

STUDENT SUCCESS

LEADERSHIP

PUBLIC DISCOURSE

RESEARCH FOR THE COMMON GOOD

ENGAGING COMMUNITY

Colin Powell School
for Civic and Global Leadership

The City College
of New York

Anchored in historic Harlem, the Colin Powell School for Civic and Global Leadership is *the* school for students driven to become leaders and motivated to devote their talents to the public good. In our classrooms, in our writing, and in our discussions and our service, we set out to make the world a better place—and to attract students galvanized by that same project. To meet the challenges of a new and globalized world, we have built a diverse campus rich with insights from every corner of the globe, and from those insights, we will craft the new face of leadership.





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MESSAGE FROM GENERAL POWELL

DEAR FRIENDS AND SUPPORTERS,

I'm pleased to present you with this year's annual report—one that covers our first full year as the Colin Powell School for Civic and Global Leadership.

One year ago, we inaugurated our school behind a vision of providing young men and women of great potential with a school dedicated to cultivating their leadership skills and capacity.

New York City is full of talented young people eager to earn a college degree. Some are new Americans. Some come from working families, or single-parent households. Many are minorities or come from underserved neighborhoods with struggling schools. The Colin Powell School—located in Harlem, and a proud heir to The City College of New York's long mission to educate the whole people—draws these young men and women together to form one of the most diverse, dynamic, and motivated student bodies anywhere in the world.

As a public institution, we are committed to making education viable for everyone, but college should be more than merely affordable and accessible—it must challenge our students and equip them with leadership skills, professional experience, and problem-based knowledge they will draw on long after they graduate. We've built the Colin Powell School on a solid foundation of award-winning faculty and acclaimed academic programs. Our initiatives and departments emphasize service-learning, international exposure, and leadership education to prepare a new generation of leaders. A Colin Powell School graduate will be a special kind of leader, with particular insights and a personal stake in achieving stability and prosperity on the foundations of a more equitable society.

I embraced the challenge of founding this school for several reasons. Upward mobility must be a hallmark of any stable democracy, and it's the cornerstone of the American dream. Both rest firmly on the foundation of excellent and open public education. But ensuring our most talented young people a strong start in life is also essential to our security and future well-being. We must provide each young person with the opportunity to succeed, but we truly need the fruits of their success: the businesses they will start, the innovation they will author, and the responsibilities they will accept. I see myself in these young people, and have tremendous faith in their potential. We've devoted our school to their success.

These goals are dear to me, and I know they matter deeply to you as well. I invite you to examine the work described on the following pages and to come to campus and familiarize yourself with the work of the Colin Powell School for Civic and Global Leadership. It's a place of great energy and tremendous promise, as I'm sure you'll see.

Thank you for your support, and for your continued interest in our work.

General Colin L. Powell (USA, ret.)

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

“A Colin Powell School graduate will be a special kind of leader, with particular insights and a personal stake in achieving stability and prosperity on the foundations of a more equitable society.”

— General Colin L. Powell (USA, ret.)



This year, the Colin Powell School marked its first anniversary. Highlights of the year included a new named lectureship, a new professorship, and a new scholarship that honors the legacy of a towering public intellectual, Marshall Berman. We also established a new Office of Student Success and launched a vibrant program of public events on critical issues of equity and justice.

Importantly, distinguished civic leaders gathered to form the school's new board of visitors, and generous supporters stepped up with extraordinary gifts.

The school's leadership deepened partnerships with organizations such as the Council on Foreign Relations and explored new affiliations in the United States and internationally. Faculty received honors, such as Fulbright awards, and recognitions that include a Supreme Court citation (Professor Daniel DiSalvo in *Harris v. Quinn*).

The school's remarkable students achieved personal bests too numerous to mention and deeply moving to everyone invested in their success.



MESSAGE FROM THE DEAN



“We set huge goals for the Colin Powell School, based on a historic City College tradition of access and excellence.”

— Dean Vince Boudreau

GREETINGS,

The past year has been an important one at the Colin Powell School for Civic and Global Leadership, a time to think deeply about the mission of our new school, and to plan and implement activities to bring our vision to life.

In January, I was given the great opportunity to serve as the Colin Powell School's first permanent dean, and I couldn't be more thrilled. I'm pleased, in this report, to provide an overview of our activity, and to lay out next year's plans to build on our current efforts.

We set huge goals for the Colin Powell School, based on a historic City College tradition of access and excellence. This city is full of young men and women hoping to use their talents in service to others. We set out to identify their talent and develop their capacity—and to build a new corps of leaders in service to our city, our nation, and the world.

Three large-scale projects marked the

first year of the Colin Powell School:

- First, we directed extraordinary resources and expertise into founding our Office of Student Success, a place that vastly expands conceptions of advisement to give our students the resources and experiences—scholarships, professional development, internships, and more—they need to succeed. In radically new ways, this office invests in achievement at CCNY and beyond.
- Second, we inaugurated a series of programs to mark our founding, establish the Colin Powell School's place in the public debate, and connect our students to key actors in the world of policy, service, and public affairs.

- Third, we established new administrative and governance structures for the Colin Powell School, which will shepherd the school into a secure and stable future. We founded our board of visitors, launched finance and development committees, strengthened ties to alumni associations and student clubs, and mobilized a talented faculty.

We are scarcely a year old as I write these lines and have devoted much of our effort to establishing a resilient foundation for our future work. But there is much to report within the scope of this broad outline. I hope you enjoy reading about our progress, and that you'll find an opportunity, in the near future, to connect with our work at the Colin Powell School.

Vincent Boudreau

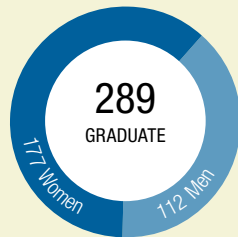
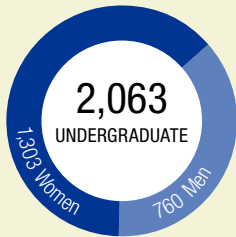
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Colin Powell School for Civic and Global Leadership



