

Colin Powell School

for Civic and Global Leadership

The City College
of New York

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You are the Colin Powell School.

When the Colin Powell School for Civic and Global Leadership was established in May 2013, we integrated the core principles of leadership and service for the greater good with the traditions upon which the former Division of Social Sciences was founded. Through almost forty years, these traditions focused on the search for a better world via efforts to redress core social problems rooted in inequities, injustices, and the denial of political, civil, and human rights. We consider our faculty to be experts in these matters. But, crucially, we also look to our students, who as a group constitute the most diverse campus in the country. The expertise that they bring to these matters, expertise developed through their lived experiences in Harlem, New York City, and in countries around the globe, positions them as experts in topics affecting us all.



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Message from General Powell

Dear Friends and Supporters,

This past spring, I stood on the podium to address the third graduating class of the Colin Powell School, over 700 young men and women from around the world and around the block: New Yorkers, every one. I'd seen pictures from previous graduations, but nothing compared to actually being with graduates of the school that carries my name.

When I was in their shoes, I found stability and support at City College. People invested in me, and I discovered what I was good at doing. From this base, I made my way into the world, taking on new challenges and learning new skills. But I was always building on what I found at City College.

The young men and women who study at the Colin Powell School will move into a very different world than the one I entered. But we're working to make sure that, in the Colin Powell School, they have the same foundation that I had.

How are we preparing them? They'll enter a globalized world. While still Colin Powell School students, they'll work in classrooms surrounded by colleagues from all over the world. They'll have the chance to study in Korea, undertake service projects in Ghana, and conduct research in Mexico. They will be asked to assume leadership positions. As Colin Powell School students, they can participate in programs like the Colin Powell Leadership fellows program, and build service organizations as Community Engagement fellows or in the Edward I. Koch Program in Public Service, which supports motivated students who devote 200 or more hours of service each year to nonprofit organizations and government agencies

throughout New York City. They will be called to serve a world that needs their talents. As Colin Powell School students, they will learn and serve in engaged scholarship programs that allow them to exercise newfound classroom skills in service to public, governmental, and community organizations.

They'll see our country become a majority minority nation, see new waves of immigrants begin the journey to become Americans. They will go untold places, traveling far and dreaming big. But my fervent belief is that they'll have an anchor on this campus through the Colin Powell School for Civic and Global Leadership.

I'm excited to pass on this report of our year's activity and our plans for the future. Still, you'll learn much more if you come to campus. Please make the time to visit the Colin Powell School, meet some students, and talk with the school's leadership. I'm sure you'll see firsthand what a unique and inspiring place it is.

Thank you,



General Colin L. Powell, USA (Ret.)

Chair of the Board of Visitors
Colin Powell School for Civic and Global Leadership

"But my fervent belief is that they'll have an anchor on this campus through the Colin Powell School for Civic and Global Leadership."

— General Colin L. Powell, USA (Ret.)



The Colin Powell School, located in historic Harlem at The City College of New York, addresses pressing global issues such as civic rights and democracy, community stability and health, economic growth, national wealth creation and the promotion of education and the general betterment of those in need. The school focuses its research and teaching activities on fostering solutions that further equality, prosperity, stability, and peace for the whole people—in Harlem, in New York, and around the globe.

When you imagine the future of this city and our nation—know that you'll find the next generation of leaders at the Colin Powell School.

Message from the Dean

Hello from the Colin Powell School for Civic and Global Leadership,
I'm proud to present this report of our activity and accomplishments during the 2014-2015 academic year, which carries the theme "You are the Colin Powell School."

We've done a great deal in this last year to expand our programming. In the pages that follow, you'll read about our growing slate of public events, like the Human Rights Forum we produce in collaboration with CCNY's Division of Humanities & the Arts and the Division of Interdisciplinary Studies at the Center for Worker Education, and engaged initiatives, like our faculty lectures at the Washington Heights YM-YWHA's Center for Adults Living Well. These programs, like others we describe in this report, don't arise in a vacuum. Rather, we are conceiving, building, and integrating them in consideration of the thousands of people connected to our school. Over 2,800 students study at the Colin Powell School. More than 100 people teach in our classrooms. For almost 40 years, graduates of the social science departments have filled positions of leadership and responsibility across this city and in all corners of the world. In the neighborhoods of New York, community organizations have developed partnerships with our various departments and programs.

Together, we are all the Colin Powell School.

When we founded the Colin Powell School in 2013, we embraced the thousands of people who, through the decades, graduated from our departments and made their mark in the world. Students are the Colin Powell School in our classrooms, where they prepare to carry forward our mission and values of service, capacity, resilience, and leadership. Our faculty and staff members are the

Colin Powell School as they strengthen our capacity to support every young person with talent, and create an environment where our combined expertise is directed to those who need it. Those serving on our Board of Visitors are the Colin Powell School in their embrace of our work, and enthusiasm for our mission. The communities around us are the Colin Powell School when they entrust their young people to our care, and look to our facilities as a resource for making things better in their world.

I hope this theme of our 2014-2015 annual report also speaks to those of you who so generously support our work: that you feel yourselves to be as integral to the Colin Powell School as we feel you to be. You've contributed resources that allow us to run an extraordinary array of programs—our engaged scholarship work, our programs to prepare students for legal careers, and service careers, and to enter graduate and professional schools. You've offered to partner with our programs, and mentor our students. You've helped us search out opportunities to grow and prosper. As you read this report, you'll see the reflection of your various contributions.

In this year, our second as a school, we've made substantial and exciting progress. We've expanded the number of students coming to study with us, and done more to retain them and promote their success. New programs currently under development—combining, for instance, law and



international studies—will soon be available to our students. Established programs, like our Skadden Arps Honors Program in Legal Studies, are doing better than ever before. Traditionally, we close these letters by asking our readers to learn more about we do - and that is an important request to be sure. However, just as important, I'd like for you to view this report as a place to begin—or extend—a conversation with us. Come to our campus, meet our students, faculty and staff. Ten minutes at the Colin Powell School will show you that it's different than anyplace you may have visited before. I hope you'll see a place for yourself in our work, and come to understand why we believe that this school was imagined with all of you in mind. You are the Colin Powell School; come help us build our next chapter.



