

## Topics for Breakfast Roundtables

*The breakfast roundtables are informal opportunities to share information and ideas with colleagues who have similar interests or are facing similar challenges on their campuses. Feel free to participate in more than one discussion group during breakfast. There are no discussion leaders, so all participants need to help carry the conversations. Each table has a sheet on it for notes; please consider appointing a scribe to capture the key points of your conversation. Leave the notes on the table so CIC can collect, transcribe, and share them with all participants.*

### Thursday, June 27

*In-depth discussion of key processes and practices:*

1. Connecting students and collections
2. Creating a web-based archive/public program: how to identify and target your audience(s)
3. Promoting other public humanities activities
4. Oral history: challenges and best practices
5. Addressing controversial topics
6. Sharing expertise and academic authority with students and community stakeholders
7. Promoting the value of academic humanities research to members of the community
8. Promoting the value of publicly-engaged humanities to other faculty members and administrators
9. Working with K–12 schools and school systems

### Friday, June 28

*By project role:*

1. Administrators
2. Collections Experts
3. Faculty Members

*By project format:*

4. Audio-visual productions (podcasts, documentaries, radio or TV programming)
5. Websites, online exhibitions, or digital archives
6. Physical exhibitions and installations
7. Walking tours and place-based media
8. Curricular materials



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## BREAKFAST ROUNDTABLE NOTES

*Please select a scribe (or scribes) to capture the key points of this morning's conversation. Leave the notes on the table so CIC can collect, scan, and share them with all participants.*

Date (circle one): Thursday, June 27 Friday, June 28 Table Number: 1

Name of scribe: Williams

### NOTES

- Offered a stipend to a faculty member to review the archives & get interested in a collection that they can use in the classroom.
- history: special topics on WWII. Had students worked w/ the collection. Class held in the collecting area.
- has to be linked in to something they are doing immediately
- Find stuff in the archives that is of interest to the faculty
- faculty need to promote the archives to the students
- should be integrated into the class. Faculty <sup>works w/ the</sup> collection  
archivist acts as the digital humanist - tools
- Teach that the archives is the tool of the trade
- GIS, Timeline - plan for it early in the semester. Need to learn the software & do the research @ the same time. Should have assignments throughout the semester to make it effective
- Letting students know that archives takes time (OMEKA - for creating digital exhibits)

## A Creative Writing Assignment

- have the archivist select interesting topics & then students select a topic from that selection & write a creative story.

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Date (circle one): Thursday, June 27 Friday, June 28 Table Number: ☒

Name of scribe: Luna Janine Jones

### NOTES

Oberlin → \*no longer has to do IRB for oral history\* Many felt it was discouraging scholars from doing some of this work.

Benji did oral histories w/ alumni →  
brought in someone who did a  $\approx$  1 hr.  
workshop w/ students (best practices, sample questions)

ethnography does still have to go through IRB.

oral history assn has a document that explains diff

Recording Oral History: A Guide for  
the Humanities & Social Sciences,  
third edition

\* part \*

- has a sociological study

ORAL HISTORY ASSN → their philosophy has evolved

methodologically - lots of checks + balances in a variety of fields - if you're doing something unethical, you'll be called out by your peers

A lot of local people being interviewed are not comfortable being recorded - but okay w/ interviewers taking notes. Still okay; a lot of people don't want specific details of their lives being recorded. w/ writing, can let them see it + approve it

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Date (circle one): Thursday, June 27 Friday, June 28 Table Number: 7

Name of scribe:

Mina Janice Jones

### NOTES

Use the method that's most comfortable for the people being interviewed.

Share notes w/ folks who have been interviewed. The analysis + still the analysis, but making sure you heard the subject correctly is imp.

Journalistic ethics would allow certain other types of things (i.e., wouldn't have to get approval of subjects, let them see the notes)

But in a black feminist framework, that's spangly  
it → they have power of their own stories

-journalists have fact checkers

Going in as journalist, going in w/ theme in mind  
With oral history, you never know where it's  
gonna go.

Website: The Conversation (Alexia Hudson-Ward)  
↳ on board

Just be clear at the outset what your methodology  
is -- you can know the limitations, etc (e.g., if you  
relead, you'll get all the words, but people might not  
say as much)

Portrait of Jason → Documentary

↳ very interesting to ~~watch~~ watch as  
an art piece, & in terms of method

Concern about truth & validation

Who determines where scholarship starts, what counts as (S)  
"scholarly" (Michael Wofsy, Omarosa, etc. → credible?  
authoritative?)



