

NEH Application Cover Sheet (AA-277717)

Humanities Initiatives: Colleges and Universities

PROJECT DIRECTOR

Deborah Uman
Professor
3690 East Avenue
Rochester, NY 14618-3597
USA

E-mail: duman@sjfc.edu
Phone: 5853855258
Fax:

Field of expertise: Literature, Other

INSTITUTION

St. John Fisher College
Rochester, NY 14618-3597

APPLICATION INFORMATION

Title: *Embedding Place-Based Humanities in Curriculum*

Grant period: From 2021-02-01 to 2024-01-31

Project field(s): Interdisciplinary Studies, General; American Studies; History, General

Description of project: St. John Fisher College (SJFC) proposes to create up to 18 new humanities core courses, which intentionally embed a place-based humanities perspective. Place-based humanities is an interdisciplinary humanistic inquiry that focuses on the interconnection of geography; local history; community; and cultural, social, and personal identity. Rochester, NY has been the site of critical intellectual American ideas, from abolitionism to women's rights. While home to leaders such as Frederick Douglass and Susan B. Anthony, the city's significance plays but a small part in scholarly understanding of these iconic figures. The project objectives are as follows: 1) create spaces for critical conversation around race focused on place-based humanistic texts, while promoting interest in the humanities; 2) embed the teaching of place-based humanities in the core curriculum; and 3) disseminate a place-based humanities pedagogy with other faculty at SJFC and beyond.

BUDGET

| | | | |
|-------------------------|------------|---------------------|------------|
| Outright Request | 149,934.00 | Cost Sharing | 0.00 |
| Matching Request | 0.00 | Total Budget | 149,934.00 |
| Total NEH | 149,934.00 | | |

GRANT ADMINISTRATOR

Maya Temperley
3690 East Avenue
Rochester, NY 14618-3597
USA

E-mail: mtemperley@sjfc.edu
Phone: 5858993828
Fax:

Project Narrative: Embedding Place-Based Humanities in the Curriculum

Intellectual rationale. In the winter of 2018, two St. John Fisher College (SJFC) students vandalized one of the 13 statues of Frederick Douglass erected in Rochester, NY to celebrate the 200th anniversary of **Douglass' birth. This action sent shockwaves throughout the SJFC community, compelling students, staff, faculty, and administration to reflect deeply on the history of racism that shapes our region and our institution and to renew our efforts to address regional inequities.** More recently in July 2020, an additional commemorative statue of Douglass statue was torn from its base by an unknown perpetrator, reminding us that racism is still very much present in Rochester. *Place-based humanities* offers an attractive new approach for understanding and contextualizing these disconcerting events and allows us to examine the common thread that weaves through **Rochester's past, present, and future.**

With NEH grant funds, SJFC proposes to establish four new First-Year Learning Communities designed by humanities faculty from philosophy, English, American studies, interdisciplinary studies, and history; and up to 14 additional new humanities courses that focus on the rich history and culture of Rochester and **further faculty and students' understanding of** place-based humanities and the region in which they live. Annual Summer Symposia will be offered to faculty to share resources for integrating place-based humanities and community-engaged pedagogy effectively into their courses. A series of lectures given by community leaders and humanists will complement the aforementioned activities, helping to foster awareness of the power of place. The objectives for this Place-Based Humanities Initiative (PBHI) are threefold: 1) to create spaces for critical conversation around race focused on place-based humanistic texts, while promoting interest in the humanities; 2) to embed the teaching of place-based humanities in curriculum; and 3) to disseminate a place-based humanities pedagogy with other faculty at SJFC and beyond. **The project promotes a "deeper understanding of American history and culture," advancing the NEH's "A More Perfect Union" Initiative.** Dr. Deborah Uman, Professor and Chair of the English Department, will serve as project director.

We define place-based humanities as an interdisciplinary humanistic inquiry that focuses on the interconnection of geography; local history; community; and cultural, social, and personal identity (Resor, 2010; Ball and Lai, 2006; Creswell, 2014). A place-conscious curriculum engages students in new conversations and narratives about place and the people who live or have lived there (Thomson, 2006), while strengthening their connection to their own community (Resor, 2010). It encourages us to ask the **question “where?” and “why there?” (Resor, 2010).** In the words of Tim Cresswell, author of the book Place: An Introduction, a place-based perspective provides an alternate lens for “seeing, knowing, and understanding the world” and helps us to reflect on how **“place is used in the construction of ideas about who and what belong where and when”** (2014). While place-based pedagogy has been championed **primarily by faculty in the social sciences, the materials they examine, such as “local texts, artifacts and performances” (Bali and Lai, 2006) are those of the humanities disciplines.** A humanistic approach to place-based education, which uses multi-dimensional inquiry that includes close reading, can change the way we interpret these materials.

Rochester has been the site of some of the critical intellectual American ideas of the 19th and 20th century—from **abolitionism to women’s rights, from invention to innovation. While home to many writers and** thinkers, including most notably Frederick Douglass and Susan B. Anthony, **Rochester’s** significance plays but a small part in scholarly understanding of these iconic figures. For example, while Rochester is arguably the place where Douglass found freedom, as a writer, an entrepreneur, and a father, the **city’s** important role in his life does not figure prominently in biographical accounts. Drawing on the work of Anthony and Douglass and others who have called Rochester home, the PBHI will connect the lives of these important figures with contemporary issues of diversity, citizenship, and community engagement. This Initiative will help broaden perspective and improve communication skills among SJFC students, who self-identified that they feel uncomfortable working in groups or talking to people different from themselves

(National Survey of Student Engagement data of SJFC graduates). Embedding themes of diversity and place within the first-year experience allows students to grow in their understanding and empathy.

The first semester for SJFC students is built around the concept of Learning Communities (LCs). Each LC comprises two linked courses with a strong focus on composition and writing, introducing all first-year students to a series of ideas and questions and the analytical methodologies of humanistic fields. In fall 2020, SJFC is introducing a new Core curriculum, including a revitalized LC program to launch students into four years of scaffolded learning around the all-college learning outcomes: from diversity to communication and writing to civic engagement and citizenship. The topics of the LCs are varied, ranging from race and gender in popular media, to sustainability, to sports in society. Each LC helps students examine these topics through the close reading of cultural artifacts and develop their analytical and communication abilities. For the proposed project, eight humanities faculty (see content and activities section for details) will design four LCs that will explore the following themes through a place-based lens: 1) **Rochester monuments and memory; 2) Rochester's refugee communities; 3) segregation in 20th-century Rochester; and 4) Rochester's indigenous traditions and the natural world.**

Intended audience. The proposed Initiative places a special emphasis on engaging incoming freshmen in the humanities through a culturally relevant and place-specific lens, and creates a special emphasis on meeting the needs of SJFC students. The majority of SJFC students come from Rochester and the 150-mile radius surrounding the College and most remain in the region after graduation. The PBHI is designed to capture the interest of these local students, celebrating the contributions of current and past Rochesterians, **while revealing the city's history of exclusion and injustice.**

The importance of the topic. The recent events surrounding the killings of George Floyd, Breonna Taylor, and Ahmaud Arbery have once again reminded us of the enormous toll taken by systemic racism in this country. Rochester is no exception. As a result of decades of government-sponsored housing discrimination, Monroe County is one of the most segregated counties in the United States, with the city of

Rochester showing an unacceptably high concentration of poverty. The disparities between school spending and student performance in the Rochester City School District and in the nearby suburbs are stark (Murphy, 2019 and 2020). SJFC is fondly known as **Rochester's College**; to fulfill this role it must address these inequities head-on, through curricular development and by fostering community partnerships. Humanities disciplines stem from the desire to ask big, important questions and place-based humanities requires that we see ourselves as active participants in our communities. As explained by **Victoria Martinez**, “utilizing the history, culture, traditions, and environment in which people reside” leads to the acknowledgement of historical trauma and oppression and allows people finally to deal with this history and understand its impact on their lives and communities (2019). For Martinez, place-based learning “is a practice that informs, inspires, empowers and initiates healing.”

How the project will improve the quality of humanities teaching and learning at your institution.

The four new LCs will use the methodology of place-based humanities to introduce incoming freshmen to college-level skills of analysis and critical thinking through local topics that resonate with our regional student body. Place-based education “facilitates the creation of engaged students, better future citizens, improved communities, awareness of preserving the natural environment, and higher academic achievement” (Resor, 2010) and thus this initiative supports **a principle learning outcome in SJFC's new Core**. By integrating this approach into the first courses in the Core, we can, from the beginning, **demonstrate the value of the humanities “in shaping our sense of self and community, including our civic responsibilities,” and see students build on this approach throughout their college career** (Meagher, 2012).

The collaborative and interdisciplinary design of the PBHI will introduce humanities faculty to a methodology that enriches their pedagogy, leading to the creation of several new place-based humanities courses. Strategies for teaching with place-based humanities can include mapping subscribers to **Douglass' North Star** newspaper, analyzing the murals created by local artist Shawn Dunwoody, and examining local efforts to preserve the environment. While place-based pedagogy has been dominant in

the social sciences, integrating these practices into the humanities disciplines is relatively new. Many of the faculty who will be developing the new LCs are already moving their scholarship in this direction. For example, Dr. Carolyn Vacca, Professor of History and the Monroe County Historian, has been researching how Rochester **contributed to Douglass's experiences as a free man, a father, business man, and mentor.** American Studies professor Dr. Mark Rice is currently exploring how African-American communities in Rochester that were once vibrant spaces have been erased, by comparing a *1939 directory of African-American businesses* and digitized copies of the *Green Book* with Google Street View *photographs*. Dr. Barbara Lowe recently organized a traveling feminist pragmatist colloquium that acknowledged, explored, and reflected on historically significant places in Rochester and the surrounding region, emphasizing the value of public philosophy in promoting the understanding of our past for the purpose of addressing our future, especially as it relates to contemporary social justice issues. The proposed Summer Symposium will provide humanities faculty with a common theoretical approach to use in their teaching and scholarship. The interdisciplinary nature of the LCs offers a dynamic laboratory to explore how abstract thoughts and ideas arise from particular people living in particular circumstances.

We have also seen our students' interest in the humanities grow because of their LC experience. We expect to see a similar pattern within place-based LCs that listen to and empower locals and re-privilege **"place(s) in education through dialogical creation of a pedagogical focus that is meaningful enough to pique students' interest and to draw them toward increasingly critical considerations of 'the common good'"** (Ball and Lai, 2006). Students are receiving powerful messages that the humanities are a waste of time, a field **of study only for the privileged few who can afford to study an "impractical" discipline.** Data confirm the opposite; students who major in the humanities are prepared for the complex world into which they graduate and are successful in their careers, but these facts are often lost in public discourse (American Academy of Arts and Sciences' *Humanities Indicator*). Although LCs at SJFC often include courses taught by humanities faculty, the emphasis has been more on topic than approach. With the new LCs, the faculty

will explicitly incorporate the artifacts of the humanities into their courses by examining works of art, literature, philosophy and history, highlighting the ways in which humanities instruction is both illuminating **and relevant to students' lives**. Whether or not they choose a major in a humanities discipline, students with a strong humanities background will develop their critical thinking and writing skills, preparing them to ask and answer the complex questions so critical in every discipline and profession.

Content and activities. Our project begins with a six-week (16 hours total) Summer Symposium for faculty teaching in the newly designed place-based LCs (see work plan for details). Faculty will read and discuss recent publications on place-based humanities, such as **Eric L. Ball and Alice Lai's "Place-Based Pedagogy for the Arts and Humanities,"** and **Sharon Meagher's "Place-Based Reflection as a Foundation for Civic Engagement."** The group will also study **Rochester's history**, by meeting with local historians and reading primary and secondary historical documents, including letters written by Douglass and Anthony. Dr. Seanna Kerrigan, co-author of *Assessing Service-Learning and Civic Engagement: Principles and Techniques*, will work with faculty over two half days (eight hours total) on developing an assessment plan for community-engaged pedagogy. Finally, faculty will work together to identify essential course components that impact course design and teaching strategies.

Taught by eight humanities faculty, the following new place-based humanities LCs will be offered to freshmen in the fall semester allowing them to explore Rochester through the lens of the humanities and share the history of their own city as they know and live it:

1) Rochester monuments and memory, taught by Drs. Jill Swiencicki (English) and Barbara Lowe (philosophy): Students will use philosophical and rhetorical analysis to examine the history and racial tension that surround the Frederick Douglass statues, the Nathaniel Rochester monument, and Freedom Hill, a nearby site believed to be the final stop of the Underground Railroad. **Students will read Douglass'** letters along with philosophical and rhetorical texts by Jane Addams, Ibrahim X. Kendi, and Beverly Tatum.

2) **Rochester's refugee communities**, taught by Drs. Jennifer Rossi (American studies) and Jebo Raja Singh (interdisciplinary studies): Students will examine the role of cultural, historical and environmental

factors that contribute to flight from one's home country and resettlement in America, learning about the role of place by interacting with select refugee communities and local support services. Through reading works by writers such as Paul Loeb, Howard Zinn, and Desmond Tutu and participating in community-engaged learning, students will expand their understanding of cultural humility and meaningful citizenship.

3) Segregation in 20th-century Rochester, taught by Drs. Carolyn Vacca (history) and Mark Rice (American studies): Through an exploration of the emergence and ongoing impact of race-based economic, educational, and housing segregation in Rochester through the middle and late 20th century, students will use Rochester as a lens through which national trends can be more fully understood. Students will engage with interactive websites such as *Fault Lines* and *Mapping Inequality* and read materials by historians including Laura Warren Hill, Dana Miller and Richard Rothstein.

4) **Rochester's indigenous traditions and the natural world**, taught by Drs. Rob Ruehl (philosophy) and Deborah Uman (English): Students will reframe Rochester as a city that is built on native land and emerged within the traditional Haudenosaunee region, and juxtapose indigenous philosophies such as those by John Mohawk and Chief Oren Lyons with the eco-humanist writings of authors such as Wendell Barry, Aldo Leopold, and Terry Tempest Williams.

