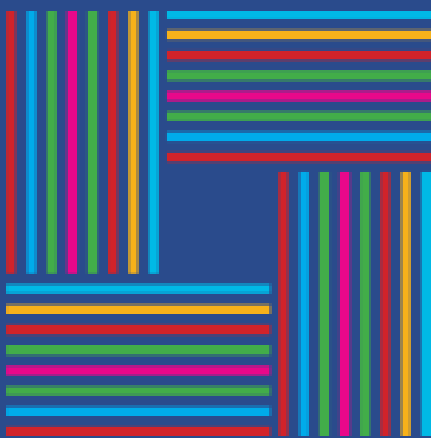


ANNUAL REPORT

2022 - 2023



GC Digital
Initiatives

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- 1 Letter from our Director
- 2 GCDI Staff & Fellows
- 3 Advancing Graduate Education and Research
- 4 Fostering Interdisciplinary Research
- 5 Engaging with CUNY and Wider Publics
- 6 Recognition and Awards
- 7 Building for the Future



Who is GCDI?



GHINA ABI-GHANNAM
PROGRAM SOCIAL
MEDIA FELLOW



PARAM AJMERA
DIGITAL
SCHOLARSHIP
CENTER FELLOW



WENDY BARRALES
MANIFOLD FELLOW



FILIPA CALADO
DH PROGRAM
ADVISING FELLOW



NICOLE COTE
GC DIGITAL
FELLOW



**RAFAEL DAVIS
PORTELA**
DATA VIS ADVISING
FELLOW



LEANNE FAN
GC DIGITAL
FELLOW



MATTHEW K. GOLD
DIRECTOR



PATRICIA HATCHER
PROGRAM SOCIAL
MEDIA FELLOW



REBECCA KRISSEL
GC DIGITAL FELLOW



CHELSEA LANE
GCDI
POSTDOCTORAL
FELLOW



ZACH LLOYD
GC DIGITAL FELLOW



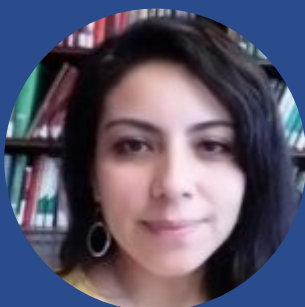
YUXIAO LUO
GC DIGITAL FELLOW



**RILQUER
MASCARENHAS**
GC DIGITAL FELLOW



ROBIN MILLER
EDUCATIONAL
TECHNOLOGIST



MIRYAM NACIMENTO
MANIFOLD FELLOW



NATASHA OCHSHORN
PROGRAM SOCIAL
MEDIA FELLOW



SAM O'HANA
GC DIGITAL
FELLOW



LISA RHODY
DEPUTY DIRECTOR



**SILVIA RIVERA
ALFARO**
GC DIGITAL
FELLOW



MARK SHEPPARD
PROGRAM SOCIAL
MEDIA FELLOW



IAN WILLIAMS
PROGRAM SOCIAL
MEDIA FELLOW



DI YOONG
DIGITAL SCHOLARSHIP
CENTER FELLOW

Mission

Graduate Center Digital Initiatives (GCDI) builds and sustains an active community around the shared idea of a “Digital GC,” where scholars and technologists explore new modes of inquiry that integrate digital tools and methods into the research, teaching, and service missions of the institution.

Highlights

FUNDING

GCDI raised over \$425,000 in external funding during 2022-2023. These funds supported positions across our projects, an important part of these funds are invested in graduate student funding.

STUDENT ENGAGEMENT

Over 300 graduate students from more than 20 programs participated in GCDI activities, such as the GC Digital Research Institute, the user groups, consultations, and workshops hosted by the Digital Fellows. Additionally, 18 undergraduate students from across CUNY participated in the Digital Project Institute.



“My time as a GC Digital Fellow allowed me to deepen my skills in digital research, gain experience teaching digital methods, and integrate my interests in social science research and digital media. GCDI was an incubator that helped me explore the intersection between my doctoral studies in Social Psychology and my passion for media and technology. As a GC Digital Fellow, I grew as a researcher, teacher, and mentor by advising graduate students and faculty on digital projects, devising and teaching workshops on digital research, and organizing digital workshop series. My time at GCDI also assisted in preparing me to complete a dissertation that applied interpretive social psychological methods to critically analyze the use of social media data in psychological research and applications, which received the 2022 Outstanding Dissertation Award in Media Psychology and Technology from the American Psychological Association, Division 46. My experience contributed to preparing me to join the Doctoral Faculty in the Psychology of Media and Technology Ph.D. program at Fielding Graduate University. As a faculty member,

I utilize many of the skills I developed as a GC Digital Fellow to have created and teach doctoral courses such as Social Media Research Methods; Media, Technology, and Social Identities; develop a Ph.D. concentration in Social Media Research, teach Research Skill Seminars on digital research methods to our students, advise students on dissertations that involve digital research, and serve as an associate editor at the journal Psychology of Popular Media. I immensely enjoyed being a GC Digital Fellow and benefited from participating in the GCDI community!”

~PATRICK SWEENEY

FORMER DIGITAL FELLOW, SENIOR DIGITAL FELLOW, & DIGITAL FELLOWS COORDINATOR.

CORE DOCTORAL FACULTY, SCHOOL OF PSYCHOLOGY.
PSYCHOLOGY OF MEDIA AND TECHNOLOGY PH.D.
PROGRAM, FIELDING GRADUATE UNIVERSITY
ASSOCIATE EDITOR, PSYCHOLOGY OF POPULAR MEDIA



ADVANCING GRADUATE EDUCATION & RESEARCH



DH Digital Praxis class presenters at the Digital Showcase

SECTION TABLE OF CONTENTS

DIGITAL RESEARCH INSTITUTE
TESTIMONIAL
WORKSHOPS
CONSULTATIONS
GC DIGITAL SHOWCASE
TESTIMONIAL

The Graduate Center Digital Research Institute

The annual Digital Research Institute (DRI) provides a collaborative platform to enhance research projects by developing digital skills. It is a highly effective program that complements fall's introductory workshops and spring's advanced workshops, fostering a community of digital practice at the GC and strengthening the pedagogical practice of the Digital Fellows team.

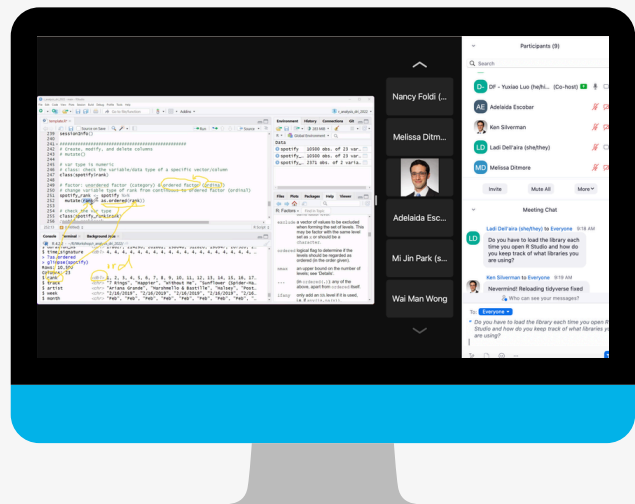
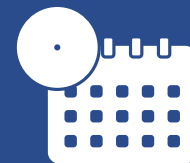
In our ninth iteration of the DRI, we were able to reach **20 participants in the GC community**. We got 60 applications, from disciplines and titles. Our selection process prioritized candidates with a clear project idea and a positive attitude towards tackling technical challenges, ensuring that those who would benefit the most from the digital skill curriculum were given preference.

