THE GRADUATE CENTER
CITY UNIVERSITY OF NEW YORK

CUNY VALUE PLUS
The Graduate Center (GC) is the primary doctoral degree granting institution of the City University of New York. It is wholly devoted to graduate education and advanced learning and research, with about 90% of its 4,200 students enrolled in doctoral programs. Its students are more racially and ethnically diverse than those of comparable research universities. Among the GC students who are U.S. citizens or U.S. residents, 22% of the doctoral students and 33% of the master’s students come from underrepresented groups.

The GC has a special impact on the New York City metropolitan area, through the work of its centers and institutes, through its faculty doing research on New York City, and through the many alumni who carry important responsibilities in New York City institutions, government, and non-profits.

The GC also serves the NYC community through its public programming and through the vast amounts of teaching done by our doctoral students and alumni. For example, over 21,000 people attended public programming at the GC during the 2013-14 academic year, with tens of thousands more viewing programming online. The GC’s newly established YouTube channel had 425,000 views since its inception in December 2012.

Impact on Undergraduate Education

The GC’s doctoral students teach approximately 7,700 courses (with enrollment of about 200,000 students) annually in the CUNY system. 75% of those courses are at the CUNY senior colleges. We estimate that as many as 1,600 GC alumni have been hired as faculty in the CUNY system. In addition, virtually every college/university in the New York area employs GC alumni, with large numbers teaching at NYU, Columbia, Fordham, and Icahn School of Medicine at Mount Sinai.

Digital Innovation

The GC’s Digital Initiatives (GCDI) merge technology with our research and teaching missions. Emphasis throughout is on posing new questions, probing old questions in new ways, and developing new scholarship enhanced by technology.

Students can begin learning about the landscape of the digital humanities and the digital social sciences from the moment they enter the institution. The Digital Praxis Seminar, open to all GC students and designed for those just entering the GC, offers full immersion in digital humanities tools, skills, methodology, and scholarship that enhance research and teaching.
With the arrival of Distinguished Professor Cathy Davidson in fall 2014, the GC is a hub of HASTAC (the Humanities, Arts, Science, and Technology Alliance and Collaboratory) and the Futures Initiative, a CUNY-wide program that will advance innovation in higher education and involve both faculty and graduate students.

**M.A. in Liberal Studies**

The GC offers an interdisciplinary M.A. in Liberal Studies (MALS), spanning the humanities and social sciences. MALS provides an opportunity for rigorous, cross-disciplinary study in small classes taught by the distinguished GC faculty, culminating in the completion of a master’s thesis or project under the guidance of a faculty advisor. Students have the flexibility to pursue where professional and academic objectives, curiosity, and intellect lead.
## Enrollment numbers

### Fall 2015
- Doctoral: 3615
- Master’s: 460
- Nonmatriculants: 54
- Total: 4129

### 2011 - 2015
- 2011: 4703
- 2012: 4662
- 2013: 4417
- 2014: 4313
- 2015: 4129

**Note:** To improve funding for doctoral students, the GC implemented a reduction of approximately 25% over three years in the size of the total incoming doctoral cohort across 24 programs.

### Gender - 2015
- Female: 57%
- Male: 43%

### Ethnicity - 2015
- White, non-Hispanic: 65%
- Black, non-Hispanic: 8%
- Hispanic: 16%
- Native Hawaiian/Pacific Islander: 0.2%
- Asian: 8%
- American Indian/Native Alaskan: .1%
- Two or More Races: 2.3%
- Underrepresented Minority*: 25.2%

*Underrepresented minority includes citizens/permanent residents who selected one or more of the following ethnic/racial categories, regardless of any other category selected: Hispanic; Black, non-Hispanic; Black or African American; American Indian/Native Alaskan; Native Hawaiian or Other Pacific Islander.

### Age - 2015

<table>
<thead>
<tr>
<th>Age</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>13%</td>
</tr>
<tr>
<td>25-29</td>
<td>32%</td>
</tr>
<tr>
<td>30-34</td>
<td>24%</td>
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<tr>
<td>35-39</td>
<td>13%</td>
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<td>40-44</td>
<td>6%</td>
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<td>45-49</td>
<td>4%</td>
</tr>
<tr>
<td>50-54</td>
<td>2%</td>
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<tr>
<td>55-64</td>
<td>1%</td>
</tr>
<tr>
<td>65-69</td>
<td>0.4%</td>
</tr>
<tr>
<td>70+</td>
<td>0.4%</td>
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</tbody>
</table>
Support Services

With financial support from CUNY’s Central Office, the GC welcomed its first cohort of GC Fellows (GCFs) in 2013. With stipends increased to $25,000 (previously $18,000) and a reduced workload (from four courses during each of the 2nd-4th years to two courses each of those years), these recruitment packages are now competitive with those of most highly ranked Ph.D. institutions.

