

# COLUMBIA

## Serving & Learning

Public service and active involvement in the issues facing our society have always been an essential part of Columbia's identity and mission. As a global research university in the nation's greatest urban center, ours is a campus of robust engagement in the life of our neighborhood, our city, our nation and our world. Each year, thousands of Columbia students across all our schools, colleges and affiliates participate in service learning, volunteer action and social entrepreneurship programs, many within Upper Manhattan, but others across Africa, Asia and Latin America. The College's unique Core Curriculum is rooted in the idea that a well-rounded undergraduate

education must not only help students develop their critical thinking skills, but also nurture in them the responsibilities of citizenship in a democratic society. Columbia faculty members conduct pioneering research that seeks to improve the wellbeing of people locally and globally. Generations of alumni have been leaders in government and public service, and many others have matched their professional accomplishment with civic commitment. Thousands of University staff members contribute time and resources to our community. This special section of *The Record* provides only a few examples of this ongoing ethic of serving and learning at Columbia.

### FIELD WORK

Each year, students at the School of Social Work do more than 500,000 hours of field work at more than 400 sites around New York City.



### CLEAN AND GREEN

During the spring of 2008, Give + Go Green student "eco-reps" gathered five 26-foot trailers full of donations for the Salvation Army and donated 500 pounds of nonperishable food items to City Harvest, an organization that works to feed the homeless.



### SCIENCE FARE

The Summer Research Program for Science Teachers gives local science teachers hands-on experience as members of research teams led by Columbia faculty in astronomy, biology, chemistry, earth sciences, medical sciences and physics.



### SMILE, PLEASE!

The service learning component of the University's College of Dental Medicine curriculum offers dental services to the public through a teaching clinic, faculty practices and the Community DentCare Network. Approximately 3,000 children receive comprehensive dental care each year. And the Community DentCare Network mobile dental center travels to day care and Head Start centers throughout Northern Manhattan.



### PRESCRIPTION BENEFITS

In 2006, TeamWoRx, a bonding event that traditionally marks the beginning of medical students' third year at the College of Physicians and Surgeons, shifted its focus from its usual team-building athletic events to working in the community through service-learning projects.

### COMMUNITY IMPACT

Community Impact provides a dedicated corps of more than 950 Columbia student volunteers participating in 25 community service programs that serve more than 8,000 people each year, including providing homework help.



### HARLEM ROBOTICS

The Harlem Robotics League, part of Columbia's Center for Technology, Innovation and Community Engagement (CTICE), was started in 2007 to give local public school students a chance to learn how to think like engineers. Working with engineering undergraduates, the high schoolers co-design robots using Lego robotic kits. Just as engineers do, they work in teams, design processes, solve problems and find real-world applications to scientific problems.



### ME AND MY SHADOW

On "Shadow Day," high school students from across New York and New Jersey spend the day following Columbia graduate students in the fields of accounting, business, communications, criminal justice, education, engineering, journalism, medicine and psychology.



### TECHIES-IN-TRAINING

Each year, SLICE, or Service Learning in a Community Environment, trains 15 local residents from teens to adults as information technology specialists in a free 16-month program. SLICE teaches skills in software engineering, Web and database design. It has seven integrated courses ranging from academic and social mentoring to communications skills. The goal is to help graduates get well-paying tech jobs building Web sites or running an IT help desk.

### WILLING & ABLE

The University's Center for Contemporary Black History provides service learning opportunities for Columbia College students to work with community organizations such as the DOE Fund's Ready, Willing & Able Project, the New York City Voting Assistance Commission, the Harlem Education Activities Fund and Harlem Fifty.



### GREEK SQUAD

Each of the 34 recognized fraternities and sororities at Columbia is committed to community service, and members volunteer time, funds and programming throughout the year at events such as Dance Marathon and Relay for Life.



### SERVICE DAY

Founded in 1997 by Columbia College students Allan Ng (CC'99) and Charlie Leykum (CC'99), Columbia Community Outreach is a student-organized undergraduate service day that promotes community service and awareness for volunteerism.

