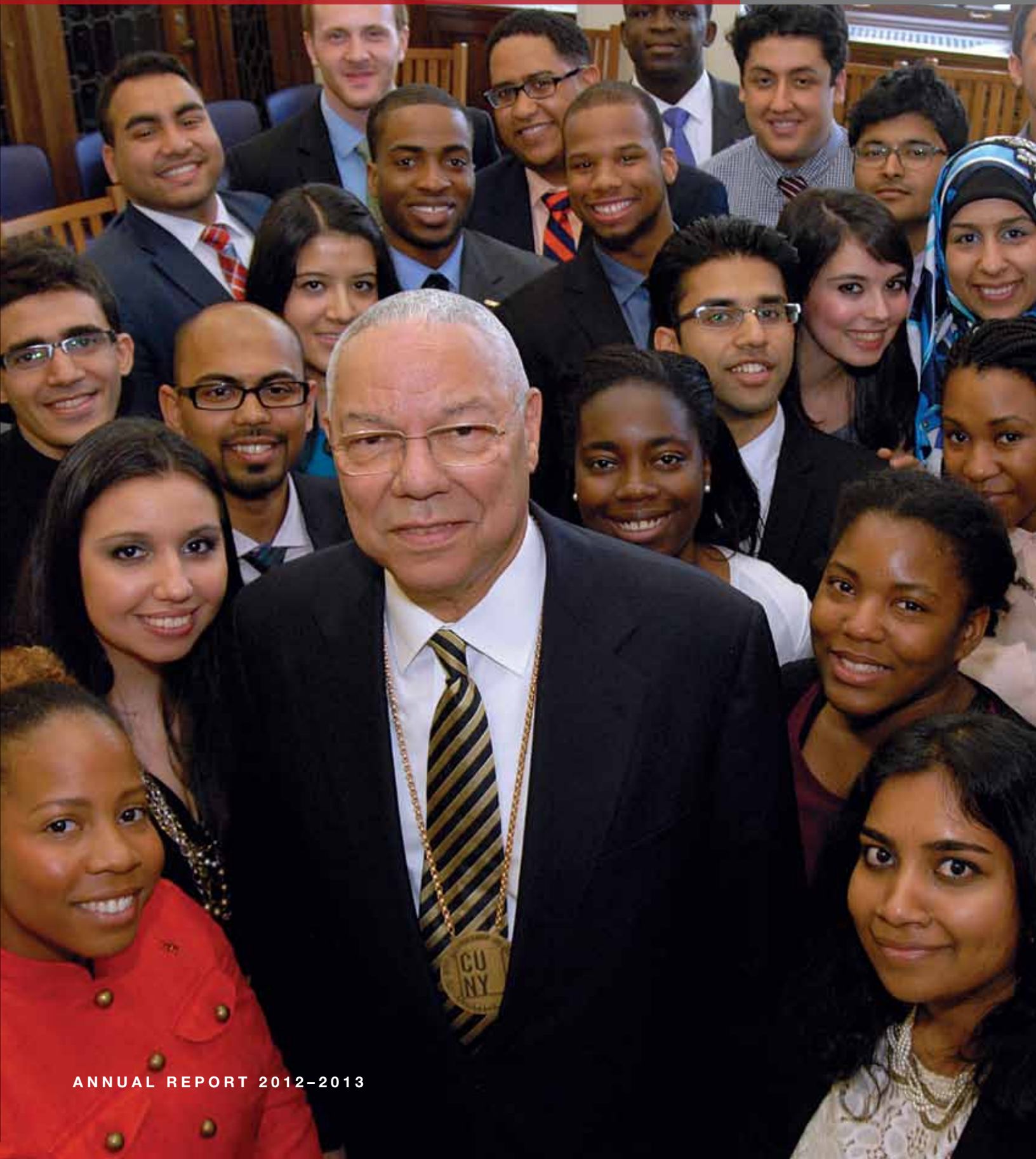


# The Colin L. Powell School

for Civic and Global Leadership

The City College  
of New York





“ Our students, if you hear their stories, are so much like my father. They are hungry. They are dedicated. They are eager to turn their education to some cherished public purpose. ”

—Linda Powell

Colin L. Powell School, Board of Visitors



Students, left to right, top to bottom:  
 Ahsan Sayed, Tiffany Abreu,  
 Shatanu Roy, Tanya Uddin (row 1);  
 Nisha Tabassum, Nicholas Scoufaras,  
 Paola Martinez (row 2);  
 Muhammad Ahmed, Narwan Madani,  
 Sajjad Martin, Raymond Guarnieri (row 3);  
 Yosef Dastagirzada, Anna Chang,  
 Victoria Juste (row 4).





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*Please note: This year's annual report covers content from both the Colin L. Powell Center for Leadership and Service and City College's former Division of Social Science, both of which have been merged into the new Colin L. Powell School for Civic and Global Leadership.*

## MESSAGE FROM General Powell

### Dear Friends and Supporters,

I'm immensely pleased to present our 2012–2013 annual report, covering the year when the Colin L. Powell Center for Leadership and Service became a founding component of a new institution: the Colin L. Powell School for Civic and Global Leadership at the City College of New York (CCNY).

The transition means a great deal to me and to my alma mater. For over a decade, we've been working to develop programs like leadership training, service-learning, and professional-skills development at the Colin Powell Center. In these pages and over that time, we've reported on how those programs grew as the Center grew.

In founding the Colin L. Powell School, and transitioning the Powell Center into that school, we take the huge step of integrating our approach to education into CCNY's core degree-granting activities. Henceforth, our scholarship and service programs will be linked to the work of more than 100 professors in five academic departments, in interdisciplinary undergraduate programs, in the Skadden Arps Honors Program in Legal Studies, and in five graduate programs. Almost a third of all students who graduate from CCNY hold degrees in the social sciences, and for the first time last June, their diplomas carried the Powell School name.

