The University of Wisconsin–Milwaukee in June 2008 took another significant step toward providing academic and research depth and breadth when it received approval from the UW System Board of Regents to offer a doctoral degree in Africology. It was a success 10 years in the making and, like other recent progress made at UWM, was the result of a perseverance that I have very much come to appreciate among my colleagues.

When I arrived on campus four years ago, I indicated that we had too few doctoral degrees programs. I offered as perspective the campus that I came from, which had a third fewer faculty than UWM and yet twice the number of doctoral programs.

I subsequently learned that there was a history of difficulties in gaining approval for doctoral degrees at UW–Milwaukee, including a 15-year period from the late 1980s through the early part of this century when no new doctoral degrees were approved for this university — despite several being discussed and some being formally proposed.

It was the doctoral degree in history, approved in 2002 after being initially proposed in 1992, that finally got the process moving again. Since my arrival, I am pleased to say that faculty and staff have pushed forward to add doctoral programs in medical informatics, physical therapy, information studies, social work, communication, educational psychology, and now program No. 26, Africology.

To be competitive, I believe we need to have between 32 and 35 doctoral programs. UW-Madison, it should be noted, has 114 doctoral programs. We certainly do not intend to develop that many.

Doctoral programs are hugely important to universities because they attract the very best faculty. These academicians want to be involved in creating the latest knowledge at the forefront of their respective fields. This is done through their own work and the new ideas that often emerge through interaction with excellent students attracted to a university that will allow them to earn the highest of all degrees.

I am very proud of many people for making our latest doctoral degree possible. Support came from across campus, but it all started with the faculty and staff in the Department of Africology working for a decade to get this program approved. Every possible objection raised was ably addressed through their patience and professionalism. I commend them all for their commitment.

The importance of their work is clear and very much reminds me of a segment from a book for which I was a co-author, Adiós, Borinquen querida: The Puerto Rican Diaspora, Its History, and Contributions:

“The United States, more than ever, needs to develop a global perspective in the face of the increasing transnationalism and relations of interdependence. More importantly, it has to deal with the diversity within its own borders....In order to accomplish these goals, educators will need to employ a culturally responsive pedagogy, a multicultural curriculum, and continue to challenge the social structures which generate inequality in the United States.”

One more way UW–Milwaukee will accomplish this is through expanding our educational horizons, and that is being done through our doctoral degree in Africology. I again congratulate all involved in its successfully creation. I believe it will be a superb program.

— Carlos E. Santiago
Chancellor
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Myriad is produced by the Multicultural Student Center. Its purpose is to highlight UWM programs, faculty, staff, and students.

**ON THE COVER:** Chancellor’s Scholarship Winners – Back row (left to right): Megan Glass, Phyllicia Rios Rivera, Kimberly Mua, Estee Guzman, Diego Hernandez, Cache Owens. Front row (left to right): Amy Xiong, Olusola Thompson, Alyssa Galaviz, Mary Ghaly. Not pictured: Alex Girgis.

Photo by Alan Magayne-Roshak, UWM Photo Services
The year was 1968. Boomers were in an uproar as they pushed to move the nation towards love, peace, understanding, and equality of gender and race. It was in response to these tumultuous times that UWM’s Faculty Senate made way for the creation of a Center for Afro-American Culture, positioning UWM as the first four-year university in the United States to offer a program in African-American Studies.

Under the direction of Daniel Burrell, the Center transitioned to full Department status within the College of Letters & Science by the 1971-72 academic year and became known as the Department of Afro-American Studies. Courses offered throughout the Department’s first decade were primarily at the freshman and sophomore levels, and often in conjunction with other areas of study that highlighted pertinent issues for the African American community, such as economics and politics. It wasn’t until 1980 that UWM began to offer the Bachelor of Arts in Afro-American Studies.

In 1994, UWM’s Department of Afro-American Studies was renamed the Department of Africology, solidifying the program’s commitment to a universal curriculum and distinguishing it from those that may have exclusively covered either African American or African Studies. Eleven faculty members in UWM’s Department of Africology teach and conduct research on a wide variety of topics pertaining to political economy and public policy, as well as the cultures and societies of Africa and the African Diaspora. They focus on countries such as the United States, Canada, Haiti, Cuba, Ghana, Ethiopia, Malawi, and South Africa.

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In the midst of frequent references to what’s gone wrong with education, locally and nationally, UWM’s Academic Opportunity Center (AOC) may just turn out to be a shining example of what’s going right. AOC is driven by an extraordinary team of diverse academic advisors who are invested in the mission of transforming underachieving students into successful college graduates. AOC is designed to connect these students with the resources they need to confidently navigate the university experience. Supporting an average of 1,250 students a year, AOC’s 40th anniversary was ushered in by a banner year with 614 new freshmen enrolling in the program last fall.

For Senior Advisors Jimmy Johnstone and Kathy Barnes who have been with the program since 1970 and 1978 respectively, it’s simply about valuing the students as people, believing in them, and acting as their advocates. Johnstone explains, “The kids are our greatest resource and when they don’t have the opportunities, you’re just setting them up for continual exploitation and domination.” Staying aware of what’s going on with their advisees goes well beyond the standard workday. Evenings and weekends — even Super Bowl Sunday — are all fair game. Barnes says that it’s a matter of adhering to an early warning system, and maintaining frequent contact with students and their professors. “We’re not spying on them, we just want to make sure that everything is going smoothly,” she says. According to April Holland, AOC’s interim assistant director for instruction, “It’s the concept of community...a family within a family.”

There’s no denying that certain aspects of the program have evolved over the years. The late Ernest Spaights created it as the Experimental Program in Higher Education to “attract, admit, and retain minority and disadvantaged students.” At the time, it was a hopeful antidote to economic conditions rendering college inaccessible for many African Americans. Through incarnations as the Department of Educational Opportunity and then Department of Learning Skills and Educational Opportunity, AOC has emerged as a special support program for far fewer students of color than in the past.

Program Director Ruth Russell cites many reasons for the demographic shift in the student population served by AOC. High school graduation requirements have become misaligned with those for college admission. That fact combined with pervasive economic strains breeds situations that leave students across the board ill-equipped to handle university-level demands. “We, as a country, are not as competitive as we used to be and no one individual or institution can be blamed; it’s a societal problem,” says Russell. “We have a larger group of students in our urban setting who are underprepared for college and for life,” she adds.

It’s the concept of community...a family within a family.

– April Holland

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Today, in yet another historic year for the nation, UWM’s Department of Africology marks its 40th anniversary with the creation of a PhD program. This expansion places UWM among an elite group of only eight institutions, including Temple, the University of California at Berkeley, Yale, and Harvard, that offer such a doctoral program. Set to begin in the fall of 2009, the program is expected to attract applicants from all over the world and will involve substantial cross-disciplinary collaboration. It will be organized around three areas of focus:

- Political Economy and Public Policy
- Culture and Society: Africa and the African Diaspora
- A concentration outside the department in the student’s area of interest

Joyce Kirk, associate professor and chair of the Africology Department, notes that the Board of Regents’ approval of the doctoral degree “sends a strong signal to Wisconsin and Milwaukee residents that this program is an institutional priority.” Since its inception, the Department of Africology has taught more than 60,000 students. Its graduates have gone on to become physicians, teachers, lawyers, business professionals, and elected officials.

In 2009, UWM will become one of only eight institutions offering a doctoral program in Africology.

One aspect of the program that’s remained consistent over the years is its method of comprehensive evaluation for admission, which Russell says is gaining traction on a system-wide level. “We have always looked at other criteria than cognitive, quantitative information,” she explains. Test scores, examples of leadership, community involvement, high school extracurricular activities, and work experience are all taken into account when measuring a student’s potential for academic success. Russell adds that the 21st century has delivered a unique set of obstacles for the program, “It’s a different age. Students are just different and it’s unfortunate that someone told them along the way, ‘you’re doing very well.’ So here they are…in some cases not writing a clear, declarative sentence but can text message out of this world. Critical thinking is seriously lacking,” she says.

Looking towards the next 40 years, Russell believes that Spaights’ initial idea of building a community within a university remains the core of how students become successful. “It was almost a one-stop shop,” she claims. “Believe it or not, we’re getting back to that.”
Full-Ride Scholarships Available for Incoming First-Year Students
By Beth Stafford

High school seniors can again apply for full-ride scholarships to UWM through a program launched in 2007. The Chancellor’s Scholarship for Diversity and Leadership and the Academic Achievement Leadership Award were created by UWM to complement the scholarships and student aid assistance already offered.

This fall, the first group of students receiving these awards began their studies at UWM.

“I’ve met many of the young men and women receiving these scholar- ships,” says Chancellor Carlos E. Santiago, “and am confident we have selected individuals who can be both academic leaders at UW-Milwaukee and community leaders in the years that follow.”

Students with outstanding academic achievement who are interested in a broad range of experiences and activities designed to foster leadership development and personal growth are encouraged to apply. The two scholarship awards are applicable to any area of study at UWM.

Chancellor’s Scholarship for Diversity and Leadership
These renewable scholarships include tuition, residence hall (including meals), books and miscellaneous expenses, estimated at more than $20,000 for the 2009-10 academic year. Additional full- and partial-tuition scholarships also are available. The scholarships are available to students who are historically underrepresented in higher education and demonstrate outstanding academic achievement and leadership.

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Winners of Chancellor’s Scholarship for Diversity and Leadership
By Beth Stafford

Following is a brief profile on each of the Chancellor’s Scholarship winners. Congratulations to these outstanding students who are currently enrolled as new freshmen at UWM!

