

University of Wisconsin-Milwaukee  
**INSTITUTIONAL SUMMARY**  
**M/D ANNUAL REPORT**  
 2001-2002

**1) Students of color recruitment goals and outcomes by race/ethnicity**

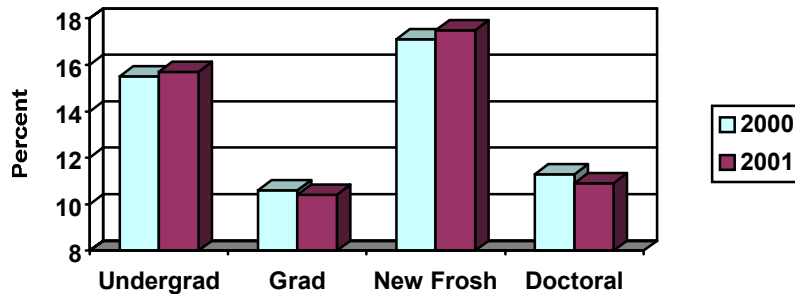
Student enrollment data of undergraduate, graduate, new freshman, and doctoral populations by race/ethnic groups are included in the following table.

**STUDENT ENROLLMENT**

Race/Ethnic Group	Undergrad		Graduate		New Freshmen		Doctoral	
	n	%	n	%	n	%	n	%
<i>Fall 2000</i>								
African American	1,648	8.6	246	6.0	275	9.2	51	7.3
American Indian	160	0.8	31	0.8	34	1.1	2	0.3
Hispanic/Latino(a)	774	4.1	122	3.0	122	4.1	18	2.6
Southeast Asian	380	2.0	34	0.8	78	2.6	8	1.1
<i>Targeted R/E Students</i>	<i>2,962</i>	<i>15.5</i>	<i>433</i>	<i>10.6</i>	<i>509</i>	<i>17.1</i>	<i>79</i>	<i>11.3</i>
All Students	19,103		4,099		2,980		698	
<i>Fall 2001</i>								
African American	1,733	8.8	269	6.7	273	9.0	54	7.8
American Indian	160	0.8	23	0.6	17	0.6	1	0.1
Hispanic/Latino(a)	818	4.1	99	2.5	147	4.9	16	2.3
Southeast Asian	406	2.1	29	0.7	91	3.0	5	0.7
<i>Targeted R/E Students</i>	<i>3,117</i>	<i>15.7</i>	<i>420</i>	<i>10.4</i>	<i>528</i>	<i>17.5</i>	<i>76</i>	<i>10.9</i>
All Students	19,796		4,032		3,024		696	

The number and percent of both new freshmen and undergraduate targeted racial/ethnic (TRE) student enrollment increased slightly from fall 2000 to fall 2001. Both TRE graduate and doctoral student enrollment and percent, on the other hand, decreased slightly during the same time period (see chart below).

**Percent of Targeted Racial/Ethnic Student Enrollment**



Additional information from UWM Enrollment Services showed that of the 3,446 MPS graduates in June 2001, 855 applied to UWM, 539 were admitted, and 403 enrolled in fall 2001. Of the 2,459 targeted racial/ethnic students who graduated from MPS in June 2001, 601 applied to UWM, 371 were admitted, and 260 enrolled in fall 2001. Therefore, approximately 10-12% of the MPS graduates, and 40-50% of the applicants ultimately matriculate at UWM. Furthermore, based on fall 2000 data, approximately 61% of all MPS graduates who enrolled in UW System institutions came to UWM.

**2) Second year retention rates and six-year graduation rates by race/ethnicity**

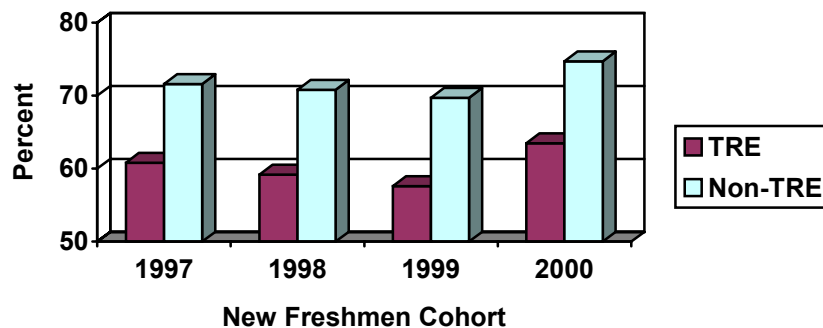
The retention rates to the second year of four new freshmen cohorts are included in the following table.

