It has been inspiring to witness how FI Fellows and affiliated scholars are centering care in their academic, professional, and political practice.

Hilary Wilson
FI Doctoral Fellow
Dear Colleagues,

I invite you to peruse the inspiring pages of this Annual Report. In these dispiriting times, it is gratifying to be part of an organization dedicated to respect for others, to moving beyond critique to constructive action, and to more equitable, creative interventions into the traditional ways of teaching, learning, mentoring, and leading.

Our biggest news this year was a change in leadership, when founding co-director Dr. Katina Rogers left CUNY to start her own nonprofit. We wish her the best and thank her for such a solid foundation to build upon. Two of our generous Board members, Professors Shelly Eversley (Baruch) and Michael Gillespie (CCNY), spearheaded a rigorous national search for Katina’s replacement. Dr. Adashima Oyo, former FI Fellow and Director of the HASTAC Scholars, has brilliantly stepped into this leadership role. We were also thrilled to be able to watch several past and present doctoral FI Fellows and undergraduate CUNY Peer Leaders walk, in person, to receive their degrees. A year of changes—and thriving!

On behalf of everyone at the Futures Initiative, I thank you all for your support and wish you the best possible year ahead.

Yours,
Cathy N. Davidson, Distinguished Professor
Senior Advisor to the Chancellor on Transformation
Founding Director, Futures Initiative

Dear Friends,

It has been my absolute honor to work with the Futures Initiative. Working with a diverse group of doctoral students, faculty members and administrators to advance the core values of the Futures Initiative has been nothing short of incredible. Since 2014, the Futures Initiative has been committed to transforming higher education. While we have accomplished much, our desire to do more within and beyond CUNY remains strong. On behalf of the entire Futures Initiative team, I invite you to explore the pages of this 2022 Annual Report.

See what we have done, but know that there is much more to come!

Thank you,
Adashima Oyo, MPH, PhD
Executive Director, Futures Initiative
Director of Programs & Administration, HASTAC
Director of Collaboration, CUNY Humanities Alliance
At the heart of The Futures Initiative is a diverse group of doctoral students, post-graduate researchers, faculty members, and administrators. Together we learn with and through community to build a culture of reciprocity, shared leadership, and a desire to uphold the mission of FI. Within their roles at FI, individual research, and work beyond the academy, our fellows are the foundation of our initiative!

> READ MORE

FI ADVISORY BOARD

Baruch College, CUNY
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FI STAFF

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Cathy Davidson
Kashema Hutchinson
Sujung Kim
Celi Lebron
Lauren Melendez
Adasime Oyo

FI DOCTORAL FELLOWS

2022/2021
Coline Chevrin
Jessica Fletcher
Dasharah Green
Sham Habteselasse
Roderick Hurley
Gustavo Jimenez
Shaun Lin
Christopher McGuinness
Kelysey Millan
Chinyere Okafor
Marziyeh (Parisa) Setayesh
Nik Valdez
Hilary Wilson

2021/2022
Javiela Evangelista
Michael Gillespie
Chaumtoli Huq
Karen Miller
Amber Musser
Carla Shedd
Saadia Toor

FI FACULTY FELLOWS

2022/2021
Javiela Evangelista
Michael Gillespie
Chaumtoli Huq
Karen Miller
Amber Musser
Carla Shedd
Saadia Toor

2021/2022
Javiela Evangelista
Michael Gillespie
Chaumtoli Huq
Karen Miller
Amber Musser
Carla Shedd
Saadia Toor

TEAM
Our goal at FI is to support multiple sectors of learning, research, mentoring, and research to help facilitate a more equitable, diverse, and inclusive academic institution and society. Whether funding research projects or mentoring undergraduate students, we pride ourselves on welcoming a community of interdisciplinary thinkers and change makers. Together, we strive to transform and empower!

**SERVED**

- **188** Undergraduate Leaders
- **35** Doctoral Fellows
- **3** Post-Docs
- **38** CUNY Team-Taught Courses

**GRADUATION RATES**

- **73%** Undergraduate Leaders (CPLs)**
- **96%** FI Doctoral Fellows

**FI GRANTS TO PHD STUDENTS**

- **49** Dr. Louise Lennihan Arts and Sciences Grants
- **7** Paul C. Notari Research Grants in Environmental Studies

**DISCIPLINES OF FI DOCTORAL FELLOWS**

- **39%** From Humanities
- **36%** From Social Sciences
- **26%** STEM

**FUNDING**

- **$6.5 M** $ from Funders***
- **$32,000** $ from Individual Donors

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* Since 2014
** CPL 2022 Survey Results
*** From Teagle Foundation, Andrew W. Mellon Foundation, and Carnegie Foundation
TRANSFORM
FUTURES INITIATIVE IMPACT ACROSS CUNY

