

Success!

Spring 2011



Consortium on
High Achievement
and Success

Message from the Chair

The arrival and passing of Spring on our campuses often brings mixed feelings. Another year comes to a halt and we bid farewell to a class of students while readying ourselves for another. We look at graduating students and smile with admiration over their growth and, at times, we also wonder if we have done enough. We always have that extra step to take in the work we do and I join colleagues in reflecting on this special time of year.



Spring is also an important time for CHAS. Ahead in June are the Faculty Forum at Smith and a joint Biennial Representatives and Targeted Professionals Meeting at Oberlin. We are privileged to be hosted by Oberlin, which has a long history of fostering civic, intercultural, and ethical engagements on its campus and in neighboring communities. Interestingly, Oberlin was one of the first liberal arts colleges to recruit and graduate Black students in the early 1800s and continues that tradition today. What a wonderful connection to CHAS, and our efforts to build institutional capacities to sustain diversity and

inclusion. Keynote speaker, David Scobey, Executive Dean for The New School for General Studies & Milano the New School for Management & Urban Policy will help us in expanding our conversations on civic, intercultural and ethical learning. Scobey's work on assessing undergraduate learning in the humanities and ties to civic engagement is very much in line with CHAS's mission of supporting diversity and success for students. Our annual conference has always been a wonderful end of Spring and welcome into summer. This one should

hold up to that standard.

Finally, moving toward the 2011-12 academic year, CHAS takes on opportunities to affirm current institutional memberships and to grow new members to join our work. Stay connected and let us know how you would like to contribute to CHAS. Enjoy the final weeks of Spring and the Summer!

Edward Pittman
Chair, CHAS Steering Board
Associate Dean of the College
for Campus Life and Diversity,
Vassar College

Inside This Issue

From the Chair	1
Upcoming Events	1
Haverford students on the Black and Latino Males Conference	2
Holy Cross Students On Brother-to- Brother	3
Grant Report from Pomona College	4/5
Notes from Dr. Theresa Perry's Presentation	6/7
Resource Sharing and Announcements	8
Pomona PAYS	9
Oberlin College Announcement	10
CHAS Faculty Grant	10
Useful Links	11
From the Director	11

The second edition of the CHAS Newsletter brings you student perspectives and voices. At several CHAS organized conferences participants benefitted greatly from hearing directly from students, including at the 2010 faculty forum at Bates College. Leslie Hill, Professor of Political Science and Special Assistant to the President at Bates stated that the student panel was "incredible, and hearing them talk about their learning experiences in their own voices gave the faculty and staff insight into student struggles – and epiphanies – with classroom and campus life." Please read on for student authored articles and student assessments of campus climate.

Kidan Kassahun
Director, CHAS

UPCOMING EVENTS

June 3, 2011
Smith College
 STEM Faculty Forum

June 17, 2011
Oberlin College
 Biannual
 Representatives
 Meeting

June 18, 2011
Oberlin College
 Fostering Civic, Intercul-
 tural, and Ethical Learning

October 28, 2011
 2011 Planned Deadline for
 Faculty Grant
 Submissions

November 18-20, 2011
**College of the
 Holy Cross**
 Black and Latino
 Males Conference

Thoughts on the 2010 Black and Latino Males Conference

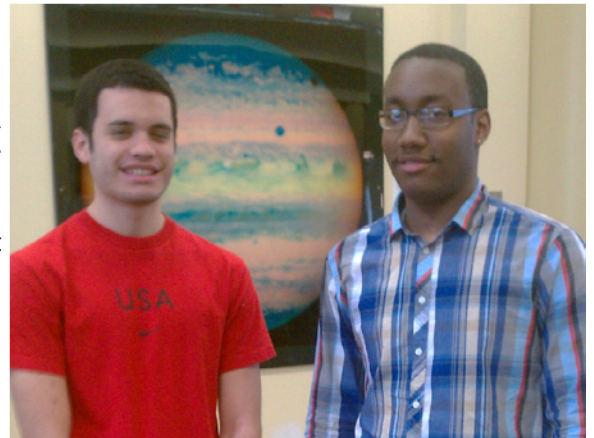
The CHAS Black and Latino Males Student Conference took place at Clark University this past November and it proved to be an inspiring and rewarding experience for us. We had the privilege to be accompanied to the conference by Dean Phillip Bean and Professor David Owens. Students from thirteen different member colleges and universities attended the daylong conference that consisted of workshops, student run discussion panels, guest speakers, and a play.