STUDENT RETENTION TO THE SECOND YEAR

Race/Ethnic Group	Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	n	%	n	%	n	%	n	%
African American	259	59.1	267	50.9	249	51.8	276	61.2
American Indian	20	75.0	29	55.2	19	73.7	34	58.8
Hispanic/Latino(a)	104	59.6	125	68.8	125	60.0	122	63.1
Southeast Asian	43	67.4	74	74.3	76	68.4	77	74.0
<i>Targeted R/E Students</i>	<i>426</i>	<i>60.8</i>	<i>495</i>	<i>59.2</i>	<i>469</i>	<i>57.6</i>	<i>509</i>	<i>63.5</i>
Non-Targeted R/E Stud	2,052	71.6	2,204	70.8	2,465	69.7	2,469	74.7
All Students	2,478	69.8	2,699	68.7	2,934	67.8	2,978	72.8

According to the following graph on second year retention rates of TRE groups, the rates varied between 57-64% for the past four cohorts. The retention rates for non-targeted racial/ethnic (non-TRE) students varied between 69-75% over the past years, hovering at 10-12 percentage points higher than those of the targeted students. The fall 2000 retention rates are the highest of the four cohorts for both targeted and non-targeted new freshmen.

Retention Rates to the Second Year



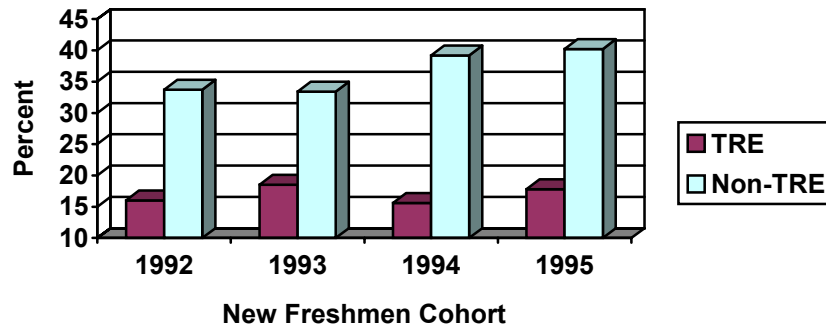
TRE students continue to experience a much lower graduation rate than non-TRE students (see table below). The gap between these two populations has not diminished throughout the years. It seems that the non-TRE students graduate, after six years, at more than twice the rate of TRE students.

**GRADUATION RATES OF NEW FRESHMEN AFTER SIX YEARS**

Race/Ethnic Group	Fall 1992		Fall 1993		Fall 1994		Fall 1995	
	n	%	n	%	n	%	n	%
African American	169	12.4	197	14.7	180	11.7	211	14.7
American Indian	19	10.5	29	13.8	17	23.5	22	13.6
Hispanic/Latino(a)	79	21.5	77	24.7	72	20.8	78	19.2
Southeast Asian	33	24.2	32	31.3	32	21.9	38	34.2
<i>Targeted R/E Students</i>	<i>300</i>	<i>16.0</i>	<i>335</i>	<i>18.5</i>	<i>301</i>	<i>15.6</i>	<i>349</i>	<i>17.8</i>
Non-Targeted R/E Stud	1,579	33.7	1,594	33.4	1,504	39.2	1,637	40.2
All Students	1,879	30.9	1,929	30.8	1,805	35.3	1,986	36.3

Although the non-TRE graduation rates have been steadily increasing for the past four new freshmen cohorts, the TRE graduation rates have fluctuated between 16-18% for the same cohorts (see graph below).

