
## UNIVERSITY OF WISCONSIN-MILWAUKEE

### PLAN 2008 GOAL I:

**INCREASE THE NUMBER OF WISCONSIN HIGH SCHOOL GRADUATES OF COLOR WHO APPLY, ARE ACCEPTED, AND ENROLL AT UW SYSTEM INSTITUTIONS.**

#### RELATED INSTITUTIONAL GOAL:

*MC Goal 3: Increase the proportion of TRE/D students to reflect their numbers in the metropolitan Milwaukee population and, through curricular and academic support, achieve parity in the retention and graduation rates with non-TRE/D students by 2003.*

### Initiative/Program Name

<table>
<thead>
<tr>
<th>Initiative/Program Name</th>
<th>Contact Person/Department</th>
<th>Target Group</th>
<th>Number of Applicants and Total Served (by racial/ethnic groups)</th>
<th>Year Program Initiated &amp; Timeline</th>
<th>Duration of Program</th>
<th>Program Cost and Funding Sources (external and internal)</th>
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<tbody>
<tr>
<td><strong>NAME: U-Visit Program</strong></td>
<td>Leonard White, Special Assistant - Multicultural Outreach, Dept of Recruitment and Outreach</td>
<td>High School TRE/D juniors and seniors from Milwaukee and surrounding areas</td>
<td>Information on specific breakdown is not gathered. See attached for additional information</td>
<td>Program launched in 1987. Number of programs held each year varies, dependent on interest, budget, and staffing</td>
<td>Day-long program for students. Busing to/from the high school is provided.</td>
<td>Varies from year to year. See Attachment I at the end of this report.</td>
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- **Expected Outcomes or Need for Initiative/Program**
  - High school Guidance Counselors serve as our liaisons in coordinating this activity, UWM student services offices, DRO personnel.
  - Outcomes include an exposure to UWM and college opportunities for students who might not otherwise visit a campus or consider attending college
  - Actual outcomes… objectives are met
  - Challenges include scheduling conflicts, dependency on timely bus arrivals and departures, availability of UWM staff to participate and serve as presenters on a variety of topics, availability of UWM meeting rooms, availability of UWM tour guides, challenges in planning for food needs and the prevalence of shifting numbers from that was provided in confirmation.
  - Plans for next five years: No substantial changes are planned. The program is well-established and very successful.
  - No additional information

### NAME: Minority Recognition Dinner

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<th>Initiative/Program Name</th>
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<tr>
<td><strong>NAME: Minority Recognition Dinner</strong></td>
<td>Leonard White, Special Assistant - Multicultural Outreach, Dept of Recruitment and Outreach (DS&amp;MA)</td>
<td>Talented (2.5 high school gpa) TRE/D high school senior students from Milwaukee and surrounding areas</td>
<td>See attached</td>
<td>Piloted in 1988, established the following year. Held annually in spring. (Note that 2003 event has not yet occurred)</td>
<td>Sunday afternoon, 3 hours</td>
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### Additional Information

SEE ATTACHMENT I FOR ADDITIONAL INFORMATION ON DEPARTMENT OF RECRUITMENT AND OUTREACH ACTIVITIES.
| NAMES OF PARTNERS | • High school guidance personnel assist in providing names of eligible students and in delivering invitations, City of Milwaukee Mayor’s office (recognizing the day as Minority Recognition Day in city), Governor’s office (it sends a representative or letter of recognition which is shared with the audience), UW System Office of Multicultural Affairs (sends a representative, and sometimes serves in speaker capacity), Chancellor’s Office, other UWM multicultural support units, DRO personnel.  
• Expected outcomes include recognition of success, effort, family support and need to continue the solid work. Motivational program to inspire students to reach for their dreams in the future.  
• Outcomes are reached.  
• Dinner is provided free of charge to students, family members can attend for free. Timing of event can affect attendance (For example, in 2001-02, event was held on Superbowl Sunday [football game was moved due to 9-11 event], dramatically affecting attendance.). Availability of a campus facility can sometimes be challenging, particularly because this involves provision of a meal and requires a setting and set-up conducive to a “fancy” affair.  
• Next five years; no plans to dramatically change the event, with exception potentially of how we promote the event to insure good participation. In past, we have also worked closely with the PreCollege Academy to collaborate on participation.  
• No additional information |
| NAMES OF PARTNERS | • Sponsoring agency (community, school, organization, etc), DRO staff, other UWM unit representatives who occasionally join us at the events  
• Outcomes include ability to meet with prospective students and family members face to face and provide information about UWM opportunities, respond to questions, provide assistance, and so forth.  
• Outcomes are met. Many of these students are considering UWM, others have not and are then introduced to UWM and become interested. Furthermore, many of these students will not make a campus visit, or attend a high school visit, and this might be their only opportunity to meet directly with a UWM representative.  
• Availability of staff, schedule of event, conflicting other events, likelihood of good yield of contacts, cost of event, location of event, budgetary limitations  
• We will continue to participate in college fairs as appropriate. They continue to provide us with an ability to personally meet with prospective students, share our story and encourage interest in attending.  
• No additional information |

### NAME: VIP Day (Visitation for Information and Preparation)

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| Jan Ford, Director, Department of Recruitment and Outreach (DS&MA) | 9th and 10th grade TRE/D students from MPS | See attached | Program initiated in 1982, held annually all but one year, last event held in spring of 2000, then discontinued. | One day, held annually. Bus transportation to/from high school provided. | See Attachment I

### NAME: College Fair Activity

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<tr>
<td>Jan Ford, Director, Department of Recruitment and Outreach (DS&amp;MA)</td>
<td>Interested high school students and families</td>
<td>See attached for information</td>
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### NAME: High School Visits

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**Jan Ford, Director, Department of Recruitment and Outreach (DS&MA)**  
**Prospective high school students, primarily juniors and seniors**  
**See attached for information**  
**We have been conducting high school visits for many years**  
**Visits can run from ½ hour to 2 or 3 hours. Typical visits run about an hour.**  
**Funded by 101 departmental budget. Funding primarily covers associated travel and meal costs. Publications are distributed and these are also funded by departmental 101 funds.**

- High School Guidance Office personnel assist us in setting up and promoting a visit, DRO staff, occasionally other UWM representatives will join us.
- Outcomes include an ability to meet with interested students, respond to questions, share information, troubleshoot. Also, we attempt to meet with hs guidance counselors to provide updates and answer questions.
- Outcomes are met
- Availability of staff, likelihood of good yield of contacts, location of school, budgetary limitations are important considerations in determining whether or not we will visit a school.
- We will continue to conduct high school visits, paying particular interest to those schools where we see high interest, or in areas where we are attempting to generate interest. Given the tremendous budgetary challenges before us, we have revamped our spring efforts, replacing many spring visits with a series of UWM Info Nights held throughout the state, in Minnesota, and in northern Illinois. Visits to MPS and other area high schools will still be held, however.
- No additional information.

### NAME: Tour Activity

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**Kate Steimbach, Assistant Director, transfer and visit programs, Department of Recruitment and Outreach (DS&MA)**  
**Interested high school students, families, school groups, community groups, also some transfer students. Generally focus on 8th grade and older.**  
**See attached**  
**We have conducted campus tours, as a separate program or as part of existing programs such as open houses, preview days, and so forth for many years.**  
**Campus tours last between one hour and three hours, depending on tour, group and needs of the visitors. If also including an advising appointment, tour experience can run longer.**  
**Funded by 101 departmental budget. Covers cost of staff time and tour guides (students, paid positions).**

- DRO staff provide information prior to and following tour. Student guides lead tours. Other UWM units might participate, depending on desires of a visiting group (i.e. wish to see planetarium, see an academic advisor, etc).
- Visitors should leave feeling excited, comfortable, safe, inspired, and interested in making UWM their campus of choice.
- The campus visit is often an important element in the decision making process for students and families. For visiting groups, students have an opportunity to see what a college campus is like, hopefully motivating them to pursue higher education, and hopefully at UWM if the fit is right for them.
- Staff availability, challenges in accommodating the desired visit date, costs associated with paying guides can be very substantial, sometimes we provide a meal or refreshments as part of the experience for visiting groups (this most often occurs for TRE/D groups)
- We will continue to offer daily tours, special tour programs for visiting groups, and tours as part of larger programs. We will continue to be challenged by budgetary limitations.
- No additional information.

### NAME: Publications

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**Jan Ford, Director, Department of Recruitment and Outreach (DS&MA)**  
**Prospective high school students, families, high school and college colleagues**  
**See attached for specific list of pubs**  
**We began to create our own publications in 1997 (shifting this role from our Communications and Media Relations office) to include 21 pieces.**  
**N/A**  
**Funded by Departmental 101 funds.**
**NAME: Mailings and Follow-Up Activities**

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Jan Ford, Director, Department of Recruitment and Outreach (DS&MA)

Prospective students, families, high school colleagues

See attached

Ongoing

N/A

Funded by 101 departmental funds.

**NAME: Transition Planning For Students with Disabilities**

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Victoria Groser, Student Accessibility Center (DS&MA)

Students with Disabilities

Each event typically has at least 200 attendees including prospective students and parents – 8 – 10 events annually

1996 – Ongoing

5+ years

No additional funding – this is accomplished by staff.
<p>| NAME: U-visits and DRO Events | Tammy Taylor (SARUP) | Minority students, primarily in MPS | Unknown. Approximately 50 recruitment activities coordinated by DRO are attended each year by SARUP advisers | Ongoing | Ongoing |
| NAME: Take Your Daughter to Work Day Architecture Project | Jim Dicker, Gil Snyder, Debbie Emo (SARUP) | Female students | “Several” minority students attended the sessions in SARUP | First time in 2001; Ongoing | 1 day | $100 for supplies |
| NAME: SARUP Visit by Middle School and HS Classes | Jim Dicker, Gil Snyder, Tammy Taylor (SARUP) | HS students, primarily minority, to interest them in Architecture and Planning (GIS) | ~$100 | Two visits in 2000-2001 | Half day | National Education Association grant |</p>
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<th>NAME: Chicago Career Day</th>
<th>Tammy Taylor (SARUP)</th>
<th>HS Students in Chicago</th>
<th>SARUP participation initiated in 1994; Ongoing</th>
<th>One day, Annually</th>
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<td>Wisconsin high schools, especially Milwaukee Public Schools</td>
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<td>This large career day attracts a large number of minority and disadvantaged students</td>
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<td>Expected outcome: increase the awareness of minority students in the fields of architecture and urban planning</td>
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<td>Actual outcome: unknown</td>
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<td>Factors influencing outcomes: faculty willing to prepare and devote time to meeting with the students</td>
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<td>Future plans: Offer an increased number of visits in 2001-02</td>
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<tr>
<th>NAME: Minority Recruitment Efforts with MPS and Area Schools</th>
<th>Dept. Chairs (PSOA)</th>
<th>MPS and Milwaukee area elementary, middle, and high school students</th>
<th>Varies</th>
<th>On-going</th>
<th>Wide range – from phone &amp; in-person consultations &amp; short visits to master classes, workshops, and full-semester collaborations</th>
<th>Internal funds</th>
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<td>Chicago High Schools</td>
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<td>Inform students of color of the availability of an architecture program at UWM and opportunities in the field of architecture and design</td>
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<td>Expected outcome:</td>
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<td>Increases SARUP’s visibility in high schools with a high percentage of TRE students</td>
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<td>Actual outcome:</td>
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<td>Limitation on effectiveness: High out-of-state tuition rates without a pool of funds available to offer prospective students of color</td>
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<td>Factors influencing outcomes:</td>
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Total minority enrollment in the Peck School of the Arts showed a small improvement in the fall of 2002 to slightly over 10% of the school’s total headcount enrollment. Of this total 8.6% were targeted minorities (3.17% were African American, 1.8% American Indian, 2.95% Hispanic, and .7% Southeast Asian). One of the reasons given for the low minority enrollment in the Peck School of the Arts is the way UWM enrollments are counted; namely, (1) AOC students are all counted as L&S students until they have completed 60 credits and their math and English proficiencies, and (2) post-baccalaureate students pursuing certification in any of the arts fields are counted in the School of Education and not in the PSOA. A number of these students are minority students who aren’t part of the PSOA enrollment totals. However, this does not change the fact that the Peck School of the Arts needs to improve its recruitment of minority students and, for the past four years, it has been searching for new ways to attract minority students to its programs and to careers in the arts.

One of the primary avenues for recruiting minority students is through the Milwaukee Public Schools and faculty in all departments in the school have increased their relationships with schools within the Milwaukee Public School system as well as with other area public and private schools. (See information under Goal II in this report.) The PSOA is the only school in the UW System offering certification in the four arts areas of art, dance, music, and theatre (theatre certification was approved in 2002), and PSOA faculty collaborate extensively with MPS and area school faculty on curriculum development, in-service training, service learning opportunities, hiring, and student recruitment. In addition, a large number of PSOA alumni are arts teachers in MPS (e.g., the directors of two of the three large music ensembles at the Milwaukee High School of the Arts received their masters degrees at UWM, almost all of the MPS dance teachers are UWM graduates), and they are very important in helping to steer students to UWM.

The Music Department administers several activities aimed at recruiting new students -- The UWM High School Honors Orchestra Festival (first week in February); the UWM Middle School/High School Honors Band Festival (in November each year), the UWM Youth Wind Ensemble, the UWM Youth Jazz Ensembles, and the UWM Summer Music Institute. While these programs are not specifically targeted at minority students, usually about 10% of students participating are minority students. Having these students on campus playing music with faculty is often an excellent opportunity for students to see what UWM has to offer and for them to make connections with faculty with whom they might be interested in studying.

For the past two years, Music Assistant Professor Marsha Kindall Smith has taught a semester-long mentoring class for MPS teachers. MPS pays the tuition for these teachers. Approximately six of the ten teachers have been minorities, and the goal is to attract them into pursuing graduate degrees in the UWM music education program.

The Visual Art Department is initiating a new portfolio requirement for entrance into its BFA programs (planned effective start date is the fall of 2004). This requirement is intended, in part, to be used as a recruitment tool for Milwaukee Public Schools and specifically its minority students. Through dialogue between the department’s Foundations program and public school art teachers, the Foundations faculty and staff hope to identify student populations who have not traditionally enrolled in UWM’s visual art programs and gear specialized recruitment toward those populations.

### PSOA Student Affairs

<table>
<thead>
<tr>
<th>NAME: PSOA Student Affairs Minority Recruitment Efforts</th>
<th>Advising Staff – Harriet Pfersch, Susanne Carter, and Dinah Gygi (PSOA)</th>
<th>Minority high school students</th>
<th>Varies</th>
<th>On-going</th>
<th>Varies</th>
<th>Internal funds.</th>
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### NAMES OF PARTNERS

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

In the summer of 2002 the Peck School of the Arts hired an additional advisor (Dinah Gygi) for its Student Affairs Office. Previously the advising staff in this office consisted of two advisors (Harriet Pfersch and Susanne Carter) who served the advising needs of the school’s 1,600 undergraduate majors and participated in campus recruitment activities only if they could fit those activities into their heavy advising workloads. The addition of a third advisor has improved the ability of the school to provide timely advising services to its current students and to expand its services.

Minority recruitment is now one of the responsibilities of Ms. Gygi. She will be participating in the U-Visit program coordinated by Leonard White in the Department of Recruitment and Outreach on a continuous basis and will be the lead staff member responding to requests for high school presentations and visits. With this additional advising staff member, the school hopes that new minority recruitment initiatives might also be undertaken in the next five years.

<table>
<thead>
<tr>
<th>NAME: Community &amp; High School Recruitment</th>
<th>Assistant Dean Robert W. Ellis (SBA)</th>
<th>Multicultural Students</th>
<th>Do not keep attendance</th>
<th>Fall, Spring &amp; Summer</th>
<th>Fall, Spring &amp; Summer</th>
<th>Internal School of Business</th>
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The SBA participates in UWM’s U Visit program, which targets M/D high school students. This is done with the intention of outreach, seeking minority students who might be interested in pursuing a business degree but are uncertain about the necessary procedures that need to be taken into consideration in order to pursue their goals.

### NAME: The Cooperative Urban Teacher Education Program (CUTEP)

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**Name:** The Cooperative Urban Teacher Education Program (CUTEP)

**Office of Advising:**

Barbara Logan  
Office of Advising  
229-2472 (SOE)

**Aspiring teachers of color who have completed 2 years of study at MATC:**

Since 1988 we have had 93 students who have been involved in the CUTEP program transfer to UWM. The racial breakdown of the 93 students is as follows:

- African American: 52
- Hispanic/Latino: 24
- Am. Indian: 3
- Asian: 4
- White = 10

**Ongoing since the Fall of 1988.**

**Two academic years**

**Milwaukee Partnership Academy for Teacher Quality (Title II Partnership Grant).**

- **Partners:** MATC and the University of Wisconsin at Madison, Milwaukee, Oshkosh, and Whitewater; Marquette University; Carroll College; Alverno College; and Cardinal Stritch University have established the Cooperative Urban Teacher Education Program to help talented minority students become teachers.

- The Cooperative Urban Teacher Education Program (CUTEP), at Milwaukee Area Technical College, allows aspiring teachers of color to complete the first two years of their course requirements at MATC. Successful CUTEP students are then guaranteed admission to UWM’s teacher education program for their final two years. CUTEP students can also apply for the Minority Teacher Internship Program, which allows them to spend over 50 hours in MPS classrooms, where they can tutor, go on field trips, and sometimes work on lesson plans.

- The expected outcome is that UWM’s School of Education will successfully recruit more students of color, who will in turn pursue positions as teachers in urban schools.

- Thus far, actual outcomes have been favorable, and enrollment in the CUTEP program continues to increase. To date, a total of 34 students have graduated from UWM who were once part of the CUTEP program.

### NAME: Targeted Recruitment Efforts

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**Name:** Targeted Recruitment Efforts

**Office of Advising:**

Felipe Rodriguez,  
Office of Advising  
229-2232 (SOE)

**Minority high school juniors and seniors:**

- Sent informational materials to over 1,500 high school students in the city of Milwaukee. Interacted with countless potential students.

**Ongoing**

**Internal funding of informational materials, mailing costs, faculty and staff in-service time.**

- SOE’s Office of Advising staff collaborated with Milwaukee Public Schools, various local and national college fairs, and community events such as Milwaukee’s Mexican Fiesta festival and the Wisconsin State Fair to conduct recruitment activities.

- The expected outcome was an increase the proportion of TRE/D degree-seeking students enrolled in the School of Education.

- Actual outcomes: New undergraduate student enrollments for underrepresented minorities continue to increase, and were up 12.8% from 2000-01 to 2001-02.

- Factors influencing program outcomes have included limited staff availability for recruitment activities as well as budgetary constraints.

- Over the next five years, the Office of Advising staff will continue with a rigorous schedule of recruitment activities and events.
| NAME: U-Visit | Ramona Sledge  
Dr. Ester Johnson,  
Office of Diversity (CEAS) | High School Students of Color | Approximately 15 different high schools in 2002 | Academic Year | Several Hours of the day for a one-day period | Program initiated by Leonard White, Dept. of Recruitment & Outreach |
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<td><strong>• NAMES OF PARTNERS</strong></td>
<td>The U-Visit Program is a minority-specific campus program designed to increase the level of interaction of high school aged students specifically juniors and seniors with the UWM campus. This is a highly proactive endeavor in which student visit the campus and are provided information regarding engineering and computer science.</td>
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<td><strong>• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</strong></td>
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<td><strong>• ADDITIONAL INFORMATION</strong></td>
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</tbody>
</table>
| NAME: Minority Student Recognition Program | Ramona Sledge  
Dr. Ester Johnson,  
Office of Diversity (CEAS) | High School Students of Color | Annually and Ongoing | Varies | | |
| | | | | | | |
| **• NAMES OF PARTNERS** | The Minority Student Recognition program is a means of recognizing academically talented Students of Color specifically graduating high school seniors from Southeastern Wisconsin as a vehicle to get these students and perhaps their parents to visit the campus. This event has been characterized as a “feel good” event that possesses some potential recruitment possibilities. Participating in this program provide students entering the College of Engineering and Computer Science addition support. | | | | |
| **• EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM** | | | | | |
| **• ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES** | | | | | |
| **• INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES** | | | | | |
| **• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?** | | | | | |
| **• ADDITIONAL INFORMATION** | | | | | |
| NAME: Summer Internship: Pre-College & Engineering Initiative | Dr. Ester Johnson,  
Office of Diversity (CEAS) | High School Students of Color | 2002 – one Student  
2003- Funding sought for 4 students | Summer | Annually | $500 per student |
<table>
<thead>
<tr>
<th>NAMES OF PARTNERS</th>
<th>Expected Outcomes or Need for Initiative/Program</th>
<th>Actual Outcomes or Effectiveness of Implemented Activities</th>
<th>Internal &amp; External Factors Influencing Program Outcomes</th>
<th>For Next Five Years, Will You Do Things Differently? If So, What &amp; Why?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Summer Internship: Pre-College &amp; Engineering Initiative Program is designed to provide High School Students of Color entering into their sophomore year with a GPA of 3.6 or better with an interest in engineering or computer science an opportunity to be engaged in the Pre-College Program and the College of Engineering and Applied Science projects. This program is for no more than three weeks and for no more than 4 hours per day. Student have an opportunity to mentor younger students in the Pre-College program, be mentored by the advisors in the Pre-College Program, many are engineering students, and complete an engineering project. Students are provided a stipend at the end of the program.</td>
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<thead>
<tr>
<th>NAME: Minority Engineering Fairs</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>NAME: Presentation to Elementary/Junior/High School Students</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>NAME: Presentation to Elementary/Junior/High School Students</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramona Sledge</td>
<td>Recruiting High School, undergraduate and graduate Students of Color</td>
<td>Attendance is over 11,000 participants of which approximately 1,000 are students seeking higher education</td>
<td>National Conference</td>
<td>Annualy</td>
<td>$ 3,800</td>
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<tr>
<td>Inform Students of Color of the availability of the opportunities by attending UWM and majoring in engineering or computer science. Emphasis is placed on the programs and services offered by the College of Engineering and Applied Science.</td>
<td>Presentations are made to students to increase the awareness of engineering and computer science.</td>
<td>1-3 hour presentations</td>
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</tr>
<tr>
<td>Dr. Ester Johnson, Office of Diversity (CEAS)</td>
<td>Elementary, Junior and High School Students</td>
<td>Ongoing</td>
<td>1-3 hour presentations</td>
<td>Dr. Ester Johnson, Office of Diversity (CEAS)</td>
<td>Elementary, Junior and High School Students</td>
<td>Ongoing</td>
<td>1-3 hour presentations</td>
<td>Dr. Ester Johnson, Office of Diversity (CEAS)</td>
<td>Elementary, Junior and High School Students</td>
<td>Ongoing</td>
<td>1-3 hour presentations</td>
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</table>
### NAME: SE Asian Conference

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<tr>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>Pa Moua, Associate Advisor (SOIS)</th>
<th>Southeast Asian Students in Milwaukee</th>
<th>251 Southeast Asian students participated.</th>
<th>September 2002</th>
<th>One-day conference</th>
<th>SOIS SE Asian Student Services MATC</th>
</tr>
</thead>
</table>

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - To present college opportunities to the participants and prepare them for college entry requirements at their respective high schools. These goals were met.

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
  - The Conference was very successful and it will continue in 2003.

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

- **ADDITIONAL INFORMATION**

### NAME: American Indian Student Services, High School Visits

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<thead>
<tr>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>Diane Amour, American Indian Student Services L&amp;S</th>
<th>Milwaukee Area American Indian High School Students</th>
<th>2002-03  95 students seen at 8 high schools; 2001-02 150+</th>
<th>Recruiting started at the inception of the program in 1971</th>
<th>Ongoing</th>
<th>Fund 402</th>
</tr>
</thead>
</table>

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - Increase enrollment of American Indian Students at UWM, showcase UWM, Encourage pursuing a college degree, and provide information regarding financial aid and tribal enrollment.
  - The number of students who are become new freshmen varies each year. Since 1999 we have seen an increase in enrollment. The number of applicants for fall 2003 is up.
  - Students have a myriad of opportunities and other universities competing for them. There is a serious attendance and achievement problem at the high school level. Social and economic issues are factors that influence student’s ability and motivation to attend school.
  - We plan to start an email list of student applicants to keep in touch with them during their high school years to encourage them and to let them know of opportunities at UWM

### NAME: Attend Tribal Career and College Fairs

<table>
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<tr>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>Diane Amour, American Indian Student Services (L&amp;S)</th>
<th>Reservation and tribal communities within the State of Wisconsin</th>
<th>2002-03: Menominee Reservation - 150+; Hochunk Tribe 125+; Oneida Tribe 25; 2001-02: Menominee Reservation - 200+; Hochunk Tribe 15+; Oneida Tribe (visit) 15</th>
<th>Attendance at tribal events started in the mid-1970s.</th>
<th>Ongoing</th>
<th>Fund 402</th>
</tr>
</thead>
</table>
- **Expected Outcomes or Need for Initiative/Program**: Create awareness within tribal communities of UWM opportunities, build contacts with youth and adults in tribal communities, and network with staff.
- **Actual Outcomes or Effectiveness of Implemented Activities**: AISS advisors have a good rapport with staff in these areas and get referrals of students on an on-going basis.
- **Expected Outcomes or Need for Initiative/Program**: At times, our staff cannot meet the requests of the tribes due to other staff assignments and campus duties. For instance, the Lac Courte Oreilles Ojibwe Tribe invited us to participate in their career fair at the same time that our staff was attending another event. Career fairs are usually held annually, and one visit per year is not the best way to make an impact.
- **Actual Outcomes or Effectiveness of Implemented Activities**: Create an E-Mail reflector list of potential students. In addition, we would like to reinstate campus visits for reservation area students. However, this is very costly.
- **Internal & External Factors Influencing Program Outcomes**: Reservation student campus visits are an excellent way to showcase UWM and leave a lasting impression on students.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

| NAME: American Indian Student Services - Assistance with Recruitment for the Urban American Indian Teacher Training Program | Diane Amour, American Indian Student Services (L&S) | American Indian students who had at least 60 college credits who aspired to be teachers in an urban area | 87 people attended informational sessions, 25 students applied, and 14 students were admitted into the School of Education for the Spring or 2003 | November, 2002 | 6 weeks | Fund 402 and a Federal Grant awarded to the School of Education |
| NAME: American Indian Student Services - Community Recruiting | Diane Amour, American Indian Student Services (L&S) | American Indian Community members | Indian Summer Festival and pow wow 150, 35 Wisconsin Indian Education Association (WIEA) Conference 43 | 1990 | ongoing | Fund 402 |

- **Names of Partners**: Indian Community School, Spotted Eagle High School, WE INDIANS in Milwaukee Public Schools, School of Education and AISS.
- **Expected Outcomes or Need for Initiative/Program**: To enroll fourteen American Indian Students into the School of Education to become teachers in the urban area in school with significant American Indian population.
- **Actual Outcomes or Effectiveness of Implemented Activities**: 14 students were enrolled for sem. 2-2002-2003, excellent response to recruitment activities.
- **Internal & External Factors Influencing Program Outcomes**: The pay back program offering tuition, books and a stipend proved to be a determining factor in interest and outcome. Many of these students had an interest in pursuing the teaching professions, but because of finances did not do so.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**
<table>
<thead>
<tr>
<th>NAME: American Indian Student Services-Campus Visits</th>
<th>Diane Amour, American Indian Student Services (L&amp;S)</th>
<th>American Indian High School Students</th>
<th>Milwaukee Visit 19 Madison area visit 12</th>
<th>We have sponsored visits since the late 1980's. The effort is dependant on funds available</th>
<th>ongoing</th>
<th>Fund 402</th>
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- **Names of Partners**: None
- **Expected Outcomes or Need for Initiative/Program**: Showcase UWM opportunities to community members, give out information
- **Actual Outcomes or Effectiveness of Implemented Activities**: Increase enrollment of adult
- **Internal & External Factors Influencing Program Outcomes**: At least fifty viewbooks are distributed at the Indian Summer activities and 20 at the WIEA conference
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: None
- **Additional Information**: None

<table>
<thead>
<tr>
<th>NAME: Middle School Visits</th>
<th>Diane Amour, American Indian Student Services (L&amp;S)</th>
<th>American Indian middle school students in the Milwaukee area</th>
<th>Middle School visits were started in approximately 1980, but have been sporadic depending on staff time.</th>
<th>Ongoing</th>
<th>Fund 402</th>
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- **Names of Partners**: Department of Enrollment Services co-sponsored the Milwaukee High School Visits
- **Expected Outcomes or Need for Initiative/Program**: To provide information on UWM opportunities
- **Actual Outcomes or Effectiveness of Implemented Activities**: Increase enrollment
- **Internal & External Factors Influencing Program Outcomes**: There were only a few seniors in the groups attending the events, 1 application resulted for fall of 2003
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: Students have a myriad of opportunities and other universities competing for them.
- **Additional Information**: None

<table>
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<tr>
<th>NAME: Middle School Visits</th>
<th>Diane Amour, American Indian Student Services (L&amp;S)</th>
<th>American Indian middle school students in the Milwaukee area</th>
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</table>

- **Names of Partners**: WE INDIANS Program in the Milwaukee Public Schools, Indian Community School
- **Expected Outcomes or Need for Initiative/Program**: Prepare middle school students for high school requirements and increase awareness of the relationship of their high school career to college, encourage students to attend pre-college programs, and assist students who are not tribally enrolled members to become members for future financial aid eligibility.
- **Actual Outcomes or Effectiveness of Implemented Activities**: Lack of attendance is a growing problem within schools starting at the middle school level.
- **Internal & External Factors Influencing Program Outcomes**: Increase the number of visits to each school to at least twice per year, and bring the students to campus
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: Provide names of contacts of students finishing eight grade to Pre-College Center
- **Additional Information**: None
### African American Student Academic Services - Recruitment Efforts

<table>
<thead>
<tr>
<th>NAME: African American Student Academic Services - Recruitment Efforts</th>
<th>Susan I Fields, African American Student Academic Services (L&amp;S)</th>
<th>High School Juniors and Seniors</th>
<th>See Department of Recruitment and Outreach</th>
<th>1988</th>
<th>Continuing</th>
<th>402</th>
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</thead>
</table>

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

#### Department of Recruitment and Outreach
- To visit Milwaukee Public High Schools, community organizations and outreach events, participate in campus visits and campus recruitments programs that have a high percentage of African American Students. The expected outcome is to inform African American students of the services and the diversity of the UWM campus and to increase the enrollment of African American Students on campus.
- Since this is an joint effort with the Department of Recruitment and Outreach, please refer their section for outcome.
- Students that attend recruitment visits could choose to attend another college go into the Armed Services or go to work.

---

### High School Visits, Attending National and Wisconsin Educational College Fairs, Bringing Students to Visit UWM and Holding Educational Conferences on Campus

<table>
<thead>
<tr>
<th>NAME: High school visits, attending national and Wisconsin educational college fairs, bringing students to visit UWM and holding educational conferences on campus</th>
<th>Dao Vang, Coordinator, Southeast Asian Student Academic Services</th>
<th>Southeast Asian students (Cambodian, Hmong, Laotian and Vietnamese students)</th>
<th>Total served: 510</th>
<th>Total applicants: Unknown</th>
<th>The program was started in 1989 and it is on-going</th>
<th>On-going</th>
<th>Program costs are supported by funding source 402</th>
</tr>
</thead>
</table>

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

#### The Department of Recruitment and Outreach, the Division of Multicultural Affairs, Wisconsin Department of Public Instruction, Milwaukee area Technical College and the Southeast Asian professionals at the Wisconsin public school systems.

- The expected outcome of the initiatives/activities is to increase the enrollment of Southeast Asian students at UWM.
- The actual outcome of the program was a 17.9% increase (from 435 to 513) in the enrollment of Southeast Asian students at UWM for 2001-2002 (September 9, 2002, Fall Enrollment Reports). The initiatives/activities were effective in increasing the enrollment of Southeast Asian students at UWM. They were 386 Southeast Asian students attending UWM in the fall of 1999, and, by the fall of 2002, they were 513 Southeast Asian students enrolling at UWM—a 32.9% increased since 1999.
- Resources could potentially be the internal factors that influence the program outcomes. With more than 500 students to serve and the recruitment areas that we cover, we have fully utilized the abilities of the two staff—and, without additional resources, we would not be able to provide the same level of services to our students or recruit more students to UWM. External factors include students’ choice of school, other schools’ effort to recruit Southeast Asian students and the overall student perception of the campus climate at UWM, which may adversely affect the program outcomes.
- The current efforts of visiting the Wisconsin high schools with high concentration of Southeast Asian students and bringing the students to visit UWM have been effective in achieving the program outcomes, and there are currently no plans to significantly alter any of the existing program initiatives/activities in the next five years. Other initiatives that will be maintained are our efforts to reach out to the Southeast Asian community through the two Milwaukee Southeast Asian radio stations and the e-mail reflector group for the prospective high school students. The radio stations allow us to talk about UWM’s academic programs, admission requirements and financial aid or scholarships, and to expose UWM to the Southeast Asian population. The reflector group allows us to send UWM information that pertains to the students to the students quickly and at the same time allows the students to communicate with us if they have any questions or concerns about UWM.
- None
**NAME: MED PREP**  
**Recruitment Activities**

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| Sue Blong, MEP-PREP (L&S) | African American American Indian Hispanic including Mexican and Puerto Rican (raised on the mainland) | 1989-present | Annually |

- **NAMES OF PARTNERS**  
  - Sue Blong, MEP-PREP (L&S)

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**  
  - The expected outcome is to increase the number of participants in the MED-PREP program. Activities included mailings and phone calls to TRE university applicants indicating pre-med as an intended field of study. Full participation in MEDAL program for high school students

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**  
  - Coordinator will contact applicants on a regular basis and invite families to campus for a campus tour and personalized attention. On-going.

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**  

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  

**ADDITIONAL INFORMATION**

**NAME: Recruitment Open House**

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| Jackie Davit, Recruiter; Office of Student Affairs (SON) | Graduating high school seniors, college graduates seeking a nursing degree, RNs seeking a baccalaureate degree, and other nurses seeking master’s and doctoral degrees. | Approximately 87 potential undergraduate students and 13 potential graduate students attended the 2000-01 program. Of these, 10% constituted TRE individuals. | This is an annual ongoing program. | This is a half-day weekend event held each Spring at the School of Nursing. | Costs are assumed in the School of Nursing budget |

- **NAMES OF PARTNERS**  
  - Jackie Davit, Recruiter; Office of Student Affairs (SON)

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**  
  - Area High Schools

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**  
  - Recruit in sufficient numbers, a diverse group of qualified students for each academic program.

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**  
  - In Fall 2000-01, 22% of freshmen were TRE individuals. Of the overall undergraduate enrollment, 17% were comprised of TRE students. At the graduate level, 8% of all master’s and doctoral students reflected TRE status.

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  
  - Continue to provide venues to aggressively market all programs of study to potential nursing students, especially to those potential students in underrepresented populations.

**ADDITIONAL INFORMATION**

**NAME: Milwaukee Public High School Recruitment Outreach**

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</table>

| Jackie Davit, Recruiter; Office of Student Affairs (SON) | High school students of color, especially juniors and seniors. | All 385 students outreached by this program were TRE individuals. | This is an ongoing program. | This outreach is comprised of multiple half-day events at various Milwaukee public high schools. | Costs are assumed in the School of Nursing budget. |

- **NAMES OF PARTNERS**  
  - Jackie Davit, Recruiter; Office of Student Affairs (SON)

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**  
  - Area High Schools
<table>
<thead>
<tr>
<th>NAME: Preview Days and U-Visits</th>
<th>Asst Dean Diane Miller, Student Services, Helen Bader School of Social Welfare (HBSSW)</th>
<th>Potential students</th>
<th>Varies</th>
<th>Ongoing</th>
<th>Ongoing</th>
<th>Internal funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: Off-Campus Programming</td>
<td>Asst Dean Diane Miller, Student Services, Helen Bader School of Social Welfare (HBSSW)</td>
<td>Potential HBSSW students from minority/disadvantaged populations</td>
<td>Varies</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Internal funding</td>
</tr>
</tbody>
</table>

- **Expected Outcomes or Need for Initiative/Program**: Recruit in sufficient numbers, a diverse group of qualified students for each academic program.
- **Actual Outcomes or Effectiveness of Implemented Activities**: In Fall 2000-01, 22% of freshmen were TRE individuals.
- **Internal & External Factors Influencing Program Outcomes**: The student audience participants are not specifically self-identified as being interested in nursing as a career choice.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: Plan to continue outreach to MPS schools through these half-day events.
- **Names of Partners**: Milwaukee Public Schools (MPS)

<table>
<thead>
<tr>
<th>NAME: Off-Campus Programming</th>
<th>Asst Dean Diane Miller, Student Services, Helen Bader School of Social Welfare (HBSSW)</th>
<th>Potential HBSSW students from minority/disadvantaged populations</th>
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- **Expected Outcomes or Need for Initiative/Program**: Recruit in sufficient numbers, a diverse group of qualified students for each academic program.
- **Actual Outcomes or Effectiveness of Implemented Activities**: In Fall 2000-01, 22% of freshmen were TRE individuals.
- **Internal & External Factors Influencing Program Outcomes**: The student audience participants are not specifically self-identified as being interested in nursing as a career choice.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: Plan to continue outreach to MPS schools through these half-day events.
- **Names of Partners**: Milwaukee Public Schools (MPS)

- **Expected Outcomes or Need for Initiative/Program**: Recruit in sufficient numbers, a diverse group of qualified students for each academic program.
- **Actual Outcomes or Effectiveness of Implemented Activities**: In Fall 2000-01, 22% of freshmen were TRE individuals.
- **Internal & External Factors Influencing Program Outcomes**: The student audience participants are not specifically self-identified as being interested in nursing as a career choice.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: Plan to continue outreach to MPS schools through these half-day events.
### PLAN 2008 GOAL II: ENCOURAGE PARTNERSHIPS THAT BUILD THE EDUCATIONAL PIPELINE BY REACHING CHILDREN AND THEIR PARENTS AT AN EARLIER AGE.

