The Multicultural Student Center Committee members, along with some of their staff and students, gathered together for a group photo on the first floor of Bolton during the renovation of multicultural program offices.

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UWM to Host AMSLC 2006

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When I came to Milwaukee and this university in the summer of 2004, I greatly appreciated the importance of keeping open the doors to higher education to all students regardless of their family background or financial wherewithal. Two years later, I have learned a great deal about the specific challenges of access in this city, region and state—and remain completely committed to keeping UW-Milwaukee’s doors open.

How do we do this? The question is far easier to ask than answer.

For the first year I was here, many individuals did a great deal of work to help us all gain a better understanding of the specifics of the realities we face. We all knew at that time that UW-Milwaukee had the greatest number of students of color in the UW System. But I was also convinced that those numbers should grow.

Beyond our beliefs were external indicators that further illustrated and reinforced the importance of our work in this area. In August 2005, for example, the Milwaukee Journal Sentinel reported, “Poverty in Wisconsin increased faster than in any other state in 2003 and 2004, the U.S. Census Bureau reported Tuesday, and Milwaukee climbed last year into the top 10 of the nation’s poorest cities, reaching seventh.” And perhaps most disturbing was that more than 62,000 of those living in poverty in Milwaukee were children, a number representing 41.3% of all city children.

Better educating our citizens is certainly part of the long-term solution. We know we cannot do it all ourselves, but we know we have to be part of the solution.

During the 2004-2005 academic year, individuals across campus—including very supportive members of the Department of Multicultural Affairs (now called the Multicultural Student Center)—came together to formulate what we now know as Access to Success, our campus blueprint to enhance student access. I am very grateful to everyone who has contributed and will continue to contribute to this effort.

Recommendations from the planners were put in place during the 2005-2006 academic year and, by May 2006, we were able to point to positive early indicators. We know that through Access to Success:

- We can increasingly attract and enroll a talented and diverse pool of students.
- The emphasis on helping students complete and succeed at remedial math is paying off.
- Initial results from the Early Warning System, in which instructors identify students who are having problems in their courses, are promising.

Pilot projects—summer bridge programs, first-year transition course and mentoring—are not yet showing better overall results, but are still providing us with indicators of how to further proceed in these areas.

Beyond these positive developments, we also are having an excellent fundraising year through the university’s comprehensive fundraising campaign. As part of our $100 million overall goal is a $25 million goal for scholarships—many targeted at students who are having problems in their courses, are promising.

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There’s one goal Louis Molina, academic advisor for the Peck School of the Arts, would like his department to continue to adhere to: friendly student service. “I think the direction of this department should be customer service oriented,” he says. Although Molina has worked at UWM for five years, he has been at his current position for just over a year. During this time, Molina has seen many positive changes in his department. “The number of students using the advising services has improved,” he says. “And you’re hearing about it, too.”

Molina, a former advisor in the College of Engineering and Applied Science, found his current job while pursuing a M.S. degree in educational psychology at UWM. A typical day for Molina is generally pretty full, but meeting with students is his primary function, which comprises the bulk of his time.

Molina works during the summer months, too. “My friends often ask me what I do during the summer,” Molina says with a laugh. He meets with students who attend summer school and those who have done poorly during the academic year. He is also involved with UWM’s freshman registration program, STAR, which is held throughout the summer and designed to prepare students for college. Each STAR session is typically comprised of 30 incoming freshmen majoring in the arts. “We’ll get the students in a group and give them a general overview and then actually get them on computers to register for classes,” says Molina.

All this valuable assistance is part of what Molina hopes students get from him and his department. “I want students to feel like they’ve been helped,” he says. “First and foremost, I want them to come to me with any issues, and use me as a resource.” This involves pointing the students in the right direction and helping them get on the right track. But Molina also sees himself as a teacher. “I try to help them grow and make decisions,” he says, “not just me telling them what to do.”

Molina’s professional goals are simple: “I want to help make this advising office one of the best on campus.” On an individual level, he would like to achieve “indefinite status,” which is equivalent to tenure for faculty. “It’s basically where the university thinks of you as an asset,” he says.

This may be close to happening for Molina, especially if he continues to be instrumental in establishing such program as the Peck School of the Arts Career Day, which took place for the first time last February. “It was a big success,” says Molina. “A lot of students attended, and we got a number of faculty to help out. It was also an opportunity for students to hear from professionals in the arts.” The career day featured artists, musicians, filmmakers, and presentations. The second event is scheduled for February 2007.

With initiatives like this, Molina’s goal of helping students is well on its way of being achieved.

“I want to help make this advising office one of the best on campus”
Multicultural Programs Move to Bolton Hall

As part of UWM’s Access to Success initiative, a new Multicultural Student Center (MSC) was created in fall 2005, with a plan for its eventual move to a new home in Bolton Hall by September 2006. The plan also involved moving other multicultural programs to Bolton Hall so they would be located in close proximity of each other. The main purpose for this relocation project is to facilitate the ease of students in finding the campus-wide multicultural services at UWM.

Through almost a year of planning and renovation, the multicultural offices are finally settled in their respective locations. Each of their entrances will be identified by a marquee with program name and a unique set of color panels (see back cover). For the most part, their telephone and fax numbers remain unchanged, but their new locations are as follows:

Multicultural Student Center: Bolton 187
African American Student Academic Services: Bolton 170
American Indian Student Services: Bolton 195
Roberto Hernandez Center: Bolton 183
Southeast Asian-American Student Services: Bolton 160

Created in fall 2005, the Multicultural Student Center serves “as a visible and active structure that embodies the university’s commitment to inclusion and student success,” according to its mission statement. With a year under its belt, MSC offers students a wide range of social, academic, and leadership workshops and activities that include Making the Connection Program, Welcome Back Fest, Test Anxiety & Time Management, American Multicultural Student Leadership Conference, and Diversity Career Day, just to name a few. The Center operation is guided by a committee that is comprised of representatives from various multicultural offices and student organizations (see membership list on page 3).

In addition, students can study, relax, or hangout at the Multicultural Student Lounge, located in Union W198 (across from the Union Ballroom). The Lounge is open from 10 a.m. to 4 p.m., Monday through Friday, during the academic year. Student assistants are available at the Lounge to answer questions or refer students to appropriate services. Furthermore, a Multicultural Computer Lab will be established and available for student use in 2007.

For more information, please call us at 414.229.5566, visit our offices in Bolton Hall, Room 187 or our website at www.msc.uwm.edu. Please let us know how we can serve you better!

Leah M. Arndt
Written by Jim Loew

Without a doubt, Leah Arndt’s greatest achievement is her children. “It might sound corny,” says Arndt, a clinical assistant professor in the Department of Educational Psychology, “but I’m a mom first.” Yet she has many other achievements she could point to. From UWM, Arndt has two bachelor’s degrees and a master’s degree in educational psychology. In December 2004, she received her Ph.D. from UW-Madison in counseling psychology.

This is Arndt’s second year at UWM. Prior to this, she taught at Marquette University. Coming to UWM, however, has been like coming home for Arndt. “When the department had an opening, I jumped at the chance,” she says. “Because I got my bachelor’s and master’s here, I was familiar with the program.

Arndt has the best of two worlds, being in a university setting and being immersed in the city. “Because I’m in a clinical position,” she says, “I’m not driven by the research realm. This allows me to be active in the community.” Community service is one of Arndt’s many responsibilities at UWM.

“Although teaching is a big part of my responsibilities, I’m also involved in the Green Bay Outreach Program,” Arndt says. She not only coordinates, but also teaches for that program. Arndt enjoys mentoring Native American students at UWM. “I do a lot of shadowing,” she says. “I might have them analyze data, or we’ll hear professors talk about their research, and then eventually I’ll have the students participate.”

In Arndt’s department, she acts as a liaison between the students and the department. “A lot of problems come my way, so a typical day is spent teaching and problem solving,” she says. Arndt has many hopes for her students. “I want my students to think not only critically, but also to think about themselves and be open to multiple world views,” she says. “You know the saying: ‘walk a mile in someone else’s shoes’? That’s what I’m aiming for. I also want my students to focus on process, and to broaden their horizons. This kind of freaks the students out,” she adds with a laugh.

Arndt has two main professional goals. “One, I want to help meet the needs of this department, and, two, I want to do research,” she says. This might sound odd, considering Arndt’s many responsibilities at UWM. “I’m not expected to conduct research for her job. ‘It’s not a priority of the position, but I would like to refine those skills.’” However, she does not want to do research just to do research. “I want it to have value,” she says. “One of Arndt’s biggest joys is to stay connected with the students. ‘It’s great to see students go through my class and then end up working with me on community projects,’” she says. “For them to see it translated from the book to the real world is rewarding.”

She adds, “I feel like what I do helps people—it makes a difference.”

Arndt thinks the department is headed where it needs to be. “The staff is very sought after, very competitive and recognized,” she says. “And, most importantly, I feel we have a good response system to students.”

“I want my students to think not only critically, but also to think about themselves and be open to multiple world views.”

Multicultural Student Center (MSC)
Alice Jackson
Written by Michele Robinson and Victoria Pryor

By nature, I am an introvert so my position is perfect for coaxing me out of my shell. I am simultaneously behind the scenes and in the spotlight,” Alice Jackson explains. Could this be the same person who says “hi” to everyone, always with a big smile?

Jackson was awarded an "Outstanding Woman of Color in Education" this past spring, and was recognized at a UW System awards ceremony held in Eau Claire. She has been at UWM for six years and is the program manager of Union Sociocultural Programming and, currently, the acting assistant director of Union Programming. "I work very hard in this position because I believe what we do is important," she says. "I want to be our students’ temporary passports until they can get out into the world on their own, and discover that is so much bigger than Milwaukee."

While in college at the Illinois State University in Normal, Illinois, Jackson took advantage of every play, every free lecture, and all the films she could stand. "These events were such an important part of my life at that time," she explains. "You can choose to live your life in a box—a box that, most likely, someone else constructed for you—or you can punch a hole in that cardboard and make a way for yourself.”

Prior to coming to Milwaukee, Jackson was the assistant director of Multicultural Affairs at Illinois State University. Even though she had never been an event planner, her creative writing experiences in college allowed her to utilize creativity and worldview to influence the work that she currently does for the students. Jackson dreams of producing volumes of poetry related to issues concerning race, gender, and social justice, and is now experimenting that energy in developing programs that address these issues in her current position.

"It brings me unbelievable joy to see a large group of people—made up of various backgrounds and races—all dancing to African rhythms, or Brazilian samba, or enjoying a performance of East Indian dance," she says. Each semester, Jackson and her staff spend a tremendous amount of time in planning, researching, and identifying topics for these events. "We think hard about what we present to the campus and the city," she continues. "I love the fact that we produce lectures that get people discussing the concept of 'white skin privilege,' and a monthly open mic (Lyric Sanctury) that draws in one of the most racially diverse audiences I’ve seen on campus."

There are over 20 events in fall 2006. They range from films on Vietnam and the Iraq War; workshops on meditation and yoga, sex and sexuality; to lectures on racial identity, capital punishment, and the U.S. prison system. "And I promise you, the spring semester will be just as dynamic," says Jackson.

