

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

APA Presidential Summary

The Inclusive Summer High School Institute for Philosophy (ISHIP), took place on the campus of DePauw University from June 25, 2017-July 2, 2017. ISHIP accomplished its primary goal by introducing the discipline of philosophy and its utility to a select group of high school juniors, belonging to a group/s historically underrepresented in the discipline. In addition to its primary goal, ISHIP further demonstrated how philosophy could be an inclusive space for all students in terms of faculty representation and curriculum.

Students not only learned about what philosophy has to offer, but they also enjoyed the college experience by participating in special activities, living in the dorms, and using the dining facilities. Faculty mentors guided students through the ISHIP experience, which included a curriculum that combined undergraduate philosophy with specially selected activities. ISHIP students not only attended courses on campus. They enjoyed discussion inspired by thoughtful movies, worked on a campus farm, and viewed the moon and planets via the observatory. Faculty mentors capably lead students through the college application process, demonstrating the value of philosophy for crafting an entrance essay. Students were introduced to ethical theories and the finer points of participating in a student ethics bowl.

The overall success of the ISHIP 2017 indicates the possibility for similar programs in the future. ISHIP's attention to diversity and inclusion appeared in its selection of students, faculty, and curriculum. DePauw and the city of Greencastle are well suited for learning, safety, and entertainment. Student surveys highlighted learning and cohesiveness. In our grant application, I stated "ISHIP has the potential to transform the discipline of philosophy by creating more space in the field for individuals whose voices have been previously underrepresented, while also inviting students to identify the ways in which philosophy could positively contribute to their academic goals and beyond." I am confident to claim that ISHIP 2017 met expectations. All participants were enriched by the program's offerings. I propose that future programs would approximate, if not exceed, the initial goals of ISHIP.

ISHIP 2017 would not have been possible if not for the generosity and support of the American Philosophical Association. I thank you for the opportunity to develop this program and I look forward to developing it even further in the future.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Inclusive Summer High School Institute for Philosophy (ISHIP), Summer 2017

1. Program Description

The Inclusive Summer High School Institute for Philosophy (ISHIP), took place on the campus of DePauw University from June 25, 2017- July 2, 2017. ISHIP accomplished its primary goal by introducing the discipline of philosophy and its utility to a select group of high school juniors, belonging to a group/s historically underrepresented in the discipline. In addition to its primary goal, ISHIP further demonstrated how philosophy could be an inclusive space for all students in terms of faculty representation and curriculum. Students not only learned about what philosophy has to offer, but they also enjoyed the college experience by attending special activities, living in the dorms, and using the dining facilities.

2. Additional Funding Sources

In addition to the initial grant of \$10,000 generously provided by the American Philosophical Association (APA), ISHIP also secured additional funding (\$15,777.27) from the Janet Prindle Institute for Ethics. The funds provided by the Prindle Institute enabled ISHIP to increase the numbers of students and faculty mentors, which resulted in a significant increase of outreach and mentoring.

3. Faculty Participants and Staff

ISHIP recruited several supportive and highly capable faculty to join its inaugural program. ISHIP faculty performed a variety of tasks.

a. Faculty Mentors

Three ISHIP faculty served as instructors and mentors. Each faculty mentor oversaw a small group of 5-8 students and will serve as an academic resource during the upcoming school year (2017-2018). Faculty mentors conducted introductory courses on philosophy with particular emphasis on argumentation and reasoning. In addition, they also worked closely with students, using philosophy to develop an essay suitable for their college application. Lastly, the faculty provided one-on-one sessions with students in order to ensure each had a plan for submitting their college applications. ISHIP faculty mentors for Summer 2017 were (in order of seniority):

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Dr. Rachel McKinnon- Rachel is an Assistant Professor in the Department of Philosophy at the College of Charleston. Her primary research focuses on the relationship between knowledge and action, specifically the norms of assertion. Some of her current work deals with problems regarding allies and ally culture, and how these connect to gaslighting and epistemic injustice. Rachel presented the keynote talk for ISHIP Summer 2017, “Allies Behaving Badly: Gaslighting as Epistemic Injustice.”

Dr. Robin Dembroff- Initially recruited as a graduate student at Princeton, Robin is now an Assistant Professor at Yale University. Robin’s research is in metaphysics, focusing especially on topics within social ontology (such as the metaphysics of race, gender, sexual orientation and disability), the ontology of groups, and the varieties of social construction. They are also have further research interests in feminist philosophy of language, political philosophy, social epistemology and philosophy of mind. In addition to the duties of faculty mentor, Robin presented a research talk, “What is Sexual Orientation?”

