

# The Graduate Center 2017–2022 Strategic Plan First Checkpoint Report: Spring 2019

The Graduate Center adopted a six-year strategic plan in 2017. [\*Building for the Future: The Graduate Center Strategic Plan 2017–2022\*](#) identifies four ambitious but attainable goals: 1. Fostering and integrating communities of learning and research; 2. Building the theoretical and experimental sciences; 3. Advancing our public mission by increasing our impact; and 4. Diversifying our resources and building institutional resilience. The Graduate Center's progress toward these goals two years after the strategic plan's adoption is outlined below. We anticipate creating and publicizing a second strategic plan checkpoint report in 2021.

## **Priority 1: Fostering and Integrating Communities of Learning and Research**

*The Graduate Center will facilitate interdisciplinary and innovative research by building, supporting, and integrating networks of diverse faculty and students within The Graduate Center, across CUNY, in New York City, and around the world.*

### **Advancing cross-disciplinary collaboration through faculty hiring**

In 2017–18, the Provost's Office sought to integrate interdisciplinarity into the regular practice of each academic program by establishing search committees with representation from more than one program. This yielded accomplished scholars with strong interdisciplinary interests from Stanford University, Connecticut College, University of San Francisco, Google, and IPAM Rio de Janeiro, Brazil, for our doctoral programs in economics, French, anthropology, linguistics, and mathematics, respectively. In 2018–2019, search committees were similarly constituted in history (two searches: public history and the history of the African diaspora), a joint search of urban education and LAILAC (Latin American, Iberian, and Latino Cultures), and the Initiative for the Theoretical Sciences. All Graduate Center search committees highlight interdisciplinarity and broad appeal to students as they frame job advertisements and evaluate applicants.

To improve our academic efforts across all doctoral programs, the Provost's Office designed and implemented a new process of annual reporting (*Annual Report and Request*) by doctoral programs with a streamlined version used for master's programs. This has allowed for better data-driven decision-making and strategic planning for faculty and staff hiring, student recruitment, the allocation of student fellowship awards, and budgeting. This year, the process will be extended in a modified form to centers and institutes and related endeavors based at The Graduate Center.

## **Fostering diversity and inclusion in our academic pursuits and the composition of our faculty**

The Graduate Center continues its progress in diversifying its faculty. The 11 new hires joining us in AY 2018–2019 include three faculty of color and a strong representation of women. Recent CUNY data indicate that in each of the last five years, we have increased our proportion of full-time faculty from underrepresented groups. For 2018, 21.5% of our central line faculty are from underrepresented groups, up from 15.6% in 2012.

To provide consistent guidance for our doctoral programs in faculty hiring, and in close consultation with the president's senior advisor on diversity and inclusion, Professor Martin Ruck, The Graduate Center created a document called *Best Practices in Considering Diversity in Recruitment and Hiring*. The *Best Practices* document is designed to offer institution-wide guidance for all Graduate Center programs to consider diversity in hiring. In addition, in spring 2018, Dr. Ruck, in consultation with the Presidential Advisory Committee on Diversity and Inclusion, initiated a critical qualitative investigation of student, staff, and faculty views and experiences of diversity and inclusion at The Graduate Center, the results of which will be available later in 2019.

We continue to make funds available to programs to recruit and support underrepresented doctoral students.

To ensure that there are adequate resources for accessibility and disability services, The Graduate Center hired Clare Wilson as the manager of student disability services in the Office of Student Affairs.

## **Strengthening sites designated for interdisciplinary work**

The Graduate Center has established itself as a leader in the interdisciplinary study of inequality. In fall 2016, The Graduate Center received a \$2.5 million gift from James and Cathleen Stone to support research, teaching, and public programming related to inequality. To recognize this generous gift, the Luxembourg Income Study (LIS) Center, established at The Graduate Center in 2009, was renamed the Stone Center on Socio-Economic Inequality. The Stone Center has four major components. First, it serves as the U.S. office of LIS, the renowned cross-national data archive located in Luxembourg. Second, the center's core faculty members—a mix of economists, political scientists, and sociologists—teach interdisciplinary courses focused on or including various topics related to inequality. In addition to their regular course offerings, the center faculty join forces each summer to host a weeklong intensive workshop on inequality research. Over 250 young scholars have completed the workshop to date. Third, the center hosts three seminar series related to inequality and collaborates with Graduate Center Public Programming on three to four large public events each year. Fourth, the Center and its affiliated students actively engage in research projects addressing diverse facets of socio-economic inequality.

The Graduate Center's Advanced Research Collaborative (ARC), now in its sixth year, continues to advance CUNY-wide collaboration. Since its inception, 98 CUNY campus-based colleagues have received internal leaves for residential fellowships at ARC. Recent multi-year funding for this program has been committed by private donors, Roger Alcaly and Helen Bodian. ARC's Visiting Fellows program has included scholars representing 21 countries. For 2018–2019, ARC welcomed 13 CUNY fellows from seven senior colleges. ARC's 15 Distinguished Visiting Fellows hail from the U.S. and beyond, including Serbia, Germany, France, Australia, Norway, Italy, and Spain.

