### COVER PAGE

**UNIVERSITY OF WISCONSIN SYSTEM**  
2012-13 Growth Agenda for Wisconsin Grants Program

Please include a signed cover page with your electronically submitted proposal.

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<td>University of Wisconsin-Milwaukee</td>
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**PROJECT TITLE:**  
INSPIRE: STEM Innovation Pipeline Project

**PRINCIPAL INVESTIGATOR:**  
Dr. Joan Prince  
Dr. David Yu

**DEPARTMENT:**  
Global Inclusion and Engagement  
Graduate School

**ADDRESS:**  
P.O. Box 413  
University of Wisconsin-Milwaukee  
Milwaukee WI 53201

**OTHER INVESTIGATORS:**  
(Names, Titles, Affiliations)
Dr. Cheryl Ajiirotutu  
Interim Associate Vice Chancellor Global Inclusion and Engagement

**ONE-SENTENCE PROJECT DESCRIPTION:**
The UWM STEM Innovation Pipeline will be a demonstration project whereby our precollege students interested in STEM majors will be tutored/mentored by our Undergraduate URM students interested in majoring at UWM in STEM majors, who in turn will be mentored/tutored by URM Graduate Students who will look to designated faculty who will mentor/tutor them in their STEM areas of concentration.

**Institutional Approval:**  
University of Wisconsin  
Milwaukee  
Peggy W. Vaucc  
02/14/12

Electronic submission of proposals should be sent to: bjokisch@uwsa.edu

cover.doc
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University of Wisconsin-Milwaukee  
UWM INSPIRE STEM Pipeline Innovation Project  
As Presented to UW System Growth Agenda for Wisconsin Grants Program

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Abstract – INSPIRE: UWM Pipeline Innovation Project

UW-Milwaukee is applying for continuation of an existing grant from UW System which was funded last year for our URM (Undergraduate Research Minority students), interested in STEM majors. This year we propose to create an expanded demonstration project focused upon a pipeline of support, tutoring, mentoring and a real work experience in a STEM environment for a cohort of UWM Upward Bound Students, a cohort of URM undergraduate students working towards a STEM majors, and UWM URM graduate students working in STEM majors. The graduate students would be mentored/tutored by designated faculty, who in turn would mentor/tutor the cohort of undergraduate students who in turn would support through mentoring and tutoring the precollege students. In other words, this demonstration project would increase the number of URM students at both the undergraduate and graduate levels; enhancing and building upon a pipeline philosophy of support. Our corporate partner Johnson Controls, will create a Wet Lab in a building dedicated for STEM research and advancement, known as the STEM Research Center. This building will provide real work and “hands on” experience, exposure to underrepresented students in all phases of the pipeline, connecting them with mentors and advocates throughout their professional lives. Through this partnership with existing programs and supporters, we are able to identify and involve 50 precollege students in Upward Bound Math Science, 22 undergraduate URM students who are currently working towards admission into STEM majors and 5 URM graduate students in STEM fields of study at UWM.
Project Narrative