Tim Brown- Tim is a graduate student in the Philosophy Department at the University of Washington. As a part of the Center for Sensorimotor Neural Engineering (CSNE) and their Neuroethics Thrust—a National Science Foundation-funded organization that directs research on neural devices that record from and apply stimulation to the brain—Tim is “embedded” in the UW’s Biorobotics Lab with a diverse group of engineers and scientists. Tim’s research focuses how the use of neural technologies may change what it means to have an identity, what it means to be autonomous, and what it means to be an agent. He is also interested in the aesthetic features of using neural technologies. Tim is currently working on a dissertation project under Dr. Sara Goering in which he explores different perspectives on invasive neural sensing and stimulation technologies—in particular, Deep-Brain Stimulators (DBS) used to treat Essential Tremor (ET).

b. Associated Faculty

Other faculty associated with ISHIP contributed to particular areas of the curriculum based on their experience.

Dr. Andrew Cullison- Dr. Andrew “Andy” Cullison received his Ph.D. from the University of Rochester in 2006. Andy is the director of The Janet Prindle Institute for Ethics at DePauw University. His research includes a defense of the view that we can have moral knowledge, as well

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

as the view that we sometimes know moral facts on the basis of perception. A DePauw alumnus, Dr. Cullison graduated in 2001 with a double major in Philosophy and English (Creative Writing). He was a member of DePauw's first ethics bowl team and has since coached ethics bowl teams at every institution with which he has been affiliated. As an ISHIP faculty, Andy provided an initial introduction of philosophy to the students and drew from his wealth of expertise to teach and conduct the first ISHIP ethics bowl. He conducted sessions on different ethical theories and briefed ISHIP students on the rules and protocol of high school ethics bowls. On the last day of our program, four teams of ISHIP students competed for the title of ISHIP SUM 2017 Ethics Bowl Champs.

Dr. Andrea Sullivan-Clarke- A Consortium for Faculty Diversity (CFD) Postdoctoral Fellow at DePauw University for 2016-2017, Andrea taught courses on Native American Philosophy, Indigenous Ethics, and Feminism. Andrea conducts research in social epistemology, particularly how to improve analogical reasoning used by knowledge generating communities. She has published on the use of analogy and metaphor in Darwin's *Origin of Species*. Andrea, along with Dr. Cullison, sought the funding to develop ISHIP. She served in the capacity of Director, creating the curriculum and planning the activities to engage the students. During the program, Andrea presented a paper, "Misled by Metaphor: Ingrained Analogies and Science." Andrea attended all activities and enjoyed conversations with all the students.

c. Associated Staff

The staff provided a wide range of skills in support of ISHIP. Without their contributions, the program would not have been as successful as it was.

Tonya Welker- Tonya is the Administrative Assistant at the Janet Prindle Institute for Ethics. She began working at Prindle in February of 2015. She organizes several events for Prindle such as High School Ethics Bowl, Summer Research Ethics Bowl, Social Entrepreneurship program, and is the administrator for the IRB process. Tonya was an integral part of the original grant planning and later served as the point of contact for ISHIP. She handled all logistics for the program, such as coordinating the travel, lodging, and board for all participants. Tonya dealt with all forms of administration from contracts to disbursement of grant funds. Throughout the week, she also handled any errands and needs of participants.

Vanessa Balis- In 2016-2017, Vanessa was a freshman at DePauw University studying Philosophy and Political Science. She is an Honors Scholar and a Media Fellow. Currently, Vanessa participates in the

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

university television station, D3TV, as well as the school newspaper, *The DePauw*. Vanessa was selected as an ISHIP intern given her strong academic performance in Andrea's Introduction to Philosophy course offered in the Fall 2016. She assisted with the selection of student candidates and provided input on the social activities developed for the program. During the program, she contributed by offering the perspective of a college freshman taking their first philosophy course. She also completed multiple tasks, such as program photography, creating games, set up/breakdown of meals, bus trips, shopping, and copies. Her assistance and input was invaluable.