We intend to give every student at the Powell School the chance to connect his or her course of study to a life of service. Partnerships with more than 100 service organizations—local groups like West Harlem

Group Assistance and national groups like the National Disability Rights Network—allow us to integrate service and study. Our public scholarship programs direct research and teaching toward issues that motivate our students and matter in our neighboring communities. And, as we enact these missions, we will make the Colin L. Powell School *the* place for people interested in a leadership vocation geared towards ensuring a more diverse, representative, and just future for our society.

The next few years will be pivotal to the project of building our school. We begin atop strong foundations: our talented and diverse student body, a renown and committed faculty, and a record of engaged scholarship and service. We are also deeply aware that our progress to

date would not have been possible without the tremendous generosity and profound faith of so many of you—advisory council members, donors and investors, dear and valued friends. I am grateful for your trust and support, and look forward to working alongside you to advance the vital work of our school.

Sincerely,



**General Colin L. Powell**

Distinguished Scholar and Chair  
Colin L. Powell School for Civic and Global Leadership

“The Colin L. Powell School will link the extraordinary service and leadership programs we have built at the Powell Center to the great work of almost 100 professors in five academic departments.”



MESSAGE FROM THE DEAN  
OF THE COLIN L. POWELL SCHOOL



“The Powell School is the culmination of almost 20 years of discussions between faculty, CCNY administrators, and a large number of friends and supporters of General Powell and the City College of New York.

Our intention, all those years ago, was to find a way to bring together the deep regard and warmth City College holds for General Powell and his profound affection for our students and college. The Colin L. Powell School is the realization of that dream and the foundation for our students to make their mark on the world. ”

—Jeffrey Rosen

Interim Dean  
Colin L. Powell School



## GREETINGS FROM THE Colin L. Powell Center



I'm happy to present our annual report for 2012–2013. This report describes the activities and expansion of programs that will by now be familiar to our long-term friends and supporters. As in past years, I'm pleased to report program growth and to provide a glimpse of the extraordinary accomplishments of our students and faculty.

We've added new program areas to our most recent scholarship program—the Partners for Change Fellowship program—and undertaken a sustained effort, in our service-learning programming, to think about the role that universities and colleges should play in disaster preparedness, particularly for our most vulnerable communities. We are supporting more students than ever before, and doing so in an array of programs that continue to evolve to make sure that students have access to the very best in leadership training, service opportunities, and professional development. It's a real pleasure to assemble this record of activity for you to examine.

But this is also a unique report: the last one to describe the activities of the Colin L. Powell Center for Leadership and Service, and the first to begin discussing the exciting plans we have for the Colin L. Powell School for Civic and Global Leadership. Indeed, apart from our continuing programming, a great deal of our time this past year has been devoted to preparing the way for the Center to become a full-fledged school, and to begin integrating our service and leadership programming into the academic activities of that school.

“The past year has been devoted to preparing the way to become a full-fledged school.”

When I became Center director 11 years ago, we began developing a package of programs on the understanding that the Center would concentrate on co-curricular activities. Becoming a school means that we'll now begin thinking more broadly about mobilizing the resources of the university to meet the needs of our changing society. How, for instance, can we more fully integrate service and leadership training into the CCNY curriculum? How best can the research and teaching activity of more than 100 faculty members respond to the needs of our society? On what issues will the Powell School make its most profound impact, and how do we enhance our capacities?

I'm excited about where we'll be going, and I hope that this review will demonstrate why we're so confident in our future. Thank you for your strong support.

A handwritten signature in black ink, appearing to read 'V. Boudreau'.

**Vince Boudreau**

Director

Colin L. Powell Center

## OUR Vision

On May 2, 2013, in a moving ceremony, City College formally inaugurated the Colin L. Powell School for Civic and Global Leadership. Distinguished guests from across the country joined the Powell family to mark this historic moment in the life of CCNY. The merging of the Division of Social Science's excellent academic traditions with the innovative leadership and service programs of the Colin Powell Center affirms our founding values.

### **Mission Statement of the Colin L. Powell School for Civic and Global Leadership**

The Colin L. Powell School is a leading center for social research and education with a particular emphasis on addressing problems that impede equity, diversity, prosperity, stability, and peace in our society and across the world. Specifically, the school:

- provides rigorous degree programs that foster leadership and public-spiritedness by integrating service, leadership training, and mentoring into the curriculum, ensuring that students engage with real-world problems;
- maintains and supports a faculty dedicated to the highest standards of research and to the university's democratic and public obligations, including the responsibility to disseminate research in usable forms to concerned audiences, particularly to those striving to redress injustice or disparity;
- serves as a forum for experts, policymakers, community leaders, and others dealing with the major challenges of our time in ways that dismantle traditional barriers between the academic world, proximate communities, and the broader public.



*Participants and guests at the May 2 inauguration of the Colin L. Powell School, left to right, top to bottom:*

*CCNY President Lisa S. Coico, Martin Cohen, and Colin L. Powell; Linda Powell; Tom Brokaw; former CUNY Chancellor Matthew Goldstein and Colin L. Powell; Alma Powell and Annemarie Powell Lyons; Jatnna Ramirez; Fareed Zakaria, Colin L. Powell, and Vernon Jordan.*





# ...FROM Center to School

## THE COLIN L. POWELL SCHOOL MEANS...

### FOR STUDENTS:

#### Opportunity

We weave leadership development, service, internships, and interdisciplinary collaboration into the curriculum's very fabric. We enable students to work closely with faculty and professionals to learn by doing and connect their education with the public good.

#### Support

Our students' academic and professional success is our absolute priority. Our core of dedicated educators and professionals offer staunch support and total commitment to our students' goals and dreams.

#### Responsiveness

We take careful account of our students' unique experiences, and through this we incorporate the views and priorities of a new stratum of leaders into our work.

### FOR FACULTY:

#### Scholarly Excellence

We dedicate ourselves to the highest standards of research, scholarship, and mastery of our disciplines, striving always for excellence in research, publishing, teaching, and student achievement.

