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This 2019-20 Annual Report shares the impact of the Brotherhood Initiative in this unique academic year. While this year created challenges and complications for many in our BI community, it also brought the first graduating Brotherhood Initiative cohort with seventeen BI Scholars graduating in June. We started the year welcoming Cohort 3 at our October retreat at Camp Don Bosco. Nine months later, we ended the academic year remotely, impacted by COVID-19 and racial unrest brought on by the unjust murders of George Floyd, Breonna Taylor, and Stephon Clark, to name a few.

The past school year, and all the change and pain it has brought, highlights the importance of the Brotherhood Initiative and our community of scholars. Our community came together to support each other through the difficult conversations on race occurring on and off campus, to finish the year strong academically despite the shift to remote learning, and to ensure our first cohort was able to graduate and fulfill the dreams they had when they began as freshmen. As they move on to graduate programs and professions ranging from engineering to education, these scholars are well on their way to changing the world.

We do not know what the new school year will bring but as we welcome Cohort 4, we are confident their futures are bright. To our community of supporters: Thank you for supporting our scholars and young men across the university, as we adjust, adapt and expand the BI to enable young men of color to thrive.
OUR MISSION IS TO EMPOWER UNDERGRADUATE MEN OF COLOR TO THRIVE ON CAMPUS AND GRADUATE PREPARED FOR A LIFETIME OF LEADERSHIP, SERVICE, AND SUCCESS.

Since 2016, the Brotherhood Initiative has used a collective impact framework to serve undergraduate men of color. Every cohort of BI students is supported in building a university-wide resource network, and exploring multiple pathways to engage in academic, civic, and leadership opportunities. As a result, this community of scholars is equipped with the skills and knowledge to thrive in college and beyond graduation.

OUR THREE GOALS ARE TO:

BUILD COMMUNITY
Promote student growth, academic outcomes, and success by creating a community of scholars.

CONDUCT RESEARCH
Inform research and policy by conducting interdisciplinary research on factors that promote the success of young men of color within the educational system.

IMPROVE CAPACITY
Improve the University of Washington’s collective institutional capacity to engage and support males of color.
We hosted a virtual celebration for the graduates in June, where they spoke about their UW experience and their future plans. Graduating senior Lukas Garcia provided an encouraging and inspiring keynote speech about the current world that our seniors would be stepping into after graduation. Our BI yearbook highlights their accomplishments in college and their post-graduation plans (please visit our website to view the complete yearbook). We look forward to engaging with our alumni and connecting them with current BI Scholars throughout the year.

100% of our graduating seniors participated in at least one internship or career-related experience

100% plan to become involved and are committed to making a positive difference in their community after graduation

88% were working part-time while attending the UW

100% participated in at least one leadership program, community service activity, or student organization

76% participated in at least one service-learning, study abroad, and/or undergraduate teaching or research experience

“I can’t express enough gratitude for the community within the Brotherhood that welcomed me with such kindness and continuous support. As men of color, what the BI taught us prepared me for the rest of my university experience as well as how I will approach the workforce.”

- Vipech Bun

“The Brotherhood initiative has provided me with a valuable sense of community from the start of my time at UW.”

- Terrell Strong

“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.”

- Marquis Wright
Vicente Arroyos (Cohort 1) graduated from the Department of Electrical and Computer Engineering in the spring of 2020. Originally from Pasco Washington, he is a first-generation college student and alumnus of the Ronald E. McNair Post-Baccalaureate Achievement Program.

Throughout his time at UW, Vicente has been active in reaching out to his community by crafting and teaching Science, Technology, Engineering and Mathematics (STEM) based activities for camps such as the Math Academy and Early Engineering Institute. He is also a co-founder of the Registered Student Organization (RSO), A Vision for Electronic Literacy and Access (AVELA), which provides outreach to elementary, middle and high school students from predominantly underrepresented backgrounds, by exposing them to STEM projects, with the goal of sparking their interest in STEM and higher education. For students who are new to the University of Washington, AVELA offers an opportunity to gain hands-on experience developing and presenting STEM activities to younger students.