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Far left: A Community Impact volunteer gives homework help. Left: Community Impact volunteers help staff a food pantry. Right: Sylvie Goursand (LAW'07) and Michael Rosado (LAW'08) interview a client at the Northern Manhattan Coalition for Immigrant Rights. Below: Students sign up to help with Columbia Community Outreach.



## MEDICAL PROGRAM SPURS SUCCESS

During the summer each year, nine students participate in an innovative program at Columbia's College of Physicians and Surgeons designed to expand the pool of medical and biomedical research applicants from diverse and economically disadvantaged groups. Graduates of the program typically go on to advanced degree programs at schools such as Cornell, Columbia, Stony Brook and Harvard. The program, Summer Program for Under-Represented Students, or SPURS, has become a model for other such educational pipelines across the country.

"It's important to have diversity in the cadre of scientists doing research," says Professor Andrew Marks, chair of the Department of Physiology and Cellular Biophysics, who founded the program. "People are often motivated to study things that relate to them personally, and to that extent, you have to have diversity if you're going to do justice to the many unsolved mysteries of the scientific world."

The 8- to 10-week program—under the direction of Alan Dindas, a former New York City public school teacher, and co-directed by Dr. Marks and Dr. Jeanine D'Armiento, associate professor of medicine—recruits undergraduates primarily from the City University of New York (CUNY) senior colleges: Hunter, City, Brooklyn and Queens Colleges. Accepted applicants are then assigned to a laboratory and faculty mentor; they also receive housing and a stipend. The lab work is intense, but is punctuated by cultural and recreational events as well as motivational talks from noted researchers and other leaders, such as former New York City Mayor David Dinkins; Louis Sullivan, former Secretary of Health and Human Services under President George H.W. Bush and founder of Morehouse College of Medicine; as well as deans and other scientists from Columbia.

The addition of laboratory work to the students' curricula vitae, particularly because it is performed in the laboratories of Columbia scientists doing groundbreaking research, gives the SPURS students a competitive edge in their careers. And that, Marks hopes, will help increase the number of investigators from underrepresented groups in the field of biomedical research.

## STUDENT VOLUNTEERS MAKE AN IMPACT

Columbia Community Impact is the University's largest community service organization. It began in 1981 as a grassroots effort by Columbia students to serve disadvantaged people in the Harlem, Washington and Morningside Heights communities. It gradually gained the support of administrators and chaplaincies on campus, and in 1987 was formally incorporated as an independent tax-exempt charity.

Community Impact's main mission is to provide food and shelter. Through more than 100 partnerships the group has formed with other community organizations and agencies, it also offers other services.

"One of our largest is the Jobs and Education Empowerment Project [JEEP]," says executive director Sonia Reese, who has led Community Impact for nearly 20 years. "Three years ago, through a partnership with West Harlem Group Assistance, we opened a computer technology center at an apartment building on West 134th Street to help residents get basic skills to compete in a computer-dependent workforce. Two of our other big programs are homelessness assistance and youth literacy."

Community Impact relies on a dedicated corps of more than 950 Columbia student volunteers participating in 25 community service programs that serve more than 8,000 people each year.

Most student volunteers learn about Community Impact by word of mouth. Many of them were active volunteers when they were in high school, and one reason they find Columbia attractive is the opportunity to continue that work.

The services provided to residents of the University's surrounding neighborhoods aren't the only tangible benefit the group provides. "Community Impact exposes Columbia students to many of the economic issues surrounding low-income and homeless families," adds Reese. "They don't get academic credit, but they can put their experiences on their applications for graduate school. One recent volunteer became inspired to become a professional teacher and now teaches at LaGuardia Community College in Queens."

