MESSAGE FROM THE FACULTY DIRECTOR

This 2018-19 report highlights experiences and achievements from the third year of the Brotherhood Initiative (BI) at the University of Washington. We are proud to have our first graduate, Marquis Wright, who completed his undergraduate studies in three years! His journey through the UW is exactly what we envisioned for our scholars when we birthed the BI years ago. We continue to evolve, and are constantly learning from and with our university and community partners to create the conditions for our scholars to thrive. Our research-to-practice approach has led to the development of a full set of program components for our scholars to broaden their learning experiences, which you’ll see in this report. To our community of supporters: thank you. We are pleased that you will have an opportunity to reflect with us in this report and look forward to more next year as BI Cohort 1 students become seniors and we welcome BI Cohort 3.

"One of the things that the BI did was give me that confidence in who I am, where I came from, and the history that supports me...I wouldn’t be where I’m at right now, had it not been for the Brotherhood Initiative.

- 4th year student

OUR MISSION

To empower undergraduate males of color to thrive on campus and graduate prepared for a lifetime of leadership, service, and success.
WHAT IS THE BROTHERHOOD INITIATIVE?

The Brotherhood Initiative (BI) is a cohort-based program that draws upon research-based approaches to provide multiple pathways for undergraduate men of color 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 gain the skills and knowledge they need to thrive in college, and perhaps more importantly, they develop a learning community of scholars.

Launched in 2016, the BI utilizes a collective impact framework to build a university-wide network that leverages the expertise of multiple departments and divisions across the University of Washington. Guided by a steering committee of staff, faculty, students, and volunteers, the BI focuses on three primary goals:

- Promote student growth, academic outcomes, and success by creating a community of scholars
- Inform research and policy by conducting interdisciplinary research on factors that promote the success of young men of color within the educational system
- Improve the University of Washington’s collective institutional capacity to engage and support males of color

OUR THEORY OF ACTION

During the formation phase of the BI, the steering committee and research team drew upon national studies as well as data from UW students to develop an initial theory of action. After working with two cohorts of students and carefully examining what we are learning, we have refined our model.

A core premise of our approach is that the BI must create the conditions for success that will increase the likelihood that men of color at the UW will attain their educational goals. We also believe that increasing equitable outcomes for men of color requires not only a student-focused intervention, but a simultaneous focus on identifying and eliminating institutional barriers to their success.
WHO ARE THE BI STUDENTS?

The Brotherhood Initiative serves 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.

Fifty-seven students participated in the Brotherhood Initiative during the 2018-19 academic year. Twenty-six students from Cohort 1 are now in their fourth year at the UW and one student graduated this past spring. From Cohort 2, thirty students are now in their third year. A third cohort of new BI students is joining us in Fall 2019.

ETHNIC BACKGROUNDS

- 35% (20) Black/African-American
- 21% (12) American Indian/Alaska Native
- 14% (8) Southeast Asian
- 11% (6) More than one race/ethnicity
- 16% (9) Latino

COHORT 1       COHORT 2
LOW-INCOME      61%       53%
FIRST-GEN       82%       60%
WA STATE        100%      93%
RESIDENT

MAJORS

ARTS & SCIENCES
(17)

STEM SUBCATEGORIES
Pre-Engineering (3)
Pre-Math (1)
Pre-Public Health (2)
Pre-Sciences (5)
Pre-Astronomy (1)
Total (12)

SCHOOL OF BUSINESS
(6)

PRE STEM
(12)

PRE-BUSINESS OR RELATED
(2)

EDUCATION
(2)

SCHOOL OF PUBLIC HEALTH
(2)

ACADEMIC PROGRAMS

BROTHildeRHOOD INITIATIVE

UNIVERSITY of WASHINGTON
SOPHOMORE SEMINAR

A primary component of the BI is our coursework, which spans across the first and second year of college.* This year the sophomore course focused on providing resources for academic planning and co-curricular engagement. Based on student feedback from the previous year, we also adjusted the curriculum to more intentionally support students as emerging leaders in their respective academic pathways across campus.

