

2023-2024

ANNUAL REPORT



CUNY GRADUATE
CENTER

GC DIGITAL INITIATIVES

www.cuny.is/GCDI

GCDI Alum Experience



“My time as a Digital Fellow opened my eyes to new possibilities and instilled in me the confidence to step outside my comfort zone.”

My experience as a Digital Fellow enabled me to complete my PhD and land my current job. The GC Digital Initiatives community encouraged me to explore new ways of researching and teaching the humanities, as well as provided me with the space and support to learn new digital skills. Moreover, as a GC Digital Fellow, I organized and led high-profile events like the GC Digital Research Institute, the Digital Humanities Research Institute, and the GC Digital Showcase. I even had the pleasure of collaborating with and mentoring other graduate students, through which I built sustaining and enduring friendships. The multi-year funding given to me was absolutely crucial to letting me devote time and energy towards researching, writing, and defending my dissertation. Not only did these opportunities make me grow as a researcher and teacher, but they also taught me crucial transferable skills like project management, teamwork, and clear communication, which help me succeed today. As a Technical Writer, I make complex software concepts easier to understand, a skill I honed as a Digital Fellow. Early in my PhD, I doubted my ability to transition from the academic humanities to tech. However, my time as a GC Digital Fellow opened my eyes to new possibilities and instilled in me the confidence to step outside my comfort zone. Looking back, I'm extremely grateful for how the Digital Fellows program shaped my career path and personal growth.

-Param Ajmera
Former GC Digital Fellow
Technical Writer at Hearsay Systems

Introduction

Founded in 2012, GC Digital Initiatives is a constellation of leading scholars, technologists, pedagogues, and students interested in using and developing digital tools and projects and forging new forms of scholarship. GCDI's twelve years of impact can be seen throughout the GC, across CUNY campuses, nationally, and internationally. More broadly, higher education institutions, scholars, and students benefit from our projects, training, grants, resources, and outreach.

The following 2023-2024 report highlights key activities and contributions GCDI makes to digital scholarship locally, nationally, and abroad through student projects, curricula, resources, local grant programs, and national events.

CONTENTS

- 1 GC Digital Initiatives**
Mission, team, highlights
- 2 Advancing Graduate Education and Research**
Class visits, workshops, local institute, consultations, digital resources
- 3 Fostering Interdisciplinary Communities**
Fellowships, working groups, events
- 4 Engaging with CUNY and Wider Public**
Open educational resources, national wide institutes, outreach

GC DIGITAL INITIATIVES

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.



Advancing Graduate Education and Research

GCDI creates programming and resources that are accessible to students, faculty, and staff across disciplines and programs. Programming includes workshops, consultations, working groups, and research institutes. Funding opportunities like the Provost’s Digital Innovation Grants provide support for students to pursue new forms of digital scholarship.



Fostering Interdisciplinary Communities

Our events bring into conversation interdisciplinary researchers, practitioners, and learners from across GC programs and CUNY campuses. The GC Digital Fellows, Social Media Fellows, and Manifold Graduate Fellows, offer students valuable professional development training.



Leading Through Innovation

GCDI creates community around innovation that engages with, employs, and critiques emergent digital technologies, encouraging scholarship that re-imagines the future of research and teaching. Hosting local conversations among CUNY undergraduate and graduate students, faculty, and staff, GCDI provides a place to be inspired to push disciplinary boundaries. The publishing platforms we develop for Open Educational Resources, such Manifold Scholarship, CUNY Academic Commons and DHRIFT, are nationally-recognized.

GCDI LEADERSHIP & FACULTY



MATTHEW K. GOLD
DIRECTOR



LISA RHODY
DEPUTY DIRECTOR



ROBIN MILLER
EDUCATIONAL
TECHNOLOGIST

2023-2024 FELLOWS

GCDI is led by a team of faculty, staff, and students. The students work in fellowship positions that contribute to their professional development. The fellow programs are selective, employment-based graduate assistantships that allow the participants to develop different digital and academic skills.

ADVISING FELLOWS

DIGITAL HUMANITIES
PROGRAM



NICOLE COTE
ENGLISH

DATA VISUALIZATION
PROGRAM



**RAFAEL DAVIS
PORTELA**
HISTORY

GCDI PROGRAM
COORDINATOR



STEFANOS MILKIDIS
EARTH &
ENVIRONMENTAL
SCIENCES

GC DIGITAL FELLOWS



ANNA SCHLENZ
EARTH &
ENVIRONMENTAL
SCIENCE



GREGORY HARTMANN
MUSIC



LEANNE FAN
SOCIOLOGY



REBECCA KRIESE
POLITICAL SCIENCE



SILVIA RIVERA ALFARO
LATIN AMERICAN, IBERIAN
AND LATINO CULTURES



SAM O'HANA
ENGLISH



TUKA AL-SAHLANI
ENGLISH



ZACH LLOYD
COMPARATIVE
LITERATURE

MANIFOLD GRADUATE FELLOWS



CEN LIU
THEATRE AND
PERFORMANCE



MAURA MCCREIGHT
ART HISTORY

PROGRAM SOCIAL MEDIA FELLOWS



GHINA ABI-GHANNAM
CRITICAL SOCIAL
PSYCHOLOGY



HAGAY SCHURR
LINGUISTICS



IAN WILLIAMS
SOCIAL WELFARE



NATASHA OCHSHORN
CENTER FOR THE
HUMANITIES



PATRICIA HATCHER
CLASSICS

Highlights

Since 2012 GC Digital Initiatives has created opportunities at the Graduate Center and advanced digital scholarship in CUNY at large

FUNDING

GCDI raised over \$250,000 in additional external funding during 2023-2024. These funds supported student employment through fellowships, postdocs, and educational programming in digital project design and undergraduate training in technology skills. and resulted in the creation of knowledge for the public good at local and national levels.

COMMUNITY ENGAGEMENT

This year GCDI organized more than 30 events. Over 300 graduate students from more than 20 programs participated in GCDI activities, such as the GC Digital Research Institute, user groups, consultations, and workshops hosted by the GC Digital Fellows. Our Summer Python Intensive received applications from 139 students and faculty from the GC and the ASRC within 48 hours of being announced.



**ADVANCING GRADUATE
EDUCATION AND RESEARCH**

DIGITAL PEDAGOGY & CO-LEARNING

GC Digital Initiatives offers learning opportunities for the entire GC community, including workshops on digital skills, class visits, and the GC Digital Research Institute. Additionally, the GC Digital Fellows offer individual consultations and develop tutorials and resources.

CLASS VISITS

We receive invitations to visit classes to talk about digital methods. This year, Digital Fellow Rebecca Krisel visited a class of Ethnomusicology and discussed best practices for conducting ethical digital ethnography.

Digital Fellow Sam O'Hana visited the liberal studies seminar on public scholarship to discuss methods of enhancing research with digital humanities tools, and to offer consultation on the students' projects. The students had wide-ranging interests which spanned disciplines as well as generational interests. The visit was a good way to share the latest digital tools, but was also a useful opportunity to learn more about the needs of current graduate students.



"Your overview was helpful, your highlighting of specific events and services was relevant and clear, and your responses to specific questions posed by the students was excellent and prompted further discussion in our session. Really, a most helpful session, thank you!"

Prof. Naomi Stubbs, Liberal Studies
CUNY Graduate Center & LaGuardia Community College



14

WORKSHOPS
ACROSS
THE YEAR

5

SUMMER
PYTHON
WORKSHOPS

WORKSHOPS

Workshops on topics ranging from building digital archives to data collection, cleaning, analysis, and visualization are at the center of GC Digital Fellows' efforts. This year GCDI offered fourteen workshops during the academic semesters, and led intensive workshops on Python through Summer 2024.