#### Relevance

We examine issues of behavior; identity; and political, economic, and social life in creative, multidimensional ways that are relevant to the lives of diverse populations.

#### Commitment

We follow ideas through with fervor, pursuing the implications of our research to ensure that stakeholders in our community and across our society can benefit from the resources of the university. Similarly, we devote ourselves to the success of our students in the classroom, in their co-curricular activities, and in their professional future.

### FOR THE COMMUNITY:

#### Impact

Whatever issue we're focused on—food justice, low-income housing, microfinance, or the mental health needs of refugees—our bottom line is impact. How are we really helping? How can we amplify that effect?

#### Open Doors

We strive to make our school as accessible as possible to community organizations and individuals. We explicitly teach community members how to partner with us and access the resources of higher education institutions.

#### Respect

We understand that expertise resides in both academia and the community, and we approach community organizations in a spirit of mutual trust, respect, and commitment. Their needs, problems, and puzzles are our concerns.

# Social Science AT THE COLIN L. POWELL SCHOOL

The questions are infinite: How does identity impact us; what's behind economic inequality; why do some relationships thrive; and what leads to conflict and war? The quest to answer questions like these underlies what we do at the Powell School: engage in the science-based study of why individuals,

groups, governments, institutions, tribes, and classes act in certain ways and hold certain beliefs and values. At the Powell School, faculty, researchers, and students strive to connect the social sciences to public purposes and to build bridges to communities and cultures. Here are snapshots of ways we do this.

## ECONOMICS

The study of wealth and its production and distribution

**Snapshot:** **Punit Arora**, an associate professor of economics, has advised the United Nations and more than 50 other international and business organizations on strategic management issues. Now through a Public Scholarship fellowship, he has begun sharing his research and insights with a wide public audience of small-business entrepreneurs who can benefit from his knowledge.

# Engagement

# Public Purpose

# Service-learning

# Community

# Common Good

# Leadership

## ANTHROPOLOGY

The study of people as cultural and biological beings.

**Snapshot:** **Lotti Silber**, an associate professor of anthropology, collaborated with professor and filmmaker Campbell Dalglish to design and co-lead a unique course in ethnographic filmmaking. Through the course, funded by a City SEEDs grant, five CCNY students immersed themselves in field study at Oklahoma's Cheyenne and Arapaho Tribal College. Observing, interviewing, and filming there helped them bridge indigenous and urban cultures in a scholarly and creative way.

## POLITICAL SCIENCE

The study of power and governance

**Snapshot:** **John Krinsky**, an associate professor of political science, joined with Picture the Homeless, a homeless activist group, to investigate the feasibility of community land trusts (CLTs) and other community-controlled forms of housing affordable to people with very low incomes. Over the past year, this project grew into the New York City Community Land Initiative, a larger alliance dedicated to supporting the formation of CLTs throughout the city.

## PSYCHOLOGY

The study of cognition and individual behavior

**Snapshot:** Working closely with chaplains at the Departments of Defense and Veterans Affairs as well as clergy in Upper Manhattan and in community hospitals, **Glen Milstein**, an associate professor of psychology, fosters continuity of mental health care and suicide prevention efforts for veterans and other individuals of need in multi-faith communities.

## SOCIOLOGY

The study of society and social groups

**Snapshot:** Whether keynoting a conference on access and privilege in higher education or reaching out to community groups to address cycles of subpar education in under-resourced neighborhoods, **L'Heureux Lewis-McCoy**, an assistant professor of sociology and Black studies, engages on all fronts to grapple with and research educational inequality and the role of race in contemporary society.



“My fellowship forced me to be the change I want to see in the world,” says Fellow Rakim Jenkins.

## FOCUS: Student Success

Rakim Jenkins, a Partners for Change fellow at the Colin Powell Center, smiled broadly. He, along with Eduardo Dueñas and Karla Tevez—also fellows in the program—had just won over a daunting audience of 100 experts in the field of college access. Moments before, as the three stood up to deliver a workshop titled “Working with Parents and Families to Support College Readiness,” one question had hung in the air: *What could these neophytes say that would be useful to seasoned professionals?*

Months of preparation had led to this point. Jenkins, Dueñas, and Tevez had produced a 20-page literature review on college readiness, interviewed parents, developed an ancillary parents’ guide, immersed themselves in demanding seminars and related internships, and devoted long hours to practicing their presentation—all on top of full course loads, work schedules, and family obligations.

### Heads Held High

As the workshop unfolded, the fellows fluidly shared their insights on parental involvement and offered valuable recommendations. Wrapping up, they felt ecstatic: “Everyone came up to us afterward and said what a good job we did, and invited us to come speak at their organization or school,” Jenkins says. “We walked out that day with our heads held high knowing that all of our hard work and

long hours had paid off. I wouldn’t have traded my fellowship experience for the world!”

Jenkins, a Brooklyn native who graduated this past May with a major in sociology and Black studies, is profoundly committed to combating the underlying causes of urban poverty. Meeting the demanding standards of the Partners for Change fellowship, he says, was a struggle at times. “But,” he continues, “I learned that these struggles take place especially when you’re working to change communities and make the world a better place.”

### No Excuses

Experiences such as Jenkins’s are echoed throughout the Center’s four fellowship programs: the Colin Powell Leadership Fellowships, the Community Engagement Fellowships, the Partners for Change Fellowships, and the Edward I. Koch Fellowships for Community Service. “We have a ‘no excuses’ approach,” says Sophie Gray, former Partners for Change program manager. “By holding our students accountable, reminding them why they want to achieve, and giving them the tools to succeed, we empower them and enable them to give back to the community. Their experience gives them the sense that there is no feat they can’t accomplish.”

