MESSAGE FROM THE FACULTY DIRECTOR

“I learned a lot about my own potential for impact at the University and how to critically think about my experiences as a man of color on campus. I learned about how these experiences are related to how I can change the current setting to better suit the needs and injustices that men and people of color are facing.”

This quote from a Brotherhood Initiative student exemplifies the importance of being intentional about creating spaces and places for young men of color to thrive in an environment that was not created for them. Across many colleges and universities, young men of color have the lowest enrollment and graduation rates when compared to their peers. The Brotherhood Initiative at the University of Washington is one of few research-to-practice initiatives that focus on closing the graduation gap between underrepresented men of color and their peers. This initiative provides cohort-based academic and social experiences while always keeping an eye towards scaling up promising practices that will benefit the larger student body of men of color. The last few years have been an amazing journey. This 2017-18 annual report for the Brotherhood Initiative highlights some of the transformative activities that happened over the last year.

It was a pleasure to see our first cohort move onto their sophomore year, and to welcome our second cohort of scholars who started their freshman year. I’m especially proud of the fact that by the end of the academic year both cohorts had overall grade point averages above 3.0. Not only are we seeing academic growth, we are also noticing that our scholars are being more expressive about their needs, goals, and aspirations. The research shows that young men of color do not typically ask for help for a variety of reasons. We work with our campus partners to help our young men understand their identity development and how to reach out if they are not feeling their best selves academically, social, and psychologically.

While our young scholars in the Brotherhood Initiative are thriving, we also recognize that there are many men of color on campus who are not in our cohort, who could benefit from our work. Over the next couple of years, we’ll be working with our campus partners to leverage what we learn from our Brotherhood Initiative scholars and explore ways to bring promising practices to the larger campus. Our primary strategy for doing this is by drawing from equity-based research-to-practice principles and processes that are intentional about bringing diverse stakeholders together to co-design, implement, test, and improve upon new practices and policies designed to close the graduation gap.

Dr. Joe Lott, II
Faculty Director, Brotherhood Initiative
ABOUT THE BROTHERHOOD INITIATIVE

Young men of color in the United States face significantly more barriers in education and the workforce than almost any other demographic group. This phenomenon exists at the University of Washington (UW) where males of color consistently graduate at lower rates than their female counterparts, as well as all White and East Asian students. The Brotherhood Initiative aims to eliminate this graduation gap.

Program Goals and Design

Launched in 2016, the Brotherhood Initiative is a cross-unit, collaborative effort that utilizes a collective impact framework to leverage the expertise of multiple departments and divisions across the University of Washington. Guided by a steering committee of staff, faculty, students, and volunteers, this initiative focuses on three primary goals:

1. To promote student growth, academic outcomes, and success by creating a community of scholars;
2. To improve the UW's collective institutional capacity to engage and support males of color;
3. To inform research and policy by conducting interdisciplinary research on factors that promote the success of young men of color within the educational system.

The Brotherhood Initiative achieves these goals by utilizing research-based strategies to provide multiple pathways for males of color in college to engage in academic, civic, and leadership opportunities, and also access networks and resources that will advance their success. Through these multiple forms of engagement, students not only gain the skills and knowledge they need to thrive in college, but they also develop a learning community of scholars.

The most helpful thing I learned through the BI Seminar was how to figure out what my academic strengths and weaknesses are, and how to effectively plan out an entire quarter schoolwork-wise, and stay on track by myself.

-- Student survey feedback
Our Approach

Holistic Student Support:

The Brotherhood Initiative focuses on connecting participants to the types of transformative educational experiences that enable them to discover their passions and pursue their dreams. It is a powerful example of a strategy to ensure that males of color at the University of Washington have the opportunity to engage fully in the Husky Experience. Designed to serve as a cohort-based support system, the Brotherhood Initiative holistically promotes the academic, personal, and leadership development of underrepresented male students of color at the UW.

For the past two years, Brotherhood Initiative staff and campus partners have recruited incoming first-year students to apply to participate in the Initiative. Upon acceptance, the men join a cohort with other participants and will continue in the program until graduation. The Brotherhood Initiative selection criteria prioritizes students from low-income and first-generation backgrounds, and students who are underrepresented at the University of Washington. These populations include: American Indian/Alaska Native, Black, Latino, Native Hawaiian/Pacific Islander, and Southeast Asian students.