## OVER FORTY YEARS OF DOUBLE DISCOVERY

The Double Discovery Center was founded in 1965 by Columbia College students who wanted to connect with the world right outside the University's gates. Its mission, then and now, is to provide academic assistance to students who are typically underrepresented in higher education and to encourage a "double discovery" between college students and students striving to attend college. In its more than four decades, more than 30,000 New York City students have benefited from Double Discovery, and it has consistently sent more than 90% on to college.

What started as a group effort by students, faculty and administrators to bring low-income, first generation middle and high school students to Columbia for summer classes has evolved into two youth education programs, Upward Bound and Talent Search. Today, Double Discovery is a department within Columbia College. Hundreds of Columbia students volunteer each year, serving as tutors, teachers and mentors to low-income, first-generation college-bound New York City students. These undergraduates tutor their younger counterparts one-on-one or in small groups, provide homework assistance, teach SAT preparation courses, and help high school students prepare and assemble college applications.

Upward Bound is one of the original pilot programs created in 1965 as part of President Lyndon B. Johnson's War on Poverty. It is an intensive, year-round college preparatory program that assists more than 165 high school students who attend low-performing schools with high dropout rates and high student-counselor ratios. Students are assigned an advisor, who provides support with academic, personal and college-related issues. The program also offers a six-week summer residential academic program on the Columbia campus.

Talent Search was started in 1977 and offers college and career counseling, academic support services, SAT preparation and personal development workshops, year round on the Columbia campus and at local schools during the academic year. In 1991, a middle school component was added, providing seventh and eighth graders with tutoring and high school application and selection assistance.

Once admitted, students in both programs are expected to remain with Double Discovery until they enter college.

Double Discovery now serves more than 1,000 low-income and first-generation college-bound New York City youth each year and is proud to be Columbia University's oldest, continually operational, community outreach program.

## IN THE ZONE FOR HARLEM KIDS

One of the most far-reaching of Columbia's community partnerships is with the Harlem Children's Zone (HCZ), a nonprofit organization whose motto is to do "whatever it takes" to help children succeed. The organization is involved in multiple initiatives across several Columbia schools, addressing health, education and outreach issues that affect the Harlem community.

Researchers at Columbia's Mailman School of Public Health, doctors at Columbia University Medical Center and its affiliate Harlem Hospital Center are studying the high rates of asthma among Harlem children. The community-based Asthma Initiative then teaches families how to better

manage the disease and lessen its effects. Mailman and HCZ also collaborate on the Harlem Children's Health Project to provide medical assessments, dental services, education and outreach services. HCHP is an initiative of the Children's Health Fund.

Elsewhere on campus, Columbia Business School provides management training classes to HCZ and its employees, and some of the school's faculty will provide management consulting services on several HCZ projects. HCZ makes internships on its various initiatives available to business school students. Over at the School of Social Work, students can do field work or volunteer at HCZ as part of their field education.

Visit [www.columbia.edu/newyorkstories](http://www.columbia.edu/newyorkstories) to read more about the myriad ways in which Columbia University in the City of New York enriches and is enriched by its partnerships with surrounding communities.



Above right: Comedian Whoopi Goldberg with SPURS students after delivering a motivational talk. Near right: Community service projects extend around the globe for the School of Social Work. Professor Fred Ssewamala (left) distributes books to orphans in Uganda. Far right: University students and their Columbia Community Outreach charges

## RAISING THE BAR ON LEGAL HELP

Columbia Law School has long been a center of public service, with students, graduates and faculty intensely involved in such issues as environmental law and civil rights. Indeed, a half dozen of the school's graduates and faculty played key roles in the landmark 1954 Supreme Court decision of *Brown vs. Board of Education*.

In recent years, it has stepped up its commitment further, opening the Center for Public Interest Law in 1993, as well as more than a half-dozen legal clinics that do pro bono work. In 2003, the school created a deanship for Social Justice Initiatives to strengthen the connection between practicing law and public service.

"It's a central belief of the law school that all law students should be educated, and that it is their professional responsibility to give back to their society, and that there is no one true path to doing good," says Ellen Chapnick, the social justice dean.