Beyond the 80 fellows in these programs, scores of students throughout the former Division of Social Science have participated in similarly transformative experiences. Service-learning courses, research opportunities with faculty, internships in virtually any department, and programs like the undergraduate Skadden Arps Honors Program in Legal Studies and the Public Service Management Master’s Program have provided abundant opportunities for students to graduate from City College with significant levels of real-world experience and sharpened professional skills.

But we want to do more.

The Colin L. Powell School is committed to making sure that such potentially life-changing options touch

**Student Success** (continued)

every one of its students, says Interim Dean Jeffrey Rosen: “Our school is rich in highly gifted young adults who don’t always know how smart they are or how much they have to contribute. We want to bring them into the fold so they see their own potential, and the trick is early engagement.”

This means expanding the range of opportunities for top-flight internships, encouraging sustained and careful mentoring, and offering compelling service-learning activities.

Such encounters are crucial as students begin answering the question of how to move on successfully from City College, says Kamilah Briscoe, director of student leadership. “We want to make sure that our students have several moments during the time they

spend here that are intentionally designed to help them sort through this question.” To this end, the school has undertaken an intensive effort to examine what they need and to ensure that all faculty and staff understand the

“The Powell School will enable many more students to become better professionals and better leaders in their communities.”

—Jatnna Ramirez

Colin Powell Fellow, 2011–2013

variety of ways the school can unite to provide that support. “What’s nice is that so many of the pieces are already here,” Briscoe adds.

Mobilizing these elements in concert is fundamental to delivering on our promise for student success and access to excellence. It’s also one reason why 2013 graduate Jatnna Ramirez believes that “the Powell School will enable many more students to become better professionals and better leaders in their communities.”



Defining his possibilities

**Samuel Innocent**

Pat Tillman Military Scholar and Colin Powell Fellow

For Samuel Innocent, a veteran army medic, entering civilian life triggered a search for new avenues of service. He mentored urban youth through the nonprofit organization In Arms Reach, and became president of the City College Veterans Association. Soon after, Innocent discovered the Colin Powell Center. “I looked at the other fellows and thought, ‘I’ll never be able to compete,’” he says. Citing his natural leadership qualities, a friend urged Innocent to reconsider. He was awarded a fellowship in 2012.

“I’ve had experiences I never thought I’d have,” Innocent says of his time as a fellow. “Within four months, I met General Powell. He might be the former secretary of state to the other fellows, but to me, General Powell is an African-American four-star general from the boroughs. Seeing him reminded me that absolutely nothing can hold me back.”

With new confidence, Innocent applied for the Pat Tillman Military Scholarship in the spring of 2013, and was selected. Innocent, a major in political science and biology, is pursuing a career as a physician assistant, and plans to keep advocating for the disadvantaged: “As a vet, I’ve found that once you serve, you have the mentality that you must always serve. I’m still defining for myself what I can do in the world.”

**1881**

CCNY offers its first courses in psychology.

**1919**

Department of Government and Sociology is established.

**1920**

Groundbreaking American psychologist Abraham Maslow enrolls at CCNY at age 17.

**1920s–60s**

CCNY's world-renowned psychology department is the leading source of bachelor's degrees in psychology in the nation.

**1930s–40s**

CCNY gains reputation as the "seedbed of modern American sociology" because of its many notable graduates, including sociologist Daniel Bell.



Applying  
knowledge  
to practice



Looking at  
the world in  
new ways

“ I always want to put into practice what I know, so I went out to do internships and a project—a community garden. I learned to analyze issues at the grassroots level, and the faculty provided me with a lot of advice and support. This was incredibly meaningful to me. ”

**Johnny Huang**

Public Service Management,  
M.A. candidate;  
2011 B.A.; major: economics  
and political science

**Ayodele Oti**

Harry S. Truman Scholar and Colin Powell Fellow, 2009–2011

While still a student at City College, Ayodele Oti seized every opportunity to take ownership of her education. Interdisciplinary and trailblazing, Oti's undergraduate experiences reflect both her focus and her independence.

Oti majored in international environmental public health and human ecology. In addition to winning the prestigious Truman Scholarship in 2011, she took part in anthropological field excursions to the Caribbean islands and Iceland, with a focus on historical ecology.

Reflecting on her fellowship with the Colin Powell Center, Oti credits it as a time when she began gaining in-depth and practical knowledge of the policy-to-action process. After graduating in 2012, Oti learned firsthand about that work as she managed four service initiatives through NYC Service: Office of the Mayor.

Oti continues to display forward-thinking energy and thoughtfulness as she takes on her next position at a community health organization in Ollantaytambo, Peru. “Being a fellow instilled in me a need to evaluate any initiative I am involved in for sustainability,” she says. “I think this way of thinking will be crucial in the work I do at Sacred Valley Health, and also in any future work I do in public service.”

> Whether rebuilding homes or providing emergency relief, CCNY students volunteered tirelessly in Hurricane Sandy's wake.

## FOCUS: Engaged Scholarship

When Superstorm Sandy slammed into the Eastern Seaboard on October 29, 2012, City College mobilized. Administrators, faculty, and student organizations rushed to clean up wreckage, collect and distribute food, and help in countless other ways. Simone Gordon, a Colin Powell fellow who volunteered with the Clinton Global Initiative to assess needs in devastated Rockaway, Queens, said at the time, “It will be a long while before people’s lives return to anything resembling normalcy.”

Recovery efforts spotlighted the need for thoughtful communication among colleges, universities, and community organizations about how to work effectively in concert with emergency organizations. As the floodwaters receded, the Colin Powell Center-led New York Metro Area Partnership for Service-Learning (NYMAPS) launched this important dialogue.

### Framework for Preparedness

The conversation culminated on April 12 with the 2013 NYMAPS symposium, “Community–Campus Readiness: Approaches to Disaster Preparedness.” There, educators, community partners, and representatives of organizations and agencies such as the Federal Emergency Management Agency (FEMA) created a framework of recommendations. “The NYMAPS symposium was a fantastic opportunity to network and share knowledge about what’s been done in New York and nationally,” notes Matthew

Cedar, FEMA voluntary agency liaison.

