

GC Digital Initiatives Annual Report

2015-2017



**THE
GRADUATE
CENTER**
CITY UNIVERSITY
OF NEW YORK

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REPORT DESIGN BY **MARK ABRAMS**

About GC Digital Initiatives

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 CUNY Graduate Center. GCDI fosters a diverse constellation of projects that incorporate digital technologies into academic research practices.

The activities developed and carried out under the banner of Graduate Center Digital Initiatives can be grouped into four categories: building community through consultation and training; engaging collaborators through outreach and public-facing work; innovating by example; and fostering resilience through sustainable infrastructure.

With support from the Provost’s Office, GCDI offers events, workshops, drop-in office hours, faculty consultations, working groups, week-long institutes, Maker Mondays, and Python Users’ Group (PUG) meetings that are open to the entire GC community. Our websites offer valuable resources and updates about the many opportunities we offer to be part of the #DigitalGC.

Our activities, and the activities of our institutional partners, take place in a variety of spaces, including labs and centers. Our newest addition, the GC Makerspace, is part of the GC Digital Scholarship Lab, and we are in the planning stages of a forthcoming Center for Digital Scholarship and Data Visualization funded by a CUNY 2020 grant.

A leader in the emerging field of digital humanities, GCDI creates research and projects—including the CUNY Academic Commons, Commons In A Box (CBOX), Social Paper, DH Box, Manifold Scholarship, and Beyond Citation—that have been supported by grants from public and private institutions. Students in academic programs associated with GCDI enjoy the benefit of hands-on experience with long-standing digital humanities scholars and projects.

Situated in the heart of midtown, GCDI is an active participant in the community of libraries, museums, cultural heritage organizations, and universities that are our neighbors. We coordinate the CUNY Digital Humanities Initiative and are active participants in the NYCDH community, the Association for Computers in the Humanities (ACH), CenterNET, and the Association of Digital Humanities Organizations (ADHO).

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Executive Summary

This report covers two years of GC Digital Initiatives (GCDI) activity: 2015-2017. In 2015-2016, GCDI strengthened its network of scholars and practitioners, built community through outreach and training, improved access to digital infrastructure, received several prestigious grants, and collaborated with partners on high-profile digital projects. In November 2015, GCDI won a \$598,000 Strategic Investment Initiative grant from CUNY's Central Office, which was used to increase human and infrastructural capacity to perform cutting-edge digital scholarship. Activities in 2016-2017 extended efforts begun with funds from the Strategic Investment Initiative. With generous support from the Provost's Office, the GC Digital Research Institute is now an annual event held in January, providing training in core digital research skills to students, faculty, and staff throughout the GC. A budding makerspace in the GC Digital Scholarship Lab, along with award-winning student projects and public-facing scholarship, demonstrate the impact GC Digital Initiatives have had on the GC's research, teaching, and service missions.

Cultivating a Community of Digital Practice

In 2015-2017, GCDI expanded its staff, offered core technical training and support, enhanced students' classroom experiences and digital project development, collaborated with key institutional partners, and brought students, faculty, and staff together through a public events program.

- GC Digital Fellows offered 42 individual consultations with faculty from more than 14 different programs, as well as 58 workshops serving more than 635 students, staff, and faculty.
- Highly popular workshops such as "Introduction to Python" and "Introduction to R for Data Analysis" resulted in waitlists of more than 50 students.
- In three week-long GC Digital Research Institutes, over 115 participants from across the Graduate Center and CUNY learned core digital research skills such as coding, mapping, data visualization, and database management.
- The GC Digital Research Bootcamp (January 2016) and GC Digital Research Institute (June 2016 and January 2017) attracted more than 356 applications for 126 available spots.

- In Fall 2016, GCDI began publishing a weekly newsletter called the #Digital GC to share news and information about local events, calls for papers, local workshops, resources, and job opportunities.
- Each semester, GCDI publishes a list of courses across all GC programs focused on computational courses and digital cultures that are open to the whole GC student population.
- Program Social Media Fellows created vital social media outlets for their programs, improving the visibility and reach of faculty and student publications.
- Now in its third year, the Program Social Media Fellows Google AdWords campaigns have explored effective methods for reaching prospective students through Google and Facebook.
- Videography Fellows created nine promotional videos for programs, centers, and GC initiatives.
- In May of 2015 and 2016, the GC End-of-the-Year Digital Showcase celebrated the achievements of more than 48 total ongoing digital projects by students, launched five Digital Praxis course projects, and shared new initiatives.

GCDI offered 42 individual consultations with GC faculty from 14 different programs, as well as 58 workshops serving more than **635** students, staff, and faculty.

Leading Through Innovation

Through novel graduate student research projects, experiments in open software development, creativity in digital pedagogical practice, and timely conversations about the role of technology in the future of higher education and research, GCDI supports projects that have become examples of best practices in their field.

- GCDI's three fellowship programs—GC Digital Fellowships, Program and Social Media Fellowships, and Videography Fellowships—extend and support the GC's capacity to leverage state-of-the-art technical tools and broaden the impact of the GC's academic programs.
- The Provost's Digital Innovation Grant Program awarded 53 grants to doctoral students to support work on projects such as "Digital Storytelling for Change: Toward Sustainable Youth-inclusive Communities in New York City."
- A total of six graduate student projects over the past two years have received recognition through the NYCDH Graduate Student Awards (<https://nycdh.org/nycdh-graduate-student-digital-project-awards-2015/> and <https://nycdh.org/nycdh-graduate-student-digital-project-awards-2016/>).
- Mani García-Levy, a participant in the June GC Digital Research Institute, applied for and received a \$1,000 micro-grant to support work initiated at our June 2016 institute.
- Based on initial work supported by a Provost's Digital Innovation Grant, Jamie Kass, a PhD candidate in



biology, and The Anderson Lab at the City College of New York received a one-year NSF EAGER Award to support *Wallace*, an ecological modeling package to perform advanced niche and distributional modeling of ecological events.

- Manifold Scholarship launched a beta version of its platform for public use in April 2017. Fourteen high-profile books and book drafts have been published on the platform, including Stephanie Boluk's *Metagaming*, an alternative history of play and Grant Wythoff's edition of Hugo Gernsback's *The Perversity of Things*.
- *Debates in the Digital Humanities 2016*, the second volume in a series edited by Matthew K. Gold and Lauren Klein, was published by the University of Minnesota Press in print and in an open access interactive version available at <http://dhdebates.gc.cuny.edu>. Three subsequent volumes in the *Debates in the Digital Humanities* series are in progress.
- GC Digital Fellows hosted a half-day symposium titled "Activism and the Intersectional Internet," featuring scholar and media-maker Sasha Costanza-Chock, followed by two panels of graduate student papers addressing the opportunities and dangers of social media in conducting research on activism.
- Through service and advocacy, we will also continue to play a leadership role in local, national, and international digital humanities conversations, as Matthew K. Gold begins a two-year tenure as Vice President of the Association for Computers in the Humanities (ACH) followed by two more years as President, while Lisa Rhody and GC doctoral candidate Micki Kaufman serve on the ACH Executive Committee.

Six graduate student projects over the past two years have received recognition through the NYC DH Graduate Student Awards.

Building Resiliency

Integrating digital technologies and methods into the Graduate Center's research ecosystem requires investing in core infrastructure needs. GCDI have increased faculty and student access to valuable computing resources.

- Approximately one-third of the funds from the Strategic Investment Initiative grant were directed to the GC's Office of Information Technology to enhance the GC's server architecture and to purchase 90 research-caliber workstations for central-line faculty.
- The New Media Lab received eleven new workstations with standing desk risers, as well as digital projectors, hand-held scanners, and small technology components to enhance student and faculty digital project development.
- A cart with 30 Apple laptops has increased the GC Digital Fellows' capacity to create "workshops on the go" throughout the GC for students who may not have access to their own laptops. This cart has been used by affiliated centers such as the Teaching and Learning Center and The Futures Initiative for their workshops and events, such as Teach@CUNY day.
- GCDI continued to expand a Makerspace in the Digital Scholarship Lab that features a 3D printer, nano-computing kits such as Arduinos and Raspberry Pis, and sound recording/podcasting equipment—important early steps toward the realization of such a space in the forthcoming Center for Digital Scholarship and Data Visualization.
- GCDI worked with the Office of Professional Development and Career Services to submit a successful \$25,000 NEH 21st Century PhD planning grant. Lisa Rhody served on the project's working group and participated in the day-long symposium for students. Matthew K. Gold served on the project's advisory committee.
- GCDI collaborated with the CUNY Academic Commons (CAC) and the Office of Library Services (OLS) at CUNY on an Alfred P. Sloan Foundation grant to plan for the creation of an open-source institutional repository (IR) for the City University of New York (CUNY) that will be integrated into the CUNY Academic Commons, an academic social networking platform that serves the 24 campus CUNY system.
- GCDI's support of the Digital Praxis seminar in the MALS program has inspired successful grants from the National Endowment for the Humanities (NEH) in each of the past three years. Social Paper (2014), DH Box (2015), and Beyond Citation (2016) demonstrate the critical role that service, advocacy, and teaching play in the digital projects pursued by faculty and students at the GC.
- In April 2016, the Graduate Council approved plans for an MA in Digital Humanities and MS in Data Analysis and Visualization proposal. The proposal received approval from CUNY's Board of Trustees in June 2017.

Funds were used to enhance the GC's server architecture and to purchase 90 research-caliber workstations.

Engaging with GC, Local,

and National Partners

Our collaborations and partnerships continued to place The Graduate Center in the foreground of local and national conversations about digital humanities, scholarly communication, and the role of the PhD in the 21st century.

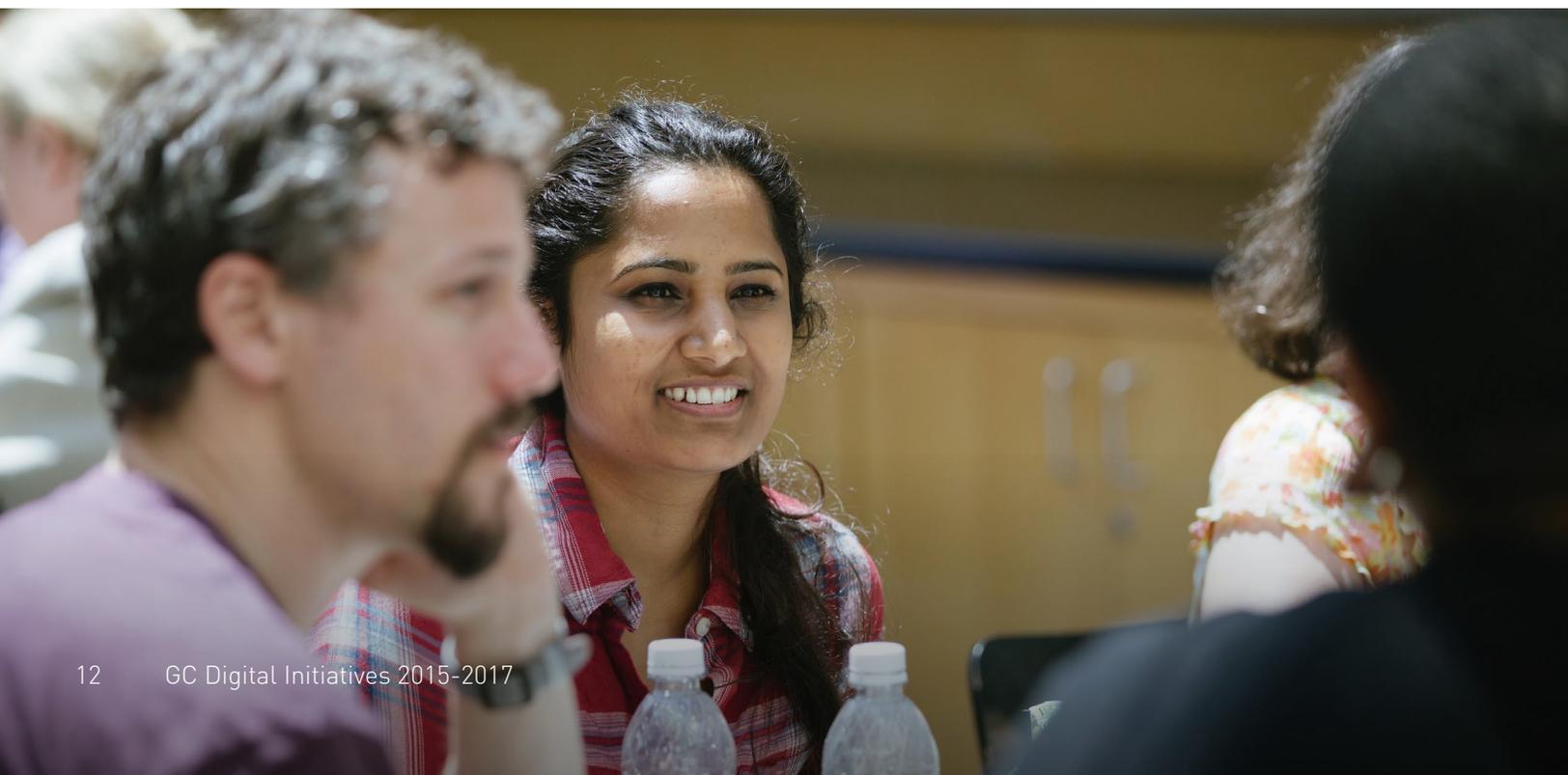
- In spring of 2017, GC Digital Fellows Hannah Aizenman, Jojo Karlin, and Tahir Butt produced a series of [visualizations demonstrating the value of public funding for the humanities using the NEH's open data](#).
- Digital Fellow Patrick Smyth followed up on this work, releasing the [NEH Impact Index](#), which shows NEH awards by zip code and state.
- Patrick Smyth, Matthew Gold, and Lisa Rhody were featured in an [article in PC Mag](#) about the application, which as of June 30, 2017 has been shared through social media 514 times.
- GCDI applied for and received a \$324,000 implementation grant from the NEH Office of Digital Humanities to create a new version of Commons In A Box (CBOX) based on City Tech's OpenLab. This open-source platform for humanities classrooms will be tested with two- and four-year colleges across the country.
- In Spring 2017, GCDI submitted two additional proposals to the NEH, including an Institutes for Advanced Topics in the Digital Humanities proposal to run a 2 week non-degree course on digital methods and digital humanities program development and a Digital Humanities Advancement Grant based on coursework from the Spring 2017 Digital Praxis seminar to support End/line, a web application to aid instruction in close reading and poetry at the undergraduate level.
 - Throughout 2016-2017, GCDI worked with Ikon5, CUNY's chosen architects, and constituent groups across the GC to develop schematics for the Center for Digital Scholarship and Data Visualization.
 - Together with Joshua Brumberg, Dean for the Sciences, GCDI collaborated with Google to lead innovative short courses taught by Google engineers to increase career and skill development opportunities for CUNY students. In Fall 2016, GC Digital Fellow Jeremy March teamed up with a Google engineer to co-teach Google's Applied Computer Science with Android class at Medgar Evers College, CUNY.



GC Digital Fellow Jeremy March teamed up with a Google engineer to co-teach Google's Applied Computer Science with Android class.

- In November 2015 and 2016, GCDI hosted the CUNY Digital Humanities Initiative Lightning Talk events. The event, begun in 2015, has increased in size each year. In 2016, 23 participants from ten CUNY campuses—including community colleges—shared their digital humanities projects.
- In December 2016, GCDI and the Teaching and Learning Center hosted members of Baruch College’s digital humanities faculty working group to discuss challenges and opportunities for future work.
- GCDI hosted the NYC Digital Humanities Week kick-off meeting, which drew more than 70 participants for a day-long symposium including research presentations by GC graduate student award winners, a panel featuring Matthew K. Gold on digital humanities infrastructure, and the presentation of the first annual DH Award and keynote address by Stephen Brier.
- In February 2017, GC Digital Fellows sponsored a “Doc-a-thon” in collaboration with the Berkeley Institute of Data Science (BIDS) to facilitate better documentation for open source and in-house digital projects.
- A Wikipedia Edit-a-thon drew participants from around the GC, CUNY, and New York City to the Science Center to learn how to improve the quality of open access information about environmental sciences and humanities in April 2017.
- Six lectures from Distinguished Professor David Harvey’s *Marx and Capital: The Concept, The Book, The History* series were filmed by Videography Fellows and made publicly accessible through their Vimeo and YouTube channels. Collectively, videos from the series have been viewed over 30,000 times.

GCDI won a \$324,000 implementation grant from the NEH Office of Digital Humanities to create a new version of Commons In A Box (CBOX) focused on teaching.



GC Digital Initiatives is distinguished by its lively community of engaged scholars, teachers, and technologists, who participate in more than 200 hours of programming each year. More than 400 students and faculty have benefited from GCDI's speaker events, workshops, symposia, open office hours, discussion and working groups, maker-space activities, and one-on-one consultations.



356 people applied for 126 available spots in GCDI's Digital Research Institutes.

Leadership



Matthew K. Gold is Associate Professor of English and Digital Humanities at the Graduate Center of the City University of New York. At the Graduate Center, he holds teaching appointments in the Ph.D. Program in English, the M.A. Program in Liberal Studies, and the doctoral certificate programs in Interactive Technology and Pedagogy and American Studies. He serves as Advisor to the Provost for Digital Initiatives, Director of the CUNY Academic Commons, Co-Director of the CUNY Digital Humanities Initiative, and Director of the GC Digital Scholarship Lab.

He edited *Debates in the Digital Humanities* (Minnesota, 2012) and, with Lauren F. Klein (with whom he is co-editor of the *Debates in the Digital Humanities* book series), recently co-edited *Debates in the Digital Humanities 2016*. He has published work in *The Journal of Modern Literature*, *Kairos*, and *On the Horizon*, as well as in the edited collections *The Johns Hopkins Guide to Digital Media*, *Digital Humanities Pedagogy: Practices, Principles and Politics*, *From A to <A>: Keywords of Markup*, and *Learning Through Digital Media: Experiments in Technology and Pedagogy*.

Gold's projects have been supported by grants from the NEH Office of Digital Humanities, the National Science Foundation, the U.S. Department of Education, the Andrew W. Mellon Foundation, the Alfred P. Sloan Foundation, and the Ford Foundation.

His collaborative digital humanities projects, including Manifold Scholarship, Commons In A Box, Looking for Whitman, DH Box, and Social Paper have been supported by grants from the NEH Office of Digital Humanities, the National Science Foundation, the U.S. Department of Education, the Andrew W. Mellon Foundation, the Alfred P. Sloan Foundation, and the Ford Foundation. He is Vice President/President-Elect of the Association for Computers and the Humanities, an Editorial Board member for *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, Reviews Editor for *The Journal of Interactive Technology and Pedagogy*, and a member of the HASTAC Council of Advisors. He can be found at mkgold.net.