In addition to inequality, migration, and bilingualism, fields that were established in ARC at its founding, ARC now attracts scholars working on translation, critical university studies, and the study of global cities. In 2019–20, we anticipate reducing the number of external visiting fellows to six per year and increasing the number of CUNY fellows in order to place more emphasis on The Graduate Center's role as a CUNY resource.

In fall 2018, the Provost's Office launched an initiative called Points of Departure or POD, which reviews and refreshes interdisciplinary concentrations at The Graduate Center. Currently, there are 13 interdisciplinary concentrations available to Graduate Center students, only half of which are active. The POD initiative reactivated some of these interdisciplinary concentrations and established new ones, starting with urban studies. The POD will be an informal space for students and faculty to come together in a yearlong course and in sponsored monthly events. Each POD website will feature a list of courses that may be taken, along with the yearlong seminar to fulfill the concentration as well as information on relevant events at The Graduate Center and around New York City. Information will also be available on faculty who may be consulted for advice and assistance in choosing courses, independent studies, and dissertation topics. Students and faculty need not be formally registered in a given POD initiative to participate in events. The first POD in urban studies began in spring 2019, with an inaugural seminar led by Professors Marta Gutman and John Mollenkopf.

In spring 2019, The Graduate Center offered the first seminar through its Andrew W. Mellon Foundation grant, Transforming Doctoral Education in the Humanities. The seminar, Reimagining the Humanities for the Good of the Public, was taught by Professor Bianca Williams (Anthropology).

### **Interdisciplinarity through curriculum innovation**

In fall 2017, the Provost's Office created incentives in the form of a competition for course units to encourage the design of innovative, interdisciplinary courses. Over 20 faculty applied, and 10 course units were distributed, with most courses mounted in 2018–19. Winning proposals included Mathematics and Statistics Foundations for Quantitative Research (Business and Economics); Dissemination of Knowledge and Data Management (Criminal Justice); Archival Encounters (Digital Humanities and English); and Public Anthropology and Black Feminist Leadership (Anthropology).

The first cohort of “Public Fellows” was selected under the Andrew W. Mellon grant *Transforming Doctoral Education in the Humanities*. They will work with mentors within their programs to design doctoral curricula that prepare students for a wide range of professional opportunities.

## **Priority 2: Building the Theoretical and Experimental Sciences**

*The Graduate Center will strengthen its commitment to the sciences, building a scientific enterprise based on the talents of faculty and students whose work crosses disciplinary boundaries and whose energy sparks collaboration across campuses.*

### **The Advanced Science Research Center (ASRC)**

#### *Hiring and Administration*

The Graduate Center is making steady progress in critical areas of faculty hiring, research, outreach, and management. In 2017, we recruited outstanding faculty in structural biology, nanoscience, and environmental science from top-flight research universities, including Northwestern University, the University of Texas at Austin, and Princeton University. In 2018, we recruited and retained outstanding junior and senior faculty in neuroscience and photonics from excellent universities and laboratories, such as Columbia University, MIT, University of Michigan, University of Texas, and Brookhaven National Laboratory. We are in the final stages of hiring an executive director for the ASRC and a director of operations, which will allow for better integration of ASRC communications and administrative functions into The Graduate Center.

The Graduate Center has made great strides in creating an interdisciplinary consortium that attracts major external funding. For example, Professor Andrea Alù, who came to The Graduate Center in 2018, was awarded a five-year, \$7.5 million grant from the United States Department of Defense’s Multidisciplinary University Research Initiative (MURI) program. The grant supports metamaterials research led by Alù, who directs work conducted across four academic research institutions: ASRC, Columbia University, Stanford University, and University of Michigan.

To date, ASRC researchers have secured 91 research awards totaling over \$33 million (\$33,047,091). A number of the awards have been granted jointly to the ASRC and individual CUNY colleges, bringing over \$1 million (\$1,046,241) directly to CUNY schools.

#### *CUNY Science at the ASRC*

To ensure that CUNY scientists have every opportunity to benefit from the ASRC, we established an internal fellowship program modeled on the Advanced Research Collaborative (ARC), which brought two CUNY scientists to the ASRC in 2017–18. We expect to grant additional fellowships for AY 2019–20. The ASRC established an “Affiliate Faculty” program to provide research-active faculty the opportunity to collaborate with

ASRC-based faculty and staff. Affiliate faculty spend up to two days a week at the ASRC and have access to laboratory space, shared desk space, and meeting space. To date, more than 30 CUNY faculty members have participated in the “Affiliate Faculty” program. Some of these faculty members have benefited by this arrangement, successfully applying and securing external grant funding (see below). The ASRC “Seed Program” is a funding opportunity for CUNY faculty to leverage research relationships at the ASRC. The grants fund joint research between tenured and tenure-track faculty at CUNY colleges and ASRC faculty. Since 2015, the ASRC has awarded 50 seed grants totaling \$600K to CUNY faculty.

