

**Successful Plan 2008 Programs
at the
University of Wisconsin-Milwaukee**

Goal I: Recruitment

Southeast Asian Student Academic Services
U-Visit
Architecture Summer Camp

The Selection Process:

The successful programs from UW-Milwaukee were selected by the Successful Plan 2008 Program Selection Committee, which was comprised of representatives from the Multicultural Affairs Council. The selection was based on programs that were included in the Plan 2008 Phase I Report and **nominated** by schools, colleges, and divisions using the “Successful Plan 2008 Program Nomination Form.” Each school/college/division was eligible to nominate up to three of its programs for consideration.

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: College of Letters and Science
 Submitted by: Erland Olfe Title: Assistant Dean
 Phone: (414) 229-5872 E-Mail: olfe@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) X Goal V (faculty/staff) _____
 Goal II (precollege/partnership) _____ Goal VI (curriculum/climate) _____
 Goal III (retention/graduation) X Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Southeast Asian Student Academic Services' recruitment and retention
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Dao Vang, Coordinator, Southeast Asian Student Academic Services (SASAS), College of Letters & Science, Holton Hall 157
Names of offices/departments/ agencies this program worked or partnered with	For recruitment, the Southeast Asian Student Academic Services (SASAS) works collaboratively with UWM's Department of Recruitment and Outreach, the public school districts in Milwaukee, Madison, Wausau, Oshkosh, Appleton, Kaukauna, Green Bay, Manitowoc and Sheboygan (they have a high concentration of Southeast Asian students), the Wisconsin Department of Public Instruction and the Southeast Asian community organizations. This partnership substantially reduces the cost of recruiting students to UWM. For retention, SASAS works closely with Financial Aid Office, the different academic advising units and departments.
Goals and duration of this program/initiative	SASAS has two goals: recruitment and retention of Southeast Asian students. The recruitment goal is to be achieved through active recruitment and outreach activities, which consists of visiting high schools, coordinating campus visits and holding conferences on campus. The retention goal is to be achieved through academic advising, and program and personal support activities—which involves working closely with the different academic programs on campus. This is an ongoing program and is staffed by two full-time people.
Program cost and funding sources (external and internal)	Internal: Program costs are supported by state funding source 402. External: With the collaborations, more than half the costs of bringing the students to visit UWM and holding educational conferences are shared by the Department of Public Instruction and/or the Southeast Asian community organizations.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	The factors that make SASAS a "Successful Plan 2008 Initiative/Program" are the recruitment and retention results, and the program's contribution to increasing the number of students of color at UWM (and hence UW System's diversity goal). The Southeast Asian student population at UWM has been growing at an average rate of 10.7% per year for the last three years. For the same period, the average retention rate for new freshman was 72.2%, which was slightly better than the 71.8% for non-TRE/D students and 69.8% for the student body as a whole.

*Please send or e-mail completed forms to Linda Huang (Mitchell 225 or lhuang@uwm.edu) no later than **Friday, February 14, 2003**. Thank you!*

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: Division of Student Affairs
 Submitted by: Leonard White Title: Assistant Director, DRO
 Phone: 414-229-6195 E-Mail: lewjr@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) X Goal V (faculty/staff)
 Goal II (precollege/partnership) Goal VI (curriculum/climate)
 Goal III (retention/graduation) Goal VII (accountability)
 Goal IV (financial aid/scholarships)

Name of this successful initiative/program	U - Visit
This initiative/program was (check one):	New under Plan 2008 <u> </u> Ongoing <u> X </u> Ongoing and amended for Plan 2008 <u> </u>
This program's contact person and department	Leonard White Assistant Director Department of Recruitment and Outreach
Names of offices/departments/agencies this program worked or partnered with	Participating high schools UWM schools, colleges, divisions, and departments/offices
Goals and duration of this program/initiative	U – Visit, a minority-specific campus visitation program seeks to increase the level of interaction of high-school aged youth and the UWM campus. Initiated in 1987, the U – Visit program consists of a number of 1-day programs.
Program cost and funding sources (external and internal)	Program costs include transportation and food along with minor mailing costs. All of the program costs are funded internally.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	Highly proactive Modeled by other campus units Program participants attend traditional as well as non-traditional schools. Since its inception, the U – Visit program has brought over 3000 students of color to campus many of whom chosen to matriculate to UWM.

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no later than **Friday, February 14, 2003**. Thank you!*

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: School of Architecture and Urban Planning (SARUP)
 Submitted by: Tammy Taylor Title: Architecture Undergraduate Advisor
 Phone: 414/229-4015 E-Mail: ttaylor@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) X Goal V (faculty/staff) X
 Goal II (precollege/partnership) Goal VI (curriculum/climate) X
 Goal III (retention/graduation) X Goal VII (accountability) X
 Goal IV (financial aid/scholarships) X

Name of this successful initiative/program	SARUP Architecture Summer Camp
This initiative/program was (check one):	New under Plan 2008 <u> </u> Ongoing <u> X </u> Ongoing and amended for Plan 2008 <u> </u>
This program's contact person and department	Tammy Taylor, SARUP James Dicker, SARUP
Names of offices/departments/agencies this program worked or partnered with	SARUP organizes this camp and works with the professional architecture community in setting up special architecture tours. The Continuing Education Department on campus handles a portion of the registration process for this program. Also, we work closely with UWM Sandburg Residence Halls (our students stay in the residence halls while at camp).
Goals and duration of this program/initiative	The SARUP Architecture Summer Camp is a seven-day residential architectural education program directed toward highly motivated high school students. The goal of this program is to introduce interested students to the study of architecture at the university level. The program is staffed by instructors and program specialists from UWM and by members of the professional architecture community.
Program cost and funding sources (external and internal)	Internal: we will charge \$825 for the 2003 Architecture Summer Camp to cover our costs (faculty expenses, studio supplies, field trips, etc.). External: we were granted a \$3500 WAF grant for the 2003 camp.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	<p>A critical part of any architect's education is the careful inspection of existing buildings and spaces. During the week of camp, four site visits have been organized which will enrich each student's understanding of the profession and the existing built environment. Throughout the camp week, we organize a number of special events which have been included in the program to allow students an opportunity to participate in the full urban Milwaukee experience.</p> <p>Many of the students that have participated in our camp have joined our program and have been successful SARUP students.</p>

