) **Seminar Participants' Responsibilities/Expectations (from CTL)**

- a. Seminar participants are expected to commit to approximately 15 hours or more of meeting time per semester plus

time required to work on seminar assignments. They are expected to implement a practice/assignment developed in the seminar and provide course codes for classes in which they plan to implement that practice/assignment.

- b. One absence from the seminar meeting is permitted; beyond that, seminar compensation is reduced by one hundred dollars. Participants are expected to provide relevant necessary information to seminar leaders (EMPLID, mailing address and reference number from the paystub, depending on their title – adjunct, FT faculty, or CLT) to enable CTL staff to process all the paperwork required for their compensation, either a non-teaching (NTC) compensation, a stipend or PD funds.

(7) Key Principles of Good Practice for Professional Development (from CTL)

In all of its programs, the Center seeks to manifest these key principles:

- a. Respect Faculty and Staff Knowledge and Experience. Effective professional development builds on faculty and staff's tremendous expertise. Faculty and staff leaders are critical to success. So are formal and informal opportunities for faculty and staff participants to share and learn from each other. Encourage multiple perspectives and approaches.
- b. Focus on Supporting Student Growth. Link questions of theory to practical possibilities for the student experience at LaGuardia. Focus on activities, classroom resources, technologies and approaches that faculty and staff can actually use with students in classrooms and co-curricular events. Model good practice. Faculty and staff should be able to walk away from each seminar with new skills and resources. Make it useful.
- c. Support Collective Inquiry. Meaningful professional development provides opportunities to explore important questions about learning and teaching through a gradually unfolding inquiry process. Faculty and staff are master learners – help them apply the tools of scholarship to their own practice in the classroom and in student supporting roles beyond the classroom. Their practice becomes the object of thoughtful pedagogical experimentation and documentation, with the seminar providing opportunities for reflection and exchange.
- d. Create Opportunities for Sustained Work. Change in professional practice happens over time. One-shot workshops are primarily outreach, not faculty and staff development. Faculty and staff need structures and support that enable them to engage in a long-term and recursive learning process.
- e. Break Boundaries. Bring faculty and staff together in groups that don't normally work together. Create opportunities for faculty and staff to explore contrasting disciplinary perspectives, and to collaborate across departmental and division lines, focusing on the holistic student experience. Help faculty and staff develop ways to combine skill-building and discipline-based learning and make explicit connections to co-curricular learning. Link classroom issues to larger questions about learning, teaching, student experience and our highest goals for the College.
- f. Create a Supportive Professional Community. Teaching is a challenging profession. So is supporting students out of classroom as they progress toward graduation. Innovation involves risk-taking. Establish a climate of support and thoughtful reflection, generating safe spaces, where faculty and staff can talk about and learn from what doesn't work, as well as what does.
- g. Respect Faculty and Staff Time. Make sure that seminars and workshops are carefully planned and well organized. Think about the details. Make sure that hand-outs and activities are clear and accurate. Work hard to start on time and end on time.

(8) Topics for discussion

- a. Masking policy
 - “At this time, CUNY does not require face masks. Anyone who would like to continue wearing masks in any setting is welcome to do so at any time. Masks will continue to be available on campus and offices.” (from CUNY's Spring 2023 policy / <https://bit.ly/45QQNqh>).
 - “As you are probably aware, New York City's Covid-19 level is currently high according to the NYC Department of Health's Alert Level system and the CDC's Community Level tracking. Health officials recommend we wear a mask in indoor public settings and people over 65 and those at high risk of severe illness should also wear a mask in crowded outdoor spaces.” (from Chancellor's e-mail on 5/23/2023 / <https://bit.ly/45QQNqh>)
- b. HyFlex
- c. Platform for discussion (such as Slack, ePortfolio, e-mail, Commons)?
- d. Readings (are all readings required?)