In the freshman and sophomore years, all students participate in a year-long academic seminar with their cohort - the centerpiece of the Brotherhood Initiative strategy. Brotherhood Initiative staff and campus partners couple this course with intensive, individually tailored advising and support services, as well as co-curricular events and experiences.

The seminar, advising and additional activities focus on the following areas:

- Academic/career guidance and mentorship
- Leadership and professional development
- Community-based engagement
- Experiential learning & co-curricular involvement
- Wellness & mental health

Collective Impact for Institutional Change:

A main goal of the Brotherhood Initiative is to be a catalyst for larger organizational change that reduces the graduation gap at the UW between under-representative men of color and their peers. We are a unique initiative that both focuses on a cross-racial cohort-based approach to improving learning conditions for underrepresented men of color, and working with practitioners to scale up what we learn from our Brotherhood Initiative scholars to the larger institution.

We do this by drawing on an inquiry-based equity framework that constantly collects and analyzes data, provides analyses to a broad group of stakeholders, and gathers feedback to improve upon programmatic and systemic change goals. While students are in college for 4-6 years (sometimes longer), it is the professionals and administrators who create the conditions for college students’ academic learning and social development. We continue to work with them toward the goals of creating new practices to close the graduation gap.

The BI gave me a community and sense of belonging to a group where I felt accepted and could be myself.

-- Student survey feedback
WHO ARE THE BROTHERHOOD INITIATIVE SCHOLARS?

Currently, fifty-nine students participate in the Brotherhood Initiative. Twenty-seven students from the first cohort are now juniors and 32 students in the second cohort are now sophomores.

### Entering Student Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>UW Undergraduates**</th>
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<tbody>
<tr>
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<td>3.6</td>
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<tr>
<td>Low-income*</td>
<td>61%</td>
<td>56%</td>
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<tr>
<td>First-generation college student</td>
<td>82%</td>
<td>63%</td>
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<td>Washington state resident</td>
<td>100%</td>
<td>94%</td>
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* As determined by Pell grant eligibility
**Data from Fast Facts: 2018, published by UW Office of Planning and Budgeting

#### Current Major

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<th>Major</th>
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<tr>
<td>Pre-Engineering</td>
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<tr>
<td>Pre-Business</td>
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<td>Pre-Arts &amp; Sciences</td>
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<td>Political Science</td>
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<tr>
<td>Engineering</td>
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<tr>
<td>Biochemistry</td>
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<tr>
<td>Community, Environment, and Planning</td>
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<tr>
<td>Education</td>
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<tr>
<td>Public Health</td>
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<td>American Indian Studies</td>
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<tr>
<td>Drama</td>
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</tr>
<tr>
<td>Bioresource Science</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
</tr>
</tbody>
</table>

### FIRST YEAR PARTICIPANTS

97% reported developing meaningful, value-added relationships with UW faculty

94% feel a sense of belonging at the UW

58% were involved in a UW student organization

16% were involved in an internship

42% engaged in volunteering or community service

16% participated in study abroad

### SOPHOMORE PARTICIPANTS

74% worked while attending school

74% were involved in a UW student organization

11% were involved in a research opportunity

32% were involved in an internship

32% engaged in volunteering or community service

59% had declared a major by Aug 2018
**First Year Seminar**

The first-year seminar provides students with the tools, academic resources, and support systems that they need to be successful at the UW. During the fall quarter, students developed strategies for time management, academic success, and financial decision-making, as well as tools for self-reflection, understanding their identities, and fostering racial and cultural pride. In winter, students continued to develop their study skills while also exploring the notion of critical masculinity, where they challenged patriarchal notions of manhood and the ways that this isolates men from each other. Through the spring quarter seminar, students began to explore different majors and learn about the major application process. They also created digital storytelling projects that explored how their personal and family history influences their future aspirations.

