

# Strategic Plan

## 2012–2016

**THE  
GRADUATE  
CENTER**

CITY UNIVERSITY  
OF NEW YORK

**50  
YEARS AT  
THE CENTER**

**THE  
GRADUATE  
CENTER**

CITY UNIVERSITY  
OF NEW YORK

**50  
YEARS AT  
THE CENTER**

**THE  
GRADUATE  
CENTER**

CITY UNIVERSITY  
OF NEW YORK

**50  
YEARS AT  
THE CENTER**

November 2011

Dear Friends,

I am pleased to present the Graduate Center Strategic Plan for 2012–2016. This plan is the result of a broadly consultative process that began in Spring 2010 when I convened the Strategic Planning Council, which included faculty, students, staff, and administrators. The Council appointed eleven task forces to focus on specific areas of Graduate Center concern and also consulted with Graduate Center alumni and a panel of external experts. A draft plan was posted for comment on the Graduate Center home page in Fall 2011 and presented to a wide range of Graduate Center groups. The result of this investigation, debate, and outreach is this Plan.

The Graduate Center has achieved significant renewal and expansion over the past fifteen years, sparked by the goals set out in the two previous Plans. The Graduate Center faculty has been replenished, financial aid for our students has trebled, we relocated to the splendid B. Altman building, and, most recently, we opened the Graduate Center Apartment complex. It is time now to build upon these accomplishments and chart our course for the next five years.

This plan lays out three goals and suggests strategies for their achievement. Two focus on our students: to increase our success in attracting and retaining the best doctoral candidates; and to enhance and diversify the professional prospects of our graduates. The third goal focuses on the institution as a whole: to deepen the Graduate Center's research culture to raise its prominence as a national and international center of learning and research.

This is a time of great uncertainty in public higher education. While recent legislation in Albany provides some guarantee that further cuts in the CUNY budget will not be made in the next five years, there remains uncertainty about the environment for fundraising, the degree to which inflation may eat away at our base funding, and the job market to be faced by our doctoral graduates. Planning for our future is especially important in this setting: it magnifies our capacity to use most productively the resources we have and enhances our ability to engage external institutions and benefactors to help us achieve our goals.

I look forward to joining with all members of the Graduate Center community as we work together to realize the vision of the Graduate Center Strategic Plan 2012–2016.

Sincerely,

A handwritten signature in black ink that reads "Bill". The signature is written in a cursive, slightly stylized font.

William P. Kelly  
President

# Contents

<b><i>Introduction and Background</i></b> .....	<b>5</b>
The Graduate Center Mission	
Guiding Principles	
<b><i>The Challenging Environment</i></b> .....	<b>7</b>
1. National and international trends in doctoral education	
Greater competition	
Concerns about quality	
Structural changes to the market for Ph.D.s	
2. The financial challenges facing public higher education	
3. The CUNY landscape	
<b><i>Major Institutional Goals and Strategies for Implementation</i></b> .....	<b>10</b>
1. The Graduate Center will attract and retain the best and most diverse students	
Recruitment	
Financial support	
Accelerating student progress	
2. The Graduate Center will increase and diversify its graduates' professional prospects for careers both inside and outside the academy	
3. The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale	
<b><i>Building the Financial Capacity to Achieve the Graduate Center's Goals</i></b> .....	<b>16</b>
1. Budgeting and cost-controls	
2. Increasing revenues	
Enrollment growth	
Increasing the number and size of research grants	
Fundraising	
Auxiliary services	
<b><i>Ensuring Success: Linking Planning and Assessment</i></b> .....	<b>19</b>
<b><i>Implementing the Strategic Plan</i></b> .....	<b>20</b>
<b><i>Appendix</i></b> .....	<b>21</b>
Building the Strategic Plan: The Planning Process	
The Planning Council and Its Task Forces	
Strategic Planning Council	
Alumni Advisory Panel	
External Advisory Panel	
Task Forces	
Academic	
Space Planning	
Research and Sponsored Programs	
Finance	
Student Affairs	
Human Resources	
Advancement and Development	
Library	
Information Technology	
Financial Aid	
Assessment	

# Introduction and Background

The Graduate School and University Center was founded in 1961 as the primary doctoral degree-granting unit of the City University of New York. Since that time there has been steady growth in the number and quality of programs and students. Now, in its fiftieth anniversary year, the Graduate Center offers thirty-five doctoral degrees and a growing number of master's degrees, and fosters advanced research on the part of our students and faculty, within both its Ph.D. programs and its thirty-five research units. As part of its "university center" function, the Graduate Center also provides administrative support for the CUNY Graduate School of Journalism, the CUNY School of Professional Studies, and the CUNY Baccalaureate program.

Over the past two decades, the Graduate Center has achieved significant institutional renewal and expansion. This revitalization was sparked by the goals set out in Strategic Plans for the 1990–2000 and 2000–2010 periods, and further elaborated in the 2000 Middle States Self-Study report. These major goals have now been realized. The Graduate Center relocated to a spacious and inviting location, the landmarked former B. Altman building, which is well situated in Midtown Manhattan. Doctoral student funding has trebled, allowing for a shift in support to five-year fellowships and contributing to a reduction in time-to-degree, another strategic priority. Subsidized health insurance was also made available to students. During the same period, new doctoral programs have been added, and the doctoral faculty has been significantly strengthened: some 2,000 in number, this faculty is as diverse as it is large—some 25% larger than UC Berkeley's full-time faculty, for example. As CUNY has added faculty (approximately 1,100) to its ranks over the last decade, so has the Graduate Center, growing from a core faculty of some 110 to about 155. In 1995 its Distinguished Professors numbered 32; in 2011 they number 59. Finally, August of 2011 saw the opening of the Graduate Center Apartment Complex on 118th Street, which houses approximately 125 students, postdoctoral fellows, and faculty.

Taken together, these achievements are considerable. Judged by size, quality, and diversity, the Graduate Center has become one of the nation's leading Ph.D.-granting institutions. Enrollment has never been higher, and so, too, the number of doctorates that are being granted: in 2011 more than 450 students were awarded their degrees. (In the humanities and social sciences, the Graduate Center now ranks, in terms of number of graduates, as the fifth largest degree-granting institution in the nation.) It has also developed a reputation for world-class research, especially by hiring scholars of international reputation and launching academic initiatives that stretch across and beyond the boundaries of traditional disciplines. For example, the Carnegie Foundation categorizes it as a "research university with very high research activity"—its highest category—along with about 100 of the nation's 4,000 institutions of higher education.

The Graduate Center now has the opportunity to build upon this success and chart a course that will address the challenges that face public universities in general and doctoral education in particular. Because it is the Graduate Center's primary role within the university to oversee Ph.D. education and foster advanced research, this document sets out focused academic priorities that will enable it to thrive in an evolving higher education environment.<sup>1</sup>

---

<sup>1</sup> The three other CUNY entities that have the Graduate Center as their administrative home develop their own strategic plans within their own governance and oversight domains.

