



The Futures Initiative

THE GRADUATE CENTER, CITY UNIVERSITY OF NEW YORK

2017-2018 ANNUAL REPORT

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FROM THE FOUNDING DIRECTOR

Dear Colleagues,

Thank you for your support and contribution to yet another great year at the Futures Initiative. In my entire career, I've never seen a more persistent, egregious assault on higher education or on equity, more generally, than what we have seen unfold in the current national administration. Especially in such a political climate, it is deeply satisfying and inspiring to work daily with so many committed, dedicated colleagues.

This extensive Annual Report speaks for itself so please allow me simply to acknowledge those who have contributed to this remarkable year.

Our leader in compiling this report (and in all) is Dr. Katina Rogers, Director of Administration and Programs. She had input from Lauren Melendez, Director of Peer Mentoring and Administrative Specialist for FI, and the 2016 recipient of a Graduate Center Employee Recognition Award for her exemplary contributions. We also had input from the FI graduate fellows. The beautiful design is the work of Jessica Murray, Futures Initiative Fellow and doctoral candidate in the GC's Developmental Psychology Program.

As the year comes to a close, we offer our deep gratitude and best wishes to Dr. Kitana Ananda, Mellon Postdoctoral Fellow for the Futures Initiative and the Humanities Alliance who has completed her term. We also offer our thanks and appreciation to our graduate fellows whose terms have concluded: Allison Guess, doctoral candidate in Earth and Environmental Sciences (Geography) ; Michelle Morales, PhD, Computational Linguistics; Mike Rifino, doctoral candidate in Developmental Psychology; and Kalle Westerling, doctoral candidate in Theatre and Performance. Morales and former Futures Initiative Fellow Danica Savonick both earned their doctorates this year and have moved on to wonderful new positions. Congratulations to them and to their new colleagues who will benefit from their intelligence and commitment.

We owe a special note of thanks to Dr. Frances Tran, Postdoctoral Fellow and Interim Executive Director for 2017-2018, for her extraordinary insight and leadership this year. Florida State University is very lucky to have such a talented new faculty member.

We also thank the faculty, graduate students, and FI Faculty Fellows in FI's team-taught courses for all of their hard work this year, including the contribution they and their students made to our Spring Forum, "Publics, Politics, and Pedagogy: Remaking Higher Education for Turbulent Times." We also thank the undergraduate CUNY Peer Leaders and the LaGuardia Commu-



nity College Humanities Scholars for their participation in that event.

Part of the international outreach of the Futures Initiative is co-leading and administering the HASTAC network. This year we successfully transitioned from our partnership with Duke University to a new partnership with Arizona State University. We thank Mandy Dailey, Demos Orphanides, and Sheryl Grant of Duke for their hard work in ensuring a seamless transition. We also thank our new partners at ASU, HASTAC Co-Director Jacqueline Wernimont, and Elizabeth Grumbach, as well as numerous superb interns and fellows, for their expertise, vision, and leadership in a challenging time.

Finally, we would like to thank the administrators who have supported our work throughout CUNY and the Graduate Center and the Andrew W. Mellon Foundation and the Teagle Foundation for their generosity. And we thank the citizens of New York for their support of public higher education and CUNY, one of the most important engines for social mobility in the nation and the single greatest economic engine in our city.

This Annual Report summarizes our year. It is also a call to all of us, together, to strive higher and with renewed purpose and commitment to the goals of equity and innovation in these turbulent times.

With appreciation and admiration,

Cathy N. Davidson
Founding Director, The Futures Initiative
Distinguished Professor of English, The Graduate Center, CUNY

EXECUTIVE SUMMARY

The Futures Initiative is a unique program at the Graduate Center (GC) that supports the relationship of equity and innovation in research, teaching, and public service in higher education. The program makes overt the profound connections between the Graduate Center and the CUNY campuses—and beyond. In its fourth year, the Futures Initiative sponsored an array of programs, beginning with several team-taught, interdisciplinary courses. Taught by Graduate Center faculty in partnership with CUNY faculty, these courses were designed to foster goals of diversity, active pedagogy, and public engagement. A series of public programs, “The University Worth Fighting For,” addressed urgent issues in higher education—both the need for public support of higher education and, within higher education, the need to redesign a more relevant, engaged form of higher education. Futures Initiative graduate fellows designed and implemented the events and used a variety of open-source and low-cost tools to extend their reach beyond those able to participate in person. Fellows, for example, webcast and live-tweeted most of our events and also provided recaps of each event that others can continue

to learn from. A peer mentoring program, supported by the Teagle Foundation, trained advanced undergraduates to serve as mentors guiding others through the challenges of life and work.

The CUNY Humanities Alliance, a partnership between Graduate Center programs—including the Futures Initiative—and LaGuardia Community College, focused on training graduate students who are interested in community college teaching careers, thanks to support from the Andrew W. Mellon Foundation. Finally, the Futures Initiative continues to co-direct the Humanities, Arts, Science, and Technology Alliance and Collaboratory HASTAC, the world’s first and oldest academic social network. This year, we helped to identify a new national collaborative partner, moving part of HASTAC from Duke University to our new partnering institution, Arizona State University. Together, all of these Futures Initiative programs, course offerings, projects, technologies, and networks advance the twin goals of “equity and innovation” in higher education.

**Read recaps of events:
futuresinitiative.org/event-recaps**

GOAL 1

Support Diversity, Equity, Innovation, and Interdisciplinarity in Teaching and Research for GC and CUNY Faculty

Team-Taught Courses

Following a competitive, CUNY-wide application process, five to seven courses are selected annually for support from the Futures Initiative, with faculty teaching these courses designated as Faculty Fellows. These courses are designed to exemplify equity and innovation. They promote the Futures Initiative goals of increasing faculty diversity. They emphasize innovative, student-centered pedagogy in their methods and interdisciplinarity as a form of knowledge. They create collaborations across the CUNY campuses and work towards a larger goal of public engagement. Futures Initiative courses are structured to support the connections between the three pillars of higher education: research, teaching, and service to society.



The 2017-2018 faculty and graduate students came together in spring 2018 for a participatory conference: “Publics, Politics, and Pedagogy: Remaking Higher Education for Turbulent Times.”

Read the event recap by Frances Tran to see each course’s contribution bit.ly/PPPF12018

FALL 2017

Public School: Art in the City

Claire Bishop (The Graduate Center, Art History)
Paul Ramírez Jonas (Hunter College, Art)

Public School is a course designed to encourage the making of, and reflection upon, art outside the gallery. Unlike a conventional CUNY seminar, we will never meet in the classroom, but instead use the five boroughs of New York City as our campus—visiting sites, buildings, organizations, individuals, and situations that catalyze critical thinking about the public sphere.

The faculty and students created a public Instagram account to document their gatherings and share what they saw as well as the public art they created; visit [@TheRealPublicSchool](https://www.instagram.com/TheRealPublicSchool) on Instagram.





Rethinking Higher Education for the Knowledge Economy

Ann Kirschner (University Professor, CUNY; Dean Emeritus, Macaulay Honors College)

Gilda Barabino (City College of New York, Dean, Grove School of Engineering)

This graduate seminar explored innovations in higher-education, with a special focus on technology and new pathways that lead to lifelong learning. The course is interdisciplinary in its approach, and looked at the web of assumptions about democracy and social mobility that underlie the American system of higher education.

futuresinitiative.org/rethinkhighered

Undocumented, Illegal, Citizen: The Politics and Psychology of Belonging in the United States

Colette Daiute (The Graduate Center, Psychology)

David Caicedo (Borough of Manhattan Community College Psychology, Social Sciences, Human Services, and Criminal Justice)

This course focused on recent citizenship challenges, as related to contemporary migration and higher education. Current movements of people fleeing violence and injustice worldwide have been met with some innovative policies, and with fences, detentions, and travel bans.. We focused on the politics and psychology of what it means to belong in the U.S. today, officially and unofficially. Faculty and students worked on developing concrete resources to support students who are immigrants; those materials will be shared on the Futures Initiative website once publicly released.

Participatory Action Research in the Borderlands: Research and Pedagogy for the Americas

Ofelia García (The Graduate Center, Urban Education, Hispanic and Luso-Brazilian Literatures and Languages)

Rosario Torres-Guevara (Borough of Manhattan Community College Academic Literacy and Linguistics)

This seminar explored how to extend understandings about the US Latino community and their experiences in two ways: First by reading and discussing work that is grounded in Latin American/Latin@ cosmologies, philosophies and worldviews; second by conducting Participatory Action Research with the Latino community. The class was a virtual collaboration with Members of NLERAP (National Latino Education Research and Policy Project). To learn more, visit the course's public website:

futuresinitiative.org/para



SPRING 2018

Black Listed: African American Writers and the Cold War Politics of Integration, Surveillance, Censorship, and Publication

Cathy N. Davidson (The Graduate Center, English and The Futures Initiative)

Shelly Eversley (Baruch College, English)

Allison Guess (Assistant Instructor, The Graduate Center, Geography, Futures Initiative Fellow)

This course examined the inter-relationship between the Cold War, the early Civil Rights movement, and the writing and censorship of African American writers. By looking at a range of literary and theoretical texts, we worked to understand the relationship between a range of legal and social conditions and the forms of Black expression at that time. Collaborative projects for the course included working on an annotated edition of a “forgotten” novel published by one of the little-known Black women writers of the 1950s and contributing new or augmenting impartial entries to Wikipedia for African American writers of the Cold War period. In addition to a course website on futuresinitiative.org, students and faculty posted reflections to a public group on HASTAC that was visited by over 1,500 readers: bit.ly/BLFI2018
futuresinitiative.org/blacklisted

Change and Crisis in Universities: Research, Education, and Equity in Uncertain Times

Ruth Milkman (The Graduate Center, Sociology)

Katherine Chen (City College of New York and The Graduate Center, Sociology)

This course examined conditions that foster and hinder diversity at an institution where our faculty and students learn and work: the university. While teaching substantive content, we also modeled various teaching methods, including how to handle “hot” issues in the classroom and how to experiment with pedagogical techniques designed to maximize the potential of all students, especially those from disadvantaged backgrounds. This course explored the transformation of people’s everyday experiences at universities, as well as within society. We discussed the burgeoning literature on recent trends affecting universities, with special attention to how those trends exacerbate inequality along class, race/ethnicity and gender lines. Read about the course in this blog post by embedded fellow Christina Katopodis: bit.ly/CCFI2018

Critical Perspectives on Childhood & Pedagogy

Wendy Luttrell (The Graduate Center, Urban Education, Critical Psychology, and Sociology)

Amita Gupta (City College of New York, Teaching, Learning and Culture and Early Childhood Education)

The definition of “childhood” has spurred political and policy debate, new inquiry across the disciplines, and re-considerations of pedagogical strategies within childhood education. The new inquiry, often called “critical” childhood study, distances itself from the taken-for-granted, universalizing view of childhood that has been dominated by Western psychological and developmental perspectives. Students in this course plan to create a website/blog/online forum as a shared space for themselves as well as Pre-K teachers to showcase and discuss instances of child-centered pedagogy.
futuresinitiative.org/childhoodandhumanrights





FALL 2018

The Environmental Psychology of Care

David Chapin (The Graduate Center, Environmental Psychology)

Tomoaki Imamichi (LaGuardia Community College Social Sciences)

This course takes an interdisciplinary approach in exploring the relationship between care and the physical environment—how care (and the absence of it) is reflected in the physical environment and the physical environment can support care. Topics include: Exploring Places of Care (and Anti-Care); The Architecture of Care: Caring for the Community; Sustainability by Design: Caring for Our Future; Environmental Attitudes of Care; and Contemporary Issues of Care.

