Lighting the Path to 2025:
A Vision for Diversity

President’s Advisory Committee on Diversity (PACD)  April 30, 2015
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1. INTRODUCTION

1.1 Pomona College 2025
[See Appendix A: State of the College]

What Pomona College may look like in another ten, fifteen, even twenty years will be the result of deliberate collaboration, conscientious planning, and meaningful actions among students, faculty, and staff to realize the College’s commitment to providing a quality education for a more diverse student body and fostering a dynamically diverse community.

While we cannot know with certainty what the year 2025 (and beyond) holds for Pomona College, it is clear that profound demographic changes and diminishing social mobility have changed and will continue to inform what it means to prepare students to lead productive lives in a multi-ethnic and multi-racial democracy and within a global community. A series of recent articles in the Chronicle of Higher Education describes these larger trends [1]; projections by Myers and Pitkin from the USC Population Dynamics Research Group add additional texture about our specific region and the rise of second generation immigrants in the LA area, where 60 percent of children now have immigrant parents [2]. The Myers and Pitkin projections further argue that children today will bear a much greater burden socially and economically than children born before 1985. In light of these and other views, the faculty, staff, and students of Pomona College have an opportunity to have a strong and lasting positive impact on the lives of many and the health of our communities. Pomona’s response to this changing landscape requires thoughtful planning and dialogue across the College community and with local partners.

Indeed, Pomona College is already changing and experiencing the productive tensions that result from aligning an increasingly diverse community of students, staff, and faculty with creating robust support systems and spaces for important dialogues. Institutional and individual commitments, allocation of resources, campus dialogues, and actions around admissions, faculty hiring, student support, curriculum, and academic culture have all contributed to significant achievement related to diversity over the past twenty years. Of course, more challenges remain. As articulated in the following pages, along with attention to diversity in student demographics, we must continue to monitor and improve campus climate; gains in faculty diversity must be sustained through very strong and consistent recruitment processes; and diversity should be realized in all academic departments and majors, so that students feel challenged and compelled by opportunities throughout the curriculum. These efforts must be accompanied by broader, institutional transformations that fundamentally change what constitutes a Pomona College education. Indeed, it is the necessity for much deeper changes that animates a discussion about the vision for diversity at Pomona and urges collective reflection about the future.

In line with its mission, and building on its previous progress and commitments, Pomona College will take a leading role in redefining diversity and in demarcating an approach that claims diversity as an asset. The vision outlined in these pages includes current context, principles, and the planning process, and articulates goals, strategies, and metrics in four key areas of diversity.

This document is both an extension of the 2007 College-wide strategic plan – which articulated the importance of diversity – and an invitation to engage with each other in further work to refine a vision of “dynamic diversity” for Pomona College.

1.2 The Diversity Imperative

In 2005, in the context of significant student and faculty activism regarding diversity and the College’s commitments through the James Irvine Foundation’s campus diversity initiative, the Board of Trustees
adopted a statement articulating the goal of “creating a dynamically diverse community,” and noting the educational benefit of diversity in preparing all students for lives of creative leadership. The 2007 Pomona College Strategic Plan also emphasized the centrality of diversity at Pomona and committed to “bring together the full breadth of national and international experience so students will be well equipped to be leaders in the interconnected modern world (p.2).” As that document noted, a substantial body of educational research supports the notion that learning is most transformative in a context of deep engagement with diverse perspectives around substantive issues. This plan acknowledges both the progress that Pomona has made since 2005 and defines a “dynamically diverse community” more concretely. Most important, this document offers specific proposals, accountability structures, and metrics to help Pomona College reach its stated goals.

But, again, why diversity? More specifically, why hold Pomona College responsible for the diversity imperative? For some, the answer is a practical one. Life “beyond the gates,” for better or worse, includes political divisiveness and social upheaval, and structural inequities, poverty, and unequal access to power structures make democracies challenging. Therefore, both a diverse student body and a diverse curriculum give Pomona alumni unique and important opportunities for intellectual, emotional, and ethical growth that will provide them with the necessary tools to face these challenges creatively, to build communities and organizations that are open, vibrant, and diverse. [3] For others, Pomona’s commitment to diversity responds to a set of interrelated concerns that involve promoting social change and building sustainable communities. If education is one important mechanism for addressing historical injustices and for grappling with contemporary inequities, placing diversity at the center of the College’s educational mission means providing leadership in social change and modeling what such change looks like. Pomona College is fortunate to have the human and financial resources to address diversity as both a practical response to an ever changing world and as an ethical commitment to the world that is taking shape.

Recruiting, hiring, and curriculum development will continue to be important levers for incorporating diverse perspectives into the learning environment. But more than creating curricular adjacencies and assembling diverse people in a shared space, this work is about making the most of that diversity in pursuit of an educational mission that cannot afford to fall short.

The nature of these challenges requires the full range of human creativity and capacity. Pomona College will continue to develop its institutional capacity for new ways of doing things, as it adheres to a core mission and enduring set of values. Each challenge presented by our diverse and changing educational community is an opportunity for the College to evolve in its ability to prepare a broad range of leaders well equipped to respond creatively and courageously to the demands of our time.

1.3 Core Principles and Working Definitions

Underlying these efforts are two core principles that provide a powerful rationale and motivating force for developing this vision:

Excellence

Diversity in its many forms is an essential component of an educationally rigorous environment that prepares students to confront and understand the world in which they will live and work and to “bear their added riches in trust for all.”
Full participation

A campus that is characterized by “full participation” is one in which individuals of all identities, backgrounds, and positions within the college can “thrive, realize their capabilities, engage meaningfully in institutional life, and contribute to the flourishing of others.”[4]

The list of identities that comprise the rich diversity of Pomona College are many and changing. While definitions are helpful for organizing thought and action, they must also be appropriately flexible and responsive to the dynamic nature of a college campus. As such, any definition of diversity must insist on being both inclusive (everyone counts; everyone matters) and differentiated (different groups have different needs, histories, challenges, etc). [5] In this spirit, diversity can be described as:

The multiple, intersecting dimensions of difference that help distinguish one individual or group from another. Groups that are underrepresented with regards to race and sex in particular fields and positions in U.S. higher education continue to be an important focus for the College. In addition to these traditional dimensions, a broad, inclusive definition of diversity includes but is not limited to: national origin, country of citizenship, linguistic background, socioeconomic class, sexual orientation, gender identity, religion, political perspective, and physical ability.

1.4 The Planning Process

[See Appendix B: Planning Activities and Appendix C: PACD Charge and Membership]

In its Spring 2011 report to the College, the visiting team of the Western Association of Schools and Colleges (WASC) challenged Pomona College to demonstrate its progress toward the stated goal of becoming a dynamically diverse community and urged us to develop a more intentional, strategic posture toward diversity. Similarly, in its 2011-12 year-end report to the President, the President’s Advisory Committee on Diversity (PACD) recommended that the College “develop a coordinated process of long-term strategic planning for diversity that builds a strong vision for the future and is supported by ongoing review of challenges and progress.” That recommendation was based on two observations:

1. While diversity is a central value of Pomona College and a core component of its educational mission, an overall vision for diversity is not well understood or widely embraced.