**FIRST-YEAR SEMINAR WORKSHOP TOPICS**

As part of the first year seminar, UW campus partners presented on numerous topics including:

- Time management and study skills led by Academic Support Programs
- The process of applying for and participating in research opportunities presented by a panel of leaders from Undergraduate Research Programs
- Financial aid, budgeting, and financial literacy provided by Student Financial Services
- A workshop on sexual assault and relationship violence prevention facilitated by Health & Wellness
- An overview of the Myers-Briggs Personality Type Indicators facilitated by Career Services
- A presentation on mindfulness by the UW Resilience Lab
- Mental health and self-care facilitated by the Counseling Center
- Discussion on navigating higher education as a student of color, facilitated by a panel of graduate students of color from different disciplines

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**Sophomore Seminar**

The sophomore seminar focuses on working with students to develop their academic and co-curricular plans. Seminar sessions during fall quarter guided students in the process of applying to and getting the most out of their major, and also the practice of socially-responsible leadership. During the winter and spring seminars, students worked on group legacy projects to expand their leadership skills and deepen their ability to work for social change on campus and in their communities.

---

I learned a lot about my own potential for impact at the University and how to critically think about my experiences as a man of color on campus.

-- Student survey feedback
EVENTS & HIGHLIGHTS

Research shows that students who are more involved in college life also tend to feel a stronger connection with others on campus than those who are involved less, or not at all. Out-of-classroom experiences are just as important as academic experiences in promoting success among undergraduates. Therefore, the Brotherhood Initiative also offers additional events and activities to foster a sense of community among the scholars and better connect them to the campus community. Here are some highlights of special Brotherhood events during 2017-2018.

Fall Student Leadership Retreat

The Brotherhood Initiative hosted its inaugural annual student leadership retreat at Camp Waskowitz, which provided scholars with opportunities to develop leadership skills and strengthen mentoring relationships with each other. Over 90% of the students who attended agreed that the leadership retreat was a valuable experience for them.

Huskies on the Hill

In partnership with the Associated Students at UW, five students from the Brotherhood Initiative attended the Huskies on the Hill trip to Olympia in winter quarter. Students attended a special session with Sen. John McCoy of the 38th District, who shared valuable insights about being a male of color legislator. Sophomore Dalton Owens reflected, “Huskies on the Hill gave me the opportunity to see and experience what occurs at the state capital while the state legislature is in session. Being given the opportunity to lobby for my district and the needs of college students across the state, made it both an educational and empowering experience.”

Study Abroad – Masculinity: From Spartacus to Ali

Through continued partnership with the Office of Global Affairs, Brotherhood Initiative Director, Dr. Joe Lott along with Graduate Research Assistant Tory Brundage, created, led and directed a 2018 Education Rome Exploration seminar titled, Masculinity: From Spartacus to Ali. Based out of the University of Washington Rome Center, the three-week intensive seminar focused on the intersections of multiculturalism, masculinity, and education in Italian society. Seven Brotherhood Initiative students and nine additional UW students participated in the program. Four of the Brotherhood Initiative students received financial support from the Global Innovation Fund to attend. Reflecting on his experience in Rome, junior D’Andre Garcia-Stubbs shared, “Studying abroad has been a transforming experience for me. I learned so much about myself and how I identify through realizing the importance of world history and the history of my ancestors. This has made me realize I can make the world a smaller place by going out into it.” Another participant, sophomore Alex Holguin reflected, “The discussion that we had in class forced me to think about my own privilege as an American. The experience as a whole was beyond eye opening - it was completely invaluable to me as a person.”

ADDITIONAL ACTIVITIES

- Welcome Reception for freshmen scholars
- Football game sponsored by UW Athletics
- Ice Cream Social to launch a new peer mentorship program
- Bowling/Game Night to build community among the scholars
- Quarterly study halls that provided quiet study spaces during finals week
- End-of-Year celebration showcasing student work
- Dressing for Success - providing sport coats, dress pants, and suits for scholars to use when pursuing jobs and internships, made possible through a generous donation from Nordstroms
The Brotherhood Initiative places a high priority on academic success, and a primary goal is for participants to maintain a minimum 3.0 GPA. Through the seminars, students learn about various academic, career, and wellness resources on campus, and develop the time management and study skills that will contribute to their college success. Compared to similar samples of males of color in their same entering cohort who did not participate in the Brotherhood Initiative, students in both cohorts of the Brotherhood Initiative earned higher GPAs each quarter, on average.