**Graduation Rates After Six Years**



**3) Faculty and staff recruitment and retention by race/ethnicity**

Faculty and staff data in the following tables are generated based on Affirmative Action reporting timeframe (October 1999 to September 2000 and October 2000 to September 2001).

**UWM FACULTY BY RACE/ETHNICITY**

Race/Ethnic Group	1999-2000				2000-2001			
	New Hires		All Faculty		New Hires		All Faculty	
	n	%	n	%	n	%	n	%
African American	0	0	32	4.6	6	6.9	39	5.4
American Indian	1	1.7	9	1.3	1	1.2	9	1.3
Hispanic/Latino(a)	3	5.2	17	2.5	5	5.7	20	2.8
Asian American	15	25.9	81	11.7	13	14.9	90	12.5
<i>Targeted R/E Faculty</i>	<i>19</i>	<i>32.8</i>	<i>139</i>	<i>20.1</i>	<i>25</i>	<i>28.7</i>	<i>158</i>	<i>21.9</i>
Non-Targeted R/E Fac	39	67.2	551	79.9	62	71.3	564	78.1
All Faculty	58		690		87		722	

Even though the proportion of TRE new faculty hires decreased from 32.8% in 1999-2000 to 28.7% in 2000-01, the number of African American new faculty hires increased from 0 to 6 faculty members during the same time period. Overall, the number of new TRE faculty hires increased 32% (from 19 to 25). The 2000-2001 TRE faculty headcounts also increased 14% as compared to a year ago (from 139 to 158).

#### UWM LIMITED APPOINTMENTS (LI) BY RACE/ETHNICITY

Race/Ethnic Group	1999-2000				2000-2001			
	New Hires		All LI		New Hires		All LI	
	n	%	n	%	n	%	n	%
African American	2	20	11	5.9	2	14.3	13	6.7
American Indian	0	0	1	0.5	0	0	2	1.0
Hispanic/Latino(a)	0	0	2	1.1	0	0	2	1.0
Asian American	0	0	4	2.1	0	0	5	2.6
<i>Targeted R/E LI</i>	2	20	18	9.6	2	14.3	22	11.3
Non-Targeted R/E LI	8	80	170	90.4	12	85.7	173	88.7
All Limited Appts	10		188		14		195	

Limited appointments are administrators (including directors) who came from either a faculty or academic staff background. Two African Americans were hired in administrative positions during both 1999-2000 and 2000-2001 years. Overall, TRE limited appointees were comprised of 11.3% of all administrators in 2000-2001, an increase from 9.6% of a year ago.

#### UWM ACADEMIC STAFF (AS) BY RACE/ETHNICITY

Race/Ethnic Group	1999-2000				2000-2001			
	New Hires		All Acad Staff		New Hires		All Acad Staff	
	n	%	n	%	n	%	n	%
African American	27	15.5	63	9.8	19	11.1	69	9.6
American Indian	1	0.6	7	1.1	3	1.8	9	1.3
Hispanic/Latino(a)	12	6.9	23	3.6	6	3.5	21	2.9
Asian American	3	1.7	14	2.2	9	5.3	24	3.4
<i>Targeted R/E AS</i>	43	24.7	107	16.7	37	21.6	123	17.2
Non-Targeted R/E AS	131	75.3	535	83.3	134	78.4	593	82.8
All Academic Staff	174		642		171		716	

Although the number of TRE academic staff new hires decreased from 43 to 37, the number of all TRE academic staff on campus increased 15%, from 107 in 1999-2000 to 123 in 2000-2001. The proportion of TRE academic staff also increased from 16.7% to 17.2% during these two years.