2. The capacity to engage diversity in its many forms varies widely across the College. While some areas have tremendous capacity on this front – with many initiatives and tools to support a vibrant, diverse campus – others have not yet realized the full potential of this imperative.

These challenges manifest in various ways. In the absence of a clear set of visible priorities, the College is perpetually in a reactive stance, responding to crises and agendas that sometimes compete and collide. The many positive initiatives that do take hold often do so apart from the core work of the College and without a mechanism to facilitate their integration with complementary efforts. It is difficult to advance the Pomona College mission within this challenging context.

President Oxtoby agreed with the recommendation from WASC and endorsed PACD’s recommendation, and asked the committee to take the lead in developing a stratetic plan for diversity, and this document represents an initial compilation of goals and strategies gleaned through PACD’s work over many years with campus groups and leaders on issues of diversity.

It is important for Pomona College to take the step of articulating clear directions for diversity and commit to evaluating critically our progress toward key outcomes that reflect our institutional capacity for excellence within a diverse and changing landscape. We believe it is not only possible but absolutely
necessary to forge a common vision while still respecting principled differences of opinion, and to examine systematically whether we are making meaningful progress along the way. This working plan is meant to facilitate that process.


### 2. FOUR BEACONS OF EXCELLENCE

Four broad goals form the foundation of this vision. These broad goals are further articulated according to key priorities and strategies for bringing each goal to fruition. In some cases these strategies represent initiatives already well underway on our campus; in other cases PACD is advocating new strategies; and in still other instances, concrete strategies have yet to be defined. In the sections that follow, a timeline for action and mechanisms for monitoring progress are discussed.

This is intended to be a living document. PACD anticipates a lively and on-going process of engagement with campus constituents to refine priorities, strategies, timelines, and indicators of progress. Individual departments are encouraged to use the framework articulated in this plan to further customize and refine a set of priorities, strategies, and measures to advance their work.

#### 2.1 Access & Inclusion

*Develop a campus community that includes the fullest possible range of diverse perspectives and backgrounds essential to a rigorous learning environment.*

“If you have a meaningful number of minority students, what then happens is that students will see a range of ideas, a range of viewpoints from and among those students and they will then see things that they may not have expected, similarities and differences, and those in turn will have the result of undermining stereotypes, you know, and this happens for all students. You know, the benefits from this affect every single student that comes through.”

Former Pomona College Trustee John Payton

The College’s 2007 Strategic Plan points out that “One of the greatest sources of student learning in a residential college is the diversity of experience of fellow students” (p. 17). Through aggressive
recruitment, enrollment, financial aid, and retention, Pomona’s first core commitment is to assemble a vibrant mix of diverse students whose varied life experiences and perspectives create the conditions for dynamic learning. Beyond simply recruiting a more diverse population, we must seek to understand how Pomona best serves a diverse student body, and in what ways the institution can change to nurture a truly diverse community. In addition, it is imperative that our increasingly diverse student body be supported by an equally diverse group of faculty, staff, and leadership at every level. But what should be the threshold and the composition of such a diverse community? Pomona College, as our mission statement states, “is [a Liberal Arts College] strongly rooted in Southern California yet global in its orientation”; we are a unique institution and must set the pace on inclusion and diversity among all highly selective Liberal Arts colleges. In our unique historical and geographical situation, it may not be sufficiently compelling to rely solely on comparison and benchmarking against peer schools in the Midwest or the East Coast or, alternatively, other schools in California, in order to measure and assess our diversity goals. Instead we borrow from former College Trustee John Payton who in Grutter vs. Bollinger’s oral arguments defined an educational institution’s diversity goals as “... not a percentage at all and it is actually driven by the educational benefits that we want from our student body.” When pushed by the court to provide a “sufficient number” Mr. Payton replied, “A sufficient number so that when we made our selections, we are achieving a critical mass of students that we need for the benefits I described. That is not a fixed number at all....”

How should we reach that critical mass that Mr. Payton refers to? Specific priorities in this area include (but are not limited to) the following:

- Increase recruitment, enrollment, and retention of students coming from racial/ethnic backgrounds historically underrepresented at Pomona.
- Expand our efforts to recruit not only African American/Black and Latino/a students, but also groups that have been traditionally underrepresented in the educational landscape of the United States, for example, first-generation students, immigrants and refugees, members of the Native American nations, and underrepresented Asian backgrounds such as South East Asian.
- Develop and strengthen admissions and recruitment strategies that address the challenges of college admissions for undocumented and DACA-status students and highlight the opportunities available to these students at Pomona.
- Achieve 20% Pell eligible student population.
- Expand and diversify the pool of international students.
- Understand the diversity of the transfer community college population in order to increase the number of transfer students from community colleges.
- Ensure that financial aid policies and practices reflect a bold commitment to access/equity and support the unique needs of many first-generation, URM students.

The steps above are intended to make Pomona a school of choice given its leadership role in creating a diverse community. To do so we must strive to signal that diversity is a core value of a Pomona education and foster a climate where diversity is valued. This core value should be reflected in the diversity of the faculty and staff at the College. The following priorities are key to this value:

- Refine processes and structures of faculty recruitment in order to more fully and aggressively diversify faculty candidate pools to reflect the availability of exceptional talent in the disciplines nationally.
- Promote a supportive environment where all faculty members are able to succeed.
- Bring faculty, senior leadership, and the Board of Trustees into closer alignment with student body demographics and Pomona’s commitment to diversity.
- Increase the number of new hires from local and national talent pools that contribute to the diversity and excellence of staff at all levels.
• Develop programs and processes that will encourage and enable staff promotion from within the College when new opportunities arise.