**RELATED INSTITUTIONAL GOAL:**
*MC Goal 1: Increase the scope of UWM’s precollege programs to reach TRE/D students in fourth grade and above who are residents of metropolitan Milwaukee, while doubling the number of students served in 1997-98 by 2003.*

Priority Rank (1) (2) (3) (4) (5) (6) (7)

<table>
<thead>
<tr>
<th>INITIATIVE/ PROGRAM NAME</th>
<th>CONTACT PERSON/ DEPARTMENT</th>
<th>TARGET GROUP</th>
<th>NUMBER OF APPLICANTS AND TOTAL SERVED (by racial/ethnic groups)</th>
<th>YEAR PROGRAM INITIATED &amp; TIMELINE</th>
<th>DURATION OF PROGRAM</th>
<th>PROGRAM COST AND FUNDING SOURCES (external and internal)</th>
</tr>
</thead>
</table>

**NAMES OF PARTNERS**
**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
**INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
**FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

**ADDITIONAL INFORMATION**

Expected Outcomes: Retention into following year; continuation with 9th-12th grade programs; increased awareness of career process/options; increased awareness of life skills; increased learning opportunities; increased awareness of all pre-college programs on campus; increased interest in higher education.  

Actual Outcomes: Actual outcomes reflect expected as far as results are available — increased social and academic performance; increased interest in higher education and focus on careers; mentoring Factors Influencing Outcomes: Funding not sufficient for complete program activities; MPS summer school affects enrollment; students’ needs to work staffing availability, no outside funding; slight recruitment low  

Future Plans: Improve pre-post testing; implement math placement tests; improve tracking of student performance during academic year. Increase number of outreach staff providing workshops and community based activities, in order to serve more students and parents
<table>
<thead>
<tr>
<th>NAME: QUEST Project</th>
<th>Students will experience an increase in one or more of the following areas of development: academic skills, goal-setting, college preparation, and familiarity/feel of acceptance with UWM.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong></td>
<td><strong>Continuing</strong></td>
</tr>
<tr>
<td>6th – 12th grade students and their parents</td>
<td>98-99: 374 students</td>
</tr>
<tr>
<td>00-01: 1303** 615 AA, 20 Asian, 9 Amer. Ind., 74 Latino, 31 Cauc, 9 Other, 19 SE Asian ** some data not provided</td>
<td>01-02: 1339** 824 AA, 13 Asian, 13 Amer. Ind., 111 Latino, 29 Cauc, 5 Other, 54 SE Asian ** data not provided for 290 students</td>
</tr>
<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td>Actual outcomes reflect expected goal.</td>
</tr>
<tr>
<td>Level of existing funding/no non-State funds; staffing resources; involvement of schools/parents/community groups</td>
<td>Modify middle school component from a three-Saturday program to a six-Saturday program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: Upward Bound Program</th>
<th>Partners: UW System campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New</strong></td>
<td><strong>Continuing</strong></td>
</tr>
<tr>
<td>Ketmani Kouanchao, Director, Upward Bound (UB) Program (DS&amp;MA)</td>
<td>Eight Milwaukee Public High Schools: Bay View, Custer, Marshall, Milwaukee High School of the Arts, North Division, Riverside, South Division and Washington. UB serves students who are low-income and potential first generation to attend college.</td>
</tr>
<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td>Actual outcomes reflect expected as far as results are available. Tutoring attendance improved in 01-02 year.</td>
</tr>
<tr>
<td>Factors Influencing Outcomes: Many of our partner campuses are not encouraging their students to participate in our activities.</td>
<td>Next Five Year: Beginning this fall we will call all new participants to make the students and their parents aware of our services and to identify their needs. We will also call current students who have not participated to determine what services they feel they would benefit from. We will also be combining technology access in our financial aid and college search workshops. We are working with Residence Life on a new workshop for parents on “Letting Go” and for our juniors and seniors on the “Freshman Experience.”</td>
</tr>
<tr>
<td>NAME: Upward Bound Math and Science Program</td>
<td>Ketmani Kouanchao, Interim program manager, Upward Bound Math and Science (UBMS) Program (DS&amp;MA)</td>
</tr>
<tr>
<td>NAME: Veterans Upward Bound (VUB)</td>
<td>Rodrick (Rodger) Jones/ TRIO &amp; Pre-College Programs (DS&amp;MA)</td>
</tr>
</tbody>
</table>

- **NAMES OF PARTNERS**
  - UWM Upward Bound partnership includes, but not limited to MPS and other community agencies.
  - UB will increase high school graduation and postsecondary entry of low-income and potential first generation of MPS and UB participants.
  - UB follows program goals and objectives set forth in the UB grant and through the U. S. Department of Education regulations.
  - There are many internal/external factors that will influence program outcomes. Funding sources will influence program outcome. Social, economic, education and family situations will influence program outcomes.

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - UBMS increase high school graduation and matriculation of low-income and potential first generation MPS and UBMS participants in higher education institutions.
  - UBMS follows program goals and mission set forth in the UBMS grant and through the U. S. Department of Education regulations.
  - There are many internal/external factors that will influence program outcomes. Funding sources will influence program outcome. Social, economic, education and family situations will influence program outcomes.

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
  - VUB is a pre-college program funded by the US Department of Education to provide educational services to at least 120 military veterans each year that are either low-income or potential first generation college students. The initial goal is to assist participants to either complete the requirements for their GED, and/or prepare participants for enrollment in postsecondary institutions.
  - Since the inception of the program, the percentage of veterans that have enrolled in postsecondary programs has continued to increase. The number of veterans that have enrolled to complete their GED has remained about the same.
  - A significant factor for the UWM VUB participants is the fact that the majority of the veterans that are being served are in residential programs with AODA or personal issues for which they are receiving treatment.
  - Aggressive initiatives are in place to continue to identify more veterans that have recently separated from the military that are interested in pursuing postsecondary education. Initiatives such as mass mailings and coordination with veteran agencies that have aided in the increase of veterans that are close to earning their GED or enrolling in postsecondary schools will be continued or enhanced.
<table>
<thead>
<tr>
<th>NAME: Young Scholars – Bruce Guadalupe Community School</th>
<th>Kristine Yesbeck, Special Project Coordinator, Pre-College Academy (DS&amp;MA)</th>
<th>3rd, 4th &amp; 5th Grade</th>
<th>2000: AA=1, NA/Al=2, HI/L=193 SEA=0, W/O=5 TOTAL: 201 served 2001: AA=72, NA/Al=3, HI/L=130 SEA/OA=2, W/O=3 TOTAL: 210 served</th>
<th>Program initiated in 2000 - Summer, Fall, and Spring semesters</th>
<th>Year Round $65,000 per year - funding through Ameritech</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Names of Partners</td>
<td>• Partner includes Bruce Guadalupe Community School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Expected Outcomes or Need for Initiative/Program</td>
<td>• Expected outcomes include: increased proficiency levels in language arts, math and science; early awareness of career options and ways to achieve them; motivate and encourage higher education; opportunity to visit UWM campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Actual Outcomes or Effectiveness of Implemented Activities</td>
<td>• Actual outcomes reflect the expected outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Internal &amp; External Factors Influencing Program Outcomes</td>
<td>• Internal factors that influence outcomes are staffing and funding (now achieved). External factors that influence outcomes include the participation of the teachers and school administration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For Next Five Years, Will You Do Things Differently? If So, What &amp; Why?</td>
<td>• Future plans include: increasing number of students served by increasing the number of sites; utilizing UWM college students for workshops.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional Information</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| NAME: Planning for the Future | James M. Boling Jr., Pre-College Academy (DS&MA) | Outreach, Academic Year Program, Sankofa, Residential Reading - 6th-8th grade students | Outreach: 99 Spring: 1,830 00-01: 3,459 (AA=2,802, AI=25, H/L=270, SEA=15, W/O=347) 01-02: 1472 (AA=917, AI=7, H/L=106, SEA=71, W/O=371) Tours: 99 Spring: 1,892 00-01: 1,521 (AA=916, AI=9, H/L=83, SEA=20, W/O=456) Acad Year Program: 00-01: 31 (AA=26, H/L=3, SEA=1, AS=1) 01-02: 76 (AA=70, AI=1, SEA=1, W/O=4) 02-03: 71 (AA=67, AI=2, W/O=2) Sankofa (Spring): 02: 28 (AA=26, AI=1, W/O=2) Residential Reading (Summer): 02: 50 (AA=41, AI=4, SEA=3, H/L=2) | Outreach, Tours, Academic Year Programs: fall and spring Sankofa: Spring Residential Reading: summer | Outreach: $7,000 per year Fund 101 Tours: $7,000 per year Fund 1001 Academic Year: 00-02: Fund 101 02-03: $44,000 Fund 136 Sankofa: $10,000 Fund 136 Residential Reading: $43,000 Fund 136 |
### Talent Search

**NAME:** Talent Search  
**New** __  **Continuing** __  **Amended** X **Ammended** __  

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Middle and High School Students as well as High School and Post Secondary Drop-outs</th>
<th>750 participants</th>
<th>2002-2007</th>
<th>Year Round</th>
<th>Free and funded by the federal government through the Department of Education</th>
</tr>
</thead>
</table>

**NAME: Talent Search**  
New _____  Continuing __  Amended _____  

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**  
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  
- **ADDITIONAL INFORMATION**

The main goal of the Talent Search Program is to increase the number of students to stay in school, graduate and enroll in a program of postsecondary education.  
**Partners** include but are not limited to Milwaukee public schools, area community agencies, and UWM pre-college programs and other colleges and universities.  
**Program's Outcome Objectives:**  
- Each year the Talent Search Program will maintain an active roster of 750 participants. Two-thirds or 500 will be both low-income and first-generation college students.  
- Each newly admitted participant will have a needs assessment within 30 days of admission to the Talent Search Program.  
- 80% of the program’s middle school participants in grades 6-8th will advance to the next grade level by the beginning of the next school year.  
- 80% of the high school students in grades 9-11 will advance to the next grad level by the beginning of the next school year.  
- 80% of the college ready seniors will complete a financial aid application and apply for postsecondary admission by the end of each program year.  
- 80% of the high school seniors, GED or alternative education students will graduate from high school or receive a certificate of high school equivalency during each program period.  
- 80% Of the graduating seniors will enroll in a postsecondary program by the end of each program period.  
- 65% of the secondary dropouts will re-enter a GED or adult high school program or begin testing for the GED at the end of each program period.  
- 65% of the postsecondary dropouts will re-enter a postsecondary program by the end of each program period.  
- Talent Search will increase student competency in the use of technology for learning and communication by ensuring that at least 40 students receive hands on training and access to web-based technology by the end of each program period.  

**Vision is to make UW-Milwaukee’s Talent Search a household name, and a gateway to other TRIO Programs.**
NAME:  GEAR UP

New
Continuing  X
Amended  

PARTNERS: Milwaukee Area Technical College, UW-System Multicultural Center for Educational Excellence, New Concept Self Development Center, Girl Scouts, Strive Media Institute

Internal/external factors that affect the program are: high student mobility, large number of students in classrooms, need for more experienced teachers in reading, math, and science, as well as a need for greater parent involvement.

Expected/Actual program outcomes:
- Increase the number of students in the GEAR UP cohort who are reading at or above grade level. There are significant numbers of students attending our target middle and high schools who read well below grade level. We believe that our students will show gradual improvement as a result of the daily academic support services offered through GEAR UP such as one-on-one/small group tutoring and reading booster camps. Students are also referred to and participate in other pre-college programs throughout the state of Wisconsin. Based on mid-year results some grades/schools demonstrated improvement. Most impressive was Edison’s 8th grade Star Test results which showed that 82 out of 165 or 50% gained ½ to 2 grade levels. 100% (147) 8th grade Kosciuszko students gained ½ reading levels or better on the Star Test. Students who participated in the MATC Reading Booster Camps and took both pre/post-tests showed an average increase of .09%-.34%. Overall, we saw a 13% decrease in the percentage of GEAR UP students with below C grades in English/Language Arts. There were 10% with C to C+ and 3% with B or above grades.
- 8th grade WKCE math scores and the algebra pass rate will increase each year. Malcolm X demonstrated a .19% increase while remaining schools scored about the same or below their previous score.
- Increase meaningful parent involvement - Since GEAR UP began its partnership with the schools, Kosciuszko Middle School has increased its level of parent involvement from 35% to 42% and continues to strengthen its presence. GEAR UP Advisors make phone calls home, go on home visits, conduct parent presentations and coordinate services through our partners. Partners provide services that include adult educational services, skills building, and career workshops for both parents and students.
- Teachers will participate in GEAR UP sponsored professional development programs each year- 80% of the teachers in GEAR UP schools participated in UW courses for credit, as well as conferences, workshops, and other opportunities for professional growth. The training is on going and ensures that the staff and teachers are able to implement research-based educational practices directed toward increased academic achievement for students.
- Decrease chronic truancy and suspension rates in our target schools - Kosciuszko and Milwaukee Village decreased their suspension rates in part due to the Innovative GEAR UP programs implemented aimed at reducing suspensions. Despite these efforts there were a total of 1408 UWM GEAR UP students that were chronically absent in 2000-2001.

Next Five Years: GEAR UP will become a competitive grant in the 2003-2004 program year. Further services are contingent upon renewed funding.

NAME: Urban Day Math Initiative

New
Continuing X (until 2003)
Amended

PARTNERS: Urban Day Schools

Expected Outcomes or Need for Initiative/Program
- Outcomes are to improve the math skills of 50 4th and 5th graders at the Urban Day School. Intensive Project SEED math classes were offered to students during the summer. Project SEED is a nationally acclaimed program that utilizes Socratic methodology to teach higher level of Algebra concepts to children.
- Actual Outcomes: Fifty rising 5th and 6th graders from Urban Day School attended the math classes for five weeks each summer since 2000. An evaluation questionnaire was administered to all students at the end of session. Pre and post tests were administered to students in 2001 and 2002.
- Internal/External Factors: Funds from Ameritech made this initiative possible. The funding is for four years only.
- Next Five Years: Because of lack of funds, this program will not continue beyond 2003.

22
<table>
<thead>
<tr>
<th>WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME: UWM Libraries Outreach Program</strong></td>
<td>Ahmed Kraima, Outreach Coordinator/Research &amp; Instructional Support Department (Academic Affairs)</td>
</tr>
<tr>
<td>New</td>
<td>Continuing</td>
</tr>
<tr>
<td>K-12 (pre-college) students, students of color on campus, including ESL students</td>
<td>01/02=393 02/03=90 (as of 12/02) No racial/ethnic data is kept.</td>
</tr>
<tr>
<td><strong>NAME: Architecture Summer Camp</strong></td>
<td>Tammy Taylor Jim Dicker (SARUP)</td>
</tr>
<tr>
<td>New</td>
<td>Continuing</td>
</tr>
<tr>
<td>Highly motivated HS students from Wisconsin</td>
<td>Prior to 2002, only 15 students enrolled. Minority enrollment not tracked until 2002: Applied: 33 Minority: 4 Af-Am; 1 SE Asian Total served: 30 Minority: 4 Af-Am; 1 SE Asian</td>
</tr>
<tr>
<td><strong>NAME: Architecture Pre-College Course</strong></td>
<td>Tammy Taylor (SARUP)</td>
</tr>
<tr>
<td>New</td>
<td>Continuing</td>
</tr>
<tr>
<td>HS student primarily from Milwaukee Public Schools</td>
<td>2001: 15 minority students 2002: 18 minority students</td>
</tr>
</tbody>
</table>

This program presents library instruction sessions designed to serve K-12 students’ research needs and introduce them to using a research library. Program components help to support DPI standards for information literacy among K-12 students.
### NAMES OF PARTNERS
- Milwaukee Public Schools

### EXPECTED OUTCOMES OR NEED FOR INITIATIVES/PROGRAMS
- Expected outcomes: introduce students to basic principles of architectural design. Enhance visual-spatial skills and build confidence in students.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- Actual outcomes: unknown

### INTERNAL/EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
- Internal/external factors influencing program outcomes: unknown

### FOR THE NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT AND WHY.
- Future plans: to be determined based on outcomes of the first course in summer 2001

### ADDITIONAL INFORMATION

<table>
<thead>
<tr>
<th>NAME: PSOA Pre-College Summer Arts Camp</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>Associate Dean Richard Zauf (PSOA)</th>
<th>High School Students (Grades 9-12)</th>
<th>62 students in first year (2002) – 34 (55%) were minority students (African American and Hispanic)</th>
<th>Initiated in the Summer of 2002; continuing in the Summer of 2003</th>
<th>One week in summer</th>
<th>Internal – PSOA and School of Education funds. External - program tuition, Project REACH</th>
</tr>
</thead>
</table>

**The Peck School of the Arts Summer Arts Camp, in partnership with the UWM College of Continuing Education and College for Kids, offers one-week arts enrichment classes for high school students. Classes include electronic music composition, multimedia, filmmaking, dance choreography, theatre acting/performance, printmaking, drawing, and painting. All classes are taught by PSOA instructors, and students can attend day classes only or enroll for the optional overnight camp at one of the campus residency halls. The week of classes culminates on Saturday morning with an exhibition of the students’ work for the students and their families. The event includes an art exhibit, screening of videos, and music, dance, and theatre performances created during the week.

The expected outcomes of this program are to provide arts enrichment, contribute to whole learning, and give high school students an opportunity to use state-of-the-art arts facilities and equipment and to consider an education and possible career in the arts. It is also hoped that the students will consider enrolling in UWM PSOA degree programs after they graduate from high school.

Factors influencing the success of the program are affordability of tuition, availability of scholarships, and the effectiveness of marketing and promotion.

### NAMES OF PARTNERS
- MPS Elementary, Middle, and High School Students

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
- MPS Elementary, Middle, and High School Students

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- Variability - See below for estimates for various programs

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
- On-going – See below for specifics on when initiated

### FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT AND WHY.
- Varies

### ADDITIONAL INFORMATION

<table>
<thead>
<tr>
<th>NAME: PSOA/MPS Collaborations</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>Dept. chairs in Film, Music, Theatre and Dance, and Visual Art (PSOA)</th>
<th>MPS Elementary, Middle, and High School Students</th>
<th>Varies – See below for estimates for various programs</th>
<th>On-going – See below for specifics on when initiated</th>
<th>Varies</th>
<th>Internal</th>
</tr>
</thead>
</table>

**Faculty in all departments in the Peck School of the Arts have longstanding relationships with the Milwaukee Public Schools, in particular with the arts specialty schools (MPS High School for the Arts, Roosevelt Middle School for the Arts, Elm Creative Arts School, etc.), but also with Hartford Avenue Elementary, Alexander Mitchell Elementary, and Rufus King High School, among numerous others. Collaborations consist of such continuing activities as consulting on curricular issues and placing art, dance, music, and theatre education fieldwork students and student teachers in MPS classrooms, to the precollege efforts stated below:**

1. In 2000-01, the Film Department began a partnership with Hartford Avenue School on a Video in the Schools Project with 32 Hartford students working with Film Department student advisors in the development of a cooperative documentary video. Under Film Department lecturer Renato Umali the program has continued in 2001-02 and in 2002-03 with UWM film students working with Doug Smith’s class of fourth graders to create new projects. Other MPS schools have been involved in similar Video in the Schools Projects in the past. Currently the Film Department is in the process of establishing “Video in the Schools” as a stand-alone UWM course that would be part of the Cultures and Communities curriculum and would also satisfy the arts and cultural diversity components of the General Education Requirements.

2. The Theatre Program sponsored acting workshops for Roosevelt Middle School in 2001 and 2002, and Roosevelt brought about 60 students (80% of whom are non-white) to campus. In addition to participating in acting workshops, the students attended matinee performances of Professional Theatre Training Program productions. The PTTP is on hiatus in 2002-03 so the relationship has lessened this year; however, the department anticipates this...
relationship will be renewed when the PTTP is again functioning in 2003-04.

3. In 2000-01 Dance Professors Janet Lilly and Andre Tyson (who is an African American) choreographed a dance for students at the Milwaukee High School of the Arts (which has a minority enrollment of about 50%). This collaboration involved the UWM faculty members working with students at the high school and the MHSA students coming to UWM to train and rehearse. The resulting dance was performed at the Milwaukee High School of the Arts and was also performed in Scotland in the summer of 2001 as part of a student tour.

4. The Dance Program presents high school matinees for MPS students of its Winterdances and New Dancemakers productions; generally 250-300 MPS students attend, a large percentage of whom are minority students. Dance also presents workshops and “talk backs” for some of these students to increase their understanding and appreciation of the dances performed.

<table>
<thead>
<tr>
<th>NAME: Milwaukee County High School Theatre Workshop Day</th>
<th>Raeleen McMillion, Theatre Program, Department of Theatre and Dance (PSOA)</th>
<th>High school students, primarily from Milwaukee County and surrounding communities</th>
<th>2000 - 200 students 2002 – 300 students 2003 – 300 students are expected (About 20% are minorities)</th>
<th>Program was initiated in 2002 – is now on-going</th>
<th>Annual one-day event</th>
<th>Internal funds plus $5,000 grant from Milwaukee County</th>
</tr>
</thead>
</table>

- **NAME OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

The UWM Department of Theatre and Dance received a $5,000 grant from Milwaukee County/CAMPAC for the administration and marketing of the Milwaukee County High School Theatre Workshop Day, held for the first time on December 6, 2000. Grant funds were used for administration of the project including marketing and promotional expenses, artist fees, catering costs, and supplies. The department was responsible for contacting all Milwaukee County area high schools, scheduling workshops, coordinating locations for workshops at UWM, recruiting workshop facilitators, and coordinating media and public relations.

The outcome was that in the first year in 2000 two hundred students and teachers benefited from a variety of theatre workshops conducted by 21 local artists and departmental faculty. Approximately 20% of the workshop presenters and students were minorities. In addition to the workshops, participants attended a performance of the Professional Theatre Training Program's production of Shakespeare's *Comedy of Errors*.

The program continued in 2002, and in 2003 it is being held at UWM on February 17. The program has grown and now attracts over three hundred students and the number of workshops has grown to over 40. In 2003 the students will attend a performance of *A Midsummer Night's Dream*, which is being performed on campus in a partnership agreement with the Milwaukee Shakespeare Company.

<table>
<thead>
<tr>
<th>NAME: Community Media Project – Video Production Component</th>
<th>Portia Cobb, Associate Professor, Film Department (PSOA)</th>
<th>Varies; currently working with high school students at El Puente High School. In the past have also had programs for elementary age students.</th>
<th>Varies – almost all are racial or ethnic minorities</th>
<th>Initiated in 1985; has been on-going since on a periodic basis</th>
<th>Varies with location</th>
<th>Internal department funds and external gifts</th>
</tr>
</thead>
</table>

- **NAME OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

Established in 1985, the Community Media Project (CMP) serves at-risk children residing in Milwaukee’s central city by offering free hands-on media arts workshops where students learn the basic techniques of film, video, and new media production. Some of the videos produced by students in previous workshops have received national awards and recognition. Workshops have been held at schools, community centers, and inner city boys and girls clubs.

Currently Associate Professor Cobb is working weekly on a video production project with students at El Puente High School at 611 National Avenue in Milwaukee. This school is located in the basement of the Esperanza Unida Building and was founded in 1997 under the umbrella of the TransCenter for Youth, Inc. It serves area at-risk students.

(See section of this report under *Goal VI* for information on other CMP educational outreach activities.)
<table>
<thead>
<tr>
<th>NAME: African Diaspora Project</th>
<th>Paulette Bangura, Center for Urban Community Development (SCE)</th>
<th>High School Students involved in Community Learning Centers at North Division &amp; nearby schools</th>
<th>25 precollege students, ages 13-18, primarily students of color</th>
<th>2001</th>
<th>16 weeks</th>
<th>Grants from UW-Extension &amp; Milwaukee Idea</th>
</tr>
</thead>
</table>

- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

**Goals:**
1. To develop and incorporate leadership skills through a Rites of Passage process,
2. To cultivate negotiation and diplomacy skills,
3. To broaden the knowledge of Africa and its position in the world community
4. To provide comprehensive learning experiences for African American students, thereby increasing the pool of quality Foreign Affairs experts/Diplomats in the African American community
5. To promote through this educational process a more effective means of integrating African studies into urban curriculums and experiences, both socially and culturally.
6. To strengthen UWM, UWEX, Northcott CBO, and African/African American collaborating for the purpose of addressing the educational needs of urban students, thus advancing positive change within those communities

**Outcomes:** The African Diaspora Project was successfully piloted through a “seed” grant from the University of Wisconsin-Extension. This pilot (a collaboration between UW-Milwaukee, UW-Extension, and Northcott House) used an Advisory Committee who served as human bridges to the countries under study, as well as resources and mentors to the Project Team and the Student Learners. The results of this pilot were impressive: Ninety-Five students successfully completed the First Two Phases of the Project (Rites of Passage and African Worldview). Fifty students participated in and facilitated the Organization of African Unity Simulation. Two of the Students Maintained a 4.0 GPA throughout the program. Fifty of the students maintained a 3.0+ GPA throughout the Program. The other students showed an improvement in behavior and performance. The Principal of North Division High School observed that all the participating students exhibited heightened leadership presence within the school community

**Internal/External Factors:**
Budget constraints on ongoing problem. CUCD staff ultimate want to see the themes and pedagogy of this project integrated into mainstream MPS curriculum. In the meantime they continue to see additional extramural funding for the program.

<table>
<thead>
<tr>
<th>NAME: College For Kids</th>
<th>Cindy Ruffert, Director, College for Kids (SCE)</th>
<th>K5-8 and 9-12</th>
<th>1,200 children annually, grades K5-8</th>
<th>1980 - present</th>
<th>Varies</th>
<th>Program revenue, corporate and private donations</th>
</tr>
</thead>
</table>

- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

**Need:** College for Kids is an academic enrichment and educational supplement program for children and adolescents with high academic potential, keen subject matter interest and strong motivation or talent. Our goal is to teach children that they are able to explore, create and imagine.

**Outcomes:** Programs provide exciting learning opportunities in arts, social studies, and humanities. Summer courses average two weeks in length. There are also shorter fall and spring courses.

College for Kids programs provides opportunities for children to explore a variety of academic areas. Our program covers many areas in the creative arts, humanities and social sciences, math and computer applications, science and recently expanded to serve high school students in the arts and sciences as well. Children are encouraged to try new things and express themselves through the arts and achieve a greater overall knowledge of the subject matter. The expected impact on the community is a growing number of children with an improved self-confidence in what they can accomplish.

**Future Challenges:** College for Kids Director Cindy Ruffert, along with Pre-College Coordinator Yvonne Reyes are pursuing corporate, DPI, and individual sponsorship of students in order to continue to increase scholarships for underrepresented students. Increase corporate and private donations are a part of the long-term growth strategy of the Program to increase accessibility.
**NAME: I’m Going to College**

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<th>Grant from SBC</th>
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**Yvonne M. Reyes, Pre-College Specialist (SCE)**

- **Ethnically diverse, low income 4th grade students**
- **125 students**
- **1988-2003**
- **One day**

**Need:** Create awareness in students at an early age of college opportunities and their potential future as college students. This will help them to develop a foundation of self-confidence as well as a basic knowledge of college preparation skills.

**Implementation and Outcomes:** This program brings approximately 125 4th grade students on campus each year. The I’m Going to College Program is designed to introduce 4th grade students to the advantages of a college education by having them experience a day in the life of a college freshman on UWM campus. The objective is to create awareness in students at an early age of college opportunities and their potential future as college students. This will help them to develop a foundation of self-confidence as well as a basic knowledge of college preparation skills. Funded by SBC the I’m Going to College Program project first introduces students to basic concepts of college through various activities and exercises featured in the “I’m Going to College” Activity Book. This 27-page illustrated booklet is designed to be used in conjunction with the teacher’s curriculum and the classroom “College Corner”, a mini-research center of college catalogues and resources from across the country. This portion of the project culminates with the students completing a simplified admission application for the University of Wisconsin-Milwaukee. College for Kids receives the applications and an acceptance letter is sent directly to the student. The letter describes the next phase of the project—a visit to the University of Wisconsin-Milwaukee to participate in the “I’m Going to College” day. The students’ comments during the entire day reflected how excited they were about being on campus. During the question and answer session at the end of the day the students asked their tour guides about high school and college. The college student giving the tours were great role models, they were culturally diverse and described how they came to the University of Wisconsin-Milwaukee. Students wanted to know what classes they would need to take to become nurses, teachers, police officers, veterinarians, doctors and even the president.

**Challenges for Next Five Years:** Securing new and additional funding sources is a goal to insure the continuing and long-term success of the Program.

**NAME: High School Environmental Conference**

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<th>Metro Milwaukee Sewerage District, United Water Services, 101/132</th>
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<td></td>
<td></td>
<td>X</td>
<td>Program revenue, and corporate underwriting.</td>
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**Diarra Soward 1999-2000**

- **Ljiljana Komnenic 2001 (CSE)**
- **280 Middle school and high school students, science teachers and individuals interested in science;**
- **Number of participants: 300; 23% are students of color**
- **1999**

**Need:** Educate students on their environment take practical steps to make positive change in their own communities.

**Outcomes:** The half-day conference was designed to enhance the awareness of the impact of global climate changes on the local area, and engage in dialogue with the community in a one-day conference. Through workshops and discussions with experts, students gain insight into different areas of science and how it relates to their daily lives.

Program participants, including high school teachers and advisors highly rated the conference effectiveness, and were impressed with the variety and the quality of workshop presentations. The essay contest was very well received with a response of twenty-four entries. I believe all of the conference goals were met aside from the budget revenue. In looking at previous years’ conference revenue, the same has been true in terms of difficulties to achieve this goal.

**Next Five Years:** Consideration should be given to redesigning the conference format, making sure the topic reflects the MPS curriculum, and seeking grants and underwriting to insurie program goals are met with financial sustainability.

**NAME: International Career Day**

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<th>Program revenue and corporate underwriting</th>
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**Diarra Soward 1999-2000**

- **Ljiljana Komnenic 2001 (CSE)**
- **Middle & high school students - MPS and other local and regional schools**
- **300 middle and high school students, 20% are students of color**
- **1998-2001**
- **One-Half Day**

**Need:** This event promotes awareness about international career options and global workforce skills required in the 21st century.

**Outcomes:** Engage students in dialogues with professionals from various international areas such as international law, business, global health, and diplomacy. Students gain information about international career paths and opportunities. Learn about international education opportunities at UWM including academic majors, study abroad programs, and foreign language training. Develop insight on the development of global workforce in the 21st century. Each year program attracted new schools and individuals and showed an increase in enrollment. Participants developed insight as representatives
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<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
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<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<tr>
<td>ADDITIONAL INFORMATION</td>
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from international professions provide advice and students develop an international passport for success. Academic representatives also shared the various international education options available at the University of Wisconsin-Milwaukee and around the system.  

**External Factors:** As national economies become increasingly interdependent, organizations demand globally minded employees. This program served as an early start for middle school and high school students to start thinking about their careers and to take practical steps towards achieving those goals.  

**Next Five Years:** Consideration should be given to developing a plan to continue the program, insuring program goals are met with financial sustainability.

<table>
<thead>
<tr>
<th>NAME: Wisconsin High School Model United Nations</th>
<th>Yvonne Reyes, Pre-College Coordinator (SCE)</th>
<th>High school students</th>
<th>600 high school students from around the state.</th>
<th>1960 - present</th>
<th>Two Days</th>
<th>Commission on the UN, UNA/USA WI Division, Annette J. Robertson Fund.</th>
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<tr>
<td><strong>NAME:</strong> Wisconsin High School Model United Nations</td>
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<td><strong>CONTINUING</strong></td>
<td><strong>AMENDED</strong></td>
<td><strong>NAME:</strong> Wisconsin High School Model United Nations</td>
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**NECESSITY:** Over 30 years, the Institute of World Affairs and the Secretariat composed of University of Wisconsin System students have provided this great opportunity for high school students to experience diplomacy and develop a greater understanding of foreign affairs. This two-day conference provides a unique opportunity for students to gain an understanding of the functions of UN.  

**Outcomes:** In playing the role of UN delegates, participants develop an in-depth knowledge of the culture, economy, and foreign policies of the nations they represent. We constantly try to continue our proud tradition of innovation at WHSMUN, which simulates The General Assembly Plenary, and the 1st, 3rd, and 4th Main Committees of the General Assembly during the two-day conference. Building on the success of previous conferences, we constantly offer new simulation for the conference. For example, the United Nations Development Programme (UNDP), the United Nations organization devoted to providing development advice, advocacy and grant support throughout the world. Our simulation of UNDP will last both days of the conference and will consider some of the most pressing international development issues of our time.  

**Challenges:** The cost for this program is in large supported by enrollment fees and a few additional donors. Schools support their students in the program in a variety of ways, from fund raising, school support and by the students paying to participate. With School Districts facing financial pressures, we must develop means to insure that this program continues to be offered to an increasing number of students and maintain the long-continued success of the program.

<table>
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<tr>
<th>NAME: Urban Teacher World - Milwaukee</th>
<th>Felipe Rodriguez, Office of Advising 229-2232 (SOE)</th>
<th>Minority high school students entering the 10th grade.</th>
<th>Total: 19 participants (approx 45% African American, 45% Latino and 10% SE Asian).</th>
<th>Initiated in 2000, the program has run for 3 consecutive summers.</th>
<th>2-week program</th>
<th>Program costs are supported by the DPI ($38,000).</th>
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<td><strong>NAME:</strong> Urban Teacher World - Milwaukee</td>
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<td><strong>NAME:</strong> Urban Teacher World - Milwaukee</td>
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**NECESSITY:** For over 30 years, the Institute of World Affairs and the Secretariat composed of University of Wisconsin System students have provided this great opportunity for high school students to experience diplomacy and develop a greater understanding of foreign affairs. This two-day conference provides a unique opportunity for students to gain an understanding of the functions of UN.  

**Outcomes:** In playing the role of UN delegates, participants develop an in-depth knowledge of the culture, economy, and foreign policies of the nations they represent. We constantly try to continue our proud tradition of innovation at WHSMUN, which simulates The General Assembly Plenary, and the 1st, 3rd, and 4th Main Committees of the General Assembly during the two-day conference. Building on the success of previous conferences, we constantly offer new simulation for the conference. For example, the United Nations Development Programme (UNDP), the United Nations organization devoted to providing development advice, advocacy and grant support throughout the world. Our simulation of UNDP will last both days of the conference and will consider some of the most pressing international development issues of our time.  

**Challenges:** The cost for this program is in large supported by enrollment fees and a few additional donors. Schools support their students in the program in a variety of ways, from fund raising, school support and by the students paying to participate. With School Districts facing financial pressures, we must develop means to insure that this program continues to be offered to an increasing number of students and maintain the long-continued success of the program.

<table>
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<tr>
<th>NAME: Youth Enterprise Academy</th>
<th>Prof. Mark Schug Dept. of Curriculum &amp; Instruction 229-4842 (SOE)</th>
<th>MPS students in the 9th and 10th grade</th>
<th>30 students, the majority of which are from underrepresented minority groups.</th>
<th>10-day summer program.</th>
<th>Funding is provided by Strong Funds and the Nicholas Family of Funds. The Helen Bader Foundation, Bradley Foundation, and the Department of Public Instruction provide additional support.</th>
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<td><strong>NAME:</strong> Youth Enterprise Academy</td>
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<td><strong>NAME:</strong> Youth Enterprise Academy</td>
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### NAMES OF PARTNERS
- Partners include the Milwaukee Public Schools, the Bradley Foundation, the Dept. of Public Instruction, and the Helen Bader Foundation
- The focus of the YEA is to provide Milwaukee Public School students in the 9th and 10th grade with skills and knowledge in managing money, being successful in college, selecting a career, and understanding the fundamentals of market economics. The faculty includes experienced economic educators from Milwaukee. Students track stocks, learn about the basics of supply and demand, learn to solve economic mysteries, play a market simulation, visit the Chicago Board of Trade and the Federal Reserve Bank of Chicago, and hear from successful community business leaders. Students who successfully complete the program receive a $500.00 U.S. Savings Bond and earn one-quarter unit of social studies credit from the Milwaukee Public Schools.
- The expected outcomes of the program is that 9th and 10th grade students in the Milwaukee Public Schools will learn to be more successful academically and economically.

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
- The focus of the YEA is to provide Milwaukee Public School students in the 9th and 10th grade with skills and knowledge in managing money, being successful in college, selecting a career, and understanding the fundamentals of market economics. The faculty includes experienced economic educators from Milwaukee. Students track stocks, learn about the basics of supply and demand, learn to solve economic mysteries, play a market simulation, visit the Chicago Board of Trade and the Federal Reserve Bank of Chicago, and hear from successful community business leaders. Students who successfully complete the program receive a $500.00 U.S. Savings Bond and earn one-quarter unit of social studies credit from the Milwaukee Public Schools.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- For next five years, will you do things differently? If so, what & why?