Building on the knowledge gleaned from the Summer Symposium, the above faculty will deepen the humanistic emphasis of their course designs and integrate place-based methodologies. Complementing the redesigned LCs, SJFC will host community leaders and humanists from Rochester who will lead monthly conversations on the cultural, intellectual and natural history of the areas (see work plan). Students in the four place-based LCs will attend the talks and discuss their relevance in the context of their LC classes.

Faculty who created the new LCs will lead faculty development workshops for other LC faculty (spring 2022) and for all faculty in a convocation session (January 2022). Convocation at SJFC offers robust and

well-attended programming delivered by faculty and staff from across the college. Faculty and staff choose sessions to attend, often encouraged to learn about the work of their colleagues. The eight faculty involved in the first year of this grant are respected campus leaders who will actively encourage colleagues to attend their session and to consider adopting a place-based humanities approach in their courses. During the session, faculty will be explicitly asked to participate in the project and the PBHI faculty and/or the Dean of the School Arts and Sciences will follow up with them. Up to seven new faculty members will be invited to attend the Summer Symposium each year in June/July 2022 and June/July 2023 and create new courses with a place-based lens. Up to 14 additional courses that adopt a place-based humanities approach will be developed and offered during the grant period. The courses will range from first-year level to senior level and will include a variety of humanities disciplines.

Project personnel. With the support of Dr. Ann Marie Fallon, Dean of the School of Arts and Sciences, Dr. Deborah Uman, Professor and Chair of English, will serve as Project Director. She will develop and implement the PBHI and teach in one of the newly designed LCs. Additional faculty who will be designing and teaching in the LCs include: Dr. Jennifer Rossi, Associate Professor of American Studies; Dr. Rob Ruehl, Visiting Assistant Professor of Philosophy; Dr. Jill Swiencicki, Associate Professor of English; Dr. Jaboroja Singh, Visiting Assistant Professor of Interdisciplinary Studies; Dr. Barbara Lowe, Associate Professor of Philosophy, Dr. Mark Rice, Professor of American Studies; and Dr. Carolyn Vacca, Professor of History and Monroe County Historian. Up to 14 other humanities faculty (TBD) will participate in future iterations of the Summer Symposium and integrate a place-based approach in their courses (seven faculty per year). Dr. Uman will organize the Summer Symposium, which will feature sessions with Dr. Seanna Kerrigan, co-author of *Assessing Service-Learning and Civic Engagement*; Dr. Carolyn Vacca, who will provide a local historian perspective; and Erin Barry, Director of the Institute for Civic and Community Engagement at SJFC, who will discuss best practices for cultivating community partnerships. Guest lectures for the fall speaker series will include community leaders such as Calvin Eaton, director of the

educational nonprofit, 540WMain; Alison Meyers, Executive Director of the local non-profit Writers and Books; David Shakes, Artistic Director of *The North Star Players*; and Deborah Hughes, Director of the Susan B. Anthony Museum and House (see letters of commitment). (b) (4)

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Institutional context. SJFC, an independent, higher education institution, offers programs in traditional academic disciplines as well as more directly career-oriented fields. The College is guided by its liberal arts tradition and Catholic heritage, as expressed in the motto of its founders: **“teach me goodness, discipline, and knowledge.”** Since its founding in 1948, the humanities have been central to the Core curriculum, which was originally grounded in philosophy and religious studies; today our new Core maintains a strong grounding in the humanities but across a variety of disciplines. The Core is focused on asking the big **questions that guide the humanities: “What does it mean to be human? How do we collectively address climate change? How do we address social inequality?”** All undergraduate students experience the humanities in the Core from first-year LCs to senior capstones. SJFC serves 262 and 233 students majoring and minoring in the humanities respectively and has 43 full-time humanities faculty members.

Institutional resources. The Dean of the School of Arts and Sciences, the Assistant Dean of Administration and Assessment, and the faculty advisory group that oversees the implementation of the College Core will support faculty development and/or the assessment efforts for this project. Erin Barry, Director of the Institute for Civic and Community Engagement, who fosters community partnerships and organizes student service hours and projects in the community, will offer guidance for working with community organizations. Dr. Jennifer Rossi, an LC faculty member who also facilitates **SJFC’s** Sustained Dialogue initiative designed to engage students in meaningful dialogue about intercultural issues of race, class, and other forms of diversity, will provide guidance for leading difficult conversations with students.

Follow-up and dissemination. SJFC will use course assessment data to shape future faculty development opportunities for LC faculty, which will be led by Dr. Uman. Additionally, Dr. Uman and the participating faculty will present on the PBHI **at SJFC's January Convocation** to recruit other humanities faculty to integrate a place-based perspective in their courses. Select participating faculty will submit a proposal to present on the PBHI at the National Humanities Conference hosted by the Federation of State Humanities Councils; the National Humanities Alliance conference; and the Seneca Falls Dialogues (SFD), a regional and place-based conference that seeks to reactivate the civic spirit that led to the creation of the Declaration of Sentiments in 1848. Drs. Uman and Swiencicki serve on the organizing committee for SFD and Dr. Uman is also co-**editor of the conference's associated journal**. The SFD organizing committee brings together faculty and community members from almost a dozen area universities and organizations and can serve both as a model and a launch pad for the creation of a regional consortium of faculty interested in implementing place-based humanities instructions at their own institutions.

Evaluation. Using pre- and post-semester surveys and reflection assignments in courses that embed the place-based model, **we will analyze students' knowledge** of and interest in Rochester, their ability to explain how racism has affected their communities, and their articulation of the connection between humanities and civic engagement. At the end of the summer symposium, faculty will complete a retrospective qualitative survey, designed by Dr. Uman in collaboration with Dr. Kerrigan, in order to evaluate faculty knowledge and interest in applying place-based humanities in their courses. After a newly developed course has been taught, participating faculty will be asked to think about their place-based humanities teaching experience and detail any pedagogical shifts, by submitting a written reflection. We will also track how many non-LC humanities courses are created to include place-based perspective during the grant period, demonstrating a pedagogical shift in teaching the humanities at SJFC. Finally, we will track the number of students who participated in a place-based humanities LC who choose to enroll in additional humanities courses or major or minor in the humanities.

Attachment 2: Work Plan

PD = Dr. Deborah Uman; Dean = Dr. Ann Marie Fallon, School of Arts and Sciences

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| Objective 1: To create spaces for critical conversation around race focused on place-based humanistic texts, while promoting interest in the humanities | |
| Key stakeholders: PD; Dean; Assistant Dean of Administration and Assessment; seven participating humanities Learning Community (LC) faculty: Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl; 14 other humanities faculty (seven TBD in year 2 and seven TBD in year 3); community leaders (e.g., David Shakes, Artistic Director of The North Star Players; Calvin Eaton, Director of 540WMain; Alison Meyers, and Deborah Hughes, Director of the Susan B. Anthony Museum and House) | |
| Outcomes: <ul style="list-style-type: none"> Students demonstrate an understanding of the sociocultural, historical, and political underpinnings of inequality and injustice from a place-based perspective, as evidenced through pre- and post-semester surveys, written reflections, and other assignments. Students demonstrate the ability to draw connections between course content and lived experience, as evidenced through pre- and post-semester surveys, written reflections, and other assignments. Students participating in the place-based humanities LC courses enroll in additional humanities courses or major or minor in the humanities during the grant period as tracked by the Assistant Dean for Administration and Assessment. | |
| Activities for Implementation | Timeline |
| Participating faculty offer LCs informed by place-based humanities to SJFC students. | September-December annually |
| Participating faculty offer newly developed humanities Core courses informed by place-based humanities to SJFC students. | Fall 2022, Spring 2023, Fall 2023 |
| Community leaders and humanists deliver monthly guest lectures for students and faculty. | September-December annually |

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| Objective 2: To embed the teaching of place-based humanities in curriculum | |
| Key stakeholders: PD; Dean; seven participating humanities LC faculty (Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl); 14 other humanities faculty (seven TBD in year 2 and seven TBD in year 3); Erin Barry, Director of the Institute for Civic and Community Engagement; Seanna Kerrigan (assessment expert); community leaders (e.g., David Shakes, Artistic Director of The North Start Players; Calvin Eaton, Director of 540WMain; Alison Meyers, and Deborah Hughes, Director of the Susan B. Anthony Museum and House) | |
| Outcomes: <ul style="list-style-type: none"> Essential course components for a place-based humanities course are identified. Based on post-Symposium retrospective qualitative surveys: | |

| <ul style="list-style-type: none"> • Faculty demonstrate increased knowledge on how to embed place-based humanities into their Learning Community (LC) curriculum or humanities core course (fall/spring 2022 and fall 2023). • Faculty demonstrate increased confidence in applying place-based humanities in their courses. • Faculty successfully develop a LC or other humanities core course syllabus informed by place-based humanities and appropriate assessment tools (surveys and reflection assignments). • Faculty deliver their new courses to SJFC students. | |
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| Activities for Implementation | Timeline |
| <p>PD to organize and lead the place-based humanities Summer Symposium, with consultation from the Dean, Erin Barry, and Dr. Kerrigan.</p> <ul style="list-style-type: none"> • Confirm speakers (dates), readings, and activities • Develop retrospective qualitative survey that will be distributed to participating faculty at the end of the Summer Symposium | September-May each year |
| <p>Six-week, place-based humanities symposium offered to seven faculty members who will be redesigning their LCs or existing humanities course:</p> <ul style="list-style-type: none"> • <u>Week 1 (2 hours)</u>: Introduction to place-based humanities; literature review <ul style="list-style-type: none"> • “Place-Based Reflection as a Foundation for Civic Engagement” by Sharon Meagher, Association of American Colleges & Universities • “Place-Based Pedagogy for the Arts and Humanities” by Eric L. Ball and Alice Lai • Selections from <i>Interdisciplinary approaches to pedagogy and place-based education: from abstract to the quotidian</i>, edited by Shannon Deric and Jeffery name missing here? • “Place-Based Education: Does it Improve 21st Century Skills?” by Zahra Kafi • <u>Weeks 2-3 (4 hours)</u>: History of Rochester with one community leader (e.g., Carvin Eison), Erin Barry, and Dr. Carolyn Vacca focused on historical figures including: <ul style="list-style-type: none"> • Frederick Douglass • Susan B. Anthony • Hester Jeffries • George Eastman • <u>Weeks 4-5 (8 hours)</u>: Measuring impact (includes a two-day session presented by Dr. Kerrigan) <ul style="list-style-type: none"> • <i>Assessing Service-Learning and Civic Engagement</i> (Gelmon, Holland, Spring, Kerrigan, and Spring, 2018) • <i>From Outcomes-based Assessment to Learner-Centered Education</i> (Driscoll & Wood, 2007). | Annually June/July (total of 16 hours of professional development) |

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| <ul style="list-style-type: none"> <u>Week 6 (2 hours)</u>: Faculty identify essential course components place-based humanities and design the syllabus for their new LCs or new humanities course and share them with the group for feedback and discussion In summer 2021, the following LCs will be designed for implementation in fall 2021:* LC #1: Rochester monuments and memory (Drs. Swiencicki and Lowe) LC #2: Rochester's refugee communities (Drs. Rossi and Singh) LC #3: Segregation in twentieth-century Rochester (Drs. Vacca and Rice) LC #4: Rochester's indigenous traditions and the natural world (Drs. Ruehl and Uman) <p>*Note that SJFC faculty members traditionally develop their LC courses in the summer for implementation in the fall so that their syllabi contains current issues for students to explore.</p> <ul style="list-style-type: none"> Retrospective qualitative survey is administered to participating faculty and results are analyzed | |
| Four newly designed LCs are delivered by eight faculty serving approximately 88 undergraduate students | First iteration in fall 2021. Subsequent offerings in fall 2022 and 2023. |
| Participating faculty submit a written reflection on their place-based humanities teaching experience, detailing any pedagogical shifts and the impact on their scholarly research (e.g., expansion of scholarship around place-based humanities). | At the end of each semester after a new course is taught |
| Recruit humanities faculty (through SJFC convocation session) to attend Summer Symposium and embed place-based humanities in one of their core courses | January 2022 and 2023 |
| PD and participating LC faculty to highlight the place-based humanities approach in professional development session for other LC faculty | Spring 2022 |
| Up to 14 newly designed humanities core courses (non-LC) are delivered by up to 14 faculty serving 200-300 students. | Fall and spring 2023 Fall 2024 |

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| Objective 3: Disseminate place-based humanities pedagogy with other faculty at SJFC and beyond | |
| Key stakeholders: PD; Dean; seven participating humanities LC faculty (Drs. Jill Swiencicki, Barbara Lowe, Jennifer Rossi, Jebaroja Singh, Carolyn Vacca, Mark Rice, and Robert Ruehl), up to 14 other humanities faculty (TBD), and humanities faculty at other higher education institutions. | |
| Outcomes: <ul style="list-style-type: none"> Select participating faculty produce scholarship (e.g., conference papers, articles, and essays) on embedding place-based humanities in their courses 14 faculty are recruited to participate in subsequent offerings of the place-base Summer Symposium (7 in summer 2022 and 7 in summer 2023) | |

| Activities for Implementation | Timeline |
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| Participating LC faculty present the place-based humanities model to peers during LC faculty development sessions held in the spring and at convocation held at SJFC. | Spring 2022 January 2022 (convocation) |
| Participating faculty prepare and submit conference papers, articles, and essays about embedding place-based humanities in their courses, including the LCs. <u>Sample conferences include:</u> National Humanities Conference hosted by the Federation of State Humanities Councils, the National Humanities Alliance, and the Seneca Falls Dialogues (SFD). Drs. Uman and Swiencicki serve on the organization committee for the SFD and Dr. Uman is the co- editor of the conference's associated journal . | February 2023- January 2024 (final year of grant) |

Attachment 3: Reading List

Readings and References for Summer Symposium

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- Deloria, Vine Jr., *God Is Red: A Native View of Religion*. Putnam, 1973.
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- Graham, John. *Stick Your Neck Out: A Street-Smart Guide to Creating Change in your Community and Beyond*. Berrett-Koehler Publishers, 2005.