### Key Strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Students</td>
<td>- Sustain and expand admissions recruiting efforts of URM students domestically, including the addition of another POSSE (STEM-focused, from Miami).&lt;br&gt;- Sustain and expand admissions recruiting efforts internationally.&lt;br&gt;- Develop relationships with local community colleges.&lt;br&gt;- Maintain Pomona’s commitment to need-blind financial aid.</td>
</tr>
<tr>
<td>Faculty</td>
<td>- Explore and support post-doctoral programs that enhance faculty diversity across the College.&lt;br&gt;- Leverage the TOP hiring process to introduce more flexibility with regard to faculty hires that further Pomona’s commitment to diversity.&lt;br&gt;- Address diversity at the point of position creation.&lt;br&gt;- Develop and support aggressive and effective search and recruitment procedures, resources, and structures.</td>
</tr>
<tr>
<td>Staff</td>
<td>- Prioritize search firms and consultants with a demonstrated record of success in shaping diverse candidate pools.&lt;br&gt;- Ensure the consistent use of best practices in tapping exceptional talent from local and national pools.&lt;br&gt;- Develop strong and consistent processes and structures for staff development and a culture that facilitates staff promotion within the College.&lt;br&gt;- Ensure training for managers and staff to promote job satisfaction, hiring, and retention.</td>
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### 2.2 Climate & Community

*Create healthy environments in which individuals feel welcomed, respected, valued, supported, and fully able to achieve and contribute.*

Pomona College is committed to assembling a diverse and vibrant community of students, faculty, and staff; and to fostering a strong and diverse community that flourishes. Several components form the basis of academic, professional, and personal “flourishing” at Pomona College, and this section describes some of the work necessary to ensure that every member of the community feels welcome. We are able to measure the impact of efforts in this area through multiple tools, including, for example, the Senior Survey, which includes questions that gauge satisfaction with the climate towards minority students on campus or questions that refer to satisfaction with the sense of community on campus. Our staff engagement survey, now conducted bi-annually, includes questions regarding whether staff is treated with dignity and respect, or whether staff believes that the College presents opportunities for growth and development. Tools focused on faculty climate, such as the COACHE survey, enable us to assess issues such as work-life balance. The College will continue to support a healthy institutional research program that allows us to understand our community and our successes and challenges. Other tools, such as audits of our infrastructure to support compliance with the Americans with Disabilities Act or other campus programs and resources, allow us to understand the broad climate of our campus and community, as it affects every member. More important, we will improve our processes for disseminating and considering the results of research, including the surveys and audits mentioned here, in order to improve and to continue to keep a pulse on the diversity climate of Pomona College.
Culture of Dignity and Respect

- Ensure that individuals of all backgrounds and identities perceive a safe, supportive, and respectful climate in which to live, work, and learn.
- Cultivate a culture of dignity and respect for all members of the Pomona College community by developing and offering education and training around issues of interactions and communication, the dynamics of power, difficult conversations, etc.
- Instill an understanding of expectations and accountability for this culture, among faculty, staff, and students, in particular those in positions of leadership and influence.
- Foster a climate that welcomes dissenting views.

Because interaction is at the heart of what we do as a residential liberal arts campus, the values that guide those interactions border on sacred. They set the tone for residential life; shape interactions between and among faculty, staff, students, alumni, and trustees; and form the foundation of trust and respect that makes it possible to live, work, and thrive at Pomona. We hold ourselves to an extraordinarily high standard in promoting respect and dignity for every member of our community.

Support Resources and Mentoring

- Build a broad constellation of support resources for students, faculty and staff, ensuring their long-term viability and effectiveness through adequate staffing and integration into the campus.
- Increase the coordination and support of special initiatives that promote the inclusion and academic success of students from backgrounds traditionally underrepresented at Pomona. [See Appendix D: Cohort Programs at Pomona College]
- Expand resources to support the mental health and wellness of diverse communities.

Campus Life and Accessibility

- Cultivate a dynamic, respectful, interactive residential atmosphere that invites contributions and shared responsibility from all.
- Enhance the physical and technological infrastructure of campus to provide accessibility for all.
- Promote shared spaces in which students, faculty, and staff can meaningfully participate in the life of the College.
- Promote an ethic of balanced engagement, health, and wellness, in which campus life and professional activities work in tandem with the personal, family, and/or community commitments of our diverse faculty, staff, and students.
- Encourage participation in activities such as sporting events, concerts, plays that cater to the neighboring community, and welcome our neighbors as part of the community. Collaborate with the other Claremont Colleges when doing this.
- Actively support intercollegiate student life centers such as the Queer Resource Center, Asian American Resource Center, Office of Black Student Affairs, Chicano-Latino Student Affairs, the Women’s Union, and International Place.

Professional Development (Staff)

- Maintain and expand the pathways available to staff for professional development and advancement.
- Actively promote among staff and their families the opportunities and benefits that being part of the Pomona College community affords them.
- Actively promote among staff job openings and vacancies in the College, and encourage staff to explore opportunities of professional growth within the College.
(See “Scholarship and Learning” for more about issues of development/capacity for faculty and students.)

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<tr>
<th>Key Strategies</th>
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<tbody>
<tr>
<td><strong>Culture of dignity and respect</strong></td>
<td>- Promote social spaces of interaction between faculty, staff, and students. Continue and support programs such as the Staff Council-Faculty Executive Committee lunch series.</td>
</tr>
<tr>
<td><strong>Support resources/mentoring</strong></td>
<td>- Provide for necessary staffing and coordination of support for Pomona’s White House commitments and other academic initiatives. - Ensure viability and success of POSSE, HHMI summer bridge, and other matriculation/support programs. - Ensure viability and success of Qualitative Skills Center, Writing Center, and other academic support services and structures. - Ensure viability and effectiveness of Pomona/SC resource centers.</td>
</tr>
<tr>
<td><strong>Campus life and accessibility</strong></td>
<td>- Support Pomona College annual Community Building program (Student Affairs-led development of student leaders, with particular attention to facilitating difficult dialogues and identity development). - Promote College sporting, academic, and artistic events among the wider Pomona Valley community. - Understand the environment for ADA and disability challenges on our campus, and articulate a strategy for ensuring accessibility and support for all members of a thriving community. - Continue efforts, such as the spring 2014 faculty-led work/life balance study.</td>
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<tr>
<td><strong>Professional development</strong></td>
<td>- New leadership conference for senior staff (launched April 2014).</td>
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### 2.3 Scholarship & Learning

*Prepare diverse students for lives of leadership, achievement, and fulfillment in a pluralistic democracy.*

The academic experience at Pomona College should be solidly grounded in the rich tradition of the Liberal Arts, and evolve and transform itself with pedagogies and curricular offerings that reflect the needs of an education that allows our students to be productive, daring, creative, caring, and innovative thinkers in this world.

**Curriculum and Co-Curriculum**

- One of the values of a Pomona education is faculty-student relationships and collaborations, and student advising is a central benefit of a liberal arts education.

Engaging faculty advising is important for students to achieve their curricular goals across their four years in the College. We should continue to collect data on faculty advising effectiveness, and reward what we recognize as best advising practices. Advisees should be matched with faculty members who will be motivating, supportive, and cognizant of the needs of students from diverse backgrounds. The offices of
the Dean of the College and the Dean of Students should continue cooperating in training and strengthening advising.

- Strengthen and expand interdisciplinary programs, scholarship, and teaching.

This goal supports the following statement articulated in the 2007 College Strategic Plan: “Because interdisciplinary teaching and scholarship is at the center of education in the modern world, it is a goal of Pomona College to ensure that interdisciplinary programs be established, and existing intercollegiate departments and interdisciplinary programs be further strengthened, with the resources they need to succeed.” (p 9).