Like NYMAPS, which is an alliance of more than 18 institutions of higher education (including St. John’s and Fordham University, and organizations such as LIFT the Bronx), the Colin L. Powell School cultivates strong, equitable partnerships with organizations throughout New York City. “Our community partners are often overlooked as a resource,” says Genéa Stewart, director of service-learning and civic engagement. “They have their own Ph.D.s, directors, and researchers who are on the front lines. They can bring a fresh, relevant voice into the academy for students, for research, and for special events that we do.”

### On Our Doorstep

Having such extraordinary opportunities on our doorstep often mobilizes activism among faculty. It means they can confront issues that affect new Americans or underserved communities in ways that are ultimately more diversified and multidimensional. The Colin L. Powell School supports these collaborations through its service-learning program (a teaching method that embeds service into a course to enrich the curriculum and benefit the community); community-based research program, in which faculty and community partners work side by side to address a problem or issue; and public scholarship, in which faculty develop their work for public audiences and policymakers to magnify its impact.

Katherine K. Chen, an assistant professor of sociology, studies the ways innovative organizations address the issue of aging in place. Community-based participatory research (CBPR) enabled her to collaborate with Carolyn English, a registered nurse and director of the Cooperator’s Advocacy Project (CAP), based in a Lower East Side residential complex. Together the two deployed CCNY students to the complex to determine the extent to which homebound residents and those managing chronic conditions need help getting better access to health care and social services, and what local organizations can do to





Photo: Chris Joseph Taylor

**1940**

Kenneth Clark becomes the first African-American to hold a tenure-track position at CCNY.

**Engaged Scholarship** (continued)

address these needs. Workshops helped students put to use research methods taught in the classroom while simultaneously serving the needs of New Yorkers vulnerable during citywide crises such as Sandy. “The CBPR workshop helped me think through the community-outreach possibilities of research,” Chen says. “It reinforced that research is not just about producing knowledge, but also educating practitioners about how research tools and ways of conceptualizing issues can serve their constituents’ needs and interests.”

**Open Doors**

This year, to build and deepen its community partnerships, the Powell School pioneered an intensive training program for 23 organizations, such as Safe Space NYC

and the University Settlement. The Community Partner Institute, sponsored by the American Express Foundation, offered training; strategic planning; and an in-depth look at how universities work, and how to access their resources. Importantly, notes Center Director

“Our community partners are often overlooked as a resource. They have their own Ph.D.s, directors, and researchers who are on the front lines.”

—Genéa Stewart  
Director of Service-Learning & Civic Engagement

Vince Boudreau, it signals to local organizations, “We want you walking through our doors.” Such innovative work defines the Colin L. Powell School’s engagement efforts. Most importantly, it offers students the irreplaceable perspective they need to serve their communities and larger world with commitment, passion, and the insight that their Powell School experience provides.



Improving access to financial services

**Rosa Franco**  
Community Partner

A native of Peru, Rosa Franco spent years aiding rural and urban businesses in Latin America before moving to New York in 2007. Following her long-standing interest in economic justice, she began working at Neighborhood Trust Federal Credit Union in Washington Heights.

There she met Susanna Schaller, a City College lecturer at the Center for Worker Education. Schaller wanted to connect undergraduate students with community organizations. Through a service-learning fellowship, Franco partnered with Schaller to co-teach a service-learning course in which working adults examine how underprivileged populations can better access affordable financial services.

One way to do this, Franco believes, is through community-development credit unions, which, she says, can empower communities through “direct ownership and democratic management.” Franco says, “I was grateful for [my students’] role in helping my organization provide products to meet their needs.”

Franco’s experience encouraged her to apply for a leader-in-residence position with the Powell School. In the next school year she will mentor students interested in working in economic development on a community level.

1951

CCNY establishes its graduate program in International Affairs.

1956

Testimony of CCNY Professor of Psychology Kenneth Clark proves decisive in the landmark *Brown v. Board of Education* civil rights decision.

1958

Colin L. Powell graduates from CCNY.

1963

Martin Luther King speaks at CCNY commencement; previews "I Have a Dream" speech.

1972

The Women's Studies Department is formed.



Exposing the roots and effects of lotteries



Collaborating to improve mental-health interventions

“The Public Scholarship program brings you into the public debate on important policy issues. As a result, scholars working in fields related to my own have reached out about a variety of new projects.”

—Matt Vaz

Lecturer,  
Department of History  
Public Scholar, 2012–2013

### Adeyinka Akinsulure-Smith

Associate Professor of Psychology

For well over a decade, Adeyinka Akinsulure-Smith has been attending to her fellow New Yorkers with African origins, in particular those who bear the deep scars of armed conflict. She has led individual and group sessions with survivors of torture, contributed to U.N. human-rights investigations in Sierra Leone, and co-founded a nonprofit organization to serve displaced Africans in New York City.

Akinsulure-Smith had already launched her research on the mental-health challenges of African forced migrants when the Colin Powell Center awarded her a Community-Based Participatory Research Fellowship in 2012. The fellowship enabled her to move into the next phase with the help of a graduate assistant. It also strengthened the partnerships she had developed with the United States Sierra Leone Association and the African Services Committee, under whose auspices she conducted the interviews and focus groups.

The collaboration is helping Akinsulure-Smith ensure that mental health interventions are culturally informed and take into account the full range of participants' experiences and needs. As she says, "I had sought a true partnership with the organizations and I was able to accomplish that with this fellowship."





Denise Hien, professor and director of CCNY's Graduate Clinical Psychology Program, is contributing to the science of trauma and addiction.

## FOCUS: Research That Matters

What is the impact of interpersonal violence on the lives of inner-city women and their families? For Denise Hien, professor of psychology in the Colin L. Powell School's Clinical Psychology Department, a long-standing interest in this question and in the relationship between addiction and violence has formed the basis of a 20-year research career. The bulk of that research, which is focused on urban, minority women in Upper Manhattan, has now advanced into the area of treatment for people with post-traumatic stress disorder (PTSD) and addiction.