2021/2022 FI DOCTORAL FELLOWS TEACH
Baruch College
Brooklyn College
City College of New York
College of Staten Island
Hunter College
John Jay College
Lehman College
Queens College

2021/2022 FI TEAM-TAUGHT COURSES
City College of New York
College of Staten Island
CUNY School of Law
CUNY School of Public Health
The Graduate Center, CUNY
Hunter College
LaGuardia Community College
NYC College of Technology

2021/2022 CUNY PEER LEADERS (CPL)
Baruch College
Brooklyn College
City College of New York
College of Staten Island
Guttman College
Hunter College
John Jay College
Kingsborough Community College
LaGuardia Community College
Lehman College
Medgar Evers College
New York City College of Technology
Queens College
York College
The FI Doctoral Fellows are at the center of the Futures Initiative. Our goal is to nurture a new generation of innovative leaders to use their unique expertise to participate in the development of a more equitable society. Fellows gain experience in collaboration, problem-solving, and administration, to help foster success professionally and academically. Past fellows have transitioned to do empowering and meaningful work as change makers, both in and beyond the academy.

FI helped me—someone previously who thought of themselves as both unlikely and accidentally ending up in academia—to become more comfortable expressing myself as a public intellectual.

Allison Guess
FI Alumna/Assistant Professor, Williams College

JESSICA MURRAY
Jessica Murray was a Futures Initiative fellow from 2016-2019, and graduated in 2020 with a PhD in Developmental Psychology. Her research focuses on the relationships between self-determination, well-being, and transportation for disabled people. Jessica served as the Designer and Web Developer for the Futures Initiative during her three-year tenure, and says that her time on the team "really changed the way [she] took on collaborative work in a way that focused less on hierarchies and more on intentional inclusion of everyone involved." In 2021, Jessica’s fight for more accessible transit options in New York City was documented in a feature film, The Biggest Obstacle.

> READ MORE

ALLISON GUESS
Allison Guess graduated in April 2021 with a PhD in Earth and Environmental Sciences. Allison’s research focuses on Black people’s relationships to land in the Americas, and the emergence of “Black Land.” At the Futures Initiative, Allison edited the newsletter and took a leading role in organizing FI events. She says that her work in this capacity is an example of how FI supports its graduate students by demystifying institutional operations by providing important insights on how to navigate the academy. Currently, Allison is in a tenure-track position at Williams College. In the future, she hopes to publish her dissertation as a book.

> READ MORE

KALLE WESTERLING
Kalle Westerling, Futures Initiative Fellow from 2014-2018, graduated in 2022 with a PhD in Theatre and Performance Studies. Kalle’s research used network analysis to uncover connections between drag and gender non-conforming performers in New York City and the Eastern Seaboard of the United States in the 1930s. At FI, Kalle was the co-director of the HASTAC Scholars Program. In his words, “the Futures Initiative helped me find a voice and a belief that I had something to contribute to the system of higher education and knowledge-building institutions beyond what I thought I could.” He is currently the Digital Humanities Research Software Engineer at the British Library.

> READ MORE
We are extremely proud of the continued success of our CUNY Peer Leaders (CPL) program, which supports and teaches City University of New York (CUNY) undergraduate students from two- and four-year campuses. The program provides stipends for the leaders, professional development opportunities, cultural enrichment activities, networking events, and more. The CPLs learn vital leadership and mentorship skills that they in turn use to create pathways for Humanities based scholarship. During the past year, the program was run by Co-Directors Lauren Melendez and Kashema Hutchinson, and facilitated by Sham Habteselasse and Chinyere Okafor. This program is generously supported through the CUNY Humanities Alliance and Andrew W. Mellon Foundation funding.

The CUNY Peer Leaders program helped me to decompress my emotions and realize that I’m not alone in this journey called life... The impact of this program will never be forgotten.

Malik Brizan-Reed
CUNY Peer Leader, Medgar Evers College

ESTEFANY GONZAGA

Estefany Gonzaga was a mentee with CUNY Peer Leaders from August 2016 to June 2017, while attending Baruch College. She went on to earn a Bachelor of Arts in Business/Graphic Communication with a minor in New Media Arts. In fall of 2022, she will begin studies to pursue a Master of Arts in Digital Humanities, Digital Pedagogy at The Graduate Center. She credits CPL for encouraging her to break out of her comfort zone to blossom from a student into a young professional. She intends to learn practical methods to create an effective and holistic learning environment for students. CPL provided her tips for success, campus resources, and mentors were open to sharing their own experiences as CUNY students to support mentees. In her current role as a program coordinator at LaGuardia Community College, Estefany leans into empathy and compassion, leadership traits inspired by Mike Rifino and Lauren Melendez.