---

## The Graduate Center Mission

The strategic planning process itself was informed by the Graduate Center’s mission statement, reviewed and revised in 2009 as part of the Middle States Self-Study process:

The Graduate Center is located in the heart of Manhattan and set within the large and multi-campus City University of New York. It fosters advanced graduate education, original research and scholarship, innovative university-wide programs, and vibrant public events that draw upon and contribute to the complex communities of New York City and beyond. Through a broad range of nationally prominent doctoral programs, the Graduate School prepares students to be scholars, teachers, experts, and leaders in the academy, the arts and in the private, nonprofit, and government sectors. Committed to CUNY’s historic mission of educating the “children of the whole people,” we work to provide access to doctoral education for diverse groups of highly talented students, including those who have been underrepresented in higher education.

The Graduate Center thus has multiple and overlapping commitments: to conduct high-quality scholarship and research; to educate and train a talented and diverse student body; and to disseminate scholarship and culture to the cosmopolitan city around it and beyond.

---

## Guiding Principles

The principles that underpin this Strategic Plan reflect the values of the Graduate Center:

- *Highest academic standards:* The Graduate Center is committed to the highest standards in scholarship, teaching, and all other activities.
- *Intellectual openness and innovation:* The Graduate Center fosters the broadest range of ideas and inquiry and is committed to innovative research.
- *Integrity:* The Graduate Center is dedicated to the highest standards of integrity in all of its activities.
- *Diversity:* The Graduate Center is committed to the value of promoting diversity, especially among its students—and, so, the future professoriate.
- *Accountability:* The Graduate Center regards learning assessment and institutional assessment as fundamental tools for achieving excellence in all of its activities and operations.

# The Challenging Environment

The environment of higher education is dynamic and highly complex. How successfully the Graduate Center takes advantage of this environment will depend largely on how skillfully it responds to three discrete, but overlapping issues:

1. International, national, and local trends in doctoral education
2. Acute fiscal stringency at all levels of government in the short term, and decreasing public investment in higher education in the longer term
3. Changes within CUNY, especially to the landscape of graduate education

## 1. National and international trends in doctoral education<sup>2</sup>

### *Greater competition*

Internationally, unprecedented investments are being made in higher education, especially in research infrastructure. The most noteworthy cases are in East and South Asia and the Middle East, but as a percentage of GDP, investment elsewhere (e.g., Brazil) outstrips many European countries. The “internationalization” of higher education is taking shape in other ways as well, such as the establishment of research-intensive American and British campuses in the Middle and Far East. Meanwhile, the rationalization of uneven sectors, such as is taking place through the Bologna accords, will likely strengthen graduate training in continental Europe. Growth in the university sector is accompanied by an explosion in the number of research centers, institutes, and think tanks. Some funded privately, others publicly, and many highly entrepreneurial and innovative, these are springing up the world over, all testifying to the vital importance of academic research and scholarly exchange. In sum, Anglo-American dominance in high-quality graduate education is now being challenged.

Nationally, there is also increasing competition. Ambitious universities regularly invest in research and select graduate programs as tools to improve standing and quality, to increase their share of externally funded research, and to pursue other revenue streams (e.g., patents and spin-offs). Meanwhile, traditionally strong research universities continue to make significant investments in high-prestige doctoral education and research; in the case of well-endowed private universities, this often translates into especially attractive financial support for students. The competition has never been stiffer in the metropolitan area: over the past two decades both Rutgers and NYU have greatly enhanced their reputations as research universities, while Columbia and Princeton continue to invest in their doctoral programs, especially by escalating the financial support given to the most promising students.

### *Concerns about quality*

On the one hand, there are clear signs of decreasing skill levels on the part of domestic students wishing to pursue graduate degrees, especially in science, technology, engineering, and mathematics. On the other, high attrition rates in doctoral education (ca. 40%) and longer-than-necessary times-to-degree not only raise concern about quality, but also translate into

---

<sup>2</sup> The literature is huge, but here we draw especially upon “The Path Forward: The Future of Graduate Education in the United States,” a 2010 report written by the Commission on the Future of Graduate Education in the United States, which was a joint effort of the Council of Graduate Schools and the Educational Testing Service.

higher-than-necessary private and social costs for producing doctoral graduates. The desire to provide accountability to students and taxpayers has resulted in the widespread introduction of assessment tools in undergraduate education, and these practices have now entered graduate education as well.

### ***Structural changes to the market for Ph.D.s***

Understood as an institution composed largely or even mainly of tenured or tenurable faculty, the professoriate no longer exists: non-tenure-track faculty on part- and full-time appointments now constitute more than 70% of college teaching personnel, a figure that has risen inexorably for over a generation. Given the funding challenges faced by higher education, this trend will almost certainly continue, perhaps accelerated in the short term by acute financial problems. The expansion of online and partially online (“hybrid”) teaching and for-profit universities may also to reduce the need for tenure-track hiring. What results is a teaching profession that appears less attractive than it once did: shorn of the autonomy and security of tenure that has compensated for salary levels that are modest compared to other professions, it is now burdened by increasing demands.

If conventional career pathways for the scholar-to-be pose more obstacles than before, the value of the Ph.D. remains undiminished. Given how technology now saturates society with data and information, one may argue that its value is heightened. If it means anything, the ability to carry out independent research at the Ph.D. level—that is, to contribute substantially to a body of specialized knowledge by assembling evidence in sustained argumentation—should mean having the skill and temperament to train undergraduates to discern the crucial distinctions between information and knowledge. The significance of the Ph.D. is not simply a matter of degree inflation, as the M.A. increasingly replaces the B.A. as a career credential. As access to data and information becomes more universal (and instantaneous), and, moreover, new forms of social, political, and intellectual life take shape, possessing the skills typically acquired through Ph.D. training (hypothesizing, testing, modeling, criticizing) takes on greater utility—for individual and society alike. Finally—and perhaps most importantly—solutions to problems of pressing social, economic, and political concern are increasingly sought in the knowledge, usually applied, but sometimes theoretical and conceptual, that is produced by trained Ph.D. researchers.

In fact, experience shows that there are economic opportunities for doctoral graduates in the private, nonprofit, and government sectors of the economy, but in many disciplines they have not generally been trained to operate in these professions. Meanwhile, possessing skills in information technology and the digital humanities is an increasingly valuable asset in the academic marketplace.

