The Chesick Scholars Program is in its final year of funding from the San Francisco Foundation. The Program's aim is to attract promising and talented underrepresented, under-resourced, or first-generation college students to Haverford, and then to support them through intensive faculty mentoring. Goals of the Chesick Scholars Program include

- academic accomplishment and satisfaction -- we want our Scholars to find disciplines/majors in which they can thrive, in the sense of inclusion and attainment. Scholars should feel both ownership and belonging at the College, while achieving high GPA and honors commensurate with potential.

- quality mentoring/academic advising -- we want Scholars to build a deep and productive working relationship with their faculty mentors; to develop trust and forge realistic goals for coursework and extracurriculars; to practice self-reflection and metacognition.

- maximum resource use -- we want Scholars to be actively seeking out and using College resources, both for course-related needs (Office of Academic Resources, Writing Center) and other academic opportunities (e.g. Center for Career and Professional Advising, Fellowships and Internships, Mellon-Mays Undergraduate Fellowship, Center for Peace and Global Citizenship, Hurford Humanities Center).

This report concerns the initial part of the Program, the 5-week summer institute. The long-term faculty mentoring is the second, and most important part of the Program. The Office of Academic Resources oversees the mentoring implementation, and is charged with evaluation of both parts.

**Recruiting the Chesick Scholars**

This year we admitted a cohort of 16 students. Selection proceeded in two phases:

1) After students were admitted to the College, but before the matriculation deadline of May 1, we sent offers to join the Chesick Scholars Program to 40 students, who were identified by Admissions as very high-achieving students who met the Chesick Scholars demographic. A total of 4 students from this first round chose to attend Haverford with 3 also choosing to be Chesick Scholars.

2) After May 1, we sent out a second round of 32 offers to apply for the remaining 13 spaces in the cohort. These went out to matriculating students on financial aid whose academic ratings were among the highest of those in the Chesick demographic. The application asked for
students’ summer course choice, some indication of academic areas of interest, and for short answers to the following prompts:

- While all Haverford students are here to learn, Chesick Scholars are students we expect to be academic and campus leaders. In a paragraph or two, and in specific detail, please write about an academic experience that you found especially exciting, and explain why you found it inspiring. It could be a topic studied in a high school course, from some reading that you’ve done on your own, a project that you’ve worked on, an experience in a laboratory or summer research, etc.

- Academic excellence rarely depends solely on natural talent. At Haverford, students find that achieving such excellence requires an active approach to their education, and being open to using all of the available resources. Why do you want to be a Chesick Scholar? Which specific aspects of the Chesick Scholars Program do you think will be most important to you? Describe in a paragraph or two.

- In addition to your work with a faculty mentor, you’ll be expected to form supportive academic relationships with your fellow Chesick Scholars. Please describe in a paragraph or two what you envision to be the advantages and challenges in working closely with your peers.

We received 27 applications in this second phase, and a committee consisting of the Summer Program Director, the OAR Director, the Dean of Admission, and the Dean of Academic Affairs used a modified lottery to select 13 students from this group, with an eye to balancing course choice and gender. The resulting final cohort had 8 women and 8 men, 6 African-American, 7 Latino, 2 White, 1 Asian-American, of which 14 had neither parent with a bachelor’s degree. The students hailed from all over the US, including the states CA, FL, IL, MD, MO, NC, NY, PA, and VA. About half were intending to major in the natural sciences.

Summer Institute
The summer program was 5 weeks in duration (June 26-July 30), and students were housed in single dormitory rooms in Leeds Hall. All travel expenses were paid by the program, as well as expenses for room, board and textbooks/supplies. In addition, each Chesick Scholar received $100 in cash at the beginning of the program, and a check for $1900 at the end of the program, which approximates the summer earnings expectation for students on financial aid.

A graduate student lived in the dorm with the students and served as Residential Director. She supervised two Chesick Scholar upperclassmen who also lived in the dorm serving as Residential Assistants. Together the three of them conducted orientation activities, supervised study sessions in the evenings and weekends, and were responsible for conducting Friday and Saturday field trips and other extracurricular activities, as well as serving as role models.
The main focus of the summer program is the coursework, which takes up most of student participants' time. However, to model appropriate balance between work and leisure, many field trips were planned. Students went off-campus most Friday afternoons and Saturdays, to learn about resources in the surrounding area, or just to have fun. In addition to trips using College vans, students also learned to use Septa trains to access the city. Destinations/activities are listed at the end of this report.