More than one in four people with addictions suffer from active PTSD, according to the National Institutes of Mental Health. "Clinically, people with PTSD are triggered by seemingly irrelevant stimuli, which really interferes with their ability to feel safe in a relationship, to work, or to concentrate in their lives," says Hien, a psychologist and leading national researcher in this area. To manage life in a constant state of fight or flight, many people with PTSD turn to substances and wind up with addictions. Even when they get the most effective treatments, about half of people with PTSD don't improve. The quest to understand why recently led Hien to initiate a powerful interdisciplinary collaboration between the Clinical Psychology Program and the Cognitive Neuroscience Program, led by her colleague Bob Melara. Supported

by a City SEEDs Grant, the team used EEGs and brain scans to measure how patients' brains process increasingly fearful images.

Hien's body of research, which has been funded continuously by the National Institutes of Health and the National Institute on Drug Abuse, exemplifies the Colin L. Powell School's approach, which encourages breaking disciplinary boundaries and enabling faculty to examine issues creatively through multiple lenses. It focuses on measuring and evaluating fundamentally important questions for our social health, interpersonal relationships, democratic values, and economic well-being. It also emphasizes socially critical issues related to disparity and injustice, and advances solutions that have a direct, positive impact on the lives of people who live in our surrounding communities. "The Powell School is like a Manhattan Project for issues and problems that are socially relevant," says Center Director Vince Boudreau.

### Improving Treatment

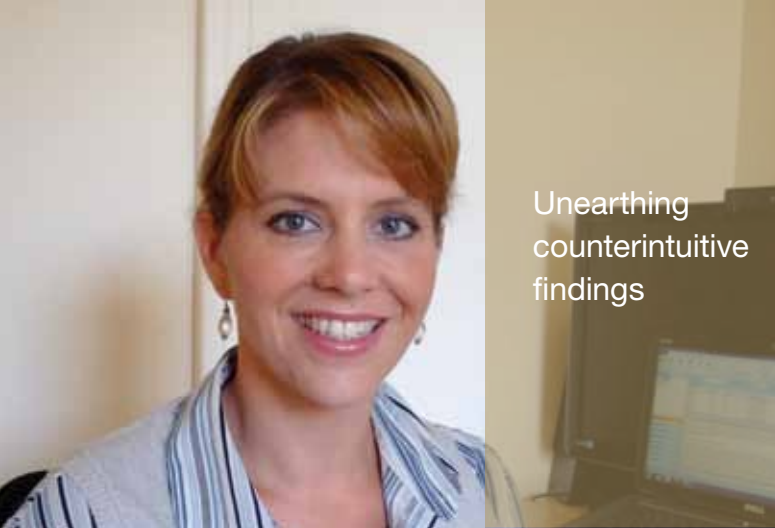
The research generated findings with broad implications for the future of PTSD treatment. Patients' reactions to fear-related neurocognitive tasks can be traced back to the way their brains organize information. "As a consequence, if we can identify people who may do better with a certain type of treatment by giving them some neurocognitive tasks before they enter treatment," Hien says, "that's a whole new direction for the field."

Like many other Powell School faculty, Hien is passionately concerned with disseminating her findings in a usable way. In addition to seeing private patients, Hien is striving to ensure that as many people as possible with PTSD and addictions have treatment options. To this end, she has established a trauma program, the Women's Health Project, at St. Luke's Roosevelt Hospital, which offers both treatment and provider training in these new methodologies. As Hien says, "People's lives can be radically transformed by getting the proper care."

1972

CCNY graduate  
Kenneth Arrow wins  
the Nobel Prize  
in Economics.

Research That Matters (continued)



Unearthing  
counterintuitive  
findings



Connecting  
world  
events to  
scholarship

**Maria Binz-Scharf**

Associate Professor of Management

Never underestimate the resourcefulness of public managers. Despite working in unwieldy bureaucracies—or perhaps because of doing so—public employees can be incredibly resourceful in overcoming barriers to share information. What’s more, these informal knowledge-sharing networks can spur innovation.

For these counterintuitive research findings, Maria Binz-Scharf, an associate professor of management in the Colin L. Powell School’s Department of Economics and Business, and two coauthors won the 2012 Best Article Award from *The American Review of Public Administration*. Funded by a National Science Foundation grant, the research investigated knowledge sharing in public DNA forensics laboratories.

Their work is one of the first in-depth examinations of interpersonal networks in public organizations. “Even in a very bureaucratic environment, controlled by the FBI, there is still a vibrant informal network of knowledge sharing going on that is necessary for people to do their work,” Binz-Scharf says. “For decision makers and governmental leaders, an implication of this is to encourage informal exchanges, rather than try to nip them in the bud.”

**Rajan Menon**

The Anne and Bernard Spitzer Chair in  
International Relations

When the Carnegie Corporation of New York convened the nation’s top experts for ideas on improving the troubled U.S.–Russia relationship, Rajan Menon was an obvious choice. Menon is the Anne and Bernard Spitzer Professor of International Relations in the Powell School’s Political Science Department and senior fellow at the Atlantic Council. He has also been a senior fellow at the Council on Foreign Relations, a fellow at the New America Foundation, and a Carnegie Scholar.

Menon’s scholarship focuses on international security with a particular emphasis on Russia, the other post-Soviet states, and Asia. A frequent contributor to national and international media, Menon connects world events to the deeper processes of international relations. For example, his regular Huffington Post columns have addressed China’s developmental trajectory, Russian domestic politics, and the links between the Boston Marathon bombers and the Islamic insurgency in Russia’s North Caucasus. More recently, he’s written about and been interviewed on the war in Syria. He also brings these connections into the classroom, much to the benefit of the Powell School’s students.