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES

### FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?

### ADDITIONAL INFORMATION

<table>
<thead>
<tr>
<th>NAME: HCOP Pre-college Health Sciences Institute</th>
<th>Marion L. McDowell</th>
<th>High School Juniors and Seniors</th>
<th>27 Applied, 19 accepted and 15 completed</th>
<th>Summer 2002</th>
<th>Six weeks</th>
<th>180 hours</th>
<th>US Department of Health and Human Services, HRSA $100,000</th>
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<tr>
<th>NAME: HCOP Saturday Academy</th>
<th>Marion L. McDowell</th>
<th>High School Juniors and Seniors</th>
<th>49 Applied, 36 Accepted and 29 Completed</th>
<th>Spring and Fall 2002</th>
<th>Six weeks</th>
<th>180 hours</th>
<th>US Department of Health and Human Services, HRSA $50,000</th>
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### MEDAL (Medicine, Engineering, Dentistry, Architecture, and Law) Program

**Expected Outcomes:** MEDAL is a series of career workshops designed especially for motivated high school minority students interested in pursuing a career in any of these five professions. Each exciting workshop is hosted at the site of a participating college or university and is conducted by experienced professionals and college students majoring in these fields. A Parents’ Workshop, held during the Kick-Off session, will provide parents with important information about pre-college programs, college admission procedures and applying for college financial aid.

**Actual Outcomes:** The MEDAL Program is evaluated on the context of four broad objectives, as well as specific activities that are proposed to meet the objectives. All of the objectives were met in 2002, namely: 77 students participated and; 100% were exposed to preparing for college careers and: 100% received financial aid information. At the time of this report we do not know the number of seniors who actually enrolled in college (75% are expected to). Since inception over 1,700 students have participated in MEDAL. The distinguished alumni include a Milwaukee architect, a dentist, and two physicians, all of whom have returned to the program as keynote speakers.

**Internal/External Factors:** The dynamics and longevity of the partnership that was established approximately 25 years ago. The College of Health Sciences Office of Diversity has coordinated and managed the program for approximately fifteen years.

**Next Five Years:** No change.

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<tr>
<th>NAME: MEDAL</th>
<th>Marion L. McDowell</th>
<th>High School</th>
<th>2002</th>
<th>1975 to Present</th>
<th>Five Consecutive Saturdays</th>
<th>Wisconsin’s Department of Public Instruction and Participating Partners</th>
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<tbody>
<tr>
<td>New</td>
<td>Assistant Dean (CHS)</td>
<td>Grades 9 - 12</td>
<td>77 Participants</td>
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<td>$21,000</td>
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### Health Sciences Seminars

**Expected Outcomes:** The UWM College of Health Sciences, Marquette University’s College of Health Sciences and Dental School’s HEALTH CAREERS OPPORTUNITY PROGRAMS (HCOP) collaborate to provide a Saturday Academy for at least 25 students (10 MU and 15 UWM). The Saturday Academy is a comprehensive program that exposes high school minority and disadvantaged students from the Milwaukee area to health care. The Pre-college Saturday Academy is designed to motivate and prepare students to enroll in a college or university. This program is implemented through linkages with educational institutions, health providers and community-based organizations. The Academy is free; each participant receives a $20-25 per session stipend (provided by the UWM or MU HCOP Programs). Students meet for at least 180 hours and are actively involved in exciting hands on health sciences education activities and academic curricular that focus on such areas: Anatomy and Physiology to include dissection, Dentistry, Sports Medicine, Occupational Therapy, Physical Therapy, Kinesiology, Clinical Laboratory Sciences, Medicine and Nursing, and the Guaranteed 4.0 G PA Seminar.

**Actual Outcomes:** In 2001 and 2002 data on students applying to the CHS Saturday Academy is as follows: 49 students applied; 36 were accepted; 33 enrolled and 29 completed the program. The first (and only) program completer who has graduated is majoring in pre-med at Xavier University in New Orleans, LA. Recent data indicates that only 40% of MPS African Americans graduate from high school. Despite this low and alarming rate 100% of our HCOP students have remained in school. In fact teachers and counselors report that as a result of students participation in HCOP they are much more motivated and their high school grades and attendance have improved significantly.

**Internal/External Factors:** Funding to support appropriate age academic and enrichment activities. Exposure to caring staff, faculty and health care professionals who serve as role models. Rigorous academic curriculum.

**Next Five Years:** No change.

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<thead>
<tr>
<th>NAME: Health Sciences Seminars</th>
<th>Marion L. McDowell</th>
<th>High School</th>
<th>13 Custer High School 9-12 Grade</th>
<th>1990 to Present</th>
<th>January 2002, Two Weeks</th>
<th>Wisconsin’s Department of Public Instruction and Participating Partners</th>
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<tr>
<td>New</td>
<td>Assistant Dean (CHS)</td>
<td>Grades 9 - 12</td>
<td>9-12 Grade</td>
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<td>$10,500</td>
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**Expected Outcomes:** The Health Sciences Seminars are designed to strengthen Milwaukee Public Schools high schools’ minority students’ academic performance in the areas of science, writing and research. Provide information on educational requirements, professional qualifications and opportunities in a variety of health care professions. Encourage students to participate in Pre-college Summer Programs. Provide information to parents and students on preparing for and financing College. Minority health care professionals and community role models are invited as guest speakers to motivate students in their college pursuit. Students may tour college campuses, health care facilities and research laboratories. Area pre-college program representatives are invited as speakers to discuss their programs’ summer opportunities and the application process. We often provide a session that focuses on motivating students to set educational goals, prepare for college and where to seek financial resources.

**Actual Outcomes:** The Health Sciences Seminars program is evaluated in the context of the four broad objectives as well as specific activities proposed to meet the objectives. It is expected that: a) each year 15-20 minority students will participate in and complete the program; b) 100% of the participants will gain exposure to health sciences through college life experiences; c) 100% of the participants will receive information on preparing for and financing college and; d) 100% of the HSS participants will continue in school.

**Internal/External Factors:** The commitment of CHS/UWM faculty/staff, and area health care professional willingness to participate as role models. Also MPS staff who assist in the coordination of the program are key to the recruitment and selection of students. The Office Diversity will no longer include 4th and 5th grade scholars meet and work with experienced health care professionals, minority role models and college students. Professionals provide information on what it takes to succeed in school and in a health care profession. During the course of the program faculty and staff work with participants to complete hands-on science and mathematics related projects. Students also observe the day-to-day operations of health care professionals. The schedule is comprehensive and inclusive of academic skill building, problem solving and enrichment activities. Students gain insight about health careers, college life and the necessary preparation to ensure success in their pursuit of higher education. The Health Sciences Academy program is evaluated in the context of the four broad objectives as well as specific activities that are proposed to meet the objectives. It is expected that: a) each year at least 90% of the students will complete the program and present a quality project; b) 100% will be exposed to college life, preparing for careers in the targeted professions, and financing college; c) at least 50% of the students will enroll in other pre-college summer programs and; d) at least 75% of the senior participants will go on to college.

**Internal/External Factors:** Identify minority students who have an interest in and potential to complete high school and pursue a college education. Foster an opportunity for students to gain exposure to the world of health sciences and health care professions. Provide an opportunity for students to be exposed to college life. Provide information to parents and students on preparing for and financing college.

**Next Five Years:** Since inception, implementation of this program has taken place at four different area high schools. Last year it was held at MPS’ Custer High School. In 2003 it will hosted at Washington High School. It is imperative to the outcomes that we have a teacher or guidance counselor committed to the recruitment efforts. In addition, it must be placed in a school where there are adequate numbers of eligible students.

**Next Five Years:** In 2004 Ameritech funds ($17,500) to support 4th graders in the Academy unless the campus provides support.

**Additional Information:**

**NAME: Health Sciences Academy**

**New**

**Continuing**

**Amended**

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**NAME: IT2000 Project**

**New**

**Continuing**

**Amended**

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**Partners:** Department of Public Instruction and SBC Ameritech

**Expected Outcomes:** Elementary 4th and 5th grade scholars meet and work with experienced health care professionals, minority role models and college students. Professionals provide information on what it takes to succeed in school and in a health care profession. During the course of the program faculty and staff work with participants to complete hands-on science and mathematics related projects. Students also observe the day-to-day operations of health care professionals. The schedule is comprehensive and inclusive of academic skill building, problem solving and enrichment activities. Students gain insight about health careers, college life and the necessary preparation to ensure success in their pursuit of higher education.

**Actual Outcomes:** The Health Sciences Academy program is evaluated in the context of the four broad objectives as well as specific activities that are proposed to meet the objectives. It is expected that: a) each year at least 90% of the students will complete the program and present a quality project; b) 100% will be exposed to college life, preparing for careers in the targeted professions, and financing college; c) at least 50% of the students will enroll in other pre-college summer programs and; d) at least 75% of the senior participants will go on to college.

**Internal/External Factors:** Identify minority students who have an interest in and potential to complete high school and pursue a college education. Foster an opportunity for students to gain exposure to the world of health sciences and health care professions. Provide an opportunity for students to be exposed to college life. Provide information to parents and students on preparing for and financing college.

**Next Five Years:** In 2004 Ameritech funds ($17,500) to support 4th graders in the Academy will be curtailed. Because DPI funds supports 5th graders and above, the Office Diversity will no longer include 4th graders in the Academy unless the campus provides support.

**Additional Information:**

---

**Additional Information:**

**NAME: Health Sciences Academy**

Marion L. McDowell
Assistant Dean

Elementary Grades 4th and 5th

21 Session #1, June 2002

21 Session #2, July 2002

1988 to Present

Session #1, June 24-28

Session #2, July 8-12, 2002

Department of Public Instruction, SBC

Ameritech

$45,000

---

**NAME: IT2000 Project**

Mohammed Aman
( SOIS)

Minority MPS sophomore/senior students (SETUP)


June 1999

June 1999-Dec 2003

Bader Foundation

Private Industry Council

UWM-SOIS

---
- **Names of Partners**: Bader Foundation, Private Industry Council, and UWM-SOIS (in 2000, UWM Division of Multicultural and Student Affairs funded part of the program.)

- **Expected Outcomes or Need for Initiative/Program**: Program trains economically, educationally, or otherwise at-risk sophomore through senior high students from MPS (83% of the students), alternative (10%), and parochial schools (7%) to use PC technology and career development skills that help prepare them to join the workforce. One of the purposes of this program is to encourage participating students to stay in school and graduate. The participants would meet with SOIS advisors to discuss their college plans. Program implements three sessions each year: 12 weeks in spring, and 6 weeks in summer.

- **Internal & External Factors Influencing Program Outcomes**: If there were additional funding, we would have further expanded the program to an advanced level training of computer networking technology.

- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: The Bader Foundation funding will end on December 2003 and the program will be expected to terminate unless additional funding is awarded.

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**NAME: My 1st Online Business Plan**

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**Expected Outcomes or Need for Initiative/Program**

- To teach school children how to do an online business plan.

**Actual Outcomes or Effectiveness of Implemented Activities**

- All participants completed their business plan successfully. They were also introduced to various business practices and careers opportunities in business.

**Internal & External Factors Influencing Program Outcomes**

- Depending on the funding from the sponsoring partners, the program plans to continue.

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**NAME: MED-PREP Precollege Activity**

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</tbody>
</table>

**Expected Outcomes or Need for Initiative/Program**

- Increase awareness of MED-PREP to TRE elementary and junior high school students through presentations “Are You a Doctor at Heart?” – plan 4 presentations per year.

**Actual Outcomes or Effectiveness of Implemented Activities**

- Increase awareness of MED-PREP to TRE elementary and junior high school students through presentations “Are You a Doctor at Heart?” – plan 4 presentations per year.
<table>
<thead>
<tr>
<th>NAME: MEDAL</th>
<th>Sue Blong, MED-PREP, MEDAL Co-chair (L&amp;S)</th>
<th>TRE Junior and High School Students</th>
<th>70+</th>
<th>5 consecutive Saturdays in Feb-March</th>
<th>4 hour sessions</th>
<th>DPI &amp; In-Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME: The Health Careers Bridge Program</strong></td>
<td>Dr. Sandra Underwood, Faculty Health Maintenance Department (SON)</td>
<td>Inner City High School Students</td>
<td>For the Summer 2000 session, 12 applicants participated in the program. Of these, 11 were students of color.</td>
<td>This is an ongoing program.</td>
<td>This is a 5 week program offered each summer.</td>
<td>Costs for Summer 2000 program funded externally by $35,000 grant from Northwest Mutual Life.</td>
</tr>
<tr>
<td><strong>NAME: Careers in Law and Justice Program</strong></td>
<td>Associate Professor Melissa Barlow, Dept of Criminal Justice (HBSSW)</td>
<td>8th to 12th grade youth, primarily African American youth</td>
<td>1996 – 30 1998 – 10 2000 – 32</td>
<td>Every two years</td>
<td>In each offering, it is a 5-week program</td>
<td>Internal funding and donations from volunteers totaling around $100 each program</td>
</tr>
<tr>
<td>NAME: Sullivan-Spaights Professorship Summer Institute</td>
<td>Marquette University Law School, and Calvary Baptist Church</td>
<td>Dr. Stanley F. Battle, Sullivan-Spaights Professor, Dept of Social Work (HBSSW)</td>
<td>Minority/Disadvantage d Youths</td>
<td>Varies</td>
<td>First institute held in June of 1999</td>
<td>Ongoing</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
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<tr>
<td>NAME: Mentoring Institute: Mentoring Boys to Men</td>
<td>Guiding boys through the male cycle of development to maturity, responsibility, respect for the community and family diversity. Match 1000 boys with 1000 men. (Additional information is available from Dr. Stanley F. Battle, Vice Chancellor, Student &amp; Multicultural Affairs)</td>
<td>Dr. Stanley F. Battle, Sullivan-Spaights Professor, Dept of Social Work (HBSSW)</td>
<td>Minority/Disadvantage d Youths ages 5-18 who do not have a positive male influence in their lives</td>
<td>Varies</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Names of Partners**
- Marquette University Law School, and Calvary Baptist Church
- Expected outcomes or need for initiative/program
- Actual outcomes or effectiveness of implemented activities
- Internal & external factors influencing program outcomes
- For next five years, will you do things differently? If so, what & why?

**Additional Information**
- Continue seeking new ideas and solutions for the needs of the minority community.
- Work harder to increase number of students
- Availability of resources
- Second year had fewest numbers of youth and committee worked to improve on recruitment strategies, increasing number in 3rd year to 32.
<table>
<thead>
<tr>
<th>Partnership Programs, Activities, and Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME: CCP Mini Grant Program</strong></td>
</tr>
<tr>
<td>New</td>
</tr>
<tr>
<td>Continuing X</td>
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<tr>
<td>Amended</td>
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<tr>
<td>Cultures and Communities Program Office</td>
</tr>
<tr>
<td>(Academic Affairs &amp; L&amp;S)</td>
</tr>
<tr>
<td>University and community groups interested in forming educational and cultural partnerships.</td>
</tr>
<tr>
<td>See Attachment II for detailed Mini Grant Program information</td>
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<tr>
<td>2000</td>
</tr>
<tr>
<td>Ongoing</td>
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<tr>
<td>Milwaukee Idea and School of Education Title II Grant Funding.</td>
</tr>
<tr>
<td><strong>NAME: High School/University Advocacy Design Workshop</strong></td>
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<tr>
<td>New</td>
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<tr>
<td>Continuing X</td>
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<tr>
<td>Amended X</td>
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<tr>
<td>Leon Travanti, Professor Emeritus, Visual Art Department (PSOA)</td>
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<tr>
<td>Milwaukee high school students and UWM Graphic Design majors</td>
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<tr>
<td>About 20 students each time the course is offered – the number of minority students varies each time</td>
</tr>
<tr>
<td>Once per academic year</td>
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<tr>
<td>The program is on hiatus for the 2002-03 academic year; planning to reactivate ASAP.</td>
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<tr>
<td>One semester</td>
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<tr>
<td>Internal dept. funds and external foundations, most notably the Helen Bader Foundation</td>
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<tr>
<td><strong>NAME: Partnership with Paradiso Gallery</strong></td>
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<tr>
<td>New</td>
</tr>
<tr>
<td>Continuing X</td>
</tr>
<tr>
<td>Amended</td>
</tr>
<tr>
<td>Dept Chair, Visual Art Department (PSOA)</td>
</tr>
<tr>
<td>UWM Visual Art Students; south side Hispanic neighborhood</td>
</tr>
<tr>
<td>Varies</td>
</tr>
<tr>
<td>Initiated in summer of 2001; on-going</td>
</tr>
<tr>
<td>Varies</td>
</tr>
<tr>
<td>Internal funds and funds from Paradiso Gallery</td>
</tr>
</tbody>
</table>
### NAMES OF PARTNERS
- Rob Yeo, Chair, Film Department (PSOA)
- Lane Hall, Associate Professor, Visual Art Dept. (PSOA)

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
- Local teenagers.
- Middle and high school students

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- A partnership between the UWM Film Dept. and Strive Media Institute.
- Varies – don’t have racial and ethnic breakdown for students participating

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
- 10 minority teens from the Martin Luther King Drive neighborhood
- An average of 20-30 "at risk" children, ages 11-16, with instruction in computer mediated art making. This course also engages 15-18 UWM students as partners and teaching mentors.

### FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?
- The Woodland Pattern Digital Printmaking course is funded through a Department of Public Instruction TRIO grant and provides 20-30 "at risk" children, ages 11-16, with instruction in computer mediated art making. This course also engages 15-18 UWM students as partners and teaching mentors.

### ADDITIONAL INFORMATION
- In the summer of 2001 the Department of Visual Art established a community gallery partnership with the Paradiso Gallery in the Walker’s Point area of Milwaukee. The gallery is part of the public display area for a south side business which has opened its doors to Milwaukee’s art scene. The community audience for this gallery is primarily the local Hispanic community. The Visual Art Department has sponsored four exhibitions per year at this gallery since the beginning of the collaboration. The exhibitions have been UWM student centered, ranging from student scholarship exhibitions to specific studio discipline exhibitions. One exhibit per year has been designed as an interactive theme between the UWM students and the community of artists in the immediate vicinity.

| NAME: Summer Filmmaking Workshop for Teens | Rob Yeo, Chair, Film Department (PSOA) | Local teenagers. A partnership between the UWM Film Dept. and Strive Media Institute | 10 minority teens from the Martin Luther King Drive neighborhood | Summer 2001 | Six weeks -- June 12 to July 19, 2001 | Internal dept. funds and external support from Strive Media Institute. |
| NAME: Woodland Pattern Digital Printmaking Course | Lane Hall, Associate Professor, Visual Art Dept. (PSOA) | Middle and high school students | Varies – don’t have racial and ethnic breakdown for students participating | Annually | One semester a year | DPI/TRIO grant and internal dept. funds |
| NAME: Community Learning Center Evaluation | Prof. Daniel Folkman  
SCD – Urban Community Development (SCE) | MPS students and families participating in CLC enrichment activities. | 10,000 children, 1,600 adults | 1999 | Ongoing | U.S. Department of Education (through Wisconsin DPI) |
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<tr>
<td>• NAMES OF PARTNERS</td>
<td>The Center for Urban Community Development (CUCD) partners with many individuals, neighborhood groups, CBOs, social service agencies, and schools to bring the resources of UW-Milwaukee into underrepresented neighborhoods in Milwaukee.</td>
<td>• PARTNERS: Among its current projects is a partnership with the Department of Public Instruction and Milwaukee Public Schools to conduct an evaluation of Milwaukee’s Community Learning Centers project. Faculty and staff use an action research methods to evaluate these Centers which provide a safe haven for school-age children and families, and increase safety in the neighborhoods, as well as academic levels of at-risk students. Programs for children and adults are offered during after school hours, evenings, weekends, and summers. Through the collaborative, action research model, staff provide feedback to curriculum and performance to the Centers.</td>
<td>Outcomes: CUCD’s work has helped individual CLCs re-shape their programs for greater effectiveness. CUCD staff have also connected individual CLC with new resources. For example, Mary Thiry of Cooperative Extension and Murali Vedual of SCE’s engineering group have secured grants to bring hands-on math and science programs at Malcolm X Academy. Paulette Bangura of CUCD and Demetrius Brown of Cooperative Extension are piloting the African Diaspora Project at North Division High School’s CLC.</td>
<td>• Expected outcomes or need for initiative/program</td>
<td>• Actual outcomes or effectiveness of implemented activities</td>
<td>• Internal &amp; external factors influencing program outcomes</td>
</tr>
<tr>
<td>NAME: Credential Program for Child Care Administrators</td>
<td>Dr. Walter A. (Chip) Donohue – Early Childhood Professional Development Programs (SCE)</td>
<td>Managers of early child care programs with an emphasis on the needs of urban child care providers.</td>
<td>850 from across WI with a majority from urban Milwaukee and the metro area including 35% African American and 8% Hispanic and Latino.</td>
<td>1999</td>
<td>Ongoing</td>
<td>Program Revenue and Grants</td>
</tr>
<tr>
<td>• NAMES OF PARTNERS</td>
<td>• Expected outcomes or need for initiative/program</td>
<td>• Actual outcomes or effectiveness of implemented activities</td>
<td>• Internal &amp; external factors influencing program outcomes</td>
<td>• For next five years, will you do things differently? If so, what &amp; why?</td>
<td>• Additional information</td>
<td></td>
</tr>
</tbody>
</table>
| NAME: Milwaukee Partnership Academy for Teacher Quality | Linda Post, Dept. of Curriculum & Instruction  
229-4884  
(SOE) | Current educators, pre-service teachers, public school students and community businesses and agencies. | 200+ educators and approximately 5,000+ public school students taught be the 200 educators. | The group formally launched its first initiative in the schools at the start of the 2002-03 school year, but the members of the partnership have been working together for several years to improve teacher preparation, increase student achievement and address other issues. | Ongoing | The Title II Teacher Quality Grant |
### NAMES OF PARTNERS
- Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.
- The partnership's mission is to assure that every child in the Milwaukee Public Schools is performing at or above grade level in reading, writing and mathematics. Another central goal of the Academy is to increase the number of teachers of color in high-needs schools.
- Programs are designed for prospective teachers at all levels of education, including high school, technical college, paraprofessionals or post-bachelor’s. Veteran teachers will have opportunities to participate in renewal courses, pursue advanced preparation for leadership roles, and serve as mentors.
- Because the program was initiated with the start of the school year, it is too soon to report on actual outcomes.

### NAME: Partnerships for Education
- **New**
- **Continuing** _X_
- **Amended**
- **Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

### NAME: Young Educators Society
- **New**
- **Continuing** _X_
- **Amended**
- **There are now more than 16 high school chapters and 15 middle school chapters of YES involving more than 600 students. About 400 of them come to the UWM campus every year for a day-long conference. There they meet with UWM student teachers and UWM and MPS educators to learn more about becoming educators themselves. (It was an MPS and UWM team that began the national movement for YES at the Association of Teacher Educators Conference in 1987.)**

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### NAMES OF PARTNERS
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### NAME: Partnerships for Education
- **Corliss Wood**
  - Office of the Dean
  - 229-2667 (SOE)
- **Current public school and university educators and community agencies.**
- **Initiated in 2001**
- **Ongoing**
- **Supported by the Milwaukee Idea.**

### NAME: Young Educators Society
- **Dr. Linda Post**
  - Dept. of Curriculum & Instruction
  - 229-4884 (SOE)
- **High school and middle school students interested in becoming educators.**
- **Approx. 400 per year**
- **Ongoing since 1987**
- **1-day conference**

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### NAMES OF PARTNERS
- **Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.**

### NAME: Partnerships for Education
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

### NAME: Young Educators Society
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

---

### NAMES OF PARTNERS
- **Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.**

### NAME: Partnerships for Education
- **Corliss Wood**
  - Office of the Dean
  - 229-2667 (SOE)
- **Current public school and university educators and community agencies.**
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- **Ongoing**
- **Supported by the Milwaukee Idea.**

### NAME: Young Educators Society
- **Dr. Linda Post**
  - Dept. of Curriculum & Instruction
  - 229-4884 (SOE)
- **High school and middle school students interested in becoming educators.**
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### NAME: Partnerships for Education
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

### NAME: Young Educators Society
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

---

### NAMES OF PARTNERS
- **Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.**

### NAME: Partnerships for Education
- **Corliss Wood**
  - Office of the Dean
  - 229-2667 (SOE)
- **Current public school and university educators and community agencies.**
- **Initiated in 2001**
- **Ongoing**
- **Supported by the Milwaukee Idea.**

### NAME: Young Educators Society
- **Dr. Linda Post**
  - Dept. of Curriculum & Instruction
  - 229-4884 (SOE)
- **High school and middle school students interested in becoming educators.**
- **Approx. 400 per year**
- **Ongoing since 1987**
- **1-day conference**

---

### NAMES OF PARTNERS
- **Core partners of the MPA are the Milwaukee Public Schools, The Milwaukee Board of School Directors (the School Board), the Milwaukee Teachers Education Association (MTEA), the University of Wisconsin-Milwaukee (UWM), Milwaukee Area Technical College (MATC), the Metropolitan Milwaukee Association of Commerce (MMAC) and the Private Industry Council (PIC). The MPA also includes other community organizations and resources such as museums, libraries, parent-teacher organizations and other educational institutions.**

### NAME: Partnerships for Education
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

### NAME: Young Educators Society
- **Amended**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
### NAME: HCOP's Saturday Academy and PHSI; MEDAL; Health Sciences Seminar & Health Sciences Academy

<table>
<thead>
<tr>
<th>Marion McDowell, Assistant Dean (CHS)</th>
</tr>
</thead>
</table>

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

Each of the College of Health Sciences, Office of Diversity's Pre-college Programs is described in Goal # 2. Our “Educational Pathway” in health sciences and pre-health begins in the fourth grade and extends into graduate and professional school. The Office of Diversity’s partners play an important role in determining the success of the “Comprehensive Model.” Our Affiliation Agreement documents formal partnerships, describes the nature of our collaborative effort, indicates the number of years in partnership, and details the amounts of in-kind and or cash support.

Since Year-1 of HCOP new partners are established with the following entities: Children’s Health Education Center; Health Professions Partnership Initiatives; MED-PREP; Washington High School AOSH; Medical College of Wisconsin; City of Milwaukee Health Department; Quest Laboratory; Curative Networking and; University of Wisconsin Medical School.

See CHS Attachment 6 for detailed list of partners and their contributions to many of the CHS programs.

### NAME: Project APPLAUD!

<table>
<thead>
<tr>
<th>New Continuing  X Amended</th>
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<tr>
<th>Mary Jo Baisch, IUHP (SON)</th>
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</table>

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

This is an ongoing program. Weekly meetings and home visiting throughout the year.

$50,000 ++ each year from Wisconsin community service funds.

- Silver Spring Neighborhood Center (SSNC) and the School of Nursing
- Support parenting and personal growth, including establishing continuing educational goals
- 50 students receive intensive care management and support services each year.
- Resources are needed to staff for intensive follow-up of this target audience.
- Funding will be terminated by the State. We are seeking extramural funding to continue program and conduct a randomized clinical trial to measure outcomes.

### NAME: Hamilton Fish National Institute

<table>
<thead>
<tr>
<th>New Continuing  X Amended</th>
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<tr>
<th>Prof. Carl E. Pope Assoc. Prof. Rick Lovell, Dept of Criminal Justice (HBSSW)</th>
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</thead>
</table>

MPS 9th grade students at one high school

- Varies Various racial and ethnic groups
- Ongoing 6th year start up 2002-2003
- Ongoing

External funding OJJDP
<table>
<thead>
<tr>
<th>NAME: Healthy Choices</th>
<th>Milwaukee Idea Initiative</th>
<th>Milwaukee Public Schools, Milwaukee Police Department, Community Partners, UWM</th>
<th>Initiate and Evaluate a program to reduce violent/aggressive behavior</th>
<th>In first five years of project, number of office referrals was significantly reduced</th>
<th>Context of the high school and neighborhood</th>
<th>No – will continue to implement and evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: Education: A Family Affair</td>
<td>New</td>
<td>Continuing <em>X</em></td>
<td>Amended ____</td>
<td>Linda Huang</td>
<td>Department of Multicultural Affairs (DS&amp;MA &amp; Academic Affairs)</td>
<td>M/D elementary and middle school students from 17 schools</td>
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<tr>
<td><strong>NAMES OF PARTNERS</strong></td>
<td>Dr. Allen Zweben</td>
<td>Greater Milwaukee community</td>
<td>NA</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Internal funding</td>
</tr>
<tr>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
<td>Director, Center for Addiction and Behavioral Health Research (HBSSW)</td>
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<tr>
<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
<td>Increase education of Milwaukee area in substance abuse issues</td>
<td>Increased training of clinicians, increased awareness of UWM in area</td>
<td>Sufficient resources to sustain initiative</td>
<td>Continue to implement initiative</td>
<td>Will continue to increase grant submissions and collaborative projects</td>
<td></td>
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<tr>
<td><strong>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</strong></td>
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<tr>
<td><strong>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</strong></td>
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<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
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<tr>
<td>Partners: UWM School of Education, Milwaukee Public Schools (administrators, principals, teachers, parent coordinators, social workers), Indian Community School, St. Anthony Catholic School, Council for the Spanish Speaking, Inc., Marcus Center for the Performing Arts.</td>
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<tr>
<td>Activity: Parental involvement has been identified as one single most important factor in a student’s academic success. This program is initiated to specifically honor parents whose children are doing well in school. With help from school administrators and teachers, students nominate their parents for awards. Except for the 2002 banquet, all awards ceremonies have been held on the UWM campus – an opportunity for students and parents/families to visit a college campus. Since 1994, co-masters of ceremony have been Jill Greieler of the Poynter Institute for Media Studies (former news director of WITI-TV) and Ivy Covert of the MPS Bilingual Multicultural Education Program.</td>
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<tr>
<td>Outcomes: A total of 120 parents are nominated by schools and honored at an awards banquet each year, 30 of these parents will each receive a $250 U.S. Savings Bond (contributed by participating schools). One to two parents will receive a Parent-of-the-Year award in the amount of $500 U.S. Savings Bond. Five community leaders will also receive recognition at the banquet each year for their contribution to education and community service.</td>
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<td>Next Five Years: This program has been very well received, and attendance at the banquet has been filled to capacity each year. No changes are expected in the near future. Another proposal will need to be submitted in 2005 to continue the event beyond 2005.</td>
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### NAME: Cantos de las Americas/A Tribute to Education

**NAME:** Cantos de las Americas/A Tribute to Education  
**New**  
**Continuing**  
**Amended**

- **Linda Huang,** Department of Multicultural Affairs (DS&MA & Academic Affairs)  
- **M/D elementary,** middle, and high school students from MPS  
- **300-400 student performers and over 2000 in the audience each year.**  
- **Program was first offered in 1991 as "Cumbre Cultural," then renamed to "Cantos de las America" in 1992. It has been implemented annually since then.**

#### Names of Partners
- Milwaukee Public Schools (administrators, principals, teachers, social workers), Marcus Center for the Performing Arts, Council for the Spanish Speaking, Inc.

#### Actual Outcomes or Effectiveness of Implemented Activities
- **Outcomes:** Over 2,000 people attend the Cantos event each year. Concerts are held in the Uihlein Hall of the Marcus Center for the Performing Arts – an opportunity for students to perform and parents/families to visit a full-size performing arts center. Co-masters of ceremony are Jill Geisler of the Poynter Institute of Media Studies and Abraham Caceres of the World House Music.

#### Next Five Years
- For the April 2003 concert, efforts have been made to include American Indian dancers from the Indian Community School to further enrich the celebration of cultures.

### NAME: CD-PEP (Career Development – Pre-College Empowerment Program)

**New** (Pilot)  
**Continuing**  
**Amended**

- **Rochelle Riley,** Career Development Center (CDC) (DS&MA)  
- **UWM Pre-College Program Staff & Students**  
- **Directly: UWM staff who work with UWM elementary through high school pre-college population**  
- **Indirectly: 7000 UWM pre-college population, their teachers, counselors, parents**

#### Internal & External Factors Influencing Program Outcomes
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

#### Expected Outcomes or Need for Initiative/Program
- Provide increased age-appropriate career development information and resources to pre-college populations, their teachers, counselors and parents through series of half-day in-service trainings for UWM Pre-College staff who work with elementary through high school populations. Develop website with age-appropriate career development activities and resources.

#### Actual Outcomes or Effectiveness of Implemented Activities
- Five in-service training sessions were conducted on the following career development topics for a total of 79 participants (30 unique UWM staff):  
  - Introductions & Interest Exploration (offered twice); Values Exploration & Workplace Safety (offered twice); Introduction to WISCareers Software; Skills Exploration & Self-Confidence; Understanding of Multiculturalism in Education through Action Theater.  
  - 2) Development of library of hands-on resources and materials to be used by training participants for pre-college populations they work with.  
  - 3) Development of a basic career education/development website with age-appropriate resources.

#### Internal & External Factors Influencing Program Outcomes
- Additional funding and staffing are necessary for the Career Development Center to continue and expand this program. The purpose of CD-PEP was to demonstrate how career development awareness and activities could be incorporated into existing pre-college programs by pre-college staff who have received training from the Career Development Center (CDC). The CDC used one-time grant and salary savings monies to fund a trainer, website developer and supplies for this project.

#### Additional Information
- Development of the CD-PEP website may continue when and if staff time and resources permit.

---

### PLAN 2008 GOAL III: CLOSE THE GAP IN EDUCATIONAL ACHIEVEMENT, BY BRINGING RETENTION AND GRADUATION RATES FOR STUDENTS OF COLOR IN LINE WITH THOSE OF THE STUDENT BODY AS A WHOLE.

### RELATED INSTITUTIONAL PLAN 2008 GOAL:
**MC Goal 3:** Increase the proportion of TRE/D students to reflect their numbers in the metropolitan Milwaukee population and, through curricular and academic support, achieve parity in the retention and graduation rates with non-TRE/D students by 2003.

<table>
<thead>
<tr>
<th>INITIATIVE/ PROGRAM NAME</th>
<th>CONTACT PERSON/ DEPARTMENT</th>
<th>TARGET GROUP</th>
<th>NUMBER OF APPLICANTS AND TOTAL SERVED (by racial/ethnic groups)</th>
<th>YEAR PROGRAM INITIATED &amp; TIMELINE</th>
<th>DURATION OF PROGRAM</th>
<th>PROGRAM COST AND FUNDING SOURCES (external and internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: New Student of Color Reception</td>
<td>Tammy Taylor; Leonard White, DRO (SARUP)</td>
<td>Students of color on arrival at UWM</td>
<td>NA</td>
<td>Ongoing</td>
<td>Each fall</td>
<td>None</td>
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<td>New</td>
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Susanne Carter, an advisor in the Peck School of the Arts, and the school's Affirmative Action Committee initiated the Mentoring Network in 1999-2000. Its primary goal was to increase the number of minority students enrolled in the school and to retain the minority students currently enrolled. The Mentoring Network was conceived as a way for minority students in the PSOA to network with each other. Incoming minority students were paired with upper level minority students with the hope that the older students could share experiences, offer personal support, and help the new students adjust to campus life. While the Mentoring Network had some individual success stories, the program never really caught on among the school’s minority students and has now been discontinued. Publicizing the program, recruiting student mentors and mentees, pairing mentors to mentees, and training them was a very labor-intensive task. Susanne Carter, the program's coordinator, tried very hard for two years to nurture the program but did not have enough time in her heavy workload to devote to continuing this program.

In 1999 Susanne Carter also established an email reflector entitled "MentNet" as a conduit of information on campus and local minority art exhibits, concerts, theatre performances, and lectures as well as scholarship and job opportunities and personal announcements. She updates the reflector each semester to include all of the minority students in the school with email addresses as well as minority faculty and staff. The "MentNet" was easy to set up, takes little effort to sustain, and has proven to be an effective tool for communication among the school's minority students, faculty, and staff. It provides a quick method for alerting everyone to events and issues of possible interest and has been used a lot over the past four years. In addition, Susanne has been able to use the MentNet to get more students involved in AMSLC, the minority student leadership conference which is held annually through the UW System. She also uses the reflector to pass on other information pertinent to minority students that she obtains through her participation as a member of the campus Multicultural Affairs Council (MAC).

While the PSOA at the present time has not developed any other programs specifically aimed at improving retention and graduation rates for minority students, the school hopes that the addition of a third advisor in the Student Affairs Office in the summer of 2002 will improve timely advising services for all students and, in turn, retention and graduation rates.

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<tr>
<th>NAME: PSOA Black and Gold Committee</th>
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<tr>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Wm. Robert Bucker and Assoc. Dean Richard Zauf (PSOA)</td>
<td>Undergraduate and graduate students in PSOA</td>
<td>Not known</td>
<td>Initiated in Spring 2003</td>
<td>On-going</td>
<td>Internal</td>
</tr>
</tbody>
</table>

In response to the recommendations of the campus Black and Gold Commission, each UWM school and college was asked to establish its own Black and Gold Committee to discuss, make recommendations, and monitor progress in assessing and improving the student experience in their particular school or college. Although the PSOA Black and Gold Committee has just begun to meet, it is hoped that the committee will be able to develop strategies to improve the climate for students in the PSOA and ultimately the retention and graduation of the school’s students. The school would also like to work with this committee on developing ideas to recruit and retain minority students.

The committee is composed of faculty, staff, and students. Three of the twelve student members are African American or Hispanic.

<table>
<thead>
<tr>
<th>NAME: Explore Your Options for Success Luncheon</th>
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<td>New</td>
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<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
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</thead>
<tbody>
<tr>
<td>Assistant Dean Robert W. Ellis (SBA)</td>
<td>Multicultural Students (SBA and other programs)</td>
<td>350-400 SBA multicultural students invited to attend.</td>
<td>Each Spring</td>
<td>One day</td>
<td>External - Accenture $ 3,000 Internal - School of Business</td>
</tr>
</tbody>
</table>
**NAME: Minority Tutoring Center**  
New  
Continuing  
Amended: X  
Assistant Dean Robert W. Ellis (SBA)  
Multicultural Students  
Average: Fall 75, Spring 50, Summer 25  
On going  
Year round  
Internal School of Business  
- This luncheon program provides SBA multicultural students with a presentation of the challenges and opportunities students may face as they develop the necessary leadership skills to be successful in a diverse workplace.