R YOU READY: INTRO TO R

INTRO TO PYTHON

CONFESSIONS OF A DIGITAL HOARDER

WHAT YOU CAN MAKE WITH RASPBERRY PI

INTRO TO PYTHON, PART 2

INTRO TO HTML/CSS

INTRO TO GIS

THINK LIKE A CODER:
INTRODUCTION TO ALGORITHMS

TOOLS OF DIGITAL HUMANITIES

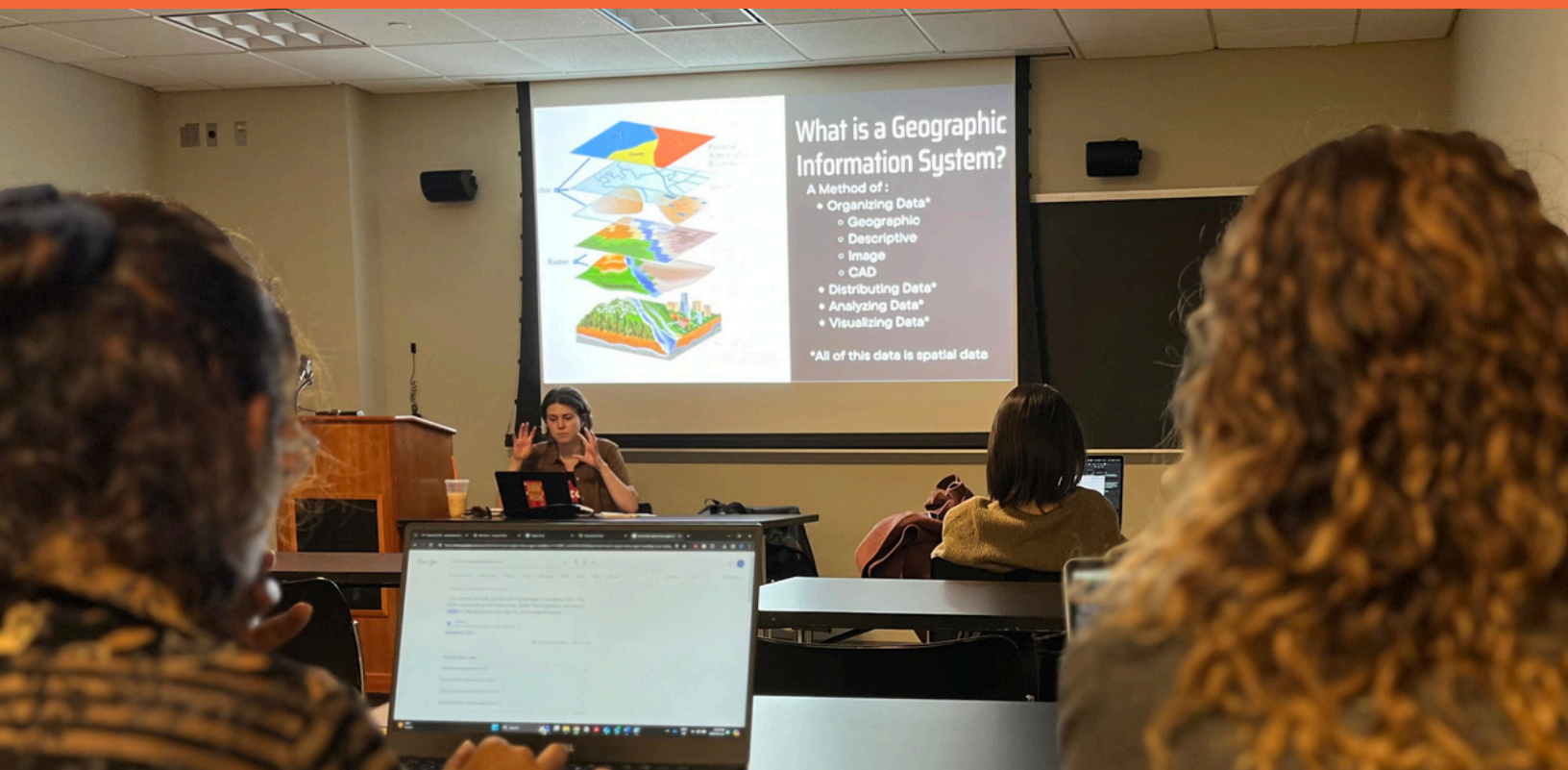
BEGINNING GAME DESIGN WITH PYTHON

CHATGPT, FRIEND OR FOE?

CREATING MAPS IN QGIS

SO YOU WANT TO BUILD A DIGITAL ARCHIVE?

CREATING A DIGITAL ARCHIVE USING CUNY
ACADEMIC COMMONS



Expanding Experience

MEET GREG, A PH.D. CANDIDATE IN MUSIC AND DIGITAL FELLOW

My time as a Digital Fellow has been truly wonderful! I have had the chance to use my existing technical skills, while also gaining valuable experience leading workshops, doing consultations, running the Python User Group (PUG), and performing administrative or logistical tasks. I led a Python workshop and another on algorithms for programming that was more abstract, and not language-specific. I also lead PUG meetings, which are open to users of any level. The sessions focused on solving algorithmic and coding questions collaboratively and encouraged attendees to work together towards a solution.

In one-on-one consultations, I learned that even without technical knowledge of every kind of digital tool, one can still provide helpful feedback and guidance on a project. I also found consultations to be particularly rewarding, since students were genuinely grateful for the assistance.

I found the way that the team of fellows worked together to be unique—there was no hierarchy among fellows, and we constantly rotated who led our weekly meeting. In this way, collaboration and consensus were constantly emphasized. Lastly, I was able to work on and see how the application and interview process works from “the other side,” by helping with the applications and interviews for both the GC Digital Research Institute and next year’s cohort of Digital Fellows.

While I am happy to be done with my dissertation and to graduate this semester, I am sad that it means that my time as a Digital Fellow must come to an end. I will always look back fondly on this experience, and I am so grateful to Lisa and all of my fellow fellows for making it such a great year!

-Gregory Hartmann

Growing Opportunity



DIGITAL RESEARCH INSTITUTE

For 8 years, the Digital Research Institute (DRI) has guided GC students and faculty with minimal computing experience as they developed technical skills to enhance their research and teaching projects. Based on a nationally-recognized curricula developed for GC students as a core audience, the DRI receives rave reviews from participants. Alumni of the institute credit it as a transformative experience.

9TH
DRI EDITION

OF
PROGRAMS
SUBMITTING
APPLICATIONS

20

TOTAL # OF
PARTICIPANTS

23

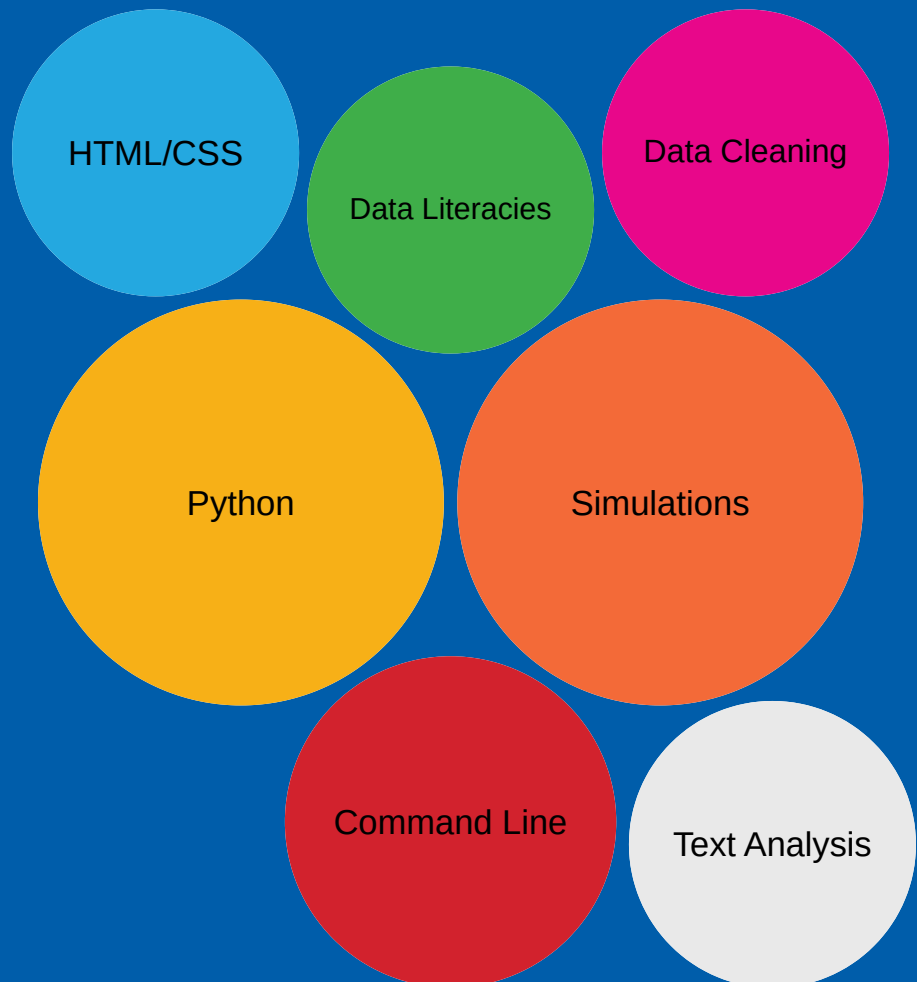
OF
PROGRAMS
REPRESENTED
AT GC DRI

14

During 14 hours of remote instruction, participants learned about working from the command line to developing a digital literacy to analyzing data.