Alyssa Galaviz [WAUKESHA, WI]
WAUKESHA WEST HIGH SCHOOL
CURRENT PLAN: UNDECIDED
Besides her leadership roles in the classroom and in community service organizations, Alyssa was also the captain of her track and field team. “As a captain, my determination and my own desire to become the best guided me to push others on my team to reach one common goal.”

She agrees with Tolstoy that “the only certain happiness in life is to live for others,” and she hopes to “improve as many people’s lives as I can.”

Alyssa’s mother, father, and brother all graduated from UWM. “I knew that by choosing UWM, I was not only choosing a high quality education, but also a positive force in the community.” And she looks forward to attending the university “because it has such a diverse body of students and activities.”

Mary Ghaly [WAUKESHA, WI]
WAUKESHA NORTH HIGH SCHOOL
CURRENT PLAN: INDUSTRIAL ENGINEERING
For Mary, it is very important to think for herself and not just “follow the crowd.” She credits her two years of working at an after-school job with facilitating her work ethic and all that entails—integrity, cooperation, concern for others, industry and responsibility. “These are all vital characteristics of leadership,” she says. In addition, her religious and spiritual beliefs are very important to her and have helped her follow her own principles.

Mary appreciates the fact that UWM assigns first-year students a mentor and provides other support to help students succeed. For her, the scholarship means the opportunity to be independent, while having the time to “give back” through the many volunteering opportunities available on campus.

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Scholarship Winners

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Alex Girgis (Waukesha, WI)
Waukesha South High School
Current plan: undecided
During high school, Alex earned recognition for his role in activities as varied as wrestling, track, and debate. He cites his father, who passed away from complications of diabetes, as an inspiration. Alex, in his high-energy way, hosted a Movie Night fundraiser for the American Diabetes Association to help raise funds towards finding a cure and helping families living with the disease.
Alex describes UWM as a place he has always felt at home and considers the scholarship evidence of where hard work, dedication, and discipline can lead.

Megan Glass
(Menomonee Falls, WI)
Menomonee Falls High School
Current plan: nursing
Megan credits her volunteer work with elementary school students for helping her learn to be an excellent listener. This active listening skill helps with all of her leadership roles, from leading a cheerleading squad to interning in a medical apprenticeship.

Diego Hernandez (Plainfield, IL)
Plainfield North High School
Current plan: Architectural Studies
Diego’s high school interests ranged from soccer to track and field to Drama Club (as a director) and the vice presidency of Societe Honoraire de Francais. His mother has been a great inspiration to him. “We moved to the U.S. from Colombia in 2001. Even though she had never been to the U.S. before and did not speak English, she was recognized as one of the most influential Hispanic leaders in the Atlanta area in 2003 because of her work in the community.” The birth of his now four-year-old sister made him realize that, as an older brother, he is her “role model and leader.”

Estee Guzman (Milwaukee, WI)
Alexander Hamilton High School
Current plan: Communication Sciences and Disorders
As a four-year volleyball and soccer team player, Estee was named captain and assistant captain of those teams in her senior year. Her lengthy list of activities includes academics as well. Estee describes her father and brothers as a “huge inspiration” for founding the group Por La Gente, which means “for the people.” The organization hosts sports tournaments for underrepresented youths and adults, and awards scholarships.

Kimberly Mua (Stillwater, MN)
Stillwater Area High School
Current plan: Global Studies
Through her volunteer work, Kimberly has been able to introduce students who were failing to alternative learning methods, and refer these students to those in the school system and community that could help them. In spring 2006, she attended Close-Up, a week-long program that investigates the legislative process in Washington D.C., which showed her how diverse the capitol is. The experience renewed her passion for education.

As a Minnesota resident, Kimberly first became interested in UWM when she read a brochure about UWM at her high school’s career center. After a campus visit, she “felt like a part of me connected” to UWM. Winning the scholarship sealed the final decision for her.
Cache Owens (Green Bay, WI)  
Green Bay Preble High School  
Current plan: Global Studies

Cache’s strong track record as a leader in promoting diversity appreciation and awareness led to an opportunity to attend the Minority Student Achievement Network national conference in Washington, D.C. (The goal of MSAN is to close the achievement gap between students of color and white students.) She is inspired by the writings of Mohandas K. Gandhi, and has come to realize that “by embracing everyone’s differences, you can stand incredibly strong and become personally enriched.”

Cache sees UWM as being the “perfect choice” for her since it is relatively close to home but has a “big-city atmosphere and cultural diversity.” She also appreciates the uniqueness of UWM’s Global Studies Program. On a personal level, the scholarship lifts a financial worry from her parent. “The second I knew I won it, I saw my mom breathe again. Not a stifled breath of worry, but a deep sigh of relief.”

Phylicia Rios Rivera (Milwaukee, WI)  
Divine Savior Holy Angels High School  
Current plan: Psychology

There is an international flair to Phylicia’s leadership role as a delegate to Model U.N. Conferences at UWM and at Harvard. She credits these experiences for helping her develop intellectually. She believes that her education has helped her become a confident and capable young woman, despite cultural stereotypes and generalizations. As a young Latina, she hopes to be the example that will help others no longer feel “weighed down and held back by labels and generalizations.”

For Phylicia, the scholarship is not an “easy button” by any means. “It actually makes things harder. Now I have the responsibility to make all those who have given me this opportunity proud,” she explains. The scholarship also offers her the freedom to spend time on “the younger generation.” She adds emphatically, “Everyone deserves an exemplary education.”

Phylicia selected UWM “because of its welcoming and caring staff; no other university made me feel as important and taken care of.” She feels she has the support necessary to excel in every situation.

Olusola Thompson (Milwaukee, WI)  
Rufus King High School  
Current plan: Economics

Olusola’s leadership roles include mentoring ninth-grade students. As a group leader in a school play, she learned a lot about her abilities as an actor and team member. Olusola also found herself challenged and inspired by the academically demanding International Baccalaureate program at her high school.

“Being born and raised in Nigeria before moving to Milwaukee in 2001 gives me a unique background and upbringing. I believe I will bring a different and valued point of view to the UWM community,” says Olusola. Her siblings, two of whom are UWM alumni, helped steer her to UWM by pointing out the diversity of the university. For Olusola, the scholarship offers even more motivation to “give 100% to my studies and excel at UWM.”

Amy Xiong (Milwaukee, WI)  
Community High School  
Current plan: Undecided

While attending Community High School, Amy took the initiative to form a student council and became its president. That experience required her to be optimistic, creative, and able to foster relationships with key people. Her position as editor of the student newspaper “taught me the importance of guiding others that have conflicting interests towards achieving a common objective.”

As a first-generation Hmong descendant in the U.S., Amy wants to set examples for younger generations to follow. “Nothing is impossible if you set the bar high and then set your heart and mind to achieve it,” she says. For Amy, the scholarship means the opportunity to prepare for the future career she is meant for, and that will help her “smile everyday, not because I have to but because I want to.”

Please see page 12 for a list of Diversity Academic Scholarship Program recipients.
Attending college can be hard enough, but add a child to the situation and the task seems almost insurmountable. Yet, the student-parents at UWM are not to be underestimated. They are strong, daring, passionate — and they all hold two things in common: the drive to succeed and the support network they have woven around themselves. Many are able to find that support through the Life Impact Program.

The Program
The Life Impact Program, funded by the Jane Bradley Pettit Foundation, is a scholarship designed specifically for students who are also parents. It has three goals: to help break the cycle of poverty among low-income student-parents; to remove financial barriers and reduce education debt caused by loans; and to help foster dialogue and action among institutional and policy leaders to improve the educational experience for student-parents.

Through collaboration between UWM and the Pettit Foundation, Life Impact was launched in 2005 as a six-year pilot program, with the intentions of awarding over two hundred $5,000 renewable scholarships by 2010. It has since reached 46 students from diverse backgrounds and majors, with the goal of having 60 active participants by the 2009-10 academic year.

Program participants are selected from any discipline and all academic levels. More than half of them are first-generation college students. They come from diverse ethnic backgrounds, with 49% African American, 25% Caucasian, 12% Hispanic, 5% American Indian, 2% Asian, and 7% not specified.

In order to serve its students to the best of its abilities, the Life Impact Program assigns each student to a life coach and life coach assistants. They help students with any situation that arises in school or in life — from finances to academics. Often, these advisors go above and beyond their job duties to provide participants with the support and security they need, including a shoulder to cry on.

The program also offers participants an emergency fund, which can only be used after all other resources have been tapped. The funds are used in financial crises that could impact the student’s ability to stay in school, such as paying for daycare and rent. The funds can also be used to aid in a student’s professional development, e.g., professional clothing for a student who is beginning an internship or membership dues to his/her professional organization. The money is considered a grant and does not need to be repaid.

Students are expected to maintain a 2.5 GPA and, happily, the average GPA has typically been around 3.0. Students who do not maintain the required grades are put on probationary support and are given the opportunity to work more closely with the life coach team and tutor/peer advisor to improve their academic performance.

Also available to participants are workshops designed to help them in particular areas of their academic and parental lives. In the past, workshops have covered such topics as “Financial Planning with a Small Budget,” “Time Management for Student Parents,” and “Stress Management for the Superwoman.” This year’s workshops are focused on helping student-parents with child support and child discipline issues, maintaining a healthy family on a low budget, and helping their children deal with stress.
The Life Impact Program office doors are always open to participants for any reason. Supplies and equipment, such as printers, copiers, and fax machines, are readily available. Students also stop in to chat with staff and other parents. The office is even equipped with a toy box for the children who occasionally come to visit with their parents. Program gatherings, such as luncheons and pizza parties, are organized throughout the year to encourage the development of a student-parent community at UWM.