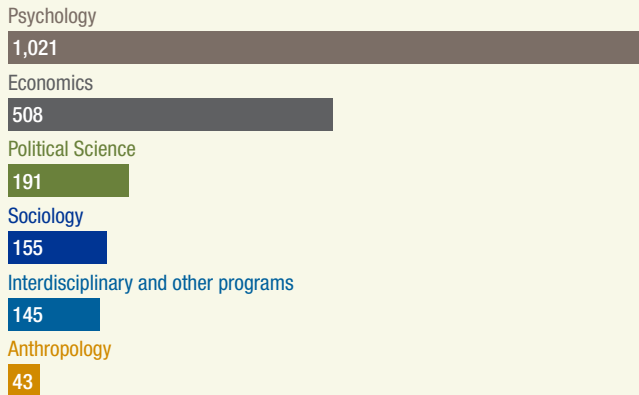
AT A GLANCE

COLIN POWELL SCHOOL

2,352
TOTAL STUDENT ENROLLMENT



NUMBER OF UNDERGRADUATE STUDENTS BY MAJOR IN 2013-2014



6

INTERDISCIPLINARY PROGRAMS

International Studies
Latin American and Latino Studies
Pre-Law • Public Policy/Public Affairs
Skadden, Arps Honors Program in
Legal Studies • Women's Studies

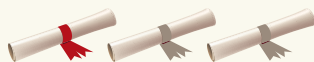
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GRADUATE PROGRAMS

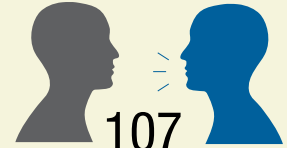
Economics
International Relations
Mental Health Counseling
Psychology • Public Service
Management • Sociology

1/3

OF CCNY STUDENTS GRADUATE FROM THE COLIN POWELL SCHOOL



OUR STUDENTS



Top 5: Spanish • Chinese • Bengali
Urdu • Russian

TOP 10

COUNTRIES OF ORIGIN
(Outside of the United States)



Bangladesh



China



Colombia



Dominican
Republic



Ecuador



India



Jamaica



Mexico



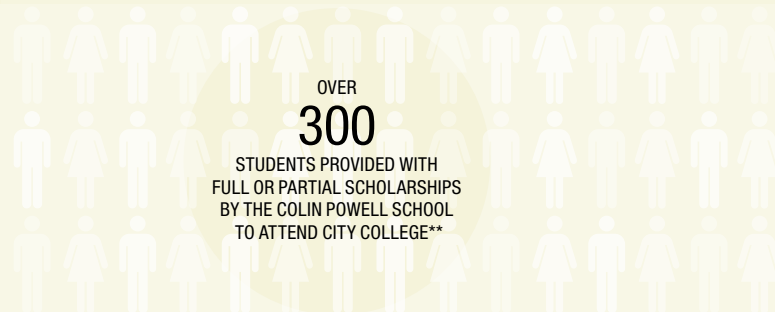
Pakistan



South
Korea

36%

STUDENTS WHO ARE FIRST IN FAMILY TO ATTEND COLLEGE*



* CUNY-wide statistic, 2012 | ** Support provided in the form of scholarship and fellowship grants allow these students to achieve their post-secondary education goals. | Data current as of Fall 2013



A STRONG FOUNDATION

The Colin Powell School Announces Its New Board



In fall 2013, we established a new board of visitors* comprising some of the most prominent civic leaders around the country—including, but not limited to, City College alumni.

What unites our members is a vital belief in the mission of the Colin Powell School and the importance of its programs. They also share a great respect for General Colin Powell and the history of City College. “Our members have made it very clear they are entirely committed to our long-term viability, to raising our public profile in New York City and nationally, and to expanding our mission in innovative ways,” says Dee Dee Mozeleski, director of the Office of Institutional Advancement.

That level of commitment reveals itself in the board’s striking level of engagement. Board members bring to the table substantial expertise in foundation management, corporate management, higher education, marketing, and finance. This knowledge informs the school’s long-range planning.

* For a full list, see the back cover.

“It means that the school’s leadership has regular conversations with individuals who are thinking strategically about big-picture questions, such as, what does it mean to run a school, sustain its programs, and strengthen its financial picture?” Mozeleski adds. “Whether we are starting a project, working to assess the viability of our programs, or projecting our finances, our board members are actively involved in our planning.”

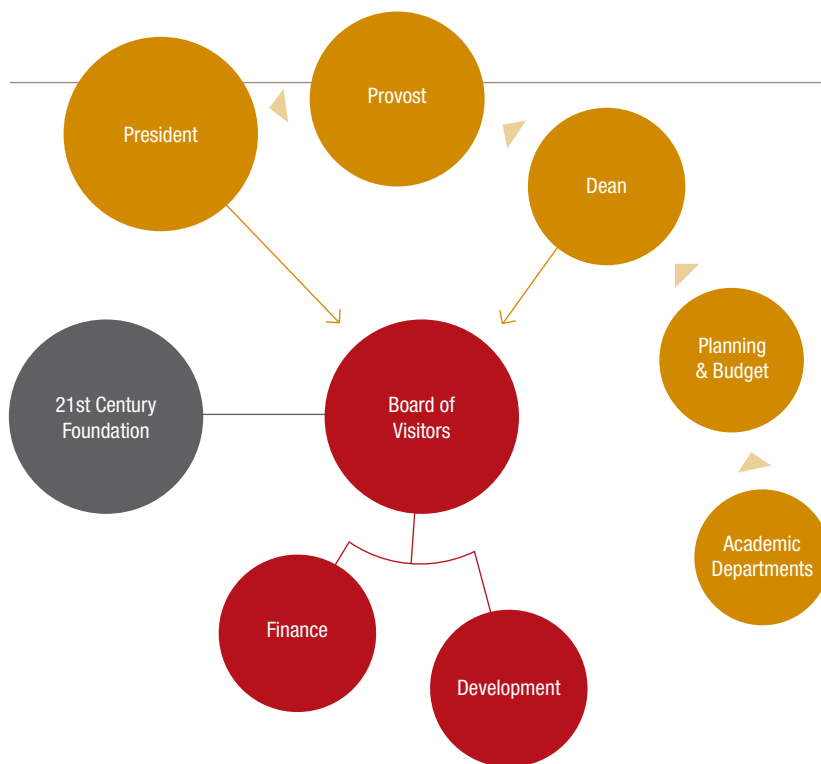
The board, which includes former members of the advisory council of the Colin Powell Center, now merged into the Colin Powell School, and individuals who have served on the boards of other institutions of higher education, is already an active, working presence—providing advice and generating support to sustain our work into the future.

“I serve with great honor on the Colin Powell School Board of Visitors because it permits me to contribute toward providing a center of studies in civic and global subjects to students seeking and getting an affordable education at a great university. That’s what CCNY is all about.”