- Hill, Laura Warren. "‘We Are Black Folks First’: The Black Freedom Struggle in Rochester, NY, and the Making of Malcolm X." *The Sixties: A Journal of History, Politics and Culture* 13:2 (2010): 163-185.
- . "Fighting for the Soul of Black Capitalism: Struggles for Black Economic Development in Postrebellion Rochester," *The Business of Black Power: Community Development, Capitalism, and Corporate Responsibility in Postwar America*, eds. Laura Warren Hill and Julia Rabig. University of Rochester Press, 2012, 45-67.
- Johnson, Mark. *Moral Imagination: Implications of Cognitive Science for Ethics*. Chicago: The U of Chicago Press, 1993.
- Kendi, Ibram X. *How to be an Anti-Racist*. Random House, 2019.
- Lugones, "Playfulness, ‘World’-Traveling and Loving Perception," *Hypatia* 2.2 (1987): 3-19.
- Mapping Inequality: Redlining in New Deal America* (interactive website)
<https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>
- McKelvey, Blake. "Housing and Urban Renewal: The Rochester Experience." *Rochester History* 27. 4 (Oct 1965): 28.
- Mead, George Herbert. *Mind, Self, and Society*, ed. Charles W. Morris. Chicago: The University of Chicago P, 2015.
- Mohawk, John and Jose Barreiro, *Thinking in Indian: A John Mohawk Reader*. Ed. José Barreiro. Fulcrum Publisher, 2000.
- Murphy, Justin. "How Rochester’s Growing Suburbs Excluded Black Residents," *Democrat and Chronicle*, 21 Feb. 2020.
- Notes, Akwesane, ed. *Basic Call to Consciousness*. Native Voices, 1978.
- Paul Rogat Loeb, *Soul of a Citizen: Living with Conviction in Challenging Times*. Macmillan, 2010.
- Powless, Chief Irving Jr., *Who Are These People Anyway?* Ed. Lesley Forrester. Syracuse UP, 2016.
- Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: Liveright Publishing, 2017.
- Tatum, Beverly. *Why are All the Black Kids Still Sitting Together in the Cafeteria*, revised edition. Basic Books, 2003.
- Tutu, Desmond. *No Future without Forgiveness*. Image, 2002.
- Vacca, Carolyn. "Housing Conditions as a Predictor for Riot: Rochester, New York, 1964," *Afro-American History and Life in New York*, 15. 2 (July 1991): 45.
- Wall, Stephen. *To Become a Human Being: The Message of Tadodaho Chief Leon Shenandoah*. Hampton Road Publishing, 2002.
- Wallace, Paul. *White Roots of Peace: Iroquois Book of Life*. Clear Light Publisher, 1830.
- Williams, Terry Tempet. *Refuge: An Unnatural History of Family and Place*. Vintage Books, 1991.
- Zinn, Howard. "The Optimism of Uncertainty." *The Nation*. 2 Sept. 2004.
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DEBORAH UMAN

Department of English
St. John Fisher College
Rochester, NY 14618
(585) 385-5258
duman@sjfc.edu

FACULTY POSITIONS

St. John Fisher College, Rochester, NY
Professor, 2015 to present
Associate Professor, 2007-2015
Assistant Professor, 2004-2007

Chair, Department of English, 2013-present
Core Faculty Fellow, Learning Communities, 2020-present
Program Director, Women and Gender Studies, 2006-2010

Eastern Connecticut State University, Willimantic, CT
Assistant Professor, 2000-2004

EDUCATION

PhD, English Literature, University of Colorado at Boulder, 1999
M.A., English Literature, University of Colorado at Boulder, 1994
B.A. English Literature, Yale University, 1991, Summa cum Laude
HERS Higher Education Leadership Program, Bryn Mawr, Summer 2017

Teaching Interests

Early modern literature, Shakespeare, women writers, postcolonial studies, women and genders studies, nature writing, sustainability, first-year writing, research-based writing, literary analysis

SELECT PUBLICATIONS

Women as Translators in Early Modern England (University of Delaware Press, 2011)

Staging the Blazon in Early Modern Theatre (co-edited collection with Sara Morrison; Ashgate, May 2013)

"Hermaphroditic Transformation in *Antonius and Antony and Cleopatra*." *Ovid and Adaptation*. Ed. Lisa Starks-Estes. Edinburgh University Press, 2019.

"Strategic Mythmaking: Extending Feminist History through the Seneca Falls Dialogues." Co-authored with Jill Swiencicki, Maria Brandt and Barbara LeSavoy. Forthcoming in *Feminist Connections: Rhetorical Strategies from the Suffragists to the Cyberfeminists*. Ed. Katherine Fredlund, Kerri Hauman, and Jessica Outellette. University of Alabama Press.

"Becoming Visible: Margaret Cavendish's and Aphra Behn's New Worlds." *Revista Canaria de Estudios Ingleses*. 72 (2016): 169-186.

"Translation and Community in the work of Elizabeth Cary." *Material Cultures of Early Modern Women's Writing: Production, Transmission, and Reception*. Ed. Patricia Pender and Rosalind Smith. Palgrave, 2014. 76-98.

"'Wonderfullye astonied at the stoutenes of her minde': Translating Rhetoric and Education in Jane Lumley's *The Tragedie of Iphigeneia*." *Performing Pedagogy in Early Modern England: Gender, Instruction, and Performance*. Ed. Kathryn McPherson and Kathryn Moncrief. Burlington: Ashgate Press, 2011. 53-64.

"Translation, Nationalism, and Imperialism: Teaching Aphra Behn's 'Essay on Translated Prose.'" *Teaching Early Modern Prose*. Ed. Margaret Ferguson and Susannah Monta. New York: MLA Press, 2010. 329-343.

"Translation as Collaborative Authorship: Margaret Tyler's *The Mirrour of Princely Deedes and Knighthood*." Co-authored with Belén Bistué. *Comparative Literature Studies*. 44.3 (2007) 298-323.

"Translation, Transformation and Ravishment in *A Midsummer Night's Dream*." *Allegorica* 22 (2001): 68-91. Reprinted in *Shakespeare Criticism* 121 (2009).

SELECTED CONFERENCE PRESENTATIONS

Seminar Co-Leader: "Young Adult Shakespeare." Meeting of the Shakespeare Association of America, April 2019. Denver/Zoom.

"Clemente, Caliban and the Practical Humanites." Meeting of the Shakespeare Association of America. April 2019. Washington, DC.

Roundtable Co-Organizer: "Shakespeare beyond the Research University." Meeting of the Shakespeare Association of America." March 2018. Los Angeles.

"Digital Shakespeare: Adaptations." Meeting of the Shakespeare Association of America." April 2017. Atlanta.

"Shakespeare to the Rescue." Meeting of the Shakespeare Association of America. April 2016. New Orleans.

"'Brush up your Shakespeare': Selling the Humanities with the Bard." Meeting of the Shakespeare Association of America. April 2014. St. Louis.

"'As imagination bodies forth': Metatheatricality in any Medium." Meeting of the Shakespeare Association of America. April 2012. Boston.

"Imagining the Value of Literary Studies." Modern Language Association. December 2009. Philadelphia

Relevant Service

Co-editor, *Seneca Falls Dialogues Journal* (2014-present)

Conference Organizer, *Seneca Falls Dialogues* (2009-present)

Treasurer, Association for the Study of Early Modern Women (Spring 2012-present)

Founder and Member: Greater Rochester Coalition of Women and Gender Studies Faculty (Fall 2007 – 2012)

First-Year Advisory Board (Fall 2012-present)

Writing Center Advisory Board (Spring 2017-present)

Core Advisory Board (2020-present)

LC and 199 Assessment Committees (multiple years)

Barbara J. Lowe, Ph.D.

Department of Philosophy & Classic Studies, St. John Fisher College
Rochester, New York 14618; (585)385-7385; blowe@sjfc.edu

POSITIONS

St. John Fisher College, Rochester, NY
Associate Professor, 2010 – present
Associate Dean, School of Arts and Sciences &
Director of the First-Year Program, 2012 - 2018
Assistant Professor, 2004 – 2010
Visiting Assistant Professor, 2002 – 2004; Instructor, 2001 – 2002

EDUCATION

PhD, Philosophy, Fordham University, 2005
M.A., Philosophy, American University, 1997
M.A., Counseling, Bowling Green State University, 1993
B.A., Philosophy, St. Lawrence University, 1992

TEACHING INTERESTS

Ethics, pragmatism, feminist philosophy, environmental philosophy, cultural & identity, educational philosophy, medical ethics, first-year writing, and research-based writing

FELLOWSHIPS & GRANTS (Selected)

APA Berry Fund for Public Philosophy Grant Recipient & SAAP Grant Program Recipient.
Both grants to support the *Feminist-Pragmatist Colloquium*

Visiting Faculty Fellowship, AIFS Rome Study Center of Richmond University. Rome, Italy.
June 2019

Learning Communities Faculty Scholars Course, Kennesaw State University, Spring 2018.
(Application process required)

HONORS & AWARDS (selected)

Father Dorsey Award, St. John Fisher College, Spring 2018
Information Literacy Award, St. John Fisher College, Fall 2017
Middle States Commendation FYP & Core Curriculum, Spring 2016
Jane Addams & Douglass Greenlee Prizes, SAAP, March 2008
Excellence in Teaching Award, St. John Fisher College, Spring 2003

PUBLICATIONS (selected)

“Racism, Public ‘Memory Work,’ and Social Justice: Teaching the Civic Deliberations over Monument Removals,” with Jill Swiencicki. *Prompt*. Forthcoming 2021.

“The Right to Belong and Immigration.” *Contemporary Pragmatism*, Vol 16, no. 2-3, 268-285. May 2019.

“Slathered, Zapped, Nipped, and Tucked: An Ethical Analysis of Cosmetic Dermatology.”
Ethics and Medicine: An International Journal of Bioethics, Vol. 3, No. 3. Fall 2017.

“The Use of ePortfolios to Support Metacognitive Practice in a First-Year Writing Program.”
With J. Bowman, K. Sabourin, and C. Sweet. *International Journal of Electronic Portfolios*, Vol. 6, No. 1. June 2016.

“Receptive Perception, Particularized Justice, and Moral Agency.” *Review Journal of Political Philosophy*, Vol. 5: Special Issue: Moral Perception. Spring 2007.

"George Herbert Mead's Theory of the Self." *The New York Sociologist*, Vol. 2; December 2007.

"Transactional Education and Transactional Educators: Fostering the Habit of 'Using Intelligence Fully'." *Educational Change: A Journal of Role Analysis and Institutional Change*. Spring 2003-2004.

Teaching Critical Citizenship: Implications of a Foucauldian Analysis for Educational Institutions. Master's Thesis. American University, Washington, DC, January 1998.

PRESENTATIONS (selected)

"The Civic Landscape of Moral Imagination: Public Space, Fascism, and Contemporary Rome," with Swiencicki and Plutino Calabrese. *Rome Fellows Symposium*, June 2019.

"The Right to Belong and the Undocumented Immigrant Person." SAAP, 2019.

"Here a Bot, There a Bot, Everywhere a Bot-Bot! Exploring Issues of Race, Work and Human Relationships in a Future Shared with Bots." Seneca Falls Dialogues, 2018.

"Information Literacy as a Foundational Liberal Art." Opening Remarks: *Faculty Scholarship Celebration*. September 2017.

"College Freshman, FYP Faculty, & Librarians," with Stacia Maiorani. *High School & College Librarians: Collaborating for Student Success*. SUNY at Brockport, May 2017.

"Peer Colleagues in the Writing Classroom: The Humility-Conviction Dialectic." *First-Year Writing Program's Twelfth Annual Conference on the Teaching of Writing*. April 2017.

"The Use of ePortfolios to Support First Year Student's Metacognitive Thinking," with Katie Sabourin and James Bowman. AAEEBL, July 2015.

"Assessment and Faculty Development in the First-Year Programs at St. John Fisher College." *Assessment Network of New York's Second Annual Conference*. April 2014.

"The Esthetic Moral Educator and Invitational Education," *International Alliance for Invitational Education: World Conference*. Fall 2009.

"Opening Cultural Lenses: An Interdisciplinary Perspective," RIT Expressions of Diversity Conference: Living and Learning in a Global Society, May 2006.

"Cutting Corners, Academics, and Human Excellence," Annual Dean's Awards Ceremony. Fall 2003. (Excellence in Teaching, Guest Speaker)

"Transactional Education and Transactional Educators in a Non-Transactionally Conceived World," New York State Foundations of Education Association, April 2003.

"Critical Citizenship & Critical Education," University of Maryland, November 1997.

RELEVANT SERVICE

Journal Editorial Board, *Learning Communities Research and Practice*, 2019 - present

Peer Colleague Program, First-Year Program, 2015-present (co-founder & co-chair)

First-Year Program Advisory Board, 2012 – present (Chair 2012 – 2018)

Writing Center Advisory Board, 2017 - 2019

Middle States Review, Faculty Development & General Ed Subcommittees, 2014-2016

Early Alert Team/Early Intervention System, 2012-2018

Academic Standing Committee, faculty representative, 2008-2010

Honors Program Advisory Board, 2003-2017 (Director, 2003-2006)

Program for the Enhancement of Teaching and Learning (PETAL), 2002-200

Carolyn S. Vacca, Ph.D.