Lisa Marie Rhody is Deputy Director of Digital Initiatives at The Graduate Center, CUNY, where she directs the GC Digital Fellows Programs, including the GC Digital Fellows, the Program Social Media Fellows, and the Videography Fellows. Lisa leads the development and implementation of the GC Digital Research Institute each year and coordinates the Provost's Digital Innovation Grant program. In Fall 2016, Lisa taught Introduction to Digital Humanities with Stephen Brier, and in Spring 2017 she taught the Digital Praxis Seminar. Lisa is part of the NYC DH Steering Committee and serves as an elected member of the Association for Computers in the Humanities Executive Council. She is also Director of Research Initiatives

for the CUNY Academic Commons. In Spring 2017, Lisa served as Acting Co-Director of the CUNY Academic Commons. Prior to the Graduate Center, Lisa was Associate Director of Research at George Mason University's Roy Rosenzweig Center for History and New Media, leading projects such as PressForward, *Digital Humanities Now*, and the *Journal of Digital Humanities*. Lisa's work has received grants from the Alfred P. Sloan Foundation, the Institute of Museum and Library Services, the Andrew W. Mellon Foundation, and the National Endowment for the Humanities.

Lisa's research includes 20th- and 21st-century poetry, verbal / visual studies, text analysis and scholarly communication. April 2016 saw the publication of her article "Why I Dig: Feminist Approaches to Text Analysis" in *Debates in the Digital Humanities 2016*. In May 2016, she delivered a paper titled "The Algorithm and the Urn" at UCLA's Institute for Pure and Applied Mathematics' "Mathematical Analysis of Cultural Expressive Forms." In December 2016, Lisa submitted a successful application for a PSC-CUNY research award, and has since received \$3,500 to support work toward her ongoing book project, *The Algorithm and the Urn*. Lisa's article, "Beyond Darwinian Distance: Situating Distant Reading within a Feminist *Ut Pictura Poesis* Tradition" is forthcoming in *PMLA* (expected September 2017), and her previous work has appeared in *The Chronicle of Higher Education*, the *Journal of Digital Humanities*, and *differences: A Journal of Feminist Cultural Studies*.

Rhody was an invited participant at a Georgia Institute of Technology workshop titled "Humanities Data Visualization" and led an interdisciplinary project to create new forms of visualization with her research data.

Digital Fellowship Programs

Through generous support from the GC Provost's Office, GCDI administers three fellowship programs: GC Digital Fellows, Program Social Media Fellows, and Videography Fellows.

Each of the three programs extends the GC's capacity to leverage state-of-the-art technical tools to promote the university's teaching, research, and service agendas. Fellows engage in a wide variety of activities throughout the year with the combined effect of increasing the digital capacity of the GC. As a result of the efforts of the fellows, programs have increased their visibility among their peers, engaged with digital media in their research and scholarly communication, and improved their public engagement and outreach.

GC Digital Fellows help build out "The Digital GC"—a vision of The Graduate Center that incorporates technology into its core research and teaching missions.

GC Digital Fellows

2015-2016

Hannah Aizenman Computer Science
Jeffrey Binder English
Erin Glass English
Michelle Johnson-McSweeney Linguistics
Mary Catherine Kinniburgh English
Jeremy March Classics
Keith Miyake Earth and Environmental Sciences
Ian Phillips Linguistics
Patrick Smyth English
Patrick Sweeney Critical Social / Personality Psychology
Jennifer Tang Environmental Psychology

2016-2017

Hannah Aizenman Computer Science
Tahir Butt Urban Education
Mary Catherine Kinniburgh English
Kelsey Chatlosh Anthropology
Jojo Karlin English
Jeremy March Classics
Javier Otero Peña Environmental Psychology
Ian Phillips Linguistics
Rachel Rakov Linguistics
Patrick Smyth English
Patrick Sweeney Critical Social / Personality Psychology

Program
Social Media
Fellows foster
substantive
public
engagement
with the
academic and
scholarly work
of Graduate
Center
programs.

Based in the GC Digital Scholarship Lab, the **GC Digital Fellows Program** operates as an in-house think-and-do tank for digital projects, connecting Fellows to digital initiatives throughout The Graduate Center. GC Digital Fellows utilize a team-based approach as they explore creative solutions for projects that can be implemented in a collaborative fashion. The GC Digital Fellows consult with faculty members on digital scholarly projects, develop and lead workshops on emerging technologies, and explore new ways that GC faculty, students, and staff can share their academic work through new technological platforms. The GC Digital Fellows have been instrumental in the development and implementation of three GC Digital Research Institutes—January 2016, June 2016, and January 2017. From administrative support to curriculum design and instruction, the GC Digital Fellows play a critical role in the mission of the GC Digital Initiatives. Their reflections can be found on their blog, *Tagging the Tower*.

In 2016-2017, GC Digital Fellows participated in a two-day workshop on digital pedagogy with consultants from Software Carpentry. Currently, four GC Digital Fellows (Jojo Karlin, Patrick Smyth, Ian Phillips, and Mary Catherine Kinniburgh) have received certification as Software Carpentry instructors. In Spring 2017, three GC Digital Fellows—Kelsey Chatlosh, Tahir Butt, and Patrick Sweeney—were invited to participate in a Social Science Research Council (SSRC) working group on the future of digital tools and methods in social science research. In May 2017, Digital Fellow Patrick Sweeney was selected to participate in a selective, day-long workshop on social media manipulation and fake news hosted by *Data & Society*. GC Digital Fellows Kelsey Chatlosh and Javier Otero Peña represented the Graduate Center at the Digital Humanities Summer Institute at the University of Victoria in June 2017 and received advanced training in sound studies and data visualization, which they will in turn offer as workshops in the upcoming academic year.

Program Social Media Fellows

2015-2016

<https://smfellows.commonsgc.cuny.edu/>

Naomi Barrettara Music

Chris Caruso Coordinator

Courtney Drayer Earth and
Environmental Sciences

Paul Hebert English

Marilynn Johnson Philosophy

Jennifer Prince Hispanic & Luso
Brazilian Literature and Languages

Jennifer Stoops Urban Education

Mark Webb Anthropology

2016-2017

<https://smfellows.commonsgc.cuny.edu/>

Naomi Barrettara Music and Coordinator

Courtney Drayer Earth and
Environmental Sciences

Paul Hebert English

Marilynn Johnson Philosophy

Jennifer Prince Hispanic & Luso
Brazilian Literature and Languages

Jennifer Stoops Urban Education

Mark Webb Anthropology

By exposing the internal research and teaching activities of their academic programs, the **Program Social Media Fellows** meet an important GC-wide strategic goal—to make the academic activities of our institution more transparent and accessible to the public. Program Social Media Fellows create, implement, and sustain social media outreach strategies that are designed to best represent each program’s research, teaching, and academic interests to a wider public, ranging from prospective students to other CUNY-campus colleagues to aspirational peer programs around the globe. Selected from within each targeted program, fellows are familiar with and committed to the department’s academic values and seek to create and sustain social media engagement with a vested awareness of the program’s mission.

Program Social Media Fellows promote and model digital strategies to foster substantive community engagement with the academic and scholarly work of the students, alumni, faculty, and staff of the Graduate Center, CUNY. Each Fellow develops and aids in the maintenance of their program’s social media presence and is a resource to advise members of their program to plan and implement social media to share their work and promote events. As a team, the social media fellows share ideas, explore new digital tools and strategies for engagement, develop methods of assessment, and offer training to the Graduate Center community.

Events recorded by the fellows include lectures, colloquia, and talks sponsored by Ph.D. programs and centers.

Videography Fellows

2015-2016

Chris Caruso Coordinator
Meng (Zoe) Jiang Comparative Literature
Diego Medina Political Science
Stephen Ogumah Classics
David Viola History

2016-2017

Diego Medina Political Science
 and Coordinator
Stephen Ogumah Classics
David Viola History

The **Videography Fellows Program** supports the Graduate Center’s mission to promote the GC’s scholarly activities online, making them more available and accessible to public audiences. Videography Fellows record, edit, and publish online a sampling of events taking place each year at the Graduate Center. Events recorded by the fellows include lectures, colloquia, and talks sponsored by PhD programs and centers. Currently, 37 videos are available on the Videography Fellows’ Vimeo channel (<https://vimeo.com/gcvideofellows>), which together have been viewed over 15,000 times.



GC Digital Fellows Report

GC Digital Fellows provide hands-on training in digital research tools and methods as well as consult with Graduate Center students, faculty, and staff on technical and conceptual aspects of digital project development. Through workshops, working groups, drop-in office hours, user group meetings, and “Maker Mondays,” GC Digital Fellows have supported hundreds of individuals in the Graduate Center community over the past two years. With training and careful pedagogy, GC Digital Fellows have designed workshops and institutes to meet the varied needs, abilities, and learning styles of Graduate Center community members. By attending the Digital Praxis Seminar each week, GC Digital Fellows serve as mentors to incoming students, building a community of innovation in learning.

DH Praxis Seminar

2015-2016 LEAD FELLOWS Patrick Smyth and Hannah Aizenman

2016-2017 LEAD FELLOWS Jojo Karlin, Jeremy March, and Kelsey Chatlosh

The Digital Praxis Seminar is a year-long course that introduces a variety of digital tools and methods through lectures offered by high-profile scholars and technologists, hands-on workshops, and collaborative projects. In the first semester of Praxis, students learn the theoretical underpinnings and history of the digital humanities and attend labs that build technical skills. In the second semester, students put their knowledge to the test by forming small teams, choosing roles such as developer, outreach coordinator, and UX designer, and building a digital project from scratch. Students in Praxis have built projects such as a cloud-based digital humanities lab, a platform for close analysis of children's books, and a platform for hosting podcasts related to the City University

of New York. The Praxis Seminar, especially the second semester, is an intensive course that takes inspiration from the fast-moving and iterative methods associated with the agile philosophy of software development.

The Digital Fellows support the creation of these digital projects, holding workshops geared to the needs of Praxis Seminar students and providing hands-on technical assistance and training as needed. Digital Fellows also help Praxis Seminar students prepare to present their projects at the GCDI end-of-year showcase.

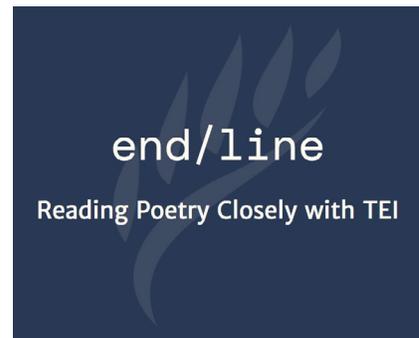


In 2015-2016, Digital Praxis Seminar students successfully launched a number of digital humanities projects, including Necropolis, an interactive tool for the historical visualization of cemeteries, and Civil War Sound, a sonification of the battle of Gettysburg. Digital Fellows supported these projects by consulting on historical text analysis and assisting with research practices, programming, and web development.

During the 2017 spring semester, students produced two digital humanities project prototypes. Zinecat.org is an experimental approach to creating a union catalog of zines, developed by Jenna Freedman, Lauren Kehoe, Marti Massana Ferre and Alex Segal. Zinecat.org facilitates shared search and browse features across disparate libraries and archives' collections of "zines" —self-published works with small circulations—which would be beneficial to scholars in fine arts, history, media studies, and gender studies interested in fan culture, self-publication, and

subcultures. Kerri Willette, Deputy Director of METRO, served as an outside advisor and consultant on the project, offering feedback and advice to students about the challenges ahead should the group wish to use the Zinecat project to submit collections to the Digital Library of America.

End/line (endlineproject.org) is an open source web application developed by Tom Lewek, Iuri Moscardi, Michael Kirby, Brian Hamilton and Gregory Rocco, with the consultation of Kate Singer, Associate Professor at Mount Holyoke College, designed to teach close reading and encoding of poetry using the guidelines proposed by the Text Encoding Initiative (TEI). End/line is beneficial to teachers of poetry, since the handling of poetry using the encoding guidelines of the TEI can help students understand the semantics and structures of poems. Team members not only produced a prototype, but facilitated a series of user tests and for their final paper, drafted an NEH grant proposal which was revised and submitted in June 2017 by GCDI.



Student projects created as part of the Digital Praxis Seminar have gone on to win prestigious grants, including two \$60,000+ National Endowment for the Humanities (NEH) Startup Grants for Praxis projects DH Box and Beyond Citation.

Student projects created as part of the Digital Praxis Seminar have gone on to win prestigious grants, including two \$60,000+ National Endowment for the Humanities (NEH) Startup Grants for Praxis projects DH Box and Beyond Citation. The collaborative nature of projects in the course gives Praxis students an advantage as they move into various fields—Praxis students now serve as developers and project managers for NYC startups such as KnowThyCustomer and BeenVerified, librarians at the New York Public Library, and researchers at Columbia University. The Digital Fellows work closely with Praxis students, teaching workshops, providing mentorship and technical support, and preserving continuity during the mid-year instructor transition. Praxis alumni such as Jojo Karlin have gone on to become Digital Fellows, mentoring Praxis students in turn.

Digital Resource Guide

LEAD FELLOW Jojo Karlin



Many of these resources, such as Keith Miyake's 2013 Bootstrap tutorial, receive over 1000 monthly visitors.

Since the creation of the Fellows program in 2012, the GC Digital Fellows have written over 300 blog posts, more than 64 guides and tutorials, and at least 70 in-depth descriptions of tools and methods. In the last year alone, the Fellows have written about topics as wide-ranging as digital dissertations, programming in R, creating a digital identity, reproducible research with plain text, and securing communications between teachers and students. Many of these resources, such as Keith Miyake's 2013 Bootstrap tutorial, receive over 1000 monthly visitors, making them essential resources with reach beyond the Graduate Center community. Frequently, our guides and tutorials serve as an entry point for student and faculty researchers seeking to do digital work.

Though valuable and widely accessed, the resources created by the Digital Fellows are spread across a number of online spaces, including the Fellows' blog, GitHub, and the websites of program partners, making it difficult to group resources by topic, creator, or experience level. In 2016, the GC Digital Fellows began the work of compiling these materials into a comprehensive Digital Research Guide, a document that might at once serve as a technical introduction to frequently-requested topics and a handbook for current Fellows to benefit from the experience of past cohorts. The Guide is hosted on the GCDI website and is expected to be fully up-to-date with current materials in Fall 2017.

Software Carpentry

LEAD FELLOW Patrick Smyth

In Fall 2016, the GC Digital Fellows underwent Software Carpentry certification training under Greg Wilson, Director of Training. Software Carpentry is an international nonprofit that prepares and maintains a network of volunteers to teach sustainable programming methods to scientists and other researchers. Thus far, four Digital Fellows have completed all SC training requirements and have become fully certified by Software Carpentry, allowing them to serve as instructors and mentors in a global community of researchers, librarians, and data scientists.



Four Digital Fellows have completed all SC training requirements and have become fully Carpentry certified.

Digital Project Working Groups

LEAD FELLOWS Rachel Rakov, Javier Otero Peña



In 2016-2017, the GC Digital Fellows created working groups, designed to bring together and support communities of CUNY students, faculty, and staff who are interested in or working on similar projects. Aiming to build collaborative communities of students, faculty, and staff, working Groups are designed to provide a sustained, supportive environment to learn new skills, share old skills, and collaborate with both the Digital Fellows and the CUNY digital community. In 2017, we started two different working groups: the Text Analysis Working Group, and the Geographic Information System (GIS) working group. Strong interest in mobile application development for Android and iOS will likely lead to the formation of a Mobile Development working group in Fall 2017.

Over the course of the year, the two Digital Project Working Groups met a combined total of 8 times. We anticipate participation to increase as more students participate in our Digital Research Institutes and as more workshops are offered through the GC Digital Fellows, Interactive Technology and Pedagogy Certificate Program, the Mina Rees Library, the Teaching and Learning Center, and more.

Designed to provide a sustained, supportive environment to learn new skills, share old skills, and collaborate.

GC Digital Research Institutes: January 2016, June 2016, and January 2017

JANUARY 2016 LEAD FELLOWS Hannah Aizenman, Mary Catherine Kinniburgh, Ian Phillips, Patrick Smyth, Michelle Johnson-McSweeney, Patrick Sweeney, and Jennifer Tang

JUNE 2016 LEAD FELLOWS Hannah Aizenman, Mary Catherine Kinniburgh, Ian Phillips, Patrick Smyth, Michelle Johnson-McSweeney, Patrick Sweeney, and Jennifer Tang

JANUARY 2017 LEAD FELLOWS Hannah Aizenman, Kelsey Chatlosh, Jojo Karlin, Mary Catherine Kinniburgh, Javier Otero Peña, Ian Phillips, Rachel Rakov, Patrick Smyth, and Patrick Sweeney

During the 2015-2016 academic year and as part of the Strategic Initiative Investment Grant, the GC Digital Initiatives planned, organized, and implemented two week-long institutes for GC students, faculty, and staff to increase uptake and use of digital research methods in scholarship and teaching. The GC Digital Research Bootcamp (January 19-22), and the GC Digital Research Institute (June 6-10) demonstrated a widespread interest in and need for technical skill development opportunities. We received a total of 260 applications for 90 available spots between the January and June institutes combined. Furthermore, students whom we were unable to accept continued to ask whether or not similar week-long institutes would be available in the future. For both institutes, participants represented an even distribution of disciplines across the humanities, social sciences, and sciences, and in June, we also accepted 6 librarians from the GC and other CUNY campuses who work with graduate students.

In January 2016, 35 students and faculty from around CUNY gathered at the Graduate Center to take part in [GCDI's inaugural Digital Research Bootcamp](#). Participants represented over a dozen academic programs from across the humanities, natural and social sciences. Over the course of 28 hours and over 20 workshop sessions, students learned how to use core digital research skills, such as how to use the command line, git, Python, and machine learning techniques. Participants also explored databases, mapping and GIS, and text analysis with the Natural Language Toolkit (NLTK).

The GC Digital Fellows, under the supervision of Lisa Rhody, assumed full responsibility for curriculum design and instruction for the institute. Balancing research in best practices for creating an inclusive skills-development curriculum with the physical limitations of the GC setting, the GC Digital Fellows assembled a repository of lessons, activities, and instructional materials that now provides a firm foundation upon which to build similar work-



Who: CUNY graduate students and faculty of all skill levels and disciplines (no digital experience required)
When: January 17-20, 2017
Where: The Graduate Center, CUNY
What: A four day intensive in digital research methods

Applications due by November 30th, 2016

Apply now and find more information at:
cuny.is/gcdri



shops and institutes in the future. GC Digital Fellows continue to refine, revise, and publicize the repository that represents a significant contribution to the field of digital humanities and digital scholarly methods at-large.

Though both institutes took place during the second half of the academic year, the impact those opportunities have had on its participants are already visible and will likely become increasingly apparent in years to come. One participant, Julia Lipkins, observed, “The digital research community at the GC is a unique resource for practical, technical (and emotional) support.” Another participant, Lavelle Porter, graduate of the English Program at the Graduate Center and Assistant Professor of English at the New York City College of Technology, CUNY, observed, “I left the workshop with new knowledge and new resources to further my digital education.”

