



# Central New York Humanities Corridor

*The Corridor is supported by endowment awards from the Andrew W. Mellon Foundation to Syracuse University, Cornell University, and the University of Rochester.*

This report discusses Central New York Humanities Corridor activities and administration from July 1, 2020 through June 30, 2021. Based on a review of all 2020-21 working group activities, end-of-year summaries, Advisory Board feedback, and other documentation, this report includes:

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# Introduction

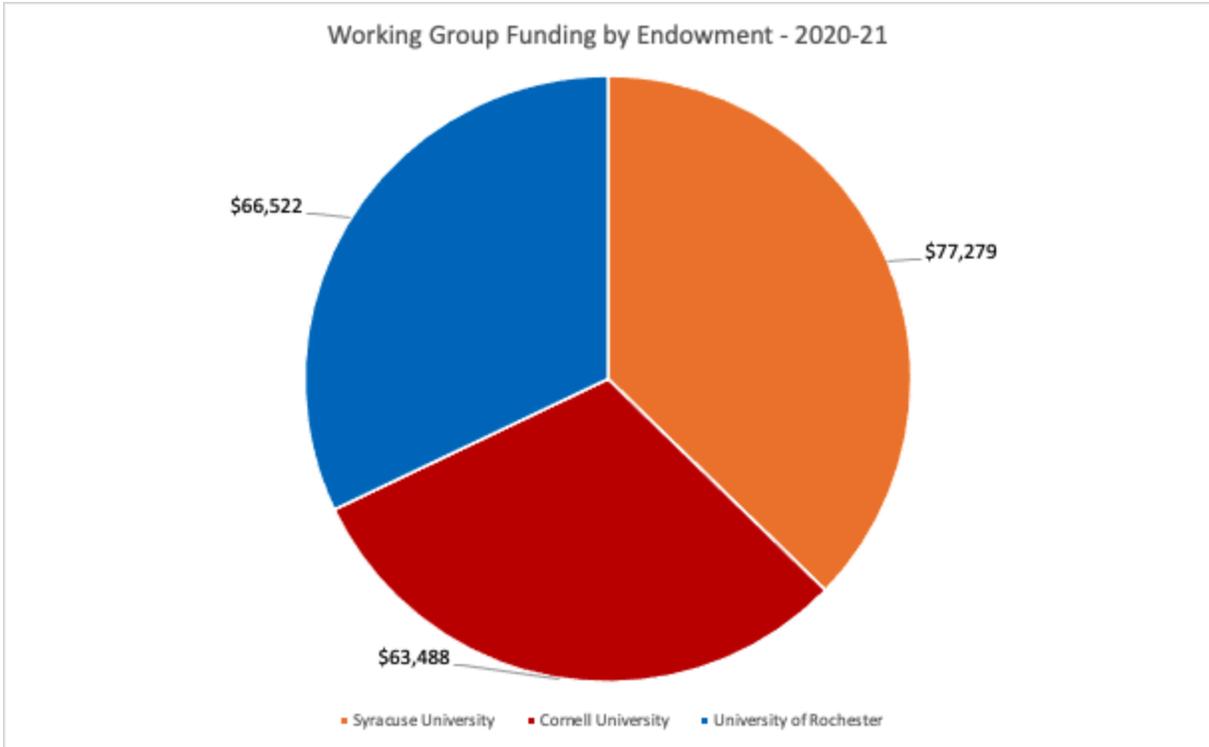
Despite a challenging year with ongoing repercussions from the COVID-19 pandemic, collaborative humanities research remains strong across our region. CNY Humanities Corridor Working Groups continued to host public events, form reading groups, sustain dialogues, and work together entirely online during the 2020-21 academic year. All 11 Corridor campuses remained closed to visitors and disallowed travel over this past year. Starting in Spring 2020, the Corridor pivoted to rethink how best to fund Working Groups and support collaborative research during COVID. This past full year's slate of activities illustrates that we can succeed in a variety of ways, and we expect many of these trends to continue far into the future.

Corridor administration proved responsive to shifting institutional policies and their resulting administrative hurdles. We pivoted to offer more centrally organized activities open to anyone throughout the Corridor including online writing retreats and grant-writing workshops. Likewise, Corridor Working Groups adapted to ongoing policy changes and found ways to host a variety of activities online and to greatly expand our geographic reach well beyond the boundaries of the Corridor itself. We are encouraged by the resilience shown by Corridor faculty, academic staff, and graduate students throughout this past year and celebrate the accomplishments of our Working Group Organizers for persevering through being overburdened and overwhelmed, juggling many life roles and obligations, as well as "Zoom fatigue."

The Corridor's collaborative humanities "neighborhood" continues to grow, and online activities over this past year supported opportunities for increased breadth of engagement across the region, the United States, and the world. For instance, 2020-21 saw the Corridor working with over 195 different institutions of higher education and non-profit/community organizations from across the U.S. and from 28 different countries. But while the Corridor's *breadth* has increased substantially due to the open-access nature of online activities, we also understand from our Working Groups that the *depth* of engagement may have suffered from fully remote activities. As we look ahead to 2021-22, we hope to work together across institutions to effectively utilize the best of both worlds: increased breadth of engagement both nationally and internationally with online activities AND increased depth of interactions more locally and regionally once in-person connections can resume.

# Progress

The Corridor's biggest strength continues to be providing infrastructure and seed funding to help build and maintain a variety of scholarly relationships and projects. We continue to award funds from the Corridor's three endowments to support collaborative projects across the consortium, and the Corridor continues to be a powerful resource that enhances funding and research in a supportive environment.



In the pie chart above, the Corridor’s three endowments are shown with Syracuse University having the highest award total at \$77,279 in funding. Syracuse University’s endowment covers activities at Syracuse, the schools of the New York Six Liberal Arts Consortium, and Le Moyne College.

For the 2020-21 academic year, the Corridor awarded \$207,289 in support of 62 Working Groups organizing 147 activities across nine of the 11 Corridor campuses (Syracuse, Cornell, Rochester, Colgate, Hamilton, Hobart and William Smith, St. Lawrence, Le Moyne, and RIT). Even though all Corridor activities were online this year, given the nature of how our three endowments fund activities across 11 campuses, we still had “host” campuses both to identify where funds would be awarded from and to signal which campuses were primarily responsible for organizing the activities. Although Skidmore and Union did not host any Corridor activities, they continued to engage with the Corridor in other ways.

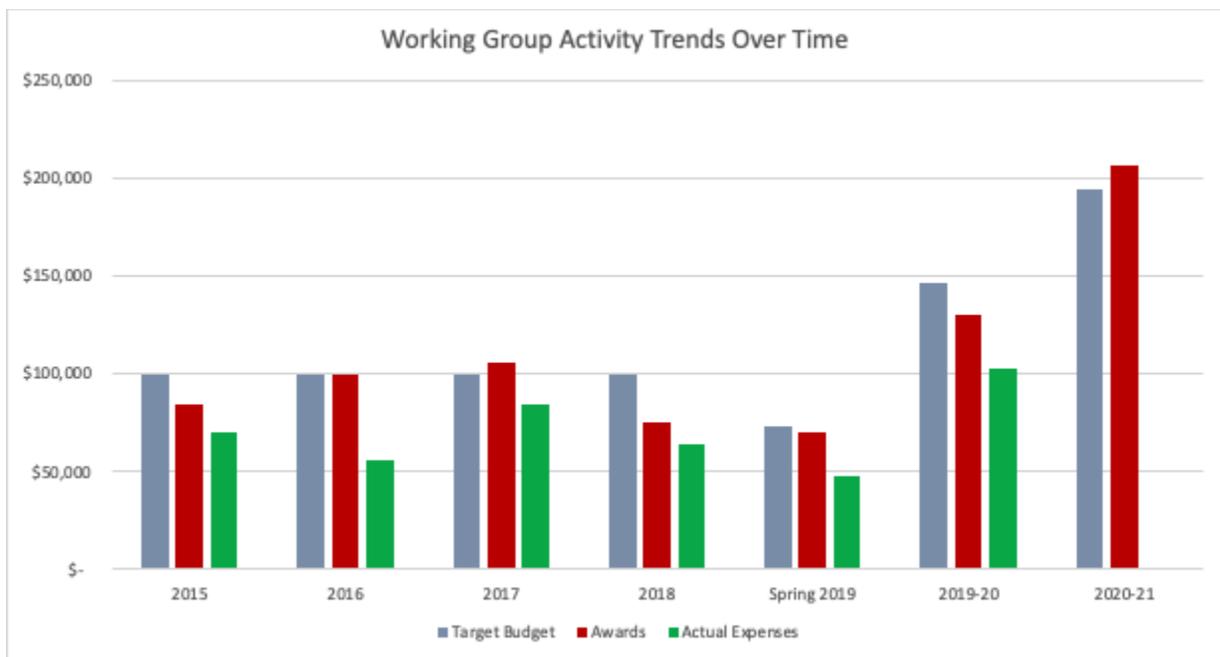
**Budgeted Awards for Working Group Activities in Fall 2020 & Spring 2021**  
**Total: \$207,289 to 62 Working Groups\***

Corridor Endowment/ Activity Location	Target Budget Allotment	2020-21 Awards	Number of Research Activities
Syracuse University, NY6, and Le Moyne	\$80,800	\$77,279	64
Cornell University	\$51,500	\$63,488	43
University of Rochester	\$62,720	\$66,522	40

and RIT			
TOTAL	\$195,020	\$207,289	147

*\*Due to New York’s state-wide COVID-related closures, 42 working group activities totaling \$69,359 were canceled in Fall 2020 and Spring 2021. Many of the activities that did take place came in significantly under budget due to lower expenses for some types of online activities.*

As outlined in the chart above, we continue to award at or above our target budgets each year due to historical (and continued) trends of Working Groups under-spending their awards. We expect this under-spending trend to be even more dramatic this past year once the final financial tallies come in. Working Groups self-reported that many of their online activities were significantly less expensive than in-person activities. In several instances, Working Groups had zero expenses. (As of this reporting, Cornell and Rochester endowment FY21 financial data is still being calculated.)