Fall Quarter
Students (1) developed a personal philosophy of leadership, (2) created a plan for engaged learning both inside and outside of the classroom and (3) identified an academic field of study to help them pursue their career goals.

- **96%** were starting to better understand and develop their own philosophy of leadership
- **100%** reported that their vision and plan to engage inside and outside of the classroom is becoming increasingly clear
- **100%** had a good understanding of how majors, minors, and academic pathways can prepare them for multiple career pathways

Winter Quarter
Students focused on career development this quarter, which differed from the previous year’s curriculum. They learned about using various web-based tools to network and search for jobs, and also received individualized guidance with writing resumes, cover letters, and interviewing.

- **94%** had a better understanding of the components of a good resume
- **88%** had a better understanding of the components of a good cover letter
- **79%** had a better understanding of how to prepare for an interview

Spring Quarter
Students created and refined their personal statements for applications to majors and internships. They also engaged in community building by collaborating on legacy projects, with the goal of developing a resource or event for future BI students. Projects included creating 1) a culinary/cultural event, 2) a peer mentor training event and mentorship manual, and 3) lesson plans to be integrated into the first-year course for new BI students.

- **96%** have a better understanding of the components of a good personal statement
- **96%** feel better equipped to organize a group project and run efficient meetings
- **100%** feel more equipped to make a difference at the UW

Themes
Many BI students struggle with mental health issues stemming from financial anxiety, balancing work and school, having to commute because of lack of finances to live on campus, and applying for scholarships on top of the academic workload.

- Students would like to develop more targeted and tangible financial skills, particularly about understanding taxes, financial aid, banking, and entrepreneurship.
- BI students have a growing interest in supporting other men of color on campus who are not involved with the BI.

JUNIOR SEMINAR

In conjunction with the Career & Internship Center, we piloted a one-quarter colloquium series for BI juniors which focused exclusively on career development skills and strategies. Offered in both fall and winter quarters, this seminar was held in the Career Center and provided students with guidance in pursuing relevant internship experiences, undergraduate research, and other leadership opportunities. Each session focused on practical tools to help launch a career and job search and included workshops on resume writing, informational interviews, building professional networks, and other related skills. Students also developed their own LinkedIn profiles, and participated in mock interviews and feedback sessions.

*The first-year course was not offered in 2018-19 because a new cohort was not admitted*
The Brotherhood Initiative places a high priority on academic success, and BI participants are expected to maintain a minimum 3.0 GPA. Those who fall below a 3.0 in any quarter are required to create an Academic Plan with the BI Student Success Coordinator, to identify and implement strategies and resources for improvement. The following chart presents GPA data for the 2018-19 academic year. Compared to similar samples of men of color* who matriculated at the same time but did not participate in the Brotherhood Initiative, students in both cohorts of the Brotherhood Initiative earned higher or equal GPAs on average each quarter than the comparison group, with the exception of Cohort 2 in Winter.

### QUARTERLY COHORT GPA COMPARISON

<table>
<thead>
<tr>
<th></th>
<th>COHORT 1 BI</th>
<th>COHORT 1 COMPARISON</th>
<th>COHORT 2 BI</th>
<th>COHORT 2 COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn</strong></td>
<td>3.03</td>
<td>2.95</td>
<td>3.06</td>
<td>3.06</td>
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<tr>
<td><strong>Winter</strong></td>
<td>3.16</td>
<td>2.99</td>
<td>3.01</td>
<td>3.10</td>
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<tr>
<td><strong>Spring</strong></td>
<td>3.08</td>
<td>2.99</td>
<td>3.05</td>
<td>2.89</td>
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<tr>
<td><strong>Cumulative</strong></td>
<td>3.24</td>
<td>3.02</td>
<td>3.14</td>
<td>3.05</td>
</tr>
</tbody>
</table>

| # OF DEAN’S LIST RECIPIENTS |
|----------------------------|--|--|
| **Cohort 1** | **Cohort 2** |
| Autumn       | 8     | 5     |
| Winter       | 3     | 8     |
| Spring       | 8     | 3     |

A lot of us come from high schools that are diverse...and if you come to a campus like UW without that kind of community, you can lose yourself easily and feel isolated. You don’t feel like you can reach out to anybody if you don’t have this community, so I’m very thankful that I have that in the BI.

