



Enroll

Now!

2026 SUMMER INSTITUTE

JULY 6 - JULY 30



Recognition Ceremony Concluding the 2025 Summer Institute



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INTRODUCTION

During Summer 2026, you will enroll in WP's Summer Institute (SI) if you are not completing a WP-sponsored internship, did not receive approval to participate in a credit-worthy alternative (CWA) to Wolverine Pathways' summer programming, and are not enrolled in D-Rise. **If you are requesting approval of a credit-worthy alternative, your request must be submitted by May 1, 2026 with supporting documentation.**

You received information about the CWA process in the same February 17, 2026 mailing in which you received this catalog.



- Please know that **CWAs are approved only when** the alternative opportunity is more likely (than SI programming) to enhance a scholar's academic preparation for college or their ability to establish an admissions profile **MORE FAVORABLE** for admission to highly selective colleges.
- **Scholars who LEAN into SI - by working hard and intentionally** - will have the opportunity to:
 - cultivate a vibrant and engaging learning environment for themselves and their peers.
 - secure faculty mentors at the University of Michigan who may be able to support them through the college application process and beyond.
 - develop skills, practices, content knowledge, and habits of mind that support a successful transition to college.
- **REMEMBER** that as is always the case in WP, **you will get out of it, what you put into it!**

ELECTIVE COURSE PREFERENCE

This catalog outlines the courses featured in the 2026 Summer Institute, including the 4 electives from which you might choose. To indicate your elective course preferences, you must complete this survey by Monday, **March 2, 2026**.

- **ALL 11th-grade scholars must complete this survey** (even if they are applying for D-Rise, are eligible for and will be applying for a WP-sponsored internship, or intend to apply for CWA).
- **Scholars who do not meet this deadline will forfeit consideration for D-RISE, a WP-sponsored internship, and/or a CWA approval, if applicable.**
- Late submissions and failures to submit will result in the scholar being placed randomly in an elective in which there is room, with SI attendance required consistent with WP attendance policies and expectations.



Why be excited about the Summer Institute?

There are MANY, MANY reasons to be excited about the Summer Institute.

- **You get to take an engaging math course** that helps you prepare for first-year math courses in college.
- **You get to register for 1 of 4 exciting electives taught by U-M faculty.** This year we feature courses in Public Policy, Information Science, Film, TV, & Media, and a cross-listed course in Education and Learning Sciences. See course descriptions!
- **If you excel in a Summer Institute course, your instructor may be willing to write you a letter of recommendation for college.**
- **You have the freedom to explore the University of Michigan campus during your lunch hour** and you receive a meal card that lets you eat at a number of places on campus.
- **The WP scholars who participated in previous Summer Institutes had a lot of positive things to say about their SI experience.** Here is some of what they said:
 - *Most definitely do the Summer Institute because you get to learn with UofM professors and make connections with them - and even learn about their stories and how they got to go to U of M or be a professor [and] what that looks like. And [the professors] can even give you connections with other people who could help you through your academic journey. (**Adilem, Detroit Scholar, The School at Marygrove**)*
 - *The Summer Institute was really fun and I would do it again if I had the chance...We got to learn more about campus – especially if we want to go [to U-M] – and about campus life as well. (**Ezra, Detroit Scholar, Renaissance High School**)*
 - *It is a really good experience because it allows you to...meet new people and to just get a feel for the actual college experience. (**Zunari, Detroit Scholar, Martin Luther King High School**)*
 - *One thing that set the Summer Insitute apart...was the amount of freedom that you had... When you're not in class, you are free to pretty much do anything that you like – whether it is go eat, go relax, go to the park...It was a lot more fun than I thought it was going to be...I made new friends, and the classes themselves were a lot of fun. (**Donovan, Ypsilanti Scholar, Lincoln High School**)*

STRUCTURE and EXPECTATIONS

The Summer Institute meets **IN-PERSON** on the U-M Ann Arbor campus **Monday through Thursday between July 6 and July 30, 2026**. We ask scholars to reserve their at-home time on Fridays to work on their college essays and finalize their college research and shortlist. The weekly meeting schedule is as follows:

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 am - 11:50 pm	ELECTIVE	MATH	ELECTIVE	MATH	Work on College Essays
11:50 pm - 1:10 pm	Lunch	Lunch	Lunch	Lunch	
1:10 pm - 3:00 pm	ELECTIVE	MATH	ELECTIVE	MATH	

Commuting to and from Campus

- As the Summer Institute (SI) is a day program, scholars will arrive to and depart from the University of Michigan Ann Arbor campus on a daily basis (Monday through Thursday only).
- Scholars may use WP-provided bus transportation or family-coordinated transportation to commute to and from campus.