It’s not surprising that Jackson is responsible for the growth of her department because she truly believes that understanding can be achieved through knowledge, and her work gives her hope for the future. "Even in a city as racially divided as Milwaukee, there are hundreds of people who honestly want to know about other cultures, care about how we treat each other as co-existing human beings," she says. "I hope our students store these experiences inside and go out into the world and make positive changes.

In Jackson’s opinion, Union Sociocultural Programming events have always enhanced campus climate. "Our programs get people talking, and that is the first and biggest step toward connecting," she says.

African American Student Academic Services (AASAS)

The African American Student Academic Services office offers support services to all African American students at UWM. AASAS provides advising to help students select courses and choose majors; assists with financial aid, tutorial help, and advocacy; and offers peer mentoring programs, as well as academic and social programming. We also help students with the application process, teach them about campus life and services, find help for their academic and or personal problems, notify them about community and campus events, connect them to other African Americans on campus, and celebrate their successes.

The AASAS has moved to a new location in Bolten Hall, Room 170. When you are visiting UWM, please stop by and experience our department firsthand. We would be happy to arrange a special individual or group visit of the campus. You can reach us at 414.229.6657.

American Indian Student Services (AISS)

From application to graduation, the American Indian Student Services provides student-focused support. We work with all students who identify themselves as American Indian, regardless of their major or year in school. Students describe the office as “a home away from home,” where they can relax and get one-on-one attention for academic advising and other concerns they may have. AISIS also offers programming intended to educate students, staff, faculty, and the local community about American Indian culture, topics, and issues.

The AISIS office has moved to Bolten Hall, Room 195 (414.229.5880). As you enter the office, you will be met by a medicine wheel design. The medicine wheel symbolizes the interconnectedness of all things and is our way of welcoming everyone. Stop by soon and often.
Hanh Quang Trinh
Written by Jim Low

It’s really quite simple what Hanh Quang Trinh, associate professor in the College of Health Sciences, hopes his students get from him, “I want my students to be able to analyze a problem, take leadership, and to resolve it with a solution.” Trinh teaches in Health Care Administration and Informatics. With the field of health care rapidly changing, he wants his students to be prepared for the realities they will encounter on a regular basis.

These hopes coincide with his professional goals, one of which is to help the new generation. “I want to help them and train them to become a leader in health care management,” says Trinh.

From a research perspective, another goal is to find a solution to control the rising health care cost. According to Trinh, “The cost of health care is 16.5 percent of the gross domestic product—that’s $1.8 trillion. I think that’s crazy!”

Trinh has been at UWM for 12 years. Prior to that, he spent 12 years with the Medical College of Virginia Hospital as a hospital administrator. Because of the hospital’s affiliation, Trinh was able to pursue his Ph.D. at the Medical College of Virginia. His responsibilities at UWM, which are similar to other professors in the college, are to spend 40 percent on teaching, 40 percent on research, and 20 percent on services.

These services involve working on committees at both the college and campus levels. For example, Trinh serves on the Affirmative Action in Faculty Employment, Asian Faculty and Staff Association, College of Health Sciences Information Technology Policy Committee, and Chancellor’s Council on Inclusion, to name a few. Trinh estimates that he spends about 50 to 60 hours each week on these committees, as well as his teaching and research duties.

Trinh, however, views this time as an investment for his students. “From what I put into my research,” he says, “this benefits my lectures.”

Standing in front of a class and teaching students is what Trinh points to as achievements he’s most proud of; not individual awards, such as best paper awards in prestigious journals, though he has those, too. “I may be a difficult teacher, but I think my students see my sincerity,” he says. “I am proud when teaching my students and when they like my teaching.”

While at UWM, Trinh has seen many positive changes in his department, thanks to the hard work of its faculty under Dean Lambrecht’s leadership. “There are more programs, more activities for the students, and our department is well known to the community,” he says. The latter being a noticeable difference. “People know who we are.”

Not one to focus on himself, Trinh is more interested in the program as a whole. He feels the department is heading in the right direction, and hopes that it will continue to grow with more students, and in its reputation as well. “We’re happy. More students are coming to this program,” he says with a smile.
I've been a custodian at UW-Milwaukee for the last seven years. I've spent the previous 16 years on campus and have worked in other capacities as a vault teller, a cashier, and a very short-stint answering phones, as well as other odd jobs in the parking office. However, this has been the hardest assignment I've ever faced: to write about myself. This is where you picture me pulling my hair and silently screaming. If you scream out loud, people will think you have issues and tend to avoid you.

I could start this article with, “I was born,” but Dickens “David Copperfield” did that already. Anyways, it’s obvious we were all born, although I sometimes wonder about certain people in the world today. I am not just a custodian, nor will I always be a custodian. I am a woman, mother, spouse, daughter, sister, grandmother, godmother, aunt, domestic coordinator, spouse, daughter, sister, grandmother, nurse, child care, babysitter, teacher, custodian, housekeeper, cook, and a whole lot of things that people think we are not.

The one thing I hope to achieve with this opportunity is that for those people who are seldom heard from—the victims, the ill, the working poor, and others that society has forgotten and forsaken—to have a voice. I want to open the eyes of those people who never realized how hard it is to survive poverty, violence, drugs, and other obstacles in our world today. It’s like picking cotton in Camden, AL. As a child, during the summer, while I visited many relatives in the South, I pitched in and helped do what was needed. My great grandfather would say, “You’re old enough to climb up to the table and feed yourself, you can do something to earn your keep. Life isn’t a free ride.”

The work was intense, with the heat, the blistering sun, the bugs and snakes, the back-breaking labor; some earning less than a dollar a day. The experience taught me not to be ashamed, or afraid to do a hard day’s work; a lesson we are not teaching our children today.

Most of my work experience has dealt with asking the public, “Would you like fries or a shake with that order, Operator, may I help you?” I’ve been a caregiver to the young and the elderly, changing diapers for both. I’ve been a key punch operator (now called data entry operator), when computers were huge pieces of machinery that filled a room. I’ve been a factory worker, receptionist, and a secretary (oops, the term nowadays is administrative assistant). I’ve worked for a law firm, hospital clinic, sock hop DJ when they still used records, and at a singles magazine. I also love to read, and listen to all varieties of music.

In my current position as a custodian, I don’t always see people at their best. Many changes are needed to bridge the gaps between the positions of faculty, staff, laborers, and students. I would like to see this campus work together as one. I would like the employees and students acknowledge and treat everyone as an equal. Every person and every job, from teaching to cleaning, are vital to this university. I would like to go back to the old school of manners, respect for one another, and pride in our university and our country.

This is an institution of education. We should learn to not judge a book by its cover, or the uniform one wears. There are many chapters in all of us. There are many backgrounds, styles, and influences within The Power of Word collective.

The American Multicultural Student Leadership Conference (AMSLC) was established in 1985 and its 23rd conference will be held at UWM on October 13-15. AMSLC provides UW-South Mango Tribe Productions, an Asian/ Pacific Islander-American women’s theatre group that promotes multi-arts collaboration and encourages artistic expression through education. This event, to be held at 10 a.m. in the UWM Wilson Room, is free and open to the public.

The AMSLC planning committee is comprised of UW staff and students, with representatives from UW-Whitewater, host of AMSLC 2007. It is anticipated that this conference will offer over 200 participants the opportunity to build skills, interact with role models, and enjoy a wonderful and productive weekend at UWM.

Special thanks to the following AM SLC co-sponsors: UW System Office of Academic Diversity and Development, UWM Division of Student Affairs, OCA/Alliance for Asian Pacific Americans, Milwaukee Foundation Wisconsin Hate Crimes Prevention Project, UWM Multicultural Student Center, UWM Culture and Communities Program, UWM Roberto Hernandez Center, UWM Ronald E. McNair Program, UWM Bookstore, Pepsi, and Office of the National Black Student Union.

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What was your experience at the AMSLC?
Participating in AMSLC gave me a unique experience. I had an opportunity to talk about issues of diversity and was empowered to learn more about social justice and ways that I can help address them.

Where do you want to be in 10 years?
After graduating from UWM, I entered a doctoral program in sociology at UW-Madison. After I get my Ph.D., I hope to work in academia as a professor and teach in the areas of race/ethnic relations, social stratification, and immigration.

Lila Ali
Graduated in May 2006 in Health Care Administration
Research: Second Place winner

What was the title of your research submission and presentation?
“Employment of Muslim Women in the Healthcare Industry”
The analytical study found that Muslim women who wore hijab were being treated differently than women who did not wear hijab. Also, it explored the reactions Muslim women in healthcare positions received from their co-workers, patients, staff, and the environment in which they reside.

What was your experience at the AMSLC?
I met many students from different campuses and learned about their research. It was so amazing to see such a diverse group together that was so similar in many ways. I connected with the students and I am still in contact with them until this day.

Where do you want to be in 10 years?
I want to be in upper management at Columbia St. Mary’s Hospital (CSM). I am currently doing my internship at CSM and envision a future with them improving healthcare.

Angela R. Fernandez
Graduated in May 2006 in Social Work Research: Honorable Mention winner & Changemaker Community Service Award winner

What was the title of your research submission and presentation?
“A Vital Link to Care: Relationships Between Women Living with HIV/AIDS and Case Managers”
The purpose of this paper was to describe the assistance HIV-infected women need and expect from case managers and how their relationships with case managers help or hinder them. Case managers and other social service workers are crucial to the well-being of HIV-infected women because they are empowered to help them meet their basic needs and cope with their ever-changing illness. In this study, we examined the relationships between women living with HIV/AIDS and their social service workers, primarily case managers, using a sample of 12 women who participated in a larger longitudinal qualitative study of women living with HIV.

What was your experience at the AMSLC?
I feel blessed to have had such opportunities. AMSLC conferences allow students to share their research and artwork with others, as well as the opportunity to gain recognition and opportunity to talk about issues of diversity.


Student found peace at UWM
Written by Tahir Khan

For many Americans, September 11, 2001 was the first time they learned about the Al-Qaeda or the Taliban. Unfortunately for my family, that time came before 2001. In the late 1970s, our house was burnt and burned by Islamic fundamentalists in the North West Frontier Province of Pakistan. Why did they do it? Is it because my family belonged to a minority religious group in Pakistan? What made the situation worse was that it happened with the full knowledge and support of the then Pakistani government headed by General Zia-ul-Haq.

As our house burnt, the police and the fire department stood by; they even refused to register a report about the incident. After facing decades of religious persecution, my family moved to the United States in 1995. I have been enrolled at the University of Wisconsin-Milwaukee since September 2002. While at UWM, I have always tried to promote and maintain a dialogue among different religious groups on campus and in the community. In spring of 2003, I was elected president of the Ahmadiyya Muslim Student Association (AMSA), a position that I have held since then. Through AMSA, I have organized over 20 programs on campus and in the community. These programs included several interfaith conferences, inner city neighborhood cleanups, and providing food to the homeless. I have been able to bring many distinguished speakers to UWM, including Dr. Yusef Lateef, and Congresswoman Gwen Moore. While at UWM, I have also served on the Student Senate and several university committees.