In June, more emphasis in the curriculum was placed on project design so that students would leave the institute with a clear work plan for next steps, and students began to see results almost instantly. For example, one participant from June has already received a \$1,000 external grant to support work begun during the institute.

In January 2017, with financial support from the Provost’s Office, GC Digital Fellows once again planned, organized, and implemented a third institute for students, faculty, and staff, primarily from the GC. 85 applications were received for 36 available spots. The wide distribution of disciplines of the participants, ranging across the humanities, social sciences, and sciences, required the adaptation of the workshops and courses of the institute to allow for a broad spectrum of interests and needs. Students learned how to use core digital research skills, such as how to use the command line, git, Python, and text analysis with the Natural Language Toolkit. Participants also explored databases, mapping and GIS, machine learning with text classification, and discussed ethics

around digital work. All of these tools represent resources that foster creative and innovative approaches to scientific and humanistic research and help remove technological barriers that scholars may encounter in their academic and pedagogical work.

As participants noted, connecting with a supportive community was the most critical resource offered to participants. Writing reflectively for the GCDI blog about her experience, MALS student Jenna Freedman [commented](#), “I think even if I had turned out to be someone who needed a lot of help, it was a safe and comfortable environment for that. There were enough digital fellows to go around, and they were all astonishingly patient and helpful.” Similarly, Amanda Sanseverino, a first-year doctoral student in accounting and a CPA noted:

The most valuable thing I gained from the GC DRI was exposure. The goal is not to come out with a mastery of the digital research tools covered. Rather, it’s about understanding what’s out there and learning how to be flexible in your methods, because that knowledge will truly expand your research and teaching potential. It’s also about connecting with people in other areas of study. Talking to people outside of my discipline provided a window into what others are doing and helped me view my work in a different light.

Exposure also came in the form of learning how to find help and resources in the future, whether through connecting with a Digital Fellow, attending a workshop, or getting involved in a project.

In the future, GCDI and the GC Digital Fellows will be working on continuing to foster the spirit of collaboration and participation sparked in the Digital Research Institutes to continue cultivating a robust and resilient Digital GC community.

GCDI
received a
total of 260
applications
for 90
available
spots in
the Digital
Research
Institute.

Workshops

2015-2016 LEAD FELLOW Michelle McSweeney

2016-2017 LEAD FELLOW Patrick Sweeney



The GC Digital Fellows offer workshops on a wide variety of conceptual as well as tool-based workshops to introduce digital research to students, faculty, and staff. Topics range from “The Lexicon of DH” and “Establishing a Digital Academic Identity: WordPress I to Database Management” and “Python Programming.” The workshops offered by the GC Digital Fellows continue to spark conversations surrounding digital approaches and introduce participants to tools that can enhance their research. Some workshops offered by the GC Digital Fellows provide an introduction to digital approaches to research, and other series of scaffolded workshops build on the foundations laid in previous sessions to allow faculty and students to progress in developing their proficiency in areas such as programming with Python or visualizing data.

In the 2015-2016 academic year, GC Digital Fellows offered 31 workshops to over 260 individuals. Successful pilot workshops included Collaborative Writing with Git and GitHub and Intro to Social Media Scraping. In addition, the popularity of

returning workshops such as Intro to Python necessitated waitlists of over 50 students. In the coming academic year, the Digital Fellows plan to include a set of more advanced workshops, including sessions on mapping and more advanced topics in programming.

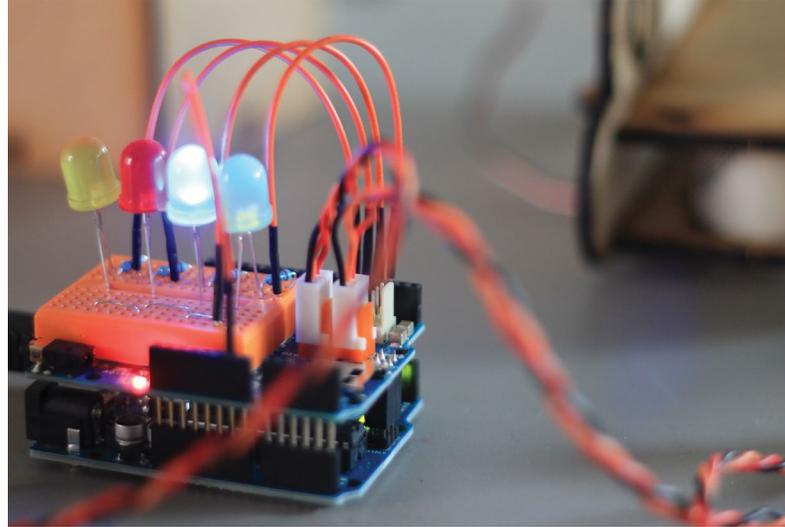
In the 2016-2017 academic year, the GC Digital Fellows offered 27 workshops to 374 participants. Materials such as handouts and how-to guides developed for workshops are often posted on the GC Digital Fellows' blog and public GitHub repository. These materials enable the GC Digital Fellows to share resources beyond the time and space limitations of in-person workshops and develop accessible resources for building out the Digital GC in the future. In keeping with our goals from last year, the GC Digital Fellows added new workshops such as "Mapping with GIS," "Using R for Data Analysis," and a series of Data Visualization workshops. The GC Digital Fellows' workshops continue to be highly popular and well attended, with both returning workshops (such as "Intro to Python") and new workshops (such as "Using R for Data Analysis") having waitlists of up to 23 participants beyond the capacity that can be accommodated in a single event. In the coming academic year, the Digital Fellows will continue to offer workshops on popular topics and will develop new workshops on topics such as machine learning and data security.

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GC Makerspace

LEAD FELLOW Mary Catherine Kinniburgh

The GC Makerspace was established in Fall 2016 through Strategic Investment Initiative Grant (2015-2016) to provide instruction and access to physical computing and desktop fabrication technologies, 3D printing and audio production for students, faculty, and staff at The Graduate Center, CUNY. During its inaugural year (2016-2017), Digital Fellow Mary Catherine Kinniburgh coordinated a variety of initiatives to introduce community members to the space and its equipment, as well as to frame the pedagogical and critical possibilities of makerspaces in academic environments. To that end, Digital Fellows hosted



open-office Monday Maker Hours to acquaint new users with makerspace equipment and principles; this open lab format attracted students from Computer Science, Middle Eastern Studies, Philosophy, MALS, and Urban Education, among other programs. As part of Monday Maker Hours, over 20 students either emailed or visited in person to consult on their research. Monday Maker Hours received a spring visit from librarians and digital specialists at the New York Academy of Medicine, and is collaboratively promoted within the GC Library by Digital Scholarship Librarian Stephen Zweibel.

In addition to Monday Maker Hours, the GC Makerspace hosts a semesterly workshop that introduces participants to physical computing using Arduino, a microcontroller device that can be programmed on a laptop computer. This workshop reached capacity in both of its iterations (with 32 registrants), and during its spring iteration as part of NYCDH Week, included Graduate Center students, as well as staff from the Digital Media Lab at Bard Graduate Center, NYU Gallatin, and Bryn Mawr College. The GC Makerspace co-sponsors events at The Graduate Center, including a fall event titled “Digital Accessibility and the Making of a Meta-Maker Movement,” with Dr. Joshua Miele, Associate Director of Technology Research and Development, Rehabilitation Engineering Research Center on Low Vision and Blindness, and pioneer of the Blind Arduino Project, that attracted over 30 attendees.

The Makerspace open hours attracted students from Computer Science, Middle Eastern Studies, Philosophy, MALS, and Urban Education, among other programs.

Python Users' Group

2015-2016 LEAD FELLOWS Michelle McSweeney, Patrick Smyth, and Keith Miyake

2016-2017 LEAD FELLOWS Hannah Aizenman, Tahir Butt, and Rachel Rakov

The Python Users Group (PUG) is a weekly two-hour gathering of students and faculty who assist one another in applying computational approaches to research questions, with a particular focus on the Python programming language. Meeting in the Digital Scholarship Lab, participants collaborate on technical projects while developing the skills of both attendees and facilitators. First organized in Fall 2015, the Python User Group has seen consistently high engagement, reflecting the wide adoption of Python as an effective tool for research across disciplines.

PUG fostered projects in machine learning, mapping, natural language processing, web applications, social media scraping, and data visualization.

In the 2015-2016 academic year, Fellows and PUG attendees met for over 40 hours and reached students and faculty from 11 disciplines. Attendees collaborated on projects in fields as diverse as machine learning, mapping, natural language processing, web applications, social media scraping, and data visualization.

Over the subsequent year, PUG has become a staple of the Digital Fellows' community outreach and continues to grow in popularity, in part due to the success of the GC Digital Research Institute. In the 2016-2017 academic year, the Digital Fellows supported a total of 56 contact hours with students and faculty from across The Graduate Center's academic programs, including Computer Science, Biology, Linguistics, Earth and Atmospheric science, Geography, Political Science, Sociology, and MALS. In the upcoming year, the Digital Fellows plan to incorporate more formal Python instruction events into PUG while continuing to maintain the group's relaxed atmosphere. These events will include instructional sessions themed around particular Python programming skills.

GC Python Users' Group
 New Summer Hours
[PUG]

A collaborative space for experimentation, exploration, and learning with the python programming language



Wednesdays 12:00 – 2:00 p.m.
 June 27 - August 12

@ Digital Scholarship Lab, Room 7414
No Registration Required

<http://cuny.is/gcdi>

 **GC Digital Initiatives**

Office Hours

2015-2016 LEAD FELLOWS Mary Catherine Kinniburgh, Jeffrey Binder, and Jeremy March

2016-2017 LEAD FELLOWS Patrick Sweeney, Kelsey Chatlosh, Javier Otero Peña, and Rachel Rakov

Each Tuesday during the academic year, the GC Digital Fellows hold open office hours in the Digital Scholarship Lab to provide students, faculty, and staff at the GC with opportunities to get one-on-one assistance on their digital research projects. Office hours are staffed by two Digital Fellows, and visitors can drop in or schedule appointments in advance with particular Fellows who have relevant technical or academic expertise. Each Digital Fellow brings a specialized set of digital research methods, tools, and experiences to office hours, and the Digital Fellows use a team approach to address office hour queries, which gives the Fellows the unique ability to support digital research in any academic discipline in an inclusive and welcoming setting.

In 2015-2016, GC Digital Fellows provided over 30 hours of drop-in support and provided direct project-related assistance to more than 67 members of the GC. During the 2016-2017 academic year, more than 56 different members of the GC received support for their projects across 60 total office hours, with many individuals returning regularly throughout the year.

Office hours allow the Fellows to support digital research in any academic discipline in an inclusive and welcoming setting.



Faculty Consultations

2015-2016 LEAD FELLOW Patrick Sweeney

2016-2017 LEAD FELLOW Jeremy March

In collaboration with the New Media Lab, the Digital Fellows conduct consultations with Graduate Center faculty members. Consultations include providing assistance with digital tools, counseling on digital projects, and help identifying and locating resources related to digital projects. In the 2015-2016 academic year, Digital Fellow Patrick Sweeney served in this capacity, consulting with 26 faculty members from 14 different programs.

Throughout 2016-2017, Jeremy March conducted 14 faculty consultations in the Fall 2016 and Spring 2017 semesters in conjunction with the New Media Lab. Consultations included help with GIS mapping software, the creation of websites to support courses and to promote new faculty books and research, locating resources to create videos to showcase faculty research, assistance creating a podcast, and more.

In 2015-2016,
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Fellows Program on
their digital projects.

Google Classes

LEAD FELLOW Jeremy March

During the Fall 2016 semester, Digital Fellow Jeremy March teamed up with a Google engineer to co-teach Google's Applied Computer Science with Android class at Medgar Evers College, CUNY. Ten Medgar Evers students participated in the six-week course, which was designed by Google to give undergraduate Computer Science students a boost in their practical knowledge of fundamental algorithms and data structures. Google's knowledge of the practical skills necessary for success in technology, combined with the Digital Fellows' experience of technology pedagogy in academia, made this a great opportunity for information exchange and collaboration between industry and the academy, providing a unique opportunity for Medgar Evers' students to experience different perspectives on the use of technology in industry and education.

Google's knowledge of practical skills necessary for success in technology and the Digital Fellows' experience made this a great opportunity for information exchange between industry and the academy.

Many GC Digital Fellow projects engage members of the GC, CUNY, and the wider public: through participatory programming; through the creation of tools that facilitate collaboration among scholars of different campuses and disciplines; and through their scholarship. The public-facing nature of the GC Digital Fellows' work increases the GC's impact through communications, programming, and non-degree programs that respond to public interest and reflect our faculty's scholarly strengths and reputation. GC Digital Fellows are committed to outreach and engagement with local, regional, and international partners.

NYCDH Week

LEAD FELLOWS Jojo Karlin and Javier Otero Peña



KICK-OFF EVENT CUNY GRADUATE CENTER

Monday, February 6, 9:30–4:00
Rooms 9204-9207

The GC Digital Fellows frequently collaborate with associations such as the [New York Digital Humanities Collective \(NYCDH\)](#). In addition to hosting several public-facing workshops as part of NYCDH Week, they hosted the week's inaugural event showcasing digital work in and around the New York metro area. The Digital Fellows organized and staffed the event, which saw representatives from the GC, NYU, Bard, The New School, Columbia, Fordham, non-profits, and the private sector. Student prize winners presented their projects, while more established members of the community led group discussions centered around particular digital humanities concerns. Other students gave lightning talks, faculty and professionals conducted a roundtable on scholarly infrastructure, and the day culminated in a keynote by the inaugural NYCDH Award recipient, Steve Brier, who was recognized for his lifetime contribution to the development of digital humanities scholarship and community in NYC.

NYCDH includes representatives from the GC, NYU, Bard, The New School, Columbia, Fordham, non-profits and the private sector.

CUNY Digital Humanities Initiative Lightning Rounds

2015 LEAD FELLOW Mary Catherine Kinniburgh

2016 LEAD FELLOW Javier Otero Peña



CUNY DHI was founded in 2010 to energize the digital humanities community at CUNY, and it continues to act as a network to connect faculty, students, and staff with digital resources and colleagues across disciplines and campuses. CUNY DHI brings researchers together virtually as a CUNY Academic Commons group with 451 members [Digital Humanities Initiative], a Twitter account with 3,164 followers [[@cunydhi](https://twitter.com/cunydhi)], and a blog on the CUNY Academic Commons [<http://cunydhi.commons.gc.cuny.edu/>].

The inaugural “CUNY DHI: Building a Digital Humanities Community” lightning talk series took place at The Graduate Center on November 10, 2015. It featured 20 lightning talks from undergraduate students, graduate students, faculty, and staff across 8 of CUNY’s senior colleges—The Graduate Center, York College, Queens College, John Jay College of Criminal Justice, New York City College of Technology, The College of Staten Island, Hunter College, and Lehman College. Interdisciplinary in nature, projects spanned areas such as criminal justice

(Marta Orlowska and Evan Misshula, "Jailbreak my Life"), oral history (Lori Wallach, "Queens Memory"), bilingual repositories and innovative image metadata (Elizabeth Macaulay-Lewis, "Manar Al-Althar"), and digital pedagogy and platforms (Jill Belli, Jody R. Rosen on "The Open-Lab," Jeff Allred on "Introducing Yoknapedia," Bret Maney on "Teaching DH in and beyond the English Classroom," and Eric Metcalf on "Archives & Invention").

On November 7, 2016, GCDI hosted the second annual event, which featured 23 lightning talks from undergraduate, graduate student, faculty, and staff from 10 CUNY campuses. As part of this event, the recipients of 2015-2016 Provost Digital Innovation Grants presented their research in progress, demonstrating the Graduate Center's student-driven digital scholarship with the wider CUNY community. This year, topics across campuses represented a variety of disciplines and digital methodologies, including: Jill Belli on the City Tech OpenLab (New York City College of Technology); Michael Branson Smith on "Animating Transit: Libraries and museums that engage the public through remix" (York College); and Kate Culkin on "1975: A prophetic drama" (Bronx CC).

Through the group's social media presence and annual meeting, GC Digital Initiatives raises the visibility and interconnectedness of a CUNY-wide network of digital humanities practitioners and projects.

The CUNY DHI lightning talks included presentations from undergraduate students, graduate students, faculty, and staff across eight of CUNY's senior colleges.

NEH Advocacy Initiative

LEAD FELLOWS Hannah Aizenman, Tahir Butt, Jojo Karlin, and Patrick Smyth

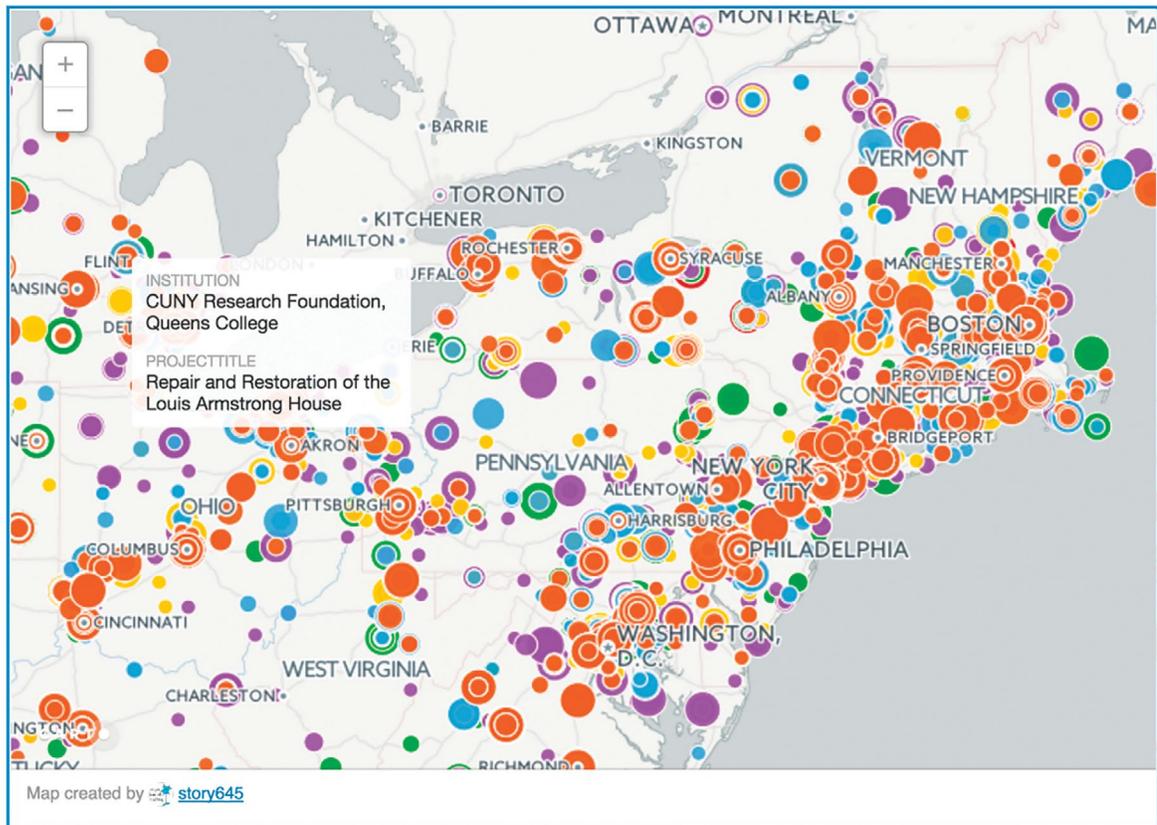
The Digital Fellows Program is committed to advocacy, public-facing scholarship, and humanities research. In the past, the Fellows have put sustained effort into projects related to issues such as Islamic history and digital dissertations. In Spring 2017, the Digital Fellows undertook another such cause: advocating on behalf of the National Endowment for the Humanities (NEH), an independent federal agency threatened with defunding and dissolution by the Trump administration.