Scholars Who are Responsible for their Own Commute

- **IF family coordinated transportation makes the scholar responsible for their own commute** (i.e., a parent/guardian is NOT picking up and/or dropping off the scholar and the scholar is driving themselves to and/or from campus or relying on some other form of transport -- walking, taking public transportation, etc.), **WP must have documentation on file indicating that the parent/guardian has granted the scholar permission to check themselves in and/or out of programming.**
- For scholars age 16 or over parents/guardians can grant permission for scholar *self check-in and check-out* by completing a form, making sure to complete and sign *Section II: For Scholars 16 Years of Age or Older*.
- For scholars under the age of 16, parents must complete a different form to permit scholar *self check-in and check-out*.
- The following expectations and guidance also apply for scholars who are responsible for their own commute:
 - Scholars must arrive on campus and check-in no later than 9:30 am. They are not to report directly to their course site or classroom.
 - Please know that it is often difficult to secure street parking and nearby parking structures charge a rate of \$1.50 per hour; as such, using WP-sponsored bus transportation is advised when possible.
 - WP does not reimburse families for parking costs or tickets, and tardies are not excused for commuting or parking delays.
 - Scholars must alert a staff member when they are leaving campus (e.g., at the end of the day or before end of day due to an emergency or illness with parent/guardian providing written approval of an early departure).



Parent Pick-Up and Drop-Off

- Parents/Guardians dropping off and picking up their scholars should arrive at the designated drop-off area between 9:15 am and 9:30 am.
- If you arrive after 9:30 am, parents must escort their scholar to the central attendance area or to the WP office if the attendance area has been shut down for the morning.

Attendance & Conduct

- All WP attendance and conduct policies apply with scholars expected to: arrive to campus (or selected bus stop) on-time; behave responsibly and respectfully; demonstrate active engagement; and stay for the full duration of the day's programming.
- Doctor's and dentist's appointments should be scheduled at times that do not conflict with SI programming (e.g., after 3:30 pm or on Fridays).
- **Being on vacation does not excuse WP scholars from SI, so do plan your vacations around SI.**

Flow of Day, Equipment, & Assignments

- Depending on the course, the morning meetings may be used to learn new content and the afternoon meetings may be used for office hours, extension and hands-on-activities, or reading, writing, and problem-solving in prep for the next class meeting.
- Some courses will require daily or near-daily access to iPads. **When needed, you will receive a loaner iPad for ON-CAMPUS use ONLY.** You will be provided with these iPads in the morning and must return them at the end of the day - before you depart from campus.
- **Please know that like in college, homework may be assigned and it will be your responsibility to complete homework as requested by your instructor.**

Lunchtime, Meal Cards, & Independence

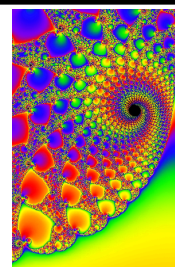
- On Day 1 of the Summer Institute scholars will get an overview of where and how they can use their meal cards on campus, with their instructional assistant escorting them to one of several locations where their meal cards are accepted.
- Thereafter, scholars will be responsible for themselves at lunch and will be expected to return to the afternoon portion of their class ON-TIME. **Scholars must have their bottoms in their afternoon classroom seats no later than 1:10 pm.**
- **Your freedom and independence are yours to lose.** We recommend that you shoot to return to class by 1:05 pm. Any scholar who arrives late from lunch (EVEN A MINUTE LATE) will have to eat with their instructional assistant for the following 2 - 3 days or more, depending on how late they return.
- **Each scholar can spend approximately \$15 per day on lunch. If you lose your meal card, it will not be replaced; and you will have to bring or personally fund your lunch for the duration of SI.** Your meal card will be distributed to you each morning and collected from you before you depart campus.