— Fulvio V. Dobrich
Chair, Finance Committee

COLIN POWELL SCHOOL SETS LONG-TERM FISCAL HEALTH AS A TOP PRIORITY

The viability of the Colin Powell School's core vision rests on its long-term fiscal health. That's why setting up our finance committee numbered among our very first acts. Comprised of eight leading finance and asset-management experts, the committee is led by Fulvio V. Dobrich (CCNY, '71), a member of City College's 21st Century Foundation and a former Colin Powell Center advisory council member. Committee members manage budgeting, financial planning, and investment recommendations, and ensure financial stability. Together with our soon-to-be-named development committee, the finance committee is invaluable to creating a robust, sustainable outlook for the Colin Powell School.



A FULLY TRANSPARENT AND RESPONSIVE STRUCTURE

The Colin Powell School's new reporting structure keeps stakeholders at every level fully informed and able to take action to benefit the school and the college.

STUDENT SUCCESS

New Office Enhances Student Success

On the fifth floor of Shepard Hall, a not-so-quiet revolution is underway. Student after student is encountering a sweeping network of new services and resources housed in the Colin Powell School's new Office of Student Success.

The office, launched in April, is a fundamental reenvisioning of what students need to graduate successfully and achieve their personal and professional goals. It includes enhanced advisement, peer tutoring, powerful research and fellowship opportunities, and many other components that aid student achievement. Supported by major grants, including a \$1 million gift from the Ray Dalio Foundation, and a \$1 million gift from the William R. Kenan, Jr. Charitable Trust, the office is a centerpiece initiative of the Colin Powell School that is designed, in the words of Director Kamilah Briscoe, to "engage students in the great project of their own success."

Making Choices with Confidence

At the Colin Powell School, that project begins with enhanced advising. Previously limited to course selection, advising now includes on-time graduation planning, carefully designed roadmaps for every major, integrated faculty advisement, and thoughtful discussions that help students both clarify their goals and also gain access to the people and resources they need to achieve those goals. This approach builds students' confidence in their choices, and as they tell our advisers, they truly value the extra time and attention they receive.

The office also offers small group orientations with entrée to activities, leadership training, advanced fellowships, and other experiences that improve retention rates. Those experiences include opportunities to present and publish research, participate in conferences, receive professional development training, refine interview and presentation skills, train and earn credit as a peer tutor, and network with potential employers. Students, such as four psychology majors who attended a conference in Boston, tell us these opportunities are "transformative."



For those who encounter personal, administrative, or financial hurdles, the office also provides an ombudsman to help them navigate the difficulties that can derail the firmest intentions to earn a degree.

Ensuring a Quality Experience

"As educators we are charged with the responsibility for every one of our students," notes Michael Busch, associate director of the Office of Student Success. "We take that charge very seriously. One way we ensure student success is to put our all into quality teaching, and there is a lot of this going on at CCNY. Another way is to pay attention to the other drivers of student success. Those drivers are just as important as what happens in the classroom. Through this office, we are ensuring that they lead to a high-quality student experience—one that supports achievement not only in our students' years at the Colin Powell School, but during the years to come."

RESEARCH CONFIRMS SCHOOL'S APPROACH TO STUDENT SUCCESS

A recent Gallup-Purdue* study of 30,000 young adults reinforces the Colin Powell School's approach to student success. The study found that what makes a difference to life after graduation is less the school one attends and more the experiences he or she has while there. Taking part in research opportunities, internships, and extracurricular activities, along with having a faculty or staff member on campus who provides personal attention, doubles a graduate's chances of being happily engaged in a profession and enjoying a strong sense of overall well-being.

* Great Jobs, Great Lives: The 2014 Gallup-Purdue Index

“The Office of Student Success has been an important asset in helping me finish my degree, and for this, I am eternally grateful.”

— Nero Kerolle, Psychology ('15)



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.”

OLUWADAMISI “KAY” ATANDA: EARNING A FOREIGN SERVICE SCHOLARSHIP



Born in Brooklyn and raised in Lagos, Nigeria, Oluwadamisi “Kay” Atanda distinguished himself in community college before transferring to CCNY. Here the international studies major launched a nonprofit (Youth Engaging Society) to promote volunteerism and, in 2013, served as a White House legislative aide. This spring, Atanda, the class valedictorian, received a Thomas R. Pickering Graduate Foreign Affairs Fellowship. It will cover his graduate school tuition at Columbia University and eventually provide a position for Atanda in the U.S. Foreign Service. “I’ve learned to never give up on my goals,” Atanda says, “and to be grateful along the way.”

ARLAE CASTELLANOS: SOLAR PROJECT HONORED IN ABU DHABI

In her part-time job teaching students at the Comprehensive Night and Day High School in Manhattan about solar energy, Arlae Castellanos, an environmental economics major, taught her students to construct solar roof panels, ready to install on her school’s rooftop and elsewhere. With the encouragement of her mentor, Kevin Foster, chair of the Department of Economics and Business, Castellanos then entered the school’s solar rooftop project in the 2014 Zayed Future Energy Prize competition in Abu Dhabi, United Arab Emirates. The project ranked among the finalists and received an unanticipated \$50,000 gift from Queen Fatima for its completion. “This was such a valuable experience for me and our students,” Castellanos says. “When we shared our results at the school, all of our students were ecstatic.”



REEM ALIESSA: EXAMINING THE SYRIAN REFUGEE EXPERIENCE



What defines Syrian refugees as distinct among all refugees? This is the heart of Reem Aliessa's research in Turkey. "My family is from Syria, and they were urban refugees there," says Aliessa, who aspires to be an Arab-American diplomat and novelist. "The stories they told me were heartbreaking." Aliessa's research not only expanded her understanding of the Syrian experience, she adds, but also "allowed me to gain a better understanding of global politics and the dynamics of humanitarian aid."

MONICA SUI: PRESERVING CULTURE IN THE YUCATÁN



In the Yucatán, on the southeastern tip of Mexico, natural disasters and climate change are threatening the region's culturally unique heritage. Monica Sui, a 2014 graduate with an international studies major, worked to help the Yucatán's people develop sustainable strategies and resources to prevent further destruction of their communities. The project, Sui says, "gave me a greater understanding of community engagement."



"Winning the Zahn prize changed our lives in the most positive way."

— Teona Lazashvili

SENIORS WIN \$20,000 ZAHN ENTREPRENEURSHIP COMPETITION

In May, the Zahn Innovation Center, CCNY's entrepreneurship incubator, awarded Colin Powell School seniors Amali Nassereddine and Teona Lazashvili (pictured left and right above) first place in its annual competition for their e-commerce venture, Laddine. Lazashvili, an economics and international studies double major, and Nassereddine, an economics and business management major, received \$20,000 for product development and startup assistance. Laddine employs developmental psychologists to assess how toys contribute to child development. "Winning the Zahn Prize was recognition of our hard work," Lazashvili says. "It has changed our lives in the most positive way."