20 participants from 16 master's and doctoral programs

Received applicants from over 25 GC programs

17 total workshops offered on R and Python Tracks

Over 30 hours of synchronous instruction

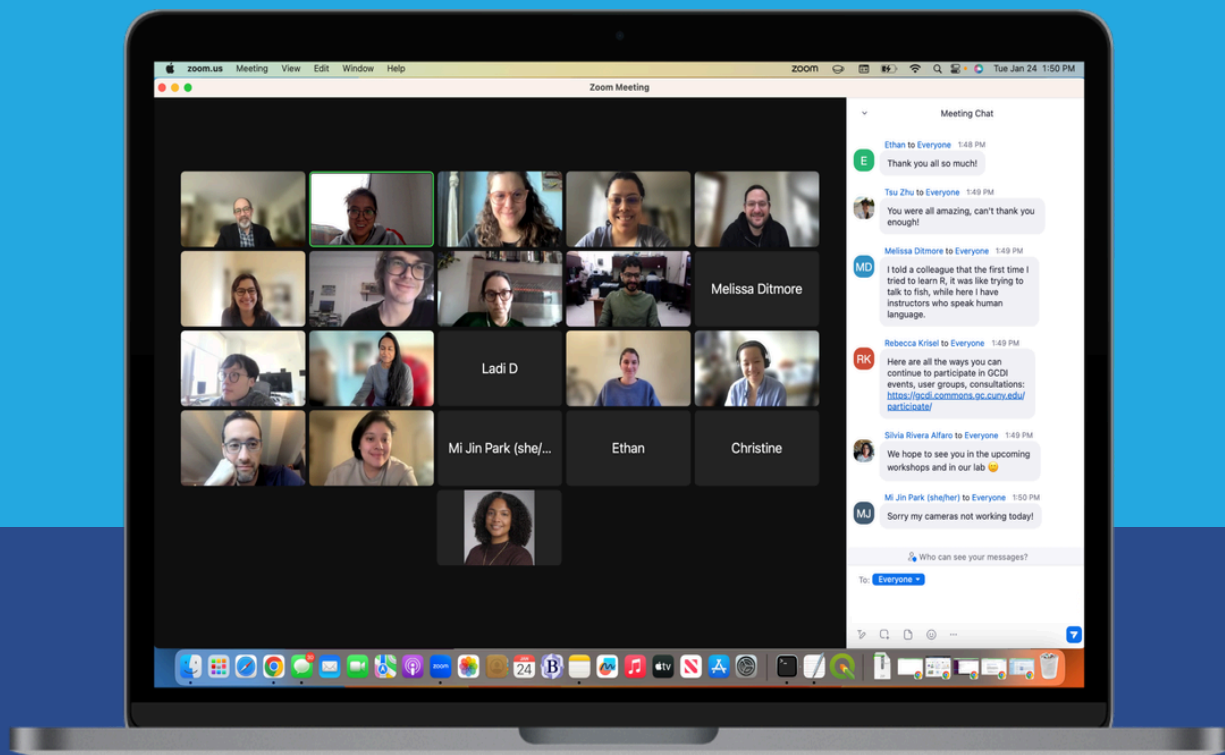


Despite a slightly smaller instruction team, the Digital Research Institute (DRI) assembled an interdisciplinary group of educators with diverse experiences, resulting in a responsive and engaging curriculum. Refining the curriculum in the second year, the DRI prioritized improvement, introducing a web-based Python workshop and dual mapping workshops to cater to participants' needs and interests. The five-day institute included discussions on data management, ethics, and project management, with breakout rooms available, although some students faced challenges returning to the main room. Consultations and workshops were offered as follow-up, assisting participants in applying their skills, and over 50% of DRI participants enrolled in additional workshops in the spring. Fostering an inclusive environment emerged as important, as participants expressed concerns about asking questions and the need for a supportive atmosphere.

When asked on the survey about the single most valuable thing learned at the institute, one person responded:

"CONFIDENCE TO USE THE TECH! LEARNING SPECIFIC COMMANDS, HOW TO START A PROJECT, HOW TO LOAD DATA, EACH OF THESE STEPS IS NO LONGER INTIMIDATING. I WILL HAVE TO MASTER HOW TO ENSURE THAT MY DATA IS IN THE RIGHT PLACE. TOMORROW, NOT TODAY."

-DRI PARTICIPANT



Transforming students' experiences

MEET SILVIA, A DOCTORAL STUDENT IN THE TRACK OF HISPANIC SOCIOLINGUISTICS AT THE PROGRAM IN LATIN AMERICAN, IBERIAN AND LATINO CULTURES AND A DIGITAL FELLOW.

The Graduate Center has provided me with opportunities I did not have in my previous academic environments. As a student of the Certificate in Interactive Technology and Pedagogy, I became part of the GC digital community and understood the central role of GC Digital Initiatives for cultivating and making grow this community.

In 2021, I participated in the Digital Research Institute. In the event I understood how Digital Fellows is a nurturing space for students to improve their digital skills and to create collaborative interdisciplinary opportunities. At that point I decided to become a Digital Fellow to contribute to others. I continued to participate in other events organized by GCDI while working towards my goal of becoming a fellow.

For me, Digital Fellows is a community of practice. Here, I learn about digital humanities in the making. I get to learn how to work in digital projects with others and how to apply those skills to my own career.

In short, being a Digital Fellow has changed not only what the Graduate Center is for me and what it offers me as a student, but also my future professional opportunities.

SILVIA RIVERA ALFARO



WORKSHOPS

23

WORKSHOPS
OFFERED BY OUR
DIGITAL FELLOWS
DURING THIS YEAR

- Tools for Digital Humanities
- Git & Github
- Programming languages, such as R, Python, HTML, CSS, and Javascript.
- Web scrapping & APIs
- Data management & analysis
- Creating websites: Wordpress, Bootstrap, etc.
- Mapping & GIS
- 3D models
- Text Analysis

Some of the workshops were:

- 3D Models of Canyons, Lakes & Rivers: Rayshader for RStudio
- Setting your spatial stage: Geoprocessing tools with QGIS
- Summary Statistics for Text as Data
- Spreadsheets aren't Boring!
- Using Bootstrap to create visually stunning webpages
- What is Wordpress? Basics to create, manage or author on a website
- GitHub Part II: Building a Static Website
- Text Analysis with NLTK
- Summary Statistics for Text as Data