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Date (circle one): Thursday, June 27 Friday, June 28 Table Number: 5

Name of scribe: Glenn T Johnston

### NOTES

Controversial subjects are often difficult when students in the class have no experience in the subject (racism discussions in white communities).  
Controversial subjects often lead to very unexpected student responses for which we are often unprepared.





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Name of scribe: \_\_\_\_\_

### NOTES

Challenge of reaching community - not necessarily humanities specific

- Ideas:

- importance to go where they are - and not only holding events on campus but also in public spaces
- think about communications - how to advertise + promote → get community students involved
- digital is one approach, that in theory opens up campus + colleges
- Facebook pages

Reciprocating with game partner - supporting their events

Staff at college are often "locals" with connections to the community

- How use these projects to build <sup>connections</sup> ~~community~~ across communities?
- Need to develop students' accountability to the community partner and to the community - e.g., bring community partner representative

into the class to meet students - and treat them as a potential employer, etc. - bring partner back in at the end to help with reflection + evaluation.

- Students/projects can do harm to the community if they don't follow through, don't show up, etc.

- Contacts w/ and thru the Admins Office

- Events - not an end but can be an opening to additional aspects of your project



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Date (circle one): Thursday, June 27 Friday, June 28 Table Number: 8

Name of scribe: Samantha

### NOTES

- Faculty don't want to get involved until they see value for their own research/development.
- Maybe pull in a faculty leader who can partner w/ other faculty, work towards a publication based on PH work.
- Easier to get buy-in from younger faculty, far more willing to engage w/ community.
- Hanako Goria: @ Butler, she + Donald Braid act as liaisons b/w faculty + community, help faculty manage students, organize community projects.
- Peter Powers: @ Messiah, the Center for PH has community partners to help liaise - offer small honoraria.
- Important to get provost/senior admin support + promotion.

- Question of money:

- Messiah: head of the center gets some course release time.

Pushing depts to embed undergrad research + community engagement into curriculum.

- New faculty: at Friday onboarding includes discussion of community engagement + all faculty report on their volunteering + community activities

- Workload + issue of faculty prestige are both barriers to faculty doing PH work - doesn't offer as much prestige as a book project + more work.

- Tom Kennedy: @ Berry, students are so busy, their schedules are harder to coordinate.

- Kanako: students need to see that this is part of their coursework, not s/t extra.

- Peter Powers: talking to faculty about doing UG research during the summer, as this happens in the sciences.

- Kanako Gavia: pushback from faculty about using their summer-time.

Kelli Turheim: Advice on promoting PH? for a senior administrator)?

Kanako Gavia: highlighting that the work is valuable, not an "extra thing."

Tricia Valasek: Define what PH is, how it's different from internships, also determining what's possible.

- Created a <sup>annual</sup> magazine that recognizes faculty achievement then added a "Community Benefit Report" every 2-3 years to give recognition for good community work. Sent internally + to major donors + alumni



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Date (circle one): Thursday, June 27 Friday, June 28 Table Number: 9

Name of scribe: \_\_\_\_\_

### NOTES

- Find someone who has contacts that  
seen promising
- Go through superintendent but don't  
depend totally on superintendent
-



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Date (circle one): Thursday, June 27 Friday, June 28 Table Number:

9

Name of scribe: Connors

### NOTES

- work with pre-existing institutional contacts
- understand the inst. + politics work with - know the scene before you  
(navigating can be tricky, so work with people <sup>center</sup> who know)
- give resources ~~add~~ lesson plans to K-12 teachers
- work with + through education depts. at your institution



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Name of scribe: \_\_\_\_\_

### NOTES

Website Challenges —

how to sustain over time — takes an investment of effort and \$ to keep a site updated, to fix problems, etc.

Need to conform to college/universities style + branding guidelines

Who 'owns' the site — pros + cons of the site being hosted by the college ⇒ brings visibility + stability

So many problems re: the labor + time involved in making and maintaining websites → but need better infrastructure to support this AND to know/understand/make visible the amount of hours involved, etc.