Vincent Boudreau
Dean
Colin Powell School for Civic and Global Leadership

At a Glance



A Strong Foundation

The Colin Powell School for Civic and Global Leadership was founded upon a strong foundation of support and enthusiasm, established through a two-year campaign, in which we secured initial funding and further developed the animating vision of the school.

From that point forward, we've been delivering on that vision in our multi-pronged efforts to increase student success, in the development of interdisciplinary program initiatives and in our focus on cultivating leadership skills among students with a great diversity of experience and perspective and the highest potential.

To sustain this momentum, this year we've also turned our attention back to our basic institutional foundation, fortifying its core by inviting key supporters to our Board of Visitors and by developing committees that focus on securing the future of the Colin Powell School.

In 2015, we added two new members to our board of visitors—individuals who already knew a great deal about our work and have contributed significantly to our success.

Lt. General Samuel E. Ebbesen, USA (Ret.), is a CCNY graduate and was a classmate of General Powell during their time in the Pershing Rifles at City College, from which Ebbesen graduated with a degree in political science. A retired three-star General, Ebbesen has had a distinguished career in the military, business, and community and public service. As executive chairman, he recently led the EduK Group, an organization of post secondary education institutions focused on the Latin American community.

Thomas Blair has served on a number of boards of publicly traded companies, as well as the boards of numerous non-profit entities, including the Christopher and Dana Reeve Foundation and the National Air and Space Museum. In 2011, he authored a New York Times bestseller, *Poorer Richard's*



“The opportunity to serve this great institution, which has contributed so much to my education and molding of my values, character, and success, is one of the highlights of my life. Today, as yesterday, CCNY continues to provide a pathway for so many, like me, to achieve that American dream. To help keep that path open is indeed a privilege. Importantly, the warmth and excitement of the campus is still invigorating.”

— Lt. General Samuel E. Ebbesen, USA (Ret.)



“The destiny of America has been and will continue to be shaped by those young people who challenge themselves to contribute to the American experience... working, saving, training, pursuing passions. Such individuals are the essence of the Colin Powell School for Civic and Global Leadership, and I'm proud to be a small part of its mission.”

— Thomas Blair

America, which applied Benjamin Franklin's wisdom and writings to today's United States. Blair appears on CNN as a contributing panel commentator and supports a number of charitable initiatives.

We've also added the second of our two committees to our board structure. Last year, we established our **finance committee**. This year, we proudly introduce our **development committee**.

The development committee is tasked with advising us on the best ways to secure a strong future for the Colin Powell School. We ask its members to identify potential supporters and partners and to introduce them to our mission and activity. Development work begins by thinking clearly about what we've set out to accomplish, and identifying those—within our communities and across the globe—who would like to help us succeed. Properly constructed, a development committee is composed of individuals who have great enthusiasm for the mission at hand, a willingness to associate themselves with the work, and the will to draw others in. We've assembled a group of people with an exceptional affinity for these tasks and a firm belief that the mission of the Colin Powell School is worth a significant investment of their time and energy.

Robert Catell, class of 1958, chairs the development committee. A founding member of both the Colin Powell Center's advisory council and the Colin Powell School board of visitors, Mr. Catell brings great enthusiasm and a wealth of experience to this position. A second board of visitors member, **Linda Powell**, also came aboard, joining committee members Kathleen Kearns, Dr. Stephen W. Nicholas, Charles Rabus, **Vince Boudreau**, dean of the Colin Powell School, and Dee Dee Mozeleski, director of the Office of Institutional Advancement.

The Colin Powell School's express purpose is to better equip our students to succeed—by way of getting the most out of their time on campus, better understanding their capacity and potential to do good out in the world, and relying on the leadership skills they will develop with us and continue to hone throughout their professional lives. We expect to fulfill our purpose and promise with the aid of trusted advisers and support networks, and we look forward to their continued support and community-building.

Student Success

The Office of Student Success was founded on two core principles.

First, we emphasized the **broad scope of advisement**—that students need advice on which classes to take, but also must be pushed toward taking a proactive approach to their own education. From the moment they enter our school, students should be seeking opportunities to enrich and enliven their education through travel, internships, service, and scholarship programs. Thus, students and their advisors should ceaselessly endeavor to connect classroom learning with professional, career, and service trajectories.

Second, we believed that advisement must help construct **social and intellectual connections** to bind students to the university and to their school. That work started this year with an initiative to mobilize faculty in a new orientation and advisement effort, ensuring that students are always moving toward their most exciting work—advanced study in their chosen field. It also informs our current plans to develop specific cohort-formation programs for transfer students—a huge section of our student population who, because they arrive with large portions of their degrees complete, must hit the ground running when they enter the Colin Powell School.

Two other initiatives illustrate these principles. This year's **third annual involvement conference** was our biggest and most successful to date. More than a career fair, the involvement conference features industry-specific panels in fields of public service like healthcare, education and sustainability, in which speakers discuss employment trends in their fields. In these panel discussions, students learn how to leverage their course choices into career opportunities and so can begin positioning themselves for career success as they navigate the college environment. This year's conference attracted 27 presenters from different service industries and 48 separate organizations interested in informing students about their work and attracting student applicants.

Beyond that, this year marked **our second student research conference**. Making classroom study relevant means, in part, helping students conceptualize their work as speaking to larger public concerns and addressing audiences beyond the classroom. The best way to build such awareness into the conceptualization



and execution of academic work is to begin recruiting students to present their work at the end of the semester to audiences of their peers, professors, and guests from outside the university. This year's conference featured 10 panels and the work of 46 of our students. Topics included "Politics in the Workplace," "The American Experience in its Diversity," and "Current Issues in Cognitive and Organizational Psychology." The event also featured a keynote address by Dr. Aimee Cox from Fordham University's anthropology department on the topic of "Anthropology Beyond Love and Survival."

Both events illustrate the progress we're making to infuse our work in the Office of Student Success with broader conversations about how student expertise might interact with life beyond the Colin Powell School.