a. Description of the Project: The STEM Pipeline Innovation Project at UWM would put participating students in a position of receiving constant academic support and guidance through their high school years, their undergraduate years and graduate studies in STEM majors with the added benefit of having a real work experience with a global corporate giant – Johnson Controls. We would work with 50 precollege students in the UWM Math/Science Upward Bound Program as they have indicated an interest in STEM majors. These students would be mentored/tutored by 22 UWM undergraduate URM students who in turn would be mentored by 5 URM graduate students already studying in STEM majors at the master’s and PhD level. A Wet Lab would be established by our partner Johnson Controls at the STEM Research Center. Professional employees of Johnson Controls would work jointly with UWM faculty to provide demonstrations, lectures, symposiums, and “hands on” project experiences to individuals in our STEM pipeline in a donated building, whereby professional employees of the company would supervise our students in research projects associated with real work assignments from the corporation. It is through the application of math, science and technology learned in the classroom that lessons become real to the students. It is also through this portion of the Pipeline Innovation Project that students at the high school and undergraduate level gain real time experience within their area of interest, thus sparking their interest and allowing them to enhance their resumes and secure a “heads up” regarding a profession in the STEM fields.
b. **Statement of Need:** UWM has been very fortunate in that our proposal to work with 22 undergraduate STEM students was granted for 2011-2012. With this request for renewal and expansion we are asking for support for the 22 undergraduate students plus 50 URM precollege students in Upward Bound Math and Science, and 5 URM graduate students already enrolled in masters or PhD STEM programs on campus. Admission into our precollege program for math and science, requires that students come from an at risk background. Hence, they tend to come from single family homes, low income families, first generation students seeking bachelor degrees and most are under represented minority students (URM). It is estimated that 85% of UWM students come from the Milwaukee area, most from Milwaukee Public Schools; a system that houses students that come from a community that currently according to the U.S Census has a 30% rate of poverty...these are our undergraduate students. The URM graduate students in STEM fields have a special need for faculty advocates and support, one of the tenets of the framework that we are proposing. All students selected for our demonstration project will be highly motivated and all will receive extensive tutoring/mentoring, a real time experience, a stipend, academic support and advocacy. UW-Milwaukee is an urban campus; however, mirroring national statistics, we have not historically been successful in attracting and graduating minority students in STEM majors. Communities of Color are growing rapidly, but their representation in STEM disciplines has dramatically declined. Approximately 28% of the US population, ([http://www.nsf.gov/statistics/wmpd/usdemo/cfm](http://www.nsf.gov/statistics/wmpd/usdemo/cfm)) but only 16.5% of the
nation's bachelor degrees in STEM were awarded to URMs between 2000-2008 (http://www.nsf.gov/statistics/wmpd/degree.cfm#bachelor). UWM enrolls over 30,000 students annually of which 15.9% are from under represented groups, (UWM Factbook 2010-2011), making us the largest minority serving institution in the UW-System (UW-System Factbook 2009-2010). In fact, of the 5,282 new freshmen enrolled at UWM in the fall of 2011, approximately 23% were from these targeted groups. (UWM Semester Enrollment Report, Fall 2011). The number of students graduating from UWM has been increasing over the last 13 years, (Institutional Assessment, http://www4.uwm.edu/acad_aff/assessment/intranet/degrees/index.cfm) similarly, the number of natural science and engineering graduates over the last thirteen years has risen. Even with the increased graduation rates, the number of URMs in these STEM fields has remained unchanged. While low URM graduation rates are common across the USA, the UWM URM STEM graduation percentages are dramatically lower than the national averages, specifically our undergraduate URM rate for STEM majors was 6.8% in 2011; for graduate STEM majors, only 4.3% were under represented minorities. (Institutional Research, CMJ degrees.bqy, 10/4/11). In order to increase the number of URMs graduating with STEM degrees, it is also imperative that UWM step up our articulated effort to help URM students by reaching into the precollege level pool, continue with undergraduate students and expand to graduate students and it is imperative that we connect them with each other and allow them to bond, support and mentor each other by providing academic tutoring and
mentoring. As Freeman Hrobowski, President of the University of Maryland Baltimore County says in his CBS segment of 60 Minutes, referring to his STEM program, “we must not see failure as an option. When a student fails, the university fails.” (http://www.cbsnews.com/video/watch/?id=7388127n)

c. **Description:** We feel that the UWM STEM Pipeline Innovation Project supports the Growth Agenda Goals because it specifically addresses the role of the UW System in graduate/undergraduate education that links increased STEM graduation success to workforce development, higher paying jobs, and a stronger community. We request these funds for this demonstration model which is steeped in evidence based research and workforce development needs. Dr. Freeman Hrobowski, Chancellor of the University of Maryland Baltimore Counts, and the visionary for the premier STEM project in the country has said in his CBS interview on 60 Minutes, “we must create an environment of learners socializing amongst each other and learning how to work together to solve problems...teach collaboration, not competition.” (http://www.cbsnews.com/video/watch/?id=7388127n)

**Our long-term goal** is to support and advance the number of UWM URMs pursuing STEM majors at the college level by having participating mentor/tutor students behind them, but also we will add the real time “hands on” component which will actualize classroom studies and provide precollege and undergraduate students involved with a real research work project with Johnson Controls. **Salient activities** will include: Weekly student meetings with mentors and tutors, an extensive Summer Institute for precollege students with
the participation of undergraduate students, extensive year around work
sessions at the Wet Lab for precollege and undergraduate students, workshops
with partners such as STEM Forward and selected faculty/corporate
representatives for all participants and graduate student/faculty support
sessions bi-monthly and on an individual basis.

