

Year 3

2025–2026



M | INCLUSIVE HISTORY PROJECT
UNIVERSITY OF MICHIGAN

Annual Report

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“This kind of work asks something of all of us. It asks us to listen openly, respectfully. It asks us to engage with complexity, even when it’s uncomfortable, and it asks us to recognize that inclusive history is not a finished product, but an ongoing process that evolves as we continue to learn and grow together.”

—Laurence B. Alexander, Chancellor of the University of Michigan-Flint, at the 2026 Inclusive History Project Summit

Front cover: Karla Lockard, a granddaughter of Jon Onye Lockard, takes a photo of his portrait of former UM-Dearborn Chancellor Blenda J. Wilson at the premiere of *Best in Class: Blenda J. Wilson, Jon Onye Lockard, and the Portrait that Connected Them*, UM-Dearborn, Feb. 2026

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From the Co-Chairs

In our Year 3 Annual Report, we are proud to share the progress, the achievements, and the impact of the Inclusive History Project to date, as we continue our work to honestly and critically re-examine the University of Michigan's full past.

Three years in, our mission remains the same: to deepen and enrich our understanding of our university's past and to take action to build a truly inclusive present and future.

We pursue this work through three foundational imperatives:

Research: To reach across our three campuses and Michigan Medicine and more than two centuries to produce new knowledge about the university's history, including its record of inclusion and exclusion

Engage: To co-create, share, and better understand that history and its contemporary effects

Repair: To develop recommendations through our research and engagement efforts that will repair harms and change the university's future

Our work is wide-ranging and our ambitions are bold, and in the pages that follow, you will see evidence of the IHP's growing impact.

You will see scholarly impact: through the creation of new knowledge that was shared through exhibits, presentations, and a range of public programs; through convenings that gathered a range of people to develop, create, and share this knowledge; and through the ongoing formation of new and more accessible archives and collections at U-M.

You will see the IHP's impact on our university community, including the scores of students who enrolled in IHP courses and the hundreds of people who packed IHP programs this year. Our audiences overwhelmingly

agreed that they came away from those programs with increased knowledge and a more nuanced understanding of the university's past, and that these programs helped them to consider the connections between the university's history and its present.

You will read about community impact: research and engagement through the IHP are opening new ways for people beyond our campuses to join us and shape and contribute to our work in meaningful ways.

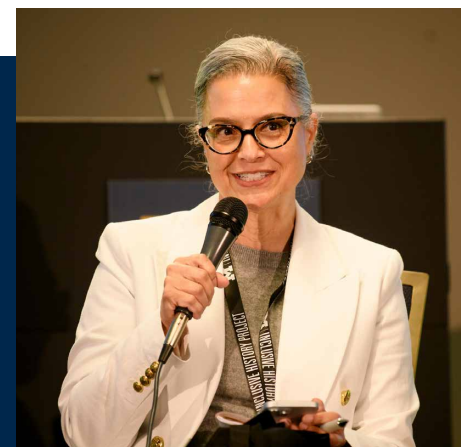
You will also read stories that show how engagement with the IHP—as researchers, as teachers, as grantees—is benefiting our students, graduates, faculty, and staff.

Throughout our Year 3 report, you will see that we approach our mission through collaboration, and that our tri-campus coalition—of researchers, of grantees, of audiences and interlocutors, of newsletter subscribers—continues to grow both in numbers and in reach across the university. You will hear from a range of people involved with the IHP this year as they share, in their own words, their perspectives on our collective work.

Our work would not be possible without the ongoing support of the Office of the President. The IHP was first announced as a presidential initiative in summer 2022, and their support has been steadfast despite the changes the university has experienced since then. We extend our thanks to President Domenico Grasso and Chief of Staff Steve Yaros for their continuing commitment to the IHP.

Our third year has been one of continued growth and increasing impact, and we invite you to learn more in the pages that follow—and to join us as our work continues.

Elizabeth R. Cole and Earl Lewis
Co-Chairs, Inclusive History Project



Elizabeth Cole speaks at the 2025 IHP Summit at UM-Dearborn, April 2025. Photo: Brittany Greeson, Michigan Photography



Earl Lewis examines archival materials at the Bentley Historical Library, Oct. 2025. Photo: Scott C. Soderberg, Michigan Photography

Our Team

Executive Committee

Elizabeth R. Cole

Co-Chair; University Diversity and Social Transformation Professor of Psychology, Women's and Gender Studies, and Afroamerican and African Studies; and Director, Phillip J. Bowman Center for Scholarship to Practice, UM-Ann Arbor

Earl Lewis

Co-Chair; Thomas C. Holt Distinguished University Professor of History, Afroamerican and African Studies, and Public Policy; and Director, Center for Social Solutions, UM-Ann Arbor

Camron Michael Amin

Director of Research for the Dearborn campus and Professor of Middle East and Iranian Diaspora Studies, UM-Dearborn

Jay Cook

Director of Research for the Ann Arbor campus and Professor of History, UM-Ann Arbor

Lisa M. Lapeyrouse

Director of Research for the Flint campus and Associate Professor of Health Behavior and Health Education, UM-Flint

Jenni Brady

Managing Director, UM-Ann Arbor

Jennifer Junkermeier-Khan

Manager of Engagement, UM-Ann Arbor

Right: IHP student, faculty, and staff researchers gather for the Ann Arbor Research Roundup, Jan. 2026. Photo: Christina Merrill, Michigan Photography

Central Staff & Researchers

Kennedy Clark

Assistant Manager, UM-Ann Arbor

Jacob Jones

Program Coordinator, UM-Flint

Megha Krishnan

Communications Lead, UM-Ann Arbor

Emily Lyon

Research Fellow, UM-Ann Arbor

Marlaine Magewick

Project Manager for Digital Humanities, UM-Dearborn

Kandra Polatis

Research Fellow, UM-Dearborn

Jonathan Quint

Research Associate, UM-Ann Arbor

Mira Shetty

Administrative Coordinator, UM-Ann Arbor

Nalani Duarte

Research Associate and Program Assistant, UM-Flint

Maekayla Caitlynn Dimatulac

Undergraduate Program Assistant, UM-Ann Arbor

Grant Jackson

Undergraduate Program Assistant, UM-Ann Arbor

Erin Snyder

Undergraduate Program Assistant, UM-Ann Arbor

In addition to our central leadership and staff, we have **87** researchers—faculty, staff, students, and community members—working on our research project sites. This includes **49** graduate and undergraduate students who have served as IHP researchers this year.

The membership of our central IHP committees totals **64** people, drawn from U-M faculty, staff, and students as well as community members.



Year 3 in Brief

In the third year of our current five-year phase, the IHP advanced in its mission to document and share the university's full history. Our reach across more than 200 years of history and the university's campuses remains broad—significantly broader than other university history projects. So do our ambitions for institutional transformation.

In Year 3, we are in the middle of our work to research, engage, and repair. We have been working to deepen knowledge of our shared and complex past and to bring more people into the project as partners, contributors, and participants in order to advance toward reparative action.

We are producing and sharing knowledge about U-M's inclusive past through our large-scale, centrally managed project sites, which bring together dynamic teams of faculty, staff, students, and community members to research the history of our institution. In addition, our granting programs offer support for teaching, research, and engagement projects to people across the university, so that they can design and pursue their own projects on the university's history and add to the knowledge and momentum we are building.

Through these efforts, we are continuing to turn the full university toward the project of producing and understanding its own history—to travel along what our initial charge from the Office of the President called “a journey of institutional self-discovery.” Our work is both powered by and strives to reflect the wide range of people and communities who make up the University of Michigan, as well as those who are our neighbors. The tri-campus nature of the IHP is an essential part of this work.

Our expansive and ambitious efforts necessarily take many different forms. This report captures the IHP's scope and range through stories, highlights, photographs, and more, bringing them together to tell the story of Year 3.

Here is that story in brief.

The IHP's research into the university's inclusive history has made great strides. Our twelve major project sites pushed toward developing findings and products to be shared broadly with the university community and beyond.

For a list of our current project sites and the scores of people across the university on our project site teams, turn to page 12.

We shared research progress and findings this year through public lectures, symposia, a short documentary, our first outdoor public installation, presentations at scholarly conferences, articles, digital resources, and more. The engagements and resources produced through the IHP's research grew both in number and scope.

Blueprints of Power: The University and Urban Renewal in Flint is the IHP's most ambitious exhibition to date, bringing forward new research and historical sources that trace how UM-Flint came to occupy its current downtown campus in the midst of urban renewal. Read more on pages 16–17.

Our three-day *Living with Treaties: The 1817 Project, the University of Michigan, and the Western Expansion of the United States Conference* brought together scholars, Tribal members, K–12 educators, lawyers, jurists, and students with a range of knowledge and perspectives while sharing a critical insight from the IHP's 1817 Project research team: that Indigenous land was a critical financial resource in the funding and development of the U.S. and its institutions, including the University of Michigan. A full account of the conference can be found on pages 14–15.

Next year, our research will continue to expand across the university's history through three new project sites, which were developed this year through working groups, preliminary research, and thoughtful and collaborative planning.

To learn more about these new projects, turn to page 34.

With a significant increase in the volume of our research activity and those who are contributing to it on a day-to-day basis, we made significant efforts to share our work in progress in new ways, and added a critical new role on the IHP team to increase communications.

A new series on the IHP website, *IHP Dispatches*, opened up our research processes through first-person accounts of the behind-the-scenes work involved in digging into the university's history. Find the five *IHP Dispatches* published this year on the Updates section of our website: myumi.ch/ykXPX.

Our new Communications Lead Megha Krishnan, who joined the team this winter, is working to expand the reach and visibility of the IHP. Flip back to page 5 to see all members of the IHP central team.

We developed short videos this year that recap our events, highlight facets of our work, and raise awareness and excitement about our ongoing efforts. One of these is our *2026 Inclusive History Project Summit* video, available to watch at myumi.ch/R38rk.

Through our Year 3 engagement efforts, we significantly increased the IHP's visibility, attendance, and participation through more and larger-scale events, a greater range of public interventions, and strategic outreach. We also continued to build and sustain meaningful relationships with new

Audience members, including President Domenico Grasso and Susan Hull Grasso, listen to speakers at the *Living with Treaties* keynote roundtable, UM-Ann Arbor, April 2026. Photo: Andrew Mascharka, Michigan Photography



and ongoing campus and community partners, while offering increased opportunities for dialogue, community building, and collaborative learning.

We expanded engagement beyond traditional academic communities this year to deepen the reach and impact of our work. Read about the *Balikan: Shared Stewardship and Ethical Returns for Philippine Collections Symposium* and the relationships and networks driving this work on pages 20–21.

Our *2026 Inclusive History Project Summit* broadened opportunities for interaction and participation through an installation on reparative action, the *Belonging Interactive Photo Mural* by the Student Advisory Committee, a community tabling fair, a guided history walking tour, and more. To see the full slate of IHP public programs this year, turn to page 24.

Our Year 3 by the Numbers section on page 8 shows the outcomes of these efforts: a 133% increase in attendance at IHP events this year.

We made students more meaningful partners in our work across the IHP in our third year, and they joined us in greater numbers as researchers, interns, advisors, and learners. Foundational to that work were the leadership and contributions of our expanded tri-campus Student Advisory Committee.

A significant opportunity for student participation in the IHP's mission is through student-led IHP Research & Engagement Fund mini grant projects, which students can design, propose, and pursue on an aspect of the university's history of their choosing. See the full list of IHP grants awarded this year, including those awarded to students, on pages 41–43.

We broadened and strengthened the IHP's coalition in a variety of ways: through awarding more grants, assembling working groups to develop new research projects, and continuing to seek the advice and guidance of dedicated committees that help us assess the present and plan for the future.

For the full list of the committees that guide and sustain the IHP's work, see this report's final section, Committees & Coalition, beginning on page 52.

Throughout this year, we continued our progress toward repair by bringing forward neglected histories and marginalized stories from the university's past and sharing them broadly—increasing knowledge and understanding of our university's full past in order to envision and shape a different future. By continuing to expand participation in the IHP across the university and beyond it, we are laying essential groundwork for long-term institutional transformation.

Year 3 by the Numbers

These numbers show the growing scale of our university-wide project, capturing our ambition, our growth, and our reach. They are just one measure of the IHP's cumulative impact, which can be seen through the stories, perspectives, and insights shared about our third year in the pages that follow.



12

foundational, large-scale research project sites underway



2,171

people at IHP public programs

133% increase from 930 in 2024–2025
1,224 in-person attendees

10

public programs hosted

9

additional public presentations featuring IHP research

The list of individual presentations can be found on page 27.

26

new Research & Engagement Fund and Teaching Fund grants awarded

28

total Teaching Fund grants awarded since the fund launched

83

total grants made by the IHP in the last 3 years

267

students engaged via IHP class visits

15

IHP-supported courses offered across the three campuses

219

students enrolled in IHP-supported courses

85,000+
total website views

21
monthly newsletters sent since April 2024

3,037
newsletter subscribers



Scholarly Research & Public Engagement

In Year 3, the IHP pursued research on the university's history through a dozen major project sites, and we invited engagement with our ongoing research and findings in a range of compelling public programs. In doing so, we mentored undergraduate researchers, collected oral histories, built and maintained partnerships across the university, and engaged scholars from across the globe and members of our local communities in convenings here at the University of Michigan. In our third year, our research and engagement efforts were closely intertwined. Together, they drove the continued realization of our founding mission to both document and share a more comprehensive history of the University of Michigan.

Left: IHP team members listen to presentations at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

Current Project Sites

Project sites are where the IHP's mission to research, engage, and repair comes to life. Focused on particularly significant and distinctive topics in the history of the University of Michigan, large in scale and reach, and led by dynamic, multigenerational research teams, the IHP's project sites fill critical gaps in our knowledge of U-M's past.

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

Winter 2024–Present

This project site is anchored by an examination of the foundational land transfer by the Ojibwe, Odawa, and Bodewadami nations in the 1817 Treaty of Fort Meigs. It explores U-M's connections to Indigenous land, settler colonialism, and policies of dispossession, as well as contemporary issues of Native American student experience, campus inclusivity, and student activism.

Co-principal investigators: Eric Hemenway, Bethany Hughes, Michael Witgen, Jay Cook (2024)

Research associate: Jonathan Quint

Research team: Sage Chupco, Gabrielle Ione Hickmon, Emily Luo, Addison Noffsinger, Laura Stahl, Cheyenne Travioli, Veronica Williamson

Advisory committee: Naomi Allen, Ethriam Brammer, Michelle Cassidy, Abigail Eiler, Matthew L. M. Fletcher, Jalen Greene, Brett Trevino, Andrea Wilkerson

Hill Auditorium

Fall 2024–Present

This project considers the 100+ year history of U-M's Hill Auditorium and the shifting ways in which Hill's world-renowned stage has been used by different groups of historical actors to redefine the boundaries of culture, performance, and politics on our campus and beyond.

Co-principal investigators: Mark Clague, Jay Cook, Cayenne Harris

Research fellow: Emily Lyon

Research team: Paige Carter Dailey, Alexander Hsu, Ellen Lee, Charles Milne-Home, Courtney Mims, Christina Parson, Audrey Rosenberg

Partnering units: School of Music, Theatre and Dance, University Musical Society

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

Winter 2024–Present

This project site examines how the Dearborn campus got started in the 1950s and sheds new light on previously overlooked passages and key actors in campus history through oral history, survey and focus group research, and research in the campus archives.