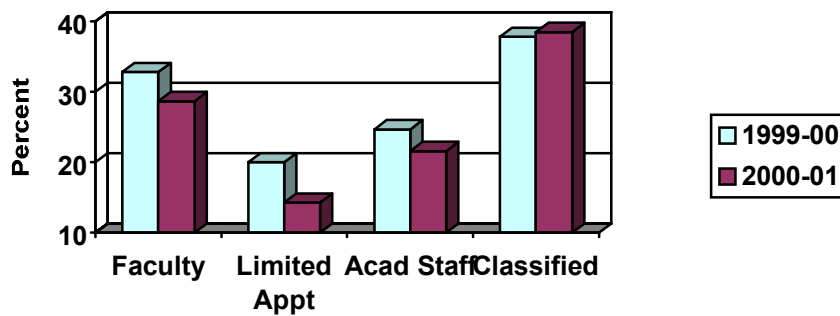
#### UWM CLASSIFIED PERMANENT (CP) STAFF BY RACE/ETHNICITY

Race/Ethnic Group	1999-2000				2000-2001			
	New Hires		All CP		New Hires		All CP	
	n	%	n	%	n	%	n	%
African American	43	31.9	202	21.5	54	33.5	223	23.2
American Indian	2	1.5	12	1.3	2	1.2	12	1.2
Hispanic/Latino(a)	3	2.2	22	2.3	3	1.9	22	2.3

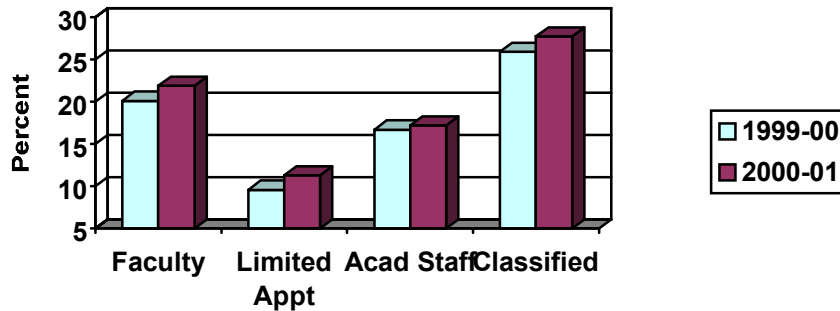
Race/Ethnic Group	1999-2000				2000-2001			
	New Hires		All CP		New Hires		All CP	
	n	%	n	%	n	%	n	%
Asian American	3	2.2	7	0.7	3	1.9	10	1.0
<i>Targeted R/E CP</i>	51	37.8	243	25.9	62	38.5	267	27.7
Non-Targeted R/E CP	84	62.2	695	74.1	99	61.5	696	72.3
All Class Perm Staff	135		938		161		963	

The TRE permanent classified staff is the only staff group that experienced increases in both the overall number and proportion of TRE new hires and headcounts on campus (see graphs below). This is largely due to increases in the African American classified population.

**Percent of Targeted Racial/Ethnic New Staff Hires**



**Percent of Targeted Racial/Ethnic Staff**



According to the above graphs, the TRE permanent classified staff is comprised of the highest percentage (almost 40% of new hires and over 25% of all staff) of its overall staff population, followed by faculty (approximately 30% of new hires and over 20% of all faculty), academic staff (over 20% of new hires and over 15% of all staff), and then the administrators (approximately 15% of new hires and 10% of all administrators).

The retention rates of faculty and staff members are summarized in the following table.

**SECOND YEAR RETENTION RATES OF FACULTY AND STAFF MEMBERS  
HIRED DURING OCT 1999 – SEPT 2000 (and retained as of September 2001)**

Race/Ethnic Group	Faculty			Limit Appt			Acad Staff			Class Perm			All Staff		
	00	01	%	00	01	%	00	01	%	00	01	%	00	01	%
African American	0	0	NA	2	2	100	27	18	67	43	20	47	72	40	56
American Indian	1	1	100	0	0	NA	1	1	100	2	1	50	4	3	75
Hispanic/Latino(a)	3	2	67	0	0	NA	12	7	58	3	3	100	18	12	67
Asian American	15	14	93	0	0	NA	3	3	100	3	3	100	21	20	95
<i>TRE Staff</i>	19	17	89	2	2	100	43	29	67	51	27	53	115	75	65
Non-TRE Staff	39	37	95	8	8	100	131	98	75	84	55	65	262	198	76
All Staff	58	54	93	10	10	100	174	127	73	135	82	61	377	273	72

Note: 00 – # staff hired during 1999-2000 year; 01- # staff still at UWM as of Sept 2001; % - Retention rate.