Skadden, Arps Honors Program Hits Five-Year Mark

In 2009, the global law firm Skadden, Arps, Slate, Meagher & Flom, LLP committed itself to addressing a troubling lack of diversity in the legal profession.

Through a \$10 million gift to honor the legacy of Joseph Flom, partner and CCNY alumnus, the firm is creating a pathway into legal careers for high-achieving City College students.

The resulting Skadden, Arps Honors Program in Legal Studies, now a central program of the Colin Powell School, comprises two years of intensive training, designed to prepare young men and women from diverse and underrepresented backgrounds to win admittance to the nation's top law schools, and to thrive in those environments and beyond.

It's an ambitious program that provides rigorous instruction in writing, LSAT prep, legal coursework, and exposure to the law profession, the highlight of which is a paid six-week internship. Beyond Skadden, Arps' financial support of full scholarships for up to 65 students a year, partners and associates of the firm offer the full measure of their time and energy to the students. "In every sense of the word, our program is a meaningful and important partnership between the Skadden, Arps firm and the Colin Powell School," says Andrew Rich, program director.

The program focuses on good students who often received little or no attention or resources in their high schools. "To see them achieve mastery is fantastic," says Jennifer Light, deputy director of the program. "This really increases their belief in themselves, and with all of the things they manage in their lives—outside work, children, and supporting their families—they are amazing. Our program requires a lot of them and they rise to the occasion." That's evident from the students' law school admissions. Fourteen Skadden, Arps scholars began law school this fall and students earned admittance to more than 34 law schools, including University of California, Berkeley; Duke University; Georgetown University; King's College, London; University of Michigan; and New York University.

WASHINGTON, D.C., PROGRAM LAUNCHES

How do you cultivate leadership in students ambitious to make a difference in public service? You immerse them in a unique 360-degree program in the nation's capital: The Colin Powell School Semester in Washington, D.C. Program. Established this year, it provides a dozen students with extraordinary opportunities, including a carefully vetted, policy-oriented internship, a mentored independent-study project, seminars, and professional development. A grant from the MCJ Amelior Foundation covers the students' housing (through Washington Student Intern Housing) and living costs—making the experience possible for more students. Through the program, students in or near their last semester can engage big questions and build connections with peers and mentors. Most importantly, they can test their ambition and public purpose, and springboard as young leaders into their professional lives—as job offers to our graduates demonstrate.



Michaela Lugo calls her D.C. semester "a defining period in my life."



SEBASTIEN VERTUS: MOVING ON TO NORTHEASTERN LAW SCHOOL

“The path to law school wasn’t easy,” says Sebastien Vertus, a 2014 graduate of the Skadden, Arps program. “I had a lot of setbacks and personal issues. The whole Skadden staff was supportive, patient, and accessible. There were times I felt overwhelmed, even panicked. People would calm me down and reassure me I could do it. The Skadden, Arps Honors program definitely helped me achieve my goals.”

“At the beginning, I thought, ‘Who am I kidding?’” adds Vertus, who moved to the United States from Haiti after the 2010 Haitian earthquake that devastated the country. “So this spring, to have my program instructor, who is a Yale Law School graduate, tell me, ‘I think you’re ready’—that meant a lot to me.”

BLOCKBUSTER POLICY GROUP WINS “BEST CHAPTER” AWARD

Mohammed Alam (seated) and Angela Choi (first row, center), political science majors, never imagined what they were starting when they began a campus chapter of the Roosevelt Institute Network on the City College campus. Yet almost immediately, the student policy group was among the network’s most active. This year, out of more than 120 chapters in 38 states, CCNY earned the network’s “best chapter” award. Among their achievements, students in the group had more policy proposals—five—selected for the network’s annual 10 Ideas Series than almost any other campus. The Roosevelt Institute selects papers for this national publication based on their insight, rigor, and feasibility. Alam and Choi attribute the group’s success to their faculty mentors “believing in us and helping us grow as student leaders.”



Inaugural Events Spark Dialogue

How do we bear witness to human rights violations? How do we work toward justice? These questions underlie our riveting annual series, Human Rights: A Yearlong Forum at The City College of New York.

Through the series, cosponsored by the divisions of Humanities and the Arts, and Interdisciplinary Studies at the Center for Worker Education, we brought into conversation some of the world's most prominent human-rights leaders, individuals who have grappled for years with the most complex issues facing humanity. They included Luis Moreno Ocampo, first prosecutor of the International Criminal Court, and David Marwell, director of the Museum of Jewish Heritage in New York City. Additionally, the series included a CUNY-wide art competition, courses, and film screenings—including a preview of the 2014 Sundance Award-winning documentary, *Watchers of the Sky*.

The Human Rights Forum was one of many powerful series of events we hosted this year to introduce the Colin Powell School to New York City. In addition to the Human Rights Forum, we presented, "Conversations with City," six breakfast talks in midtown Manhattan that highlighted the work of our academic departments and degree-granting programs; a yearlong series that was our Department of Psychology's 75th anniversary celebration; an examination of "forgiveness" through multiple lenses; two named lectures; and dozens of department- and faculty-sponsored events.

"Since the Colin Powell School's inauguration in May 2013, we have intensely focused on creating events that foster conversations on

vital issues, introduce our remarkable faculty and students to new audiences, and implement our ambitious vision for the Colin Powell School," Dean Vince Boudreau said. "We see our events as an excellent way to enable New Yorkers to see the rich activity that takes place every day at the Colin Powell School."

An International Perspective

We are motivated by a desire to address issues of inequity, disparity, and injustice—whether they are playing out in local neighborhoods or across the globe. That's why the speakers at our breakfasts included Jeremy Travis, president of John Jay College, and Alex Vitale of Brooklyn College, speaking on police reform; Don Meichenbaum, an illustrious CCNY alumnus, considered one of the most influential psychologists of our time, on bolstering resilience in high-risk children; and Babar Bashir, a nonprofit leader in Pakistan, on the gender-violence prevention movement in South Asia.

Our forgiveness series included an international perspective with "Sovereign Debt Crisis and Austerity: Policy, Philanthropy, and the Hard Choices Ahead." Leading this talk were Fulvio V. Dobrich, a Colin Powell School Board of Visitors member, and philanthropist Vasili Tsamis of the Stavros Niarchos Foundation, both of whom have played integral roles in debt restructuring in countries such as Mexico and Greece. The series also included personal





reflections with “Feminism and Forgiveness,” a packed International Women’s Day event featuring our faculty members from Women’s Studies and International Studies.