---

## **2. The financial challenges facing public higher education**

Pressure to reduce expenditures at all levels of government has adversely affected doctoral education in public and, to a lesser extent, private universities. Reductions at the federal level have a *direct* effect on doctoral education by eliminating subsidies on federally funded graduate student loans. At the same time, reductions in federal aid to states in the non-education domain have an *indirect* effect, by bringing about the reallocation of funds from higher education, especially toward health and pension costs. Even when the economy stabilizes and draconian cuts come to an end, continued pressure on state and federal budgets will presumably decrease

the availability of discretionary funds to support public higher education. The resulting structural adjustment of the sector is sometimes called the “privatization” of public education, and as burdens shift from the state to students, expectations about college change. One result may be the increased popularity of pre-professional majors, a trend that promises to depress teaching opportunities in many of the humanities and social sciences even further (see above).

These fiscal trends have already had a significant impact upon CUNY. The Graduate Center experienced a permanent loss in tax-levy allocation of \$6,377,600 from 2008–2009 through 2010–2011, and the 2011–2012 budget calls for an additional reduction of \$2,606,600. The outlook for fiscal 2013 remains challenging. As long as so much of the Graduate Center’s operating budget is drawn from its tax-levy allocation, its ability to operate remains a direct function of the state’s prosperity and higher education policy. And relative to the first decade of the twenty-first century, New York State is not prosperous: although recently passed legislation may insulate CUNY and SUNY from further budget cuts over the next five years, increases in state allocations are highly unlikely. At this point, it remains unclear how the modest tuition increases approved for 2011–2015 will affect CUNY’s overall budget or the Graduate Center’s share of that budget.

---

### 3. The CUNY landscape

Over the last decade especially, the CUNY landscape for doctoral education has also been changing. One sign has been an effort by other CUNY colleges to complement their historic commitment to undergraduate education by expanding graduate programs. Another has been the introduction and growth of professional doctorates in the health sciences; doctoral programs in Audiology (Au.D.), Physical Therapy (DPT), Nursing Science (DNS), and Public Health (DPH) were established in 2005–2007 at the Graduate Center, in partnership with selected senior colleges. Whether this arrangement will suit the Graduate Center, the University, or the participating campuses in the longer term is not clear; it may be that at least some individual campuses will wish to offer one or more of these degrees on their own. For example, a Doctorate in Nursing Practice has now been formally approved by the CUNY Board of Trustees, and will soon be offered by Hunter College. Other professional doctorates have also been under discussion.

Still another sign of change has come in the four so-called “bench” sciences: joint Ph.D. degrees in Biology, Biochemistry, Chemistry, and Physics were established with CCNY and Hunter in 2009, and in the case of Engineering, the Ph.D. degree migrated to CCNY in 2008. Other possible joint degrees have also been under discussion. A related development is the set of investments in science faculty, space, and doctoral student support that are the result of the CUNY chancellor’s strategic plan for the sciences, which has designated the period 2005–2015 as the CUNY “Decade of Science.”<sup>3</sup>

Taken together, these changes point toward an environment that is very different from the past, one in which the Graduate Center’s monopoly on the CUNY Ph.D. has come to an end. The decentralization of doctorate-granting authority may be a measure of CUNY’s rising stature as a research university; academically and financially, the reorganization certainly offers both challenges and opportunities for CUNY and its colleges, including the Graduate Center.

---

<sup>3</sup> “The Decade of Science,” CUNY Newswire, 17 January 2006, at <http://www1.cuny.edu/mu/forum/2006/01/17/the-decade-of-scientific-research/>.

# Major Institutional Goals and Strategies for Implementation

To prosper in a financial, political, and educational environment that differs so markedly from the one in which the Graduate Center was born and matured, the institution must evolve and innovate.

On the one hand, it must build upon demonstrated strengths and preserve the core values that have brought it such success over its first 50 years: its commitment to excellence and diversity; its embeddedness in New York City; its role at the heart of the CUNY consortium. On the other, it must plot a course that reflects the fundamental transformations now taking place in academic practice, in the organization and production of knowledge, and in the role of the university in the globalized marketplace. Put another way, as competition for the most deserving students and most distinguished faculty grows stiffer, and the demands upon higher education increase, the Graduate Center must not only provide resources that are comparable to its competition, but it must also realize its unique potential as a graduate-only teaching and research institution.

Three major ambitions will guide the Graduate Center's planning over the next five years:

- *First, in order to attract and retain the best and most diverse students, the Graduate Center will expand student recruitment efforts, enhance financial support, both at the point of admission and thereafter, and seek to accelerate student progress.*
- *Second, in order to increase and diversify its graduates' professional prospects in a highly competitive workplace for Ph.D.s, the Graduate Center will greatly expand professional development, outfitting students with the skills they need to prosper both within and outside of the academy.*
- *Third, in order to deepen its research culture and raise its prominence as a national and international center of advanced learning and Ph.D. training, the Graduate Center will foster collaborative and interdisciplinary scholarship, especially by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.*

---

## 1. The Graduate Center will attract and retain the best and most diverse students.

Over the past ten years, the Graduate Center has increased the number and stipends of its five-year packages of financial support: currently, 50% of incoming students receive one such package. Programs have seen more applications, higher yields, and stronger entering cohorts, all suggesting that demand for the Graduate Center's doctoral programs is robust. Nonetheless, this support still falls short of the most competitive packages available elsewhere. Standard stipends for these five-year fellowships range from \$18,000 to \$25,000 (plus tuition support) and most require significant teaching commitments in years 2, 3, and 4, which impede progress. In order to be more competitive, the stipend levels of these five-year fellowships must be increased, while teaching requirements need to be reduced.

At the same time, the Graduate Center should not limit itself to what amounts to a "one size fits all" financial aid regime. While the five-year packages have constituted an important improvement in student financial aid, especially in the sciences, there are a few situations for

which they are not suitable. Experience has shown that some of the Graduate Center's most high-achieving students do not receive guaranteed funding at the point of admission. Awards made to such students subsequent to admission—at the end of the second or third year—not only make financial aid available to a wider range of students, but also promise to reward students without five-year fellowships who have excelled in Ph.D. work. Meanwhile, demand for single-year financial aid rewards (“dissertation fellowships”) far exceeds current financial resources.

Application numbers as well as acceptance and yield rates have trended positively, in part because of increased financial support. These improvements have been made largely in the absence of institution-wide efforts to promote the Graduate Center nationally or internationally, which would attract larger and stronger applicant fields.

Consistent with the Graduate Center's mission of providing access to the widest possible range of students, ensuring that merit is recognized throughout students' careers and that student progress is timely, *the Graduate Center will take steps to expand recruitment efforts, increase and diversify its financial support, and accelerate student progress.*

### ***Recruitment***

- The Office of Admissions will partner with Ph.D. programs to increase the quality of the applicant pool.
- Ph.D. programs will publicize learning goals so as to facilitate an improved match of applicants with programs.
- The Office of Admissions will continue to develop and streamline the online application process.
- Ph.D. programs, in partnership with the Assessment Committee, will evaluate the effectiveness of admissions procedures and improve the returns on recruitment efforts.
- The Office of Admissions will work with the Office of Public Affairs and Publications to increase the visibility of the Graduate Center's doctoral programs.
- The Office of the Provost, in partnership with the Office of Institutional Advancement and the Office of Educational Opportunity and Diversity Programs, will seek to expand funding for student recruiting, especially for underrepresented groups.