Attention garnered by the *PC Mag* article attracted interest and prompted requests for collaborations from external partners.

As a federal agency, the National Endowment for the Humanities provides grants, fellowships, and other financial support for projects related to interdisciplinary research, education, cultural preservation, international collaboration, and the digital humanities. Since 1967, the NEH has funded 843 projects by teachers and scholars at CUNY, including 129 projects at The Graduate Center. These have included GCDI's own recent projects—*Social Paper* (2014), *DH Box* (2015), and *Beyond Citation* (2016)—but also projects such as *The Visual Culture of the American Civil War* (2013) and *Human Rights in Conflict: Interdisciplinary Perspectives* (2005). Should the new administration's budget proposals be enacted, the Graduate Center, and American cultural institutions in general, would lose this rich source of ongoing support for projects related to cutting-edge research, student success, digital literacy, and cultural preservation.

In response to these proposed cuts, in spring of 2017 the GC Digital Fellows undertook a series of projects to showcase the importance and impact of the NEH. The first of these projects was a series of visualizations by Digital Fellows Hannah Aizenman and Tahir Butt. These visualizations showed that the NEH is not an agency that only supports "blue" states, but one that supports a politically diverse array of institutions in both urban and rural areas. This project, which was contextualized in a series of blog posts by Jojo Karlin, was picked up by *DH Now* and the *MIT HyperStudio* newsletter and enjoyed wide reach on Twitter.

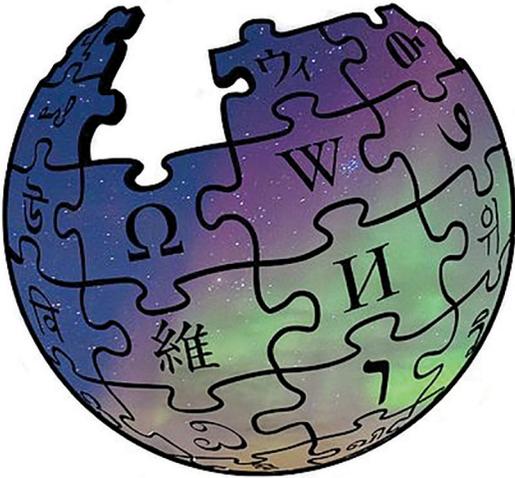
In April, Digital Fellow Patrick Smyth extended the cohort's work by releasing a web-based application called the NEH Impact Index, which shows the importance of the NEH to local communities and institutions. Visitors to the site can enter a zip code and an optional distance in miles, and receive a list of NEH-funded projects in that radius organized by type of impact, such as education, cultural preservation, or public-facing scholarship. The Twitter post introducing the NEH Impact Index was taken up by the digital humanities community and beyond, receiving more than 120 retweets and almost 25,000 impressions. Following this, the app



was featured in an article in *PC Mag*, “Trump Budget Slashes NEH Funding: Why You Should Care.” Attention garnered by the *PC Mag* article attracted additional outside interest in GCDI’s efforts and the Graduate Center and has prompted requests for collaborations from external partners such as the Humanities Alliance. GCDI has worked closely with the NEH during the Fellows’ work on the NEH Advocacy Initiative, and Digital Fellows were able to help improve NEH open data by providing feedback and analysis gleaned from work on these projects.

Earth Day Wikipedia Edit-a-thon

LEAD FELLOW Javier Otero Peña



On April 27, 2017, the GC Digital Initiatives hosted a Wikipedia Edit-a-thon to celebrate Earth Day and to improve the quality of open-access resources about environmental sciences and humanities. Megan Wacha, CUNY Scholarly Communications Librarian and experienced Wikipedia editor, was invited to teach attendees the fundamentals of Wikipedia editing: how to set up an account to edit content and how to create citations and connect to reliable sources of information. Over 18 people from different CUNY campuses participated in this Wikipedia Edit-a-thon; and together, information on ten Wikipedia articles was completed and a new article on Superstorms was written and published on Wikipedia. The event served as a means to build capacity among the varied GC community on how to use this valuable online resource to build and share knowledge with the wider public.

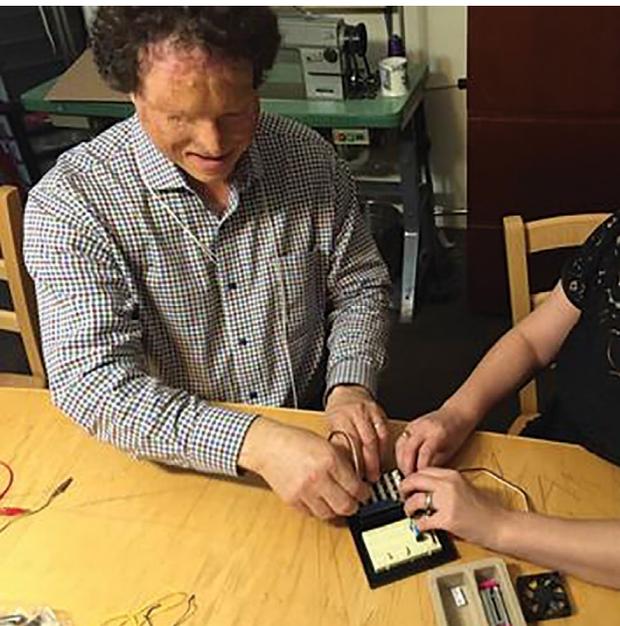
The GC Digital Initiatives foresees hosting more Wikipedia Edit-a-thons in the future, on a wide variety of topics to provide training and support for CUNY students, faculty, and scholars on how to share knowledge in the largest and most popular general reference work on the Internet.

The Teaching and Learning Center, Mina Rees Library, and Interactive Technology and Pedagogy Certificate Program, and the Futures Initiative have each expressed interest in co-sponsoring future Wikipedia Edit-a-thon events, which have proven to draw lively public participation.

Over 18 people from different CUNY campuses participated in this Wikipedia Edit-a-thon; and together, information on ten Wikipedia articles was completed and a new article on Superstorms was written and published.

Joshua Miele, *Digital Accessibility and the Making of a Meta-Maker Movement*

LEAD FELLOWS Mary Catherine Kinniburgh and Javier Otero Peña



© Smith-Kettlewell Eye Research Institute

On October 20, 2016, the GC Digital Initiatives and the Futures Initiative hosted a talk by Dr. Joshua Miele, Associate Director of Technology Research and Development at the Rehabilitation Engineering Research Center on Low Vision and Blindness, titled *Digital Accessibility and the Making of a Meta-Maker Movement*. In his presentation, Dr. Miele discussed how institutions might implement digital accessibility from “first principles,” or as a primary consideration in the development of digital communities and resources. His approach is informed by the numerous projects he has spearheaded: the Blind Arduino Project, an initiative to discuss and find solutions to the accessibility barriers faced in the hardware making and prototyping culture; overTHERE, an app that allows blind pedestrians to know about businesses and points of interest in their surroundings; and YouDescribe, a project to make accessibility captions on YouTube videos. Dr. Miele’s presentation made a timely and important contribution to the conversations about accessibility and digital technology that are currently ongoing at The Graduate Center, CUNY—particularly in the development of events programming and the GC Makerspace.

Miele discussed how institutions might implement digital accessibility from “first principles,” or as a primary consideration in the development of digital communities.

Doc-a-thon

LEAD FELLOW Hannah Aizenman

In early March, the GC Digital Fellows hosted the New York City Doc-a-thon—part of a multiple-institution, week-long initiative originated by the Berkeley Institute of Data Science (BIDS) to facilitate better documentation for open source and in-house digital projects. Documentation is an often overlooked but critical part of any software project, and the Doc-a-thon provided an opportunity for Graduate Center students, faculty, and staff to receive training in this important aspect of digital project development. The Doc-a-thon kicked off on day one with a five-hour training session sponsored by Continuum Analytics, where Doc-a-thon participants completed training on software documentation best practices, learned how to set up a development environment, and then started contributing to documenting Graduate Center projects like DH Box, as well as popular research software like Omeka and Matplotlib.

During the four days following the Doc-a-thon kickoff, the Digital Fellows continued to support documentation efforts during office hours and PUG. While more than half of the participants were affiliated with the GC, the Doc-a-thon also attracted participants from local institutions such as Queens College, PACE, and Pratt. The Digital Fellows plan to host the Doc-a-thon in the coming year and explore possible collaborations with BIDS and other institutions both local and remote.

The event kicked off on day one with a five-hour training session sponsored by Continuum Analytics where Doc-a-thon participants completed training on software documentation best practices.

Photo courtesy of Jojo Karlin



Speaker Series and Events

LEAD FELLOW Mary Catherine Kinniburgh



Photo courtesy of Jojo Karlin

In an effort to create space for established voices in the DH community to share their process and findings with faculty, students, and staff at The Graduate Center, we augmented our existing events calendar of specialized workshops to create a GC Digital Initiatives Speaker Series for the 2015-2016 academic year.

Wendy Chun from Brown University visited the GC in Fall 2015 and Nicole Starsielski from New York University Steinhardt spoke in Spring 2016 about their ongoing research, with a focus on digital materiality, networks, and technological infrastructure. In the Fall, GCDI also co-sponsored Richard Stallman's lecture at The New School on the Free Software Foundation and the ethics of computing.

Additionally, partnerships with the Computer Science Colloquium and the English Program created program-specific events. For example, Emily L. Spratt of Princeton University and Ahmed Elgammal of Rutgers University presented on the intersections of art, computers, and aesthetics in Fall 2015, sparking conversations among computer scientists and art historians about shared research possibilities. In collaboration with the English program and the Center for the Humanities, GCDI hosted a 5-person panel of artists, poets, publishers, and scholars on the topic of "Digital Poetics," which was featured in *Art Forum* in February 2016.

GCDI co-sponsored Richard Stallman's lecture at The New School on the Free Software Foundation and the ethics of computing.

The #DigitalGC Newsletter

LEAD FELLOW Kelsey Chatlosh

In 2016-2017, the Digital Fellows produced a weekly newsletter, entitled *The Digital GC*, which is released on the GC Digital Initiatives website under “news” (<https://gcdi.commonsgc.cuny.edu/gcdi-news/>) every Monday morning during the semester. The newsletter surfaces and shares relevant events, publications, workshops, conferences, calls for papers, and grant and other opportunities that may be of interest to the GC community. In addition to showcasing events and opportunities hosted by GC Digital Initiatives, it often features activities organized by the Interactive Pedagogy and Technology program, the Mina Rees Library, the Futures Initiative, and the Teaching and Learning Center, as well as nearby events and opportunities in New York City. Digital Fellows serve as the liaison with various organizations to promote their events and opportunities, compile the newsletter, publish it to the website, and share it via Twitter. Digital Initiatives also shares the newsletter with the GC’s programs.

The newsletter surfaces and shares relevant events, publications, workshops, conferences, calls for papers, and grant and other opportunities.

GCDI Website

LEAD FELLOW Ian Phillips



Improved responsive design, updated text, more accurate tagging, categories, and search capabilities.

In Fall 2016, GC Digital Fellows began a content audit and redesign of the GCDI website. The new website will feature an improved responsive design, updated text, more accurate tagging, categories, and search capabilities, and multiple paths to information. The new site will include information for audiences ranging from current to prospective students, funders, and faculty.

Courses in Computation and Digital Cultures

LEAD FELLOW Ian Phillips

Designed to connect students at The Graduate Center with an interdisciplinary cross-section of courses, the GCDI for the second year created a list of courses in computational methods and digital cultures to identify courses across the GC's programs that were open to students from other programs with few prerequisites, facilitating connections among students with interests in digital methods and theories of which they may be otherwise unaware. In collaboration with the registrar's office, the GCDI now requests a raw list of all course offerings at the GC each semester. The GC Digital Fellows use a keyword list to identify courses that may involve computational methods, such as statistical analysis, visualization, visual mapping, or digital ethnography, for example. The list is then vetted for prerequisites, and the Executive Officer of each program offering the selected courses is asked to approve the use of the course in the final published list. The list is then posted on the GCDI webpage during the registration period, and its publication is advertised through the GC email lists, the GCDI website, and social media.

In the Spring 2016 semester, 27 computationally-inflected courses were offered across The Graduate Center's doctoral, master's, and certificate programs, covering topics from data visualization to natural language processing to statistical analysis. (See [Computational Courses Across the Curriculum](#).) The Fall 2016 list features 16 courses and can be found on our website under [Fall 2016 Courses in Computation and Digital Cultures Across the Curriculum](#).

Following positive feedback from last year, we continued this year to publish on the Graduate Center Digital Initiatives' website a listing of courses focused on computational practices and digital cultures offered each semester across the GC's academic programs and open to registration GC-wide. Publication of this list is designed to increase awareness of unique interdisciplinary training opportunities and facilitate connections among students and faculty with interests in digital methods and theories in areas as varied as statistical analysis, data visualization, programming, and digital ethnography. In the Spring 2017 semester, 19 courses were included in the listing and another 21 courses will be offered in Fall 2017.

While still in its infancy, we believe this program has the potential to connect students to much needed courses in other programs and could benefit both students and programs by promoting higher enrollment in methods courses and by reducing students' time to degree.

Each year, GCDI highlights GC courses that involve computation and digital culture.

Departmental Outreach

LEAD FELLOW Ian Phillips



During the 2016-2017 academic year, the Digital Fellows continued outreach efforts with The Graduate Center's doctoral, master's, and certificate programs, in service to our long-term goal of more fully integrating Digital Fellows' operations and resources with missions of The Graduate Center's academic programs. These activities are essential to ensuring that our limited resources are utilized most efficiently to support student, faculty, and staff training and the de-

velopment of the GC's research, teaching, and service capacities.

We continue to develop channels for connecting directly with students, faculty, and staff to determine how we can best support their needs. This involves two key activities: surveying the Graduate Center community to identify new opportunities for supporting discipline-specific training needs—such as creating new skills-based workshops and self-sustaining working groups—and developing protocols for collaborating with academic programs to create skills-based workshops tailored to individual program needs. These workshops provide a platform for programs to showcase discipline-specific digital research methods and techniques with a wider GC audience and connect with scholars in other fields. Co-developing workshops with the Digital Fellows, who have extensive experience in crafting and delivering effective two-hour workshops, will help lay the groundwork for each program to continue developing program-specific workshops going forward, which can supplement in-class instruction with hands-on technical training.

Supporting
discipline-
specific
training
needs.

Tagging the Tower and the GC Digital Fellows Website

ALL GC DIGITAL FELLOWS

GC DIGITAL FELLOWS
connecting the digital with graduate education

ABOUT BLOG PROJECTS EVENTS RESOURCES OFFICE HOURS CONTACT US Q



The Digital Fellows website is home to the blog “Tagging the Tower,” as well as to tutorials, event announcements, and workshop information. This year, Fellows created blog posts reflecting on their experiences with digital scholarship and provided detailed how-to guides on various digital skills and technologies. The Digital Fellows website has received over 65,000 visitors, with an average of 122 readers per day.

During Spring 2016, the GC Digital Fellows have been working on creating a Digital Resource Guide that collects past blog posts that are digital publication companions to workshops, how-to guides, and recommendations.

In the academic year 2016-2017, the Digital Fellows published 28 posts on *Tagging the Tower*. Topics ranged from announcements of new digital projects, tutorials for using digital tools such as Docker and SQLite, and Digital Fellows’ reflections on their digital research experiences. Especially significant this year was a series of posts about using digital methods to explore the consequences of defunding the National Endowment for the Humanities (NEH) under the Trump administration. These posts traced the development of the Digital Fellows’ efforts from obtaining the data, to preparing the data for analysis and visualization, and ultimately telling a compelling story with the data visualizations. These posts included not only instructions for replicating the analyses, but also commentary about how decisions were made regarding data analysis and visualization, and the pros and cons of each decision. Blog posts have proven to be an effective way to engage The Graduate Center and wider community in the work done by the Digital Fellows.

The
website
received
over
65,000
visitors,
with an
average
of 122
readers
per day.

GCDI End of Year Showcase 2016

LEAD FELLOW Mary Catherine Kinniburgh

Given the diversity of disciplines and critical practices that comprise the digital humanities community at The Graduate Center, every year GC Digital Initiatives organizes a

showcase to highlight the range of work across our institution. The 2016 event showcased the range of projects, initiatives, and people that constitute the #digitalgc, with over 30 lightning talks on ongoing and recently completed work. This participation doubles the number of presentations from the 2014-2015 End-of-Year Showcase, and demonstrates the continued expansion of digital research and community at The Graduate Center.

The showcase highlights digital projects built and supported by members of the GC community.



This year, President Chase Robinson offered our welcome address, kicking off the two-hour long showcase. We highlighted the work of the DH Praxis class with their projects on “Civil War Sound,” “Necropolis,” and “Charting Diversity in Fashion Week,” all accomplished within a semester apiece by small teams of graduate students. Interim-Provost Louise Lennihan introduced the GC Digital Fellows, Social Media Fellows, and Videography Fellows, which were followed by talks from 13 Provost’s Digital Innovation Grant winners, 3 NEH-funded student projects, and additional student research. The Software Studies Initiative, New Media Lab, GC Digital Scholarship Lab, Futures Initiative, Interactive Technology and Pedagogy Certificate Program, Teaching and Learning Center, and Mina Rees Library also presented the year’s accomplishments in lightning-talk format.

GCDI End of Year Showcase 2017

LEAD FELLOW Javier Otero Peña

On May 17, 2017, the GC Digital Initiatives hosted the 2017 End of Year Showcase in the Martin E. Segal Theater at the Graduate Center. This event presented an opportunity for members of GCDI to present their digital projects to an audience of over 70 people.

Following a warm introduction by Provost Joy Connolly, the Digital Praxis class presented their projects: Zinecat and End/line. All three GC Digital Initiatives fellowship programs presented an overview of their efforts this year, as well as a glimpse at the work to come in 2017-2018. During a series of rapid-fire two minute lightning presentations, the thirteen winners of the 2016-2017 Provost's Digital Innovation Grants introduced their works-in-progress to the GC community. For example, Jamie Kass presented *Wallace*, which is a digital open-source platform to visualize and model species niches and distributions. *Wallace* has been featured as a workshop at the 2017 International Biogeography Society and also was a finalist for the first Ebbe Nielsen Challenge, launched by the Global Biodiversity Information Facility. Sarah Vogel introduced her project "Teaching Bilinguals (Even if you're not one!)" a key contribution to bilingual pedagogy in the United States. These projects and the others presented by Provost's Digital Innovation Grants awardees contribute to the breadth and variety of research done at CUNY.