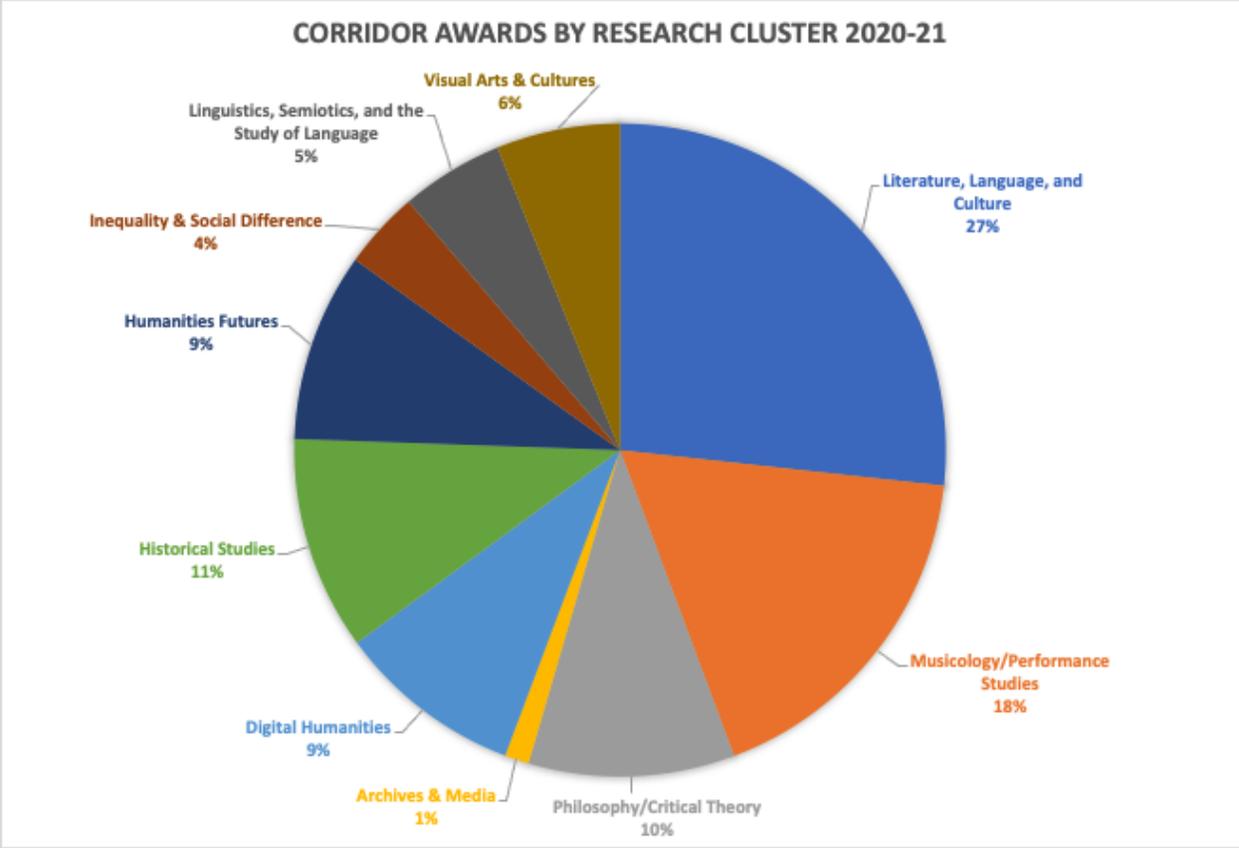


Target budgets for 2020-21 are now calculated including Working Group activity budget lines as well as endowment-specific budget categories such as Syracuse’s Distinguished Visiting Collaborator fund, Rochester’s Digital Humanities fund, and Cornell’s Conference Initiative fund (all of which are routed to Corridor Working Groups for their activities but are distinct opportunities available within each of the lead campuses/endowments). To maximize humanities research support to meet the needs of our participants/communities, this new method of calculating target budgets and funds directed toward Working Groups reveals a more comprehensive picture of where our endowment funds are being directed.

## 2020-21 Activities by Research Cluster

For the first time this year, we had two new research clusters hosting activities: Humanities Futures (HF) and Inequality & Social Difference (ISD). With these two new clusters, and with the addition of Historical Studies (HS) a couple of years prior, we aim to provide a more comprehensive infrastructure in which collaborative humanities research is supported or, to use a metaphor from our Advisory Board, “nested.” All clusters are defined so as to encourage interdisciplinarity but also allow for deep dives into a disciplinary speciality, offering room for a diverse range of humanities researchers to find (or create) their place within the Corridor. Literature, Language, and Culture (LLC) continues to be a historical catch-all for many Working Groups, but we hope that, over time, some groups will request reclassification to some of the other/new research clusters that might better capture the nature of their activities and aims. To further connections within the Archives & Media (AM) research cluster, we also hope to increase our outreach to Corridor-affiliated libraries and museums.

Research Cluster	Total Awards	No. Working Groups	No. Activities	Median Budget per Activity
Archives & Media	\$2,500	1	1	\$2,500
Digital Humanities	\$19,102	5	16	\$1,150
Historical Studies	\$21,944	5	13	\$1,000
Humanities Futures	\$19,395	6	14	\$1,595
Inequality & Social Difference	\$7,994	3	7	\$500
Linguistics, Semiotics, and the Study of Language	\$10,572	6	8	\$1,075
Literature, Language, and Culture	\$55,430	16	34	\$1,695
Musicology/ Performance Studies	\$36,410	7	23	\$1,200
Philosophy/ Critical Theory	\$21,210	7	15	\$580
Visual Arts & Cultures	\$12,732	7	16	\$400
<b>TOTAL</b>	<b>\$207,289</b>	<b>63</b>	<b>147</b>	<b>\$1,170 (avg.)</b>



### Increasing Breadth & Inclusivity

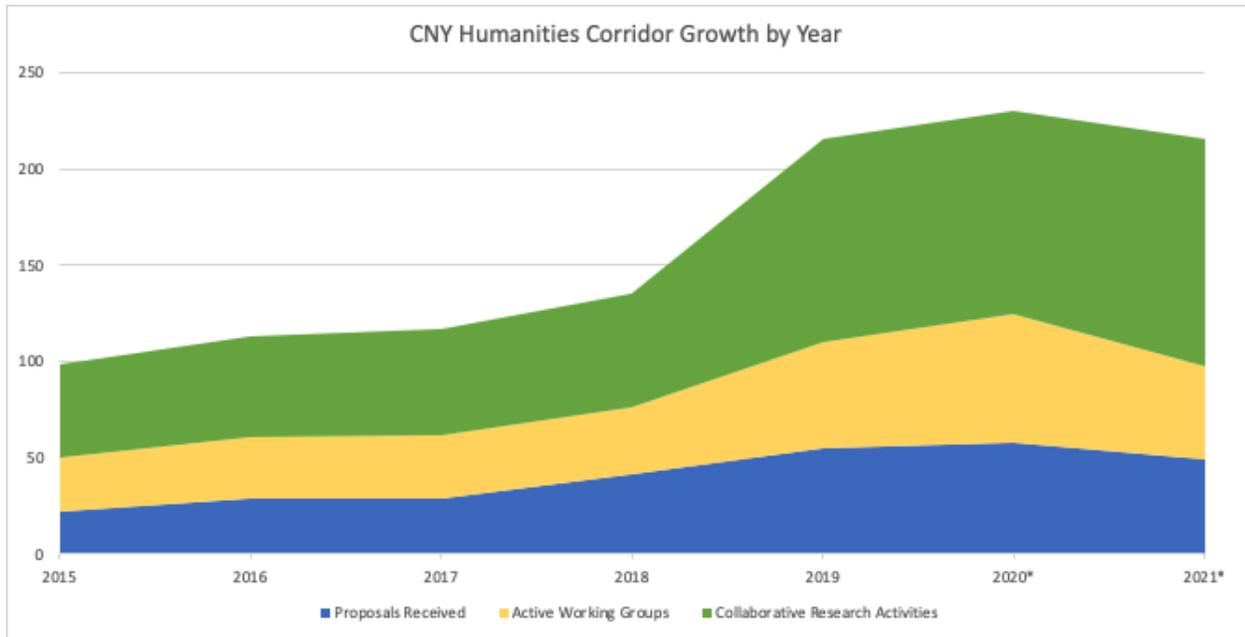
In spite of, or perhaps because of, the pandemic, in 2020-21, Working Groups engaged with upwards of 15,000 individuals and 195 distinct colleges, universities, non-profits, organizations. The shift to digital formats allowed many Working Groups to expand their collaborative networks and to engage far and wide with participants logging in from all over the world--everywhere from down the road at a CNY community college, across the Atlantic to Belgium and Germany, across to world to Australia, and back throughout the U.S. via California.