In 2014, the GC introduced a Parental Accommodation Policy, which extends the time to degree and provides a reduction of service for students who give birth or adopt a child or whose partner gives birth or adopts a child. The GC also introduced a Fellowship Deferment Policy (for research, medical, or personal reasons) and an external award policy that allows students to combine their GC award with external awards under certain circumstances. Combined, these policies allow students to balance work/life demands while they pursue their academic goals. These policies make the GC more attractive by bringing it in line with most other graduate schools.

The new Office of Career Planning and Professional Development (OCPD) supports current students in reaching their career goals through individual career counseling, including advice on CVs, resumes, and other job search materials; assistance with preparing for interviews; and discussions on career planning strategies. In partnership with other GC offices and programs, the OCPD help students develop a multidisciplinary skill set, provides opportunities for training in current research tools, and encourages students in their pursuit of outside funding opportunities.

The new Teaching and Learning Center (TLC) prepares GC students to enter the classroom, supports their development as college teachers, and fosters innovative approaches to undergraduate education across the University.

“I could never be in this position without the amazing learning and support that happens at the GC.”

— Noah Heller
Ph.D. 2014, Urban Education, Master Teacher in Residence, Harvard Graduate School of Education
Scholarships

The GC is committed to both attracting talented students as well as ensuring they have the resources to complete their program:

At least 92% of students enrolling in the GC’s doctoral programs will have support either through receipt of five years of guaranteed funding via a fellowship that provides a stipend or one that provides full tuition.

45% of entering students are also guaranteed to receive summer support for the five years. These summer fellowships are used to assist students with their research during the summer months. Additional summer funding opportunities may be available to students via a competitive application process.

The GC has tripled its student research funding. This funding provides yearlong fellowships for students working on both early and dissertation-stage research.

Many of the dissertation fellowships will also provide an in-state tuition scholarship.

Federal aid, including work study, is available to those students who qualify.
GC Research

Advanced teaching, scholarship, and research thrive at the GC. Recent awards reflect this vibrancy:

The GC recently won major recognition as a locus for innovation and educational reform. New York State awarded $15 million in August 2014 to a CUNY big data consortium led by the GC and the College of Staten Island, which will allow us to establish a data visualization lab at 365 Fifth Avenue. The project is forecast to create nearly 109 new sustainable jobs, including faculty, researchers, and support staff, generating $5,595,000 in salary impact and approximately $1.9 million in taxes and train approximately 450 highly skilled graduate students and business professionals to meet the industry demand for big data analysts.

Colleagues in the Center for Advanced Study in Education are engaged in a $3.2 million project, funded by the New York State Department of Education, to conduct a state-wide assessment of the Common Core.

The National Institutes of Health awarded $4 million National Institutes of Health award to a consortium led by Professor Doug Whalen (Speech-Language-Hearing Sciences). The result will be groundbreaking work in improving speech remediation with ultrasound technology.

Professor Bruce Homer (Educational Psychology), director of the GC’s Child Interactive Learning and Development (CHILD) Lab, is one of three researchers recently awarded a $1.5 million grant to study how video games can help students develop cognitive skills. The three-year project, “Focused Computer Games that Promote Specific Cognitive Skills,” will explore how to design computer games targeted at improving students’ learning skills from middle school through the early college years. It will be funded by the Institute of Educational Sciences.

The GC was awarded $3.15 million from the Andrew W. Mellon Foundation for a major humanities initiative to enhance pedagogical training for doctoral students. Beginning in fall 2016, the Humanities Teaching and Learning Alliance will place a total of 27 GC doctoral students over four years at LaGuardia Community College. The doctoral students will gain onsite training from LaGuardia mentors and master faculty, while LaGuardia students will benefit from inspiring teaching, resources for cultural enrichment, and a humanities mentorship program. The grant will also fund a substantial online community platform and two post-doctoral fellowships to research humanities education and digital scholarly communication.
Faculty Awards

The GC has a doctoral faculty of over 1800, including 140 based at the GC, with the rest based at the CUNY colleges, as well as from cultural, academic, and scientific institutions throughout NYC. For example, Nobel Laureate Paul Krugman joined the GC in 2015 as a Distinguished Professor at the Luxembourg Income Study Center and professor in the Ph.D. Program in Economics.

GC faculty are prominent scholars and researchers in the humanities, social sciences, and sciences and regularly receive prestigious honors and awards, including the Pulitzer Prize, the National Humanities Medal, the National Medal of Science, the Bancroft Prize, Grammy Awards, Guggenheim and Carnegie Fellowships, and memberships in the American Academy of Arts and Sciences and the National Academy of Sciences.