**1976**

CCNY establishes the Division of Social Science.

**1985**

Barack Obama runs the New York Public Interest Research Group at City College.

**1997**

CCNY launches the Colin Powell Center for Policy Studies.

**2009**

The Skadden Arps Honors Program in Legal Studies is established to increase the numbers of minority law-school graduates.

**2013**

CUNY's Board approves the formation of the Colin L. Powell School for Civic and Global Leadership.



Revealing  
the legacy of  
Seneca Village

### Diana di Zerega Wall

Professor of Anthropology

Diana di Zerega Wall is a historical archaeologist. She is also one of very few research scientists who can say that they have been able to reveal something new about New York to most New Yorkers.

Seneca Village was the site of a thriving early 19th-century community of primarily free African-American men and women—a community displaced by Central Park construction in the 1850s. Wall, along with fellow archaeologist Nan Rothschild from Barnard College and educators Cynthia Copeland and Herbert Seignoret, excavated a section of Central Park to unearth the lost history of this settlement.

Over a decade of research preceded the excavation, which took place during the summer of 2011. Select undergraduate students from local universities helped perform the research and gained hands-on experience digging and examining artifacts that could provide further insight into the village's past. Wall says next steps may include doing a “backward genealogical search” to find descendants of the Seneca Villagers. She hopes to hire a genealogist and build a course around the research so students can continue to investigate this legacy of our evolving city and nation.



Advising  
students on  
critical  
community  
issues

### Jack Levinson

Assistant Professor of Sociology

Jack Levinson, an assistant professor of sociology, conducts research on changing ideas about drug problems and the social responses to them. So it was natural that some City College students who were deeply concerned about the repeated targeting of people of color under New York City's Stop and Frisk policing strategy, reached out to Levinson. In addition to contributing to indirect racial profiling, Stop and Frisk results in large numbers of arrests for the lowest level of marijuana possession. These arrests can have far-reaching consequences on employment and educational opportunities.

Levinson became faculty adviser to the newly formed Community Engagement Coalition, a student leadership group that educated students and community members about Stop and Frisk as the policy was challenged in the legislature and courts. With Levinson's guidance, the students produced a well-attended community forum on this issue on December 12. “The forum enabled these student leaders to mobilize many concerned students at CCNY,” Levinson says. “And it joined them in coalition with community organizations.”

## FOCUS: Events That Spark Dialogue

On Thursday, June 27, Ambassador Susan E. Rice began her last day in New York as U.S. permanent representative to the United Nations with a visit to the Colin L. Powell School for Civic and Global Leadership. The following Monday, she would begin working as President Barack Obama's national security adviser. In an extraordinary discussion, Ambassador Rice inspired and challenged students as she addressed such topics as policy options in Syria and Iran's recent elections.

For students such as Grace Nsofor, a 2013 graduate who majored in international law and policy, the experience was unforgettable. "I found Ambassador Rice's remarks to be incredibly informative," Nsofor noted. "Her thoughtful, honest answers really showed her commitment to tackling issues head on."

Ambassador Rice's talk was one of a powerful series of candid conversations at CCNY with some of the world's most renowned diplomats. Secretary General of NATO Anders Fogh Rasmussen opened the year with a discussion in September that filled the Great Hall of Shepard Hall. In advance of the lecture, he met with a small group of students. "This was a great privilege and honor to me," Mohammed Alam, a senior at the Colin L. Powell School, remarked afterward. "It's not every day that students have the ability to speak to and present articulate questions to a world leader." Equally inspirational was a relaxed and candid talk in February between former

U.N. Secretary-General Kofi Annan and John G. Ruggie, Annan's former assistant secretary-general for strategic planning. The wide-ranging discussion included Annan's insights on leadership, the global HIV/AIDS epidemic, and his take on the tragic conflict in Syria. The occasion marked the completion of a six-year joint CCNY-Yale project to organize and publish Annan's official papers, which was led by Jean Krasno, initiative director for multilateral diplomacy and international organizations with the Colin Powell Center.

In April, hosted by the Department of Economics, Jeffrey Sachs, world-renowned economist and senior U.N. adviser, addressed the future of sustainable development. Also that month, Rajan Menon, the Bernard Spitzer Chair in International Relations, the Department of Political Science, and the Colin Powell Center cohosted preeminent public intellectual Walter Russell Mead, who delivered the inaugural Anne and Bernard Spitzer Lecture. Focusing on Asia's central role in the decades ahead, Mead noted, "If you want to know what kind of century the 21st century will be, watch Asia."

### City in the Spotlight

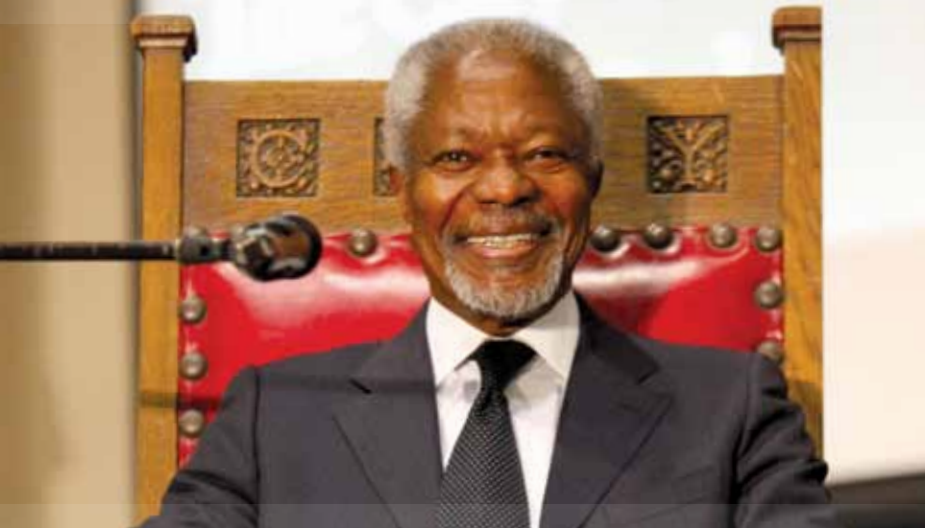
Other events focused on New York City past and present. These included a forum sponsored jointly by sociologist Jack Levinson and the Colin L. Powell Center on the City's Stop and Frisk policies in communities of color. The Center also partnered with CUNY's Dominican Studies Institute and CCNY's Public Service Management Master's Program to produce a conference on the state of Dominican-Americans in New York City. A number of events, including a screening of the documentary *Soul Food Junkies*, targeted urban obesity. Meanwhile, a talk and series of tours hosted by the Department of Anthropology illuminated the fascinating story of New York City's earliest community of free blacks at Seneca Village and celebrated the excavation. "It was like holding history in your hand," noted a CCNY student who participated in the dig.