We had 13 new Working Groups form over the last year for a total of 67 active groups in calendar year 2020 and 49 active Working Groups in 2021. As the chart and graph below illustrate, even though we saw fewer active groups this year overall, the number of Corridor activities actually increased during this time period--the online format seems to have encouraged higher levels of activity. For example, we saw a definitive increase in the number of Working Groups hosting organized reading groups and book clubs, often with the authors invited for interactive discussions. Moreover, reading groups met over a period of weeks or months rather than focusing on a one-off event. These kinds of sustained interactions over time can help build more meaningful relationships and allow for further collaborations down the road. We are heartened by this lesson learned from COVID era activities and believe such formats offer something important to build upon and continue to encourage.

### CNY Humanities Corridor Growth by Year

Calendar Year	Proposals Received	Active Working Groups	Collaborative Research Activities
2015	22	28	49
2016	29	32	52
2017	29	33	55
2018	42	34	59
2019	55	55	106
2020*	58	67	105
2021*	49	49	118

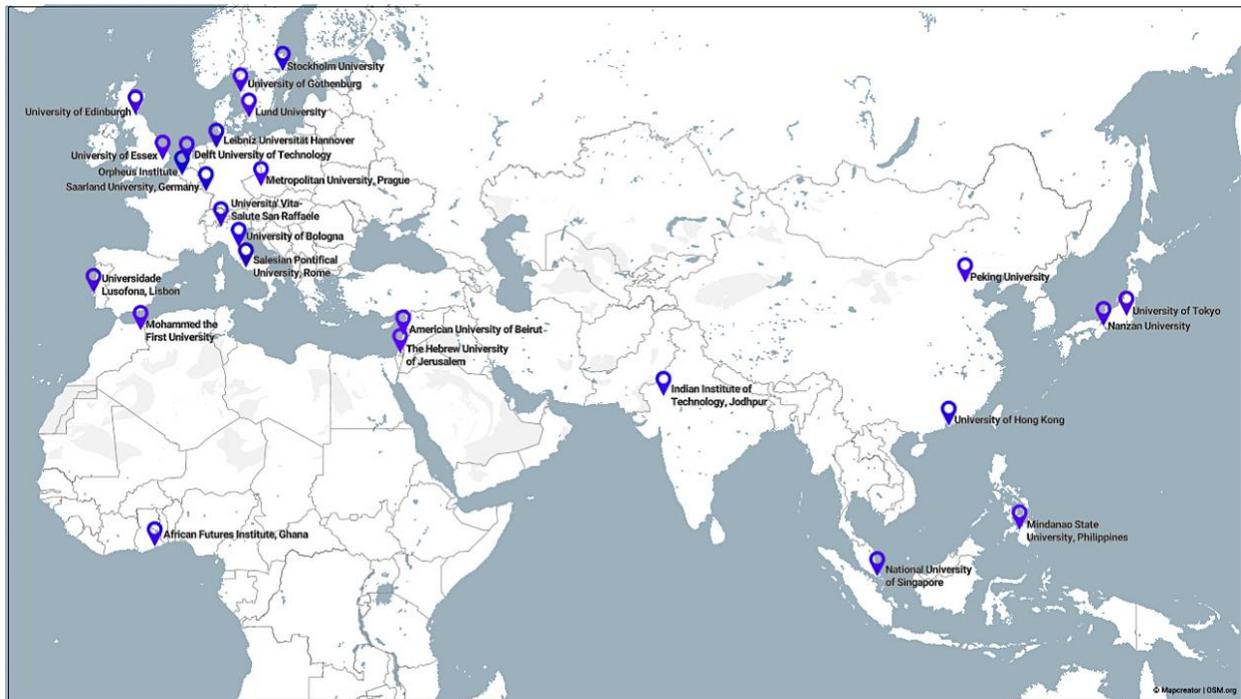
*\*removes COVID cancellations from Spring 2020, Fall 2020, and Spring 2021 but includes the Fall 2021 projections*



In spite of, or perhaps because of, COVID, a smaller number of active Working Groups hosted a larger number of activities. We believe this increase in activity was at least in part due to online activities allowing for Working Groups to host event series and ongoing discussion groups rather than one-time events. Online activities also allowed for increased accessibility among participants with live transcripts available for Zoom meetings, webinars, and events. Corridor activities may also have increased longevity and impact over time, as many of these activities were recorded and are now available online for future reference and discovery.

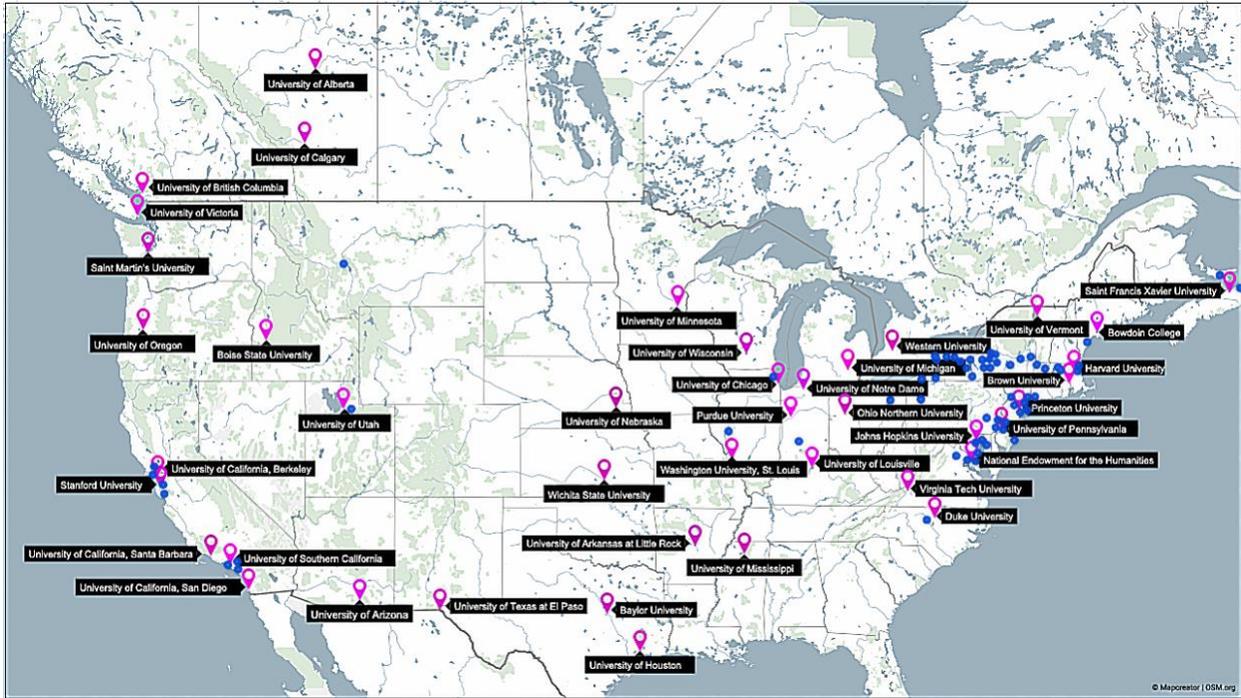
## Global Engagement

The results of this past year have helped us realize that online engagement significantly changes and widens the collaborative community we support, stretching far beyond Central New York's regional bounds. Our Working Group reports revealed the truly broad collaborative networks our faculty and staff are engaged in across the globe. Based on anecdotal evidence in prior years' reports that the Corridor's local collaborations had robust national and international scope, in 2020-21 we directly queried Working Groups in their annual reports about engagement with other institutions. The results are quite remarkable, particularly in terms of mapping out how significantly online engagement changes the scope and scale of the Corridor's "neighborhood" or network far beyond Central New York's regional boundaries.



Individuals from at least 28 countries engaged with Corridor Working Groups:

1. Argentina
2. Australia
3. Belgium
4. Brazil
5. Canada
6. Chile
7. China
8. Colombia
9. Czech Republic
10. Dominican Republic
11. Germany
12. Ghana
13. Hong Kong
14. India
15. Israel
16. Italy
17. Japan
18. Lebanon
19. Mexico
20. Morocco
21. Pakistan
22. Peru
23. Philippines
24. Portugal
25. Singapore
26. Sweden
27. United Kingdom
28. United States



In addition to participants across the Corridor’s 11 institutions, individuals from at least 184 institutions of higher education, non-profits (including in the arts), and community organizations engaged with Corridor Working Groups.