The Psychology Department’s series commemorating its 75th anniversary culminated with “The Social World and the Meaning of the Message,” a symposium that highlighted the impact across the decades of the renowned department. Keynote speaker Drew Westen, author of *The Political Brain*, linked discussions of racial politics with the emphasis on social and political messaging, and as Department Chair Robert Melara noted, “compellingly connected our past with our present.”

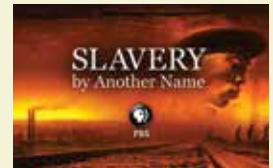
Named Philanthropic Lectures

On April 1, the inaugural Sternberg Family Lecture in Public Scholarship, designed to showcase the relationship between the scholarship of the Colin Powell School and urgent public needs, featured National Humanities Medal winner Andrew Delbanco. A leading social critic, Delbanco addressed the future of college as the gateway to the American dream. Later that month, Rajan Menon, the Anne and Bernard Spitzer Chair of Political Science, hosted the equally prominent Andrew J. Bacevich for the 2014 Anne and Bernard Spitzer Lecture in Political Science. Bacevich, a retired colonel and war critic, examined the effectiveness of recent U.S. interventions and their effect on American society. In this event and others, the level of discussion, the caliber of the speakers, and the response of guests reinforced the need for the Colin Powell School’s voice on today’s critical issues.

Photos (far left, from top): Andrew J. Bacevich, Andrew Delbanco; Juan E. Méndez, Amrit Singh; Anderson J. Franklin; Mona El-Ghobashy and Michele Dunne.

A Year of Impact

The conversations the Colin Powell School sponsored or cosponsored this year intensified discussions on today's most pressing issues and elevated our voice in public discourse in New York City, as this partial timeline suggests.



FEBRUARY 26, 2014
Slavery By Another Name*
Screening and discussion on forced labor of African Americans after the Civil War



NOVEMBER 21, 2013
Memory of Forgotten War*
Advance screening and talk
Deann Borshay Liem, Ramsay Liem;
moderator: Jae Jung Suh

"Human Rights is a mask that hides more than it reveals."
— Joel H. Rosenthal

DECEMBER 10, 2013
"What Do We Mean by Human Rights? A Historian's Perspective"*
Joel H. Rosenthal, Dean Eric D. Weitz;
moderator: Rajan Menon

2013

2014

"The United States should shift the bulk of its assistance to an investment in the Egyptian people."
— Michele Dunne

SEPTEMBER 20, 2013
"Egypt in Transition: Military Power and Civic Governance"
Michele Dunne, Mona El-Ghobashy;
moderator: Dean Vince Boudreau



OCTOBER 31, 2013
"Gender Violence, Masculinities, and the Search for Women's Security in South Asia"
Babar Bashir, Merle Gosewinkel;
moderator: Patricia Ackerman

"Europe is [as the United States will be] a victim of massive change taking place due to globalization."
— Fulvio V. Dobrich

NOVEMBER 11, 2013
"Sovereign Debt Crisis and Austerity: Policy, Philanthropy, and the Hard Choices Ahead"
Fulvio V. Dobrich, Vasili Tsamis;
moderator: Maria Binz-Scharf

KEY

- Conversations with City
- Human Rights Forum
- Named Lectures
- Other



FEBRUARY 5, 2014
"Uprisings and Aftermath: Human Rights in Syria, Libya, and Egypt, A View from the Ground"*
Sarah Leah Whitson, Jillian Schwedter



FEBRUARY 20, 2014
"Bearing Witness: The Role of Culturally Specific Museums in the Public Discourse on Human Rights"*
Kinshasha Holman Conwill, John Haworth;
moderator: Cheryl Sterling

"Children can 'beat the odds,' but they need educational environments that encourage resiliency."
—Don Meichenbaum

FEBRUARY 27, 2014

"Bolstering Resilience in 'High-Risk' Children and Their Families: Ways to Close the Inequality Gap"

Don Meichenbaum;
moderator: Paul Wachtel

"We should have in our minds a sense of what the basic principles and values of America's colleges have been."
—Andrew Delbanco

APRIL 1, 2014

"Do America's Colleges have a Future?"

The Sternberg Family Lecture in Public Scholarship
Andrew Delbanco;
moderator: Rajan Menon



APRIL 28, 2014

"Breach of Trust: The U.S. Military and American Society"

The 2014 Anne and Bernard Spitzer Lecture in Political Science
Andrew J. Bacevich;
moderator: Rajan Menon

"If you know how to activate certain neural networks, it can make a big difference in politics."
—Drew Westen

JUNE 5, 2014

"The Social World and the Meaning of the Message"

A 75th anniversary celebration of the Psychology Department at the Colin Powell School



FEBRUARY 27, 2014

"Search for Josef Mengele"*

David Marwell, John C. Torpey;
moderator: Dean Eric D. Weitz

"The only thing that will keep police reform on track is a sustained level of community action and engagement."
—Alex Vitale

MARCH 13, 2014

"The Political Landscape of Police Reform in New York City"

Jeremy Travis, Alex Vitale;
moderator: Jack Levinson

"What's indelible about this moment is different bodies are everywhere in the public eye."
—Rayna Rapp

APRIL 7, 2014

"A Critical Anthropological Study of Disability"

Faye Ginsburg, Rayna Rapp;
moderator: Irina Carlota "Lotti" Silber



May 8, 2014

"Human Rights in China Twenty-Five Years After Tiananmen"*

Andrew J. Nathan,
Dean Vince Boudreau

"Women are too often asked to forgive after violation. Feminism can only engage forgiveness where there is justice."
—Patricia Ackerman

MARCH 6, 2014

"Feminism and Forgiveness"

A Women's Studies interdisciplinary faculty discussion for Women's History Month



MARCH 27, 2014

Watchers of the Sky*

Advance screening and discussion



APRIL 10, 2014

"Challenging Impunity in Domestic Courts: Human Rights Prosecutions in Latin America"*

Jo-Marie Burt, Victoria Sanford;
moderator: Irina Carlota "Lotti" Silber



APRIL 29, 2014

"The Role of Leadership in the Global Market"

Jamie Dimon;
moderator: Dean Vince Boudreau

* The Colin Powell School works in partnership with divisions, departments, and other entities across the City College campus to produce premier events. Our cosponsors include, among others, the Division of Humanities & the Arts, the Division of Interdisciplinary Studies at the Center for Worker Education, and the Department of Media and Communication Arts.