- The Minority Tutoring Center encourages and fosters academic and social integration for freshmen and sophomores. The center provides early integration into the School of Business academic system by supporting students in academic classes needed for admission into the School of Business.

- As the enrollment of students of color increases the tutoring staff will need to match this increase.

**NAME: SBA Mentoring Program**  
New  
Continuing: X  
Assistant Dean Robert W. Ellis (SBA)  
Multicultural Students  
About 25 multicultural students in this first year.  
On going  
Year round  
Internal School of Business  
- The emphasis of the program is with junior/seniors paired with business professionals.

- The goal of the program is to retain students of color in the School of Business and to aid them in their transition from student to professional.
| NAME: Multicultural Programs Assistant | Assistant Dean Robert W. Ellis (SBA) | Multicultural Students | Target group is about 350 SBA undergraduate M/D students | On going | Year round | Internal School of Business |
| NAME: Milwaukee Teacher Training & Mentoring Program | Prof. Kalyani Rai, Center for Urban Community Development (SCE) | Early childhood professionals from refugee communities | Graduate student 50% Project Assistant who helps to support SBA mentoring, tutoring, and programming activities. Meets with SBA undergraduate M/D students | $1,900,000 over five years from U.S. Department of Education National Professional Development Program Grant |
| NAME: Teachers in Residence (TIR) | Kenneth Howey, Teachers in Residence Program Facilitator howey@uwm.edu (SOE) | Students enrolled in UWM’s School of Education planning a career in an urban setting. | TIR mentors available for all School of Education students | Approx. 15-20 MPS teachers participate in a two year cycle of instruction at UW-M. | Milwaukee Partnership Academy for Teacher Quality (Title II Partnership Grant) |
**NAME: Metropolitan Multicultural Teacher Education Program (MMTEP)**

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**NAME: Pathways to Teaching Careers Program**

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**Linda Post**  
Curriculum & Instruction  
229-4884  
(SOE)

**Professor Marleen Pugach, 229-3795, mpugach@uwm.edu**  
(SOE)

**Post-baccalaureate students who are currently working in the MPS and are willing to commit 4 years of service to teaching in the MPS.**  
30 students enrolled per year. Roughly 80% are students of color.

**Started in 1990 – ongoing to date.**  
12 months

**NAME: Pathways to Teaching Careers Program**

**MPS paraprofessionals of color seeking careers in teaching.**  
Approx. 15-20 applicants enroll each year.

**Program implemented in 1989, on-going to date.**  
Ongoing

**The DeWitt Wallace Reader's Digest Fund, the Helen Bader Foundation and the Herzfeld Foundation provide financial assistance for the program**

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**The mission of TIR is to create a link between academic teacher preparation and urban classroom practice, thereby more effectively preparing future teachers for the urban classroom. The hope is that mentoring and support provided by mentor teachers will bolster retention and graduation rates, and steer more teachers towards a career with MPS.**

**Expected outcomes include higher graduation rates for all students, including students of color, and higher teacher placement rates within the Milwaukee Public Schools.**

**From a retention standpoint, we still have work to do in terms of increasing our undergraduate minority graduation rate. The percentage of bachelors degrees conferred by minority students has fluctuated only slightly between 20-24% of all Education B.S. degrees over the past 7 academic years.**

**In contrast to undergraduate graduation rates, the percentage of masters degrees conferred by minority students has risen from 9% to 24% of all Education M.S. degrees over the past 7 academic years.**

**MMTEP participants are students who are already working as paraprofessionals within the Milwaukee Public Schools, and agree to a minimum of 4 years of teaching service within the MPS district upon completion of the MMTEP program.**

**The expected outcomes are:**

1. Many more African American and other minorities can be recruited and prepared to be MPS teachers.
2. Children in urban poverty will achieve and succeed if provided with outstanding teachers.
3. More successful teachers will remain in the MPS system

**The actual outcomes follow expectations. Since 1990-91, 94% of the MMTEP teachers are still in the MPS system. 78% of the graduates are minority teachers. Principals rate 51% of these teachers as satisfactory and 45% as exemplary. During the 2000-01 academic year, 15 MMTEP grads received teaching licenses from the DPI, 8 of whom were students of color.**

**Factors influencing program outcomes include a cap on enrollments. Because MMTEP is coordinated with MPS’s teacher mentor program, only 30 students can participate each year.**

**The Pathways to Teaching Careers Program is a joint project of MPS, UWM, Alverno College, and the Helen Bader Foundation.**

**The program is designed to enable MPS educational assistants and paraprofessionals to complete their undergraduate degree in elementary and middle school teaching (including bilingual education), with a specific emphasis on teaching in urban schools. Pathways is targeted at increasing the number of minority teachers in MPS.**

**MPS paraprofessionals and educational assistants who are nearing eligibility for admission to the UWM School of Education can compete for Pathways scholarships, which cover up to 80 percent of tuition and provide child-care, tutoring, and low-interest loans.**

**Pathways scholars go through the professional program together as a cohort group, and their classes are held during evenings, weekends, and the summer to accommodate their work schedules.**
<table>
<thead>
<tr>
<th>NAME: Explore Your Options for Success Luncheon</th>
<th>Ramona Sledge</th>
<th>Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>Students of Color</th>
<th>Approximately 400</th>
<th>Each Spring</th>
<th>Approximately 3 hours</th>
<th>External - Accenture $3,000 Internal - $100</th>
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<td>NAMES OF PARTNERS</td>
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<tr>
<td>Explore Your Options for Success is a model program developed by UWM and partnership with industry to expose Students of Color to the vast career opportunities in a major cooperation. Various colleges on campus co-sponsor this luncheon, including CEAS.</td>
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<tr>
<th>NAME: Peer Mentoring (Students of Color w/ Alumni of Color) Program</th>
<th>Ramona Sledge</th>
<th>Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>Students of Color in Engineering and Computer Science majors</th>
<th>100+</th>
<th>Each Semester Program began Fall 2002</th>
<th>Ongoing</th>
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<td>Students are more likely to succeed if they are comfortable in the college, understand how it works, and feel part of the environment. The Peer Mentoring Program provides this kind of connection, focusing on establishing meaningful relationships with other students, receive assistance from our staff and advice from those who were successful in the curriculum and are productive in the marketplace. The program provides connectivity between students and alumni, while allowing alumni to remain active in the college and be role models for future graduates.</td>
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<tr>
<th>NAME: The Guaranteed 4.0 Learning Program</th>
<th>Ramona Sledge</th>
<th>Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>Students of Color</th>
<th>Fall 2000 Spring 2001 Fall 2001 Spring 2002</th>
<th>One Day</th>
<th>All Day Seminar and workshop</th>
<th>$3,000-3,500</th>
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<td>NAMES OF PARTNERS</td>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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| **NAME: National Society of Black Engineers Student Chapter**  
New: ___ Continuing: X Amended: ___  
Dr. Ester Johnson, Office of Diversity (CEAS) | 25+ | Each Academic School Year | Ongoing | Fall, Spring and Semesters | The Guaranteed 4.0 Learning System is an innovative approach to learning. This program provides a three-step systemic framework that ensures academic excellence and professional growth. It teaches students how to maximize class time and provide insight into succeeding academically. The goal is to increase the Students of Color’s approach to learning. |
| **NAME: College of Engineering & Applied Science Resource Center**  
New: ___ Continuing: X Amended: ___  
Dr. Ester Johnson, Office of Diversity (CEAS) | Engineering and Computer Science Students | 100+ students | Establish Fall 2002 | Approximately $20,000 per year funded by the College | The National Society of Black Engineers’ (NSBE) mission is to increase the number of culturally responsible Black engineers who excel academically, succeed professionally, and positively impact the community. The student chapter provides a network for students to engage in academic endeavors, community activities and social engagements. |
<table>
<thead>
<tr>
<th>NAME: College of Engineering &amp; Applied Science Reference Library</th>
<th>Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>Engineering and Computer Science Students</th>
<th>Open to all engineering and computer science students</th>
<th>Establish Fall 2002</th>
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<td>New</td>
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The Resource Center is open daily for students in taking engineering and computer science courses. Tutors are available for students during the posted hours. Students utilize the service of the tutors to enhance their understanding of the materials covered in the courses. Outcome: to assist students in understanding course work and increasing their grade point average.

<table>
<thead>
<tr>
<th>NAME: Students Orientation and Network Forum</th>
<th>Ramona Sledge, Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>All Engineering and Computer Science Students of Color and their immediate family</th>
<th>100</th>
<th>Program began Fall of 2000</th>
<th>3-4 hours one day, annually</th>
<th>$2,000</th>
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<td>New</td>
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The Reference Library was established to provide students with extra resource materials courses offered in their curriculum. Study guides, English, Math, Chemistry, Phyisc, computer science and engineering manuals are available to students. Books are loaned to students on a semester bases.

The Students Orientation and Network Forum is held annually for all Students of Color and their immediate families prior to the beginning of the fall semester. Students and families members receive an overview of the engineering and computer science curriculum. Students are assigned cohorts and meet with the cohort’s mentor. This provides a network for all incoming freshmen to meet and greet other students, mentors, and faculty members in their major and in the college.

The immediate family members are generally the parents and younger sisters and brothers of the college student. Informational packets are available for the younger participants.

The students are divided into groups according to their major and are assigned to a cohort group along with their perspective mentor. The guidelines and expectations for the mentoring program are discussed with all parties.

Questions and Answers periods are available for parents. Topics of discussion include the curriculum, financial aid, and transitional suggestion for the students and how parents and siblings can be helpful during this process.
<table>
<thead>
<tr>
<th>NAME: McNair Program</th>
<th>Douglas Harder, McNair Program (Graduate School)</th>
<th>Low income/minority/underrepresented populations</th>
<th>30</th>
<th>Annually</th>
<th>Academic year and summer research program</th>
<th>$250,000 U.S. Department of Education (TRIO)</th>
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<tr>
<td><strong>NAMES OF PARTNERS</strong></td>
<td>The Ronald E. McNair Post-Baccalaureate Achievement Program prepares students for graduate study.</td>
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<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
<td>All program goals have been met.</td>
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<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
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<td>NAME: CIC Summer Research Program</td>
<td>Douglas Harder, McNair Program (Graduate School)</td>
<td>Minority/under-represented populations</td>
<td>6</td>
<td>Summer</td>
<td>Summer research program</td>
<td>$17,000 State Funds</td>
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<td>New</td>
<td>Continuing</td>
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<tr>
<td><strong>NAMES OF PARTNERS</strong></td>
<td>The Committee on Institutional Cooperation (CIC) Summer Research Program prepares students for graduate study.</td>
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<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
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<td>NAME: Health Careers Opportunity Program HCOP Undergraduate Initiatives</td>
<td>Marion L. McDowell Assistant Dean (CHS)</td>
<td>Undergraduate health sciences and pre-med majors</td>
<td>2001 - 2002 Totals</td>
<td>2001 to Present</td>
<td>Summer and Academic Year</td>
<td>US Department of Health and Human Services, HRSA, $400,000 Annual, $100,000 CHS</td>
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<td>New</td>
<td>Continuing</td>
<td>Amended</td>
<td>13, SEP I</td>
<td>Each Year: SEP I = 6 weeks</td>
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<td>14, SEP II</td>
<td>SEP II = 6 weeks</td>
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<td>20 Interns</td>
<td>Interns = 180 hours</td>
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<td>15 MCAT</td>
<td>MCAT = 180 hours</td>
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<td>179 MD Undergrads in CHS and Med-Prep</td>
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<td><strong>NAMES OF PARTNERS</strong></td>
<td>Partners: The CHS has been very active in seeking partners to support our mission. The array of partners includes educational institutions, private corporations, and government and community agencies. Specifically, the Milwaukee Area Health Education Center, College of L&amp;S MED-PREP Program, Marquette University's School of Dentistry and College of Health Sciences, UWM's TRIO Programs, Milwaukee Public Schools, SBS Ameritech, Wisconsin Department of Public Instruction, Minority Pre-College Programs, Froedtert Memorial Lutheran Hospital, Milwaukee County Programs on Aging, Children’s Health Education Center, Health Professions Partnership Initiatives, Washington High School AOSH, Medical College of Wisconsin, City of Milwaukee Health Department, Quest Diagnostic Laboratory, Curative Networking and the University of Wisconsin Medical School.</td>
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<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
<td>Expected Outcomes: To meet its stated purpose and objectives, UWM CHS-HCOP and its partners undertake a comprehensive approach to address recruitment of disadvantaged students from the Milwaukee area and UWM, and to facilitate entry into pre-health, allied health and health professions programs.</td>
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The six very successful sequenced, structured support programs include each year:

- **Pre-college Health Sciences Institute**, 15 rising high school juniors and seniors, previously described.
- **Pre-college Saturday Academy**, 15 students, previously described.
- **Summer Enrichment Program, Level 1**, 15 pre-enrolled freshmen. The SEP I is a six-week, 180 hour, comprehensive non-credit academic summer program that provides non-credit instruction in mathematics, chemistry, anatomy and physiology, English composition, study skills, and cultural competence. SEP I will enroll at least 15 disadvantaged pre-freshmen who have been admitted to UWM CHS or Med-Prep, first year UWM freshmen who have expressed interest in enrolling in CHS/Med-Prep, and/or CHS/Med-Prep freshmen whose performance suggests the need for additional preparation in order to be successful in their second year. SEP I students attend three to five classes per day, with course placement determined by students' UWM placement test scores and previous progress in high school or college courses. UWM ad-hoc instructors teach core courses. Instructors administer pre and post-tests to help assess student progress, they prepare a detailed written evaluation on each student's academic progress, and they report a final letter grade for the course. A "mock grade report" including GPA is provided to each student to offer a clearer understanding of the University's grading system. Mandatory supervised tutoring and study sessions are held weekly. Orientation sessions familiarize students with campus life, University procedures, facilities and programs which may enhance retention and ease adjustment to college. HCOP Instructor/Coordinators and health care practitioners facilitate career activities to health care facilities. Upon completion of SEP I, students meet with the Undergraduate Program Coordinators to discuss their academic performance, plan for any needed improvement, and to select fall course work. SEP I students received a $60/day stipend for six weeks (30 days). See CHS Attachment 7.
- **Summer Enrichment Program, Level 2**, 15 enrolled sophomore undergraduates. SEP II is a six-week, 180 hour, comprehensive non-credit program that introduces students to an overview of the professions. At least 15 disadvantaged 2nd or 3rd year CHS or pre-med majors receive non-credit instruction taught by CHS-HCOP Instructor/Coordinators. The CHS-HCOP Instructor/Coordinators are full time CHS faculty. They prepare students for the upper level science curriculum and provide clinical laboratory experience that includes development of cultural competence. Successful completion of SEP II significantly enhances students' likelihood of meeting requirements for acceptance to the major. SEP II begins immediately following the spring semester, which allows participants to also enroll in at least one UWM summer session while NOT participating in a HCOP structured program. SEP II students complete a research project on health care issues or a professions. Their research is presented in Power Point presentation at the SEP II Research Symposium. The CHS Dean extended an invitation for SEP II to present at the CHS Annual Retreat. Student received a $60/day stipend for six weeks (30 days). See CHS Attachment 8.
- **Internship Program**, 20 enrolled undergraduates sophomore level and above. IP participants gain knowledge of the various health care disciplines while working with typical populations under the direct supervision of health care professionals. Participants learn directly from service providers while applying theory in a practical setting. Early experiences also allow participants to become aware of the health care work environment, the value of interdisciplinary services, and client/patient needs and services. The Internship is non-credit. Participants must commit to spending 180 hours with their mentor (flexible hours). The IP selection process places the student in a department/facility close to his/her "major" interest. Health care providers are contacted to request their needs for mentoring placements for the year. Each agency provides their application form and a listing of the various placements that are available. Students received a $60/day stipend for up to 30 days.
- **MCAT Intensive Review Course**, 12 Wisconsin pre-health undergraduates. One means of nationally comparing and assessing student’s academic achievement is through the MCAT. Students obtain a competitive edge by joining other area minority students in participating in Intensive MCAT Science Review Course. This comprehensive review course thoroughly addresses: Physics Organic Chemistry, Inorganic Chemistry and Biology. Each session employs frequent and repeated self-testing and a fully simulated MCAT exercises. Students are able to monitor their progress as they study – eliminating any weaknesses and reinforcing strengths. Under-represented Wisconsin resident minority students who are interested in enhancing their MCAT scores are eligible. They should have completed at least one year of Physics, an introductory course in Biology, Inorganic and Organic Chemistry. Dr. James L. Flowers teaches the course. He is African American and a native Milwaukeean. He holds a medical degree from the Harvard Medical School of Public Health. He is also a graduate of the Harvard-MIT program in Health Sciences and Technology. For more than fifteen years, How to Study for the MCAT, authored by Dr. Flowers was America’s leading MCAT preparatory book. Dr. Flowers is also the co-author of the Princeton Review Flowers & Silver MCAT. This course has proven successful and students who have participated in other review sessions rank the HCOP MCAT Review over and above competitors. In 2002, 95% of the students’ scores improved. In addition, two have been admitted to Medical School for the Fall 2003. Students received a stipend ($600) for the 180 hour session. See CHS Attachment 9.

We provide counseling, mentoring and other services that help students adjust to college (See CHS Attachment 10). Preliminary education training enhances students’ performance and financial aid information dissemination helps students and parents finance an education in such programs. Additionally, primary care exposure activities (Internship Program) provide experience and interaction with health providers. These comprehensive activities, implemented through linkages with educational institutions, health providers and community-based organizations contribute to developing a more competitive applicant pool.

**Actual Outcomes:** All HCOP objectives were met by Year-2. Specific objectives are as follows:

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**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**

---
1. Recruitment: To annually identify and recruit a pool of at least 300 disadvantaged pre-college and undergraduate students who have the interest in and potential to complete majors in health and allied health professions, and to select from that pool at least 92 participants for structured CHS-HCOP programs at UWM.

2. Facilitation Entry: To annually provide structured and unstructured services (application assistance, test preparation, referrals, letters of support, etc.) to at least 100 disadvantaged students in order to facilitate their entry into UWM or other health, allied health or pre-health programs. Entry rates of assisted students are higher than those of unassisted disadvantaged students such that at least 80% of SEP I and SEP II completers (20 of 26) continue preparation for CHS majors. Beginning with the 2001 base year number of 13, to increase by at least 20% each year the number of disadvantaged students in the major (2002=13, 2003=15, 2004=18).

3. Counseling, Mentoring and Other Services: To directly or indirectly provide academic advising, personal and career counseling, health and allied career exploration opportunities, mentoring, tutoring, time management and study skills development activities, summer enrichment programs, and other services to improve the academic performance of at least 100 disadvantaged students and increase the retention rates of SEP students to 80% by year 3.

4. Preliminary Education programs (Pre-College Health Sciences Institute, Saturday Academy, SEP I and SEP II). To prepare 65 disadvantaged students, (and to refer at least 20 additional students to such programs at other institutions), such that their academic preparation for, and interest in entering and completing regular courses of pre-health or allied health professions programs increase. The MCAT Review Intensive Science Review course prepares at least 12 undergraduates for the MCAT.

5. Financial Aid/Information Dissemination: To increase awareness of and access to such financial aid resources as scholarships, grants, paid internships, work opportunities and loans in order to enhance disadvantaged students’ access to and retention in pre-health, allied health and health programs.

6. Primary Care Exposure Activities: To annually provide structured primary care exposure Internship Program to 25 disadvantaged CHS undergraduates and unstructured primary care exposure activities to at least 150 elementary and high school students.

7. Development of a More Competitive Applicant Pool: In conjunction with CHS-HCOP partners, to provide a comprehensive program of awareness, enrichment and support services for at least 300 disadvantaged students from grades 4 (elementary) through 16 (baccalaureate) in order to generate greater and more sustained interest in preparing for health professions programs.

**EVALUATION RELATIONSHIP TO PROJECT OBJECTIVES:** The CHS-HCOP is evaluated in the context of the seven objectives and their related performance indicators, as well as the specific activities proposed in order to meet these objectives. Objectives, performance criteria and activities are all stated in terms that can be quantified and which, therefore, have measurable outcomes. Project faculty and staff evaluate all components of the project accurately and systematically. CHS, UWM, and our partners require internal and external evaluations. An annual independent (non-UWM) evaluation is also retained to review all project data and reports. Collection of data is an integral part of program administration and implementation design. It relies primarily on maintenance of accurate student and activity records in the project database coupled with regular monitoring and analysis to assure that defined performance targets are being met. Data is collected by using institutional records, student records and project records.

**Internal/External Factors:** Since 1978 the CHS has actively participated in programs that are designed to increase the numbers of minority students entering and graduating from UW in the area of health. We demonstrated the best results and were most successful in years when we obtained substantial funding through the US Department of Health and Human Services' HCOP grant. Our pre-college efforts have been largely supported via the Wisconsin Department of Public Instructions’ Minority Pre-college Programs and the Milwaukee Area Health Education Center. Despite our continued efforts since inception (1971) we have received no campus or UW System funds to support the NINE structured programs housed in the CHS’ Office of diversity. All programs are very successful, dynamic and have yielded excellent results. The CHS must reaply for HCOP funding in February 2004. If HCOP funding is curtailed neither the CHS nor UWM will benefit from the recruitment, retention and graduation increases of minority and disadvantaged students.

**Next Five Years:** In just two years HCOP has met all objectives and realized most requirements. Graduation rates among minority students have doubled, rates of freshmen minority students increased significantly in the fall of 2002-03 retention has increased, students’ grades have greatly improved, and new freshmen participating in HCOP Summer enrichment Program Level 1 had a mean GPA of 3.182. With the addition of new staff the CHS has created a nurturing and welcoming environment for minority students.

**ADDITIONAL INFORMATION**

**NAME:** Guaranteed 4.0 Program

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<th>New</th>
<th>Continuing</th>
<th>Ammended</th>
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Twyla McGhee (SOIS)  
Minority students enrolled in UWM  
7 Hours  
Funded by sponsoring departments

Continue to request campus, UW System and external grants to support current efforts. Substantial campus or UW System support is must be infused if the CHS is to be successful in meeting the Plan 2008 goals.
### Names of Partners
- School of Information Studies, Links Peer Outreach and Mentoring Center, and McNair Achievement Program

**Expected Outcomes or Need for Initiative/Program**

At the completion of the program, the SOIS will track the student participants’ progresses in their studies using their GPA as the examining factor.

In the past years, our reports suggested that the majority of the participants had shown improvement in their academic studies.

Depending on the funding support, this program may not be offered in the future.

**Actual Outcomes or Effectiveness of Implemented Activities**

**Internal & External Factors Influencing Program Outcomes**

**For Next Five Years, Will You Do Things Differently? If So, What & Why?**

**Additional Information**

### Name: Retention Efforts

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<th>Amended</th>
<th>Name</th>
<th>Description</th>
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<td></td>
<td>X</td>
<td></td>
<td>Wilfred Fong</td>
<td>SOIS Students</td>
</tr>
</tbody>
</table>

**Names of Partners**

**Expected Outcomes or Need for Initiative/Program**

**Actual Outcomes or Effectiveness of Implemented Activities**

**Internal & External Factors Influencing Program Outcomes**

**For Next Five Years, Will You Do Things Differently? If So, What & Why?**

**Additional Information**

### Name: African American Student Academic Services

- Advising and counseling
- Progress reports
- Award programs
- Financial Aid Assistance
- Social & Cultural Program
- Mailings and student contacts

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<th>New</th>
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<th>Amended</th>
<th>Name</th>
<th>Description</th>
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</table>

**Office created in 1988**

**Continuing**

**Fund 402**
<table>
<thead>
<tr>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assist the university in increasing the retention and graduation rates of African American undergraduate students through increased personal contact, personalized academic advising, monitoring students academic progress, personal referral for needed services on and off campus and the sponsoring of social programs.</td>
<td>The actual outcome was that personal contact was made to each African American Student at least four times each semester. The office sponsored 4 social/educational programs and did referrals when needed. All students were contacted and had the option to come in for academic advising and assistance as offered as desired. The office of AASAS is only one part of the campus activities in the area of retention. We provide all schools and Colleges assistance when needed with African American Students that are in their respective area. There are also outside influences that could cause a student to stop out of school.</td>
<td>No retention data is available.</td>
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</table>

**NAME: African American Student Academic Services - Social & Cultural Program**

|---------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------|-------------------|-----------|---------|

<table>
<thead>
<tr>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a reception for new and current African American Students each semester. Students are given the opportunity to meet other students while they mingle with others African American staff and advisors on campus.</td>
<td>The outcome was that 78 of the new freshman attended this program along with other African American students. We provided academic planners to all students and gave them information on university services available on campus.</td>
<td>Student’s class and work schedules were a factor on attendance to the program.</td>
<td></td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th>Diane Amour, American Indian Student Services (L&amp;S)</th>
<th>Currently enrolled American Indian students, campus-wide, regardless of classification or year in school</th>
<th>Fall 1999 166 Fall 2000 191 Fall 2001 183 Spring 2003 194</th>
<th>The program was started in 1971 and has been in operation under its current organizational structure since 1985.</th>
<th>ongoing</th>
<th>Fund 402</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase retention and graduation rates of American Indian Students. The retention of an incoming student to the next fall semester is the measure that we have used.</td>
<td>The retention rate for Freshman students entering in the Fall of 2002 was unavailable at the time of the writing of this report.</td>
<td>The retention rate for Freshman students entering in the Fall of 2000 who are enrolled for Fall 2001 is 67.6%. Two of the students who are not returning to UWM are transferring to another institution. The retention rate for new transfer students entering the Semester 1-01 and are enrolled for Semester 1-02 is 68.75%. One of the transfer students graduated in May, 2001.</td>
<td></td>
</tr>
</tbody>
</table>
In 1999 we had 19 students receive degrees- 4 Masters, and 14 baccalaureate and 1 Ph.D. In 2000, 23 received degrees-0 Ph.D.,7 Masters and 16 baccalaureates. In 2001-02, 27 students received degrees-13 with master’s degrees and 14 with baccalaureates. The average of the three years is 23 students. Activities are a part of a campus plan to retain students. The interaction with other UWM faculty and staff will have an impact on retention. Financial, family influences and motivation of the student are additional factors over which we have no control.

**NAME: SASAS (Academic Advising, Career Workshops, Personal Contacts and Supports, Progress Reports and Tutoring Assistance)**

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</table>

Dao Vang, Coordinator, Southeast Asian Student Academic Services (L&S)

<table>
<thead>
<tr>
<th>Southeast Asian students (Cambodian, Hmong, Lao, and Vietnamese)</th>
<th>Total applicants: Unknown</th>
<th>Total served: 510 (Fall 2002)</th>
<th>The program was started in 1989</th>
<th>On-going</th>
<th>Program costs are funded by funding source 402</th>
</tr>
</thead>
</table>

- **Names of Partners**: The academic advising units, Financial Aid Office, Tutoring and Academic Resource Center, Career Development Center, the major departments and the faculty.
- **Expected Outcomes or Need for Initiative/Program**: The expected outcomes of the initiatives/activities are to increase the retention and graduation rates of Southeast Asian students to the level of the student body as a whole at UWM.
- **Actual Outcomes or Effectiveness of Implemented Activities**: From the latest retention figures for the fall 2000 freshmen cohorts, the retention rate for Southeast Asian new freshmen (who were retained to the fall 2001) was 74.0 percent (New Freshmen Retention, Fall 1995 to Fall 2000, Fall 2001 Reports from the Office of Resource Analysis). Although there is always room for improvement, the rate was slightly higher than the retention rate of 72.8 percent for all new freshmen. The sophomore retention rate for the fall 1999 freshmen cohorts, who were retained to the fall 2001, was 55.3 percent—which was lower than the 57.1 percent for the student body as a whole. The graduation rate is currently not available.
- **Internal & External Factors Influencing Program Outcomes**: Internal factors that may have adversely affected the program outcomes include program funding and staff at SASAS. External factors include the availability of financial aid or scholarships, the students’ perception of the overall campus climate (e.g., the responsiveness of academic advising offices, classroom environment, student perception of faculty receptiveness, etc.) and family or personal relationships.
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**: The current initiatives/activities seemed to be effective in achieving the expected outcomes and there will not be any significant changes to our approach. We will continue to work collaboratively with the campus on improving the internal and external factors mentioned above. There will also be attempts to address the issues of family and personal relationships by holding Southeast Asian educational conferences and by dialogue with the parents/students through the two Southeast Asian Radio stations in Milwaukee. This is a continuing, long-term effort.

**NAME: MED-PREP**

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</table>

Sue Blong, MED-PREP (L&S)

<table>
<thead>
<tr>
<th>African American American Indian Hispanic including Mexican and Puerto Rican (raised on the mainland)</th>
<th>35</th>
<th>3</th>
<th>13</th>
<th>51 Total</th>
</tr>
</thead>
</table>

- **Expected Outcome**: Expected outcome is to increase the graduation rates of TRE and to increase the number of TRE applying to Medical School and getting accepted to Medical School.

**NAME: MED-PREP**

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<th>13</th>
<th>51 Total</th>
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- **Expected Outcome**: Expected outcome is to increase the graduation rates of TRE and to increase the number of TRE applying to Medical School and getting accepted to Medical School.
| NAME: Academic Enrichment Center | Dr. Susan Dean-Baar, Associate Dean for Academic Affairs (SON) | Nursing students, especially pre-nursing students at high risk for academic failure. | For the 2000-01 academic year, 50 students attended 27 study group sessions with an average of 2-3 students per session. Of these, 30% were TRE students. 14 students received 1:1 academic and social counseling; 80% of these were TRE students. | This is an ongoing program. | This is a part-time program offered 2 full days per week for a total of 15 hours per week. This program is not offered over the summer semester. | Costs are assumed in the School of Nursing budget. |

- **NAMES OF PARTNERS**
  - UWM Tutoring & Academic Resource Center (TARC)
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - Retain in sufficient numbers, a diverse group of qualified students for the undergraduate nursing program.
  - Improve the retention of freshmen entering the clinical nursing major.
  - Decrease the average length of time needed for freshmen students to progress to the clinical nursing major.
  - Of 39 students served during the spring 2001 semester, 10% reported their letter grade improved by two letter grades after attending study groups.
  - Of 64 students served during the 2000-01 academic year, 6% would have suffered academic failure but for the interventions of this program.
  - Of students graduating with their initial undergraduate nursing degree, 12.5% were TRE students.
  - The current part-time status of this program limits student access to its services.

A federal grant was submitted to increase this program to full-time status, as well as to augment its services with student tutors identified through the College of Letters and Science to make available to pre-nursing students supplemental instructional and tutoring opportunities. Status of grant application is pending.

| NAME: Alumni Mentoring Program | Assoc Prof Deborah Padgett, Dept of Social Work and Assoc Prof Rick Lovell, Dept of Criminal Justice (HBSSW) | HBSSW Students | Varies | Ongoing | Ongoing | Internal funding |

- **NAMES OF PARTNERS**
  - Increased retention rates
  - Increased retention rates
  - Sufficient resources
  - Continue with program

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
  - Sufficient resources
  - Continue with program

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

- **ADDITIONAL INFORMATION**

| NAME: The Multicultural Recruitment and Retention Committee | Professor Christine Lowery, Dept of Social Work (HBSSW) | Minority/ Disadvantaged students | Varies | Ongoing | Ongoing | Internal funding |

- **NAMES OF PARTNERS**
  - Associate Professor Christine Lowery, Dept of Social Work (HBSSW)

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

- **ADDITIONAL INFORMATION**

| NAME: Alumni Mentoring Program | Assoc Prof Deborah Padgett, Dept of Social Work and Assoc Prof Rick Lovell, Dept of Criminal Justice (HBSSW) | HBSSW Students | Varies | Ongoing | Ongoing | Internal funding |

- **NAMES OF PARTNERS**
  - Increased retention rates
  - Increased retention rates
  - Sufficient resources
  - Continue with program

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  - Sufficient resources
  - Continue with program

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  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

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- **ADDITIONAL INFORMATION**

| NAME: The Multicultural Recruitment and Retention Committee | Professor Christine Lowery, Dept of Social Work (HBSSW) | Minority/ Disadvantaged students | Varies | Ongoing | Ongoing | Internal funding |

- **NAMES OF PARTNERS**
  - Associate Professor Christine Lowery, Dept of Social Work (HBSSW)

- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
  - Increase retention rates
  - Increase retention rates
  - Sufficient resources
  - Continue with program

- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

- **ADDITIONAL INFORMATION**
<table>
<thead>
<tr>
<th>NAME: McNair Scholars Program</th>
<th>Increased recruitment and retention of minority students in the Social Work and Criminal Justice Departments. Increased recruitment and retention of faculty within the Social Work and Criminal Justice Departments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: Academic Opportunity Center – Advising and Instruction</td>
<td>Increased recruitment and retention of faculty within the Social Work and Criminal Justice Departments.</td>
</tr>
</tbody>
</table>

### McNair Scholars Program

- **NAME:** McNair Scholars Program
- **Expected Outcomes or Need for Initiative/Program:** Increased recruitment and retention of minority students in the Social Work and Criminal Justice Departments.
- **Actual Outcomes or Effectiveness of Implemented Activities:** Have increased recruitment and retention.
- **Internal & External Factors Influencing Program Outcomes:** Sufficient resources
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?** Continue to implement

<table>
<thead>
<tr>
<th>NAME: McNair Scholars Program</th>
<th>Associate Dean Stan Stojkovic (HBSSW)</th>
<th>Low Income/Minority/Underrepresented</th>
<th>Varies</th>
<th>Ongoing</th>
<th>Academic year</th>
<th>Funding through Graduate School</th>
</tr>
</thead>
</table>

### Academic Opportunity Center – Advising and Instruction

- **NAME:** Academic Opportunity Center – Advising and Instruction
- **Expected Outcomes or Need for Initiative/Program:** Prepare students for Graduate Study
- **Actual Outcomes or Effectiveness of Implemented Activities:** All Program goals have been met
- **Internal & External Factors Influencing Program Outcomes:** Individual faculty members participate each academic year
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**

<table>
<thead>
<tr>
<th>NAME: Academic Opportunity Center – Advising and Instruction</th>
<th>Associate Dean Stan Stojkovic (HBSSW)</th>
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<th>Academic year</th>
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### Additional Information

- **NAME:** McNair Scholars Program
- **New**
- **Continuing**
- **Amended**
- **NAME:** Academic Opportunity Center – Advising and Instruction
- **New**
- **Continuing**
- **Amended**
**NAME: Graduation Recognition Program**

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<th>NAME: Graduation Recognition Program</th>
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- Advisors provide intrusive counseling to help lay a foundation for academic success. AOC also provides instruction in basic skills courses in math, English composition, study skills, reading career choice and all of the English composition courses required to meet English proficiency requirements.

- **Expected Outcomes:** Students enrolled should successfully be able to master basic skills concepts after receiving 60 credits or sooner. Students will be transferred to degree-granting program or college.

- **Internal & External Factors influencing program:**
  - Internal factors: budget constraints that could limit the number of students served in the program.
  - External factors: Effects of the affirmative action case pending in the Supreme Court could have impact on the demographics of the students participating in the program.

- During the next 5 years I will be proposing a University College Model or Success Center. If this comes to fruition, it will have direct impact on the design of the program. The mission, goals and objectives will change. The rationale for proposing a University College is the direct result of perceived duplication of effort, fewer resources (funding and personnel) and the general change in the political climate to support the teaching of developmental education courses at 4-year state institutions of higher education.

**NAME: Dean’s List Honors Program**

<table>
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<th>NAME: Dean’s List Honors Program</th>
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</table>

- Program to honor students who have been a part of the AOC Program and have graduated from the University.

- **Expected Outcomes:** To have all 130 students who were eligible to attend with parents/guardians to attend the graduation banquet.

- **Actual Outcomes:** Only 25 students attended the program with their parents.

- **Internal & External Factors influencing program:** Continued financial support for program.

- During the next five years I plan to have the program extend beyond the AOC staff. Write a grant to get extramural funding to support the initiative. Combine this program with developing an alumni database of students who participated in AOC (aka Experimental Program in Higher Education and DLSEO). The program may be combined with the existing Multicultural Recognition Program held at UWM in May for other Academic areas.

**NAME: Dean’s List Honors Program**

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</table>

- Program to honor students who have been listed on the Dean’s Honor Roll.

- **Expected Outcomes:** Students who have been listed on the Dean’s Honor Roll.

- **Actual Outcomes:** 110 Students 69 were students of color.

- **Internal & External Factors influencing program:**
  - Internal factors: budget constraints that could limit the number of students served in the program.
  - External factors: Effects of the affirmative action case pending in the Supreme Court could have impact on the demographics of the students participating in the program.

- During the next 5 years I plan to have the program extend beyond the AOC staff. Write a grant to get extramural funding to support the initiative. Combine this program with developing an alumni database of students who participated in AOC (aka Experimental Program in Higher Education and DLSEO). The program may be combined with the existing Multicultural Recognition Program held at UWM in May for other Academic areas.
### Welcome Back Program

- **New**
- **Continuing**
- **Amended**

**NAME:** Welcome Back Program  
**Program** to welcome new freshmen and continuing students for the new school year. Dr. Ruth Russell spoke to students about their accomplishments and alerted them to the services and resources available to them through AOC.