Recognition Ceremony

- On the last day of SI, WP will host a closing ceremony to acknowledge the work of scholars and to **recognize those who excelled in terms of their engagement and performance.**

Mathematics 001

Explorations in Math for STEM, Social Justice, and the Arts



About the Course

When students land at the University of Michigan (U-M), some are surprised to find that math is a requirement not only for STEM majors but for other academic and career paths too. In this course, we'll explore an array of engaging college-level math topics as we unpack the question: What's the value of studying math not only to aspiring mathematicians and engineers but also to future doctors, lawyers, social scientists, community organizers, landscape architects, urban developers and more? After all, one doesn't need to solve for x to diagnose a patient, organize for social justice, or design a beautiful community gathering space.

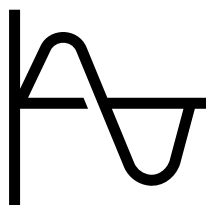
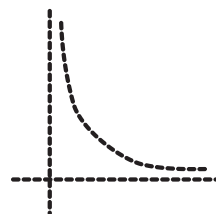
As we might guess, the answer is that studying math is about much more than just solving for x . Studying math is about finding creative ways to use familiar tools to solve real-world problems. It's about analyzing a set of data and using it to create a compelling social justice narrative. It's about practicing how to effectively communicate complex ideas to a diverse audience. It's about collaborating and creating a beloved intellectual community. And, finally, it's about cultivating conceptual understanding so that math feels less like a bunch of random rules and more like a story that resonates with our intuition and experience. And in so doing, we can expand our notion of what it means to be a "math person" and the possibilities for our academic paths and lives.

For most students coming to U of M, going from a computation-based high school math curriculum to "Michigan Math" with its emphasis on concepts and applications is a big leap. In this summer course, we'll begin to navigate that transition, and, in the process, hone important skills that apply to many disciplines beyond math, so that every Wolverine Pathways scholar can begin their college journey ready to embrace the challenges and opportunities that lie ahead. With these goals in mind, sample course topics follow:

- Fractals in Art, Nature, and Technology
- Exponential Growth and the Mathematics of Redlining & Reparations
- Half-life, Logarithms, and Radiometric Fossil Dating with a math-based scavenger hunt

About the Instructional Lead

Jill Halpern is a devoted longtime University of Michigan math teacher and curriculum designer with a passion for creating community-based JEDI — Justice Equity Diversity and Inclusion — opportunities for all. In addition to teaching, learning from, and advocating for students present, past, and future, Jill enjoys storytelling, playwriting, jogging, hiking with her beloveds, practicing Spanish, and learning new things — most recently, classical guitar! This summer, she will again be joined by a team of outstanding teachers who are all very excited to share the SI experience with you.



THE ELECTIVES: At a Glance

The following are the 2026 course electives from which you can select:

PUBLIC POLICY 001

Conflict Resolution: Turning Tension Into Growth

EDUCATION/LEARNING SCIENCES 001

Wayfinding & Worldmaking: Researching Children in Society

INFORMATION SCIENCE 001

***Data-Driven Storytelling and Decision-Making:
The Power of Business Intelligence***

FILM, TV, & MEDIA 001

Introduction to Film Studies and the Horror Genre

Course descriptions and information about instructors are provided on the pages that follow.



PUBLIC POLICY 001

Conflict Resolution: Turning Tension into Growth



About the Course

Conflict is a natural part of human interaction—whether in friendships, families, classrooms, or communities. It also plays a critical role in shaping public policy and decision-making. When left unresolved, conflict can damage relationships and stall progress, but when managed effectively, it can lead to better policies, stronger communities, and personal growth.

This skills-based course will explore the causes and impacts of interpersonal conflict, with a focus on understanding different perspectives and navigating disagreements constructively. Each student will conduct a personal case study, analyzing a conflict from their own life to explore how values, identities, and intercultural communication styles influence disputes. Through interactive exercises, students will develop strategies for managing and resolving conflicts, particularly those that emerge across human differences. By the end of the course, students will have a deeper understanding of conflict and a set of tools to engage in difficult conversations with confidence and empathy.

This course draws heavily from the content of a graduate seminar on the same topic (i.e., PubPol 589: Conflict Resolution in the Public Sector) that Ms. Walsh taught at the University of Michigan Gerald Ford School of Public Policy.