There were several other individuals affiliated with DePauw University who contributed to the ISHIP program, such as the Dr. H. Brooks (Observatory), the individuals at the Campus Farm (listed below in the activities), and Mark Thiemann (Ashley Square Cinema). Other individuals, who did not receive support from the grant monies, should also have their contributions acknowledged. For example, interns working at the Prindle, like Eleanor Price and Sharon Maes, assisted with various tasks, such as technology, preparations, and grant writing. In addition, I would like to acknowledge two other Prindle interns: Evie Brosius, who created our logo and Christiane Wisheart, who developed our program website.

4. Student Demographics

Diversity was incorporated into the ISHIP program in three ways—faculty, students, and curriculum. Students were selected based on their belonging to diverse social groups that comprise their identity (notably whether the identity was underrepresented in philosophy), their academic interests/goals, and recommendations from teachers/counselors. For example, students who identify as a particular race, gender, or being differently abled. Historically, individuals from these groups have been absent in philosophy. Given that some of the applicants were likely to be first generation students, academic performance was not weighted more heavily than other attributes. Also, in order to ensure a variety of perspectives, students were selected from across the United States.

Prospective participants applied to our program via the website:
<http://www.depauw.edu/academics/centers/prindle/programs/iship/>

Total applicants: 56 (There were 54 actual applications received via the website, two students/guardians contacted us believing they had submitted an application.)

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Out of the original 54 applicants, 21 were accepted to the program. Of the 21 accepted, 20 expressed intent to attend and their guardians submitted the permission paperwork. Two students withdrew from the program at a very late date. One was selected for a pre-med summer program, contacting ISHIP at the last minute. The second student contacted the director (Dr. Andrea Sullivan-Clarke) on the day of arrival; she was unable to get a ride to the airport. After conversing with her guardian over the phone, Andrea had the impression that the student did not come from a stable home life (the guardian's speech was slurred and although she had at least a month to talk to the program staff, she asked whether we were child abductors). After speaking with the student, it was apparent that the parent/guardian and the student did not share the same views in regards to the student's academic aspirations. Even though the parent had signed the parental forms, they did not understand the details of the program. The student was very emotional and apologetic for "wasting our time". Future programs should bear in mind that families that lack the cultural capital associated with attending college may not support their student, and students who are trying to better themselves may come from homes affected by alcohol and/or drug use. In order to prevent the loss of monies associated with travel, flight reservations should be refundable.

There were eighteen students in the inaugural cohort of ISHIP 2017. These students belonged to one or more social groups that are currently underrepresented in philosophy. Students self-identified using the application on the website, which included categories such as race, gender, and ability.

5. Advertising

The components of advertising for ISHIP Summer 2017 included creating a website as the locus for describing the program and enabling prospective students to apply (see link in previous section). In addition, Andrea and Andy contacted media outlets that targeted particular groups. Given her background, Andrea focused on Native American news outlets, tribal education offices, Philosophy for Children faculty, and resources from the Hartman House (<http://www.depauw.edu/studentacademiclife/hartman/>) on the DePauw campus. Andy coordinated with High School Ethics Bowl contacts and the American Philosophical Association. Both strategies complemented each other well. Participants included two Native Americans (Navajo and Muscogee Nation) and several were members of ethics bowl teams/those who were recommended by an instructor associated with the APA. There was a very good mix of students who had prior experience with ethics bowl and those who did not. Students worked with and learned from each other. Course work included articles in areas beyond ethics to ensure a well-rounded representation of subjects in the discipline.

Although the number of applicants exceeded initial expectations, future programs would benefit from additional advertising in order to maximize the candidate pool.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

In addition, advertising should appear earlier in the school year in order to provide more time to interact with parents of potential ISHIP students. In order to create advertising for future ISHIP programs, we hired local photographer, Amber Hecko, to take pictures throughout the week. ISHIP maintains the right to these photos, which will be used to craft future forms of advertising in order to secure funding and to contribute to the website and social media presence. Included in the appendix are sample ISHIP photos.

One difficulty in starting a program for high school students was to convince guardians of the legitimacy of the program. Photos of previous programs will provide both applicants and their guardians a sense of the activities and experiences available. In order to minimize the expense of photography, faculty and staff took pictures throughout the week. In addition, teams of students were required to take a few team photos as part of a scavenger hunt.