OVER

39

HOURS OF
SYNCHRONOUS
INSTRUCTION

237

GC COMMUNITY
MEMBERS
PARTICIPATED
THROUGHOUT
THE YEAR

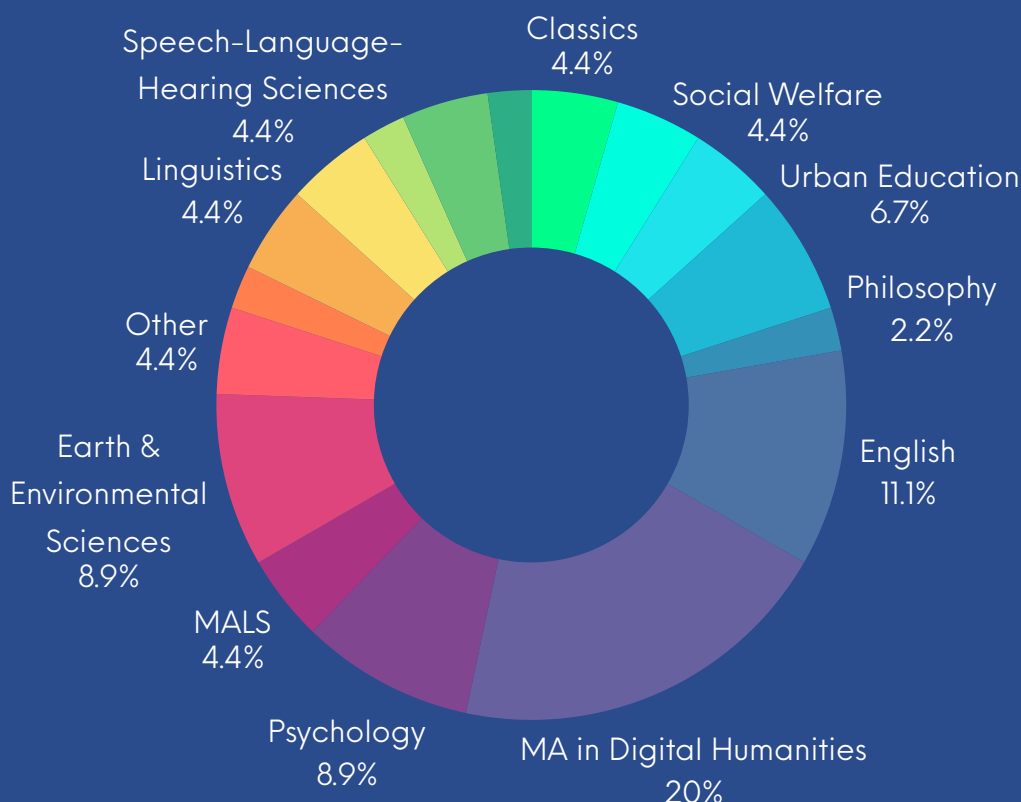
FROM OVER

17

PROGRAMS

REACHING WIDE AUDIENCES

Representing over 17 programs across The Graduate Center and reaching from Master's students to faculty, 78 % of participants find the pacing of our workshops to be just right, 100% of people said the workshop met their expectations, and 100 % would recommend the workshop to someone else, with a majority of people strongly recommending it. This is a great sign that we are continuing to meet the needs of our communities and our strong programming serves their growing interests in digital tools and skills.



WE ARE CULTIVATING A COMMUNITY OF LEARNERS!

- 15% of our workshop attendees in 21-22 signed up again this year.
- Over 50% of DRI 2023 participants participated in additional workshops.
- 154 GC students, faculty, and staff registered for fall workshops.
 - Most registered for multiple workshops for a total of 237 registrations.
 - 15% of those who signed up in the fall returned in the spring
- 98 community members signed up for spring workshops
 - 15% of spring workshop participants registered more than once.
- 383 total GC community registrations for GCDI workshops in 2022-2023.

CONSULTATIONS

GCDI offer one-on-one consultations to the community. Digital Fellows strive to ensure that students and faculty come away from consultations with a plan for what's next. Some of the topics of consultations this year were:

- Questions on specific research projects that students or faculty are working on
- Choosing a technology or tool
- Using the CUNY Academic Commons to create pedagogical resources or capstone projects
- Using specific software, such as QGIS or Audacity
- Installation of TextPAIR, a tool for text analysis
- Creating a website
- Troubleshooting an existing technical problem
- Questions on specific skills, such as podcasting or mapping

100%

Of respondents
reported they would
recommend
this service

40

Consultations
this year

"The one-on-one session was very helpful. It was completely targeted to the issue I was having with using the API to extract data and after we finished I was able to extract the data."

-Miriam Moster, Sociology

CUNY DIGITAL HUMANITIES INITIATIVE LIGHTNING TALKS

The CUNY DHI Lightning Talks is a community-building event hosted by the Digital Fellows. The event aims to forge connections and community among those across CUNY who are applying digital technologies to research and pedagogy in the humanities.

In Spring 2023, the CUNY DHI event featured 10 presenters from the Graduate Center, John Jay College, City College, and Medgar Evers College, who discussed a variety of projects, including various approaches to working with AI in educational contexts, archiving criminal court proceedings in NYC, creating public databases to provide greater access to knowledge, feminist approaches to linguistics, and investigating regional dialects and languages through a multimedia approach.



Experiential Learning as a GC Digital Fellow

MEET SAM O'HANA, A PHD CANDIDATE IN ENGLISH AND A DIGITAL FELLOW WHO HAS BEEN USING 3D DESIGN SOFTWARE TO MAKE DIFFERENT MODELS

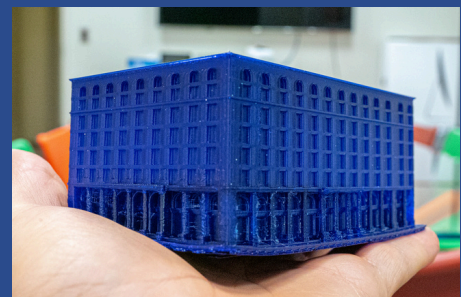


The Digital Fellows program is the perfect opportunity to put into practice my doctoral research, which bridges literary study and statistical research. The fellowship involves fundamental practices such as teaching, writing, editing and publishing, as well hunting out new technologies for the expression of original ideas.

A key part of the work was also to revive some of the hardware in our GCDI lab. By repairing our 3D printer with tools we already had, I was able to run a workshop where students could turn satellite imagery into digital 3D models, which could in turn be printed as physical objects.

I have found that a key skill is learning to work fluently across different platforms, learning the software standards which are common to a broad array of applications both new and old. To create a resin model of a valley requires knowledge of the programming language R, the development environment RStudio, the graphic design application Google Sketchup, and the 3D printing software Makerbot– as well as how to solder frayed cables!

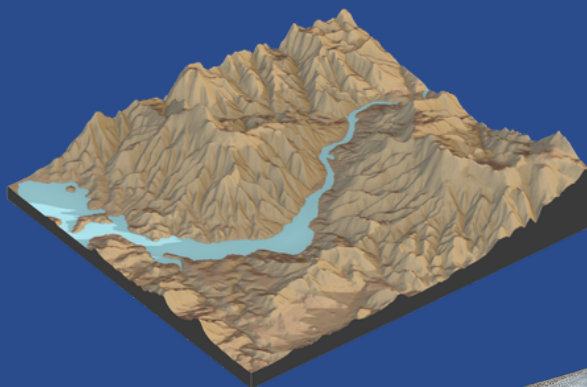
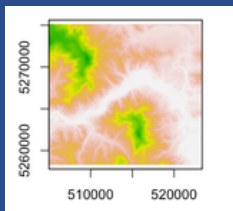
– Sam O'Hana



3D DESIGN SOFTWARE CAN BE USED TO MAKE MODELS OF FAMILIAR ENVIRONMENTS!