The ASRC actively supports CUNY faculty in securing grants. An example is the intensive workshop series that the ASRC runs to help CUNY faculty apply for NSF CAREER grants. These workshops, called CAREER bootcamps, have been instrumental in helping CUNY researchers secure NSF CAREER grants totaling over \$1.6 million. Examples are below.

- Dorthe Eisele, CCNY, \$694,830 NSF CAREER award
- Megan Owen, Lehman, \$400,000 NSF CAREER award
- Robert Messinger, CCNY, \$550,000 NSF CAREER award
- Elizabeth Biddinger, CCNY, DOE early career award, revised after the ASRC’s CAREER bootcamp

ASRC faculty have collaborated with CUNY faculty to secure over \$1.9 million (\$1,923,092) in grant funding for research equipment. These joint awards benefit CUNY faculty in many ways. The CUNY faculty have direct access to the equipment and the joint grants bolster the faculty members’ opportunities for tenure and promotion.

Since January 2017, 180 CUNY undergraduate and graduate students from 10 CUNY campuses have conducted research or worked at the ASRC. At least 200 CUNY undergraduate and graduate students have participated in ASRC tours led by dedicated community engagement staff. The ASRC is committed to supporting CUNY-wide initiatives for undergraduate students, such as the Summer Undergraduate Research Program (SURP). Every year, the ASRC provides training for at least 20 students through this summer program.

### *Core Facilities*

Since the ASRC initially opened in 2014, its core facilities have played an integral role in fulfilling the institution’s mission as a CUNY-wide research resource. As each core facility has been established—a process that continues given the ongoing hiring over the past five years—they have rapidly become used by researchers throughout CUNY and beyond, with over 1,000 academic and industrial users who have used or been trained on the use of this high-end instrumentation. These include 250 CUNY researchers from most of the senior colleges as well as from community colleges (BMCC, Guttman CC, LaGuardia CC, and Queensborough CC). An even wider user base is anticipated as new core facilities are being established.

CUNY faculty members have played an integral role in the use and strategic planning of many of these facilities, now numbering 19. Access to the ASRC core facilities is currently open to all CUNY academic users with equivalent priorities and pricing as ASRC members.

Many of the cores have configured their operations to accommodate remote usage, allowing CUNY faculty and students to access world-class instrumentation from their campuses around New York City.

*Public Engagement* Since December 2014, the ASRC has organized 398 conferences, seminars, workshops, presentations of research, and open houses that were open to the CUNY community. A substantial number of these events has been live-streamed on freely accessible platforms to facilitate the participation of CUNY faculty and students.

Around 570 middle and high school students have visited the ASRC for field trips and/or participated in summer programming.

#### *Infrastructure*

Capital project funding has been identified and procurements are now pending to implement an IT research computing infrastructure at the ASRC, to include a computational cluster, high-capacity primary and backup storage systems, high-bandwidth network connectivity to designated research equipment, and significant upgrades to network switching and firewall components.

### **Raising the visibility of the sciences at The Graduate Center**

Along with the effort to integrate the ASRC into CUNY science, in fall 2017, The Graduate Center entered into a joint endeavor with Princeton University to explore the interface between biology and physics through the establishment of the Center for the Physics of Biological Function. This effort is supported by the National Science Foundation through a \$13 million grant over five years. The new center supports research at The Graduate Center, including the mentoring of postdoctoral fellows and a regular series of symposia and seminars. Public programs are bringing the excitement of Graduate Center activities to a broader audience, and an annual summer school for advanced undergraduates, to be held at Princeton, exposes CUNY students to new intellectual opportunities at the borders of classical scientific disciplines.

In spring 2017, we launched a “City of Science” series as part of The Graduate Center’s acclaimed public programming lineup, featuring the scientific leadership of the ASRC. The series explored animal communication, urban habitats, the brain, nanotechnology, and the origin of drugs. In fall 2018, The Graduate Center featured programs, including interdisciplinary discussion on the scientific and social implications of infectious disease, the evolution of viruses, and what we can learn from this intersection. This discussion featured author and science journalist Laura Spinney and Benjamin D. Greenbaum, assistant professor at the Tisch Cancer Institute. In addition, we hosted a program about the crucial role that artificial intelligence plays in everyday life.

The Graduate Center is committed to diversity in the sciences, for women and for underrepresented minorities. In spring 2018, The Graduate Center hosted the program *Creating a Community for Women Graduate Students in STEM*. The event combined a performance of the nationally acclaimed play *Truth Values: One Girl’s Romp Through M.I.T.’s*

*Male Math Maze* with a post-performance discussion and next-day facilitated discussion and networking/mentoring event. To increase the diversity of the bench science doctoral programs, “top ups” were provided to the CUNY Science Scholarships to recruit top-flight students to our Ph.D. programs in biology, biochemistry, chemistry, and physics.