The Participants
Has the program succeeded in achieving its goals? Its participants think it has. Tiffany, a Communications/Organizational Administration major and mother of three boys, says if it wasn’t for the Life Impact Program offering her support and encouragement, she most likely wouldn’t be at UWM. Other parents have also indicated that the emotional support has been one of the greatest assets of being involved in the program.

Sarah, a Political Science major and mother of one, wants to use her education to create public policies that require equal outcomes, not just equal opportunities. She says the Life Impact Program is a model that offers many types of support services to student-parents who are trying to succeed not only for themselves, but for their children as well.

Clote, who mothers a nine-year-old son while majoring in Community Education and Political Science, finds inspiration in knowing that there are people in the world who see the value in educating parents, as this directly affects the child’s future.

Many of the participants in Life Impact see the program as one of the best things they’ve encountered in their education. They have all had to overcome obstacles, from learning to put someone else first to learning how to juggle finances, time, and school. Many of the parents are motivated by the desire to give their child a better life, however difficult that may be. Thanks to the Life Impact Program, they don’t have to struggle through it alone.

To those parents thinking about starting or returning to school, the participants of the Life Impact Program offer this advice:

Follow your dreams; don’t let anyone try to discourage you. Enjoy school, and if you are growing mentally, spiritually and financially, your child will see that and be more likely to follow in your footsteps. Time is precious, so make everything count. Remember the big picture when things get rough. Life is not easy, but if you put your mind to it, anything is possible. Don’t give up! Most importantly, just do it! You’ll feel great when it’s over.

Contact Information
For more information on the Life Impact Program, the eligibility requirements, and how to apply, please refer to UWM’s Financial Aid website (www4.uwm.edu/financialaid). You can also contact the life coach and life coach assistants at 414-229-6626, or by e-mail at mycoach@uwm.edu.

The Life Impact Expansion Project
Through the UWM Access to Success Initiative, the Life Impact Program is now able to provide support to all UWM students with children. The Life Impact Expansion Project (LIXP) provides advocacy, mentoring, and advising to current UWM student-parents through student-parent support groups and workshops. For more information on LIXP or the Student Parent Association, please contact Damira Grady, LIXP life coach/advisor, at 414-229-6626 or e-mail her at mycoach@uwm.edu.
A Braided Conversation:
UWiWinteriM Courses in New Orleans After the Hurricanes
By Lee Abbott

ast year Cheryl Ajirotutu, co-director of UWM Cultures and Communities Program and associate professor of Anthropology, spoke with Myriad (“Storied Recovery,” Fall 2007) about two UWM Winterim courses exploring the devastation in and rebuilding of the Lower Ninth Ward of New Orleans, LA. This past January, Ajirotutu’s students in Anthropology 150 and 540 experienced and engaged in the culture, history, and political struggles of Lower Ninth Ward residents as they conducted research into the on-going effects of Hurricanes Katrina and Rita. Following on the heels of UWiWinteriM 2008, students and faculty involved in the New Orleans courses have concentrated on expanding the program to include more departments and faculty, and organizing community events reminding UWM and Milwaukee that the work of recovery in New Orleans (and in our own neighborhoods) is hardly over.

Ten students made the trip south. Their majors included not only anthropology, but also social welfare and education. Along with their collaborative work with local organization NENA, the Neighborhood Empowerment Network Association, students conducted research on the environment, children and family welfare, musical and cultural traditions, and housing. Because of the connections built between Cultures and Communities (CC) and local scholars, the UWiWinteriM students got a firsthand experience of the cultural traditions and activities of New Orleans Mardi Gras. Ajirotutu recalls how Ronald Lewis, the community scholar who worked with the students, was named King of the Mardi Gras carnival. “Suddenly, students were able to work in his museum — the House of Dance and Feathers — and produce Mardi Gras costumes. They learned the dances and decorated umbrellas. They really had an insight into the Mardi Gras experience they would never have gained otherwise.”

Initially partnered with NENA in a community mapping project, the Cultures and Communities Program was able to attract new partners for the future expansion of the UWiWinteriM courses. These partners include the Musicians’ Village, the Lower Ninth Ward Clinic, and the New Orleans Jazz National Historical Park (NHP). According to Ajirotutu, the NHP has expressed interest in utilizing UWiWinteriM students’ interviews in its oral history collection.

Along with attracting more local partners, CC is looking to expand UWM departmental participation in the program. “Buy-ins” are being explored between CC and Music, the School of Social Welfare, Communication, and Journalism. This would create more classes in different subjects — all going down to New Orleans during UWiWinteriM. “The plan is that they would shadow the program, i.e., three or four faculty members doing specific classes that are related to their departments,” Ajirotutu explains.

Expansion of the New Orleans UWiWinteriM courses has extended to UW-Waukesha this past September, in an effort to coordinate post-Katrina research courses with UWM.
Following their return from New Orleans, students were energized by their participation in the courses. Together, they organized a community event, “Have We Forgotten New Orleans?” The event, held on April 30, 2008, included presentations from students Erica Lehr and Larry Adams, and music by a Lower Ninth Ward ensemble, The Free Agents Brass Band. This event was coupled with the photography exhibit on the Mardi Gras Indians at the UWM Union Art Gallery.

Following on the heels of the “Have We Forgotten New Orleans?” presentation, Ajirotutu has reached out to UW-Waukesha in September, screened “Trouble the Water” — a documentary about the hurricane’s effects on New Orleans — and co-sponsored Danny Glover’s visit to UWM in November. Glover, an actor and human rights activist, is also one of the co-producers of “Trouble the Water.”

The UWinteriM New Orleans courses are consistent with Provost Cheng’s efforts to expose UWM students to wider cultural and geographic experiences. Ajirotutu explains that “we always talked about getting students out of the city. Initially, we thought of that in terms of international travel. I think the New Orleans program offers us an opportunity to give students similar kinds of experience within the domestic space of the United States.”

In addition to exposure and understanding of diverse cultural experiences, the connections made with New Orleans have a socio-political mission as well.

The Cultures and Communities Program has hosted the Difficult Dialogues and Common Ground programs since Hurricane Katrina in order to “energize activism on a local level — so that we begin to realize that there are things we need to do here” in Milwaukee. Through courses and collaborations, students, researchers, and activists become part of a “braided conversation” about the needs of communities far away and close at hand.

Ajirotutu’s perspective on “Katrina” looks into the sources of the city’s devastation and inequalities so that similar investigations and social activism can be applied in the researchers’ own communities. “What makes sense is that if they looked at New Orleans and came back and recognize the same demographics here in Milwaukee, then they’ll realize that many cities in this country are Katrinas just waiting [to happen]. We may not have water coming through, but there are other economic factors, or social factors, that may equally be as devastating.”

As the UWinteriM New Orleans courses expand through collaboration with departments and social and academic events on campus, more parallels will be discovered between the economic and social conditions of poverty in Milwaukee and in the Crescent City.
Academic Achievement Leadership Award
This category also offers scholarships covering tuition, residence hall (including meals), books and miscellaneous expenses. Partial-tuition scholarships also are available. These scholarships are renewable.

The Chancellor’s Scholarships and Academic Achievement Leadership Awards complement the significant amount of student aid — total exceeded $200 million in 2007-08 — that UWM helps students acquire.

As they launch their university careers, the winners of these scholarships are determined to keep up the pace as leaders, in and out of the classroom.

All scholarship recipients are part of a Leadership Development Program that is designed to foster leadership skills and personal growth. The program includes individualized assessment, employment responsibilities, and co-curricular activities or volunteer service.

And, like all first-year students, these scholarship winners will be encouraged to draw on the resources of the First Year Center. It’s a one-stop center that provides access to a wide variety of scholastic and social services designed to help freshmen navigate the challenging first year. The First Year Center is also the operational base for the campus ambassadors/mentors whom incoming freshmen meet during the summer orientation program most attend prior to their first day of classes at UWM. Campus ambassadors/mentors are fellow students who create an important connection to academics and activities.

All these components — new scholarships, established scholarships, Leadership Development Program, the First Year Center and campus ambassadors/mentors — are designed to boost UWM’s commitment to providing students Access to Success.

The scholarship programs are highly competitive. Interested high school seniors are strongly encouraged to apply early. Applications will be reviewed beginning October 1 and awards will be made on a rolling basis until all funds are fully awarded.

Questions about the scholarships can be answered by Coleen Dunlap, UWM scholarship coordinator, (414) 229-5619 or cdunlap@uwm.edu.

For more information or to apply, go to www.scholarships.uwm.edu.

Multicultural Scholarships Awarded
Congratulations to the following students who received new freshman scholarships from the Diversity Academic Scholarship Program!

