



Inclusive History Project Year 2 Report 2024-2025

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Introduction

In our second year of activity, the Inclusive History Project actively pursued our ambitious and expansive mission: to **research** the university's full history, to **engage** people across our university community as well as local communities in producing and better understanding that history, and to work toward recommendations for actions that will **repair** historical and persistent harms and change the university's future.

We have made substantial progress in our important, innovative, and public-facing work across numerous areas of the project. The impact of our work is beginning to be felt in new and expanded partnerships between local communities and the university, increased access to institutional archives, opportunities for professional training, development, and employment for U-M students, and deepened connections and collaborations across our campuses.

Our research into the university's full and inclusive history is focused through eleven project sites, eight that were originated by the IHP and three that had preexisted the IHP and joined as affiliate projects to pursue the next phases of their work. Project sites are organized by four thematic frames that provide a structure for the IHP's historical research: Origins & Trajectories, People & Communities, Sites

& Symbols, and Research & Teaching. While anchored by the frames, our project sites range across the university's history, from the foundational land transfer from the Anishinaabeg in 1817 to the founding of the Dearborn campus in 1959, from urban renewal in Flint to Native student activism at Ann Arbor, from our campus archives to the stage of Hill Auditorium. Their research teams gathered oral histories, pursued their research across more than a dozen archives, engaged local communities, directly involved undergraduate and graduate students in their work, and made significant progress toward developing and sharing research findings that will expand our knowledge and deepen our understanding of the university's past.

Our engagement efforts this year aimed to make the IHP's work more accessible, participatory, and responsive to the communities we engage, while dramatically expanding the reach and visibility of the IHP. We hosted high-profile events on each campus, including our first exhibition at UM-Flint and our annual headlining event, the IHP Summit, at UM-Dearborn. With seven events hosted or co-sponsored, new event formats introduced, more than 900 people engaged across our public programs, and more than 2,000 newsletter subscribers, the IHP opened up our activities, our discussions, and our vision to the greatest number of people yet. Our 2025 Summit was

a particular success: with more than 200 people in attendance at a daylong gathering on the Dearborn campus, the IHP brought together a broad community of people involved in the project and those interested in its work through panel discussions, lightning talks, the premiere of a documentary film directed by a student, an interactive archiving workshop, presentations of student work produced in IHP-supported courses, exhibitions, and more.

We also particularly focused on broadening and deepening student engagement in the project this year. In its first year, the tri-campus IHP Student Advisory Committee made critical contributions to putting student voices, perspectives, and investments at the IHP's center. We reached students in classrooms by supporting sixteen courses related to the IHP that directly engaged students in learning about and contributing to the IHP's research. We also launched class visits to engage students in discussions about the potentials of inclusive history, the IHP's ongoing work, and how they might get involved with the project.

All of these efforts are ultimately forward-looking: by working toward a deeper and more expansive knowledge of the university's past, they are contributing to a vision of a better future. The IHP also pursued several targeted initiatives to create policy, resources, and infrastructure that will better support our current work and our future vision. These efforts included convening and leading the Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan, making deep investments in our campus archives so that they might better preserve and make accessible a

variety of sources that support critical work on the history of their campuses, piloting the Inclusive Storytelling Hub at UM-Dearborn to engage the university community in a fuller understanding of itself through digital storytelling, and making a greater number of resources on U-M's history accessible through an expanded and redesigned History of U-M website.

This work was accomplished by a broad coalition of people who work with and contribute to the IHP: dozens of undergraduate and graduate student researchers, faculty and staff who lead central IHP project sites as well as projects supported by the IHP Research & Engagement Fund and IHP Teaching Fund, four critical advisory committees that provide guidance and momentum for the project's work, and talented, dedicated central teams of faculty and staff who lead this work on each campus.

We believe that the honest, rigorous work of the IHP is particularly critical this year, as is a steady, clear-eyed, and shared dedication to pursuing it. Our progress toward realizing the inclusive vision—of the past, present, and future—at the heart of the project continues.

Continuity of leadership is essential to that progress. We are glad to announce that Elizabeth Cole and Earl Lewis, who have served as the co-chairs of the Inclusive History Project since the initiative was first announced in June 2022, will continue their leadership of the project through June 2028, which will mark the end of the IHP's current five-year phase. We anticipate welcoming an additional IHP co-chair in Summer 2026.

We are glad to share with you all the work we accomplished in Year 2 in the pages that follow, and look forward to what comes next.

YEAR 2 BY THE NUMBERS

11 foundational, large-scale research project sites underway

40+ graduate and undergraduate students serving as IHP researchers and interns

6 public presentations related to IHP research

- Kate Wroblewski, “High Stakes Culture: Olympic Patriotism v. Election Patriotism,” Institute for the Humanities panel discussion, October 10, 2024
- Camron Amin, “The 1959 Project at the University of Michigan-Dearborn: Oral History as Part of a Complex Methodology for Inclusive History,” Oral History Association Annual Meeting, October 30, 2024
- Karla Goldman, “Admissions Quotas and President C.C. Little: Jewish Inclusion and Exclusion at U-M in the 1920s,” Making Michigan Series, Bentley Historical Library, November 14, 2024
- Gabrielle Hickmon, Jonathan Quint, and Veronica Williamson, “The Afterlives of Settler Colonialism: Indigenous Dispossession, Slavery, and the University of Michigan,” American Association of Geographers Annual Meeting, March 26, 2025
- Michael Witgen, Gabrielle Hickmon, Jonathan Quint, Cheyenne Travioli, and Veronica Williamson, “The 1817 Project: U-M’s Origins, Indigenous Lands, and Institutional (In) Action,” Making Michigan Series, Bentley Historical Library, April 10, 2025
- Mekka Al-Shawi, “History Has Its Eyes On You: Intercultural Centers, Student Movements, and the Backlash of Activism,” poster at the National Conference on Race and Ethnicity in American Higher Education (NCORE), May 30, 2025

YEAR 2 BY THE NUMBERS, CONT.

3 publications shared

- Lorena Chambers, “The Story Behind James Earl Jones’ Narration of the Opening Video at Michigan Football Games,” *Time: Made by History*, October 26, 2024
- Lorena Chambers, “The Education of James Earl Jones,” *Michigan Alum*, February 2025
- Richard Bachmann and Jonathan Quint, “Visualizing the History of the University of Michigan’s Early Land Possessions,” *inclusivehistory.umich.edu*, March 2025

2 surveys fielded, with almost 4,000 people responding

- *The Survey on New Honorific Namings at the University of Michigan*, from the Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan in partnership with the ADVANCE Program Research and Evaluation team, March 20-April 3, 2025, with 3,097 respondents (students, staff, faculty, and alumni)
- *The Survey on Travel, Mobility, and the Campus Community*, part of the 1959 Project, with Julio Borquez, Razieh Araghi, Marlane Magewick, Sapna Thwaite, and Amny Shuraydi, April 3-May 7, 2025, with 815 respondents (students, staff, faculty, alumni and retirees)

7 public programs hosted or co-sponsored

- *In Search of Memories: Exploring the Archival Gaps between Yesterday, Today, and Tomorrow* Exhibition Opening Reception and Gallery Open Hours, UM-Flint, September 5-17, 2024
- *UM-Flint Students of Yesterday, Today, and Tomorrow* Mixer and Student Organization History Poster Competition, UM-Flint, September 13, 2024
- *Chicanas Changing History: The First 100 Symposium*, UM-Ann Arbor, February 20-21, 2025
- *Jews, the Academy, and Antisemitism: How and What Should We Study?* Guest Lecture by Riv-Ellen Prell, UM-Ann Arbor, March 17, 2025
- *Come to Ann Arbor and Taste the World: Three Jewish Food Writers on Their Time as U-M Students in the 1960s and 1970s with Ruth Reichl, Joan Nathan, and Ari Weinzweig*, UM-Ann Arbor, April 2, 2025
- *2025 IHP Summit*, UM-Dearborn, April 4, 2025
- *Researching Black U-M Alums*, UM-Ann Arbor, May 8, 2025

YEAR 2 BY THE NUMBERS, CONT.