d. Plans For Sustainability: We are asking for funding for three years. This
jump start on the demonstration project, the UWM STEM Pipeline Innovation
Project will allow us time to bring in other partners from outside so that the
program can be sustained indefinitely until such time as URMs have equity in the
numbers of UWM students graduating at both the undergraduate and graduate
level in STEMs, thereby providing URM graduates with equal opportunities to be
successful in STEM careers. Currently we have secured funding from Johnson
Controls to set up, maintain and conduct the real time experience for the Wet
Lab at the STEM Research Center. We have extensive internal financial support
as evidenced in our budget as submitted, and we have partnerships with various
internal programs such as Math Science Upward Bound, the Panther Academic
Student Services for tutoring), Access to Success, The Office of Undergraduate
Research, and the First Year Center. We will also secure career support from
STEM Forward, an outside partner and undergraduate stipends have been and
will be supported by the WisCAMP funding.

e. Timeline by Year: Please see Figure 1 on the following page 8.

f. Description of the Methods to Assess: We will use program tutoring and
mentoring records, report cards, graduation statistics for our students, student
surveys, Wet Lab evaluations and pre/post tests to measure success. We are looking at significant graduation rates at both the undergraduate and graduate levels. We will measure acceptance and graduation from STEM major areas. Precollege success rates will be measured by high school graduation rates, the participants acceptance into college and we will track them through to college graduation to measure their success in a STEM major in college. This project will meet all three grant funding priority areas.

h. **Report on 2011/2012 Funding:** 2011/2012 we received a grant from the Growth Agenda for the CLASS program; very much like the demonstration project we are proposing except that only URM undergraduates are included initially and there was no work project. Because we were just awarded mid 2011, there is not a complete project to evaluate. We had 22 undergraduate URM students enrolled in the program and they are meeting with mentors and tutors and engaging with high school age youth. We will use the three year requested grant for our demonstration model: Pipeline Innovation Project to bring in all of those 22 undergraduate students and engage them in all aspects of our expanded program. Of note, during this short period, we did receive a donation of $2,500 from the Earl-Christian Consulting group to supplement this program.

i. **Two visuals follow:** The *Timeline for the UWM STEM Pipeline Innovation Project* and our *The Flow Chart for the UWM STEM Pipeline Innovation Project*.
### 2012 /2013 Project Outcomes
First year of work project will be complete and 70% of participants at the undergraduate and precollege level will be involved in the wet lab experience.

### 2013/2014 Project Outcomes
Second year of the work project will be complete. A new cohort will enter the program and will be included. 75% of participants at the undergraduate and precollege level will be involved with the wet lab work experience.

### 2014/2015 Project Outcomes
Third year of the work project will be complete. Another new cohort will enter the program and be included. 80% of participants at the undergraduate and precollege level will be involved with the wet lab work experience.

<table>
<thead>
<tr>
<th>Undergraduates and Precollege students will receive an extensive work evaluation from the work supervisor at the Wet Lab with individualized goals and future expectations</th>
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<tr>
<td>Undergraduate and Precollege students, both new and continuing, will receive an extensive work evaluation from the work supervisor at the Wet Lab with individualized goals and future expectations. In addition, continuing students will have to show improvement in areas of deficiency.</td>
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<tr>
<td>Undergraduate and Precollege students, both new and continuing, will receive an extensive work evaluation from the work supervisor at the Wet Lab with individualized goals and future expectations. In addition, continuing students will have to show improvement in areas of deficiency.</td>
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<th>All students will have met with mentors and tutors at least 10 times during this first year. All graduate students will have mentored/tutored undergraduate students; 80% of all undergraduate students will participate in the mentoring/tutoring of precollege students. Evaluations citing progress and needs for improvement will be submitted for all involved.</th>
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<td>All students will have met with mentors and tutors at least 12 times during the second year. All graduate students will have mentored/tutored undergraduate students; 85% of all undergraduate students will participate in the mentoring/tutoring of precollege students. Evaluations citing progress and needs for improvement will be submitted for all involved. In addition, those returning from the first year will have to demonstrate improvement.</td>
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<td>All students will have met with mentors and tutors at least 15 times during the second year. All graduate students will have mentored/tutored undergraduate students; 95% of all undergraduate students will participate in the mentoring/tutoring of precollege students. Evaluations citing progress and needs for improvement will be submitted for all involved. In addition, those returning from the first year will have to demonstrate improvement.</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>First year of work project will be complete and 70% of participants at</td>
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<td>the undergraduate and precollege level will be involved in the wet lab</td>
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<td>experience.</td>
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<td>Undergraduates and Precollege students will receive an extensive work</td>
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<td>evaluation from the work supervisor at the Wet Lab with individualized</td>
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<td>goals and future expectations</td>
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Figure 1: TIMELINE/YR UWM STEM Pipeline Innovation Project
STEM PIPELINE