The small workshops were very interactive, informative, and enjoyable. Most were led by Clark University faculty and we gained a great deal of insight on what it takes to be successful as men of color in college. During the "Sexuality and Men of Color" forum, we deconstructed the reasons that men of color are exiled from their respective ethnic communities. Among the topics discussed were: masculinity, culture, and degrading phrases. It was an intriguing and revealing experience to hear personal testimonies from homosexual men of color who are affected by degrading phrases such as "no homo" and "pause" in their day to day lives. At the conclusion of the forum, there was a special emphasis on the importance of accepting each other to avoid any further segregation between the already small community of Black and Latino males at our campuses.

All of the speakers we heard were very inspiring and we appreciated the experiences and advice they shared with us. Our favorite and most rewarding part of the conference was the Action Planning and Reporting section. During this portion of the conference each college used all the previous knowledge they'd gained throughout the conference to develop a plan on how to tackle specific issues facing Black and Latino males at our campuses. Afterwards, each college presented their action plan to the other colleges. It was really empowering to know that there are other students who feel strongly about these issues and are willing to take it upon themselves to work together and solve these problems.

Although the conference was short, it was only the beginning of our work. We learned the importance of the role affinity groups play on campus and are closely working together to address some of the obstacles faced by Black and Latino students. We're both deeply involved in multiple affinity groups including Sons of Africa, Black Students League, and Alliance of Latin American Students. Brandon has been appointed as Co-Coordinator of BSL next semester. We shared our ideas and action plan with the affinity group members and are working on reorganizing the structure of some groups such as spreading the workload more efficiently amongst our members. We've also been networking with many alumni of color and plan on networking with different affinity groups from neighboring colleges.

We thank the Office of Multicultural Affairs and Dean Raisa Williams for providing us with the opportunity to attend such an engaging conference. We also really appreciate the company that Dean Bean and Professor Owens cheerfully provided us with as they played an important role in making the conference a constructive experience that taught us new ways to strengthen our community at Haverford College.



Brandon Alston, Class of '14

Ruben Monarrez, Class of '14
Haverford College

Outcomes of Participating in Black and Latino Males Conferences

The first manifestation of The Brother-to-Brother Committee (BBC) emerged in the fall of 2006, when two Holy Cross students and our founding advisor, Dr. Boyd Servio-Mariano, Associate Director in the Office of Multicultural Education (OME) attended the Consortium for Higher Achievement & Success' (CHAS) Black and Latino Male Conference. The following semester we held our first Brother-to-Brother mixer at Holy Cross. Since that time, we have held Brother-to-Brother mixers that have included faculty, administrators, staff, and student participants each semester. The current BBC formation grew out of the strong contingent of brothers that attended the 2008, 2009 & 2010 CHAS conferences. Since November 2009, we have met weekly in fellowship and friendship to continue the dialogue addressing issues pertinent to Black and Latino male students. As of the fall of 2010, we have been meeting twice each and every week and were officially recognized by Student Programs & Involvement (SPI) as a Recognized Student Organization (RSO). We have broadened our scope to include issues relevant to all men but continually focus on particular circumstances and educational needs of men of color. Dialoguing across race in this way helps us to share our stories across our differences and develop allies across race and ethnicity in the work of eradicating the social injustices that we may face, wherever life after Holy Cross takes us. Under the auspices of OME we continue to work collaboratively with the larger college community to create a more inclusive environment marked by excellence, service, justice, and respect across differences. Our most recent programs towards these ends include:

- Relationship Forum : The panel, consisting of faculty, students, and staff discussed the historical and social construction of race and interracial relationships in the United States
- Women's History Month Banquet : This was our second annual celebration at which we reflect upon the journey of women and the role that men play as allies to eliminate ongoing injustices of varying sorts, and we award Women of Substance awards to outstanding women who make a difference in the lives of the student body, with particular emphasis on supporting students of color and their particular needs.
- Panel Discussion on Arming of Public Safety : This panel provided a venue for varying voices to be heard, particularly those of black and brown males, and their personal and historical experiences with armed officers.
- Choreographed Poem: *Black Man Rising* : Inspirational poem offered at varying venues, both on campus and off, that speaks to contemporary challenges and opportunities facing men of color

All of these events, including our fundraiser, which drew \$1000 for the Beverly School of Kenya, were very well attended and have received positive feedback from varying sectors of the college community and the city of Worcester. In this way, the BBC seeks to embrace the college mission, as well as make the seven principles of Kwanzaa relevant, in pursuit of our daily endeavors.