For his selfless efforts on campus and in the community, Tahir Khan received UWM’s 2006 Outstanding Volunteer Award, which is presented each year by the Student Activities Office and Student Association. Khan graduated in May 2006 with a degree in Biology and a minor in Chemistry. He is attending the School of Medicine at Ross University in Florida this academic year.
Pa Vang

Written by Jim Loew

Pa Vang chose to come to UWM for the simple reason to be close to home. “I’m the oldest,” she says, “and I still try to help out my mom, and staying close to home is the best choice.”

Vang was born in Laos and came to the United States when she was three years old. She moved to Milwaukee when she was eight and has lived here ever since. Vang graduated from Wauwatosa West High School prior to coming to UWM, where she is an accounting major with plans to graduate in 2007.

Vang likes the flexibility that UWM offers her. “Depending on the classes you need to take, it’s nice to have smaller and larger classes available,” she says. “As a business major, I like the bigger classes because they give me the independence I need.”

In addition, Vang works while going to school. “I’m a part-time assistant manager at Scholsky’s Deli,” she says. “I train employees, count money, do cash register stuff, and serve food to customers. I also work at the State Fair every summer in the Revenue Department counting money, picking up money, and verifying money.”

Vang’s overall experience at UWM has been positive. “But, in addition to the classes I need to take to get my degree, I want to take other classes that will enhance my knowledge of accounting so I can do well on the CPA exam,” she says.

When she is not at work or attending school, Vang looks forward to a number of activities when she has free time. “I love reading, crocheting scarves, sleeping—because I never get enough—and watching movies,” she says. Vang also enjoys choir. “I love to sing, and I love being on a stage.”

Vang is contemplating joining an extracurricular activity soon. “I don’t have too much time to get involved,” she says, “but I would like to join the accounting society at UWM, either this or next year.”

Once Vang finishes her undergraduate work, she plans on going to graduate school. And 10 years from now? “Hopefully, I’ll be working for a very prestigious accounting firm,” she says.

“Call me a nerd, but I literally read the whole textbook, highlighting it and take notes.”

A member of Phi Eta Sigma, Vang maintains a 4.0 grade point average, which is no easy task. It involves numerous late nights of studying and very little sleep. “Call me a nerd,” she says, “but I literally read the whole textbook, highlight it, and take notes. I go to every class and do as many practice problems as I can. I also talk to my professors and make friends in the class so I can compare homework assignments with them and call them whenever I need help.”

prizes for their work. This encourages students to work hard and prepares them for higher education. I will never forget the other students I met and established friendships with, as well as the motivation the conference gave me to work hard and succeed. To me, the feeling of partnership with other students stands out the most. We are all striving together to make positive changes for our people, and conferences like AMSLC give us the opportunity to know that we are not striving alone—we are working together.

Where do you want to be in 10 years? I began my graduate studies at the University of Washington School of Social Work, working with Dr. Karina Walters, in July. I eventually want to teach and do research, and continue to work with the American Indian community. I don’t know where I’ll be in 10 years, but I do believe everything is related and happens for a reason. I hope to be a part of the healing of generations of American Indians and all nations.

Lilliann M. Paine
Graduated in December 2005 in Psychology Pre-Medicine, with a minor in Communication Research: Third Place winner

What was the title of your research submission and presentation? “The Relationship Between Maternal Distress and Youth Distress Among Assaulted Youth”

The purpose of this study was to examine the relationships between maternal distress, particularly depression and Post-Traumatic Stress Disorder (PTSD), and youth distress among a sample of inner-city African-American youth who have been assaulted in the community. Archival data was available for 36 mother-child dyads. SPSS was used to explore correlations among maternal and youth clinical scale scores. A significant but moderate correlation was found between maternal Defensive Avoidance (DA) and youth PTSD. No other significant correlations were found.

What was your experience at the AMSLC? AMSLC allowed me to share the knowledge we’ve acquired through research. It also exposed me to other individuals who have had similar academic backgrounds. I was able to identify with and learn of others and their strides towards completing their research.

Where do you want to be in 10 years? 10 years from now, I want to be able to look back with no regrets, knowing that my life was not lived in vain—for each day, my research helped someone be the best person he/she could be.

Megan Feifer
Graduated in May 2005 in English/Women’s Studies, with minors in Africology/Film Studies; Changemaker Community Service Award winner

Why were you nominated for the AMSLC community service award? I was nominated for the Community Service Award on behalf of my participation in the collective organization of the Women and Activism: Pursuing Social Justice, and Women and Activism: Grassroots Activism conferences. I feel honored to have had the opportunity and experience of working with a group of critically-minded people engaged in grassroots activism, and to have been awarded for it was fantastic.

Where do you want to be in 10 years? I was a working-class poor kid. When caught in an institutionalized cycle of oppression as in race, class, or gender… it’s easy to fail, and for the most part, those are the expectations held for you. So, having had the privilege of obtaining an education, it is crucial for me to live my life consciously attacking such institutions in whatever career path I choose. Currently, I intend to start my master’s degree part-time at UWM in the English Modern Studies program, while working for AmeriCorps/Public Allies. Then, I intend to complete a Ph.D. in English in pursuit of a career as a college professor, as I am interested in examining ways in which literature can be utilized as a tool for social change.
Congratulations to the following African American, American Indian, Hispanic/Latino, and Southeast Asian students who graduated in May 2006!

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Field</th>
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<tbody>
<tr>
<td>Amerah Shannazz Abdullah</td>
<td>BBA: Marketing</td>
</tr>
<tr>
<td>Boi Yeamoh Teresa Adams</td>
<td>MBA: Business Administration</td>
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<tr>
<td>Erik Alcaraz</td>
<td>BA: Global Studies</td>
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<tr>
<td>Colette S. Allen</td>
<td>MS: Exceptional Education</td>
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<tr>
<td>Nicole A. Abarado</td>
<td>BFA: Inter Arts</td>
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<tr>
<td>Marisol Alvarado-Patten</td>
<td>MS: Administrative Leadership</td>
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<tr>
<td>Anya R. Archie</td>
<td>BBA: Human Resources</td>
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<tr>
<td>Adrianna Lynn Avery</td>
<td>BS: Education</td>
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<tr>
<td>Christine Lynn Barbanos</td>
<td>MS: Curriculum &amp; Instruction</td>
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<tr>
<td>Alexis N. Basabe</td>
<td>BBA: Marketing</td>
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<tr>
<td>Herminio Genovesi Bell</td>
<td>MLS: Library &amp; Information Science</td>
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<td>Negede Berhanu</td>
<td>BSE: Electrical Engineering</td>
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<tr>
<td>Cynthia Lynn Blasczuk</td>
<td>BBA: Marketing</td>
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<tr>
<td>Lilia R. Bohannon</td>
<td>BFA: Art</td>
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<tr>
<td>Donald Dwight Brice</td>
<td>BA: Afrocentric</td>
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<tr>
<td>Mercasí Brignoni-Diaz</td>
<td>MARCH: Architecture</td>
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<tr>
<td>Tanyangika K. Bryant</td>
<td>MS: Cultural Foundations of Education</td>
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<tr>
<td>Ronald Gordon Bullen</td>
<td>MBA: Business Administration</td>
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<td>Shu’Nese McCrill Burnell</td>
<td>MLIS: Library &amp; Information Science</td>
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<tr>
<td>Jessica Marrianna Butler</td>
<td>BA: Political Science</td>
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<tr>
<td>Joelle Kristin Butler</td>
<td>MSW: Social Work</td>
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<td>Genevi Allen Cainion</td>
<td>BFA: Music</td>
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<td>Marrian Aneta Caldwell-Parker</td>
<td>MS: Curriculum &amp; Instruction</td>
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<tr>
<td>Miguel David Caltz</td>
<td>BS: Mathematics</td>
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<tr>
<td>Nakhida Renee Cannon</td>
<td>BBA: Finance</td>
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<tr>
<td>Louis Chang</td>
<td>BBA: Management Information Systems</td>
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<tr>
<td>Louis E. Chatfield</td>
<td>BSE: Electrical Engineering</td>
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<tr>
<td>Taylor Marie Cobb</td>
<td>BS: Sociology</td>
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<tr>
<td>Ester M. Coleman</td>
<td>BS: Criminal Justice</td>
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<tr>
<td>Andrea Christine Coevey</td>
<td>BA: Interdisciplinary</td>
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<tr>
<td>Marvin D. Cunningham</td>
<td>Minor: General Business</td>
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<tr>
<td>Ethel P. Goodwin</td>
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<tr>
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<tr>
<td>Portia Lynette Gough</td>
<td>BS: Biological Sciences</td>
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<tr>
<td>Maria Elena De Leon</td>
<td>MS: Educational Psychology</td>
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<tr>
<td>Shannon Lee Dinney</td>
<td>MA: Communication</td>
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<tr>
<td>Nadirah R. Dotson</td>
<td>BA: Two Department Major</td>
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<tr>
<td>Komeka R. Echols</td>
<td>BBA: Marketing, Finance</td>
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<tr>
<td>Aaron R. Eick</td>
<td>BS: Education</td>
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<tr>
<td>Olivia Denise El-Amin</td>
<td>BA: Communication</td>
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<tr>
<td>Jean R. Elie</td>
<td>MBA: Executive MBA</td>
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<tr>
<td>Deonna T. Ellison</td>
<td>BS: Social Work</td>
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<tr>
<td>Shariia Joy Fenecery</td>
<td>BS: Criminal Justice, Pre-Law</td>
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<tr>
<td>Angela Rose Fernandez</td>
<td>BS: Social Work</td>
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<td>Jennifer Rebecca Fiscal</td>
<td>BA: Psychology</td>
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<tr>
<td>Tamara Yvette Flowers</td>
<td>BA: Sociology</td>
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<tr>
<td>Frank J Gallo</td>
<td>MS: Psychology</td>
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<tr>
<td>Nicole T. Garrison</td>
<td>BFA: Art</td>
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<td>James Henry Giggar</td>
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<tr>
<td>Latonia D. Glass</td>
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<tr>
<td>India D Gray Schmiedl</td>
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<td>Sandra Faye Griffin</td>
<td>MS: Curriculum &amp; Instruction</td>
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<tr>
<td>Patrick Wayne Guse</td>
<td>BS: Education</td>
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<tr>
<td>Leandeline M. Guzman</td>
<td>BFA: Music</td>
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<tr>
<td>Joseph M. Handy</td>
<td>BFA: Art</td>
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<tr>
<td>Angela Marie Hansen</td>
<td>BA: Committee, Interdisciplinary, Psychology</td>
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<tr>
<td>Casey Have</td>
<td>MS: Nursing</td>
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<tr>
<td>Ulysses Jermaine Henry</td>
<td>BS: Information Resources</td>
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<td>Thany Her</td>
<td>BS: Information Resources</td>
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<tr>
<td>LeRoy Heredia</td>
<td>BA: Communication</td>
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<tr>
<td>Morris Torres Hood</td>
<td>MS: Curriculum &amp; Instruction</td>
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<tr>
<td>Justin A. Hullum</td>
<td>BS: Community Education</td>
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<tr>
<td>Daniel Chikezie Ilob</td>
<td>MBA: Executive MBA</td>
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<tr>
<td>Rhonda Jackson</td>
<td>BA: Theatre Studies</td>
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<tr>
<td>Darlene Heather Jason</td>
<td>Minor: Criminal Justice</td>
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<tr>
<td>Kayrutha L. Johnson-Winters</td>
<td>PhD: Urban Education</td>
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<tr>
<td>Rita Shenes Jones</td>
<td>BAA: Management Information Systems</td>
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<tr>
<td>Patricia L. Kemp</td>
<td>BAA: Management Information Systems</td>
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<tr>
<td>Chaitrali Khairkam</td>
<td>BS: Occupational Therapy</td>
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<tr>
<td>Zach T. Kilgas</td>
<td>BS: Architectural Studies</td>
</tr>
<tr>
<td>Lisa Michelle Killips</td>
<td>MLS: Library &amp; Information Science</td>
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McFadden rarely performs, but enjoys the fact that people can take the opportunity to express themselves. “There’s nothing else on campus, or in the city for that matter, like Lyrical Sanctuary, and that’s something I’m happy to have helped cultivate," says McFadden.