- 4th year student
LEADERSHIP RETREAT
The BI hosted a Fall Leadership retreat at the Waterfront Activities Center that featured racial affinity group caucusing, a junior student panel, goal planning for the 2018-19 academic year, dance aerobics, and canoe rides on Lake Washington.

END-OF-YEAR CELEBRATION
At the annual End-of-Year Celebration we recognized the many accomplishments of BI students over the past year and heard reflections on the year from several students. The BI’s first graduating student, Marquis Wright, gave the keynote address and received a set of BI honor cords to wear at graduation.

SUMMER STUDY ABROAD
Dr. Joe Lott (BI Director) and Tor Brundage (Graduate Research Assistant) returned to Rome to lead the 2019 Education Rome Exploration Seminar entitled, 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, gender, and education in Italian society. Three Brotherhood Initiative students and sixteen additional UW students participated in the 2019 program.

PRE-HEALTH WORKSHOP
Early in Winter quarter, the BI hosted a pre-health workshop for students interested in pursuing a health-related profession. During the workshop Dr. Doug Jackson, Professor in the School of Dentistry, discussed preparation for professional school, including involvement in pre-health student organizations, internships, shadowing experiences, and volunteering.

NETWORKING RECEPTION
In Winter quarter, the BI and the UW Alumni Association co-hosted a Networking Reception that provided a chance for BI students to develop and practice their networking skills through conversations with UW Alumni and other BI supporters. Prior to the reception, the Career & Internship Center hosted a Networking 101 workshop to help prepare students for the reception.

PRE-INFORMATICS WORKSHOP
In spring, the Informatics program (INFO) hosted an informative session for interested BI students. In this session, BI students learned more about the major from current INFO staff and students, and also shared feedback and suggestions for making the Informatics major more accessible to students of color and other underrepresented groups.

ADDITIONAL PROGRAMS
- Weekly study hall sessions at the Instructional Center (IC)
- Lunch Wednesdays
- Fall Bowling Night
- Fall intramural team
- UW vs Arizona State football game
- BI Be Fit Fitness Challenge
- Summer Kick-Off BBQ
MARQUIS WRIGHT

The BI celebrated its first graduate this year – Marquis Wright, who completed a double degree in Communications and Creative Writing after only 3 years. Marquis has accomplished a great deal in his short time at the UW. Since his first year, Marquis has worked as a writing consultant at the Odegaard Writing Center, as the only black male out of 60+ tutors. He also worked as a staff writer for The Daily. In the summer after his first year, he participated in the study abroad ‘Dark Empire’ trip to London, to examine public health in London through a sociological lens.

In Spring 2019, Marquis was selected to be a Playwright for the Undergraduate Theater Society’s New Works Festival. His play, titled "Ricochet", explored the intersections of religion, club culture, and queer identity in the 1980’s. Marquis collaborated with fellow BI student David Le who directed the play, and it was featured this past March as one of three plays in the New Works Festival.

Marquis was also selected as one of the Husky 100, which recognizes 100 UW students who are making the most of their UW experience. As he shared in his bio, “My time at the UW has been channeled into marginalized identity exploration through organizational work and writing projects, through groups like the Brotherhood Initiative, Delta Lambda Phi (Washington's only queer-centered fraternity), and Queer People of Color Alliance.”

Marquis also completed an internship at KCTS 9/PBS in Spring quarter where he worked on broadcast content and visual marketing. Upon graduation, he has continued working with the KCTS commercial broadcast department on editing, directing, and producing. His future goal is to become a screenwriter, and to create equitable content for marginalized communities - most specifically for black and brown people on the LGBTQ+ spectrum.

In his graduation speech at the BI End-of-Year Celebration, Marquis reflected, “Through the BI’s validation of my experiences as a black man in academia, and the encouragement to take up space, I’ve been able to navigate those spaces. I can’t say that the navigation has been easy, but I’ve done it through persistence and knowing there was an army of people who wanted to see me succeed in a social, academic, and personal fulfillment capacity.”