930 people at IHP public programs

11 New Research & Engagement Fund grants awarded

2 student films supported by IHP Research & Engagement Fund mini grants

- Sydney McKinney-Williams, *Uncovering: History of the Black Student Union*, UM-Dearborn
- Tianyi Zhai, *Swallows Under Eaves*, UM-Ann Arbor

12 new IHP Teaching Fund grants awarded

16 IHP-supported courses offered across the three campuses

242 students enrolled in IHP-supported courses

130+ students engaged via IHP class visits

9 monthly newsletters sent

2,136 newsletter subscribers

26,000+ website views

Research

In Year 2, the IHP made significant progress on the foundational, large-scale research project sites at its center. Project sites operate under the guidance of the IHP Directors of Research on the Flint, Dearborn, and Ann Arbor campuses—Lisa Lapeyrouse, Camron Amin, and Jay Cook, respectively—who also serve as principal investigators on some projects. With research teams of faculty, staff, and graduate and undergraduate students in place, each of these project sites is working to produce new knowledge about the University of Michigan’s history of inclusion and exclusion. The eleven current project sites include five that were launched in Year 1, and another four that were in development in Year 1 and are now fully pursuing their research.

The IHP also continued to develop new project sites and research-related initiatives to expand the IHP’s reach across U-M’s more than two hundred years of history. Two new affiliate project sites joined the IHP this year: Native American Student Stories and ReConnect/ ReCollect embarked on the next phases of their work with the support and partnership of the IHP. An additional project site at UM-Flint focused on exploring the origins of that campus is now beginning work. The IHP also launched an ongoing open call for those who would like to propose and lead new project sites.



Bentley Historical Library staff Meghan Courtney and Andrew Rutledge and IHP Research Associate Jonathan Quint at the Bentley Historical Library, October 2024. Photo by Scott Soderberg, Michigan Photography.

As research teams dug deep into archival holdings, faculty taught courses that engaged students in a variety of research activities, and oral histories and survey data were collected, project sites also began sharing the products of their ongoing research. Many engaged in public presentations, while data visualizations and other publications began to share research findings originating from project sites. In addition, IHP Research Fellow Lorena Chambers published her research on James Earl Jones and his time as a student at U-M in *Time Magazine's* online publication *Time: Made by History* and produced an additional account for *Michigan Alum* magazine. For a full list of this year's research products and engagement activities, see page 5.

Plans for a variety of ways to further engage people in the project sites' research and to share new findings—through conferences, symposia, exhibits, workshops, listening sessions, digital platforms, public programming, and more—are well underway for Year 3 and beyond. Specific and notable research findings are listed below under the individual project site updates.

Key achievements related to research in Year 2 include:

1. Making significant progress on project sites focused on the university's history, with leadership from research teams of faculty, staff, and students
2. Adding two new affiliate project sites, Native American Student Stories and ReConnect/ReCollect
3. Sharing research progress and findings through public programs and first publications

Learn more about these achievements by reading about IHP project sites and their activities and accomplishments in Year 2 below.

Origins & Trajectories

This frame houses project sites that focus on the trajectory of the university over time, with a focus on examining received histories, recontextualizing existing narratives, and centering heretofore ignored stories.

The 1817 Project: Land, Culture, Memory, and Repair

Co-Principal Investigators: Eric Hemenway, Bethany Hughes, and Michael Witgen
(with additional leadership from Jay Cook as Co-PI in 2024)

Research Associate: Jonathan Quint

Student Researchers: Richard Bachmann, Gabrielle Ione Hickmon, Hritish Jerry, Paige Newhouse, Dennis Simiyu, Laura Stahl, Phillip Voglewede, and Veronica Williamson

Advisory Committee: Ethriam Brammer, Michelle Cassidy, Matthew Fletcher, Jalen Greene, and Deborah Richmond

In 2024-25, the 1817 Project deepened its research into the university's early history, the foundational land transfer it received from the Anishinaabeg, and the U-M honor society Michigamua/Order of Angell. In a Fall 2024 HistoryLab graduate course, Jay Cook and his students widened the project site's analytic focus through original research on subjects such as Native American student enrollment patterns, institutional inaction in response to 20th-century Native American student protest, and the ways in which the Anishinaabe land transfer is represented and acknowledged at the U-M Biological Station.

Project site leadership also conducted outreach to the twelve federally-recognized tribes in the state of Michigan and four state-recognized tribes. At an in-person, all-day 1817 Project Advisory Committee meeting in January,

the project site's Co-PIs, researchers, and IHP staff met with key stakeholders of the 1817 Project, including leaders of the Honoring Article XVI initiative, the managing director of U-M's NAGPRA (Native American Graves Protection and Repatriation Act) team, and the Native American Student Association (NASA) Executive Board. These discussions considered the current state of relationships between the university and Indigenous communities and explored how the 1817 Project can move forward in ways that are respectful, inclusive, and reparative.

The project site shared its first research findings in March. "Visualizing the History of the University of Michigan's Early Land Possessions" traces the university's acquisition of land through the 1817 Treaty of Fort Meigs and through federal law in the 1820s and 1830s, and demonstrates how the sale of that land contributed to the

university's early stability. Public presentations about the 1817 Project's ongoing research took place at the 2025 American Association of Geographers Annual Meeting in Detroit and through the Bentley Historical Library's Making Michigan Series.

Finally, the 1817 Project made progress on major initiatives planned for the next two years, which include conferences, a public exhibition, a digital research platform, and more. In April 2026, the project site will host a public symposium with the Eisenberg Institute for Historical Studies and a two-day national conference, *Living with Treaties: The 1817 Project, the University of Michigan, and the Western Expansion of the United States*. These events will bring together scholars, K-12 educators, Tribal members, and the U-M community to explore the complex history of treaties and Native American land transfer in relation to the University of Michigan and U.S. higher education more broadly.



Graduate students Deborah Pomeranz, Cheyenne Travioli, Kristen Morgenstern, and Gabrielle Ione Hickmon from Jay Cook's Fall 2024 HistoryLab course at the William L. Clements Library, September 2024. Photo by Chris Ridgway.

The 1817 Project's research into U-M's process of transforming the Anishinaabe land grant into institutional property, as well its acquisition of 44,000 acres from the federal government in the 1830s, has led to a significant historiographical intervention. This research shows that public domain land brought under government control by treaties with Indigenous nations and distributed to colleges and universities financed the development of American higher education far earlier than is typically imagined.

The 1959 Project: University of Michigan-Dearborn's Origins and Timelines

Principal Investigator: Camron Amin

Research Associate: Kandra Polatis

Student Interns: Furqan Al-Tamimi, Razieh Araghi, Wallace Bowie III, Nada El-Zein, and John Ray

The 1959 Project is using living memories and archives to examine key issues that informed the foundation of the Dearborn campus and its expansion to a four-year institution in 1972 while studying the ways that multiple generations of students of different backgrounds have reflected on those changes. In doing so, the project site made substantial progress on its three key oral history collections. Researchers are curating more than twenty existing, archived recordings as part of the Restored Voices collection, and have collected five new oral histories for the Shared Campus Lives collection. Both collections will launch with several fully-curated oral histories this summer. The 1959 Project is also pursuing phase 2 of the Michigan Middle East Travelers Oral History Project (MMETOHP), which will collect oral histories from members of the Dearborn campus community who have traveled to the Middle East and explore how connected individuals feel to the campus community and the Dearborn campus itself. To do so, researchers designed and deployed *The Survey on Travel, Mobility, and the Campus Community*, which collected data from more than 800 UM-Dearborn students, staff, faculty, alumni, and retirees, some of whom will participate in interviews and focus groups to further expand data collection. The 1959 Project also engaged students through project-based learning assignments in three courses, with students digitally curating oral histories, giving feedback on the university's public historical timeline, and conducting research in historical newspaper databases. The 1959 Project shared updates on its research at the Oral History Association Annual Meeting in Cincinnati.