### ***Financial support***

- In partnership with the Office of Institutional Advancement, the Office of the Provost will seek to increase levels of financial support for doctoral students.
- The Office of the Provost will design a portfolio of financial aid packages suitable for working professionals and other nontraditional students.
- The Office of the Provost will work with the CUNY central administration and the PSC to reduce the teaching obligations associated with the Enhanced Chancellor's Fellowship.
- The Office of Educational Opportunity and Diversity Programs will work with the Office of the Provost and the Office of Institutional Advancement to intensify efforts to recruit students from underrepresented groups by means of increased financial aid, enhanced mentoring, and other supportive strategies.
- The Office of Research and Sponsored Programs will expand the availability of structured grant-writing programs for doctoral students, with the goal of increasing support for dissertation-level research.

### *Accelerating student progress*

- Doctoral programs will establish learning assessments for the First, Second, and Third Examinations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will use the results of ongoing assessments of student learning to identify and lower barriers to student progress by making appropriate resource reallocations.
- In partnership with the Learning Outcomes Assessment Committee and Office of the Provost, doctoral programs will identify strategies that faculty mentors can adopt to facilitate student progress on dissertation research.

---

## **2. The Graduate Center will increase and diversify its graduates' professional prospects for careers both inside and outside the academy.**

That the employment landscape for Ph.D.s has been changing is well documented. Above, it was noted that as a larger proportion of college courses is taught by non-tenured faculty, prospects for securing tenure-track positions diminish. Competition for the dwindling number of such positions is notoriously fierce, and efforts to improve compensation and working conditions for those off the tenure track are embryonic. Even so, the Ph.D. is an attractive qualification for many careers outside of the academy—in the private, nonprofit, and government sectors of the economy.

At the Graduate Center there has been a tradition of students' finding employment that utilizes their doctoral training outside of the academy, especially those in the social sciences and sciences. According to surveys that track graduates from 1995–1996 through 2002–2003, in some years they represent as many as 40% of alumni. Science graduates are most likely to be employed outside the academy, while humanities graduates are least likely; social science graduates are positioned between the two. For the most recent cohort for which there are data, graduates of 2002–2003, 27.3% of those responding to the survey were employed outside of the academy. As for the other national trend—the reduction in tenure-track positions—Graduate Center surveys indicate no clear time trend: roughly one-third of its graduates who report being employed in academia report that they are *not* in a tenure-track position; the vast proportion report being in full-time positions. Differences across the disciplines are consistent with the national data, with graduates in the humanities and social sciences substantially more likely than those in the sciences to be in non-tenure-track positions.

What is clear from the data is that opportunities abound to enhance graduates' success in the marketplace, surrounded as the Graduate Center is by corporations, state and city agencies, NGOs, museums, libraries, archives, and philanthropies.

Professional development opportunities currently offered through the Office of Student Affairs include the administration and funding support of the Interfolio external dossier service and conference presentation support. The Office of Academic Affairs also conducts a modest number of seminars.

It follows that these efforts must be significantly enhanced. Through the collaborative efforts of the Offices of Academic Affairs and Student Affairs, as well as other Graduate Center offices, professional development will be redefined and expanded to incorporate nonacademic career

planning, development, and placement; enrichment of academic career planning and development; and greater focus on multidisciplinary and practical skills.

To this end, *the Graduate Center will establish an Office for Professional Development and Placement*, which will:

- provide support for job search preparation (self-presentation, including résumés and interviewing skills, use of electronic media, networking skills, etc.);
- building on the success of the Interactive Technology and Pedagogy Certificate program, establish a program of applied training in undergraduate pedagogy linked to students' existing teaching assistantship responsibilities, including training in information technology tools, such as the online course and learning management software systems Blackboard and Moodle; expand training in the use of professional and research software packages; and make this training available also to Graduate Center faculty;
- aggregate information on all career planning and development opportunities offered across the Graduate Center, including those offered by student organizations, into a shared online resource;
- create a writing center (including writing for technical and nonacademic careers, and résumé and letter writing);
- establish, by working with alumni, the Development and Alumni Relations Office, and the Office of Student Affairs, internships for interested doctoral students in government, nonprofit, commercial, and academic settings (such as academic administration in partnership with selected CUNY colleges);
- integrate and expand, under the leadership of the Office of Research and Sponsored Programs and in collaboration with doctoral programs, training in grant writing and administration;
- in partnership with the Office of Institutional Advancement and the Office of Sponsored Research, seek to expand funding for student travel to academic conferences;
- expand, under the leadership of the Mina Rees Library, existing workshops on library research methods, incorporating information literacy concepts in undergraduate teaching, and effective use of research tools; and expand, in partnership with the Office of Information Technology, workshops on specialized professional software such as GIS;
- develop, under the leadership of the Office of Financial Aid, financial literacy and debt management programs;
- in partnership with doctoral programs and the Learning Outcomes Assessment Committee, develop and implement assessment instruments for professional development initiatives.

---

### **3. The Graduate Center will deepen its research culture and increase its prominence as a national and international center of advanced learning and Ph.D. training by leveraging the depth and breadth of faculty excellence, the academic and cultural assets of New York City, and CUNY's scale.**

The Graduate Center is currently a highly respected graduate school of arts and sciences that offers Ph.D. degrees while doing other things reasonably or conspicuously well, such as offering a small number of master's degrees, sponsoring public programming, and supporting research centers and institutes. It does these things as well as it does because of the quality and commitment of its faculty, who balance teaching and research in a highly demanding university

and city. Indeed, the Ph.D. programs attract very promising students and produce highly trained graduates only because they are attracted and produced by its distinguished faculty. To guarantee continued success, faculty size must be maintained and programs replenished by recruiting the most able scholars.

The balance between teaching, advising, and mentoring on the one hand, and carrying out sustained research on the other, is difficult to maintain, especially because teaching loads are often very heavy by the standards of comparable universities. That the faculty manage these burdens as successfully as they do is a measure of their professionalism and dedication, particularly since resources are chronically short for research.

The Graduate Center must do more to support faculty research and learning. The individual scholar must enjoy the support necessary to carry out his or her scholarship, now increasingly facilitated and informed by the powerful tools and methodologies made available by data and communication technologies. This said, there are especially promising opportunities, and compelling imperatives, to supplement individual research with multidisciplinary collaborations, which can advance, transform, and integrate discrete disciplines. Given the highly competitive and dynamic environment of American higher education, establishing a vibrant research culture requires leveraging pre-existing strengths, identifying emergent methods and issues of significance, creating networks of researchers, and forging partnerships between and among institutions. Above all, such a research culture must feed creativity.