Minority Academic Achievement Scholarship

Latoya Carroll (Milwaukee, WI)
Current Plan/Major: Undecided

Andrew Fall (Racine, WI)
Current Plan/Major: Criminal Justice

Alexander Hagler (Milwaukee, WI)
Current Plan/Major: Undecided

Maikeng Her (Milwaukee, WI)
Current Plan/Major: Nursing

Andrew Jones (Milwaukee, WI)
Current Plan/Major: Accounting

Jime Kue (Milwaukee, WI)
Current Plan/Major: Business

Beonca Mitchell (Milwaukee, WI)
Current Plan/Major: Nursing

Amber Moore (Milwaukee, WI)
Current Plan/Major: Undecided

Precious Raspberry (Milwaukee, WI)
Current Plan/Major: Human Resources

Iris Ricks (Milwaukee, WI)
Current Plan/Major: Education

Peter Thao (Greendale, WI)
Current Plan/Major: Civil Engineering

Taylor Whitaker (Milwaukee, WI)
Current Plan/Major: Music

Pa Houa Xiong (Milwaukee, WI)
Current Plan/Major: Undecided

Panhia Xiong (Milwaukee, WI)
Current Plan/Major: Nursing

Lorise Zanders (Milwaukee, WI)
Current Plan/Major: Undecided

Jack F. and Corrine V. Reichert Minority Scholarship

Ashley Cobb (Oak Creek, WI)
Current Plan/Major: Undecided

Angela Perez (Greenfield, WI)
Current Plan/Major: Undecided

Tashiana Webb (Milwaukee, WI)
Current Plan/Major: Business

Note: This list does not include the many multicultural students who received other scholarships. Information provided by the Department of Financial Aid.
How do you get people to be engaged in their community? How do you get people to be proactive, when all they’ve seen is poverty?” Catherine VanLeer has been thinking about these issues for a long time. Though they might seem surprising questions to be asked by a student and (now) practitioner of architecture, thoughts like these frame VanLeer’s understanding of how space and society interrelate. “Surroundings reflect the internal conditions of home,” she continues. “Joblessness, lack of fathers in homes: the neighborhood is a reflection of the issues.” A recent graduate of UWM’s School of Architecture and Urban Planning, VanLeer admits that, with this concern for social issues, she should probably be going into policymaking. She recognizes that the conditions of neighborhoods encompasses both the arrangement of buildings and streets, and the ways communities affect and are affected by the built space around them.

Now interning for the architectural firm Holabird & Root in Chicago, VanLeer remarks on her transformation from student to architect. This transition began last summer, when VanLeer worked at the firm on the restoration and preservation of the Tiffany glass dome in the Chicago Cultural Center. Starting this summer, she is working with a team that’s designing a charter school, a pharmacy school, and a private residence. Although she finds this work fulfilling and important, VanLeer considers her present work an initiation to her future career in urban planning and policy.

But VanLeer’s first initiation to the place where architecture and policy intersect was her experience growing up low-income and African American in Milwaukee’s Northwest Side and Riverwest neighborhoods. Memory and geography intersect as she describes the issues and ideas that motivate her work, and the larger purpose she sees in her career. “I feel like I have a stake in it; like I can offer a greater understanding; a clear and concise voice on the communities and help create better spaces.” Her experience has helped her acknowledge and critically understand how the realities of race and class remain relevant to the work of her chosen career in architecture and urban design. VanLeer describes the places where she grew up in terms of the relationship she and her family had to the space around them. “What I liked about my community was that on our block, we would see the convenience store. Everyone was there — I had the feeling that this was my store. The owner would give my mother store credit.” The relationship, VanLeer recalls, between the store owners and the families was deeper than just that of acquaintances. What she describes is something like an “ethics” of space — a way that a place was situated or created that also met the ethical and material needs of the community.

Using the insights from her upbringing — raised along with five siblings by her mother — and the course readings from her professors, VanLeer has developed her own critical perspectives about the places and communities she’s observed. For VanLeer, “the use of space is cultural.” She explains that, where her mother lives, there are many children playing in front of the houses. As an example of “the cultural use of space,” she notices how Latinos and blacks tend to socialize on the front lawn. Having lived on the East Side, too, she noticed and studied how whites tend to socialize in their back yards. “On Holton Street, you see socializing in the front. You might view this as negative — and the media plays into this perception — [instead] it needs to be viewed as cultural.” VanLeer often returns to urban theorist Jane Jacobs’ concept of “eyes on the street” to think past the misconceptions and negative media images of working class areas and communities of color. “A safer neighborhood is when people are out,” she notes.

Having this critical analysis of the use of space provides ways to understand the problem posed at the beginning of this article. “The neighborhood is a reflection of the issues,” and for VanLeer, finding solutions to the issues of poverty and inequality require an understanding of the cultural uses of built surrounding, and recognizing the positive ways communities look out for each other.
If you have any doubts about the benefits of global education, you haven’t spent time with Edgard Rincon.

Rincon’s worldview has been shaped by several trips to Colombia and Mexico, and he is in turn beginning to shape the world. “I want to dedicate the rest of my life to peace, to the study of peace, to how we might go about creating a more positive environment,” says the UWM senior. “The world is not harmonious and positive conflicts do exist, but when negative things occur, we need to be able to examine them and come forward with some kind of solution.”

One of the first students to pursue UWM’s new Global Studies major, Rincon is also earning minors in Economics and Spanish, with certificates in Peace Studies and in Latin American and Caribbean Studies. He feels that this combination will give him a unique perspective on global issues and prepare him for graduate school at the University for Peace in Costa Rica.

Born in Sheboygan to Colombian parents, Rincon has been preparing for his international career since childhood: “Growing up as a small child, I felt I’d like to fit in, but from an early age I began to realize how beautiful it was to have this different culture. There is this certain way of caring and unique familial relationships in Colombian culture. I began to realize how special it was and how fortunate I was.”

He also cherishes his first language — Spanish — and chuckles at the ways he has learned to adapt: “In Mexico, they said I spoke Spanish with an American accent; in Colombia, they said I spoke Spanish with a Mexican accent; and by the time I left Colombia, they said I was talking like a Colombian!”

While studying in Mexico in fall 2007, Rincon took several classes — including International Law and Mexican Criminology — and did an internship with the State Commission of Human Rights, where he assisted in the investigation of alleged human rights violations. Knowing Spanish helped him fit in with his large host family and meet friends at the university. “It was the greatest experience of my undergraduate career,” he says about his time in Mexico. Now that he’s back, he’s helping UWM’s Center for International Education to provide other students with the opportunity for a life-changing experience.

“As a student,” he advises, “I believe that it is important to arrive in the country open to the culture, to embrace the people, and to be able to see the world from their perspective. Each and every group of people in different parts of the world is going to have their unique perspective on the history of the world. It is very inspiring!”

Edgard Rincon himself is and will continue to be an inspiration to others. As a McNair Scholar, the enterprising student researched and wrote about the impacts on children who find out that their parents have HIV/AIDS. He has also been involved with the student organization “Loyalty Equals Brotherhood,” which advocates for the Hispanic population on campus and throughout Milwaukee.

In addition to attending graduate school in Costa Rica, Rincon hopes to spend more time in Colombia with his extended family and eventually travel around the world with his career.

“I really would like to dedicate as much of my time as possible to understanding conflicts between nation-states and groups of people, and attempting to find various manners in which we can assist,” he says. “Growing up as a son of Colombian parents, with the conflicts that have burdened that country, I hope to dedicate my life to helping in any way that I possibly can. “We are all in it together.”
Anna Connors (Who I am)

By Anna Connors

As a Myriad writer and a participant in the Life Impact Program (see page 8), we asked Anna Connors to write her own profile! At 19, Connors is a senior at UWM, mother of a three-year-old daughter, member of the Ojibwe Nation, and active participant with the Celtic Studies Center and American Indian organizations. She is also one of the recipients of Sullivan-Spaights Scholarship, which made possible her trip to Ireland this past summer for a study-abroad program. In addition, Connors’ essay, “The Dream Undeterred,” a heartwarming story about her struggles as a teenage mother, was accepted for publication in a book titled, Professor, Can I Bring My Baby to Class?

My dad told me a story once. We were coming home from a powwow, and I was in kindergarten, I think. When we got into the car, I held up my fist and said, “Did you know my heart is this big?” Something I’d learned at school. My parents replied that yes, my heart was indeed the size of my five-year-old fist. After a thoughtful pause, I looked up at them and said, “I have an Indian heart, don’t I?”

I’m not sure where my feeling of identity came from; I always say that it’s in my heart, and it can’t be changed. Like music, like writing, like the passion to learn, it’s something that just sits there, nestled in between my fierce independence and my unyielding stubbornness. It’s who I am, and I’ve never questioned that.

Yet when I started college, I avoided taking classes in Native history, Native culture, anything of the sort. Stubbornly, I told my parents I didn’t need someone else to tell me who I was, who my people were and are. As an Anthropology major with a focus in Archaeology, my interests were planted firmly on the green shores of Ireland and Celtic history.

Then came my first experience in my beloved field of archaeology — a restoration project on Native American mounds near Wisconsin Dells. Being there with a Native archaeologist, seeing what other tribes had built, and helping to restore and preserve my past showed me that studying my Native culture at the university would help me not only in my career, but also in understanding myself. So I began taking classes.

In the classes I choose, I keep that as my outlook, that no matter how much you think you know, you can always learn more. The classes I took on Indian culture, social change, and other American underrepresented groups have shown me that I don’t know my own culture as well as I thought I did.

I can’t say that I grew up in terrible conditions, but I definitely went through hardships to get here. At just sixteen, I was a mother-to-be and went through emotional turmoil accepting my fate. My education was the most important thing to me at the time, and with the support of family, friends and teachers, I was able to graduate at the end of my junior year. That summer, I was accepted into UW–Milwaukee, was offered a full scholarship, and in the fall, began one of the greatest learning experiences of my life.

My goal is to take as much away with me as possible. I have since learned to slow down — smell the roses, you might say; whereas before now, I was afraid of being stung by a hidden bee. We are all students and we are all teachers, and that is what life is. I have learned to put myself out there, reaching for the stars. I’m constantly meeting new people and going on exciting adventures, even if it’s just through the dusty old bookshelves in search of the perfect paper.