The BBC Members perform *Black Man Rising* at Stand Against Racism Rally on the steps of City Hall in the city of Worcester.



The BBC's First Annual Women's Appreciation Banquet/ Women of Substance award presented to Jacqueline Peterson, Vice President for Student Affairs and Dean of Students



Talking About Diversity: Preliminary Findings

Cecilia Conrad and Miriam Feldblum

Last Spring, CHAS awarded a faculty grant to Pomona College to support our analysis of an open-ended survey on diversity and climate, which was developed and distributed by students in Spring 2009.

Over the summer, two graduates of the class of 2010, Nick Gerber and Kimberly Hartung, both of whom had been involved in the survey's initial development, created the codebook, coded the data, and started the analysis. Our goals have been two-fold, and the first was to integrate the assessment of how students experience diversity and campus climate at Pomona College into the holistic training we provide faculty advisors. The second was to learn from the findings about how to foster more constructive dialogue around diversity on campus.

We are now starting to launch different initiatives and dialogues based on the findings, including a "table tent campaign" highlighting some of the survey results. The students, faculty, and staff who are working on the analysis and initiatives have been struck by the richness of the data. In addition, they have found the process to be useful as they work through the findings.

In terms of the survey, it is in part connected to our re-accreditation efforts over the past few years, as the College has been focused on supporting and strengthening diversity and climate on campus, and in developing measurable assessments of program effectiveness. In Spring, 2009, the student diversity coalition and the Associated Students of Pomona College (ASPC) conducted a survey of Pomona students related to their experience with diversity at the College. The electronic survey, which consisted of all open-ended questions (including the demographic questions!) asked students to reflect on their experiences:

- "Would you feel comfortable talking about issues of race, class, gender, religion, sexual orientation, gender identity, etc in the following group settings (with friends, in the classroom, at events or public forums)? In cases where you responded no, what prevents this dialogue? In cases where you responded yes, what helped support this dialogue?"
- "What do you think about how these issues are discussed on campus?"
- "What do you think the following groups (students and student organizations, staff and resource centers, faculty, and administration) can do to support a more inclusive dialogue?"
- "Do you have any anecdotes, personal stories, or other comments that would reflect your experiences with difference at Pomona?"

Eight hundred and thirteen students responded to the survey (a 53% return rate) and 756 provided at least some narrative commentary!

Preliminary Findings

One of the issues that often come up in campus programs regarding diversity is the concept of "political correctness." The 2009 survey results highlight this recurrent theme. When respondents were asked about what prevents or supports dialogue about diversity on campus, 14% of respondents identified "political correctness" as stifling student dialogue. Opinion regarding political correctness differed by race: 9% of the students of color and 20% of White students identified "political correctness" as stifling dialogue. White students were more likely to express a fear of saying the wrong thing, while students of color were more likely to think that political correctness contributes to a dialogue that can be superficial and unproductive.

"People are too afraid of being politically incorrect or insensitive to allow for true dialogue, and I am constantly afraid of saying something that will upset someone so I stay quiet on these issues." (White female, freshman)

"There is an overwhelming, stifling sense of political correctness on campus, to the point where it doesn't seem like po-

litical correctness so much as a stigma applied to anything that might have the slightest possibility of offending anyone.” (Latino male, freshman)

“Sometimes they are discussed in such a way that stifles conversation instead of promoting it. Pomona can be too concerned with political correctness, feeling uncomfortable. I believe that one must be somewhat uncomfortable in order to move in the right direction: toward tolerance/acceptance.” (Black female, sophomore)

“I think there are professors and students that could open their ears on both sides, both on the side of being prejudiced in the normal sense and close-minded as in overly PC. We need to take on the dialog that the real world is engaged in, not just between different elements of left-wing academia.” (White “genderqueer”, junior)

“Many of these issues are “debated” instead of “discussed”...and as a very liberal school, if a conservative opinion is brought up, it is considered a threat rather than an opportunity to learn and discuss.” (White male, senior)

How, when, and who talks about diversity is another major theme of the survey. A majority of respondents preferred informal small group conversations that emerged organically as opposed to formal public forums. This is the single most common recommendation.