Building upon the demonstrated excellence of the faculty, the Ph.D. programs, and the centers and institutes, as well as the momentum produced by the Mellon Foundation's three-year grant of \$2.4 million, the Graduate Center is poised to deepen its research culture considerably. In fact, by developing its collections, resource-sharing networks, and research infrastructure; bringing into greater coordination research that is undertaken, in more or less isolation, in programs, committees, centers, and institutes; and, finally, ensuring that research is disseminated through the widest possible range of scholarly means, including new media and public programming, the Graduate Center can define itself as far more than a feature on New York City's crowded cultural and academic landscape. It can emerge as a national and international hub of advanced scholarship, while at the same time providing an enhanced educational experience for its doctoral and master's students.

To realize its potential, the Graduate Center *will establish the Graduate Center Advanced Research Collaborative* to advance theoretical research and to address pressing social, political, and economic problems of local, national, and global significance. The Advanced Research Collaborative—by coordinating and focusing research activity across the institution, attracting the very best junior and senior scholars from within and outside of CUNY to work in theme-driven interdisciplinary clusters, and by disseminating research and learning through public programming and new media—will create and advance new bodies of knowledge and applied research. It will also improve CUNY-wide faculty recruitment and retention by increasing research capacity and establishing a research infrastructure that will benefit all of CUNY's faculty through teaching releases, thus furthering the institution's mission as the Graduate School and University Center. At the same time, it will raise the quality of the doctoral programs by attracting leading scholars, increasing stipends and opportunities for funded research for students, and, in partnership with the Office of Public Affairs and Publications, raise and sharpen the profile of the Graduate Center nationally and internationally.

The *Graduate Center Advanced Research Collaborative* will focus resources in three overlapping areas of policy, culture, and theory.

*Policy:* The Graduate Center has long had exceptional strengths in the study of urban politics and policy, urban environments, education policy, and international relations. Contributing faculty are drawn especially from the Ph.D. programs of Anthropology, Biology, Business, Criminal Justice, Economics, Environmental Psychology, Earth and Environmental Sciences, Educational Psychology, Linguistics, Philosophy, Political Science, Psychology, Speech–Language–Hearing Sciences, Social Welfare, Sociology, and Urban Education; and from activity taking place in centers such as the Center for Advanced Study in Education, the Center for Human Environments, the Center for Urban Research, the Ralph Bunche Institute for International Studies, and the Research Institute for the Study of Language in Urban Society.

*Culture:* Located at the heart of one of the world’s leading cities in culture and the performing arts, the Graduate Center is home to a large community of humanists and houses a rich set of archives and arts resources of local and national significance. Contributing faculty are drawn especially from the Ph.D. programs of Music, Art History, Classics, Comparative Literature, English, French, Hispanic and Luso-Brazilian Literatures and Languages, Theatre, History, and Philosophy; interdisciplinary endeavors in American Studies and Women’s Studies; and from activity taking place in centers such as the Barry S. Brook Center for Music Research and Documentation, the Leon Levy Center for Biography, the Martin E. Segal Theatre Center, the Center for Lesbian and Gay Studies, and the Center for the Humanities.

*Theory:* Especially over the last decade or so, faculty members have emerged at the vanguard of criticism and theory. Contributing faculty are drawn especially from the Ph.D. programs in Anthropology, Philosophy, Political Science, Earth and Environmental Sciences, Sociology, Mathematics, Biology, Chemistry, Computer Science, Physics, and English; and from activity taking place in centers such as the Center for Place, Culture, and Politics, the Initiative for the Theoretical Sciences, the Committee on Globalization and Social Change, the Committee for the Study of Religion, and the Committee for Interdisciplinary Science Studies.

To these ends, the Graduate Center Advanced Research Collaborative will:

- expand the recruitment of postdocs and funded and non-funded visiting scholars, both nationally and internationally, especially in theme-driven and collaborative research projects;
- enhance the opportunity for CUNY faculty, both pre- and post-tenure, to conduct research at the Graduate Center by allocating commensurate resources, such as space and course releases;
- expand the awarding of supplementary financial aid in targeted areas of research;
- sponsor and, as appropriate, fund collaborative research, seminars, and public programming so as to maximize coordination across the spectrum of centers and programs;
- establish partnerships with New York City institutions, such as museums, archives, libraries, cultural organizations, and think-tanks, to maximize research opportunities and share costs;
- establish, through public programming (including new media) and appropriate publicity, an international reputation for the Graduate Center;
- building on the ongoing activities of the Digital Studies/Digital Humanities Initiative, incorporate new digital teaching, research, and dissemination technologies in all of its functions.

# Building the Financial Capacity to Achieve the Graduate Center's Goals

Any discussion of the financial aspects of the Graduate Center's Strategic Plan must begin by recognizing the scale and impact of recent budget cuts. Many of these were initially absorbed with relatively little impact upon academic, student service, and administrative operations, but during the 2010–2011 academic year they forced reductions in a variety of services, a hiring freeze on academic and nonacademic staff, and 5% to 10% cuts in programs' course offerings. They have also greatly reduced the Graduate Center's financial reserves and its ability to manage further cuts or invest for the future. Planning therefore takes place in the midst of a period of financial restraint.

Nonetheless, whatever the short-term effects of New York State's budget deficit upon the funding of higher education, for the foreseeable future, tax-levy funding will constitute the single most important revenue stream. Members of the Graduate Center community will continue to join those who advocate for higher education funding as a public good, which has considerable benefit to local economies and individual and community well being. Since the long-term forecast for increased state funding is uncertain, the Graduate Center must work in two complementary ways: it must review the distribution of current financial and staff resources with an eye towards strategic reallocations; and it must expand the non-tax-levy component of the budget. Efficiency gains and new resources will be allocated in accordance with the priorities laid out in the Strategic Plan.

---

## 1. Budgeting and cost-controls

As currently practiced, budgeting is generally incremental and self-legitimizing: most budgets are allocated on the grounds that they were previously so allocated. Cases to fill academic and nonteaching lines are conventionally argued as if needs were self-evident, each "vacancy" more-or-less automatically requiring "filling." OTPS budgets are duplicated annually, with little or no regular assessment of whether the process is appropriate to the goal, or if the process can be made more efficient.

To achieve its goals, the Graduate Center needs to bring institutional assessment and review to bear upon resource allocation.