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**Successful Plan 2008 Programs
at the
University of Wisconsin-Milwaukee**

Goal II: Precollege/Partnership

**MEDAL
Health Careers Bridge Program
Precollege Summer Arts Camp**

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: School of Architecture and Urban Planning (SARUP)
 Submitted by: Tammy Taylor Title: Architecture Undergraduate Advisor
 Phone: 414-229-4015 E-Mail: ttaylor@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) **Goal V**
(faculty/staff)
Goal II (precollege/partnership) *Goal VI (curriculum/climate)*
Goal III (retention/graduation) *Goal VII (accountability)*
Goal IV (financial aid/scholarships)

Name of this successful initiative/program	MEDAL (Medicine, Engineering, Dentistry, Architecture and Law)
This initiative/program was (check one):	New under Plan 2008 <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Ongoing and amended for Plan 2008 <input type="checkbox"/>
This program's contact person and department	Gil Snyder, Associate Professor, SARUP Tammy Taylor, Student Services Coordinator, SARUP
Names of offices/departments/agencies this program worked or partnered with	The MEDAL (Medicine, Engineering, Dentistry, Architecture and Law) Program is Designed for students in grades 9 through 12 and is a joint project sponsored by the Wisconsin Department of Public Instruction, the University of Wisconsin-Milwaukee, Marquette University, the Medical College of Wisconsin, Milwaukee Public Schools, Milwaukee School of Engineering, and the Milwaukee Area Health Education Center.
Goals and duration of this program/initiative	The Architecture Project for MEDAL 2003 focused on designing a monument for Milwaukee's fabric in teams consisting of MEDAL students, SARUP students and SARUP faculty/staff along with professional architects from the community. The Architecture component of MEDAL is held annually on a Saturday morning from 8:30 a.m. to noon. We designed a website for MEDAL 2003. One of our primary goals is to track the MEDAL students over the next few years.
Program cost and funding sources (external and internal)	The food, drinks, and architecture supplies for the Architecture MEDAL program cost roughly \$275. Funding Sources/External: DPI and the Milwaukee Area Health Education Center. Funding Sources/Internal: Marion McDowell in the College of Health Sciences on campus has been instrumental in assisting with the funding for this program.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	The factors that make this a "Successful Plan 2008 Initiative/Plan are: the recruitment, retention and climate factors that this program has the potential to produce in the future!

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Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: School of Nursing
 Submitted by: Julie Frey Title: Assistant to the Dean
 Phone: (414) 229-6504 E-Mail: jafrey@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) _____
 Goal II (precollege/partnership) X Goal VI (curriculum/climate) _____
 Goal III (retention/graduation) _____ Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Health Careers Bridge Program
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Sandra Underwood, Professor, School of Nursing
Names of offices/departments/agencies this program worked or partnered with	Children's Hospital Northwestern Mutual Life (NML)
Goals and duration of this program/initiative	This is a 5 week program offered each summer.
Program cost and funding sources (external and internal)	Costs for Summer 2000 program funded externally by \$35,000 grant from Northwest Mutual Life
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	Encourages minority high school students to pursue careers in the health care professions. Provides a model for capable area minority youth with interest and ability in science and an expressed interest in a health care career to be identified and included in the pool of college bound students. Makes available necessary support systems at major educational transition points to provide a successful path to college.

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Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: Peck School of the Arts (PSOA)
 Submitted by: Wm. Robert Bucker Title: Dean
 Phone: x4762 E-Mail: rbucker@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) X Goal V (faculty/staff) _____
 Goal II (precollege/partnership) X Goal VI (curriculum/climate) _____
 Goal III (retention/graduation) _____ Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Precollege Summer Arts Camp
This initiative/program was (check one):	New under Plan 2008 <u> X </u> Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Richard Zauft, Associate Dean, Peck School of the Arts
Names of offices/departments/agencies this program worked or partnered with	College for Kids, School of Continuing Education UWM School of Education REACH Project
Goals and duration of this program/initiative	Goals are to provide high school students (the majority of whom are minorities) with quality arts classes taught by university staff in UWM facilities in the hope that the students will learn creative techniques to better understand themselves and improve their communications skills.
Program cost and funding sources (external and internal)	The program for the first year cost \$37,500 in instructor salaries, supplies, and residence hall fees. Funding sources were tuition, scholarships, and PSOA funds.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	In summer 2002, the first year of the arts camp, 62 students (114 total enrollments) enrolled in eight courses. Of these, over 55% were minority students. In 2003, the arts camp is offering 12 classes and anticipating an enrollment of 80-100 students. This new program demonstrates the interest in college-level arts instruction among urban high school students who might not otherwise have the opportunity to experience various arts courses such as electronic music composition, multimedia, filmmaking, dance choreography, theatre, painting, etc. It is hoped that these students might consider a career in the arts and enrolling in the PSOA arts degree programs.

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**Successful Plan 2008 Programs
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Goal III: Retention/Graduation

American Indian Student Services
Health Careers Opportunity Program
Milwaukee Teacher Training & Mentoring Program

funding sources (external and internal)	402 program funds
What are the factors and characteristics that make this program a “Successful Plan 2008 Initiative/Program?”	<p>The program works within the local and statewide American Indian Community to recruit and to provide student centered support services for the American Indian students. They maintain an active working relationship with their partners. AISS has recently put a greater emphasis on student development. The staff helped the AISA send students to the National Indian Education Association conference that will result in a presentation by AISA at the statewide Wisconsin Indian Education Association.</p> <p>AISS also works with students across campus regardless of their program. Most recently, AISS was instrumental in helping to recruit 14 students who were admitted to the School of Education to participate as part of teacher training grant.</p>

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Successful Plan 2008 Program

School/College/Division: College of Health Sciences

Submitted by: Randy S. Lambrecht

Title: Dean

Phone: 229-4712

E-Mail: rsl@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) Goal V (faculty/staff)
 Goal II (pre-college/partnership) Goal VI (curriculum/climate)
 Goal III (retention/graduation) Goal VII (accountability)
 Goal IV (financial aid/scholarships)