"The annual Undergraduate Research Conference offers an unparalleled opportunity for the Colin Powell School—its students, faculty, and staff—to come together to share their work, engage in cross-disciplinary conversation on topics of shared concern, and develop new relationships that tighten the bonds, personally and academically, that animate our school."

— Michael Busch, Associate Director,
Office of Student Success

Student Leadership

Building Leaders at the Colin Powell School

Our approach to leadership begins with a commitment to agency—the decision to act with purpose, stay informed, and seize the moment.

For many of our students, it means wresting a life from potential drift, discovering a path of meaning, and, in the words of Dean Boudreau, “authoring a new and better future.”



Suprita Datta

Even at a young age, Suprita Datta knew that service to others would always play an important role in her life. Understanding people, their communities, and the things they hold dear were key to Datta's learning about the realities people face in life. As a Colin Powell fellow in the Dobrich New Americans Program as well as a William R. Kenan Scholar at the Macauley Honors College at City College, Datta has made scholarship and service hallmarks of her time on campus. As a part of the Roosevelt Institute of Public Policy at City College, she has learned how public policy is constructed and how to deal with different stakeholders and their interests. This lesson was particularly relevant and instrumental in understanding how foreign policy is created and the different considerations that must be taken into account. This past summer, Datta interned at the State Department and worked on Middle East and North Africa foreign policy issues, supplementing her extensive educational knowledge of the Middle East, public policy, and U.S. foreign policy with the real-world initiatives developed by the State Department. “When I started college, it was important for me to apply my education outside the classroom and learn from people as well,” says Datta.



DANIEL ROBLES

As a student in the MA program, Robles does EEG research in order to study substance abuse and the role of extraneous cues in drug craving behavior. He has spent time collecting data from the urban New York population and has presented, along with his laboratory team, preliminary works in various conferences in the USA and Europe. Robles is also doing research coordination and working as an Adjunct Lecturer in the psychology department at the Colin Powell School.

Robles chose the MA program because of his interest in cognitive neuroscience research and his desire to be in direct contact with many professors whose research and work inspired him since he was an undergraduate student. He plans to extend and enhance his research skills in order to pursue a Ph.D. in Neuroscience and go on to a career in substance abuse research.

“As a psychologist I’ve been deeply attracted to the idea of portraiture and capturing a particular moment in space and time where subtle aspects of personality emerge in front of the observer. Recently, I’ve been working on a personal project capturing the darker side of addiction and its chaos in the streets.”

Chayanne Marcano

Chayanne Marcano, an anthropology major, is a firm believer that the study of anthropology encourages students to think about their own positionality when discussing topics like race, gender, and sexuality. Themes within the major help students better understand its history and acknowledge its colonial origins. “To know that is comforting to me, because I believe that our experiences and beliefs inform and shape our research. It doesn’t always have to be overt; it can be a subtle influence,” says Marcano.

After graduation, Marcano hopes to go on to study at the graduate level, with a research focus on the intersections between race and public space. “Being a part of not only the Colin Powell School and CCNY, but the CUNY network in

general, has granted me so many great experiences.” This past summer, as a Mellon Mays Undergraduate Fellow, Marcano participated in a research-training program at the University of Chicago—while demanding, this program affirmed her dreams of becoming an academic. The program was structured to feel like graduate school, and pushed students to produce research proposals that they presented at a symposium at the end of the program. Marcano’s research focused on the link between the political economy of the city and representations in community-based museums. Putting this together, while also connecting with Mellon Mays Undergraduate Fellows across the nation, was amazing.



GINGER ALBERTSON

Rethinking development strategies to close gender gaps is the foundation of the research Ginger Albertson has conducted for her masters thesis in international relations. With the persistent disconnect between program goals and implementation, Albertson sought to understand practical methods being used to empower women in international development and how such methods might change. In 2015, she lived and conducted research in Cambodia for four months to investigate the work of international development agencies, local governmental ministries and nongovernmental organizations (NGOs), working on ways to improve the status of women. Since conducting undergraduate work in international studies at the Colin Powell School, Albertson has been interested in human-rights issues, specifically in women's and children's rights. After graduation, Albertson plans to continue working on gender and youth issues at an international or nonprofit agency.



Sebastian Cordoba

Sebastian Cordoba emigrated from Colombia to the United States ten years ago. After graduating from California State University, Long Beach, with a BA in human development, he spent a year in South Korea and almost two years in Japan teaching English and learning the languages. As an English teacher, he became intrigued by the psychology of intercultural and linguistic processes connected to sexual identity, and the diverse reactions different individuals have in cultural settings distinct from their own. In 2014, Cordoba moved to New York City to pursue his MA in general psychology.

At CCNY, Cordoba has been able to explore and deepen his understanding of psycholinguistic processes while also gaining a solid, empirical, and comprehensive understanding of the brain processes that influence them. Cordoba has been fascinated by the intersection of language and sexual identity, which he is currently exploring for his master's thesis.

Taking the thesis route in the general psychology master's program has created many academic opportunities for Cordoba, who is applying to doctoral programs in Germany for next year.

"Teaching is one of my passions, and to have an opportunity to be a teaching assistant at the Colin Powell School gave me an opportunity to work with students in both 'Applied Statistics' and 'Psychology in the Modern World.' These students, all undergraduates, are doing truly impressive research."

Reggie Romain

Reggie Romain was born and raised in Brooklyn, New York, the youngest of three children of Haitian immigrants. The Colin Powell School's 2015 salutatorian, Romain graduated in May, with honors, with majors in both psychology and sociology. While at the Colin Powell School, Romain researched "motivation and employee attendance behaviors." A member of the CUNY Pipeline Research Fellowship at the Graduate Center, where he researched coworker relations, Romain will begin a masters of arts program in industrial organizational psychology and organizational behavior at Brooklyn College and plans to continue to research counterproductive behaviors among employees.