The TRE and non-TRE retention rates (excluding those for the limited appointees/administrators) to the second year are depicted in the following graph.

**Retention Rates of UWM Faculty/Staff to the Second Year**



According to the data available, all TRE staff groups, with the exception of administrators, have a lower second year retention rate than non-TRE staff groups. In general, the faculty members are retained at around the 90% level, followed by academic staff (at around 70%), and then the permanent classified staff (at around 60%). It is significant to note that only a little more than half of the TRE classified new hires were retained to the second year.

**4) Summary of precollege programs (types of service provided and number of students served by race/ethnicity)**

Some of the new m/d targeted precollege programs initiated in 2001-02 are:

- ***African Diaspora Project*** – This Institute of World Affairs’ project is aimed at fostering a global understanding about world politics as it relates to Africa for high school students. The project’s first phase is an 8-week Rites of Passage Leadership Development program. The second 8-week phase emphasizes Diplomacy and Negotiation Training. The project ends with a Model OAU (Organization of African Unity) simulation conference.

- **Residential Reading Camp** – This Pre-College Academy program will provide an opportunity for students in grades 6 through 8 to get excited about reading in an intense 2-week summer program. Students live on campus in a supervised environment. This unique experience will focus on developing/improving students’ reading skills through a holistic experience that incorporates arts, social, personal, cultural, and physical activities.
- **Sankofa Science Education Program** – This new Pre-College Academy program was designed to increase the interest and knowledge of 6<sup>th</sup> to 8<sup>th</sup> grade students in science through four Saturday workshops taught by science/medical professionals in spring 2002. The program included classroom discussion/presentations and hands-on learning of the five senses, including a brain MRI demonstration.
- **HCOP Health Sciences Saturday Institute** – This new precollege program will be implemented for 10 Saturdays in spring 2002 to motivate and prepare 15 disadvantaged rising 11<sup>th</sup> and 12<sup>th</sup> grade students to enroll in a college or university. Programs include hands-on health sciences education activities, laboratory experience, skill building, career exposure, and visits to various colleges/universities/health care facilities. The Institute provides participants with a \$20 per day stipend.
- **HCOP Health Sciences Institute** – This new six-week precollege program will be implemented for the first time in summer 2002. It is designed to expose 15 disadvantaged rising 11<sup>th</sup> and 12<sup>th</sup> grade students (in fall) to health care professions. Classes include math, laboratory research/faculty mentoring experience, English, computer literacy, technology, and cultural competence. Participants will receive \$20 per day stipend.

A list of 1999-2000 and 2000-2001 m/d targeted precollege programs, along with detailed information on enrollment by racial/ethnic groups, types of program, and when programs are offered, is included in the following tables.

**UWM M/D TARGETED PRECOLLEGE PROGRAM ENROLLMENT**  
Fall 1999, Spring 2000 and Summer 2000

Programs	Type	Grade	AA	AI	H/L	SEA	AS	W/O	All	#T	%T
Student Success Program (SSP): Sum	S/E/C	10-12	58	0	11	2	5	8	84	76	90.5
SSP Eng, Sci & Tech Track: Summer	S/E/C	10-12	39	1	11	2	8	9	70	61	87.1
Early Success Program: Summer	S/E/C	9	47	0	7	4	3	10	71	61	85.9
Multicultural Enrichment Prog: Sum	E	7-9	20	0	0	0	0	2	22	20	90.1
Leadership Training Institute: Summer	E	7-9	27	0	3	0	2	3	35	32	91.4
Knowledge is Power: Summer*	S/E	10-12	0	1	10	0	0	4	15	11	73.3
Young Scholars Program: Summer*	S/E	4-5	0	0	56	0	0	3	59	56	94.9
Mini-Courses: Fall	S/E/C	6-12	173	6	28	0	9	9	225	216	96.0
Spring	S/E/C	6-12	189	5	69	0	7	26	296	270	91.2
Summer	S/E/C	7-12	48	1	12	0	2	6	69	63	91.3
Health Sciences Academy: Summer	E	6	23	0	0	2	0	0	25	25	100.0