“It’s not every day that students have the ability to speak to a world leader.”

— Mohammed Alam  
Senior, major: political science



*Speakers, left to right, from top:  
Walter Russell Mead, Ambassador Susan  
Rice, NATO Secretary General Anders  
Fogh Rasmussen, former U.N. Secretary-  
General Kofi Annan, Reihan Salam.*

# Looking Ahead

Establishing the Colin L. Powell School for Civic and Global Leadership is a great challenge and a historic opportunity. This past year, we began that work in earnest, but much remains to be done. We have huge ambitions for the school, and although there's not sufficient space here to fully describe all our plans, we can look ahead to some of the larger changes that are afoot.

The hallmark of Colin Powell Center programming has been its scholarship, service, and leadership-development programs. These will continue in the Colin L. Powell School, but will do so as the heart of a multifaceted and intensive new approach to the promotion of student success. The challenges will be substantial. Although we are not sacrificing our current ability to deliver intensive support to annual cohorts of exceptionally qualified Powell fellows, we must strive now to provide versions of our programs to as many of the 2,500 Powell School students as possible. Our goal will be to strike a balance between intensive and extensive programming; we want each student at the school to be touched by its blend of academic excellence, civic engagement, and professional development. Fortunately, as we become a school, we gain the ability to apply the

energies and talents of a large and dedicated faculty to a set of tasks formerly shouldered by Powell Center staff—so that, while the scope of our work has grown considerably, so have our resources and capacities.

We are also in the midst of broadening the opportunities we can offer to students. This summer, for the first time, we rented a house in Washington, D.C., to house students working in internships there, and provided supplementary programming for them. This year, we'll begin an academic year program in D.C. Each department in the Colin L. Powell School has opportunities for students to work in service or internship positions, but expanding those opportunities and making sure that every student has the chance to serve or work in an internship is a huge priority for the school—because the current job market, and our society more generally, requires more of today's college graduates than ever before.

This year the Colin L. Powell School also begins an ambitious series of public events programming. Designed both to highlight the work of our exceptional faculty and to stimulate broad public discussion in areas of importance to us, these events will take place both on campus and across the city and will include breakfast talks, a five-part seminar series, and the inauguration of our new Sternberg Family Lecture in Public Leadership series.

There are a thousand other changes afoot at the school. Over the next several years, in our newsletters and in our annual reports, you'll read about how the Colin L. Powell School for Civic and Global Leadership is growing into the promise of this transitional moment. We're off to a great start, and are as excited as can be to look with you into our future.

**UPDATE TO THE CAMPAIGN  
FOR THE COLIN L. POWELL SCHOOL**

On April 29, 2013, the Board of Trustees of the City University of New York (CUNY) approved the naming of the Colin L. Powell School for Civic and Global Leadership. The naming honors one of CCNY's most distinguished alumni and the founder and chair of the Colin L. Powell Center for Leadership and Service at the City College of New York. The resolution highlighted the major donors who supported the campaign.

Launched in 2010, the campaign and its success were made possible through the generosity of General Powell's many friends and supporters, who united to demonstrate a commitment to the mission of the City College of New York and to honor General Powell's life and work. We are grateful to all of them and wish to extend particular gratitude to those who have contributed lead gifts in amounts of \$250,000 or more:

<b>New York Life Insurance Company</b> \$10,000,000	<b>Martin J. Granoff</b> \$1,000,000
<b>General Colin L. Powell, USA (Ret.)</b> \$5,500,000	<b>The Ronald and Jo Lauder Foundation</b> \$1,000,000
<b>Skadden, Arps, Slate, Meagher &amp; Flom LLP</b> \$5,000,000	<b>Jin Roy Ryu</b> \$1,000,000
<b>Anonymous</b> \$3,000,000	<b>The United Arab Emirates</b> \$1,000,000
<b>David M. Rubenstein</b> \$3,000,000	<b>Seymour G. Sternberg</b> \$750,000
<b>Charles B. and Ann Johnson</b> \$2,270,000	<b>The William R. Kenan, Jr. Charitable Trust</b> \$735,000
<b>Marc and Lynne Benioff</b> \$2,200,000	<b>The MCJ Amelior Foundation</b> \$500,000
<b>Stephen A. Schwarzman</b> \$1,500,000	<b>Vincent Viola</b> \$500,000
<b>Thomas L. Blair</b> \$1,100,000	<b>The Stavros Niarchos Foundation</b> \$400,000
<b>Ray Dalio</b> \$1,000,000	<b>Bernard Schwartz</b> \$300,000

In addition, the New York State Assembly has chosen to honor General Colin L. Powell and the historic legacy of the City College of New York through an appropriation of funds in the amount of \$1,000,000 to be used for capital improvements for the Colin L. Powell School, specifically toward the renovations of City College's historic alumni building.

Although this inaugural edition of the Colin L. Powell School for Civic and Global Leadership annual report reflects major gifts in support of the campaign, we wish to extend our heartfelt thanks to all of our supporters and friends who make the programs and student-success initiatives of the Powell School possible.



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