Jessica Pearce ’18 kayaks through a river lined with mangrove trees in Martinique.
“I went there because I want to learn about the issues in Istanbul, especially the constraints on women. Another reason why I chose Istanbul was because of the dynamics between the west and east side of Turkey,” Obi ’17 continued.

OUS Scholars gained a lot from their experiences outside of Colgate, in particular, enhancement of their cultural competency and independent living. Furthermore, they all would encourage strongly younger students to take advantage of Colgate’s wide range of options to become more engaged in the world.

“[Going abroad] is definitely worth it. It is a great chance to connect in a way that makes you grow. For example, while I was in New Mexico, I interned at a senior center where I was able to interact and learn from the other students and the community there.”
elders,” Nabine ’16 shared. “As for France, I was able to meet with my uncle’s wife who is my role model. Often, we were stuck, and because of this, we needed to go out to see things, meet people and grow.”

Student scholars in the Class of 2019 expressed their eagerness to travel for a variety of reasons. Some say they want to be more aware of the world around them, while others yearn to learn the culinary ways of different countries.

“I hope to go to Spain my junior year because I feel like Spain is the place where I can freely express myself in Spanish and English,” Emmanuel (Eman) Ramirez ’19 said. “As far as education goes, Spain has a great program for computer science and business.”
Why did you choose to intern at Career Services in addition to working for Residential Life?
I am doing a Master’s degree in Student Affairs Counseling. One of the courses I am taking requires me to do a practicum, and so, I chose Career Services to fulfill the practicum requirement because I wanted to be able to reach out to students and offer them additional support. I want to help students make valuable connections.

How did you manage to go to travel to so many places during your time at Colgate?
I was very lucky to be able to apply for the Gilman Scholarship, which funded my trip to Australia for a semester. I performed an environmental studies research in addition to taking classes in Australia. I also went to Denmark as an extended-study after taking a class at Colgate in Women’s Studies. Moreover, I went on an interfaith trip to Germany sponsored by the Max A. Shacknai Center for Outreach, Volunteerism, and Education (COVE). Overall, it is important to apply for scholarships because studying abroad can be very expensive, and students should be on the lookout for opportunities provided by Colgate.

When do you recommend students to study abroad?
It all depends on your career paths and goals. I wouldn't recommend your first and second year because you are still trying to adapt to a new environment. It is very important to have a solid home away from home before studying abroad. For me, somewhere between the end of sophomore year and junior year would be ideal.

What did you gain from your experiences abroad?
Something that resonated with me going to Australia was that the Aboriginals live a life that seems less complicated. In American society, we tend to think that the more we consume, the happier we will be. However, research shows the opposite. Therefore, I have adapted the mindset that less is more and that trying to live simply will not only make me happier, but will lead to less environmental waste as well.

Tips to Succeed

1. **Being motivated.** It is important to remember you have earned your place on campus, and you will continue to do what is necessary to be successful.
2. **Finding the right friends.** They will help make your transition from high school to college better because your friends are your support system.
3. **Branch out.** It is important to meet as many people as possible. You never know who you will meet if you do not push yourself out of your comfort zone.
4. **Be YOURSELF.** It is important to know who you are and not let people tell you otherwise. You are in control of what you like and what you don’t. You are in control of your life and success.
**Starting Off Strong with Summer Institute (SI)**

Suzanne B. Spring is a senior lecturer in Writing and Rhetoric and the coordinator of Second Language Writing. She is also the Interim Director of the LGBTQ Program. Professor Spring has taught the class “Stand and Speak: Feminist Rhetorics and Social Change” twice during the Summer Institute for OUS Scholars. In this course, students study a transatlantic network of female reformers whose meticulous public writing and speaking helped change nineteenth-century social views. This course allows students to analyze both past and contemporary social issues. As a culmination of the course, students are required to deliver a well-crafted speech at the National Abolition Hall of Fame and Museum (NAHOF) in nearby Peterboro, NY.

**When did you participate as a professor for SI?**
I have participated twice: the first time was in the summer of 2013 and the second in the summer of 2015.

**What were your initial thoughts and/or expectations of such a job?**
I was here at Colgate six or seven years before I taught in the OUS Summer Institute (SI), and during that time, I met and worked with many OUS Scholars in the fall and spring semesters. I was then really excited to work with a whole group of OUS Scholars for five weeks in the summer. Because the Summer Institute is an intensive study, my main question was: how do we condense 15 weeks of study into 5?

**What about those previous encounters with OUS Scholars made you excited before teaching during the Summer Institute?**
My experience with OUS Scholars is that the questions and the work ethics that they bring to the classroom often push at the boundaries of conventional academic thinking. OUS Scholars know how to think and offer different perspectives. I like that because I feel challenged and interested when I teach: something reciprocal happens between the students and me.