Since then, McFadden has been able to spearhead other events on and off campus. Most recently, he organized a film screening and discussion at America’s Black Holocaust Museum. “It was one of the most gratifying experiences I’ve ever had. I was able to merge my scholarly interests and knowledge with my passion for working with the community, and creating forums where people could share their ideas. I learned a great deal in the process." He adds, “That event assured me that this is the direction I want to go from this point on.”

As an advisor and a teacher, McFadden sees himself as a resource and is available to his students as much as possible. “When they come to you because they know you are the key. You know you have done what you are supposed to do all along,” he says.

McFadden is currently working on his dissertation focusing on the Los Angeles School of Black Filmmakers of the 1960s, ‘70s, and ‘80s. He is exploring how these filmmakers and their films “disrupted classic Hollywood narratives and delved into the Human Conditions of African Americans.”

McFadden says his interest in the film collective stems from his undergraduate work in Film Production and Film Studies, “I want to research and explore a topic people didn’t know about.” He is expected to complete his Ph.D. in 2008 in English.

McFadden’s extracurricular interest at UWM began in fall 1998 when he was recruited by a friend, who thought about starting an organization that catered more to students’ needs, particularly students of color. SCOPE (Student Creative Outreach Providing Education/Entertainment) became an organization known for open mics and Woodson Week, a week-long celebration of African American Heritage. Later, in 2001, McFadden initiated the Lyrical Sanctuary, in collaboration with LINKS Peer Outreach and Mentoring Center. Lyrical Sanctuary is a creative platform that opens the Poetic community to the campus and community-at-large. "I was in frequent contact with a lot of poets, it was very easy to get people to come, as well as asking them to serve as guest hosts," he says.

The mention of Donte McFadden brings knowing smiles and a general response, "Yeah, I know Donte," from many people. It seems this staple of the UWM community, having spent a little over a decade pursuing and completing his B.A. and M.A., is still excited about the challenges that this campus has to offer. Among McFadden’s role as a Ph.D. candidate, McNair advisor, TA, and campus organizer is his recent award as a Graduate Scholar in Conditions of African Americans.”

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Shannon McKenzie

Written by Jim Law

As long as you disperse your time evenly to the needs of each task, you will do just fine.

“A member of Arizona’s Pima Indian tribe, Shannon McKenzie has always felt strongly about protecting the environment. This led her to UWM, two years after graduating from Wauwatosa East High School, and a bachelor’s degree in conservation and environmental science in 2006.

Receiving her degree, however, was no easy task. McKenzie worked full time while attending school. “I started out going to school part-time to get into a groove,” she says. “I did this for a few semesters until I knew what to expect. Eventually, I went to school full time and worked full time.”

To balance work and school, McKenzie encourages students to learn time management. “As long as you disperse your time evenly to the needs of each task,” she says, “you will do fine.”

Ten years from now, McKenzie hopes to be working in the field she enjoys, preferably in a hospital’s labor and delivery unit. “But my options are unlimited,” she says. She has even thought about being a small business owner, perhaps opening a floral design shop. “I have some thinking to do when it comes to my next profession,” admits McKenzie. “I just want to do something that I am passionate about.”

McKenzie has tentative plans to continue her education by pursuing a bachelor’s degree in nursing. “My mother is a midwife and has greatly inspired me to continue my education in this field through her perseverance and success,” says McKenzie. “I hope to one day be as great as she is.”

If McKenzie does decide to go back to school, she’s certain that she would attend UWM because of what it has to offer. “UWM has been great to me, with the flexibility I need,” she says. “I have been here for the past seven years, and have never had a problem with getting classes in the time slots I want.”

McKenzie was no easy task. McKenzie worked hard to balance work and school, and a bachelor’s degree in conservation and environmental science in 2006.
Why are you going back to school?”

“Now what kind of a question is that? That’s like asking me why I wake up in the morning. Why I eat. Why I sleep.”

The validity of my inquiry wavered.

“Listen here: As long as you think you’re green, you’ll continue to grow. The moment you think you’re ripe, you’re rotten.”

And then it was clear. I asked a stupid question. I mean, how can you ask an 85-year-old man why he is going back to college after 49 years? Isn’t the answer obvious? Well, to a man like Clarence Edward Garrett, it is.

Clarence Garrett was born in Baltimore, Maryland amid the Great Depression era. During WWII, he was drafted and sent to Europe to serve in the segregated Army. After completing an additional nine years of active duty abroad inside a heavy-trucking company, Garrett relocated to Milwaukee where he worked for 27 years and gained a promotion to Chief Warrant Officer, W4.

In 1953, in conjunction with his employment in the reserves, Garrett enrolled in The Milwaukee Vocational and Adult Schools, which is known as MATC today. At the age of 33, he began his initial quest to earn his high school diploma. Upon graduation, he strove forward, majoring in Industrial Technology, while concurrently enrolling in The University of Wisconsin-Milwaukee Extension Division.

But during 1958, Garrett’s life goals came to a halt. As his college courses became more demanding and time-consuming, money became tighter, and when he and his wife had a baby on the way, he could no longer afford college. He stopped going to school for a week with a blood clot and a bacterial infection in his leg that persisted for a month. Treated for intestinal blockage, he underwent two major surgeries, and memory proficiency, one can’t imagine the second battle with his health.

Forty-nine years ago, Garrett left his dream of becoming a college graduate for the educational wellbeing of his four children, and with that being successfully fulfilled, it is now again his turn. “It’s never too late” is the coin phrase when speaking to him about education.

In spring 2006, Garrett eased back into his first semester at UWM-Milwaukee with a full course load, enrolling in two Africology courses, a psychology course, a sociology course, and an additional beginner computer course offered at the Milwaukee Public Library. As a junior, working toward a general B.A. degree without a major, Garrett aims to earn just enough credits to graduate. “I don’t think anyone would hire a 59-year-old earl, I just want to finish something I started,” he says. And with his goals intact, Garrett’s determination has not gone unnoticed.

“Clarence brings a lot of his own life experience to the classroom. I know the other students appreciate what he has to offer,” one of his professors observes.

“One thing I can say about Mr. Garrett is that you can always hear him when he talks,” a fellow classmate concurs.

Yesenia Cervera earned her B.S. in Sociology in two and a half years at UWM. She is now into her second year of graduate school in Urban Studies. “I do want to stay and work in my community and this opportunity opened for me right away,” Cervera says in reference to furthering her studies. She also gives credit to the Ronald E. McNair Postbaccalaureate Achievement Program for being a deciding factor in attending graduate school.

Cervera’s sleep sense of community stems from a youth spent volunteering with her father at Mexican Fiesta and other events. These volunteering experiences gave her valuable leadership skills that she continues to build on as a mentor for the LINKS Peer Outreach and Mentoring Center, a program she credits for helping her adjust to life on campus. Cervera continues to work with LINKS even as a graduate student. Since the program reached out to her, she felt it was important to continue to reach out to other students.

Reflecting on her experiences in the Chapter 220 program, Cervera claims it made her work harder academically. “Being the only minority gave me the work ethic I have now. I felt I needed to work twice as hard to be equal,” she says. Furthermore, the experience enhanced her sense of pride in her culture and background. Even though Cervera has attended suburban schools throughout her life, she talks about being isolated as the only Latina in many of her classes at UWM. She is genuinely grateful for not only her participation in LINKS, but also her advisor in the Academic Opportunity Center. “Jimmy Johnstone was my mentor, advisor, and friend. He helps you in everything. If you are taking a test, he will park his car in your car meter so you don’t have to worry about it. He really made me feel comfortable at UWM.”

As a McNair Scholar, Cervera researched Mexican immigration to the Midwest. She felt the research validated many issues she was familiar with from growing up in the Latino community since it “has different needs and levels.” She also feels strongly that Latinos should not be grouped and treated as a unit. For that reason, she is interested in delving more into the problems faced by the Latino community. In fact, she does not plan to use her language skills internationally because she wants “to stay focused on the issues at home.”

Clarence Garrett

Suffering from severe stomach pain a week before the semester came to its end, Garrett found himself recuperating alongside a stack of homework.

“Things happen. People get sick. All you can do is get back up and finish the race,” he did, but not before he was confronted by a second battle with his health.
Clarence Garrett

Written by Kristin E. Catalano

Why are you going back to school?

"Now what kind of a question is that? That's like asking me why I wake up in the morning. Why I eat. Why I sleep." The validity of my inquiry wavered. "Listen here. As long as you think you're green, you'll continue to grow. The moment you think you're ripe, you're rotten."

The moment you think you're ripe, you're green, you'll continue to grow. The validity of my inquiry wavered. "Now what kind of a question is that? That's like asking me why I wake up in the morning. Why I eat. Why I sleep."

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But during 1958, Garrett’s life goals came to a halt. As his college courses became more demanding and time-consuming, money became tighter, and when he and his wife had their four children, and with that being successful fulfilled, it is now again the coalition he has been out of school for a half a century and has never touched a computer. "True, my memory isn’t as good as it used to be, but that just means I have to study longer hours. But, look here, I don’t have to work, and I don’t have to raise any kids, so really, I’m in the one at the advantage."

"I’ve got nothing but time," he explains. "And while time lends a hand to learning, I’ve never had a problem fitting in, and I don’t plan on changing that now. If anything, I make the young ones realize how important their education is."

But, as Garrett’s mind over matter mentality indeed labels him as an inspiration, the fact remains that he has been out of school for a half a century and has never touched a computer. "True, my memory isn’t as good as it used to be, but that just means I have to study longer hours. But, look here, I don’t have to work, and I don’t have to raise any kids, so really, I’m in the one at the advantage. I’ve got nothing but time," he explains. And while time lends a hand to learning, I’ve never had a problem fitting in, and I don’t plan on changing that now. If anything, I make the young ones realize how important their education is."

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Although one might imagine the transition from grandpa to college student to be a difficult one, Garrett will convince you otherwise. "I am there to learn. Whether I am 21 or 101 makes no difference. I’ve never had a problem fitting in, and I don’t plan on changing that now. If anything, I make the young ones realize how important their education is."