CHERISHE CUMMA-CLARKE

Cherishe Cumma-Clarke was a mentee with CUNY Peer Leaders from 2017 until her graduation in 2019, while attending New York City College of Technology. She credits Lauren Melendez and Cathy Davidson as her “academic backbone” during her college career. Lauren wrote a letter of recommendation and was a reference for Cherishe’s first official job at New York University. Cherishe is currently in the Higher Education and Student Affairs Graduate program at New York University, in which Cathy wrote a letter of recommendation in support of admissions. According to Cherishe, CPL created a safe space for students to speak their truth, remained flexible and accommodating, and provided nutritious food/snacks for mentees. Her favorite CPL memory was a trip to see the Broadway musical Ain’t Too Proud: The Life and Times of The Temptations. The Futures Initiative arranged a meet and greet where students interacted with the main actors and actresses. CPL provided life changing enrichment activities that had an everlasting impact on Cherishe’s life.

CPL ALUMNI SPOTLIGHT

TRANSFORM
Creating a Better Future
Nearly 65% of survey participants are first-generation college students! 88% identified as students of color.

Since participating in the CPL program:

- **50%** HAVE VOLUNTEERED AT COMMUNITY ORGANIZATIONS
- **56%** HAVE SERVED AS A LEADER OR MEMBER OF A CLUB/ORGANIZATION
- **70%** HAVE SERVED AS A MENTOR TO STUDENTS OR YOUTH IN THEIR NETWORK!
- **93%** WOULD RECOMMEND THE CPL PROGRAM TO UNDERGRADUATE STUDENTS

CUNY PEER LEADERS (CPL) BY THE NUMBERS

This summer, FI and CUNY Peer Leaders administered an undergraduate leadership survey sent to 188 alumni and collected results from 30% of participants.

**CPL Serves Interdisciplinary Learners** 61% of CPL alumni credit the program for preparing them “well” or “very well” for academic success. Over 23% of survey participants are social science majors, 13% are from biological and health sciences, 15% from education, and 18% from the humanities!

**CPL alumni post-undergraduate accomplishments** 70% of CPL alumni credit the program for preparing them “well” or “very well” for professional success. More than half (54%) of survey participants pursued an additional degree after the program, including graduate school, professional certificates, and/or four-year degrees!

Long lasting Impressions 83% of participants credited peer mentoring during their time in the program as “beneficial” or “very beneficial.” Nearly 90% found the stipend useful, 79% reminisce about the social justice and advocacy projects, 83% appreciate leadership skills gained, 77% give credit to staff advisement, and 78% credit wellness support as a beneficial factor during their time in the program!

Support CUNY Undergrads

Nearly 70% of alumni are currently employed. 90% of alumni reported that they are currently using skills learned in college (writing, communication, research, etc).
ENRICHMENT ACTIVITIES

CPL undergraduates are exposed to rich experiences both inside and outside the academy. We believe that inviting students to participate in enriching cultural activities around NYC builds community, unique perspectives, and allows them to dive into new interests. This past year, they were treated to see MJ: The Musical on Broadway and to visit The Metropolitan Museum of Art.

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SUPPORT
CUNY UNDERGRADS

LETTING THE LEADERS LEAD

A core practice at CPL is letting the Leaders lead. As a student-centered program, it is important that we have the Leaders step into leadership roles. Two Leaders stepped up in the Fall 2021 semester to do just that!

Sam “Haunter” Asencio (John Jay College) presented their research “Asserting your Identity in Higher Education: Reimagining Peer Advocacy” at a HASTAC Digital Friday. They discussed how to reimagine peer-to-peer learning in the digital age while advocating for our unique identities together. Ascencio also argued why peer advocacy is essential and the ways they have assisted to create both physical and virtual spaces in higher education for queer students. Ascencio concluded by discussing how their peer advocacy is helping students navigate the educational landscape for success.