STEM Inputs

- Mentoring (Faculty)
- Tutoring (Grad students)
- STEM: UWM Undergrads work with precollege students as tutors and mentors

UWM Undergraduates

Activities

- Monthly Presentations: partnering faculty with working professionals; students connecting class work with profession
- Summer Intensive: work in wet labs; UWM undergrads & Upward Bound Students math and science
- Classes: work in wet labs; UWM undergrads; Upward Bound Program Math and Science Students

Resources Partners

- UWM-Grad School WisCamp
- UWM College of Engineering and Applied Science
- Corporate Partner Johnson Controls
- UWM TRIO-Pre College Upward Bound -Math and Science
- UWM STEM Faculty
# University of Wisconsin System
## Growth Agenda Grants Program
### 2012/13 and 2013/14 and 2014/15 Budgets

### Project Title:
UWM STEM Pipeline Innovation Project

### Category:
3 Year Budget

### Institution:
University of Wisconsin - Milwaukee

## Personnel Salary

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<th>FY2012-13</th>
<th>FY2013-14</th>
<th>FY2014-15</th>
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<tr>
<td>Funds Requested</td>
<td>Cost to Institution</td>
<td>Funds Requested</td>
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<tr>
<td>$24,000.00</td>
<td>$10,656.00</td>
<td>$24,000.00</td>
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<td>Kyla Moore (Office of Undergraduate Research)</td>
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<td>$7,500.00</td>
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<tr>
<td>Johanna Dvorak (Panther Academic Student Services)</td>
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<td>$5,000.00</td>
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<tr>
<td>Errica Rolland (First Year Center)</td>
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<td>2 Classified Staff:</td>
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<td>3 Limited Term Employee:</td>
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## Equipment/Supplies & Expenses

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<td>Funds Requested</td>
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<td>$6,500.00</td>
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<tr>
<td>Social activity expenditures</td>
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<td>Graduate Student Stipends (5) for Professional Development</td>
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<td>Stipend awards (12)</td>
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<td>Stipend awards to students not covered by WiscAMP (8)</td>
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<td>Transportation for students to Wet Lab</td>
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## Supplies & Expenses Sub Total:
$65,000.00

## Personnel Salary Sub Total:
$102,397.53

## Project Funding Totals:
$167,397.53

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*Identify Personnel in Budget Narrative*

1. Faculty and Academic Staff: STEM Coordinator
   - (Fringe Rate 44.4%)
2.  Graduate Student Mentors (5 mentors x 5 hrs/wk for 32 weeks)
3.  UG Pipeline mentors (6mentsors, 5 hrs/wk, for 32 weeks)
4.  Pipeline tutors (10 tutors, 10hrs/wk, for 32 wks)
5.  Pipeline Assistant
6.  Graduate School: Faculty Summer + Graduate Assistant
7.  UG Pipeline mentors (6mentsors, 5 hrs/wk, for 32 weeks)
8.  Pipeline tutors (10 tutors, 10hrs/wk, for 32 wks)
9.  Graduate School: Faculty Summer + Graduate Assistant
10. Indirect cost to Graduate School @ 32.3%
Budget Justification

Personnel Salary

STEM Coordination: An existing Academic Staff person will be bought out to recruit students, tutors, and mentors for the UWM STEM Pipeline Innovation Project. Additional duties include participant training, collaborating with relevant UWM departments, coordinating project activities, and monitoring program outcomes. The salary was calculated based on the mid-range salary of an Associate Administrative Program Specialist. The salary will be covered by the grant and UWM Academic Affairs will cover the fringe benefits associated with this position.

Senior personnel: The salary of contributing senior personnel will be covered by UWM. A designated faculty member assisted by a Graduate Assistant will mentor Graduate Students specifically, but will be available to all participants, and will prepare opportunities/programs for all participating students to present their research.

Student Salaries

Mentors/Tutors: Both undergraduate Mentor and Tutor salaries will be paid by funds from WiscAMP. Six mentors will be paid $10.00/hour to mentor and track mentoring hours for approximately 20 students. Five tutors will be paid $14.00/hour to tutor and track underclassmen in specified math and science courses. Graduate tutors/mentors will be paid $14/hr from the grant.