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Yesenia Cervera

Written by Michelle Robinson

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Clarence Garrett

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Photo taken by Kristin E. Catalano

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Photo taken by Jill Cothern of Hindsight Photography.
A member of Arizona’s Pima Indian tribe, Shannon McKenzie has always felt strongly about protecting the environment. This led her to UWM, two years after graduating from Wauwatosa East High School, and a bachelor’s degree in conservation and environmental science in August 2006.

Receiving her degree, however, was not easy. McKenzie worked full time while attending school. “I started out going to school part-time to get into a groove,” she says. “I did this for a few semesters until I knew what to expect. Eventually, I went to school full time and worked full time.”

To balance work and school, McKenzie encourages students to learn time management. “As long as you disperse your time evenly to the needs of each task,” she says, “you will do fine.”

Balancing a full class load while working full time proved to be her toughest challenge, due to many time constraints. “I wish there would have been more time for studying,” says McKenzie. “I could have done a little better. It could get very frustrating at times due to different deadlines and exams. Yet, even with McKenzie’s time severely budgeted, she still found moments for herself. “When I wasn’t at school studying or at work, I enjoyed hiking and hanging out with my friends,” she says. She was able to take classes in yoga, rock climbing, hiking, scuba diving, and photography. “I enjoyed all the different activities at UWM.”

As a Native American, McKenzie is grateful to be awarded grants and scholarships for most of her college career. “I know that financing a college education can be extremely stressful on people, so I lucked out when it comes to my next profession,” admits McKenzie. “I just want to do something that I am passionate about.”

McKenzie has tentative plans to continue her education by pursuing a bachelor’s degree in nursing. “My mother is a midwife and has greatly inspired me to continue my education in this field through her perseverance and success,” says McKenzie. “I hope to one day be as great as she is.”

If McKenzie does decide to go back to school, she’s certain that she would attend UWM because of what it has to offer. “UWM has been great to me, with the flexibility I need,” she says. “I have been here for the past seven years, and have never had a problem with getting classes in the time slots I want.”

Ten years from now, McKenzie hopes to be working in the field she enjoys, preferably in a hospital’s labor and delivery unit. “But my options are unlimited,” she says. She has even thought about being a small business owner, perhaps opening a floral design shop. “I have some thinking to do when it comes to my next profession,” McKenzie says. “I would attend UWM because of what it has to offer. "UWM has been great to me, with the flexibility I need," she says. "I have been here for the past seven years, and have never had a problem with getting classes in the time slots I want."
Congratulations
to the following African American, American Indian, Hispanic/Latino,
and Southeast Asian students who graduated in May 2006!

Amerah Shanaze Abdullah
BBA: Marketing
Boi Yeamoh Teresa Adams
MBA: Business Administration
Erik Alcaraz
BA: Global Studies
Colette S. Allen
MS: Exceptional Education
Nicole A. Abarado
BFA: Inter Arts
Marisol Alvarado-Patten
MS: Administrative Leadership
Anya R. Archie
BBA: Human Resources
Minor: Economics
Kimberly M. Au
MS: Curriculum & Instruction
Alexis N. Bassie
BBA: Marketing
Minor: Economics, Philosophy
Hermoine Genovesse Bell
MLS: Library & Information Science
Negede Berhanu
BSE: Electrical Engineering
Cynthia Lynn Blaszczyk
BBA: Marketing
Lilia R. Bohannon
BFA: Art
Downell Dwight Brice
BA: Anthropology
Mericas Brignoni-Diaz
MARCH: Architecture
Tanyangyika K. Bryant
MS: Cultural Foundations of Education

Ronald Gordon Bullen
MBA: Business Administration
Sha’Nese McChill Burnell
MLS: Library & Information Science
Jessica Marianna Butler
BA: Political Science
Josuel Kristin Butler
MSW: Social Work
Genene Alainn Cainion
BFA: Music
Marrian Aneta Caldwell-Parker
MS: Curriculum & Instruction
Miguel David Calix
BS: Mathematics
Nakshia Renee Cannon
BBA: Finance
Lao Chung
BBA: Management Information Systems
Louis E. Chatfield
BSE: Electrical Engineering
Taylor Marie Cobb
BA: Sociology
Este M. Coleman
BS: Criminal Justice
Andrea Christine Covey
BA: Committee
Interdisciplinary
Minor: General Business
Marvin D. Cunningham
BBA: Finance
Glisa De La Torre
MS: Curriculum & Instruction
Maria Elena De Leon
MA: Foreign Language & Literature
Shannon Lee Denney
MA: Communication
Nadhal R. Dotson
BA: Two Department Major

Kemora R. Echols
MBA: Marketing, Finance
Aaron R. Eick
BS: Education
Olivia Denise El-Amin
BA: Communication
Jean R Elie
MBA: Executive MBA
Deonna T. Ellison
BA: Social Work
Shirly Joy Fenceroy
BS: Criminal Justice, Pre-Law
Angela Rose Fernandez
BS: Social Work
Jennifer Rebecca Fiscal
BA: Psychology
Tamara Yvette Flowers
BA: Sociology
Frank J Gallo
MS: Psychology
Nicole T. Garrison
BFA: Art
James Henry Giggar
MS: Curriculum & Instruction
Latonia D. Glass
MS: Administrative Leadership
Ethel P. Goodwin
MS: Curriculum & Instruction
Scott John Gordon
BS: Criminal Justice
Porlia Lynette Gough
BS: Biological Sciences
India D. Gray Schmiedlin
MS: Educational Psychology
Sandra Faye Griffin
BS: Curriculum & Instruction
Patrick Wayne Guse
BS: Education

Leandeline M. Guzman
BFA: Music
Joseph M. Handy
BFA: Art
Angela Marie Hansen
BA: Committee
Interdisciplinary, Psychology
Casey Hao
MS: Nursing
Ulysses Jermaine Henry
BS: Information Resources
Thany Hu
BS: Information Resources
LeRoy Heredia
BA: Communication
Moralis Torres Hood
MS: Curriculum & Instruction
Justin A. Hulhum
BS: Community Education
Daniel Chiokzie Ilob
MBA: Executive MBA
Rhonda Jackson
BA: Theatre Studies
Minor: Criminal Justice
Darlene Heather Jason
BSE: Kinetics
Kayrama L. Johnson-Winters
PhD: Urban Education
Rita Shenea Jones
BBA: Management Information Systems
Patricia L. Kemp
PhD: Urban Education
Chaitrise Khairkham
BS: Occupational Therapy
Zach T. Kilgas
BS: Architectural Studies
Minor: Art History & Criticism
Lisa Michelle Kilgus
MLS: Library & Information Science

Donte McFadden
Written by Michele Robinson

T he mention of Donte McFadden brings knowing smiles and a
general response, "Yeah, I know Donte," from many people. It seems
this staple of the UWM community, having spent a little over a
decade pursuing and completing his B.A. and M.A., is still excited about the challenges
that this campus has to offer.

Among McFadden’s role as a Ph.D. candidate, McNair advisor, TA, and campus organizer is his recent award as a Graduate Scholar in
Residence for the UW System. Inside his office, decorated with a large
Black Elephant’s poster, surrounded by smaller event fliers, McFadden
enjoys the fact that people can take
the opportunity to express themselves.

"There’s nothing else on campus, or in the city for that matter, like Lyric
Sanctuary, and that’s something I’m happy to have helped cultivate," says
McFadden.

Since then, McFadden has been able to spearhead other events on and
off campus. Most recently, he organized a film screening and
discussion at America’s Black Holocaust Museum. "It was one of the most
gratifying experiences I’ve ever had. I was able to merge my scholarly
interests and knowledge with my passion for working with the community,
and creating forums where people could share their ideas.

I learned a great deal in the process," he adds.

McFadden’s extracurricular interest at UWM began in fall 1998
when he was recruited
by a friend, who thought about starting an organization that catered
to students’ needs, particularly students of color. SCOPE (Student
Creative Outreach Providing Education/Entertainment) became an
organization known for open mic and Woodson Week, a week-long celebration
of African American Heritage.

Later, in 2001, McFadden initiated the
Lyric Sanctuary, in collaboration with LINKS Peer Outreach and
Mentoring Center. Lyric Sanctuary is a creative platform that opens the
Poetic community to the campus and community-at-large. "I was in frequent
contact with a lot of poets, it was very
easy to get people to come, as well as
asking them to serve as guest hosts," he says.

McFadden rarely performs, but
enjoys the fact that people can take
the opportunity to express themselves.

"There’s nothing else on campus, or in the city for that matter, like Lyric
Sanctuary, and that’s something I’m happy to have helped cultivate," says
McFadden.

As an advisor and a teacher,
McFadden sees himself as a resource and is available to his students as
much as possible. "When they come to you because they know you are the
key. You know you have done what
are supposed to do all along," he says.

McFadden is currently working on his dissertation focusing on the Los
Angeles School of Black Filmmakers of the 1960s, ‘70s, and ‘80s. He is
exploring how these filmmakers and
their films “disrupted classic Hollywood
narratives and delved into the Human Conditions of African Americans.”

McFadden says his interest in the film collective stems from his
undergraduate work in Film Production and Film Studies. "I want
toresearch and explore a topic people
didn’t know about." He is expected to complete his Ph.D. in 2008 in English.
Pa Vang
Written by Jim Loew

Pa Vang chose to come to UWM for the simple reason to be close to home. “I’m the oldest,” she says, “and I still try to help out my mom, and staying close to home is the best choice.”

Vang was born in Laos and came to the United States when she was three years old. She moved to Milwaukee when she was eight and has lived here ever since. Vang graduated from Wauwatosa West High School prior to coming to UWM, where she is an accounting major with plans to graduate in 2007.

Vang likes the flexibility that UWM offers her. “Depending on the classes you need to take, it’s nice to have smaller and larger classes available,” she says. “As a business major, I like the bigger classes because they give me the independence I need.”

In addition, Vang works while going to school. “I’m a part-time assistant manager at Schlotzsky’s Deli,” she says. “I train employees, count money, do cash register stuff, and serve food to customers. I also work at the State Fair every summer in the Revenue Department counting money, picking up money, and verifying money.”

Vang’s overall experience at UWM has been positive. “But, in addition to the classes I need to take to get my degree, I want to take other classes that will enhance my knowledge of accounting so I can do well on the CPA exam,” she says.

When she is not at work or attending school, Vang looks forward to a number of activities when she has free time. “I love reading, crocheting scarves, sleeping—because I never get enough—and watching movies,” she says. Vang also enjoys choir. “I love to sing, and I love being on a stage.”

Vang is contemplating joining an extracurricular activity soon. “I don’t have too much time to get involved,” she says, “but I would like to join the accounting society at UWM, either this or next year.”

Once Vang finishes her undergraduate work, she plans on going to graduate school. And 10 years from now? “Hopefully, I’ll be working for a very prestigious accounting firm,” she says.

"Call me a nerd, but I literally read the whole textbook, highlighting it and take notes.”