Vicente has also been deeply involved in undergraduate research while at UW. In 2018, he completed an internship at the Pacific Northwest National Laboratory, where he worked on two projects: 1) CyPhyTown, an educational tool to teach people about cyber physical systems, and 2) a project to create computer science certification for K-12 teachers. He was also a part of the Laboratory for Engineered Materials and Structures (LEMS), where he worked on the Leaf-Out Origami structure.

Vicente’s most memorable experience during his undergraduate experience was a study abroad trip to Australia. This fall Vicente started his path towards a PhD at the University of Washington in the department of Computer Science and Engineering.

“The Brotherhood Initiative has been the base from which I’ve launched my successful track at the University of Washington. The program and the people that run it have been a constant my four years here and I appreciate the program and them for their full support.”
The Brotherhood Initiative serves students from low-income and first-generation backgrounds and students who are underrepresented at the University of Washington.

**ETHNIC BACKGROUNDs**

<table>
<thead>
<tr>
<th>Group</th>
<th>%</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>12</td>
</tr>
<tr>
<td>Black or African-American</td>
<td>39</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>34</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>11</td>
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**PELL ELIGIBLE** 61%

**FIRST-GENERATION** 71%
Mekias Bekalu (Cohort 2) recently graduated with a Business Administration degree with a focus on Information Systems from the Foster School of Business. Coming from Ethiopian immigrant parents, lessons about the importance of education and the opportunities it provides in the future were instilled in him at a young age. With his parents facing many financial struggles growing up, it was always important for him to make sure his parents’ sacrifices paid off through hard work and education.

During his first year at UW, Mekias was introduced to the Foster School of Businesses Undergraduate Diversity Services program. In the UDS program, he was involved in programs such as Building Networks and ALVA that helped prepare college students for the corporate world and professional development. In his second year, he secured a summer internship with Microsoft as a Product Marketing Manager in their ACE rotational program. During his internship, he worked with Microsoft’s Cloud Marketing organization, on products such as Azure, PowerBI, and Dynamics 365. After the completion of his internship he was offered a full-time position upon graduation, which he has accepted.

Mekias also held several leadership positions within the Foster School of Business, joining the Young Executives of Color (YEOC) program as a mentee for 11 high school students throughout the year. He also was a part of Black @ Foster’s first-ever executive board, as the VP of Marketing.

Through all of these accomplishments Mekias attributes much of his success to the support system he has around him at UW. Specifically, the BI has been one of those key resources that has helped him build a solid foundation at UW that he can rely on. Upon graduation, Mekias started a full-time position at Microsoft as a Product Marketing Manager.

“Whether it’s connecting me with resources, teaching me valuable life skills, or having someone to talk to during difficult times, I know I can count on the BI to be there for me.”
60% of BI students made the Dean’s List in at least one quarter this year.
75% of BI students ended the year with a cumulative GPA of 3.0 or higher.
4-YEAR GRADUATION RATE

<table>
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<th>#</th>
<th>%</th>
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<tr>
<td>Brotherhood Initiative Cohort 1</td>
<td>16/28</td>
<td>57</td>
</tr>
<tr>
<td>Cohort 1 Comparison Group</td>
<td>27/59</td>
<td>46</td>
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IN 2019-2020, BROTHERHOOD INITIATIVE SCHOLARS INTERNED AT THE FOLLOWING COMPANIES:

- Microsoft
- Google
- KPMG
- Oracle
- Accenture
- Katerra
- Tableau
- Facebook
- Venture

BROTHERHOOD INITIATIVE SCHOLARS ALSO HELD LEADERSHIP ROLES INCLUDING:

- UW Orientation Leader
- Fraternity president
- Northwest Regional Emmy® Award nominee
- Paul G. Allen School of Computer Science student ambassador
- Husky 100 recipient
Auston J immicum (Cohort 1) graduated in Spring 2020 with a degree in Law, Societies, and Justice (LSJ). As a first-year student, Auston participated in the Pipeline Project’s Alternative Spring Break program (now named the Riverways Education Partnerships), working with elementary school students to develop video projects in his home community in Neah Bay.

