In its initial year, The Futures Initiative had one primary goal: to establish itself as an organization within the Graduate Center, CUNY.

**Goal:** The Futures Initiative will enhance the Graduate Center’s and CUNY’s role in promoting the public good through advocacy of invigorated public support for higher education as an investment opportunity for society and New York City in particular. The ultimate goal of the Futures Initiative is to make the Graduate Center and CUNY national leaders in higher education transformation.

**Action:** The Graduate Center will complete hiring, training, and creation of administrative infrastructure for Futures Initiative.

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**OVERALL GOAL FOR ACADEMIC YEAR 2014-15**

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**FALL 2014**

**Goal:** Hiring of Administrative Team and Selection of Futures Initiative Fellows.

**Action:** A team was put together, consisting of the following members:

- **Cathy N. Davidson**, Futures Initiative Director and Distinguished Professor of English

  Professor Davidson is a member of the National Council on the Humanities and a leading innovator on learning and professional development. This year, she has been featured on CNN's @ThisHour, *Inside Higher Ed*, *The Chronicle of Higher Education*, the Civic Institute’s website, and the Teaching in Higher Ed podcast. She gave keynote addresses for several major events, including the Fundación SM México's Seminar for Integral Education, the UNESCO Chair in Education and Technology for Social Change, the Universidad de Monterrey, the American Council on Education Annual Meeting, The Council of Independent Colleges Presidents Institute 2015, and the CUNY IT Conference.

- **Katina Rogers**, Futures Initiative Deputy Director

  Dr. Rogers is spearheading a project on research ecosystems and postgraduate pathways in addition to developing the Mapping the Futures online platform, mentoring the graduate fellows, and managing the Futures Initiative's current and upcoming projects. During the past academic year, she delivered the keynote address for the CUNY Faculty Fellowship Publication
Program and gave invited presentations at the University of Colorado and the annual conventions for the College Art Association, the American Historical Association, and the Modern Language Association. Her work on career paths in the humanities was published in Digital Humanities Quarterly.

**Lauren Melendez, Administrative Specialist**

Lauren has mastered CUNY’s institutional complexities in an incredibly short time. She is pursuing a Master’s degree in school counseling at Hunter College and has recently been accepted to participate in a practicum at a high school where she will learn firsthand about the profession. She represented the Futures Initiative at the 2015 Digital Media and Learning conference, “Equity By Design.”

**Michael Dorsch, Fellow**

Michael focuses on mapping and GIS work. He published “The CUNY Sociodemographic Map of NYC” and presented on the work at the CUNY Faculty Diversity and Inclusion Conference. He participated in the Transformation for Resilience of Urban Coasts Workshop in Kolkata, India, and was an organizer and editor for the Resilience Practice Assessment Report of the Science and Resilience Institute at Jamaica Bay.

**Danica Savonick, Fellow**

Danica works with Cathy Davidson on equity-focused research and recently published “Gender Bias in Academe” on HASTAC. She has presented several papers this year and co-organized events including “Critical Visualities,” “Critical Karaoke,” and “Teaching #BlackLivesMatter.” She received the Advanced Research Collaborative Knickerbocker Award for Archival Research in American Studies.

**Lisa Tagliaferri, Fellow**

Lisa works as web developer for the Futures Initiative and HASTAC websites. This year, she presented a digital humanities paper at the University of Liverpool, and was awarded a Doctoral Student Research Grant as well as a Mellon Dissertation Research Fellowship. Lisa will be presenting a poster on the Mapping the Futures online course network at the Digital Humanities 2015 Conference. Her photography appears across the Futures Initiative’s websites and materials.

**Kalle Westerling, Fellow**

Kalle has worked to make the Futures Initiative's events accessible now and in the future through recording, livestreaming, and editing major lectures and workshops. His top-notch design work gives a public face to the program and entices people both within and beyond CUNY to learn more and get involved. As co-director of HASTAC Scholars, Kalle has developed engaging programming and cultivated a robust community of future intellectual leaders.

**Shawn(ta) Smith, Embedded Librarian**

A reference and instruction librarian, Shawn has provided invaluable guidance to Mapping the Futures students. Through the Library Information Literacy Advisory Committee, Shawn has developed a proposal for continued collaboration and integration of libraries of Futures Initiative courses and pedagogical initiatives. This Spring, Shawn completed her MFA from Queens College.
Goal: To take steps in the direction of the Futures Initiative’s overall mission to advance greater equity and innovation in higher education.