Education

| | | |
|---------------|---------------------------|------|
| Ph.D./History | University of Rochester | 1998 |
| M.A./History | SUNY College at Brockport | 1989 |

Work Experience

St. John Fisher College, Rochester, New York

| | |
|--------------|---|
| 2019-- | Professor, St. John Fisher College |
| 2014-Present | Chair, History Department |
| 2009-Present | Associate Professor |
| 2011-2017 | Arts and Sciences Course Coordinator for Online Program |
| 2012-Present | Director, Museum Studies Certificate Program |
| 2006 | Assistant Professor |
| 2001-2006 | Visiting Assistant Professor |

Monroe County, New York

| | |
|--------------|------------------|
| 1995-Present | County Historian |
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Grants and External Funding

| | |
|-----------------|---|
| 3/2020-5/2022 | National Endowment for Humanities (NEH), "Dialogues on War: Ethics, Civic Engagement, and Military Service," PI, (Co-awarded with Frederick Dotolo) \$99,263, Award number AV-271091. |
| 3/2017-5/2019 | NEH, "Dialogues on War: Ethics of War," PI, (Co-awarded with Dr. Frederick Dotolo), \$99,882 grant, Award number: AV-255553-17. |
| 1/2014-5/2014 | New York Council for the Humanities, "The Rochester Riots: Fifty Years After –A Public Dialogue," PI, \$3,000 grant. |
| 1/2011-12/2012 | EMC, "Goler Papers," PI, \$15,000 grant. |
| 10/2010-11/2010 | New York Council for the Humanities, "Panics and Pandemics: The Continuing Influence of George Goler," Co-PI, \$6,415 grant. |
| 1/2007-Present | Monroe County, \$50,000/year grant to manage the Monroe County Historian Office and archives on the St. John Fisher College campus, with \$20,000/year used to support student work and programs. |

Conferences and Presentations

"Agitate because Failure is Impossible" panel on Anthony and Douglass, National Association for African American Studies Conference, (NAAAS) October 4, 2019, Nazareth and St. John Fisher Colleges.

"The Power of Douglass", Presentation on Undergraduate Research, NAAAS, October 5, 2019.

“Teaching the Experience and Ethics of Modern Warfare: Companion Animals and War”, The 3rd Annual Symposium on Modern Warfare: Modern Warfare through the Arts & Humanities, Texas Tech University, Lubbock, Texas. October 6, 2018.

“The Experience and Ethics of Modern Warfare: War Horses during the Great War and Discussions of Duty, Loyalty, and Patriotism,” New Directions in Humanities conference, University of Pennsylvania, July 6, 2018.

“Frederick Douglass, the Man, and Rochester” presented at Conference Commemorating the Bicentennial of the Birth of Frederick Douglass, St. John Fisher College, February 14, 2018. Arts and Humanities Institute, Council on Undergraduate Research, Lincoln University, November 10-12, 2017.

“Erie Canal and Rochester” Erie Canal Symposium, Woodcliff Center, Rochester New York September 6, 2017.

“George Goler: Marketer and Mentor”. Presented at the American Association for the History of Nursing Conference, Woodcliff Center Rochester New York. September 7, 2017.

“Literary Themes and Historical Perspectives: Teaching the War that Changed Everything”, presented at the NYS Association of European Historians, October 10, 2015.

“The Outskirts of Hope: Narratives on the Rochester Riots” Presented at The Rochester Riots: Fifty Years After-A Public Dialogue March 28, 2014. Funded by New York State Council for the Humanities grant.

“World War I: The War That Changed Everything” Carolyn Vacca and Lisa Jadwin, St. John Fisher College. Presented At The Great War, A Hundred Years On: Origins, Lessons And Legacies Of The First World War, Georgia Gwinnett College, November 6-8, 2014.

Media

Douglass and Rochester, Morning, Edition, WXXI, August 2, 2018.

The Return of *Home Fires* (PBS), World War II and Local History, *Connections*, WXXI, March 17, 2017.

Tailor Made: The Story of Rochester's Garment Industry. Documentary on the history of Rochester's clothing industry, also tells the story of immigration in Rochester. Premiered WXXI, February 29, 2016.

“Rochester and Technology” Morning Edition with David Greene, NPR, 9/29/2014.

“Iola Sanatorium” *Retrofitting Rochester*, article, Democrat and Chronicle, 9/2014 and continuing on the website.

“Clarissa and Bronson” *Retrofitting Rochester*, article, Democrat and Chronicle, 7/2014 and continuing on the website.

Jenna Rossi

Department of American Studies
St. John Fisher College
Rochester, NY 14618

(b) (6)
jrossi@sjfc.edu

FACULTY POSITIONS

St. John Fisher College, Rochester, NY
Associate Professor, 2011-present
Assistant Professor, 2006-2011

Chair, Department of American Studies, 2018-present
Interim Chair, African American Studies Program, fall 2019, summer 2020
Core Fellow, Diversity, Equity and Inclusion, 2019-present

Buffalo State College, Buffalo, NY
Visiting Assistant Professor, 2004-2005

EDUCATION

Ph.D., **American Studies (conc. Women's Studies)**, University of NY at Buffalo, 2003
M.A., American Literature, University of North Carolina at Charlotte, 1998
B.A., English/B.S., Biology, State University of New York at Geneseo, 1995,

Teaching Interests

African American women's literature & cultural history; race & gender studies;
pedagogy theory (feminist & service-learning); memoir studies, immigration
narratives; Sustained Dialogue

PUBLICATIONS

"'Let the words bring wings to our feet': Negotiating Exile and Trauma through Narrative in Danticat's *Breath, Eyes, Memory*." *Contemporary Literary Criticism* (vol. 416). Edited by Lawrence J. Trudeau. Farmington Hills, MI: Gale, 2017.

"'I didn't know there were refugees in Rochester': Developing Citizenship Through Service Learning." *Transformations: The Journal of Inclusive Scholarship and Pedagogy* XX.2 (Fall 2009/Winter 2010): 76-89.

Rev. of *African American Literature and the Classicist Tradition: Black Women Writers from Wheatley to Morrison*, by Tracey L. Walters. New York: Palgrave, 2007. *Studies in the Novel* 41.3 (Fall 2009): 397-399.

Rev. of *African, Native, and Jewish American Literature and the Reshaping of Modernism*, by Alicia A. Kent. New York: Palgrave, 2007. *Studies in the Novel* 41.3 (Fall 2009): 387-390.

"'Let the words bring wings to our feet': Negotiating Exile and Trauma through Narrative in Danticat's *Breath, Eyes, Memory*." *Obsidian III: Literature in the African Diaspora*. 6.2/7.1 (Fall/Winter 2005-Spring/Summer 2006): 203-220.

SELECTED CONFERENCE PRESENTATIONS

"Getting to The Promised Land: Teaching Citizenship through Immigration Narratives." *National Association of African American Studies*. October 2020. Rochester, NY.

"Teaching Citizenship through Immigration Narratives: Fostering Student Learning By Integrating Logos, Pathos, and Ethos." *Feminist Pragmatist Colloquium*. November 2019. Rochester.

"Engaging in Difficult Conversations with Colleagues: Tools for Peaceful and Productive Dialogue." *ACE Women's Networking Conference*. May 2019. Rochester.

"Brave Conversations: Using Sustained Dialogue in the Classroom." *Flashpoints: Our Divided Nation*. November 2018. Rochester.

Co-Presenter: "Making Colleges More Inclusive: A Student-Led 'Dialogue-to-Action' Plan Inspired by *All American Boys*." *Networking in Higher Education Conference*. June 2017. Buffalo, NY.

Co-Presenter (with Honors 380 Class): "Making Colleges More Inclusive: A Student-Led 'Dialogue-to-Action' Plan Inspired by *All American Boys*." *Facing Race, Embracing Equity: Rochester's Racial Equity Initiative*. April 2017. Rochester.

"'Call Me Zits': Competing Uses of Humor in Sherman Alexie's *Flight*." *Flashpoints: Race and Humor*. November 2016. Rochester.

Co-Presenter: "Who's Serving Who? Motive, Reciprocity, and Sustainability Community-Based Service Learning at SJFC." *Conference on Activism, Rhetoric and Research*. May 2012. Syracuse, NY.

"Between Gaps, Lies and Silences: Teaching Life Writing." *Society for the Study of Multi-Ethnic Literature of the United States (MELUS)*. April 2011. Boca Raton, FL.

"Writing Life/Life Writing: Re-Writing Self-Identity via Memoir in the Classroom." *New York College English Association Conference*. October 2010. Rochester.

"'Call me Zits': Using Humor to Interrogate Identity and Enable Survival in Sherman Alexie's *Flight*." *American Literature Association*. May 2010. San Francisco.

"Fight or Flight?: From Violence to Tolerance in Sherman Alexie's *Flight*." *Society for the Study of Multi-Ethnic Literature of the United States*. April 2010. Scranton, PA.

RELEVANT SERVICE

Core Advisory Board, Chair: Diversity, Equity, and Inclusion (2019-present)

Sustained Dialogue Advisory Board, Co-Chair (2018-present)

Women and Gender Studies Advisory Board (2006-present)

First-Year Advisory Board (Fall 2014-present)

Writing Center Advisory Board (Fall 2019-present)

Presidential Diversity Task Force (2019)

Arts and Sciences Curriculum Committee (fall 2019)

Strategic Planning Committee, Co-Chair: Diversity, Equity, and Inclusion (fall 2016-spring 2017)

Service-Learning Advisory Board (2008-2018), Co-Chair (2009-2018)

Greater Rochester Coalition of Women and Gender Studies Faculty (Fall 2007 – 2012)

Diversity Committee. Genesee Community Charter School (2018-present)

COMMUNITY PARTNERSHIP

East Rochester High School Diversity Ambassadors. Sustained Dialogue (2019-present)

Recent Academic Appointments

St. John Fisher College, Rochester, New York

Associate Professor of English, 2013-present

Assistant Professor of English, 2011-13

Visiting Assistant Professor of English, 2010-11

Education

Ph.D. in English (Rhetoric & Composition), Miami University, Oxford, Ohio, 1999, Susan Jarratt, director.

M.A. in English, Syracuse University, Syracuse, New York, 1992

B.A. *cum laude* in English, Mount Holyoke College, South Hadley, Massachusetts, 1990

Recent Publications

"Senator Wendy Davis and the Texas SB5 Filibuster: A Rhetoric of Reproductive Justice Brokering."
Rhetorics of Reproduction: Rights, Health, Justice. Eds. Heather Adams and Nancy Myers. Chapter
accepted, collection in progress.

"Public 'Memory Work' and Social Justice: Teaching the Civic Deliberations over Monument Removals."
With Barbara Lowe. *Prompt: A Journal of Academic Writing Assignments* 6.1 (forthcoming,
January 2022).

"Rhetorics of Invitation and Refusal in Terry Tempest Williams's *The Open Space of Democracy*." *Inviting
Understanding: A Portrait of Invitational Rhetoric*. Eds. Sonja Foss and Cindy Griffin. New York:
Rowman & Littlefield, forthcoming 2020. Reprint.

"Seneca Falls, Strategic Mythmaking, and a Feminist Politics of Relation." With Maria Brandt, Barbara
LeSavoy, and Deborah Uman. *Feminist Connections: Rhetorical Strategies from the Suffragists to
the Cyberfeminists*. Eds. Katherine Fredlund, Kerri Hauman, and Jessica Ouellette. Tuscaloosa, AL:
University of Alabama Press, 2020.

"'Consent Trumps Everything': The Clothesline Art Project and the Election Politics of Sexual Assault."
With Shannon DeHoff. *Crafting Dissent: Handicraft as Protest from the American Revolution to
the Pussyhats*. Hinda Mandell, editor. Lanham, MD: Rowman & Littlefield Publishers, 2019.

"Rhetorics of Invitation and Refusal in Terry Tempest Williams's *The Open Space of Democracy*."
Women's Studies in Communication 38.2 (June 2015): 151-166.

"The 'Town Hall Meeting' and the Involved Stance: Imagining a Self through Public Sphere Pedagogy."
With Thia Wolf, Chris Fosen. *Liberal Education* 97.2 (Spring 2011): 40-45.

Administrative Leadership

St. John Fisher College

Director of Writing (First-Year Programs: Learning Community and Research Writing), January 2018-May 2019

- Prepare and facilitate faculty development retreats (3/year) and meetings (8/year) relating to the teaching of writing.
- Coordinate scheduling and staffing of about 25 Learning Community partnerships and 25 Research Writing faculty each year.
- Supervise the FY Writing Fellow faculty in their individual projects (including the Peer Colleague Program, the Writing-Enriched Curriculum consultations, and editing the *3690 Online Journal for Undergraduate Research Writing*).
- Coordinate and report on bi-annual writing program assessment.
- Collaborate on the General Education (Core) review and revision with the Dean of Arts and Sciences, the associate Dean, the general education (Core) review committee, and all stakeholders.
- Participate in initiatives promoting the School of Arts and Sciences to current and prospective students.
- Participate in first-year student advising and retention initiatives.
- Collaborate with the director of The Writing Center in supporting first-year writers.
- Chair the First-Year Writing Advisory Board.
- Participate in the Western New York Regional Cooperative of Writing Program Administrators.

Recent Presentations

International & National Conferences

"The Potentials and Limits of Ceremonial Rhetoric in Street Name Change Processes: A Case Study of the 1938 Italian Race Laws." **The Rhetoric Society of America**, Portland, OR, May 2020. Paper written but not delivered: conference cancelled due to Covid-19 travel restrictions imposed by my college and CDC mandates.

"Abortion as a Kind of Mothering: Senator Wendy Davis and the Recuperation of Mothering in Reproductive Justice Rhetoric." **The Rhetoric Society of America**, Portland, OR, May 2020. Paper written but not delivered: conference cancelled due to Covid-19 travel restrictions imposed by my college and CDC mandates.