6. Housing and Food

Students were housed in the Rector Village suite-style residence halls for upperclassmen (Strasma and Holmberg). The buildings were three stories and on each story was one four-bedroom suite. The 18 students and 3 faculty mentors were housed in both buildings. The residence halls were well suited to accommodate students since the housing services provided check-in, linens, and a common space for classes/socializing. One point for future consideration is whether to move faculty to other lodging and have one student intern room with students on each floor. This would provide some privacy for faculty, the student intern could handle calls to public safety in the event of locking keys in rooms, and give each floor a monitor to ensure the lights out policy is followed. In addition, interns could be useful for creating activities during down times and waiting periods as well as talking about their college experience.

Most meals were taken in the campus dining facility, Hoover Hall. This enabled students to choose their meals. Several dining options were required in order to meet the dietary requirements of the students and faculty. In our cohort, several students were vegetarians, one was vegan, and one student had life threatening allergies to nuts. The campus dining staff worked with Tonya Welker to ensure all needs were met.

When holding classes and activities off campus, meals were catered by either the dining hall, the Fluttering Duck (campus restaurant), or community businesses (such as Monical's or Almost Home). Having meals catered were not only convenient by reducing the need to use shuttle buses, it gave the students the opportunity to experience some variety as well as sample the food from the local area.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Given the age of the student participants, extra snacks in the evening and treats for some of the activities, such as popsicles for the scavenger hunt and the ingredients to make S'mores during the bonfire were also purchased. We were able to reduce some of the costs by storing the leftovers from the catered meals in the kitchens at the Prindle, and in the dorms. By doing so, there was little wasted food.

7. Travel

The funds provided by the APA and the Prindle Institute enabled ISHIP faculty and students to attend the summer program. Several of the students came from out of state and so the funds were used to purchase air travel or reimbursement for those who drove to Greencastle, Indiana. In addition travel funds provided the ability to transport participants to/from campus to multiple locations, such as Indianapolis International Airport, the DePauw Campus Farm, the Prindle Institute, and the DePauw Observatory.

8. Content and Curriculum (see attached schedule)

The content and curriculum of ISHIP Summer 2017 was crafted to achieve three goals:

- To learn the basic skills of philosophy (such as critical thinking and clarity)
- To apply those skills practically (such as drafting an essay for the college application)
- To experience doing philosophy in a college setting

Learning the Basic Skills

On the first day, the teaching of philosophy began with Andy's informal talk that took on "What is philosophy?" later evolving into presenting the reasons for studying philosophy. Andy's introduction was a good foundation for priming the students so that they would be able to independently identify philosophy as they encountered it during the week.

Throughout the week, students had formal classes, which covered basic skills like argumentation, reasoning, and how to write a philosophy paper. The formal classes featured small group discussion with their assigned faculty mentor and were held in classrooms across the DePauw campus. Instructors were provided with an overview of what to teach but were permitted complete freedom on how to

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

teach. Instructors used various formats- including the use of technology, videos, skills based assignments, and group discussion.

Application of Acquired Philosophical Skills

In addition to an introduction to the discipline, the second goal (to assist students with the college application process using the skills of philosophy) was achieved through the teaching of reasoning and philosophical writing. Meeting in small groups on the first night of the program, students were asked to create a short list of their prospective colleges and to state the essay requirements of each. Recognizing that a large portion of colleges use the Common Application, students met in a classroom setting to create an outline to several of the writing prompts taken from the 2017-2018 Common Application. Faculty mentors encouraged the students to brainstorm and outline potential responses that they could use to create drafts of their application essays. Mentors also provided instruction on clarity and how to organize the paper. Mentors also shared personal stories to demonstrate how they might respond to the paper prompts. Both students and faculty found this set of assignments valuable and worthwhile. In class, students were able to share their initial apprehensions about writing for an unfamiliar audience; most had only written papers for their high school instructors. Faculty also shared that students were able to receive one-on-one attention given the small class size. Students were allotted time to work on their essays throughout the week in a supportive environment.

Towards the end of the week, students utilized what they learned via classes covering personal identity and free will. Students were assigned short readings from Conee, Earl B, and Theodore Sider. *Riddles of Existence: A Guided Tour of Metaphysics*. These classes were intended to provide the experience of attending an Introduction to Philosophy course. The faculty mentors motivated class discussion and some discussions carried over into meal times. The dining hall created a dedicated space for the ISHIP students, which enabled large group discussion with faculty and staff present to contribute as well.

9. Philosophy on Location

Additional enrichment came in the form of off campus trips to locations that encouraged the application of philosophical skills. Students enjoyed trips to the University's cinema, campus farm, and observatory.