- While much has been done over the past four years to eliminate inefficiencies, efforts to identify additional areas for savings will continue, with systematic assessments of all administrative functions and costs, academic and otherwise; as necessary, staff time will be reallocated toward strategic priorities.
- The financial and space budgets of academic programs will be reviewed, in conjunction with the cycle of periodic program reviews, with an eye to identifying strategic reallocations both within and among programs; reviews will include teaching budgets (i.e., course allocations), taking into account factors such as learning assessments, enrollment, time-to-degree, administrative use of units, and class size.
- Replenishment of Graduate Center faculty will be guided in part by the research and teaching needs (as informed by the results of learning assessments) of the relevant

program, but also in the light of institution-wide priorities and initiatives, as well as prospects for academic synergies and complementarities.

- The financial and space budgets of centers and institutes will be reviewed, taking into account factors such as grants received, overhead generated, students supported, research output, and visibility generated; as appropriate, centers and institutes will partner in order to decrease redundant administrative activities, to increase efficiencies of space and resources, and to submit joint proposals to external funding sources.

---

## 2. Increasing revenues

Increased revenue can be secured through increases in enrollment in credit-bearing programs, in research grants and associated overhead, in fundraising, and in auxiliary services. The Graduate Center will pursue each of these avenues.

### *Enrollment growth*

Since 2005, doctoral enrollment has stabilized at about 4,000, excluding the Health Science doctoral programs, which are not funded out of the Graduate Center budget, and Engineering, which has been transferred, along with its budget, to City College. Because academic and financial considerations frequently do not justify increasing enrollment in Ph.D. programs, growth will have to take place at the M.A. level, which is currently about 5%—exceptionally low relative to virtually all other research universities. Relatively modest investments in publicity and recruitment made in 2010–2011 for the M.A. program in Liberal Studies (MALS), which have resulted in a 137% growth in applications, strongly suggest that gains can be made in a market where the Graduate Center has a considerable price advantage over comparable universities.

Since the M.A. field is competitive in general, and CUNY campuses collectively offer approximately 800 M.A. degrees to approximately 22,000 students, establishing new degrees must be guided by a strategy that complements other CUNY campuses, capitalizes upon the Graduate Center's strengths, and coordinates with Ph.D. priorities. At least in the short term, this especially means promoting interdisciplinary degrees, both within MALS and in new programs. It follows that:

- the Office of Admissions, working with the Office of the Provost, will set application, yield, and enrollment targets for M.A. programs;
- M.A. enrollment will be increased, in line with those targets, by recruiting more aggressively into pre-existing free-standing degree programs (especially MALS) and establishing new ones, special priority being placed upon interdisciplinary and emerging fields.

### *Increasing the number and size of research grants*

Compared to institutions that are larger or employ a larger number of faculty in overhead-generating disciplines (e.g., the bench sciences), the Graduate Center works at a disadvantage; lacking the facilities to employ experimentalists, its capacity is relatively modest. Even so, the Graduate Center has a proven track record in raising foundation grants for a variety of fields, and has conspicuous strengths in selected areas (e.g., education and public policy). It also appears that the Graduate Center has been underperforming, and that renewed commitment to

maximizing proposal submissions is already paying off: the number of proposals has increased from FY 2009–2010 to FY 2010–2011 by 17%, and the amount requested by 91%.

The Office of Research and Sponsored Programs will increase external funding by encouraging and supporting grant applications to federal agencies, state and city, and private foundations:

- by setting targets and establishing a system to monitor these targets;
- by supporting strategic, targeted grants for the Graduate Center Advanced Research Collaborative, which will partner faculty from multiple disciplines;
- by working with individual students and faculty to complement and supplement institutional research support and financial aid;
- by taking the lead on developing institution-wide applications to federal agencies such as the NSF and DOE;
- by working with the Office of Information Technology to maximize the value of the Graduate Research and Technology Initiative (GRTI) program.

### ***Fundraising***

Under the leadership of the Office of Institutional Advancement, the Graduate Center will continue to build a fundraising infrastructure that offers a robust annual giving program, major donor program, and planned giving program—all geared toward financially supporting mission-specific institutional programs and goals.

The Office of Institutional Advancement will plan and implement a capital campaign to provide the resources needed for achieving the major goals of this Strategic Plan. By initiating foundation proposals and cultivating individual donors, the office will secure support for more robust admissions (student recruitment) and student progress (financial aid, a travel and research fund, a hardship fund), and secure funding for the Graduate Center Advanced Research Collaborative (for student stipends, postdoctoral salaries, fellowship stipends, faculty travel and research, and visiting scholars).

A crucial ingredient to the success of these efforts will be publicizing the Graduate Center's identity, especially as it becomes more distinctive through the growth of the Graduate Center Advanced Research Collaborative. This “branding” process will consist of public relations, marketing, communications, and public programs. (Over the last two years alone, close to 14,000 New Yorkers have attended high-profile public programs, a number that does not include attendance at many seminars and lectures open to the public.) The occasion of the Graduate Center's fiftieth anniversary, in the 2011–2012 academic year, provides a compelling starting point.

### ***Auxiliary services***

The Graduate Center enjoys a prime location at 365 Fifth Avenue, several public spaces appropriate for special events, and high-quality support and food services. Rental income must be maximized. Therefore:

- The Office of Special Events and Events Planning will review current policies regarding rental space and make proposals to the Offices of the Provost and of Facilities, as appropriate.
- The Office of Special Events and Events Planning, working with the Offices of the Provost and of Facilities, will work to increase capacity by coordinating with other Graduate Center units to maximize space efficiency.

# Ensuring Success: Linking Planning and Assessment

To ensure the success of its Strategic Plan, the Graduate Center will implement a thorough assessment process to evaluate progress toward achieving its major goals. More specifically, the process will evaluate educational and institutional effectiveness and feed results to relevant decision-makers, especially concerning resource allocation. It will be linked to ongoing reviews that currently take place, such as the ten-year doctoral program review cycle, the Middle States cycle (with its Self-Study every ten years and a periodic review at the five-year point), the annual CUNY Performance Management Process, and the three-year cycle of doctoral learning assessment.<sup>4</sup>

To link planning and assessment, the Office of the Provost, in partnership with the Office of Institutional Research and the Learning Outcomes Assessment Committee, will:

- identify suitable measures of success (“measurable planning objectives”) for each of the three major goals, thus facilitating the tracking of progress;
- specify strategic actions that relate to each planning objective and translate these strategic actions into follow-up action plans for the relevant Graduate Center offices;
- create an assessment timeline that relates each strategic action—and the quality and intensity with which it was carried out—to the planning objectives, both in the shorter and longer run; and use this assessment process to refine and fine-tune the strategic actions, particularly in the light of evolving budgetary conditions;
- integrate existing assessments, such as doctoral program reviews; doctoral program learning assessments; research center and institute reviews; administrative office reviews; Middle States reviews; and applicant, student, and alumni surveys, with the strategic planning/assessment process and time-line;
- insofar as it is possible, identify peer institutions and aspirational peer institutions for benchmarking;
- close the planning/assessment “loop” by using assessment tools to review the Strategic Plan at the end of five years and to make modifications in institutional policies and resource allocation that flow from this assessment; and use results to inform the development of the strategic plan for 2017–2021.