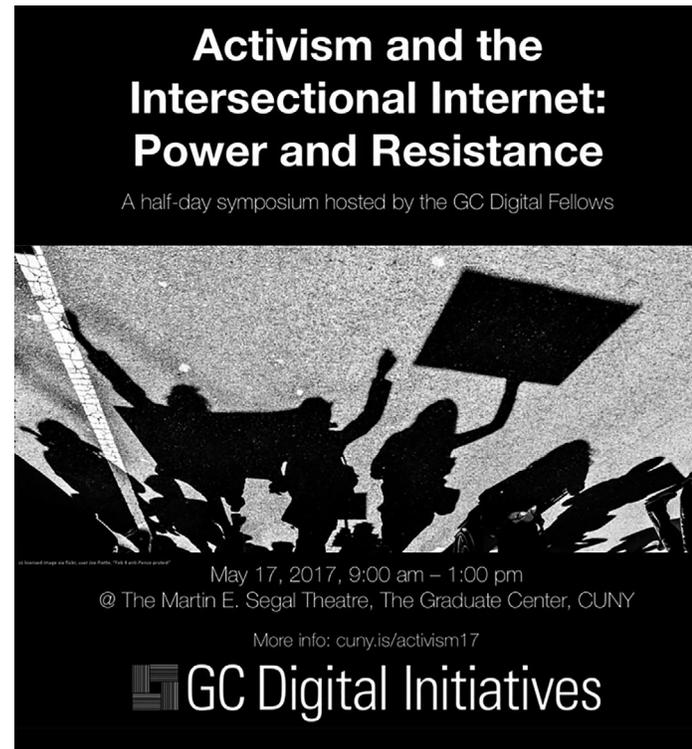
Partners in building a Digital GC community also presented their work from the year. The Mina Rees Library staff presented tools and services available to students and faculty for archiving digital projects, for example using Wayback Capture via the Archive-it tool and Webrecorder. Fellows from The Futures Initiative briefly presented some of their activities, and highlighted their Undergraduate Leadership and Peer Mentoring program. The Interactive Technology & Pedagogy Certificate Program presented their *Journal of Interactive Technology and Pedagogy*, an important peer-reviewed journal for students and faculty interested in adopting digital technologies in their research or teaching. Elizabeth Alsop from The Teaching and Learning Center highlighted the newly published Teach@CUNY Handbook, a guide designed primarily for new GC students who have never taught in the CUNY system, and *Visible Pedagogy*, a blog dedicated to pedagogy at CUNY.

The GCDI Showcase is an ideal event to identify synergies among scholars and discover many of the exciting and interesting projects that many of the GC scholars are currently working on. It is also an opportunity for the GCDI to foster collaboration across disciplinary and institutional boundaries.

Activism and the Intersectional Internet Symposium

LEAD FELLOWS Kelsey Chatlosh, Jeremy March, and Javier Otero Peña

The GC Digital Fellows organized a half-day graduate student symposium on “Activism and the Intersectional Internet: Power and Resistance” in the Segal Theater on May 17, 2017. The event featured distinguished scholar, activist and media-maker, Dr. Sasha Costanza-Chock, Associate Professor at MIT, as the keynote speaker. After kicking off with introductions by GC Digital Initiatives and the keynote presentation, the symposium featured two student panels of three group and individual presentations each, which included a total of twelve individual presenters. The panels were organized thematically on “Empowerment and Surveillance Online” and “Possibilities and Limitations of Digital Activism and Storytelling.” Digital Fellows organized the symposium theme, wrote the call for papers, and conducted the review process for selecting presenters. For the event itself, which ran from 9:15am to 1:00pm, Digital Fellows staffed the event, introduced the keynote, and moderated both panels. In addition, Digital Fellows managed signage, social media, and post-event refreshments.



Panels included “Empowerment and Surveillance Online” and “Possibilities and Limitations of Digital Activism and Storytelling.”

DH Box

LEAD FELLOWS Jojo Karlin and Patrick Smyth with Stephen Zweibel

Over the past five years, various workshops, seminars, and colloquia have emerged to train interested scholars in a new generation of powerful digital tools. These tools, which have exerted a dramatic influence on research in the humanities and social sciences, include feature-rich command shells such as IPython, statistical analysis and visualization environments such as RStudio, and natural language processing libraries such as NLTK. To use tools such as IPython, RStudio, and NLTK, however, scholars must first set up a development environment, a task that is time-consuming and requires specific technical knowledge.

DH Box (Digital Humanities Box) is a platform designed to allow teachers to skip the difficult process of installation and configuration on student machines when teaching digital tools and methods. This allows for less time spent in installation and more time spent in answering scholarly questions using cutting-edge methods.

DH Box is funded by a Startup grant from the National Endowment for the Humanities (NEH), and in 2017 entered its third year of development. This year, the DH Box team added a tabbed-browsing interface which gives the platform a unified feel and has also upgraded the platform's Docker backend to be more secure and stable. The DH Box team has spoken this year at high-profile conferences, including the Canadian Society for Digital Humanities Conference 2016, Modern Language Association 2017, and Digital Humanities Conference 2017. In addition, DH Box was featured at Digital Humanities Summer Institute 2016 and was selected as the open source basis for Archeology Box, a platform for archaeological research funded by eCampus Ontario.



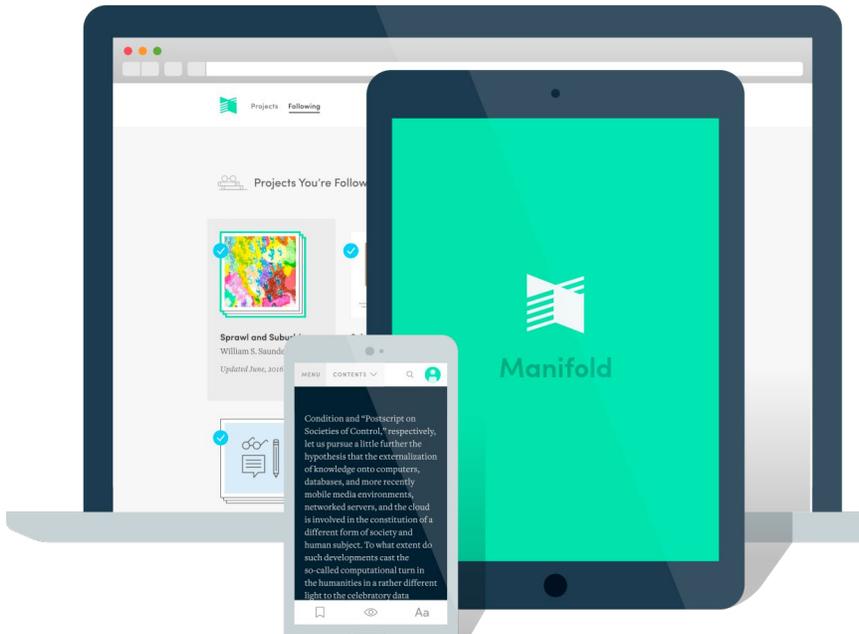
In Fall 2015, collaboration with the Columbia University-based Git Lit project began to integrate text corpora with the platform, allowing users to access materials for digital humanities research more easily. DH Box's outreach consultant, Jojo Karlin, initiated further collaborations with scholars such as Bethany Nowwiskie and organizations such as HathiTrust. Presentations at the Canadian Society for Digital Humanities at the Federation for the Humanities and Social Sciences Congress in Calgary and at the HASTAC conference in Tempe, Arizona extended DH Box's visibility and implementation. In the coming year, DH Box will "scale up," increasing computing resources and outreach efforts to get DH Box into the hands of more scholars and teachers in the digital humanities.

The 2016-2017 academic year has seen increased adoption of DH Box at institutions such as Columbia, Carleton, King's College, and the British Library, as well as technical inquiries from local NYC startups and NYU's Center for Urban Science and Progress (CUSP). Currently, five non-CUNY institutions use DH Box, and the platform is also in use at Hunter College and The Graduate Center. Ultimately, DH Box shows promise as a means of making teachers and scholars less dependent on scarce IT resources, especially at CUNY. The platform has also helped the Graduate Center to take a leading role in the emerging field of cloud-based infrastructure for digital pedagogy.

DH Box has helped the Graduate Center to take a leading role in the emerging field of cloud-based infrastructure for digital pedagogy.

Manifold Scholarship

LEAD FELLOW Jojo Karlin



Manifold aims to develop, alongside the print edition of a book, an alternate form of publication that is networked and iterative, served on an interactive, open-source platform.

Co-led by Matthew K. Gold and University of Minnesota Press Director Doug Armatto and funded through a grant by the Andrew W. Mellon Foundation, Manifold Scholarship is a collaboration between the GC Digital Scholarship Lab, University of Minnesota Press, and Cast Iron Coding. In 2016-2017, Jojo Karlin supported Manifold through user testing, social media outreach, interviews, and publicity coordination. More information about Manifold Scholarship can be found under "Special Projects."

Security

LEAD FELLOW Patrick Smyth

In 2016 and 2017, a number of events on the world stage rattled global institutions of higher learning and provided cause for concern on a number of fronts. Brexit, the election of Donald Trump, aggressive action and surveillance by intelligence agencies, and high-profile data breaches prompted reactions from GCDI and the wider CUNY community. Since these events, GCDI has led workshops on data security as part of NYCDH week and investigated best practices for safeguarding the information of vulnerable members of the community. In addition, Teaching and Learning Center Fellow Andrew McKinney, Instructional Technology Fellow Laurie Hurson, and Digital Fellow Patrick Smyth are collaborating to prepare a set of pedagogical materials for teachers on safeguarding student data as part of a TLC Focused Inquiry Group (FIG).



Workshops on data security investigated best practices for safeguarding the information of vulnerable members of the community.

Program Social Media Fellows Report

The Graduate Center Program Social Media Fellows (PSMFs) assist programs in raising their public profiles through the use of social media. Fellows draw on their disciplinary knowledge and familiarity with scholarly trends in their fields to develop and implement social media strategies that foster community engagement with the academic work of the students, alumni, and faculty of their programs. As a team, the Fellows explore best practices for creating scholarly networks and develop resources and workshops for the Graduate Center community.

Daily, Fellows maintain the various social media feeds for their programs. Each week Fellows meet to coordinate social media campaigns, troubleshoot, explore new social media platforms, and develop assessment tools. Each semester, Fellows develop social media tutorials and run social media workshops for the wider Graduate Center community. Social media tutorials and resources are posted on the PSMF website (<http://socialmediums.commonsgc.cuny.edu>) along with articles curated for those interested in making use of social media. Fellows also consult with faculty and students in their programs to make effective use of social media for their scholarship, events, or service. Fellows work roughly 15 hours a week.

In 2015-2016, the Fellows focused on measuring the effectiveness of metrics and social media marketing in the GC's unique academic context. With a limited budget over five months, the Fellows launched a Google AdWords campaign, refined their outreach, and produced startling results—applications for the Psychology program from minority applicants, for example, increased five-fold. Through workshops and guides, the Program Social Media Fellows make “best practices” available to all of the GC community through resource guides and workshops on topics such as “How to Live Tweet an Academic Conference.”

In 2017, PSMFs focused on developing sustainable practices, fostering community through admissions outreach, and helping to clarify and define program goals for the future.

Applications for the Psychology program from minority applicants increased five-fold following work by the Program Social Media Fellows.

The Program Social Media Fellows Program-Wide Initiatives

LEAD FELLOW Paul L. Hebert

In 2017, the PSMFs completely redesigned their website, transforming it from a static informational site into an active blog focusing on social media best practices. The blog is updated weekly and new tutorials are added each semester. Posts and tutorials written by fellows are based on their specific experiences managing social media for their programs. An active Twitter feed ([@psmfCUNY](#)) is also maintained to help amplify program-specific campaigns and GC-wide news and announcements as well as to maintain a dynamic social media presence that can be used as a model for other GC-based projects. This year, published tutorials included Live-tweeting Conferences and Academic Events, “Using Google Analytics,” “Using Google Scholar,” and “Using Instagram.”

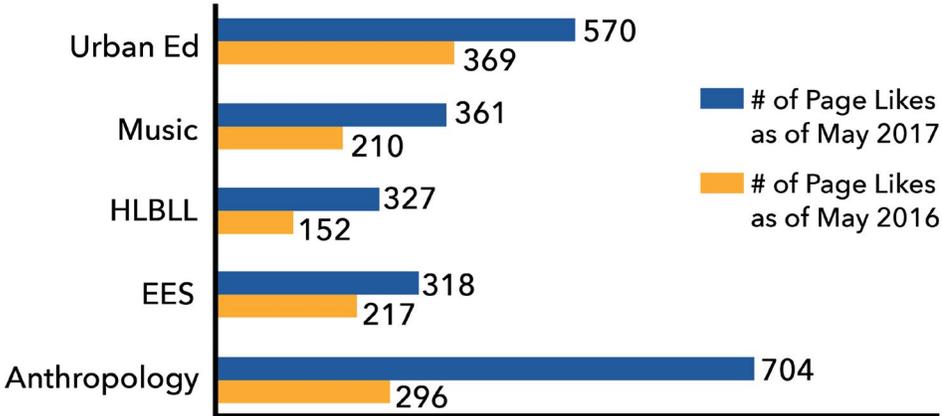
Fellows maintain a dynamic social media presence that can be used as a model for other GC-based projects.

HIGHLIGHTS

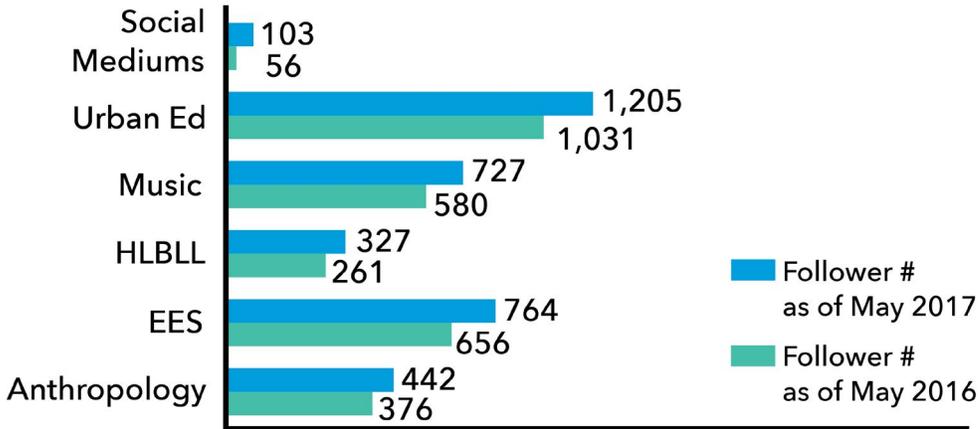
- Fellows ran two in-person workshops on Live-tweeting, one in the Fall semester and one in the Spring. As an experiment with YouTube Live, the Spring workshop was live-streamed.
- In collaboration with the Digital Fellows, PSMFs ran a “How to Start a Podcast” workshop in the spring semester. The first half of the workshop covered basic tools needed, as well as discussion about how podcasts can be used in academic research. The second half of the workshop focused on creating a mini-episode from start to finish.



Facebook Followers:



Twitter Followers:



Anthropology

LEAD FELLOW Mark Peter Webb

There were numerous successes this year across projects in the Anthropology social media initiatives. The combination of our Fellow's knowledge of the Anthropology discipline, personal relationships with faculty and students, and expertise in digital media and resources led to fruitful work that effectively served the department and the community beyond. Facebook and Twitter ([@GCCunyAnthro](#)) remain prime outlets to promote the Anthropology weekly colloquiums as well as pertinent news, calls for papers, and job openings. These platforms, as well as new experimentation with LinkedIn, played a crucial role in a new effort to connect with alumni. Continued efforts to grow the Anthropology program student resources page led to a successful year in making more internal resources digitally available to our students. The resource page is now home to a wide variety of important materials from exam preparation to course syllabi to grant proposals. Currently, 87 Anthropology students are members of this password-protected site.

HIGHLIGHTS

- During orientation, the PSMF connected Anthropology's incoming first-year cohort to digital resources, including the CUNY Academic Commons, where the Anthropology Wordpress site and student resource pages are. The orientation introduced new students to the program's Facebook page and Twitter feed, and provided advice on digital citation at the GC.
- The Anthropology PSMF forged relationships with incoming students, many of whom have since joined the community of Anthropology student resource on the Commons.
- The PSMF used social media during Anthropology's 50th anniversary celebration to connect with alumni and lay the groundwork for future connections. The PSMF now manages Facebook and LinkedIn accounts to connect with Anthropology alumni.
- Through Facebook ads, Anthropology colloquiums, and the program's Facebook page, Anthropology has garnered over 300 new Likes this year. Facebook has proven to be a key to advertising the Anthropology program's colloquium series and sharing program updates and news.

Fellows used social media during Anthropology's 50th anniversary celebration to connect with alumni and lay the groundwork for ongoing connections.

Earth and Environmental Sciences

FELLOW Courtney Drayer

Earth and Environmental Science (EES) experienced a very successful year in garnering more followers across all social media platforms and growing its engagement with the EES community. Following the launch of Facebook advertising campaigns constructed around discipline-specific demographics and interests, engagement between the EES program and the public via Facebook has become a space for fruitful interactions between current and prospective students, professors, alumni, and field researchers. Live-tweeting the program's annual conference (#USS2016) contributed to an increase in Twitter followers and facilitated active dialogue amongst attendees before, during, and after the conference. This year also saw the launch of an EES program promotional video, made in partnership with the GC Videography fellows and featuring interviews with faculty and students. The Google Scholar alert system has facilitated the sharing of 37 EES student, faculty, and/or alumni publications where the GC is listed as an affiliation throughout our social media channels. This system has also identified a weakness in that the great majority of scholarly works coming out of the EES program do not list GC as an academic affiliation but rather home CUNY Colleges. As a result, PSMFs are working closely with Executive Officers in each program to ensure that faculty members remember to list their GC affiliations on their publications.

Live-tweeting the program's annual conference facilitated active dialogue amongst attendees and broadened the scope of the conversation.