Ashley Square Cinema-Films

The students were introduced to different philosophical topics via three films: *12 Angry Men* (social epistemology), *Gattaca* (Biomedical Ethics), and *Exit Through the Gift Shop* (Aesthetics). We showed *12 Angry Men* at the beginning of the week while

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

the students were learning about argumentation and how to legitimately object to an argument. The students were able to see how some responses to claims did not directly engage with the premises of argument, such as an *ad hominem fallacy*. In addition, the diversity of the jurors demonstrated how some individuals have access to unique background knowledge as a result of their experiences. In this way, students were introduced to standpoint epistemology.

The film, *Gattaca*, was recommended by a faculty mentor given its ability to motivate multiple discussions concerning topics covered in a biomedical ethics course. For example, the society in the movie privileged individuals whose parents sought to improve their genetic make-up. This led to discussions of perfection (who determines it?), medical normalization, and the creation of social classes based on genetics. The relationships between the characters in the movie also inspired discussions that would directly affect teenagers, such as career choices, dating, and being honest with people close to you.

The final movie was recommended by another faculty mentor as an evening activity (not on the formal schedule). The documentary, *Exit Through the Gift Shop*, was not only entertaining to view, but it also motivated discussions about art and who can create it. In other words, are works of graffiti and tagging art and should they be considered art. One philosophical problem presented in the documentary was whether one could create art using multiple works by other artists, specifically how original should a work of art be. Another question that puzzled students concerned whether marketing should affect the determination of whether a creation was a piece of art or not.

The films used throughout the week were diverse and allowed the students to sample a variety of philosophical problems. In keeping with our theme of inclusivity and diversity, ISHIP offered students the chance to find subjects/topics that appealed to them. An added bonus of having a cinema affiliated with the university was that we were able to select a film, have a private showing at no cost and provide students with a small soda and popcorn per participant.

Campus Farm

One of the most successful activities that required travel was the trip to DePauw's Campus Farm (<http://www.depauw.edu/offices/sustainability/campus-farm/>). Working with the Sustainability Coordinator & Campus Farm Manager Malorie Imhoff and the farm interns (Mayra Leon and Rafael Robert), Andrea was able to collaborate on a curriculum, which focused on issues of sustainability, food ethics, and social justice. The students worked on the farm weeding and picking raspberries while learning about natural pesticides, food deserts, and the sustainability of food sources. Students enjoyed a picnic lunch from a restaurant that used local sources. Afterwards, they participated in small group discussions

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

using case studies that featured a conflict, such as the use of pesticide and the NIMBY (Not in My Backyard) response to potential solutions to environmental challenges. The campus farm staff was engaging, youthful, and energetic. All of the students enjoyed their experience at the farm as was evidenced by the requests to return to it later in the week.

McKim Observatory

Although the McKim Observatory is not located on the main campus, it is readily accessible via the local shuttle service. Dr. Howard Brooks opened the observatory for ISHIP providing us with the opportunity to observe the craters of the moon, Jupiter, its moons, and Saturn. We tied this activity to philosophy in various ways with discussions on philosophy of science (observation and theory), Kant's account of the sublime, and existentialism. An added appeal of this activity was that it, like the bonfire, provided entertainment in the evening. Throughout the week, students were able to get out of the residence halls, explore the campus, and sample a few of the activities a DePauw student would generally experience.

10. Miscellaneous Expenses

Additional expenses, such as providing forgotten hygiene and toiletry items, were not included in the budget and were instead cost shared by Prindle Institute. A small number of students requested items that were purchased on the economy. Some items—like hand soap, dish soap, additional blankets, and dishes—were covered by the supplies stored at the Prindle Institute. The Prindle sponsors numerous programs and individuals throughout the year. They maintain a supply of items, which were used by ISHIP. Some items, like feminine hygiene products, were purchased on the economy.

11. Program Assessment

At the end of the week, students filled out anonymous questionnaires regarding various components of the program. Students provided their opinions on a wide range of features, such as rooms, food, activities, mentors, and as well as the program overall. The responses to the student survey are provided in the appendix. Some features of the program, such as the campus farm and the movie discussions earned high points. Other activities, such as the campus life talk, were found to be either redundant or unengaging. The leadership has already taken this into consideration when creating the program for ISHIP 2018.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

12. Mentor/Follow Up

As of this report, the ISHIP program will provide support for its participants in the fall term of their senior year. Faculty mentors will be contacting students to assess their progress on with the college application process (October 2017). In addition, the faculty mentors will be completing surveys regarding their ISHIP experience as well as having an opportunity to improve the program (October 2017). Later in the school year, ISHIP will follow up with students to ascertain student application status and college acceptance (February 2018).