- Strengthen and expand opportunities to engage global perspectives both on campus and abroad.

Study abroad allows students to engage with new ideas, diverse viewpoints, different cultures, and different ways of knowing, seeing, listening, acting, and being. The growth and insight that students bring back to campus from these experiences enriches the community and enhances dialogue around issues not only related to culture and the world, but also across disciplines.

- Strengthen and expand curricula that incorporate community-based work and partnership.

The Draper Center is an invaluable resource that helps provide our students with an education focused on community engagement and learning. As stated in the Draper Center’s educational mission, courses that offer students community partnerships are a powerful tool for learning. Community engagement courses should expand their learning objectives to: enhance critical thinking; promote real-world applications of academic concepts; encourage students to view themselves as agents of change; and develop leadership skills.

**Student Learning**

Learning at Pomona College is seldom confined just to the classroom. We believe learning occurs best in collaborative environments where students learn from each other, and where all students can fully engage with their peers, sharing their own life experiences and expectations in a respectful environment. This symbiotic learning should be encouraged at all times, whether or not it is within the confines of a classroom.

- Citizenship and Leadership: Develop students equipped to competently and constructively engage individuals with varied identities, backgrounds, experiences, and perspectives.
- Dynamics of Difference and Power: Develop students’ capacity to analyze class, ethnicity, gender, race, religion, and sexuality and examine power at the interpersonal, local, national, and international levels.
- High Impact Practices: Reduce or eliminate barriers to student participation in high-impact learning activities. Examples include study abroad, research with faculty, internships, and community based learning partnerships.

These types of initiatives and commitments require substantial time and effort, engage students in active learning inside and outside the classroom, require meaningful interaction with faculty and peers, encourage deep engagement with diverse perspectives, and ultimately lead to transformative learning.

**Faculty Development and Pedagogy**

Faculty members play a critical role in supporting this vision for Pomona College in 2025, and ensuring faculty capacity to engage an increasingly diverse and changing student body both in and out of the classroom is essential. To achieve this, the College will, through programs such as the Teaching and
Learning Center, as well as the work of the Dean of the College’s office, support and incentivize faculty by providing training in the form of teaching consultants and developing workshops, as well as other spaces, to incorporate innovative pedagogies that have proven successful to a diverse student body. The College will develop additional innovative resources to support all faculty members in their ability to:

- Create welcoming and inclusive classroom spaces.
- Actively engage a diverse range of learning styles.
- Mentor/support students from diverse demographic and academic backgrounds.

(See 2.4 Institutional Vitality for more detail on aligning policies and practices to incentivize and reward faculty work with diverse students.)

**Academic Achievement**

One of the issues facing institutions of higher education across the U.S. is disparity in academic achievement, graduation rates, and retention across racial, ethnic, and economic groups. Pomona College is committed to the success and academic achievement of all students. The faculty and staff will work together to reduce and eliminate disparities in achievement and participation in high impact educational opportunities. The divisions of Academic Affairs and Student Affairs will continue their collaboration to support students through retention and success programs (e.g. Pomona Science Scholars, High Achievement Program, Pomona Scholars of Math), but also through encouraging communication between students, faculty, and administration. We aim to:

- Extend Pomona’s distinguished reputation in STEM by eliminating inequities in persistence and success across diverse groups of students.
- Examine the criteria for academic awards, fellowships, and prizes, in order to recognize achievements of a diverse student body.
- Reduce barriers to research and internship opportunities.
- Achieve equity across diverse groups of students in the timely completion of a Pomona degree.

A final consideration is that the Claremont University Consortium provides an added advantage to support a more diverse and inclusive learning environment. The pooled resources of the seven colleges not only enhance the curriculum that our students can access, it also expands the opportunities for our students to engage as respectful citizens and leaders in our communities, and provides more opportunities for faculty development and inclusiveness.

**Key Strategies**

| Curriculum & co-curriculum | - Develop and incentivize effective faculty advising.  
|                           | - Prioritize hiring of faculty who can increase our interdisciplinary offerings and bridge across departments.  
|                           | - Establishment of the Office of International Initiatives.  
|                           | - Promote Community Partnership (CP) curriculum and other initiatives supported by Draper Center.  
|                           | - Strengthen and promote courses that focus on diversity issues such as the current DDP courses, and our intercollegiate ethnic studies programs. |
| Student learning          | - Expand Community Building programs and activities (Student Affairs).  
|                           | - Create spaces where diversity enhances creativity and innovation in the Liberal Arts.  
|                           | - Ensure that our staffing, structures, and programs are appropriate to the goal of student success and achievement. |
- Inventory and assess High Impact Practices at the College: Study Abroad, internships, research with faculty, Draper initiatives, etc.

<table>
<thead>
<tr>
<th>Faculty development</th>
<th>Expand opportunities for coordinated faculty development around inclusive pedagogies/classrooms (e.g., TLC events, Draper initiatives, etc.).</th>
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<tbody>
<tr>
<td></td>
<td>Diversity in the Major Initiative and design of inclusive classrooms (Dean’s Office).</td>
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<tr>
<td></td>
<td>Faculty advising workshops; development through POSSE and holistic advising.</td>
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<tr>
<th>Academic achievement</th>
<th>Continue to provide academic support services and structures (various).</th>
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<tbody>
<tr>
<td></td>
<td>Support student mentors by developing training programs focused on interactions with a diverse student population.</td>
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### 2.4 Institutional Commitment

*Develop the capacity of the College to leverage diversity as a critical resource in accomplishing its mission.*

Institutional commitment primarily speaks to bringing Pomona’s policies, practices, communications, and decision-making into alignment with its goals for diversity. The successful implementation of the goals stated in this document relies on the active engagement of the entire Pomona Community. We highlight the following priorities:

- Explore different models of leadership and accountability including, but not limited to, providing direction and vision at the executive level, be accountable for establishing policy and guidelines at the College level, and provide coordination between the College’s divisions to implement diversity goals.
- Incentivize and reward faculty and staff efforts to strengthen the experience and perception of Pomona College as inclusive and supportive of diverse populations (e.g., through leadership and scholarship, partnership with diverse communities, mentoring, service, etc).
- Promote hiring and recruitment of faculty (Chau/Mellon Post Docs) and staff who have the capabilities to support diverse populations. Continue to innovate in recruitment and pipeline programs (such as Pomona College Scholars).
- Strengthen feelings of “connectedness” to the College among increasingly diverse alumni.
- Refine appropriate benchmarks to measure progress, thereby increasing the analytical capacity of the College to understand the complexities and nuances of diversity, including identifying obstacles to equity and inclusion.
- Support ongoing strategic planning and assessment in this area, both at the institutional and departmental level by refining and utilizing disaggregated data (i.e. Asian subgroups).
- Promote sustainable work/life balance to ensure that the work of diversity (creating access, a climate of inclusion, and pedagogy that addresses diversity) can be continued without undue burden on individuals who historically have carried much of this work at Pomona College. Provide appropriate resources and funding to develop the College’s capacity to leverage diversity as a critical resource in accomplishing its mission.
Key Strategies

| Perceptions of Pomona as welcoming and supportive | - Expand the College’s relationship with media outlets that connect with diverse audiences, including non-English speaking communities.  
| | - Expand strategies for engaging increasingly diverse alumni. |
| Alignment of policies and practices with diversity work | - Identify and implement appropriate mechanisms for encouraging and rewarding contributions to Pomona’s diversity goals. |
| Analytical capacity and planning | - Strengthen capacity to meaningfully assess progress on diversity goals (e.g., diversity benchmarks, embedding assessments in diversity initiatives, etc.)  
| | - Encourage departmental ownership and continuous refinement of diversity goals and practices (e.g., via robust planning and assessment practices). |