The school provides plenty of outlets. The Center for Public Interest, which Chapnick founded, develops internships and projects with non-profit, government and law firm partners from the Lower East Side to the Bronx, as well as internationally. Legal clinics combine the theory of classroom instruction with the practice of helping individuals and groups who don't have ready access to the legal system; the clinics include those on child advocacy, environmental law, human rights, mediation, and sexuality and gender law.

There is also a Pro Bono Fellowship program for international candidates for the master of laws (LL.M.) degrees at the law school; after graduation, the fellows are expected to work at a U.S. law firm or corporate law department that has an excellent private practice and an exemplary pro bono practice. The fellows' assignments at their post-graduate placements include private matters as well as pro bono work, and the fellows are paid commensurate with other foreign associates. Upon return to their home countries, the fellows assist their firms' participation in an international network of firms committed to the development of pro bono practice.

While some students will become full-time public interest advocates, others will do pro bono work while at major law firms, and still others find their way into government service. "It is the role of law school," Chapnick adds, "through its curricular and extracurricular offerings, to assist students to find their place on this path and educate them to fulfill their responsibilities."

## ALWAYS A FIELD DAY FOR SOCIAL WORKERS

By virtue of their training and inclinations, social work students ARE problem solvers and committed to service learning opportunities. Since its inception 110 years ago, service has been central to the School of Social Work's mission.

Each year, the student body at the School of Social Work contributes half a million hours of service at various field placements. At Columbia, field education takes students out of the classroom and all over New York City. Students are in more than 400 field placement agencies including the Legal Aid Society, United Nations, New York City Department of Aging and Harlem Children's Zone. Students volunteer at different Harlem-based community groups and schools, and in the past have tutored children, repainted classrooms and restored a neighborhood garden.

Students are trained by leading edge practitioners and scholars. Faculty projects address HIV/AIDS, at-risk youth, substance abuse, social inequality and poverty. Professor Nabila El-Bassel's Project Eban provides and evaluates interventions aimed at reducing HIV/STD risk behaviors among African American couples, taking into account stigma and social isolation tied with the disease. A project by Steven Schinke tests a mother-daughter prevention approach to reduce risks of substance abuse. Linking Lives, a program developed by Professor Vincent Guilamo-Ramos, helps parents discuss topics like sex and cigarette smoking with at-risk African American and Latino youth in the Bronx and Harlem. Professor Fred Ssewamala's SUUBI "Hope" project creates economic opportunities for orphaned children in Uganda. Research and interventions by social work faculty are empowering and enhancing the welfare of individuals and communities of New York City, the nation and around the world.

## TAKING CARE OF MORE THAN BUSINESS

The Social Enterprise Program at Columbia Business School trains budding entrepreneurs who are interested in more than dollar signs. As a concentration in the school's standard M.B.A. degree, the program offers courses ranging from strategic philanthropy to managing nonprofits. Student-led groups also participate in pro bono consulting projects. Students in the International Development Club, for example, helped two entrepreneurs in Nicaragua launch a baby food start-up and created a business plan for the Rwandan government's School of Finance and Banking. Another student-led group, the Small Business Consulting Program, assists small firms at all stages of their development, advising them on business and marketing plans and financial forecasts.

But students don't just work with companies. Through a joint program with the Law School called Columbia Harlem Tutorial Program, business and law students tutor and mentor youngsters at the Life Sciences Secondary School in Harlem. In addition, M.B.A. students in the Education Consulting Master Class work with elementary and middle school principals on management consulting projects via the business school's partnerships with the New York City Department of Education and New Visions for Public Schools, an education reform organization that develops programs to improve the quality of education in the city's public schools. Students are placed in teams of four or five and are assigned a client project centered on a specific need such as operations, human resources, program development or budgeting.