I am always putting myself out on limbs, pushing to stretch my arms further because sooner or later, the wind will pick up and I will fly away. I remain stubborn and independent, but I know who I am, and my identity — Native, mother, friend, teacher, student — has taken root deep within me and continues to bloom with each new experience.
Long Chang

Sixteen years ago, Long Chang entered a Wisconsin kindergarten classroom unable to speak one word of English. Today, he’s a first-generation Hmong American college student, a McNair Scholar, and a UWM Asian Faculty and Staff Association scholarship recipient. As he embarks on Level 2 of Architectural Studies in UWM’s ultra-competitive School of Architecture and Urban Planning, Chang visualizes designing a whole new future for his family.

Chang is likely to realize his dream because, according to his academic advisor, Tammy Taylor, he is “driven by his aspirations and nothing will stand in his way.” Even before graduating high school, Chang was already working on his professional design portfolio. During his senior year at Oshkosh North, Chang participated in a program that allowed him to take an Architectural Design & Drafting course, taught by Andy Brown at Oshkosh West. Chang credits the constant support and positive feedback from Brown for helping him discover his interest in architecture.

“Long was hard-working and self-motivated,” Brown says. “He went far beyond the level of what most students accomplish.” In addition to teaching, Brown also coordinates the high school’s design and drafting co-op program, which facilitates students working at a local business related to their area of interest. It was through this program that Chang scored a co-op position at the design and build company, CR Meyer. Although he started out merely making copies of drawing plans, he ended up designing some of the firm’s major projects, including the floor plan for the Exclusive Company in downtown Oshkosh. Brown confirms, “I still hear about Long and what an outstanding employee he was, to this day.”

Off to an impressive start as an innovator in the field, Chang doesn’t take any part of this process for granted. “My plan is to finish school here and then work with an architecture firm for at least two years before taking the license test to be certified. After a few years of experience, I might possibly start a new firm… but it’s going to be a long road ahead.”

But toys weren’t Chang’s only incentive. The desire to give back to his parents has also inspired him to do well. “Even though my parents did not have any education, they respect and value education a lot because they know it will improve our future,” he says. “My parents expect and encourage my siblings and I to go as far as we can in the educational system.” To that end, Chang’s participation in the McNair Program, offered to just 15 UWM undergraduate students each year, may be preparing him to be the first member of his family to pursue graduate school, as well as his goal of becoming an architect.

UWM’s Architectural Studies is widely recognized as one of the top programs in the country. Without hesitation, Chang devoted an extra year to sharpening his skills at the program’s first level to strengthen his chances of moving forward. “There have been many days when I was in my studio all night long finishing up projects,” he admits. And the dedication has paid off. This summer, Chang was officially accepted into Level 2 of his major. “It was a huge relief,” he says. “I am very excited because it means [I am] a door closer to turning my dream into reality.”

Through his placid demeanor and unwavering focus, it’s apparent that Chang never loses sight of his life’s journey or that of his family’s. His ambition rises from a place far deeper than just seeking a desirable profession: “I have a dream of succeeding in architecture so that I can design my parents a home that’s worth risking their lives to settle in a refugee camp.”
Erica Peace is definitely a rising star. After a ten-year hiatus, this mother of two returned to UWM with the help of the Academic Opportunity Center (AOC, see page 3) and capped her first year back with a 4.0. Now with pre-law aspirations and a passion for languages, Peace is gearing up to major in International Studies. At least that’s the plan for now. Overflowing with enthusiasm about the variety of opportunities available through campus resources, Peace acknowledges that she’s hesitant to rule anything out.

“I hate to see young people around me throwing away their education and getting off focus,” she says. Not long ago, Peace was one of those young people. Reflecting on the years she loosely attended Greendale High School, Peace explains, “Although I always liked learning, I just wasn’t able to connect with the school environment. I couldn’t relate to the traditional education and couldn’t sit still in the classroom.”

She admits that having lots of responsibilities at home may have contributed to her detachment. Raised by a single working mother, Peace was left to look after her younger brother much of the time, which forced her to miss out on extracurricular activities. “When you don’t participate in things and your main focus is around home, you don’t tend to think much about what you want to do or what you want to be. I didn’t really think bigger or make plans for myself so I ended up getting pregnant.” Instead of graduating with her class in June of 1997, Peace was home with a newborn son.

“Education is important in my family. I knew I couldn’t walk around without a diploma.” With a new set of priorities, Peace sharpened her focus on academics. She quickly attained a High School Equivalency Diploma (HSED) and fixated on continuing her education. “When my son was about six months old, I was admitted [to UWM] through the AOC program.” Thanks to AOC, Peace was able to get into UWM, but it was staying in college that presented the real struggle. After three arduous semesters, Peace decided that she needed to devote her time and energy to being a mom.

Within the next five years, Peace married and had her second son. It wasn’t until her youngest was ready to start school that she considered returning to her own studies. Once again, she turned to AOC. By fall 2007, she was re-enrolled as a full-time student and back on track.

Kathy Barnes, an AOC senior advisor who’s been with the program for 30 years, speaks proudly of her advisee: “I really admire Erica. She’s extremely intelligent, focused, knows what she wants, and is going after it. I’ve never seen her down; she’s always positive to be around.” Barnes also says that the program works well for Peace because she is a master at making use of UWM’s support services. Peace is excited to share her knowledge with incoming freshmen in her role as Campus Ambassador.

Peace is even hoping someday to extend her newfound scholastic zeal beyond the campus borders. “I would enjoy going out there with the youth and the community promoting education. I think it is so important,” she says. “Just based on the things I didn’t know, the opportunities that I didn’t know were out there to even strive for, I just want that information to get out to every young person.”

A student in the Honors College and a new member of Phi Sigma Sigma Rho, Peace beams, “Ever since I’ve been back in college, my eyes have been opened and I really see what I can do. Now I’m wondering what was wrong with me ten years ago. Why didn’t I see all these opportunities? You meet so many cool people doing really interesting things. College has really encouraged me to explore my options and experience new things.”

Now divorced and balancing school with the challenges of single parenthood, Peace is undeterred by the long road ahead. In fact, such a successful first year back has her more fired up than ever before. Referring to her hard-earned 4.0, Peace says, “I was so proud! I had never really accomplished anything like that before in school. I realized then that I can do this. I struggled through the hard times and finished. I was euphoric after taking my finals!” Peace is undoubtedly building herself a dynamic future as that euphoria lingers on.
Patricia Arredondo
By Marla Hyder

UWM’s associate vice chancellor for Academic Affairs is a living legend. Literally. In 2004, the American Counseling Association conferred the title Living Legend upon Patricia Arredondo and just four other psychologists, each of whom helped lay the foundation for a different sphere of counseling research. The award recognized Arredondo’s seminal work in multicultural counseling, a relatively new field that has gained increasing credibility in large part due to Arredondo’s contributions.

These contributions have grown out of Arredondo’s passionate advocacy of cultural competency training for mental health educators, researchers, and practitioners. According to Arredondo, developing cultural competency means “thinking about how you see the world and how that might be fairly applied with other individuals in other settings.” It entails “understanding the worldviews of other persons, their values, their traditions, and looking at these as assets, not as liabilities.” Even though our country has come a long way, she says, many people still do not recognize their unconscious thoughts, practices, and systems. Counselors must learn about other cultures and about white privilege, acculturation, and ethnic identity.

Arredondo became aware of cultural differences while growing up in a small industrial city in Ohio that was home to a large immigrant population. Though her own family had emigrated from Mexico, she found herself surrounded primarily by Eastern Europeans and Puerto Ricans. She reflects, “My interest in working with underrepresented groups started in middle school and high school. I became sensitized to cultural, color, class, and gender differences because I was going to school with mostly kids of another ethnicity.”

Another piece of the puzzle that would eventually become her career took the form of a guidance counselor who helped Arredondo prepare for college. Although she studied Spanish and Journalism at Kent State, Arredondo didn’t forget the influence of that counselor. After teaching high school Spanish for a few years, she decided to pursue a Master’s in Counseling and work as a high school counselor.

Throughout her career, Arredondo has understood the importance of mentoring and networking. She benefitted from both early on and has been returning the favor to students and junior faculty ever since. It was a mentor who suggested she pursue a doctoral degree in counseling psychology at Boston University. Arredondo says, “Sometimes mentoring is just a matter of asking, ‘How are you doing? Have you thought about a Master’s or PhD?’ When someone else believes you have promise to fulfill a doctoral program, that provides an empowering feeling.”

Arredondo’s passion for mentoring extends beyond the academy. While teaching at Boston University, she “saw that there were things we were teaching in graduate school that could be taken to the workplace.” So in 1985, she founded the organizational consulting company Empowerment Workshops, Inc. Despite some bumps along the road — like having no one sign up for classes on procrastination — Arredondo built a successful business that provided continuing education and organizational assessments in such areas as workforce diversity, stress/time management, and gender issues in the workplace.

“I always pay attention to issues of diversity in the workplace,” she says. “It’s not an explicit part of my current job description, but everyone should be paying attention to this.” Her job descriptions as associate vice chancellor for Academic Affairs, interim dean for Continuing Education, and professor of Educational Psychology include plenty of other responsibilities, however, from chairing the Planning Support Team for UWM’s Master Plan, to strengthening both research and access at UWM, to extending a UWM education to more working adults in the Milwaukee community. On top of all this, she maintains an active publication schedule, handles numerous speaking engagements including a recent keynote at the World Psychotherapy Conference in Beijing, and serves on a number of boards. In recognition of all her contributions, she was awarded an honorary doctorate from the University of San Diego in 1998.

Arredondo believes that all institutions have structural, sociocultural, and interpersonal barriers that may prevent individuals from advancing because they do not fit a certain prototype. “Do some role-taking,” she suggests to those who do not face such barriers. “Consider what it would be like to come to an institution or a class where you were one of a few or the only student of an underrepresented minority. Actively check out your assumptions and biases about someone who is visibly different from you. How might those biases and assumptions impact the way you work with that person? Check out both your verbal and nonverbal communication, how you engage students, how you help them engage with one another, and how you create a sense of community in a classroom.”