	V1	V2	V3	V4	V5	V6
1	750	749	748	745	743	743
2	751	751	751	749	749	748
3	750	753	754	753	752	751
4	749	753	756	757	756	755
5	749	754	757	759	760	760
6	755	760	761	765	769	769
7	762	767	768	771	772	773
8	768	771	771	772	774	774
9	769	771	771	771	773	775
10	767	770	770	770	771	773
11	761	766	767	769	770	771



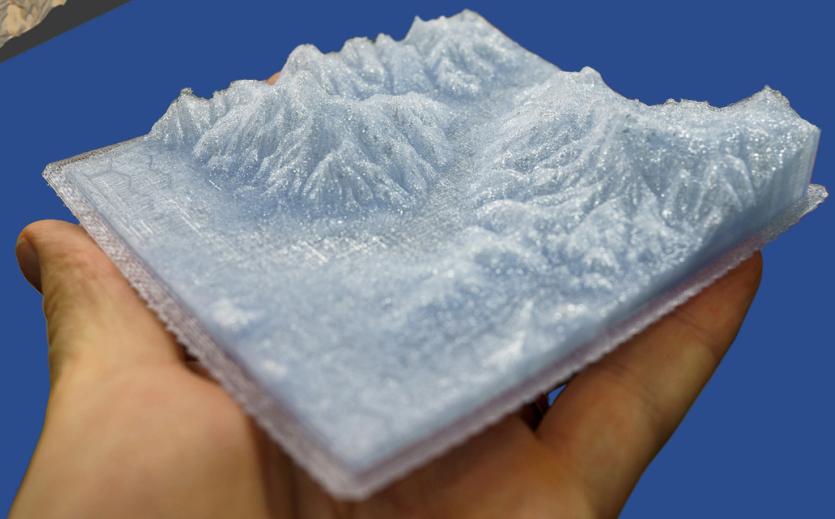
Sam adopted the cutting edge 3D matrix mapping package Rayshader to generate digital models of oblique maps which can in turn be 3D printed in the GCDI lab.

The models made by O'Hana, both digital and physical, bring fresh perspectives to research on natural landscapes, including animal migration, tree cover, and coastal conditions.

Digital & Physical: Bridging the Gap

"As an evolutionary biologist, this opens up new perspectives on my work. I will be putting a model of a protected area of the Brazilian rainforest in my dissertation!"

- Rilquer Mascarenhas,
PhD student in Biology
& Digital Fellow



GCDI'S

INTERDISCIPLINARY COMMUNITIES



Photo: *Digital Initiatives Open House*

SECTION TABLE OF CONTENTS

FELLOWSHIP PROGRAMS
GIS WEEK & CUNY DHI
USER GROUPS
SUMMER SPRINTS
TESTIMONIAL

PROGRAM SOCIAL MEDIA FELLOWS

Programs participating this year:

- Center for Humanities
- Classics
- Digital Humanities & Data Visualization
- Linguistics
- Social Work
- Psychology

Social Media Fellows is a selective, employment-based, graduate assistantship. The participant students are located on their own academic programs or in other programs or centers within the Graduate Center.

MEET IAN WILLIAMS, A SOCIAL WELFARE DOCTORAL STUDENT WHO PARTICIPATED IN THE 2022 GC DIGITAL RESEARCH INSTITUTE AND THE SUMMER PYTHON GROUP. BY 2023, IAN BECAME A GC SOCIAL MEDIA FELLOW FOR HIS ACADEMIC PROGRAM.



"The Program Social Media Fellowship was an invaluable support for me this year, and for the Ph.D. Program in Social Welfare. As a student, it provided me with financial security, membership in the incredible interdisciplinary community of the Graduate Center Digital Initiatives, and a creative job where I could improve my organization-building skills, develop my understanding of digital communications, and challenge myself to participate in the often-intimidating worlds of online scholarly discourse. As a researcher of technology implementation and diffusion of innovations, it gave me an inside view of how academic programs navigate their identities through technology adoption. For the program, the Fellowship helped to develop a communications ecosystem at a critical time while we redefined our identity and established more of a physical presence at The Graduate Center.

I heard from multiple students and faculty who expressed appreciation for the many resources, calls for proposals, and opportunities for interdisciplinary collaboration I identified and shared through our communications infrastructure. I am incredibly grateful for the continued support and look forward to furthering the work in the coming academic year."

-Ian Williams

GC DIGITAL FELLOWS

The GC Digital Fellows program is a selective, employment-based, graduate assistantship located in the GC Digital Scholarship Lab at the CUNY Graduate Center. Since its inception in 2012, there have been 43 GC Digital Fellows selected from 22 different academic programs. Fellows work collaboratively to build community for Graduate Center students, faculty, and staff who want to integrate emerging technologies into their scholarship, teaching, and service. They lead workshops and institutes, host open office hours and consultations with faculty, help students develop digital projects, and create valuable resources and content about the use of technology in scholarship. For this reason, GC Digital Fellows are selected from multiple programs, with particular attention paid to two skills: the ability to communicate complex technologies in clear, relatable ways and a proven interest in working across disciplines. The group's ability to communicate clearly and effectively, and to relate multiple technologies to specific disciplinary and interdisciplinary research questions results in a broad institutional impact.



Fellows Chelsea Lane and Rilquer Marquenas



Digital Dissertations

Our spring "Dissertation Futures" roundtable asked its audience and participants to reconsider the future of the doctoral degree. This task requires re-evaluating the role of the dissertation as a means of preparing and evaluating doctoral students. The GC Digital Fellows & four guest speakers conversed about the future of the dissertation as digital scholarship. Asking questions such as: What are the possibilities? the challenges? the options?

Featured speakers included scholars who completed non-traditional/digital dissertations & faculty mentors of such projects from institutions nationwide. The recorded livestream from this event is available as part of the GC Digital Dissertations Resource Guide. A blog post summarizing both the inspiration for the event as well as some of the key takeaways will be posted on the Digital Fellow's blog Tagging the Tower.

This event was supported with funding from the PublicsLab & support from the English department.

140

REGISTRANTS
ACROSS CUNY,
EXTERNAL US &
INTERNATIONAL
UNIVERSITIES

dissertation futures an online roundtable discussion

Monday, March 27th
12.30 - 2.00 PM

Reconsidering future doctoral degrees requires a re-evaluation of the dissertation as a means of preparing & evaluating students.

Join the GC Digital Fellows and four guest speakers for a conversation about the future of the dissertation as digital scholarship.