**Ruth Russell, Ph.D,**  
Director, Academic Opportunity Center  
(DS&MA & L&S)

**Freshmen and continuing students.**

**2002-2003:**  
- 54 Students
  - 2001-2002  
  - 150 Students
  - 94 were students of color.

**1999**  
Ongoing  
State Funds

---

### Chi Alpha Epsilon NHS

- **New**
- **Continuing**
- **Amended**

**NAME:** Chi Alpha Epsilon NHS  
UW-Milwaukee obtained a charter membership in Chi Alpha Epsilon on October 12, 2002. Milwaukee was the first charter university in the state of Wisconsin and one of over 80 charters throughout the country. Each year we will be identifying new students to be inducted. In order to qualify, students must earn a 3.0 GPA for two consecutive, full-time semesters and must be enrolled in developmental courses. Internal Factors influencing program: university support, continuing to have students who meet the minimum requirements to get into the program; external factors: continuation of national organization is terminated or funds lapsed. This will be a student-run program. The leadership and focus of this program will depend on the direction that students wish it to go while still meeting the guidelines of the National Honor Society.

**Ruth Russell, Ph.D,**  
Director, Academic Opportunity Center  
(DS&MA & L&S)

**02-03:**  
- Two African American students & three staff members  
- (incl. 2 African Am.)

**October 2002**  
On going  
1. Cost dependent on number of inductees.  
2. Seeking segregated fees for student org.

---

### FIPSE Program

- **New**
- **Continuing**
- **Ended**

**NAME:** FIPSE Program  
(Program ended August 2002.) Program provides services to students transferring from MATC to UWM after receiving an associate degree. Fifty percent of the students receiving their associate degree at MATC continue their post-secondary education at UWM. Ninety students presently being served. Develop partnerships with faculty from MATC and UWM.

**Brianna Griesbach, PhD,**  
Academic Opportunity Center  
(DS&MA)

**Students transferring from MATC to UWM**

**2001-2002**  
- 90 Total  
  - 75% are TRE/D* Students

**1999**  
3 years  
Federal Grant - $300,000 over the duration of the federal grant.

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<table>
<thead>
<tr>
<th>NAME: Tutoring and Academic Resource Center (TARC)</th>
<th>Johanna Dvorak, Director, TARC (DS&amp;MA &amp; L&amp;S)</th>
<th>Freshmen and sophomores taking 100-300 level courses</th>
<th>Fall 2001=576; Spring 2002=581</th>
<th>African American 116; Asian 38; Am. Indian 6; Hispanic/Latino 45; White/Other 362; Southeast Asian 9</th>
<th>Year initiated: 1968</th>
<th>15-week fall and spring semesters, U/WinterIM, summer sessions, i.e., year-round services</th>
<th>101: $24,000 student salaries; 402: $37,750; Student tech fee salary: $12,000</th>
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<td>New</td>
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**NAMES OF PARTNERS**
- Partners: Collaborate with Math/Science Upward Bound to provide space for its computer lab beginning summer 2002. Provided two training sessions for the Pre-College Academy tutors in fall 2001, though this is not a partnership. Collaborated with the Health Sciences program to provide Supplemental Instruction and tutoring for HCOP students for spring 2002 and fall 2002.

**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- Expected Outcomes: To improve the retention and graduation of students of color and all UWM students through tutoring courses at the freshman and sophomore levels; to help students pass their courses and to improve their understanding of course materials.

**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- Actual Outcomes: Students report an average of 85% highest satisfaction rate with the services of TARC. Most students reported that their grade improved as a result of tutoring.

**INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- Internal/External Factors: Funding sources prevent us from extending our tutoring services beyond the 300 level and for undergraduate composition. Funds restrict the average salary of tutor to below average at this university.

**NEXT FIVE YEARS: WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- Next Five Years: TARC will continue to seek additional funds to raise tutor salaries and increase access and courses offered.

<table>
<thead>
<tr>
<th>NAME: Multicultural Student Graduation Reception</th>
<th>Jim Hill, Office of Student Life (DS&amp;MA)</th>
<th>Graduates of Color</th>
<th>236 African American; 40 Southeast Asian; 27 American Indian; 303 total Graduates</th>
<th>1994</th>
<th>Annually</th>
<th>128 Funds</th>
</tr>
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<tbody>
<tr>
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</table>

**NAMES OF PARTNERS**
- Partners: African American Academic Services, American Indian Academic Services, Southeast Asians Academic Services, Roberto Hernandez Center, and the Office of Student Life. Co-sponsored the Graduation Reception for Students of Color who graduate from UWM.

**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- Expected Outcomes: To celebrate those student who have been retained to the point of graduation. To show other students of color that it is possible for students who look like them, come from their neighborhoods, backgrounds and who faced the same challenges they face succeed at UWM and graduate.

**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- Actual Outcomes: Attendance has fluctuates each year. All students of color who graduated in December and anticipate graduating in May or August are invited to attend along with the campus community. Graduating students of color and their families attend the program and it is an emotional moment for them. UWM staff who attend the program are also reenergized by seeing the fruits of their labor blossom.

**FACTORS INFLUENCING PROGRAM**
- Factors Influencing program: The most important factor is the funds for the refreshments, their cost has gone up every year as the monies to fund the program have not.

**NEXT FIVE YEARS: WITH THE CURRENT BUDGET SITUATION, IT IS POSSIBLE THAT THIS PROGRAM WILL NOT BE CONTINUED DUE TO NO FUNDING.**

<table>
<thead>
<tr>
<th>NAME: LINKS Peer Mentoring and Outreach Center</th>
<th>Sharon Stricklin, LINKS director, Office of Student Life (DS&amp;MA)</th>
<th>TRE students</th>
<th>2000</th>
<th>Ongoing</th>
<th>128 Funds</th>
</tr>
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<tr>
<td>New</td>
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<tr>
<td><strong>NAME: U-Work Program</strong></td>
<td><strong>NAME: Project IMPACT</strong></td>
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<td></td>
<td>Victoria Groser,</td>
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<td>Student Accessibility</td>
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<td><strong>For Next Five Years, Will You</strong></td>
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### U-Work Program

**Name of Partners:** Links has partnered with the School of Business, AOC, School of Information Students and the School of Eng on a retention program called the Guaranteed 4.0. Links has co-sponsored training sessions with students from this units on the Guarantee 4.0 learning/study skills workshop.

**Expected Outcomes:** Increased retention rates of students who attend the workshop and use the 4.0 study skills.

**Actual Outcomes:** Too early to tell for sure for early data indicates that GPA's of attendees has either increased or stayed at the level it was prior to taking the workshop.

**Factors:** Funds to support the workshop and commitment from academic units to get their students to attend the workshop and follow-up with those who do the make sure that they are using the skills.

**Next Five Years:** Not sure

### Project IMPACT

**Name of Partners:** Originally, partners were WI DVR and UWM Student Accessibility Center.

**Expected Outcomes or Need for Initiative/Program:** Assist students with disabilities to make academic choices related to future employment goals – provided career counseling, internships, work experiences, and job placement services.

**Actual Outcomes or Effectiveness of Implemented Activities:** 50 students participated in the program each year and strong linkages were made with the business community. Students successfully gained employment during their educational career as well as following graduation.

**Internal & External Factors Influencing Program Outcomes:** Challenges were great when DVR experienced a fiscal crisis and could no longer fund the program. Other external forces obviously involve job development in the business community although U-Work was very successful in forging positive relationships. Internal barriers were totally financial – no continuing funds were available to support the program.

**For Next Five Years, Will You Do Things Differently? If So, What & Why?** The formal U-Work program concluded in December 2001. SAC currently works closely with and coordinates student services in career development with the UWM Career Development Center.

### UWM undergraduate students with disabilities per year

- 50 students with disabilities per year

### Duration

- 1995 – 2001

### Funding

- $100,000 – funded by DVR 3rd Party Grant; final year by UWM

### Project IMPACT

**Name of Partners:** Victoria Groser & William Solboe, Student Accessibility Center (DS&MA & Academic Affairs)

**Expected Outcomes or Need for Initiative/Program:** Students with disabilities needing assistive technology are equipped with assistive technology to meet their academic needs and provide equal access.

**Actual Outcomes or Effectiveness of Implemented Activities:** All students in need are assessed and served depending on their needs each semester. Internal factors include forging relationships with faculty and staff who play a part in the student’s instructional program and, particularly funding for specific aids and devices.

**Internal & External Factors Influencing Program Outcomes:** The Student Accessibility Center hopes to secure additional funding to upgrade current assistive technology lab and to provide more departmental support to students needing this service. Staff will continue to provide any support necessary to ensure equal access.

**For Next Five Years, Will You Do Things Differently? If So, What & Why?** This is a service that relies heavily on expertise outside our department e.g. rehabilitation engineer, computer support personnel, and in some instances WI CCTV. Although it was initiated by grant funding, the services will continue to be delivered. More recently SAC has worked to increase awareness re: media and instructional tools created by instructional staff and distance education/on-line instruction being totally accessible to all students.

### Funding

- $15,000 - $20,000 initially funded by DOE Federal Grant, now absorbed by SAC
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<td>• NAMES OF PARTNERS</td>
<td>• Expected outcomes or need for initiative/program</td>
<td>• Actual outcomes or effectiveness of implemented activities</td>
<td>• Internal &amp; external factors influencing program outcomes</td>
<td>• For next five years, will you do things differently? If so, what &amp; why?</td>
<td>• Additional information</td>
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<tr>
<td>To identify and select 250 students who are already admitted to UWM and monitor their academic progress through graduation. At the end of 2001-2002, 100% of the students who had completed 60 credits had identified a major. Of the 2000-2001 entering class, 66% has been retained to its second year and 40% was retained to its third year. Of the 2001-02 entering class, 66% has been retained to its second year. Summer Bridge Program for new project freshmen in place to aid in retention of students.</td>
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<tr>
<th>NAME: Building Blocks to the Future</th>
<th>Ada Walker, Career Development Center (CDC) (DS&amp;MA)</th>
<th>Multicultural Juniors and Seniors in School of Business</th>
<th>80 students and 80 employers</th>
<th>1997</th>
<th>1997-2002</th>
<th>Department Operating Budgets 101, 402</th>
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<td>• NAMES OF PARTNERS</td>
<td>• Expected outcomes or need for initiative/program</td>
<td>• Actual outcomes or effectiveness of implemented activities</td>
<td>• Internal &amp; external factors influencing program outcomes</td>
<td>• For next five years, will you do things differently? If so, what &amp; why?</td>
<td>• Additional information</td>
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<tr>
<td>Collaboration of Career Development Center and UWM School of Business Administration</td>
<td>To provide professional development and networking opportunities for juniors and seniors in School of Business through partnering with professionals in the Milwaukee business community</td>
<td>Over the lifetime of the program, 80 students were each partnered with a professional mentor in the business community. In addition to mentoring, the program provided a number of training sessions for mentors and mentees. Building Blocks also resulted in a unique partnership between UWM and Northwestern Mutual. Nine multicultural students received scholarships from the company and were paired with mentors for the duration of their college studies. Program has received both national and international recognition.</td>
<td>Funding has been the major factor affecting the outcome of the program. Building Blocks achieved excellent results with minimal funding. With additional funding, in particular for staffing, the program could expand to other UWM schools/colleges and could increase the number of mentor relationships.</td>
<td>Current reduction in funding has resulted in discontinuation of the program for 2002-03.</td>
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<tr>
<th>NAME: UWM Libraries Multicultural Studies Librarian</th>
<th>Michelle Harrell/ Multicultural Studies Department, Golda Meir Library (Academic Affairs)</th>
<th>UWM TRE/D students, Faculty/Staff, Community users</th>
<th>01/02=567 02/03=390 (as of 12/02)</th>
<th>1999 – onward</th>
<th>Ongoing</th>
<th>Internal funds</th>
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<tr>
<td>• NAMES OF PARTNERS</td>
<td>• Expected outcomes or need for initiative/program</td>
<td>• Actual outcomes or effectiveness of implemented activities</td>
<td>• Internal &amp; external factors influencing program</td>
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<td>This librarian provides group/individual library instruction to UWM TRE/D students, faculty/staff, and community users, and develops and evaluates the UWM Libraries’ collection in the areas of diversity/multicultural studies.</td>
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<td>NAME: UWM Libraries Walk-In Workshop Program</td>
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<td><strong>New</strong></td>
<td><strong>X</strong></td>
<td><strong>Continuing</strong></td>
<td><strong>Amended</strong></td>
<td>Jane Egan, Library Instruction Coordinator/Research and Instructional Support Department (Academic Affairs)</td>
<td>UWM students, faculty and staff</td>
<td>01/02=312 02/03=256 (as of 12/02) No race/ethnic data is kept</td>
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<td><strong>OUTCOMES</strong></td>
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<td>• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<td>Sessions are open to students, staff, faculty, and community users, and include hands-on training for participants. Topics include the use of PantherCat (the UWM Libraries’ online catalog), how to find journal articles, and how to do research using the Internet. These sessions provide the tools needed for identifying, evaluating and using information sources (information literacy skills).</td>
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<th>NAME: UWM Libraries Library Instruction Program</th>
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<td><strong>OUTCOMES</strong></td>
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<td>• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<td>• ADDITIONAL INFORMATION</td>
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<td>NAMES OF PARTNERS</td>
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<tr>
<td>This program is operated in cooperation with UWM instructors, and presents instruction sessions to specific classes to be integrated with coursework at all levels. The goal of this program is to teach students basic research skills and familiarize them with library resources in their field of study, thereby giving them the tools with which to identify, evaluate and utilize information sources (information literacy skills).</td>
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<th>NAME: UWM Libraries Welcome Desk</th>
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<td><strong>OUTCOMES</strong></td>
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<td>• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<td>• ADDITIONAL INFORMATION</td>
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<td>NAMES OF PARTNERS</td>
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This service, resulting from a proposal submitted by the UWM Libraries Advisory Committee on Diversity, is designed to help meet the UWM Libraries vision of “providing an inviting gathering place for culturally and intellectually diverse individuals.”

### PLAN 2008 GOAL IV: INCREASE THE AMOUNT OF FINANCIAL AID AVAILABLE TO NEEDY STUDENTS AND REDUCE THEIR RELIANCE ON LOANS

**RELATED INSTITUTIONAL PLAN 2008 GOAL:**

*MC Goal 3: Increase the proportion of TRE/D students to reflect their numbers in the metropolitan Milwaukee population and, through curricular and academic support, achieve parity in the retention and graduation rates with non-TRE/D students by 2003.*

**Priority Rank (1) (2) (3) (4) (5) (6) (7)**

<table>
<thead>
<tr>
<th>INITIATIVE/PROGRAM NAME</th>
<th>CONTACT PERSON/DEPARTMENT</th>
<th>TARGET GROUP</th>
<th>NUMBER OF APPLICANTS AND TOTAL SERVED (by racial/ethnic groups)</th>
<th>YEAR PROGRAM INITIATED &amp; TIMELINE</th>
<th>DURATION OF PROGRAM</th>
<th>PROGRAM COST AND FUNDING SOURCES (ext &amp; int) and AMOUNT OF EACH AWARD</th>
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<tbody>
<tr>
<td><strong>NAME: UWM Financial Aid Program</strong></td>
<td>Brazilian Thurman, Dept of Financial Aid and Student Employment Services (DS&amp;MA)</td>
<td>All eligible students.</td>
<td>AA: Recipients=1688 Awards=5588 AI: Recipients=142 Awards=497 H/L: Recipients=615 Awards=1786 SEA: Recipients=373 Awards=1449</td>
<td>2001-2002 Academic Year</td>
<td>Ongoing.</td>
<td>$16,742,596.50</td>
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**For the 2001-2002 academic year, the amount of loans, grants, work study, scholarships, and other financial aid awards paid to students are:**

- **African American:** grants = $2,076,916.04; scholarships = $566,427.00; loans = $7,184,439.00; work study = $54,296.28; other = $456,797.00
- **American Indian:** grants = $495,160.00; scholarships = $42,118.00; loans = $385,255.00; work study = $2,356.54; other = $42,481.00
- **Hispanic/Latino:** grants = $662,283.00; scholarships = $199,134.00; loans = $2,334,279.00; work study = $25,436.35; other = $232,440.00
- **Southeast Asian:** grants = $796,628.00; scholarships = $279,088.00; loans = $874,169.00; work study = $29,814.29; other = $3,079.00

**Total amount of grants = $4,030,987.04; scholarships = $1,086,767.00; loans = $10,778,142.00; work study = $111,903.46; other = $734,797.00.**
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<tr>
<td>NAME: Lawton Undergraduate Minority Retention Grant</td>
<td>Brazilian Thurman, Dept of Financial Aid and Student Employment Services (DS&amp;MA)</td>
<td>Minority WI resident students (African American, American Indian, Latino, and Southeast Asian) who have completed 24 credits. Must maintain a 2.25 GPA. Award is generally based on financial need. Must be enrolled at least half-time.</td>
<td>Applied=696 Awarded=696</td>
<td>Average award = $1,496.49</td>
<td>Ongoing.</td>
<td>2001-2002 Academic Year</td>
<td>$1,041,557.00 expended for minority awardees.</td>
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<tr>
<td>NAME: Talent Incentive Program (TIP)</td>
<td>Brazilian Thurman, Dept of Financial Aid and Student Employment Services (DS&amp;MA)</td>
<td>Freshman WI resident. Exceptionally needy. Awarded to first generation college students, disadvantaged, or minorities. Must be enrolled at least half-time. To be eligible for a continuing TIP award, the student must remain continuously enrolled after receiving the initial award.</td>
<td>Applied=348 Awarded=348</td>
<td>Average award = $1,237.59</td>
<td>Ongoing.</td>
<td>2001-2002 Academic Year</td>
<td>$430,679.00 expended for awardees.</td>
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<tr>
<td>NAME: Wisconsin Indian Grant</td>
<td>Brazilian Thurman, Dept of Financial Aid and Student Employment Services (DS&amp;MA)</td>
<td>Undergraduate/Grad-uate. Resident Native Americans who have at least one-quarter Indian blood or who are a member of a federally recognized tribe as determined by the appropriate tribal government. Must be enrolled at least half-time.</td>
<td>Applied=45 Awarded=45</td>
<td>Average award = $1,011.23</td>
<td>Ongoing.</td>
<td>2001-2002 Academic Year</td>
<td>$45,505.00 expended for American Indian awardees.</td>
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<tr>
<td>NAME: Minority Teacher Forgivable Loan</td>
<td>Brazilian Thurman, Dept of Financial Aid and Student Employment Services (DS&amp;MA)</td>
<td>Minority. Junior or senior admitted to teacher preparation or special student working on certification. May be awarded regardless of need.</td>
<td>Applied=50 Awarded=50</td>
<td>Average award = $2,301.20</td>
<td>Ongoing.</td>
<td>2001-2002 Academic Year</td>
<td>$115,060.00 expended for minority awardees.</td>
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<tr>
<td>NAME: inority/Disadvantaged, Female, and Disabled Student Scholarships</td>
<td>Joan Simuncak Tammy Taylor (SARUP)</td>
<td>Minority Disadvantaged Female Disabled Undergraduate and Graduate students</td>
<td>Dates NA Ongoing; 2 new minority scholarships added in Spring 2002</td>
<td>Annually</td>
<td>Private contributions approx. $7000 annually</td>
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<td>NAME: CG Schmidt Scholarship</td>
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<tr>
<td>Tammy Taylor; Bob Greenstreet (SARUP)</td>
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<tr>
<td>Minority Undergraduate Student</td>
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<td>3 applicants (minority)</td>
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<td>Initiated in 2002; Ongoing</td>
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<td>$3000 per year ($1500 per semester)</td>
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<thead>
<tr>
<th>NAME: Scholarship and Tuition Support for Minority Students in PSOA</th>
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<tr>
<td>Department Chairs (PSOA)</td>
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<tr>
<td>PSOA Undergraduate and Graduate Students</td>
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<tr>
<td>Varies</td>
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<tr>
<td>On-going</td>
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<tr>
<td>Varies</td>
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<tr>
<td>UWM Foundation funds – amounts vary each year</td>
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<tr>
<td>UWM Grad School AOP Program</td>
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- Various donors
- Improve recruitment and retention of minority, female, and disabled students.
- These scholarships, though small, have been effective in persuading students to accept enrollment at UWM rather than at another university.
- We plan to continue to increase the number and amount of these scholarships.

- CG Schmidt, Inc.
- Improve recruitment and retention of minority, female, and disabled students.
- A factor leading to success is the dean’s leadership in developing a relationship with the donor, leading to the scholarship commitment last year.

The Visual Art Department earmarks the funds it receives on an annual basis from one of the school’s scholarship accounts in the UWM Foundation to support one or two minority scholarships. While the amount is not large -- $1,000 or $2,000 -- it has proven in the past to be the difference in whether a particular minority student could continue at UWM or would have to drop out for a semester for financial reasons. The Dance Program directs a large portion of its UWM Foundation funds to scholarships for graduate students. Courses in its graduate program are primarily offered in the summer (as the program is geared toward dance teachers and professionals). In the summer of 2002 four minority students received scholarship support (two Native American and two African American students). The Music Department provides non-resident tuition remissions (NRTRs) to a number of exceptionally talented and needy out-of-state undergraduate students each year in order to attract them to UWM. In 2002-03 three of the eight undergraduate students receiving NRTRs were Hispanic students. Minority graduate students in the school often benefit from the UWM Graduate School’s Advanced Opportunity Program (generally from 2-3 students a year) which provides fellowships for minority or under-represented students.
<table>
<thead>
<tr>
<th>NAME: Alois Bulawa Scholarship</th>
<th>Robert Ellis, Assistant Dean (SBA)</th>
<th>Hispanic undergraduate business students</th>
<th>12 applicants for 1 award given</th>
<th>2001-02 Academic year</th>
<th>On going</th>
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<tbody>
<tr>
<td>NAME: Firstar Milwaukee Foundation Scholarship</td>
<td>Robert Ellis, Assistant Dean (SBA)</td>
<td>Minority—African American American Indian Hispanic Southeast Asian</td>
<td>22 applicants for 2 awards given</td>
<td>2001-02 Academic Year</td>
<td>On going</td>
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<tr>
<td>NAME: Wilbur and Ardie A. Halyard Scholarship</td>
<td>Robert Ellis, Assistant Dean (SBA)</td>
<td>African American residents of the city of Milwaukee</td>
<td>28 applicants for 2 awards given</td>
<td>Fall semester of 2001</td>
<td>On going</td>
</tr>
<tr>
<td>NAME: Herbert H. Kohl Charities, Inc. Scholarship</td>
<td>NAME: Sheldon and Marianne Lubar Scholarship Program</td>
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<td>New Continuing X____ Ammended ____</td>
<td>New Continuing X____ Ammended ____</td>
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<tr>
<td>Robert Ellis, Assistant Dean (SBA)</td>
<td>Robert Ellis, Assistant Dean (SBA)</td>
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<td>Minority student who is a Milwaukee city resident and a graduate of the Milwaukee Public School system</td>
<td>Minority Junior or Senior Business Majors</td>
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<td>19 applicants for 1 award given</td>
<td>26 applicants for 8 awards</td>
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<td>Fall semester of 2001 On going</td>
<td>Awarded in Spring 2001 for the 2001-2002 Fall Semester. Ongoing</td>
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- Aid in student retention
- Both 2002-03 recipients have made progress toward their degrees.
- We have increased this program to 2 awards rather than one.

- Aid in student retention
- 2002-03 Recipient has made progress toward degree.
- Work closely with the donor to ensure continued funding.
| NAME: School of Education Scholarships | Stephanie Foley  
Associate Dean’s Office  
229-5253 (SOE) | Minority students pursuing School of Ed. degrees.  
Last year we awarded scholarships to 39 School of Education students, 10 of whom were underrepresented minorities. | Ongoing | Awards are granted for the fall semester of each academic year.  
For Fall 2002, we awarded approx. $38,650 in scholarship $, of which $6,500 was allocated for minority-only scholarships. |
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<td><strong>NAMES OF PARTNERS</strong></td>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
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<tr>
<td><strong>PARTNERS</strong></td>
<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
<td><strong>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</strong></td>
<td><strong>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</strong></td>
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<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td><strong>Partners include various external donors, whose contributions are managed and disbursed through the University of Wisconsin-Milwaukee Foundation.</strong></td>
<td><strong>New last year was the Hmong Leadership Scholarship, which offered 2 awards of $1,000 specifically to SOE students of Hmong heritage.</strong></td>
<td><strong>The expected outcomes are to encourage continued academic success and alleviate the financial burden of attending college, thus ultimately bolstering retention and graduation rates among minority students.</strong></td>
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<tr>
<td><strong>Factors influencing program outcomes are limited funding sources, relatively small number of scholarships available, and a lack of applicants. Last year, the Reuben Harpole Scholarship was not given away simply because we had more scholarships for African Americans than we did applicants. Likewise, only one of the Hmong Leadership awards was granted due to the fact that only one Hmong student applied.</strong></td>
<td><strong>In the upcoming years, we need to bolster our marketing efforts to encourage applications from minority students. Scholarship funds have risen for the Fall 2003, and we are excited to have approx. $59,000 to award in scholarship money.</strong></td>
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| NAME: Minority Teacher Forgivable Loan Program | Felipe Rodriguez Jr., 229-4721, felipe@uwm.edu  
(SOE) | Minority (African American, American Indian, Hispanic, Laotian, Cambodian, or Vietnamese) teacher education students who meet the qualifications set forth by the Board | Over 100 students of color served since May of 2000. | 2000 to present | Ongoing | Eligible borrowers may receive up to $2,500 a year (not to exceed a total of $5,000). Loans are forgiven at a rate of 25 percent for each year of teaching after certification. |
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<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td><strong>Partners: Wisconsin Higher Educational Aids Board</strong></td>
<td><strong>Coordinated by the Wisconsin Higher Educational Aids Board, this loan program is offered to minority (African American, American Indian, Hispanic, Laotian, Cambodian, or Vietnamese) teacher education students who meet the qualifications set forth by the Board. Eligible borrowers may receive up to $2,500 a year (not to exceed a total of $5,000). Loans are forgiven at a rate of 25 percent for each year of teaching after certification.</strong></td>
<td><strong>This year, the program received approx. $80,000 to award to eligible borrowers, up from previous years. This increase occurred because several other UW institutions with Minority Teacher Forgivable Loan programs were not been able to use their full allotment of award money, and thus donated the surplus funds to UWM’s program. It is our hope that other UW institutions unable to find students to utilize this program at their own campuses will continue to add to UWM’s funds over the next several years, making this program even more of a success.</strong></td>
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<tr>
<th>NAME: Industrial Scholars Program</th>
<th>Dr. Ester Johnson, Office of Diversity (CEAS)</th>
<th>Prospective multicultural student</th>
<th>One</th>
<th>Begin Summer 2000</th>
<th>Six year program</th>
<th>$39,000 Scholarship</th>
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<tbody>
<tr>
<td><strong>NEW</strong></td>
<td><strong>CONTINUING</strong></td>
<td><strong>AMENDED</strong></td>
<td><strong>NAMES OF PARTNERS</strong></td>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
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<tr>
<td>NAME: Scholarship for Study in Computer Science, Engineering, and Mathematics</td>
<td>Sharon Kaempfer, Student Service (CEAS)</td>
<td>All freshmen status students for 2003-2004</td>
<td>Fall 2003</td>
<td>Up to 2 years</td>
<td>$3,000 Tuition Grant funded by the National Science Foundation</td>
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<tr>
<td>NAME: Wisconsin Energy Foundation Minority Graduate Scholarship</td>
<td>Todd Johnson, Student Services (CEAS)</td>
<td>Minority Engineering or Computer Science Graduate Student</td>
<td>Three</td>
<td>Begun 2001</td>
<td>Three years</td>
<td>$5,400 full tuition renewable for a total of $81,000</td>
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<td><strong>NAME:</strong> Advanced Opportunity Fellowship Program</td>
<td><strong>NAME:</strong> Northwestern Mutual Life Scholarship</td>
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<td><strong>Douglas Harder</strong> (Graduate School)</td>
<td><strong>Twyla McGhee</strong> (SOIS)</td>
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<td><strong>M/D graduate students</strong></td>
<td><strong>Minority students enrolled in BSIR program</strong></td>
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<td><strong>60 annually</strong></td>
<td><strong>1 African American</strong></td>
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<td><strong>Fall 2002</strong></td>
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<td><strong>1 Year</strong></td>
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**NAMES OF PARTNERS**
- Graduate scholarship programs aim at Milwaukee’s minority students in highly technical fields of study.
- Applicant is based on merit.
- One recipient complete her M>S> program including the thesis in summer 2002.
- The second recipient is expected to complete the Engineering Management Masters Program 2004.
- The third recipient anticipated date of graduation is 2004.

**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- Advanced Opportunity Program (AOP) awards graduate fellowships to m/d graduate students.

**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- Northwestern Mutual Life Insurance Foundation awarded a $5,000 scholarship to an African American student who enrolled in the BSIR program.
- The scholarship is to support the student’s tuition and educational expenses.
- The SOIS monitored the progress of the student’s academic records.
- This was a one-year program and continuation of the funding is dependent upon the decision of the Northwestern Mutual Life Insurance Foundation and academic performance of the student recipient.
<table>
<thead>
<tr>
<th>NAME: SOIS Scholarships</th>
<th>Wilfred Fong (SOIS)</th>
<th>SOIS BISR/MLIS students</th>
<th>Awarded approx. 4 students per year</th>
<th>Ongoing</th>
<th>1 academic year</th>
<th>SOIS Foundation</th>
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<td>• NAMES OF PARTNERS</td>
<td>SOIS offered about 4 scholarship to our BSIR/MLIS students: Dean’s Scholarship, Jack Merkel Scholarship, North Shore Professional Women Association, and Barbara Bartley Scholarship, in addition, SOIS has maintained several paid internship with Harley Davidson Motor Company and Columbia Hospital Health Systems for our MLIS students. Also, a SOIS student received the Graduate School AOP Fellowship.</td>
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<td>• EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
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<td>NAME: Indian Community School Intertribal Scholarship</td>
<td>Diane Amour, American Indian Student Services (L&amp;S)</td>
<td>Currently enrolled and admitted American Indian undergraduate and graduate students</td>
<td>two</td>
<td>1996</td>
<td>ongoing</td>
<td>$4000 (two $1000 awards per semester of the academic year foundation account)</td>
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<td>• NAMES OF PARTNERS</td>
<td>Indian Community School of Milwaukee</td>
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<td>• EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
<td>To encourage and support students in their academic careers</td>
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<td>• ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>Of the sixteen students who have received the scholarship, 6 are still enrolled at UWM and 10 have graduated</td>
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<tr>
<td>NAME: MED-PREP Internships</td>
<td>Sue Blong, MED-PREP (L&amp;S)</td>
<td>African American American Indian Hispanic Asian Disadvantaged White</td>
<td>13</td>
<td>1</td>
<td>4</td>
<td>2</td>
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**NAME: L&S Scholarships**

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In addition, Letters and Science students are also able to receive scholarships from those listed below in the UWM Foundation with the exception of the WEPCO Minority Scholarship. The Frank A. Schneider Scholarship was discontinued after the Fall of 2002.

**NAME: UWM Scholarships**

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**NAME: Scholarships for Disadvantaged Students**

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This is an annual grant submitted annually on an ongoing basis.

**NAME: Scholarships**

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**ADDITIONAL INFORMATION**

- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
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**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**

UWM College of Health Sciences, Health Careers Opportunity Program bought-out 40% of my time to Coordinate their internship program. Partnering with the City of Milwaukee; Milwaukee Area Health Education Consortium, Columbia-St. Mary’s Hospital, Froedtart Hospital and Milwaukee Public Schools.

Increase participation of TRE students in the Internship program through increased contact, personalized advising, and increased access to outside resources through more effective and efficient networking with the health professional community. Increase participation of TRE students in summer research opportunities offered throughout the nation. Placed 22 students – 20 through HCOP ant 1 Hispanic and 1 African American - research interns at the Medical College of Wisconsin.

**HRSA Division of Nursing**

- Provide for the recruitment and retention of culturally diverse students via financial support, especially for disadvantaged students for whom attending the UWM School of Nursing would constitute a severe financial hardship.
- Financial support was provided to 5 TRE/D students.
- The amount of funding obtained by the School of Nursing in each grant cycle is dependent upon the amount of federal funds available and the number of schools making grant applications.
- Continue to pursue this grant as well as any other avenues that become available to provide financial support for TRE/D students.

**ADDITIONAL INFORMATION**

- Asst Dean Diane Miller, Student Services, Helen Bader School of Social Welfare (HBSSW)
- High school and college students
- Unknown
- Ongoing
- Ongoing
- External funding
Greater recruitment and retention of minority students

Have increased number of scholarships

NA

Continue raising dollars for scholarships.

Each year students receive AOP fellowships in the Helen Bader School of Social Welfare

**PLAN 2008 GOAL V: INCREASE THE NUMBER OF FACULTY, ACADEMIC STAFF, CLASSIFIED STAFF AND ADMINISTRATORS OF COLOR SO THAT THEY ARE REPRESENTED IN THE UW SYSTEM WORKFORCE IN PROPORTION TO THEIR CURRENT AVAILABILITY IN RELEVANT JOB POOLS. IN ADDITION, WORK TO INCREASE THEIR FUTURE AVAILABILITY AS POTENTIAL EMPLOYEES.**

**RELATED INSTITUTIONAL PLAN 2008 GOAL:**

MC Goal 2: Increase the percentage of TRE faculty and the percentage of TRE staff to reflect either the U.S. Department of Labor accepted availability and utilization data or the TRE/D composition of UWM students, whichever is greater, and achieve parity in the promotion rate with non-TRE faculty and staff by 2003.

Priority Rank (1) (2) (3) (4) (5) (6) (7)

<table>
<thead>
<tr>
<th>INITIATIVE/PROGRAM NAME</th>
<th>CONTACT PERSON/DEPARTMENT</th>
<th>TARGET GROUP</th>
<th>NUMBER OF APPLICANTS AND TOTAL SERVED (by racial/ethnic groups)</th>
<th>YEAR PROGRAM INITIATED &amp; TIMELINE</th>
<th>DURATION OF PROGRAM</th>
<th>PROGRAM COST AND FUNDING SOURCES (external and internal)</th>
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<tbody>
<tr>
<td>NAME: Affirmative Action Plan (AAP) Development and Revision</td>
<td>Anthony Hightower, Director, Equity/Diversity Services (Academic Affairs)</td>
<td>Personnel Representatives, Deans, Directors, Screen Committees</td>
<td>Any potential employee or current employee of an underutilized job group as identified by the OFCCP</td>
<td>On-going with a revised plan completed each year</td>
<td>On-going</td>
<td>E/DS Budget (all)</td>
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**NAMES OF PARTNERS**

**EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**

**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**

**INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**

**FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**

**ADDITIONAL INFORMATION**

**Although E/DS takes the lead in completing AAP, all UWM personnel with hiring authority and influence are vital to this initiative.**

**Expected outcomes include continued improvement in creating diverse UWM labor pools consistent with the available labor market.**

**Reduction and elimination of underutilized categories is the goal. For example, from 2000-2001, UWM female employees increased from 1568 to 1642 and minority employees increased from 571 to 633. UWM received Wisconsin’s Department of Employment Relations Diversity Award in November 2002.**

**We will continue to assess our recruitment efforts and make recommendations for improvement.**

**It should be noted that, in November 2002, UWM’s Chancellor created The Task Force on Racioethnicity. This task force is charged with providing the university with a comprehensive assessment of the current state of racioethnic diversity issues and developing recommendations for creating an organizational culture that reflects the diversity of UWM employees.**
### NAME: Recruitment

**New**  
**Continuing**  
**Amended**  

- **NAME OF PARTNERS**  
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**  
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**  
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**  
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  
- **ADDITIONAL INFORMATION**

*ShaRon Williams*  
Director/Human Resources  
(Academic Affairs)  

*Minorities/Women*  

**PARTNERS**  

*UWM, Community*

**EXPECTED OUTCOMES OR NEED**

Human Resources keeps a close watch on hiring processes for classified and unclassified employment. Recruitment plans are reviewed for their appropriateness to generate a diverse applicant pool. Targeted mailings of classified position announcements are sent to minority organizations. This office identifies from the AAP which job groups are underutilized for women and/or minorities and monitors the hiring process. Statistics are compiled based on self-identification of applicants/interviewees by race and gender.

### NAME: HR Advice & Training

**New**  
**Continuing**  
**Amended**  

- **NAME OF PARTNERS**  
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**  
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**  
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**  
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  
- **ADDITIONAL INFORMATION**

*ShaRon Williams*  
Director/Human Resources  
(Academic Affairs)  

**PARTNERS**  

*UWM employees*

**EXPECTED OUTCOMES OR NEED**

Human Resources provides personnel advice and training to UWM administration, faculty, and staff on matters related to diversity, such as recruitment strategies, family/medical leave acts, employee disability accommodations, and so forth.