Disability, Culture, and Society

Joseph Straus (The Graduate Center, Music)

Julia Miele Rodas (Bronx Community College, English and Disability Studies)

Like the fictions of gender and race, disability is a cultural and social formation that sorts bodies and minds into desirable (normal) and undesirable (abnormal, sick) categories. Drawing on examples from the arts and popular culture, this course will interrogate the ways disability identity has been confined to rigid and unproductive social, political, and aesthetic categories. It will also explore a significant counter-tradition in which disability is seen as an artistic resource and a desirable way of being in the world. Topics will include: the medical and social models of disability; narratives of disability; disability and performance; disability writing (memoir and fiction); narratives of overcoming; the histories and cultures of autism, deafness, blindness, intellectual dis-

ability, and madness. The course will pay particular attention to the intersection of disability with other more familiar tropes of human disqualification, including race, gender, and sexuality. The course will be complemented by a public lecture series.

Mind the Gap: Technologies, Trends, Policies, and the Future of Work

Ann Kirschner (The Graduate Center)

-with multiple guest lecturers, TBA

As we think about the range of possibilities surrounding new technologies—from the utopian to the dystopian—what are the policies, technologies, and social systems that should be anticipated today to ensure positive outcomes for the future? The course will examine the historical role of work, the outcomes of previous technological shifts, and the ethical dimensions that should inform our planning for the future. The focus will not only be on technology but on drivers for change, the context in which they are taking place, from changing demographics to globalization to climate change. The course assumes that technology is not created in a vacuum, that the future is a page not yet written, and that we have a window of time in which business, government, and the individual can proactively adapt and shape a better future.

SPRING 2019

Mediating Race: Technology, Performance, Politics, and Aesthetics in Popular Culture

Cathy N. Davidson (The Graduate Center, English and The Futures Initiative)

Racquel Gates (College of Staten Island, Media Culture)

What does it mean to be “cool,” to be “fierce,” or to “slay?” This course focuses on technologies, techniques,



performance, and style (including fashion) as components contributing to our ideas, representations, conventions, and stereotypes of race. More specifically, this course asks how cinematic and media aesthetics have contributed to how we identify and “read” blackness in popular media. Rather than treat film, television, and new media as straightforward reflections of social realities, this course will analyze how the media established, and continues to shape, our understandings of what blackness “looks” like. It will ask how popular culture has created the aesthetic vocabulary for how media consumers “read” blackness in all of its various incarnations.

Afrofuturism—Race and Science Fiction

Jonathan Gray (The Graduate Center and John Jay College, English)

Joy Sanchez-Taylor (LaGuardia Community College, English)

In 1994 Mark Dery defined Afrofuturism as “speculative fiction that treats African-American themes and addresses African-American concerns in the contexts of twentieth-century technoculture,” locating its origins in the early work of Samuel Delany (and O. Butler? and Sun Ra?). This seminar takes Dery’s definition as a point of departure to examine the fiction, films, graphic narratives and music videos produced in the sub-genre of Afrofuturism. The course will problematize our understandings of speculative fiction, question how the imbrication of technology into our lives transforms human subjectivity, and survey literary theory to arrive at an understanding of how Afrofuturism has developed since the mid-20th century and how it promises to propagate itself into the future.

Critical Race Scholarship: Theories & Pedagogies

Michelle Billies (The Graduate Center and Kingsborough Community College, Psychology)

Soniya Munshi (Borough of Manhattan Community College, Social Sciences, Human Services, Criminal Justice)

The course addresses an ongoing need among students at the GC for a comprehensive, interdisciplinary approach to critical race theory. GC students seeking such analyses are often students of color coming from, and teaching in, communities deeply and historically impacted by systemic racism. In this interdisciplinary course, graduate students will engage with critical race scholarship to build from and integrate this scholarship into their own research and pedagogy. This graduate course is a means of proliferating knowledge and critiques of race in and out of the academy while developing strategies for furthering this work in the undergraduate classroom.

Reading and Speaking Race

Juan Battle (The Graduate Center, Sociology, Urban Education, and Public Health)

This course will provide students with a deeper understanding of contemporary discourses surrounding race and ethnicity. Students will read key social scientific texts on the meaning of race from historical and contemporary perspectives. This class is different than a traditional race and ethnicity graduate course because it asks students to not only understand academic discussions of race and ethnicity but also work to make these complex arguments accessible to wider audiences. With journalists and publics becoming interested in nuanced discourse about the influence of race in the Post-Obama era, the class presents a unique opportunity to help emergent scholars hone their voices and analysis.



GOAL 2

Support and Train the New Majority of Students, From Community College to Graduate School and Beyond

The Futures Initiative strives to make greater connection between the Graduate Center and the other CUNY campuses and to recognize the distinctive character of CUNY's undergraduate students. Most graduate students at the Graduate Center teach courses at one of the CUNY campuses. The Futures Initiative strives to translate the specialized research of our graduate faculty and graduate students into CUNY's the best teaching in undergraduate classrooms.

CUNY Humanities Alliance: Humanities Teaching and Learning (Supported by the Andrew W. Mellon Foundation)

Co-Directors: **Cathy N. Davidson** (The Graduate Center)
Bret Eynon (LaGuardia Community College)
David Olan (The Graduate Center)

The Futures Initiative serves as a partner in the CUNY Humanities Alliance, a program supported by a \$3.1 million grant from the Andrew W. Mellon Foundation designed to train graduate students to teach in community colleges. The Humanities Alliance spans administrators, faculty, graduate students, and undergraduates at both the Graduate Center and at LaGuardia Community College. Over 100 languages are spoken at LaGuardia Community College and some seventy percent of the students, a majority of whom are first-generation college students, have family incomes below \$25,000 a year.

Learning how to teach community college students who are fighting for their education against enormous challenges and obstacles is the purpose of this program. The Futures Initiative works with the Teaching and Learning

Centers at the Graduate Center and LaGuardia Community College to support program development, research and evaluation, digital scholarly communication, and public engagement.

The 2017-2018 academic year was the second of this four-year program, bringing us to the midway point. In Fall 2017, the second cohort Humanities Alliance graduate teaching fellows shadowed faculty mentors teaching a twelve-week quarter at LaGuardia and participated in professional development seminars and fellows' meetings. In Spring 2018, the graduate fellows taught their own courses and launched their course subsites hosted on the online community platform, cunyhumanitiesalliance.org. Meanwhile, the first cohort of teaching fellows completed their second year in the program, teaching independently at LaGuardia Community College in both semesters while continuing to work with faculty mentors as well as serving as peer mentors for the second cohort of fellows.

The program also works to increase access to and opportunities in the humanities for diverse undergraduate students through the LaGuardia Mellon Humanities Scholars. This year's Scholars participated in biweekly meetings and humanities enrichment activities, sparking a deeper appreciation for the humanities in their studies and in their lives. They also worked with faculty mentors to design and create independent projects on this year's program theme of "Hope" for a year-end showcase

Launched in Fall 2016, the program's online community, cunyhumanitiesalliance.org, is powered by a Commons in a Box installation of WordPress and is co-managed by postdoctoral fellow for digital scholarly communications and public engagement, Dr. Kitana Ananda.

Visit the online community:
cunyhumanitiesalliance.org

Director of programs and administration, Kaysi Holman, co-manages the program's online community platform and former Futures Initiative Fellow, Dr. Lisa Tagliaferri, contributes as a web developer. This dynamic space currently hosts eight graduate fellows' course websites and a program blog, and offers support, connection, and opportunities for training in digital literacy to students at this commuter campus.

On October 18-19, 2018, the Humanities Alliance will host a two-day conference: **"Community College and the Futures of the Humanities."** Taking place at both the Graduate Center and LaGuardia Community College, the conference will be deeply collaborative and participatory, with small working sessions designed to help participants develop concrete takeaways that are useful in their home institutions—whether at CUNY or at other colleges around the country, in urban or rural settings. With a deep focus on equity and diversity, the conference will provide an opportunity to explore how the humanities are taught in community colleges and how the humanities affects the daily lives and career choices of the "new majority" students enrolled in community colleges.
cunyhumanitiesalliance.org/conference/

CUNY Humanities Alliance Program Staff

Kaysi L. Holman, J.D., is the Director of Programs and Administration of the CUNY Humanities Alliance. In the two years with the CUNY Humanities Alliance, Holman developed and launched an online communications and publication platform, supervised two cohorts of graduate teaching fellows, and co-facilitated the LaGuardia Mellon Humanities Scholars program for LaGuardia students interested in pursuing Humanities scholarship and careers (culminating in year-end undergraduate Showcases on the themes of "Risk" and "Hope"). Holman organized panels about the CUNY Humanities Alliance work at the

Futures Initiative Spring Symposium and the North Eastern Public Humanities Conference, and participated in the Graduate Career Counseling Conference in Houston. Before coming to the CUNY Humanities Alliance, Holman directed programming and administration for HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) and the Ph.D. Lab in Digital Knowledge in the John Hope Franklin Humanities Institute at Duke University. She also previously worked with nonprofits and educational organizations dedicated to equity and social justice, both within higher education and achieved through access to higher education.

Elizabeth Alsop, Ph.D., is the Mellon Humanities Scholar for the CUNY Humanities Alliance and the Assistant Director of the Teaching and Learning Center (TLC) at the Graduate Center. In this role, she provides support for the teaching fellows and helps pivot the lessons of the Humanities Alliance to broader audiences through a variety of programs and projects at the TLC. During the 2017-2018 year, Alsop presented her research at meetings of the Society for Cinema and Media Studies and the Modern Language Association, where she co-chaired a panel on "Connecting Doctoral Education and Community College Teaching." Her work on the Humanities Alliance also led to the publication of an essay in the Chronicle of Higher Education. Most recently, she completed work on her manuscript, *Making Conversation: The Poetics of Talk in Modernist Fiction*, forthcoming from Ohio State University Press in Fall 2019. In Fall 2018, Alsop will join the faculty of CUNY's School of Professional Studies as Assistant Professor and Academic Director of programs in Communication and Media and Liberal Studies.