Chunbiao Wang

For Chunbiao Wang, emigrating to the United States from China in 2009 was an exciting transition. That excitement motivated him to seek out as many opportunities as possible to settle into his new home, and extended to his arrival on the City College campus a year later. During his time on campus, Wang applied for, and was accepted to both the City College Fellows Program and the Pipeline Research Fellowship at the Graduate Center. Both awards provided him academic and financial support and ensured that he could direct his time to completing majors, with honors, in economics at the Colin Powell School and mathematics in the Division of Science at City College. Wang, the Colin Powell School's 2015 valedictorian, gave a moving speech at this year's commencement, saying, "The Colin Powell School feels like home, and the faculty, staff and students here feel like my family." Wang will continue his studies and research in graduate school starting in the fall of 2016.



Public Discourse

The recovery of a lost history can mean more than recalibrating our understanding of a time or people: sometimes, it can fundamentally reposition how we think about ourselves and our place in the world.

The CUNY Dominican Studies Institute (CUNY-DSI) achieves just such a repositioning in mounting its exhibition *Sixteenth Century La Espanola: Glimpses of the first Blacks in the Americas*.

In examining the very beginnings of the New World slave trade as it passed through what became the Dominican Republic, the CUNY-DSI, for the first time, shows the world a different kind of pioneer. Brought to this country against their will, America's first Blacks nevertheless entered a world that included both the dehumanization of a market in men and women, and heroic efforts to build institutions to resist that trade and to care for one another within its stifling confines. It also situates the history of Latinos and African Americans as intertwined from the very beginning, undercutting the myth of deeply separate paths and incommensurate national identities.

But more deeply than that, it represents an invitation to delve into lives and histories of individuals obscured for centuries beneath the approximating, aggregate language of "slave" or "Dominican." It represents a recovery of history on a human scale, in which more and more of us today will be able to find ourselves and gives a voice to millions of lives over the past five centuries.

Human Rights

Two years ago, we began a collaboration

with the Division of Humanities and Arts and the Division of Interdisciplinary Studies at the Center for Worker Education on the topic of human rights. We undertook the project because we appreciate that our educational mission is to equip our students and our society with the rights and resources needed to fully achieve their potential. We also embraced the program because, although many of our students are drawn to New York City and to the United States, just as many are driven from their distant homes by violations of their human rights or the rights of those around them.

As of 2014, the City College Human Rights Forum has become an institution, with regular audience members and a set of frequent collaborators across the city. This year, we presented lectures on issues including the rights of children in migration, LGBT rights as human rights, and human-rights law. The series is set to continue next year and for the foreseeable future as one of our main expressions of public scholarship.

Immigration

It's hard to name an issue that matters more to our students than immigration. Each year, approximately 80 percent of CCNY students who fill out a broad-ranging survey report being born outside the United States. Many of our students join advocacy groups, lobbying for general



immigration reform or for programs that offer so-called "Dreamers" a path to citizenship. Moreover, there is no other issue on which the Colin Powell School has a greater concentration of faculty expertise or interest. As we think about how we speak to public audiences—why we should enter a debate or the authority with which we do so—immigration looms large on the agenda.

This year, we initiated a multiyear initiative, the Colin Powell School's Perspectives in Immigration Series. Launched via the public event and academic conference "Growing up Muslim in Europe and the United States," the series will continue through 2015–16, and will feature next year's Dean's Seminar on Immigration, which begins in the fall 2015 semester.

Breakfast Series

The Conversations with City Breakfast Series is designed to present conversations between CCNY experts and those in the field on some of the most significant questions of our time. Arranged to particularly highlight the accomplishments, activities, and contributions of the Colin Powell School specifically, the series began as a way to introduce our different departments and programs. This year, we presented discussions on, among other things, police reform, the future of Latin American studies, and one session entitled, "Understanding Female Fighters: Perspectives from South Asia." The series concluded with a session examining trends in public higher education and asking after strategies institutions can adopt to cope with the defunding of public higher education.

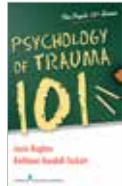
July



Faculty Publication:
Professor Maritsa Poros:
Key Concepts in Migration

October

John O’Keefe, CCNY ‘63 (Psychology)
awarded Nobel Prize in Physiology or
Medicine



Faculty Publication:
Professor Leisa Ruglass:
Psychology of Trauma 101

Conversations in Leadership:
featuring Cesar Conde and Joy Reid

Global Ethics Conference: sponsored
by the Colin Powell School and the
Carnegie Council for Ethics in International
Affairs

Conversations with City: “The Future of
Latin American and Latino Studies”

Skadden Arps Honors Program in Legal
Studies hosts Zephyr Teachout

“Human Rights Law & Documentary
Filmmaking” with Almudena Bernabeu
and Skylight Pictures, moderated by
Victoria Sanford



“LGBT Rights as Human
Rights” with Daniel
O’Donnell, Charles Radcliffe,
Val Kalenda and Bishop
Christopher Senyonjo,
moderated by Andrea Weiss

July
October

November

“What does the future hold for
Afghanistan” featuring Dr. Zahir Tanin

Human Rights Forum Event:
“Moving Children: Young Migrants and
the Challenge of Rights” with Jacqueline
Bhabha and Susan Bissell, moderated by
Vince Boudreau

“Kobane and the Rojava Revolution,”
A teach-In, sponsored by the
Anthropology Department and the
Anthropology Student Club

December

“Soldier First: Army Women Facing
Change,” An intergenerational
conversation on Sex, Gender, Violence
and the Role of Women in the Military

CUNY Dominican Studies Institute
20th Anniversary Gala

November
December

January



Faculty Publication:
Professor Daniel DiSalvo:
*Government Against Itself:
Public Union Power and its
Consequences*



Faculty Publication:
Professor Steven Tuber:
*Early Encounters with
Children and Adolescents-
Beginning Psychodynamic
Therapists’ First Cases*

February



Faculty Publication:
Professor Rajan Menon:
*Conflict in Ukraine: The
Unwinding of the Post-
Cold War Order* (Boston
Review Originals)

Conversations in Leadership:
featuring Thomas J. Donohue

Colin Powell School Involvement Conference

Audrey Lorde Project Conversation:
“Trans lives, Violence, Post-Ferguson, and
New Possibilities for Coalition Building”