Name of this successful initiative/program	Health Careers Opportunity Program
This initiative/program was (check one):	New under Plan 2008 <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Ongoing and amended for Plan 2008 <input type="checkbox"/>
This program's contact person and department	Marion L. McDowell, Assistant Dean, College of Health Sciences, 414 229-6118
Names of offices/departments/agencies this program worked or partnered with	The array of partners includes educational institutions, private corporations, and government and community agencies. Specifically, the Milwaukee Area Health Education Center, College of L&S MED-PREP Program, Marquette University's School of Dentistry and College of Health Sciences, UWM's TRIO Programs, Milwaukee Public Schools, SBS Ameritech, Wisconsin Department of Public Instruction, Minority Pre-College Programs, Froedtert Memorial Lutheran Hospital, Milwaukee County Programs on Aging, Children's Health Education Center, Health Professions Partnership Initiatives, Washington High School AOSH, Medical College of Wisconsin, City of Milwaukee Health Department, Quest Diagnostic Laboratory, Curative Networking and the University of Wisconsin Medical School.
Goals and duration of this program/initiative	To meet its stated purpose and objectives, UWM CHS-HCOP and its partners undertake a comprehensive approach to address <i>recruitment</i> of disadvantaged students from the Milwaukee area and UWM, and to <i>facilitate entry</i> into pre-health, allied health and health professions programs. Each year six very successful sequenced, structured support programs are hosted, they include: Pre-college Saturday Academy, 15 students, The UWM College of Health Sciences, Marquette University's College of Health Sciences and Dental School's HEALTH CAREERS OPPORTUNITY PROGRAMS (HCOP) collaborate to provide a Saturday Academy for at least 25 students (10 MU and 15 UWM). The Saturday Academy is a comprehensive program that exposes high school minority and disadvantaged students from the Milwaukee area to health care. The Pre-college Saturday Academy is designed to motivate and prepare students to enroll in a college or university. This program is implemented through linkages with educational institutions, health providers and community-based organizations. The Academy is free; each participant receives a \$20-25 per session stipend (provided by the UWM or MU HCOP Programs). Students meet for at least 180 hours and are actively involved in exciting hands on health sciences education activities and academic curricular that focus on such areas as: Anatomy and Physiology to include dissection, Dentistry, Sports Medicine, Occupational Therapy, Physical Therapy, Kinesiology, Clinical Laboratory Sciences, Medicine and Nursing, and the Guaranteed 4.0 G PA Seminar. <u>Pre-college Health Sciences Institute</u> , 15 rising high school juniors and seniors, The PHSI is a six-week, 180-hour comprehensive summer program that provides preliminary education for 15 high school students who are preparing to enter post-secondary education programs at UWM or elsewhere. PHSI enrolls rising high school juniors and seniors from MPS or other area high schools who have a GPA of

at least 2.5, and who have successfully completed courses in mathematics, English and biology. Most activities take place on the UWM campus. Funding for the four basic classes are provided by UWM's Divisions of Student Academic Development and Multicultural Affairs. UWM Pre-College Academy Program's ad-hoc summer instructors teach these classes (some are MPS teachers, others are UWM faculty). The classes include mathematics, laboratory research/faculty mentoring experience, English, computer literacy, technology and cultural competence. In the afternoon students engage in hands on health careers activities with faculty and health care professionals. The last week of the program students' reside in Sandburg Halls. The HCOP PHSI is free; each participant receives a \$20-25 per day stipend (HCOP funding).

Summer Enrichment Program, Level 1, 15 pre-enrolled freshmen. The SEP I a six-week, 180 hour, comprehensive non-credit academic summer program that provides non-credit instruction in mathematics, chemistry, anatomy and physiology, English composition, study skills, and cultural competence. SEP I will enrolls at least 15 disadvantaged pre-freshmen who have been admitted to UWM CHS or Med-Prep, first year UWM freshmen who have expressed interest in enrolling in CHS/Med-Prep, and/or CHS/Med-Prep freshmen whose performance suggests the need for additional preparation in order to be successful in their second year. SEP I students attend three to five classes per day, with course placement determined by students' UWM placement test scores and previous progress in high school or college courses. UWM ad-hoc instructors teach core courses. Instructors administer pre and post-tests to help accesses student progress, they prepare a detailed written evaluation on each student's academic progress, and they report a final letter grade for the course. A "mock grade report" including GPA is provided to each student to offer a clearer understanding of the University's grading system. Mandatory supervised tutoring and study sessions are held weekly. Orientation sessions familiarize students with campus life, University procedures, facilities and programs that may enhance retention and ease adjustment to college. HCOP Instructor/Coordinators and health care practitioners facilitate career activities to health care facilities. Upon completion of SEP I, students meet with the Undergraduate Program Coordinators to discuss their academic performance, to plan for any needed improvement, and to select fall course work. The first SEP I was held June through July 2001. In 2002, 13 students participated and enrolled and completed the SEP I, 100% continued or enrolled in a college or university following the program. Their mean GPA after one semester was 3.182. Students received a \$60/day stipend for six weeks (30 days).

Summer Enrichment Program, Level 2, 15 enrolled sophomore undergraduates. SEP II is a six-week, 180 hour, comprehensive non-credit program that introduces students to an overview of the professions. At least 15 disadvantaged 2nd or 3rd year CHS or pre-med majors receive non-credit instruction taught by CHS-HCOP Instructor/Coordinators. The CHS-HCOP Instructor/Coordinators are full time CHS faculty. They prepare students for the upper level science curriculum and provide clinical laboratory experience that includes development of cultural competence. Successful completion of SEP II significantly enhances students likelihood of meeting requirements for acceptance to the major. SEP II begins immediately following the spring semester, which allows participants to also enroll in at least one UWM summer session while *NOT* participating in a HCOP structured program. SEP II students complete a research project on health care issues or a profession. Their research is presented in Power Point presentation at the *SEP II Research Symposium*. The CHS Dean extended an invitation for SEP II to present at the CHS Annual Retreat. Student received a \$60/day stipend for six weeks (30 days).