The IlluminationSpace at the ASRC, which opened in fall 2018, further diversifies The Graduate Center’s reach. The interactive educational center helps visitors, especially young people from the surrounding community, to understand how the science conducted at the ASRC relates to their lives.

The Henry Luce Foundation awarded The Graduate Center a grant of \$249,000 in 2019 to increase gender parity in its mathematics and computer science Ph.D. programs. The grant, thorough the foundation’s Clare Boothe Luce Program, will supplement five graduate fellowships to enhance recruitment offers.

In 2018, The Graduate Center hired a media relations manager to publicize faculty and student research and achievements in the sciences. As a result, news about science research by Graduate Center faculty and students is appearing more frequently on important science websites, such as *EurekAlert!* and *Science Daily*, as well as major news outlets, such as CNN. The news feed on The Graduate Center’s website also features more science-related stories, thanks to a concerted effort by the communications and marketing team.

### **Priority 3: Advancing Our Public Mission by Increasing Our Impact**

*The Graduate Center will renew its public mission by expanding its range of degree and non-degree programs, improving pedagogical training and professionalization for students and raising its institutional profile.*

#### **Expanding master’s programs**

We continue to expand our range of master’s degrees and work to integrate master’s programs into The Graduate Center. Six new master’s programs were approved by New York State in 2017–18: Data Science, Data Analysis and Visualization, Digital Humanities, International Migration Studies, Cognitive Neuroscience, and Quantitative Methods In The Social Sciences. Five of these are interdisciplinary, drawing faculty members from multiple programs (with data science, an affiliate of computer science, the exception). All six programs enrolled their first entering classes in fall 2018. A seventh new program, biography and memoir, will enroll its first class in fall 2019. We are working to create special public programs for the master’s students and have engaged our doctoral students as master’s advisors.

In addition, eight new master’s programs are under development. These include programs In Nanoscience, Mathematical Modeling, Experimental Linguistics, Public Humanities, and

Public Social Sciences. We are also working on an initiative to create The Graduate Center's first advanced certificate programs that would be open to qualified students not already enrolled in Graduate Center doctoral programs.

In fall 2018, we welcomed Dr. Julie Suk, our new dean for master's programs, who joined us from the Cardozo School of Law – Yeshiva University. Dr. Suk will continue to develop our master's portfolio and will work with program directors to expand resources for master's students.

### **Pedagogical training, career placement, and development**

The Graduate Center's Office of Career Planning and Professional Development (OCPPD) is spearheading our effort to prepare students for jobs inside and outside academia. In 2017–2018, OCPPD held 43 workshops/webinars serving 614 students, 358 career-advising sessions, and launched a new peer-to-peer writing consultation initiative, which held 237 individual writing consultations. Students from 33 of The Graduate Center's degree programs used its services. The writing consultation initiative will become a full-fledged writing center in spring 2019.

Our graduates continue to place well both inside and outside of the academy. Since 2017, along with the CUNY colleges, MIT, University of North Carolina at Chapel Hill, New York University, James Madison University, University of Pennsylvania, University of Wisconsin–Madison, among several other distinguished colleges and universities, have hired Graduate Center graduates. In addition, over the last two years, two of our graduates were named American Council of Learned Societies Public Fellows and one, a New York State Excelsior Fellow. A fourth has secured a highly competitive two-year postdoc at Oxford.

Outside of the academy, graduates are finding positions at employers such as Google, the U.S. Department of State, 3M, Viacom, Intel, and Yahoo. The OCPPD *Alumni Aloud* podcast serves as a vehicle for alumni to share their professional journeys and job search tips with current Graduate Center students.

The Graduate Center's Teaching and Learning Center (TLC) is pivotal in providing our doctoral students with exceptional training in pedagogy, strengthening their impact on the roughly 170,000 CUNY undergraduates that they teach each year. In 2017–2018, the TLC ran 23 workshops and four informal coffee hours/drop-in lunches with a total of 232 attendees. In August 2018, 60 first-time Graduate Teaching Fellows assembled at the Graduate Center for a four-day Teach@CUNY Summer Institute, which was supported by the Charina Endowment Fund. The inaugural program, supported by the Charina Endowment Fund in 2018 and 2019, has assembled scores of first-time Graduate Teaching Fellows at The Graduate Center for intensive pedagogical theory and practice. The students, who were preparing for their first semesters in the CUNY classroom as college instructors, came from 22 doctoral programs at The Graduate Center, and last fall they each began three-year teaching appointments on eight CUNY campuses: Baruch College,

Brooklyn College, City College, College of Staten Island, Hunter College, John Jay College, Lehman College, and Queens College.