## Student Outcomes

### Cohort 1

<table>
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<th>BI Cohort 1 n=27</th>
<th>Comparison Group n=59</th>
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<tbody>
<tr>
<td>Fall 2017 GPA</td>
<td>3.23</td>
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<td>3.24</td>
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<td>Spring 2018 GPA</td>
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<td>Cumulative GPA as of Aug 2018</td>
<td>3.26</td>
<td>2.84</td>
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</thead>
<tbody>
<tr>
<td>Avg GPA</td>
<td>#</td>
<td>Avg GPA</td>
</tr>
<tr>
<td>First-Generation</td>
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<td>Pell-eligible</td>
<td>3.24</td>
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</tr>
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<td>First-generation and Pell-eligible</td>
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### Cohort 2

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<tbody>
<tr>
<td>Fall 2017 GPA</td>
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<tr>
<td>Winter 2018 GPA</td>
<td>2.94</td>
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<td>Spring 2018 GPA</td>
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<td>Cumulative GPA as of Aug 2018</td>
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<tbody>
<tr>
<td>Avg GPA</td>
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<td>First-Generation</td>
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</tr>
<tr>
<td>First-generation and Pell-eligible</td>
<td>3.22</td>
<td>15</td>
</tr>
</tbody>
</table>

### Course Feedback

- The most helpful thing I learned was the different resources I have available to me. I didn’t know about the Instructional Center until the BI and that was a place where I spent a lot of time.
- The most helpful thing I learned through the BI Seminar this quarter was the information I learned regarding the topic and issue of toxic masculinity. I never knew what toxic masculinity was before this course and did not realize it was as big an issue as it really is, and I never knew other men felt the same pressures I do. It truly was eye-opening and comforting learning I have brothers with me who support me and are walking the same path.
- I learned about the history of oppression of my own people, which was interesting because I don’t really ever hear about it.
- The most helpful thing was visiting the workshop at the career center. It made me do something I would not typically have done.
- I enjoyed the emphasis on group work. It is an extremely valuable skill to have for almost all professions, and I feel that I’ve grown closer to my colleagues with it.
STUDENT SPOTLIGHTS

Faustino Hampson Medina

In a field dominated by white scientists and a majority perspective it is critical to include the voices of people of color who are the first to be impacted by climate change. As an Indigenous and Mexican Brotherhood Initiative student, Faustino felt a responsibility to contribute to this effort. This summer he participated in the Doris Duke Conservation Scholars Program and spent eight weeks traveling around Washington learning about conservation and how it connects to identity, environmental justice, diversity and culture. He learned about various conservation efforts and perspectives ranging from tribal elders to award-winning scientists which will help him build a holistic view and gain the necessary skills to enact the change he wants to see in the world.

Wade Washington

For Brotherhood Initiative scholar Wade Washington, life has come full circle. Washington was diagnosed with bilateral cystic kidney disease at birth, underwent various treatments including dialysis at a young age and received a kidney transplant. Motivated by his significant health challenges, Washington intends to become a transplant surgeon. As a step toward that goal, in 2017, Wade completed the Summer Health Professions Education Program for students of color pursuing careers in medicine. For six weeks, he took classes at the UW Medical Center, networked with physicians and explored the different places where a career in medicine could lead. Wade currently assists with research for Associate Professor Edward Kelly's lab at the School of Pharmacy where he is working with their research team on a device called kidney-on-a-chip. Reflecting on his experiences Wade states, "I've learned how to deal constructively with everything that I've gone through, and I've gained so much along the way.”

David Le

Throughout his time at UW, junior David Le has had the opportunity to be involved in numerous plays and musicals - both as an actor and as part of the backstage crew. He had the chance to make his acting debut at UW in the Undergraduate Theatre Society's (UTS) production of Ten Acrobats in an Amazing Leap of Faith. This became the first play in UTS's history to have a cast and crew comprised entirely of people of color. David has also become more involved in filmmaking. As part of the LUX film club, he helped to create two short films: The Stranger and Satan's Sweets. Currently, David is the assistant stage manager for REBATEnsemble and Pork Filled Production's Night Parade and is set to become assistant director for a UTS New Works production in the winter.
CAMPUS COLLABORATION

One of the most innovative aspects of the Brotherhood Initiative is the campus-wide network of departments and programs collaborating to serve the Brotherhood Initiative students. The UW has a suite of amazing resources to provide students with the support they need to be successful. The Brotherhood Initiative has attained success because of the collective efforts of many campus partners, including:

- Academic Support Programs
- Career & Internship Center
- Counseling Center
- Carlson Center
- Engineering Academic Center
- EOP Advising
- First-Year Programs
- Global Affairs and Study Abroad
- Graduate Opportunities & Minority Achievement Program
- Husky Leadership Initiative
- Instructional Center
- Intellectual House
- Intercollegiate Athletics
- Minority Outreach and Recruitment
- OMAD Assessment & Research Office
- Undergraduate Research Programs

Special thanks to Enrollment Management, Student Life, the Graduate School, Office of Minority Affairs and Diversity, and Undergraduate Academic Affairs for their continued partnership and support.