3. TIMELINE FOR ACTION

A detailed timeline of PACD’s planning activities leading up to this draft is presented in Appendix A. The timetable below identifies key milestones moving forward to achieve the vision.

| 2014-15 | By Fall 2014:  
| | - Convene with President/Executive Staff around strategic plan working draft.  
| | - Solicit feedback from community. Plan follow-up as needed with campus groups and leaders, including the Board of Trustees.  
| | - Finalize strategic plan/indicators.  
| | By Spring 2015:  
| | - Finalize plans for building capacity around the new White House initiatives.  
| | - Secure funding for two additional TOP positions, to be hired within the next five years. |
| 2015-16 | By Fall 2015:  
| | - Outline the priorities of the Strategic Plan.  
| | - Identify the key stakeholders for each priority and determine courses of action.  
| | - Faculty development on inclusive classrooms and pedagogy expanded.  
| | - Responsiveness of mental health and wellness resources to diverse campus communities increased.  
| | By Fall 2016:  
| | - Comparator groups for use in diversity benchmarking are reviewed and revised. |
| By 2016-17 | - Third administration of Staff Engagement survey completed.  
| | - Resources for faculty recruitment are aligned with goals for faculty diversity. |
| By 2019-20 | - Gaps in STEM persistence substantially narrowed.  
| | - Institutional surveys reflect a positive trend in the climate for civility and respect.  
| | - Intergroup disparities in participation in HIPs and graduation rates eliminated.  
| | - Greater alignment between diversity goals and rewards/recognition for staff and faculty achieved. |
| By 2020-21 | - PACD completes mid-cycle assessment of strategic plan and recommends course corrections as necessary. Results of mid-cycle review shape direction forward to 2025.  
| | - Consider increasing TOP funding/positions based on mid-cycle review. |
| By 2021-25 | - Consolidate Pomona presence in professional organizations dedicated to increasing faculty diversity (e.g., SACNAS, Mentoring Institute). |
| By 2024-25 | - The composition of the Board of Trustees and senior leadership more closely aligns with current student diversity.  
- Faculty diversity reflects successful outreach and hiring in accordance with stated diversity priorities.  
- Positive trends in campus climate and community continue. |
| By 2025 and beyond | - Full review and plan update. |

### 4. MOVING FORWARD AND MONITORING PROGRESS

The ongoing assessment and monitoring of diversity goals will be essential to ensure the plan’s success. Three components comprise the foundation of this work:

1) **PACD Annual Process.** Although the diversity plan belongs to the College as a whole, with many anchors of leadership and activity across campus, PACD will continue to play a central role in monitoring and facilitating this work. Specifically, the Committee’s annual process will include the following:
   a. PACD identifies priority areas and works to ensure that the plan’s goals are ambitious and specific; aligned with meaningful measures for tracking progress; linked to defined campus initiatives and programs; and supported with appropriate leadership. The Committee may choose to focus in-depth on one area per year, or coordinate its monitoring across several areas of the campus at once. In working with campus groups on this task, PACD will be seeking to position Pomona as a pace-setter on diversity regionally, nationally, and within our sector of higher education.
   b. Annually, PACD presents its recommendations regarding goals and progress to the President, along with any other recommendations in its year-end report and the diversity data benchmarks (below).
   c. President reviews and responds to PACD recommendations. This review will take place in alignment with the budget allocation process.

2) **Diversity Benchmarks.** In collaboration with PACD and other campus constituents, the Office of Institutional Research (OIR) coordinates the compilation of benchmarks to aid in decision-making and planning for campus diversity. These annual benchmarks, beginning in 2009-10, are available on the Pomona portal with a campus login and are presented annually to the President and community. OIR will continue to work with PACD, campus decision-makers, and other data-intensive offices in developing and refining indicators that focus attention on key diversity goals, facilitate judgments about progress over time, and illuminate areas for strategic change. PACD incorporates the review of annual benchmarks into its planning and monitoring activities.

3) **Targeted Assessment Initiatives.** In addition to annual benchmarks monitored by PACD, College leadership and by the Pomona community-at-large, targeted assessments provide in-depth information and analysis on topics of dedicated focus in any given year or semester. An example of this kind of targeted assessment is a study on the campus climate for sexual assault, which included a survey conducted in concert across the 7Cs in Spring 2015 and in collaboration with other private, liberal arts colleges nationally. Other examples include targeted data and analysis
4.1 Diversity Outcomes and Measures

The four beacons of excellence define what we mean by “dynamic diversity” at Pomona College and clarify strategic directions for its accomplishment. It is essential, as well, to articulate clear outcomes for each of these beacons and to align those outcomes with measures that are both meaningful and manageable for tracking progress over time.

Since Pomona’s work with the Irvine Foundation on a Campus Diversity Initiative (CDI) grant in 2003-2006, the College has established strong routines and practices around the collection and dissemination of data on diversity. Out of that grant, the Office of Institutional Research (OIR) was founded with an explicit mission to provide analytical support for planning and assessment activities related to diversity. The College continues to support a strong program of institutional research that includes (among other things) the compilation of annual diversity benchmarks.

Building on many years of previous work in this direction, the following outcomes and measures illustrate how Pomona will hold itself accountable for accomplishing its goals. A number of these measures are already included in the annual Diversity Benchmarks. Refining these outcomes and measures will be ongoing and important work of the College involving many offices and campus stakeholders.