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| <ol style="list-style-type: none"> <li>1. African Futures Institute</li> <li>2. American University</li> <li>3. American University of Beirut</li> <li>4. Babson College</li> <li>5. Bard College</li> <li>6. Baruch college/ CUNY</li> <li>7. Baylor University</li> <li>8. Berklee School of Music</li> <li>9. Binghamton University, SUNY</li> <li>10. Boise State University</li> <li>11. Bowdoin College</li> <li>12. Brown University</li> <li>13. California State Polytechnic</li> <li>14. Cambridge University</li> <li>15. Cape Breton University</li> <li>16. Carnegie Mellon University</li> <li>17. Carroll College</li> <li>18. Catholic University of America</li> <li>19. Columbia University</li> <li>20. CUNY Graduate Center</li> <li>21. Delft University</li> <li>22. Duke University</li> <li>23. Essex University</li> <li>24. Fayetteville Free Library</li> <li>25. Federal Energy Regulatory Commission</li> <li>26. Federal University of Goias, Brazil</li> <li>27. George Mason University</li> </ol> | <ol style="list-style-type: none"> <li>28. George Washington University</li> <li>29. Harvard University</li> <li>30. Hebrew University</li> <li>31. Hofstra University</li> <li>32. Humanities New York</li> <li>33. Illinois College</li> <li>34. Indian Institute of Technology Jodhpur</li> <li>35. Indiana University</li> <li>36. Inkwell Academic Writing Retreats</li> <li>37. Ithaca College</li> <li>38. Johns Hopkins University</li> <li>39. Kent State University</li> <li>40. Kheel Center for Labor-Management Documentation &amp; Archives in the Martin P. Catherwood Library</li> <li>41. King's College at Western University (Canada)</li> <li>42. KTH Royal Institute of Technology</li> <li>43. LaGuardia Community College - CUNY</li> <li>44. Landscape Architects Bureau (LAB), Washington DC</li> <li>45. Lebanon Valley College</li> <li>46. Leibniz University Hannover</li> <li>47. Leibniz-Zentrum Allgemeine Sprachwissenschaft (ZAS) Berlin</li> <li>48. Loyola Marymount</li> <li>49. Massachusetts Institute of Technology</li> <li>50. Metropolitan University, Prague Czech Republic</li> </ol> |
|--|--|

51. Milan (Italy)
52. Mindanao State University, Philippines
53. Mohammed the First University
54. Monroe Community College
55. Mount Holyoke College
56. Music of Asian America Research Center
57. Nanzan University, Japan
58. National Autonomous University of Mexico
59. National Center for Faculty Development and Diversity (NCFDD)
60. National Endowment for the Humanities
61. National Institute of Health
62. National Louis University
63. National University of Singapore
64. Nazareth College
65. New American Forum in Syracuse
66. New School of Social Research
67. New York University
68. Niagara University
69. North Side Learning Center
70. Northeastern University
71. Northwestern University
72. Notre Dame University
73. Ohio Northern University
74. Onondaga Community College
75. Opera Vlaanderen
76. Orpheus Institute, Belgium
77. Peking University
78. Princeton University
79. Purdue University
80. Rilliana Library, Poppi Castle, Italy
81. RMIT University, Australia
82. Rochester's Women of Color Art Collective
83. Rutgers University
84. Rutgers University-Camden
85. Saint Francis Xavier University, Canada
86. Saint Josephs University
87. Saint Martins University
88. Salt City Market
89. San Francisco State University
90. Santa Clara University
91. Siena College
92. Simon Fraser University
93. Sonoma State University
94. St. John Fisher College
95. Stanford University
96. Stockholm University
97. Stockton University
98. Stony Brook University
99. SUNY Brockport
100. SUNY ESF
101. SUNY Geneseo
102. SUNY Oswego
103. SUNY Upstate Medical University
104. SUNY-Cortland
105. SUNY-Fredonia
106. Syracuse City Schools
107. The Curtis Institute of Music
108. The New Jersey Symphony Orchestra
109. The New School
110. The New School, Parsons School of Design
111. The Philadelphia Orchestra
112. Tompkins Cortland Community College
113. UCLA
114. Universidade Lusofona, Portugal
115. Università Pontificia Salesiana, Rome, Italy
116. Università Vita-Salute San Raffaele, Italy
117. Universität des Saarlandes, Germany
118. Université catholique de Louvain, Belgium
119. University at Buffalo, SUNY
120. University of Alberta
121. University of Arizona
122. University of Arkansas at Little Rock
123. University of Bologna (Italy)
124. University of British Columbia (Canada)
125. University of Buenos Aires (Argentina)
126. University of Calgary
127. University of California
128. University of California, Berkeley
129. University of California, Irvine
130. University of California, San Diego
131. University of California, Santa Barbara
132. University of California, Santa Cruz
133. University of Chicago
134. University of Eastern Piedmont (Italy)
135. University of Edinburgh
136. University of Frankfurt
137. University of Gothenburg, Sweden
138. University of Gottingen (Germany)
139. University of Guelph
140. University of Hamburg
141. University of Hong Kong
142. University of Houston
143. University of Konstanz
144. University of Louisville
145. University of Lund
146. University of Maryland College Park
147. University of Massachusetts
148. University of Massachusetts, Lowell
149. University of Michigan
150. University of Minnesota
151. University of Mississippi
152. University of Nebraska
153. University of New Haven
154. University of New South Wales
155. University of North Carolina at Chapel Hill
156. University of Notre Dame
157. University of Oregon
158. University of Pennsylvania
159. University of Pisa (Italy)
160. University of Prince Edward Island
161. University of Rochester
162. University of Roma Tre (Italy)
163. University of Santiago de Chile
164. University of Southern California
165. University of Southern Maine
166. University of St. Thomas
167. University of Texas at El Paso
168. University of the Pacific (Peru)
169. University of Tokyo
170. University of Trento (Italy)
171. University of Utah

172. University of Vermont  
173. University of Victoria  
174. University of Wisconsin  
175. UNSAM-CONICET, Buenos Aires  
176. Ursinus College, Pennsylvania  
177. Utah Valley University  
178. Van Leer Jerusalem Institute, Israel

179. Virginia Tech University  
180. Washington University, St Louis  
181. Wichita State University  
182. Williams College  
183. WQXR NYC  
184. YIVO Institute for Jewish Research

## Working Groups in Action

Some of the Corridor's ongoing, core themes are evident throughout the annual Working Group reports. Working Group activity shows alignment with our mission: de-siloing, building community, providing research support, mentoring of junior faculty and students, and creating a sense of connection and accountability toward one another. It is heartening to see Working Groups actively provide support to individuals going up for tenure, whether it's workshopping their papers or offering more nuanced mentoring. The Working Groups' connections also seem to be successful at expanding participants' professional networks, and we've seen evidence of spin-off writing retreat groups from previous Corridor activities.

Many Working Groups continue to work collectively to address social justice issues through humanities research partnerships, bridging scholarship with activism (praxis). Examples of this work stretch across the Corridor's research clusters and include the following:

- Challenging deficit-based ideologies impacting approaches to multilingual literacies (multilingualism is NOT a 'deficit' to fix!), pedagogy and inclusion, as well as deficit models of disability
- Inclusive linguistics, literacies tied to ASL, Deaf studies
- Community literacies
- Anti-racist raciolinguistics activities
- Disability and translation/global perspectives
- Disability studies/health humanities and exploration of vaccine resistance histories as well as histories of other public health crises, such as the AIDS crisis
- Public health--from disability justice to multilingual health outreach and policy
- Environmental justice
- Feminist work across the consortium: Big data--data feminism; feminism in architecture; Black feminist performance and art
- Decolonizing architecture
- Race/racism and digital humanities
- Digital activism outside the classroom, #Hashtag Activism
- Combating multiple 'isms'/systems of structural inequality in fashion/design studies
- Decarceration and higher education's role/place in carceral; restorative justice practices in community and in classroom as part of decarceration
- Cross-border/transnational work: LELACS' [Border Environments](#), postponed hemispheric Indigenous studies conference
- Emphasis on social justice/praxis/activism throughout
- Addressing archival gaps/knowledge gaps particularly those around race and gender and disability

- “Democratize access” to music theory and scores by women for educators, via digitization, [musictheoryexamplesbywomen.com](http://musictheoryexamplesbywomen.com)
- Promote diversity in classical music through an awareness of historically erased composers---this year's spotlight artist was Florence Price
- Built ONEcomposer--now a leading arts advocacy initiative--which will serve in perpetuity to celebrate the legacies of historically erased composers

Working Groups also continually mention the ongoing impacts to their curriculum and pedagogy. Others shine a light on regional resources such as small presses that may get overlooked within the larger publishing industry. These socially relevant, social justice-oriented projects continue to enliven the CNY Humanities Corridor, the region and beyond. We have the hard work of our Corridor Working Group Organizers to thank for their continued commitment to hosting inclusive, engaging, often transformational activities in our region.