"The Civic Landscape of Moral Imagination: Public Space, Fascism, and Contemporary Rome." With Barbara Lowe and Maria Stella Plutino Calabrese. **Rome Fellows Symposium, Richmond University Rome Center**, Rome, Italy, June 28, 2019.

"Race Laws and the Rhetoric of Street Sign Re-Naming in 2018 Rome." With Barbara Lowe and Maria Stella Plutino Calabrese. Graduate lecture and workshop, **Richmond University Rome Center**, Rome, Italy, June 26, 2019.

"Consent Trumps Everything: Feminist Revisionist History, the Clothesline Art Project, and the 2016 Presidential Election." **The Uses and Abuses of History in the Trump Era, a National Conference of Historians**, Rochester Institute of Technology, Rochester, NY, March 2019.

"Introductory Remarks: Feminist Solidarity, Antiracism, and Alliance-Building at Seneca Falls." **The Seneca Falls Dialogues Conference**, Seneca Falls, New York, October 20, 2018.

MARK RICE
Department of American Studies
St. John Fisher College
Rochester, NY 14618
mrice@sjfc.edu

Professor of American Studies, St. John Fisher College, Rochester, New York, 2011- present.
(Assistant Professor, 2000-2006; Associate Professor, 2006-2011.)

EDUCATION

Ph.D. in American Studies, University of Hawai'i at Manoa, 1999.
M.A. in American Culture Studies, Bowling Green State University, 1993.
B.A. in Psychology, University of Washington, 1988.

TEACHING INTERESTS

American studies; American cultural history; interdisciplinary methodologies; transnational American studies; postcolonial theory; history of photography; American literature; archival research; first-year writing; research-based writing

BOOK PUBLICATIONS

Dean Worcester's Fantasy Islands: Photography, Film, and the Colonial Philippines. Ann Arbor, University of Michigan Press, 2014, and Manila, Philippines: Ateneo de Manila University Press, 2015.

Through the Lens of the City: NEA Photography Surveys of the 1970s. Jackson: University Press of Mississippi, 2005.

Co-author of *1000 Photo Icons: George Eastman House*, edited by Therese Mulligan and David Wooters. Köln: Taschen, 2002. Originally published in 1999 as *Photography from 1839 to Today, George Eastman House, Rochester, New York*.

SELECT ARTICLES AND BOOK CHAPTERS

"US Photography in the Philippines Before 1898: The Menage Expedition of 1890-1893," *History of Photography* 42:1 (2018): 25-45.

"Executive Disorder," in Susan Ressler, *Executive Order: Images of 1970s Corporate America* (New York: Daylight Books, 2018): n. pag.

"Dean Worcester's Photographs, American National Identity, and *National Geographic Magazine*," *Australasian Journal of American Studies* 31:2 (2012): 45-60.

"Colonial Photography Across Empires and Islands," *Journal of Transnational American Studies* 3:2 (2011): 1-22.

"His Name Was Don Francisco Muro: Reconstructing an Image of American Imperialism," *American Quarterly* 62:1 (2010): 49-76.

"Arcadian Visions of the Past," *Columbia Journal of American Studies* 9 (2009): 7-26.

SELECT CONFERENCE PRESENTATIONS AND LECTURES

"#Twitterstorians in the Age of Trump," *The Uses and Abuses of History in the Trump Era* conference, Rochester, NY, 2019.

"American (Pre)Colonial Photography in the Philippines: The Menage Expedition of 1890-1893," Ronald and Janette Getty Lecture Series, Southeast Asia Program, Cornell University, 2019.

"The Curious Case of Louis Menage: Science, Law, and Imperialism in American Im/mobilities," *Austrian Association of American Studies*, Vienna, 2018.

"Becoming 'Dean Worcester'," *Society for Historians of American Foreign Relations*, Arlington, Virginia, 2015.

"Photography and Politics in the Colonial Philippines," *Broken Images: A Symposium on Early American Photography in the Asia Pacific, 1850-1950*, Brisbane, Australia, 2014.

PROFESSIONAL SERVICE

- Chair of the American studies department, 2000-2018.
- Teaching in First-Year Programs (learning communities/research-based writing), 2000-present.
- Member of Curriculum and Instruction Committee, 2007-2010; 2019-present. Chair, 2008-2009.
- Member of Capital Campaign Committee, Flower City Arts, 2019.
- Outside reviewer for American studies department self-study, Skidmore College, 2019.
- SJFC Honors program applicant screener, 2016, 2018, and 2019.
- SJFC team member, "Creative Inquiry in the Arts and Humanities," Council on Undergraduate Research Institute, Lincoln University, 2017.
- Outside reviewer for American studies program self-study, SUNY Geneseo, 2016.
- Member of the Board of the Emily Knapp Local History Museum, Brockport, 2014-2016.
- Committee on Programs, Departments, and Centers of the American Studies Association, 2012-2015. Co-chair, 2014-15.

Robert Michael Ruehl
Department of Philosophy
St. John Fisher College
Rochester, NY 14618
(585) 385-7221
rruehl@sjfc.edu

FACULTY POSITIONS

St. John Fisher College, Rochester, NY
Visiting Assistant Professor, 2016-present
Instructor, 2014-2016

Syracuse University, Syracuse, NY
Lecturer, 2011-2014

EDUCATION

Ph.D., Religious Studies (Philosophy of Religion), Syracuse University, 2014
M.Div., Theology and Pastoral Care, Colgate Rochester Crozer Divinity School, 2008
B.A., English, St. John Fisher College, 2000
A.S., Liberal Arts (Writing Intensive) Monroe Community College, 1997

TEACHING AND RESEARCH INTERESTS

Ethics, political philosophy, and continental philosophy; Indigenous philosophies and peace studies; ecology, environmental philosophies, and philosophy of religion; diversity, pluralism, and religions and religious philosophy; argumentation and debate, argumentation studies, and logic

PUBLICATIONS

2019 "Let's Change the Subject: Grounding Social Change in Indigenous History and Philosophy," *The Seneca Falls Dialogues Journal* 3: 77-106.

2018 "The Value of Friendship for Education," *Philosophy Now* 126: 14-17.

2015 "In Defense of Alain Badiou," *Philosophy Now* 109: 26-29.

2015 "Thoreau's Religious Response to Death," in *Death, Dying, and Mysticism: The Ecstasy of the End*, edited by Thomas Cattoi and Christopher M. Moreman. New York: Palgrave Macmillan, 65-85.

2015 "Henry David Thoreau," *Internet Encyclopedia of Philosophy* (a peer-reviewed academic resource), <http://www.iep.utm.edu/thoreau/>

2014 "Thoreau as Liberation Thinker," *Thoreau Society Bulletin* 284: 5.

2013 "Preservative Care and Becoming Feral: Thoreau's Religious Perspective in *A Week on the Concord and Merrimack Rivers*," *The Concord Saunterer: A Journal of Thoreau Studies* 21: 77-91.

SELECTED PRESENTATIONS

October 2019 "Rethinking Justice Through an Ethic of Care and Indigenous Philosophy," National Association of African American Studies and Affiliates, Regional Conference, Rochester, NY

November 2018 "Justice as Preservative Care for Sustained Peace," Justice: Fall 2018 Teach-In, St. John Fisher College, Rochester, NY

October 2018 "The Haudenosaunee Tradition of Peace, Circle Processes, and Conflict Transformation: Indigenous Wisdom and Tools for Healing and Sustained Peace," Race and Our Intersecting Futures, Seneca Falls Dialogues, Seneca Falls, NY

October 2018 "The Legacy of Henry David Thoreau," The Albatross Project, St. John Fisher College, Rochester, NY 14625

May 2016 "Short-Circuiting Dialectical Materialism: Žižek, Badiou, and Thoreau," International Žižek Studies Conference: Materialism and Materiality, University of Cincinnati, Cincinnati, OH

May 2014 "Venerating Haudenosaunee Gifts: Being Receptive to a Legacy of Political, Religious, and Ecological Wisdom," Environmental Ethics, Collaboration, and De-Colonization: Indigenous Religions in Central New York Session of the Eastern International Region of the American Academy of Religion, Syracuse, NY

September 2013 "Dissident Pedagogies: Thoreau's Liberative Education," Return of the Text: A Conference on the Cultural Value of Close Reading, Lemoyne College Religion and Literature Forum, Syracuse, NY

April 2013 "Becoming Feral: Thoreau's Beastly Religion," Conference on The Monstrous, the Marginalized, and Transgressive Forms of Humanity, Syracuse University, Syracuse, NY

March 2013 "Toward a Wild Way of Life: Rethinking Activism through Henry David Thoreau and the Concept of Preservative Care," 12th Annual Activism Symposium, Wells College, Aurora, NY

RELEVANT ACADEMIC AND COMMUNITY SERVICE

Organizing Team Member, High School–College Partnership Program: Rochester International Academy and St. John Fisher College, September 2019–February 2020

Committee Member, Racial Equity and Justice Initiative (REJI), St. John Fisher College, October 2019–Present

Ethical Reasoning Core Committee Member, St. John Fisher College, Fall 2019–Present

Committee Member and Co-Organizer, Feminist-Pragmatist Colloquium: Looking Back to Move Forward, St. John Fisher College, June 2018–November 2019

Sustained Dialogues Advisory Board Member and Sustained Dialogue Task Force, St. John Fisher College, September 2018–Present

Co-Organizer, "Frederick Douglass's 200th Birthday Celebration," Fisher Reads Program, St. John Fisher College, January 2018–February 2018

Judge, Rochester Business Ethics Award Panel, Rochester Area Business Ethics Foundation, April 2017–Present

Board of Directors, Syracuse Behavioral Health, Substance Abuse and Mental Health Treatment Programs, May 2016–March 2018

Board of Directors, Pathway Houses of Rochester, NY, Alcohol and Substance Abuse Supportive Living Program, August 2014–March 2018

Group Discussion Leader, Doctrine of Christian Discovery: After Repudiation, What Next?, Skä•noñh Center: Great Law of Peace Center, May 24 and 25, 2014

Co-Organizer, Native American Film Festival, Stage of Nations Blue Rain Ecofest, July 26 and 27, 2013

Assistant Coordinator, Haudenosaunee Wooden-Stick Lacrosse Expo, Skä•noñh Center: Great Law of Peace Center, May 2013–September 2013

Dr. Jebaroja Singh
Interdisciplinary Studies
Departments of Sociology/Anthropology, English, International Studies, Women and Gender Studies.
St. John Fisher College Rochester, NY 14618
(585) 385-8175, jsingh@sjfc.edu

EDUCATION:

Ph.D. Comparative Literature, Rutgers University, NJ, 2004.
Certificate in Women and Gender Studies, Rutgers University, NJ, 2004.
M.A. and M.Phil English Literature, Madras Christian College, Chennai, India, 1985-88.
B.A. English Literature, Women's Christian College, Chennai, India, 1982-85

FACULTY POSITIONS

St. John Fisher College, Rochester, NY
Visiting Assistant Professor, 2014 to present
Adjunct faculty 2008-2014

William Paterson University, Paterson, NJ
Assistant Professor, 2004-2008

TEACHING AREAS:

Race and gender studies, Global gender Studies, Anthropology of Human Rights, cross cultural interactions, world cultures, Indigenous studies, postcolonial studies, world literatures, first-year research-based writing.

SELECT PUBLICATIONS:

Book, 2nd edition: *Spotted Goddesses: Dalit women's agency-narratives on caste and gender violence*. Zubaan, New Delhi, 2019.

Book: *Spotted Goddesses: Dalit women's agency-narratives on caste and gender violence*. Lit Verlag, Germany, 2018.

"Human Dignity and Social Justice: Locating agency in Dalit women in the Pudukkottai District of Tamil Nadu, India." *Human Rights in Post-Colonial India*, Om Prakash Dwivedi and V.G. Julie Rajan, eds. Routledge, 2016.

"Bama's Critical-constructive Narratives: Interweaving Resisting Visible Bodies and Emancipatory Audacious Voice as TEXTure for Dalit Women's Freedom." *Dalit Theology in the Twenty First Century: Discordant Voices, Discerning Pathways*, Sathianathan Clarke, Deenabandhu Manchala eds. Oxford University Press: Delhi, 2010.

"Climbing the Tamarind Tree: Dalit Women Claiming Voice and Visibility." *Home and The World: South Asia in Transition*, V.G. Julie Rajan and Shreerekha Subramanian, Helen Asquine Fazio, Cambridge Scholars Press: Cambridge, 2007.

RELEVANT CONFERENCE PRESENTATIONS:

11/20: **Race, Class, Caste and the Colonial Paradigm: Education, social stigma and measures of erasures.**
NAAAS Conference, St. John Fisher College, Rochester, NY.

11/20: University of Massachusetts: Guest speaker: "Role of Social Innovations in Social Development in Rural South India."

3/19: Rutgers University, NJ. "Subversive Spotted Goddesses and Earthy Humanness: A Dalit female ethical praxis."

10/18: Nazareth College, Rochester, NY. NYSSA Conference: "Dalit Women and Social Activism: Spotted Goddesses."

6/18: Harvard University, Boston Study Group, my book presentation by invitation. *Spotted Goddesses: Dalit women's agency-narratives on caste and gender violence.*

4/17: Keynote panel speaker:- Brandeis University, Third annual conference on social exclusion in South Asia : Panelists: Roja Singh of St. John Fisher College, Sukhadeo Thorat, chair of the Indian Council for Social Science Research, and Dr. Cornel West of Harvard Divinity School.

5/16: Paper Presentation: "Organic Women Leaders and Sustainable Changes." Brandies University, Boston, NY.

11/16: "The Ritual of Ridicule: Investitures of Dominance over Indigenous Communities," paper presented at "Flash Points" conference on "Race and Humor" at St. John Fisher College organized by departments of Sociology and Anthropology, November 19, 2016.