"We have been conditioned to think torture is inevitable."
—Juan E. Méndez

MARCH 27, 2014

"Torture, International Law, and the Fight Against Terrorism"*

Juan E. Méndez, Amrit Singh;
moderator: Rajan Menon

"It is possible to help Darfur, Libya, and other countries by interacting with the UN Security Council."
—Luis Moreno Ocampo

APRIL 2, 2014

"The International Criminal Court"*

Luis Moreno Ocampo, Lynda Hammes;
moderator: Rajan Menon



JUNE 2-5, 2014

The Americas Film Festival of New York*

Presented by the Center for Worker Education

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.

R. L'Heureux Lewis-McCoy: Unmasking the Great Suburban-Education Myth

For decades, Americans believed that in contrast to the problem-plagued urban public schools, high-performing, suburban schools were different — safe, stable, and well-funded.

The belief was that such schools gave children of any social or ethnic background their best chance at academic success. Indeed, this faith was so deeply held that, for decades, parents from every social strata flocked to the suburbs in an attempt to find that even playing field.

Now R. L'Heureux Lewis-McCoy's newly released book, *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*, explodes the myth of suburban educational equity, and in the process, illuminates issues at the heart of a pernicious achievement gap between black and white schoolchildren.

Among his research interests, Lewis-McCoy, associate professor of sociology at the Colin Powell School, examines the relationship between education and social change.

With almost half of all black families now living in the suburbs, this interest led him to the relatively uncharted territory of the

African American experience in suburban schools. Through research that included interviews with hundreds of parents, administrators, and students of every background, Lewis-McCoy reached a startling conclusion: "Equality of opportunity remains as elusive within individual suburban schools as in poorly resourced urban ones." He adds, "Inequality breeds in places and ways that people may not even be aware of."

Mistaken Assumptions

In *Inequality in the Promised Land*, Lewis-McCoy, who grew up in an affluent suburban district, documents a "web of relations and dynamics that . . . reproduces disparities in education experiences in both subtle and overt ways." This web includes informal pathways to information and power structures for networked white families, and unspoken—often mistaken—assumptions

that can diminish access to resources for black families. For instance, networked white parents who advocate for their children may be granted resources, such as seats in a special science academy; whereas, black parent advocates may be unwittingly labeled "problem parents," and denied access to the resource. This can create a cycle of frustration, leading black students to disengage, and triggering negative assumptions toward them. In this way, Lewis-McCoy says, "Everyday inequalities accumulate to produce drastically different educational experiences for black and white children."

Solving suburban educational disparities, he adds, must begin with frank dialogue and working to expand access to resources for all children. Lewis-McCoy also advises administrators on how to make schools more equitable, such as increasing awareness of the ways individual actions impact a school's culture.

Inequality in the Promised Land is not Lewis-McCoy's first foray into this territory. With work that reaches beyond the sociology of education and into the areas of policy and youth culture, he has often weighed in on educational reform and national issues like "Stand Your Ground" laws. "The faculty of the Colin Powell School are uniquely positioned to tackle the most pressing questions of injustice," he says. "Our students are the lifeblood of this city. The issues they see in the world and what they are committed to changing are a constant inspiration to us and to our work."





Ramona Hernández: Promoting Dominican Culture

Few individuals have done as much to advance the study and understanding of the Dominican people in the United States as Ramona Hernández, a distinguished sociologist and director of the City University of New York’s Dominican Studies Institute (CUNY DSI).

Patiently taking the long view, Hernández expanded the institute’s library and launched its archives. The library, the only one specializing in bibliographical references in Dominican Studies published in the United States, holds the largest collection of Ph.D. theses on Dominican topics since 1939 and has systematically catalogued books published in Spanish by Dominican authors residing in the United States.

The archive holds among about 110,000 pages copied from colonial-era manuscripts from Española (today’s Dominican Republic and the Republic of Haiti) and more than 50 collections of documents about the life of the Dominican people in the United States, particularly in New York City. Both the archive and the library have become major sources of new knowledge in the construction of the history of Dominicans. Research in progress, for instance, illuminates the stories of the first generations of Africans in Española and those of their descendants. Other work provides evidence of Dominicans’ settlement in and contributions to the United States.

To advance early Dominican scholarship, in 2013 the institute produced the first-ever interactive online platform to assist in deciphering early Spanish handwriting styles.

Called the Spanish Paleography Digital Teaching and Learning Tool, the application, supported by a grant from the National Endowment of the Humanities, now enables people to learn rare paleography skills.

Other Groundbreaking Findings

Hernández’s drive to educate the public about Dominican historical legacy can be seen in a new monograph she commissioned on Juan Rodríguez. Arriving in 1613 on a Dutch trading ship to what became New York—12 years before the founding of New Amsterdam—Rodríguez is now gaining renown as the region’s first documented immigrant. Though he had been mentioned in passing, the new work is groundbreaking because it is based on new translations of original Dutch and Dominican documents. “In the end,” Hernández says, “Rodríguez belongs to the history of all New Yorkers and all immigrants.”

Hernández’s desire to spark public interest in the Dominican cultural legacy can also be seen in her recent collaboration with the Smithsonian Institution’s National Museum of American History to build a collection of Dominican-American artifacts. As part of the alliance, in fall 2013, Hernández invited members of the local Dominican community to share their

music-related memorabilia for a Smithsonian exhibit set for 2016.

Mapping Landmarks

This summer, the CUNY DSI launched the Dominican Landmarks mapping project, an interactive map that permits people to contribute to the project from any location (dominicanlandmarks.com). The project is a student-run research initiative that identifies and provides information on Dominican landmarks found across the United States “Wherever Dominicans arrive in large numbers, they express their identity and their pride for who they are by marking their presence with cultural symbols,” Hernández says. “This project shows this for the first time.”

The CUNY DSI has proven to be an invaluable resource, contributing to a greater understanding of and appreciation for Dominican culture that simply didn’t exist 15 years ago. “We know this from the demands we have, from both up-and-coming and seasoned researchers,” says Hernández, “and from the reputation the institute enjoys nationally and internationally.”

The Dominican
Landmarks project
shows expressions
of Dominican pride
and identity.

Economics and Business Department Receives Named Professorship



Joseph Berechman

Demonstrating their strong commitment to philanthropy, the family of distinguished economist Marvin Kristein (CCNY '47) endowed a named professorship for the Department of Economics and Business.

"The professorship is a way of saying, 'We recognize your department's performance and its standing in the field,'" says Joseph Berechman, who is the first Marvin Kristein Professor. The former department chair is a transportation specialist who has consulted widely in Europe, Israel, and the United States, and whose work includes assessing post-September 11 transportation options for Lower Manhattan. The gift will enable each successive named professor to focus more closely on his or her research. Berechman, for instance, is considering what forces shape transportation-related decisions.