Principal investigator: Camron Michael Amin

Project manager: Marlaine Magewick

Research fellow: Kandra Polatis

Research team: Zana Al-Bedany, Furqan Al-Tamimi, Razieh Araghi, Wallace Bowie III, Reena Hamad, Tawhid Khan

Inclusive Storytelling Hub team: Rick Morrone, Jennifer Proctor (director), Marcos Carrillo, Benjamin Filler, Wren Snyder, Jay Snyder-Phillippoff

Staff partners: Holly Sorscher, Hannah Zmuda

Partnering units: Mardigian Library, Office of Holistic Excellence, Middle East Studies Program, Journalism and Media Production Program

Urban Renewal and the University of Michigan-Flint

Spring 2024–Winter 2026

This project site explores the relationship between UM-Flint and urban renewal, considering how UM-Flint's downtown campus emerged from the ambitions of city leaders, university administrators, and policymakers and how the university's growth unfolded alongside the displacement of predominantly Black neighborhoods through urban renewal.

Co-principal investigators: Callum Carr-Marquis, Benjamin Gaydos

Project team: Catie Cunningham, Megan Pellegrini

Native American Student Stories (affiliate project site)

Fall 2023–Present

This project is producing a community history of the Native American Student Association (NASA), founded in 1972 at UM-Ann Arbor.

Co-principal investigators: Bethany Hughes, the Native American Student Association

Research team: Blake Beckhorn, Lauren Burchi

African American Student Project (affiliate project site)

Fall 2016–Present

The Bentley Historical Library's African American Student Project provides a searchable database with the names and years of attendance of more than 9,000 African American students who attended the university from 1853 until 1980. IHP support enables the AASP to investigate new sources of information, expand existing data visualizations, and more.

Principal investigator: Brian Williams

Research team: Caitlin Moriarty, Greg Kinney, Andrew Rutledge, Margaret Leary, Justin Joque

Partnering units: Bentley Historical Library, University of Michigan Library

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

Spring 2024–Spring 2026

This project is documenting and deepening understanding of the roles students, staff, faculty, and the broader Flint community have played in five centers focused on inclusion and student support at UM-Flint.

Principal investigator: Lisa M. Lapeyrouse

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

Research team: Mekka Al-Shawi, Shane Berkholz, Jude Krajnyák, Priscilla Mac-Kittah, Antonio Parks

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

Summer 2024–Present

This project site traces the experience of Jewish students, faculty, and administrators at U-M, exploring the trajectory of Jews at the university from outsiders to insiders (and sometimes back again) to reframe understandings of Jewish experiences in the U.S. and the history of American universities.

Co-principal investigators: Deborah Dash Moore, Karla Goldman

Research team: Emma Avagyan, Henry Collin, Kristen Morgenstern, Sophie Reed, Emily VanPelt

The 1956 Project

Spring 2025–Present

The 1956 Project is recovering the stories of the members of the inaugural class and faculty at UM-Flint, using biography as a tool to illuminate the ways in which UM-Flint's early students and faculty experienced campus life and to draw attention to what has changed since then.

Principal investigator: Christina Blitchok

Research team: Egypt Otis

Beyond the Big House: Athletics Advocacy and Sports Culture at U-M

Fall 2024–Present

This project site considers the role of athletics in U-M's institutional history, looking outside record books and rosters to uncover the ways that athletics have affected U-M students, alums, faculty, staff, and fans—and how those individuals have understood their relationship with the university.

Co-principal investigators: Michael Rosenberg, Kathleen Wroblewski

Research team: Lucy Del Deo, Liv Frey, Isabel Hopson, Jeanette Lawrence, Emma LeFevre, Taylor Tyrell

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

Fall 2021–Present

ReConnect/ReCollect is a multidisciplinary collaboration developing decolonial and reparative approaches to the vast collections of Philippine materials at U-M. Through research and community consultation, ReConnect/ReCollect seeks to understand the meaning and value of these collections from the perspectives of Filipino and Indigenous cultural heritage.

Co-principal investigators: Deirdre de la Cruz, Ricky Punzalan

Research team: Alyssa Paredes

Partnering units: Bentley Historical Library, Special Collections Research Center, University of Michigan Museum of Anthropological Archaeology

Towards Community-Based Shared Stewardship

Summer 2024–Present

Through this project, the Bentley Historical Library and the School of Information are collaborating to develop a community-based stewardship program to reverse the extractive relationships between university repositories and under-represented communities throughout Michigan.

Co-principal investigators: Alexis Antracoli, Jesse Johnston

Research team: Meghan Courtney, Jodi Mae, Michelle McClellan, David Mori



Living with Treaties

Understanding U-M's Origins on and Through Native American Land

By Jonathan Quint, Inclusive History Project Research Associate, UM-Ann Arbor

The keynote roundtable at the *Living with Treaties* conference, April 2026. Photo: Andrew Mascharka, Michigan Photography

On Thursday, April 9, 2026, rhythmic drumming reverberated across the stone walls and hardwood paneling of the Michigan Union's Pendleton Room. Performing for a packed room, Stick City, the drummers of U-M's Native American Student Association, officially launched the IHP's largest and most ambitious public program to date: *Living with Treaties: The 1817 Project, the University of Michigan, and the Western Expansion of the United States*.

Stick City's stirring performance was a fitting start to the high-profile, three-day conference that featured a keynote roundtable, six panel discussions, two K-12 workshops, and the Community Connections Forum—a hybrid resource fair, poster session, tabling event, and DJ set by Frank Waln. This unique combination of programming was designed by the IHP's *1817 Project: Land, Culture, Memory, and Repair* to weave together academic scholarship, general public interest in Native and early American history, and the lived experiences of Tribal citizens whose work and scholarship revolves around treaties.

The standing room only panels and packed lunch rooms revealed the depth of institutional and public interest in these subjects and the work of the *1817 Project*. Across three days, no less than 416 in-person and over 802 online attendees joined the conference—the largest audience for an IHP event

since its launch in 2023. U-M students, staff, and faculty; Ann Arbor and southeastern Michigan residents; and Tribal community members were all well represented.

The conference began on Thursday night with a keynote, "What Does it Mean to Live with Treaties? A Roundtable on Indigenous History," held in partnership with the Eisenberg Institute for Historical Studies. Renowned historians and legal scholars Maggie Blackhawk, Ned Blackhawk, Matthew Fletcher, and Michael Witgen joined moderator Greg Dowd in a conversation that underscored the central importance of Native American treaties to U.S. history and law. On Friday, speakers delivered expert presentations on the relationships between treaties and the development of the University of Michigan and public infrastructure such as universities, roads, and canals in the nineteenth-century U.S. Together, the keynote and these panels reinforced a central academic intervention of the *1817 Project*: that Indigenous land was a key financial resource in the funding and development of the U.S. and its institutions, including the University of Michigan.

Additional panels on Friday examined the historical and ongoing impacts of treaties, including the relationship between treaties and "Indian Removal" in nineteenth-century Michigan, as well as contemporary legal

cases and advocacy surrounding the interpretation of treaties and their continuing influence on governance and educational practice in Tribal communities. Saturday's programming included a teaching-focused panel and two concurrent workshops designed to empower K-12 educators to teach and talk about Native American and treaty history.

Living with Treaties embodied both the approach and progress of the *1817 Project*, serving as a platform to share its research; build an inclusive community of academics, U-M affiliates, and Tribal community members; and lead institutional conversations about U-M's history and its sometimes fraught relationships to Native American communities. The entire *1817 Project* team was part of the conference program, including graduate and undergraduate students who presented their work to conference attendees. They were joined by presenters from Cornell University, Yale University, New York University, Michigan State University, the Newberry Library, and multiple U-M schools and colleges, in addition to speakers from Tribal nations, public schools from across the state, and more.

In the intervals between the sessions a steady hum of conversation filled the room. The speakers' new arguments about the development of U-M and compelling questions about the historical and contemporary impacts of treaties clearly resonated with conference attendees. Post-conference feedback affirms this. One faculty member shared that *Living with Treaties* was "among the very best conferences I've attended in 30+ years in academia. The level of intellectual discussion, diversity of perspectives, and range of meaningful impacts were extraordinary."

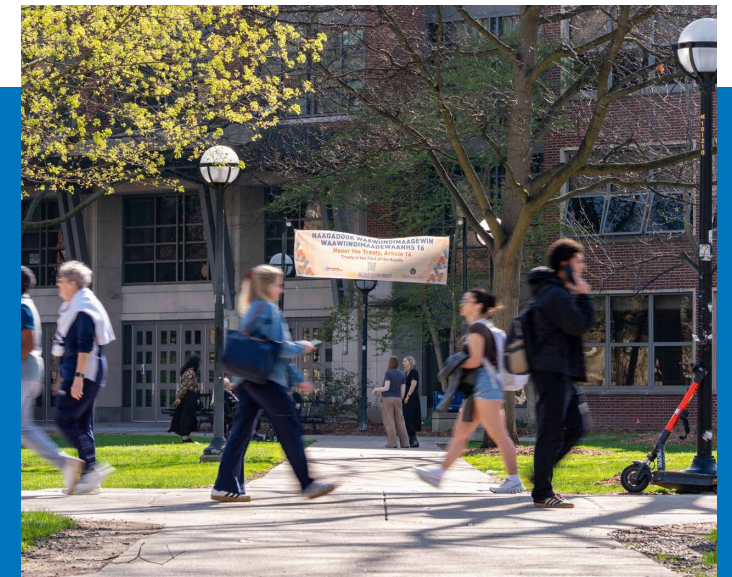
By all accounts, *Living with Treaties* was a resounding success. It not only fostered conversations on pressing historical and contemporary issues, but created a bonafide community composed of U-M affiliates, members of Tribal nations, and the broader public.

To learn more about the land ceded through the 1817 Treaty of Fort Meigs, explore this ArcGIS StoryMap created by the 1817 Project research team: myumi.ch/kVwJz.



Speakers for the *Living with Treaties* conference, April 2026. Photo: Robert Yandura, Russell Video

The *Enaajimang "What the Story Is"* project became the IHP's first outdoor public installation, utilizing banners, posters, and a printed guide and sharing one of the first Anishinaabemowin translations of the 1817 Treaty of Fort Meigs' Article 16. Led by Assistant Professor of American Culture and Linguistics Cherry Meyer, the *Enaajimang* project operated in partnership with the *1817 Project* and was on display during *Living with Treaties*. By moving beyond traditional university walls and into the heart of our outdoor campus spaces, including on the Diag and across North Campus, it raised awareness of this foundational treaty and its lasting institutional significance for U-M. By moving beyond traditional university walls and into the heart of our outdoor campus spaces, including on the Diag and across North Campus, it raised awareness of the foundational treaty and its lasting institutional significance for U-M.



A banner for the *Enaajimang* project on the Diag, March 2026. Photo: Jaime Crawford, Michigan Photography

Blueprints of Power History, Design, and the Work of Reckoning

By Jacob Jones, Inclusive History Project Program Coordinator, UM-Flint

On land that was once home to thriving neighborhoods along the Flint River sits the University of Michigan-Flint's downtown campus. This largely unexamined fact is at the core of *Blueprints of Power: The University and Urban Renewal in Flint*, a collaborative and interactive exhibition from the Inclusive History Project.

The groundwork for *Blueprints of Power* was laid not by the university, but by the St. John Street Historical Committee. Established in the 1970s by former residents of a neighborhood taken by eminent domain under urban renewal, the committee has spent decades working to preserve, protect, and defend their community's history. Their mission was well underway long before the university began to catch up.

When Callum Carr-Marquis joined the Genesee Historical Collections Center (GHCC) at the Frances Willson Thompson Library at UM-Flint as their sole archivist and began digitizing Community Development Committee records, the full scope of what urban renewal meant for Flint came into focus: nine designated areas demolished to make way for highways and redevelopment, and a university move to its present downtown campus driven not simply by institutional growth but by coordinated pressure from civic and business leaders reshaping the city's core. Meanwhile, Professor of Communication and Visual Arts Benjamin Gaydos had spent years alongside St. John Street elders through UM-

Flint's Community Design Studio—leading visioning sessions, co-designing interpretive signage for a future memorial park, and conducting what he describes as “research-based art projects” rooted in the relationship between urban development and community displacement. When Carr-Marquis and Gaydos found each other, the pieces were already in place, thanks in large part to the community itself. The result is *Blueprints of Power*, an exhibit that brings that convergence of history, archives, and community voice into public view.



IHP Summit attendees engage with the *Blueprints of Power* exhibition in UCEN, March 2026. Photo: Sarah Rice, Michigan Photography

The *Blueprints of Power* exhibition on display at UCEN at UM-Flint, March 2026. Photo: My Proulx, Plain Air Photography



To walk through *Blueprints of Power* on the Flint campus is to feel the weight of the city's history of urban renewal in a space that is part of that story. Large panels combining archival photographs, original planning documents, and a timeline of urban renewal's march through Flint were first installed in the Harding Mott University Center (UCEN) in March 2026. The exhibit went through multiple design iterations, with Gaydos drawing deliberately on the visual language of the 1970s before landing on something bold and genuinely accessible. “Working with communities to share their stories in a way that connects with a broader audience,” he said, “that’s communication. From a design perspective, it’s accessibility.”

In the adjacent UCEN Gallery, a section of the exhibit focusing on *The Flint Spokesman* offered a different register by featuring black-and-white images from the Black-owned newspaper's heyday, with its outspoken coverage of displacement and community organizing documenting what mainstream outlets ignored. At the 2026 IHP Summit, Gaydos, Carr-Marquis, and documentary filmmaker Rodney Brown joined moderator Shana M. Griffin for a roundtable on Flint's urban renewal history and legacy, opening the conversation to the community.

Two of *Blueprints of Power's* undergraduate program assistants, Catie Cunningham and Megan Pellegrini, described how this experience changed them—with Pellegrini finding a connection to Flint she hadn't expected, and Cunningham leaving with a passion for urban planning she credits directly to the work. Cunningham described the exhibit's design

philosophy as “you're just walking to class, looking at all these bright colors, taking a look at the story and walking away actually thinking about something.”

What the exhibit ultimately demands is accountability, says Gaydos: “The people who have power need to make decisions in an equitable, collaborative way.” The exhibit's impact is already tangible—since opening, *Blueprints of Power* has driven increased foot traffic and donations to the GHCC.

The work ahead will deepen the foundation already built. This project will continue as part of the Renewal Project, a national coalition coordinated through the Humanities Action Lab, the University of Minnesota, and the Smart Cities Research Lab at Trinity College. The Trinity College lab was founded by Professor of American Culture Davarian Baldwin, whose work helped define the framework the exhibit inhabits and who contributed directly to *Blueprints of Power*. Guided by the principle that the smartest cities develop without displacement, the coalition brings together university-community partnerships across the country, with each reckoning with their own history of university-driven demolition and working toward repair. The Renewal Project will place archival interns directly with the St. John Street Historical Committee, bringing materials and memories from the neighborhood into the GHCC and ensuring that this history is preserved by the people who lived it. The next step is to return that history to the area itself—with interactive placemarkers where the neighborhood once stood.



Left: Visitors explore the *Blueprints of Power* exhibition in the UCEN Gallery, March 2026. Photo: Sarah Rice, Michigan Photography

To walk through *Blueprints of Power* on the Flint campus is to feel the weight of the city's history of urban renewal in a space that is part of that story.

Unfinished Business

A Report from the Inclusive Storytelling Hub

By Jennifer Proctor, Associate Professor of Journalism and Media Production and founder of the Inclusive Storytelling Hub, UM-Dearborn

This year, the Inclusive Storytelling Hub (ISH) at UM-Dearborn, a collective of faculty, students, and staff, has continued its work producing digital narratives that highlight the hidden, marginalized, or unsung stories of our campus. As a partner and grantee of the Inclusive History Project, ISH seeks to tell powerful, surprising stories that engage audiences both within and beyond the boundaries of our university. This year's production of the 30-minute documentary *Best in Class: Blenda J. Wilson, Jon Onye Lockard, and the Portrait that Connected Them* represents a culmination of the first two years of this work. The short film profiles Wilson, the U-M system's first Black woman chancellor who served in that role from 1988 to 1992 at UM-Dearborn, and Lockard, the artist and a co-founder of the Department of Afroamerican and African Studies at UM-Ann Arbor who painted her official portrait.