Action: The interdisciplinary graduate class Mapping the Futures of Higher Education was created to explore new methods of peer learning and teaching, interdisciplinary research collaborations, experiential learning, new digital tools, and public contributions to knowledge.

Taught by Futures Initiative Director Cathy Davidson and Graduate Center President Emeritus William Kelly, Mapping the Futures of Higher Education was a radically interdisciplinary graduate course and network of undergraduate classes involving more than 365 students across ten CUNY colleges. As is the case with the Futures Initiative as a whole, this course focused on both innovation and equity. The course explored new methods of peer learning and teaching, interdisciplinary research collaborations, experiential learning, new digital tools, and public contributions to knowledge. Moreover, the course considered the role of the university in society, especially public education in the U.S. in a time where we have seen declining support for public education nationally, leading both to a student debt crisis and a professorial crisis of adjunct or contingent labor practices. This Spring 2015 course was the first course offered by the Futures Initiative. In the 2015-2016 academic year, we will offer five team-taught courses in a number of different disciplines.

Graduate students in the class, and the colleges where they teach and work:

- Hilarie Ashton, English, Queens College
- Ryan Donovan, Theatre, Hunter College
- Janey Flanagan, Urban Education/E-Learning, Borough of Manhattan Community College
- Esther Michelle Gabay, English/MALS, Kingsborough Community College
- Maria Greene, Urban Education/Chemistry, Borough of Manhattan Community College
- Richard Lissemore, Speech, Language, Hearing Science, Lehman College
- Evan Misshula, Criminal Justice, John Jay College of Criminal Justice and Brooklyn College
- Irene Morrison-Moncure, Classics, Hunter College
- Rachel Oppenheimer, Urban Education/MALS/High-School Equivalency, LaGuardia CC
- Natalie Oshukany, Music, City College
- Danica Savonick, English, Queens College
- Hallie Scott, Art History, Brooklyn College

The class also focused on public engagement and digital literacies through the networked course website — available via futures.gc.cuny.edu. Built on Commons In A Box, an open-source platform developed at the Graduate Center under the direction of Professor Matthew K. Gold, the site made it possible for the Futures Initiative’s 365+ undergraduate and graduate students at ten CUNY colleges to engage with one another, collaborate, and share their work with the public.

Sitewide statistics (as of May 12, 2015):
- 407 Users
- 46 Sites, 18 Groups
- 437 Published Blog Posts
- 802 Blog Comments
- 579 Forum Topics and Replies
- 71,588 Page Views (Average: 445 visits per day)
In the upcoming year, The Futures Initiative will begin working with two new fellows who will contribute with their skills and knowledge to the overall mission of The Futures Initiative.

- **Alison Guess, Fellow**

  Alison is a doctoral student focusing on critical (Black) geography in Earth and Environmental Sciences. Allison has extensive research and community development experience, most recently from her work with The Black/Land Project. Allison’s research interests include Black people’s relationships to land and place, capitalist structures, antiblackness and Black collective liberation.

- **Mike Rifino, Fellow**

  Mike’s research interests focus on the transformative potential of critical theoretical teaching-learning in public education. He has worked for Peer Activist Learning Community and as a mentor for underrepresented students. A doctoral student in Human Development, he is currently researching ways that students and faculty collaboratively create an activist learning community.
The Futures Initiative extends its reach far beyond the CUNY system by serving as a hub of HASTAC, the Humanities, Arts, Science, and Technology Alliance and Collaboratory. According to a recent NSF-funded evaluation, HASTAC is the world’s first and oldest academic social networking service, dedicated to “Changing the Way We Teach and Learn.” HASTAC recognizes that “Difference is our Operating System” and celebrates the incredible diversity of its 14,000 members. The Futures Initiative team collaborates with Duke University on administrative and technical management of the network, including the development of a new, state-of-the-art Drupal website to be launched in August 2015.

“Rethinking the Classroom,” Professor Cathy Davidson’s article about the Mapping the Futures of Higher Education, was featured in The Chronicle of Higher Education in April. Addressing issues of equity as well as the need to reinvent pedagogical methods, Prof. Davidson writes,

Our aim is not just to inspire new forms of teaching and learning for the 500,000 full- and part-time students in the nation’s largest urban public system of higher education. . . We are contributing to a growing national movement to transform higher education while also arguing that, as a society, we must revitalize our support for higher education.