In his second year, he participated in an Undergraduate Community-Based Internship (UCBI) through the Carlson Center (now the Community Engagement & Leadership Education Center), in which he secured a paid internship with the Pride Foundation to develop a volunteer training module on racial equity. Auston was also awarded a Jackson Monroe Public Service Fellowship, which enabled him to continue his work with the Pride Foundation and he served as a research assistant at the Human Rights Defense Center.

Auston began law school this fall at the University of Idaho College of Law and intends to obtain a Juris Doctorate degree with an emphasis in Native American Law. He values social justice, equity, humility, and respecting difference. He is a proud Qwiqdicčätx and Waganakasing Odawak law student committed to bolstering and protecting the sovereignty and self-determination of American Indian Nations.

His primary objective is to contribute to work that is geared toward discontinuing social inequities and dismantling deeply embedded institutional factors that create barriers for LGBTQ+ people, people experiencing poverty, and those disenfranchised by systemic racism and settler colonialism.

“The Brotherhood Initiative has offered me community, support, connection to opportunity, and most of all, family. I cannot wait to watch this program grow and continue to transform the lives of men of color at the University of Washington.”
In fall, the first-year seminar focused primarily on familiarizing students with various resources on campus, practicing time management strategies, and exploring students’ backgrounds and the assets they bring with them to college - their community cultural wealth. In particular, we highlighted the skills and resources needed to transition to and succeed in college. As a final project, students interviewed an elder in their family and developed oral history presentations.

SURVEY RESULTS SHOWED....

84% became more aware of resources on campus to support their academic goals and growth

90% developed an increased understanding of how societal gender expectations impact expressions of masculinity

We were excited to welcome our third cohort of BI Scholars to UW at the 2019 Orientation and Welcome Reception. Vice Provost and Dean for Undergraduate Academic Affairs Ed Taylor delivered an inspiring welcome message at the reception. BI steering committee members and students from earlier cohorts shared some words of advice.

The Leadership Retreat for this year’s incoming cohort took place in October at Camp Don Bosco in Carnation, WA. Students bonded over video games, board games, s’mores, and hiking. The students also met their mentors from earlier cohorts, who led small groups and hosted a panel about succeeding in college.

Hackathons are an excellent way for students to gain intensive experience working collaboratively to design and build a software product. The Information School hosted its 8th Annual WINFO Hackathon, and extended a special invitation to BI Scholars.

“The most helpful thing was building friendships and bonds with some of the other brothers in the BI seminar. It was nice to connect with the people who come from the same places and face the same challenges while here at the UW.”

- BI first-year student
In Winter, first-year students developed strategies for self-care and a sense of belonging. They also engaged in a digital storytelling project to explore these topics by taking photos and reflecting on prompts about race, vulnerability, masculinity, and help-seeking. For their final group projects, they created videos documenting the different ways and places they have found belonging at UW.

**SURVEY RESULTS SHOWED....**

- 100% became more aware of campus resources to support their health and wellness, as well as their co-curricular interests
- 100% developed an increased understanding of how to access scholarship resources

During the 2019-2020 academic year, the BI sponsored two BI intramural teams. Through this venue, BI students were able to interact and engage with other cohorts. In the Fall, students participated on a flag football team. In Winter Quarter, the BI basketball team made it to the semi-finals in the intramural basketball league.

The Undergraduate Research Program brings a panel of undergraduate research student leaders to speak to our first-year class each year about engaging in research at UW. This year, seven young men of color shared their experiences in research projects ranging from biochemistry and robotics to interdisciplinary arts and humanities.

**TIE OF SEATTLE AND FOSTER SCHOOL OF BUSINESS**

We partnered with The Indus Entrepreneurs (TiE) Seattle to sponsor a six-week Small Business Institute for current and aspiring entrepreneurs (including but not limited to BI students). Lessons learned from this project will be used to work with the Foster School in developing strategies to increase entrepreneurial capacity for men of color.

“The various guest speakers gave different insights that I truly think will help me succeed here at the University, not only academically, but to further my career as well.”

- BI first-year student
We transitioned to an online format in Spring quarter, focusing on exploration and self-authorship with respect to majors and careers. Students engaged in self-reflection activities on their interests, values, and skills, and also developed professional skills such as resume writing, online networking, and public speaking. Their final project involved writing and delivering a vision speech about where they hope to see themselves in five years, and the steps they would take to achieve this vision.