The Restored Voices Oral History Collection will eventually make thirty digitally-curated interviews from the archives of the Mardigian Library at UM-Dearborn available in a public database. The collection will include interviews with William Stirton, the Vice Chancellor who served as the first director of the Dearborn campus from 1959 to 1968; Helen Graves, a professor of political science who helped found UM-Dearborn's Commission for Women in 1974; and former UM-Dearborn Chancellor Blenda J. Wilson, who became both the first African American and first woman to lead any public university in Michigan when she served as chancellor from 1988 to 1992.

Urban Renewal and the University of Michigan-Flint

Co-Principal Investigators: Callum Carr-Marquis and Benjamin Gaydos

This year, this project site saw significant archival discoveries and major design milestones as the project team worked to produce exhibits that will trace and share the history of urban renewal in relation to UM-Flint. Research by Co-PI Callum Carr-Marquis into *The Flint Spokesman*, a newspaper of Flint's Black community, focused on the effects of urban renewal on Black residents and their responses to UM-Flint's move to its current downtown location in 1971. For the planned exhibits, the team also made progress on producing a timeline of campus development, collecting photographs and quotations from community members, and reviewing archival materials at the Genesee Historical Collections Center, Mott Community College, and the Bentley Historical Library. In the Winter 2025 course ART 379: Community Design Studio, Co-PI Benjamin Gaydos formed a design team with his students to work on various aspects of the mobile exhibit, including its physical structure, concept, models, and the display itself. The mobile exhibit will open in the 2025-26 academic year, with an additional permanent display to be housed at the Frances Willson Thompson Library at UM-Flint.

Aerial photograph of the I-69/I-475 interchange, one of the major projects of urban renewal in Flint. Photo courtesy of the Genesee Historical Collections Center, Frances Willson Thompson Library.



People & Communities

This frame includes project sites that focus on the lived experiences of individuals and communities within and around our campuses and on how institutional policies, practices, and norms have affected these experiences.

African American Student Project (affiliate project site)

Principal Investigator: Brian Williams

Student Researchers: Amanath Khandaker and Ashvin Pai

This year, the African American Student Project (AASP) added 225 new names to its searchable database of African American students who attended the university for any length of time from 1853 until 1980, while continuing to update and refine data in existing records. The database now contains entries for more than 10,000 students. While the pace of adding new names has slowed, it underscores the fact that there are fewer remaining research avenues for discovering new names. Two students, supervised by visualization librarians, continued visualization work with expanded and updated GIS data plotted on the interactive Ann Arbor African American student housing map. Additional work was done to create a national map plotting hometowns of African American students across the United States as a means of understanding matriculation patterns. Work is underway to mount these updated visualizations on the AASP website. Finally, several presentations were made to raise awareness about the AASP, which also hosted a workshop in May 2025 on using the AASP database titled “Researching Black U-M Alums,” which featured presentations by African American community members Beverly Willis and Omer Jean Winborn.

Native American Student Stories (affiliate project site)

Co-Principal Investigators: Bethany Hughes and the Native American Student Association

Student Researchers: Elladiss Fuge and Andryana Talgo

Native American Student Stories, a community history of the Native American Student Association (NASA) on the Ann Arbor campus, joined the IHP as an affiliate project site at the start of the year. The team is tracing the ways that Native American and Indigenous students have experienced the University of Michigan as well as important events, activities, and relationships in the history of the Native American Student Association. This year, the research team focused on expanding the number and range of interviews of NASA alumni that are at the heart of the project and will help to trace and fill out this history.

Over the course of this year, researchers worked to identify almost sixty potential interviewees, contacted many of them, and completed six recorded interviews. The project also hosted community events and attended the Dance for Mother Earth Powwow in March 2025 as part of its community outreach and engagement efforts, and is digitizing photographs from previous powwows held at U-M in collaboration with the Bentley Historical Library.

The Origins of UM-Flint's Student Support Services Centers (SSSC)

Principal Investigator: Lisa Lapeyrouse

Center Fellows: Helen Budd, LaQwana Dockery, Zachariah Mathew, Hilary Murmers, and Bianca Torbert

Student Researchers: Mekka Al-Shawi, Shane Berkholz, Jude Krajnyák, Antonio Parks, and Jamilah Willis

This project site is documenting the roles students, staff, faculty, and the broader Flint community have played in the founding of various centers focused on inclusion and student support on the UM-Flint campus. This year, the project site assembled a team to lead research into these centers. The team includes Center Fellows, who are staff members at each of the five participating centers, and researchers who are current or past U-M students. The SSSC Project therefore provides the opportunity for those who are directly involved in these centers' efforts to become the stewards of their histories, and is also working to develop new researchers by providing training in a range of critical research skills. The project site primarily focused on data collection this year, collecting 25 interviews with people who have been involved with the founding and the continued histories of each of the centers. Interviews focused on the roles student advocacy and activism have played in the creation and maintenance of the centers; the ways that the missions, visions, and programming of the various centers have changed over time; and how the centers have worked to provide a sense of belonging to the students they serve.

Outsiders, Insiders, Radicals, and Reformers: A History of Jews at the University of Michigan

Co-Principal Investigators: Karla Goldman and Deborah Dash Moore

Student Researchers: Kyra Ariker, Ari Leflein, Kristen Morgenstern, and Sophie Reed

This year, this project site launched research into a range of topics designed to build out a broad history of Jews at U-M as outsiders, insiders, radicals, and reformers and to trace the shifting parameters of these positions at different moments in the 20th century. To do so, a team of undergraduate and graduate research assistants gathered data on the Jewish members of the LSA Graduating Class of 1927, studied the Jewish student journal *Prospect* (1988-1998), and began researching the rise of feminism and its implications at the University of Michigan in the 1960s and 1970s. In JUDAIC STUDIES 441: The History of Jews at the University of Michigan: Exclusion and Inclusion in Higher Education, taught by Co-PI Karla Goldman, students conducted oral histories with UM-Ann Arbor alumni who graduated in the 1950s, 1960s, and early 1970s to better understand student experiences in those eras. The project site also hosted two public programs in the winter term, a lecture by Riv-Ellen Prell titled *Jews, the Academy, and Antisemitism: How and What Should We Study?* and a dynamic public program with almost 200 attendees titled *Come to Ann Arbor and Taste the World: Three Jewish Food Writers on Their Time as U-M Students in the 1960s and 1970s* featuring Ruth Reichl, Joan Nathan, and Ari Weinzweig.

Ari Weinzweig, Joan Nathan, Ruth Reichl, and Karla Goldman (left to right) at *Come to Ann Arbor and Taste the World*, April 2025. Photo by Anna Anderson.



Sites & Symbols

This frame organizes project sites that explore the significance of symbolic and material sites of memorialization and commemoration at the university, whether they take the form of named spaces, legendary figures, public art, iconic structures, or shared rituals.

Hill Auditorium

Co-Principal Investigators: Mark Clague, Cayenne Harris, and Jay Cook

Student Researchers: Tyrese Byrd, Paige Dailey, Cody Ebright-Jones, Ellen Lee, and Nathan Shook

This year, the research team for the Hill Auditorium project site expanded to include several graduate students and identified initial research questions. Those questions point toward tracing how Regent Arthur Hill, the auditorium's namesake, earned his fortune and exploring early visions of the auditorium's role as a campus gathering space and nexus between town and gown, culture and politics—and how that vision changed over time. Researchers are also working to catalog the range of performers, speakers, events, and protests at Hill Auditorium over the course of its history, while considering what sources exist to access past events now, and focusing on the laborers who built the auditorium, maintained it, and continue to support the space currently. These questions are being pursued while keeping potential ways to share the answers to them in mind, both through digital platforms and physical installations for those who move through the auditorium today.