**Access & Inclusion**

*Develop a campus community that includes the fullest possible range of diverse perspectives and backgrounds essential to a rigorous learning environment.*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pomona College is a pace-setter on diversity regionally, nationally, and within our sector of higher education.</td>
<td>- Percent of color and URM in relation to regional, national and/or peer benchmarks (faculty, staff, and students).&lt;br&gt; - Percent Pell (see below).&lt;br&gt; - Percent international students in relation to peers.&lt;br&gt; - Number and nature of countries represented by international admits.</td>
</tr>
<tr>
<td>Access for community college transfer students is expanded.</td>
<td>- Number of partnerships with local community colleges.&lt;br&gt; - Proportion of admitted students who are CC transfers.</td>
</tr>
<tr>
<td>Commitments to socio-economic diversity are strengthened.</td>
<td>- Number of degree-seeking students who receive Pell grant (target: 20%).&lt;br&gt; - Percent of degree-seeking students for whom 100% of financial need is met.</td>
</tr>
<tr>
<td>Diversify faculty candidate pools to reflect diversity in the disciplines nationally.</td>
<td>- Race/ethnicity of faculty candidate pools in relation to national and institutional statistics.</td>
</tr>
<tr>
<td>Bring faculty, senior leadership, and the Board of Trustees into closer alignment with student body demographics.</td>
<td>- Race/ethnicity and gender comparison of all three groups.</td>
</tr>
</tbody>
</table>
### Climate & Community
*Create healthy environments in which individuals feel welcomed, respected, valued, supported, and fully able to achieve and contribute.*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measures</th>
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</thead>
</table>
| Individuals of varied identities, backgrounds, and perspectives experience Pomona as a safe, supportive, and respectful community in which to live, work, and learn. | - Senior Survey, satisfaction with:  
  “Climate for ethnic/racial minority students on campus.”  
  “Climate for LGBTQ students on campus.”  
  “Sense of community on campus.”  
  “Sense of community where you live.”  

  - Senior Survey, perceptions of “administrative responsiveness.”  

  - Staff survey, percent positive:  
    “Pomona College staff are treated with dignity and respect, regardless of their position or background.”  

  - Faculty survey (COACHE):  
    “Colleagues in my department are committed to diversity/inclusion.” |

| Individuals of varied identities, backgrounds, and perspectives can access the resources they need to support success, health, and wellness. | - Senior Survey, satisfaction with:  
  “Availability of academic support and assistance.”  
  “Academic advising before declaring a major.”  
  “Support for mental health and wellness.”  

  - Faculty survey (COACHE):  
    “My institution provides adequate support for faculty to be good mentors.”  
    “I have been able to find the right balance, for me, between my professional life and my personal/family life.”  

  - Staff Survey:  
    “My department/area is doing a good job of developing staff to their full potential.”  
    “I have good opportunities for continuous learning to improve my skills.” |

### Scholarship & Learning
*Prepare diverse students for lives of leadership, achievement, and fulfillment in a pluralistic democracy.*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in high impact learning activities is equitable across race, sex, and first-generation status.</td>
<td>- Percent participating in study abroad, internships, research with faculty, Draper initiatives.</td>
</tr>
<tr>
<td>Persistence in STEM fields is equitable across race, sex, and first-generation status.</td>
<td>- Number of STEM credits completed per semester.</td>
</tr>
<tr>
<td>Graduation rates are equitable across race, sex, and first-generation status.</td>
<td>- Percent completing degree within four years.</td>
</tr>
</tbody>
</table>
Students use class, ethnicity, gender, race, religion, and/or sex to analyze dynamics of power at the interpersonal, local, national, and/or international levels.  - Metrics under review.

Students of varied identities, backgrounds, and perspectives see themselves reflected in curricula.  - Metrics under review.

Faculty employ pedagogies that competently and constructively engage the learning styles of students with varied identities, backgrounds, and perspectives.  - Metrics under review.

### Institutional Commitment

*Develop the capacity of the College to leverage diversity as a critical resource in accomplishing its mission.*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Measures</th>
</tr>
</thead>
</table>
| Policies, practices, communications, leadership, and decision-making are aligned with College goals for diversity. | - Alumni Survey: “Would you encourage a high school student with similar background to attend Pomona College?”  
- Faculty survey (COACHE), metrics under review: “There is visible leadership at my institution for the support and promotion of diversity on campus.” Tenure clarity (benchmark score, pre-tenure only). Tenure reasonableness (benchmark score, pre-tenure only).  
- Parent Survey: Percent favorable: “Pomona College is a place where people of different racial and ethnic backgrounds can feel welcome.” |
| Students, faculty, and staff feel recognized and rewarded for their contributions to diversity goals. | - Faculty survey (COACHE): Appreciation and recognition (benchmark score). |
| Alumni of varied identities, backgrounds, and perspectives feel meaningfully connected to the College. | - Alumni Survey: “How connected do you feel to Pomona College?”  
- Alumni Giving: Percent donating since graduation by race/ethnicity and first-generation status. |
| Pomona College is recognized regionally, nationally, and within our sector of higher education as a leader on diversity. | - Metrics under review. |
Appendix A: State of the College

Pomona College boasts one of the most inclusive student bodies and faculty among selected Liberal Arts College peers, and by all measures the College has become substantially more diverse during the last decade. In this section we summarize data routinely compiled for various College reports and purposes, much of which is published annually in the Diversity Benchmarks and available on-line at https://my.pomona.edu/ICS/Diversity_at_Pomona_College.jnz.

One critical goal over the coming year will be that the Office of Institutional Research staff, working with the PACD, will establish a refined and consistent set of institutional peers for use in benchmarking progress on the following types of data, in order to track our progress and hold ourselves accountable. The College currently uses various peer comparator groups in our assessment activities; it will enhance our progress in each of the areas described in this plan to articulate a clear set for diversity benchmarking.

A dedicated effort by administration and staff, the admissions office, and the faculty during the last ten years has resulted in an increase of 12 percentage points over a ten-year period (2004-2013) in the proportion of students of color (Asian Pacific Islander, Black, American Indian/Alaska Native, Latino/a; multi-racial students included). As of Fall 2013, 40% of all Pomona students self identify with one or more of the above groups. In benchmarking studies, Pomona is consistently near the top of a set of private, selective peer institutions on this measure.

In recent years a priority of the College has been to increase the percentage of students from families with household income in the lowest 40% of the nation. As a result of policies such as no-loan institutional financial aid and need-blind admissions, as well as community engagement and programs such as the Pomona Academy of Youth Success, the percentage of low-income students has increased during the last ten years from 9% in 2003 to 20% in 2013. A recent New York Times study on the “Most Economically Diverse Top Colleges” ranks Pomona as the seventh most economically diverse top college.[1].

| Table 1. Pomona Demographics (Fall 2012) Compared to similar Institutions |
|---------------------------------|--------|-------|---------|--------|----------------|
| Pomona Students                 | %White | %Asian| %URM    | %Two+ Races | Unknown |
| Pomona Faculty                  | 45     | 12    | 21      | 7      | 8       | 7       |
| Liberal Arts Students [2]       | 56     | 9     | 16      | 6      | 6       | 7       |
| Liberal Arts Faculty [3]        | 78     | 8     | 10      | 1      | 1       | 2       |

[2] These data are an unweighted average for Amherst College, Carleton College, Claremont McKenna College, Oberlin College, Occidental College, Pitzer College, Swarthmore College, Trinity College, Wesleyan University, and Williams College. Source: IPEDS 2012 Fall Enrollment Survey.