Conclusion

The ISHIP program was well received by student and faculty participants. The faculty was amazed at the cohesiveness of the group. ISHIP students have created their own ISHIP instagram and they have a facebook page (https://www.facebook.com/ISHIPPROGRAM/?modal=composer&ref=notif¬if_t=aymt_make_page_post_tip¬if_id=1501109354037222). Additional photos and items of philosophical interest (such as Calls for Papers/Contests targeted at high schoolers) will be posted to a blog page by the end of the year. Some students have asked to have a yearly reunion and others have requested to be considered as a student mentor in future ISHIP programs. As the director of ISHIP, Andrea had several parents provide comments about the quality of the program. They had heard such positive things from their students during the course of the week. Parents also mentioned how participation in our program would not have been possible if not for the support of the APA grant.

On a more personal note, Andrea thanks the APA for their support of the ISHIP program. Having the opportunity to develop ISHIP and complete our inaugural program was a privilege.

The Prindle Institute for Ethics is currently considering the feasibility of an ISHIP program next year. This would not have been possible without the APA's grant for Inclusion and Diveristy. The monies provided by the grant will have a profound effect well into the future.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Appendix

A. ISHIP Photos, Sample



ISHIP 2017- Students, Mentors, and Staff



Tim Brown leading a class discussion.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke



Robin Dembroff teaching argumentation.



Rachel McKinnon introducing philosophical papers.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke



Building Community at the Bonfire.

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

C. Student Exit Evaluations

Total # of Students: 18

Completed Surveys: 18

1. How did learn about ISHIP?
 - a. Website: 1
 - b. Tribal Newspaper: 1
 - c. College Professor: 1
 - d. Counselor: 2
 - e. Teacher: 13

2. Was this the first program of this type (summer program on philosophy) that you have attended?
 - a. Yes: 18

3. What was your primary motivation for applying? (multiple answers possible)
 - a. Meet like minded people: 3
 - b. Learn about philosophy: 15
 - c. Travel: 2
 - d. Applying philosophical skills: 1
 - e. Mentorship: 1
 - f. College experience: 2
 - g. College Application Assistance: 2
 - h. Opportunity: 2
 - i. Learn about ethics: 2
 - j. Social: 1
 - k. Check out DePauw Univ.: 1
 - l. Use as experience on college application: 1

4. If given the opportunity, would you apply again?
 - a. Yes: 18 (some were very enthusiastic ex. "Hell Yeah!", "Absolutely")

Samples-

"Yes, most definitely! ISHIP has been the best camp I've ever been to, regardless of academic or recreational. I felt so close to all the ISHIP students and loved spending time in my faculty mentor group."

"Yes, this was life-changing."

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

5. Having costs—such as airfare, room, and meals—covered by ISHIP made a difference in whether I could attend or not.

Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 4 (6) 5 (12) Strongly Agree

Remarks:

- “Dependent on cost, free made the consideration easy.”
- “It was a selling point but I could have paid.”
- “I 100% would not have been able to go otherwise.”
- “Persuaded me even more.”
- “Having the costs covered is the biggest factor on why I could come.”
- “Trying to save for college is hard, yet this gave me the chance to still experience something new.”
- “I could not have gone otherwise.”
- “Having everything paid for helped a lot and I really appreciated all the effort put into planning and budgeting for the program.”
- “My family doesn’t have the money to pay, so this was a huge contribution.”
- “It was a great honor to be able to attend with all the costs covered and it extremely helped.”

6. The rooms provided were acceptable.

Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 (1) 4 (3) 5 (14) Strongly Agree

7. The dining halls, catering, and restaurants were acceptable.

Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 (1) 4 (7) 5 (10) Strongly Agree

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

8. My group leader/faculty mentor _____ was
very helpful and knowledgeable. Name

Strongly Disagree 1 2 3 4 5 Strongly Agree

Rachel: All students in Rachel's group selected 5 strongly agree.