Summer Enrichment Program, Level 2, 15 enrolled sophomore undergraduates. SEP II is a six-week, 180 hour, comprehensive non-credit program that introduces students to an overview of the professions. At least 15 disadvantaged 2nd or 3rd year CHS or pre-med majors receive non-credit instruction taught by CHS-HCOP Instructor/Coordinators. The CHS-HCOP Instructor/Coordinators are full time CHS faculty. They prepare students for the upper level science curriculum and provide

	<p>clinical laboratory experience that includes development of cultural competence. Successful completion of SEP II significantly enhances students, likelihood of meeting requirements for acceptance to the major. SEP II begins immediately following the spring semester, which allows participants to also enroll in at least one UWM summer session while <i>NOT</i> participating in a HCOP structured program. SEP II students complete a research project on health care issues or a profession. Their research is presented in Power Point presentation at the <i>SEP II Research Symposium</i>. The CHS Dean extended an invitation for SEP II to present at the CHS Annual Retreat. Student received a \$60/day stipend for six weeks (30 days).</p> <p><u>Internship Program</u>, 20 enrolled undergraduates sophomore level and above. IP participants gain knowledge of the various health care disciplines, while working with typical populations under the direct supervision of health care professionals. Participants learn directly from service providers while applying theory in a practical setting. Early experiences also allow participants to become aware of the health care work environment, the value of interdisciplinary services, and client/patient needs and services. The Internship Program is non-credit. Participants must commit to spending 180 hours with their mentor (flexible hours). The IP selection process places the student in a department/facility close to his/her "major" interest. Health care providers are contacted to request their needs for mentoring placements for the year. Each agency provides their application form and a listing of the various placements that are available. Students received a \$60/day stipend for up to 30 days.</p> <p><u>MCAT Intensive Review Course</u>, 12 Wisconsin pre-health undergraduates. One means of nationally comparing and assessing student's academic achievement is through the MCAT. Students obtain a competitive edge by joining other area minority students in participating in <i>Intensive MCAT Science Review Course</i>. This comprehensive review course thoroughly addresses: Physics Organic Chemistry, Inorganic Chemistry and Biology. Each session employs frequent and repeated self-testing and a fully simulated MCAT exercises. Students are able to monitor their progress as they study – eliminating any weaknesses and reinforcing strengths. Under-represented Wisconsin resident minority students who are interested in enhancing their MCAT scores are eligible. They should have completed at least one year of Physics, an introductory course in Biology, Inorganic and Organic Chemistry. <i>Dr. James L. Flowers</i> teaches the course. He is African American and a native Milwaukeean. He holds a medical degree from the Harvard Medical School of Public Health. He is also a graduate of the Harvard-MIT program in Health Sciences and Technology. For more than fifteen years, <i>How to Study for the MCAT</i>, authored by Dr. Flowers was American's leading MCAT preparatory book. Dr. Flowers is also the co-author of the <i>Princeton Review Flowers & Silver MCAT</i>. This course has proven successful and students who have participated in other review sessions rank the HCOP MCAT Review over and above competitors. In 2002, 95% of the students' scores improved. In addition, two have been admitted to Medical School for the Fall 2003. Students received a stipend (\$600) for the 180-hour session.</p> <p>HCOP also provides <i>counseling, mentoring and other services</i> that help students adjust to college. <i>Preliminary education training</i> enhances students' performance and <i>financial aid information dissemination</i> helps students and parents finance an education in such programs. Additionally, <i>primary care exposure activities</i> (Internship Program) provide experience and interaction with health providers. These comprehensive activities, implemented through linkages with educational institutions, health providers and community-based organizations contribute to developing a more competitive applicant pool</p>
Program cost and funding sources (external and internal)	Approximately \$400,000 per year, 2001-2004, US Department of Health & Human Services (HRSA). In-kind and other resources \$200,00 per year for the same period.

<p>What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"</p>	<p>Since 1978 the CHS has actively participated in programs that are designed to increase the numbers of minority students entering and graduating from UW in the area of health. We demonstrated the best results and were most successful in years when we obtained substantial funding through the US Department of Health and Human Services' HCOP grant. Our pre-college efforts have been largely supported via the Wisconsin Department of Public Instruction's Minority Pre-college Programs and the Milwaukee Area Health Education Center. Despite our continued efforts since inception (1971) we have operated all programs on external funds; no UW System funds have supported our NINE undergraduate and pre-college structured programs housed in the CHS' Office of Diversity. All programs are very successful, dynamic and have yielded excellent results. The CHS must reapply for HCOP funding in February 2004.</p> <p>In just two years HCOP has met all objectives and realized most requirements. Graduation rates among minority students have doubled, rates of freshmen minority students increased significantly in the fall of 2002-03 retention has increased, students' grades have greatly improved, and new freshmen participating in HCOP Summer enrichment Program Level 1 had a mean GPA of 3.182. With the addition of new staff the CHS HCOP has created a nurturing and welcoming environment for students.</p>
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Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: School of Continuing Education
 Submitted by: Darrell Radson Title: Associate Dean
 Phone: 227-3307 E-Mail: radson@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) _____
 Goal II (precollege/partnership) _____ Goal VI (curriculum/climate) _____
 Goal III (retention/graduation) X Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Milwaukee Teacher Training & Mentoring Program
This initiative/program was (check one):	New under Plan 2008 <u> X </u> Ongoing _____ Ongoing and amended for Plan 2008 _____
This program's contact person and department	Kalyani Rai, Assistant Professor, Urban Community Development
Names of offices/departments/agencies this program worked or partnered with	U.S. Department of Education School of Continuing Education
Goals and duration of this program/initiative	The five-year grant totaling \$1,900,000 funds a UWM led partnership called the Milwaukee Teacher Training and Mentoring Program. The program is a community focused educational plan to recruit, support and retain refugee early childhood teachers to work in Milwaukee's urban environment. The UWM partnership project also includes Milwaukee Area Technical College, Cardinal Stritch University, Milwaukee Public Schools and the Wisconsin Department of Public Instruction. The partners will work to improve the education of bilingual children by creating a larger number of teachers who have the needed education, training and guidance to successfully work with bilingual students and their families.
Program cost and funding sources (external and internal)	A five-year grant totaling \$1,900,000 funds a UWM led partnership called the Milwaukee Teacher Training and Mentoring Program.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	The expected outcomes have far reaching effects. These include: <ul style="list-style-type: none"> - Preparing 90 exemplary new refugee early childhood teachers to work in PK-12 settings; - Providing alternative licensing through graduate and post baccalaureate teacher training programs; - Providing intensive support and mentoring services to ensure smooth transition of graduates into teaching