11/16: Community education Tedx talk: "Delivering Education: A Model to Transform Dehumanized Children," Rochester, NY, November 5, 2016.

10/16: Guest Speaker: "Cast and Complexity: Life and Literatures from Dalit Communities." Finger Lakes Community College, Canandaigua, NY, October 11, 2016

RELEVANT SERVICE

Interim Director, African-American Studies, St. John Fisher College. (Spring 2020)

Anti-racism Committee, Episcopal Diocese of Rochester, NY (2019-present)

Organizing Committee, NAAAS Conference (2019)

Organizer, High School-College Partnership Program with Refugee and other underserved children from Rochester City School District. (2017-present)

Co-editor, *Caste Journal* (2018-present)

Sustained Dialogue, Faculty leader St. John Fisher College (2017-Present)

Advisory Board member, Women and Gender Studies Program, St. John Fisher College (2010-present)

President, Dalit Solidarity Forum in the USA, Inc. (1998-present)

Seanna M. Kerrigan, Ed.D.

(b) (6)
kerrigans@pdx.edu / (b) (6) (h), (b) (6) (c)

EDUCATION

Doctor of Education, Portland State University, Portland, Oregon 2004
Educational Leadership: Postsecondary Education

Master of Education, Ohio University, Athens, Ohio 1994
Major: College Student Personnel

Bachelor of Arts, Ohio University, Athens, Ohio 1991
Major: Psychology

WORK HISTORY

Director, Senior Capstone Program, Portland State University 1995 – Present
Office of Academic Affairs

Director, Rice Student Volunteer Program, Rice University 1994 – 1995
Office of Student Affairs

Graduate Coordinator, Community Service Programs, Ohio University 1993 – 1994
Office of Student Affairs

SELECT PUBLICATIONS

Kecskes, K., and Kerrigan, S. "Capstone Experiences: Integrating Education for Civic Engagement." In B. Jacoby (ed.), *Civic Engagement in Higher Education*, San Francisco: Jossey-Bass, in press, 2008.

Kerrigan, S. and Jhaj, S. "Assessing General Education Capstone Courses: An In-Depth Look at a Nationally Recognized Capstone Assessment Model". *Peer Review*. Spring, 2007

Kecskes, K., Kerrigan, S., Patton, J. (2006) The Heart of the Matter: Aligning Curriculum, Pedagogy and Engagement in Higher Education, *Metropolitan Universities: Indicators of Engagement*, (17) 1, 51-61.

Christine M. Cress, Seanna M. Kerrigan, and Vicki L. Reitenauer. "Making Community-based Learning Meaningful: Faculty Efforts to Increase Student Civic Engagement Skills." *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, 2003.

Kerrigan, S., Gelmon, S. & Spring, A. "The Community as Classroom: Multiple Perspectives on Student Learning." *Metropolitan Universities* 14, no.3 (2003).

Sherwin Davidson, Seanna M. Kerrigan, and Susan Agre-Kippenhan. "Assessing University-Community Outreach. *Metropolitan Universities*, 1999.

Sherril Gelmon and Seanna M. Kerrigan. "Evolving Faculty Roles in Community-Based Teaching and Service." *Faculty Focus*, 1998.

Amy Driscoll, Barbara Holland, Sherril Gelmon, and Seanna M. Kerrigan. *Assessing the Impact of Service-learning: A Workbook of Strategies and Methods*, 1997.

Amy Driscoll, Barbara Holland, Sherril Gelmon, and Seanna M. Kerrigan. "An Assessment Model for Service Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution." *Michigan Journal of Community Service Learning*, 1996.

SELECT PRESENTATIONS

"Engaging Your Campus", Pre-conference Workshop, Western Regional Campus Compact Continuums of Service Conference, 2008

"The Courage to Engage," Capstone faculty development seminar, 2006

"Using Reflective Writing Assignments to Assess the Effect of Service-Learning Courses," International Conference on Education, 2006

"Developing Civic Capacity in Community-based Learning Courses," American Association for Higher Education, 2002

"Using Service-learning Course Portfolios as a Means for Assessment," International Service-Learning Conference, 2001

"Defining and Assessing Civic Engagement: A Workshop on Methods and Strategies," American Association for Higher Education, 2001

"Leadership for Community Action: Student Voices in Curriculum Development," National Association of Student Personnel Administrators, 1998

"Can Faculty Achieve Academic Success While Engaging in Community-based Teaching and Service?" American Association for Higher Education, 1998

"Service-learning Preparation: Faculty and Student Services Teaching Together," National Association of Student Personnel Administrators, 1997

"Implementing Models of Service-learning at Your University," National Association of Student Personnel Administrators Western Regional Conference, 1997

"Institutional Self-Assessment for Integrating Service-learning," American College Personnel Association, 1996

"An Assessment Model for Service-learning: Comprehensive Case Studies," American Association for Higher Education, 1996

"Integrating Service into the Curriculum," Campus Compact Western Regional Conference, 1995

UNIVERSITY SERVICE, Portland State University

University Studies Faculty Development Committee 2014-present

Portland State Food Security Education Committee 2014-present

Student Engagement Advisory Committee 2013-present

Chair, Assessment Associate Search Committee, 2007

Core Faculty Departmental Committee, 2003 – 2013

University Studies Levels Administration Committee, 2000 – present

Capstone Proposal Approval Subcommittee, 1996 – present

Center for Academic Excellence Advisory Board, 1999 – 2003

David A Shakes

(b) (6)

(b) (6)

(b) (6)

July 16, 2020

Dear Dr. Uman:

My name is David A. Shakes, Artistic Director of **The North Star Players**, and I am committed to partner with you on your NEH Humanities Initiatives (CFDA 45.162) Proposal focused on embedding place-based humanities in the learning communities (LC) at St. John Fisher College:

- Share my knowledge of African American history and culture, particularly Upstate New York, with SJFC students and faculty
- Leading conversations in classes and through speaking engagement

My work with **The North Star Players** is dedicated to presenting theater-based productions of social relevance such as the works of James Baldwin, August Wilson, and historical interpretations from the words of Frederick Douglass.

I wish you much success with your proposal submission.

Sincerely,

David A. Shakes

David A. Shakes

07/13/2020

Dear Dr. Uman,

The National Susan B. Anthony Museum and House is committed to partnering with you on your NEH Humanities Initiatives (CFDA 45.162) proposal focused on embedding place-based humanities in the learning communities (LC) at St. John Fisher College.

- Share our knowledge of Susan B. Anthony with SJFC students and faculty
- Leading conversations in classes and through speaking engagements

The National Susan B. Anthony Museum and House is dedicated to interpreting Susan B. Anthony's legacy and story, preserving her National Historic Landmark home and headquarters, and collecting and exhibiting artifacts related to her life and work. We also offer tours and interpretive programs that inspire, challenge and motivate individuals to make a positive difference in their communities. Inspiring others through Susan B. Anthony's life and work is our purpose and passion.

As the President and CEO of the National Susan B. Anthony Museum and House since 2007, my work has focused on researching and interpreting Susan B. Anthony's life and work in the context of feminist pragmatism, situational ethics, and historical and contemporary social reform. I have been dedicated to welcoming the public to Madison St. and the house which serves to remind and educate the community of the historic social movement that was championed by Susan B. Anthony from within.

I wish you much success with your proposal submission.

Best wishes,

Deborah L. Hughes

Deborah L. Hughes

Administrative Offices
585.279.7490

Executive

Communications

Accounting

Development

Membership

Special Events

Facilities

Visitor Center
585.235.6124

Tours

Programs & Field Trips

Museum Shop

www.susanb.org





July 14, 2020

Dear Dr. Uman:

[Writers & Books](#) is pleased to commit to partnering with you on your NEH Humanities Initiatives (CFDA 45.162) proposal focused on embedding place-based humanities in the learning communities (LC) at St. John Fisher College.

As Rochester's community-based literary arts center with a mission to promote reading and writing as lifelong activities for people of all ages and backgrounds, Writers & Books is well positioned to collaborate with St. John Fisher College to extend the reach and impact of this important undertaking.

Areas of generative intersection will include Rochester Reads, our annual one-book program comprising reading, writing, discussion, film, and art activities designed to bring an intergenerational audience together through the shared experience of literature. Others are monthly book club discussions curated by regional and visiting scholars and speaking engagements with such authors as activist poet Kathy Engel (*The Lost Brother Alphabet*, Get Fresh Books, 2020), whose compelling audio-visual "Who Will Kneel for You: Artists Speak Out" has been showcased on *The Root* and other national platforms.

Recently, Writers & Books established a programming partnership with [Cave Canem Foundation](#), the nation's pre-eminent organization for African American poets and poetry, to deliver monthly writing workshops led by Cave Canem Fellows. We look forward to engaging St. John Fisher College students and faculty with opportunities to study with these esteemed poets; expand their notions of what poetry can be, and for whom; and to integrate these understandings into their academic studies and personal lives.

I am confident that many more opportunities for St. John Fisher College to partner with Writers & Books will arise as we deepen our relationships with such community organizations as Rochester's public branch libraries, Frederick Douglass Family Initiatives, Cameron Community Ministries, Baobab Cultural Center, BOA Editions, the Gandhi Institute for Nonviolence, and the Native American Cultural Center.

I wish you great success with your submission and look forward to our work together.

Sincerely,

Alison Meyers
Executive Director



July 1, 2020

Dear Dr. Uman,

I write this letter to express my commitment to partner with you on your NEH Humanities Initiatives (CFDA 45.162) proposal focused on embedding place-based humanities in the learning communities (LC) at St. John Fisher College.

- Share my knowledge of the history of gentrification redlining, and racist housing policy in Rochester with SJFC students and faculty.
- Leading conversations in classes and through speaking engagement in Fall of 2021.

540WMain is an accessible and intersectional learning community that encourages everyday learning and understanding of each other as global citizens

My work has focused on antiracism, equity and justice.

Signature Calvin Eaton

Date Jun 30, 2020

July 14, 2020

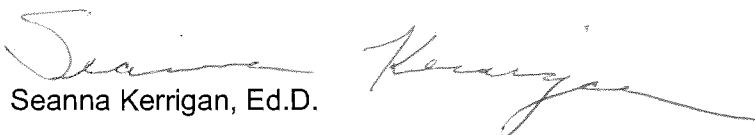
Dr. Seanna Kerrigan
Capstone Program Director
117 Cramer Hall
Portland State University
University Studies - UNST
PO Box 751
Portland, OR 97207-0751

Dear Dr. Uman,

I am pleased to serve as an external consultant for your project "Embedding Place-Based Humanities in Curriculum," should it be approved for funding by the National Endowment for the Humanities. I look forward to attending the annual Place-Based Humanities Summer Symposium on the St. John Fisher College campus to present best practices for integrating community-based pedagogy in humanities courses. I will also discuss appropriate tools for assessing student learning outcomes and work with faculty to consider both how to engage students with community based learning but how to better understand the role of place and the scaffolding of experiences so that first year students have a strong foundation to grow from in their progression of understanding the stories of their communities.

Thank you for the opportunity to work with you and your colleagues at St. John Fisher College. I wish you much success with your proposal.

Sincerely,


Seanna Kerrigan, Ed.D.

kerrigs@pdx.edu
503-725-8392

July 10, 2020

Dr. Deborah Uman
Professor
Department of English
St. John Fisher College

Dear Dr. Uman,

As Dean of the School of Arts and Sciences at St. John Fisher College, I am delighted to offer institutional support for your grant proposal "Embedding Place-Based Humanities in the Curriculum," which is being submitted to the National Endowment for the Humanities Initiatives program (CFDA 45.162). This Place-Based Humanities Initiative aligns strategically with the new direction of our general Core and will enrich the educational experience of our students, allowing them to be active and engaged local and global citizens who understand the history of the place they live and work and appreciate the multiple perspectives and stories of their fellow human citizens.

St. John Fisher College is pleased to offer the space to hold the annual summer symposium when faculty will gather to learn about place-based humanities and how to integrate this approach in their courses. As Dean, I will personally assist your efforts in recruiting humanities faculty to participate in the project and through your planned convocation session, as well as reaching out to community leaders to serve as guest speakers throughout the grant period. The Assistant Dean of Administration and Assessment will support your evaluation activities to help measure your project results against objectives.

Due to the curricular nature of the project, the Place-Based Humanities Initiative can easily be sustained over the long-term. The newly designed learning communities and redesigned humanities courses can be offered in the future. Furthermore they will provide a critical foundation for our students as they learn to appreciate the value of the humanities in their lives and studies, no matter what their major.

Thank you for your efforts in preparing the grant application. Please do not hesitate to contact me if you need anything else to ensure your project's success.

Sincerely,



Dr. Ann Marie Fallon
Dean, School of Arts and Sciences

Attachment 7: Institutional Profile

The institutional overview for St. John Fisher College is provided below:

| | |
|---|--|
| Number of instructional faculty | Full-time: 230 Part-time: 210 Total:440 |
| Student faculty ratio | 11:1 |
| Number of departments | 23 (undergraduate departments) |
| Bachelor's degrees conferred in 2018-2019 | 680 |
| Master's degrees conferred in 2018-2019 | 239 |
| Doctoral degrees conferred in 2018-2019 | 126 |
| Associate's degrees as a percentage of total degrees awarded | Not applicable |
| Graduate programs | 12 programs (business, nursing, education, mental health counseling, nursing, and pharmacy) |
| Student enrollments* | Undergraduate full/part-time: 2,665 Masters full/part-time: 532 Research doctorate full/part-time: 127 Practice doctorate full/part-time: 301 Continuing Education: 22 TOTAL: 3,647 |
| First Generation College Students* | 18% |
| Pell-eligible students* | 26% |
| Student demographics by ethnicity (all students)* | American Indian/Alaskan Native: 0.3% Asian: 4% Black Non-Hispanic: 5.6% Hawaiian/Pacific Islander: 0% Two or More Races: 1.7% White: 81% Unknown/not reported: 2.7% |

*Reflects fall 2019 census figures

Guidelines for Writing-Intensive Learning Community Courses

SJFC First Year Program

(Revised May 2015)

Writing-intensive learning community courses (WI LCs) invite students to generate, understand, and convey central concepts in their LC courses through writing. The courses that make up each WI LC share the responsibility of engaging students in writing, using *writing-to learn strategies* in order to enhance course content and to develop *academic literacy*.

