



Victor Scotti

Victor developed his passion and concern for children and disparities in educational achievement in high school. Victor is a staunch believer of Dr. Martin Luther King, Jr.'s words: "Education and learning [are] tools for shaping the future and not devices of privilege for an exclusive few." Accordingly, in high school, Victor spearheaded the implementation of two national programs in Chicago, "Boys Booked on Barbershops" and "Girls Booked on Beauty Shops" in which teens went into hair establishments in poverty-stricken neighborhoods and read to young children as they received their haircuts. At Penn, Victor has continued to work with children through volunteering as a 6th grade tutor and mentor with ASE Saturday Academy, a non-profit organization housed in the W.E.B. Du Bois College House dedicated to tutoring and mentoring African American West Philadelphia youth using Afro-centric principles. Additionally, he has volunteered with Penn's College Access and Career Readiness program at the Netter Center for Community Partnerships, aiding students with the college admissions process. Victor's research interests include urban education, school-aged Black males, and Black Greek-letter organizations. The past two summers, Victor has interned with Google, Inc. on their Global Diversity & Talent Inclusion and K-12 Education Outreach teams. Victor is graduating cum laude as a Sociology major with a concentration in the Structure of Opportunity & Equality and two minors: one minor in Urban Education with a concentration in Research, Policy, and Practice and the other in Africana Studies. In the fall, he will be working as a Human Resource Associate at Google, Inc. in Mountain View, CA.

CAPSTONE PROJECT

“Deep in My Heart: Members’ Assessment of the Social and Academic Benefits of Participation in Historically Black Fraternities”

Faculty Advisor: Dr. Shaun Harper, Graduate School of Education, Higher Education

The literature cites many academic and social benefits of Black fraternity membership, including social support and a sense of belonging on predominantly White college campuses, more positive self-esteem among members, and practical, academic competencies, such as multitasking, delegating, public speaking, and negotiation skills. However, in these studies, the actual voices of Black fraternity members are absent. Utilizing in-depth interview data from the National Black Male Achievement Study, the largest ever qualitative study of Black undergraduate men, this investigation assesses the academic and social benefits thirty-two Black fraternity members ascribe to their membership in one of the five National Pan-Hellenic Council fraternities (Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, and Iota Phi Theta) at thirty predominantly White institutions across the country. Black male voices were analyzed, elucidating the enormous amount of complexity across fraternal experiences. Despite these differences, however, each of the fraternities afforded the collegiate men with opportunities for academic development, social access on majority campuses, increased self-awareness, and personal growth.