Featuring:

Kathleen Fitzpatrick, Professor of English & Director of Digital Humanities, Michigan State University
Marisa Parham, Professor of English and Digital Studies at the University of Maryland, College Park
Zoe LaBlanc, Assistant Professor, School of Information Sciences, University of Illinois Urbana-Champaign
Kay Sohini, Independent Scholar/Artist, Ph.D. SUNY Stony Brook, 2022

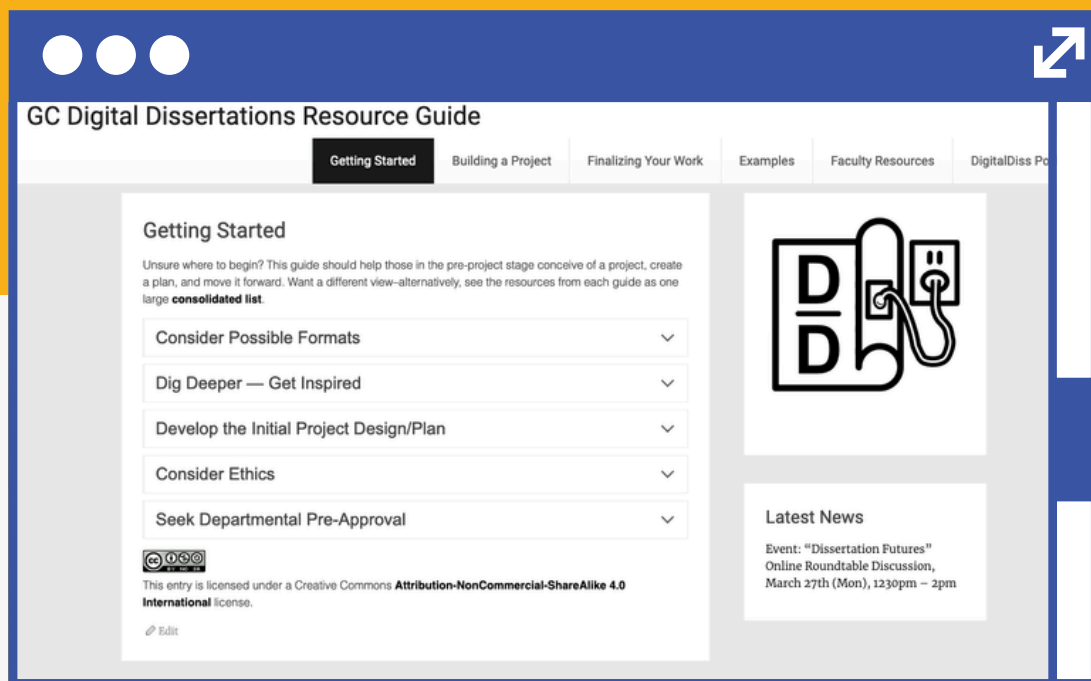
register here: cuny.is/digitaldiss

GRADUATE CENTER PublicsLab GC Digital Initiatives

Co-sponsored by the Doctoral Program in English at the Graduate Center

GC DIGITAL DISSERTATIONS RESOURCE GUIDE

As part of our Digital Dissertation work, we launched the "GC Digital Dissertations Resource Guide," a comprehensive online resource for GC students interested in/currently pursuing digital dissertations & the faculty & staff supporting such work covers topics as ranging as possible formats for digital dissertation projects, ethical questions to consider at various stages, places to source funding, support for developing digital skills, tips for negotiating student/advisor relationships, ways to establish community & the necessary submission requirements for dissertations with alternative and digital components at CUNY.



It dedicates a section specifically to faculty members & dissertation advisors, touching on practical considerations including how to [evaluate digital scholarship](#). The website houses our new [podcast series](#) where GC Digital Fellows speak with PhD students, alum, faculty & librarians about a breadth of digital dissertation topics includes [example projects](#).

CUNY.IS/DIGITALDISS

THIS GUIDE WILL CONTINUE TO GROW TO SUPPORT THE CHANGING NEEDS OF CUNY RESEARCHERS IN ENGAGING INNOVATIVE INTERDISCIPLINARY SCHOLARLY PROJECTS WITH DIGITAL METHODS

Social Media Research

On May 3, 2023, we invited Dr. Jo Lukito from the UT Austin for a conversation focused on practical strategies for researching social media today. This conversation happened at a pivotal moment for social media research Given the every increasing restrictions on social media data access.

As an expert in social media research, Dr. Jo Lukito was excited to speak with GC students and faculty about their projects and help find ways to continue using social media data despite the ongoing restrictions.

The event went 30 minutes over time, with engaged students asking questions and Dr. Lukito offering helpful strategies. This speaks to the importance of the topic and the gravitas of the moment.

51

REGISTRANTS
ACROSS THE
GRADUATE CENTER



PRACTICAL APPROACHES TO SOCIAL MEDIA RESEARCH NOW

Join the GC Digital Fellows, GCDI, and the M.S. in Data Analysis and Visualization in welcoming Dr. Jo Lukito (UT Austin) for a practical conversation on social media research today.

Come prepared with questions on how to move forward with your own social media-based projects!

When: May 3rd, 2023 from 4 -5 pm ET
Where: Virtual on Zoom. Follow link or scan QR code to register: <https://bit.ly/3G0alqF>

GC DIGITAL INITIATIVES GRADUATE CENTER

User Groups

An important pillar of the ethos of the GCDI community is collective, collaborative inquiry. With this in mind, we support a number of different working groups and digital communities. These specialized communities of interest, hosted on the CUNY Academic Commons, allow students to connect directly with peers, explore digital tools, and share relevant information and events.

DIGITAL ARCHIVE RESEARCH COLLECTIVE

3
PARTICIPANTS
PER MEETING
ON AVERAGE

4
MEETINGS
ACROSS THE
YEAR

125
MEMBERS ON
CUNY
ACADEMIC
COMMONS

DARC is a platform that aims to address the needs of students, faculty, and communities working on archival research. It has 125 members on the CUNY Academic Commons group. This year the fellows organized 4 meetings, 3 online and 1 hybrid, of 1 hour each.

A challenge during the year was finding that the DARC Wiki, that was created in the previous years on a private hosting, was hacked. As a response, we decided to migrate the information on digital archives to a new site on CUNY Academic Commons. In line with the DARC Wiki, the site will include not only information on archival methods, but also will work as a meta-archive (an archive of archives) of projects created by members of the CUNY community.



Digital Archive Research Collective

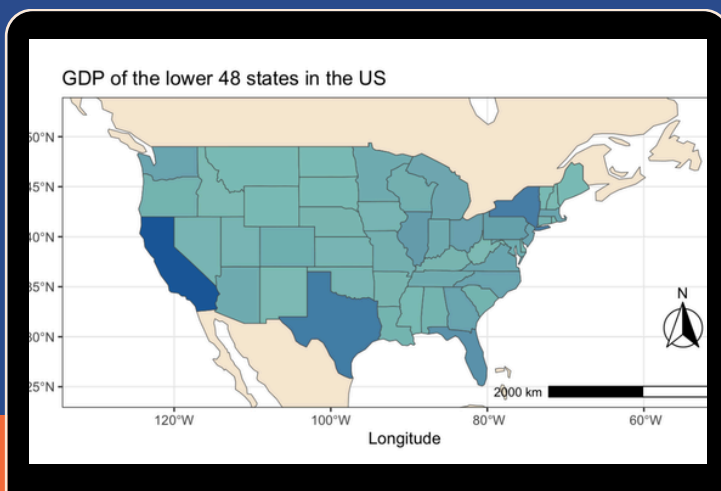
ABOUT METHODS AND TOOLS



GIS/MAPPING USER GROUP

The Geographic Information System User's Group comprises a network of CUNY students, faculty and staff who are interested in sharing methods and techniques, and finding support from others about ways GIS can be used to further research and teaching. During this year the group meet for a total of 18 hours across the year in 6 biweekly meetings per semester, of 1 hour 30min each. During the year a total of 27 people asked us to included them in our email chain for the announcements of the group. For each meeting 7 people attended the group on average.