Academic Literacy

Instructors of WI LCs help students gain academic literacy by assisting students in developing skills that approximate scholarly membership in particular communities while offering transferable skills that may then be applied to other classes, other disciplines, and other contexts beyond academia. In WI LCs students and faculty, together, build the habit of thinking, understanding, and communicating through writing and to do so beyond any one particular genre, course, or assignment.

Writing-to-Learn Strategies

Effective writing-to-learn assignments grapple with, apply, and make content knowledge. Through writing students learn to interrogate the course topic and material and, **ideally, to do so in conversation with one's own thoughts and/or the thoughts, concepts, and/or** views of others. Writing-to-learn strategies can be both *low stakes* and *high stakes* in nature.

Low Stake and High Stake Writing

Low-stakes writing is writing that helps students make sense of the academic conversation featured in the course through assignments that are either not graded, graded only for completion, and often informal in nature. High-stakes is often graded or otherwise weighted into the **instructor's evaluation of the student work and the quality of the work submitted has an impact on the student's course grade**. Low stakes writing is often used in service of the process of the high-stakes writing. In other words, low-stakes writing often scaffolds the high-stakes writing, making the high-stakes writing process less onerous, more thoughtful, carefully produced, and peer supported. For example, free-writes, summaries or written responses to readings or documentaries that are ungraded or graded only for completion could be shaped into drafts which could later be revised and developed through several iterations to produce carefully crafted analysis and arguments.

Formative and Summative Feedback

Feedback offered to the student should be both formative (comments which lead to productive revision) as well as summative (comments regarding end-of-project assessment). The goal is to offer feedback that is formative in nature as students scaffold toward a finished/refined product, **encouraging students to view their writing (and thinking and understanding) as always "in-process."**

Pragmatics & Parameters for WI LC courses

While the particulars of each course requirements within an individual LC will appropriately vary from LC to LC and course to course, all Writing Intensive LC courses should include the following:

- A mixture of low stakes and high stakes writing, with students engaged in some in class writing in most if not all class meetings. [BOTH]
- Approximately three papers in each class (or equivalent), totaling 15-20 pages per course of formalized (papers or similar) written papers, as defined by the particular professor. [BOTH]
- Writing should be distributed throughout the course rather than concentrated in a particular task (term paper) or one particular project. [BOTH]
- Revision of written work should be threaded throughout each course, offering students a chance to revise based on formative feedback received from the professor and/or peers. [BOTH]
- Each WI LC course instructor should hold at least one conference with each student. In this conference, the instructor should provide feedback toward the revision of a written assignment. [BOTH]
- All WI LCs should offer practice and formative (peer and/or instructor) feedback and, **as needed, instruction on summarizing other author's work, including particulars of arguments offered in the work(s) and rhetorical analysis (understanding that the context of a text influences the author's choices) of various genres (e.g. webpages, magazine articles and/or advertisements, newspapers, government documents, and academic documents of various forms).** (Definition: Rhetorical Analysis involves asking the following type of questions about a text: Who is the audience? What is the purpose of the writing? Why was the format chosen rather than another format? What is the author trying to do or wanting the reader to do? etc.) [DIVIDED between COURSES in the LC]
- Formative feedback (individualized or whole group) is best driven by needs identified in the work of individual writers. Areas of formative feedback may include such topics as: summary, analysis, synthesis, organization, rhetorical awareness (audience, voice, purpose, etc.), paragraphing, thesis generation and refinement, synthesizing and engaging multiple voices/perspectives, blending quotation and/or paraphrasing into an argument, discussion of evidence and/or support and how to incorporate these into an argument, and basics of academic writing in the particular disciplines of your individual LC courses. [BOTH]
- **A substantial portion of each student's grade should be based on the writing which they produce, including assessment of both process and product.** [BOTH]

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: St. John Fisher College

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 02/01/2021 End Date: 01/31/2022

A. Senior/Key Person

| Prefix | First | Middle | Last | Suffix | Base Salary (\$) | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---------------------|---------|--------|------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
| | | | | | | Cal. | Acad. | Sum. | | | |
| | Deborah | | Uman | Ph.D. | (b) (6) | | | 0.90 | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |
| Dr. | Deborah | | Uman | | (b) (6) | | 0.62 | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

(b) (6)

B. Other Personnel

| Number of Personnel | Project Role | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---------------------|---|--------|-------|------|-----------------------|----------------------|----------------------|
| | | Cal. | Acad. | Sum. | | | |
| | Post Doctoral Associates | | | | | | |
| | Graduate Students | | | | | | |
| | Undergraduate Students | | | | | | |
| | Secretarial/Clerical | | | | | | |
| 7 | Humanities faculty participating in the summer seminar (stipends) | | | | 14,000.00 | 1,400.00 | 15,400.00 |
| 7 | Total Number Other Personnel | | | | | | 15,400.00 |

Total Other Personnel

Total Salary, Wages and Fringe Benefits (A+B)

(b) (6)

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

| Equipment item | Funds Requested (\$) |
|---|--|
| <input type="text"/> | <input type="text"/> |
| Additional Equipment: <input type="text"/> | <input type="text"/> |
| <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| <input type="button" value="View Attachment"/> | |
| Total funds requested for all equipment listed in the attached file | <input type="text"/> |
| Total Equipment | <input type="text"/> |

D. Travel

| | Funds Requested (\$) |
|---|-----------------------------------|
| 1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions) | <input type="text" value="0.00"/> |
| 2. Foreign Travel Costs | <input type="text"/> |
| Total Travel Cost | <input type="text" value="0.00"/> |

E. Participant/Trainee Support Costs

| | Funds Requested (\$) |
|--|----------------------|
| 1. Tuition/Fees/Health Insurance | <input type="text"/> |
| 2. Stipends | <input type="text"/> |
| 3. Travel | <input type="text"/> |
| 4. Subsistence | <input type="text"/> |
| 5. Other <input type="text"/> | <input type="text"/> |
| <input type="text"/> Number of Participants/Trainees | <input type="text"/> |
| Total Participant/Trainee Support Costs | <input type="text"/> |

| F. Other Direct Costs | | Funds Requested (\$) |
|---|--|----------------------|
| 1. Materials and Supplies | | 800.00 |
| 2. Publication Costs | | |
| 3. Consultant Services | | 2,529.00 |
| 4. ADP/Computer Services | | |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | | |
| 7. Alterations and Renovations | | |
| 8. Honoraria for 5 guest speakers | | 2,500.00 |
| 9. | | |
| 10. | | |
| Total Other Direct Costs | | 5,829.00 |

| G. Direct Costs | Funds Requested (\$) |
|-------------------------------|----------------------|
| Total Direct Costs (A thru F) | (b) (6) |

H. Indirect Costs

| Indirect Cost Type | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
|----------------------|------------------------|-------------------------|----------------------|
| Salaries | (b) (6) | (b) (6) | (b) (6) |
| Total Indirect Costs | | | (b) (6) |

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

Health and Human Services. Effective 6/1/19-5/31/23, with a base of salaries and wages. HHS representative: Ryan McCarthy; Tel: (212) 264-2069.

| I. Total Direct and Indirect Costs | Funds Requested (\$) |
|---|----------------------|
| Total Direct and Indirect Institutional Costs (G + H) | 47,202.00 |

| J. Fee | Funds Requested (\$) |
|--------|----------------------|
| | |

| K. Total Costs and Fee | Funds Requested (\$) |
|-----------------------------|----------------------|
| Total Costs and Fee (I + J) | 47,202.00 |

L. Budget Justification

| | | | | |
|-------------------------|------------------------|----------------|-------------------|-----------------|
| (Only attach one file.) | 1243-justification.pdf | Add Attachment | Delete Attachment | View Attachment |
|-------------------------|------------------------|----------------|-------------------|-----------------|

RESEARCH & RELATED BUDGET - Budget Period 2

OMB Number: 4040-0001

Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (6)

Enter name of Organization: St. John Fisher College

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 2 Start Date: 02/01/2022 End Date: 01/31/2023

A. Senior/Key Person

| Prefix | First | Middle | Last | Suffix | Base Salary (\$) | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---------------------|---------|--------|------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
| | | | | | | Cal. | Acad. | Sum. | | | |
| | Deborah | | Uman | Ph.D. | (b) (6) | | | 0.90 | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |
| Dr. | Deborah | | Uman | | (b) (6) | | 0.62 | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |

Additional Senior Key Persons: Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person (b) (6)

B. Other Personnel

| Number of Personnel | Project Role | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) | |
|---|---|--------|-------|------|-----------------------|----------------------|-----------------------|-----------|
| | | Cal. | Acad. | Sum. | | | | |
| | Post Doctoral Associates | | | | | | | |
| | Graduate Students | | | | | | | |
| | Undergraduate Students | | | | | | | |
| | Secretarial/Clerical | | | | | | | |
| 7 | Humanities faculty participating in the summer seminar (stipends) | | | | 14,000.00 | 1,400.00 | 15,400.00 | |
| 7 | Total Number Other Personnel | | | | | | Total Other Personnel | 15,400.00 |
| Total Salary, Wages and Fringe Benefits (A+B) | | | | | | | (b) (6) | |

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

| Equipment item | Funds Requested (\$) |
|---|--|
| <input type="text"/> | <input type="text"/> |
| Additional Equipment: <input type="text"/> | <input type="text"/> |
| <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| <input type="button" value="View Attachment"/> | |
| Total funds requested for all equipment listed in the attached file | <input type="text"/> |
| Total Equipment | <input type="text"/> |

D. Travel

| | Funds Requested (\$) |
|---|-----------------------------------|
| 1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions) | <input type="text" value="0.00"/> |
| 2. Foreign Travel Costs | <input type="text"/> |
| Total Travel Cost | <input type="text" value="0.00"/> |

E. Participant/Trainee Support Costs

| | Funds Requested (\$) |
|--|----------------------|
| 1. Tuition/Fees/Health Insurance | <input type="text"/> |
| 2. Stipends | <input type="text"/> |
| 3. Travel | <input type="text"/> |
| 4. Subsistence | <input type="text"/> |
| 5. Other <input type="text"/> | <input type="text"/> |
| <input type="text"/> Number of Participants/Trainees | <input type="text"/> |
| Total Participant/Trainee Support Costs | <input type="text"/> |

| F. Other Direct Costs | | Funds Requested (\$) |
|---|--|----------------------|
| 1. Materials and Supplies | | 800.00 |
| 2. Publication Costs | | |
| 3. Consultant Services | | 2,529.00 |
| 4. ADP/Computer Services | | |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | | |
| 7. Alterations and Renovations | | |
| 8. Honoraria for 5 guest speakers | | 2,500.00 |
| 9. | | |
| 10. | | |
| Total Other Direct Costs | | 5,829.00 |

| G. Direct Costs | Funds Requested (\$) |
|-------------------------------|----------------------|
| Total Direct Costs (A thru F) | (b) (6) |

| H. Indirect Costs | | | |
|----------------------|------------------------|-------------------------|----------------------|
| Indirect Cost Type | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
| Salaries | (b) (6) | (b) (6) | (b) (6) |
| Total Indirect Costs | | | (b) (6) |

| | |
|--|---|
| Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number) | Health and Human Services. Effective 6/1/19-5/31/23, with a base of salaries and wages. HHS representative: Ryan McCarthy; Tel: (212) 264-2069. |
|--|---|

| I. Total Direct and Indirect Costs | Funds Requested (\$) |
|---|----------------------|
| Total Direct and Indirect Institutional Costs (G + H) | 48,634.00 |

| J. Fee | Funds Requested (\$) |
|--------|----------------------|
| | |

| K. Total Costs and Fee | Funds Requested (\$) |
|-----------------------------|----------------------|
| Total Costs and Fee (I + J) | 48,634.00 |

| L. Budget Justification | | | |
|-------------------------|------------------------|----------------|-------------------|
| (Only attach one file.) | 1243-justification.pdf | Add Attachment | Delete Attachment |
| | | | View Attachment |

RESEARCH & RELATED BUDGET - Budget Period 3

OMB Number: 4040-0001

Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: St. John Fisher College

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 3

Start Date: 02/01/2023

End Date: 01/31/2024

A. Senior/Key Person

| Prefix | First | Middle | Last | Suffix | Base Salary (\$) | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---------------------|---------|--------|------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
| | | | | | | Cal. | Acad. | Sum. | | | |
| | Deborah | | Uman | Ph.D. | (b) (6) | | | 0.90 | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |
| Dr. | Deborah | | Uman | | (b) (6) | | 0.62 | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: PD/PI | | | | | | | | | | | |

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

(b) (6)

B. Other Personnel

| Number of Personnel | Project Role | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---------------------|---|--------|-------|------|-----------------------|----------------------|----------------------|
| | | Cal. | Acad. | Sum. | | | |
| | Post Doctoral Associates | | | | | | |
| | Graduate Students | | | | | | |
| | Undergraduate Students | | | | | | |
| | Secretarial/Clerical | | | | | | |
| 7 | Humanities faculty participating in the summer seminar (stipends) | | | | 14,000.00 | 1,400.00 | 15,400.00 |
| 7 | Total Number Other Personnel | | | | | | 15,400.00 |

Total Other Personnel

15,400.00

Total Salary, Wages and Fringe Benefits (A+B)