Human Rights Forum Event: “The Latin
American Role In Human Rights” with
Professor Kathryn Sikkink and Professor
Margaret Crahan

January
February

March

Conversations in Leadership: featuring
guest speaker Mayor Harry LaRosiliere



The Annual Sternberg
Family Lecture
in Public Scholarship:
with Professor L’Heureux
Lewis-McCoy and
Professor Pedro Noguera

“Two Truths and a Lie: Ending Gender
as We Know It” featuring Scott Turner
Schofield

April

“Growing Up Muslim in the United States”
featuring Imam Feisal Abdul Rauf and
Professor Amaney Jamal



The Annual Anne and
Bernard Spitzer Lecture in
Political Science: featuring
Dr. Amartya Sen and
Professor Rajan Menon

The Hunting Ground film screening and
student advocacy event

Conversations with City: “Understanding
Female Fighters: Perspectives from
South Asia” featuring Nimmi Gowrinathan,
Suchitra Vijayan and Rafia Zakaria

March
April

May

Human Rights Forum Event: “Never Again:
Mass Atrocity Prevention in the Twenty-first
Century and the Responsibility to Protect”
with guest speaker Professor Simon Adams

Conversations in Leadership: “State Policy
Decisions and Health Care Access:
The Impact of the Affordable Care Act”
featuring Dylan H. Roby PhD

General Colin L. Powell gives Colin Powell
School commencement address

June



Faculty Publication:
Professor Stanley I.
Thangaraj: *Desi Hoop
Dreams: Pickup Basketball
and the Making of Asian
American Masculinity*

May
June

TIMELINE

The Colin Powell School:
Where Harlem
meets the World

As part of our founding in 2013,
we identified our ability to bring the
work of our faculty and students to
the greater public as one of our
most important responsibilities.
During the 2014–2015 academic
year, we hosted and co-sponsored
over 100 public events, our faculty
contributed to public discourse
through the release of timely new
works of academic research and our
student clubs organized thoughtful
and deeply relevant programs to
address conversations that span
the globe. The timeline to the right
represents some of the key programs
we held over the year.

Research for the Common Good

The remarkable faculty of the Colin Powell School have expertise across a wide range of topics, spanning five core disciplines. Despite this variety, several themes unite their research, writing, and teaching, none more profoundly than their concern to identify, analyze, and propose solutions to inequality and injustice.

William Helmreich Knows the City

Professor William Helmreich has taught at the City College of New York for over 40 years. He has seen generations of students arrive on campus, and while the faces change, the stories do not: Students come here to answer some of the most difficult questions their generation will face.

Helmreich has an intimate familiarity with this city. Author of *The New York Nobody Knows*, he has walked almost every street in New York City during a four year period. That's 120,000 blocks, from the Bronx to Staten Island, Queens, Brooklyn, and all though Manhattan. He's famous for his ability to suggest where to find the best pizza or the most beautiful parks. It's easy to imagine those walks taking him near our Harlem campus—a place he has loved since he arrived in 1973.

The 1970s were a time of major change in New York City and at City College. As the city grew, so did the number of CCNY students. Coming from all five boroughs and around the world, students found a campus alive with social activism and a

faculty eager to establish a leading role for itself in the social sciences. Among that faculty was Associate Professor Helmreich, new to campus but raised in the Bronx.

In the past four decades, he has seen marked changes in our student body and proudly notes that the number of immigrant and first-generation college students is higher now than ever before. "Immigrant students—students from around the world—make up a much larger part of the student body now. As the world has changed we've more fully understood how deeply the diversity of our students' experiences affect what they bring to the classroom and how they experience the campus." That's a big part of what makes City College unique—and it's by

respecting and accommodating the uniqueness of those experiences, the Colin Powell School makes its greatest contribution.

Bringing Together Educational Experiences with Students' Passions.

The author of 14 books, including *Against All Odds: Holocaust Survivors and the Successful Lives They Made in America*, Helmreich eagerly opens his door to students across campus. He starts every semester making sure students can bring any question, at any time, to his attention. And so they do. They stop him during class, in the hallways, and on his walks around campus, asking career advice and his views on topics like immigration and religion. Helmreich, just as inquisitive as his students, eagerly connects them with whomever might have answers.

Helmreich strongly believes that, as a faculty member of the Colin Powell School faculty, he bears a great responsibility to facilitate the marriage between students' curiosities and their passions. He is quick to remind students, faculty, and staff that the Colin Powell School's mission and programs epitomize what City College and New York City have meant to people from around the world.

When asked about the past forty years, Helmreich is eager to describe the glorious experience he has had teaching at City College. "I've never once gotten burned out by what I do. If you make yourself available to students, they will always take you up on that offer. At the end of the day, I want to feel that I've left the world a better place—teaching these students gives me that feeling every day."



Marta Bengoa

In recognition of her extraordinary commitment to teaching last year, Marta Bengoa, associate professor of economics and director of the graduate economics program at the Colin Powell School, received the Provost's Outstanding Teaching Award.

This award is particularly prized among members of the CCNY faculty because it is students who take the initiative to select professors they deem worthy and who coordinate the nomination effort. That Bengoa won this award is testimony to her standing among those she has taught and her peers.

Bengoa joined the economics and business department as a visiting professor in 2009. Her research in international economics investigates the impact of foreign direct investment on the economic growth of less-developed countries, the relationships between income inequality and economic growth, and the interaction between trade integration and the home bias effect (that is, the preference consumers may have for domestic over foreign goods). She chairs both the PSC-CUNY Research Award Program in economics and political science, and the financial health subcommittee of the CCNY Strategic Planning Committee.

In his letter to the committee, Economics and Business Department Chair Kevin Foster wrote in support of Bengoa for the award, stressing the overwhelming respect and admiration expressed by her students. "I must highlight the fact that the students who wrote letters [to the committee] are

outstanding," he said. "They are among the most highly capable graduates in recent years. Professor Bengoa is held in high esteem by people who are themselves quite estimable. She has an exceptional talent for attracting the very best students."