## Student Engagement

While Working Group Organizers may be limited to faculty and academic staff, we have always strongly encouraged Corridor engagement with students, whether it's bringing a high-profile speaker to meet with undergraduate students or directly involving graduate students in a Working Group's core research collaborations. Working Groups consistently engage with students on many different levels, but discovering those touchpoints and tracking that information continues to prove challenging from a logistical standpoint. We ask our Working Groups to specify their student engagement in the annual reporting process, but many groups appear to be underreporting this data. Both anecdotally and through casual mentions in the reports, we find extensive evidence of Corridor student interaction and participation.

## Graduate Students

Many Working Groups consciously and conscientiously focused on graduate student mentoring and crafting space for the intellectual development of their advisees. This mentoring included:

- opportunities for students to present their work before regional, national, and in some cases international audiences (a fortuitous side effect from this past year's remote format approach;
- structured sessions to provide feedback on a shorter piece of their work;
- targeted student engagement with visiting speakers and/or other participants from across the Corridor; and
- for those nearing completion of their dissertations, a chance to discuss and get feedback on a substantial part of their larger project/study.

These types of interactions and student engagement is exactly the kind of professionalization training we expect to supplement graduate education today, and we're glad to see Corridor Working Groups taking an active role here.

The Global Digital Humanities (DH3) Working Group reported specifically on their graduate student engagement in their annual report:

*We invited, through a rigorous selection process, an international and multidisciplinary group of mostly graduate students to present and discuss their research related to the concept of digital activism, to a public audience. The workshop was another success in generating productive conversation about the concept of digital activism in its diverse forms, ranging from Instagram activism against pipeline development in Canada, interactive and hybrid digital documentary in US and Indonesian context, e-pedagogy activism in Pakistan, activism in Canadian game development, counter-surveillance activism against US border policy, to data activism in museum context.*

Re-thinking graduate training overall has been an ongoing theme among Working Groups. Corridor activities attempted to address racism and exclusion in higher educational settings, rethink methodologies and methodological training, and revamp the curriculum to be more inclusive and more relevant to wider publics. Some Working Groups are also thinking about theory-to-practice applied learning and activism as sites where humanities methods can flourish. The activism angle applies to both undergraduate and graduate curriculum.

The new Humanities Beyond the Academy (HF7) Working Group has taken up this issue as the core organizational principle of their collaborations across Syracuse, Cornell, and the University of Rochester. Their inaugural event was to bring in Katina Rogers to discuss her work and new book, *Putting the Humanities PhD to Work: Thriving in and Beyond the Classroom*, with graduate students and graduate administrators across the three campuses. The Syracuse University Gradcast published part of this Corridor activity and conversation [as a podcast](#). In a similar vein, a few graduate students at the Eastman School of Music at the University of Rochester used Corridor workshops as a basis to launch their own podcast entitled, *Working PhDs* focused on non-faculty careers for humanities PhDs. The first four episodes are now in production and will be released in late summer or fall.

Since Corridor's shift during the pre-endowment phase toward a more focused seed funding model, some Working Groups have expressed displeasure at the Corridor's policy of not allowing graduate students to be hired to take on the organizational labor for Working Group Organizers' planning and hosting of activities. However, the Directors and Program Manager have long believed in the value of the Corridor as a space to cultivate, mentor and support graduate students *primarily as scholars and interlocutors* and not as organizers or conveners of the work at hand. Graduate students should be engaged in Corridor Working Groups: to present their work, to meet other graduate students and faculty outside their programs, and to contribute intellectually toward the larger collaborative project.

Corridor leadership also aims for consistency and parity in terms of opportunities and uses of funds across the consortium. Faculty seeking to employ graduate students at their home institutions, using Corridor funds drawn from the three-endowment structure supporting 11 institutions (the majority of which do not even have graduate programs), often do not think of this wider picture. Corridor awards, like many grants or funding awards, do have restrictions as to how the monies may (or may not) be spent. However, faculty may seek out and use *non-Corridor funds* from their home campuses to hire student workers in various capacities, from

tech support to hosting scholars, as appropriate and allowed on their home campuses. This issue of student employment is also addressed later in this report in the “Responding to CAB and Working Group Input” section.

## Undergraduate Students

Corridor Working Groups have a long-standing record of using Corridor awards to enrich the undergraduate student experience. The most common form of this engagement is when Working Groups bring in visiting scholars and provide valuable time for interaction between the visitor and the students. In past years, these visits would have been in person, but this year, visiting scholars were visiting via Zoom and often with multiple classes meeting simultaneously across institutions. Other Working Groups have found new ways of incorporating undergraduate students into their collaborative projects and methods of enhancing the undergraduate curriculum. Digital humanities, in particular, offers numerous applications of methods and skills-based training to introduce more undergraduate students into the humanities, students who may otherwise not look to humanities options in the course guide. The Working Group Global Digital Humanities (DH3) hosted a Digital Activism Workshop where students could see humanities at work in the world, resulting in increased engagement among undergraduate students. Because of this uptick, they will explicitly seek to incorporate undergrads in future activities. The Working Group LLC5 Incarceration and Decarceration connected undergraduates and community activists in Rochester helping to link the student organizers to the University of Rochester Abolition Coalition and the Rochester Center for Community Engagement. We hope to see more examples of these student-community connections in the future.

## Digital Formats

After the Corridor’s COVID-induced existential crisis last spring, our administrative team met several times over the course of summer 2020 into fall 2021 to brainstorm, and we also consulted CAB members about how best to support an entire year of online-only activities. In support of online collaborations, we had to: overhaul our funding structure; realign our budget categories; find ways to help shift our participants’ expectations about how to do their work; and shift our policies to meet these new challenges yet still align with our 11-institution unique financial architecture. Most Working Groups ably adapted to this new format, some groups added even more activities than initially planned, other groups decided to take a much-deserved screen-time break and opted to cancel their activities. But in all these discussions, it was clear the Corridor Directors and Corridor Program Manager could also take a lead in providing programming in support of faculty research, and we found creative ways to do just that.

While we had hoped to host the National Endowment for the Humanities for a Corridor site visit in person in Fall 2020, we shifted to an online grant-writing workshop with three NEH program officers in March 2021, hosted in partnership with the Office of Research at Syracuse University. Since Syracuse University, the operational home of the Corridor, is an NCFDD (National Center for Faculty Development and Diversity) institutional member, the Corridor also was able to host an NCFDD publishing workshop in December 2020 in time for the winter break. In February

2021, the Corridor offered anyone affiliated with the 11 Corridor institutions the opportunity to attend a short version of Michelle Boyd's sought-after Inkwell Academic Writing Retreats. All of these activities were well-attended, well-received, and have prompted continuing requests for these types of centrally organized research support offerings and workshops.

- December 2020 – [Building a Publishing Pipeline: Concrete Strategies for Increasing Your Writing Productivity](#) (National Center for Faculty Development & Diversity)
- February 2021 – [Unstuck: How to Move Past Your Writing Barriers](#) (InkWell Academic Writing Retreats)
- March 2021 – [Demystifying NEH Grants and Programs](#) (in partnership with the Office of Research at Syracuse University). The [video recording is available online](#) for anyone in the Corridor to engage with at any time.

From the Working Groups' standpoint, online activities appear to have dramatically impacted the scale and reach of the Corridor. There was an immense shift from regional in-person events to activities engaging a much broader national and international network of collaborators and participants. Working Groups found many different ways to collaborate: Zoom, Google Docs, Gather.town, Microsoft Teams, etc. Such platforms resulted in a lower per-activity cost than in-person events and meetings. Working Groups reported far more engagement, more participation, and more participants. Online platforms also meant that some Corridor activities were recorded and thus are available for future use and engagement (this is also true, for example, of our NEH Grants workshop from Spring 2021--the insights provided by the NEH officers remain relevant and accessible for others to learn from).

The downside to these online activities seems to have been fewer opportunities for individual discussions and more personalized mentoring and networking. Working Groups were almost universal in reporting that they missed the informal networking that happens in spontaneous conversations over meals or during breaks. Casual conversations are where a lot of mentoring relationships begin: a graduate student reaches out to a faculty member in their field and asks them to go out for coffee, or a junior faculty member meets another junior faculty member from another Corridor institution and they begin a weekly writing session. Graduate students had no way of approaching a potential mentor within the Zoom medium's rigid format. These informal chats were missing from online platforms, and groups who attempted to make space for this type of discussion did not report having much success in facilitating it.

Questions of power and inequality in the academy came to light in some new ways, due to the remote-format approach. Some Working Groups reported concerns about the potential for online sessions to be recorded and had individuals (particularly graduate students, visiting faculty, and people of color) reluctant if not afraid to ask the hard questions in a recorded online venue. Other Working Groups reported that their sessions had less discussion due, at least in part, to the fact that so many of us have had screen fatigue with everything online all the time. In contrast, some groups reported that undergraduate students often felt freer to engage and ask

questions, that the chance to curate submitted questions online was valuable, and that the quality of questions asked was often higher.