Kitana Ananda, Ph.D., is the Mellon Postdoctoral Fellow for the CUNY Humanities Alliance in 2016-2018, and is based in the Futures Initiative at the Graduate Center. In this role, she designs and conducts qualitative research to understand the communities served by the Humanities Alliance and contributes these insights and strategic thinking to program development. She also co-manages the development of the program's digital platform, and collaborates with program staff to develop tools and strategies for communications and public engagement.



Research by Postdoctoral Fellow Kitana Ananda

Dr. Ananda has continued to manage and design the program’s research and evaluation work as lead researcher. She designed and implemented surveys

and focus groups for the program’s Graduate Teaching Fellows, as well as surveys for the undergraduate participants in the LaGuardia Mellon Humanities Scholars program. Working at the intersection of program research and communications led her to design and implement a website user survey, and analyze the results to provide recommendations for a redesign of the CUNY Humanities Alliance digital platform.

In Fall 2017, Ananda designed and taught a “Writing the Research Paper” course in the English department at LaGuardia Community College to get firsthand experience of community college teaching at CUNY, and to better understand the possibilities and challenges this entails for the Alliance’s Graduate Teaching Fellows, as many were also new to teaching at a community college.

While participating in the Alliance’s professional development workshops, Ananda worked with graduate students one-on-one and in small groups to facilitate course planning and development, and served as a sounding board for the fellows’ participation in and leadership of various events. She led workshops on topics such as collaborative and participatory research for program development, blogging, and preparing graduate fellows to interview their faculty mentors.

Dr. Ananda’s fellowship term concluded in summer 2018. As the culmination of her work with the program, she created an internal report based on her research findings, along with an executive summary for broader dissemination. The Humanities Alliance and Futures Initiative extend their deepest thanks for Ananda’s exceptional work and insight. She has worked across both programs with ease and will be missed by her colleagues across the Graduate Center and LaGuardia Community College.



Welcoming Dr. Sujung Kim, Incoming Post- doctoral Fellow

Dr. Sujung Kim will serve as post-doctoral fellow for the second half of the four-year Humanities Alliance program, beginning in Fall 2018. Dr. Kim is an interdis-

disciplinary scholar whose research addresses the critical pedagogy of higher education and community colleges for the public good and educating students as critical public intellectuals. Her research and teaching interests are located at the intersection of class, race, citizenship, power, and subjectivity, and how these intersecting conditions affect vulnerable college students’ sense of institutional and social belonging. Dr. Kim earned her Ph.D. from the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign. The Futures Initiative and Humanities Alliance teams are delighted to welcome Dr. Kim!



Welcoming Dr. Luis Henao Uribe, Incoming Mellon Humanities Scholar (GC Teaching and Learning Center)

Dr. Uribe is a graduate of the PhD program in Latin American, Iberian, and Latino Cultures at The Graduate Center, CUNY. His recent research explores the role of novels in the establishment of national imaginaries and the legitimization of the State in Mexico and Colombia. He also writes about how Latin American cultural objects circulate in the United States. He has been teaching both language and literature courses at CUNY since 2009, most recently at LaGuardia Community College as a Humanities Alliance Fellow. Welcome, Dr. Uribe!

Graduate Teaching Fellows, Inaugural Cohort, 2016-2018

Emily Brooks, History

Deshonay Dozier, Environmental Psychology

Cory Greene, Critical Psychology (Fall 2016)

Luis Henao Uribe, Hispanic and Luso-Brazilian Literatures and Languages

Anton Kociolek, Cultural Anthropology (2016-2017)

Makeba Lavan, English (2016-2017)

José Alfredo Menjivar, Urban Education (2016-2017)

Jennifer Polish, English

Rojo Robles Mejías, Hispanic and Luso-Brazilian Literatures and Languages

Graduate Teaching Fellows, Second Cohort, 2017-2019

Jonathan Kwan, Philosophy

Kahdeidra Monét Martin, Urban Education

Chaya R. Nove, Linguistics

Hansol Oh, Theatre

Micheal Angelo Rumore, English

Jacob Sachs-Mishalanie, Music

Patryk Tomaszewski, Art History

Inés Vañó García, Hispanic and Luso-Brazilian Literatures and Languages

Alison Walls, Theatre

Graduate Teaching Fellows, Third Cohort, 2018-2020

Tanzeem Ajmiri, Critical Social/Personality Psychology

Francine Almash, Urban Education

Arita Balaram, Critical Social Psychology

Davide Giuseppe Colasanto, Modern European History

Jadele McPherson, Anthropology

Mike Rifino, Developmental Psychology

Oliver Sage, French

Lynne Turner, Sociology

Mara Valderrama, Theatre and Performance

Undergraduate Leadership, Peer Mentoring, and Student Success: Liberal Arts for the New Majority

(Supported by the Teagle Foundation)

The Futures Initiative directs the Undergraduate Leadership Program, funded by a grant from the Teagle Foundation, in which exemplary undergraduates—nominated by graduate students and faculty in Futures Initiative courses—learn mentoring, leadership, and other professional skills and then pass those on to other students at their campuses.

Following an intensive workshop in August 2017, 25 undergraduate leadership fellows located at twelve CUNY campuses worked with one another as well as other CUNY students on matters of student success throughout the academic year. Leadership fellows also maintain a blog to share advice, resources, and reflections. A small sub-team directed this endeavor: Lauren Melendez, Director of Undergraduate Leadership Program and Administrative Specialist; Mike Rifino, Ph.D. Candidate in Human Development, Co-Director of Undergraduate Leadership Program, and Futures Initiative Graduate Fellow; and Kashema Hutchinson, Ph.D. Candidate in Urban Education and Futures Initiative Peer Mentoring Specialist.

The goal of the Summer Institute, a day-long intensive leadership workshop, was for the Fellows to discover and develop leadership skills for their personal and professional lives. Activities focused on getting to know one another, reflecting on challenges and successes fellows had experienced as students, learning about writing for different audiences and in digital spaces, and working together to locate and share campus-based resources that could help others find their footing. Kashema Hutchinson selected a powerful quote from writer and activist Audre Lorde as part of her reflection on leadership: “When we speak we are afraid our words will not be heard or welcomed. But when we are silent, we are still afraid. So it is better to speak.”

“I learned a lot more than I can list, but most importantly I learned about other CUNY campuses and about the different and diverse student body CUNY serves. I am so happy that I was a part of this program because it has introduced me to inspiring people and has opened up many opportunities for me, but I wish I had more time to contribute to it and really be a productive part of it.”

—Tuka Al-Sahlani

“I really liked the advice we received not only from the faculty but from our peers as well and having the opportunity to discuss our struggles and worries as students with each other. I also liked the museum visits and the sense of community we developed throughout the program even though we were all from different campuses.”

—Raquel Calero

Throughout the course of the year, program leaders facilitated four meet-ups at the Graduate Center where leadership fellows collaboratively reflected on their semester and discussion ways in which they could strengthen their leadership role in their respective colleges. In addition, the leadership fellows published monthly blog posts—over 120 posts in all—on topics including from race and racism, pop culture, social and political issues, education, and the struggles of being a college student.

They also had opportunities to participate in enrichment activities, including a visit to MoMA to explore exhibits showcasing works by Adrian Piper, Tarsila do Amaral, and many others, and a visit to the Museum of the City of New York for an exhibition and lecture to commemorate the 50th anniversary of the death of Martin Luther King Jr. The exhibit traced the civil rights leader’s encounters with New York from the 1950’s until his assassination in 1968. The exhibition’s historic images chronicle King’s sermons in churches and speeches to the United Nations, his discussions about race relations with New York City’s mayor, and his relationships with New York’s own networks of activists. Curator Dr. Sarah Seidman and speaker Chris Harris made an impact not only through their discussion of Dr. King’s legacy, but also by calling attention to often-overlooked civil rights leaders such as Ella Josephine Baker, Recy Taylor, and many more. The outing helped students to ground and contextualize their own social justice-oriented work and goals.

Leadership fellows also had an opportunity to participate in “Mentors to Leaders,” part of the Futures Initiative’s Thursday Dialogue event series. The purpose of this discussion was to reflectively explore the program’s evolution, from its first implementation to the present. This panel brought together the directors, current Leadership fellows, and Futures Initiative Graduate Fellows and faculty in a discussion on experiences gained from taking part in this program, including lessons learned and challenges. Cherishe Cumma, one of the program’s senior fellows, said, being part of this program has significantly impacted her journey as a CUNY student. She described the Leadership Fellows program as one of CUNY’s many “hidden treasures,” along with the CUNY Pipeline Program and the chance to be an editor for the Structuring Equality handbook.

“Before coming to the program, I knew that listening is one characteristic that a leader should possess. However, I didn’t know the importance of this skill. Throughout the year, by virtually ‘listening’ to my peers’ voices from their blog posts and directly listening to their voices in meet-ups, I have understood their circumstances, thought about their solutions, and applied them to my own circumstances. I learned the immense power of listening!”

—Calvin Herman

“This program was like my diary. It allowed me or gave me a chance to express my pain and discomfort. I was able to get advice about my life , my heartache when I lost my grandmother. All of the feelings I felt inside were released in meetings and private conversations that I had during the duration of this program.”

—Cherishe Cumma

The Leadership Fellows program will continue in 2018-2019, thanks to support from CUNY and The Graduate Center.

2017-2018 Leadership Fellows

Tuka Al-Sahlani, York College

Khadiza Begum, Baruch College

Sujoy Bhowmik, The City College of New York

Raquel Calero, Lehman College

T’yana Coutrier, Queens College

Cherishe Cumma, New York City College of Technology

Yelena Dzhanova, Baruch College

Claudia Etienne, York College

Annmarie Gajdos, Macaulay Honors College at Baruch

Karen Gonzalez, LaGuardia Community College

Calvin Herman, Hunter College

Tahamina Hossain, The City College New York

Megan Jean Louis, Brooklyn College

Duane Lawrence, New York City College of Technology

Elaine Lendebol, Hunter College

Thiago Lucena, LaGuardia Community College

Siera Martinez, LaGuardia Community College

Michelle Mejia, Queens College

Yubelka Nunez, Bronx Community College

Fernanda Parrado, The City College New York

Jenny Perez Bruno, The City College of New York

Maritza Rodriguez Bonola, John Jay College

Hafsa Tahir, Baruch College

Janessa Waiters, The City College New York

Alexis Paulin-Edwards, Hunter College



GOAL 3

Develop the Next Generation of College Professors and Intellectual Leaders

Professional Development of Futures Initiative Graduate Fellows and Beyond

The Futures Initiative considers doctoral education to be the hub of our work from which many spokes radiate and believes that understanding how institutions work helps graduate students succeed in academe and beyond. We empower Futures Initiative Fellows as the program's leaders, inviting their contributions as we determine each year's programmatic plans and encouraging them to connect their work with the program with the research and training that are core to their doctoral programs. Graduate Fellows lead the Futures Initiative's weekly meetings, literally setting the agenda for our program. They "embed" in the team-taught courses, forging connections among faculty members and other graduate students. With scaffolding from the leadership team, the graduate fellows plan and execute our public events, such as the University Worth Fighting For series, and develop online records of these events (video, webcasts, social media, photographs, and blogs) for the larger public.