	<p>careers;</p> <ul style="list-style-type: none">- Providing tutorial services in English reading/writing; and- Creating effective mechanisms to involve 900 refugee parents in early childhood education programs.
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**Successful Plan 2008 Programs
at the
University of Wisconsin-Milwaukee**

Goal IV: Financial Assistance

**Industrial Scholars Scholarship Program
Health Career Opportunity Program**

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: College of Engineering and Applied Science
 Submitted by: Dr. Ester Johnson Title: Director of Diversity
 Phone: 414-229-3882 E-Mail: ebj@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) _____
 Goal II (precollege/partnership) _____ Goal VI (curriculum/climate) _____
 Goal III (retention/graduation) _____ Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) X

Name of this successful initiative/program	Industrial Scholars Scholarship Program
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Dr. Ester Johnson, Director of Diversity, College of Engineering and Applied Science
Names of offices/departments/agencies this program worked or partnered with	WE Energies and the UWM Foundation
Goals and duration of this program/initiative	The purpose of this scholarship is to provide Multicultural student with financial support leading to a B.S. degree in Engineering or Computer Science and future employment with a Milwaukee company. Financial support begins at the junior year of high school and continues for six years. The program offers a strong corporate student/mentoring relationship that sharpens professional skills and broadens career options.
Program cost and funding sources (external and internal)	The Scholarship is in the amount of \$39,000 (external funding).
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	With the increasing demands by Milwaukee area companies for minority representation in engineering positions, this program represents a unique scholarship initiative for Milwaukee's Multicultural population by providing money for college and the opportunity to gain priceless experience working in Milwaukee area companies as an intern. The scholarship is renewable each semester for up to four years, provided the student abides by the academic standards established at UWM and attends classes full-time.

*Please send or e-mail completed forms to Linda Huang (Mitchell 225 or lhuang@uwm.edu) no later than **Friday, February 14, 2003**. Thank you!*

Successful Plan 2008 Program

School/College/Division: College of Health Sciences

Submitted by: Randy S. Lambrecht

Title: Dean

Phone: 229-4712

E-Mail: rsl@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) <u> X </u>	Goal V (faculty/staff) <u> </u>
Goal II (pre-college/partnership) <u> X </u>	Goal VI (curriculum/climate) <u> X </u>
Goal III (retention/graduation) <u> X </u>	Goal VII (accountability) <u> </u>
Goal IV (financial aid/scholarships) <u> X </u>	

Name of this successful initiative/program	Health Careers Opportunity Program
This initiative/program was (check one):	New under Plan 2008 <u> </u> Ongoing <u> X </u> Ongoing and amended for Plan 2008 <u> </u>
This program's contact person and department	Marion L. McDowell, Assistant Dean, College of Health Sciences, 414 229-6118
Names of offices/departments/agencies this program worked or partnered with	The array of partners includes educational institutions, private corporations, and government and community agencies. Specifically, the Milwaukee Area Health Education Center, College of L&S MED-PREP Program, Marquette University's School of Dentistry and College of Health Sciences, UWM's TRIO Programs, Milwaukee Public Schools, SBS Ameritech, Wisconsin Department of Public Instruction, Minority Pre-College Programs, Froedtert Memorial Lutheran Hospital, Milwaukee County Programs on Aging, Children's Health Education Center, Health Professions Partnership Initiatives, Washington High School AOSH, Medical College of Wisconsin, City of Milwaukee Health Department, Quest Diagnostic Laboratory, Curative Networking and the University of Wisconsin Medical School.
Goals and duration of this program/initiative	To meet its stated purpose and objectives, UWM CHS-HCOP and its partners undertake a comprehensive approach to address <i>recruitment</i> of disadvantaged students from the Milwaukee area and UWM, and to <i>facilitate entry</i> into pre-health, allied health and health professions programs. Each year six very successful sequenced, structured support programs are hosted, they include: Pre-college Saturday Academy, 15 students, The UWM College of Health Sciences, Marquette University's College of Health Sciences and Dental School's HEALTH CAREERS OPPORTUNITY PROGRAMS (HCOP) collaborate to provide a Saturday Academy for at least 25 students (10 MU and 15 UWM). The Saturday Academy is a comprehensive program that exposes high school minority and disadvantaged students from the Milwaukee area to health care. The Pre-college Saturday Academy is designed to motivate and prepare students to enroll in a college or university. This program is implemented through linkages with educational institutions, health providers and community-based organizations. The Academy is free; each participant receives a \$20-25 per session stipend (provided by the UWM or MU HCOP Programs). Students meet for at least 180 hours and are actively involved in exciting hands on health sciences education activities and academic curricular that focus on such areas as: Anatomy and Physiology to include dissection, Dentistry, Sports Medicine, Occupational Therapy, Physical Therapy, Kinesiology, Clinical Laboratory Sciences, Medicine and Nursing, and the Guaranteed 4.0 G PA Seminar. <u>Pre-college Health Sciences Institute</u> , 15 rising high school juniors and seniors, The PHSI is a six-week, 180-hour comprehensive summer program that provides preliminary education for 15 high school students who are preparing to enter post-secondary education programs at UWM or elsewhere. PHSI enrolls rising high school juniors and seniors from MPS or other area high schools who have a GPA of

at least 2.5, and who have successfully completed courses in mathematics, English and biology. Most activities take place on the UWM campus. Funding for the four basic classes are provided by UWM's Divisions of Student Academic Development and Multicultural Affairs. UWM Pre-College Academy Program's ad-hoc summer instructors teach these classes (some are MPS teachers, others are UWM faculty). The classes include mathematics, laboratory research/faculty mentoring experience, English, computer literacy, technology and cultural competence. In the afternoon students engage in hands on health careers activities with faculty and health care professionals. The last week of the program students' reside in Sandburg Halls. The HCOP PHSI is free; each participant receives a \$20-25 per day stipend (HCOP funding).