Beyond the Big House: Athletics Advocacy and Sports Culture at the University of Michigan

Co-Principal Investigators: Michael Rosenberg and Kate Wroblewski

Student Researchers: Lucy Del Deo, Sara Desmet, Isabel Hopson, Emma Lefevre, Taylor Tyrell, and Zoe Waldman

The Beyond the Big House project site launched its first research area this year, which explores the history of women's athletics at U-M from their origins in the 1870s through the 1960s. Through intensive research at the Bentley Historical Library and archives at Harvard University and the University of Chicago, Co-PI Kate Wroblewski is exploring the many roles women's athletics have played over those decades, the close links they reveal between physical education and eugenics, and particularly illuminating incidents like the controversy surrounding the lack of swimming facilities for women on campus in the first half of the 20th century, beyond the so-called "Barbour bathtub." This controversy is an example of the university's decision to offer some athletic opportunities for women students, often through club and intramural sports, but only when those opportunities involved socialization or advanced reproductive health goals—and not when they extended to participation in intercollegiate competition. In a Fall 2024 HistoryLab undergraduate course, Wroblewski and her students drew on archives at the Bentley to flesh out histories like this one and began work on a podcast series to share their findings. Late in the winter term, the project site added Co-PI Michael Rosenberg, a journalist who began his career at *The Michigan Daily* and is now a senior writer at *Sports Illustrated* and whose first book, *War As They Knew It: Woody Hayes, Bo Schembechler, and America in a Time of Unrest* (2008), provides a social history of U-M football in the 1960s and 1970s. Rosenberg is developing new areas of inquiry, while Wroblewski will offer a second HistoryLab course this fall that will tackle a retrospective of Title IX and collect oral histories of women athletes from the 1970s and 1980s.

Detail of the swimming pool in Barbour Gymnasium, known as the "Barbour Bathtub," ca. 1940. Photo from the Bentley Image Bank, University of Michigan Library Digital Collections, and courtesy of the Bentley Historical Library.



Research & Teaching

Project sites in this frame focus on the importance of knowledge production to the university's mission, examining how research and teaching have been defined, practiced, resourced, and evaluated. The frame also considers the broad range of activities and sites at U-M that support and advance knowledge production, including the university's libraries and museums.

Towards Community-Based Shared Stewardship

Co-Principal Investigators: Alexis Antracoli and Jesse Johnston

Student Researchers: Krystel Anderson and Jordan Rhym

In this project site, the Bentley Historical Library (BHL) and the School of Information are collaborating to develop community-based stewardship relationships that aim to reverse the extractive relationships between university repositories and underrepresented communities throughout Michigan. Instead of extracting resources and records from communities for study by scholars, the project site team aims to build relationships with marginalized communities represented in the Bentley's collections. This year, the team focused on better understanding the Bentley's collections to identify candidate collections for shared stewardship and researching potential contacts for future shared stewardship projects. The team particularly focused on deepening knowledge of Native American collection materials at the Bentley, and worked with Tribal archivist and historian Eric Hemenway to review approximately a dozen collections. The project site will host its first community event in June in collaboration with the U-M Library, which will introduce representatives of tribal communities to BHL resources and provide an introduction to archival research.

ReConnect/ReCollect: Reparative Connections to Philippine Collections at the University of Michigan (affiliate project site)

Co-Principal Investigators: Deirdre de la Cruz and Ricky Punzalan

ReConnect/ReCollect joined the IHP this year as an affiliate project site. The project is a multidisciplinary collaboration that has developed decolonial and reparative approaches to the vast collections of Philippine materials at the University of Michigan, much of which was acquired during the U.S. colonial period. The first two-year phase of ReConnect/ReCollect, generously funded by U-M's Humanities Collaboratory, combined reparative curation, community engagement, artist and culture bearer residencies, and original scholarship, and culminated in the publication of a website and digital toolkit. The project's leaders are now continuing and expanding these efforts in phase two of ReConnect/ReCollect, and will be pursuing three additional projects in the coming year: community consultations in Mindanao, Philippines, in Summer 2025; a major symposium titled *Balikan**: Shared Stewardship and Ethical Returns for Philippine Collections, planned for October 2025; and an extra-institutional handbook with insights and recommendations for navigating visiting Ann Arbor and engaging with Philippine materials in U-M archives and museums.

*Balikan in Tagalog means to return to something; to return for something; to return to somewhere.

Deirdre de la Cruz, Ricky Punzalan, and Earl Lewis (left to right) participate in the *Do Not Repeat Harm: Approaches to Reparative Action* Panel Discussion at the IHP Summit, April 2025. Photo by Michigan Photography.



STUDENT ENGAGEMENT

In Year 2, the IHP pursued a range of both curricular and co-curricular efforts to engage students more deeply in the project. Efforts included supporting innovative undergraduate and graduate courses that worked to broaden knowledge and understanding of U-M's inclusive history; consulting regularly with the IHP's new tri-campus Student Advisory Committee; and visiting eleven courses to share information about the IHP and invite students' engagement.

Students also contributed directly to the project sites' core research by serving as research assistants. Through research assistantships and internships in Year 2, we employed over 40 graduate and undergraduate students. Across campuses, student researchers received training in qualitative research methods and learned how to conduct archival, primary, and secondary research.

Key achievements related to student engagement in Year 2 include:

1. Supporting sixteen innovative undergraduate and graduate courses focused on U-M's inclusive history
2. Facilitating deeper student participation in the IHP through the IHP Student Advisory Committee
3. Designing and launching IHP class visits, directly engaging more than 130 students across eleven courses in learning about the IHP

1. Supporting sixteen innovative undergraduate and graduate courses focused on U-M's inclusive history

In Winter 2024, we were proud to make the first IHP Teaching Fund awards and to offer our first IHP course, a graduate seminar associated with the 1817 Project taught by IHP Director of Research for the Ann Arbor Campus Jay Cook. Building on these efforts, we dramatically expanded IHP-supported teaching in Year 2, with sixteen courses offered across U-M's campuses. Of these sixteen courses, eleven were supported by IHP Teaching Fund grants, and five were associated with the IHP's ongoing foundational research project sites, including the 1817 Project, Urban Renewal and the University of Michigan-Flint, and project sites focused on the history of Jews at U-M and athletics advocacy and sports culture at the university. In the IHP Teaching Fund's second year, we made twelve awards to support both the development of new courses and the redesign of existing ones.

IHP Teaching Fund awardees who taught in 2024-25 reported that their courses enabled students to create public-facing outputs, frequently through multi-modal projects, and engaged both local communities and other groups of stakeholders through sharing their work. Emily Feuerherm's course, LINGUISTICS 231: Language and Law, focused on examining historical policies related to diversity and equity at the Flint campus and, after uncovering an unjust policy in the UM-Flint course catalog related to multilingual speakers, played a crucial role in its removal—thereby turning historical research into action.

“Students reviewed policies outlined in the UM-Flint catalogs since the founding of the institution to address students’ rights, accessibility, and language education access over time. Students commented at the end that the size of the class and the focus on projects where we were all learning together made for transformative learning experiences. The community we built was a success in itself.”

Emily Feuerherm, Associate Professor of Linguistics at UM-Flint, on LINGUISTICS 231: Language and Law, a course supported by the IHP Teaching Fund

“Professor Awartani created an environment where we could fully immerse ourselves in history, not just by reading about it, but by directly engaging with archival documents. Working alongside my group-mates, I learned how to navigate and interpret historical materials, and together we uncovered stories and movements from the past and brought them back to life.”

A student enrolled in AMERICAN CULTURE 204: In Study and Struggle, taught by Sara Awartani, Assistant Professor of American Culture, and supported by the IHP Teaching Fund

2. Facilitating deeper student participation in the IHP through the IHP Student Advisory Committee

The inaugural IHP Student Advisory Committee helped expand student participation and amplify student voices in the IHP. The committee consisted of twelve members, including undergraduate and graduate students from each campus, and represented a variety of schools and colleges. In regular meetings with IHP leadership, members provided feedback on the project's historical research and communications and marketing efforts. Committee members also promoted IHP events through student channels, served on the Task Force on New Honorific Namings convened by the IHP, recruited new members, and offered strategies for increasing student attendance at IHP events and enrollment in IHP-supported courses.