The production of this documentary involved a year of highly collaborative, interdisciplinary work. The team gathered interviews with a range of people who provided insight into the work of Wilson and Lockard, and members of the production team even traveled to New Jersey for an in-person interview with Wilson. The film's inclusion of extensive archival materials resulted from research at the UM-Dearborn Campus Archive, the Lockard collection at the Bentley Historical Library, the Dearborn Historical Museum, the city of Dearborn, and other repositories.

As we conducted our research, we sought to identify themes that would guide our narrative structure and the central message of the film. Very quickly, we determined that so much of what both Wilson and Lockard spoke about and sought to achieve during their careers remains highly relevant in our current historical moment: equity and support for students in higher education, especially those at the margins; dedicated and sustained activism, both within and outside institutional frameworks; and the undoing of systems of oppression in order to imagine a world built on liberation. We used Lockard's stunning, unconventional, and symbolic portrait of Wilson as a launching point to explore the intersections between their individual career paths and philosophies.

Significantly, though, our own method of working was collective, iterative, and reflective to embody the kind of unified action both Lockard and



Inclusive Storytelling Hub team members at the *Best in Class* premiere, UM-Dearborn, Feb. 2026. Photo: Matthew Stephens

Wilson embraced. The team continually reflected on our own collaborative process to ensure that each member always had a voice and a role in our decision-making process, even when we disagreed. We—faculty, staff, and students—rejected hierarchies and worked together as equals, an experience that was messy and fraught but that also established a culture of equity and empowerment within ISH.

The film premiered on the UM-Dearborn campus on February 12, 2026, to a packed house of students, faculty, alums, and staff in Kochoff Hall—complete with a red carpet, DJ, and display of Lockard's portrait of Wilson. We were incredibly fortunate that Wilson was able to travel to campus to join us in person, where she also met with faculty and students from our African and African American Studies program and the Black Student Union. Camron Michael Amin guided a post-screening discussion with the audience and the film's director, Rick Morrone, student intern Marcos Carillo, Wilson, and me, in my role as the film's executive producer. We were deeply proud to receive a standing ovation from the crowd.

Producing *Best in Class* has been the kind of experience faculty dream of, in which students are immersed in a real-world, high-stakes production that requires the sensitive navigation of creative differences, ethical questions, legal concerns, and a complex narrative structure.

The film is currently undergoing final sound mixing, and the team will screen it alongside a workshop engaging film and video faculty on collaborating with students at the July 2026 University Film and Video Association (UFVA) conference. The presentations at UFVA will offer our student team their first opportunity to take part in an academic conference.

Best in Class has also been accepted at the Ann Arbor Black Film Festival this June. We are identifying additional film festivals to submit to and developing a distribution strategy that includes public screenings with community partners around Southeast Michigan. We plan to make the film available on a dedicated website later this year, which will include

Watch this short video to learn more about *Best in Class* and how the portrait at its center reveals an unrecognized connection between the Ann Arbor and Dearborn campuses: myumi.ch/Ax96Q.

Members of the *Best in Class* documentary team are:

Jennifer Proctor, Associate Professor of Journalism and Media Production (JuMP) and founder of the Inclusive Storytelling Hub

Rick Morrone, Instructional Associate for JuMP

Camron Michael Amin, Professor of Middle East and Iranian Diaspora Studies and IHP Research Director for the Dearborn campus

Six undergraduate student interns: Jay Snyder-Phillippoff (Art History and Anthropology); Marcos Carillo (JuMP); Ben Filler (JuMP); Wren Snyder (JuMP); Jabez Williams (JuMP); and Anthony Fraga (JuMP)

One graduate student intern: Rebeca Maxon Saenz (Education and Psychology, UM-Ann Arbor)

Marlaine Magewick, IHP Project Manager for the Digital Humanities

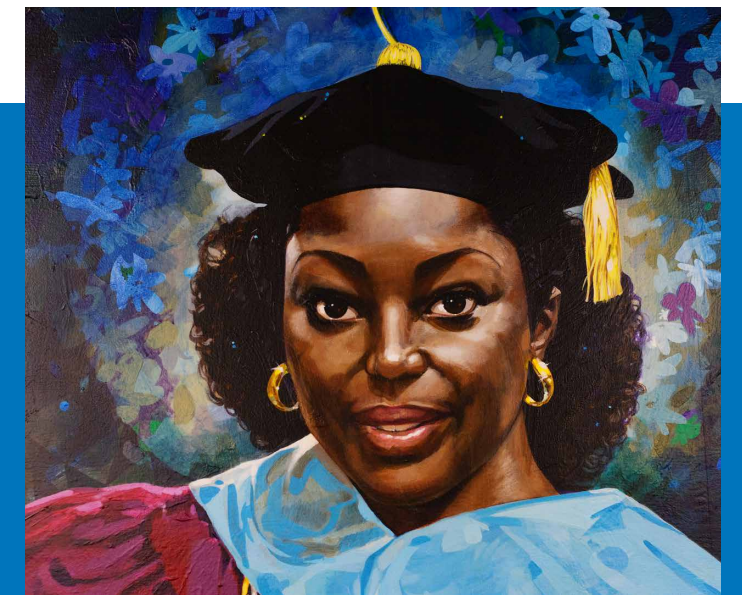
Hannah Zmuda, UM-Dearborn Campus Archivist



Blenda Wilson speaks to a guest at the *Best in Class* premiere, UM-Dearborn, Feb. 2026. Photo: Matthew Stephens

additional material related to Wilson's and Lockard's careers and lives to further expand the public's understanding of their contributions to U-M and to broader higher education and Black art histories.

The impact of this project has been demonstrable for the students, staff, and faculty involved, but also for securing Wilson's and Lockard's legacies through the public dissemination of an informative, accessible, and dynamic film. Producing *Best in Class* has been the kind of experience faculty dream of, in which students are immersed in a real-world, high-stakes production that requires the sensitive navigation of creative differences, ethical questions, legal concerns, and a complex narrative structure. The student team's growth as storytellers, researchers, and scholars has been palpable over the course of the film's production. The documentary will continue to engage public audiences, so its completion this year is only the first step in sharing Wilson's and Lockard's influence on U-M and beyond.



Jon Onye Lockard's portrait of former Chancellor Blenda Wilson, on view at the *Best in Class* premiere, UM-Dearborn, Feb. 2026. Photo: Matthew Stephens

Balikan

Shared Stewardship and Ethical Returns for Philippine Collections

By Deirdre de la Cruz, Arthur F. Thurnau Professor and Professor of Asian Languages and Cultures and History, UM-Ann Arbor, and Ricky Punzalan, Associate Professor of Information and Director, Museum Studies Program, UM-Ann Arbor

On October 24–25, 2025, *ReConnect/ReCollect*, which is now working as an affiliate project site of the IHP, hosted the symposium *Balikan**: *Shared Stewardship and Ethical Returns for Philippine Collections*. The goal was to discuss current and future directions of the shared stewardship of Philippine colonial collections. Shared stewardship involves collaboration and relationship-building, based on open and respectful consultation, between source communities (and/or their representatives) and institutions, especially involving decisions on collections access, representation, and use. We convened Filipino scholars, artists, activists, and community representatives from around the world, who are engaged in collaborative and shared stewardship projects with institutional partners. This gathering offered an opportunity to reflect on current collaborative models and practices of representing and activating Philippine collections in libraries, archives, and museums, and to recognize efforts and interventions that rethink institutional practices to bring Philippine collections closer to communities. This event also explored the various pathways for pursuing repatriation, sharing knowledge through the use of digital tools, and developing arrangements for shared stewardship.

From the beginning, *ReConnect/ReCollect* has sought to understand what difference Philippine colonial collections make in the ongoing conversation about reparative archival and museological practices and repatriation. *Balikan* represented the culmination of this endeavor in that it brought our project in conversation with several others centered on the Philippines and Philippine collections, including ones at the University of the Philippines Center for Ethnomusicology, the Field Museum in Chicago, the Burke Museum of Natural History and Culture in Seattle, and Rautenstrauch-Joest Museum in Cologne, Germany.

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

The symposium developed new and nuanced understandings of foundational concepts. For example, we discussed challenging questions and issues specific to Filipino shared stewardship and co-curation, including the material formats, modalities, and “objects” of returns; our obligations towards human and ancestral remains in archives and museums; and engaging with archives as a form of counter-memory practice. We heard multiple examples of “return” taking different forms beyond physical repatriation, and explored how the Philippine case can expand the ways “repatriation” is currently conceived. We also learned that context matters: conversations on repatriation and efforts at return look very different from the vantage points of the Philippines, Europe, and North America, respectively.

We also learned about different groups involved in the return process who often have varying expectations. *Balikan* unpacked the multiple meanings of return, highlighting the work of artists as they use digital surrogates to build a counter-archive on a variety of platforms, provide critical encounters with colonial histories and violence, and explore other possibilities of engagement, representation, and access. We often conceive repatriated materials to be original and physical objects. But as we learned, it was often enough for communities to gain digital access to collections material, or receive high-resolution copies and good quality prints of archival photographs. In these and other cases, such as the return of ethnographic sound recordings, access to content was more valuable than receiving material objects, especially when that access was provided as a result of collaborative consultation and engagement between communities of descent and institutional stewards. This is not to say that physical repatriation is never the best option, especially when it comes to the highly charged issue of human remains.

From the beginning of *ReConnect/ReCollect*, we have placed relationships at the center of our repair work. This was amplified during *Balikan*. Participants extended our relationships by creating a network of those pursuing Philippine-related reparative work. Efforts are ongoing to discuss how Western institutions might collaborate with Filipino communities on human and ancestral remains in their collections, and we continue to share resources and advice with one another. The *Balikan* symposium created and strengthened a global group of scholars, artists, activists, community representatives and their institutional collaborators who continue to learn from one another and share that knowledge with their own stakeholder communities.

Watch this short video to learn more about the *Balikan* symposium: myumi.ch/8qybk.



Above: An attendee asks a question during the opening keynote at the *Balikan* symposium, UM-Ann Arbor, Oct. 2025. Photo: Dianna Oatridge, Michigan Photography

Below: Deirdre de la Cruz, Ricky Punzalan, and Jarah Bayani (left to right) at the *Balikan* symposium, UM-Ann Arbor, Oct. 2025. Photo: Dianna Oatridge, Michigan Photography



Activating the Archives

Towards Community-Based Shared Stewardship

By Alexis Antracoli, Director of the Bentley Historical Library, UM-Ann Arbor

This year, the *Towards Community-Based Shared Stewardship* project site has achieved a number of important milestones in our efforts both to engage with source communities whose lives and activities are documented in archival materials held by the Bentley Historical Library and, more broadly, to promote learning and research on the shared stewardship of materials like these within the archival community. These gains have been realized primarily via the work of two graduate student research associates—David Mori and Jodi Mae—who have made significant contributions to help us better understand our collections and the communities they document and to plan a statewide shared stewardship symposium.

In the fall we hosted the United Asian American Organizations (UAAO) student organization for an archives workshop and a separate oral history workshop. Staff from the Arab American National Museum also joined our team for a day of research and learning. This spring we hosted members of Michigan's Lao-American community and Ova Saopeng, a Lao-American playwright from Los Angeles. Saopeng spent a week doing research in our collections to inform his current theater project. We will invite him back for a public reading of the draft script for feedback from the Lao-American community and general public.

Due to the efforts of Jodi Mae, we were able to host two service learning students who researched Spanish-language collections at the Bentley over the course of the winter term. One of the students, Isabella Santana, developed K–12 poetry workshops based on Spanish-language materials in our collections. Currently we are planning an event to bring members of the Detroit Chinatown Revitalization Project to the library. Through working with source communities, we have made significant progress towards engaging community members and furthered our understanding of how they engage with their own histories.

In addition to these community engagement activities, David Mori completed a new research guide for our Asian American collections. Krystel Anderson, a School of Information graduate student, made considerable progress in helping us better understand our Native American materials to inform future outreach and stewardship to Michigan Tribal

communities. In the coming year, we are planning to reach out to these communities based on this preparatory work.

Our largest project for the year has been the planning of the *Communities in Conversation: Towards Community-Based Shared Stewardship in Michigan Archives Symposium*. The symposium took place May 21–22, 2026, on UM-Ann Arbor's North Campus and included practitioners from around Michigan speaking about their community engaged work. The symposium included a keynote panel of nationally-recognized scholars, librarians, and archivists, who shared their expertise on shared stewardship with archival collections. The second day of the symposium featured a structured workshop for panelists and other invited guests to discuss the idea of shared stewardship. The results of this workshop will be featured on the IHP website and become part of a shared stewardship toolkit to be published in the future.



Jodi Mae presents on her research at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

Read David Mori's reflection on his experience planning an archives workshop at the Bentley for the United Asian American Organizations in "A Dispatch from the Archives." As the planning unfolds and Mori sees himself reflected in the archives of both Asian American activist groups and U-M administration, he grapples with how to apply the principles of shared stewardship. Read more at myumi.ch/J4kbaq.

More than Memory

The Importance of Oral History

By Marlaime Magewick, Inclusive History Project Project Manager for Digital Humanities, UM-Dearborn

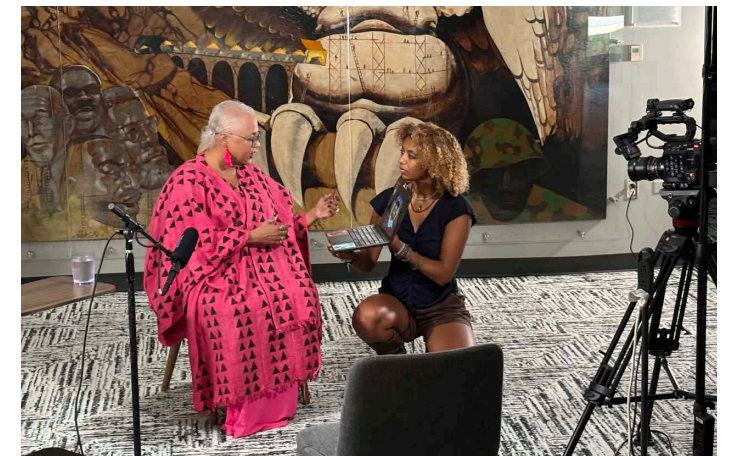
At an event in October 2025, students, faculty, and staff gathered to listen to and reflect on the 2000 oral history interview of Blenda J. Wilson, the UM-Dearborn chancellor from 1988 to 1992 and the first Black woman to lead a U-M campus. In one key passage, Wilson narrates her experience navigating Gulf War student protests on a campus with a strong Arab American community. As IHP researchers situated the moment in broader historical contexts, one student drew a connection to present-day global conflicts and shared how the story resonated with her own experiences and sense of belonging. She said that she felt encouraged by the IHP's research and the fact that space is being created in which previously underrepresented perspectives can be shared openly.

In that moment, oral history became more than just a resource or research method: it became the impetus for a deeper conversation about the university's past and present. Oral histories are key to deepening the university's understanding of its own history, as they preserve a more human glimpse into the past and expand upon information captured in traditional records. By centering the lived experiences of the U-M community through oral histories, the IHP is able to both challenge and move beyond accepted narratives and bring previously overlooked contributions to light.

In our third year, oral history continues to be a central facet of the IHP's work across all three campuses. Over the past year, UM-Dearborn's IHP-funded projects and the *1959 Project* have collected over a dozen newly recorded interviews, amounting to over twenty hours of footage, and have also curated over twenty legacy interviews, some of which have been released through the Restored Voices Oral History Project digital platform. This work was made possible through the collaborative efforts of student research assistants, research fellows, faculty, archivists, and library staff.