The group covered different topics and created maps on QGIS while learning. We illustrate the report with one of the maps created with the tutorials prepared by Rilquer Marquenhas, the digital fellow who led the group.



"I JOINED THE GIS / MAPPING WORKING GROUP AS A NEWCOMER TO GIS AND OPEN-SOURCE MAPPING TOOLS. MY GOALS FOR THE GROUP WERE TO LEARN WHAT TOOLS EXIST TO HELP ME VISUALLY PRESENT MY RESEARCH AND TO LEARN HOW TO STRUCTURE MY DATA. THE DIGITAL FELLOWS' ABILITY TO HELP GROUP MEMBERS TROUBLESHOOT ERRORS WAS INVALUABLE AND THEIR ETHOS OF KNOWLEDGE-SHARING AND COLLEGIALITY MADE LEARNING THESE TOOLS ENJOYABLE."

-LADI DELL'AIRA, BIOGRAPHY & MEMOIR



18

TOTAL OF HOURS ACROSS THE YEAR

7

ATTENDEES PER MEETING ON AVERAGE

6

BIWEEKLY MEETINGS PER SEMESTER

1.5

HOURS PER MEETING

[gcdi-mapping-user-group / projects / cuny_food](#)

Rilquer Adding tutorials

Code Blame 22 lines (17 loc) · 374 Bytes

```
1 ---
2 title: "Mapping of CUNY Food Pantries"
3 author: "Rilquer Mascarenhas"
4 format: html
5 editor: visual
6 ---
7
8 > ## Learning Objectives
9 >
10 > -
11 >
12 > ##### Functions taught in this tutorial
13 >
14 > ##### Packages used in this tutorial
15
16 Use tidygeocoder to find coordinates
17
18 Adding that to interactive map
19
20 Calculate distance to nearest subway
21
22 Color code by distance
```

R USER GROUP

The R Users Group is a place for newbies and experts alike to learn and work together on projects using the statistical programming language, R.

This year the group celebrated 12 meetings for a total of 12 hours of synchronous learning in total. In average, there were 3 participants per meeting. The group also had asynchronous discussions and communication. There were 117 members in the CUNY Academic Commons group and 99 members in the RUG Slack Channel, where 691 messages and files are generated. Additionally, the group counts with online resources. For example, 40 commits spanning 2 years in a GitHub Repository, and an R book consolidating all the materials created for education purposes, entitled Data Analytics in Digital Research with R.

12

MEETINGS ACROSS
THE YEAR

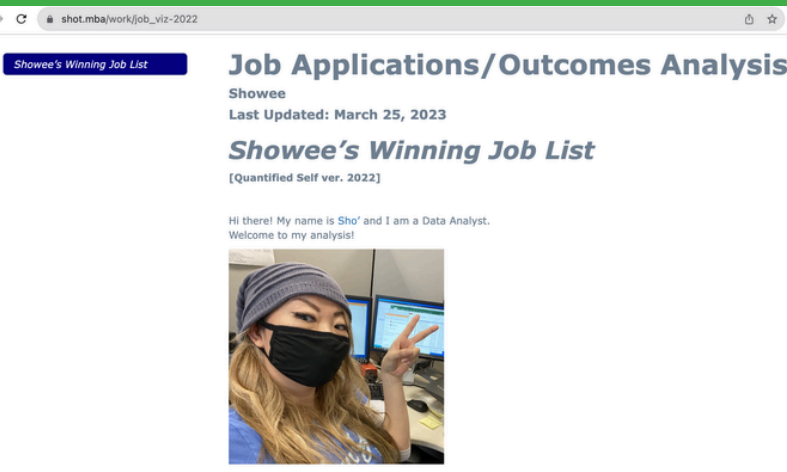
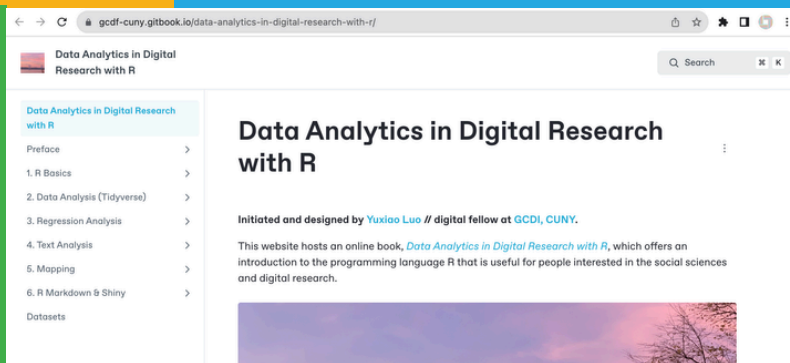
3

ATTENDEES
PER SESSION

12

HOURS OF
SYNCHRONOUS
MEETINGS

SHOKO WAS ONE OF THE CONSTANT RUG PARTICIPANTS AND BECAME A DATA ANALYST AFTER GRADUATION. SHE SHARED THE HER JOB ANALYSIS R PROJECT WITH US.



Digital Book: Data Analytics in Digital Research with R. The leading Digital Fellow, Yuxiao Luo, created an R book consolidating all the educational materials he created for the group.

PYTHON USER GROUP

PUG is an open and informal collaborative space for experimentation and exploration with the Python programming language for complete beginners to advanced users.



"I've really enjoyed PUG – it's been a great complement to the special topics course. I really wanted to understand how to use Python in VS Code, and this group has been perfect for that. The instructor is very clear and polls the audience to see what they are interested in discussing. I enjoy it and hope to continue in the next semester."

—Nastasia Pollas, Regular PUG Attendee

12

MEETINGS
THIS YEAR

"Zach and I facilitated the Python User Group this past year, and we've gone on some fun adventures exploring different packages and functionalities of Python. We focused our sessions on translating Python code into plain English to unpack the logic behind each command."

—Rebecca Krisel, Digital Fellow

205

MEMBERS IN OUR USER GROUP ON

CUNY ACADEMIC COMMONS

103

USERS OF OUR
SLACK CHANNEL

4

RECURRING
PARTICIPANTS
PER MEETING
ON AVERAGE

Fall 2022: Text Analysis in Python Series

During the Fall 2022 semester, Post Doctoral Fellow Chelsea Lane and Digital Fellow Rebecca Krisel led a text analysis-focused workshop series in Python. Each 2 hour workshop was taught online and engaged doctoral and M.A. students across disciplines. The series included workshops in Intro to Python, Intro to Text Analysis, Intro to Data Analysis, Web Scraping, and Connecting to APIs.



15

HOURS OF SPECIALIZED INSTRUCTION IN TEXT ANALYSIS TOOLS IN PYTHON

The five 2 hour long workshops were paired with an additional hour of PUG to review any concepts that remained unclear. Facilitated by Digital Fellows Rebecca Krisel and Zach Lloyd, these PUG sessions allowed the Python Fall Series participants to explore the workshop concepts more deeply and to understand how they can be applied in their own research projects.