The full article can be read by visiting: http://bit.ly/RethinkingChronicle.

Thanks to generous support from CUNY Central, The Futures Initiative will host a two-day mentoring workshop this summer. Graduate and undergraduate students from the Mapping the Futures courses will work together to develop peer leadership skills and further explore student-centered learning, creating a network of student support across the CUNY campuses.

The following three students will be graduate leaders for the mentoring workshop:
• Hilarie Ashton, GC, English
• Rachel Oppenheimer, GC, MALS and LaGuardia Community College
• Natalie Oshukany, GC, Music

A group of thirty-four undergraduate students who participated in the Spring’s class have been selected to participate in the mentoring workshop
and become undergraduate mentors, the central figures of the network of student support across the CUNY campuses:

- Nancy Acosta, Lehman College
- Curtis Appiah, City College
- Luvenia Aucapina, Queens College
- Christina Billotto, Kingsborough CC
- Rivka Bondar, Kingsborough CC
- Nick Calabro, John Jay College
- Orri Cohen, Brooklyn College
- Francisca Eghan, City College
- Tova Engel, Queens College
- Yvenalie Gardere, City College
- Sarah Gavartin, Hunter College
- Ayomide Gbadamosi, Kingsborough CC
- Luis Gonzalez, Kingsborough CC
- Gabriella Grimes, Hunter College
- Hurriya Hassan, Queens College
- Caitlin Higgins, Lehman College
- Fariha Khan, Hunter College
- Nayab Khan, Hunter College
- Kseniya Kravtsova, Hunter College
- Yakov Leonov, John Jay College
- Michelle Mack, Lehman College
- Isamar Martinez, Lehman College
- Wadgma Masab, Queens College
- Neelrup Mitra, City College
- Baker Mohammed, City College
- Allan Muchnik, John Jay College
- Kyra Ong, Hunter College
- Maria Osorio, Brooklyn College
- Jhanil Peralta, Lehman College
- Rachel Pressberg, Brooklyn College
- Chava Suionov, Queens College
- Sharene Vaughn, Lehman College
- Biao Wang, John Jay College
- Bingqian Zhang, John Jay College

In the Academic Year 2015–16, The Futures Initiative is helping organize five courses co-taught by Graduate Center and CUNY faculty members, with a specific focus on Diversity, Access, and Equity Across the Curriculum. The potential reach of the classes will be 90 graduate students and a total of 1,800 undergraduate students, potentially across all of CUNY’s campuses.

**Fall 2015**

“Encountering Cuba”—Global Race, Postcoloniality, Cultural Expression with Kandice Chuh (The Graduate Center, English) and Sujatha Fernandes (Queens College, Sociology)

“Global Perspectives on Language and Education”—CUNY language diversity and global language learning policy with Ofelia Garcia (GC, Urban Education/Hispanic and Luso-Brazilian Literatures and Languages) and Carmina Makar (City College, Teaching Learning and Culture)

**Spring 2016**

Agency and Social Transformation: Increasing Equity in Education and Beyond—Student-centered pedagogy and psychology with Anna Stetsenko (GC, Psychology/Urban Education) and Eduardo Vianna (LaGuardia Community College, Social Sciences)

Mindfulness in STEM Education with David Forbes (Brooklyn College, School Counseling) and Gillian Bayne (Lehman College, STEM Education)