While many activities seemed to thrive, or at least be possible, remotely, the writing retreat model as a Working Group activity (as opposed to writing retreats centrally organized by the Corridor Program Manager and Directors) were almost uniformly cancelled. This type of activity, as groups have generally envisioned it, does not always translate well to an online format, especially for Working Groups seeking to “get away” from their day-to-day environments in hopes of getting a creative boost from being in a different space. Post-COVID, we anticipate in-person writing retreats, organized by Working Groups, will resume in popularity. The Corridor may also continue consortium-wide online writing/research support activities led by external professionals, to help forge connections and ensure continuity of people’s research lives.

Below are selected, notable quotations from the Working Group reports.

The positives:

*“We missed the networking, interaction, and excitement of live events/ performance, but were struck by how many more people we could reach by holding our events online.”*

*Instead of having two in-person meetings over the year, “...we held monthly meetings on Zoom. In many ways, this was actually an improvement since it provided multiple chances for writing deadlines, helped make our community feel more active, and gave us all a chance to spend more time and energy with each submission.”*

*“While I appreciate being able to sit in a room with other people during writing time, I think the digital format allowed conversations and engagement that otherwise would not have been possible.”*

Pros and cons:

*“The digital format (zoom webinars) enabled us to include a greater number of participants (panelists and public) from a variety of countries around the world at minimal cost. We did our best to encourage a spirit of widespread conversations and collaboration in the attempt to imitate the social and interpersonal aspects of in-person meetings. Certainly, however, the ease and immediacy of the conversation (not the quality) was somewhat compromised, and there were a couple of instances of disruption due to technical problems with digital technology (band-width).”*

*“Our reading groups as well as the manuscript workshop were possible, given the pandemic, only because of Zoom.”*

*“Even though our events had to be held online, we were able to expand collaborative networks by identifying and connecting with faculty and graduate students across various disciplines as well as across CNY Corridor institutions and beyond. The online modality of our events helped us experiment with new forms of remote engagement,*

*which were so successful and reached a wide enough audience for us to continue holding at least some of our future events in this format.”*

*“The digital format allowed us to reach much larger audiences across the world. (Our event on Hagia Sophia attracted 4237 registrants from 82 different countries). It also allowed us to bring together many more scholars than we would have been able to if we needed to cover their travel and accommodation costs. In general, the enthusiasm for webinars decreased through the course of the pandemic, after an initial fascination. The webinar format is very appropriate for topical subjects about world events, but it does not necessarily foster deep scholarly dialogues for subjects of expertise. The impossibility to extend the conversation beyond the official duration of the event is another loss. It is harder to meet new scholars through digital conferences/meetings in a meaningful way, and this would mean the narrowing down of scholarly networks in the long run.”*

The conundrum of increased breadth but a loss in depth of interaction:

*“Conversely, exclusively digital interactions with such a large group of participants over the course of the semester results in a collaborative network that is wider but not as robust. In other words, contact lists have grown as a result of the group's activities, but participants of individual sessions would likely not consider themselves collaborators.”*

*“The online format made these events available to a broader, even international, audience, outside of the Corridor. The downside was most evident in the Global Early Modern Formations of Race event, which was meant to foster informal networking.”*

*“The online (Zoom) format did give rise to a higher number of audience members than we (presumably) would have had otherwise. On the other hand, we would have had (probably) more discussion outside of the official Q+A sessions, if we had been able to meet in person.”*

*“The online format for the workshops certainly grew attendance, with well over a hundred audience members for some talks at the Focus and Alternatives workshop. At the same time, the online format cut down the depth and length of interactions, and in this way compromised the goal of developing working interactions among a small group. We are looking forward to holding a future workshop in person.”*

Future potential of remote-format events:

*“I think the digital format was a net positive, honestly, we had audience members and participants not just from Cornell, Syracuse, and other Corridor institutions, but from all over the world (including Korea, Japan, China, Singapore, Canada, and Europe). The conversations were particularly good and intense, because the audiences self-selected by attending events that they were truly interested in. The chat function also led to better and more thoughtful questions (and potential curation/prescreening of questions). I think that these sorts of online events should continue in some form or another in the “post-*

*pandemic" era, especially since they're often very good for accessibility (and two of our three events this year were about disability, so this aspect was particularly pronounced)."*

*"We will likely aim to include remote access in future programs to maximize inclusivity and accessibility, which our group is particularly well-equipped to do conscientiously, theorizing as we do the diverse modes of engagement that ensue from virtual/remote vs in-person events."*

By any measure, this feedback underscores an interesting tension--remote formats have offered a huge expansion of our boundaries and reach, but people also faced some new constraints. The freedom and lower costs of online work offered many advantages, but the constraints that emerged and the particular ways structural inequality may play out online need some continued thinking, as we anticipate a hybrid or blend of formats will be the new normal.

## Operations

Corridor administration continues to work collaboratively across the three endowment institutions with both faculty leadership and key administrative staff meeting regularly and as needed to discuss the Corridor's immediate needs. Those "immediate needs" have been plentiful over the past year with all of the unpredictable shifts in COVID-related policies and moratoriums on in-person activities. Our operational goals and shared decision-making ethos mirror the Corridor's theory and practice of collaborative scholarship and work. This shared leadership structure was on full display this past year, as the Corridor had to make significant changes to how Working Groups operate, what activities can be funded, and how to navigate limitations and policy issues that exist across the 11 Corridor institutions. Last year, we were forced to make an emergency pivot requiring us to pick up the pieces of what remained. (The Corridor Program Manager corresponded extensively with Working Groups that had been forced to cancel their late Spring 2020 activities. After some challenging accounting, the Corridor was able to, upon request, "carry-forward" those cancelled spring awards to the Fall 2020 or Spring 2021 term.) This year, we were able to do some thoughtful and careful planning in communicating various models for online collaborative possibilities.

The [Models for Working Group Activities](#) web page originated from these discussions, and Working Groups now have an active reference point when thinking about or proposing new activities or Working Groups. Likewise, the [Tips for a Successful Proposal](#) web page highlights the strategies Working Groups can use when submitting a new proposal. Those tips also outline ideas about what types of things groups may spend their Corridor funds for (and also what they may not use the funds for, given our somewhat complex fiscal structure). Additionally, [Working Group Considerations for Upcoming Activities](#) was a new web page created in the COVID era, now modified for the upcoming academic year. Working Groups report finding this resource helpful thus far, so we hope to keep fine-tuning it for clarity and continuity going forward.

Also stemming from those Corridor leadership discussions was a general agreement that people across the Corridor (and everywhere) were feeling quite isolated, struggling with

research momentum, and juggling multiple roles in a work-from-home environment. So offering centralized research support activities was a key priority for this past year, and we made strong efforts to do that through those three activities mentioned above (see Digital Formats section).

This past year saw the first funded activities in the newly created Humanities Futures (HF) and Inequality & Social Difference (ISD) research clusters. Surprisingly or not, the HF cluster already accounts for a promising 9% of all Working Group awards in its first year. The ISD cluster was a more modest 4%, but we are hopeful that some of the LLC cluster Working Groups will gradually shift over to their more appropriate cluster in ISD. (Up until this point, we only move Working Groups by request, but we may wish to publicize the potential to shift into another, more appropriate cluster.) With a few years under its belt, the Historical Studies (HS) cluster held an 11% share of Working Group awards, so this cluster has obviously been a popular home for collaborative work. Archives & Media (AM) had been created a few years ago in hopes of encouraging libraries and museums to engage formally with the Corridor. We do see plenty of engagement with libraries and museums, but those faculty and academic staff seem to feel more at home amidst other clusters rather than in the AM category. Without an increase in activity within this cluster, the Corridor may wish to consider dis-banding the research cluster and shepherding the few existing Working Groups into another appropriate cluster.

## Corridor Advisory Board

Given Corridor-wide COVID protocols require online formats for events and meetings, the September 2020 Advisory Board meeting (CAB) met via Zoom for a 4-hour meeting in lieu of our typical day-long, in-person meeting over a lunchtime meal. The newly expanded CAB roster (15) consists of several new members--replacing those whose terms had expired--as well as new representation from Hobart and William Smith Colleges and the Rochester Institute of Technology. CAB leadership is now significantly more diverse than previously with representation across race/ethnicity/gender lines, tenure-line and contingent faculty status, academic staff, interdisciplinary fields, and first-generation college graduates.

## Responding to CAB and Working Group Input

Each year, in our interactions with CAB members and with Working Groups, particularly via the annual Working Group reporting process, we actively solicit feedback to learn more about how we're doing, about how we're operating, and about participants' needs and wishes. In this section, we discuss several areas of acting on CAB and WG input over the course of AY2021: Corridor Indigenous Land Acknowledgment; Inclusion and Accessibility; Child/Dependent/Elder Care Support Needs During COVID; Student Employment Concerns; and Actionable Feedback and Constructive Criticism.

### Corridor Indigenous Land Acknowledgment

In direct response to survey feedback and CAB discussion in 2020, we have added an Indigenous land acknowledgement to our Corridor website and materials: we also will ask

Signature Event Organizers to open their Corridor events with this recognition. We are grateful to live, work, and share ideas on Haudenosaunee lands: a CNY Humanities Corridor land acknowledgement, long overdue, is a first step in explicitly recognizing sovereignty and the ongoing history of dispossession of Indigenous peoples.