Programs	Type	Grade	AA	AI	H/L	SEA	AS	W/O	All	#T	%T
Health Sciences Academy: Summer*	E	5	18	0	2	0	5	0	25	25	100.0
MEDAL: Spring	E/C	9-12	32	0	10	3	1	0	46	46	100.0
Health Sciences Seminars: Acad Yr**	S/E/C	11-12	16	0	1	0	0	0	17	17	100.0
Health Careers Bridge Prog: Summer	E/C	11-12	6	0	0	2	1	1	10	9	90.0
Preparing Educators: Summer	E/C	10	13	0	1	0	0	0	14	14	100.0
Upward Bound: Year-round	S/E/C	9-12	82	0	10	0	4	7	103	96	93.2
Upward Bound Math/Science: Yr-rnd*	S/E/C	9-12	41	0	0	0	0	0	41	41	100.0
Talent Search: Year-round	E	6-12	455	12	148	61	11	48	735	687	93.5
Urban Teacher World Prog: Summer*	E/C	10	4	0	15	0	0	0	19	19	100.0
Youth Enterprise Academy: Summer*	E/C	10-11	13	3	4	0	0	5	25	20	80.0
Urban Day Math Initiative: Summer*	S/E	5-6	49	0	0	0	1	0	50	50	100.0
Artistic Vision: Summer*	E/C	6-8	16	0	0	0	0	0	16	16	100.0
GEAR UP: Year-round*	S/E/C	6-7	614	4	349	0	71	62	1,100	1,038	94.4
Total			1,983	33	747	76	130	203	3,172	2,969	93.6

NOTE: AA – African American; AI – American Indian; H/L – Hispanic/Latino(a); SEA – Southeast Asian; AS – Other Asian, may include Southeast Asian students; W/O – White/Other/Unknown  
#T – Total number of targeted students (AA, AI, H/L, SEA, AS); %T – Percent of students who are from the targeted groups.  
S – Skill building; E – Enrichment; C – Career  
\* – New program in 1999-2000  
\*\* – Formerly named “Health Sciences Honor Society,” last implemented in summer 1998.

In addition, the **IT2000/MITEC** technology program, offered by the School of Information Studies, graduated a total of 454 students from the program in 1999-2001; **Quest Project** served a total of 679 middle and high school students; **Planning for the Future** provided workshops to 1,830 middle school students; and the **Elementary/Middle School Tour Program** provided tours/activities to 1,892 students in 1999-2000.

#### M/D TARGETED PRECOLLEGE PROGRAM ENROLLMENT Fall 2000, Spring 2001 and Summer 2001

Programs	Type	Grade	AA	AI	H/L	SEA	AS	W/O	All	#T	%T
Student Success Program: Acad Year	S/E/C	9-12	125	1	21	6	15	24	192	168	87.5
Student Success Program: Summer	S/E/C	9-12	128	2	18	3	14	14	179	165	92.2
Young Scholars Program: Year-round	S/E	3-5	70	3	128	0	2	3	206	203	98.5
Mini-Courses: Fall	S/E/C	6-12	238	3	32	3	13	29	318	289	90.9
Spring	S/E/C	6-12	299	9	68	1	13	29	419	390	93.1
Summer	S/E/C	7-12	59	1	7	1	4	3	75	72	96.0
Quest Project: Academic Year	S/E/C	7-12	642	8	73	19	16	552	1,310	758	57.9
Health Sciences Academy: Summer	E	5-6	37	2	3	4	4	0	50	50	100.0