As a further introduction to College resources, lunchtimes included guest appearances from students, staff and administrators, to talk about issues such as summer research opportunities, campus life, and to introduce the Office of Academic Resources, Deans’ Office, 8th Dimension, etc.

**Summer Courses**

There were five courses offered, and each student signed up for four: two one-credit courses meeting 8 hours per week, a non-credit writing course meeting 1 hour per week, and a non-credit 2 hour weekly seminar on Social and Cultural Mobility. The two credit-bearing courses were graded, with students obtaining prematriculation credit (similar to an Advanced Placement credit) if they received a final course grade of 2.0 or higher. Thus, students could earn a maximum of two course credits for their work in the summer institute. All 16 students in the program successfully earned both credits.

Courses were approved for inclusion in the summer program by the Chesick Scholars Committee, which designs and oversees the summer and mentoring parts of the program. The level of rigor and coursework required was commensurate with regular term-time courses, with graded assignments, exams, papers, labs, etc.

Each student signed up for one writing-intensive course (either Literary Politics of South African Apartheid or Reading Comics and Religion) and one other course (Exploring Colony Collapse in the Western Honeybee or Visualizing and Exploring Data). Course descriptions are included at the end of this document. The two writing-intensive courses shared some readings and class discussions.

The seminar on Social and Cultural Mobility was designed to introduce the vocabulary of social theory, and was conducted by the Assistant Director, Heather Curl. This seminar will continue to meet on a monthly basis during the school year.

The two writing-intensive Humanities courses culminated in an oral presentation by each student in a symposium held at the end of the summer. The weekly written essays and revisions were supported by Writing Center staff member, who in addition to meeting with the entire cohort in class once weekly to discuss general writing issues, also met individually with each student for 30-45 minutes each week. Students also had mandatory meetings with peer writing tutors on Sundays and Wednesdays to help refine their submissions.
The two science/quantitative courses culminated in poster sessions and presentation of research.

Summer faculty held office hours, graded problem sets, exams and papers, just as during the term, and met regularly with the Summer Program Director. Faculty teaching one-credit courses received $10,000 in compensation; the Writing Center staff instructor received $7000; the Summer Program Director received $8,000. The Assistant Director, who also conducted the Social and Cultural Mobility seminar, received $7000.

**Faculty Mentors**
The summer program leads into the long-term mentoring aspect of the program. The list of mentors for this cohort, with the number of their mentees is:

Rob Broadrup (2), Heather Curl (3), Barbara Hall (3), Matthew Incantalupo (2), Ken Koltun-Fromm (2), Laura McGrane (2), Jeff Tecosky-Feldman (2)

Faculty Mentors are expected to meet with their mentees individually for a minimum of 15 minutes each week during the term, to attend a 2-hour training session, and to meet periodically as a group to discuss progress. Mentors are compensated $750 per mentee per year for the first two years; in addition, mentors have at their disposal $250 per mentee for expenses related to meetings with mentees.

**Evaluation**
Chesick Scholars completed a short midterm evaluation of the summer program at 2.5 weeks, and a more comprehensive evaluation at the end -- these are available from the Office of Academic Resources (OAR), which is charged with the evaluation of the program. From the students’ perspective, the summer was a great success: they were challenged academically, gained important time-management skills, learned how to use important resources such as office hours and the writing center, formed partnerships with their fellow Scholars that will last during their four years, and got familiar with the campus and the surrounding area.

Faculty who taught in the summer program have submitted evaluations as well, and these will be analyzed by the OAR as part of the ongoing evaluation process. Faculty participants uniformly enjoyed the opportunity to teach the Chesick Scholars over the summer, with several stating that some of their students progressed faster and dove more deeply into the material than most first-year students.

**Summary**
Every student in this fifth cohort of Chesick Scholars showed amazing growth over the summer! All of them rose to the formidable academic challenges, as they faced full versions of freshman courses squeezed into five weeks, with the inevitable crunch of readings and assignments. Instructors were impressed by the engagement and talent of these students. The community
was able to share in this appreciation at the symposium and poster presentations, where the 16 Scholars showed poise and confidence, as well as intellectual passion and rigor.

The new seminar on Social and Cultural Mobility was adapted from a successful course that was taught for credit in previous summers. The intention is to expose students to the language of social theory, and to extend the cohesion of the group into the academic term, as the seminar will continue to meet once per month with all 16 students.