---

<sup>4</sup> A description of this cycle of learning assessment, developed and overseen by the Learning Outcomes Assessment Committee, is available on the Graduate Center website.

---

## Implementing the Strategic Plan

For the Strategic Plan to be effective, it must be fully understood. The plan will be featured in upcoming meetings with executive officers and assistant program officers, the Graduate Council, the Doctoral Student Council, the Foundation Board, and the President's quarterly open meetings with the Graduate Center community. In addition, the plan will be distributed digitally and in print.

To facilitate implementation, the President and Provost, in consultation with the Office of Institutional Research, will establish a Strategic Planning Implementation Committee, chaired by the Provost, to translate this plan into a detailed set of annual or biennial action plans. The Committee will also assign responsibility to the offices and units of the Graduate Center that are appropriate to carry out each strategic action and will be responsible for general oversight of the plan's execution, including the assessment of the results of the annual/biennial action plans.

The Strategic Plan Implementation Committee will make annual reports to the President, including recommendations for resource reallocations that flow from the assessments of the annual/biennial action plans. The President will review these recommendations and determine if modifications are needed in strategic actions and associated resource allocations. The President will make periodic reports to the community describing progress toward achieving the goals of the plan and outlining modifications.

# Appendix

## Building the Strategic Plan: The Planning Process

The Strategic Plan is the result of a broadly collaborative effort to develop and implement the Graduate Center's vision for the next five years. Guided by CUNY's historic mission to educate and serve the New York community and by the Graduate Center's specific mission to prepare scholars and researchers in its nationally recognized doctoral programs, the Strategic Plan seeks to chart a future for the Graduate Center for the next five years while taking into account the changing landscape of graduate education in which it must operate. Using the CUNY Master Plan (2008–2012) and the 2010 Self-Study as a foundation, this Strategic Plan is the outcome of a process of extensive, systematic consultation with multiple constituencies and outside experts.

Convened by President Kelly in spring 2010, the Strategic Planning Council was charged with overseeing the process of developing the Strategic Plan. A preliminary meeting was held in March 2010 during which two committees were staffed: the larger Strategic Planning Council, co-chaired by Provost Chase Robinson and Professor of Economics Linda Edwards and comprising faculty, staff, and students, each representing key areas of operation, which would oversee the work of different task forces; and the Academic Task Force.

With the intention that the plan arise from broad academic goals, the Strategic Planning Council charged the Academic Task Force with identifying the initial areas of focus for developing strategic goals. While the Strategic Planning Council held meetings with an External Advisory Panel and an Alumni Advisory Panel, the Academic Task Force convened meetings with program executive officers and center directors to gain input and identify strengths, weaknesses, and potential areas of growth.

The Academic Task Force then produced a report for the Strategic Planning Council in which it identified the following five major areas of focus, stated in the form of working propositions:

- *In admissions and student support, the Graduate Center will continue to promote excellence and access.*
- *As changes take place in employment patterns, especially in higher education, the Graduate Center will innovate so as to prepare our students to maximize their professional prospects—inside and outside of the academy.*
- *Student and faculty recruitment, student employment placement, sponsored research and contracts, and development—indeed, virtually every activity that takes place at the Graduate Center—will benefit from a clearer and more widely promoted “brand.”*
- *Long-term prosperity will be achieved by allocating our resources transparently and strategically, and by diversifying our budget, the whole being driven by a coherent academic strategy.*
- *The Graduate Center will continue to evolve as a center of advanced research and Ph.D. training that features exceptional disciplinary and transdisciplinary scholarship by leveraging its current strengths, the academic and cultural capital of New York City, and CUNY's scale.*

Using these working propositions of the Academic Task Force as a springboard, members of the Strategic Planning Council charged task forces in their respective areas of operation to produce reports addressing these five areas of focus. The Task Force Reports were submitted to the Strategic Planning Council for review and the revised reports were posted on the Strategic Planning website. A draft Strategic Plan, crafted from these Task Force Reports, was posted on the Strategic Planning website in September 2011 and presented for comment to the President's Cabinet, the Central Faculty Steering Committee, the Doctoral Student Council, the Council of Executive Officers, and the Graduate Center community at the President's October Community Meeting. The draft Strategic Plan was revised to take into account the various comments from this outreach process, and the final plan, upon approval of President Kelly, will be presented to the Graduate Council in December 2011.

---

## **The Planning Council and Its Task Forces**

### ***Strategic Planning Council***

Chase Robinson, *Provost and Senior Vice President (Co-Chair)*  
Linda Edwards, *Professor of Economics and Provost Emerita (Co-Chair)*  
Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*  
Sebastian Persico, *Senior Vice President for Finance and Administration*  
Ray Soldavin, *Vice President for Institutional Advancement*  
John Williams, *Director of Financial Aid*  
Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations*  
Julie Cunningham, *Chief Librarian (retired)*  
Polly Thistlethwaite, *Interim Chief Librarian*  
Matt Schoengood, *Vice President for Student Affairs*  
Mike Byers, *Director of Facilities*  
Robert D. Campbell, *Vice President for Information Technology*  
Iakovos Vasiliou, *Executive Officer, Philosophy Program*  
Joe Rollins, *Executive Officer, Political Science Program*  
Ted Brown, *Executive Officer, Computer Science Program*  
Eero Laine, *DSC Co-Chair and Doctoral Student in Theatre*  
Annelies Kamran, *Doctoral Student in Political Science*  
Martin Burke, *Chair of the Executive Committee of Graduate Council*  
Amy Sweeney, *Coordinator, Office of the Provost*

### ***Alumni Advisory Panel***

Ana Abraido-Lanza – Psychology, 1994  
*Associate Professor, Mailman School of Public Health, Columbia University*  
Turan Bali – Economics, 1998  
*David Krell Professor of Finance, Baruch College, CUNY*  
Suri Duitch – Urban Education, 2006  
*University Director of Adult and Continuing Education, CUNY*  
Mary Fleischer – Theatre, 1998  
*Professor and Chair of Marymount Manhattan's Fine & Performing Arts Program*