“I know it is easier to talk with friends than in the classroom, and easier in the classroom than a public forum, just because each is increasingly formal and thus more constrained. Small group discussion groups might be beneficial for campus-wide discussion of issues than the more formal classroom and event settings.”(White female, junior)

“Students should just get together in (the student campus center) random nights or afternoon and hold a discussion about things going on on-campus. It could be called ‘Spill it Sessions.’ I think this would help to make people feel like there’s a real cohesive and open community on campus.”(African American female, sophomore)

“Public forums and large events are just not conducive to dialogue. Minority opinions are muted, people do not feel comfortable expressing their true thoughts and feelings, you will be judged by other students who look down upon your view. Perhaps a small forum would be safe and conducive to dialogue.” (Caucasian female, sophomore)

“I deal with ignorance about race or gender on a very individual basis. If someone says something I think is ignorant/sexist/racist I give them the benefit of the doubt and try to talk about it in a responsible way whereas in a public forum it can get out of hand.” (Black female, sophomore)

Conclusion

A sampling of these comments and findings were placed on table tents across the dining halls, academic buildings, and residence halls this Spring, prompting in practice the informal, small group discussions suggested by the survey results.

As we continue with the analysis, there is clearly more to explore, including thinking about the ways to take into account the students’ thoughts and feedback and implementing effective ways to foster dialogue on campus. Beyond the direct work with students, we are also looking forward to continuing to integrate this assessment of the complexities of student experiences on campus into the training for faculty advisors.

¹The investigators on the grant were Cecilia Conrad, Vice President/Dean of the College and Professor of Economics, Miriam Feldblum, Vice President/Dean of Students and Professor of Politics, and Jennifer Rachford, Director of Institutional Research.

²Nicole Reford (PO’13), Walter Rivera (PO ’13), Maria Tucker, Director of the Draper Center at Pomona College, and Marcelle Holmes, Associate Dean of Students, also contributed to the analysis and/or table tents.

³The student diversity coalition was an ad hoc group later incorporated into the student government’s community relations committee.

Dr. Theresa Perry

Keynote Speaker from the January Meeting of CHAS

A Summary

The keynote speaker at the January 21st meeting of CHAS representatives at Wheaton College was Dr. Theresa Perry, Professor of African American Studies and Education at Simmons College. Dr. Perry shared her thinking on achievement for African American students, “the constants”, in educational environments, and asked what would happen if colleges dealt with issues in ways that transform the college. The following is a detailed summary of her talk.

The data show that performance gaps exist between black and white students irrespective of the ideology of the school, per pupil spending, and socio-economic class. There is reason to avoid using this language though, as the very discourse on the achievement gap creates stereotype threat. Instead, how do we discuss achievement in the context in inequities? In reality, there are four gaps:

- White male/female gap in college
- White student/Asian student gap in high school
- Gap between U.S. and other industrialized nations
- Black underachievement

Why do we only discuss one achievement gap? What would happen if we discussed the other gaps in the way we do black underachievement?

Let’s explore the task of achievement from the inside out in the context of an ideology of black intellectual inferiority. In the latest CNN study, students of all ages, including 5 year olds, pointed to the pictures of black kids when asked to point to the kids who are dumb. Where do children get this demonstrated white bias? We can see it as a taken for granted perspective on black intellectual ability in our society.

Certain dilemmas allow one to see how the task of achievement is distinctive. How do I commit myself to achievement if it’s unclear when or if reactions to my work can or should be taken seriously? In order for me to become better at anything I have to get feedback and trust the feedback. As a black person for whom there is a certain ideology of achievement, I don’t know if the feedback is about my work or my social identity.