HIGHLIGHTS

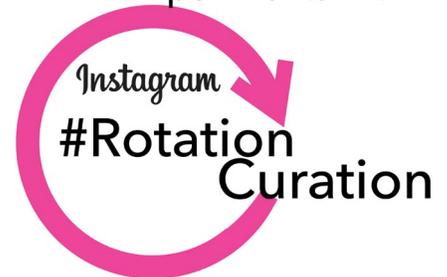
- By investing time in crafting post content deeply entrenched in the various fields of Earth and Environmental research, the two longest established platforms, Facebook and Twitter, experienced the following increases: 47% increase in Facebook likes to 318, and a 16% increase in Twitter Followers to 764.
- Two new social media platforms were launched for the EES program to help connect with specific target audiences. LinkedIn is now being utilized to connect with alumni, current students, and GC-affiliated researchers, and Instagram has proven to be a popular platform for connecting with both prospective and current students by highlighting day-to-day life in the program.
- EES Fellow Courtney Drayer launched and maintained a successful ongoing social media posting campaign specifically designed to highlight new publications and colloquium speaking engagements of EES students and faculty. These posts and tweets can be traced through the hashtags established as part of the campaign: #EESpublishes and #EESpresent.

Hispanic and Luso-Brazilian Literatures and Languages

FELLOW Jennifer Prince

The PhD Program in Hispanic and Luso-Brazilian Literatures and Languages' (HLBLL) presence on social media platforms expanded in 2016-2017 with the introduction of Rotation Curation on the program's Instagram account. Rotation Curation allows students to manage the program's Instagram account in one-week increments, posting photos, anecdotes, and insights related to the student experience. The initiative offers a glimpse into the HLBLL program and serves as a visual program portfolio for prospective students. HLBLL also broadened its Twitter reach with an increase in followers of 23% over the past 12 months. Facebook Likes also increased 78% in the past year, partially as a result of boosted posts reaching a limited, carefully-selected audience. These Facebook ads promoted the program to prospective students, the 22nd Annual Conference's call for papers to a global audience of graduate scholars, and the conference event itself to a community of scholars of Latino, Latin American, and Iberian cultures within the greater New York City area.

HLBLL Experiments with...



HIGHLIGHTS

- The Summer Series on Fall Teaching highlighted free digital resources available in CUNY and beyond—such as the Linguist's Kitchen and the guides created by the Teaching and Learning Center—to help HLBLL students prepare for the upcoming semester of teaching in CUNY colleges.
- For the second consecutive year, HLBLL live-streamed its November prospective student event. Using #ApplyHLBLL, the event was advertised across social media platforms in advance, and a multi-national audience participated in real-time conversation with those in the room via Twitter in a feed managed by the Social Media Fellow.
- Organizers of HLBLL's 22nd Annual Graduate Student Conference strategized with the Social Media Fellow to create a social media strategy on Twitter, Facebook, and Instagram for the two-day event using the hashtag #OverTheWall.

A summer pedagogy series highlighted free digital resources available in CUNY and beyond—such as the Linguist's Kitchen.

Music

FELLOW Naomi Barrettara

The Music Program experienced another excellent year of growth and engagement across all of its active social media platforms and digital resources, with several campaigns and initiatives designed to connect with current students, prospective students, faculty, and alumni. Facebook and Twitter continue to be our primary social media platforms, and both experienced the largest growth year to date in followers and engagement with content (Twitter increased 25% to 727 followers, and Facebook increased 71% with 361 Likes). With five sub-disciplines to represent, ongoing effort continues to be made in reflecting all areas of scholarship in the program. Our success this year in better balancing the representation of disciplines stemmed specifically from connecting with and training both students and faculty who are interested in contributing content to the news feed, calendar of events, and student resources page. In an effort to connect with the incoming student cohort, prospective students, and current students, Naomi presented on all of the social media initiatives and digital resources at the Fall new student orientation, our

Spring prospective student day, and regular program meetings. The Practice Room Booking website, hosted on the CUNY Academic Commons and created to meet a specific need of the department, experienced another year of smooth operation, and the Music Students Resources group, a password-protected area on the Commons, grew to 42 members, and remains the primary source of professional development documents specifically created for GC music students.

HIGHLIGHTS

- Live-tweeting the 20th Annual Graduate Students in Music conference (#GSIM2017) fostered dialogue between presenters, attendees, participants, and alumni before, during, and after the conference. Through interactions on Twitter related to the conference, we were able to connect with the alumna who founded the conference.

The GC Music Community Portal, hosted on the CUNY Academic Commons, was given a major redesign.



New Workshop:
So You Want to Start a Podcast

Followers
and page
engagement
increased
71% from
previous
years.

- The Music program Facebook followers and page engagement increased significantly from previous years (up 71%), due partially to new Facebook advertising efforts curated to reach target audiences within musical fields of study, as well as several social media campaigns deployed throughout the year and designed to connect with the scholarship of students and faculty (examples include #WorldMusicWednesday, #TimelessGCPublications, #MusicInMidtown, and #ElebashStage). Our Program Video, created last year in collaboration with the Videography Fellows, was also utilized in our Facebook advertising, increasing its overall views to 1,526.
- The GC Music Community Portal, hosted on the CUNY Academic Commons, was given a major design “face lift” and re-organized to better highlight the work of students and faculty in the various sub-disciplines, and functionality was added to highlight alumni news across the program. Part of this process also included consulting with faculty and students throughout the year to update program information and encourage involvement in content creation.



New Program Video Views: 1,526

Urban Education

FELLOW Jennifer Stoops

The Urban Education PhD Program is pleased to report another stellar year. Diligent maintenance of active student and alumni databases (email addresses, cohort assignments, professional placements, etc.) helps to ensure effective communication through social media channels and email. With the support of smart Google advertising, the program continues to be very selective, attracting serious and critical education scholars. With the aid of targeted ads and popular content, Likes for both the program and also the program journal's Facebook pages increased significantly. The program's main page witnessed a 55% increase in Likes this year, closing the spring semester with 572 likes. These increases improve the program's Facebook reach for subsequent posts. Likewise, the number of Twitter followers also increased significantly—a 19% increase for our main account ([@UrbanEdCUNY](https://twitter.com/UrbanEdCUNY)), for a total of 1,226 followers.

HIGHLIGHTS

- During the 2016 Fall Colloquium Series on Racism and Discrimination in Urban Education, Jennifer assisted student and faculty organizers with design and dissemination of slides, set-up, live-tweeting, and live-streaming for each event.
- Working closely with the new students every year in the planning of the Fall speaker series has led to lasting collegial relationships and better communication about the program's activity and achievements.

The number of Twitter followers increased—a 19% for a total of 1,226 followers.



Twitter

UED PhD Program Followers - 1,205

UED PhD Program Tweets - 1,300

-

TRAUE Journal Followers - 105

TRAUE Journal Tweets - 60

Fellows assisted alumni and students in the creation of a private group on the CUNY Academic Commons for advanced students embarking on the job search.

- For the second consecutive year, and in conjunction with the American Educational Research Association's annual meeting, Jennifer located and catalogued 70 alumni, students, and faculty who participated as authors, chairs, discussants, and in other leadership/scholarship roles in roughly 90 sessions over the course of five days. Using Twitter, Jennifer announced each event with the hashtag #UEDAERA, and [key sessions](#) were documented with photos and commentary.
- Jennifer assisted alumni and students in creation of a private group on the CUNY Academic Commons for advanced students embarking on the job search called the Urban Education Job Search Commons Group. The group is a space for document sharing and discussion, and it holds examples of actual cover letters, teaching statements, and CVs.
- Jennifer promoted the launch of Volume V, Issue 1 of *TRAUE: Special Issue on Black Lives Matter* through all of the program's social media accounts.



Facebook
Advertising:

4 Ads
Total Reach:
5,624

Google Adwords and Facebook

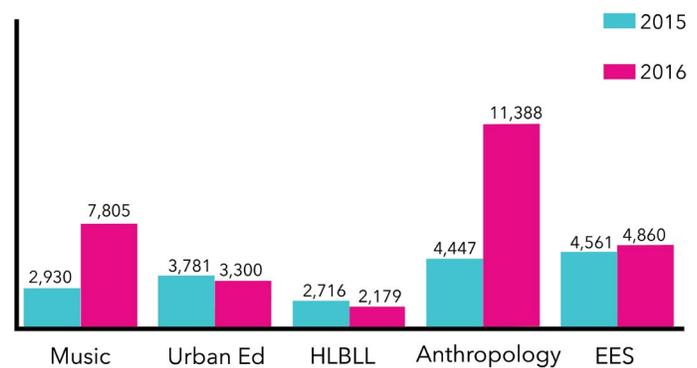
The broad goal of the Program Social Media Google AdWords campaigns, generously supported through the Provost's Office, is to raise awareness of GC degree programs and to drive traffic from potential applicants to degree program websites in order to increase the quantity, and in turn, the quality of applicants to GC programs. Each campaign is constructed with the following guiding principles and goals in mind:

- Reach the correct population of people or target audience (potential applicants)
- Ensure that The Graduate Center stands out in comparison to its competitors
- Compel viewers to click our ad and eventually click through to GC program application pages

Drawing on discipline-specific and faculty knowledge unique to each program and field of study, the Program Social Media Fellows construct ad language and curate lists of keywords (user search terms) that will trigger our ads to appear. Because we pay for Google Ads on a per-click basis, we also review statistics throughout the campaigns to determine what search terms are generating ad clicks, and which ad clicks lead to further application page traffic. As part of this process, we regularly review campaign statistics to suppress

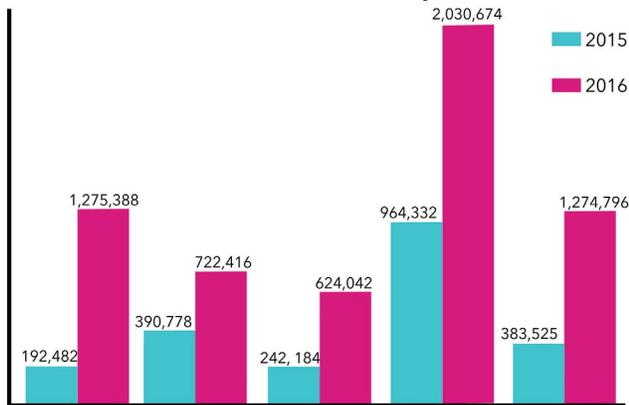
search terms that appear to be connected with Google searches outside our target audience, and boost keyword possibilities that will place our ads in front of users looking for graduate study programs. Ongoing review and curation of search terms can reveal what it is users are looking for in a graduate program (such as funding, specific faculty, location, and discipline specialization). We also set up keywords that trigger a Graduate Center ad to appear when users are looking for other graduate study institutions (for example, adding "Music PhD Program, Princeton" to our keywords list). We track both the number of times an ad was clicked, and the number of times an ad was displayed to a user (impressions). We have also worked with tracking "conversions" by setting specific pages on the GC website as a goal page. When a user who arrives on the GC website by clicking one of our ads eventually makes it to the application page, that is counted as a conversion. A comparison of ad impressions, clicks, and conversions between our Fall 2015 and the Fall 2016 campaigns can be found below.

Number of Ad Clicks:



AdWords drive traffic from potential applicants to degree program websites in order to increase the quantity, and in turn, the quality of our applicant pool.

Number of Ad Impressions:



Tracking conversions relies on connecting a Google AdWords account with a website's Google Analytics account. We had significant difficulties getting the Music and EES Google AdWords Campaign Conversion targets connected with the GC's Google Analytics account in the Fall 2015, which is why there is no data for conversions from the Music and EES campaigns that year. However, we were able to resolve those issues for the Fall 2016 and track conversions for all five programs.

What the Numbers and Data Can Tell Us

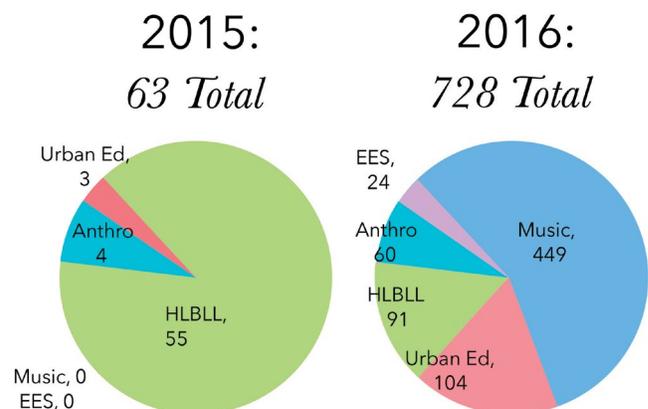
The numbers tell us that at least 700 people followed a direct path, through a series of clicks, from program-specific ads to obtain more information about admissions. The statistic gathered can tell us what keywords most commonly lead people to clicking our ads and looking at our webpage. We can see where people are located when they are searching, how long they stay on our website, what they click on, and what kind of device they are using. For example: We know that the majority of ALL ad clicks (56%) come from mobile devices. Nearly all of those clicks (95%) send users to non-mobile adaptive pages on our website. As a result, users with mobile devices have the highest bounce rate (navigating away without viewing an additional pages) and the lowest average time on the GC website.

What the Numbers and Data Cannot Tell Us

Graduate school applications are different from online shopping experiences where "conversions" typically end with the purchase of a product; potential applicants are rarely going to fill out an application upon their first visit to the GC website. Therefore, even with a combination of Google Analytics and Google AdWords, we cannot determine if a person who clicked on our ad but never made it to the "conversion" page in their first visit ever returned to the website to apply at a later date.

Ad Conversions:

(A click on the Ad led the user to click on the main GC "Apply Now" Page)



Facebook

SUMMARY AND STATISTICS

- 19 Ads
- 658 Page Likes Acquired
- 132,752 Ad Views
- 268,752 Ad Impressions

Facebook is a social media platform utilized by all five Social Media Fellows to promote program events, publicize student and faculty publications and presentations, and connect with prospective students, current students, and alumni. Over a year ago, Facebook introduced a new advertising model, where users can pay to have specific posts displayed more prominently, or have ads for their Facebook pages and events displayed more frequently to users. In constructing the advertising campaigns, Facebook allows the Ad manager/creator to target the ad towards specific audience attributes, such as location (on the country, state, and city level), interests (such as “music” or “geology”), fields of study (such as “ethnomusicology” or “cognitive psychology”), and numerous other attributes. One can also exclude the ad from showing or appearing on people associated with certain pages, which allows one to put ad money towards audiences that are not already following a given page. For the 2016-17 academic year, the Program Social Media Fellows Program set aside a small amount of its ad budget to experiment with Facebook advertising and pay for post “boosting.”

STATISTICAL SUMMARY OF OUR RESULTS

- Total Number of Ads Run: 19
- Total Page Likes Acquired: 658
- Total Link Clicks, Event Responses, or Post Likes: 6,199
- Total Number of People Who have Seen our Ads: 132,555
- Total Number of Ad Impressions: 268,572
- Amount Spent per Program: \$350.00
- Total Amount Spent: \$1750.00



Videography Fellows Program

The Videography Fellows Program is designed to promote The Graduate Center’s scholarly activities online, making them more available and accessible to public audiences. The focus of the program is to produce high-quality videos for The GC’s Ph.D. programs, centers, and the three Mellon committees (The Committee on Globalization & Social Change, The Committee for Interdisciplinary Science Studies, and the The Committee for the Study of Religion). Videography Fellows record, edit, and publish online a sampling of events that take place each year at the Graduate Center—including lectures, colloquia, and talks.

2015-2016

The following videos were produced in full this year:

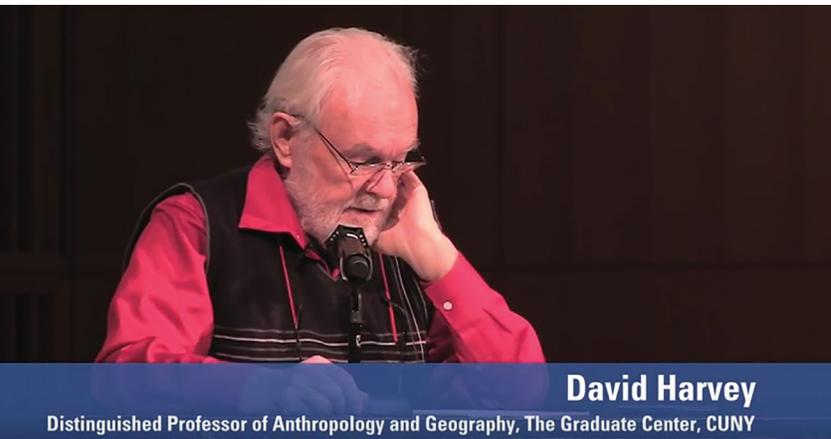
- A promotional video for the Ph.D. Program in Earth and Environmental Sciences;
- A promotional video for the Ph.D.-D.M.A. Program in Music;
- A promotional video for the Ph.D. Program in English;
- A promotional video for the Ph.D. Program in Urban Education;
- An overview of Teach @ CUNY Day.

Through the end of the 2016-17 academic year, the Videography Fellows have published 41 videos on their Vimeo channel—which together have been viewed over 15,000 times—and 24 videos on their YouTube channel—which have been viewed over 39,000 times.

2016-2017

Through the end of the 2016-17 academic year, the Videography Fellows have published 41 videos on their Vimeo channel—which together have been viewed over 15,000 times—and 24 videos on their YouTube channel—which have been viewed over 39,000 times. During 2016-17, the Videography Fellows recorded and published 10 new videos:

- Six videos of Distinguished Professor David Harvey's Lecture Series *Marx and Capital: The Concept, The Book, The History* –
 - Lecture 1: Capital as Value in Motion (16,354 views on YouTube)
 - Lecture 2: Value and Anti-Value (5,167 views on YouTube)
 - Lecture 3: Value and Its Monetary Expression (5,237 views on YouTube)
 - Lecture 4: The Space and Time of Value (3,508 views on YouTube)
 - Lecture 5: Use Values: The Production of Wants, Needs and Desires (3,008 views on YouTube)
 - Lecture 6: Bad Infinity and the Madness of Economic Reason (4,178 views on YouTube)
- A promotional video for the Ph.D./M.A. Programs in Classics (8 views on Vimeo)
- A promotional video for Pedagogy Day - Annual Conference on the Teaching of Psychology held October 28, 2016 at The Graduate Center (40 views on Vimeo)
- A promotional video for the Ph.D./M.A. Program in Political Science (998 views on Vimeo)
- A video of Wykeham Professor of Logic at New College, Oxford University Timothy Williamson's third Saul Kripke Lecture delivered at The GC's Saul Kripke Center on March 31st, 2016 (253 views on Vimeo)



Grants & Awards

GC Digital Initiatives continued to apply for and receive CUNY-wide and external grants from public and private foundations during the 2015-2017 academic years. GCDI grant projects have directly supported the purchase of key technical infrastructure and resources, improving access for GC students, and staff. GC Digital Initiatives' grant-related activities represent investments in local and extended academic communities through training and technical platforms that extend and improve the quality of the scholarly record.