Summer Enrichment Program, Level 1, 15 pre-enrolled freshmen. The SEP I a six-week, 180 hour, comprehensive non-credit academic summer program that provides non-credit instruction in mathematics, chemistry, anatomy and physiology, English composition, study skills, and cultural competence. SEP I will enrolls at least 15 disadvantaged pre-freshmen who have been admitted to UWM CHS or Med-Prep, first year UWM freshmen who have expressed interest in enrolling in CHS/Med-Prep, and/or CHS/Med-Prep freshmen whose performance suggests the need for additional preparation in order to be successful in their second year. SEP I students attend three to five classes per day, with course placement determined by students' UWM placement test scores and previous progress in high school or college courses. UWM ad-hoc instructors teach core courses. Instructors administer pre and post-tests to help accesses student progress, they prepare a detailed written evaluation on each student's academic progress, and they report a final letter grade for the course. A "mock grade report" including GPA is provided to each student to offer a clearer understanding of the University's grading system. Mandatory supervised tutoring and study sessions are held weekly. Orientation sessions familiarize students with campus life, University procedures, facilities and programs that may enhance retention and ease adjustment to college. HCOP Instructor/Coordinators and health care practitioners facilitate career activities to health care facilities. Upon completion of SEP I, students meet with the Undergraduate Program Coordinators to discuss their academic performance, to plan for any needed improvement, and to select fall course work. The first SEP I was held June through July 2001. In 2002, 13 students participated and enrolled and completed the SEP I, 100% continued or enrolled in a college or university following the program. Their mean GPA after one semester was 3.182. Students received a \$60/day stipend for six weeks (30 days).

Summer Enrichment Program, Level 2, 15 enrolled sophomore undergraduates. SEP II is a six-week, 180 hour, comprehensive non-credit program that introduces students to an overview of the professions. At least 15 disadvantaged 2nd or 3rd year CHS or pre-med majors receive non-credit instruction taught by CHS-HCOP Instructor/Coordinators. The CHS-HCOP Instructor/Coordinators are full time CHS faculty. They prepare students for the upper level science curriculum and provide clinical laboratory experience that includes development of cultural competence. Successful completion of SEP II significantly enhances students likelihood of meeting requirements for acceptance to the major. SEP II begins immediately following the spring semester, which allows participants to also enroll in at least one UWM summer session while *NOT* participating in a HCOP structured program. SEP II students complete a research project on health care issues or a profession. Their research is presented in Power Point presentation at the *SEP II Research Symposium*. The CHS Dean extended an invitation for SEP II to present at the CHS Annual Retreat. Student received a \$60/day stipend for six weeks (30 days).

Summer Enrichment Program, Level 2, 15 enrolled sophomore undergraduates. SEP II is a six-week, 180 hour, comprehensive non-credit program that introduces students to an overview of the professions. At least 15 disadvantaged 2nd or 3rd year CHS or pre-med majors receive non-credit instruction taught by CHS-HCOP Instructor/Coordinators. The CHS-HCOP Instructor/Coordinators are full time CHS faculty. They prepare students for the upper level science curriculum and provide

	<p>clinical laboratory experience that includes development of cultural competence. Successful completion of SEP II significantly enhances students, likelihood of meeting requirements for acceptance to the major. SEP II begins immediately following the spring semester, which allows participants to also enroll in at least one UWM summer session while <i>NOT</i> participating in a HCOP structured program. SEP II students complete a research project on health care issues or a profession. Their research is presented in Power Point presentation at the <i>SEP II Research Symposium</i>. The CHS Dean extended an invitation for SEP II to present at the CHS Annual Retreat. Student received a \$60/day stipend for six weeks (30 days).</p> <p><u>Internship Program</u>, 20 enrolled undergraduates sophomore level and above. IP participants gain knowledge of the various health care disciplines, while working with typical populations under the direct supervision of health care professionals. Participants learn directly from service providers while applying theory in a practical setting. Early experiences also allow participants to become aware of the health care work environment, the value of interdisciplinary services, and client/patient needs and services. The Internship Program is non-credit. Participants must commit to spending 180 hours with their mentor (flexible hours). The IP selection process places the student in a department/facility close to his/her "major" interest. Health care providers are contacted to request their needs for mentoring placements for the year. Each agency provides their application form and a listing of the various placements that are available. Students received a \$60/day stipend for up to 30 days.</p> <p><u>MCAT Intensive Review Course</u>, 12 Wisconsin pre-health undergraduates. One means of nationally comparing and assessing student's academic achievement is through the MCAT. Students obtain a competitive edge by joining other area minority students in participating in <i>Intensive MCAT Science Review Course</i>. This comprehensive review course thoroughly addresses: Physics Organic Chemistry, Inorganic Chemistry and Biology. Each session employs frequent and repeated self-testing and a fully simulated MCAT exercises. Students are able to monitor their progress as they study – eliminating any weaknesses and reinforcing strengths. Under-represented Wisconsin resident minority students who are interested in enhancing their MCAT scores are eligible. They should have completed at least one year of Physics, an introductory course in Biology, Inorganic and Organic Chemistry. <i>Dr. James L. Flowers</i> teaches the course. He is African American and a native Milwaukeean. He holds a medical degree from the Harvard Medical School of Public Health. He is also a graduate of the Harvard-MIT program in Health Sciences and Technology. For more than fifteen years, <i>How to Study for the MCAT</i>, authored by Dr. Flowers was American's leading MCAT preparatory book. Dr. Flowers is also the co-author of the <i>Princeton Review Flowers & Silver MCAT</i>. This course has proven successful and students who have participated in other review sessions rank the HCOP MCAT Review over and above competitors. In 2002, 95% of the students' scores improved. In addition, two have been admitted to Medical School for the Fall 2003. Students received a stipend (\$600) for the 180-hour session.</p> <p>HCOP also provides <i>counseling, mentoring and other services</i> that help students adjust to college. <i>Preliminary education training</i> enhances students' performance and <i>financial aid information dissemination</i> helps students and parents finance an education in such programs. Additionally, <i>primary care exposure activities</i> (Internship Program) provide experience and interaction with health providers. These comprehensive activities, implemented through linkages with educational institutions, health providers and community-based organizations contribute to developing a more competitive applicant pool</p>
<p>Program cost and funding sources (external and internal)</p>	<p>Approximately \$400,000 per year, 2001-2004, US Department of Health & Human Services (HRSA). In-kind and other resources \$200,00 per year for the same period.</p>