Malachi Davidson (Baruch College) volunteered to lead a segment of the bi-weekly Friday meet-ups. Malachi, an English major, facilitated a customized “exquisite corpse” activity just after midterms when student energy was rather low. His virtual activity was tweeted by Cathy Davidson which was retweeted by the Metropolitan Museum of Art to its 4.3 million followers: “What an awesome idea to do this with students on Zoom!”
ENRICHMENT ACTIVITIES

**Friday Meet-Ups** Throughout the academic year, leaders meet up every other Friday to discuss social justice issues, wellness, professional development and of course the various facets of leadership! These meet-ups are unique because the program is not merit-based and Leaders have the chance to connect and learn from each other. The overwhelming stress, loss, and confusion experienced during the pandemic briefly subsided in a space centered around care and wellness.

A culture of care is initially fostered at the beginning of each meet-up, led by simply asking **“How are you?”** This question adds to the holistic approach to wellness the program advocates for. The bi-weekly socialization allows many leaders to move forward with openness, vulnerability, and strength, as they collaborate on building community. By allowing themselves space for vulnerability, Leaders are able to experience how this community is dedicated to their academic, professional, and personal success!

In the 2021-2022 CUNY PeerLeaders exit survey, 100% of the respondents found the culture of care valuable during Friday meet-ups and beyond. This inclusive and diverse space reflects the ethos of the Futures Initiative.

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CREATING COMMUNITY

CPL hosts two major community building events for each cohort. The CPL Kick Off event sets the tone for the goals and expectations collectively agreed upon by the CPL community. During the 2021/2022 event, the community agreements spoke of respecting identities, holding space for boundaries, openness to learning from each other, and the exchange of vulnerability and support.

The program concluded with the CPL End of Semester Showcase of projects from the academic academic year. The 2021/2022 event showcased projects highlighting a range of interests and passions around the theme of “Accountability and Advocacy,” in a lightning round format. The first round of presenters focused on mental health and self-care. The second round of presentations focused on social justice initiatives. The third group of Leaders presentations focused on identity.

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**Is Graduate School for Me?** On March 25th, FI hosted a University Worth Fighting For (UWFF) event, consisting of a panel discussion featuring FI fellows, themed breakout room discussions, and an open group Q & A. Attendees were greeted with a welcome from Provost Steve Everett. The purpose of the event was to reaffirm the importance of a diverse and inclusive academy and to demystify the graduate school journey. Students were afforded multiple perspectives on various ways to navigate through higher education.
@ FUTURES INITIATIVE

FELLOWSHIPS - FI GRADUATE FELLOWS
At the heart of FI is a diverse, interdisciplinary group of graduate fellows who occupy central roles on our team. Since 2014, these competitive fellowships have supported unique cohorts of Graduate Center PhD students, providing community structure and professional development along their paths to becoming innovative leaders in higher education. Fellows work as Communications Directors, Web Developers, HASTAC Scholars Directors, Research Assistants, and more. Together we learn with and through community to build a culture of reciprocity, shared leadership, and a desire to imagine and build a better future for higher ed. Within their roles at FI, individual research, and work beyond the academy, our fellows are the foundation of our initiative!

> READ MORE

At FI team meetings we allow ourselves to speak openly and honestly about the hidden curriculum and unspoken rules of academia and collectively share strategies for overcoming roadblocks and challenges—always coming from a place of generosity and care.

Christina Katopodis
FI Alumna/Associate Director, TLH

@ THE GRADUATE CENTER

DISSERTATION WRITING CAFES
The FI team has committed to creating new methods of community-building and support for each other amid pandemic conditions. In addition to our weekly team meetings, FI Writing Cafes are held every Friday via Zoom, providing peer support and encouragement for those who are working on dissertations, papers, grant writing, and other projects. Fellows come together during two-hour blocks and work on various projects, fostering productivity and connection rather than work in isolation. This is a cross-disciplinary, welcoming space, where fellows come together and prioritize a culture of care during difficult and overwhelming times.

RESEARCH FUNDS FOR PHD STUDENTS
FI research grants continue to provide support for the GC community! In addition to our annual Dr. Louise Lennihan Arts and Sciences Research Grants competition, this year we were able to create an exciting new funding opportunity for our graduate students: Paul C. Notari Research Grants in Environmental Studies. Grants earned in each competition make a significant difference in the research paths of our doctoral students, and often fund the beginnings of much larger and public-facing research projects. We were proud to reward 18 of these transformative research grants during the past academic year.

> READ MORE

PEDAGOGY/TEACHING
Through our dedication to teaching student-centered pedagogy, we empower our graduate students through encouraging active participation and giving them the tools to model those principles for the CUNY undergraduates that they teach. We are dedicated to developing a network of visionary future higher education teachers, researchers, and leaders in the humanities, social sciences, and sciences.
What if instead of centering self-care — limited to the private spaces of our lives — we actually created collective spaces of care?
Many of us do. I think this is one of the most important values of our work at FI.