A member of Phi Eta Sigma, Vang maintains a 4.0 grade point average, which is no easy task. It involves numerous late nights of studying and very little sleep. “Call me a nerd,” she says, “but I literally read the whole textbook, highlight it, and take notes. I go to every class and do as many practice problems as I can. I also talk to my professors and make friends in the class so I can compare homework assignments with them and call them whenever I need help.”

“Where do you want to be in 10 years?”

I began my graduate studies at the University of Washington School of Social Work, working with Dr. Karina Walters, in July. I eventually want to teach and do research, and continue to work with the American Indian community. I don’t know where I’ll be in 10 years, but I do believe everything is related and happens for a reason. I hope to be a part of the healing of generations of American Indians and all nations.

Liliann M. Paine
Graduated in December 2005 in Psychology/Pre-Medicine, with a minor in Communication Research: Third Place winner

What was the title of your research submission and presentation?

"The Relationship Between Maternal Distress and Youth Distress Among Assailed Youth"

The purpose of this study was to examine the relationships between maternal distress, particularly depression and Post-Traumatic Stress Disorder (PTSD), and youth distress among a sample of inner-city African-American youth who have been assaulted in the community. Archival data was available for 36 mother-child dyads. SPNS was used to explore correlations among maternal and youth clinical scale scores. A significant but moderate correlation was found between maternal Defensive Avoidance (DA) and youth PTSD. No other significant correlations were found.

What was your experience at the AMSLC?

AMSLC allowed me to share the knowledge we’ve acquired through research. It also exposed me to other individuals who have had similar academic backgrounds. I was able to identify with and learn of others and their strides towards completing their research.

Where do you want to be in 10 years?

10 years from now, I want to be able to look back with no regrets, knowing that my life was not lived in vain—for each day, my research helped someone be the best person he/she could be.

Megan Feifer
Graduated in May 2005 in English/Women’s Studies, with minors in Africanaology/Film Studies, Changemaker Community Service Award Winner

Why were you nominated for the AMSLC community service award?

I was nominated for the Community Service Award on behalf of my participation in the collective organization of the Women and Activism: Pursuing Social Justice, and Women and Activism: Grassroots Activism conferences. I feel honored to have had the opportunity and experience of working with a group of critically-minded people engaged in grassroots activism, and to have been awarded for it was fantastic.

"Where do you want to be in 10 years?"

I was a working-class poor kid. When caught in an institutionalized cycle of oppression as in race, class, or gender…it’s easy to fail, and for the most part, those are the expectations held for you. So, having had the privilege of obtaining an education, it is crucial for me to live my life consciously attacking such institutions in whatever career path I choose. Currently, I intend to start my master’s degree part-time at UWM in the English Modern Studies program, while working for AmeriCorps/Public Allies. Then, I intend to complete a Ph.D. in English in pursuit of a career as a college professor, as I am interested in examining ways in which literature can be utilized as a tool for social change.

"Where do you want to be in 10 years?"

I train employees, count money, do cash register stuff, and serve food to customers. I also work at the State Fair every summer in the Revenue Department counting money, picking up money, and verifying money.”

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Vang is contemplating joining an extracurricular activity soon. “I don’t have too much time to get involved,” she says, “but I would like to join the accounting society at UWM, either this or next year.”

Once Vang finishes her undergraduate work, she plans on going to graduate school. And 10 years from now? “Hopefully, I’ll be working for a very prestigious accounting firm,” she says.
Student found peace at UWM

Written by Tahir Khan

For many Americans, September 11, 2001 was the first time they learned about the Al-Qaeda or the Taliban. Unfortunately for my family, that time came before 2001. In the late 1970s, our house was looted and burned by Islamic fundamentalists in the North West Frontier Province of Pakistan. Why did they do it? Is it because my family belonged to a minority religious group in Pakistan? What made the situation worse was that it happened with the full knowledge and support of the then Pakistani government headed by General Zia-ul-Haq.

As our house burst, the police and the fire department stood by; they even refused to register a report about the incident. After facing decades of religious persecution, my family moved to the United States in 1995.

I have been enrolled at the University of Wisconsin-Milwaukee since September 2002. While at UWM, I have always tried to promote and maintain a dialogue among different religious groups on campus and in the community. In spring of 2003, I was elected president of the Ahmadiyya Muslim Student Association (AMSA), a position that I have held since then. Through AMSA, I have organized over 20 programs on campus and in the community. These programs included several interfaith conferences, inner city neighborhood cleanups, and providing food to the homeless. I have been able to bring many distinguished speakers to UWM, including Dr. Yusuf Lateef, and Congresswoman Gwen Moore. While at UWM, I have also served on the Student Senate and several university committees.

Professor Suarnjit Arora from the Economics Department praises Tahir Khan highly for his academic achievement, volunteerism, and leadership. Arora knows the Khan family well, and has presented at the AMSA in the past. He affirms that the Ahmadiyya Muslims are extremely committed to world peace.
From a hidden voice on campus

I’ve been a custodian at UW-Milwaukee for the last seven years. I’ve spent the previous 16 years on campus and have worked in other capacities as a vault teller, a cashier, and a very short-stint answering phones, as well as other odd jobs in the parking office. However, this has been the hardest assignment I’ve ever faced: to write about myself. This is where you picture me pulling my hair and silently screaming. If you scream loud enough, people will think you have issues and tend to avoid you.

I could start this article with, “I was born,” but Dickens’ “David Copperfield” did that already. Anyway, it’s obvious we were all born, although I sometimes wonder about certain people in the world today. I am not just a custodian, nor will I always be a custodian. I am a woman, mother, spouse, daughter, sister, grandmother, godmother, aunt, domestic coordinator, psychologist, referee, judge, and jury, just to name a few positions, but not necessarily in that order.

You’re probably wondering why I’ve been selected (hopefully you’re reading this) to write this article. I guess it’s because I was one of the community columnists for the Milwaukee Journal Sentinel this past year.

In May 2005, I entered a contest, sponsored by the newspaper, asking for local writers, no experience necessary. I entered on a bet, a bet that I won and lost at the same time. The bet was to enter the contest and be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected. The bet was to enter the contest and be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected, thus proving to another employee that it wouldn’t be beneficial to be rejected.

The one thing I hope to achieve with this opportunity is that for those people who are seldom heard from—the victims, the ill, the working poor, and others that society has forgotten and forsaken—to have a voice. I want to open the eyes of those people who never realized how hard it is to survive poverty, violence, drugs, and other obstacles in our world today.

It’s like picking cotton in Camden, AL. As a child, during the summer, while I visited many relatives in the South, I pitched in and helped do what was needed. My great grandfather would say, “If you’re old enough to climb up to the table and feed yourself, you can do something to earn your keep. Life isn’t a free ride.” The work was intense, with the heat, the blistering sun, the bugs and snakes, the back-breaking labor, some earning less than a dollar a day. The experience taught me not to be ashamed, or afraid to do a hard day’s work; a lesson we are not teaching our children today.

Most of my work experience has dealt with asking the public, “Would you like a fries or a shake with that order?” or “Operator, may I help you?” I’ve been a caregiver to the young and the elderly, changing diapers for both. I’ve been a key punch operator (now called data entry operator), when computers were huge pieces of machinery that filled a room. I’ve been a factory worker, receptionist, and a secretary (oops, the term nowadays is administrative assistant). I’ve worked for a law firm, hospital clinic, sock hop DJ back when they still used records, and at a singles magazine. I also love to read, and listen to all varieties of music.

In my current position as a custodian, I don’t also see people at their best. Many changes are needed to bridge the gaps between the positions of faculty, staff, laborers, and students.

I would like to see this campus work together as one. I would like the employees and students to acknowledge and treat everyone as an equal. Every person and every job, from teaching to cleaning, are vital to this university. I would like to go back to the old school of manners, respect for one another, and pride in our university and our community.

This is an institution of education. We should learn to not judge a book by its cover, or the uniform one wears. There are many chapters in all of us.

The American Multicultural Student Leadership Conference (AMSLC) was established in 1983 and its 23rd conference will be held at UWM on October 13-15. AMSLC provides UW-Milwaukee students the opportunity to engage in a weekend of lively discussions, leadership development, networking, and celebrating achievements.

After months of intensive planning, UWM Interim Vice Chancellor Jim Hill will kick-off the conference on Friday evening, followed by the Intercultural Night, featuring Flamenco Dancers, African drummers, and many other performers. The program will end with the jukebox, jazzy Latin band, De La Buena, and a food tasting from different cultures.

Saturday morning will begin with a welcome from UWM Chancellor Carlos Sanogo, followed by keynote speaker Jackie Guerra, whose charisma and charm are indicative of her brilliance as a comedian, actress, author, designer, and public speaker. A Career and Graduate School Fair will also be held on Saturday morning, along with performances by The Power of Word, a group of poets, emcees, and musicians based in Milwaukee. The different backgrounds, styles, and influences within The Power of Word collective make it one of the most unique groups around.

Dynamic speaker Mark Denning, director of Southeast Oneida Tribal Services, will keynote the Saturday luncheon.

The afternoon schedule will feature a myriad of leadership workshops and student presentations. Thirty UWM students registered for the conference, and 11 of them submitted abstracts of their creative writings, artworks, and research studies for possible presentation at the conference. They are Melissa Agoro, James Carvion, Tina Coon, Maria Fanning, Kari Garon, Antwan Jones, Moiz Nazerali, Jeremy Noy, Tiffany Pufahl, Angelique Sharpe, and Catherine Van Leer.

The Saturday programming culminates in a banquet to recognize student presenters. It also includes a greeting by UWM Provost and Vice Chancellor Rita Cheng; a keynote by Steve Berdine, president/CEO of Affirmation in Action, who is known to be empowering, inspiring, humorous, insightful, and motivational. The last event of the night is a dance, with music provided by DJ Axle.

The conference will conclude on Sunday morning with a performance and dialogue on race issues by the Mangu Tribe Productions, an Asian/Pacific Islander-American women’s theatre group that promotes multi-arts collaboration and encourages artistic expression through education. This event, to be held at 10 a.m. in the UWM Wisconsin Union Room, is free and open to the public.

The AMSLC planning committee is comprised of UWM staff and students, with representatives from UWM/Whitewater, host of AMSLC 2007. It is anticipated that this conference will offer over 200 participants the opportunity to build unity, learn leadership skills, interact with role models, and enjoy a wonderful and productive weekend at UWM.

Special thanks to the following AMSLC co-sponsors: UW System Office of Academic Diversity and Development, UW Division of Student Affairs, OCA/Alliate Foundation, Wisconsin Hate Crimes Prevention Project, UWM Multicultural Student Center, UWM Culture and Communities Program, UWM Roberto Hernandez Center, UWM Ronald E. McNair Program, UW Bookstore, Pepsi, and Office of the National Black Student Union.

Congratulations to the following UWM winners* at AMSLC 2005!

Vinhny Souvannarath
Graduate in May 2005 in Sociology and Psychology
Research: First Place winner

What was the title of your research submission and presentation?

“Living Between Two Worlds: Narrative Analysis of Six Lao Women Refugees Assimilating into the U.S.”

This research revealed the Lao American women’s cultural and linguistic isolation as newcomers. They experienced a range of challenges, such as overcoming traditional behavioral expectations of women; adapting to more individualistic attitudes, climate and weather changes; dichotomies for American foods and transportation; and homesickness.