Louise Lennihan Arts & Science Grants

In 2016 the Futures Initiative established the Louise Lennihan Arts and Sciences Grants, thanks to the generosity of Curtis Wong, a recent recipient of an honorary doctoral degree from the Graduate Center, and a match-

ing grant from Microsoft as well as contributions from anonymous members of the Graduate Center faculty and staff. The competition honors Dr. Lennihan for her extraordinary service on behalf of students and faculty at the Graduate Center. Six micro-grants in the amount of \$500 for research or travel were awarded to doctoral students working on the intersections of humanities, arts, science, and technology. This year's seven grant recipients were chosen by a selection committee of graduate students, staff, and faculty, from a pool of 30 highly competitive applications across many fields. 2017-2018 recipients of Lennihan Grants are:

Param Ajmera, English

Param is researching the seventeenth and eighteenth-century global corporation, colonialism, racial capitalism, and digital humanities. The grant will allow him to attend the Digital Humanities Summer Institute in Victoria, Canada, where he will participate in the "Introduction to IIF: Sharing, Consuming, and Annotating the World's Images" seminar. Ajmera is developing an interactive online publication that curates images of early modern corporate correspondence, secret memoranda, public disclosures, and other early records from transnational joint-stock companies. By showcasing these images within their context of colonialism and slavery, Ajmera intends to create an online space that sparks conversations on the foundational role of imperialism and racism in structuring corporate identity.

Alicia Andrzejewski, English

Alicia's dissertation, "Queer Pregnancy on the Early Modern Stage" illuminates how early modern drama is rich with queer pregnancies, pregnancies that fail to reproduce the family in a recognizable form. From

rue's abortifacient properties in Shakespeare's Hamlet, to late-term abortion in John Ford's 'Tis Pity She's a Whore, to superfetation and premature birth in The Winter's Tale, to lesbian pregnancy in A Midsummer Night's Dream, Andrzejewski is particularly interested in "problem" pregnancies, pregnancies that challenge how we continue to imagine and understand pregnancy as a bodily experience. As a part of this interdisciplinary project, Andrzejewski looks at how figurative language works in medical texts, examining archival materials from the early modern period—everything from the bestselling gynecological manuals of the time to receipt books, letters, and midwifery manuals written by women. The grant will allow Andrzejewski to expand her archival work by visiting the Folger Shakespeare library this summer in order to look at collection materials related to obstetrics and gynecology and the experience of pregnancy in the early modern period.

Maria Agustina Checa, Music

Maria is studying communicational dynamics in independent music scenes of Latin America. She analyzes social media's agency to empower marginalized "indie" scenes to challenge traditional pathways to recognition in their countries. Checa is a longtime contributor to Indie Hoy, an outlet of independent culture recognized as one of the most influential music publications in Latin America. She has also worked as an editorial director and producer of other online media platforms such as Revista Maple and Radio Manija. With the help of the Louise Lennihan Arts & Sciences Grant she plans to do fieldwork in Peru to enable participatory action research in Lima's indie scene. By participating in Lima's indie scene, Checa hopes to collectively identify problems and outline possible solutions regarding communication and circulation of their disenfranchised music-making. Ultimately, her participatory action research project seeks to further the proliferation and recognition of Peru's scene throughout broader indie circuits. She also wishes to explore dynamics of collective and individual identity formation to allow a comparative study with her multi-site ethnographic work in Argentina.

Madhuri Karak, Anthropology

Madhuri's dissertation is an ethnography of an indigenous anti-mining social movement. It explores processes of statemaking in the bauxite-rich mountains of southern Odisha, India to understand how extraction [of an area's resources] and development [of an area's "backward" peoples] constitute mutually reinforcing logics of government. Karak's dissertation is accompanied by a digital repository of archival and contemporary ephemera collected during her 15 months of ethnographic research; this 'virtual museum' counters mainstream representations of an 'out of time' tribal other. The grant will allow Karak to present a paper at the American Association of Asian Studies' annual meeting in Washington D.C. on how road building, and infrastructure expansion more broadly, is implicated in reproducing backwardness and colonial logics of racial exclusion.

Raj Korpan, Computer Science

Raj completed a Master of Science in Statistics from Baruch College in 2015 and now teaches computer science as an Adjunct Lecturer at Hunter College. His research explores how cognitive models of human navigation can be used to build autonomous robots that navigate more naturally around people. This work applies psychological theories of human behavior, state-of-the-art artificial intelligence algorithms, human-robot dialogue systems from computational linguistics, and neuroscience results on spatial information processing to a robot navigation architecture. The goal of his research is to enable a robot to travel alongside a person while it adheres to social norms and efficiently arrives at its destination. This interdisciplinary project will not only result in improved human-robot collaboration but also will build a computational model of how people and robots interact while they navigate together to a common destination. The grant will support Korpan's travel to present his recent results at the annual ACM/IEEE International Conference on Human Robot Interaction in March 2018. His paper, "Toward Natural Explanations for a Robot's Navigation Plans", will be presented at the workshop on Explainable Robotic Systems.

Helena Shaskevich, Art History

Helena Shaskevich is a doctoral student in the Art History Program, focusing on modern and contemporary art. Her dissertation examines the shifting parameters of the woman's body at the intersections of medical discourses, health activism and avant garde art in the 1970s. With a specific focus on the utilization of video technology, she attempts to trace the visual strategies employed by feminist health activists in an effort to resist the controlling gaze of medical texts. In print, these strategies are most famously illustrated in *Our Bodies, Ourselves*, an educational text on women's health originally published in 1970. This text definitively testifies to the growing primacy of personal experience in women's health, a philosophical shift evident in a wide range of practices throughout the 1970s. The Louise Lennihan Arts & Sciences grant will allow her to do archival research at the Getty Research Institute's Long Beach Museum of Art Archives, which was one of the first collecting institutions to devote serious resources to video art.

Kasey Zapatka, Sociology

Kasey Zapatka is a second-year doctoral student in Sociology, who studies housing, neighborhood change, and racial and economic stratification using spatial and quantitative methods. The Louise Lennihan Arts & Sciences Grant will allow Zapatka to attend the 2018 Summer Program at the Inter-university Consortium for Political and Social Research (ICPSR) at the University of Michigan, Ann Arbor. The mapping and quantitative skills he will hone at the Summer Seminar will help him complete his research into how voters in New York City responded to Mayor Bill de Blasio's recent changes to housing policy. Analyzing voter registration files aggregated to census tracts, his analysis will uncover how specific neighborhoods with high proportions of renters and fewer new housing developments reacted to de Blasio's Mandatory Inclusionary Housing plan. This research will help frame his larger project, *Housing Literacy*, which is a website that centralizes educational resources and housing research about rent regulation in New York City. Working with tenants' rights groups and housing lawyers, *Housing Literacy* will tell tenants' stories and host important resources like a bilingual annotated lease and a mini-podcast series about key housing issues like how to read a rent history and what to expect in housing court.



GOAL 4

Facilitate Intellectual and Technological Networks Across CUNY Campuses at Community, Senior, and Graduate Levels

Technology with a Purpose

The Futures Initiative uses websites, online collaborative tools, webcasts, video, livetweeting, and other forms of social media to make our teaching, research, and programming accessible to a wide range of publics and to connect students and faculty across the diverse and vast CUNY system. With an awareness that many of our students cannot afford home wifi or expensive computers and are connected only via mobile devices, designing accessible, low cost technologies is another part of our commitment to equity. On a national and global level, the Futures Initiative co-directs audience of the world's first and oldest academic social network, HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory, hastac.org). HASTAC is an open, collaborative online community with no dues (and no sharing of data to commercial vendors). HASTAC has two mottos: "Changing the Way We Teach and Learn" and "Difference is our operating system."

The Futures Initiative builds on technologies developed at CUNY whenever possible, since they are built with

the needs of the community in mind. For instance, the Futures Initiative has established an open-source online learning community built on the CUNY-developed, open-source platform of Commons in a Box. This community invites students at CUNY's community colleges, senior colleges, and graduate programs to become active contributors to their own teaching and learning. Our "Tips of the Week," produced by Futures Initiative Fellow Michelle Morales, offers useful video and text instructions that help faculty and students enhance the technologies they use for learning and teaching.

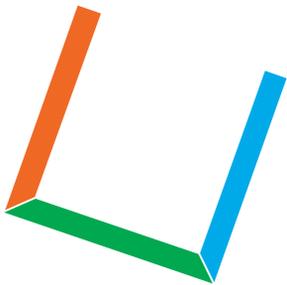
Through our team-taught courses, our undergraduate Leadership Fellows program, and the CUNY Humanities Alliance, we have collaborated with fifteen colleges across the CUNY system: Baruch College, Borough of Manhattan Community College, Brooklyn College, City College of New York, Hunter College, John Jay College, Kingsborough Community College, LaGuardia Community College, Lehman College, Medgar Evers College, New York City College of Technology, Queens College, the College of Staten Island, York College, and the School of Public Health.

Within the Graduate Center, our collaborative efforts





center on grant programs, public programming, strategic planning, and course development. We collaborate with programs such as the Humanities Alliance, the Teaching and Learning Center, the Office of Career Planning and Professional Development, the Pipeline Program, GC Digital Initiatives, and more. We also collaborate with a number of academic programs, including English; Urban Education; Psychology; the Latin American, Iberian, and Latino Cultures program; Art History; Sociology; Anthropology; Earth and Environmental Sciences; the Women’s and Gender Studies certificate program; the M.A. in Liberal Studies Program (MALS); and more.



COMMONS IN A BOX

also creating the possibility for network members to connect with one another, create their own websites for their courses or research, and more. Today, the Futures

Building on the technology of CBOX, developed at the Graduate Center under the direction of Matthew K. Gold, the Futures Initiative website provides a space for the program to share information and archive materials, while

Initiative’s website is in its fourth year of use by the greater CUNY community and hosts over 60 sites and 900 users across 18 CUNY campuses (as of June 2018).