Wise words from a living legend.
At nights, in order not to disturb the nine others sleeping in the same room, he did his homework outside under a street lamp.

An early propensity for mathematics set the course for Arora’s career. While an honors student in mathematics at the University of Delhi, Arora benefited from a new program instituted by the chancellor, who brought “the best of the best” from Harvard, Oxford, and Cambridge to teach economics with an emphasis on econometrics, or the use of math and statistics in economics. Thanks to the chancellor’s “experiment,” Arora studied under future Nobel Prize winner Amartya Sen and other top economists. Upon graduating with their master’s degrees, most of Arora’s classmates headed to the United States or Europe. “All of my friends were leaving, so I thought I’d better go, too,” he remembers.

Arora arrived in Buffalo, New York, on August 27, 1967 with $3.54 in his pocket to begin a doctoral program at the State University of New York at Buffalo. Five years later, with a freshly-minted doctorate from Buffalo and post-doctorate from the National Bureau of Economic Research, Arora made his way to UWM.

“The people have been the best of the best here,” says the beloved professor, extolling the faculty, students, and quality of life that have kept him here for the past 36 years. Though he traveled back to India to marry the woman his father chose for him, and though he has held visiting professorships in England and Germany and traveled frequently around the world, he always comes back to Milwaukee.

Arora has passed his love of travel and sense of global citizenship to his son, and Cambridge to teach economics. Thanks to the chancellor’s “experiment,” Arora studied under future Nobel Prize winner Amartya Sen and other top economists. Upon graduating with their master’s degrees, most of Arora’s classmates headed to the United States or Europe. “All of my friends were leaving, so I thought I’d better go, too,” he remembers.

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Arora’s work at UWM has been recognized with numerous honors, but his service extends far beyond UWM into the wider community, partly through the Institute for Survey and Policy Research, which he has directed since 1982. Since its inception in 1968, the Institute has evolved into a major research resource for the entire state of Wisconsin, in addition to providing research support to faculty and the UWM community. Its surveys and policy papers are regularly used by legislators to influence public policy.

“One of our whole objectives is that we cannot live in ivory towers,” says Arora. “It’s important to bridge the gap between the university and the community.” The Institute is currently focusing on Wisconsin’s economic health and how to stop the “brain drain” by cultivating jobs that will bring the younger generations back.

As much as he believes in his highly-acclaimed research and in the computer programs he develops, those aren’t what ultimately motivates Arora. “Interaction with students is what keeps me going after 44 years of service,” he says. He has mentored many students, especially students from India. Arora passionately believes that the university and community must support students coming from other countries and help ease their culture shock, but he expects a lot from these — and all — students in return:

“Work your tails off. I came here with no money. I didn’t know anyone. Education saved me and it’s the only thing that will take you anywhere. The only way you’re going to succeed is work, work, work.”

He has certainly taken his own advice, and it has carried him through tragedy into a life of service and a successful career. To use his favorite phrase, Swarnjit Arora is “the best of the best.”
Cynthia Barnes
By Marla Hyder

As a child, Cynthia Barnes was often told that she was half Indian. One day, after watching the popular ’50s Western, “The Gabby Hayes Show,” she asked her parents, “If I’m half Indian, is the other half cowboy?”

It’s no wonder the youngster was confused: A Prairie Band Potawatomi, Barnes was born and raised in Milwaukee, far from her tribe’s Kansas reservation. It wasn’t until she arrived at UWM in her twenties that she began to really connect with her heritage, thanks to Diane Amour in the Native American Studies Program (now American Indian Student Services). Amour, who advised Barnes throughout her time at UWM, is from the same band of the same tribe, and her mother knew Barnes’ grandmother. Now, three decades later, Barnes’ niece is beginning her degree at UWM with the support, once again, of Diane Amour.

According to Barnes, it’s a miracle that her niece, Emily, is here at UWM. A few years ago, Emily tragically lost her mother and, just one week later, was seriously injured in a car accident. She lay in a coma for months and nearly died. Yet despite her adversities, she graduated from high school on time.

“Life isn’t always pleasant,” says Barnes. “It doesn’t always go the way you want, but you need to set goals. And you need to balance being strong with being flexible. If you’re too strong, you might break.”

Barnes exemplifies her own advice. After beginning her undergraduate study at UW-Whitewater, she withdrew to get married. When that didn’t work out, she came to UWM to finish her degree. “It was difficult readjusting to school five years later,” she recalls, “not having a regular income, feeling I was older than the other students. But they treated me like I was one of them.”

Upon completing her bachelor’s degree in 1976, she immediately pursued a Master’s in Social Work, eventually becoming director of social services for the Milwaukee Indian Health Center. She moved on to serve County government for 17 years until budget cuts eliminated her job. In 2006, Barnes returned to UWM, joining the History Department as its office manager.

Working in the History Department has helped facilitate Barnes’ genealogical research. After a long search prompted by a single 1922 photograph, Barnes happened to mention to a worker at the Forest County Potawatomi Cultural Center that she was researching the Whitefish family. “He instantly grabbed me and hugged me,” she recounts. “It turned out his last name was Whitefish and his grandmother was my mother’s first cousin. The elders hadn’t seen each other in 50 years, and I was able to reunite them.”

This ability to connect people with one another stems in part from Barnes’ background in social work. “My education helped me to put myself in another person’s shoes, to be more community-oriented,” she says. This community extends all the way to Jamaica, a place — and, more importantly, a people — that Barnes has grown to know and love over numerous visits, including one this past summer to celebrate Emily’s graduation from high school. In addition to visiting old acquaintances, Barnes and Emily distributed rice, flour, and sugar to the area’s poorest residents. Several Jamaicans thanked them by surrounding the family, lifting their hands, and praying fervently to “Jah.” They prayed that Barnes’ 80-year-old mother would have good health and be able to return to Jamaica, and that Emily would do well in college. “Emily had tears running down her face,” remembers her aunt.

The Jamaicans advised Emily, “Your life will still be waiting for you in four years.” Barnes agrees: After quitting college and struggling to finish her degree later, she believes students should devote themselves to their education before pursuing other things.

The most important lesson that Barnes and her niece learned from the diverse citizens of Jamaica is expressed in that country’s national motto: “Out of many, one people.”
Spend just a few minutes with Michael Bonds and you're bound to walk away from the encounter feeling charged to make a difference — somewhere. Between his roles as associate professor of Educational Policy and Community Studies and vice president of the Milwaukee Public School Board, his life's work is quite clear. As he puts it, "I literally live education and social change." With an emphasis on ways in which race and ethnicity affect community development, Bonds structures his courses at UWM around information students don't typically get in other classes. "I'm trying to prepare warriors," he says. "I teach my students that as determined as you are to bring about change, the opponent is just as determined to maintain things as they are; there's always someone benefiting from inequality." Bonds is particularly dedicated to calling attention to issues that plague the city of Milwaukee, from health and housing concerns to the struggles of local businesses. And since April 2007, a great deal of his energy has been directed towards shaking up the vastly underperforming Milwaukee Public Schools (MPS) system.

A tenured professor with two sons already in college, Bonds submits that he didn’t need to run for the school board. But it was his conscience as an educator that left him compelled to take on the troubles of MPS. Out of necessity, Bonds says he spends a significant amount of time helping his students who lack university-level reading and writing skills. Many of them he acknowledges are products of MPS.

Balancing his teaching responsibilities with school board and family commitments keeps Bonds on the move. As he fields persistent phone calls and maneuver between classes and back-to-back meetings, Bonds wholeheartedly embraces the demands. Speaking on how his mode of operation differs from that of many public servants, Bonds asserts, "You have only so many hours in a day. You could either use them to try to be in the limelight while nothing gets done, or you could use your time to change things. I chose the latter option."

In addition to serving as vice president of MPS Board, Bonds is also chair of its Finance/Personnel Committee which manages a budget of $1.2 billion. Now in his second year of a four-year term, Bonds has been behind a flurry of budget amendments and resolutions that emphasize access to a comprehensive education and bringing resources back into the classrooms. "My only interest is what's right for the kids...I want to be remembered as a guy who tried to make a difference and who tried to do the right thing. That's what keeps me going."

For Bonds, motivation to do what’s right stems from the drastic 180-degree shift he made from his wayward younger days. "People who knew me as a teenager don’t believe the life I have now, and people who know me now don’t believe the life I led in the past. I lost a lot of friends to drugs, jail, and even death. I was headed down the wrong path. But it wasn’t because I didn’t have people around me telling me right from wrong."

Bonds grew up in Milwaukee with five brothers and five sisters, raised by working-class parents (his father an auto worker, his mother a custodian) who migrated from Tennessee. “They taught us the value of an education and left it to us to pursue it,” he says. “It was the choice I made. I was busy keeping up with the crowd.”

After graduating from Rufus King High School in 1976, Bonds says he floated around for a while working as a busboy and dishwasher before joining the Army. It was during his brief stint stationed in Fort Sill, Oklahoma, that Bonds says his life’s direction became clear. “I met people in the Army who exposed me to lots of books by black authors…and showed me how detrimental some of my role models were. After that, I had a desire to go to school.”

