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Mapping the Futures of Higher Education: Community, Equity and Innovation

Janey Oliphint Flanagan  
*CUNY Graduate Center*

Deborah Greenblatt  
*CUNY Graduate Center*

Katina Rogers  
*CUNY Graduate Center*

Danica Savonick  
*CUNY Graduate Center*

Lisa Tagliaferri  
*CUNY Graduate Center*

*See next page for additional authors*

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Authors
Janey Oliphant Flanagan, Deborah Greenblatt, Katina Rogers, Danica Savonick, Lisa Tagliaferri, and Kalle Westerling

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The Futures Initiative
Advancing Equity and Innovation in Higher Education

Janey Oliphint Flanagan
PhD Student, Urban Education, CUNY GC | Director of E-Learning, Borough of Manhattan Community College | @janeyoflanagan

Deborah Greenblatt
PhD Student, Urban Education, CUNY GC | Lecturer/Fieldwork Supervisor, Hunter College | @NYC_Deborah

Katina Rogers
Deputy Director, The Futures Initiative, CUNY GC | @katinalynn

Danica Savonick
Futures Initiative Fellow | PhD Candidate, English, CUNY GC | Instructor, Queens College | @danicasavonick

Lisa Tagliaferri
Futures Initiative Fellow | PhD Candidate, Comparative Literature, CUNY GC | @lisaironcutter

Kalle Westerling
Futures Initiative Fellow | PhD Candidate, Theatre, CUNY GC | Instructor, Baruch College | @kallewesterling
What are three things you work to accomplish in the classroom?

- Learning goals…
- Pedagogical methods…
- Course objectives…
- Transferrable skills…
Visualization of integrated site structure of CBOX

Child site
For instance, a class site, or the resources site (http://futures.gc.cuny.edu/resources). A list of all child sites can be found at http://futures.gc.cuny.edu/sites.

Mother site
The main website for the class, http://futures.gc.cuny.edu. Contains both the “mother blog” and all of the groups — for instance, the graduate student group (http://futures.gc.cuny.edu/groups/mapping-the-futures-grad-students) and individual groups for each class.
Commons In A Box source code available via GitHub

**Commons In A Box**

**About The Project**

*Commons In A Box* is a suite of WordPress and BuddyPress plugins and themes for community communication and collaboration, put into a single package that is easy to install, customize, and maintain.

This software is a project by the CUNY Academic Commons of the City University of New York and sponsored by a grant from the John Templeton Foundation.
Ability to use Groups and / or Course Websites
Are Charter Schools Charting the Right Course to Educational Equality?

"You can be anything you want to be," is a common anecdote many parents tell their children as they tuck them into bed, hopeful that they mature into accomplished and fulfilled individuals. In order for their children to succeed, as most parents know, a proper elementary and high school education is the first step towards securing their child’s future. However, as educational inequality between minority and white students increases, charter schools have promoted themselves as the answer to decreasing these disparities in achievement levels. Charter schools, publicly funded but privately governed institutions, utilize specialized classes and innovative teaching models to provide children with a higher quality education. Although students in these schools may raise their own performance levels, how are inner city charter schools perpetuating the problem of educational inequality?

Charter schools began as a way to increase academic proficiency among minority students, as children of poor ethnic backgrounds
Student project, available at:
http://futures.gc.cuny.edu/education/
Final map projects available at: http://futures.gc.cuny.edu/maps/
I am excited to say that it is finally that time of year again! The thought of college can be intimidating, especially for our entry level students who are transitioning to the very notion of being a college student. As Futures Initiative Mentors, we will work towards encouraging our mentees in distress. We will do this simply by informing them of what to expect for the year, what their resources are, on and off campus, and what our mentors themselves can make out of their college experience. With this, we are able to establish a solid ground of security for our mentees.

Here are some examples of how we, as Futures Initiative Mentors, can meet their needs in this informal guide:

- Planning ahead of time: As soon as our mentees receive their schedule or their syllabus, it is important to help them plan and manage their time. We can have our mentees mark exam dates on a calendar or even help them make crucial textbook purchases ahead of time (when a textbook becomes vital to a course). A great application program I suggest called MyStudyLife would make a wonderful platform for our mentees to have a head start and organize their agenda, digitally. Best of all, the application is free to use.
- Choosing your seat wisely: Entering the classroom is the easy part, but finding a seat is the difficult part. In college, there is no "assigned" seating but there is an "unassigned but assigned by yourself seating" for lack of a better term. Unbelievably, where you sit in a classroom says a lot about you and this can be an interesting topic to discuss with our mentees. For example, sitting in the front of the classrooms suggests one is more willing to learn and wants to be in arm’s reach of the professor, as for the opposite case of sitting in the back of the room to "avoid" being a part of the classroom. However, this is not always true,
Private and Public Groups

Sites can also have levels of privacy.
In a 2013 study, Becker, Bonadie-Joseph, and Cain found that among students in the CUNY system, three quarters of respondents reported using mobile devices to access library resources.
Responsive and Accessible Design