Student Assistant: A student worker will be hired to assist the STEM Coordinator with recruitment efforts. The student will also assist the STEM Coordinator in organizing activities for program participants and general office duties.
**Supplies and Expenses**

Recruitment Supplies: Print materials for mailings and promotional materials to advertise programs within departments and around campus, will be covered by this grant.

Social and STEM related Activities: UWM STEM Pipeline Innovation students will participate in activities such as regular trips to the Research Wet Lab, visits to local businesses invested in STEM related activities that employ STEM graduates, guest lectures, networking events, and a reception honoring participants and graduates.

Undergraduate Research Stipends. URM students participating in undergraduate research will receive $4000 for two semesters. Five student stipends will be covered by WiscAMP funds.

Undergraduate Research Stipends not covered by WiscAMP funds. WiscAMP funds can only be used for URMs students majoring in specific STEM fields based on Classification of Institutional Program codes (http://wiscamp.engr.wisc.edu/index_files/pdfs/Updated%20NSF%20STEM%20Disciplines%20list.pdf). Since many of the STEM majors at UWM are not classified with these CIP codes, students majoring in these disciplines such as Biomedical Sciences and Medical Informatics cannot be supported by WiscAMP funds. In addition, WiscAMP funds are limited to African American, Latino, Native American, Native Alaskan, Hawaiian and Pacific Islander. Other underrepresented groups, such as Southeast Asian students, are not eligible for these funds. Therefore, five undergraduate research stipends will be provided to students that are not WiscAMP eligible and will be funded by this grant.
Graduate Student Stipends (5) will be paid for mentoring and will receive a stipend to so that they may participate and even present at professional development activities such as conferences, seminars and site visits relating to their research.

Academic Stipends. Undergraduate URMs passing all courses, attending program activities, weekly meetings, and receiving academic and career counseling will receive stipends from $300 to $1,500. $24,000 will be covered by WiscAMP funds and an additional $16,000 will be covered by this grant for students who do not qualify for WiscAMP funds. Precollege students receive financial support within their Upward Bound Program.
Joan M. Prince
Abbreviated Curriculum Vitae

Education
Ph.D. Urban Education  University of Wisconsin Milwaukee  1999
M.S. Clinical Laboratory Sciences University of Wisconsin Milwaukee  1992
B.S. Medical Technology  University of Wisconsin Milwaukee  1982

Fellowships/Appointments
2011-2012  American Council on Education Fellows Program
2009  AASCU Millennium Leadership Institute Fellow
2007  Aspen Ideas Fellow – The Aspen Institute

Experience
2000-Present  University of Wisconsin Milwaukee
  • 2012-Present, Vice Chancellor-Global Inclusion and Engagement
  • 2000-2012  Vice Chancellor, Partnerships and Innovation
  • 1999-Present  Clinical Associate Professor of Hematology, College of Health Sciences
  • 1982-1999  Adjunct clinical instructor of Hematology, College of Health Sciences
1996-2000  University of Wisconsin Medical School
  • Director, Health Professions Partnership Initiative (framed and implemented service delivery for a nationwide grant for the Medical School to enhance the number of underrepresented students interested in STEM and the health professions. Developed major partnerships, secured external funding matching grants)
1982-1996  Wheaton Franciscan Health Systems
  • Director of Clinical Laboratory Services (5 hospital clinical laboratory system)

Prior Principal Investigator Experience
Prince, J. (principal investigator).  American Society of Clinical Pathologists. $2 million for a two year funding cycle for health professions and STEM mentoring program
David C. Yu
College of Engineering & Applied Science
University of Wisconsin-Milwaukee
EMS Building, 3200 North Cramer Street, Milwaukee, WI 53201
Phone: 414-229-6885  Fax: 414-229-6958  E-mail: yu@uwm.edu

A. Professional Preparation
University of Oklahoma  Electrical Engineering  Ph.D.

B. Appointments
2011 to present       Interim Dean, Graduate School, University of Wisconsin-Milwaukee
2009 to present       Associate Dean, College of Engineering & Applied Science, University of Wisconsin-Milwaukee
1984 to present       Assistant Professor(1984-1992), Associate Professor(1992-1997), and Full Professor, Dept. of Electrical Engineering & Computer Science, University of Wisconsin-Milwaukee