Remarks:

- "Rachel is the GOAT (Greatest of All Time)! I love how candid and thoughtful Rachel is."
- "One of the smartest and most knowledgeable people I have ever met. I learned a lot."
- "Rachel made me feel very comfortable with my thoughts and helped introduce philosophy in a way that I ended up loving it."
- "She is the reason I have a better grasp on understanding of identities, on challenging ideas, and doing philosophy."
- "Working with her was one of my favorite parts. She is so smart and makes you want to listen. Rachel is the GOAT!"

Robin: All of the students in Robin's group selected 5 strongly agree.

Remarks:

- "Knowledgeable, friendly, funny, dope"
- "Fun talking. Never provided opinions much which made it all the more fun to talk. Required more thinking."
- "Inspirational and a really hard worker."
- "They were awesome."
- "I really liked how they broke down the concepts in philosophy when it came to personal identity and they are very knowledgeable in dissecting and analyzing writing."

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

Tim: All of the students in Tim's group selected 5 strongly agree. (One student circled 5 over and over again.)

Remarks:

- "Tim is incredible in every way."
- "Tim was so nice and helpful. He made me feel instantly accepted."
- "Tim is the GOAT"
- "He is a keeper. Great teacher, great person."
- "Go team Tim!"

9. The activities were worthwhile.

Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 (1) 4 (9) 5 (8) Strongly Agree
(One student circled both 3 and 4.)

Remarks:

- "Learned a lot."
- "I would have liked some more group discussion on philosophical topics."
- "Great bonding experience."
- "I wish there were slightly less weird 20 min. breaks."
- "Discussions and presentations provided plenty of information. Taking walks during free time was awesome too."
- "For the most part yes, but I thought that some of the college stuff that was solely focused on DePauw could have been condensed, especially the school life talk."
- "The activities were very enjoyable and I learned from them."
- "They were insightful and relatable, but in one or two I had to try to stay woke."
- "Some days there was a lot of free time and some days there wasn't a whole lot."
- "The schedule was a bit disorganized."

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

- “The only ones that seemed like they could be replaced are the DePauw focused ones.”

10. I would recommend ISHIP to other students.
Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 4 5 (18) Strongly Agree

Remarks:

- “Super Fun”
- “It is an amazing experience where you could bond with other people.”
- “I did! Would recommend next year.”
- “Unforgettable.”
- “Great experience, living somewhere else and learning from professionals.”
- “I will definitely recommend it to my philosophy teacher to recommend to other students.”
- “I plan on recommending this to other people.”

11. I would like to learn more about philosophy because of ISHIP.
Student responses are in parentheses next to the number circled.

Strongly Disagree 1 2 3 4 (3) 5 (14) Strongly Agree
(One student selected 3 and 4.)

Remarks:

- “Always interested, but this reinforced!”
- “Not only ISHIP, but my own personal beliefs.”
- “I intend to learn more; it is very interesting.”
- “Didn’t know how much fun it is to learn about.”
- “I have always wanted to study more, but this helped me a lot.”
- “Taught me about different types which helped me find my passions.”

12. What did you enjoy most about ISHIP?

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

- “The other students. It was so amazing, like I’ve never experienced this type of bond with others.”
- “Getting to talk with people like me and learn about so many different viewpoints.”
- “The diversity of the people I have met.”
- “I enjoyed the philosophy talks by all the mentors and the scavenger hunt. I also really liked the bonfire.”
- “The people I met.”
- “The people. I felt everyone enjoyed being here and the mentors were great.”
- “Learning alongside others from totally different environments brings about awesome friendships and great experiences.”
- “The bonds I made.”
- “The people.”
- “Everything; the content was worthwhile, people were awesome, knowledge was awesome.”
- “Meeting amazing students and teachers—it was so cool to just pick a really deep conversation over breakfast for example.”
- “I loved talking with other ISHIP students. Here, I’ve had discussions that would not ever been able to back home. I love open-minded, intelligent, and kind every student is.”
- “The fact that I got to make new friends and everyone made me feel comfortable as well as being able to learn philosophy at the same time.”
- “The way Rachel taught us that presented me with a ‘whaaat’ moment to and ‘ahah’ moment.”
- “Meeting the people and staying up late.”
- “Meeting people from all over the country.”
- “Faculty, Professors”

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

- “The movies were better than I expected.”