About the Instructor

Kat Walsh leads fundraising for student access and opportunity programs in her capacity as Senior Executive Director, Fundraising & Strategic Alignment and has also served as lecturer in the Gerald R. Ford School of Public Policy. During her fifteen-year tenure at Michigan, Kat developed the nationally award-winning Development Summer Internship Program (D-SIP). D-SIP introduces college students to fundraising as a career path and intentionally diversifies the pipeline of talent into the profession. In addition, Kat developed the first comprehensive student giving program at U-M, resulting in 10,000+ students donating over \$2 million during the Victors for Michigan Campaign, and oversaw the Telefund operation for five years. Kat is certified trainer in the Intercultural Development Inventory, Emotional Intelligence and Diversity, Unconscious Bias, and Training Design for Intercultural Learning.

Previous to her work at Michigan, Ms. Walsh worked as Director of Alumni, Coordinator of Admissions, and part-time instructor at Saint Joseph Academy in Brownsville, Texas. Ms. Walsh grew up in Brownsville, Texas and received her degrees from the University of Notre Dame in History (B.A.) and Theatre (B.A.), the University of Michigan Center for the Study of Higher and Postsecondary Education (M.A.), and the University of Michigan Gerald R. Ford School of Public Policy (M.P.P.).



Education/Learning Sciences 001

Wayfinding and Worldmaking: Research on Children in Society



About the Course

Have you ever felt like adults just don't get what it means to be a child today? What would happen if adults asked more questions and really listened to youth? What would schools and society look like if adults spent more time exploring what children think and already know, instead of just telling them what to think and how they should act? Research can be a great tool in helping adults connect with and learn from children. It can teach us how youth understand big issues like poverty, violence, racism, and climate change. Through research, we can learn about the powerful imaginations of children to ask questions, dream and create a more beautiful world.

In this course, we will explore what it means to be a child in society. Using your first-hand knowledge as a starting place, we'll talk about what you observe in the world around you. Speak up! I want to hear from you! How does society treat children? According to youth, what are the important issues in 2026? Next, through a series of hand-on experiences, you will be introduced to key ideas related to youth development, childhood and learning. We will look at things like children's books, short form video, art, games/play-based tools to see if they can help us better understand children's lives.

In *Always There are Children*, famous poet Nikki Giovanni wrote, "children are not ours/nor we theirs they are future we are past". Giovanni challenged adults to make a way for children by listening and giving them space to speak up and be their authentic selves. This summer, bring your curiosity and energy as we think about what this means for education research and everyday life.

About the Instructor

Natalie R. Davis is an Assistant Professor of Critical Studies in Education at the University of Michigan. As an educational ethnographer and learning scientist, her research explores the relationship between learning environments and sociopolitical development of children from minoritized communities. Simply put, Dr. Davis studies (1) how children make sense of and navigate the world around them and (2) how adults design innovative educational spaces that are empowering and dignifying for youth.

Davis engages in relational, communal scholarship that honors the beauty and complexities of everyday living and learning. Her scholarly products speak to academic and public audiences who are interested in practicing intergenerational kinship. As a former third grade math/science teacher, Davis earned her PhD in Educational Studies from the Marsal School in 2017. She then worked as a postdoctoral fellow in the Learning Sciences at Northwestern University and faculty member at Georgia State University. Dr. Davis has deep expertise collaborating with schools, makerspaces and educational entities such as the Charles H. Wright Museum of African American History & Culture and National Center for Civil and Human Rights. Natalie is a Detroit native and proud graduate of Cass Technical High School ("second to none").



Information Science 001

Data-Driven Storytelling and Decision-Making: The Power of Business Intelligence



About the Course

Are you interested in business, policy-making, entrepreneurship, or social advocacy? Do you want to know how to generate, analyze, and utilize data to make smart decisions, identify injustices, or persuade people? Maybe you want to develop skills you can list on your resume or demonstrate during a job interview. If so, you need to develop your *business intelligence*. Business intelligence is a tech-driven process that helps organizations track trends and make data-driven decisions. Effective reporting, communication, and storytelling are at the heart of the process, so you will get to flex these skills too!

In this hands-on course, students will learn how to gather data, organize it, and transform it into clear, meaningful reports that tell stories tailored to real stakeholder needs. Students will practice gathering data with existing datasets and structured class exercises and will learn how to communicate insights using different types of visualizations.