In *The Mentor’s Dilemma* by Geoffrey Cohen and Claude Steele, Cohen framed an analysis based on his observations of Xavier University. How can an under-resourced school take underprepared students and send more students of color to medical school than any school in the country. To what feedback do women and SOC pay attention? It turns out it is different from what teachers have been taught to do: first praise, then point out areas of weakness. For black students it is necessary to disambiguate the feedback by stating that you have high expectations for them, that you are sure that they can meet those expectations, and then show them how. A survey by Ron Ferguson of 40,000 students found that what inspires black and Latino students to work hard is different from what inspires white and Asian students. They respond to a challenge, while black and Latino students respond to encouragement. A second dilemma is, how do I achieve when the price is separation from my culture?

The task of achievement is more difficult in the post-civil rights era. In the pre-civil rights era, you knew that whites saw you as intellectually inferior. Blacks built counter-hegemonic intellectual spaces designed to push back against that ideology, and helped students build self-affirmation and a counter-narrative. People have the capacity to be drawn into imaginary universes and this can allow us to be oppressed but it can also allow us to overcome. In those counter-hegemonic spaces the behaviors and practices necessary to achieve were taught, and skills like thoroughness, hard work and persistence were passed on. Identities are the stories we tell ourselves and the world about who we are. Identities are what make self-direction possible. No one will admit that students are being bombarded with the ideology of black intellectual inferiority. Yet students observe assumptions that are not acknowledged and experience micro-aggressions about their intellectual capacity and belonging in spheres of education. There are few organized spaces that buffer kids from the impact of this ideology. Schools have become de-ritualized, and there are few spaces where we can hand over a counter-narrative.

(Continued on page 7)

Some of the places that do so are Xavier, UMBC, and Rockville Long Island High School, which made the honors curriculum the standard curriculum. At University Park High School in Worcester all students are achieving at a high level. What are these places doing that is necessary and sufficient?

Membership in these educational institutions means being an achiever, and when you walk into the place you are expected to achieve. The behaviors and practices needed to achieve are systematically handed over to kids. This reshapes how they see themselves, establishing the context in which you create identities of achievement, regardless of skill deficiencies that may exist. This can happen without changing the university as a whole, but it is necessary to create a fictive, imaginary space where Black and Latino students experience a counter-narrative.

Boston College's special admissions program has a retention rate of 93%, and students are told that they are in the leadership class, that they are achievers. They have a physical space on campus that is organized around creating high achievers. These efforts require a geographic space, which should be connected to the academic unit (rather than student life).

Sophisticated academic support is necessary:

- 1) In the sophomore year, talk to students two or three times a year to make sure they have chosen a major in the context of career and graduate or professional school goals. This means having more than just tutors, but having supplemental instruction in gatekeeper courses. You may retain students but find they are clustered in certain majors, and then might emerge without enough sophistication in their writing to get into the top law schools.
- 2) Arrange summer academic internship, so that by the time they've graduated they've co-authored a paper. Again, engage in the behaviors and practices necessary for kids to be achievers.
- 3) The junior year should focus on grad school preparation. Build an external network of support for students whose parents are not doctors and lawyers so that they have contacts in those fields. We want our students to be happy, but they can have a great social life and still be failing.

In times of economic stress, moving away from this investment in building imaginary counter-hegemonic spaces for students means you are saying you are not prepared to build a leadership class. There is no substitute for top-level leadership. Can we fulfill our mission without high achievement from students of color? What would we have to do to robustly fulfill our mission?

The better prep schools in Massachusetts have come to realize that the leadership class in our society is not going to be white. If you believe that you educate the leadership class, you have to figure out how to educate a diverse, highly competent leadership class. What at the college level would have to happen for it to be multi-racial, multi-cultural teaching and learning community that educates a diverse leadership class? If the college can't do it they will become outdated? Is it okay to just create a white leadership class?

Change the rituals. Who do you bring to campus for speakers? Who receives honorary degrees? What programming creates multi-cultural literacy? The public culture of the school should be a multi-cultural culture. At Germantown Friends School, every leader is a person of color.