“American Literature, American Learning” with Cathy N. Davidson (GC, The Futures Initiative and English) and William P. Kelly (GC, President Emeritus and University Professor)
### EVENTS BY THE NUMBERS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Eventbrite Attendees</th>
<th>Facebook Reach</th>
<th>Livestream Views</th>
<th>YouTube Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT 3, 2014</td>
<td>The Futures Initiative: Workshop and Information Session</td>
<td>20²</td>
<td>1,300</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>OCT 3, 2014</td>
<td>Mapping the Universe and Other Small Things: The Quest for Story-Based Exploratory Learning</td>
<td>25²</td>
<td>929</td>
<td>N/A</td>
<td>99³</td>
</tr>
<tr>
<td>OCT 10, 2014</td>
<td>What Is a Dissertation? New Models, Methods, Media</td>
<td>60²</td>
<td>1,600</td>
<td>334</td>
<td>1,152³</td>
</tr>
<tr>
<td>DEC 1, 2014</td>
<td>The Evolving Dissertation Landscape: A Conversation with ProQuest</td>
<td>10</td>
<td>697</td>
<td>85</td>
<td>89³</td>
</tr>
<tr>
<td>DEC 8, 2014</td>
<td>Rethinking Evaluation and Assessment in Online and Blended Environments</td>
<td>15</td>
<td>647</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>DEC 9, 2014</td>
<td>Futures Initiative Welcome Party</td>
<td>59</td>
<td>457</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MARCH 10, 2015</td>
<td>Student-Centered Pedagogy</td>
<td>20²</td>
<td>526</td>
<td>N/A</td>
<td>72</td>
</tr>
<tr>
<td>MAY 22, 2015</td>
<td>Mapping the Futures of Higher Education - Celebration and Reception</td>
<td>316⁴</td>
<td>2,600</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>540</td>
<td>9,296</td>
<td>543</td>
<td>1,498</td>
</tr>
</tbody>
</table>

1. Data was downloaded on June 16, 2015.
2. Estimate. We did not collect RSVPs for these events via Eventbrite.
3. Note that these videos are hosted on The Graduate Center’s YouTube channel and full statistics are not available.
4. Only 13 of the total RSVPs on Eventbrite were returning.

**INTERPRETATION OF THE NUMBERS ABOVE:** 415 attendees filled out our Eventbrite RSVP forms for our nine public events during the academic year 2014–15. Of all our RSVPs, only 13 were returning after having attended another event. For an older organization, this might be indicative of either a diverse programming or a failure to appeal to one’s audience. In the case of a younger organization such as The Futures Initiative, it can also be interpreted as indicative of a broad reach early on. Other numbers indicate that this is a correct interpretation: On Facebook, our events showed up on a total of 9,296 times over the year. Our videos were viewed on our livestream channel 543 times, and 1,498 times on our YouTube channels.
### FACEBOOK FANS BY THE NUMBERS

All data on this page was downloaded on June 16, 2015.

<table>
<thead>
<tr>
<th>Countries</th>
<th>FACEBOOK Fans</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNITED STATES</td>
<td>154</td>
</tr>
<tr>
<td>SWEDEN</td>
<td>5</td>
</tr>
<tr>
<td>FRANCE</td>
<td>2</td>
</tr>
<tr>
<td>ESTONIA</td>
<td>2</td>
</tr>
<tr>
<td>CANADA</td>
<td>2</td>
</tr>
<tr>
<td>GERMANY</td>
<td>2</td>
</tr>
<tr>
<td>UNITED KINGDOM</td>
<td>2</td>
</tr>
<tr>
<td>BRAZIL</td>
<td>2</td>
</tr>
<tr>
<td>SPAIN</td>
<td>1</td>
</tr>
<tr>
<td>BARBADOS</td>
<td>1</td>
</tr>
<tr>
<td>TURKEY</td>
<td>1</td>
</tr>
<tr>
<td>FIJI</td>
<td>1</td>
</tr>
<tr>
<td>IRELAND</td>
<td>1</td>
</tr>
<tr>
<td>MEXICO</td>
<td>1</td>
</tr>
<tr>
<td>AUSTRIA</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>178</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>FACEBOOK Fans</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>165</td>
</tr>
<tr>
<td>SWEDISH</td>
<td>3</td>
</tr>
<tr>
<td>FRENCH</td>
<td>2</td>
</tr>
<tr>
<td>ESTONIAN</td>
<td>2</td>
</tr>
<tr>
<td>GERMAN</td>
<td>2</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>1</td>
</tr>
<tr>
<td>DUTCH</td>
<td>1</td>
</tr>
<tr>
<td>TURKISH</td>
<td>1</td>
</tr>
<tr>
<td>SPANISH</td>
<td>1</td>
</tr>
</tbody>
</table>