Oral histories are also crucial to the research of IHP project sites at UM-Ann Arbor, including *Beyond the Big House: Athletics Advocacy and Sports Culture at U-M*, *Hill Auditorium, Outsiders, Insiders, Radicals, and Reformers: A History of Jews at the University of Michigan*, and others, with an additional half dozen oral histories collected through these projects. This year, the IHP also deepened its partnership with the Bentley Historical

Library and created a path for oral histories from IHP projects to be preserved long-term through the IHP Oral History Collection, which will be housed at the Bentley. IHP research projects have also worked hard to expand access to the oral histories it is collecting through digital curation tools. As a result, these stories are not only preserved but are also made more accessible than ever before, ensuring that future generations can better understand the university's history as captured by those who lived it.



Elizabeth James, IHP Advisory Committee member and program associate in the Department of Afroamerican and African Studies at UM-Ann Arbor, and Jay Snyder-Phillippoff, student member of the Inclusive Storytelling Hub team at UM-Dearborn, at James's oral history interview, Sept. 2025. Photo: Camron Michael Amin

Visit the Restored Voices Oral History Project to listen to interviews with UM-Dearborn faculty, staff, and senior administrators. These oral histories were collected by previous initiatives between 1979 and 2009, and the IHP's 1959 Project team has digitally curated them to make them discoverable, accessible, and searchable. Learn more at myumi.ch/e7Qpr.

Year 3 Public Programs

In Year 3, our public programs played an essential role in developing and sharing research, building and sustaining partnerships, expanding our community, and fostering dialogue and learning. As the IHP grew this year, so did our engagement efforts. Our programs were greater in number and scale, and we explored new forms of engagement and shared our first outdoor public installation. We also expanded engagement outside of academic communities while also offering dedicated opportunities for students to engage more deeply with our programming through meet-and-greet and networking events with our speakers.

Through these efforts, we more than doubled our attendance at our public programs from last year and significantly expanded the visibility of and participation in our work—which we see as laying the foundation for repair and institutional transformation.

Look across the full slate of public programs hosted by the IHP this year, and hear about their impact from those who organized and attended them.

Programs & Events

Oral Histories in Context: A Discussion of the Chancellor Blenda J. Wilson Interview

October 6, 2025, UM-Dearborn

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

During an in-person group listening session for a restored archival interview with Chancellor Blenda J. Wilson, attendees considered her legacy through reflections from students and project staff, and also got a sneak peek of a forthcoming documentary on her life and her time at UM-Dearborn.

Balikan: Shared Stewardship and Ethical Returns for Philippine Collections Symposium

October 24–25, 2025, UM-Ann Arbor

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

Scholars, archivists, cultural heritage workers, students, and community activists from across the globe gathered for a symposium that explored the question: What are the current and future directions of shared stewardship of Philippine colonial collections?

Women's Liberation at the University of Michigan, 1968–72: Jewish and Other Identities in the Emergence of a Movement Panel Discussion and Workshop

November 12, 2025, UM-Ann Arbor

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

This event featured a workshop, panel discussion, and Q&A with pioneering activists and U-M alums Gayle Rubin, Rayna Rapp, Ellen Meeropol, Beth Schneider, and Joanne Parrent. Together, they reflected on the rise of feminist consciousness and activism at UM-Ann Arbor from 1968 to 1972, exploring the central role of Jewish and other identities in shaping the movement.

The Origins of UM-Flint's Student Support Services Centers Project Spotlight Presentations

December 2, 2025, UM-Flint

Part of *The Origins of UM-Flint's Student Support Services Centers*

At this event, researchers shared new findings on the histories and impact of five student support centers on the Flint campus. The event, organized by these researchers, highlighted how the centers were created, the communities they serve, and how they have shaped student experiences over time.

Best in Class Film Premiere, Panel, and Reception

February 11, 2026, UM-Dearborn

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

This was the official premiere of the short documentary film *Best in Class: Blenda J. Wilson, Jon Onye Lockard, and the Portrait that Connected Them*, which explores the story of Wilson, the state of Michigan's first Black woman chancellor, during her tenure at UM-Dearborn from 1988 to 1992. The film traces Wilson's leadership at UM-Dearborn and tells the story behind her official portrait by acclaimed artist and U-M professor Jon Onye Lockard. The portrait was on view during the event, and Wilson joined for a panel discussion with the filmmakers.

“This was one of the more uplifting UM-Dearborn events I have attended in 20+ years of my affiliation with the campus.”

—UM-Dearborn staff member at the *Best in Class Film Premiere, Panel, and Reception*



Audience members, including Chancellor Gabriella Scarlatta, Vice Chancellor for Institutional Advancement Casandra Ulbrich, and Interim Provost Ghassan Kridli (left to right), give a standing ovation at the *Best in Class* premiere, UM-Dearborn, Feb. 2026. Photo: Matthew Stephens

“I learned about the history of women’s liberation movement and specific accounts of how change was made possible. It was inspiring to hear how these women were able to get together and do something to change that might’ve seemed impossible at the time.”

—UM-Ann Arbor undergraduate student at the *Women’s Liberation at the University of Michigan, 1968–72 Panel Discussion and Workshop*

Year 3 Public Programs, cont.

Blueprints of Power: The University and Urban Renewal in Flint Exhibition

February 19–March 27, 2026 and April–August 2026, UM-Flint
Part of *Urban Renewal and the University of Michigan-Flint*

This exhibition explores how UM-Flint’s downtown campus was shaped by urban renewal efforts that displaced predominantly Black neighborhoods in the name of redevelopment. It examines the tensions between civic ambition and community impact, asking visitors to consider who holds power in shaping a city’s future. It was first on view in the University Center Gallery and lobby at UM-Flint and then traveled to the UM-Flint Pavilion.

Enaajimang "What the Story Is" Banner and Poster Project

March 16–April 20, 2026, UM-Ann Arbor
Part of *The 1817 Project: Land, Culture, Memory, and Repair*

Enaajimang "What the Story Is" included banners and posters on view across North and Central Campus to raise awareness of Article 16 of the 1817 Treaty of the Foot of the Rapids, commonly called the Treaty of Fort Meigs. Led by Assistant Professor of American Culture and Linguistics Cherry Meyer, the project included a printed pamphlet that incorporates one of the first Anishinaabemowin translations of Article 16 alongside traditional Ojibwe designs.

2026 Inclusive History Project Summit

March 27, 2026, UM-Flint

The IHP Summit brought together students, faculty, staff, alums, and community members to explore IHP research, teaching, and engagement activities across all three campuses; interact with student-led projects; connect with Flint-based community organizations; and share meals and dialogue about what reparative action could look like.

“Networking with colleagues across all three campuses, learning from each other, connecting campus and community”

—UM-Dearborn faculty member at the *2026 Inclusive History Project Summit*, responding to a question about what aspect of the event was most valuable to them

Living with Treaties: The 1817 Project, the University of Michigan, and the Western Expansion of the United States Conference

April 9–11, 2026, UM-Ann Arbor
Part of *The 1817 Project: Land, Culture, Memory, and Repair*

This three-day conference brought together members of Anishinaabe Tribal communities; U-M faculty, staff, and students; K–12 educators; scholars; Tribal historians; and community activists for roundtable discussions, panels, and workshops to explore the role of treaties in the development of both the University of Michigan and the state of Michigan, while considering how their effects continue to resonate today for an Indigenous present and future.

“I love that IHP can serve as a springboard for faculty and staff to engage the Michigan public.”

—UM-Ann Arbor faculty member at the *Living with Treaties* conference

Communities in Conversation: Towards Community-Based Shared Stewardship in Michigan Archives Symposium

May 21–22, 2026, UM-Ann Arbor
Part of *Towards Community-Based Shared Stewardship*

This symposium brought together librarians, archivists, scholars, and community members from across the state of Michigan to discuss how they are re-envisioning and re-connecting archival collections to communities in engaging and ethical ways. The symposium included four panel discussions, a workshop, and discussion group.

Additional Public Presentations

Research from IHP project sites was shared in nine additional public presentations this year, including at six scholarly conferences:

Jay Cook, Michael Witgen, Jonathan Quint, and Gabrielle Lone Hickmon, “The 1817 Project: Land, Culture, Memory, and Repair at the University of Michigan,” at the Society for Historians of the Early American Republic (SHEAR) Annual Conference, Philadelphia, July 20, 2025

Camron Michael Amin, “Integrating Survey-Based Research and Oral History to Understand Belonging and Mobility for People of MENA Heritage at the University of Michigan-Dearborn,” at the Oral History Association Annual Meeting, Atlanta, October 16, 2025

Camron Michael Amin, “The University of Michigan and the Middle East: Towards a Comprehensive History,” at the Middle East Studies Association Annual Meeting, Washington, D.C., November 23, 2025

Jay Cook, Bethany Hughes, Michael Witgen, and Jonathan Quint, “Before ‘Land Grab’ Universities: Treaties, Indigenous Land, and U.S. Higher Education in the Great Lakes Region Prior to the Morrill Act,” at the American Historical Association (AHA) Annual Conference, Chicago, January 8, 2026

Mark Clague, Cayenne Harris, Emily Lyon, Paige Carter Dailey, and Audrey Rosenberg, “A Place for Politics, Protest, & Performance: Exploring the Hidden Histories of Hill Auditorium,” part of the Making Michigan Lecture Series at the Detroit Observatory, UM-Ann Arbor, February 19, 2026

Karla Goldman, “‘Their presence is not altogether welcome’: Inclusion and Exclusion at the University of Michigan at the Beginning of the Era of Jewish Admissions Quotas,” at the American Jews and Higher Education Conference, part of the Salo and Jeannette Baron Conference in Jewish Studies, New York University, March 24, 2026

Kristen Morgenstern, “A Department for the Other ‘Half of Humanity’: The Making of Women’s Studies & Jewish Identity at the University of Michigan,” at the American Jews and Higher Education Conference, part of the Salo and Jeannette Baron Conference in Jewish Studies, New York University, March 24, 2026

Karla Goldman, “Jews, Gender & Sexuality in the History of American Higher Education” roundtable, Biennial Scholars Conference of the American Jewish Historical Society, Cleveland, May 31–June 2, 2026

Best in Class: Blenda J. Wilson, Jon Onye Lockard, and the Portrait that Connected Them, Ann Arbor Black Film Festival, June 5–7, 2026

This year, our post-event surveys indicated that we reached new audiences:

68.1%

of respondents had not attended an IHP event before

In new post-event surveys implemented in Winter 2026, respondents indicated that the IHP is effectively sharing a more inclusive history of U-M through our public programs:

93.1%

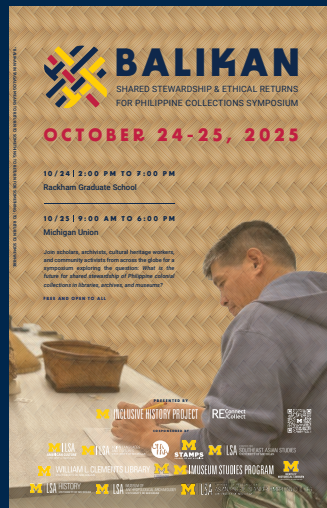
agreed that they learned something new about U-M’s history at IHP events

88.2%

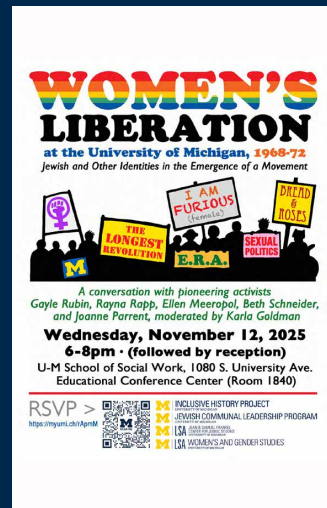
agreed that they now have a more nuanced understanding of the university’s history after attending the event

90.2%

agreed that our events helped them to consider the connections between the university’s history and its present



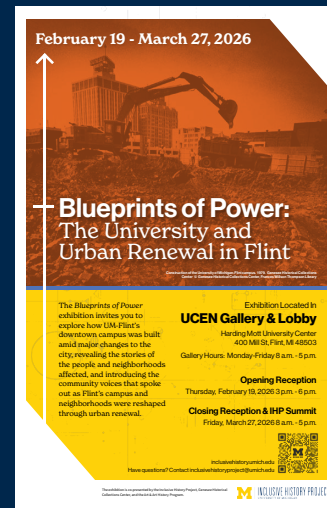
Designed by Jarah Bayani



Designed by Ursula Roma



Designed by Shalin Berman, UM-Ann Arbor '22

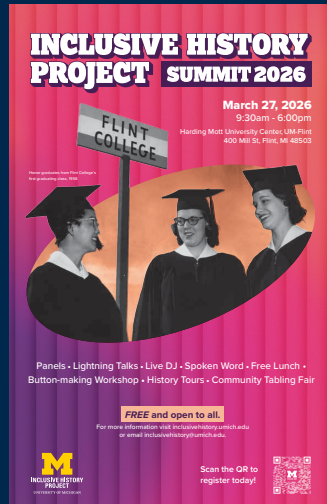


Designed by Megan Pellegrini, UM-Flint '25

(E)merging Visions

The Creation of the Center for Gender and Sexuality at the University of Michigan-Flint

By Jude Krajnyák, Inclusive History Project Research Assistant, UM-Flint



Designed by Carly Aldridge, UM-Flint '17



Designed by Kaya Beaudoin, UM-Ann Arbor '25



Designed by Eva Oldman



Designed by Megan Pellegrini, UM-Flint '25

In fall 2024, IHP Fellow and LGBTQIA+ Coordinator in the Center for Gender and Sexuality Hilary Murmers and I began investigating the history of the Center for Gender and Sexuality (CGS), and particularly its formation through the 2019 merger of the Ellen Bommarito LGBTQ Center and the Women's Educational Center. Our research into CGS was part of the IHP project site *The Origins of UM-Flint's Student Support Services Centers*, which focused not only on CGS but on four additional centers at UM-Flint. As a UM-Flint alum and a former CGS Peer Educator, I was honored to have the opportunity through this research to give back to a student-serving center that has given so much to me. Hilary and I were uniquely positioned to take on this project due to our ties to CGS and the groups affected by the merger, as well as our commitment to improving conditions and climate for women and LGBTQ+ people on the Flint campus.

We grounded this study within a growing body of research on collaborative decision-making and community engagement in institutional processes. Our goals were to document and analyze the decision-making processes that led to the merger, as well as the impact that this decision had on the campus and broader Flint community. In addition to reviewing archival materials, Hilary and I conducted 24 interviews with students, staff, faculty, administrators, and Flint community members affected by the merger. Our findings revealed that participants did not recall significant campus or Flint community engagement in the initial decision to merge the centers and generally did not perceive decision-making related to the change as being collaborative. Our literature review and findings therefore suggest that, while significant change of student-serving centers can present substantial challenges for all stakeholders, policies that ensure intentional collaborative decision-making and the inclusion of stakeholder perspectives may aid in achieving collective buy-in to decisions, in addition to strengthening trust.

Through this research, we also collected hundreds of images, documents, and physical artifacts dating from the early 1990s through the present, and we donated them to the UM-Flint archive. Despite the fact that women and LGBTQ+ individuals have been key changemakers at UM-Flint, there is a disproportionate lack of documentation related to their histories. This project increased the documentation of the histories of these two marginalized groups in addition to the histories of three centers that have served them—all histories that continue to inform the roles and responsibilities of CGS staff members today.

The sheer number of individuals who have made these histories—and this project—what they are have inspired awe within me. The histories of women and LGBTQ+ people at UM-Flint reveal remarkable efforts toward sustained collaboration and resilience, in which many key players have not been granted appropriate recognition. As someone who benefited from the seeds planted by our predecessors, both as a student and as an alum, I find it incredibly meaningful to be able to contribute to an increased understanding of the past that encourages the expansion of advocacy in the present and the celebration of changemakers who came before.