The Futures Initiative also uses new technological innovations to support broader access to the program’s work. This year, using Manifold Scholar, a publishing platform developed by CUNY and the University of Minnesota Press, the Futures Initiative and HASTAC recently republished *Structuring Equality: A Handbook for Student-Centered Learning and Teaching Practices*. First published in 2017, *Structuring Equality* is a collaborative, student-written book spanning several Futures Initiative programs. The book was written by Graduate Center students in Cathy Davidson’s Spring 2016 course, “American Literature, American Learning.” Then, a team of undergraduates in the CUNY Peer Leadership and Mentoring Program, directed by Lauren Melendez and co-directed by Futures Initiative Graduate Fellow Mike Rifino, worked on the essays while mastering professional copyediting, proofreading and book design skills under the direction of GC doctoral student Hilarie Ashton. Initially released on hastac.org and as a paperback for sale on amazon.com, the book is now also available on CUNY’s Manifold installation: bit.ly/SEFI2017



Collaborating Across the Country and Around the World: HASTAC

Together with Arizona State University, The Graduate Center directs the 16,000+ member HASTAC network. While most of the content on HASTAC is created by members, the Futures Initiative's programming is a prominent element of the network's content and a major contributor to its monthly newsletters.

HASTAC is dedicated to "Changing the Way We Teach and Learn" and with "Diversity as Our Operating System." From 2007 to 2017, HASTAC administered the Digital Media Learning Competitions, supported by the John. D. and Catherine T. MacArthur Foundation, in partnership with the University of California Humanities Research Institute (UCHRI).

In July 2017, Duke University concluded eight years as an administrative hub for HASTAC, and Arizona State University became CUNY's joint partner in directing the network. HASTAC is now co-administered by the Futures Initiative at the Graduate Center, under Prof. Cathy N. Davidson, and by the NEXUS Lab at Arizona State University,

under Prof. Jacqueline Wernimont.

HASTAC 2017 Conference: The Possible Worlds of Digital Humanities (Orlando, Florida)

HASTAC 2017 was hosted by the Florida Digital Humanities Consortium in Orlando, Florida, November 3-4, 2017. The conference was held at University of Central Florida's main campus. On the heels of Hurricane Irma, HASTAC conference organizers Dr. Bruce Janz and Dr. Amy Giroux accomplished the nearly insurmountable task of rapidly finding and securing a new venue and accommodations and adjusting the conference schedule.

Plenary speakers included Purdom Lindblad, Assistant Director of Innovation and Learning at MIT, Tressie McMillan Cottom, assistant professor of sociology at Virginia Commonwealth University, and T-Kay Sangwand, librarian for UCLA's Digital Library Program. The panel was moderated by Anastasia Salter, assistant professor of Digital Media at the University of Central Florida. Saturday's final session featured HASTAC's own Cathy N. Davidson, from CUNY. The sessions surrounding these included roundtables, soapbox talks, demos, maker sessions, workshops, media art projects, and posters. The conference also featured a HASTAC Scholars Unconference, with the theme of "Developing Professional Identity On and Offline."



Next year, the University of British Columbia and the University of Victoria will jointly host HASTAC 2019: Decolonizing Technologies, Reprogramming Education. The conference, coordinated by Jentery Sayers (University of Victoria), David Gaertner (University of British Columbia), and a local program committee, will take place May 16-18, 2019.

HASTAC Scholars

The HASTAC Scholars fellowship program is an innovative student-driven community of graduate and undergraduate students. Directed by Kalle Westerling, Futures Initiative Fellow and Ph.D. Candidate in Theatre and Performance, the program accepts some 200+ graduate and undergraduate students each year. More than 1,400 HASTAC Scholars in dozens of disciplines have been sponsored by 220 colleges and universities—including community colleges, liberal arts colleges, and large Research 1 public and private institutions.

Twitter Chats and Webinars

Online Misinformation: This Twitter chat explored definitions of online news, and how to engage the classroom around the topic in a critical way. A strong point raised was in the importance of presenting information to students about why sources were classified as fake news and engaging them to find their own examples. Defining reliable sources was also raised as an important part of that process. The chat was led by Alison Hedley and Emily Jabouin.

Public Humanities & Public Scholarship: This discussion with students, professors, and practitioners focused on the work of public scholarship and how technology changes or supports that goal. Considering tools, best practices, and audience engagement, the exciting conversation concerned what it means to be a public scholar in the digital age. Postmortem post by Michael DeAnda.

Bodies, Games, and Boundaries: This session facilitated a discussion between games scholars, practitioners, and journalists on the intersections of embodiment, performance, and gaming. Postmortem post by Michael

Visit the online community:

hastac.org

DeAnda. Hosted by Michael DeAnda, Cody Mejeur, John Murray, and Rebecca Bayeck.

Pedagogy Project 2.0: This Twitter chat focused on what digital pedagogy looks like in the undergraduate humanities classroom in 2018 and what has changed/stayed the same since the first Pedagogy Project launched.

Digital Humanities and Projects in Asian American Studies: How does digital humanities intersect with research in Asian American Studies and history? This webinar featured librarians, including one who is currently a HASTAC Scholar, discussing their digital humanities projects relating to Asian American history and studies; different tools, resources and case studies that enhance teaching, learning and research needs in this area of ethnic studies; how to collaborate with their librarians to support digital humanities projects.

Interview Collection and Blog Posts

HASTAC Scholars published nearly a dozen new interviews with leaders in the Digital Humanities. Most of them are part of HASTAC's dynamic Steering Committee, which includes innovators from a variety of disciplines. The Steering Committee drives HASTAC intellectually, diversifies its initiatives, provides a foundation for the dynamic HASTAC Scholars community, and supports events and initiatives including the annual HASTAC conference.

Scholars also published countless blog posts, recapping conferences and posting Call for Papers, discussing Personal Data Tracking, Game Studies, Digital Accessibility, Digital Aesthetics, pedagogy and teaching practices, archival software and other tools for creating Digital Humanities projects, and much more.

GOAL 5

Advocate for Higher Education as a Public Good

The University Worth Fighting For

The University Worth Fighting For series brings the Futures Initiative's mission for inclusion, equity, and social justice in higher education to life within the Graduate Center and for a broader public. The title is based on the conviction that, as a society, we should be supporting higher education as a public good but that goal comes with a responsibility to make higher education responsive and relevant to the demands of a changing society. All of our events are student-led, with Futures Initiative graduate fellows designing topics, inviting speakers, live tweeting and webcasting events, and then providing a full online recap for the larger public at futuresinitiative.org

2017-2018 University Worth Fighting For Series

Queer Pedagogies and Pedagogy for LGBTQ Instructors

September 11, 2017

Co-organized by **Kalle Westerling**, Futures Initiative Fellow and Ph.D. Candidate, Theatre and Performance

The workshop focused on three central concerns: (1) What are your pedagogical priorities now (following the 2016 U.S. election) and how have they changed? (2) Where does learning start, and what do we need to unlearn? (3) What does intersectionality really mean and how have we gotten it wrong so far? The workshop was

facilitated by Kalle Westerling and Jenn Polish (CUNY Humanities Alliance Teaching Fellow and Ph.D. Candidate in English). Much of the time was devoted to small-group discussion, with additional remarks by María Scharrón-del Río and by CLAGS Executive Director Justin Brown. Following the workshop, participants created a Queer Pedagogy Network Facebook group, which is still active.

Revolutionizing the University

November 6, 2017

Speakers: **Cathy N. Davidson** and NPR's **Anya Kamenetz**
Co-organized by **Christina Katopodis**, Futures Initiative Fellow and Ph.D. Candidate, English

This conversation between Cathy N. Davidson, Distinguished Professor and Futures Initiative Founding Director, and Anya Kamenetz, Senior Journalist for NPR, was an opportunity to discuss Davidson's recent book: *The New Education* (Basic Books, 2017). Davidson asserted that the new education exists right now, at colleges and universities around the country, but often on the periphery. It's happening at centers and institutes that connect knowledge rather than focusing too much on credentialing or debates between science and the humanities.





Davidson says, “We live in a world where those things aren’t distinct any more. We need to prepare students for this world, and to understand the world we’re living in a far deeper and more complex way.” In one particularly telling exchange, Kamenetz noted that she asked Davidson a question about education and the response focused instead on social change. Davidson’s response? “Exactly. If education is worth anything, it has to be about social change...I also think many of the things we blame on education are also social problems.” The event concluded with a think-pair-share activity, an audience Q&A, and a reception in the James Gallery.

Co-Creating Social Change

February 8, 2018

Organized and moderated by **Mike Rifino**, Futures Initiative Fellow and Ph.D. Student, Developmental Psychology

The Futures Initiative kicked off the spring semester with the event “Co-Creating Social Change: Transformative Learning in a Community College.” This discussion showcased a collaborative inquiry project conducted with and for students participating in the peer activist learning community (PALC), a student-based co-curric-

ular program. LaGuardia Community College students representing PALC delivered a thorough account of how their conceptions and practices of learning began to change as a result of conducting collaborative research on learning. We were delighted to welcome a panel of exceptional speakers, a full audience, and an engaged group of online participants for this crucial and timely discussion.

Spring Symposium: Pedagogy, Research, and Social Change

March 28, 2018

Organized by **Frances Tran**, Futures Initiative Postdoctoral Fellow and Interim Associate Director

Bringing together faculty fellows, graduate students, and undergraduates involved in Futures Initiative courses and programs, this full-day conference was an occasion to foster interdisciplinary conversation on the relationship between pedagogy, equity, and institutional change. We were joined by faculty, staff, students, administrators, and activists both in person and online from across



CUNY, New York City, and beyond. During the event, we collectively contemplated the current state and stakes of higher education, the challenges of being both a teacher and student in today's turbulent sociopolitical climate, and the possibilities that might arise from and through our pedagogy, creative work, political commitments, and public encounters. In addition to faculty roundtables on the timely topics of "Higher Education at a Crossroads" and "Pedagogies of Citizenship," the forum was enlivened by student contributions. There was a spoken word performance by El Puente Middle School students on the importance of multilingual identity as a source of pride and solidarity; breakout sessions on how to integrate active pedagogy into the classroom; a student-created video detailing the censorship of Chester Himes' *Yesterday Will Make You Cry* that communicates the violent regulation of queer black voices; an exercise in embodied learning that displayed racial/gender/generational power dynamics and emphasized our collective responsibility to rehearse for social revolution.

Thursday Dialogue Series

In 2017-2018, the Futures Initiative introduced the new Thursday Dialogue event series. Organized and facilitated by graduate students, these sessions were open-ended and ranged from workshops and skill-sharing opportunities to panels and more formal events.

Pedagogies of Dissent for Asian American Studies

September 7, 2017

Organized by **Dr. Frances Tran**, Futures Initiative Post-doctoral Fellow; featuring Professors **Kandice Chuh** and **Dorothy Wang**

This roundtable discussion was inspired by the 2017 American Studies Association conference on "Pedagogies of Dissent," a theme that resonates deeply with the Futures Initiative's commitments to student-centered pedagogy that takes inclusion, equity, diversity, and innovation as its core values. This event was also an opportunity to address local student organizing, including the birth of the CUNY for Ethnic Studies Initiative that was developed partly in response to efforts to restructure the Asian American Studies Program at Hunter College. The goal was to create space for reflection and conversation on the state of Asian American and Ethnic studies within higher education and the persistent regulation and disciplining of minoritized subjects and knowledges. At the same time, it was an occasion to explore how thinking through pedagogy as a mode of dissent suggests ways of challenging the violences of institutional racism.