Coline Chevrin
FI Doctoral Fellow
Our fellows and faculty members continue to break the mold with their innovative and expansive research. With a shared goal of creating a more equitable higher education landscape that informs all that we do, our team continues to produce research of the highest caliber that reaches beyond academia, creating a positive impact and engaging the public in creative ways.

My dissertation is based on what happens when a principal not only tells her students that they matter, but shows them by tirelessly and holistically investing in their well-being, which ultimately impacts their educational attainment.

Kashema Hutchinson
FI Alumna / CPL Co-Director

Many of our recent graduates have produced research that is directly connected to the public good. Our new Executive Director, Adashima Oyo, recently defended her dissertation. Her research examined application, enrollment and graduation trends for Black and Latinx students at schools of public health in the United States.

Other examples of such crucial dissertation work include Jessica Murray’s work concerning the MTA, “Self-Determination in Transportation: The Route to Social Inclusion for People with Disabilities,” and Jesse Fredlund’s “Climate Change and the Ancestors: Rain, Gender and Politics in an African Water Catchment.” Current fellow Shaun Lin’s research interests include immigrant communities, food and foodways, and abolition geography.

The Graduate Center is the CUNY hub for research! The GC is an R-1 university for research output. Our team is engaged in research across various disciplines doing research that matters for the public good.

RESEARCH DISCIPLINES
OF 2021/2022 DOCTORAL FELLOWS

Gustavo Jimenez - Latin American, Iberian and Latino Cultures
Shaun Lin - Earth and Environmental Sciences
Coline Chevrin - Earth and Environmental Sciences
Sham Habteselassie - Developmental Psychology
Chinyere Okafor - Critical Social/Personality Psychology
Nik Valdez - English
Dasharah Green - English
Jessica May Fletcher - Art History
Christopher McGuinness - Ethnomusicology
Hilary Wilson - Earth and Environmental Sciences
Roderick Hurley - Critical Social/Personality Psychology
Kelsey Milian - Ethnomusicology
Marziyeh (Parisa) Setayesh - Earth and Environmental Sciences

POSTDOC RESEARCH

Sujung Kim is an interdisciplinary scholar whose research addresses the critical pedagogy of higher education for the public good and educating students as critical public intellectuals.

She is a frequent collaborator with the CUNY Humanities Alliance, funded by the Andrew W. Mellon foundation. Dr. Kim is contributing to their work that connects doctoral students to humanities teaching and learning experiences at community colleges. She runs a monthly blog which reviews recent publications on pedagogy and community colleges.

> READ MORE
All of our previous and current fellows are dedicated to advancing equity through their work, and expanding on the voices and perspectives being offered in academia in order to build a better world.

**DISSERTATION TITLES OF 2021/2022 GRADUATES (FI ALUMNI FELLOWS)**

Jessie Fredlund  
“Climate Change and the Ancestors: Rain, Gender and Politics in an African Water Catchment” (2021)

Allison Guess  
“Plotting on the Plot in Hispaniola: A 16th Century (Dis)continuous Black Land Story and the Insistent Unsettling Crisis of the New World” (2021)

Christina Katopodis  
“Sound Ecologies: Music and Vibration in 19th-Century American Literature” (2021)

Kashema Hutchinson  
“The Lopez Effect Remixed: The Significance of Mattering Through a Hip-Hop Lens in Education and Beyond” (2021)

Gustavo Jimenez  
“El ascendiente latinoamericano en la literatura euskaldun: “Realismo mágico”, “literatura mundial” y la emergencia del campo literario vasco” (2021)

Michael Epstein  
“The Temporal Dynamics of Ensemble Perception” (2022)

Kalle Westerling  
“Gay Boy and Playboy Revues: Constructing U.S. Queer Collectivities in Networks of Peripatetic Burlesque and Nightclub Drag Performers in the 1930s” (2022)

Adashima Oyo  
“Workforce Diversity and Health Equity: The Role of Schools of Public Health” (2022)
The team-taught course allowed for a two-for-one experience, enabling students to engage with the knowledge and pedagogical practice of two brilliant scholars. The class was a melting pot of vast intellectual discourse and knowledge production.

Joseph Caceres, English PhD student
“Black Visuality, Black Performance”

The Futures Initiative has administered 38 team taught courses, thus far! Here’s a breakdown of the 2021-2022 courses and descriptions.