**SURVEY RESULTS SHOWED....**

- **85%** became more aware of different academic options and pathways available at UW
- **89%** became more aware of campus resources to explore internships and job opportunities

**SPRING QUARTER VIRTUAL CHECK-INS**

At the start of the Spring 2020 quarter, COVID-19 restrictions required that the BI shift to offer virtual programs. Throughout the quarter, we hosted individual and all-cohort mixers for BI students to come together and check-in with BI staff and fellow BI students. After the murder of George Floyd and Breonna Taylor and the rise of protests against police brutality, BI staff also held a space for BI students to come together and process these events.

**UW SCHOOL OF MEDICINE**

Faculty partners are providing direct coaching, research, and mentorship opportunities to BI pre-health students. This year, three BI students worked on a research project with Dr. Maralyssa Bann at Harborview Medical Center during spring and summer 2019, identifying factors that contribute to hospital admission decisions. Their manuscript, titled “Factors associated with low-acuity hospital admissions in a public safety-net setting: A cross-sectional study,” was recently published in the journal BMC Health Services Research.

**INDEPENDENT STUDY**

In Winter and Spring quarters, the BI piloted an independent study course for students who were focused on planning for graduation. Students in the class developed an e-portfolio while also generating an individualized plan to accomplish their goals for senior year or post-graduation.

“The class was something that could keep me grounded, so I was able to express myself in an academic environment. Most of us were experiencing the same issues with COVID, and even more so with the explosion of George Floyd. That was support that really wasn’t seen anywhere else, especially for people of color. And since we had already been building a community with each other, it was easier to be more open about our opinions and emotions to help our overall emotional and mental health. These spaces are so necessary and vital until we’re all accepted under the same circumstances in society.”

- BI first-year student
Jefferson Nguyen (Cohort 1) recently graduated from UW with a degree in Public Health-Global Health. He is a first-generation college graduate and the son of Vietnamese immigrants that settled in Seattle in 1992. He is passionate about refugee and immigrant healthcare and seeks a career as a family medicine physician in community healthcare settings. The BI was important in his initial personal and professional development, connecting him with mentors that helped to develop his interests.

Critically, the BI provided guidance and education on identity development, which helped Jefferson foster a sense of strength and confidence in being Vietnamese-American, first-generation and male on the UW campus. Jefferson was heavily involved in the Vietnamese Student Association, providing affinity spaces and documenting personal narratives of other first generation Vietnamese-Americans on campus. He became involved in regional conferences centered on professional development and civic engagement for Vietnamese and Southeast Asian students across the NW.

In his pursuit of a medical career, Jefferson took full advantage of the resources that the BI connected him with including the Instructional Center that provided important support for rigorous science coursework. Additionally, mentors at the BI connected him with research opportunities where he collaborated with fellow BI members on an emergency medicine research project at Harborview Medical Center. Jefferson also became a member of Delta Epsilon Mu, a pre-health professional fraternity, and led his own health fair for Vietnamese-Americans providing free health screenings and education in collaboration with community stakeholders.

"My success is built on a foundation of mentors and support that allowed me to confidently pursue my goals and build connections. The BI is a lasting and important organization that I am proud to be a part of.”

Jefferson’s culminating achievement at UW is winning the Husky 100 award. He is currently working at Harborview Medical Center as a research assistant in trauma care and will be applying to medical school shortly.
Our goal is to increase equitable outcomes for men of color. We accomplish this by focusing on both student support and institutional change.

The BI focuses on connecting participants to the types of transformative educational experiences that enable them to discover their passions and pursue their dreams. Designed to serve as a cross-racial, cohort-based support system, the BI holistically promotes the academic, personal, and leadership development of underrepresented men of color at the UW.

A main goal of the BI is to be a catalyst for larger organizational change that reduces the graduation gap at the UW between underrepresented men of color and their peers. We are committed to working with practitioners to scale up what we learn from the Brotherhood Initiative to the larger institution, and to institutions beyond the UW.
Our first-year and second-year courses are designed to build community among the BI cohorts, while providing a space for students to explore their histories and identities. We also discuss issues related to health and wellness, and share resources for self-care.