<p>What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"</p>	<p>Since 1978 the CHS has actively participated in programs that are designed to increase the numbers of minority students entering and graduating from UW in the area of health. We demonstrated the best results and were most successful in years when we obtained substantial funding through the US Department of Health and Human Services' HCOP grant. Our pre-college efforts have been largely supported via the Wisconsin Department of Public Instructions' Minority Pre-college Programs and the Milwaukee Area Health Education Center. Despite our continued efforts since inception (1971) we have operated all programs on external funds; no UW System funds have supported our NINE undergraduate and pre-college structured programs housed in the CHS' Office of Diversity. All programs are very successful, dynamic and have yielded excellent results. The CHS must reapply for HCOP funding in February 2004.</p> <p>In just two years HCOP has met all objectives and realized most requirements. Graduation rates among minority students have doubled, rates of freshmen minority students increased significantly in the fall of 2002-03 retention has increased, students' grades have greatly improved, and new freshmen participating in HCOP Summer enrichment Program Level 1 had a mean GPA of 3.182. With the addition of new staff the CHS HCOP has created a nurturing and welcoming environment for students.</p>
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**Successful Plan 2008 Programs
at the
University of Wisconsin-Milwaukee**

Goal V: Faculty/Staff

Institute on Multicultural Relations

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: _____ Division of Academic Affairs _____
 Submitted by: _____ Gary L. Williams _____ Title: _____ Director _____
 Phone: _____ x5566 _____ E-Mail: _____ glw@uwm.edu _____

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) X

Goal II (precollege/partnership) _____ Goal VI (curriculum/climate) X

Goal III (retention/graduation) _____ Goal VII
 (accountability) _____

Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Institute on Multicultural Relations (IMR)
This initiative/program was (check one):	New under Plan 2008 <u> X </u> Ongoing _____ Ongoing and amended for Plan 2008 _____
This program's contact person and department	Gary L. Williams, Director, Department of Multicultural Affairs
Names of offices/departments/agencies this program worked or partnered with	Milwaukee Urban League UWM Milwaukee Idea/Center for Urban Initiative Research UWM Cultures and Communities Program UWM Hmong American Studies Initiative UWM Center on Aging UW System Institute on Race and Ethnicity
Goals and duration of this program/initiative	Goal: The goal of the Institute on Multicultural Relations is to provide scholarship in the form of research, forums, publications, and technical assistance that has policy implications for the improvement of quality of life for Milwaukee residents and members of the campus community. Duration: Ongoing In addition, the mission of IMR is: To use a culturally sensitive racial and ethnic lens to view, generate, and disseminate scholarship in the interest of equity and justice to improve the quality of life of Milwaukee residents and the campus community.
Program cost and funding sources (external and internal)	The IMR program cost includes in-kind contribution from over 30 UWM senior faculty members and Department of Multicultural Affairs staff. The Department budget supports some of the IMR activities, e.g., upcoming forums in February, March, April, and fall 2003. Proposals have been submitted to various Foundations to support future IMR research and programs.
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	The Institute on Multicultural Relations (IMR) is a unique and innovative program that includes three distinct functions: research, public service, and resource sharing. More information can be access at http://www.imr.uwm.edu . Supported by over 30 UWM senior faculty members, IMR will: 1) Conduct community-based solution-oriented research by IMR

	<p>faculty scholars, in collaboration with community experts and members of the IMR Community Advisory Panel, to effect positive changes in the Milwaukee communities;</p> <ol style="list-style-type: none"> 2) Implement a series of forums/symposiums per year to discuss community issues of interest with Milwaukee residents, while highlighting the scholarship of Institute Scholars; 3) Organize a major national conference once per year, featuring national speakers, to discuss community issues; 4) Implement a think tank to address issues of public policy from the perspective of race and ethnicity; 5) Provide technical assistance to community members on research, proposal writing, advocacy, assessment, and diversity training techniques; 6) Produce newsmagazines, books, articles, and other printed, multimedia and online publications to disseminate critical information affecting the welfare of Milwaukee's communities; and 7) Improve recruitment, retention, and graduation/promotion of students, faculty and staff of color. <p>Future Plans of IMR include:</p> <ol style="list-style-type: none"> 1) IMR Scholars mentor junior faculty of color (Faculty Associates) so they will be retained and promoted at UWM. 2) IMR Scholars and Faculty Associates mentor graduate students of color so they will be retained and graduated from UWM. Graduate students of color will also assist in IMR research efforts. 3) Submit additional proposals to fund research projects and scholarly publications. <p>The above multi-faceted programs and services provided by the IMR are the factors and characteristics that make it unique and innovative. Started with "An evening with Dr. Cornel West" with over 800 participants in October 2002, IMR continues with an educational forum on "Who benefits from a failing urban school district?" in February 2003, which promises to be both controversial and thought provoking. Plans are already underway to implement a follow-up forum in April to discuss solutions to the problems raised in the "Who benefits..." forum. In addition, a forum on assessment is scheduled on March 13, 2003 and a forum on health is slated for fall 2003. This forum series is a proven success of IMR.</p>
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*Please send or e-mail completed forms to Linda Huang (Mitchell 225 or lhuang@uwm.edu) no later than **Friday, February 14, 2003**. Thank you!*