Jude Krajnyák (left) and Hilary Murmers (center) present their research at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

“Sessions are highly informative (& so well-researched) and the event overall shows the political potential for truth and reparation that U-M can do. Also valuable to connect with others who share similar interests and values.”

—UM-Ann Arbor graduate student at the *Living with Treaties* conference



Research in Concert Hill Auditorium and the Practice of Collaborative History

By Emily Lyon, Inclusive History Project Research Fellow, UM-Ann Arbor

When I joined the IHP's *Hill Auditorium* project last July, I was a newcomer to the area and to the university, so I had a lot of history to catch up on. The project's research team brought me up to speed. They told me about the particular types of events that Hill Auditorium is known for, including world-renowned classical music performances and official university ceremonies. I heard about the building's acoustics and architecture. The published accounts of the university's history I read repeated these common refrains.

The research team and I now know that this narrative does not accurately record the building's century-long history. Since I arrived in Ann Arbor, our collaborative research has found that Hill was a place where many different people have gathered since it opened in 1913 to make themselves heard—from speeches by important political figures, protests of university policies, rallies for local and international causes, performances of jazz, blues, folk, and rock, to events planned by student organizations. Yet these histories can't be seen or heard in the building today.

Our research team asks how we can listen to and amplify these untold stories to shape a better present. Our graduate and undergraduate researchers, with their varied disciplinary backgrounds—music performance, ethnomusicology, history, library and archival sciences—and personal interests and perspectives, all enrich our work. Together, we uncover and hear Hill's untold histories on a scale not possible when working alone.

Over the past year, our researchers have contributed to key findings and helped us build new archives. They have spent over 1,200 hours on research, spending these hours visiting the Bentley Historical Library, surveying and compiling digitized sources, and assisting with oral histories. They have helped us answer some of our most central research questions: one of our undergraduates, Alex Hsu, carefully combed through over 30



Mark Clague, Emily Lyon, and Cayenne Harris (left to right) discuss their research at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

Left: Stokely Carmichael at Hill Auditorium, September 27, 1966. University of Michigan News and Information Services Photographs, Bentley Historical Library. This work is licensed under CC BY 4.0.

boxes of dense administrative records to answer why scheduling policies at Hill changed at the end of the 20th century and why that led to students becoming less involved in the building. His research then informed an oral history session we held with backstage workers, who further deepened our knowledge of this key period. Other researchers shape our work with their research interests and disciplinary backgrounds: Ellen Lee, a graduate student in euphonium performance, used her expertise while creating a timeline of classical music performances across the 20th century.

The work of our student research team has also led to exciting public engagements that build connections across campuses and communities. Paige Carter Dailey, a doctoral student in musicology, and Audrey Rosenberg, an undergraduate history major, presented alongside myself and co-principal investigators Mark Clague and Cayenne Harris as part of the Bentley Historical Library's Making Michigan Lecture Series. As an intergenerational group of scholars, we share our research with the public in programs like that one, and we build relationships between different departments and units at U-M. I continued this work through a first-year seminar I taught during the winter term, in which students worked collaboratively on semester-long research projects, visited campus libraries, and dug into the archives at the Bentley.

Our research assistants gain valuable skills, too. Some have used their experiences with the IHP to gain admission to graduate and professional schools, including undergraduate Courtney Mims. Another undergraduate, Charles Milne-Home, won the fall 2025 Nancy Bylan Bratman Excellence in Writing Award from the History Department and the 2026 Terrence J. McDonald Prize for Archival Research from the LSA Honors Program for his thesis. He credited his IHP experiences and deep archival work with giving him the toolkit he needed to work through the sources for his own projects. As the project continues, our RAs will contribute to a public exhibit and digital project on Hill's history while continuing to build valuable public research, writing, and speaking skills.

Historians often work individually, spending hours squinting at records in the archives or hunched over computers, typing away. The collaborative nature of the IHP is not only one of the most enjoyable parts of my job, but it also models a different type of humanities research. Bringing everyone in, inviting them to think critically about the past, listening to their perspectives, and encouraging them to become active participants in discovering the history around them all shape how we think about the past. This model of historical work is essential for building the relationships, trust, and knowledge needed for a better future.

To learn more about the research conducted this year in the *Hill Auditorium* project, including the work of its student researchers, watch "A Place for Politics, Protest, & Performance: Exploring the Hidden Histories of Hill Auditorium," presented by the *Hill Auditorium* team as part of the Bentley Historical Library's Making Michigan series: myumi.ch/ykXQX.

Below: The research team tours Hill Auditorium, July 2025



More Highlights from Current Project Sites

Beyond the Big House: Athletics Advocacy and Sports Culture at U-M

Isabel Hopson '25 began her work with the IHP in a fall 2024 HistoryLab course on U-M Athletics taught by *Beyond the Big House* co-principal investigator Kathleen Wroblewski, and she has continued as a research assistant with the project since then. This December, she traveled to the archives at Georgia Tech (pictured below), where she conducted additional research on the October 1934 football game in which Willis Ward was infamously benched. Her research will be featured in a forthcoming podcast series from the *Beyond the Big House* team.



“Being a part of the *Beyond the Big House* team has completely reshaped the way I approach academic research. I’ve learned how to translate research and hard data into a story for everyone, academics and broader audiences alike. I love the IHP’s focus on public impact and I really believe our work will reach people beyond campus boundaries. I think we’re doing a real service not only to the university, but to members of our community whose stories haven’t been properly told.”

—Isabel Hopson '25

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

In November 2025, the IHP and the Jewish Communal Leadership Program at the School of Social Work co-hosted a public panel, *Women’s Liberation at the University of Michigan, 1968–72*, that explored the rise of feminist consciousness and activism at U-M and the role of Jewish and other identities in the movement through discussion with pioneering activists Gayle Rubin, Rayna Rapp, Ellen Meeropol, Beth Schneider, and Joanne Parrent. They discussed their experiences as well as the difference this group’s efforts made both in Ann Arbor and more broadly. Panelists also engaged with students from IHP-supported courses in a workshop during their visit, and they recorded oral histories that will become part of the IHP Oral History Collection at the Bentley Historical Library. This was the second event the *Outsiders, Insiders* project site has presented as part of a series exploring the history of Jews at U-M; the first was a March 2025 program featuring food writers (and U-M alums) Joan Nathan and Ruth Reichl with Zingerman’s co-founder Ari Weinzweig.

Watch the recording of the “Women’s Liberation at the University of Michigan, 1968–72” panel discussion: myumi.ch/11jkd.



Panelists and attendees interact at the *Women’s Liberation at the University of Michigan* workshop, Nov. 2025. Photo: Leisa Thompson, Michigan Photography

The 1956 Project

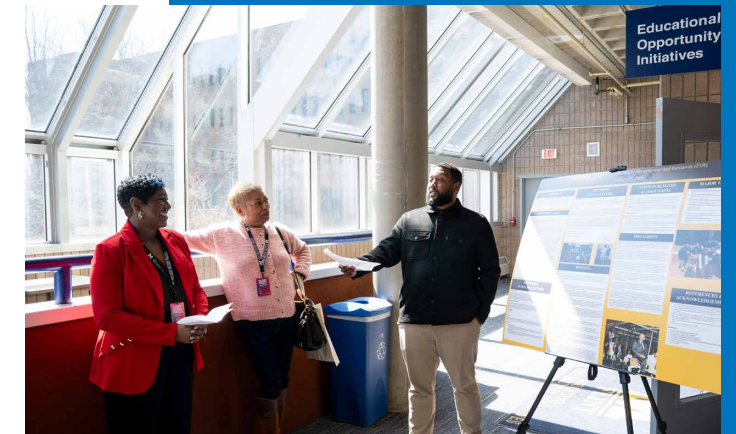
The *1956 Project*’s research this year culminated at the 2026 *Inclusive History Project Summit*, where principal investigator Christina Blitchok presented research on three women who graduated at the top of UM-Flint’s inaugural class of 1958. Phyllis Cmejrek, Audrey Lattie, and Masako Mitoma each arrived at UM-Flint by a different path—one seeking community, one defying family expectations, one reclaiming an education interrupted by forced internment during World War II. All three were gifted scholars who had plenty of ability but needed access. Through its ongoing research, **the 1956 Project is demonstrating the value of centering individual biography within broader institutional history.**



Christina Blitchok presents the *1956 Project* at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

The Origins of UM-Flint’s Student Support Services Centers

At the 2026 *Inclusive History Project Summit*, a walking tour through the Harding Mott University Center (UCEN) gave attendees the chance to stop and speak with researchers from each of the five student support centers involved in this project, hearing the origins and evolution of each. The tour offered a firsthand look both at the building that is the heart of student life on campus and at the accessible, welcoming spaces within it that serve every corner of the UM-Flint community. Over the past two years, **The Origins of UM-Flint’s Student Support Services Centers has uncovered histories that have gone largely undocumented**, and telling those stories on-site this March made that history tangible to an engaged audience.



Bianca Torbert (left) and Antonio Parks (right) share their research at the IHP Summit at UM-Flint, with Crystal Flynn (center) listening, March 2026. Photo: Sarah Rice, Michigan Photography

Native American Student Stories

The *Native American Student Stories* project is a community history of the Native American Student Association (NASA) on the Ann Arbor campus of U-M. The website created as a result of this project is a living archive of memories, photographs, histories, and events shared by the Native American community at U-M. This year’s focus has been on gathering stories related to the Dance for Mother Earth Powwow. Alum interviews and archival photographic research were the highlights of the work.

Visit the *Native American Student Stories* Project website: sites.lsa.umich.edu/nasa.



Native American Student Stories RA Blake Beckhorn tables at the *Living with Treaties* Community Connections Forum at UM-Ann Arbor, April 2026. Photo: Christina Merrill, Michigan Photography

New Project Sites in Year 4

The Inclusive History Project continues to expand our research in order to fulfill our mission to tell a more comprehensive history of the University of Michigan. This year, by building on existing efforts and seeking advice and input, we developed three new project sites that will extend our reach across the university and into the past.

The History of Michigan Medicine

This year, in partnership with the Center for History, Humanities, Arts, Social Sciences and Ethics in Medicine (CHHASSEM) at the Medical School, the IHP assembled a wide-ranging and multidisciplinary working group to develop new projects focused on the history of the Medical School and Michigan Medicine. This work represents a major expansion of the IHP into Michigan Medicine, filling in an essential piece in the IHP's efforts to tell the university's full history across the Ann Arbor, Dearborn, Flint, and medical campuses. The working group was led by Senior Research Associates Tonya Kneff-Chang and J. Alex Navarro, and included members Imam Kamau Ayubbi, Jenni Brady, Paul Chandanabhumma, Elizabeth Cole, Matthew Comstock, Kara Gavin, Lisa Harris, Laura Hirshbein, Joel Howell, Erin Khang, Paul Lee, Rajesh Mangrulkar, Feranmi Okanlami, Marcia Perry, Ava Purkiss, Elaine Sims, Linda Strodman, Dana Thomas, Kimberly Ward, and Matthew Wixson. Beginning last fall, the working group met over several months to develop frameworks, values, themes, and methods to guide the identification and pursuit of projects critical to documenting and sharing the particular histories of the medical center. The group's work resulted in a number of research project proposals that consider labor history, disability and accessibility, oral histories, art and expression, medical student experience and culture over time, and more. The group is making recommendations to IHP leadership about projects to pursue, with research to begin this summer.



J. Jefferson Gibson, Lecture on physics, ca. 1893. Medical School (University of Michigan) records, Bentley Historical Library

African American Student Project 2.0

The African American Student Project was launched by the Bentley Historical Library in 2016, with the goal of providing more information about African Americans at U-M. The project created a searchable database with the names and years of attendance of more than 9,000 African American students who attended the university for any period of time from 1853 until 1980. The project is now entering a second major phase and will become an additional project site for the IHP. This year a working group guided the development of this new project. Members Jay Cook, Matthew Countryman, Gabrielle Lone Hickmon, Jennifer Jones, Richard E. Smith, Matthew Stehney, and Brian Williams produced an ambitious plan to build on the Bentley's database by supporting and encouraging collaborative research into a variety of topics. Research will begin this summer under the leadership of co-principal investigators Countryman, Jones, and Williams, with the aim of developing new data visualizations, a digital history platform, and several other research products in 2027 and 2028.



Alpha Kappa Alpha, 1968. Michiganensian, Bentley Historical Library

The University of Michigan in the Middle East

The University of Michigan in the Middle East is a new tri-campus project site exploring our university's history as it relates to two particularly significant events both at U-M and in the world: the Iranian Revolution of 1977–79 and the Gulf War of 1990–91. The project site will build on ongoing research conducted at the Dearborn campus, modeling its collection of new oral histories and new survey and focus group data from existing IHP projects there. New archival and media research through this project site will explore how members of our campus communities were not just observers of the rise of the Islamic Republic in 1979 or the regional consequences of Operation Desert Storm in 1991. Instead, our campuses were active sites of debate and protest where the transnational connections many people of MENA heritage had to those events converged. The project team plans to develop a podcast and a digital exhibit that includes a timeline of the university's engagement with the region and people of MENA heritage from the 19th century to the present. The project will be led by Camron Michael Amin and Lisa M. Lapeyrouse and involve faculty, students, and staff from all three campuses.

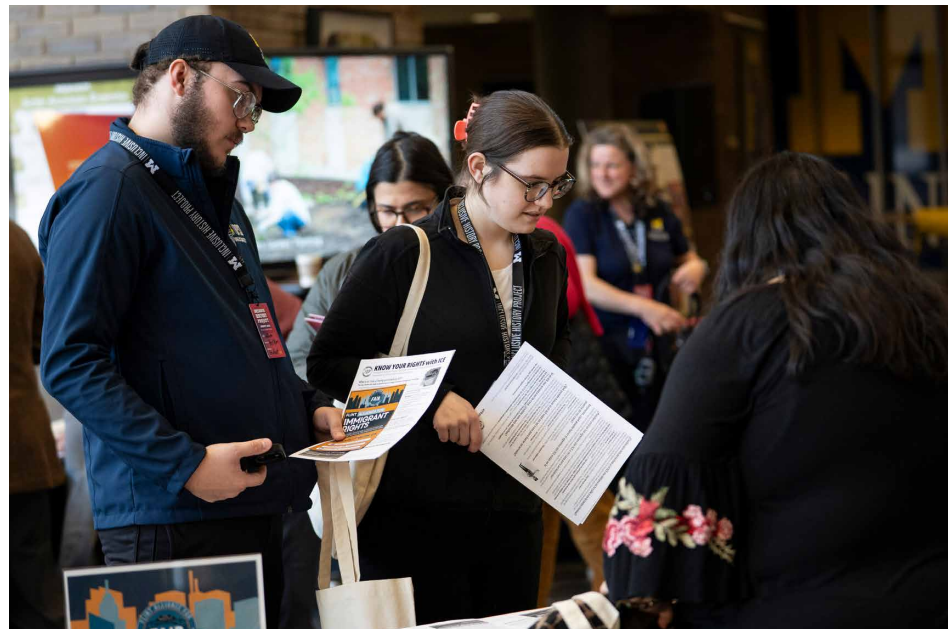


At UM-Dearborn, Students for Peace in the Middle East march against activity in the Persian Gulf, Feb. 1991. UM-Dearborn Campus Archive

Our Partners

The IHP continues to expand its network of partnerships each year. These growing collaborations play an important role in advancing our work by building momentum, increasing project visibility and reach, and strengthening our relationships with broader communities across and beyond all three U-M campuses. Our campus partners are an important part of that work, and our reach across the university is registered through the list included on the facing page.