### NAME: Cultures and Communities Match Fund Hires; Graduate Fellowships

**New**  
**Continuing**  
**Amended**  

- **Professor Gregory Jay**  
- **Cultures and Communities Program**  
- **Academic Affairs & L&S**  
- **African American, Native American, Hispanic American, Asian American**  
- **See below**  
- **2001-**  
- **Ongoing**  

**TOTAL SALARIES**

50% Milwaukee Idea  
50% Letters and Science, Peck School of the Arts

**EXPECTED OUTCOMES OR NEED**

80% Project Title: Cultures and Communities Match Fund Hires; Graduate Fellowships

**ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**

**INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**

**FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**  

**ADDITIONAL INFORMATION**
<table>
<thead>
<tr>
<th>NAME: Cultures and Communities Faculty Fellowship Program</th>
<th>Professor Gregory Jay Cultures and Communities (Academic Affairs &amp; L&amp;S)</th>
<th>African American, Native American, Hispanic American, Asian American</th>
<th>African American-7 Native American-1 Hispanic American-1 Asian American-3</th>
<th>2000-</th>
<th>Ongoing-annual</th>
<th>$35,000 annually from Milwaukee Idea $10,000 Title II grant</th>
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<td>New</td>
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<tr>
<td>NAMES OF PARTNERS</td>
<td>Department of English, Department of History, Department of Dance</td>
<td>For NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
<td>ADDITIONAL INFORMATION</td>
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<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
<td>Increase courses focused on underrepresented target groups; strengthen ties to associated community groups; facilitate mentoring of TRE faculty</td>
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<tr>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>Hired Associate Professor of English Sandra Grayson (African American), Assistant Professor of Dance Simone Ferro (Hispanic), Assistant Professor of History William Jones (African American); Graduate Fellow Vincent Her (Hmong American)</td>
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<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
<td>Strong collaborative support from departments and school/college administrations</td>
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<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
<td>Budget cuts eliminated two more planned hires during active recruitment in 2001-2002; no new funds allocated in 2002-2003; will continue to work with instructional units to promote hiring of TRE faculty and staff</td>
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<td>NAME: Institute on Multicultural Relations (IMR)</td>
<td>Gary L. Williams, Department of Multicultural Affairs (DS&amp;MA &amp; Academic Affairs)</td>
<td>Communities of color</td>
<td>37 UWM faculty scholars and staff in IMR</td>
<td>2002 &amp; ongoing</td>
<td>Year-round</td>
<td>Currently seeking extramural support from private and public agencies</td>
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<tr>
<td>NAMES OF PARTNERS</td>
<td>UWM Departments of Anthropology, Visual Art, Music, Sociology, Dance, Curriculum and Instruction, English, Film, Theatre, Communication</td>
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<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
<td>Increased scholarly production and course development by TRE faculty; increased collaboration and mentoring through Fellows group</td>
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<tr>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>8 new undergraduate GER classes developed with diversity/multicultural emphasis by TRE faculty; one completed dissertation; one film project substantially completed; major growth in audiences for Human Experience Theater</td>
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<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
<td>Numerous demands made on TRE faculty time; limited flexibility for course “buyouts” during budget crises; inconsistent support for TRE faculty by home departments</td>
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<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
<td>Budget cuts assure that this program will shrink; we will shift more emphasis to integration of diversity with Service Learning and community engagement; more attention to global diversity issues in international settings</td>
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<td>NAME: Institute on Multicultural Relations (IMR)</td>
<td>Gary L. Williams, Department of Multicultural Affairs (DS&amp;MA &amp; Academic Affairs)</td>
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<td>37 UWM faculty scholars and staff in IMR</td>
<td>2002 &amp; ongoing</td>
<td>Year-round</td>
<td>Currently seeking extramural support from private and public agencies</td>
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<tr>
<td>NAMES OF PARTNERS</td>
<td>Partners: Milwaukee Urban League, Milwaukee Indian Education Committee, UW System Institute on Race and Ethnicity, UWM Milwaukee Idea/Center for Urban Initiative Research, UWM Cultures and Communities Program, UWM Hmong American Studies Initiative, and UWM Center on Aging. More community and campus partnerships will be established in the future.</td>
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<td>EXPECTED OUTCOMES</td>
<td>1) conduct community-based solution-oriented research by IMR faculty scholars, in collaboration with community experts and members of the IMR Community Advisory Panel, to effect positive changes in the Milwaukee communities; 2) implement a series of forums/symposiums per year to discuss community issues of interest with Milwaukee residents, while highlighting the scholarship of Institute Scholars; 3) organize a major national conference once per year, featuring national speakers, to discuss community issues; 4) implement a think tank to address issues of public policy from the perspective of race and ethnicity; 5) provide technical assistance to community members on research, proposal writing, advocacy, assessment, and diversity training techniques; 6) produce newsmagazines, books, articles, and other printed, multimedia and online publications to disseminate critical information affecting the welfare of Milwaukee’s communities; and 7) improve recruitment, retention and graduation/promotion of students, faculty and staff of color.</td>
<td>2002 &amp; ongoing</td>
<td>Year-round</td>
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<td>Current seeking extramural support from private and public agencies</td>
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</table>
• **Actual Outcomes:** 37 IMR scholars are on board, planning for four forums are underway. They include: 1) “Who benefits from a failing urban school district?” on February 26, 2003; 2) an upcoming forum on assessment on March 13, 2003; 3) a follow up “Who benefits” forum in April 2003; and 4) a forum on health in fall 2003.

• **Next Five Years:** IMR Scholars will mentor Faculty Associates (junior faculty of color) so they will be retained and promoted at UWM. Additional funding is needed to sustain IMR operation and future expansions. Proposals will be submitted to various funding agencies.

<table>
<thead>
<tr>
<th>NAME: Diversity Hires in PSOA</th>
<th>Dean, Dept. chairs, and search committee chairs (PSOA)</th>
<th>Racial and ethnic minorities</th>
<th>See below.</th>
<th>On-going</th>
<th>On-going</th>
<th>Internal department funds and additional campus support</th>
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• **Names of Partners**
• **Expected Outcomes or Need for Initiative/Program**
• **Actual Outcomes or Effectiveness of Implemented Activities**
• **Internal & External Factors Influencing Program Outcomes**
• **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
• **Additional Information**

The faculty of the Peck School of the Arts is not currently underutilized for racial/ethnic minorities as increased efforts to diversify the faculty over the past several years have paid off with a number of new minority hires. In 1999-2000 two of three new faculty were racial minorities (one Asian female and one African-American male); in 2000-01 all three faculty hires were white; in 2001-02 two of seven hires were minorities (an Asian male and an Hispanic female); and in 2002-03 all four faculty hires were white. Therefore, of 17 new faculty, 4 or approximately 24% were minorities.

From the fall of 1999 to January 2003 the Peck School of the Arts hired four probationary track academic staff members; all were white. It also hired five classified staff members; one of whom was an African American female.

The school received campus funds to support the hire of the African-American male in 1999-2000 -- $20,000 was committed to pay half of the faculty member's salary for three years. The school also received support from the Cultures and Communities Program for approximately 50% of the salary of a fixed-term African American academic staff member for three years (from fall 2000 to spring 2003).

<table>
<thead>
<tr>
<th>NAME: Promotion and Retention of PSOA Minority Faculty</th>
<th>Department and Divisional Executive Committees (PSOA)</th>
<th>Racial and ethnic minority faculty</th>
<th>See below</th>
<th>On-going</th>
<th>On-going</th>
<th>Internal</th>
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• **Names of Partners**
• **Expected Outcomes or Need for Initiative/Program**
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• **Additional Information**

In the past three years, 1999-2000 through 2001-02, nine faculty were considered for tenure or promotion. Of those nine, six were reviewed for promotion to associate professor with tenure and three for promotion to full professor – all received positive recommendations. Four of the nine faculty were minorities – a Hispanic male and an African American male were promoted to associate professor with tenure and an American Indian male and an American Indian female were promoted to full professor.

In the same three years there were nine reappointments of probationary faculty of whom four were minorities. No minority faculty were not retained; however, one African-American female resigned in 2002 to take a position at another institution.

<table>
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<tr>
<th>NAME: SBA Diversity Efforts</th>
<th>Sarine Schmidt Assistant Dean-Personnel (SBA)</th>
<th>N/A</th>
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77
For faculty positions, the School of Business Administration is underutilized only for females. In academic staff positions, certain titles show racial underutilization. As underutilized positions become available they are proactively recruited. To confirm our diligence, we would like to point out that in an extremely competitive market with very few PhD graduates, the SBA was able to recruit and hire two African American male faculty members in the last two years. The well-documented demographic problem of Business PhDs and the strong attraction of the private sector makes recruitment for faculty positions difficult. Our search committee resourcefulness resulted in and successful hires.

| NAME: Targeted Faculty & Staff Recruitment Efforts | Elizabeth Bolt, SOE Business Office 229-5671 (SOE) | African American, Native American & Latino Faculty & Staff | 5 out of 9 new faculty members hired for the 2002-03 academic year are of a TRE/D group. | Ongoing | Ongoing | Internal funds are used to tailor advertising to minority publications. |
| NAME: Electa Quinney Endowed Professorship of American Indian Education | David Beaulieu, Professor of American Indian Education (SOE) | Native American students seeking School of Ed. degrees | Currently, Dr. Beaulieu supports the education of 14 Native American School of Ed. students. | The first Electa Quinney Professor was hired in 2001-02. The search for a second position is underway for 2003-04. | Ongoing | The Electa Quinney Endowed Professorship, funded through a $1 million gift from Milwaukee's Indian Community School |

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

- We have utilized recruitment resources target for populations of color, such as advertising with the Milwaukee Community Journal. We have also recently instituted the Holmes Scholars program to fund two graduate assistant positions for students of color.
- We expected that our targeted recruitment efforts would result in greater racial/ethnic diversity among SOE faculty and staff.
- Outcomes have been favorable. For example, 56% of the faculty hired for the 2002-03 academic year are men and women of color, up from 40% last academic year.
- Factors influencing recruitment efforts have been limited funding for recruitment efforts and small applicant pools for faculty & staff positions.

- **Names of Partners**
- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

- Partners: Milwaukee’s Indian Community School, UWM’s Department of Educational Policy & Community Studies.
- The Electa Quinney Professors are expected to help prepare students at both the undergraduate and graduate levels in the teaching skills that are optimal for the cognitive, emotional, social, physical, aesthetic and cultural development of urban American Indian children. The professors will integrate their specialized area of training into the broad missions of the School of Education, which are to prepare superlative urban educators and enhance cultural diversity in order to serve the students and citizens of the Milwaukee area.
- The professors are also expected to assist in designing and developing instructional strategies which will facilitate American Indian urban education, work closely with the Milwaukee Indian Community School on behalf of American Indian children, recruit American Indian students into all academic programs, build awareness of cultural diversity, and stimulate partnerships to promote the education of American Indian students in the greater Milwaukee area.
- Outcomes have been as expected thus far. Dr. David Beaulieu, the first Electa Quinney Endowed Professor, has created two permanent courses in Native American educational issues through the Dept. of Educational Policy and Community Studies, and is currently funding the education of 14 Native American students with grant money from the US Dept. of Education’s Urban Indian Teacher Training Program.
**NAME: CEAS Good Faith Efforts**

| Name | Dean William Gregory (CEAS) | Faculty, Academic Staff and Classified Staff | 2001: 4 African Americans, 4 Hispanics | 2002: 5 African Americans, 5 Hispanics |

- **Promotion**: Promote and increase the number of minorities within the College.

- **Systematic Review of Utilization Statistics**: Meet with each department chairperson and reviewed the utilization statistics for faculty job groups. This background information allows assessment of the department’s progress and redressing utilization of underrepresented groups as well as reviewing recruitment methods and hiring decisions.

- **Increase Diversity**: An increase in diversity within the college.

**NAME: CHS Diversity Efforts**

| Name | Randall Lambrecht (CHS) | Unclassified Employees, faculty & Staff | Over 70 Faculty and Staff | Annual | Continuous, mostly academic year | Faculty/staff development |

- **Expected Outcomes**: Implement strategic Search and Screen Committees which have minority representation and target minority groups. Develop aggressive recruitment plans that include dissemination of announcements to entities that target diverse populations. Support faculty/staff development opportunities.

- **Actual Outcomes**: In 2001, the CHS created a joint faculty position with College of Engineering & Applied Sciences to hire minority faculty. Also in 2001, of 5 unclassified hires this year, 3 were minority. In 2002, the two full-time HCOP hires (academic staff positions) were African American. We also cost share the Med-Prep Coordinator’s position, who is Native American.

- **Internal/External Factors**: Number of new hires that are from underrepresented groups.

- **Next Five Years (NEW)**: In order to achieve its goal of a community where education and awareness contribute to healthful behavior and environment, Partnerships for Healthy Milwaukee has proposed the following objectives: (1) Increase diversity in recruitment and hiring in health professions schools; (2) Encourage student and faculty participation in service learning programs and mentoring relationships to broaden exposure to diverse cultures and; (3) Establish a resource base for educators and staff to support their efforts to increase cultural competency of the workforce and build trust among health consumers. Continue effort to hire individuals from underrepresented groups.

**NAME: Hiring/Retention Efforts**

| Name | Wilfred Fong (SOIS) | Minority Faculty and Staff | Academic Staff: 2 African American, 1 SE Asian | 2002 | Ongoing |

- **New**
- **Continuing**
- **Amended**
SOIS was successful in 2001-02 to recruit an African American male and a Southeast Asian female as Academic Advisors. The SOIS was successful in recruiting an experienced African American female as the SOIS Director of Student Services. With this appointment, the SOIS is the only unit on campus in which a minority female is a director of student services.

SOIS continues to support continuing education opportunities for its staff, and its effort in recruiting minority faculty. SOIS continues to offer training programs on technology to all faculty and staff.

<table>
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<tr>
<th>NAME: Recruitment and Retention</th>
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<td>New</td>
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Recruitment: In the year 10/1/00 to 9/30/01, all job groups in Letters and Science were utilized for total minorities (that is, they reflected the labor market availability) except for F07, F08, U13, and 06M.

- **Expanding Applicant Pools** - In addition to advertising in traditional sources, departments made extra efforts to diversify applicant pools and attract more women and minority candidates. In the summer of 2001, the College created a resource guide for recruitments conducted in the fall and winter of 2001. This resource consisted of electronic list servers, web sites, and professional associations geared to women and minorities.

- **Faculty Partner Accommodations** – Two minority faculty members were hired in 2001-2002 through partner accommodations in Job Groups F07, F08, and F09.

- **Competitive Offers** - Successful offers have included competitive salaries, course load reductions, moving expenses, travel funds, and start-up funds. In addition, the College provided additional support for new faculty to establish their research programs through summer salary support and backstop funds. And in a number of cases, the College allowed new faculty to delay their start dates in order to complete a postdoctoral appointment at a research lab.

- **Systematic Review of Utilization Statistics** - In the summer of 2001, the Senior Administrative Program Specialist met with each associate dean and reviewed the utilization statistics for faculty job groups. This background information allowed the associate deans to assess progress in redressing utilization of under represented groups and to review recruitment methods and hiring decisions in 2001-2002.

Retention

- **Climate Issues** - The Office of Equity/Diversity Services conducted training on sexual harassment for department chairs, unit coordinators, and directors. When questions of harassment and discriminatory conduct have been brought to the attention of the Dean and other members of his administrative support staff, particularly the Special Counsel, they have been promptly investigated. In addition, the Task Force on Women in 2000-2001 identified climate issues for women; the College is sensitive to those issues.

- **Counteroffers** - Counteroffers have proven to be an effective retention device over the years.

- **Family Friendly Policies and Leaves of Absence** - Six minority faculty and staff requested and received family and medical leaves during 2000-2001. Employees have been given the flexibility to work at home on occasion and to set alternative work schedules. In addition, they have also taken partial leaves.

Professional Development

- **In Job Group F07-F08-F09,** eight minority faculty and staff requested and received leaves of absence or sabbaticals in 2001-2002. Faculty received limited travel funds to attend professional conferences and to deliver papers.

- **UW System and union contractual provisions afford employees the opportunity to take classes and be reimbursed for tuition.** During the review period, one minority woman requested and received tuition reimbursement.

- **The College paid for computer skills training of 32 faculty, classified and academic staff at Instructional and Medical Technology workshops.** No one was denied training. Staff attended 86 workshops in all.

- **Employees who wished to attend the Wisconsin State Public Sector Employees annual conference were supported in travel expenses.**

Salary Compression

An allocation of 0.656% of the annual merit funds were set aside for salary compression remedies for full and associate professors.

**Promotions** - Four minority faculty, two minority academic staff, and three minority classified staff were promoted.
- **Faculty Mentoring** - Fifty-one of the College’s 102 non-tenured faculty elected to join or continue in the faculty mentoring program. This percentage represents 50% of the non-tenured faculty. The College wants to find out if there is a correlation between the faculty mentees and retention rates.

- **Faculty Workloads** - Not uncommonly, new non-tenured faculty are given reduced teaching and service loads in order to establish their research programs.


- **Performance Evaluations**
  - All non-tenured faculty are to receive detailed, written performance evaluations to assist them in meeting expectations of teaching, research, and service responsibilities to gain tenure.
  - All career-track academic staff and permanent classified staff are to have their performance evaluated annually as well.

- **Instructional Academic Staff Appointments**
  - The College annually reviews the employment history of all ad hoc instructors and provides departments with the names of persons who are eligible to receive rolling horizon contracts. Approximately 36 persons have rolling horizon contracts. In addition, the College has selectively converted some fixed term appointments of both teaching and non-teaching staff to probationary academic staff appointments.
  - The workload of all instructional staff in the College has been regularized to be consistent with the implementation of the Instructional Academic Staff Workload Policy approved in the summer of 2000 (4/4 teaching load).
  - The College modified the criteria for promotion to Senior Lecturer in November 2000, making it possible for ad hoc instructors to be promoted sooner.
  - The College annually reviews the prefix level of teaching academic staff for movement within a title series. The prefix level of Category A non-teaching employees is also regularly monitored and reviewed for movement.

- **Classified Service Broad banding**
  - The creation of more broad banded classified positions allowed the College to promote employees into job classifications with more flexible salary ranges and to recommend optional annual Discretionary Compensation Awards.

The State of Wisconsin expanded the use of broad banding into certain titles in Job Group 01M and 02M that had been difficult to recruit and retain. Broad banding allowed us to promote and retain a minority woman.

### NAME: Faculty/Staff Recruitment

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Julie Frey-Executive Assistant to the Dean (SON)</th>
<th>The pool of TRE individuals qualified to fill open faculty/Staff positions.</th>
<th>Current racial/ethnic composition of Faculty/Staff: 83% -White, 10% -African American, 4% -Asian American, 2% -Native American, 1% -Hispanic American</th>
<th>Faculty/Staff recruitment is ongoing.</th>
<th>Faculty/Staff recruitment is ongoing.</th>
<th>Costs are assumed in the School of Nursing budget.</th>
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<td>New</td>
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- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

- No partners are associated with SON Faculty/Staff Recruitment
- Of four Staff positions filled in 2000-2001, two were TRE individuals.
- The current nursing shortage extends to the academic as well as practice arenas.
- TRE groups are underrepresented among the ranks of Faculty/Staff of health professions schools across the country.
- Recruitment of nursing faculty continues to be a challenge because of the national nursing faculty shortage. Two positions for 2001-2002 have been filled. One of these positions will be held by a TRE individual.
- Continue to aggressively recruit TRE individuals for available positions.

### NAME: Active Recruitment of Faculty and Staff of Color

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<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>James A. Blackburn, Dean, Helen Bader School of Social Welfare (HBSSW)</th>
<th>Faculty and academic staff in the Helen Bader School of Social Welfare</th>
<th>Open to all faculty and staff</th>
<th>Ongoing</th>
<th>Ongoing</th>
<th>Internal 150 cost returns</th>
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### PLAN 2008 GOAL VI: FOSTER INSTITUTIONAL ENVIRONMENTS AND COURSE DEVELOPMENT THAT ENHANCE LEARNING AND A RESPECT FOR RACIAL AN ETHNIC DIVERSITY.

**RELATED INSTITUTIONAL PLAN 2008 GOAL:**

*MC Goal 3: Increase the proportion of TRE/D students to reflect their numbers in the metropolitan Milwaukee population and, through curricular and academic support, achieve parity in the retention and graduation rates with non-TRE/D students by 2003.*

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<table>
<thead>
<tr>
<th>NAME: Administrative Affairs Diversity Efforts</th>
<th>Ron Umhoefer, Division of Administrative Affairs</th>
<th>Balance our workforce to Office of Equity and Diversity Services published availability and utilization data</th>
<th>See narratives below</th>
<th>Ongoing</th>
<th>Ongoing – (See Statistics below for 10/1/2000 through 9/30/2001)</th>
<th>State operating budgets</th>
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- **During the 2000-01 AAP year the Division of Administrative Affairs completed 62 recruitments in the classified service and one unclassified recruitment. Of the 54 recruitments in which there were one or more interested female or minority candidates, we hired a female or minority in 39 of them or 72% of the time. In 30 of our recruitments we had an underutilization in one or more job categories and we attracted at least 1 interested candidate from the underutilized group. In 6 (20%) of these recruitments the most qualified candidate, whom we selected, was from the underutilized group. In 15 (63%) of the remaining 24 recruitments in which we did not hire an applicant from the underutilized group, the most qualified applicant whom we hired for the position was a woman or a minority.**

- **The success of the Division's efforts over the years is reflected in the fact that the Division has reduced the number of job group/categories (women, total minorities, African American, Hispanic, Asian and American Indian) in which the Division is underutilized between 9/95 and 9/01 from 21 job/categories to 11. It should be pointed out that the severity of remaining 11 underutilizations has also decreased. Furthermore, this improvement was accomplished at the same time that the Division implemented criminal records checks (9/96) on all permanent hires. Furthermore, the success of the Division's efforts over the years is reflected in the fact that the Division has a more balanced workforce than the campus in the job groups in which the Division has staff. As of September 28, 2001, the Division is underutilized in 11 categories (women, total minorities, African American, Hispanic, Asian and American Indian) within those job groups. The campus is underutilized in 22 categories within those same job groups. The Division has been more successful in balancing its workforce over the years than the campus in those same job groups.**

- **Directors, assistant directors, managers and supervisors are evaluated on the basis of a “good-faith” effort in implementation of affirmative action efforts. To encourage female and minority custodians to take the exam for custodial supervisory positions, the Division requested that the Department of Human Resources brief all custodian 2’s (n=153) about the exam, recruitment and hiring process. The Department of Physical Plant Services sent to custodians a notice alerting about the exam date and encouraging them to take the exam. Various departments within the Division have placed ads during the 2000-01 AAP year in local newspapers including minority newspapers to encourage female and minority applicants to apply for job openings in underutilized categories. The Division reallocated approximately $25,000 in resources to fund ten Student Interns for summer 2002. Two of the ten were minority and five were female. Without reallocating resources, the departments would have been able to fund only one intern.**

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**82**
**MC Goal 4:** Increase institutional accountability for achieving diversity and improving the campus climate.

### Initiative/Program Name

<table>
<thead>
<tr>
<th>Priority Rank</th>
<th>Initiative/Program Name</th>
<th>Contact Person/Department</th>
<th>Target Group</th>
<th>Number of Applicants and Total Served (by racial/ethnic groups)</th>
<th>Year Program Initiated &amp; Timeline</th>
<th>Duration of Program</th>
<th>Program Cost and Funding Sources (external and internal)</th>
</tr>
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<tr>
<td></td>
<td><strong>Course Development that Enhance Learning and a Respect for Racial and Ethnic Diversity</strong></td>
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<td></td>
<td>NAME: Cultures and Communities Certificate Program</td>
<td>Professor Gregory Jay, Cultures and Communities Program (Academic Affairs &amp; L&amp;S)</td>
<td>UWM undergraduate students in all schools and colleges working to fulfill General Education Requirements</td>
<td>Total students served approximately 2,000 to date; breakdown by group not available</td>
<td>Course development begun January 2000; Certificate Program approved October 2002</td>
<td>2002-Ongoing</td>
<td>Administrative costs approx. $40,000 per annum in salary; Milwaukee Idea, Title II grant</td>
</tr>
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<td></td>
<td>NAME: Hmong American Studies Initiative – Curriculum, Recruitment/Retention, Cultural Activities</td>
<td>Mary Louise Buley-Meissner and Vincent Her, Cultures and Communities Program (Academic Affairs &amp; L&amp;S)</td>
<td>Hmong Americans at UWM and in the community; people interested in educational cross-cultural partnerships.</td>
<td></td>
<td>2002</td>
<td>Ongoing</td>
<td>Search for permanent funding in progress. Currently sponsored by Cultures and Communities Program.</td>
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</table>

**Course Development that Enhance Learning and a Respect for Racial and Ethnic Diversity**

**NAME: Cultures and Communities Certificate Program**

- **New**
- **Continuing** X
- **Amended**

**Names of Partners**

- School of Education, School of Social Welfare, College of Health Sciences, College of Letters and Science, Peck School of the Arts, School of Nursing
- Create new core course on “Multicultural America.” Provide UWM students with coherent General Education option focused on diversity, cross-cultural understanding, and community engagement. Students earning the Certificate will acquire cross-cultural literacy skills in real community contexts, enhancing learning and future work success. Connect Milwaukee communities and organizations to UWM teaching and learning.
- Gained University approval for new Certificate, including new core course. 60 courses affiliated with the Certificate in Spring 2003, 50% of which carry “Cultural Diversity” credit. Students completing the Certificate will likely enroll in 300% more Cultural Diversity classes than students completing the regular GER track.
- Advising of students about Certificate opportunity; difficulty for some students of fitting CC classes into their schedule of required courses; offering sufficient sections of the core course to accommodate student demand.
- Collaborate closely with School of Education on their goal of making CC the preferred GER track for SOE students; increase participation by natural sciences faculty; increase use of Service Learning across the Certificate.
- This is a unique program already featured at conferences such as American Council on Education, Association for American Colleges and Universities, and National Association for Multicultural Education. Also featured in “Academe,” magazine of the AAUP, and “Metropolitan Universities” magazine.

**NAME: Hmong American Studies Initiative – Curriculum, Recruitment/Retention, Cultural Activities**

- **New**
- **Continuing** X
- **Amended**

**Names of Partners**

- Hmong as a Heritage Language (additional sections in 2003-04) – Hmong speaking students who need to develop reading and writing skills.
- Hmong as a foreign language (initiation in 2004-05) – Students who want to take Hmong as a foreign language, which is not possible at present.
- Core Course in Hmong American Studies (pilot in 2004-05) – All UWM students interested in earning certificate in Hmong American Studies, which is currently under development.
- Interdisciplinary courses with focus on Hmong/Hmong American/Southeast Asian/Southeast Asian American history, culture and contemporary issues – All UWM students including those in new certificate program.
- Intensive study abroad (in Laos and Thailand) in Hmong language and culture – College students and teachers from UWM, Milwaukee area and across the state.
WHAT & WHY?
• ADDITIONAL INFORMATION

• Development of credit-bearing service learning opportunities in Hmong American community – All UWM students.

Activities:
• Advisory board will play ongoing role in formation of policies, goals and their implementation.
  o Advisory board including representatives from major community organizations and campus departments/programs established in 2003.
• A continuing series of educational forums will be held alternately in the community and on campus to address issues of contemporary significance.
  o First public forum at UWM to feature community leaders and representatives, “Challenges to the Hmong American Community Today” was held in November 2002.
  o Working relationship has been established with Sociocultural Programming at UWM.
• Cross-cultural educational partnerships will be formed with departments and offices across campus, including a directory of participants.
  o Initial contacts have been made with, for example the Department of Multicultural Affairs, the Edison Initiative, the Department of Foreign Languages and Linguistics, the Department of History, the Department of Anthropology.
• Major public events will be organized to enhance awareness and understanding of Hmong history, culture and contemporary issues at ventures such as the Milwaukee Public Museum.
  o Initial contacts have been made with potential community and campus participants, for example, museum curator at the Hmong American Friendship Association and art specialist from the School of Education.
• HASI will collaborate with Southeast Asian Advising to enhance recruitment efforts in the Hmong American community.
  o The office of Partnerships and Innovations has agreed to establish a Community Partnership Office
• Peer mentoring program, specifically targeting Hmong American undergraduate students, will be established.
  o Initial contacts have been made with Hmong Student Association, UWSA, McNair Program and Multicultural Affairs Council.
• Increased opportunity will be available for Hmong American and other students to participate in service learning in Hmong American community organizations.
  o In collaboration with the Institute on Service Learning, contacts have been made with Hmong Educational Advancements, Hmong American Women’s Association, Lao Family Center and Milwaukee Christian Center.
• Outreach, publicity and education will be enhanced through media contacts in the Hmong American community of Milwaukee area and through national Hmong American media networks.
  o Hmong Community Journal has agreed to publish monthly column by HASI staff.
• Link UWM with the national and international network of Hmong, Hmong American and Southeast Asian studies programs, including HASI participation in Hmong National Development.
  o HASI coordinators have presented HND workshops in 2002 and 2003.
• Promote community-based, interdisciplinary scholarly research on issues of social, religious and cultural change and adaptation that define the Hmong American diaspora experience in urban America.
  o One of the HASI coordinators has contributed to the Milwaukee Pluralism Project that is linked to the Religious Pluralism based at Harvard University.
  o One of the HASI coordinators regularly incorporates community-based research by Hmong American students in life stories seminars.
• Aid in the recruitment of faculty, visiting scholars, research associates, lecturers and graduate students who can contribute to the formation of a permanent Hmong American Studies program.
  o Discussion under way with interested departments.
• Keep informed of community activities and events using a website and listserv.
  o Initial list has been compiled of people and organizations to be included.

Internal/External Factors:
• Need for UW-Milwaukee administrative financial support in order to move from initiative to a permanent program.
• Need for UW System financial support including adequate programming budget.
• Need for UW system recognition of UWM student population in needs and potential.

Next Five Years: Consult with Cultures and Communities director and other UWM administrators to determine sources of future funding.

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<tr>
<th>NAME: Mexico Studio</th>
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<tr>
<td>Harry Vanoudenallen (SARUP)</td>
<td>Latino</td>
<td>Not available</td>
<td>Initiated in 1996; Ongoing</td>
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<tr>
<td>NAME: Inner City Studios</td>
<td>Harry Vanoudenallen</td>
<td>Minority and disadvantaged neighborhoods; Majority students</td>
<td>NA</td>
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### NAMES OF PARTNERS

- Various community groups in the City of Milwaukee

### EXPECTED OUTCOMES OR NEED FOR INITIATIVES/PROGRAMS

- Various schools and communities in Mexico
  - Provides opportunity for UWM architecture students to work in a Latino cultural context in Mexico, learn about Mexican culture, and share architectural skills and perspectives with Mexican faculty and students
  - The leadership of a faculty member with Spanish-language skills and cultural experience makes this program a success.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES

- For the next five years, will you do things differently? If so, what and why?

### INTERNAL/EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES

- For the next five years, will you do things differently? If so, what and why?

### ADDITIONAL INFORMATION

- NAME: African Dance Classes and Ko-Thi Dance Company “Professional Affiliate” Relationship with PSOA

<table>
<thead>
<tr>
<th>NAME</th>
<th>Ferne Caulker Bronson, Professor of Dance, Dept. Of Theatre and Dance (PSOA)</th>
<th>African dance classes - -UWM Students</th>
<th>African dance classes – approximately four per semester, serving a total of 200 students.</th>
<th>Affiliation initiated in 1989; on-going since Ko-Thi founded in 1969; on-going since Ko-Thi operates year-round.</th>
<th>Varies – courses are semester long.</th>
<th>Internal – release time, fees for course instructors, free use of facilities.</th>
<th>Private non-profit organization</th>
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</table>

### NAMES OF PARTNERS

- Various community groups in the City of Milwaukee

### EXPECTED OUTCOMES OR NEED FOR INITIATIVES/PROGRAMS

- Expected outcomes: Assistance to communities with substantial minority/disadvantaged populations; increase understanding by majority students of the problems and opportunities in minority and disadvantaged neighborhoods; reduce sense of social distance, increase likelihood that students will work in disadvantaged neighborhoods upon graduation.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES

- A factor contributing to success is having a large number of faculty with relationships to community groups.

### INTERNAL/EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES

- For the next five years, will you do things differently? If so, what and why?

### ADDITIONAL INFORMATION

- The UWM Dance Program offers four African Dance classes each semester which are open to all UWM students and satisfy both the arts and cultural diversity components of the campus general education requirements (GER).

The Peck School of the Arts Dance Program has a “professional affiliate” relationship with the nationally renown African Dance Company, Ko-Thi, and its junior company Ton Ko-Thi. The Ko-Thi Dance Company was founded and is still headed by UWM Dance Professor Ferne Caulker Bronson. The company is committed to preserving and performing the dance and music rooted in African American and Caribbean cultures. As part of the affiliation agreement, Professor Caulker Bronson is given a 50% course release to devote to Ko-Thi, the company is given free use of two dance studios for three nights per week, and the Dance program hires company members to teach 101 funded and 189 funded African dance courses and to serve as drummers for dance courses. In turn, Ko-Thi provides the dance majors with free access to Ko-Thi community classes and their guest artist series and discounted tickets for Ko-Thi productions.

Having Professor Caulker Bronson as a faculty member in the department and having the relationship with Ko-Thi has been integral to the dance program and its ability to provide exceptional African and Caribbean movement classes to its own majors, students from throughout the university, and to the greater Milwaukee community. In addition, the release time for Professor Caulker Bronson has allowed her time to devote to creative and administrative work with the company and develop a strong body of choreography and creative research into African movement traditions. The hire of Ko-
The Ko-Thi Dance Company is a local cultural treasure and UWM's part in supporting the company has been important for its continued survival today and for future generations. In turn, because of Prof. Caulker Bronson and the Dance Program's relationship with Ko-Thi, the UWM Dance Program has been able to offer a wide range of courses in African and Caribbean dance techniques and history, making it one of the few university-level programs in the country with such a strong curriculum in this area.

<table>
<thead>
<tr>
<th>NAME: Theatre BA K-12 Certification Program Strategies for Diversity</th>
<th>Robin Mello, Asst. Professor of Theatre, Dept. of Theatre &amp; Dance (PSOA)</th>
<th>Students enrolled in the Theatre BA certification track</th>
<th>Varies</th>
<th>2002</th>
<th>Varies</th>
<th>Internal</th>
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- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

The Theatre BA K-12 certification program has developed and implemented a variety of strategies to support UWM diversity initiatives:

1. As a new program, a major focus of faculty energy has been on aligning assessment standards and frameworks with UWM School of Education and Wisconsin Department of Public Instruction principles which focus on inclusionary practices in education, issues and needs of urban schools, and providing quality teacher training to potential MPS K-12 teachers. Theatre faculty have developed: (a) a conceptual framework that centralizes diversity as a core value; and (b) assessments and evaluation tools that specifically address competency in inclusion and cross-cultural instruction as requirements for teaching licensure.

2. A variety of required texts that focus on diversity issues have been selected for the theatre certification courses, including: *Theatre for Community, Conflict, and Dialogue* by Michael Rohd, *Through Students' Eyes: Combating Racism in United States Schools* by Karen Donaldson, and *Wings to Fly: Bringing Theatre Arts to Students with Special Needs* by Sally Bailey.

3. Students enrolled in the Theatre BA K-12 certification track are required to fulfill 100 service-learning hours in urban school settings and work with diverse learners. Schools include 81st Street School, Elm Creative Arts School, Roosevelt Middle School of the Arts, Hartford University School, Shorewood Intermediate School, Milwaukee High School of the Arts, Nathan Hale High School in West Allis, Bradford High School in Kenosha, among others.

<table>
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<tr>
<th>NAME: Art Education Initiatives</th>
<th>Miriam Davidson and Kimberly Cosier, Art Education Program (PSOA)</th>
<th>UWM art education students and MPS students</th>
<th>Varies – approx. 28 UWM art education majors and 340 MPS students (MPS students are primarily minorities)</th>
<th>Mitchell St. program begun in 2000; L.O.V.E. program in 2002, and secondary program in 2003.</th>
<th>Semester long</th>
<th>Internal</th>
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- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

In 2000-01 former Assistant Professor Phyllis Thompson received a Cultures and Communities Fellowship that was used to develop an after-school visual learning outreach site at Alexander Mitchell Elementary School where UWM art education majors gained supervised experience teaching art to children from diverse backgrounds in an urban neighborhood school prior to their formal student teaching assignments. The after-school program was established to enhance a fieldwork initiative at Mitchell that was started in 1997 to provide UWM art education students with opportunities to observe and participate in urban classrooms.

The Mitchell Street project begun by Dr. Thompson has been integrated into the Art Education course and field experience requirements by Drs. Kimberly Cosier and Miriam Davidson. In the fall semester, all enrolled art education majors doing their methods courses participate in the Mitchell Street project by doing in-class observations during the school day with about 200 elementary students and then working in an after-school program. In addition, Drs. Cosier and Davidson have expanded the Mitchell Street project to the secondary level as of the spring 2003. Students in the spring methods classes get field experience and curricular training at Hartford Avenue School (middle school level) and at the new IDEAL school (high school level), working with approximately 70 students at each site.

Drs. Cosier and Davidson have begun an umbrella project for their community interactions called Art Education Community Engagement Initiative. Dr. Davidson also began a Milwaukee chapter of the L.O.V.E. (Leave Out Violence) project with twelve Hartford Avenue School students in the fall of 2002.

This international program was started in Canada in 1993 and it seeks to help at-risk teenagers turn away from violence by creating their own non-violent media through art, photojournalism, video, and drama projects.
NAME: Gospel Choir (Music 62)  
New Continuing Amended  
Sharon Hansen, Associate Professor, and David Nunley, Lecturer, Music Dept. (PSOA)  
UWM students interested in singing gospel music  
Only small percentage are minority students but they are trying to increase minority enrollment  
Initiated in 1999; on-going during the academic year  
Semester course  
Internal – dept. funds  
- NAMES OF PARTNERS  
- EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM  
- ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES  
- INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES  
- FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?  
- ADDITIONAL INFORMATION  
The UWM Gospel Choir performs the music of the African-American culture in its many styles and genres. The choir was established with several goals: (1) offer students an opportunity to perform in a gospel ensemble, (2) promote the extensive gospel music repertoire, and (3) attract more African-American students to Music Department courses and ensembles. The current choir director is David Nunley, an African-American lecturer in the Music Department, and the choir has drawn excellent reviews for its performances. The next step for the Music Department will be to increase the number of minority students in the group and thus the diversity of students enrolled in music courses.