How does the Brotherhood Initiative help improve institutional practice?

“The Brotherhood Initiative brings different people and units together to work towards the collective goal of making sure that we help these young men graduate from the University. When you have a common interest - essentially when you bring all these people into the room and we have the common denominator that we want to help and make a difference, it makes it easier to develop those relationships...It makes sense for us to come together and be mindful of the partnerships that we create, to serve students better.”

--Steering Committee member

“One unique thing is the research aspect...that thinking about how does research impact this or how do we think about this from a pedagogy standpoint? ... Because there isn’t research on a scholarly pedagogy kind of practice of men of color. There are lots of activities and programs and there is some research on those men, but not in a program that’s such an academically driven program.”

--Steering Committee member

WHAT’S NEXT?

- Pilot a seminar for Brotherhood Initiative juniors, focusing on career development, professional networking, resume and cover letter development, and graduate school opportunities
- Continue to develop and formalize partnerships with units across campus to engage all Brotherhood Initiative scholars
- Further refine framework for launching students into career pathways and/or graduate school upon graduation
- Work with steering committee members to share lessons learned and best practices for working with men of color with other departments and units throughout the University of Washington
- Further develop the leadership curriculum by incorporating community engagement opportunities in local neighborhoods

2017-18 End of Year Celebration
BROTHERHOOD INITIATIVE SUPPORTERS

Brotherhood Initiative Project Team

- Joe Lott, Faculty Director
- Ling Yeh, Director of Research & Programs
- Paul Metellus, Student Success Coordinator
- Tory Brundage, Graduate Staff Assistant
- Sara London, Graduate Staff Assistant
- Christian Love, Graduate Staff Assistant
- Dalya Perez, Graduate Staff Assistant
- Valerie Schweigert, Graduate Staff Assistant

Executive Committee

- Rebecca Aanerud, Interim Dean, Graduate School
- Phil Ballinger, Associate Vice Provost, Enrollment Management
- Rickey Hall, Vice President, Office of Minority Affairs & Diversity
- Denzil Suite, Vice President, Student Life
- Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs
- Mia Tuan, Dean, College of Education

Steering Committee, Academic Year 2017-18

- Gino Aisenberg - Associate Dean, Diversity and Student Affairs, The UW Graduate School; Associate Professor, UW School of Social Work
- Ink Aleaga - Academic Advisor, UW Intercollegiate Athletics
- Ross Braine - Tribal Liaison, UW Office of Minority Affairs & Diversity
- Jondou Chen - Project Director, Family Leadership Design Collaborative, UW College of Education; Research Associate, Education, Equity, & Society, UW College of Education
- Annabel Cholico - Academic Adviser, College of Education
- Ron Ma - Counseling Psychologist, UW Counseling Center
- Felipe Martinez - Manager of Student Success, UW Division of Student Life
- Zachary McKinlay - Admissions Counselor & Outreach Recruiter, UW Office of Minority Affairs and Diversity
- Cynthia Morales - Director, UW Graduate School, GO-MAP
- Peter Moran - Director, UW Study Abroad
- Jon Olivera - Assistant Director of Diversity Initiatives and Outreach/Career Coach, UW Career & Internship Center
- Scott Pinkham - Counseling Services Coordinator, College of Engineering, MSEP; Lecturer, American Indian Studies
- Emile Pitre - Senior Advisor to the Vice President, UW Office of Minority Affairs and Diversity
- Brian Tracey - Program Coordinator, Seattle MESA
- Sherrelle Walker, Community Volunteer, Investor Relations
- Olga Yang, Community Volunteer, UW alumnus

SPECIAL THANKS TO THE ELLISON FOUNDATION

The Brotherhood Initiative would especially like to thank the Ellison Foundation and Tom & Sue Ellison for their generous support.