DRI 2023-2024 COHORT

This year's DRI offered 25 seats for participants representing 14 different master's and PhD programs.



14 HOURS

SYNCHRONOUS INSTRUCTION

FEEDBACK FROM PARTICIPANTS

100% OF PARTICIPANTS

who completed our exit survey agree that the DRI increases CUNY's digital capacity.

- "This set of workshops made several technical skills much more accessible, especially for those of us who are not computer programmers or in data-centric disciplines."
- "Overall, this has been a great experience. I feel very appreciative to be accepted and to have participated in the GC DRI, and I gained a lot of knowledge, and the momentum to continue training."
- "All instructors and content were high quality and relevant to my work. This workshop created an excellent foundation for my future research."



MOST VALUABLE CONCEPTS LEARNED DURING DRI ACCORDING TO PARTICIPANTS

"NOT TO BE AFRAID TO TRY CODING"

"I've been wanting to dive into Python for a while but have been nervous to do so! I really appreciated the walkthroughs and how hands-on and accommodating the teaching fellows were as we all worked through problems. I still feel like I have a lot to learn but I am excited to think about how I might use Python to create more game-based learning experiences (something I really care about in my pedagogy)!"

"That I can continue building these tech skill and to keep practicing and exploring diff skills/codes."

"That there are so many resources available. GCDRI has given me the confidence to explore this in more depth on my own. Bravo, team!"

"THAT I CAN CONTINUE LEARNING BY MYSELF"

"I remembered that I am pretty good at computer stuff. Hard to say what lesson will be most valuable to me. Command line is super useful. Ethics are important and fascinating to think about. HTML may take the prize in the end, but I feel that my new Python literacy helps me understand more clearly how the world around me is operating."

"THAT CODING IS NOT AS SCARY AS WE TEND TO THINK"

From the institute into practice

PROFESSOR EREC KOCH AND STUDENT SAMUEL GOODSON, COLLABORATE ON DIGITAL PROJECTS USING SKILLS FROM THE INSTITUTE

I have been working for several years on a research project assessing intertextual transfer among authors of early modern French texts. In the most recent phase of that project, I have been studying authors of worldly maxims of the last third of the seventeenth century and how those authors engaged in versioning other texts. Such versioning manifests itself in two principal ways: the re-use of the same two or three keyterms that vary the representation of their relations and the re-use of the same definitional syntagma to assign different predicates to repeated keyterms. Maxims circulated in a hybrid oral-written fashion: they were published in popular books by individual authors, but they were also conveyed in conversation, recorded in commonplace books for future citation, and transmitted in letters. The full extent of this intertextual transfer and of the network of participating authors has not yet been studied, but this research project will help us to understand better both early modern poetics of literary creation and the history of literature of the period as interdiscourse among authors.

The challenge here was to read comparatively a significant corpus of texts in order to identify keyterm collocates and repeated syntagmatic templates. Undertaking this task by traditional methods would be time-consuming and subject to significant error. There is a digital tool hosted on the University of Chicago's ARTFL website, "TextPair," that is designed to identify such correspondences, but the tool is restricted to the texts in the collection hosted on the site, which doesn't include my corpus of texts. I am not sufficiently experienced in Python to install TextPair on my computer, but I was fortunate to interest a digital humanities student, Samuel Goodson, in performing those tasks and in tutoring me in the use of the program. Sam also helped to enhance TextPair in important ways, such as lemmatization that accommodated early modern French spelling variations. His patience made it possible to assay such intertextual transfer within a significant corpus of texts. I am now in the process of completing a chapter of a study dedicated to those texts. That chapter charts for the first time a network of intertextual exchange among authors of maxims—a concrete and measurable way to examine the literary question of influence—and examines the poetics of literary creation as a collaborative undertaking. This study could not have been undertaken successfully using the methods of traditional scholarship; it only became possible to address its central questions by using computational methods.



Erec R. Koch, Professor of French
CUNY Graduate Center

DIGITAL CONSULTATIONS



37

ONE-ON-ONE
CONSULTATIONS

14

PROGRAMS

100%

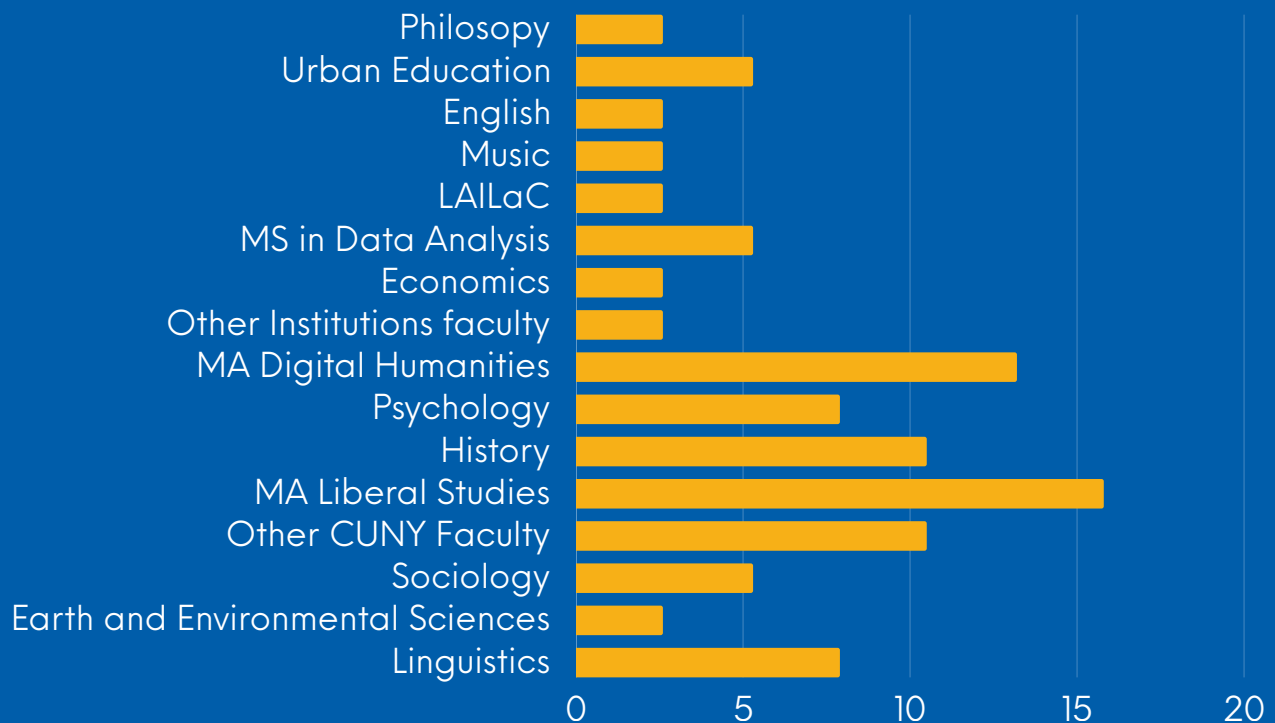
RECOMMENDED

GCDI offers one-on-one consultations to members of the GC community. Consultations range from big-picture planning for nascent projects to specific technical advice to aid in overcoming an obstacle. Digital Fellows strive to ensure that students and faculty come away from consultations with a plan for what's next.

In 2023-24, we offered 37 one-on-one consultations to students from over 14 programs. 100% of respondents reported that they would recommend this service.

CONSULTATIONS BY PROGRAM

● Number of consultations



What are students asking for?

GC Students in 2023-24 wanted help with the following topics:

- Using the CUNY Academic Commons to create pedagogical resources or capstone projects
- Using specific software, such as QGIS, Tableau Public, or Leaflet
- Solving problems with a Python runtime environment
- Aid with text analysis
- Creating a website
- Choosing which technology or tool to use for research
- Questions on specific skills such as podcasting or mapping
- General questions about the digital resources available to GC students

What are
students saying
about
consultations?

"The experience consulting with the Digital Fellows was incredibly useful. Greg sent resources and support in advance of our appointment and was able to help me quickly resolve a Python issue that I might otherwise have been troubleshooting for hours or days. I am so grateful to have this program at the GC!"