Mentors to Leaders

September 28, 2017

Organized by **Lauren Melendez, Mike Rifino, and Kashema Hutchinson**; featuring FI Undergraduate Leadership Fellows

This panel discussion focused on the Futures Initiative Undergraduate Leadership program. The purpose of this discussion was to reflectively explore, from its first implementation to the present, how has the Undergraduate Leadership evolved. This panel brought together the Directors, current Leadership fellows, and Futures

Initiative Graduate Fellows and faculty in a self-reflective discussion on their experiences gained from taking part in this program, including lessons learned and challenges.

Understanding the IRB, Part I

October 18, 2017

Organized by Futures Initiative Fellow **Jessica Murray**, featuring **Marianna Azar**, Director of the GC's Human Research Protection Program

This discussion focused on the complexities of the Institutional Review Board (IRB) regulatory framework. Marianna Azar, Graduate Center Human Research Protection Program (HRPP) Program Manager, and Seth Schimmel, HRPP Program Assistant, shared their knowledge and application of federal guidelines, recent history of changes to CUNY's process and platforms, common reasons that protocols are returned, and advice for researchers going through the process for the first time.

From Dissertation to First Book

November 27, 2017

Organized by Futures Initiative Fellow **Kalle Westerling**, featuring **Ken Wissoker**, Editorial Director of Duke University Press

In this event facilitated by Kalle Westerling, Ken Wissoker (Editorial Director of Duke University Press and Director of Intellectual Publics at the Graduate Center) discussed best practices for doctoral students who intend to turn their dissertations into books. Drawing on Wissoker's long-standing expertise in academic publishing, the conversation focused on big-picture topics as well as concrete advice and strategies to demystify the process of writing a first book.

Landing an Industry Job by Leveraging Your Academic Experience

December 7, 2017

Organized and facilitated by **Dr. Michelle Morales**, Futures Initiative Graduate Fellow

In this discussion, Michelle Morales, who was hired as a Strategy Analyst by IBM even before completing her dissertation in Computational Linguistics, drew on her personal academic and career pathways to offer concrete advice to doctoral students interested in industry jobs. Morales emphasized the importance of making connections, talking with people, applying for many opportunities, and recalibrating and trying again when things didn't work out. Her honest and open approach helped students to separate their emotions from the process and stave off discouragement, knowing that everyone hears "no" many times before they hear "yes."





Professionalizing your Digital Identity

March 1, 2018

Organized and facilitated by Futures Initiative Graduate Fellow **Christina Katopodis**

Christina offered a practical, insightful, and informative presentation on developing a digital presence and identity. Katopodis encouraged participants to think through what exactly they hope to convey about themselves online. Starting with exercises that come from a marketing framework of establishing a brand or identity, Katopodis showed how going beyond a neutral view of content into a more nuanced understanding of where, how, and why scholars communities online can help graduate students to feel in control of their digital presence.

Understanding the IRB, Part II

March 15, 2018

Organized by Futures Initiative Fellow **Kashema Hutchinson**; featuring HRPP Director **Mariana Azar**.

In this second seminar on understanding human research and ethics, Marianna Azar addressed some bigger picture questions, focusing especially on why human subjects research must go through an IRB process and what it means for doctoral students' research.

Writing for the Public: An Op-Ed Workshop

April 19, 2018

Organized by **Dr. Katina Rogers**, FI Director of Programs and Administration; featuring **Tanya Domi**, Director of Media Relations

Writing for the public is something that can really drive engagement with research and help shape policy, but it's not always easy to know where to start. With this in mind, the Futures Initiative welcomed GC Director of Media Relations Tanya Domi to lead a workshop on writing for the public. Domi discussed how important it is for scholars to publish their work in this way—even more so for women and people of color, whose voices tend to be far less present in mainstream media outlets. Since opinion pieces can shape policy, public discourse, and more, it's essential to have a more diverse representation of voices in those spaces.

Teaching and Learning with New Majority Students: Lessons Learned from the CUNY Humanities Alliance

May 3, 2018

Organized and facilitated by **Dr. Kitana Ananda**, Futures Initiative/Humanities Alliance Postdoctoral Fellow; featuring Humanities Alliance Teaching Fellows

Dr. Kitana Ananda facilitated the final Thursday Dialogue, a roundtable discussion that brought together colleagues from departments across the GC, including the Futures Initiative, the Teaching and Learning Center, and the CUNY Humanities Alliance, as well as attendees from other institutions in New York City and beyond. The session was dedicated to a discussion with our panel of remarkable Mellon Graduate Teaching Fellows who are currently teaching at LaGuardia Community College: Kahdeidra Monét Martin (Urban Education), Micheal Angelo Rumore (English), Jacob Sachs-Mishalanie (Music), Inés Vañó García (Latin American, Iberian and Latino Cultures) and Alison Walls (Theatre).

Futures Initiative: 2017-2018 Achievements

Administrators



Cathy N. Davidson is Founding Director of the Futures Initiative and Distinguished Professor of English who teaches interdisciplinary, team-taught courses each year as part of the Futures Initiative program. She is also cofounder and director of HASTAC. Davidson is currently an appointee of President Obama,

confirmed by the Senate, to the National Council on the Humanities and serves on the Board of Directors of Mozilla, Data and Society, and numerous other organizations. In 2017, Davidson published *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (Basic Books).

Following the publication of *The New Education*, Davidson published numerous op-eds and was featured in articles about the future of higher education in newspapers such as *The Washington Post* as well as *Chronicle of Higher Education*, *Inside Higher Ed*, and *Times Higher Ed*. She gave several interviews, from Marc Lesser's "No Such Thing" with a live student audience to an interview with NPR's Anya Kamenetz with a live audience at the Graduate Center, CUNY. Davidson delivered over thirty talks in more than ten different states, at universities such as Duke and Georgetown, at conferences such as the American Studies Association, ACE Annual Meeting, and the Council of Independent Colleges, and at local bookstores, the National Humanities Center, and the Chicago Cultural Center. Davidson also participated in workshops at institutions across the country that are working on implementing change and investing in the future of higher education. PMLA Fall 2018 will include a forum on *The New Education*. She has also been approached by the former

President of the Dominican Republic and the President of Argentina to work on ideas for higher education innovation and equity in those two countries.



Katina Rogers, PhD is Director of Administration and Programs, coordinates the overall strategy for outreach, communications, and programming. With a deep understanding of technology, publishing, and education, Rogers ensures that each of these elements complements the other, from the Futures Initiative's website infrastructure to our social media strategy.

In 2017-2018, Rogers continued working on *Putting the Humanities Ph.D. to Work: Theory, Practice, and Models for Thriving Beyond the Classroom* (under contract for publication by Duke University Press). Intended for graduate students in the humanities and for the faculty members who guide them, the book grounds practical career advice in a nuanced consideration of the current landscape of the academic workforce and an emphasis on reaffirming humanities education as a public good. It explores how rhetoric and practices related to career preparation are evolving, and how those changes intersect with admissions practices, scholarly reward structures, and academic labor practices—especially the increasing reliance on contingent labor. The book also examines the ways that current practices perpetuate systems of inequality that result in the continued underrepresentation of women and minorities in the academy.

Rogers speaks frequently on matters related to higher education reform, graduate training, career preparation, and new modes of scholarly publishing; 2017-2018 speaking engagements included the Modern Language Association Annual Convention, Yale University, and The Graduate Center. This year, Rogers also contributed to the field by serving on a peer review committee for the American Council of Learned Societies (ACLS) Public Fellows program, and as a steering committee member for *The New PhD: A Renaissance of Public Education*, a grant to the Graduate Center from the National Endowment to the Humanities.

Learn more about the book:
hastac.org/new-education



Lauren Melendez is Director of the Undergraduate Leadership Program and Administrative Specialist. She directs and oversees a program that brings together 30 undergraduate students from across 12 CUNY campuses as Leadership Fellows. As the program’s director, she creates and implements activities, blog

prompts, skill shares, tracks resources and coordinates meetings and enrichment outings. Melendez consults with fellows on how to develop their mentoring and leadership skills in addition to helping students learn how to navigate spaces inside and outside their college campuses. The fellows in turn learn about opportunities within and outside their campuses that will help shape, strengthen and prepare them for not only their academic paths but more importantly their life paths.

In her role as administrative specialist, Melendez provides academic and administrative support to the Futures Initiative. She oversees department operations, manages workshop planning and scheduling, conducts research, and organizes and processes materials for all administrative documentation. Melendez manages the program’s budget and coordinates purchasing, accounting, and payroll for the department. She also stewards and facilitates confidential communication on behalf of FI Founding Director Cathy Davidson in which she acts as liaison with government representatives maintaining and adhering to legal and privacy regulations.

In addition to her role with the Futures Initiative, Melendez is a graduate student at CUNY’s Hunter College, working toward a Master of Science in Education degree with a concentration in School Counseling. As a School Counselor Trainee and College Advisor, Melendez works with high school students who are primarily persons of color from underrepresented communities within the New York City area at the James Baldwin School in Chelsea.

Key achievements last year include:

- Together with Kitana Ananda, Mike Rifino, Kashema

Hutchinson, Jenny Perez-Bruno, and Cherishe Cumma, prepared and presented a panel for the HASTAC 2017 conference. Session title: “Rethinking the Digital Humanities with New Majority Students for Public Higher Education.” November 2-5, 2017.

- Participated as outside evaluator on a Science and Global Studies panel for English Language Learners as part of the Science and Global Studies Performance Based Assessment Task (PBAT) Panels at The James Baldwin School (JBS), January 25, 2018.
- As part of PSAT/SAT Day, participated in and helped facilitate senior seminar that included a panel discussion and question and answer session featuring guests from organizations, and other post graduate programs. Organizations that participated on the panel were: ASAP, UnLocal, AmeriCorps, CUNY BMI (Black Male Initiative), NPower, MEOC (Manhattan Educational Opportunity Center), Empire Beauty School, City Year, CUNY Start, and NYC Outward Bound Schools. April 23, 2018 .



Celi Lebron, Budget Analyst, received a B.E. in Computer Engineering and a minor in Creative Writing from City College of New York’s Computer Engineering Program and is now working towards a second degree in Finance and Accounting from Baruch College, in hopes of later pursuing a Master’s degree in Finance. She

is integral to the Futures Initiative’s operations, and does everything from working with the Accounts Payable and Procurement Departments to process reimbursements and travel authorizations to provide monthly financial reports for the program. In the year ahead, Lebron will increasingly take on a more deeply programmatic role, including the mentorship of our undergraduate science and engineering students.