LUIS NAVARRO

Luis E. Navarro, a member of the first BI cohort, is a senior majoring in Biochemistry and current co-chair for Chicanos/Latinos for Community Medicine (CCM). Luis was born in Mexico and was raised in Seattle for most of his life. Since he was a high school student, he aspired to become a physician to provide quality healthcare services to underserved communities.

In his first few years at the UW, Luis was involved in pre-health clubs such as MAPS and CCM, a club that focuses on improving the health outcomes of underserved minority populations through education and activism. In spring 2019 he took part in a research project with a UW Medicine faculty member, exploring some of the factors that may play a role in a triage physician’s decision to admit a patient. Luis also worked on a research project at the department of Pharmacology and Pharmaceutics where he examined the FDA’s guidance on evaluating the need for in-vivo Drug-Drug Interactions studies.

In the summer of 2019, Luis was selected to participate in the Scan Designs Innovations on Pain Research Summer Program through the UW Undergraduate Research Programs. In this 9-week long research project, he studied how physical function of ambulatory community dwelling older adults with bothersome pain varies by race/ethnicity. He also sought to determine whether the prevalence of pain, pain severity, and the impact of pain on daily living of older adults varies by race/ethnicity and socioeconomic status.

Luis has been involved with the BI since his first year at the UW, and shares, “The BI has been a very essential component of my time as an undergrad. The program itself has helped me develop several skills & has connected me with various resources that have enriched my time at UW.” After graduation, Luis plans on working as a Health Educator at Sea Mar for a year and applying to medical school in 2021.
Dozens of BI students have participated in significant professional internships, research projects and leadership opportunities. A few highlights include:

**INDUSTRY & PROFESSIONAL EXPERIENCE**

19 students completed internships in top-tech companies, non-profits, consulting firms, engineering, environmental industry, and at the UW, including:

- Accenture
- AlphaSites
- Alyeska Pipeline Service Company
- Doris Duke Conservation Scholar Program
- Ernst and Young
- Google
- Grant County Public Utility Department
- KPMG
- Microsoft
- Parametrix
- Seattle Pride Foundation
- The Seattle Public Library
- UW Brotherhood Initiative
- UW Career & Internship Center
- UW Dept of Pharmacy
- UW EOP Scholars Program
- UW Health Sciences

**LEADERSHIP & COMMUNITY ENGAGEMENT**

12 students held leadership positions or volunteered with organizations both on and off campus, including some of the following:

- Associated Students of the University of Washington (ASUW)
- Alpha Phi Alpha Fraternity
- Chicano/Latinos for Community Medicine
- Louis Stokes Alliance for Minority Participation (LSAMP)
- National Society of Black Engineers
- Seattle MESA
- UW First-Year Programs
- UW Housing & Food Services
- UW Intellectual House
- UW Multicultural Outreach & Recruitment
- UW Undergraduate Theater Society
- UW Young Executives of Color (YEOC)

**UNDERGRADUATE RESEARCH**

8 students worked on undergraduate research projects with some of the following programs and departments:

- 2019 Summer Institute in the Arts & Humanities
- College of Engineering
- Communications Department
- Department of Architecture
- Department of Medicine
- Department of Political Science
- Harborview Medical Center
This report focuses primarily on BI cohort participants, yet an equally important goal of ours is to make the UW system more equitable for all men of color on campus. We work toward this goal in partnership with multiple campus units. Although the BI is housed in the College of Education, we intentionally partner with the Division of Student Life, Undergraduate Academic Affairs, the Office of Minority Affairs and Diversity, the Graduate School, Enrollment Management, the Alumni Association, and a variety of academic departments to transform the undergraduate experience for men of color.

Examples of how the BI and its many campus partners are positively influencing the wider UW system include:

**EXPLORING INNOVATIVE APPROACHES TO SERVE STUDENTS**

Over the last several years, the BI and the Educational Opportunity Program (EOP) Advising Office have partnered more intentionally to integrate academic advising and other support services, particularly for BI students who are at the highest risk of leaving the institution. We have begun to develop some lessons learned from our co-advising approach which we have shared with other campus units. BI and EOP staff members will also be presenting on this work at the NASPA Student Affairs Administrators in Higher Education Western Regional Conference, offering strategies that can be implemented by advising and student support offices at other campuses.