-Nicolette Dakin, Psychology

"When conducting research, there are occasions when it's beneficial to collaborate and brainstorm ideas with someone. Leanne proved to be incredibly helpful in this regard. Her suggestions played a crucial role in advancing the project, and I am grateful for her assistance."

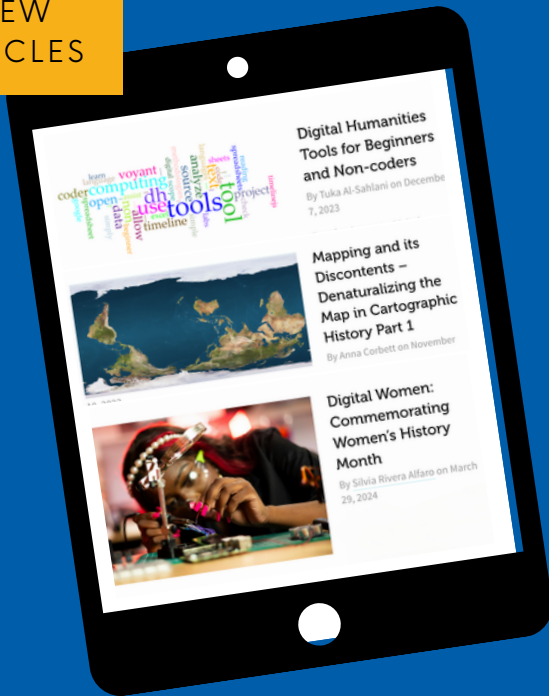
-Tulay Altin, Digital Humanities

"Silvia is the best! She was extremely helpful."

-Bret Windhauser, History

DIGITAL RESOURCES

17
NEW
ARTICLES



TAGGING THE TOWER

The GC Digital Fellows reflect on their work and collaboration with the GC community on the blog Tagging the Tower. Along with digital tool tips, guides, workshop recaps, data ethics considerations, and thought pieces, the blog hosts reflections from Digital Research Institute participants. DRI 2024 participants Patricia Hatcher, a Classicist, and Annapia Borraccino, a Linguist, shared the ways they learned and implemented Python in their scholarship.

HIGHLIGHTS OF THIS YEAR'S BLOGS TITLES

[THE GCDI GUIDE TO PASSWORD MANAGEMENT](#)

[DEATH OF A PROJECT](#)

[THINK LIKE A CODER](#)

[DIGITAL HUMANITIES TOOLS FOR BEGINNERS AND NON CODERS](#)

[10 USEFUL EXTENSIONS FOR VSCODE](#)

[BUILDING YOUR FIRST DATA BASE IN SQL](#)

[MAPPING AND ITS DISCONTENTS: DENATURALIZING THE MAP IN CARTOGRAPHIC HISTORY PART 1](#)

[CREATING VISUAL NOVELS WITH PYTHON AND REN'PY](#)

[THE SMARTWATCH DILEMMA](#)



GC DIGITAL DISSERTATIONS

This year we continued developing the digital dissertations resource guide and add new examples by GC students @ cuny.is/digitaldiss.



**FOSTERING
INTERDISCIPLINARY
COMMUNITIES**

FELLOWSHIP PROGRAMS

GCDI offers unique fellowship programs that extend students' skills and create opportunities for professional development. Fellows develop interdisciplinary communities of practice through programming, resource creation, and special projects that benefit the GC-at-large. **Advising Fellows** in the master's programs in Digital Humanities and Data Analysis and Visualization support students' progress toward their degree, while **Manifold Graduate Fellows** collaborate with students and faculty to develop open educational resources and publications on Manifold. **Social Media Fellows** build digital identity and community among internal and external audiences that showcase the leading research, teaching, and service characteristic of the GC. **GC Digital Fellows** provide leadership in developing technical skills critical for 21st century research and teaching by teaching workshops, organizing events, assembling resources, and building community around technological methods.



GC DIGITAL FELLOWS

45

FELLOWS
FROM 2012
TO 2024

GC Digital Fellows collaborate to increase digital research capacity across all disciplines at the GC. Through workshops, institutes, resources, user groups, events, and consultations, they foster communities of students, faculty, and staff who want to improve their research, teaching, and service with digital technology.

FROM

16

DIFFERENT
ACADEMIC
PROGRAMS

The fellowship program is highly competitive. Fellows are selected for their ability to communicate complex technologies in clear, relatable ways, their proven interest in interdisciplinary collaboration, and their creative and critical approaches to using technology to extend their own academic work. During their tenure, fellows practice and receive feedback on their pedagogical and digital practice while developing and teaching workshops and institutes, consulting with students and faculty, writing grants, developing digital projects, and creating open educational resources and leading community events.



Professional learning

MEET ANNA, A PH.D. STUDENT IN EARTH & ENVIRONMENTAL SCIENCES AND DIGITAL FELLOW

I have learned so much in just my first year of being a Digital Fellow. While we all learn and collaborate with each other, being given the responsibility to plan and execute my own workshops has developed my pedagogy enormously. I am a more experienced and more flexible teacher and can jump into helping others with their research projects with confidence and excitement. Moreover, I've found through my experience as a Digital Fellow is that the best way to learn something is to teach it. While I had GIS experience with ArcGIS, I had little experience with open source software, QGIS. By committing to running a workshop on open source software, I had to really learn it. And now I have the skills necessary to teach others and to use QGIS in my own work and research.

- Anna Schlenz
GC Digital Fellow



SOCIAL MEDIA FELLOWS

Social Media Fellows work with executive officers to establish a digital public identity for their academic programs. Fellows develop a strategic plan for social media, website, and video campaigns that showcase faculty and student research, teaching, and service.

ACHIEVEMENTS FOR CLASSICS

- 333% increase in Classics PhD applicants for January 1, 2024 deadline.
- Created resources for current students: classicsstudent.commonsgc.cuny.edu.

5
FELLOWS

5
PROGRAMS

CENTER FOR THE HUMANITIES
CLASSICS
LINGUISTICS
PSYCHOLOGY
SOCIAL WELFARE

CLASSICS OPEN HOUSE
at the CUNY Graduate Center

Meet the current students and faculty

Live & learn in NYC Explore the NYC Consortium
Discover Classics in the city Learn about Classics alum
Uncover teaching opportunities Discuss current research

HYBRID SESSION (IN-PERSON AND ONLINE)
RSVP: RKOUSSER@GC.CUNY.EDU 10 / 14

FOR MORE INFO FOLLOW US
TWITTER: @CUNYCLASSICSGC FACEBOOK: @GCCUNYCLASSICS 02 P M

2024

CUNY GRADUATE CENTER CLASSICS PROGRAM LECTURE SERIES

RSVP: RKOUSSER@GC.CUNY.EDU

MARCH 27, 2024
THE BALANCED BODY-MIND IN EURIPIDEAN TRAGEDY AND HIPPOCRATIC MEDICINE

MELINDA POWERS
PROFESSOR
JOHN JAY COLLEGE, CUNY

MAY 1, 2024
CARNIVALESQUE CLASSICS: THE CASE OF AN AFRO-LATIN AMERICAN POET OF THE 19TH CENTURY, LUIZ GAMA (1830-1882)

ANDREA KOUKANAKIS
ASSOCIATE PROFESSOR
HUNTER COLLEGE, CUNY

All lectures are held Wednesdays

5PM | CUNY GRADUATE CENTER ROOM 4422 | ONLINE VIA ZOOM

SO MANY REASONS TO APPLY

CLASSICS AT THE CUNY GRADUATE CENTER

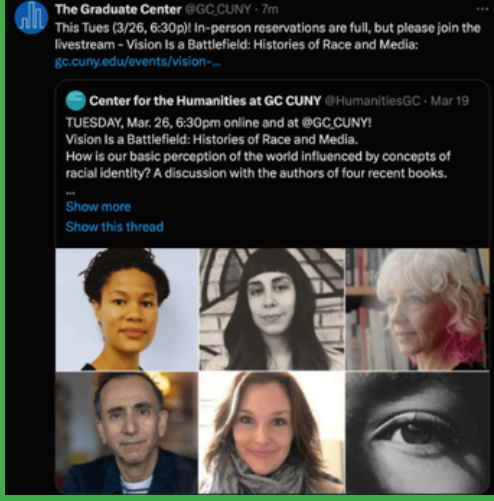
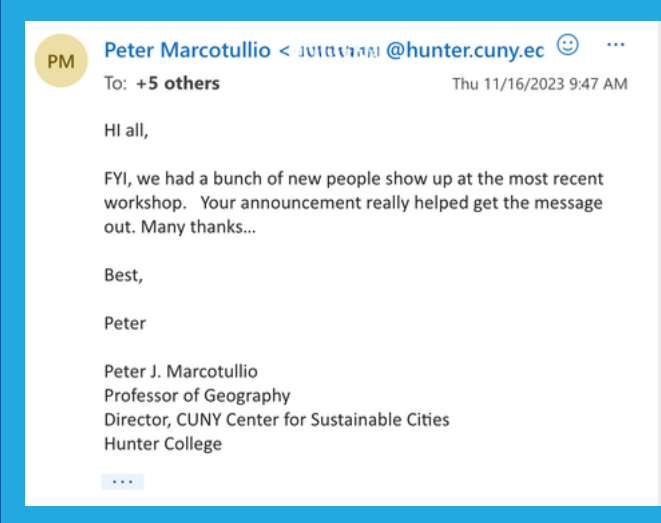
- Receive PhD tuition remission + fellowship opportunities
- Live and work in NYC
- Participate in graduate Consortium
- Receive extensive teaching experience
- Obtain an affordable MA degree + fellowship opportunities
- Apply for MARLI library privileges
- Access NYC museums
- Pursue certificate programs