NAME: American Popular Music (Music 102)  
New Continuing Amended  
Chair, Music Department (PSOA)  
UWM students interested in the topic and in fulfilling the GER arts requirement  
Approximately 30% of the 600 students enrolled in the two sections of this course each semester are minority students  
Initiated in 1999; two sections are offered in each fall and spring semester  
Semester course  
Department funds although campus funds were received to develop the course  
- NAMES OF PARTNERS  
- EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM  
- ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES  
- INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES  
- FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?  
- ADDITIONAL INFORMATION  
The American Popular Music course was introduced in 1999-2000 in response to campus interest in more GER music offerings. This course serves as a guide to understanding and enjoying American popular music from 1900 to the present with students surveying all popular genres (e.g., ragtime, jazz, swing, folk, rock, rap, etc.) and then focusing on a chosen style for more intensive study and discussion. The course has been hugely successful with nearly 300 students enrolled in each section offered, approximately 30% of whom are minority students.

NAME: Update Cultural Identity Components of Art Survey Courses (Art 105/106)  
New Continuing Amended  
Leslie Vansen, Professor, Visual Art Department (PSOA)  
UWM students enrolled in Art 105/106 courses  
300 per semester – number of minority students varies  
On-going  
Semester course  
Departments funds and funds from Cultures and Communities Program for research
The two Art Survey courses (Art 105/106) have served as GER courses since the beginning of the GER program. They also serve as core foundation requirements for art majors, and approximately 320 students are enrolled in the courses each semester (Art 105 is offered in the fall and Art 106 in the spring). The courses introduce students to current studio art practice in the visual arts and provide an “artist’s eye” view of art historical and art critical themes. In 2000-01 Professor Leslie Vansen received a fellowship from the Cultures and Communities Program to undertake research and travel in order to update the cultural identity components of the Art Survey courses and further diversify the course presentations and requirements. (For example, students are exposed to cross-cultural and historical comparisons between various visual artist approaches to shared issues such as symbols, materials, presentation, craft, ideology, etc.)

**NAME: Multicultural Installation Art Course (Art 449)**

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Raoul Deal, Lecturer Visual Art Department (PSOA)  
Students interested in creating a multicultural art installation  
Approximately 15 students a semester  
2000-01 academic year; on-going  
One semester  
Dept. funds

Beginning in the 2000-01 academic year, the Department of Visual Art has offered a spring semester course entitled “Multicultural Installation Art.” The adjunct instructor, Raoul Deal, has organized public art projects for students in these classes to participate in. The public art projects are organized with community groups; for example, the United Community Center and the Milwaukee Boys and Girls Clubs, among others. The students (usually 15 per semester) work with community public school students on these projects. Most recently the Sixth Street Viaduct Project, sponsored by the United Community Center, was the work site for this type of collaborative activity.

Students in these courses also do a community-based installation with a community group of their choice during the semester. These vary in the particular community selected, the project’s duration, and the interaction quality of the installation but the public dynamic is always a central part of the project.

**NAME: Study Abroad Programs to Peru and Senegal**

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Christopher Davis-Benavides, Assoc. Prof., Visual Art Dept. (PERU TRIP); Portia Cobb, Assoc. Prof., Film Department (SENEGAL TRIP) (PSOA)  
UWM students interested in experiencing the diverse cultures of Peru and Senegal  
Varies per course  
Programs were initiated in 2001. Peru (Winterim 2001 and Summer 2002) Senegal (Summer 2001)  
Semester course  
Internal dept. funds and campus CIE funds
In 2001 the Peck School of the Arts expanded its Study Abroad programs to two countries to which students had not been taken in the past.

1. Over the Winterim term in 2001 Visual Art Assistant Professor Christopher Davis-Benavides took a group of students to Peru for an intensive three weeks of study. Sixteen students participated and they were enrolled in Art 297/497, “Study Abroad – A Survey of Peruvian Art and Culture.” In the summer of 2002 Associate Professor Davis-Benavides and Professor Karen Gunderman took 14 students to Peru with the focus on “Peru Today.”

2. During the summer of 2001 Film Associate Professor Portia Cobb and Anthropology Professor Cheryl Ajirotutu took students to Senegal to study. The students enrolled in Film 297/497, Study Abroad – Ethnographic Field School: Traditions of Senegal, West Africa (or the Anthropology course Anthro 297, Study Abroad – Study in Senegal). The courses were interdisciplinary and their goal was to immerse students in global/cultural learning experiences that utilized field information gathering methods from both film and anthropology.

### NAME: Convocation of African American Art Songs and Darryl Taylor Master Class for Voice Students

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Valerie Errante and William Lavonis, Associate Professors, Music Department (PSOA)

- **UWM voice majors**
- **45 students in the voice area (primarily white)**
- **One-time event in 2003**
- **Semester project culminating in special master class**

**Internal funds**

African-American tenor Darryl Taylor will be coming to UWM on April 12, 2003, to conduct a master class in the PSOA Recital Hall from 1:00-3:00 pm. Mr. Taylor is the founder and director of the African-American Art Song Alliance and an authority on the music of African-American composers. To prepare for this master class with Mr. Taylor, all 45 students majoring in voice were required to research and prepare a song by an African-American composer. Selected songs will then be presented to the entire Music Department student body in a Convocation on April 11, 2003, and will be followed by the master class with Mr. Taylor on April 12.

### NAME: Movement and Learning Course Section for MPS Teachers

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<tr>
<th>New</th>
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<th>Amended</th>
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</table>

Marcia Parsons, Professor, Dance Program, Dept. of Theatre and Dance (PSOA)

- **MPS Teachers**
- **Varies**
- **In 2003, 21 MPS teachers from four middle schools**
- **Initiated in 2002, on-going**
- **One semester**

**External/MPS pays tuition through funds provided by US Department of Education**

Dance Professor Marcia Parsons participates in an MPS program funded by a US Department of Education grant designed to strengthen classroom teacher skills by showing them how to lead movement activities that activate students brains for full-spectrum academic learning. Twenty-one MPS teachers enrolled in the “Movement and Learning” course taught by Professor Marcia Parsons at four MPS middle schools (five of these teachers were minorities – either African American or Hispanic). The program has been renewed and expanded for three years by the Department of Education.
<table>
<thead>
<tr>
<th>WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
</table>
| **NAME:** Cultures and Communities courses specifically for SOE students: English 192, Anthropology 193 and Dance 360. | Gregory Jay  
(Professor)  
Office: Garland 322  
Email: gjay@uwm.edu  
Phone: (414) 229-6327 (SOE)  
New  
Continuing _X_  
Amended |
| Current School of Education Students who are planning a career in urban instruction. | Program initiated in 1999.  
Ongoing |
| **NAME:** Educational Psychology 550: Social & Affective Issues in Urban Classrooms | Doug Mickelson,  
Educational Psychology 229-5715 (SOE)  
New  
Continuing _X_  
Amended |
| Students planning counseling or guidance careers in urban school settings. | Since it’s first offering in 1998, enrollments in this course have increased from 19 to over 60 students per semester.  
Course first offered in the fall of 1998 – is currently offered every semester through the Ed Psych Department  
Ongoing |
| **NAME:** Educational Policy & Community Studies 561: Education Issues in American Indian Communities & 621: History of Native Education & Policy Development | Dr. David Beaulieu  
Dept. of Ed Policy & Community Studies 229-5702  
beaulieu@uwm.edu (SOE)  
New  
Continuing _X_  
Amended |
| Native American College Students | For Spring 2003, 15 students are enrolled in Ed Pol 621, 60% of which are underrepresented minorities.  
Courses Approved beginning with the Fall 2002 semester  
Ongoing |

**Names of Partners**
- The Cultures and Communities Program aims to better integrate the goals of the Milwaukee Idea into UWM courses and curricula. The emphases of CC include diversity and cross-cultural literacy, community engagement, global perspectives, science and society, innovative pedagogy, service learning, and interdisciplinary studies.
- The Cultures and Communities Program at UWM works together with faculty and academic departments on the development of courses that emphasize cultural diversity, community engagement, and innovative pedagogy. Some of these courses have been designed especially for future urban educators.

**Expected Outcomes or Need for Initiative/Program**
- The expected outcomes were a heightened student awareness of social and emotional problems unique to children in urban settings, with the hope that future counselors and teachers will be able to better create conducive classroom learning environments.
- While it is too soon to tell what impact the class has had in creating conducive classroom learning environments, the class certainly reflects racial & ethnic diversity, and has become increasingly popular with SOE students. Enrollments in the 1999 fall and spring semesters were under 25, but since that time enrollments have consistently exceeded that, and multiple sections of the course have been offered in recent semesters to accommodate the high demand for the course.
- Factors influencing outcomes include limited classroom space and instructional support.
Courses are offered through the School of Education’s Department of Educational Policy & Community Studies.

As the recipient of the Electra Quinney endowed professorship at UWM, Dr. Beaulieu is working to create a Native American program specialization within the School of Education. The hope is to increase the Native American student population at UWM, which is currently less than 1% of the School of Education’s entire undergraduate population.

So far Dr. Beaulieu has created two permanent courses in Native American Educational issues. His work on creating an actual Doctoral Program specialization in Native American studies can not move ahead until the second Electa Quinney Endowed Professorship is filled (the search is underway for the 2003-04 academic year).

<table>
<thead>
<tr>
<th>NAME: HCOP, Office of Diversity Programs and CHS Diversity Programs</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>NAME: Med Prep Seminar</th>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
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</thead>
<tbody>
<tr>
<td>1) Bonnie Kennedy 2) Susan Blong or Marion McDowell, 3) Paula Rhyner or Mary Duncan (CHS)</td>
<td>M/D Students Interested in Health Careers, Grades 4-Graduate and Professional School</td>
<td>At least 300 Per Year</td>
<td>1978 Forward</td>
<td>Sue Blong, MED-PREP (L&amp;S)</td>
<td>African American Indian Hispanic including Mexican and Puerto Rican (raised on the mainland)</td>
<td>14</td>
<td>1989-present</td>
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<td></td>
<td></td>
<td></td>
<td>Annually</td>
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</table>

1) The DUIT (Diverse Urban Interdisciplinary Teams) Project This project recruits and prepares underrepresented personnel from early childhood special education, occupational therapy and communication and sciences and disorders to provide services to young children with disabilities and their families within an interdisciplinary model. Project faculty is collaborating across the target disciplines and with family members and community professionals. Trainees are underrepresented graduate students in the fields of Communication Sciences and Disorders, Early Childhood Special Education, and Occupational Therapy. Up to three semesters of tuition and stipends are awarded. Funded via the U.S. Department of Education.

2) The Office of Diversity is collaborating with the College of L&S Med-Prep Program with the recruitment of students for enrollment in the Med-Prep Seminar, "Minority Physicians in America". The course is a critical analysis of the role and function of minority physicians in America, including the history of minorities in medicine and the ethical issues facing physicians. Dr. James Flowers M.D. teaches this two-credit course (see MCAT Intensive Review Description).

3) In 2001-2002 the CHS appointed a Task Force to develop a course to address diversity issues. UW System funds were provided to develop the course titled "Client Diversity in Health Sciences: An Interdisciplinary Perspective". The course was approved and is taught by Paula M. Rhyner, Ph.D. and Margaret Duncan, Ph.D.

Provide a seminar course for Med Prep participants. The course is L&S SS 534-106 SR: Minority Physicians in the United States – taught Spring semester each year to MED-PREP participants. There are 14 students currently enrolled in the course.
<table>
<thead>
<tr>
<th>NAME: Nursing’s Response to Health Needs of the Hmong</th>
<th>Elizabeth Fayram, Nursing Continuing Education (SON)</th>
<th>Professional nurses, student nurses</th>
<th>10</th>
<th>Ongoing/independent study</th>
<th>Participants are given a 6-month time frame to complete the program</th>
<th>Program revenue ($105 per participant) 104/101</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Continuing</td>
<td>Amended</td>
<td>X</td>
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<tr>
<td><strong>NAMES OF PARTNERS</strong></td>
<td>SON Department of Continuing Education and Outreach</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
<td>Discuss the similarities and differences between Western and Hmong health care beliefs and practices; utilize cultural knowledge in developing relevant nursing care to Hmong.</td>
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<tr>
<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
<td>Actual outcomes met as described above.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</strong></td>
<td>Cost of program. Some participants and institutions cannot afford to purchase the program.</td>
<td></td>
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<tr>
<td><strong>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</strong></td>
<td>Continue to market independent study module to professional nurses.</td>
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<tr>
<td><strong>ADDITIONAL INFORMATION</strong></td>
<td>This program was initially developed in 1995 and cost $10,000 to produce. We have not been able to sell enough programs to make up the cost of production. Grant funding for production was sought, but not secured.</td>
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<tr>
<th>NAME: Courses on: Cultural Diversity and Social Work; Cities Project; Race, Crime and Criminal Justice; and the Police and the Multicultural Community</th>
<th>Assoc Prof Deborah Padgett, Dept of Social Work and Assoc Prof Rick Lovell, Dept of Criminal Justice (HBSSW)</th>
<th>Criminal justice and social work students</th>
<th>Unknown</th>
<th>Ongoing</th>
<th>Ongoing</th>
<th>Internal funding</th>
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<tbody>
<tr>
<td>New</td>
<td>Continuing</td>
<td>Amended</td>
<td>X</td>
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<tr>
<td><strong>NAMES OF PARTNERS</strong></td>
<td>Have culturally aware graduates from the Helen Bader School of Social Welfare. All courses in the HBSSW infuse content on racial and ethnic minorities.</td>
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<tr>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
<td>Graduates have acquired more knowledge and sensitivity about cultural diversity.</td>
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<tr>
<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
<td>None</td>
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<tr>
<td><strong>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</strong></td>
<td>Continue programming and efforts</td>
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<td><strong>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</strong></td>
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<td><strong>ADDITIONAL INFORMATION</strong></td>
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<tr>
<th>NAME: Alumni College</th>
<th>Ms. Linda Czernicki Helen Bader School of Social Welfare (HBSSW)</th>
<th>Alumni</th>
<th>NA</th>
<th>Ongoing</th>
<th>Ongoing</th>
<th>Internal funding</th>
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<tbody>
<tr>
<td>New</td>
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<td><strong>NAMES OF PARTNERS</strong></td>
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<tr>
<td><strong>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</strong></td>
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<tr>
<td><strong>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</strong></td>
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<tr>
<td><strong>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</strong></td>
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<td><strong>ADDITIONAL INFORMATION</strong></td>
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</tbody>
</table>
### NAMES OF PARTNERS
- Pauli Taylorboyd, Department of Multicultural Affairs (DS&MA)
- Monica Rimai, Office of Legal Affairs (Administrative Affairs)

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
- Increase number of alumni participants
- Sufficient resources to sustain initiative

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- Have increased the numbers
- Continue with program

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
- Activity: UWM was selected, along with three other urban universities, to participate in the Interracial Communications Project (ICP) in January 2000 with a grant from the C.S. Mott Foundation. The ICP is an innovative method of bringing student leaders together to participate in substantive, intensive conversations on race and racism. The participants review text materials and videos, visit local schools, involve in community projects, and meet in small discussion groups throughout the year (student may choose to enroll in 1 or 2 courses in the series).
- Outcomes: 52 students (some students enrolled in both ICP I and ICP II) participated in the ICP since spring 2000. The most recent grant from the Helen Bader Foundation allowed the students to visit Memphis, TN as part of the course curriculum. Students visited schools to talk about race and racism, involved in community projects, and presented their projects at the end-of-semester ICP panel discussion. The 2000 issue of *Myriad* was published based on writings of 26 ICP students.
- Next Five Years: Due to lack of funds, this project was not continued beyond December 2001.

### NAME: Interracial Communications Project
- Name: Interracial Communications Project
- New: ___
- Continuing: ___
- Ended: X

### NAME: Legal Advice and Training
- Name: Legal Advice and Training
- New: ___
- Continuing: X

### ADDITIONAL INFORMATION
- Legal Affairs provides legal advice and training to the UWM administration, faculty, and staff on all legal issues related to diversity, including but not limited to, admissions policies, search and screen committee practices, and hiring and retaining employees.
### Programs, Activities, and Initiatives that Enhance Campus Environment

**NAME:** Department of Multicultural Affairs  
New:  
Continuing: X  
Amended:  

<table>
<thead>
<tr>
<th>Gary Williams, Department of Multicultural Affairs (DS&amp;MA)</th>
<th>Multicultural and disadvantaged groups</th>
<th>Campuswide community</th>
<th>M/D Coordinator’s Office was initiated in 1988, and renamed in 1993 and 2000.</th>
<th>Ongoing</th>
<th>Department operating budgets (402, 101)</th>
</tr>
</thead>
</table>

- **NAMES OF PARTNERS**
- **EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM**
- **ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES**
- **INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES**
- **FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?**
- **ADDITIONAL INFORMATION**

**Highlights and Successes (since 2000) --**

- **Extramural grant awards:**
  - Awarded $190,000 per year for the next five years (beginning in fall 2002) from the U.S. Department of Education to establish an Educational Opportunity Center (EOC) at UWM. The program is now implemented out of the Department of TRIO and Pre-College Programs.
  - Awarded $10,000 per year for the next three years (beginning with the May 2003 program) from the Helen Bader Foundation to implement the Education: A Family Affair event.

- **Established the Institute on Multicultural Relations (IMR):**
  - Awarded $4,500 from UWS Institute on Race and Ethnicity as seed money to conduct preliminary research and develop a full proposal that is competitive at the national level.
  - Submitted a proposal to the Helen Bader Foundation to support IMR programs and activities.
  - Awarded project team support from the Future Milwaukee to assist in the development of an IMR marketing plan.
  - Met with members of the Latino, American Indian, and Hmong communities in fall 2002 to discuss IMR’s involvement in community issues.
  - Established partnerships with numerous campus programs and community organizations. More will be established in the future, as well as an IMR Community Advisory Panel.
  - Co-sponsored a very successful event, “An Evening with Dr. Cornel West,” on October 18, 2002 with many campus and community partners. Over 800 people were in attendance. Future events include forums on education (February 26, 2003), assessment (March 13, 2003), follow up forum on education (April 2003), and health (fall 2003).

- **Conferences:**
  - Hosted the 21st Annual AHANA Student Leadership Conference for high school students in March 2002. Approximately 200 students and 50 adults attended the conference.
  - Coordinated UWM’s annual participation at the AMSLC conference. A total of 30 students and 8 staff attended the conference in April 2002 at UW-Eau Claire; and of the student who presented, four received six awards totaling $10,750 in cash prizes.
  - Implemented the “Midwest Summit IV: Race in a Changing U.S.” conference on November 15, 2000. 250 people attended the event.
  - Implemented the “Midwest Summit V: Violence in Our Workplace and in Our Schools” on November 14, 2001.

- **Programs:**
  - Coordinated the campus wide mentoring program for UWM academic staff.
  - Played an integral role in establishing the UWM Racioethicity Task Force.
  - Implemented the 2002 UWM Book Club (funded by UWS Institute on Race and Ethnicity). Received funding to implement the 2003 UWM Book Club.
  - Assisted in the creation of an Asian American Faculty and Staff Association, and sponsored its first get-together in October 25, 2002.

- **Publications:**
  - Initiated and published *Epiphany*, the department’s quarterly newsletter, in fall 2002.
  - Published an annual *Myriad* - retention and graduation issue in fall 2002 and precollge issue in 2001. The future issues of *Myriad* will be focused on IMR scholars and their publications.
  - Published an annual PreCollege Program Directory in English and Spanish.
  - Published a Precollege At-a-Glance flyer in English, Spanish, and Hmong in spring 2002.

- **Other events and activities:**
  - October 11, 2000 – White House Day on Racism, a student panel discussion. 200 students attended the event.
  - December 6, 2000 – Interracial Communications Project student panel presentation. 50 people attended the event.
  - December 8, 2000 – Class Codes and Racial Woes panel discussion. 50 people attended the event.
March 30, 2001 – Holy Dirt one-person play. 100 people attended the event.

April 4, 2001 – Asian American Identity Gamalial Chair presentation. 30 people attended the event.

May 2, 2001 – Interracial Communications Project student panel presentation. 35 people attended the event.

May 9, 2001 and May 8, 2002 – Artists Within Us artwork exhibit. 200 people attended each event.

October 15, 2001 – Roles of Cuban Women in Society and Religion Gamalial Chair presentation. 100 people attend the event.

December 5, 2001 – “Pig Farmer’s Daughter” with Mary Francis Berry.

April 10, 2002 – Creating the Course with no Boundaries panel discussion. 50 people attended the event.

Video teleconferences:

- March 8, 2001 – Organizing for Enrollment Management: Keys to Student and Institutional Success
- April 5, 2001 – Strengthening First-Year Seminars: A Foundation of for Student Success
- April 26, 2001 – Engaging Commuter Students: Redesigning Campuses for the Majority of America’s College Students
- April 4, 2002 – The First Year of College: Assisting What We Value
- April 125, 2002 – The Changing Mosaic: Designing Successful Experience for the New American College Student

Training focus group sessions:

- 2000-01 – Conducted conflict resolution training sessions to City of Milwaukee; team building and cultural diversity training sessions to Maximus; diversity training sessions to UWM Freshman Seminar classes; and participated in SAHP’s curriculum infusion efforts.
- 2001-03 – Conducted focus group sessions for American Indian students measuring attitudes and comfort levels at UWM; training sessions for the Core Home Visitors for UW-Extension; training session for the Bureau for the Blind on African American and Latino cultures; and diversity workshop for the Milwaukee Public Defenders.

Next Five Years:

- Facilitated by the recent reorganization, training sessions will be coordinated with the Office of Equity/Diversity Services and Department of Human Resources.
- An Affirmative Action Program (website and events) will be implemented jointly by the Office of Legal Affairs, Department of Multicultural Affairs, and Office of Equity/Diversity Services in spring, summer, and fall 2003 to address the University of Michigan admission case.
- IMR programs and activities:
  - Faculty Associates (junior faculty members) and graduate students of color will be included in the IMR in the future.
  - A national conference will be implemented in 2004.
  - A think tank will be implemented by the end of 2003.
  - A research publication on the “State of Children” will be produced by fall 2004.
  - A series of forums/symposiums will be implemented in 2004 and beyond (at least four will be implemented in 2003).
  - A number of grant proposals will be submitted to extramural funders to support IMR research, programs and events.
- UWM will host the 2006 AMSLC conference.

NAME: E/DS Diversity Dividends

<table>
<thead>
<tr>
<th>Name</th>
<th>Anthony Hightower, Director of Office of Equity/Diversity (Academic Affairs)</th>
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<tbody>
<tr>
<td>All of UWM, with a special emphasis for employees</td>
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<tr>
<td>Any employee or student as well as interested UWM community member</td>
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<tr>
<td>Fall 2002</td>
<td></td>
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<tr>
<td>One seminar each month and on-going</td>
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<tr>
<td>E/DS Budget</td>
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- **Expected Outcomes or Need for Initiative/Program**
- **Actual Outcomes or Effectiveness of Implemented Activities**
- **Internal & External Factors Influencing Program Outcomes**
- **For Next Five Years, Will You Do Things Differently? If So, What & Why?**
- **Additional Information**

- E/DS as the sponsor, draws upon volunteers and presenters from UWM employees and students as well as greater Milwaukee business and community officials.
- Expected outcomes are to promote a greater appreciation for diversity as well as an understanding of appropriate UWM equal opportunity policies.
- Actual outcomes so far include an enhanced awareness within UWM relative to diversity, race, human rights, and demographic changes. E/DS has also obtained vital information regarding employee and student concerns relative to UWM’s diversity climate.
- Implemented activities as well as upcoming activities include the following seminars: *Academic Freedom/Freedom of Expression; Race/Gender: Breaking the Glass Ceiling; A Focus on Human Rights: The University Context; Affirmative Action in Higher Education; I am Woman: Cultural Perspectives and Harassment.*
- E/DS is in the final stages of hiring additional staff. It is expected that with additional staff, additional programs as well as outreach will take place. As E/DS establishes relationships among UWM constituencies, it is expected that more employees and students will benefit from the Diversity Dividends seminars.
- In the next five years, we expect to increase faculty support for the Diversity Dividends seminars. Also, in collaboration with the Office of Multicultural Affairs, the Student Accessibility Center, we expect to create more unique opportunities for learning, sharing and promoting a diverse UWM environment.
Affairs, the Student Accessibility Center, we expect to create even greater opportunities for learning, sharing and promoting a diverse UWM employee and student population.
- E/DS will continue to assess UWM’s diversity training needs and provide programs commensurate with articulated needs.

<table>
<thead>
<tr>
<th>NAME: Union Sociocultural Programming</th>
<th>Alice Jackson, Manager, Union Sociocultural Programming (DS&amp;MA)</th>
<th>Campus and Milwaukee communities</th>
</tr>
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<tbody>
<tr>
<td>New</td>
<td>Continuing ___ X Ammended ___</td>
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<tr>
<td>NAMES OF PARTNERS</td>
<td>The Union Sociocultural Programming office sponsors and co-sponsors a wide range of events throughout the year for UWM and surrounding communities. Some of the programs sponsored/co-sponsored in spring 2003 include: Forever on the Path: In Recognition of Dr. Martin Luther King, Jr.; VOX ROX: 30 Years of Choice; Stealing the Fire: The Secret Story of Iraq and the Bomb; Great Decisions 2003: Unilateralism vs. Multilateralism; An Evening with Walter Mosley; Pure Black art exhibition; Great Decisions 2003: European Integration; Let’s Make a Shekere!; Oriental Brush Painting Workshop; Great Decisions 2003: U.S. and Saudi Arabia; Forward Ever Backwards Never: The Message in the Music; Great Decisions 2003: Nigeria; Community Media Project Presents Little Senegal, Karmen Gei; Black and Jewish: My One Identify; Bags, Brooms, Bottles, and Bedcovers: Hoodoo Folk Beliefs in Fine Art; Sex, Politics, Storytelling: A Writer/Activist Between Jamaica and the U.S.; Lyrical Sanctuary; Black Men: Endangered/Endangered ‘Species’; Quilting the Black-Eyed Pea; Cosmic Tales of the Orishas; The Pinochet Case; For the Sake of my Sanity: A Performance and Conversation with Doctorloni; Performance of ‘Dangerous Women’; Our Journey to the Jade Terrace; War and Gender/Gender and War II; Heroines and Hellions; Great Decisions 2003: China; Great Decisions 2003: International Food Policy; Lecture by Susan Jeffords; Great Decisions 2003: Afghanistan; Great Decisions 2003: Women and Human Rights; Colombia: The Unbroken War; African-Brazilian Traditions of Bahia; 25th Annual Latin American Film Series; Tunnel of Oppression; World Affairs Geographic Conference-Europe in Transition: Integration or Fragmentation?</td>
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<tr>
<th>NAME: Multicultural Resource Center</th>
<th>Alice Jackson, Union Sociocultural Programming (DS&amp;MA)</th>
<th>Multicultural students</th>
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<tbody>
<tr>
<td>New</td>
<td>Continuing ___ X Ammended ___</td>
<td></td>
</tr>
<tr>
<td>NAMES OF PARTNERS</td>
<td>The Multicultural Resource Center continues to serve UWM students of color as a space where they can interact with one another in a semi-formal but social atmosphere. The Center contains study areas and computers, and videos students can check out and view. Other MRC activities include: student organization meetings, library research workshops, poetry readings, book club discussions, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME: CCP Special Events and Sponsorship Grants</th>
<th>Cultures and Communities Program Office (Academic Affairs &amp; L&amp;S)</th>
<th>University groups interested in increasing diverse educational and cultural programming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Continuing ___ X Ammended ___</td>
<td>January 2000 Ongoing</td>
</tr>
</tbody>
</table>
### NAMES OF PARTNERS
- Union Sociocultural Programming, Department of Multicultural Affairs, Department of Africology, Center for Women’s Studies, Center for Instructional and Professional Development, Danceworks, Inc., Community Media Project, Kiro Productions, Center for 21st Century Studies, Ko-Thi Dance Company, UWM Union Theater, Golda Meir Library, Professional Theatre Training Program, Department of English, LGBT Film/Video Festival, Ardent Music Studio/Gallery, Asian American Alliance, Center for 21st Century Studies, University Honors Program, Golda Meir Library: Book For[u]ms, Center for Age and Community, Institute of World Affairs at the School of Continuing Education, Hmong American Women’s Association

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
Sponsorship Grants ($500 or less) support a wide range of educational and cultural projects that are available to UWM students as well as Milwaukee’s communities. Sponsorship grant projects are accessible as compliments to the curriculum of existing UWM classes. Instructor often assign student to attend these events as a part of cultural events and other assignments. As a whole, these events serve to enhance the cultural diversity of the UWM campus.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
More than 25 special event and sponsorship grants have been awarded. (See Attachment 2). A wide variety of programming has strengthened UWM’s image as one of Milwaukee’s major cultural centers. Hundreds of students and Milwaukee residents have taken advantage of the special programming these events offer.

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
A persistent image of UWM as disconnected from the general Milwaukee community. Limited funding inhibits ability to build new and strengthen existing programming.

### FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?
Seek more internal funding. Seek external funding sources through grant writing and other funding opportunities.

---

### NAME: Human Experience Theatre

<table>
<thead>
<tr>
<th>Name</th>
<th>Partners</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Boswell, Secretary of the Univ. Ofc.; and Patrick Sims, Dept. of Theatre and Dance (PSOA)</td>
<td>UWM departments, local and state businesses, and governmental units</td>
<td>Varies each year</td>
<td>Initiated in 1998; on-going since</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Varies – from short presentations to two hour or longer workshops</td>
<td>Internal funds (PSOA, Cultures &amp; Communities, Sec. of the Univ. Ofc.). External funds (workshop fees, and grants)</td>
</tr>
</tbody>
</table>

- The UWM Human Experience Theatre (HET) is a fully interactive diversity-training module. HET tackles real-world issues encountered while working and living in multicultural environments. Topics have included diversity with regard to race, gender, sexual orientation, religion, and personal biases. The writing staff crafts scenes based on the diversity training needs of the clients. The scenes are performed for the client followed by facilitated discussions led by HET’s diversity trainers. The UWM School of Business, the Milwaukee Journal Sentinel, the Metropolitan Milwaukee Sewerage District, the Milwaukee Area Technical College, the Wisconsin Electric Company, and the Wisconsin State Department of Employee Relations are just some of the many clients for whom HET has provided diversity training.

- Begun in 1998 as a cooperative activity with the UWM Office of Diversity Services, HET is now a partnership between the Department of Theatre and Dance and the Office of the Secretary of the University and is supported in part by the UWM Cultures and Communities Program.

- HET presented a workshop at the National Conference on Race and Ethnicity (NCORE) in 2002 in New Orleans and has been asked to be part of the opening of the NCORE conference in San Francisco in 2003. This conference will reach more than 2,000 participants. In 2003 HET will also be doing a two-day presentation at the Saint Louis Community College. The event will be spread over three campuses one of which is predominantly African American, the second predominately Hispanic/Hmong/African American, and the third predominantly white.

- The diversity of the student performers in the HET company has continued to grow over the years. In 2002-03 the company members include four white students, three African-American, two Hispanic, and one Asian.

---

### NAME: Community Media Project

<table>
<thead>
<tr>
<th>Name</th>
<th>Partners</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portia Cobb, Associate Professor, Film Department (PSOA)</td>
<td>UWM community, members of Milwaukee’s minority communities, and the general public</td>
<td>Varies depending on program, a large percentage are minorities</td>
<td>CMP program initiated in 1985; on-going since</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Variety of one-night or two-night events</td>
<td>Primarily internal with some external funding from grants</td>
</tr>
</tbody>
</table>

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- The diversity of the student performers in the HET company has continued to grow over the years. In 2002-03 the company members include four white students, three African-American, two Hispanic, and one Asian.
Directed by Film Associate Professor Portia Cobb, the Community Media Project (CMP) is both a media arts training program and a cultural enrichment outreach program. (See section on Precollege Programs, Activities, and Initiatives under Goal II of this report for information on the CMP’s precollege video production classes.)

In addition to its precollege program, the CMP schedules an annual series of free film and video screenings and visits by a wide range of cutting-edge, independent minority filmmakers from the United States and abroad. These screenings and lectures are held both on campus and in venues across the city such as the Black Holocaust Museum, 2233 N. Fourth Street; the Wisconsin Black Historical Society, 2620 W. Center Street; and various community centers and schools.

### NAME: PSOA Public Performances, Events, and Free Ticket Pilot Program

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<tr>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
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</table>

**Polly Morris,** Marketing Director (PSOA)

**UWM community and the general public**

**Varies depending on the event**

**On-going**

**Music free ticket pilot program initiated in the fall of 2002**

**Events are scheduled year-round**

**Primarily internal with some external funding from grants for special events**

Music Free Ticket Pilot: In the fall of 2002 the PSOA began a pilot project to make tickets to its Music Department performances free to UWM faculty, staff, and students, simultaneously removing economic barriers to attendance and encouraging full participation by the campus in the school’s music events.

Inclusive Image: The PSOA Marketing Office has made a concerted effort to incorporate images of artists and students of color in promotional materials in order to build a climate of inclusiveness. This policy informs the school’s work on its new website and its recruitment materials, as well as on its on-going performance-related materials.

Participation in 2003 International Arts Festival -- Celebrating African and African American Arts and Culture: On February 16, 2003, the Yolanda Marculescu Vocal Arts Series is presenting African American guest tenor, Darryl Taylor, in a special recital entitled “In Celebration of Langston Hughes.” Langston Hughes was a major figure of the Harlem Renaissance and the concert will feature recitations of his work and art songs set to his words. Darryl Taylor, the founder and director of the African-American Art Song Alliance and an authority on the music of African-American composers, will return to UWM in April 2003 for a special master class with UWM voice students. (See Goal 6 of this report, under Course Developments that Enhance Learning and a Respect for Racial and Ethnic Diversity, for additional details on this special master class.)

### NAME: Institute of Visual Arts (INOVA) Exhibits

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<th>New</th>
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</table>

**Peter Doroshenko,** Director of INOVA (PSOA)

**UWM and general public**

**INOVA does not keep tallies of visitors**

**Focus changed in 1996; on-going**

**Length of exhibitions vary**

**Internal PSOA funds and external grants and gifts**

The Peck School of the Arts presents approximately 250 events, performances, and exhibitions each year in multiple venues on campus and off-campus. These events include minority students, faculty, and guest artists as performers and technicians and attract minority audiences from the campus community as well as the broader community.

Inclusive Image: The PSOA Marketing Office has made a concerted effort to incorporate images of artists and students of color in promotional materials in order to build a climate of inclusiveness. This policy informs the school’s work on its new website and its recruitment materials, as well as on its on-going performance-related materials.

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Since 1996 the Institute of Visual Arts has exhibited a wide range of contemporary visual artists and videographers, including a large number of minority artists from Africa, Mexico, Central and South America, the Caribbean, and Asia.

INOVA also employs several adjunct curators to bring contemporary artists in their countries to the attention of INOVA staff. The current adjunct curators include Pedro Alonzo, a Mexican American living in Tijuana, Mexico, and Silvia Karman Cubina, a Cuban American living in San Juan, Puerto Rico.

### NAME: Office of Diversity

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<tr>
<th>New</th>
<th>Continuing</th>
<th>Amended</th>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dean William Gregory (CEAS)</td>
<td>Students and Faculty</td>
<td>Approximately 2100 individuals</td>
<td>Office initiated in 2002</td>
<td>On-going</td>
<td>Internal</td>
</tr>
</tbody>
</table>

The College developed a strategic plan that promotes a culture through communication and acceptance of faculty, staff and students. The staff in this office participates in the University of Wisconsin Systems and UWM’s multicultural, diversity, and community endeavors. The office reviews methods of increasing enrollment and improving retention and graduation of all students, but primarily the Students of Color. Therefore, the mission of the Office of Diversity is to implement programs and strategies to meet the needs of diversity among faculty, staff, and students today and in the future within the College and assist in preparing graduates for the workforce or graduate school.

### NAME: Customized Diversity Training

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<tr>
<th>New</th>
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<th>Amended</th>
<th>NAMES OF PARTNERS</th>
<th>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</th>
<th>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</th>
<th>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</th>
<th>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
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<tr>
<td></td>
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<td></td>
<td>Guila Parker, JD, Criminal Justice Institute/Kalyani Rai, Center for Urban Community Development (SCE)</td>
<td>Corrections and criminal justice professionals</td>
<td>55 – 40% people of color</td>
<td>2002: 25 Probation and Parole agents trained, 35% people of color</td>
<td>2003: 26 Probation and Parole agents plus four supervisors trained, 45% people of color</td>
<td>March 2002, Two full days of training</td>
</tr>
</tbody>
</table>

**Partners:** Wisconsin Department of Corrections/Probation and Parole

**Need and Expected Outcomes:** Corrections personnel, particularly front-line workers such as probation agents, deal with a diverse clientele. Our program is the only cultural competency program offered to probation and parole agents to help them work more effectively and competently with their clients. Based on program evaluations and feedback from supervisors, probation agents gain useful knowledge and skills for working with different cultural backgrounds.