IHP Student Advisory Committee members meet at the Dearborn campus, October 2024.
Photo by Michigan Photography.



3. Designing and launching IHP class visits, directly engaging more than 130 students across eleven courses in learning about the IHP

This year, IHP class visits engaged over 130 students across the three campuses. Class visits introduced students to the IHP and invited their participation in the project's research and engagement activities by engaging them in discussions of the project's goals and ongoing work. In visits led by IHP Manager of Engagement Jennifer Junkermeier-Khan and with the participation of IHP research associates and staff, students participated in group discussions and structured activities designed to introduce them to the work of inclusive history. This year, class visits primarily took place with IHP Teaching Fund courses, but will expand to courses not directly related to the IHP in Year 3.

IHP class visit to Sara Awartani's course, AMERICAN CULTURE 204: In Study and Struggle: Student Movement Histories, January 2025. Photo by Michigan Photography.



In Year 2, IHP class visits led to several outcomes. The IHP heard thoughts and ideas from a broad spectrum of students on its historical research and engagement efforts. Following a visit to HISTORY 441: U-M Athletics, students devised a plan to share the research they were pursuing on the history of women's athletics at U-M with current U-M women athletes, to be in conversation with those student athletes about how that research could (or does) affect their experience with athletics today, which will take place during the 2025-26 academic year. Through these visits, students also developed ideas for IHP Research & Engagement Fund mini grants, and one of these mini grant ideas grew into the IHP Summit's archiving workshop, which was specifically designed for a student audience.

Throughout the year, our curricular and co-curricular student-focused engagement efforts combined to facilitate deeper student participation in the IHP's work. Several students who enrolled in IHP courses continued working with the project as research assistants, and other students who learned about the IHP through class visits are pursuing ways to become more involved. UM-Dearborn student Sydney McKinney-Williams, who joined the Student Advisory Committee after receiving an IHP Research & Engagement Fund mini grant, premiered her documentary *Uncovering: History of the Black Student Union* at the IHP Summit on April 4—one of many examples of student work that were highlighted there.

"It's a film about university history that, when looking back, will be an important moment in my own history. There were a lot of people at U-M who helped me make this film happen and I was able to connect with alumni going back to the 1970s."



UM-Dearborn student Sydney McKinney-Williams in “Preserving student life through film” by Sarah Tuxbury, March 31, 2025, and speaking at the premiere of her documentary, *Uncovering: History of the Black Student Union*, at the IHP Summit, April 2025. Photo by Michigan Photography.

2024-25 IHP-Supported Courses

- AMERICAN CULTURE 204: In Study and Struggle: Student Movement Histories, Sara Awartani, Ann Arbor campus–*IHP Teaching Fund course*
- AMERICAN CULTURE 301: Behind the Scenes: Digital Archiving of Michigan Muslim Political Campaigns, Nancy Khalil, Ann Arbor campus–*IHP Teaching Fund course*
- AMERICAN CULTURE 301: The History of Asian Americans in Michigan, Manan Desai, Ann Arbor campus–*IHP Teaching Fund course*
- AMERICAN CULTURE 310: We Remember: Arab American History, Charlotte Karem Albrecht, Ann Arbor campus–*IHP Teaching Fund course*
- AMERICAN CULTURE 352: Asian/Pacific Islander American Cultural Performance, Amy Stillman, Ann Arbor campus–*IHP Teaching Fund course*
- ARCHITECTURE 409: Under the Campus, the Land: Native and Settler Histories of the University of Michigan, Andrew Herscher, Ann Arbor campus–*IHP Teaching Fund course*
- ART 379: Community Design Studio, Benjamin Gaydos, Flint campus–*IHP project site course, Urban Renewal and the University of Michigan-Flint*
- ENVIRONMENT AND SUSTAINABILITY 677: Inclusive Histories of Sustainability at U of M, Justin Schott, Ann Arbor campus–*IHP Teaching Fund course*
- EXPLORATORY STUDIES 410: Multiculturalism in School and Society, Rashid Faisal, Dearborn campus–*IHP Teaching Fund course*
- HEALTH AND HUMAN SERVICES 309: Theories & Practice of Social Work, Finn Bell, Dearborn campus–*IHP Teaching Fund course*
- HISTORY 441: U-M Athletics, Kate Wroblewski, Ann Arbor campus–*IHP project site course, Beyond the Big House: Athletics Advocacy and Sports Culture at U-M*
- HISTORY 3502: The Middle East from 570 to 1800 CE: An Intersectional History, Camron Amin, Dearborn campus–*IHP project site course, The U-M in the Middle East Initiative [in development]*
- HISTORY 717: Inclusive History Lab: The 1817 Project, Jay Cook, Ann Arbor campus–*IHP project site course, The 1817 Project: Land, Culture, Memory, and Repair*
- JUDAIC STUDIES 441: The History of Jews at the University of Michigan: Exclusion and Inclusion in American Higher Education, Karla Goldman, Ann Arbor campus–*IHP project site course, Outsiders, Insiders, Radicals, and Reformers: A History of Jews at the University of Michigan*
- LINGUISTICS 231: Language and Law, Emily Feuerherm, Flint campus–*IHP Teaching Fund course*
- MEDICAL ADMINISTRATION 7300: History of Race and Racism in Medicine, Tonya Kneff-Chang, Michigan Medicine–*IHP Teaching Fund course*

IHP Teaching Fund Grants Awarded in 2024-25

- Shavonne Coleman, “THEATRE AND DRAMA 399: Beyond the Stage: Unearthing the History of BIPOC Artists in Theatre for Young Audiences at the University of Michigan,” School of Music, Theatre and Dance, Ann Arbor campus
- Mohamed Daassa, “ARABIC 250: Arab-Americans on the UM-Flint Campus,” College of Arts, Sciences and Education, Flint campus
- Emma Davis, “Cultivating Communities of Belonging,” College of Arts, Sciences and Education, Flint campus
- Emmalon Davis, “Philosophical Methods: Michigan Philosophy and Histories of (Un)Belonging,” College of Literature, Science, and the Arts, Ann Arbor campus
- Tiffany Fryer, “Surfaces: Research Seminar in Historical Archaeology,” College of Literature, Science, and the Arts, Ann Arbor campus
- Jenna Gerdsen, “THEATRE AND DRAMA 322: Theatre History II,” School of Music, Theatre and Dance, Ann Arbor campus
- Greer Hamilton, “SOCIAL WORK 650: Theories and Practices of Community Change: Concepts, History and Approaches,” School of Social Work, Ann Arbor campus
- Georgina Hickey, “HISTORY 300: The Study of History,” College of Arts, Sciences, and Letters, Dearborn campus
- Nancy Khalil, “AMERICAN CULTURE 301: Behind the Scenes: Digital Archiving of Michigan Muslim Political Campaigns,” College of Literature, Science, and the Arts, Ann Arbor campus
- Doo Jae Park, “Inclusive History of Michigan Athletics,” College of Literature, Science, and the Arts, Ann Arbor campus
- Gayle Rubin, “Women at Michigan: The ‘Dangerous Experiment’ 1870-2020,” College of Literature, Science, and the Arts, Ann Arbor campus
- Garrett Schumann, “APPLIED LIBERAL ARTS 298: Inside the Local Music Community,” College of Literature, Science, and the Arts, Ann Arbor campus
- Jessica Walker, “AMERICAN CULTURE 311: Food in American Culture,” College of Literature, Science, and the Arts, Ann Arbor campus

ENGAGEMENT

The IHP's primary engagement goal for Year 2 was to create more opportunities for communities to be introduced to and engage with the IHP, so as to establish the IHP as a space where a multitude of voices are welcomed, heard, and valued.