In the student evaluations, many of the Scholars described the summer experience as building their confidence, as they engaged with more ideas in a deeper way than they had been used to, and survived reading and writing assignments that were intense. They uniformly look forward to building a strong working relationship with their faculty mentor. Many of the scholars affirmed that regular required use of writing partners was critical to making measurable progress in writing skills in such a short time, and as a side benefit removed any stigma related to asking for academic assistance from peers.

From both the Scholars and their instructors, then, an overwhelmingly positive appraisal of the fifth iteration of the Summer Institute. As the Scholars enter their first semester under the guidance of their mentors, they seem fully prepared and ready to assert themselves to realize both great academic and personal promise.

**Summer 2016 Course Descriptions**

**The Literary Politics of South African Apartheid;** Laura McGrane, Associate Professor of English

This writing-intensive discussion course will introduce students to literary, historical, and popular media of the South African apartheid years and their aftermath. We will learn about the history of apartheid and its legacy in the present, with a focus on memory, violence, disease, and xenophobia. In fiction, plays, essay, and film, we will address the tension between an ethics and aesthetics of literary production in the context of oppression. Who is allowed to speak, to create representations of self and other? How does an author’s identity affect both the impact and significance of his or her literary production? Authors will include Alex La Guma, Athol Fugard, Antje Krog, Phaswane Mpe, and Steve Biko, and students will use social media and digital archives to explore creative work around the topic.

**Reading Comics and Religion;** Kenneth Koltun-Fromm, Professor of Religion

This writing-intensive discussion course engages visual culture and religion through a reading of comics, examining how graphic mediums represent religious traditions, ethics, and culture. Reading comics is a visual practice, but it is also a study in religious expression, creative imagination, and critical interpretation. The course will focus on religious representation, comics and sacred texts, the ethics of representation within graphic mediums, and the relation between religious comics and culture. We will
engage the multi-textured layers of religious traditions through a reading of comics, and challenge our	onions of what counts as religion.

Readings will include Art Spiegelman's *Maus*, R. Crumb’s *The Book of Genesis Illustrated*, the Hindu
epic *Tales of Durga*, the Mormon *Golden Plates*, Craig Thompson's *Habibi*, and Joann Sfar’s *The Rabbi’s Cat*.

**Visualizing and Exploring Data; Matthew Incantalupo, Visiting Instructor of Economics**

In this course, we will learn to make arguments, tell stories, and answer questions using data. Equal
cuts, programming, and statistical reasoning, data analysis skills have become essential for those
pursuing careers in policy advocacy and evaluation, business consulting and management, or research
in the fields of education, health, medicine, natural science, social science, and more. *Visualizing and
Exploring Data* introduces students to the powerful R programming language and the basics of
conducting data analysis and producing compelling graphics in R. We will use real datasets to explore
topics ranging from public opinion to network data (like social interactions on Facebook or trade
between counties) to geographical data (like county-level election returns in the United States or the
spatial distribution of insurgent attacks in Afghanistan).

The course will culminate with a data analysis project in which students will be assigned to groups and
analyze a data set of their choice. Each group will produce a report summarizing a compelling
relationship or story it identifies in the data, accompanied by tables, figures, and an oral presentation.
**No prior background in math, statistics or programming is required or expected.**

**Exploring Colony Collapse Disorder in the Western Honey Bee; Robert Broadrup, Visiting
Assistant Professor of Chemistry**

This interdisciplinary research-based course will combine biology and chemistry study with rich
laboratory and field experiences where students can better understand the complex challenges
currently facing honey bees. Specifically, students will learn about basic honey bee biology and
behavior as well as the variety of factors affecting them and leading to Colony Collapse Disorder
(CCD). Students will then have the ability to apply this knowledge and context to the manipulation of
hives in the field and to the testing of the hives for some of the known contributors to CCD. Student
work in this course relates directly to ongoing research being conducted by the instructor with
collaborators at Haverford College, Swarthmore College, and Agilent Technologies/Johns Hopkins
School of Medicine.

Students will learn analytical chemistry skills to explore the presence of Volatile Organic Compounds
(VOCs) in hives, and explore modern molecular techniques that include the use of Phenol:Chloroform
DNA extraction, multiplex PCR, and gel electrophoresis to investigate the presence of the
microsporidian gut parasite in bees.
Summer Field Trips/Destinations

Reading Terminal Market
Magic Garden on South Street
Rafting on the Lehigh River
King of Prussia Mall for Movies
University of Pennsylvania Campus/Perelman Medical School
Haverford House in West Phila
Philadelphia Art Museum
Old City in Philadelphia
Sky Zone Trampoline Center