PhD Deadline: January 1 Masters Deadline: April 15

GRADUATE CENTER | 60 YEARS

ACHIEVEMENTS FOR THE CENTER FOR THE HUMANITIES

- Created social media campaigns for events, calls for proposals, book launches, and other center events
- Posts were reshared across GC programs and local institutions
- Highlighted GC student and faculty projects supported by the Center.



ACHIEVEMENTS FOR LINGUISTICS

- Created content about projects and events for academic social networks, increasing attendance and visibility
- Circulated Curriculum & Degree Information to internal student networks clarifying coursework and examination requirements
- Developed an internal community website to compliment the outward-facing institutional website to make forms, requirements, and guidelines more accessible to students
- Developed a document library with a samples of successfully defended qualifying papers and resources for current students and increased the visibility of these resources through social media



Sociolinguistics Lunch Series
Dr. Chaya Nove
Brown University

**Constructing a Corpus of Spoken Yiddish:
Linguistic Insights from Holocaust Testimonies**

Wednesday | March 27 | 4:15-6:15pm (EST)

Contact: sociolinguisticslunch@gmail.com | Zoom: tinyurl.com/GCLScL0327



GC CUNY Linguistics @CUNY_GCLing · Oct 1, 2023
Our friends and colleagues @GC_LAILAC will host Dr. Josep Soler Carbonell (Oct. 6th@6pm EST) for a talk about the role of linguists in the #gender neutral #language debate in #Catalonia Register by email or click: mailto.com/ojyfnhe4r3 #sociolinguistics @IRILullNewYork

Latin American, Iberian and Latino Cultures Series
Josep Soler Carbonell
Càtedra Mercè Rodoreda, Stockholm University

The Gender-Neutral Language Debate in Catalonia
Friday | October 6 | 6pm (EST)

Registration: lailac@gc.cuny.edu | institut ramon llull

ACHIEVEMENTS IN PSYCHOLOGY

- Created LinkedIn and X pages to build a sense of coherent identity among subprograms
- Developed resources for students about communicating their research to external, public audiences
- Recorded a podcast episode about research happening throughout the program to use for recruitment and alumni engagement
- Assisted students and faculty in making their work more accessible to wider audiences



THE GRADUATE CENTER
CITY UNIVERSITY OF NEW YORK

Graduate Center Psychology
Higher Education · New York, New York · 479 followers · 201-500 employees

Jason & 4 other connections follow this page

+ Follow Message

SOCIAL WELFARE



Ph.D. Program in Social Welfare at the CUNY Graduate Center reposted this

Anjelica Maria Camacho · 1st
Hidden Population Specialist
1mo · Edited · 🌐

It was a pleasure to attend the Social Welfare and the CUNY Graduate Center, Spring Symposium.

Reconnecting with **Ramon Ruiz, MSW, CASAC-T** a Bronx native, Puerto Rican social worker who focuses on the healing, organizing and researching LGBTQ+ and more specifically transgender women of color within marginalized communities was one of the highlights of my night.

So many of the presenters tonight touched on multifaceted community needs, solutions and healing required to remedy societal ills.

It is an honor to share space with individuals who address issues in society by providing tangible, creative and real world solutions. I look forward to our continued collaboration in the coming years.



From digital identity to crafting community

MEET IAN, A PH.D. STUDENT IN SOCIAL WELFARE AND SOCIAL MEDIA FELLOW

In my role as Social Media Fellow, I increased the profile, visibility, and brand awareness of our program at multiple conferences. Crucial to our program were the two major US-based conferences, The Council on Social Work Education's Annual Program Meeting (APM) and the Society for Social Work & Social Research (SSWR) annual conference. For both of these conferences, I created content advertising our student presentations, coordinated photography and documentation of student presentations, and utilized these for social media content as well as our newsletter.

At the Society for Social Work & Social Research (SSWR), our social media raised the profile and visibility of the PhD Program in Social Welfare. By collaborating with the Silberman School of Social Work at Hunter College's communications staff, our social media presence distinguished our identity as a separate GC program and established a more prominent profile within the SSWR community, a key US scholarly organization in our field.

Because of my position as a fellow, I could recruit, host, and supervise an MSW student from Hunter College to work with our program three days each week. She assisted with planning and coordinating a student-led Mission & Vision Task Force, a monthly Coffee Connection social hour for students and faculty, and the Spring Symposium. Each of these projects helped develop a robust community identity and physical presence for students at the GC and to solidify our place within the physical campus. My role as a fellow helped connect my program to the larger GC community such as the GC Digital Fellows and the Counseling and Wellness Center.

- Ian Williams
Program Social Media Fellow
Social Welfare



MANIFOLD GRADUATE FELLOWS

The GC Manifold Fellows program is a selective, employment-based, graduate assistantship. Manifold Graduate Fellows work with GC community members to develop Open Educational Resources and other publications on Manifold, a publishing platform developed by GC Digital Initiatives in collaboration with the University of Minnesota Press and Cast Iron Coding.

Expanding knowledge

MEET CEN LIU, A PH.D. STUDENT IN THEATRE AND PERFORMANCE AND MANIFOLD FELLOW

“Becoming a Manifold graduate fellow has allowed me to expand my knowledge of digital pedagogy, open pedagogy, and DH methodologies. Supporting CUNY faculty on various OER-focused projects has deepened my understanding of the publication, multimedia, and interactive features of the Manifold platform, and its potential for both publishing and teaching. Collaborating with Matt, Robin, and Maura to maintain the platform, develop workshops, create instructional content, and promote events and projects has honed my skills in project management, communication, and teamwork. CUNY Manifold’s extensive partnerships with CUNY colleges, libraries, and professional publishers have provided me with rich resources and professional networks. The mentorship from our team has been invaluable for my intellectual growth and professional development.”

-Cen Liu



WORKING GROUPS

Working groups are digital skill-oriented spaces organized by the GC Digital Fellows. Participants from the GC community share digital skills and engage in conversations around hands-on activities and projects. In 2023-2024 we supported the following user groups: R User Group (RUG), Digital Archive Research Collective (DARC), Python Users' Group (PUG), and GIS/Mapping.

PYTHON USERS' GROUP (PUG)

Python Users' Group (PUG) is an open, informal, collaborative space for experimentation and exploration with the Python programming language. Students and faculty across a broad range of disciplines in the humanities, social sciences, and sciences are making use of the programming language Python to extend or to improve their research. From creating applications to performing data analysis to developing visualizations, Python can help, plus it is an approachable language to learn.

GC Digital Fellows host a monthly meeting for beginners through intermediate and advanced users. In the 2023-24 academic year, PUG meetings adopted a "learn by doing" approach, and each week participants collaboratively solved an algorithmic programming problem. PUG meetings were held via Zoom once a month; attendance ranged from two to ten participants. Moreover, the PUG group on the CUNY Academic Commons has 227 members.