13. Do you plan to check in with your faculty mentor during your senior year?

Yes: 15

Maybe: 3

14. Most worthwhile activity, why?

- “The readings, I really learned about theories I did not know”
- “Mafia and the lectures.”
- “Group/Mentor time, better connections.”
- “Mafia game, made people feel.”
- “Ethics bowl, it was a new experience for me”
- “Readings, classes, and arguments, all really useful”
- “The college essay portion helped clarify the common app”
- “Small groups, each one contributed”
- “Classes, thought provoking questions”
- “The movies, games, and the farm”
- “All of it- interactive talks”
- “Bonfire & Mafia, we got to know each other”
- “Philosophy talks, easy to learn”
- “The lectures and the environment activities, not something I get at home”
- “Personal Identity, I learned terms and philosophies”
- “College application- tips about writing and gave me more confidence for the essay”
- “Discussions- various ideas”
- “Mentor groups, for the bonding”

15. Least worthwhile, why?

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

An overwhelming majority of students listed the Campus Life talk and others bristled at the push to attend DePauw.

16. Did you have prior ethics bowl experience? If yes, was ISHIP informative? If no, was it a positive learning experience?

6 students did not have prior experience. They stated that they learned quite a bit, that it was something they would pursue. One stated that they would consider creating an ethics bowl team at their school.

12 students had prior experience. Even so, most stated they learned quite a bit from faculty and other students. They kept their notes and were going to share them with their team at home.

Final Remarks:

- “It was life changing.”
- “It was a wonderful experience and I am beyond grateful for everyone who had a hand in making it happen.”
- “Great program; enjoyed myself while learning a lot.”
- “Tim is the GOAT. ISHIP is the move. Please invite me back”
- “learning about college essays and the lectures by the mentors were super informative. I am glad I was chosen to be a part of this amazing opportunity. Thank you.”
- “I wouldn’t change a thing. It was all great, interesting, and fun.”
- “Overall I had an incredible time. My one piece of feedback w/scheduling is that it be nice to have the free time more blocked (sp?) i.e. rather than weird 20 min. blocks making them into like an hour section.”
- “I absolutely loved ISHIP!!! I don’t think I’ve ever had such a great experience at a camp before.”
- “One of the best programs ever. Thanks so much for the opportunity. Please invite us back next year.”
- “The best part was getting to know everyone and spending our night together”

ISHIP 2017
APA Diversity and Inclusion Grant Report
Andrea Sullivan-Clarke

- “Prof. Rachel and the diverse backgrounds of students with high and low grades and perspectives truly made ISHIP a worthwhile experience.”
- “An amazing experience, honestly amazing.”
- “Gonna miss it!”
- “ISHIP was one of the best experiences I’ve been to. Very informative and (illegible)”
- “ISHIP was one of the most memorable and best learning experiences that I will never forget and will use to my benefit in the future.”
- “Launch a year reunion”
- “Thank you!”

APA ISHIP Program (DePauw Sullivan-Clarke)

Project Budget Reconciliation

Description	Proposal Budget APA	Proposal Budget DePauw Cost Share	Proposal Budget Total	Actual Expenses Paid from APA Award	Actual Expenses Paid from DePauw Cost Share (Prindle)	Actual Expenses Total
Budget						
Expenses						
Lodging	\$1,140.00	\$345.00	\$1,485.00	\$2,288.05	\$1,919.45	\$4,207.50
ID Card Charges	\$65.00	\$0.00	\$65.00	\$0.00	\$0.00	\$0.00
Food	\$1,545.00	\$280.00	\$1,825.00	\$2,517.32	\$1,251.84	\$3,769.16
Transportation	\$4,000.00	\$1,000.00	\$5,000.00	\$4,646.00	\$6,005.14	\$10,651.14
Activities	\$1,500.00	\$0.00	\$1,500.00	\$42.50	\$0.00	\$42.50
Supplies	\$750.00	\$0.00	\$750.00	\$506.13	\$275.84	\$781.97
Stipend	\$0.00	\$3,771.00	\$3,771.00	\$0.00	\$6,000.00	\$6,000.00
DPU/Prindle Staff Salary	\$0.00	\$3,771.00	\$3,771.00	\$0.00	\$0.00	\$0.00
Marketing	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$325.00	\$325.00
Total Proposed Budget	\$10,000.00	\$9,167.00	\$19,167.00			
Total Actual Expenses				\$10,000.00	\$15,777.27	\$25,777.27
Balance Remaining				\$0.00		