**Successful Plan 2008 Programs
at the
University of Wisconsin-Milwaukee**

Goal VI: Curriculum/Climate

**Ko-Thi Dance Company
DUIT - Diverse Urban Interdisciplinary Teams
Client Diversity in Health Sciences**

Successful Plan 2008 Program

NOMINATION FORM

School/College/Division: Peck School of the Arts
 Submitted by: Wm. Robert Bucker Title: Dean
 Phone: x4762 E-Mail: rbucker@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) _____
 Goal II (precollege/partnership) _____ Goal VI (curriculum/climate) __X__
 Goal III (retention/graduation) _____ Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	Ko-Thi Dance Company “Professional Affiliate” Relationship with the Dance Program at UWM
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u>__X__</u> Ongoing and amended for Plan 2008 _____
This program’s contact person and department	Professor Ferne Caulker Bronson, Dance Program, Department of Theatre and Dance
Names of offices/departments/agencies this program worked or partnered with	Dance Program’s Partnership with Ko-Thi Dance Company
Goals and duration of this program/initiative	Affiliation began in 1989; has been on-going since. Goals are to offer exceptional African and Caribbean dance courses at UWM and to support creative research in African movement traditions and contribution to the survival of the Ko-Thi Dance Company, a local cultural treasure.
Program cost and funding sources (external and internal)	Internal funds – faculty release time, fees for course instructors, and free use of dance studios.
What are the factors and characteristics that make this program a “Successful Plan 2008 Initiative/Program?”	Having Professor Caulker Bronson as a faculty member in the department and having the relationship with Ko-Thi has been integral to the dance program and its ability to provide a large number of African movement classes to its own majors, students from throughout the university, and the greater Milwaukee community. In addition, the release time for Professor Caulker Bronson has allowed her time to devote to creative and administrative work with the company and develop a strong body of choreography and creative research into African movement traditions. The hire of Ko-Thi Dance Company instructors to teach courses for UWM has provided the company instructors with additional income and allowed them to continue working with the company. In short, the UWM Dance Program has been enhanced with exceptional African dance instructors and drummers and a local cultural treasure has been assisted.

Successful Plan 2008 Program

School/College/Division: College of Health Sciences

Submitted by: Randy S. Lambrecht

Phone: 229-4712

Title: Dean

E-Mail: rsl@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ *Goal V (faculty/staff)* _____
Goal II (pre-college/partnership) _____ *Goal VI (curriculum/climate)* X
Goal III (retention/graduation) _____ *Goal VII (accountability)* _____
Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	The DUIT (<i>Diverse Urban Interdisciplinary Teams</i>)
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Paula Rhyner, Associate Professor, College of Health Sciences Bonnie Kennedy, Assistant Professor, College of Health Sciences Ann Hains, Professor, School of Education
Names of offices/departments/agencies this program worked or partnered with	Funded via the U.S. Department of Education. Partners include UWM CHS Department of Communication Sciences/Disorders, CHS Department of Occupational Therapy, UWM School of Education's Department of Exceptional education and Milwaukee Public Schools.
Goals and duration of this program/initiative	The DUIT (<i>Diverse Urban Interdisciplinary Teams</i>) Project This project recruits and prepares underrepresented personnel from early childhood special education, occupational therapy and communication and sciences and disorders to provide services to young children with disabilities and their families within in an interdisciplinary model. Project faculty is collaborating across the target disciplines and with family members and community professionals. Trainees are underrepresented graduate students in the fields of Communication Sciences and Disorders, Early Childhood Special Education, and Occupational Therapy. Up to three semesters of tuition and stipends are awarded.
Program cost and funding sources (external and internal)	Funded via the U.S. Department of Education, cycle 2001-2005, approximately \$675,000. Cost sharing totals \$80,000
What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"	<ul style="list-style-type: none"> • Interdisciplinary • Focus is on recruiting students from underrepresented groups from each discipline • Receive specialized interdisciplinary preparation in serving young children with disabilities and their families from diverse backgrounds who reside in urban areas.

Successful Plan 2008 Program

School/College/Division: College of Health Sciences

Submitted by: Randy S. Lambrecht

Title: Dean

Phone: 229-4712

E-Mail: rsl@uwm.edu

This program is related to the following Plan 2008 Goal (check one):

Goal I (recruitment) _____ Goal V (faculty/staff) _____
 Goal II (pre-college/partnership) _____ Goal VI (curriculum/climate) X
 Goal III (retention/graduation) _____ Goal VII (accountability) _____
 Goal IV (financial aid/scholarships) _____

Name of this successful initiative/program	<i>"Client Diversity in Health Sciences: An Interdisciplinary Perspective Course"</i>
This initiative/program was (check one):	New under Plan 2008 _____ Ongoing <u> X </u> Ongoing and amended for Plan 2008 _____
This program's contact person and department	Paula Rhyner, Associate Professor, Communication Sciences and Disorder College of Health Sciences, 229-4878
Names of offices/departments/agencies this program worked or partnered with	<u>College of Health Sciences</u> Occupational Therapy Health Sciences Communication and Sciences Disorders Human Movement Sciences
Goals and duration of this program/initiative	<p>Class Days/Times: Monday and Wednesday, 2:00-3:15 p.m. This course will help students acquire knowledge and skills that are important to developing cultural competencies in the health professions. The course will emphasize the delivery of culturally appropriate health care services: a) to individuals and families from culturally diverse backgrounds; and b) within an interdisciplinary model.</p> <p>Course Objectives: The outcome objectives of this course focus on the students' ability to:</p> <ol style="list-style-type: none"> 1. identify and explain their respective cultures 2. define cultural competency from personal and professional perspectives 3. define terminology relevant to the subject of cultural competency and cultural diversity 4. identify and confront barriers to cultural competency/sensitivity 5. describe the constructs of the "dominant" culture 6. compare and contrast values and communication conventions among diverse groups 7. demonstrate the significance of cultural and ethnic differences in planning and implementing health care policies and programs 8. build cultural awareness and sensitivity with regard to social inequality (race, ethnicity, class, gender, sexual orientation, age, and disability) within the context of healthcare service delivery 9. create, learn, and practice strategies to apply cultural awareness and cultural sensitivity in professional and personal environments using case studies and assigned activities 10. incorporate an interdisciplinary approach in discussing the delivery of health care services to individuals and families within an increasingly diverse global society
Program cost and funding sources (external and internal)	In 2000 the CHS Dean appointed a Task Force to develop a course to address various CHS diversity issues. The task Force obtained a \$4,500 grant to develop the 3 credit undergraduate course, described above.

What are the factors and characteristics that make this program a "Successful Plan 2008 Initiative/Program?"

- Interdisciplinary Course
- It was developed to address an unmet need in the CHS
- Team taught by Interdisciplinary Team of faculty from the CHS
- Campus input to develop the course: CHS faculty, staff and Pauli Taylor-Boyd
- Three teaching faculty provide instruction as overload. Paula Rhyner now teaches the course as part of her regular teaching load.