**SPRING 2022**
Black Diasporic Visions: (De)Constructing Modes of Power (Profs. Carla Shedd, New York City Technical College and Javiela Evangelista, The Graduate Center)

> READ MORE

**FALL 2021**
Black Visuality, Black Performance (Profs. Michael Gillespie, City College and Amber Musser, The Graduate Center)

> READ MORE

**FALL 2021**
American Social Institutions (Profs. Karen Miller, LaGuardia Community College and Saadia Toor, College of Staten Island)

> READ MORE
Non-hierarchical learning structures that emphasize peer learning, peer mentorship, and student agency. Interactive teaching allows students to express ideas and improve communication skills, while being actively engaged in academic discussions with one another.

**THINK-PAIR-SHARE ACTIVITIES**

Hand out small pieces of paper or flashcards and give students a question to respond to. After time is up, divide into pairs and share with a partner what you wrote down. Finally, come together as a class and ask each group to share what they talked about.

**ENTRY/EXIT TICKETS**

Entry and Exit tickets stress the importance of centering the students’ diverse forms of experiences, ideas, perspectives, and knowledge in class activities, and that multiple sessions of a class need to be organized. This method can be used to assess students’ comprehension of class materials. With this method, students begin working as they enter the classroom, which allows students and teachers to dutifully utilize classroom time.
TEACH
COLLABORATION IN ACTION

COLLABORATION BETWEEN TEACHERS
One of the Futures Initiative’s key program areas is a unique set of interdisciplinary, inter-institutional team-taught courses. This past year faculty co-taught classes interdisciplinary, departments included History, African American Studies, Architecture, English, and more! Faculty paired up from across the CUNY landscape to engage in pedagogical partnership.

COLLABORATION BETWEEN “STUDENT” AND “TEACHER”
FI is teaching by example of what graduate education can be and should be. By focusing on graduate pedagogy as well as ways doctoral students can apply student-centered methods in their own classrooms, they create renewed possibilities for graduate students to consider their dual role as learners and as instructors and valued junior colleagues.

TEACHING ON ZOOM DURING THE PANDEMIC
This past year, many of our team-taught courses and team meetings were held virtually via Zoom. Our community embraced online and virtual learning by experimenting with pedagogical techniques, enrichment activities, and open dialogues to navigate our new virtual learning environment. We also hosted UWFF events, HASTAC events, and CPL events online—which offered a diverse audience to attend from the comfort of their homes!

COLLABORATION STUDENT TO STUDENT (PEER LEARNING)
At FI, we center students’ voices in the classroom and beyond. Our student-centered programming offers students space to learn, teach, and think as a collective. Throughout the academic year, each FI team member has a chance to facilitate a weekly team member. This offers a diverse structure that caters to several collaboration and leadership styles.

This year, FI Founding Director Cathy N. Davidson published an updated edition of The New Education, with a new Introduction and an Appendix designed for higher education leaders and innovators.
FI FELLOWS

Our fellowships are open to any PhD student from any department with the Graduate Center. Existing fellows collaborate to select new fellows to join the team. Throughout the semester, FI’s weekly team member-led meetings are structured using collaborative agendas. We continuously strive for more ways to foster inclusion, diversity, and actionable collaborative engagement. One of our meetings was attended by Provost Steve Everett, who wanted to observe our unique methods for collaborative work. We are a think and do organization!

CUNY HUMANITIES ALLIANCE

We have continued working closely with the Humanities Alliance throughout the past year, thanks to the work of Senior Research Associate Sujung Kim and our vibrant CUNY Peer Leaders Program. FI Executive Director Adashima Oyo also worked closely with the directors of the grant, Principal Investigator David Olan and Luke Waltzer, Director of the Teaching and Learning Center.

PUBLICSLAB

The Futures Initiative works together with partners at the CUNY Graduate Center and across 25 CUNY campuses in NYC. FI provides public facing events and research to innovate and transform higher education. Each component of how our network and community operates is based on collaboration and teamwork.

Working with the FI team has helped me feel confident bringing my whole self, with all its junctions, into everything I do - not just my scholarship or my work at FI.

Roderick Hurley,
FI Doctoral Fellow

The Publics Lab, supported by the Mellon Foundation, was created to take on the task of transforming doctoral education with a specific focus on the public good. The Futures Initiative has been involved with the PublicsLab from its inception to implementation. This year, FI Executive Director Oyo worked with PublicsLab on their national search for a postdoctoral researcher, as well as the Doctoral Curriculum Enhancement Grants for departments and programs at the GC.