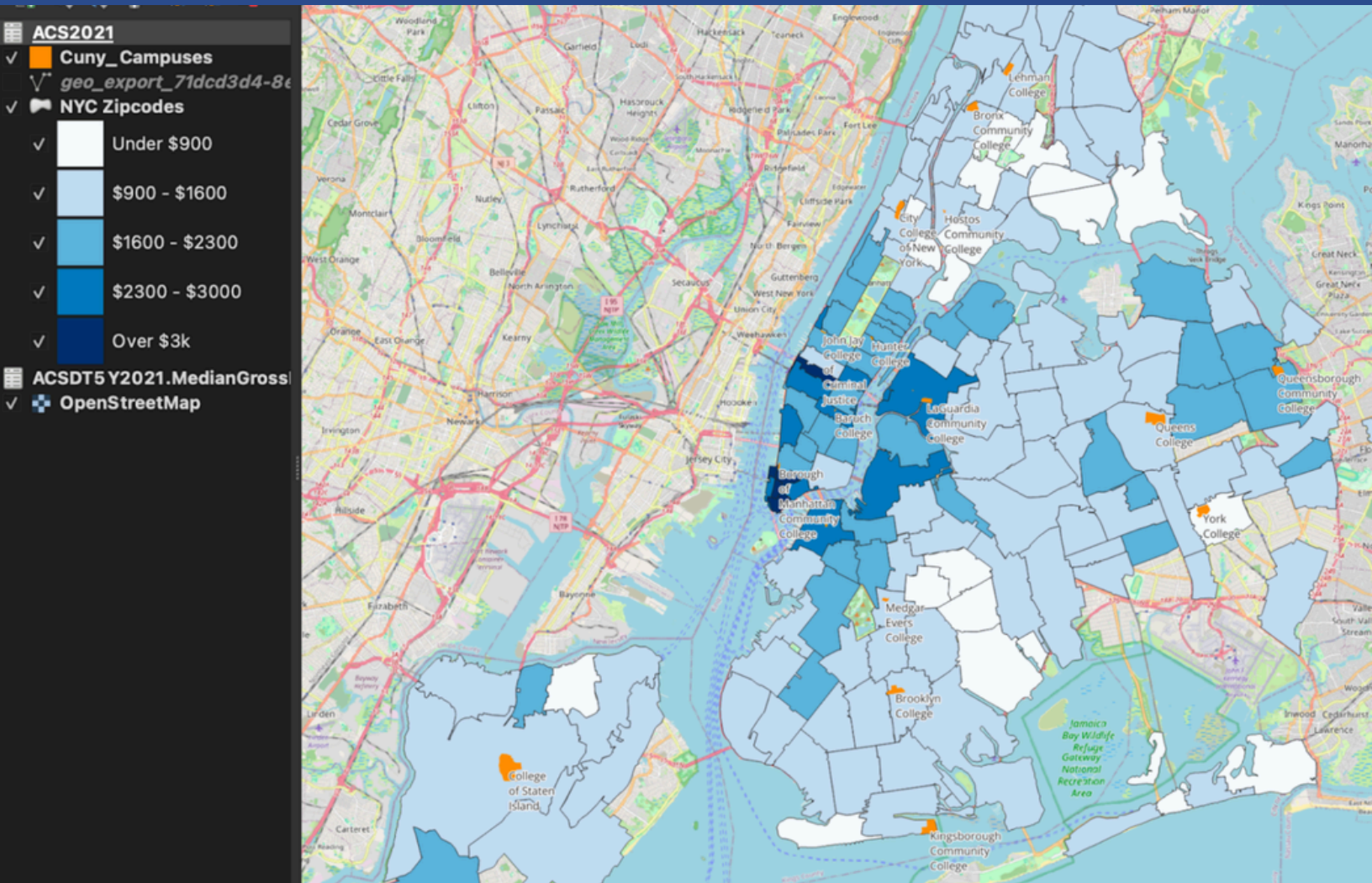
Screenshot of a project developed by the group.

```
gameplay.py > Board > is_valid_move
19 class Board():
20     def __init__(self, num_rows, num_columns) -> None:
21         self.num_columns = num_columns
22         self.board = [ [0]*num_columns for _ in range(num_rows)]
23         self.move_number = 1
24
25
26 > def __str__(self) -> str: ...
31
32 def is_valid_move(self, target_column):
33
34     if target_column<0 or target_column >=self.num_columns:
35         return False
36
37     elif self.board[0][target_column] != 0:
38         return False
```

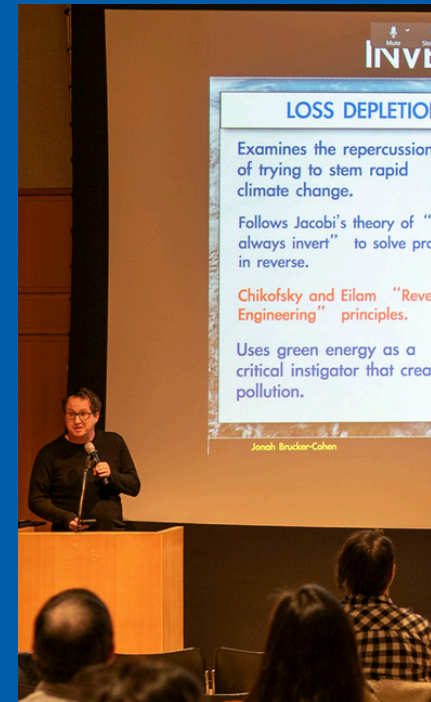
GIS/MAPPING USER GROUP

The Geographic Information Systems (GIS) / Mapping working group is a community of CUNY students, faculty and staff who are interested in using spatial analytics and cartographic visualization in their research and teaching. We meet twice a month to share methods and techniques, collaborate on short and long term projects, and support each other with help and troubleshooting advice on our individual projects. Our current project of focus examines the spatial distribution of Graduate Center student housing across New York City and how that distribution has changed over the past decade. For the 2023-2024 year, we held 12 meetings, in-person and hybrid. Participation increased drastically over the course of the school year, from around 3-4 participants per meeting in the Fall to 8-10 participants in the Spring.

Screenshot of GIS Project on NYC housing cost by zipcode with shapefile of CUNY campuses.



CUNY DIGITAL HUMANITIES INITIATIVE LIGHTNING TALKS



The CUNY DHI Lightning Talks event, hosted by GCDI and the GC Digital Fellows, connects digital humanities students and scholars across CUNY campuses. Building networks across communities of practice, the Digital Humanities Initiative Lightning talks showcase innovations in creative, critical implementations of technology in humanities projects and pedagogy.

4
CUNY
COLLEGES

25
PRESENTERS

75
ATTENDEES

This year's hybrid event featured 25 CUNY project presentations and gathered more than 75 students, faculty, and staff from LaGuardia Community College, John Jay College, Lehman College, City College, and the Graduate Center. Projects ranged from developing a DH minor to teaching music and literature courses with digital tools; building VR and AI in critical, environmental, and social research; developing digital archives and feminist linguist repositories; and publishing digital Open Educational Resources (OER) for CUNY curricula.