"I never thought that I could program or would even want to. You've added a whole new layer to my scholarship. I'm amazed that I now have the tools to do this type of analysis! Incredible."

Kushya Sugarman
Fall Python Series Participant



Opportunities for Professional Growth

MEET REBECCA, A PH.D. CANDIDATE IN POLITICAL SCIENCE AND DIGITAL FELLOW.

Prior to attending the Digital Research Institute, Rebecca had never imagined being able to code. Since joining the Digital Fellows in the Fall of 2021, she's developed curricula focus on text analysis tools in Python including web scraping, working with APIS, and other advanced tools. Rebecca credits her experience as a digital fellow in helping her build skills for tech-oriented jobs in and outside of academia.

"Attending the January 2021 DRI is the single best decision I made during my doctoral education and becoming a Digital Fellow has added a whole new dimension to my professional skillset. In addition to becoming more adept at teaching digital skills to the GC community, I love being part of a dynamic, collaborative team where I can experiment and build project management, problem solving, and leadership skills. I also now have access to many more professional opportunities post-graduation."

-REBECCA KRISEL



GCDI'S

GRANTS, PROJECTS, AND PUBLIC-FACING COLLABORATIONS



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Digital Humanities Research Institute

The Digital Humanities Research Institute is a pedagogical model to contribute in the development of digital humanities across the country. It consists of an Institute ran by GCDI to teach digital skills to humanists who become leaders on their home institutions and replicate the model. This timeline presents the development of this project:

- **2015:** CUNY Strategic Investment Initiatives funds granted to GCDI.
- **2016:** GCDI's first two GC Digital Research Institutes.
- **2017:** We received NEH funds to develop nation-wide Institutes for humanities scholars.
- **2018:** First NEH-funded Digital Humanities Research Institute. 16 participants from across the U.S.
- **2019:** First DHRI cohort ran 14 local versions and reached over 200 humanities professionals. GCDI is granted additional funds by NEH.
- **2020:** Covid-19 prevented the development of the second in-person national institute. NEH additional funding for developing digital materials. DHRI postponed.
- **2021:** 88 applicants from humanities scholars in 29 states. 32 participants selected to be part of 48-hours of remote instruction.
- **2022:** Second DHRI cohort led 15 local institutes reaching over 300 additional humanities practitioners. GCDI received NEH grant to develop DHRIFT: Digital Humanities Research Infrastructure for Teaching Technology.
- **2023:** We have been working on developing DHRIFT. A first teaching interaction with this tool took place on the Digital Research Institute.

FUNDING



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

PARTICIPANT INSTITUTIONS:





Digital Project Institute

Through the generous support of The Carroll and Milton Petrie Foundation, CUNY GCDI was proud to host the inaugural 2023 Digital Project Institute for eighteen CUNY undergraduate students. Comprised of a four-day intensive institute, held in January 2023, and a semester-long, mentored project-building process, the institute aimed to equip CUNY students with skills ranging from data management and visualization to web design.

Mixing technical training sessions with lunchtime talks from industry professionals and career planning professionals, the program addressed two primary challenges students face: demonstrating the range of their experience and expertise to potential employers and filling in technical skills required to work in collaborative tech development settings."



WORKSHOP LEAD BY GC FACULTY

Workshops at the January Institute were led by past and present GC students and faculty. Here Stephen Zweibel leads a workshop on JavaScript.



STUDENTS PRESENTING PROJECT "NOTE FEED"

Students presented their final group projects, all of which involved the creation of webpages utilizing HTML, CSS, and JavaScript, at a public showcase held in May.

Provost Digital Innovation Grants

Funded by an ARP Grant, CUNY GCDI was able to support 7 Implementation, 3 Start Up, and 1 Training student projects across 11 disciplines, and collective Data for Public Good Project granting a total of \$40,180. Grantees presented their projects at the Spring GCDI Showcase.

Implementation projects funded by PDIG this year:

The Black MAP Project: A Black People's Epistemology of Healing

BRITTON WILLIAMS, SOCIAL WELFARE

Rehearsing the Revolution: Process, Politics, and Identity Formation in Nonfiction Theatre

ASH MARINACCIO,
THEATRE AND
PERFORMANCE

The Queer Text Toolkit

FILIPA CALADO, ENGLISH

NYC Restaurant Closings by neighborhood typology

QIYAO PAN,
SOCIOLOGY

Common School Map: Mapping the common school movement in new york state

CEN LIU, THEATRE &
PERFORMANCE STUDIES
ZACHARY MUHLBAUER,
ENGLISH

Spanish Feminist Linguistics Repository: Language, Gender, and the Voices of Latinx and Latin American Women

SILVIA RIVERA ALFARO &
NATALIA VILLARROEL
TORRES, LAILAC

MapLemon: A Text Corpus for Demographic Identification Through Writing Style

THEODORE MANNING,
DIGITAL HUMANITIES

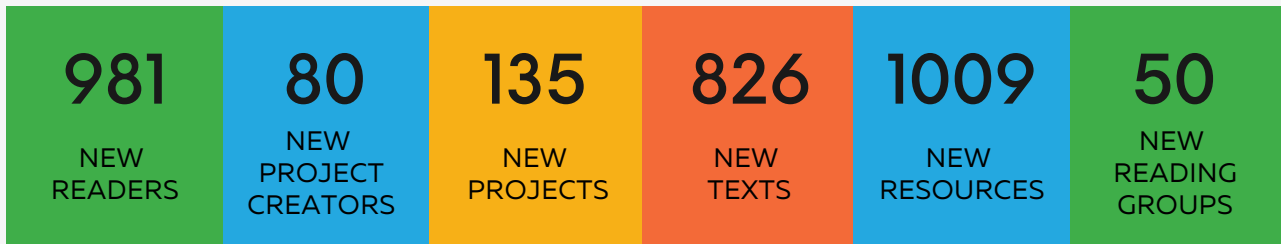
NYC Museums and their Neighborhoods: Race, Sponsorship and cultural Contact

YU-JHEN CHEN, SOCIOLOGY



Manifold

AN OPEN-SOURCE PUBLISHING PLATFORM



Manifold is an intuitive, collaborative, open-source publishing platform for interactive scholarly publishing created by a collaborative team from the CUNY Graduate Center, the University of Minnesota Press, and Cast Iron Coding. Funded by the Andrew W. Mellon Foundation and National Endowment for the Humanities, it enables publishers to create media-rich, interactive digital publications that take advantage of the full capabilities of the web and extend the educational benefits and access of digital scholarship to more communities. The CUNY instance of Manifold focuses on the publication of Open Educational Resources (OER) and has been supported by the CUNY Office of Library Services and the State of New York.



"As a Manifold fellow, I worked with faculty to incorporate Manifold into their everyday teaching practice. I realized that professors and instructors at CUNY are still not aware of all the possibilities that Manifold offers to build knowledge that is economically accessible to students. In addition, I also helped students become familiar with the benefits of open publishing.

As a Manifold fellow, I learned a lot about the different disparities that pervade the publishing world and how open publishing platforms like Manifold can help mitigate these inequalities by making research available to more readers, even those not belonging to academic institutions.