> READ MORE

COLLABORATION @ GC

The Futures Initiative works together with partners at the CUNY Graduate Center and across 25 CUNY campuses in NYC. FI provides public facing events and research to innovate and transform higher education. Each component of how our network and community operates is based on collaboration and teamwork.
GRADUATE EDUCATION TASK FORCE
In September 2021, CUNY launched the Graduate Education Task Force (GETF). The task force is undertaking a two-year, two-phased process to formulate recommendations that will aid in the development of a unified strategic direction to support, improve, grow, and promote graduate education as a whole at The City University of New York. Our own, Cathy N. Davidson is a member of this innovative task force. Similar to the mission of FI, GETF is considering how CUNY can take advantage of being a system to develop distinctive graduate programs that will strengthen CUNY's impact.

SENIOR ADVISER ON TRANSFORMATION
As an expert on higher education, Cathy N. Davidson was named senior adviser on transformation to CUNY Chancellor Félix V. Matos Rodríguez in the newly created CUNY Office of Transformation. According to the Office of the Chancellor, the new office will shape a unifying framework for CUNY's most urgent priorities. The office intends to build upon the work of hundreds of CUNY staff, faculty, students, and community members who have worked to (re)build strategic roadmaps and interdisciplinary committees to create “bolder realities.”

TRANSFORMATIVE LEARNING IN THE HUMANITIES
(TLH) is a three-year initiative supported by the Mellon Foundation. The Futures Initiative was pleased to collaborate on a number of events across FI and TLH. Cathy N. Davidson served as faculty co-director of TLH with, FI Advisory Board member, Professor Shelly Eversley (Interim Director of Black and Latinx Studies at Baruch) from 2020-2022. Currently, FI Faculty Fellow Matt Brim (CSI) co-directs the program alongside Professor Eversley.

HASTAC: CHANGING THE WAY WE TEACH AND LEARN
HASTAC (the Humanities, Arts, Science and Technology Alliance and Collaboratory), is a free and open community that fosters a space for creativity, innovation, collaborative learning, growth, and thinking. Often called the world’s first academic social network, our network pre-dates Facebook and currently hosts over 18,000 members from over 400 affiliate organizations. Scholars collaborate among one another with guidance from mentors and advanced scholars. As an effort to continue to evolve and transform user accessibility, HASTAC is making a transition to Humanities Commons in 2022. At its core, HASTAC provides space for curious individuals to collaborate on creating meaningful work and research. Each semester, HASTAC hosts events, showcases, newsletters, and more, to help members and those interested in joining the community to stay connected!
Join us in celebrating 20 years of HASTAC! For the past 20 years, HASTAC has remained a valuable platform to connect scholars of various disciplines and institutions (both public and private) to work collaboratively and to think creatively! In 2002, HASTAC was founded by Cathy N. Davidson, then Vice Provost for Interdisciplinary Studies at Duke University and David Theo Goldberg, Director of the University of California Humanities Research Institute (UCHRI). The program is currently co-directed by Cathy N. Davidson and Jacqueline D. Wernimont of Dartmouth College. To learn more about the history of HASTAC, read more.

HASTAC.org has been called 'the world’s first and oldest academic social network.' With our exciting move to the excellent Humanities Commons this year, we’re hoping the new HASTAC Commons will also chart innovative research and pedagogical interactions and collaborations for the next twenty years too.

Cathy N. Davidson, Co-Founder & Co-Director, HASTAC

We’re excited to report that our migration to Humanities Commons will be coming to a close this fall! All of us at HASTAC and everyone on the incredible Humanities Commons team have been working tirelessly to shape HASTAC’s future. Thanks to the hard work of our migration team, most of what is on HASTAC.org from 2017 to the present is now in transit to the Humanities Commons. Content from the early years of HASTAC.org (2005-2017) will be archived at Duke University Library for scholars and historians of technology to peruse in the archives. Futures Initiative Fellow Christopher McGuinness led these critical archiving efforts.

HASTAC CONFERENCE: JUNE 8TH - 10TH, 2023

After a long delay due to the COVID-19 pandemic, HASTAC Conferences are back! Our last 2019 conference was in Vancouver, Canada. The 2023 conference, celebrating HASTAC’s 20th Anniversary, will be hosted by Pratt Institute in Brooklyn, NY. The theme is “Critical Making and Social Justice.” The call for proposals is live!