GC DIGITAL SHOWCASE

16

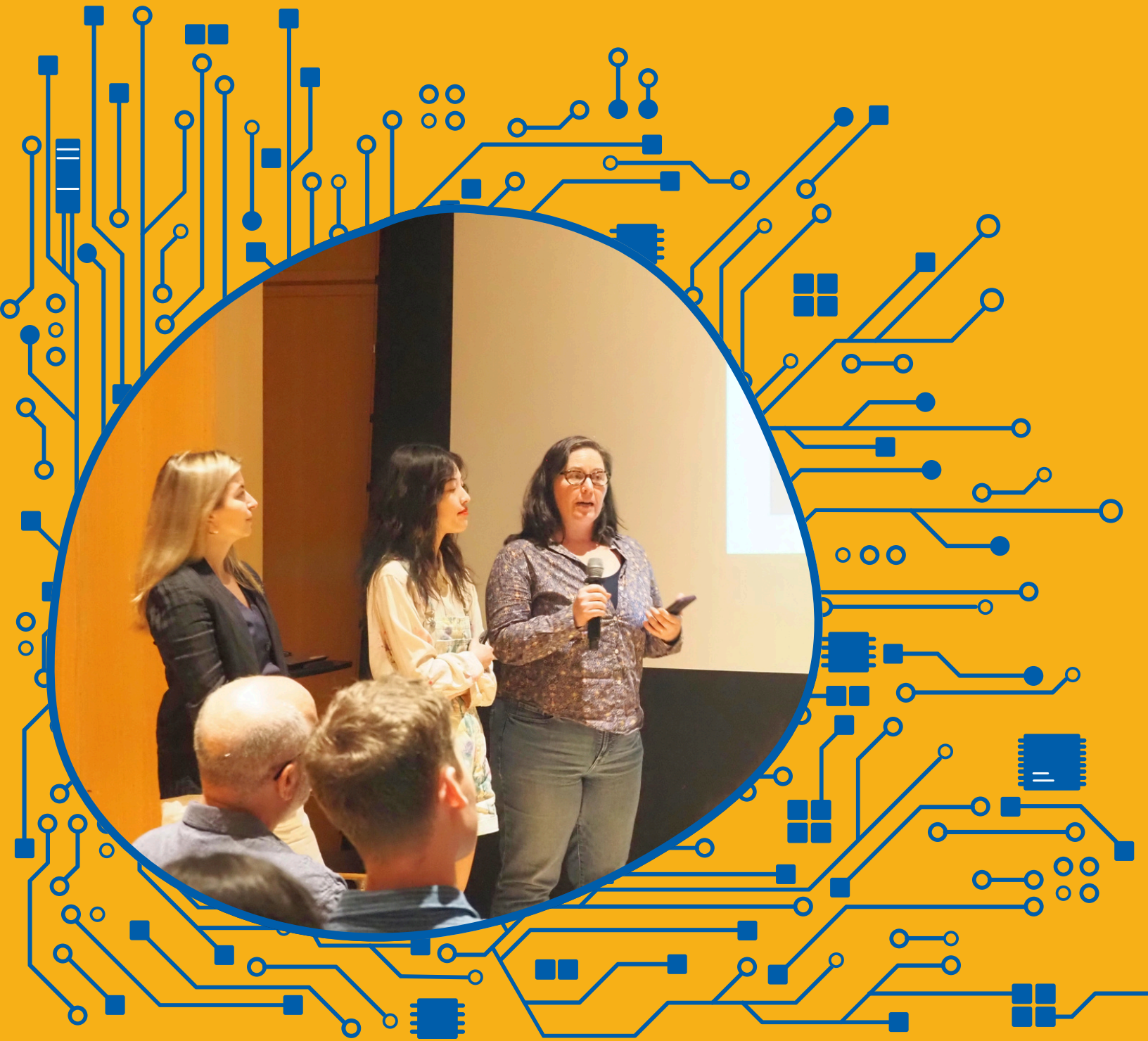
PRESENTATIONS

+40

ATTENDEES

On May 22, the annual GC Digital Showcase featured interdisciplinary digital scholarship produced by graduate students, digital fellows, working groups, classes, and programs across The Graduate Center. The showcase provides a venue for students from the M.A. in Digital Humanities Praxis seminar to launch their semester-long collaborative course projects and for winners of the Provost's Digital Innovation Grants to share their progress. This year's event included 16 presentations and welcomed over 40 in-person and virtual attendees.





ENGAGING WITH CUNY AND THE WIDER PUBLIC

PROVOST DIGITAL INNOVATION GRANTS

The Provost's Digital Innovation Grants (PDIGs) support digital projects designed, led, developed, and administered by Graduate Center doctoral students. Since 2012, grants have supported projects across more than 20 disciplines.

6

PROJECTS
FUNDED IN
2023-2024

4

PROGRAMS

Black Dominicanas Online: Building Community Online and in Real Life (IRL)

Rosa Calosso, Urban Education

This project explores the ways Black Dominican women's use social media to shape community, education, and nuanced identity across the diaspora.

Beasts of New York

Patricia Y. Hatcher, Classics

Beasts of NY document the animals, both real and imaginary, found on the buildings and in the public areas of New York City.

Mapping Secular Smuggling and Religious Trade in the Middle East, 1914-1932

Bret Windhauser, History

Maps based on religious geographies to decenter the state-imposed binary of legal-illegal through reformulations of smuggling as pilgrimage

Developing a Technology Inventory for (and With) Social Work Students: A Tool For Participatory Exploration of Affordances, Constraints, and Risks

Jamie Borgan & Ian G. Williams,
Social Welfare

This project will develop open educational resources for teaching social work students about critical technology literacies in their professional practice.

Off Grid Investigations

Nicole Cote, English

Off Grid Investigations performs critical experiments in off-grid technology to explore the role of solar power in disaster media.

After Mother: Genres of the Maternal in Twenty-First Century American Memoir

Destry Maria Sibley, English

A podcast series to accompany and supplement the my dissertation on maternal memoir in English literature.

PROVOST'S DIGITAL INNOVATION GRANTS MAKE BIG IMPACTS

Incremental, consistent funding for student digital projects through the Provost's Digital Innovation Grants has proven to yield an exponential return on investment in the form of publications, grants, degree completion, awards, and employment.

Urban Education student **Sara Vogel's** video web series "Teaching Bilinguals (Even if You're Not One)" for K-12 educators has received over 27,000 views to date and was integrated into a 2021 book published by Routledge and the CUNY-NYS Initiative on Emergent Bilinguals.

James Christopher Head, Psychology, reports that his PDIG-funded project led to publications in the *Journal of Education Policy* and *Qualitative Psychology*, as well as the 2019 American Psychological Association Division 5 Distinguished Dissertation in Qualitative Inquiry Award.

Sociology Ph.D. student **Qiyao Pan** presented his geospatial analysis of restaurant closings [right] in NYC during the COVID-19 pandemic at the American Sociological Association conference.





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. The project has been funded by the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

Manifold 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.

THE YEAR IN NUMBERS

85

NEW
PROJECT
CREATORS

978

NEW
READERS

115

NEW
PROJECTS

453

NEW
TEXTS

733

NEW
RESOURCES

41

NEW
READING
GROUPS

Promoting innovative scholarship. "searching for mami & abuelita" is a digital dissertation published on Manifold by Wendy Barrales, a Ph.D. in Urban Education and former Manifold Fellow.

searching for mami & abuelita

reimagining ethnic studies praxis through women of color feminisms, art, and archiving

by wendy barrales

weaving art-based methods, women of color (woc) feminisms, digital participatory archiving (par-chiving), and ethnic studies pedagogy, this dissertation investigates how I explored and produced knowledge collectively with young women of color that reimagines classrooms as learning spaces for liberation. this dissertation, searching for mami & abuelita, is an extension of the women of color archive ([WOCArchive](#)) a digital storytelling project documenting, preserving and sharing the experiences of our matriarchs of color. this project, born out of an interview with my abuelita alda about her life in rural veracruz, sought out to document and preserve the stories of women of color in my community as a way to learn from their experiences both in and outside of K-12 classrooms. drawing from this transformative experience of documenting stories where i position art as a research methodology of analysis, the archive was incorporated as a praxis.



ABOUT THE AUTHOR

LEARN ABOUT THE ARCHIVE

REQUEST FULL ACCESS

Practical learning

MEET MAURA, A PH.D. STUDENT IN ART HISTORY AND MANIFOLD FELLOW

"My knowledge of and skills in the digital humanities have both grown immensely since becoming a Manifold Fellow. Seeing my own classes and archival efforts come to life on the site is incredibly fulfilling. It has also been a rewarding experience for both my students and me to see their publications become a part of the platform as well. Including students' voices in the field and giving them this kind of agency is, in my pragmatic view, crucial to the humanities' continued existence. Through the support of my colleagues Matt Gold and Robin Miller, as well as my co-fellow Cen Liu, I have gained a broader understanding of the potential for collaboration and networking in the digital realm of academia. Manifold emulates the ideal experience of scholarly research and writing work while remaining easily accessible, buildable, and communicable. This experience has truly enriched my perspective on my field and professional pursuits."

-Maura McCreight



Modern Art and OER Writing Seminar

Professor McCreight | Brooklyn College



Maura McCreight

Course Description

In this lecture and discussion-based course, we will examine major developments in art history that are categorized under the category of modernism or modern art. Each week this semester, we will orient developments of modern art in time (chronologically) and space (geographically, regionally) as well as their social, political, and cultural contexts. We will prioritize the point of view of the artist and explore how and why they produced these distinct artistic ideas and objects during the 19th and 20th centuries. We will first examine how the ethos of 'modern' appears through art, and then pivot to major artistic movements of the first half of the 20th century that respond to and influence representations of industry, technology, nationalism, spirituality, and rebellion: **Impressionism, Fauvism, Cubism, Futurism, Dada, Surrealism, European Expressionism, Abstract Expressionism, CoBrA, Spatialism, and Nouveau Réalisme**. Assigned readings, social annotations, and additional scaffolded writing assignments throughout the course, encourage students to think about the ways that artists from these movements take on new, unexpected, and 'modern' directions in their artwork.