There are other demographic characteristics of the student body that represent important backgrounds in terms of diversity. One of them refers to sexual orientation, where 82% of the student body identifies as heterosexual. Another one refers to able-ness, where close to 5% of the student body is formally registered as having a disability. A third one refers to migration stories/documentated status, where 7% of the student body is made up of students with a foreign visa on file, and an estimated 50 students are either undocumented or are under Deferred Action.
Compared to our student body, Pomona’s faculty is less ethnically and racially diverse. Yet compared to other schools’ faculty’s diversity, Pomona ranks among the most diverse. Almost 30% of Pomona’s faculty members are persons of color, which is top among our peer colleges. As of Fall 2013, about 14% of Pomona’s faculty members identified as either Black, Latino/a, or American Indian/Alaska Native, which puts us at or near the top of a group of private, highly selective peer institutions. Yet we have to be extremely vigilant and active on faculty diversity. Between fall 2008 and 2013 Pomona did not hire any faculty members who identify as either Black, Latino/a, or American Indian/Alaska Native. We should also strive for our faculty composition to represent the tremendous diversity of Asian peoples and cultures, currently not well represented at Pomona [4]. Faculty diversity therefore remains a key area of focus, efforts, and intentionality.

Regarding student diversity, numbers alone do not indicate success in achieving a dynamically diverse community. The College will continue to place resources and energy toward enhancing a campus culture and climate in which all students feel welcome and supported. Despite great strides in diversity, survey data point to persistent challenges with campus climate. On a recent senior survey (2014), 31% of students from underrepresented racial/ethnic backgrounds (Black, Latino/a, Native American) said they were satisfied with the “climate for minority students” compared to 73% and 86% of White and Asian students, respectively. Similarly, about 60% of URM reported satisfaction with “sense of community on campus” compared to 79% for White students and 98% for Asian.

Another important aspect is how the Pomona College staff experience the College, their work environment, and their professional settings and opportunities. The Mercer Staff Engagement Survey suggests some small yet significant gains during the last two years in terms of staff satisfaction at the College. To the statement, “Pomona Staff are treated with dignity and respect,” 55% of staff respondents had a favorable opinion in 2012 and 68% of staff had a favorable opinion in 2014 (The norm for national employee responses to this question is 68%; the norm for employees of educational institutions is 61%).

To the statement, “My department/area is doing a good job of developing staff to their full potential,” 54% of the respondents had a favorable opinion in 2012 and 60% of the respondents had a favorable opinion in 2014 (National norm is 47%; Education norm is 46%). To the statement, “I believe that I have the opportunity for growth and development in my department/area,” 48% of the respondents had a favorable opinion in 2012 and 55% of the respondents had a favorable opinion in 2014 (National norm is 55%; Education norm is 54%). These improvements in staff satisfaction are encouraging; the College will continue to assess staff satisfaction, disaggregate as necessary to understand differences in staff experience, and respond with staff development and training as well as systems of accountability.

[2] See Table
[3] See Table
[4] It is noteworthy that one URM faculty member was hired in 2013 and another one (so far) in 2014.
Appendix B: PACD Planning Activities

2011-12
- PACD recommends the College “develop a coordinated process of long-term strategic planning for diversity that builds a strong vision for the future and is supported by ongoing review of challenges and progress.”
- President Oxtoby accepts this recommendation and taps PACD to lead this effort.

2012-13
- September/October 2012: PACD convenes a subcommittee to address strategic planning. The subcommittee meets with Vice President and Dean of the College Cecilia Conrad and incoming Interim Dean Betsy Crighton to solicit feedback about process goals and design. PACD develops a set of questions to guide targeted conversations about diversity with key campus constituents.
- November 2012: PACD convenes a conversation with representatives from Admissions – including Seth Allen (Vice President and Dean of Admissions & Financial Aid), Art Rodriguez (Senior Associate Dean and Director of Admissions), and Arden Reed (Arthur M. Dole and Fanny M. Dole Professor of English and 2012-13 chair of the Admissions/Financial Aid Committee) – about goals for diversity in Admissions. Tamina Mencin, Associate Dean of Admissions, is a member of PACD and also participated in this meeting.
- March 2013: PACD meets with Miriam Feldblum, Vice President and Dean of Students.
- August 2013: PACD year-end report and data benchmarks submitted by PACD to President Oxtoby.

2013-14
- Fall 2013: PACD continues guided campus conversations, this time with the Vice President and Treasurer, Karen Sisson.
- January 2014: PACD invites CGU Professor of Education and internationally recognized expert on diversity in higher education, Daryl Smith, to work with PACD on strategic planning.
- May 2014: PACD presents working draft of strategic plan-to-date to President and Executive Staff.
- Summer 2014: Executive Staff meets to review working draft from PACD. A draft is prepared for community distribution.
Appendix C: PACD Charge and Membership

President Oxtoby’s charge for PACD, established Fall 2005:

*I am writing to announce the formation of a new, College-wide Committee: the President’s Advisory Committee on Diversity. The importance of such a Committee is evident from the central role of diversity in the educational experience of the College and our commitment to enhancing this diversity in the future.*

*My charge to this Committee is twofold. First, I ask that they review and monitor (in quantitative terms) the diversity of the faculty, staff, and student body and the changes in each on a year-to-year basis. Second, they should propose new approaches to increasing diversity in all areas and ways of strengthening the sense of community on campus for all groups. They may approach these goals by assembling data from our campus and from other campuses, by sponsoring discussions, public events, or workshops, and by inviting individuals to their meetings. Each year, they may choose one or more particular topics to investigate in depth. I anticipate that the Committee would plan to meet with me on at least an annual basis, as well as with the Vice Presidents, but that its work would be independent of our direction and, when necessary, critical of our procedures. At the end of each year, the Committee would prepare a report for me and distribute it to the full College community....*

*~President David Oxtoby*

*Campus Announcement, 02/01/2005*

The primary legwork in preparing this plan took place across three years of PACD:

**PACD 2014-15**

Andikan Archibong, Student (‘17, Psychology)
Phil Choi, Faculty
Taziwa Chanaiwa, Associate Director, Alumni Relations
Alex Gonzales, Staff
Fernando Lozano, Associate Dean of the College (Acting Chair)
Karin T. Mak, Assistant Director, Asian American Resource Center
Ana-Lia Marinelli, Administrative Assistant to PACD
April Mayes, Faculty
Daren Mooko, Associate Dean, Student Affairs
Ashley Pallie, Associate Dean, Admissions
Anthony Perna, Student (‘17, PPE)
Jennifer Rachford, Director, Institutional Research
Brenda Rushforth, Assistant Vice President, Human Resources
Darryl Smith, Faculty
Maria Tucker, Associate Dean, Student Affairs; Director, Draper Center for Community Partnerships
PACD 2013-14