(b) (6)

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

| Equipment item | Funds Requested (\$) |
|---|--|
| <input type="text"/> | <input type="text"/> |
| Additional Equipment: <input type="text"/> | <input type="text"/> |
| <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| <input type="button" value="View Attachment"/> | |
| Total funds requested for all equipment listed in the attached file | <input type="text"/> |
| Total Equipment | <input type="text"/> |

D. Travel

| | Funds Requested (\$) |
|---|---------------------------------------|
| 1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions) | <input type="text" value="5,028.00"/> |
| 2. Foreign Travel Costs | <input type="text"/> |
| Total Travel Cost | <input type="text" value="5,028.00"/> |

E. Participant/Trainee Support Costs

| | Funds Requested (\$) |
|--|----------------------|
| 1. Tuition/Fees/Health Insurance | <input type="text"/> |
| 2. Stipends | <input type="text"/> |
| 3. Travel | <input type="text"/> |
| 4. Subsistence | <input type="text"/> |
| 5. Other <input type="text"/> | <input type="text"/> |
| <input type="text"/> Number of Participants/Trainees | <input type="text"/> |
| Total Participant/Trainee Support Costs | <input type="text"/> |

| F. Other Direct Costs | | Funds Requested (\$) |
|---|--|----------------------|
| 1. Materials and Supplies | | 800.00 |
| 2. Publication Costs | | |
| 3. Consultant Services | | 2,529.00 |
| 4. ADP/Computer Services | | |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | | |
| 7. Alterations and Renovations | | |
| 8. Honoraria for 5 guest speakers | | 2,500.00 |
| 9. | | |
| 10. | | |
| Total Other Direct Costs | | 5,829.00 |

| G. Direct Costs | Funds Requested (\$) |
|-------------------------------|----------------------|
| Total Direct Costs (A thru F) | (b) (6) |

| H. Indirect Costs | | | |
|----------------------|------------------------|-------------------------|----------------------|
| Indirect Cost Type | Indirect Cost Rate (%) | Indirect Cost Base (\$) | Funds Requested (\$) |
| Salaries | (b) (6) | (b) (6) | (b) (6) |
| Total Indirect Costs | | | (b) (6) |

| | |
|--|--|
| Cognizant Federal Agency (Agency Name, POC Name, and POC Phone Number) | Health and Human Services. Effective 6/1/19-5/31/23, with a base of salaries and wages. HHS representative: Ryan McCarthy; Tel: (212) 264-2069. |
|--|--|

| I. Total Direct and Indirect Costs | Funds Requested (\$) |
|---|----------------------|
| Total Direct and Indirect Institutional Costs (G + H) | 54,098.00 |

| J. Fee | Funds Requested (\$) |
|--------|----------------------|
| | |

| K. Total Costs and Fee | Funds Requested (\$) |
|-----------------------------|----------------------|
| Total Costs and Fee (I + J) | 54,098.00 |

| L. Budget Justification | | | |
|-------------------------|------------------------|----------------|-------------------|
| (Only attach one file.) | 1243-justification.pdf | Add Attachment | Delete Attachment |
| | | | View Attachment |

RESEARCH & RELATED BUDGET - Cumulative Budget

| | | Totals (\$) |
|---|---|---|
| Section A, Senior/Key Person | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div> |
| Section B, Other Personnel | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">46,200.00</div> |
| Total Number Other Personnel | <div style="border: 1px solid black; padding: 2px; display: inline-block;">21</div> | |
| Total Salary, Wages and Fringe Benefits (A+B) | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div> |
| Section C, Equipment | | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> |
| Section D, Travel | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">5,028.00</div> |
| 1. Domestic | <div style="border: 1px solid black; padding: 2px; display: inline-block;">5,028.00</div> | |
| 2. Foreign | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| Section E, Participant/Trainee Support Costs | | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> |
| 1. Tuition/Fees/Health Insurance | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 2. Stipends | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 3. Travel | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 4. Subsistence | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 5. Other | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 6. Number of Participants/Trainees | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| Section F, Other Direct Costs | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">17,487.00</div> |
| 1. Materials and Supplies | <div style="border: 1px solid black; padding: 2px; display: inline-block;">2,400.00</div> | |
| 2. Publication Costs | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 3. Consultant Services | <div style="border: 1px solid black; padding: 2px; display: inline-block;">7,587.00</div> | |
| 4. ADP/Computer Services | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 5. Subawards/Consortium/Contractual Costs | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 6. Equipment or Facility Rental/User Fees | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 7. Alterations and Renovations | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 8. Other 1 | <div style="border: 1px solid black; padding: 2px; display: inline-block;">7,500.00</div> | |
| 9. Other 2 | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| 10. Other 3 | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> | |
| Section G, Direct Costs (A thru F) | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div> |
| Section H, Indirect Costs | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div> |
| Section I, Total Direct and Indirect Costs (G + H) | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">149,934.00</div> |
| Section J, Fee | | <div style="border: 1px solid black; padding: 2px; display: inline-block;"></div> |
| Section K, Total Costs and Fee (I + J) | | <div style="border: 1px solid black; padding: 2px; display: inline-block;">149,934.00</div> |

Budget Justification
Grant period: February 1, 2021 – January 31, 2024 (3 years)

A. Senior Key Personnel--Salaries and Wages: (b) (6)

Deborah Uman, Professor of English, will serve as the Project Director. Her responsibilities include the following:

- Coordinate Learning Community (LC) partnerships, including scheduling, topics, etc.
- Review syllabi for all newly created LCs and redesigned humanities courses
- Develop curriculum for summer symposium
- Coordinate guest speakers for summer symposium and fall speakers series
- Organize logistics for symposium and speaker series
- Create and implement evaluation processes
- **Develop and lead faculty development for all LCs based on “civic engagement” rubric that is being emphasized in the place-based LCs**

Dr. Uman has a 9-month appointment and will receive a summer supplement each year of the grant.

Year 1: (annual salary/9 months) x (summer effort) = (b) (6) /9 x 0.9 months = (b) (6)

Year 2: (b) (6) /9 x 0.9 months = (b) (6)

Year 3: (b) (6) /9 x 0.9 months = (b) (6)

Dr. Uman will receive a course release in fall 2021, 2022, and 2023.

The College calculates the cost per course release for faculty as follows:

- The College places greater weight on teaching (55%) in comparison to other faculty responsibilities (45%).
- For a 9-month contract, the effort dedicated to teaching = 9 months x 55% = 4.95 months
- For a faculty member with a 4-4 course load, the effort per course is (4.95 months)/(8 courses) = 0.62 months

Year 1: fall 2021 course release = (annual salary/9 months) x (effort for one course release)
= (b) (6) /9 months x 0.62
= (b) (6)

Year 2: fall 2022 course release = (b) (6) /9 months x 0.62 months
= (b) (6)

Year 3: fall 2023 course release = (b) (6) /9 months x 0.62 months
= (b) (6)

Total salary for PD (summer supplement + fall course release):

Year 1 = (b) (6)

Year 2 = (b) (6)

Year 3 = (b) (6)

Total = (b) (6)

Note 1: In year 1, the College is implementing across the board salary reductions to offset the costs incurred by the Covid-19 pandemic. It is anticipated that salaries will be restored by year 2 of the grant period and that there will be a 2% increase in salary in year 3. All salary increases for faculty take place in September.

Note 2: Please note that Dr. Uman, project director for this grant project, has a proposal pending with the NEH for Summer Seminar for K-12 Educators. If funded, the Summer Seminar project will be implemented in summer 2021. There are no overlapping expenses in the project personnel.

Senior Key Personnel–Fringe Benefits: (b) (6)

Summer supplements for Deborah Uman: Fringe benefits for summer supplements for faculty are calculated at (b) (6) and include the following: FICA, workers' compensation, and NYS unemployment.

Year 1: (b) (6)
Year 2: (b) (6)
Year 3: (b) (6)
Total: (b) (6)

Course release for Deborah Uman: Fringe benefits associated with a course release during the academic year are calculated at (b) (6) and include the following: FICA, retirement, life insurance, long-term disability, workers' compensation, New York State unemployment, short-term disability, and tuition remission.

Year 1: (b) (6)
Year 2: (b) (6)
Year 3: (b) (6)
Total: (b) (6)

Total fringe benefits for Dr. Uman

Year 1: (b) (6)
Year 2: (b) (6)
Year 3: (b) (6)
Total: \$(b) (6)

Total requested funds for Dr. Uman:

Year 1: (b) (6) = (b) (6)
Year 2: (b) (6) = (b) (6)
Year 3: (b) (6) = (b) (6)

B. Other Personnel–Salaries and Wages: \$42,000

In year 1, there will be seven participating humanities LC faculty who will attend the summer symposium and design new LCs embedded with a place-based humanities approach (Drs. Rob Ruehl, Carolyn Vacca, Mark Rice, Barbara Lowe, Jill Swiencicki, Jenna Rossi, and Jeboerah Singh). Each faculty member will receive a \$2,000 stipend for their participation in the project. Up to 14 additional faculty members will participate in the summer symposium in subsequent grant years, with seven in year 2 and seven in year 3.

Each of these faculty members will be required to integrate place-based humanities in their courses that are interspersed throughout the Core.

Year 1: \$2,000/individual x 7 individuals = \$14,000

Year 2: \$2,000/individual x 7 individuals = \$14,000

Year 3: \$2,000/individual x 7 individuals = \$14,000

Total: \$42,000

Other Personnel –Fringe Benefits: \$4,200

Fringe benefits for summer supplements for faculty are calculated at 10% and include the following: FICA, **workers' compensation**, and NYS unemployment.

Year 1: \$14,000 x 10% = \$1,400

Year 2: \$14,000 x 10% = \$1,400

Year 3: \$14,000 x 10% = \$1,400

Total: \$4,200

Total funds requested for other personnel:

Year 1: \$14,000 + \$1,400 = \$15,400

Year 2: \$15,400

Year 3: \$15,400

Total: \$46,200

C. Equipment: \$0

D. Travel: \$5,028

Travel for three faculty members in year 3 to attend a conference to disseminate the new place-based humanities LC model and student learning outcomes achieved. Sample conference: Federation of State Humanities Council National Humanities Conference in Los Angeles, November 1-13, 2021 (4 days).

Year 1: \$0

Year 2: \$0

Year 3: GSA hotel rate (\$181/night x 2 nights = \$362) + GSA per diem rate (\$66/day x 4 days) + Airfare and ground transportation (\$750) + registration (\$300) = \$1,676 per person x 3 persons = \$5,028.

Total: \$5,028

E. Participant/Trainee Support Costs: \$0

F. Other Direct Costs: \$17,487

Materials and supplies: Books will be purchased for the Project Director and each faculty member participating in the Summer Symposium. See reading list for sample books

Year 1: \$100/person x 8 people = \$800

Year 2: \$100/person x 8 people = \$800

Year 3: \$100/person x 8 people = \$800

Total: \$2,400

Consultant: Dr. Seanna Kerrigan, co-author of *Assessing Service-Learning and Civic Engagement: Principles and Techniques*, will present two half-day sessions during the summer symposium each year on best practices for integrating community-based learning in courses and assessing learning outcomes.

Consulting fee: (b) (6) = \$1,520

Transportation: GSA hotel rate (\$113/night x 2 nights = \$226) + GSA per diem rate (\$61/day x 3 days = \$183) + airfare from Portland, Oregon to Rochester, NY (\$600) = \$1,009

Year 1: consulting fee + transportation = \$1,520 + \$1,009 = \$2,529

Year 2: \$2,529

Year 3: \$2,529

Total: \$7,587

Honoraria: Each year there will be five guest speakers, community leaders, who will immerse faculty and students in the deep history of Rochester, helping them to contextualize their understanding of current events and how they are shaped by the past.

Year 1: \$500/speaker x 5 speakers = \$2,500

Year 2: \$2,500

Year 3: \$2,500

Total \$7,500

Total Other Direct Costs

Year 1: \$800 + \$2,529 + \$2,500 = \$5,829

Year 2: \$5,829

Year 3: \$5,829

Total: \$17,487

G. Direct Costs: (b) (6)

| | Year 1 | Year 2 | Year 3 | Total |
|-----------------------------------|----------------|----------------|----------------|----------------|
| Salaries and wages | (b) (6) | (b) (6) | (b) (6) | (b) (6) |
| Fringe benefits | (b) (6) | (b) (6) | (b) (6) | (b) (6) |
| Equipment | \$0 | \$0 | \$0 | \$0 |
| Travel | \$0 | \$0 | \$5,028 | \$5,028 |
| Participant/Trainee Support Costs | \$0 | \$0 | \$0 | \$0 |
| Other direct costs | \$5,829 | \$5,829 | \$5,829 | \$17,487 |
| Total | (b) (6) | (b) (6) | (b) (6) | (b) (6) |

H. Total Indirect Costs: (b) (6)

St. John Fisher College has a federally negotiated indirect cost rate of (b) (6) issued by HHS and effective 6/1/19-5/31/23, with a base of salaries and wages. HHS representative: Ryan McCarthy; Tel: (212) 264-2069.

| | Year 1 | Year 2 | Year 3 | Total |
|-----------------------------|----------------|----------------|----------------|----------------|
| Salaries and wages | (b) (6) | (b) (6) | (b) (6) | (b) (6) |
| Indirect cost rate | (b) (6) | (b) (6) | (b) (6) | |
| Total indirect costs | (b) (6) | (b) (6) | (b) (6) | (b) (6) |

I. Total Project Costs: \$149,934

| | Year 1 | Year 2 | Year 3 | Total |
|----------------------------|-----------------|-----------------|-----------------|------------------|
| Total Direct Costs | (b) (6) | | | |
| Total Indirect Costs | (b) (6) | | | |
| Total Project Costs | \$47,202 | \$48,634 | \$54,098 | \$149,934 |