What would it take for your college to send every student of color who enters wanting to go to medical school on to that goal? What would it take for every student walking on campus to feel as if they are in a community of achievers? We have to be willing to articulate everything: mission, practices, and traditions. If we create these communities that push back against the dominant ideology, students will succeed.

Selected Publications:

Perry, T. (Ed. with R.Moses, J. Wynne, L. Delpit & E. Cortes. (Fall 2010). *Quality Education as a Constitutional Right: Organizing to Create a Movement*. Boston: Beacon Press.

Perry, T., Steele, C. & Hilliard II, A. (2003). *Young gifted and Black: Promoting high achievement among African American students*. Boston: Beacon Press.

Perry, T. & Delpit, L (Eds.). (1998). *The real Ebonics debate: Power, language, and the education of Black children*. Boston: Beacon.

Perry, T. (Ed.) (1996) *Teaching Malcolm X*. New York: Routledge.

Perry, T. & Fraser, J. W. (Eds.). (1993) *Freedom's Plow, Teaching in the multicultural classroom*. New York: Routledge.

Resource Sharing and Announcements

Barnard Town Hall on Diversity

On March 2, 2011, over fifty Barnard College students and administrators gathered at a Town Hall meeting organized by the Student Government Association (SGA) to discuss issues of diversity on campus. SGA's Representative for Diversity, Minori Takahashi, reminded the audience that all conversations about "diversity" are predicated on the idea that we have already defined this nebulous term, which is an unrealistic assumption.

Three guiding questions were posed for participants to discuss at their tables:

- Do you think Barnard's advertised diversity accurately represents the diversity that actually exists on campus?
- How important are your racial, socioeconomic, gender, cultural, and religious identities to your daily life at Barnard?
- Do you feel the Student Government Association represents you? Do you feel Student Government is generally accessible and willing to hear your concerns?

Although the issues brought up by each discussion group varied, there were several themes that resonated through the evening. Issues of socioeconomic diversity seemed to dominate the conversation, with one table noting that "socioeconomic status barriers are much harder to cross than other barriers." Students spoke of financial aid, the cost of textbooks, and differences in the quality of high school preparation as problematic. While students mentioned issues of racial diversity, and particularly of tokenization, much more emphasis was placed on "invisible" diversity such as sexual orientation, socioeconomic class, religion, geographic diversity, and political views.

As the evening came to a close, both students and administrators expressed hope that discussions about diversity would occur more frequently around campus and that they would become less structured as they became more frequent, a sign of genuine comfort with a controversial and difficult topic.

President Stephen C. Ainlay of Union College 2010-2011 Leadership Council on Inclusion Presidential Award

President Stephen C. Ainlay of Union College, Schenectady New York was the recipient of the 2010-2011 Leadership Council on Inclusion (LCI) Presidential Award. This award is presented to a President of a College who has made significant progress towards their diversity, multicultural and inclusion initiatives. The Mission of LCI is to enhance and promote diversity and multicultural programs at educational institutions and agencies in the Capital Region of New York State.

President Ainlay stated in his acceptance speech: "I am deeply honored to be recognized by the Leadership Council on Inclusion. Your mission is critical to all of the academic institutions in the Capital Region and Albany area. I feel humbled and yet confess that I am extraordinarily pleased to be recognized for having embraced your mission and moving LCI's agenda forward."

President Ainlay understands the importance of partnership with other colleges and universities in order to enhance and assess diversity initiatives. Under his leadership, Union College has become an active member of LCI, NADOHE, LADO and, of course, CHAS.

Pomona Contributes to College Access and Success of Local Youth

By Maria R. Tucker



Each summer at Pomona College, 90 local high school students, 15 Pomona students as well as 18 faculty and staff participate and work in the College's flagship community outreach effort: the **Pomona College Academy for Youth Success** (known as PAYS). PAYS is run through the College's Draper Center for Community Partnerships. Since 2003, local youth have joined us on campus for this four week academically intensive experience with the goal of increasing the numbers of first generation college students, African Americans, Latina/os, and low income students who matriculate to selective and highly selective colleges/universities.

What We Do

The high school students commit to PAYS the summer after 9th grade and continue with the program through their senior year. This format allows students and the PAYS staff to develop substantive relationships with each other which is key to the college counseling process and recommending best fit campuses for the students and their families.