#### INTERPRETATION OF THE NUMBERS ABOVE:

In its first nine months, the Futures Initiative has generated a strong following on Facebook (though not as robust as its Twitter following; see next page). The tables above show the general breakdown. The overwhelming majority of the Futures Initiative’s fans on Facebook are English-speaking Americans. More detailed statistics (not featured here) show that a majority of them are located along the northeast coast of the United States—unsurprising, considering the location of the organization’s offices in New York, NY. The gender breakdown is interesting in its comparison to the general audience on Facebook. The Futures Initiative’s followers on Facebook generally identifies themselves as female on Facebook — over 50% of the organization’s fans are female between 25 and 54 (compare with ~24% male of the same age).
## TWITTER BY THE NUMBERS

<table>
<thead>
<tr>
<th>Month</th>
<th>TWITTER Tweets</th>
<th>TWITTER Impressions</th>
<th>TWITTER Profile Visits</th>
<th>TWITTER Mentions</th>
<th>TWITTER New Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2014</td>
<td>10</td>
<td>2,582</td>
<td>412</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>October 2014</td>
<td>153</td>
<td>~56,700</td>
<td>931</td>
<td>132</td>
<td>143</td>
</tr>
<tr>
<td>November 2014</td>
<td>44</td>
<td>~26,700</td>
<td>295</td>
<td>50</td>
<td>99</td>
</tr>
<tr>
<td>December 2014</td>
<td>110</td>
<td>~79,700</td>
<td>666</td>
<td>91</td>
<td>97</td>
</tr>
<tr>
<td>January 2015</td>
<td>30</td>
<td>~31,400</td>
<td>504</td>
<td>42</td>
<td>77</td>
</tr>
<tr>
<td>February 2015</td>
<td>28</td>
<td>~13,700</td>
<td>591</td>
<td>54</td>
<td>66</td>
</tr>
<tr>
<td>March 2015</td>
<td>84</td>
<td>~23,800</td>
<td>698</td>
<td>78</td>
<td>60</td>
</tr>
<tr>
<td>April 2015</td>
<td>21</td>
<td>~19,900</td>
<td>645</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>May 2015</td>
<td>24</td>
<td>~22,300</td>
<td>686</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>504</strong></td>
<td><strong>~276,782</strong></td>
<td><strong>5,428</strong></td>
<td><strong>592</strong></td>
<td><strong>666</strong></td>
</tr>
</tbody>
</table>

1. Data was downloaded on June 16, 2015.
2. Twitter defines impressions as the “times a user is served a Tweet in timeline or search results.” ([http://bit.ly/1LflD5j](http://bit.ly/1LflD5j))
3. Twitter does not release more specific information about their tweets. The total is thus not supposed to be thought of as an absolute number but rather an approximate number of impressions of the tweets.

### INTERPRETATION OF THE NUMBERS ABOVE:

In its first nine months, the Futures Initiative’s Twitter account, @FuturesED, tweeted 504 times, with a potential reach of approximately 277,000 views. The Futures Initiative’s profile was actively visited 5,428 times, but there is no available data to indicate whether those users were unique or not. @FuturesED was mentioned 592 times during this time. In total, the Futures Initiative generated 666 followers on Twitter during its first nine months. (Note: As of June 16, @FuturesED was followed by a total of 982 Twitter users.)
On October 10, 2014, hundreds of people tuned in for a panel discussion on innovative approaches to the dissertation. Hosted by the Graduate Center, CUNY and sponsored jointly by the Futures Initiative and Duke’s PhD Lab, the panel featured five scholars in various disciplines who had either recently defended or would soon defend their dissertations. The room at the Graduate Center was filled to capacity, twenty virtual partners hosted simultaneous events around the world, and many others joined the livestream or participated via the Twitter hashtag, #remixthediss.

In the image above, you can see a visualization of all the tweets that we have scraped since before the event. Since September 28, 2014 until June 14, 2015, we have gathered 3,680 tweets that are now participating in what Cathy Davidson described as “a movement” in her opening remarks for the inaugural event.

An interactive version of the map above is available at http://bit.ly/remixthediss-twittermap. The Futures Initiative has also created a growing collection of resources and reflections related to the questions raised during the panel, which can be found at: http://www.hastac.org/remixthediss
The Futures Initiative advocates greater equity and innovation in higher education. 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 teaching and learning practices, the initiative redefines graduate student preparation to include translation of specialized research into the best undergraduate teaching. In addition, the Futures Initiative fosters greater understanding of the complexities of the higher education landscape by spearheading research in areas related 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.