Elena Amalia Cardenas, Student (Economics, ’16)
David Brunk, Associate Dean, Admissions
Taziwa Chanaiwa, Associate Director, Alumni Relations
Sichen Hernandez-Martinez, Student – Spring (Psychology, ’15)
Sharon Hou, Faculty
Gwen Lytle, Faculty (Committee Chair)
Karim T. Mak, Assistant Director, Asian American Resource Center
Ana-Lia Marinelli, Administrative Assistant to PACD
Daren Mooko, Associate Dean, Student Affairs
Jennifer Rachford, Director, Institutional Research
Alexander Rodriguez, Faculty
Brenda Rushforth, Assistant Vice President, Human Resources
Maria Tucker, Associate Dean, Student Affairs; Director, Draper Center for Community Partnerships
Bhavin Rishi Harsh Sangani, Student – Fall (Economics, ’15)
Nicholas Sunback, Student (International Relations, ’14)
Nicole Weekes, Associate Dean (Diversity Officer)

PACD 2012-13

Taziwa Chanaiwa, Associate Director, Alumni Relations
Gwendolyn Lytle, Faculty
Karim T. Mak, Staff, Asian American Resources
Dolores Maynard, Staff
Tamina Mencin, Associate Dean, Admissions
Daren Mooko, Associate Dean, Student Affairs
Jennifer Rachford, Director, Institutional Research
Alexander Rodriguez, Faculty
Adolfo Rumbos, Faculty (Committee Chair)
Brenda Rushforth, Assistant Vice President, Human Resources
Alexis Takahashi, Student
Maria Tucker, Associate Dean, Student Affairs; Director, Draper Center for Community Partnerships
Nicole Weekes, Associate Dean (Diversity Officer)
Appendix D: Cohort Programs at Pomona College

**Title:** High Achievement Program (HAP)  
**Funding:** Howard Hughes Medical Institute  
**Program Description:** HAP is a 4-week summer program, designed to give incoming students a research experience prior to matriculation. Students are assigned to a research mentor, and in addition to daily required lab time, students participate in a writing seminar and math course. Students continue to meet regularly during the school year, and have access to dedicated Mentors and Fellows.  
**Student Description:** Primarily first-generation, high financial need, and/or underrepresented ethnic minority with a clear interest in scientific research.  
**Size:** 10 students per year.  
**High Impact Practices:** Cohort Model, Dedicated Bio and Chem Sections, Faculty Advising, Faculty Mentoring Group Meetings, Peer Mentoring, Pre-matriculation Summer Program, Undergraduate Research

**Title:** Pomona Science Scholars (PSS)  
**Funding:** Pomona College  
**Program Description:** PSS is a program designed to retain promising students in the biological and/or pre-health sciences. Students are required to meet weekly as a group and individually with their academic advisor (every two weeks) throughout the first year. The weekly meetings cover various topics designed to support students academically, socially, and professionally. Faculty are also invited to meet with the students to discuss their life and research.  
**Student Description:** Primarily first-generation, high financial need, and/or underrepresented ethnic minority with a clear stated biology, chemistry, or pre-health interest.  
**Size:** 10-12  
**High Impact Practices:** Cohort Model, Dedicated Bio and Chem Sections, Faculty Advising, Faculty Mentoring, Peer Mentoring, Science Textbooks purchased, Undergraduate Research (summer after first year), Weekly Meetings

**Title:** Pomona Scholars of Math (PSM)  
**Funding:** Pomona College  
**Program Description:** PSM is a program designed to retain promising students in the mathematically based disciplines (math, physics and astronomy, economics, computer science). Students are required to meet weekly as a group and individually with their academic advisor (every two weeks) throughout the first year. The weekly meetings cover various topics designed to support students academically, socially, and professionally. Faculty are also invited to meet with the students to discuss their life and research.  
**Student Description:** Primarily first-generation, high financial need, and/or underrepresented ethnic minority with a clear interest in math, physics, econ, or CS.  
**Size:** 15-20  
**High Impact Practices:** Cohort Model, Clustering in first-year courses, Faculty Advising, Faculty Mentoring, Peer Mentoring, Weekly Meetings
Title: Posse Chicago  
Funding: Pomona College and the Posse Foundation  
**Program Description:** The program identifies public high school students with extraordinary leadership potential, who may have been overlooked by traditional college admissions processes. Posse places students into supportive, multicultural teams – Posses – that are designed to help support participating students throughout their college experience.  
**Student Description:** Leadership and academic potential are the primary considerations. The Posse foundation chooses 20 students, and we select 10 scholars from that list based on an interview process.  
**Size:** 10  
**High Impact Practices:** Cohort Model, Faculty Mentoring, Peer Mentoring, Pre-matriculation programming (in Chicago), Weekly Group Meetings

Title: Posse STEM Miami  
Funding: Pomona College and the Posse Foundation  
**Description:** Posse Miami will begin Fall 2015. The program description is similar to Posse Chicago, except students are primarily interested in the STEM fields.  
**Student Qualifications:** Academic potential and leadership are the primary considerations. The Posse foundation chooses 20 students, and we select 10 scholars from that list based on an interview process.  
**Size:** 10  
**High Impact Practices:** Cohort Model, Faculty Mentoring, Peer Mentoring, Pre-matriculation programming (in Chicago), Pre-matriculation Summer Program (at Pomona), Weekly Group Meetings

Title: QuestBridge/Quest Scholars  
Funding: Pomona College and the QuestBridge Foundation  
**Description:** QuestBridge is a scholarship program designed to support the top low-income students in the country. Because many students identify with the mission of QuestBridge, we have created the Quest Scholars group which includes not only students that match and receive a full scholarship, but many others (primarily low-income) as well.  
**Student Qualifications:** Students must either be a Quest “match” or identify with being a low-income or first-generation student. The program is very inclusive.  
**Size:** approx. 60  
**High Impact Practices:** Cohort Model, Peer Mentors, Personal Interactions with Faculty, Regular Group Meetings, Social events

Title: 1-2-1 Program  
Funding: Pomona College  
**Program Description:** 1-2-1 is a virtual online summer bridge program for students who feel they need some additional math preparation prior to their first semester. The program features interactive sessions with faculty and student mentors, as well as learning modules accessed online. The program does not continue into the academic year.  
**Student Description:** Students who may or may not be included in the other cohort programs who want additional math review/preparation prior to matriculation. A focus on first-generation/low-income students, but the program is open to all incoming students.  
**Size:** approx. 10  
**High Impact Practices:** Summer Program, Faculty Mentoring, Peer Mentoring, Content Review