**During the Summer Institute, what do you enjoy most?**
I love introducing students to the nineteenth-century women that we study. They were change-makers, and they used their voices to make that change. So I especially enjoy working with students on the advanced speaking required in WRIT 242: Stand and Speak: Feminist Rhetorics and Social Change. I usually teach this course to juniors and seniors and develop the speaking skills over 15 weeks; I wasn’t sure how it would go to teach this class to first-years in just 5 weeks; however, the speeches were amazing! Hearing their voices deliver speeches at NAHOF in front of the whole Summer Institute and other invited guests was a wonderful experience.

**What is your perspective on how OUS Scholars evolve over the course of the 5 weeks that compose the Summer Institute?**
My experience is that OUS Scholars become really invested in each other’s success, especially as they listen to each other’s ideas and stories through the five weeks. There is also often a pattern to the OUS experience: students usually come in at a high point: they are excited and ready. As days and weeks go by, there is often a low point due to the intensity and stress. Then there is a movement up, a plateau, and at the end there is a high of “I did it! And I did well.” Not everyone goes through the same thing, but it is common. It is all very demanding. I think even the faculty goes through their own patterns and change.

**What did you gain from this experience, as a professor during the summer?**
The level of relationship that I have with students, with whom I’ve gone through the summer program, is different than that of the students I normally teach in a regular semester. I gain a different type of relationship with students because there is a shared experience in building and accomplishing something in a very short, very intense, very difficult period of time. Furthermore, to have walked alongside students and to be present during their success at the end of the five-week program results in a unique and very special bond.
Sweat, Sacrifices, Success!

"Floor burns are a major part of the job description for being a libero/defensive specialist here at Colgate. Diving on the floor is probably one of the best feelings ever because you are picking everything up. Getting a floor burn after getting a ball that was coming at least 40 miles per hour..., I think of it as a reward."

Corrina Moncada ’18

"My day usually starts at around six. I go down the hill to lift. I run back up the hill to grab a bagel, orange juice and water out of Frank. I then go to West, shower, do some homework, and run to my classes which are usually back to back. After class, I put on my practice clothes and go to the field. I come back up and get something to eat, then I have work study (15 hours a week). I finally get to my room at about 11:30pm and do a lot of homework. Grind time means shine time."

Regine (Ré) Cooper ’19

"Having such limited free-time has forced me to make sacrifices. I must make sure that this time is used wisely so that I am able to keep up with my schoolwork and my friends. Although this can sometimes be difficult, I know that the friendships, time management and work ethic I learn as a Colgate student-athlete will stay with me beyond my college years."

Gianna (Gi) Bustamante ’19

"I don’t really care that the chlorine has wrecked my hair. As an athlete, I’ve always made a lot of sacrifices for my sport and I count my hair as another one."

Max Michael ’19

"The kitchen is mine because I am always cooking and baking. The house gives me a feeling of home."

Keyra Jimenez ’19

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First Gen Scholars Speak

"La Casa gave me a comfortable place to be in and work. It is my place to go when I don’t know what to do."

Tabitha Gomez ’19

"This program has provided me support I would have not received because this program extends to a larger group of students."

Jade Basem ’19

"The kitchen is mine because I am always cooking and baking. The house gives me a feeling of home."

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How did this program start?
For over two years now, there have been a diversity of initiatives at Colgate that have sought to better understand the experiences of all students, and determine the best ways that the institution can support students in reaching their full potential. As part of this endeavor, we discovered that a large number of first-generation college students were strongly supported through OUS, but that there were a significant number of first-generation college students who were outside of OUS and could benefit from an additional support structure. As such, we received strong institutional support to create a sister program to OUS, the First Generation Initiative (FGI), to provide this support for our students and also learn from them how we can best provide a space that allows them to reach their full potential.

What are some key elements of this program?
There are many similarities between the academic year programming for first-year OUS and first-year FGI students. In addition to my strong involvement as their Administrative Dean, we have a pre-orientation program, and there are a number of academic and social programs that are co-hosted between OUS and FGI. Perhaps most importantly, we have developed a very strong peer mentoring component to the experience.

What are some future plans for this program?
There are lots of plans in the works. We would like to continue to strengthen the bond between OUS and FGI, and enhance the sister-program aspect of our work. We are also assessing what areas of our programming are working and what areas could be enhanced, with the very important feedback of our students. Most importantly, we need to solidify peer-support and build on the good energy that is created from having a large extended family. I cannot stress the importance of that. Without family, it is difficult to thrive here.

Last Comments?
I believe that we are at a crucial point in our institutional history, and that working in partnership we can help transform the student experience from something that is okay into something that is really great. It is important for us to know who we are, remember where we came from, and take agency in setting the stage for our success after Colgate. Currently, we are a fledgling program with 26 first-years, but I am looking forward to seeing our program grow over the coming years, and welcome a new cohort of students into our program this fall. We are all committed to supporting as many students as possible to the best of our ability.
OUS Word

CourageOUS
[kuh-rey-juh s]

adjective
1. possessing or characterized by courage; brave

Origin: 1250-1300;
< Anglo- French curajous, Old French corageous, equivalent to corage courage + -eus -eous

[excerpted from dictionary.com]

Words of Wisdom

“The world is a book, and those who do not travel read only one page.”

Saint Augustine