## INVESTING IN COMMUNITY LEADERS

*"Revson Program graduates now comprise the core of New York's most effective social change agents. We work in, out and around government to recreate the City of New York in accordance with a model that many of us conceive of, or develop, while in the Revson Program."*

—ESMERELDA SIMMONS  
CLASS OF 1996-1997

The Charles H. Revson Fellowship has been an investment in New York City's civic leadership for three decades. Each year, the program welcomes 10 fellows, allowing them to take a nine-month break from their careers to study at Columbia and sharpen their leadership skills, reinvesting that knowledge into the organizations and communities they serve after they complete the program. Through coursework and other activities, fellows develop insights and relationships that last long beyond their fellowship year. And through an extensive and active alumni network, Revson Fellows strengthen connections between the University and the community, as they work in the city's nonprofit and governmental agencies, in grassroots and community-based organizations, and in cultural institutions across the city.

Led by Sudhir Venkatesh, professor of sociology and director of Columbia's Center for Urban Research and Policy, the Revson program is part of the University's Institute of Social and Economic Research and Policy ([www.iserp.columbia.edu](http://www.iserp.columbia.edu)), and is sponsored by the Charles H. Revson Foundation. Read more about the important work these students perform in their communities at [www.revson.columbia.edu](http://www.revson.columbia.edu).

# THE CORE OF CITIZENSHIP

For 90 years, the centerpiece of academic study at Columbia College has been its acclaimed Core Curriculum, which provides undergraduates with wide-ranging perspectives on literature, philosophy, history, music, art and science. Citizenship is at the heart of that experience, as it has been since the Core's inception.

The oldest course in the Core is Introduction to Contemporary Civilization, which all Columbia College students must take. Known simply as "CC," the course was conceived with an eye toward fostering knowledge and civic responsibility. In December 1918, the faculty began to discuss creating a course that would, in the words of philosophy professor John J. Coss, "introduce the students to the insistent problems of today through acquainting them with the materials of their situation: nature's resources and human nature and its recent history."

Various titles for the class were suggested (Contemporary History, The World We Live In, Peace Issues), but the plan and purpose remained constant: "The idea rests upon the belief that each new generation as it grows into

***"The underlying purpose of the course is to make the students citizens who can participate in national affairs with clear judgment and intelligence."***

maturity needs to be aware of the problems of its own group," said Coss, "and should be brought to some appreciation of its responsibility within that group."

Herbert E. Hawkes, dean of the College from 1918 to 1943, believed that "the underlying purpose of the course is to make the students citizens who can participate in national affairs with clear judgment and intelligence." He would be pleased with how the curriculum has evolved as well as the students who embrace it.

That plan has expanded to incorporate not just a recognition of social responsibility but a call to action. "Our linkage of the academic seminar with the service work reflects our belief that service should ideally be linked to study of the social and historical context in which the problem exists and the service takes place," says Andrew Delbanco, the Julian Clarence Levi Professor in the Humanities.

The initiative to integrate service learning into the curriculum has gone beyond the Core. Indeed, Delbanco, along with Roger Lehecka, former dean of students at Columbia College, teaches a course in the American Studies program called Equity and Access in Higher Education. The class is designed with the same commitment to civic responsibility in mind and is an example of how the principles behind the Core are making their way into classes throughout the University.

Mallory Carr (CC'09) says, "The course was one of the most inspiring ones I have taken in my time at Columbia. The service component with Double Discovery Center made me feel like it wasn't just an issue on paper—it was something that I actually had the power to change."

Barnard College student body president Sarah Besnoff points out another goal of the service learning component of such classes: to marry civic responsibility and academic endeavors in a way that fuels a life-long passion for civic engagement. "The best thing about the Equity class is that it allowed me to use the educational opportunities available at Columbia to act on my enthusiasm for community activism. When you're at Columbia, you're not just a member of the University community. You're also a member of the larger community of New York City."