*Since location is core to our identity, in name and in practice, the CNY Humanities Corridor acknowledges, with respect, that our 11-institution consortium spans the ancestral lands and waterways of the Haudenosaunee people. Corridor partnerships take place on lands of the nations of the sovereign Haudenosaunee Confederacy, founded at least 1,000 years ago at Onondaga Lake. Central New York remains home to the Haudenosaunee: we acknowledge the ongoing history of dispossession across the Confederacy, and are grateful to live, work, and share ideas on these lands.*

## Inclusion and Accessibility

### Supplemental Funding for Working Groups

We effectively increased funding this year by adding in accessibility costs coverage--above and beyond the various possible Working Group award levels--to encourage inclusive formats and reward Working Group Organizers with additional funds to cover these expenses. We had found that Working Groups were spending significant portions of their Corridor funding toward real-time transcription and ASL services, and we did not want Working Groups to have to make a choice between providing inclusive events or, for example, bringing in an extra panelist. This was a direct outcome from CAB discussion in Fall 2020, and this policy is now referenced in the Call for Proposals announcements and will be highlighted on the new Corridor website.

### New Website Considerations

In spring and summer 2020 as we searched far and wide for a website development company to design and build the new Corridor website, we prioritized companies that offered a platform best suited to pre-addressing any accessibility concerns. After an extensive search, the Corridor contracted with [CodeRed](#), a Wagtail-based website development firm based in Cleveland, Ohio. We chose to go with the Wagtail Content Management System (CMS) over the current website's WordPress platform. Wagtail offers extensive accessibility features, greater site security, and increased functionality for Corridor participants.

The [Web Content Accessibility Guidelines \(WCAG\)](#) are the international standard in explaining how to make web content more accessible to all users, a step toward universal design. These guidelines were developed by the World Wide Web Consortium (WC3) Web Accessibility Initiative (WAI). We have strived to meet the Level AAA requirements, WCAG's highest standard. The new site should accommodate screen-reading technology, meet or exceed color contrast specifications, offer intuitive navigation, and present information in varied ways for users. At the time of this writing, the new Corridor website was still in the final stages of preparation for launch, and it will be launched prior to the start of the Fall 2021 semester.

## Mechanisms to Support Connections in the Consortium

For the new website (still in the final development stages at the time of this writing), we acted on CAB 2020 input and feedback to provide increased functionality for faculty and academic staff across the Corridor. The new website will offer Working Groups their own web featured web pages highlighting their goals, activities, and accomplishments. Additionally, site users will be able to search Working Groups by keyword to help new members find and join existing Working Groups. This search functionality should help mitigate the burden of trying to find potential collaborators and remove obstacles to entry for new faculty seeking to connect with colleagues in their field from across Corridor institutions. Individual Working Groups will be featured from time to time on the front page of the website, showcasing groups who are doing interesting and engaging work in different ways. (Not to say that all of our groups aren't doing interesting or engaging work!) Notably, each Working Group's activity info sheet (once/if submitted) will now feed directly into an event calendar as well as individual Working Group web pages: the calendar should become a pivotal resource for connecting with others and showcasing all that's happening across our consortium.

## Child/Dependent/Elder Care Support Needs During COVID

One of the most animated discussions from the September 2020 CAB meeting was on an issue that many Board members felt very strongly about: childcare, dependent care, and eldercare. The COVID pandemic certainly highlighted the need for adequate family care as we were all largely confined to our homes during various lockdowns and shutdowns. In the context of the pandemic, the question arose as to whether the Corridor could offer funding to supplement childcare expenses, e.g., via reimbursement, working group awards, or research funds, to help support collaborative research activities and encourage ongoing research momentum across the Corridor at this most difficult time.

As we communicated with the Board in follow-up to that meeting, we acutely recognize the challenges everyone has been facing and are sympathetic to the significant additional difficulties posed by childcare and remote schooling. We took time in Fall 2020 to explore this proposal on the various campuses, but, unfortunately, using Corridor funds to support childcare turns out to be an impossibility, as much as we wanted it to be otherwise. It comes down to restrictions on how Corridor funding can and cannot be used, different financial rules tied to our endowments, and a variety of legal and tax implications across our 11-institution consortium. We know this isn't the news or results that the CAB was hoping for, but we wanted to be clear that we did thoroughly explore this possibility.

## Student Employment Concerns

Over the last year, we have received many email inquiries and two working group annual report submissions that highlighted Working Group Organizer concerns about not being able to hire students using Corridor funds. These inquiries are not new, but they have increased over the last year due to the general uptick in people's workloads and the challenges of organizing and

hosting so much of our daily lives on Zoom screens at all hours of the day. The policies and rules governing student employment across 11 Corridor institutions are highly complicated, and this Corridor policy is not going to change--because it's just not possible for a variety of fiscal reasons, for one. However, the queries made us realize that the Corridor could (and will aim to) do a better job of communicating why this policy exists so that our Working Group Organizers and CAB members have a better understanding of the policy and financial pitfalls we aim to avoid.

As part of the new and updated "[Working Group Guidelines to Consider](#)" document on our website, we have included text as to the restriction on paying students using Corridor funds. The goal here is to explain clearly why we cannot use Corridor funds for this purpose. "Direct payments to students are not allowed using Corridor funding. That includes both undergraduate and graduate students. The reasons for this policy are complicated, but there are potential unforeseen impacts to need-based student financial aid packages (for both undergraduate and graduate students) as well as restrictions on international student compensation. The mechanisms and policies for hiring students also differ across our institutions, and a majority of our Corridor institutions do not have graduate students. We also have to think about parity and symmetrical opportunities across our campuses. (Exceptions to this rule arise if/when a student is already a formal employee of an institution serving as, say, a student IT staff member who is hired through their official existing IT employment designation, rather than being paid a stipend via a student account.)

If Corridor funds were to be used to pay students, then the Corridor would be inadvertently jeopardizing, say, an international student's visa status or an undergraduate student's need-based grant or work-study award. (Students receiving need-based financial aid who also receive some additional funding from elsewhere will often have their financial aid award adjusted, meaning if a new stipend comes in, another part of their award goes down the equivalent dollar amount.) Given the differences in financial aid processes across our 11 campuses, we cannot take that risk for the sake of our students. Corridor funding can be viewed as seed funding toward collaborative Working Group activities, but it doesn't have to be the *only* source of funding for Working Groups. Groups can, for example, seek department co-sponsorships to pay for student staff support; it's just that *Corridor* funding cannot go toward that purpose. We hope to do a better job of communicating this information to Working Groups, as we are now doing in proposal feedback for new awards and in this website update. If CAB members have any additional feedback on this matter, we hope to hear from you.

The specific feedback in question pertaining to student employment was as follows:

- *"Please allow the inclusion of funds for graduate student assistance with organization and collaboration with research goals. It is really difficult to do it all as the host university's faculty representative for the Corridor group and this limited our outreach. Grad students could benefit immensely, in terms of organizational experience, networking, and research collaboration."*
- *"One area that would be helpful is to revise some of the restrictions on expenditures. For example, for some tasks, it would help if we could pay a student for assistance. To hire*

*technical support for our online workshops would have been prohibitively expensive, but a student employee could have done the work competently and at a cost that would fit the budget. However, we were not permitted to hire a student and instead did our best managing the technology.”*

These concerns, we hope, were addressed above, but we'd also like to discuss a few significant points about student engagement. Activities involving graduate students should be designed primarily as mentoring opportunities, be supportive of their research, and ensure that the students are not being seen or treated as support staff (something to be avoided from the earliest Corridor history). Collaborating with students on research activities is possible and encouraged in our current structures, and many of our Working Groups actively seek out and engage with undergraduate and graduate students as part of their regular collaborative efforts. Certainly, it may be easier to have assistance running a meeting or large event with paid student support, but, given the limitations on the uses of our funds, Working Groups may need to think about adding in more active core organizers to help plan and run activities: several Working Groups this past year also were overt about addressing the labors of hosting/organizing each digital session, with a clear workplan and rotation of labors for every one of their online activities laid out. Logistical support does not always need to come in the form of student labor and employment: it can be successfully dispersed and shared among many working group organizers.

## Actionable Feedback and Constructive Criticism

We encourage Working Groups to give us actionable feedback and constructive criticism on our annual report forms, in surveys, and via other means throughout the year, so while we note feedback received such as the following comment, we cannot take action on a cryptic statement without knowing more detail.

- *“The Corridor project offers great opportunities. In this case, administrative burdens derailed plans to collaborate.”*

This example, through what it lacks in specificity, highlights the importance of offering actionable, specific feedback so that the Corridor can understand and seek to follow up on Working Group concerns throughout the year but also so that the Advisory Board can understand the issues and effectively offer suggestions for improvement.

## Challenges

### Navigating the Continued Uncertainties and Impacts of COVID

As mentioned earlier, the tension between remote format's potential of expanded boundaries and increased engagement may be offset by the risk of losing interpersonal interaction and casual or informal conversations. The need to continue online may remain along with the potential for burnout. In addition to challenges of digital community building and fostering in-depth interaction, as well as “zoom fatigue,” discussed above, some Working Groups felt from

the start that trying to pursue their activity online wasn't viable. Those Working Groups remained committed to only pursuing in-person activities, especially groups wanting to do focused writing retreats outside of their own spaces. For those looking for a change of scenery to jumpstart their writing projects, the pandemic proved an obstacle too challenging to overcome within the limits of Corridor campus COVID policies. The nature of how *everyone* works may continue to irrevocably shift and change, which presents a challenge for thinking about these and other humanities collaborations far into the future.