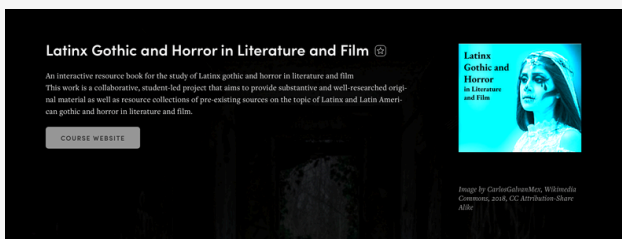
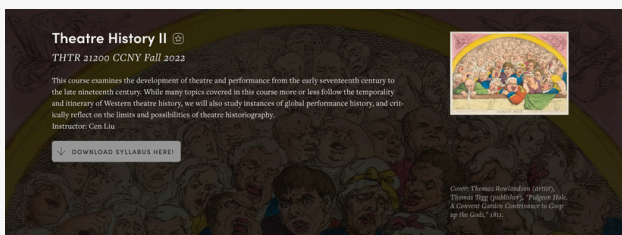
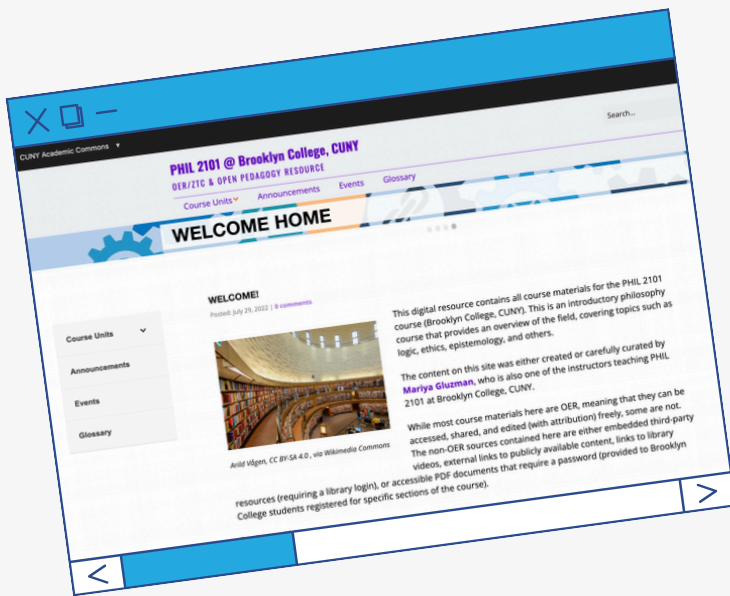
Manifold also helped me to disseminate my own publishing projects. In Manifold, I published an in-depth literature review of Open Educational Resources (OER) within my discipline (cultural anthropology). This publication was part of the Building Open Infrastructure project at CUNY led by the Teaching and Learning Center (TLC) at the GC."

-MIRYAM NACIMENTO BELTRAN

Open Education & Publishing Institute

In recent years instructors across CUNY have been developing courses primarily and exclusively using open educational resources (OER) for course content. As part of these efforts, and with support from The NEH Office of Digital Humanities and The State of New York/The CUNY Office of Library Services, GC Digital Initiatives and the Teaching and Learning Center hosted the Open Education & Publishing Institute (OEPI) from June 13-16, 2022.

During the Institute, ten Faculty Fellows from across CUNY created Open Educational Resources (OER) on CUNY's open source platforms, the CUNY Academic Commons and Manifold. The OER that the Fellows developed will serve as models for future faculty who are interested in developing OER and teaching with open-source, digital platforms.



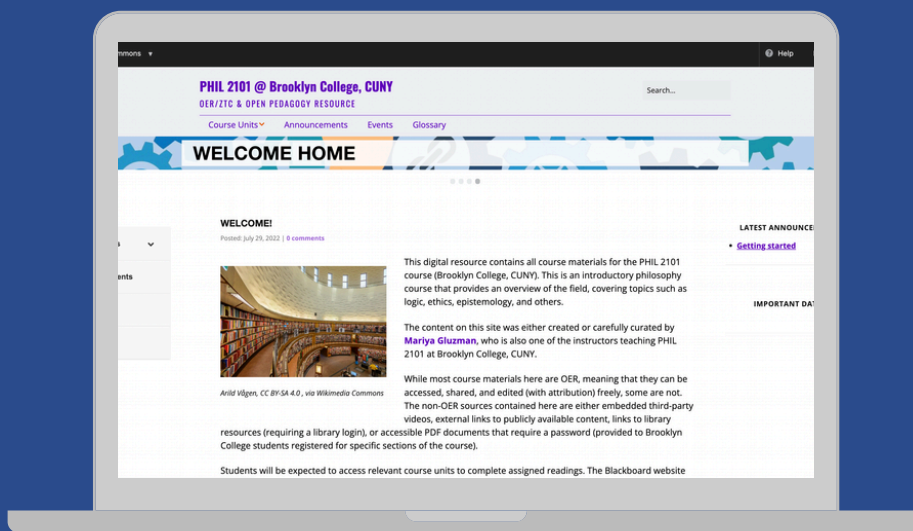
These are two projects created using Manifold.

GCDI Numbers

For 2022-2023 GCDI innovation and leadership brought **\$425,000** to CUNY Graduate Center. These funds allow us to serve our local and national community in line with the institutional mission of knowledge for the public good:

- **\$75,000** for "CUNY Undergraduate Workforce Development in Data Analysis and Visualization." From The Carroll and Milton Petrie Foundation.
- **\$350,000** for DHRIFT by National Endowment for the Humanities (NEH)

NEH ARP Grant



Text about the way the funds were used this year.

NEH DHRIFT Grant

CUNY GCDI was granted funds by the National Endowment for the Humanities (NEH) to provide the Digital Humanities Research Institute of digital infrastructure for Open Educational Resources (OER). The resource is called Digital Humanities Resource Infrastructure for Teaching Technology (DHRIFT). The project is directed by Lisa Rhody and Steven Zweibel. Other members of the team are digital fellows Leanne Fan and Zach Lloyd.

Digital Humanities Resource Infrastructure for Teaching Technology (DHRIFT)

Nearly \$350,000

The resource will also be utilized for the local institutes, including the materials designed by GCDI.

The infrastructure design is informed by the experiences of creating digital materials for the local institutes led by the digital fellows.



Outreach

GCDI ON SOCIAL MEDIA AND OUT IN THE WORLD

GCDI has a Twitter account @cunygcdi to communicate digitally to the broader audience. The Digital Fellows manage that account, additionally, they have a Twitter and a Instagram account, both @Digital_Fellows. They also have a working relationship with the Graphic Arts department of the Graduate Center to create printed materials for in-person institutional outreach. They leverage these to alert GC community to upcoming events, workshops, and working groups. Additionally, they edit a blog to share relevant technological information, tutorials, and topics from digital humanities.



20
ARTICLES
PUBLISHED
THIS YEAR

Tagging the Tower

A BLOG BY THE DIGITAL FELLOWS

This year the topics included:

- Getting the Most out of the GCDI Workshops
- Reading documentation
- Creating Wordpress Website series
- Running hybrid meetings
- Using GitHub
- Organizing mapping data
- Finding the right OCR tools
- DRI reflections
- Statistical tools in R
- The right to repair our electronics

LEARN MORE:

[CUNY.IS/GCDI](https://cuny.is/gcdi)