Certainly, the program's success can largely be attributed to the intensive academic experience fostered and led by the Pomona faculty who serve as PAYS instructors and their teaching assistants who are Pomona students. Each day is programmed from 7:30 a.m. until 5 p.m. Most students are working on homework into the late night hours. The day begins with math, then Critical Inquiry (a seminar modeled after Pomona College's first year seminars) and an elective course taught by a Pomona student. And the day-time ends with a study session. PAYS participants set very high standards for themselves, but they are not driven to perform by grades; they do not receive credit. Rather, the small classroom environment and accountability to their PAYS community encourages the high expectations and performance!

Beyond the academic focus the key factors in PAYS' success are "authentic caring" and a genuine and intentional focus on community building. The importance of this cannot be overstated. Indeed, PAYS alumni continue to rely on their PAYS "family" to support them in and through their college experience!

Program Successes

Summer 2011 will mark PAYS' 9th program and we will have graduated the 2nd class of PAYS alumni from college! Thus far, each student who has participated in PAYS in their senior year has been admitted to a baccalaureate granting institution. And 98 percent have matriculated immediately after high school. (There've been 3 who've chosen community college for financial reasons.) In addition to the 14 PAYS alumni at Pomona, PAYS students attend colleges across the country including: Amherst, Bates, Dartmouth, Harvard, Haverford, Stanford and Swarthmore to name a few of the over 40 colleges that have PAYS students. Kevin Delucio graduated in June from Williams. He says, "I loved my academic experience at Williams," he says. "I got to know so many of my professors." And Walter Rivera, a current Pomona student says, "Without PAYS, I would not have known about Pomona nor other liberal arts colleges. I know without PAYS, I wouldn't be here."



Transforming Lives and the Campus

We know that program impacts do not end with program participants. Indeed, Pomona College students develop important leadership, mentoring and teaching skills through their PAYS work. PAYS is also an opportunity to apply what many of them have learned in courses such as *Latina/os in Education*, Education Politics, etc. For many of them, PAYS is a humbling and transformative experience that reshapes career aspirations. For example, several PAYS staff have decided to teach or be involved in education in some form as the result of their PAYS experience. Bridgette Depay, a Pomona junior, says PAYS also brings great rewards to Pomona students. She served as a Teaching Assistant in the 2010 summer session and says she loved having such a positive impact on these young people through her tutoring, mentoring and teaching.

In many cases, PAYS is a respite, a safe space for students of color as well as first generation and low income students. It's an opportunity for many of these students who've participated in similar programs to "give back" and support students who are similarly situated.

Prior to PAYS the College was limited in its offering of such a space and the PAYS program is now one of several programs that offer the opportunity to engage in critical and difficult contemporary issues.

As the College looks toward the future of the Draper Center for Community Partnerships and the PAYS program, it seeks to further endow the Center and PAYS, which would fund the program in perpetuity.

Upcoming Events

Fostering Civic, Intercultural, and Ethical Learning: An Integrated Approach

On June 17-18, 2011, Oberlin College will host a conference sponsored by the Consortium on High Achievement and Success (CHAS). The theme, *Fostering Civic, Intercultural, and Ethical Learning: An Integrated Approach* will provide participating faculty and administrators from CHAS institutions with an opportunity to explore the many ways in which our colleges are at the forefront of creating transformative learning experiences for our students.

Concurrent sessions include:

- Situated Research and Community-Based Learning: Faculty and Staff Collaborations
- Rethinking the Relationship between the Local and Global
- Socially Responsible Entrepreneurship
- Building Intercultural Knowledge through Ethical Reflection and Responsible Learning
- Preparing Students for Leadership Opportunities after Graduation through Applied Knowledge Engaged Learning through Social Activism

Please see the CHAS website for a more detailed mission statement and agenda for the conference. Kathryn Stuart (Kathryn.Stuart@oberlin.edu) and Eric Estes (Eric.Estes@oberlin.edu) welcome inquiries and questions about the event.