FULBRIGHT SCHOLARSHIPS AWARDED TO THREE FACULTY

Fulbright scholarships, which are managed by the U.S. Department of State, were awarded to three school faculty in 2013–2014 on the basis of their academic and professional achievements.



Adeyinka Akinsulure-Smith

Associate Professor of Psychology

PROJECT:

Exploring the factors that hinder or help the creation of a sense of wellness among women in post-conflict Sierra Leone, where girls and women experienced unprecedented levels of gender-based violence



Daniel DiSalvo

Assistant Professor of Political Science

PROJECT:

Taught a short course on U.S. history and politics in May 2014 at Universidad de San Andres in Buenos Aires to post-graduate Fulbright awardees bound for the United States, and lectured in cities across Argentina



Jack Levinson

Assistant Professor of Sociology

PROJECT:

Collaborating with leading disability researchers at the University of Sheffield, England, on innovative approaches to social inclusion for people with intellectual and developmental disabilities



NEW NOAA-CREST PARTNERSHIP AIMS TO SHAPE CLIMATE CHANGE POLICY

More than ever, finding solutions that benefit society rests on our ability to pool our expertise across academic disciplines. This awareness underlies an exciting new cross-school initiative with NOAA-CREST, a multimillion-dollar science and technology research center housed at City College's Grove School of Engineering.

NOAA, the National Oceanic and Atmospheric Administration, is the nation's top science agency for climate, oceans, and the atmosphere, and CREST is its Center of Excellence in Remote Sensing Science and Technology. According to Colin Powell School Director of Academic Administration Leslie Galman, the City College-led organization produces "truly spectacular data sets" related to climate change and other natural phenomenon.

This year, to link applied and pure scientific work to implementable policy, NOAA-CREST and the Colin Powell School have joined forces. Among the first issues they will tackle are the impact of urban heat islands on crime and how extreme weather affects the homeless and vulnerable and their ability to handle future extreme weather. "By joining hands we can put science to use," notes Shakila Merchant, assistant director of NOAA-CREST. "Our objective is to help our communities become more robust and resilient."

"Our objective is to help our communities become more resilient."

— Shakila Merchant, Assistant Director of NOAA-CREST

FACULTY EARN HONORS FOR RESEARCH



Sarah Staszak

Assistant Professor of Political Science
Robert Wood Johnson Foundation Scholar in Health Policy

Through a two-year fellowship, Sarah Staszak, who focuses on public law and policy, is exploring litigation in the areas of mental health and physical disability, examining the politics and consequences of relying on courts and judges to enforce rights and guarantees.



Elliot Jurist

Professor of Psychology
The American Psychological Association, Division 39 Scholarship and Research Award

This important award recognizes Elliot Jurist, former director of the CUNY Doctoral Program in Clinical Psychology, for his significant contributions in three realms of psychological theory. His research interests also include ethics, substance abuse, and the history of psychology.



Rajan Menon

Anne and Bernard Spitzer Chair of Political Science
Carnegie Council Global Ethics Fellow

One of six fellows to be appointed worldwide in 2014 by the Carnegie Council for Ethics in International Affairs, Rajan Menon, a specialist in security policy and international relations, is establishing a partnership between the Council and the Colin Powell School.

ENGAGING COMMUNITY

New Options for Engaged Scholarship

This year, we led our community engagement programs through a rigorous strategic-planning process. The result is an exciting three-pronged approach that simplifies how we connect faculty and community to create meaningful impact.

\$20,000 Seed Grants

The **Collaborative Research for Social Impact Seed Grants** support interdisciplinary teams of faculty, students, and community members whose research will lead to products or processes addressing real-world issues.

Public Scholarship

- The **Sternberg Family Lecture in Public Scholarship** showcases links between the school's scholarship and urgent public needs.
- **Peer-to-Peer Seminars** spotlight subjects such as data mapping and digital storytelling to improve dissemination of public scholarship.
- **Public lectures** at churches, senior centers, and other institutions build community engagement on critical issues.



Other Campus-Community Collaborations

- **City as Text** helps students enhance awareness of issues through on-site inquiry.
- **Service-learning courses** leverage community-service activities to increase understanding of course content.
- **Community-based research** links academic researchers and community partners around a common cause.

ISSUES IN ENGAGED SCHOLARSHIP TACKLES DISASTER RELIEF

This year's *Issues in Engaged Scholarship*, our annual Working Papers volume, addressed disaster mitigation. The publication, shared with organizations such as the Federal Emergency Management Agency, significantly increases the ability of community-campus partnerships to respond effectively to crises.

CREATING IMPACT FOR PARTNERS

Together we are stronger. Together we are more effective. This knowledge underlies the second annual Community Partner Institute, which the Colin Powell School hosted this past June through its New York Metro Area Partnership for Service-Learning (NYMAPS). The two-week Institute, funded through a grant from American Express, is the kickoff of a yearlong alliance between the school and 14 dynamic community entities such as Harlem Grown and A. Philip Randolph Campus High School. Its mission is to enable professionals in Harlem, Upper Manhattan, and other New York neighborhoods to:

- leverage the resources and expertise of regional institutions of higher education,
- consider the resources and expertise they have to offer college educators, and
- think ambitiously about the long-term impact they'd like to make on issues such as education, police reform, health, and urban farming in concert with area colleges and universities.

Post-institute survey data found all attendees agreed they substantially increased their ability to plan a campus-community partnership that meets their organization's specific goals.

“In class, we talked about the importance of helping our community, and I felt I needed to do more. We’re role models to the kids we help. They look up to us.”

— Jeffrey Rodriguez, Psychology ('15)



LEADERS IN RESIDENCE CONNECT STUDENTS WITH COMMUNITY

Each year, five community professionals bring their expertise to the Colin Powell School through our innovative Partners for Change fellowship program. In 2013–2014, these devoted leaders guided teams of students as they tackled significant projects in the following areas:

HEALTH JUSTICE



Shena Elrington

Director of Immigrants' Rights and Racial Justice Policy, Center for Popular Democracy

Elrington led students as they delved into health disparities and developed a community health-needs assessment tool.

ECONOMIC DEVELOPMENT



Rosa Franco

Director of Lending, Neighborhood Trust Federal Credit Union

Franco assisted students in surveying and developing financial literacy materials for college students and low-income individuals.

INTERNATIONAL DEVELOPMENT



Lodz Joseph

Haiti Adolescent Girls Network Coordinator, International Planned Parenthood Federation

Joseph had fellows research international reproduction issues and lead focus groups in the Dominican Republic.

COLLEGE ACCESS AND SUCCESS



Allison Palmer

Founding Director, New Settlement College Access Center

Palmer directed her fellows to research barriers to college access and success and create a database of citywide college-access centers.