**MAKING THE BI CURRICULUM MORE ACCESSIBLE TO ALL MEN OF COLOR**

A Curriculum Work Group comprised of BI Steering Committee members from six different campus offices and departments met five times over the past year to refine the BI program components. The group has also been discussing how to make portions of the curriculum and programming more readily available to all UW men of color and not just BI participants.

**CREATING A UW ROADMAP FOR MEN OF COLOR**

Recently a new Roadmap Work Group with Steering Committee members from four campus offices formed to develop a targeted set of guidelines that can be used by BI students, staff, and partners to ensure that students are making timely progress toward their academic and post-graduation goals. Once completed and piloted, this roadmap could be adapted by others to assist students with developing a more specific academic and co-curricular plan (or “roadmap”) to graduation, serving as an important tool for all UW students of color.

**DIVERSIFYING MAJORS AND DISCIPLINES**

The BI has begun to collaborate with several academic departments regarding ways to encourage more men of color to pursue particular majors and disciplines. In some cases, we have piloted workshops for BI participants who are interested in specific majors, and in other situations we have offered guidance on how units can improve their processes to conduct more inclusive outreach to men of color. In the upcoming year we will continue to strategize about how we can further influence the University of Washington’s collective institutional capacity to engage and support males of color.

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I feel that the co-advising model is very beneficial, because the three of us have an honest conversation together, and the students see two men of color on campus who are really paying attention to their future.

- Kenderick Wilson, EOP Advisor

The personalized help from the BI is very useful. By helping me redefine my goals, I have a better understanding of myself as a student.

- 3rd year student

BI students and staff in Mary Gates Hall
ACKNOWLEDGMENTS

BROTHERHOOD INITIATIVE

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

EXECUTIVE COMMITTEE
- 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
- Joy Williamson-Lott, Dean, Graduate School
- Joe Lott, Faculty Director
- Ling Yeh, Director of Research & Programs
- Paul Metellus, Student Success Coordinator
- Kandi Bauman, Graduate Staff Assistant
- Tory Brundage, Graduate Staff Assistant
- Sara London, Graduate Staff Assistant
- Christian Love, Graduate Staff Assistant
- Dalyla Perez, Graduate Staff Assistant
- Valerie Schweigert, Graduate Staff Assistant

2018-19 STEERING COMMITTEE
- JaCinda Barnes: Financial Aid Counselor, Student Financial Aid
- Jondou Chen: Senior Lecturer, Education, Equity, & Society, UW College of Education; Co-Director, National SEED Project
- Annabel Cholico: Assistant Director, Mary Gates Endowment for Students
- Roxanne Christian: Director for Strategic Engagement and Donor Relations, Academic & Student Affairs; Director, University Advancement
- June Hairston: Director of the Pacific Northwest Louis Stokes Alliance for Minority Participation
- Ronald Ma: Counseling Psychologist, UW Counseling Center
- Felipe Martinez: Manager of Student Success, UW Division of Student Life
- Zachary McKinlay: Undergraduate Diversity Services Program Manager, Michael G. Foster School of Business
- Jeff Nguyen: BI Student, Cohort 1
- 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
- Kyle Rearden: BI Student, Cohort 2
- Adam Tesfay: Director, UW Academic Support Programs, Undergraduate Academic Affairs
- Brian Tracey: Program Coordinator, Seattle MESA
- Sherrelle Walker: Community Volunteer, Investor Relations
- Kenderick Wilson: EOP Advisor
- Olga Yang: Community Volunteer, UW alumnus

THANK YOU!

BROTHERHOOD INITIATIVE

Thank You to our Generous Supporters!

African American Heritage Fund
Ellison Foundation
Rudy & Rupa Gadre
Mary & Allan Kollar
Sherrelle & Clyde Walker

Donors who have invested $10,000 or more