Partnerships with communities outside the university are equally critical and continue to grow. This year, IHP programs such as the *Balikan: Shared Stewardship and Ethical Returns for Philippine Collections Symposium*, the *2026 Inclusive History Project Summit*, and the *Living with Treaties: The 1817 Project*, the *University of Michigan*, and the *Western Expansion of the United States Conference* intentionally included broader communities beyond academic scholars, welcoming individuals and groups directly affected by university policies and institutional histories so that their voices, perspectives, and stories would be included in the work of the IHP.



Attendees at the Community Tabling Fair at the IHP Summit at UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography



Attendees arriving at the *Living with Treaties* conference at UM-Ann Arbor, April 2026. Photo: Andrew Mascharka, Michigan Photography

UM-Ann Arbor

- Asian/Pacific Islander American Studies Program
- Bentley Historical Library
- Black Law Students Association
- Center for History, Humanities, Arts, Social Sciences and Ethics in Medicine
- Center for Southeast Asian Studies
- Department of Afroamerican and African Studies
- Department of American Culture
- Department of Asian Languages and Cultures
- Department of History
- Eisenberg Institute for Historical Studies
- Jean and Samuel Frankel Center for Judaic Studies
- Jewish Communal Leadership Program
- Marsal Family School of Education
- Museum Studies Program
- Native American Student Association
- Native American Studies Program
- Penny W. Stamps School of Art and Design
- Rackham Graduate School
- School of Information
- University of Michigan Library
- University of Michigan Museum of Anthropological Archaeology
- University of Michigan Museum of Art
- William L. Clements Library
- Women's and Gender Studies Department

UM-Dearborn

- African and African American Studies Program
- Black Student Union
- Campus Archives
- College of Arts, Sciences, and Letters (CASL)
- Media Studio
- Commission for Women
- Environmental Interpretive Center
- Inclusive Storytelling Hub
- Mardigian Library
- Office of Holistic Excellence
- Stamelos Gallery Center

UM-Flint

- Art and Art History Program
- Center for Gender and Sexuality
- Center for Global Engagement
- Community Design Studio
- Department of Public Health and Health Sciences
- Frances Willson Thompson Library
- Genesee Historical Collections Center
- Intercultural Center
- Office of Educational Opportunity Initiatives
- Student Veterans Resource Center
- University Advancement



Work Funded by the IHP

In addition to our centralized research and engagement efforts, over the past three years the IHP has provided funding awards to more than 80 projects developed, proposed, and led by people from across the university. Our granting programs—the IHP Teaching Fund, the IHP Research & Engagement Fund, and this year’s Campus Voices and Democratic Participation program—continue to empower students, staff, and faculty at Flint, Dearborn, and Ann Arbor to create and share knowledge about different facets of U-M’s past. The IHP also provides support to each of our campus archives to advance their mission to preserve and share the university’s history. Through courses, public programs, digital resources, symposia, newly-accessible archival collections, performances, publications, and more, the results of IHP-funded projects are expanding and reshaping what we know about the university’s history.

Left: Students at the class presentations for Jenna Gerdson’s Theatre And Drama 322: History of Theatre II course, April 2026. Photo: Christina Merrill, Michigan Photography

Campus Voices and Democratic Participation

By Jenni Brady, Inclusive History Project Managing Director, UM-Ann Arbor

The Inclusive History Project's Campus Voices and Democratic Participation granting program began with a desire to enable deeper research and broader, more nuanced understanding of the history of campus activism at U-M.

U-M's particular histories of campus activism had been raised as an important subject of research from the very start of the IHP, but the conviction that this was a particularly urgent and critical topic that the IHP should tackle came near the end of the winter 2024 term. As new university policies were proposed and protest tactics debated, members of the university community often cast back to the university's past to make arguments about what should and should not happen in the present.

Preliminary research by members of the IHP team followed, and it showed the complexity of this history and the wealth of materials, periods, actors, and causes to be studied. We thought the path forward lay in launching one of our ambitious and large-scale central research project sites. However, it became clear that even a project of that scale would require bounding this incredibly generative and wide-ranging topic—likely picking one campus or one period or one cause or one tactic. Doing so would result in a dramatic narrowing of the scope and, we worried, the potential of this research.

The Campus Voices and Democratic Participation granting program emerged as a result. In designing the program, we widened its reach beyond campus activism, defining democratic participation expansively to allow for the study of the many ways university actors have sought to exercise their voices and participate in debates on local, national, and global issues. Within that broad framing, we aimed to let members of the university community and their partners outside of it decide what should be studied—and then to provide the support and backing of the IHP so they could pursue that work.

Student, staff, and faculty applicants met the Campus Voices call with a range of compelling projects that promise to expand knowledge about the many movements and methods people across our campuses have used to make their voices heard. Fourteen funded projects will zero in on varied



Photo: Demonstrators march through the streets of Ann Arbor at the Martin Luther King Jr. Day rally, 2007. Photo: Michigan Photography. Graphic designed by Shalin Berman, UM-Ann Arbor '22

histories of student activism, student organizations, and student voice, with projects focusing on topics like the history of pro-Palestine student activism at U-M, the establishment of the Bachelor in General Studies degree in the College of Literature, Science, and the Arts at Ann Arbor, and the origins, legacies, and ongoing work of organizations like Students of Color of Rackham (SCOR) and the International Student Organization at UM-Flint. IHP funding will help support programming for the 55th anniversary of the Spectrum Center on the Ann Arbor campus and promote increased knowledge of the history of Ardis Press (1971–2002), founded by Professors Carl and Ellendea Proffer of Ann Arbor's Slavic Department and responsible for printing hundreds of works of Russian literature that were banned in the USSR but circulated throughout the world. These projects and many others will produce new knowledge about the long and complex history of democratic participation at the university through the lenses of land use, environmental impacts, reproductive freedom, and more. The courses, symposia, performances, teach-ins, timelines, digital exhibits, and other resources resulting from them will help to share that knowledge throughout and beyond the university community.

Year 3 Funding Awards

IHP Teaching Fund Projects

*Afroamerican and African Studies 201: Introduction to Afro-American Studies

SaraEllen Strongman (College of Literature, Science, and the Arts, UM-Ann Arbor)

*Africana Studies 395: Topics in African Diaspora Studies

David Luke (College of Arts, Sciences and Education, UM-Flint)

*Social Work 505: Engaging Social Justice, Diversity, and Oppression in Social Work

Ayesha Ghazi Edwin (School of Social Work, UM-Ann Arbor), Callie Torkelson (School of Social Work, UM-Ann Arbor), and Vanesa Hernandez-Jackson (School for Environment and Sustainability, UM-Ann Arbor)

Business Administration 400: Corporate Responsibility

Helet Botha (College of Business, UM-Dearborn)

* Projects that are part of the Campus Voices and Democratic Participation granting program



IHP RA Wallace Bowie III shares his research at the Oral Histories in Context listening session, Oct. 2025. Photo: Scott Soderberg, Michigan Photography

Year 3 Funding Awards, cont.

IHP Research & Engagement Fund Mini Grant Projects

*Smash Requirements: The Creation of the Bachelor in General Studies Degree

Dana Schumacher-Schmidt (College of Literature, Science, and the Arts, UM-Ann Arbor), Steven Plunkett (College of Literature, Science, and the Arts, UM-Ann Arbor)

*Rooted and Rising: International Voices Shaping UM-Flint's History

Priscilla Mac-Kittah, student (College of Innovation and Technology, UM-Flint), Oluchi M. Obadoni, student (College of Innovation and Technology, UM-Flint), and Joyce Mitchual, student (College of Innovation and Technology, UM-Flint)

*SCOR 2026 Social Justice Symposium—"Sankofa: Honoring the Past to Strengthen Future Democracy"

Nia Holland, student (Marsal Family School of Education, UM-Ann Arbor), Cynthia Adebayo, student (School of Public Health, UM-Ann Arbor), and Ashleigh Plummer, student (Marsal Family School of Education, UM-Ann Arbor)

*Palestine on Campus: Documenting 25 Years of Student Activism

Tarana Sharma, student (College of Literature, Science, and the Arts, UM-Ann Arbor) and Yasmeen Alhubaishi, student (College of Literature, Science, and the Arts, UM-Ann Arbor)

Pilot Study on University of Michigan-Dearborn's Community STEM Education Engagement

Xiao Zhang (College of Engineering and Computer Science, UM-Dearborn)

Celebrating Feminist Psychology: Origin Points and Necessary Futures

Sara McClelland (College of Literature, Science, and the Arts, UM-Ann Arbor)

Architects of Change: Documenting the Legacy of White and Griffin (Michigan's First Black Architects)

Wallace Bowie III, student (College of Literature, Science, and the Arts, UM-Ann Arbor), Sandra Little (Noir Design Parti), and Karen Burton (Noir Design Parti)

Sharing a History of Stewardship: Celebrating the 25th Anniversary of the Environmental Interpretive Center at UM-Dearborn

Jacob Napieralski (College of Arts, Sciences, and Letters, UM-Dearborn)

Curricular Milestones of Inclusion: Tracing Arabic, MEST, and Arab American Studies at UM-Dearborn

Reena Hamad, student (College of Arts, Sciences, and Letters and College of Engineering and Computer Science, UM-Dearborn), and Camron Michael Amin (College of Arts, Sciences, and Letters, UM-Dearborn)

United Asian American Organizations Oral History Project

Helen Xiao, student (College of Literature, Science, and the Arts, UM-Ann Arbor), and Ames Lim, student (College of Literature, Science, and the Arts, UM-Ann Arbor)

Disclosure, Dialogue, and Accommodation: Disability Services at The University of Michigan Before the ADA

James Connors, student (College of Arts, Sciences, and Letters, UM-Dearborn)

The Bridge Theory Hip Hop Fair

Kiana Cook, student (School of Music, Theatre and Dance, UM-Ann Arbor), and Alana Howard, student (School of Music, Theatre and Dance, UM-Ann Arbor)

The History of the Prison Creative Arts Project: The Bridge Between Students in Prison and Students at the University of Michigan

Lauren Postl, student (College of Literature, Science, and the Arts, UM-Ann Arbor)

Changemakers: A Collectively Devised and Historically Grounded Play about the Early History of the University of Michigan School of Social Work

Richard Tolman (School of Social Work, UM-Ann Arbor) and Mark Colson (School of Music, Theatre and Dance, UM-Ann Arbor)

IHP Research & Engagement Fund Large Grant Projects

*Voices of Dissent: 250 Years of Activism and Democracy

Christina Hamilton (Penny W. Stamps School of Art and Design, UM-Ann Arbor) and Anthony Arnove

*55 Years of Action and Resilience: The Spectrum Center Anniversary Celebration

Dawn Espy (Student Life, UM-Ann Arbor) and Jesse Beal (Student Life, UM-Ann Arbor)

*How Reproductive Freedom Won in Michigan

Lisa Martin (College of Education, Health, and Human Services and College of Arts, Sciences, and Letters, UM-Dearborn), Georgina Hickey (College of Arts, Sciences, and Letters, UM-Dearborn), Pam Aronson (College of Arts, Sciences, and Letters, UM-Dearborn), Kathleen Darcy (College of Arts, Sciences, and Letters, UM-Dearborn), and Rodina Bizri-Baryak (College of Education, Health, and Human Services, UM-Dearborn)

*Ardis Ardor Ann Arbor – A U-M History of Democratic Dissent

Vadim Besprozvany (School of Information, UM-Ann Arbor)

*Inclusive Voices in Colonial Spaces: An Anthology from the University of Michigan Museum of Anthropological Archaeology Philippines Collections

Tiffany Fryer (College of Literature, Science, and the Arts, UM-Ann Arbor), Bryan Miller (College of Literature, Science, and the Arts, UM-Ann Arbor), Jim Moss (College of Literature, Science, and the Arts, UM-Ann Arbor), and Janice Lobo Sapigao

*Revitalization and Historical Documentation of the Alvin D. Loving Cultural Center Lounge

LaQwana Dockery (Division of Student Affairs, UM-Flint)

*Voices from the Frontlines: Living with Cumulative Environmental Impacts in Michigan

Natalie Sampson (College of Education, Health, and Human Services, UM-Dearborn), Greer Hamilton (School of Social Work, UM-Ann Arbor), Devon Payne-Sturges (School of Public Health, UM-Ann Arbor), Jalonne White-Newsome (School for Environment and Sustainability, UM-Ann Arbor), and Amy J. Schulz (School of Public Health, UM-Ann Arbor)

"Lay Down the Books and Take Up the Musket": The Civil War and the University of Michigan

Gregory Parker (Bentley Historical Library, UM-Ann Arbor)

Labadie II, Tomashi Jackson

Christina Olsen (University of Michigan Museum of Art, UM-Ann Arbor), Robin K. Williams (University of Michigan Museum of Art, UM-Ann Arbor), Lisa Borgsdorf (University of Michigan Museum of Art, UM-Ann Arbor), and Tomashi Jackson

The Transpacific University: Korea-Michigan Connections in Early Twentieth Century

John Ahn (College of Literature, Science, and the Arts, UM-Ann Arbor)

History as Metacognition: First-Year Student Reflections on the History of Educational Access and Inclusion at UM-Dearborn

Shelly Jarenski (College of Arts, Sciences, and Letters, UM-Dearborn) and Maya Barak (College of Arts, Sciences, and Letters, UM-Dearborn)

UMBA 50: Voices That Shaped the Block M

Vance Jackson (School of Social Work, UM-Ann Arbor)



Members of the United Asian American Organizations examine archival materials in a workshop hosted by the Towards Community-Based Shared Stewardship project site at the Bentley Historical Library, Nov. 2025. Photo: Jennifer Junkermeier-Khan

*Projects that are part of the Campus Voices and Democratic Participation granting program

Highlights from IHP-Funded Projects

This year, teaching on U-M’s history and participation in our mini grant program expanded across our campuses as our first large grants, awarded in 2024, concluded. These funded projects produced a range of products, deepened partnerships with local communities, and shared their work with campus audiences through more than ten public programs and presentations as well as exhibitions, zines, murals, new archives, course offerings, and more.

Read more about events hosted by funded projects, and hear directly from IHP grantees about the impact of their teaching, research, and engagement efforts.

“How Do We Begin: A Historical Reckoning with Anti-Black Racism at U-M” Leadership Retreat

IHP Research & Engagement Fund Large Grant, UM-Ann Arbor
Kyra Shahid, Sara Armstrong, Matt Kaplan, Christine Rose Simonian Bean
Project dates: 2024–2025

The leadership retreat brought together 35 individuals from Student Life, the Provost’s Office, directors of various centers, deans, department chairs, and interested faculty and staff to revisit the history of Black student experiences on campus to consider points of agency and action moving forward. One participant said, “The power of community and our voice is UNMATCHED! I appreciated having an opportunity to reflect on my own contributions and strategically examine how I can actively be a part of the solution to affect change.”

United Asian American Organizations Oral History Project

IHP Research & Engagement Fund Mini Grant, UM-Ann Arbor
Helen Xiao, Ames Lim (students)
Project dates: 2026–2027

United Asian American Organizations (UAAO) hosted *Solidarity Stories: A Panel Discussion of Past Asian American Activists and Organizers at U-M*, exploring Asian American activism at the university across time. Held on April 11, 2026, the panel featured four former students who organized at U-M in the 2010s and 2020s. This event doubled as the physical release of UAAO’s “Zine Ed. 8: Solidarity Stories,” which contained excerpts from seven oral histories of Asian American activists and organizers from the 1970s–2020s.