- [HOW TO CREATE A MANIFOLD READER ACCOUNT](#)
- [JUMP TO COURSE SCHEDULE AND ASSIGNMENTS](#)
- [JUMP TO OER WRITING SEMINAR TEXT](#)

Open Education Publishing Institute

COLLABORATIVE KNOWLEDGE AND SOCIAL JUSTICE

The Open Education Publishing Institute is an advanced digital humanities summer institute that centers on social justice and inclusion of diverse perspectives. Its goal is to support scholars' creation and design of OER publications and curricula that incorporate community-based concerns and foster collaborative knowledge creation with and for students.

Participants from a wide variety of institutions across the United States (including Howard University, Colorado College of Mines, and Kapi'olani Community College) attended a four-day event at the Graduate Center in June 2024. Faculty projects include: a hybrid public/digital humanities endeavor to cultivate critical place-making with an emphasis in arts and education at the high school level, a history of Chicano student walkouts that re-shaped public education in South Texas in the 1960s and '70s, and course materials for an introduction to African Women's Studies that centers open primary documents, Black women's oral histories, digital texts, recordings, podcasts, digitally restored films, and accessible lectures. Institute participants learned from a wide range of experts in digital pedagogy, open education, and the digital humanities. Institute fellows will continue to develop their OER resources over the course of the 2024-2025 academic year.

Learn more at cuny.is/oepi2024

CO-ORGANIZED WITH



SUPPORTED BY



NATIONAL ENDOWMENT
FOR THE HUMANITIES



Franklin Mural Project

ers behind the project. Their intention was to connect their students to the land and the place their families had now found and immigrant backgrounds. This was reflected by the neighborhood's demographics which, like many of the other neighbo

predominately East/Southeast Asian and Latino (Mexican and Central American) throughout the second-half of 20th cent

South Texas Rabble Rousers

A Primary Source History of Protest & Struggle

 Dawson Barrett

*"We will have equality, and we will have it for ourselves.
We will not wait for equality for our children."*
- Carlos Guerra, South Texas student activist, 1969

High school and college students organized walkouts.
Workers went on strike and marched hundreds of miles.
US military veterans banded together to combat racism and police brutality.

From the Coastal Bend to the Rio Grande Valley, South Texas has been shaped by a rich history of activism and protest.

This educational project features curated collections of historical documents related to some of the key events, organizations, and people whose willingness to go against the grain changed the trajectory of the region's history.

It also highlights the work of high school and college students (in the present), who have created posters, zines, blogs, and StoryMaps in order to share these stories with their friends, classmates, and neighbors.

A NOTE FOR TEACHERS



→ PROJECT ACKNOWLEDGMENTS

→ ABOUT THE EDITOR

DHRIFT

GROWING COMMUNITIES OF PRACTICE



DHRIFT CORE WORKSHOPS

COMMAND
LINE

INTRO TO R

INTRO TO
PYTHON

TEXT
ANALYSIS

JAVASCRIPT

HTML &
CSS

and more!

RESEARCH TEAM

Zachary Lloyd
Stephen Zweibel
Leanne Fan
Lisa Marie Rhody

SUPPORTED BY



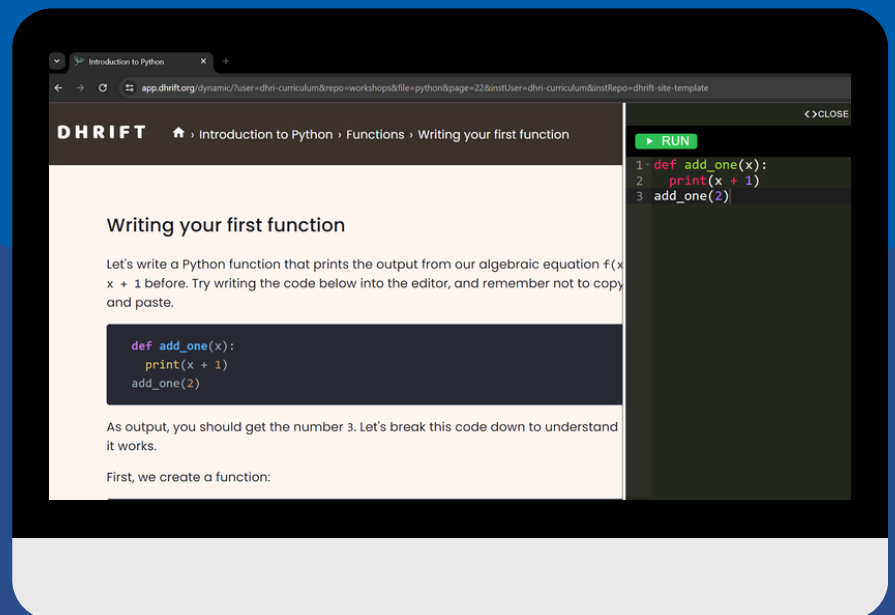
NATIONAL
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FOR THE
HUMANITIES

The Digital Humanities Resource Infrastructure for Teaching Technology (DHRIFT) is an open educational resource (OER) and publication platform for teaching digital skills. Designed by humanities scholars for humanities scholars, DHRIFT includes a core set of reviewed and tested curricula on common digital humanities (DH) topics, enables the ready creation of websites to support workshops, institutes, and intensives, and provides minimal computing, accessibility-aware, and interactive functionalities.

DHRIFT's core curricula benefits from extensive classroom testing and has been used as the basis for workshops and classes at more than 20 colleges and universities across the United States.

DHRIFT has been designed with the following goals:

- Ease the labor load when developing workshops
- Lower the technology requirements to for introductory workshops
- Create interactive workshops that work in-person and remotely
- Host and publish DH workshops on the web for free

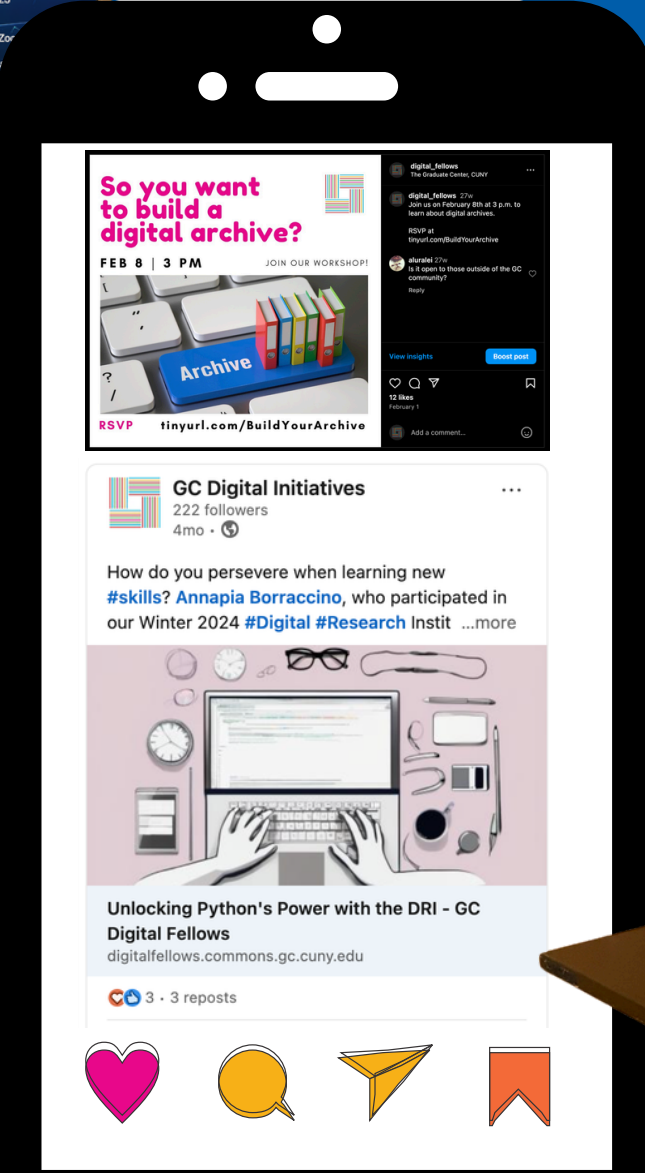


OUTREACH

- We participated in the Graduate Center New Student Orientation. Our director presented GCDI and invited new students to benefit from our services. We also tabled during the event to have one-on-one interactions with students interested in digital methods.
- We organized an Open House at the beginning of the academic year.
- Across the year, we advertised our events via printed materials posted on-campus at the CUNY Graduate Center and digitally, through our website and social media.

FOLLOW US

Find the most recent workshops, applications, and updates using our Linktree: cuny.is/gcdf.



Learn more:

cuny.is/gcdi