Lynda Kennedy – Urban Education, 2006  
*Director, Teaching & Learning, Literacy Outreach NYPL*  
Carmen Klohe – Hispanic and Luso-Brazilian Languages, 1999  
*Assistant Chair, Dept. of Languages & Literature, St. John's University*  
Stephen Redenti – Biology, 2006  
*Assistant Professor of Biological Sciences and Biochemistry, Lehman College*  
Vanessa Rodrick – Biology, 2006  
*Postdoc, Memorial Sloan-Kettering Cancer Center, Molecular Pharmacology*  
Aseel Sawalha – Anthropology, 2000  
*Full-time faculty at Pace University*  
Tyler Schmidt – English, 2008  
*Assistant Professor, Lehman College*  
Eric Stenshoel – Linguistics, 2008  
*Counsel at Curtis, Mallet-Prevost, Colt & Mosle LLP*  
Mary Taylor – Anthropology, 2008  
*Part-time faculty at Hunter College*

#### ***External Advisory Panel***

Dr. Stacie Bloom  
*Vice President and Scientific Director, New York Academy of Sciences*  
Dr. Charles Caramello  
*Dean of the Graduate School, University of Maryland*  
Dr. Daniel Lemons  
*Acting Provost, City College of New York*  
Dr. Ronnie Lowenstein  
*Director, Independent Budget Office of New York City*  
Ms. Barbara Rifkind  
*Head of Barbara Rifkind, LLC, member of the Graduate Center Foundation Board*  
Dr. Joan Spero  
*Former President, Doris Duke Charitable Foundation*  
Dr. Harriet Zuckerman  
*Senior Fellow, Andrew W. Mellon Foundation*

#### ***Task Forces***

##### **Academic**

Chase Robinson, *Provost and Senior Vice President (Chair)*  
Linda Edwards, *Professor of Economics and Provost Emerita*  
Edith Gonzalez, *Executive Director of Research and Sponsored Programs*  
Ted Brown, *Professor and Executive Officer, Computer Science Program*  
Iakovos Vasiliou, *Professor and Executive Officer, Philosophy Program*  
Joe Rollins, *Professor and Executive Officer, Political Science Program*  
Marie Burrage, *Associate Director of Institutional Research*  
Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*  
Ann Henderson, *Associate Provost and Dean for the Sciences*  
Amy Sweeney, *Coordinator, Office of the Provost*

**Space Planning**

Chase Robinson, *Provost and Senior Vice President* (Chair)  
Sebastian Persico, *Senior Vice President for Finance and Administration*  
Robert D. Campbell, *Vice President for Information Technology*  
Eric Blomquist, *Deputy Director of Special Events*  
John Flaherty, *Director of Security and Public Safety*  
Mario DiGangi, *Executive Officer, English Program*  
Klara Marton, *Executive Officer, Speech–Language–Hearing Sciences Program*  
Mike Byers, *Director of Facilities*  
Edith Gonzalez, *Executive Director of Research and Sponsored Programs*  
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*  
Mike Lubing, *Student Representative*

**Research and Sponsored Programs**

Edith Gonzalez, *Executive Director of Research and Sponsored Programs* (Chair)  
Roger Hart, *Director, Center for Human Environments, Foundation Grants PI*  
Thomas McGovern, *Professor of Anthropology, NSF PI*  
Tom Traficante, *Director for Academic Budgeting, Planning and Resource Allocation*  
Hilry Fisher, *Director of Sponsored Research*  
Joe Rollins, *Executive Officer, Political Science Program*

**Finance**

Sebastian Persico, *Senior Vice President for Finance and Administration* (Chair)  
Stuart Shor, *Assistant Vice President for Finance*  
Althea Harewood, *Director of Finance for GC Related Entities*  
Ab Abraham, *Deputy Director of Finance*  
Finney Joshua, *Director of Budget*

**Student Affairs**

Matthew Schoengood, *Vice President for Student Affairs* (Chair)  
Vincent De Luca, *Director of Student Services and Senior Registrar*  
Sharon Lerner, *Director of Student Affairs*  
Robert Hatcher, *Director of the Wellness Center*  
Elise Perram, *Associate Director of Student Affairs/Director of Student Activities*  
Douglas Ewing, *Director, Office of International Students*  
Les Gribben, *Director of Admissions*  
Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*  
Peter Consenstein, *Executive Officer, French Program*

**Human Resources**

Yosette Jones-Johnson, *Assistant Vice President for Faculty and Staff Relations* (Chair)  
Jane Herbert, *Executive Director for Academic Affairs*  
Ella Kiselyuk, *Director of Human Resources*  
Edith Rivera, *Affirmative Action Officer*  
Teena Costabile, *Associate Director of Human Resources*  
Mamie Mark, *Systems Administrator/Labor Relations Associate*

### **Advancement and Development**

Ray Soldavin, *Vice President for Institutional Advancement* (Chair)

Miriam Capua, *Director of Major Gifts*

Jim Cronin, *Associate Director of Development*

Barry Disman, *Director of Graphic Design*

Andrea Jeyaveeran, *Director of Public Programs*

Molly Yin, *Administrative Director of Institutional Advancement*

### **Library**

Julie Cunningham, *Chief Librarian* (Chair)

Amy Ballmer, *Reference Librarian*

Martin Burke, *Professor of History, Chair of Library Committee*

Jane Fitzpatrick, *Head of Library Acquisitions*

Jessica McGivney, *Interlibrary Loan Office Manager*

Suzanne Tamang, *DSC Co-Chair 2009–10 and Doctoral Student in Computer Science*

### **Information Technology**

Robert D. Campbell, *Vice President for Information Technology* (Chair)

Matthew Liston, *Director of the Division of Systems Services*

Elaine Montilla, *Director of the Division of Client Services*

Tawana C. Spellen, *Director of the Division of Administrative Services*

### **Financial Aid**

John Williams, *Director of Financial Aid* (Chair)

Anne Ellis, *Special Assistant to the Associate Provost*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Anne Johnson, *Assistant Director/Federal Work Study Coordinator*

Trevor Lee, *Research Assistant/Graduate Student*

Robert Nelson, *Deputy Director of Student Services*

Janet Speckmann, *Associate Director of Financial Aid*

Rachel Sponzo, *Staff Assistant for Academic Affairs*

Rafael Villalona, *Financial Aid Manager*

Shelley Worrell, *Assistant Director/Direct Loan Coordinator*

### **Assessment**

David Olan, *Executive Officer, Music Program* (Chair)

Ted Brown, *Executive Officer, Computer Science Program*

Laurel Eckhardt, *Executive Officer, Biology Program*

Maureen O'Connor, *Executive Officer, Psychology Program*

Joe Rollins, *Executive Officer, Political Science Program*

Barbara Weinstein, *Executive Officer, Audiology Program*

Kimberly Libman, *DSC Co-Chair and Doctoral Student in Psychology*

Tony Perri, *Doctoral Student in Chemistry*

Louise Lennihan, *Associate Provost for the Humanities and Social Sciences*

Ann Henderson, *Associate Provost and Dean for the Sciences*

Marie Burrage, *Associate Director of Institutional Research*

Kara Eubanks, *Student Assessment Coordinator*

**50** YEARS AT  
THE CENTER

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