The History of the Muslim Students' Association and its Contributions to the University of Michigan

IHP Research & Engagement Fund Mini Grant, UM-Ann Arbor
Muntaha Rahman, Reem Killawi (students)
Project dates: 2024–2026

Building Community and Change: A History of the Muslim Students' Association at U-M, an event held on February 12, 2026, shared insights from a student-led historical research project documenting the Muslim Students' Association’s (MSA) six-decade legacy at the University of Michigan. The program highlighted key moments, challenges, and achievements that shaped the MSA and its impact on campus life. A panel of MSA alum and past leaders reflected on their experiences, followed by a showcase of archival materials gathered through the project from the Bentley Historical Library, the Joseph A. Labadie Collection, and MSA community members.



Alum panelists Muzammil Ahmed and Riyah Basha (left to right) at *Building Community and Change: A History of the Muslim Students' Association at U-M*, Feb. 2026. Photo: Jaime Crawford, Michigan Photography

Restoring Native Voice at the University of Michigan-Dearborn: Reimagining the Environmental Interpretive Center and Campus Natural Area

IHP Research & Engagement Fund Large Grant, UM-Dearborn
Martin Hershock, Jacob Napieralski
Project dates: 2024–2026

Jamie John, the Indigenous artist behind the new mural *From Acorn to Oak* at the Environmental Interpretive Center on the Dearborn campus, shared insights into their artistic journey and creative process during an artist talk on February 6, 2026, exploring themes inspired by nature and their Indigenous roots. The mural emerged from collaboration between the grant project’s Indigenous Advisory Board—Ariel Roddy (Ojibwe), Shiloh Maples (Little River Band of Ottawa), Cheyenne Travioli (Lakota), Gabrielle May (Anishinaabe descent), and Juliette Roddy (Ojibwe)—and its principal investigators.



Artist Jamie John painting the *From Acorn to Oak* mural at the Environmental Interpretive Center (EIC), UM-Dearborn. Photo: Martin Hershock and Rick Morrone

Read more in the fifth installment in our series of *IHP Dispatches*, written by the Indigenous Advisory Board, which shares the story behind the project and the guidance, presence, and stewardship that made project activities possible: myumi.ch/39eqA.

Visual History of the Unions

IHP Research & Engagement Fund Large Grant, UM-Ann Arbor
Alison Rivett, Kaila Sell, Chaz Vander Horst, Félix Zamora Gómez
Project dates: 2024–2025

“There are few opportunities for artists to make new work in the area, and this cohort of artist alums engaged connections and met other alums across generations. The project was also a step toward modeling the ways spaces across our campus can be used to activate ideas and empower the creativity of our communities.”

—Alison Rivett, Director of Operations, Arts Initiative, UM-Ann Arbor



Angel Manson stands beside their digital print *Lionel, Mary, and Tomo* at the opening reception of the *Visual History of the Unions* exhibit, UM-Ann Arbor, Nov. 2025. Photo: Christina Merrill, Michigan Photography

Highlights from IHP-Funded Projects, cont.

History 300: The Study of History

IHP Teaching Fund Fall 2025 course, UM-Dearborn
Georgina Hickey
Project dates: 2025

“One student’s pursuit of records pertaining to how sexual assault cases have been handled on Dearborn’s campus has led to a new relationship between campus safety and the campus archives, which will regularly result in records transfers. All of the research teams identified new events and developments to add to the UM-Dearborn timeline that is a part of the *1959 Project*.”

—Georgina Hickey, Professor of History, UM-Dearborn

Arts Administration 527: Cultivating Communities of Belonging

IHP Teaching Fund Fall 2025 course, UM-Flint
Emma Davis
Project dates: 2025

“One reason the course was able to be offered was because of its connections to the Inclusive History Project. It helped to produce new knowledge through student research of case studies on six different U-M arts institutions, which was disseminated during a virtual symposium open to the community. This project was also the first time these students engaged in research at this level of rigor in their program, and it led to positive impacts of making connections between theory, practice, and research.”

—Emma Davis, Collegiate Lecturer in Theatre and Dance, UM-Flint

Applied Liberal Arts 298 / Comprehensive Studies Program 100: Inside the Local Music Community

IHP Teaching Fund course, offered Summer 2025, Fall 2025, and Winter 2026, UM-Ann Arbor
Garrett Schumann
Project dates: 2025–2026

“The visits to the Bentley Historical Library, which I was able to arrange thanks to IHP’s redesign funding, created an invaluable memorable opportunity for my students not only to learn more about the history of music at U-M but also to be exposed to the mechanics of archival research and humanistic inquiry.”

—Garrett Schumann, Lecturer II in Curriculum Support and Intermittent Lecturer in Comprehensive Studies, UM-Ann Arbor

Connecting the Voice and the Vision: A Digital History of the Voice/Vision Archive at the UM-Dearborn

IHP Event Co-Sponsorship Fund Grant + IHP Research and Engagement Fund Mini Grant, UM-Dearborn
Jamie L. Wraight
Project Dates: 2025–2026

On October 5, 2025, the launch event for Henry Hank Greenspan’s book, *REMNANTS and What Remains: Moments from a Life Among Holocaust Survivors*, brought together scholars from three countries to discuss Greenspan’s vital contributions to the practice of interviewing and creating dialogues with Holocaust survivors. With 90 attendees, the panel highlighted the significance of the Voice/Vision Holocaust Survivor Oral History Archive, founded by Sidney Bolkosky, professor of history at UM-Dearborn. The event generated significant interest in the archive. Watch the recording: myumi.ch/J4kRq

Archives and Oral History

Uncovering Hidden and Erased Narratives in Theatre for Young Audiences (TYA)

By Shavonne Coleman, Assistant Professor of Theatre and Drama, UM-Ann Arbor

At the heart of this project, which was supported by an IHP Teaching Fund grant, is the commitment to reclaiming and centering histories that have been marginalized, erased, or relegated to the shadows—histories that exist outside the dominant Western frameworks of written scholarship. It also acts on the knowledge that theatre is not just an art form—it is a vehicle for storytelling, resistance, and cultural preservation.

Theatre And Drama 332: Archives and Oral History is a course in the School of Music, Theatre and Dance that hadn’t been taught in years. I reclaimed the course code to develop a dynamic project-based course that would uncover the vibrant, often unrecorded contributions of BIPOC or artists of the Global Majority—and more specifically, theatre-makers—within the University of Michigan’s community. It would challenge students to look beyond dominant narratives and knowings, to dig into the archives, and to recognize the myriad ways communities have preserved their own legacies—through oral histories, performance, song, poetry, and more.

The course that resulted, “Beyond the Stage: Unearthing the History of BIPOC Artists in Theatre for Young Audiences (TYA) at the University of Michigan,” was a living, breathing exploration of active, project-based, and service-learning techniques. Students were invited to investigate oral histories or archival data that they felt have been erased, obscured, or underrepresented, with particular attention to TYA, community-based narratives, and/or connections to University of Michigan students, staff, and faculty. Through archival research at the Bentley Historical Library, hands-on projects, and community engagement, students developed and pursued their own research questions. For the midterm, students engineered and facilitated a tabling event at the Walgreen Drama Center that functioned as both dissemination and research tool, allowing students to gather feedback, identify gaps, and refine their projects with community input. Their final projects shared their findings in a variety of formats—presentations, videos, websites, and even a physical card game.

Through this recovered course, students gained a deeper understanding of the intersection of theatre, activism, and education and how these fields have been shaped by BIPOC artists. They also gained research skills in archival work, oral history interviews, and community-based documentation. Overall, the course demonstrated how archival research and oral history can be activated in creative practice, making history visible, accessible, and meaningful within the arts at the University of Michigan.



Students and attendees interact at the midterm tabling event for Theatre And Drama 332 at the Charles R. Walgreen, Jr. Drama Center, March 2026. Photo: Scott Soderberg, Michigan Photography

Year 3 IHP Courses

Courses that are associated with IHP project sites or supported by the IHP Teaching Fund are an essential part of advancing the IHP's mission to study and share a more inclusive history of U-M. In Year 3, the fifteen courses below engaged over 200 students in learning about—and learning from—U-M's past.

Arts Administration 527: Cultivating Communities of Belonging

Emma Davis, UM-Flint
IHP Teaching Fund course

Applied Liberal Arts 298 / Comprehensive Studies Program 100: Inside the Local Music Community

Garrett Schumann, UM-Ann Arbor
IHP Teaching Fund course

American Culture 103: Performance, Protest, & Power: The Making of Public Space at the University of Michigan

Emily Lyon, UM-Ann Arbor
IHP project site course, *Hill Auditorium*

American Culture 204: In Study and Struggle: Student Movement Histories

Sara Awartani, UM-Ann Arbor
IHP Teaching Fund course

American Culture 310: We Remember: Arab American History

Charlotte Karem Albrecht, UM-Ann Arbor
IHP Teaching Fund course

Anthropology, Archaeological 482: Surfaces: Research Seminar in Historical Archaeology

Tiffany Fryer, UM-Ann Arbor
IHP Teaching Fund course

History 197: An Academic Melting Pot? Jews at the University of Michigan

Deborah Dash Moore, UM-Ann Arbor
IHP project site course, *Outsiders, Insiders, Radicals, and Reformers: A History of Jews at the University of Michigan*

History 300: The Study of History

Georgina Hickey, UM-Dearborn
IHP Teaching Fund course

History 491: U-M Athletics

Kathleen Wroblewski, UM-Ann Arbor
IHP project site course, *Beyond the Big House: Athletics Advocacy and Sports Culture at U-M*

Liberal Studies 450: Integrative Learning

Camron Michael Amin, UM-Dearborn
IHP project site course, *The 1959 Project: University of Michigan-Dearborn's Origins and Timelines*

Philosophy 380: Philosophical Perspectives

Emmalon Davis, UM-Ann Arbor
IHP Teaching Fund course

Social Work 650: Theories and Practices of Community Change: Concepts, History and Approaches

Greer Hamilton, UM-Ann Arbor
IHP Teaching Fund course

Theatre And Drama 322: History of Theatre II

Jenna Gerdson, UM-Ann Arbor
IHP Teaching Fund course

Theatre And Drama 332: Performing Archives and Oral Histories

Shavonne Coleman, UM-Ann Arbor
IHP Teaching Fund course

Women's And Gender Studies 344: Women at Michigan: the "Dangerous Experiment" 1870–2020

Gayle Rubin, UM-Ann Arbor
IHP Teaching Fund course

“

The Inclusive History Project has become a vital source of knowledge of the university's lesser known stories. I have spent much of my adult life in this institution, and the difference between what I could know when I first arrived as an undergraduate in 1966 and what we can all know in 2026 is staggering, yet there is still much to learn.

As a freshman, I walked by Stockwell Hall every day en route to class but had no idea that it was named for the first female student, who was admitted only after an acrimonious debate and a statement by the Regents warning that the admission of women was a “dangerous experiment.” I had no idea why there was a Women’s League and that women had been barred from the Michigan Union not long before I matriculated. I had no idea that when the first female African American students were admitted, a special house was set up since they weren’t allowed to live in the then segregated dorms.

While there have been many efforts to excavate these and other histories of U-M, the Inclusive History Project has generated new knowledge and drawn together what others have produced. The Inclusive History Project

creates, preserves, and disseminates knowledge of this university’s past and helps us all to understand the impacts of those pasts on the present.

We have amazing resources here. The Bentley Historical Library and the Labadie Collection are endless treasure troves waiting for researchers to excavate their riches. There is so much more to learn about this university. The IHP provides an institutional focus for the accumulation of such knowledge and its dissemination now and to future generations.

My students now know that the Stockwell dormitory is named for Madelon Stockwell, admitted in 1870, to much controversy. They know about women having to enter the Union by the side door, and the bitter opposition of Bo Schembechler (among others) to giving female varsity athletes the same block M letter bestowed on the men. They know about the first Black female PhD in physics and the U-M botanists who mapped the flora of the Colorado River. This kind of knowledge gives them an understanding of how this institution has changed over time and how these changes made it a place for them.

The IHP is a vital initiative that enhances our knowledge of and appreciation for this great institution of higher education. Go Blue!

—Gayle Rubin, Associate Professor of Anthropology and Women’s and Gender Studies, UM-Ann Arbor

Gayle Rubin at the *Women’s Liberation at the University of Michigan* workshop, Nov. 2025.
Photo: Leisa Thompson, Michigan Photography



Language, Law, and the Living Catalog

By Emily Feuerherm, Associate Professor of Linguistics and Program Director for Bridge and TESOL Certificate Programs, UM-Flint

Teaching a course supported by the IHP Teaching Fund transformed my classroom from a space of passive learning into a workshop for institutional change. In fall 2024, I launched Linguistics 231: Language and Law, a course centered on how language policies are interpreted and enforced both on campus and in the broader community. While we expanded connections with organizations serving local Spanish- and Arabic-speaking residents, our most significant impact occurred within our own institutional framework.

Though the enrollment was intimate with just three students, their impact was outsized. Within the first month, they identified a “Deficiency in English” policy in our catalog. This relic, present since the institution’s inception, signaled an outdated, prescriptive view of multilingualism and language variation—a view that linguists actively work to dismantle in favor of more inclusive frameworks. By identifying this policy as a barrier to inclusion, the students successfully proposed its removal, proving that their linguistic knowledge could be leveraged for immediate social justice.

This success served as a catalyst for my own professional trajectory, leading me to become the Faculty Catalog Editor. I realized that the

catalog is not a static document, but a crucial framework for the student experience that requires constant critical review to ensure it remains inclusive, student-friendly, and accessible.

Now, having completed my first year in this role, I am preparing to bring this work back to the students. In fall 2026, I will teach our English major capstone, drawing directly from the 2024 IHP course framework and the successes experienced in my Language and Law course. Students will again bring the catalog into the classroom for critical reflection and policy recommendations. For me, participation in the IHP program has provided a pathway through which we can advocate for a more equitable institutional future.

Learn more about the in-depth research and successful advocacy of the students in Feuerherm’s fall 2024 course: myumi.ch/E79dM.



Emily Feuerherm (center) and students Elsa Butterfield (left) and Alyssa Lovett (right) share their research from Linguistics 231 at the 2025 IHP Summit, UM-Dearborn, Mar. 2025. Photo: Annaleigh Barker

Campus Archives, Campus History, Campus Impact

By Hannah Zmuda, Assistant Archivist, Mardigian Library, UM-Dearborn

July 2026 marks the end of my second year as the UM-Dearborn archivist, as well as the second year that the UM-Dearborn Campus Archive (UMDCA) has been staffed full-time in around a decade. Although the Mardigian Library’s leadership had long been aware of the need for an archivist, actually being able to hire one was only possible thanks to the IHP’s funding. And it is only because the archive is now staffed that this year the UMDCA saw a 700% increase in in-person research time (112 hours in total) and an almost doubling of remote reference requests (over 50 questions) from 2024–2025.

These impressive numbers indicate the concrete support the archives have provided to fantastic projects originating from across the Dearborn campus. Just a small sample of the projects includes the Inclusive Storytelling Hub’s documentary on Chancellor Blenda J. Wilson, Kandra Polatis’s peer-reviewed StoryMap on U-M women in computing, and Xiao Zhang’s team’s research into UM-Dearborn’s historical STEM outreach efforts.