To do so, we designed and launched more pathways for participation, whether through public programs, partnerships, open dialogues, or collaborative and bidirectional programming, and worked to ensure that the IHP is more visible and more open to a broader range of people. By expanding our outreach and deepening our relationships with a vast range of stakeholders, partners, and campus communities, we laid important groundwork for a more inclusive and participatory trajectory, reinforcing our commitment to studying, documenting, and co-creating inclusive histories of U-M.

Key achievements related to engagement in Year 2 include:

1. Hosting or co-sponsoring seven events and increasing attendance to IHP public programs, events, and happenings
2. Expanding engagement opportunities and utilizing different engagement formats to advance the IHP's visibility and mission
3. Expanding the IHP Summit and establishing it as the project's annual marquis event
4. Increasing IHP engagement partnerships to include more departments, units, and schools across the three campuses while continuing work with the IHP's advisory committees
5. Producing a suite of posters and other event graphics, visual language, communication tools, and ephemera for IHP engagements designed by U-M Stamps School of Art & Design alumni
6. Continuing to grow IHP communications through regular website updates and the launch of monthly newsletters

1. Hosting or co-sponsoring seven events and increasing attendance to IHP public programs, events, and happenings

The IHP hosted or co-sponsored seven events throughout Year 2 and dramatically increased attendance at IHP events, with more than 900 unique visitors attending events this year.

An expanded engagement team led by IHP Manager of Engagement Jennifer Junkermeier-Khan made these successes possible. Fall 2024 Rackham Doctoral Intern Richard Bachmann and IHP Program Assistants Maekayla Dimatulac, Grant Jackson, and Erin Snyder, all undergraduate students on the Ann Arbor campus, contributed to the planning and execution of a variety of public programs and other research and engagement activities throughout the year. Nalani Duarte, an alum of UM-Flint, provided critical assistance throughout the year in organizing and installing exhibitions and in organizing and running the 2025 IHP Summit.

For a full list of IHP Year 2 public programs, see Year 2 by the Numbers.

UM-Flint Chancellor Laurence Alexander views the first IHP exhibition, *In Search of Memories*, at UM-Flint, September 2024. Photo by Michigan Photography.



2. Expanding engagement opportunities and utilizing different engagement formats to advance the IHP's visibility and mission

In Year 2, the IHP broadened its approach to public engagement by utilizing a range of new event formats and launching multi-day events. These expanded engagement modalities reflected a deliberate strategy to make the IHP's work more accessible, participatory, and responsive to the communities it engages. By offering multiple entry points into the project, the IHP invited a broad range of individuals to engage in meaningful dialogue, contribute their insights, and help shape the project's direction.

New event formats included public exhibitions, interactive installations, poster sessions, film screenings of IHP-supported documentaries, multi-day symposiums, and hands-on workshops. In September 2024, the IHP launched its first exhibition, *In Search of Memories: Exploring the Archival Gaps between Yesterday, Today, and Tomorrow*, which invited past and present UM-Flint community members to fill gaps within UM-Flint's archives and share their stories. Held at the UCEN Gallery, this interactive exhibition featured more than 200 photographs from the history of the Flint campus, which are part of the Genesee Historical Collections Center at Flint's Frances Willson Thompson Library. The photographs are missing important identifying and contextual information, such as the names of the people photographed, the event where the photograph was taken, and more. Exhibit visitors were invited to provide information about the photographs on display and also to share their own experiences at UM-Flint.

In addition to the exhibition, the IHP hosted the *2024 IHP Student Organization History Poster Competition*, inviting all UM-Flint student organizations to create posters to document and share their histories. The seven submitted

posters were displayed and the top five entries were announced at the *UM-Flint Students of Yesterday, Today, and Tomorrow Mixer* held during Flint's Wolverine Homecoming. The UM-Flint student organizations who participated were:

- Black Student Union (1st place)
- Latinos United for Advancement (LUNA) (2nd place)
- Wolverine BIPOC Healthcare Collective (3rd place)
- Black Girls Code (4th place)
- Turn Up, Turnout (5th place)
- K-Pop Club
- Protect Life

The day-long IHP Summit also engaged participants in an expanded range of activities. The *Wolverine Stories Video Booth* invited attendees to record personal stories about their experiences at the University of Michigan. The IHP's first workshop, *Our Records, Our Selves: How to Save Your History*, was led by archivists from the Ann Arbor, Flint, and Dearborn campuses and provided its more than 40 participants with instruction in practical archiving skills while underscoring the importance of preserving community and institutional memory. The Summit concluded with the premiere of *Uncovering: History of the Black Student Union*, a documentary by UM-Dearborn undergraduate Sydney McKinney-Williams that explores the origins and development of the Black Student Union on the Dearborn campus. A panel discussion followed that brought together students, alumni, and faculty who appeared in the film.

This year's broadened engagement infrastructure encouraged participants to see themselves as active participants in the work of inclusive history and the IHP and has laid a strong foundation for sustained public participation in the project.



Attendees participate in the first IHP workshop, *Our Records, Our Selves*, at the IHP Summit, April 2025.
Photo by Michigan Photography.

*“I appreciate the University for having spaces like this...
I think it reinstalls a faith that I can also do it and
accomplish great things as a Latina in the U.S.”*

Bridghaite Lemrow-Collazo-Rosario on the IHP’s *Chicanas Changing History Symposium* in “How we tell our stories’: UMMA symposium and digital archive celebrate Chicana historians” by Alaine Hanson, *The Michigan Daily*, February 24, 2025

3. Expanding the IHP Summit and establishing it as the project's annual marquis event

In Year 2 we expanded the IHP Summit to a daylong conference-style event that saw more than 200 attendees, 47 presenters, four exhibitions and installations, and a special guest appearance by UM-Dearborn's mascot, Bruce the Goose. The Summit took place across multiple rooms and spaces at the Dearborn campus, with concurrent sessions throughout the day. It opened with a panel discussion, *Do Not Repeat Harm: Approaches to Reparative Action*, co-presented by the IHP and the Center for Social Solutions and moderated by IHP Co-Chair Earl Lewis. This session brought together experts in justice, policy, and advocacy—including principal investigators from IHP project sites and national and international reparations practitioners—to discuss frameworks for accountability, community-driven reparative models such as truth commissions and economic restitution, and the challenges of implementation. A series of lightning talk sessions highlighted more than a dozen IHP projects, from courses and research projects supported by the IHP Teaching Fund and the IHP Research & Engagement Fund to IHP project sites. Each session included a mix of faculty, staff, and student presenters.

The Summit also featured the IHP's first documentary film screening, first workshop, and the *Wolverine Stories Video Booth*. Several exhibitions and installations were also on display. The *Digitizing the Archive* exhibition showcased a collaboration between the Mardigian Library and the Inclusive History Project to digitize key UM-Dearborn student publications, with the goal of expanding access to campus history. The other three exhibits highlighted student work. The *In Study and Struggle Course Zine Exhibition* displayed student-created zine covers from Sara Awartani's course on student movement histories, featuring original research and designs by students. Two digital installations further enriched the space: *Asian American Histories at Michigan*, created by Manan Desai and his students at UM-Ann Arbor, and *Hidden Histories*, developed by Finn Bell and students at UM-Dearborn. Together, these sessions and exhibitions reflected the depth and range of the IHP's work, offered multiple ways for participants to engage with the university's past, present, and future, and encouraged them to join in the work of the IHP.



Interview in the *Wolverine Stories Video Booth* at the IHP Summit, April 2025. Photo by Michigan Photography.

4. Increasing IHP engagement partnerships to include more departments, units, and schools across the three campuses while continuing work with the IHP's advisory committees

The IHP expanded its network of partnerships this year. These growing collaborations play an important role in advancing our work by building momentum, increasing the project's visibility and reach, and strengthening our relationships with the broader campus community. Partnerships are also essential for ensuring that the IHP stays connected to the needs, ideas, and experiences of the U-M+ community. They allow us to listen more effectively and respond more thoughtfully, and their ongoing support and collaboration make it possible to share our work more broadly.