CHAS Faculty Grants

Faculty are invited to compete for a maximum award of \$6,500 that will allow them to undertake a project to promote high academic achievement among all students, with a focus on students of color. The CHAS faculty grant competition encourages faculty members teaching in all disciplines to submit proposals that focus on pedagogy and enhancing the faculty's role in promoting students' success. Both individuals and groups may submit projects directed at how we teach, rather than what we teach.

CHAS has provided approximately \$137,000 in grants to 22 teams of faculty from 15 member institutions. Applicants were required to demonstrate how their research would be relevant to many CHAS campuses, not just their own faculty, and agreed to present the outcomes of their research at a CHAS-organized event. The dissemination of innovative pedagogical approaches through the membership is an important element of the institutional change enabled by the collaborative work of CHAS.

For a complete list of grant recipients, visit: <http://org.trincoll.edu/chas> and access the link for Faculty Grant Awards Info.

Useful Links

For this issue's links of interest we are providing you with links to six different pre-collegiate programs assisting high school underrepresented students in the preparation for academic achievement and success in college. Most of these organizations are already working with CHAS member institutions.

The Cristo Rey Network: <http://www.cristoreynetwork.org/>

A nationwide network of twenty four independent, private schools serving low-income underrepresented students, providing them with the quality education of private prep schools at an affordable cost.

Let's Get Ready: <http://www.letsgetready.org/>

A nationwide not-for-profit partnering with twenty institutions of higher education to provide free SAT preparation for low-income and underrepresented students. College students volunteer to serve as instructors.

US Empowered: <http://www.usempowered.org/>

A Chicago-based organization working with fourteen high schools in a model that incorporates high school teachers serving as program leaders and teaching high school courses to prepare at risk students for post-secondary education.

<http://www.fiver.org/>

www.philadelphiafutures.org/

<http://scholarshipsaz.blogspot.com/p/resources-for-educators-naspa.html>

Message from the Director

CHAS continues to seek out those voices to guide our work in improving the student experience, and highlighted in this newsletter are two student authored articles and reporting of student surveys and town hall meetings on campus climate. This will be a regular feature of the Spring newsletter as CHAS continues to seek guidance for and feedback on our efforts that directly impact students. To contribute stories, announcements and resource links to the Fall CHAS newsletter, which will be focused on the work of CHAS faculty, please contact a member of the Editorial Board by September 2011.

Kidan Kassahun
Director, CHAS

Director to Take Year-long Leave

Kidan Kassahun, CHAS Director for ten years, will commence a one year leave on August 1, 2011. She will join her husband in France where he has a research fellowship. The board values her leadership and contributions to all of our initiatives.

The Steering Board has launched the search for an Interim Director with an anticipated start date of late July.

Please join us in wishing Kidan an enjoyable and productive year.

CHAS Steering Board

Consortium on High Achievement and Success

Hosted by Trinity College
300 Summit Street,
Hartford, CT 06106
<http://org.trincoll.edu/CHAS>

Steering Board Members

Edward Pittman, *Chair*, Vassar College
Rolando Arroyo-Sucre, Bucknell University
Michael Brody, Reed College
Eric Estes, Oberlin College
Leslie Hill, Bates College
Sylvia Spears, Dartmouth College

Ex-Officio Board Members

Holly Sateia, Dartmouth College
Former Chair
Karla Spurlock-Evans, Trinity College
Trinity College Liaison

Staff Directory

Kidan Kassahun, *Director*
kidan.kassahun@trincoll.edu, 860-297-4173
Patti Maisch, *Assistant Project Coordinator*
patricia.maisch@trincoll.edu, 860-297-4062

Members:

Barnard College	Reed College
Bates College	Sarah Lawrence College
Bryn Mawr College	Skidmore College
Bucknell University	Smith College
Clark University	SUNY at Geneseo
Colby College	Swarthmore College
Colgate University	Trinity College
College of the Holy Cross	Union College
Dartmouth College	University of the South
Hamilton College	Vassar College
Haverford College	Wellesley College
Mt. Holyoke College	Wheaton College
Oberlin College	
Pomona College	

Editorial Board

Rolando Arroyo-Sucre, Bucknell University
Miriam Feldblum, Pomona College
Natalie Gross, Sarah Lawrence College
Fatima Johnson, SUNY Geneseo
Kidan Kassahun, CHAS
Raisa Williams, Haverford College