**Internal factors:** Cultural diversity of the training team, availability of relevant training material in various formats (video, self-assessments, etc.);

**External:** High turnover rate for probation agents, supervisor presence at trainings, Corrections Administration’s commitment to diversity training. Diversity of our training team will probably be affected by cuts in training funds available (we will have to decrease the number of trainers on the team); DOC has had requests for our training to be offered more often, or that we add a new advanced level training. These requests are subject to DOC training budget constraints.
| NAME: CHS Diversity Programs | 1) Mary Taugher, OT  
2) Diane Ulmer, Development |
|-----------------------------|------------------|
| New  
Continuing  
Amended | |
| • NAMES OF PARTNERS | 1) A Diversity Advisory Committee was formulated in the Department of Occupational Therapy (OT). Members consist of students, faculty, staff, community practicing therapists and other interested persons. The activities of the committee are directed toward increasing awareness of issues of diversity in the field of OT including curriculum, assisting with the recruitment of OT students from diverse communities and creating opportunities for fellowship and support for members. |
| • EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM | 2) In collaboration with our community partners the CHS sponsors Grand Rounds, a series of roundtable discussions on healthcare issues designed to promote thoughtful dialogue and share information on issues of interest to the healthcare community. |
| • ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES | |
| • INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES | |
| • FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY? | |
| • ADDITIONAL INFORMATION | |

| NAME: Accenture Luncheon | Twyla McGhee  
(SOIS) |
|--------------------------|----------|
| New  
Continuing  
Amended | |
| • NAMES OF PARTNERS | SOIS cosponsored this event with Accenture LLP corporation. A special speaker will be invited to speak at a luncheon meeting and to inspire the student participants to explore their options in their studies and career goals. This luncheon is a kick-off event for the annual UWM Multicultural Events. Based on the evaluation, participants were satisfied with the conference and most of them indicated that they would attend future Accenture Luncheon. |
| • EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM | We hope to have other companies to join sponsoring more of this type of events. |
| • ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES | |
| • INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES | |
| • FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY? | |
| • ADDITIONAL INFORMATION | |

| NAME: Student Organization | Wilfred Fong  
(SOIS) |
|---------------------------|----------|
| New  
Continuing  
Amended | |
| • NAMES OF PARTNERS | SOIS organized activities, such as orientation and graduation celebration for its students. These activities were co-sponsored by the SOIS Student Organization. In addition, the dean held special programs to meet with the students to discuss issues related to their studies and programs. The organization also invited faculty speakers to talk about their research projects. |
| • EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM | |
| • ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES | |
| • INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES | |
| • FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY? | |

<table>
<thead>
<tr>
<th>Expected Outcomes or Need</th>
<th>Actual Outcomes or Effectiveness of Implemented Activities</th>
<th>Internal &amp; External Factors Influencing Program Outcomes</th>
<th>For Next Five Years, Will You Do Things Differently? If So, What &amp; Why?</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to all UWM students with special invitation to students of color.</td>
<td>200+</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**NAME: American Indian Awareness Week**

New  _xx_
Continuing _xx_
Amended _xx_

Diane Amour, American Indian Student Services (L&S)
Campus and Milwaukee Area Community
750+ people attended the week long events. No r/e breakdown was kept.
The week started in the late 1970’s.
7 days in the Month of April.
Student Allocation Committee funds, Socio-cultural programming funds, Fund 402, fund raising. Approximate cost $20,000

**NAME: Autumn Pow wow**

New  _X_
Continuing _X_
Amended _XX_

Diane Amour, American Indian Student Services (L&S)
Campus and Milwaukee Area Community
500+; breakdown by racial/ethnic group is not kept
This event has been held since 1977.
One day in late October.
Student Allocation Committee funds, Socio-cultural programming, fund 402, fund raising, Estimated cost $13,000

**NAME: Asian Awareness Month, new freshmen orientation, graduation celebration, working collaboratively with other academic units and the Southeast Asian student organizations, and speaking in classes**

Continuing _X_

Dao Vang, Coordinator, Southeast Asian Student Academic Services (L&S)
Faculty/staff, the and the university community
The campus community and the currently enrolled Southeast Asian students
Since 1990
On-going
Program costs came from Student Association through the Southeast Asian student organizations
<table>
<thead>
<tr>
<th>NAME: Black History Month</th>
<th>Susan I Fields, African American Student Academic Services (L&amp;S)</th>
<th>Black History Month</th>
<th>2002</th>
<th>1999</th>
<th>Annually</th>
<th>Fund 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAMES OF PARTNERS</td>
<td>The multicultural advising programs, Dean of Student Life, the student organizations and students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EXPECTED OUTCOMES OR NEED</td>
<td>The expected outcome is to create a warmer and friendlier campus that will ultimately lead to increases in the enrollment, retention and graduation rates of Southeast Asian students at UWM.</td>
<td></td>
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<tr>
<td>FOR INITIATIVE/PROGRAM</td>
<td>The actual outcomes have been mixed. The enrollment of Southeast Asian students at UWM continues to increase at a healthy rate, as shown on GOAL 1 above. The campus climate seems to have improved as well, as evidenced by the increased in the level of Southeast Asian student involvement with Student Association, campus activities and issues. Retention and graduation rates, on the other hand, seem to remain constant. It may take more time before any concrete outcome is realized.</td>
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<tr>
<td>ACTUAL OUTCOMES OR</td>
<td>Internal factors include the willingness of the staff to continue the initiatives/activities. External factors include the participation of the new Southeast Asian freshman students, Southeast Asian student organizations and Student Association (through funding) to make initiatives/activities happen—and interests/supports from the campus community.</td>
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<tr>
<td>EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>Continue the existing initiatives/activities.</td>
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</tr>
<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
<td>None</td>
<td></td>
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<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
<td>The Department of Africology</td>
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</tr>
<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
<td>To educate students, staff and community about different facets of African American life, culture, contributions and current events and history. These programs also focus on the African world.</td>
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<tr>
<td>ADDITIONAL INFORMATION</td>
<td>Each year there has been more participation in the program offering during the month.</td>
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<td></td>
<td>Funding is a major concern as to what event can be held.</td>
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<tr>
<td>NAME: SON Climate Committee</td>
<td>Jacqueline O’Connell, Chair of Climate Committee (SON)</td>
<td>SON Students and Faculty/Staff</td>
<td>Numbers vary per sponsored event; approximate 100 – 300 students, faculty and staff are served per semester</td>
<td>Program was initiated in January 2000 and is ongoing</td>
<td>Program covers the academic year</td>
<td>Self-funded through fund-raising efforts and donations</td>
</tr>
<tr>
<td>NAMES OF PARTNERS</td>
<td>No partners are associated with the SON Climate Committee other than the School of Nursing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EXPECTED OUTCOMES OR NEED</td>
<td>To help create a more cohesive environment for the faculty, staff and students</td>
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<td></td>
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<td></td>
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<tr>
<td>FOR INITIATIVE/PROGRAM</td>
<td>Positive response to surveys on the effectiveness and desire to continue such programs/events</td>
<td></td>
<td></td>
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<tr>
<td>ACTUAL OUTCOMES OR</td>
<td>Funding is dependent on productiveness of fund-raising activities and generosity (i.e. donations) of SON faculty and staff.</td>
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<tr>
<td>EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
<td>Continue to plan activities and events that enhance the climate of SON</td>
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<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
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</tr>
<tr>
<td>NAME: The Multicultural Recruitment and Retention Committee</td>
<td>Associate Professor Christine Lowery, Dept of Social Work (HBSSW)</td>
<td>Minority/Disadvantaged students</td>
<td>Varies</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Internal funding</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>NAMES OF PARTNERS</td>
<td>Increased recruitment and retention of minority students in the Social Work and Criminal Justice Departments</td>
<td>Have increased recruitment and retention</td>
<td>Sufficient resources</td>
<td>Continue to implement</td>
<td></td>
<td></td>
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<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
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<tr>
<td>ADDITIONAL INFORMATION</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>NAME: Active Constituent Alumni Board</td>
<td>Dr. James A. Blackburn, Dean, Helen Bader School of Social Welfare (HBSSW)</td>
<td>Alumni</td>
<td>NA</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Internal funding</td>
</tr>
<tr>
<td>NAMES OF PARTNERS</td>
<td>Increase number of alumni participants in the School</td>
<td>Have increased the number of active alumni</td>
<td>Sufficient resources to sustain initiative</td>
<td>Continue program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
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</tr>
<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
<td></td>
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</tr>
<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<tr>
<td>ADDITIONAL INFORMATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME: Center for Addiction and Behavioral Health Research</td>
<td>Dr. Allen Zweben Director, Center for Addiction and Behavioral Health Research (HBSSW)</td>
<td>Minority/Disadvantaged AODA/Disabled</td>
<td>+/- 600</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Internal and External Funding</td>
</tr>
<tr>
<td>NAMES OF PARTNERS</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
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<tr>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
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<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
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<tr>
<td>FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT &amp; WHY?</td>
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<tr>
<td>ADDITIONAL INFORMATION</td>
<td></td>
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</tr>
</tbody>
</table>
### NAMES OF PARTNERS
- Career Development Center (CDC)
- UWM Libraries Advisory Committee on Diversity

### EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM
- Reduction of drug and alcohol use, prevention of AIDS, education of community providers and campus. The HBSSW has a collaboration with Meharry Medical College in Nashville, Tennessee
- Options for Success Luncheon: Collaboration of Career Development Center, School of Business Administration, School of Information Studies, College of Engineering & Applied Science and Accenture, Inc. sponsors a pre-Career Day luncheon and motivational speaker targeting UWM’s multicultural students. Average attendance is over 100 students and staff. Annual event initiated in 1997.
- Multicultural Career Day: Career Development Center sponsors and coordinates annual career day event targeting multicultural students from UWM and surrounding colleges and high schools. Participating organizations average 80 – 100. Average student attendance is approximately 400. This annual event was initiated in early 1980’s. Variety of supporting events have included development of a Multicultural Resume Book presented to attending employers; Mentoring Fest to familiarize students with mentoring resources at UWM; mock interviews with volunteer interviewers from the Milwaukee employment community.
- CDC Multicultural Open House: Career Development Center sponsors and coordinates annual departmental Open House targeting multicultural students. Purpose of the event is to introduce multicultural students to CDC services and to enhance their comfort level with using its resources. Event initiated in mid-1980’s.
- CDC staff conducts intensive education/training of supervised counseling interns in 3 special populations: multicultural, disabilities and LGBT. CDC initiated supervision of masters and Ph.D level interns in 1996 and accepts 2-4 interns per year.
- Four professional staff all attended at least one of two-part Dynamics of Homophobia Workshop Series in April 2000. Two career counselors completed certification requirements for Certificate in Undoing Homophobia.
- Currently the Career Development Center plans to continue all annual events noted.

### ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES
- Treatment improvement by clinicians, free treatment to patients
- Continued funding, recruitment of patients
- Increase scope of programs, increase variety of programs
- Will increase grant submissions

### INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES
- As noted below for individual programs/events

### FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?
- As noted below for Individual programs/events

### ADDITIONAL INFORMATION
- Department operating budgets (101, 402, 136)
- SMA Division
- Internal funds
<table>
<thead>
<tr>
<th>NAME: UWM Authors Ceremony</th>
<th>Max Yela, Head/ Special Collections, Golda Meir Library (Academic Affairs)</th>
<th>UWM students, faculty, staff and community users</th>
<th>Varies</th>
<th>1992 – onward (held biannually)</th>
<th>Ongoing</th>
<th>Internal funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAMES OF PARTNERS</td>
<td></td>
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</tr>
<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
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<tr>
<td>ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES</td>
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<td>ADDITIONAL INFORMATION</td>
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</table>

This ceremony honors UWM faculty/staff whose published monographs and recordings have been added to the UWM Authors Collection during the past two years, and contributes toward the effort of the UWM Libraries’ to chronicle the intellectual history of the University. This ceremony also contributes to the development of a campus climate that honors the work of diverse faculty/staff from a variety of disciplines.

<table>
<thead>
<tr>
<th>NAME: UWM Libraries Scholar and the Library, Book Forums and Academic Adventurers Programs</th>
<th>UWM Golda Meir Library (Academic Affairs)</th>
<th>UWM students, faculty, staff and community users</th>
<th>Varies</th>
<th>Ongoing</th>
<th>Friends of the Libraries and Internal funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAMES OF PARTNERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM</td>
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<tr>
<td>INTERNAL &amp; EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES</td>
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<td>ADDITIONAL INFORMATION</td>
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</tbody>
</table>

Programs sponsored by the library that contribute to maintaining a campus climate that serves students and staff from diverse backgrounds. These programs frequently feature speakers from a variety of cultures and promote diversity on the campus.

|------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------|-------------------------------|---------|-----------------------------------------------|
The Division of Administrative Affairs coordinates the minority business enterprises procurement program for the UWM campus. UWM supports the State’s goal to ensure that 5% of the total amount expended in the State’s purchasing program in each fiscal year is paid to a certified minority business enterprise.

In carrying out this commitment, the UWM Purchasing Office and UWM departments with delegated purchasing authority follow the State’s supplier selection policy. Award are made to the certified minority business enterprise submitting the lowest qualified bid when that qualified bid is not more than 5% higher than the apparent low bid or the proposal no more than 5% lower than the apparent high point score. Awards are made to the certified minority enterprise submitting the lowest qualified bid or highest point score proposal.

The campus has consistently received the annual Governor’s MBE Award by placing more than 5% of its purchases with minority business vendors – eight times in the last ten years and the last four years in a row. The latest award was for the 2000-01 fiscal year during which UWM placed more than $1.8 million of purchases with minority business vendors. Awards for 2001-2002 have not yet been made.

### PLAN 2008 GOAL VII: IMPROVE ACCOUNTABILITY OF THE UW SYSTEM AND ITS INSTITUTIONS.

**RELATED INSTITUTIONAL PLAN 2008 GOAL:**

*MC Goal 4: Increase institutional accountability for achieving diversity and improving the campus climate.*

<table>
<thead>
<tr>
<th>INITIATIVE/ PROGRAM NAME</th>
<th>CONTACT PERSON/ DEPARTMENT</th>
<th>TARGET GROUP</th>
<th>NUMBER OF APPLICANTS AND TOTAL SERVED (by racial/ethnic groups)</th>
<th>YEAR PROGRAM INITIATED &amp; TIMELINE</th>
<th>DURATION OF PROGRAM</th>
<th>PROGRAM COST AND FUNDING SOURCES (external and internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: Milwaukee Commitment Advisory Panel</td>
<td>Stanley Battle, Vice Chancellor for Student and Multicultural Affairs (DS&amp;MA)</td>
<td></td>
<td></td>
<td>Created in spring 2000 &amp; ongoing</td>
<td>Completed</td>
<td>Internal</td>
</tr>
</tbody>
</table>

**NAME: Milwaukee Commitment Advisory Panel**
- **New**
- **Continuing**
- **Amended**

**Activity:** The Milwaukee Commitment Advisory Panel (MCAP) is charged with monitoring and evaluating the progress of the Milwaukee Commitment with representation from the campus governance groups and the communities. A number of subcommittees (Evaluation, Recruitment/Retention/Graduation, Curriculum, Campus Climate, and Fund Raising/Development) have been established in summer 2000 and have met throughout the 2000-2001 year. The subcommittees have not met since 2002.

**Outcome:** In 2002, deans, division heads, and directors were invited to present to MCAP members on their achievement of Milwaukee Commitment goals. A summary report of their presentations and handouts is made available in January 2003.

**Next Five Years:** A Review Committee will be created to work on Phase II of Plan 2008. Its membership will be comprised of representatives from the UWM governance groups, MCAP, and selected student organizations. A new MCAP chair will be appointed in the near future.

**NAME: Revision of Discriminatory Conduct Policy**
- **New**
- **Continuing**

**Activity:** The Milwaukee Commitment Advisory Panel (MCAP) is charged with monitoring and evaluating the progress of the Milwaukee Commitment with representation from the campus governance groups and the communities. A number of subcommittees (Evaluation, Recruitment/Retention/Graduation, Curriculum, Campus Climate, and Fund Raising/Development) have been established in summer 2000 and have met throughout the 2000-2001 year. The subcommittees have not met since 2002.

**Outcome:** In 2002, deans, division heads, and directors were invited to present to MCAP members on their achievement of Milwaukee Commitment goals. A summary report of their presentations and handouts is made available in January 2003.

**Next Five Years:** A Review Committee will be created to work on Phase II of Plan 2008. Its membership will be comprised of representatives from the UWM governance groups, MCAP, and selected student organizations. A new MCAP chair will be appointed in the near future.
<table>
<thead>
<tr>
<th>Amended</th>
<th>(Academic Affairs)</th>
</tr>
</thead>
</table>
| • NAMES OF PARTNERS  
• EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM  
• ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES  
• INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES  
• FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY?  
• ADDITIONAL INFORMATION | • Revision was done in cooperation with Legal Affairs and consistent with UWM’s governance process.  
• Expected outcomes include a more user friendly and equitable complaint process for employees as well as students.  
• This process will be monitored for effectiveness on a continual basis. |

**NAME: Council on Student Success**

<table>
<thead>
<tr>
<th>New</th>
<th>X</th>
<th>Continuing</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Amended</td>
<td></td>
</tr>
</tbody>
</table>

Alfonzo Thurman,  
Dean  
School of Ed.  
229-4181  
(SOE)  
Not Applicable  
Council was formed in November of 2002.  
On-going

The School of Education’s Council on Student Success was created as a result of the UWM’s Black & Gold Commission’s recommendation to create committees at the individual school/college level to focus on student success. Members include unit administrators, faculty, advisors, staff, and students representative of programs and constituencies, who will serve in an advisory capacity to the School of Education Dean. The function of the Council is as follows:

- Institutionalize the work of the Black and Gold Commission.
- Discuss and make recommendations on issues of the student experience within the School of Education (student satisfaction, expectations, instruction, cultural diversity, student services).
- Provide recommendations/responses to NSSE survey results, Senior Surveys, assessment of services provided to students, and other student satisfaction and success measures distributed through the Office of Assessment.
- Provide feedback loop between the Office of Assessment (outcome measures) and operational units (program and service implementation and accountability).

**NAME: School of Education Strategic Planning Committee**

<table>
<thead>
<tr>
<th>New</th>
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<td>Amended</td>
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</table>

Alfonzo Thurman,  
Dean  
School of Ed.  
229-4181  
(SOE)  
Not applicable  
Council was formed during the 2002-2003 academic year, though will not be actively meeting until Spring 03.  
12-18 months  
Funds raised through the UWM Foundation or the UW System Trust Fund.

The School of Education has hired the Kohls Group, a strategic employee communication firm, to assist the SOE’s School of Education Strategic Planning Committee with the strategic planning process. The SOE Strategic Planning Committee consists of the SOE Academic Planning and Budget Committee members, along with additional academic staff members, who will consult with the Kohls Group to establish the mission and vision of the School, facilitate departmental and school-wide discussions, and frame the School’s strategic plan through which departmental plans will be initiated.

The first meeting of the Strategic Planning Committee as a whole will take place on February 4th, 2003, so at this point in time it is too premature to comment on outcomes.
<table>
<thead>
<tr>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: AA Data Creation</td>
</tr>
</tbody>
</table>
| New
| Continuing X
| Amended |
| ShaRon Williams
| Director/Human Resources |
| NAMES OF PARTNERS |
| EXPECTED OUTCOMES OR NEED FOR INITIATIVE/PROGRAM |
| ACTUAL OUTCOMES OR EFFECTIVENESS OF IMPLEMENTED ACTIVITIES |
| INTERNAL & EXTERNAL FACTORS INFLUENCING PROGRAM OUTCOMES |
| FOR NEXT FIVE YEARS, WILL YOU DO THINGS DIFFERENTLY? IF SO, WHAT & WHY? |
| ADDITIONAL INFORMATION |
| Partners: UWM |
| Human Resources creates data for the development of the annual AAP |

AA – African American
AI – American Indian
CEAS – College of Engineering and Applied Science
CHS – College of Health Sciences
DS&MA – Division of Student and Multicultural Affairs (effective March 1, 2003, DS&MA will become Division of Student Affairs).
HBSSW – Helen Bader School of Social Welfare
H/L – Hispanic/Latino
IMR – Institute on Multicultural Relations
L&S – College of Letters & Science
PSOA – Peck School of the Arts
SARUP – School of Architecture and Urban Planning
SBA – School of Business Administration
SEA – Southeast Asian
SCE – School of Continuing Education
SOE – School of Education
SOIS – School of Information Studies
SON – School of Nursing

ATTACHMENT I – Department of Recruitment and Outreach Participation, Cost and Additional Information
ATTACHMENT II – Cultures and Communities Program: Mini Grant program
ATTACHMENT III – Cultures and Communities Program: Special Events and Sponsorship Grants
College of Health Sciences Attachments are on a separate file (plan 2008 report 99-03 CHS attachments.doc)
## ATTACHMENT I

### PARTICIPATION, COST and ADDITIONAL INFORMATION

Department of Recruitment and Outreach Plan 2008 report – February 2003

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>U-Visit Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of programs</td>
<td>6</td>
<td>11</td>
<td>12</td>
<td>3 to date*</td>
</tr>
<tr>
<td># of schools</td>
<td>10</td>
<td>20</td>
<td>22</td>
<td>11 to date</td>
</tr>
<tr>
<td># of students</td>
<td>218</td>
<td>319</td>
<td>400</td>
<td>131 to date</td>
</tr>
<tr>
<td>Costs**</td>
<td>$1994</td>
<td>$5814</td>
<td>$6545</td>
<td>$6500 allocated</td>
</tr>
<tr>
<td>* 5 programs are planned for the spring 2003 semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Includes busing and food/set-up costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>***Note: data on specific ethnicity is not collected for this event. All students in attendance are minority students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minority Recognition Dinner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># students</td>
<td>118</td>
<td>95</td>
<td>32</td>
<td>Event not yet held</td>
</tr>
<tr>
<td># guests</td>
<td>220</td>
<td>152</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td># UWM staff</td>
<td>29</td>
<td>20</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Total # attending</td>
<td>367</td>
<td>247</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Costs*</td>
<td>$5694</td>
<td>$4820</td>
<td>$3479</td>
<td>$2800 allocated (with projected revenue of #2200), total budget set at $5000.</td>
</tr>
<tr>
<td>**Includes food/set-up costs. **</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>**Note: data on specific ethnicity is not collected for this event. All students in attendance are minority students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VIP Day</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># schools</td>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td># students</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># counselors</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># UWM staff</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost (food/set-up/busing)</td>
<td>$1440</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**College Fairs***

| # fairs | 80 | 39 |
| # fairs prim targeting TRE/M | 28 | 11 |
| # student contacts | 2588 | 1242 |
| # TRE/M student contacts | 1092*** | 593*** |

*Includes three national fairs, all Wisconsin Education Fairs, and miscellaneous school, community or organizational based fairs

**Recruitment cycle not complete. Only fall data included here.

***Breakdown as follows:

- **2001-02:** AI-13, A-77, AA-236, H/L-241, O-458, SEA-67
- **2002-03 t.d.:** AI-10, A-58, AA-162, H/L-116, O-208, SEA-39

**High School Visits**

During the conversion to PeopleSoft, problems arose concerning the tracking of visits and contacts. As a result, data is inaccurate and unreliable and has not been included.

| # schools visited | 209 | 339* | 237** |
| # student contacts | 3228 | 1370 |
| # TRE/M student contacts | 1189*** | 288*** |

*Includes 259 Wisconsin schools, 58 Illinois schools and 22 Minnesota schools. Prior to this, we had a slate in Illinois of approximately 52 schools, no schools in Minnesota and occasionally one school in Michigan (due to proximity to recruiter’s travel map). All MPS schools are visited at least twice, several visited three times. Also, 16 alternative schools were added to the list in 2001-02.

**Recruitment cycle not complete. Have decreased number of schools to visit, replacing a large portion of spring visits with UWM Info Nights. All MPS and area alternative schools will still be visited several times, however.

***Breakdown as follows:

- **2001-02:** AI-31, A-58, AA-656, H/L-138, O-255, SEA-51

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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Tour activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#participants in daily tours</td>
<td>2620</td>
<td>2700 (approx)</td>
<td>2846</td>
<td>data not yet available</td>
</tr>
<tr>
<td>(includes students and guests)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#Open House tours</td>
<td>65</td>
<td>62</td>
<td>91</td>
<td>83</td>
</tr>
<tr>
<td># OH tour takers</td>
<td>1011</td>
<td>949</td>
<td>1157</td>
<td>1172</td>
</tr>
<tr>
<td>#Next Step tour-takers</td>
<td>490</td>
<td>366</td>
<td>351</td>
<td>332</td>
</tr>
<tr>
<td>#Parent Orientation tour-takers</td>
<td>905</td>
<td>481**</td>
<td>500</td>
<td>data not yet available</td>
</tr>
</tbody>
</table>
Each year, in addition to the above, we provide tours as part of our campus visit programs, and as many as 110 and 140 special tours. These can be programs for a single family who cannot be accommodated through our daily tour schedule, a tour as part of another UWM Unit’s special program, a faculty candidate tour, tours for school groups and experiences for groups from organizations. Annually, TRE/M specific groups include Upward Bound visiting programs, SASAS programs, IT2000, and families and classrooms upon request. Information on ethnicity is not provided as data is not systematically collected.

**Due to growth in popularity of Open House and our other visit programs, more and more parents have already toured the campus prior to attending the parent orientation program.**

**Campus Visit and Informational Programs**

The following is a brief list and summary of additional events not previously mentioned traditionally sponsored by the Department of Recruitment and Outreach and comments on multicultural related issues/efforts:

- **Campus Preview Days**: Daylong visit program (4/year, 1100 participants).
  - Special mailings sent to over 1500 students on Pre-College Academy database promoting these events
  - Arranged for groups (brought on buses) from Bayview, Rufus King and Hartford High Schools to participate (approximately 70 students total)
- **Camp-In**: Overnight visit program with peer mentor (2/year, 40 participants [limited in size])
- **New Student Receptions**: Onsite program for interested students and families (4/year, 600 participants).
- **Open House**: Two day campus wide event highlighting all aspects of campus with primary mission of recruitment and outreach to prospective students (1/year, 3500 participants)
  - Mailing sent to over 2000 students on UW System Pre-College data base promoting event
  - In 2001, established in collaboration with MTS free ridership on buses from anywhere in the county to UWM Open House.
- **Welcome Week and Freshman Summer Orientation program**: Weeklong series of activities with focus on required two-day orientation program, featuring small group discussions, school/college receptions, all campus processional, Welcome Convocation, picnic and evening entertainment (1/year, 3200 participants)
- **Next Step Orientation program**: Saturday or evening orientation program for transfer, reentry and new adult students (2/year, 1400 participants)
- **Parent Orientation programs**: Summer program for parents of incoming freshman students (15/year, 2400 participants)
  - Additional separate mailings sent to parents of students indicating ethnic background other than white encouraging participation.
- **Transfer Fairs and on-site admission**: On site advising and admission programs held at UW College campuses in Sheboygan, West Bend and Waukesha and at MATC in Milwaukee.
  - Monthly visits now conducted at above-mentioned UW College campuses as well as Rock County, Manitowoc and Fond du Lac.
- **Milwaukee Counselor Luncheon meeting**: Counselors from approximately 120 area high schools are invited. General campus information and program updates provided. (1/year, 70 participants). High participation from MPS school personnel.
- **Counselor Breakfast meetings**: Held on location (at sites throughout Wisconsin, with one in Minnesota) in conjunction with the UWM Info Nights. Eight events planned for spring 2003.
- **UW Colleges/UWM advisors meeting**: Student Services personnel from UW Colleges invited to attend annual luncheon meeting. UWM advisors provide program updates, campus information also provided
- **UWM Info Nights**: Series of 11 events held throughout Wisconsin (one in Minnesota), designed to “bring show on the road” to prospective students and families. Newly introduced in Spring 2003, but two such events traditionally held in the past, with one in Waukesha and one in Appleton.
In all the above programming, enhanced efforts are made to invite representation of the multicultural units, either as direct participants or in providing information for inclusion in folders. We also annually participate in on-site admission programs hosted by DES. Members of the DES and DRO staff travel to area high schools and work directly with interested students, admitting them “on the spot”. Approximately 5 – 7 such programs are held each year. Co-sponsorship of programs is also supported when funding allows. In the past, we have supported two U-Visits sponsored by Southeast Asian Student Academic Services and one for American Indian Student Services.

**Total programming budget** (official Functions Budget) received to support these programs as well as the U-Visits and Minority Recognition Dinners are as follows:

- 1999-2000: $30,450 (includes projected revenue target of $2440)
- 2000-01: $36,110 (includes projected revenue target of $3100)
- 2001-02: $40,850 (includes projected revenue target of $3100)
- 2002-03: $36,700 (includes projected revenue target of $3100). Note that needs are projected at $57,750. Given this extraordinary shortfall, programming modifications will be necessary.

**Publications**

DRO has nearly 100 percent responsibility for creating and/or producing its primary recruitment publications. In addition, we have volunteered to create and produce brochures, invitations or publications for other UWM units. The following is a comprehensive list of our most recent publications:

- H.S. Visit Poster (short term “toss-away” piece)
- UWM Visit Opportunities Poster
- Multicultural Recognition Dinner invitations**
- Campus Preview Day invitation
- Camp-In Brochure
- Illinois Scholar Incentive Program Brochure
- Read Your Mail Brochure
- Self-guided Walking Tour (assistance from News Services and Publications given)
- Self-guided Tour Packet envelopes
- Campus Visit Brochure
- 20 Questions – Freshman student version
- 20 Questions – Transfer student version
- DRO multipurpose cards and envelopes (primarily used as “thank you” cards)
- Contact card – general
- Contact card – Wisconsin State Fair
- Campus Open House feedback card
- Campus Open House registration form
- Multicultural Opportunities Brochure**
- Snapshot (newsletter) – two produced each year
- DRO mailing packet envelopes – five styles, four of which depict students.
- UWM Viewbook (joint project with News Services and Publications)
- Thanks for Visiting postcard – two versions (high school visit/college fair visit)

**Specifically targeting TRE/M students.
With each year, increasing and notable attention has been given to minority representation, particularly in pictures or in descriptions of service. Not only has this garnered praise from students and families, but our internal audiences have passed along extremely positive feedback, particularly from our multicultural support units.

**Mailings and follow-up activities**
DRO coordinates extensive mailing activities, either in response to requests for information, or to generate interest in the campus or a specific UWM program or service. Workload is substantial, with approximately 10,000 packets mailed each year to prospective students, nearly 6,000 email requests received in any given semester and a three-line information phone line “personed” at all times.

Initiatives to better reach out to multicultural students were launched in 2001-02, including separate, expanded and targeted mailings to students of color.
Examples include:
- Large mailings to minority churches and community based organizations encouraging attendance at the UWM Open House
- Participants of Multicultural Recognition Dinner are sent a follow-up mailing inviting them to apply to UWM.
- Mailings to multicultural students who have applied for admission and are in the pipeline, encouraging them to complete the process and offering assistance and referral
- Mailing to parents and families, encouraging them to participate in visit programs and parent orientation opportunities
- Mini-mailings to incomplete applicants and contact made with HS guidance offices directly for their assistance. Most are willing to help.
- Scholarship mailings

**Other:**

**Pre-College networking**
Purposeful collaboration between DRO and the PCA has stepped up since July 2000
- Directors of both units work in close collaboration to keep each other informed of recruitment activities and opportunities
- Directors have met with each staff to provide overall updates and reports.
- Coordination of tour activities and assistance in training of guides and providing updated campus tour materials.
- Inclusion of PCA related materials at events, in our visitor center and distributed as appropriate
- PeopleSoft enhancements underway to incorporate tracking processes and better utilization of data.

**Also:**
Not reflected in the above summary are the numerous presentations given by various DRO staff members to high school classes, at parent nights, at awards ceremonies and so forth. Efforts to provide increased exposure in geographic areas previously not visited (several areas in Chicago, for example) or with audiences not before reached have occurred throughout this past year.

**Final note:**
The Department of Recruitment and Outreach strive to reach out to all prospective student populations who may benefit from learning more about the University of Wisconsin-Milwaukee and all that it might offer. In doing so, special care is given to insure that each and every student’s individual needs be addressed. In addition, in accordance with the various missions and plans driving our efforts (PLAN 2008, Milwaukee Idea, UWS, UWM and Departmental missions and so forth), the DRO staff works to reach out to various special or targeted populations in meeting student needs and campus and System goals. More is being done each year to track the success of our efforts, and the advent of PeopleSoft has allowed us to move into a new realm of report writing that will
greatly assist us in better understanding our successes and areas for improvement. Funding and staffing support is extremely critical to our overall ability to perform, and the challenges facing us in the immediate years ahead will undoubtedly be daunting. Furthermore, in the recruitment of TRE/M students particularly, we are increasingly reliant on the campus’s ability to provide financial assistance, student support, flexibility in class time offerings and so forth, if we are to compete with institutions who are already well placed to be able to readily offer these things. Competition for qualified applicants of color is fierce, and beyond the reputation, character, culture and quality of an institution are the very real considerations of financial assistance, available housing, student support and other related elements that play an important role in the college selection process.

ATTACHMENT II

CULTURES AND COMMUNITIES PROGRAM: MINI GRANT PROGRAM

Cultures and Communities Mini Grants are small project grants awarded to joint campus/community sponsored projects. Mini Grants are designed to create new partnerships and to enhance existing campus/community partnerships. The ideal Mini Grant application has both a campus and off campus sponsor with some connection to a UWM undergraduate course or program (e.g. service learning, internship). Mini Grants are open to UWM faculty, academic staff, student organizations, community groups and institutions or off-campus non-profit organizations. Between January 2000 and January 2003, the Cultures and Communities Program Office has awarded thirty-three (33) Mini Grants totaling over $50,000. Fifteen (15) awards have been made to individuals representing community groups and eighteen (18) have been made to individuals representing university groups.

2000:
- Woodland Pattern Book Center and Department of Film, UWM: Experimental Film and Video Project, 2000.
- Department of Anthropology and History: Global Religions in Milwaukee, 2000.
- Department of Philosophy: Gienow-Hecht Public Lecture, 2000.
- Walnut Way Conservation Corporation and Department of Anthropology, UWM: Walnut Way Conservation District Education and Information Initiative, 2000
- Department of Anthropology, Milwaukee County Parks, and MPS: Trimborn Farm One-Week Field School, 2000.

2001:
• Department of Visual Arts, UWM, the United Community Center, and Lake Bluff Elementary School: Multicultural Installation Art Project, 2001.
• UWM’s Deaf/Hard of Hearing Program and Division of Special Services Center, Milwaukee Public Schools: Meeting the Challenge: Unique Lives, Unique Stories, 2001.
• Walker’s Point Center for the Arts and UWM Department of Radioactive Biohazard: An Exhibit of Works by Hunter O’Reilly, 2001.

2002:
• Indian Community School, Woodland Pattern Book Center, and UWM Department of English: Writing From Native Communities, Native Writing Communities, 2002.
• Columbia/St. Mary’s and Milwaukee Protestant Home, and Department of Dance, UWM: The Role of Dance in Wholeness, 2002.
• Muslim Student Association and Department of Educational Psychology, UWM: Positive Faces of Islam, 2002.
• Milwaukee LGBT Community Center and Gay and Lesbian Studies Program, UWM: Milwaukee LGBT History Exhibit, 2002.
• UWM Pre-College Academy and the Milwaukee Public Schools: Planning for the Future Art Exploration, 2002.
• Benedict Center and the Department of Criminal Justice, UWM: Community Justice Neighborhood Mapping Project, 2002.
• Woodland Pattern Book Center and Department of Film, UWM: Expanded Experimental Film & Video Series, 2002.
• Walker’s Point Center for the Arts and UWM Peck School of the Arts/Fibers Department: Latin American Textiles, 2002.

2003:
• L&S Center for Science Education: Touching Science: Diversifying the Faces of Science in Milwaukee, 2003.
• Department of Curriculum and Instruction: Starting from the Ground Up: A Community and Curricular Partnership between AWEC and PACHS, 2003.
ATTACHMENT III

CULTURES AND COMMUNITIES PROGRAM: SPECIAL EVENTS AND SPONSORSHIP GRANTS

Sponsorship Grants ($500 or less) are used to support a wide range of educational and cultural projects that are available to UWM students as well as to Milwaukee’s communities. Sponsorship grant projects do not necessarily have direct course development components. However, they offer an opportunity for instructors to supplement course curricula with a variety of culturally rich programming. Instructors often assign students to attend these events as a part of cultural events and other assignments. As a whole, these events serve to enhance the cultural diversity of the campus and to present UWM as one of Milwaukee’s major cultural centers. Over forty (40) sponsorship grants have been awarded between January 2000 and February 2003.

2000:
- Community Media Project: Compensation, A Film by Zeinabu Irene Davis, 2000.

2001:
- Department of Multicultural Affairs: Dr. Mary Frances Berry, Distinguished Lecture Series, 2001.
2002:
- Union Sociocultural Programming: Remembering Langston Hughes, 2002.
- Adilah Barnes, “I Am That I Am, Woman, Black,” Historical One Woman Show, A CC sponsored event: Cultures and Communities, 2002.
- A CC sponsored event: Adilah Barnes’s Acting Workshop, Peck School of the Arts Theater Department, 2002.
- Union Sociocultural Programming: An Evening with Saul Williams, 2002.
- Golda Meir Library: Book For[u]ms: Book Artist Speaker Series, 2002-2003

2003:
- Center for Age and Community2003.
- Institute of World Affairs at the School of Continuing Education: Milwaukee to lecture on religious conflict in a secular society in the Philippines, 2003.