* AWARD COMPETITIONS ARE ELIMINATED FOR AMSLC 2006, AND ALL STUDENT PRESENTERS WILL BE ACKNOWLEDGED FOR THEIR ACHIEVEMENTS.

ALL AMSLC 2005 WINNERS WERE McNair Scholars.

Acquiring the English language and pursuing education in the U.S. school system were among the biggest cultural adjustments. Interviews with these women illustrated how they have not fully integrated into the U.S. society. They demonstrated a desire for cultural preservation, but were motivated towards a bicultural identity.
Roberto Hernandez Center (RHC)

The Roberto Hernandez Center is dedicated to serving the Latino students at UWM and the Latino population of Southeastern Wisconsin, strengthening university’s ties with the community, conducting applied research on Latino issues, and fostering the Latino Studies program. The Center’s bilingual staff share a genuine commitment to the education of Latino students at UWM and throughout the community. They work with Latino students, faculty, staff, and community organizations to coordinate educational, social, and cultural activities on campus and in the Latino community.

We are now located in Bolton Hall, Room 185, and can be reached at 414.229.6136.

Southeast Asian-American Student Services (SAASS)

The Southeast Asian-American Student Services will work with students to understand policies and procedures; complete financial aid forms; resolve academic, personal, and career problems; connect to Hmong, Lao, Vietnamese, and Cambodian student organizations; and celebrate their successes. We are here to provide students with the supportive services that are essential in the achievement of their educational goals.

The SAASS office has moved to Bolton Hall, Room 160 (414.229.5282). Come visit us and experience what UWM has to offer.

Hanh Quang Trinh

Written by Jim Loew

It’s really quite simple what Hanh Quang Trinh, associate professor in the College of Health Sciences, hopes his students get from him, “I want my students to be able to analyze a problem, take leadership, and to resolve it with a solution.” Trinh teaches in Health Care Administration and Informatics. With the field of health care rapidly changing, he wants his students to be prepared for the realities they will encounter on a regular basis.

These hopes coincide with his professional goals, one of which is to help the new generation. “I want to help them and train them to become a leader in health care management,” says Trinh.

From a research perspective, another goal is to find a solution to control the rising health care cost. According to Trinh, “The cost of health care is 16.5 percent of the gross domestic product—that’s $1.8 trillion. I think that’s crazy!”

Trinh has been at UWM for 12 years. Prior to that, he spent 12 years with the Medical College of Virginia Hospital as a hospital administrator. Because of the hospital’s affiliation, Trinh was able to pursue his Ph.D. at the Medical College of Virginia. His responsibilities at UWM, which are similar to other professors in the college, are to spend 40 percent on teaching, 40 percent on research, and 20 percent on services.

These services involve working on committees at both the college and campus levels. For example, Trinh serves on the Affirmative Action in Faculty Employment, Asian Faculty and Staff Association, College of Health Sciences Information Technology Policy Committee, and Chancellor’s Council on Inclusion, to name a few. Trinh estimates that he spends about 50 to 60 hours each week on these committees, as well as his teaching and research duties.

Trinh, however, views this time as an investment for his students. “From what I put into my research,” he says, “this benefits my lectures.”

Standing in front of a class and teaching students is what Trinh points to as achievements he’s most proud of; not individual awards, such as best paper awards in prestigious journals, though he has those, too. “I may be a difficult teacher, but I think my students see my sincerity,” he says. “I am proud when teaching my students and when they like my teaching,” he adds.

While at UWM, Trinh has seen many positive changes in his department, thanks to the hard work of its faculty under Dean Lambrecht’s leadership. “There are more programs, more activities for the students, and our department is more interested in the program as a whole. He feels the department is heading in the right direction, and hopes that it will continue to grow with more students, and in its reputation as well.

“We’re happy. More students are coming to this program,” he says with a smile.

“…when teaching my students and when they like my teaching.”

Upcoming MSC Events

All events are held in the Multicultural Student Lounge from 12 to 1:30 p.m. For more information, please contact Victoria Pryor at 414.229.3704.

October 5 Preparing for “All Majors Career Fair”

October 31 Library Research Strategies for a Successful Paper

November 2 Test Anxiety & Time Management

December 13 End of Semester Stress Buster

Other MSC Events

October 15 Mango Tribe Performance, 10-11:30 a.m., Union Wisconsin Room (part of AMSLC 2006)

March 8, 2007 Diversity Career Day, 10 a.m.-2 p.m., Union Wisconsin Room

December 13 414.229.5282. Victoria Pryor at information, please contact

Multicultural Student Lounge

Microsoft Corporation

Southeast Asian-American Student Services (SAASS)

Vang, coordinator.

Roberto Hernandez Center

Hall, Room 183, and can be

We are now located in Bolton

and in the Latino community.

other organizations to

Students Services will work with

and procedures; complete

SAASS office has moved to Bolton

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Sciences Information Technology

Policy Committee, and Chancellor’s

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department is heading in the right
direction, and hopes that it will continue
to grow with more students, and in its

reputation as well.

“We’re happy. More students are
coming to this program,” he says with

a smile.

University of Wisconsin-Milwaukee

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F A U C U L Y / S T A F F  P R O F I L E

Image 17
Alice Jackson
Written by Michele Robinson and Victoria Pryor

By nature, I am an introvert so my position is perfect for coaxing me out of my shell. I am simultaneously behind the scenes and in the spotlight," Alice Jackson explains. Could this be the same person who says “hi” to everyone, always with a big smile?

Jackson was awarded an "Outstanding Woman of Color in Education" this past spring, and was recognized at a UW System awards ceremony held in Eau Claire. She has been at UWM for six years and is the program manager of Union Sociocultural Programming and, currently, the acting assistant director of Union Programming. "I work very hard in this position because I believe what we do is important," she says. "I want to be our students’ temporary passports until they can get out into the world on their own, and discover that it is so much bigger than Milwaukee."

While in college at the Illinois State University in Normal, Illinois, Jackson took advantage of every play, every free lecture, and all the films she could stand. "These events were such an important part of my life at that time," she explains. "You can choose to live your life in a box—a box that, most likely, someone else constructed for you—or you can punch a hole in that cardboard and make a way for yourself."

Prior to coming to Milwaukee, Jackson was the assistant director of Multicultural Affairs at Illinois State University. Even though she had never been an event planner, her creative writing experiences in college allowed her to utilize creativity and worldview to influence the work that she currently does for the students. Jackson dreams of producing volumes of poetry related to issues concerning race, gender, and social justice, and is now exerting that energy in developing programs that address these issues in her current position.

"It brings me unbelievable joy to see a large group of people—made up of various backgrounds and races—all dancing to African rhythms, or Brazilian samba, or enjoying a performance of East Indian dance," she says. Each semester, Jackson and her staff spend a tremendous amount time in planning, researching, and identifying topics for these events. "We think hard about what we present to the campus and the city," she continues. "I love the fact that we produce lectures that get people discussing the concept of ‘white skin privilege,’ and a monthly open mic (Lyrical Sanctuary) that draws in one of the most racially diverse audiences I’ve seen on campus."

There are over 20 events in fall 2006. They range from films on Vietnam and the Iraq War; workshops on meditation and yoga, sex and sexuality; to lectures on racial identity, capital punishment, and the U.S. prison system. "And I promise you, the spring semester will be just as dynamic," says Jackson.

It’s not surprising that Jackson is responsible for the growth of her department because she truly believes that understanding can be achieved through knowledge, and her work gives her hope for the future. "Even in a city as racially divided as Milwaukee, there are hundreds of people who honestly want to know about other cultures, care about how we treat each other as co-existing human beings," she says. "I hope our students store these experiences inside and go out into the world and make positive changes."

In Jackson’s opinion, Union Sociocultural Programming events have always enhanced campus climate. "Our programs get people talking, and that is the first and biggest step toward connecting," she says.

The African American Student Academic Services office offers support services to all African American students at UWM. AASAS provides advising to help students select courses and choose majors; assists with financial aid, tutorial help, and advocacy, and offers peer mentoring programs, as well as academic and social programming. We also help students with the application process, teach them about campus life and services, find help for their academic and/or personal problems, notify them about community and campus events, connect them to other African Americans on campus, and celebrate their successes.

The AASAS has moved to a new location in Bolton Hall, Room 170. When you are visiting UWM, please stop by and experience our department firsthand. We would be happy to arrange a special individual or group visit of the campus. You can reach us at 414.229.6657.

American Indian Student Services (AISS)

From application to graduation, the American Indian Student Services provides student-focused support. We work with all students who identify themselves as American Indian, regardless of their major or year in school. Students describe the office as "a home away from home," where they can relax and get one-on-one attention for academic advising and other concerns they may have. AISS also offers programming intended to educate students, staff, faculty, and the local community about American Indian culture, topics, and issues.

The AISS office has moved to Bolton Hall, Room 195 (414.229.5880). As you enter the office, you will be met by a medicine wheel design. The medicine wheel symbolizes the interconnectedness of all things and is our way of welcoming everyone.

Stop by soon and often.
Multicultural Programs Move to Bolton Hall

As part of UWM’s Access to Success initiative, a new Multicultural Student Center (MSC) was created in fall 2005, with a plan for its eventual move to a new home in Bolton Hall by September 2006. The plan also involved moving other multicultural programs to Bolton Hall so they would be located in close proximity of each other. The main purpose for this relocation project is to facilitate the ease of students in finding the campus-wide multicultural services at UWM.

Through almost a year of planning and renovation, the multicultural offices are finally settled in their respective locations. Each of their entrances will be identified by a marquee with program name and a unique set of color panels (see back cover). For the most part, their telephone and fax numbers remain unchanged, but their new locations are as follows:

Multicultural Student Center: Bolton 187
African American Student Academic Services: Bolton 170
American Indian Student Services: Bolton 195
Roberto Hernandez Center: Bolton 183
Southeast Asian-American Student Services: Bolton 160

For the most part, the Multicultural Student Center serves “as a visible and active structure that embodies the university’s commitment to inclusion and student success,” according to its mission statement. With a year under its belt, MSC offers students a wide range of social, academic, and leadership workshops and activities that include Making the Connection Program, Welcome Back Fest, Test Anxiety & Time Management, American Multicultural Student Leadership Conference, and Diversity Career Day, just to name a few. The Center operation is guided by a committee that is comprised of representatives from various multicultural offices and student organizations (see membership list on page 3).

In addition, students can study, relax, or hangout at the Multicultural Student Lounge, located in Union W198 (across from the Union Ballroom). The Lounge is open from 10 a.m. to 4 p.m., Monday through Friday, during the academic year. Student assistants are available at the Lounge to answer questions or refer students to appropriate services. Furthermore, a Multicultural Computer Lab will be established and available for student use in 2007.

For more information, please call us at 414.229.5566, visit our offices in Bolton Hall, Room 187 or our website at www.msc.uwm.edu. Please let us know how we can serve you better!