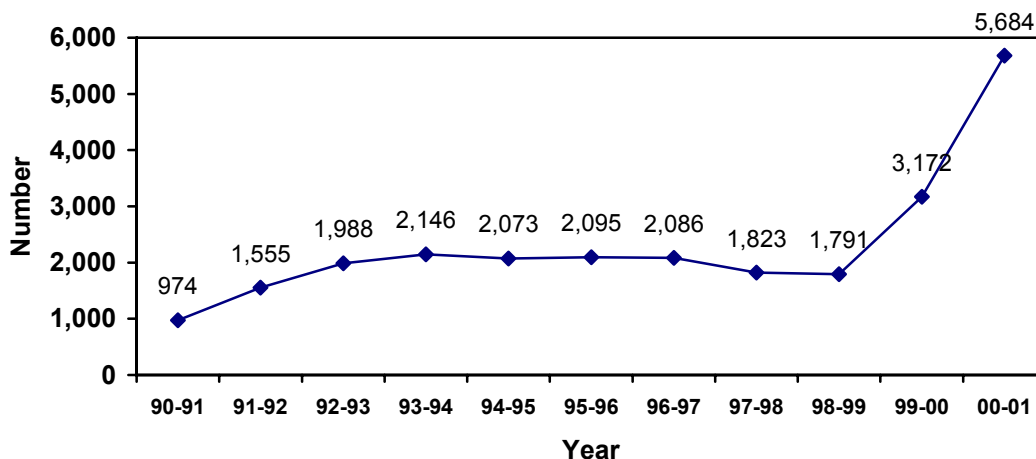
Programs	Type	Grade	AA	AI	H/L	SEA	AS	W/O	All	#T	%T
MEDAL: Spring	E/C	9-12	43	3	8	1	3	3	61	58	95.1
Health Sciences Seminars: Acad Year	S/E/C	11-12	13	1	0	0	0	0	14	14	100.0
Health Careers Bridge Prog: Summer	E/C	11-12	5	0	1	0	0	0	6	6	100.0
Upward Bound: Year-round	S/E/C	9-12	75	0	5	0	5	8	93	85	91.4
Upward Bound Math/Science: Yr-rnd	S/E/C	9-12	28	0	9	4	0	4	45	41	91.1
Veterans Upward Bound: Year-round	S/E/C	Veteran	70	1	6	0	0	57	134	77	57.5
Talent Search: Year-round	E	6-12	487	4	142	58	5	55	751	696	92.7
Urban Teacher World Prog: Summer	E/C	10	10	2	1	1	1	0	15	15	100.0
Youth Enterprise Academy: Summer	E/C	10-11	13	0	2	0	1	1	17	16	94.1
Urban Day Math Initiative: Summer	S/E	5-6	53	0	0	0	0	0	53	53	100.0
Woodland Pattern: Summer	E/C	6-8	5	0	2	0	0	1	8	7	87.5
GEAR UP: Year-round	S/E/C	6+	996	5	541	0	94	102	1,738	1,636	94.1
Total			3,396	45	1,067	101	190	885	5,684	4,799	84.4

NOTE: AA – African American; AI – American Indian; H/L – Hispanic/Latino(a); SEA – Southeast Asian; AS – Other Asian, may include Southeast Asian students; W/O – White/Other/Unknown  
#T – Total number of targeted students (AA, AI, H/L, SEA, AS); %T – Percent of students who are from the targeted groups.  
S – Skill building; E – Enrichment; C – Career

In addition, the **College for Kids** served a total of 2,302 elementary and middle school students, **Planning for the Future** provided workshops to 3,459 middle school students in its outreach component and 31 students in its academic component, and the **Elementary/Middle School Tour Program** provided tours/activities to 1,521 students in 2000-2001.

The total numbers of precollege enrollment (excluding those programs not listed in the table) for the past ten years are shown in the following graph. It is evident that the precollege enrollment at UWM has increased tremendously during the past three years.

### UWM Precollege Enrollment



**5) Highlights of outstanding accomplishments, including outstanding new initiatives, faculty development and curriculum transformation**

Briefly described below are some of the new initiatives in 2000-2001 or 2001-2002. New precollege programs are listed in Section 4 of this report.