A Devotion to Excellence

Currently, Bengoa is an External Senior Research Fellow at the International Economics Institute of the University of Valencia and Jaume I. Her most recent research has her investigating a diverse array of topics related to spatial determinants of productivity at the regional level in the European Union and the relationships between trade and foreign direct investment in Latin America. Other projects examine the regulatory distance between countries and analyzing the effect of distance on the intensive and extensive margins of exports by using gravity models (Newton's Law). Bengoa says the paper can inform policymakers on the importance of improving the regulatory environment in promoting international trade. Bengoa recently presented her research projects at University of Warwick (UK), the CESifo Conference (Munich), University of California at Berkeley, Central European University (Budapest), the Eastern Economic Association



Annual Meeting, and the International Economics Meeting.

Bengoa says she can only hope to continue serving students as a faculty mentor and inspire them to become leaders and mentors themselves. "Coming to CCNY was a life-changing event. I realized that I could make a big difference. Students come from different backgrounds and from across the economic spectrum. Those of us who are teaching at the school are devoted to excellence and to developing leaders who can make a difference globally. That Bengoa won this award is a testimony to her standing among her peers and to those she has taught.



Nimmi Gowrinathan

A leading researcher, analyst, and commentator on international gender and violence issues

Nimmi Gowrinathan is a visiting professor at the Colin Powell School, and a leading researcher, analyst, and commentator on international gender and violence issues. She directs the Politics and Sexual Violence Initiative, a three-year program funded by a grant from the NoVo Foundation. Gowrinathan formerly was a fellow at the Center for Conflict, Negotiation and Recovery, and over saw disaster relief for South Asia Programs at Operation USA. As part of our Conversations with City programming, Gowrinathan led a panel titled "Understanding the Female Fighter: Perspectives from South Asia."

Glen Milstein

Identity formation is a significant part of his classroom



As a research, Glen Milstein practices "the humility to search for pragmatic answer for people in need." He asks, "How do we integrate into communities, regardless of where those communities exist?" For answers, Milstein draws upon his own expertise and that of his students. Who better knows what it means to navigate New York's tumultuous social landscape than Colin Powell School students—who do so each day?

Interested in the role that clergy may play in improving mental health in their communities, he began seeking ways to deepen communication between them and mental health professionals, and to find a more holistic approach to mental-health support.

The holistic outlook also informs another of his projects—an effort to refresh a schoolyard mural near the Colin Powell School. In it, the arms of a figure stretch wide, encircling a community of work and play, learning and love, in a warm, visual depiction of community. Milstein locates his work in this community: "I see my job as helping to show how many kinds of homes there are, and how little we need to be threatened by those differences."

Mehdi Bozorgmehr
 Second-generation Muslims in Europe and the United States



How well-integrated are second-generation Muslims in the United States, compared to those in Europe? That question figured centrally in our “Growing up Muslim in Europe and the United States” conference earlier this year. Co-organizer, Mehdi Bozorgmehr, professor of sociology at the Colin Powell School, collaborated with Philip Kasinitz, Presidential Professor of Sociology at the CUNY Graduate Center, to address the often skewed focus on the radicalization of Muslim youth. Despite intense scrutiny on isolated cases of “homegrown terrorism,” they argue, we know little about how Muslim grow up in Europe and America.

“Co-sponsoring the conference helps reinforce the Colin Powell School’s pioneering efforts to connect research, policy, and public service with the timely issues of Muslim-American civic integration and civil rights,” says Bozorghmer.

Ramona Hernández
 First Blacks in the Americas

On May 22, 2015, the Dominican Studies Institute (CUNY-DSI) launched its exhibit, *Sixteenth-Century La Espanola: Glimpses of the First Blacks in the Early Colonial Americas*. The exhibition is part of a long-term CUNY-DSI’s “First Blacks in the Americas” project, and consists of 25 panels of archival documents, highlighting different moments in the lives of Black Africans and their island-born descendants in the Americas. It reveals for the first time how these pioneering individuals made their way in the new world, and will change how millions look at their ancestry. Led by CUNY-DSI director, Ramona Hernández, professor of sociology, Dr. Lissette Acosta-Corniel, and Anthony Stevens-Acevedo, the research also demonstrates how the CUNY-DSI’s revolutionary Spanish paleography digital teaching and learning tool can help researchers at all skill levels decipher obscure writings from the colonial world.



Ratna Sircar
 Research looks at the dynamic, developing adolescent brain

Ratna Sircar’s research examines the dynamic, developing adolescent brain. She asks how alcohol-use in this vulnerable population impairs memory functions and changes brain physiology. Funded in part, by a grant from the National Institutes of Health, Sircar’s laboratory pairs researchers from a variety of disciplines with students in our undergrad, master’s and doctoral programs, uniting the purest laboratory science with vital social questions.

Sircar’s laboratory has a unique mandate to bring neuroscience to a diverse population of students. They won’t all become neuroscientists but an open lab and an inspired teacher are powerful invitations to be curious, ask meaningful questions, and think deeply about their place in the world of science.

LESLIE PAIK

Focus on healthcare disparities, social justice and the boundaries of power and responsibility

Professor Leslie Paik came to the City College campus with a strong cohort of new sociologists. From the start, she thought about healthcare disparities, social justice, and the relationship between power and responsibility. Some of her research focuses on how government affects whether families make decisions in their own interests, and how public policies can move us to a better place. Paik won a two year grant from the National Science Foundation to better understand how social control institutions like courts and hospitals assist or impede parental rights over their children’s well being. The work first focused on the juvenile court system, but now has turned to healthcare practitioners at St. Barnabus Hospital, to see how they can better collaborate with parents to manage healthcare issues like obesity and diabetes. “My work focuses on adolescents and families. My big comparative questions relate to how parents negotiate blame and how they approach the real issues of health and mental wellness within organized institutions to provide the best possible care for their children.”