Our partners in Year 2 included:

- Eisenberg Institute for Historical Studies, UM-Ann Arbor
- University of Michigan Library, UM-Ann Arbor
- University of Michigan Museum of Art (UMMA), UM-Ann Arbor
- Latina/o Studies Program, College of Literature, Science, and the Arts, UM-Ann Arbor
- Department of American Culture, College of Literature, Science, and the Arts, UM-Ann Arbor
- Stamps School of Art & Design, UM-Ann Arbor
- Horace H. Rackham School of Graduate Studies, UM-Ann Arbor
- Jewish Communal Leadership Program, School of Social Work, UM-Ann Arbor
- Bentley Historical Library, UM-Ann Arbor
- Mardigian Library, UM-Dearborn
- Journalism and Media Production (JuMP), College of Arts, Sciences, and Letters, UM-Dearborn

- 2024 UM-Flint Homecoming Committee
- Genesee Historical Collections Center, Frances Willson Thompson Library, UM-Flint
- Flint Alumni Relations, UM-Flint
- Office of Housing and Residential Life, UM-Flint
- Art & Art History Program, College of Arts, Sciences and Education, UM-Flint
- Riverbank Arts, UM-Flint

In Year 2, the IHP also continued meeting with its multiple advisory committees to maintain and deepen connections to the university community and receive guidance as we pursued our work.

The IHP Advisory Committee, which was first appointed in Fall 2023, includes 27 members from all three campuses and their surrounding communities who serve two-year terms. The committee meets quarterly to discuss the IHP's mission, activities, and impact across the university. The UM-Dearborn Steering Committee, composed of faculty and staff from the Dearborn campus, works to connect campus partners with IHP resources and provide guidance and support for the IHP's activities on the Dearborn campus. The UM-Flint Steering Committee, also known as "The Big Table," includes UM-Flint faculty, staff, and community partners. It provides strategic guidance on the direction, priorities, and ethical considerations of IHP initiatives at UM-Flint.

This year, all committees played a key role in sharing research findings from our project sites, reaching broader audiences with our work, and advising on the Summit's organizing framework.

6. Continuing to grow IHP communications through regular website updates and the launch of monthly newsletters

The IHP focused on expanding communications in Year 2 and leveraged our digital platforms to raise the visibility of the IHP, highlight our activities and impact, and foster continued engagement. We also created a printed guide to the IHP for broad distribution during outreach efforts on our campuses and in local communities.

Since the start of Year 2, the IHP website has expanded to feature webpages for IHP project sites, so visitors can learn more and keep up to date on their research activities, findings, teams, and related events. We also regularly updated the IHP website with news articles, upcoming events, and other opportunities to participate in the project to continue to engage our various audiences. The website has been viewed more than 26,000 times in Year 2, and analytics show that IHP events and funding opportunities are among our most popular pages.

Following the distribution of our first IHP newsletter in April 2024, we launched monthly e-newsletters in September 2024 to put news about the IHP in people's inboxes. The nine newsletters sent since then have highlighted IHP team members, from our research associates to new members of the UM-Flint IHP Advisory Committee; shared news about upcoming IHP events and then circulated recordings so more people can engage with them; announced recipients of grants from the IHP and reported updates on their work; and more. Over the course of the year, our newsletter audience grew by almost 50%, and we now have over 2,000 subscribers.



Students checking out the IHP Guide at the IHP class visit to Sara Awartani's course, AMERICAN CULTURE 204: In Study and Struggle, January 2025. Photo by Michigan Photography.

IHP Research & Engagement Grants

In Year 2, new and ongoing projects supported by the IHP Research & Engagement Fund on our three campuses helped to create and share knowledge about the university's inclusive past. This granting program, now well-established and increasingly competitive, encourages innovative, compelling, and academically rigorous projects across the university.

The IHP continued its support of projects originated and led by faculty and staff by making awards to a new cohort of grantees for Research & Engagement Fund Large Grants. A total of six large grants, with funding up to \$25,000, were awarded. Research & Engagement Fund Mini Grants, which provide up to \$3,000 in funding for students, staff, and faculty, are now accepted on a rolling basis, rather than an annual cycle, to better support student-led projects. Five mini grants were awarded in Year 2. This year's grantees across both large grant and mini grant competitions represent a wide range of disciplines and focus areas.

Research & Engagement Fund Mini Grants Awarded in 2024-25

- **Swallows Under Eaves**
Tianyi Zhai, undergraduate student (College of Literature, Science, and the Arts, UM-Ann Arbor)
- **The Honors Program**
Anna Muller (College of Arts, Sciences, and Letters, UM-Dearborn)
- **Examining Women's Involvement and Experiences Throughout the History of the Michigan Memorial Phoenix Project**
Liv Heald, undergraduate student (College of Engineering, UM-Ann Arbor)
- **Harmonizing Change: A Case Study of Social Justice History at the School of Music, Theatre and Dance (SMTD) at the University of Michigan**
Julia Arbanas, graduate student (School of Information, UM-Ann Arbor)
- **Connecting the Voice and the Vision: A Digital History of the Voice/Vision Archive at the University of Michigan-Dearborn**
Jamie Wraight (College of Arts, Sciences, and Letters, UM-Dearborn)

Research & Engagement Fund Large Grants Awarded in 2024-25

- **Inclusive History Project: Oral Histories and Intersections of African and African American Studies**
Ivy Forsythe-Brown (College of Arts, Sciences, and Letters, UM-Dearborn) and Terri Laws (College of Arts, Sciences, and Letters, UM-Dearborn)
- **Centering Arab American Studies and Students: Past and Present Place-making, Identity, and Inclusion at the University of Michigan-Dearborn**
Rose Wellman (College of Arts, Sciences, and Letters, UM-Dearborn) and Amny Shuraydi (College of Arts, Sciences, and Letters, UM-Dearborn)
- **Breaking New Ground: Reflecting on 150 Years of Doctoral Research at Michigan Through the Lens of Student Experience**
Michele Siegal (Rackham Graduate School, UM-Ann Arbor) and Emily Swafford (Rackham Graduate School, UM-Ann Arbor)
- **Mapping a Multi-faith Journey: A Historical Exploration of Religious Diversity at the University of Michigan**
Kelly Dunlop (College of Literature, Science, and the Arts, UM-Ann Arbor) and William Calvo-Quiros (College of Literature, Science, and the Arts, UM-Ann Arbor)
- **Critical Oral Histories**
Samuel Erman (Law School, UM-Ann Arbor)
- **Knowledges of Care: Institutionalizing Philippine-Michigan Colonial Connections in the Development of the Schools of Medicine and Public Health**
Tonya Kneff-Chang (Marsal Family School of Education, UM-Ann Arbor) and Angela Ebreo (Marsal Family School of Education, UM-Ann Arbor)

FORWARD-LOOKING INITIATIVES

In Year 2, the IHP engaged in several forward-looking, capacity-building initiatives to build infrastructure for the project's next efforts and further institutionalize the IHP.

By convening and leading the tri-campus Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan, the IHP worked to develop new policies and procedures that will help the university to more deeply consider whose achievements and contributions to the university will be memorialized on our campuses through new namings.

By providing funding to each of U-M's campus archives to support new staff and advance critical projects, the IHP contributed to expanded access to archives that support the telling of the university's history—and invested in the histories that will be written in the future.

Through its support for the new Inclusive Storytelling Hub at UM-Dearborn, the IHP piloted expanded ways to share the histories the project is developing and to invite people across our campuses and beyond to participate in their telling. And in working to expand the current History of U-M website in partnership with the Department of History at the Ann Arbor campus and the Bentley Historical Library, we demonstrated our commitment to bringing forward the many resources on U-M's history that predate the IHP and making their findings more accessible to all.