Graduate Fellows and Postdoctoral Fellows

Kitana Ananda, Ph.D.

Postdoctoral Fellow for the Futures Initiative and the Humanities Alliance, 2016-2018

Dr. Ananda is a writer, researcher and educator committed to advancing racial, gender, and economic justice. Currently, she is the Mellon Postdoctoral Fellow for the CUNY Humanities Alliance, and the Futures Initiative at the Graduate Center. In this role, she conducts qualitative research to understand the communities served by the Humanities Alliance, contributes to program development, and communicates the project's lessons to wider audiences. She also collaborates with program staff to create resources, tools and strategies for communications, student outreach and public engagement. Ananda's scholarship and teaching examines the culture and politics of race and ethnicity, migration and diaspora in North America and South Asia, with a focus on Tamil refugees and immigrants from Sri Lanka. She earned a PhD in Socio-Cultural Anthropology from Columbia University, and an honors B.A. in History and Anthropology with a minor in Cinema Studies from the University of Toronto.

Key achievements last year include:

- Organized and moderated “Teaching and Learning with New Majority Students: Lessons Learned from the Humanities Alliance” for the Futures Initiative’s Thursday Dialogues series, May 3, 2018
- Conducted fieldwork in the San Francisco Bay Area for a new research project, “Becoming Refugees, Being Resettled: Tamil Asylum-Seeking and Migration from Post-War Sri Lanka,” which was funded by a PSC-CUNY Research Award for 2017-2018
- Presented a paper at the 2017 American Anthropological Association annual meeting, “Unexpected Destinations: Tamil Asylum-Seeking and Migration from Post-War Sri Lanka,” November 29, 2017.



Frances Tran, Ph.D.
 Postdoctoral Fellow and Interim Associate Director, 2017-2018
 Dr. Tran is a postdoctoral fellow with the Futures Initiative at the Graduate Center, CUNY and will be starting as an assistant professor of English at Florida State University in Fall 2018. Her scholarship engages Asian American and multiethnic science and speculative fictions to explore the practices and pedagogies they illuminate for critiquing persistent forms of institutionalized racism

and social and material inequity. Attending to the speculative as variously a literary genre, research method, and theoretical approach, her work aims to proliferate minoritized subjects and knowledges to rethink the possibilities of the humanities and aesthetic education in the present. She has articles published in the Journal of Asian American Studies and American Quarterly. At present, she is working on a book project, tentatively titled *Minor Universes: On Speculative Aesthetics and Other Humanities*.

Key achievements last year include:

- Secured a tenure-track position as assistant professor of English, with a concentration in Ethnic U.S.-American Literature, at Florida State University.
- Published article: “Time Traveling with Care: On Female Coolies and Archival Speculations,” *American Quarterly* 70.2 (June 2018): 189-210. A companion piece that offers suggestions and resources for how scholars and teachers can integrate the central ideas, questions, and methods the essay introduces into their classrooms is published on AQ’s online website, *Beyond The Page*. This blog was also selected to be featured on the *American Quarterly* page on the American Studies Association website.
- Guest lectured at Princeton University for the class “Science Fiction and Fact” instructed by Tala Khanmalek (April 3, 2018). My presentation was titled, “Porous Boundaries, Promiscuous Texts: On Noticing Aleatory Entanglements.”



Allison Guess
 Futures Initiative Fellow, 2015-2018
 Guess is a Ph.D. Student in the program of Earth and Environmental Sciences (Geography), a Doctoral Fellow at the Futures Initiative and a Co-Chair of the Africana Studies Group at the Graduate Center at CUNY. Guess’s research is looks at Black geographies, Black peoples’ relationships with land in the Western Hemisphere and (Black) productions of place. Some of Guess’ scholarly work can be found published in the edited volume titled

research is looks at Black geographies, Black peoples’ relationships with land in the Western Hemisphere and (Black) productions of place. Some of Guess’ scholarly work can be found published in the edited volume titled

Deterritorializing/Reterritorializing: Critical Geography of Educational Reform (2017), American Quarterly (2016), Decolonization: Indigeneity, Education & Society (2014), Departures in Critical Qualitative Research (2014). Aside from academia Guess has been a member of the Black/Land Project since 2011, a public community research/interview project that amplifies Black peoples' relationships to land and place. In summer 2018, Guess worked as a Pedagogy Consultant and Writing Mentor at Macaulay Honors College's inaugural Bridge Summer Seminar. Next year, Guess will begin her term as a Communication Fellow at Baruch College's Schwartz Institute.

Key achievements last year include:

- Completed all of the required coursework for Earth and Environmental Sciences and plans to defend her dissertation proposal in the summer or early fall of 2018.
- One of seven original "Macaulay Honors College Mellon Writing Mentors" invited back to be a writing mentor this spring (2018) in MHC's senior springboard class.
- Participated in the City Amplified working group.
- Received a competitive fellowship from the Bernard L. Schwartz Communication Institute at Baruch College (CUNY).



Kashema Hutchinson

Futures Initiative Fellow
2017 - present

Hutchinson is a Ph.D. student in the Urban Education program at the Graduate Center (CUNY). She has a B.A. in Communications: Advertising/Public Relations and an M.A. in Sociology. She is currently a Communications and

Leadership Fellow Specialist, Undergraduate Leadership Program and Doctoral Fellow in The Futures Initiative at the CUNY Graduate Center. For over three years she has facilitated discussion groups with incarcerated male and female groups at the Rikers Island Facility in New York. Her research interests include the school-to-prison pipeline, socialization of Black girls and women, zero-tolerance policies, mattering and marginalization, mindful-

ness and hip-hop pedagogy. She creates and uses hip-hop infographics as tools to facilitate discussions such as the roles of women in history, philosophy, behavioral economics and crime and class.

Key achievements last year include:

- Built community with Undergraduate Fellows through various forms of communications.
- Facilitated meet-ups for Undergraduate Fellows.
- Assisted Co-Directors with planning events for Undergraduate Leadership Fellows.
- Assisted in reviewing applications for Undergraduate Leaders Fellowship.



Christina Katopodis

Futures Initiative Fellow
2017 - present

Katopodis is a doctoral candidate in English at the Graduate Center, CUNY, a Futures Initiative Fellow, New Media Lab Fellow, HASTAC Scholar, and an adjunct at Hunter College. Katopodis's dissertation explores the influences of music,

nonhuman sounds, and sonic vibrations on 19th-Century American thought and literature, examining three major Transcendentalist figures, Margaret Fuller, Henry David Thoreau, and Ralph Waldo Emerson, as well as Pragmatist William James. She has received a research grant from the Ralph Waldo Emerson Society, a Digital Dissertation Award and Dewey Digital Teaching Award from the New Media Lab, and two consecutive Provost's Digital Innovation Grants to record sounds at Walden Pond and build a website that maps Walden's soundscape. She serves on the English Program Executive Committee, as co-chair for the Ecocriticism Public Working Group, and as the web developer and editor for the Margaret Fuller Society website.

Key achievements last year include:

- Earned the New Media Lab Digital Dissertation Award and Dewey Digital Teaching Award (2018)
- Presented two papers at the Modern Language Association (MLA) conference in 2018: "The Trouble with Gender for Margaret Fuller," and "Thoreau's Democratization of Music from Singing Crickets to Dreaming Frogs."
- Organized the event "Beyond Imitation: Birdsong and

Vocal Learning,” part of the Ecocriticism Seminar Series co-sponsored by the Center for the Humanities at The Graduate Center, CUNY



Michelle Morales, Ph.D

Futures Initiative Fellow
2016 - 2018

Morales recently completed her PhD in Computational Linguistics from the CUNY Graduate Center. Her dissertation work focused on building automated systems for mental health assessment using linguistic features. She

currently works at IBM’s Chief Analytics Office as a Senior Data Scientist and Strategy Consultant.

Key achievements last year include:

- Defended dissertation in December 2017 and graduated May 2018.
- Accepted a full-time position with IBM which began in early 2017.
- Released an open-source tool as part of the digital contribution of the dissertation and presented it in a publication: Morales, Michelle Renee, Stefan Scherer, and Rivka Levitan. “OpenMM: An Open-source Multimodal Feature Extraction Tool.” Proc. Interspeech 2017 (2017): 3354-3358.



Jessica Murray

Futures Initiative Fellow
2016 - present

Murray is a doctoral candidate in developmental psychology at The Graduate Center, CUNY and has been a Graduate Fellow with the Futures Initiative for the past two years. She co-chairs a cross-campus group called the

CUNY Disability Scholars and manages communications and the website for the group. Her current project is ourmobility.org, designed to learn more about individual differences in mobility in New York City. Her background is in design, and she worked as a creative professional for nearly 10 years before returning to school and completing an MA at The Graduate Center in 2014. Her thesis was titled *Work-Life Experiences for People with Mobility*

Disabilities Living in New York City, and examined the structural and environmental issues affecting the daily lives of members of this population. As her research has progressed, she has expanded her focus to understand barriers that impact people with all kinds of disabilities, and is working to advance limited research in this area.

Key achievements last year include:

- Received a grant through the ARDRAW Small Grant Program. Project title: “Understanding transportation challenges for people with disabilities returning to work” (2018).
- Presented “Our Mobility, a Study of Transportation Disadvantage in New York City” at the 48th Annual Urban Affairs Association Conference. Toronto, Ontario, Canada, April 2018.
- Received a Provost’s Digital Innovation Implementation Grant in support of OurMobility.org (2017).

Mike Rifino



Futures Initiative Fellow
2015-2018

Rifino is a doctoral student in Developmental Psychology at The Graduate Center, CUNY. He is a Futures Initiative fellow in which he Co-Directed their Undergraduate Leadership program, which serves as a site for CUNY undergraduate students

to become leaders within their colleges and communities. His interest in pursuing an academic career started when he was a LaGuardia student and participated in the Peer Activist Learning Community (PALC), a transformative activist research project organized with and for LaGCC students. He is currently interested in the processes of emotional development and learning among community college students to better understand how transformations in both processes play a role in promoting student agency. Mike’s most recent presentation was accepted by the New England Educational Research Organization (NEERO) titled, “Mobilizing emotions to critically engage resistance and passivity within a peer-based learning community”. Mike has been selected as a Humanities Alliance Teaching Fellow, a position he will begin in Fall 2018.