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HASTAC Scholars

HASTAC Scholars are exposed to rich networking opportunities, useful research tools, pedagogical skills, learning ways to be interdisciplinary, conferences, and exposure to new authors and theories! It is a student-driven fellowship program hosted by a community of undergraduate and graduate students. Each year, around 100 new Scholars are accepted into a new 2-year cohort of the program. Scholars come from various disciplines and have been sponsored by over 200 colleges and universities—ranging from small liberal arts colleges to large Research 1 institutions, public and private schools, state colleges and ivies. This program is directed by FI Fellows Shaun Lin and Hilary Wilson.

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DIGITAL FRIDAYS BY HASTAC SCHOLARS

Digital Fridays sessions are conceptualized and hosted by HASTAC Scholars who present on research topics, teaching approaches and professional development strategies. Previous Digital Friday topics include, non-mainstream perspectives of Science Fiction, a conversation engaging Cardi B and Stranger Things to advocate using popular culture in the classroom, and practical methods for online teaching. Recordings and recap posts are made available on HASTAC whenever possible.

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HASTAC SCHOLAR SPOTLIGHTS

Each month, HASTAC spotlights several scholars to showcase the amazing work they’re doing. Scholars are asked the same 10 questions but their answers and perspectives are all unique. This year’s spotlights featured scholars interested in pursuing careers in publishing, academic research, and a scholar invested in building accessible intellectual labor into a life that centers care and rest.

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HASTAC SCHOLARS COLLABORATIVE BOOK DISCUSSIONS

Collaborative book discussions allow HASTAC scholars to engage in fruitful dialogue and conversation centered around thought provoking books! Scholars read and discussed select texts, and had an opportunity to interview the authors, to produce and publish book reviews available on the HASTAC website.

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The Futures Initiative takes pride in collaboration among team members and our many networks of partners and organizations! This past year, we hosted a diverse range of public facing events, including our University Worth Fighting For series, HASTACs Digital Fridays, and CPL Showcases. Each event serves as a stepping stone for more creative and enriching events to come.

**2022**

1,348 Registrations for FI Events!

- 9.7.22 University Worth Fighting For: “The New College Classroom”
- 8.8.22 A Conversation With Ann Pendleton-Jullian And John Seely Brown
- 5.13.22 CUNY Peer Leaders Showcase
- 5.6.22 Digital Friday: Lightning Round Presentations By HASTAC Scholars
- 4.1.22 Digital Friday: Lightning Round Presentations By HASTAC Scholars
- 3.25.22 University Worth Fighting For: Is Grad School For Me?
- 3.18.22 Digital Friday: Next Generation Dissertation With Katina Rogers
- 2.12.22 New HASTAC Scholars Welcome Event

**2021**

1,289 Registrations for FI Events!

- 11.10.21 University Worth Fighting For: Lennihan Grants Showcase
- 11.5.21 Digital Friday: Asserting Your Identity In Higher Education
- 10.29.21 Digital Friday: Narratives And Imaginations Of Situated Technologies
- 10.27.21 University Worth Fighting For: Dissertation To First Book Talk
- 9.24.21 Digital Friday: How To Be A Humanist In Tech?
- 5.14.21 Reimagining Humanities Graduate Education
- 5.7.21 Digital Friday: Challenges of Digitizing Historical Recipes
- 4.30.21 Digital Friday: A Workshop for Teaching Online Under COVID-19
- 4.23.21 Digital Friday: Science Fiction/Science Fact: Fiction Narratives As A Technocultural Tool
- 4.16.21 Digital Friday: Divided Union: Digital Methods With Monuments, Statues, Politics & Space
- 3.12.21 Digital Friday: University And Territory: Towards A Situated University
- 2.26.21 Digital Friday: Scyborgs And Dirty Computers
- 2.18.21 Graduate Education At Work In The World
The Futures Initiative advocates greater equity and innovation in higher education at every level of the university. Housed at the Graduate Center and reaching throughout the CUNY community, the Futures Initiative empowers the next generation of intellectual leaders with bold, public, and engaged teaching and learning. With an emphasis on student-centered practices, the Futures Initiative redefines graduate preparation to include translation of specialized research into the best undergraduate teaching, including for those from disadvantaged backgrounds. The Futures Initiative also fosters greater understanding of the complexities of the higher education landscape by spearheading data-driven research in areas critical to institutional change. Through HASTAC@CUNY (a hub of the online network Humanities, Arts, Science and Technology Alliance and Collaboratory), the Futures Initiative extends its collaborative peer-to-peer practices across institutions, disciplines, national boundaries, and economic and social disparities, promoting reinvestment in higher education as a public good.

THE 2022 ANNUAL REPORT WAS COLLABORATIVELY WRITTEN BY THE FUTURES INITIATIVE TEAM.

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