Key achievements in Year 2 include:

1. Convening and leading the tri-campus Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan
2. Investing in our three campus archives: the Genesee Historical Collections Center, the Dearborn Campus Archive at the Mardigian Library, and the Bentley Historical Library
3. Providing support for the Inclusive Storytelling Hub in the Journalism and Media Production (JuMP) program at UM-Dearborn
4. Expanding the current History of U-M website in partnership with the Department of History at the Ann Arbor campus and the Bentley Historical Library

1. Convening and leading the tri-campus Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan

The tri-campus Task Force on New Honorific Namings of Facilities and Prominent Spaces at the University of Michigan worked over the Winter 2025 term to develop new principles and processes for new honorific namings of facilities and prominent spaces at U-M. The Inclusive History Project led the work of this task force because naming a university building or space serves not only as a memorialization of a particular individual, but also as a statement about what and whose contributions have particularly mattered in our university's history.

With Kristin Hass and Earl Lewis serving as co-chairs, the task force reviewed existing policies and procedures governing the honorific naming of facilities and spaces at both U-M and peer institutions. The task force also sought and received additional feedback on its work by fielding a brief university-wide survey in March 2025, which received more than 3,000 responses from faculty, staff, students, and alumni of our three campuses and Michigan Medicine, and by meeting with senior leadership on each campus in May 2025.

The task force's work culminated in recommendations for revised principles and procedures for new honorific namings of facilities and spaces across the university that require Regental approval, which are the most prominent and most public spaces on our campuses. Importantly, the recommendations do not apply to donor namings or any namings that have already taken place, which are outside the purview of the task force. The task force's recommendations were delivered to the Office of the President in late May.

2. Investing in our three campus archives: the Genesee Historical Collections Center, the Dearborn Campus Archive at the Mardigian Library, and the Bentley Historical Library

This year, the IHP provided support for critical staff at U-M's three campus archives, funded digitization projects of student publications at the Dearborn and Flint campuses, and provided support to the Bentley to make progress on processing university archives collections in their backlog.

At UM-Flint's Genesee Historical Collections Center (GHCC), IHP funding enabled the hiring of a full-time archives assistant, Margaret Collins, in January 2025. The addition of Collins to the GHCC archives team ensures that the GHCC has consistent staffing and regular open hours during the week and also provides key support for IHP researchers as well as projects that serve IHP goals. The IHP is also funding the digitization of *The Michigan Times*, the student newspaper of UM-Flint that documented the Flint campus and student life from its founding in 1972 until its closure in March 2024. This new digital archive will serve as a critical resource for expanding the study of the Flint campus's history. Work on this project began late in the Winter 2025 term.

The IHP is also providing key funding to the Mardigian Library at UM-Dearborn. With the support of the IHP, the library was able to hire a three-year, full-time archivist, Hannah Zmuda. This year, Zmuda provided curriculum support for Dearborn courses, developed the *Our Records, Our Selves: How to Save Your History* do-it-yourself archiving workshop in conjunction with archivists from the Flint and Ann Arbor campuses for the IHP Summit, and worked on groundbreaking digitization projects, including the IHP-funded "Digitization of Campus Student-Run Publications" project and a second project for the Office of External Relations' historical faculty/staff and alumni publications.

In the first year of the "Digitization of Campus Student-Run Publications" project, over 2,900 issues of student-led news publications and literary journals were inventoried and prepared for digitization, and digitization is currently underway. Initially focused on *The Michigan Journal*, a student-run newspaper published continuously since 1972, and *Lyceum*, a student-run literary journal that has published student poetry, prose, and visual art since 1982, the project expanded to include earlier student newspapers that date back to 1962 as well as two Black student papers, *Heritage* and *Black Emblem*. Together, these publications capture more than 60 years of student expression, and by making them more searchable and accessible, this digitization project ensures a more inclusive historical record for future scholarship.

At the Bentley Historical Library, the IHP is helping to fund a three-year project archivist to process university archives in the Bentley's backlog, thereby helping to make more university records accessible to all who hope to use them to better understand the university's past. The new archivist for university collections has successfully processed a number of collections, including One University Campaign records; Equity, Civil Rights, and Title IX Office records; and Vice President for Student Life records, with more work to come.

“Looking at the Michigan Journal, it’s the most complete and granular documentation of campus life that we have. I look at the Michigan Journal as being one of the few times that we have student voices in the archives in a really consistent, strong and expansive way.”

UM-Dearborn Assistant Archivist Hannah Zmuda in “Extra, extra! Read all about getting UM-Dearborn history online” by Sarah Tuxbury, March 12, 2025

3. Providing support for the Inclusive Storytelling Hub in the Journalism and Media Production (JuMP) program at UM-Dearborn

The Inclusive Storytelling Hub (ISH) is a pilot project at UM-Dearborn focused on helping IHP researchers tell compelling stories about their research to broader audiences and engaging the campus community in a fuller understanding of itself through digital storytelling. The ISH was conceived and is led by Jen Proctor, Associate Professor of Journalism and Media Production, with key support provided by Rick Morrone and a team of five student interns—Adam Almalekey, Michael Beard, Anthony Fraga, Jorden (Jay) Snyder, and Jabez Williams. The project is funded through the IHP in partnership with UM-Dearborn’s Office of Holistic Excellence.

The ISH provides critical infrastructure to the IHP at UM-Dearborn. Its work in collaboration with the 1959 Project this year resulted in a number of new and ongoing initiatives. The ISH provided technical support for the recording of oral history interviews for the Shared Campus Lives Oral History Collection and produced a promotional video for the Michigan Middle East Travelers Oral History Project (MMETOHP) to recruit new interviewees. The video was integrated into the 1959 Project’s *Survey on Travel, Mobility, and Campus Community*, and contributed to more than sixty leads for new interviews. The ISH also recorded twelve short oral history interviews at the 2025 IHP Summit by setting up the *Wolverine Stories Video Booth*, which will be incorporated into future documentary projects and the Shared Campus Lives Oral History Collection, and produced a short recap video of the Summit that captured the range of content shared and the energy produced at this annual event. The ISH is also developing treatments for videos for three IHP-funded projects on the Dearborn campus. Finally, the team is in the early stages of a documentary project on UM-Dearborn Chancellor Blenda J. Wilson, which is proceeding in conjunction with a future exhibition of Jon Onye Lockard’s portrait of Chancellor Wilson. The team shared a teaser for the project at the Summit.

4. Expanding the current History of U-M website in partnership with the Department of History at the Ann Arbor campus and the Bentley Historical Library

The expansion and redesign of the History of U-M website (<https://historyofum.umich.edu/>), underway since Summer 2024, is designed to better facilitate the discovery and exploration of the university's past by collecting historical content and resources and enabling those resources to be searched, browsed, and engaged with.

The History of U-M website was launched in 2018 to continue the momentum of the university's 2017 bicentennial programming. The site initially served as a home for the many resources created to catalog and celebrate the university's 200 years of history, and was updated with resources as they became available. It also highlighted new stories on U-M's history featured in *The Heritage Project*, the *Bentley's Collections Magazine*, *LSA Magazine*, *Michigan Alum* magazine, and *Michigan Today*.

In Summer 2024, the IHP partnered with UM-Ann Arbor's Department of History, which has pursued a number of public-facing initiatives to share research conducted by faculty and students with audiences beyond the university, to identify as many existing resources on U-M's history as possible, in a variety of forms and media. With work led by Greg Parker, Henry Cowles, and Christopher DeCou and input from people across U-M's campuses, the team sought to create a comprehensive list of projects and publications on the history of U-M to augment the resources already collected on the History of U-M site.

In collaboration with the Bentley Historical Library, the team has been working this year to redesign the History of U-M site to make those resources better able to be searched and browsed. In finding ways to amplify existing resources and share their findings and insights with new audiences, the History of U-M site and the team behind it aim to make sure that the knowledge contained in these resources and the lessons they offer about U-M's past are broadly known—and that this work continues across our campuses. The new History of U-M site will launch in Summer 2025.

The redesigned History of U-M website is a collaboration between the Bentley Historical Library, the IHP, and the Department of History on the Ann Arbor campus. The work it collects and the website itself reflect an institution-wide commitment to promoting, disseminating, and examining U-M's full history.