## FACULTY Q&A

# JACK MCGOURTY

### POSITION:

Associate Dean of Undergraduate Studies and Director of the Center for Technology, Innovation and Community Engagement at the Fu Foundation School of Engineering and Applied Science

### JOINED FACULTY:

1998

### FAVORITE QUOTE:

"You must be the change you want to see in the world." —Mahatma Gandhi

For Jack McGourty, associate dean of undergraduate studies at the Fu Foundation School of Engineering and Applied Science (SEAS), fostering genuine community engagement has become a driving passion. McGourty teaches the school's first-year design course, which enlists students to work on engineering design projects for local community organizations. In 2006, he persuaded SEAS to establish the Center for Technology, Innovation and Community Engagement (CTICE) as a way to build and sustain Columbia's relationship with the neighboring community.

McGourty serves as executive director of CTICE ("see-TICE"), overseeing more than 700 students each year in community-based learning programs. These students come from across the University to take courses, participate in co-curricular programming, and work on more than 100 projects for local public schools and nonprofit groups. McGourty talked about CTICE's mission and underlying philosophy with *The Record*.

**Q.** What do you mean when you talk about "community engagement?"

**A.** The important thing to realize is that for us, community-based learning—often called service learning—has to be a true partnership with our neighbors. We want projects that help students learn and promote community development. That means that when we undertake a project—whether it's designing a technology center or a special walker for residents in the Amsterdam Nursing Home—it has to be something the community wants, not something that we think is easy or we want to teach. And the standard of success has to be whether our community client gets tangible results that they can truly use.

**Q.** How does CTICE engage the community?

**A.** We offer programming in three areas: Columbia students have the opportunity to engage in community-based learning, mostly through courses where they receive academic credit for work on real projects in the community. Next, we also provide K-12 programming, which



COURTESY OF JACK MCGOURTY

***"The standard of success has to be whether our community client gets tangible results that they can truly use."***

lets SEAS students, staff and faculty work with local public school teachers to improve the learning environment and bring local public school students to campus for Saturday programs. And finally, we offer community services, including a 16-month work force development program that trains local residents for careers in information technology.

**Q.** Can you give examples of projects that benefit the community?

**A.** Sure. This past summer, students in our high school program designed a new technology center for the Harlem YMCA, located on 135th Street. The Harlem Y is utilizing our team's design to renovate the space. Once completed, we'll supply the 20 computer workstations needed to make the tech center viable. The New York City Parks Department has just announced that it is incorporating the work of another SEAS team into the redesign of the Marcus Garvey Park band shell. And in another project for Marcus Garvey Park, our

students designed a swing for people confined to wheelchairs; we hope to get one installed in the playground across the street from P.S. 79, a school for children with disabilities.

**Q.** What has been the biggest change at CTICE over the last year?

**A.** We've dramatically increased our K-12 programming. We had two previous National Science Foundation grants to help local public schools improve technology education, but in the last year, we've received major grants from the Charles Hayden Foundation, Boeing Corp. and (with Teachers College) the GE Foundation. This support has allowed us to hire full-time staff to coordinate our efforts and work with teachers and principals in local public schools. One tangible result of this new support has been the creation of the Harlem Robotics League, a collaboration with Harlem middle schools to teach science and engineering through student competitions to design the best robotic solutions. Columbia students mentor middle school student teams as they design robots that fulfill challenges we design.

**Q.** How does your programming for adult residents fit into the CTICE philosophy?

**A.** We're all about helping the community grow. And while it includes improving resources in the community—including access to technology—it also means growing individuals' skills through education. Our work force development program is one example of this. We've had tremendous success in training local residents with only high school educations for well-paying careers in information technology. One of the reasons we're so excited about our work with the Harlem Y is that it will allow us to expand this sort of programming at a location accessible to even more local residents.

**Q.** If residents want to learn more, how can they get in touch?

**A.** People can visit our Web site, [www.ctice.columbia.edu](http://www.ctice.columbia.edu), or they can e-mail us at [ctice@columbia.edu](mailto:ctice@columbia.edu).



DANA VICEK

In September 2007, SEAS students tested a prototype wheelchair swing in a Marcus Garvey Park playground across the street from P.S. 79.