C. Selected Recent Publications

D. Selected Synergistic Activities
5. PI on the National Science Foundation Research Experience for Teachers(RET) program “Milwaukee Regional Energy Education Initiative (MREEI)”, 2011-2013
6. Obtained substantial financial funding from a local utility company, We Energies, to support the research activities of the Wind Energy Group.
8. Founding Research Committee Chair, Wisconsin Energy Research Consortium
CHERYL SEABROOK AJIROTUTU, PhD
University of Wisconsin-Milwaukee
Academic Affairs
P.O. Box 413
Milwaukee WI 5320
414-229-6518 (office) 414-229.2481(fax)
yinka@uwm.edu

Education:
PhD, University of California-Berkeley, Linguistic Anthropology, 1989
MS, University of California-Berkeley, Linguistic Anthropology, 1978
BA, University of California-Berkeley, Sociology & Logic, 1974

Experience:
Interim Associate Vice Chancellor Climate and Diversity 2010-present
Senior Associate Director, Cultures and Communities Program, 2006-present
Campus Liaison-UWM in New Orleans, 2006-present
Ethnographic Field School Director for Dakar Senegal, 2000-2006
Associate Professor, Department of Anthropology, 1999-present
University of Wisconsin-Milwaukee,
Lecturer, Grade 1, University of Ibadan, Nigeria 1988-1993
Lecturer, University of California-Davis, 1984-1988

Grants:

**Ford Foundation** $100,000.00
Difficult Dialogues

**Joyce Foundation** $601,220.00
Co-principal Investigator “Planning for School Reform in Milwaukee: Education for the Year 2000 The African American Schools Experiment.”

**Urban Research Institute** $16,785.00
“Meeting the Mental Health Needs of Children and Adolescents in an Urban Neighborhood.”

Presentations:
To: UW System Administration
From: Johannes J. Britz
Interim Provost & Vice Chancellor for Academic Affairs
Date: February 14, 2012
Re: 2012 – 13 Growth Agenda for Wisconsin Grants Program

I am pleased to write this letter of endorsement for the proposal titled, “INSPIRE: STEM Innovation Pipeline Project” submitted by Vice Chancellor Joan Prince and Interim Dean David Yu.

This proposal for the continuation of an existing UW-System grant directly addresses all three Growth Agenda Strategic Goals. By creating an expanded demonstration project focused on a pipeline of support, tutoring, mentoring, and a real work experience in a STEM environment, UWM will increase the number of both undergraduate and graduate research minority students.

Enhancing and building upon a pipeline philosophy of support, designate faculty will mentor graduate students, who will mentor/tutor undergraduate students, who in turn, will support, through mentoring and tutoring, a cohort of UWM Upward Bound students.

Johnson Controls, our community partner, will create a STEM Research Center that will provide real work and “hands on” experience to underrepresented students in all phases of the pipeline, as well as connecting them with mentors and advocates throughout their academic and professional lives.

I most strongly support a decision to fund this proposal.
February 15, 2012

Dr. Joan Prince
Principal Investigator
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wisconsin 53201

Dear Dr. Prince & Dr. Yu,

As the Executive Director of UWM TRIO & Pre-College Programs (TPP), I fully support the continuation of the University of Wisconsin-Milwaukee Undergraduate Research grant. The expanded demonstration project entitled, INSPIRE: UWM STEM Pipeline Innovation Project aligns well with the mission of the Upward Bound Math & Science program to assist low-income and first generation students to recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the STEM field.

UWM TRIO and Pre-College programs provide educational opportunities to school age students and their families, and adults. The Upward Bound Math Science Program, designed to serve 50-55 students is funded through the U.S. Department of Education. Services provided by the program include exposure to academic and cultural events, instruction in reading and math, writing, study skills and other subjects necessary for success in education beyond high school.

During the academic school year UBMS students attend after school tutoring on the UWM campus at least two days a week, participate in scheduled meetings with an UBMS advisor to discuss student’s academic performance and other scheduled academic enrichment workshops and cultural activities to engage them in community service. During the summer program, students reside in the residence halls; attend classes, tutoring sessions, academic workshops, and educational and cultural field trips.

This dynamic partnership will enhance the STEM experience at all levels from college preparation to graduate school and career. The exposure to underrepresented students in all phases of the pipeline as well as the tutoring and mentoring components will create unprecedented support for pre-college, undergraduate and graduate students preparing for advancement in STEM majors, research and careers.
Our TRIO & Pre-College program is pleased to support the UW-System Undergraduate Research Minority Student Project. It is a project that exemplifies the uniqueness of collaborative efforts on UWM’s campus. It will benefit our UBMS students, graduate students, faculty members, mentors, and Milwaukee community.

Sincerely,

[Signature]

April L. Holland
Executive Director