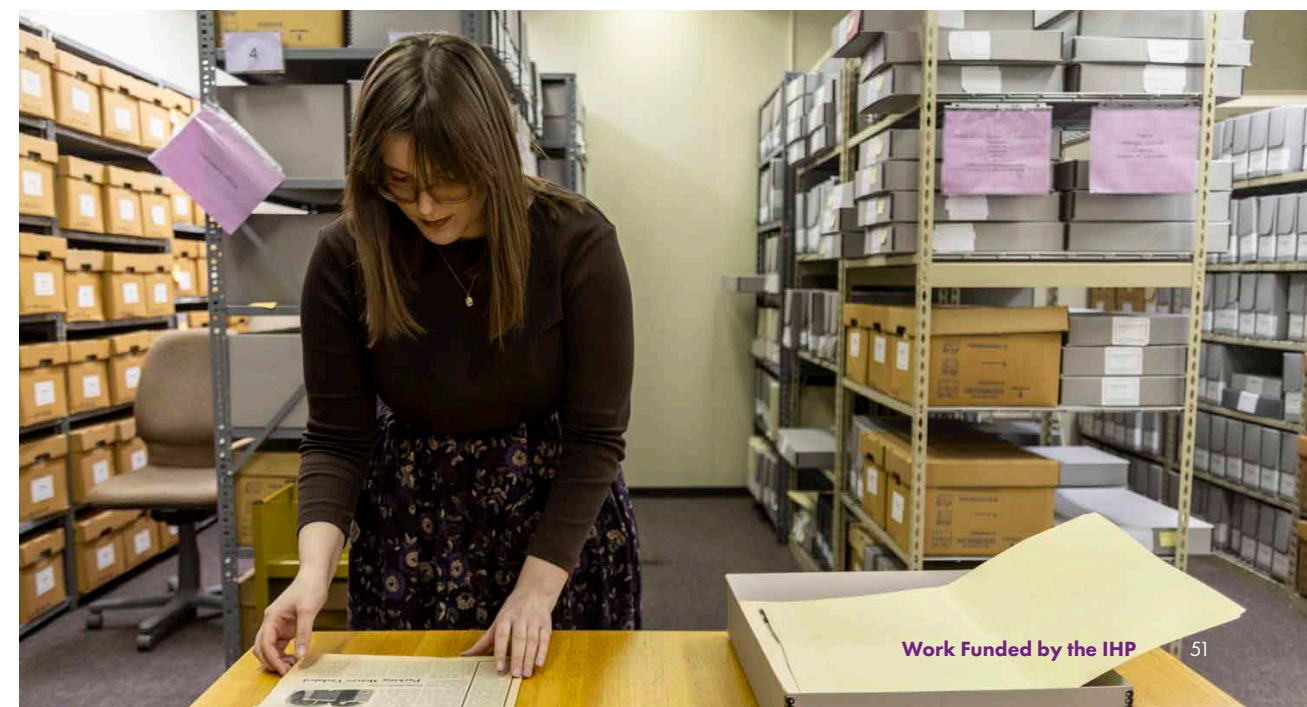
In 2025–2026, I also worked directly with two courses and the 33 students enrolled in them. In fall 2025, Georgina Hickey and I collaborated on her IHP-funded redesign of History 300 to identify campus history topics for students to research and provide them with hands-on

archival experience. In winter 2026, I consulted with Camron Michael Amin’s Liberal Studies 450 students to help them identify potential archival resources as they developed mock IHP mini grant proposals for their final course project.

My final impressive statistic for 2025–2026 is 57,608—the number of files created for the Mardigian Library’s two major IHP-funded digitization projects. The first project has digitized the UM-Dearborn student newspapers and literary journals dating back to the 1960s, with the second containing the scans of over 50 years of Office of External Relations publications. Both projects are in progress, and the campus history they contain should be online and searchable by the end of 2026.

It is only because the archive is now staffed that this year the UMDCA saw a 700% increase in in-person research time (112 hours in total) and an almost doubling of remote reference requests (over 50 questions) from 2024–2025.

Hannah Zmuda looks through UM-Dearborn student newspapers, which are part of a major IHP-funded digitization project, March 2025. Photo: Annaleigh Barker





Committees & Coalition

The IHP continues to benefit from the advice, guidance, and support of the university community, which is particularly concentrated through IHP committees of students, staff, faculty, and community members. As they both steer and sustain our ongoing work, these committees form an essential part of the IHP coalition.

Left: Student Advisory Committee members participate in a walking tour on the history of campus protests at UM-Ann Arbor, Sept. 2025. Photo: Dieu-Nalio Chery, Michigan Photography



Mirroring the Mission Reflecting Student Voice Across Our Work

In its second year, the IHP Student Advisory Committee (SAC) brought together nineteen undergraduate and graduate students from U-M's Dearborn, Flint, and Ann Arbor campuses to represent and amplify student experiences and voices within the project. Members served on three subcommittees throughout the year to deepen student awareness of and engagement with U-M history. Composed of members from each campus, the subcommittees co-created and pursued projects within their specific areas of work:



Student Advisory Committee member Fatima Al-Bedany engaging with *The Shape of Repair: An Interactive Installation* at the IHP Summit, UM-Flint, March 2026. Photo: Sarah Rice, Michigan Photography

The **Classes Subcommittee** focused on the IHP's impact in classrooms by modifying IHP class visit materials to increase student engagement, revising promotional materials for IHP-supported courses to better suit student audiences, and developing strategies to expand the IHP's presence in classrooms across our campuses.

The **Events Subcommittee** developed opportunities for students to interact with the IHP's work at public programs. Members designed and staffed the 2026 IHP Summit's *Belonging Interactive Photo Mural*, which invited summit attendees to share a reflection and add their photo to a collective mural documenting the voices and experiences that shaped the summit and campus history more broadly.

The **Student Outreach Subcommittee** tabled across all three campuses, engaging directly with over 70 students to share information about the IHP and ways to get involved. Committee members also developed and distributed outreach materials and cultivated connections with student clubs and organizations.

Outside of their subcommittees, students not only staffed and attended IHP events, but also offered feedback on the IHP's historical research, public programming, and plans for reparative action. Drawing on their engagement with IHP research, members brought new findings and values

Left: Student Advisory Committee members participate in a walking tour on the history of campus protests at UM-Ann Arbor, Sept. 2025. Photo: Dieu-Nalio Chery, Michigan Photography

into their campus communities and student organizations while connecting the IHP's work with their own disciplines and the professional work they hoped to pursue. Tawhid Khan, an undergraduate member of the SAC from UM-Dearborn, said, "As a pre-med student studying behavior and biological science, I wasn't sure if I would fit in. What really kept me involved was realizing how important these conversations are. The IHP is not just about the history, but also understanding people, their experience, and how systems have shaped opportunities and challenges over time. That really connected me with my own journey as a pre-med student and as an immigrant student."

For Irene Mora, a doctoral candidate in history and women's and gender studies at UM-Ann Arbor, serving on the committee offered exposure to a wider range of community-engaged research projects. This experience helped her refine her own niche in public history, which she has pursued through the Rackham Doctoral Intern Fellowship Program and as the Washtenaw County Bicentennial Fellow. Mora said, "A lot of my work for the county has continued to focus on Indigenous folks and African American folks in the county, and I owe some of that to those really awesome projects that I got to learn about and the IHP."

"The IHP is not just about the history, but also understanding people, their experience, and how systems have shaped opportunities and challenges over time."

—Tawhid Khan, Student Advisory Committee member, UM-Dearborn

The committee's tri-campus structure also opened up new engagement possibilities for students. For Paulina Rivera, a UM-Flint senior majoring in human biology, the committee served as a model for other organizations forming cross-campus collaborations. "The biggest success was forming the committee on all three of the campuses. We don't have a lot of opportunities where all of us are connected, so having this initiative helps contribute to creating a better, inclusive community," said Rivera. Tri-campus connections were also facilitated between students and faculty as UM-Ann Arbor undergraduate Evan Smyk brought Lisa M. Lapeyrouse, IHP Director of Research at UM-Flint, into his student organization, Project MED, to consult on its specific research related to underserved communities and youth career pathways.

From eye-catching flyers that stand out on crowded posting walls to ensuring IHP-supported courses reach the right student organization newsletters, the IHP Student Advisory Committee has shaped the project's presence across our campuses, brought more people into the work, and helped students see themselves reflected in the mission, values, and work of the IHP.



Student Advisory Committee members, 2025–2026. Photo: Dieu-Nalio Chery, Michigan Photography



Students stand in front of the *Belonging Interactive Photo Mural* by the Student Advisory Committee at the IHP Summit, March 2026. Photo: Sarah Rice, Michigan Photography

Committees

UM-Flint Advisory Committee (The Big Table)

- Katherine Bancroft**
Curator of Education and Outreach Programs, Sloan Museum of Discovery and Longway Planetarium
- Robert Brown**
Co-Founder, Neighborhoods Without Borders, and Associate Director, Center for Community and Economic Development, Michigan State University
- Margaret Collins**
Archives Assistant Intermediate, Frances Willson Thompson Library, UM-Flint
- Emma Davis**
Lecturer in Theatre and Dance, UM-Flint
- Emily Feuerherm**
Associate Professor of Linguistics and Program Director for Bridge and TESOL Certificate Programs, UM-Flint
- Thomas Henthorn**
Dorothea E. Wyatt Professor of United States History, UM-Flint
- Lucine Jarrah**
Executive Director, Arab American Heritage Council
- DeWaun Robinson**
Chief Executive Officer, Artistic Visions Enterprise
- Leyla Sanker**
Consultant, Community Foundation of Greater Flint, and Manager, Discovering PLACE, Great Lakes Stewardship Initiative
- Alysia Treviño**
Immigration Director, Arab American Heritage Council and Member, Flint Alliance for Immigrant Rights (FAIR) Coalition
- Todd Womack**
Program Manager and Adjunct Lecturer in Social Work, UM-Flint

UM-Dearborn Steering Committee

- Julio Borquez**
Associate Professor of Political Science, UM-Dearborn
- Amy Brainer**
Director of LGBTQ Studies and Associate Professor of Women's and Gender Studies, UM-Dearborn
- Alireza Mohammadi**
Associate Professor of Electrical and Computer Engineering, UM-Dearborn
- Jennifer Proctor**
Associate Professor of Journalism and Media Production, UM-Dearborn
- Holly Sorscher**
Associate Director, Mardigian Library, UM-Dearborn
- Hannah Zmuda**
Assistant Archivist, Mardigian Library, UM-Dearborn



Alysia Treviño, member of the UM-Flint Advisory Committee, participates in the Community Tabling Fair at the IHP Summit, March 2026. Photo: Sarah Rice, Michigan Photography

Student Advisory Committee

- | | | |
|-----------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------|
| Fatima Al-Bedany
Undergraduate student, UM-Dearborn | Hannah Fuentes
Undergraduate student, UM-Flint | Thandiwe-Kesi Robins
Graduate student, UM-Ann Arbor |
| Mekka Al-Shawi
Undergraduate student, UM-Flint | Grace Jiang
Undergraduate student, UM-Ann Arbor | Reese Robinson
Undergraduate student, UM-Flint |
| Mohsin Ali Shaikh
Graduate student, UM-Dearborn | Tawhid Khan
Undergraduate student, UM-Dearborn | Ava Shotwell
Undergraduate student, UM-Ann Arbor |
| Shane Berkholz
Undergraduate student, UM-Flint | Taylor Lewis
Graduate student, UM-Ann Arbor | Evan Smyk
Undergraduate student, UM-Ann Arbor |
| Maximillian Boudreaux
Undergraduate student, UM-Flint | Irene Mora
Graduate student, UM-Ann Arbor | Geneva Williams
Undergraduate student, UM-Ann Arbor |
| Sara DeSmet
Undergraduate student, UM-Ann Arbor | John Ray
Graduate student, UM-Dearborn | |
| Grace Freitas
Undergraduate student, UM-Ann Arbor | Paulina Rivera
Undergraduate student, UM-Flint | |

Below: Student Advisory Committee members Evan Smyk, Grace Freitas, and Taylor Lewis (left to right) table at Haven Hall, UM-Ann Arbor, Jan. 2026. Photo: Jennifer Junkermeier-Khan



Committees, cont.

Advisory Committee

Alexis Antracoli

Director, Bentley Historical Library, UM-Ann Arbor

Neeraja Aravamudan

Director, Edward Ginsberg Center, UM-Ann Arbor

Sara Armstrong

Director, Center for Research on Learning and Teaching Theatre Program, UM-Ann Arbor

Jared Aumen

District Chair for Secondary Social Studies, Ann Arbor Public Schools

Ethriam Brammer

Assistant Dean, Horace H. Rackham School of Graduate Studies, UM-Ann Arbor

Callum Carr-Marquis

Associate Archivist, Frances Willson Thompson Library, UM-Flint

Deborah Dash Moore

Acting Director, Jean and Samuel Frankel Center for Judaic Studies and Jonathan Freedman Distinguished University Professor of History and Judaic Studies, UM-Ann Arbor

Emily Feuerherm

Associate Professor of Linguistics and Program Director for Bridge and TESOL Certificate Programs, UM-Flint

Kristin Hass

Professor of American Culture, UM-Ann Arbor

Thomas Henthorn

Dorothea E. Wyatt Professor of United States History, UM-Flint

Georgina Hickey

Professor of History, UM-Dearborn

Carlos Jackson

Dean and Professor of Art and Design, Penny W. Stamps School of Art and Design, UM-Ann Arbor

Elizabeth James

Program Associate, Department of Afroamerican and African Studies, UM-Ann Arbor

Chad Jenkins

Professor of Robotics and Professor of Electrical Engineering and Computer Science, UM-Ann Arbor

Tonya Kneff-Chang

CREATE Center Senior Research Associate, Inclusive History Project Senior Research Associate, and CHHASSEM Instructor, Michigan Medicine, UM-Ann Arbor

Maureen Linker

Associate Provost for Experiential Learning and Professor of Philosophy, UM-Dearborn

David Luke

Assistant Vice Chancellor of Access and Opportunity and Adjunct Research Assistant Professor of Sociology, Anthropology and Criminal Justice, UM-Flint

Feranmi O. Okanlami

Director of Student Accessibility and Accommodation Services and Assistant Professor of Family Medicine, Physical Medicine and Rehabilitation, and Urology, UM-Ann Arbor

Carmel Price

Associate Professor of Sociology, UM-Dearborn

Ricky Punzalan

Associate Professor of Information and Director, Museum Studies Program, UM-Ann Arbor

Janice Reuben

Associate Director for University Relations, Alumni Association, UM-Ann Arbor

Ann Ross

Assistant Program Manager, Voices of the Staff, University Human Resources, UM-Ann Arbor

Leyla Sanker

Consultant, Community Foundation of Greater Flint, and Manager, Discovering PLACE, Great Lakes Stewardship Initiative

Kaila Sell

Associate Director, Center for Campus Involvement, UM-Ann Arbor

Lynnetta Smith (ex officio)

Director of Awards, Committees and Projects, Office of the President, UM-Ann Arbor

Holly Sorscher

Associate Director, Mardigian Library, UM-Dearborn

Marie Ting

Assistant Vice Provost for Access and Opportunity, UM-Ann Arbor

Kathleen Wroblewski

Lecturer IV and Assistant Director of Undergraduate Studies in the Department of History, UM-Ann Arbor



The Inclusive History Project is an example of the profound excellence enacted at the University of Michigan. The IHP mobilizes U-M faculty expertise, alongside graduate and undergraduate students, to produce historical knowledge that ensures our present moment and future generations understand the forces that have created our current societal challenges and opportunities, knowledge that is essential to meeting the mission of the university to challenge the present and enrich the future. Attending IHP symposiums, seminars, and conferences have been the very best experiences of my time at the university, and I have consistently left those events with a clear understanding that our university is indeed the very best, and it is the very best because of the ethical scholarship and deep rigor produced by our faculty and students.

—Carlos Jackson, Advisory Committee member, Dean and Professor of Art and Design, Penny W. Stamps School of Art and Design, UM-Ann Arbor



INCLUSIVE HISTORY PROJECT

UNIVERSITY OF MICHIGAN

On the Inclusive History Project website, read more about our IHP research project sites, check out student opportunities, survey our past and upcoming events, engage with new resources on the university's inclusive history, and stay in touch with us as we embark on Year 4.



The Inclusive History Project is housed within the Phillip J. Bowman Center for Scholarship to Practice on the Ann Arbor campus.

inclusivehistory.umich.edu

inclusivehistory@umich.edu