Sarah Aponte
 Chief librarian of the Dominican Studies Institute

Sarah Aponte, associate professor and chief librarian of the Dominican Studies Institute, deeply believes in disseminating the expertise of the university. She presides over the oral history projects of the CUNY-DSI library, and dreams of constructing what she calls an “Oral History Commons.” As the main steward of the DSI collection, she manages an utterly unique resource and understands the importance of making sure that various communities have access to it. These communities include those closest to our campus, and so Aponte began a program with the Washington Heights YM-YWHA’s Center for Adults Living Well. In the program, Colin Powell School faculty developed presentations tailored to the needs and interests of these senior citizens. Sarah arranged for visits between the two sites and—always the librarian—arranged for the recording and archiving of these encounters as part of the CUNY-DSI oral history archives to preserve these precious encounters between a first generation of Dominican immigrants and the institution through which so many of their children will pass.

Engaging Communities

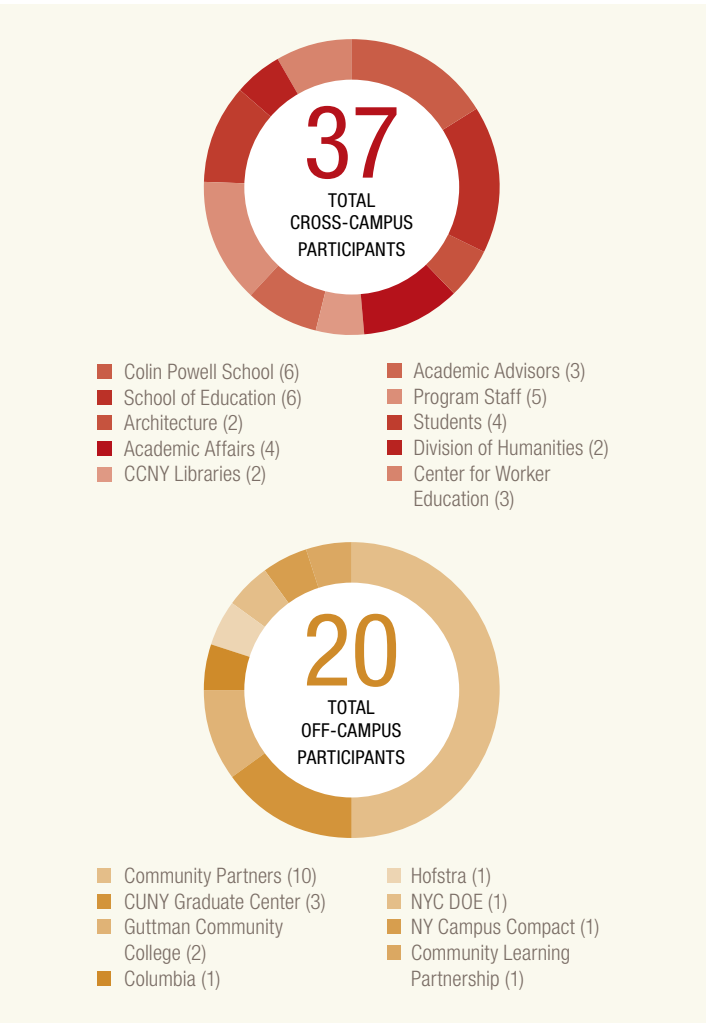
Years ago, thinking about our identity as a public institution, we committed ourselves to a pedagogy of engagement. As we grow into a school, that commitment has become an increasingly integral part of our approach to education.

For our students, that means prioritizing opportunities to render service in an academic setting—to consider newly-learned skills as resources to be used to advance the public good. For faculty, it means fostering research and public discussion designed to help our communities and our policymakers to make informed, creative decisions on issues that matter. For us as an institution, it means designing new programs—classes, majors, research programs and study-abroad trips—that connect students’ experiences of the world with the challenge to make it better.

For faculty, this means pursuing research and teaching strategies that mobilize academic expertise in ways that most directly address public need. But engaged scholarship is more than just a mindset. It requires faculty to develop a new set of skills. Professional-development programs sponsored by the Office of Engaged Scholarship reached across the City College campus to connect educators with leaders in the non-profit community across New York City in an effort to bring the expertise of those leaders into a classroom setting where our faculty members were the students—providing them with a network of community-based organizations whose work often affects millions of New Yorkers every day. To have an opportunity to merge practical and theoretical research is one of the hallmarks of the work we do at the Colin Powell School.

The different elements of our engaged scholarship program work together to ensure that our teaching, our research, and our discussions are connected to vital ongoing public concerns and that we actively discharge our obligation, as a public institution, to work to make New York, and our world, a better place.

Professional Development Workshop Participation



Participant Reactions to Workshop Series



Learning Environments

City Tutors

The City Tutors program serves as the academic support arm of the Colin Powell School, bridging the current gap between learning assistance and academic departments. The program works with Colin Powell School faculty to provide academic support for students of all levels: those experiencing difficulty in particular courses, those with specific skill development goals, and those enrolled in courses with high overall withdrawal and failure rates.

Tutors are volunteers who commit two hours per week, each week, for a minimum of one semester. They are trained in alignment with national standards set by the College Reading and Learning Association (CRLA), ensuring that each session follows minimalist tutoring practices that emphasize learning autonomy and content curiosity. Each tutor receives individual professional support that starts with the creation of résumés and cover letters and advances to preparation for short- and long-term career goals. Tutors are linked to a wide network of students and professionals, and are supported in applying for jobs, internships, and scholarships.

The City Tutors program's innovative model has been the topic of both a panel at the CRLA Spring 2015 New Jersey/Pennsylvania regional conference, and a workshop at the Institute for the Emergence of 21st Literacies at City College.

A New Approach to Online Instruction

Two important trends meet in the classrooms using the new Hawkes mastery approach to STEM education. On one hand, in many of our majors, advanced mathematics and statistics classes have represented a substantial stumbling block for students pursuing majors like economics and psychology, or MPA degrees. Underserved by public schools, many of our students have entered college with a basic fear of math, and have not responded well to traditional classroom instruction. On the other hand, as students grow more comfortable in on-line environments, they often learn faster, and with greater self confidence, in screen-heavy environments.