In 1978, Bonds showed up at UWM and kicked his education into high gear, earning a Bachelor’s Degree in Criminal Justice in less than three years. His ultimate PhD in Urban Studies was preceded by two master’s degrees — one in Urban Studies and the other in Public Administration. “People look in disbelief at all the degrees I have now. I graduated from high school with a 1.3.” Bonds credits friends and family members for urging him to make something of himself. “Some of them have skills and academic talent I only dreamed of having. I was just the one who went to school. I owe a huge debt to them and that debt will never end.”

By all accounts, Michael Bonds is using his positions as an educator and public servant to pay it forward.
Michelle Lopez-Rios
By Matthew James Gutierrez

“...if the Raza (the people) will not come to the theatre, then the theatre must go to the Raza,” said Luis Valdez, the father of Chicano theatre. And that is exactly what Michelle Lopez-Rios does.

Lopez-Rios is an assistant professor of Voice and Speech at UWM, as well as an established voice within the Milwaukee community. She moved to Milwaukee from Texas after receiving an MFA in Theatre from the University of Houston. Lopez-Rios realized that the Latina/o voice was very much absent from the Milwaukee theatre scene, and recognized the opportunity to broaden it to include the Hispanic community.

While attending the University of Southern California, where she later received her BFA, Lopez-Rios was cast in a stage reading of Zoot Suit by Luis Valdez. Though she had discovered her passion for the theatre as a child, she had never seen a Latina/o-orientated play until she attended USC. Lopez-Rios realized that it had taken far too long for her to discover a theatrical production that reflected her heritage, so she began to utilize her abilities and education to help develop such productions.

While in Houston, Lopez-Rios began working with The Royal Mexican Players, a theatrical group founded by Alvaro Saar Rios that creates and performs theatrical productions for and about the Hispanic community. After moving to Milwaukee, Lopez-Rios continues to direct and perform as a part of The Royal Mexican Players. In 2007, she and Rios conducted an intensive six-week creative writing and performance workshop at UWM. The result was two performances of Nuestra Voz, Nuestra Historia (Our Voice, Our Story) during Hispanic Heritage Month. This production gave performers an opportunity to tell influential stories from their lives, and gave the community an opportunity to experience theatre centered on the Latina/o voice.

The Royal Mexican Players followed Nuestra Voz, Nuestra Historia with Bienvenidos a Milwaukee (Welcome to Milwaukee), a theatrical production that showcased stories of different Latina/o generations and their heritages within the Milwaukee community. The Royal Mexican Players pieced together stories from several community members, focusing on immigration and how their families eventually made Milwaukee their home.

Bienvenidos a Milwaukee was produced by the Milwaukee Repertory and the United Community Center (Centro de la Comunidad Unida), an organization that provides education, cultural arts, recreation, community development, and health and human services to Hispanics and near south side residents. The United Community Center also houses an elementary school. Lopez-Rios helps these children hear their voices within the theatre, and speaks to them about the importance of their education.

In addition to performing Bienvenidos a Milwaukee, Lopez-Rios serves the community through her involvement with programs such as the Healthy Girls Initiative and Proyecto Salud. These programs help individuals cope with abuse, depression and chronic disease, and provide access to health insurance and other beneficial information that teaches them how to live healthier lives.

Lopez-Rios continues to establish herself within UWM and the larger community. She is currently developing a new course, which will begin in the 2009-10 school year, entitled, “Theatre in the Americas: Latin America, Caribbean, and U.S. Latina/o Drama.” Lopez-Rios will be directing Arms and the Man in the UWM Mainstage Theatre this semester and can be seen in the Milwaukee Chamber Theatre’s production of Brooklyn Boy in the spring of 2009.

While Lopez-Rios continues to teach and develop theatre in an educational setting, she also understands the importance of showcasing theatrical productions for the community. Following Luis Valdez’s advice, she is taking the theatre to the Raza.
FACULTY/STAFF PROFILE

Linda Walker
By Marla Hyder

While she was growing up in Memphis, Tennessee, Linda Walker’s parents and teachers instilled in her the value of education and encouraged her to become a doctor or a teacher. “A lot of African American parents, especially in the South, pushed these careers,” she remembers, “because there would always be jobs available.”

Walker absorbed the lesson about education but found that when she arrived at UWM as a freshman, neither medicine nor classroom teaching appealed to her. “I knew I wanted to be in a helping profession,” she says, “but I soon learned that every profession helps. The big question was, ‘How do I want to help?’”

So Walker visited the Career Development Center (CDC). As the counselors asked her questions about her interests, values, and skills in order to help her discern what she wanted to do with her life, she thought, “This is what I want to do!” She began working at the CDC first as a program assistant and then as a career counselor. After graduating with a BA in Africology and Sociology and beginning a Master’s in Community Counseling, she became a senior advisor. Now she does teach, as her parents long ago suggested, but she does so as a supportive mentor and coach — teaching students how to conduct a job search, research majors, and explore the myriad options stretching out before them.

Walker knows the importance of support. She considers herself very lucky to have been raised in an African American community in the South, where the neighbors and teachers looked after her like second parents. “There was a sense of belonging,” she says. “People cared; people wanted to help. The community was family.”

Running like a thread through all the people surrounding young Walker — parents, teachers, neighbors — was the belief that “knowledge is the key to pursuing and obtaining your career aspirations.”

When Walker was a teenager, her family left their Memphis community for Milwaukee, where her father could do the same job for better pay. “When we moved here,” recalls Walker, “we were hoping to have the same sense of community. It was the unknown, moving up north.” As it turned out, the family ended up in an all-white neighborhood, which was “quite a culture shock for us and quite an adjustment. Unfortunately, they had some preconceived notions of the African American family. We didn’t feel we were in harm’s way, but they were never very sociable with us. They pretty much just watched me and my family interact with each other.”

What the neighbors saw as they watched were “good people with values just like theirs,” Walker explains. “We weren’t the Waltons, but they could see that my parents raised us with good values. We said ‘hello’ when the neighbors walked past; we showed respect even though they did not show respect toward us.” Slowly, the neighbors began opening up their homes and hearts to the family, and some even apologized for the way they had acted — not allowing their children to play with Walker and her siblings, for example. Walker’s mother started a neighborhood watch club and was voted president.

During high school, Walker attended a summer youth program through MPS, where she was exposed to different careers. She was particularly influenced by three African American women who had degrees in business and worked as managers. These mentors encouraged Walker to go to college and pursue a career in which she could reach her full potential, while helping others reach theirs.

Now Linda Walker and the other CDC counselors are creating for UWM students the kind of community that supported Walker and shaped her life’s direction. “It really does take a village,” she says.

Visit the Career Development Center at www.uwm.edu/dept/cdc or stop by Mellencamp 128 for assistance with choosing a major and planning your career.
Congratulations to the following African American, American Indian, Latina/o, Southeast Asian, and multi-ethnic students who graduated in May 2008!