Among the recent awards:

**Andre Aciman**, Distinguished Professor, Comparative Literature
Fondazione Pescarabruzzo; 2014 NordSud International Prize for Literature and Science, 10/27/14

**Paul Attewell**, Distinguished Professor, Sociology
The Bill & Melinda Gates Foundation; The Role of Academic Momentum in Retention and Degree Completion, 5/1/10 - 8/31/15

**Herman L. Bennett**, Professor, History, and
**Robert Reid-Pharr**, Distinguished Professor, English
Andrew W. Mellon Foundation; Sawyer Seminar on the Comparative Study of Cultures and Histories of Freedom: Ideology, Slavery and Creolization, 1500-1900, 6/18/14 - 6/30/16

**Joshua Brown**, Executive Director, The American Social History Project/Center for Media and Learning, Professor, History NEH; Visualizing U.S. History: The American Civil War, 10/1/11 - 12/31/12

**Matthew Gold**, Associate Professor, M.A. Program in Liberal Studies
National Endowment for the Humanities (NEH); Project Director of NEH Digital Humanities Start-Up Grant, “DH Box”, 5/1/15 - 6/30/16
Andrew W. Mellon Foundation; Co-Principal Investigator, “Manifold Scholarship,” 4/1/15 - 3/31/18
**Dagmar Herzog**, Distinguished Professor, History
The Holocaust Educational Foundation; Distinguished Achievement Award in Holocaust Studies, 11/1/14

**Leith Mullings**, Distinguished Professor, Anthropology
Carnegie Corporation of New York; Andrew Carnegie Fellow, 5/1/15 - 5/1/17

**Frances Fox Piven**, Distinguished Professor, Political Science
The Nation Institute; 2014 Puffin/Nation Prize for Creative Citizenship

**Ryan Raaum**, Assistant Professor, Anthropology
Leakey Foundation; Seeking More Descendants of the Pre-Agricultural Population of East Africa, 9/1/14 - 8/31/16

**Joan Themia Richardson**, Professor, English
John Simon Guggenheim Memorial Foundation; Images, Shadows of Divine Things, 9/1/12 - 8/31/13

**Tony Ro**, Presidential Professor, Psychology
National Science Foundation; Cortical Mechanisms for Visual Perception, 6/15/14 - 10/31/15

**David Savran**, Distinguished Professor, Mathematics
International Balzan Prize Foundation; 2014 International Balzan Prize, 9/29/14

**Bryan Turner**, Presidential Professor, Sociology
German Federal Ministry of Education; Max Planck Research Award, 7/20/2015

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**Leith Mullings** (Anthropology), an expert on inequality, was named among the inaugural Andrew Carnegie Fellows.
Student/Alumni Awards

Students have earned fellowships and awards from institutions such as the American Association of University Women, American Council of Learned Societies, American Philosophical Association, Andrew W. Mellon Foundation, National Institutes of Health, National Science Foundation, Social Science Research Council, the Wenner-Gren Foundation, and the Woodrow Wilson National Fellowship Foundation.

Our students’ exceptional accomplishments have recently resulted in a Pulitzer Prize in Poetry, a Guggenheim Fellowship, the Charlotte Newcomb Doctoral Dissertation Fellowship, and a Paul and Daisy Soros Fellowship for New Americans, as well as many research grants and scholarships.

Alumni hold chairs at prestigious universities such as Princeton, University of Pennsylvania, Harvard, Cornell, Georgetown University, New York University, and more.

Alumni also hold prestigious jobs outside of the academy, such as at Google, Time, Deloitte, Nickelodeon, CBS/60 Minutes, Salon, and IBM.

Alumni in New York

Almost 60% of the GC’s doctoral alumni remain and work in the New York City area, three-quarters of whom are employed in education; as many as 1,700 doctoral graduates from the past decade alone work at the hundreds of educational institutions in the New York City area.

After CUNY, the educational institutions in the New York area employing the most GC alumni are New York University, Columbia University, Adelphi University, Fordham University, Icahn School of Medicine at Mount Sinai, Marymount Manhattan College, Montclair State University, St. John’s University, William Paterson University, and Yeshiva University.

As many as 7,000 of the GC’s doctoral graduates are employed in the New York City area, with 5000 employed by postsecondary institutions.

Nearly half (46%) of New York City’s half million postsecondary students are enrolled in the CUNY system. The CUNY system has awarded over a million degrees, and three-quarters of its graduates remain in the city; therefore at least 12% of New York City’s adult population of 6.4 million has a degree from CUNY.