In August 2017, in recognition of its leadership role in developing innovative approaches to training humanities scholars in digital methods, GC Digital Initiatives won a \$246,856 award from the National Endowment for the Humanities (NEH) to extend its GC Digital Research Institute model to faculty, staff, and graduate students across the country. In June 2018, 16 participants attended a 10-day institute at The Graduate Center, during which time GC Digital Fellows both led instruction using curricula developed for the January Digital Research Institute (DRI) and learned from practicing digital humanities scholars at a wide range of institutions about their professional development. During the year, Graduate Center students learned about the professional opportunities and challenges at organizations that range from community colleges to regional universities and from the Association of African American Museums to research libraries and R1 institutions.

With funding from the Provost's Office, GC Digital Initiatives began offering an annual January DRI. Based on a model developed with funds from the CUNY Strategic Investment Initiative, the GC Digital Research Institute provides four days of intensive digital skill training for interdisciplinary cohorts of 30–35 graduate students, faculty, librarians, and staff. Participants are introduced to core aspects of digital scholarship, such as using the command line, sharing and managing data, and analyzing text data. By developing core technical competencies, participants in the institute develop confidence to extend skills independently by asking better questions, accessing available resources, and connecting to a community of students, faculty, and staff who can support their work. Since its inception, more than 170 CUNY graduate students, faculty, staff, and librarians have taken advantage of the GC DRI. Students and faculty report that the GC Digital Research Institute has helped prepare them for the demands of changing research and professional landscapes.

The Graduate Center also received a gift from Leonard and Judy Lauder in late 2017, to enhance the TLC's programming. With the Lauders' gift, The Graduate Center has established the Lauder Master Teacher Fellowships. The Lauder postdoctoral fellows will collaborate with TLC staff on current initiatives and develop new ones to help Graduate Center students grow as educators and scholars.

As part of our ongoing efforts to support student research in the summer months, we have continued our seven summer fellowships. This past year, we created two new summer fellowship programs. The Connect New York Fellowship program invites students conducting research on New York City and its environs to compete for a \$4,000 award. To support early stage research in the bench sciences, we have created the Summer Science Fellowship, which helps with pre-dissertation travel and research. The work of both the Connect New York Fellows and the Summer Science Fellows has been featured on public-facing webpages, which profile these students and their intellectual contributions.

Since 2017, The Graduate Center, through funding from the Provost's Office, has strengthened the public-facing profile of faculty and student research through the

expansion of its Program Social Media Fellows program. In collaboration with doctoral program leaders and with supervision and guidance from GC Digital Initiatives, Social Media Fellows amplify the publications, research, awards, and achievements of Graduate Center faculty and students through social networking platforms such as Twitter, Instagram, Facebook, and the CUNY Academic Commons. Examples include the music program, which in March 2019 reported over 15,400 tweet impressions on Twitter and a Facebook reach of 7,8861; the chemistry program, which posted a news item about a faculty award that reached over 5,600 people and led to 1,065 reactions, comments, and shares. Program Social Media Fellows receive professional development training in scholarly communication, social media outreach strategies, and web design with WordPress and then develop similar professional development workshops for their programs. In fall 2019, the program will expand to include 18 programs across The Graduate Center.

In 2018, the Andrew W. Mellon Foundation awarded The Graduate Center and the University of Minnesota Press a second round of funding, in the amount of \$789,000, to further develop the Manifold Scholarship platform. Manifold allows academic publishers to think beyond the normal confines of traditional print limitations, accommodating an expansive archive of sources like pictures, audio, video, and interactive data alongside the text. Publishers can use Manifold to gather annotations and comments from readers, solicit community feedback, and even reveal a book's evolution by publishing early drafts. At The Graduate Center, students and faculty are using the CUNY installation of Manifold to conduct public peer-to-peer reviews of new scholarly publications, to create student teaching editions of public domain texts that can be taught across the 25-campus university system, and to publish handbooks and student writing.

In addition, in fall 2018, the provost announced a new fellowship opportunity: The Graduate Center Urban Studies Core Dissertation Fellowship to be awarded in spring 2019 to students completing their dissertations in urban studies.

Today's scholars in the humanities and humanistic social sciences seek to pursue quantitative research in increasing numbers. Inaugurated in summer 2017, the Quantitative Research Consulting Center (QRCC) provides training and research design advice for all interested students and faculty. In AY 2017–2018, the QRCC held seven workshops and assisted 300 students. Given the need for the QRCC's services, we augmented the staff at the center by two this summer. Combined with the existing nationally recognized GC Digital Initiatives, the QRCC will help place Graduate Center scholarship at the cutting edge of new methodologies in humanistic and social scientific research.

At the fall 2018 Convocation, we celebrated the excellence of Graduate Center teaching with inaugural awards for Excellence in Teaching by a Doctoral Student and for Excellence in Mentoring by a Doctoral Faculty Member.