Ryan M. Abel  
BFA: Film  
Rosaoleana Aguilar Audeo  
BS: Nursing  
Chizomam Azuka Aguwa  
BS: Nursing  
Olaleye Amoo  
BSE: Mechanical Engineering  
Mark E. Arciaga  
MS: Library & Information Science  
Felicia Ann Barnes  
MBA: Executive MBA  
Benjamin Edward Bartoszuk  
MBA: Business Administration  
Tamich Nicole Bass  
BS: Occupational Studies  
Angela E.M. Becerra-Chvilecek  
BA: Psychology  
Michelle Behling  
BBA: Management Information Systems  
Meagen Heather Rae Bell  
BA: English  
Mathew Q. Bennett  
BBA: Management Information Systems  
Poritia Lashelle Bennett  
BBA: Finance  
Joseph S. Berg  
BSE: Mechanical Engineering  
Selina Michel Bernal  
BBA: Finance  
Abraham A.S. Bility  
BBA: Human Resources  
Reginald Terrell Birt  
MBA: Business Administration  
Angela Ruby Botelho  
BS: Education  
Gina Marcela Bravo-Pena  
BS: Architectural Studies  
Jessica MaryLouise Brimley  
BS: Social Work  
Anthony William Brown  
BA: Political Science  
Shevanna Antronette Brown  
MS: Nursing  
Mitchell Earl Buford  
MS: Administrative Leadership  
Tomisha Vonnette Byard  
BS: Nursing  
Lisa Paulette Canady  
BS: Social Work  
Charles D. Carerros  
MLIS: Library & Information Science  
Teresa Lea Carter  
MSW: Social Work  
Ryan Paul Castillo  
MLIS: Library & Information Science  
Jose A. Cazares  
BA: Sociology  
Yesenia L. Cerver  
MS: Urban Studies  
Nhia Chang  
BFA: Art  
Maria Childs  
BA: Journalism & Media Communication  
Robert Hunter Cocroft  
BBA: Production & Operations Management  
Jolie Ellen Collins  
BFA: Inter Arts  
Fabiola Colunga  
BA: Spanish  
Detra Denise Cox  
BA: Journalism & Media Communication  
Liani Jelita Croce  
BBA: Accounting  
Edward Allen Cruey III  
BSE: Mechanical Engineering  
Jazzmon M. Cumby  
BS: Criminal Justice  
Anthony Quinn Davenport  
BS: Criminal Justice; Childhood & Adolescence Studies  
Amanda Suzanne Davis  
BA: Linguistics  
Sheryl Ann Dean  
MSW: Social Work  
Mark Randall Deill  
MA: History  
Faisal A. Diab  
BSE: Industrial Engineering  
Marisa Alayna Drew  
BA: Communication  
Trentin Elisha Edwards  
BBA: Human Resources  
Tamatha A. Elmer  
BS: Education  
Anthony Vincent Engebos  
BBA: Production & Operations Management  
Alejandra A. Estrin  
PhD: Anthropology  
Keisha Lenise Fitchpatrick  
BS: Criminal Justice  
Melissa Rae Fuentes  
BA: Psychology; Childhood & Adolescence Studies  
Minor: Political Science  
Sarah Ann Galaviz  
BS: Criminal Justice  
Elena Maria Garcia Oliveros  
BA: Spanish  
Ryan Dean Garcia  
MUP: Urban Planning  
Vanessa Arlyn Gaspard  
BBA: Human Resources  
Katherine Maria Genthe  
BBA: Finance  
Carolyn R. Gilbert  
MS: Administrative Leadership  
Jaquaye Lenise Glover-Russell  
MS: Educational Psychology  
Nicholas Charles Gomez  
BA: History  
Joseph Adrian Gonzalez  
BSE: Electrical Engineering  
Jeffrey Joseph Gray  
BBA: Marketing  
Matthew James Gutierrez  
BS: Educational Studies  
Michel Jean Hardwick  
MS: Nursing  
Natalie Dorine Harlan  
MHRLR: Human Resources & Labor Relations  
Sonia Marie Harps  
MS: Administrative Leadership  
Pamela Estephania Harris  
MS: Mathematics  
Angela Katherine Hartwig  
BBA: Marketing  
Janice N. Henderson  
MS: Communication Sciences & Disorders  
Tiffanie N. Henderson  
BS: Sociology  
Jennifer Lynn Hernandez-Meier  
MSW: Social Work  
Da’Keonna Elaine Herring  
BA: Anthropology  
Carla Diane Hill  
BBA: Supply Chain & Operations Management  
Kathleen M. Hill  
MA: Art History  
Douglas Arthur Holton Jr.  
BS: Criminal Justice  
Hoang Huy Huynh  
BS: Biological Sciences  
Aide Graciela Ibarra  
MA: English  
Sheila Ann Jackson  
MSW: Social Work  
Shizuko Shennette Jackson  
MS: Criminal Justice  
Duke C. Janssen  
BBA: Marketing  
Krystal Laverne Johnson  
PhD: Architecture  
Minor: History  
Nolan Richard Johnson  
BS: Criminal Justice  
Tony E. Jones  
MA: Communication  
Weneaka D. Jones  
BA: Art  
Michael C. Kennedy  
BS: Conservation Sciences  
Diana K. Klassen  
BA: Comparative Religion; English  
Corina Diaz Knopp  
BS: Criminal Justice  
Giovanni Re Knox  
BFA: Film  
Chuong-Eng Kov  
BS: Clinical Lab Sciences  
Michelle Christina Kroncke  
MS: Administrative Leadership  
Scott James Layshay  
BFA: Art  
Alexandra Rose LeCapitaine  
BS: Social Work  
Laura Marie Lee  
BS: Nursing Collaborative  
Susan Lee  
BS: Social Work  
Erica Nicole Lehr  
BS: Social Work  
Eitan Lewin  
BBA: Finance  
Cassandra Lewis  
BS: Health Care Administration  
Minor: General Business  
Alex David Lichtenstein  
BS: Biological Sciences  
Emmanuel N. Lingongo  
BS: Biological Sciences  
Benjamin Liu  
BBA: Real Estate; Finance  
Anthony Daniel Lopez  
BFA: Film  
Martha Aracely Lopez  
MS: Educational Psychology
Mia L. Lytle  
PhD: Biological Sciences

Jeremy Lee Majors  
BA: Communication

Partemos Miguel Maldonado  
BBA: Marketing

Meyer Lindsay Manske  
BA: Women’s Studies; Psychology

Carlos Marchan  
BS: Criminal Justice

Junior Donald Martin  
BBA: Accounting

Arturo S. Martinez  
PhD: Urban Education

Clare Mary Mathers  
BS: Health Care Administration

Angel Francisco Matos  
BS: Biological Sciences

Claudio Betances Maxwell-Merrill  
MARCH: Architecture

Shauna Demone Mayes  
BBA: Information Resources

Carlos Daniel Mazul  
BSE: Electrical Engineering

Kerry A. McAuliffe  
MS: Anthropology

Valdemetria McCollum  
BS: Criminal Justice

Penelope Kharma McGee  
BS: Community Education

Ruthell Renee, McKinney  
BA: Nursing Collaborative

Grant Angela McLean  
MBA: Business Administration

Erica Lashanda McCalfe  
BA: Africology

Carrie Ann Miller  
MS: Educational Psychology

Marquita Yamela Mitchell  
BS: Educational Studies; Childhood & Adolescence Studies

Patrick Joseph Molina  
BA: English

Gloria Montez  
BA: Economics

Neil Montoto  
BBA: Finance

Terri Ann Morris  
BS: Educational Studies

Mardi R. Morrison  
MS: Urban Studies

Monica Nalule Namugenyi  
BS: Nursing

Queen Joshua, Ndov  
BBA: Accounting

Keith Paul Neulitz  
MS: Educational Psychology

Calvin Maurice Neily  
BBA: Management Information Systems

Elmer R. Nejapa  
BA: Spanish

Sang Van Nguyen  
BBA: Marketing

Ana Maria Ocon  
BBA: Criminal Justice

Maria Isabel Ornelas-Davila  
BBA: Human Resources

Zachary C. Orr  
BA: Journalism & Media Communications

Filiberto Luis Ortega  
BS: Community Education

Christopher Tyrone Pevy  
BBA: Medical Laboratory Science

Alexis A. Pollitz  
MA: Foreign Language & Literature

George Johnathan Rasavong  
BS: Criminal Justice

Berginal L. Rash  
MM: Music

Angel Rogelio Rejon  
BS: Architectural Studies

Allyson Barbara Reza  
BFA: Art

Noemi Rivera  
BA: Psychology

Stephanie Rivera  
MA: Foreign Language & Literature

Kimberly Renee Robbins  
BS: Health Care Administration

Wilma Jean Roberts  
MS: Nursing

Charles H. Robinson  
BA: Journalism & Media Communication

Krishana Denise Robinson  
BS: Education

Marisa Alejandra Rodero  
BS: Conservation Sciences; Biological Sciences

Jessika AnnMarie Rodriguez  
BS: Social Work

Keisha Denise Rogers  
BS: Pre-Medicine; Biological Sciences

Stephanie Renay Roland  
BA: Theatre Studies

Brandon Sinclair Rosas  
BBA: Finance

Michael A. Ross  
BA: Communication

Donna Francesca Roy  
MS: Nursing

Nicholas Thomas Saldivar-Pulos  
BS: History

Lydia Angelica Sanchez  
BBA: Education

Maria Elena Sanchez  
BBA: Human Resources

Tammy Lynn Sanchez  
BA: Sociology; Childhood & Adolescence Studies

Lindsey Rae Sanders  
BBA: Psychology

Lindsey Margaret Sandoval  
BS: Criminal Justice

Matthew Richard Sandoval  
BS: Criminal Justice

Gloria S. Saunders  
MS: Administrative Leadership

Courtney Schadler  
BS: Nursing

Tanya Lynn Schier  
BS: Occupational Studies

Annie Rue Shorts  
MS: Cultural Foundations of Education

Kimberly Nikeela Slaikeu  
PhD: Nursing

Shannon Zanora Smith  
BS: Medical Laboratory Science

Teraza L. Stacy  
MUP: Urban Planning

Eyarna Stewart  
BS: Community Education

Monique Shantel Stewart  
BBA: Finance

Cleopatra A. Sykes  
BBA: Human Resources

Vincent Maurice Taylor  
BA: Psychology

Bin Thao  
BS: Information Resources

Jason Robert Thompson  
BS: Computer Science

Eyarna Stewart  
BS: Community Education

Monique Shantel Stewart  
BBA: Finance

Cleopatra A. Sykes  
BBA: Human Resources

Vincent Maurice Taylor  
BA: Psychology

Bin Thao  
BS: Information Resources

Jason Robert Thompson  
BA: Africology

Dagim Tilahun  
BS: Information Resources

Chue Yang  
BS: Information Resources

Pa Yang  
BS: Information Resources

Petou Yang  
BFA: Art

Max Osbaldo Vargas  
BBA: Production and Operations Management

Heydee Gwendoline Villafuerte  
BA: Spanish

Anthony Scott Villalobos  
BA: History

Valencia Pia Villarreal  
BA: Communication

Quinn Wade  
BS: Information Resources

Alexander C. Walker  
MARCH: Architecture

Tracey M. Wallace  
BS: Social Work

Maria Antoinette Walls  
BS: Community Education

Thaddeus J.V. Werk  
BA: Art

Christopher R. Whittaker  
MFA: Performing Arts

John Walker Williams IV  
BA: Economics

Kimula A. Wilson  
MS: Nursing

Amy Kathleen Wojcik  
BS: Occupational Studies

Robin Wood  
BA: Psychology

Monique E. Woodard  
MS: Criminal Justice

LeQuita Lumell Wynn  
BS: Criminal Justice

FaPeng Xiong  
BS: Computer Science

Mai Yer Xiong  
BS: Biological Sciences

Bee Jay Yang  
MS: Management

Cheng Yang  
MLIS: Library & Information Science

Kai Yang  
BS: Computer Science

Kong Meng Yang  
BSE: Electrical Engineering

Rebecca Hope Yang  
BBA: Marketing

Shelianna Yang  
BBA: Human Resources

Teng Yang  
BA: History

Yeng Yang  
BA: Finance

Jennifer Lorraine York  
BS: Clinical Lab Sciences

Tion Darice Young  
BA: Communication

Note: This list excludes students who did not want their information released, or students who received certificates/certifications; data as of 8/11/08.
Selected photos from the Multicultural Student Graduation Program and Reception on May 6, 2008