Throughout the four-week program, students will explore how business intelligence works in everyday contexts such as schools, sports, community organizations, small businesses, and hospitals, and public health facilities. By the end of the course, students will create a polished data report that answers a real-world question and provides actionable insights for a specific audience.

No prior technical experience is required; only curiosity and a desire to understand how data helps people make better decisions.

About the Instructor

Ejike Anusiem is a Business Analyst at Michigan Medicine (U-M Med) and an Adjunct Lecturer at the University of Michigan School of Information. As a data visualization and workflow specialist, he translates complex data into decision-ready insights that support executive decision-making and drive business intelligence. At U-M Med he builds reports and dashboards that help fundraising teams understand donor activity and giving trends. He has also developed work flows and data processes and structures to enable secure and efficient health record management and accurate and reliable housing selection for first-year students. He teaches courses on data report automation and health informatics management, with this SI course drawing from his School of Information graduate course, SI 511.018: Data Report Automation.

Originally from Southern California, Ejike received a BS in Health Sciences from California State University, Fullerton and an MS in Health Informatics from U-M School of Information. Outside of working and teaching, he is an avid runner and writer. He has completed two full marathons and four half marathons and he has published one science-fiction novel about time-travel and self-discovery.



FILM, TV, & MEDIA 001

Introduction to Film Studies and the Horror Genre



About the Course

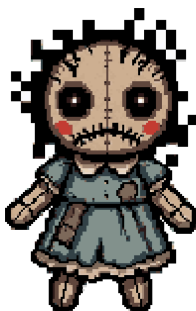
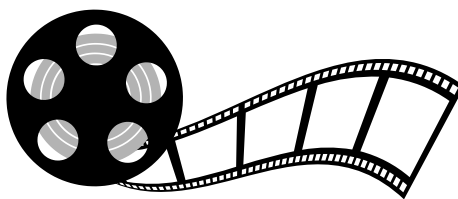
Why do we enjoy watching scary movies? Why is horror one of the oldest and most enduring cinematic genres? What can horror movies tell us about history and society? This course will consider such questions and introduce core concepts in the field of film and media studies. It will have two broad goals as an introduction to the field of film and media studies. The first goal is to develop the technical knowledge of film analysis so that students are able to describe film and media texts in formal terms. For example, we will learn the terms for different shot lengths and different editing techniques and how they produce meaning as part of different systems of production and consumption. The second goal is to introduce the students to the study of film and media as cultural texts through an emphasis on how they represent and mediate questions of race, class, gender, and sexuality in both historical and contemporary contexts.

This second goal will be served by the emphasis on the horror genre. Horror is one of the oldest film genres and yet it is in the midst of a popular and critical resurgence. This resurgence in the past decade can be seen in films such as *Get Out* (Jordan Peele 2017), *The Babadook* (Jennifer Kent 2014), *It Follows* (David Robert Mitchell 2014), *Hereditary* (Ari Aster 2018), *Parasite* (Bong Joon-ho 2019), *The Lighthouse* (Robert Eggers 2019), among others. This resurgence will allow the course to begin thinking about how film mediates cultural fears within the present context and how genres develop across history, through changing meanings and formal practices. This thematic emphasis will allow the course to focus on both the formal terminological training and the importance of understanding cultural texts as producing, representing, and mediating identity and history.

Please know that some of the films featured in this course are Rated R (e.g., *Get Out*; *Psycho*; *It Follows*) for reasons including, moderate nudity, violence, or gore; psychological intensity; adult language; and some sexual themes or dialogue.

About the Instructor

Matthew Noble-Olson is a lecturer in the Department of Film, Television, and Media, where he has taught since 2018. He regularly teaches courses on film theory, American cinema, experimental cinema, the representation of Detroit in cinema and other media, and a variety of other topics. Prior to joining the University of Michigan, Dr. Noble-Olson taught at a number of other institutions including Georgetown University, the University of Maryland, and George Mason University. He received his Ph.D. from Brown University, his M.A. from McGill University, and his B.A. from the University of Minnesota. He grew up in St. Paul, Minnesota. Beyond his love of cinema he also enjoys travel, food, and art.



Who to contact if you have any questions

If you have any questions about the
2026 Summer Institute

CONTACT

Carla O'Connor
Director, Wolverine Pathways



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SUMMER 2026