## **Modeling innovative methods of Ph.D. professionalization and training**

In April 2018, The Graduate Center received a five-year, \$2.265 million grant from The Andrew W. Mellon Foundation to launch an initiative to transform humanities Ph.D. education—one that prepares and strengthens students for careers in the academy and beyond and encourages them to produce and share scholarship that contributes to the public good. In spring 2019, The Graduate Center selected 12 first-year Ph.D. students in the humanities and humanistic social sciences to be Mellon Public Fellows. They are being trained for a variety of careers inside and outside the academy, and, to that end, they will pursue internships and other activities outside teaching and standard coursework as a central part of their doctoral education. Graduate Center faculty will mentor the fellows, advising them on integrating academic training and career preparation. With the support of new staff funded by Mellon, the students will acquire skills, for example, in data visualization and analysis. The Graduate Center has established a PublicsLab to coordinate and expand the reach of the project. In November 2018, Dr. Stacy Hartman was appointed as director, joining The Graduate Center from the Modern Language Association. The PublicsLab has initiated a range of workshops, a seminar, and selected the first cohort of Public Fellows.

The Humanities Alliance between The Graduate Center and LaGuardia Community College, created through a \$3.15 million grant from the Andrew W. Mellon Foundation, continues to thrive. In 2017–2018, 15 Graduate Center doctoral students taught over 450 students at LaGuardia. In fall 2018, nine Graduate Center doctoral students continued teaching at LaGuardia, while nine new Graduate Center doctoral students trained with another five LaGuardia faculty mentors and began teaching in spring 2019. In 2018–2019, the Humanities Alliance launched pedagogical workshops led by the doctoral students that are open to The Graduate Center community, and in October 2018, hosted a national conference, *Community College and the Future of the Humanities*, at The Graduate Center that drew more than 200 attendees. The Teaching and Learning Center has actively institutionalized the lessons of the Humanities Alliance by working with other Mellon-funded units at The Graduate Center to establish ongoing collaborations with additional CUNY community colleges. In fall 2018, the TLC worked with the Center for Humanities to launch the Pressing Public Issues project, which paired six community college faculty from four CUNY campuses with teaching artists to integrate public arts-based methods into undergraduate courses. In February 2019, the TLC collaborated with the Office of Career Planning and Professional Development and the PublicsLab to co-host with Borough of Manhattan Community College, CUNY’s first Community College Career Fair, which drew more than 100 scholars from The Graduate Center and other doctoral granting institutions in the region.

### **Internships for Ph.D. students**

With the aims of placing our Ph.D. students in high-impact institutions and firms, and of developing successful non-degree programs, the provost hired a consultant to scout out new internships and job prospects, and to identify audiences for non-degree programs, such as executive education and areas of interest courses. On the model of current

Graduate Center internships at the Vera Institute of Justice, the New York Public Library, the Morgan Library, the New York Botanical Garden, the Schomburg Center for Research in Black Culture, and the Center for Court Innovation students were placed at the International Rescue Committee, American Group Psychotherapy Association, The Graduate Center's Leon Levy Center for Biography, and the Committee to Protect Journalists.

In addition, The Graduate Center is teaming up with the Museum of Pop Culture (MoPOP), a leading-edge nonprofit museum that is dedicated to the ideas and risk taking that fuel contemporary popular culture, to create fellowships and internships for Graduate Center students. MoPOP serves as a gateway museum, reaching multigenerational audiences through its collections, exhibitions, and educational programs, using interactive technologies to engage and empower visitors. The Graduate Center is also working with MoPOP to develop programming concepts and a plan to connect MoPOP with Graduate Center faculty and staff as well as the CUNY Central Office.

### **Non-degree programs**

The Graduate Center is in the beginning stages of designing non-degree programs to broaden its reach to a wider audience. In spring 2018, Brian Peterson joined the Provost's Office as the new dean for academic initiatives and strategic innovation. Initial offerings (pilots) within the area of new program development under his leadership include three seminars with the author Lee Childs in December 2018, and marketing of noncredit data visualization courses in summer 2019. In addition, The Graduate Center is exploring programming opportunities for 2019, 2020, and 2021 to include: one-week summer institutes, the establishment of Osher Lifelong Learning Institute, executive education programs (two-week programs offered with/without credit), and new certificate (credit/noncredit) programs.

### **Public engagement**

Dean Brian Peterson's brief also includes developing innovative educational experiences that will service diverse partners and enhance The Graduate Center's visibility, overseeing growth of the CUNY Baccalaureate for Unique and Interdisciplinary Studies program, and supporting existing international relationships and developing new ones. Fulfilling these goals will allow us to develop new revenue sources and provide new opportunities for Graduate Center students and the public.

In addition, to sustain and draw attention to the distinctive public-facing nature of much research at The Graduate Center, we have recruited new faculty known for their public engagement: Carla Shedd (Urban Education), Bianca Williams (Anthropology), Miles Corak (Economics), (Miles Corak), Natalie Etoke (French, spring 2019), Kyle Gorman (Linguistics), and Orié (Neuroscience). These scholars and scientists have devoted their energies to government service (Corak), the public circulation of knowledge in various media, including television and the internet (Shedd, Williams, Corak), research in a

nonacademic realm (Gorman at Google), and publicly oriented pre-college mentoring in the sciences (Shafer).