Key achievements last year include:

- Presented “Co-creating a Community of Agentive Learners in a Community College through Problem-posing Education at the Intersection of Identity Development and Social Transformation.” Symposium presentation for the New England Educational Research Organization (NEERO), Portsmouth, New Hampshire, 2018. Vianna, E., Rifino, M., Medina, F., Abdushukurov, S., Dikaczova, L., Lucena, T., Poole, A.
- Presented “Transforming Conceptions and Practices of Learning: A Collaborative Inquiry with and for Community College Students” at the American Educational Research Association, New York, New York, 2018. Rifino, M., Medina, F., Vianna, E.
- Presented “Collective and Individual dynamics in building a transformative activist peer-based learning community” at the International Society for Cultural-Historical and Activity Research. Quebec, Canada, 2018.



Kalle Westerling

Futures Initiative Fellow,
2014–2018

Westerling is a doctoral candidate in Theatre and Performance who, for the past four years, has served as the Director of HASTAC Scholars, a vibrant student network within The Humanities, Arts, Science, and Technology

Alliance and Collaboratory (HASTAC). Currently, he is completing his dissertation on the history and aesthetics of male-identified bodies in 20th-century burlesque and 21st-century boylesque. Kalle has taught courses at New York University, Villanova University, Baruch College, Hunter College, and Stockholm University, and has guest lectured at Yale University, The New School, Carleton University, and Stockholm Academy of Dramatic Arts. He regularly presents conference papers on the topics of queer and LGBT studies, the digital humanities, the public humanities, and on how to leverage digital technology for effective pedagogy. In Fall 2018, Kalle will begin a new position as a Macaulay Instructional Technology Fellow, based at Queens College. He will also coordinate the Digital Humanities Research Institute, funded by the

National Endowment of the Humanities.

Key achievements last year include:

- Organized and presented research at the roundtable “The Queer, Resistant, Historical Bodies of Taylor Mac’s A 24 Decade History of Popular Music,” at ASTR’s annual conference in Atlanta: “Extra/Ordinary Bodies: Interrogating the Performance and Aesthetics of ‘Difference’.”
- Presented research on three panels at ATHE’s annual conference in Las Vegas: “Theorizing and Historicizing (the Absence of) Male-Identified Bodies in Burlesque Archives,” “Kenny Kerr’s Boylesque: Male Femininity as Spectacle,” and “What have I become, my sweetest friend?”
- Received two major awards from The Graduate Center, CUNY: a Dissertation Year Award to assist him in finishing his dissertation; and a Connect New York Fellowship from The Early Research Initiative/Digital Initiatives to conduct research and publish a blog post about and visualizations of the networks between performers in 1930s New York City’s burlesque and vaudeville theatres as well as the city’s nightclubs and their “pansy performers” (of the Pansy Craze).

The Futures Initiative is proud of the ongoing work of our former Fellows:

Michael Dorsch, Futures Initiative Fellow 2014-2016

Michael Dorsch is a doctoral candidate in Earth and Environmental Sciences. In 2017-2018, Michael continued to work with the Futures Initiative and the Humanities Alliance by conducting evaluation and analysis of ongoing programmatic work. Dorsch is currently Data and Visualization Analyst in Institutional Assessment & Research at California State University, Monterey Bay.

Danica Savonick, Ph.D.,

Futures Initiative Fellow, 2014-2017

Danica completed her Ph.D. in English at the Graduate Center in Spring 2018. Savonick’s research analyzes the relationships among pedagogy, aesthetics, and social justice. More specifically, her dissertation examines how aesthetics fundamentally shaped classroom practices in the late twentieth century and how teaching in CUNY’s free and open classrooms inspired important feminist

and antiracist authors to produce some of the most powerful literature of the 1960s and 1970s. In 2017-2018, Savonick was selected to serve on HASTAC's Steering Committee; received a 2018 Digital Pedagogy Lab Fellowship; presented with former FI Fellow Lisa Tagliaferri at the 2018 Digital Humanities conference in Mexico City; and successfully defended her dissertation, "Insurgent Knowledge: The Poetics and Pedagogy of Toni Cade Bambara, June Jordan, Audre Lorde, and Adrienne Rich in the Era of Open Admissions." In Fall 2018, Savonick will begin a new position as Assistant Professor of English at SUNY Cortland.

Lisa Tagliaferri, Ph.D. Futures Initiative Fellow 2014-2016
Lisa successfully defended her dissertation in Comparative Literature, "Lyrical Mysticism: The Writing and Reception of Catherine of Siena" in spring 2017.
Tagliaferri is currently Engineering Technical Writer at Digital Ocean. Within the first year and a half of joining DigitalOcean, she was promoted to manager and now leads a team working on educational tutorials on cloud infrastructure and software development topics. Last year, Tagliaferri published an open educational resource for programming in Python entitled *How To Code in Python 3*, which is available for free on the DigitalOcean website and as a CUNY Manifold edition. The book has been downloaded over 15,000 times. Tagliaferri presented at the MLA, the Renaissance Society of America, and at Digital Humanities 2018, and led tech workshops for Women Who Code, NYCDH, Geekettes, and the Bronx Science Programming Club. She continues to work as a web developer with the Humanities Alliance, and in Fall 2018, she will begin a postdoctoral fellowship in Digital Humanities at MIT.

Faculty Fellows and Advisory Board

Cathy N. Davidson, Founding Director and Faculty Fellow, 2014-Present (The Graduate Center)
Prof. Davidson leads each cohort of faculty fellows. For full bio, see "Administrators" section above.

2017-2018 Faculty Fellows

Gilda Barabino, City College of New York, Dean of the Grove School of Engineering

Claire Bishop, The Graduate Center, Contemporary Art
David Caicedo, Borough of Manhattan Community College, Psychology – Social Sciences, Human Services & Criminal Justice

Katherine Chen, City College of New York and The Graduate Center, Sociology

Colette Daiute, The Graduate Center; Psychology, Urban Education, and Educational Psychology

Shelly Eversley, Baruch College, English

Ofelia García, The Graduate Center, Urban Education and Latin American, Iberian, and Latino Cultures

Amita Gupta, City College of New York, Early Childhood Education

Ann Kirschner, University Professor, The Graduate Center and Dean Emeritus, Macaulay Honors College

Wendy Luttrell, The Graduate Center, Urban Education, Psychology, and Sociology

Ruth Milkman, The Graduate Center, Sociology

Paul Ramírez Jonas, Hunter College, Art

Rosario Torres-Guevara, Borough of Manhattan Community College, Academic Literacy and Linguistics

2018-2019 Faculty Fellows

In the Fall of 2018, we will welcome the following faculty:

Juan Battle, The Graduate Center, Sociology, Urban Education, Public Health

Michelle Billies, The Graduate Center and Kingsborough Community College, Psychology

David Chapin, The Graduate Center, Environmental Psychology

Racquel Gates, College of Staten Island, Media Culture

Jonathan Gray, The Graduate Center and John Jay College, English

Tomoaki Imamichi, LaGuardia Community College, Social Science

Ann Kirschner, University Professor, The Graduate Center and Dean Emeritus, Macaulay Honors College

R. L'Heureux Lewis-McCoy, City College, Sociology

Soniya Munshi, Borough of Manhattan Community College, Social Sciences, Human Services, and Criminal Justice

Joseph Straus, The Graduate Center, Music

Julia Miele Rodas, Bronx Community College, English/Disability Studies

Joy Sanchez-Taylor, LaGuardia Community College, English

Alumni Faculty Fellows

2016-2017

Patricia Brooks, The Graduate Center and College of Staten Island, Psychology

Amy Chazkel, Faculty Fellow, The Graduate Center and Queens College, History

Michael B. Gillespie, City College of New York, Black Studies and Film Studies

Jill Grose-Fifer, Graduate Center and John Jay College, Psychology

Setha Low, The Graduate Center; Environmental Psychology, Anthropology, Earth and Environmental Sciences, and Women's Studies

Ananya Mukherjea, College of Staten Island, Sociology and Anthropology

Erika Niwa, The Graduate Center and Brooklyn College, Psychology

Diana Romero, School of Public Health, Community Health and Social Sciences

Martin Ruck, The Graduate Center, Psychology

2015-2016

Gillian Bayne, Lehman College and The Graduate Center, Science Education and Urban Education

Kandice Chuh, The Graduate Center, English

Sujatha Fernandes, Queens College and The Graduate Center, Sociology

David Forbes, Brooklyn College, School Psychology, Counseling, and Leadership

Ofelia García, The Graduate Center, Urban Education and Latin American, Iberian, and Latino Cultures

Carmina Makar, City College of New York, Teaching, Learning, and Culture

Anna Stetsenko, The Graduate Center, Human Development and Urban Education

Eduardo Vianna, LaGuardia Community College, Psychology

2014-2015

William P. Kelly, President Emeritus of The Graduate Center, Former Interim Chancellor of the City University of New York, and The New York Public Library's Andrew W. Mellon Director of the Research Libraries

Futures Initiative Advisory Board, 2017-2018

Co-Chairs: **Cathy N. Davidson**, Founding Director, and **Katina Rogers**, Director of Programs and Administration

Gilda Barabino, Dean of the Grove School of Engineering, City College of New York

Gillian Bayne, Lehman College and The Graduate Center, Science Education

Herman Bennett, The Graduate Center, History

Claire Bishop, The Graduate Center, Contemporary Art

David Caicedo, Borough of Manhattan Community College, Psychology, Social Sciences, Human Services, Criminal Justice

Katherine Chen, City College of New York and The Graduate Center, Sociology

Colette Daiute, The Graduate Center; Psychology, Urban Education, and Educational Psychology

Shelly Eversley, Baruch College, English

Duncan Faherty, Queens College and The Graduate Center, English, Director of the Early Research Initiative

Ofelia García, The Graduate Center, Urban Education and Latin American, Iberian, and Latino Cultures

Michael Gillespie, City College of New York, Black Studies and Media and Communication

Ruth Wilson Gilmore, The Graduate Center, Earth and Environmental Sciences; Director, Center for Place, Culture, and Politics

Amita Gupta, City College of New York, Early Childhood Education

Prithi Kanakamedala, Bronx Community College, History

Ann Kirschner, University Professor, The Graduate Center and Dean Emeritus, Macaulay Honors College

Wendy Luttrell, The Graduate Center, Urban Education, Psychology, and Sociology

Michael Mandiberg, The Graduate Center and College of Staten Island, Media Culture; ITP Certificate Director

Ruth Milkman, The Graduate Center, Sociology

Ananya Mukherjea, College of Staten Island, Sociology and Anthropology

Erika Niwa, Brooklyn College and The Graduate Center, Psychology

Paul Ramirez Jonas, Hunter College, Art

Rosario Torres-Guevara, Borough of Manhattan Community College, Academic Literacy and Linguistics

Diana Romero, School of Public Health, Community Health and Social Sciences



OUR MISSION:

- Strengthen Diversity, Innovative Pedagogy, and Interdisciplinarity
- Support and Train the New Majority of Students
- Develop the Next Generation of College Professors and Leaders
- Facilitate Intellectual and Technological Networks Across CUNY
- Advocate for Higher Education as a Public Good

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