- A new Associate Vice Chancellor for Campus Climate in the Division of Academic Affairs was hired in fall 2001 to enhance the working environment for UWM employees. Both the Equity/Diversity Services and the Human Resources department report to this new position.
- David Beaulieu, former director of the U.S. Office of Indian Education, was appointed in fall 2001 as the first endowed Electa Quinney Professor of American Indian Education in the School of Education. The endowed professorship was funded through a \$1 million gift from the Milwaukee Indian Community School.
- An Institute on Multicultural Relations has been created in the Department of Multicultural Affairs to conduct scholarly research in partnership with faculty members and present findings in workshops and publications, conduct cutting-edge forums for debate and discussion, form study groups that enhance structure learning, and conduct focus group sessions and public forums on a variety of multicultural issues.
- Effective fall 2001, the Roberto Hernandez Center has been administratively moved from the College of Letters and Science to the Division of Academic Affairs. A new Assistant to the Provost for Latino Affairs was hired in spring 2002 to restructure and expand the Center.
- A new TEMPO scholarship was initiated in the School of Information Studies, which provided awards to two TRE female students in spring 2002.
- A new federal grant (\$42,750) received in 1999-2000 provided scholarships for 30 full-time Nursing students who were from underrepresented racial/ethnic backgrounds.
- The Office of Diversity in the College of Health Sciences received a HRSA federal grant to expand the Health Careers Opportunity Program. In addition to new precollege initiatives, the grant included internship program for 25 disadvantaged undergraduate students.
- The Center for Urban Initiatives and Research, along with community partners, in 2001 created (and continues to maintain and update) the COMPASS Guide, a comprehensive website on locally based scholarships to support access to higher education, especially for financially challenged TRE students.
- The new Cultural Appropriate Teacher Education: Deaf/Hard of Hearing grant in the School of Education is designed to prepare teachers (8 first year, and 15-20 the second year) of students who are deaf of hearing in Wisconsin. The grant also prepares teachers to work with students/families from diverse cultural and linguistic backgrounds. Teachers will earn certification in K-12 with an early childhood specialization. A Summer Institute (conference) will be implemented to provide inservice training to these teachers.
- A Dean's Task Force on Precollege was initiated in fall 2001 to better coordinate precollege efforts on campus.
- The Career Development Center initiated a new Career Development-Pre-College Empowerment Partnership (CD-PEP) demonstration project to provide in-service training

sessions for precollege staff in the areas of career development theory and hands-on career exploration activities.

- In collaboration with precollege programs, the Career Development Center created a new website to provide age-appropriate career development activities for precollege students, and related resources for precollege staff/educators/families and school counselors.
- The Resident Life implements a series of diversity activities aimed at improving the campus climate. Some of the new activities include Hispanic Heritage Month, Indian Summer, Black History Month, Asian New Year Celebration, What is Islam?, Music is Universal, The Sixties Series, Tunnel of Oppression, Panthers on the Cat Walk, ASL Practice Group, “100 People,” Write for Rights, and East Tower Cultural Cooking Club.
- The Golda Meir Library initiated the Ghana Exchange in summer 2001 with the Director of the University of Cape Coast. The exchange resulted in a large shipment of books and computer equipment being sent to the University Library.
- The Division of University Outreach implemented a number of new curriculum/community-related initiatives in 2000-2002. Some of these initiatives are: Hmong National Development; Ford Capacity Building Project; Voices, Individuals & Pictures Project; The African Diaspora Project; and the Entrepreneurial Training Program.
- The Union Sociocultural Programming office implemented 11 events in 2001 with a total attendance of 2,300+ participants. Some of these events are: One Drum: World Tour; La Fiesta! A Celebration of Hispanic and Latino Culture; Alice Walker: The Dharma of Literature; Role of Women in Cuban Society and the Church; 4 Little Girls, Funkadasi, and Strengthening Our Community.
- The Center for Urban Initiatives and Research is conducting research, with support from the Greater Milwaukee Foundation, on changing spatial-location of poverty and race in the Milwaukee metropolitan area.
- The new Milwaukee Idea community initiatives that were implemented in 2001 and 2002 are as follows:
  - 9 Enhance Consultants of Color to Support Nonprofits – The level and expertise of the consultants of color will be enhanced to better provide technical assistance to nonprofit organizations in Milwaukee. This initiative is a component of the Helen Bader Institute of Nonprofit Management.
  - 9 American Indian Cultural Center – This Campus Design Solution initiative is providing architectural design plans to support the creation of an American Indian Cultural Center in Milwaukee.