2015-2016

CUNY Strategic Investment Initiative Grant: "Scaling Digital Research Infrastructure"

GRANT AMOUNT	\$598,250
GRANT PERIOD	November 2015 – June 2016

DH Box

AWARD AMOUNT	\$59,752
GRANT PERIOD	May 1, 2015 – June 30, 2017

Beyond Citation

AWARD AMOUNT	\$63,485
GRANT PERIOD	May 2016 - December 2017

2016- 2017

CBOX – OL: Learning in the Public Square - NEH Office of Digital Humanities

AWARD AMOUNT	\$324,000
GRANT PERIOD	September 2016 – August 2018

Ongoing Grants & Awards

CUNY 2020 – CUNY Central Award

AWARD AMOUNT \$16,035,000

GRANT PERIOD 2012-2016

Arthur P. Sloan Foundation – Institutional Repository

AWARD AMOUNT \$27,000

GRANT PERIOD October 2015 - September 2016

Manifold Scholarship – Andrew W. Mellon Foundation

AWARD AMOUNT \$732,000

GRANT PERIOD March 2015 – March 2018

Pending Grants

Digital Humanities Research Institute: Expanding Communities of Practice – NEH Institutes for Advanced Topics in Digital Humanities

PROPOSED AMOUNT \$246,856

PROPOSED GRANT PERIOD September 2017 –2019

End/line: Close Reading Through Encoding – NEH Digital Humanities Advancement Grants

PROPOSED AMOUNT \$74,789

PROPOSED GRANT PERIOD January 2018 – June 2019

GC Digital Initiatives' efforts have directly supported key technical infrastructure purchases, improving access for GC faculty, students, and staff.

Special Projects

Strategic Investment Initiative: Scaling Digital Research Infrastructure

In October 2015, the GC submitted a proposal to the City University of New York's Central Office in response to a University-wide initiative to direct State funding to CUNY and SUNY institutions to accelerate progress toward major goals. Featuring partnerships with Mozilla Science, Software Carpentry, NYC Media Lab, NYPL Labs, and other technology training organizations, the "Scaling Digital Research Infrastructure" grant offered widespread institutional opportunities to increase access to digital infrastructure by distributing available funding beyond its own programming to support the needs and interests of institutional partners.

- Over 38% of the grant funding was directed towards IT priorities such as desktop computer purchases for GC faculty and a refreshed server infrastructure.
- Eighteen research-caliber Mac workstations and 72 research-caliber Windows stations were purchased for central-line faculty.
- Eleven new, complete workstations (8 Macintosh and 3 Windows) were purchased for the New Media Lab, as well as projectors, handheld scanners, and other small technology items to increase digital project capacities.
- A cart with 30 laptops was purchased to support workshops, and was instrumental in the teaching of two week-long institutes, two collaborative short workshops with the Teaching and Learning Center, and one co-sponsored workshop with The Futures Initiative.
- GCDI funded 16 Provost's Digital Innovation Grants with funding up to \$4,000 and one additional project for \$10,000 to seed digital research activity by graduate students in Spring 2016.

Funds increased access to digital infrastructure by distributing available funding beyond its own programming to support the needs and interests of institutional partners.

- GCDI increased the capacity of the Videography program through the purchase of new cameras, microphones, and lighting equipment.
- GCDI have begun to extend the capacity of the Digital Scholarship Lab to host Makerspace open office hours beginning in Fall 2016 through the purchase of nano-computing kits, 3D printer hardware, and micro-computing components such as Arduinos and Raspberry Pis.

In our efforts to extend our human capacity in digital research, we hired summer faculty to continue to develop the GC's proposal for a Masters of Arts in Digital Humanities and Masters of Science in Data Analysis and Visualization. The proposal was approved by the GC Graduate Council in May 2016. Stipends were provided to students working on the CUNY Digital History Archive in the New Media Lab. Two week-long digital research institutes (discussed in more detail below) helped expand the Graduate Center's capacity to perform computational research.

We are already witnessing tangible results from our community and infrastructure-building activities. Students whose work was supported through Spring 2016 Provost's Digital Innovation Grants have won postdoctoral employment. For example, Michelle Johnson McSweeney, a GC Digital Fellow and Provost's Digital Innovation Grant winner, will begin a Postdoctoral Fellowship at Columbia University's Center for Spatial Research in Fall 2016.



Provost's Digital Innovation Grants



Beginning in 2015 through 2017, GCDI has awarded 53 grants amounting to more than \$158,000 in support of innovative Ph.D. research projects--\$54,000 of which came from the Strategic Investment Initiative. Funds covered travel for training in emerging digital methods, prototyping of early-stage digital research projects, and implementation funding for well-designed digital research already underway. Recipients have gone on to win external funding and recognition from NSF and the NYC DH Graduate Student Awards.

In 2015-2016, the GCDI issued two calls for the Provost's Digital Innovation Grant applications and awarded a total of \$118,000 in grants to students in support of their doctoral research. In the first round, funds from the GC Digital Initiatives Strategic Investment Initiatives Grant supported 19 doctoral students' digital scholarship with \$54,000 in grants. In the second round, 19 grants for a total of \$64,838 were offered to students to support three levels of research during the 2016-2017 academic year: travel for training in digital methods; prototyping of early-stage digital research projects; and implementation funding for well-designed digital research projects already underway.

As part of the Provost's Digital Innovation Grant process, students propose research projects, receive informed feedback from a panel of reviewers, publicize their work on the GCDI website, share their work during the End of the Year GC Digital Showcase, and write a white paper about their work.

More information about forthcoming and past Provost's Digital Innovation Grant projects can be found on the GC Digital Initiatives site (<http://cuny.is/digitalgrants>).

GCDI awarded a total of \$158,000 in grants to students in support of their doctoral research.

PROVOST'S DIGITAL INNOVATION GRANTS 2015-2016

PROJECT Charm School: Dating Experts, Abject Masculinity, and the Immaterial Labors of Seduction
GRANTEE Anders Wallace
DISCIPLINE Anthropology

PROJECT Good Food for Grads: Mobile Recipes and Tips for Eating 'Well' on a Grad School Budget
GRANTEE Rachel R. Bogan
DISCIPLINE Sociology

PROJECT Futures Past Archive
GRANTEES Patrick Smyth, Hannah Aizenman
DISCIPLINES English / Computer Science

PROJECT Calculating the Politics of Aesthetics
GRANTEES Henry Alexander Wermer-Colan
DISCIPLINE English

PROJECT Digital Storytelling for Change: Toward Sustainable Youth-inclusive Communities in New York City
GRANTEES Jennifer M. Pipitone and Svetlana Jovic
DISCIPLINE Psychology

PROJECT Visualizing Conflict: Situating Narratives in Their Sociohistorical Context
GRANTEES Karyna Pryiomka, James Christopher Head
DISCIPLINE Critical Social/Personality Psychology

PROJECT The Linguist's Kitchen: A web-based app for learning linguistics
GRANTEE Ian Phillips
DISCIPLINE Linguistics

PROJECT The Spanish-English Bilingual Youth Texting Corpus and Part-of-Speech Tagger: Spanish/English BYT Corpus
GRANTEES Joanna Birnbaum and Michelle Johnson McSweeney
DISCIPLINE Linguistics

PROJECT Cappadocia on the Commons
GRANTEE Alice Lynn McMichael
DISCIPLINE Art History

PROJECT Spatializing / Sonifying Kissinger: New Perspectives in Space and Sound
GRANTEE Micki Kaufman
DISCIPLINE History

PROJECT Outcompeted: Mapping the Savings and Loan Crisis
GRANTEES Erin Cully
DISCIPLINE History

PROJECT CUNY Syllabus Project
GRANTEES Laura W. Kane, Andrew G. McKinney
DISCIPLINES Philosophy and Sociology

PROJECT Torreon, Mexican boomtown: A historical geography of Porfirian Mexico
GRANTEE Hector Agredano
DISCIPLINE Earth and Environmental Science

PROJECT MALS Writing Handbook
GRANTEE Lindsey Albracht
DISCIPLINE English

PROJECT The Distance Machine
GRANTEE Jeffrey M. Binder
DISCIPLINE English

PROJECT Habitat Suitability Model
GRANTEE Kristine Erskine
DISCIPLINE Earth and Environmental Sciences

PROJECT Research to the People
GRANTEES Sheehan Moore, Vladimir Gurewich
DISCIPLINE Anthropology

PROJECT Making Psychology Statistics Fun: Gamification of an Undergraduate Psychology Statistics Lab
GRANTEE Beliz Hazan
DISCIPLINE Psychology

PROJECT Lives in Letters
GRANTEE Johanna Karlin
DISCIPLINE English

PROJECT Wallace
GRANTEE Jamie Michael Kass
DISCIPLINE Biology

PROJECT Digital Alchemy
GRANTEE Mary Catherine Kinniburgh
DISCIPLINE English

PROJECT The Philip C. Van Buskirk Archive
GRANTEE Matthew Knip
DISCIPLINE English

PROJECT Python Training
GRANTEE Eric Knudsen
DISCIPLINE Psychology

PROJECT Weeksville Keys: A Distance
 Learning Lesson at Historic Weeksville
GRANTEE Sarah Litvin
DISCIPLINE History

PROJECT Digital Humanities at Oxford Summer
 School (DHOxSS 2016)
GRANTEE Vasily Lvov
DISCIPLINE Comparative Literature

PROJECT The Narratives of Displacement Oral
 History Project with the Anti-Eviction
 Mapping Project: Counter Cartography,
 Oral History, and Digital Humanities
GRANTEE Manissa Mahrawal
DISCIPLINE Anthropology

PROJECT Reflecting on WritingCUNY: A Cross-
 CUNY Writing Network
GRANTEES Jessica Murray, Philip Kreniske
DISCIPLINE Human Development / Psychology

PROJECT A Mixed-Methods Research Protocol
 for Measuring Daily Mobility
GRANTEE Jessica Murray
DISCIPLINE Human Development / Psychology

PROJECT Field Notes Digitization
GRANTEE Elaine Kozma, Robert J. Schenck
DISCIPLINE Anthropology, Earth and Environmental
 Sciences

PROJECT SexGenLab Network
GRANTEE Patrick Sweeney
DISCIPLINE Psychology

PROJECT Polyhymnia: Geometry for the Many
GRANTEE John Connor
DISCIPLINE Computer Science

PROVOST'S DIGITAL INNOVATION GRANTS 2016-2017

PROJECT Teaching Bilinguals (Even if You're Not One): A Video Webseries for K-12 Educators
GRANTEE Sara Vogel
DISCIPLINE Urban Education

PROJECT The Philip C. Van Buskirk Archive
GRANTEE Matthew Knip
DISCIPLINE English

PROJECT Digital interludes: Re-representing teacher carework
GRANTEE Victoria Restler
DISCIPLINE Urban Education

PROJECT Visualizing Conflict: Situating Narratives in Their Sociohistorical Context
GRANTEES Karyna Pryiomka & James Christopher Head
DISCIPLINE Critical Social/Personality Psychology

PROJECT The Walden Soundscape
GRANTEE Christina Katopodis
DISCIPLINE English

PROJECT Visualizing Social Media Inequity
GRANTEE Agustin Indaco
DISCIPLINE Economics

PROJECT Research Tools for Historians
GRANTEE Tahir Butt
DISCIPLINE Urban Education

PROJECT Digital Humanities at Oxford Summer School (DH@OSS 2017)
GRANTEE Johanna Karlin
DISCIPLINE English

PROJECT Data Science with Python
GRANTEE Jessica Mahlbacher
DISCIPLINE Political Science

PROJECT Digital Humanities Summer Institute
GRANTEE Inés Vañó Garcia
DISCIPLINE Sociolinguistics

PROJECT Inter-university Consortium for Political and Social Research (ICPSR) Summer Program in Quantitative Methods of Social Research
GRANTEE Theresa Ober
DISCIPLINE Urban Education

PROJECT Harvestworks' Max/MSP/Jitter Certificate and Independent Study Program
GRANTEE Pala Garcia
DISCIPLINE Music Performance

PROJECT Digital Humanities Summer Institute
GRANTEE Kelsey Chatlosh
DISCIPLINE Anthropology

PROJECT IEEE Spoken Language Technology Workshop
GRANTEE Michelle Morales
DISCIPLINE Computational Linguistics

MA in Digital Humanities & MS in Data Analysis and Visualization

On April 3, 2016, the GC Digital Initiatives submitted a proposal to the Graduate Center Curriculum Committee to establish linked programs leading to a Master of Arts Degree in Digital Humanities and a Master of Science Degree in Data Analysis and Data Visualization. After modest revisions, the proposal was submitted to the Graduate Center Council for consideration and approval at its May meeting, where the proposal was accepted and recommended for submission to CUNY's Central Office for review. The proposal was approved by the CAPPRA committee and has been sent on to the full CUNY Board of Trustees.

Initially conceived as part of an ongoing CUNY 2020 grant awarded to the Graduate Center in 2014, the proposed MA/MS Program will build upon the Graduate Center's Digital Initiatives, expanding existing support for student and faculty pursuit of digital research methods, and address a pressing and growing need for Master's degree-level training in key cultural and technological industry and non-profit employment sectors.

The MA/MS Program in Digital Humanities, Data Analysis, and Visualization will advance the mission of The Graduate Center by improving student access across all GC programs to courses in digital research methodologies, by promoting research by our nationally and internationally renowned faculty, and by attracting new revenue, while at the same time continuing to establish the Graduate Center as a leader in graduate education reform and professional development.

New degree programs will strengthen the GC's digital programs and foster student access across all GC programs to courses in digital research methodologies.

Debates in the Digital Humanities Book Series

COLLABORATORS Matthew K. Gold, Lauren Klein (Georgia Tech), University of Minnesota Press, Cast Iron Coding, and GC Digital Initiatives



In 2012, the University of Minnesota Press published *Debates in the Digital Humanities* (Ed. Matthew K. Gold), a collected edition of essays, blog posts, and wiki entries that brought together leading figures in the digital humanities to explore the possibilities and tensions around DH at a key moment of its emergence. In 2012, the GC Digital Scholarship Lab collaborated with the Press to create an open-access interactive version of the book: <http://dhdebates.gc.cuny.edu/>. The platform included social-reading features designed to take advantage of the web-based format, such as: the ability for readers to high-

light passages of interest, comment, and add keyword terms for the index; visualizations of reader feedback in "stacked" and "opacity" views; smooth and quick loading of pieces in the browser; the ability to minimize sidebars for an immersive reading experience; an attractive, mobile- and tablet-friendly responsive design; and a crowdsourced index constructed from reader feedback. The platform placed the GC Digital Scholarship Lab at the forefront of labs experimenting with new digital interfaces for scholarly publication

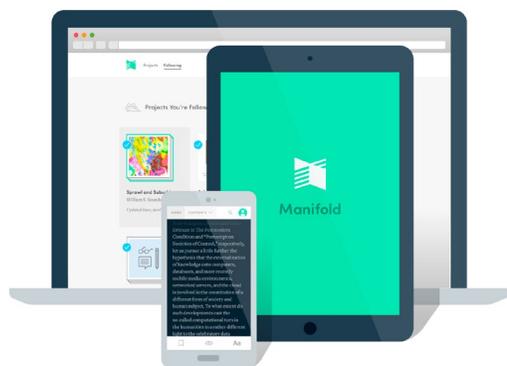
Debates in the Digital Humanities has since become a book series from the University of Minnesota Press, and in 2015-2016, the GC Digital Scholarship Lab oversaw the expansion and redesign of the DDH website to coincide with the publication of *Debates in the Digital Humanities 2016*, Eds. Lauren F. Klein and Matthew K. Gold (and including an essay by GCDI Deputy Director Lisa Rhody). The redesign work included a revamped information architecture and interface to broaden the site to include the contents of two books rather than one, improved responsiveness for mobile browser, and a refreshed visual design. The project remains a signal example of innovative scholarly publishing.

Manifold Scholarship

COLLABORATORS Matthew K. Gold, GC Digital Initiatives, GC Digital Fellows, University of Minnesota Press, Cast Iron Coding

Building on the strength of the *Debates in the Digital Humanities* book website, the Andrew W. Mellon Foundation awarded a \$732,000, three-year grant in 2015 to the University of Minnesota Press and the GC Digital Scholarship Lab (Douglas Armato [Minnesota] and Matthew K. Gold [GC], Co-PIs) to support the creation of a platform for publishing interactive scholarly monographs. Designed to define and create the next phase of scholarly publishing—monographs that open the boundaries of separate formats like “print” and “e-book”—and foreseeing an emerging hybrid environment for scholarship, Manifold aims to develop, alongside the print edition of a book, an alternate form of publication that is networked and iterative, served on an interactive, open-source platform. In 2015-2016, the Manifold team, which included GC Digital Fellow Jeff Binder, met to begin initial planning of the project and to start work on development of the platform. The first stage of the project included extensive discussions of project audience and iterations around design and brand identity. Once this cycle was completed, development of the platform began. In line with its commitment to working in public, transparent ways, the team established a Github account for the project (<https://github.com/orgs/ManifoldScholar/people>) and began releasing updates on development through a new blog (<http://manifold.umn.edu>) and through social media (@manifoldscholar)

In April of 2017, the Manifold team, including GC Digital Fellow Jojo Karlin, launched a beta version of the platform for public use. Since that time, fourteen high-profile books and book drafts have been published on the platform, including Stephanie Boluk’s *Metagaming* (<https://manifold.umn.edu/project/metagaming>), an alternative history of play, and Grant Wythoff’s edition of Hugo Gernsback’s *The Perversity of Things*. Among the draft books slated for publication in the 2017-2018 academic year are Lori Emerson, Jussi Parikka, and Darren Wershler’s *The Lab Book*, a history of digital centers and labs, and Ian Bogost’s *The Geek’s Chihuahua*, a history of Apple and the company’s impact on society.



A \$732,000 grant from the Andrew W. Mellon Foundation is helping GCDI and the University of Minnesota Press imagine future forms of the academic book.



GC Digital Scholarship Lab

The GC Digital Scholarship Lab (room 7414) provides space for the GDCI fellowship programs, open office hours, Python User Group meetings, consultations, and houses important technical resources—a laptop cart for 30 Mac laptops, 3D printer, physical computing components, five workstations, a printer, podcasting equipment, and large-format data visualization monitors. This year the Digital Scholarship Lab has been open more than any previous year for consultations and drop in assistance. Shared by all three GDCI fellows programs, as well as the Cultural Analytics Lab, students make use of six computer terminals and large monitors to teach workshops, create digital projects, consult on student projects, collaboratively develop curricula for workshops and institutes, produce videos, and experiment with emerging technologies.



Center for Digital Scholarship and Data Visualization

As part of the CUNY 2020 Big Data Consortium, The Graduate Center will establish a new Center for Digital Scholarship and Data Visualization that will foster coordination with the public and private sectors. The purpose of the Center is three-fold:

1. The Center will create new knowledge and develop new visualization techniques and software based on its partnerships with leading cultural institutions.
2. The GC will capitalize on the knowledge and techniques at the Center and will share them through both degree and non-degree teaching of methods, such as the new MA Program in Digital Humanities and MS Program in Data Analysis and Visualization.”
3. In consultation with partners such as Microsoft Research, Tableau Software, and Alteryx Software, the Center will look to develop big data visualization consultancy services to private and public sector enterprises.