SKADDEN ARPS HONORS PROGRAM IN LEGAL STUDIES

Our Skadden, Arps Honors Program in Legal Studies has worked to prepare students for law school and to diversify the legal profession. Throughout that time, however, one obstacle has prevented our students from entering law school in great numbers: their LSAT scores. Widely regarded as being at least somewhat biased against the very students the Skadden program seeks to help, LSAT scores are nevertheless the most important measure of who had the best chance of admission to law school. This year, in partnership with the Kaplan test preparation program, the Skadden program began to integrate LSAT preparation into our formal curricular offerings. The results had an immediate positive impact. Students' before and after scores showed a remarkable improvement, in many cases doubling from that earned in previous years.

Enter the Hawkes program. Hawkes provides an integrated online/offline teaching environment, in which students advance to new modules only after mastering earlier modules, and work accomplished at home is reinforced by classroom instruction. More importantly, instructors receive real-time feedback regarding student progress. The combination of information that helps guide faculty support and a mastery approach to the material has been tremendously effective in helping our students grasp the material more quickly and effectively.

Looking Ahead

We began, in the year of our founding, by establishing the offices and institutions that would define the Colin Powell School. In the year that followed, we developed our approach to student success.

As we look ahead, the work of the Colin Powell School now turns to program development—to building the new initiatives that will define the content of our educational mission.

These new programs constitute our response to the question of who we are and what kind of school we seek to become. Situated in a college with a historic mandate to build an open, inclusive, and prosperous New York City, the Colin Powell School embraces the mission to educate a new generation of community and civic leaders from across the social spectrum. This year, we've been thinking deeply about how to more fully align our curriculum with our mission. That means making issues of importance to our students, to our neighbors, and to our city—issues of immigration, equity, upward mobility and global connection—figure more importantly in our new programs.

Among the developments on offer, perhaps none is more exciting than our emerging collaboration with the CUNY School of Law. While currently still in the planning stage, we are quickly moving toward submitting for approval a program that would combine the Colin Powell School MA Degree in international relations with a JD from CUNY School of Law. The resulting degree would equip students with the knowledge and skills to navigate an international environment in which legal skills are more and more at a premium.

This fall, we're also launching an intergenerational dialogue on immigration to kick off our annual Dean's Seminar Series. Each fall, a semester-long course featuring the expertise of Colin Powell School faculty will examine an issue of pressing concern facing our city and our students. We're designing the seminar around a series of public lectures featuring our faculty and the expertise of our institution, and we'll invite both students and alumni to enroll in the class.

We're also finding new ways to integrate research and service in classroom settings. Designed around specific public policy questions, research-methods courses in which students will also learn how to publish and disseminate the work to concerned constituencies, are only the start. We're also developing a minor in community organizing that includes specific issue- and problem-based courses in which students develop expertise by rendering service to community and direct-service groups.

We'll be building on our accomplishments in the realm of student success and integrating new programs to establish, support, and track cohorts of students. As with our earlier initiatives, these programs focus on connecting students to the exciting work of their departments as early as possible. But they'll also help students define missions for their programs of study, matching their aspirations to opportunities to do research that matters, serve communities in need, and build professional networks.



Financial Overview

Events over this past year drove home the urgency of establishing a firm financial foundation for the stability and growth of the Colin Powell School.

For more than 25 years, New York, as most other states, has been defunding public higher education. In 1980, New York provided 71 percent of CCNY’s budget. In 2014-15, that figure was 36 percent. The new fiscal year’s budget reflects, more than 14-million-dollar college-wide cuts over last year’s, moving us sharply forward along this trend line. In short, we have no reason to believe that any expansion in public support for our institution is likely to take place, and that means two important things for our efforts to plan a stable future for the Colin Powell School.

First, over the past decade, more and more of the financial burden for supporting the Colin Powell School has shifted from the state budget to tuition dollars, from the public coffers to the backs of our students. Last year, tuition receipts accounted for 64 percent of our total budget; in the year to come, that figure will edge up towards 70 percent. Our investments in student retention and success are therefore more than merely an expression of our educational mission; they also make good financial sense. And, as government support for higher education shifted in the direction of financial aid (and away from grants to campuses), helping students navigate that bureaucracy becomes a key avenue for provisioning the campus.

But this fiscal pressure has also forced us to make other adjustments that are more troubling. To teach students with less money, campuses around the country have shifted in the directions of larger class sizes,

less instruction from full-time faculty, and more emphasis on online-learning. Some of these moves are justified pedagogically, but at some point, teaching more students with fewer resources risks eroding our student success goals.

How do we plan to manage? In some measure, the development of new and exciting programs of study, or those targeting mid-career professionals and international students will help us fill the gap. Building the reputation and programs of the Colin Powell School and insuring excellence in our classrooms should allow us more successfully to navigate in an educational market that has become more competitive.

Increasingly, we also need to look to a third strategy. So far, our philanthropic dollars have mainly supported educational enhancements—scholarship and leadership programs, lecture series, and a strong engaged-scholarship program. But as state funding for our educational activities dries up, we need to think about supporting our core mission through a combination of tuition revenue, state contributions and philanthropy. We happily acknowledge the contributions that so many of you have made to the Colin Powell School. Despite the tough budgetary climate we currently face, your support gives us ample reason to anticipate a bright future for our students and our institution. We plan to build on the work we’ve done together, and make sure that generations of CCNY students benefit from a strong Colin Powell School.



UPDATE TO THE CAMPAIGN

On behalf of the Colin Powell School’s faculty, staff, and students, we are extremely grateful for the support that so many generous individuals, alumni, and community and corporate partners have given us. Some donated to the Colin Powell School specifically; others pledged support to the former division of social sciences. We thank you all.

The donations listed on this page represent gifts received given during the past ten years. We list these contributions

here as a way formally to acknowledge those of you who have invested in the success of our students, the vitality of our programs, and the impact of our faculty.

Your support will allow the Colin Powell School to remain committed to our mission of transforming the traditional university experience in ways that take seriously our public obligation, in our educational programs, our research and our service initiatives, of making our world a better place.

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