The Seminar on Public Engagement and Collaborative Research expands the diverse ways that the public humanities function in public life and as a public good. Made possible by support from the Mellon Foundation, this initiative brings together over 40 faculty, students and, uniquely, civic, cultural, and community partners to produce and circulate research through public projects, engaged scholarship, and interdisciplinary activities at CUNY and throughout New York City.

The Graduate Center has also scaled up its Digital Fellows program. Under the organizational umbrella of GC Digital Initiatives, Program Social Media Fellows (PSMF) work closely with individual doctoral programs to share the work of students and faculty with the public through the use of social networks such as Twitter, Facebook, Instagram, and the CUNY Academic Commons. In recent years, PSMFs were provided to seven of The Graduate Center's programs. In 2018–2019, fellows have been assigned to 11 programs, and plans are in place to expand this program to all 31 doctoral programs.

Our communications office has made important progress on our goal of enhancing The Graduate Center's reputation. Since the start of AY 2017, it has secured over 13,000 media placements in major media outlets, generating over \$45 million in publicity value. In AY 2017-18, there were over 1.5 million unique visitors to The Graduate Center website; social media engagement on Twitter has grown by over 40% (new followers), Facebook (new fans) by over 50%, and Instagram by 98% (new followers) since 2017. We have also seen significant jumps in engagement (likes, shares, comments, impressions, click-through rates, etc.) on all of these platforms as well as on LinkedIn, where we currently have over 20,000 followers.

The Graduate Center led the creation of CUNY's new SUM website, a digital platform that raises the visibility of the research, scholarship, and creative work of faculty and students throughout CUNY. This website leverages the collective power of CUNY research, discovery, and innovation to demonstrate our impact on the public good. In the six months since the formal launch, SUM has published over 250 stories with an average of about 5,000 page views a month, and that rate has been growing. Additionally, SUM is active on Twitter, Facebook, LinkedIn, and Instagram. Most of all, SUM specializes in bringing technical research to life.

In addition, on the first floor of The Graduate Center, the newly designed Object Library offers both material objects and books as starting points of knowledge. Somewhere between a traditional library and a sculpture gallery, this new space will display selected objects alongside curated books on core research themes. Visitors to the Mina Rees Library will be able to sample scientific knowledge and the latest thinking in the humanities in a relaxed environment focusing on material culture.

## **Increasing impact by building stronger relationships with institutions in New York City and beyond**

The Graduate Center is collaborating with the Perelman Center for the Arts at the World Trade Center. The Perelman Center aims to build on the site-specific history of the area from bedrock to the present, taking into account both the physical and ethnographic history of the area, including the environment, the immigrant communities, and other kinds of cultural contact that have taken place there. One goal is to create an archive of primary materials for the use of artists, playwrights, and designers. Another is to create a booklet that would be a capsule history of the site. Bill Rauch, the inaugural director of the center and a well-known collaborative and socially conscious artist, is working with Professor Peter Eckersall of our theater and performance studies doctoral program to lead a team of Graduate Center students and faculty selected to work on the history of the site and to prepare materials both for the archive and for the public.

The new Points of Departure in urban studies is designing research with a public outcome. Faculty members and the provost held conversations with leaders at City Hall in fall 2018 to explore the establishment of an annual symposium bringing together scholars and policymakers.

The PublicsLab is surveying engagement with the city through centers and programs around the Graduate Center, such as the Center for Human Environment and the Futures Initiative. The goal is to publish this survey in fall 2020.

## **Priority 4: Diversifying Our Resources and Building Institutional Resilience**

*The Graduate Center will more effectively engage a broader range of students, alumni, and donors and increase its operational efficiency.*

As described above under Priority 1, the Provost's Office implemented a new process of annual reporting, the Annual Report and Request. We are using these reports, improved communications among the president's senior staff regarding budget allocation, and input from the Budget Advisory Committee established in 2018 in order to better allocate resources to address The Graduate Center's greatest needs. Support for doctoral students remains among our highest priorities.

### **Alumni relationships**

The Graduate Center continues to engage our alumni to support fundraising and enrich our students' educational experiences and career development. Each year it holds alumni award ceremonies, recognizing alumni who have achieved particular distinction in their fields or in support of their communities. Other notable alumni events included two faculty talks and regional events hosted by former President Chase Robinson in Albany, New York,

and Washington, D.C. Additionally, alumni who had experience in nonacademic careers in the sciences returned to The Graduate Center to participate in a speed-mentoring workshop with current Graduate Center students.

We anticipate that alumni will return to The Graduate Center in significant numbers to support the activities of the PublicsLab starting in fall 2019.

### **Cultivating The Graduate Center Foundation Board**

In 2017, Peter Darrow was named the new chair of the Foundation Board. Darrow serves as senior counsel at the firm of Cleary Gottlieb and has a strong record of leadership on various New York City-based nonprofit boards. In addition, Jide Zeitlin, a former Goldman Sachs partner who has also served in a leadership capacity on various nonprofit boards, joined the board in 2017.