URBAN SUSTAINABILITY



Brandon Whitney

Cofounder and Chief Operating Officer, In Our Back Yards (IOBY)

Whitney guided students working with him to research and analyze trends in urban sustainability on the local level.



LEARNING ENVIRONMENTS

Fostering Collaboration and Student Achievement

At the Colin Powell School, we understand the importance of the physical environment as a catalyst to learning. Spaces that are open, well-lit, comfortable, and set up in collaborative arrangements foster a culture of scholarship and inquiry, and serve as a springboard to achievement.

The multidisciplinary Harold M. Spielman ('50) Social Science Research Lab exemplifies the best of our spaces at the Colin Powell School. Set up through a \$300,000 gift by Harold M. Spielman, chairman emeritus and founder of McCollum Spielman Worldwide, the lab, located on the seventh floor of the North Academic Center (NAC), facilitates interaction and dynamic learning. It is home to important cross-disciplinary research projects developed both by faculty and students. Student clubs and Colin Powell School fellows also rely on the multifunctional space as a project incubator.

To create another great learning environment for students, this year we renovated the quarters for our Public Service Management graduate and undergraduate programs.

Now housed in Shepard Hall, the program's facilities include a bright, new 30-seat smart classroom, a dedicated student work area, and a conference room. The space amply accommodates program needs and provides innovative technology. "Our new space enables us to bring together several programs devoted to public service," notes R. Mark Musell, director of the program. "This means one-stop service for students and better coordination among related programs."

These and several other recently redesigned school spaces facilitate learning for our students. Going forward, with support, we'll continue to develop new and innovative learning environments to ensure that all Colin Powell School students have the reinforcement they need.

"Our new space enables us to bring together several programs devoted to public service."

— R. Mark Musell





LOOKING AHEAD



Expanding Programs and Strengthening Foundations

One year out, we have just begun to assemble the programs and activities of the Colin Powell School. In the coming year, our efforts will concentrate in two realms.

We will begin to initiate and expand several programs designed to provide our students with exciting opportunities for leadership development and service.

This year we will begin the renovation of the City College Alumni House. Upon its completion in the fall of 2015, it will house the Colin Powell School's service-learning and engaged scholarship programs.

We also are eager to institutionalize and expand the Colin Powell School Semester in Washington, D.C. Program, which enters its second year this fall. And we look forward to solidifying the foundations of our International Studies Program by converting it to a full-fledged department, and to building out our emerging Women's Studies Program.

Additionally, we will continue to build and refine the scholarship and leadership programs housed in our Office of Student Success.

At the same time, we must work to solidify the core foundation of our school. We will soon activate Colin Powell School's development committee to assist the board of visitors in its important work. On campus, an associate dean will soon join us to help administer the school. We have begun substantial efforts to identify and galvanize networks of Colin Powell School alumni, both to help us realize our shared educational goals, and to constitute a professional network to help graduates navigate the transition to their professional life. And we will continue to seek opportunities to expand the financial and endowment resources of the school, to make sure that the school we launched together enjoys a long and stable future.

This is an exciting moment for the Colin Powell School, and all of us are thrilled to embark on the next stage of our voyage.





FINANCIAL OVERVIEW

Ensuring a Legacy

The Colin Powell School for Civic and Global Leadership, like CCNY as a whole, is proud heir to a tradition of making higher education accessible to anyone with talent.

Graduates of CUNY schools prior to the late 1970s recall with pride and fondness that their education was virtually free of charge—save for a few fairly negligible fees. We are, however, advancing that tradition within the context of new challenges. Public support for higher education is in steep decline and has been for some time. Twenty-five years ago, most major American public universities relied on public support for almost 50 percent of their operating budget. Few today receive more than 20 percent of their operating budget from such sources. CUNY schools at that time received almost 75 percent of their required funds from the state, but in 2014, state support for CCNY amounted to just 37 percent of our operating budget (down from 48 percent as recently as 2010).

We have another important constraint. When New York State began charging tuition at CUNY schools, it did so with the proviso that tuition would not exceed maximum grants allowed under the Tuition Assistance Program (TAP), so that no New York State resident truly in need would be required to pay tuition in excess of their financial aid award. This measure ensures the continuity of current practices and our historical ideals. However, as tuition has moved to our primary revenue stream, it constrains our growth. Moreover, while other state schools with sprawling dormitory complexes can accommodate out-of-state students paying three and four times the in-state tuition rates, our mission combined with the realities of the

New York City real estate market have made us primarily a commuter school.

These conditions set the table for our financial outlook. We embrace the importance of affordable education, and as college tuition elsewhere rises beyond the reach of so many, we remain proudly committed to affordability and access as a primary value. The state of New York appears committed to a path away from support for public higher education; we believe this is a mistake, will stand up for change, and ask you, our supporters, to do the same.

But we also believe that a sustained and systematic cultivation of philanthropic giving to the Colin Powell School must become an important pillar supporting our work and our students. General Powell has identified CCNY as a pivotal institution in his own development, and in so doing, stands alongside countless others. Together, we inaugurated the Colin Powell School for Civic and Global Leadership through the generous support of men and women who studied our mission and were moved to contribute to it. But the mission continues—beyond our founding to a devoted effort to ensure our capacity to build leadership skills among our young people, and make sure that they have access to an education that is second to none.

We are deeply grateful to those who share our vision and contribute to our efforts. Without your faith and commitment, this important work could not move forward.





UPDATE TO THE CAMPAIGN

The Colin Powell School for Civic and Global Leadership gratefully acknowledges the dedication shown by our alumni, donors, and corporate partners throughout the years, including donors who gave their gifts directly to the former Division of Social Sciences. The donors that follow have, over the past 10 years, given with

great generosity to our students and programs, and we offer them our most profound thanks. Due to your strong support, we are able to remain committed to the goals of diversity, equality, prosperity, stability, and peace for the whole people—in Harlem, in New York, and around the globe.

LIFETIME DONATIONS OF \$500,000 AND OVER

New York Life Insurance Company \$10,600,000	David M. Rubenstein \$3,000,000	Stephen A. Schwarzman \$1,500,000	Robert B. Catell \$1,000,000	The Ronald & Jo Carole Lauder Foundation \$1,000,000
Skadden, Arps, Slate, Meagher & Flom, LLP \$10,000,000	Charles B. and Ann Johnson \$2,270,000	The Estate of Marvin M. Kristein \$1,300,000	Ray Dalio Foundation \$1,000,000	Jin Roy Ryu \$1,000,000
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LIFETIME DONATIONS UP TO \$499,000

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