During the 2015-16 academic year, representatives from the GC Digital Initiatives, Ray Ring, Director of Building Design & Exhibitions, and officials from CUNY’s Central office met with representatives from Ikon5, the architectural firm that won the CUNY bid to design the Center, to advance plans for the Center.

In 2016-2017, we worked closely with the architects to come up with a design that would meet the needs of a diverse cross-section of GC constituencies. We also met with as many groups as possible to solicit feedback: The New Media Lab, the Cultural Analytics Lab, the Doctoral Students Association, the Office of Information Technology, and the Mina Rees Library. We incorporated their feedback into our comments to the architects. We will continue to communicate updates to groups around campus as we receive more information.



Collaborations

The GC Digital Initiatives' efforts to support and sustain a "Digital GC" is extended and enriched through our collaborations with valuable internal and external partners. As part of a network of ongoing efforts to engage critically and imaginatively with the affordances of digital technology in higher education, teaching and learning, and libraries, our combined efforts explore the transformations taking place in graduate education. These collaborations take place daily through conversation, shared resources, and promotion of each others' work. The following represent a selection of those interactions.

Beyond Citation

COLLABORATORS GC Digital Initiatives, Mina Rees Library, Interactive Technology and Pedagogy Certificate Program, Student Eileen Clancy, CUNY Academic Commons, and the MALS Program

First begun as a student project led by Eileen Clancy in the Digital Praxis seminar, Beyond Citation is an NEH-funded pilot-platform for gathering information about academic databases and other digital research collections, clarifying their contents, structure and search mechanisms

for scholars, librarians, and research enthusiasts.

Beyond Citation represents the intrinsic benefits of the GC Digital Initiatives because its success is the outgrowth of a rich and

varied network of collaborations. Beyond Citation's team will extend the number of proprietary databases for which they have information and reviews, as well as improve the search capacities of the website.

Beyond Citation



Beyond Citation is an NEH-funded pilot-platform for gathering information about academic databases and other digital research collections.

Development for a new, feature-rich implementation of Beyond Citation began in Spring 2017. This iteration will include improvements such as a research database Application Program Interface (API) and widget functionality allowing librarians to embed database metadata on library websites. In addition, the Beyond Citation user interface and design will be updated during the transition to the new platform.

CUNY Academic Commons



COLLABORATORS CUNY Office of Academic Affairs, CUNY Committee on Academic Technology, Program Social Media Fellows, The Graduate Center Teaching and Learning Center, GC Digital Fellows, and Graduate Center IT Services

Directed by Matthew K. Gold, the CUNY Academic Commons is an academic social network built at the City University of New York (CUNY) by and for faculty, graduate students, administrators, staff, postdocs, and alumni across the 24-campus system. With almost 8,400 members and well into its ninth year, the Commons continues to evolve as a vibrant space where members connect, create, collaborate, and explore. The impact of the Commons can also be seen through its development team, which has made free software contributions that have resulted in millions of downloads through the popular CMS WordPress. In 2015-2016, Lisa Rhody joined the Commons team as Director of Research Initiatives.

The CUNY Academic Commons provides free website hosting services for a number of GC units, including the Center for Place, Culture, and Politics; the Globalization Seminar; the Martin Segal Theatre; the Prelude Festival; and many others.

In Spring 2016, the CUNY Academic Commons released "Social Paper," a tool for collaborative writing sponsored by an NEH Digital Humanities Start-Up Grant. GC Digital Fellows ran workshops on "Establishing a Digital Academic Identity" that helped GC students create public portfolios of their work using the CUNY Academic Commons. The Commons continued to host GCDI websites, such as the main GCDI site, the GC Digital Fellows site, the Provost's Digital Innovation site, and the GC Digital Scholarship Lab site.

In Fall 2016, Lisa Rhody and Luke Waltzer hosted a PressForward workshop with representatives from the Roy Rosenzweig Center for History and New Media and the LA-CUNY library community. In Spring 2017, Lisa Rhody and Luke Waltzer became Acting

Software
created
by the
Commons
team
has been
downloaded
millions of
times.

Co-Directors of the Commons while Matthew Gold was on sabbatical. Efforts over the semester have aimed at supporting the Faculty Fellow program and undergraduate teaching and learning with the Commons, including creating a new onboarding process to sign new users (especially undergraduates) up to the Commons more efficiently.

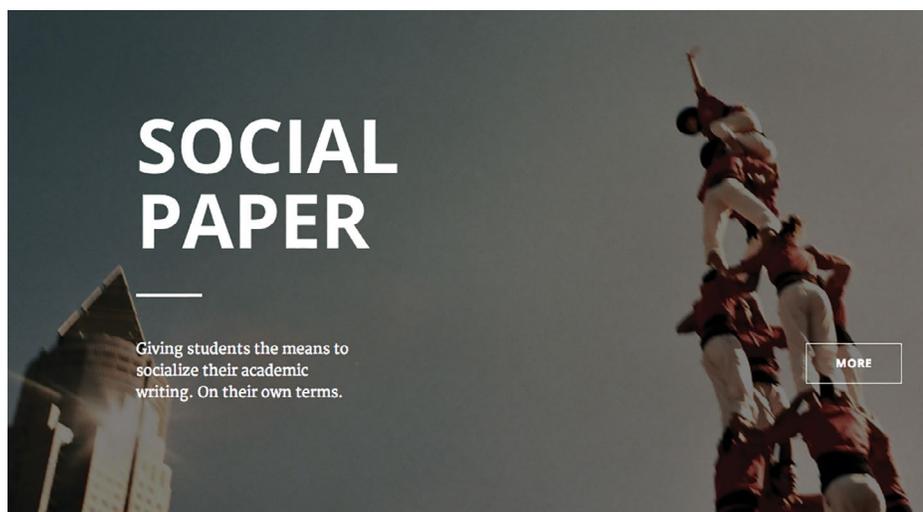
Social Paper

COLLABORATORS GC Digital Scholarship Lab, CUNY Academic Commons, Interactive Technology and Pedagogy Program

Social Paper, another NEH-funded digital humanities project, is a socialized, online writing environment for graduate students to network, archive, and provide feedback on research-in-progress across disciplines and academic terms. Additional funding awarded through a CUNY Advance grant in Fall 2015 enabled the tool's integration and public release as part of the CUNY Academic Commons, a platform that connects almost 10,000 members across the 24-campus City University of New York system.

Social Paper was released as a feature of the CUNY-Academic Commons community in January 2016. Presentations at the Open Science Leadership Summit in Toronto Canada (September 2015), the CUNY Digital Humanities Initiative Lightning Talks (November 2015), the Social Media and Collaboration in the Digital Age conference at Fordham University (November 2015), the Informational/Instructional Technology Conference (December 2015), and the LibrePlanet Conference at MIT (March 2016) met with interest. Social Paper's final NEH white paper, "Social Paper: a Collaborative Writing Platform," was submitted in December 2015.

Social Paper is a socialized online writing environment for graduate students to network, archive, and provide feedback on research-in-progress across disciplines.



Arthur P Sloan Foundation – Institutional Repository

COLLABORATORS GC Digital Initiatives, CUNY Academic Commons, CUNY Central Libraries, the Mina Rees Library

In September 2015, Matthew K. Gold of GC Digital Initiatives, in collaboration with Gregory Gosselin, University Director of Library Systems, CUNY; George Otte, University Director of Academic Technology, CUNY; and Megan Wacha, Scholarly Communications Librarian, CUNY, applied to the Alfred P. Sloan Foundation and won a \$27,000 planning grant to build a community-driven institutional repository platform that will integrate CUNY’s IR, CUNY Academic Works, with the CUNY Academic Commons social network.

Activity for the grant led to planning documents and workflow wireframes for integrating the CUNY Academic Commons with an institutional repository service. Over the course of monthly meetings and online conversations, the Steering Committee has begun to map future collaborations.

Sloan provided a \$27,000 planning grant to build a community-driven institutional repository platform that will integrate CUNY’s IR, CUNY Academic Works, into the CUNY Academic Commons social network.

MLA Commons is built on Commons In A Box, a GCDI project.

The Futures Initiative

Over the past 2 years, GCDI has co-sponsored workshops and events with the Futures Initiative. In March 2016, we co-hosted an MLA workshop at the Graduate Center on the use of MLA Commons and CORE—the association’s humanities-based repository for researchers and scholars. The MLA Commons is built on the Commons In A Box, a GCDI project. In October 2016, GCDI invited the Futures Initiative to co-sponsor Joshua Miele’s talk “Digital Accessibility and the Making of a Meta Maker Movement.” In February 2017, GCDI co-sponsored a Futures Initiative event, “Accessibility, Mobility, and Design.”

Humanities Teaching and Learning Alliance

In 2015-2016, Lisa Rhody served on search committees for two Humanities Alliance hires—a postdoctoral fellow and a visiting assistant professor—who work with The Futures Initiative and the Teaching and Learning Center.

Teaching and Learning Center

Committed to the effective and reflective use of technology in the classroom, GCDI frequently collaborated with the Teaching and Learning Center on workshops and events. Joint workshops on collaborative writing and reading offered GC graduate instructors opportunities to improve their digital pedagogy. Similarly, GCDI staff led workshops and participated at the TLC's Teach@CUNY Days. Funds from our Strategic Initiative Investment grant were used to purchase laptops for graduate fellows. Luke Waltzer, director of the TLC, presented at the GC Digital Bootcamp and GC Digital Research Institute and the GCDI End of Year Showcase. Funds from the Strategic Investment Initiatives grant were used to outfit the TLC staff with new computing equipment. In 2015-2016, GCDI continued collaborations with TLC by coordinating the use of our laptop cart for TLC workshops, coordinating the publication of a combined list of workshop offerings, and supporting the CUNY Academic Commons Teaching Fellows program.

Funds from our Strategic Initiative Investment grant were used to purchase laptops for TLC graduate fellows.

Office of Career Planning

Attuned to the opportunities and challenges that digital technology and research present to students in the job search and the future of graduate education, Lisa Rhody and Matthew Gold collaborated with Jenny Furlong on the submission of a "21st Century PhD Program" grant to the NEH's Office of Challenge Grants. Jenny Furlong, director of the Office of Career Planning and Services, presented at the GC Digital Research Bootcamp and the GC Digital Research Institute. Drawing on the Office of Career Planning and Services expertise while developing curricula for the MA in Digital Humanities and MS in Data Analytics and Visualization, we consulted with Jenny Furlong and Duncan Faherty on the best practices and existing workflows for offering internship opportunities to students. During the 2016-2017 academic year, Lisa Rhody and Matthew Gold served on the working and advisory committees for the NEH 21st Century PhD planning grant, and Lisa Rhody participated in the day-long career symposium on May 2nd.

GCDI consulted on the best practices and existing workflows for offering internship opportunities to students.

City Tech Open Lab

GCDI values connections across CUNY campuses, and this year we, along with the New York City College of Technology's Open Lab, won a \$324,000 NEH Office of Digital Humanities Implementation Grant to transform [Commons In A Box](#) (CBOX) into an extensible teaching and learning platform, modeled on the [City Tech Open-](#)

Key institutional and private partners, such as the GC's Teaching and Learning Center, the OpenLab Team, and Reclaim Hosting will advise and participate in the project's development.

[Lab](#) and incorporating widely-used digital humanities tools that can be used in the classroom to provide a powerful free and open-source alternative to proprietary learning management systems.

Key institutional and private partners, such as the GC's Teaching and Learning Center, the OpenLab Team, and Reclaim Hosting will advise and participate in the project's development. Testing partners include faculty and staff from educational institutions across the country: SUNY Geneseo, the University of Wisconsin at Green Bay, The Futures Initiative at CUNY, Lane Community College, and the San Diego Regional DH Consortium.

Early Research Initiative

COLLABORATORS GCDI, the Digital Scholarship Lab, American Antiquarian Society, and the Early Research Initiative

The Early Research Initiative approached GCDI with a request to partner on the advertising, selecting, and support of a graduate student researcher to work with the American Antiquarian Society to convert resources from the society's online publication of out-of-print works into TEI-encoded texts for teaching. GCDI assisted in the creation of the job call, evaluation of applications, and offered space in the GC Digital Scholarship Lab for the student to work. Assistance is available from GC Digital Fellows through our summer office hours.

PressForward Workshop

COLLABORATORS GCDI, GC Teaching and Learning Center, Roy Rosenzweig Center for History and New Media, and the CUNY Library Association's Scholarly Communication Roundtable

Also initiated in collaboration with the Teaching and Learning Center, GCDI coordinated and supported a workshop that brought representatives from George Mason University's Roy Rosenzweig Center for History and New Media to the Graduate Center to run workshops on use of their WordPress plugin to create aggregated publications. Program Social Media Fellows Naomi Barrettara and Paul Hebert at-

Workshops about PressForward will lead to curated, overlay publications on the Commons.

tended, as well as 6 members of the LACUNY Scholarly Communication Roundtable. Conversations for creating curated, overlay publications on the Commons are ongoing.

Together with the TLC, GCDI coordinated the meeting on December 15th at the Graduate Center.

Baruch College Digital Humanities Roundtable

COLLABORATORS GCDI, GC Teaching and Learning Center, and Baruch College’s Digital Humanities Faculty Reading Group

In November 2016, Caryn Medved contacted GCDI and the TLC to coordinate a roundtable conversation with a faculty focus group from Baruch interested in digital scholarship. Together with the TLC, GCDI coordinated the meeting on December 15th at the Graduate Center. Three GC Digital Fellows, a TLC fellow, Luke Waltzer, Matthew Gold, and Lisa Rhody met with thirteen representatives from Baruch. Three representatives from Baruch—including Allison Hahn, Laurie Hurson, and Sarah Bishop—presented their digital projects, followed by group discussion and a planning session.

The Institute for Language Education in Transcultural Context (ILETC)

GCDI provided consultation and support for The Institute for Language Education in Transcultural Context (ILETC) to create a web portal for language educators around the country to conduct “telecollaborations” in their courses. GCDI worked with IT and ILETC to set up access to a server and to install CBOX, and also helped craft a call for applications for a part-time developer.

A web portal for language educators around the country to conduct “telecollaborations” in their courses.

Nursing Program

On March 10, 2017, Lisa Rhody offered a data visualization literacy workshop for students in the Nursing Program. Developed in consultation with Dr. Donna Nickitas, Executive Officer of the Nursing Program, to identify student and faculty needs, the workshop aimed to cultivate interest among graduate nursing students and faculty in the value of digital methods and data visualization to help confront contemporary research interests in public health. The workshop helped to provide an introduction to digital literacy and data visualization techniques that

Topics included locating open, public datasets, identifying projects that serve as examples of innovative approaches to sharing research results, and evaluating data quality.

impact medical professions. Topics included locating public datasets, identifying projects that serve as examples of innovative approaches to sharing research results, and evaluating data quality. Participants learned about resources available through GCDI to assist them in their dissertation research.

Lehman College

Lisa Rhody visited Lehman College in March 2017 to present an overview of the CUNY Academic Commons, as well as to introduce GC Digital Initiatives programs to faculty in the English Department. Conversations ranged from methods of introducing blogging into a classroom to methods for collaborating as researchers across CUNY.

Center on Philanthropy and Civil Society

In March 2017, GCDI consulted with the Center on Philanthropy and Civil Society in advance of the arrival of the Center's international fellows. Center on Philanthropy and Civil Society staff first met with Jojo Karlin, a GC Digital Fellow, during office hours to discuss how to create a group site on the CUNY Academic Commons. As the Center considered additional ways to integrate the CUNY Academic Commons into their fellows' experience, Lisa Rhody continued to consult with the Center about potential projects and uses for the CUNY Academic Commons in their fellowship program. Finally, to facilitate the onboarding of the Center's international fellows, Commons Community Facilitator Scott Voth offered a workshop at the fellows' orientation.

New Media Lab

GCDI works closely with the New Media Lab throughout the year. Our faculty consultation request form is hosted on the New Media Lab website, and each semester GCDI invites faculty to set up meetings with GC Digital Fellows in the New Media Lab. Many of the GC Digital Fellows are also New Media Lab Fellows and reserve space at the New Media Lab to do their personal digital projects. The lead fellow for faculty consultations and departmental outreach attend monthly New Media Lab meetings. In 2016-2017, New Media Lab director Stephen Brier served on the review committee for the Provost's Digital Innovation Grants. Fi-

GCDI invites faculty to set up meetings with GC Digital Fellows in the New Media Lab.

nally, in anticipation of our move to the Center for Digital Scholarship and Data Visualization, GCDI has consulted with the New Media Lab to liaise with Ikon5, the architectural firm responsible for the Center's design.

Interactive Technology and Pedagogy Certificate Program

In 2016-2017, GCDI aimed to improve its coordination with other programs offering workshops for students on topics related to digital skills. In Fall 2016, GC Digital Fellows Jojo Karlin, Mary Catherine Kinniburgh, and Ian Phillips, as well as Lisa Rhody offered workshops through the ITP Certificate Program on topics such as "Collaborative Writing with Git and GitHub" and "Project Development." In Spring, ITP, TLC, and GCDI coordinated their workshop schedules to create a combined listing to publish in advance of the coming semester. Matthew Gold serves on the *Journal of Interactive Technology and Pedagogy's* editorial board.

GC Digital Fellows offered workshops through the ITP Certificate Program on topics such as "Collaborative Writing with Git and GitHub" and "Project Development."

Conference sessions provided an overview of GCDI programs.

CUNY IT Conference

GCDI participated in the annual CUNY IT conference in 2015 and 2016. In 2016, Digital Fellows along with Matthew Gold presented a GCDI program overview, featuring the programs, workshops, resources, and opportunities available to GC and CUNY faculty and students. In 2016, Matthew Gold, Lisa Rhody, and the GC Digital Fellows presented an overview of the GC Digital Research Institute. The presentation included an overview of the design and implementation process, as well as information about how participants around CUNY could take the curriculum and implement it in their own institutions.

Bronx Community College EdTech Showcase

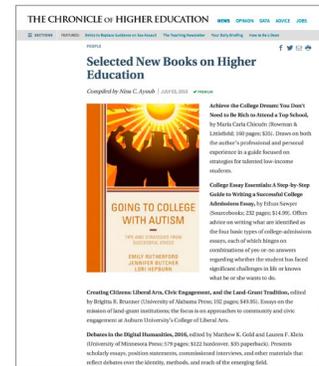
On April 28, 2017, Lisa Rhody joined Luke Waltzer, Director of the GC Teaching and Learning Center, in presenting the CUNY Academic Commons and the GC Digital Initiatives at the Bronx Community College EdTech Showcase.

CUNY Online Education Conference at John Jay College

On May 12, 2017, GC Digital Fellows Patrick Smyth and Ian Phillips, along with Evan Moskowitz and Lisa Rhody, presented the GC Digital Research Institute to colleagues across CUNY interested in implementing bootcamps and digital skill development courses at their institutions. Participants who had seen our presentation at the BCC EdTech Showcase in April returned to ask questions about the skills we focused on and our pedagogical approach.

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GC DIGITAL INITIATIVES

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