Over the past two years, James Blanco of Barclays Bank; Robert Goldstein of Citibank; Howard Morgan, a venture capitalist and philanthropist who has had extensive experience working with other nonprofit boards; and Ramine Rouhani, a partner at Pinehouse Capital LLC who has served in a volunteer role in other higher education organizations, have joined our board. These additions to the board will aid The Graduate Center in strengthening its fundraising capabilities and in supporting students' career opportunities in sectors beyond the academy.

### **CUNY 2020 project**

The Graduate Center continues to make progress on its Center for Digital Scholarship and Data Visualization, which will create a vibrant space in which students can collaborate on a range of data-driven technological projects. The architects hired by CUNY have finalized their design plans and we anticipate that construction will start in 2019–2020. As noted above, both the M.S. in Data Science and M.S. in Data Analysis and Visualization, which were part of the CUNY 2020 proposal, were approved by the New York State Department of Education and enrolled their first students in fall 2018. Together with the M.A. in Digital Humanities, these M.S. courses and the center will cement the reputation of The Graduate Center as a leader in digital scholarship, data visualization, and digital pedagogy.

### **Increasing the efficiency and effectiveness of space allocation**

The Provost's Office conducted a Graduate Center-wide space inventory during summer 2018 to identify space for new master's programs and other initiatives. The president's office developed a blueprint for improved development of capital funds requests, bringing together facilities, communications, and academic affairs. Meetings with the Doctoral Students Council will allow us to design more collaborative approaches to the challenges associated with the growth of programs in the building.

As to our public venues, The Graduate Center continues to make progress in upgrading them and associated infrastructure. The digital signage screens on the concourse level were upgraded this past summer, along with an update to the screens' operating system to include new features. We have upgraded the system by which rooms are combined or separated in the breakout rooms 9204-9207 to incorporate HDMI plates, a Crestron touch panel control system, and a digital wireless mic system. Additionally, numerous classrooms have been upgraded with new cabling and newly upgraded projectors. We have also added a new programmed control system, with more targeted areas to be addressed in the near future. Capital project funding has been identified and procurements are now pending to provide these upgrades to additional classrooms, to replace video display systems in seminar and thesis rooms, and to refresh the digital signage displays at The Graduate Center on Fifth Avenue.

Regarding our main venues, we are completing a detailed inventory of the equipment deployed to all major public venues at The Graduate Center and the final audit will allow us to focus on targeted upgrades to the Segal Theatre and Recital Hall as a starting point. The Dormitory Authority of the State of New York (DASNY) installed a 50-station discussion system in the Advanced Science Research Center's auditorium that includes microphones on each seat and a new line array speaker system to improve the speech quality; a broadcast production-level camera switching system; and a professional lighting system to better accommodate their numerous public live-streamed and recorded events. Capital project funding has been identified and procurements are now pending to provide point-to-point connectivity between the two Graduate Center locations in order to utilize live video connectivity as a means to facilitate interaction and collaboration between faculty and students at the two sites.

### **Cultivate a thoughtful planning and decision-making process by goal tracking and active data sharing**

A new associate dean for institutional effectiveness, Dr. Yun Xiang, joined The Graduate Center in 2018. With her knowledge of data strategy, skills in providing analytic support, and entrepreneurial spirit, she brings energy and focus to the Office of Institutional Research and Effectiveness (OIRE).

The Graduate Center is committed to continuous institutional improvement, supported by a learning outcomes assessment process, systematic surveying of student and faculty opinions, organized efforts in program review, and periodic assessment of administrative and educational supporting units that align with CUNY's annual Performance Management Process, "Measure What Matters." The quality of assessment instruments has been improved by a collective review process of surveys and program review forms in early 2019. Under the Provost's Office's guidance, OIRE will continue working with other offices to keep various assessments simple, clear, practical, and usable.

### **Active data sharing through tracking student performance and career placement**

OIRE has been working on providing up-to-date information on student progress, placement, and the crucial intangibles that the university contributes to the public's social and economic environs. Significant progress has been made on updating data dashboards to make the metrics of Graduate Center performance widely available.

Next steps for building a culture of institutional effectiveness:

- 1) OIRE is currently updating its comprehensive alumni career database by working with the Office of Career Planning and Professional Development. The plan is under review and will be shared with the leadership team and The Graduate Center community by fall 2019.
- 2) OIRE is developing a road map called "Decision Support" to build a tighter link between strategic priorities/goals and resource allocation at various levels. For example, to make decisions about a program, the student survey data at that program, the program's learning outcome assessment annual report, annual request report, external review report, and dashboard data on students' success indicators will all be placed and analyzed concomitantly (through an updated OIRE website), allowing us to create more insights for further decisions.
- 3) OIRE is developing a comprehensive communication plan to create a culture of transparency and encourage community involvement through data sharing. The plan aims to launch in fall 2019.