Leah M. Arndt
Written by Jim Loew

Without a doubt, Leah Arndt’s greatest achievement is her children. “It might sound corny,” says Arndt, a clinical assistant professor in the Department of Educational Psychology, “but I’m a mom first.” Yet she has many other achievements she could point to. From UWM, Arndt has two bachelor’s degrees and a master’s degree in educational psychology. In December 2004, she received her Ph.D. from UW-Madison in counseling psychology.

This is Arndt’s second year at UWM. Prior to this, she taught at Marquette University. Coming to UWM, however, has been like coming home for Arndt. “When the department had an opening, I jumped at the chance,” she says. “Because I got my bachelor’s and master’s here, I was familiar with the program.”

Arndt has the best of two worlds, being in a university setting and being immersed in the city. “Because I’m in a clinical position,” she says, “I’m not driven by the research realm. This allows me to be active in the community.” Community service is one of Arndt’s many responsibilities at UWM.

“Although teaching is a big part of my responsibilities, I’m also involved in the Green Bay Outreach Program,” Arndt says. She not only coordinates, but also teaches for that program.

Arndt enjoys mentoring Native American students at UWM. “I do a lot of shadowing,” she says. “I might have them analyze data, or we’ll hear professors talk about their research, and then eventually I’ll have the students participate.”

In Arndt’s department, she acts as a liaison between the students and the department. “A lot of problems come my way, so a typical day is spent teaching and problem solving,” she says.

Arndt has many hopes for her students. “I want my students to think not only critically, but also to think about themselves and be open to multiple world views.” That’s what I’m aiming for. I also want my students to focus on process, and to broaden their horizons. This kind of freaks the students out,” she adds with a laugh.

Arndt has two main professional goals. “One, I want to help meet the needs of this department, and, two, I want to do research,” she says. This might sound odd, considering Arndt is not expected to conduct research for her job. “It’s not a priority of the position, but I would like to refine those skills.” However, she does not want to do research just to do research. “I want it to have value,” she says. “For them to see it translated from the book to the real world is rewarding.”

Arndt has many hopes for her department. “For them to see it translated from the book to the real world is rewarding.”

One of Arndt’s biggest joys is to stay connected with the students. “It’s great to see students go through my class and then end up working with me on community projects,” she says. “For them to see it translated from the book to the real world is rewarding.”

Arndt thinks the department is headed where it needs to be. “The staff is very sought after, very competitive and recognized,” she says. “And, most importantly, I feel we have a good response system to students.”
Louis Molina
Written by Jim Loew

There’s one goal Louis Molina, academic advisor for the Peck School of the Arts, would like his department to continue to adhere to: friendly student service. “I think the direction of this department should be customer service oriented,” he says.

Although Molina has worked at UWM for five years, he has been at his current position for just over a year. During this time, Molina has seen many positive changes in his department. “The number of students using the advising services has improved,” he says. “And you’re hearing about it, too.”

Molina, a former advisor in the College of Engineering and Applied Science, found his current job while pursuing a M.S. degree in educational psychology at UWM.

A typical day for Molina is generally pretty full, but meeting with students is his primary function, which comprises the bulk of his time.

Molina works during the summer months, too. “My friends often ask me what I do during the summer,” Molina says with a laugh. He meets with students who attend summer school and those who have done poorly during the academic year. He is also involved with UWM’s freshman registration program, STAR, which is held throughout the summer and designed to prepare students for college. Each STAR session is typically comprised of 30 incoming freshmen majoring in the arts. “We’ll get the students in a group and give them a general overview and then actually get them on computers to register for classes,” says Molina.

All this valuable assistance is part of what Molina hopes students get from him and his department. “I want students to feel like they’ve been helped,” he says. “First and foremost, I want them to come to me with any issues, and use me as a resource.” This involves pointing the students in the right direction and helping them get on the right track. But Molina also sees himself as a teacher. “I try to help them grow and make decisions,” he says, “not just me telling them what to do.”

Molina’s professional goals are simple: “I want to help make this advising office one of the best on campus. I want to help make this advising office one of the best on campus”

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Multicultural Affairs (now called the Department of Multicultural Affairs) is dedicated to serving the needs of Milwaukee and Wisconsin by providing greater access to higher education. And Wisconsin by providing greater access to higher education.

Beyond our beliefs were external indicators that further illustrated and reinforced the importance of our work in this area. In August 2005, for example, the Milwaukee Journal Sentinel reported, “Poverty in Wisconsin increased faster than in any other state in 2003 and 2004, the U.S. Census Bureau reported Tuesday, and Milwaukee climbed last year into the top 10 of the nation’s poorest cities, reaching seventh.” And perhaps most disturbing was that more than 62,000 of those living in poverty in Milwaukee were children, a number greater than 62,000 of those living in poverty in any other state.

Beyond these positive developments, we are also having an excellent fundraising year through the university’s comprehensive fundraising campaign. As part of our $100 million overall goal is a $25 million fundraising campaign. As part of our $100 million overall goal is a $25 million goal for scholarships—many targeted at supporting financially needy students. I am very pleased to report that we have surpassed the $65 million mark toward the overall goal and $17 million toward the scholarship goal.

I know there are many additional challenges ahead in our efforts to keep open doors and Wisconsin by providing greater access to higher education. And Wisconsin by providing greater access to higher education.

When I came to Milwaukee and this university in the summer of 2004, I greatly appreciated the importance of keeping open the doors to higher education to all students regardless of their family background or financial wherewithal. Two years later, I have learned a great deal about the specific challenges of access in this city, region and state—and remain completely committed to keeping UW-Milwaukee’s doors open.

How do we do this? The question is far easier to ask than answer.

For the first year I was here, many individuals did a great deal of work to help us gain a better understanding of the specifics of the realities we face. We all knew at that time that UW-Milwaukee had the greatest number of students of color in the UW System. But I was also convinced that those numbers should grow.

Beyond our beliefs were external indicators that further illustrated and reinforced the importance of our work in this area. In August 2005, for example, the Milwaukee Journal Sentinel reported, “Poverty in Wisconsin increased faster than in any other state in 2003 and 2004, the U.S. Census Bureau reported Tuesday, and Milwaukee climbed last year into the top 10 of the nation’s poorest cities, reaching seventh.” And perhaps most disturbing was that more than 62,000 of those living in poverty in Milwaukee were children, a number representing 41.3% of all city children.

Better educating our citizens is certainly part of the long-term solution. We know we cannot do it all ourselves, but we know we have to be part of the solution.

During the 2004-2005 academic year, individuals across campus—including very supportive members of the Department of Multicultural Affairs (now called the Multicultural Student Center)—came together to formulate what we now know as Access to Success, our campus blueprint to enhance student access. I am very grateful to everyone who has contributed and will continue to contribute to this effort.

Recommendations from the planners were put in place during the 2005-2006 academic year and, by May 2006, we were able to point to positive early indicators. We know that through Access to Success:

- We can increasingly attract and enroll a talented and diverse pool of students.
- The emphasis on helping students complete and succeed at remedial math is paying off.
- Initial results from the Early Warning System, in which instructors identify students who are having problems in their courses, are promising.

Pilot projects—summer bridge programs, first-year transition course and mentoring—are not yet showing better overall results, but are still providing us with indicators of how to further proceed in these areas.

Beyond these positive developments, we also are having an excellent fundraising year through the university’s comprehensive fundraising campaign. As part of our $100 million overall goal is a $25 million goal for scholarships—many targeted at supporting financially needy students. I am very pleased to report that we have surpassed the $65 million mark toward the overall goal and $17 million toward the scholarship goal.

I know there are many additional challenges ahead in our efforts to keep open doors of UW-Milwaukee to all deserving students who want a college education. And I also know there are many people on campus who share this sense of commitment to say this because I hear from them all the time. Together, I know we will be able to do a great deal to serve the needs of Milwaukee and Wisconsin by providing greater access to higher education.

Carlos E. Santiago
Chancellor

When the Leveses Broke: A Katrina Documentary (film & producer’s visit), 6pm, UWM Union Theatre
Taking Back Your Life: Women and Organization in Milwaukee (panel discussion), 4pm, UWM Ballroom East
Library Research: Strategies for a Successful Paper (workshop), 12-1:30pm, Multicultural Student Lounge, Union 198

Calendar of Multicultural Events and Activities

**OCTOBER**
- UWM Autumn Pow Wow, 12-11pm, UWM Union Ballroom (Grand Entries at 1:30pm & 7pm)
- Latino Movie Monday: The Three Burials of Melquiades Estrada, 7pm, Union Theatre
- Sexo presents—The Intersection of Culture, Religion and the Socialization of Sex: Examining the Staying Power of Sexual Cues from Childhood (panel discussion), 7pm, Union Fireside Lounge
- Mexico’s 2006 Presidential Election: An Observer’s Perspective, 5:30-6:30pm, Chapman 211
- Lyrical Sanctuary’s Writer’s Workshop, 6-8pm, Multicultural Student Lounge, Union 198
- Lyrical Sanctuary (open mic), 8-10:30pm, Union Fireside Lounge
- Let it Out! Brown Bag Discussion: Speaking in Tongues: Language, Race and Power, 12pm, Multicultural Student Lounge, Union 198
- Poetry from Childhood (panel discussion), 7pm, Union Fireside Lounge

**NOVEMBER**
- Test Anxiety & Time Management (workshop), 12-1:30pm, Multicultural Student Lounge, Union 198
- Living Rastafari: In Celebration of the Lion of Judah (presentation), 7pm, Union Wisconsin Lounge
- Power to the Peaceful: 2 Films, 2 Wars, 7pm, Union Fireside Lounge
- Lyrical Sanctuary’s Writer’s Workshop, 6-8pm, Multicultural Student Lounge, Union 198
- Lyrical Sanctuary (open mic), 8-10:30pm, Union Fireside Lounge
- Conversion Tales: Missionaries, Mary Magdalene, and Catholic Culture (symposium), 3:30pm, Curtin 118

**DECEMBER**
- 25 Years of Living with AIDS: 1 Day of Education (display), 10am-3pm, Multicultural Student Lounge, Union 198
- Lyrical Sanctuary’s Writer’s Workshop, 6-8pm, Multicultural Student Lounge, Union 198
- Lyrical Sanctuary’s Writer’s Workshop, 6-8pm, Multicultural Student Lounge, Union 198
- Lyrical Sanctuary (open mic), 8-10:30pm, Union Fireside Lounge
- Lyrical Sanctuary (open mic), 8-10:30pm, Union Fireside Lounge

*For complete list and information, please refer to the UWM Union Sociocultural Programming Fall 2006 Calendar*
Multicultural Student Center
Bolton Hall Room 187

African American Student Academic Services
Bolton Hall Room 170

American Indian Student Services
Bolton Hall Room 195

Roberto Hernández Center
Bolton Hall Room 183

Southeast Asian-American Student Services
Bolton Hall Room 160

The Multicultural Student Center Committee members, along with some of their staff and students, gathered together for a group photo on the first floor of Bolton during the renovation of multicultural program offices.

Inside:

Multicultural Programs Move to Bolton Hall

UWM to Host AMSLC 2006

Student Profiles

Faculty/Staff Profiles

A publication of the Multicultural Student Center, University of Wisconsin–Milwaukee