One important takeaway is that remote-format work is "greener." Given the global environmental crisis before us, evident at every turn, we have to responsibly think of sustainability as part of our core way of operating as we move into the future. As the pandemic continues to impact our lives, it's also more inclusive, in terms of health disparities in our communities, to encourage groups to find ways to offer some remote-format activities whenever suitable/viable for their work. In terms of environmental justice and an ethos of inclusivity and broad access, the remote-format approach should remain in the Corridor mix of collaborative research and engagement. Finding ways to incentivize or encourage remote-format activities is something for further consideration.

## Goals

### Building Our Community

#### Fostering Intellectual Neighborhoods

Now, more than ever due to COVID shutdowns and screen-induced isolation, people have been seeking a sense of belonging to a larger community. We've been hearing these comments from academics, researchers, graduate students, everyone across the Corridor but also in the national and international news. The Corridor was founded on the idea of liberating academic faculty and staff from the silos of their home institutions, and the COVID pandemic has turbo-boosted the need for reinforcing existing connections and forging new ones. The Corridor still promises to provide a "nest" or a structure upon which our colleagues can creatively share resources, knowledge, and know-how. And through our innovations over the past year, the Corridor's increased Director-led programming has aimed to nurture these intellectual communities beyond our typical seed funding models.

Furthering the intellectual neighborhoods theme that emerged from our 2020 Corridor-wide survey, CNY Humanities Corridor co-Directors Vivian M. May and Paul Fleming presented at the Public Humanities Network meeting of the Consortium of Humanities Centers and Institutes (CHCI) Annual Conference. This panel entitled "Building Public Humanities Networks" and now [archived online in video format](#), formed to meet the growing interest in collaborative humanities scholarship and practice. Panelists shared the challenges and successes of building networks across "The Divided City" of St. Louis, the Central New York Humanities Corridor, the "Humanities Without Walls" consortium spanning the Midwest, and an international field that

includes the University of Ghana, Washington University, Stellenbosch University, and the American University of Cairo.

The session was intended to highlight publicly engaged work and networks: however, in pre-planning and in the session itself, questions of institutional obstacles in higher education that need to be addressed, so as to better foster public engagement and to showcase or make evident all the work being done, emerged as a substantial focus. For instance, barriers to collaborative teaching assignments, within one institution's bounds and also across different universities, are a significant impediment to new knowledge creation and to bringing the humanities to bear, in meaningful ways, on a range of pressing local and global issues, including climate change, water/land advocacy and Indigenous rights, migration and displacement, and more. Relatedly, co-teaching possibilities with experts in the field (and not at a university), or with community activists and leaders, is nearly impossible and impedes the kind of public-facing, applied humanities work many see as necessary and pivotal to the future of the humanities (and to helping secure positive change on various pressing social issues and policy matters). Secondly, a community-first model of knowledge and of directing projects, in ways that disrupt town/gown disparities and treat community members as knowers, was another thread that emerged across different networks and models. Thirdly, participants differently touched on a pressing need for communications support--to better document and shine a light on what public-facing, community-engaged humanities work "does"--locally and globally, and its myriad positive impacts, on everything from youth literacy to shifting public memory/memorials, decarceration to public health, community archives to transportation history/policy.

This conversation, and other ongoing discussions like it, continue to influence and shape the Corridor's strategies and motivations. The centralized Corridor offerings for research support were an innovation due to COVID, but we certainly hope to build on those initiatives going forward. The new Corridor website will enhance our ability to connect faculty and academic staff around the region and will provide a platform for people to connect with each other.

## Improving Communications and Outreach

Collecting and dispersing timely and up-to-date information across 11 institutions from hundreds of Working Group Organizers has proven to be challenging over the years. The Corridor has been hard at work over the last year with [CodeRed](#) redeveloping a new website from scratch. The new Corridor website will launch in early Fall 2021 and offer additional functionality allowing Corridor participants to easily find and connect with each other and to see what events are happening around the region.

The Corridor has also been continuing and growing its relationship with the Syracuse University Office of Research. With the Corridor administration being based at Syracuse University, it only makes sense to share resources in planning and hosting regional writing and publishing workshops. We plan to continue this partnership well into the future.

Director-led initiatives such as the upcoming Writing Retreat at the Minnowbrook Conference Center (originally scheduled for July 2020 and now scheduled for October 2021) have proven to

be highly popular and well-received. These centrally organized activities could include smaller-format and lower-cost offerings such as occasional online workshops and mini writing retreats to jumpstart summer break, find strategies to sustain work during the semester, and forge connections/pathways to entry into the corridor across institutions.

Finding ways to support Working Groups' innovative efforts to work collaboratively across the region and around the world remains the Corridor's core mission. Our global engagement and expansion are exciting developments from a time of struggle and is a positive outcome to think about how best to build from or maintain.

## Evaluations

The Corridor-wide survey from Summer 2020 continues to influence the Corridor's work and priorities. We did not run another stakeholder survey this year, but we plan to run surveys on a regular basis, perhaps on a 3-year cycle which would be in spring/summer 2023. In lieu of having any formal evaluations to share this year, we are instead providing a snapshot of the various news stories and event coverage from around the Corridor.

### **News stories featuring the CNY Humanities Corridor and/or Corridor Working Group Activities:**

- [A Vital Space: CNY Humanities Corridor Offers Unique Resource to Writers](#)
- ['Di Linke' webinar series explores history of Jewish Left](#)
- In honor of May Day, ['Di Linke' conference videos available online](#)
- [Parham to deliver lecture on African American Digital Humanities](#)
- [Artist Soni Kum to share stories of North Korean defectors](#)
- [ONEcomposer partners with Philadelphia Orchestra for Florence Price premiere](#)

### **Other Working Group Activities and Corridor-Related Resources Online:**

- [Center for Humanities Centers and Institutes \(CHCI\) panel on Public Humanities Collaborations](#) with Vivian M. May and Paul Fleming
- Corridor mentioned in Syracuse's [College of Arts and Sciences 150th birthday history](#)
- Vivian M. May featured the Corridor in a [new faculty orientation workshop](#)
- HNY fellow, [Curating the Bigger Picture: Evan Starling-Davis Approaches Literacy from Multiple Entry Points](#)
- One of a few grad student workshops, [Workshop on Multilingual Writers, Support, and Labor – Practice and Vision](#)
- [Dining with the Hermaphrodites: Courtly Excess and Dietary Manuals in Early Modern France](#)
- [Why Didn't We Know?! Seven Decades of 19th-Century Black Political Organizing](#)
- Syracuse University Gradcast with HF7 Working Group, [Humanities Views - Katina Rogers, Ph.D., Scholarship for the Public Good](#)
- [UNLEARNING: A workshop](#) organized by Urban Humanities Working Group
- [Digital Activism in and Outside the Classroom](#)
- [Moral Psychology Workshops](#)

- [Piano Masterclass](#) with Michelle Cann
- [Genealogy in the Humanities: Curiosity and Power](#)
- Hobart and William Smith Colleges Announce [Critical Sexuality and Queer Studies Program](#)
- [Hagia Sophia: Perspectives from Cultural Heritage](#)
- From the AI and Human Values (DH11) working group, [recorded workshops available online](#)

Acknowledgements in publications:

- [‘You have to feel to sing!’: Popular Music Classes and the Transmission of ‘Feel’ in Contemporary India](#), Anaar Desai-Stephens
- [Romantic Capabilities: Blake, Scott, Austen, and the New Messages of Old Media](#), Mike Goode
- [Music, Dance, and Drama in Early Modern English Schools](#), Amanda Eubanks Winkler

## Summary

After a challenging and exhausting year filled with uncertainties and wild oscillations, we have paused to take a breath and reflect on a year of positives, a few negatives, and a whole lot of new modes of doing business. The Corridor administration has done what it can (and what it can continue to try to do) to best support our faculty, academic staff, and students across the Corridor. Working Group Organizers have done their best to adjust to new, ever-changing circumstances and adapt their activities wherever possible. Not everything was possible this past year, but we learned a lot about what we can and can’t do and what people hope we can provide. The past year’s trials and tribulations have been both a learning experience and a lesson in patience for everyone involved. We look forward to resuming in-person activities--as public health guidelines allow--while also continuing to support our Working Groups and larger community via remote format activities. We are eager to see what comes next and to learn what innovative new approaches our Working Group Organizers dream up!

We thank you for your support of and engagement with the Central New York Humanities Corridor and look forward to the year ahead.

Sincerely,



Vivian M. May  
Principal Investigator, CNY Humanities Corridor  
Director, Humanities Center and Professor, Women’s & Gender Studies, Syracuse University

This report was prepared by Aimee Germain, the Central New York Humanities Corridor Program Manager, and Vivian May in July/August 2021.