We encourage BI students to engage in experiential learning, student organization involvement, and leadership throughout their time at UW, and work closely with them to find the experiences that best fit their interests and goals.

Through our curriculum and intensive co-advising model we provide students with the academic skills they need to successfully transition to the UW, and introduce them to a wide array of resources across the university.

Our first-year and second-year courses are designed to build community among the BI cohorts, while providing a space for students to explore their histories and identities. We also discuss issues related to health and wellness, and share resources for self-care.

In their first few years at UW we focus on values clarification, exploration of career pathways, and basic professional development skills. In their later years we shift our emphasis to building networks, securing internship experiences, and/or preparing for graduate school.

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OUR THEORY OF CHANGE CENTERS ON FOUR DEVELOPMENTAL AREAS:

ACADEMIC GUIDANCE AND SUPPORT

Through our curriculum and intensive co-advising model we provide students with the academic skills they need to successfully transition to the UW, and introduce them to a wide array of resources across the university.

PSYCHOSOCIAL AND IDENTITY DEVELOPMENT

Our first-year and second-year courses are designed to build community among the BI cohorts, while providing a space for students to explore their histories and identities. We also discuss issues related to health and wellness, and share resources for self-care.

CAREER DEVELOPMENT & PROFESSIONALIZATION

In their first few years at UW we focus on values clarification, exploration of career pathways, and basic professional development skills. In their later years we shift our emphasis to building networks, securing internship experiences, and/or preparing for graduate school.

COMMUNITY ENGAGEMENT & LEADERSHIP DEVELOPMENT

We encourage BI students to engage in experiential learning, student organization involvement, and leadership throughout their time at UW, and work closely with them to find the experiences that best fit their interests and goals.
PROJECT TEAM
J oe Lott, Faculty Director
Ling Yeh, Director of Research & Programs
Paul Metellus, Student Success Coordinator
Kandi Bauman, Graduate Staff Assistant
T ory Brundage, Graduate Staff Assistant
Sara London, Graduate Staff Assistant
Christian Love, Graduate Staff Assistant
Dalya Perez, Graduate Staff Assistant
Valerie Schweigert, Graduate Staff Assistant
J aylen Willingham, Communications Designer
Dalton Owens, Undergraduate Communications Intern

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
J oy Williamson-Lott, Dean, Graduate School

STEERING COMMITTEE
J ondou Chen - Senior Lecturer, UW College of Education; Co-Director, National SEED Project
Annabel Cholico - Assistant Director, Mary Gates Endowment for Students
June Hairston - Director of the Pacific Northwest Louis Stokes Alliance for Minority Participation
Ronald Ma - Counseling Psychologist, UW Counseling Center
Felipe Martinez - Director, Center for International Relations & Cultural Leadership Exchange (CIRCLE)
Zachary McKinlay - Undergraduate Diversity Services Program Manager, Foster School of Business
Jeff Nguyen, BI Student, Cohort 1
Jon Olivera - Academic Counselor, Educational Opportunity Program (EOP)
Scott Pinkham - Counseling Services Coordinator, College of Engineering; 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
Adiam Tesfay - Director, Disability Resources for Students
Brian Tracey - Program Coordinator, Seattle MESA
Sherrelle Walker, Community Volunteer, Investor Relations
Kenderick Wilson, Program Manager, Academy for Rising Educators; Seattle Public Schools
Olga Yang, Community Volunteer, UW alumnus

UW PARTNERS
EOP Advising, the Instructional Center, Academic Support Programs, the Counseling Center, Study Abroad, Office of Merit Scholarships, Fellowships & Awards, Undergraduate Research Programs, the Career & Internship Center, and the College of Education for presenting workshops to BI students throughout the year. We are grateful for your expertise and support!

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ON TWITTER & INSTAGRAM: @uwbrotherhood

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African American Heritage Fund
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Rudy & Rupa Gadre
Mary & Allan Kollar
The Seattle Legacy Fund
Sherrelle & Clyde Walker
Olga Yang

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